Cape Peninsula
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THE EFFECT OF LEADERSHIP STYLE ON UNSKILLED LABOUR MOTIVATION
AT A SELECTED CONSTRUCTION COMPANY IN CAPE TOWN

by

SERGIO MITCHLY LAPPERTS

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Supervisor: Dr. Larry Jowah

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DECLARATION

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

15 June 2021

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Signed   Date

ABSTRACT

Studies on leadership and its effectiveness seem to express much emphasis on the leaders themselves as needing training. Literature is equally awash with studies on motivation theories, and generally considered as a one-size-fits all approach. It is also well documented in the literature that leader behaviour and style is contingent to the environment, the organisational culture and the people concerned. The task to be performed also impacts on the leader behaviour specific to the tasks and the people performing the tasks given the expectations from the leader. The high failure rate of construction projects, which are themselves managed by qualified engineers in the construction industry, was of concern in the research. The focus however was on the nature of hard-skills leaders working with and managing of unskilled labour force that may need micro-management. The population of study was the unskilled construction labour and how they are impacted on by the leadership styles of managers with hard skills. The population was randomly sampled at the sites where the research was conducted, and data collection was through direct administration of the research tool. The difference in the expectations, based on the gap of the hard skills concerned and the expectations of the labour force in the execution of the project was under examination. The hard-skills professionals are expected to focus on knowledge of task execution when the unskilled need constant direction and transactional leadership. The objective for the study was to identify the leader behaviour and the perception of the subordinates to these leader behaviour patterns. A mixed research methodology was used. The findings clearly identify that hard skills are essential for managing and executing construction projects, while soft skills significantly help leaders achieve task execution results timely. The study confirms that the effectiveness of the project team depends on the contingency of the project leadership style.

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In the words of the legendary late Nelson Rolihlahla Mandela: "Education is the most powerful weapon which you can use to change the world."

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CHAPTER 1
INTRODUCTION

1.1   Introduction

A project is a complex process consisting of a pre-project period to ensure successful planning and a post-project period to sustain productive incorporation into the primary business Yu and Shen (2015:72-89). Each project consists of different characteristics which need to be considered, e.g. stakeholders, the type of task, environment and risks. The project size, complexity and uniqueness vary from project to project. Thus, the criterion to measure project success varies for each project and therefore it makes it impossible to comprehensively establish fixed factors that determine the outcomes of a project to be successful. The PMBOK guide put emphasis on hard skills by highlighting the importance to document, assess and monitor the project for the duration of its lifespan (Besner & Hobbs, 2012:24-46). Carvalho (2014:36-64) points out the importance of soft skills in project management; communication skills and the management of stakeholders. The expertise of a project manager in areas which significantly contribute to positive project outcomes is a critical factor in project performance.

In agreement with Gurry (2016:68-71) poor project management on the other hand can become costly, as money is used up that could well have been spend on other projects or rather on improving the well-being of the population. There are various styles of leadership, and the leadership styles should be defined in order for a project manager to achieve and retain positive outcomes in subordinates and align the objectives or goals of the project (Arbaiza, 2016:434-444). The impact of the exclusive use of hard skills on the performance of unskilled labour at construction projects can sometimes become challenging, but with the proper management skills it can be done effectively. In this research proposal the effect of leadership style on unskilled labour motivation at a selected construction company in Cape Town, was explored.

1.2   Background to study

The Project Management Institute (PMI) (2013:1-589) considers a project to be a transient collective undertaking offering a particular good, service or result. It consists of planning, coordinating, and monitoring many complicated variables and their interrelations while running a large project. Constant control of these variables in project management (PM), when all of them are of equal significance is a demanding activity. A considerable amount of work has been conducted to investigate critical success factors (CFS). Without a shared understanding

of the CSF of a project, efficient management and monitoring of project output is virtually impossible. Yu and Kwon (2011:889-899) postulate that it is crucial for project managers to provide a simple and observable structure for assessing the main outcomes of a project to evaluate suitable and essential performance criteria.

Table 1.1: Differences between project success and project management success

Project success	Project management success
The assessment of the overall objectives of the project.	Assessment of the traditional measure of performance against cost, time and quality.
Deals with the concerns for efficiency and effectiveness, either internally or externally, and short-term or long-term.	Accounts only for the internal (project team) success.
Second-order control.	Delivering project success is more difficult than delivering project management success. Involves first-order control.
Dimensions of project success – budget performance, client satisfaction, functionality, contractor satisfaction and project manager/team satisfaction.	Dimensions of project management success – people, planning, open communication, risk management and strong project closure.
Measurement of project success – during the period of execution, upon completion of the project, after the project has been delivered to the client, and assessment one to five years after completion.	Measurement of project success – mainly when the project is done after the project has been delivered to the client, and assessment one to five years after completion.

Source: Masibonge (2015:19-24)

Numerous researchers found that the basic performance indicators listed in the Project Management Body of Knowledge (PMBOK)- schedule, budget and quality- proved insufficient as a one-size-fits-all metric when benchmarking the progress of certain projects, especially construction projects. The Expanded Public Works Programme (EPWP) is a good example of how little relevance the three conventional success factors have, as the primary objective of this programme is to maximise the creation of employment opportunities through the implementation of projects. People have different opinions on the success of a project in construction and therefore it requires more in-depth research. A project might be executed successfully- but in reality it could be a failure, when considering whether the outcomes are fit for purpose. It is therefore important that project managers should also look beyond the completion phase of a project to prevent under-utilisation of newly constructed infrastructure. A pedestrian bridge across a freeway could, for example, be classified as a successful project when measured against the three conventional success criteria, while in reality it might be under-utilised for various reasons, serving mainly as a shelter to the homeless. It is crucially important to identify those factors that have real relevance for the infrastructure construction industry in South Africa.

1.2.1 Leadership in Construction projects

In the modern era, the construction industry faces challenges in translating strategic sustainability goals to project level, in particular in developing countries. The infrastructure development industry depends on top executives with a clear vision for organisational goals, decision-making authority, and casting as they play the leading role in organising, scheduling, planning, and handling tasks, especially if they have innovative management personnel. Müller and Turner (2010:437-448) concur and emphasise that the competency profiles of project managers must vary for different types of projects to be successful. Researchers however observed how project managers with the requisite leadership skills could promote success with specific types of projects and that the findings cannot be applied to top managers in the construction industry. Müller, Geraldi and Turner (2012:77-90) indicated that the complexity of a project influences the interaction between the project managers' leadership abilities and project performance. The interaction of the project leader and the followers, specifically those at the lowest levels, impacts on how the unskilled labour would respond. Effective leadership behaviours, including authority and management orientation, that shift between various contexts, are important for effective execution processes in construction projects (Kasapoglu, 2011:356-363). The behaviours of leadership must be converted from supervising and controlling to advising and supporting the execution team (Rekola, Mäkeläinen & Häkkinen, 2012:78-89).

Figure 1.1: Impact relationship map of the main criteria
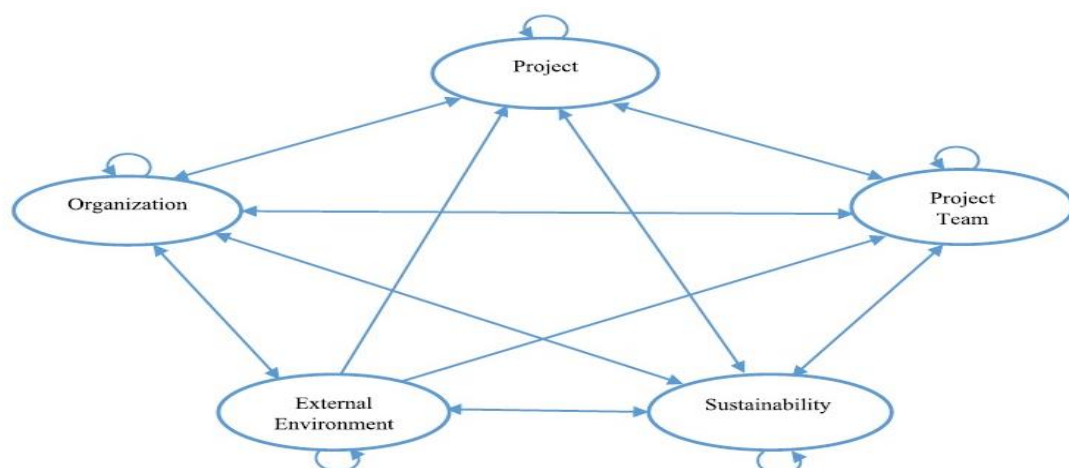
Source: Mavi (2018:751-765)

Consideration of cultural aspects is becoming more and more a consideration to be addressed in construction projects. In Ofori and Toor's (2009:119-133) opinion, more attention should be given to how leadership skills for managers can be built and maintained in international or

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cross-cultural projects. Gonos and Gallo (2013:157-168) together with Ryan and Tipu (2013:2116-2129) postulate that research-based leadership models emphasised the management tools of managers more than other internal competencies.

1.2.2 Management of Subordinates

The PMI (2013:1-589) referred to several studies that showed that excessive work- lost up to 65 percent of the overall project time. Construction projects sometimes endure large overruns in terms of cost and time. Consequently, effective project management is more likely to succeed in these projects and this is of considerable significance to both the companies involved and the public, as the construction industry is a significant contributor to a country's GDP. Recent research by Henle and Gross (2013:109-121) and Wang, Harms and Mackey (2015:483-503) began asking the question whether subordinate personalities may cultivate their perceptions of supervisory abuse.

Henle and Gross (2014:461-477), exemplified the concept of victim accumulation and observed that lower-level employees are more likely to show higher levels of supervisor abuse. This leads to emotional distress or anger because they have more negative feelings than employees at higher levels. Infuriating personality traits among employees are characterised as low consciousness and emotional instability,- traits which in interpersonal relationships are more likely to cause stress and conflict. Due to the anger and animosity these characteristics provoke in their managers, all workers who exhibit these characteristics risk victimisation such as abusive supervision. These results also include new concrete perspectives and possible approaches to employee perceptions of abusive management. This work should be developed and improved. Employees' own work-related orientations, behaviours and traits can affect their proneness to abusive supervision and the probability of them experiencing it.

Employees transfer their wider social, (possibly) dangerous views of the world into their organisational background and are more likely to see their company as an uncertain environment, volatile and risky. With employees holding such beliefs, it is argued that their ideological attitudes need to be strengthened. Within such an organisational framework in particular it is essential to preserve and sustain organisational cohesion and the mutual security of individuals who respect and adhere to the will and decisions of authority (Perry, Sibley & Duckitt, 2013:116-127).

Figure 1.2: Hypothesised model of subordinate behaviour
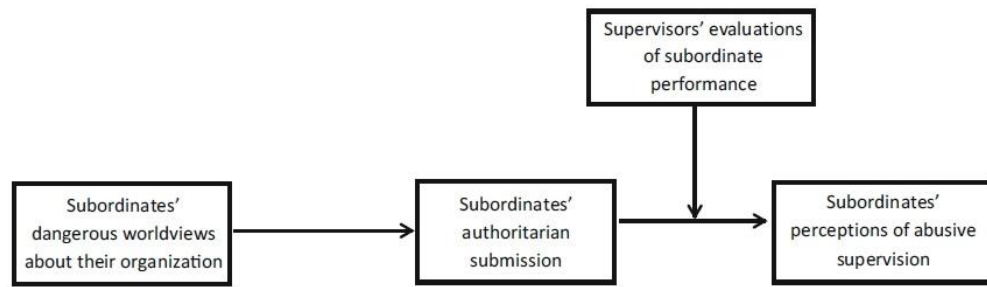
Source: Khan *et al*. (2016:165-178)

According to Chan and McAllister (2014:44-66), it is workplace cognitive structures that play a significant role in the classification of supervisory behaviour as abusive. As addressed by Tepper, Moss and Duffy (2011:279-294), several factors were identified, including expectations of interactional justice, style of attribution for the abusive supervisory behaviours, and the perceived relationship conflict of supervisors. Unal, Warren and Chen (2012:5-19) relate to instances of abusive supervisory practices like public criticism, breaking agreements, using silent treatment, taking credit for subordinates' work, hostile eye contact, violating privacy, lying, and supervisors' breaches of norms, aggressive outbursts and deliberately withholding the information required. Avey, Wu and Holley (2015:721-731) believe that there has been an increasing scientific interest in abusive supervision as more research has come to light, that it can cost the organisation and have a negative impact on employee behaviours and attitudes.

Submissive victims are people who are viewed as vulnerable, non-aggressive and powerless to defend themselves, who suffer mistreatment and victimisation from others (Henle & Gross, 2013:109-121). On the other hand, offensive victims provoke mistreatment because others find them confrontational, irritating, or intimidating and thereby creating stress and conflict in their relationships. This leads to provoking a confrontational and aggressive reaction from others, such as line managers (Bowling, Beehr, Bennett & Watson, 2010:140-158). It is implied that individuals who are highly obedient to authority may be vulnerable to becoming passive victims of supervisory abuse. Their proneness makes them less able to protect themselves, to challenge abusive supervisory actions, decisions and behaviours.

Tepper *et al.* (2011:279-294) have shown that there is a link between a subordinate's execution of their duties and oppressive supervision. Dealing with the victim precipitation theory (VPT) and 'scope of justice'- it advices victims to sought support by directing subordinate behaviour and it points to the connection between supervisor-subordinate uniqueness and supervisory abuse. Subordinates that perform inadequately may be adjudged as lacking in value and are

therefore more likely to be beyond the reach of justice of a manager. In this way, being beyond this field of justice theoretically exposes the subordinate to more injurious supervisory practices. A supervisor's frustration and the disruptions caused by the poor performance of their subordinate may hasten the subordinate's becoming a disruptive casualty of supervisory abuse.

Abusive supervision is an expensive phenomenon and it can considerably affect a company's bottom line. The outcomes offer some useful ways to counter oppressive supervision. It is proposed that the findings should assist supervisors with understanding and responding to the costly phenomenon of oppressive oversight by focusing on creating an atmosphere which sends strong signals that the company is a safe and healthy place at which to work. For example, managers could create group socialising opportunities for employees, rather than using more abstract approaches, and thereby presenting a typical organisational message about acceptable responses and responsibilities. This message is important to alleviate workplace uncertainty and to promote a stronger sense of shared values. Another way to overcome a clearly deteriorating situation is to treat workers equally, as employees use their experience of how they are treated to frame their decisions on how trustworthy an organisation might be (Jones & Martens, 2009:1025-1051).

1.2.3   Managerial competence

Management skills are an essential skill for top managers, who must manage the entire team to accomplish the company objectives. The following seven characteristics reflect management skills: communication involvement, targeting, growth, team management, resource management, leadership and management experience (Müller *et al.*, 2012:77-90). Resource management refers to the ability to coordinate project resources, transform long-term project objectives into practical activities, and scheduling. Team management requires organisational skills to organise and assist the project team, maintain consistency with project priorities, and coordinate the whole project team. Connecting to correspondence requires consistent articulation when talking to colleagues, receiving support during communication, and communicating in an open manner, inspired and enthusiastic.

Empowering means empowering employees to work independently, motivating employees to think strategically, encouraging staff to come up with creative ideas and encouraging the critical advice offered by workers on organisational practices and strategies. Furthermore, projects concentrate on how to address human needs in an environmentally sustainable, resource-efficient and safe manner during the construction project life cycle. Two factors must be taken into consideration in order to accomplish this aim. All the activities and processes

involved in the whole project life cycle must be planned, managed and efficiently executed. This should be done with the resources and limitations while at the same time achieving better for less.

1.2.4 Hard skills

The PMBOK insists on using hard skills by emphasising a project's need for assessment, monitoring and reporting over its lifespan. Carvalho (2014) points to the importance of soft project management skills, organisational capabilities and the representation of stakeholders. A project manager's expertise in the fields that produce the best impact on the positive outcomes is a key factor in project performance. Certain important considerations are the project leadership quality, the organisation's project management expertise and the level of stakeholder alignment. The background consistency like technical sophistication and related project experience should also be considered. On the other hand, Mishra, Dangayach and Mittal (2011:338-344) stress that the project manager should ensure that ethical standards are followed and social effects will be kept in mind when undertaking the project. When it comes to project-related sub-criteria, simple, realistic standards are the most important. If project management goals suit the organisation's goals, team members are driven to make an attempt to optimise project success. Top management can help assign concrete project priorities to the project team. Through having superordinate project priorities, senior management will further strengthen the communication and collaboration of team leaders.

Many construction management statistics have advocated rigorous project management strategies focused on stringent planning, procurement and distribution of critical knowledge and monitoring measures to minimise project complexity and transition. Contradicting this, some findings suggest that influences linked to teams, such as enthusiasm and project engagement, affect the productivity of construction and influence the project as greatly as hard management skills, as most processes are essentially human driven. From a strategy point of view, operation reliability in construction projects has been analysed to some extent. Given the importance of the success approaches of project management, there is however a lack of awareness of these two relationships and how their influence leads to cooperation or conflict (Rolstadås, Tommelein, Morten Schiefloe & Ballard, 2014:638-660).

Project management reports promote the use of hard project management methods to achieve acceptable efficiency and mitigate project change. Changes in construction projects are usually because of their complexity, because the more difficult a project is, the higher the probability of change and the resulting adjustment of the plans. More dynamic projects also require careful governance to efficiently maintain contractual arrangements between

contracting parties. It is clear that the management methods adopted have an effect on project performance Joslin and Müller (2016:364-388); and optimum methods depend on the characteristics of the project (Rolstadås *et al.*, 2014:638-660). This means that hard project management methods will not always be enough to achieve adequate performance results Koppenjan, Veeneman, Van der Voort, Ten Heuvelhof and Leijten (2011:740-750), and several researchers argue that complementary softer approaches such as constant collaboration, promoting integrity and instilling a sense of success are required to manage people. Azim, Gale, Lawlor-Wright, Kirkham, Khan and Alam (2010:387-401) also argue that good collaboration tends to improve cooperation and team morale in organisationally dynamic projects containing multiple interacting individuals and activities.

1.2.5 Soft skills

Joslin and Müller (2016:364-388) are of the opinion that the strategic methods applied impact the performance of the project and that optimum practices depend on the characteristics of the project. Motivation is strongly associated with people's behaviour to actively attempt to achieve a mission and maintain target-oriented achievement before it is achieved. This sometimes falls short of expectations according to the requirements needed for completing a target, owing to lack of motivation of individuals and/or teams. Every cycle is guided by humans and therefore dedication and motivation are necessary for successful results. Hard project management practices such as constantly tracking the outcomes can increase the morale of people and will thereby promote integration. Productive working relationships may be established, maintaining the participation of all team members by providing adequate management mechanisms. These findings are hardly surprising, since essentially any process is human-driven and thus enthusiasm and commitment are required for positive outcomes.

Hard project management practices, such as closely tracking performance, can improve people's willingness to cooperate and can thereby promote integration. Appropriate management initiatives may also help with ensuring that all team members are involved with evaluating and sustaining successful team relationships. For construction projects, where the teams are not only transient but also have many organisations with different aims, it can be especially important to unify teams with a shared desire to achieve common objectives. Collectively, these findings suggest that authoritative management activities that provide comprehensive direction, supervision, and other cornerstones of the hard project management model may be crucial to fostering encouragement in such an environment. This can build a strongly engaged workforce, which is as important as allocating skilled personnel to a project team since a lack commitment, not a lack of expertise, creates numerous differences between the actual results and the standards needed to meet company goals. Strong determination is

important for humans to succeed at their optimal levels. Team morale is described here as the degree to which individuals and teams are involved and committed to purpose-directed success (Joslin & Müller, 2016:364-388).

1.2.6 Construction management

Most experienced project managers are now in retirement. They are the individuals who ought to be working to advise less experienced managers. However, promoting this idea to the individuals in charge of training is challenging. Gury (2016:68-72), a lecturer in both project management and contracts, particularly in General Conditions of Contract (GCC), has seen how badly projects are in fact run. Also, as a consultant on contract claims, Gury is of the opinion that badly run projects result in the tail ender (the contractor) suffering in the end. Gury (2016:68-72) maintains that each project should have an adjudicator appointed at the beginning of the project, so that any dispute can be referred to the adjudicator immediately. Generally, the adjudicator is only paid when asked to do something, and in the long run, especially on projects of poorly defined scope, the cost of the adjudicator is negligible compared to the cost of significant disputes.

Project management is about planning the project framework and integrating the tasks. The project manager should not be a specialist on any task but should have a good knowledge of each operation. This can be gained only by training. There are four cornerstones for effective execution of a project:

Table 1.2: The cornerstones of project execution

Cornerstone	Explanation
Scope	When concentrating on the project scope, it is allowing project managers and resource managers to schedule and commit resources to it.
Cost	It is the exercise which enables you to prepare the total budget of a project, from estimating to funding to cost management.
Schedule	It is the component that allows for the creation of processes and timelines, as well as ensuring that time periods are practical and feasible.
Quality	The component that outlines everything required to schedule and execute a successful project, which achieves or exceeds the expectations of the stakeholders.

Source: Eby (2017)

Bad project management costs the economy greatly, as money is being invested that may well have been spent on new projects to enhance the well-being of the population. The project scope as described by Gury (2016:68-72) is the project planning element relating to the assessment and presentation of a list of particular project goals, targets, plans, costs, and

deadlines. In general, the professional team handles the range of services and the size of facilities while the contractor executes the scope of work. Documenting a project's complexity outlines the project objectives, lays out objectives for each team member, and establishes procedures for evaluating and approving the completed work. The report is also known as work declaration, terms of reference, or scope statement. This report works by allowing the project team to remain focused on the goal throughout the project.

The researcher is of the view that project managers in the South African construction sector are seen to have the habit of pricing out risk by allocating huge contingency sums to contracts. Regardless of the trust they put in project management, client bodies accept this activity as the standard, thereby affording some undesirable leeway to these project managers. A huge contingency amount allocated to a contract is, in most instances, evidence of a project manager who has not diligently performed his/her project risk identification and management duties.

1.3   Problem statement

The high failure rate in construction project execution signified by uncompleted projects or time and cost overruns is of great concern. The increase in management by projects within the industry and the increase in construction in the country have changed the focus on project failure. Much development in the use of technology has improved efficiency but has not been able to eradicate or reduce the failure rate of project execution. On the other hand, it is clearly established that the project leaders are qualified and too often experienced engineers with the requisite technical expertise. The focus of this research has therefore moved to the human element, which is the only constant that has not changed over time. According to Valdiserri and Wilson (2010:47), leadership has been identified as a critical component of the success of any undertaking that involves leaders and followers. This research therefore focused on the relationship between leaders, tasks and the unskilled labour which is responsible for executing the project plans into deliverables.

1.4   Research objectives

i. Determine the leadership styles prevalent (or generic) among the leaders coming from hard skills background.
ii. Determine the expectations of leader behaviour and impact on motivation to perform by unskilled project practitioners.
iii. Identify the impact of a hard skills focused approach on the motivation or demotivation of unskilled project practitioners.

iv. Identify factors likely to motivate unskilled project practitioners to perform in an environment controlled by hard skilled leaders.

1.5   Research question

This informs the time of literature to be reviewed and represents the objectives in the form of questions to help achieve the set objectives. In the process this helps in addressing the stated problem statement (study gap) as indicated in the literature review in which this was explored, identified and decided on.

i.   What are the generic leadership patterns common amongst the construction project leaders coming from hard-skills discipline?

ii. What are the expectations of the unskilled project practitioners from their hard-skilled disciplines?

iii. How does the hard-skills task oriented project leader impact on motivation or demotivation of unskilled workers?

iv. What are the factors likely to motivate unskilled project practitioners to perform in construction environments?

1.6   Research methodology

1.6.1 Population

The target population for this research will be the unskilled labour on construction sites as they are the recipients of what should be ideal leadership for effectively motivating them to perform.

1.6.2 Sample

This research seeks to identify aspects of the management by hard-skilled managers of unskilled personnel, who comprise the highest number of the employees. The sample will be drawn from the unskilled labour, which is impacted directly by the leadership system in an environment determined for hard skills.

1.6.3 Sample methods and sample size

The population size was determined by the total number of people who qualify for the survey (the sample frame), which was estimated at 160 by the employer. Every 2nd qualifying practitioner would be selected, giving a minimum sample of 80 for the survey.

1.7   Data collection instrument and methods

The researcher will be collecting the data for the research with the aid of a questionnaire, to be administered by trained research assistants. The questionnaire is set up in three sections. Section A requests biographical information, mainly to get an overview of the subjects. Section B comprises statements that require ranking on a scale of 1 – 5 (strongly disagree, disagree, neutral, agree, strongly agree) and Section C consists of open-ended questions. A questionnaire is one of the most common forms of data collection and the most efficient. Jowah (2011:1-168) postulates that this type of instrument is used to gather information that will be necessary for decision-making and confirmation.

1.8   Data analysis

According to Jowah (2011:1-168) the findings are said to be valid if the data collection instrument used for collecting the data meets certain validity specifications, which are classified as internal or external. Internal validity is when there are enough controls on variables to the extent that they become the temporary factor for change of the independent variable. In order to make sure that the collected data serves its purpose, it can be validated against certain pre-defined factors. The factors specified are the subject of the research and the purpose, making sure that the data collected is appropriate. The tools used for the research are: the people who do the research, in other words the researcher; and the length of the research, which can be viewed in two ways – the period that it takes to conduct the research and the length of the research instrument. Other factors are the auditability, the purpose versus the methods, and the qualitative research. All these factors are part of the validity of the data collected to ensure that the data will be able to answer the research question at hand. All the questionnaires are cleaned, edited, and coded together. The coded data will be entered on a MS Excel spreadsheet, as it is readily available and will help convert the data into diagrams, graphs and tables. The data can then be processed and presented in the form of tables, figures and information. In order to apply the data to the research proposal, it is important that the researcher should have a good understanding of the project objectives.

1.9   Ethical consideration

The researcher is fully aware of the need for ethical consideration, both as a professional and as required of any citizen. Participants will be given the option of omitting any questions they do not want to answer or that make them feel uncomfortable. Their participation is also voluntary. Participants can withdraw from the survey at any stage without having to explain.

They are free to omit any questions they may consider offensive. No names appear on the questionnaires nor any marks to identify who they are. The dignity of the participants will be respected. They will be debriefed at the end of their participation. Culturally sensitive issues and questions that are considered offensive will not be asked. No authorities will be given access to this data and the participants will be protected. Their data will be treated with full confidentiality and, if published, will not be identifiable as theirs.

1.10   Chapter classification

In Chapter 1 of the thesis the research will be introduced by outlining the literature review, the problem statement, research objectives and ethical consideration. The significance of the research will be clearly stated in the problem statement. Chapter 2 and Chapter 3 focus on hard skills and soft skills respectively. Comparison of and contrasts between hard skills and soft skills are made, and the relation between soft skills and performance is considered. The chapters highlight the expected knowledge from hard skills, the technical application, and the advantage and relevance of hard skills to the industry. The impact and theories around soft skills will be briefly discussed.

In Chapter 4 the research design and methodology will be explained, with a particular emphasis on the importance of design and methodology to the problem statement and research objectives. The target population and its size, as well as the sampling frame and sampling methodology, will be discussed. The chapter ends with in-depth material on data collection and the instrument which will be used, data editing, and data analysis tools. In Chapter 5 the data will be displayed in the form of bar charts, pie charts, diagrams, tables, histograms, and other physical data representations. Each illustration will be followed by the question as it appears on the questionnaire, the rationale for the question / statement, and the display of the labelled illustration. The illustrations will be accompanied by an interpretation of the findings. The illustrations will be labelled correctly using the Harvard referencing style. In Chapter 6, the final chapter, the research will focus on summarising the findings from Chapter 5, as well as adding the conclusions and recommendations. The analysis follows the same format as the previous chapter, where the comments are made with regard to specific questions or remarks to which the respondents reply. The interpretations will be grouped by section since the questionnaire is in three parts (Sections A, B and C).

1.11   Chapter summary

The chapter focused primarily on the existing literature on management and leadership, and emphasised the difference between these two concepts. The literature discussed the types and forms of leadership styles, and their applicability in general terms, ending up with a problem statement as a research focus. It is stated clearly that the success of projects depends on both the leadership and followership, as this relationship determines the operational success factors. From the problem statement research objectives were developed which focused on aspects of the problem statement providing the necessary guide to getting the problem statement attended to. The objectives were converted to the research questions which sought to expound on the research objectives to provide direction in what was to be addressed. It was on the basis of the research questions that the research tool was constructed based on the literature studied based on the research questions. The research questions provided both the information necessary for the instrument, and the literature that was reviewed. Based on the research question, the following chapter was incorporated to be part of the literature and finally the dissertation.

CHAPTER 2
THEORIES OF LEADERSHIP, TYPES OF LEADERSHIP STYLES AND LEADER BEHAVIOUR MODELS

2.1   Introduction

The higher failure rate in projects led by experienced engineering graduates is disturbing. This statement therefore necessitates the focus into hard skills in construction. This research will enable the organisation to know where to focus on the training of project leaders. This will improve on performance and reduce unprecedented project failure rates in the form of cost overruns. The diverse educational experiences of site supervisors reflect in the variations of quality assurance and standards. The failure of projects led by experienced engineering graduates is due to a lack of job knowledge and construction methods, and this leads to many problems on site. The combination of continuous further education and hard skills with technical experience is the key to success in the profession. There is a shortage of skilled workers in South Africa as the objective of most construction projects is to create jobs. This is done by employing unskilled labour resulting in the compromise on quality. Hard skills are essential for managing and executing construction projects. Construction projects consist of technical aspects which rely on the experience of site supervisors.

2.2   Focus on the Hard Skills

Rao (2016:174-179) postulates that hard leadership suits when the problems are straightforward and clearly established. Soft leadership suits when the problems are complicated and much patience and perseverance are needed to overcome them. Hard-skilled leaders concentrate on specific goals and agreed incentives, which are solely transactional in nature. Hard-skilled leaders are known to be more focused on the target; they are less concerned about the individual needs of their subordinates and the absence of subordinates from the decision-making process. Hard-skilled leaders specifically encourage competitiveness. Hard-skilled leaders use top-down communication and manage by command-and-control, while soft-skilled leaders create inclusive structures that concentrate on the people. The hard-skilled leaders are egocentric and authoritarian. They may be dynamic leaders who do not believe in their teams themselves. They cannot leave a legacy of leadership: for fear of losing their place to others, they do not groom the second rung of leadership.

Despite the recognised importance of team dynamics in project management Peterson, (2007:60-69), opined that particularly in the construction industries, no previous study (to knowledge) had rigorously validated their importance. It can be attributed in part to the clear relation of multiple behavioural constructs, both conceptually and empirically. The constructs applied robustly and tested, rigorously demonstrates that a second-order model describes the relationships between hard management, team characteristics and process performance. This is experienced by both clients and contractors. Second, and more importantly, in agreement with Clark (2003:21-29) the model supports the premised, importance of team motivation for process performance. This concept is strongly supported by responses from both clients and contractors, but particularly those of contractors. In addition, there is a direct path from hard project management to process performance. The path further reinforces the stabilisation and enhancement of the impact of hard project management on process performance. It is achieved through team motivation.

Site supervisors' diverse educational experiences reflect probable variations in quality assurance and standards (Varnedoe, Murphree-Holden & Dixon, 2008:87-93). It is not clear whether the overall mental ability of a site supervisor (represented by his/her educational level) influences the outcomes of a project. Job knowledge involves knowledge of technical information about objects and concepts needed to perform the work. It also involves knowledge of processes and judgmental criteria necessary for successful or appropriate action on the job. Job experience of a site supervisor include knowledge of construction processes, government rules, labour laws and even the weather. Ling and Bui (2010:148-155) postulates, that inadequate job knowledge by a site supervisor, especially in construction methods, can cause many on-site problems. Job experience comprises all the events a person has gone through that contributed to the performance of some work. A site supervisor with appropriate work experience will be able to optimise the efficiency of craftsmen and equipment. According to Jungbae, Roh, Hong and Park (2008:361-376)., confusion can be reduced among team members through effective information management and distribution. The job experience of site supervisors is gauged by the number of years they have served in a supervisory role in the construction industry.

Work competence is also known as technical knowledge, technical abilities, skills and competencies (Rahardjo, 2014:59-74). Some of the site supervisors' essential duties include the ability to handle disputes or issues and computer skills to track the progress of a project. It is important because site supervisors are at the heart of operations that deal with different challenges and adjustments along the way. Tabish and Jha (2012:1131-1138) assert, that those with task skills will also ensure that construction works comply with project requirements and will quickly respond to requests and instructions. The role of a site supervisor includes

directing and organising the construction workers and their jobs. It is critical that site supervisors lead and be authoritative while respecting and dignifying their subordinates (Jungbae *et al.*, 2008:361-376). Leadership has a significant impact on a project outcome according to (Farooqui, Ahmed & Saqib, 2010:1-10). A good leader is capable of inspiring and directing individuals and teams.

