



**COMPETENCIES FOR A MANAGER TO EXECUTE RETAIL LOGISTICS
PROJECTS IN THE CAPE METROPOLIS**

By

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Signed

Date

ABSTRACT

Project management is a scarce skill in South Africa and the failure rate of projects in the country is very high. Many projects are initiated for purposes of enhancing the companies' operations as well as the way people do things but it is unlikely for all projects to be successful due to different aspects that contribute to project failures. South Africa's retail industry has experienced exponential growth over the past years, hence the study focused on retail logistics projects with the expectations that this study will improve the success rate of retail logistics projects. The research objectives are to identify the types of the tasks performed in the retail logistics departments, to identify the competencies required to effectively lead in that environment as well as to identify the competencies relevant for the execution of retail logistics projects. The study will significantly contribute to the retail industry by highlighting the competencies needed from managers that will enable them to execute retail logistics successfully. It will also contribute to the retail industry by understanding the roles of managers in retail logistics departments. The mixed research methodology has been selected for this study as it enables the use of the different methodologies simultaneously. This provides depth and breadth on the understanding of the phenomenon under study. The targeted population will be retail logistics employees, including senior managers and middle managers. The probability sampling method was utilised to select the relevant respondents. Respondents were given a questionnaire which was divided in to three sections. Section A was the Biography, Section B - Likert scale as well as Section C – Open ended questions. The respondents were made aware of withdrawing from the study if they felt uncomfortable as it was not compulsory for them to respond to the questionnaire. Data analysis was done on excel which enabled the researcher to use illustrations that would make the answers meaningful.

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CHAPTER 1: INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

Management is a practice of synchronising actions and the allocation of resources to accomplish the company's objectives. To achieve management functions, managers utilise resources which are human, financial, physical, and information resources. Management key functions involves decision making, planning, controlling, organising, and directing, and includes delegating jobs to those who can perform them. Further, managers must motivate employees to perform tasks well. Effective leadership is thus a prerequisite to successful management (Phillip & Waheed, 2017:20-36).

Mainga (2017:454-504) asserts that competencies are the critical skills, knowledge, abilities, and behaviors that managers need to execute their duties. Different roles that managers occupy have unique competencies that are required for that specific role. This research is conducted for purposes of finding the critical competencies for managers that will enable them to execute retail logics projects successfully in Cape Town, Western Cape.

1.2 Problem statement

Vasco, et al. (2010:61-83) maintains that traffic congestion is caused by road works and peak traffic movements can be incorporated into transport planning, unplanned leads to greater disruption of transporting products to stores. Badenhorst (2017:595-623) argues that managing reverse logistics efficiently brings significant advantages to the organisation however economic, organisational, operational and supply chain are barriers in reverse logistics. As retail logistics projects are executed to enhance customer satisfaction, it is important that managers who execute those projects are competent enough. Managers who lack critical competencies required to execute retail logistics projects could face challenges that can lead to project failure in terms of failing to utilise the project budget properly, they could also find it challenging to prioritise project tasks as well as failing to meet project deadlines. Therefore, the research gap is to find critical competencies needed from managers to enable them to execute retail logistics projects successfully as the previous literature does not address this.

1.3. Objectives of the study

- To identify the type of the tasks performed in the logistics departments
- To identify the competencies required to effectively lead in that environment
- To identify the competencies relevant for the execution of retail logistics projects

1.4 Research questions/hypotheses

1.4.1 Hypotheses

It is challenging for managers who lack project management critical competencies to execute retail logistics projects.

1.4.2 Research question

- What type of projects are performed by the logistics departments in the retail chain stores?
- What competencies are required to effectively manage retail chain store projects?
- What leadership styles are ideal for effectively reducing the retail logistics projects failure rate?

1.5 Literature review

1.5.1 Significance of Retail Logistics

Ravi & Ajay (2018:3811-3816) explain that the goal of retail logistics is to get the correct quantity and quality of material to the right place at the right time, for the right client, at the right price. Managers tend to neglect one of these three rights until one of these err and impacts the entire retail logistics operation. It is important that management keeps a close eye in these operations to avoid anything that can cause dissatisfaction to the customers.

Tsan-Ming, et al. (2016:1-6) state that retail logistics is a combined system which plans and manages the movement from the source of supply chain to the point of consumption instead

of managing these as a series of independent task. This makes the system easier for the management to quickly identify the problem in the operations and that problem, once it has been identified, can be solved.

The entire process of retail logistics is divided into three parts namely;

- Inbound logistics deals with the transportation of material and products from the company's suppliers.
- Management of materials covers the storage and the movement of materials within the suppliers' premises.
- Outbound schedule describes the transportation of products form the point where the product was produced to the point where goods will be sold.

1.5.2 Purpose of Reverse Logistics

Madjid, et al. (2016:544-557) explain that reverse logistics is defined as a manner of preparing, executing, and managing the effective inbound stream and storage area of secondary goods and associated information for purposes of regaining importance or appropriate removal. This happens when there are defects discovered by the customer in the product. That specific product is returned to the supplier through reverse logistics. This helps to identify where the problem occurred. Reverse logistics easily identifies the root cause of the problem within the supply chain processes and locates the problem.

1.5.3 Logistics Process Flow

Muogboh & Ojadi (2018:47-70) state that the below diagram illustrates the processes that take place in the flow of logistics from the first point until the last point.

Figure 1.1: Retail logistics flow



Source: Muogboh & Ojadi (2018:47-70)

1.5.4 Reverse Logistics

Morgan, et al. (2018:164-182) explain that reverse logistics is the process of planning, implementing, and controlling the efficient and effective inbound flow and storage of secondary goods and related information for the purpose of recovering value or proper disposal. This happens when there are defects discovered by the customer in the product. That specific product is returned to the supplier through reverse logistics. This helps to identify where the problem happened.

1.5.5 Current Retail Logistics Challenges

According to Ravi & Ajay (2018:3811-3816) the following are the current problems or challenges that are affecting retail logistics:

- Inventory or holding cost is highly expensive in warehouses.
- Storage areas which are distribution centers and warehouses are expensive to be built, manage, and sustain.
- Transportation vehicles for products between the warehouses and stores are expensive.
- To build and manage data systems and data storages are still expensive, even though there have been huge cost cuts for equipment.
- There is a cost essential in ensuring that logistics is taken off successfully and out of the most appropriate distribution of resources within the supply chain.
- Elements of logistics are remarkable expensive if they are not controlled effectively.

1.5.6 Purpose for Retail Logistics Projects

Heinrich & Michael (2013:2-8) explain that retail logistics projects seek to attain business success by innovatively addressing challenges in the supply chain. Retailers are more concerned with making sure that the product is always available with the right cost. The operations management finds it difficult in ensuring that goods are available in stores, while consumer demand is understood.

The operations manager's task in retail logistics is to make sure that their anticipations are accurate by not running out of stock and must satisfy this demand. The management is also always busy with the projects of making sure that they have transport available to move the stock from the company's distribution centers to stores with an affordable price. The result of these projects should satisfy the customers at all times as well as the shareholders of the business.

1.5.7 The Role of Management

Management expresses basic beliefs of modern Western society. It states the belief in the possibility of controlling employee's employment through systematic organisation of economic resources. It expresses the belief that economic change can be made into the most powerful engine for human betterment and social justice. Management ensures that the vision of the company is clearly stated and develop strategies that will help in terms of executing planned

activities. Management also ensures that there are enough resources that will be utilised by the employees to execute their duties (Bennett, 2015:315-338).

1.5.8 Challenges faced by Mangers

Xi, et al. (2012:395-412) explains that the most challenging area managers are currently facing is the bad behavior from some people who think they are more important than the organisation. When such bad behaviors occur in the organisation, this affects the team as there will be some conflict amongst team members. When these problems occur in the organisation, the team fails to do what is expected from them and the projects fail dismally. The top 5 challenges faced by management daily include;

- **Communication**

Managers as often as possible do not know about the nature of their communication or, as the above example represents, how their correspondence or relational style are seen by their representatives.

- **Conflict management**

Many managers disregard issues and do not specifically address clashes with their representatives or work group.

- **Manage performance**

Mangers must adjust meeting objectives, overseeing outstanding burdens and motivating workers. These issues, combined with the way that numerous managers are ill-equipped to give customary and helpful criticism and may not comprehend the significance of archiving execution, can make overseeing execution difficult.

- **Handle protected employees**

Most directors are not knowledgeable in regulating laws that secure certain gatherings of workers, yet unconsciously end up dealing with a representative who requires a convenience, time away or falls into an ensured class.

- **Administer policies fairly and consistently**

One of the most widely recognised difficulties for managers is treating workers reasonably and reliably. A manager may enable strategies and standards in an organisation.

1.5.9 Management Skills

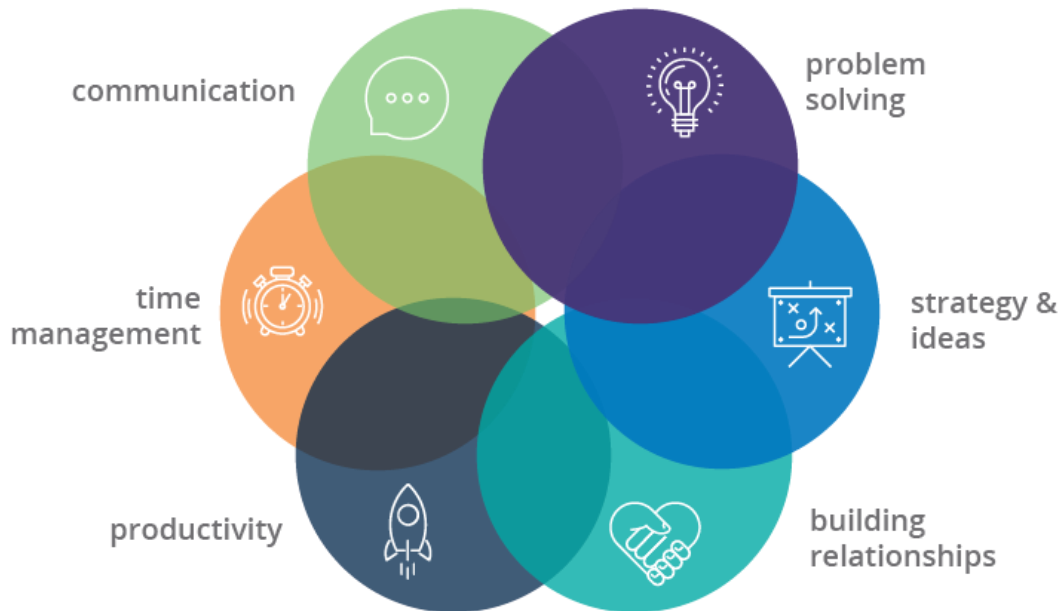
Mumford, et al. (2017:24-39) explain that classifying crucial management competencies necessary for efficiency and successful change management helps in terms of defining skills needed by leaders. Skill is defined as a talent that a person has, and it becomes suitable for a particular job. There are three kinds of skills significant for managers which are technical skills, human skills, and conceptual skills. A successful manager should have all the skills in order for them to be successful leaders, but the way they utilise those skills may differ depending on position that they are in within the organisation. The useful skills for lower levels of management are technical skills.

As a manager progresses in the hierarchy of the organisation, they rely on the technical skills of supporters other than on their personal technical skills. Skills that are significant for all management skills are human skills. Top management skills rely on conceptual skills where decision for policies, planning for long term and actions that are broad scales are required (Azadeh, et al., 2017:263-275).

Farrell (2017:674-682) explains that managers have created and utilised the subsequent skills:

- Skills to take command and build a persuasive idea that guides employee's direction that is new by inspiring belief and dedication.
- Skills that allow managers to send and communicate messages which are communication skills.
- Skills to build and sustain a backing system of persons. Handling dispute and decision abilities that result in a negotiated agreement between oppositional groups.

Figure 1.2: Management skills



Sources: Farrell (2017:674-682)

1.5.10 Competencies

Reissner & Victoria (2013:2741-2759) contend that employees leave organisations because they have lost interest in a supervisor or senior manager whom they do not like, do not respect, or perceive to have treated them unfairly. Key problems of poor management include managers who do not respond to grievances, make use of autocratic leadership style, fail to appreciate the efforts of an employee and are self-centered. Poor management skills lead to conflict, stress, and unsuitable behavior and ultimately to resignations and turnover.

Beddoe (2017:88-101) argues to this as “supervisor subordinate misalignment”. The skills to supervise are not natural, they must be learnt. This needs a formal training in the principles of effective supervision. Ryan & Paula (2015:233-252) argue that competencies, skills, and knowledge are essential instruments for assisting the training and development efforts of employees and to reach collective knowledge that is critical to organisational success. For

managers to have and demonstrate a specific competency they need certain skills. Skills, competencies, and knowledge need to relate particularly to the role of the team or individual and the contribution that they are expected to make to the accomplishment of business objectives.

According to Pitkänen, et al. (2018:143-149) managers give an assurance that the manageable resources are effective and linked to make the best results. In the asset compelled and worrying circumstances of some low - to center wage nations, a supervisor should also be a pioneer to achieve perfect results.

1.5.11 Leadership

Maria & Álvaro (2019:360-366) explain that leadership may be considered as the process (act) of influencing the activities of an organised group in its efforts toward goal setting and goal achievement. The presence of a leader in the team creates a good atmosphere in the team and the members are motivated to perform their best. The trust is built amongst the team members and every team member does not lose focus on the goal that the team is trying to achieve in the presence of a leader. They inspire people and can reach a deal for resources and other support to accomplish their goals.

1.5.12 Leadership Motivational Theory

Motivational theories are psychological ways of knowing what motivates human beings to extend their capabilities and perform according to anticipations. There are numerous motivational theories developed by theorists such as Abraham Maslow, Douglas McGregor, and others. Motivation theory indicates that motivation drives human behavior (Cort, et al., 2018:44-57).

1.5.12.1 Maslow's Hierarchy of Needs

Hale et al. (2019:109-118) argues Maslow's hierarchy of needs is a psychological motivational theory that has five models of human needs.

- **Physiological needs**

These are the needs at the bottom of the triangle and include the lowest order and most basic needs. This includes the need to satisfy the important natural drives such as food, air, water and shelter. According to Maslow, organisations must offer employees with a remuneration that allow them to afford sufficient living conditions. The justification here is that any starving employee will barely be able to make much of any contribution to his organisation.

- **Safety needs**

This occupies the second level of needs. Safety needs are triggered after physiological needs are encountered. They refer to the need for a secure functioning environment free from any dangers or harms. The reasoning is that employees working in an environment free of harm do their jobs without fear of harm. Social needs: This signifies the third level of needs. They are triggered after safety needs.

- **Social needs**

Referring to the need to be associated that is (the needed to be loved and accepted by other people). To meet these needs organisations inspire employee's involvement in social events such as picnics.

- **Esteem needs**

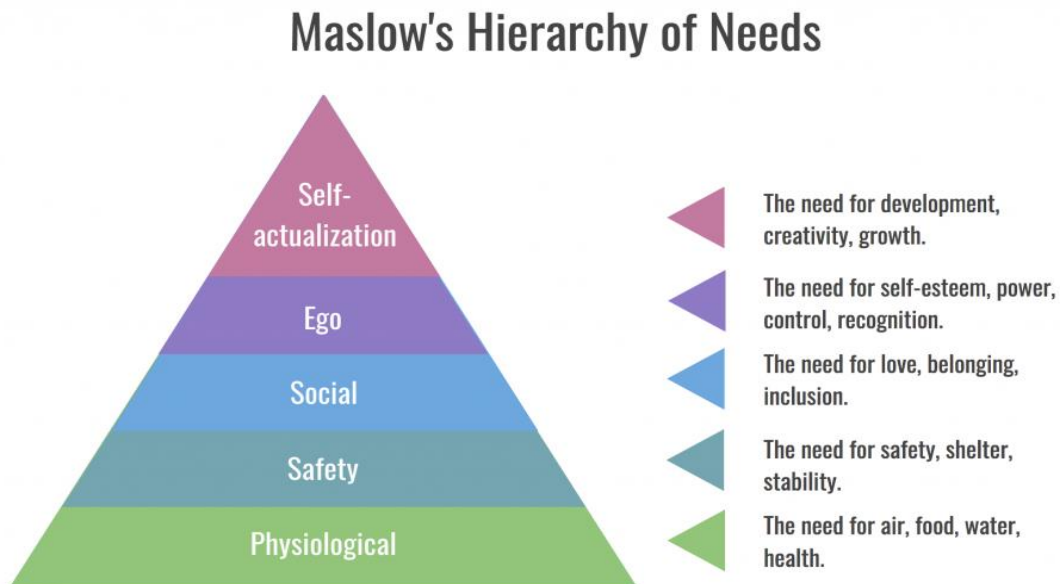
This represents the fourth level of needs. It involves the need for self-respect and admiration of others. Organisations introduce prize banquets to acknowledge recognised achievements.

- **Self-actualisation**

This occupies the final stage at the top of the triangle. This refers to the need to become efficient of being able to develop one's fullest potential. The justification here holds to

the point that self-actualised employees represent important assets to the organisation's human resource.

Figure 1.3: Maslow's Hierarchy of needs



Source: (Andrew, 2019:109-118)

1.5.13 Leadership and Management

Leadership and management are firmly entwined, with some core differences in how they are implemented. Management is a process of coordinating actions and allocating resources to achieve organisational goals, while the ability to plan, organise, staff, lead and control are the other key management functions. Leading is the most challenging of these processes, as it deals with changes in human behavior. To achieve management functions, managers utilise human resources, financial resources, physical resources and information resources (Phillip, 2017:20-36).

Management also involves decision making, planning, controlling, organising, and directing, and includes delegating jobs to those who can perform them. Further, managers must motivate employees to perform well. Effective leadership is thus a prerequisite to successful

management. Leadership provides inspiration to employees, secures cooperation, creates confidence, provides a conducive environment, implements change, maintains discipline among members, represents members and sets goals. A person can be a manager without being a leader and the converse is also true, where a person who is not a manager, with no formal power, can be an effective leader. A managerial leader exhibits both managerial behavior and leadership behavior (Sarfranz, 2017:14-18).

1.6. Research Paradigm

1.6.1 Research Methodologies

It is an approach to conduct the research and it is based on the assumptions about how things work. The most common paradigms are positivism and constructivism. While the former relies on the science of experiments, the latter is based on understanding and observing phenomenon (Byman, 2015:5-25). Henderson (2011:341-346) mentions that positivism is a philosophical system that holds that every logically reasonable claim can be scientifically proven or is capable of rational or mathematical proof, and that therefore rejects metaphysics and theism. Constructivism is the method of research that is based on how the researcher apply their previous knowledge and experience when making judgment in any situation.

Therefore, the constructivism method is employed in this research to enhance the knowledge capacity of the researcher as diverse opinions about critical competencies needed from managers to execute retail logistics projects successfully will be explored from different members of an organisation. Using constructivism research method will also provide critical competencies needed by managers to enable them to execute the retail logistics projects.

1.6.2 Research Method

The research is made up of different research techniques which are qualitative and quantitative. According to Byman (2015:5-25) the quantitative method uses numeric data which the researcher focuses on collecting the numerical data to explain a phenomenon. After the collection of data, the researcher analyses the data and provides the findings based on the data collected.

Yilmaz (2013:311-325) suggest that the qualitative method uses nonnumeric data which relates to measuring the quality of something rather than its quantity. Qualitative research focuses on the meanings, interpretations, symbols and the processes and the relations of the social life. This research will use both the quantitative and qualitative methods in terms of ensuring that the understanding is enhanced by integrating various ways of knowing the critical competencies needed form managers to enable them to execute retail logistics projects successfully.

1.6.3 Research Design

Research design is a strategy on how the researcher will answer the research question and the research problem must be effectively addressed (Byman, 2015:5-25). McNichols (2000:313-345) states that research design is a set of methods and procedures utilised by the researcher in gathering and analysing measures of variables stated in a research problem. Through the research design, the researcher will outline sample selection, sample size, data collection instrument, procedures, and ethical requirements.

The descriptive research design has been chosen or opted for because of its ability to allow simultaneous mixed research methodologies. The decision of the simultaneous use of qualitative and quantitative research enables for depth and breadth in the understanding of the phenomenon. The Likert scale is used to rank the responses on the opinions and attitudes as part of the qualitative data, the open-ended questions will involve submitting the opinions of the responses as requests. These will be grouped into themes and will be discussed and interpreted as themes in tabular form.

1.7 Research Processes

1.7.1 Targeted Population

The targeted population for the study will be employees of one of the biggest and successful retail organisations in the country. This organisation has many departments that have their own projects every year. This study will then focus on five different departments which are Transport, Logistics and Integration Centre (LIC), Help Desk, Fashion and Beauty warehouse and Foods warehouses.

1.7.2 Sample Method/Technique

Non-Probability sampling Method: Uprichard (2013:1-11) maintains that this is the sampling method where the researcher selects the sample without the calculation of odds. The researcher will use this method as it is more convenient as it requires no pre-planning for selection of respondents. Getting responses for non-probability sampling is much faster and will also be cheaper for the researcher.

Purposive Sampling Method: Jackqueline & Erniel (2006:277-284) explain that this is the sampling method where the researcher relies on their own judgement when selecting respondents for the study given that the researcher has prior knowledge about the study so that the eligible respondents can be selected. This sampling method will also allow the researcher to save money and time when gathering data.

1.7.3 Sample Size

The organisation employees comprise an average of 1400 individuals at different levels in various departments of this chain store. The research is focused on the retail logistics projects sections which has a total of 310 employees working in the different sections excluding the management and supervisory staff. These are spread over an area of 4 sites within the Cape Town region but with the project manager at the headquarters in town.

1.7.4 Data Collection Instrument

Data are facts and statistics collected by the researcher for purposes of references or analysis in and after the study has been conducted (Zaza, et al., 2000:44-74). Rabianski (2003:43-55) mentions that there are two sources of data collection which are primary and secondary data sources. This study will adopt both primary and secondary data sources.

Primary data source: Whiteford, et al. (2009:2194-2199) states that this is the data that is originated by the researcher for the first time. This data is more accurate than the secondary data as it is used for findings and recommendations in the study. As the data is collected for the first time, it is time consuming to do primary data collection and costly. A structured

questionnaire will be developed for purposes of primary data collection. Questions that will form part of the questionnaire will be developed by the researcher in such a way that they address the problem at hand.

Secondary data source: It is the data that will be collected from previous research that are relevant to this study. The collection of secondary data is not time consuming because the researcher will be looking at the information that was done in the past. Forum (2016:166-185) maintains that a literature review is a systematic search of the accredited sources and resources. It involves identifying paper and electronic sources relevant to the title and methods by preparing a clear plan for the search that includes a justifiable vocabulary that defines what will and will not be involved in the search. It is the analysis, critical evaluation, and synthesis of existing knowledge relevant to a research problem.

Research Instrument - questionnaire

The research questionnaire will be divided into three sections:

1. **Section A - Biography;** this section allows the researcher to identify the illegibility of the respondents.
2. **Section B - Likert scale;** Essentially the respondents will be ranking the statements on a scale of 1-5 (1= strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree).
3. **Section C - Open ended questions;** The respondents will be able to discuss, state and explain openly any information they are able to recall or are willing to discuss.

1.8 Ethical Consideration

The study will be carried out ethically. Permission to conduct the research was requested from the headquarters allowing the researcher free access to the different places within the retail chain store. Workers interested in responding were free to confidentially respond to the questionnaires to be administered. Management approved free and confidential participation of workers interested in participating in the survey.

1.9 Data Collection Method

Gill, et al. (2008:291-295) argue that data collection is the process of identifying the participants for the study. Before data collection, the researcher will request the letter of consent from the organisation which will grant permission to the researcher to data collection within the company's premises. The researcher will develop an online questionnaire and distribute it to the participants because face to face interactions might be impossible due to Covid-19 (Corona Virus Disease). Google forms will be created online and the link will be emailed to the participants which will allow them to answer questions online.

1.9.1 Data Coding and Analysis

1.9.1.1 Data Coding

Erick (2015:4-29) explains that data coding is the process of interpreting the primary qualitative data obtained from the respondents to a more useful information for the study. Data coding may not give all the answers that the researcher is looking for, but it puts the information obtained in a way that it can be understood by the researcher.

1.9.1.2 Data Analysis Technique

Smit (2000:65-75) argues that this is the process of checking, cleaning and transforming data in a way that will give a researcher more useful information for the study. The researcher has decided that the study must adopt an excel analysis tool for purposes of capturing and analysing of data because it is easily accessible to the researcher. This will help in terms of constructing histograms, pie charts, tables, and any other diagrams that may be relevant to this research.

1.9.1.3 Data Validation

This is the process of cleaning the data to make it quality data so that it can be more useful for the study. The instrument that will be used to collect data will be validated by the statistician for reliability. The statistician will also look at the questionnaire before it is distributed to the

respondents and that will help in terms of checking the quality of the questions on the questionnaire.

