Cape Peninsula
University of Technology

# THE IMPACT OF SPECIFIC LEADERSHIP STYLES AT A SELECTED INFORMATION AND TECHNOLOGY TRAINING INSTITUTION IN CAPE TOWN

**by**

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**DECLARATION**

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

30 October 2019

Signed

Date

## ABSTRACT

This dissertation focuses on the impact that various leadership styles have on the execution of Information Technology (IT) projects. The present levels of technology would have made the success of project execution a lot easier, contrary to this there is a high rate of project failure in the IT industry. Together with this is the reality that almost all project managers are qualified and experienced people, and yet the failure rate continues unabated. The people element in any organisation can work as an asset or a liability. The objective for the study was to identify leadership style(s) that would be ideal for effectively executing IT projects, which are known to have a high failure rate. To obtain the necessary information needed a combination of qualitative and quantitative methods were used with the assistance of a questionnaire with three sections. The first section covered the biography, to give an understanding of the characteristics of the population. The second section focused on the likert scale dealing with the perceptions, attitudes and emotions. The third section was open ended, allowing for interaction between interviewee and interviewer. The findings clearly identify that responsiveness, empathy, emotional intelligence and ability to communicate are critical components for effectively managing the IT projects. This is not discounting the need for information technology skills (hard skills) on the part of the project leader it can be concluded that soft skills were cited as critical for effective IT project execution.

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## DEDICATION

This is dedicated to Allen Naboth Mafodya whose life was cut short and could not see the completion of his own research. Though he had completed his thesis, he could not proceed to graduation, his life was taken before he could get to the objective that he had set for himself.

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# CHAPTER ONE
# INTRODUCTION

## 1.1 Introduction

Management by projects is increasing in various industries globally. The benefits of management by projects have led to the unprecedented projectification of industry (Cicmil and Hodgson, 2006:113). From exclusive use in the construction industry, the use of projects as a way of managing operations has led to a new definition of what a project is. Cleland (2006:83-88) defines a project as any intentional undertaking limited by time (known start and end date) which seeks to create unique products, services, or outcome. Projects are being used as a catalyst to enhance the achievement of the organisation's strategic goals (Anantatmula, 2010:13-22). The changes in the global business terrain have justified the adoption of methods that will minimise the use of resources, and yet maximise the benefits and the effectiveness of the management process (Kerzner and Kerzner 2017:2). The nature of global competition has necessitated the use of projects as an efficient and effective way of developing a competitive edge in the global business arena. At the same time, there are high project failures in the industry with the eventual understanding that the management of projects goes beyond the technical knowhow to the need for specific task-related leadership styles as cited by Archibald (2003:6). Schwalbe (2014:13) indicates that the Information Technology (IT) is a typical industry with high project management failure rate whereas the management is exclusively qualified and experienced IT professionals. This study seeks to identify task-relevant leadership styles ideal for the IT industry.

## 1.2 Background

This section reflects on leadership in project management, challenges leaders project managers face as well as an overview of various leadership styles. This is to give perspective and foundation to this research. Eisen as cited by Iqbal (2011:30) defines leadership as the skill of getting people to do something that you want to be done. Project leadership is interpreted as the ability of an individual to make others to devotedly and thoroughly chase project objectives (Larkin-Hein and Budny, 2000:1-8). According to Yukl (1994:65) a leader must be able to advocate for a vision, persuade and motivate the followers to work towards achieving specified objectives. Further, leaders are also well known for their creativity and problem-solving skills

which make them different in that they have a unique ability to motivate people to get work done. Effective leaders have been known to be conscious of the various leadership styles and the appropriateness of certain styles to certain situations. Jowah (2011:10-17) makes mention of the need for congruence between the leader and the followers if the leader is to derive loyalty, cooperation and effective performance from the subordinates. Tebele and Jowah (2014:1-22) outline the specific nature of the leadership style and how it is received and responded to by different subordinates at different levels. It is therefore clear from the ongoing literature review that leadership styles need to be relevant to both the task and the people on whom it is applied. Only this will enable the project leader to achieve the objectives set out for the project execution process. The success of the execution process is measured against specific expectations stated by Nauman, Khan and Ehsan (2010:638-649) as the ability of the leader to submit a finished product (project) within the budget, time and technical specifications agreed on from the beginning. It is no exception therefore that there is a need to study on the leadership styles, specifically in IT where there is a reported high project execution failure rate.

### 1.2.1 Leadership in project management

Ika (2009:105-116) highlights that the way project execution is carried out has been considered different from other traditional management disciplines, hence the projectification of operations in the industry. There are distinct differences between traditional and project management systems, Verma as cited by Jowah (2013:07-17) drew up a list based on the operational issues between project management and other forms of management as tabulated in Table 1.1 below.

Table 1.1: Comparison of General and Project management

| | General management | Project management |
|---|---|---|
| 1 | Continuous process | One-time affair |
| 2 | Single state | Moves from one state to another |
| 3 | No clear (single) objective | Single clear objective |
| 4 | No real start and end points | Definable start and end points |
| 5 | Not much of emphasis on planning | Greater need and emphasis on planning |
| 6 | Resource and machine related | More human resource related |
| 7 | Product or process oriented | Project oriented |
| 8 | Repetitive and non-unique | Non-repetitive and unique |

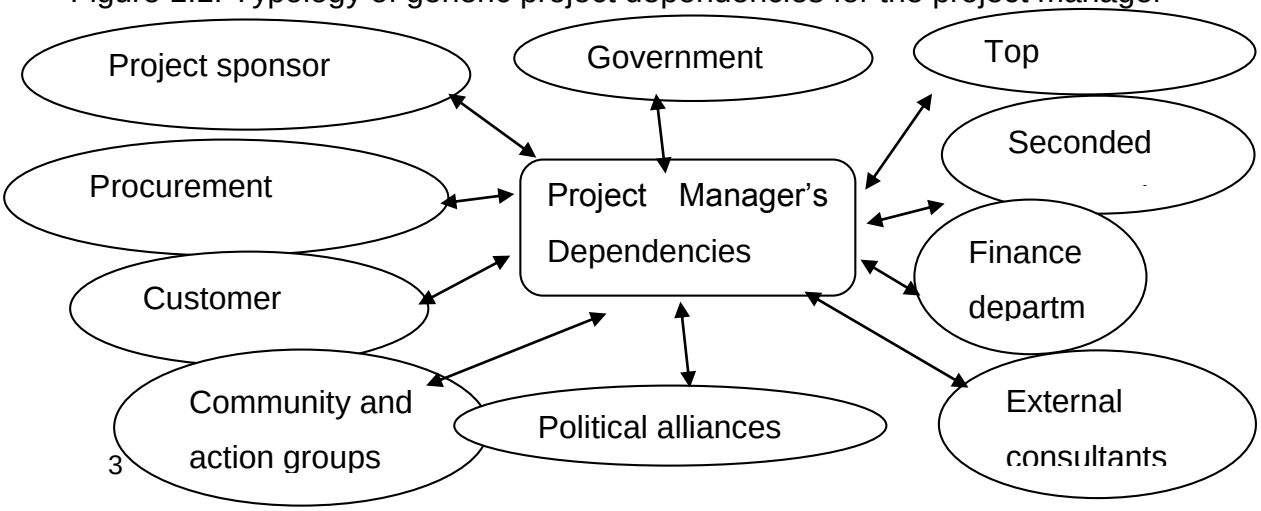
| | General management | Project management |
|---|---|---|
| 9 | Simple team building | Complex team building |
| 10 | Team member is permanent/ long term | team membership is temporary |
| 11 | Role of manager permanent /long term | Role of manager temporary |

Source: Jowah (2013:07-17)

The ability of the leader to harmonise the different aspects Work Breakdown structure (WBS) of the project in an integrated manner and keeping an eye on the human resources may lead to effective project execution as indicated in Table 1.1 human resources is a focal point of effective project execution. The nature of project execution, most of which is done in a matrix structure that creates an authority gap leads to the need for other applications of leading. Hence the leadership style becomes of critical importance if project execution is to be both effective and efficient. From the inception of a project, project leadership plays a crucial role in highlighting the key inputs in the planning process.

Gray (2009:4) posits that effective project leaders need to know and understand the politics in the processes. This involves the identification of those stakeholders that may be for or against the project and the project leadership, as this influences the leadership style to be adopted. Elias, Cavana and Jackson (2002:301-310) propose that the type of stakeholders determine the power available to the project manager, and hence the leadership style that may be used. Stakeholder here may mean senior management, subordinates, operational staff and all other people with interest in the project, specifically those that impact on the way the manager will lead the team. Jowah (2013:07-17) proposes a typology of the factors and stakeholders on whom the project leadership styles depend. Figure 1.1 below illustrates the typologies.

Figure 1.1: Typology of generic project dependencies for the project manager



A proper mapping of these stakeholders enables the project leader to decide on a proper appropriate leadership style to avert conflicts. Failure to identify strategic dependencies and alliances may lead to uncomfortable relations with stakeholders at different levels, again impacting on the way the leader will operate (Elias, Cavana and Jackson, 2002:301-310). The project manager needs to create for the team a vision to encourage results and forecast the benefits of the delivering the project within the desired framework to inspire the team. Effective project leadership requires involvement and empowerment of the team. Leadership is one of the ten most important skills and competencies for effective project managers (Schwalbe, 2014:24). Leadership is of value to realise project management process since it enables evaluation of the effectiveness of the project planning process whilst, the leadership styles used impact on the effectiveness of the project team (Morris and Pinto, 2007: 6).

### 1.2.2 Project Manager challenges

Project managers face internal problems. Companies or firms do not properly define the goals or objectives of a business before going into it. This will present a big problem to the project manager in the long run. A poorly planned project will definitely fail at the end. It is very important that goals, budget, and timeframe are discussed before the project even commences. It is also good to have other options in case the first idea doesn't work out.

As a project manager, the second problem you will likely face is working with either inexperienced team members or team members who lack the skill to handle the tasks at hand. This challenge will slow down the progress of your work and in some cases will lead to the termination of the project, unsuccessfully. It is very important that you are provided with team members that are tailored to the job or proper training is provided to ensure that they are ready for the task ahead,

As a project manager, you are expected to manage risk. This is a very hard task especially if there are internal and external factors that are affecting your work. You can reduce the risks level in your team by gathering enough information on the project, building a circle of trust amongst the team members and knowing which part of the project isn't feasible and changing it before it is too late.

Communication is also another challenge that arises between you and your team and between team members themselves. As a project manager, you will have to be open to everybody so that your team members can come to you with their problems. You should also let them know that everybody is essential to the success of the project, hence the need to communicate more openly with each other. Take note that lack of communication or miscommunication poses a huge risk to your entire project.

It is expected that you know what your team members expect of you as their manager and at the same time, your team members should know what you expect of them. Once you know each other's expectations, then it will be easier to reach the desired goals. Availability of resources, deadlines, training and payments are some of the critical issues that should be discussed on regular basis between the management and the workers so that the project will end up successful.

### 1.2.3 Leadership theories overview

It is of paramount importance to review the leadership theories and how they have developed over the past seventy years. Many of the theories promulgate the foundation of leadership theories that are now used on a day-to-day basis. In their research, Turner and Muller (2005:49-61) highlight that there are six main schools of leadership theory namely charismatic, traits, behavioural, contingency, emotional intelligence and the competency schools. These leadership schools have been studied extensively, and to some degree, they are considered practical and usable.

#### 1.2.3.1 The trait leadership school

The trait school of leadership believes that leadership is something an individual is born into and cannot be made and that they share common traits (Turner and Muller, 2005: 49-61). Cleland, 2006:201 mentions that leaders have traits and qualities that have been passed down to them from their parents. However, it focuses on a small set of individual attributes while neglecting important ones like social skills, expertise, motives, values and problem-solving skill (Edin, Avolio, Shamir and Dvir, 2005:19). It lost popularity in the 40's and 50's after qualitative review of existing studies and later the rise of situational leadership theory which states that effective leaders lead according to the circumstances and the situations they are in. According to Jiang, (2014:51-55) strongly believes that the effectiveness of a leadership style is

situational. Further, the particular leader must consider the environmental factors and the subordinates that are in that setting.

#### 1.2.3.2 Behavioural school

The behavioural school believes that leaders are not born but can be made, the theory assumes that effective leaders adopt certain styles and behaviours (Turner and Muller, 2005:49-61). The main idea of the behavioural theory is that leadership skills can be learned (Jiang, 2014:51-55). Through training and interaction, the knowledge of effective leading can be passed on to the different individuals who may become effective leaders. Because it is believed that people can improve or change leadership behaviours through dynamic processes, large sums of money are spent in training and teaching people on how to be effective leaders.

#### 1.2.3.3 Competence school

In contrast to the traits of the school of competency theory which suggests that if you are not born a leader, you can be made into one, competence school suggests that capabilities, experience and skills will determine the leadership style selected by an individual (Ferraro, 2008:30). The leadership style selected is situational and gives rise to transactional leadership in low complexity situations and transformational leaders in high complexity situations (Humphreys, 2007:149-159). This theory amalgamates all the theories and suggests that if an appropriate leadership style is selected there is increased performance of the project. Jowah (2015:49-67) concurs and opines that the situation includes among other things the type of people you are leading. This is made in reference to the maturity of the followers as well as the implicit expectations and the prototype determined by culture, background, status just but a few to mention.

#### 1.2.3.4 Visionary or charismatic school

Bass as cited by Turner and Muller (2005:49-61), identifies two types of leaders namely transactional and transformational. It is believed that when a system that regards rewards as important for effective leadership is transactional in nature. The opposite system is identified as transformational since the leadership puts emphasis on inspiring and motivating followers. This is achieved by setting a clear vision, creating an environment with trust, respect and high targets. Iqbal (2011:58) states that transformational leadership is appropriate in project management scenarios as compared to transactional leadership. However, Vaccaro, Jansen, Van Den Bosch and Volberda (2012: 28-51) argue that the tasks to be performed have a large

influence on the behaviour of the followers and hence they will impact on how the people should be led. It can be summed up therefore that there is no one-size-fits-all style that will be appropriate or acceptable at all times by all people performing any tasks.

#### 1.2.3.5 School of emotional intelligence

Lastly, school of emotional intelligence advocates that the success of a leader and the team is to a greater extent a result of the leader's ability to monitor the followers' emotions as stipulated by Koh and O'Higgins (2018:27-42). This school of thought suggests that emotional intelligence has four elements, namely; self-awareness, self-management, social awareness, and the ability to manage relationships. These four dimensions contribute to the following leadership styles, namely; democratic, autocratic visionary, coaching, affiliative and pacesetting (Jiang 2014:51-55). It was concluded that commanding and pacesetting are not beneficial for project environments while the other four can be applied. Emotional intelligence emphasises the application of emotional skills as compared to intellect.

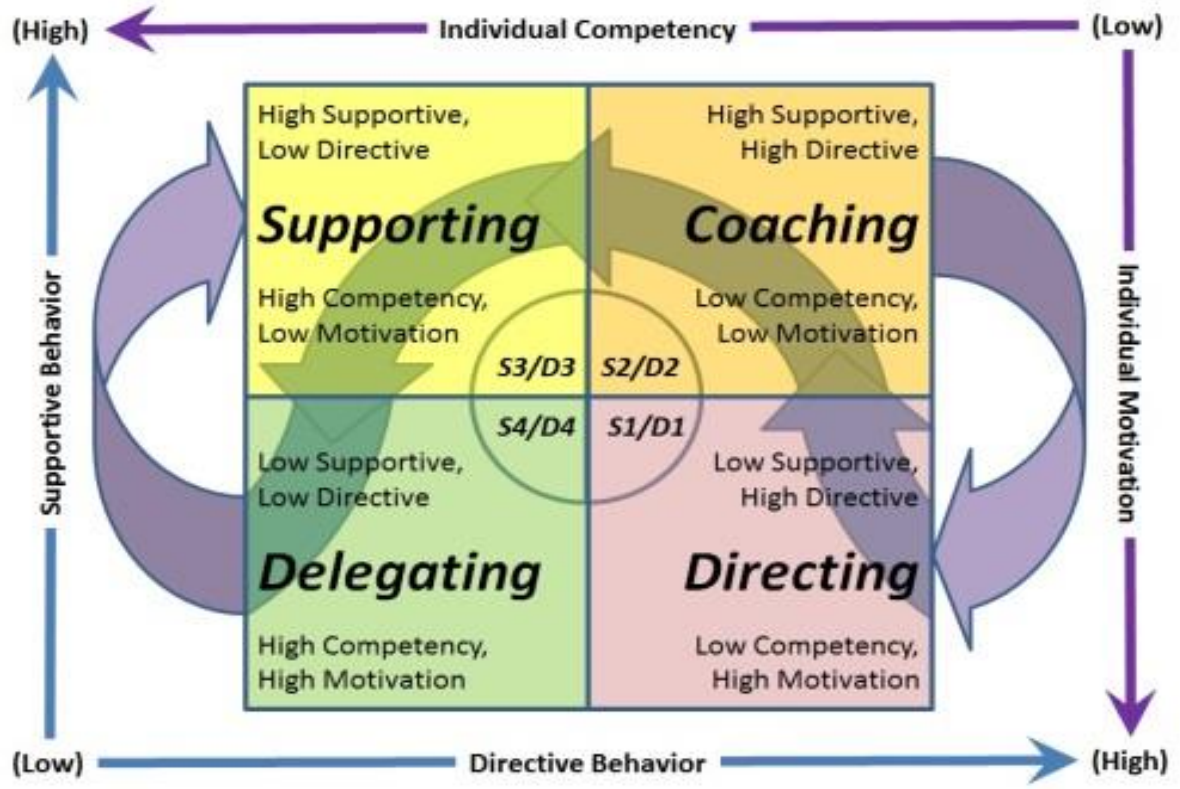
### 1.2.4 Leadership styles overview

This section covers various leadership models and theories as they have evolved over the years. This includes situational leadership model, transformational leadership, transactional leadership, democratic leadership, autocratic leadership, laissez faire leadership and bureaucratic leadership.

#### 1.2.4.1 Situational leadership model

The situational leadership highlights four leadership styles, which are considered as, namely; delegating, participating, selling and telling. As depicted in Figure 1.2 the followers Hersey-Blanchard situational leadership model suggests that successful leaders do adjust their styles. Hersey and Blanchard suggest that flexibility of the leader is important as each situation may require a different style (Jiang, 2014: 51-55). Therefore, the ability of a leader to understand the situation and lead according to the demands of the situation work positively as effective leadership.

Figure 1. 2: Situational leadership management




Source: Hersey, Blanchard and Johnson (2007:65)

As depicted above the Hersey and Blanchard model highlights four styles these are supporting, coaching, delegating and directing. The model also further indicates levels of competency and motivation that are required.

- **Supporting-** Fullan (2014: 48) define this as a style that is naturally organic and emoti onal sensitive and is only practised in organisations with a culture that accepts that tolerates this. This is when the leader prominence is solely on shared ideas and participative decision making. Supporting is characterised by high competency and low motivation. Hence the manager must make an effort to provide the followers with what they need.
- **Coaching -** According to Hersey, Blanchard and Johnson (2007: 65) coaching occurs when a leader ensures that tasks and roles of the followers are clearly defined however also seeking giving them an opportunity to contribute with suggestions in execution. In this style high support and direction is needed as the followers have low competency and motivation.

- **Delegating -**This style is similar to the laissez faire style as leaders allow the group to make the decisions. The leader gives the team permission to make decisions and be accountable for the decisions made. The leader defines the roles of the individual or group and provides the what, how, when, and where to do the task. This is mostly appropriate when dealing with mature followers.
- **Directing -** Hackman (2013:84) defines directing leadership as the act of influencing people to accomplish a task by providing a clear direction and motivating followers. Therefore, the leader gives a task and also closely supervises it. This is mostly appropriate in situation where there is high risk and in situations where the followers are still learning or are unwilling.

#### 1.2.4.2Transformational leadership

According to Eeden (2006: 230), this leadership style relies greatly on the behaviour displayed by the leader and the followers must strongly idolise and want to also be like their leader. The leader must demonstrate strength in character morally and ethically. The followers must believe their leader's vision and are committed to achieving it. In addition to this (Ferraro, 2008: 287) said a transformational leader is concerned highly about work and the people, this leadership style is ideal for projects because it motivates the team to work together. Furthermore, he mentioned that when the leader shows they are concerned about the people's needs the followers will feel a sense of belonging hence increasing performance. Thompson (2010:26) asserted that Burns who is the instigator of transformational theory of leadership declares that in an environment where change must be implemented, the process must be comfortable for the followers. Any discomfort may cause discord and create conflicts with the leadership, a risk that needs to be managed according to the PMBOK. The aim is to get a buy in from the followers to achieve the set objectives of the organisation as noted by Benincasa (2012:1-86).

#### 1.2.4.3Transactional leadership

In this style the leader explains the task to be done and then it is up to the follower to follow through and complete the task. Emphasis is on the rewards the follower can get after successfully completing a task or evading punishment hence becoming a transaction. The reward is supposed to be realistic and worthwhile for the follower for them to be motivated to work for it (Eeden, 2006:253-267).

Additionally, Ferraro (2008:286) believes that transformational leadership is successful where a clear cut of the expectation and reward is shown in an agreement whereby the reward can be financial or non-financial format. However, in the long run this style can be pull down factor for followers as the exchange task for reward may become monotonous and demotivating. A transactional leader, unlike a transformational leader has low interest of people's needs or developing their needs (Northouse, 2010:303). The rewards that are highlighted include a bonus, salary increase, promotion, time off or any other form of recognition individually or in the groups (Edin, Avolio, Shamir and Dvir, 2005:35-744). According to Humphreys (2007:149-159) there can be a downside in a case where there is a passive transactional leader as they may avoid corrective action or guidance until a deadline has lapsed and then apply corrective action.

#### 1.2.4.4 Democratic/ participative leadership

The democratic leader involves followers in decision making by asking their opinions and considering this when making the final decision (Marquis and Huston2009:86). As the leader embarks on the work to be done, the experts and the necessary team members are given an opportunity to contribute to the process. However, the final decision lies with members to give their input. The democratic style is successful when the manager needs expert advice as well as being in need of establishing a sense of ownership in the planning process (Senge, 2014:8). However, in situations that have time constraint and work or tasks need to be performed quickly, the democratic leadership may not work.

#### 1.2.4.5 Autocratic leadership

In this leadership style, all decisions are made by the leader without the assistance of the followers or without consulting the followers. The leader tells the followers what to do and how to do it, this is typical of people from the X theory of leadership (Jung, Chow and Wu, 2003: 528). It is characterised by tight control of group activities with all decisions being made by the leader since this leadership style portrays distrust by the leader in the ability of the followers. Furthermore, Highsmith (2009:90) state that this leadership style is ideal during the execution stages of the project where little input in terms of ideas is required. Everything must go according to the initial plan unless otherwise, but any changes will cost the organisation money, therefore this is the reason why the manager needs to be strict and maintain tight control (Humphreys, 2007:149-159).

#### 1.2.4.6 Laissez faire leadership

Rubin (2013:55-66) defined laissez-faire leadership or delegative leadership style as a form of leadership style whereby the leaders allow group followers to make the conclusions without interfering. In laissez faire leadership style, the followers are given a chance to do their own work and the leader does not interfere unless an issue arises. This type of leadership would be most effective in a situation where the followers are mature and have a lot of experience in their work that their doing. It becomes the follower's responsibility and accountability to ensure that the tasks are completed. This type of leadership promotes employee empowerment and gives rise to self-management (Eeden, 2006:253-267).

#### 1.2.4.7 Bureaucratic leadership

According to Von Krogh, Nonaka and Rechsteiner (2012:240-277), bureaucratic leadership is viewed as a leadership founded upon secure official chores under a grading of authority which uses a system of instructions for supervision and decision-making. Thus, a bureaucratic leader will ensure that they follow all the rules, regulations and policies that govern the environment. Mostly they will stick to everything that is in the book as they are low risk takers. The followers have clear guidelines of how they should conduct their work in the work environment (Eeden, 2006:322). Bureaucratic leadership is great in situation and environments that require compliance to legislation and law. Hodgkinson and Rousseau (2009:2) is of the opinion that mostly leaders can consider the above to avoid any variations with the expected requirements. Also, this is characterised by tall structures and is typical of government structures or large organisations with a centralised control or decision-making system. Everything has to be approved at the top, specifically in terms of changes in operations or plans.

### 1.2.5 Project Management Success

Project management success occurs when the project has been completed within the initially set boundaries (Gann and Salter 2000:958). This means achieving the set goals within the resources allocated to it including time, financial, quality as well as the scope of the project as agreed from the onset. The leader when driving a project is expected to be effectively coordinate the different Work Breakdown Structures (WBS) within the project. The ability to do that and deliver a project with the stipulates of the iron triangle aspects constitutes effective leadership. Highsmith,

(2009:24) says the attitude, attributes and characteristics of a leader are projected to the project team, and this may decide on success or failure of the execution process.

### 1.3. Problem Statement

As alluded to in preceding literature review, leadership plays a critical role in the successful execution of projects. As “management by projects” increases in organisations, project failure rate remains high in spite of the advanced techniques, tools and technology. Therefore focus is now on the human element. The critical human elements are the leader and the followers in the project execution processes. The styles used by leaders must be such as to be acceptable by the followers within the expectations during performance of certain tasks. It is thus important that there be an understanding on the type of leadership styles ideal for project execution in Information Technology projects in training institutions. The focus of this study is to identify leadership styles that will positively affect the execution of projects in the Information Technology training centre under study in Cape Town.

### 1.4 Research Objectives

Research objectives are the expectations from the research to be conducted, and these have been classified here into two categories, namely; primary research and secondary research objectives.

**Primary research objective**

- To identify a leadership style that would be ideal for the management of projects in Information Technology training institutions.

**Secondary research objectives**

- Identify the nature of the followers or subordinates in the Information Technology training as that impacts on leadership style.
- To identify the different leadership styles common among project practitioners in project execution in general.
- To identify the leadership styles commonly acceptable to the project practitioner in the work environment.
- To identify subordinate’s expectations in terms of how they would want to be led in the execution of projects.

### 1.5 Research Question

A research question is an inquiry referring to a specific issue or concern for which an answer is needed. The research question guides in the decision on the literature to be reviewed and assists in expanding on the requirements of both the problem statement and the research objectives. The questions here were classified into two, namely; the main question and sub-questions.

**Main research question;**

- What leadership style would be ideal for effectively managing Information Technology training projects?

**Sub-questions;**

- What is the make-up of the subordinates (followers) who are the project practitioners in an Information Technology training institution?
- What are the general (generic) leadership styles of project leaders / manager in Information Technology training institutions?
- What leadership style is acceptable to the subordinate project practitioners in Information Technology training institutions?
- What are the expectations in terms of leader behaviour do the subordinate project practitioners have if they are to be motivated?

### 1.6 Research design and research methodology

#### 1.6.1 Research design

Research design is an overall plan about what the investigator will do to respond to the research question of which in this case the researcher used an exploratory research. An exploratory study aims to discover specific aspects of the investigation area and it does not focus on providing ultimate and conclusive responses to research questions as stated by Creswell and Clark (2017:86). As a result of research design, data on the tasks, composition sample selection, sample scope, data collection technique, procedures and ethical necessities will be delineated. There is an inevitability for some correspondence between the research design carefully chosen and the research methodology to be used. The research was largely descriptive and partially exploratory as the researcher used a mixed method approach of qualitative and quantitative methods. Montano and Kasprzyk (2015:95-124) noted that qualitative research is frequently used to study the behaviour of people and the motives around their behaviour and to extract such information, open-

ended questionnaires will be used. Quantitative research focusses on the numbers and searches for relationships through experiential results and this method will utilise statistical methods, it will be correlational and descriptive.

### 1.6.2 Research methodology

Selection of the correct research techniques a fundamental key factor in determining the methodological foundation of the study and following analysis. Each of the individual techniques used to attain data is linked to specific analysis and interpretation processes. When choosing a research technique, it is vital to bear in mind that the research sample should be well defined with the research objectives. The researcher can make use of multiple techniques in this research as it helps to reduce mistakes and inconsistencies that can arise due to the sample's structure, population coverage and absence of responses (Bryman, 2017:57-78). Again, it should be noted that each data collection technique has its strengths and weaknesses which will help the researcher to eliminate mistakes during the measurement and analysis stages. In-depth structured questionnaires and interviews were utilised to gather data for this research.

### 1.6.3 Target Population

According to Jowah (2011:94) population is the complete set of units to be studied and analysed for inference or conclusion to be reached. Gates (2008: 301) defines the population as the complete group from which we need to obtain information and from which the units of analysis will be selected. The target population will be projected practitioners and at different levels, specifically, those that report to a line manager. It is these that experience the behaviour of the leaders and their approach or perception to effective leadership. The study will target people strictly in an IT environment because of the nature of tasks that they perform, bearing in mind that leadership styles tend to be task-oriented or task related. Data will be gathered from the project teams comprising of IT specialists, administrators and support staff involved in its projects.

