



**THE ROLE OF LEADERSHIP STYLES ON TEAM PERFORMANCE AT SELECTED  
CONSTRUCTION SITES IN CAPE TOWN**

**By**

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## ABSTRACT

This study focuses on the types of leadership styles that motivate project teams' performance in the construction industry. The study was based on six leadership styles namely: Coaching, Coercive, Authoritative, Affiliative, Democratic and Pacesetting leadership style. The research was positioned within the quantitative research method and data was collected from 140 respondents by means of a questionnaire consisting of open and closed ended questions. Probability sampling was employed in the selection of the respondents to complete the questionnaires. The data collected was analysed using Microsoft Excel and presented in a form of diagrams, bars and pie charts. The finding revealed that out of the six (6) leadership styles used by managers and leaders, only two were appropriate to motivate project teams' members which are: authoritative and coaching leadership style. The results also indicated the type of behaviours leaders and managers should display in order to motivate team members to perform. Supportive, directive, communicating and motivating were perceived to be the type of behaviours that motivate team members to perform. This research suggests that leaders and managers apply leadership styles that are perceived to improve or maintain project teams 'performance and to increase to overall productivity of a project.

**Keywords:** Leadership, project-teams, leader behaviours, performance, motivation, leadership style

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# CHAPTER ONE

## INTRODUCTION

### 1.1. INTRODUCTION

Organisations all over the world are profoundly anxious for searching, understanding and developing leadership, given the fact that leadership plays a crucial function when it comes to creating high performing teams (Northouse, 2010:3). Helmrich (2015:5) is of the opinion that leadership is all about guiding others into a trend that makes them feel endowed and skilled without having to use force. On the other hand, Lall and Zaidi (2008:374) define leadership as a process in which a person influences others to accomplish an objective and directs the organisation in a way that makes it more cohesive and coherent. Leadership varies in definition due its complexity and diverse contexts ranging from business to politics and organisation. Most leadership leaders have discrepancies in their definition and none seem to share the same view about is actual meaning (Govender, 2017:1-158). He argued that leaders must personify the qualities desired; he noted that for a leader to be successful, one has to attain to the task at hand, the needs of the team and the needs of the individual. One thing among human is that there is always a leader otherwise the group cannot live to achieve its purpose. Good leaders are made not born, good leaders develop the course of a never-ending process of self-study, education, training and experience (Lall & Zaidi, 2008:374). Based on project management perspectives, good leaders are required to assign suitable significance to relationships, talk about their values, give appropriate importance to processes (Turner, 2006:16-19), and build the organisation to sustain future leaders (Ulrich & Smallwood, 2007:5). Iqbal, Anwar and Haider (2015:1-6) assert that a leader must be a good diagnostician and adopt styles to meet the demands of the situation in which they operate. This research seeks to evaluate the role of leadership styles on team's performances at selected construction sites in Cape Town. Given the importance of the construction sector in job creation, and considering their under performance it was vital that the researcher also identify the impact of leadership styles on project-teams performance.

### 1.2. BACKGROUND TO THE STUDY

Leadership and different associated styles have an immense impact on how employees perform and grow, to lead positive organisational outcome (Chowdhury, 2014:2-426). There are many different leadership styles that have been identified by different authors that are suitable

for diverse kinds of projects (Turner & Muller, 2007: 21-32) and employees on the basis of the amount of direction, empowerment, decision making power (Anwar & Haider, 2015:1-6). Turner and Muller (2005:49-61) identified six leadership styles which are authoritative, coercive, pacesetter, affiliative, coaching, and democratic leadership style. These styles are briefly discussed below.

**Authoritative leadership style** is a leadership style that is otherwise called visionary. Veale (2010:147-156) posits that authoritative leadership increases the commitment to the organisation's goal; therefore a vision can be established and carried out effectively. This style benefits employee who require close supervision. The benefit of this style depend upon factors such as situations, amount of risk, type of task and characteristic of team members (Gadirajurrett, Srinivasan ,Stevens & Jeena, 2018).

**Coercive leadership style**, this is known as a commanding type of leadership where the leader demands immediate compliance from individuals who submit to their leadership styles (Girard, Klein & Berg 2015: 131). The coercive leadership style has its advantages and disadvantages. The advantages stem from the leader having huge control over situations at hand; by providing an outline or vision of the work that needs to be done. Then expect their key employees to get that work done without question (Girard, Klein & Berg 2015: 131) while the disadvantage stem from the team members who is forced to do something he/she does not desire to do (Taucean, Tamasila & Negru-Strauti, 2016:66-75). Lovejoy (2008:1-66) postulates that coercive style can be used effectively in emergency situations but otherwise it intimidates team members, distances them from their leaders and lessens productivity. This style has basically a negative role on organizational climate and project team performances, team members have little control over the project.

**Democratic leadership** this is a type of leadership style in which members of the group take a more participative role in the decision-making process (Hughes, 2014:89). Ray (2012:1-26) have found that this learning style is usually one of the most effective and leads to higher productivity, better contributions from team members, and increased group moral.

**Affiliative leadership style** is a type of leadership in which leaders maintain employees happiness, create well-built emotional bonds within the team, and create devotion amongst team members (Williams 2007:1-68).it works well in times of stress or when healing is needed for a crisis. Abubakari (2017:36-46) asserts that the affiliative style has generally a positive

impact but leaders should employ it particularly when trying to build team harmony; increase morale; improve morale or repair broken trust

**The coaching leadership style** on the other hand is a leadership style that is about considering team members' strong point and weak point and gaining knowledge of their aspirations (Passmore, 2010:232). Williams (2007:1-68) opines that coaching leadership style has a positive role on organisational climate and project team performance as team members develop their abilities on a long-term basis, however, this style can only be a success if team members are prepared and enthusiastic to accept the challenge.

**Lastly, the pacesetter leadership style** means that the leader through his/her personal example sets high standard of performance and expect employees to comply with these standards (Vutcetic, 2008: 266). This style is used when the team members are already extremely motivated as well as skilled. According to Spreier, Fontaine and Malloy (2006:1-12) this style can be effective in the long term but demoralize team members over the long haul because it is typically a perfect style for high achievers. Pacesetter leadership style has a negative impact on organizational climate and project- teams' performance because in situations whereby team members are not highly skilled and motivated, projects cannot go smoothly, and milestones can be missed.

Although each person would have their own preferred leadership style, the most effective leaders adopt styles which are appropriate for the situation at hand. Sauer (2011: 574–587) states that team members who feel that their leader is adopting an appropriate and effective leadership style will perceive higher levels of leader self-efficacy, which will in turn impact their collective efficacy and group performance. Turner and Muller (2005:49-61) are of the opinion that authoritative, coaching, affiliative, democratic leadership ,coercive style are the most appropriate styles that will encourage team members to feel important within the team, and regularly lead to better performance in proper situations. Hence the focus of the study is the impact of these leadership styles on team performance.

Team performance includes team competency, effectiveness in doing the work, executing given duties and meeting deadlines (Anwar & Haider, 2015:1-6). In other words, it helps to have judgement about how effectively a team can meet its value goals Sheikh, Soomro, Magsi and Siddiqi (2016:33-46) assert that in order to ensure successful team performance, every member of the team must complete the team goals assigned to them through their specialised expertise



and skills. This can be achieved with various and appropriate leadership styles adopted by a leader in an organisation particularly in the construction industry.

The construction industry is an important sector of the economy and plays a key role in national social and economic development (Ofori, 2015: 115-135). It contributes by creating jobs and improving the country's gross domestic product (Haupt & Hariharan, 2016: 79-108). Despite the inherent potentials, the construction sector is currently under performing in South Africa (Lehohla, 2016: 1-44). Liphadzi (2015: 19-146) is of the opinion that the under-performance of these entity can often be trace to the project manager leaders given that some leaders lack the necessary style to lead and achieve the desired objectives (Yousif Hossan & McNeil, 2015:71-79). Beside they may use inappropriate leadership's styles in dealing with subordinates on construction projects (Liphadzi, 2015: 9-146).

### **1.3. STATEMENT OF RESEARCH PROBLEM**

The successful execution of any project undertaking is a function of many factors, resources, technology, type of tasks and the time and budget assigned to the project. One element that has consistently bothered stakeholders is why many projects are not completed within the stipulated time, budget and quality specifications. The use of technology has not put marked difference in the execution of the project, very much to the disappointment of many stakeholders. Evidence also shows that, projects managed by highly qualified and experienced technically skilled people seem to run into the same failure rate. Alluding to the literature above, it has become increasingly common to look at the role of the project leaders and the followers as these are the only constants in the project execution process. Considering the different thoughts and sayings of different authors about this issue of what leadership styles will motivate employees, it appears there are different views. Some authors think that transformational and transactional leadership are the best leadership styles to use as they stimulate and inspire the follower to grow and develop themselves by responding to individual need while others do not share the same opinion. Identifying appropriate leadership styles that will motivate and enable the effective execution of the project proceedings has now been focused on the role and function of the project leader. This research is focussed on the identification of the ideal leadership that is needed to deliver the project within the triple constraints of the project. Research has shown that effective leaders can get some work done through the motivation of their subordinates, hence the study seeks to identify these scarce skills in the construction industry.

## **1.4. RESEARCH OBJECTIVES**

The objectives of this study are:

### **1.4.1. Objective 1**

To identify leadership style(s) appropriate to motivate project -teams' performance in a construction environment.

- To determine construction workers expectations from their leaders
- To assist team members to develop their skills

### **1.4.2. Objective 2**

To help project managers to identify the type of behaviour they should display towards their subordinates.

- To determine whether leaders are directive ,supportive or understanding

## **1.5. RESEARCH DESIGN AND RESEARCH METHODOLOGY**

The researcher has opted to use a quantitative research approach because of the nature of the study. This approach enabled the survey to take advantage of the different merits of both research methods and bring them to the results. Jowah (2015:97) draws a distinction between research design and research methodology by indicating that research design speaks to the road map or the path to be followed.

Research design is a plan and structure of investigation to obtain answers to the research question (Cooper& Schindler, 2011:147) whereas research methodology speaks to "how the research will be conducted." The research was empirical and descriptive in nature since its main intention was to describe the research problem in the form of a perception

The plan to be used includes identifying the sample frame, what size of population, what sampling methods, what sample size and what methods was used to collect the information.

The correct research methodology used in this study was the survey research method by questionnaire which constituted the basic research design. The structured questionnaire was distributed to a minimum of 140 employees.

#### **1.5.1. Target Population**

The target population was the different employees reporting to project managers and or team leader in the construction project. All sub-team members, the technicians and other employees directly involved in the construction of that project were eligible.

#### **1.5.2. Sample frame and sample size**

This is the total number of people who would otherwise qualify for the research as respondents; the sample frame is estimated at 500 from 5 construction sites. A minimum of 140 respondents were randomly sampled and considered sufficient for generalisation. Jowah (2015:124) indicates that the higher the sample the less the possibility of getting wrong information about a population.

#### **1.5.3. Sampling method**

The sampling was a mixture of convenience and simple random probability because of the nature of the work ethics. People at a construction site were not allowed the leisure sitting down to fill in a questionnaire when cement mortar is required. Mixing these two enabled the researcher to get as many people with little interruption to their work.

#### **1.5.4. Data collection method**

The questionnaire that was used was designed in three sections namely biography; Likert scale; open ended section, these questionnaires were and personally administered to the respondents. The open ended section was used deliberately to encourage interaction of the respondents to allow for discussion involving peripheral issues to the research. This was intended to bring both breadth and depth to the process and help answer many other unasked questions. Direct (personal) administration of the questionnaires may be expensive but had high return rate since those not interested were identified from the onset, and any questions asked by the respondents were answered on the spot.

The filled in questionnaires were cleaned and edited for any errors, coded and the data captured on to an excel spread sheet from which illustrations (graphs, tables, pie charts,

histograms, etc.) were constructed. These illustrations were to be interpreted to show the relationship of the variables under study.

#### **1.5.5. Delineation of the Study**

All selected construction sites were situated in Cape Town and have been in existence for at least one year. In order for the response to be regarded as valid, only individuals working under the leadership of the project manager/leader in various construction sites in Cape Town participated in the survey. This consisted of all sub-team members, the technicians and other employees directly involved in the construction of a project.

#### **1.6. ETHICAL CONSIDERATION**

A letter of Consent was obtained from the construction company before conducting the research on respective construction's sites. The data was only collected once the researcher received ethical clearance from Cape Peninsula University of Technology's (CPUT) ethics committee.

Seven (7) ethical guidelines were put to use for the research period

- The voluntary participation of the subordinates was of a major importance
- The dignity of the employees was prioritised at all times
- The full consent of the research participants was obtained prior to the study
- The research data remained confidential throughout the research and the researcher was not allowed to use the subordinates' names in the research report
- The use of discriminatory, offensive or other unacceptable language was avoided when formulating the questionnaire
- Information regarding the research was communicated with honesty and transparency
- employees were not exposed to harm in any ways

#### **CONCLUSION**

The literature review hereby shows that there is no accepted standard of what leadership is and what kind of leadership style was ideal for all purposes. Suffice to say that the leadership also depends on the influence and or power of the follower given particular types of tasks. This absence of a universal standard of what leadership is or what leadership style suits the

subordinate will always create a reason for differences between researchers. This study is peculiar in that the environment and tasks to be performed by the respondents are clearly defined and are different from other environments where leadership is to be studied.

## **1.8. CHAPTER CLASSIFICATION**

### **Chapter 1: Introduction**

This chapter introduces the study, background information, the problem statement, research objectives, research design and methodology, data collection methods including the instrument, data analysis, ethics, and finally the conclusion to the chapter.

### **Chapter 2: Definition of team, Group and Team Dynamics**

This chapter dwells on the theory of teams, differences between teams and groups, an overview of team formation, team dynamics, team performance, team motivation and team member satisfaction.

### **Chapter 3: Leadership and Its Impact on Team Performance**

This chapter emphasises on the theory of leadership, different types of power, power of leaders and the congruency between power-leader-followership and the effect to team members and their performance.

### **Chapter 4: Research Design and Methodology**

This chapter portrays the research design and methodology used in this study; the target population and sample, the sample size, the method of data collection the data analysis method, the assumptions made and the scope and limitations of the study.

### **Chapter 5: Data Analysis and Discussion of findings**

This chapter analyses, discuss and interpret the results that obtain from the population sample.

### **Chapter 6: Summary of findings, conclusions and recommendations**

This chapter articulates the conclusion reached by the study and makes recommendations for the project manager/leader leadership style.

## **CHAPTER TWO**

### **DEFINITION OF TEAM, GROUP AND TEAM DYNAMICS**

#### **2.1. INTRODUCTION**

Teams have always been essential parts of organisations and one critical element in effective management would be to understand and know how to manage teams. According to Zayed and Kamel( 2005: 1-53) management has found that teams are more flexible and responsive to changing events than are traditional departments or other forms of permanent groupings. Teams are made up of interdependent people who may be specialised in their respective disciplines but work together for the same cause. This distinguishes the difference between a team and a group in an organisation, suggesting that the teams though they may be groups, but groups may not necessarily be teams. Much work has been carried out on distinguishing teams from groups in terms of their characteristics.

#### **2.2. THEORY OF TEAMS**

##### **2.2.1. Definitions and characteristics of teams**

Philips and Gully (2014:390) define teams as interdependent collection of at least two individuals who share a common goal and responsibility for specific outcomes. The individuals in the team work towards a clearly defined goal or cause for which each one knows their role and how it complements and is complemented by the other team members' functions. According to Turner et al. (2012: 963–977) it is significant to develop information-oriented societies in which the trading of shared and unshared information among people is provided. One approach to accomplish an information-oriented society is by making use of teams, groups and learning groups inside the organisation.

Turner et al. (2012: 963–977) concur with the above definition and they postulate that a team is an aggregation of individuals who come together with shared objectives. Their relationship is characterized by the way they interact to share information, put their programs together to foster an understanding of the different things they do in the process of synthesizing one product. The management of the shared knowledge enables them to develop synergy which may on its on promote intra-team motivation As opined by Kozlowski & Ilgen (2006: 517–543) teams are

“complex dynamic systems, existing in larger systemic contexts of people, tasks, technologies, and settings. Generally, teams are seen as a three phase’s framework where they use resources (input), maintain interior processes (throughput) and deliver particular products (output).Slocum, Jr. & Hellriegel (2011:352) state that leaders must have the ability to identify effective teams. According to them, an effective team has the following main characteristics.

Members of the team:

- ❖ Recognise why the team exists and they have both tasks-oriented and relations-oriented behaviours.
- ❖ Support agreed-on guidelines or procedures for making decisions
- ❖ Communicate openly and work to achieve trust among themselves
- ❖ Receive help from one another and give help to one another
- ❖ Deal with conflict openly and constructively
- ❖ Diagnose their own processes and cooperate to improve the functioning of the team
- ❖ Experience a sense of freedom to be themselves while feeling a sense of belonging with others

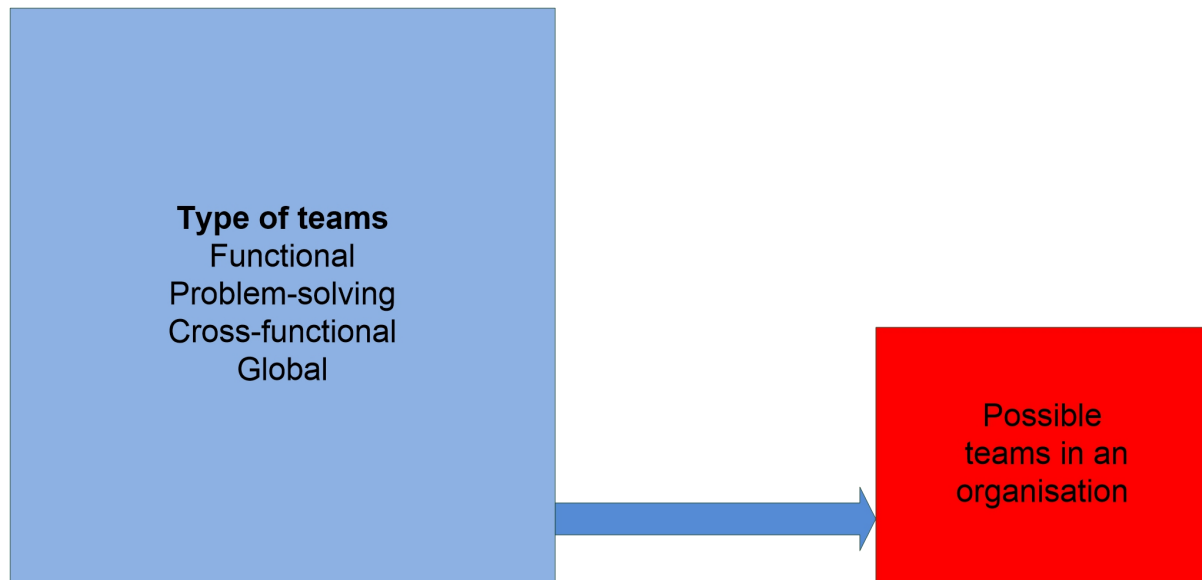
The ineffectiveness of a team depends on whether the team in question lacks one or more of these characteristics. These generic characteristics are fundamental and would apply to all teams in general.

### **2.2.2. Type of teams**

There are various types of teams and each one of them is constituted of different members who are not accountable for the same tasks. Depending on the method used for classification, the teams are divisible into four (4) main categories i.e. functional, problem-solving, cross-functional and global teams as shown in Figure2. 1:.



**Figure2. 1: Common types of work-related teams**



**Source: Philips and Gully (2014:395)**

- **Functional teams:** These types of teams belong to the same department or functional area. As an example of functional teams we can state a team of operations employees and a team of quality employees.
- **Cross functional teams:** Members working in these types of teams come from different department of an organisation and are assigned to work on a specific project. For example, a top management team with members representing various department of an organisation brainstorming on a new product. Basically, Cross functional teams have quite few strengths as members of these teams work faster and are innovative. Furthermore, cross functional teams improve organisational capabilities to solve complex problems. The different skills sets brought to the team allow for the development of synergy and a learning curve for other team members because of their interdependency.
- **Problem solving teams:** These types of teams are usually temporary and are created to solve problems within an organisation and improve the organisation's processes. In other words, a problem solving team is composed of a group of individuals gathered to work on a project that includes settling at least one issue that have already emerged or to deal effectively with issues as they arise. One of the advantages of the problem solving teams is that employees know the job best since they are the ones who do the work. For example,

Colgate and JM Huber, a raw material supplier jointly assembled a multi-disciplinary team to identify ways to reduce costs.

- **Global teams:** These types of teams are composed of face to face and virtual teams whose members are coming from different countries.

While the researcher emphasised on the definition of teams and the description of the different types of teams and characteristics, the next section will discuss the difference that exists between teams and groups.

### 2.3. DIFFERENCE BETWEEN TEAMS AND GROUPS

In common usage and literature, there is a tendency for the terms “groups” and “teams” to be used interchangeably (Mullins, 2010:307). Mullins (2010:307) adds that it is not easy to give a clear difference between groups and teams. According to Acas (2007:24), the term team is used slackly to describe various groupings and the diversity of label are provided to the nature of teams. For Aquinas (2006:204), a team is quite defined as a permanent work group in which members must direct their activities to accomplish one or more goal.

On the other hand, a group is defined as more than two employees who have an on-going relationship in which they interact and influence one another’s behaviour and performance (Aquinas, 2006:175).

According Phillips & Gully (2014:390) a group of individuals in an organisation is not automatically a team. Teams vary from groups in multiple ways as illustrated in Table 2. 1 below.

**Table 2. 1: Difference between teams and groups**

Work-groups		Teams
Low	Interdependence	High
Individual	Goals	Shared
Individual	Accountability	Individual and Group
Task	Competencies	Task and social
Individual/leader	Decision making	Shared
Fixed	Leadership	Fixed, shared and rotates



**Source: Phillips & Gully (2014:390)**

From this table it can be seen that: firstly, individuals working in a group do not have high task interdependence and individual goal. Secondly, each group member is responsible for its performance. On the other hand, team members are interdependent when it comes to task, have the same goals and share responsibility for the team performance as well as for their individual one

Willmott and Knights (2008:114) assert that there is a certain confusion in organisations associated with groups and teams. Organisations are sometimes uncertain, some members of the organisation are just teams or just groups of people working together. It is definitely true to say that any group of people who is not aware that they are a team cannot be referred to as a team. In order to be a team, a group of individuals need to have a strong common goal and work to achieve that goal rather than individually. They also need to believe that the goal will be achieved more by co-operating than working independently.

Mullins (2010:308) suggests that there are a number of factors that characterise the difference between groups and teams as illustrated in Figure2. 2 below. The best differentiator is size; groups can basically include any number of individual while teams can only include few people with the membership ideally between four (4) and six (6).

**Figure2. 2 : Mullins’ Differences between a team and a group**

	 <b>Team</b>	 <b>Group</b>
<b>Size</b>	Limited	Medium or large
<b>Selection</b>	Crucial	Immaterial
<b>Leadership</b>	Shared or rotating	Solo
<b>Perception</b>	Mutual knowledge understanding	Focus on leader
<b>Style</b>	Role spread co-ordination	Convergence conformism
<b>Spirit</b>	Dynamic interaction	Togetherness persecution of opponents

**Source: Mullins (2010:308)**

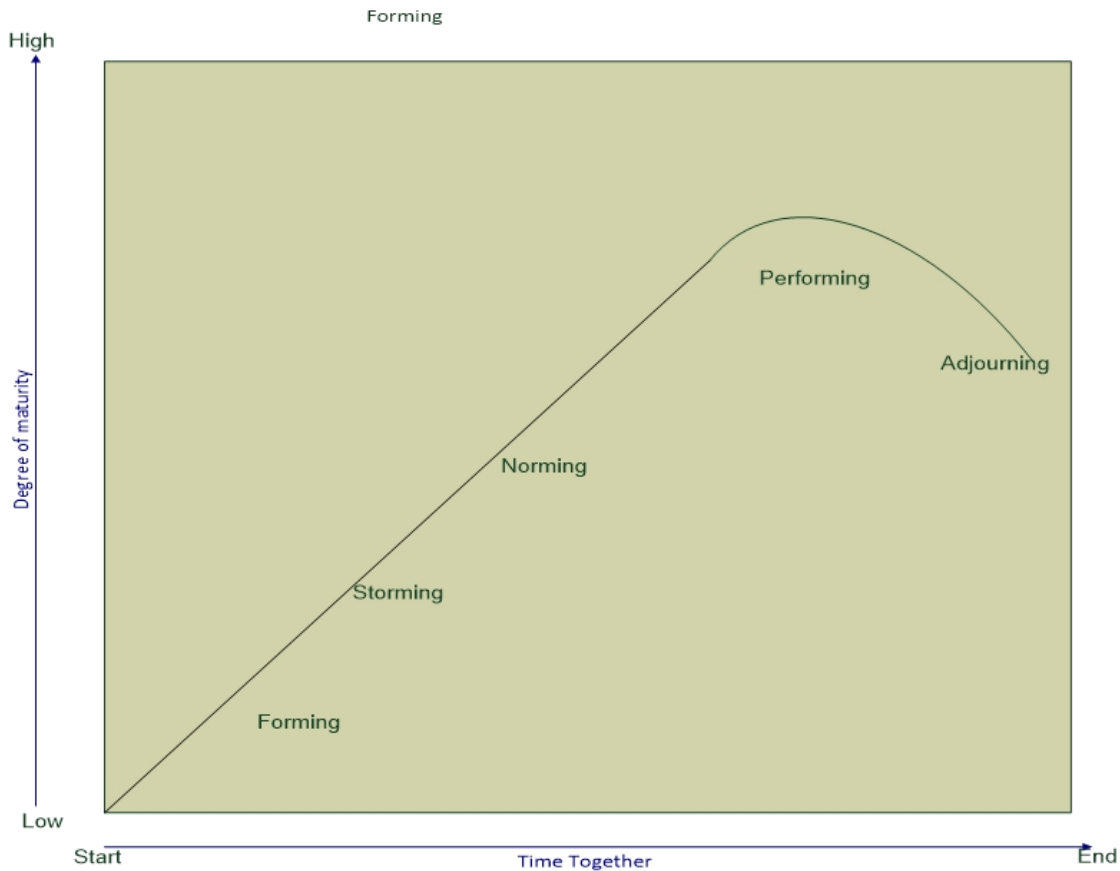
The figure above clearly states the difference between group and team, and it should be noted that teams are groups of a particular category. However, groups are not necessarily teams.

#### **2.4. OVERVIEW OF TEAM FORMATION**

The workplace has observed the ubiquity of teams which cannot be denied as Curşeu, Kenis and Raab (2009:18–34) advance that team formation is a challenge in most modern organisations. It is hypothesised that most organisations use teams to carry out a variety of organisational tasks. Researchers primarily define team formation as a social process involving organizational and/or individual decision (Phillips, Weisbuch & Ambady, 2014:101-127).

Pinto (2014:1-119) summarises the two (2) methods in which team formation occurs. First, a team can be formed by self-selection which is basically the main way and some project teams develop. Second, teams can be formed when a team leader decides on the selection of individuals as team members within an organizational perspective. Bailey and Skvoretz ( 2017:1–12) urge that team formation is an indicative of team development, which, according to the business dictionary; “Team development is defined as the improvement of the effectiveness of work groups and teams, by developing goals and role-clarification and interpersonal.” There are five (5) stages of team development as identified and described by (Slocum, Jr. & Hellriegel, 2011:355). These stages are illustrated in Figure2. 3 . below

#### **Figure 2. 3: Stages of team development**



**Source: Slocum, Jr. & Hellriegel (2011:355)**

Most teams progress through these stages. Each stage builds on the previous stage and prepares the team for performing.

- **Forming Stage:** in this stage team members get to know about each other and endeavour to learn about the task at hand by focusing on defining goals and improving techniques for performing their jobs. Furthermore, in this stage leaders take into consideration team's members' feelings and the fact that most members depend a lot on one or two team's members.
- **Storming stage:** During this stage conflicts over work arise as team members struggle to identify who is to be responsible for what and face some challenges regarding the direction of their leaders. Furthermore, interpersonal behaviours emerge as team members respond to task demands with emotions. At the beginning, the process of this

stage may entail resistance and the lack of patience with the lack of progress. At this point, the competition over leadership role and responsibilities controls this stage. However, a team cannot effectively move into the next stage if conflicts have not been resolved at this stage.

- **Norming stage:** In this stage, team members find ways to solve their issues by working together; accepting each other's differences and by making decisions that may necessitate compromise. Cooperation and a sense of shared responsibilities develop among effective teams. Therefore, team members become more positive about the entire team and their performances.
- **Performing stage:** In the performing stage, team members have come to trust each other. Therefore they now have the ability to solve their problems based on the collective work and task activities achieved in previous stages.
- **Adjourning stage:** This stage refers to the team dissolving after the task has been completed. It is not always planned and may be rather unexpected.

When teams are formed and developed, it is crucial to take into account the way team members will interact with each other in order to effectively and efficiently achieve the project objectives. Therefore the next section of this chapter will emphasise on team dynamics.

## **2.5. TEAM DYNAMICS**

Team dynamics are patterns of interaction among team members that determine the performance of the team (Dorairaj, Noble & Malik, 2012:64-73). It basically has a significant impact on project performance as the overall effectiveness and efficiency of the project depends on the way in which project team members give their best and work together to achieve the project objectives under the coordination of the project/team leader.

According to Rwelamila (1994:3-10), communication is seen as the basis of construction project team dynamics, as it allows the interactions that are needed to execute project activities. Effective team interaction basically provides opportunities for team members to share their mind without barriers, paying attention to other team members' concerns by listening to them listen and provide appropriate suggestions solve the problems faced by the team.

This body of evidence suggested that the overall team dynamics is related to team interaction within the organization which eventually impact on project team performance. This leads us to the question “what is team performance all about?”

