THE IMPACT OF LEADERSHIP STYLES ON TEAM PERFORMANCE IN INFORMATION COMMUNICATION TECHNOLOGY PROJECTS.

By

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DECLARATION

I, **TSHEPO GIVEN SETHOLE**, 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.

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ABSTRACT

This dissertation focuses on the influence that leadership styles have on team success in Information Communication Technology (ICT) projects. It is believed that leadership styles have an influence on team operations as well as team performance. The latest technological advancement might have made it much easier to succeed in executing the Information Communication Technology projects, but the ICT sector is experiencing a high rate of ICT project failure. Almost all project leaders are professional and experienced and yet the failure rate is still huge. It is also a challenging task to run effective ICT projects because the project leaders lack the requisite skills and knowledge. Depending on this, leadership styles must be analyzed to see if they can influence team building and team performance positively.

The population comprises a total of 490 people in the South Africa National Defence Force who are working in information and communication technology projects within the Information Technology Department, who are project managers, technical officers, warrant officers, senior officers, junior officers and non-commissioned officers. Due to their direct involvement with ICT projects, the targeted population were able to provide detailed information. As a method to gather data to answer the research questions, a questionnaire was developed. A questionnaire comprising three sections was used to collect the required details, which included the combination of qualitative and quantitative methods. The first section covered the biography, gathering information about the respondents and their willingness take an overview interest in the survey. The second section concentrated on the Likert scale dealing with the beliefs, emotions, and behaviours. The third section was open ended, allowing for discussions, viewpoints or issues deemed to be important. The results clearly recognize that openness, intelligence, social competence and cognitive ability are essential components in the effective management of ICT projects. So, what conclusions did you make and any recommendations for policy and practice?

Key words: Team Building; Leadership Styles; Team performance; Transformational Leadership.

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DEDICATION

This dissertation is dedicated to my grandparents, *Mr Johannes Sethole* and *Mrs Masefoakana Doreen Ntsoara-Sethole* for their support and love throughout my life. Thank you for your unconditional confidence in me and giving me the strength to achieve my goals. I would not be where I am today without your love, encouragement and motivation.

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ACRONYMS

Acronym/Abbreviation	Description
DI	Defence Intelligence
ICT	Information Communication Technology
IT	Information Technology
SA NAVY	South African Naval
SANDF	South African National Defence Force
4ir	Fourth Industrial Revolution

CHAPTER ONE:
INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 INTRODUCTION

Projects by definition are unique and often associated with uncertainties, unknowns and they are used by organisation to achieve strategic goals. There is a marked interest in the industry where management-by-projects is increasing, though these project execution processes have a high failure rate. Consequently, the success of a project execution process becomes a primary focus when organisations opt for management-by-projects. For this reason, the project manager's leadership role is of great importance, as the manager is finally responsible for the failure of the project. The role of the manager involves among other things, motivation of project practitioners, and the creation of an ideal environment for effective project practitioner performance. The ability of the leader to use contingent leadership styles with a clear focus on the environment, the tasks and the resources constitutes competency on the leader. Juli (2010:130) considers the effectiveness of leadership to be the decisive factor for successful project execution. Leadership has its efforts directed towards convincing people about the need to change, aligning them to a new direction, and motivating them to work together. The successful execution of any project is dependent on the ability of the project leader to bring about a cohesive team that is well integrated. Mascia (2012:23) states that the success of project execution depends on the ability of the leader to be relevant to all the factors necessary for successful implementation.

1.2 BACKGROUND

Bozeman and Boardman (2014:28) opine that there are specific leadership styles ideal for specific tasks and environments. The appropriateness of the styles allows for the enhancement of the performance of the project team, which is essentially the organ used by the manager to execute. There is therefore a need for the project manager to select a well-balanced and task relevant team. In most organisations (matrix or otherwise), the project leader is assigned to an already existing team of people seconded to the project. Effective team building becomes a critical element of the function of the project leader, the effectiveness will be a result of the most appropriate leadership style. Scott (1981; 65)

postulated the contingency theory and indicated that there is no one-type-leadership-style for all situations. Therefore, effectiveness is contingent. There are numerous leadership styles is pronounced from the numerous leadership theories, and these will always have their appropriate time and place. It is therefore of paramount importance to define leadership styles since there is no one single leadership style definition. Leadership is one of the most studied disciples, and there are as many definitions as there are people trying to define leadership (Mumford, 2010:3). Some of the definitions are listed in the table 1.1 below.

Table 1.1 Some definitions of leadership

Daly, Speedy & Jackson, (2015:133).	The power to influence in relationship that is used as a tool or instrument to make followers work towards the achievement of set goals.
Thomas (2011:8)	The art of teaching others and influencing them to join in the objective of working together to achievement a common target or agreed on / known objective.
Daly et al. (2015)	An instrument that an individual (or individuals) rely on to motivate and or convince other people to work together with the leader to reach intended / set goals.
Elloy (2008:803),	The ability to make followers in a given environment to work together as team members and perform well together to to achieve the goals for the undertaking.
Jowah and Laphi (2013:2)	leadership as an imperative *modus operandi* if work (project execution) is to be successful citing that leadership deals with providing direction to followers.
Anantatmula (2010:14)	Leadership is about coping with challenges and managing changes based on the vision, confidence, management skills, human relations and initiation.
Burke and Barron (2007:28)	Leadership is an inherent competency an individual has to align vision and direct through the influencing of people to focus on one objective.
Jones and George (2009:497)	Leadership is a process by which people exert their power (ability to influence) on others inspiring, motivating and directing the activities towards an intended goal.

Source: own construction

Leadership can therefore be summarized into the ability of an individual to influence and change the behavior of followers to work towards attainment of the objectives. Leaders use influence and not authority or positions but display the type of relationship towards followers which brings about levels of loyalty and cooperation. Bottomely (2016; 309) posits that over all, leadership is the actions or behaviours of an individual that have a

positive impact on the behavior of others. This ability to impact on others should be understood in the concept of the personality of the individual and how they relate to others. Jowah (2013:708-713) asserts that leaders do not have subordinates (like managers have) but have followers and therefore manage by impression. There are specific characteristics in leaders that make them who they are

1.2.1 Characteristics of leaders

Academics have been working on understanding leadership for many years, and it has always been difficult to either define it in one universal form, or develop a one-size-fits all definition. Understandably, the reason is that leadership takes different forms depending on who is leading, leading who and to achieve what goals. Too often leaders have not been successful because there appears to be the notion that what is important is the leader and not the follower (Jowah, 2013:704-706). At no time should the follower be neglected because it is the effectiveness of followership that translates into effective leadership. Huber (2006:80) identifies 6 specific generic characteristics of leaders, and these are namely; wisdom, intelligence, ability to supervise, confidence, initiative and visionary.

Ability to supervise; a good leader should be able to supervise – understand at least the role to be played by a supervisor. This may take in mentoring, coaching, directing and even participatory management depending on the tasks as well as the individuals involved (Jowah, 2012:58).

Confidence; a leader without confidence in what they are doing will only serve to confuse and demotivate subordinates and or followers. The level of confidence of the leader has a direct impact on how subordinates perceive the tasks they perform and the objectives to be achieved (Marturano, 2004:1).

Initiative; thinking outside the box and coming up with solutions or suggestions that may make the working more efficient will always count positively to the followers. The project leaders should accept that when people fail to solve a problem, they expect the leader to have the solution.

Intelligence; this is the ability to recall or retention capability of an individual **(**which should not be confused with being an educated person. An individual who recalls events

and in their order helps the followers depend on or trust the leadership. This also will assist in recalling lessons learnt suggesting that mistakes may not be repeated, and good things will be strengthened.

Visionary; a visionary individual works with purpose and can influence others by making them see what the leader sees or where they want to be. It is a form of being organized and builds trust from the followership resulting in the change of their behavior and getting them motivated and confident.

Wisdom; this should not be confused with intelligence, this is the ability to discern between two or more things and make a good judgment of things**.** This can be compared to emotional intelligence in a way and generally differentiates between successful and not successful leadership.

1.2.2 Determinants of leadership styles

The theories of leadership have proposed many forms of leadership styles, and they are bound to be too many to mention considering the complexities just discussed. The leadership theories themselves are sometimes contradictory to each other or overlap in certain aspects. The cause for this as alluded to above is that leadership has many factors that come into play and these may be listed as (list not exhaustive), namely; who you are leading where these people are; what their power sources are; what level of operation they are at; what their cultural values are; and what their threats are**.**

- **Who are you leading:** For any effective leadership to take place, the leader needs to understand clearly the profile of the people they are going to lead. If that is ignored it may result in resentment and demotivation which will negatively impact on the projects to be executed.

- **Where these people are working:** The situation and environment and including the organizational culture will also inform on how one should behave. There is a direct relationship between tasks to be performed and the leadership style used by a leader (Jowah, 2012: 82). In a military environment, for instance, the same methods will not apply in an IT project environment working under a different organizational culture in the industry.

What are their power sources: For instance, in a heavily unionized environment, it may be difficult if not impossible to show any form of bullying to the subordinates. Sometimes, merely the fact that these people might be indispensable personnel will alter the relationship dynamics and the style to be applied.

- **What level of operation are they at:** In many projects the project leader may be coordinating the work of professionals and sometime people more senior to the project leader. It may be simply because there is an authority gap, which might limit the methods of operations and styles of management.

- **What are their cultural values:** The implicit theory of followership and leadership (Jowah, 2014:46) informs us of the need for congruence between the leader's objectives and that of the other team members. People in their cultural settings have their own norms and expectations of how a leader should lead them, failure to pick that by the leader may affect effectiveness.

- **What are their threats:** Individuals desperately in need of money for their survival may be more submissive (compliance) and less disagreeing than those who most probably come to work because they are bored sitting at home (Jowah, 2012:78). Too often some of the employees work whilst they are waiting to get what they think is more suitable for them. A different style would be needed for such people.

- **Do they have any political connections:** Some employees are in the organization or the project because they are connected to some senior individual in the organization. They feel protected and would skip the project coordinator if need be. There are also those who are seconded to the project for which the project manager has no authority (Jowah, 2012: 80).

1.3 DIFFERENT TYPES OF LEADERSHIP STYLES

Leadership style broadly speaking is the manner in which an individual who is in the leadership position approaches and directs the implementation of an undertaking and how the leader relates to the people involved (Burke, 2014:65). Leadership is about directing people towards a common goal, and the approach used by the leader towards the tasks and the people determines or because the leadership style. One element of leadership is the ability of the leader to know the different types of power at the leader's

disposal. Power is the ability to influence and there are 5 common forms of power according to (Burke 2014:74) which the leader needs to utilize and give them to the people they are going to lead. Influence on followers in manifested through these powers or combinations of these forms of influence. These powers are illustrated in table 4 below.

Table 1.2 Types of power that are used to influence followers

Coercive	This rest in the ability of the leader to force compliance on the follower or subordinate with the possibility to punish the subordinate. This generally leads to short term compliance and may not attract loyalty, may result in dysfunctional conflicts once the subordinate is no longer afraid of the punishment. Typical of army or police force structures.
Expert	Based on the expectation that the individual has particular high knowledge in a particular trade, either by qualification or experience known by the followers. An engineer in an engineering workplace may be considered to know what is wrong and how it can be corrected, so does a medical doctor in the ward with nurses. When the employees get to know the same things the expert knows, their respect may diminish because they also know whatever is the source of her / his power.
Legitimate	This is the authority vested in an individual by virtue of her/him being the legitimate manager, and it is expected that the manager has the right to give orders. Too often with the fear of use of coercive power – referred to as insubordination and may be punishable by dismissal from work. This may not attract commitment from the employees, they do it because it has to be done, compliance is compulsory.
Referent	Common where the manager leads by example and shows great human friendliness to the extent the employees may want to emulate her / him. The leader is respected for who they are and generally get the trust of the employees, this too often leads to empowerment. It does take time to build and not ideal for places or work places with a rapid turnover like short term projects. May not work well in multi-cultural structures but this is in a way the basis for transformational leadership
Reward	This rests in the ability of the leader / manager to reward the employee for being obedient or fulfilling and or completing the expected tasks. The rewards may be promotion, salary increase or merely acknowledgement of the individual or subordinate complying with management expectation. More like transactional leadership, but research has shown that too much reliance on this may backfire.

Source: Own construction

It is possible for one individual to have two or all of the powers discussed in the table above, while there are other dynamics as discussed earlier. It should also be mentioned that the power does not always have the same impact on all the subordinates in that same

organization or similar circumstances. Depending on who they are, what knowledge they have and what their objectives are in the organization, they may not be influenced by certain power bases. Relationship by their nature are multidimensional, it can be concluded with little contraction that power and authority are equally multidimensional.

1.3.1 Types of leadership styles

The behavior of a leader is therefore informed by a "big basket" of multi-factors which inform how the manager thinks and behaves. Some of these would be cultural involving power distance and others would be personal experience or what was observed from other leaders and even perception of oneself about the employees (Hofstede, 1991:23). The connections within the organization or how the person was recruited may also affect the leader behavior. With all these factors and the earlier discussion (not exhaustive), the leader develops a leadership style they will use on their employees and or subordinates. The table 1.5 below illustrates the different leadership styles as identified over the years by different researchers.

Table 1.3 Leadership styles

authoritarian makes all decisions	passive management by exception
democratic leader welcomes team input	active management by exception;
laissez-faire allows complete freedom	contingent reward;
individualized consideration	idealized influence;
intellectual stimulation	inspirational motivation
Transactional	transformational

Source: Compiled by author from literature reviewed

Bass as cited by Trottier, van Wart and Wang (2008:321), believe in a full range theory. They postulate that transactional and transformational leadership styles are not two ends of the same continuum, but *leadership patterns* inherent in all leaders. These are used interchangeably according to the situation, thus the ability of a leader to know when to switch constitutes competency. In a sense the finding is that leadership style is situational and the leader needs to assess what fits where and when. The researcher (Bass, 2009:35) identified the eight leadership styles listed in the table above (laissez faire;

passive management by exception; active management by exception; contingent reward; individualized consideration; idealized influence; intellectual stimulation and inspirational motivation) as additional to the then popularly known transactional and transformational leadership styles. The styles are blended to illustrate the other factors that inform the multi-structure of both society in general and the employees in particular. Figure 1.1 illustrates the relationships.

Figure 1.1 The full range model of leadership styles

| **Laissez-Faire Leadership (LF)** |
| Leaders avoid intervening or accepting responsibility for follower actions. |

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| **Transactional Leadership Elements** |
| Management by exception, passive (MBE-P): Only intervenes when standards are not met. |
| Management by exception, active (MBE-A): Monitors follower performance and takes corrective action when deviations occur. |
| Contingent reward (CR): Clarifies what needs to be done and exchanges psychic and material rewards for services rendered. |

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| **Transformational Leadership Elements** |
| Individualized consideration (IC): Diagnoses and elevates the needs of each follower. |
| Idealized influence (II): Becomes a source of admiration by followers, often functioning as role models; enhances follower pride, loyalty, and confidence. |
| Intellectual stimulation (IS): Stimulates followers to view the world from new perspectives; questions old assumptions, beliefs, and paradigms. |
| Inspirational motivation (IM): Articulates in simple ways an appealing vision and provides meaning and a sense of purpose in what needs to be done. |

Figure 1   Bernard Bass's Revised Full Range Model of Leadership
Note: According to Bass, the priority of the elements increases substantially from top to bottom. Optimal patterns of behavior for effective leadership (relative to achieving high performance) indicate very little laissez-faire leadership, slightly more management by exception, a substantial amount of contingent reward, and an emphasis on the transformational elements (Bass 1996a).

Source: Bass (1996) as cited by Trottier, van Wart and Wang (2008:321)

Leadership relies on the ability of the leader to persuade employee behaviour through their power, to fodge congruence to work to achieve the objectives. Maseko and Proches (2013:4) posit that there are leadership styles and characteristics that can be identified as critical successful factors in motivating team performance. Each leader has their own technique they may rely on to get their subordinates to perform. Since leadership styles are combinations of tasks and relationship behaviours utilised in the process of influencing others (Huber, 2014:9), they need wisdom. So, the behaviour of the leader

enables the leaders to influence the followers (Feng, Stocklin & Wang, 2015:20). A leadership style can therefore be explained as a pattern of behaviour that an individual exhibits to followers or subordinates in order to get them to achieve desired goals. What is critical in the study of leadership is to know that the style to be used should be contingent to the environment in which the leadership will occur.

There are various leadership styles that leaders can choose from. A project manager is supposed to be aware of the full range of leadership styles, which he or she can adopt for the varying situations being managed (Reddy, 2017:23). The leadership styles that are going to be discussed include transformational style, transactional style and other contemporary leadership styles. Transactional leadership style emphasizes the efficient task-focused outcomes and transformation leadership focuses on the use of charismatic power, to engender greater levels of employee commitment and motivation. According to Burke (2014:83) when project leaders develop their leadership skills they have to decide on which leadership styles would work for them in their projects.

Autocratic leadership style allows a manager to make decisions without getting an input from subordinates. Authoritarian leaders have a clear idea on what should be done and how should the task be done without getting the teams input. Ghuman and Aswathapa (2010:398) described a leader who uses the autocratic leadership style as being highly dictatorial and has very little or no trust in those he leads. The autocratic leadership style is based on the concept of centralisation of power and those who practice this style of leadership make all decisions by themselves. Daft (2015:44) also described an autocratic leader as one who tends to centralise authority and derive power from position, control of rewards, and coercion. This type of leadership is commonly preferred in the military, police force and also used by production line supervisors in manufacturing firms. Appiah-Adu and Bawumia (2016:98) argue that even though this leadership style is not the best, it does have some benefits, for example, when there is a break down of law and order, autocratic leaders are needed to restore law and order. The autocratic leadership style is also said to work well in the fast food industry especially because there is a high labour turnover and most of the employees are relatively young and inexperienced (Daft, 2015:44).

Pardey (2007:45) states that different leadership styles can be observed in a leader's behaviour and personality traits. It is important for effective leaders to be able to recognize these types of behaviours, so that they get an insight into their own and other leadership styles. These behaviours can be grouped into two main types, which are authoritative and supportive. Authoritative behaviour is generally associated with authoritative and consltative leadership styles. Supportive behaviours is associated with the supportive leadership style and less so with a delegative leadership styles. These two sets of leader behaviour are described as overlaying two leadership styles, in that they have certain aspects common to each other. This is illustrated in the figure 1.1 below.

Figure 1.2: Authoritative and supportive leadership behaviours

Authoritative Behaviour   Supportive Behaviour

Authoritative Style   Consultation Style   Supportive Style   Delegative Style
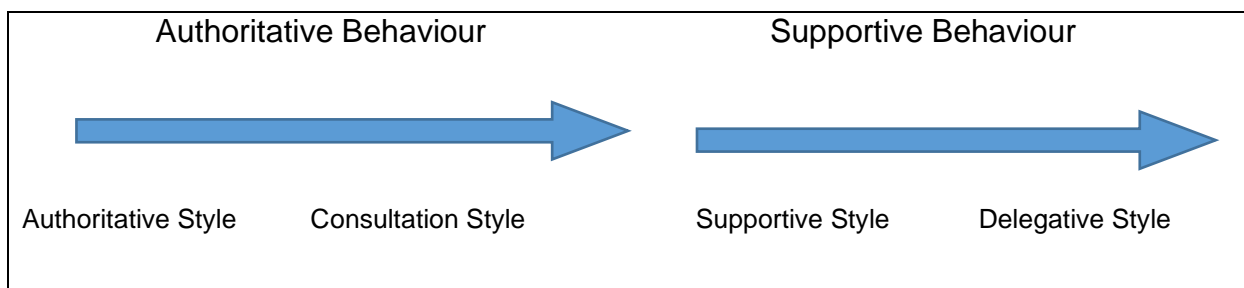
Source: Pardey (2007:45)

As illustrated above these two sets of behaviours are interchangeable or can be swaped in the project's leaders focus. There is need for focus on tasks as a basic requirement to reach objectives (Pardey 2007:46), yet the tasks are performed by people who should be attended to if there is performance expectation. The team members may know their tasks to be performed, but they have to feel involved and appreciated if they are to excel in their performance**.** Athoritative Leaders adoptiong authoritative behaviours will have a strong focus on the tasks that are needed to be completed, while delegative leaders will be most strongly focused on the team.

Laissez-faire leadership style allows group members to make their own decisions whilst the leader uses a hands-off approach. According to Robinson (2010:34), a laissez-faire leader believes in hiring good people and allowing them to do their work without standing in their way. This kind of leadership style offers employees great autonomy, this is most ideal for technically skilled people who know what they are upto and may be self-motivated to subordinates (Brym & Lie, 2010:132). Laissez-faire leaders also believe that

people will do their best when they are left alone to respond to responsibilities and obligations in ways they see best. This leadership style can be described as being an opposite to the autocratic leadership style. The laissez-faire leadership style can be quite efficient if used in the right circumstances (Flamholtz & Randle, 2012:279).

A participative leadership style which is often called the democratic leadership style, values the inputs emanating from subordinates, unlike the autocratic leadership style. This style offers more guidance than the laissez-faire leadership style and has less control than the autocratic leadership style (Brym & Lie, 2010:132). Participative leadership style, according to Aamodt (2016:455), involves getting the opinions and assistance of others. Leaders practicing participative leadership style attempt to include all group members in the decision-making process. Jowah and Beretu (2018:9) say this type of leadership leads to employee engagement which leads to high productivity. This will allow the utilisation of the best ideas from the team members leading to a possible remodelling and incorporating the ideas into the strategies. Brym and Lie (2010:132) argue that this leadership style is considered the best when faced with crisis situations. Ghuman and Aswathapa (2010:399) state that managers who have applied the participative leadership style have doe so with great success. Some of the doownsides of participative leadership include the delaying of decision making process as more than one person is involved in the decision making and this style cannot yield maximum results when subordinates prefer minimum interaction with the leader (Brym & Lie, 2010:133).

1.3.2 Transformational leadership

The transformational leadership style has become one of the most popular leadership styles in modern times. This leadership style emerged in the 1980s and this was due to the increased need for visionary leadership in the United States industry (Mittal, 2015:44; Mumby, 2013:265). According to Mumby (2013:265), a transformational leader is an individual who is interested in the collective interests of the organisation or even a society rather than his own self-interests. Transformational leaders generally believe in motivating their followers and enhancing productivity and efficiency through effective communication and high visibility (Obiwuru, Okwu, Akpa & Nwankwere, 2011:103). A transformational leader always behaves in an optimistic way regarding the future and

tends to articulate a compelling vision of the organisation's future. Transformational leaders have a strong sense of vision.The vision within the transformational leaders inspire their deep sense of meaning which in turn guides their interactions with their subordinates or followers (Qutob, 2013:12). Kattan (2009:794) adds that a transformational leader motivates followers by articulating an organisation's mission and vision.

Transformational leadership is generally associated with business success (Tourish, 2013:27; Zumitzavan & Michie, 2015:15; Muenjohn & McMurray, 2017:504 and Nelson & Quick, 2015:197). According to Muenjohn and McMurray (2017:504), a meta-analytic study conducted on the relationship between transformational leadership and organisational performance revealed that a positive relationship existed between this style of leadership and performance. This empirical finding is supported by Nelson and Quick (2015:197) who also state that transformational leaders inspire and excite their followers to high levels of performance. These type of leaders are said not to rely on their positions but on their attributes such as charisma. It is this charisma that they lean on to motivate and drive their subordinates' performance levels to exceptional highs. Charisma is a central theme for both transformational leadership and charismatic leadership styles (Lussier & Achua, 2016:339). Lussier and Achua (2016:339) however warns that not all transformational leaders are charismatic.

The exercise of transformational leadership involves binding the manager or leader with subordinates together in a higher moral purpose (Mumby, 2013:265). Under transformational leadership, subordinates trust, admire and respect their leader and are willing to do even more than what is originally expected (Obiwuru et al., 2011:103). Transformational leadership style has been called one of the most effective leadership styles for virtual teams (Curlee & Gordon, 2011:56). This is an indication that transformational leadership maybe effective in the management of teams.

In spite of transformational leadership being tauted as the best leadership style for contemporary organisations, it has its weaknesses. This leadership style has been accused of lacking conceptual clarity (Nemiro, Beyerlein, Bradley & Beyerlein, 2008:190). Transformational leadership possesses a whole range of attributes which include

motivational, change agent, building of trust, empowering and as a result it becomes a challenge to clearly define its boundaries. Transformational leadership theory is also viewed as being elitist, undemocratic and being biased towards heroic leadership (Northouse, 2010:214). Bass and Bass (2009:31) believe that transformational leadership can be taught, but Nemiro, *et al.* (2008:190) resist this view and argue that training programmes aimed at imparting transformational leadership skills are not at all easy as they can last up five years in some cases.

Ferguson (2009:27), states that charismatic leaders use energetic encouragement to inspire their teams to achieve its goals. Charismatic leaders are often ego-driven and they believe that the many reason that their teams achieve is because of their leadership abilities. This belief is mostly on cases when a team who come to believe that a project can't be completed without their manager's oversight. Waldman and Javidan (2009) belive that charismatic leadership exercises a persuasive charm that inspire their teams and pursue vision through the fulfilment of tasks, values and beliefs.

1.3.3 Transactional leadership style

Transactional leadership style is based on the concept of exchange of valued things between leaders and followers (Wang, 2017:1523). Northouse (2010:172) defines transactional leadership as a leadership framework based on exchange between leaders and followers. The central theme under this leadership style is exchange, that is the leader either has to offer a reward in order to get things done. The valued things could be salary increments, bonuses and vacations. Managers who give their employees that exhibit exceptional performance are transactional leaders. Transactional leaders lead by setting goals and promising followers rewards for achieving those targets (Saggers, 2014:154).

A transactional leader will get subordinates to achieve the desired organisational goals after promising them a reward or promising to punish them. The leader and the followers therefore have a relationship based on exchange of rewards and fear of punishment. The punishments are meted on those that do not meet the leader's expectations in terms of performance. A transactional leader is mainly concerned with how employees (internal actors) perform their required tasks in order for the organisation to achieve its desired

goals (Obiwuru et al., 2011:104). The fact that transactional leaders are mainly concerned with performance of tasks, it reveals that their focus is on organisational stability and consistence (Wang, 2017:523). The transactional leader has the power to review organisational performance results and then recommend training. This is especially done when the team or group fails to meet the desired organisational goals (Daft, 2015:46). The transactional leadership style relies on close supervision, monitoring for deviations, errors and then taking corrective action as quickly as possible when errors are identified (Obiwuru et al., 2011:104).

These leaders achieve the desired organisational performance by ensuring that they clarify what needs to be done and by when. To achieve these desired performance standards the employees may know the reward and may there work to reach the expected performance. Salvendy (2001:842) also argues that there is loads of literature to support the effectiveness of transactional leadership approach. Evans and Lindsay (2013:646) add that even though conditional rewards provide the basis for this leadership style, a greater amount of effectiveess, innovation, risk taking and satisfaction can be derived from this leadership style especially when it is augmented by transformational leadership.

A transactional relationship exists between the partners, and the leader operates in a highly structured manner. This may help in create uniform standards of performance and allow for predictability on how and when organisational goals can and will be met (Buckman, 2006:20). These type of leaders according to Buckman (2006:20) motivate their followers by emphasising the impact of employees' performance on the achievement of organisational goals. They also throw in some rewards to ensure that followers stay motivated. These can be monetary such as bonusses and as well as non-financial such as promotions.

Studies have revealed that transformational leadership is more related to group effectiveness than transactional leadership style (Kelloway, Nielsen & Dimoff, 2017:121). Project Managers use a transactional approach that focuses on motivating the project team members to achieve expected levels of performance. Transactional project managers clearly outline what is required of the project team members and the reward

for following their instructions, but, when things go wrong, the team members are considered to be personally at fault and are punished for their failure (Burke 2014:200).

1.4 Project teams and their performance

According to Davis and Davis (2008:3), a team is a group of individuals who work interdependently in order to attain individual as well as the organisational goals. The team tends to perform well because of the common commitment which is shared by the team members. A team involves a group of people who are working together and sharing a common goal or objective. The characteristics of effective teamwork are presented in the table 1.4 below:

Table 1.4: Characteristics of effective teamwork

Organisational Structure	Individual Contribution	Team Processes
Clear purpose	Self knowledge	Coordination
Appropriate culture	Trust	Communication
Specified task	Commitment	Cohesion
Distinct roles	Flexibility	Decision making
Suitable leadership		Conflict management
Relevant members		Social relationships
Adequate resources		Performance feedback

Source: (Cardno, 2012:143)

Effective teams tend to have clarity in terms of purpose, have an appropriate culture and also have adequate resources to achieve their stated goals. At the individual level effective teams have self knowledge, trust and commitment to their tasks and objectives. A team becomes effective because of the effective team processes such as coordination, communication, cohesion, conflict management and performance feedback. According to Cardno (2012:143), team work focusses on three essential elements which are achievement of task, building and team maintenance and development of the individual team member.

Team building is a vital aspect of project success, whereby the project manager ensures that he or she selects a competent project team. However, too often they (project leaders),

are not involved in team selection but they have to inspire the team that they inherit. Burke (2014:326) defines team building as activities designed to improve interpersonal relationships and increase team cohesiveness. Annually, businesses spend a lot of money on team building sessions all in an effort to bring more cohesion into the organisation. Team building is not a once off event, it has to be a continous process which is carried out and conducted throughout the life cycle of the project. Because team building is a continous process, it can be costly and demanding, yet if properly done it can be rewarding if this will help motivate performance. Team building also involves defining different roles within teams, especially roles that involve collaborative tasks.

Team performance maybe described as the behaviours, cognitions and form (way) in which teams engage in work collaboratively to achieve goals (Eduardo Salas, 2013:5). Team performance was described by Clegg and Bailey (2008:1522) as the collective effort exerted by the members to accomplish their tasks. The traditional project management practices emphasise the importance of procedures, managerial and operational functions. These practices are well intended to enable the all important role of coordinating and controlling the project's internal as well as external resources (Ekung, Oluseun & Ebong, 2015:21). As a result of this empasis, project organisations are usually focused on meeting deadlines, sticking to the budget and also adhering to technical requirements of a project.   Advances in technology have however introduced new dimensions into project management, which is the concept of project integration management, bringing all the teams and activities together. Teams performance is impacted on by leader competencies largely, the leader must understand team motivation levels at all times (Wellman, 2011:161). Project managers and team leaders must be competent in a range of leadership behaviors in order to influence team performance (Chiocchio, Kelloway & Hobbs, 2015:44).

Figure 1.3 High Performance team model

Source: (Triaxia, 2016)

According to the high performance team model, a successful team operates like a well oiled machine. In this model, team performance is determined by the characteristics of an effective team which include solid relationships, effective processes, clarity in terms of roles and effective communication among other factors. The leadership style to be adopted by the leader is therefore impacted on by all the information in the literature and information alluded to above.

1.5   PROBLEM STATEMENT

Leadership behaviour has been discovered by academics to positively impact team processes and team outcomes. Basing on these findings, leadership styles need to be investigated to see how they can positively affect team building and team performance. In view of the fact that project management is a unique concept, there is a very high failure rate of projects both in the private and public sector. The core problem is the high rate of project failures and it is crucial that appropriate leadership styles be used to positively impact team performance. It is important that organisations look into how leadership styles can be used to positively affect team building. There is a known relationship between team motivation and team performance, resulting in the performance of the

organisation in general. This research focused on the impact of leadership styles on team performance in Information Communication Technology (ICT) projects.

1.6   RESEARCH OBJECTIVES

Research objectives are the expectations that the researcher has as an outcome of the research project undertaken. The objectives were derived from the problem statement as an expression of what the problem statement, or the study gap, was about. The research objectives in this study were classified into two types, namely; the primary research objective and the secondary research objectives.

1.6.1 Primary research objective

- To identify what impact leadership styles, have on team performance in Information Communication Technology projects.

1.6.2 Secondary research objectives

- To critically examine the different styles of leadership commonly used by team managers in the IT projects.

- To analyse prominent team dynamics that may result in motivation of demotivation of the teams during project execution.

- To identify industry relevant team-motivators that drive synergy building and cohesion for IT project practitioners.

- To evaluate the team-member expectations of the leader behaviours that constitute effective team leadership.

- To determine what is required from the leader perspective to assist in the project team building processes.

1.7   RESEARCH QUESTIONS

The research questions were merely an extension of the research objectives in the form of questions, primarily to align to both the problem statement and the research objectives. The research questions also guided on what literature was to be reviewed and these questions therefore contributed to the construction of the research instrument – the

questionnaire. Like the research objectives, the research questions were also classified into two types, primary research questions and secondary research questions.

1.7.1 Primary Research Question

- What is the impact of leadership style on team performance in Information Communication Technology projects?

1.7.2 Secondary Research Questions

- What are the common leader behaviours and styles that are used by your project team-leaders?
- What are the factors in and around the project team that motivate the project practitioners in IT projects?
- How should the team leader do to specifically motivate, synergise and create cohesion amongst IT project practitioners?
- What are the expectations of the subordinates from the project leader in terms of behaviours to positively make the team to perform?

1.8   RESEARCH METHODOLOGY

1.8.1 Research Design and Methodology

The terms research design and methodology can be easily confused to mean the same thing but that is not necessarily the case. Research design is described as the overall strategy that a researcher utilised in integrating the various components of the research project in a coherent and logical manner (Verma, 2015:418). The research design ensured that the researcher appropriately and effectively addressed the most important aspects of a research project which included the research problem, data collection, data measurement and data analysis. The research design was required to ensure that the required data was collected and that the collection happened accurately (Kumar, 2015:16).

Mafuwane (2012:69) describes research methodology as the theory of how the inquiry is supposed to proceed. Basically the research methodology details how the research project will be executed. Research methodology was used here to systematically address the research problem (Oshri, et al., 2015). The researcher opted for the use of a mixed research methodology in which both qualitative and quantitative research methodologies were used. The decision was taken in order to utilise the strengths of both methodologies (to complement each other) and to provide both breadth and depth in this study.

1.8.2 Quantitative research

Quantitative research is a research methodology that entails the collection of numerical data (Ingleby & Oliver, 2008:76). Quantitative research is usually used in research involving large numbers of people (Veal & Darcy, 2014:39). Quantitative research makes use of statistical tests such as chi-square, t-tests, analysis of variance and regression analysis. Quantitative research data is collected mainly using questionnaires.