### 1.7.4 Sampling

The respondents will be selected using random sampling from the different parts of the sample frame strictly amongst people working in an IT environment. Three organisations have been identified because of their accessibility and convenience (costs and willingness of management to allow for the survey). The project practitioners will be sampled randomly using and or depending on their availability.

### 1.6.5 Sample size.

The sample frame (total number of people who qualify for the survey) has been given by management (3 organisations combined) and using the principle of sampling as stated by Blumberg (2008:167), a minimum of 80-100 respondents (100 dependent on availability) was interviewed / requested to fill in the instrument. Blumberg posits that the larger the sample, the higher the probability of getting a correct answer, the minimum of 80 is actually 50% of the entire population.

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### 1.7.6 Data analysis

The analysis was done using the Software Program for Social Sciences (SPSS) because it easy to use to and is considered appropriate for this type of research. The data was converted to tables and graphs to aid analysis and comparison to interpret the findings and identify relationships. The open-ended questions were put into categorises and reported as some of the extra information that may not have be included in the earlier questions or rankings.

### 1.6.7 Data collection method

The researcher, with the assistance of two people who had undergone training on data collection, personally administered the instrument. Personalised data collection was considered important because it would assist with the increase on the return rate as well as provide the respondents with an opportunity to ask questions pertaining to any areas that may be difficult for them to understand. The use of questionnaires with both structured and semi-structured questions was used to ensure that the respondents had an opportunity to express themselves fully. This brought a degree of uniformity and hence reliability and validity to the tool used for the data gathering.

### 1.7 Ethical Considerations

The researcher will comply with professional conduct as the requirements of the Cape Peninsula University of Technology's ethical committee. The investigator will also respect the rights of the participants, and all information will be treated with confidentially and solely for academic purposes. Further, the respondent's dignity will be protected buy not asking any questions that are culturally sensitive and allowing respondents the right to withdraw at any point in the research.

### 1.8 Organisation of the dissertation;

**Chapter 1;** This chapter introduces the study by providing literature around the theories of leadership and competencies. The chapter then introduces the problem statement, research objectives, research question, research methodology, ethical considerations and chapter classification.

**Chapter 2;** This chapter looks at the theories of leadership, different types of leadership styles and leader behaviour models and how they impact on the followership. Further the different schools of leadership are studied in detail with special reference to impact on followership.

**Chapter 3;** This chapter discusses the project environment and the IT projects as a special industry, discusses the high failure rate and the role of leadership in the failure. Contrasts are made between hard and soft skills as they pertain to the industry and successful project execution.

**Chapter 4;** This chapter is on the research design, research methodology, the research objectives, research questions, population and sampling together with data collection instrument and data analysis.

**Chapter 5;** This chapter focuses on the collection of data, the analysis, the reporting and interpretation of the findings of the research using graphs, tables, charts, histograms and other illustrations for comparing the variables.

**Chapter 6;** This chapter summarises the findings from the research and makes conclusions and recommendations, it also suggests further study and limitations to the study.

### 1.9. Chapter Summary

This chapter is considered to be of importance to the institution as it has the possibility of showing the relevance of the leadership styles in the successful delivery of projects., The outcomes of this study have the probability of raising awareness on sustainable leadership styles that can be considered at various stages of the project to ensure effective and efficient delivery. This will be advantageous to the institution as the research's analysis is likely to indicate the forms and styles of leadership that may be necessary when selecting the right candidate for the job. The results will also be relevant to eradicate the perceptions regarding the bearing the leadership style within projects. Further, this could also be a guide when selecting the various tact and skill necessary when engaging with the project teams.

# CHAPTER TWO
# THEORIES OF LEADERSHIP, TYPES OF LEADERSHIP STYLES AND LEADER BEHAVIOUR MODELS

## 2.1 Introduction

Iqbal (2011:30) defines leadership as the skill of getting people to do something that you want to be done. Project leadership is interpreted as influencing others to devotedly and thoroughly chase project objectives (Harris, 2011:21). A leader must be able to advocate for a vision, persuade and motivate the followers to work towards achieving the vision. Leaders are also well known for their creativity and problem-solving skills that make them different. Successful leaders have been known to be conscious of the various leadership styles and their ability to adjust according to the situation (Goleman, 2017:6) Project management success is regarded for this purpose, as harmonising the project constraints which include quality, scope, time and budget and managing to complete the operations within that space. According to Yakhchali and Farsani (2013:24-128), there is a difference between project success and project management success in that project success is about fitness for purpose compared to project management success which is about completing the execution processes with the project square root constraints. Because of the unprecedented failure rates in project execution, focus has now been turned on the human element of leadership which comprises of the leader behaviour and style as critical elements in effectively managing the project execution.

## 2.2. Leadership defined

Northouse (2007:176) states that leadership occurs when an individual influence the behaviour of other individuals to act towards the fulfilment of the set goals to realise a vision. Concurring to this notion Yukl as cited by Goffee and Jones (2006:21) attribute leadership to a set actions that gives direction to followers as to what and how the vision shared has to be reached individually or in groups. Furthermore, Rossiter (2004:7) submits that a leader has to be flexible, innovative, paying attention to details, respectful and full of self-awareness. Leadership is a peculiar way of influencing other people to voluntarily perform tasks in response to the good will expressed by another individual more powerful (Bass 1999:26) resulting in the performance of tasks as expected. There are as many definitions of leader and or leadership as there are people defining the word. Jowah (2013:12) posits that, one

common factor amongst all these is the agreement on the reality that leaders have followers. The absence of one generic definition for leader has resulted in the advancement of or may have originated from the presence of so many schools of thought and leadership theories (Pihie, Sadeghi and Elias 2011:1082).

### 2.2.1Characteristics of a leader

Amos, Ristow, Ristow and Pearse (2008:72) opine that it is important for leaders to pay attention to their leadership attributes and how they influence followers since this contributes directly to follower motivation which can translate easily to high performance. A leader must therefore be conscious of how they project themselves to their followers. Meredith and Mantel (1995:130) identified project-specific attributes that need to be recognised if project execution is to be successful. These are:.

- a strong foundation;
- strong goal orientation;
- political sensitivity;
- quality technical skills; and
- high self esteem

**Firstly;** - **a strong foundation** - a house is only as strong as its foundation, therefore a firm understanding of the environment in which the project is being operated internally and externally is critical. This includes paying attention to details of the macro and micro factors, as well as understanding the skill set and expertise that is needed to achieve the set goals.

**Secondly; a strong goal orientation -** Having a mind that is focused and an actual understanding of the organisational goals will make it easier for the leader to carry and pass on the vision to the followers (Parker, Parker and Craig 2008:35). The goals must be clearly defined and understood by the operators so that they assist in providing efficient and effective means of executing the projects.

**Thirdly; political sensitivity –** the differences between the people (diversity - cultures, religion, gender, age and race) provide challenges that need political and social understanding that will aid the engagement that the leader has with the followers. Fullan (2011:8) states that the awareness of the politics in an organisation is useful to a leader as the ninety percent (90%) of the project time is spent in communication with the different stakeholders.

**Fourthly; quality technical skills -** high understanding of the project technical skills is advantageous but not essential as experts can be consulted where it is needed. Rad and Leven (2002:56) support this and state that for a project manager to achieve success in projects they should be competent in most or all technical areas. This depends largely on the complexity of the project a high and may not be necessary if there are complementary skills available. Understanding of the project may be critical in monitoring compliance and quality issues.

**Fifthly; high self-esteem -** a leader who has the above attributes is bound to cognitively believe that the goals are achievable and which contributes to high self-esteem. A high self-esteem is associated with high motivation and is easy to maintain when the individual is comfortable in the beliefs.

These attributes may not be everything required for the effective execution of the project, it is acknowledged that there is a need for specific soft skills set (Northouse 2018:12). Because projects are done by people through people, there is a lot of emotions that go into the work processes. The human relations element cannot be ignored since a demotivated people may impact on the performance which may result in the failure of the project execution (Pinto, 2013:643-653). It is for this purpose that leadership becomes an indispensable part of effective project leadership.

### 2.2.2 Leadership theories overview

It is of paramount importance to review the leadership theories and how they have developed over the past seventy years. Many of the theories promulgate the foundation of leadership theories that are now used on a day-to-day basis. In their research, Turner and Muller (2005:49-61) highlight that there are six main leadership theories (in alphabetical order), namely; behavioural models, charismatic models, competency models, contingency models, emotional intelligence and traits models.

#### 2.2.2.1 The trait leadership school

The trait school of leadership believes that leadership is something an individual is born into and cannot be made and that they share common traits (Turner and Muller, 2005: 49-61). Cleland (2006:201) mentions that leaders have traits and qualities that have been passed down to them from their parents. However, it focuses on a small set of individual attributes while neglecting important ones like social skills, expertise, motives, values and problem-solving skills (Edin, Avolio, Shamir and Dvir, 2005:19).

The theory was based on six factors or known traits that presumably influenced followers to positively respond to the leader. These are listed in table 2.1 below.

Table 2.1: Six factors that presumably influence followers

| | |
|---|---|
| • Drive and ambition | • Desire to lead and influence |
| • Honesty and integrity | • Self confidence |
| • Intelligence | • Technical Knowledge |

Source; Kirkpatick and Lock (1991:12)

Essential to the trait theory leadership is the individual's drive which is believed to be "contagious" and would instil some energy in the followers to perform as it portrayed self-confidence of the leader. This also meant that the leader desired to lead and if the individual was honest and showed an integrity as well, it showed the dependability of the leader. Adding intelligence and technical knowhow to the individual was believed to be good enough to draw followers. The theory was strongly depended on until the emergence of the situational leadership theories in the 40's and 50's. Kirkpatick and Locke (1991:12) assertively argued that the six traits are critical for effective leaders. Some earlier aspects of the theory had proposed also that the physical appearance was equally a critical aspect of the willingness of people to follow. Turner (1999: 52) identified what was then referred to as the seven critical project management traits which are tabulated below in table 2.2

Table 2.2: The 7 critical project manager traits

| | |
|---|---|
| • Problem solving | • Results orientation |
| • Energy and initiative | • Self confidence |
| • Perspective | • Communication |
| • Negotiation ability. | |

Source: Turner (1999: 51)

Turner based his traits on the understanding that anyone managing to solve problems will be looked at as key to any conflict-resolution process. Such an individual will therefore have power (the ability to influence) and if the individual was task focused that made them a performer possibly with energy and self-confidence. The presence

of self-confidence in both studies (Kirkpatrick and Turner) is interesting, but Turner's addition of communication made the postulates profound as that had not be identified in earlier studies.

#### 2.2.2.2 Contingency School

The contingency school is an approach to leadership that states that leaders know their own behaviour, the behaviour of their aides and the condition before using a particular style of leadership (Yilmaz and Flouris, 2017:65-112). Jiang (2014:51-55) strongly believes that the effectiveness of a leadership style is situational, thus dispelling the mentality that one-size-fits-all. Further, the particular leader must consider the environmental factors and the subordinates that are in that setting (Selznick, 2011:85). This theory suggests that most leaders follow a similar pattern or sequence of behaviour, namely; they assess the characteristics, evaluate the situation in terms of key contingency variables, and then match the leader with the situation. A popular theory that has been used often within the contingency school is the path goal theory by House (1971:21). Four leadership behaviours that are identified by this theory are, namely; the directive leadership, supportive leadership, participative leadership, and achievement –oriented leadership. These factors must then be harmonised with subordinate and environmental factors to give an overall approach. The subordinate factors considered were, locus of control, experience, and perceived ability.

- Locus of control;

This is the degree to which an individual believes to have an influence on the way the things will unfold in one's life. The word *locus* is itself Latin translated in English it means location or a place. The concept therefore boils down to the extent to which an individual believes that control the outcome of the events in their life or fate controls it (Ajzen, 2002: 665-683.)

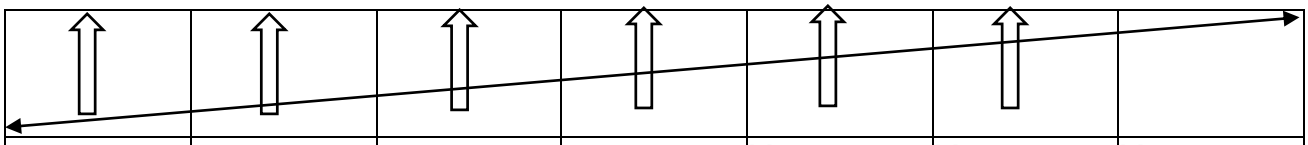
- Experience;

This is the expertise that an individual or group acquire through being involved in doing something or being exposed to certain activities (Eraut, 2012:75-94). Experience has to do with knowing how to do a job which is practical than theoretically knowing something (Eraut, 2012:77-94)

- Perceived ability;

This can be defined as self-analysis of one's capability of achieving. It is believed to be a combination of motivation and willingness that contributes to ones perceived ability. Interesting to note is that there is a high correlation between high ability and motivation, the more an individual believes in their ability the more they are motivated, those who believe they have low ability are less motivated. Leaders lead people who have their own social and economic circumstances that form their behaviour and expectations. The influence of the leader should be considered together with the followers' situations. Jowah (2015:65) makes reference to leader and follower congruence and constructed a model on followership continuum. The continuum suggests a point of equilibrium at which there is the maximum tolerance on both sides, movement away from that will be settled by the balance of power. The model is illustrated in figure 2.1 below

Figure 2.1: Followership continuum



| | | | | | | |
|---|---|---|---|---|---|---|
| Manager decides and enacts | Manager sells idea to workers | Manager presents ideas and invites questions | Manager presents tentative decision subject to | Manager presents problem, gets suggestions, and makes | Manager defines limits and asks group for decision | Manager allows subordinates to function within superior- |

Source: Jowah (2015:710)

As alluded to above, the followers are human beings with situations and circumstances that explain their wellbeing and expectations. At a point, it should be understood that the degree of loyalty by the follower has to be in agreement to some extent with meeting the follower's objectives and expectations (Zhang, Wang and Shi, 2012:110-129T). This constitutes the environment in which the follower operates, and in agreement with this, (Dorfman, Javidan, Hanges, Dastmalchian and House, 2012:504-518) stated that there are specific environmental factors that impact on the leader's ability to be effective. These are, namely; the task environment, the work group, and the authority system.

- Task structure;

Lodewyk, Winne and Jamieson-Noel (2000:15) stated that task structure can be described as the extent to which a job given to an employee is broken down to simple terms that can be understood such that an employee is able to perform it. This is normally evident in a particular job description and procedures attached.

Work group;

Rollinson (2008:62) define a work group as group of people in an organisation that are working together to achieve a unified goal or purpose in an organisation. They can be two or more people in the same location or not who collaborate to achieve the same purpose.

- Formal authority system;

A formal authority in an organisation is the official power that stems from the position that a person has in an organisation. Authority refers to the right to acquire action of others. Normally formal authority will flow from the top downwards according to the chain of command in the hierarchical structure.

Further to this, Fiedler (2006:369) explains that the effectiveness of any leader will also be influenced by the degree to which followers like and trust their leader. Also, the task structure which encompasses how clearly a task is articulated and the willingness of the followers to take part should be noted. Lastly, Fiedler (2006:369) points out that position power, which is the organisational position that the leaders have, may affect overall contingency theories and the postulations.

#### 2.2.2.3 Behavioural school

The behavioural school believes that leaders can be made and assumes that effective leaders adopt certain styles and behaviours (Turner and Muller, 2005:49-61). Based primarily on the premise that leaders are not born but are made, the main idea of behavioural school of thought is that the leadership skills can be learned (Jiang, 2014:51-55). This accedes to the thought that people can improve leadership through dynamic processes, training, and education until they develop or adopt more ephemeral “traits” or “capabilities.” Behavioural school suggests that leaders assume combinations of styles and develop characters that make them the leaders they need to be. Turner (1999:53) posits that most of the theories bench mark the leaders against either one or two parameters. Six of the parameters that were deemed to be of primary importance are, namely;

1. **Concern for people or relationships -** This can be defined as the degree to which a leader will take into consideration the team member's needs, interests and personal development when deciding on how to achieve the goals set (Selznick, 2011:32).

2. **Concern for production –** According to Bass and Bass (2009:23) this can be described as the degree to which a leader considers the outcome to be of paramount importance when deciding how to accomplish the task.
3. **Use of authority -**This can be described as the degree to which a leader considers who has the right to give orders and direction as a key element in the task completion (Goleman 2000:4-17).
4. **Involvement of the team in decision-making (formulating decisions) -** Day, Gronn and Salas (2004:24) state that this is the degree to which a leader allows the team to have an input in the process of how the decision is constructed and built.
5. **Involvement of the team in decision-taking –** Fiedler (2006:42) state that this can be described as the extent to which the leader includes the team members at the particular moment when a decision must be taken. This often in meetings can be through votes so that the team can pick from the available options.
6. **Flexibility versus the application of rules -** This can be described as the degree to which the leader would stick according to set rules and principles or consider new ideas if necessary to accomplish tasks (Schein, 2010:7).

#### 2.2.2.4 Competence school

In contrast to the traits theory, the competency school suggests that if you are not born a leader, you can be made into one. Further, it suggests that capabilities, experience and skills will determine the leadership style selected (Ferraro, 2008:30). The leadership style selected is situational and it gives a rise to transactional leadership in low complexity situations and transformational leadership in high complexity situations (Humphreys, 2007:149-159). This theory amalgamates all the theories and suggests that if an appropriate leadership style is selected there is an increased performance of the project.

According to Crawford (2003:36), the competence school seems to be similar to the trait school however, they define it as an amalgamation of knowledge, skills and personal characteristics needed to achieve the expected outcome. This means that

competence is broad and covers a broader range including traits, charisma, emotional intelligence, managerial skills and the problem-solving ability. Dulewicz and Higgs (2003:15) suggest that there are three types of competencies that explain most managerial performance, namely; intellectual competency (IQ), managerial skill competency (MQ) and emotional competency (EQ).

- **Intellectual (IQ) –** This can be described as the degree to which an individual possesses both cognitive and non-cognitive traits. The assessment is based on analysing patterns of behaviour (interests and personality traits) as well as actual performance to determine how much an individual is likely to achieve. It is considered a product of intelligence (self-perceived and actual) as well as the individual's personality traits (Zampetakis, Beldekos and Moustakis, 2009:165-175).
- **Managerial Skill (MQ) –** According to Dulewicz and Higgs (2003:15), this can be described as a group of cognitive leadership that include the knowledge and skills for the various management functions.
- **Emotional (EQ) –** This can be described as a group of behavioural and motivational competencies of leaders for handling themselves and their relationships (Zampertakis et *al*., 2009: 165-175). These leadership competencies are illustrated in the table 2.3 below.

Table 2.3: Fifteen leadership competencies

| Group | Competency | Goal | Involving | Engaging |
|---|---|---|---|---|
| Intellectual (IQ) | 1. Critical analysis and judgment | High | Medium | Medium |
| | 2.Vision and Imagination | High | High | Medium |
| | 3.Strategic Perspective | High | Medium | Medium |
| Managerial (MQ) | 4.Engaging Communication. | Medium | Medium | High |
| | 5.Managing Resources | High | Medium | Low |
| | 6. Empowering | Low | Medium | High |

| | | | | |
|---|---|---|---|---|
| | 7. Developing | Medium | Medium | High |
| | 8. Achieving | High | Medium | Medium |
| Emotional (EQ) | 9. Self-awareness | Medium | High | High |
| | 10.Emotional Resilience | High | High | High |
| | 11. Motivation | High | High | High |
| | 12. Sensitivity | Medium | Medium | High |
| | 13. Influence | Medium | High | High |
| | 14. Intuitiveness | Medium | Medium | High |
| | 15. Conscientiousness | High | High | High |

Source: Dulewicz and Higgs (2003:15).

Together with the identification of the above, researchers have identified other elements of leadership that had been unknown. These comprise of engaging, involving, goal orientated leaders. They have been rated the fifteen competencies suggested against these styles. The three competencies have been classified as Intellectual, five as managerial and the last relating to the emotional aspect as illustrated above (Dulewicz and Higgs, 2003:15).

**2.2.2.5 Visionary or charismatic school**

Generally, visionary leaders are the builders of a new beginning, working with imagination, vision, and boldness. They present an encounter that calls forth the best in people and brings them together around a shared sense of purpose. They work with the power of intentionality and alignment with a higher purpose. Their eyes are on the horizon, not just on the near at hand. They are social innovators and change agents, seeing the big picture and thinking strategically. According to Ehrenreich and English (2011:21) there is a profound interconnectedness between the leader and the whole, and true visionary leaders serve the good of the whole. They recognize that there is some truth on both sides of most polarized issues in our society today as they search for solutions that transcend the usual adversarial approaches and address the causal level of problems. They find a higher synthesis of the best of both

sides of an issue and address the systemic root causes of problems to create real breakthroughs.

In a study by Bass, as cited by Turner and Muller (2005:49-61) on change in organisations two types of leaders were identified namely transactional and transformational.

- The transactional leader is regarded as a leader who uses reward system whereby rewards are seen as important and taking action when the goals set are not being delivered as planned (Cogliser, Schriesheim, Scandura and Gardner, 2009:452-465).
- The transformational leader puts emphasis on inspiring and motivating followers. This is achieved by setting a clear vision, creating an environment with trust, respect and high targets. It is important that the transformational leader exhibits charisma and challenges the followers with innovative methodologies and ideas. Iqbal (2011:58) suggest that transformational leadership is more appropriate in project management scenarios as compared to transactional leadership.

Bass in 1990 as part of his research designed a Multi Leadership Questionnaire (MQL) to put transactional, transformational and laissez-faire leadership on a test (Judge and Piccolo, 2004:755). This has become a famous leadership assessment tool to date. The dimensions covered in the assessment include the following

- **Idealised influence -** Bass (1990:68) suggests that it works a s a framework for high ethical behaviour, instilling pride and gains respect and trust.
- **Inspirational motivation –** This is highly attributed to the way a leader expresses the vision in an optimistic way to get the buy in from the followers.
- **Intellectual inspiration –** This can be described as the way that the leaders will take risks, challenges assumptions and takes risks.
- **Individualised consideration -** Hinkin and Schriesheim (2008:501-513) define individualised influence as the degree to which the leader is able to attend to the individual requests of the followers, with an open channel of communication
- **Contingent reward leadership-** The leader links the goals to rewards and clarifies the expected output whilst also providing the necessary resources.
- **Management by exception (active) –** The managers monitor constantly that the rules are being followed and that corrective action is done to avoid any deviances.

- **Management by exception (passive) –** In this approach the manager will only get involved when there is a variance. The leader tends to use punishment as well in response to unacceptable standards.
- **Laissez-faire leadership -** this approach the leader decentralises decision making to be done by the followers.

Hadjithoma-Garstka (2011:311-326) have further amalgamated the questionnaire with organisational commitment and organisation context. They have added scales that include job satisfaction, realism, commitment, change and understanding the need to change. Iqbal (2011:58) suggests that transformational leadership is more appropriate in project management scenarios as compared to transactional leadership. Tebele (2017:5) concur with this notion and opine that a project manager to be effective, must mostly use transformational leadership as compared to transactional. However, their findings reveal that there is no significant correlation between the leadership style and project management.

#### 2.2.2.6 School of emotional intelligence (EQ)

The school of emotional intelligence advocates that the success of a leader and his team is to a greater extent a result of the leader's ability to monitor their own emotions (Muller and Turner, 2005:52). The study school suggests that emotional intelligence has four elements (pillars), which are self-awareness, self-management, social awareness, and relationship management. These four dimensions contribute to the following leadership styles democratic, autocratic visionary, coaching, *affiliates* and pacesetting (Jiang, 2014:51-55). It was concluded that commanding and pacesetting may not be ideal and beneficial for project environments while the other four can be relevant and can be applied. Emotional intelligence emphasises the application of emotional skills as compared to intellect (Jiang, 2014:51-55). The table 2.4 below shows the four dimensions as illustrated by Goleman, Boyatsiz and Mckee (2002:4-5).

Table 2.4: The four dimensions of Emotional Intelligence (EQ)

| DOMAINS | COMPETENCIES |
|---|---|
| Personal Competencies | |
| • Self-Awareness | Emotional self-awareness<br>Accurate self-awareness |

| | |
|---|---|
| | Self-confidence |
| • Self-management | Emotional self-control<br>Transparency<br>Adaptability<br>Achievement<br>Initiative Optimism<br>Social |
| Social Competence | |
| • Social awareness | Empathy<br>Organizational awareness<br>Service |
| • Relationship management Inspirational | Inspirational leadership<br>Influence<br>Developing others<br>Change catalyst<br>Conflict management<br>Building bonds<br>Teamwork and collaboration |

Source: Goleman, Boyatsiz and McKees (2004:4-5)

As shown in Table 2.4 The first two dimensions are internal, these are self-awareness and self-management. Self-awareness consists of emotional self-awareness, accurate self-awareness and self-confidence (Goleman, Boyatsiz and McKees, 2004:4-5). The second factor being Self-Management comprises of factors such as emotional self-control, transparency, adaptability, achievement, initiative, optimism. The last two dimensions are external these are social awareness and relationship management. Social awareness has to do with service, organisational awareness and service. The last is relationship management which gives a 360 of an individual's reflection on their leadership, how they develop others, how they work in teams with others. The goal with the above dimensions is to build your awareness of how a leader is using the emotions on a day to day basis.

### 2.3 Innovation leadership styles

Marquis and Huston (2009:25) advocate that leadership is a role that has to be executed not only by management but by all members of an organisation. As such they identify five main roles that a leader must adopt:; inventor, champion, gatekeeper entrepreneur and sponsor.

- **Inventor** - As an inventor the leader has the role to use technology to innovatively improve the current product or service,
- **Champion** - as the champion the leader will then endorse this innovation so that it becomes acceptable and help fellow colleagues to adopt to this.
- **Entrepreneur** - the entrepreneurial role comprises of initiation and driving the implementation of the strategies in the organisation.
- **Gatekeeper** - the gatekeeper will collect the information and process information for the transformation.
- **Sponsor** - the sponsor uses their position in the hierarchy to endorse this innovation.

This became known as the leadership role model and from there four leadership styles were identified to support these roles. The leadership styles emanating from this are charismatic leadership, instrumental innovative leadership, strategic innovative leadership and interactive innovative leadership.

#### 2.3.1 Charismatic leadership

According to Bass (2009:146) the charismatic innovative leaders are responsible for communicating the innovative ideas and accelerating the processes in the organisation. They act as catalysts and facilitators to energise the followers to accept the improvements. These leaders communicate the vision to the followers to enable the followers to buy in so that they can commit to these goals. More specifically, Howell and Higgins (1990: 316) suggest that charismatic leaders will often go beyond the stipulated conventions in an organisation to try and encourage followers to accept the innovation. Lastly, charismatic leaders are known to be pace setters working towards accelerating the vision and overcoming any challenges along the way.

### 2.3.2 Instrumental innovative leadership

Nadler and Tushman as cited by Bossink (2004: 215) describe the instrumental leader as one who sets the goals and breaks them down further to individual roles and responsibilities. Further, they develop the processes and measuring tools to evaluate how well these goals are being met. The goals set should be challenging and their attainment must bring fulfilment to the followers. Rewards may also be used to motivate the followers; however, it is pivotal that a system be very specifics and provide all the necessary information to implement it.

### 2.3.3 Strategic innovation leadership

Strategic innovative leaders make use of their hierarchical powers to foster innovation in their organisation. For it is believed that strategic organisational competence is to be established over time and is directly related to the orientation of the company. Bossink (2004: 215) supports this notion and suggests that for top management, innovation should be a requirement to give the organisation a competitive edge. Knight (2012:30) also propels that if the leadership of the organisation is innovative it is likely to pass on to the employees and may become culture. Furthermore, Shiller (2000:18-23) also states that innovation brings with it the likelihood of error and mistakes meaning that leadership must allow for mistakes and learning.

### 2.3.4 Interactive innovation leadership

In this leadership style, the leader works towards empowering the followers so that they may be able to be innovative themselves (Jung, Chow and Wu 2003: 252-544). The interactive leader gives time for interaction with the followers at individual levels. Most probably an individual with high levels of emotional intelligence would understand other people's emotions (Jung et *al*, 2003:252). The leader would inevitably show high levels of affinity towards the employees and a willingness to support and coaching at individual level. Innovative leaders have mastered that the people will perform in an environment that they feel cares for their personal interests. Thus, the leader makes an effort to interact with followers in order to have an influence on their daily responsibilities (Bossink, 2004: 215).