## **2.6. TEAM PERFORMANCE**

As with individual performance, team performance is a dynamic factor and is regularly used to indicate organisational outcome. Generally, it is accepted that the quality of the connectedness and interaction of groups and teams enhances the overall effectiveness of the groups and the organisation, as recent research shows team cohesion connected to performance (Tekleab, Quigley & Tesluk, 2009: 170–205).

According to Wageman, Hackman and Lehman (2005: 373–398), although team performance is frequently treated as a unitary construct, team performance can be measured using various output indicators. Van Woerkom & Croon (2009:560-577) make a distinction between effectiveness, efficiency, quality and innovativeness as indicators for team performance.

Van woerkom & Croon (2009:560-577) add that research on team learning show that teamwork and team learning are also considered as relevant indicators of team performance. Dubois, D'Amour, Pomey, Girard and Brault (2013: 2–20) urge that the measurement of team performance needs to include diverse dimensions and various perceptions.

Although effectiveness and efficiency are often confused, or used as synonyms, both concepts have a different meaning. According to Wageman et al.(2005: 373–398) team effectiveness is perceived as one of the most crucial indicators for team performance. The effectiveness of a team refers to the achievement of objectives and expectation with regards to cost and time, and proposes that the outcome of a team be aligned with the projected purpose.

Wageman et al. (2005:373–398) add by saying that team effectiveness also encompasses the growth of the social procedures the team members need to cooperate more productively, and can be viewed as a team experience, seeing that team effectiveness has a positive impact on the team members well- being.

On the other hand, the efficiency of a team is a comparison of the input and output, including the components as cost balancing and financing (Leicher & Mulder, 2016:399-414). Being efficient

means completing tasks in a reliable way and meeting specifications. Overall, it is related to speed, cost and quality (Sanders & Linderman, 2014: 335–358).

Innovativeness refers to the introduction and implementation of new ideas and processes that are new the team, with a goal of improving team performance (Woerkom & Croon, 2009: 560–577).

Having discussed team performance in this section, section 2.7 below discusses what motivates team members to perform effectively and efficiently.

## 2.7. TEAM MOTIVATION

Motivation can inspire, encourage, and stimulate individuals and project teams to achieve great accomplishments. According to Slocum Jr. and Hellriegel (2011:158) motivation is the representation of the forces acting on or within a person that influences the person which result in the latter behaving in a specific, goal-directed manner. Nevertheless, motivation is different from performance as highly motivated workers may not be successful in their jobs particularly they don't have the necessary skills to perform the jobs at hand.

Bagram et al. (2007: 70) defines motivation by illustrating figure 2.4 below:

**Arousal:** the first part of this definition is about the energy that drives someone's behaviour. For instance, an individual's behaviour in a new job may be directed by his/her desire to impress the new boss.

**Direction:** the second part of this definition is about the direction of an individual behaviour in other words the way an individual accomplishes his/her goal by choosing to display different behaviours. For instance, an individual may be selective regarding the type of behaviour he/she may choose to impress the new boss.

**Persistence:** the final part of this definition is about the period of time that an individual is willing to persist at attempting to meet his/her goal and sustain his/her behaviour. For example, an individual giving up after making little effort to make a good impression on the new boss cannot be considered as highly motivated.



### 2.7.1. Theories of motivation

McClelland suggested a learned needs model of motivation that he believed to have an origin in culture. He argued that everyone has three (3) mainly important motivations for: achievement, affiliation and power. Rad and Levin as cited by Peterson( 2007: 60–69) advance that McClelland achievement motivation is driven by a need to success.

Team members who are driven by achievement are more expected to define clear goals and to attain these goals. According to Rad and Levin as cited by (Peterson, 2007:60-69), driven team members want to be challenged and are self-sufficient. However, team members who tend to be achievement- oriented may not know when to accept failings.

McClelland's affiliation motivation is driven the concern for establishing and maintaining close personal relationships well with others(Gutschelhofer,Bergner and Rybnicek ,2017:1-40).Individuals who are driven by affiliation are attracted to a friendly work atmosphere and will try hard to attain team unity, team success, and commonality of team norms. Motivation through affiliation will basically guide a team member to assist others while encouraging a collective team effort. However, individuals who own a strong sense for affiliation may feel uncomfortable to make their concerns heard and may not be willing to be in environments that do not tolerate for personal interaction with others.

McClelland's power motivation is driven by the ability to dominate and manipulate goals, direction, or decisions (peterson,2007:60-69)

. A team member with a high need for power basically behaves in a way that influences others and exerts power on them. Rad and Levin as cited by Peterson (2007: 60–69) urge that an individual who is motivated by power will obviously apply a leadership role within the project team.

A project manager has the ability to rely on the natural leadership tendencies of individuals who are motivated by power. However, individuals who possess strong desire of power have a natural need to dominate, control or to have influence in all aspect of the project. Table2. 2 illustrates the summary of McClelland's learned needs model.

**Table2.2: Learned Needs Model**

FOCUS ON	ACHIEVEMENT	AFFILIATION	POWER
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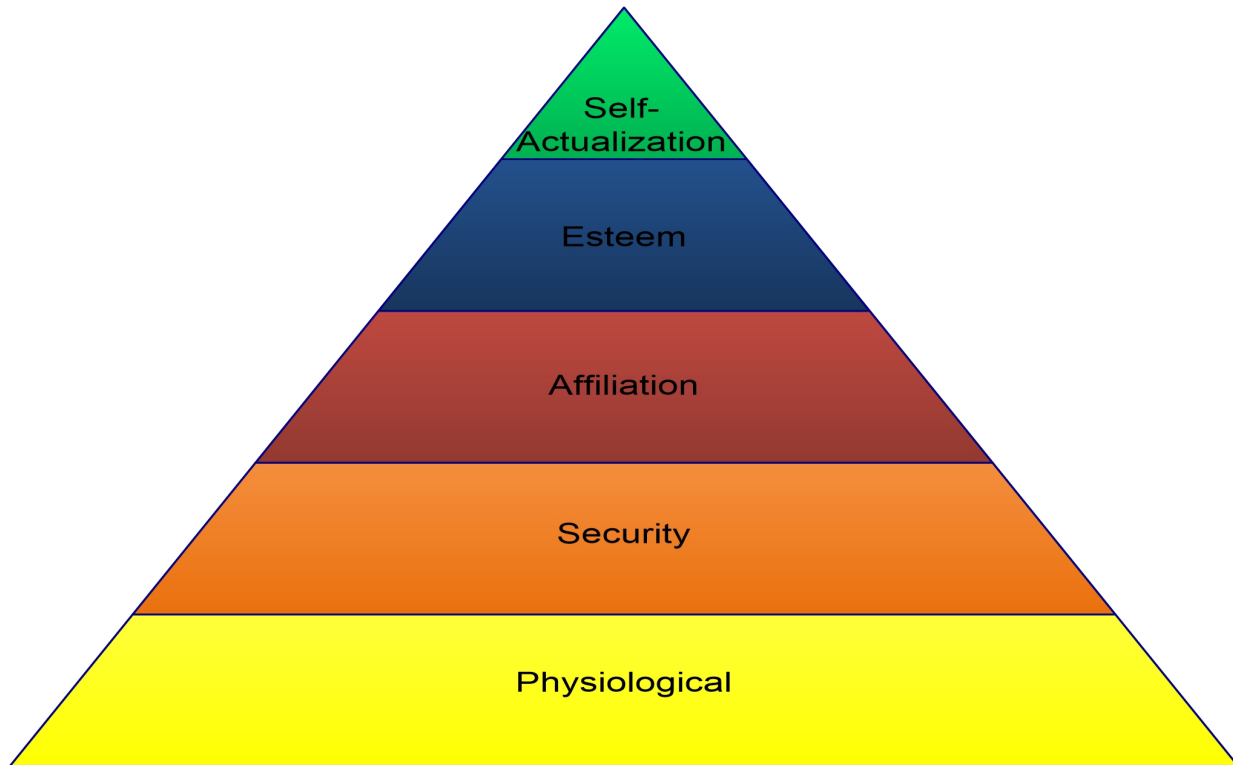
			PERSONALISED POWER	SOCIALIZED POWER
<b>Motives</b>	Improve their personal performance and meet or exceed standards of excellence	Maintain close, friendly relationships	Be strong and influence others, making them feel weak	Help people feel stronger and more capable
<b>Potential positive effects</b>	Meet or surpass self-imposed standard. Accomplish something new. Plan the long-term advancement of your career	Establish, restore, or maintain warm relationships Be liked and accepted Participate in group activities, primarily for social reasons	Perform powerful actions Control, influence, or persuade people Impress people inside or outside the company	Perform powerful actions  Persuade people inside  Impress people inside or outside the company company Coach and teach
<b>Potential Negative effects</b>	Try to do things or set the pace themselves Express impatience with poor performers Give little positive feedback  Give few directions or instructions	Worry more about people that performance Look for ways to create harmony Avoid giving negative feedback	Be coercive and ruthless Control and manipulate others Look out for their own interests and reputations	Be democratic and involve other  Be highly supportive  Focus on the team rather than Themselves

**Source: Slocum, Jr. & Hellriegel (2011:164)**

The most widely recognized level of motivation is the needs hierarchy model. According to Aquinas (2006:98) this hierarchy model otherwise called the theory of human motivation was proposed by Abraham Maslow for understanding behaviour based mainly upon a hierarchy of five (5) needs categories.

Maslow's hierarchy of need starting from the bottom upwards is illustrated in figure 2.4 below:

**Figure2. 4: Maslow's Need Hierarchy**



**Source: Maslow and Lewis (1987:14)**

This theory is based on Maslow's believe in the goodness of men and they have an inner drive to excel and always aspire to get better.

Robbins and Judge (2009:145) describe these five needs as follow:

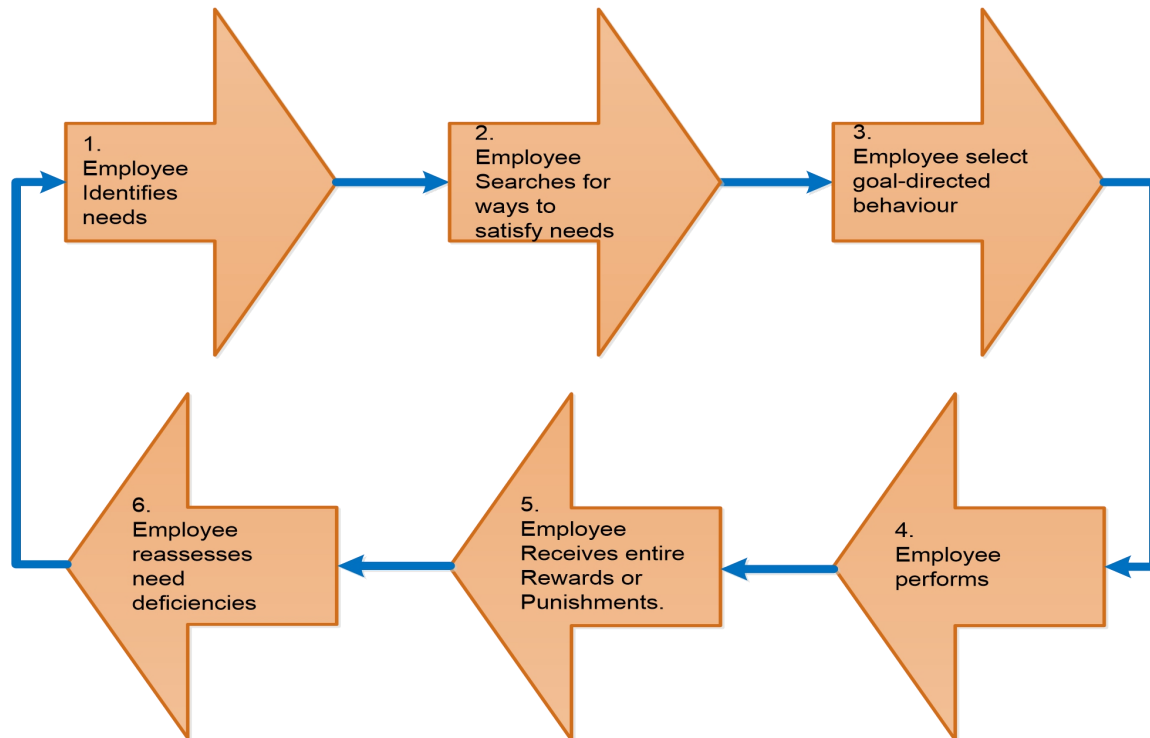
- 1. Physiological:** this need includes the desire for food, shelter; sex, thirst and other bodily needs. They are the lowest level on Maslow's hierarchy. Basically, individuals focus on satisfying these needs before switching to higher order needs. According to Slocum, Jr. & Hellriegel (2011:162) Leaders should understand that, to the degree subordinates are motivated by physiological needs, their concerns are not based on the work they are doing.

2. **Security:** this need include safety and protection from physical and emotional harm. They are the second level on the hierarchy. Individual who are motivated primarily by security needs value their jobs mainly as defences against the loss of basic needs satisfaction .
3. **Affiliation:** this need include the desire for acceptance, love, affection, belongingness and friendship.Slocum, Jr. & Hellriegel (2011:162) assert that team Leaders should realize that when affiliation needs are the main source of motivation, subordinates give more value to their work as an opportunity for discovering and creating close interpersonal relationships.
4. **Esteem:** these needs are the fourth level in the hierarchy and include the subordinates' desire to feel self-respect internally, achievement and autonomy and recognition from other subordinates.
5. **Self-actualisation:** They are the highest level in the hierarchy. These needs include the need to be self-fulfilled, the desire to achieve one's goal and for personal growth that extend beyond self-interest. It basically involves subordinates realising their potential and becoming all they can be.

### 2.7.2. Motivational processes

The process of motivation which begins with identifying an individual's needs can be modelled as shown below in Figure2. 5

**Figure2. 5: Motivational processes**



**Source: Slocum, Jr. & Hellriegel (2011:159)**

This is a need related model and it suggests that motivation is initiated by the conscious or unconscious recognition of unsatisfied needs. These needs create wants, which are desires to achieve goods or obtain something.

Needs create tensions within the individual, who finds them uncomfortable and hence has a great chance to make an effort to reduce or eliminate them (Gutschelhofer, Bergner and Rybnicek , 2017:1-40). Goals are then established to achieve and or satisfy these needs and a behaviour path is selected which is expected to facilitate the achievement of the set goal. The process of motivation basically involves establishing corporate goals that probably meet individual and organisational needs and wants (Popa & Salanta, 2012: 287-295), and foster the behaviour needed to accomplish those goals. This model is the description of how team motivation processes takes place amongst the employees given their conditions and work environment. It is founded on the motivational theories associated to needs (achievements), goals, equity, behaviour modelling and expectancy.

## 2.8. TEAM MEMBERS SATISFACTION

Benrazavi and Silong (2013:127-140) define team members' satisfaction as an emotional response to the team members' work environment, their job situation and their leaders' behaviours. If construction workers work harder than expected in a dangerous environment, and they are not acknowledged for their effort, that might affect their performance. Russell (2008:38) posits that when employees are acknowledged and recognised for their input that boosts their esteem and makes them to make efforts to perform better. A project leader who does not acknowledge the performance of the subordinates will make them feel dissatisfied and they will probably develop a negative attitude towards their work. On the other hand, if they are being treated well and compensated fairly, they will be satisfied and therefore likely to have a positive attitude towards their work, their leaders and their team-mates (Benrazavi & Silong, 2013:127-140).

Miles and Mangold (2006:113-121) introduced the concept of opportunity as the leader's role in providing a facilitative environment in which team members can perform their work. According to their definition, this opportunity originates from various factors including leader behaviour, organisational resources, physical working conditions, mentoring co-worker behaviour, organisational policies and procedures. Despite the fact that project/ team leaders may not have much to say about these issues, it is apparent that the way in which they manage the team leads to a facilitative environment in which subordinates can be satisfied. Team member satisfaction basically seems to have an important impact on the overall well-being of a team. However, it also has an impact on team performance.

**Instrumental satisfaction** focuses on the team members' satisfaction (Nerkar, McGrath and Macmillan, 1996:167-188; Miles & Mangold, 2006:113-121) with what they achieve; the accomplishments give them the satisfaction that leads to motivation.

**Social satisfaction** focuses on the team members interacting with each other (Nerkar et al.(1996:167-188); Miles & Mangold (2006:113-121) which is about relationships between the team member and the team mates.

This body of evidence suggested that the overall team members' satisfaction is related to the type of environment in which they work; their job situation and environment, and the way in which team leaders behave towards their subordinates and their peers. Reward is therefore not considered in terms of monetary value only, but the recognition and acknowledgement is critical to the overall feeling of the practitioner which leads to complete satisfaction.

## **2.9. CONCLUSION AND SUMMARY**

This chapter sought to emphasise on the theory of leadership and how it ties up with the motivation of subordinate practitioners to perform. The chapter commenced with a definition of team and the description of the different characteristics of a team. The chapter then gave an overview of the different types of teams, followed by a review of the difference between teams and groups which revealed that a team is a permanent work group in which members must direct their activities to accomplish one or more goal common goals. While, a group is defined as more than two employees who have an on-going relationship in which they interact and influence one another's behaviour and performance. To sum up, this chapter then gave an overview of team formation, team motivation, team dynamics, team performance and finally team members' satisfaction.

## **CHAPTER THREE**

### **LEADERSHIP AND ITS IMPACT ON TEAM PERFORMANCE**

#### **3.1. INTRODUCTION**

Leadership has been defined in many ways, as some authors often come up with different definitions but somewhat these definitions complement each other. Chemers (2014:1) asserts that the definition of leadership that has been commonly used by most researchers is that leadership is a process of social influence in which an individual solicits the support of others in order to achieve a common task. The existence of a common task basically allows team members to agree on decisions made by their project/team leader and to not be resistant on issues that they normally would have been. Jowah (2013:798-719) defines a leader as one who makes the foot prints that others follow. Inherent in this definition is the voluntary decision for the others to follow. In other words, the leader portrays personality traits that are accepted by the subordinates and therefore they decide to follow. This is about influencing people to follow.

To be able to influence people, leaders need power (Nieman & Bennet, 2008:100) and power is defined as the ability to influence. These Leaders make use of their personal power for the purpose of winning the hearts and the minds of followers or subordinates in order to accomplish a common goal. Furthermore, In order to lead, leaders make use of various leadership styles which at some point play a crucial role on subordinates' performance. Jowah (2016:10-17) defines leadership style as the type of behaviour the leader displays towards the subordinates during the process of performing the common tasks known to all stakeholders. He suggests the need for congruence between the objectives of the organisation, the practitioners and their leaders to be primary to the effectiveness of the social process. Suggesting that there is a relationship between the levels of congruency and the degree to which the followers are prepared to follow, thus leading to performance. The research posits that leaders have followers but managers have subordinates.

The main aim of this chapter is to review the theory of leadership. By doing so, the chapter identifies the different leadership styles and their role on project teams' performance. Furthermore, it also identifies and describes the different types of power common in leaders and the congruency between power leader followership and its effect on team members and their performance.



## **3.2. THEORY OF LEADERSHIP**

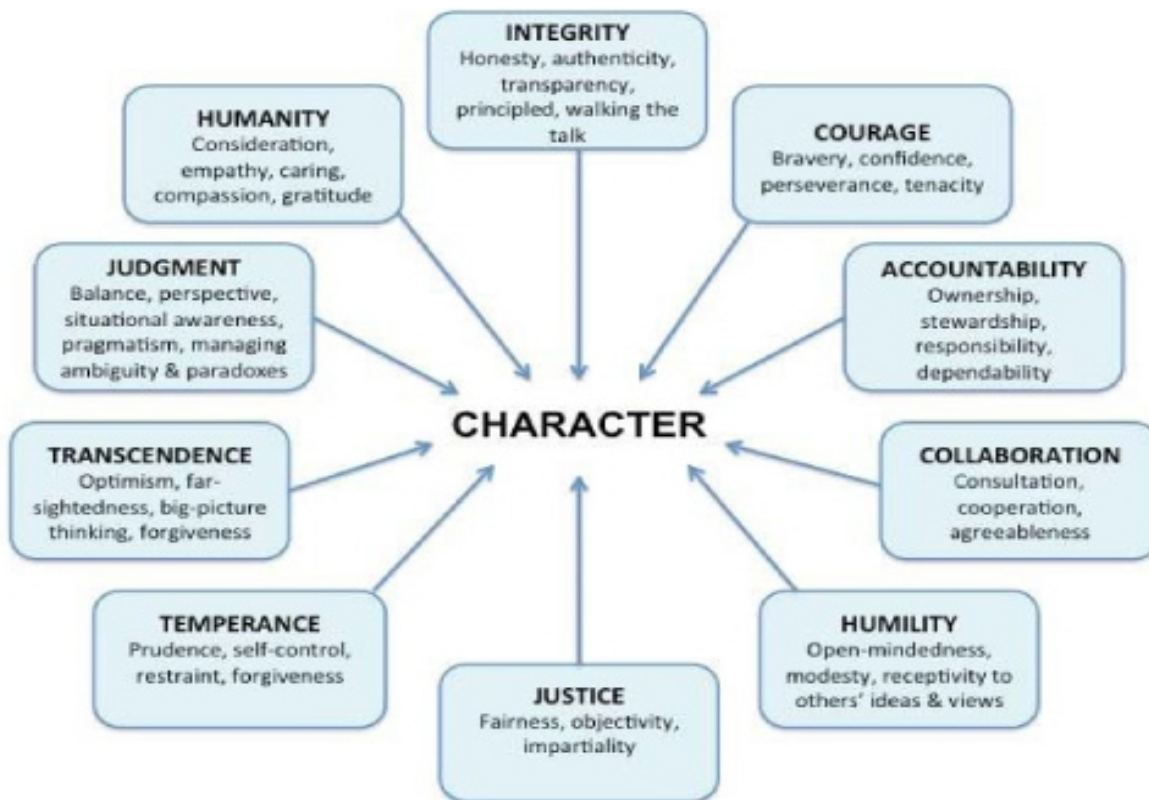
### **3.2.1. Leadership**

Many researchers have emphasised on the theory of leadership, among which Bhatti ,Maitlo, Shaikh, Hashmi & Shaikh ( 2012: 192–201) define leadership as a social influence process in which the leader seeks the voluntary participation of subordinates in an effort to reach organization goals. This process basically aims at guiding and directing the behaviour of subordinates in various organisations towards common goals and objectives which are known to all participants.

Bhatti et al. (2012: 192–201) assert that effective leadership is the degree to which a leader directs and leads his/her subordinates continually and gradually with the aim of achieving the intended organisational goals. Leaders basically motivate subordinates by creating a friendly and safe work environment, as well as building confidence in the followers. Limsila and Ogunlana (2008: 164–184) postulate that effective leadership is crucial for every construction project and a leader’s behaviour is an important variable that has a substantial impact on a project success and project team’s performance. This should be understood to mean, as alluded to by Jowah (2013:708-719), that it takes the two parts of the process to create the environment that leads to motivation.

Project team performance refers to outcomes that are attributable to the effort of team members and products of team activities (Chiocchio, Kelloway & Hobbs, 2015:108).The performance, and by derivation, motivation is a by-product of the synergy formed because of the “operational agreeableness” between the parties. Gini and Green (2013:47) identified and classified up to 10 leadership virtues of leaders who focus on a long-term organisational performance which has been summarised in the diagrammatic illustration below in Figure3. 1

Figure3. 1: Ten leadership virtues



Source: Gini and Green (2013:47)

Clearly leadership in its complete state has many aspects that, when put together will become the leaders an individual becomes. It should be understood however that the leaders are equally influenced by the followership.

Hogg, Knippenberg & Rast (2012: 232–255) states that leadership research has identified many various factors involved in leadership effectiveness. These factors include:

- Leadership personality or behavioural style
- Leader-follower relationships – congruence between expectations
- The charismatic and transformational quality of leaders
- The leader's ability to connect with follower's social identity
- Leader fairness – as perceived by the followers who themselves are different
- Leadership's ability to change and develop team processes

### 3.2.2. Characteristics of a leader

A leader is an individual who has the ability to influence and inspire others in order to achieve a common goal. For instance, a project manager might influence (inspire and or motivate) his/her team members to meet the organisation deadlines. Controversy is on the origins of leadership, with other researchers suggesting that leaders may be born or made or a combination of the two (Ilan & Higgins, 2005:28). The debate rages on, with the understanding that if there are personality traits that people are born with, these may pre-dispose them to leadership. But, if these traits can be learnt, leadership can then be learnt, to the extent to which the “made leader” may reach congruency with the followers.

Leaders are located at all levels in an organisation and do not necessarily work in top positions. However, this does not mean that all employees within an organisation are or cannot be leaders since the opportunity to lead (manage) is not always given on the basis of the existing talent. Jowah and Tebele (2012:1-22) opined that the ability of a leader to influence followers is not only embedded in the traits but equally resides in the ability of the leader to adjust. Different followers follow for different reasons, thus they are influenced differently by the same behaviour. To the extent that the leader can understand followers and adjust, so are these competencies of influence to the different team members. Nelson & Quick (2005:257) makes reference to personality dimensions as part of the characteristics of an individual that may impact on the leader’s attitude towards workers or followers. These play a role on what the behaviour of the leader and inform the style the leader may adopt. These are illustrated in Table 3. 1 below.

**Table 3. 1: characteristics of a leader**

<b>Personality Dimension</b>	<b>Leader</b>
Attitudes toward goals	Has a personal and active attitude; believes goals arise from desire and imagination
Conceptions of work	Looks for fresh approaches to old problems; seeks high-risk positions, especially with high payoffs

Relationships with others	<p>Is comfortable in solitary work activity</p> <p>Encourages close ,intense working relationships is not conflict</p> <p>Averse</p>
Sense of self	<p>Is twice born; engages in a struggle for a sense of order in life; questions life</p>

**Source: Own construction**

The table above shows how these characteristics play a role on the behaviour of the leader and inform the style the leader may adopt.

### **3.2.3. Leadership styles**

For researchers that have been particularly interested on leadership, the question of how a leader is able to influence followers in order to effectively achieve the goals assigned to them is of major importance. Leaders basically perform this task by making of use of the various leadership styles which according to Bhatti et al.(2012: 192–201) are the types of behaviours that leaders engage when dealing with followers.

Feather (2009: 376–382) states that successful organisation build-up their leaders 'emotional intelligence by improving their self-awareness, self-management, social skills and social awareness. Emotional intelligence is defined as an individual's ability to manage the effects of emotions on relationships with others (Walton, 2012:1). In order for leaders to recognise their followers' emotions correctly, they have to be conscious of their own emotions and feelings. For instance, a project manager must be able to recognise and manage his/her emotions correctly before being able to recognise and effectively deal with his/her subordinates emotions

Feather (2009:376-382) Asserts that emotionally intelligent leaders will not try to pressurise their subordinates or control their responses to change but are compassionate to their concerns and allow individuals to feel free to express their feelings without being judged, pressurised or feeling guilty. In other words, without emotional intelligence, a leader will not be able to understand his/her subordinates' feelings and emotions therefore will not be a great leader. Furthermore, Giltinane (2013: 35–39) states that the majority of effective leaders have emotional intelligence. Turner & Muller (2005:49-61) identified six leadership styles and the four (4) dimensions of emotional intelligence which are illustrated in Table 3. 2 below

**Table 3. 2: Dimensions of emotional intelligence**

<b>Dimensions</b>	<b>Competencies</b>
<b>Personal Competence</b>	
<ul style="list-style-type: none"> <li>• <b>Self-awareness</b></li> </ul>	Emotional self-awareness
	Accurate self-awareness
<ul style="list-style-type: none"> <li>• <b>Self-management</b></li> </ul>	Self-confidence
	Emotional self-control
	Transparency
	Adaptability
	Achievement
	Initiative
	Optimism
<b>Social Competence</b>	
<ul style="list-style-type: none"> <li>• <b>Social awareness</b></li> </ul>	Empathy
	Organizational awareness
<ul style="list-style-type: none"> <li>• <b>Relationship management</b></li> </ul>	Service
	Inspirational leadership
	influence
	Developing others
	Conflict management
	Teamwork collaboration

**Source: Turner and Muller 2005(49-61)**

In brief, the four (4) dimensions mentioned in the table above relate to knowing your emotions, managing your emotions; motivating yourself; recognizing and understanding other people's emotions and managing relationships.

Different leadership styles are discussed below:

**Democratic leadership style:** Hughes (2014:89) defines Democratic leadership style as a type of leadership style in which members of the group take a more participative role in the decision-making process. Team members working under a democratic leader are basically in control of their own actions and fate such as the type of reward they deserve thus feel more motivated to work harder and perform effectively. Bhatti et al.( 2012: 192–201) asserts that this type of leadership style can be used appropriately where team work is required and quality has more value than speed to market productivity.

**Coercive leadership style:** Girard, Klein & Berg (2015: 131) state that the coercive leadership style also known as commanding is a type of leadership style where the leader demands immediate compliance from individuals whom submit to their leadership styles. In this case, leaders play a huge role in the decision-making process and have an enormous control over the project at hand. Lovejoy (2008:1-66) affirms that team members who work under coercive leaders feel intimidated and are less likely to deliver an effective project performance therefore, this leadership style should only be used in case of emergencies.

**Authoritative leadership style:** Feldman (2012:45) defines authoritative leadership style also known as visionary, as a type of leadership style where leaders act as motivators and inspire others in order to accomplish a common vision. In this case; team members are expected to extremely perform with the necessary support of the project team leader in order to achieve the intended objectives. However, this type of leadership style is appropriately used when there is a need for a new vision and direction, yet it does not provide team members with an understanding on how to reach to a vision or objective.

**Coaching leadership style:** The coaching leadership style is defined as a leadership style that is about considering team members' strong point and weak point and gaining knowledge of their aspirations with time (Passmore, 2010:232). In this case leaders focus on helping team members to become the best they can be and to highly perform on their tasks. However, Williams (2007:1-68) urges that this style can only be a success if team members are prepared and enthusiastic to accept the challenge.