In project management, the distinctions between the hard and soft side are blurry. For Karrbom and Hallin (2014:568-577), the dichotomisation in project management research between hard and soft seems to be more closely linked to the academic community than to practitioners. These approaches are more frequently combined. This is clarified in part by the fact that certifications bodies of knowledge, such as the Project Management Institute, typically give more emphasis to the hard aspects. In addition, the academic community has dedicated its attention to soft aspects of staff training and certification study.

Hard skills help people complete tasks. According to Borsci, Lawson and Broome (2015:17-26), task performance evaluation criteria are general mental capacity, work awareness, task skills and work experience. General mental ability is found to correspond linearly with performance, and is also known as cognitive ability. It is one of the most significant determinants of job success. Farooqui *et al.* (2010:1-10) found that a lack of adequate education resulted in the decrease of the effectiveness of the construction industry. Hintermair, Cremer, Gutjahr, Losch and Straub (2018:32-61) postulate, that high technical skills play a particularly important role in the respective vocational area of everyone regarding hard skills. The training and ability to keep one's own experience up to date is also of great importance. Hard skills with high technical experience and continuous further education are creating an essential foundation for success in the profession.

Figure 2.1: Characteristics and uniqueness of the construction workforce

Uniqueness of construction worker	Characteristic of construction worker
Constructions workers have to move from project to project. Because of this labour mobility is unique due to uniqueness of construction output	Worker migration is very significant
Labour requirement for a specific project and working time of changes with the project duration size scope, nature and externl influences such as weather	Workers' demand and skill requirement are subjected to fluctuation with the changes or introduction of new technology material and modern construction
Construction workers face high frequency of accidents resulting in financial losses, injuries, disabilities and deaths	The majority of construction workers are hired on project basis and made redundant on project completion
	Pool of construction worker who work for a variety of contractors in different branches of the industry, such as industrial, residential, non-residential and heavy construction

Source: Santoso (2009:529-537)

Owing to site-based activities, the characteristics of construction workers, as illustrated in figure 2.1, are different when compared to other industries. Huber, Landesmann, Robinson and Stehrer (2010:20-33) concur and emphasise that the issues relating to construction workers are unique and have thus become an important area to examine, especially with the growing number of unskilled workers in recent years. Ideas and thinking around the notion of competence are not universal: it is defined in different ways. It can only be defined and evaluated by its intended usage and purpose. Nonetheless, it is commonly held in the literature that knowledge, abilities and attitudes are the primary components of competency, while knowledge and skills are the 'visible' components of competency (Deist & Winterton, 2005:27-46).

Knowledge and skills are clear and teachable competences being classified as a technical or hard competency because they can be easily developed through adequate training and education. Rudarakanchana, Herzeele, Desender and Cheshire (2015:195-202) opined that technical competency in terms of a learning curve takes a much shorter time to achieve compared with non-technical competency. Likewise, significant effort is needed to determine the overall competencies for a certain workforce. Consequently, researchers reckon that an emphasis on technical competence and a very modest yet comprehensible definition of competence are suitable for further discussion.

Figure 2.2: The overall concept of competency
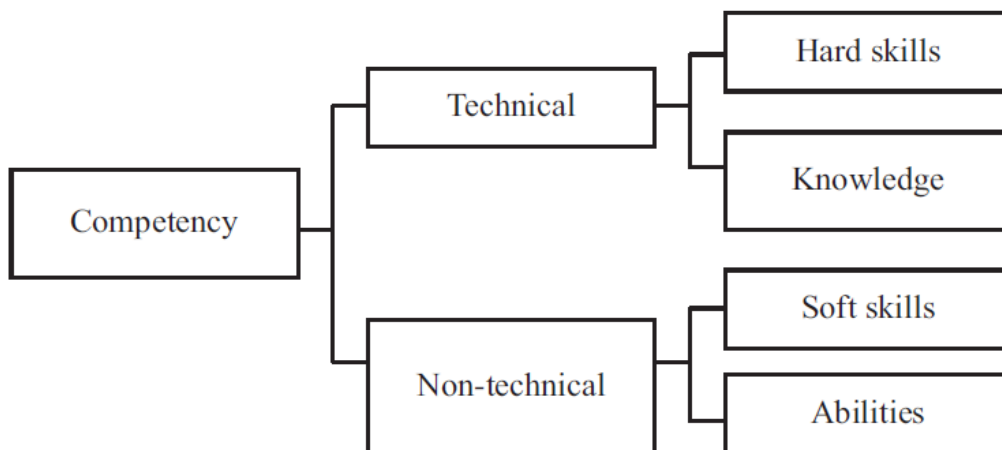
Source: Abdullah, Yaman and Mohammad (2018:153-177)

The classification of competences into technical and non-technical competencies, as shown in figure 2.2, is known and much easier to consider. Technical skills are composed of hard skills and expertise, whereas non-technical skills require soft skills and abilities. It is therefore apparent that the success of any construction project depends heavily on the construction manager. The construction manager should possess comprehensive and sufficient technical and non-technical skills. The hard skills are the most important, with the soft skills complementing the hard skills.

Jarkas and Younes (2014:40-62) assert that the recruitment of unskilled labour and poorly qualified professional staff, i.e. project and procurement managers, schedulers, planners, quantity and field surveyors, site architects and engineers, may be detrimental to the success and progress of the projects. This also applies to superintendents and foremen. Low and faulty outputs coupled with unjustifiably high inputs are usually characterised by unskilled workers. Moreover, their products are almost always rejected by the inspection engineer either in whole or in part, resulting in lengthy and costly rework, rectifications, or repairs. On the other hand, poorly trained technical employees lack the skills required to manage the construction project

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efficiently, which can lead to unrealistic scheduling of activities, inefficient procurement and unsuitable storage of materials. This also leads to insufficient implementation of construction techniques, delay in subcontracting work packages, and inappropriate labour supervision. As a result, the activities, and eventually the schedules of projects, are considerably delayed.

2.3   Definition of Hard Skills

Hard skills can be broadly defined and are also dependent on the particular context in which they are used. As for the former, Rainsbury, Hodges, Burchell and Lay (2002:8-18) describe hard skills as the skills related to technical aspects to perform certain tasks in the job. Knowledge acquisition is also taken into account. Hard skills are thus mainly cognitive in nature and are determined by the intelligence quotient (IQ) of an individual. In context, the concept of hard skills is used by some researchers in specific management circumstances. In a project management context, Azim *et al.* (2010:387-401) refer to hard skills as processes, procedures, resources, and techniques. Marando (2012:1-25) further describes hard project management skills as the development of tangible deliverables such as a work breakdown structure (WBS), dashboards, project budgets, project schedule, earned value reports, critical path diagram, etc. Such skills are of a more technical nature and require the use of tools like project management.

Poisson-de Haro and Turgut (2012:209-220) assert that hard skills are important skills for managers and consist of technical skills and conceptual skills. Conceptual skills in this context include intellectual agility, intelligence, adaptability, vision, rationality, intuition, and a sense of mission. On the other hand, Marando (2012:1-25) postulates hard skills as the more technical aspects of the position of project manager. It typically includes the development of a measurable deliverable such as a work breakdown structure (WBS), dashboards, project schedule, earned value reports, critical path diagram, project budgets, etc. Such skills are of a more specialised type, mostly requiring the use of tools such as project scheduling software, spreadsheets, modelling tools, and a variety of available deliverable templates.

Hard skills apply to technical skills relevant to a discipline's professional practice. These are also called technical skills and an area of subject domain knowledge (Yadin, 2012:17-25). Hard skills are associated with the technological aspects of doing a job. These skills typically require awareness learning and are mainly cognitive in nature. According to Rani (2010:1-6), hard skills are academic skills, knowledge and level of expertise relevant to a specific discipline. Soft skills are self-developed, social, communicative and non-visible skills unlike the contents of the subject domain. Hard and soft sides can be described as technical and behavioural sides respectively (Andersen, Birchall, Jessen & Money, 2006:127-147).

The dichotomy on both sides is discussed in more depth and comprehensively by Karrbom and Hallin (2014:568-577) who point to a relationship on the hard side with positivist and realist thought. It includes also the search for objective knowledge. The soft side refers to the interpretive and constructivist viewpoints, and the intersubjective creation of knowledge. Hard innovation skills can be listed as "subject-based skills" and "thinking and creativity" (Dutta, 2014:48-52). Subject-based skills represent specific skills for a particular field or technology. Cognitive practices, like analytical thinking, imagination and curiosity represent more broadly applicable thinking and innovation skills. Other skills such as critical thought and problem-solving can be evaluated, given a short timeframe. Poisson-de Haro *et al.* (2012:209-220) also describe conceptual skills as hard skills.

2.4   Focus on training in Hard Skills

Hard skills are important for company innovation and economic performance.
Employees, both as human resources and as key innovation actors, have skills focused on job requirements that allow them to carry out their tasks at an individual level. Organisations invest in improving the skills of their workers through training, because those skills contribute positively to the productivity and success of the company. However, higher levels of employee skills are correlated with higher average labour productivity rates (Nda & Fard, 2013:91-93). Mohnen (2013:47-65) concurs and emphasises that as far as innovation is concerned, it is employees with their unique skills that make organisations more efficient. This applies not just to technological innovation but also to non-technological innovation. Therefore, the relationship runs from the skills of the employees to organisation productivity through innovation.

Looking at the relationship between skills and innovation, previous research concentrated on skills that are linked to innovation at an organisational level rather than at an individual level. It has been shown that successful performance of an organisation could be decided by training and knowledge management at the organisation level. Michaelis and Markham (2017:36-42) explored training and innovation, as well as the investment by organisations in specific skills through training to achieve innovation benefits. Organisations tend to be innovative when their employees spend more time in training to develop those skills. Mohan, Strobl and Watson (2018:987-1011) explored the relationship between training, innovation and productivity at an organisational level, and found that a combination of training and innovation improves labour productivity growth.

Training is necessary for innovation. Organisations investing in general organisational and administrative preparation are more likely to succeed in the innovation (Clausen, 2013:57-70). It was found by Arcury, Estrada and Quandt (2010:236-248), that ergonomic standards training

is not the only thing absent from apprenticeship training. Apprentices also lack the application of soft skills and hard skill training on how to respond appropriately to hazardous work conditions and practices. Farooq and Khan (2011:23-33) opined that due to the hierarchical nature of apprenticeship training, young workers can be faced with peer pressure from junior level, where workers adhere to "the way things have always been done". On the other hand, apprentices could adopt new ideas before being hardened in conventional ways.

The Safety Voice for Ergonomics (SAVE) initiative seeks to integrate creative health and safety training methods into the masonry apprenticeship programme. This is in order to teach both hard ergonomics and soft problem-solving skills, and to speak up to minimise the possibility of musculoskeletal injury. Kincl, Anton, Hess and Weeks (2016:1-9) point out how SAVE integrates the concepts of blended learning. Mixed learning blends conventional, face-to-face methods of teaching with e-learning methods. E-learning is defined as training provided by computers, tablets, or smartphones using "e-tools" such as online, interactive training units, and short message service (SMS and text messaging).

According to Fernando (2014:53-70), the ideal way to move up the career ladder is to engage effectively in training and development courses where both parties take responsibility. The company should supply the necessary training for employees and employees should engage in the organisation's training and development programmes. Employees will not look elsewhere on the external labour market if opportunities are available within the company. Providing more opportunities to build hard skills at an organisational and national level could also help to attract and retain more professionals in the construction industry, provided that programmes contribute to the development of hard skills, which are important for career success. These include team building exercises, workshops and seminars on working with project team members, peer discussion, communication skills development courses, confidence building programmes, and leadership skills programmes.

As there is a shortage of skilled labour in South Africa, most construction activities in the country continue to depend more on unskilled labour, resulting in a compromised construction quality. Windapo (2016:1-8) is of the opinion that professionals criticise the lack of training in the construction industry and the resulting low skill rates. It appears that no training programmes are in place for professionals in supply chain management to upskill them. This means that the rapid changes taking place in supply chain management cannot be understood or accepted by these professionals in the construction industry because they lack the requisite skills. Alkalbani, Rezgui, Vorakulpipat and Wilson (2013:62-75) found that 95 % of contractors say they are experiencing a shortage of skilled labour.

There is, however, at least some hope, with 5% saying they have their unskilled labour trained in other countries, are hiring skilled workers from foreign nations, or have training within their organisations (Alkalbani *et al.*, 2013:62-75). It is the top quality contractors that have facilities for internal training. Many professionals according to Nguyen and Watanabe (2017:781) are of the opinion that the training and development of supply chain management was not part of the construction industry culture. Procurement officers noted that they are unable to contest dubious decisions taken by those in higher positions because some of the lower-level staff lack the necessary skills. Owing to the lack of expertise, the same employees are constantly moving from one company to the next, maintaining the same processes and culture (Yang, Wan & Fu, 2012:837-848). It is therefore not surprising that there are similar problems in the sector.

As with other sectors, the critical nature of South Africa's skills and qualification-related bottlenecks within the construction industry is a challenge. Construction projects frequently suffer from poor results in terms of cost overruns, time delays and quality defects. Accordingly, Hamzah Khoiry, Arshad and Tawil (2011:490-495) showed interest in finding the causes of these problems among construction researchers. Yang, O'Connor and Wang (2006:96-105) postulate that the key cause of poor quality in the construction industry is unskilled labour. In order to reduce the stated issues, it would be important to focus on human resource practices and training and their role in improving the performance of the construction companies.

2.5   Expected knowledge from Hard Skills

Traditional measures of project success are time, cost and efficiency. These project success criteria, known as iron triangles, have been implemented in a significant number of projects (Youneszadeh, Ardeshir & Sebt, 2020:2203-2219). Ioi, Hata, Nagami and Okuhara (2012:35-44) introduced the client dimension by implying that the main goal of running a project is to accommodate customers. Ondari and Gekara (2013:26-48) on the other hand propose that when identifying successful projects, time horizons should be introduced. They also added two additional aspects of project success, namely business success and opportunities for the future. Similarly, other emerging parameters for project success include accessibility, health, safety, efficiency, and environmental sustainability.

Managing construction projects is a demanding task, probably because of the major environmental, economic and local community impacts of construction activities (Huang, Ma & Lee, 2015:760-771). Project managers are responsible for mitigating those impacts during the life cycle of the project. Xie, Yang, Hu and Chan (2014:224-240) are of the opinion that there is a variety of stakeholders to be managed by the project manager, aside from various resource constraints. To achieve project success, the project manager needs to face all these

challenges. The hard skills are obvious: thorough knowledge of the construction industry, construction dynamics, and a strong understanding of contract building and contract law (Allen, 2019:1-2).

Project managers must be able to find straightforward solutions to what are often complex problems (Henderson, Stackman & Koh, 2013:761-791). They must be able to facilitate discussions with diverse views among appropriate parties, and to manage all parties' expectations. This can mean defusing awkward situations or relaying unpleasant news to the client or design team. Zulch (2014:172-181) postulate that the project manager must be a good leader: genuine, optimistic and an excellent communicator. Communication is crucial, with consistent and reliable reporting being of importance. A project manager who can convey concerns and opportunities to both the professional and the uninformed client can create an atmosphere that allows for quick decision taking and good progress (Thoha & Avandana, 2020:803-816).

2.6   Advantages of Hard Skills

Most prior construction management studies encourage hard project management practices, aiming to facilitate efforts to reduce change and encourage adequate construction project efficiency (Dvir & Lechler, 2004:1-15). Nevertheless, changes in construction projects are unavoidable because of their inherent complexity. The more complicated a project is, the greater the probability of change and the consequent revision of the plans. According to Sopa, Asbari, Purwanto, Santoso, Mustofa, Maesaroh and Primahendra (2020:156-175), more complex projects often make it more important to develop thoughtful governance to manage the contractual relationships between contracting stakeholders effectively. As discussed by Crawford and Pollack (2004:645-653), hard project management includes the use of traditional measures like quality controls, cost and time to ensure project success. This can reduce the likelihood of delays and over-expenditure. Thus it relies heavily on practices such as comprehensive planning as well as timely acquisition and exchange of relevant information. Precise performance objectives should be set and continuous operational monitoring should be implemented to reduce deviations from the objectives.

Well-executed hard project management practices inspire team motivation. According to Clark (2003:21-29), establishing a highly motivated team is as critical as allocating competent resources to a project team. This is because many of the differences between existing performance and the levels needed to achieve business goals are due to lack of motivation, not lack of expertise. For humans to perform optimally, motivation is important. Recognising that achieving such goals might be unlikely due to design defects or unforeseeable issues, it

is argued, however, that team motivation greatly increases the likelihood of achieving pre-determined project objectives.

Team motivation has a significantly positive impact on the performance of the process. Motivation is closely correlated with people's decisions consciously to choose to accomplish a task and sustain goal-oriented performance until it is achieved. Clark (2003:21-29) further found that many performance deficits relative to the levels needed to achieve a goal are due to lack of individual and / or team motivation. Such findings are hardly surprising, because every process is primarily human-driven, and so motivation and dedication are necessary for performance success.

Peterson (2007:60-69) postulates that hard project management practices, such as closely tracking performance, can improve the willingness of people to work together and thus promote collaboration. Suitable monitoring systems can also help ensure that all team members are involved in the evaluation and development of successful team relationships. It is especially important in inter-organisational projects, as in the construction industry, where various stakeholders need to work together and collaborate in coordinated but temporary teams. This is necessary to achieve acceptable success in the process. Clark (2003:21-29) is of the opinion that teams which are formed to carry out a construction project may be said to be inexperienced. This further enhances the need for more authoritative control-based management practices and comprehensive planning, because the participants have varying levels of experience and ability.

Four primary components relevant to project management activities are team member authority, skilled resource planning and allocation, distribution of proper information, and responsibility for completed tasks (Peterson, 2007:60-69). These components are able to strengthen encouragement. Such components must be integrated into the practices of applied project management. Encouragement is necessary to ensure a positive working atmosphere that is vital to adequate process performance in construction projects. Furthermore, as Havermans, Van der Heijden, Savelsbergh, Storm (2019:346-360) state, several empirical studies have shown that team-related factors such as motivation and project engagement have as significant an effect on process performance as hard project management practices. In addition, project members usually think that project management can inspire and encourage teams to succeed, instead of only helping them achieve project goals.

2.7   Relevance of Hard Skills to the industry

Most prior construction management studies advocate difficult project management practices, which are focused on strict planning, acquisition and distribution of relevant knowledge, and control in efforts to minimise project complexity and change (Dvir & Lechler, 2004:1-15). However, Nguyen, Ogunlana and Lan (2004:404-413) found that some studies suggest team-related variables, such as motivation and project participation. These affect the efficiency of construction processes as strongly as those considered crucial by hard-management advocates, as every process is ultimately human driven. Process performance in construction projects has been examined from a management perspective to some degree.

Many of these studies promote hard project management practices, while others say that a driven and dedicated project team must support such activities to succeed (Peterson, 2007:60-69). Despite the importance of project management practices for success, there is a lack of understanding of the relationships between these two forms of variables and possible synergism or conflict. It can be agreed that hard project management techniques need to be implemented in construction projects to some extent because of the significance of achieving predetermined objectives. However, construction projects are ultimately human-driven projects involving multiple stakeholders (Crawford & Pollack, 2004:645-653).

Research by De Silva and Darmicka (2014:168-183) shows important unskilled labour characteristics that negatively affect their efficiency. The required level of experience focuses more on performance rather than process flow, communication and language skills, on-site relationship with managers, willingness to work extra time, on-site relationship with local workers, attitude towards work, attitude towards completion of work, unskilled labour's health level and quality of work performed by unskilled labour. Some traits have a positive effect on performance, according to researchers, while others have negative impacts. While certain characteristics cause positive impacts on performance, it can be stated as an objective view that the experts find the negatively affected ones equally significant. The negative effects are often caused by casual unskilled labour.

There is a learning curve for experienced employees to adapt to local processes and thus one cannot expect dramatic improvement (Graban & Toussaint, 2018:1-354). Furthermore, these factors may apply regardless of the effect of unskilled labour. According to Xiong, Skitmore, Xia, Masrom, Ye and Bridge (2014:482-491), lack of experience, emphasis on performance rather than procedure, communication and attitude towards work are all factors that have been shown to influence performance. This is regardless of the level or type of worker. In the terms of contract agreements, the employment of unskilled workers in infrastructure development

projects is mandatory. It may be advisable to encourage different approaches and motivators to improve the performance of labour in such projects.

Sopa *et al.* (2020:156-175) researched the management of construction projects involving various parties, focusing on multiple transactions that occur during the life cycle of the project. To achieve adequate process performance, project teams must be motivated and committed to the project. Process performance therefore depends not only on project management but also on team characteristics that allow for various goals. It can be hypothesised that relying solely on hard project management will hinder process performance as team motivation also needs to be considered. An empirical model related to hard project management practices should be present to process performance. The significance of team motivation for process performance in construction projects can then be investigated.

The research expands the understanding of construction management and means in inter-organisational projects to enhance process performance. The findings are particularly relevant for hard and soft project management activities and temporary organisations (Crawford & Pollack, 2004:645-653). They also endorse the logically rooted model, based on assumptions that the interpretations of key aspects of team actions by contractors and clients do not differ. In addition, it is found that hard project management may also help process performance, but its impact can be mediated by team motivation, which therefore needs to be carefully encouraged.

Traditional hard project management practices, which include careful planning and monitoring, should suffice in many projects to achieve adequate process performance. However as found by Larsson (2018:275-288), softer approaches, such as initiatives to promote motivation, may also be needed for effective execution, as construction projects involve complex interrelations between people and tasks. Hard skills have a greater impact on the outcome of the project than soft skills, because soft skills complement hard skills. Progress is made in evaluating soft and hard skills by applying structural equation modelling which recognises soft skills that enable hard skills and project performance. Soft skills, in other words, help hard skills to be more effective, leading to better performance.

Zheng (2016:147–168) is of the opinion that low labour mobility increases labour market segmentation and thereby reduces the number of unskilled workers. It can deter investment in manufacturing, particularly unqualified labour-intensive manufacturing. This is because international firms are less likely to benefit from economies of scale and change production capacity during economic downturn. Secondly, low labour mobility increases unskilled labour costs compared to skilled labour costs. It can encourage multinational companies to participate

in skilled labour-intensive services by offshoring white-collar services to developing countries. Thirdly, low labour mobility decreases labour cost disparities between home and host countries by increasing labour costs at home. This makes it less feasible for international companies to pursue a vertical strategy to leverage the cost advantage factor in host countries. Hence, in an unskilled-labour-abundant economy with low labour mobility, global companies are likely to invest in capital-intensive manufacturing, skilled-labour-intensive services, or to follow the horisontal growth strategy.

2.8   Hard Skills knowledge and technical applications

Hard skills in the world of work are technical or administrative processes relevant to the main activity of an organisation. Usually, these skills are easy to detect, quantify and evaluate. These are also skills which can be built because the skill sets are completely new to the learner most of the time and there is no involvement of unlearning. The factors listed below, as found by Fernando (2014:53-70), show the critical career success factors of hard- skilled managers in the construction industry:

- Focus
- Leadership skills
- Intelligence
- Logically approaching business
- Strategic vision
- Right place at the right time
- General industry knowledge
- Managing resources
- Ability to take risks
- Upgrading educational qualifications

De Silva and Darmicka (2014:168-183) further add to the critical career success factors by elaborating on the following hard skill factors, of managers in construction:

2.8.1   Team building:

Improving teamwork, site relationships, site services such as health and medical care, and maintaining contract agreements are vital aspects to consider (De Silva & Darmicka, 2014:168-183). Strong leadership will help strengthen teamwork. In this respect, supervisors can play a leading role by inspiring the team-building workforce.

2.8.2 Performance based schemes:

These are identified by assessing the true performance, as effective motivators to motivate the workforce. As suggested by other researchers, workers can be rewarded and motivated by offering bonuses or benefits for their good results, and allowances may also be included in their salaries (Lutwama, Roos & Dolamo, 2013:1-12). Workers are rewarded at certain sites when they reach their goals. Some workers are allowed to take leave when their goals are achieved and they meet their deadlines. On the other hand, workers are disciplined by deducting for any loss on faulty works or misconduct from their salaries.

2.8.3 Site management:

Experts confirmed that well-managed construction projects are likely to be more successful. Kadir, Lee, Jaafar, Sapuan and Ali (2005:42-54) concur and emphasise that sites can be managed by identifying, planning, arranging, directing, managing and tracking site activities appropriately. A lack of site management and regular changes in work schedules have been described as factors that contribute to workforce demotivation and mismanagement. In addition, the literature highlighted unreasonable construction deadlines and project goals, significant equipment failure or unavailability of operators, disorganised site activities and insufficient communication between subcontractors and main contractors as the major reasons for frequent work schedule changes.

2.8.4 Supervision and monitoring:

Workforce efficiency depends primarily on the site management, guidance and direction provided to workers. Furthermore Hanafi, Khalid, Razak and Abdullah (2010:139-146) assert that supervision should also monitor the working environment in such a way that the workers are committed to achieving the project goals. Experts have proposed the monitoring of quality by hiring quality inspectors or controllers. It should be made mandatory by providing quality as a contract requirement.

2.8.5 Occupational safety and health (OSH) management:

In agreement with Lutwama *et al.* (2013:1-12), health and safety issues have the potential to cause significant onsite financial losses and are strongly linked to performance. Management of the OSH is therefore necessary. Improving existing OSH conditions and offering foreign workers appropriate induction are effective ways to raise awareness of the local OSH environment. Investment in work facilities, such as tools and machinery, alone does not improve the efficiency of operators. However, investing substantially in OSH does help increase productivity, as employees have to work in the potentially dangerous environment of construction, where accidents can occur.

2.8.6 Site communication:

Durdyev and Mbachu (2011:18-33) found that the decisions taken at procurement and tendering stages have a direct effect on project success and level of efficiency. Experts suggested making provision in contract agreements to hire a translator as a way to reduce communication problems that have been seen in projects as a major issue.

- **Can you communicate?**

Many problems can be solved to everyone's satisfaction if there is just communication or if it is allowed to take place. Words are powerful and can have a lasting effect. However, whether the effect is good or bad is determined by the words that are used and the way they are used. While communication is a two-way process, not every person is the same (Roberts-Lombard, 2011:3487-3496). In other words, different people convey the same information differently, therefore their complex natures and expectations should be considered. Barker and Gower (2010:295-312) opined that in the business environment, effective communication skills are a requirement for becoming an efficient team player, guiding a team, contributing to the team's common purpose and understanding the strengths of others. The assumption is therefore that a hard- skilled leader would have outstanding verbal and communication skills (Iyengar, 2015:7-14).

- **Do you have what it takes?**

Iyengar (2015:7-14) further points out that corporate management is all about managing people and corporate relations. It is all about leadership. Leading involves encouraging, directing, driving, manoeuvring, partnering, handling and walking the talk as well as being a role model. A hard-skilled leader's ultimate test is whether they can efficiently form a team to work towards a collective objective and be able to direct the team members by example, holding their own personal feelings and predilections aside. The expectation is to have the capacity to work with individuals, the flexibility to consider their varied experiences, the willingness to embrace new ideas, the readiness to integrate them seamlessly into their original vision and the ability to identify the strengths of each individual member of their team or organisation. Their strengths should be used to the greater benefit of all. In other words, to be a leader, they need to have what it takes. The following hard skills are the competencies that will be required by site supervisors in construction:

2.8.7 Knowledge of efficient construction methods:

Site supervisors with more years of work experience hold substantially higher knowledge of efficient construction methods than those with less job experience. The finding is in line with Hardison, Behm, Hallowell and Fonooni (2014:45-53), whose research found that work experience has a significant direct effect on work knowledge. Job experience has a significant

indirect influence on job performance through job knowledge. Site supervisors with more work experience should be chosen, because they are likely to have better work knowledge.

2.8.8   Computer Utilisation:

Site supervisors with a higher level of education are substantially better at using the computer than those with lower academic qualifications (De Silva & Darmicka, 2014:168-183). Site supervisors with a degree would have been exposed to a university computer if they had the facilities. The researcher opined that they would have fewer issues using applications such as building information modelling and Microsoft project in their day-to-day activities for project scheduling and tracking progress. This computer knowledge has a strong positive association with the time output, efficiency and customer satisfaction outcomes of the project.

2.8.9   Dispute Resolution:

Site managers with longer work experience are better at managing disputes and problems than those with shorter work experience. More experienced managers would be better prepared to deal with disputes and problems, because experience significantly improves supervisory trust (Mashwama, Aigbavboa & Thwala, 2016:196-205). Emmanuel, Emenike, Okechukwu and Ifeanyi (2020:20-27) note that contractors are recommended to choose a site supervisor who has more years of work experience. This is because they will have faced many of the problems and challenges that would be likely to occur in various projects, allowing the site supervisor the ability to know and gain applicable long-term experience.

2.8.10   Communication with workers:

Olanrewaju, Tan and Kwan (2017:763-770) point out that data shows that site supervisors with less education interact better with general workers than those with more education. This can be due to the smaller educational gap between lower-educated site supervisors and construction workers, making the levels more compatible. It also generates better "chemistry" and mutual respect, promoting open and honest communication.

2.8.11   Communication with superiors:

It is best to include supervisors with more experience, because they are likely to communicate better with superiors than those with less work experience (Ling and Tan, 2015:407-422). Generally, those with more experience are older, and they may have gained the ability to interact with their superiors. Those with good communication skills can effectively communicate with others at all levels.

2.8.12 Following the directions:

Cigularov, Chen and Rosecrance (2010:1498-1506) postulates, when contractors require site supervisors to follow orders closely, it is recommended that they hire those with lower educational qualifications rather than those with higher education. The reason is that there is a substantial gap between these two levels. It should be remembered that a contractor needs to manage site supervisors at an optimum level as the project can be susceptible to under-management and over-management. When supervision of subordinates is too strong, their happiness and engagement can be diminished. When control is too weak, project objectives cannot be met.

2.8.13 Leading the team:

Contractors requiring site supervisors to demonstrate greater leadership are recommended to choose those with more experience in the job (De Silva & Darmicka, 2014:168-183). Workers must respect and acknowledge the leadership position of the site supervisor, so that the site supervisor can control them and complete tasks.

Iyengar (2015:7-14) asserts that hard-skilled professionals are hired for roles in varied fields, such as manufacturing, banking, pharmaceuticals, healthcare, engineering, accounting, goods and services, finance, and education. Even a cursory glance at individuals in top roles in the world's leading companies will show that most of them have one thing in common – a Master of Business Administration (MBA) degree. The reason is that businesses usually prefer someone with an MBA degree when they hire people for administrative / management roles. MBA is widely known as the leading postgraduate degree in business, as an MBA programme typically integrates all major business management principles, activities, and functions. Anyone with an MBA degree is known to have senior management ability, something that other degrees cannot guarantee.

The findings of Ling and Tan (2015:407-422) indicate that there are many qualities that can contribute to better performance in efficiency, including the ability to write reports and e-mails and comply with specifications. The second goal was to determine if there are different qualities of site supervisors with different work experience and educational levels. The results suggest people with longer work experience have greater job knowledge. They are better at dispute management, overcoming challenges and engaging with superiors. The implication of the findings is that when selecting site supervisors, contractors should prioritise work experience.

Yomogida and Zhao (2010:161–180) look at the final goods (y) which are developed under perfect competition with constant returns to scale technology, using unskilled labour (L) and various differentiated business services Z_1, Z_n, in the following formula:

$$y = L^\beta S^{1-\beta}, \qquad 0 < \beta < 1,$$

where S is the index of business services,

$$S = \left[\sum_{i=1}^{n} Z_i^\delta \right]^{1/\delta}, \qquad 0 < \delta < 1.$$

Competitive producers use the index of business services and unskilled labour in the final good market to optimise their profits, given good and factor prices:

$$p_y(1-\beta)L^\beta S^{-\beta} = p_s,$$

$$p_y \beta L^{\beta-1} S^{1-\beta} = w_L,$$

Where p_y is the price of the final product, p_s is the business services price index and w_L is the wage of unskilled workers. The equation (p_s) above provides the derived need for business services in the final good sector. A production structure can be implemented based on a Ricardo-Viner setting, in which each primary factor is sector-specific. Skilled workers are used for business services and unskilled workers for final good production. Okafor (2007:169-179) argues that workers with technical skills may be more mobile across countries than across sectors, particularly in this age of globalisation and regional integration.

2.9   Chapter summary

In this chapter the aspects of hard skills were explored. It was found that the mandate of employing unskilled workers in construction projects makes it necessary to take on different approaches to improve the performance of labour in construction. The hard skills of project management consisting of quality, cost and time control ensure the success of construction projects. This also helps to reduce over-expenditure and reduce the likelihood of delays. The focus was on hard skills, looking into the background of hard skills, their relevance to the industry, and the knowledge and technical application thereof. The expectation of hard-skilled site supervisors in construction projects is to handle disputes or sort out issues on site. They should have computer skills to track the progress of a project. These skills are needed even though construction projects are human-driven projects involving multiple stakeholders. Technical skills such as supervision, monitoring, occupational safety and health (OSH)

management and performance-based schemes are necessary. Other aspects of hard skills looking into the definition, the advantages of hard skills and expected knowledge from hard skills were explored.