1.8.3 Qualitative research

Qualitative research is described as the studied use and collection of a variety of empirical materials that describe routine and problematic moments and meanings in the lives of people (Denzin & Lincoln, 2017:97). This type of research methodology is especially concerned with words or images and is nonnumeric. Data collection under qualitative research is usually done using interview method. Qualitative research usually involves the study of small samples as opposed to quantitative research which focuses on large numbers (Given, 2008:831).

1.8.4 Population

Population is defined as all the constituents of any clearly described group of people, events or objects who are the focus of an investigation (Drew, Hardman & Hosp, 2008:83). This was the group of people the researcher was interested; the sample frame was 490 in all out of which 140 took part (29%). The target population consisted of project managers, naval technical officers, warrant officers, senior officers, junior officers and non-commissioned officers.

1.8.5 Sample selection and method of sampling

The aim was random sampling and one out of every 3 people was sampled for the exercise. This was strictly for those who volunteered after they were selected, it was considered that 29% (almost $^1/_3$) was good enough for generalisation.

1.8.6 Data collection instrument

A questionnaire was designed and sent in for a pilot study (20 people randomly selected) to get a feeling of what might have been excluded from the initial construction. With the help of the statistician all protocol was followed including reliability and validity testing, all was handled by the statistician. The instrument had three sections, Section A– Biography, Section B – Likert scale and Section C – Open ended section. The instrument is attached herewith in the appendix.

1.8.7 Data collection Techniques

Three research assistants were trained and they helped in administering the questionnaires that were used for data collection. The researcher opted for the questionnaire because it would provide fairly standard responses and can be referred back to later should there be need. All the questionnaires administered were returned, the method was considered faster, reliable and easily repeatable.

1.8.8 Data analysis

The questionnaires were brought to one site and were edited, cleaned and coded before capturing. Data analysis was conducted using statistical software known as the Statistical Software for the Social Sciences (SPSS). The captured data was uploaded onto the SPSS interface and the quantitative data was analysed. Descriptive statistics such as frequencies, means, modes and standard deviations were computed. The data on the findings were converted into tables, graphs and charts to make it easier for reading and analysing.

1.9 ETHICAL CONSIDERATIONS

The researcher took the necessary steps in observing the ethical considerations when conducting the research. Ethics are guidelines of determining what is right and wrong. When conducting the research, the researcher made use of the ethical practices, which are truthfulness, integrity, responsibility and accountability. In conformation with Cape Peninsula University of Technology rules and regulations, the participants were respected, they were not forced to take part of the research, as they had the right to refuse and pull out from taking part at any stage during the research. The participants and the information that they provide was treated with respect and honesty by the researcher.

1.10 CHAPTER CLASSIFICATION

Chapter 1: Introduction and background of the study – with literate review and outlining the problem statement, research question

Chapter 2: Literature Review – Focuses on teams, project teams, team building, group dynamics and the impact of leadership styles on teams.

Chapter 3: Literature Review **-** Focuses on Leadership skills and the impact they have on team performance.

Chapter 4: Research Methodology

Chapter 5: Results and discussions

Chapter 6: Research findings, recommendations ad conclusions.

1.10 CONCLUSION

This section discussed the introduction and background, which is relevant to the study topic as well as the research question. The study focusses on the impact of leadership styles on team performance. Project management concept is widely used in both the public and private sector in order to get stated goals efficiently accomplished. The study wanted to investigate how leadership styles impact teams, team building and team performance in projects. Literature on leadership styles was also discussed and

effectiveness of teamwork in projects. Transformational leadership was found to have some links to teams and the leadership styles were found to be related to several outcomes such as team building and team performance.

CHAPTER TWO:

LITERATURE REVIEW OF TEAMS AND GROUP DYNAMICS

2.1 INTRODUCTION

The research examined and focused on the impact different leadership styles have on team performance. The previous chapter provided an Introduction and the background to the study. This chapter of the literature review will cover teams, project team and group dynamics and the impact of leadership styles in teams. Aluise (2012:125) defines leadership style as a consistent pattern of behaviour which is perceived by others when the leader is influencing his or her subordinates, customers as well as colleagues. Teams are made of different individuals that bring their own skills, attitudes, strengths, attributes and flaws to the team. Such individuals in teams might have few shared goals or interests. According to Pardey (2007:43), leading a team is the primary task of a project leader, as achieving good leadership requires a project leader to adopt a leadership style that is appropriate to the team and this will enable the project leader to support the team in performing effectively. This chapter elaborates more on team development processes as it is very much important for project leaders and teams to know these development processes and explain the different type of teams.

2.2 TEAM DEFINED

A team has been defined in many different ways to an extent that there is no consensus. Goodall, Goodall and Schiefelbein (2010:183) define a team as simply a group of individuals who share a unifying goal. Many organisations mostly businesses now rely on teams to achieve their broader organisational goals. A team is also defined as a group of people who are working together to achieve a common purpose (Apolline, 2012:183). Mickan and Roger (2005:359) define a team as a small number of people with an appropriate mix of skills to accomplish a specific task, they are committed to a meaningful purpose and they have achievable performance goals for which they are collectively held responsible. It can be gathered from the definitions that a team is not just a group of people, but it is an organised group of people who have been brought together by unity of purpose. The team concept has gained prominence across different industries and has particularly become synonymous with project management. Robbins, Judge, Odendal

and Roodt (2009:243) state that teams have gradually become the primary means of organising work in the modern businesses.

Teams can be found in both the private sector as well as the public sector. Robbins et al. (2009:243) further argue that in some instances the team concept has become so popular that other organisations such as Optimus have resorted to hiring whole teams. Companies using teams have an assortment of reasons why they use teams. Williams (2017:199) reports that Procter & Gamble started using teams in the eary 1970s and Boeing, Caterpiller as well as Ford Motor Company began using teams in the mid to late 1980s. A number of contemporary organisations are now using teams to bolster performance of their organisations.

2.2.1 Team Work

The concept of teamwork has become so popular, with many organisations across sector adopting the use of teams in order to enhance organisational performance. Robbins, Judge, Odendaal and Roodt (2009:243) emphasised that teams have increasingly become the primary means for organising work in the modern business organisations. Organisations get more from teamwork and this is one of the reasons why the concept of teams has become popular. Dean and Sandford-Smith (2015:7) argued that when a team of people are working together, much more work gets done. The authors continued to state that teamwork brings enthusiasm and encouragement. Team members are naturally the inputs of teamwork (Zhang & Zhang, 2014:298).

2.2.2 Distinction Between a Team and a Group

A team is different from a group and it is essential that this difference is explored before delving deeper into the literature review. A group is defined as a collection of people interacting with one another in a primitively interdependent manner (DeLamate, 2006:479). According to Robbins, et al. (2009:243), a group is defined in a slightly different way, they define it as two or more people interacting and interdependent who have come together to achieve particular objectives. Apolline (2012:183) indicates that in a group setup, the group members do not share a common purpose they all behave as

individuals. In a team setup, the team members share a common goal or unit of purpose. The difference between a team and a group has been tabulated in Table 2.1 below.

Table 2. 1: Difference between teams and group

	Work Group	Work Team
Goal	Share information	Collective performance
Synergy	Neutral	Positive
Accountability	Individual	Individual and mutual
Skills	Random and varied	Complementary

Source: Zayed and Kamel (2005:5)

A number of key differences between a work group and a work team have been presented in Table 2.1. One of the notable difference is the fact that the skills in a work group are random and varied and in a team the skills are complementary. In a team, the group members have common interests and teams are characterised by overarching common objectives (Cameron & Green, 2004:56). Cameron and Green (2004:57) adds that in a group setup, there may be no accountabilities other than the ones outlined in the contractual agreements, but in a team setup there are individual accountabilities. It can be concluded that a group is just a collection of people and whereas a team is group of people who have a common purpose and complementary skills.

2.2.3 Team Development Processes

According to Burke (2014:304) team development is the process where the relationship between the team members goes through various stages as they become more acquainted with one another. It is essential for undertaking for the project leader to know about these development stages, so that the team members can be managed through these stages. This will protect the team from inter-personal conflicts that might arise, which always threatens to implode a team. The stages of team development according to Wilson, Benedict, Snow and Havercamp (2010:2) are as follows: forming, storming, and norming, performing and adjourning. These are widely known as Tuckman's stages of group development. Tuckman's model of group development is probably the most well-known model for group formation, it was developed in 1965 (Ravi & Sumathi,

2016:58). The stages of team development are depicted in the diagram in Figure 2.1 below.

Figure 2. 1: Tuckman's Team Development Model
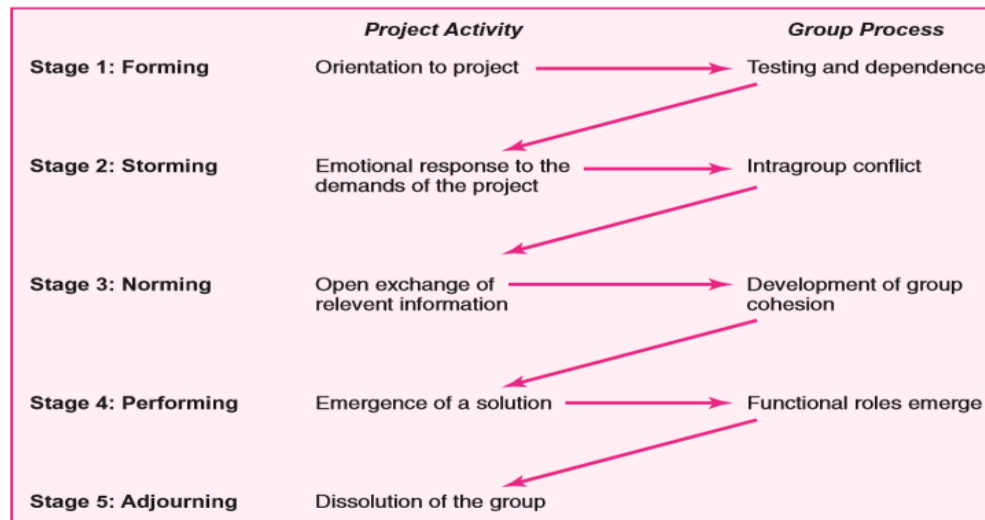
The first stage in the team development model is forming. Forming takes place when at the beginning of the team formation and this is when team members come together are brought together, get acquainted with one another and told about the objectives of the team (Heldman, Mangano & Federson, 2018:13). Since team members are meeting for the first time they tend to be more reserved, formal towards each other and finding out where they fit within the team.

The second stage of team development is called storming. This stage involves team members advocating for their personal roles, expressing their opinions and thoughts regarding the group's functions (Brown-Chidsey & Bickford, 2016:59). The storming stage tends to be characterised by confrontations and perceptions on how the project should be done hence it is known as storming. The confrontations or the storms are mainly ignited by the jockeying for positions and control (Heldman, et al., 2018:88).

Following storming, team development gets into the norming stage which is characterised by relative normality or stability. According to Heldman et al. (2018:88), the norming stage is characterised by team members being comfortable with each other and starting to

address project concerns and issues. The normalcy is largely driven by the fact that everyone has the position that they wanted and they are now free to firmly focus on the team objectives. Brown-Chidsey and Bickford (2016:59) add that the norming stage also involves the formulation of the team operating rules which will facilitate the commencement of work. The norming stage is the consolidation within the team and acceptance of differences, the team establishes order and cohesion (Burke, 2010:324).

The performing stage involves the team members now engaging in the productive work that will result in the realisation of the team objectives and working together as a team. Brown-Chidsey and Bickford (2016:59) indicates that the duration of this stage depends on a number of factors such as the group's purpose and longevity. Burke (2010:324) states that at the performing stage there is cooperation and role flexibility between the team members and effective problem solving and decision-making. The team members are now totally focused on the project.

Tuckman and Jensen in 1977 added another stage which is known as adjourning. Heldman, et al. (2018:88) state that adjourning stage involves the release of the team upon completing the work which had been given to the team. This is the final stage in Tuckman's team development model. Bondarouk, Bos-nehles, Renkema, Meijerink and De Leede (2018:188) indicated that there are other team development models and these include models by Wheelan (2005:**25**), Gersick (1988:**67**) and Laloux (2014:**98**). For the purposes of this study Tuckman's team development model is the model of choice.

2.2.4 Characteristics of Effective Teams

Banks-Burton (2007:16) referred to an effective team as a team that is able to produce results which are better than those of individual performance. A team is therefore considered to be effective when it is able to generate results that are superior when compared to those of individuals. An effective team is therefore one that is highly successful in attaining the stated team objectives. The organisations that want to build effective teams must have a focused view of what they want those teams to do and why (Watson & Gallagher, 2003:2). The formation of a team which does not have a clearly defined mandate is a waste of time as this compromises its effectiveness. There are sets of characteristics which distinguish effective teams from other teams that are not so

effective. Some of the common characteristics of effective teams are discussed by Kirst-Ashman and Grafton Hull (2009:94), and these are presented in the table 2.2 below.

Table 2. 2: Characteristics of effective teams

Characteristic	Brief Description
Clear goals	All the the members of an effective team must understand the goals of the team. Besides the clarity in goals, the members of the team must consider the goals worthwhile.
Commitment of team members	An effective team is composed of members who are highly committed and motivated to achieving team goals.
Collaborative climate	A collaborative climate is an essential in an effective team. This collaborative climate hinges on trust and mutual respect among team members. There is respect for the abilities and contributions of other team members.
Standards of excellence	An effective team tends to have agreed upon standards of excellence which have to be maintained. These standards are exerted by the team leader and other team members. There are also agreed upon consequences for those who do not maintain those standards of excellence.
External support and recognition	Effective teams tend to be viewed by outsiders as effective teams as being special. An effective team receives praise for its exceptional skills and expertise. This implies that the achievements of an effective team are recognised.
Information based decision making	An effective teams makes rational decisions based on available information. This means that adequate information is an important component in team decision making. Information in this case needs to be complete, timely and accurate.
Principled leadership	A principled leadership is part and parcel of an effective team. Such a leadership gives team members the courage to take risks.
Structure and membership tied to goals	There are 3 types of team structures: problem solving; creative and tactical. The composition of each of these teams will be informed by the objectives of the team. It's essential to form a team with the right type of people.

Source: Kirst-Ashman and Grafton Hull (2009:94-96)

The eight characteristics of an effective team presented in Table 2.2 are some of the common ones. Effective teams are needed by organisations because they are linked to productive team outcomes (Mickan & Roger, 2005:78). The study of teams and their dynamics is increasing becoming important since most industries are moving towards management-by-projects, and projects use teams to perform.

2.3 PROJECT TEAMS

The study was conducted in a project management environment and hence it is crucial that literature on project teams be reviewed. A project team is defined as a set of people who support the project manager in accomplishing project objectives (Chiocchio, Kelloway & Hobbs, 2015:33). Leondes (2005:213) highlights that a project team is distinguished from the structure of the organisation, it is formed to function for a defined period of time, consists of specialists from different backgrounds whose knowledge and experience are needed to address the challenge at hand. The definition of a project team and work team are not very different. Chiocchio et al. (2015:33) make reference to a collection of individuals who are working together to achieve project goals and Goodall et al. (2010:183) highlight that team is a group of people with a unifying goal. The only difference that can be noted in the two definitions is that the other project team definition makes reference to project objectives whereas the team definition just refers to a unifying goal which is also common objective.

The idea behind project teams derives from the concept of synergy (Leondes, 2005:213). Synergy refers to a combination of efforts to result in an amplified outcome. It is a term which is commonly used in mergers and acquisitions. The term synergy is derived from the word "*synergo*" which can be divided into two words, "*syn*" which means together and "*ergo*" which means work (Schade, 2014:13). The people that form a project team require synergy which is also referred to as joint or cooperative efforts. This is essential especially given that the project team members have different skills and come from different cultural backgrounds. Gray and Larson (2003:349) suggest that the magic and power of project teams is found in the term synergy. The importance of project teams has increased exponentially owing to their effectiveness in project management arena (Leondes, 2005:213).

2.4 TYPES OF TEAMS

There are many different types of teams in companies and other non-profit making organisations. The type of team is usually informed by the objective of the particular team (Pride, Hughes & Kapoor, 2010:298). The different types of teams include virtual teams, self-managed teams, cross functional teams, functional and problem solving teams. The theory on these types of teams is deliberated in the following subsections.

2.4.1   Functional Teams

A functional team is a type of a team that is defined by its purpose. According to Sullivan (2006:97), a functional team is an organisational group that is led by a single manager or boss and these group members may have or may not need to work together in order to achieve the team objectives. This is probably the most common type of a team. Williams (2002:36) states that the organisational chart of a functional team resembles a pyramid and it is depicted in Figure 2.1 below.

Figure 2. 2: Functional team structure
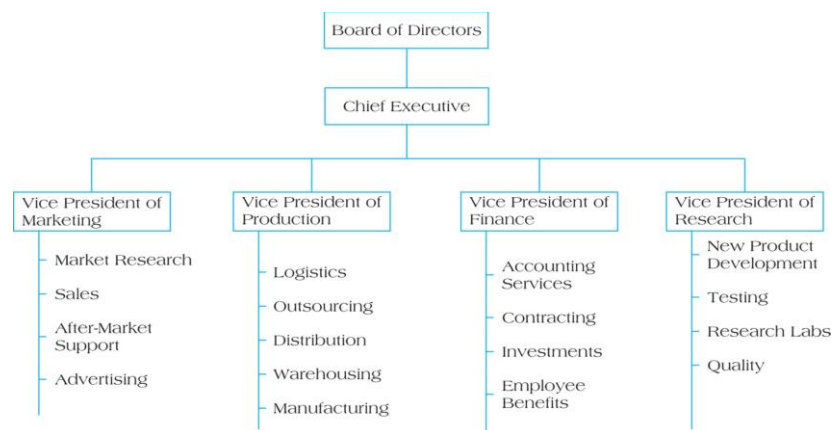
Source: Gary and Larson (2011:337)

A functional team can be described as one that is formed along the traditional functional lines in an organisation. This type of team structure works better in stable organisations which have clear role definitions (Williams, 2002:36). Williams (2002:36) also states that functional teams are the easiest to work on essentially because they are composed of individuals who are already working in the same areas of the organisation. One of the disadvantages of a functional team is related to communication. Parker (2003:12) argues that in a functional structrure it is often difficult for team members to know where they can obtain information when working on complex projects. Another major drawback in this type of team structure especially when working in projects emanates from the fact that team participants are more concerned about completing their part of the puzzle and do not care much about the completion of the entire project (Parker, 2003:12).

Gido, Clements and Baker (2018:445) also add that a project manager working with a team drawn from functional structures does not have complete authority over team members because administratively these team members are still under their functional manager. To add to this, every functional division or department will attempt to act as if it is an independent organisation forgetting that it has to work in a unified fashion with other departments to achieve the common objective (Williams, 2002:38). The dilemma regarding the limited authority of the project manager when working with functional team negatively impacts success of projects.

2.4.2   Cross-Functional Team

A cross-functional team is a collection of individuals with a clear purpose representing a variety of functions in the organisation whose combined efforts are necessary to achieve team goals (Huth, 2008:10). It is a team that is formed across functional boundaries and works cohesively and enhances the flow of work in a project. Some of the key characteristics of a cross-functional team include interdependence of work, variety in terms of skills set and the delivery of a common objective which guides the team (Huth, 2008:10). This particular type of team is gaining prominence in the workplace and this is partly because of its flexibility especially when comparing it to the rigidity of a functional team. According to Parker (2003:32), a cross-functional team is responsible for facilitating the coordination of the various allies, enemies and strangers working on a project. This team system helps shift the focus of the organisation from their department towards the project at hand (Parker, 2003:32). Organisations running complex projects such as in automobile and aircraft manufacturing such as Boeing rely on the cross-functional team system to achieve their objectives. The cross-functional team system has been found to outperform all other team systems such as the functional and matrix structures and the cross-functional teams have been identified as drivers for efficiency and profitability (Huth, 2008:12). A cross-functional team structure is presented in the figure below.

Figure 2. 3: Cross-functional team structure
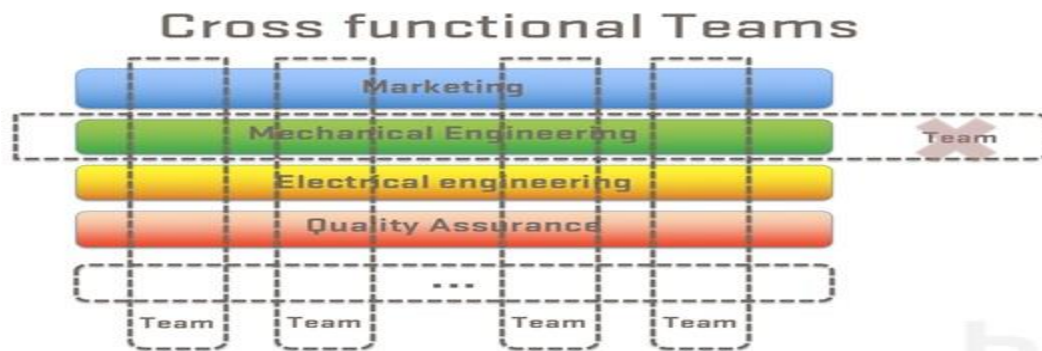
A cross-functional team however has some disadvantages even though it seems to be the perfect fit for project organisations. This team structure tends to become complicated when it comes to issues of authority, responsibility and reward issues (Khan, 2011:231).

2.4.3 Virtual Teams

A virtual team is also known as a geographically dispersed team (GDT) which relies on communication technology such as the electronic mail, fax and video conferencing (Dasgupta, 2006:424). Gibson and Cohen (2003:197) have described a virtual team as a sociotechnological system that is completely intertwined using technological systems. Dasgupta (2006:424) added that some of the key characteristics of this team system include: the teams work to achieve their team objectives across boundaries of time, space and /or organisations; the team members work interdependently and they share a specific purpose and they rely on technology to accomplish their work. In virtual team setups, communication has been found to be the lever which enables adequate levels of communication and allows team members to maintain their social dimensions and also maintain an efficient communication structure (Ivanaj & Bozon, 2016:99). It can therefore be observed that the strength of a virtual team actually lies in communication effectiveness which is in turn affected by the choice of communication media. One of the disadvantages of virtual teams is that they are more likely to fail because of the failure to sufficiently address issues of team building and they also fail to address issues that emanate from working at a distance (Dasgupta, 2006:424). Despite the advances made

in communication technology the physical distance between virtual team members negatively impacts the effectiveness of virtual teams.

2.4.4 Self-Managed Teams

Pride, *et al.* (2010:298) describe self-managed teams as a collection of employees who possess the skills and authority to manage themselves. This implies that these employees essentially do not need a manager as they rely on the team members to manage the team's efforts to reach its goals.   Members of a self-managed team take collective responsibility of ensuring that the team operates effectively and succeeds (The Open University, 2011:12). During the formation of a self-managed team, two parameters have to be clearly defined and that is the level of responsibility to be awarded to the team and the level of autonomy. Belasen (2000:284) adds that members of a self-managed team are given considerable freedom to design their jobs, set targets, discipline as well as reward team members.

Self-managed team members are also most given the responsibility to recruit new members whenever the need arises. Self-managed teams tend to boost employee morale, increase productivity, raise the levels of innovation and generally reduce boredom among employees (Pride, et al., 2010: 299). Pride et al. (2010:299) also add that this team system has its fair share of disadvantages which include the need for additional training costs, the potential for disorganisation, conflicts and the leadership role may be ambiguous.   The leadership role in a self-managed team is shaered (The Open University, 2011:12). Despite the potential for self-managed teams to reduce boredom among employees, this team structure may not achieve a lot due to the high probability of conflicts and disorganisation.

2.4.5 Problem-Solving Teams

A problem-solving team is an organised group of employees with exceptional knowledge in a specific area or field who have been put together to tackle a specific challenge (Pride, et al., 2010:298). The members of a problem-solving team may be drawn from different backgrounds, for example other members may consist of individuals drawn from engineering, others from finance and others from human resources. The philosophy underlying a problem-solving team is that the people best placed to solve a problem are

those that are best qualified, those are the most knowledgeable. Levi, Poly and Obispo (2007:192) highlights that the fact that members of a problem-solving team may be composed of individuals from different professional backgrounds may lead to communication problems because of they do not use the same language. Levi et al. (2007:192) indicates this challenge is usually addressed by having facilitators and employing structured problem-solving approaches.

Problem-solving teams bring the added advantage of increasing employees' commitment to decisions owing to the fact they were involved in formulating them (Phillips & Gully, 2014:391). Employees are usually known to support or to be committed to whatever they have had a hand in creating. This team system has its fair share of weaknesses as well. According to Richards, Frank, Sableski and Arnold (2016:47), a problem-solving team requires more time as well as resources. Problem-solving usually requires team members to meet many times and try different approaches to addressing a challenge and this consumes significant amount of resources. Problem-solving teams are relied upon in project management in aiding project managers arrive at the best solution (Gido, et al., 2018:390).

2.5 TEAM BUILDING

The practice of team building has become synonymous with contemporary organisations. Fricke and Totterdill (2004:266) indicate that the practice of team building is widely across the world and the aim is usually to create sociability among team members. Team building is therefore something that leaders of organisations believe will assist individuals to discover their characteristic behaviours within a team set-up. Team building been defined as a chance for team members to learn how other members think and work (Potter & Brittain, 2009:107). Even though research by Salas et al. (1999) has found that team building assists in clarification of team roles but has little effect on team performance the concept of team building is held in high regard in most organisations (Potter & Brittain, 2009:107; Burke & Cooper, 2009:146).

Team building can also be described as a long-term, data-based organisational intervention which is aimed at assisting work teams to experientially learn through the examination of their structures, purposes, norms, values as well as interpersonal team

dynamics (Jex & Britt, 2014:535). Team buidling is considered to be one of the most essential interpersonal skills of a project manager (Levin, 2010:42).The main objective of team building is the enhancement of team effectiveness by developing team members' skills. Reis and Geller (2010:128) reveal that the key outcomes of team building activity include increased levels of trust and the key goals of such an activity include the building of group cohesiveness, establishment of better communication in groups, pinpoint and resolve conflict situations and also enhance problem solving capabilities.

Team building also involves defining different roles within teams, especially roles that involve collaborative tasks. These team building objectives indicate that team building is an essential step in strengthening of team effectiveness. Gautam and Batra (2011:95) also reiterated that one of the major goals of   is to bolster group cohesiveness. A highly effective team is a product of having a unity of purpose. When building high performance teams it is important that team building exercises be prioritised by an organisation's leadership.

In project management setups, project managers rely heavily on team building. Heldman, et al. (2018:12) argue that a project manager is central to a team's team building exercises and motivation. The project manager is responsible for setting the tone for team development activities until such a point when the team becomes fully functional. Levin (2010:43) considers team building to be the most important aspect of a project manager's work. Burke (2014:326) indicates that team building is an activity aimed at improving interpersonal relationships and increase team cohesiveness.This argument reflects the importance of teambuilding.

2.5.1 Benefits of Team Building

Team building brings a number of positives to project teams and teams in general. According to Roudias (2015:202), team building enhances team work. Team building has also been shown to boost the self- confidence of those who partake in team building activities (Midura & Glover, 2005:1). Midura and Glover (2005:1) also adds that all team building participants have an opportunity to act in a leadership role. This is a further indication that team building also builds and enhances the leadership capabilities of project team members. Other organisations oppose team building based on the premise

that their organisations are already fun places to work (Carter, 2009:13). Fun is however just one dimension that enahnces team performance and there are many other aspects that are needed that are benefitted through team building activities.

Team building brings team cohesion. Andrews (2009:334) defines cohesion as the ability to be coordinated, logical, as well as consistent in churning out results. Andrews (2009:334) further argues that teams are aided by cohesion in their pursuit of group objectives as well as in the attainment of group emotional wellbeing. Cohesion is believed to be the force that brings team members together, encourage trust and aid in the achievement of team goals (Verderber, Verderber & Sellnow, 2015:124). Trust is one element that is also gained in team settings after engaging in team building sessions. Studies have indicated that there is a signficant positive relationship between team trust and team performance (Ones, Anderson, Viswesvaran & Sinangil, 2017:451). Team building is therefore an activity that enhances trust in group settings.

One of the benefits of team building is that it creates more camaraderie in the workplace and brings a more improved feeling among workers in the workplace (Cutler, 2016:198). A framework was designed by Carron and Spink (1993) to explain the relationship between team building and cohesion.

Figure 2. 4: Conceptual framework of team building for cohesion
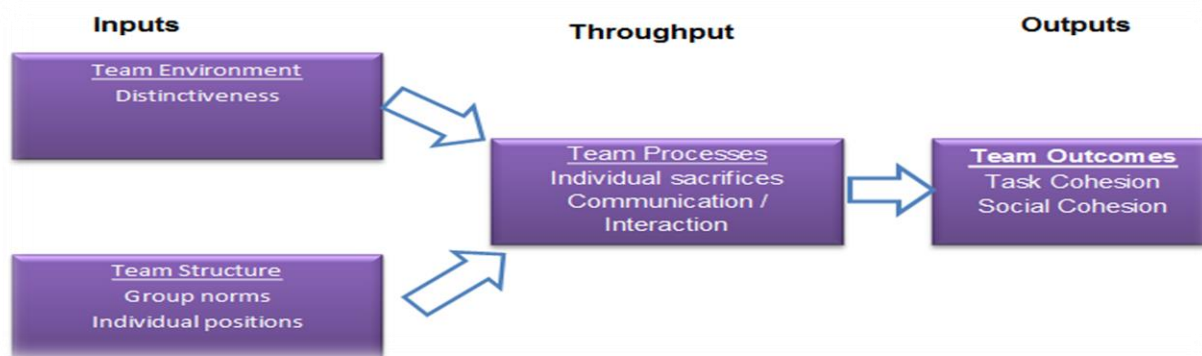
Source: Gill, Williams and Reifsteck (2017)

According to Gill et al. (2017) even though team performance is often the output researchers are interested from team building sessions, cohesion is the primary target of in Carron and Spink's framework. The team building interventions as indicated in Figure

2.4 are focused on the group environment, group structure and groups processes (Gill et al., 2017). Cohesion is divided into task and social cohesion. According to Kornspan (2009:57) task cohesion is an analysis of how team members work together towards achievement of a common objective.

Team building also enhances group communications (Gottesdiener, 2002:174). Project management success is also dependent on the effectiveness of communication across the project team. Midura and Glover (2005:4) highlights that team building results in community building especially in the important area of communication. Team building therefore essentially teaches group members how to be great teammates. It also provides opportunities for character education (Midura & Glover, 2005:1).

Team building can also help a team commit to a goal by remaining focused on performance improvement (Kornspan, 2009:58). According to Kornspan (2009:58) in order for a team to be effective and successful, members have to focus on the task 90% of the times. Unsuccessful teams focus on task goals 50% of the time. Team building therefore helps teams focus on what matters. Task cohesion is important because it has a positive impact on team performance (Sudhakar, 2016:77).

2.6 TEAM PERFORMANCE

Team performance is defined as the extent to which a team or organised group is able to meet its stated goals or objectives (Chiocchio, et al., 2015:107). The performance of a team impacts the attainment of team goals. Camilleri (2011:91) states that team performance can also be viewed as the collective performance of all the individuals who are working on a project as team members. It must be noted that performance is one of the most widely studied variable in organisational behaviour and organisational behaviour. This may be largely due to the fact that organisational success is dependent on the performance of employees and all teams operating within the organisation (Parry, 2018:23, Blazey, 2009:51 & Bhattacharyya, 2011:95).

The performance of a team does not follow a linear pattern but it changes over time. A team performance curve is used to illustrate this pattern in team performance.

Figure 2. 5: Team performance curve

The team performance curve begins at the working group stage where there is no significant need requiring the formation of a team. The members of this working group interact primarily to share information and they make decisions to aid one another execute duties within their respective areas of responsibility (Sellman & Snelling, 2017:158). The leader of the working group may attempt to change this collection of individuals into a team through the introduction of a common goal (Scandura, 2017:14). The working group often performs well because no time and effort is spent on conflicts, time to build trust as well as confidence. It must however be however noted that performance is likely to reduce for a period of time as the working group go through storming as it attempts to create a team (Scandura, 2017:14).

The second stage is the pseudo-team stage. This is a group which harbours no endeavours of shaping a common purpose or having common performance goals even though it calls itself a team. According to Sellman and Snelling (2017:158), there could be a need requiring this collective to become a team but it is not trying to achieve that at all. At the this stage, enthusiasm and good intentions may sometimes substitute for performance (Long, 2013:100).

The third stage on the team performance model is the potential team stage. This stage is characterised by the need to transform into a team and the group members in this case are actually attempting to become a team (Sellman & Snelling, 2017:158). There is

however more clarity of purpose, goals or work-products. The potential team does not have collective accountability. The fourth stage in the team performance curve is the real team. At this stage team members possess complementary skills and they are all committed to the common team objectives, purpose and working approach. The real team hold themselves accountable to the team goals and purpose (Scandura, 2017:14).

The final stage in the team performance curve is the high performance team. Most teams aspire to achieve the high performance level. A high performance shares similar characteristics with a real team and is also characterised by deep commitment to personal growth and success of individual team members (Sellman & Snelling, 2017:158). The high performance team stands out as it significantly outperforms all other team structures and it also exceeds all reasonable expectations. High performance teams are discussed in more detail in the next subsection.

2.6.1 High Performance Teams

 High performing or high performance teams are those teams that function in the most efficient and productive fashion as possible (Heldman & Heldman, 2007:122). Cook (2009:13) describes a high performance team as a team which is characterised by having well-defined, mutually agreed and shared goals for which all team members are held accountable to. High performance teams are also characterised by high levels of trust and respect among team members. The synergy that is found in high performance teams cannot be found in any other type of a team (Heldman & Heldman, 2007:122). This means that high performance teams is the highest level of team development. Some of the key characteristics of high performance teams are listed in the table below.

Table 2. 3: Characteristics of a High Performing Teams

Key characteristics of high performing teams	
Mutual trust and respect	High levels of trust exist among team members and for the project manager
Clearly defined purpose and shared goals	A high performance team is characterised by possessing well defined, mutually agreed and shared goals.
Clarity of roles and responsibilities	In high performance teams, roles as well as responsibilities are clearly defined avoiding duplication

Advanced communication	Members of high performance teams experience enhanced communication. There is an open and high frequency channels of communication
Decision making	Decision making is a joint effort in high performing teams.
Leadership	The leaders of high performance teams tend to demonstrate supportive behavior and challenge.
Problem solving	High performing teams tend to be characterised by creative problem capabilities

Source: Heldman and Heldman (2007:122) and Cook (2009:14)

Table 2.3 presents the key characteristics of high performing teams and these include creating problem capabilities, high levels of mutual trust and respect among team members and for the project manager and also open and high frequency channels of communication.