**Affiliative leadership style:** this is the type of leadership style in which leaders create a certain level of affiliation between them and their employees. Employees working under affiliative leaders are devoted to their work. The affiliative leadership style has also an

affirmative role on organisational environment and project team performance as it creates a harmony within the organisation by connecting employees to one another.

**Pacesetting leadership style:** Pacesetting leadership style means that the leader through his/her personal example set high standard of performance and expect employees to comply with these standards (Vucetic, 2008: 266). This style is used when the team members are already extremely motivated as well as skilled. According to Spreier, Fontaine and Malloy (2006:1-12) this style can be effective in the long term but demoralize team members over the long haul because it is typically a perfect style for high achievers.

Figure3. 2 below illustrates the six (6) different leadership styles

**Figure3. 2: Different Leadership styles**



**Source: Turner and Muller (2005:49-61)**

Yang, Wu and Huang (2013: 271–280) posit that the visionary school of leadership determined two style of leadership which are: transformational leadership and transactional leadership.

Transformational leadership is the kind of leadership in which leaders show respect towards their subordinates, charisma and are dotted with pride, are trusted, have a vision and above all, focus on the concerns of individual team members. Effective transformational leadership necessitate trust between leaders and followers. If followers trust their leader, they will eventually pursue the leader's vision.

Transformational leaders inspire their subordinates to go beyond what there are instructed to do and act as their mentors. Rolfe (2011: 54–57) adds by saying that leaders should represent role models by leading by example and by empowering subordinates to become leaders. Empowered followers possess increased organisational loyalty, motivation and job satisfaction, reducing sickness levels and promoting a positive work environment (Rolfe, 2011:54-57).The reason of this statement may be that leaders show all the necessary skills to develop a successful relationship with their subordinates, in an environment where the purpose of both leaders and subordinates is to achieve the organisational goals in order to fulfil the team's vision. Sims, Faraj & Yun (2009: 149–158) suggest that provide inspiration and motivation to stimulate followers to pursue the team's vision.

When leading an individual, transformational leaders basically tend to develop their full capabilities and abilities by improving their skills and enhancing their self-esteem. They achieve this by paying attention to their subordinates and by being supportive. However, when dealing with groups, these leaders aim to express the significance of group goals, develop shared values and beliefs, and motivate a united effort to achieve group goals (Wang & Howell, 2010: 1134-1144). Horwitz, Aram, Brandt, Brunicardi and Awad (2008: 49–59) identified the different types of transformational leadership which are summarize in Table3. 3 below

**Table3. 3: Types of transformational leadership**

<b>Inspirational motivation</b>	Leaders influence followers through charismatic communication of a set of goals and motivate the team to team to achieve them.
<b>Individualized consideration</b>	Leaders help followers to accomplish what they necessarily need.



<b>Idealized influence</b>	<p>Leader's charisma is used to form strong positive emotional bonds with followers.</p> <p>Idealized behaviour of the leader becomes apparent in collective values and actions throughout the organization</p>
<b>Intellectual stimulation</b>	<p>Leaders Push followers to think innovatively and pursue new and creative ideas.</p>

**Source: Own construction**

From the table above it can be concluded that leaders transform and motivates followers through their idealized influence, intellectual simulation and individual consideration.

**Transactional leadership style:** Transactional leadership is defined as the type of leadership style in which offer rewards to followers on return for compliance (Sims et al. 2009:149-158). While transformational leaders inspire and motivate project team members to achieve the organisational vision, transactional leaders focus on managerial tasks and will not recognize shared value of a team.

Horwitz et al. (2008: 49–59) state that transactional leadership can be classified in three (3) types: contingent rewards, where rewards are only offered if certain conditions are met; management by exception-active, where the purpose of leaders is to control subordinates' behaviours before they become difficult; and management by exception-passive, where leaders do not interfere until the behaviours of the subordinates become difficult. In order to get things done; leaders make use of their influence and the different types of power. With that said, the next section of this chapter will focus on the different types of power.

### **3.3. DIFFERENT TYPES OF POWER**

Power is the ability to influence someone else (Nelson & Quick, 2005:231). In order to achieve organisational goals, power is being acquired and used every day by managers/leaders in public and private organisations. Power is not to be perceived as a trait of an individual but as the property of social relation in which it is essential to specify those over whom a person has power and the particular circumstances in which it arises.

French and Raven as cited by Lunenburg ( 2012:1-9) identified five sources of power that can be classified into two groups: organisational power which include (legitimate, reward and coercive power) and personal power which include (expert and referent) which are described below:

### **Legitimate power**

Legitimate power is a person's ability to influence others' behaviour because of the position that person holds within the organisation (Lunenburg, 2012:1-9). This type of power otherwise named position power is basically originated from a position of authority within the organisation, frequently referred to as "formal authority". Leaders with legitimate power have the formal right to request their subordinates to accomplish things that are within the scope of their authority. For instance, a manager might establish a requirement that all new hires must be approved by said manager, thus exercising authority over hiring (Durbin, 2009:61). According to Gibson, Ivancevich, Donnelly and Konopaske (2012:292) subordinates play a crucial role in the application of legitimate power, if these subordinates perceive the use of power as legitimate, they comply.

### **Reward power**

This type of power is a person ability to influence others' behaviours by providing them with the type of rewards they want to receive. These rewards can be divided into groups which are financials (pay raises or bonuses) and non-financial (promotion, favourable job assignment, more responsibility, new equipment, praise and recognition). According to Gibson et al. (2012:293) reward power is frequently used to support the use of legitimate power. For example, a manager who controls the allocation of merit pay raises in a department has reward power over employees in that department (Slocum, Jr. and Hellriegel, 2011:293).

When subordinates acknowledge that there is a clear relation between performance and rewards, reward power can basically lead to better performance. According to Nelson and Quick (2005:232) in order for the reward power to be used effectively, project managers/leaders should be clear about the type of behaviour subordinates should display to be rewarded and should clearly emphasise on the link between behaviour and rewards.

## **Coercive power**

Coercive power is an individual's ability to influence others' behaviours by punishing them or by creating a perceived threat to do so (Slocum and Hellriegel, 2011:293). This type of power is basically the opposite of reward power. Robbins & Judge (2009:351) add by saying that, coercive power rests on the application, or the threat of application, of physical sanctions such as the infliction of pain, the generation of frustration through restriction of movement, or the controlling by force of basic physiological or safety needs. For instance, subordinates may comply with their project manager/leader's directives out of fear as their manager may withhold their promotion or fire these subordinates for poor performance.

## **Expert power**

Expert power is a person's ability to influence other's behaviour because of recognized knowledge, skills and abilities (Lunenburg, 2012:1-9). This type of power is basically based on the degree to which subordinates attribute knowledge and expertise to the power holder. For example, physicians are acknowledged to have expertise, or knowledge and therefore expert power social skills. Luthans (2012: 317) advances that to be granted expert power subordinates must recognize the power holder to be credible, reliable and relevant.

## **Referent power**

Referent power is a person's ability to influence others' behaviour because they like, admire and respect the individual (Lunenburg, 2012:1-9). This type of power mainly develops out of admiration from a subordinate to a leader and the desire to be like that leader. For example; a young project manager/leader might copy the style of older respected, admired and experienced leader. Robbins and Judge (2009:352) suggest that one of the ways through which individuals obtain referent power is charisma.

Aquinas (2006:299) describes the various situations and strategies for using interpersonal power which are given in Table 3.4 below

**Table3. 4: Strategies for using interpersonal power**

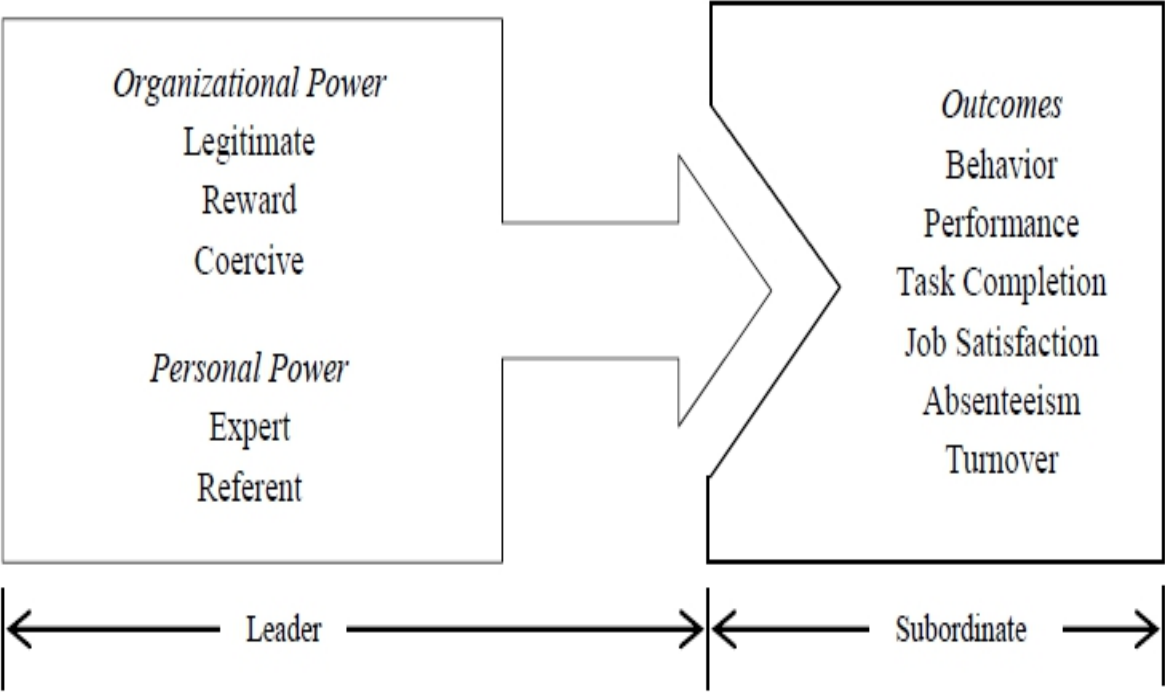
How to increase and maintain power	How to use power effectively
<b>Reward power</b>	
<p>Discover what people need and want.            Gain more control over rewards.            Ensure people know you control rewards.            Don't promise more than you can deliver.            Don't use rewards in a manipulative way.            Avoid complex, mechanical incentives.            Don't use rewards for personal benefit.</p>	<p>Offer desirable rewards.            Offer fair and ethical rewards.            Explain criteria for giving rewards.            Provide rewards as promised            Use rewards symbolically to reinforce desirable behaviour</p>
<b>Coercive power</b>	
<p>Identify credible penalties to deter unacceptable behaviour.            Gain authority to use punishments.            Don't make rash threats.            Don't use coercion in a manipulative way.            Use only punishments that are legitimate.            Fit punishments to the infraction.            Don't use coercion for personal benefit.</p>	<p>Inform target of rules and penalties.            Give ample prior warnings.            Understand situation before punishing.            Remain calm and helpful, not hostile.            Encourage improvement to avoid the need for punishment.            Ask target to suggest ways to improve.            Administer discipline in private.</p>
<b>Legitimate Power</b>	
<p>Gain more formal authority.            Use symbols of authority.            Get people to acknowledge authority.            Exercise authority regularly.            Follow proper channels in giving orders.            Back up authority with reward and coercive power.</p>	<p>Make polite, clear requests.            Explain the reasons for a request.            Don't exceed your scope of authority.            Verify authority, if necessary.            Be sensitive to target concerns.            Follow up to verify compliance.            Insist on compliance, if appropriate</p>
<b>Referent Power</b>	
<p>Show acceptance and positive regards.            Act supportive and helpful.            Don't manipulate and exploit people for personal advantage.            Defend someone's interests and pack them up, when appropriate.            Keep promises            Make self-sacrifices to show concern.            Use sincere forms if ingratiation.</p>	<p>Use personal appeals when necessary.            Indicate that a request is important to you.            Don't ask for a personal favour that excessive.            Provide an example of proper behaviour(role modelling)</p>
<b>Expert Power</b>	
<p>Gain more relevant knowledge.            Keep informed about technical.            Develop exclusive sources of information.            Use symbols to verify expertise.            Demonstrate competency by solving difficult</p>	<p>Explain the reasons for a request or proposal.            Explain why a request is important.            Provide evidence that a proposal will be successful.            Listen seriously to target concerns.</p>

problems. Don't make rash, careless statements. Don't lie or misrepresent the facts. Don't keep changing positions.	Act confident and decisive in a crisis.
--	---

Source: Aquinas (2006: 299)

To sum up, Lunenburg (2012:1-9) summarises the relationship between power, influence and leadership in Figure3. 3 below:

Figure3. 3: Sources of a leader's power



Source: Lunenburg (2012:1-9)

This framework basically aimed at illustrating that leadership as an influence process is a major part of the leader's sources of power and the degree to which followers accept to be led with their own interests and needs.

### 3.4. CONGRUENCY BETWEEN POWER-LEADERS FOLLOWERSHIP AND ITS EFFECT TO TEAM MEMBERS AND THEIR PERFORMANCE

There can be no leadership without followers as leaders are intended to lead followers. With that said, followership is defined as the process of being guided and directed by a leader in the work environment (Nelson & Quick, 2005:231). Uhl-Bien et al. (2014: 83–104) added to that definition by saying that followership involves all the characteristics, behaviours and procedures of individuals acting in relation to leaders. Organisational success is basically related to leadership. However, in order for an organisation to run successfully, employees working in that organisation must be good followers; in other of words they need to have "the art of followership". Solovy (2005: 32–32) described some common theme to the art of leadership which are:

- ❖ **Self-management:** Good followers know how to manage themselves well. Their priorities basically revolve around organisational goals by prioritising the most important tasks, delegating properly and respecting others' people time, assignment and skills.
- ❖ **Communication:** Good followers are able to communicate ideas and willing to listen to and accept the direction of their leaders without any resistance.
- ❖ **Teamwork:** Dedication to team success is fundamental to followership. Good followers give value to their team by measuring their personal success by the effectiveness, accomplishments and productivity of the team. They are not only supportive towards each other individually but also towards the team as group and towards their leaders.
- ❖ **Personal development:** Good followers have the willingness to take on critical self-analysis of performance and efforts to expand their knowledge-base.
- ❖ **Commitment:** Followership means commitment and engagement in the mission of the organisation. Exemplary followers basically give their best to accomplish organisational tasks.

Organisations make extensive use of teams when it comes to the structure and allocation of work projects. How leader use their power and the degree to which the way of using their power correspond to the followers (team members) is an important issue for the researcher in this section. The theory of power and leadership have been interconnected for the reason that despite the fact that an person may make use of power without being a leader, an individual

cannot be a leader without possessing power. Bal, Campbell, Meddings & Streed (2008: 4–20) simply defined power as the potential to influence others. Leaders basically exert their power to accomplish individual, team and organisational goals; and they must have the ability to influence followers to perform effectively. However, this can only be possible if there is congruence between the power of leaders and the followers.

Higher levels of congruence between power of leaders and followership basically influence team members' outcome in the form of performance. Higher level of agreement would mean followers and leaders perceive that the power of leaders similarly and enable leaders to exert the power of their leadership on team's members performance which result in team's productivity.

The congruence between the power of leaders and the followers might not be possible in a case when followers do not agree on the power of leadership used by leaders. For Instance, leaders who make use of legitimate power otherwise called formal authority will have verbal dominance over their subordinates thus preventing followers to make their opinions heard, however they will not be able to do so if team members permit it without showing any kind of resistance or interruption.

In such case, there would be no positive effect on team member's performance as this would decrease the openness of communication within the team, affecting team's productivity. Plunkett, Gino, Larrick and Link (2018: 1–60) assert that the lack of open communication within a team does not determine team members' performance. Furthermore, such a case would bring discomfort and fear out of team members; team members would not feel treated by their leaders in a fair manner and eventually, they would not be excited to perform their tasks effectively.

### **3.5. CONCLUSION AND SUMMARY**

This chapter described the theory of leadership which commenced with the definition of leadership, effective leadership, then followed by a description of the characteristics of leader. The chapter then reviewed the different leadership styles and their impact on project teams' performance which revealed that democratic, coaching, Affiliative, Authoritative, and transformational leadership style impact positively on project team's performance. The chapter finally described the different types of power and the congruency between the power of leaders and followership which revealed that the

type of power that leaders use to lead their subordinates can also have a negative effect on followers if they do not agree with it.



## **CHAPTER FOUR RESEARCH DESIGN AND METHODOLOGY**

### **4.1. INTRODUCTION**

Research is one of the ways of collecting accurate, sound and reliable information, thereby providing an individual with evidence of its effectiveness (Kumar, 2014:6). Khan (2008:2) defines research as a systematic method of discovering new facts or verifying old facts, their sequences, interrelationships, causal explanations and the natural laws which govern them. Research mainly aims at discovering the hidden truth that has not been discovered as yet through the application of scientific procedure. According to Achari (2014:12) research involves the definition of problems at hand; the suggestions of potential solutions; the collection, the organisation and the evaluation of data or information; and at last the interpretation of information and reaching conclusions.

This chapter describes the research design and methodology used in this study to address the following research objectives:

- To identify the leadership style(s) appropriate to motivate project -teams' performance in a construction environment.
- To help project managers to identify what type of behaviour they should display towards subordinates.

And proceeds with a discussion of the target population and sampling techniques used in this study, the sample size; then elaborates on the method that was used to collect the data; followed by the data analysis method used in this study; outlines the assumptions that were made about the research and the scope and limitations of the research and lastly describes the ethical considerations of this research.

### **4.2. RESEARCH DESIGN**

Research design is a plan and structure of investigation to obtain answers to the research question (Cooper & Schindler, 2011:147). Jowah (2011:66) elaborates on this definition by asserting that research design is a detailed plan to be followed by a researcher in order to obtain the essential data or information from respondents or objects. It basically represents a guideline of how the researcher collected, evaluated and analysed the required data or information.

(2006:40) suggests and describes the three (3) types of research designs which are:

- i. **Research designs in case of exploratory research studies:** This type of research design is conducted by making use of case studies, a survey of existing literature review or survey of experienced researchers
- ii. **Research designs in case of descriptive research studies:** This type of research design describes the data or information collected for the study. In this case, the research has a precise objective and uses a large sample which is drawn through a probability sampling design.
- iii. **Research designs in case of casual research studies:** This type of research design is used to present a more effective basis regarding the causal relationship that exists between variables.

Panneerselvam (2014:12) suggests that the followings are fundamental when it comes to research design:

- Research approach selection;
- Sampling plan design;
- Experiment design; and
- The design of questionnaire

According to Jowah (2011:67), this plan (research design) involves selecting the most suitable research design techniques such as: conducting surveys, making experiments or making observations; identifying how the selected research design will be evaluated; identifying the method of collecting and analysing the requires data or information; and at last interpreting the findings. In this study, the plan to be used included identifying the sample frame, what size of population, what sampling methods, what sample size and what methods will be used to collect the information.

#### **4.3. RESEARCH METHODOLOGY**

Research methodology is a way to systematically solve the research problem (Kothari, 2004:2). According to Zikmund (2010:66) the research problem basically determined what types of measurement was used; the sampling; how the data was collected; and what type of data analysis was for the proposed study.

It is compulsory for a researcher to design the methodology of his/her research problem as a methodology may vary from problem to problem. For instance, a project manager who schedules a time frame to build a house has to consciously evaluate his plans. He has to

estimate how long it will take to build that house; evaluate why he selected that particular time frame he evaluate what risks may occur when building the house.

Generally speaking, there are three (3) different approaches to connecting research which are: qualitative, quantitative and mixed methods. In this thesis, the researcher has opted for a quantitative method to identify the leadership style(s) appropriate to motivate project-teams' performance in a construction environment and to help project managers to identify what type of behaviour they should display towards subordinates.

Almalki (2016:288-296) asserts that Quantitative research is regarded as a deductive. The main characteristic of this method towards research is that the data collection and analysis is carried out using mathematically based methods numerical data. Jowah (2011:112) states that the major sources of quantitative data are: questionnaires, observations, experiments, organisational, telephone interviews.

A questionnaire has structured closed-ended questions and open-ended questions to complement each other.

For the purpose of this study, a questionnaire was used to collect the required data for this research. Therefore, a quantitative approach was applied to take advantage of this method.

Jowah (2011:73) suggests the difference research design and research methodology in Table 4.1

**Table 4. 1: Difference between research design and research methodology**

<b>Research design</b>	<b>Research methodology</b>
Strategic master plan	Operational or execution plan
Emphasises the road to be walked	Emphasises how the walking is done
Emphasis on what results are expected	Emphasis on tools/techniques for results
Guided by research problem/question	Guided by the tasks and work packages
Focuses on rationality of research	Focuses on procedures and processes
Focuses on the "what should be done?"	Focuses on "how should it be done?"

**Source: Jowah (2011:73)**

#### **4.4. TARGET POPULATION**

A population is a collection of related units or elements that may have common variables that can be studied together to draw conclusions (Jowah, 2013:123). It basically consist of people and objects based on the type of study that is being carried out. In other words, the population involves all the units that have probably been sampled to take part in the research but mostly concern individuals.

Every construction project need to be conducted under the leadership of a project manager /leader in order for the project to run smoothly. The target population of this research was limited to 140 respondents which involved all individuals working under the leadership of the project manager/leader in five (5) construction sites in Cape Town from a singular company . All sub-team members, the technicians and other employees in directly involved in the construction of that project were be eligible.

#### **4.5. SAMPLE FRAME AND SAMPLE SIZE**

Collis and Hussey (2009:209) defined a sample as the subset of the research population. According to Blumberg (2008:237) in order to select the appropriate sample size, the researcher needs to take into account the factors that are of a major importance to the sampling frame; population; type of sample; parameters of interest; sample size required and the cost. Jowah (2013:129) defined a sample frame as a list of all the units of a population from which a list can be formed.

The total number of employees who qualified for this research as respondents is estimated at 500 from 5 construction sites. It was estimated that a minimum of 140 respondents was sufficient as it was enough for generalisation.

#### **4.6. SAMPLING METHOD**

Sampling refers to the activities involved in selecting a subset of persons or things from a larger population (Scott & Morrison, 2006:219). The nature and validity of the findings that are obtained from the study of a sample will be determined by the methods used to select that sample.

In this study, the researcher made use of a simple random probability because of the nature of the work ethics. The five (5) construction sites were personally visited by the researcher . Prior arrangements were made with the construction company to determine a suitable time for the handover and collection of questionnaires . The questionnaires were handed over to the team leaders who undertook to ensure that the questionnaires were properly administered and collected after completion. People at a construction site could not be allowed the leisure sitting down to fill in a questionnaire when cement mortar is required.

#### **4.7. DATA COLLECTION METHOD**

Data collection is the key point for any research project (Bryman & Bell, 2015:13). For the purpose of this research, a questionnaire was used to collect the required data or information. According to Cooper and Schindler, (2008:329) questionnaire is the most common data collection instrument used in business research.

Hair, Celsi, Money, Samouel and Page (2011:247) defined a questionnaire as a prepared collection of questions used by respondent to obtain answers in order for them to be recorded for an intended purpose. These questions are structured using open and closed ended questions. An example of a closed question would be: How often do subordinates get assistance from their project leader? Please circle your answer.

- Never
- Regularly
- Frequently

While an example of an open ended question would be: List three things you like the most about research methodology.

In this study, the questionnaire that was used was properly designed by the researcher in three sections namely biography; Likert scale; open ended section. Before final administration ,the questionnaire was assessed by the Cput ' statistician Dr Corrie.

#### **4.8. DATA ANALYSIS**

The filled in questionnaires was cleaned and edited for any errors, coded and the data captured was converted and illustrated into graphs, tables, pie charts, histograms, etc. on an excel

spread sheet from which illustrations were constructed for easy reading and comparison when required. These illustrations were interpreted which assisted in establishing the relationships between the project leader behaviours and the project teams.

The researcher opted to use excel as a statistical tool to analyse this research data because data could easily be inserted on the spread sheet into individual cells in rows or columns, allowing it to be sorted and filtered and then converted graphically for the results to be compared from a model and observation.

#### **4.9. VALIDITY AND RELIABILITY OF DATA**

##### **4.9.1. Data reliability**

William & Bayat (2007:145) advanced that reliability refers to the consistency of a test, model, and measurement supplying the same results at different times. Therefore, measurement can only be reliable if it is consistent from one research to another. For example, if a coffee vending machine gives the same quantity of coffee every time, then it can be concluded that the measurement of the coffee vending machine is reliable.

Reliability can also be defined as the degree to which the measurements of a particular instrument are free from errors and as a result produce consistent results (Sreejesh, Anusree & Mohapatra, 2014:115). Nevertheless, in a situation whereby data are collected poorly, low reliability gives rise. Sreejesh, Anusree & Mohapatra (2014:115) assert that data can be collected poorly if the respondents do not understand the questions at hand and do not give appropriate answers to them.

##### **4.9.2. Data validity**

Validity is the extent to which the research instruments used in the research or the research strategy measures what it is actually wish to measure in order to accomplish the research aims and objectives (Gray, 2009: 155). Beverland and Lindgreen (2010: 56-63) presented the positivist quality criteria for case research as summarised in Table 4.2 below:

**Table4.2: Positivist quality criteria for case research.**

<b>Design test</b>	<b>Theoretical explanation of the concept</b>	<b>Operationalised through</b>
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Construct validity	Making sure that accurate operational measures have been established for the concepts that are being researched	<ol style="list-style-type: none"> <li>1. Triangulation through multiple sources of data or interviews.</li> <li>2. Providing readers with a chain of evidence using cross-case tables or quotes from informants.</li> <li>3. Allowing interviewees to review the draft case and give feedback.</li> </ol>
Internal validity	Internal validity is a concern of explanatory or causal research but not for exploratory or descriptive researches that do not attempt to make causal statements.	<ol style="list-style-type: none"> <li>1. Pattern matching through cross case analysis.</li> <li>2. Searching for negative cases, ruling out or accounting for alternative explanations.</li> <li>3. Time series analysis</li> </ol>
External validity	Attempts to prove that the domain the which a research's findings can be generalised	<ol style="list-style-type: none"> <li>1. Specifies the population of interest.</li> <li>2. Replicates logic in multiple researches.</li> </ol>

**Source: Beverland and Lindgreen (2010: 56-63)**

In this study, in order to ensure validity the research question, the research objectives, the aim of the study and the design of the questionnaires were brought into line. The validity of the questionnaire used to collect the data of this research was evaluated by the Cape Peninsula University of Technology's statistician .

#### **4.10. ETHICAL CONSIDERATION**

Warr *et al*, (2016:3) stated that ethical research enhances a professional culture that is understood communally with regards to the aims and risks of research, and which generates firmly established rules that can be used as a guide in every day practices. All researchers, regardless of research designs, sampling, techniques and choice of methods, are subjected to ethical considerations (Gratton & Jones, 2010:121). When conducting a research project, tensions may arise in practice between the researcher's and participants' beliefs and values about what is ethical or not. Therefore, the questionnaire of this research project was

constructed in such a way that it did not break rules against any ethical requirements. The following ethical guidelines were put in used for the research period;

- The voluntary participation of the employees was of a major importance.
- The dignity of the employees was prioritised at all times.
- The full consent of the research participants was obtained prior to the study.
- The research data remained confidential throughout the research and
- Participants identities were not mentioned by the researcher in the report.
- Discriminatory, offensive or other unacceptable language was avoided
- Information on research was communicated with honesty and transparency.
- Employees were not exposed to harm in any ways.

The survey documentation, and the structured questionnaire was sent to Cape Peninsula University of Technology's Research Ethics Committee for ethics clearance and approval, as shown in the letter of clearance and approval from the Committee, in Appendix B.

#### **4.11. SCOPE AND LIMITATIONS OF THIS STUDY**

Due to time and accessibility problems, this research was conducted in five (5) selected construction sites in Cape Town. The study was limited geographically for economic reasons, and had limited time to produce the report that had to be submitted. Furthermore, this research was restricted to approximately 140 respondents among which only subordinates were allowed to respond to the survey, and it was estimated that a minimum of 140 respondents would be enough to generalise the findings.

#### **4.12. SUMMARY AND CONCLUSION**

As discussed in this chapter, a quantitative research approach was used to collect data in order to answer the research question. This chapter emphasised on research design and methodology that was employed to conduct this research. It also discussed how the sample methods was selected and for what purpose. Finally, the chapter has discussed the profiles of respondents, data collection and data analysis, providing the rationale for the choice of each method.



The next chapter focuses on the research findings and analysis of the research results based on the data collected during this study.

## **CHAPTER FIVE**

### **DATA RECORDING, ANALYSIS AND DISCUSSION OF RESULTS**

#### **5.1. INTRODUCTION**

Results collected from the questionnaire survey that was carried out to determine the role of leadership styles on team performance at selected construction sites in Cape Town, were analysed and discussed. The main purpose of this chapter is to describe, analyse and discuss the results obtained from this research. Based on the findings worked out in this chapter the articulation of appropriate conclusions is made, which suggests areas for further research. The conclusion and recommendations aiming from this survey are detailed in the last chapter – chapter six

#### **5.2. RESEARCH OBJECTIVES**

This research was elaborated by emphasizing on the following objectives:

- To identify leadership style(s) appropriate to motivate project-teams' performance in a construction environment.
  - To determine construction workers expectations from their leaders
  - To assist team members to develop their skills
  
- To help project managers to identify what type of behaviour they should display towards subordinates
  - To determine whether leader are directive ,supportive and understanding

#### **5.3. SURVEY RESPONSE RATE**

As mentioned in Chapter 4, Section 4.5, it was estimated that 500 respondents from five (5) construction sites in Cape Town, South Africa would qualify for this research. The targeted respondents were all team members, the technicians and other employees directly involved in the construction of that project. Twenty eight (28) employees were expected to complete the questionnaires in each site. Hereof, one hundred and forty (140) questionnaires were received and filled in accordingly, achieving a response rate of 100%.