## 2.4 Leadership in Project Management

There is a difference between management and leadership (Peters and Austin 1985: 20), which is not always easy to differentiate. In some cases, the words are used interchangeably as a person who is a manager can be a leader but a manager may not necessary be a leader. According to Marquez and Gupta (2006:28) the pillars of

management usually include planning, organizing, and controlling. Managers focus on making decisions that are related to decision making, process modification and improving the effectiveness and efficiency in the organisation. As previously identified, leadership, focuses on using influence, guidance and motivation in order for followers to realise their full potential in order to achieve the organizational goals (Kaufman, 2015:19-40). Lindgren and Packendorff (2009:285-308) described project leadership as a leader's ability to influence the followers to pursue project objectives with vigour and vitality. The differences between these two (leadership and management) are illustrated in the figure 2.2.

Figure 2.2 Differentiating leadership from management


Source: Morris and Pinto (2007:256)

It is the role of a project leader to ensure that the people assigned to a project to work are inspired to work together to achieve the set goals (Gido and Clements, 2009:301). Additionally, Schwalbe (2014:9) advocates for project management as the solicitation of knowledge, skills, tools and techniques to realise the project objectives. Moore (2016:19) suggests that at the inception of a project, leadership is very critical because it gives a platform to set a foundation for the key inputs that will be needed throughout the project. In the context of the project, it is the managers' duty to create a vision for the team and also getting a buy-in from the followers so that they willingly

work towards achieving (Middleton, 2005:295). A good project leader will be able to empower and involve the followers so that they take ownership and responsibility for their work. Schwalbe (2014:24) noted that leadership as a skill is paramount for the effectiveness of any project leader. An effective leader ensures that the planning is done effectively and the team has assurance that they are being led towards the organisational goals (Morris and Pinto, 2007:257).

The above diagram (figure 2.2) shows how the leader focuses on getting the vision instilled within the team while the manager focuses on the operational process. What they share in common is ensuring that the important things that must be achieved are done within the organisation. Van Zyl (2010:28) identifies 6 different characteristics that can be used to differentiate further a manager and a leader in the table 2.5 below.

Table 2.5: Differences in the characteristics of leaders and managers

| MANAGER | LEADER |
|---|---|
| Focuses on implementing vision. | Focuses mainly on organisational vision. |
| Adapts to change. | Anticipates environmental changes and drives change. |
| Concerned more with techniques; sometimes with maintaining order and the status quo. Adapting to the culture. | Concerned with dynamics of a situation, on how to leverage or shape; concerned with setting or changing the culture. |
| Concerned with being empowered. | Empowering people. |
| Sees a more limited web in terms of relationships in terms of immediately adjacent areas. | Sees relationships as opportunities for growth; personal goals are in alignment with organizational goals. |
| Tends to avoid risk for self-protection; and hence growth is more limited. | Understands personal strengths and weaknesses and is willing to learn from mistakes and grow. |

Source: Van Zyl (2009:28)

As shown in the table 2.5 above, the leader is a person who has the vision at heart and is focused on it whilst the manager's concern is how the vision can be implemented in the organisation (Kotter, 2012:35). Leaders are fast paced and proactive and are often keen to research and are change drivers whilst the managers

often are concerned with adapting to the changes. Consequently, the manager uses more of policies and procedures to make sure that things do not go wrong (Ghoshal, 2005: 66). Managers tend to focus on the status core and adapting to organisational culture while leaders want to set the pace and change culture and norms in an effort to improve the organisation. Some profound differences between these two are as follows:

1. Managers have subordinates that take instructions for fear of authority and reprisals if they misbehave.
2. Leaders have followers that voluntarily exert themselves out of loyalty stemming from leader-follower congruence
3. Managers want to be empowered in order for them to have the authority and power to carry out the necessary tasks
4. Leaders would rather empower the people and enable them to perform the tasks that are supposed to be done
5. Managers do not see the benefit of investing in personal relationships with the subordinates - they see human capital
6. Leaders see human beings with emotions and abilities that should be harnessed and maintained through personal relationships.
7. Managers push for organisational objectives and goals at the expense of any other things including individual goals.
8. Leaders try to followers' individual (personal) goals and objectives in tandem with organisational goals – symbiotic relationship.
9. Managers tend to avoid risk and aim at minimizing any variation from the procedures that are usually followed.
10. On the other hand, leaders use mistakes as an opportunity for growth and learning.

Taylor (2004:101) states that a manager who does not have leadership skills is most likely to produce poor results or even project failure. Maseko and Proches (2013: 50) noted that effective project planning, negotiating, leadership, budgeting, conflict management and communication can work as panaceas to solve the problem project failure. This was coupled with the discovery that a leader who can relate well with the team and shows empathy is likely to do well. In contradiction to this, Patanakul and Milosevic (2009:216-233) proposed that leadership skills are soft skills that are not to be part of project management. Regardless of the notions given above,

Westland (2006:48) put emphasis on project success being attributed by achieving goals within the stipulated time, budget and resources. Maintaining quality, customer satisfaction as well as staff satisfaction. However, Flanagan and Finger (2003:38) suggest leadership is something that one can acquire through effort by releasing these factors and elements in one's behaviour, listed in table 2. 6 below.

Table 2.6: What a leader needs to acquire to lead effectively

| Element | Explanation or definition |
|---|---|
| Make a commitment to work hard | A leader must make an effort or endurance. |
| Show confidence | The feeling that you are able to achieve something. |
| Display integrity | The leader's quality of being honest and having strong principles. |
| Demonstrate extraordinary persistence | The fact of continuing in an act or opinion despite difficulty or hard circumstances. |
| Back your judgment | The leader needs to give support or evidence for a choice taken. |
| Be responsive | A leader must be approachable and forthcoming. |
| Bring out the best in others | The leader must have an understanding of the individual abilities and help them develop. |
| Develop humility | Must display meekness and modesty. |
| Demonstrate a high degree of energy | Must display the strength and vitality needed to achieve. |
| Get your timing right | The leader must be able to make calculated moves to make advanced. |
| Develop a winning attitude | The leader must be motivated and optimistic. |

Source: Adopted from Flanangan and Finger (2003: 35)

From table 2.6 above, it shows that for a project manager who do not have leadership skills it is possible to acquire them. The table asserts the various definitions of leadership, indicates how important people skills are pivotal and how the choice of a

certain leadership style could be useful for project success. Leadership should be empowering and in the competitive wold of project management may give an organisation competitive advantage.

Turner (2018:6) did the most important work on the correlation between the skills of the project manager and his success as a project manager. The measure of Crawford's success was not the performance of the project, but the evaluation of the supervisor; therefore, it was a subjective evaluation of the line manager of the project manager. In addition, it was an evaluation of the general performance and not of a specific project. Crawford discovered that once a project manager has reached a basic level of knowledge, more knowledge does not make him more competent. Competence can be defined as knowledge, skills and personal attributes that lead to superior results or defined performance standards (Ha et al., 2018). Following the previous definition of competence (Ha et al., 2018), personality and leadership. Style is part of the manager's skills, and it is these other dimensions that make a project manager more competent. This was confirmed by Al-hajj and Zraunig (2018), who also showed that once the project manager obtained a level of knowledge corresponding to an "entry ticket", more knowledge does not make him more competent.

Camilleri (2016) was the first to suggest that different styles of leadership are appropriate at different stages of the life cycle of a project. Based on his work, Turner (2018) suggested four styles of leadership based on the degree of team participation in decision making, decision making, and flexibility. He then suggested that different styles are appropriate at each stage of the life cycle. Turner (2018) also considered different cultural styles, using four cultural parameters of Price (2015). He showed that different combinations of the four parameters were appropriate at different stages of the life cycle.

### 2.4.1Essential Leadership styles and Project Success

Zhao et al (2016) sought to identify which areas of project management knowledge are critical to the success of the project and whether the leadership style of the project leader influenced their perception of control. What they found was that the leadership style of the project leader influenced their perception of the success of the project. They suggest that there is a significant relationship between the leader's perception

of the success of the project and his personality and potential experiences. Therefore, it is likely that self-confidence and self-confidence derived from personal knowledge and experience play an important role in the manager's ability to carry out a project. It seems that the emotional intelligence of the project manager influences their perception of the success of the project. Emotional intelligence has four components. These four problems could affect the perception of project success by a project manager:

• To what extent are they aware of their own performance in the project? Not if they think the project is successful (that is, they are complying with their key performance indicators), but they think that the management of the project is a success. Are you satisfied with the way you handled the project?

• This evaluation may be influenced by the way they behaved

• The satisfaction of the members of the project team can also influence their evaluation of the project, regardless of how the project was carried out.

• The satisfaction of other interested parties, especially the client, can also have an effect.

### 2.4.2Transactional Leadership in Project management

The transaction leader focuses on achieving the project's objectives at all costs. Raziq et al (2018) identified the transactional leadership style that focuses on fulfilling the tasks of the project team. The members of the project team are motivated by contingent rewards to achieve the objectives. Errors are also sanctioned by the retention of prizes. Transactional leaders also apply the principles of exception management when taking corrective actions when tasks do not follow the planned critical path. Some forms of transactional leadership can lead to mediocrity, especially when the manager applies a large amount of passive management by exception and only intervenes when the processes and standards for the execution of tasks are not followed. Transactional leaders can use threats and disciplinary measures against team members to ensure that their performance meets the standards. Such drastic measures according to (Raziq et al., 2018) are inefficient and counterproductive in the long term. Bass (1990), quoted by Raziq et al 2018, questions whether the motivational factors in transactional leadership are the promise of a reward or the avoidance of a penalty. He argues that point above depends on the influence of the manager in determining rewards and penalties and whether an employee wants a reward or fears sanctions. In terms of project management, the

model of Keegan and Den Hartog (2004) prefers transformational leaders to transactional leaders, but could not find a significant link between the management style of transformation and the performance of the project. Aga (2016), in his study of transactional leadership and project performance of 224 development projects in Ethiopia, found that a potential advantage of transactional leadership positively influenced the performance of projects with clear objectives. Performance of the project based on supervisory notes, which is subject to bias. The study ignores the other components of the transactional leadership style and only chooses to focus on the final reward. In the construction sector in Kenya, Kariuki (2015), in his study, identifies a significant relationship between the aspects of the transactional style and the performance of the project, with the pension premium being the preferred method in projects related to the project. 'Water. However, the study did not reveal any significant relationship in other facets of the transactional style, such as exception management (passive).

### 2.4.3Transformational leadership style and project performance

Burns (1978) conceived the idea of transformational and transactional styles, Yahaya and Ebrahim (2016). Since then, numerous studies have been conducted to identify the characteristics of transformational and transactional leaders. Bass (1985), cited by Andersen (2016), proposed transforming factors to include the influence of idealized intellectual stimulation, inspiring motivation and individualized consideration. Researchers continued to study the influence of leadership factors on performance in various sectors. In a style of transformation, visionary and inspiring skills are of paramount importance to project leaders, as they ensure employee participation in team activities. Turner (2018) argues that a leader's inspiring motivation reduces employee exhaustion and retirement because the leader's vision, when presented in a clear and convincing manner, gives employees the reason to achieve the goals set for their employees. Projects. Study conducted by Kissi et al. (2012) among 350 portfolio managers in the United Kingdom, to determine the influence of transformational leadership style on project performance, found that the selection managers' transformation style had a positive relationship with performance. Projects The results were consistent with the findings of a study conducted by Elkins and Keller (2003:587), which showed positive relationships between the style of transformation and project performance, particularly in terms of

time, cost, quality and satisfaction. the client. However, the data was only collected from project managers working in the same organization. This makes it inappropriate to simplify the results for the sector as a whole. Tabassi and Bakar (2010) conducted a survey of 220 subcontractors to establish a relationship between the management style and the implementation of the project in the construction industry in Iran. It was found that the transformational leadership style was preferred in the Iranian construction sector. The study was conducted in large construction companies and their findings are inconsistent with the suggestion of Becker and Huselid (1998) that project managers generally have characteristics of high performance when the task entrusted is less complex. In addition, the study was carried out with contractors of the project, leaving aside the perspective of the project personnel. Thwala et al. (2015) examined the influence of leadership styles on project performance. The study was conducted among 110 people, including construction managers of the construction industry in South Africa. The relationship between the transformational leadership style and the performance of the project was greater than other leadership styles, although the transactional and democratic styles had a significant relationship with the performance of the project. The same study did not reveal any significant influence of laissez-faire and autocratic styles on the performance of the construction of the project. However, this study only concerns the managers of construction projects and does not include the members of the project team. Kariuki (2015) evaluated the influence of leadership style, team commitment and project characteristics in the implementation of the project. The study was conducted with project managers and team members of 102 water and sanitation projects in Kenya. The results of the study show that the transactional leadership style represented 12% of the variation in project performance. As a result, the study fosters the adoption of the transformational leadership style that tends to increase the level of project performance. The results were consistent with the findings of Kibuchi (2012), who found a significant relationship between human psychological factors and the performance of housing projects in Kenya.

### 2.4.4 Research Gap: Leadership Style and Project Success

The literature on the success factors of the project largely ignores the impact of the project manager, his leadership style and his competence in the success of the project. This may be due to the fact that most of the studies solicited their opinion from the project managers and that the respondents did not take into account their

own impact on the success of the project. Or it may be because the studies did not measure the impact of the project manager and, therefore, did not record it. Or maybe because the project manager has no impact or does not know if they have impact on the teams they lead. However, this last conclusion is in direct contrast to the general management literature, which assumes that the leadership style and competence of the leader has a direct and measurable impact on the performance of the organization or firm. However, it is possible that the leadership style and management skills of the project manager are not related to the success of the project and that the unique, new and transitory nature of the projects (as well as the risk involved) allows the project manager not to have impact on performance. But this question can only be answered if it is measured directly, by inquiring from the subordinates who experience these differences in leadership. The researcher found little literature on leadership style and information technology project management. Jowah (2015:710) noted that the response of followers to a leader go in a continuum informed largely by how comfortable they are with the manager's behaviour. Thus, if subordinates are in agreement with the style used by the leader, they are more likely to engage in their activities and become productive.

### 2.5 Chapter Summary

Goldman, Maritz, Nienaber, Priiland and Williams (2010:79) agree that projects fail due to a lack of unity, no direction, no vision, lack of visibility, lack of task orientation, and inappropriate communication. Good leader combines all the different styles and schools of thoughts available depending on the nature of the followership, the type of power play and the tasks to be performed. Unfortunately, there is no one-size-fits-all leader behaviour. Every one of the circumstances differs for each other because of the difference between the type of tasks, type of the followers, type of the environment, and the type of leadership style the manager considers to be ideal. The implicit prototype that explains the likely expectations of both the leader and the followers is of critical importance. The best formula of leadership is the one that understands all circumstances around and is adjusted to suit the situation that will be prevailing. As a leader in any organisation, one's job is to get results through others. In other words, make your subordinates to shine and they will make you to shine (Mannings, 2004:100). Good leaders invests into human being by empowering them, in all respects, be it training them directly or giving an opportunity to develop

themselves. Thus, a combination of techniques, and tools can be used towards creating an effective organisation in project management. This goes further to include the types of projects selected by the organisation and their alignment to the organisational goals. Tools refer to what is needed whilst the techniques are the how part in the project.

# CHAPTER THREE
# PROJECT FAILURE AND SUCCESS FACTORS

## 3.1 Introduction

This chapter gives details on project success and it benefits, project failure and the role the leaders play in the project management process. According to Navarro (2008:108-123), projects' role in the business environment is not only used as a technical problem-solving technique, but also as a catalyst to change management and a business model improvement tool. Project management is therefore necessary to ensure that the organisation achieves this success. However, McLeod, Doolin and MacDonell (2012:68-86) suggest that success is subjective depending on who is conducting the evaluation. In early days of project management development, the iron triangle was regarded as the measuring tool for success. The triangle also referred to as the triple constraints are comprised of the cost, time and quality. This introduces a standard that is used to determine the success or failure of the project management process. It should be stated from the beginning however that there is a distinction between project execution success and project success. Too often project management (execution / implementation) is confused with project success. Project management success is ideally about implementing the project construction processes and completing them within the triple constraints. Project success is the project's fit for the intended purpose (usability / acceptability) meaning the execution process may be successful, and yet the purpose or the customers be unhappy with the completed project. The main objectives of the chapter are to analyse the factors that affect project success and failures. The chapter also zooms in soft and hard skills in order to better understand the relation of a project leaders' personal attributes and to what leadership style they reflect.

## 3.2 Project Success

The idea adopted is that by following the PMBOK principles an organisation must be able to achieve both project performance and organisational performance (Kerzner, 2017:98).

The definition of what constitutes project success has become a debatable issue amongst different scholars as they have different views of what project success is. Several authors have defined project success, but for the sake of this study, only a few will be chosen. The success of a project is regarded to be centered on time, budget and project performance since they are the cornerstones of any project (Julian,

2008:43-58). Thus, project success has to do with completing the project in the given scope of time. There are several things that are considered for a project to be regarded as a success which will be given as the essay proceeds.

To start with, when a client's expectation is met such as the accomplishment of a high-quality project being equal to the value of money paid to the contractor. Thus, it is important to consider all of these perspectives, especially about a complex and usually changing project. Several the definitions have been given regarding project success such as meeting the client's desired outcomes and results listed in the project agreement are achieved so that both the project manager and the client (Khang and Moe, 2008:72-84). Ideally, the results are described in terms such that you both could readily discern if the results were achieved or not and the outcome is often a measure as to whether the project was successful or not.

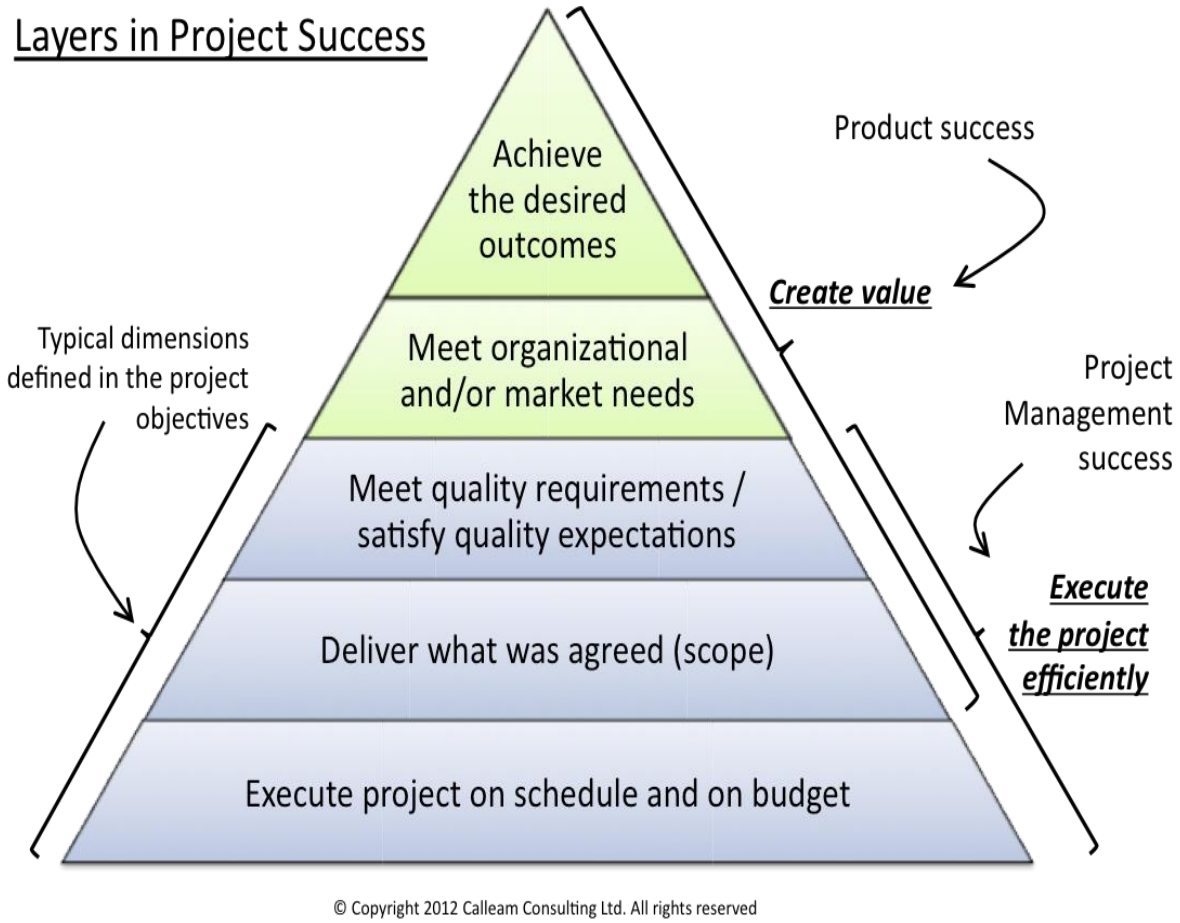
Meng, Sun and Jones (2011:97-105) define of a project success as ensuring that the client's problem is solved. People realize the originally specified project results have little to do with actually solving the most important problem in the client's organisation. In construction projects project success is achieved when the constructed building or item is completely done as per the expectations of the client. This only takes place when both the client and the project manager work together to examine and address their overall problem, you both realize that there is a more important problem to address and make alterations if need be. Again, when a project is finished on time and within budget is also regarded as project success as defined by Heckl, Moormann and Rosemann (2010:436-472). This happens when the client has limited resources in terms of money and time meaning that any project that did not require more time and money than expected might be considered successful.

Furthermore, when a client that the one might have done a project for learns to address similar problems by themselves in the future so that the outcome should be one of the major goals for any consultant and also ensuring that the exact nature of the problem may never arise in the client's organisation again (Koocher and Keith-Spiegel, 2008:34), so it is often difficult to assess if the client has learned to solve that problem. Also, few consultants are willing to scope a project to the time required to assess whether a client really can solve the same type of problem in the future. Project success can also be regarded as when your client says that they would hire you again due to the services that you would have rendered to them (Snell and Tombs, 2011:207-223). It should be noted that one of the most powerful outcomes is that both

the project leader and the client or customer are willing to work with each other again. As a result of that, the project when it is paid in full, it is regarded as being complete or successful.

According to Mehta, Hall and Byrd (2014:417-429), project success has not been easy to measure because it remains ambiguously undefined by the literature gathered and also by project managers themselves. As a result, in most cases managers end up using company policy or rule of thumb to measure success or failure. Looking at facts and figures that they have available and try to quantify this. However, as researchers and modern project management developed other qualitative factors have also been considered. Project success has some stages that it goes through which are given below as Figure 3.1.

**Figure 3.1 Layers in project success**




Source: Project success (2017:6) Is project success the source? Look at the foot of the Figure 3.1 there is a different source.

A project to be successful it should be executed as per the schedule and within the given budget, should be within the targeted or agreed scope, it should meet the quality expectations, it should meet the organisational expectations as well as the standards. To add on, a successful project should also achieve the desired goals as shown above in figure 3.1 above.

Young and Jordan (2008:713-725) advocate that until an agreed standard of project management success is defined an accurate evaluation will be impossible. The project management framework is used so that the value may be added to the organisation. An organisation in the short run must be able to efficiently deliver task and at the end of the project be able to achieve the expected results hence being effective. The success factor per project may vary which have made academics not to agree on what can be regarded as a specific template for success. Prabhakar (2009:3) suggested that success is when the budget set has not been exceeded, the deliverables meet the requirements and have been delivered as per schedule. The internal and external environments may be also factors that may affect this.

Firstly, Papke-Shields, Beise and Quan (2010:650-662) suggested that more variables that impact success in each project can be added to the iron triangle, after an analysis and they proposed that merging certain criteria to one may be effective. An illustration would be time and quality classified as project cost variable. This concept reveals project management as being more concerned with efficiency than with effectiveness which makes it arguable to use it as a source of gauging success off a project. Efficiency without effectiveness is not enough on its own as the two works juxtapose, and it should be noted that there is need to be effective and efficient to successfully executed. According to Nogeste and Walker (2008:177-210), project value is realised when customer needs are satisfied, an alignment exists of the project objectives with overall organisational goals and a return in investment can be gained. Given the traditional guidelines to project success there is no tolerance for scope creep, over budgeting and over scheduled. The iron triangle therefore requires that the leaders of the project be experts throughout the project life cycle to be able to achieve success. Reaching the targets set can be defined as project management success while from a business perspective success is realised when the outputs bring a return on investment (Anantatmula and Kanungo, 2010:100-113). Thus, project success depends on several factors which have been discussed above.

### 3.3 Factors which enhance project success

According to Bebin (2013:43-56), project success around the 1970s mainly focused on implementation, measuring time, cost and functionality improvements, and systems for their delivery and during the 1980s and 1990s, the quality of the planning and hand-over was identified as important. Success factors can be perceived as main variables that contribute to projects' success as levers that can be operated by project managers to increase chances of obtaining the desired outcomes (Paul, Mytelka, Dunwiddie, Persinger, Munos, Lindborg and Schacht, 2010:203-214). A combination of factors determines the success or failure of a project and influencing these factors at the right time makes success more probable. In earlier project management literature, the main focus was on identifying generic factors that contribute to projects' success. Authors emphasised the existence of different success factors depending on project type as the struggle to identify the critical success factors is an ongoing topic which have been approached by many researchers especially due to the pressure of implementing successful projects in a dynamic global market and ever-changing business world (Kumar, Antony and Rae Cho, 2009:669-686). Where there is continuous innovation, it is expected that in order to achieve competitive advantage studies project management success in literature from 1970s to present, classifying the evolution of success factors into decades would help in dealing with the problems so that there can be a solution.

According to Farrelly and Brown (2011:721-732), approaches of success factors evolved from focusing on the operation level of a project in 1970s to embracing a stakeholder focused approached after 2000s and due to that the topic of project success, several lists of success factors exist has become famous so that most scholars focused on it. Pinto and Slevin's paper from 1987 represents a reference point by establishing a list of ten success factors, recognised by other authors as accurate (Beleiu, Crisan and Nistor, 2015:59-72) such as project mission, top management support, schedule and plans, client consultation, personnel, technical tasks, client acceptance, monitoring and feedback, communication, trouble-shooting. Davis (2014:189-201) adopted in her paper a set of nine themes which she regards as success factors of projects which are cooperation and communication, timing, identifying/ agreeing objectives, stakeholder satisfaction, acceptance and use of final

products, cost/ budget aspects, competencies of the project manager, strategic benefits of the project and top management support. These lists of factors mentioned above, completed by inputs from practitioners, are the basis of the empirical research presented in this paper. Drury-Grogan (2014:506-515) discussed the timing of project evaluations which aim analysing the success, concluding that the process is useful at any time between the first milestone until the completion of the project. The results of these evaluations might indicate inconsistencies that can have negative influence on the final outcomes. Whenever these situations occur, project managers should act in order to increase success chances by influencing the previously identified success factors.

### 3.4 Project management and implementation

As a starting point, when one has carefully planned his or her project, one should prepare put the project into implementation phase which is the third stage in project management life cycle (Smith, Merna and Jobling, 2009:89). It is the implementation phase which has to do with putting the project plan into action so that the project can be executed properly and effectively. This is the stage when the project manager will synchronize and give direction to the way the project resources to their respective areas so that they can fully be utilised accordingly as well as meeting organisational goals and objectives as per the project plan. Shook (2008:77) sates that when the project unfolds smoothly, the project manager' chore will be to control and supervise each and every step or activity that is done regarding the project. Thus, during the project implementation stage, one should follow the project cycle as it is without diverting from the stipulated plan so that if any problems arise during the implementation, solutions may be obtained easily.

Additionaly, during the implementation phase the project team executes the project load or task to produce the deliverables for the project which include all the products or services that one might perform with the team as a way of achieving what the client expects to have within the project execution (Forgues and Koskela, 2009:370-385). It should be noted that each deliverable has got different blocks used to construct it and it varies basing on the kind of project one undertakes such as in a construction project one will focus on using equipment, resources and materials to conceptualise each project deliverables. Wysocki (2011:65) alluded to the assertion that the resources required to construct a deliverable project is stated in the project charter need to be in place to allow for effective execution of the project. This then means that the project

manager's role is to facilitate proper project execution to produce good results through using different methods when need be. It's important to point out that there are several key implementation principles which will be tabulated below as Table 3.1.

Table 3.1: Key project implementation principles

| |
|---|
| Setting clear project outcomes which will be acceptable to the parties involved |
| Building on experience possessed taken by other projects but not duplicating them. |
| Promote early wins so people see evidence of improvement quickly |
| The diverse approaches required if the change is obligatory or optional; |
| Complement rather than replicate local resources |
| Study from disbelievers and enthusiasts to provide a well-adjusted approach; |
| Collect and visibly respond to comment including time for making changes in plan; |
| Accept an implementation approach that is sustainable in face of project risks; |
| Antedate user anticipation, pitfalls and real-life challenges. |

As indicated above in Table 3.1, it is crystal clear that if one is to successfully implement a project, he or she should follow the above given steps such as setting clear project outcomes which will be acceptable to the stakeholders, building on experience possessed taken by other projects but not duplicating them and promoting early wins so that people see evidence of improvement quickly, only but just a few to mention.