2.7 LEADERSHIP STYLES IN TEAMS

Each and every leader will have a leadership style that they prefer to use. Leaders can choose a leadership style that works best with the people that they are working with. Arul (2012:32) defines a leadership style as a manner and approach that a leader uses in providing direction, motivate and implement plans. A leadership style is also defined as a charismatic manner which is adopted by a leader in influencing his or her subjects (Mehrotra, 2005:6). A leadership style is therefore essentially a manner and approach adopted by a leader to accomplish organisational goals using the human resources at his disposal.

There are various leadership styles that a project manager can choose from. Uher and Loosemore (2004:256) suggested that project managers could use any leadership style defined by the continuum theories according to the dictates of the circumstances. This means that the leadership style chosen by a project manager will depend more on the type of team he is leading. According to Uher and Loosemore (2004:256), a project leader should rely on a democratic leadership style when working with a project team which can be defined as mature and comprising of experienced specialists. Despite the existence of an array of leadership styles for project managers to choose from, Moor (2016:1680) advocated for the use of transformational leadership style by project managers as he indicated that it was the most suitable.   Moor (2016:1680) also argued that

transformational leadership style was appropriate for complex projects whilst transactional leadership as good for simple projects. The next subsection deliberates theory on transformational leadership style in team building and team performance.

2.7.1 Impact of Transformational Leadership in Team Building

Transformational leadership is effective across a broad range of applications (Rumley, 2011:192). Project managers use a transformational approach that focuses on inspiring the team members to achieve the project managers' vision and go beyond their task requirements creating high-performance self-directed project teams (Burke. 2014:200). According to Rumley (2011:192), transformational leadership can be used to encourage team building in a church environment. Academic researchers have also found links between transformational leadership and team building effectiveness. Shelton (2012:9) argued that there was a relationship between transformational leaders and teams effectiveness by positively affecting processes including cohesion, communications as well conflict management. The team processes that impact team effectiveness include team building sessions that organisations hold. Wildman and Griffith (2015:207) also stated that transformational leadership style was more connected to a variety of desirable team outcomes than other leadership styles even though absolute differences exist across countries.

Task cohesion is one of the outputs in *Carron and Spink's Conceptual framework of team building for cohesion* (Gill et al., 2017)*.* Studies conducted Pillai and Williams (2004) which is cited by Kelloway, Nielsen and Dimoff (2017:121) discovered that transformational leadership was associated with group cohesion and group effectiveness. In this case group also refers to a team. The theory discussed in this section therefore reveals that there transformational leadership may have positive impacts on team building given the literature taken from Wildman and Griffith (2015), Rumley (2011) and Shelton (2012).

2.7.2 Impact of Transformational Leadership Style in Team Performance

The leadership styles practiced by top management significantly impact team performance. Persil (2013:106) emphasises that leadership impacts all aspects of the organisation and she goes on to highlight the organisation's leadership can either promote or impede the work of a team. Leadership is an essential piece in the team performance puzzle. According to Sherman (2006:37), impact team performance by facilitating team problem solving through cognitive processes, coordination processes and the team's collective motivation. An organisation's leadership therefore creates an enabling environment for teams to exist and work productively.

Bass and Avolio (1993) are cited by Wildman and Griffith (2015:207) suggesting that leadership styles are ranked according to their associations with team outcomes, that is from the most effective to the least effective. Transformational leadership style is ranked first followed by contingent reward, management by exception (active), management by exception (passive) and laissez-faire leadership style. This ranking implies that transformational leadership style has the most positive impact on team performance. The assertions made by Wildman and Griffith (2015:207) are supported by a range of other prominent management authors. Transformational leadership style has been found to impact team peformance by authors which include Bilgin, Danis, Demir and Lau (2015:40); Bryman, Collinson, Grint, Jackson and Uhl-Bien (2011:303) and Wildman and Griffith (2015:207). Ample writings exist on the positive relationship that exists between transformational leadership and team performance. Team members are motivated to perform better by the perceived support they receive from transformational leaders (Bilgin, et al., 2015:40). Transformational leaders are also said to support a team's long-term goals.

Transformational leadership as opposed to transactional has been demonstrated to have an impact on team effectiveness. No evidence of a positive relationship between transactional leadership and team performance have been found. However, Chiocchio, et al. (2015:141) concluded that successful project leaders in the construction industry found that both transactional and transformational leadership behaviours possess indirect effects on project team performance. The use of both transactional and transformational leadership styles has been found by these construction project managers to have to

positively impact team communication, collaboration, cohesiveness and all these in turn impact team performance. This indicates that merging the two leadership styles brings out positive team outcomes.

Wildman and Griffith (2015:207) however indicate that subtle differences from country to another may exist regarding the positive relationship between transformational leadership and team performance. These discrepancies are a result of cultural differences. General speaking, transformational leadership style has the most positive impact on team performance than any other leadership style.

Transformational leadership has also emerged as the style of leadership that is critical to team building efforts. Shelton (2012:18) demonstrated that transformational leadership indirectly impacts teambuilding. He indicated that this leadership style empowers employees and creates an environment which generates excitement among the workforce to pursue organisational goals. Shelton (2012:18) then argued that the fostering and alignment of organisational goals with team members personal goals were critical to team building.

Chiocchio, Kelloway and Hobbs (2015) highlighted that despite the wide range of literature on leadership, there was a lack of literature on the influence of leadership on team performance. Transformational leadership again is well represented when it comes to literature on the relationship between leadership styles and team performance. According to Scott (2012:172), transformational leadership has been found to prevent performance deterioration. Transformational leaders use charisma and vision as well as pride and respect to get the best from team members (Kidd, 2009:63). Transformational leadership has been found to be relevant to the project management field (Prabhakar, 2017). The study by Prabhakar (2017) also discovered that project managers who applied transformational leadership style enjoyed more project success. The study concluded that a project manager must be a strong transformational role model to the team and must also be able to display a more tactical approach in order to adapting relationship actions towards the project team in order to achieve task success (Prabhakar, 2017).

2.8 CONCLUSION

The chapter starts by defining a team, to types of teams and also discusses team development processes. The distinction between a team and a group was explained as it is important of a project leader and team members to know the difference, so that there is no misunderstanding. The literature discussed the steps in development and the benefits of teams in project organisations. This chapter also discussed leadership and also dwelled on the main contemporary leadership style, the transformational leadership style and the imapct the leadership style have on team building and team performance. The discussion also dwelled benefits of team buiding and hign team performance . Transformationl leadership style emerged as the leadership style which has an immense impact on team performance amongst all other leadership styles such as transactional laissez-faire and democratic leadership style.

CHAPTER THREE:

LITERATURE REVIEW OF LEADERSHIP THEORIES AND LEADERSHIP SKILLS

3.1 INTRODUCTION

This chapter will cover in details leadership skills and leadership theories. There are a number of leadership theories which include Great Man Theory, trait theory, situational theories, contingency theories as well as transactional and transformational theories, these leadership theories will be explained in detail in the chapter. The research will further define skills and distinguish / compare them to leadership styles. Bass and Bass (2009:202) cite the definition of Davis (1942) which states that leadership is the principal dynamic force that motivates and coordinates an organisation towards the achievement of its objectives. The study will also discuss the different types of leadership skills and focus on skills necessary for leadership. It is important for project leaders to know which leadership skills they should use in projects. Effective leaders with problem-solving skills can solve new and unique problems. In complicated situations, competent and highly effective leaders also have social judgment skills. Such leaders can probably understand many other individuals in teams and also the system of governance. Leaders empathize with their followers and respect various ideas at work.

3.2 LEADERSHIP DEFINED

Leadership is probably one of the most researched concepts in management (Thatchenkery & Chowdhry, 2007:63). McMunn (2012:88) defined leadership as the art of motivating a group of people towards the achievement of a shared objective. Leadership has been defined as the process of influencing other people to understand what they need to do and how it can be accomplished, coordinating as well as motivating of the work of various individuals and subcontractors, and delivering a successful product or service in the context of the project (Morris & Pinto, 2007:71). Burke (2014:20), defines leadership as the procedure by which project team members conduct, guide and influence behaviour and demonstrate the ability to meet the goals stated in the project charter.. These definitions of leadership all point to the fact that a group of people are being motivated towards attaining a common goal. Leadership however considered to be a complex concept and there is no universally accepted definition (Shoup, 2005:1).

Kouzes and Posner et al. (2012:3), states that leadership is all about how organizations leaders are prepared for action and how they get others to do incredible things in organizations. Leaders use the values of change to act, to understand complexities, to risk rewards, to become separate into unity and to obstruct innovation. Leadership produces a variety of ways for leaders to transform challenges into successes. Ferguson (2009:2) also explains that leaders are very important in every level of an organisation or project, helping in growing leadership skills in a great way to pave the way for success.

Solomon and Steyn (2017:1) highlighted that leaders were central to projects achievements. This means in order for all the little things to be achieved within a project, leaders have to be play a critical role. Leaders are the critical pillars of organisations, projects and families. Teams depend on the direction they get from the leaders regarding where the team is going and how it gets there. Hinkson (2018:4) indicated that leadership was not bossing people around or telling them what to do, but it was an art of inspiring people to do their best. Kouzes and Posner et al. (2012:3), lists the ten commitments of leadership that are time-tested strategies through which leaders attain their goals;

- Find your voice by clarifying your personal values.
- Set the example by aligning actions with shared values.
- Envision the future by imaganing exciting and ennobling possibilities.
- Enlist others in a common vision by appealing to shared aspirations.
- Search for opportunities by seeking innovative ways to change, grow and improve.
- Experiment and take risks by constantly generating small wins and learning from mistakes.
- Foster collaboration by promoting cooperative goals and building trust.
- Strengthen others by sharing power and discretion.
- Recognize contributions by showing appreciation for individual excellence.
- Celebrate the value and victories by creating a spirit of community.

Leaders strive to achieve, be the best they can and help others to make their best contribution towards a shared goal, while motivating others through mutual trust and

willing to purse a goal (Ferguson, 2009:2). Leaders are often recognised having such traits in teams, charismatic; innovative; trustworthy; visionary; courageous and effective communications.

3.2.1 Leadership Qualities that make great leaders

You must have good leadership qualities to become a great leader and set good examples for others to follow. Hasan (2017) identified the 10 leadership qualities that make great leaders as indicated in the diagram (Figure 3.1), followed by brief explanation on what each leadership quality comprises.

Figure 3. 1: Leadership qualities that make great leaders
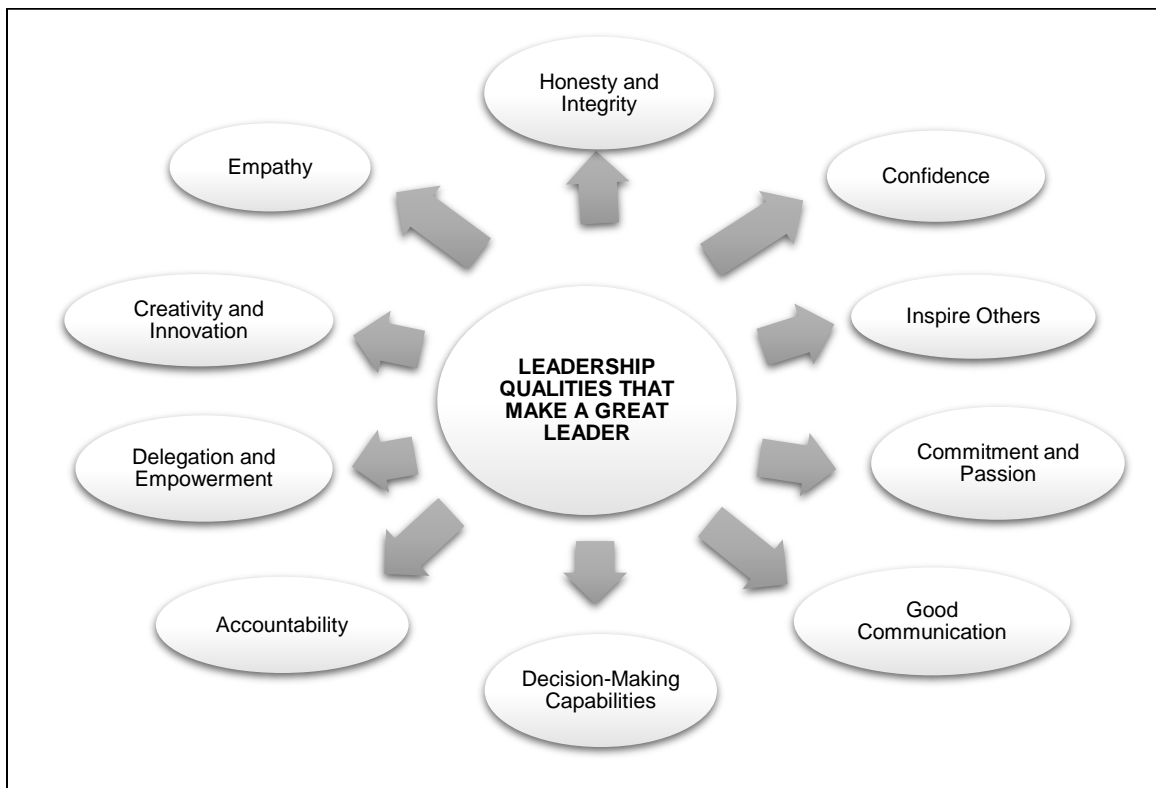
Source: (own construction)

3.2.1.1   Honesty and Integrity

Leaders should be honest at all times and do the right thing. According to King, Altman & Lee (2011:101), Leaders who tell the truth, and come clean, are solid breed of trust. They are mindful to avoid conflict of interests as they maintain a strageic distance from

irreconcilable situtations, they answer the tough questions honestly and hold confidence. Leaders must say what they mean and live up to their promises.

3.2.1.2 Confidence

Effective Leaders have confidence in their work, with what they are doing and ensure that team members follow their commands. Leaders are suppose to be confident to make their own decisions, qualities in order for their team members to follow and trust them.

3.2.1.3 Inspire others

Leaders should inspire others by setting a good example. Their drive and diligence spur others in the team to give a valiant effort. In order to inspire others, leaders should care about what they are saying, have passion and enthusiasm in what they asking the team members to do. Leaders need to make sure that their personal message is revelent and need to learn/ know who are their team members, such as knowing their challenges, strengths and needs by engaging with them.

3.2.1.4 Commitment and Passion

Leaders are made not born (Steffen, 2008:57). Effective leadership requires deep passion, an unwavering commitirment to serve others and a bold vision of future possibilities (Charter; 2011:3). Leaders who are commitment inspire others, adapt and see multiple different perspectives.

3.2.1.5 Good Communication

A leader must be sufficiently certain, energetic and self-motivated while communicating with others. Teams must trust the communication made by their leaders. The absence of certainty while communicating, can make team members awkward, and apathetic about their work. Communication certainty encourages a team to cooperate to accomplish wanted objectives (Luthra et al., 2015:46). Leaders must communicate clearly their vision to their project teams, for the team to know the strategy to meet the objectives and to achieve the project's goal. Leaders must be good listeners and be sure to ask their teams for feedback on project progress or any issues that might arised. Words have the ability to motivate teams and influence them to do the unbelievable.

3.2.1.6 Decision-Making Capabilities

It is important for a leader to have the ability to take right decisions in projects. As indicated by Burke (2014:350), decision-making is a cooperative procedure of gaining support and responsibility from the project team members for one course of action. Leaders need to recognise what choices should be made, when they should be made, who is capable, and who has the authority. A leader firstly needs to identify processes to problem solving, analysing the problem and identify technical solutions to the problem. When making decisions leaders should consult all the relevent stakehoders before making the final decision.

Table: 3.1: The six stages of the decision-making continuum

1. Autocratic (isolated decision)	Project leaders solve the problem and make the decision using information available to them at the time. There is no communication with the team.
2. Autocratic (Informed decision)	Project leaders obtain the necessary information from the team memebrs then make the decision
3. Consultative Autocratic (discuss with individuals)	Project leaders share the probem with the team members individually, gathering their ideas and suggestions, then make the decision.
4. Consultative Democratic (discuss with team)	Project leaders share the problem with the team members as a team then make the decisions
5. Consultative Decomcratic	Project leaders share the problem with the team members as a team then, together eith the team members, make the decision a majority vote.
6. Empowerment Lissez- faire	Project leaders give the problem to the team members and empower them to make the decision themselves. Project teams develop become more self-directed.

Source: Burke (2014:358)

Table 3.1 outlines the decision-making continuum of a number of different methods leaders can use to make decisions in projects. Leaders select the most appropriate decision-making methods to address the project situation and the team involved.

3.2.1.7   Accountability

Leaders ought to be accountable for their work. They are accountable to their project team members from whom they need to acquire regard and trust. Leaders likewise need

to stay accountable for the nature of the work done by the team members who are assigned to the task. All together for the project to meet its objectives and destinations, it is essential for leaders to be accountable for the undertaking of the project deliverables, cost and schedule.

3.2.1.8   Delegation and Empowerment

Leaders can't do everything right. A leader must focus on the key responsibilities and delegate the rest to the team members, by empowering the team and delegating the tasks to them. Leaders provide the teams with resources, the support they will need to achieve the goals and objectives of the project. It is important for a leader to empower team members to take responsibility, authority to achieve and meet the project objectives.

3.2.1.9   Creativity and Innovation

Creativity is about seeing what individuals has seen and thinking what no one has thought (Trautmann, 2011:25). Leaders are creative and innovative by implementing workable ideas to project teams, which will make them stand out from the crowds. A leader is able to think out of the box, have better goals, turn new ideas and imaginative ideas into reality by thinking and producing them.

3.2.1.10   Empathy

According to Pinto (2016:124), A Leader must be willing to consider other people's feelings in the process of making informed decisions, recognising the differences in each of their subordinates, making allowances for those differences and providing the team with suitable solutions to their problems.

3.3 LEADERSHIP THEORIES

Strong management skills were valued more than strong leadership skills and as a result the scientific study of the leadership concept did not begin until the 20th century (Marquis & Huston, 2009:37). Some of the early leadership theories that are popular include The Great Man Theory and the Trait Theories. The Great Man theory and the trait theories formed the basis of leadership research until the mid-40s when new theories were propounded. Leadership concept is dynamic, meaning the way leadership is viewed does not remain the same forever. With each study, new views of looking at the concept of

leadership emerge. Day (2014:3) indicated that the core construct of leadership continues to change overtime. Some of the early leadership theories are presented in the table below.

Table 3.2: Evolution of leadership theories approaches

THEORY	TIME PERIOD	MAIN CONCLUSIONS
Great Man theory (early perspective	Early civilisation days and between 17th and early 19th century	Leadership is based on physical strength. Leaders are viewed as heroes ahd great individuals who bring change
Trait theory	1930s	Traits or characteristics of leaders are different from non-leaders
Behaviour theories	1940s and 1950s	Two major behaviours emerged and these are relationship and task oriented
Contingency theories	1960s and 1970s	There is no best style of leadership and effectiveness of leadership depends on situation.
Modern approaches to leadership (Charismatic, transformational and primal leadership)	From the 1980s and onwards	Focus of impact on subordinate development, vision and transformation

Source: Mittal (2015:44)

The table above presents the evolution of leadership theories from Great Man theory in the 17th century right through to the contemporary leadership approaches which emerged in the 1980s. The early leadership theories which are Great Man theory and Trait theory are discussed in the following subsections followed by other contemporary theories.

3.3.1 The Great Man theory

The Great Man theory of leadership was one of the first leadership theories and it evolvement dates back from the 17th towards early 19th century (Mittal, 2015:44). In the early days, it was believed that leadership was based on physical strength and during those days' people believed in heroes. According to these theory leaders were born and the secret of being a leader was found in being born great (Waite, 2008:3). The early leadership theorists believed for one to become a leader, it was a result of a combination of individual, social as well as historical circumstances. This leadership theory also

asserted that some people were born to lead whilst some were born to be led (Marquis & Huston, 2009:37). The Great Man theory also stated that great leaders rose when the situation that needed them arose.

3.3.2 The Trait Theory

The other early leadership theory is the trait theory. This early leadership theory became popular in the 1930 and it believed that leaders had particular traits or characteristics which are different from those of non-leaders (Mittal, 2015:44). Trait theorists therefore believed that leaders had set of characteristics that made them stand out and be discernible from the rest of the populace. In order to determine these traits or characteristics of a leader, early leadership scholars studied the lives of prominent people such as Adolf Hitler throughout history (Marquis & Huston, 2009:37). According to Chance (2009:85), some of the traits of a leader included self confidence, internal locus of control, energy and stress tolerance as well as integrity.

3.3.3 Contingency Leadership Theories

Contingency leadership theories are those which believe that leadership is moulded by environmental factors. According to Martin, Breunig, Wagstaff and Goldenberg (2017:89), contingency leadership is based on the premise that leadership is dependent on the appropriateness of a leader's style to the task at hand. The contingency leadership style that a leader decides to adopt depends on three factors which are namely relationship between leader and the team; task structure and the power of the leader. As far as contingency leadership theory is concerned there is no leadership style which is best in all situations (Lussier & Achua, 2016:17). According to Lussier and Achua (2016), leadership theories that emanate from continenncy theory attempt to explain that an appropriate leadership style is dependent on leader, his or her followers as well as the situation at hand.

3.3.4 Situational Leadership Theories

A situation leadership model is one which takes into account the leader, the followers, time and the circumstances (Martin et al., 2017:89). Under this leadership theory, the style of leadership a leader assumes is determined by the leadership qualities as well as by the situation. Amanchukwa et al. (2015:8) include by saying that situational hypothesis

suggests that leaders choose the best game-plan in terms of situational conditions and conditions. Specific situations are the ones that determine how a leader reacts and how he or she decides to leader. Fairholm and Fairholm (2009:11) argues that circumstances determine what a leader does and that behaviours also have to be linked to specific environment at hand. Situational leadership theorists also state that the situational factors are finite depending on the different contingencies.

Figure: 3. 2: Situaltional Leadership Model
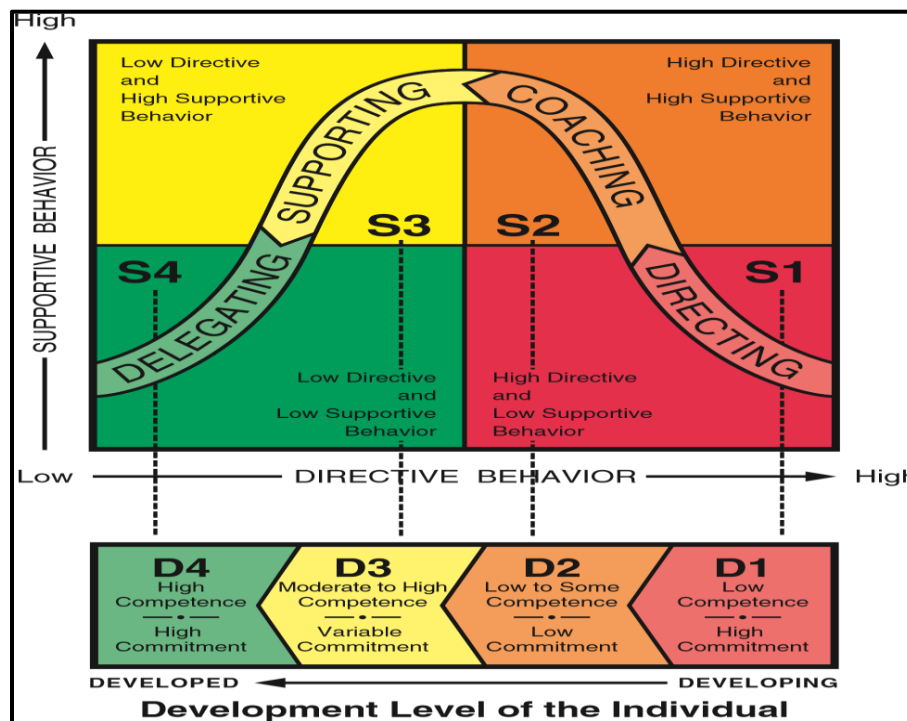
Source: Blanchard and Hersey cited by Northouse (2007:92)

Figure 3.2 presents the four categories of directive behaviours and supportive behaviours. As indicated by Northouse (2016:94-95), directive behaviours help team memebers to achieve goals by setting guidelines, ramping timelines, setting goals and evaluation strategies, classifying roles, and demostrating how the goals are to be accomplished. Supportive behaviours assist team memebers feel great about themselves, their colleagues, and the circumstance.

3.3.5 Participative Leadership Theories

Participative leadership theories suggest that the ideal leadership style takes into account the inputs of others (Hughes, 2014:91). Participative leaders therefore encourage group members to come up with contributions which can assist the group leader stir the group in an appropriate direction in order to achieve set goals or objectives. Hughes (2014:91) however states that despite a leader allowing group members to contribute input, the leader still retains the prerogative to allow those inputs from group members. According to Lamb (2013), a leader who utilizes participatory leadership instead of all decisions aims to involve other people, thereby strengthening commitment and cooperation, leading to better decisions of quality.

3.3.6   Transactional/ Management Leadership Theories

Management leadership theories on the other hand focus on supervision, organisation as well as group performance (Hughes, 2014:91). The management theories are basically known as transactional theories in most management theory. Transactional leadership theory believes that leaders can achieve desired goals by rewarding employees (Ledlow & Coppola, 2011:75). Under transactional leadership, there is an exchange of work and effort for rewards meaning that employees are given pay increments in order for them to work harder. This leadership theory also believes in punishment in the event that an employee has not achieved what they were expected to. Reward and punishment are the instruments by which a transactional leader gets quality work done in an organisation (Thompson, 2016).

3.3.7 Transformational/ Relationship Leadership Theories

Relationship theories are also known as transformational leadership theories. A relationship leadership theory is described as a social influence process through which emergent conditions are constructed and generated (Foster, Nollette, Nollette & Goertzen, 2013:88). Lamb (2013) further clarifies that relationship theories are sometimes likened with charismatic leadership theories wherein leaders with other characteristics, such as trust and sociability are considered as the best motivator for followers. All the leadership theories were attempts to find the most ideal way to get followers to behave in a particular manner in order to achieve organisational goals. The task of leadership essentially involves setting and achieving optimum performance from all the resources at

the disposal of a leader which include the human resources (Fairholm, 2011:175). These leaders often have high standards of morality and ethics (Charry, 2012).

3.4 SKILLS DEFINED

A skill is defined by Gamage (2006:89) as an individual's ability to translate knowledge into action that results in the accomplishment of desired results. Hence a skill can be referred to as the catalyst in achieving the desired results. Organisations when advertising vacancies they usually insist on hiring experienced and skilled individuals, this is done in order to achieve the performance and results they want. Skills are therefore necessary in the achievement of particular goals as a result of executing the different involved in doing an activity (Barker & Schaik, 2016:14). In order to shade light on what skills, the table below shows a number of skills.

Figure 3. 3: Examples of Skills
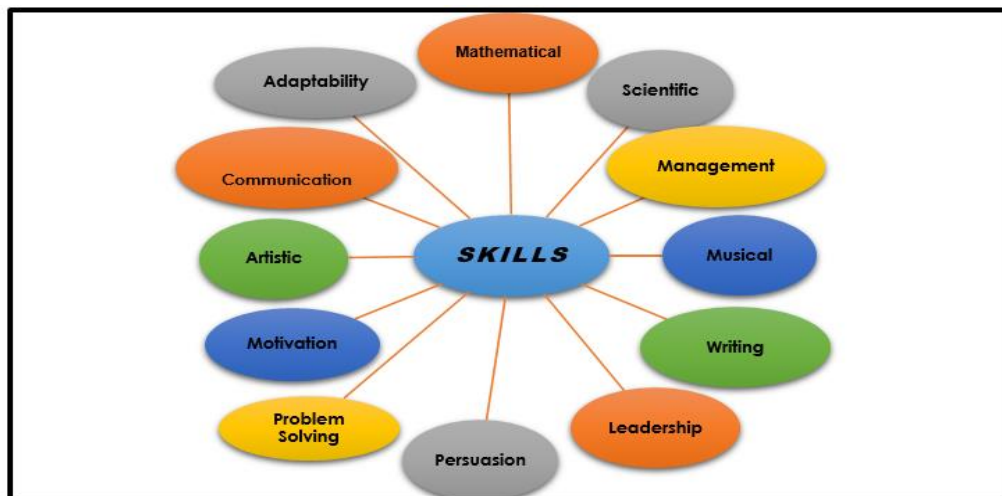
Source: (own construction)

Project organisations for example need their managers to have the skills set which can enable them to lead the organisation to successfully complete projects. Business organisations, therefore, always makes sure that its human resources possess the necessary skills they need in order for the organisation to stay competitive (Homer & Griffin, 2006:14).

3.5 LEADERSHIP SKILLS DEFINED

Leadership skills can be described as the skills one needs when organising people. According to McPheat (2010:8), leadership skills entail the tools, behaviours, as well as capabilities than an individual requires in order to successfully motivate and direct others. Northouse (2010:91) defined leadership skills as for a person to utilise their knowledge and competencies to accomplish a set of goals and objectives. McPheat (2010:8) also asserts that true leadership also involves having the ability to drive others to achieve their own success. Leadership skills are therefore the skills people need in order to ensure organisations attain their objectives. Northouse (2010:91) also highlights an important distinction between traits and skills in an attempt to further clarify what leadership skills are. He states that skills are what leaders can accomplish whereas traits are what who leaders are or essentially their innate characteristics.

The leadership skills which are the focus of this study are those needed in project management environments. There are number of skill category that a leader is expected to have. Dalton, Hoyle and Watts (2011:255) argue that an effective leader is supposed to have technical, concpetual as well as human relations skills. According to Dalton et al. (2011:255) in fact highlighted that leadership skills can be acquired through observation, experience and continuing education. According to Van Aardt and Bezuidenhout (2014:417) Buiding skills and knowledge provide leaders and team the opportunities to grow, learn and support of new ideas.

3.6 LEADERSHIP STYLES AND LEADERSHIP SKILLS

Regardless of leadership styles all effective leaders need to possess a similar set of skills. According to Kearney-Nunnery (2016:130), despite the different leadership styles, the characteristics of an effective project leader include the ability to understand group dynamics, listen attentively, focus on the group goals and facilitate the progress of the group. Kearney-Nunnery (2016:130) also emphasises that an effective leader regardless of leadership style is supposed to be able to be a good communicator and also possess interpersonal skills. An effective leader working in the project management environment is expected to possess team management skills as well as project management skills. Effective leaders are reminded to possess the willingness to listen and respond to the

concerns of their followers (Parker & Begnaud, 2004:6). There are number of skills that leaders must have regardless of the leadership styles that they have adopted.

Solomon and Steyn (2017) state that leadership styles are culturally contingent as are the perceptions of their respective effectiveness. This therefore implies that leadership styles and their effectiveness is basically dependent on a number of contingent factors and one of those factors is culture. All leaders can be effective regardless of the styles they have adopted even though they will have varying degrees of success.

3.7 LEADERSHIP SKILLS FOR PROJECT LEADERS

The study at hand pertains to project management teams and their impact on project success. The leadership skills that therefore needs to be discussed are those for Project leaders. Project leaders have been compared to small business owners because they need to know a little about everything in management (Heldman, 2018:14). Some of the leadership skills that are essential for a project manager working with a team of project personnel include effective communication skills, motivational skills, delegation skills, problem solving skills, conflict resolution skills, decision making skills as well as integrity. A leader in the project management environment must also have team building skills. Badiru and Osisanya (2013:39) emphasises that a project leader must have the ability to lead a team made up of people coming from diverse backgrounds.

3.7.1 Effective communication skills

A great leader has to be a good communicator and therefore must be able to communicate effectively with his or her subordinates. According to Alle-Corliss and Alle-Corliss (2009:44), leaders are particularly supposed to be good communicators in order for them to effective in their leadership capacities. Leaders are also expected to be confident in their capacities as leaders and also be able to communicate that confidence. Parker and Begnaud (2004:6) also indicated that leaders must be able to listen, and respond to the concerns of their followers. This is known as emphathy. Empathy has been defined as the ability to understand and share in another's emotional state or context (Happ & Melzer, 2014:4). Parker and Begnaud (2004:6) argue that until empathy is achieved the ability of a leader to communicate effectively is stiffled.

Project leaders are expected to have an ability to communicate effectively. In order for a project manager to communicate effectively, he or she is supposed to develop a good understanding of the unique needs of the project stakeholders groups (Andler, 2016:97). Kerzner and Saladis (2009:402) emphasises that effective communication to stakeholders is a key item in the successful completion of a project. Project leaders usually work with a team of project management professionals and professionals from other fields and this increases the need for effective communication skills.The project team needs to be kept up-to-date with the client requirements and changes and this is achieved through the effective communication skills of the project leader (Dalton & Best, 2006:178).

3.7.2 Negotiating and conflict resolution skills

Leaders should be able to resolve conflicts peacefully and equitably and this is can be achieved when a leader is a good negotiator (Junarso, 2009:212). People in leadership positions are always going to be meet situations which require their negotiating skills. For example they need to negotiate affordable prices with suppliers and they also need to end conflicts that may erupt in the project team. Langely and Jacobs (2014:60) states that leaders must be able to pursuade both the staff and the public of any measures that any decisions they take are in the best interests of all stakeholders. Junarson (2009:212) also indicate that a person's communication skills improve with the ability to negotiate. The leadership skill of negotiating also comes in handy when it comes to managing change in organisations. Those leading change require skills to negotiate the intricacies of managing change (Wilkinson, 2012:91).

Project leaders as individuals carrying the responsibility of successful projects need to have negotiating skills. Gido and Clements (2014:333) highlight the fact that good negotiation skills are essential for Project leaders. Gido and Clements (2014:333) also indicate that during the life of a project, there are numerous occassions when the art of negotiating is needed especially when it comes to interactions with project sponsors, customers, suppliers and project team members. Project leaders do not have direct authority over resources and they often need to win the commitment and cooperation of other people through negotiation and persuasion (Dalton & Best, 2006:178).