1.10 Delimitation of the Study

The population is restricted to the chain stores for this organisation that are within the Cape Town region and specifically those involved in projects. This will therefore restrict the population only to those who are employees in the sense that they report to a manager or supervisor and would therefore assess the competency of their line managers.

1.11. Chapter Classification

The study consists of six chapters. The chapters will provide information as guided by research objectives and research questions in line with the problem statement. The chapters are listed below:

Chapter 1: In this chapter, the research is introduced, and background of the research is provided. It further provides a literature review on the existing research that is subject to the study, provides the problem statement, research objectives, research questions, research methodology and data collection instrument, method, and analysis.

Chapter 2: This chapter will focus on the processes involved within the retail logistics flow process. This chapter will also focus on the roles of managers and their management skills needed to enable them to execute retail logistics projects successfully.

Chapter 3: This chapter will focus on critical competencies needed from managers to enable to execute retail logistics projects successfully.

Chapter 4: This chapter focuses on the research methodology that will be adopted in this study. The research approach, research design, data collection methods, sampling and data analysis method will be discussed.

Chapter 5: This chapter will provide the presentation of the results obtained from the questionnaire that was administered to the respondents. The chapter will provide an interpretation and analysis of the findings from the data collection.

Chapter 6: This chapter will summarise the findings obtained from the study. It will develop recommendations and draw a conclusion from the results obtained.

CHAPTER 2: LITERATURE REVIEW ON RETAIL LOGISTICS DYNAMICS, CHALLENGES, ROLES OF MANAGER, MANAGERIAL AND LEADERSHIP SKILLS

2.1 Introduction

Retail logistics is the seamless process of managing the flow of product starting from the source of the supply to the distribution center until the products reach the customer. Retail logistics has resulted in a creation of systematic planning of movement of variety of goods until they are delivered to the customer. Customers become satisfied when they receive the right product at the right place, at the right time and in the right quality (Ellram et al., 1989:29-39). Keeping the customers happy is the reason that the retail logistics projects are initiated, retail logistics projects also play a crucial role in keeping the business ahead of its rivals and enhance the existing challenges that are faced by the retail logistics (Fletcher et al., 2016:78-91).

Most companies are now moving from multi-channel strategies to offer the customers the omni-channel experience. The implementation of omni-channel requires eleven logistics variables belonging to four strategic areas which are delivery service, distribution setting, fulfillment strategy and returns management (Marchet et al., 2018:439-464). This chapter will cover the different aspects of retail logistics, it will also look at the existing retail logistics challenges, retail logistics projects and also draw up a conclusion from the secondary data that will be used to gather the existing data relating to retail logistics projects.

Furthermore, this chapter will discuss the existing literature for the different roles and responsibilities of managers within the project. As leadership skills vary from management skills, this chapter will discuss different management skills required by managers who run retail logistics projects.

2.2 Retail Logistics Projects within the Logistics Flow Process

Retail logistics flow is a detailed coordination of operations which involves the procurement of raw material, manufacturing, distribution, warehousing, and end user. Raw material is transported from the suppliers to the manufacturer, after the product has been manufactured, it is transported to the warehouse, the product then gets distributed to the stores where it can

be sold to the consumers. Each process in the logistics flow has challenges which impact the entire flow process of retail logistics (Svensson, 2002:110-134).

2.2.1 Procurement of Raw Material

Procurement of raw material is the process of obtaining raw material from outside suppliers. It involves finding and gathering the quality material that will be utilised for product manufacturing. The quality of the product depends on the quality of material that is utilised when the product is manufactured, hence it is imperative to always get quality raw material (Gao-Ji et al., 2010:97-107).

2.2.2 Manufacturing

Manufacturing is the process of transforming the raw material to finished goods that are sold to customers. The manufacturing process starts with the product design and the material specification from which the product is made. These raw materials are then reworked through production processes to become the required part (Boppana & Damian, 2012:56-75).

2.2.3 Warehousing

Warehousing is the storing of products that will be later distributed to the stores for sales. Warehouses have large storage that can accommodate retailers' high volumes before they are distributed to the stores. The use of warehousing reduces cost of transporting goods as products are purchased in bulk (Laosirihongthong, et al., 2018:1706-1726).

2.2.4 Distribution

Jing et al. (2010:596-606) explain that distribution is the process of transporting the product from the warehouses to the stores for sales. Through this process, products must arrive in stores on time, the right transport must be used for transporting the products to stores and products must arrive in good quality. Papavassiliou (2010:556-566) argues that it becomes challenging when the businesses transport products to the stores and one major challenge is due to transport congestion which is something that the business is unable to control. Vehicles

are delayed on the roads which then results in late arrivals to their destination. These delays may also compromise the quality of the products.

2.2.5 End User

Customers are the end user in the logistics flow process. Customers buy products or service from the business, and they are the ones who are responsible for the survival of the business. Business must offer quality products and service to the customer so that those customers become loyal to the business (Ngo & Nguyen, 2016:103-116). Hongwei & Yahua (2016:80-88) maintains that customer satisfaction develops trust within the customers which then results to loyal customers.

Christine & Marion (2011:636-648) state that frontline employees are the ones who offer quality service to customers and keep customers satisfied. Having loyal customers is a source of competitive advantage to the business and business must do its best to maintain the loyalty from the customers. The business must always enhance their products to keep their customers happy and that will also help their business by keeping it ahead of its rivals in the markets.

2.3 Roles of Managers

Fariborz & Marguerite (2009:495-522) argue that the role of managers is to influence workers' motivation and job satisfaction, make work and social climate to enhance confidence and drive innovation within the business. Kröll (2010:235-265) adds that a manager is any individual who has been given a responsibility to control or administer the business or a department in a business. Below is the discussion of different roles of managers.

2.3.1 Interpersonal Role

Interpersonal communication skill is the process to convey information about policies, finance, and customer feedback to the team. Interpersonal communication skill is considered to be important in running the organisation as team members are always told about new developments that happen in the organisation. Interpersonal communication skills explain the means by which organisational activities such as managing, controlling, planning, and leading

are delivered in the business. Interpersonal skills maintain clarity and consistency of messages shared with the team (Mary & Margaret, 2008:51-72).

Hui, et al. (2019:276-298) suggests that good interpersonal skills enhance the way in which managers interact with all the stakeholders that managers work with to create a seamless working environment. Interpersonal skills influence interpersonal trust in the business which then plays a significant role in building and maintaining social relationships and promotes corporative relationships. Interpersonal trust is considered to be contributing to positive outcomes in the organisation such as employee satisfaction, organisation performance and the determinant of driving innovative capability.

Bone (2017:1190-1202) asserts that interpersonal trust in organisations is built for purposes of enhancing the performance from the individuals. Some interpersonal trust dimensions include the competence, integrity, reliability, honesty, and satisfaction. Melinda & Alan (2006:101-117) argue that employees who feel empowerment in their workplace might be because their level of interpersonal trust they have for their manager is extremely high.

2.3.1.1 Figurehead

An individual who is a nominal leader of the organisation or department without being given the real power (Avery & Ryan, 2002:242-262).

2.3.1.2 Leader

John & Leanne (2002:673-704) suggest that a leader is an individual who commands the team, has the ability to influence and motivate the team they are currently in. Leaders rule, guide and inspire others in the team.

2.3.1.3 Liaison

Jacobsson (2011:64-81) states that liaison is a formal communication that enables a very close working relationship in the organisation and other organisations. Liaison strengthens the networking relationship for managers in a way that it involves building working relationship with different stakeholders that are not part of one's organisation.

2.3.2 Informational Manager Role

Maria et al. (2017:1337-1363) suggest that an informational manager has a responsibility to share the information in the business to the relevant people and protects the information that is not supposed to be shared. Jonsson & Mattsson (2013:282-299) assert that the way information is shared, how it is shared and when is it shared is important because crucial information can be shared to wrong people at the wrong time.

Huong et al. (2016:1106-1126) argue that managers need to know the risks and benefits involved when sharing of information with relevant stakeholders. Sharing wrong information to the wrong people could cause some confusion and dissatisfaction to some of the relevant stakeholders. Information is also shared with the customers which then gives the business a clear picture of what the customers are expecting because the more the business understands about the customer expectations, the more they will know about what satisfies and dissatisfies the customer. Sharing of information allows business partners to make informed decisions from the information that is relatively undistorted, accurate and timely.

Nadia & Peter (2017:417-443) propose that managers need to have a good understanding that must be in line with trust they have for the stakeholders involved. The exchange of information is influenced by two factors which is reciprocity and social and organisational context attitudes. Regarding reciprocity, information is shared for mutual benefit. It is important to first know what one is going to get in return when they shared the information. Regarding to the second factor which is social and organisational context attitudes, the more people feel that information sharing is expected of them, the more they are willing to share. People are willing to share the information if they are only happier about the other party.

2.3.2.1 Monitor

Pierre et al. (2016:99-119) suggest that monitoring involves oversight for programme's organising, assessing, knowledge, management and monitoring. Monitoring managers must be able to develop performance indicators, develop quality assurance tactics, provide training programmes for employees, and keep contact with the programme partners and influence compliance with the institutional requirements.

Giovanna et al. (2015:138-164) argue that companies where the management monitoring is quite stronger are less likely to disclose important information about their business unlike companies where management monitoring is weak which then makes those companies more vulnerable in disclosing the information about the business.

2.3.2.2 Disseminator

A. Gönül (2014:97-107) explains that dissemination is the process of spreading and giving news, ideas, and information about what is currently happening in a business environment. The information disseminator is regarded to have a positive influence on the company's performance as right information has to be shared to the right people in a right way with no confusion.

2.3.2.3 Spokesperson

Alice (2017:492-502) maintains that a spokesperson is an individual given a responsibility to be the voice of the person with the media when it requires information about the business. The voice of the spokesperson in the business can influence the way the consumers perceive the brand of the organisation. A spokesperson that lacks confidence could result in a downfall of the business. A spokesperson has to be someone who is the public figure of the organisation and has to be confident in answering questions about the business.

2.3.3 Decisional Role

Domènec (2010:637-645) argues that when managers are to take fundamental decisions, they must consider both efficiency and ethics, not as extrinsic opinion but as an essential aspect of action. Managerial decision making can either be an economic decision which relates to efficiency or an ethical decision which relates to human good.

Harrison, et al. (2000:462-470) suggests that decisions are the fundamental transactions of any organisation. In an organisation, better decisions have to be made, rapid decisions have to be taken and those decisions have to be implemented by managers so that the business achieves its desired goals. The fundamental quality of a manager is willingness and eagerness to make large, painful decisions.

Gail et al. (2011:238-250) states that decision making of the organisation must be aligned with the strategic thinking which will enable the manager to make and implement decisions that will help the organisation to achieve its goals. Managers have to understand how the implementation of the decisions in one part of the organisation may impact the other part of the organisation. Making decisions is based on knowing about the how the organisation was performing in the past, knowing about the status of the organisation in terms of how it is performing compared to its competitors and how to keep the organisation surviving.

Elyria et al. (2020:1609-1640) mentions that making any kind of decision can be influenced by emotions in many circumstances. Emotions play a fundamental role in decision making as they can push individuals to take decisions rapidly. Emotions can influence one to make good or bad decisions for the business, hence one has to be very careful when taking decisions. Fearing to make decisions can also impact the company badly as it may lose a good opportunity.

Colin (2010:698-712) argues that good communication influences good decisions to be taken and bad communication may lead to bad decisions. In most cases language becomes a barrier where some of the team members struggle to understand the common language that is used in majority of businesses which is English. People can take longer than expected to process the decision that has to be taken because they do not understand English. Hence, managers have to ensure that everything is properly communicated to the team in terms of the decisions that have to be taken so that everyone is aware of what is happening, and they can also make some contributions. Having many communication channels may also delay taking rapid decisions.

2.3.4 Entrepreneur

Audrey (2011:137-145) explains that an entrepreneur is an individual who has taken risks and open a business that eventually creates employment opportunities. An entrepreneur makes use of existing resources such as people, materials, buildings, funds and utilises them in terms of making them more productive and give them greater value. An entrepreneur must always be optimistic which will help them in terms identifying opportunities, utilising available resources that will eventually create a good service or product. During early stages of development,

entrepreneurs tend to fail, as it is quite challenging to take business ideas and make it a tangible fully operating business.

Levent (2008:111-129) suggests that entrepreneurs need a proper education that will help in terms of developing their entrepreneurial abilities and contribution to the survival of the business. Educated entrepreneurs do not make decisions out of emotions, they first think of the risks involved in taking the decision and the benefits that the organisation might reap after those decisions have been taken. Entrepreneurship education gives managers knowledge in terms of how to run the organisations and provides knowledge on the financial risks that they may come across after the risk has been taken.

Bala & Peter (2008:14-21) explain that there four personal traits that managers should have in order for them to become successful entrepreneurs:

- **Propensity to take risks:** Managers who are entrepreneurs are not afraid to take personal and professional risks. Personal risks do not have to be business related, managers can take personal risks by doing things that they have never done in their lives such as playing sport. Professional risks are those risks that are career related where a manager would take a risk in pursuit of a project that they are passionate about.
- **Passion and inner fire:** Managers who are entrepreneurs are passionate people who are not afraid, they commit and invest their time in project goals. They also go an extra mile in ensuring that whatever they are doing is within the quality standards and that can only be achieved by being passionate.
- **An action orientation:** Managers who are entrepreneurs are not really involved in the planning of the project but go an extra in ensuring that the project gets the funding. It is in the execution stage where managers learn how to shape the project.
- **Self-confidence:** Managers who are entrepreneurs need confidence so that when the project fails, they do not take that personally. Confidence also allows them to accept their mistakes and move on.

2.3.5 Disturbance Handler

Margaret et al. (1999:443-454) explain that this is a managerial role where a manager has to deal with the unexpected and issues and complications that managers come across especially in execution stage. Disturbance handling also involves crisis management where managers are expected to take decisions that will calm the situation that they will be facing. There are three major disturbances that are likely to be uncontrollable which include conflict with subordinates, exposure to difficulties between organisations and resource losses or the threat of losses.

2.3.6 Resource Allocator

Yang & Yasser (2012:406-427) suggest that resource allocation is the distribution and managing of resources in trying to support or achieve the organisation's goals. Resources must always be allocated and assigned to where they are needed so they are not wasted. Resource allocation includes allocation of funds to procure what is needed, allocation of human resource to do the works, and allocation of materials. The allocation of resources might be challenging when managers have to allocate scarce resources, they are expected to make right decisions during the allocation of these resources. Khadijeh & Miia (2018:486-506) argue that resource allocation in organisations that operate in conditions of high uncertainty requires an approach that allows rapid response to changes and sharing of information that will help in decision making.

2.3.7 Negotiator

A negotiator is a person who is able to negotiate for better deals. Negotiators are persuasive and they ensure that all the negotiations that have taken place favour all parties involved and they come to the same agreement that favours everyone. Being a negotiator is not easy, it requires people who are critical thinkers and people that can reach agreements that will have a positive impact on the organisation. It also requires people who can take decisions and someone that is able to build a good working relationship with both internal and external stakeholders (Olekalns & Smith, 2021:263-295).

2.4 Managerial Skills

Peter et al. (2017:266-289) explain that managerial skills allow managers to have the capacity to make business decisions and lead employees in the business. Managers with good managerial skills work in conjunction with the employees to achieve the business goals. Managers are expected to have the fundamental four managerial skills which are technical skill, administrative skill, human skill, and citizenship behaviour.

2.4.1 Technical Skill

Ejiwoye & Abiola (2018:34-51) maintain that technical skills in managers is the capability to utilise tools, procedures and systems of a specified field. Technical skills consist of the skills needed to achieve service delivery task, which involve expertise in utilising equipment and tools. These are capabilities and knowledge needed to perform tasks. However, technical skills are more suitable for first line managers because first line supervisors are that ones that ensure that the jobs are performed.

Wilson et al. (2011:3731-3739) affirm that technical skills can either be a minor competency of management or the need for managers to have technical skills is directly dependent on the level of management that the managers occupy. Technical skills are essential for management, especially the lower-level management. Technical skills are quite critical for first line managers who serve several imperative functions such as effective communication with the followers.

Sylvia J, (2008:275-292) posits that technical skills are seen to be critical to high performing teams during the early stages of the project. Managers who received a proper training for technical skills tend to perform better than those ones who have never received technical training. Technical skills increase value of management performance. Technical skills are perceived to have a high contribution to production as managers with technical skills have better knowledge on how to utilise the available resources to perform tasks.

Technical skills consist of simple things which may include the capability for managers to be able to utilise technology in the roles they occupy and also allow them to be able to use some on software programs needed in their working environment. Having these skills allows managers, especially first line managers, to provide training to their team members in terms of

making sure that everyone in the team knows how to use technology and other software programs. The lack of technical skills from managers may give managers some challenges in terms of knowing whether the task is completed by the team (Megheirkouni, et al., 2018:245-259).

Detsimas, et al. (2016:486-504) explain that technical skills are important as they give access to information for managers. Managers with good technical skills make use of the internet when they look for information. Having good technical skills also leverages managers to be able to adjust rapidly to changes in technology. As technology changes, it is imperative that managers align their technical skills with these changes so that they can offer training to their employees on those skills.

As technical skills may not be needed in some management positions, it is important for first line managers as they are involved in daily activities in the organisation. Technical skills give them leverage in terms of being able to assist their team when they face challenges in the workplace. Technical problems are solved quickly when managers with technical skills are available instead of spending time waiting for other people with those skills to solve problems (Tonidandel et al., 2012:636-655).

Technical skills make some of the line managers experts in their field of work. Businesses that have managers who are technically trained saves money as they do not have to go out and look for experts that are technically equipped, managers become experts in solving the problem rapidly. When those problems are solved on time, it reduces idle time because employees start working without experiencing delays in production (Giunipero et al., 2006:822-844).

2.4.2 Administrative Skill

Scott et al. (2012:636-656) argue that administrative managerial skills help managers in terms of completing tasks related to managing the business. Administrative skills are significant because they keep the business running seamlessly. Administrative skills are fundamental in terms of achieving success in an organisation. Administrative managerial skills are helpful to managers as they ensure that everything that managers do is organised. Administrative managerial skills involve planning, organising, directing, and leading in the organisation.

2.4.2.1 Planning

Ofer (2009:372-387) explain that planning is the process of thinking and putting activities together that are required to achieve a desired goal. Planning is important in the organisation as it provides direction to the team in terms of stating what needs to be done. It also speaks of the completion of the tasks and the resources that are needed to achieve the desired goals. Having a good plan in place eliminates the uncertainty, improves efficiency of the operation, obtains better understanding of the objectives, and provides basis for monitoring and controlling work.

Marko et al. (2012:159-178) argue that a proper plan helps the organisation in identifying and managing the risks that may impact the performance of the organisation. Planning clarifies aims and objectives of what needs to be achieved. Managers need to have good planning skills so that they get enough funds for what is needed to achieve the desired goals. Planning also plays a big role in motivating the team because having clear plans provoke the thoughts of the team members in terms of painting a picture about the bright future.

2.4.2.2 Organising

Organising is the process of finding and gathering the job to be done, defining, and appointing the obligation and authority, and establishing the relationships for the aim of allowing people to work together successfully in accomplishing the goals. Organising focuses more on putting people to work together, work that must be completed, and resources to achieve what needs to be accomplished. Creating an organised working environment, results in a seamless working environment and it puts everything in order (Gandia & Tourancheau, 2015:281-296).

2.4.2.3 Directing

Directing is to provide direction to the employees in terms of what they are expected to do when they are executing their duties. Managers provide direction to their team by taking big decisions when the team is facing crisis and command employees by telling them what they need to do or what they must abandon. Clear direction must be given to the team so that the team does not face challenges by trying to figure out what they need to do. Direction must be properly communicated so that the team understands the message that is communicated to

them clearly. Directing includes supervision, motivation, leadership, and communication (van den Oever & Martin, 2015:387-420).

Pan Fagerlin & Wang (2021:21-45) mention that having a manager that provides direction helps by ensuring that the work that was planned to be done is accomplished. Directing employees to execute their duties must be in line with what is to be achieved. The goals that were set can be impacted by the lack of direction in the team and the team can end up not meeting those goals. Having a manager in the team to provide direction influences motivation in the team because the team becomes excited about what needs to be achieved.

Mackenzie (2005:347-417) argues that as directing clearly specifies what needs to be done and who need to do that, it becomes easy to locate the root cause of the problem. Plans are put in place and direction ensures that whatever was planned is executed to achieve the desired goals. Providing direction creates adaptability because whatever changes that might occur, a well thought direction will provide a way forward in terms of dealing with crisis and it ensures that it is implemented. Employees are disciplined as the direction that is given ensures that employees are focused on what they are directed to do and that keeps them disciplined.

2.4.2.4 Leading

Leading is an ability for an individual to provide guidance to people when they are executing their tasks. Managers who are leaders influence their team to achieve the team's desired goals. Leading influences people to do the right thing, it influences a good working relationship within the team, and leading creates change. A leader creates a vision and provides a clear direction. Managers need to be leaders so that they influence commitment and motivation in the team so that the team accomplishes its goals (Kent, 2005:1010-1017).

Garger (2008:14-16) argues that managers must be authentic leaders in terms of not faking anything. Authentic leaders are valuable to any organisation, but it is challenging to develop authentic leaders. Authentic leaders do not fake their leadership, they do not lead for purposes of getting rewards or lead for status, they do not copy what other leaders do, and their actions are based on their values. Managers who are authentic leaders lead for the development of authentic followers.

The leadership effectiveness is viewed as the foundation to the greater success of the organisation. There are quite a number of benefits that are a result of effective leadership which include increased productivity from the team members. In addition, it may result in a creation of future leaders, increase employee engagement in the team which can influence thought provoking leaders, it can also result in the adoption of effective leadership style for the team and result in a team that makes better decisions. Organisations should invest in creating leaders so that organisational teams have someone they trust when they have problems and see that individual as the right person to talk when they are not feeling well (Amagoh, 2009:989-999).

2.5 Human Skills

Human skill is a skill that is required from managers to enable them to work with an individual or a group of people. Managers deal with different stakeholders internally and externally and the human skills are fundamental as it helps them to engage with those stakeholders. Good human skills also help managers to get the best out of their people. Human skills may include encouraging group members to work together as a team, it builds trust in the team, encourages involvement in decision making and inspires enthusiasm (Chuang & Graham, 2018:400-416)

2.5.1 Teamwork

A team is a group of people that work collaboratively to achieve a desired goal or complete a task in the most effective and useful way. It is the manager who occupies the role of being a team leader to encourage the team to work together. Managers have to ensure that the team leverages the available resources to help them achieve their goals. Team members must be clear about the roles in the team so that everyone knows what they have to contribute for the success of the project and that can only be achieved if managers encourage teamwork (Frykman et al., 2017:61-81).

Suifan et al. (2019:91-114) argues that is imperative for managers to create a good atmosphere in the team because teamwork makes people become more productive when they work as a unit to achieving the common goal. There is more participation in ideas and that helps to come up with the best idea that will result in success. Managers must have team building sessions which will allow team members to learn personal information about others and this will create

a situation in which people will be willing to work together in dealing with challenges in a more amicable way.

2.5.2 Encourages Group Participation

Johansson (2004:697-707) explains that managers must involve people to participate in the team or group discussion to make them feel that their presence is important in the team. The involvement of team members in those discussions boosts their confidence and allows them to contribute to some of the decisions that are to be made. The group involvement also helps when conflict arises as it gets resolved faster because the team has a better understanding of one another. Managers are the ones who should be driving group involvement in the team.

2.5.3 Creating Trust in the Team

Trust is the behavior or a feeling that makes people feel confident or secured around each other in the team. Trust creates a good atmosphere in the team as the team works collaboratively when there is trust. All the teams have many tasks which have to be completed daily but it is a bit challenging to achieve that when there is no trust in the team as the team finds it difficult to share responsibilities. Managers must be in the driving seat in terms of creating trust in the team that will then result in a conducive working environment. As trust provides of psychological safety in team members, this allows team members to accept critique easily and discuss the mistakes and enables members to express their thoughts freely (Bates, 2010:81-83).

Trust between team members may include cognitive and effective elements together. Cognitive trust may be based on the confidence that people feel in other people's achievements, skills, and reliability. Cognitive trust is fundamentally significant at the beginning of the relationship whereas the effective trust becomes relevant as the relation intensifies. Managers who can develop trust in their team are in demand. Trust is perceived as something that creates behavioral basis of teamwork which then impacts the organisational performance. It is managers' responsibility to ensure that there is trusting and trustworthiness as it is difficult for the teams to work collaboratively if those two are not inclined (Ozen & Erdem, 2003:131-135).

When employees trust their managers, they are willing to be led and go an extra mile for their leaders. This then improves the quality of the work that is being produced because people care more. Greater trust decreases the absenteeism rate, decrease employee's turnover, and increases productivity because of the motivation that people have. Trust reduces the emotional stress from the managers because when there is trust managers stop micro-managing and double-checking work. The culture of open and honest communication is promoted by trust in the workplace and this results to a conducive working environment for all (Sabatier, 2004:3-5).