There are steps that are followed during implementation during project execution which are tabulated below as Table 3.2. Project processes can be thought of as having a life cycle with 5 stages starting from conceptualization through to the handover phase. At every stage the processes require different leadership styles, suggesting therefore that there is a relationship between a task to be performed and the leadership style ideal. It can be further extended to mean also that the type of tasks requires a particular type of a follower, who in turn may require a special type of leadership style. The maturity of the followers does influence the way they respond to the different forms of leadership that may be portrayed by the leaders. This, in agreement with the concept of situational leadership as postulated by Hersey and Blanchard.

Table 3.2: Project implementation step process

| Step | Explanation |
|---|---|

| | |
|---|---|
| Step 1 Outline your project | This is where you define the type of change that you would like to achieve through the use of your project when you deliver across several factors. a number of factors. |
| Step 2 Choosing and validating the method | This step is whereby you will decide on which approach to use such as familiarizing by getting to know the site before implementation, phase method as well as big bang so that implementation of the project becomes a success. |
| Step 3 Explain or prescribe what will be required to implement | After having done the above two steps, one has need to consider a number of applied elements to guarantee him/herself that he/she clearly understands the scope of work to be done when implementing the project. This will aid in ensuring that the required and sufficient material is available for project implementation. |

Table 3.2 above shows the three crucial steps that one should go through if he/she is to properly implement a project successfully such as outlining the project scope, selecting the method to use and lastly prescribing the required material to properly implement the project. There are key factors that one should consider when implementing a project successfully as shown in figure 3.2 below. Numerous other assertions have been made in the process of establishing effectiveness in project leadership, these are amongst of whom are, namely; time, scope, technical specifications and cost. The wheel below illustrates the key factors in the implementation of the project successfully. This is illustrated in figure 3.2 below.

Figure 3.2: Key factors in implementing a project successfully

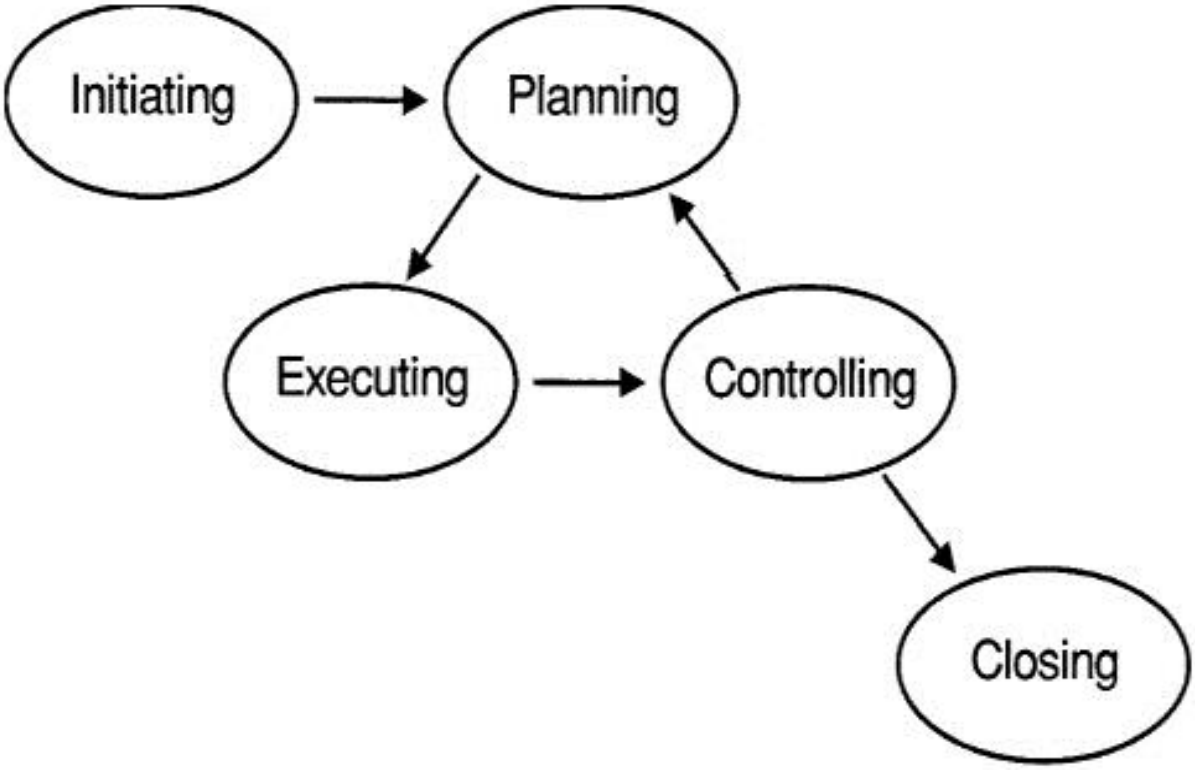

**Source: Pinto and Slevin (1988:67–72).**

As indicated above in figure 3.2, project can successfully be implemented if time, cost, performance, use, satisfaction and effectiveness have been achieved properly. If one has successfully implement or run a project within the given scope of work, he or she would have successfully implemented the project as per the expectations of all the stakeholders involved in the project.

### 3.5 Project Management Process

Several management models classify three basic management processes which serve to organise the ongoing activity of the business such as planning, executing and controlling (Harmon, 2015.37-80). The planning phase has to with devising a feasible scheme to achieve an objective set by the organisation. Planning is followed by executing whereby the plan is put into action or implemented. The last step is controlling whereby the gauging progress and taking remedial action when needed. Below is figure 3.3 showing the basic project management process.

Figure 3.3 Basic Project Management Processes




Source: Duncan (1993:5–10).

As indicated in figure 3.3 above, these processes occur at all levels of the organisation in different forms enterprise, in many different forms as well as under different names such as planning is always done, but maybe done differently. There are about three forms of planning which have got different time frames such as a strategic plan which is set to focus from five to ten years. From figure 3.3 above, one can deduce that projects both temporary and not temporary have starting points and an emphasis is made to a future termination in a specified time. From figure 3.3 above, there is an initiating phase whereby the setting of overall project direction and definition of project objectives is given, and they also have a closing step where formalization of reception of the product of the project and bringing the project to an end. All the given steps above in figure 3.3 take place at all levels of the project.

### 3.6 Project Failure

Failure is never an easy concept that also still exists despite the improvements that have occurred in the IT environment. It is pivotal for the project leaders some of the reasons why tech projects are not successful.

- Poor Communication

Poor communication can be a reason why projects fail. During the project there are many people involved and keeping all lines of communications open (Akkermans and van Helden, 2002:37). This impacts the project negatively because communication plays a huge role in the clarity of roles and responsibilities, understanding of project requirements, and management or requirements. Jonas (2010:820) indicates that in fact 80% of a leader's job during a project is communication. Communication must be effective and frequent so as to ensure that project requirements can be fulfilled (Kerzner, 2002:69).

- Failure to define Problem

According to Peffers, Tuunanen, Rothenberger and Chatterjee (2007:45-77), a business may rush to find a solution without conducting a proper analysis of the problems. The underlying factors upon examination may end up changing the nature of the problem. It is therefore imperative that a holistic approach be adopted so that the all perspectives are considered when identifying the problem that needs to be solved (Yew, 2005:261).

- Poor Planning

It is believed that proper planning prevents poor performance according to Missouri 2013:18. The same is true for any tech projects, as planning creates a foundation and back bone that which the project will have its basis. Unfortunately, most tech departments do not spend sufficient time at this stage which often results to an improper scope being addressed. Reiser and Dempsey (2012:24) indicate that poor allocation of resource like time and money therefore leading to an ultimate failure of the project. According to Garvin (1993:79) a good plan would have the proper rules, tools, software, processes and the skill full expertise needed to execute the project.

- Not Using the Right Technologies

Technically there is often failure related to using a wrong language that is not suitable to the project (Engwall, 2003:798). This can be caused by being the preferred language of key personnel on a project. Also, sometimes in technological projects team members may be given technologies that they do not have experience or skill in handling. Hobday (2000: 71) states that to curb this a leader must ensure that they give members roles they are capable of handling.

- Little Testing

The tech industry is often characterised with uncharted ground with a lot of uncertainties therefore, Lira 2002: 54 advocates that it is vital that a regular and diligent testing process is establishes throughout the project. A project's status isn't going to be visible easily if this is not in place which may lead to not knowing what is truly going on or how to fix the problems that are arising. It is therefore encouraged that a lot of testing is incorporated in tech projects to keep the project from failing, (Beck and Gamma 2000:12).

- Weak Project Management

The project manager needs to be able to deal with all aspects of the project logistics. A common pitfall is that project managers get caught up in one aspect and simply forget about the rest (Verzuh, 2015: 65). It is important that the project manager be equipped in both hard and soft skills. This can include but not limited to the following;

— manage time
— manage money
— lead effectively
— communicate
— measure performance
— make decisions
— Understanding of the necessary program and test results.

While this seems to be obvious, projects fail because their manager was not able to balance all of the above (Munns and Bjeirmi 1996:81-87)

- Trying to Make the Project Inexpensive

The capital needed to support technological projects is often a huge amount and often because of the intensity and complexity projects need more funding (Kerzner and Kerzner, 2017:22). Not allotting adequate funds to a project can have serious consequences. Meredith and Mantel (2011:16) state that initially underfunded projects come back late, over budget, and are often missing features or have quality issues.

- Uninvolved project sponsors

According to Larman (2004:60) another big cause of failure arises when development happens in a vacuum. This occurs when instead of staying involved during the development phase, project sponsors hand off the requirements and wait for teams to deliver a finished product.

More often at times teams are left with no representative to contact when questions arise. Instead, they're forced to make their best guess and continue developing. If they guess wrong, business doesn't find out until development concludes (Moss and Tilly, 1996:253.) This leads to unhappy project sponsors, products that aren't fit for release, and complex changes that leave the project overdue and over budget (Highsmith, 2009:15). According to the PMI's 2017 survey, inadequate sponsor support accounts for 27 percent of failed projects.

- Dependency Delays

IT projects, because of their complexity and often humongous size often comprise of multiple teams. Parker (2003:15) highlights that this can be a combination of internal teams from other departments that own and manage specific platforms or services, and sometimes they're vendor teams customizing a product or service the company purchased.

Katzenbach and Smith (2015: 69) state that in project that relies on a collaborated teams effort from different teams, if one team fails to deliver with the given time frame given this can throw the project completely off track. In fact, dependency delays are a contributing cause of failure in 23 percent of failed projects. (Chua, Lam and Why, 2005:9).

- Unexpected risks

According to DeMarco and Lister (2013: 67) unexpected risks account for 27 percent of project failures, but they shouldn't. The solution for unexpected risks is the same as the solution for inaccurate estimates. To avoid project failure due to unexpected risks, estimations need to reflect both known and unknown risks (Marchewka 2014: 35). Blackburn (2004:21) indicates that the cone of uncertainty is designed for just this purpose. In the project initiation phase, your team estimates that it will take a month to complete the coding. It is advised that when using estimation of the time needed to achieve a task sufficient time be allocated to allow completion of task, quality checks and testing before another schedules task begins. This is considered to be planning for risks within the project (Shenhar and Dvir, 2007:21).
As Rumsfeld's quote highlights, there are three types of risks in IT projects:

- **Known knowns** are risks you know about and can plan to mitigate. For example, you're dependent on another team completing their coding before you can begin, but that other team hasn't yet committed to completing the work. Because you know about the risk, you can plan for the worst-case scenario (Marchewka, 2014:35).
- **Known unknowns** can be described as those issues you know about that have the potential to become risks (Portway and Johnson 2005:79). For example, a team you're dependent on has committed to delivering their code on a specific date, but they're notoriously late. Even though it's not a risk yet, you know it might become one, so you can plan accordingly.
- **Unknown unknowns** Pope and Keith- Spiegel (2008: 17) state that these are risks that catch you completely off-guard. For example, halfway through coding, you discover a dependency on a team you haven't talked to at all. It's a huge risk because there's no guarantee that this other team will have capacity to complete the work you now need from them.

### 3.7 Soft Skills

Soft skills can be defied as a collection of productive personality traits that characterize one's relationships in a milieu. Inclusive of this can be social graces, communication abilities, language skills, personal habits, cognitive or emotional empathy, time management, and teamwork and leadership traits (Paolini 2015:35). According to Bassellier and Benbasat (2004:36) soft skills is an umbrella term for skills under three key functional elements: people skills, social skills, and personal career attributes.

Hartman and Mc Cambridge deem soft skills as critical for being industrious in today's workplace. Further, soft skills complement hard skills also known as technical skills, for productive workplace performance and everyday life competencies (Arkansas Department of Education, 2007:2).

Hard skills were the only skills necessary for career employment and were generally quantifiable and measurable from educational background, work experience or through interview. A study conducted by Katherine, Chutes and Ladders from Harvard University noted that 80% of achievements in career are determined by soft skills and only 20% by hard skills. Experts say soft skills training should begin for a person when they are students, to perform efficiently in their academic environment as well as in their future workplace. A public interest study conducted by McDonald's in UK

predicted over half a million people will be held back from job sectors by 2020 due to lack of soft skills.

A person's soft skill is an important part of their individual contribution to the success of an organization (Huy, 2002: 36). Organizations which deal with customers face-to-face are generally more successful if they promote activities for staffs to develop these skills through wellness enhancing programs. According to Roberts 2016: 25 training or rewarding for personal habits or traits such as dependability and conscientiousness can yield significant return on investment for an organization. Moss and Tilly (1996: 253) state that that is why soft skills are increasingly sought out by employers in addition to standard qualifications. Studies by Stanford Research Institute and the Carnegie Mellon Foundation among Fortune 500 CEOs established that 75% of long term job success resulted from soft skills and only 25% from technical skills (Sinha, 2008). Hence, soft skills are as important as cognitive/technical skills (Abdullah- ah-Mamun, 2012:327).

The following is a "top ten" list of soft skills compiled by Eastern Kentucky University from which they believe are critical for leaders to have in an organisation ;

1. Communication – oral speaking capability, written, presenting, listening.
2. Courtesy – manners, etiquette, business etiquette, gracious, says please and thank you, respectful.
3. Flexibility – adaptability, willing to change, lifelong learner, accepts new things, adjusts, teachable.
4. Integrity – honest, ethical, high morals, has personal values, does what's right.
5. Interpersonal skills – nice, personable, sense of humor, friendly, nurturing, empathetic, has self-control, patient, sociability, warmth, social skills.
6. Positive attitude – optimistic, enthusiastic, encouraging, happy, confident.
7. Professionalism – businesslike, well-dressed, appearance, poised.
8. Responsibility – accountable, reliable, gets the job done, resourceful, self-disciplined, wants to do well, conscientious, common sense.
9. Teamwork – cooperative, gets along with others, agreeable, supportive, helpful, collaborative.
10. Work ethic – hard working, willing to work, loyal, initiative, self-motivated, on time, good attendance.

It is believed that soft skills are a combination of people skills, social skills, communication skills, character traits, attitudes, career attributes, social

intelligence and emotional intelligence quotients among others that enable people to navigate their environment, work well with others, perform well, and achieve their goals with complementing hard skills (Moss and Tilly 1996:256).

### 3.8 Hard Skills

Blom and Saeki (2011:15) state that the hard skills are part of the skill set that is required for a job. This include the expertise necessary for an individual to successfully do the job. They are job-specific and are typically listed in job postings and job descriptions (Lambert, Hogan and Barton 2001:76). Hard skills are attained through formal education and training programs, plus college, apprenticeships, short-term training classes, online courses, certification programs, as well as by on-the-job training. Moss and Tilly (1996:253) also indicate that employers also seek applicants with good soft skills. However, both hard skills and soft skills are important in the workplace. In the IT industry hard skills are considered to be of critical importance as compared to the softer skills (Robles 2012:454).

### 3.9 Chapter Summary

As stipulated the IT industry still has an unpreceded failure rate of failure. The chapter describes and reviews literature around factors that enhance project success in the IT industry. These also include basic project management methodologies are reviewed. The chapter discusses hard and soft skills and how their value is perceived and considered to be of importance in the IT sector. It is clear that the hard skills, refer to a specific set of skills that can be teachable, quantifiable while the soft skills refer to are less tangible and harder to quantify, such as etiquette, getting along with others, listening and engaging in small talk. Project failure factors are then discussed in the technology industry and how they failure can be minimized.

# CHAPTER FOUR

# RESEARCH DESIGN AND RESEARCH METHODOLOGY

## 4.1 Introduction

This chapter outlines the methodology that was used in gathering data, analyzing it and presenting the data. The methodology was crafted with the intent of meeting the objectives for this study, which was primarily to allow for a better understanding of what leadership styles are ideal for IT projects. These projects are largely managed by experienced IT professionals, who have all the necessary hard skills for the implementation of the projects, and yet still fail at 47% - 55% as alluded to in the preceding literature review. The failure rate therefore necessitated the survey to establish the human element critical during the execution of these IT projects. Much consideration was made on the research design, the research methodologies and the costs and time that was needed to complete the project. Considering that there is advanced technology, state of the art techniques and tools, yet projects still fail, focusing on the human role became inevitable as that is the only aspect of the execution without constancy. According to Collis and Hussey (2009:3), in order to get information necessary to solve problems and gain an increase in knowledge, research becomes indispensable. A survey objectively carried out (scientific and systematic) would be the only means by which correct decision making can be conducted. The decision was based on the fact that research is a process that collaborates objective methods and procedures to acquire scientific knowledge that may be used to derive solutions to problems identified (Welman, Kruger and Mitchell, 2005:2). The methods may need to be tested for validity and reliability before they are used to asses if they are current authentic to address the problem at hand. Various sections are included in this chapter as a bid to thoroughly explain how the research was conducted. These include research design, target population, sampling, sources of data, data analysis and presentation and the validity of the study.

## 4.2 Research Design

According to Yin (2013**:**12) the research design process is a framework or action plan that gives detailed guidelines on how the research must be conducted. A well vest

research design is one that is relevant and provides tangible information pertaining to the required sample. Research design can be defined as a process that the researcher will take to respond to a clearly stated problem and research question. It discusses what should be done, which stage it should be done and the techniques that are needed to achieve the intended goals and objectives. According to Jowah (2015:31), research methodology is an explanation on how the techniques will be used to execute what is stipulated in the research design.

### 4.2.1Exploratory Research Design

The researcher also made use of the exploratory research design method. One of the aims of the exploratory design is to gather as much information about the research problem as possible and getting fresh ideas about some phenomenon. New data found during the research can also push the student towards altering the direction of his or her study (Saunders, Lewis and Thornhill, 2009). This research type is often used when dealing with research questions that haven't been researched much or done at all (Brown and Lilford, 2006). It is easy to define problems and also easy to define new priorities in the study.

## 4.3 Research Philosophy

Research can be classified into two type's qualitative and quantitative research (Arksey, 2005:30). Both have been adopted greatly by researchers depending on the particular project at hand. The researcher conducted the study on the basis of the pragmatic philosophy of research. The main reason for this was that it allowed the researcher to use various methods of data collection. Creswell (2009) states that the pragmatic philosophy makes uses of quantitative and/or qualitative research methods. The main issue being the data collection method should be best for answering the research question. These two forms of research have fundamental differences dependent largely on who or what you are investigating. Though they are radically different, there has been a gradual shift from thinking of quantitative research as the best form of research. Qualitative research has become more regular and increasingly acceptable in social sciences and in many instances these two forms of research (qualitative and quantitative) complement each other. There are instances where using both interchangeably in the same questionnaire assists with providing vital information.

It may be necessary to immediately distinguish the types of research from each other by way of comparison as illustrated in table 4.1 below.

Table 4.1 Comparison of qualitative and quantitative research

| Quantitative [positivist approach] | Qualitative [anti-positivist] |
|---|---|
| 1.Focus on observable behaviour<br>2.Focus on universal relationship laws<br>3.Focus on causes of phenomenon<br>4.Uses the natural science model<br>5.Is aided by firm checks and balances<br>6.emphasis measurement and analysis<br>7. have natural science-built structures<br>8. emphasizes causal relationships and the variables<br>9. ideal for objective data with numbers<br>10. uses rigidly structured methods<br>11.tries to understand from outside<br>12. needs a static environment<br>13. uses of particularistic approach<br>14. uses large samples | 1.Focus on laws of relationships<br>2.Focus on human experience<br>3.Focus on experience of phenomena<br>4.Uses the experiential model<br>5.Does not have firm checks and balances<br>6.emphasise investigating processes<br>7.have socially built nature of reality<br>8. focuses on relationship of object to researcher<br>9.uses subjective data from opinions<br>10. uses flexible exploratory methods<br>11.tries to be involved with subjects<br>12 works with non-static realities<br>13. uses holistic [wide data] approach<br>14. samples are small |

The researcher decided to consider both qualitative and quantitative research for this particular project because of their relevance to the study.

### 4.4 Target Population

Projects are often associated with constraints to such an extent that their delivery requires careful skill and expertise. The Western Cape has seen an increase in demand of the skill as more and more organisations adopt various project management methodologies to enable them to survive the hostile economy. This particular research was conducted in Cape Town Metropolitan at an information and communication technology institution. According to Jowah (2011:94), population is the complete set of units to be studied and analysed for an inference or conclusion to be

reached. Alternatively, it can be defined as a population as the complete group from which we need to obtain information and from which the units of analysis will be selected from.

### 4.5 Sample

According to Burns and Burns (2012:28) a researcher conducting research may not be able to use the entire population of interest and therefore they may need to select a portion of that entire population and use it for their analysis. Therefore, sample is therefore defined as a portion of a population that is used to gather data that is needed for analysis and must be representative of the population being studied.

#### 4.5.1 Sampling Method

Random sampling was used, every second individual in the organisation who was a project practitioner and not a manager was selected for the survey. This method of sampling was chosen so that employees at different levels, that engage in the delivery of projects can take part in the survey to remove bias and to ensure it represents fully the population that was targeted.

#### 4.5.2 Sample Size

Collis and Hussey (2009:209) advocate that a sample is a subset of the total population that is being assessed. Various factors are considered when selecting a sample. The factors that are considered when selecting a sample include population, costs, time, parameters of interests and sample size (Blumberg 2008:237)). However, Gerrish and Lacey 2010:147 mention that when picking a sample, the researcher may need to consider calculating the standard variation to note the differences in variability. The sample size has been determined arbitrarily using the sample frame (105 subordinates) and just 53 of the subordinates will be randomly chosen to respond. This constitutes 50% of the target population.

### 4.6 Data collection instruments

A questionnaire was used for the purpose of collecting data; the instrument had three sections, namely; Section – Biography, Section B – Likert scale and Section C – Open-ended questions. The questionnaire was earlier (before the research) given to a statistician who assisted in adjusting aspects of the tool. A pilot study involving 10

respondents was carried out to check on the validity and reliability of the instrument, and with the assistance of the statistician, the final document was constructed.
Since this study partly follows a quantitative approach, a questionnaire was used as data collection instruments. A questionnaire is a set of questions with the main goal of data collection towards a specific research question. Saunders (2012) states that the goal of a questionnaire is to solicit information during data collection for further analysis. The questionnaire is an original instrument as it has been adopted for this research therefore, the number of close-ended questions were kept minimal.

Justification of Using Questionnaires
Cresswell and Cresswell (2017) Questionnaires are cheap to conduct when compared to other methods of data collection whilst also being particularly useful considering the researcher had time constraints. A lack of travelling to collect responses highlighted both of the above-mentioned points. A questionnaire also enabled to reach numerous respondents easily and very economically.

Weaknesses of Questionnaires
Often at times respondents require clarification on questions but are not able to get it on questionnaires hence this may lead to incorrect answers. For this reason, the questionnaire is simple and specific. In some cases the outcomes of the study may fail to gain more insight as there is often a limit on how the respondents can answer the questions

### 4.7 Data collection method

The main tool used to gather information in this research was a questionnaire which consisted of a few open ended and closed ended items or questions. According to Panneerselvam (2004:14) there are five steps that one should follow in order to have a n effective questionnaire. These include identifying the research issues and the hypothesis. Secondly one must formulate the questions and decide on the desired format to be used. Following this, the appropriate wording for the questions must be evaluated. Further the sequence of the questions must be reviewed then a pre -test must be conducted reduce chances of mistakes and bias. Finally, a final review for amendments and corrections must be made.

### 4.8 Data analysis

Babbie (2001: 583) indicates that the Statistical Program for Social Science [SPSS] is a useful software that can be used to gather data, evaluate data, critically examine relationships between will be used to analyse the data to be collected. Further, this software is easy to use and useful in displaying correlations and cross tabulations. It is of pivotal importance to ensure that the analysis of the data be evaluated in such a way that thy address the research objectives, questions and hypothesis. According to Baxter and Jack (2008: 454) the purpose of the data analysis is to also ensure that the impacts, relationships and impact of the variables is assessing and compared to the environment. This will assist with establishing the relationship between the success of the project and the leadership style that may be selected within an organisation.

### 4.9 Ethical Considerations

According to Brian and Burstow (2018:109) research ethics relate to the protecting of the respondents' integrity and to protect their rights throughout the research process. Ethics further compels the researcher to treat the respondents with respect and confidentiality throughout the research process. There must be no use of force nor coercion to anyone for them to participate in the process. It is easier to work with those respondents that are willing to take part in the survey. Throughout the investigation process.

Confidentiality was considered critical and as such the respondents were not allowed to put any marks, any names or any sign that would be used to identify them, nor their unit from which they work. No information was given to any authority which may have created problems for the respondents. Their safety was guaranteed and protected throughout the whole process. The respondents were also informed of their rights in that;

- Everything was explained to them from the beginning before the survey started,
- Only those who were interested volunteered to take part in the research, and
- They were free to omit any questions they considered sensitive of pull out of the research if they were not comfortable
- They participated voluntarily in the survey, they could pull out.

In light of this during this study emphasis was made on anonymity and willingness were considered to be of importance throughout the process. The researcher also

complied with professional conduct as the requirements of the Cape Peninsula University of Technology's ethical committee.

Wellman *et al*., (2005:201) concur with the above and highlight that mainly a researcher must consider the following ethical factors when conducting research.

- Privacy;
- Informed consent;
- Protection from harm; and
- The involvement of the researcher in the study**.**

As a way of support the researcher would provide clarity to the respondents in areas that they may not understand. Still emphasis was made that they were free to express their views without fear or prejudice. The researcher also took time to express the objectives to the respondents so that they understand the purpose of the study.

### 4.10 Delimitations and limitations of the study

The study primarily focuses on the employees based in the Cape Town area and may not be used for generalisation for South Africa as a whole. Considering that the cultural structures of Cape Town may not be the same as in the Gauteng or Kwa Zulu Natal provinces. These were a combination of management, administrators, facilitators, assessors, and moderators and specialists that completed the questionnaires. The respondents had qualifications ranging from matric NQF Level 4 to Postgraduates ranked at a NQF 9. The inclusion of the various departments ensured that the pool was diverse and that it included technical and non-technical employees involved at the various stages of implementation with the institutions projects.

### 4.11 Chapter Summary

The chapter clearly states the design (road map) and the methodologies that were used for the research. It clearly states also the reasons given for deciding on the sample population size, the methodologies (mixed methods) used and the benefits from using these methods. This above chapter details aspects of the research methodology process that was followed during the process of research. To mention research methodology, research design, study population and sampling methods, as well as the methods and procedures that were used for data collection were highlighted in the chapter. The sample and various distributions on characteristics of the respondents studied was included in this research delimitations and limitations as well as assumptions were also incorporated in the study. The software that the

researcher used was SPSS for the analysis of data in the following chapter and also mention is made of the qualitative analysis to be done for the open-ended questions in the questionnaire.

# CHAPTER FIVE

# DATA REPORTING, INTERPRETATION AND FINDINGS

## 5.1 Introduction

The research instrument used to gather information was constructed, submitted to the statistician for assistance with validity and reliability. The instrument was tested in a pilot research project involving 10 prospective respondents to establish if the instrument was understandable by the sample to be surveyed. A few more corrections were made enabling the document to be as user friendly as possibly could be. After thoroughly looking at the relevance of the instrument, the statistician and the researcher were satisfied. Then the researcher went into the field to gather the required data. Three (3) other people (interviewers) were trained on the gathering of data using the instrument. The fieldwork therefore commenced.