Conflict is something that cannot be avoided in organisations and project management environments. A leader leading a project therefore needs to possess the skills to resolve conflicts. Watson and Howarth (2011:169) warn that conflicts may lead to delays in the project and one of the roles of the project manager is to resolve conflicts. The project manager is expected to resolve conflict by clarifying the objectives of the project and identify the root causes of conflict.

3.7.3 Motivational skills

Leaders are supposed to possess the ability to influence and motivate subordinates intrinsically and extrinsically (Bulach, Lunenburg & Potter, 2011:67). Leaders are tasked with motivating, inspiring and creating buy-in into the organisation's strategic vision (Heldman, Baca & Jansen, 2007:348). Even though leaders carry the responsibility of motivating their subordinates, Wang (2018:268) warns that leaders need to be motivated in order to be in a position to motivate their followers. The motivation process is quiet complicated in practice. According to Goethals and Sorenson (2004:1404), motivation actually comes from within but leaders are only able to influence the process. One way that leaders motivate their subordinates is through the power that comes with their positions as directors, managers and supervisors. Leaders also motivate their subordinates by offering incentives and opportunities for promotion (Goetsch, 2011:103). In order to get subordinates to give peak performance a leader must have a number of ways to motivate employees.

Project leaders as the leaders in projects must possess the skill of motivating their charges. This is however not an easy feat to accomplish. Levin (2010:102) indicate that program and Project leaders face the difficult and challenging task of motivating team members. Levin (2010:102) identifies two skills Project leaders need in order to motivate their project teams and these are: the ability to motivate project team members through knowledge of their personal styles and their career stage and the ability to apply sophisticated interpersonal communication skills. Rad and Levin (2003:79) argue that motivation is a critical element in high performing teams, regardless of whether it is collocated or virtual.

When it comes to motivation transformational leadership style stands out among all other leadership styles. According to Bertocci (2009:48), transformational leaders have the ability to achieve results greater than those that would have been originally planned. This view is further reiterated by Graham (2007:83) who suggested that transformational leaders are able to motivate their followers to do more than they thought possible.

3.7.4 Delegation skills

Delegation can be described as entrusting other people with tasks for which you remain ultimately responsible (Allan, 2007:83). Leaders regardless of leadership style are expected to have delegation skills as it is not possible for them to do all the work by themselves. According to Wilder (2015:81), there are three main skills that a leader must possess to succeed and these are vision, motivational and delegation. Welder (2015:81) argues that leaders must know how to get things get done through other people. Carlson and Garrett (2008:110) indicate that even though delegation is an essential aspect of leadership and management, it is a skill which is often difficult to develop.

 Delegation is a way to develop the abilities of team members as well. Effective team leaders must be able to delegate specific tasks to team members (Allan, 2007:83). This entails giving the responsibility for a particular task to another person. Project leaders must possess the ability to delegate tasks to their project team members. Norton (2008:189) has cited delegation as a key skill that every project manager must have. According to Norton (2008:189), proper delegation will ensure effective performance by the project team as it fosters the necessary conditions for team work as well as coordination.

3.7.5 Problem solving skills

Leaders also need to have problem solving skills as well. Rowe and Guerroro (2011:83) state that problem solving skills are the unique creative abilities that leaders bring into organisations which enable them to solve organisational challenges. These problem solving skills include: the ability to define a problem and issues that are of importance, gather information that is associated to the problem, developing new ways to view the

problem or issue and then develop unique approaches to solve the problem or issue (Rowe & Guerroro, 2011:83). In order for leaders to be able to solve an organisation's unique problems and address its unique issues, they needed to possess another important skill and that is creativity. According to Greer (2013:710), suggest that a leader needs to be inquisitive and cultivate curiosity within the ranks. Curiosity is said to be an attribute of highly creative individuals.

Transformational leadership style has been identified as one of the leadership styles that encourages even subordinates to think things out and participate in careful problem solving (Ross, 2008:61). Whenever a problem or issue arises within an organisation, subordinates look up to the leader to detail a way to get this resolved. Schwalbe (2016:23) suggest that a project manager needs to possess the ability to develop new approaches to solve problems.

3.7.6 Creativity and innovation skills

Leaders also need to be creative and innovative individuals. The creativity has been identified to be a crucial aspect in problem solving (Rowe & Guerroro, 2011:83). According to Puccio, Cabra and Schwagler (2018:73), a survey of 1 500 business leaders conducted by IBM revealed that leaders were faced with rapidly changing times which compounded the business environment. Puccio et al. (2018:73) concluded that given this leadership challenge, top leaders identified creativity as the most important leadership quality going forward. Creativity has also been identified by Schwalbe (2016:23) as an essential skill for Project leaders. Fisher (2011:5) indicate that Project leaders need to have the ability to think outside the box and be creative and also impart these skills to their subordinates. Leaders therefore require creative and innovative skills especially given the highly unpredictable and everchanging business environment.

3.8 LEADERSHIP SKILLS MODEL

The Leadership Skills Model was propounded by Robert Katz in 1955 and it represented a shift from the trait based approach to leadership (Northouse, 2010:43). The skills based approach to leadership suggests that knowledge and abilities are crucial for effective

leadership. The interest in the skills based leadership approach emerged in the 2000s but series of studies had been conducted by various researchers starting from the early 1990s. According to Northouse (2010:43), the most recent work on skills based approach to leadership was spearheaded by Mumford, Zaccaro, Harding, Jacobs and Fleishman (2000) and Yammarino (2000). Katz (1955) and Mumford et al. (2000) all came up with different leadership skills models and these are going to be discussed respectively.

3.8.1 Katz's Three Skills Approach

Katz (1955) and Katz (1974) suggested that there were three basic leadership and management skills that were: technical, human and conceptual (Northouse, 2010:44). Katz argued that these skills were different from traits. He stated that skills are what leaders can accomplish and traits are who leaders are. The three skills approach is depicted in Figure 1 and it indicates that managers at different levels in the hierarchy need different skills (Analoui & Al-Madhoun, 2017:192). Lower level managers are for example said to require more technical skills than higher level managers who need to possess more conceptual skills. Analoui and Al-Madhoun (2017:192) however argue that managers at all the levels of the hierarchy require human skills.

Figure 3. 4: Katz (1974)'s Three Skills Model

Categories of skills	Conceptual	Human	Technical
Level required:	High	Medium	Low
Top Management			
Level required:	Medium	High	Low
Middle Management			
Level required:	Low	Medium	High
Supervisory Management			

Source: Analoui and Al-Madhoun (2017:132)

Conceptual skills refer to the ability to work with ideas and concepts (Northouse, 2010:46). The conceptual skills of a leader are critical in vision creation and strategic

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planning of an organisation. Rowe and Guerroro (2011:84) added that conceptual skills enable leaders to give abstract ideas meaning and to extract sense of abstract ideas for their superiors, peers and subordinates.

Human skills on the other hand refers to the knowledge regarding to working with people (Northouse, 2010:44). It can also be referred to as the human resources management skills. Leaders work with people and they must have unique skills which will enable them to work with people. Human skills enable a leader to influence team or group members to work together in order to attain organisational goals (Rowe & Guerroro, 2011:82). A leader with human skills implies that he or she is sensitive to the needs and motivations of others and is able to consider other people's needs in decision making (Northouse, 2010:45). Human skills are needed by leaders at all levels as indicated in Figure 3.3.

The last category of skills under the Three Skills Model is technical skills. According to Northouse (2010:45), technical skills refer to the knowledge and proefficiency in a specific type of work or activity. A leader with technical skills means that he or she is competent and knowledgeable with respect to activities specific to an organisation that is its rules, organisational procedures as well as products and services. As indicated in Figure 3.3 technical skills are more important to the supervisory management level and less important to middle and top management levels.

3.8.2 Mumford et al.'s (2000) Skills Model

The Leadership Skills Model was propounded by Mumford et al. (2000) and it was based on the premise that many people possess some leadership potential and if they can learn from their experiences they can become effective leaders (Rowe & Guerroro, 2011:83). This particular leadership model places more emphasis on the capabilities that make leaders effective as opposed to the '*what leaders do'* approach. Mumford et al. (2000) suggested that leadership skills requirements tend to differ not only among organisations but also among the different levels of the organisation (Smalley, Retallic, Metzger & Greiman, 2016:47). Mumford et al. (2000) suggests five elements which are crucial for effective leadership and these are: competencies, individual attributes, leadership outcomes, career experiences and environmental influences (Rowe & Guerroro, 2011:83).

Table 3.3: Mumford et al.'s (2000) leadership effectiveness abilities

MODEL CONSTRUCT	DEVELOPED ABILITIES
Competencies	• Knowledge. • Mental structures to organize information and knowlegde. • Skills.

Individual Attributes	• Motivation, including:
	  – Desire to lead
	  – Ability to influence others.
	  – Commitment to the organisation, goals, vision, etc.
	• Personality
	• Cognitive Abilities, including:
	  – Intelligence.
	  – Reasoning Skills
	  – Memory, which improves problem solving and reasoning skills.

Leadership Outcomes	• Performance • Effective problem solving.
Influences on Development	• Environment (e.g., access to education, technology, etc.). • Career experiences.

Source: Northouse (2007) citied by Gray et al., (2008:83)

Competencies are the most important aspect of this model. According to Rowe and Guerrero (2011:83), the competencies necessary for effective leadership include problem solving, social judgment and knowledge. The model is characterised by a capability model because it examines the relationship between the leader's knowledge and his skills (Northouse, 2010:47). Competencies have an important impact on the performance of the leader.

3.9 CONCLUSION

The chapter discussed skills that critical to people in leadership position. The discussion also delved into the leadership skills that required for Project leaders. Some of the skills

that were identified to be important for individuals in leadership positions included effective communication skills, motivation skills, delegation skills, problem solving as well as negotiation skills. Leaders are also expected to possess creativity and innovation skills. Two models which have implications for leadership skills were also discussed and these are: Three Skills Model and the Leadership Skills Model. The two models presented the skills that are considered pertinent to leaders at different levels of organisations and in different environments.

CHAPTER FOUR:
RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

This chapter aims to take into account the research methodology that informs this study, which covers the following aspects: The area of study, study population, population sampling, data collection, data analysis and research design. Additional aspects relevant to the study are also discussed. These include research objectives, research questions and ethical considerations. Gupta and Awasthy (2015:4), point out that research is a procedure for understanding any idea, problem or procedure. It is an orderly, comprehensive analysis of a topic, in order to discover (new) relevant information or reach new knowledge and understanding. The research process involves any collection of knowledge and understanding advancement data, information and statistics (Shuttleworth, 2008:15). Research includes a progression of steps that are structured and carried out in terms of finding solutions to the problems which the project leader is concerned about in the workplace. This implies that the initial phase of research is to actually know where the problem areas exist in the organization and to distinguish the problems to be considered and resolved as unmistakably and explicitly as conceivable. Though if the problem is unmistakably characterised, measures can be taken to determine the variables related to the problem, to accumulate data, to investigate the information, to clarify the current problem and then to resolve it by taking the necessary corrective measures (Sekaran & Bougie, 2016:2).

4.2 RESEARCH DESIGN AND RESEARCH METHODOLOGY

To understand the often associated perplexity of their use, the two conceptual concepts of research design and research methodology need to be clarified to avoid confusion between the two concepts. The two concepts are to be briefly explained below in much detail.

4.2.1 Research Design

Kumar (2011:95-96), points out that research design constitutes a research plan, framework, and plan of action for responding to questions or research problems. It is a process plan that is used by researchers to respond to questions which are objective, realistic and cost-effective. Research design provides the conditions for data collection and analysis so that relevance to research is combined with economical processes. The research design is in fact the conceptual structure for research; it is the plan for data collection, measurement and analysis (Kothari 2004:31). Kumar (2015:16) argues that a good research design ensures that the study is relevant to the research problem. According to Mafuwane (2012:68), research design saves as a bridge between research questions and the practical execution of the desired research strategy. The research design will determine on how to interpret the data and finally how to respond to the research problem of the study. It will refer to the activities that the researcher should carry out in order to ensure reliability and validity of the findings of the research.

4.2.2 Research Methodology

As indicated by Ugwuowo (2016:5), research methodology is a variety of systematic research strategies. It essentially involves a research guide and how it is carried out. Research Methodology characterizes and analyses techniques, clarifies constraints and resources, illuminates their pre-assumptions and repercussions. Research methodology is about how research is to be conducted, including ideas and logical assumptions; how to determine the research topic and objectives; how research questions are formulated; how research instruments are developed; how data will be collected, analysed and be reported.

As discussed above, these two concepts differ clearly from one another, but they can be seen as closely linked. Research methodology is described as the development of research design endeavours. These two concepts are clearly distinguished by Jowah (2012:73), as shown in table 4.1 below.

Table 4.1: Differences between research design and research methodology

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

Source: Jowah (2012:73)

4.2.3 Types of methods of research

In the research literature there are two research methodologies mentioned, which are qualitative and quantitative research. Qualitative and quantitative research varies in many ways, but they appear to enhance each other in certain types of research. The main differences are shown in the following illustration (table 4.2).

Table 4.2: Differences of quantitative and qualitative research

Criteria	Qualitative Research	Quantitative Research
Purpose	To understand and interpret social interactions.	To test hypotheses, look at cause and effect, and make predictions
Group Studied	Smaller and not randomly selected	Larger and randomly selected
Variables	Study of the whole, not variables	Specific variables studied
Type of Data Collected	Words, image, or objects	Numbers and statistics
Form of Data Collected	Qualitative data such as open-ended responses, interviews, participant observations, field notes, and reflections.	Quantitative data based on precise measurements using structured and validated data-collection instruments.
Type of Data Analysis	Identify patterns, features, themes.	Identify statistical relationships
Objectivity and Subjectivity	Subjectivity is expected	Objectivity is critical.
Role of Researcher	Researcher and their biases may be known to participants in the study, and participant characteristics may be known to the researcher.	Researcher and their biases are not known to participants in the study, and participant characteristics are deliberately hidden from the researcher (double blind studies).
Results	Particular or specialised findings that are less generalizable.	Generalisable findings that can be applied to other populations
Scientific Method	Exploratory or bottom–up: the researcher generates a new hypothesis and theory from the data collected.	Confirmatory or top-down: the researcher tests the hypothesis and theory with the data.

View of Human Behaviour	Dynamic, situational, social, and personal	Regular and predictable
Most Common Research Objectives	Explore, discover, and construct	Describe, explain and predict.
Focus	Wide-angle lens; examines the breadth and depth of phenomena.	Narrow-angle lens; tests a specific hypothesis.
Nature of Observation	Study behaviour in a natural environment	Study behaviour under controlled conditions; isolate causal effects
Nature of Reality	Multiple realities; subjective	Single reality; objective.
Final Report	Narrative report with contextual description and direct quotations from research participants.	Statistical report with correlations, comparisons of means and statistics.

Source: Adapted from Johnson and Christensen (2008:34); Lichtman (2006:7-8)

The mixed method of research involves combining quantitative and qualitative methods of research to benefit from the advantages of both approaches. Quantitative research is conveyed in statistics, whereas qualitative research portrays the attributes or traits of something so that research would actually benefit from a combination because mixed methods research can explore research issues using multiple means and thereby overcome the restrictions of a single concept (Research Rundowns, 2015). The researcher will use methods of quantitative research. Sibinga (2018:182) defines quantitative research in more detail, he states that it is a type of research that explains phenomena by collecting numerical data that are analysed mathematically based methods. Essentially quantative research uses statistics to analyse and present research results. When undertaking quantitative research, one would be working with numbers and statistics. The researcher will be using the combination of qualitative and quantitative data collection methods, since the research will simply benefit from both. The researcher believes that using both the methods will help to use the good aspects of the two methods. Perrin (2016:85) states that qualitative research explores the insights into human behaviour and seeks information which can enable better understanding of human experiences through utilising unstructured evidence and data.

4.3 TARGET POPULATION

The target population of the study included employees of the South African National Defence Force: Division of Defence Intelligence (DI) (SANDF, also known as Military Intelligence). The population comprises a total of 490 people working in information and

communication technology projects within the Information Technology Department, who are project managers, technical officers, warrant officers, senior officers, junior officers and non-commissioned officers.

4.3.1   Sample Frame

The sample frame represents the total number of persons qualified for the survey. In this study, the sample frame was 490 uniformed members of the SANDF, Division of Defence Intelligence in the IT department.

4.3.2   Sampling method

The aim was random sampling and one out of every 3 people was sampled for the exercise. This was strictly for those who volunteered after they were selected. It was considered that 29% (almost $^{1}/_{3}$) was good enough for generalisation. The population was not too large to carry out a census, but in view of the nature of their duties it would have been difficult to get to everyone. They have duties, some would be in meetings, all this was taken into consideration. If other statistical precautions are taken, a researcher doesn't have to choose all elements in a population, since the outcomes of a good sample ought to have the same attributes as the entire population (Zikmund, Babin, Carr and Griffin, 2009:69).

4.3.3 Sample size

The sample size has been randomly positioned at least 140 respondents due to the organization's size, the financial constraints and the accessibility of the research objectives, the nature and accessibility of the industry, the convenience as well the qualifications level and requirements.

4.4 THE RESEARCH INSTRUMENT

It had to be decided how to collect the necessary information for this study. A questionnaire was chosen by the researcher. Lancaster (2005:139), defines a questionnaire as a progression of questions intended to provide accurate data from each individual from the survey. The questionnaire should be apparent and unprejudiced, straightforward, and hold the respondent's intrigue and inspiration. A structured

questionnaire with semi - structured questions was the instrument used in this study. The questionnaire consisted of a Biography, multiple choice, questions of the Likert scale and open comments. Section A, Section B and Section C have been divided into three sections in the questionnaire.

Section A was biography – This was used to gain insights about respondents and their ability to take an overview interest in the survey, which also included age, gender, highest qualifications and the field of work of the respondent.

Section B was the Likert scale – This scale measured the focus of project leaders ' leadership styles that impact team performance, team building and team functioning. The rating scale measures used were as follows: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Section C was open ended – enabling respondents to openly discuss any problems, perspectives or issues considered important. In this section respondents had the opportunity to express their very own perspectives and describe their ideal project management leader. The questionnaire was regarded helpful in view of the fact that data could be collected and kept for later use under mysterious and confidential conditions. The data on the findings was converted into tables, graphs and charts to make it easier to read, analyse and revisit if there are any other concerns with regard to the data collected.

4.4.1 Advantages of using the questionnaire method

The questionnaire was decided because structured questionnaires are simple to administer and relatively inexpensive to analyse. The provision of alternative replies at times helps to understand the meaning of the question clearly. Kothari (2004; 100-101) describes the advantages and disadvantages of the data collection method using a questionnaire in a study, as shown in Table 4.3.

Table 4.3: Advantages and disadvantages of using questionnaires in surveys

Advantages	Disadvantages
There is low cost even when the universe is large and is widely spread geographically.	Low rate of return of the duly filled in questionnaires; bias due to no-response is often indeterminate.
It is free from the bias of the interviewer; answers are in respondents' own words.	It can be used only when respondents are educated and cooperating.
Respondents have adequate time to give well thought out answers.	The control over questionnaire may be lost once it is sent.
Large samples can be made use of and thus the results can be made more dependable and reliable	There is inbuilt inflexibility because of the difficulty of amending the approach once questionnaires have been despatched.
	There is also the possibility of ambiguous replies or omission of replies altogether to certain questions; interpretation of omissions is difficult.
	It is difficult to know whether willing respondents are truly representative.
	This method is likely to be the slowest of all.

Source: Kothari (2004; 100-101)

4.5 DATA COLLECTION TECHNIQUE

The data gathered was collected using a structured questionnaire. In order to obtain all the statistics pertaining to this study from the population involved, the questionnaire was correctly structured in three parts, namely; biography which consisted of a multiple choice; questions of the Liker scale and open ended comments. The questionnaire was distributed to the corresponding respondents at the SANDF; Division of Defence Intelligence. Despite the fact that the study was quantitative, in the form of respondents' comments, the questionnaire gathered qualitative responses, which attracts further discussions with the respondents so that they can fill out their ideas. In order to reduce the number of error replies, the questionnaires were completed under supervision.

4.6 DATA ANALYSIS

Welman et al. (2005:212), defines data analysis ss an inspection, purification, transformation, and modelling process for the purposes of highly valuable information,

conclusions and decision-making support. A descriptive and interpretative approach to the data analysis was adopted in the study. After collecting and completion of the questionnaires by the respondents, the data was cleaned and edited for any omissions identified, the questions were coded. The data was captured in a Microsoft Excel Spreadsheet, and the codes mentioned under data coding were being used to capture the collected data against each of the 140 respondents. The analysis of data was carried out using statistical software known as the Social Sciences Statistical Software (SPSS). The data was uploaded to the SPSS interface and the quantitative data was analysed. Descriptive statistics were calculated, including frequencies, means, modes and standard deviations. The results data have been converted into tables, graphs and charts to be read easily and compared.

4.7 ETHICAL CONSIDERATION

In view of SANDF's perceptions and the university ethics policy, ethics was considered a significant aspect in this research. This was intended in particular to prevent a person from being harmed. According to Saunders, Lewis and Thornhill (2009:130) Ethics alludes to the correctness of the conduct in relation with the rights of individuals who become or are influenced by the subject of the work. In this research study, the following ethics have therefore been observed:

- Informed Consent: It is vital for respondents to receive a letter before participating, which will permit them to either decide whether or not to participate and be advised of the investigation concept beforehand.
- Confidentially: It is essential to take into consideration and always respect the confidentiality of the information collected.
- Right to service: Participants are entitled to use any research that can lead to a positive result. In most cases, this would most likely improve the situations they encounter.
- Anonymity: It guarantees participants the right to privacy, in particular when this can lead to job losses from their opinions upon a particular topic.

- Risk of harm: It is very clear from ethical standards that the researcher must not jeopardize the participants at any time during the research and put them in potential harm.
- Right to privacy: The responses have been kept completely confidential and not circulated.
- Transparency with participants: Research findings were clearly, thoroughly and genuinely accounted for without misrepresenting or intentionally misleading anyone as to ideas.
- CPUT gave an ethical clearance for the researcher to conduct the study in the field of qualification for his/her academic qualification.

Prior to participating in the research, all participants' rights were communicated. Faithful to the dedication of the respondents, no personal information was disclosed, and privacy was maintained to date. As confidentially has been observed to date, private information has not been shared among any other authority.

4.8 LIMITATIONS OF THE RESEARCH

As the research was conducted so carefully and objectively as being the centre of the research activities, there were limitations on the research. While these might have been avoided, it was important for the researcher to take account of factors other than the current study which covers the cost of covering more respondents outside of the study. The following limitations that were observed are:

- The questionnaire could have caused questions to be misunderstood, since for most of the respondents, English is not their first language, it's their second language.
- The factors that prevented the researcher from covering every SANDF, Division of Intelligence personnel were cost, time and getting approval.
- The study was based exclusively on the Defence Intelligence Division, which could provide results considered unbalanced.

- The research was limited to around 140 individuals, which cannot be widely distributed to the whole country.
- Based on economic reasons and time periods for submitting the report, the research was geographically restricted.

However, the study was objectively conducted regardless of the constraints, and the procedures were clearly documented and scientific. Therefore, the results are due to be unbiased with the same analysis as the results reported in the following chapters likely to be found by another researcher.

4.9 CONCLUSION

The choice to used mixed research methods was deliberate, despite some disadvantages with qualitative research perceived to be subjective. The opening up of the respondents highlighted other issues hitherto unknown nor were they envisaged by the researcher. The process went on smoothly and there was excitement amongst the respondents, the senior army officials were extremely helpful in the survey. The research design and methodology used in this study were discussed in this chapter. The study's target population has been explained, various research methods, and methods of data collection and analysis used were also explained. The researcher pointed out the ethical considerations which were taken into consideration for the entire study and also identified certain limitations in connection with the research. The next chapter will present in some depth the findings of the study.

CHAPTER FIVE

DATA REPORTING, ANALYSIS AND INTERPRETATION OF THE FINDINGS

5.1 INTRODUCTION

In this chapter the results of the study from the fieldwork are portrayed and interpreted as described in the previous chapter on Research Methodology. A structured questionnaire with closed questions (quantitative) and open-ended (qualitative) questions was used to gather information. There is an established relationship between team morale and team success, which usually results in organizational efficiency. The focus of the study will be on the effect of leadership styles on team performance in ICT projects. Project managers express different behaviors of leadership towards different project team members. The objectives were primarily meant to determine the different styles of leadership commonly used by team managers in the IT projects and to identify team-member expectations of the leader behaviours that constitute effective team leadership.

As alluded in the previous chapter, the questionnaire was partitioned into three section, namely; Section A – Biography, Section B – Likert scale and Section C Open ended questions. There were several questions in each section for specific information. Section A was mainly biographical with the goal of assessing the importance and participation of respondents in the study. Section B used the Likert scale to evaluate variables such as perceptions, opinions, expectations, experiences and allowed respondents to express their views on certain leadership issues and what they expect from their project leaders. The last section (Section C) consisted of open-ended questions, which the respondents were expected to respond.

The collected data was captured and analyzed using an Excel Spreadsheet that was used to construct graphs, tables, bar charts, bar graphs, tables and histograms. These graphic charts, tables are used to illustrate the findings and to demonstrate the connection between the variables in the study. Findings are presented in the pages below.

5.2 SECTION A: BIOGRAPHICAL INFORMATION

Data reporting follows a specific pattern where a question is asked with a brief summary of the question, a response follows, and diagrams and/or tables support this. The purpose of the biographical section questions was to qualify respondents to participate as there was a specific research target group.

QUESTION 1: What is your gender?

Response: The potential of men and women in the ICT sector is being undermined with by patriarchal and unequal societies. This question was aimed at evaluating the gender gaps in the ICT department. Figure 5.1 below shows the gender of the respondents in ICT projects.

Figure 5.1:Gender
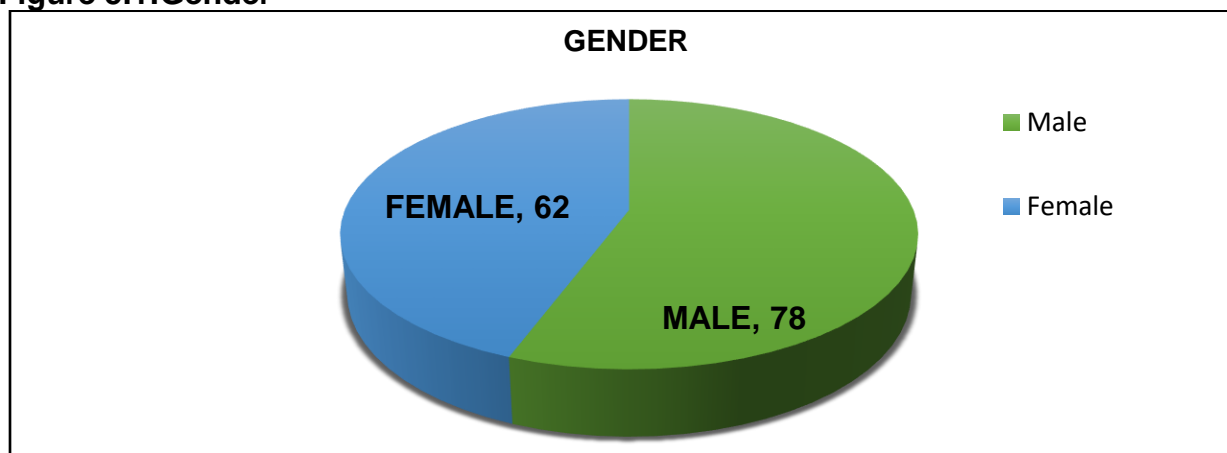
	Male	Female	Total
Frequency	78	62	140
Percentage	56%	44%	100

Source: own construction

The results of the study appear to indicate that there is a gender gap between male and female employees in the information technology industry (see Figure 5.1). Mainly 56% of the overall target population was male respondents, while 44% were female respondents. This imbalance may be attributed to the tradition of the IT industry, which is mainly dominated by males, based on the belief that males are better qualified and skilled to the technological industry than their females' counterparts.

QUESTION 2: How old are you this year?

This question was posed to find out which age groups the people employed in the Information Technology unit fall into. This, in turn, allowed an assessment of how many years the respondents worked in the department and what their experiences has been over the years.

Response: The research was carried out by 140 people in total and their responses are given as percentages. Most of the respondents were expected to be in their late 30s, the results are shown in Figure 5.2 below.

Figure 5.2: Age range for the respondents
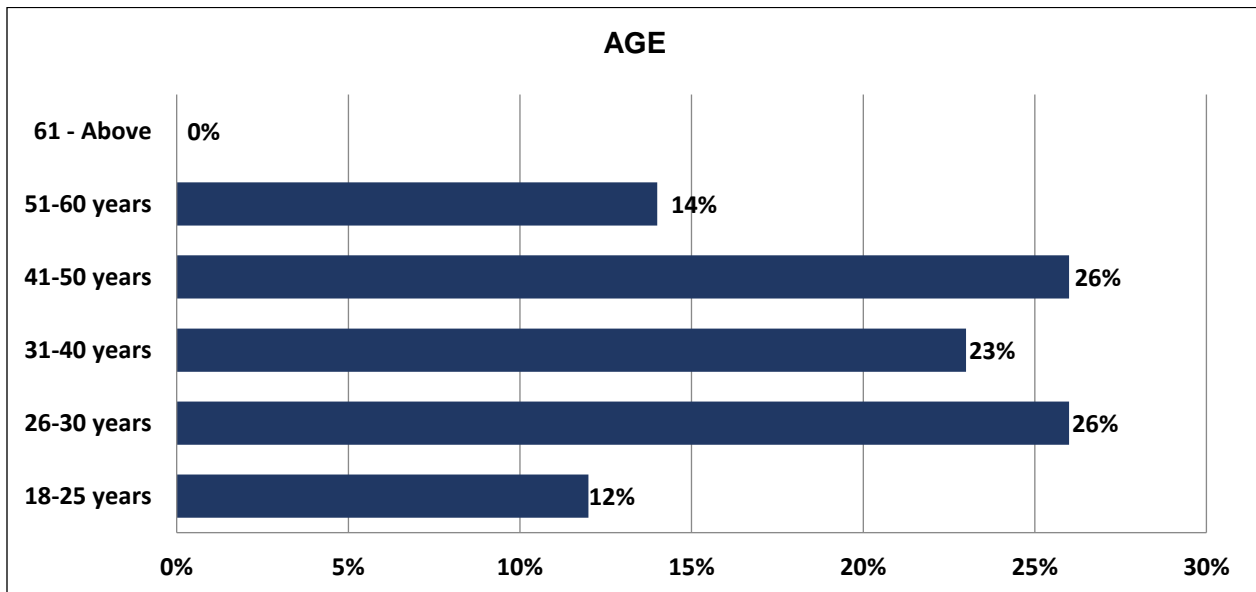
Source: own construction

When it came to age, there were some minor variations in the number of respondents as the greatest ranged between the age of 26 and 30 years, 41 years and 50 years with 26%. Being top of the list, these two age groups are ample proof that in IT projects, there is a blend of younger and older persons. 23% of the respondents were between the age group of 31 years to 40 years, while 14 % were between the age group of 51 years to 60 years, that means most staff retire from this age. The entry-level project team members were 12% of the respondents between the ages of 18–26 years.

QUESTION 3: What is your position in the organisation?

Even people who are not eligible obtain such questionnaires and may be able to respond. Questionnaires from people that do not conform to the profile of candidates will not be included in the findings and shall be regarded as spoiled.

Response: The different ranks of the respondents and the percentage or frequencies are shown in the column graph below (Figure 5.3). The respondents were people who are regularly involved directly in ICT project management. Anybody else who was not on the designated list was provided with space to determine their position in the organization. Officers, technical staff, project support all qualified. The answers are shown in figure 5.3.

Figure 5.3: Positions of the respondents in the organisation

	Senior Officer	Junior Officer	Warrant Officer	Technical	Project Coordinator	Non-Commissioned Officer	Other
■ Percentage	14%	7%	17%	16%	16%	26%	4%
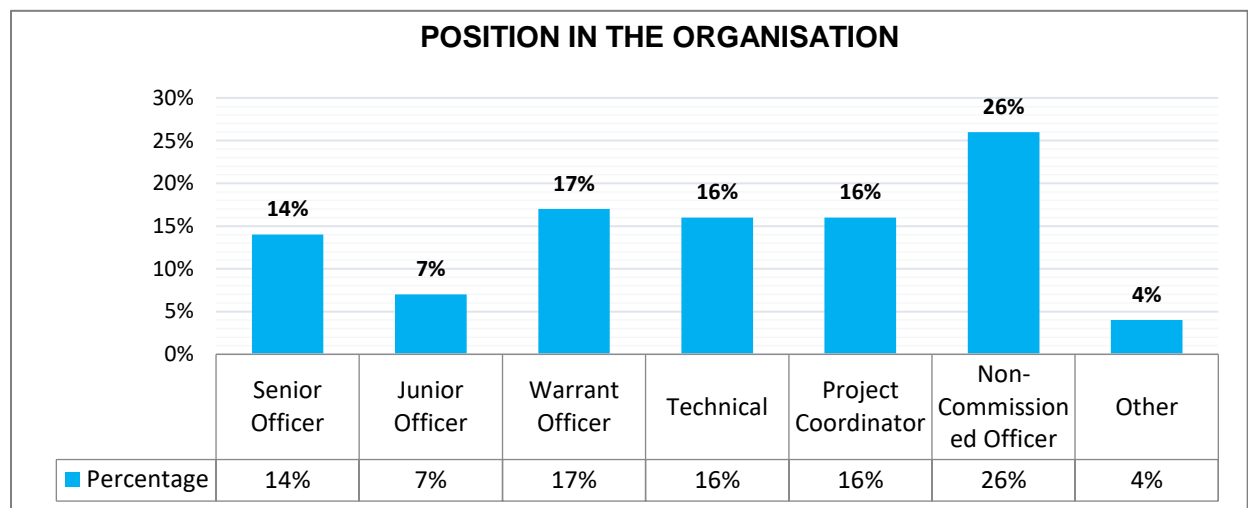
Source: own construction

As shown above, 14% of the respondents were Senior Officers, 7% are Junior Officers, 17% are Warrant Officers in ICT projects, 16% are Technical engineers, and 26% are Non-commissioned officers, while 16% are Project Coordinators and other staff at 4%. Other staff may be involved in the sourcing, supply chain management, procurement, administration and other aspects of the ICT project implementation processes needed in order to speed up execution.