2.5.4 Inspiring Work Enthusiasm

Work enthusiasm is being eager and having a sense of enjoyment in work. For an organisation to compete successfully, employees must be willing to go an extra mile in what is expected from them. Managers need to define the team goals clearly so that the team can become more fascinated in what they desire to achieve as the team will start imagining the result of a task or a project. Inspiring work enthusiasm also includes drawing strength from what the employees are good at, and managers need to try to ensure that their employees do not think about the mistakes that they have made but take those mistakes as an opportunity to learn something new (Taormina & Gao, 2008:13-22).

2.6 Organisational Citizenship Behaviour

It is a skill that allows an individual to volunteer themselves and be committed to the company and do things that are not part of the individual's contractual tasks. Organisational citizenship behaviour deals with the behaviors and actions that employers do not require from their employees, but those actions and behaviors have a major impact in terms of encouraging the greater organisational functioning and efficiency. Organisational behavior is perceived as employees going above and beyond in terms of making their working environment seamless without expecting a reward or paycheck (Lau et al., 2016:562-592).

Shahin et al. (2014:290-307) argue that employees who are engaged in more organisational citizenship behavior feel that they have more control in their activities and they are willing to help others around them who might be facing challenges. Organisational citizenship behavior is important in the organisation as it results in greater productivity. Organisational citizenship behavior results in more work meaningfulness and employees who experience work

meaningfulness daily become more energised. Five types of organisational citizenship behavior include altruism, courtesy, sportsmanship, conscientiousness, and civic virtue.

2.6.1 Altruism

Mallén et al. (2019:967-981) explain that altruism is the willingness by an individual to do things that bring leverage to other people, even if that may result in a disadvantage from someone who gives leverage to others. Altruism involves assisting people who have been absent at work by some reason, assisting colleagues who are overloaded with their work, assisting new employees to adjust to their workplace and assist people who are experiencing some personal problems. Altruism motivates workers which then stimulates the workers' creativity skills and promotes radical innovation in the business. Altruism also promotes organisational trust as well as organisational capability.

2.6.2 Courtesy

Courtesy is the showing of polite behavior towards other people in your work space. Being respectful to other people can help the individual in terms of building their reputation as a respectable and thoughtful person. The respect that the individual gives to other people should be expected in return, hence people must always have good respect for others around them. Courtesy helps individuals network with people and builds strong working relationships with external stakeholders which may then open doors for the individual (Ramirez-Marin & Shafa, 2018:53-69).

2.6.3 Sportsmanship

Afshar Jalili & Salempour (2019:117-135) state that good sportsmanship is when the individual uses the challenge that will make them disciplined in order for them to be successful. Managers with good sportsmanship do not pay much attention to minor things at their workplace as they prefer to focus only on positive aspects. Managers with good sportsmanship are willing to share their knowledge to their teams. Sportsmanship traits involves the appreciation for others when they do well, evaluating why someone was chosen over you, considering what the individual can do better, pushing yourself to do better and realising the benefits the team will get when the organisation is healthy.

2.6.4 Conscientiousness

L. Doll & Rosopa (2015:439-453) argue that conscientiousness is the personality trait that individuals should have to enhance their level of being careful and more diligent. Conscientious individuals always desire to do their work well. Conscientious people are organised when it comes to their work, they know what to do and when to do what is required. Conscientiousness is also linked to important work outcomes. Conscientiousness helps people to think through before they take major decisions for the organisation and that may also push them to consult more experienced people if they are not certain about the decisions they want to take.

2.6.5 Civic Virtue

Yang Trevor Yu & Cable (2011:63-82) maintain that civic virtue is the harvesting of important habits that may benefit the community in terms of making it successful. Regarding civic virtue, managers need to at least identify some destitute backgrounds and help the needy people from these backgrounds by providing sponsorships. Civic virtue also involves individuals' participation in community meetings that are held for the purpose of making the livelihoods of the community to be better. Civic virtue also involves the participation in NGOs based in the communities.

2.7 Chapter Summary

This chapter discussed the existing literature on the different roles and responsibilities relating to the projects. Roles and responsibilities were comprehensively discussed, and it can be concluded that it is significant that managers have a better understanding of the roles and responsibilities for the projects they lead to reduce possibility of failure. Furthermore, this chapter explored leadership skills relevant for managers to be good project leaders rather than being project managers. These skills have indicated that before the project is undertaken, it is important that the project leader unites the team and ensures that team members understand one another. After uniting the team, the project leader can explain the team's goals to all members.

CHAPTER 3: LITERATURE REVIEW ON CRITICAL COMPETENCIES THAT ENABLE MANAGERS TO EXECUTE LOGISTICS PROJECTS SUCCESSFULLY

3.1 Introduction

Draganidis & Mentzas (2006:51-64) state that competencies are the critical skills, knowledge, abilities, and behaviors that managers need in order for them to execute their duties. Managers who are incompetent face a major risk of leading them to failure and may directly have an impact on the budget that is allocated to run project activities. Managers who do not lack those competencies become successful in projects as they encounter all the obstacles they come across during project execution. Having those competencies enable managers to be able to take decisions rapidly.

Competencies are individual characteristics that individuals utilise to produce quality performance. Competencies help managers in terms of being a good team player, seeing everything that goes wrong within the team and by providing amicable solutions that can help the team. There are many benefits that the company can have when they have competent managers. These benefits include the good allocation of resources, utilising the allocated budget to do what is intended and identify good team players that may contribute to the projects significantly (Chan, 2006:144-153). As competencies are crucial for managers to have, this chapter will look at the imperative competencies that are expected from a manager to execute logistics projects successfully. A comprehensive discussion will be provided in this chapter in terms of how these critical competencies are beneficial to both the business and the team members that work collaboratively with the team. Furthermore, the failures that both the team and the managers may face if the manager lacks competencies when leading the team, will also be discussed in this chapter.

3.2 Critical competencies that enable managers to execute logistics projects successfully will be discussed comprehensively below

3.2.1 Agility

Ulrich (2019:61-167) explains that being agile is the ability of an individual to respond to the situation rapidly and to change in order to adjust to the new situation. There are many changes

that take place within the corporate environment and those changes need to be given attention so that the business is in line with the changes that take place. The lack of agility from managers may result in the business losing some opportunities within the market. Agility can be dangerous as wrong decisions may be taken. However, agility can also be an advantage to the business when right decisions have been taken.

Li et al. (2019:213-238) argue that agility focuses on building something new for the future instead of revising and updating the past. Agility focuses more on opportunities as it gives less attention to what is wrong and invest more attention in what is right. Being agile requires quick movement from the past and the pace that the individual or the organisation adopts has to be in line with the changes that take place. Agility also requires people to learn so that events turn into patterns that are workable over time. The company's strategies may be revised to accommodate the changes that take place.

Routroy et al. (2019:3296-3319) suggest that managers need be agile as agility helps companies to effectively change their path of action while maintaining competitiveness in the corporate environment. Agility deals with making changes that will ultimately satisfy customers and keep them loyal to the business. Having the ability to grasp the market opportunities, adjust production species, due dates and quantity is part of being agile. In order for the team to adjust to agility, managers as team leaders need to understand the change, the importance of change and the need for change so that they keep employees motivated to be able to execute their duties.

3.2.2 Problem Solving

Cavaleri et al. (2012:125-145) argue that problem solving is the way managers use the generic or ad hoc methods to find solutions to overcome whatever challenges the team encounters during project path. Having a problem solver in the team becomes an advantage especially in projects because the project team always encounters new challenges that require new solutions. Being a problem solver can be frustrating and requires one to be a strategic thinker when solving such problems because sometimes wrong decisions can be taken if the manager is under pressure which will then impact projects task negatively.

Many tasks are accomplished by teams in organisations even though it is sometimes challenging to work in teams. Having those teams become an advantage especially when many heads are needed to solve a problem. The most important thing is to combine the different solutions that are extracted from different team members to solve problems. It is rare to find a situation where there is only one individual that solves problems because of bounded and rationality and limited knowledge of people. The team has to adopt the principle of “majority rules” which will then allow the team to have a robust engagement in finding solutions (Hämäläinen et al., 2019:537-553).

Martynov & Abdelzaher (2016:2-21) assert that several factors can affect the quality of solving problems in the team and one of those factors is problem complexity. A problem becomes complex if there are many interactions from sub-problems and this makes sub-problems interdependent. The other factor is a simple problem, sub-problems are largely independent and solving one problem does not affect the optimal solutions to other problems. An optimal solution is the solution that is most suitable to solve the problem that the team or the project faces, and managers must be involved in all the processes of finding the optimal solution.

When managers solve problems, they need a clear understanding of the situation they are facing as a team. Different options have to be looked at when solving problems because the adopted solution might not solve the problem, and this will require managers to consider other options that might be the solution to the problem. Problems have to be analysed extensively so that the causes of the problems can be separated from the symptoms of the problems. Human and environmental impacts must be considered when the problems are solved so that there is a comprehensive understanding about how humans and the environment are going to respond to the new solutions (Giroux, 2009:167-184).

3.2.3 Accountability

Rutkowski & Steelman (2005:473-486) affirm that being accountable is to take responsibility for the outcomes of the results whether the results are positive or negative. As managers are team leaders in projects, they are held responsible of the project outcomes, and they must be able to report back to both the team and the organisation on the results. Managers tend to only be accountable when the results are positive of which is not good leadership. Good leaders are accountable for all results and should provide brief details in terms of what transpired.

Accountability in business is critical for managers as it ensures that managers do not engage themselves in unethical dealings and it enhances ethics practices from managers. It is not only managers that are accountable, managers must also be able to hold their employees accountable for actions and be able to ask questions in terms of knowing what transpired and why it transpired. Accountability addresses what employees expect from the organisation and what the organisation expects from its employees. Having managers that are accountable helps the organisation in terms of maintaining the positive company culture, vision, and ethics (Wikhamn & Hall, 2014:458-471).

Keohane (2008:361-367) asserts that accountability assists in terms of accelerating the performance from the managers as well as measuring the success and progress of the tasks. Managers need to create a culture of accountability in the team. Accountability also creates trust as everything that happens is transparent for both the team and the organisation. Having managers that are accountable will assist in terms of being trusted by the organisation and from senior management.

3.2.4 Ability to Work Under Pressure

The ability for individuals to be able to work under pressure is a major quality that individuals must have. Working under pressure requires employees to complete their overload work on time without compromising the quality of the end results. In the working environment, there are many factors that contribute to employees working under pressure. Employees are expected to fill in for their colleagues when they are absent, and they are also expected to be able to complete their daily tasks. Having to deal with that, they are psychologically affected but they need to change their mindset and tell themselves that anything is doable, they can complete what they are required to do on time (Karatepe, 2013:614-634).

Poulose & Dhal (2020:169-183) managers are expected to deal with their overload work without getting the necessary resources that will help them to accomplish what is required. Working under pressure can be frustrating for managers and they have to prioritise work in terms of putting the most important task and coming back to the tasks that are not seen as priority. Overload work can be bad for individuals if they fail to balance the social life and the work, hence it becomes important for workers to be able to balance the two. Failure of individuals to

balance their social life and their work could result in the individuals having to always be frustrated about work and not having time for social life.

Virick et al. (2007:463-480) argue that working under pressure can become challenging for the individuals and may result in them experiencing fatigue that will ultimately have a negative impact in their job satisfaction. The individuals who can balance their overload work and their life seem to be performing better under pressure and, they have good social lives. Working under pressure can be positive because the mindset of the individuals that always work under pressure can help them to make decisions rapidly when under pressure. It also helps them to remain calm when they work in unfavorable conditions.

3.2.5 Time Management

As managers automatically become team leaders, time management skills become critical in terms of making them succeed. Time management is the process of planning and having control of the time spent on activities for purposes of increasing effectiveness, efficiency, and productivity internally and externally. Organising routine tasks and activities can be achieved through external time management skills while selecting tasks to achieve larger vision can be achieved through external time management skill. Using internal time management skills requires goal setting as it is necessary to ensure that smaller goals and tasks build pathways to achieve the bigger vision, while external time management skills focus on concentration and prioritisation needed to determine task importance and completion methods (Sarfraz, 2017:14-18).

Claessens et al. (2007:255-276) maintains that time management is having ample time to accomplish the many tasks required, the planning and allocation of time, and the degree to which individuals perceive their use of time to be structured and purposive. Being able to prioritise tasks eliminates the possibility of individuals having to work under pressure and may result in good quality of the output. Work prioritisation is all about doing what needs to be done at that specific time and when individuals prioritise, they save time which they can utilise to do other things or help other team members. Work prioritisation helps individuals in terms of categorising between what is important and what is urgent.

According to Burt et al. (2010:649-668) managers need to be able to manage time as time management enables an individual to be organised. Punctuality is imperative for managers, and it can only be achieved through time management. Punctual managers are always early for their meetings and their punctuality allows them to be more prepared. It also improves the individual's morale and confidence.

3.2.6 Computer Skills

Computer skills is to have efficiently. As the world is evolving, it is essential for individuals to have the ability to use the computer and technology. Computer skills is imperative when applying for jobs as many tasks are now accomplished with the use of technology. Having computer skills gives individuals an advantage when they are applying for jobs. Computer knowledge can further assist individuals to complete tasks on time compared to when individuals have to do everything manually which is time consuming and errors can be made (Tengesda & Griffin, 2014:95-111).

Johnson (2007:231-298) explains that having computer skills is beneficial not only for managers but also for people who want to succeed in any working environment. Those skills increase work performance in terms of allowing individuals to take notes while they are attending meetings and can also allow them to record those meetings. Computer skills are relevant in keeping the work organised with the use of computer feature programs which are spreadsheets and word processors which help in organising the thought and ideas of individuals. Being computer literate increases the overall work performance.

Picatoste et al. (2018:227-241) mentions that the usage of computer in the working environment is increasing and it is compulsory for people in management positions to have those skills. The way people communicate has changed in the 21st century and people no longer write letters but communicate via email all over the world. Computer literate individuals can communicate via video calls from anywhere in the world. Having computer knowledge also contributes to individuals being able to use the internet.

Li & Hung (2010:306-318) argue that as managers are expected to facilitate presentations to their seniors, they need computer skills to be able to create these presentations on power point. Computers also play a major role in terms of enabling individuals to perform calculations and

draw graphs using excel. Performing calculations on excel is more accurate than manual calculating as long as the formulas are correct. Applying the correct formula on excel guarantees that the answers will be accurate.

3.2.7 Stakeholder Identification, Management

3.2.7.1 Stakeholder Identification

Loi (2016:148-173) maintains that a stakeholder is anyone who has a power or interest in the outcome of something. A manager that is leading the project must be capable enough to identify stakeholders' different interest and power in a project as different stakeholders' interest and power differ in a project. A project consists of stakeholders that have high interest high power, high interest low power, low interest high power, and low power low interest. Being able to engage in this stakeholder identification at the early stages of the project is imperative as it leads to how the stakeholders are managed and engaged during the project and failure to do so may lead to project failure.

3.2.7.2 High Interest High Power and High Interest Low Power

Stakeholders with high interest and high power are stakeholders that have a major role in the project's success and failure. Stakeholders with high power and high interest are people who can provide a project with resources, expecting that they will also get something out of the project once it has been accomplished, hence some projects fail when these stakeholders decide to withdraw from the project. Stakeholders that have high interest and low power in the project are these stakeholders that are really interested in the project, but their power is limited, and they cannot use it to influence the outcome of the project hence when the project fails, they become so deeply affected (ElWakeel & Andersen, 2019:172-196).

3.2.7.3 Low Interest High Power and Low Interest Low Power

Walley (2013:485-504) asserts that stakeholders with low interest and high power affects the success of the project but have little interest in what is happening in the project. These are the stakeholders that are not really concerned about whether they are informed or not about the progress of the project but will continue contributing to the project. Their withdrawal from the

project can lead to project failure. Stakeholders with low power and low interest are not affected by what is happening in the project and its success or failure does not bother them.

3.2.7.4 Stakeholder Management

Remme & de Waal (2020:367-376) maintains that stakeholder management involves how the project manager manages and engages with stakeholders according to their power and interest in the project. As the project consists of stakeholders with different interests and power, the way of engaging them in terms of information sharing and managing them is not going to be the same. It is the duty of the project manager to be responsible for managing the stakeholder engagement. Stakeholder management is a difficult task as incorrect information can be shared to stakeholders and ultimately cause confusion to other stakeholders and that can delay the project.

Mwesigwa et al. (2019:169-181) stakeholders with high interest and high power are stakeholders that are major role players in the project, hence the leader of the project has to collaborate with them closely. They must be managed closely and be engaged about the status of the project and the leader of the project must secure their buy-in and try to build trust with these stakeholders. Stakeholders that have high interest and low power must be engaged regularly by inviting them in review meetings and must be encouraged to share their feedback in these meetings. Managers must be careful in managing those stakeholders in terms of ensuring that they do not agree to everything that they raise.

Galbreath (2006:1106-1121) stakeholders with low interest and high power play no major role in the project in terms of helping the team to achieve its goals and that may put the success of the project at risk as it may be vulnerable to failure. They must be regularly consulted so that they feel that their concerns and ideas are understood, but the project leader should not make a mistake by allowing those stakeholders to intimidate them. Stakeholders with low power and low interest do not have power to influence the project and sometimes their contribution to the project can be irrelevant. It is imperative to keep these stakeholders and give them the access to information. They can be informed quarterly by newsletter.

3.2.8 Task Management

Mikkelsen & Riis (2019:145-200) state that task management is the management of task through its life cycle. This process involves planning, testing, and reporting the progress of the task. The task management involves the management of all aspects of tasks which includes human and financial resources, priority, time, and the status of the task. Task management helps the manager to easily identify problems early before the problem escalates and becomes the root cause of other problems. Task management can be stressful, and individuals need to be capable of managing tasks.

Sungkur & Ramasawmy (2014:394-419) mention that task management assists the project manager as tasks are more organised and this contributes to easily locating information or what one is looking for. The centralisation of information enhances teamwork in a sense that team members are able to see the input of their team members and that increases collaboration as shared ideas are available to all and accessible anytime. The information being available to anyone will encourage others to contribute as they will see the positive contributions from other team members.

Geraldi & Lechter (2012:578-594) argue that task management tools manifest all the tasks that the team needs to accomplish and that makes it easier for them to prioritise in terms of deciding which task must be completed before others. The task management tools contribute positively to the team in terms of ensuring that the team meets the deadlines because the use of task management tool organises tasks in a way that they do not clash with other tasks. Deadlines, meetings and tasks that are already imputed in the system are stored in the task management tool in a way that helps individuals to effectively manage time.

The other benefit of task management tools helps the manager in terms of checking the amount of time spent by the individuals in a task. This becomes useful in many ways as the manager can easily identify the employees that are idle and the ones that are productive. This can also help to identify the tasks that take longer to be completed and an extra hand can be given to team members that find other tasks challenging (Ruttenberg, 2013:151-160).

3.2.9 Risk Management

A risk is an unforeseen circumstance that may impact the task or a project negatively or positively. Risk management becomes the action that needs to be taken by the manager once the risk has occurred so that it does not have severe damage in the task or projects. Possible risks that may impact the project are identified before the project is initiated so that actions to be taken once the risks happens are put in place. This is imperative before starting the project because it may be difficult to come up with action to be taken in the course of the project as it may delay the project and that can also have a severe impact on the project budget (Kutsch, 2008:602-610).

Identifying risks may save the life of the project and make management aware of what they are dealing with. A risk management plan will be formulated, and each risk will be placed under the action that may be taken after that risk has occurred. A risk can be avoided, accepted, transferred, or reduced. Risks can be avoided in terms of eliminating all factors that may contribute to risk occurring. Some risk needs be accepted as they cannot be avoided. For example, weather change is beyond one's control. Transferring will be sharing the risk with insurance and subcontractors, the damages will be covered by insurance and giving some tasks that are vulnerable to risk with subcontractor reduces chances of those risks occurring (Andersson & Pardillo-Baez, 2020:1021-1037).

Manuj & Mentzer (2008:192-223) argue that after the risks have been identified and the action to be taken has been articulated, proper communication to stakeholders in required to inform them about the project and the cost implications that may occur. Managers in charge need to communicate to stakeholders that are involved. Risk identification can be time consuming if the manager lacks some risks identification skills and mistakes can be made when risks are being identified.

3.2.10 Cost Control

Jayaraman (2016:1247-1268) states that cost control is an ability for an individual to be able to manage the company's finances and utilise it in the correct way. Finance is one of the critical aspects in a project as many things cannot be achieved if financial resources are not available. Good financial management skills are imperative in a project in terms of budget allocation for

project tasks. Having a manager that is well equipped with financial skills will ensure that mismanagement of funds do not occur in projects and they will also be held accountable for all the money spend in project tasks. Cost control skills aid managers to be able to provide a comprehensive report to project stakeholders on how the project funds are utilised.

The lack of cost control skills can be a downfall of a project as the budget of the project can be misused. This can have a negative impact on a project as it may take longer to complete as it was initially estimated due to unavailability of funds. An individual with good cost management skills is able to prioritise the budget in terms of identifying the tasks that need more funds than the other tasks. The project manager must make use of a forecasted cost that will be used as a guide to assess if the project is in line with the project's budget (Uddin et al., 2020:909-923).

Mao et al. (2013:25-48) as the leader of the project always must update the stakeholders about how the finances are utilised, stakeholders become aware of the tasks that are under spending in terms of the budget and can allocate that budget to other tasks that have the potential of over spending due to unforeseen circumstances that may have happened. The budget can also be saved without compromising the quality of work if the manger has good cost control skills.

3.2.11 Project Management Knowledge

Rozenes & Vitner (2009:36-42) explain that project management is the process of leading the team to accomplish a temporal task with resources strictly allocated for that specific task. Project management is quite a complex task as it is unpredictable as to when the unforeseen events may happen and once those events happen, they require immediate action that may lead to changes in the initial project plans that were put in place. Multiple aspects contribute to the success and failure of the project which involves the available resources to complete the tasks, the time allocated to complete all the project tasks and the stakeholders involved in the project.

Project scope is the lifeline of the project as it involves all the tasks needed to be completed to accomplish the project, the decisions to be taken that contribute to the ultimate end of the project and the activities. A project that has unclear project scope will dismally fail because project scope is the heart of the project, hence it is required to be clearly defined. Any problem

that contributes to the failure of the project is referred to as scope creep. Scope creep includes overspending of the project, the project duration to be longer than it was initially estimated and changes in the plans that were initially put in place. One of the major reasons that contribute to the scope creep is having someone without project knowledge or with little experience in terms of managing projects to be the project leader (Ajmal et al., 2019:483-504).

Wuni & Shen (2020:78-105) argue that the sequence of phases that the project goes through from its initiation to its closure is referred to as project life cycle. The project life cycle is made up of four stages which are initiation phase, planning phase, execution phase and project closure.

- **Initiation phase:** This is the stage where the need for the project and the project objectives are clearly defined. A feasibility study is done to determine whether it is beneficial for the business to engage in the project.
- **Planning phase:** This is the stage where the plans to carry out the project are put in place. The plan of how the project resources are going to be utilised and how the team is going to collaborate is put in place.
- **Implementation stage:** This is the stage where the plans are put into action and the actual work is being performed by the project team. At this stage, the project leader needs to ensure that the project tasks are completed on time and is conscious about the project budget in terms of ensuring that the project does not overspend. The project leaders also seek opportunities where the tasks can be completed earlier to save on budget. Stakeholder engagement is important at this stage because the project must provide an update to the stakeholders in terms of progress of the project.
- **Project closure:** This is the closing stage of the project. This stage involves the handing out of the documentation to the business, releasing the project resources and the termination of supplier contracts. Project managers provide a comprehensive report in terms of how the project has been accomplished to the stakeholders involved.

3.2.12 Integrity

Leigh (2009:3-7) explains that integrity is the practice of being honest and showing a consistent and uncompromising adherence to strong moral and ethical principles and values. At work, people have to follow the policies in everything they do. As project involves tenders, tenders have to be given to the companies that deserve them. It is the project manager's responsibility that the tender process is fair to all the bidders. Project leaders have to lead by example so that the followers inherit good behavior from their leader.

Employees with integrity are always ready to perform their duties and offer help to the team members that are in need of help. Those employees know what is expected from them as they do not need someone to remind them about what they should be doing. Integrity also includes employees that respect other people's opinions even if they disagree with them. Employees may make mistakes and they should account for them. Integrity also enhances the level of trust within the team (Nangoli et al., 2020:98-110).

3.2.13 Customer Relationship

Heinonen (2014:450-456) maintains that customer relationship is the way the managers communicate with its internal and external customers, the way in which they manage the relationship they have with those customers and the way in which the customer queries are managed. A good customer relationship is significant as it can result in quick decisions taken and most of the time those decisions are good for everyone. Good customer relationship contributes to longer lasting partnerships as parties are happy to be working together.