CHAPTER 3
PROJECT FAILURE AND SUCCESS FACTORS

3.1   Introduction

Soft skills are a set of skills that impact the way we connect with each other. This skill-set consists of creativity, analytical thinking, flexibility, change readiness, team building, leadership, effective communication, problem solving and maintaining a good relationship with the next person. Soft leadership significantly helps leaders achieve organisational quality and productivity to accommodate all stakeholders. Having soft-skilled leaders is a great advantage to an organisation as they can achieve effectiveness and excellence. Soft-skilled leaders can balance task-orientation and people whilst still achieving organisational objectives and goals.

Soft skills should be integrated in development and training curricula to enhance individual work performance. It is stated that engineers make bad project managers, because they use hard skills to manage and not soft skills. There is a clear link between the soft skills of employees and their work performance. Work performance increases when unskilled labour and employees obtain the necessary soft skills. It therefore makes soft skills more important than hard skills for top-level managers. This chapter explores the impact and theories of soft skills and focuses on the relation between soft skills and performance.

3.2   Focuses on definition of soft skills

Heckman and Kautz (2012:451-464), psychologist, researcher and author, in his book describes soft skills as "emotional intelligence". He indicates that possession and use of soft skills contribute more to the overall success or failure of a person than technical skills or intellect. Soft skills are defined as the combination of qualities, personality traits, social graces, attitudes and habits. These are characteristics that everyone has in different degrees and that are needed for day-to-day living as much as they are needed for work (Maniscalco, 2010:9-13). Lorenz (2009) is of the opinion that soft skills are the qualities that make a person a compatible worker and a good employee. It can therefore be stated that soft skills are the non-cognitive abilities in individuals which form part of good social relationships at the workplace. Problem-solving, communication skills, work ethics and personal qualities are all workplace competencies (Sekerka, Bagozzi & Charnigo, 2009:565-579).

Chaudhry, Khoo, Wu and Chang (2008:1-13) define soft skills as a set of skills that impact the way we connect with each other. It consists of creativity, analytical thinking, flexibility, change

readiness, team building, effective communication, leadership, problem solving and maintaining a good relationship with the next person. Kechagias (2011:13-189) states that soft skills are intrapersonal and interpersonal (socio-emotional) skills that are essential for personal development, social participation and work success. They include skills such as communication, the ability to function in multidisciplinary teams, and adaptability. Laker and Powell (2011) use broad terminology to clarify that soft skills are intrapersonal skills such as one's ability to manage oneself and interpersonal skills such as how one conducts one's interactions with others. Marando (2012:1-25) compares the definitions of soft and hard skills as illustrated below in table 3.1.

Table 3.1: Defining Soft Skills and Hard Skills

Soft skills	Hard skills
Relate to interpersonal skills and their challenges	Often involve the creation of a tangible deliverable
	Leadership is more important
More intangible and less visible	More technical in nature
Typically employed without the use of tools/templates	Often incorporate the use of a tool (scheduling software; spreadsheets; presentations) or deliverable templates

Source: Marando (2012:1-25)

Soft skills are essentially intangible, unrelated to a deliverable or observable production and are typically practised without the use of tools or templates.

3.3   Specifics of soft skills

Specific styles and types of leadership have been developed by various leadership researchers, consultants, educators, practitioners and experts. Soft skills add value to the leadership literature as a new concept. Rao (2016:174-179) emphasises that soft leadership is the ability to lead with people skills and soft skills. It makes others feel more important by focusing on the attitude, behaviour and personality of people. Tasks are accomplished effectively by using a behavioural, participative and integrative leadership model. Tasks are also accomplished by adopting tools such as motivation, collaboration, negotiation, appreciation, persuasion and recognition.

In agreement with Rao (2016:174-179) soft leadership is a decisive leadership that is not ineffectual or submissive, but instead uses polite and pleasing communication to carry out the tasks. It consists of a combination of inspirational, courageous, servant and thoughtful leadership. Soft leadership is based on the appropriate toolset, skill set and the right mindset. It is a process of negotiating with a win-win attitude, being influential, embracing others'

failures, aligning efforts and energies. Other traits are building strong teams, setting goals, constant motivation and acknowledging the employee's accomplishment of the organisational objectives and goals. According to Rao (2016:174-179), leadership depends on how you make decisions, how you act and communicate with others. The successful execution of these aspects makes a successful leader. In order to develop as a soft leader, you have to adopt the 11 C's, which are communication, consideration, charisma, compassion, contribution, character, courage, consistency, conviction, conscience and commitment.

Rao (2016:174-179) is of the opinion that since soft leaders concentrate on people-orientation, they will be able to provide employee satisfaction. They will also increase efficiency and results in the organisation. In addition, they 'walk their talk', that is lead by example, and they inspire others with all the resources required to make a difference and succeed. Rao (2016:174-179) concurs and emphasises that soft leaders lead by coordination and consensus. They take feedback from all sides, and then decide. They adopt the model of egalitarian, participative leadership. Hard leaders, by comparison, are micro-leaders who follow the leadership style of "power and order". Soft leaders view themselves as one of the stewards and as leaders who develop others. Soft leaders are innovative and collaborative, and believe deeply in their teams. With the help of their team members, they create successful teams and carry out tasks effectively. They create leaders around them to take on the challenges and leave their legacy of leadership behind.

In the words of Jim Collins, soft leaders do not want recognition. They are passionate about helping others and making a difference in their lives. Given the choice between soft and hard leadership, soft leadership is certainly what matters in the end. To put it further, soft leadership would survive the test of time in the coming years better than hard leadership, that is slowly fading away (Rao, 2016:174-179). Lavender (2019:48-52), the vice-president of instructional services in Michigan, compiled a study from several studies on soft skills and listed the following qualities as the ones most frequently pursued by employers:

3.3.1 Teamwork: By nature, teamwork is about working well with others, as a team, to accomplish a specific mission or achieve a larger goal. As a nation, however, we have become more and more independent-minded and tend to work in solitude in many cases.

3.3.2 Communication: This is the ability to pass knowledge through the written or spoken word from one person to another or to a group of people. Communication often requires the ability to listen carefully and to correctly express nonverbal signals.

3.3.3   Work ethic: This involves taking responsibility for your work and being proud of what you are doing. It requires the principles of timely delivery, completion of assigned tasks and good attendance. Having a good work ethic often involves going above and beyond what is required of you and also doing the job without needing continuous monitoring to ensure that you perform as is expected of you. You can trust an employee with a good work ethic to get the job done on time, every time.

3.3.4   Flexibility / Adaptability: Adaptability is the ability to change when the circumstances require. A new boss, new rules, new computer applications—they all need you to adapt. Employers respect and value an employee who shows flexibility. Being flexible does not mean leaving family and other obligations. There will be moments when one needs to say no, so the more versatility one can show, the better. The qualities that typically come with experience are versatility and adaptability.

3.3.5   Time Management: It means getting the job done in a timely fashion. This also implies a time balance. One cannot just work, work, work and never take a break without burning out. On the other hand, one cannot socialise during the day either, and be shocked at the end of the day that one has not done much. If one has to work overtime regularly and has bad time management skills, one won't be able to get ahead and it could result in losing one's job.

Lavender (2019:48-52) also found, in addition to the above skills, that the following soft skills are of importance:

3.3.6   Empathy: Unlike sympathy, empathy is more than simply feeling bad for someone else. It is the chance to step into the shoes of someone else, and really understand how they feel. Empathy and communication go hand in hand.

3.3.7   Self-confidence: As an employee, self-confidence means depending on one's ability to do one's job. Confidence in oneself does not mean one knows it all. One should have the self-confidence to know when to ask questions or ask for help. The riskiest employee is the one who feels that they can do anything without ever needing help, until an accident occurs.

3.3.8   Attention to detail: Attention to detail is another important soft skill to explore. It is often described as dotting the i's and crossing the t's. Many activities require meticulous attention to detail. Failure to pay attention to detail can lead to errors and/or injury.

3.3.9   Positive attitude: One's attitude determines how one responds. Keeping a positive outlook results in positive outcomes, even in the most difficult situations. Positivity engenders

a positive attitude. If one shows a positive attitude towards others, one is more likely to receive a positive response. Eliminating the negative is the first step to creating a positive attitude.

3.3.10 The ability to withstand pressure or criticism: Everyone is struggling with some sort of pressure. Withstanding it is another valuable skill that one needs to adopt. If one must regulate one's emotions in the heat of the moment, then after the initial crisis has passed, and if it is necessary, one should take "time out". Another critical skill for all workers is handling criticism. Criticism from colleagues, managers, and families must be embraced. The manner in which one responds to criticism may also have a significant impact on how a problem is resolved.

Project management principles have been widely applied in various industries bringing significant advantages and strategic benefit to organisations. According to the Project Management Institute, to ensure successful project management, project management practitioners are required to have skills, general management experience, and other competencies PMI (2013:1-589). Strong project management skills help to successfully navigate the direction of the projects. Owing to globalisation and uncertainty in the economy, project management specialists are expected to handle more complex projects and resolve problems relating to people. Aligning the internal and external stakeholders may be more important than how the project is technically implemented for project success.

In order to achieve mutual understanding, it is imperative for project management professionals to understand the importance of solving people-related issues among different stakeholders (Ruuska & Vartiainen, 2003:307-312). Consequently, the functions of project management professionals should be extended to include not only technical competence but also people management skills. The skill sets of professionals in project management have significantly improved. Pant and Baroudi (2008:124-128) emphasise the need for a more balanced approach within project management education between hard and soft skills. Within the discipline of project management, soft skills attract an increasing degree of interest from both academics and management professionals.

The PMBOK Guide discusses the need for project managers to understand interpersonal skills, including leadership, negotiation, power, team building, motivation, trust building, communication, decision making, political and cultural understanding, and conflict management (PMI, 2013:1-589). These are similar to the competency model introduced by the International Association of Project Management (IPMA), which consists of technological, behavioural, contextual competencies and the factors of people (IPMA, 2006:1-200). Existing construction industry studies have established the growing role of project management

professionals and how they are expected to perform roles outside of conventional project management scope.

Newton (2016:458-470) pointed out that a wide range of expertise and capability elements should be acquired by construction management professionals. Such skills can be widely divided into hard skills and soft skills. Hard skills refer to knowledge and lead directly to construction projects. Whereas soft skills provide much of the basis for developing project management skills, including negotiating, communicating, leading, and problem-solving. Ahadzie, Proverbs and Olomolaiye (2008:631-645) argue from a different viewpoint that behavioural interventions enable developing project management practitioners to make a more successful contribution to projects. Behavioural competences can be divided into two primary types: task success behaviours and success behaviours in context. While the former behaviours refer to the technical functions and are job-specific, contextual behaviours apply to job-related actions that contribute to organisational performance.

Technical associations have an impact on the thought of academics and management professionals, for example through the Project Manager Competency Creation Process (PMCD), the Competency framework and the International Project Management Association Expertise Model for Project Management (IPMA). These structures provide comprehensive insights into project managers' competence for both hard and soft skills growth. These guidelines have highlighted a common issue that lack of interactions among project stakeholders is detrimental to the success of the project. Hard competencies may be tackled by professional training. However, whether interpersonal skills are equally important in the selection of project managers remains uncertain (Creasy & Anantatmula, 2013:36-51).

In agreement with Crosbie (2005:45-51), the following are many of the personal and interpersonal skills leaders need. Several of these are skills that all individuals want, probably need. Many are special to leaders. Below is a list of eight such competencies:
- collaboration or teamwork
- communication skills
- initiative
- leadership ability
- people development or coaching
- personal effectiveness or personal mastery
- planning and organising
- presentation skills

Many have experienced on a deep personal level how challenging it is to master the soft interpersonal skills, as it has been for anyone who has wrestled with how to convey bad news to an employee, navigate an emotional confrontation, empower a team, calm their own anger, encourage others toward a dream, or convince an audience to take action (Crosbie, 2005:45-51). The aim of many leadership training programmes is to help people identify, grow, make concrete, personalise and effectively use the soft skills that provide lasting value.

Figure 3.1: Tero International, Inc. leadership model

Source: Crosbie (2005:45-51)

Figure 3.1 illustrates a leadership model proposed by Tero International, Inc. demonstrating the nature of dynamics involved in successful leadership and the role of soft skills. Crosbie (2005:45-51) asserts that a leader needs to combine the self-knowledge and self-development process with relationship growth through the development of others. A leader must do all of this while following a consistent plan to achieve a shared objective. It is not an easy balance to strike. For individual work performance to be enhanced soft skills should be integrated in development and training curriculums. Soft skills can be defined as an independent variable which is linked to a dependent variable, namely work performance (Ibrahim & Boerhannoeddin, 2017:388-406). A strong link can be drawn between the soft skills of employees and their work performance. The conclusion drawn from the research done by Ibrahim and Boerhannoeddin (2017:388-406) indicates that work performance increases when unskilled labour and employees obtain the necessary soft skills.

3.4   Theories around soft skills

Weber, Finley, Crawford and Rivera (2009:353-361) argue that soft skills have a huge impact on the work performance of a project manager and on their ability to do problem-solving and

decision- making. Rao (2013:3-4) found that Vikram Pandit, ex-chief executive of Citibank, the late Steve Jobs, formerly of Apple, and ex-Hewlett Packard boss Carly Florina were all asked to leave their jobs. Vikram Pandit was offered the top position because of his hard skills, but he lacked the necessary soft skills to get along with board members and stakeholders. Steve Jobs returned to Apple in 1996 as an advisor and took control of the company as an interim chief executive after he left in 1985 after a power struggle with the board of directors. Apple became the world's most valuable publicly traded company by 2011 under leadership of Steve Jobs. The ability of Steve to be patient, not losing faith, and developing soft skills made him an effective manager. On the other hand, Carly Florina was accused by some employees of eroding the reputation of American engineers. Others were supportive of the measures she put in place while at Hewlett Packard by using the soft skills she had acquired.

According to Rao (2013:3-4), Nobel laureate Roger W. Sperry is of the opinion that either the left or right hemisphere of the human brain is dominant. People who are right-brained are more subjective and intuitive. They can see the bigger picture and are highly imaginative, have good conceptual skills, with an appreciation for spatial perception. People who are left-brained are more objective, analytical and logical. They can understand others and are good with language and words, are practical in their execution and approach and can design strategies.

American military training documents confirm references to soft skills. As defined by the U.S. Army 1972 training manual, soft skills are actions that affect people and paper, which are job-related skills: preparing reports, inspecting troops, supervising office personnel, etc. (Kemenade, 2013:1-11). Bhardwaj and Punia (2013:70-84) was among the pioneers to study and describe the managerial competencies. He acknowledges the importance of soft skills in the managerial occupations. In the study the objective was to identify the competencies of effective managers. The findings of the study were that soft skills competencies distinguish between superior, average and poor managers.

Looking at leaders such as the Dalai Lama, Martin Luther King, Mother Teresa, Booker T. Washington, Benjamin Franklin, Sui Kyi, Mikhail Gorbachev, Mahatma
Gandhi and Aung San, a person would notice that all of them have soft leadership in common (Rao, 2016:174-179). They are leaders who led the people to accomplish their dreams by silently performing and using soft skills. In Leaders Make The Future, author Bob Johansen argues that the future will bring forward four major changes: leaders will need non-traditional skills to shape the future; leaders will face both threats and opportunities; conventional strategies will no longer be enough to address the challenges ahead; and the world will become more dynamic. Soft leadership will therefore be required for a global response to various challenges (Rao, 2016:174-179).

Rao (2016:174-179) postulates the "employees first, consumers second, and shareholders third" ideology is gaining ground worldwide. According to this ideology, the global organisations need leaders who can manage their organisations across a network of connections, because the days of positional control are waning. Global organisations, above all, need to be networked, flat, versatile and diverse. Soft leadership can therefore work for any organisation and country whatever their size or budget. Investigating soft leadership significantly helps leaders achieve organisational quality and productivity to please all stakeholders.

Most existing research relating to the soft skills of project managers was carried out in developing countries, such as Vietnam, where two studies are cited. Because of the government's emphasis on industrial and residential construction, the Vietnamese construction industry was projected to sustain a nominal growth rate of 11.43 % from 2014 to 2018 (Timetric, 2014:1-17). Vietnamese construction projects, however, suffered from numerous issues such as delays, cost overruns and poor quality, which are detrimental to the success of any project. Long, Dai Lee and Lee (2008:367-377) found that project management employee incompetence contributed substantially to time and expense overruns in Vietnam. Furthermore, while this research focuses on the Vietnamese construction industry, the approach can also be used in the context of other countries in project management studies.

In addition, soft skill recognition enables management professionals to create their own project management guidebook, thus adding to the practices. As most labour migrants to Korea are unskilled workers, the findings of the study of Ah Oh (2015:551-576) can be taken as an approximate indicator of the country's overall labour migration. Harrison and McMillan (2007:123-134) argues that poverty is believed to arise from the consequences of unskilled workers' real incomes, equipped with resources, but no human or financial capital. According to the Stolper-Samuelson hypothesis, the logical assumption should be that, if anything, further free trade would assist in poverty reduction in developing countries. This is because developing countries use their competitive advantage to export labour intensive goods (Sugihara, 2007:121-154).

Project success in the construction industry depends largely on the effectiveness of a project team, which can contribute to their project execution capabilities, experience, and skills (Chen *et al.*, 2012:783-794). Nguyen *et al.* (2004:404-413) have identified a detailed list of success factors for large construction projects and grouped these factors into four groups; communication, engagement, skill and comfort. Comfort indicates coordination between resources, commitment and leadership. Competence/skill demonstrates the necessary knowledge and expertise. Commitment/engagement describes the determination of all

stakeholders to achieve project success. Lastly communication explains the successful sharing and exchange of information among project stakeholders. The executives of the Vietnamese construction industry also confirmed the four-dimensional framework of project performance. Furthermore, the Nguyen *et al.* (2004:404-413) framework was adopted, as the study focused on the Vietnamese construction industry.

The Carnegie Foundation of Advanced Teaching conducted studies on financial success, which was confirmed by the Carnegie Institute of Technology. They found that 15% of a person's financial success is due to the knowledge they gained. The other 85% of their success is a result of skills in "human engineering", such as the individual's ability to lead people using their soft skills and their personality (Lazarus, 2013:40). Heckman and Kautz (2012:451-464) is not alone in announcing the value of soft competencies. Research cited by The Protocol School of Washington, DC and undertaken by Harvard University, the Carnegie Foundation and the Stanford Research Institute has shown that technical skills and experience contribute about 15% of the reason a person gets a job, keeps the job and succeeds in that work (Crosbie, 2005:45-51). The remaining 85% of job success is contributed by the "people skills" of the employee.

Similarly, author Bolton as cited by Stevenson and Starkweather (2010:663-671) states in his book *People Skills* that 80% of people who fail at work do not fail because of their lack of technical skills but rather because of their inability to communicate well with others. Crosbie (2005:45-51) postulates that the mastery of a capability, such as driving a car or acquiring soft skills, is considered as unconsciously competent. This is in the words of humanist psychologist Abraham Maslow. Figure 3.2 below demonstrates Maslow's four learning stages.

Figure 3.2: Abraham Maslow's stages of learning

Stage 4:
Unconsciously
Competent

Stage 3:
Consciously
Competent

Stage 2:
Consciously
Incompetent

Stage 1:
Unconsciously
Incompetent
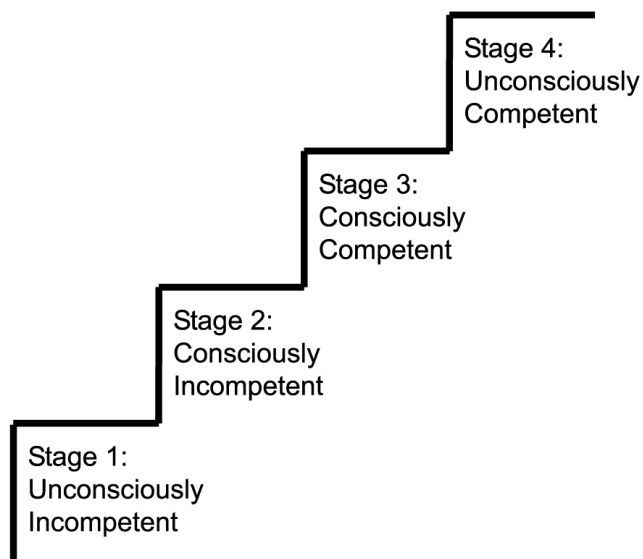
Source: Crosbie (2005:45-51)

Maslow's argument is that learners start unconsciously incompetent (one does not know what one does not know). At this stage, learners are confident they are doing something good and are not aware they may build skills to make themselves more successful. As new content is introduced, they understand that there is a body of information or expertise they do not possess. It is a very difficult place to be, as one spends a lot of time working out of habit (unconsciously) and wants to think of oneself as being competent. When the new knowledge is introduced, many people may rationalise unsuccessful performance measures (old unconscious habits) for convenience and comfort, and restrict their own development.

The third, actively capable stage is also a daunting place for a learner to be. When they are successfully learning a new set of skills, they are so mindful of the new action that it is hard to do anything else but concentrate on the new ability. In other words, the competences do not come naturally. Maslow's fourth level, unconsciously competent (effective habit), is how many drive their cars home from work. They have learned the driving skills of that route so well that the car appears to drive on its own. That is, until a new challenge like moving house demands that they learn a new way. They know that when they find themselves on the way to the old house, they have returned to stage one. The process of learning the new path is frustrating, as they need to start the learning process all over again, finding the shortest route.

At times, the necessary changes are so overwhelming that many people refuse to learn the new way. Such example will be when they drive overseas and find that the steering wheel is on the other side of the vehicle and also that other people are travelling on the opposite side

of the road. Needless to say, they face a decision: either learn the new skills or leave the driving to someone else. Most people choose to leave the driving to someone else. So it is with soft skills. Many people do not willingly go through the process. The good news is that at any age one can retrain one's brain to adapt spontaneously, in new ways. The bad news for the time-pressed professional is that it is difficult to work through the four learning stages and it takes a lot of time and practice. Therein lies the difficulty of the soft skills training.

3.5   Impact of soft skills

Massaro, Bardy and Garlatti (2016:1-298) opined that the ability of employees to bring about change in an organisation is due to soft skills. The organisation's wellbeing has the potential to improve by the discovery of effective solutions, approaches and innovation through the gaining of soft skills by executives. In the opinion of Rao (2016:174-179) the deciding factor for effective soft leadership is soft skills. Soft skills are what will distinguish a person as a leader or employee in the workplace. They are able as an employee to behave well in dealing with the feelings, situation and needs of others. Soft-skilled leaders are of great advantage to an organisation in achieving effectiveness and excellence. The attitude, behaviour and personality of people get to be transformed. Soft-skilled leaders can balance task-orientation and people whilst still achieving organisational objectives and goals. The ability to place oneself in the shoes of one's colleagues by having empathy and looking at issues from an objective point of view reduces the organisational politics.

In agreement with Crawshaw (2010:1), soft leadership helps to reduce attrition at the workplace, because it consists of people care, which brings a balance in employees' professional and personal lives. They can use their on-task time constructively, as there is less distraction caused by people issues. The lives of employees (particularly in rich nations) are dominated by work time; their lives will turn out to be progressively more balanced with soft leadership (Goh, Ilies & Wilson, 2015:65-73). It diminishes feelings of anxiety and fills in as an employee retention tool. It improves employee commitment and steadfastness.

The only thing that is constant in this universe is transition. Many people are apprehensive of change and avoid it. Soft leadership, however, facilitates smooth and effective transition. Stakeholders are pleased as it supports a win-win solution for promoting brotherhood and fraternity (Rao, 2016:174-179). Hence, the adoption of this leadership style provides numerous benefits. Soft leaders, in fact, do not micromanage. They give their partners a free hand to be working. Soft leaders inspire others and enable them to experiment and explore. They value their partners' mistakes and find learning opportunities in them. They manage their partners and identify long-term targets in carrying out the tasks.

When Ooi and Ting (2015:1-12) were conducting mock job interviews with students in colleges and universities, they found that students appeared to overemphasise leadership and teamwork skills. They did not understand that the ability to work independently is an advantage. Effective teamwork results can only be accomplished if individual members can also work independently. If they do not, the other members of the group would have to make up for the loss of production by non-performing members and this would compromise group performance. Furthermore, critical thinking and problem-solving skills are undervalued: they were listed as requirements in just 25 job advertisements out of 105 (23.8%). Problem-solving is described as the ability to identify a problem and then find solutions. Critical thinking skills help one to analyse all possible solutions, using logic and reasoning to decide which one is most likely to succeed. Findings suggest that the skills employees need the most are critical thinking and problem-solving.

3.6   Comparison and contrast between hard skills and soft skills

Rao (2013:3-4) compares hard skills and soft skills, referring to hard skills as technical and academic. Soft skills are referred to as the life skills and interpersonal skills that help with the effective sharing of leaders' hard skills. Using soft skills is a polite and pleasant manner of communicating with others to get tasks carried out effectively. Communication skills and team building can be regarded as a sub-set of soft skills. The examples that follow are two ways of asking employees not to use a leader's telephone, highlighting the difference between hard skills and soft skills. The direct approach would be, "Don't use my telephone". The indirect approach would be, "Please do not use my telephone" or "Thanks for not using my telephone". Both approaches convey the same message, but the indirect approach sounds more friendly and polite. Soft skills are about how a person responds to a situation with an appropriate, positive and strong attitude.

- Hard skills are classified as tangible and soft skills as intangible.
- Soft skills are dependent on the type of people in the industry and the organisational culture, while hard skills depend on the type of trade and industry.
- Soft skills consist of behavioural aspects, attitude and personality while hard skills consist of the knowledge of a subject.
- Soft skills cannot accurately be measured and identified, whilst hard skills are accurately measured and easily identified.
- Most leaders have both soft and hard skills.

Another contrast between the two leadership styles is that hard-skilled leaders lead within the culture of the organisation, while soft leaders shift the culture of the organisation. Hard-skilled leaders do not think outside the box, are assertive, data-driven and focused on the short term. Soft leaders think beyond the box, are centred on being innovative, collaborative, organic and focusing on the long-term. Rao (2016:174-179) is of the opinion that many variations exist between soft and hard leadership.

Soft leadership focuses on persuasion, transition, power and soft tactics, while hard leadership focuses on pressure, power and hard tactics (Dixon, Belnap, Albrecht & Lee, 2010:35). Soft leaders have the ability to adopt a transformational, democratic, worker–oriented and honest leadership style while hard leaders adopt a transactional and autocratic leadership style. Soft leaders consider others, prioritise what is right and believe in just how much they care for others. Hard leaders are mostly self-centred leaders with the focus on who's right and how much one makes (Hendarman & Tjakraatmadja, 2012:35-44). Soft leaders work for a common reason, a goal and a dream that is greater than the task at hand (Dixon, Belnap, Albrecht & Lee, 2010:35). They encourage their workers to work harder, more intelligently and more effectively, stressing mutual vision and organisational culture. It helps them to relate emotionally so that other workers give their utmost.

In contrast hard leaders concentrate on concrete goals and agreed-upon incentives which are solely transactional in nature. Soft leaders are versatile, providing direction to workers but also encouraging them to be innovative and to use their initiative. Hard leaders are more goal-focused, less vigilant for the individual needs of their subordinates and exclude them from the decision-making process. Strong leaders promote rivalry, while soft leaders promote cooperation (Rao, 2016:174-179). Soft leaders believe in setting the example of personal qualities like negotiation, gratitude, empathy, persuasion, recognition, and assertiveness. Strong leaders, on the contrary, believe in negative encouragement, intimidation, terror and follow a "carrot and stick" strategy.

Rao (2016:174-179) highlights that hard leadership is more appropriate when the problems are straightforward and clearly defined. Soft leadership suits when the problems are complicated, and a lot of patience and perseverance is required to overcome them. Soft management is based on the core values of "empathy" and "authenticity". It focuses on persuasion, treatment, negotiation, respect and empowerment. Hard leaders move people where they want to go; they are not pushing people to obey. Hard leaders are welcoming people on a journey while concentrating on procedures. Soft leaders move people where they do not really want to go, but where they are destined to be with the concentration on tactics.

Joslin and Müller (2016:364-388) found evidence that the applied management practices influence project success, and the optimal practices depend on the characteristics of the project (Rolstadås *et al.*, 2014:638-660). This means that, according to Koppenjan *et al.* (2011:740-750), hard project management practices might not always be sufficient for adequate process success. Some scholars argue that complementary softer practices such as ongoing communication, promoting motivation, and instilling a sense of achievement, are required to effectively manage people involved in projects (Azim *et al.*, 2010:387-401). Azim *et al.* (2010:387-401) found that effective communication helps to enhance teamwork and team morale in organisationally complex projects involving multiple individuals and tasks.

Marando (2012:1-25) compares the characteristics of soft and hard skills in Table 3.2 as seen below.

Table 3.2: Comparing Soft Skills and Hard Skills

Soft skills	Hard skills
Managing expectations	Schedules
Leading	Work breakdown structures
Decision making	Critical path diagrams
Influencing	Variance analysis
Negotiations	Metrics
Resolving conflicts	Earned value
Problem solving	Budgets
Motivating	Dashboards
Communicating	Risk management

Source: Marando (2012:1-25)

Soft skills are typically phrased using verbs. They indicate actions: management of expectations, negotiating influence, problem-solving, etc. Hard skills are denoted using nouns as they correspond with the resulting outcomes or outputs produced. These outputs are schedules, budgets, measures of earned value, reports on risk management, analysis of variance, etc. Applications of hard and soft skills converge continuously during the lifecycle of the project, to the extent that most soft skills become threads employed from initiation through to closure (Marando, 2012:1-25).

Table 3.3: Threads throughout the project lifecycle
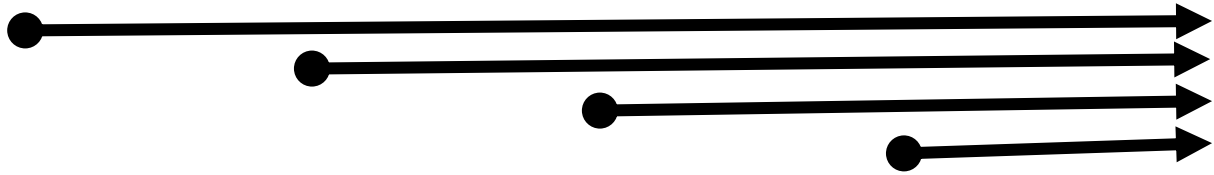
Initiating	Planning	Executing and Controlling	Closing
Describing ideas and opportunities to those who influence and authorise projects.	Determining measurable project objectives and outcomes.	Filtering information to a degree of detail suitable for the audience.	Assessing and communicating success criteria.
Dialogue needed to reach consensus regarding the project.	Establishing team organisation and procedures.	Ensuring timely, accurate, and candid information.	Persuading team and management to prioritise lessons learned.
Writing concise and clear project charters.	Accounting for constraints and their impact.	Identifying, evaluating, prioritising, and communicating risks and issues.	Effectively transferring responsibilities.

Source: Marando (2012:1-25)

Projects change by definition and the changes need to be adapted to, mainly by using soft skills (Carvalho & Rabechini Junior, 2015:321-340). There are other variables involved, but ideally this shows that a relatively hard skill such as developing a schedule for a project simply cannot be achieved without using soft skills.

3.7   Relation between soft skills and performance

The relation between soft skills and work performance is positive, as found by (Ibrahim & Boerhannoeddin, 2017:388-406). A combination of both hard skills and soft skills plays an important role in employee performance, even though no specific criterion measure could be concluded. The independent variable—work performance which consists of soft skills—is used to establish employees' leadership skills, creativity, communication skills, problem solving skills and teamwork ability. Williams (2015:1-361) postulates that soft skills and hard skills are necessary for a job, although they are opposites. James and James (2004:39-41) found that hard skills alone are not enough for employed individuals, although previously only hard skills were deemed a requirement for employment. Professionals who are working in organisations found that soft skills are important.

An employee with a blend of soft skills together with hard skills has personality traits that enhance job prospects, interactions and employability. The impact of soft skills on workers'

performance is of a positive nature and increases their job satisfaction. Robels (2012:453-465) is of the opinion that according to literature it is evident that employers search for hard-skilled candidates with a blend of soft skills. Soft skills minimise conflict, promote networking, contribute to a successful career, help to build relationships with others and enhance employability. Book-smart people often struggle with soft skills but are good at hard skills. Some educators and leadership researchers can lack soft skills and fail in their own lives, even though they have the necessary hard skills (Rao, 2013:3-4).

A Chinese philosopher, Lao Tzu, who lived in the sixth century BC, believes that difficulties are overcome by the softest things in the world. As leaders reach higher positions, the soft skills help them to get tasks successfully executed (Rao, 2013:3-4). Three levels of management-low, middle and top -are defined by American writer Robert Katz. Soft skills are more important than hard skills for top-level managers. Entry-level leaders need a lot of hard skills. The traditional command-and-control leadership style tends to be preferred by young employees. A softer management style is better suited to hard–skilled workers.