QUESTION 4: What is your current/ highest qualification to date?

Response: The aim of this question was to determine what level of education each respondent had. There is some form of qualification for some of the respondents. Diplomas, degrees and doctorates are the qualifications all respondents need for involvement in the organization. Figure 5.4 below illustrates the findings.

Figure 5.4: Levels of Qualifications in the organisation

	Matric	Diploma	Bachelors' Degree	Postgraduate Diploma	Masters' Degree	Doctorate
■	17%	25%	30%	20%	8%	0
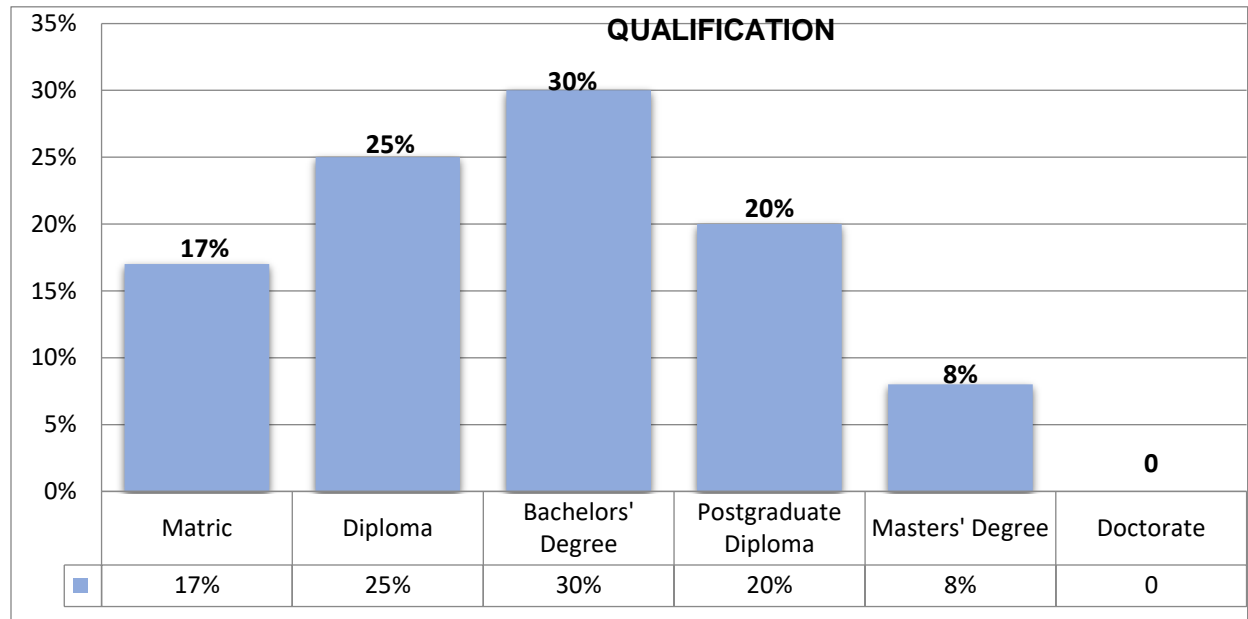
Source: own construction

The Figure 5.4 above indicates the most formal qualifications of respondents and indicates that each respondent has earned either a secondary school qualification or a tertiary degree. 17% of respondents have only the matric national senior certificate. Few respondents have completed the IT Master's and only represent 8%. After 3 years, the IT diploma is completed and only 25 % of the respondents have this qualification. Most of the respondents have a bachelor's degree and is one of the highest qualifications and that proportion represents 30% of respondents. 20% of the respondents had a Postgraduate Diploma qualification, which is obtained after an Honours Degree, while no one had a Doctorate qualification.

QUESTION 5: How long have you been involved in projects?

Response: This was an important question to try to measure whether respondents were exposed to leadership characteristics in their involvement in projects. Years of experience help to determine the admissibility of respondents' management styles. The response from the participants are shown in Table 5.1 below.

Table 5.1: Years of experience been involved in projects.

Years	Frequency
0-10 years	21%
11-20 years	24%
21-30 years	27%
31-40 years	15%
41-50 years	13%

Source: own construction

Table 5.1 presents the different years of experience with the participation of individuals in projects. As can be seen, 27%, of the respondents spent 21-30 years in projects, long enough to learn a little bit about leadership styles and their impact on ICT projects. However, for people who have been involved in projects for 0-10 years, there appears to be 21 percent, meaning that they still need to learn quite a bit but probably with several other standards. The ages were unfortunately not requested, as this would have sought to clarify the discrepancies due to age. 24% of the respondents had 11-20 years of experience; the lowest is unsurprisingly 41-50 years, with (13%) respondents, and 31-40 years with (15%) respondents. Most of them may be in middle and senior management, but they still have a substantial amount of expertise and power.

QUESTION 6: How regular are your project team meetings?

Response: This question has been focused at figuring out how frequently the team meets. This allows the team to be ware where they are with a project and what needs to be improved or modified. Therefore, the nature of procedures and how to treat staff is clearly seen in these meetings, likely highlighting the various approaches to what management would find effective leadership. Figure 5.5 below demonstrates the response to the regularity of the meetings.

Figure 5.5: The regular Project Meetings

HOW REGUALR ARE THE PROJECT TEAM MEETINGS

When necessary, 10%
Weekly, 24%
Forthnighly, 13%
Regular times, 35%
Monthly, 18%
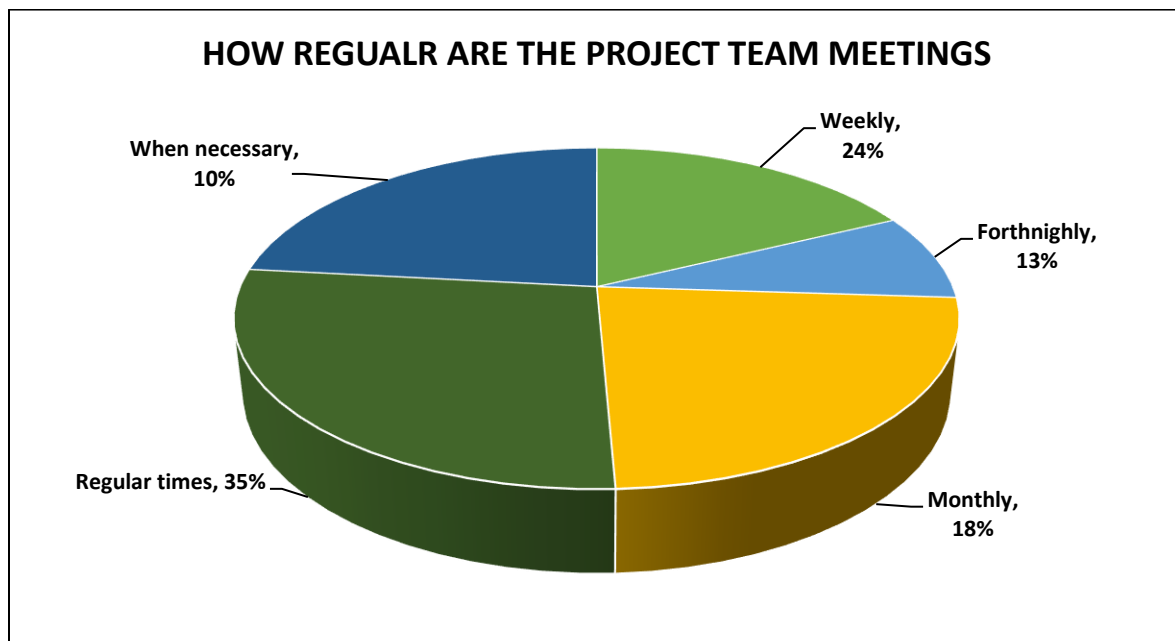
Source: own construction

A small proportion (10%) of respondents replied that when it is important, they have meetings - meaning they only have meetings when there is an urgent issue that needs to be addressed. A significant percentage (35%) claims that meetings of the project team are conducted at constant times decided upon, implying stipulated times may exist. Following this, (24%) of respondents stated that they had weekly meetings, as progress discussions take place almost every week in most projects to update schedules. According to (18%) of respondents, they meet only once a month for progress and problem-solving meetings, while (13%) of the respondents indicated that they meet for

meetings every fortnight. The results shown in figure 5.6 above indicate that most meetings are held on regular times. It is very important to have meetings for different updates in the projects at all times for a smooth project flow.

QUESTION 7: Who calls for meeting?

Response: The purpose of the meeting and what needs to be addressed may attest to the person summoning people to the meeting. A regular meeting may have a fixed schedule, but an unexpected meeting may have a specified agenda, but uncommon meetings may lead to the expected issues. This question aimed to figure out who accepts responsibility for scheduling meetings and ensuring that they happen. The project manager often assigns the responsibility to junior project team members. Project managers usually want to take care of this task, since they are project managers. The responses in figure 5.6 are reported.

Figure 5.6: The responsibility of calling meetings in projects

WHO CALLS FOR MEETINGS

	They are scheduled	The project manager	The team members	Senior management
■ Percentage	20%	33%	20%	27%
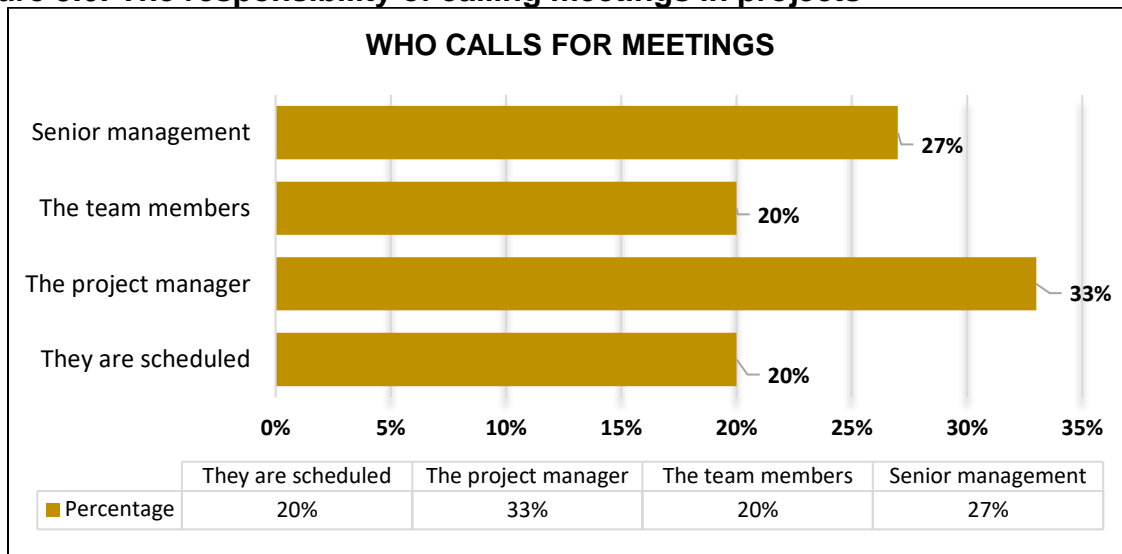
Source: own construction

Based on the results obtained only (20%) of respondents agree that perhaps the meetings are scheduled. This is equivalent to the assumption that anyone in the project team (20%) can call a meeting, with (27%) implying that senior management is responsible for scheduling meetings. As shown, 33% suggests that project managers arrange project meetings, there appears to be no good comprehension of who calls the meetings. There was no description of senior management as to their ranks.

QUESTION 8: Do you have direct authority over your team members?

Response: The intention was to determine the extent to which a supervisor or manager has direct authority over team members. With direct control over team members, a leader knows how to effectively coordinate and oversee others, guide their team members in the correct direction. Leaders need to be present and listen to the difficulties and shortcomings of their team members and address them in a very pleasant way. Figure 5.7 below illustrates the findings.

Figure 5.7: Direct authority over the team members

DIRECT AUTHORITY OVER THE TEAM MEMBERS

	I recuit them	Seconded to direct	No direct control	Depends
Percentage	19%	31%	39%	11%

Source: own construction

Figure 5.7 reveal that, 39% of respondents said that they do not have direct control over team members, which may often have meant that senior staff have direct control over ICT projects team members. There are 31% of the people responding that they seconded to direct control of team members. That implies they would be deputy project leaders. While 19% of the respondents are responsible for recruiting member to ICT project teams, 11% of the respondents said it depends based on the scope of the project.

QUESTION 9: What industry are you involved in?

Response: Within the ICT sector, there are various types of industries that may use management strategies, with project management being strengthened as a supposed solution for productive and successful use of organizational resources. Although the nature of activities ultimately defines leadership style, the truth persists that leaders

influence people, and people have thoughts and feelings. Therefore, soft skills and human relation are fundamentally needed. The survey is intended to determine which type of leadership emphasis is required in such specific task context. The findings are illustrated in figure 5.8 below.

Figure 5.8: Type of industry the respondents work in the organization

INDUSTRY INVOLVED IN THE ORGANISATION

	Maintenance	Consultants	Information Communication Technology	Administration	Human Resources	Other
Percentage	20%	18%	26%	14%	20%	2%
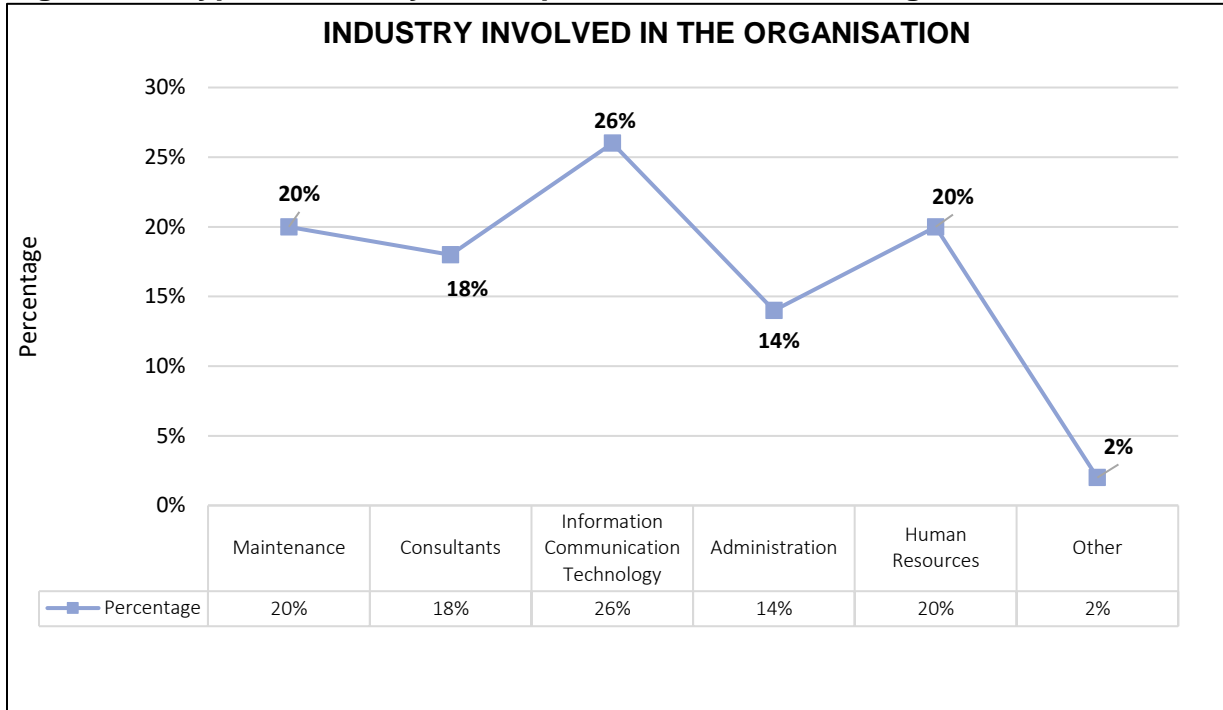
Source: own construction

In the ascending order, the industries that were listed, according to the respondents are; 2% were from other industries in the department which were not list; 14% were from administration; 18% were consultants, both maintenance and human resources industries had 20% each, and 26% were from Information Communication Technology (ICT).

QUESTION 10: How would you describe the leadership style of the Project Leader?
The purpose of this question was to obtain an opinion from the respondents on how they would describe a project leader's leadership style. The project leader is effective as soon as he can sustain relations with the members of the project and lead everyone to fulfill their roles.

Response: All Project Leaders have their own leadership styles, and the leadership style is different from individuals and relies on their backgrounds, personalities and ideology.

The leaders' actions towards the team they lead is a leadership style. The findings are shown below in Figure 5.9.

Figure 5.9: Leadership style of a project leader

LEADERSHIP STYLE OF A PROJECT LEADER

	Participative	Engaging	Delegative	Other
■ Percentage	24%	48%	28%	0%
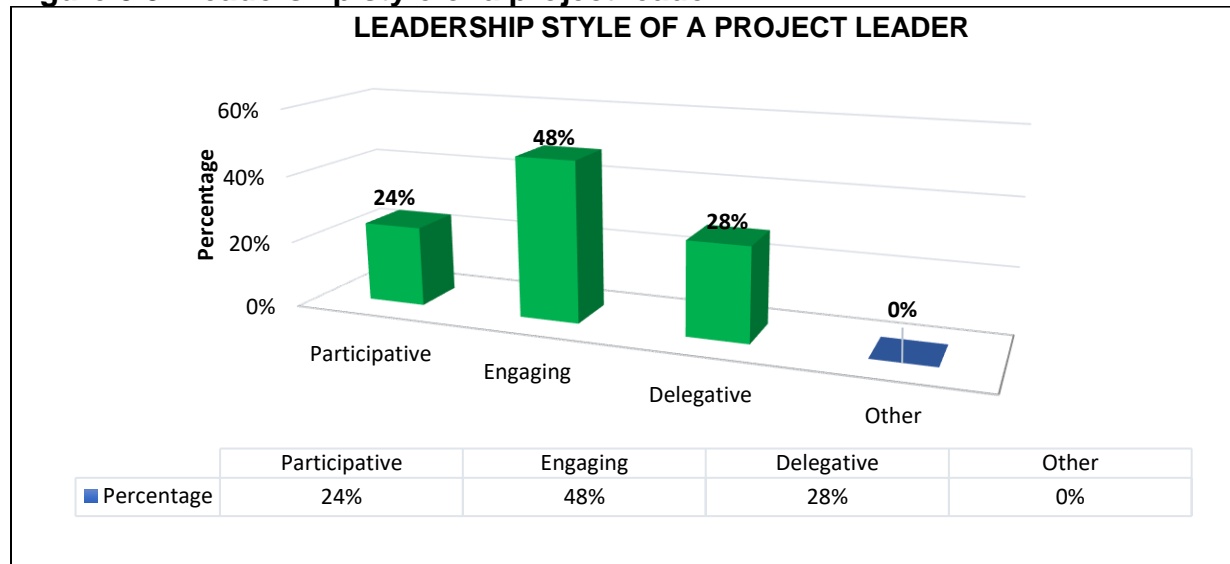
Source: own construction

As illustrated above, 48% of the respondents, which is the majority describe leadership styles of a project leader as being an engaging leader. Engaging project leaders are committed to being truthful, fundamental, consistent and have a direct impact on the enhancement of team performance. Data further shows that 28% of the respondent's describes a project leader as being delegative; which means project leaders are hands-off and empower members of the project team to make decisions, although 24% suggest that a leadership style of project leader is participative, meaning they make people in the team feel respected and are an important part of the team. Project leadership seeks to build an environment and working culture that leads to the success and efficiency of the project.

QUESTION 11: Mention anything else in relation to the above that you think is necessary

The main purpose of this question was to identify any aspects of the research which the researcher may have omitted. Many respondents may point to certain significant aspects of a study which the researcher might have overlooked. This helps in the creation of

potential studies, or in recognizing things that the researcher usually finds unimportant because the scholars may place a great deal of emphasis on these.

Response: Interestingly, neither of the respondents had any suggestions or comments to make. The reason that the question was not answered is indicative of the satisfaction of the respondents and that they felt nothing had been omitted.

5.3 SECTION B – LIKERT SCALE

The Likert scale is used in this section to measure the respondent's perceptions and opinions against particular statements arising from the research question, problem statement and research objectives. The Likert scale statements were rated at scale of 1-5, with 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree. Respondents were asked to rank these statements on how they felt regarding their understanding of these statements. The very same method used in the Biographical section is applied here, where the statement appears as in the questionnaire supported by a response in an illustrative form. The following statements are repeated below.

STATEMENT 1: The project leader focuses on building team's technical and interpersonal skills.

Response: Most individuals are born enthusiastic and goal driven, while others would have to work a little to make it. The intention of this statement was to determine whether the project leader aims to develop the team members technical and interpersonal skills, since an effective project leader should focus on the skills of the team members in order to achieve their strategic goals. The findings are shown below in Figure 5.10.

Figure 5.10: Technical and interpersonal skills

TECHNICAL AND INTERPERONAL SKILLS

- Strongly disagree: 5%
- Disagree: 15%
- Neutral: 22%
- Agree: 40%
- Strongly Agree: 18%
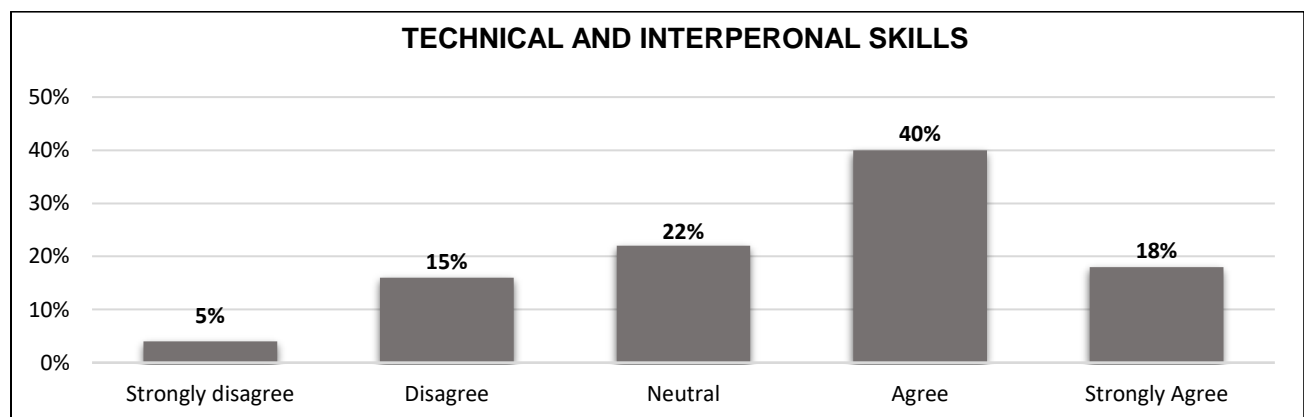
The highest proportion of respondents slightly supported this statement at 40%, double the neutral percentage (22%), although without any measure. The 40% of the respondents agree and are supported by the 18% who are strongly in agreement, bringing together a total of 58%. Those who strongly disagree are 5%, one quarter of those who strongly agree. A maximum of all those who disagree (disagree – 5% and strongly agree – 15%) is indeed 20%, which is significant compared with, but much less than those that didn't decide.

STATEMENT 2: The project leader promotes individual problem solving.

Response: This statement aimed to assess the extent to which individual problem solving is encouraged by the project leader of the respondents. The findings are illustrated in figure 5.11, below.

Figure 5.11: Individual problem solving

INDIVIDUAL PROBLEM SOLVING

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
■ Percentage	5	10	26	32	27
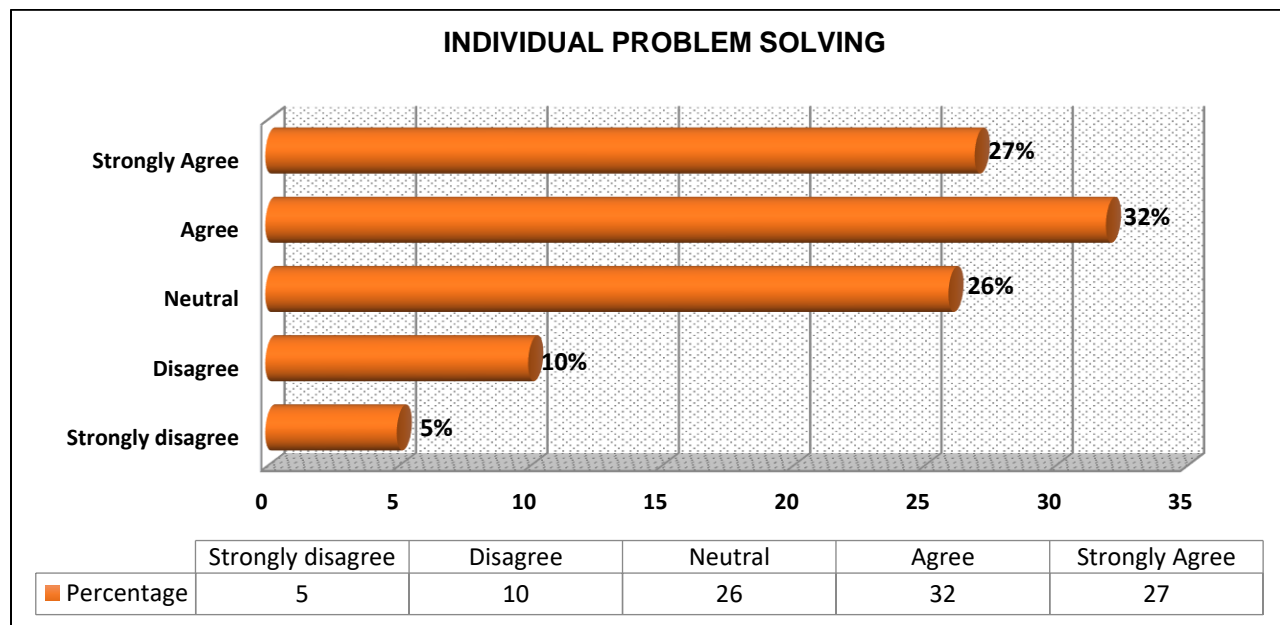
A vast majority of respondents (59%) agree or strongly agree with this assertion (agree – 32%, and strongly agree – 27%). (26%) of respondents are neutral about this assertion yet only 10% disagree and 5% strongly disagree with this assertion, indicating that they

believe their project leader does not foster independent problem-solving in their project teams.

STATEMENT 3: The project leader supports individual team members.

Response: Project Leaders are their teams' representatives. This would not automatically mean that they are the best team in the team. To understand how to develop a project team as every team member requires to be supported by a project leader. Nothing will lead a project team a if project leader does not value his/her team members. The project leader must operate with a person until the person has enough capacity and expertise to handle tasks with minimal guidance in the long term. Table 5.2 below indicates the response of the participants.

Table 5.2: Assist team members individually.

The project leader supports individual team members.	Frequency.	Percent	Cum.
Strongly Disagree	0	0	0
Disagree	16	11.00	11.43
Neutral	36	26.00	37.14
Agree	54	39.00	75.71
Strongly Agree	34	24.00	100.00
Total	140	100.00	

Source: own construction

24% of respondents strongly agree with 0% that strongly disagrees. This is preceded by 39% of the respondents who concur with the 11% who disagree. While 63 % of the respondents agreed, it remains troubling as there is a broad, neutral group of respondents (26%).

STATEMENT 4: The project leader doesn't set out clearly defined tasks for the team.

Response: When the project manager has a vision for how the project will be implemented and formulate a strategy, he/she must delegate tasks to the team members and set time frames for achieving goals. A project leader that does not set precisely articulated tasks for the team could lead the project to failure and the members of the team get to be conflicted and therefore do not understand exactly what to do. Response to statement 4 can be seen in Table 5.3.

Table 5.3: No defined goals are set

The project leader doesn't set clear goals.	Frequency.	Percent	Cum.
Strongly Disagree	20	14.00	14.29
Disagree	40	29.00	42.86
Neutral	34	24.00	67.14
Agree	30	21.00	88.57
Strongly Agree	16	11.00	100.00
Total	140	100.00	

Source: own construction

The purpose of this statement was to get the perspective from the respondents concerning establishing strictly delineated tasks. In fact, 24 % of respondents are neutral and have no decision, according to an analysis which shows that a huge number of 43% disagree or strongly disagree (disagree-29% and strongly disagree 14%) that their project leader does not quite define team targets. 21% agree with this statement and 11% strongly agree with the respondents.

STATEMENT 5: The project leader is supportive of people in their task stations and motivates them.

It's indeed their job as a leaders to truly inspire and motivate their teams to work to their full capabilities. To be a honorable leader, it requires a range of features and qualities that motivate the success of those around you.

Response: The conclusion is that a trustworthy project leader must encourage and inspire those in their working area and motivate everyone else to start believing in their work. Project managers should provide support services, inspire and empower project team members. Figure 5.12 shows the response to statement 5.

Figure 5.12: Support and motivate team

SUPPORT AND MOTIVATE TEAM
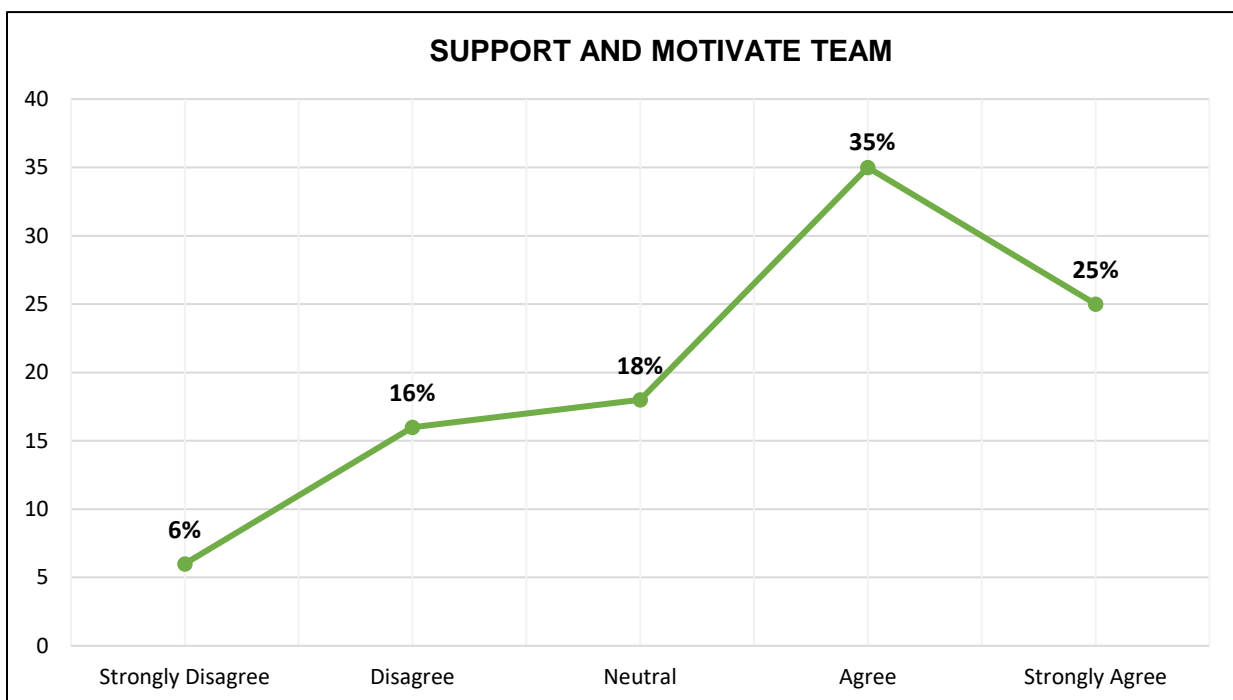
Source: own construction

This is not concerning that the vast majority (60 %) of respondents agree or strongly agree with this assertion (agree – 35 & and strongly agree – 25%), as opposed to 22% of respondents who disagree with this assertion or strongly disagree with it (disagree – 16% and strongly – 6%). Of the respondents, 18% are undecided.

STATEMENT 6: The team resolves conflicts soon after they occur.

Response: When you work with people, conflict is probably inevitable. Individuals have varying perspectives in teams and those disagreements lead to conflict under any

circumstances. The way you deal with such a conflict will decide if it works to the benefit of the team or leads towards its downfall. The results to this statement are indicated in Figure 5.13 below.

Figure 5.13: Resolves conflicts
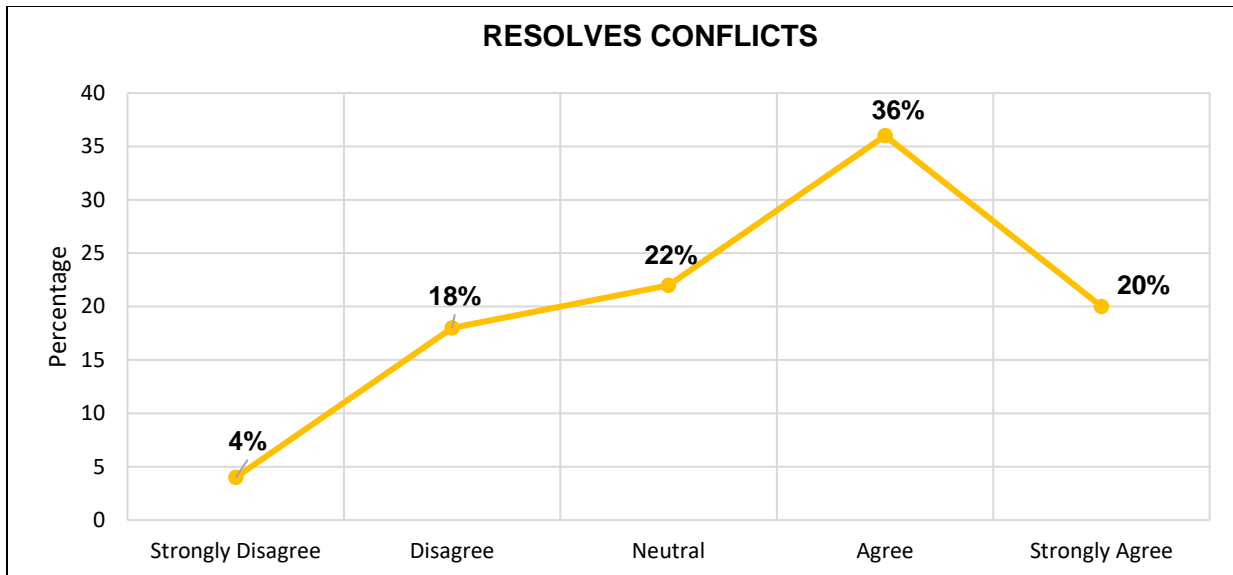
Source: own construction

Of note, 56% (36% strongly agree and 20% agree) agree that their teams resolve conflicts and disputes immediately. 22% of respondents were undecided and were not convinced as to if disagreements in their project teams are addressed. This statement was strongly discordant by 4% and 18% disagree, that further means that conflicts were not rectified as when it occurred, and this may cause the project not to accomplish its objectives and goals.