Maintaining customer relationship is beneficial for the business because it is challenging to start a new working relationship with people that the business is not familiar with. One of the aspects that makes it difficult to build a new customer relationship is trust as it is difficult to trust people that one has never worked with. It is also important to build new relationships with new customers because the current customers may terminate the contract with the business for different reasons. Building relationships with customers does not always have to be on a contractual basis, it can be a relationship where different parties are involved in projects that contribute to the community and when the opportunity for the parties to work together arises in other projects, it becomes easy for them to start working (Kim & Qu, 2020:644-664).

Keeping communication channels open with customers is important as it keeps them engaged about changes taking place in the business. Opening the communication channel makes the relationship stronger as everyone becomes aware about their position with the business, they have a relationship with. Meeting customer expectations is also imperative in terms of making the relationship stronger, hence whoever oversees communicating with customers must always be honest in terms of sharing information that about why the customer expectation will not be met. The one party that is experiencing challenges in terms of meeting the expectations must be transparent so that the other party has more context about the challenges that the other party is facing (Gaur et al., 2019:592-609).

3.2.14 Coaching

It is the form of development whereby an experienced individual provides guidance in terms of supporting an employee to be able to achieve a particular personal or professional goal. Coaches support employees by giving them training and guidance. Coaching helps by enhancing a skill that an individual already has. The role that coaches play is more a parenting role where they identify the challenges that employees face and help in terms of providing solutions to those challenges. If they are not able to help the individual, they recommend someone who can help. Coaches sit together with their employees to analyse their performance and discuss areas that need to be improved by judging their performance (Bluckert, 2005:336-340).

Wilson (2011:407-414) argues that three principles of coaching are responsibility, self-belief and blame free.

- **Responsibility:** This looks at how people can be accountable for their actions. When individuals find themselves isolated and not getting proper feedback in terms of the areas that they need to improve, they are then discouraged to take responsibility for their action, hence constructive feedback is important.
- **Self-belief:** Praise from a manager and a colleague boosts an individual's self-belief. Managers must give words of encouragement to their employees when they see they are working extremely hard.

- **Blame free:** As research proved that human beings learn from their mistakes, this then allows individuals to make their own progress by trial and error. This then gives a platform to experiment, but they need to be supported by their managers during this course with guidelines. The coach first allows people to discuss their performance before telling them about where they went wrong. Using this approach can provoke ideas the individuals because they might bring solutions to the problems before the coach's intervention.

Britton (2015:116-120) explains that managers should invest their time in group coaching as it will have a positive impact on the organisation by changing the culture of the organisation. Group coaching allows individuals to come up with different ideas and that helps as it focusses on goals of the team and accountability. As group coaching allows different individuals to come together with different people, this then pushes individuals to fight ideas with better ideas which ultimately creates a positive atmosphere in the team.

3.2.15 Value Creation

Hammervoll (2009:630-639) states that it is the performance of actions that enhances the value of products, services and even the business. Three ways to create value are to create new value, which is very difficult as it involves creating something new from the scratch. It may involve entering in the new market sector. The second one is to create more value which is not as difficult as creating something new because it is all about enhancing what already exists. The last one is to create better value, which is almost the same as creating more value, but it focuses on quality rather than quantity or delivering more power on what already exists.

Vega-Vazquez et al. (2013:1945-1953) explains that value creation is the main aim of any organisation. The creation of value for customers helps in terms of selling the product or service while creation value for shareholders assists in sustaining the investments capital to fund operations. When it comes to the financial point of view, value is created when the business makes revenue that exceeds the company's expenses. The priority is value creation and if the value creation is put in a right way managers will know where and what to grow.

Value can be created by impact, intensity, traditional or focus on customer engagement. Creating intensity involves the delivering of products with strength and power being added to

that product. The business goes beyond its limit to be ahead of its rivals in the market. Value application is the way the business delivers its products to the customers. Tradition becomes the culture of the business and many managers are reluctant to change the culture of the business because they are skeptical that the new ideas might lead to business failure because the business' culture has worked for the past years, and they do not see a need to change the culture that is already working. Customer engagement becomes the way a business engages its customers and the focus the business puts to its customers to create customer loyalty (Wu et al., 2019:199-218).

3.2.16 Interviewing Skills

Mount & Mazerolle (2020:105-119) argue that interviewing skills are those skills that are used when the recruiters are looking for the best candidate that will be capable in terms of fulfilling the vacant position. There are many factors to be considered when the interviews are been conducted and it is challenging for recruiters to find the most suitable candidate for the job because interviews are only made up of questions and answers. The biggest challenge that recruiters face is to select the best candidate based on the responses that the candidates provided without seeing how the candidate performs the job and the danger is that a candidate may respond to the questions very well but may fail to do the actual work when given the opportunity.

The interview process is made up of three stages which are; before the interview, during the interview and after the interview. Before the interview is conducted, the following must happen;

- **Give candidate time:** Once the recruiters have received and selected the candidate they think will be suitable for the post, they must then give those candidates time to make the necessary arrangements for the interviews.
- **Explain the interview structure:** The candidate must be told on what to expect in the interviews so that they bring whatever will be necessary for the interview. If there are tests to be written, then candidates should be made aware of that before coming to the interview.
- **Explain the process:** Before candidates come to the interview, it is important that they are told about the stages of the interview and when feedback will be provided.

According to Barclay (2001:81-101) the following steps must be followed during the interview;

- **Put candidates at ease:** Interviews can be very stressful to the candidates and therefore the candidates must be greeted, and recruiter must do whatever they can to relax the candidates.
- **Do not judge on the first impression:** Candidates become nervous at early stages of the interviews and recruiters should not judge them based on their first response. Recruiters must allow the candidates to show their capabilities and potential.
- **Tell the candidates a little about the job:** Before the recruiters start asking questions, they must explain the job responsibilities and requirements.
- **Do not be afraid to improvise:** Interview questions must be planned, and recruiters must be able to develop questions from the candidates' responses.
- **Listen:** It is important to listen when the candidates speak, so that the selection can be based on what the recruiters heard and noted.
- **Take notes:** Taking notes and listening to the candidates while they are speaking is important because judgement cannot be made only from listening as some of the points mentioned by the candidate may be forgotten.
- **Invite candidates to ask questions:** After the recruiting team is done asking questions, the candidates must also be given the opportunity to ask questions.
- **Follow legal interview guideline:** The selection process must be always fair, and the candidates must be selected based on what they answered when they were asked questions.
- **Let candidates know:** When the recruiting team is done with the interview process, they must let the candidates know when they will receive feedback.
- **Compare notes and reach consensus:** As the recruiting team was taking notes during the interview, they must now compare notes with each other and make a final decision.

3.3 Chapter Summary

This chapter has provided a detailed explanation of the critical competencies that managers must have in order for them to effectively execute retail logistics projects. Based on the literature that the author utilised in terms of gathering the information about these competencies, the author can draw a conclusion that if a manager particularly one managing

retail logistics projects lacks one of the above skills, the projects that they will be running have high chances of failing. Hence, it is important that before managers are given retail logistics projects, the company must ensure that managers meet the requirements that can enable them to be project leaders so that projects are a success. This chapter has also highlighted possible failures that the manager can experience if they lack the above skills.

CHAPTER 4: RESEARCH METHODOLOGY AND RESEARCH DESIGN

4.1 Introduction

For this study, it imperative for the researcher to comprehensively discuss how the data was collected. However, before discussing the way in which the data was collected, the researcher will first make a definition about what the research is. Johnson et al. (2007:23-42) proclaims that research is the process of collecting, organising, making analysis on the collected information which ultimately increases the understanding of the title that is being researched. Research is the process of seeking answers for questions that do not have answers as it involves collection of data that will provide more context to the question at the ultimate end (Malina & Tucker, 2020:117-150).

Research is done for purposes of finding new facts to questions that have vague answers or unclear answers (Brew, 2007:47-64). Molina-Azorín (2007:37-73) add that research can be classified into qualitative research and quantitative research, and it is important for the researcher to understand the differences between qualitative and quantitative research. Qualitative research is a non-numeric way of collecting data which can be gathered using open ended questionnaires, diaries, interviews, and observations that do not need a numerical system. On the other hand, quantitative research gathers information can be coded into numeric information.

4.2 Purpose of the Study

One of the major reasons for project failures is because some of project managers lack critical competencies that are needed from them in order to execute those projects successfully. Lack of those critical competencies can lead to incorrect decisions being taken, overspending and the project scope not being clearly defined. Project managers need critical leadership skills to motivate the teams that they are working with. Project failures are becoming a norm especially in South Africa where a project manager resigns because they cannot handle the pressure. Project failures increase levels of stress of the people managing project.

As the retail industry is growing in the country, it is beneficial for the researcher to conduct the study in the retail industry and look at some critical competencies that are expected from

mangers that will enable them to execute those projects. However, the researcher will be looking at the one critical aspect of the industry which is retail logistics. Retail logistics can either be the reason for business failure or business success when compared to competitors. Retail logistics are a critical aspect in retail as it is the department that is responsible for transporting products from the suppliers to the distribution centers and from the distribution centers to the stores where customers will be able to buy the products.

There are many challenges in retail logistics which impact the department. Some of these challenges include the vehicles that are used to load the products. In some instances, products are damaged and there are many other unnecessary processes that are involved when vehicles are to be loaded which impacts their departure times and arrival times to the stores. This indicates that there are inaccuracies when it comes to planning in the logistics department.

The researcher has seen the gap and decided to conduct a study on critical competencies that are needed from project managers to execute retail logistics successfully so that solutions can be provided to the current challenges that the logistics department is facing within the retail industry. The study will also help projects managers to run logistics projects efficiently. In addition, recruiters will benefit from some of the critical competencies that are be discussed in this study. The purpose of study is to also allow different individuals to provide their own opinions about those critical aspects in project management.

4.3 Research Objectives

It is important that the researcher clearly states the research objectives before the research commences. The research objectives help the researcher in terms of clearly defining what the researcher wants to achieve from the research (Tadj & Lowe, 2010:107-122). The research objectives for this study are;

- To identify the type of tasks performed in the logistics departments
- To identify the competencies required to effectively lead in that environment
- To identify the competencies relevant for the execution of retail logistics projects

4.4 Research Questions

- What type of projects are performed by the logistics departments in the retail chain stores?
- What competencies are required to effectively manage retail chain store projects?
- What leadership styles are ideal for effectively reducing the retail logistics projects failure rate?

4.5 Research Hypothesis

It is a proposed explanation made on basis of not having enough evidence as an initial point for further investigation. In order for the hypothesis to be a scientific hypothesis, the researcher is required to test by a scientific method. Hypothesis is also regarded as the assumption just for argument's sake so that it can be proven by testing if there are any possibilities that it might be true (Subudhi, 2019:127-143).

With the use of previous literature, the researcher constructed the below hypothesis that might be suitable for this specific study;

- It is challenging for managers who lack project management critical competencies to execute retail logistics projects.

4.6 Delimitation of the Study

These are factors within the research and define the boundaries that the researcher should set in order to create a researchable study (Byman, 2015:5-25). This study was conducted using one of the largest retail companies in Cape Town, in the Western Cape province to study the critical competencies that a needed by mangers to execute retail logistics projects successfully and effectively. Since the purpose of this study is about finding the critical competencies that are needed by mangers to execute retail logistics projects successfully and effectively, this then makes the study limited to only the people who have worked or have been exposed to retail logistics projects. By making the research limited to those individuals, the researcher believes that the responses will be honest because the survey will only be done by people who are knowledgeable about retail logistics projects. The chosen company's largest retail logistics

department is based in Cape Town, which made it easier for the researcher to conduct the study as he also resides in Cape Town.

4.7 Significance of Research

The existing literature has proven that there are many factors that contribute to project failure, hence the high project failure rate. This study aims to unpack some of the critical competencies that may contribute to reducing the failure rate of projects more especially for retail industries. This study further seeks to close some of the loopholes that exist when people are managing complex projects. Projects have to be successful at all times because any project that fails is a waste of resources to the company and it also creates a bad reputation for the person that manages that particular project.

The study will highlight the most critical competencies that managers should have when managing projects. This study also focused on how teams behave when managers use different leadership skills to lead the project team in achieving the desired goal.

4.8 Research Methodologies

Research methodology is an approach to conduct the research and is based on the assumptions about how things work. The most common paradigms are positivism and constructivism. While the former relies on the science of experiments, the latter is based on understanding and observing phenomenon (Valtakoski, 2019:8-23). According to Borgström (2012:843-862) positivism is a philosophical system which holds that every logically reasonable claim could be logically proven or is capable of rational or mathematical proof, and that consequently rejects metaphysics and theism. Constructivism is a method of research which is based on how the researchers apply their previous knowledge and experience when making judgment in any situation. Therefore, the constructivism method was employed in this study. Using constructivism research method provided fundamental reasons of how leadership is important especially in retail logistics projects.

4.9 Research Method

The research is made up of different research techniques which are qualitative and quantitative. Gobo (2015:329-331) explains that quantitative method uses numeric data which the researcher focuses on collecting the numerical data to explain a phenomenon. After the collection of data, the researcher analysed the data and provided the findings based on the data collected.

DiGabriele & Huber (2015:98-114) add that qualitative research uses nonnumeric data which relates to measuring the quality of something rather than its quantity. Qualitative research focuses on the meanings, interpretations, symbols and the processes and the relations of the social life. However, this research used the qualitative method because its primary objective was to get different opinions from different individuals about the critical competencies needed form managers to enable them to execute retail logistics projects successfully.

4.10 Research Design

Research design is a set of methods and procedures utilised by the researcher in gathering and analysing measures of variables stated in a research problem. Furthermore, research design is a strategy on how the researcher will answer the research question and the research problem (Lewis, 2015:473-475). Through the research design, the researcher will outline sample selection, sample size, data collection instrument, procedures, and ethical requirements.

The descriptive research design has been chosen or opted because of its ability to allow simultaneous mixed research methodologies. The decision of the simultaneous use of qualitative and quantitative research enabled for depth and breadth in the understanding of the phenomenon. The Likert scale was used to rank the responses on the opinions and attitudes as part of the qualitative data. These will be grouped into themes and will be discussed and interpreted as themes in tabular form.

4.10.1 Methods Used for Literature Review

This justifies the steps that were taken by the researcher to gather the necessary information that was used in this study (Hannah, 2019:333-339). The researcher paraphrased and referenced all material used from other sources. The researcher gathered the information from accredited journals, conference papers, textbooks and other relevant accredited sources which assisted in the construction of the literature review. These published sources contribution to the development of the research question for this study, the problem statement, and the literature review.

4.10.2 The Research Survey

The research survey consists of a list of questions constructed by the researcher with the aim that those questions will provide answers to the research question. The most popular research methods used by many researchers are surveys because they can be easily constructed with low cost, they also help the researcher in terms of studying people's attitudes and beliefs. This study was conducted by utilising the survey method and a questionnaire instrument and the data was collected randomly from people who have worked or have been exposed to projects. The individuals randomly selected were those who have knowledge about projects and were requested to provide their honest views on the research focus area. These individuals included the project managers, the team leaders as well as the individuals from a project team.

4.10.3 Targeted Population

The targeted population for the study was employees of one of the biggest and successful retail organisations in the country. This organisation has many departments that have their own projects every year. This study focused on five different departments which are Transport, Logistics and Integration Centre (LIC), Help Desk, Fashion and Beauty warehouse and Foods warehouses.

4.10.4 Sample Method/Technique

The sample size consisted of employees of the selected organisation from five departments which are Transport, Logistics and Integration Centre (LIC), Help Desk, Fashion and Beauty

warehouse and Foods warehouses. Approximately twenty employees from each department were asked to participate in this study.

The organisation employs an average of 1400 individuals at different levels in different departments of this chain store. This research focused on the retail logistics projects sections which has a total of 310 employees working in the different sections excluding the management and supervisory staff. These are spread over an area of 4 sites within the Cape Town region, but with the project manager at the headquarters in town.

Non-Probability sampling Method: van den Brakel et al. (2018:322-343) explain that this is the sampling method where the researcher selects the sample without the calculation of odds. The researcher used this method because as it was convenient and required no pre-planning for selection of respondents. Furthermore, getting responses for non-probability sampling is much faster and cheaper.

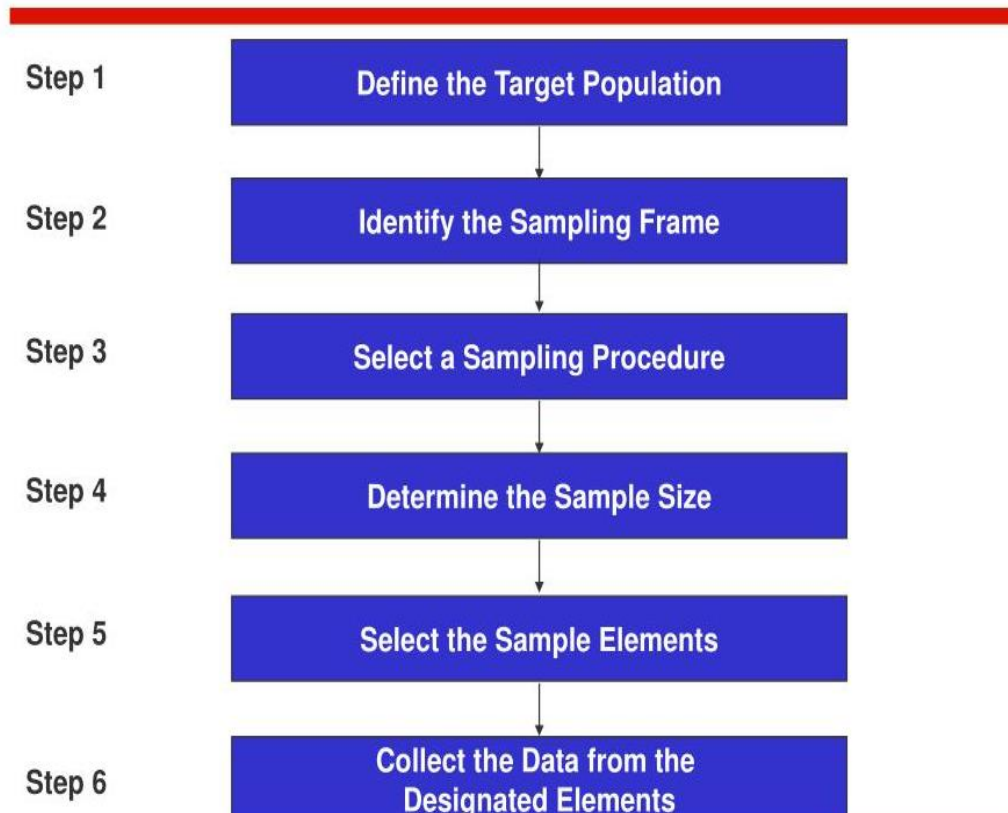
Purposive Sampling Method: Etikan & Bala (2017:214-217) state that this is the sampling method where the researcher relies on their own judgement when selecting respondents, given **than** the researcher has prior knowledge about their study so that the eligible respondents can be selected. This sampling method allowed the researcher to save money and time when gathering data.

4.10.5 The Procedure of Drawing a Sample

Stopher (2007:279-302) states that it is important that when the researcher is drawing up a sample, they follow the six steps which are; defining the population target, identifying the sampling frame, selecting a sampling procedure, determining the sampling size, selecting the sample elements and collecting the data from the designated selected elements. The diagram in Figure 4.1 illustrates steps for drawing a sample:

Figure 4.1: Six-step procedure for drawing a sample

Six-Step Procedure for Drawing a Sample



Source: Author's own construction

As indicated in Figure 4.1 the researcher applied the steps to this study:

Step 1

Defining the population target - The population was defined as all the individuals who work in the logistics departments and have been involved in logistics projects in the chosen organisation for this study.

Step 2

Identifying the sampling frame - In this specific study, the sampling frame is made up of individuals who have greater knowledge about the logistics projects within the chosen organisation.

Step 3

Selecting a sampling procedure - The procedure that was utilised for this research is a mixture of non-probability sampling method and purposive sampling method.

Step 4

Determining the sampling size - There are different individuals that participate in research with different opinions. Sample size consisted of employees of the selected organisation from five departments which are Transport, Logistics and Integration Centre (LIC), Help Desk, Fashion and Beauty warehouse and Foods warehouses. Six employees per department were selected. Approximately twenty employees from each department were asked to participate in the study.

Step 5

Selecting the sample elements – The researcher had to specifically select the people who are working from the five chosen departments and have been exposed to projects, particularly logistics projects.

Step 6

Collecting the data from the designated selected elements – Data was collected from the participants using a structured questionnaire. Sections of the questionnaire included biography, close ended questions and open-ended questions which gave the participants the opportunity to express their views.

4.11 Data Collection Method

Alam (2020:1-31) argues that data collection is the process of identifying the participants for the study. Before data collection, the researcher requested a letter of consent from the organisation which granted permission to collect data within the company's premises. The researcher developed an online questionnaire and distributed it to the participants because face to face interactions was not possible due to Covid-19 (Corona Virus Disease). During the construction phases of the questionnaire, the researcher had to make sure that a list of all the aspects to be considered was made by formulating questions that are based on the literature review that was conducted, and the problem statement of the research as well as the purpose of the study. After the researcher had selected the instrument, the researcher had to determine the objective of this specific study. The researcher had to have a proper plan in terms of how the data was to be collected using the selected instrument as well as developing the questionnaire and ensuring that all the questions are relevant to the study. All the questions in the questionnaire were written in English so that the participants could understand what they have been asked and the language used in those questions made it easier for the researcher when interpreting and analysing the responses.

4.11.1 Pre-Testing of the Instrument (Questionnaire)

Before the questionnaire was distributed to the respondents, the researcher ensured that all the questions were in line with the subject of the study. The supervisor of the study also ensured that the questions in the instrument were suitable for the study and would be clearly understood. The questionnaire was also submitted to the CPUT Ethics Committee for purposes of ensuring that the quality of the questions was of good standards. This also ensured that all three sections of the questionnaire were clear. Some of the questions had to be removed because both the supervisor and the ethics committee believed that they were not relevant for this study and some questions were vague. and that helped in ensuring that the quality of the questions is in good standard. These phases improved the quality of the questionnaires and ensured that quality responses could be gathered in order to draw up conclusions of the study.

4.12 Data Coding and Analysis

4.12.1 Data Coding

Skjott Linneberg & Korsgaard (2019:259-270) propose that data coding is the process of interpreting the primary qualitative data obtained from the respondents. Data coding may not provide all the answers that the researcher is looking for, but it puts the information obtained in a way that it can be understood by the researcher.

4.12.2 Data Analysis Technique

This is the process of checking, cleaning and transforming data in a way that will give a researcher more useful information for the study. The study adopted an excel analysis tool for purposes of capturing and analysing of data because it was easily accessible to the researcher. This assisted in constructing histograms, pie charts and tables.

4.12.3 Data Validation

This is the process of cleaning the data to make it quality data so that it can be more useful for the study. The instrument used to collect data was validated by the statistician for reliability. The statistician also assessed the questionnaire before it was distributed to the respondents, and this assisted in checking the quality of the questions. Data validation involves the removing of unnecessary information and ensures that the outcome of the research meets the expected quality standards. Data validation also assisted in terms of enhancing the integrity of the information. It is important that the researcher was aware that not everyone that participated in the questionnaire will respond to all the questions in the questionnaire. This required that the researcher come up with a plan in terms of how those questions with no responses will be dealt with.

4.12 Ethical Consideration

The study followed all ethical procedures. Participants were made aware that they could withdraw anytime if they did not want to participate in this study. The personal details of the participants were not revealed, and identities were protected. Participants did not disclose their

names, surnames, and age in the questionnaire. The researcher only proceeded with the research after the company granted permission to continue with the study within the organisation's premises. Due to the agreement that was reached by the company and the researcher, after the researcher collected the data, responses were shared with the organisation. This was done for purposes of ensuring that what the respondents have responded to is what was initially agreed to.

4.13 Chapter Summary

This chapter discussed the research methodology for this study and the critical aspects that need to be undertaken to produce quality findings. The researcher provided a brief explanation in terms of the selected population and provided reasons why this sample population was selected. Furthermore, the researcher discussed the importance of the study and its expected findings and how it will be beneficial to the retail logistics projects. This chapter also discussed the ethical considerations that were followed during the study.