As alluded to in the preceding chapter, the research instrument was divided into three (3) sections, namely; Section A – Biography, Section B – Likert scale and Section C Open ended questions. Each section had a set of questions seeking for particular information. Section A was interested in the biography, primarily trying to identify and qualify each respondent to avoid including data from people that did not qualify. Section B used the Likert scale and allowed the respondents to express their perceptions about certain aspects of the leadership and what they expected from the project leaders. Beretu (2018:149) articulated that the entire research will not serve its aim if the data collected is not analysed. Therefore, the findings are reported in the format used for gathering of data such that every question is analysed as it appeared in the questionnaire and the response from the respondents. Illustrations (graphs, bar charts, pie charts, histograms, tables etc) are used to support the findings and show the relationship between the variables under study. The findings follow in the pages below.

## 5.2 Findings

SECTION A

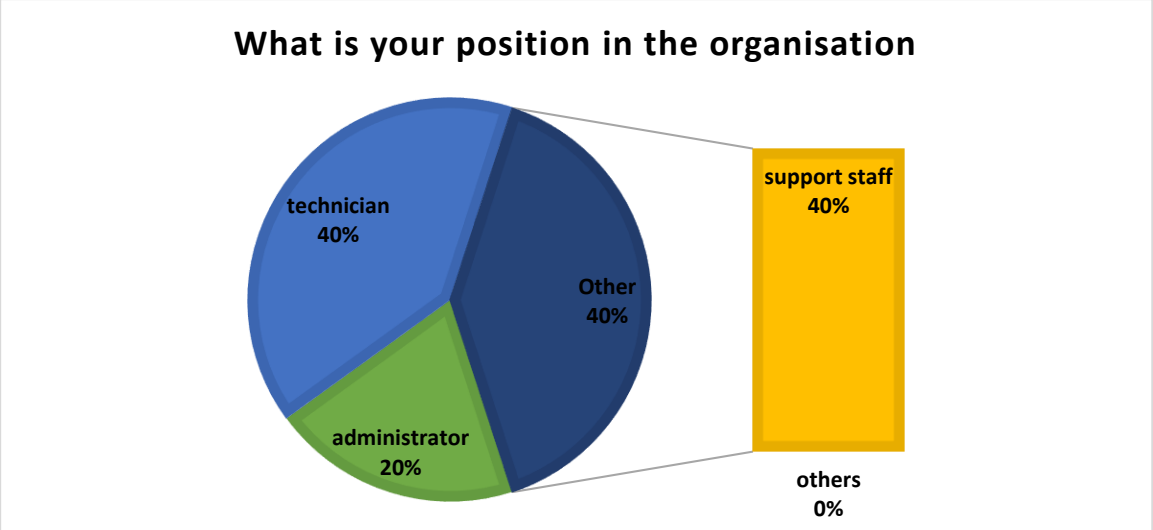
**Question 1: What is your position in the organization?**

Too often, people who do not qualify get these questionnaires and may respond, questionnaires from people who do not suit the profile of candidates will be considered as spoilt and will not be included in the findings.

**Response;** the different classes of respondents are recorded in the pie chart below (figure 5.1), together with the percentages or frequencies. The respondents had to

be people who are directly involved in IT project management on a regular basis. Provision was made for anyone else who was not in the designated list, and space provided for him or her to specify his or her position in the organization. The answers are illustrated in figure 5.1.

Figure 5.1 Positions of the respondents in the organisations



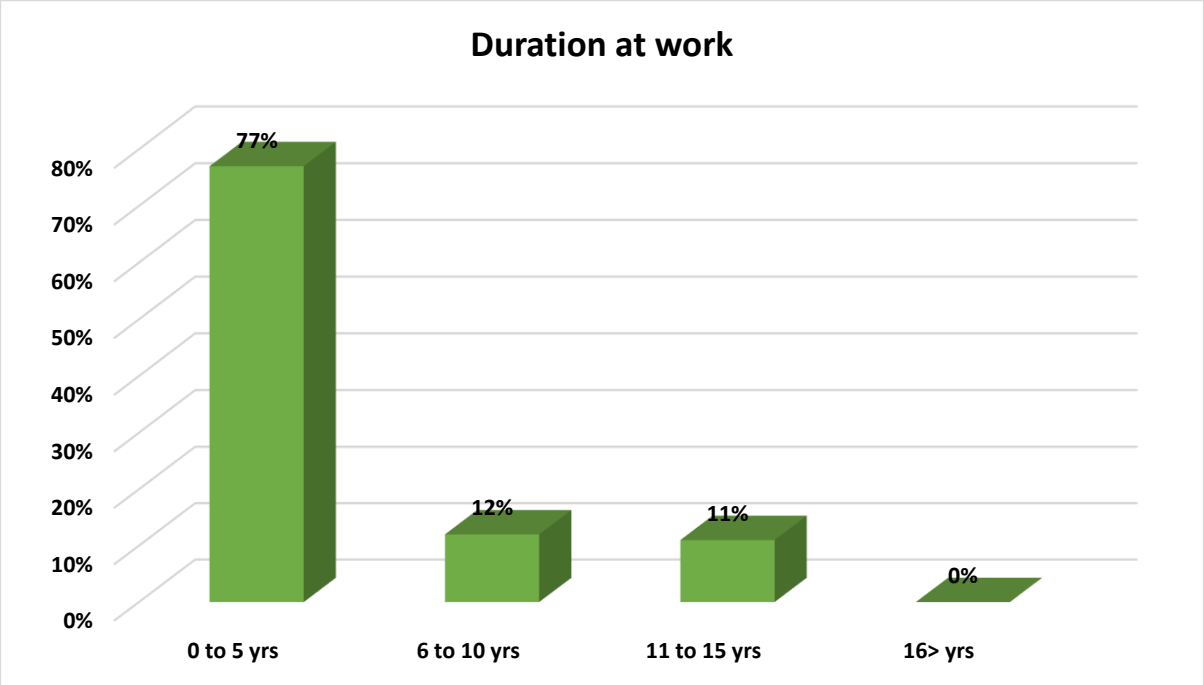

The respondents were 40% apiece for the support staff and technicians, with the remaining 20% as administrators. Support staff may include among others those that play peripheral roles to assist in the project management processes and may not themselves do the installation of the IT projects and processes. Administration staff may be those involved in procurement, finance and other aspects of project execution processes necessary to expedite the execution process.

**QUESTION 2. How long have you been in an IT organisation?**

The time that an individual had worked for the organisation was critical, in that, these will have had the opportunity to make assessments. Knew people may find it difficult to stand differentiating, themselves worried about settling in. some may still be on probation and not sure if they will be appointed permanently, such people may have problems getting into grips with the culture. Long service also allows for opportunities to having different leaders at different times, and thereby make informed judgement.

**RESPONSE;** The respondents showed a wide variety of work periods, another interesting factor as it would indicate than newer people may actually add on to other views since they have not been absorbed by the culture in the organisation. Long service may negatively impact on objective evaluations because of relationships developed over a period. The response is in figure 5.2 below.

Figure 5.2 Length of service in organisation and in IT.



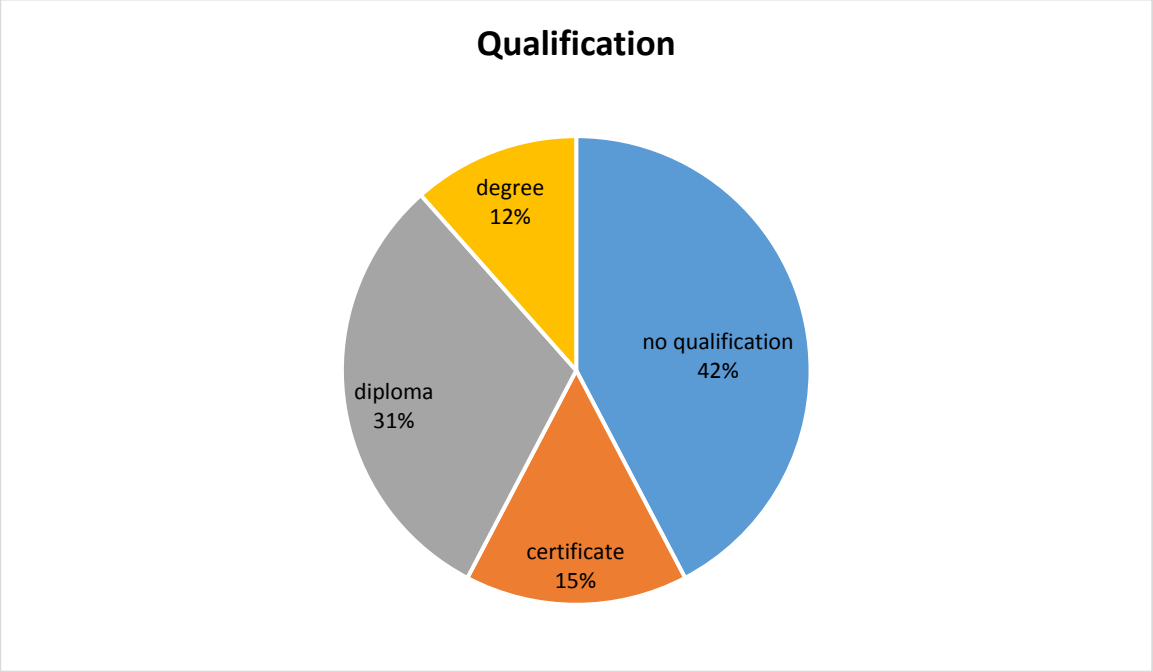

It would appear that the majority of the employees were relatively new, suggesting, either companies with a high turnover, or new organisations. The question appeared to be asking for length of service in the type of industry, in which case people could have been working for some other organisations before. The largest group is those who have been in IT for 0-5 years at 77%, followed by 11-15 years at 12% and 6-10 years at 11%. None of the respondents had 16 years plus experience.

**QUESTION 3 What is the highest qualification in IT?**

This question was precisely to measure the extent to which people have training in IT and considering the research findings that 47% - 60% of IT projects are not successfully executed (Tatikonda and Rosenthal2000:401-425). The understanding is that most people who are qualified in hard skills in engineering, accounting, and other related disciplines have a high failure rate. This has been attributed to their lack of training in soft skills, soft skills focus on the people that execute the projects.

**RESPONSE;** The researcher's expectation was clear, the bulk of the people in this organisation must have been well qualified in IT related disciplines. This was informed by the emphasis on computer related systems and processes in institutions of higher learning. It appears now that there is no work that can be done without the aid of computer one way or the other. The respondents spoke, as recorded in the illustration, figure 5.3 below.

Figure 5.3 Levels of qualification in the organisations




Of particular interest was the high number of people with no qualification in IT sitting at 42% (close to the 40% of those who referred to themselves as support staff in figure 5.1), certificates at 15%, diploma at 31% and those with IT degrees were only 12%. Understandably, those with diplomas and degrees would most probably be the supervisors and managers. The first question though (question 1) had not mentioned supervision of management portfolios, hence they were not reported as they were to be followed by one more specific.

**QUESTION 4 Who do you report to in your position?**

Because the study is focused on leadership styles, it was necessary to identify the extent to which the respondents may be able to experience certain leadership styles. While it is understood that different people may perceive certain styles differently, it is also important to try and understand the prevailing styles and measure these against the success rate of the execution of these projects.

**RESPONSE;** Not all people would be managers or supervisors, the expectation therefore was that the research would find people at different tiers reporting to some senior and some juniors reporting to them. In such an environment then it would be assumed that the employee in the middle may copy and use the style of supervision or management exhibited by the senior as his/her style towards those below. The illustration below (figure 5.4) records the findings.

Figure 5.4 Reporting structure of the respondents

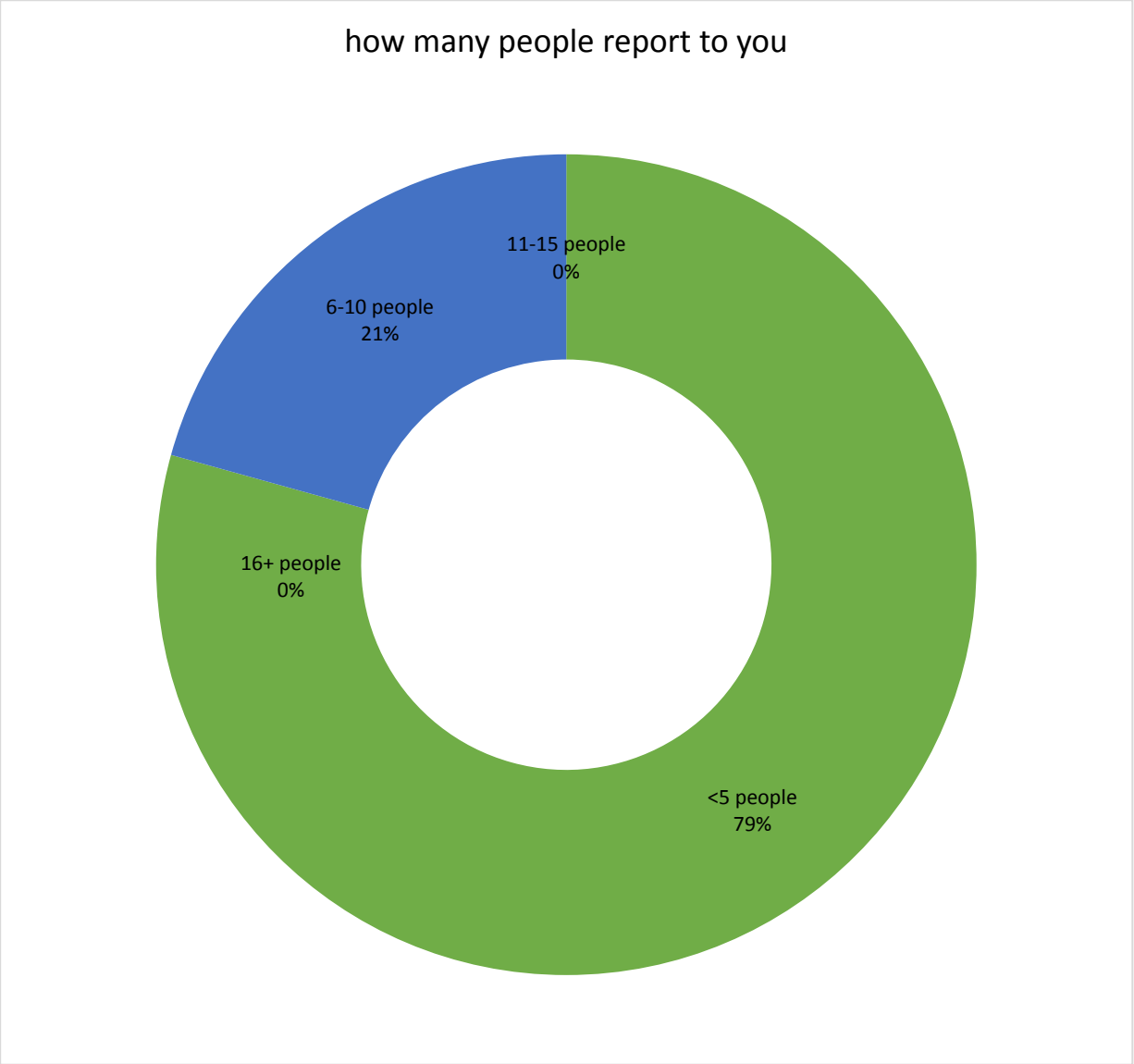

Partly as predicted and as per expectation, they will be less managers and supervisors than there will be subordinates. The least number reported to by subordinates is established at 11% as technicians, others and project managers stand neck to neck at 27% each. The largest of the lot at 35% reported to supervisors, this was considered satisfactory for the purposes of the research. It is those who are to follow who know what they expect from their leaders (manager), thus sample was considered ideal from this finding.

**QUESTION 5. How many people report directly to you in your position**

This question was meant to measure the extent to which there are people managing or supervising others, when they themselves are managed or supervised. As alluded to above, some of these individuals adjust to organisational cultures and manage according to the prevailing patterns within the organisation. Even then, this does not negate the need for us to know how they perceive effective leadership and how they want to be managed.

**RESPONSE;** It was expected that there will be a significant “missing middle” since there are people in between these. This biographical detail was important since the people in this range would reflect the systems common with their superiors at the same time when they want to remain as “themselves.” Figure 5.5 below is an illustration of the findings.

Figure 5.5 Number of subordinates reporting to the respondent




79% of the respondents said that they had under 5 people reporting to them, this may have meant “no one reports to me.” No one had 16 or more people reporting to them, much as there was no participant who had 11-15 people reporting to them. There are 21% of people responding suggesting that they have between 6-10 people subordinates. It is difficult to say, but this would conveniently fit in with both supervisory and managerial positions, suggesting that these people lead and or manage some people.

SECTION B

This section is the Likert scale measuring opinions and perceptions of the respondents against specific statements as derived from the problem statement, research objectives and the research question. These rankings are plotted on a scale

of 1-5 measuring on a continuum; strongly disagree, disagree, neutral, agree and strongly agree. The Likert scale section is subdivided into focus areas, task focused (transactional) and people focused (transformational).

## SECTION B

### THE LIKERT SCALE - TASK FOCUS – THE TRANSACTIONAL LEADER

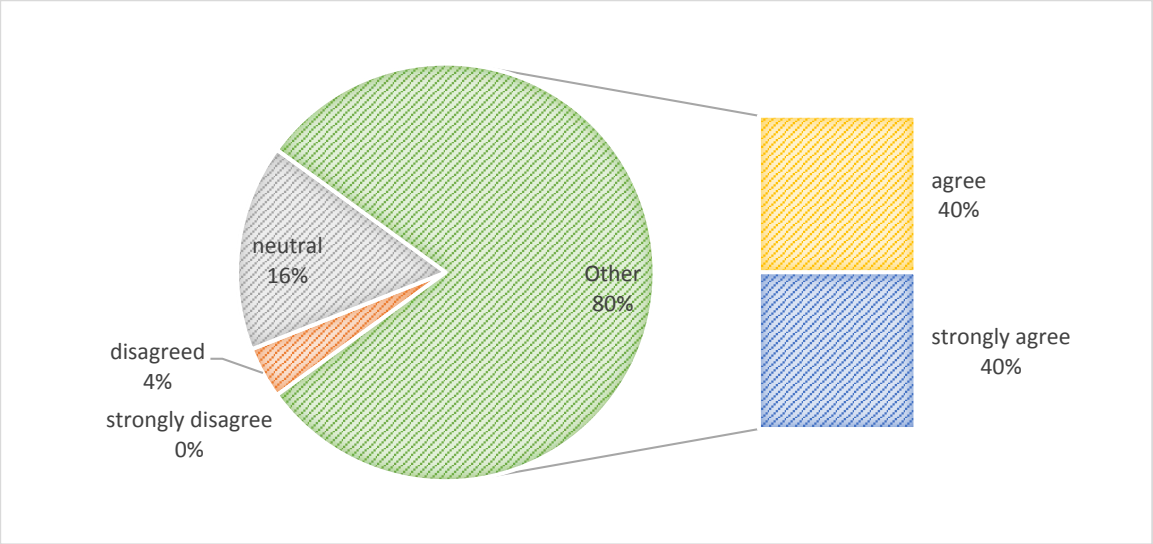
The Likert scale measures perceptions, attitudes and emotions by ranking them on a scale to indicate the intensity of the feelings. The scale was put on 1-5 with 1 as strongly disagreeing, 2 = disagreeing, 3 = neutral, 4 = agreeing and 5 = strongly agreeing. This was in response to statements, which were pre-constructed emanating from the theory in the literature review section. Each statement, as it appears in the questionnaire is repeated with the response from the respondents following every statement.

**STATEMENT 1 A good project leader sets goals to keep everyone on track**

Transactional leadership is known to be more of micro-management of the subordinates, in which case performance is measured according to predetermined standards. This question sought to establish the extent to which setting performance standards by determining goals would be acceptable to subordinates in an IT environment.

**RESPONSE;** People have different takes about how they want to be managed, even though too often people keep quiet even though they may not like the style of leadership. In surveys like these, the likelihood is that subordinates, if they know they are protected, may show their position in relation to certain behaviours. The respondent’s s aired their views as illustrated in figure 5.6 below.

Figure 5.6 Opinions about leaders that set goals for subordinates



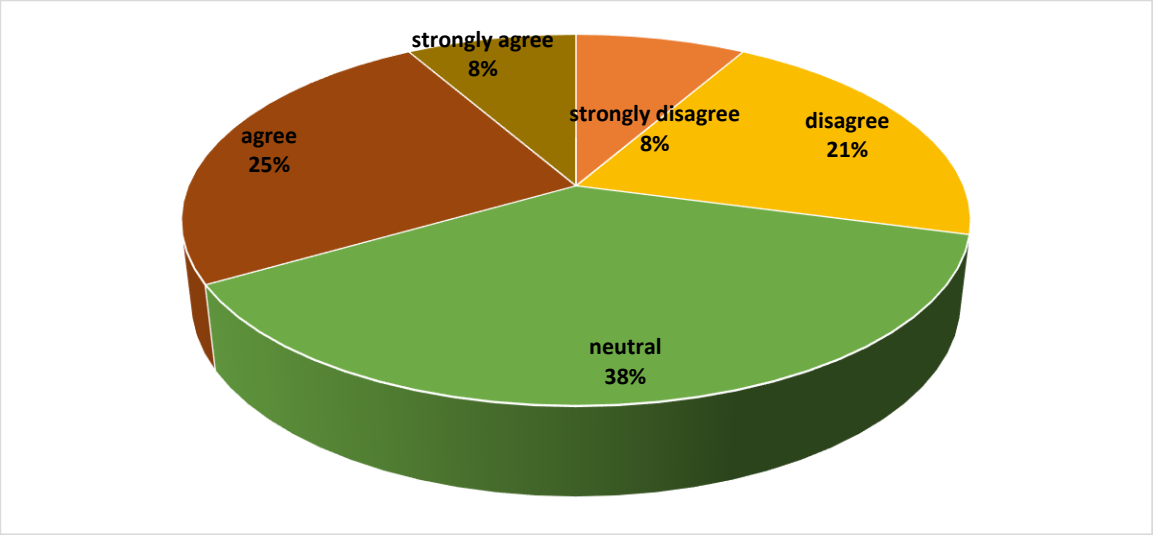

Strongly disagreeing respondents and those disagreeing stand at 0% and 4% respectively, with the ambivalent at 16%. Surprisingly the 80% (40% strongly agreeing and 40% disagreeing), confirming that subordinates prefer a form of micro management to the extent they are given specific tasks as goals and measures of performance. This finding is interesting, considering that people do not have same levels of performance and this should be acknowledged, which unfortunately transformational leadership does not entertain. It was assumed by the researcher that most of the skilled people would not want to be micro-managed.

STATEMENT 2 A good project leader sticks to routines to avoid making errors

Through the stages of the evolution of management theories, many theories were advanced and many were discounted along the way. It is not clear whether the discounting had more to do with the error in the research findings or to do with the type of subordinates and circumstances as the world was increasingly modernising.

**RESPONSE;** In earlier studies **(**Miller, Taylor, and Buck, 1991:5-12) emphasised the importance of specialisation which led to the concept of division of labour, which resulted in the differentiation of disciplines as seen in the workplace. Muller and Turner (2005:49-61) postulated that routine work would be boring and demotivating to the employees if they will be doing the same thing all the time. It was also suggested in the theory that it was important for the subordinates to be rotated to avoid the boredom. This finding is also expected to confirm the previous findings, but the realities are illustrated in figure 5.7 below.

Figure 5.7 Good leaders promote routine operations to avoid errors



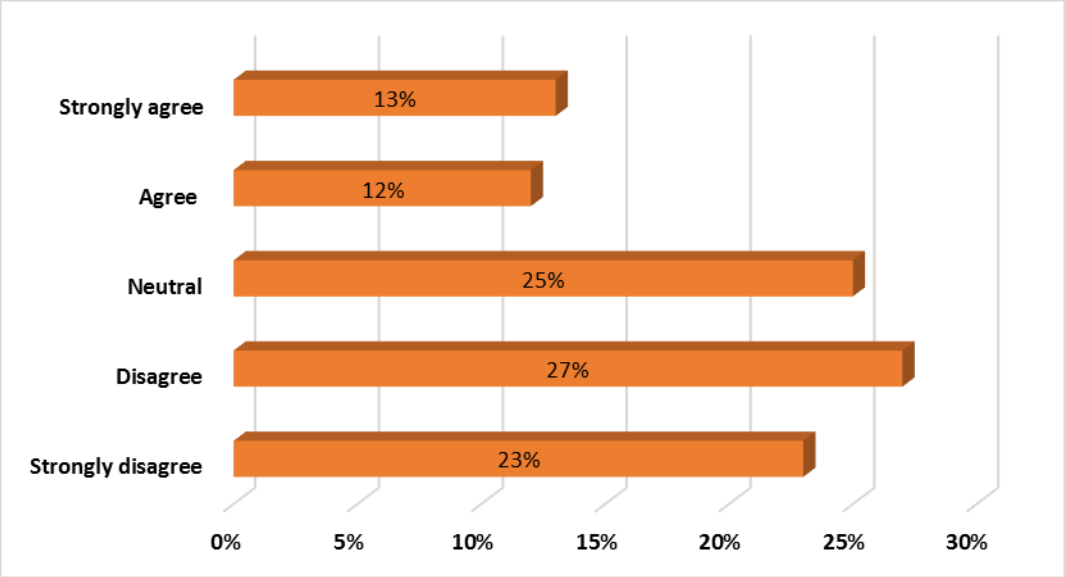

A first in the findings here, more than $^1/_3$ (38%) of the respondents were indifferent, casting doubt on the acceptability of the assertion. Strongly disagreeing and disagreeing together account for 29% (8% and 21% respectively), this is lower than those that were indifferent – neutral. The remainders are made up of 25% agreeing and 8% disagreeing totalling 33%. Thus, it cannot be generalised since none of the groups scored a majority, 50% plus 1%.

STATEMENT 3 A good project leader avoids making changes to existing norms

One of the differences between managers and leaders is that managers avoid risks and don't change anything that is still working. If it is not broken down, the philosophy is – why change it? On the other hand, leaders are perceived to be innovation and they are generally risk takers – always looking for new ways of doing things.

**RESPONSE;** It is difficult to bring about change, specifically where people are comfortable with the way they do things, be they operations or getting them outside of their norms. Change management has become an important section of management because of the conflicts that arise from the resistance to change. The respondents demonstrated their opinions about leaders and change, as shown in figure 5.8 below.

Figure 5.8 Perception of leader and changes from operational norms



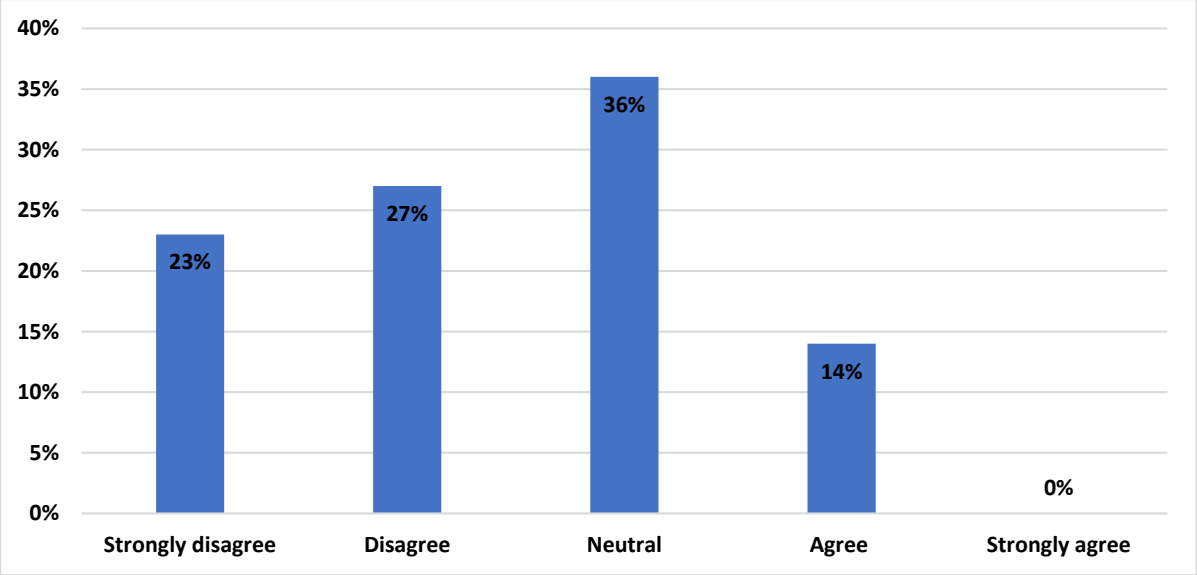

Those strongly agreeing (13%) and agreeing (12%) total 25% which is the same as ambivalence at the same level of 25%. The two total 50% leaving the other 50% to strongly disagree (17%) and disagree (33%), this may allow a generalisation that good leaders should not be afraid of changing things. This is against the expectations, as the researcher had assumed that a much larger part (over whelming) would disagree with the assertion.