STATEMENT 7: There is a great deal of misunderstanding between our team and stakeholders.

Response: Project managers have the duty to implement projects effectively and to achieve anticipated outcomes that meet the stakeholder objectives. It is best for project managers to set goals with team members and stakeholders at the start-up to prevent misunderstandings between team members and stakeholders. Owing to a lack of coordination and the project purpose, indeed there will be a misunderstanding between

the project team and stakeholders. The response to this statement is shown in Figure 5.14 below.

Figure 5.14: **Team and stakeholder misunderstanding**
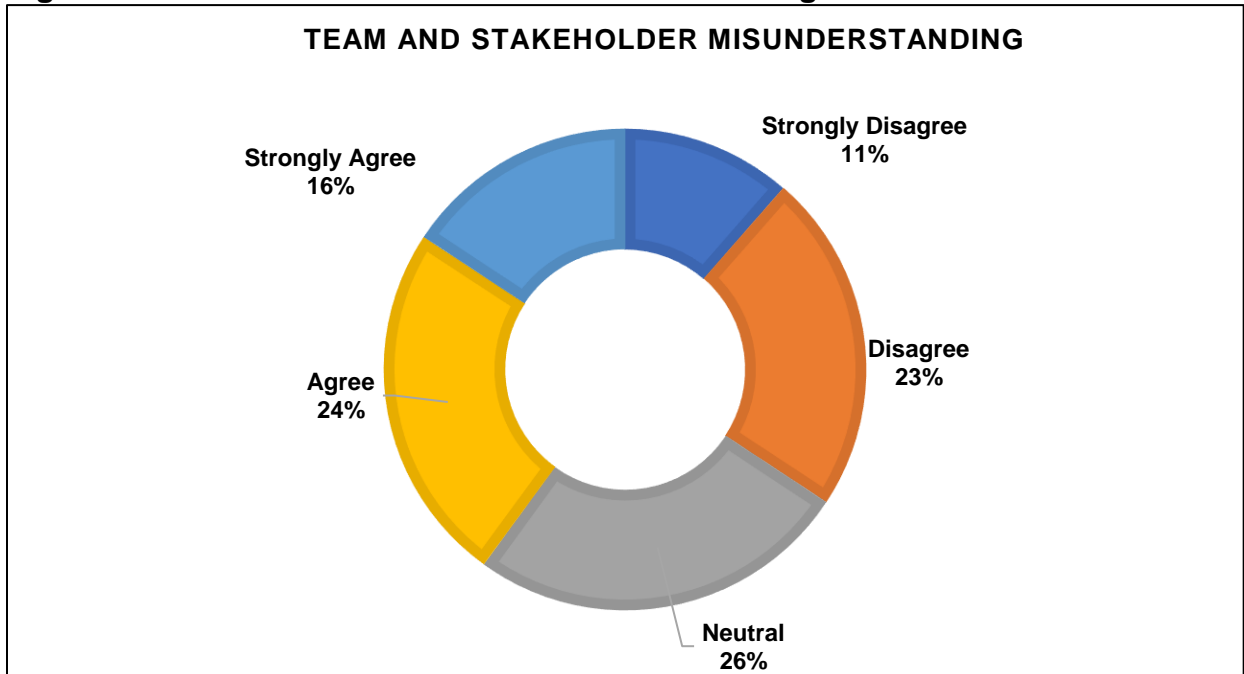
Source: own construction

The data analysis shows that 40 % of respondents (24% agree and 16% strongly agree) with this statement, such that a high amount of misunderstanding occurs between teams and stakeholders in their initiatives, compared with the 34% (23% disagree and 11% disagree) who disagree with the assertion. 26% of the respondents are undecided, whether there are misunderstanding between the team and stakeholders. Based on the results it can be generalized that project managers have to explain and discuss their choices and how such choices impact the outcome of the project and do not leave people out, which can lead to misunderstandings

STATEMENT 8: Project-based culture is not prevalent within our projects.

Response: The assertion was meant specifically to assess whether project-based culture is widespread in the IT sector. Figure 5.15 below shows the specifics of those respondents as stated.

Figure 5.15: Project-base culture

PROJECT-BASED CULTURE IS NOT PREVALENT WITHIN OUR PROJECTS

Bar chart showing:
- Strongly agree: 4%
- Agree: 17%
- Neutral: 25%
- Disgaree: 18%
- Strongly Disagree: 35%

Legend: ■ Number of percentages
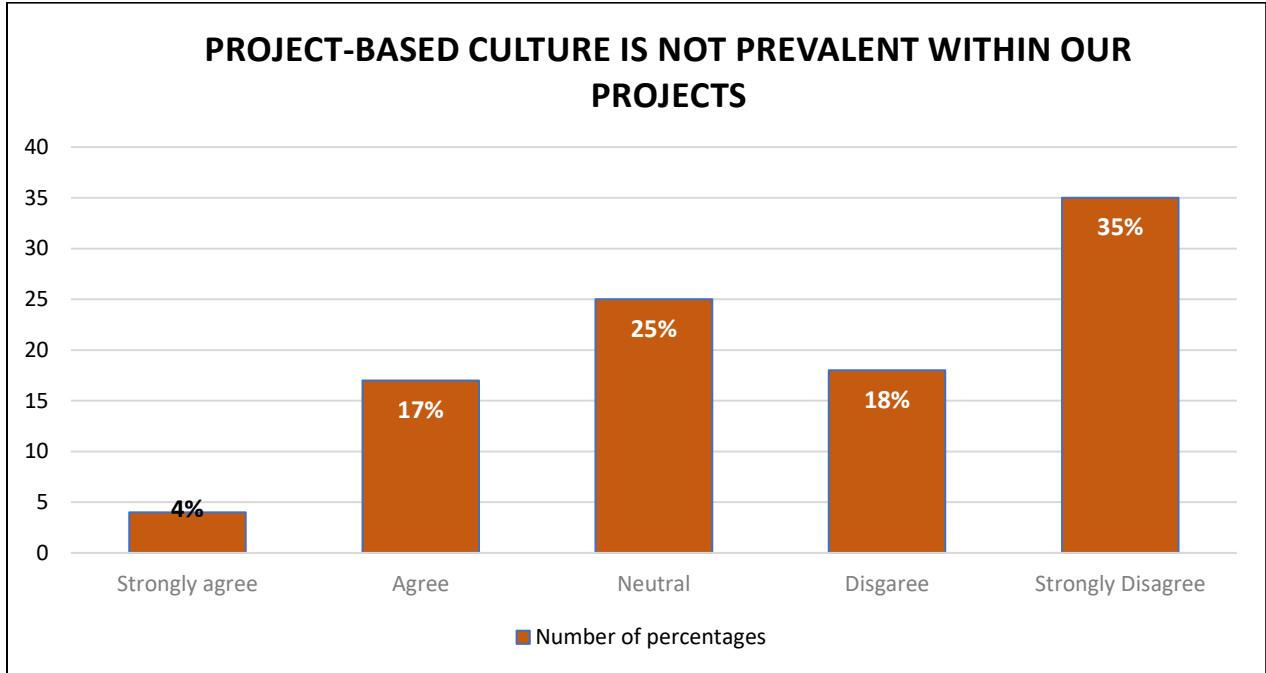
Source: own construction

An actual number of 53% did not agree that the project-based culture does take precedence inside of their projects (35% strongly disagree and 18% disagree). Respondents who disagree assume that their projects have a strong project culture and remain unaffected. 25% of respondents were undecided, while 21% of the respondents agree to the assertion (4% agree strongly and 17% agree). Based on these findings it can be generalized that the majority of participants deny that their projects do not have a project-based culture.

STATEMENT 9: Project leadership encourages team building activities.

Response: The aim is to analyze whether project leadership facilitates team building activities in projects to enhance team performance.   Promoting teamwork will assist team members feel less distant and separated from their places of work. The members of the project team feel more involved and part of a wider team that works harder and appreciate their work. Table 5.4 below shows the opinions of the respondent.

Table 5.4: Team building activities

Project leadership encourages team building activities.	Frequency.	Percent	Cum.
Strongly Disagree	6	4.00	4.29
Disagree	10	7.00	11.43
Neutral	26	19.00	30.00
Agree	56	40.00	70.00
Strongly Agree	42	30.00	100.00
Total	140	100.00	

Source: own construction

70% of respondents (40% agree and 30% strongly agree) believe that project leadership does in fact facilitate team building activities, as it encourages team-building collaboration among team members in the workplace, 19 % of respondents are unsure and 11% disagree (strongly disagree 4% to 7% disagree).   It is generally thought that when employees work collectively, team success is much faster and easier to accomplish with the goals of the team.

STATEMENT 10: Our project leader does not promote teamwork.

The project leader leads the team towards productive completion of tasks and also builds a unique spirit of unity. Mostly as leader, a team leader may take many steps to ensure productive cooperation and teamwork.

Response: The purpose of this statement was to evaluate if the project leader facilitates teamwork in their projects. The development of strong team ethic can make a project easier. Figure 5.16 illustrates the response given by the participants.

Figure 5.16: Teamwork not promoted

TEAMWORK NOT PROMOTED

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
■ Percentage	32%	44%	12%	10%	2%
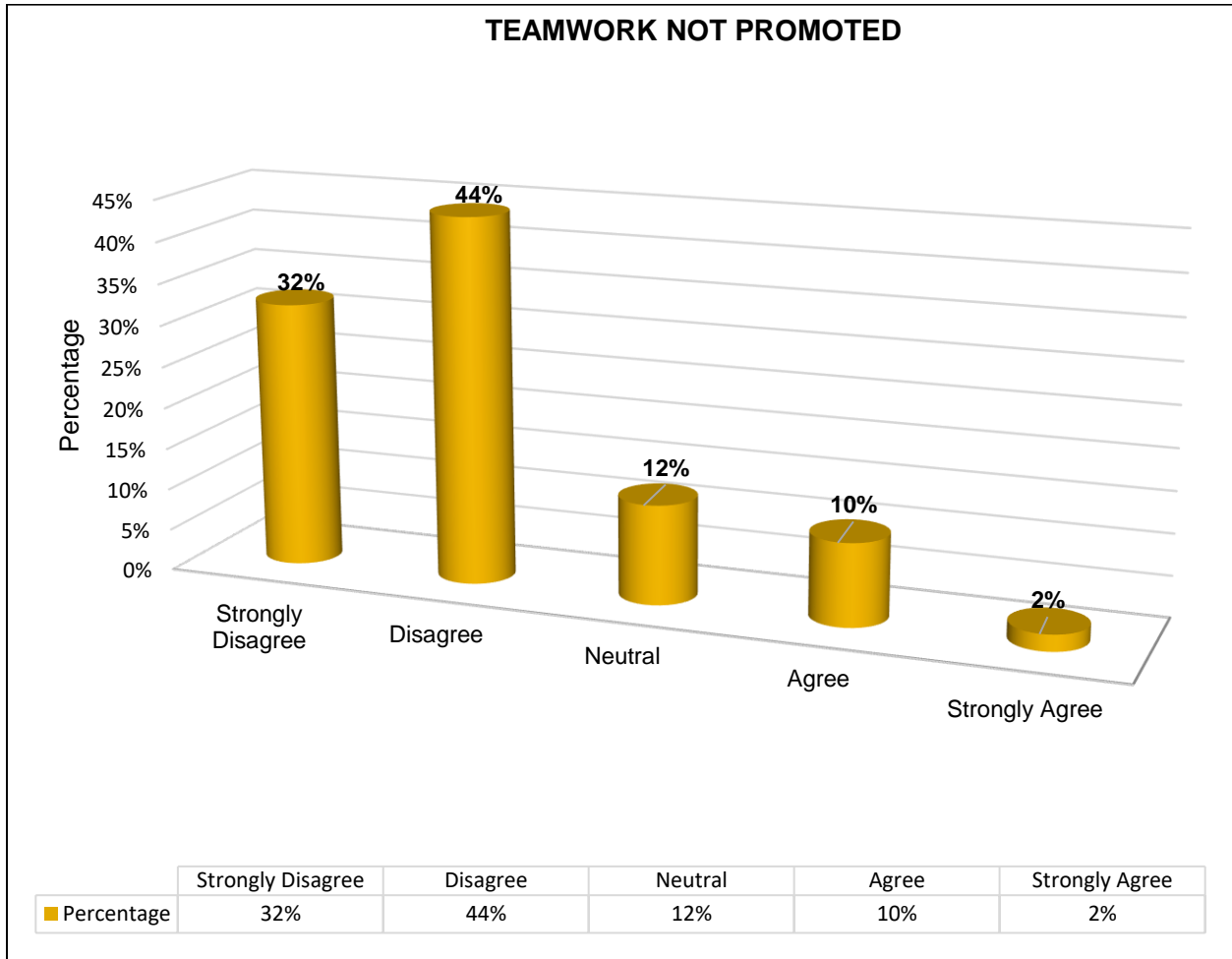
Source: own construction

76% of the respondents disagreed and strongly disagreed to the statement that their project leader doesn't promote teamwork their IT projects, which means indeed their project leader shows interest and encourage the importance of teamwork. Even so, 12% of participants did not decide whether or not their project leader encourages teamwork. 12% of respondents agree and strongly agree (agree 10% and strongly agree 2%) that their project leader does not endorse teamwork.

STATEMENT 11: A team has high morale

Response: The aim of this assertion was to determine whether team members feel that their teams have a high level of morality, discipline and eagerness. Figure 5.17 below shows the responses.

Figure 5.17: High morale
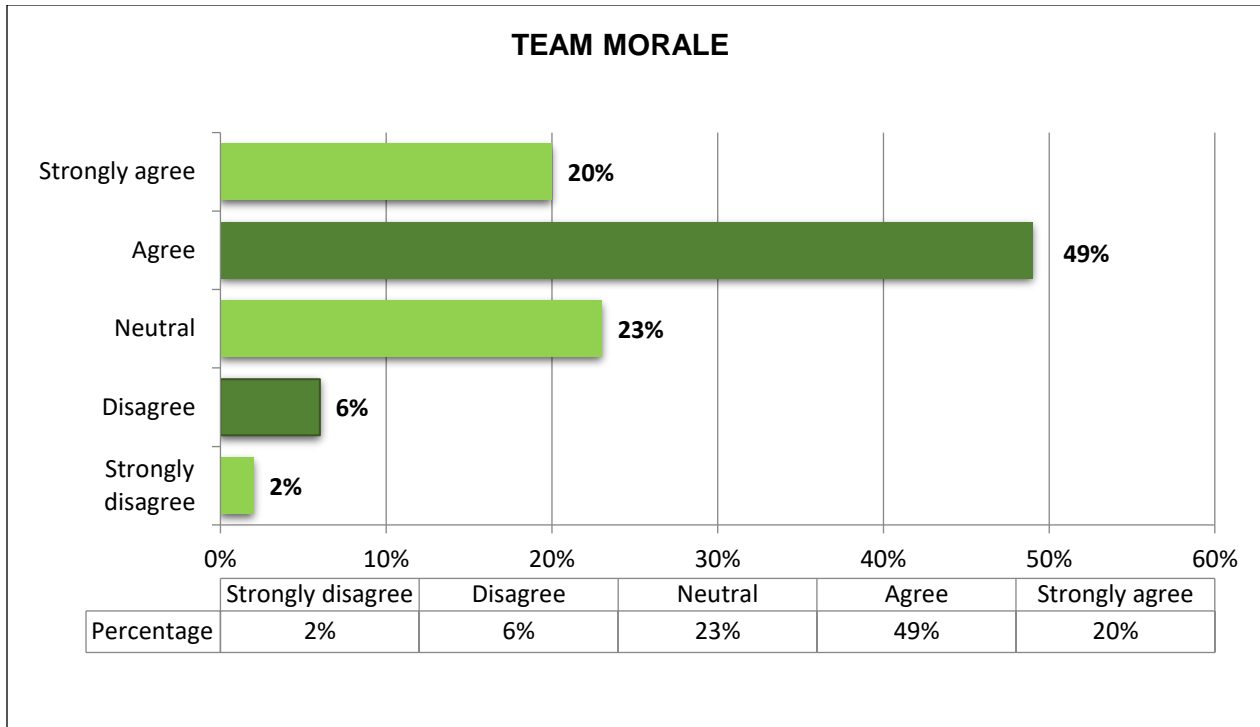
Source: own construction

The large majority of 69% of respondents agreed and strongly agreed (49% agreed and 20% strongly agreed) that their teams do seem to have a greater level of morality and loyalty and enthusiasm. 8% of respondents disagree or strongly disagree (6% disagree and 2% strongly disagree) with this assertion, adding that their teams do not have any morality. 23% of the respondents were undecided with the statement.

STATEMENT 12: A team is motivated to work.

It is anticipated that a successful project leader will be able to motivate his/her team to work and get a positive working relationship with coworkers such that the team will understand what they are working towards. This encourages everyone to work together in order to get better outcomes. An inspired team guarantees they achieve the objectives and aims of the project because they share the same values and set clear achievable targets.

Response: This has been predicted from the literature and widely accepted thoughts towards project leaders who are inspiring their teams to focus and work. A massive 66% both agree and strongly agree respondents are motivated and goal driven in their project teams. The response to this attribute is given below in Figure 5.18.

Figure 5.18: Team is Motivated to work

TEAM MOTIVATED

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
■ Percentage	7	9	18	34	32

Chart bars:
- Strongly Agree: 32%
- Agree: 34%
- Neutral: 18%
- Disagree: 9%
- Strongly Disagree: 7%
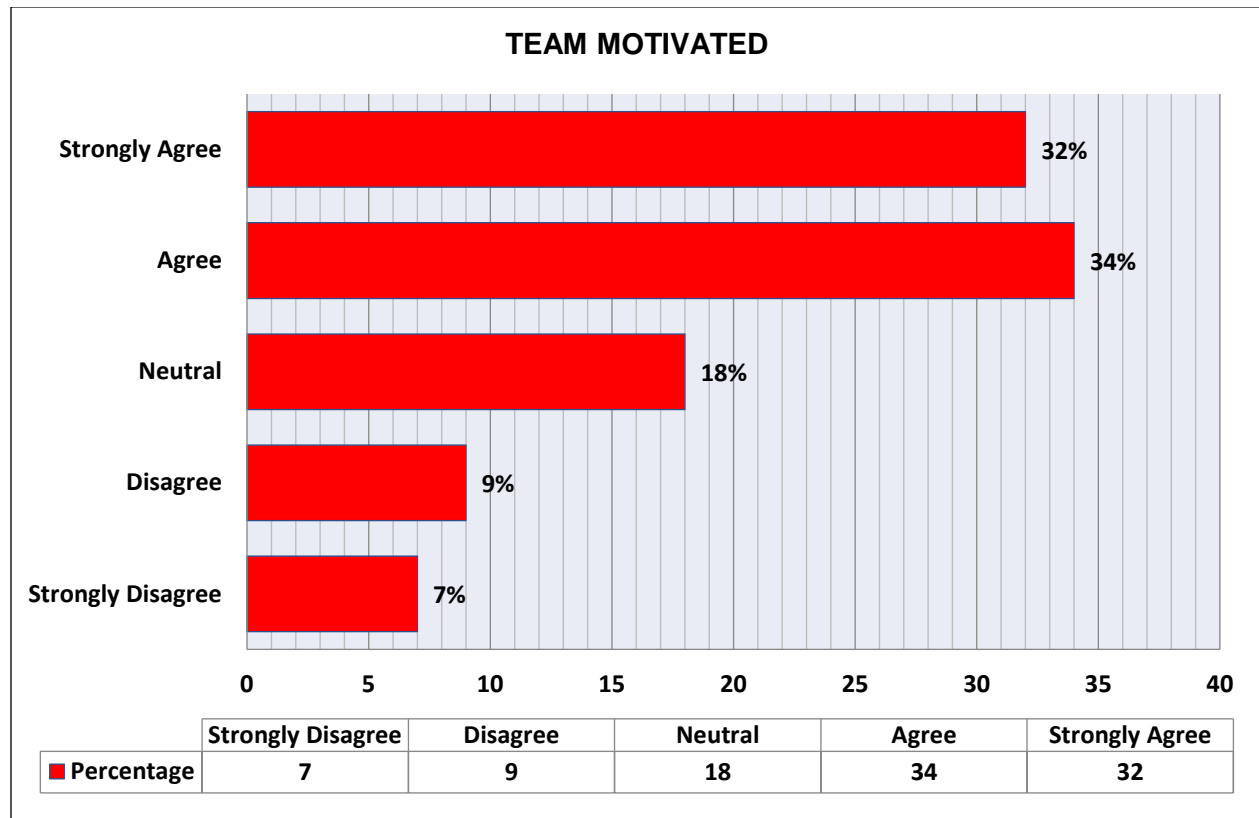
Source: own construction

Figure 5.18 shows that 66% the majority of respondents agree with the fact that their team members are strongly motivated to work towards successfully achieving their project aims and goals. While 18% were neutral and, 16% of the respondents disagree and strongly disagreed with the statement a statement, as they felt that they were probably not motivated by the project leaders to work in their teams, this cloud have a significant negative impact on the team as well the as the success of the project delivery.

STATEMENT 13: Team members receive recognition for individual performance.

Individuals are frequently conscious that they should be acknowledged when they have accomplished specific objectives or goals. A team member that performs well should therefore receive a reward or acknowledgement for his / her personal achievement.

Response: The team and its members must be acknowledged. This demonstrates the organization's progress and the team's performance. It encourages others to work together and to support new team members. It also simplifies the search for current members by other teams. The responses appear in the following Figure 5.19.

Figure 5.19: Receive recognition

RECEIVE RECOGNITION

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
■ Percentage	10%	4%	18%	36%	32%
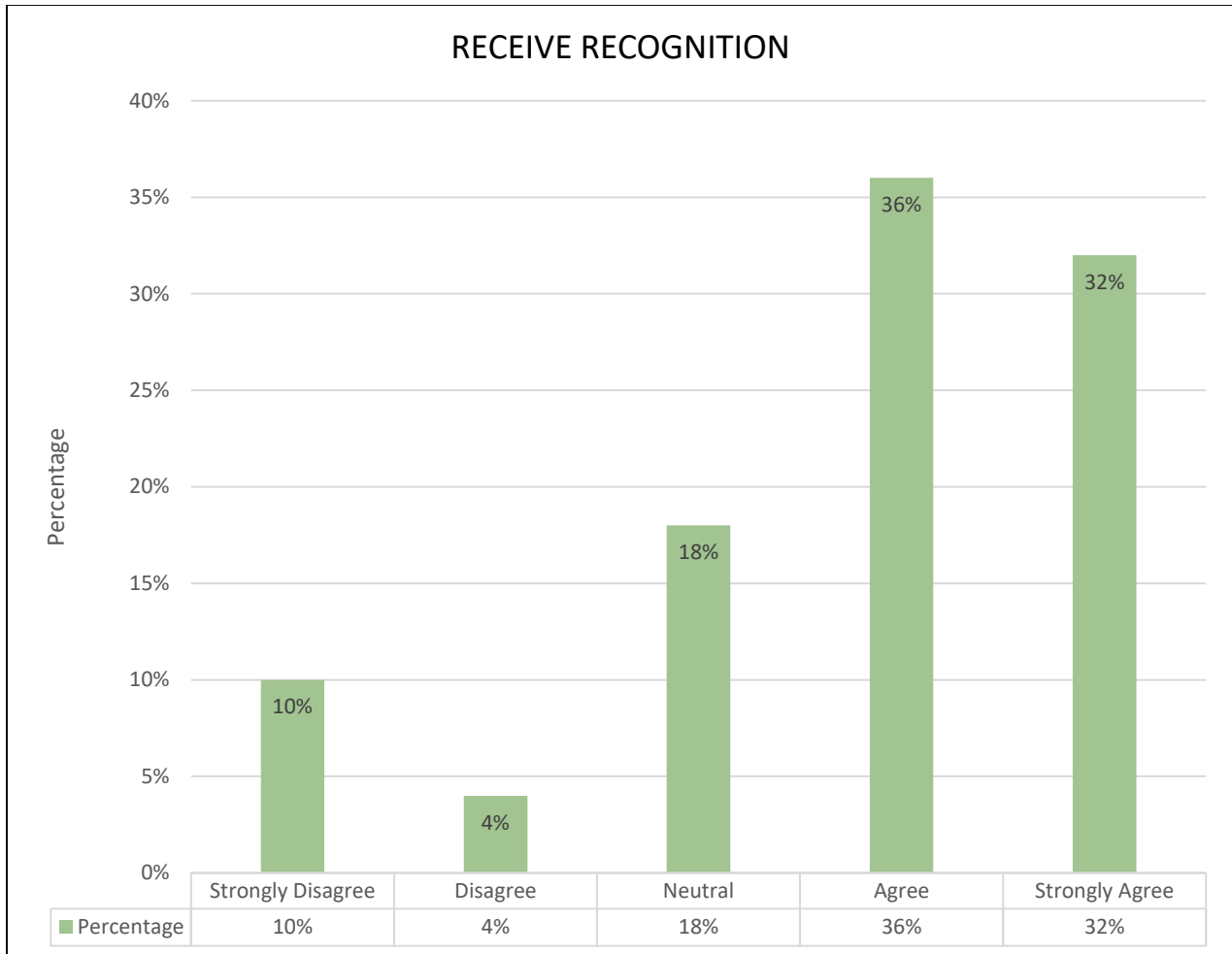
Source: own construction

68% of the respondents agreed that they actually receive acknowledgement from their project managers in their teams for their individual performance. Those who are neutral (18 per cent) remained higher than those who disagreed and strongly disagreed with a total of 14% (10 strongly disagreed and 4% disagreed). It can be generalized that the vast majority of participants (75%) are acknowledge their performance appraisal that they contribute to their project teams.

STATEMENT 14: The project team is highly satisfied.

Response: This statement was intended to assess the attitudes of the project team members and to determine whether they were pleased with the activities of the project on the basis of their standards. In Figure 5.20 below, the respondents clarified their opinions.

Figure 5.20: Highly satisfied

HIGHLY SATISFIED

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Percentage	0	10%	27%	41%	22%
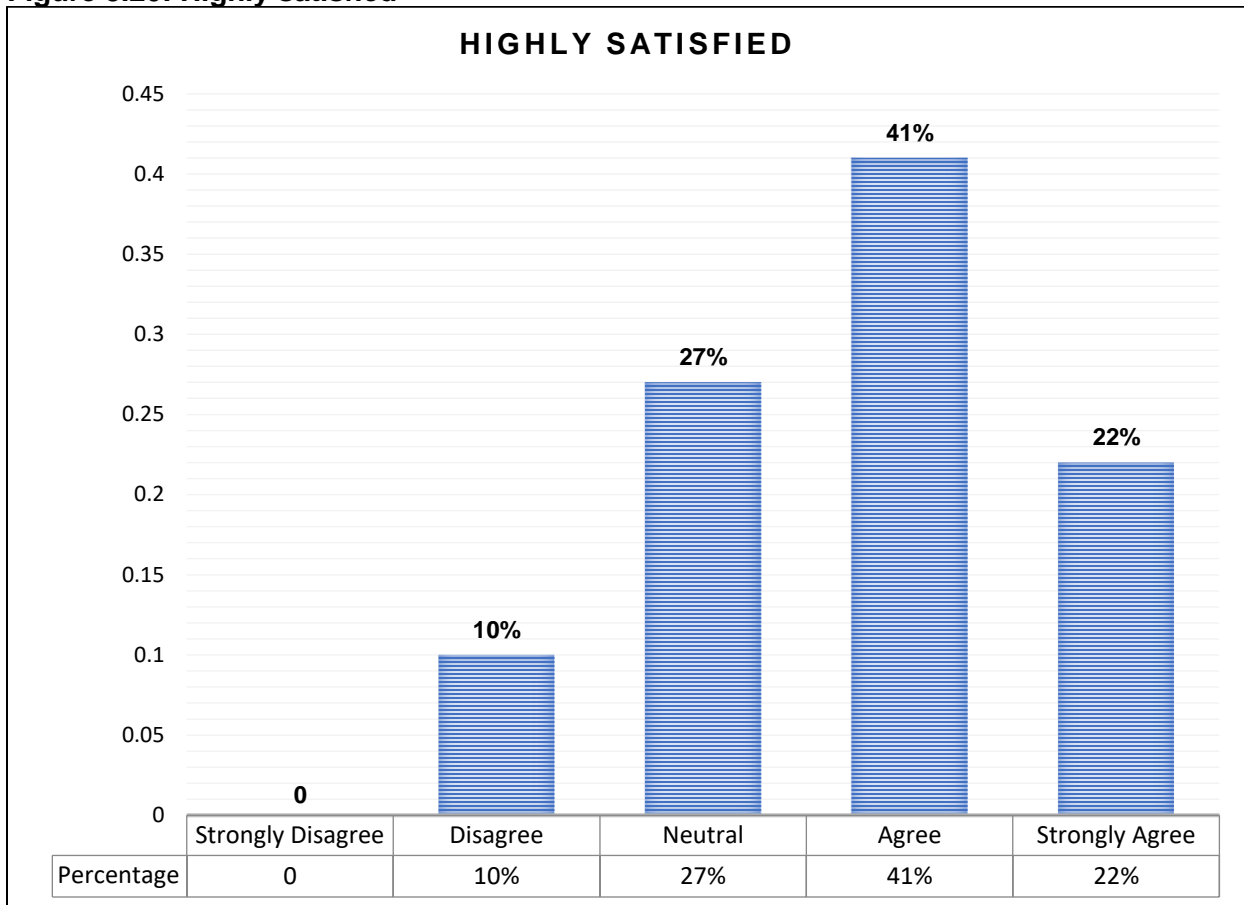
Source: own construction

Many (63%) respondents agree with this stance and firmly agree that they are very satisfied with the work performed by the team as a whole. 27% of the respondents were unsure because they were unclear if their project teams were really satisfied or not. Those who disagree were the few (10%) just so their project teams do not live up to what needs to be done to carry out tasks. Consequently, a project manager who insists on team satisfaction will have a degree of engagement, concentration and willingness to work.

STATEMENT 15: The project leader doesn't discuss issues in detail with the team.

Response: This statement attempts to encourage a project leader's active leadership and communication skills because efficient communication is required to also be an aspect of an IT project to interact with project stakeholders and teams. An active project leader must consult with the project team in depth regarding project issues and address them in an orderly manner. Figure 5.21 below gives the findings to the statement.

Figure 5.21: Issues not discussed
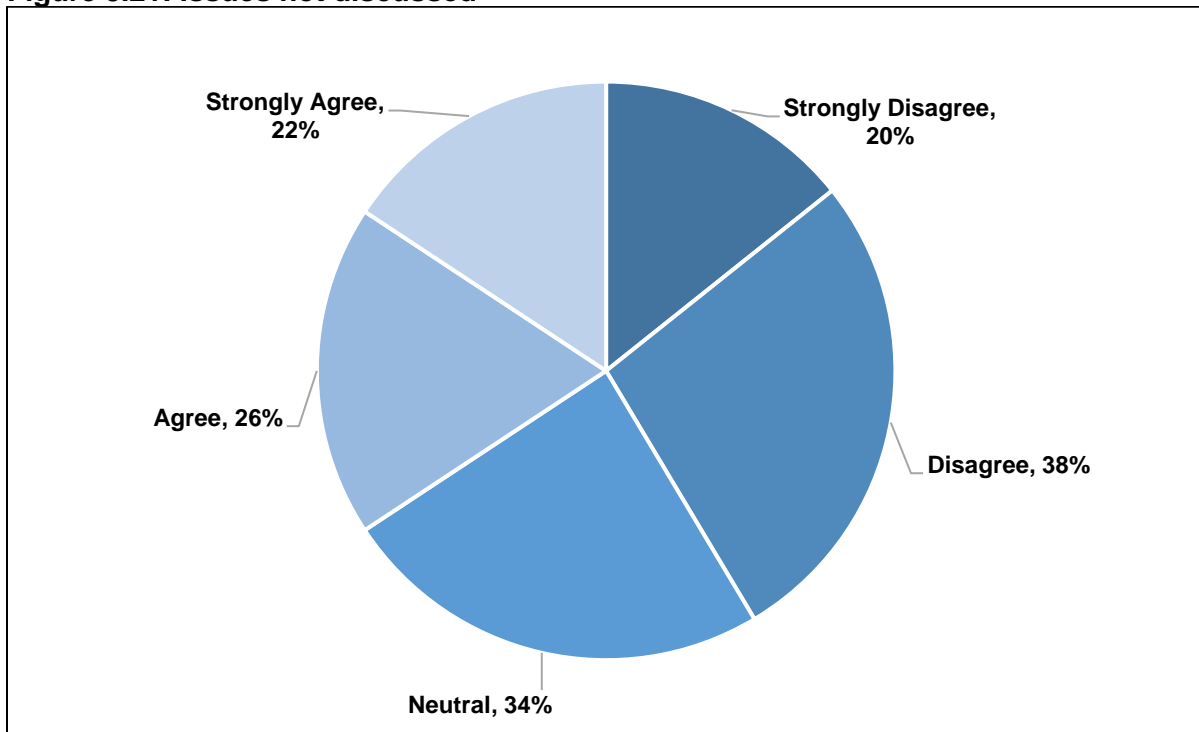
Source: own construction

In line with most respondents, 58% disagree with the statement (20% strongly disagree and 38% disagree) and declared that their project leaders conversed to them about project issues and allowed them to solve problems which including increasing their desire to be responsible. The sum, 48% of those who agree (26%) and strongly agree (22%) is over the (34%) those who remain uncertain as well as skeptical. The results indicate clearly that some project managers do discuss project issues with their teams for solutions and engagement.

STATEMENT 16: I am clear about the roles of others on the team in meeting our objectives.

The clarity of defined roles of others on the team, tends to help not to duplicate tasks, which might lead to team-member disputes, particularly where duties are directly connected. When the responsibilities are clearly defined, it makes the work much easier.