CHAPTER 5: REPORTING DATA, ANALYSING AND INTERPRETATION OF DATA

5.1 INTRODUCTION

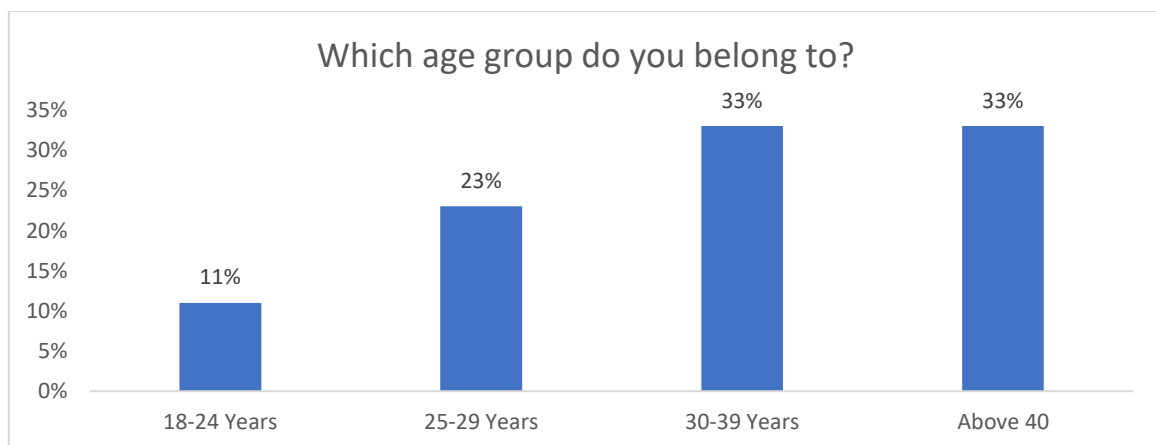
This chapter presents a discussion on the data collected during field work. Utilising an excel spread sheet, the data was cleaned, modified, coded, and captured. This allowed the researcher to construct illustrations. The illustrations indicated the relationships between the variables as per the request from the research instrument which is a questionnaire. The collection of data maintained ethical standards in all the proceedings. During the data collection, random sampling was utilised to collect data. Participants' particulars were not disclosed, and they would not be traceable after participating in this study. The objective of this study was to find the competencies for a manager to execute retail logistics projects in the Cape Metropolis.

5.2 Section A: Biographical Information

Question 1: Which age group do you belong to? This question sought to determine the age groups currently working in the selected departments for this study. This further allowed the researcher to determine which age group of people is the majority from these departments.

Response: All participants responded, and responses are indicated in Figure 5.1.

Figure 5.1: Age group of respondents



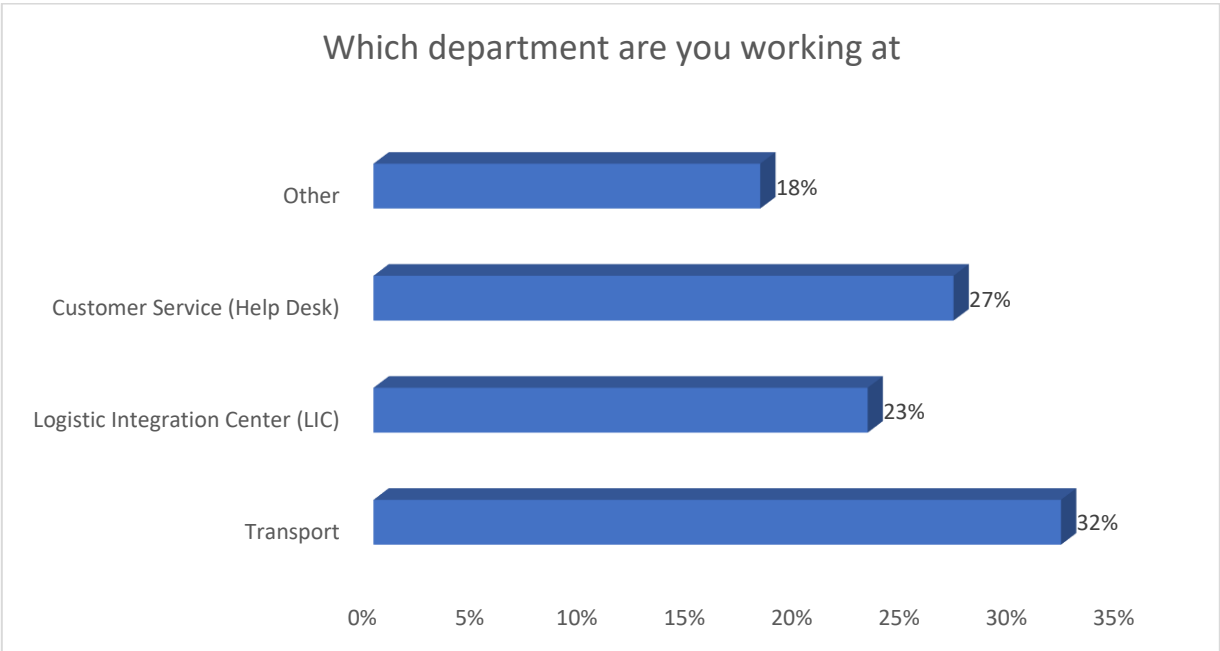
Source: Author's own construction

The results indicate that the majority of people working in these departments are between 30 to 39 years and above 40 years as these age groups share equal percentage which is 33%. These age groups are dominant in this study.

Question 2: Which department are you working at? This question was asked with the intention of finding out the departments that respondents work in. The intention was to get responses from all the major departments within the supply chain and logistics that are involved in projects.

Response: All participants responded to the study and the expectations from the researcher was to get responses from all the major departments. The responses are illustrated in Figure 5.2.

Figure 5.2: The departments of respondents



Source: Author's own construction

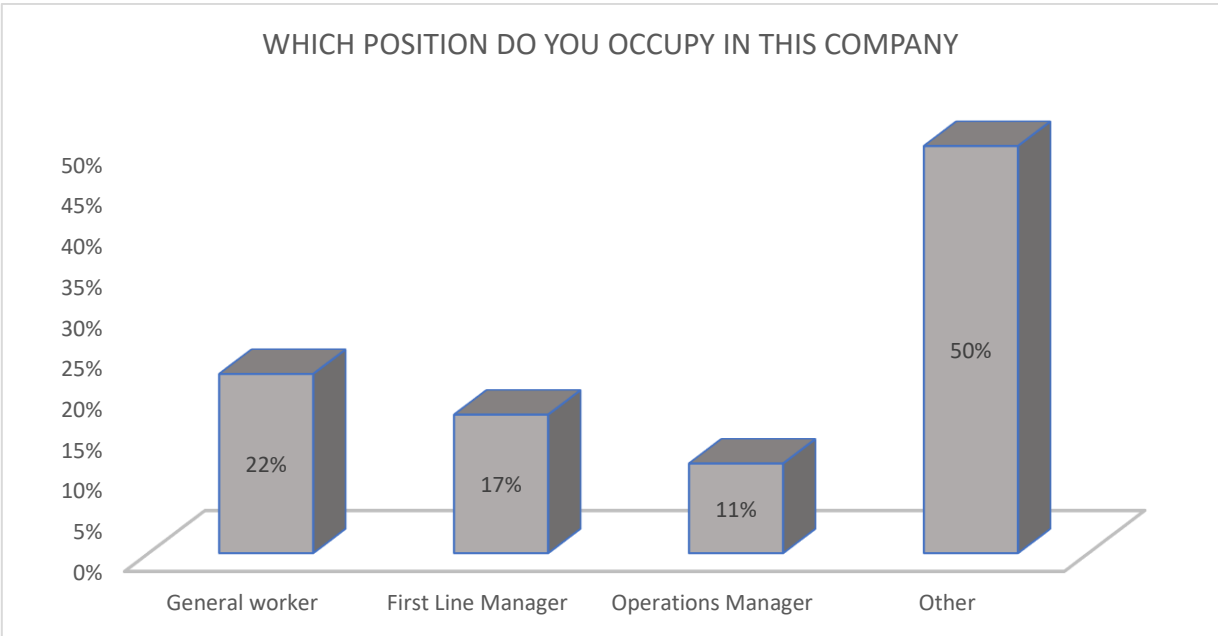
As expected, the majority of employees work in the transport department. This study shows 32% of the respondents were in transport followed by 27% at customer service. These results

allowed the researcher to be confident about the responses from this study because the respondents that participated in this study work in these departments that regularly have projects.

Question 3: Which position do you occupy in this company? This question was intended to find out about the current positions that employees hold within the organisation. This gave the researcher an idea about the roles of employees within the organisation.

Response: All participants in this study responded to this question and the expectations from the researcher was to understand the roles of individuals that occupy different positions in these departments. The responses are illustrated in Figure 5.3.

Figure 5.3: Positions of the respondents



Source: Author’s own construction

As indicated in Figure 5.3, 72% of the respondents indicated that they are not managers in their departments, followed by 17% who indicated that they were first line managers. The researcher anticipated that the majority will not be the management team, and this gave the researcher confidence that the responses in this section will mostly come from people who are

led by managers in projects, and they will provide their honest answers about experiences of being followers when they are part of the project team.

Question 4: How long have you been in your current position? This question was asked for purposes of understanding the experiences of respondents in their current position in this company. The researcher anticipates that the more years respondents spend in their current positions, the greater the chances of them being leaders of the projects that take place in this particular organisation.

Response: All the individuals that participated in this study responded to this question and their responses are illustrated in Figure 5.4.

Figure 5.4: The experience of the respondents



Source: Author's own construction

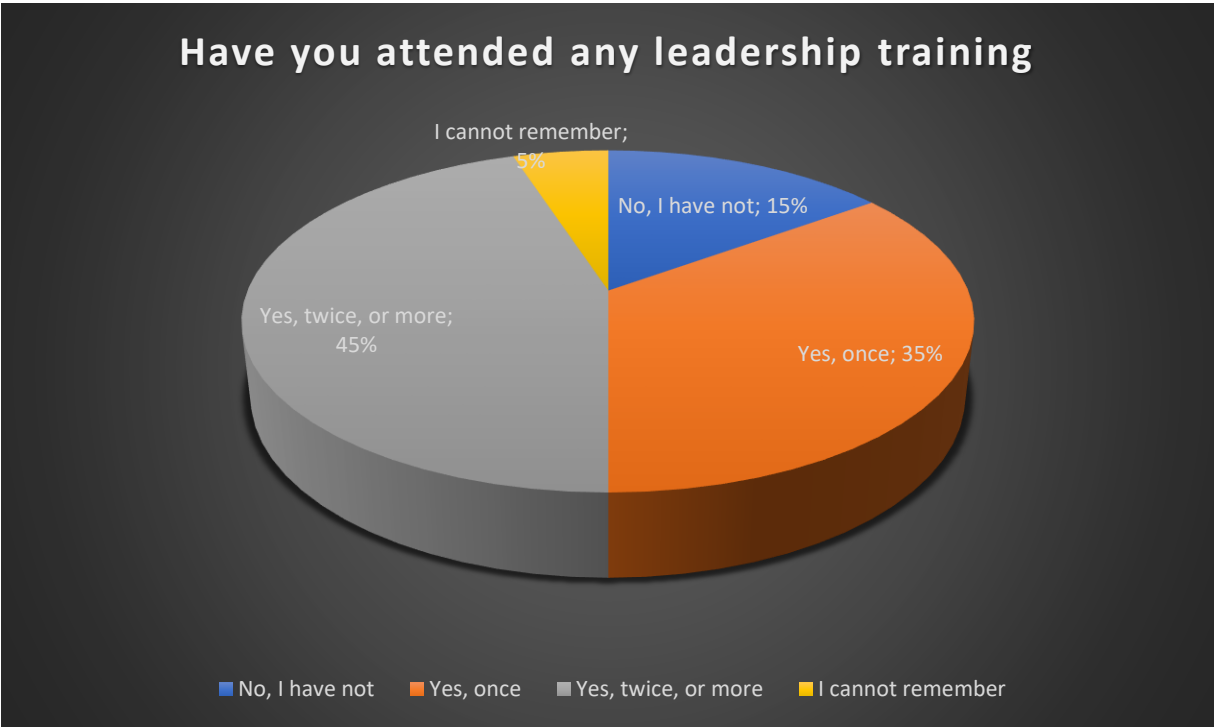
It is evident that 54% of the respondents have been in their current position for not more than five years, followed by 35% of people who have been in their current position for between five to ten years. As indicated by the results, the majority are not experienced enough to be project leaders. This means that more responses in this study will come from people who are being

led in projects and that will give them an opportunity to express their experiences of being followers in projects.

Question 5: Have you attended any leadership training? This question was asked with the intention of determining if respondents attended leadership training. Attending training will give them a better understanding about the roles and responsibilities of the leader.

Response: The question was well answered by all respondents. The researcher anticipated that the majority would have attended leadership training and their responses are illustrated in Figure 5.5.

Figure 5.5: Leadership training attendance from respondents



Source: Author's own construction

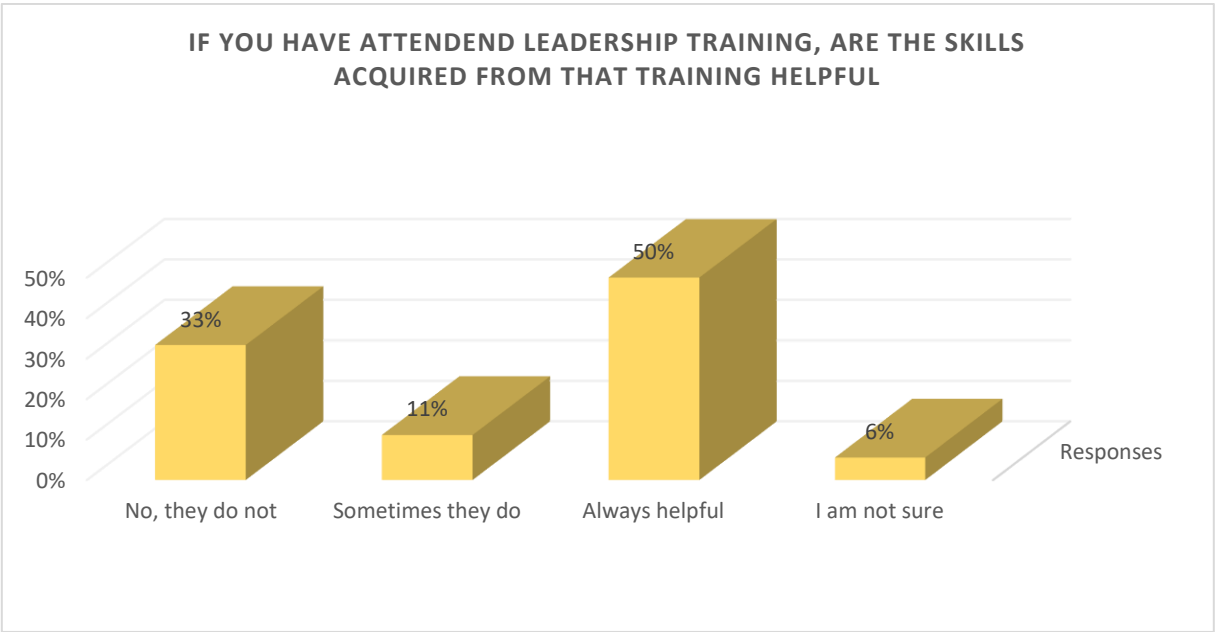
Figure 5.5 illustrates that 80% of the respondents attended leadership training as the researcher has anticipated, followed by 15% that did not attend leadership training, and 5%

that were not sure. Their attendance at leadership training may have provided respondents with more context in terms of understanding the roles and responsibilities of leadership.

Question 6: If you have attended leadership training, are the skills acquired from that training helpful? This question was asked for purposes of finding out about the significance of attending the leadership training and how this training has been beneficial to those that attended it.

Response: As per the researcher’s expectations, all the participants responded to this question. The researcher anticipated that the majority will be people that have gained different important skills from the leadership training and their responses are illustrated in Figure 5.6.

Figure 5.6: Significance of skills acquired from the leadership training



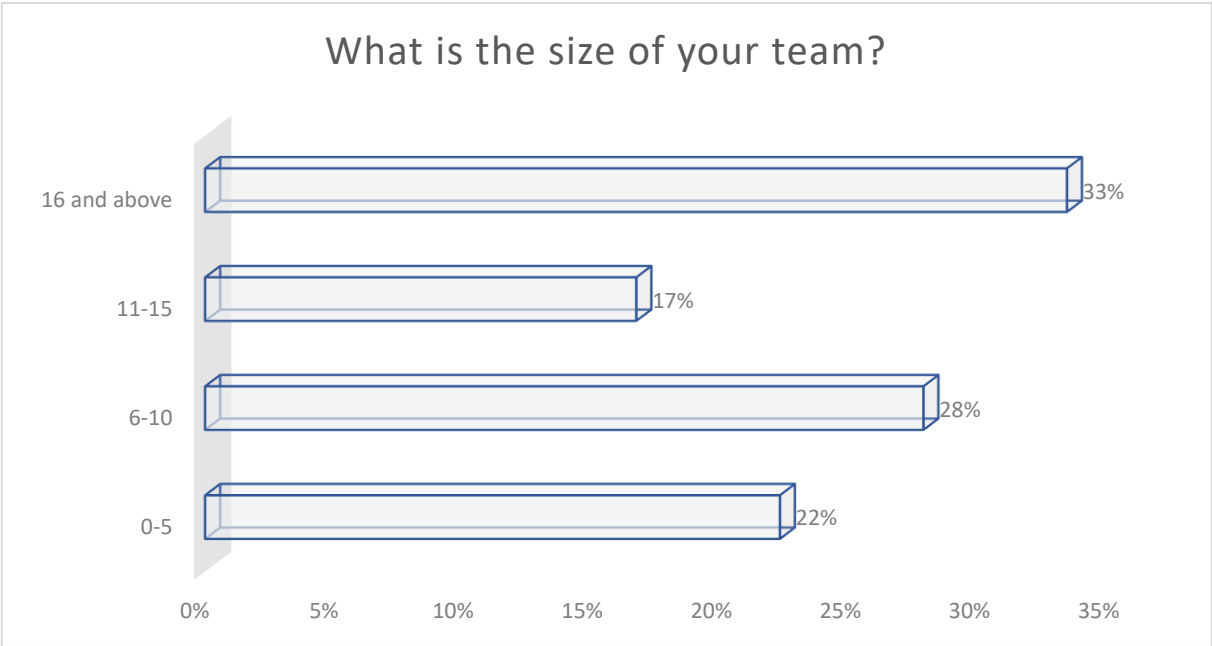
Source: Author’s own construction

From the findings obtained, 61% indicated that they have found the skills acquired from the leadership training helpful, followed by 33% that did not find the training helpful, and the minority of 6% who were unsure. As the majority found the skills helpful, this can enable them to encourage the team when they are engaging in projects in the absence of a project leader.

Question 7: What is the size of your team? This was intended to determine how different managers manage employees that are part of the team which are different in sizes, particularly when they are working on projects.

Response: The researcher anticipated that it is easier to manage a project team that is not big in size and the responses for this question are shown in Figure 5.7.

Figure 5.7: The size of the team



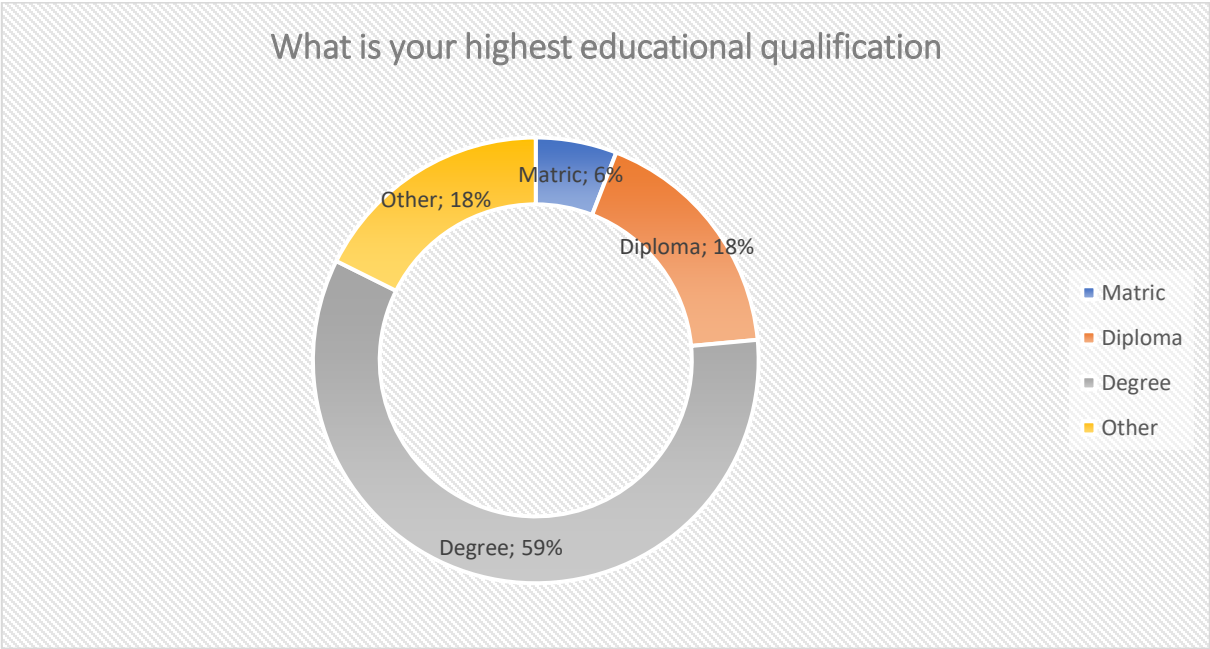
Source: Author’s own construction

From the results obtained, 50% of responses came from participants that belong to a team with more than ten team members, the other 50% percent of participants come from teams that have less than eleven team members. Managing big teams in projects can be quite difficult as compared to managing smaller teams.

Question 8: What is your highest educational qualification? This question intended on finding out about the highest level of qualification and the author anticipated that some employees are occupying their positions at these companies based on their qualifications.

Response: All the individuals that participated in this study responded to this question. Their responses are illustrated in Figure 5.8.

Figure 5.8: Highest educational qualification



Source: Author's own construction

From the results obtained from this question, 59% of the participants have degrees, followed by 36% that have diplomas, and the other participants did not disclose their qualifications. The researcher believes that having more educated people in the logistics projects improves the level of engagement and makes it easier for managers to manage their team when they are busy with these projects.

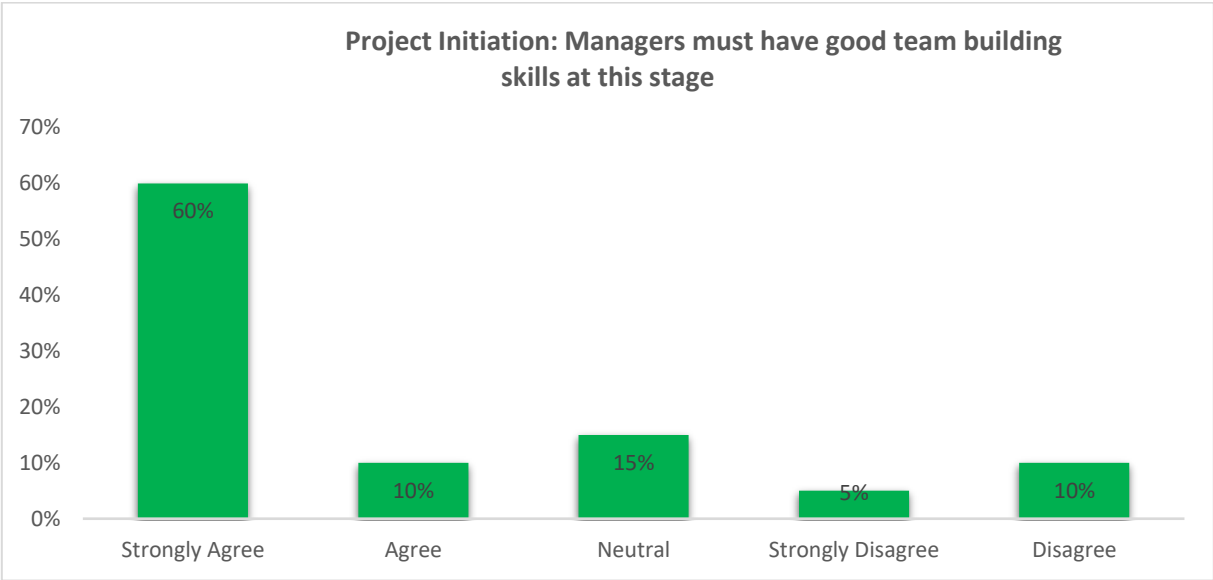
5.3 Section B: The Likert Scale

RETAIL LOGISTICS PROJECTS INITIATION

STATEMENT 1: Managers must have good team building skills at this stage

Response: All participants responded to this statement. By formulating this statement, the researcher believes that managers must have good team building skills during the project initiation stage. The results obtained are illustrated in Figure 5.9.