STATEMENT 4 A good project leader is not a risk taker on new unknown ideas

As alluded to above, risk taking is generally associated with leaders or with the attitude of entrepreneurs. Such individuals go out of their way to “experiment” with uncertainty, thereby making errors or breaking through to new unknown grounds. Any form of risk taking needs to be well calculated if the probability of success is to be enhanced, which is too often unknown until it is achieved**.**

**RESPONSE;** Not all subordinates are risk takers, as not all are not afraid of risks, and this can be determined from specific personalities seen in the big five. It can also be advanced that the subordinates may be more readily comfortable with the risk to be taken, if they trust the leader. Too often, because of their personality or because of experience with them, the responses to this are informed by many factors too numerous to know. The participants cast their opinions as illustrated in figure 5.9 below.

Figure 5.9 Perception about leader taking risks on unknown things



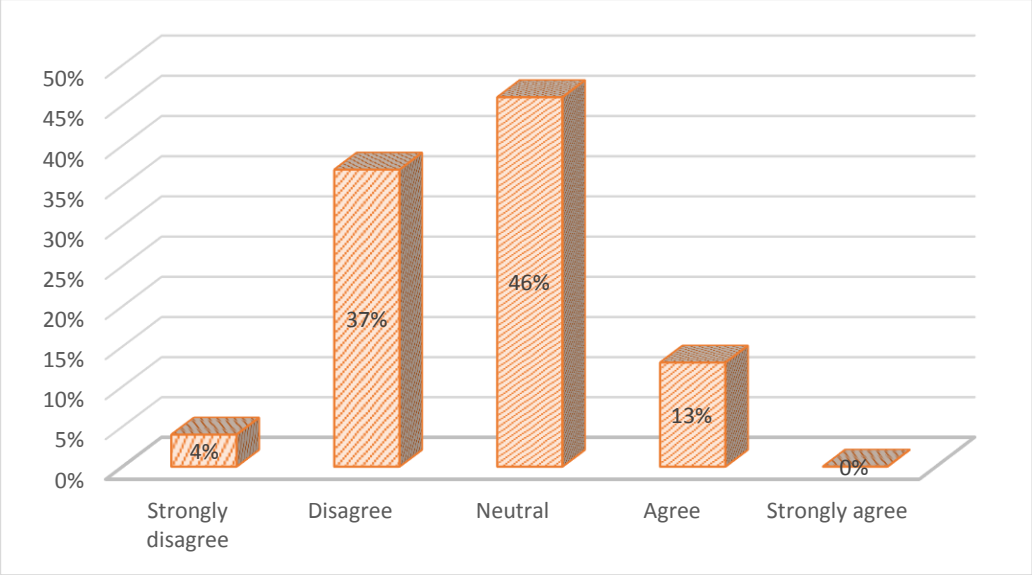

Again, neutral sky rockets to 36%, it is not clear why people would not be certain about issues so clear. Assumptions can be made that either the participants deliberately avoid committing themselves or do not understand what the question is about. The strongly agreeing are at 0% with those agreeing at 14% making a total of 14%. The remainder of 50% is shared between strongly disagreeing at 23% and disagreeing at 27% of the responses. It can be generalised that 50% of the respondents disagree with the assertion made above.

STATEMENT 5 A good project leader focuses on productivity and not emotions

Literature is full of seeming contradictions ending up with continued research on leadership, it can be argued that the leadership is the most researched and yet least understood discipline. This statement sought to establish what the respondents' opinions were on matters so critical in the business environment or any operations where work is to be done.

**RESPONSE;** It is known that people gather together at a workplace to work, thus task completion is the primary objective for people getting employed in the first place. It is expected then that the effectiveness of a leader is based on his ability to meet the objectives for which people are employed. But, on the other hand, there is a relationship between the task and how the people working perceive things. These people have their own objectives and expectations, hence their opinion on this statement is of tremendous interest. The response follows below in figure 5.10

Figure 5.10 Perceptions about leaders on tasks and people social problems.




Neutral is at an all-time high, falling short of getting to half the respondents at 46%. Those that are disagreeing (strongly disagreeing at 4% and those disagreeing at 37%) total of which is less than those who are neutral. The respondents agreeing comprise of 13%, therefore no generalisation can be reached on this issue.

STATEMENT 6 A good project leader focuses on project maturity not experiments

"Good leader," this phrase is associated with a leader (or manager – too often anyone in charge is referred to as leader) that is acceptable, or one that meets the expectations of the subordinates or followers. The project maturity is the well-developed tools and systems used in the administration of projects, and it would be expected that experimenting may not be the best way out for effective leaders.

**RESPONSE;** There are systems and models that have been in use for long in the execution of projects, and they have been considered both efficient and effective by all known standards. For a leader (manager) that seeks to bring about other methods which have not been tried anywhere before, is to risk the successful execution of the project. Make no mistakes, employees take personal interest and ownership of the work that they do and may be concerned with some of the decisions taken by management. The respondents had their opinions recorded in figure 5.11 below.

Figure 5.11 Perception about leader focus on maturity or experiments

Again, neutral is high at 46%, causing concern as to whether the respondents did not know what project maturity is or that they simply did not have opinions around the issue. Those agreeing and strongly agreeing totalled 33% split as 4% strongly agreeing and 29% agreeing. The remainder of 21% is from those disagreeing,

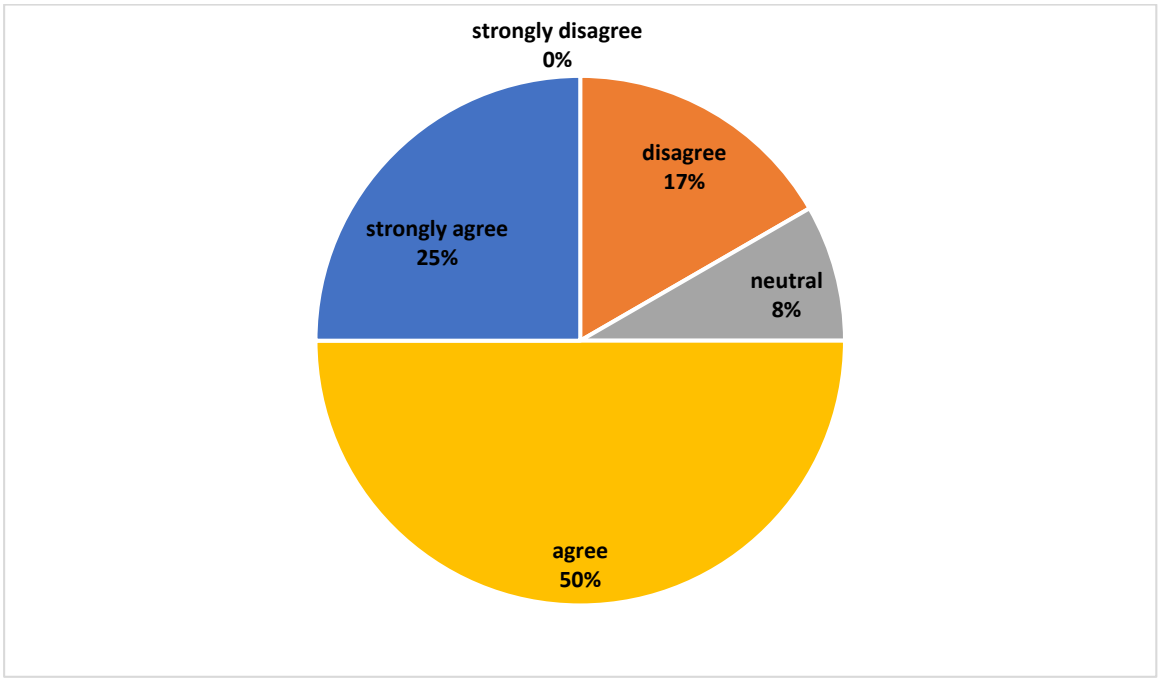
strongly disagreeing where 0%. No generalisation can be made on this issue, even though those agreeing are 33% compared to disagreeing at 21%.

Statement: A good project leader attends to problems immediately they occur

Responsiveness has been identified in other studies as a key competency inherent in good leaders. As such people may prefer a leader who responds immediately to the problems at hand, at least early enough before the situation worsens. Of cause the response and the urgency may have to depend largely on what the issues are and what impact they may have if there are delays in “solving” the problem.

**Response;** The level of maturity of the followers or and subordinates may be a factor in determining the speed or lack thereof in response to situations. Seasoned technicians, artisans, middle managers of even other employees at lower levels may be uncomfortable with a leader who rushes to attend to a problem which the people at that level know how to solve. Besides, rushing into addressing issues may be disastrous especially where extra information is or may be required. Figure 5.12 below

Figure 5.12 Employees opinion on responsiveness as a sign for a good leader




There appears to be clarity on this issue since neutrality has dropped down to 8%, this creates room for free expression of opinions. Those in agreement total 75% (25% strongly agree and 50% agree), this allows for a generalisation. It can therefore be stated categorically that quick response to problems or issues is most appreciated by

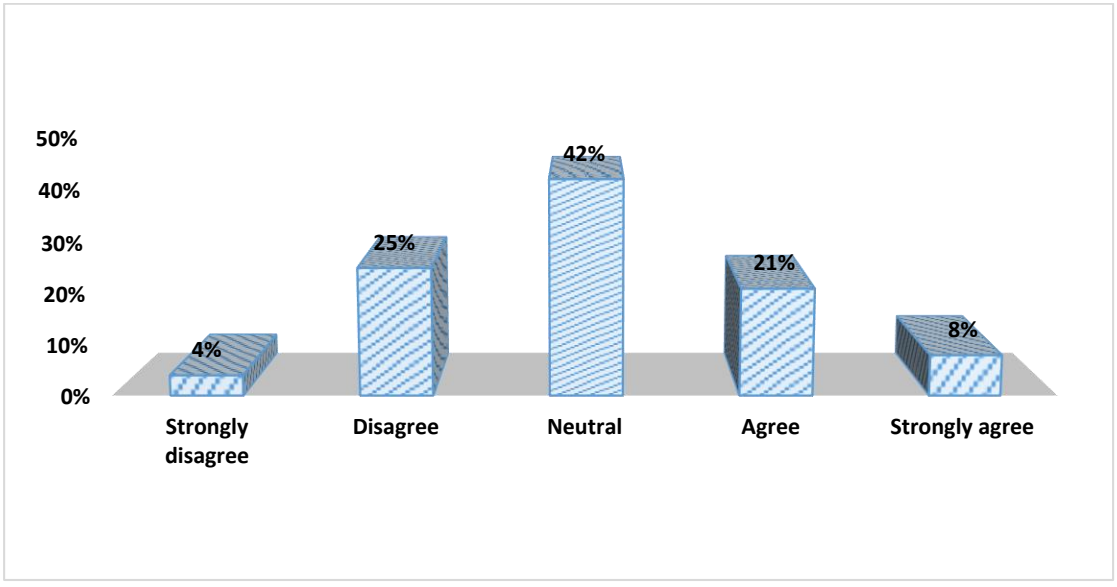
employees. Only 17% of the respondents disagreed, it would have been interesting to know what the operational levels for those disagreeing was.

STATEMENT 8; A good project leader punishes for mistakes and rewards good performance.

It is common knowledge that people want to be acknowledged when they have achieved certain goals or objectives. It would therefore be expected that an employee who performs well will most probably get a salary rise, or a promotion and of cause public acknowledgement.

**RESPONSE;** Rewards are more appreciated than punishment, as long as it is the individual looking at themselves. People may not be happy also when they see their friends and or family being punished for mistakes, it pains them. But, may be some would care little if this was done on someone they are not friends with. The research did not have expectations; thus, the responses were an eye opener for the researcher. The respondents' views are illustrated in figure 5.13 below.

Figure 5.13 View on punishment for mistakes and reward for performance




Neutral has gone up again at 41%, creating a serious split between those that agree totalling 21% (17% agree and 4% strongly agree) and those that disagree totalling 39% with 17% disagreeing and 21% strongly disagreeing. No generalisation can be made in this since none of the two between those agreeing and those disagreeing scored 50% and above.

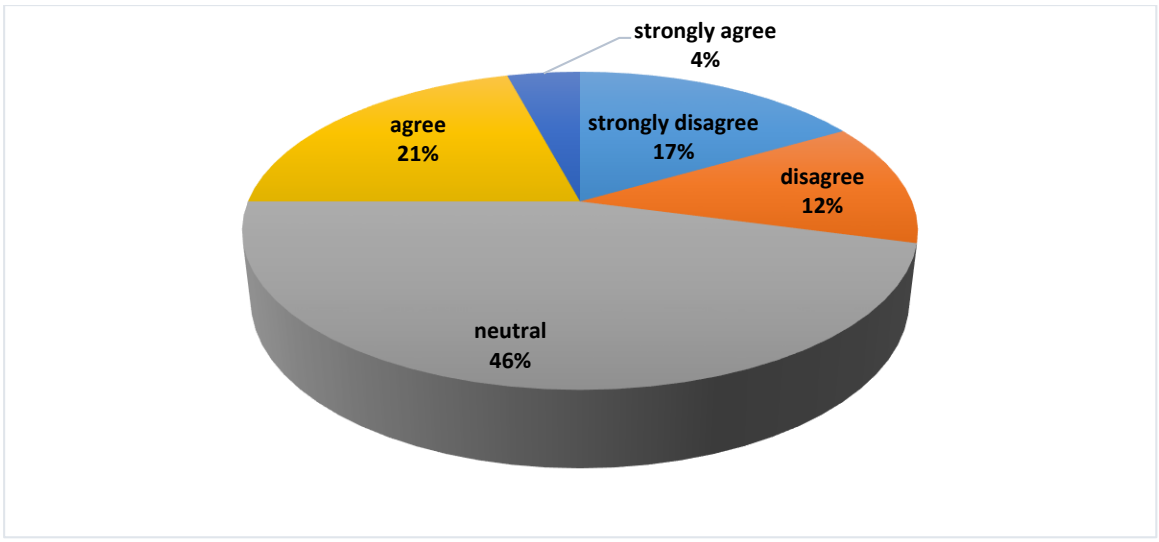
Other theories of leadership propagate the concept that leaders who are people focused are actually more effective than those tasks focused. The statements stated below are derived from information as indicated in existing theory. Much has been said about transformational leadership as the “panacea” for all leadership problems, thus suggesting that all leaders who are people focused may be the most acceptable to all subordinates.

STATEMENT 9; A good project leader moves with the events and not set the procedures

Moving with the events here suggests a leader who is situational and does and behaves according to the prevailing circumstances. The theory of situational leadership postulates that, every situation demands a particular response or behaviour of the leader. Consequently, a good leader will not be expected to determine procedures and targets to measure performance.

**RESPONSE;** On the other hand, every individual at a workplace knows they are there to perform certain tasks, for which they will be paid. This may presuppose that the setting of tasks should not be considered negatively since it is the purpose for which people are employed. On the other hand, it may also be accepted that when an individual has been employed in a particular organisation, they tend to identify with the organisation and may consider their relationship with the organisation as mutual. The respondents’ opinions are in figure 5.14

Figure 5.14 Opinions on leadership and the setting of procedures



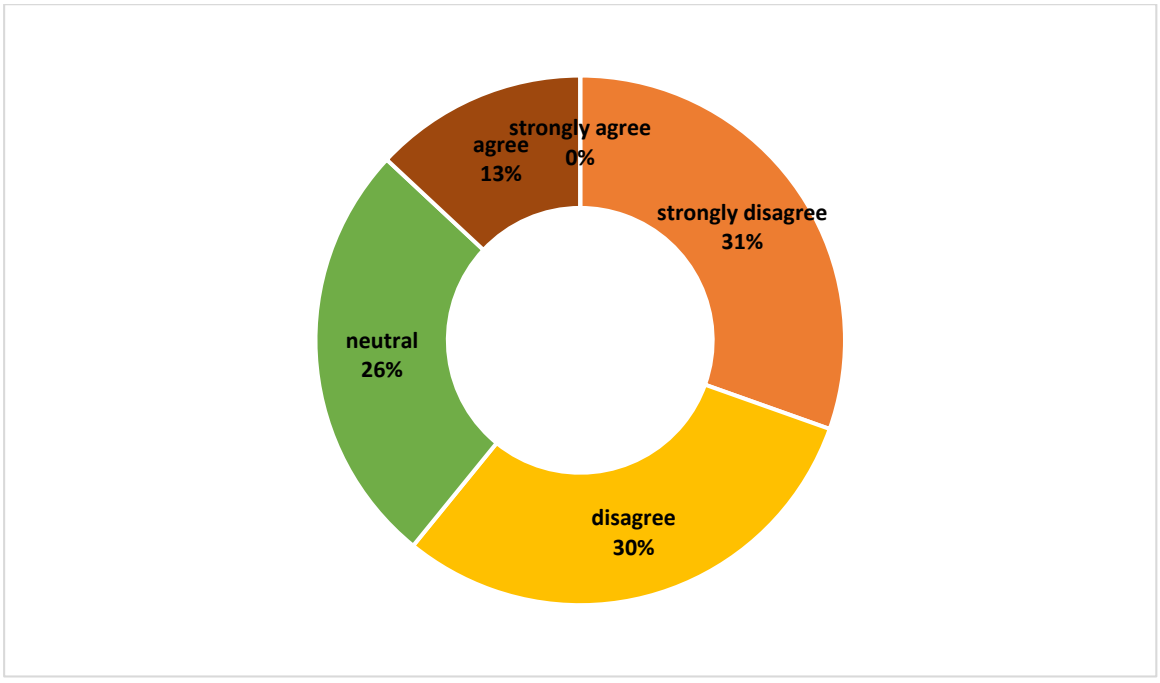
The “neutrality trend” is continuing, and this doesn’t do well for the information required, another 46% of the respondents were indifferent to the statement, leaving the researcher confused. Those strongly agreeing and agreeing are only 25%, a quarter (1/4) of the respondents, whereas those that disagree and strongly disagree total 29%, just over a quarter of the respondents. No generalisation can be made on the basis of this part of the research.

STATEMENT 10 A good project leader has no time for rules, controls or procedures

One of the distinguishing elements between leaders and managers is that managers depend largely on rules and procedures, when leaders care little about these. Leaders focus more on relationships more than micro-managing the workforce, hence leaders are referred to as having followers and not subordinates.

**RESPONSE;** The reality of the matter is that rules and regulations are generally a result of either previous deviant behaviour or known to be present in workplaces. The managers thus set this up to standardise operations, codes of conduct, treatment of people and enable workers to know the principles they live by in the organisation. The problem arises where people in positions of power focus more on rules outside of the reality that they are dealing with people who have flesh, blood and thoughts. Their response is in figure 5.15.

Figure 5.15 Opinion about rules and procedures as signs of good leadership



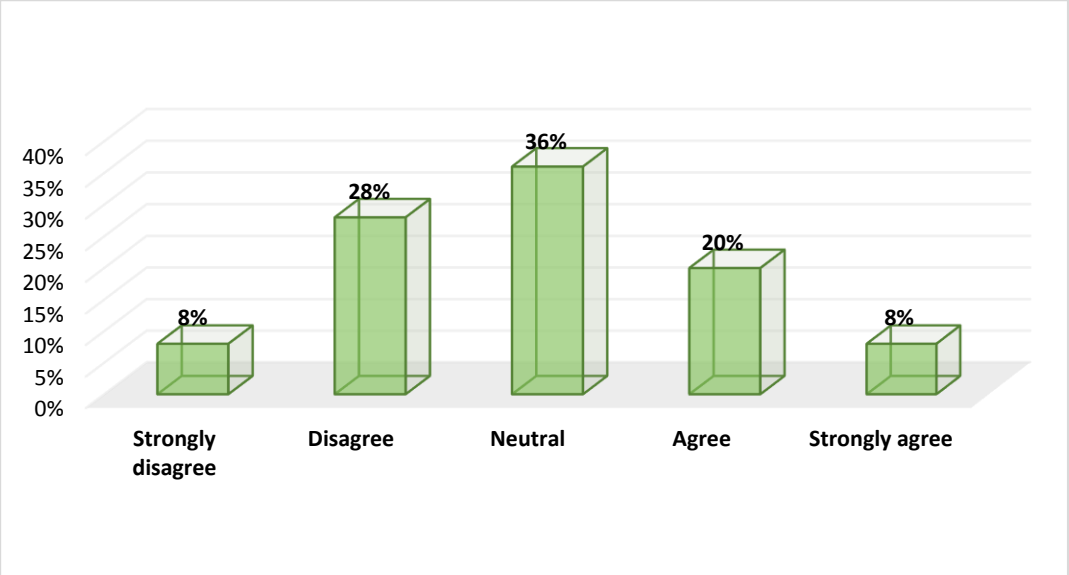
Those disagreeing totalled 61% with strongly disagreeing at 31% and those disagreeing at 30%, this is enough for a generalisation. It can therefore be generalised that on the basis of these findings the majority of employees disagree with the statement above. This suggests that good leadership needs to be supported by rules, controls and procedures, this is co-incidentally common among transitional leaders. Neutral is at 26%, though too high for the researcher's liking, and total of those agreeing is only 13%.

STATEMENT 11; A good project leader always tries new things even if they are not clear

There is fundamentally nothing wrong with trying new things, but the problems come where uncalculated risks are taken. Entrepreneurs are known to be risk takers, and this is supported by the fact that those who move into start-ups without adequate knowledge, may not succeed. Risks can be taken by any individual, but it is expected that the risks will themselves be anticipated and be managed in advance.

**RESPONSE;** It is acceptable that people have different opinions about what constitutes a risk, and sometimes to what extent. The average individual on earth leaves a life of taking risks of one form or another, sometimes without thinking. But when an individual is in charge of or leading people, cognizance should be taken of the impact of the project to be undertaken. But, above all this, followers build relationships of trust, based on their experience, they may be prepared to take on to the unknown with the leader of their choice. Below (figure 5.16) are the responses from the research participants.

Figure 5.16 Good leader and trying of new unknown things



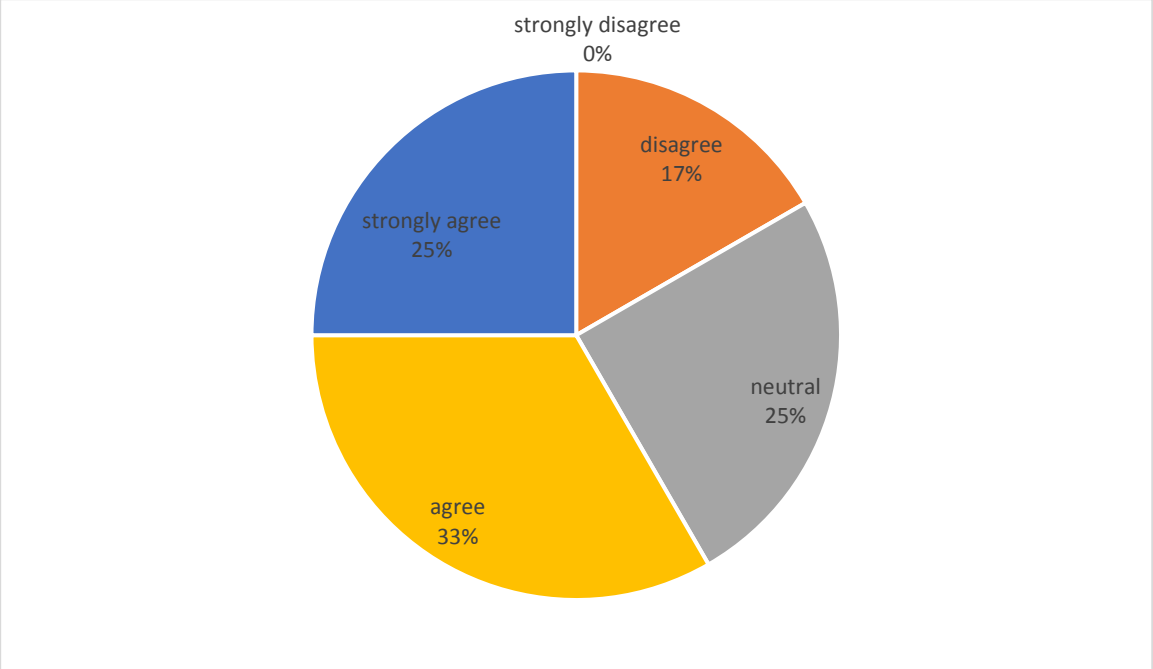

A combined agree (20%) and strongly agree (8%) totalled 28%, which is lower than neutral at 36%. Those disagreeing and strongly disagreeing constitute 36% which is equal to the 36% who are indifferent to this. No generalisation can be made in this section as none of the two sides constitute at least 50% of the total.

ITEM 12.A good project leader instils self-goal setting for the subordinates to reach

Theories on motivation indicate that employees get motivated when they have goals set for them to achieve, though this may be true, would it be true to everyone. If subordinates are given to set their own goals, what goals would those who have no interest in the work, or who inherently lazy, what goals will they set for themselves?

**RESPONSE;** If everyone set their own goals that may make everyone become a good performer as long as they meet their goals. Could therefore goal setting for oneself bring about uniform performance amongst the different employees in the same workplace? These questions can only be answered by the respondents in figure 5.17 below.

Figure 5.17 Opinion about self-goal setting as good leadership




Those strongly agreeing (25%) and those agreeing (35%) total 60%, and it can be generalised that leaders who allow subordinates self-goal-setting are considered to be good leaders. Neutral is at 25%, and this continues to bring up questions as to why so many people would not know what their position on such an issue would be. The total disagreeing is 17%, but a generalisation has been made already from the 60% that agreed.

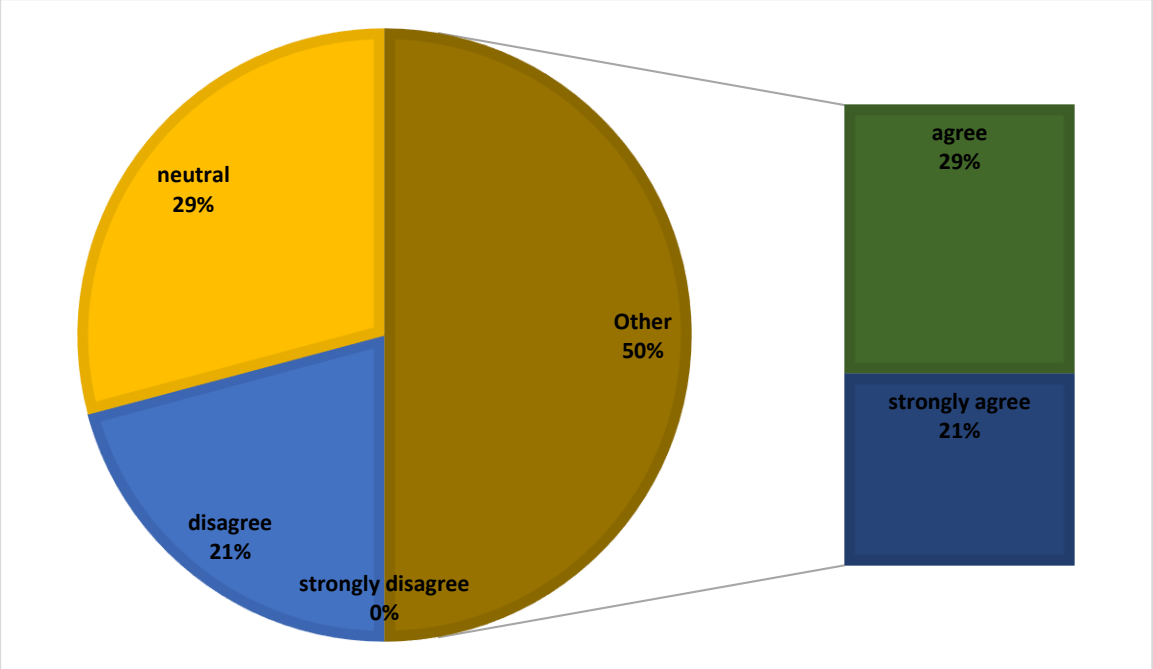
STATEMENT 13

A good project leader is more people focused and not more task focused.

The debate on task and or people orientation for leaders continues to rage on, it is one of the factors used to distinguish transactional from transformational leadership. Considering that people socialise in different forms and work for different objectives from each other, would everyone care about good relationship with the leader?

**RESPONSE;** Some individuals are generally introverts and sometimes they struggle to make friends or to be befriended. Would such people bother themselves whether or not they were friends with leader? On the other hand, extroverts are all out socialising, thereby building relationships, be they good or bad relationships. Would such a person be comfortable with a leader who does not chat back or socialise with the employees – keeping aloof in a sense?