## 5.4. SECTION A: BIOGRAPHY

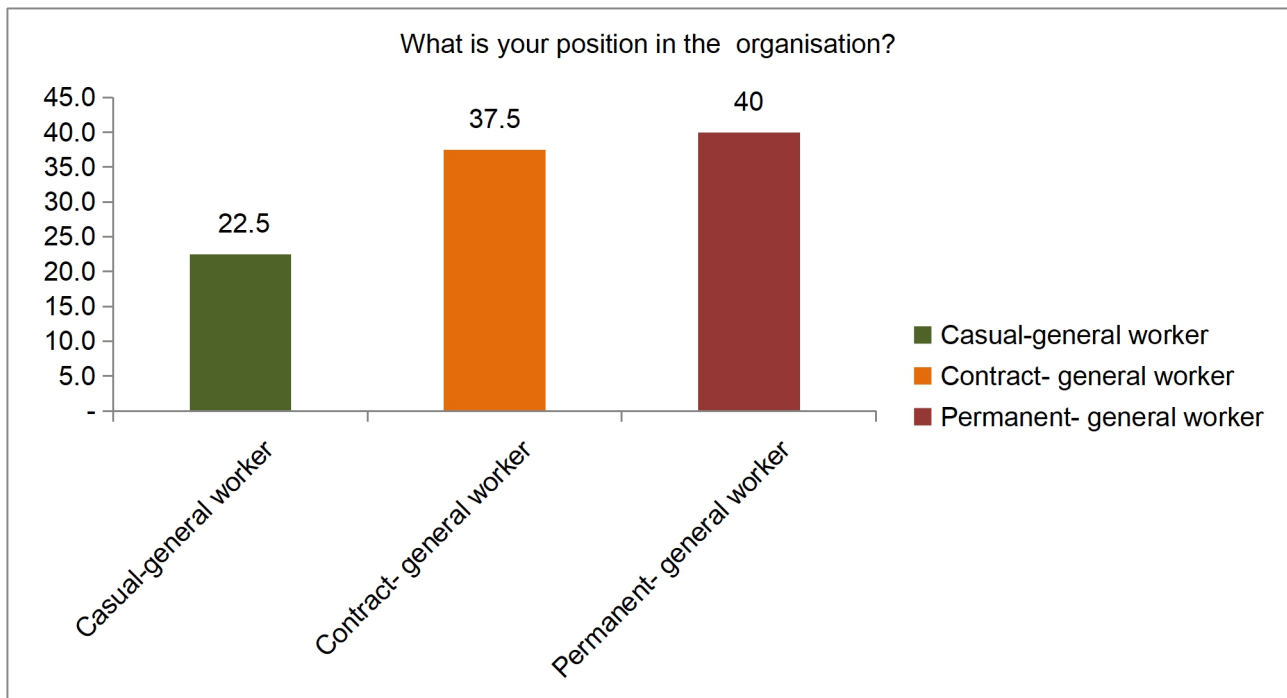
Section A of the questionnaires focused on the biography of the respondents, i.e.; their positions in the organisations, their work experiences, age, how often they get instructions from their leaders and the number of time they get support from their leaders. This information was requested for because it would assist in the validation of the appropriateness of the respondents to the research at hand. This allowed for the cleaning and removal of questionnaires filled in by people who might not have been considered relevant to the research.

### 5.4.1. Personal Profile of Respondents

#### Question 1: What is your position in the organisation?

This question was asked to determine the position of the workers in the organization as too often, some of the individuals working at a construction site are outsourced therefore all the workers do not have the same contracts. Eventually diverse responses were obtained from the workers as illustrated in Figure 5. 1 below

**Figure5. 1: Respondents' positions in the organisation**



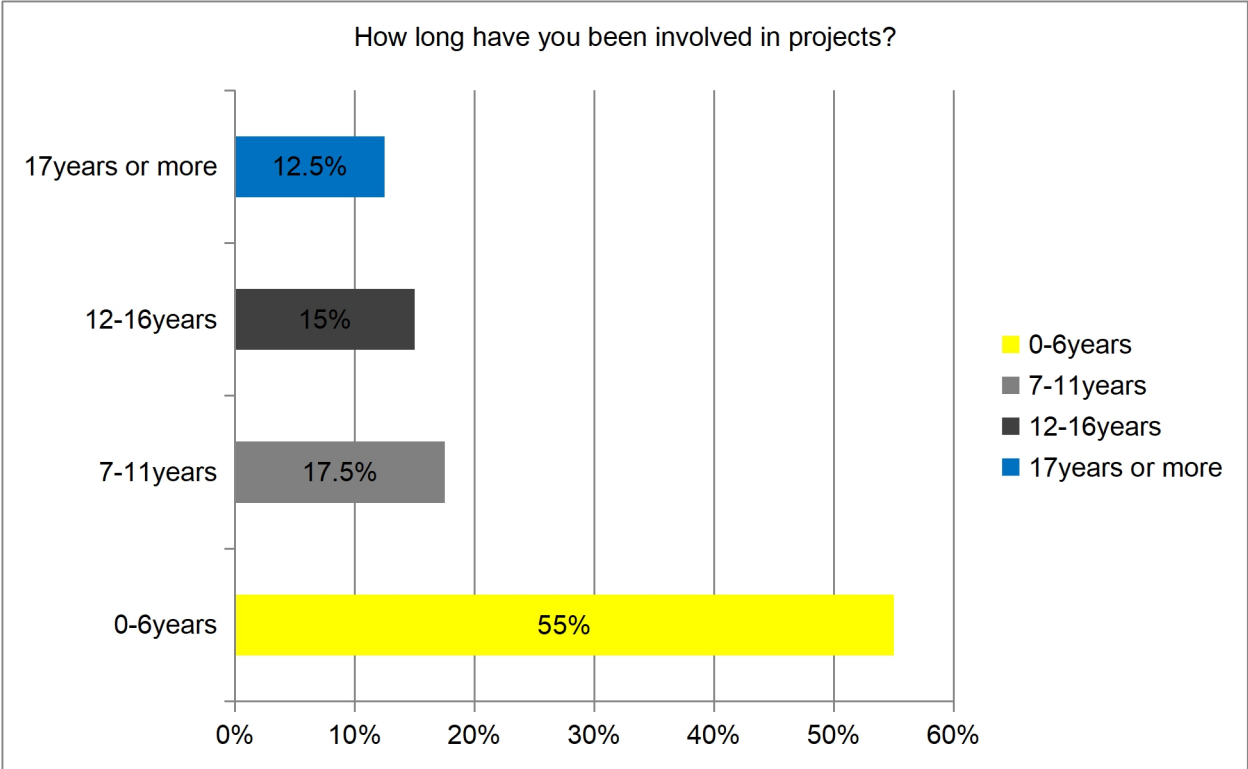
Source: Own construction

The above graph illustrates the percentage distribution of the designations of respondents within the construction organization. A total of 22.5% respondents were casual unskilled workers, 37.5% said they were contract general workers, and 40% were permanent general workers.

**Question 2: How long have you been involved in projects?**

This question was intended to identify the length of time the respondents have been working on construction’s projects. This basically shows the extent to which they understand their role in the organisation and the experience during interaction with both leaders and peers and the impact on team-performance. Figure5. 2 below, illustrates the respondents’ work experience

**Figure5. 2: Respondents’ work experience**



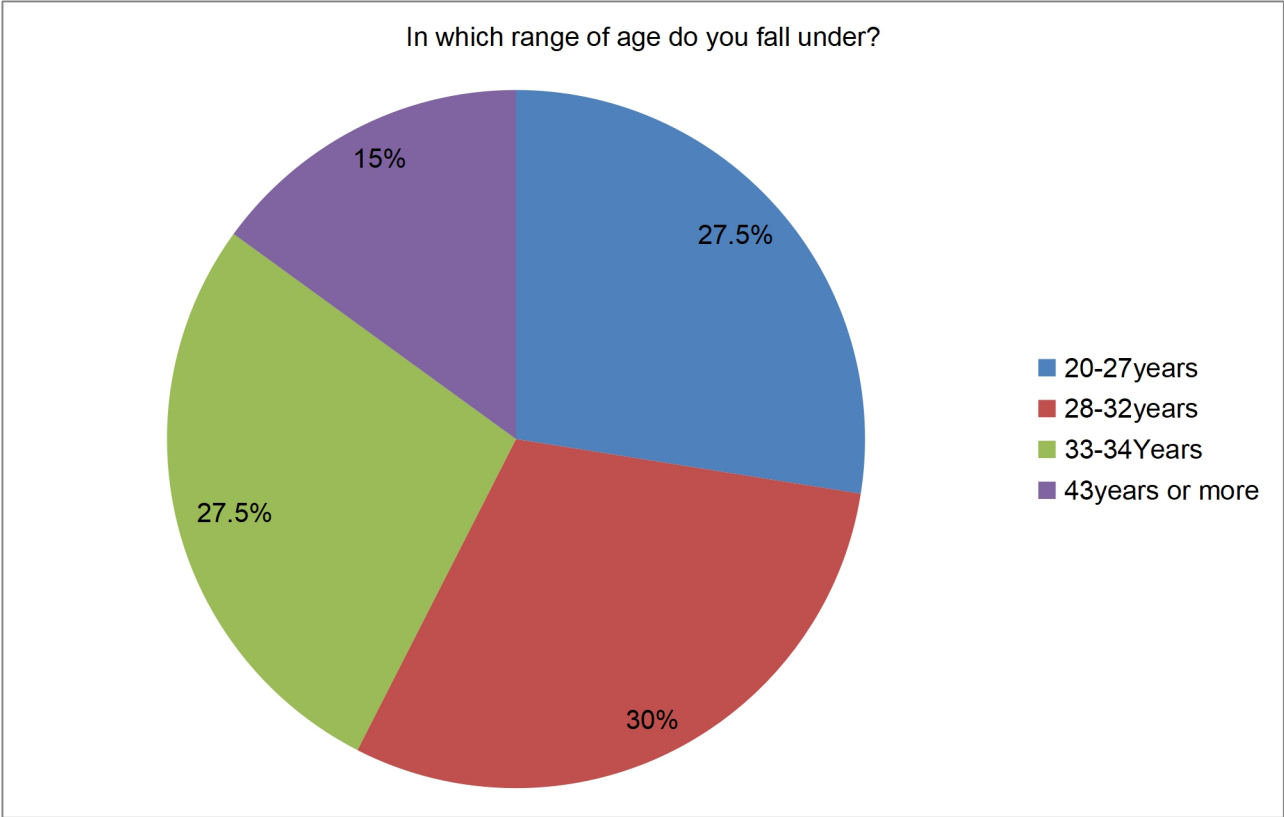
**Source: Own construction**

The illustration above depicts the segmentations of the years the construction workers have been involved in projects. A total of 55% respondents fell within the range of 0-6years, 17.5% have been involved in projects for 7-11 years, 15% have been involved in projects for 12-16 years, and lastly, lowest percentage of 12.5% constituted for the 17years or more range.

**Question 3: In which range of age do you fall under?**

Age is a crucial aspect in the construction field as workers must be strong enough to accomplish certain given tasks such as carrying heavy objects. Thus, the researcher felt the need to ask this question to the respondents in order to determine whether they were not too young or perhaps too old for this job. As shown in Figure 5. 3 below, workers responded voluntarily to the question above.

**Figure5. 3: Respondents' Range of age**



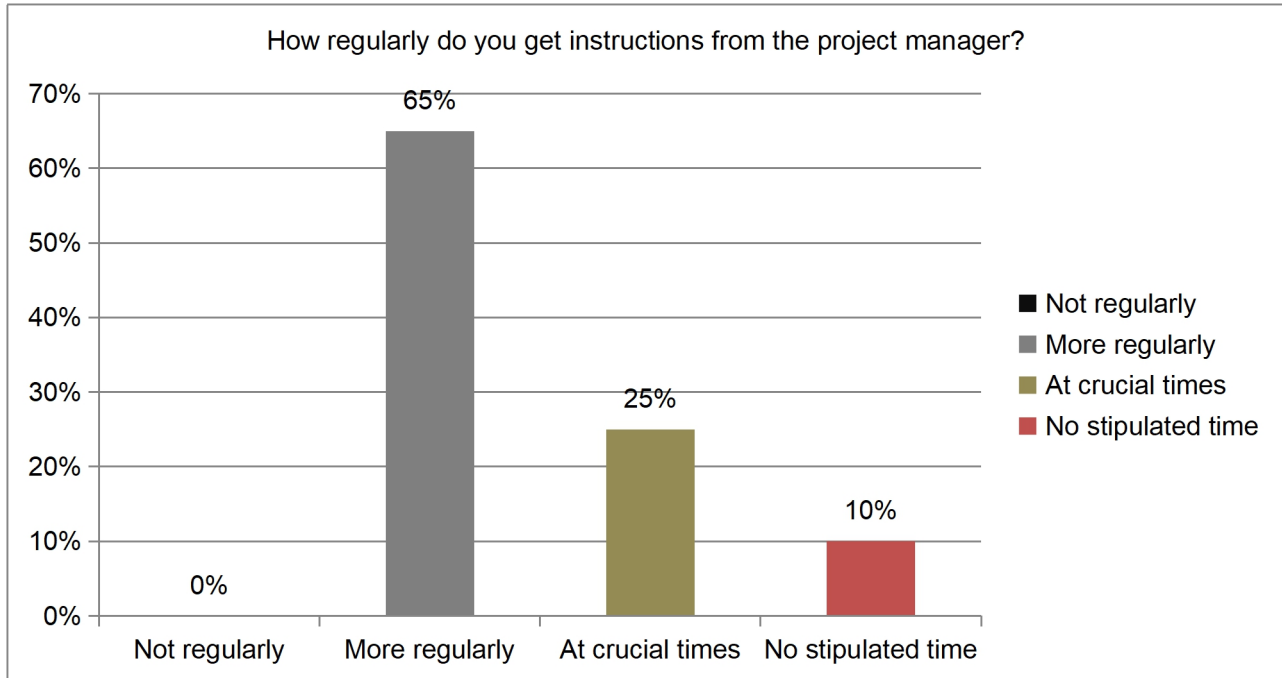
**Source: Own Construction**

The above pie chart illustrates the percentage distribution of the range of age in which the respondents fell under. A total of population of 27.5% respondents fell under the range of 20-27 years, 30% fell under the range of 28-32years, and 27.5% under the range of 33-34years. The minority of respondents with a percentage of 15% were between the age of 43 years or more. This indicates that most of the respondents were quite young but mature enough to respond to the survey.

#### Question 4: How regularly do you get instructions from the project manager?

This question was specifically intended to identify how the project manager was involved in the construction's project when it came to giving instructions. The details of the respondents as reported by them are illustrated Figure 5. 4 in below:

Figure5. 4: Frequency of getting instructions



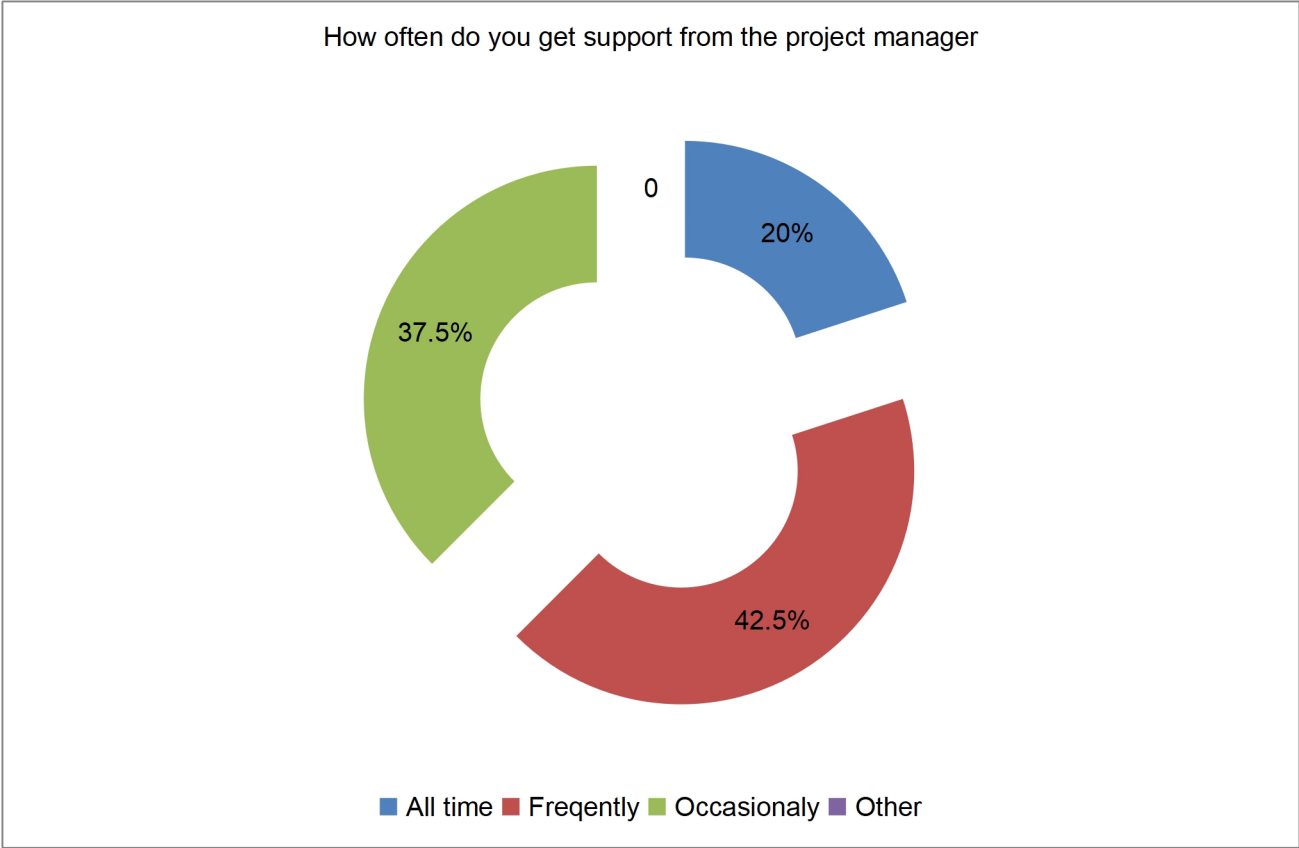
Source: Own Construction

With regards to the respondent rate on the number of times they get instructions from the project manager, as shown in figure 5.4 above, the majority of the respondents with a percentage of 65% reported that they got instructions from their project manager more regularly, 25% indicated that their project manager only gave them instructions at crucial times, the others 10% reported that they got instructions from their project at no stipulated times and none of the workers responded by saying not regularly.

**Question 6: How often do you get support from the project manager?**

The project manager’s behaviour can affect the subordinates’ performances as well as their motivation to work. The responses to this question are illustrated in Figure 5.5

**Figure 5.5: Number of times of getting support from the project manager?**



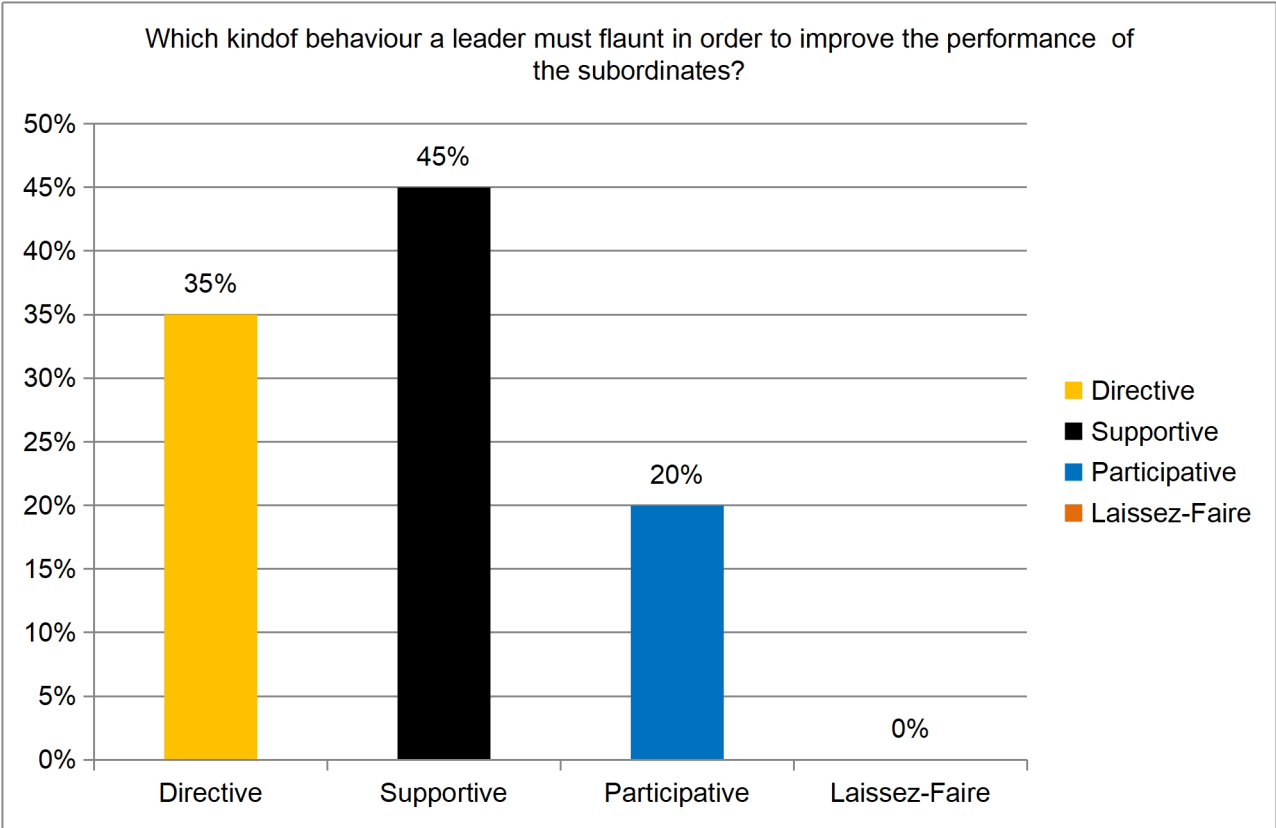
Source: Own construction

The above graph displays the number of times subordinates got support from their project manager, the majority of the respondents with a percentage of 42.5% reported that they frequently got support from their project manager, 37.5% said that they occasionally got support from their project manager and the other 20% indicated that their project manager gave them support all the time.

**Question 6: Which kind of behaviour a leader must flaunt in order to improve performances of the subordinates?**

A leader’s behaviour has a great impact on how subordinates perform as the employees’ performances depend on it. Figure5. 6 below illustrates the workers’ responses

**Figure5. 6: Leader’s behaviour**



**Source: Own construction**

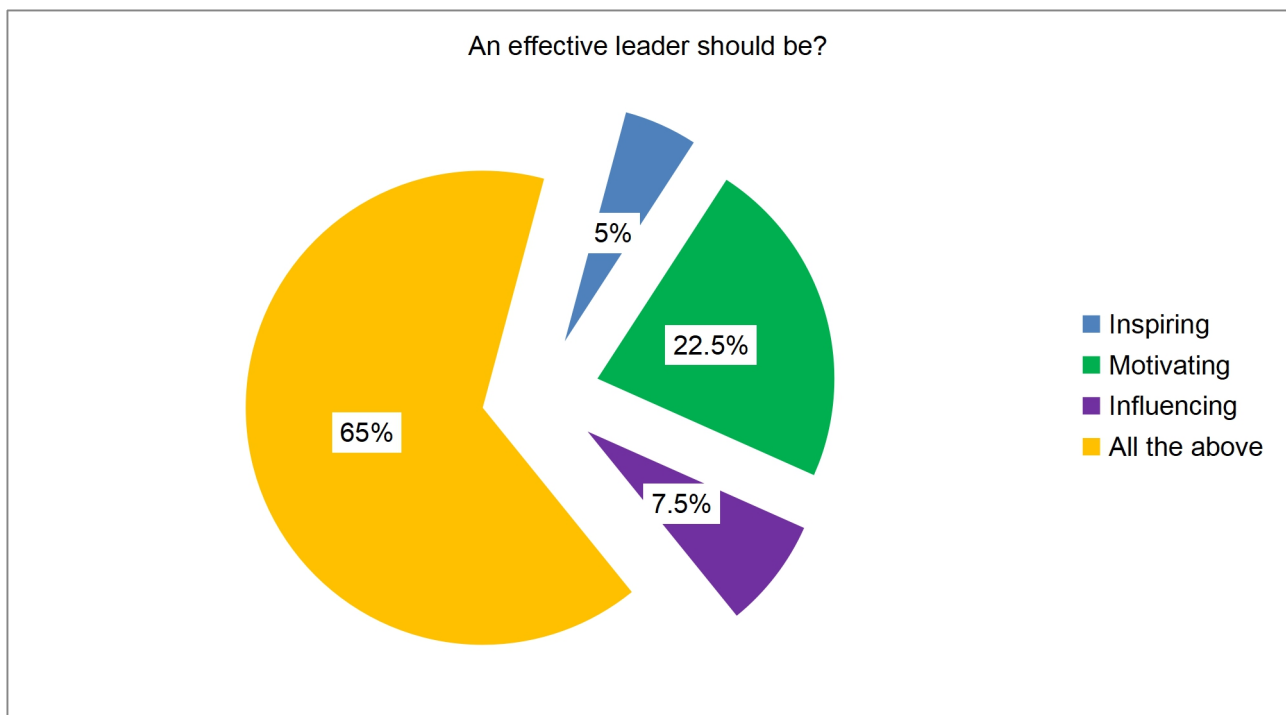


Illustrated in the diagram above are the responses to how the respondents indicated the kind of behaviour a leader must show in order to improve the performance of the subordinates into. From a total of 100% respondents, the reactions were the following: a small 20% said a leader should participate in the work in order to improve their performance, 45% said a leader should be supportive this indicate that workers don't always need a bossy or commanding leader in order to highly perform, all they need is their support). 35% of the respondents said a leader should be directive and none of them thus 0% said a leader should be laissez-faire.

### Question 7: An effective leader should be?

Effective leaders motivate, inspire, and guide people in the organisation in order for those subordinates to realise and achieve tougher and challenging organizational goals. This question was intended to determine the workers' perception of leadership. Table 5.6 below summarises the responses of the subordinates

Figure5. 7: An effective leader should be?



Source: Own construction

The segmentation of the pie chart above illustrates the percentage divisions of the respondents' perceptions on how an effective leader should be. With a target sample population of 140: only 5% of the respondents said an effective leader should be inspiring, 22% said an effective leader should be motivating, 7.5% indicated that an effective leader should be influencing and the majority thus 65% said an effective leader should be at the same time inspiring, motivating and influencing.

## **5.5. SECTION B: THE LIKERT SCALE**

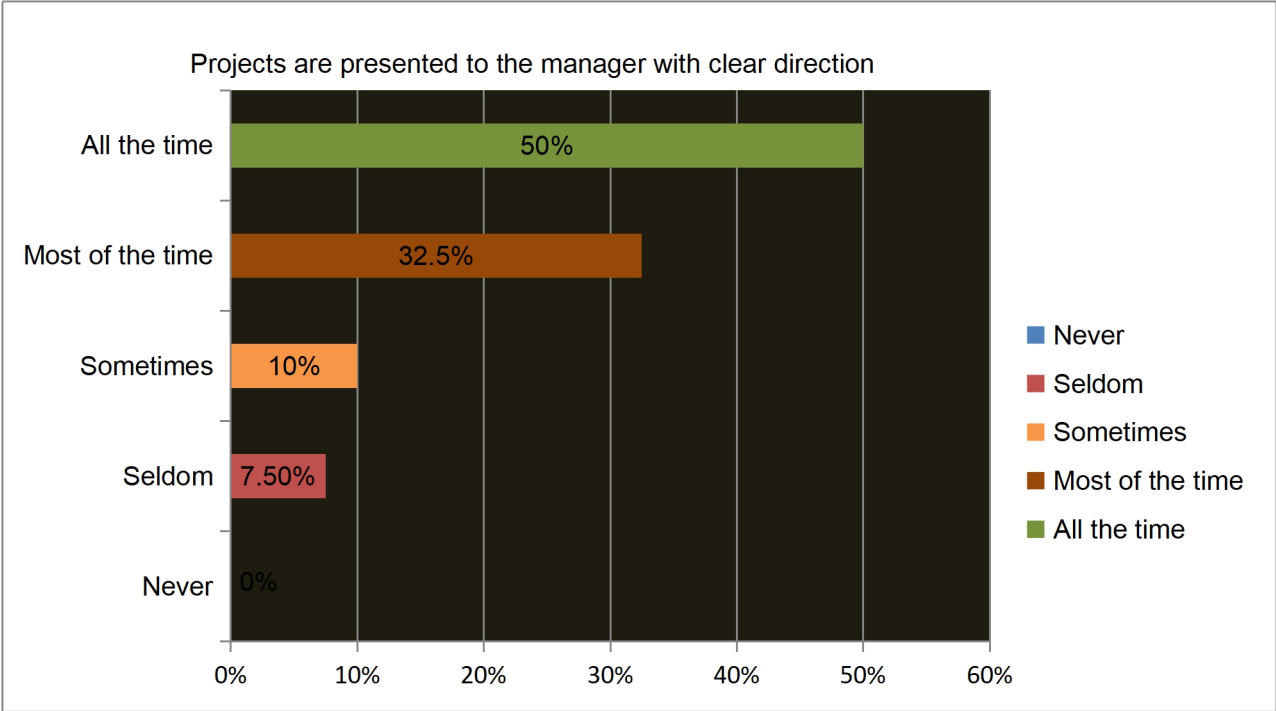
Section B of the questionnaires emphasized on the nature of projects completed by the workers, their perception of leadership, how leaders allow their subordinates 'personal development, how the workload is distributed among the workers and the organisation of activities and tasks.