Rao (2016:174-179) is of the opinion that providing soft leadership training to the workers helps them to understand and discuss this viewpoint. In an environment where confidence and accountability are promoted, it helps to give staff the knowledge to perform more effectively. Creating confidence and building excitement in the workforce positively helps to successfully involve workers. As a team they will come forward with all their passion to work. If workers have a resourceful atmosphere, they can be successfully engaged. Soft leadership helps build such an atmosphere of resourcefulness. Soft leadership thus increases employee engagement and improves organisational efficiency and results.

Ling and Tran (2009:1105-1113) postulate that past studies have shown that the project management practitioners' lack of soft skills is a significant cause of project failure. Therefore, the impact of soft skills on certain critical success factors needs to be investigated, which in turn increases the probability of project success. The basic aims are to define the soft skills widely used in construction project management and also to investigate the impact of these project managers' soft skills in the construction industry on project success factors. Understanding what could go wrong is useful in preventing future mistakes. By looking at common causes of project failure and evaluating the degree to which failure can be avoided as problems arise, pitfalls can be prevented. To be effective organisations need to identify success metrics, such as meeting stakeholder expectations and generating business value. All of this should be done while meeting time and budget expectations, and then ensuring to adopt productive practices while avoiding common pitfalls (Marando, 2012:1-25).

Figure 3.3: Top ten reasons why projects fail

Soft Skills Barometer	Reason for Project Failure	Hard Skills Barometer
▬▬	1. Inadequately trained or inexperienced project managers	▬▬
▬▬	2. Failure to set and manage expectations	▬▬
▬▬▬▬	3. Poor leadership at any and all levels	▬
▬▬▬	4. Failure to adequately identify, document, and track requirements	▬▬
▬▬	5. Poor plans and planning processes	▬▬▬▬
▬▬	6. Poor effort estimation	▬▬▬▬
▬▬▬▬	7. Cultural and ethical misalignment	▬
▬▬▬	8. Misalignment between project team and business/organization it serves	▬▬
▬▬▬	9. Inadequate or misused methods	▬▬▬
▬▬▬	10. Inadequate communication, incl. progress tracking and reporting	▬▬

Source: Marando (2012:1-25)

A list of top ten explanations for project failure is shown in Figure 3.3, assimilated from research conducted by a Standish Group and contributors. The two barometers along the left and right sides of this list indicate a rough estimate of the degree to which soft skills or hard skills contribute to each factor of failure. The barometer levels are not precise by any means and are based on the subjective classifications of (Marando, 2012:1-25). Few studies have attempted to examine the relationship between soft project management skills and project performance factors. These factors add significantly to the existing body of project management-related expertise.

Soft skills can be studied from a human behavioural viewpoint. Ahadzie *et al.* (2008:631-645) concur and emphasise that performance behaviours in context were more important than performance behaviours related to tasks. Contextual behaviours can affect the organisational, social, and psychological environment a great deal. Similarly, in an effective project manager, Fisher (2011:994-1002) described the most critical skills as influencing others, cultural awareness; guiding others, authentic actions, conflict management, and understanding behavioural characteristics. The capabilities of project management practitioners are also illustrated in the PMCD Framework by assessing their behaviours (PMI, 2008:1-467). These frameworks suggest that project management requires a combination of hard and soft skills.

In agreement with Crosbie (2005:45-51), highly technically-skilled individuals such as engineers, accountants, scientists, and technicians who say, "I am not a people's person" question any situation that needs them to work efficiently with people other than themselves. Likewise, in fields such as marketing, sales and human resources, the professionals pride themselves on their lack of simple process management or rudimentary accounting. The aim

should always be to build on strengths and to learn enough of any talent or experience to avoid being totally incompetent.

According to Crosbie (2005:45-51), the biggest growth in each of us arises after some period of stress—but not too much. The learning process must ensure that the participants are responsible for their own growth and that positive behavioural improvement happens, the kind of change in behaviour that is more resistant to change. Everyone can recall valuable learning experiences in their lives and nods in agreement that they were often followed by personal energy, effort and a great commitment of time. Organisations engaged in leadership development need to plan for the unavoidable stress that follows successful growth. Participants should be expected to feel frustrated, have heavy workloads and even talk about burnout. All of this is natural, and stress should be intentionally integrated into the learning process to simulate leadership in real life as much as possible.

Communication, both written and oral, can impact a project outcome significantly. Jha (2005:115-124) describes communication skills as the ability not only to communicate with staff from other ethnic groups but also to connect efficiently with others at all levels. This should be both inside the organisation and outside. Poor communication may result in poor performance for the project (Jungbae *et al.*, 2008:361-376). Site supervisors often have the essential function of dealing with the construction staff downwards and with their superiors upwards. They also need to write reports and e-mails efficiently. In addition to hard skills, people need soft skills because team members perform interdependent tasks in construction projects and need to communicate with each other (Ling & Tran, 2012:1087-1101). Knowledge, ambition, social skills, controllability and commitment are the parameters used to measure soft skills (Ibrahim, Boerhannoeddin & Kayode, 2017:104-111).

Site supervisors must pay careful attention to important information about the design and construction. At the same time, they should be capable of dealing with challenges and conquer them to complete their tasks. Jha (2005:115-124) points out that a construction project includes multiple stakeholders and that interdependence—thus respect, collaboration and the ability to function as a team—is crucial (Jungbae *et al.*, 2008:361-376). A site supervisor with good social skills has a harmonious relationship with the subordinates, colleagues and superiors. A dedicated site supervisor will display interest and enthusiasm for his work, his client loyalty and his ability to participate in a project. According to Farooqui *et al.* (2010:1-10), long-term dedication to a project has a major effect on the project result. Most site supervisors are proud of their work and show a long-term dedication to the industry as what they do gives them a sense of accomplishment (Fiksenbaum, 2014:653-672).

Individuals who are attentive continue with enthusiasm, put extra effort into performing their own task activities, invest additional time and energy in completing the job, complete assignments on or before deadlines, execute assignments thoroughly and pay careful attention to specifications (Ibrahim *et al.*, 2017:104-111). The quality of the relationship with these people affects the profitability of the project (Loosemore, 2014:245-260). Lankov, Kwak, Kim and Cho (2013:51-71) assert that the very poor are working as unskilled labourers, for example as porters or farm workers. A very successful businesswoman puts it bluntly: "They make a living by pushing pushcarts; they really don't have money. People like me, people trading, always have money."

3.8   Chapter summary

This chapter investigated aspects of soft skills. The definition, specifics and theories around soft skills were explored. The term 'soft skills' in short is defined as "emotional intelligence", which is a combination of qualities, personality traits, social graces, attitudes and habits. Everyone possesses these characteristics to different degrees. The specifics of soft skills covered a wide range: teamwork, communication, work ethic, flexibility or adaptability, time management, empathy, self-confidence, attention to detail, having a positive attitude and the ability to withstand pressure or criticism. Soft skills have a huge impact on the work performance of a project manager, especially their ability to solve problems and make decisions.

In the theories of soft skills it was found that many significant world leaders all had soft leadership in common. The chapter also looked into the impact of soft skills, the relation between soft skills and performance and the comparison and contrast of hard skills and soft skills. The deciding factor for effective soft leadership is soft skills, which will distinguish a leader or employee in the workplace. It was found that the ability of employees to bring about change in an organisation is due to soft skills. In comparison it can be concluded that hard skills are technical and academic; and soft skills are the life skills and interpersonal skills that help with the effective sharing of leaders' hard skills. The impact of soft skills on certain critical success factors can increase the probability of project success.

CHAPTER 4

RESEARCH DESIGN AND RESEARCH METHODOLOGY

4.1   Introduction

Considering that projects may use advanced technology and state-of-the-art techniques and resources yet some projects still fail, it became necessary to concentrate on the human function. It is the only element of execution without consistency. Collis and Hussey (2009:3) concur and emphasise that research is necessary in order to get the necessary information to solve problems and gain an increase in knowledge. Objective, scientific and systematic, a survey would be the only way in which accurate decision-making could be carried out.

Welman, Kruger and Mitchell (2005:2) postulate that research is a mechanism which uses objective methods and procedures for acquiring scientific information. The scientific information can be used to extract solutions to defined problems. Before being used for sampling, the methods may need to be checked for validity and reliability to determine if they are current and authentic for resolving the research problem. In this chapter, various parts are included as an attempt to illustrate in detail how the research was conducted. These include research design, target population, sampling, data sources, analysing and presenting the data, and study validity.

4.2   Research Design

Welman *et al.* (2005:1-337) posit that research can either have a qualitative or quantitative approach or combine qualitative and quantitative approaches as mixed methods. Saunders, Lewis and Thornhill (2009:1-604) provide a valuable distinction between these approaches in connecting quantitative to the use of numerical data, whereas qualitative methods mainly use non-numeric data. Maxwell (2010:475-782) asserts that the use of numerical data has often distinguished between quantitative and qualitative research. It is further argued that it is not necessary to differentiate between qualitative and quantitative research based solely on numerical data, because numbers still exist in qualitative research.

According to Yin (2013:12) the research design process is a framework or action plan which provides detailed guidelines on how to conduct the research. A research design is important, providing concrete information relating to the sample needed. Research design can be described as a process that will take the researcher to address a clearly specified problem and research question. It addresses what should be achieved, at what stage it should be achieved,

and the strategies needed to achieve the required objectives. Research methodology is an explanation of how the techniques should be used to execute what is stipulated in the research design (Jowah, 2015:31).

Bezuidenhout, Davis and Du Plooy-Cilliers (2014:1-336) propose that the two principles, namely research design and research methodology, need to be explained in order to clear the ambiguity that is often associated with their use, especially among emerging investigators. Each of these concepts is viewed as a compound phrase, with the noun research attached to the concepts design and methodology.

4.3   Research methodology

Hyett, Kenny and Dickson-Swift (2014:23606) describe a case study as a systematic investigation into an event or a series of similar events aimed at identifying and explaining the phenomenon of interest. The analysis is not motivated by the need to establish universal, generalisable truths in case study research. The research method is an enquiry approach shifting from the underlying assumptions to research design and data collection (Meyers, 2009:1-284). While there are many distinctions in the research types, qualitative and quantitative are the most common types of research methods. Qualitative and quantitative differences refer to the essence of knowledge: how one sees the world, and the ultimate objective of research. On the other hand, the term applies to analysis methods, how data is obtained and interpreted, and the type of generalisations and interpretations extracted from the data (Meyers, 2009:1-284).

A combination of qualitative and quantitative methods (mixed method research) was used for this research. Intense research was done on the subject and data was gathered by means of a questionnaire structured to help with the collection of the required data from the respondents.

4.4   Exploratory Research Design

This study used the approach of conducting exploratory research. The data collection for the research design took place in the form of a questionnaire and interviews. The researcher approached the selected construction company, which was able to define the research objectives and answer the research questions. One of the exploratory design's goals was to collect as much information as possible about the research problem and to get new insights into any phenomena. New data discovered during the research might also force the researcher to alter their study direction (Saunders *et al.*, 2009:1-604). This method of research is mostly

used when investigating issues that have not been much researched before. Identifying problems and new goals within the analysis is simple.

Durrheim (2006:33-59) postulates that research design can be considered as the logic or master plan of a research which sheds light on how the research is to be carried out. It demonstrates how all the main aspects of the research study, the samples or groups, interventions, procedures, or programmes interact in an effort to answer the research question. Research design is an architectural model identical to the framework.

Research design is a series of procedures, as an actualisation of logic that optimises the validity of data for a specific research problem. Durrheim (2006:33-59) defines research design as planning, structuring and carrying out, to improve the validity of the findings. This provides guidance for research design and data collection from the underlying conceptual assumptions. Yin (2003:7) further defines that a research design colloquially is an action plan for going from here to there, where "here" can be interpreted as the initial set of questions to be answered and "there" are some answers (conclusions).

4.5 Research Philosophy

Easterby-Smith, Thorpe and Jackson (2012:1993) are among those who believe that knowing the philosophical foundations of the research could help the researcher identify the research design to be used. Theories that include ontology and epistemology can be adopted by the research process (Saunders *et al.*, 2009:1-604). Easterby-Smith *et al.* (2012:1993) are of the opinion that ontology considers the philosophical beliefs as to the nature of reality and existence. Epistemology, on the other hand, refers to a general collection of assumptions as to the manner in which the universe is analysed. Sobh and Perry (2006:1194-1120) describe ontology as the relationship between the reality and the researcher.

Within the social sciences, qualitative research has become more common and increasingly permissible and, in many instances, these two types of qualitative and quantitative research complement each other. In the same questionnaire, there are occasions where using both interchangeably assists in the delivery of crucial information. The types of research can be differentiated by comparison, as shown in Table 4.1 below.

Table 4.1: Comparison of quantitative and qualitative research

Quantitative Research (positivist approach)	Qualitative Research (positivist approach)
1. Based on observable behaviour	1. Based on laws of relationships
2. Based on laws relating to universal relations	2. Draws attention to human experience
3. Focuses on causes of phenomenon	3. Focus on experience of phenomena
4. Uses the natural science model	4. Uses the experiential model
5. Is aided by firm checks and balances	5. Does not have firm checks and balances
6. Emphasises measurement and analysis	6. Emphasises investigating processes
7. Has natural science-built structures	7. Has socially built nature of reality
8. Highlights causal relations and variables	8. Focuses on the object-to-researcher relationship
9. Ideal for objective numeric data	9. Uses subjective data from opinions
10. Uses rigidly structured methods	10. Uses flexible exploratory methods
11. Tries to understand from outside	11. Tries to be involved with subjects
12. Needs a static environment	12. Works with non-static realities
13. Uses a particularistic approach	13. Uses holistic approach (wide data)
14. Uses large samples	14. Uses small samples

Source: Jowah (2011:94)

4.6   Literature review

A literature review is based on the premise that knowledge is accumulating and that we are thinking about what others have done and building on it (Randolph, 2009:13). Reviews of literature can offer different forms: contextual, historical, theoretical, integrative, methodological, and meta-analysis. Every form of review has its own unique objective. Randolph (2009:13) states that the objectives of a literature review are to demonstrate the familiarity of the researcher with a body of knowledge that already exists on research topics, and to determine the legitimacy of such information. This demonstrates the history of prior research and how the latest research relates to research already done by incorporating and summarising what is learned in and around the research area, learning from others, and bringing new ideas.

4.7   Target population

Projects are often associated with limitations in such a way that their execution requires particular experience and skill. Population is the full set of units to be studied and evaluated for an inference or conclusion to be drawn (Jowah, 2011:94). Alternatively, a population can be described as the entire group from which we need to get information and from which the analytical units will be selected. According to Mohajan (2018:23-48) the target population refers to the whole group of individuals or objects associated in generalising the conclusions. Typically, the target population has different characteristics, and is also known as the

theoretical population. Skalland (2011:89-98) further state that the target population is the full assortment of respondents who fulfil the criteria. The target population for this research was the unskilled labour in construction sites as they are the recipients of what should be ideal leadership for effectively motivating them to perform.

4.8   Sampling methods to be used

The researcher opted for random sampling of the respondents at the construction sites where they worked from. The unskilled labour force was easily identifiable by the nature of the tasks and task centres where they operated from. This assisted in identifying respondents who were the appropriate representation of what was needed for the research project.

4.9   Sampling criteria

Palinkas, Horwitz, Green, Wisdom, Duan and Hoagwood (2015:533-544) postulates that the criteria for inclusion are the characteristics that should be obtained from within the sample. The objective of this research as stated in the research objectives was to determine the impact of the exclusive use of a hard skills approach on the performance of unskilled labour in the construction industry. The researcher focused on unskilled labour, which is impacted on directly by the leadership system in an environment determined for hard skills.

4.9.1   Selecting the sample

Jowah (2011:99) describes a sample as, a part or a portion of a population. Welman *et al.* (2005:1-342) describe two types of sampling, namely probability sampling and non-probability sampling. Probability sampling means that every element of the population will be included in the sample; whereas in non-probability sampling some elements of the population have no chance of being included in the sample.

Levy and Lemeshow (2013:8) state that a sample survey is well described as an education involving a subject, issue or sample of selected individuals from a large population of residents. Such quantities are collected in the survey from all individuals to attain a summary for statistics (sizes and equals). The researcher may not be able to use the entire population of interest, and therefore may need to choose a portion of the particular population to use for the research. The sample is therefore defined as a portion of a population that is used to gather data required for analysis and should be representative of the studied population.

4.9.2 Sample Size

Collis and Hussey (2009:209) define a sample as a portion of the overall population being examined. Specific factors are taken into consideration when choosing a sample. The factors taken into consideration when selecting a sample include population, cost, time, interest parameters and sample size (Blumberg, Cooper & Schindler, 2008:237). The researcher may need to consider measuring the standard variance in order to note the variability differences when choosing a sample.

Herrington, Kew and Kew (2014:589) noted that the sample size of a study, or the number of participants or subjects to be included in a study, is an important aspect of an experimental design. Running a study with a sample too small poses various risks, including failure to adequately represent the population from which the sample was taken. It can lead to failure to find a real overview due to insufficient statistical ability and discovering findings that cannot be reproduced in later studies. Using a larger than required sample, however, is a costly drain on resources and delays the completion of the research. Moreover, if an experimental manipulation may pose any risk or cause the subjects harm, it is also ethically desirable to use the minimum sample size required. This concentrates the factors that determine the sample size necessary.

4.10   Variability

Data variability is a critical factor in determining what sample size is needed. The sample sizes required in descriptive studies depend on the diversity of interest measures across the general population. If interest measures are broadly distributed in the population, then smaller sample sizes may be necessary to accurately predict those measures. Alternatively, if these measures are widely distributed throughout the population, then greater sample sizes are required to accurately predict these measures (Herrington *et al.*, 2014:589).

The more variable data are between subjects in experimental studies, the more categories will be required to detect a given effect. The use of an in-subject design is one way to minimise variation across subjects and thus minimise the sample size necessary for detecting an effect. An in-subject design, or repeated research on the same subjects over various phases of the experiment, decreases variation across subjects. This is by allowing each subject to act as its own guide. Care must be taken to track potential carryover effects from previous research that may influence subsequent behaviour (Polgar & Thomas, 2008:23).

4.11   Data collection instruments

A structured questionnaire was used as a data collection tool, and this had three sections, namely; Section A - Biography, Section B – Likert scale and Section C – Open ended questions. The questionnaire was an original instrument adopted for this research, hence the number of open-ended questions was kept to a minimum.

4.11.1   Rationale for questionnaires:

Cresswell and Clark (2017:1-443) postulate that questionnaires are cheap to administer compared to other data collection techniques, but they also save time for the researcher. In addition only minimal travel is required to collect feedback. A questionnaire is also a convenient and very economical method of reaching multiple respondents.

4.11.2   Weaknesses of questionnaires:

The researcher opined that sometimes respondents need clarity on questions but are unable to receive it on questionnaires, and this may lead to incorrect answers. As a result, the study could fail to provide accurate information because there is often a limitation to how the respondents may answer the questions (Ustaoğlu, Göller Bulut, Gümüş & Ankarali, 2019:343-349). For this reason, the questionnaire used in this research was clear and precise.

The questionnaire is one of the most common forms of data collection and the most efficient in its kind (Yongqi, 2016:567-570). Jowah (2014:1-168) postulates that this type of instrument is used to gather information that is necessary for decision making and confirmation. The questionnaire instrument:
- can be administered online, by mail or telephonically
- can be set up so that data is simple to compile
- requires less effort and management by the researcher
- is structured and asks the questions in a uniform pattern
- is cheaper to administer than other survey methods.

Bernard (2013:78) is of the opinion that a semi-structured questionnaire is suitable if the researcher has one chance to conduct a survey with participants. The pre-established questions have guidelines in the survey. This enhances the communication. The answers to the questions are the participants' views based on their job experience.

The researcher collected the data for the research with the aid of a questionnaire. The questionnaire is set up in three sections. Section A consists of the biography which is mainly

aimed at getting an overview of the respondents. The next section has shorter questions that require the respondent to answer 30 questions based on a rating of 1 – 5 as specified. The third section of the questionnaire will require the respondent to state their opinions based on the questions. The data collection can also be administered by using a voice recording in the form of an interview.

4.12   Data collection method

Jowah (2011:110) concurs and emphasises that data collection is the systematic method of collecting information with the assistance of purpose-built instruments. Jowah (2011:1-168) further is of the opinion that the collection of data can take place through secondary and primary means. The primary method of collecting data refers to information that already exists while the secondary method of collecting data refers to information that is non-existent. This allows the researcher to engage actively in collecting it. Furthermore, as Jowah (2014:1-168) states, data collected by these methods can be classified as quantitative data and qualitative data. Quantitative data is specified as questionnaires, observations, experiments, organisational documents and telephone interviews. On the other hand, qualitative data is visual, verbal, written, organisational and personal.

The key tool used in this research to collect information was a questionnaire that consisted of both open-ended and closed-ended questions. There are five measures that one should follow to have an effective questionnaire Panneerselvam (2004:14). First is the identification of study questions and the hypothesis. Secondly, the questions must be formulated and the format to be used must be determined. In agreement with McKown, Abraham, Coyne, Gawlicki, Piault and Vats (2010:1643-1652), it is important to decide the correct vocabulary for the questions. In addition, the order of the questions must be checked, and a pre-test must be done to reduce the likelihood of mistakes and bias. Lastly, there must be a final review for amendments and corrections.

The data collection took place in the form of a questionnaire and interviews. The researcher approached the selected construction company in Cape Town, which was able to define the research objectives and to answer the research questions. Permission was first requested to conduct the research. The researcher would use the specified research methodology sample approach. The questionnaires were distributed to obtain the data needed to conduct the research. Alternatively, because time is an important factor, oral interviews were also conducted. The interviews were recorded for data validation and future reference.

4.13   Data analysis

The aim of the data analysis, concurred with Baxter and Jack (2008:454), is to ensure that the impacts, relationships, and effect of the variables are evaluated and are compared with the environment. This helps to develop the relationship between the project's success and the type of leadership that can be preferred within an organisation. The method of data analysis starts with the categorisation and classification of data in the search for trends, essential themes and meanings that derive from the data (Sutton & Austin, 2015:226). Informative studies, according to Ormerod (2014:1245-1260), aim to establish their data through direct contact with the subject being studied. In a qualitative case study, an important element of data analysis is the quest for significance. This is achieved by direct interpretation of what is observed by the subjects themselves and what is perceived and recorded by the subjects.

Sutton and Austin (2015:226) posit that a process often referred to as "open coding" is widely used. This is where the researcher defines the conceptual categories into which the observed anomalies should be classified and tentatively names them. The aim is to establish concise, multi-dimensional categories to provide a preliminary analytical framework. Such new definitions are vitally important as qualitative researchers prefer to use inductive analysis. Sutton and Austin (2015:226) further state that data collection and interpretation inform or push each other, resulting in the research being a synthesis of knowledge at a higher level. The iterative cycle is repeated, and as the process continues, course design and construction are reviewed and updated.

Table 4.2: Steps of the data analysis process

Stages in the mixed methods analysis process	Description of each stage	Application in quantitative data analysis	Application in qualitative data analysis
1. Data Reduction	Reducing the dimensionality of the qualitative and quantitative data.	By descriptive statistics, exploratory factor analysis and cluster analysis.	By exploratory thematic analysis.
2. Data Display	Pictorially describing both the qualitative and quantitative data.	Using tables and graphs.	Using matrices, charts, graphs, networks, lists, rubrics, and Venn diagrams.
3. Data Transformation		Quantitative data are converted into data that can be analysed qualitatively.	Qualitative data are converted into numerical codes that can be represented statistically.
4. Data Correlation		Quantitative data is correlated with qualitative data.	Qualitative data is correlated with quantitative data.
5. Data Consolidation	This incorporates both qualitative and quantitative data to create new or combined variables.		
6. Data Comparison	Involves comparing data, both qualitative and quantitative.		
7. Data Integration	It is the final stage, in which both qualitative and quantitative data are either combined into either a cohesive whole or two.		

Source: Sutton and Austin (2015:226)

4.14   Ensuring validity and reliability

McEwan (2020:235-247) assert that validity is the extent to which the participants and the researcher have shared understanding of the definitions and concepts. Conversely, reliability, according to Silverman (2004:285), is the degree to which the research findings are independent from unintended circumstances. It is closely related to ensuring the accuracy of field notes and ensuring public access to the process of the research findings being published. When a study's findings can be repeated using a similar approach, then the instrument can be considered accurate. The questionnaire for this research was checked by official statisticians from the Department of Statistics at the Cape Peninsula University of Technology to ensure the validity and reliability of the contents of the questionnaire.

4.15 Ethical Considerations

Research ethics consist of maintaining the identity of the respondents and respecting their interests in the study process (Brian & Burstow, 2018:109). Throughout the study process, ethics further requires the researcher to handle the respondents with dignity and confidentiality. For them to engage in the process, there must be no use of intimidation or coercion. Working with those respondents who are willing to participate in the survey is easier over the entire course of the inquiry. Confidentiality was considered to be essential. For this reason the respondents were not allowed to put any marks, names or sign that could be used to identify them or the unit from which they work. No information was distributed to any authority that could cause the respondents harm. Their protection over the entire cycle was assured and secured. The respondents were also informed of their rights:

- Everything was explained to them before the survey began.
- Only those who were interested and volunteered would participate in the survey.
- They were free to omit any questions that they deemed sensitive and to withdraw from the survey if they were not comfortable with the questions.
- They willingly participated in the survey and could withdraw at any point.

Wellman *et al.* (2005:201) agree with the above and stress that the following ethical considerations must be addressed when performing work primarily by the researcher:

- Privacy
- Informed consent
- Protection from harm
- Researcher participation in the study.

The researcher should offer guidance to the respondents in areas that they do not understand, as a way to help them. Focus is put on the right of participants to express their views without fear or discrimination. It also takes the researcher time to explain the objectives to the respondents so that they can understand the purpose of the research. Both as a professional and as required by the Cape Peninsula University of Technology's research ethics committee, the researcher is fully aware of the need for ethical considerations. The responses were treated as confidential and the rights of all participants respected. The dignity of the participants was maintained, and participants were allowed the right to withdraw from the research process if questions contained culturally sensitive issues or were considered offensive.

4.16   Delimitations and limitations of the study

The research was conducted at a selected construction company in Cape Town. The employees were approached, with the permission of the organisation, in order to gather the data for the research. The organisation is a small company. Employees have full daily schedules and might not have been able to give proper attention to detail in filling in the questionnaires. Employees could delay the data gathering process and had to be monitored closely in order to ensure a successful outcome.

4.17   Instrumentation

A questionnaire is a form containing a series of questions, addressed explicitly to a statistically significant number of topics. It is a way to collect information for a survey. A questionnaire is used for collecting statistical information or thoughts of individuals. Lietz (2010:249-272) define a questionnaire as a written or printed list of questions that should be answered by a number of people, in particular as part of a survey. The questionnaire established the second data collection for the purpose of this research, and its content was driven by the reviewed literature. Guidance was provided from the Statistics Department at Cape Peninsula University of Technology, Cape Town Campus, mainly to get advice on the validity of the questions for statistical purposes.

4.17.1 Distribution and collection of the questionnaires

The questionnaires, in the form of hard copies, were distributed among the employees at the selected construction company. The organisation had given written consent in a letter dated February 2020 for the research to be carried out. The organisation also gave support by encouraging all the employees to assist with the gathering of the research data. The questionnaires were handed to the Human Resources director, who then passed them on to the various departments, where they were distributed among the employees. The employees could complete the questionnaires in their own time and hand them back. The researcher collected the questionnaires from the HR director and monitored the outcomes to determine whether the data–gathering process was successful.

4.18   Chapter summary

The chapter outlined the research design and methodology that were used for the research. A combination of qualitative and quantitative research (mixed method research) was used for the study. Quantitative data was specified as questionnaires, observations, experiments, organisational documents and telephone interviews. On the other hand, qualitative data was visual, oral, written, organisational and personal. Intense research was carried out on the subject. Data was gathered in the form of a questionnaire to enlighten the research. The study used the approach of conducting exploratory research. The researcher approached a selected construction company in Cape Town to define the research objectives and give answers to the research questions.

The target population for this research was the unskilled labour on construction sites as they are the recipients of what should be ideal leadership for effectively motivating them to perform. Data variability, a critical factor in determining what sample size is needed, was also considered. The literature review demonstrates the familiarity of the researcher with a body of knowledge that already exists on research topics and determines the legitimacy of such information. The aim of the data analysis which follows in Chapter 6 was to reveal the impacts, relationships, and effect of the variables that were evaluated and that were compared to the environment.

CHAPTER 5

DATA ANALYSIS, INTERPRETATION AND FINDINGS

5.1   Introduction

The study focused on the effect of leadership style on the performance of unskilled labour in construction. The objective of the study was to identify the leader behaviour and the perception of the subordinates to these leader behaviour patterns and how they impact performance. The results that were gathered from the questionnaires were recorded and interpreted for the purpose of the research as outlined in the research methodology. The data was gathered for the research by using a structured questionnaire which consisted of open-ended (qualitative) and closed questions (quantitative). There is an established relationship between team success and organisational culture, which leads to an increase in the performance of employees.

The researcher collected the data for the research with the aid of a questionnaire. The questionnaire is one of the most common forms of data collection and the most efficient kind. Jowah (2011:1-168) postulates that this type of instrument is used to gather information that will be necessary for decision making and confirmation. The questionnaire was set up in three sections. Section A consisted of the biography questions which was mainly aimed at getting an overview of the participants that were being interviewed. Then Section B used a Likert scale where participants were required to answer 35 questions with a ranking scale of 1 to 5 where: 1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5=strongly agree. Section C (open-ended questions) required participants to state their opinions based on the questions.

All the questionnaires were cleaned, edited, and coded together. The coded data was captured on a MS Excel spreadsheet, as it was readily available, and Excel was used to convert the data into diagrams, graphs, tables, bar charts and histograms. The data was processed and presented in the form of tables and figures. This was to illustrate the findings and show the connotation of the variables in the research. The data informed the findings of the dissertation, which the researcher was able to relate to the research objectives.

5.2 Analysis and interpretation of results

5.2.1 Biography of the respondents

5.2.1.1 The respondent's position in the organisation.

The purpose of the question was to determine the desired target population is reached to be able to make accurate findings and give recommendations based on them. The target population consisted of managers (sub-contractors) and the subordinates (unskilled labourers).

Figure 5.1: Position in the organisation
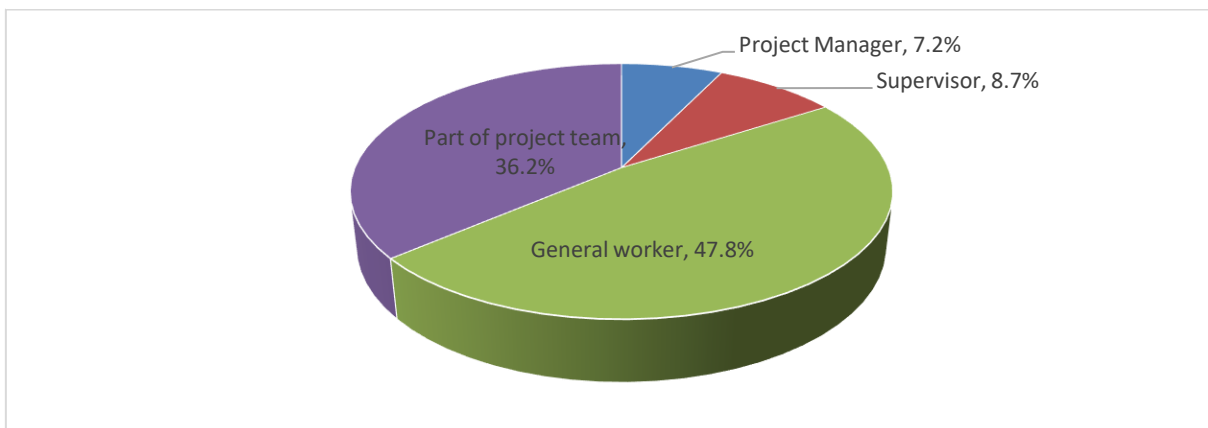
The results in Figure 5.1 were well balanced with 47.8% being general workers, 36.2% forming part of a project team, 8.7% in a supervisory position and 7.2% being project managers. This gave the researcher a well-balanced sample to be able to define the research objective. The unskilled labour, referred to as general workers in the field, makes up about half of the respondents, as they are the focus group. The supervisors and project managers give the researcher an indication as to the style of leadership that is being used to lead the unskilled labour and what its impact is. Figure 5.2 below specifies the positions of the respondents.