Response: This provides the illusion that the workplace is micro-managed but that is the essence of the project as multiple activities must be completed and merged to create a cohesive final product. Diagrammatically, the views of the respondents are shown in figure 5.22 below:

Figure 5.22: Clear roles of others

CLEAR ROLES OF OTHERS

- Strongly agree: 31%
- Agree: 49%
- Neutral: 10%
- Disagree: 8%
- Strongly disagree: 2%
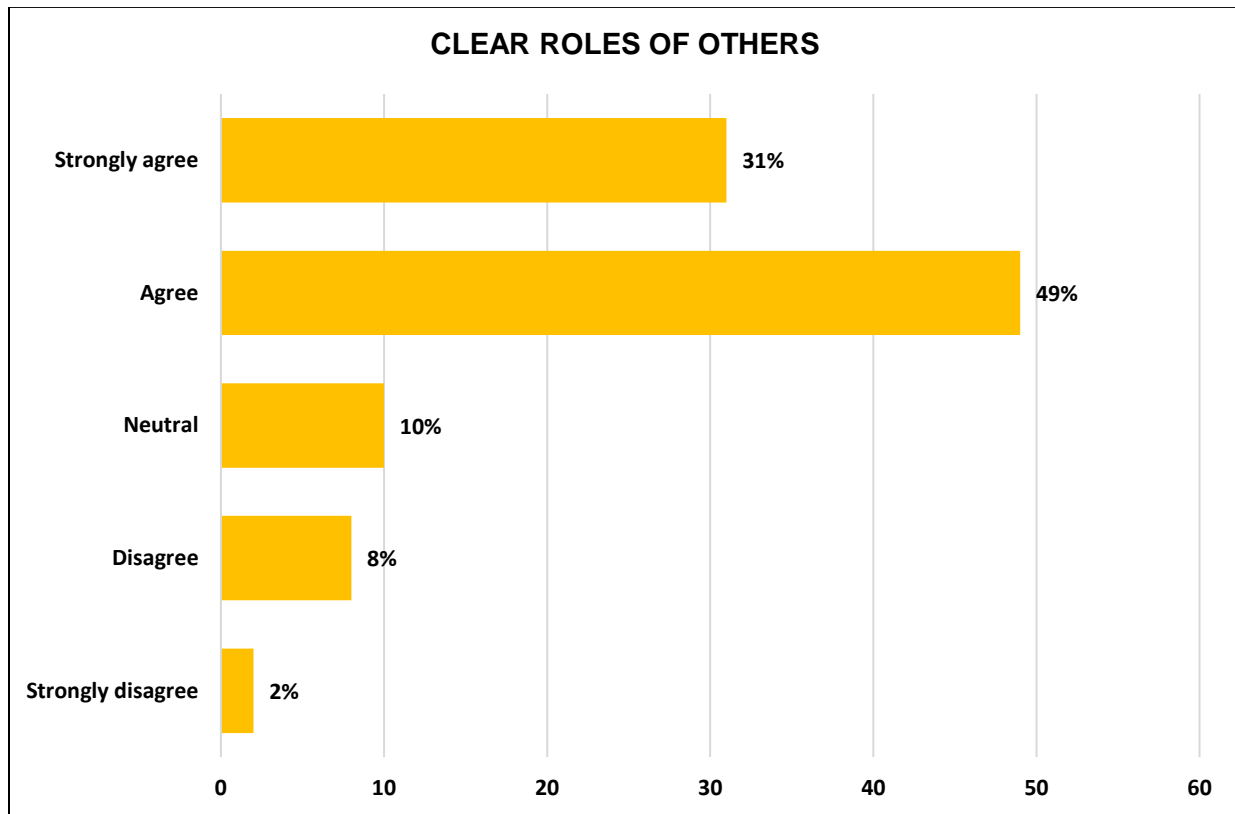
Source: own construction

A total of 80% (agree 49 and strongly agree 31%) respondents state that they certainly are clear of the roles of other team members in their project teams in meeting their project objectives. Just 10% disagree or strongly disagree (8% disagree and 2% strongly disagree) with the statement that responsibilities of other team members are unclear to them, while 10% of the respondents have a neutral option to the statement. Therefore, it can be generalized, Clear team roles have a positive effect on productivity and boost the performance of teams, motivating team members to achieve, the project deliverables.

STATEMENT 17: We are all held accountable by the team for performing our tasks

Accountability is about delivering on a commitment. This does not really have a range of tasks to be done but is responsible for an outcome. It requires an initiative with deliberate, and tactical follow-up.

Response: The purpose of this statement was to ascertain whether the teams are accountable for project activities. There is no room for management without accountability. The success of a team depends on accountability which is the responsibility of the leader of a project to establish

an accountability value system within his/her team. This accountability is injected into their team's DNA by an outstanding project leader and therefore outcomes in incredible results. The responses are illustrated in Figure 5.23 below.

Figure 5.23: Accountability
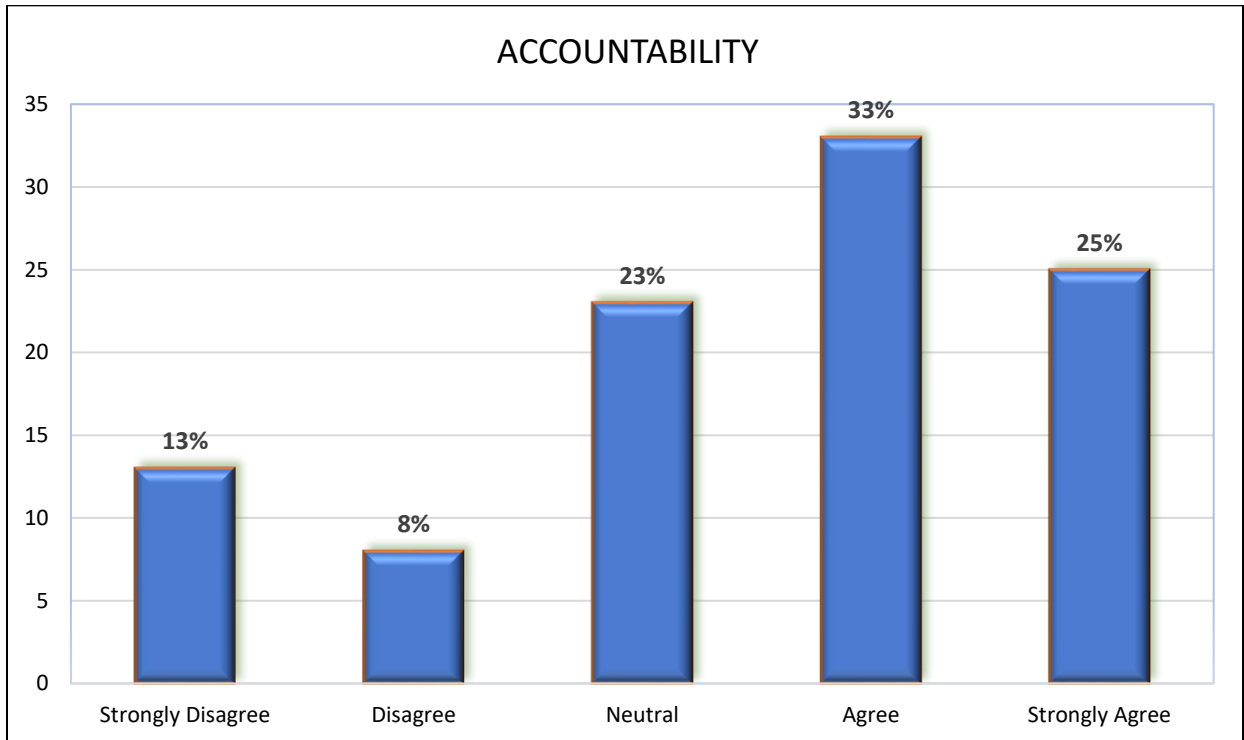
Source: own construction

21% of the respondents apparently disagree or strongly disagree (strongly disagree 13% and disagree 8%) with the statement that they are held accountable for the performance of their functions. This is accompanied by some who were neutral at 23%, as they were undecided with the statement. 58% of the respondents agree or strongly agree (agree 33% and strongly disagree 25%) with the statement, that they are actually held accountable and responsible for carrying out their duties.

STATEMENT 18: There is lack of cleared defined team roles in our team.

Unclear roles and duties may be frustrating as the members of the team failed to comprehend where each member fit within the team, and task significance is difficult to define due to this. It becomes hard for members of the team to develop the necessary skills. as they have not been adequately established in their work, so would be difficult to tell everyone in the team what expertise are require from that.

Response: While the project leader and the project team are responsible for the success of the project and ensure that the project achieves its goal, it is very important, consequently, for the project leader to define clearly the role and responsibilities of each one, and for all to comprehend their tasks. The responses are illustrated in Figure 5.24 below.

Figure 5.24: Roles are not clear

ROLES ARE NOT CLEAR

Stronlgy Agree 8%
Agree 3%
Neutral 17%
Strongly Disagree 40%
Disagree 32%
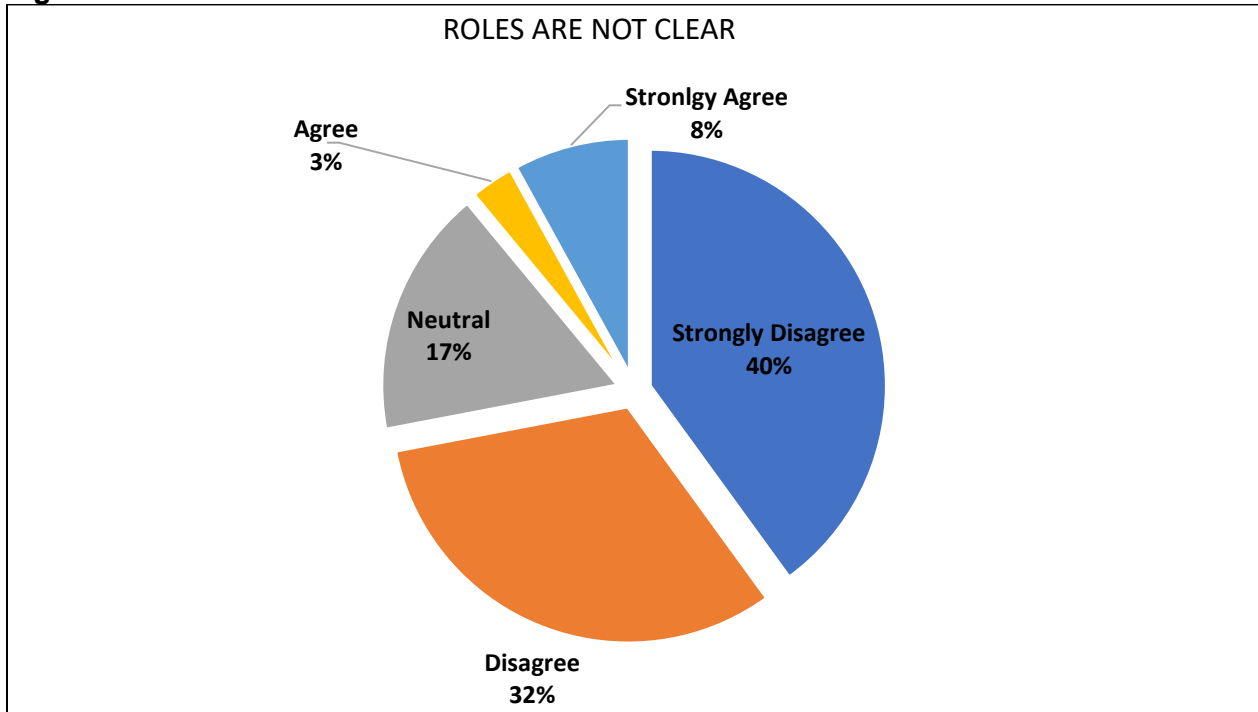
Source: own construction

In fact 72% of the respondents that are the majority, disagree or strongly disagree that there are no established roles in their project teams 17% are neutral and neither do they accept that the positions in their teams are specifically specified and 11% agree or strongly agree with the statement that indeed their roles and responsibilities are not clearly defined.

STATEMENT 19: There is overlap or conflict in roles on the team.

Response: Most teammates worry about the role of teammates and want to know what they always do. Lack of specifics of roles could result to team members' conflict and misunderstandings. Disagreement of roles exists when team members have distinct and different roles, and when their function overlaps with the other team member. The bigger the issue, the higher the probability that a team member is affected by stress. The respondents' opinions about this are illustrated in figure 5.25 below:

Figure 5.25: Conflict in roles

CONFLICT IN ROLES

Strongly Agree
4%

Agree
6%

Strongly Disagree
36%

Neutral
24%
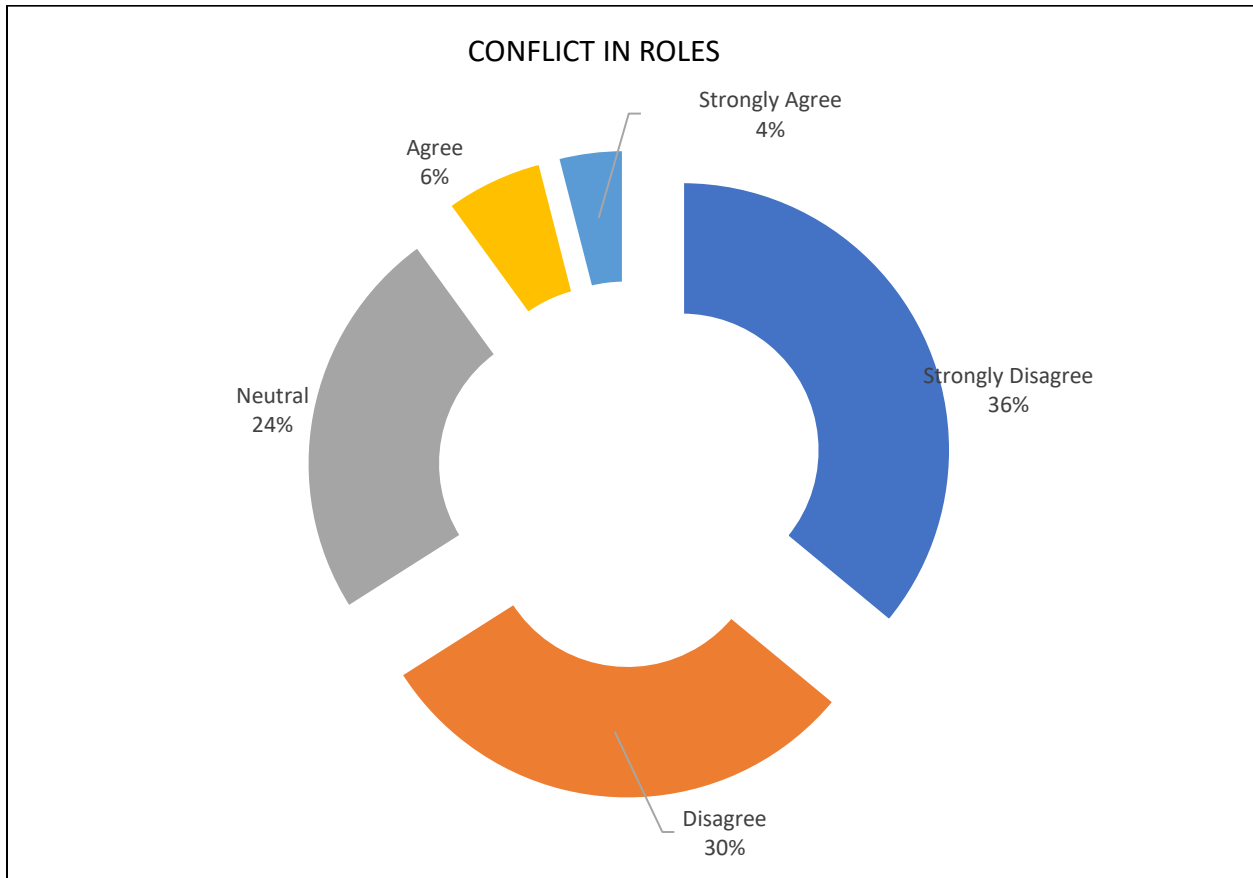
Disagree
30%

Source: own construction

The results in Figure 5.25 reveals that 76% disagree and strongly disagree (36% strongly disagree and 30 disagree) that there is overlap and a clash in roles and obligations within their projects, although 24% remain undecided in relation to that assertion. And lastly the lowest score 10% (agree 6% and strongly agree 4%) agree or strongly agree that there is actually a generally overlap and clash in their roles in the project team.

STATEMENT 20: I am clear about my own role in meeting the team's objectives

Response: The team members are more successful if the tasks and responsibilities are transparent. This assertion was made to determine whether team members understood their positions in the project team to achieve the project goals. The responses to this statement are shown in Figure 5.26 below.

Figure 5.26: I am clear about my roles in meeting the team's objectives

I am clear about my roles in meeting the team's objectives

(Line chart — Percentage on y-axis from 0 to 40; categories on x-axis: Strongly Disagree 0%, Disagree 11%, Neutral 25%, Agree 34%, Strongly Agree 30%)
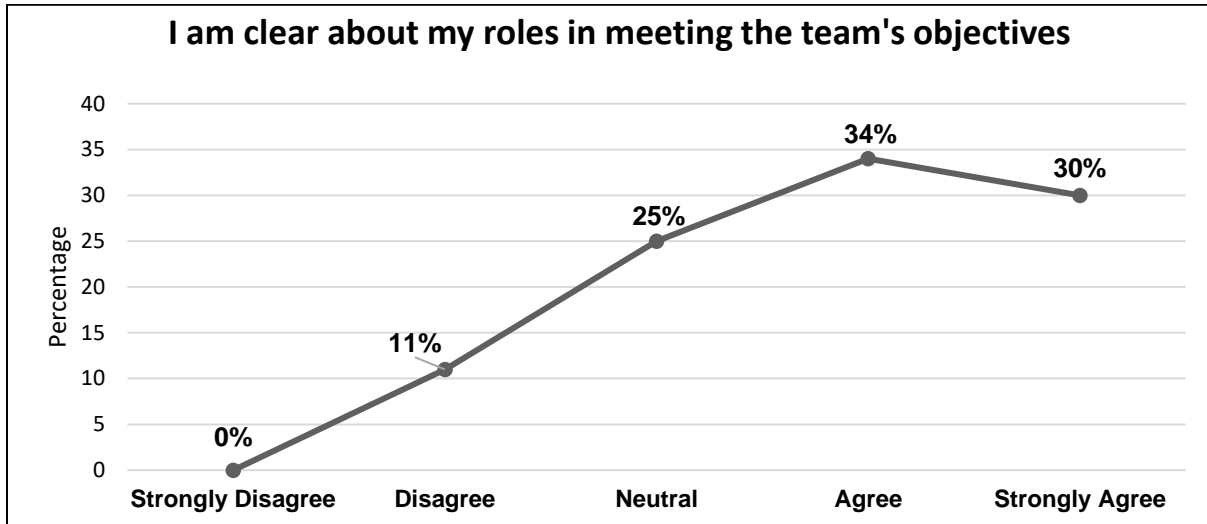
Source: own construction

The results given in Figure 5.26 indicate that number of (34%) of the respondents agreed that they are clear about their roles in meeting the team's objectives and (30%) of them strongly agreed to that point. In terms of their positions and duties, the balance of both percentages representing 64% of responses is clear. 25% of the respondents remained neutral, (11%) of the respondents disagree that they personally know their positions in the accomplishment of the team goals and 0% strongly disagree with the assertion. Based on the results it can be generalized that the majority of the respondents were indeed clear on their roles and responsibilities in meeting the team's objectives.

STATEMENT 21: Our team has the right leadership.

Leaders are those individuals who are doing the things correctly. Leadership includes the development, communication, and understanding of an inspiring vision of the future. In order for the project team members to work effectively it is crucial for the project to have the right leadership. Projects can be accomplished by greedy leaders who feel they are absolutely assured. Such conduct can destroy the valuable relationships that a leader has with team members.

Response: Responsibility is fundamental to leadership. During the project and also in moments of hardship, the most effective leaders are willing to work together with their team and

assume accountability for any backlash happening along the way. The team with the right leadership is thriving and increasingly successful. The findings or obtained are given in Table 5.5 below.

Table 5.5: Right leadership

Our team has the right leadership.	Frequency.	Percent
Strongly Disagree	0	0
Disagree	10	7.00
Neutral	18	13.00
Agree	72	51.00
Strongly Agree	40	29.00
Total	140	100.00

Source: own construction

Table 5.5 displays 51% of participants agree that they do indeed have the right leadership within their teams. 29% of the respondents said they strongly agree with the statement. 13% remained neutral and 7% of the respondents disagreed with the statement, meaning they don't have the right leadership in their teams. None (0%) of the respondents strongly disagree. Based on the results, it is obvious that many respondents believe that their project leaders drive, encourage others, practice confidence and behave with honesty in their teams.

STATEMENT 22: I am not allowed to decide on how a project should be managed.

Response: The purpose of this assertion is to determine whether the project team members have the right to decide how to handle a project or whether only the project leader can do so. Table 5.6 below indicates the participants' responses to this assertion.

Table 5.6: I am not allowed to decide on how a project should be managed.

I am not allowed to decide on how a project should be managed.	Frequency.	Percent
Strongly Disagree	24	17.00
Disagree	42	30.00
Neutral	30	21.00
Agree	32	23.00
Strongly Agree	12	9.00
Total	140	100.00

Source: own construction

According to Table 5.6, 47% of the respondents (30% disagree and 17% strongly disagree) is in disagreement with this statement. 21% of the respondents were undecided and 32% of the respondents (23% agree and 9% strongly agree) declaring that they do not have an ability to decide how their project can operate. Based on the results, it is evident that members from the project team can determine how to handle a project.

STATEMENT 23: Leaders should give subordinates complete freedom to solve problems on their own

Several project leaders may find it unnecessary to involve subordinates in aspects they considered evident to them. Subordinates will assume their intellectual ability is not trusted by the project leader when they are often the one with the ultimate plan, or the one that only solves problems.

Response: A project leader who cannot give total independence to subordinates to address issues will certainly see a crisis until it is completely blown and unsustainable. Delegating subordinates to address the issue may be too late. A project leader is expected to engage and offer the subordinates the autonomy to solve problems in projects. Figure 5.27 below shows the responses to this statement.

Figure 5.27: Freedom to solve problems
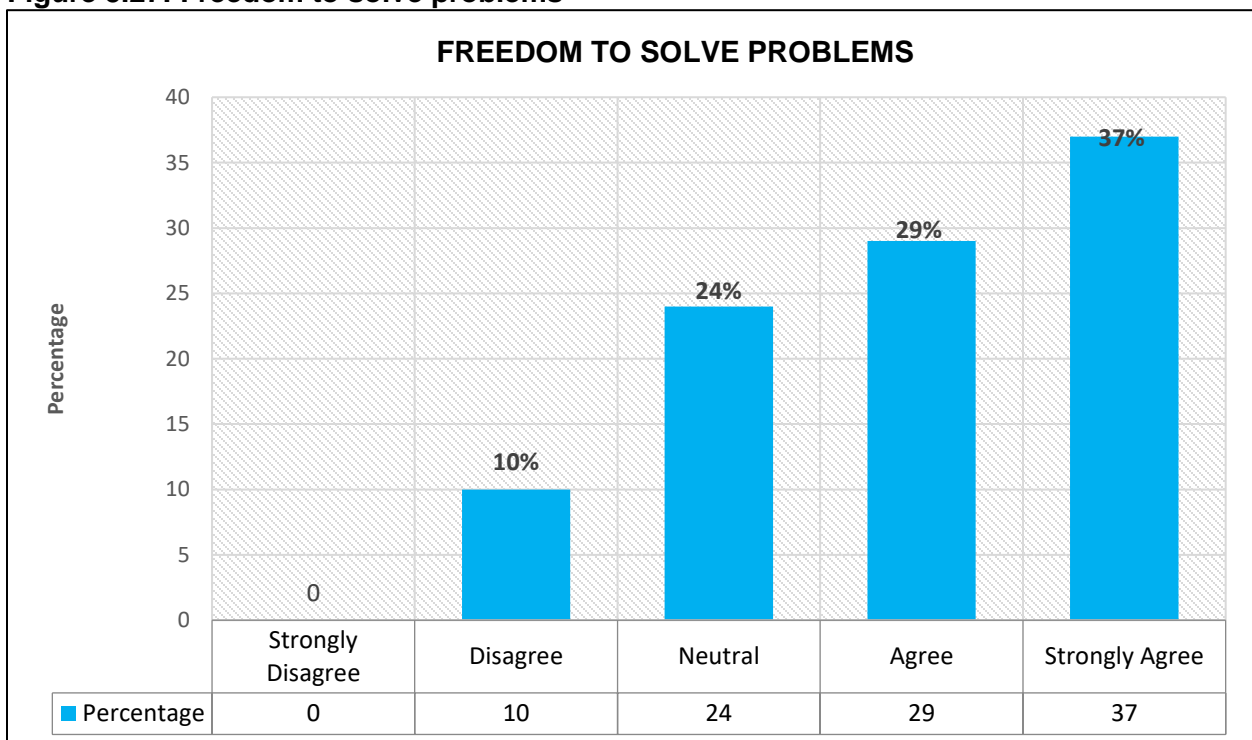
Source: own construction

According to figure 5.27, (37%) of the respondents strongly agree that they have full independence in solving problems. (29%) agree with this statement. There was still 24% of the participants remained undecided. 10% of the respondents disagreed with the statement that there are given absolute freedom in their projects to resolve issues. In view of these results, it is obvious the large number of the respondents agreed with the statement. In the event of uncertainties in projects, the project leader needs engage with the project team for their inputs and give them the freedom to solve problems.

STATEMENT 24: Team members do not experience personal growth in projects.

A good leader allows the project team the ability to share their thoughts and to accept responsibility for their activities so that they can improve their projects professionally and have a personal growth in the project. The leader should therefore encourage team members to share tasks, promotions, training and opportunities in equal measure with each other.

Response: Project leaders are supposed to create an environment where members of the project team achieve personal growth through projects. If the members of the project team experience personal growth in the project, they can achieve their vision for the project. Everyone was involved and gave their input. All the participants' responses are shown in Figure 5.28 below.

Figure 5.28: No personal growth

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
■ Percentage	28%	34%	20%	8%	10%
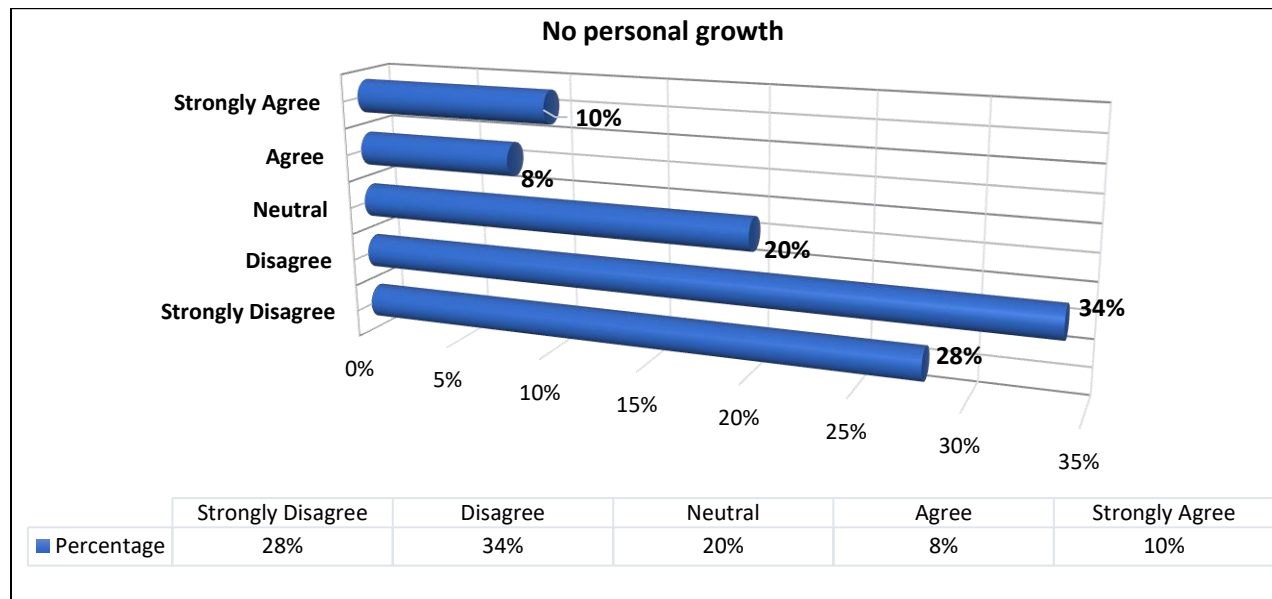
Source: own construction

According to the results in Figure 5.28, 62% of the respondents seem to disagree or strongly disagree (34% disagree and 28% strongly disagree) with the statement, which means that in their

projects they growth personally. 20% of the respondents remained neutral, as they were undecided with the statement. 18% of the respondents agree or strongly agree (8% agree and 10% strongly agree) with the statement that indeed in their project they don't experience personal growth. The responses indicate that a large number of participants disagree with the assertion or strongly disagree with it.

STATEMENT 25: The project leader engages with the project team members.

This statement reflects the project leader's ability to engage team members in the projects. Based on their temperament and future knowledge and expertise, there are various types of people. For example, a well-qualified technician may choose a leader, who can operate uninterrupted or communicate with the leader as minimally as possible. On the other hand, when they're working with the leader, a less skilled and less optimistic specialist might feel more confident. To improve successful implementation of projects, team development is key to enhancing team performance.

Response: Effectively managing a team is a very important aspect but the participation of team members is another aspect of successful leadership. The members of the project team want to be well supported, informed and appreciated. The importance of engaging the team members in the project teams is greater than the project performance. Figure 5.29 below displays all participants' responses.

Figure 5.29: Team engagement

Team engagement

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Percentage	2%	7%	27%	43%	21%

Source: own construction

A total of 64% of the respondents (43% agreed and 21% strongly agreed) are of the view that their project leader does engage them in the project activities and deliverables. 27% of the

responses were neutral, while with 9% of the respondents apparently disagree or strongly disagree (7% disagree and 2% str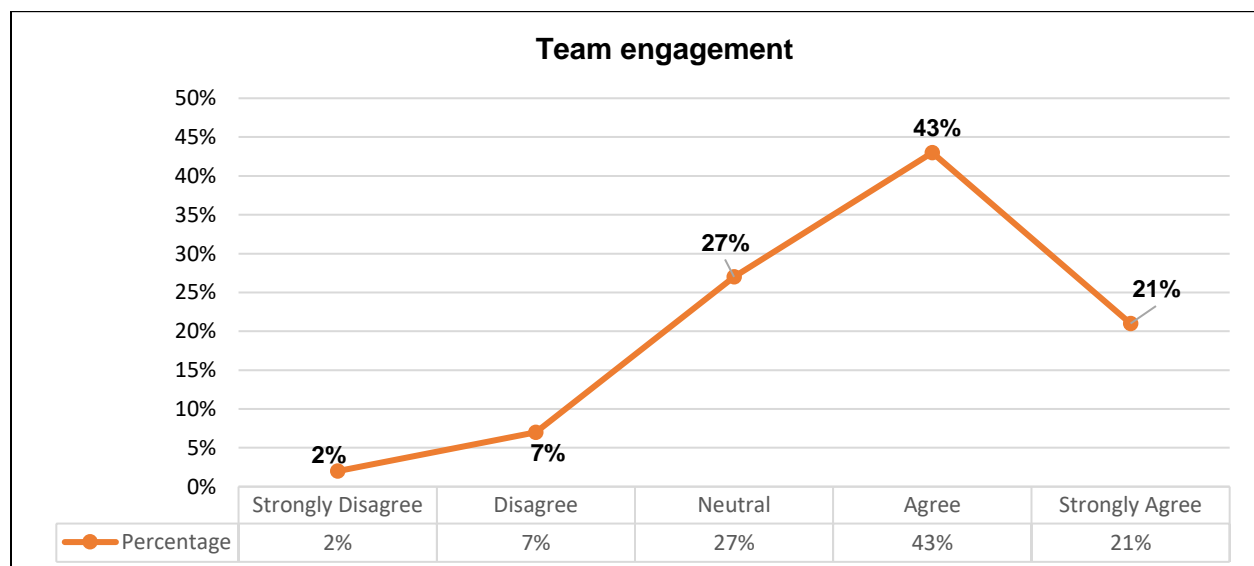ongly disagree) with the statement, which implies that their project leader doesn't engage with them in project activities. It can be generalized that project leaders should engage team members to improve project efficiency and achieve project goals effectively.

STATEMENT 26: Effective leaders give orders and clarify procedures.

It can be inspirational, satisfying and stressful to lead a team. Working environments can give team leaders very less opportunity to verify with members of the team and to make sure they are satisfied, innovative as well as on track. Therefore, in order to prevent project failure, project leaders need to issue directives and illustrate processes in the project. A project leader should provide the team with a great support system by having clear communication channels and a great deal of opportunities to provide feedback. Project leaders should develop accountability, confidence and a less bureaucratic approach.

Reponses: The purpose of this statement is to evaluate whether project leaders can guide, give instructions and offer truthful and positive feedback. Figure 5.30 below shows the response to the assertion.