### **5.5.1. Nature of projects**

#### **Statement 1: Projects are presented to the manager with clear direction**

This statement was intended to identify the nature of projects within the construction industry. The understanding is that projects can be simple or complex. There are many respondents who claimed that projects are presented to manager with clear direction as illustrated in Figure 5.8 below:

**Figure 5. 8: Projects are presented to the manager with clear direction**



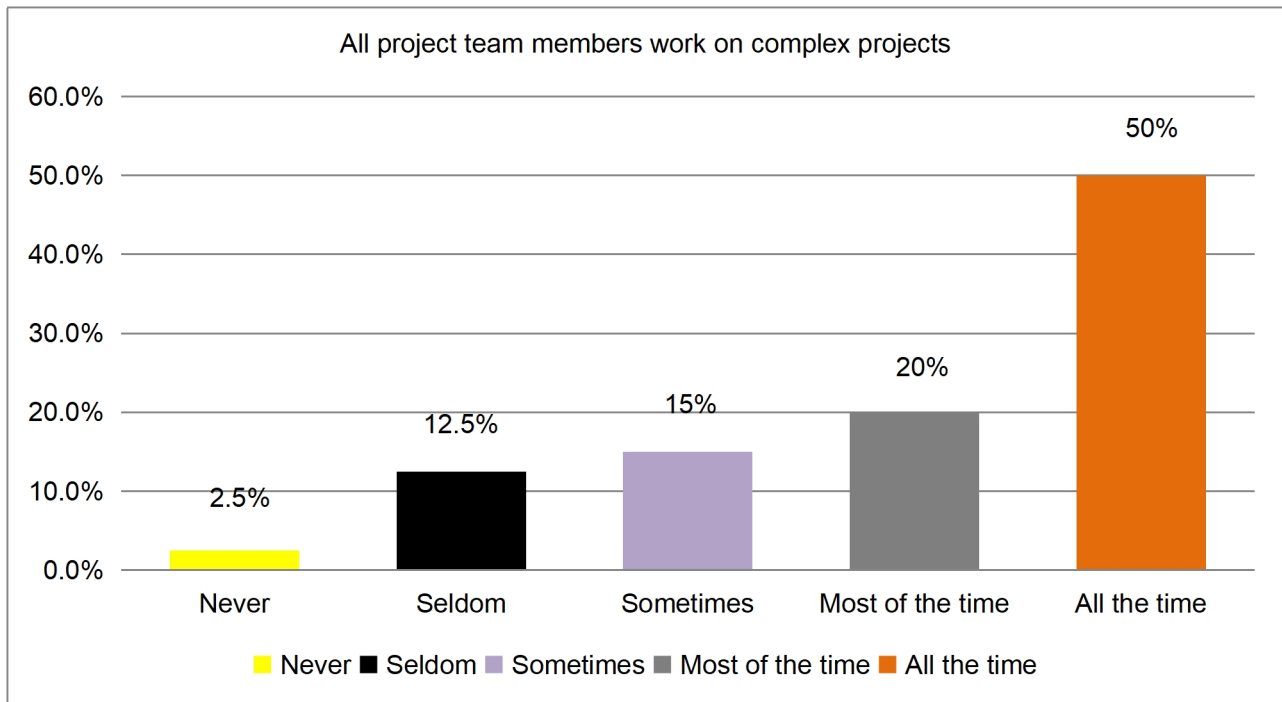
**Source: Own construction**

The above diagram shows the percentages for respondents from a target sample population of 140. 50% said projects were all the time presented to the manager with clear direction, 32.5% answered by saying most of the time, 10% of the respondents said projects were sometimes presented to the manager with clear direction, 7.5% said seldom about the above statement, and none of the respondents said that projects were never presented to the manager with clear directions

**Statement 2: All project team members work on complex projects**

This statement was intended for the respondents to let us know about the kind of project they work on and the number of times they are instructed to work on those kinds of projects. With this in mind, the respondents' answers are illustrated in Figure 5.9 below:

**Figure5. 9: All project team members work on complex projects**



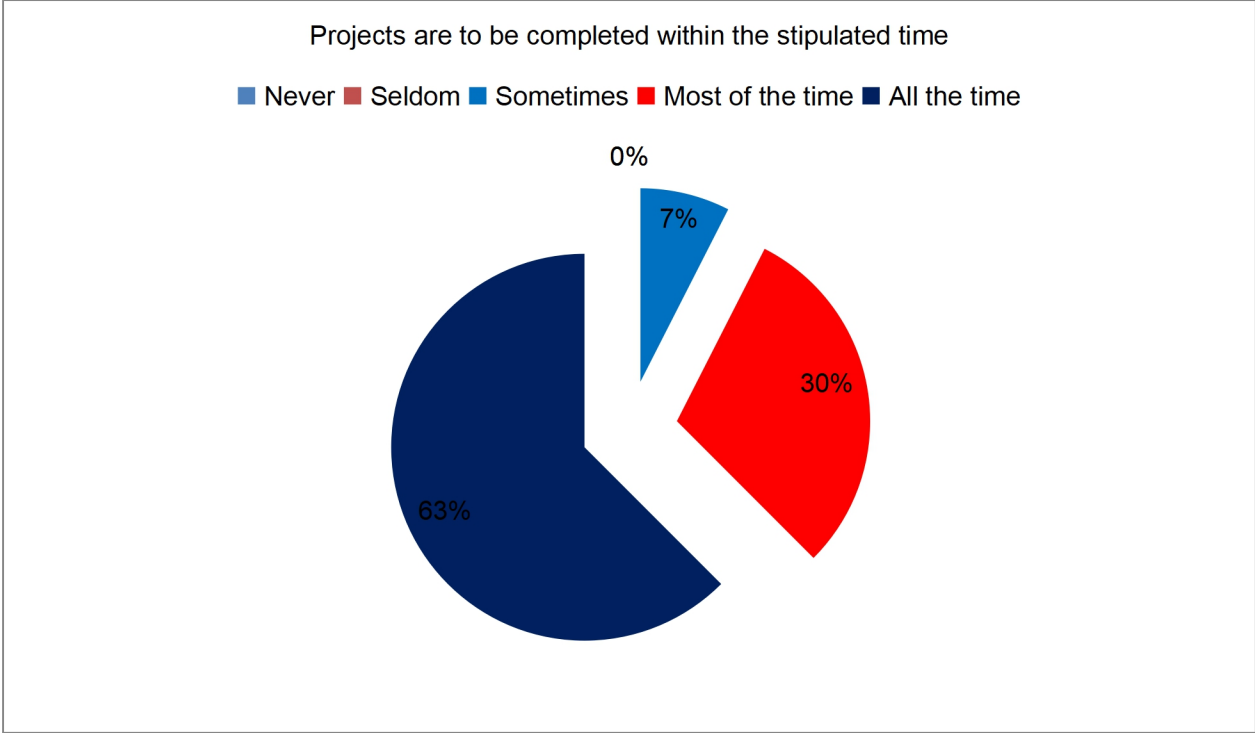
**Source: Own construction**

The column illustration above shows the different percentage of respondents when asked to comment on the above statement. Out of 140 respondents; half of the respondents thus 50% said all project team members worked on complex projects all the time, 20% all project team members most of the time worked on complex while 15% of the respondents reported that they sometimes worked on complex projects. The minority of the respondents with a percentage of 2.5% revealed that they never worked on complex projects and none of the worked answered by saying seldom.

### **Statement 3: Projects are to be completed within the stipulated time**

A project is a temporary endeavour undertaken to be completed within a specific time for an intended purpose. With this in mind, illustrated in Figure 5.10 below are the responses of workers which prove whether one of the criteria of a project is respected in the construction industry or not.

**Figure5. 10: Projects are to be completed within the stipulated time**



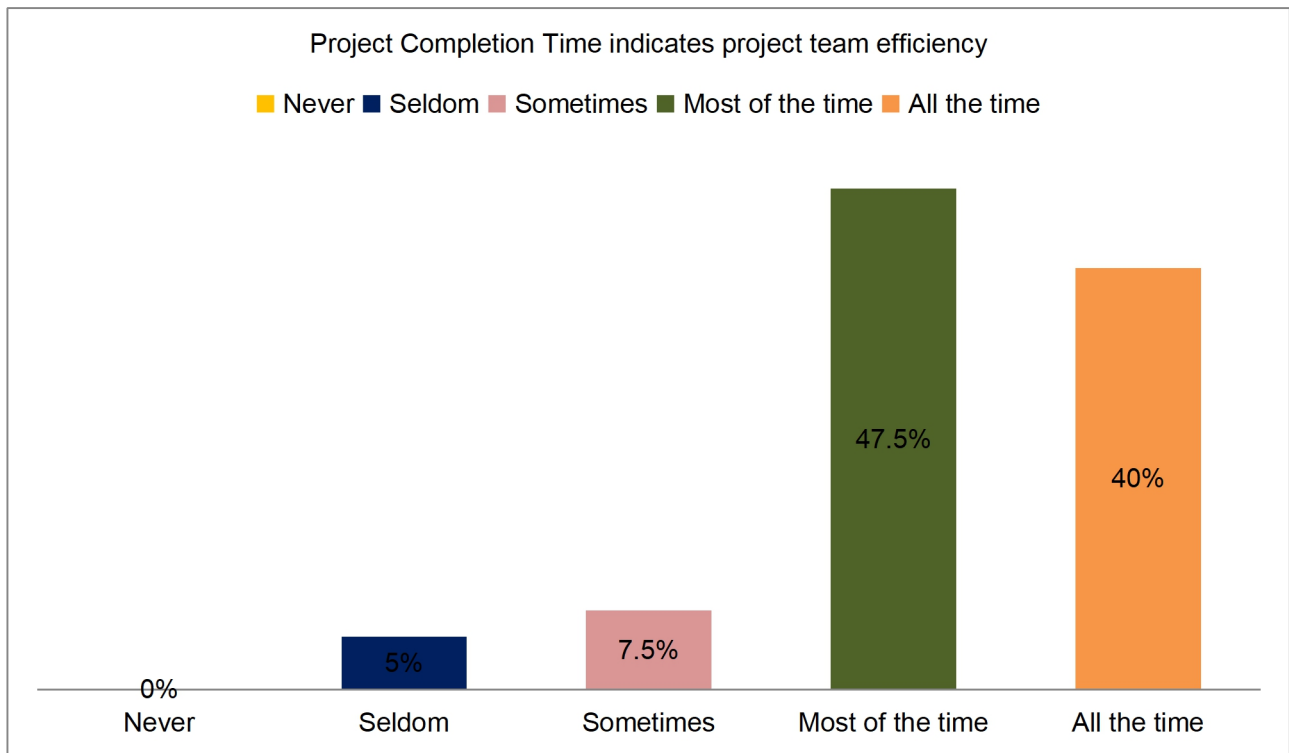
**Source: Own construction**

When looking at the pie chart above it is clear to see that the majority of the respondents with a percentage of 63% reported that projects were all the time to be completed within the stipulated time. The remainder of respondents answered the following: 30% said projects were most of the time to be completed within the stipulated time, only 7% of the respondents revealed that projects were sometimes to be completed within the stipulated time and no respondents indicated that they seldom or never had to complete the construction projects on time.

#### Statement 4: Projects completion time indicates project team efficiency

This question was asked to determine whether one of the triple constraint of a project which is time, was respected in construction's projects. As a result of the statement mentioned the responses are illustrated in the Figure 5.11 below:

Figure5. 11: Projects completion time indicates project team efficiency



Source: Own construction

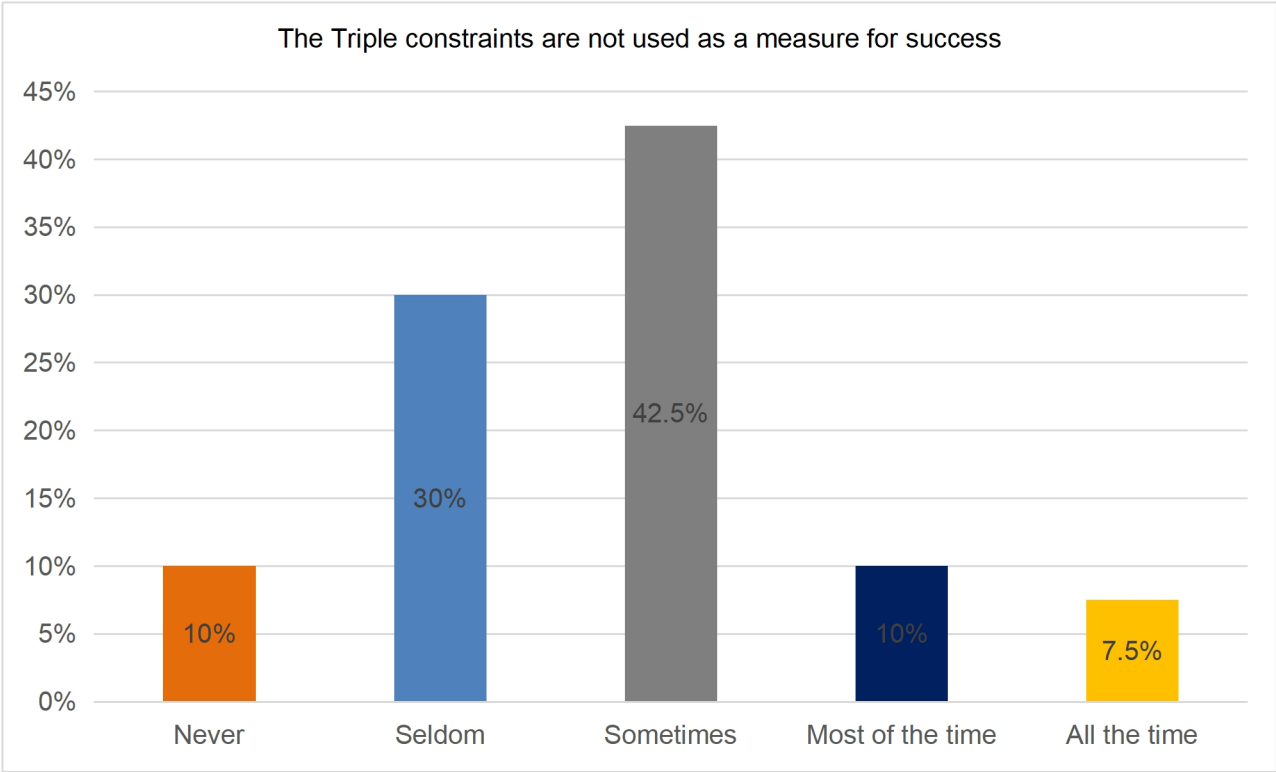
When asked if the project completion time indicated project team efficiency, the illustration above showed the following percentage divisions from the total sample of 140: None of the respondents answered by saying that project completion time never indicated project efficiency. Only 5% reported that project completion time seldom indicated project efficiency. The majority of respondents with a percentage of 47.5% revealed that the project completion time most of the time indicated project efficiency while 40% said project completion time indicated project team

efficiency all the time. The remaining 7.5% constituted the workers who reported project completion time sometimes indicated project efficiency.

**Statement 5: The triple constraints are not used as a measure for success**

The triple constraints represent the time, the quality and the budget. In order for a project to be declared a success, these three constraints must be respected. According to the respondents as shown in Figure 5.12 below:

**Figure5. 12: The triple constraints are not used as a measure for success**



**Source: Own Construction**

When looking at the illustration above, the percentage segmentations to the statement included the following: From a total of 140 respondents, the majority of them reported that the triple constraints were sometimes not used as a measure for success. 30% said the triple constraints were not used as a measure for success. The minority of the respondents with a percentage of

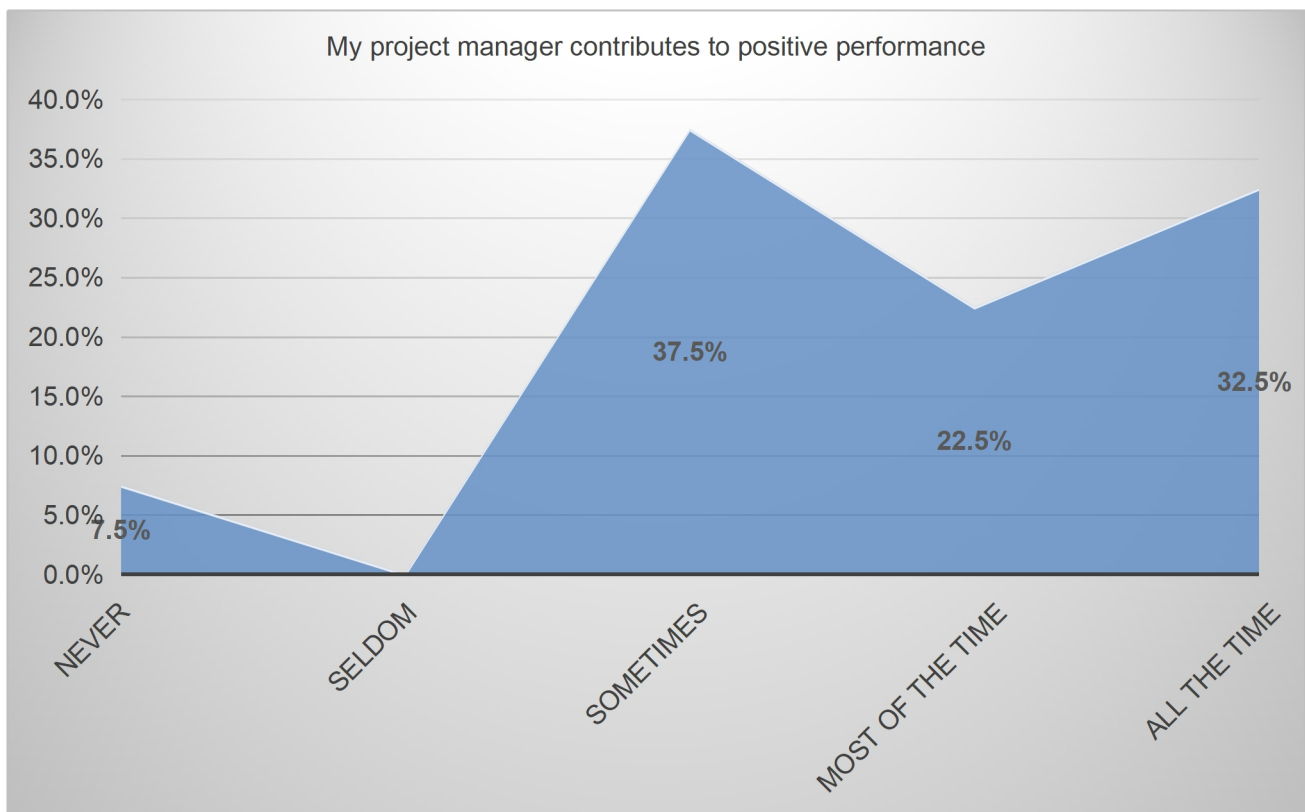
7.5% revealed that the triple constraints were all the time not used as a measure for success. The remaining 20% constituted the respondents who reported that the triple constraints were most of the time not used as a measure for success and those who revealed that triple constraints were never used as a measure for success

### 5.5.2. Perception of leadership

#### Statement 6: My project manager contributes to positive performance

This question was intended to determine whether the project manager contributed positively to the subordinates' performances. As a result, Figure 5.13 below illustrates the responses of the subordinates.

Figure 5.13: Contribution of the project manager



Source: Own construction

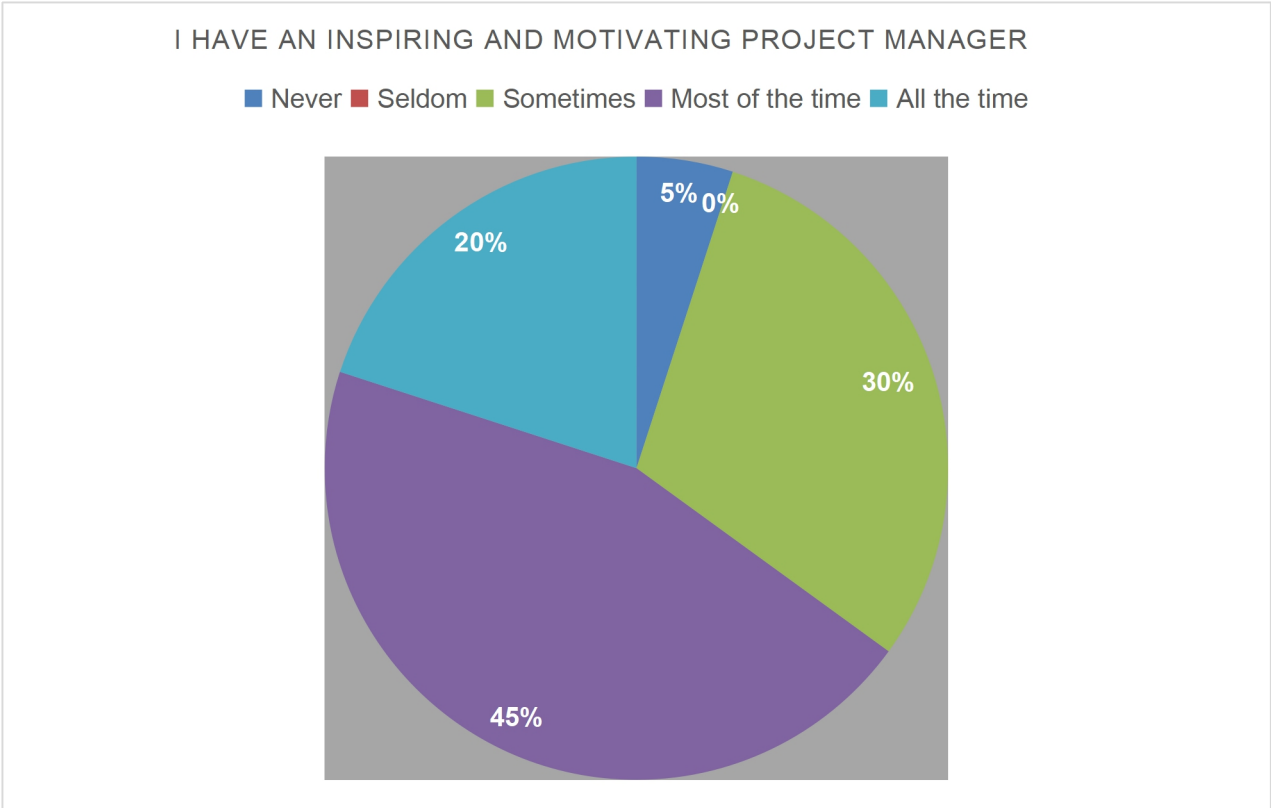


From the total sample population of the study, the above illustration clearly highlights some important percentages. When asked to comment on the above statement, respondents answered the following: only 7.5% stated that their project manager never contributed to their positive performance, none of the respondents answered by saying seldom, 22.5% said most of the time while 32.5% said their project manager all the time contributed to their positive performance and the majority of the respondents with a percentage of 37.5% stated that their project manager sometimes contributed positively to their performance.

**Statement 7: I have an inspiring and motivating project manager**

This question was intended to identify the kind of behaviour that the project manager showed towards the respondents. It is assumed that motivation and inspiration are some of the greatest traits that a good leader should possess in order for him/her to have great followers. To this assertion the respondents' opinions were recorded in Figure 5.14 below

**Figure5. 14: Inspiring and motivating project manager**



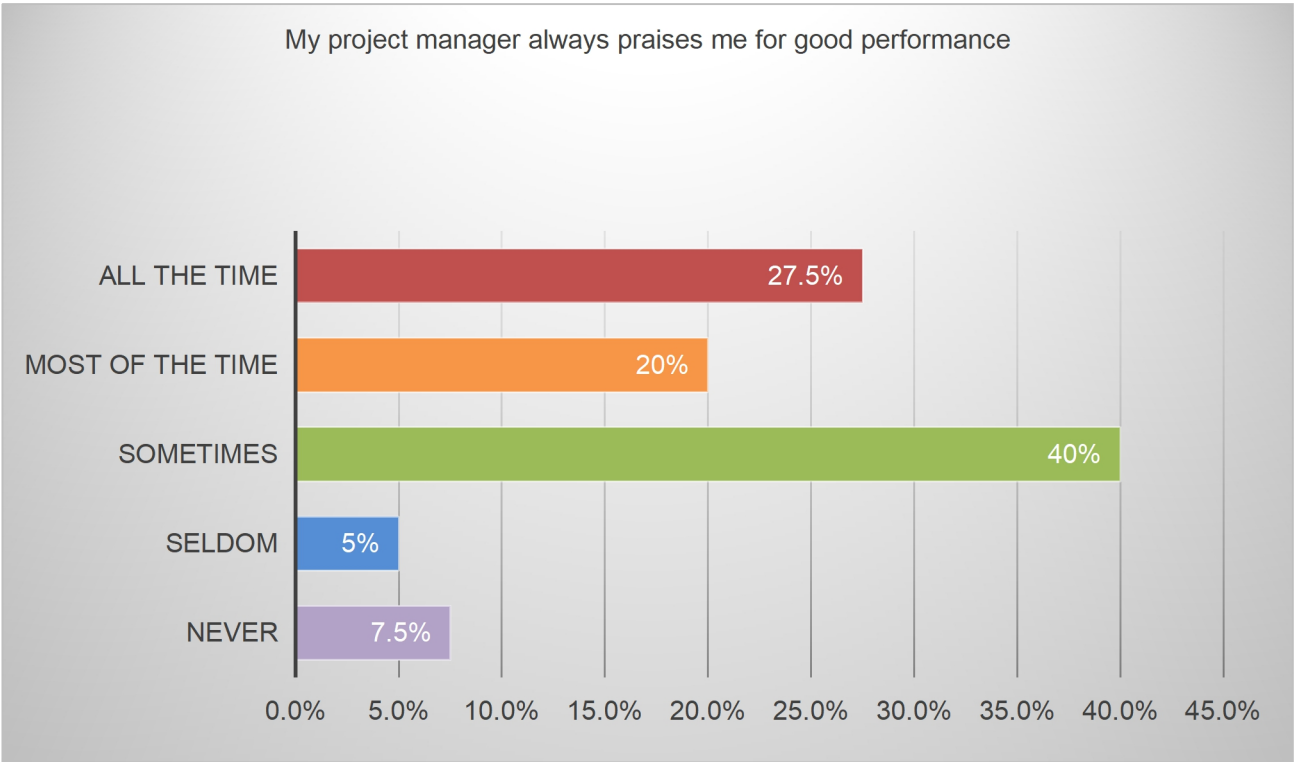
Source: Own Construction

Figure 5.12 above illustrates the percentages of the responses. From a total sample population of 140 respondents, when asked to comment on the above statement, respondents answered the following: only 5% stated that they never had an inspiring and motivating project manager. None of the respondents answered by saying that they seldom had an inspiring and motivating project manager. 30% of the respondents said they sometimes had an inspiring and motivating project manager while 20% said they all the time had an inspiring and motivating project manager and the majority of the respondents with a percentage 45% revealed that they most of the time had an inspiring and motivating project manager.

**Statement 8: My project manager always praises me for good performance**

This statement was intended to determine whether subordinates were recognized by their project managers/leaders for their work and good performance. Figure 5.15 below illustrates the responses revealed by the workers.

**Figure 5. 15: My project manager always praises me for good performance**



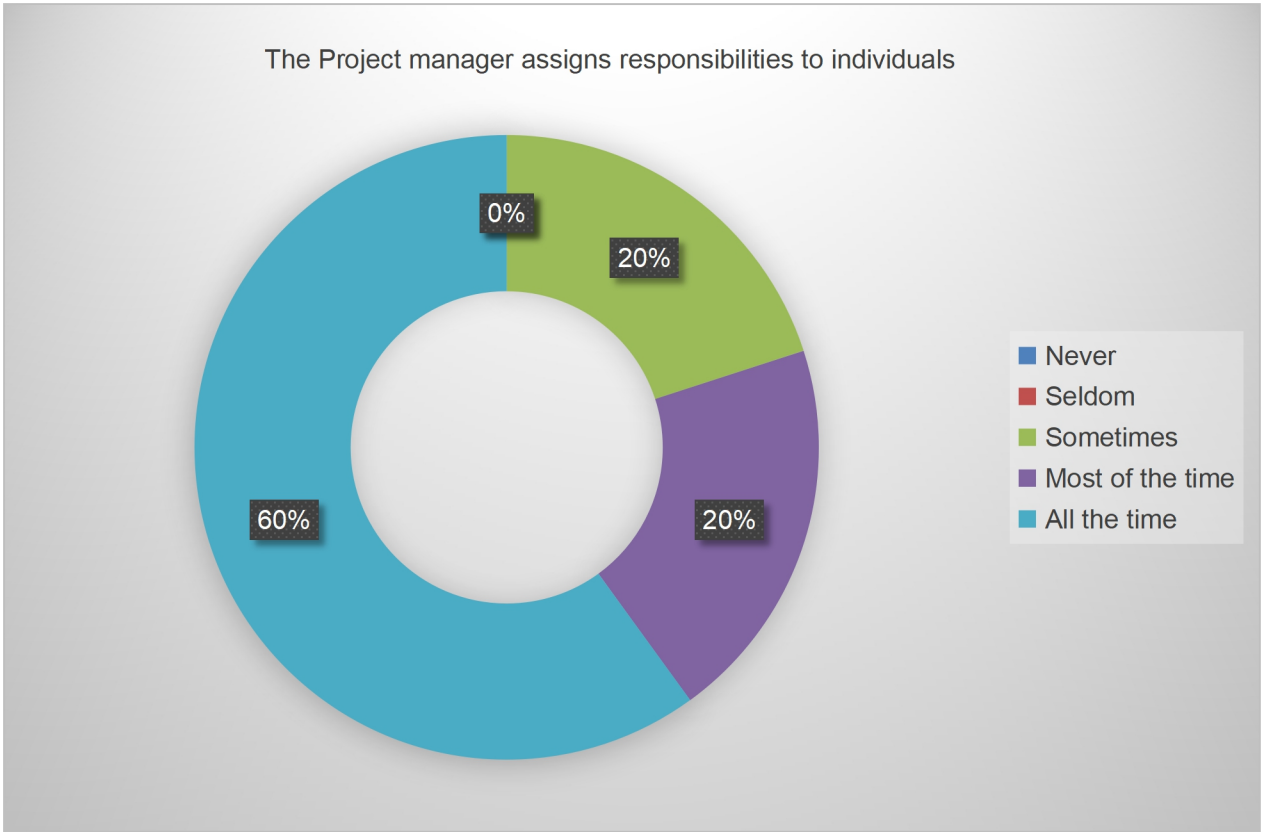
Source: Own construction

The above figure shows the selection percentages from the total sample population of 140. From the above it can be understood that 7.5 % of the respondents said their project manager never praised them for good performance, 5% said seldom about this statement, 20% of the respondents said their project manager most of the time praised them for good performance, the majority of the respondents with a percentage of 40% reported said their project manager sometimes praised them for good performance and the remaining 27.5% revealed that their project manager praised them for good performance all the time.