Figure 5.18 Good leadership determinant – people or task focused



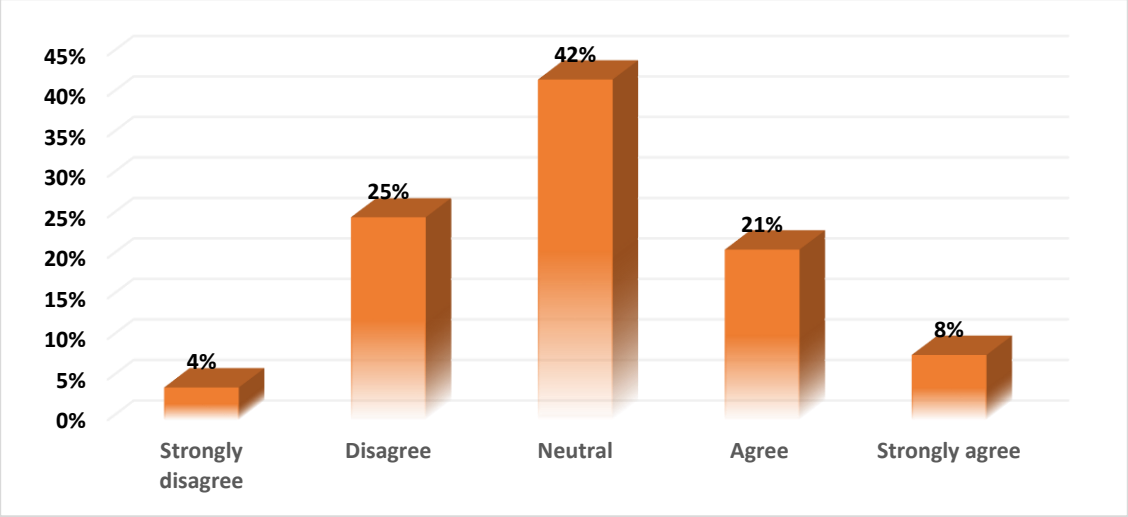

There seems to be a general belief and or acceptance that people focus is a sign of good leadership, this comes from the 29% agreeing and 21% strongly agreeing – this total 50%. Again, neutral is disturbing high (29%) considering that this aspect of leadership impacts directly (negatively or positively) on their welfare in the organisation. Only 21% disagreed with no strongly disagreeing (0%). It can be generalised that friendship or good relations between leader and subordinate is considered more important that task focusing.

STATEMENT 14; A good project leader allows people to do as they are able – not set goals.

Different individuals have different abilities; hence the level of performance may never be the same for the same job or task. The grand question therefore is how would people be rewarded equally if they may not perform equally on the same tasks? This is the argument by South African trade / labour unions for equal pay for the same job, regardless.

**RESPONSE;** On the other hand, are there any two people who would perform or have 100% equal ability to perform, and tasks to be performed? At what point then do people who work hard either get rewarded for or a discouraged because they are paid the same salary with those they perceive to be performing less than they? The respondents expressed their opinions in figure 5.19 below.

Figure 5.19 Opinions about people setting own goals as sign of good leadership.




None of the items is scored at higher than 50%, thus giving no room for generalisation. Those who are for the fact that good leaders will allow people to perform as they are able and allow them (the workers) to set their own goals are 29% (17% agreeing and 12% strongly agreeing). Neutral stands at 25% with those disagreeing at 46% (strongly disagreeing – 29% and disagreeing – 17%) leaving no room for generalisation. Though those disagreeing are more in number, but they are insignificant for generalisation purposes.

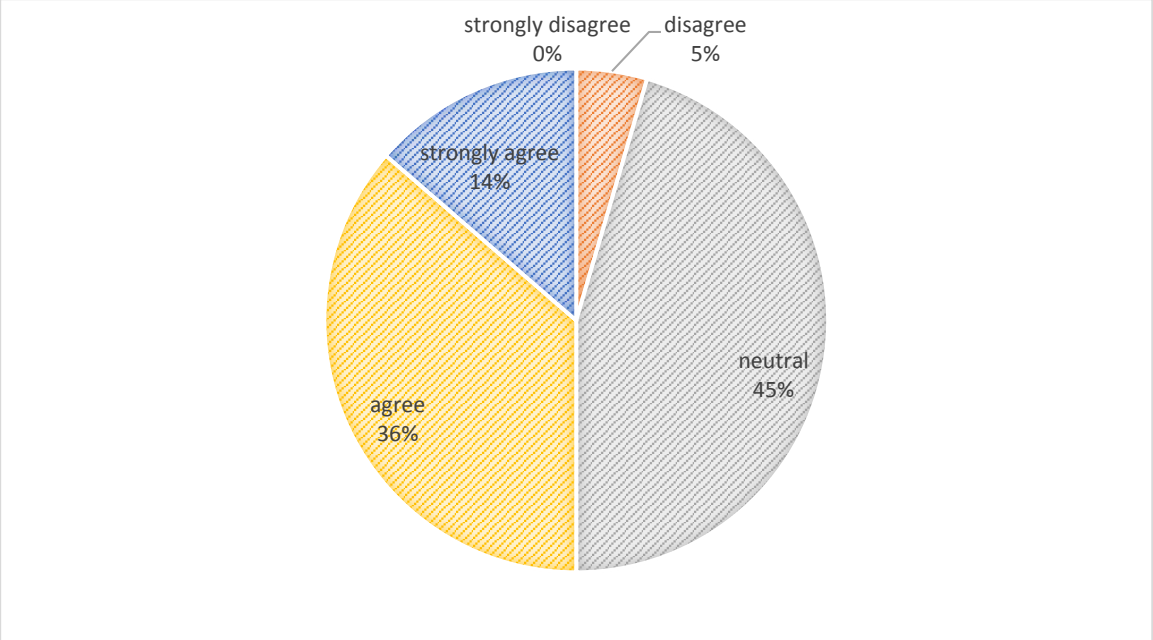
**STATEMENT 15;** A good project leader condones errors and allows learning from mistakes.

In any undertaking or operation that is undertaken, there is always the probability of faltering in one way or another. Hence the saying; “to err is human.” It should therefore be necessary for us to categorise the errors made by individuals – genuine mistakes or mistakes because of negligence.

**RESPONSE;**

Mistakes that are committed during an effort to do what is right are understandable, supposedly by all standards. Over and above that, mistakes are costly all the same thus the anger expressed by the managers when such mistakes are made. How does the employee feel when they have made a mistake? How do they think they should be treated by the manager? It is expected that this will speak directly to the employees as individuals or as people who have witnessed this happen. What they had to said is recorded below in figure 5.20

Figure 5.20 Opinions on leaders condoning mistakes by employees.




Neutral has risen again to 45%, just 5% below the half way mark indicating that nearly half of the respondents had no opinion on this issue. Only 50% agreed (14% strongly agreed and 36% agreed) leaving a balance of 5% of those that disagreed with the statement. The expectation was that a larger part of the respondents would be in agreement considering that they are themselves subordinates who may be victims when they make these mistakes. It can be generalised based on the 50% that condoning mistakes by subordinates is seen as a sign of good leadership.

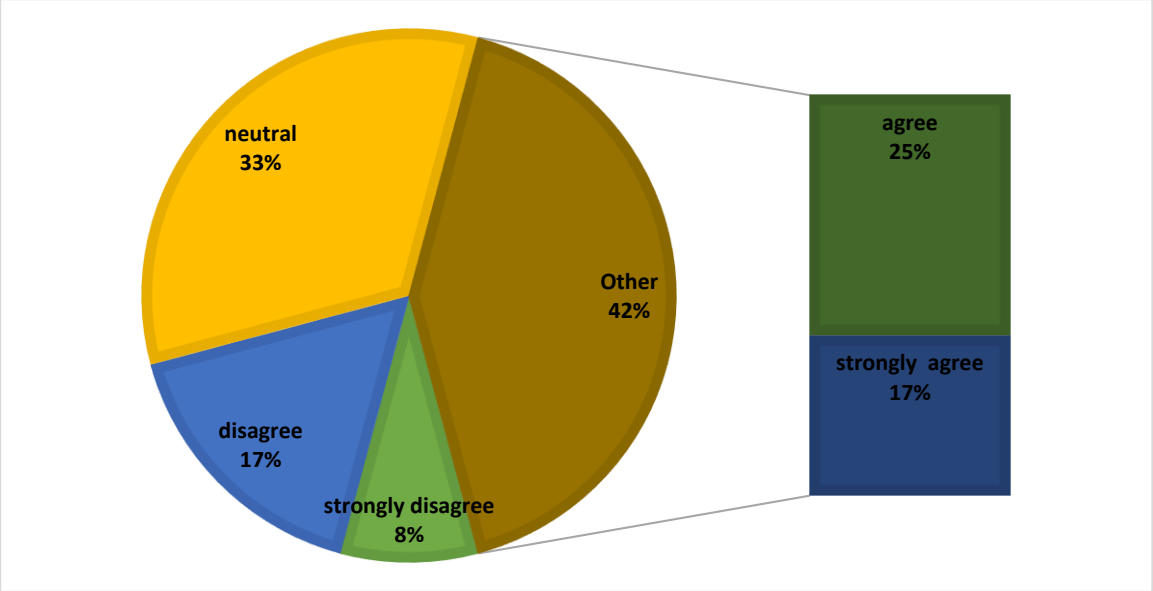
**HARD SKILLS IN IT-PROJECT LEADERSHIP**

**STATEMENT 16;** Understands the technical aspects more than human relations.

Most engineering graduates are well informed about their own fields and are well grounded in hard skills, and that is all that matters. We know however that there is a high failure rate of project execution headed by qualified and experienced engineers.

**RESPONSE;** Projects are conceptualised by people, executed by people through people, thus human relations may be more important than technical skills. This statement sought to check on how the respondents compare their hard skills and soft skills as that pertains to leadership. Figure 5.21 below illustrates the opinions of the respondents.

Figure 5. 21 Opinions on leadership based on technical skills or human relations



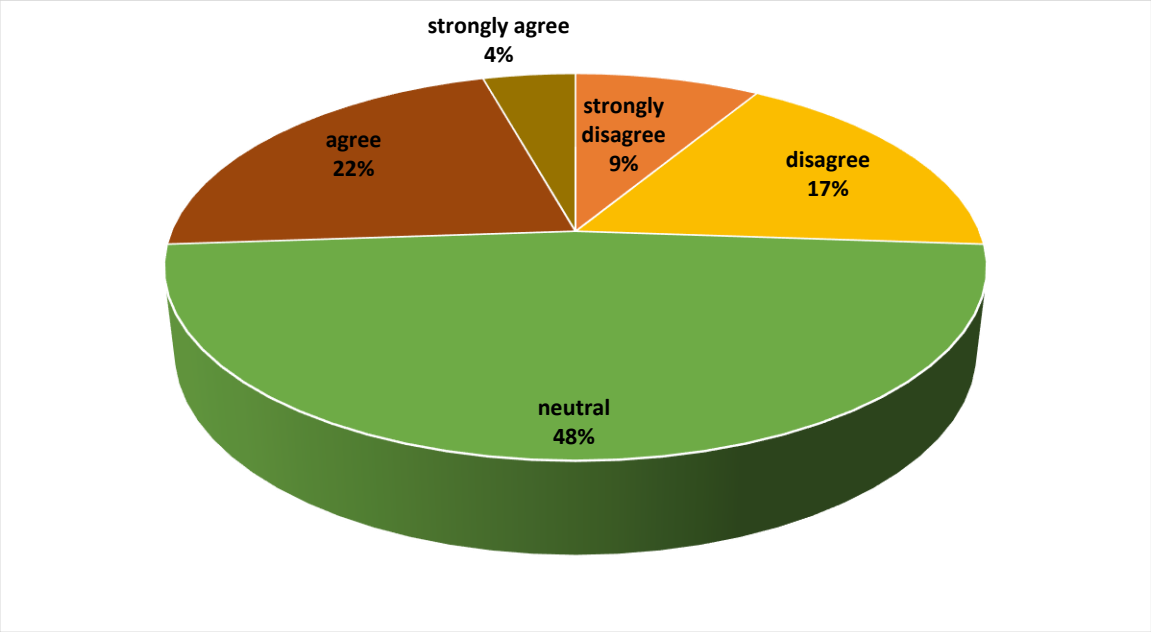

42% of the respondents (25% agreed and 17% strongly agreed) compared to 17% disagreed and strongly disagreed (totalling 25%). Neutral is high at 33% and no generalisation can be made about the findings.

**STATEMENT 17;** Focuses on accomplishment of tasks first then humans.

This has already been discussed under transactional leadership, be it then asked differently. Task masters and slave drivers have no concern for people with excuses for not performing or those looking for sympathy not to do much – genuine or not. Their only desire is to get the tasks performed at whatever cost, and the human beings are the agents through which these are performed.

**RESPONSE;** One of the presumed reasons for the failure of many projects emanates from the fact that the focus has been put on technical aspects to the neglect of the people who execute the project. The end result is that a demotivated people may not work cooperatively to facilitate the early completion of the project itself. For this reason, technical expertise on its own without the human element will not execute a project. Figure 5. 22 is an illustration of the findings around this issue.

Figure 5.22 The importance of humans to a leader

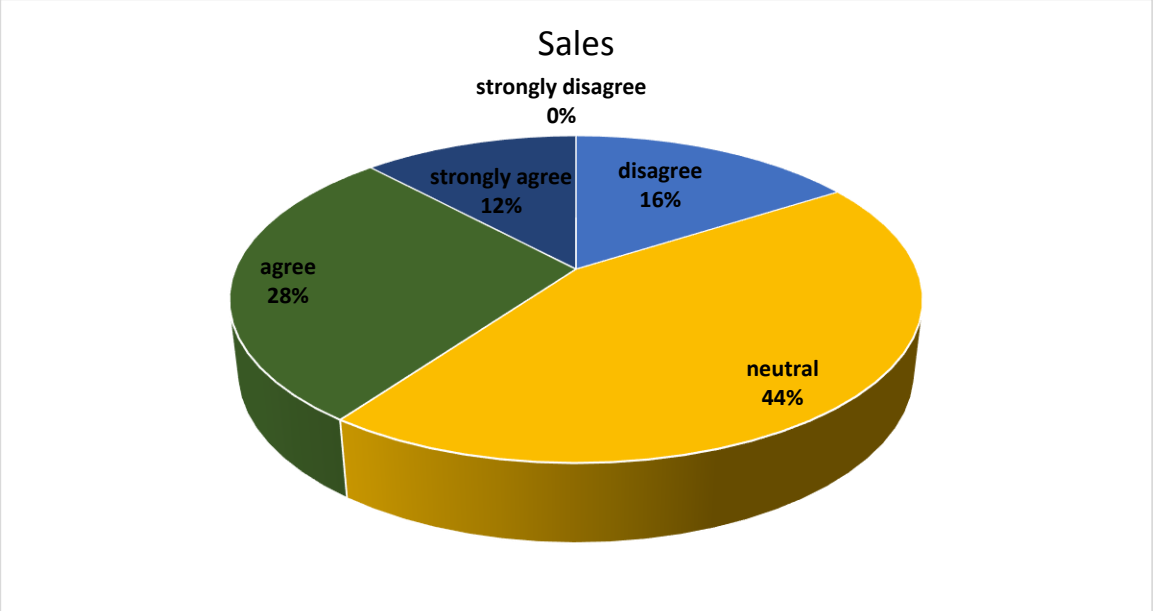



Only a total of 26% agreed with 26% disagreeing, these make up 52% of the total, and they are opposed to each other. The difference of 48% disturbingly is from the ambivalence, with nearly half of the respondents not sure or having no opinion over these issues. No generalisation can therefore be made on this statement since none of the items here score beyond the minimum of 50% on the basis on which generalisation can be made.

STATEMENT 18; One who focuses on human relations first then tasks achievement. The transformational leadership style is generally perceived to be people focused, with tasks being the end product of the human relations. Because human beings are social animals, it can be expected that the relationship developed between leader and follower may actually result in unwavering loyalty to the leader by the followers.

**RESPONSE;** This is primarily a reflection of the way subordinates would view a leader who shows human relations as primary to their leadership. Leadership is the ability to influence other people to work and change their behaviour voluntarily. Therefore, the ability of an individual to have the power that changes the behaviour of people may have a stronger impact than merely setting targets to be achieved. The responses are recorded in figure 5. 23 below.

Figure 5.23 Human relations against tasks as a leadership competency




Neutral remains a constant concern as it remains high on this statement also at 44%, this is followed by those agreeing at 40% (agreeing 28% and strongly agreeing at 12%). Those disagreeing stand at 16% with 0% for those strongly disagreeing with the statement. No generalisation can be made from the findings here except to indicate that a high number of respondents appeared to have no opinion about this statement.

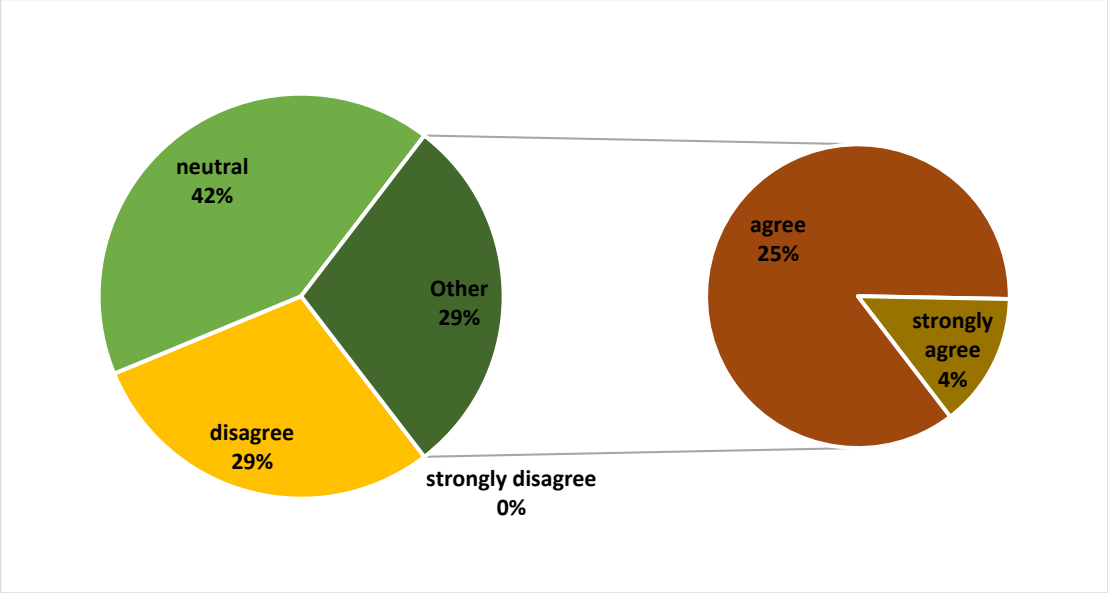
STATEMENT 19; Has exclusively everything based on technical skills not emotions

The above statement supports the notion that in the IT field a leader must focus entirely on the hard skills and ignore the emotions as a basis for decision making in the field. While hard skills are quantifiable and able to be learned reading, maths, programming and other technical aspects.

RESPONSE

The nature of the environment where the research was carried out was of importance in this case. This is so because evidently from the results the IT industry strongly feel that technical skills are of pivotal importance as compared to the emotions when making decisions as shown in the Figure 2.24 shown below;

Figure 5.24 Opinions about stopping work by a leader



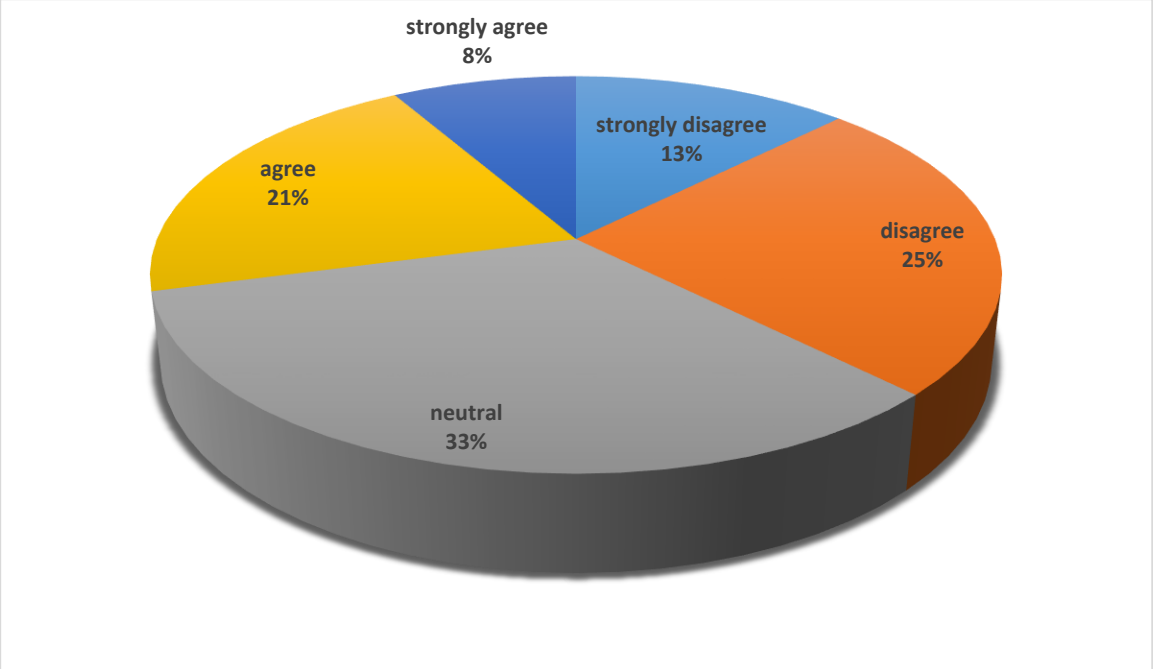

42 % of the respondents have neutrality towards this notion. Followed by 29% who disagree, while 25 % agree that technical aspects should be a basis for the decisions to be made and 4% further fully agree that emotions should be put aside and focus should be on emotions.

STATEMENT 20; Would rather stop the work to attend to employee emotions and problems.

The value put on human life by a leader might be translated into a form of power that will influence people to do certain this. This aspect has been discussed around as some of the properties and competencies of female leaders that show empathy towards others. But would the leader stop doing other important duties to attend to employee emotions.

**RESPONSE;** The level of the maturity of the followers may be of critical importance on this item, in that they may not expect the leader to stop if they think the empathy is not necessary. It should be understood that these employees know each other well, and some may be considered to be seeking attention always. Whichever way it may be, the opinion of the respondents was sought and recorded in figure 5.25below.

Figure 5.25 Opinions about stopping work by a leader



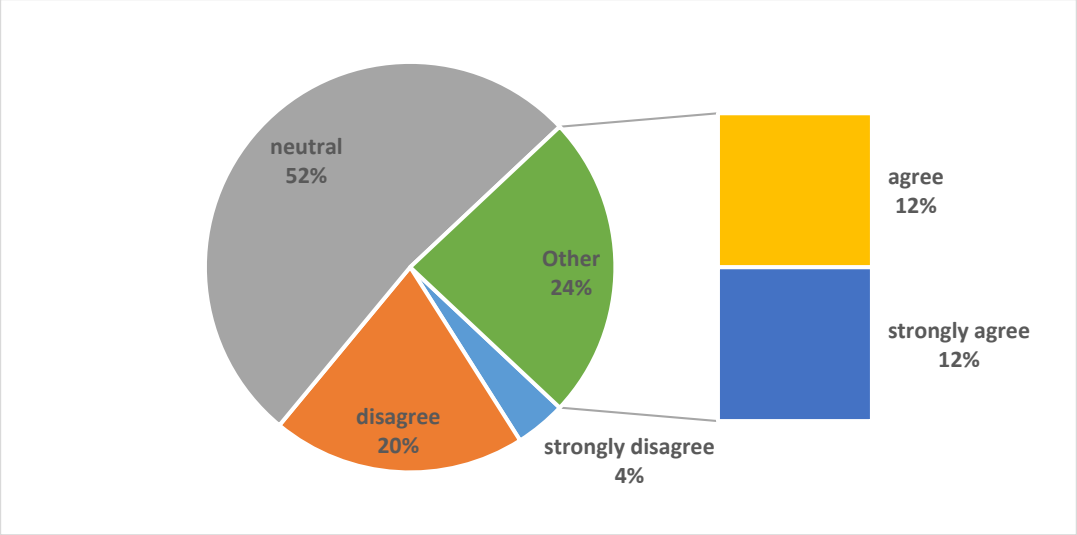

The lowest score came from those who agreed (agree 21% and 8% strongly agreeing) with the statement that a good leader would stop other things to attend to an emotional employee. This is followed by neutral which stands at 33% and ending with 38% comprising of strongly disagreeing (13%) and disagreeing at 25% totalling 38% in all. None of the rankings made any impact and no generalisation can be made.

STATEMENT 21; Is team focused and values teamwork more than task execution

Teamwork has become the central focus in most project work, and the ability to coordinate a team is considered effective leadership. Teamwork is the ability to get the different WBSs integrated to the extent the project meets is triple constraints successfully. This is therefore become the measure of the ability of sub-teams to coordinate their efforts and effectively meet their set objectives in time.

**RESPONSE;** With this realisation that project teams are the panacea for the success of projects given the high failure rate. But the failure, as alluded to earlier is linked to the ability of the leader to motivate the workers to perform. Therefore, the ability to motivate team members automatically implies the ability to motivate individuals to operate and perform.

Figure 5.26 Team coordination and good leadership



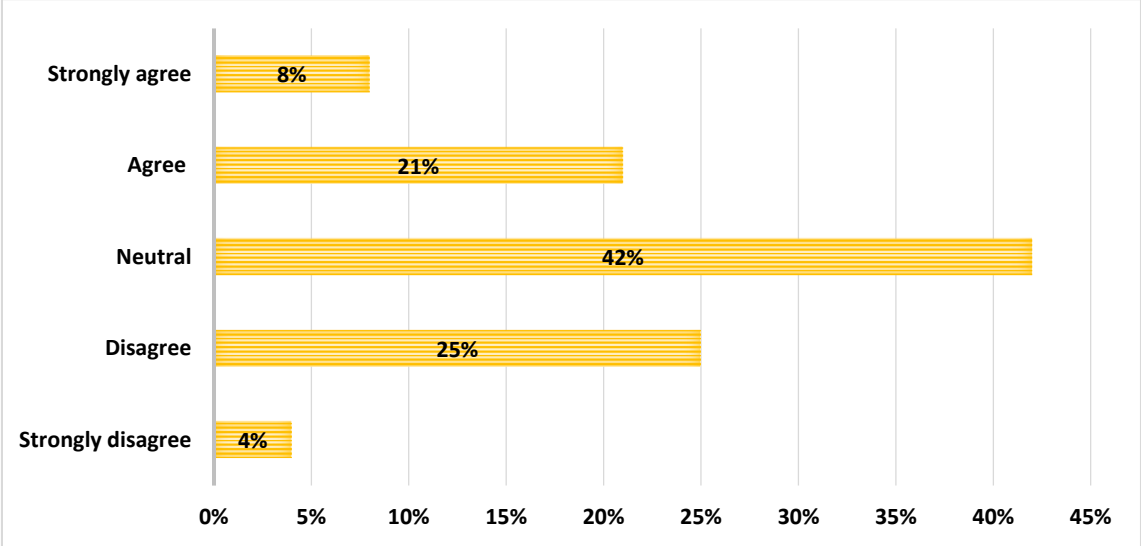

Neutral is at an all-time high at 52%, clearly indicating that there was no prospect of making any generalisations. The difference is shared between the agreeing and disagreeing. There is a need to understand why there is this consistency on the level of ambivalence remaining very high, which distorts the possible collection of data inform on the study.

STATEMENT 22: Knows how to balance the human and technical aspects of projects.

The ability to balance the soft and hard skills is related to situational leadership and thus constitutes the ability to adjust to situations. It is thought that good leaders know what powers they have, and they should know what powers to use to the followers. Application of those powers may therefore facilitate the effective management of the workers, and the workers need to acknowledge the presence of the power. The response to this aspect is given below in figure 5. 26.