Figure 5.30: Clear orders and procedures

Effective leaders give orders and clarify procedures

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Percentage	3%	7%	24%	43%	23%
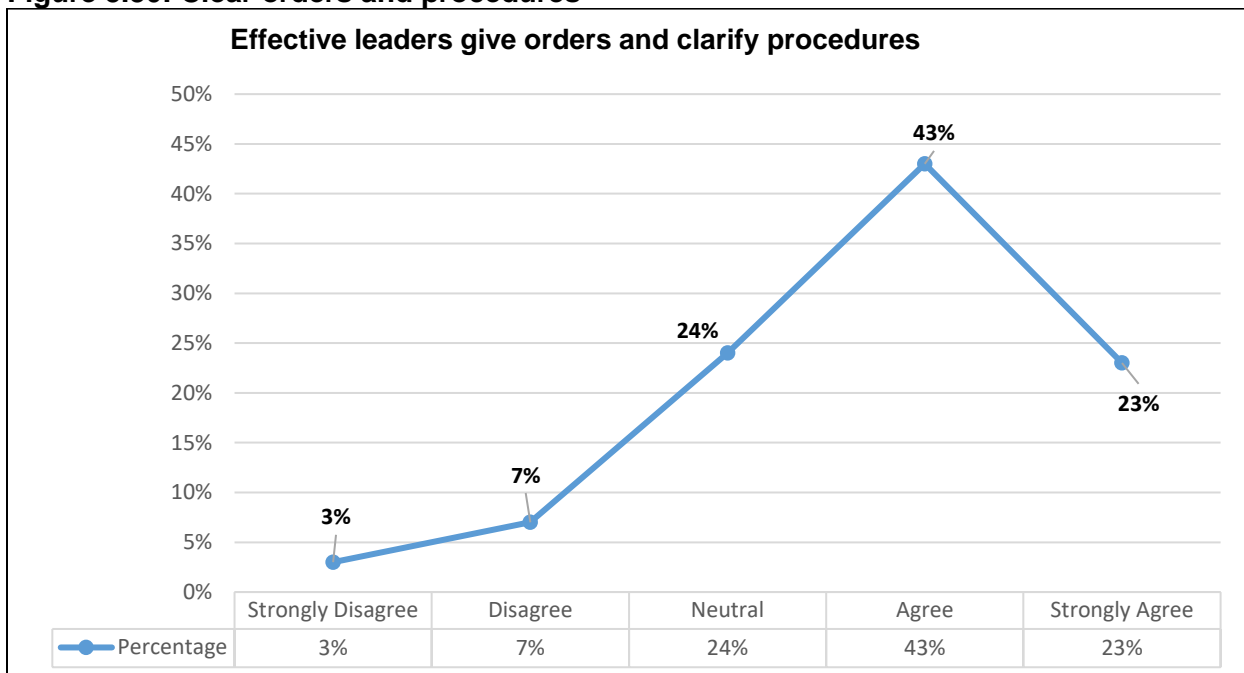
Source: own construction

The overwhelming majority 66% (43% agree and 23% strongly agree) of the respondents agree or strongly with the statement that indeed effective leaders issue orders and make procedures

transparent, compare to 10% (7% disagree and 3% strongly disagree) of the respondents who disagree or strongly disagree with the statement, while 24% are remained undecided. It can be generalized that providing guidance and clarifying approaches to team members is one of the effective methods a project leader can encourage project team members in their personal development and profession.

STATEMENT 27: I share my ideas/suggestions whether or not the project leader agrees with my input.

Many people have various abilities. Team members would feel more empowered to provide feedback and ideas to improve project innovation. One individual cannot develop all the ideas and assurances required for a project alone, so project leaders can depend on their teams' broad points of view and ingenuity of their teams.

Response: The intent of this statement was to determine if team members share their thoughts or recommendations, whether or not the project leader agrees to their inputs. It isn't always straightforward and easy to get others to express their wonderful ideas. The introverted team members can be less likely to chat throughout discussions and people are often lost in imaginative routes and need some inspiration. The response to statement 15 is represented by Figure 5.31 below.

Figure 5.31: Ideas/suggestions are share whether or not the project leader agrees

Ideas/suggestions are share whether or not the project leader agrees

Strongly Disagree 3%
Disagree 9%
Neutral 19%
Agree 36%
Strongly Agree 33%
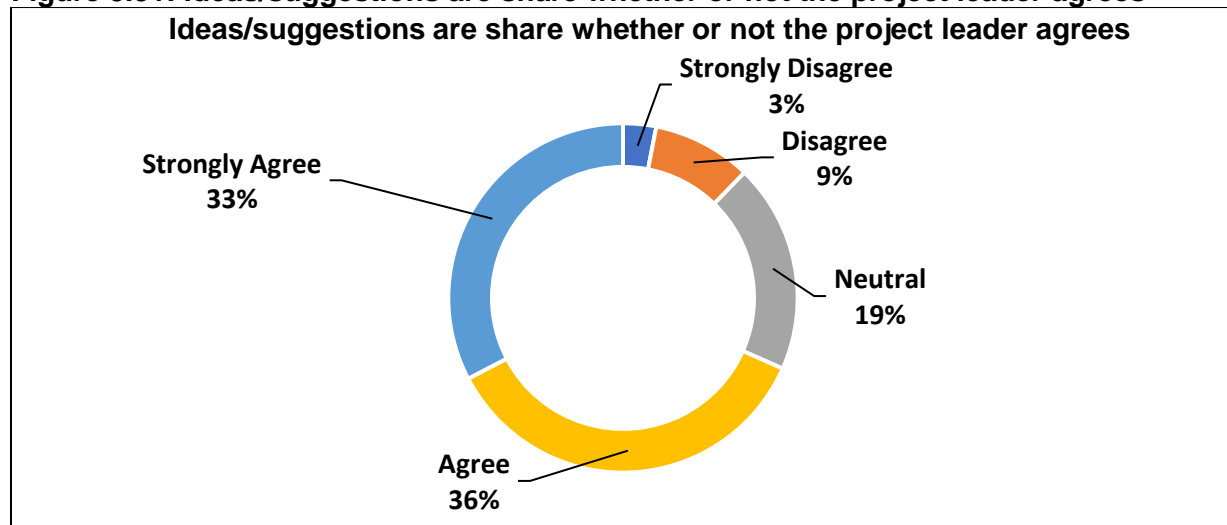
Source: own construction

Figure 5.31 shows that 67% (36% agree and 33% strongly agree) of the respondents that are majority agreed or strongly agreed that they are allowed to share their ideas and suggestions in the project even if their project leaders don't agree, whereas 19% stayed neutral, while 12% (9%

disagree and 3% strongly disagree) of the respondents disagree or strongly disagree with the statement. Comparing the results, it is clear a significant number of participants agreed with the statement.

5.4 SECTION C – OPEN ENDED SECTION

This section was designed to intentionally expand the discussion with participants, encouraging respondents to pose any other questions or concerns they found to be relevant. The section acknowledges that regardless of how thorough the planning could have been, another element might have been omitted when preparing the questionnaire. In the context of the study, respondents may consider anything else they learned or figured about. In relation to particular areas of the study, the respondents were asked to provide any information. This was followed up by the same format of question / statement and response.

QUESTION 1: Is there anything else you want to say, with regards to project leadership, team performance and team building in Information Communication Technology (ICT) projects.

The respondents were allocated four lines to provide their responses. 97% of respondents replied, while 3% did not complete this section of the questionnaire. These answers could not be classified because the respondents discussed this question differently. There were those responses that stood out. The following are the most often mentioned items.

Table 5.7: Project Leadership, team performance and team building general responses.

NO	PARICIPANTS RESPONSES
1	Project Leadership should improve the communication, team performance and effectiveness of the project across the organisation and that will improve team work and performance.
2	A project is only successful with the cooperation of the team and its leadership.
3	Project leadership is a requisite skill for project managers ad together with effective leadership it can enhance and improve team work and team performance.
4	A team leader needs to be knowledgeable and be ready and willing to help people in his/her team. Team members must be ready to learn and help the team to achieve its goals. There should be no slacking because no project goals will be achievable.

5	ICT projects can provide government, businesses and citizens with access to better information to make more informed decisions and also enables more efficient processes.

Source: own construction

Project leadership, as stated in Table 5.7, is regarded as a significant factor in directing, guiding and shaping the project team's behaviour and progress towards the project goals. The respondents said a lot on this question but not everything was listed in the table above.

QUESTION 2: How would you describe your ideal leader for project management?

Whilst recommendations are meant to help keep the team leaders happier, particular items that an ideal project leader would have were deemed important.

Response: The researcher chose and mentioned the five most common aspects to illustrate those characteristics that characterize an ideal leader in (Table 5.8). This questionnaire section was completed by 87% of respondents, while 13% did not reply. The answers were not separated into clusters, but only the responses that the researcher found significant are mentioned below.

Table 5.8: Ideal project leader

NO	PARICIPANTS RESPONSES
1	An ideal project leader must be interactive with the team, must be well informed about expected outcomes of the project and must be innovative in thinking.
2	An ideal project leader must have the right leadership qualities and project management experience in order to merge those skills for improved team performance.
3	An ideal leader must be a determined yet rational person. Someone who is able to help team teams accomplish the goals of the project.
4	An ideal project leader needs to be more informative and constructive with the team members.
5	The project leader must understand the project objectives, the scope and the deliverables.

Source: own construction

The respondents said a lot, but the above passage (table 5.8) didn't mention it all. It is mostly frequently stated that a pro-active project leader must provide commitment to the project team wisely; strong planner; must have good leadership skills; communicates clear instructions to the team; and allow everyone in the team to share their ideas on the operations of the project.

5.5 CONCLUSION

Team dynamics and success tend to be an especially interesting study and is a diverse field of study in view of the overall varied array of a team. Even though it is possible to generalize, as with the finding in Chapter 5 above, the satisfaction of the project team in this perspective is seen to have an effective impact on the success of the project and enhancing project team performance. Respondents who participated in the survey had options to back out at any period during the survey. This chapter has summarized and clarified all findings from respondents in a coherent manner. All questions posed in the questionnaire are provided in the form of tables and graphs to explain to readers. The answers to the questions asked were analyzed. The participants' responses appear to agree that the major component in supporting project teams is indeed leadership. The following chapter presents the final (condensed) summary specifics of the findings, recommendations and conclusions.

CHAPTER SIX:
RESEARCH FINDINGS AND RECOMMENDATIONS AND CONCLUSIONS

6.1 INTRODUCTION

The research findings as discussed and reported in the previous chapter are outlined in this chapter. Initially, a review of certain key components by the overview of previous chapters has been discussed. Furthermore, this chapter concentrates both on the results of the research and on the author's thoughts on the findings. This research primarily aims at determining the impact of leadership styles on team efficiency used by ICT project managers to execute projects effectively. The desire for project management expertise in the ICT industry has grown, prompting the researcher to identify the leadership styles that project managers needs to drive out productive projects. The high failure rate in ICT projects, are mainly due to various of reasons significantly influenced by the project manager's type of leadership, which negatively impacts the team performance. This study aims to classify those leadership styles that will inspire project practitioners inside and around project teams in ICT projects and what are the project team expectations of the leader behaviour that constitute effective team leadership and team performance.

Chapter one: the study concept was introduced, which outlines the literature review, problem statement, research objectives, research questions, and research methodology. The target population was discussed including the sample selection and method of sampling, and data collection. The ethical considerations of the study were also discussed.

Chapter two: provided a detailed overview of the importance of teams, project teams, team building, group dynamics, team performance and the impact of leadership styles on teams. The phases of the team development process were discussed in this chapter.

Chapter three: the theoretical aspects of the leadership theories were discussed, including the Great Man theory, Trait Theory and other leadership theories. The researcher also discussed and compared leadership skills to leadership styles.

Chapter four: outlines in detail the research design and research methodology with emphasis on the significance of the design and methodology in accordance to the project objectives and problem statement. Discussion were made on the target population, sample size, sample frame, and the sampling methods were mentioned and why they were chosen for this study. Information on data collection, the method used in collection of data, the instruments used during data editing and data analysis were also discussed in this chapter.

Chapter five: the results of the research were analyzed, discussed and presented. The data that was obtained from all the participants that took part in the research was presented in the form of bar charts, histograms, pie chart, tables and other data representation forms. As they appear in the questionnaire, questions/ statements were placed and responses from the participants were represented in illustrations of bar charts, pie charts, graphs, tables followed by an interpretation by the researcher on the findings.

Chapter six: focuses on the summary of the findings in chapter 5. The findings in chapter 5 have been used as a basis for conclusions and recommendations. The questionnaire is divided into 3 sections, namely section: A, B, C.

6.2 SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The previous chapter addressed in great depth all aspects of the questionnaire, and the researcher will conclude and recommend in this chapter on core aspects of the findings and results mentioned in chapter 5. The researcher understanding and analysis of collected data should form the basis for recommendations and conclusions.

6.2.1 SECTION A - BIOGRAPHY

The questions posed about biographical information were addressed in Section A of the questionnaire. To ensure that the research sample is a valid representative of the population and for statistical purposes, such questions were asked. One of the most important questions asked in this section pertains to education. Participants were asked to determine their level of education, such as which level of qualification they achieved. Following up the pace in the current technological world, formal education in ICT projects is of great significance, especially with the implementation of the 4IR. According to the

results, 30% of the project team members hold bachelor's degrees, 25% have diplomas, 20% obtained postgraduate diplomas, 17% achieved the senior certificate and 8% had master's degrees. Education is an integral aspect of the project team's skills development.

Conclusion: Based on the data obtained, it can be concluded with certainty that 83% of the participants indicated that they have the requisite professional certification such as a university diploma or degree for successfully carrying out projects. Past studies have proven that project team members function better in projects with some sort of formal qualification, which would contribute to project success and effective team performance. The project team can be effectively communicated using the project language since they know the vocabulary, procedures and methods that are used to conduct a project.

Recommendation: In order for the project team to perform all project duties given to them, they have to be equipped with formal education and training (certificate, degree, diploma), because ICT evolves daily. The project team needs ongoing training in order to embrace developments in ICT projects and discover an innovative and creative way to deliver projects. Those can include distance learning courses or school-based courses, but for project team members a specific diploma or degree is necessary.

6.2.2 SECTION B – THE LIKERT SCALE

This section covered the leadership styles of project leaders in ICT projects. In any organization or project, project leaders are the ones accountable for identifying the project goal or vision and integrating it with the strategy of the organization. They are in charge of directing the project to achieve its goals. Project leaders are seen as managing projects and are thus supposed to be sufficiently capable of implementing projects successfully. Leadership styles are not all encompassing. If you want to be a more successful project leader, you must fully understand when and how to use which leadership style. Therefore, an individual becomes an excellent project leader by understanding leadership styles and their influences. Table 6.1 shows information collected for leadership style of a project leader. Table 6.1 presents data gathered for a leadership style of a project leader.

Table 6.1: Leadership style of a project leader

LEADERSHIP STYLE OF A PROJECT LEADER	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The project leader focuses on building team's technical and interpersonal skills.	5%	15%	22%	40%	18%
The project leader promotes individual problem solving.	5%	10%	26%	32%	27%
The project leader supports individual team members.	0%	11%	26%	39%	24%
The project leader doesn't set out clear defined tasks for the team.	14%	29%	24%	21%	11%
The project leader is supportive of people in their task stations to motivate them.	6%	16%	18%	35%	25%

Source: own construct

Although certain leadership styles are usually less preferred, they all have a suitable position. Based on the situation, a great project leader can use all of the management methods.

Conclusion: The project leader emphasizes the importance of technical and interpersonal competencies, which is supported by 58% of the respondents, while 22% is neutral, perhaps they are not sure if the project leader insists on the importance of technical and interpersonal skills and competencies in their project team. 59% of the respondents have stated that the project leader encourages and facilitates to each individual problem solving within the project team. 26% of the respondents are neutral, possibly because they are not supported as an individual by the project leader when project problems occur. 15% of the respondents said their project leaders don't encourage individual problem solving, which can lead to a lot of frustration because project leaders can solve problems by evaluating issues in depth and by using analytical and innovative thinking skills to solve problems in projects.

Recommendation: it is highly recommended that the project leader must strive to improve technical and interpersonal skills of its team members, as a successful project leader should rely on the abilities of the team members so that their strategic objectives can be achieved. When the project manager has a strategy for the execution and the drafting of a plan, the project manager should assign responsibilities and sets time limits

for achieving the targets to the team members. The project leaders must act as mentors that motivate and empower the members of the team to work entirely. It requires several positions and attributes in order to be an ethical leader that motivates other's progress.

Table 6.2: Project Team Building

PROJECT TEAM BUILDING	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The team resolves conflicts soon after they occur.	4%	18%	22%	36%	20%
There is a great deal of misunderstanding between our team and stakeholders.	11%	23%	26%	24%	16%
Project-based culture is not prevalent within our projects	35%	18%	25%	17%	4%
Project Leadership encourages team building activities.	4%	7%	19%	40%	30%
Our project leader does not promote teamwork.	32%	44%	12%	10%	2%

Source: own construct

Conclusion: Table 6.2 indicates that 70% of respondents agree that project leadership actively encourages team building practices for projects to boost team performance, thus generalizing that team building ultimately enhances team performance in ICT projects. 19% is undecided, perhaps because they are unclear what helps the team members to accomplish the project objectives. 53% of the respondents disagreed that, in their projects, project-based culture is not widespread. It suggests that a collection of values, views and behavioural patterns occur in their project, regardless of the people in the project. 56% of the respondents agreed that in their teams' disagreements and disputes are rectified as the arise, but it is usually appropriate that project team leaders decide on the best way to handle conflicts when it occurs and understand and agree on a solution. It may be because individuals in teams have different views and conflict possibly is inevitable, 22 % of respondents do not support the statement.

Recommendation: The project leaders should encourage teamwork and make team members feel less isolated and divided from their workplaces. The project team members become more interested, and participate to a broader team that works efficiently. To avoid project failure, resolving team conflicts is very important. The way project leaders come

to terms with such a conflict decides whether or not it tends to work for the team's benefit or leads to its demise. To prevent confrontation, project teams should explore ways of achieving shared goals, by listening, brainstorming and communicating together.

Table 6.3: Project team performance

PROJECT TEAM PERFORMANCE	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
A team has high morale.	2%	6%	23%	49%	20%
A team is motivated to work.	7%	9%	18%	34%	32%
Team members receive recognition for individual performance.	10%	4%	18%	36%	32%
The project team is highly satisfied.	0%	10%	27%	41%	22%
The project leader doesn't discuss issues in detail with the team	20%	38%	34%	26%	22%

Source: own construct

Conclusion: The majority of those respondents (66%) agreed that their teams are driven to participate in ICT projects. This leads to generalisation that the team members are driven by the goal, the vision of the project is shared, and in the project, specific goals are set. Mostly 68% of respondents agreed to receive positive feedback and incentives for a successful job in their teams. Which can lead to generalisation as the project leader commends the team and expresses gratitude when team members produce results, make extra efforts or perform outstanding work on the project. Typically (18%) remained neutral, this may be that they are unsure whether they are rewarded for their efforts with monetary incentives, benefits or gifts (18% stayed neutral. The information provided in Table 6.3 indicates that (58%) of respondents did not agree that their project leader does not speak with the team about matters in depth. This means that the project leaders are closely briefing the project team on project issues.

Recommendation: It is essential to acknowledge the team and its members for their excellent work. It will inspire other team members to work together and support them. A hardworking project team member must also be compensated for his/her personal achievement or acknowledgement. A project leader needs to inspire and empower others to work together to achieve better outcomes. In order for the team to understand whatever

they are striving for; the project leader must have a pleasant professional working relationship with the team members.

Table 6.4: Project team functioning

PROJECT TEAM FUNCTIONING	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am clear about the roles of others on the team in meeting our objectives.	2%	8%	10%	49%	31%
We are all held accountable by the team for performing our tasks.	13%	8%	23%	33%	25%
There is lack of cleared defined team roles in our team.	40%	32%	17%	3%	8%
There is overlap or conflict in roles on the team.	36%	30%	24%	6%	4%
I am clear about my own role in meeting the team's objectives.	0%	11%	25%	34%	30%

Source: own construct

Conclusion: Defined team functions for projects provide transparency, cohesion, and aspirations for those who do the work and promote productive communication within the project team. 80 % of respondents agreed to the assertion that they are confident about the team members' responsibilities in meeting the objectives. 10% stayed neutral, perhaps their roles in the project were not certain. Unclear roles and responsibilities can be challenging because the team members have not understood where each team member suits, and this makes the importance of the task difficult to identify. 72% of the respondents disagreed, that there are no defined team roles within their teams. Project team members find it difficult to acquire the skills they need when their roles are not clearly defined as they are not well developed in their work, such that everyone in the team will hardly know what is expected from them. It is important for team members to be held accountable in performing tasks in the project, 58% of the participants agreed to this statement, that they take full responsibility for performing their tasks in the team.

Recommendation: Project leaders need to create specific team roles that have a significant impact on productivity to improve teams' morale and inspire team members to achieve the project goals. It simplifies the work if the tasks are clearly specified. The

team's progress depends on its accountability; thus, the project leader is responsible for creating a system of responsibilities for his/her team.

Table 6.5: General project encounters

GENERAL PROJECT ENCOUNTERS	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Our team has the right leadership.	0%	7%	13%	51%	29%
I am not allowed to decide on how a project should be managed.	17%	30%	21%	23%	9%
Leaders should give subordinates complete freedom to solve problems on their own.	0%	10%	24%	29%	37%
Team members do not experience personal growth in projects.	28%	34%	20%	8%	10%
The project leader engages with the project team members.	2%	7%	27%	43%	21%
Effective leaders give orders and clarify procedures.	3%	7%	24%	43%	23%
I share my ideas/suggestions whether or not the project leader agrees with my input.	3%	9%	19%	36%	33%

Source: own construct

Conclusion:

Leaders are the ones who do the right things. It is important that the project team members have the right leadership in order to function efficiently. 80% of the respondents have stated that indeed their teams have the right leadership and their project leaders have the best motives in working to get the team together under a shared goal, while 7% of the respondents disagreed with this statement, It may be because there could be a lack of direction leaving team members feeling anxious. 56% of the respondents agreed that successful leaders issue orders and explain procedures to prevent any project ambiguity. Team members should always encounter personal growth in projects, as a process of knowing and improving oneself to achieve one's greatest benefits. 62% of respondents disagreed that in their project they do not experience personal development. 20% of the respondents chose to remain undecided. The reason the respondents remain neutral may be because they are unsure whether they undergo self-improvement.

Recommendation:

The leaders who believe they are truly confident can accomplish projects. These actions can harm a leader's positive relationship with team members. It is therefore very significant to have the right leadership in projects. Project leaders must make sure that everyone in the entire project has a shared vision about where the project team leads, and they must always try to improve the current system. Project leaders should build a team that can take decisions even if they are present. A project leader should involve and provide flexibility to subordinates in solving projects problems and before making important decisions concerning the project, they must seek input from parties involved.

6.2.3 SECTION C - OPEN ENDED QUESTIONS

The respondents opened up freely even though not all of them in full to the spaces available for them to express their views. Of particular interest is that most of the items or issues presented were largely similar and or related, suggesting a type of culture in the organization. Considering that these people reported to different managers and supervisors, it simply helped understand more the organizational culture. The respondents were asked to state any information, issues, etc as it pertained to the management systems. Numerous responses came up which were worded differently from the different respondents, similar messages were grouped together. The most frequently stated are illustrated below in tables 6.6, 6.7, 6.8 and 6.9.

Request 1; State here 5 important benefits from your team building exercises you have attended.

1	We are always too busy to go out for team building exercises
2	Manager says team building exercises take our time we need to work
3	In five years I went for team building three times only to do rafting
4	We never mixed because we played and had chats with our work makes
5	Don't know why we go - we spend the day doing tag of war with ropes
6	I love the time off from work with my workmates – getting off the pressure
7	I made friends with some of my workmates that I never get to know here
8	It was great getting to know each other well outside of the work environment
9	Don't remember ever going for team building in the last 5 years – always busy
10	It is hectic here and we hardly have time to complete project tasks in time

Request 2; State 5 behaviours by your project managers that you think are not appropriate and you are not comfortable with.

1	Too busy to attend to personal team member problems presented to him
2	Creates a power distance with team members making it difficult to talk
3	Always busy in meetings but not with team members in the projects
4	Doesn't explain things clearly because he thinks you should know or go
5	No acknowledgement even after performing beyond scheduled tasks
6	Never allows you to finish talking always interrupting before you finish
7	Always uses threats to make us work even when we need explanation
8	Too formal and cannot chat with subordinates even during tea and lunch
9	Doesn't discuss duties or tasks with us he expects us to know everything
10	Worries more about tasks ad not the people who do the tasks
11	Never trusts subordinates to do anything good without him micro-managing
12	Never delegates and never transparent about things concerning the project
13	Always talks big about himself and his achievements in the project execution
14	Poor facilitator and never solves conflicts amongst team members fairly
15	Very bad listener when team members talk to him or when making suggestions
16	

Request 3; State the behaviours from your project managers that encourage and motivate you to work.

1	Manager organizes that you get help for you to perform your tasks better
2	Manager mentors those who are not familiar with tasks they should do
3	Manager has an open door policy for all who may want to see him to chat
4	Manager loves employees and is always among them when it permits
5	Manager focuses on tasks but keeps a very good working relationship
6	Tries always to teach us some of these operational activities and tasks
7	Likes giving us challenges to complete on our without him or a supervisor
8	Always checking on those who want to go out to do work related training
9	Gives constant feedback to the team members and keeps them upto date
10	Always acknowledges good performance and is proud of good members
11	Always asking if there are any problems that may need attention urgently
12	Very friendly and accessible when you have any concerns or personal issues
13	Holds meetings every second Friday to discuss project progress and problems

Request 4; State at least 5 special observations you have noted in your leader's style that you admire

1	The manager pushes the team to have a delivery day to end the project
2	Has a very clear tasks structure and everyone knows exactly what to do
3	Makes us feel important and valuable in the project execution process
4	Always applauds those the excel in their performance at their task centres

5	Considers and empathises with employee personal problems and helps
6	Manager appears excited and confident about the project and people
7	Very conscious of the time it takes to complete given tasks and roles
8	Always monitoring, measuring and creating time bound milestones
9	Highly skilled technically but takes time to listen to people' other views
10	Has praise for innovative members and tries anything that works better
	Always reminding subordinates about the triple constraints and the impact

Admittedly this section discussed more thoroughly what the research instrument did not cover extensively in the first two parts. A picture is painted on what some of the managers do that the followers admire, and would may be copy if they became managers. This section identified more clearly what competencies produced commitment and cooperation from the project practitioners. In a sense the internal stakeholders appear to be taken care of somewhat, but nothing is said about the external stakeholders. The likelihood is that the internal stakeholders knew little about the external stakeholders, or simply, that was not asked for.

Recommendations: Special training programs may be necessary specifically for those aspects that have negative impact on performance. Regular training is a motivator for both managers and their subordinates, and the organization will do well to keep the training schedules relevant to the tasks performed by the practitioners. An empowered workforce is a motivated and productive workforce, nothing should be left undone that will enhance performance and empower the subordinates.

6.3 CONCLUSION

The objectives of the study were to identify the leadership styles used within the organization understudy, and this has been achieved. Clearly what is taking place in the organization is a mixed bag of both good and bad behavior of management. The study has also helped to identify the expectations of the employees with regards to how they want to be perceived by their managers and or supervisors. The morale is generally high, whilst there may be pockets of disgruntlement with certain managers and supervisors in certain units. Consideration should be made, the different respondents responded

according to their understanding and perception of their own managers. Consequently pockets of good and bad leadership styles are noted, with the one thought that there was one specific leadership style used. It would appear that each leader did their own things as they saw fit or understood what management was about. A project leader should be wise and tolerant of the differences of the team members and use them to achieve the best results. The leadership style or styles embraced must therefore be strongly inter-functional to ensure effective project management across various structures. The efficiency of leadership styles will contribute to organizational productivity and efficient execution of ICT projects. Managing the various leadership styles ought to be an ongoing process throughout the organization. This finding helps to understand the dynamics of a team, which constitute the main factors for a team's performance.

RECOMMENDATIONS FOR FUTURE STUDIES; As the ICT projects emerge daily, additional studies on the subject are important to find out more about the core competencies with special emphasis on specific tasks since leadership styles are contingent.

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APPENDIX A: QUESTIONNAIRE

THE IMPACT OF LEADERSHIP STYLES ON TEAM PERFORMANCE IN INFORMATION COMMUNICATION TECHNOLOGY PROJECTS

Dear Respondent; this questionnaire is an academic exercise investigating the impact of leadership styles on team performance in information communication technology projects.

Your identity is protected, please do not make any markings that may be used to identify you. Participants are not forced to take part of the research, as they have the right to refuse and pull out from taking part at any stage during the research.

SECTION A: BIOGRAPHY

Please choose the applicable boxes

1. **What is your gender?**

Male	Female

2. **How old are you this year, please use the table to indicate your age range?**

18 – 25 years	26 – 30 years	31 – 40 years	41 – 50 years	51 – 60 years	61 years - Above

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

Senior Officer	Junior Officer	Warrant Officer	Technical	Project Coordinator	Other (specify)	Non-commissioned officer

   If other please specify …………………………………………………………………………

4. **What is your current /highest qualification to date?**

Matric	Diploma	Bachelors' degree	Postgraduate diploma	Masters degree	Doctorate

5. **How long have you been involved in projects at this level? _____ years _____ months**

6. **How regular are your project team meetings?**

Weekly	Fortnightly	Monthly	Regular times	When necessary

7. **Who calls for the meetings? (You may tick more than one option)**

They are scheduled	The project manager	The team members	Senior management

8. **Do you have direct authority over your team members?**

I recruit them	Seconded to direct	No direct control	Depends (Specify)

If depends, please specify ……..

……….

9. **What industry are you involved in?**

Maintenance	Consultants	Information Communication Technology	Administration	Human Resources	Other (Specify)

If other, please specify………..

10. **How would you describe the leadership style of the Project leader?**

Participative	Engaging	Delegative	Other

11. **Mention anything else in relation to the above that you think is necessary**

………
………
………
………
……….

SECTION B: THE LIKERT SCALE

Dear Respondent

Please respond to ALL questions by marking your response to each statement by means of a cross in one of the boxes BELOW. The responses are marked 1 – 5. Use the following scale for your guidance; 1= Strongly Disagree, 2 = Disagree, 3=Neutral 4= Agree and 5= Strongly Agree.

	PLEASE THINK OF THE LAST/CURRENT PROJECT THAT YOU WERE/ARE INVOLVED WITH WHEN RESPONDING THE STATEMENTS BELOW	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
	LEADERSHIP STYLE OF PROJECT LEADER					
1	The project leader focuses on building team's technical and interpersonal skills.	1	2	3	4	5
2	The project leader promotes individual problem solving .	1	2	3	4	5
3	The project leader supports individual team members.	1	2	3	4	5

4	The project leader doesn't set out clear defined tasks for the team.	1	2	3	4	5
5	The project leader is supportive of people in their task stations to motivate them.	1	2	3	4	5
	PROJECT TEAM BUILDING					
6	The team resolves conflicts soon after they occur.	1	2	3	4	5
7	There is a great deal of misunderstanding between our team and stakeholders.	1	2	3	4	5
8	Project-based culture is not prevalent within our projects	1	2	3	4	5
9	Project Leadership encourages team building activities.	1	2	3	4	5
10	Our project leader does not promote teamwork.	1	2	3	4	5
	PROJECT TEAM PERFORMANCE					
11	A team has high morale.	1	2	3	4	5
12	A team is motivated to work.	1	2	3	4	5
13	Team members receive recognition for individual performance.	1	2	3	4	5
14	The project team is highly satisfied.	1	2	3	4	5
15	The project leader doesn't discuss issues in detail with the team	1	2	3	4	5
	PROJECT TEAM FUNCTIONING					
16	I am clear about the roles of others on the team in meeting our objectives.	1	2	3	4	5
17	We are all held accountable by the team for performing our tasks.	1	2	3	4	5
18	There is lack of cleared defined team roles in our team.	1	2	3	4	5
19	There is overlap or conflict in roles on the team.	1	2	3	4	5
20	I am clear about my own role in meeting the team's objectives.	1	2	3	4	5
	GENERAL PROJECT ENCOUNTERS					
21	Our team has the right leadership.	1	2	3	4	5
22	I am not allowed to decide on how a project should be managed.	1	2	3	4	5
23	Leaders should give subordinates complete freedom to solve problems on their own.	1	2	3	4	5
24	Team members do not experience personal growth in projects.	1	2	3	4	5
25	The project leader engages with the project team members.	1	2	3	4	5
26	Effective leaders give orders and clarify procedures.	1	2	3	4	5
27	I share my ideas/suggestions whether or not the project leader agrees with my input.	1	2	3	4	5

SECTION C: OPEN ENDED QUESTIONS

1) Anything else you want to say, with regards to project leadership, team performance and team building in Information Communication Technology (ICT) projects.

Please write here.

……

……

……

………

2) How would you describe your Ideal Leader for project management?

……

……

……

……

Request 1; State here 5 important benefits from your team building exercises you have attended.

1	
2	
3	
4	
5	

Request 2; State 5 behaviours by your project managers that you think are not appropriate and you are not comfortable with.

1	
2	
3	
4	
5	

Request 3; State the behaviours from your project managers that encourage and motivate you to work.

1	
2	
3	
4	
5	

Request 4; State at least 5 special observations you have noted in your leader's style that you admire

1	
2	
3	
4	
5	

………………………… **T H E E N D** …………………………

Thank you for your response

APPENDIX B: ETHICAL CLEARANCE CERTIFICATE

Cape Peninsula
University of Technology

P.O. Box 1906 • Bellville 7535 South Africa •Tel: +27 21 4603291 • Email: fbmsethics@cput.ac.za
Symphony Road Bellville 7535

Office of the Chairperson Research Ethics Committee	Faculty: BUSINESS AND MANAGEMENT SCIENCES

At a meeting of the Faculty's Research Ethics Committee on **11 June 2019**, Ethics Approval was granted to **Tshepo G. Sethole (214165329)** for research activities of **M Tech: Bus. Admin in Project Management** at Cape Peninsula University of Technology.

Title of dissertation/thesis/project:	THE IMPACT OF LEADERSHIP STYLES ON TEAM PERFORMANCE IN INFORMATION COMMUNICATION TECHNOLOGY PROJECTS Lead Researcher/Supervisor: Dr L Jowah

Comments:

Decision: Approved

	18 June 2019
Signed: Chairperson: Research Ethics Committee	Date

Clearance Certificate No | FOBREC681

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APPENDIX C: PLAGIARISM REPORT

THE IMPACT OF LEADERSHIP STYLES ON TEAM
PERFORMANCE IN INFORMATION COMMUNICATION
TECHNOLOGY PROJECTS

APPENDIX D: GRAMMARIAN CERTIFICATE

GRAMMARIAN CERTIFICATE

22nd August 2020

TO WHOM IT MAY CONCERN

This certificate serves to confirm that I edited the language / grammar for the student **Tshepo Given Sethole [**Student No; 214165329**]** of the Cape Peninsula University of Technology, M. Tec; Business Administration in Project Management.

The title of the dissertation is; "*The Impact of Leadership Styles on Team Performance in Information Communication Technology Projects.*"

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

Sincerely yours,

Yonela Mabhuro

M. A. Linguistics