**Statement 9: The project manager assigns responsibilities to individuals**

The intention behind this statement was to determine how responsibilities were assigned to the respondents. The responses are illustrated in Figure 5.16 below

**Figure 5. 16: Assigning responsibilities to individuals**



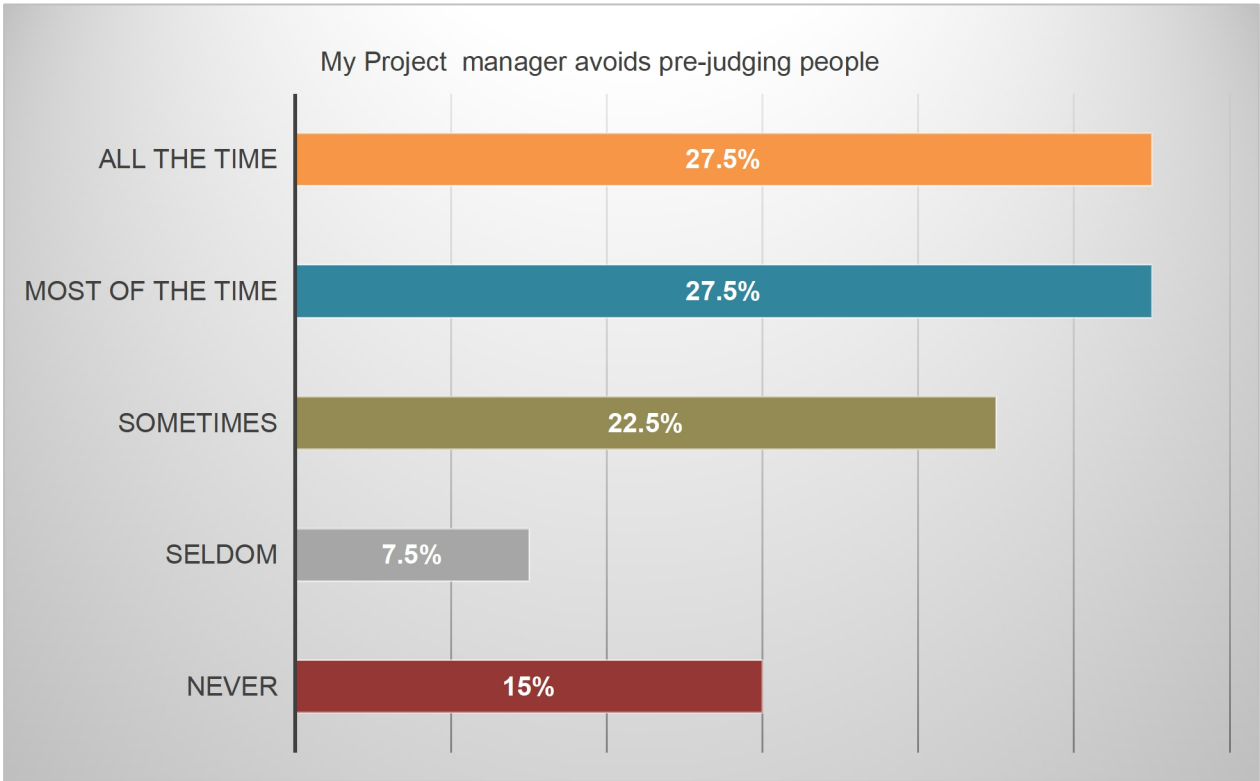
Source: Own construction

The pie chart above depicts the percentages among a total of 140 respondents. From the entire study, 20% affirmed that their project manager most of the time assigned responsibilities to individuals, 60% selected all the time. When asked to comment, 20% said their project manager sometimes assigned responsibilities to individuals, while none of the respondents thus 0% selected never and seldom. This indicates that the majority of the respondents with a percentage of 60% reported that their project manager assigned responsibilities to individuals all the time.

**Statement 10: My project manager avoids pre-judging people**

The intention behind this statement was to obtain from the respondents their point of view regarding the number of time their project managers avoid pre-judging them. Figure 5.17 below illustrate the responses of the respondents as provided by them.

**Figure 5. 17: My project manager avoids pre-judging people**



**Source: Own construction**

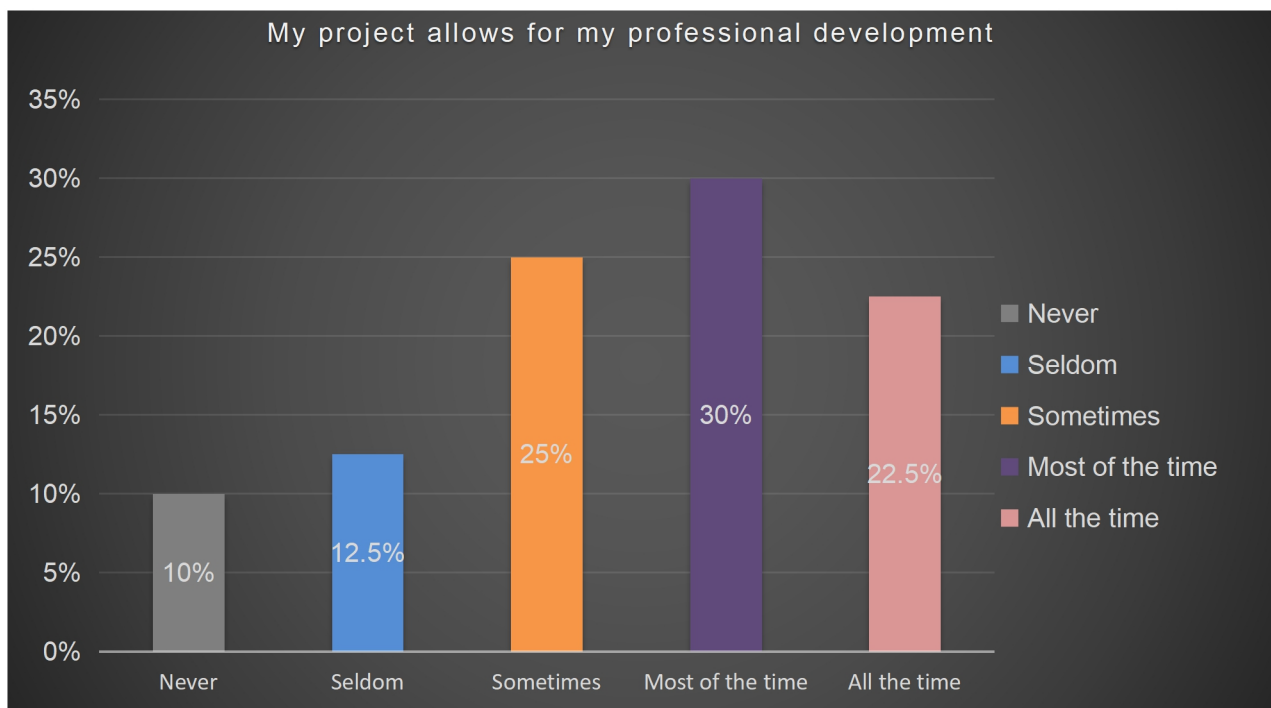
If we analyse the above graph, it is clear that most respondents affirmed that their project manager avoided pre-judging people all the time, holding the highest percentage of 27.5% and the other 27.5% of respondents revealed that their project manager most of the time avoided pre-judging people. The lowest percentage of 7.5% came from respondent who asserted that their project manager seldom avoided pre-judging people. The selections from the remaining respondents included: 15% of the respondents who said that their project manager never avoided pre-judging people and 22.5% who said that their project manager sometimes avoided pre-judging people

### 5.5.3. Personal Development

#### Statement 11: My project manager allows for my professional development

This statement was intended to measure the extent to which project managers see the need for allowing their subordinates' professional development. The attitude of the leaders towards the subordinates in terms of how they relate to each other also determines the approach to professional development. The responses are illustrated in Figure 5.18 below:

Figure 5.18: My project manager allows for my professional development



Source: own construction

The above graph shows the percentage totals extracted from the study conducted. From a total of 140 respondents who participated in the study: 10% said their project manager never allowed for their professional development, 12.5% affirmed that their project manager seldom allowed for their professional development, 25% selected sometimes when responding to the above statement while 22.5% of the respondents selected all the time. The highest percentage of 30% constituted the respondents who reported that their project manager most of the time allowed for their professional development most the time.

**Statement 12: My manager does not worry about my professional development**

This statement was intended to determine how much leaders are concerned about their subordinates' professional development. Figure 5.19 below summarises the responses of the respondent.

**Figure 5. 19: My manager does not worry about my professional development**



Source: Own Construction

As illustrated in Figure 5.19 above, the majority of the respondents with a percentage 30% reported that their manager sometimes did not worry about their professional development .27.5 % of the respondents revealed that their manager did not worry about their professional development. The minority of the respondents with a percentage of 5% said that their manager all the time did not worry about their professional development while 12.5% reported that their manager most of the time did not worry about their professional development. The remaining 25% represents the subordinates who revealed that their manager never worried about their professional development

**Statement 13: My project manager micro-manages my work to avoid mistakes**

The intention of this question was to evaluate the level to which the project manager micro-manages the work of the subordinates in order for them to avoid making mistakes. Various responses were given by the respondents which are illustrated in Figure 5. 20 below:

**Figure 5. 20: My project manager micro-manages my work to avoid mistakes**



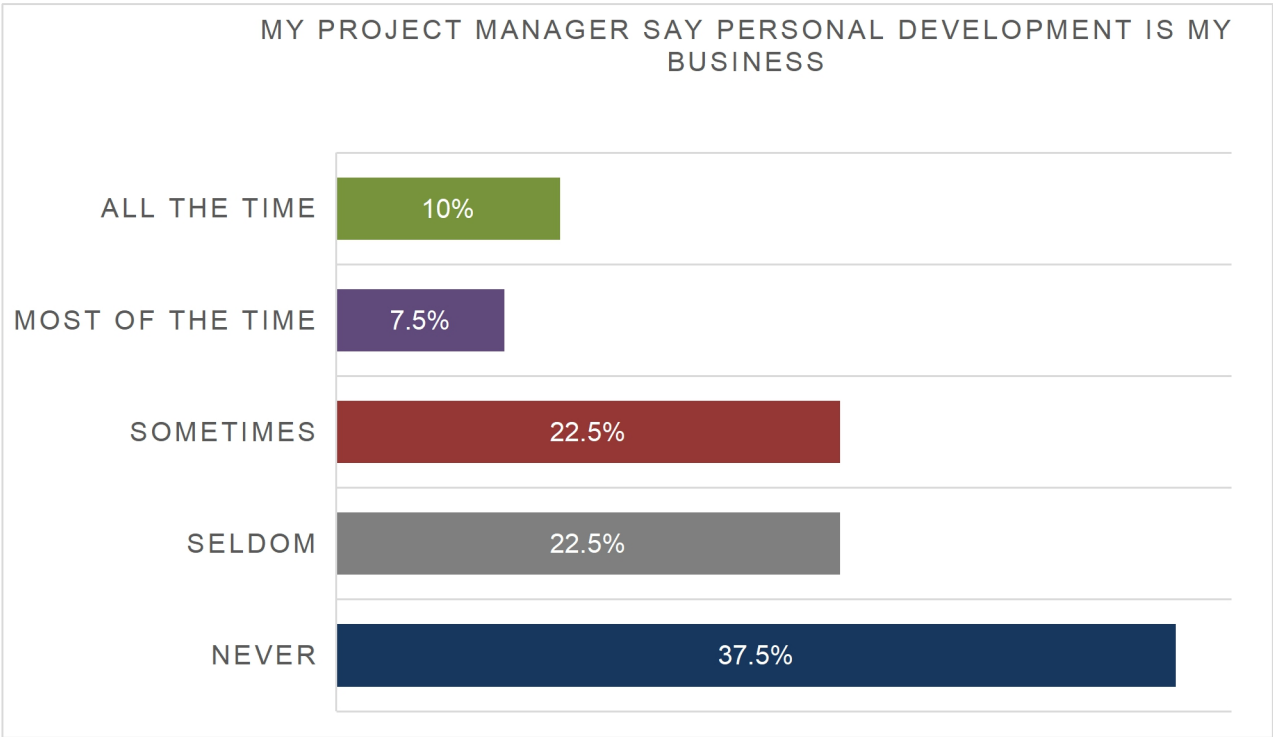
Source: Own construction

When asked if their project manager micro-manages their work to avoid mistakes, the illustration above showed the following percentage divisions from the total sample of 140: 12.5% said their project manager most of the time micro-managed their work, another 12.5% said never, 15% revealed that their project manager indeed micro-managed their work all the time to avoid mistakes, 22.5% selected sometimes, the majority of the respondent with a percentage of 37.5% reported that their project managers seldom micro-managed their work to avoid mistakes.

**Statement 14: My project managers says personal development is my business**

This statement was intended to find out from the subordinates what their project manager says when it comes to their personal development. Figure 5.21 illustrates the responses of the subordinates

**Figure 5. 21: My project managers says personal development is my business**



Source: Own construction

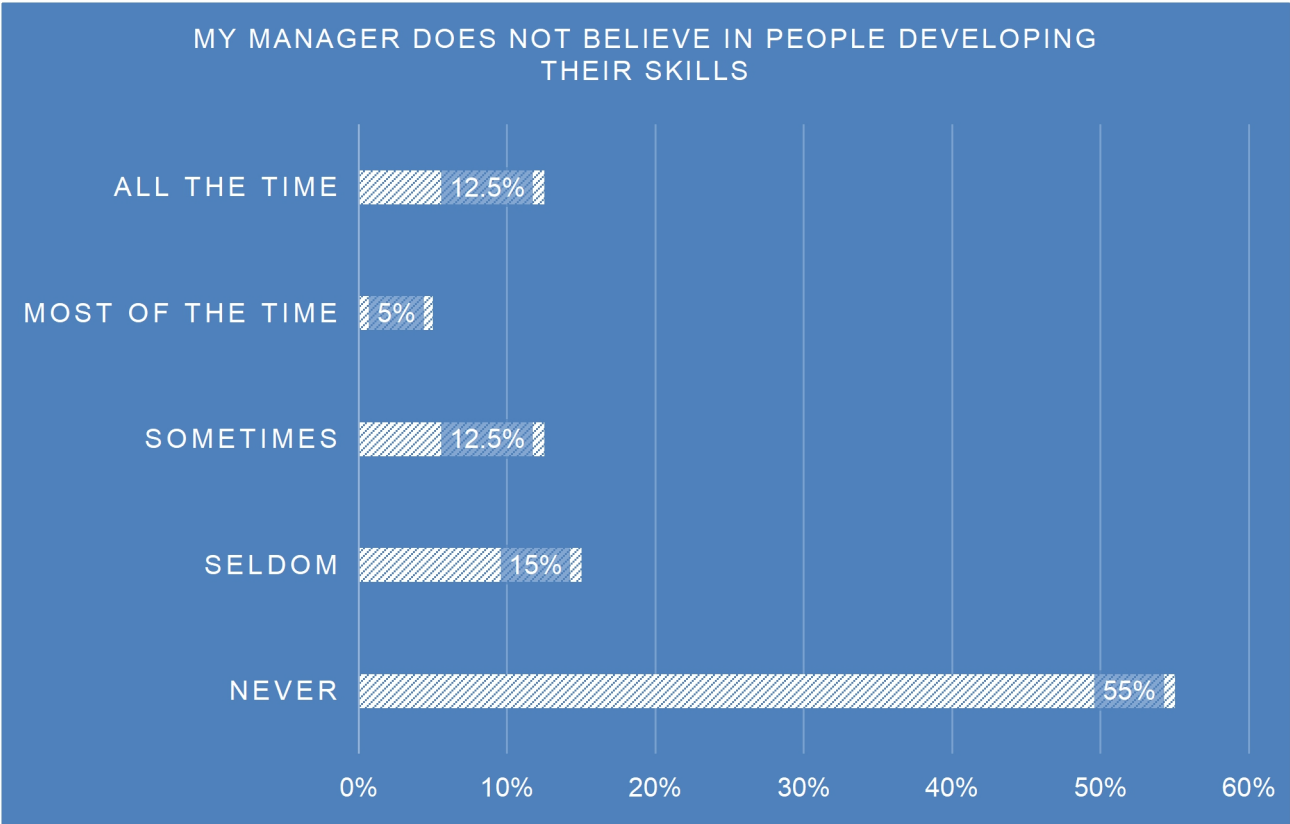


The above graph shows the percentage totals extracted from the study conducted. From a total of 140 respondents who participated in the study: 10% revealed that their project manager all the time said personal development is their business at all time, 7.5% selected most of the time ,22.5% reported that their project manager sometimes said personal development is their business, another 22.5% selected seldom. The highest percentage of 37.5% came from respondents who reported that their project manager never said personal development.

**Statement 15: My manager does not believe in people developing their skills**

This statement was intended to evaluate leaders' beliefs when it comes to their subordinates' personal development. Figure5. 22 below illustrates the responses provide by the workers.

**Figure5. 22: My manager does not believe in people developing their skills**



**Source: Own construction**

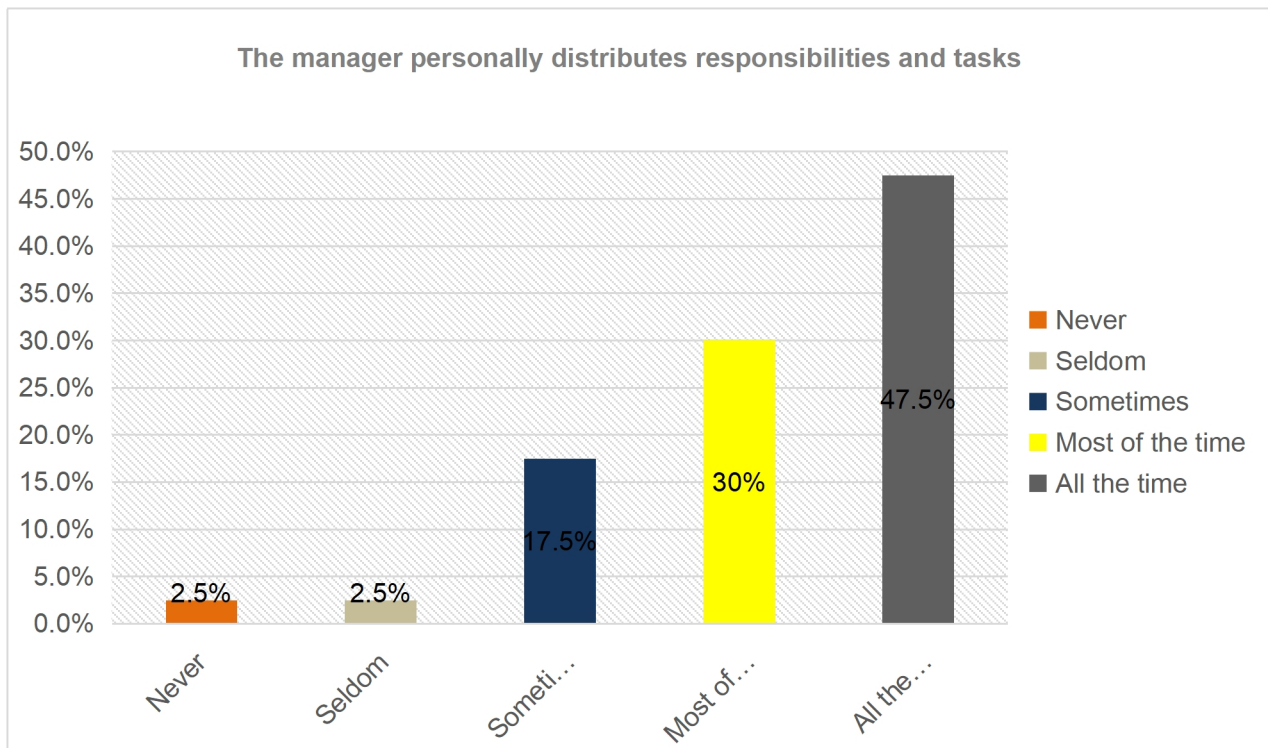
Based on figure 5.23 above, the majority of the respondents with percentage of 55% indicated that their manager never believed in people developing their skills while the minority of them with a percentage of 5% reported that their manager most of the time did not believe in people developing their skills. A total of 25% was equally shared between the respondents who revealed that their manager sometimes did not believe in people developing their skills and those who said that their manager most of the time did not believe in people developing their skills. The remaining 15% constituted the respondent who revealed that their manager did not believe in people developing their skills.

#### 5.5.4. Distribution of workload

##### Statement 16: The manager personally distributes responsibilities and tasks

Many managers have the tendency to delegate work to supervisors or team leaders. Therefore, this question was intended to find out whether the responsibilities and tasks of the construction workers were distributed by the manager himself/herself. The responses of the respondents were illustrated in Figure5. 23 below:

**Figure5. 23: The manager personally distributes responsibilities and tasks**



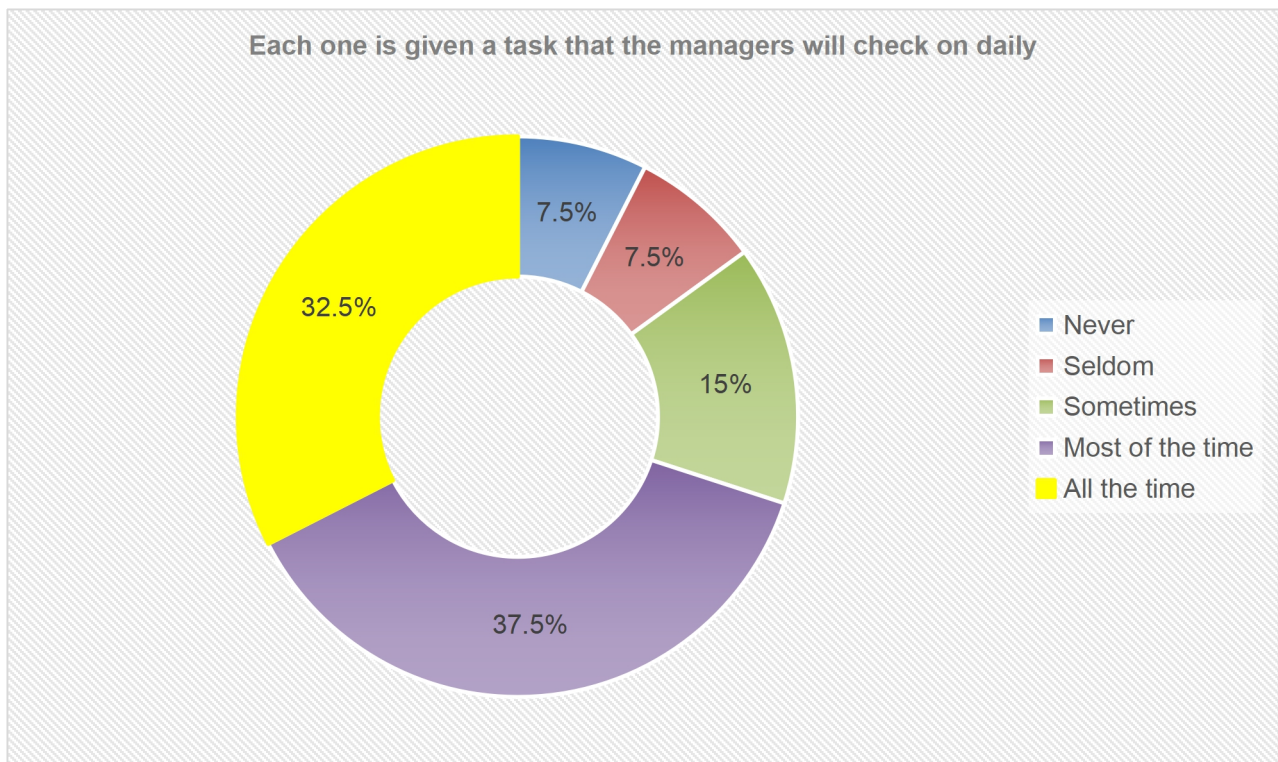
**Source: Own Construction**

The diagram above shows the percentages from the target sample of 140 when asked to comment on the statement above, 2.5% answered by saying the project manager personally never distributed responsibilities and tasks; another 2.5% selected seldom when answering the above statement. 17.5% said the project manager sometimes distributed responsibilities and tasks personally, 30% revealed that their project manager most of the time personally distributed responsibilities and tasks, while the majority of the respondents precisely 47.5% affirmed that the project manager personally distributed responsibilities and tasks all the time.

**Statement 17: Each one is given a task that the managers will check on daily**

The intention of this statement was to determine if each subordinate was given a task that their manager would check daily. Figure5. 24 below illustrates the responses of the subordinates.

**Figure5. 24: Each one is given a task that the managers will check on daily**



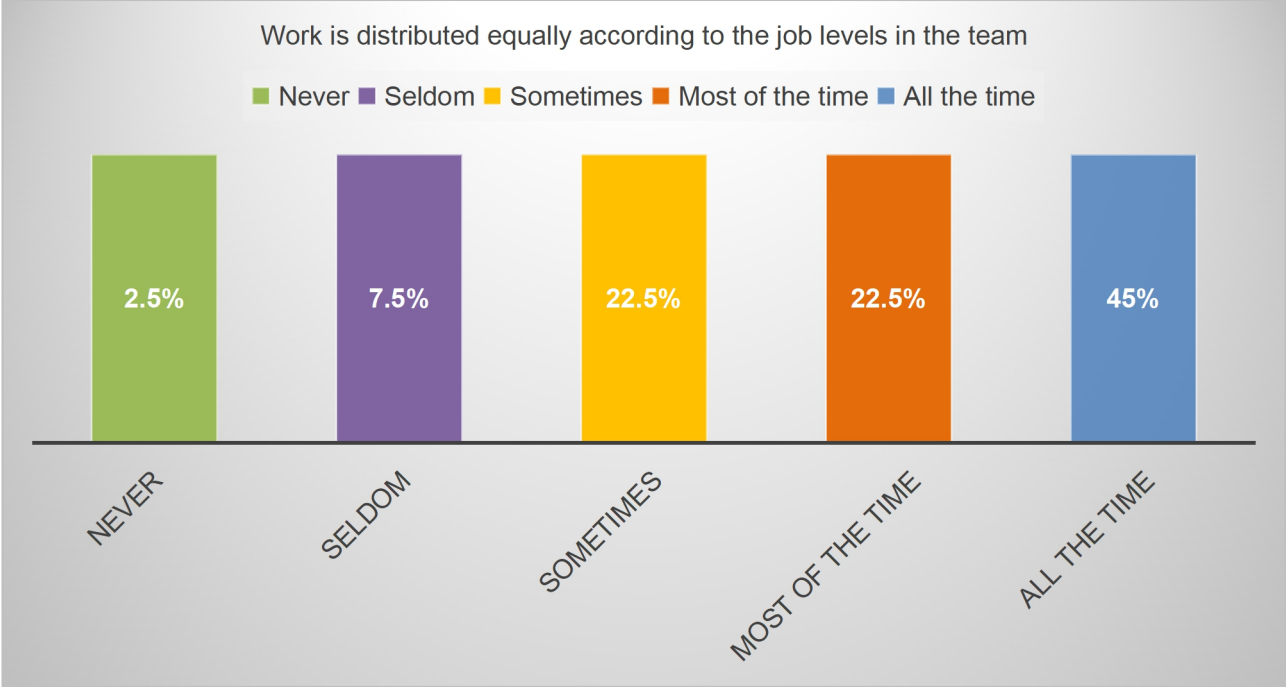
**Source: Own Construction**

According to Figure 5.17 above, respondents indicated the frequency to which each one of them was given a task that their project manager would check daily. The majority of the respondents with a percentage of 37.5% indicated that each one of them was given a task that their project manager would most of the time check daily; followed by 32.5% which represent the percentage of respondents who selected all the time when answering the above statement. 15% of the respondents were split evenly between respondents who said that each one of them was given a task that their project manager would never check daily and those who said that each one of them was given a task that their project manager would seldom check daily. The remaining 15% constituted the percentage of respondent who reported that each one of them was given a task that their project manager would sometimes check daily.

**Statement 18: Work is distributed equally according to the job levels in the team**

The intention behind this statement was to find out from the respondents whether their work was distributed equally according to their job levels. Figure 5.25 below illustrated the responses of the respondents.