Figure 5.2: Position in the organisation specified
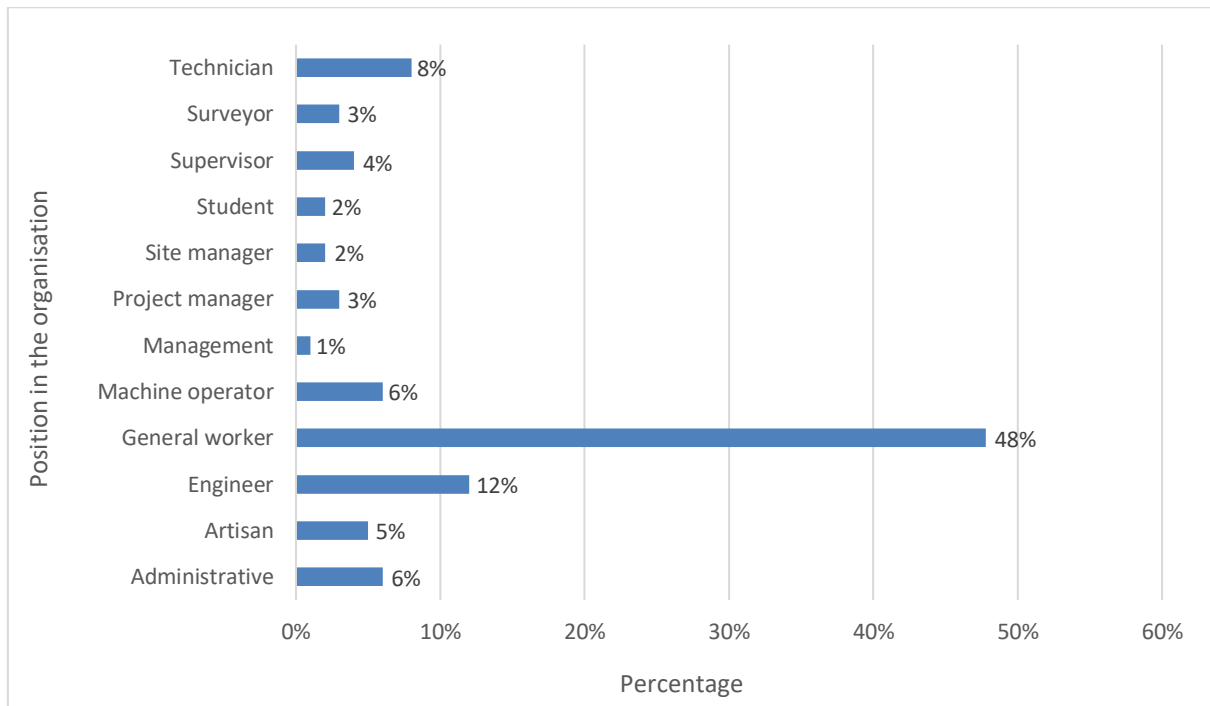
5.2.1.2   Number of project team meetings.

Keeping the project team members informed is important to ensure effective communication. This enables all stakeholders to work towards the end goal and reach the required project outcomes, but also to know what is expected from all project members. A language barrier can hinder the general workers from understanding the discussions or meetings. Thus, the frequency of the meetings can have an indirect impact on the performance of the general workers.

Figure 5.3: Project team meetings
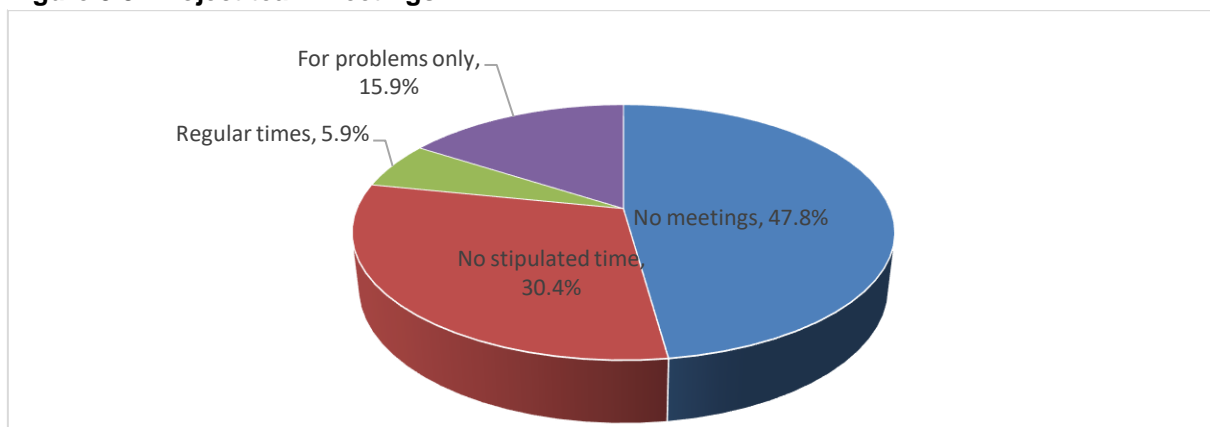
It is evident from Figure 5.3 that meetings are held on an informal basis: whenever an issue needs to be addressed with the unskilled labour, it is done in an informal manner. This is done

without a formal meeting time being set up and without any meeting minutes being taken. Normally the unskilled labour is informed about a meeting by their team leader or supervisor. Any information which needs to be conveyed is sent by word-of-mouth.

5.2.1.3   Person calling the meetings.

The purpose of the question was to determine the level of authority that the subordinates have in order to be able to call a meeting if issues need to be addressed.

Figure 5.4: Person calling the meetings

	Have set dates	Senior manager	Any team member	General workers
■ Percentage	11.4%	74.3%	11.4%	2.9%

The data in Figure 5.4 indicated that the senior managers are the ones who call for meetings. These range from site or progress meetings to technical meetings, team meetings, clarif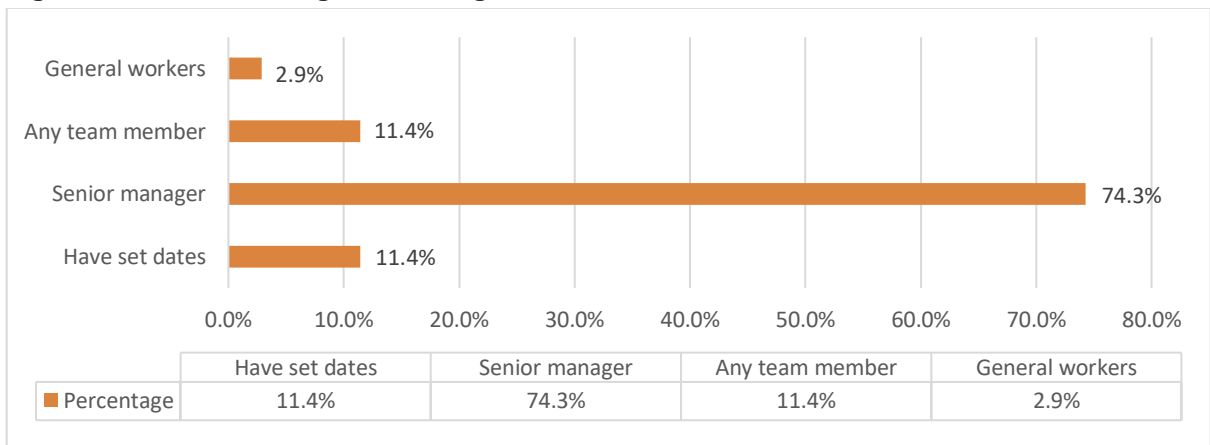ication meetings and disciplinary meetings. It was evident from the data that the leader calls for the meetings and the unskilled labour is subjected to any decision made by senior management. This type of management leans towards an autocratic leadership style.

5.2.1.4   Type of organisational structure.

The organisational structure of an organisation is a system that guides how activities are directed. It is to ensure that the organisational goals are met and that all departments or employees work together as a unit to achieve the desired outcomes. This includes task allocation, coordination, and supervision. All the above-mentioned factors give the researcher an understanding of the leadership style that is used to lead the respondents.

Figure 5.5: Organisational structure

	Functional	Projectized	Not defined	Matrix
Percentage	25.8%	60.6%	6.1%	7.6%
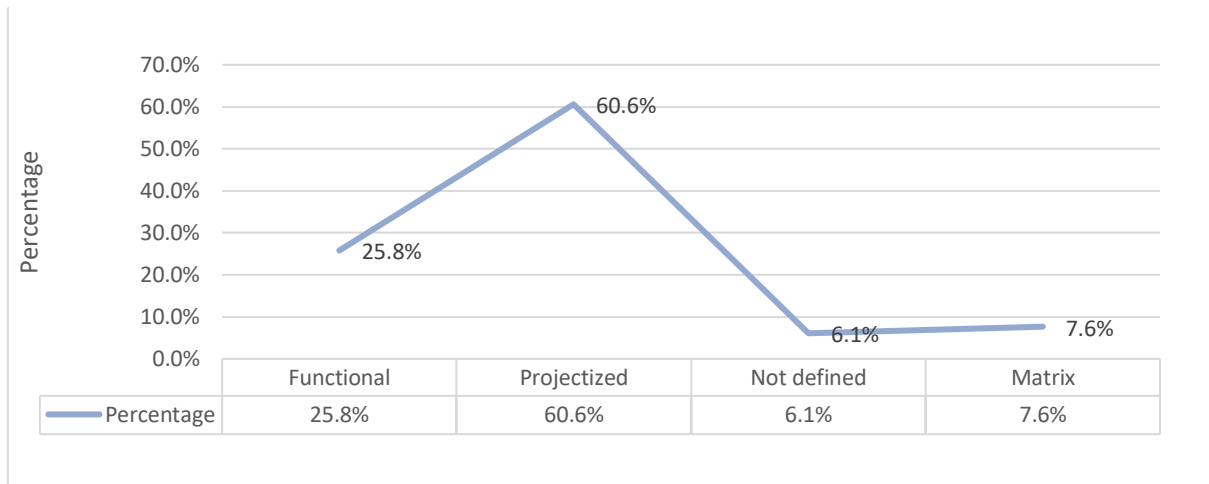
As stated above, the organisational structure reflects the leadership style used to lead the respondents. Figure 5.5 shows that 25.8% of the respondents view the organisation as functional, 60.6% as projectised and 7.6% view the organisation as having a matrix structure. The organisational structure could not be defined by 6.1% of respondents. The structure of the organisation, as concluded from this research, is projectised.

5.2.1.5   Respondent's direct authority over their team members.

The research was focused on unskilled labour, which means that the labourers will not have direct authority over their team members because they are under the authority of a supervisor. In some instances if an employee is a senior person, the rest of the team members will have to submit to their authority. According to Figure 5.6 below, 44.1% of the respondents were of the view that on certain issues they have direct authority over their team members, while 23.5% of the respondents depend on their cooperation. 10.3% of respondents feel that they have the last say, and 22.1% believe that they have no authority over their team members.

Figure 5.6: Authority over team members

	On certain issues	Depend on their cooperation	I have the last say	None
■ Percentage	44.1%	23.5%	10.3%	22.1%
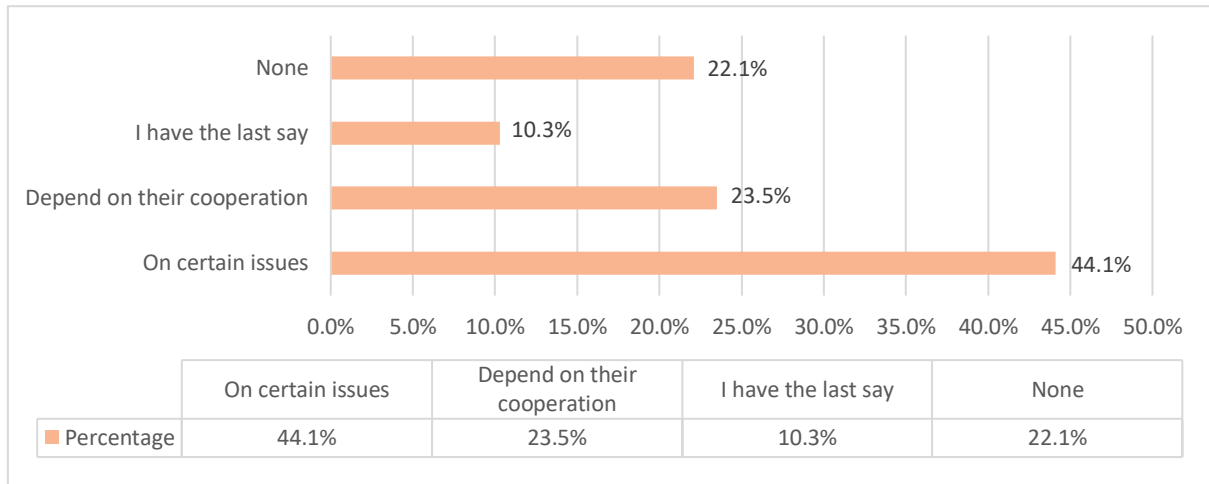
5.2.1.6 Control of decision-making in project team meetings.

The effect of leadership style on unskilled labour was being explored in the study. The significance of who controls the decision-making in project team meetings can be an indication of the type of leadership style applicable.

Figure 5.7: Decision-making in project team meetings

	Wait for senior management	I persuade peers	Together as a team	Myself
■ Percentage	68.6%	2.9%	25.7%	2.9%
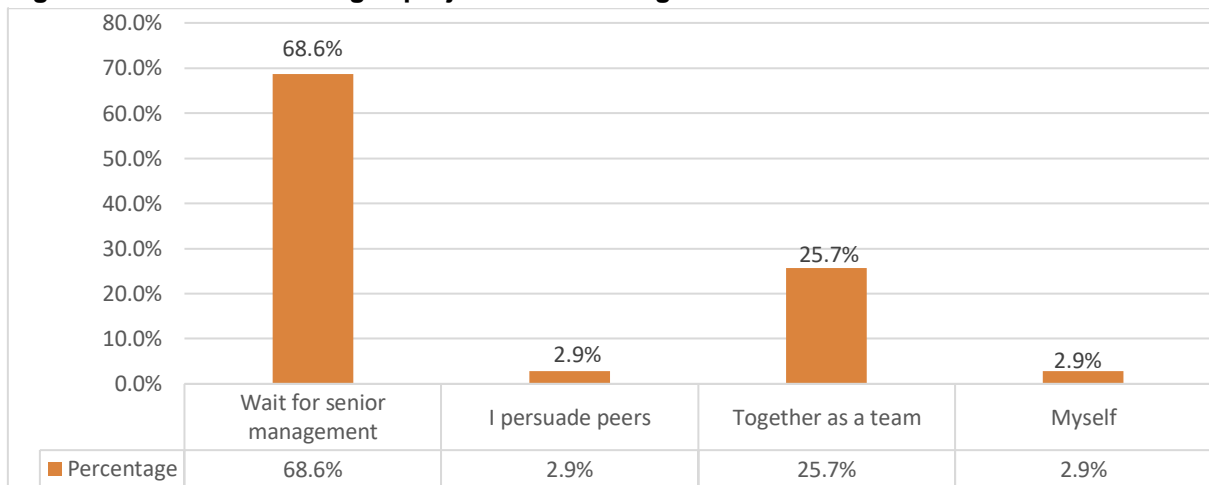
It was evident from Figure 5.7 that the decision-making is on a senior level. Of the respondents 68.6% believe that decision-making in project team meetings is dependent on the input of senior management. The unskilled labour in construction has little authority when it comes to the decision-making in project team meetings. Only 2.9% of respondents can persuade peers themselves, while another 2.9% are able to make decisions themselves in project team meetings. The 25.7% who make decisions together as a team by means of a democratic leadership style get the input of all team members. It is evident to the researcher that a top-down approach is used on the unskilled labour at this selected construction company.

5.2.1.7   Duration of employment in position.

The duration of employment has a lot to do with the emotional intelligence, understanding of the organisation's core business and career development. With longer service duration comes greater experience, which will enable a participant to be able to better analyse the leadership style of the management. New employees may still be on probation and be concerned about being permanently employed, making it challenging to grasp the organisational culture.

Table 5.1: Duration of employment in position

Years	Frequency
0 - 5 years	70%
6 - 10 years	15.7%
11 - 15 years	5.7%
More than 15 years	8.6%

Table 5.1 draws to the researcher's attention that most respondents are at a junior level, where 70% of respondents have 0 – 5 years' experience in the company. This would apply to the unskilled labour, most of whom have no experience and their position at the time of the research could have been their first exposure to a construction environment. Of the respondents 15.7% have 6 – 10 years' experience: these are the foremen, supervisors, surveyors, and the experienced staff. Respondents with 11 – 15 years' experience were at 5.7% and those with more than 15 years' experience at 8.6%. The aim of the study was to determine the effect of the leadership style on unskilled labour in construction. Based on the duration that respondents have been at their current level, the findings reflect a well-balanced target population.

5.2.1.8   The happiness of the respondents in the organisation and whether they feel confident in what they do.

The purpose of the question was to understand what the attitude of the respondents is towards their work and their perception of the work environment. Normally employees who are new to the business will be more enthusiastic about the work environment. On the other hand, employees being employed for a longer duration will feel more confident in what they do as they have gained experience.

Figure 5.8: State of respondent in the organisation
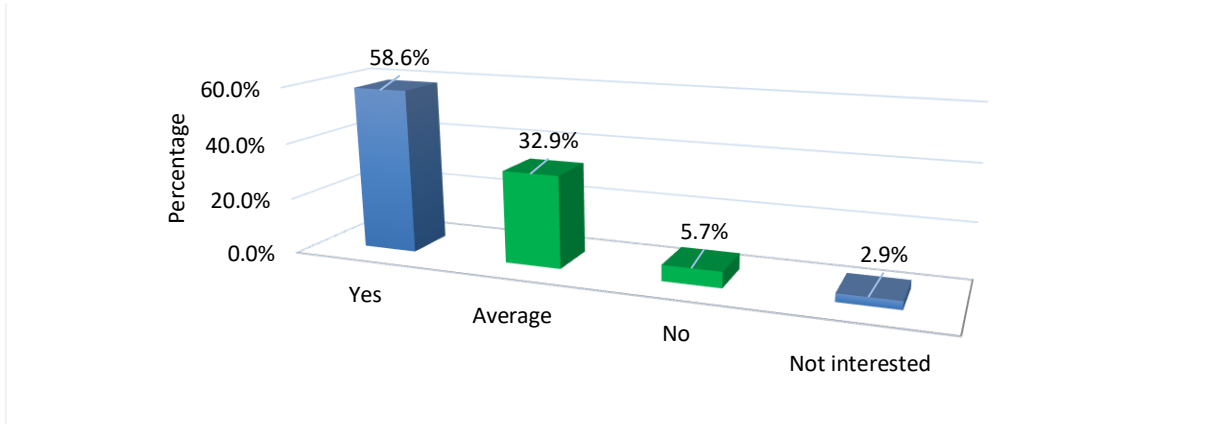
Surprisingly, Figure 5.8 shows that 58.6% of the respondents feel happy in the company and feel confident in what they do. This contradicts the norm where unskilled labourers often only do the work to earn money to provide for their needs and families. They do not work to gain something meaningful from it, but instead it serves as a temporary job. The projects in construction are temporary and the scope changes from project to project. Those respondents feeling average in the organisation comprised 32.9% while 2.9% were not interested in their work or the organisation and 5.7% did not feel happy in the company.

5.2.1.9 Welcoming of suggestions and questions by seniors.

The type of leadership style being applied to the unskilled labour can make them feel hesitant to make suggestions to their seniors and to ask questions. Seniors can sometimes feel threatened by subordinates making suggestions or feel undermined by their asking questions which relate to a certain aspect of the work.

Figure 5.9: Welcoming of suggestions and questions by seniors

	Yes	Sometimes	No	Vague answers
Percentage	54.3%	34.3%	4.3%	7.1%
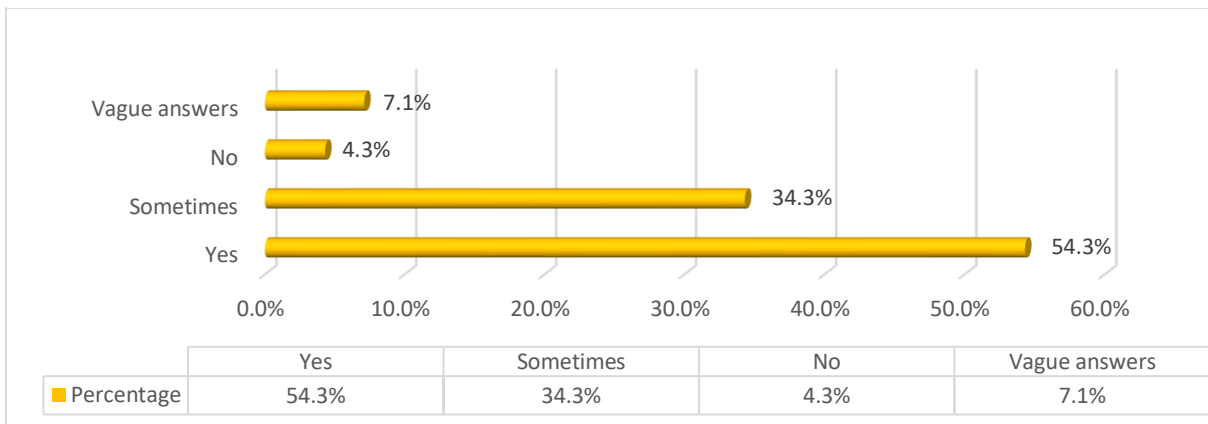
Surprisingly again, as with the finding of question 8, suggestions and questions are openly welcomed by the seniors. This creates an environment for growth and has a positive impact

on the respondents. As shown in figure 5.9, 54.3% agreed that their input is welcomed by seniors, while 4.3% of the respondent's input are not welcomed. 7.1% is of opinion that they get vague answer to their suggestions and questions to their seniors. 34.3% of respondents feel that their input is sometimes welcomed by seniors. From figure 5.9 it was evident that a democratic type of leadership style is applied to the unskilled labour in the selected construction company.

5.2.1.10 The respondents mentioning anything of interest that they may want to share.

The responses of the participants are listed in Table 5.2 below. The question gives the participant the opportunity to share anything of interest which could assist the researcher to understand what the participant's perception about the research was at the time.

Table 5.2: Points of interest

	Responses
1	Confident and motivated
2	They are not open to change. Very slow to implement new things like technology. There is clear favouritism. Poor management styles with a personality driven like dictatorship. Virtually no perks for staff who work hard, only for management.
3	Companies do not invest in their employees of colour. They keep them away from growing into a senior position.
4	I am a Civil Engineering Technician doing design work.
5	Must wait long for money.
6	Communication is paramount.
7	Being in a team where the senior keeps on checking the progress of the team. Sharing and educating the team as well as allowing input from the members is something interesting that I can share so far.
8	Each one is focused on what they need to do.
9	I would like to do the best thing for my team. Anyone who would like to learn my skills, will be allowed to do so.
10	Being a site manager is interesting and very challenging at times depending on the type of project you are doing.
11	Teamwork makes the dream work.
12	I have better time management.
13	I am a student and still learning about the work that I do.
14	I believe that I grew more than I anticipated over the past year.

It could be concluded from table 5.2 above that the participants were of opinion that there is room for improvement in how senior management apply their leadership style. Not being open to change, poor management styles and micromanagement were some of the traits experienced by the employees in the selected construction company in Cape Town. The views of the participants range from positive to negative as to how they experience the workplace.

5.2.2 Functions of the project leader and project team

The Likert scale measures emotions, attitudes and perceptions by ranking them on a scale to indicate the intensity of the feelings. The scale was put on 1-5 with 1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5=strongly agree.

SELF-CONSCIOUSNESS OF THE TEAM LEADER

5.2.2.1 I don't like a team leader who admits weaknesses to team members.

The perception that people have of leaders or managers is that they know it all and cannot do anything wrong. This, however, is not true as the team leaders and managers are not perfect, and they can make mistakes. The respondents were of the opinion in Table 5.3 that the team leader should maintain a strong position by not admitting their weakness to team members. A total 91.5% agree with the statement (48.6% agree and 42.9% strongly agree) while 8.6% of the respondents are unsure how they feel about the statement.

Table 5.3: Team leader admitting weaknesses to team members

	Percent	Cumulative
Strongly Disagree	0.0%	0.0%
Disagree	0.0%	0.0%
Neutral	8.6%	8.6%
Agree	48.6%	57.1%
Strongly Agree	42.9%	100.0%
Total	**100%**	

The findings above gave the researcher an indication of the type of leadership style to which the respondents are more likely to subject themselves: a leader who is strong in their actions and keeps their composure.

5.2.2.2 I like a team leader who knows that they are human and need to grow.

This statement contradicts Statement 1, where the respondents preferred to have a leader who is strong in their actions and keeps their composure. This statement specifies a leader who in fact does acknowledge their weaknesses in order for them to learn and grow. The respondents' level of agreement with the statement, as seen in Table 5.4, was at 97.1% (41.1% agree and 55.7% strongly agree), with 2.9% of respondents having a neutral view on the statement.

Table 5.4: Team leader who knows that they are human and need to grow

	Percent	Cumulative
Strongly Disagree	0.0%	0.0%
Disagree	0.0%	0.0%
Neutral	2.9%	2.9%
Agree	41.4%	44.3%
Strongly Agree	55.7%	100.0%
Total	**100%**	

5.2.2.3 Being a leader is an opportunity and does not make you faultless.

There is a common perception that the leader knows everything. This is not the case, as the respondents confirmed in Table 5.5 below. A majority 88.6% of respondents agreed (40% agree and 48.6% strongly agree) that being a leader is an opportunity and does not make one faultless. A neutral view on the statement was taken by 8.6% of the respondents and only 2.9% of the respondents disagreed. Experience gives a leader more confidence to manage, but it does not make the leader faultless.

Table 5.5: Being a leader is an opportunity

	Percent	Cumulative
Strongly Disagree	0.0%	0.0%
Disagree	2.9%	2.9%
Neutral	8.6%	11.4%
Agree	40.0%	51.4%
Strongly Agree	48.6%	100.0%
Total	**100%**	

5.2.2.4 Admitting weaknesses to team members gives you a chance to learn.

The purpose of the question was to understand the perception of the leader and the workers to determine the type of leadership style to which the workers are subjected and to gauge how they feel about the behaviour of the leader. Growth starts by admitting that one has done wrong and then doing what is necessary to rectify the situation. The responses follow below in Table 5.6. A majority 80% of the respondents agreed with the statement (40% agree and 40% strongly agree) while 14.3% of the respondents were unsure how they felt about it. The respondents disagreeing with the statement were a minority of 5.7% (4.3% disagree, and 1.4% strongly disagree).

Table 5.6: Learning in admitting weaknesses to team members

	Percent	Cumulative
Strongly Disagree	1.4%	1.4%
Disagree	4.3%	5.7%
Neutral	14.3%	20.0%
Agree	40.0%	60.0%
Strongly Agree	40.0%	100.0%
Total	**100%**	

5.2.2.5 Good leaders listen to others and learn the most from others.

A leader is someone who leads by example but is also willing to follow. This statement was supported by the respondents, as shown in Table 5.7. A majority 94.3% of them agreed (44.3% agree and 50% strongly agree) that a good leader does indeed listen to others and learn the most from others. A small number of the respondents (4.3%) had a neutral view on the statement and 1.4% of the respondents strongly disagreed.

Table 5.7: Leaders listening to others and learning from them

	Percent	Cumulative
Strongly Disagree	1.4%	1.4%
Disagree	0.0%	1.4%
Neutral	4.3%	5.7%
Agree	44.3%	50.0%
Strongly Agree	50.0%	100.0%
Total	**100%**	

A leader who can motivate the team and bring together all its members to be one successful unit has the qualities of a good leader, who can synthesise the ideas of the team members and develop a joint plan. The leader can also learn from others and that can be to the advantage of the leader: gathering different ideas enables the leader to devise a more robust plan.

5.2.2.6 A good leader leads the people and takes the followers with him/her.

This statement emphasised the previous Statement 5, that a leader is someone who leads by example but is also willing to follow. It is evident in Table 5.8 below that the respondents shared the same view on the statement, with 91.5% of the respondents agreeing (48.6% agree and 42.9% strongly agree) and 8.6% of them feeling neutral about it. Unskilled labourers can feel a sense of belonging and trust when the leader makes the effort to guide them and show them

the way. Most of the time the work that they do is new to them, hence they will need good leadership to guide them in the right direction.

**Table 5.8: A leader who leads the people and takes the followers with him/her**

	Percent	Cumulative
Strongly Disagree	0.0%	0.0%
Disagree	0.0%	0.0%
Neutral	8.6%	8.6%
Agree	48.6%	57.1%
Strongly Agree	42.9%	100.0%
Total	**100%**	

TEAMWORK

5.2.2.7   The effectiveness of a project team depends on the project leader style.

The type of leadership style that the respondents are subjected to has an impact on their performance and on how effectively the project team works together. A majority of the respondents (75.7%) agreed with the statement, as illustrated in Figure 5.10 (37.1% of the respondents agree and 38.6% strongly agree). The respondents not being sure were at 21.4%, taking a neutral view on the statement. The target population was mainly the unskilled labour at the selected construction company. The workers have minimal experience and skills relating to the work that they do. It could therefore be concluded that, based on the findings of the research, the effectiveness of the project team indeed depends on the project leadership style.

**Figure 5.10: Effectiveness of the project team**
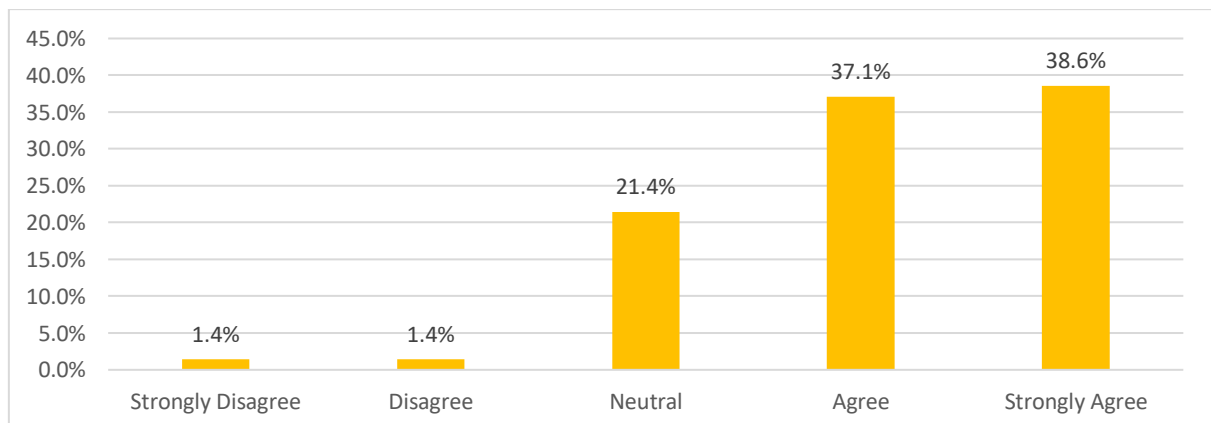
The purpose of the question was to determine the impact of leadership style on unskilled labour in the construction industry. The responses recorded in Figure 5.10 confirm the presumption of the statement.

5.2.2.8   I do not care what the team leader does wrong; people must work.

The responses indicated that this statement, namely that despite any wrongdoing of the leader, the people must work, was debateable. It is evident from Figure 5.11 that the respondents were divided in their opinions on the statement. The number of respondents agreeing with the statement was 38.6% (30% agree and 8.6% strongly agree), with 27.1% taking a neutral view. A contrary view was expressed by 34.3% of the respondents (12.9% strongly disagree and 21.4% disagree).

Figure 5.11: People working even if the team leader is wrong
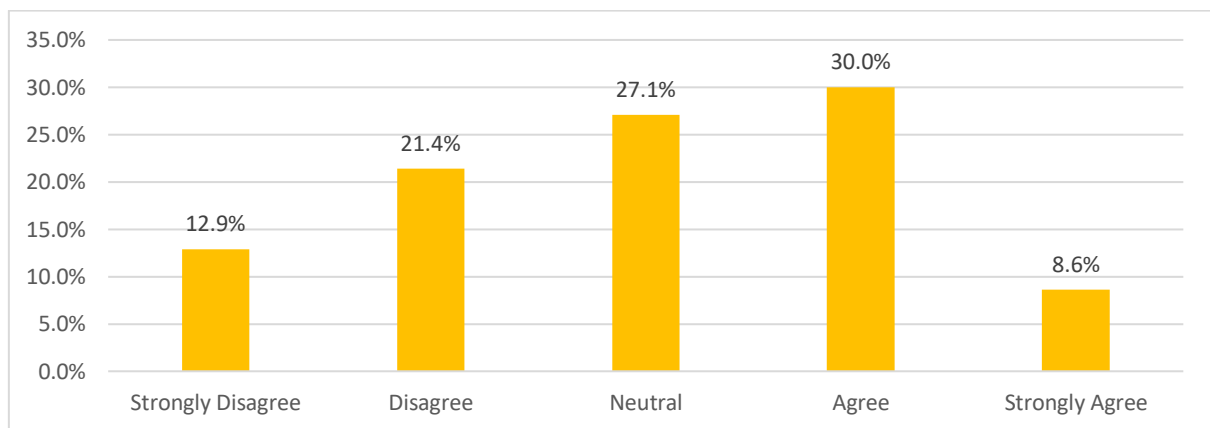
5.2.2.9   I know my role in the project - I do not need anyone to compliment me.