Figure 5.9: Team building skills during project initiation



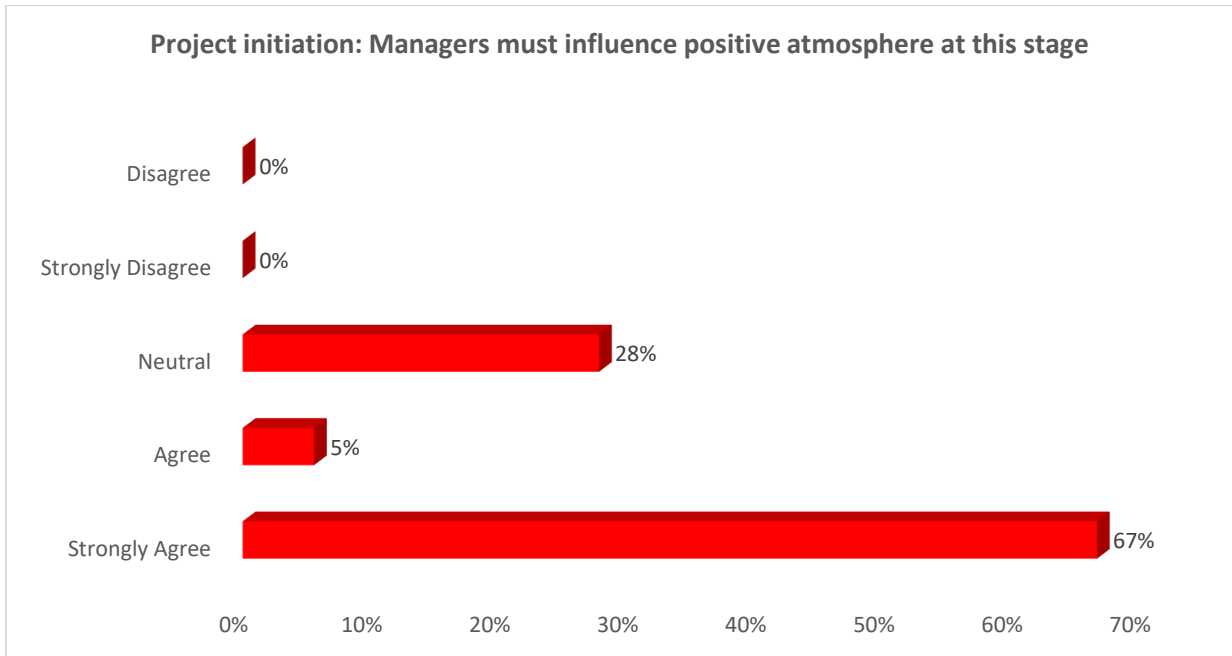
Source: Author’s own construction

Figure 5.9 indicated that 70% of the respondents agreed and strongly agreed to this statement which is a good indication that during the project management initiation phase managers had good team building skills. However, 15% of the respondents strongly disagreed and strongly disagreed, and 15% were neutral. Project initiation stage is the first stage of any project hence, it is important that managers ensure that the team gets together and understand their roles through team building before the project is executed.

STATEMENT 2: Managers must influence positive atmosphere at this stage

Response: All the participants responded to the above statement. The researcher anticipated that it important that all mangers influence a positive atmosphere during project initiation stage. The results obtained from this study are illustrated in Figure 5.10.

Figure 5.10: Managers must influence positive atmosphere at this stage



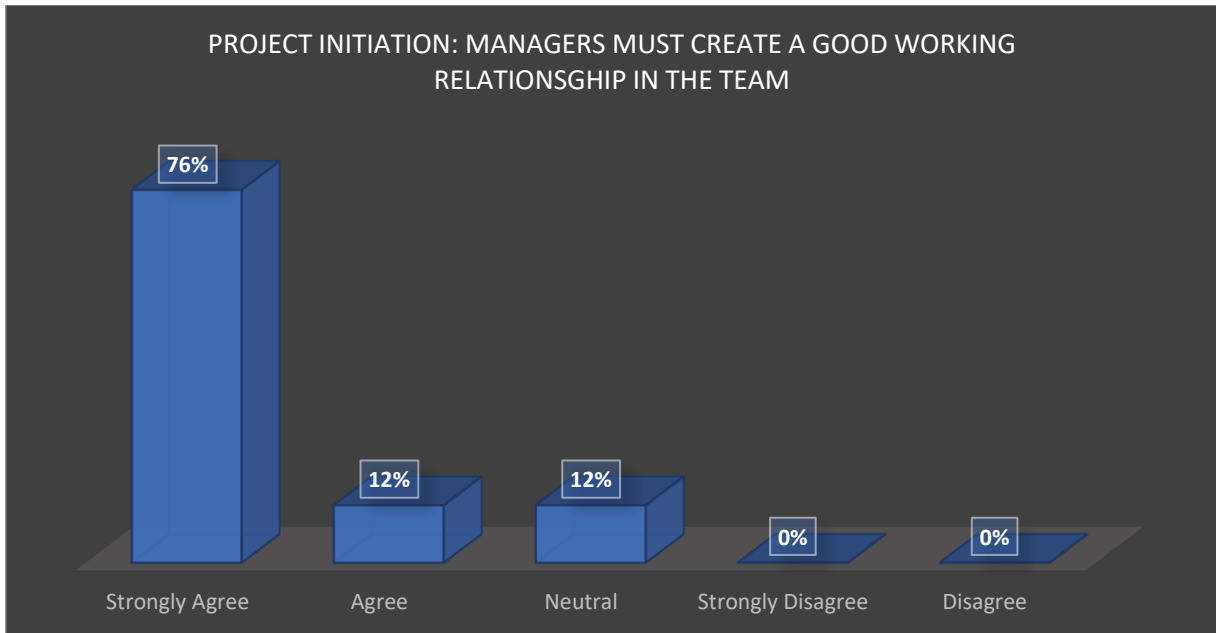
Source: Author's own construction

Based on the obtained results from this study, 72% have strongly agreed and agreed on the statement that managers must influence a positive atmosphere at the project initiation stage, 28% responded that they are neutral about the above statement. The results are in line with the researcher's anticipation that managers must influence a positive atmosphere at this stage so that team members will be happy to collaborate with each other.

STATEMENT 3: Managers must create a good working relationship in the team

Response: All participants responded to the above statement. At the project initiation stage, which is the first stage of the project, the researcher believes that a good working relationship must be created. The results are shown in Figure 5.11.

Figure 5.11: Managers must influence a positive atmosphere at this stage



Source: Author's own construction

From the results obtained, 88% of the respondents strongly agreed and agreed with the above statement, followed by 12% who were neutral. The majority agreed that managers must create a good working relationship in the team to enhance the chances of a team being successful because success can be easily achieved when the team has a good working relationship.

STATEMENT 4: Knowing people in your team is quite critical at this stage

Response: The researcher believes that before starting the project, it is imperative that the team gets together to get to know each other. All the participants in this study responded and this is shown in Figure 5.12.

Figure 5.12: Knowing people in your team is quite critical at this stage



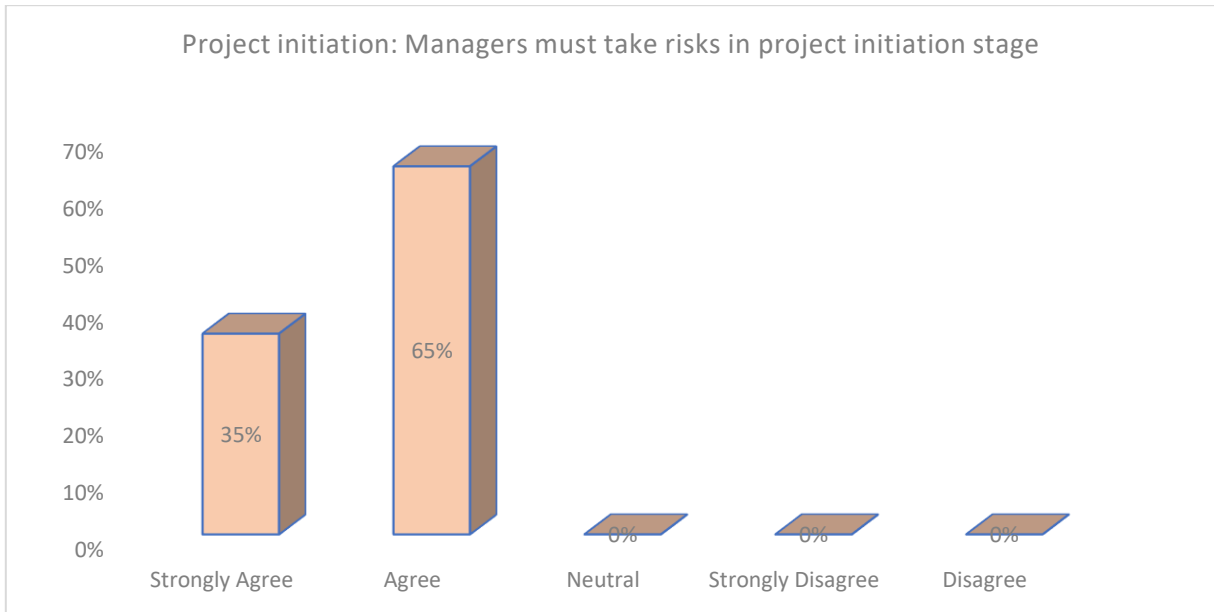
Source: Author's own construction

Figure 5.12 shows that 78% of the respondents strongly agreed and agreed to the above statement, 17% were neutral and 5% strongly disagreed. It is imperative that team members know each other at project initiation stage. This will allow the team to get to know more about one another's strengths and weaknesses.

STATEMENT 5: Managers must take risks in project initiation stage

Response: With the above statement, the researcher believes that one of the project manager's abilities is to take risks during project initiation. All the participants that participated in this study responded to this statement and their response are illustrated in the Figure 5.13.

Figure 5.13: Managers must take risks in project initiation stage



Source: Author's own construction

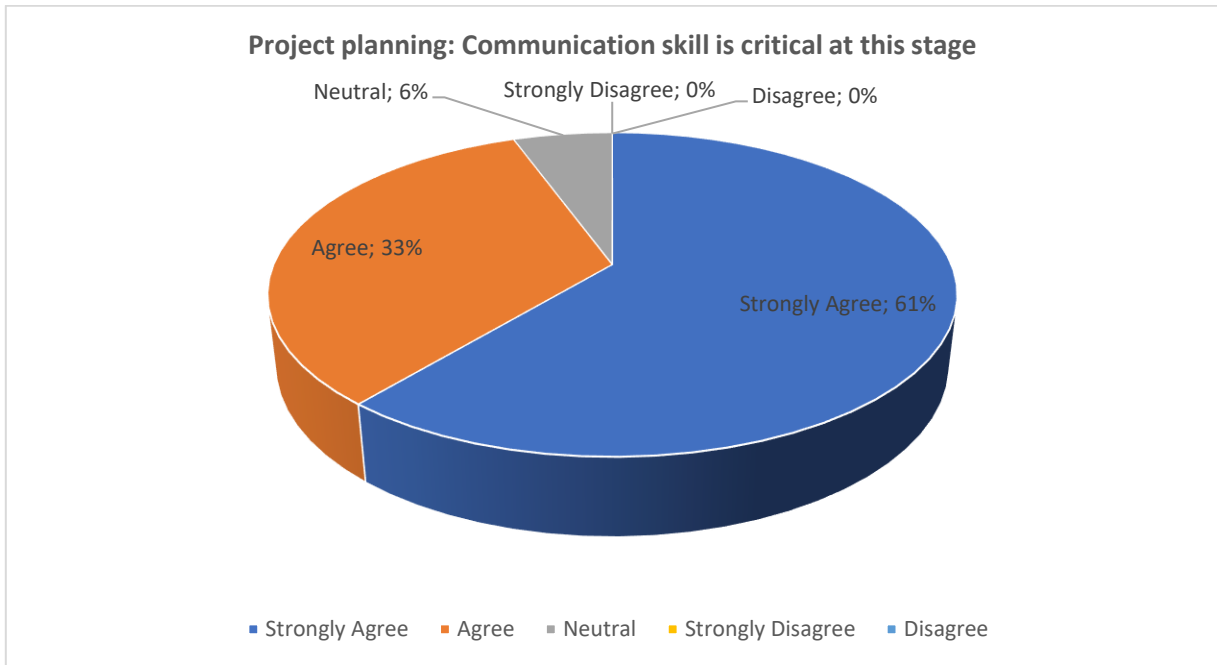
The results revealed that 100% of the respondents strongly agreed and agreed that managers must take risks in the project initiation stage. None of the participants disagreed with this statement and this clearly means that the project leaders must be people who are fearless when it comes to risk taking and all the individuals that are given the task to be project leaders must take risks that are beneficial to the project.

RETAIL LOGISTICS PROJECT PLANNING

Statement 6: Communication skill is critical at this stage

Response: Project planning is a critical stage of project management, and the researcher believes that when this planning takes place all team members must clearly communicate with other members. All participants that participated in this study responded to this statement and this is graphically illustrated in Figure 5.14.

Figure 5.14: Communication skill is critical at this stage



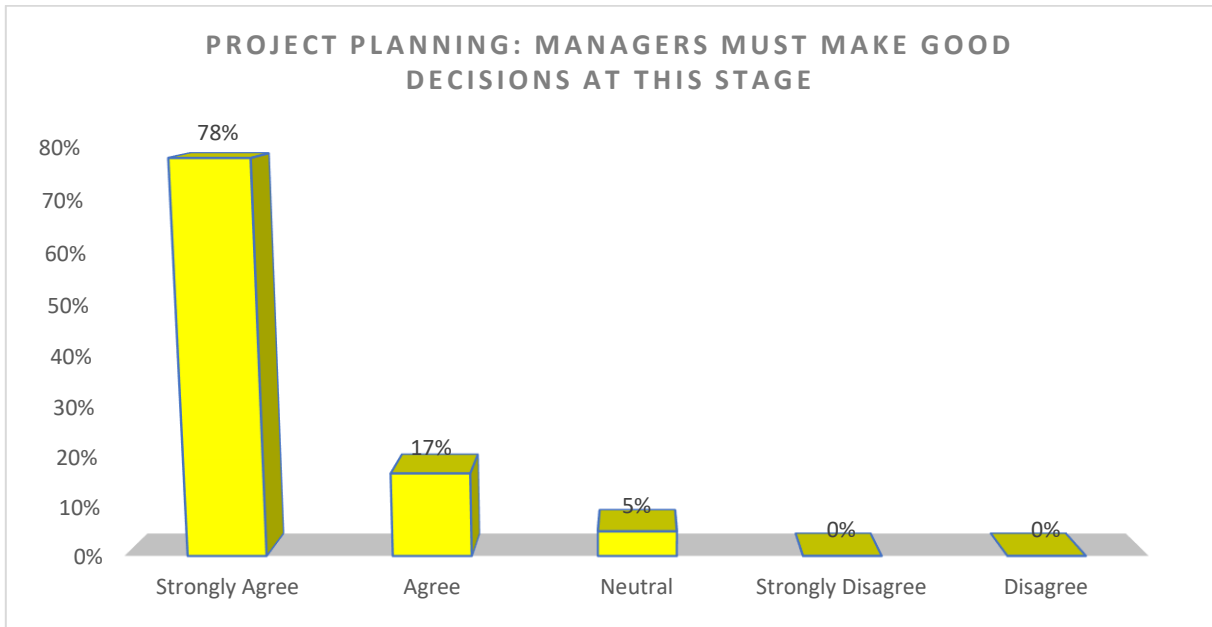
Source: Author's own construction

Based on the responses, 96% of the participants strongly agreed and agreed that communication is critical at project planning stage, whilst 6% of the participants remained neutral. The responses indicate that as the planning stage is critical, communication to team members must be clear to avoid confusion that might occur due to poor communication.

Statement 7: Managers must make good decisions at the project planning stage

Response: The above statement was intended to find the significance of managers taking decisions at project planning stage as the researcher believes that the projects can be successful only if good decisions are taken. The responses of the above statement are illustrated in Figure 5.15.

Figure 5.15: Managers must make good decisions at the project planning stage



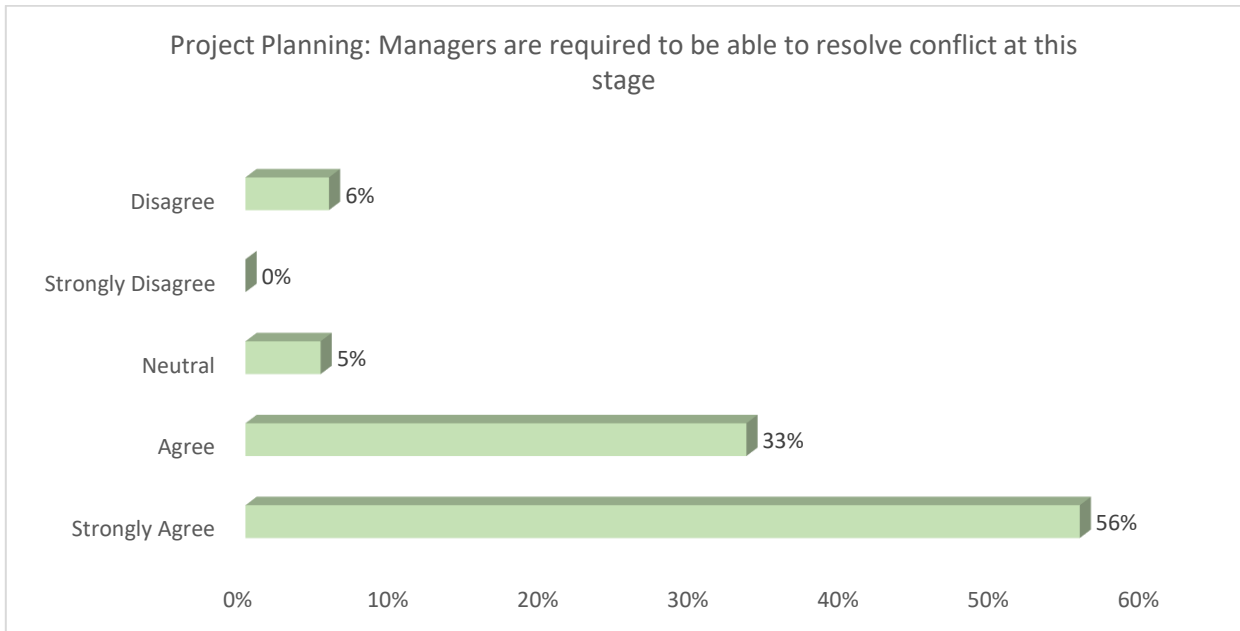
Source: Author's own construction

All participants responded to the above statement and their responses show that 95% strongly agreed and agreed that during project planning, good decisions must be taken by the project leader, followed by 5% of the respondents who were neutral. The responses are aligned to the researcher's view that managers must take good decisions during project planning stage.

Statement 8: Managers are required to be able to resolve conflict at this stage

Response: The researcher believed that it was important to get the responses of the above statement and had to link it with the project planning stage. All participants in this study have responded to the above statement and all their responses are graphically illustrated in Figure 5.16.

Figure 5.16: Managers are required to be able to resolve conflict at this stage



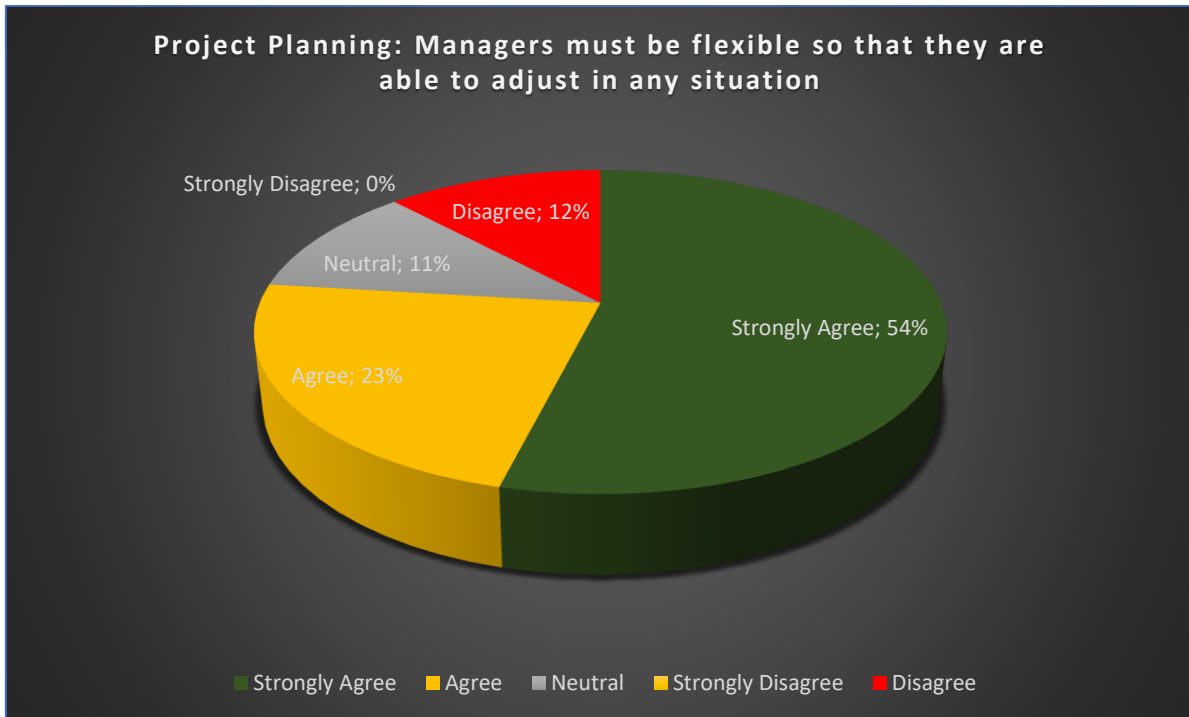
Source: Author's own construction

Figure 5.16 illustrate that 89% of the participants have strongly agreed and agreed on the above statement, followed by the 6% that was neutral and 6% disagreed to the above statement. This is a clear indication that at the project planning managers or whoever is leading the project must be able resolve conflict once it arises.

Statement 9: Managers must be flexible so that they are able to adjust in any situation

Response: The above statement was intended to determine how flexible the managers must be in project planning. The responses are illustrated in Figure 5.17.

Figure 5.17: Managers must be flexible so that they are able to adjust in any situation



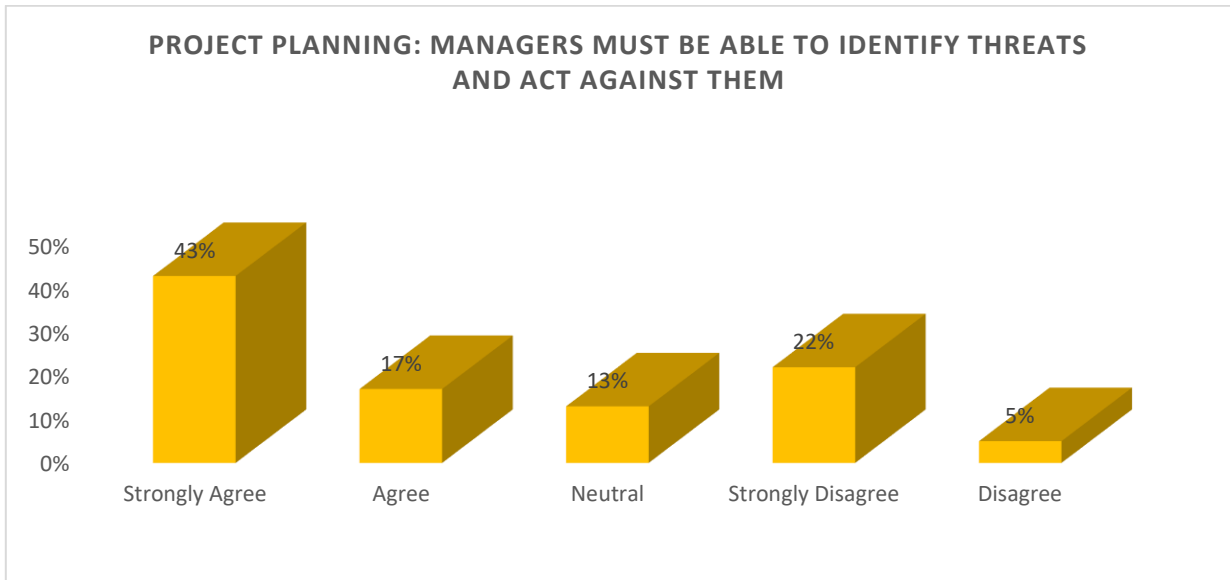
Source: Author's own construction

Figure 5.17 shows that 77% of the participants have strongly agreed and agreed, followed by 12% that disagreed, and 11% that were neutral that managers must be flexible so that they are able to adjust in any situation during project planning. Based on the responses, it is safe to say that managers must be resilient in project planning so that they can adjust to any situation.

Statement 10: Managers must be able identify threats and act against them

Response: It is difficult to manage projects and the researcher believes that it is important that managers identify threats and act against them during project planning stage. The responses for this statement are illustrated in Figure 5.18.