**Figure 5. 25: Work is distributed equally according to the job levels in the team**



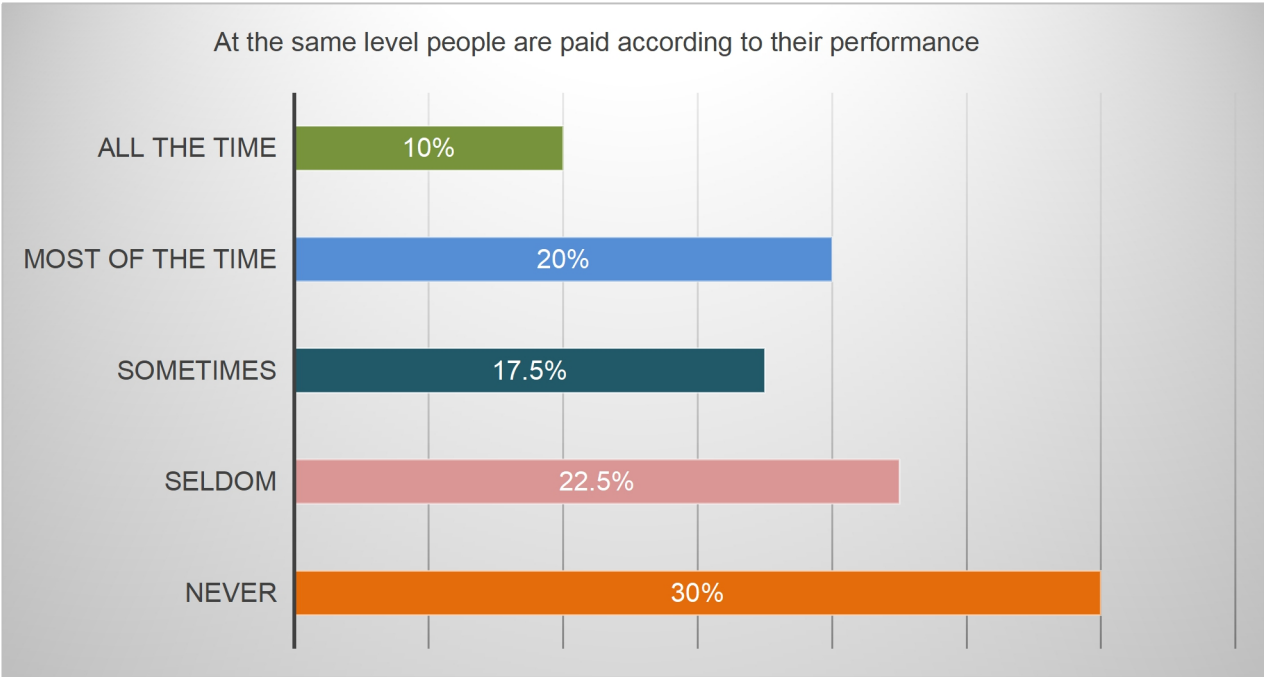
Source: Own Construction

The illustration above depicts how much the Work is distributed equally according to the job levels in the team. From a target sample of 140, the respondents selected the following: 2.5% said their Work was never distributed equally according to the job levels in the team, 7.5% selected seldom, 22.5% revealed that their work was sometimes distributed equally according to the job levels in the team, another 22.5% reported that their work was most the time distributed equally according to the job levels in the team, while the majority of the respondents with a percentage of 45% reported that their work was all the time distributed equally according to the job levels in the team.

**Statement 19: At the same level people are paid according to their performance**

This statement was intended to determine the extents to which subordinates are were paid according to their performance. The responses to this statement were illustrated Figure 5.26 below

**Figure5. 26: At the same level people are paid according to their performance**



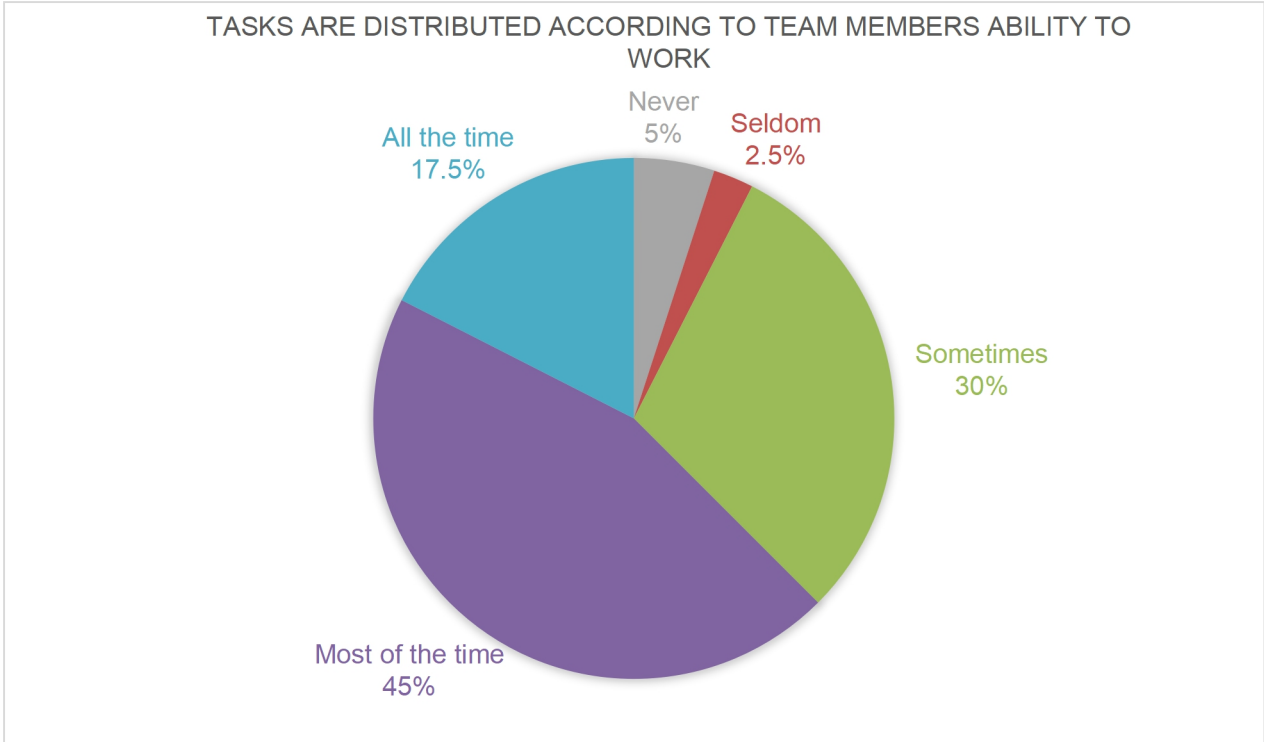
**Source: Own construction**

The diagram above shows the percentages from the target sample of 140 when asked to comment on the statement above. The majority of the respondents with a percentage of 30% answered by saying that at the same level people were never paid according to their performance; 22.5% revealed at the same level people were seldom paid according to their performance. 17.5% said people were sometimes paid according to their performance while the minority of the respondents with a percentage of 10% reported that at the same level people were all the time paid according to their performance. The remaining 20% indicated that at the same level people were most of the time paid according to their performance.

**Statement 20: Tasks are distributed according team member ability to work**

The intention behind this statement was to determine how and to which extent the tasks were distributed among team members. Figure 5.27 below illustrates the responses of the subordinates.

**Figure 5. 27: Tasks are distributed according team member ability to work**



**Source: Own Construction**

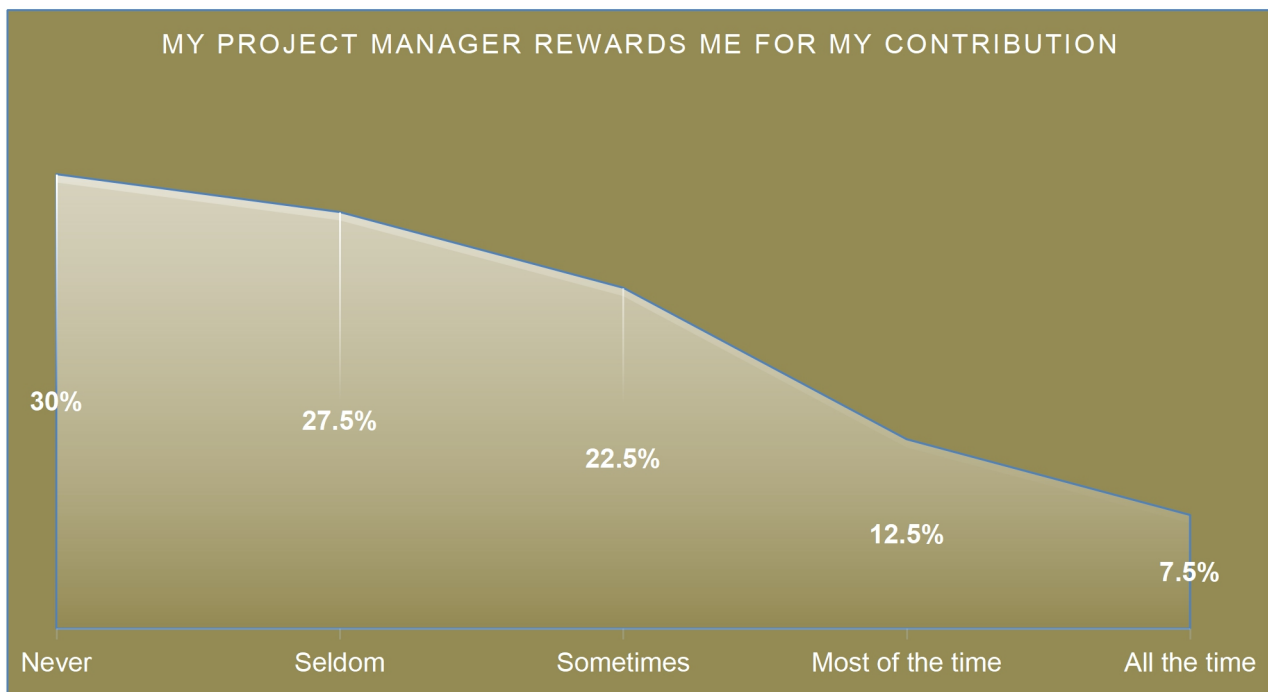
The pie chart above depicts the extent to which tasks were distributed according to team members' ability to work. From a target sample of 140, the respondents selected the following: 5% said their tasks were never distributed according to team members 'ability to work, 2.5% selected seldom, 30% revealed that their tasks were sometimes distributed according to team members ability to work, 17.5% selected all the time, while the majority of the respondents with a percentage of 45% said that their tasks were most of the time according to team members' ability to work.

### 5.5.5. Organization of activities and tasks

#### Statement 21: My project manager rewards me for my contribution

Incentives and rewards have benefits for both leaders and subordinates. When workers are recognized for their work, their performance and productivity increase. This statement was intended to determine whether the construction workers were rewarded for their contribution by their project managers. Figure 5.28 below presents results that confirm whether the project manager rewards the workers for their contribution.

Figure 5. 28: My project manager rewards me for my contribution



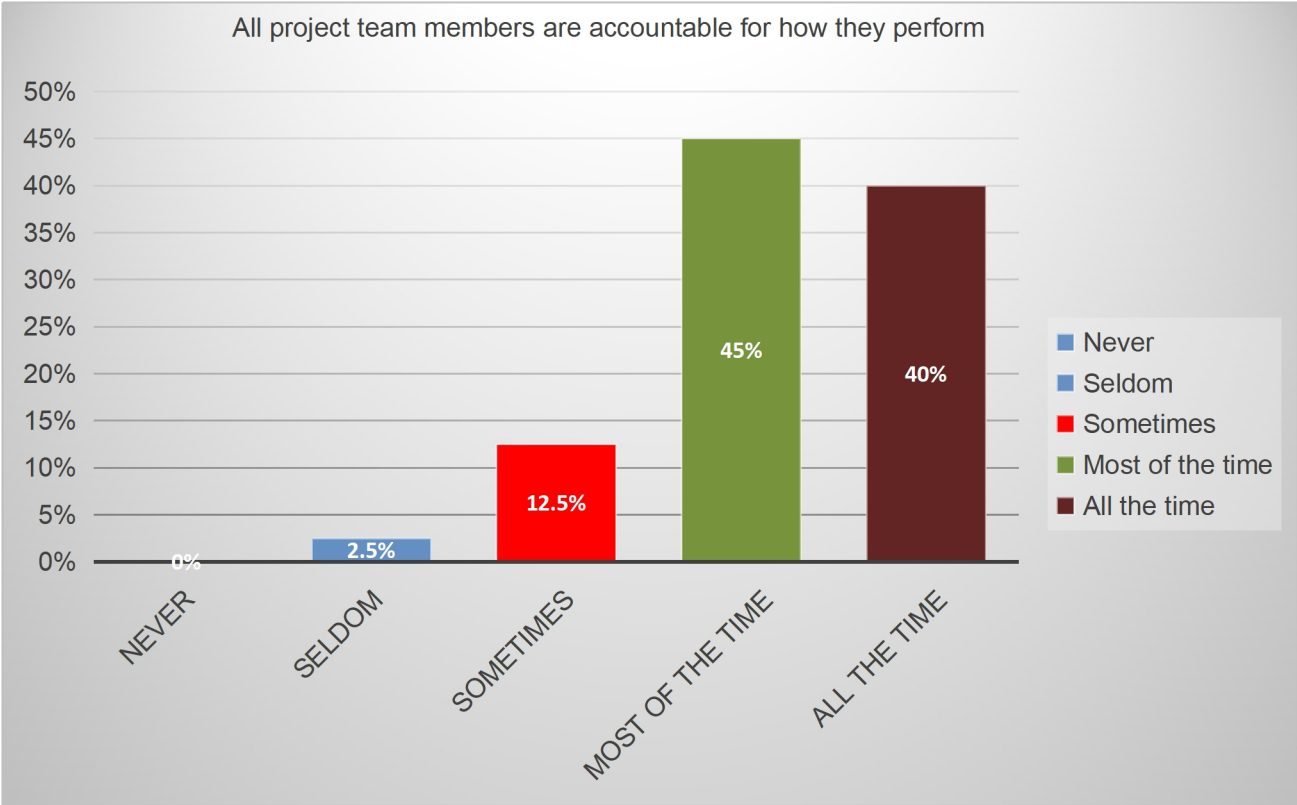
Source: Own construction

When asked if their project manager rewards them for their contribution, the illustration above showed the following percentage divisions from the total sample of 140: 7.5% said that they project manager all the time rewarded them for their contribution, 12.5% selected most of the time when responding to the above statement, 22.5% selected sometimes while 27.5% revealed that their project manager seldom rewarded them for their contribution. . The majority of the respondents with a percentage of 30% selected never disapproving that their project manager rewards them for their contribution.

**Statement 22: All project team members are accountable for how they perform**

Respondents were requested to indicate whether all of them were accountable for how they perform. The responses were illustrated in Figure5.29 below:

**Figure5. 29: All project team members are accountable for how they perform**



Source: Own Construction

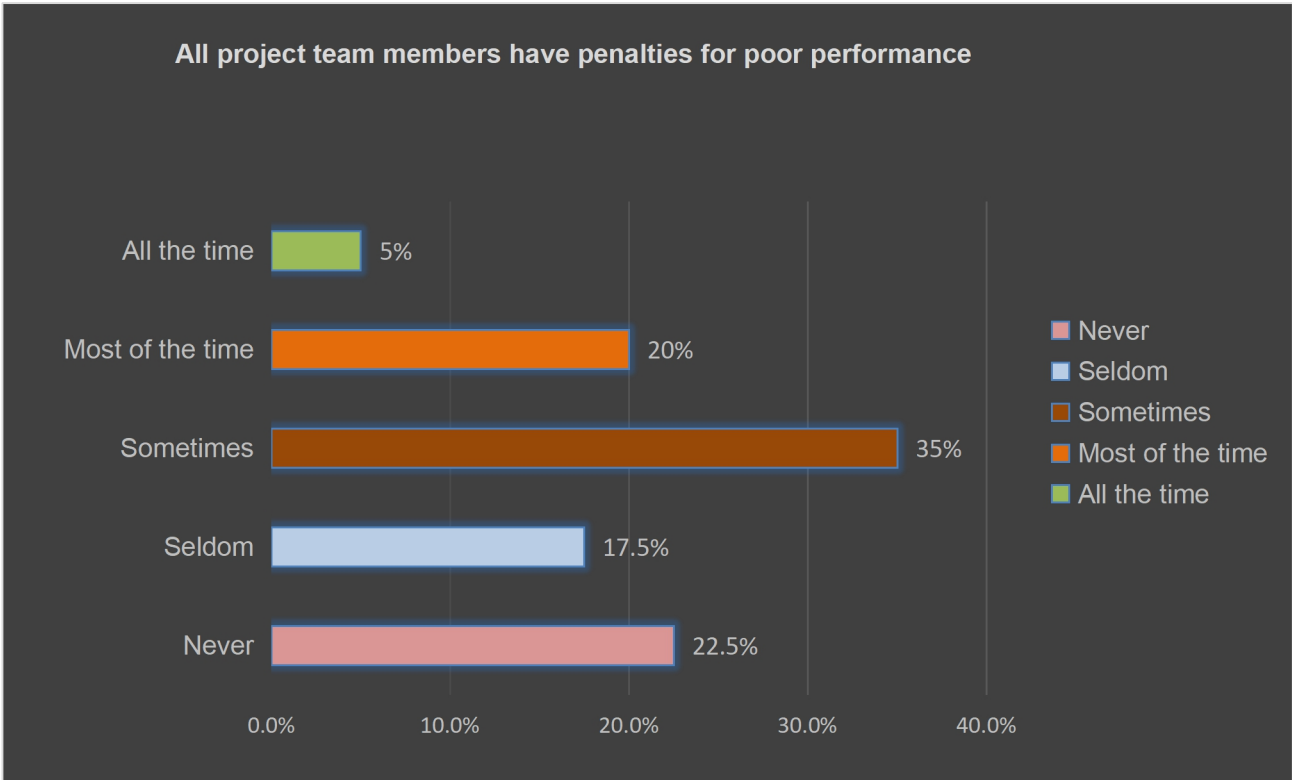


When looking at the chart above, it can be deduced that respondents who affirmed all project team members were most of the time accountable for how they perform, holds the highest percentage of 45%; second to this selection was respondents who selected all the time, with a percentage of 40%. The remainder 22.5% of the respondents said project team members were sometimes accountable for how they perform, 2.5% chose seldom while none of the respondents selected never.

**Statement 23: All project team members have penalties for poor performance**

This statement was intended to determine whether all project team members had penalties for their poor performance or not. Figure 5. 30 illustrates the responses obtained from the team members.

**Figure5. 30: All project team members have penalties for poor performance**



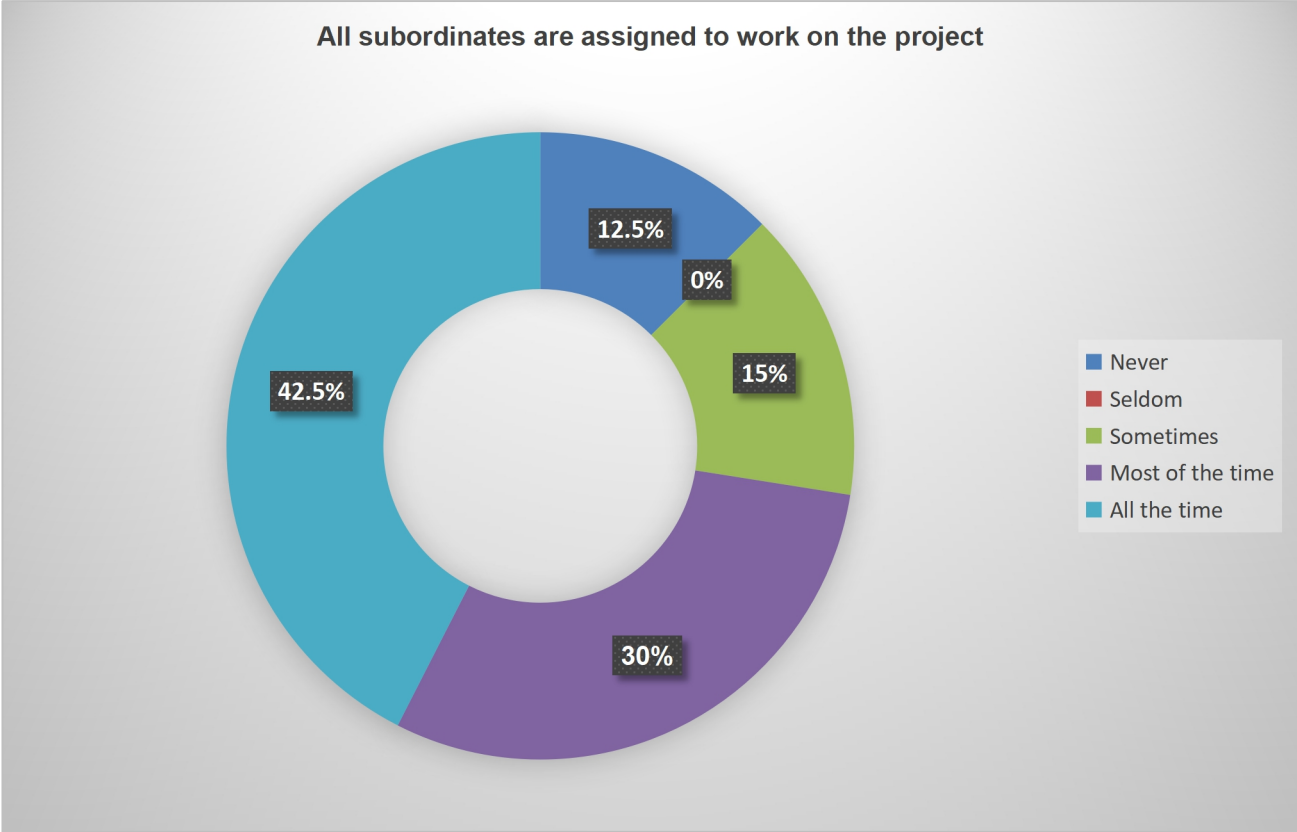
Source: Own construction

When asked if all team members had penalties because of their poor performance, the illustration above showed the following percentage divisions from the total sample of 140: the lowest percentage of respondents (5%) said they all the time had penalties for poor performance, 20% selected most of the time when answering the above statement, 17.5% selected seldom and 22.5% selected never, the majority of responses constituting to 35% affirmed that the team members sometimes had penalties or poor performance.

**Statement 24: All subordinates are assigned to work on the project**

The intention behind this question was to determine whether all the subordinates were assigned to work on projects at hand. The results were illustrated Figure 5. 31 below:

**Figure5. 31: All subordinates are assigned to work on the project**



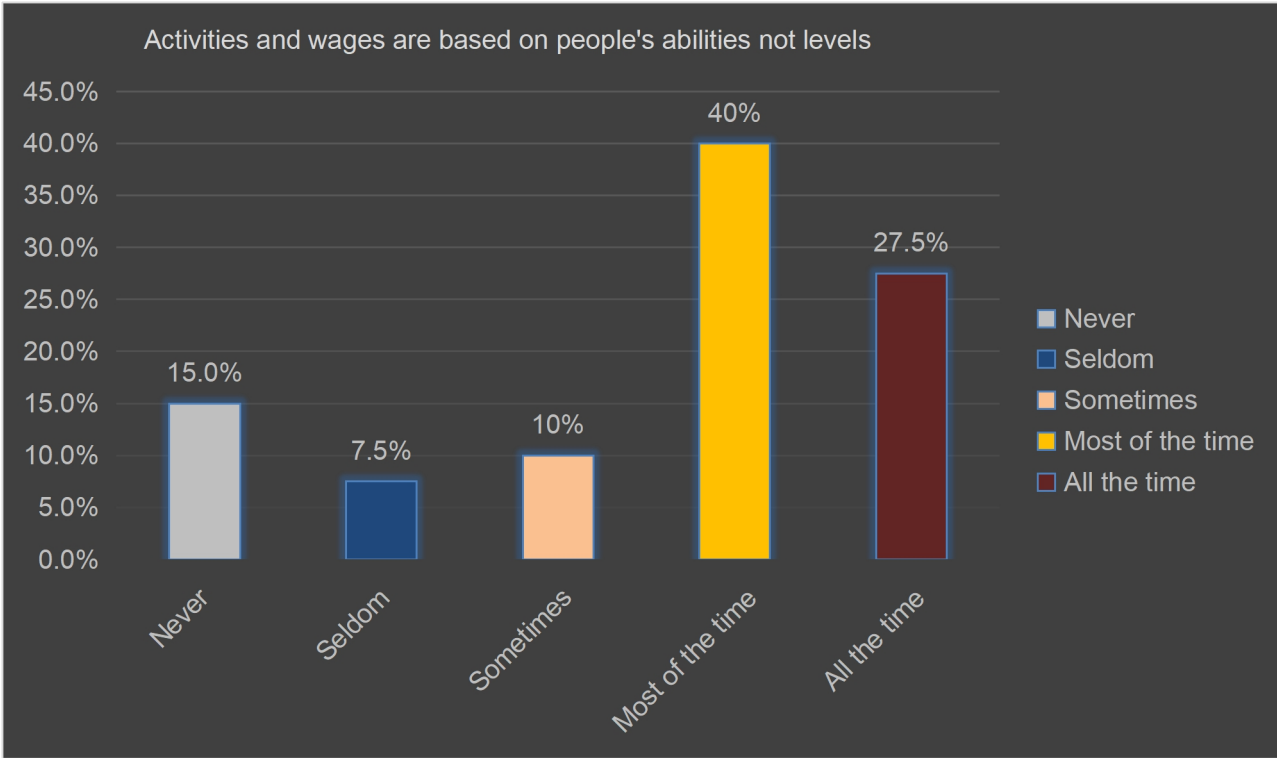
Source: Own construction

When asked if all subordinates were assigned to work on the project because they were all construction workers, the pie chart above showed the following percentage divisions from the total sample of 40: 15% said all subordinates were sometimes assigned to work on the project, 12.5% said all subordinates were never assigned on the project while none of the respondents indicated all subordinates were seldom assigned to work on the project. 30% of the respondents selected most of the time when answering the above the statement. The majority of responses came from respondents who affirmed that all of the subordinates were all the time assigned to work on the project with a percentage of 42.5%.

**Statement 25: Activities and wages are based on people’s abilities not levels**

In most industries, activities and wages are based on people’s levels and not abilities therefore this statement was intended to determine whether the opposite applies to construction industries. The responses were recorded Figure5. 32 below:

**Figure 5. 32: Activities and wages are based on people’s abilities not levels**



Source: Own construction

The illustration above depicts how much of the respondent's opinion about the allocation of their activities and wages. From a target sample of 140, the respondents selected the following: The majority of the respondents with a percentage of 40% revealed that their activities and wages were most of the time based on people abilities not on levels. 15 % of the respondents said their activities and wages were never based on people's abilities but not on levels, 10% selected sometimes, 27.5% affirmed their activities and wages were all the time based on based on people's abilities not on levels and the remaining 7.5% represent the subordinates who said that their activities and wages were seldom based on people abilities not on levels

## **5.6. SECTION C- Open Ended Questions**

This section summarises the responses obtained from the employees when asking the questions below. All participants answered the questionnaires without external assistance,

### **A. List four (4) things that impact negatively on the way you perform on projects**

The purpose of this question was identifying the factors that have a negative impact on team members' performance. The responses of the workers are listed below:

1. Unclear Instructions
2. Ineffective Communication
3. No feedback from the manager.
4. Low salary

### **B. What kind of behaviour do you expect from an effective project manager? List four (4) things that came to mind**

The purpose of this question was to highlight some of the most common behaviours that characterise an effective project manager. The responses of the workers are listed below:

1. Supportive
2. Open (communicating)
3. Understanding
4. Motivating

### **C. List five (5) things that you expect to get from your project manager/leader in order to improve or maintain your project performance?**

This question was intended to identify the different factors that stimulate project teams' performances. The responses of the workers are listed below:

1. Job Recognition
2. Feedback on how projects have been executed.
3. Clear project instructions
4. Assistance from project managers/leaders to develop the subordinates' skills
5. Salary increases.

**D. List three (3) things that you hate the most about your project manager's leadership style?**

When asking this question most the team members responded the following:

1. Micro managing the work
2. Favouring some workers and not others.
3. Controlling

## **5.7. CONCLUSION**

This chapter presented and discussed the results of this research study in a form diagrams. These results were obtained from the questionnaire that was properly designed by the researcher and personally administered to the respondents. The questionnaire that was used constituted three (3) sections namely biography; Likert scale; open ended section and was intended to achieve the objectives of this research and to answer the research questions. The results indicated that, there were a number of factors that impacted negatively on team members' performance. These factors were summarised as: unclear instructions from the project manager, ineffective communication between the project managers and the team members, No feedback on projects from the project manager and lastly low salary. The next chapter concludes this research with results and recommendations provided by the researcher based on the findings.

## **CHAPTER SIX**

### **DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **6.1. INTRODUCTION**

This research aimed to identify and determine the type of leadership style that will motivate subordinates in the construction industry. As mentioned in previous chapters, a questionnaire on leadership styles that are generally applied by project leaders/managers was conducted from which results were obtained. The objective of this chapter is to provide appropriate recommendations to the questionnaire's results at hand.

In other words, this chapter more importantly seeks to find recommendations that can be applied to the use of leadership styles that are suitable to motivate subordinates to highly perform and to suggest the best leadership styles that may have significant positive impact on followers

#### **6.2. FINDINGS AND RECOMMENDATIONS**

##### **6.2.1. SECTION A: Biography**

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

**Response:** from this question, the results indicated that 22.5% of the subordinates were casual general workers, 37.5% were contract general workers and 40% were permanent general workers.

**Recommendations:** Most of the subordinate were permanent general workers, organisations need to outsource more workers when conducting project as it will bring together different set of skills and competencies which will make the project run smoothly.

**Question 2: How long have you been involved in projects?**

The data analysis has shown that the majority of the respondents with a percentage of 55% were involved in projects for less than 6years. 17.5% of the respondents were involved in projects for 7 to 10 years while 15% of them were involved in projects for 12 to 16 years and the minority of the respondents with a percentage of 12.5% were involved in project for 17 years or more comes to performing efficiently and effectively.