**RESPONSE;** The ability of the leader to balance the focus on people with the focus on performance may be more profitable for the organisation. Needless to say, that not everyone will necessarily appreciate that balance. But, it is in the nature of leadership that you may not be able to attract followership from all subordinates, but one needs to at least get them to perform. As to what the perceptions and opinions around this were concerned, the responses are recorded in the figure 5.26 below;

Figure 5.27 Balancing of technical and human skills as sign of leadership



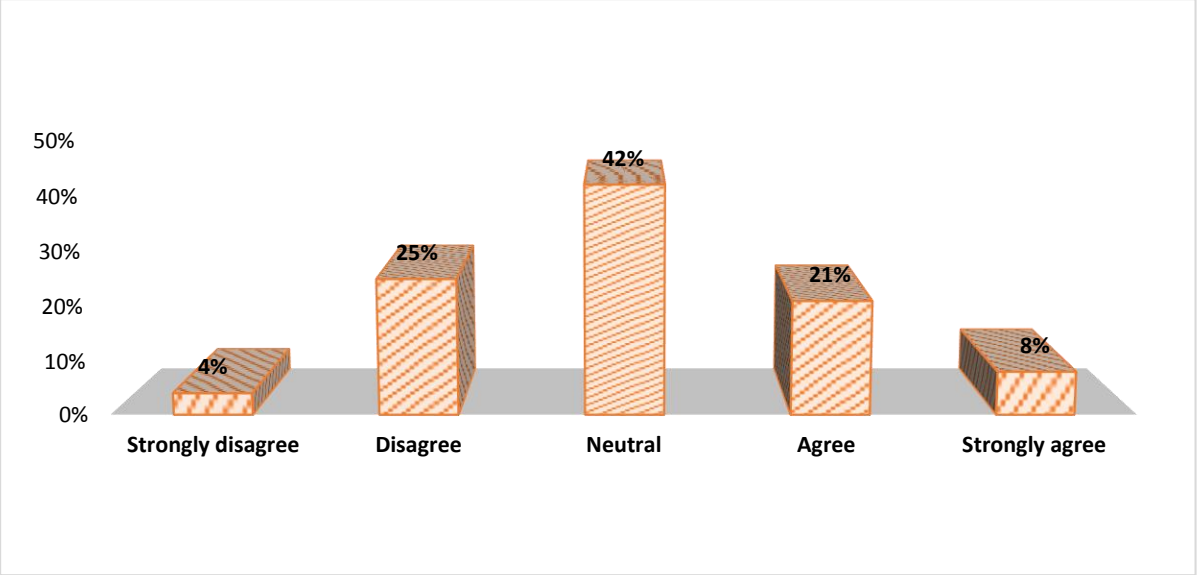

54% of the respondents agree (24 % strongly and 33%) which can lead to the generalisation that a good leader has a balance in both the technical and human skills. This is followed by a neutral which is 38 % of candidates who were not sure of the importance of having both. 5% disagree and 0% have indicated that this was important to them.

STATEMENT 24: Believes in human problems come after work is accomplished

The above notion stems from the notion of priorities in the organisation in the organisation. A task-oriented focus that prioritises achievement of the goals 1st and then lastly focus on the needs of the task force.

**RESPONSE;** The need to also consider the urgent needs of the tasks force may be critical depending on the situation at hand. This is so as some followers may not be able to work of be productive if at the back of their minds they have issues pending to be resolved. Figure 5.28 aims at indicating the opinions related to the above statement

Figure 5.28 Comparing human problems and social factors as leadership competency.




Neutral remains a constant concern as it remains high on this statement also at 42%, this is followed by those agreeing at 28% (agreeing 21% and strongly agreeing at 8%). Those disagreeing stand at 8% with 4% for those strongly disagreeing with the statement. No generalisation can be made from the findings here except to indicate that a high number of respondents appeared to have no opinion about this statement.

**SECTION C- OPEN ENDED SECTION**

This section was intended to assist the researcher with information otherwise left out in the questionnaire. The respondents were allowed to mention whatever else they knew or thought about the subject within the context of the survey. The top ten (10) responses from the submissions are submitted herewith. It will be admitted that there are other submissions, though not with high frequencies, but they were considered critical in this study. These are also included in the tables, the items in the tables below are listed in ascending order from the top to the bottom.

**QUESTION 1; Please state in point form 3 things you dislike the most practised by your managers / leaders in your organisation.**

The respondents gave varying responses to this item, it had been intended to excite discussion around the subject of bad or unacceptable behaviour by the leadership (Podsakoff, MacKenzie, Moormann and Fetter 1990:107-142). The theory behind this is as postulated by Einarsen, Aasland, and Skogstad (2007:207-216) through suggesting that there are certain behaviours hated by certain followers and or subordinates that are in fact result in ineffective or destructive leadership. The top most common items are listed below

Table 5.1. Traits of Ineffective leaders

| | | Explanation |
|---|---|---|
| 1 | Complacency | Leaders who are of the notion that all work is done and there is no way of improving, showing lack of initiative |
| 2 | Poor Communication | Comprising of enigmatic and misguided instructions and orders, often unclear and unorderly |
| 3 | Culpability | Leaders who are not willing to own up for their mistakes |
| 4 | Distrust | Failure to build trust with followers often leads to disillusionment, quitting or rebelling. |
| 5 | Poor Integrity | There is an expected level of morality expected in leaders and expected ethical behaviour. No matter how intelligent this always seems to catch up with leaders. |
| 6 | Lack of Adaptability | Critical that there is high flexibility as situations require that. |
| 7 | Little vision for the future | They tend to get content with the status quo instead of pushing forward and searching for future improvements. |

As illustrated in Table 6.1 ineffective behaviour leads to tension, quitting and misconceptions. This is promulgated by the characteristics that are observed by the followers and example that they see from their leader. They either tend to follow the leader, resent or quit once they have established the flaws or weaknesses.

**QUESTION 2 Please state in point form 3 things you like the most practised by your managers / leaders in your organisation.** It was based on the understanding that managers may have certain personalities and behaviours that would be liked by certain followers and or subordinates (Fiske 2018:101-115). Such people have the ability to influence other people as they are acceptable by certain or some of the subordinates. One of the forms of power is personal power (Fry 2003:693-727) and is understood to be the driving force behind certain levels of charisma. The five most commonly stated items are entered below in ascending order below.

Table 5.2 Project managers likeable attributes

| | Attribute | Explanation |
|---|---|---|
| 1 | Kindness | The degree to which the followers feel understood and taken into consideration. |
| 2 | Hardworking | Is seen by the followers putting in the required effort in performing duties, |
| 3 | Assertive | The leader is determined to press towards the required |
| 4 | Open Minded | The leader is open to new ways and ideas and not quick to judge. |
| 5 | Communicates well | Is able to articulate themselves well |

As illustrated in Table 5.2 the responses show some attributes of the project managers in the research environment. The attributes that were indicated above show how the human element plays a huge role in leadership.

**QUESTION 3; Please state in point form 3 things you would practice to show that you are a good and effective project manager.** This was specifically to test the respondents' thoughts about what they perceive should be good behaviour. Essentially, they were suggesting what they would have done if they were managers, suggesting what their ideal manager would be like Jowah (2015:40-47) suggests that there is implicit theory of leadership as well as followership and that both followers and leaders have certain expectations from each other which should be met to allow for effective synergy.

Table5.3 Critical Project manager traits

| | Concern | Explanation |
|---|---|---|
| 1 | Intelligent | Has wisdom and good ideas |
| 2 | Effective Communicator | clear communicator, realistic goals, team leader - facilitates problem solving, open minded |
| 3 | Knowledgeable | Has both technical and soft skills knowledge relevant to the projects that need to be delivered. |

| | | |
|---|---|---|
| 4 | Problem Solver | Is expected to confront problems head on and deliberate on results. |
| 5 | Results oriented | Has the ability to achieve the goals and interested in productivity. |
| 6 | Visionary | Have a clear understanding of the goals , forecast challenges and assist the teams to |
| 7 | Innovative | Encourages new ideas and methodologies |
| 8 | Negotiator | Is able to negotiate internally and externally |

**QUESTION 4; Please state in point form 3 things you think discourage subordinate performance in your organisation.** The theory behind this request was that, if there are effectively leadership styles, they would inevitably motivate people to perform (Werang and Lena 2014:635-640). There are behaviours therefore which demotivate people to perform well. The subordinates would know what affects them negatively, and this is what was to be listed below, the 10 top most commonly listed points are in the table 6.4 below.

**Table 5. 4 Factors demotivating followers**

| | Concern | Explanation |
|---|---|---|
| 1 | Reactive | The organisation is not pro active |
| 2 | Poor Planning | Does not provide employees with a proper plan most things are always last minute |
| 3 | No empathy | Does not worry about the employees personal problems |
| 4 | Unrealistic | Insensitive to the amount of work required. |
| 5 | Finger Pointing | No trust and looking for someone to blame instead of problem solving |
| 6 | Insecurity | Not empowered to execute tasks therefore stay in comfort areas |
| 7 | Incompetence | Does not have the leadership skills, fails to communicate, |
| 8 | Ego | Feels superior, self-centred dictator style of management. |
| 9 | Distrust | Fails to build team cohesiveness and assumes that employees are lazy. |
| 10 | Disorganised | Goes with whatever the wind is like is not focused. |

**QUESTION 5; Please state in point form 3 things you think encourage performance of subordinates in your project environment.** The employees have things that motivate them to perform (McLeod, 2007:8), whilst many theories have been advanced around motivation (Maslow,1987: 987 and Herzberg 1966:84), motivation has remained evasive to researchers. Questions remain unanswered as to whether motivation is culturally embedded or is generic to humanity, and this is an area of future studies. The 5 most commonly stated items are listed in table 6.4 below in ascending order.

Table 5. 5 Factors to encourage followers

| | Concern | Explanation |
|---|---|---|
| 1 | Rewards | Allocate meaningful rewards to milestones to encourage performance. |
| 2 | Clear communication | Clear instructions set out and clear processes. |
| 3 | Proper Planning | Have an ability to give team proper plans towards achievement of goals. |
| 4 | Knowledgeable | Leaders to have good knowledge of the project, be reasonable and methodical towards the approach |
| 5 | Productive | Leader must able to stick to deadline, be decisive, and disciplined. |

As seen in the Table 5.5 above the leader plays a huge role and the style that he adopts his followers. The transactional leader is known to be aware and believes strongly in the link between effort and rewards. They use this to induce performance and also well known to set out properly the goals and aligning the rewards

**QUESTION 6: What are the special leadership traits are used by project managers as key leadership factors which increase the success of an IT project?**

The answers from the respondents in showed that leadership traits are considered fundamental for leading project with success. The project manager characteristics of

having an open mind and supporting team work obtained the highest mentions from the respondents in the study. This translates into the participants agreeing that IT project managers must maintain an open mind when managing people and resources. Additionally, IT project managers must encourage team work as a team effort adds more value to the project than individual effort. The bottom line is that productivity increases as teams work together and therefore the projects net profit benefit and its financials are more attractive. Having the ability to strategize and possessing a strategic view is critical in project success, project manager must have the capacity to form strategic plans, make strategic decisions and take strategic actions. Project managers should also be able to forecast project requirements, resources and have the ability to plan accordingly. Therefore, indicating that practicing IT project managers view this trait as an important component in succeeding as a leader in project management. Many of the respondents also noted that creativity was a major factor in a leader succeeding as often times tasks done are often a deviation from the original Research and development plan. The significance of the respondents describe that creativity is a competence that is essential in managing IT projects. Creativity is necessary as project manager are able to solve problems more effectively, find solutions, finds new ways to outperform the competition, can work with uncertainties and challenges and can find new methods in successfully executing the project. Lastly, the ability to delegate tasks was also mentioned by some of the respondents. IT Project managers are seen as the ones that organize resources and co-ordinate activities efficiently and effectively. This trait is very important to succeed in project management, as IT project managers have to delegate work to teammates constantly.

**QUESTION 7 Leadership Style preferred by the respondents**

The researcher also asked the participants questions regarding three specific leadership styles that as project managers they possess to improve IT project outcomes: (a) intellectual, (b) managerial, and (c) emotional. 80% participants acknowledged using all leadership styles to be effective.

Galvin et al. (2014) suggested intellectual, managerial, and emotional leadership styles as those leadership styles possessed by effective project managers, and similar to transformational, transactional, and participatory leadership styles. Intellectual leadership style involves the intelligence and problem-solving abilities of

project managers and is the cornerstone of not accepting the norm, similar to transformational leadership style (Galvin et al., 2014; McCleskey, 2014). Managerial leadership style is task-oriented and involves project managers completing tasks, similar to transactional leadership style (Galvin et al., 2014; McCleskey, 2014). Emotional leadership style involves project managers' feelings and the feelings of their teams, similar to participatory or shared leadership style (Galvin et al., 2014; McCleskey, 2014). According to the findings of Galvin et al.'s (2014) study, all three types of traditional leadership styles, transformational, transactional, and participatory, attributed to project outcomes. According to Galvin et al., leadership in project management includes multiple techniques used by managers to permit the ability to adapt to any situation.

### 5.3 Chapter Summary

The results of the survey were discussed and analysed in this chapter. The form used to represent this was tables and graphs and general conclusions were reached related to the impact of the various leadership styles adopted in an IT environment. The researcher gathered the responses of the respondents and strived to compare them with existing literature in order to ascertain its validity. The researcher also tried to ensure the data gathered was specifically in line with the research objectives and IT project management and not just a general study on leadership styles.

# CHAPTER SIX

## SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

### 6.1 Introduction

The chapter starts by highlighting what has been covered in the preceding chapters. It then presents a summary of findings that stem from the empirical study. Thereafter, the chapter presents conclusions of the study and recommendations, which were made for implementation.

**In chapter one (1)** of the thesis, the chapter outlines the literature review, the problem statement, research objectives, research methodology, together with the ethics issues were introduced. And the need for the study was clearly stated in the problem statement.

**In chapter two (2) and chapter three (3)** the chapters cover literature around basic and generic principles of leadership. Special emphasis is put on the leadership with specific emphasis on hard skills and their impact on effectiveness and performance of the human resource elements.

**In chapter four (4)** the research design and the methodology were outlined with special focus on the relevance of the design and methodology in relation to the problem statement and the research objectives. The target population and size were discussed including the sampling frame, sampling technique together with the reasons why those were chosen for the study. The chapter concluded with detailed information on data collection and the instrument to be used, data editing, data analysis instruments.

**In chapter five (5)** the data was presented in the form of bar charts, pie charts, graphs, tables, histograms and other physical forms of representing data. Each illustration was preceded by the question as it appeared on the questionnaire, motivation for the question / statement and with the introduction of the labelled illustration. The illustration Is followed by an interpretation of the findings, and the illustrations were accurately labelled using the Harvard method of referencing.

**In chapter six (6),** in this last chapter, the discussion focuses on summarisation of the findings as recorded in chapter five, and to it is added the conclusion and recommendations. The reporting follows the same pattern exhibited in the preceding chapter (5) in that the commenting is done with specific reference to specific questions or statements that the practitioners responded to. As indicated above,

explanations are arranged per section as the questionnaires were divided into three sections (section A, B and C).

### 6.2 Research Findings

This part includes a synthesis of empirical findings as answers to the research questions, theoretical and policy implications. The main empirical findings are chapter specific and are summarized within the respective sections in the Research Results Chapter (Chapter 5). This section will synthesize the empirical findings to answer the study's four research questions.

What are the leadership styles **APPLIED** by project leaders when leading projects in an IT environment?

a) To what extent are various leadership styles **USED** within an IT project environment?
b) What leadership styles may be **PROBLEMATIC** in the execution of IT projects given the type of tasks to be performed?

#### 6.2.1 Section A

This section of the questionnaire had questions that were mostly biographical information. They were asked for statistical purposes and to make sure that the research sample is representative of the population. The data was interpreted on table 5.1-5.5 and on figure 5.1-5.5. On the question about the person they talk to about the work-related problems more than 50 % (55%) of sample indicated that they communicate with the immediate supervisor. It can be concluded here that the reason for that flow of information could be that in the police protocol is followed when it comes to communication.

#### 6.2.2 Section B

More people agree that managers or supervisors don't communicate critical operational information with them, than those who think they do. However, it appears that most do come to workers to discuss work-related issues, which might be a good time to communicate the critical operational information some don't receive. There is a tight debate on whether there is effective team spirit among members, with 41% not supporting the statement, whilst 40% support it.

This might be the contributing factor to why the flow of communication is not adequately utilized. It is hereby recommended that special structures be put in place and be effectively monitored to improve on communication and responsiveness. The

majority of the respondents 61 % agree that in the academy it is easy to communicate with person doing same job, 47% easy to communicate with person that is at same salary level, 47% easy to communicate with person that is person on a higher salary level; higher percentage 55% agree that it is easier to communicate with the person who speaks the same language.

**Table 6.1 Transactional Leader**

| | Strongly disagree | Disagreed | Neutral | Agree | Strongly agree |
|---|---|---|---|---|---|
| TASK FOCUS – THE TRANSACTIONAL LEADER | % | % | % | % | % |
| A good manager sets goals to keep everyone on track | 0 | 4 | 16 | 40 | 40 |
| A good leader sticks to routines to avoid making errors | 8 | 21 | 38 | 25 | 8 |
| A good leader avoids making changes to existing norms | 17 | 33 | 25 | 12 | 13 |
| A good leader is not a risk taker on new unknown ideas | 23 | 27 | 36 | 14 | 0 |
| A good leader focuses on productivity and not emotions | 4 | 37 | 46 | 13 | 0 |
| A good leader focuses on project maturity not experiments | 0 | 21 | 46 | 29 | 4 |
| A good leader attends to problems immediately they occur | 0 | 17 | 8 | 50 | 25 |
| A good leader punishes for mistakes and rewards performance | 21 | 17 | 41 | 17 | 4 |

80% of the respondents agree that a good manager must set goals that and that they assist the followers to keep the goals.

50% of the respondents disagree that leaders avoid change, making it clear that followers expect the leaders to confront change head on. This leads to the generalisation that leaders should not be afraid of changing things.

75% of the respondents agreed that a leader must attend to problems promptly; this allows for a generalisation that employees appreciate a quick response to problems or issues.

50% of the respondents also disagree that the leader must not be a risk taker.

**Table 6.2 Transformational Leader**

| | Strongly | Disagreed | Neutral | Agree | Strongly agree |
|---|---|---|---|---|---|
| PEOPLE FOCUS - TRANSFORMATIONAL LEADER | % | % | % | % | % |
| A good leader moves with the events and not set procedures | 17 | 12 | 46 | 21 | 4 |
| A good leader has no time for rules and controls to produce | 31 | 30 | 26 | 13 | 0 |
| A good leader always tries new things even if they are not clear | 8 | 28 | 36 | 20 | 8 |
| A good leader instils self-goal setting of the subordinates to reach | 0 | 17 | 25 | 33 | 25 |
| A good leader is more people focused and not more task focused | 0 | 21 | 29 | 29 | 21 |
| A good leader allows people to do as they are able – not set goals | 17 | 29 | 25 | 17 | 12 |
| A good leader condones errors and allows learning from mistakes | 0 | 5 | 45 | 36 | 14 |

The greater part of the respondents (61%)of the respondents disagree that the leader has no time rules. Which can lead to the generalisation that the leader must also comply to the expected rules and regulations that are set. This contributes to the leader's integrity and ethics suggesting that good leadership needs to be supported by rules, controls and procedures; this is co-incidentally common among transactional.

On the setting of the goals, 58% of the respondents agree that the leaders must create an environment where individual goals are set and achieved. This leads to a generalisation those project leaders who allow subordinates self-goal-setting are considered good leaders. Those responding to responsiveness at 50%, this allows for a generalisation. It can therefore be stated categorically that quick response to problems or issues is most appreciated by employees.

50% of the respondent agreed that a chance to learn from the mistakes that in any undertaking or operation that is undertaken, there is always the probability of faltering in one way or another. Hence the saying; “to err is human.” It should therefore be necessary for us to categorise the errors made by individuals – genuine mistakes or mistakes because of negligence.

**Table 6.3 Hard Skills in project leadership**

| HARD SKILLS IN IT-PROJECT LEADERSHIP | Strongly disagree | Disagreed | Neutral | Agree | Strongly agree |
|---|---|---|---|---|---|
| In IT a good manager is one who; | % | % | % | % | % |
| Understands the technical aspects more than human relations | 8 | 17 | 33 | 25 | 17 |
| Focuses on accomplishments of tasks first then human relations | 9 | 17 | 48 | 22 | 4 |
| One who focuses on human relations first then task achievement | 0 | 16 | 44 | 28 | 12 |
| Has exclusively everything based on technical skills not emotions | 0 | 29 | 42 | 25 | 4 |
| Would rather stop the work to attend to employee emotional woes | 13 | 25 | 33 | 21 | 8 |
| Is team focused and values teamwork more than task execution | 4 | 20 | 52 | 12 | 12 |
| Knows how to balance the human and technical aspects of projects | 0 | 5 | 38 | 33 | 24 |
| Believes at human problems come after the work is accomplished | 4 | 25 | 42 | 21 | 8 |

The need for the balance in hard and soft skills scored 57%, the respondents indicated that they agree that a leader must balance the hard and soft skills.

### 6.2.3 SECTION C

The respondents have indicated the details that they like and dislike about their managers. This led to a consensus that the followers are definitely aware of the styles projected by the leaders in their conduct with them and how it affects their delivery as individuals. To a greater extent leader who are transformational thus go the extra mile, communicate effectively and empower followers seemed to be more preferred

as opposed to the transactional leader who is more likely to use power and discipline to achieve the desired results.

Further, it was evident that respondents regard leadership traits are considered instrumental for leading project with success. The main attributes highlighted that include having an open mind, supporting team work, creativity, able to forecast, plan and make strategic decisions . This is in line with (Flanagan & Finger 2003:38) who indicates that leaders should support their teams have an open mind display integrity and confidence and be hard working. Additionally, Boddy et al. (1992:52 also state that to be successful project managers should have interpersonal skills that include innovation, persistence, teamwork and open-mindedness.

Accordingly, 80% of the respondents also have indicated that a combination of intellectual, managerial, emotional leadership styles to be effective in a harness better project results in an IT environment. Galvin et al., (2014) also state this in their study that leadership in project management requires high flexibility advocating that a manager to be able to use transactional, transformation, democratic, autocratic leadership styles as and when they are needed. The purpose of this question was to ascertain what leadership styles are ideal for project execution in an IT environment.

While leadership styles are important they are not the only element that contribute to project execution. This can be used.

## 6.3 Conclusion

The below conclusions have been derived from the study. The leader ship style that is adopted is pivotal in the successful execution of the project in an IT environment.

Perceptions were gathered and as perceptions, we cannot say with confidence that leaders in the organisation where the research was undertaken had used certain styles successfully. This may be the use of one or a combination of styles relevant and necessary depending on the situation faced. This may require a total shift in the organisational culture to be able to harness the diversity, and cope with the fast-changing pace in the IT industry. A leader must be sensitive and respectful of the follower's differences and apply this to achieve maximum results.

The leadership style or styles adopted therefore must be highly cross functional and extend through the various structures in order to attain successful project management. This must be coupled with both hard and soft skills to ensure that there is balance to the expectations of the industry.

An organisation that can optimally strike the balance and use the relevant style during the various stages of the project life cycle can achieve leadership effectiveness. This then will easily be passed through the organisation and the effects will be seen at implementation level where followers are also encouraged and motivated. This will ultimately play in favour of that organisation by giving a competitive edge different from other organisations. Soft skills like leadership styles though may seem as a time-consuming element in the short time are evidently in the long run have great rewards to the goodwill and success of delivery in an organisation.

Managing the key themes of leadership styles effectiveness will lead to organisational effectiveness and successful project delivery. Leadership is increasingly being seen as an asset for competitive advantage. The management of identifying different leadership styles should be a continuous process (improvement initiative) across the organisation.

### 6.4 Recommendations

State the number of recommendations and maybe their relative importance. You can state that they are given in order of importance or the sequence in which they could be implemented. The organisation is recommended to develop a model that tries to guide the current and existing staff on various styles that can be adopted and are of benefit to the organisation at various project stages. This model to be used by the existing and new staff that will be added on the workforce. This will help to maintain a uniform and acceptable standard and quality in this regard. It is further recommended that a skills audit of the current staff is needed to assess their technical and soft skills abilities. Where there are strengths they must be encouraged and adopted to the benefit of the organisation. Where there is a lack a corrective approach to be adopted to raise consciousness and develop these skills.

Again, it is advised that a paradigm shift in organisational culture to create an environment that recognises the value of consciousness in the leader ship style being used. Managers are to therefore be trained and assessed on the application of the leadership styles at various milestones in the projects. Also, it is recommended that new employees that join the organisation should therefore not only be employed based on education and years of experience alone but also ability to either adopt to a culture that regards leadership styles to be of importance in the execution of

projects. While leadership styles are important they are not the only element that contribute to project execution. This is an area recommended for further study.

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**APPENDIX A Questionnaire**

This is an academic exercise – you are free to answer or not to. However, whatever information you feel in is strictly confidential and cannot be used against you. Please do not put your name or that of your organisation. To qualify for this survey you must either have an IT qualification or be involved in IT projects at your workplace.

# SECTION A: BIOGRAPHY

1. What is your position in the organisation?

| | | | |
|---|---|---|---|
| Administrator | Technician | Support staff | Other |

1.1 If other – please specify

……..

2. How long have you been in the organisation?

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

3. What is your highest qualification in IT?

| | | | |
|---|---|---|---|
| No qualification | Certificate | Diploma | Degree |

3.1 If any other [not included above - please specify

……..

4. Who [the position] do you report to in your position?

| | | | |
|---|---|---|---|
| Supervisor | Technician | Project manager | Other |

4.1 If other please specify

……

5. How many people report directly to you in your position?

| | | | |
|---|---|---|---|
| <5 | 6-10 | 11-15 | 16+ |

SECTION B

| | Strongly | Disagreed | Neutral | Agree | Strongly agree |
|---|---|---|---|---|---|
| TASK FOCUS – THE TRANSACTIONAL LEADER | 0 | 0 | 0 | 0 | 0 |
| A good project leader sets goals to keep everyone on track | 1 | 2 | 3 | 4 | 5 |
| A good project leader sticks to routines to avoid making errors | 1 | 2 | 3 | 4 | 5 |
| A good project leader avoids making changes to existing norms | 1 | 2 | 3 | 4 | 5 |
| A good project leader is not a risk taker on new unknown ideas | 1 | 2 | 3 | 4 | 5 |
| A good project leader focuses on productivity and not emotions | 1 | 2 | 3 | 4 | 5 |
| A good project leader focuses on project maturity not experiments | 1 | 2 | 3 | 4 | 5 |
| A good project leader attends to problems immediately as they occur | 1 | 2 | 3 | 4 | 5 |
| A good project leader punishes for mistakes and rewards performance | 1 | 2 | 3 | 4 | 5 |
| PEOPLE FOCUS - TRANSFORMATIONAL LEADER | 1 | 2 | 3 | 4 | 5 |
| A good project leader moves with the events and not set procedures | 1 | 2 | 3 | 4 | 5 |
| A good project leader has no time for rules and controls to produce | 1 | 2 | 3 | 4 | 5 |
| A good project leader always tries new things even if they are not clear | 1 | 2 | 3 | 4 | 5 |
| A good project leader instils self-goal setting of the subordinates to reach | 1 | 2 | 3 | 4 | 5 |
| A good project leader is more people focused and not more task focused | 1 | 2 | 3 | 4 | 5 |
| A good project leader allows people to do as they are able – not set goals | 1 | 2 | 3 | 4 | 5 |
| A good project leader condones errors and allows learning from mistakes | 1 | 2 | 3 | 4 | 5 |
| HARD SKILLS IN IT-PROJECT LEADERSHIP | 1 | 2 | 3 | 4 | 5 |
| In IT A good manager is one who; | 1 | 2 | 3 | 4 | 5 |
| Understands the technical aspects more than human relations | 1 | 2 | 3 | 4 | 5 |
| Focuses on accomplishments of tasks first then human relations | 1 | 2 | 3 | 4 | 5 |
| One who focuses on human relations first then task achievement | 1 | 2 | 3 | 4 | 5 |
| Has exclusively everything based on technical skills not emotions | 1 | 2 | 3 | 4 | 5 |
| Would rather stop the work to attend to employee emotional woes | 1 | 2 | 3 | 4 | 5 |
| Is team focused and values teamwork more than task execution | 1 | 2 | 3 | 4 | 5 |
| Knows how to balance the human and technical aspects of projects | 1 | 2 | 3 | 4 | 5 |
| Believes at human problems come after the work is accomplished | 1 | 2 | 3 | 4 | 5 |

## SECTION C

This is an open ended section and you are requested to fill in the spaces provided – point form to provide information that may be necessary for the study.

1. Please state in point form 3 THINGS YOU DISLIKE the most practised by your managers / leaders in your organisation.
   - ……
   - ……
   - ……
2. Please state in point form 3 THINGS YOU LIKE THE MOST practised by your managers / leaders in your organisation.
   - ……
   - ……
     .
   - ……
3. Please state in point form 3 THINGS YOU WOULD PRACTICE to show that you are a good and effective project manager.
   - ……
   - ……
   - ……
     .
4. Please state in point form 3 THINGS YOU THINK discourage subordinate performance in your organisation.
   - ……
   - ……
5. Please state in point form 3 THINGS YOU THINK encourage performance of subordinates in your project environment.
   - ……
   - ……

6.What are the special leadership traits are used by project managers as key leadership factors which increase the success of an IT project?

- ……

7.What leadership style would you prefer.

- ……

Thank you for participating – your information will not be given to or share with anyone since it does not bear your name and that of your organisation.