Figure 5.18: Managers must be able to identify threats and act against them



Source: Author's own construction

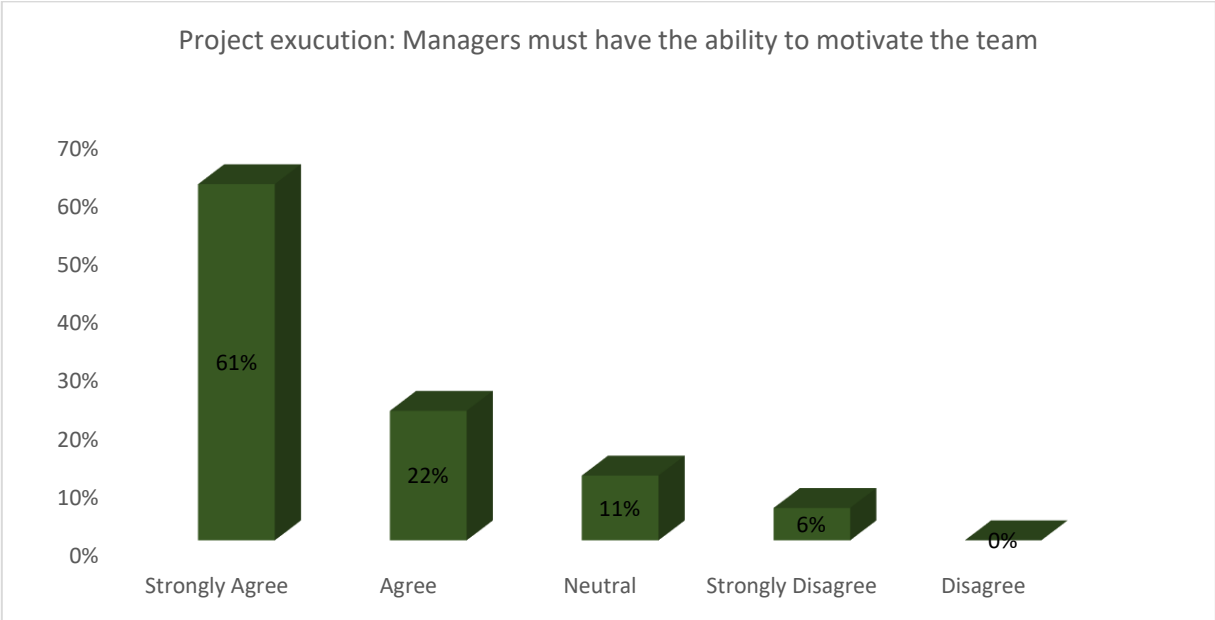
The results show that 60% of the participants have strongly agreed and agreed, followed by 27% that have strongly disagreed and disagreed, and followed by 13% that were neutral. Based on the results obtained, the majority has seen that managers must be able to identify threats and act against them during project planning stage.

RETAIL LOGISTICS PROJECTS EXECUTION

Statement 11: Managers must have the ability to motivate the team in project execution stage

Response: The researcher's intent for the above statement was to evaluate the ability of managers to motivate project team members during project execution stage. All the participants responded to this statement and their responses are illustrated in Figure 5.19.

Figure 5.19: Managers must have the ability to motivate the team in project execution stage



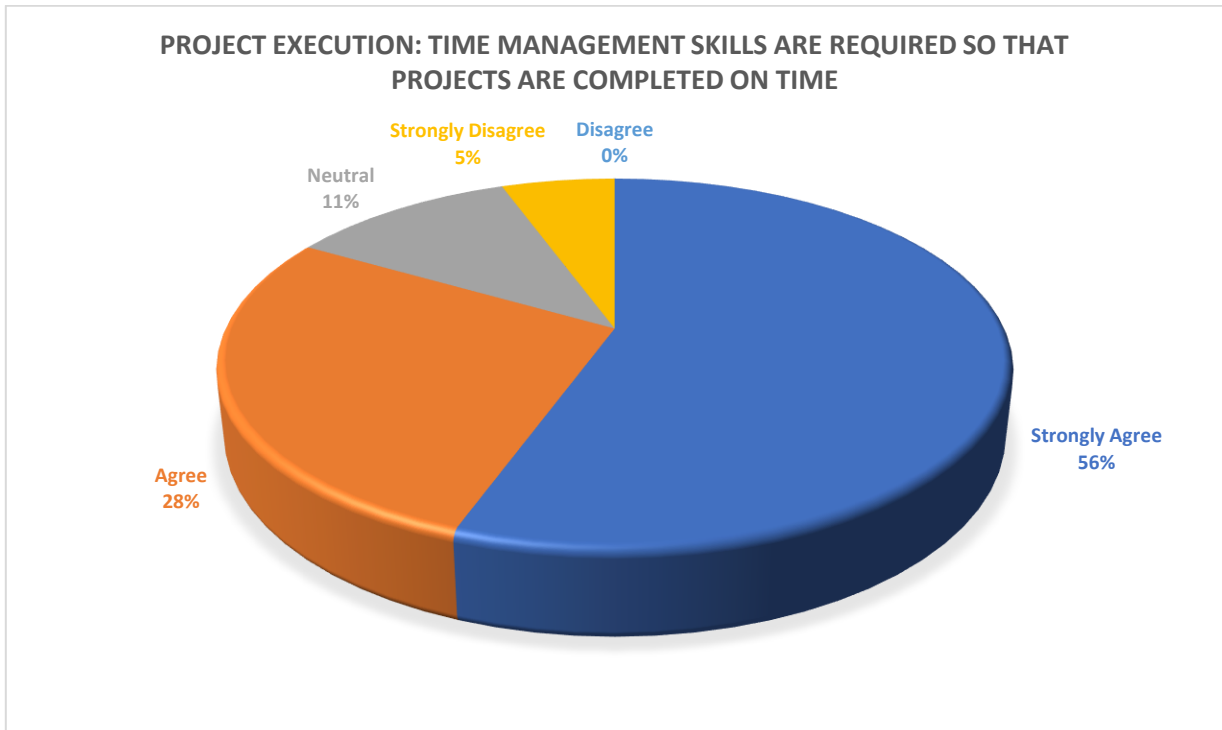
Source: Author’s own construction

Results indicated that 83% of the respondents strongly agreed and agreed, followed by the 11% that were neutral, and lastly 6% strongly disagreed when responding to the statement that managers must have the ability to motivate the team during project execution stage. As the majority agreed that managers must have the ability to motivate project team employees during project execution stage, this affirms that it is necessary for all managers that manage projects to have the ability to motivate the team.

Statement 12: Time management skills are required so that projects are completed on time

Response: As projects have the defined start and completion time, it is important that the projects do not exceed these times, hence the above statement was formulated. Responses to this statement are graphically illustrated in Figure 5.20.

Figure 5.20: Time management skills are required so that projects are completed on time



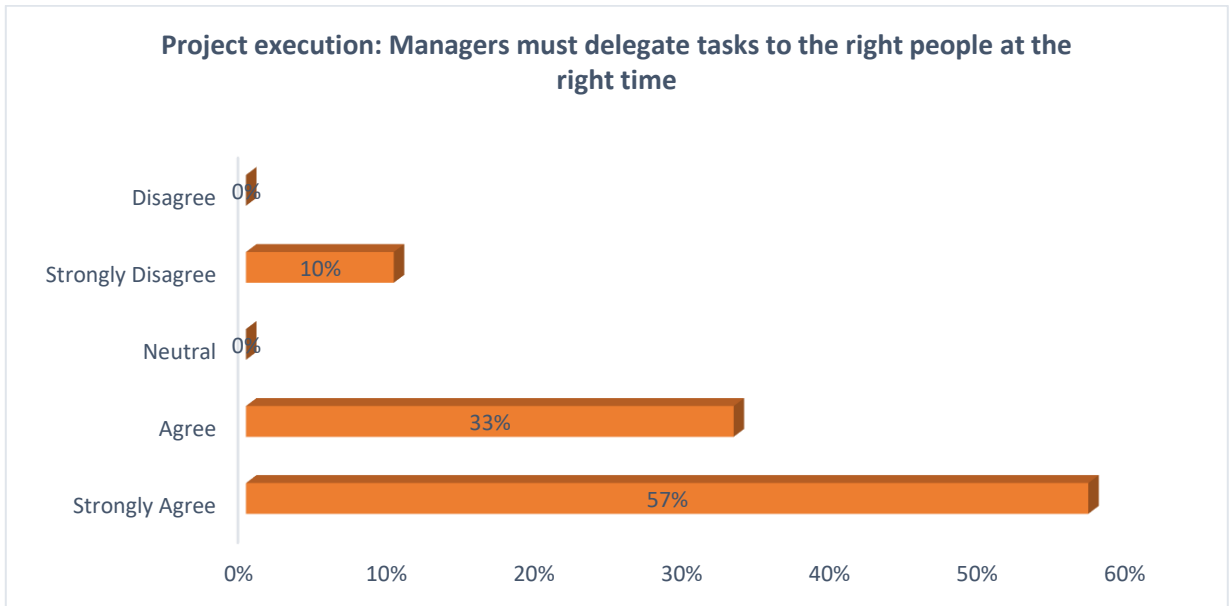
Source: Author's own construction

Figure 5.20 indicates that 84% of the participants have strongly agreed and agreed to the above statement, followed by 11% that are neutral, and lastly 5% disagreed with the above statement. Time management skills are required so that projects are completed on time as per the majority's responses.

Statement 13: Managers must delegate tasks to the right people at the right time

Response: The intention of the above statement was to evaluate how well the managers must know their team's strengths and weaknesses. The responses of this statement are illustrated in the Figure 5.21.

Figure 5.21: Managers must delegate tasks to the right people at the right time

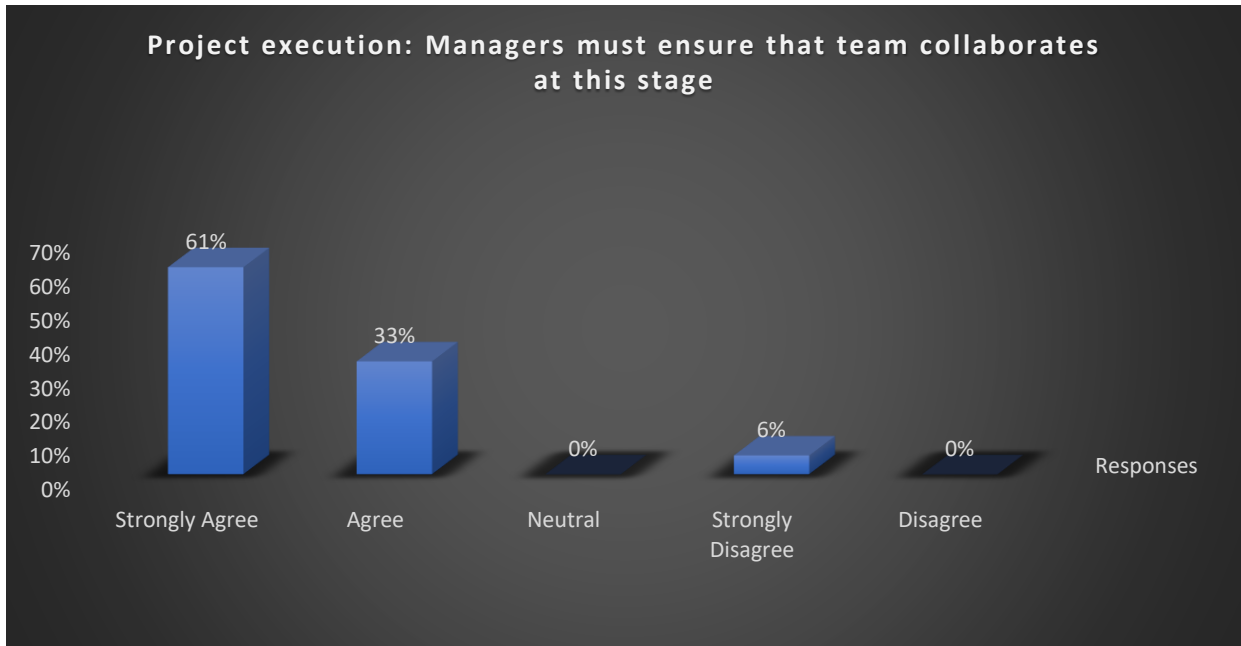


Source: Author's own construction

It is evident that 90% of the respondents strongly agreed and agreed, followed by the 10% that strongly disagreed with the above statement. Judging from the responses, the majority agreed that managers must delegate tasks to the right people, and this can only be possible if the manager knows the team members' strengths and weaknesses.

Statement 14: Managers must ensure that team collaborates at this stage **Response:** Collaboration is the critical aspect within the project execution stage, and it is one of the responsibilities of the managers to ensure that team members collaborate at this stage. All the participants responded as shown in Figure 5.22.

Figure 5.22: Managers must ensure that team collaborates at this stage



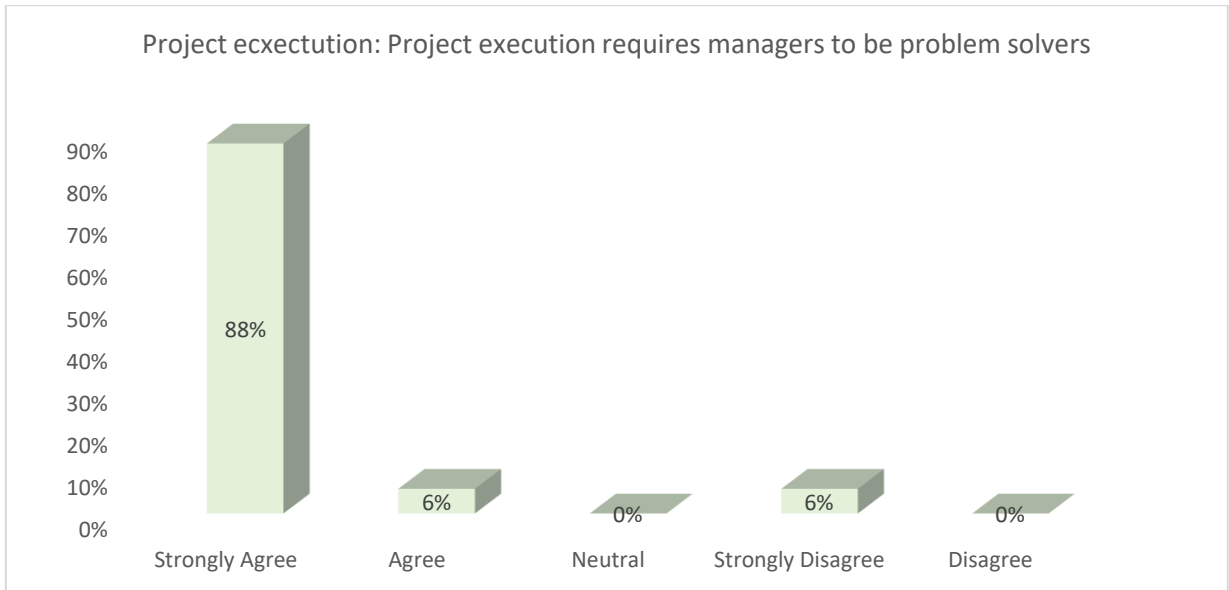
Source: Author's own construction

The findings reveal that 94% of the participants have strongly agreed and agreed, followed by the 6% that strongly disagreed. As 94% is the majority number, it is important for the managers especially when managing retail logistics projects to ensure that project team collaborates during project execution stage.

Statement 15: Project execution requires managers to be problem solvers Response:

Projects need to be managed by people who are problem solvers, hence the researcher formulated the above statement for purposes of finding out the significance of managers to solve problems. The responses for the above statement will be graphically illustrated in the Figure 5.23.

Figure 5.23: Project execution requires managers to be problem solvers



Source: Author's own construction

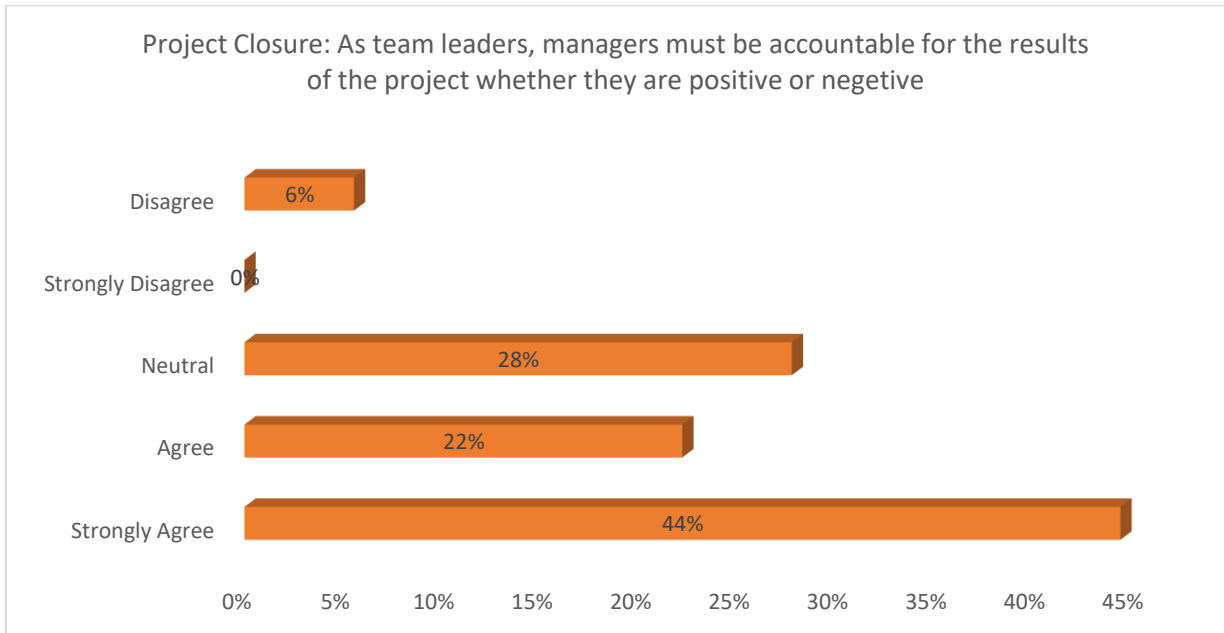
Figure 5.23 illustrates that 94% of the respondents have strongly agreed and agreed, followed by the 6% of the respondents that have strongly disagreed to the above statement. The majority of the participants have indicated that managers must be problem solvers in project execution so that whenever the project encounters problems, they can be equipped to solve the problems.

RETAIL LOGISTICS PROJECTS CLOSURE

Statement 16: As team leaders, managers must be accountable for the results of the project whether they are positive or negative

Response: Some people are only accountable when the results are positive, and they tend to distance themselves when the results are negative because they have the mentality that negative results dent their image. The researcher constructed the above statement with the intention of finding out how managers must behave when the project results are positive or negative. The results indicated how the participants responded to this statement and is graphically shown in Figure 5.24.

Figure 5.24: As team leaders, managers must be accountable for the results of the project whether they are positive or negative



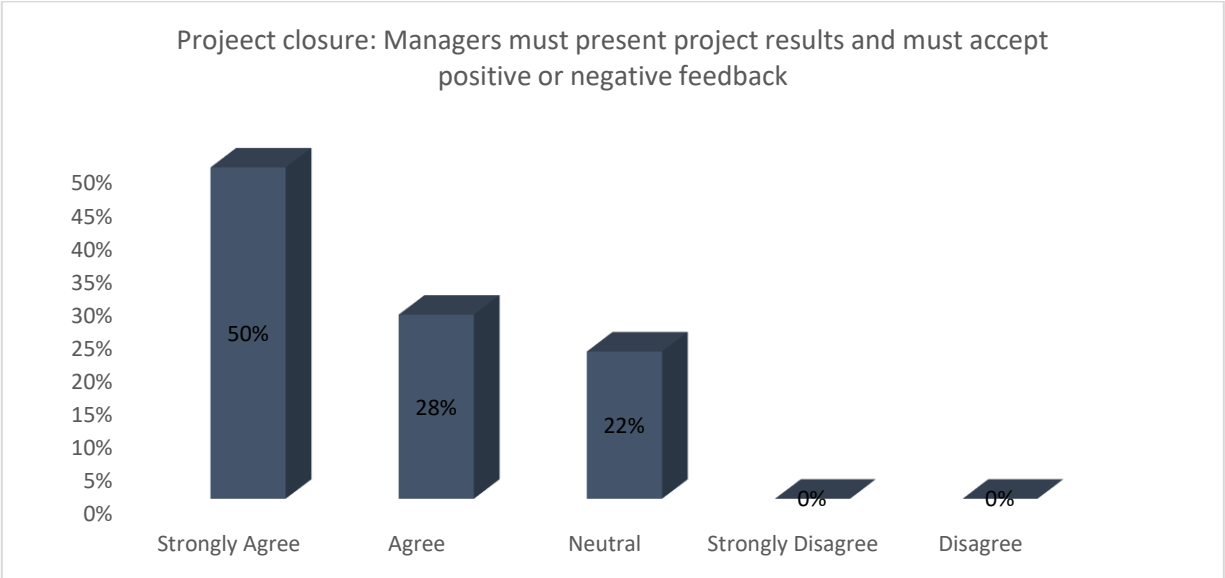
Source: Author's own construction

According to the results, 66% have strongly agreed and agreed, followed by 28% of the participants that are neutral, and followed by the 6% that disagreed. Based on these results, managers must be people who will take account for the results whether they are good and bad.

Statement 17: Managers must present project results and must accept positive or negative feedback

Response: During the project closure stage, managers must present project results to their seniors. The reason for constructing this statement was to determine if the participant would agree to the above statement. The results are graphically illustrated in Figure 5.25.

Figure 5.25: Managers must present project results and must accept positive or negative feedback



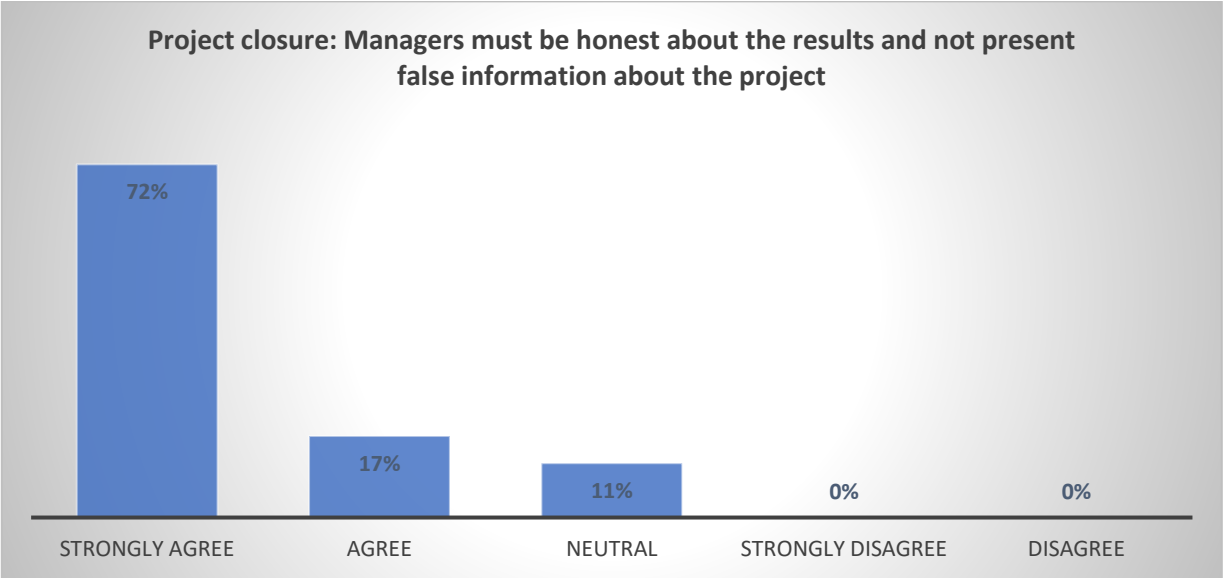
Source: Author’s own construction

It is evident that 78% of respondents strongly agreed and agreed to the above statement, followed by 22% that were neutral. From these results, participants have agreed that managers must present the project results to their seniors and must take constructive feedback after their presentation. Accepting constructive feedback and not taking it personally will show that they are leaders.

Statement 18: Managers must be honest about project results and not present false information about the project

Response: As some projects fail, it is sometimes difficult for the managers to accept the project results particularly if the project has failed, hence the researcher constructed the above statement to find out how participants would respond to this statement. The results for this statement will be shown in Figure 5.26.