**Recommendations:** As the results revealed, 55% of the workers had less years of experience in the construction industry. In this case, subordinates may suffer of inexperience and incompetency when it comes to working on complex project .Leaders need to create a balance when hiring workers based on their years of experience.

**Question 3: In which range of age do you fall under?**

The results revealed that 27.5% of respondents fell under the range of 20-27 years, 30% fell under the range of 28-32years, and 27.5% under the range of 33-34years. From the target sample, 15% were between the age of 43 years or more.

**Recommendations:** management should keep hiring more young workers and less old ones in orders to increase efficiency and to obtain better performance as young workers are still energetic.

**Question 4: How regularly do you get instructions from the project manager?**

65% of the subordinates revealed that they get instructions from their project manager more regularly, 25% indicated that their project manager only gives them instructions at crucial times, the others 10% reported there was no stipulated time for them to get instructions from their project manager and 0% responded not regularly.

**Recommendations:** The involvement of project leaders/managers has a huge impact on the outcome of the project as followers tend to follow their instructions. In other words the success of a project depends on the instructions that are given to subordinates by superiors. Therefore as the results showed that 25% only get instructions from their project managers at crucial times and 10% of them get instructions from their project managers at no stipulated time, project managers should make sure that communications between them and their subordinates are established on a regular basis so that workers can clearly be aware on what should be done in order to improve their performances.

**Question 5: How often do get support from the project manager?**

The majority of the respondents, that is 42.5% reported that they frequently get support from their project manager, 37.5% said that they occasionally get support from their project manager and the other 20% indicated that their project manager give them support all the time

**Recommendations:** Subordinates tend to work more effectively and efficiently when they feel motivated and supported by their leaders. Without motivation and support, the work performance can be seriously affected. Therefore in order to not decrease subordinates' performances, leader need to show support to their team by empowering, inspiring them, acknowledging their value and motivating them to achieve.

**Question 6: Which kind of behaviour a leader must flaunt in order to improve performances of the subordinates?**

20% of the respondents affirmed that a leader should be participative in order to improve the worker's performance, 45% said a leader should be supportive in order for them to highly perform. 35% of the respondents said a leader should be directive and none of them thus 0% said a leader should be laissez-faire.

**Recommendation:** As the majority of the respondents indicated that a leader should be participative, therefore as recommended in question 5, leaders need to be supportive

**Question 7: An effective leader should be?**

The results revealed that 22% of the respondents affirmed that an effective leader should be motivating, 7.5% indicated that an effective leader should be influencing, only 5% of the respondents said an effective leader should be inspiring while the majority thus 65% said an effective leader should be at the same time inspiring, motivating and influencing



**Recommendations:** effective leaders should be indeed at the same time inspiring, motivating and influencing as it will trigger the subordinates to follow their lead, to feel the need of performing effectively and efficiently, on top of that the subordinates will perceive their leaders as their role model.

### 6.2.2. SECTION B: Likert Scale

#### **Statement 1: Projects are presented to the manager with clear direction**

The majority of the respondents that is 50% reported that projects are all the time presented to the manager with clear direction and none of the respondents said that project are never presented to the manager with clear directions.

**Recommendations:** projects should always be presented to the manager with clear direction because the input of a project determines its output. In other words, when a project is not presented with clear direction, workers basically do not know what to do thus are unable to meet their daily target and to reach the desired performance.

#### **Statement 2: All project team members work on complex projects**

**Response:** The results revealed that out of 40 respondents, 50% reported that all team members work on complex projects all the time , 20% of the respondents revealed that all team members work on complex projects most of the time while 15% said sometimes and 2.5% said that all team members never work on complex projects . The remaining respondents (12.5%) selected seldom regarding the above comment.

**Recommendations:** Team members should work on specific types of projects whether complex or simple based on their level of experience, their skills and their ability to perform. Workers, who are assigned to work on complex projects for the first time, should be at least taken into training and then evaluated before working on these kinds of projects.

### **Statement 3: Projects are to be completed within the stipulated time**

**Response:** Over 63% of respondents which is the majority reported that projects are all the time to be completed within the stipulated time and only 7% of the respondents revealed that projects are sometimes to be completed within the stipulated time.

**Recommendations:** a properly managed project will rarely miss its completion date. Projects estimated due dates are set out by project leaders and these due dates are communicated to workers. In order for the workers to complete those projects within the stipulated time, managers should always clearly define the tasks that subordinates are expected to perform and emphasize on the consequences that they may face if the project is not completed at the stipulated time. Those consequences could be that they may get fired, or they may not get paid on time etc.

### **Statement 4: Projects completion time indicates project team efficiency**

The majority of the respondents reported that projects completion time indicates the efficiency of the team most of the time, 40% of them said all the time, The minority of the team (5%) reported that projects completion time seldom indicates the efficiency of the team .While none of the respondents selected the option never, 7.5% revealed that projects completion time sometimes indicates the efficiency of the team.

**Recommendations:** Project teams should always be efficient with their time when it comes to completing projects. In order to improve project team efficiency or to make projects completion time indicate project team efficiency, leaders should communicate any team blockers that might prevent the work from getting started, reward team behaviour, clarify expectations and set specific dates for the completion of those projects

### **Statement 5: The triple constraints are not used as a measure for success**

The results revealed that 42.5% of the respondents reported that the triple constraints are sometimes not used as a measure for success, 30% revealed that they are seldom not used as a

measure for success, 10% reported that the triple constraints are most of the time not used as a measure for success while the other 10% of the respondents revealed that the triple constraints are never used as a measure for success and the minority of the respondents (7.5%) reported that the triple constraints are all the time not used as a measure for success

**Recommendations:** The majority of the respondents reported that the triple constraints are sometimes not used as a measure for success which can affect the outcome of the project. Leaders should make sure the triple constraints (Scope, time and budget) are used at all times when conducting a project as the success of a project is impacted by its budget, deadline and features.

#### **Statement 6: My project manager contributes to positive performance**

The results revealed that the majority of the respondents that is 37.5% reported that their project manager sometimes contributes positively to their performance and only 7.5% stated that their project manager never contributed to their positive performance.

**Recommendations:** Expressing positive expectations about team members' abilities is a good method to increase team performance. Project managers should always ensure that team members are rewarded and recognized appropriately based on work performance.

#### **Statement 7: I have an inspiring and motivating project manager**

The results revealed that only 5% of the respondents indicated that they never had an inspiring and motivating project manager. None of the respondents answered by saying that they seldom had an inspiring and motivating project manager. 30% of the respondents said they sometimes had an inspiring and motivating project manager while 20% said they all the time had an inspiring and motivating project manager and the majority of the respondents with a percentage 45% revealed that they most of the time had an inspiring and motivating project manager.

**Recommendations:** Inspiring and motivating are part of the criteria of an effective leader. Project managers/leaders should always find a way to inspire and motivate their subordinates as it will incite workers to follow their instructions and increase their performance and productivity.

### **Statement 8: My project manager always praise me for good performance**

The data analysis showed that 40% of the respondents reported that their project managers sometimes praise them for good performance while 7.5% affirmed that their project manager never praise them for good performance. 20% of the respondents said their project manager praise them for good performance most of the time while 27.5% selected all the time and the remaining 5% said that their project manager seldom praise them for good performance.

**Recommendations:** As stated in the data analysis, the majority of the respondents reported that their project managers sometimes praise them for good performance. Workers feel more motivated to perform their duties when they feel acknowledged and recognized for what they do. Therefore, project managers should always praise team members for their performance as it impacts the behaviour of the team and determine the outcome of the project.

### **Statement 9: The project manager assigns responsibilities to individuals**

The majority of the respondent (60%) revealed that their project managers assign responsibilities to individuals all the time. 20% of the respondents reported that their project managers most of the time assign responsibilities to individuals and the remaining 20% of the respondents affirmed that respondents their project manager sometimes assigns responsibilities to individuals.

**Recommendations:** Responsibilities should be assigned to individuals based on their abilities to perform the required task and based on their level of experience.

### **Statement 10: My project manager avoids pre-judging people**

The results revealed that most respondents reported that their project manager avoids pre-judging people all the time, holding the highest percentage of 27.5% and 27.5% of the population selected most of the time. The lowest percentage of 7.5% came from respondent who affirmed that their project manager seldom avoids pre-judging people. The selections from the remaining respondents included: 15% said their project manager never avoids pre-judging people and 22.5% their project manager sometimes avoids pre-judging people

**Recommendations:** the majority of respondents affirmed that their project manager avoids pre-judging people. Prejudging people especially team members can have a negative impact on the way they perform as it will demotivate and demoralize them. Therefore, project managers should make sure that every time they communicate with their team members they should avoid being judgemental.

**Statement 11: My project manager allows for my professional development**

The majority of the respondents that is 30% reported that their projects manager allows for their professional development most of the time while the minority of the respondents: 10% revealed that their project manager never allows for their professional development. 25% said their project managers sometimes allows for their professional development while 22.5% revealed that their project managers allows for their professional development all the time. The remaining percentage (12.5%) represents the percentage of respondents who affirmed that their project manager seldom allows for their professional development.

**Recommendation:** Empowerment is one the most important element that stimulates employees to perform well in the organisation. Project managers should allow for their subordinates' professional development by encouraging them to set goals and objectives that they will need to accomplish in order to support their continuous improvement and professional development. And also by identifying the necessary skills and resources to support the team members goals as well as the organisation needs.

**Statement 12: My manager does not worry about my professional development**

The results revealed that the majority of the respondents with a percentage 30% reported that their manager sometimes did not worry about their professional development .27.5 % of the respondents revealed that their manager did not worry about their professional development. The minority of the respondents with a percentage of 5% said that their manager all the time did not worry about their professional development while 12.5% reported that their manager most of the time did not worry about their professional development. The remaining 25% represents the subordinates who revealed that their manager never worried about their professional development.

**Recommendations:** Managers need to worry about their subordinates' personal development as it will make workers feel value in the organisation, therefore workers will have a positive attitude towards their work.

**Statement 13: My project manager micro-manages my work to avoid mistakes**

When answering the above statement the majority of the respondent: 37.5% revealed that their project manager seldom micro-manages their work to avoid mistakes. 50% of the responses was shared between the subordinates who affirmed that project manager micro-manages their work most of the time and those who said that their project manager never micro-manages their work to avoid mistakes, 15% affirmed that their project manager indeed micro-manages their work all the time to avoid mistakes, while the remaining 22.5% reported their project manager sometimes micro-manages to avoid mistakes that selected sometimes.

**Recommendations:** Good Leaders are the one that give direction to their subordinates .Workers obtain a certain set of instructions from their leaders that allow them to perform well in the accordance of the instruction that is given to them. Once the instructions have been given, leaders need to encourage subordinates to make decision by themselves for the tasks that need to be performed by following the clear instruction of management for a better direction.

**Statement 14: My project manager says personal development is my business**

The results revealed that the majority of the respondents: 37.5% reported that their project manager never says personal development is their business. 10% said their project manager says personal development is their business at all time, 7.5% selected most of the time ,22.5% affirmed that their project manager sometimes says personal development is their business, another 22.5% selected seldom.

**Recommendations:** Assisting workers in personal development is about assisting them on the road of self-actualisation. Leaders need to help team members to develop outside of work as it will not only help them to be more fulfilled in their personal lives but it will also make them more productive and successful in their current tasks.

### **Statement 15: My manager does not believe in people developing their skills**

When answering the above statement, the majority of the respondents with percentage of 55% indicated that their manager never believed in people developing their skills while the minority of them with a percentage of 5% reported that their manager most of the time did not believe in people developing their skills. A total of 25% was equally shared between the respondents who revealed that their manager sometimes did not believe in people developing their skills and those who said that their manager most of the time did not believe in people developing their skills. The remaining 15% constituted the respondent who revealed that their manager did not believe in people developing their skills.

**Recommendations:** Having a manager who does not believe in people developing their skills can have a huge negative impact on the workers personal development. Leaders need to understand personal development in order to create an atmosphere that will allow workers to develop their skills.

### **Statement 16: The manager personally distributes responsibilities and tasks**

Based on the results, the data analysis revealed that the majority of respondent:47.5% reported that their project managers personally distributes responsibilities and tasks all the time ,and the minority of respondents that is 2.5% affirmed that their project manager never personally distributes responsibilities and tasks.

**Recommendations:** tasks and responsibilities need to be distributed based on the workers competency and ability to perform. Leaders should always personally distributes responsibilities and tasks to subordinates because they know each subordinates strengths and weaknesses in other words they know what each team member is capable of delivering.

### **Statement 17: Each one is given a task that the managers will check on daily**

The majority of the respondents with a total percentage of 37.5% revealed that each one of them was given a task that their project manager would most of the time check daily; followed by 32.5% which represent the percentage of respondents who affirmed that would all the time check daily the tasks given all the time when answering the above statement. 15% of the respondents

were split evenly between respondents who said that each one of them was given a task that their project manager would never check daily and those who said that each one of them was given a task that their project manager would seldom check daily. The remaining 15% represented the respondents who said that each one of them was given a task that their manager would sometimes check daily.

**Recommendations:** Managers are people who set out the task for employees and guide them in the right direction. When given out a task to subordinates, leaders should always spare some time to check if the workers are doing what they are intended to do as it will prevent any missing deadlines and it will ensure that the outcome of the project will not be impacted negatively.

**Statement 18: Work is distributed equally according to the job levels in the team**

A total of 45% of respondents reported that the work was all the time distributed equally according to the job levels in the team. 2.5% of the respondents that said their work were never distributed equally according to the job levels in the team while 7.5% of the respondents said that their work was seldom distributed equally according to the job levels in the team. The remaining percentage of 45% was split between workers who revealed that their work was sometimes distributed equally according to the job level in the team and those who said that their work was most of the time distributed equally according to the job level in the team.

**Recommendations:** Work should all the time be distributed according to the team members' specific function, position and strengths. Leaders need to create a culture that will make team members to value productivity over the hours worked by openly praising strong performance.

**Statement 19: At the same level people are paid according to their performance**

Based on the results, the data analysis revealed that :The majority of the respondents with a percentage of 30% answered by saying that at the same level people were never paid according to their performance; 22.5% revealed at the same level people were seldom paid according to their performance.17.5% said people were sometimes paid according to their performance while the minority of the respondents with a percentage of 10% reported that at the same level people were all the time paid according to their performance. The remaining 20% indicated that at the same level people were most of the time paid according to their performance.



**Recommendation:** Managers in the construction industry need to recognise workers' performances and efforts by rewarding them with gift, bonuses and other kinds of fringe benefits as they will be satisfied and probably have a positive attitude towards their work.

**Statement 20: Tasks are distributed according team member ability to work**

The data analysis revealed that: 5% of the respondents said their tasks were never distributed according to team members 'ability to work, 2.5% selected seldom, 30% revealed that their tasks were sometimes distributed according to team members ability to work, 17.5% selected all the time, while the majority of the respondents with a percentage of 45% said that their tasks were most of the time according to team members' ability to work

**Recommendations:** In construction projects, they are different tasks that involve carrying heavy or lifting heavy objects. Leaders need to take into consideration these factors and each worker will be able to perform these activities before distributing tasks to workers as it will prevent any unexpected issue to occur during the course of the project.

**Statement 21: My project manager rewards me for my contribution**

The results revealed that the majority of the respondents: 30% reported that their project manager never rewards them for their contribution while the minority of the respondents that 7.5% said that they project manager all the time reward them for their contribution. 12.5% selected most of the time when responding to the above statement, 22.5% selected sometimes while 27.5% affirmed that their project manager seldom rewards them for their contribution.

**Recommendations:** As the results revealed, the majority of the respondents reported that their project managers never rewards them for their contribution. Rewarding workers has a great impact in in the subordinates performance and productivity. Project managers should reward their subordinates with raises, bonuses gifts etc. and by acknowledging their work and effort as it will motivate them to increase their performance.

**Statement 22: All project team members are accountable for how they perform**

The majority of subordinates with a percentage of 45% revealed that they were most of the time accountable for how they perform. 40% of the respondents affirmed that they were all the time

accountable for how they perform while 22.5% of the respondents said project team members were sometimes accountable for how they perform and only 2.5% reported that project team members were seldom accountable for how they perform.

**Recommendations:** The executive management have to keep a record of all the actions and decisions made by employees for a good justification. Workers need to acknowledge how they perform whether good or bad, by doing so they will find room for improvement in the way they perform. `

**Statement 23: All project team members have penalties for poor performance**

The results revealed that the minority of respondents: 5% reported that they all the time have penalties for poor performance, while the majority of them that is 35% affirmed that the team members sometimes have penalties or poor performance.

**Recommendations:** Poor performance affects the end result of the project. Leaders should figure out which is the cause of the performance problem and address it accordingly.

**Statement 24: All subordinates are assigned to work on the project**

. 42.5% of respondents revealed that all o subordinates were all the time assigned to work on the project, 30% of the respondents reported that all subordinates were most of the time to work on the project. A total percentage of 27.5% represent the subordinates who reported that all subordinates were sometimes assigned to work on the project with a percentage of 15% and those who said that all subordinates were never assigned on the project with a percentage of 12.5%.

**Recommendations:** Leaders should make sure that all subordinates are competent enough to work on the project given before assigning them to work on any projects. Workers need to be flexible and competent to perform well on the different tasks that the project will comprise.

### **Statement 25: Activities and wages are based on people's abilities not levels**

The majority of the respondents with a percentage of 40% revealed that their activities and wages were most of the time based on people abilities not on levels while 27.5% of the respondents affirmed their activities and wages were all the time based on based on people's abilities not on levels. 15 % of the respondents said their activities and wages were never based on people's abilities but on levels, 10% selected sometimes, and the remaining 7.5% represent the subordinates who said that their activities and wages were seldom based on people abilities not on levels

**Recommendations:** Managers should conduct a job analysis before determining each worker's wages and assigning tasks by observing employees, conducting surveys or interviewing employees doing the job or by using a combination of these methods. As it will allow managers to have a clear understanding of the employees' activities and responsibilities.

### **6.2.3. SECTION C: OPEN ENDED QUESTIONS**

In this the researcher summarised the responses obtained from the subordinates when asking the questions below and gave recommendations for each responses

#### **A. List four (4) things that impact negatively on the way you perform on projects**

1. Unclear Instructions
2. Ineffective Communication
3. No feedback from the manager.
4. Low salary

**Recommendations:** Based on the responses given by the team workers, project managers/ leaders should:

- Set instructions that are clear, concise and understandable to all workers when conducting a project as it will the team members to perform their tasks efficiently and effectively.

- Make sure that the communication between them and subordinates is well established and that the vision of the project is well communicated to all workers for a better performance of the task.
- Give feedback to workers on tasks that they performed whether good or bad, as it will allow the workers to know if they are performing well or if there is a room for improvement with regards to the way they perform.
- Set salaries based on the workers skills, competencies, experience and abilities to work on construction projects

**B. What kind of behaviour do you expect from an effective project manager? List four (4) things that came to mind**

1. Supportive
2. Open (communicating)
3. Understanding
4. Motivating

**Recommendations:** Project managers should indeed be supportive, motivating, understanding as well as good communicators as it will make workers to feel good in their workplace and their performance and productivity will increase.

**C. List five (5) things that you expect to get from your project manager/leader in order to improve or maintain your project performance?**

1. Job Recognition
2. Feedback on how projects have been executed.
3. Clear project instructions
4. Assistance from project managers/leaders to develop the subordinates' skills
5. Salary increases.

**Recommendations:** Based on the responses given by the employees, projects managers should recognise and praise the construction workers for their work for performance as they will be satisfied and motivated to perform better . Project managers should also assist workers in developing their skills, by doing so workers will feel empowered and will be able to make decisions by themselves. The recommendations to point 2, 3 and 5 were emphasised in question

**D. List three (3) things that you hate the most about your project manager's leadership style?**

The responses to this question can be summarised as: Workers did not like the fact that their project managers micro-managed their work most of the time, furthermore have the tendency to favour some workers and not others and to be controlling.

**Recommendations:** It is recommended that project managers give the same privilege and treatment to all workers to avoid any conflict and allow workers to do their workers without checking what they do at all times, by doing so workers will feel trusted by their project managers and not stressed.

**6.2.4. FINDINGS SPECIFIC TO THE RESEARCH OBJECTIVES**

Based on the main objective of this study which was to identify leadership style(s) that are appropriate to stimulate project teams' performance, it was found that construction workers expect their project managers/leaders to be inspiring, supportive and motivating, to praise and recognise them for their job performance and to assist them in developing their skills in order to improve their performance. All of these criteria basically describe the authoritative and coaching leadership style. As mentioned in the literature review, the authoritative leadership style is a type of leadership style where leaders act as motivators and inspire subordinates in order to accomplish a common vision. In this case team members are expected to perform their tasks with the necessary support of their project managers/leaders to achieve the intended objective. On the other hand, with a coaching leadership style, leaders focus on helping team members to become the best they can be and to highly perform on their tasks. This style basically meets the expectation of the construction workers when it comes to developing their skills.

Based on these findings it can be concluded that authoritative and coaching leadership style are leadership styles that appropriate to stimulate project teams performance.

The secondary objective of this research was to help project managers to identify what type of behaviour they should display towards subordinates. Based on that, it was found that workers expect the project managers to be directive, supportive, understanding, motivating and good communicators. Therefore, in order to stimulate project teams' performances, it is recommended that project managers should be:

- Supportive toward their subordinates

- Directive by setting clear instructions as the success of performing a task depends on knowing what to do.
- Good communicators as good communication between leaders and subordinates create a good relationship and understanding.
- Acting as motivators as it will incite the workers to highly perform.

### **6.2.5. LIMITATIONS OF THE STUDY**

The study was limited to:

- The data gathering method was limited to the completion of the questionnaires distributed to the participants.
- The researcher had to obtain an ethics certificate before starting with the data collection and that process took at least a month.
- Only employees working under the leadership of the project manager/leader in various construction sites were allowed to participate to the survey.
- The study was conducted in Cape Town South Africa precisely in the construction industry. It would therefore be difficult to use the results from this study in a more general approach in the global industry

### **6.3. RECOMMENDATIONS FOR FURTHER STUDIES**

Based on the findings of this research and the limitations, some areas are recommended for further studies. The study was only focused on construction industries in Cape Town. Future studies need to expand to other construction industries located in other cities within South Africa to investigate on the role of leadership style(s) on team performance.

### **6.4. CONCLUSION**

This research was set forth to identify the type of leadership style(s) appropriate to motivate project-teams' performance at selected a construction sites in Cape Town. The study has revealed the leadership styles that stimulate subordinates to perform well and also the type of

behaviours that leaders should show towards their subordinates to improve or maintain their performances. Good communication practices are at the heart of every successful business. Leaders in the organisation need to be good communicators to their employees meaning they need to have the ability to convey a message to others by using different medium in the way that employees will be able to understand and respond to the message in the right way.

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## APPENDICES

### APPENDIX A: QUESTIONNAIRE

#### The role of leadership styles on team performance at a selected construction site in Cape Town.

This research is for academic purposes only, and all data gathered here is confidential and will not be given / shared with any authority. Please do not put your name or any sign that can identify you. You are free to withdraw from the survey at any stage if you are not comfortable.

#### SECTION A BIOGRAPHY

Please cross the appropriate boxes

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

Casual-general worker	Contract- general worker	Permanent- general worker
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**2. How long have been involved in projects?**

0-6years	7-11years	12-16years	17years -more
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**3. In which range of age do you fall under?**

20-27years	28-32years	33-43years	43years-more
------------	------------	------------	--------------

**4. How regularly do you get instructions from the project manager?**

Not regularly	More regularly	At crucial times	No stipulated times
---------------	----------------	------------------	---------------------

**5. How often do you get support from the project manager?**

All the time	Frequently	Occasionally	Other
--------------	------------	--------------	-------

If other please explain using the space below

.....  
**6. Which kind of behaviour a leader must flaunt in order to improve the performance of the subordinates?**

Directive	supportive	participative	Laissez-faire
-----------	------------	---------------	---------------

**7. An effective leader should be?**

Inspiring	Motivating	Influencing	All of the above
-----------	------------	-------------	------------------

Are there any things you may want to say in this section? Please list them in the spaces below

.....  
.....  
.....

**SECTION B :The Likert scale**

Please rank the following by crossing the most applicable. By using the scales 1 to 5.

NOTE: 1 = Never, 2 = seldom, 3 = sometimes, 4 = most of the time, and 5 = all the time

		N e v e r	S e l d o m	S o m e t i m e s	M o s t o f t h e t i m e	A l l t h e t i m e
	<b>Nature of projects</b>					
1	Projects are presented to the manager with clear direction	1	2	3	4	5
2	All project team members work on complex projects	1	2	3	4	5
3	Projects are to be completed within the stipulated time	1	2	3	4	5
4	Projects completion time indicates project team efficiency	1	2	3	4	5
5	The triple constraints are not used as a measure for success	1	2	3		5
	<b>Perception of leadership</b>	0	0	0	0	0
6	My project manager contributes to positive performance	1	2	3	4	5
7	I have an inspiring and motivating project manager	1	2	3	4	5
8	My project manager always praise me for good performance	1	2	3	4	5
9	The project manager assigns responsibilities to individuals	1	2	3	4	5
10	My project manager avoids pre-judging people	1	2	3	4	5
	<b>Personal development</b>	0	0	0	0	0
11	My project manager allows for my professional development	1	2	3	4	5
12	My manager does not worry about my professional development	1	2	3	4	5
13	My project manager micro-managers my work to avoid mistakes	1	2	3	4	5
14	My project managers says personal development is my business	1	2	3	4	5
15	My manager does not believe in people developing their skills	1	2	3	4	5
	<b>Distribution of workload</b>	0	0	0	0	0
16	The manager personally distributes responsibilities and tasks	1	2	3	4	5
17	Each one is given a task that the managers will check on daily	1	2	3	4	5
18	Work is distributed equally according to the job levels in the team	1	2	3	4	5
19	At the same level people are paid according to their performance	1	2	3	4	5
20	Tasks are distributed according team member ability to work					
	<b>Organization of activities and tasks</b>	0	0	0	0	0

21	My project manager rewards me for my contribution	1	2	3	4	5
22	All project team members are accountable for how they perform	1	2	3	4	5
23	All project team members have penalties for poor performance	1	2	3	4	5
24	All subordinates are assigned to work on the project	1	2	3	4	5
25	Activities and wages are based on people's abilities not levels	1	2	3	4	5

**SECTION C– OPEN ENDED QUESTIONS**

**Below, you are requested to state in point form, as you perceive and or understand issues pertaining to the requests I parts A, B, C and D.**

**A. List below 5 things that impact negatively on the way you perform on projects**

- 1.....
- 2.....
- 3.....
- 4.....

**B. What kind of behaviour do you expect from an effective project manager/leader? List 4 things that come to mind.**

- 1.....
- 2.....
- 3.....
- 4.....

**C. List 5 things that you expect to get from your project manager/leader in order to improve or maintain your project performance.**

- 1.....
- 2.....
- 3.....
- 4.....

**D. List 3 things that you hate the most about your project manager's leadership style**

1.....

2.....

3.....

**THANK YOU FOR PARTICIPATING**

## APPENDIX B:TURNITIN REPORT

# Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

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### THE ROLE OF LEADERSHIP STYLES ON TEAM PERFORMANCE AT SELECTED CONSTRUCTION SITES IN CAPE TOWN

By  
GWLADYS JOSYA KIBANGOU  
CHAPTER ONE

#### 1.1. INTRODUCTION

Organisations all over the world are profoundly anxious for searching, understanding and developing leadership, given the fact that leadership plays a crucial function when it comes to creating high performing teams (Northouse, 2010:3). Helmrich (2015:9) is of the opinion that leadership is all about guiding others into a trend that makes them feel endowed and skilled without having to use force. On the other hand, Lall and Zaidi (2008:374) define leadership as a process in which a person influences others to accomplish an objective and directs the organisation in a way that makes it more cohesive and coherent. Leadership varies in definition due to its complexity and diverse contexts ranging from business to politics and organisation. Most leadership leaders have discrepancies in their definition and none seem to share the same view about its actual meaning (Gwendler, 2017:1-158). He argued that leaders must personally the qualities desired; he noted that for a leader to be successful, one has to attain to the task at hand, the needs of the team and the needs of the individual. One thing among human is that there is always a leader otherwise the group cannot live to achieve its purpose. Good leaders are made not born, good leaders develop the course of a never-ending process of self-study, education, training and experience (Lall & Zaidi, 2008:374). Based on project management perspectives, good leaders are required to assign suitable significance to relationships, talk about their values, give appropriate importance to processes (Turner, 2006:16-19), and build the organisation to sustain future leaders (Ulrich & Smalwood, 2007:5). Iqbal, Anwar and Haider (2015:1-6) assert that a leader must be a good diagnostician and adopt styles to meet the demands of the situation in which they operate. This research seeks to evaluate the role of leadership styles on team's performances at selected construction sites in Cape Town. Given the importance of the construction sector in job creation, and considering their under performance it was vital that the researcher also identify the impact of leadership styles on project-teams performance.

# THE ROLE OF LEADERSHIP STYLES ON TEAM PERFORMANCE AT SELECTED CONSTRUCTION SITES IN CAPE TOWN

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## ORIGINALITY REPORT

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**APPENDIX B:**

**GRAMMARIAN CERTIFICATE**

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**22<sup>nd</sup> April 2020**

**TO WHOM IT MAY CONCERN**

This certificate serves to confirm that I edited the language / grammar for the student **Gwladys Josya Kibangou** [Student No; 212068989] of the Cape Peninsula University of Technology, M. Tec; Business Administration in Project Management. The title of the dissertation is; **The role of leadership styles on team performance at selected construction sites in Cape Town.**

Recommendations for corrections were made and the student duly corrected as per the language editor's recommendations. I am satisfied with the corrections made and hereby award a language / grammarian certificate.

**Sincerely yours,**



**Yonela Mabhuro**

**M. A. Linguistics**