The statement referred to the project team members knowing their role in the project. This is a direct reflection of the type of leadership style that is applied to the workers. Teamwork plays such a big role in achieving the project objectives that it is important for each team member to know exactly what is expected from them.

The responses were recorded in Figure 5.12 below. The respondents agreeing with the statement constituted 52.9% (34.3% agree and 18.6% strongly agree), with 24.3% of the respondents feeling neutral about the statement. On the other hand, 22.9% of the respondents disagree (20% disagree and 2.9% strongly disagree), and therefore feel that they do not know their role in the project. They are also of the opinion that they need someone to compliment them. This could be because the respondents are unskilled and need guidance in doing the work.

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Figure 5.12: Respondents' role in the project

Figure showing bar chart with values: Strongly Disagree 2.9%, Disagree 20.0%, Neutral 24.3%, Agree 34.3%, Strongly Agree 18.6%
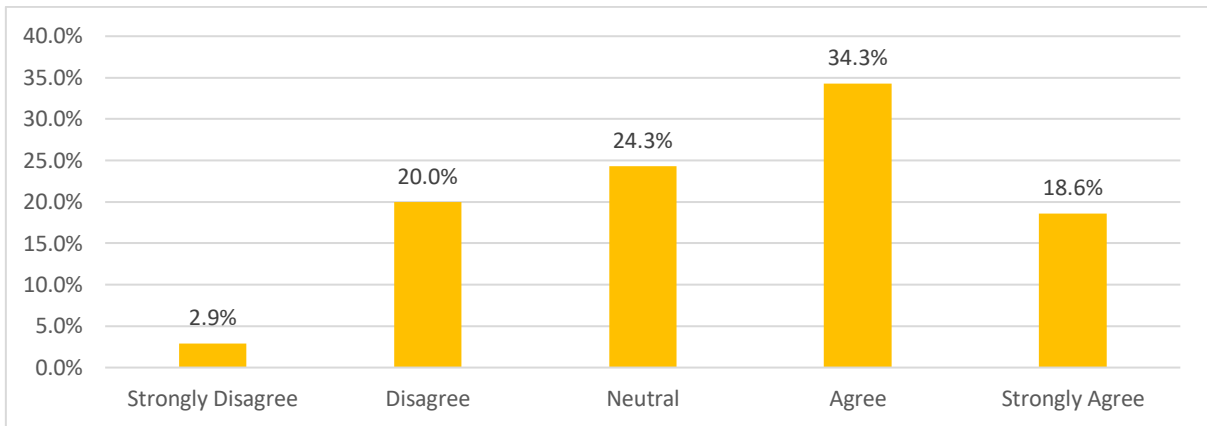
5.2.2.10 I get motivated on my own even if others are not motivated to work.

The purpose of the question was to determine whether the respondents have the necessary self-discipline and motivation to get down to work on their own even if others are not motivated to work. The statement reflects the organisational culture and the attitude of the workers towards their work.

Figure 5.13: Self-motivation

Figure showing bar chart with values: Strongly Disagree 2.9%, Disagree 5.7%, Neutral 11.4%, Agree 41.4%, Strongly Agree 38.6%
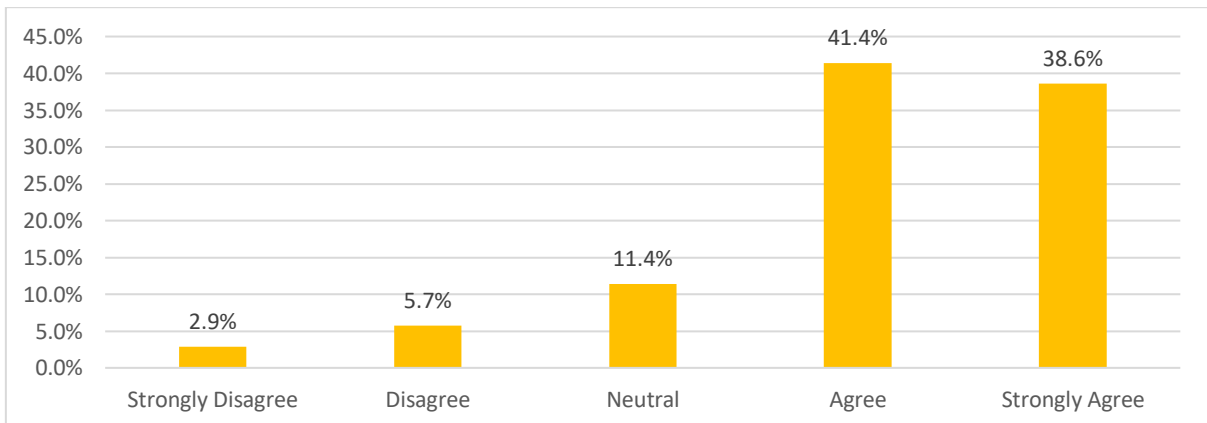
According to Figure 5.13, 80% of the respondents agreed (41.4% agree and 38.6% strongly agree) that they get motivated on their own even if others are not motivated to work. The respondents feeling neutral about the statement numbered 11.4% and only 2.9% strongly disagreed. It could be concluded from the findings that the workers are indeed motivated.

5.2.2.11 Demotivated team members tend to have more intra-team conflicts.

This statement takes an opposite view to the previous statement. The purpose was to determine whether the respondents agree with the statement that demotivated team mem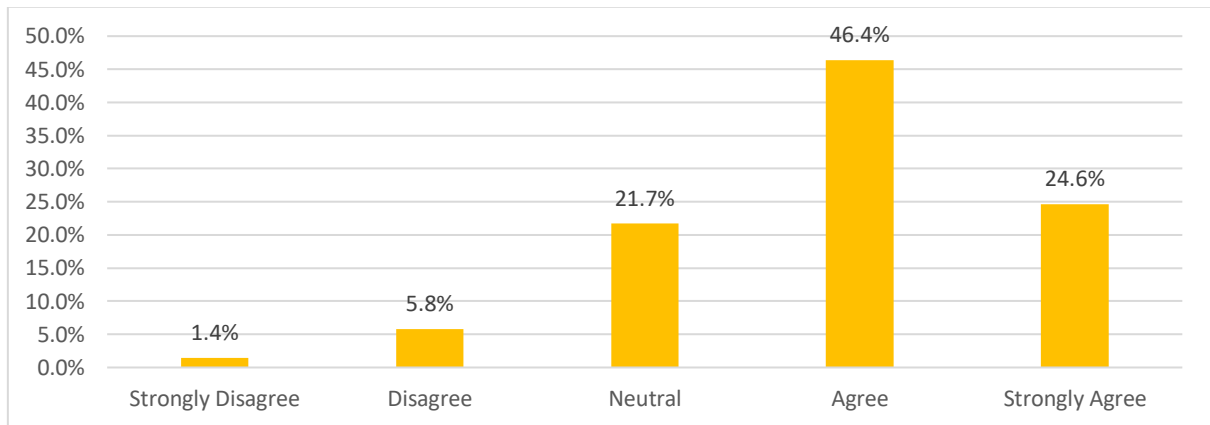bers tend to have more intra-team conflicts. The respondents cast their opinions as illustrated in Figure 5.14. A majority 71% of the respondents agreed with the statement (46.4% agree and 24.6% strongly agree) while 21.7% of the respondents were not sure how they feel about it and only 1.4% strongly disagreed.

Figure 5.14: Effect of demotivated team members

5.2.2.12 New team members are heartily welcomed and accommodated.

The statement focused on how new team members are welcomed and accommodated in the team. It is important for the leader to ensure that the team works well together to achieve the project objectives. Most of the time in construction projects the workers are rotated, typically every 6 months to ensure that more people from the local community get an opportunity to work and earn an income. The purpose of most construction projects is to create jobs and reduce unemployment and poverty. The work that unskilled labour does is temporary and therefore the purpose of the question was to determine how the workers are being treated. The response to the statement follows below in Figure 5.15.

Figure 5.15: New team members
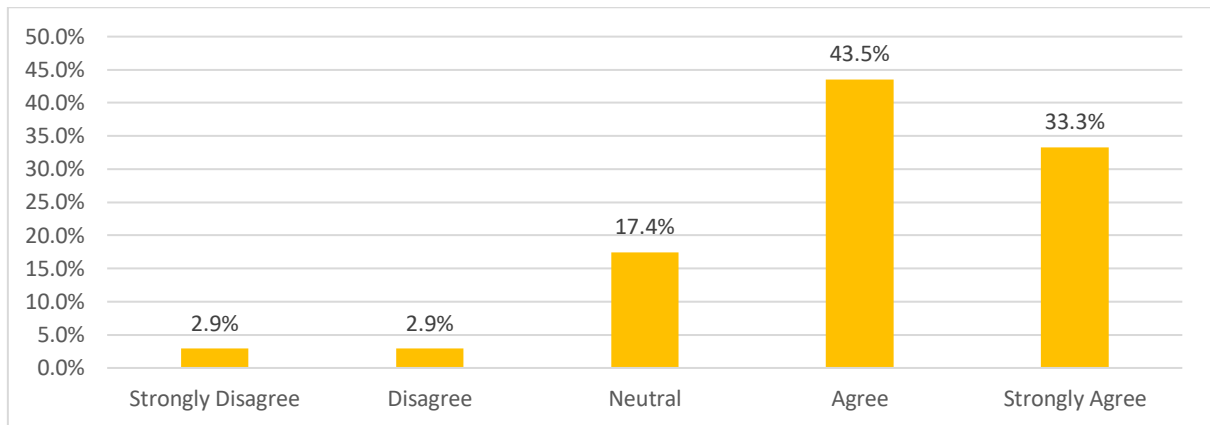
The unskilled labour and workers at the selected construction company in Cape Town agreed. They were of view that new team members are heartily welcomed and accommodated. The respondents agreeing with the statement constituted 76.8% (43.5% agree and 33.3% strongly agree), with 17.4% feeling neutral and 5.8% disagreeing (2.9% strongly disagree and 2.9% disagree).

5.2.2.13 Motivation is contagious: a motivated member makes others motivated.

The saying goes that it takes one bad apple to spoil the whole barrel. The same applies to this question and it is indeed true that motivation is contagious and a motivated team member makes others motivated. According to Figure 5.16, 91.5% of the respondents also agreed with the statement (42.9% agree and 48.6% strongly agree), with 7.1% taking a neutral view and only 1.4% disagreeing.

Figure 5.16: Motivated team members
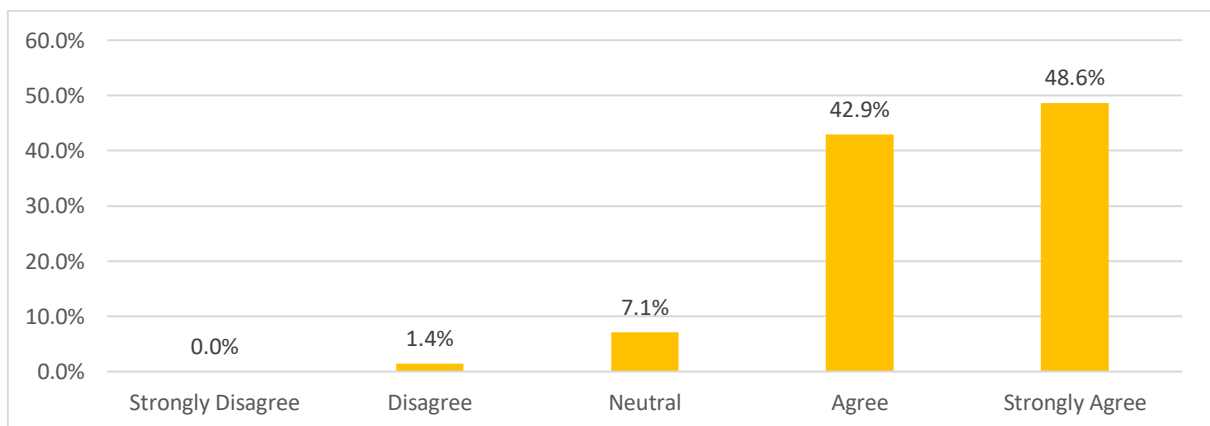
TECHNICAL COMPETENCY

5.2.2.14   It is encouraging to know that the team leader understands my tasks.

The purpose of the question was to understand what expectations the respondents had of the leader and their leadership style. This is important to be able to get the perception from the respondent's side and to gauge how they perceive the behaviour of the leader. The respondents' opinions are illustrated in Figure 5.17. A large majority (91.5%) agreed with the statement (48.6% strongly agree and 42.9% agree) and felt that it is encouraging for them to know that the team leader understands their tasks. A neutral stance was taken by 7.1% and only 1.4% disagreed.

Figure 5.17: Team leader's understanding of tasks
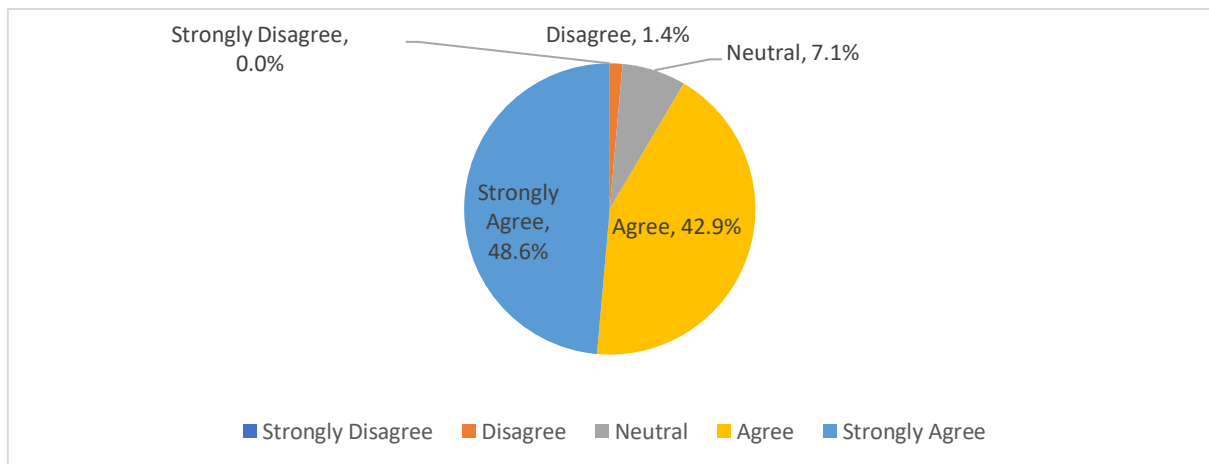
5.2.2.15   A technically informed team leader knows how to schedule tasks / time.

The statement postulates that technically informed team leaders should know how to schedule tasks and time. Even though this is a good skill for the team leader to have, it does not define their competency as a team leader. Sometimes workers can have great expectations of the team leader, whereas in actual fact the leader might have different qualities and skills. That view was clearly not held by the respondents, as seen in Figure 5.18 below, as 91.3% were of the opinion that the team leader should know how to schedule tasks and time (49.3% strongly agree and 42% agree). Those disagreeing were 1.4%, while 7.2% did not know how they felt about the statement.

Figure 5.18: A technically informed team leader
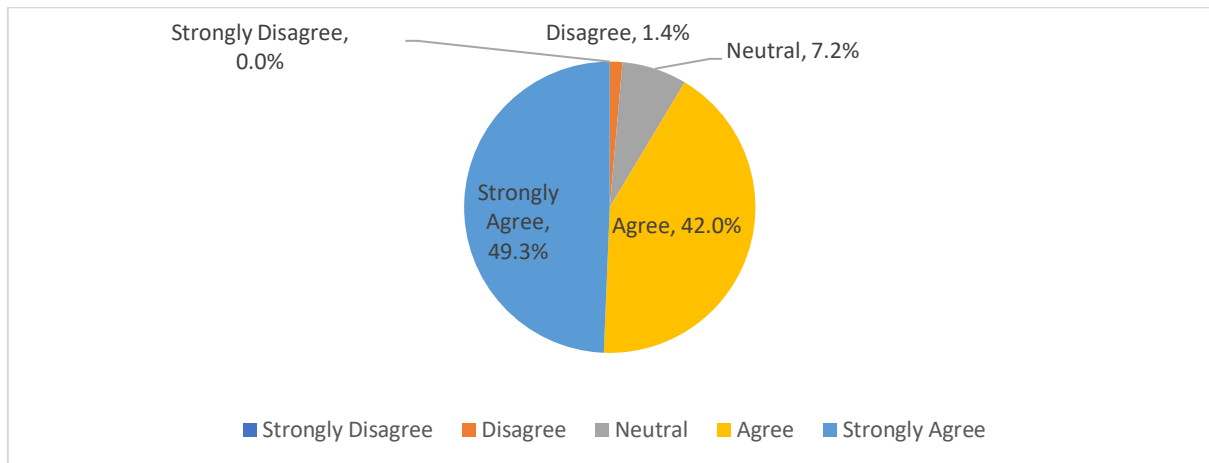
5.2.2.16 Even if the team leader doesn't know the tasks, I want a nice leader.

The statement once again sought to understand the perception of the respondents: how they perceive the leader's behaviour. There were mixed views among the respondents, as illustrated in Figure 5.19, with half of the respondents (50%) agreeing (18.6% strongly agree and 31.4% agree) and 22.9% disagreeing (18.6% disagree and 4.3% strongly disagree). The remaining 27.1% of the respondents took a neutral view on this statement. It was evident from the findings that the respondents were of the opinion that the leaders should know the tasks. Leaders should be competent but should also treat the workers with respect and kindness.

Figure 5.19: Having a nice leader
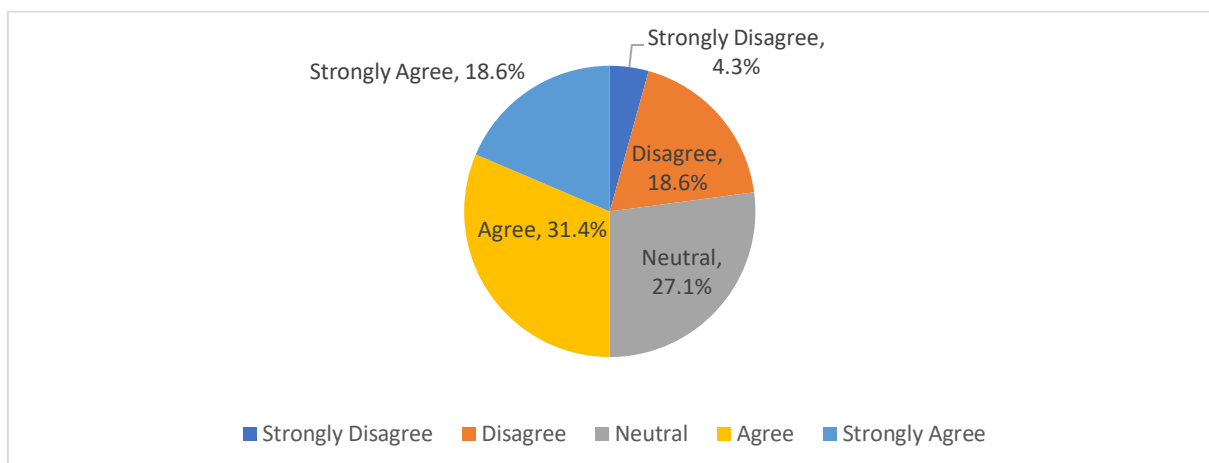
5.2.2.17 I am motivated even if I know the tasks better than the team leader.

The purpose of the statement was to determine what the respondent's attitude is towards their work. Most of the time the unskilled labourers in construction work for an income and not necessarily because of their passion for the work. It was therefore important to determine the

respondents' level of motivation towards the work. The pie chart in Figure 5.20 below shows that 81.1% of the respondents agreed (53.6% agree and 27.5% strongly agree) with the statement, 13% took a neutral view and 5.7% disagreed (4.3% disagree and 1.4% strongly disagree).

Figure 5.20: Motivated respondent knowing the tasks better than the team leader
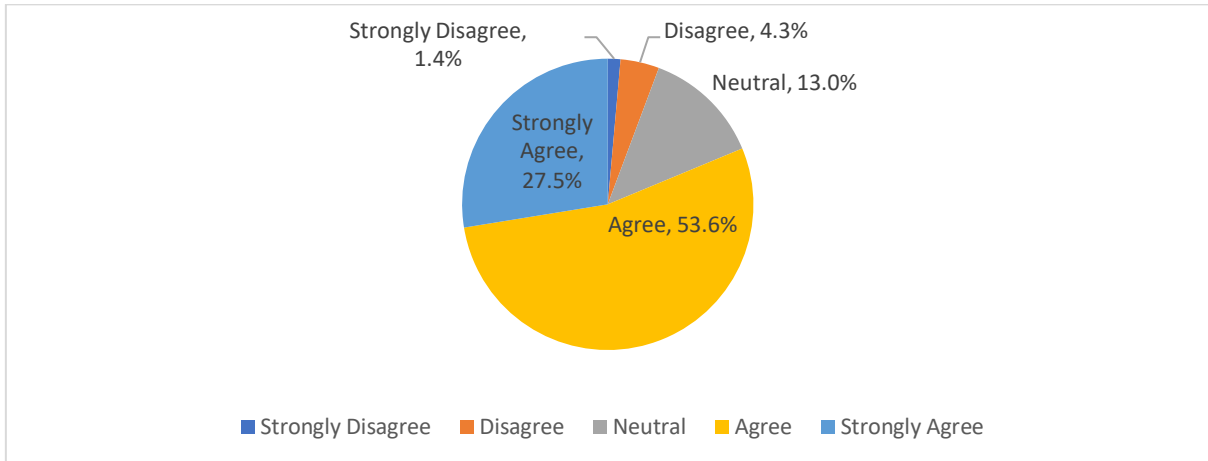
5.2.2.18 I hate to deal with a team leader who doesn't understand what we do.

It is expected from the leader to lead by example and guide the subordinates in the right direction. The purpose of the question was to understand the respondents' perception of the team leader. It is important that the team leader set clear objectives to the members to enable them to work towards these objectives.

Figure 5.21: A team leader should understand what needs to be done
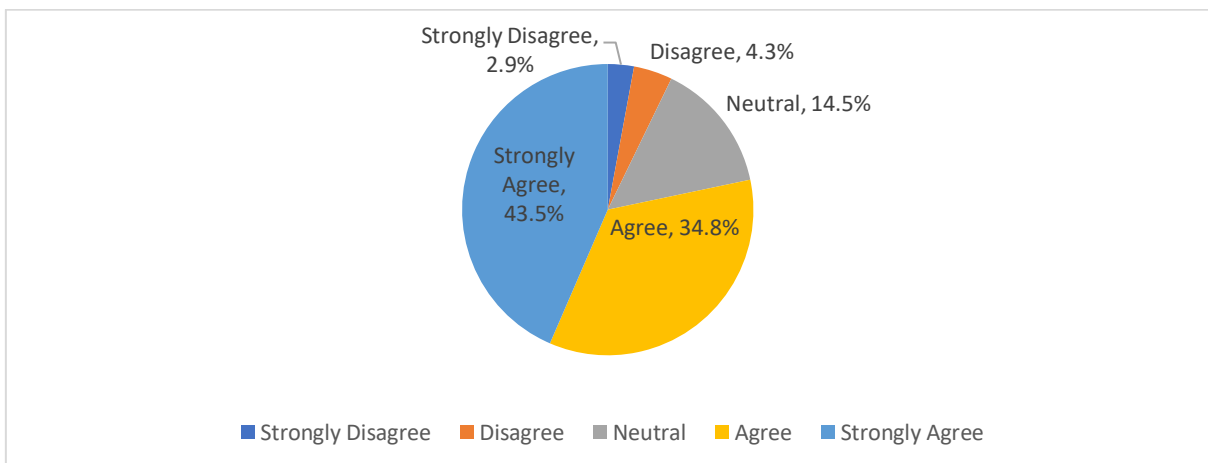
The opinions of the respondents were sought and were recorded in Figure 5.21, which gives a clear picture of how the respondents perceived the competence of their team leader. It was clear from the findings that the respondents were not in favour of a team leader who does not

understand what needs to be done, with 78.3% agreeing with the statement (43.5% strongly agree and 34.8% agree), while 7.2% disagree (2.9% strongly disagree and 4.3% disagree). The remaining 14.5% of respondents had no opinion to share on this statement.

5.2.2.19   I would prefer a technically competent to an unfriendly team leader.

The manner in which employees are treated has an impact on their performance. The type of leadership style that is followed when dealing with subordinates can influence their motivation. Most of the respondents (82.9%), as seen in Figure 5.22, agreed with the statement (42.9% strongly agree and 40% agree); only 1.4% of respondents disagreed and 15.7% were unsure how they felt about the statement. It can therefore be concluded that the respondents prefer a technically competent team leader to an unfriendly leader.

Figure 5.22: Technically competent team leader
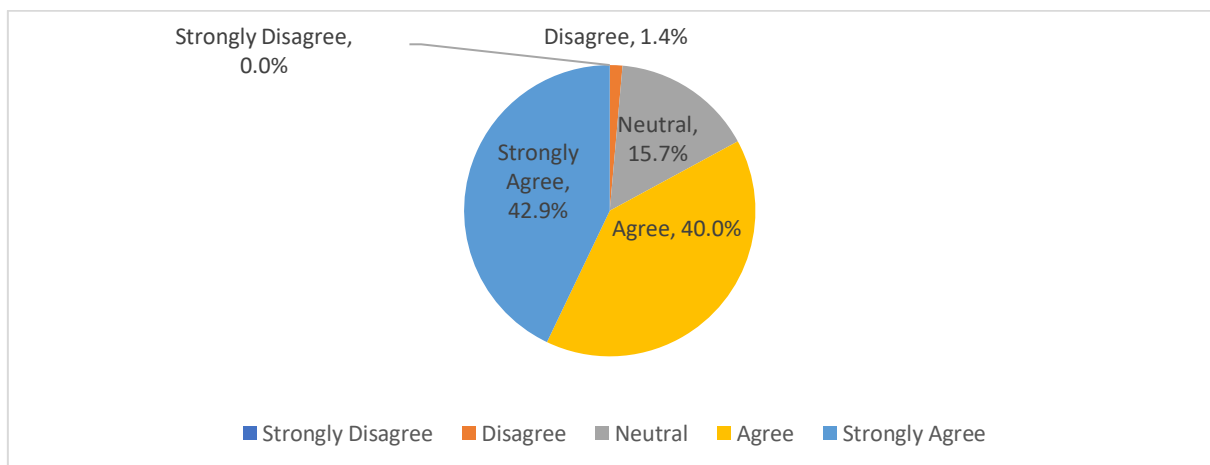
5.2.2.20   Relationships are more critical for effectiveness, than technical skills.

The purpose of the question was to determine what is important to the respondents with regard to the leader behaviour styles. It is sometimes necessary for a leader to have a combination of technical skills and people skills. The statement sought to understand the respondents' opinions in this regard. From the responses it could be observed that the respondents indeed agree that a combination of both is necessary. The responses are recorded in Figure 5.23 below.

Figure 5.23: Impact of relationships on effectiveness
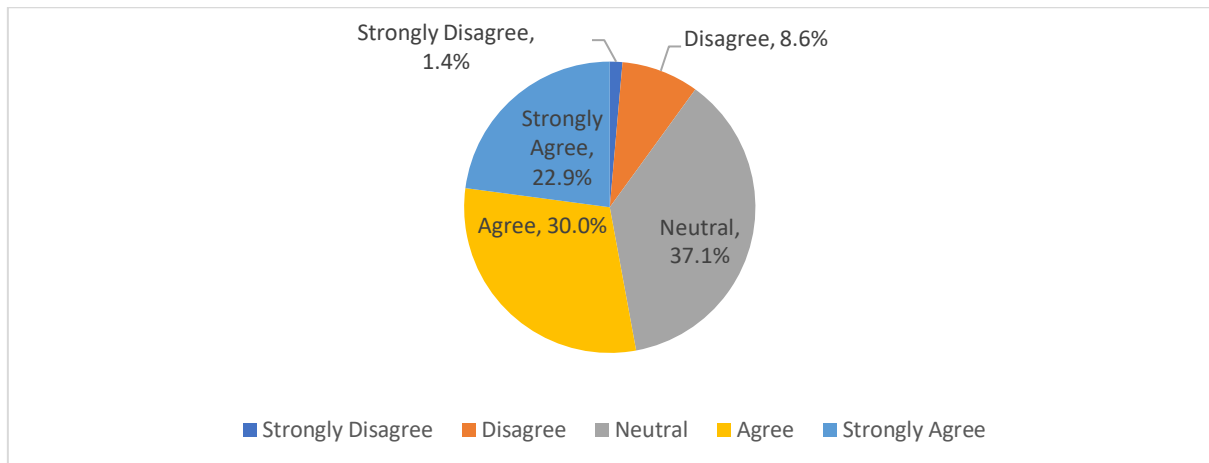
More than half of the respondents agreed with the statement, leading the researcher to the conclusion that people skills or relationships are more critical for effectiveness than technical skills. The respondents agreeing were 52.9% (22.9% strongly agree and 30% agree). Only 10% disagreed with the statement (1.4% strongly disagree and 8.6% disagree). The rest of the respondents (37.1%) had no opinion on the statement.

5.2.2.21   I would prefer a socially competent to a technically illiterate team leader.

This statement is a follow-on from the previous statement, which asserted that relationships are more critical for effectiveness than technical skills. This statement shares the same aspects, focusing on the social competent and technically illiterate aspects. As with Statement 20, more than half of the respondents (61.7%) agreed with the statement, as can be seen in Figure 5.24 (23.5% strongly agree and 38.2% agree). The respondents who disagreed were 19.1% (1.5% strongly disagree and 17.6% disagree). The other 19.1% shared a neutral view on this statement.

Figure 5.24: Socially competent team leader
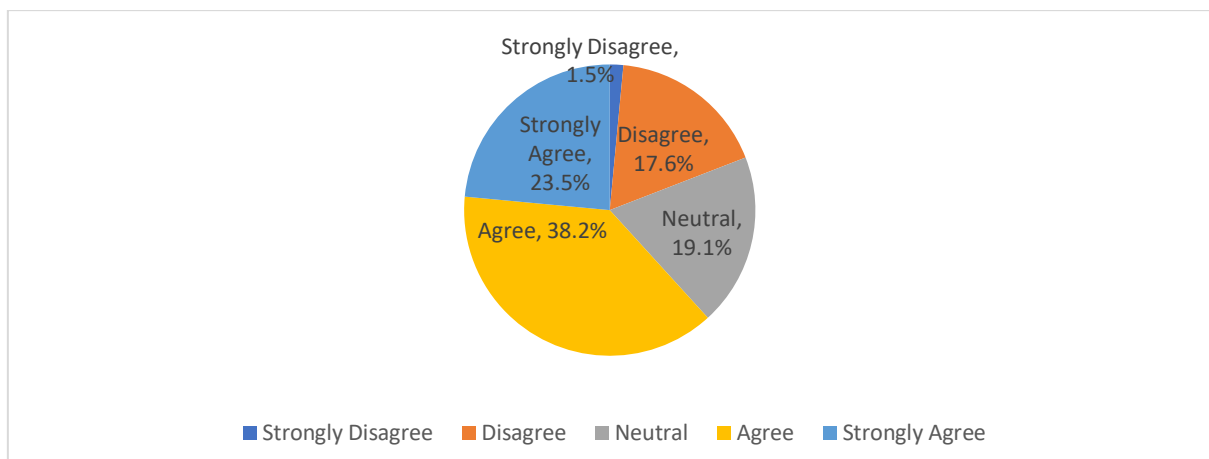
STAKEHOLDER ISSUES

5.2.2.22   A leader who understands diversity should appreciate differences.

The purpose of the question was to identify the type of leader that the respondents have. The diverse population of South Africa has people from different backgrounds and cultures, and this is often the situation on construction projects.

Figure 5.25: Leader understanding diversity
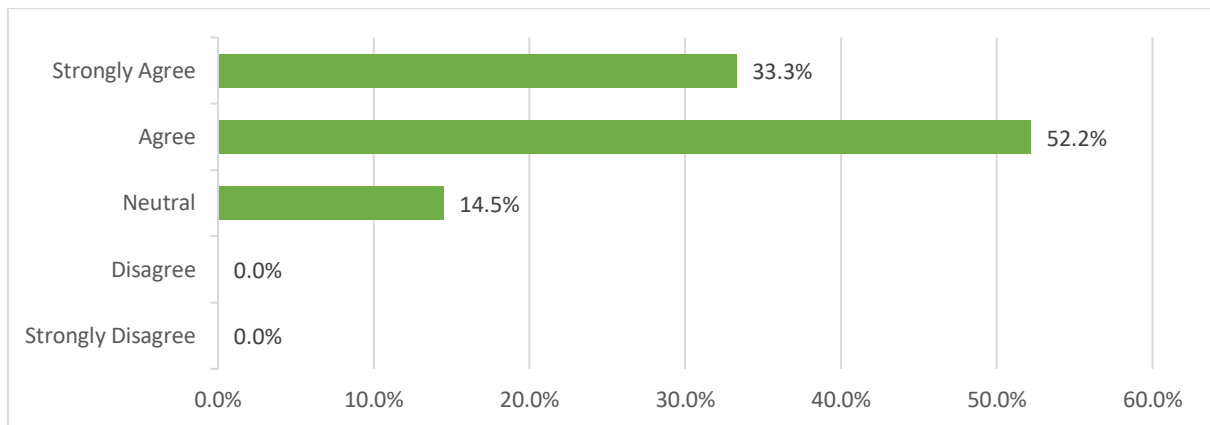
It is expected from the leader to have an understanding of diversity and to appreciate differences within the team. The differences can bring together more ideas and perceptions to produce a better outcome. A majority of the respondents (85.5%) agreed with this statement, as seen in Figure 5.25 above (33.3% strongly agree and 52.2% agree). The rest of the respondents (14.5%) had a neutral view on the statement.

5.2.2.23   A good leader knows that differences are a sign of hatred for the leader.

The statement sought to understand whether the respondents agree with the statement that a good leader knows that differences are a sign of hatred for the leader. The research clearly indicated in Figure 5.26 that the respondents were split in their opinion of the statement. Just under half of the respondents (44.9%) agreed with the statement (17.4% strongly agree and 27.5% agree). On the other hand, 34.7% of the respondents disagreed (24.6% disagree and 10.1% strongly disagree). The rest, 20.3% of respondents, had no opinion on the statement.

Figure 5.26: Differences being a sign of hatred for the leader
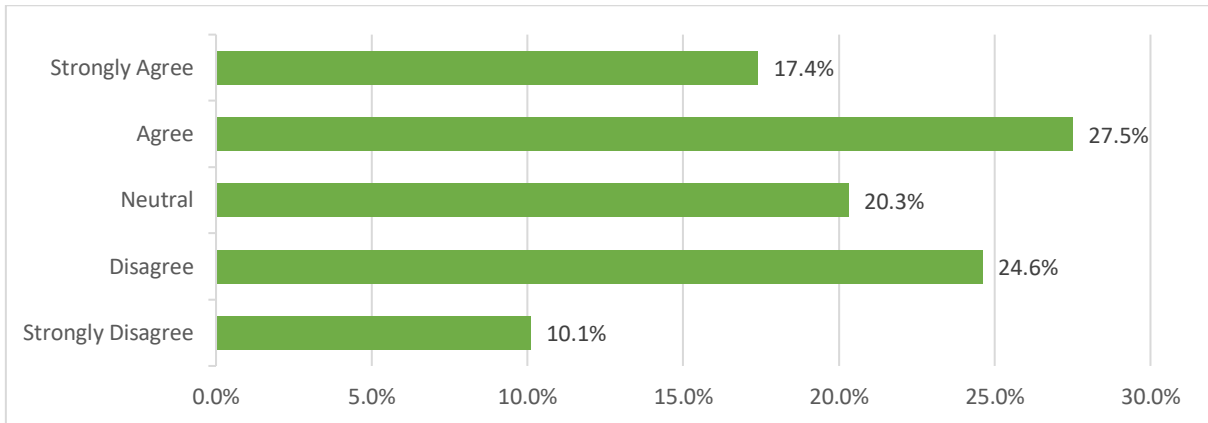
5.2.2.24 A project leader should not communicate with everyone in the project.

The statement sought to understand what the communication is like between the team leader and the project team. Generally, in construction the unskilled labourers take instructions from their supervisor or senior managers, who use an autocratic leadership style. The project leader will communicate with the senior managers and they will communicate with the employees and unskilled labourers.

Figure 5.27: The project leader communicating in the project
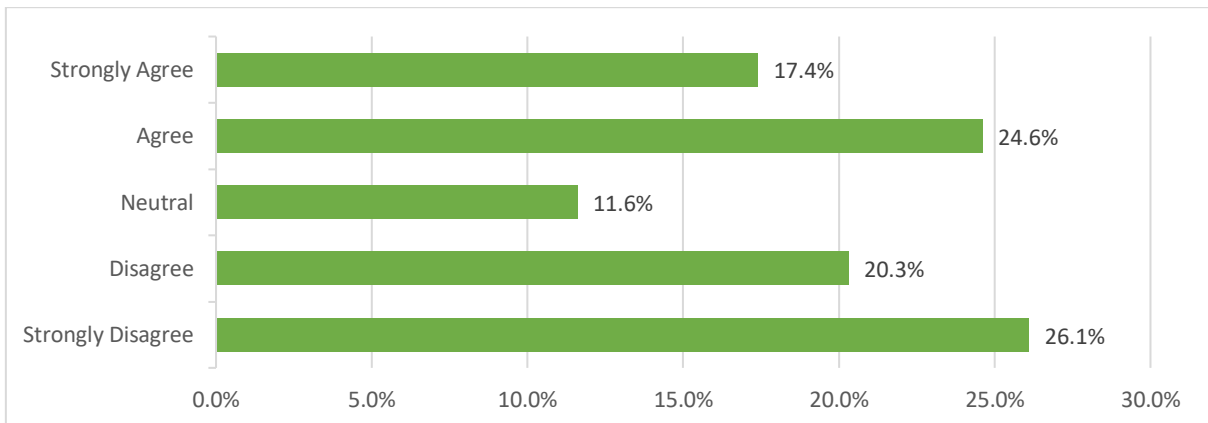
The results in Figure 5.27 above again indicate a split in the respondents' views on the statement: 42% agreed with the statement (24.6% agree and 17.4% strongly agree), but 46.4% disagreed (26.1% strongly disagree and 20.3% disagree). The other 11.6% of the respondents took a neutral view.

5.2.2.25 A good leader knows that disagreements are due to diversity, not hatred.

The statement was similar to Statement 23, which said that a good leader knows that differences are a sign of hatred for the leader. This statement, however, focused on disagreements, saying that a good leader knows that disagreement is due to diversity not hatred. It is normal for some conflict in the form of disagreements to occur in the workplace. What is important is how the conflict is dealt with in order to bring together different ideas from the employees. The results of the research are illustrated in Figure 5.28.

Figure 5.28: Disagreements indicating diversity
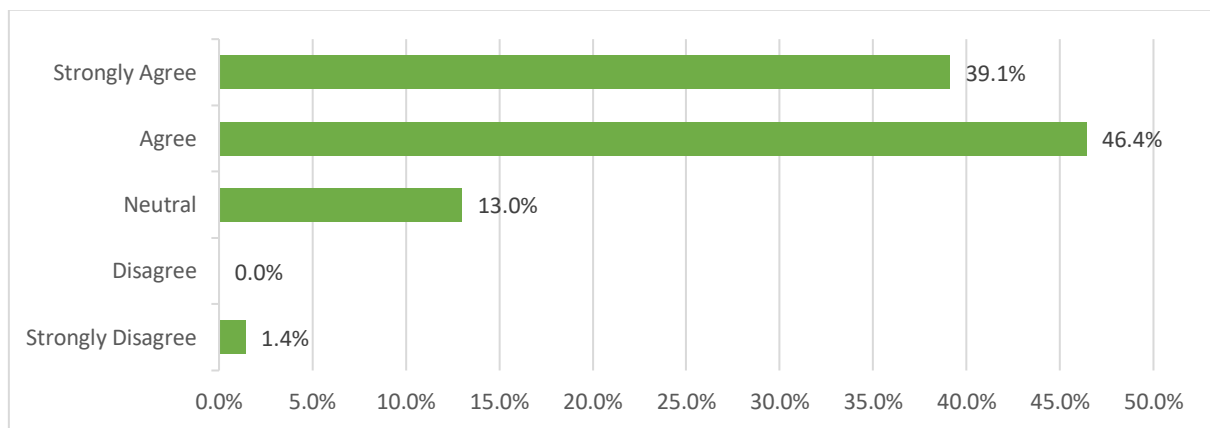
Diversity among employees is a common characteristic of construction projects. Most projects require certain criteria to be met for the employment of labourers, for example the percentage of females, males, youth, specific demographic groups, etc. The majority of respondents (85.5%) agreed (39.1% strongly agree and 46.4% agree). Only 1.4% of the respondents strongly disagreed and 13% had no opinion on the statement.

5.2.2.26 A good leader gives all role players their place in the project process.

In construction projects of some complexity it is important that the workforce work according to a plan to achieve the project objectives and meet the project deadline. It is therefore essential that the leader should distribute the work among the project team. This ensures that everyone knows what is expected from them and what their role is. The unskilled labourers in construction work under a supervisor and are guided by the work set out by the supervisor. The respondents' opinions are shown in Figure 5.29.

A large majority of the respondents (89.9%) agreed with the statement that a good leader gives all the role-players their place in the project process (55.1% strongly agree and 34.8% agree). Only 1.4% disagreed and 8.7% of the respondents took a neutral view on this statement.

Figure 5.29: Giving role players their place in the project process
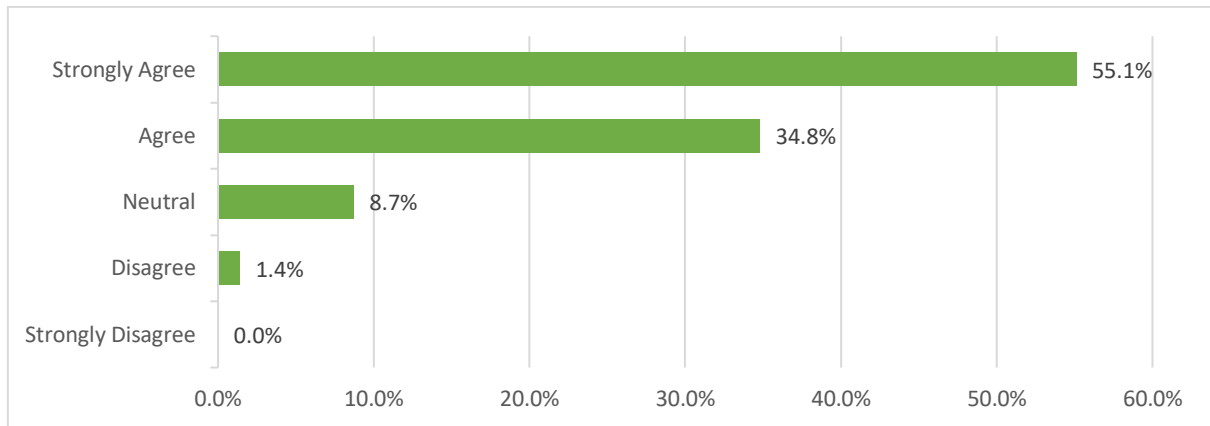
5.2.2.27   A good and effective leader waits for risks to occur, then manages them.

The purpose of the statement was to determine the effectiveness and the responsiveness of the leader. A project has a project charter which outlines all aspects of the project, including the budget, the risks, the objectives, and a plan of how to achieve a successful project outcome. Risk management forms part of the project planning and consists of identifying the possible risks and putting possible mitigation plans in place. Even with thorough risk planning, unforeseen risks can still occur and need to be managed to avoid delays in the project schedule. The respondents' opinions appear in Figure 5.30 below.

Figure 5.30: Managing risks
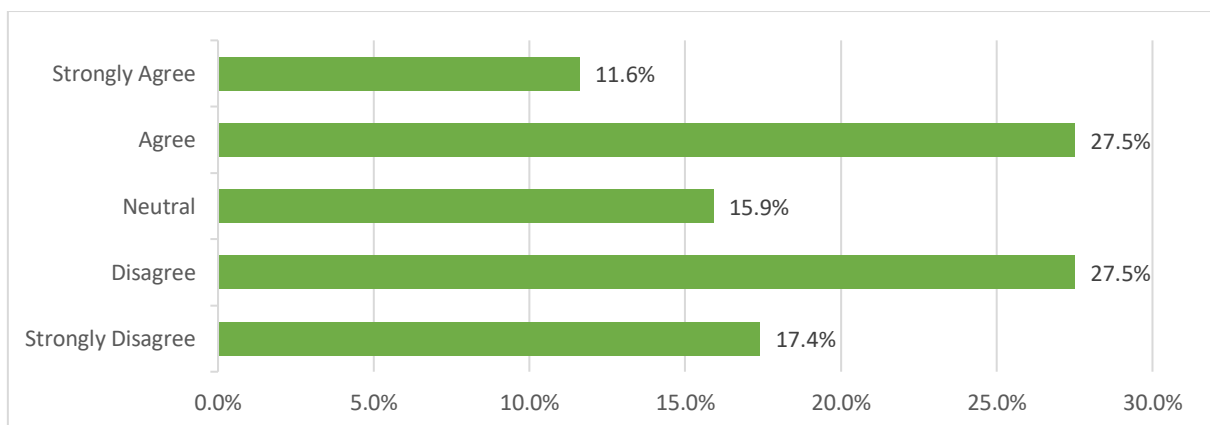
There were mixed responses to the statement, with some respondents agreeing and others not agreeing. Those agreeing made up 39.1% of the respondents (11.6% strongly agree and 27.5% agree). Those disagreeing made up 44.9% of the respondents (27.5% disagree and 17.4% strongly disagree). The other 15.9% of the respondents expressed no opinion on the

statement. It can be concluded that a small majority of the respondents disagreed with the statement that a good and effective leader waits for risks to occur and then manages them.

5.2.2.28   An effective leader integrates the whole project operation.

The leader is the one who leads the team to achieve the project objectives. This statement focused on the ability of the leader to successfully integrate the operations of the project. The views of the respondents on the statement are represented in the bar chart (Figure 5.31) below. It shows that most of the respondents (81.2%) agreed with the statement (31.9% strongly agree and 49.3% agreed), only 2.9% disagreed and 15.9% felt neutral about the statement.

Figure 5.31: The integration of project operations
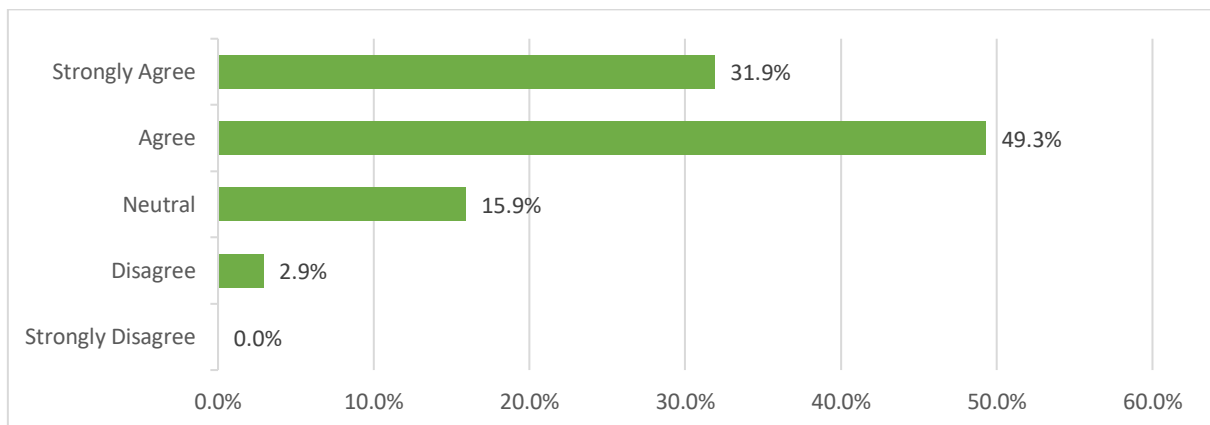
OTHER AWARENESS

5.2.2.29   I like a leader who acknowledges my performance as an individual.

The purpose of the statement was to determine the amount of recognition that the participants get from the leader. It is encouraging for workers to know that their work will be rewarded in some manner. This will motivate them to improve their performance, resulting in increased productivity.

Figure 5.32: Acknowledgement of individual performance

Percentage	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Percentage	1.5%	1.5%	11.8%	39.7%	45.6%
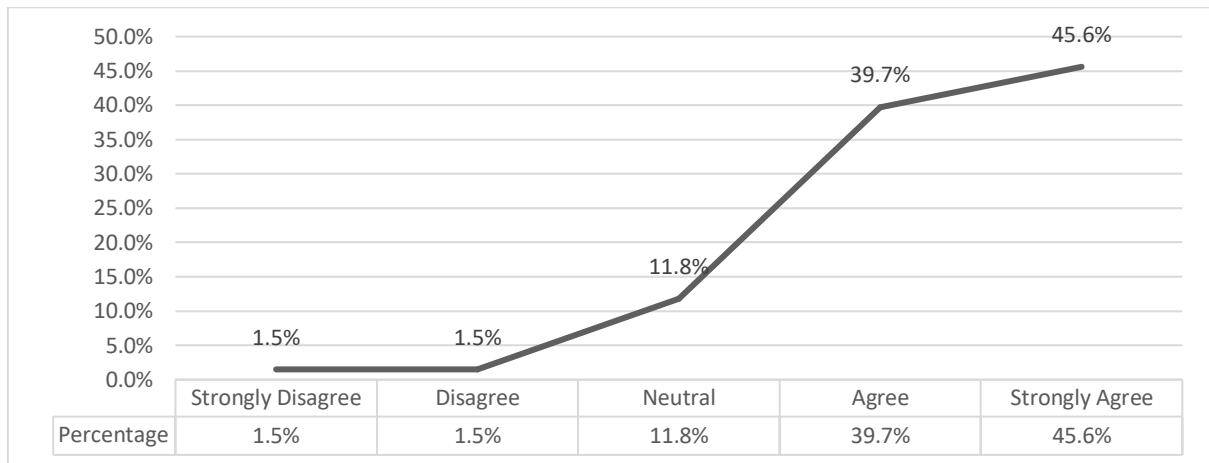
From Figure 5.32 it can be observed that the respondents overwhelmingly agreed (85.3%) with the statement that it is encouraging when the leader acknowledges their performance (45.6% strongly agree and 39.7% agree). Only 1.5% strongly disagreed and 1.5% disagreed. The remaining 11.8% felt neutral about the statement.

5.2.2.30 A good leader does not entertain personal conflicts in the team.

It is important that employees always remain professional in the workplace. It will therefore not be appropriate to have personal conflicts in the team, as this can lead to bad performance and impact the project. A good leader will become aware of any personal conflicts between the team members. It is common in construction to have seniors or leaders who appear to be impertinent. Most of the respondents agreed that a good team leader should not entertain personal conflicts in the team. The responses are recorded in Figure 5.33 below. A significant 85.3% of the respondents agreed with the statement (51.5% strongly agree and 33.8% agree). A neutral view was taken by 7.4% while 7.3% disagreed (2.9% strongly disagree and 4.4% disagree).

Figure 5.33: Personal conflicts in the team

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Percentage	2.9%	4.4%	7.4%	33.8%	51.5%
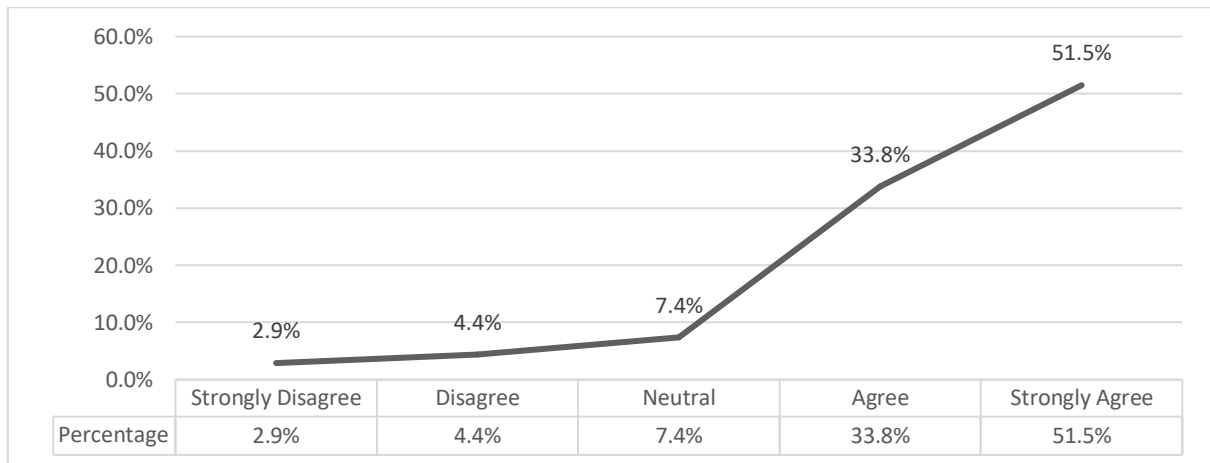
5.2.2.31 Everyone knows why they come to work – so no need for empathy.

The purpose of the question was to determine whether the respondents have the necessary self-discipline to know what is expected from them in the workplace. The statement that everyone knows why they come to work so there is no need for empathy might not always be true. There might be external factors beyond the control of the respondent that may lead to their work performance being influenced. This however should then be assessed and empathy applied in order to see how the employee can be assisted.

Figure 5.34: The effect of no empathy at work

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Percentage	5.9%	17.6%	19.1%	32.4%	25.0%
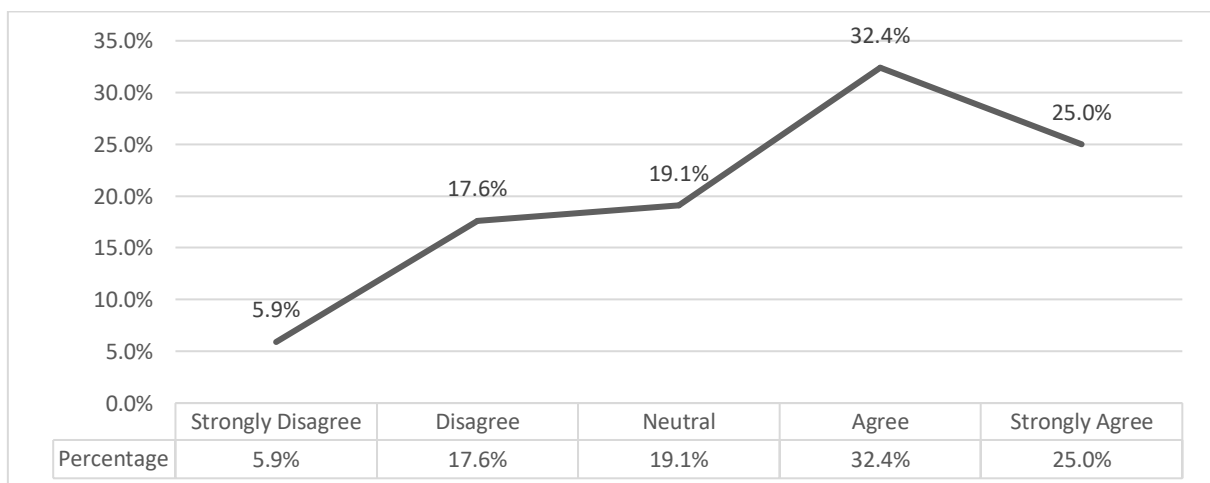
From figure 5.34 it can be observed that the respondents' views varied on the statement. The respondents agreeing were 57.4% (32.4% agree and 25% strongly agree). The respondents disagreeing were only 23.5% (17.6% disagree and 5.9% strongly disagree). The rest (19.1%) had a neutral view on the statement.

5.2.2.32   I am not worried about what the leader thinks about my performance.

The purpose of the statement was to understand what the attitude of the respondent is towards their work. This research was focused on unskilled labour. The assumption could be made that the unskilled labourers would not be worried about what the leader might think about their performance because the work that they do is often only for the duration of the project. Figure 5.35 indicates the opinions relating to the statement.

Figure 5.35: The leader's opinion on the respondent's performance

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Percentage	25.0%	26.5%	14.7%	22.1%	11.8%
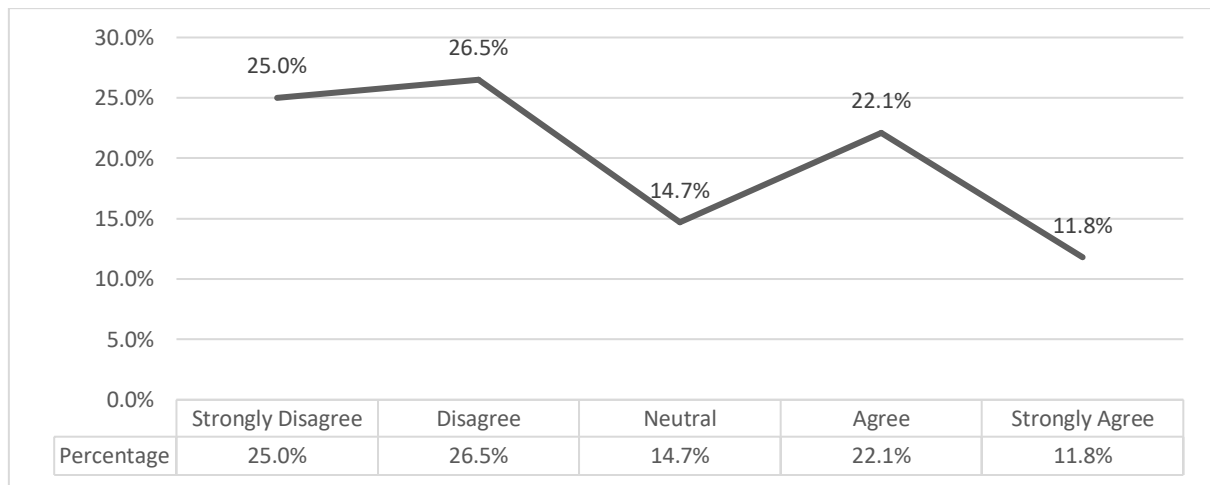
The respondents disagreeing amounted to 51.5% (25% strongly disagree and 26.5% disagree). The respondents agreeing amounted to 33.9% (22.1% agree and 11.8% strongly agree). The other 14.7% of the respondents had no view on the statement. The findings contradict the assumption. This allows one to draw the conclusion that most of the respondents are worried about what the leader thinks about their performance. This shows their attitude towards their work.

5.2.2.33   Team conflicts are better resolved when there are still disagreements.

Conflict in a team or in the workplace is bound to happen at some point. This is normal because people have different opinions and sometimes this can lead to conflict. The way conflict is resolved will determine the effectiveness of the team: it is critical how well they can integrate their differences in order to have a successful outcome. The purpose of the statement was to determine the views of the respondents with regard to conflict.

Figure 5.36: Resolving team conflicts when there are still disagreements

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Percentage	8.8%	14.7%	23.5%	30.9%	22.1%
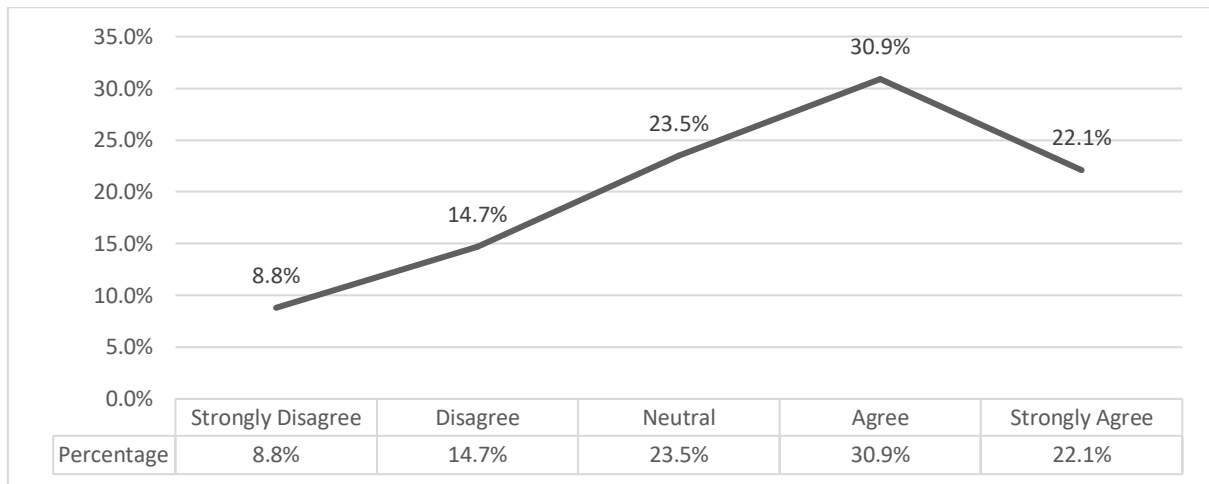
As illustrated in Figure 5.36, the number of respondents agreeing with the statement amounted to 53% (30.9% agree and 22.1% strongly agree). Only 23.5% of the respondents disagreed (14.7% disagree and 8.8% strongly disagree). The other 23.5% of the respondents had a neutral view on the statement.

5.2.2.34 A good leader knows that my family life affects my work performance.

The purpose of the question was to determine to what extent the respondents' family life affects their work performance. People dedicate much of their time to work to make a living to provide for their families and their immediate needs. It can happen that situations in their family life affect their work performance. As seen in Figure 5.37, the respondents overwhelmingly agreed (75%) that a good leader knows that their family life affects their work performance (36.8% agree and 38.2% strongly agree). A minority of the respondents (10.3%) disagreed with the statement (5.9% disagree and 4.4% strongly disagree). The other 14.7% did not have an opinion on this statement.

Figure 5.37: Family life affecting work performance

Percentage	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	4.4%	5.9%	14.7%	36.8%	38.2%
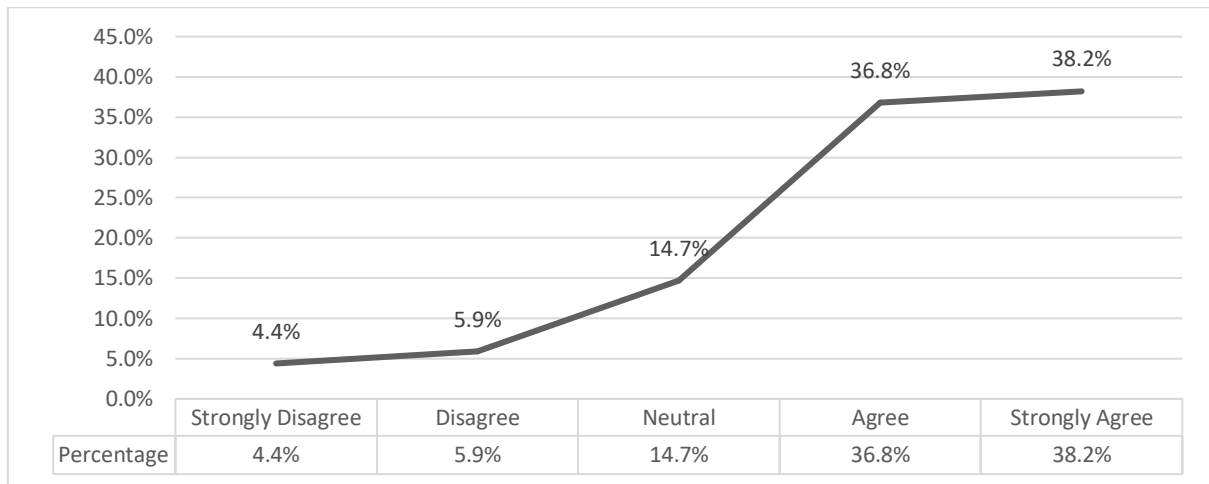
5.2.2.35 The leader must do their work - make decisions, then tell us what to do.

Most of the time it is expected of the leader to lead by example and to guide the team. The leader will be equipped with the necessary knowledge and skills to be able to make decisions, sometimes with the input of the team members. The purpose of this question was to determine what type of leadership style applies when leading the respondents. The results of the research in Figure 5.38 show that 73.6% of the respondents agreed with the statement by (47.1% agree and 26.5% strongly agree). Only 10.3% of the respondents disagreed with the statement and 16.2% had a neutral view on it. It can therefore be concluded that the respondents believe that the leader must do their work: make decisions and tell them what to do.

Figure 5.38: Decision making by the leader

Percentage	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	0.0%	10.3%	16.2%	47.1%	26.5%
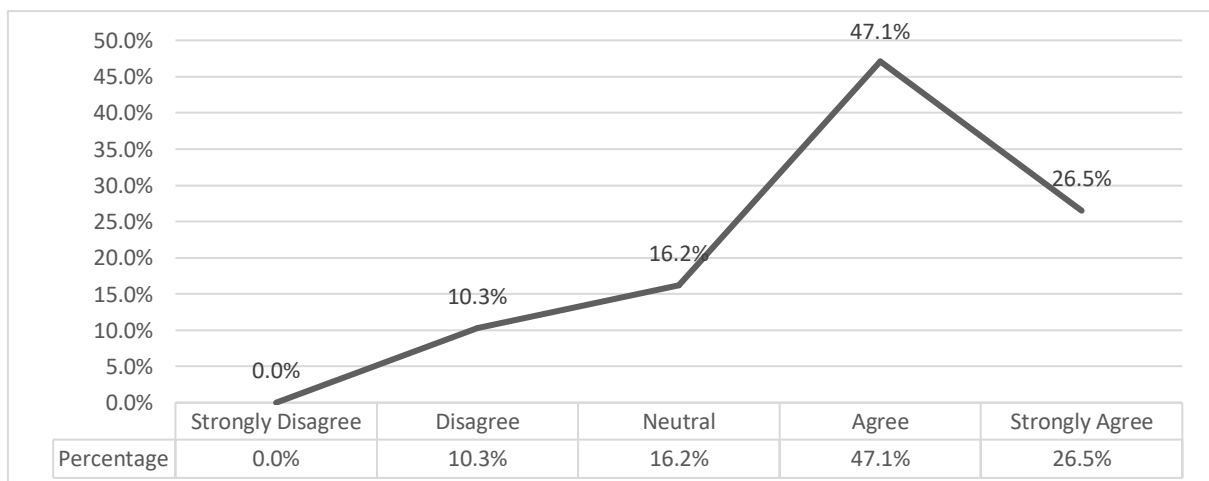
5.2.3 Open-ended questions

General Concerns - Use of hard skills leadership on unskilled labour

This section was intended to assist the researcher with information otherwise left out in the questionnaire. The respondents could mention anything else they knew or thought about the subject within the context of the survey. The respondents were asked to clearly state their concerns, likes and dislikes, indicating any problems that make them feel uncomfortable in their role as a project team member.

5.2.3.1 List five [5] project-leader behaviours that you think are directed at you because you are not skilled.

Sometimes employees suffer from some sort of abuse by a superior. The leadership style applied can have a direct effect on the project-leader behaviour experienced by unskilled labour in construction. These employees may be dependent on the job that they have and therefore tolerate the negative project-leader behaviours to which they are subjected. This can result in unhappy employees and can have a direct impact on their performance as they do not have a positive attitude towards their work. The participants' expressed opinions appear in Table 5.9 below.

Table 5.9: Project leader behaviours

	Responses
1	Directive. Supportive. Participative.
2	Underestimate. Run the project when the leader is not at office. Always unnecessary changes.
3	I do not like when they call names or make you feel small. They expect too much from me.
4	I work on wastewater treatment plants, but it is expected of me to do roadworks perfect. I prefer to go for a course to improve, but they do not want to help.
5	Undermining my capabilities. They communicate on a dummy level because they think I only understand that.
6	They are not open to new ideas. Innovative thinking because why mess with a winning recipe. Forgetting there is a lot more variety available in the marketplace than just the same boring things we do.
7	I am not taken seriously in my role. People speak down onto me, because of my position.
8	Not listening. No teamwork. Ignore quality of work. Discrimination and keep a good performing employee behind in position growth.
9	Condescending inconsiderate.
10	The leader speaks down on me. My opinion does not count. I am being constantly checked up on.
11	I am given work that is not of importance. I do not get the opportunity to grow.
12	Do not apply to me as I am a professional.

13	Set tasks beyond my capability. Unnecessary pressure to fulfil set deadlines.
14	Work not always delegated, because it is easier and faster for leader to do it himself.
15	Talked down to, ignored, not taken seriously, taken advantage of and general bad attitude.
16	Given admin work instead of technical. Talking down to me. Assuming I do not understand what is happening. Pointing out my errors in front of others. Not respected.
17	Guidance. Patience. Upskilling. Leadership. Confidence.
18	Rude. Undermining.
19	The leader does not know how to talk to you. The leader with favourites. Avoiding conflict. If someone is not allowing me to learn what I want to. To be forced on something that you do not know.
20	Initiatives to improve the existing value stream system. Initiatives to create new value streams involving new products or services. Initiatives to eliminate obsolete value streams.
21	Emergency response initiatives to preserve or restore the value stream system. Transformation initiatives to change the whole value stream system of the organisation.
22	Mentoring. Leadership. Planning. Proactive thinking. Highly competent.
23	Undermining. Poor perspective taking. Patronage. Inconsideration and exclusion.
24	Change in mood when asking a question. Talked to me in a sarcastic tone. Lack of patience.
25	Not given design work. Constantly monitored closely. Not given full responsibility on tasks. Underestimated. Seen as a junior.
26	Some technically skilled project leaders (and managers) do not regard some non-technical staff as equal colleagues.
27	Speaking down on me. Over explain a simple task. Unnecessary extensive monitoring. Not allowing my interpretation of a task.
28	Undermining my work and skills. Do not trust me. Think I am too young for skills. To compare me with others. Does not give credit where it due.
29	Project leaders might not trust me with deadlines or understanding projects.

The responses from the participants listed above reflect their view of what is being done to them because they are not skilled. One of the beliefs that was evident among the participants is that their input is not taken into consideration because they are not skilled. This reflects the leadership style to which the participants are being subjected. Another common perception held by the participants is that they are given less significant work to do. This can be the result of the senior management not having enough faith in the unskilled labourers' capabilities or because the unskilled labour generally does not have enough experience to be able to do the work that will be required. There were also some encouraging responses from the participants, stating that they are given support and that they are mentored to uplift their skills.

5.2.3.2   State five [5] things or behaviours you would have never been able to do yourself without the technical skills you learnt at your workplace.

The purpose of the question was not only to focus on the negative leader behaviours but also to understand the positive leader behaviours that unskilled labour experience. Typically the unskilled labour will start with no relevant skills or knowledge of the work. They end up leaving

with great experience, knowledge, and work skills that they have acquired. These skills can be applied later in their lives in further employment or even by starting their own company.

Table 5.10: Impact of technical skills at the workplace

	Responses
1	Guidance in certain expertise. Asking for other alternatives besides the norm.
2	Manage team meetings. Do reports for client.
3	Compile a health and safety file. Be able to monitor the H&S on site. Lead technical meetings. Do report writing. The ability to interpret construction drawings.
4	Tender clauses, disputes on projects, contractor's behaviour to handle with the gazette and GCC. Interact with the client about project contracts. Getting project management skills on small jobs.
5	Be able to use a computer and do printing of drawings. Use drawing software. Report writing. Compile a tender document.
6	Complex design, beyond my skill set.
7	Pump sizing and design.
8	Professional communication skills, time management, working under pressure, technical skills and being outspoken.
9	Design calculations. Effective communication. Critical analysis of the problem. Being able to articulate what I do not understand. Technical writing and presentation of work.
10	Work under pressure. Work in a team. Compile tender documentation. Design. Liaise with clients.
11	Confidence. Growth. Individual performance. Deadline orientated. Enjoyment.
12	Helping someone to lie. Fighting with someone at work. To do someone's jobs without the experience.
13	1. Team building. 2. Problem solving. 3. Composure. 4. Competence. 5. Passion.
14	Be brilliant at the basics. Strict on standards. You must be able to measure to manage. Be hardworking and excited about your work.
15	Shoring. Pipe repairs. Compaction. Premixing and overpumping.
16	Tabulate. Measure out. Work faster.
17	Ability to see possible clashes looking at various disciplines' information. Able to identify possible solutions to problems. Ability to manage others to get work out on time or sooner.
18	Workplace confidence. Learnt how to manage time more effectively.
19	My manager has taken the time to explain many technical things to me about the company, the company's markets and about projects. I learnt a lot from my manager.
20	Operating technical drawing software. Writing instructions to contractors. Wording emails correctly to certain stakeholders. Understanding the complexity of design.
21	When my superior has only his way of work and believe that there is no other way to my job. When I get humiliated by the manager in front of the team.
22	Technical debating. Sharing knowledge. Learning new skills. Learning from management mistakes. Learning pros and cons of our management strategy.
23	Staff management. Time management. Communicate. Work effectively. Understanding.

Table 5.10 above lists the different skills which the participants acquired at the selected construction company. Among the skills that the participants gained are the technical skills of

construction work, e.g. pipe repairs, compaction, surveying, etc. as well as soft skills like confidence in their work and effective time management. Communication skills, operating technical software and design work are some of the skills that the seniors gained from the company.

5.2.3.3 Anything else you may want to say about how you feel as an unskilled person working with skilled supervisors and managers or vice versa.

The advantage of using a mixed method (qualitative and quantitative) questionnaire is that the researcher is able to get the views of the participants. They are given the opportunity to share how they feel and what the indirect impact is of the leadership style to which they are being subjected. The opinions of the participants are listed in Table 5.11 below.

Table 5.11: Experience of unskilled person working with skilled persons

	Responses
1	It is an engineering teamwork and unskilled persons will grow if they are given responsibility.
2	Skilled supervisors and managers at this company lead by example, and that inspires me to strive for career development and growth
3	I have learnt that it is better to suppress your workplace unhappiness than to express it and experience unprofessional retribution and live-in fear of victimisation.
4	The unskilled workers do not always understand my language. The workers need a lot of training. The workers do not adhere to the rules.
5	I am given the blame, although it is not my fault. They look down on you when ask for help or call you a crèche. When work fails, they always get away to divert the issue in your hands. They do not make gaps for failure. They are the only one who can fail.
6	They discriminate by not allowing you to grow your skills. They will employ a weaker unskilled white person above you. Then you must assist to get the person skilled.
7	I do not feel of great significance, because my opinion is not taken up seriously.
8	I feel that being open to learn and share knowledge with others is key, because I believe everything that anybody knows, they have learned. Not knowing does not necessarily make you less intelligent than another person because I can also learn.
9	Not challenged enough.
10	Hardship = Success in the future. You are never too old to learn.
11	I like a leader who acknowledge my performance as an individual.
12	Always be humble and be willing to learn from others.
13	The weak must be guided by the strong.
14	Skilled supervisors or managers need to engage more with staff and work together to create a better & more efficient working environment.
15	Knowledge needs to be passed on to all unskilled persons to ensure a better future for the organisation.
16	Being a technically skilled manager does not necessarily mean that you are an effective Manager. Management skills (not only technical skills) are also needed to manage staff effectively.
17	If someone claim to be too skilled and use their experience to break his or her team members down, to me that person has not learnt anything in life.

As seen in Table 5.11 the responses of both the unskilled labour and the senior management were recorded. Participants feel that it is sometimes better to suppress their workplace unhappiness to avoid unprofessional retribution and being victimised. The general view was that the unskilled labour does not feel of much significance, because their input and opinion are not considered. They further believe that the senior managers use their experience to make the unskilled feel less significant. Positive aspects are also present at this selected construction company—there is room for growth for the unskilled labour. It has a positive impact when senior management acknowledges the work done by the unskilled labour at this selected construction company.

5.3   Chapter summary

The results of the survey were discussed and presented in this chapter. They were coded into MS Excel and converted into graphs and tables. This was to explain to the readers and to reach general conclusions relating to the effect of leadership style on unskilled labour in construction. The responses of the participants were gathered. The researcher validated the responses by analysing the questions and comparing them with existing literature. The data that was gathered was in line with the research objectives and unskilled labour in construction. The results are summarised, the study concluded, and recommendations made in the following chapter.

CHAPTER 6

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1   Introduction

The purpose of the research was to identify the leader behaviour and the perception of the subordinates to these leader behaviour patterns and to gauge how they impact performance. The chapter brings together what has been covered in Chapters 1–5 and summarises the findings of the research. Conclusions are drawn from this and recommendations made based on the findings from the research. People with technical skills have expectations of what should be common knowledge, which they consider to be a given (common sense). Their expectations make them develop a certain attitude of what constitutes good workmanship, and they do not understand why common sense does not prevail.

The unskilled workers expect guidance in their operations, together with a friendly approach by the manager, who might find them incompetent because they deal with tasks and not friendship at work. What then is the impact on the morale of an unskilled labourer when the technically qualified manager angrily calls for performance? The research was therefore examining the impact of task-focused managers on workers, who are expecting relationship-focused leadership.

6.2   Research Findings

This section provides a synthesis of empirical findings as responses to research questions, as well as theoretical and policy implications. The key analytical observations are chapter–specific and are outlined within the corresponding parts of the research results chapter (Chapter 5). This section synthesises the analytical observations in order to answer the study's four questions:

a)   What impact does management focused on tasks have on performance?

b)   What are the expectations of unskilled labour that need to be met for them to be motivated to perform?

c)   Does the use of the hard skills approach have an impact on the performance of unskilled labour at construction?

d)   What is the relationship between the performance of subordinates and oppressive supervision?

6.2.1 Section A

This section of the questionnaire asked more biographical questions. The respondents were asked for comparative reasons to ensure that the research sample was representative of the population. Tables 5.1 – 5.2 and Figures 5.1 – 5.9 were used to analyse the results. Half of the respondents was general workers at 47% in a supervisory position and 8% project managers. This reflects positively on the research objectives, which were to understand the effect of leadership style on unskilled labour, also known as general workers. These findings also confirmed the question of respondents having direct authority over team members, where only 44% of them had such authority. The one question sought to understand whether suggestions and questions are openly welcomed by seniors. It was found that 54% of the respondents believed that their input was welcomed by seniors. It can be concluded that the team members would be willing/prepared to submit to the authority of the leadership.

6.2.2 Section B

Most of the respondents (91%) agree that they do not like a team leader who admits weaknesses to team members. The perception that people have of leaders or managers is that they know it all and cannot do anything wrong. This is however not true as the team leaders and managers are not perfect, and they can make mistakes. The respondents were also of the opinion that a leader who admits weaknesses to team members allows himself/herself a chance to learn. The level of agreement among respondents was 80%.

- 3% of the respondents disagreed that being a leader is an opportunity and does not make you faultless. The perception often is that the leader knows everything.

- Only one respondent (1%) believed that good leaders should not listen to others and do not learn the most from others.

- A majority of the respondents (91%) agreed that a leader is someone who leads by example but is also willing to follow. The work that unskilled labourers do is mostly new to them, hence they would need guidance and good leadership to show them the right direction.

Table 6.1: Self-consciousness of the team leader

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		%	%	%	%	%
1	I do not like a team leader who admits weaknesses to team members.	0	0	8	49	43
2	I like a team leader who knows that they are human and need to grow.	0	0	3	41	56
3	Being a leader is an opportunity and does not make one faultless.	0	3	9	40	48
4	Admitting weaknesses to team members gives one a chance to learn.	1	4	14	40	40
5	Good leaders listen to others and learn the most from others.	2	0	4	44	50
6	A good leader leads the people and takes the followers with him/her.	0	0	9	48	43

STATEMENT 1: I do not like a team leader who admits weaknesses to team members.

RESPONSE: The respondents were of the opinion that the team leader should maintain a strong position by not admitting their weakness to team members. Of the respondents 92% agreed with the statement; 8% were unsure how they felt about the statement.

STATEMENT 2: I like a team leader who knows that they are human and need to grow.

RESPONSE: The statement alludes to a leader who does in fact acknowledge their weaknesses in order for them to learn and grow. Of the respondents 97% agreed with the statement while 3% had a neutral view.

STATEMENT 3: Being a leader is an opportunity and does not make you faultless.

RESPONSE: There is often a perception that the leader knows everything. The respondents confirmed that this is not the case, with 88% agreeing that being a leader is an opportunity and does not make one faultless. A neutral view was taken by 9% of the respondents and only 3% disagreed.

STATEMENT 4: Admitting weaknesses to team members gives one a chance to learn.

RESPONSE: The purpose of the question was to understand the perception of the leader and how the unskilled labour felt about the behaviour of the leader. The statement was agreed to by 80% of the respondents.

STATEMENT 5: Good leaders listen to others and learn the most from others.

RESPONSE: This statement was supported by 94% of the respondents. A small number of the respondents (4%) had a neutral view on the statement and 1% of the respondents strongly disagreed.

STATEMENT 6: A good leader leads the people and takes the followers with him/her.

RESPONSE: It is evident that most of the respondents shared the same view on the statement with 91% agreeing; 9% of the respondents felt neutral about it.

CONCLUSION: There are other qualities which are expected of the leader. These include understanding diversity, acknowledging the workers' performance and making leadership decisions. A country like South Africa has people from different backgrounds and cultures, and this diversity is often seen in construction projects. The differences can bring together ideas and perceptions that produce a better outcome. The majority of the respondents (85%) agreed with this statement that a leader who understands diversity should appreciate differences.

Table 6.2: The ability of the leader to involve the project stakeholders

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		%	%	%	%	%
1	A leader who understands diversity should appreciate differences.	0	0	15	52	33
2	A good leader knows that differences are a sign of hatred for the leader.	10	25	20	28	17
3	A project leader should not communicate with everyone in the project.	26	20	12	25	17
4	A good leader knows that disagreements are due to diversity, not hatred.	1	0	13	47	39
5	A good leader gives all role players their place in the project process.	0	1	9	35	55
6	A good and effective leader waits for risks to occur, then manages them.	17	28	16	28	11
7	An effective leader integrates the whole project operation.	0	3	16	49	32

STATEMENT 1: A leader who understands diversity should appreciate differences.

RESPONSE: The differences can bring together more ideas and perceptions to produce a better outcome. Most respondents (85%) agreed with this statement. The rest of the respondents (15%) had a neutral view on the statement.

STATEMENT 2: A good leader knows that differences are a sign of hatred for the leader.

RESPONSE: The research clearly indicated that the respondents had mixed opinions of the statement. Just under half of the respondents (45%) agreed with the statement. On the other hand, 35% of the respondents disagreed. The rest of the respondents (20%) had no opinion on the statement.

STATEMENT 3: A project leader should not communicate with everyone in the project.

RESPONSE: The statement sought to understand what the communication is like between the team leader and project team. The results indicated that some of the respondents (42%) agreed with the statement but some (46%) disagreed.

STATEMENT 4: A good leader knows that disagreements are due to diversity, not hatred.

RESPONSE: Diversity is a common phenomenon in construction projects. Most projects require certain criteria to be met for the employment of labourers, for example the percentage of females, males, youth, specific demographic groups, etc. The statement gained the agreement of 86% of the respondents.

STATEMENT 5: A good leader gives all role players their place in the project process.

RESPONSE: An overwhelming majority of the respondents (90%) agreed with the statement that a good leader gives all the role-players their place in the project process. Only 1% disagreed and 9% of the respondents took a neutral view on this statement.

STATEMENT 6: A good and effective leader waits for risks to occur, then manages them.

RESPONSE: The respondents were split on the statement, with some (39%) agreeing and others (45%) not agreeing. It can be concluded from these findings that a narrow majority of the respondents disagreed with the statement that a good and effective leader waits for risks to occur and then manages them.

STATEMENT 7: An effective leader integrates all the project operations.

RESPONSE: The leader is the one who leads the team to achieve the project objectives. The result of the research shows that most of the respondents (81%) agreed with the statement that the leader should have the ability to successfully integrate all the operations of the project.

CONCLUSION: A strong majority of the respondents (85%) felt that their individual performance should be acknowledged. It is encouraging for a worker to know that their work will be rewarded in some manner. This will lead to improved performance and an increase in productivity. The leader is equipped with the necessary knowledge and skills to be able to make decisions, sometimes with the input of the team members. The majority of the respondents (73%) agreed that they expect the leader to lead by example and to guide the team.

Table 6.3: Other leader awareness

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		%	%	%	%	%
1	I like a leader who acknowledges my performance as an individual.	2	2	11	40	45
2	A good leader does not entertain personal conflicts in the team.	3	4	7	34	52
3	Everyone knows why they come to work – so no need for empathy.	6	18	19	32	25
4	I am not worried about what the leader thinks about my performance.	25	26	15	22	12
5	Team conflicts are better resolved when there are still disagreements.	9	15	23	31	22
6	A good leader knows that my family life affects my work performance.	4	6	15	37	38
7	The leader must do their work - make decisions, then tell us what to do.	0	10	16	47	27

STATEMENT 1: I like a leader who acknowledges my performance as an individual.

RESPONSE: From results of the research it can be observed that the respondents overwhelmingly agreed with the statement that it is encouraging when the leader acknowledges their performance. It is more encouraging for a worker to know that their work will be rewarded in some manner. This will lead to improved performance and to an increase in productivity. 85% of the respondents agreed and 4% disagreed. The remaining 11% felt neutral about the statement.

STATEMENT 2: A good leader does not entertain personal conflicts in the team.

RESPONSE: It is important that employees always remain professional in the workplace. It will therefore not be appropriate to have personal conflicts in the team, as this can lead to bad

performance and impact the project. A large majority (85%) of the respondents agreed that a good leader does not entertain personal conflicts in the team.

STATEMENT 3: Everyone knows why they come to work – so no need for empathy.

RESPONSE: The question sought to determine whether the respondents have the necessary self-discipline to know what is expected from them in the workplace. Those agreeing were 57% of the respondents and those disagreeing only 24%. The remaining 19% had a neutral view on the statement.

STATEMENT 4: I am not worried about what the leader thinks of my performance.

RESPONSE: The respondents disagreeing with the statement totalled 51% and those agreeing totalled 34%. The findings contradict the statement. This leads to the conclusion that most of the respondents are worried about what the leader thinks of their performance and it shows that they care about their reputation at work.

STATEMENT 5: Team conflicts are better resolved when there are still disagreements.

RESPONSE: Conflict in a team or in the workplace is bound to happen at some point. This is normal because people have different opinions and sometimes this can lead to conflict. Those agreeing with the statement were 53% of respondents, those disagreeing were 24%, and 23% had a neutral view on the statement.

STATEMENT 6: A good leader knows that my family life affects my work performance.

RESPONSE: The majority of the respondents (75%) agreed that a good leader knows that their family life affects their work performance. People dedicate much of their time to work to make a living to provide for their families and their immediate needs. It can happen that situations in their family life affect their work performance.

STATEMENT 7: The leader must do their work - make decisions, then tell us what to do.

RESPONSE: The results of the research show that 74% of the respondents agreed with the statement and only 10.3% disagreed. It can therefore be concluded that the respondents believe that the leader must do their work, make decisions and tell them what to do.

CONCLUSION: The respondents have the necessary self-discipline and motivation to be able to get down to work on their own even if others are not motivated to work. This was confirmed with 53% of the respondents agreeing that people skills or relationships are more critical for effectiveness than technical skills.

6.2.3 Section C

This section was intended to assist the researcher with information otherwise left out of the questionnaire. The respondents could mention anything else they knew or thought about the subject within the context of the survey. The respondents were asked to clearly state their concerns, likes and dislikes indicating any problems that made them uncomfortable in their role as a project team member. Question 1 asked the participants to list five project-leader behaviours that they think are directed at them because they are not skilled. One of the perceptions that was evident among the participants is that their input was not taken into consideration because they are not skilled. This reflects the leadership style to which the participants are being subjected. Another common perception held by the participants is that they are given less significant work to do. This could be the result of the senior management not having enough faith in the unskilled labourers' capabilities. It could also be because the unskilled labour generally does not have enough experience to do the work that will be required. There were also encouraging responses from the participants, stating that they are given support and that they are mentored to uplift their skills.

The second question focused on the impact of technical skills at the workplace. The purpose of the question was not only to focus on the negative leader behaviours but also to understand the positive leader behaviours that unskilled labourers experience. Among the technical skills that the participants gained doing construction work at the selected construction company in Cape Town were, for example, pipe repairs, compaction, and surveying. Some of the soft skills they acquired were confidence in their work and effective time management. Communication skills, operating technical software and design work are some of the skills that the seniors gained from the company.

Question 3 explored anything else that the participants wanted to say about how they feel as an unskilled person working with skilled supervisors and managers or vice versa. The advantage of using a mixed method (qualitative and quantitative) questionnaire, is that the researcher can get the views of the participants. This gives them the opportunity to share how they feel and to say what the indirect impact is of the leadership style to which they are being subjected. The participants feel that it is sometimes better to suppress their workplace unhappiness to avoid unprofessional retribution or being victimised. The general view was that the unskilled labourers do not feel of much significance, because their input and opinion are not considered. However, there is room for growth for the unskilled labour at this selected construction company.

6.3   Conclusion

The research resulted in the following findings. Hard skills are essential for managing and executing construction projects because the projects consist of technical aspects which rely on the experience of site supervisors. Soft leadership significantly helps leaders achieve organisational quality and productivity to accommodate all stakeholders. Having soft- skilled leaders is a great advantage to an organisation as they are able to achieve effectiveness and excellence. Soft-skilled leaders can balance task-orientation and people whilst still achieving organisational objectives and goals. There is a clear link between the soft skills of employees and their work performance. Work performance increases when unskilled labour and employees obtain the necessary soft skills. This makes soft skills more important than hard skills for top-level managers. The unskilled labour, referred to as general workers in the research, made up about half of the respondents, as they were the focus group.

Keeping the project team members informed is important to ensure effective communication. A language barrier can hinder the general workers' understanding of discussions and meetings. The frequency of the meetings can have an indirect impact on the performance of the general workers. Decision-making is on a senior level and it is evident to the researcher that a top-down approach is used on the unskilled labour at this selected construction company. Suggestions and questions are openly welcomed by the seniors and thus a democratic style of leadership is applied to the unskilled labour in the selected construction company. The respondents are more likely to respond positively to a leader who is strong in their actions and keeps their composure. A leader who acknowledged their weaknesses in order to learn and grow, was supported by 97% of the respondents. The research confirmed that the effectiveness of the project team depends on the project leadership style.

Teamwork plays a big role in achieving the project objectives and it is therefore important that each team member knows exactly what is expected from them. The unskilled labour, however, needs guidance in doing the work. It was evident from the research that the respondents agreed by 71% that demotivated team members tend to have more intra-team conflicts. It is sometimes necessary for a leader to have a combination of technical skills and people skills. More than half of the respondents agreed that people skills or relationships are more critical for effectiveness than technical skills. Among the respondents there was no clear majority view on the statement that a good leader knows that differences are a sign of hatred for the leader; 45% of respondents agreed with the statement and 35% disagreed.

Risk management forms part of project planning and consists of identifying possible risks and putting possible mitigation plans in place. Even with thorough risk planning, unforeseen risks

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can still occur and they will need to be managed in order to avoid delays in the project schedule. The respondents disagreed with the statement that a good and effective leader waits for risks to occur and then manages them. It is encouraging for an employee to know that their work will be rewarded (85% of respondents agreed) and this could lead to improved performance and an increase in productivity.

6.4 Recommendations

The following recommendations can be made for the study. Hard skills are essential for managing and executing construction projects. However they should be accompanied by soft skills, which significantly help leaders achieve organisational quality and productivity by accommodating all stakeholders. This is supported by Rao (2016:174-179), who concurs and emphasises that hard–skilled leaders create top-down processes and command-and-control structures. Soft-skilled leaders create inclusive structures that concentrate on the people.

Decision-making is on a senior level and it was evident to the researcher that a top-down approach is used with the unskilled labour at the selected construction company. The soft skills help to increase the work performance of both unskilled labour and other employees, making soft skills more important than hard skills for top-level managers. The language barrier experienced by general workers makes it difficult for them to understand discussions in meetings. It is therefore recommended that a translator should be present when having discussions with the workers in construction. This could close the communication gap and ensure that the work performance is maintained.

The frequency of the meetings can have an indirect impact on the performance of the general workers and it is therefore paramount that regular discussions are held with the workers. The discussions are to ensure that all team members are aligned with the project objectives. The study confirmed that the effectiveness of the project team depends on the project leadership style. The leader should make sure that the team members are motivated, and that any intra-team conflict that is threatening should be dealt with effectively. The respondents postulated that it is more encouraging to know that their work will be rewarded and this is an aspect to be strongly considered by team leaders. Risk management forms part of the project planning and even with thorough risk planning, unforeseen risks can still occur. The risks should be managed to avoid delays in the project schedule. It is common in construction projects in Cape Town for delays to occur from community disruptions. It is therefore recommended that proper risk management should be maintained to mitigate the impact of these risks.

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The effect of leadership style on unskilled labour motivation at a selected construction company in Cape Town.
The study aims to identify the leader behaviour and the perception of the subordinates of these leader behaviour patterns and how they impact performance.
All participation is voluntary, you can withdraw from the survey at any stage without having to explain. Feel free to omit any questions you may consider offensive. Write no name on the questionnaire and make no marks that could reveal your identity. Participation is highly confidential; no authorities will be given access to this data.

SECTION A: BIOGRAPHY

Please mark the applicable boxes.

1. What is your position in the organisation?

Project Manager	Supervisor	General worker	Part of project team

Please specify the above: …………………………………………………………………..

2. How often are your project team meetings?

No meetings	No stipulated time	Regular times	For problems only

3. Who calls for the meetings?

Have set dates	Senior manager	Any team member	General workers

4. What kind of organisational structure do you have?

Projectised	Functional	Matrix	Not defined

5. Do you have direct authority over your team members?

On certain issues	Depend on their cooperation	I have the last say	None

6. Who controls the decision making in project team meetings?

Wait for senior management	I persuade peers	Together as a team	Myself

7. How long have you been at this level / position (including previous employment)?

0 – 5 years	6 – 10 years	11 – 15 years	More than 15 years

8. Are you happy in your organisation and feel confident in what you do?

Yes	Average	No	Not interested

9. Are suggestions and questions openly welcomed by your seniors?

Yes	Sometimes	No	Vague answers

10. Please mention anything of interest you may want to share.

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

SECTION B: FUNCTIONS OF THE PROJECT LEADER AND PROJECT TEAM

Please mark your answer in the Likert scale based on a ranking scale of 1 to 5 where:
1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5=strongly agree.

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	SELF CONSCIOUSNESS OF THE TEAM LEADER					
1	I don't like a team leader who admits weaknesses to team members.	1	2	3	4	5
2	I like a team leader who knows that they are human and need to grow.	1	2	3	4	5
3	Being a leader is an opportunity and does not make you faultless.	1	2	3	4	5
4	Admitting weaknesses to team members gives you a chance to learn.	1	2	3	4	5
5	Good leaders listen to others and learn the most from others.	1	2	3	4	5
6	A good leader leads the people and takes the followers with him/her.	1	2	3	4	5
	TEAMWORK					
7	The effectiveness of a project team depends on the project leader style.	1	2	3	4	5
8	I do not care what the team leader does wrong; people must work.	1	2	3	4	5
9	I know my role in the project - I do not need anyone to compliment me.	1	2	3	4	5
10	I get motivated on my own even if others are not motivated to work.	1	2	3	4	5
11	Demotivated team members tend to have more intra-team conflicts.	1	2	3	4	5
12	New team members are heartily welcomed and accommodated.	1	2	3	4	5
13	Motivation is contagious: a motivated member makes others motivated.	1	2	3	4	5
	TECHNICAL COMPETENCY					
14	It is encouraging to know that the team leader understands my tasks.	1	2	3	4	5
15	A technically informed team leader knows how to schedule tasks / time.	1	2	3	4	5
16	Even if the team leader doesn't know the tasks, I want a nice leader.	1	2	3	4	5
17	I am motivated even if I know the tasks better than the team leader.	1	2	3	4	5
18	I hate to deal with a team leader who doesn't understand what we do.	1	2	3	4	5
19	I would prefer a technically competent team leader to an unfriendly one.	1	2	3	4	5
20	Relationships are more critical for effectiveness, than technical skills.	1	2	3	4	5
21	I would prefer a socially competent, to a technically illiterate team leader.	1	2	3	4	5
	STAKEHOLDER ISSUES					
22	A leader who understands diversity should appreciate differences.	1	2	3	4	5
23	A good leader knows that differences are a sign of hatred for the leader.	1	2	3	4	5
24	A project leader should not communicate with everyone in the project.	1	2	3	4	5
25	A good leader knows that disagreements are due to diversity, not hatred.	1	2	3	4	5
26	A good leader gives all role players their place in the project process.	1	2	3	4	5
27	A good and effective leader waits for risks to occur, then manages them.	1	2	3	4	5
28	An effective leader integrates the whole project operation.	1	2	3	4	5

	OTHER AWARENESS					
29	I like a leader who acknowledges my performance as an individual.	1	2	3	4	5
30	A good leader does not entertain personal conflicts in the team.	1	2	3	4	5
31	Everyone knows why they come to work – so no need for empathy.	1	2	3	4	5
32	I am not worried about what the leader thinks about my performance.	1	2	3	4	5
33	Team conflicts are better resolved when there are still disagreements.	1	2	3	4	5
34	A good leader knows that my family life affects my work performance.	1	2	3	4	5
35	The leader must do their work - make decisions, then tell us what to do.	1	2	3	4	5

SECTION C: OPEN-ENDED QUESTIONS
General Concerns - Use of hard skills leadership on unskilled labour

Please clearly state your concerns, likes and dislikes, indicating any problems that make you uncomfortable in your role as a project team member.

1. List five [5] project–leader behaviours that you think are directed at you because you are not skilled.
- ……………………………………………………………………………………………………..
- ……………………………………………………………………………………………………..
- ……………………………………………………………………………………………………..
- ……………………………………………………………………………………………………..
- ……………………………………………………………………………………………………..

2. State five [5] things or behaviours you would have never been able to do yourself without the technical skills you learnt at your workplace.
- ……………………………………………………………………………………………………..
- ……………………………………………………………………………………………………..
- ……………………………………………………………………………………………………..
- ……………………………………………………………………………………………………..
- ……………………………………………………………………………………………………..

3. Anything else you may want to say about how you feel as an unskilled person working with skilled supervisors and managers or vice versa.
- ……………………………………………………………………………………………………..
- ……………………………………………………………………………………………………..
- ……………………………………………………………………………………………………..
- ……………………………………………………………………………………………………..
- ……………………………………………………………………………………………………..

Compiled from Jowah (2011:149-157).

THANK YOU FOR PARTICIPATING / YOUR IDENTITY IS PROTECTED