Figure 5.26: Managers must be honest about project results and not present false information about the project



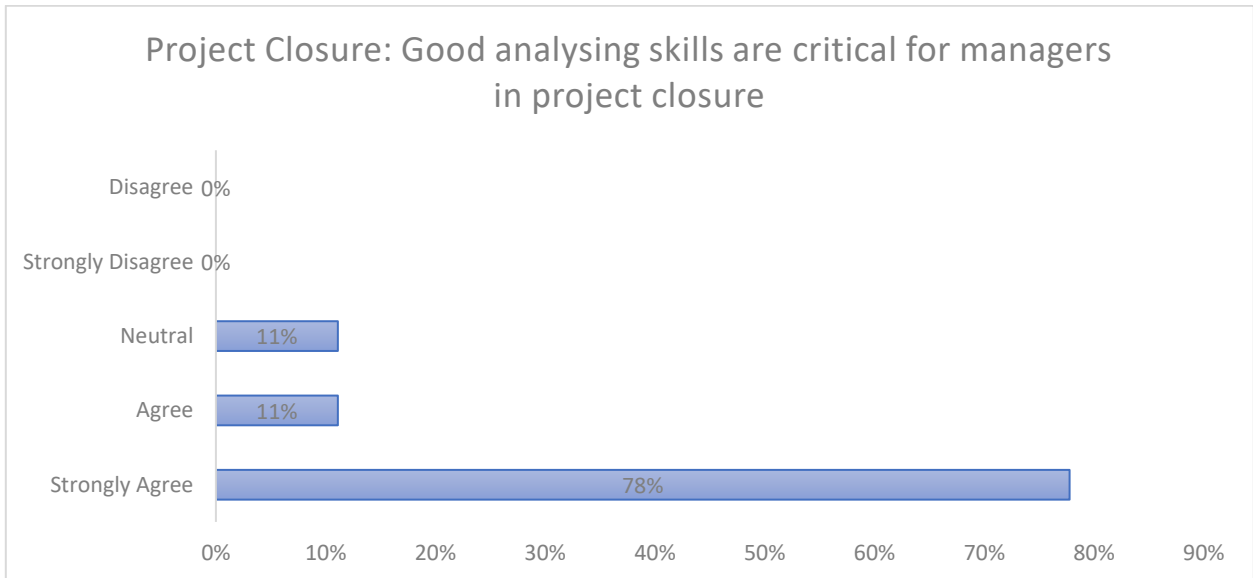
Source: Author’s own construction

Based on the above graph, 89% of the respondents have strongly agreed and agreed, 11% were neutral, and none of the participants disagreed to this statement. The above results indicate that managers must be honest about the results and not present false information about the project.

Statement 19: Good analysing skills are critical for mangers in project closure

Response: This statement was constructed for purposes of finding out the significance of managers having good analysis skills during the project closure stage. The results of this statement will be shown in Figure 5.27.

Figure 5.27: Good analysing skills are critical for managers in project closure



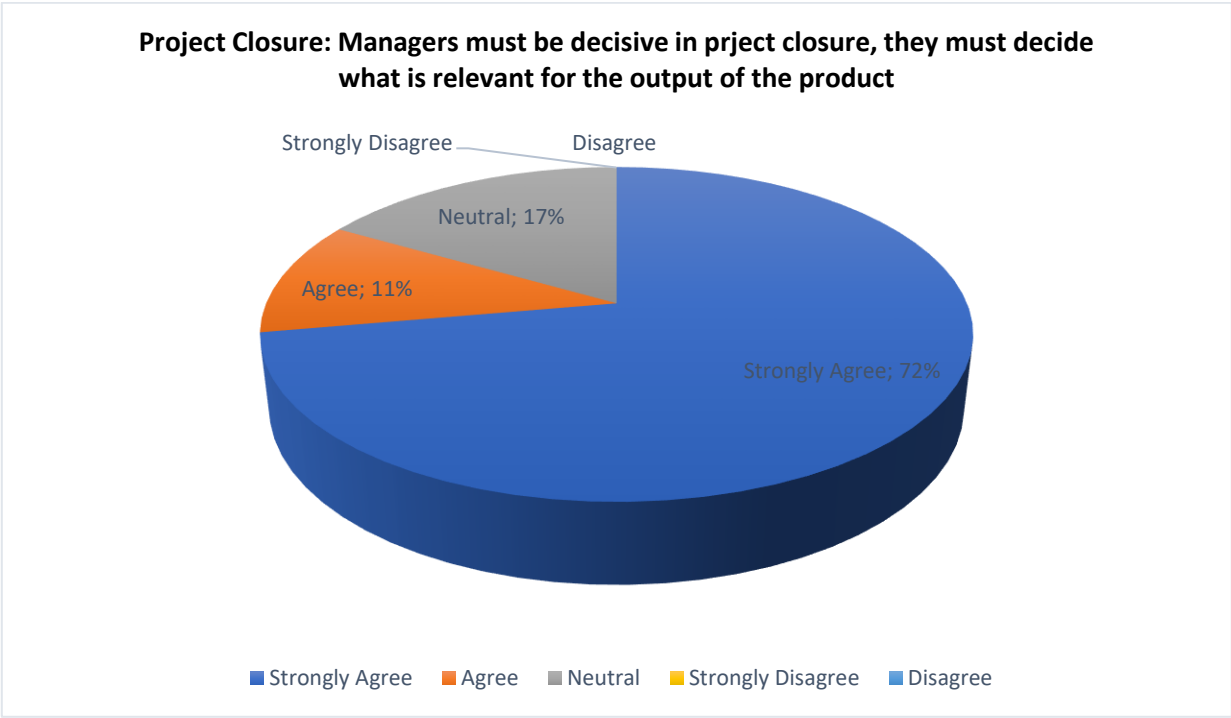
Source: Author's own construction

As per the participants' responses, 89% of the respondents strongly agreed and agreed to the above statement, followed by the 11% that were neutral. None of the participants disagreed to this statement. Good analysing skills are critical so that managers can reflect on the good and bad aspects of the project that can be helpful when managing projects in future.

Statement 20: Managers must be decisive in project closure; they must decide what is relevant for the output of the project

Response: All participants responded to the above statement and all their responses are graphically illustrated in Figure 5.28.

Figure 5.28: Managers must be decisive in project closure; they must decide what is relevant for the output of the project



Source: Author’s own construction

For the above statement, 83% strongly agreed and agreed to the above statement, 17% of the participants were neutral and none disagreed with the above statement. Based on the above results, the participants agreed that managers must decide what is significant in the project closure by eliminating anything that seems irrelevant or could impact the output of the project.

5.3 Section C: Open Ended Questions

This section did not get as many responses as the researcher had anticipated, since some of the participants decided not to respond. However, the responses that were received were sufficient for the researcher to make a generalisation and analyse the data that was obtained.

Requests:

5.3.1 Give three reasons why it is important for managers to have leadership skills when they are managing retail logistics projects

Response: Below are the responses for the above statement and the researcher has decided to group these responses;

- Team building
- To motivate the team
- To be inspirational to the team
- To make quick decisions
- To ensure that the team collaborates
- To lead the team to success
- To empower team members
- To involve everyone when making decisions

It is important for managers to have leadership skills when they are managing retail logistics projects. Responses indicated that there are greater chances of the project being successful when the above aspects are implemented.

5.3.2 Give three aspects that may happen if managers who lack leadership skills run retail logistics projects

Response: For the above statement, the responses were grouped as well, and are listed below;

- Project failure
- Lack of communication from the team
- Unhealthy working environment
- Team will have unclear vision
- Lack of trust amongst the team members
- There are high chances for the team to have conflict

- Lack of collaboration
- Lack of accountability from the team

The above points are occurrences that participants believe could transpire if the managers who manage retail logistics projects lack leadership skills. This could lead to project failure.

5.3.3 Give three leadership skills that you think a manager that runs logistics projects should have

Response: All the responses for this statement were grouped and this allowed the researcher to analyse the data even though not all participants responded to the above statement. The responses are as follows;

- Good communication skills
- Good problem-solving skills
- Time management skills
- Good decision-making skills
- Good listener
- Team building skills
- Good technical skills
- Analysing skills

5.3.4 Comment on anything that you think may be relevant for this study

Response: This statement received poor responses and responses received are listed below;

- Project management is quite a difficult task, it needs someone with experience in projects and someone who is willing to work with the team.
- Project management is a scarce skill in South Africa and people need be encouraged to study project management.
- The failure and the success of the project is the project manager's responsibility.

5.4 Chapter Summary

The participants in this study responded to the questionnaire and provided their perspectives on the open-ended questions. The chapter focused on the respondents and required them to be honest so that the objectives of this study are not compromised. Most of the respondents were above the age of 30 and they have between employed in their current positions for 0-5 years which indicated that there is growth in the company as people move around the departments. The majority agreed that managers must create a good working relationship in the team during retail logistics projects initiation stage. During the retail logistics planning stage, most of the respondents agreed that managers must make good decisions. With regards to retail logistics execution stage, the majority agreed that managers must have the ability to motivate team members. Good analysing skills are critical for managers in retail logistics project closure.

CHAPTER 6: SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

6.1 Introduction

The purpose of this study was to find the critical competencies that enable managers to managers to effectively execute retail logistics projects. As projects in South Africa have a high failure rate as well as a shortage of qualified project managers, the researcher believed that it would be beneficial to conduct a study to determine the limitations and gaps specifically in retail logistics projects. The results of the study were analysed in the previous chapter. The purpose of this chapter is to sum up the key aspects of this study. This chapter will also articulate recommendations based on the findings that were discussed in Chapter Five. This chapter will also discuss the limitations in this study.

6.2 Summary of Objective of Proceeding Chapters

Chapter One was critical in this study as it provided the introduction to the study and from the literature reviewed, the researcher was able to identify the research gap. After the literature review was conducted, the researcher was able to construct the problem statement and the objectives of this specific study. The research questions were constructed including the research design and the research methodology. From the research methodology, the researcher was able to detail the targeted population, the sampling method, data collection, data analysis and how the findings will be reported.

Chapters Two provided the literature review and focused on discussing the existing retail logistics challenges, the roles of a manager within the retail space, and looked at the most critical skills for managers to have especially when they are managing retail logistics projects.

Chapters Three also provided a literature review which mainly focused on critical competencies for managers and provided some comprehensive arguments on how these competencies are significant for managers. Lastly, this chapter highlighted the failures that may cost the project if the managers lack those critical competencies.

Chapters Four presented the research design as well as the targeted population. The sampling methods, how the data was going to be collected and how the data was going to be analysed after collection were discussed.

Chapters Five provided the collection of data, the interpretation of the data, and provided an extensive analysis of the of the data.

Chapters Six is the last chapter of this study, and it summarises the key points, synthesises the findings and draws meaning to the findings. Conclusions and recommendations are discussed. This chapter further discusses how the research objectives and limitations were met in this study.

6.3 Discussion of Findings, Conclusions and Recommendations

The mixed method research methodology was adopted in this study considering the benefits that the qualitative and the quantitative methods would bring to this study by achieving all the objectives of this study. The adopted research instrument utilised in this research was a questionnaire which was divided into three sections. The biography was the first section which intended to identify the suitability of participants in this study. The second section was a Likert scale which intended on measuring the perceptions from the participants about various aspects of this study. The last section was the open-ended questions which allowed the participants to express their views about the title of the study. After the data was collected, it was cleaned, edited and captured. Utilising Microsoft excel, the data was analysed and illustrated using tables, graphs and charts.

As this chapter discusses the findings, these findings will be discussed as per the research instrument with questions and the statements of the requests will be repeated. The researcher will then draw conclusions and recommendations for all the items. The identified limitations of this research and the objectives achieved will follow as well as the expectations for future research. The findings will be reported as per the sections of the research instrument to increase the attention to individual questions, statements or request where required. The first section was the biography section (Section A), the second section was Likert scale (Section B), and the third section was open ended questions (Section C). All summaries will be presented in that format.

6.3.1 Section A - Biography

Question 1: Which age group do you belong to?

The questions were asked to determine the suitability of the respondents in this study and their responses relating to the above question are; 33% are above the age of 40, 33% between the age of 30 to 39, 23% between the age of 24 to 29 and lastly 11% between the age of 18 to 24.

Conclusion: It can be concluded that most people in this organisation that are involved in projects are more experienced employees as 66% of the respondents are above the 30-year age group. Having people with extensive experience increases the chances of the project being successful.

Recommendation: It is recommended that the organisation should try to include the young age group in their projects so that they can get knowledge while they are still young, and this will give them confidence for future projects.

Question 2: Which department are you working at?

As the logistics department of this organisation has various sub departments, the researcher was fortunate to get most of the responses from the sub departments, 32% of the respondents came from Transport, 27% from the Customer Service, 23% from the Logistics Integration Centre and 18% from other departments.

Conclusion: It can be concluded that the retail logistics department of this organisation is a big department as it consists of different sub departments and for this study, the participants responded with the knowledge they have about the sub departments that they are currently working with.

Recommendations: It is recommended that the projects of this organisation should be cross functional by involving different people from other sub departments. Having cross functional projects will enable other employees to expand their knowledge and this can be beneficial in that when there is someone that is sick or absent, they can easily find a replacement.

Question 3: Which position do you occupy in this company?

With regards to the position of the employees in this organisation, 50% of the respondents indicated other, 22% general workers, 17% first line managers and the 11% operations managers.

Conclusion: It can be concluded that the participants in this study consist of not only the senior management in those sub departments, but it also consisted of general workers who most of the time do not have much say in the projects and it was also good for this study to understand how general workers feel when they participate in projects.

Recommendation: It is recommended that the logistics department continue to involve all the general workers in their projects to equip them with project management skills as project management skills is a scarce skill, particularly in South Africa.

Question 4: How long have you been in your current position?

With regards to the time spent by the participants in their current positions, 54% were between 0 to 5 years, 5% between 5 to 10 years, 11% between 10 to 15 years and none of the participants spent more than 15 years.

Conclusion: It can be concluded that most of the employees in the organisation have between 0 to 5 years of experience. Having little experience in those sub departments can have a negative impact in projects as some employees would have little knowledge about their sub departments. Furthermore, they may struggle to come up with new ideas.

Recommendation: It is recommended that the organisation deploy more experienced employees to some of these sub departments that have few experienced employees when they are involved in projects as workers with insufficient experience can find it difficult to make decisions quickly.

Question 5: Have you attended any leadership training?

This question received a positive response from the participants as 45% indicated that they have attended the leadership training twice or more, 35% have attended once, 15% have not and 5% cannot remember.

Conclusion: It can be concluded that most of the employees have attended the leadership training which will be good for the current projects and the future projects. Having employees who have leadership in projects is advantageous as employees do not really need a leader to motivate them, they are capable of doing that on their own.

Recommendation: It is recommended that this organisation invest in ensuring that everyone attends the leadership training. Investing in leadership training will improve the chances of the projects being successful.

Question 6: If you have attended leadership training, are the skills acquired from that training helpful?

Results revealed that 50% who have attended leadership training believed that the training was always helpful, 33% responded that it was not helpful, 11% believed that sometimes leadership training is helpful, and 6% have responded that they are not sure.

Conclusion: As most of the employees believed that attending leadership training is helpful, it can be concluded that the company is investing in their employees as it is equipping them with leadership skills so that they can be the future project leaders.

Recommendation: It is recommended that the organisation continue providing leadership training to their employees. They should push and ensure that majority of employees attend these trainings, and they must be given a platform to showcase these skills.

Question 7: What is the size of your team?

With regards to this question, 33% belong to a team that has 16 or more employees, 28% to a team that has between 6 to 10 employees, 22% to a team that has between 0 to 5 employees and 17% to a team that has 11 to 15 employees.

Conclusion: It can be concluded that the size of the teams in the organisation is large. Results show that 78% of the employees belong to a team that has more than 5 employees and that allows employees to be able to work collaboratively and support one another.

Recommendation: It is recommended that the organisation should not be ignorant and assume that employees work collaboratively with one another just because the team sizes are large, the team leaders should be the ones that are driving the team and ensuring that there is a positive atmosphere in the teams.

Question 8: What is your highest educational qualification? What is the size of your team?

With regards to this question, 55% employees have degrees, 18% have diplomas, 18% did not specify and 6% have matric certificate.

Conclusion: It can be concluded that most of the employees in this organisation hold an educational qualification.

Recommendation: It is recommended that the organisation assist employees that wish to further their studies but struggle financially because having a workforce that has tertiary qualification improves the participation of the team and the improves the decision making of the organisation.

6.3.2 Section B - Likert Scale

A Likert scale is a biometric tool utilised in research for purposes of data collection in the form of a questionnaires. It is also commonly known as a rating scale. With regards to the rating scale, it allows the respondents to be able to determine their level of agreement or

disagreement on the statement they are responding to. The Likert scale is based on a scale of from 1 to five, with 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree. The scale allows the respondents to capture their level of perspectives on the statement asked.

Table 6.1: Retail logistics projects initiation

Retail logistics projects initiation	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Managers must have good team building skills at this stage	5%	10%	15%	10%	60%
Managers must influence positive atmosphere at this stage	0%	0%	28%	5%	67%
Managers must create a good working relationship in the team	0%	0%	12%	12%	76%
Knowing people in your team is quite critical at this stage	5%	0%	17%	11%	67%
Managers must take risks in project initiation stage	0%	0%	0%	65%	35%

Source: Author's own construction

Conclusion: The above results were obtained when respondents were responding to retail logistics projects initiation stage; It can be concluded that the majority believed that managers must have good team building skills, must influence positive atmosphere, must create a good working relationship in the team, knowing people in their team is quite critical and lastly, managers must be risk takers at this stage.

Recommendation: It can be recommended that when the company has retail logistics projects, it is important that the managers or anyone who will be a project leader must have

the above skills because the project initiation skill is the foundation of the project, and it is unlikely for projects to be successful when they lack a good foundation.

Table 6.2: Retail logistics project planning

Retail logistics project planning	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Communication skill is critical at this stage	0%	0%	6%	33%	61%
Managers must make good decisions at the project planning stage	0%	0%	5%	17%	78%
Managers are required to be able to resolve conflict at this stage	0%	6%	5%	33%	56%
Managers must be flexible so that they are able to adjust in any situation	0%	12%	11%	23%	54%
Managers must be able to identify threats and act against them	22%	5%	13%	17%	43%

Source: Author's own construction

Conclusion: The above results were obtained when respondents were responding to retail logistics projects planning stage; It can be concluded that the majority believed that communication skill is critical at this stage, managers must make good decisions, managers are required to be able to resolve conflict, managers must be flexible so that they are able to adjust to any situation and lastly, managers must be able to identify threats and act against them. Based on the above results, the researcher believes that this is also a critical stage in projects, hence the project planning phase needs full concentration as the other stages of the projects because if anything goes wrong during project planning, the project will dismally fail.

Recommendation: As per the responses, 78% of the respondents strongly agreed that managers must make good decisions during the project planning stage. This is a clear indication that good decisions are directly linked to successful project planning, and it is

recommended that managers must ensure that they take good decisions so that the project planning phase is not compromised.

Table 6.3: Retail logistics projects execution

Retail logistics projects execution	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Managers must have the ability to motivate the team in project execution stage	6%	0%	11%	22%	61%
Time management skills are required so that projects are completed on time	5%	0%	11%	28%	56%
Managers must delegate tasks to the right people at the right time	10%	0%	0%	33%	57%
Managers must ensure that team collaborates at this stage	6%	0%	0%	33%	61%
Project execution requires managers to be problem solvers	6%	0%	0%	6%	88%

Source: Author's own construction

Conclusion: With regards to the responses for retail logistics projects execution stage, the researcher can conclude that managers must have the ability to motivate the team, time management skills are required so that projects are completed on time, managers must delegate tasks to the right people at the right time, managers must ensure that the team collaborates and lastly managers are required to be problem solvers. As 88% of the respondents believe that managers must be problem solvers at this stage, the researcher can conclude that this is a critical skill in this stage.

Recommendation: It is recommended that when the task of managing the project is given to someone, that individual must have extensive skills in terms of being a problem solver because

there are many aspects that the project encounters in this stage and one must be capable enough to deal with those challenges. Resilience is also needed from that individual.

Table 6.4: Retail logistics projects closure

Retail logistics projects closure	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
As team leaders, managers must be accountable for the results of the project whether they are positive or negative	0%	6%	28%	22%	44%
Managers must present project results and must accept positive or negative feedback	0%	0%	22%	28%	50%
Managers must be honest about project results and not present false information about the project	0%	0%	11%	17%	72%
Good analysing skills are critical for managers in project closure	0%	0%	11%	11%	78%
Managers must be decisive in project closure; they must decide what is relevant for the output of the project	0%	0%	17%	11%	72%

Source: Author's own construction

Conclusion: Regarding the retail logistics project closure stage, it can be concluded that managers must be accountable for the results of the project whether they are positive or negative as they are team leaders, managers must present project results and must accept positive or negative feedback, managers must be honest about project results and not present false information about the project, managers must have good analysing skills as these are critical for managers in project closure and, managers must be decisive in project closure; they must decide what is relevant for the output of the project.

Recommendation: It is recommended that the most critical skill that managers must have at this stage is good analysing skills as it can assist them in identifying all the aspects that might compromise the quality of the projects whilst everyone thinks the project has been completed. Having such skills will ensure that the project successfully achieves its desired goal.

6.3.3 Section C - Open Ended Questions

6.3.3.1 Give three reasons why it is important for managers to have leadership skills when they are managing retail logistics projects

Conclusion: It can be concluded that it is important that managers who manage retail logistics have leadership skills so that they can motivate the project team. They can further focus on team building and ensure that everyone is involved when decisions are taken. Managers with leadership skills have the ability to make rapid decisions.

Recommendation: As most of the respondents had one common aspect as to why managers must have leadership skills when they are managing retail logistics projects which is "to involve everyone when making decisions", it is recommended that managers must ensure that they involve everyone during decision making because clearly everyone is motivated by being part of decision making.

6.3.3.2 Give three aspects that may happen if managers who lack leadership skills run retail logistics projects

Conclusion: As per the responses for the above question, most employees feel that the lack of leadership could result in many aspects which ultimately may result in project failure. Employees believe that lack of leadership creates a negative atmosphere in the team, and this contributes to lack of collaboration amongst the team members. It may result in conflict as well as bad communication. Lastly, lack of leadership in projects may result in an unclear vision of the project.

Recommendation: When an individual is given a role to lead a project, it must not be based on being a good manager but also that that individual must have leadership skills because leadership skills are people oriented.

6.3.3.3 Give three leadership skills that you think a manager that runs logistics projects should have

Conclusion: It can be concluded that most of the respondents believed that good leadership skills will result in a successful project. These include good communication skills, good problem-solving skills, time management skills, good decision-making skills, good listening skills, team building skills, good technical skills as well as analysing skills.

Recommendation: Based on the responses, it is recommended that managers who lead retail logistics projects must have at least 90% of the mentioned skills which will help them to lead a team to a successful project.

6.3.3.4 Comment on anything that you think may be relevant for this study

Conclusion: As per the general responses to this request which is “project management is quite a difficult task, it needs someone with experience in projects and someone who is willing to work with the team”, it can be concluded that the respondents believe that the project manager must be someone with extensive experience as a project is quite a complex task.

Recommendation: As the respondents have agreed that the project is quite a complex task, it is recommended that when the organisation appoints someone to manage a project, they must appoint someone with extensive experience and that individual must be given all the necessary resources and support so that projects can be successful.

6.4 Conclusion

The research objective of this study was to identify the competencies for managers required to effectively lead retail logistics projects. Competencies are defined as the abilities that are required from individuals to do something successfully. The results and findings of this study are based on the experiences and perceptions that employees have of their managers when

they are working on projects. Projects are quite a complex task to manage and for one to be given that responsibility, one must have extensive experience and knowledge about the projects which will ultimately help that individual to achieve the project objectives. It can be concluded that when managers do not have experience in projects and lack leadership skills, the risks of projects failing are high.

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Appendix A: Questionnaire



QUESTIONNAIRE

Competencies for a manager to execute retail logistics projects in the Cape Metropolis

Dear respondent: This is academic research with the aim of finding the competencies for a manager to execute retail logistics projects in the Cape Metropolis. Please do not leave your details or anything that can make you identifiable. This is confidential information, and your identity will be protected.

SECTION A: BIOGRAPHY

Please tick the applicable box

1. Which age group do you belong to?

18-24 Years	25-29 Years	30-39 Years	Above 40
-------------	-------------	-------------	----------

2. Which department are you working at?

Transport	Logistic Integration Center (LIC)	Customer Service (Help Desk)	Other
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If other, please specify

.....

3. Which position do you occupy in this company?

General worker	First Line Manager	Operations Manager	Other
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If other, please specify

4. How long have you been in your current position?

0-5 Years	5-10 Years	10-15 Years	Above 15
-----------	------------	-------------	----------

5. Have you attended any leadership training?

No, I have not	I cannot remember	Yes, once	Yes, twice, or more
----------------	-------------------	-----------	---------------------

6. If you have attended leadership training, are the skills acquired from that training helpful?

No, they do not	I am not sure	Sometimes they do	Always helpful
-----------------	---------------	-------------------	----------------

7. What is the size of your team?

0-5	6-10	11-15	16 and above
-----	------	-------	--------------

8. What is your highest educational qualification?

Matric	Diploma	Degree	Other
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SECTION B: THE LIKERT SCALE

Please rank the following by ticking the applicable using the Likert scale below.

Please note: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

		Strongly	Disagree	Neutral	Agree	Strongly
	Retail logistics projects					
	Retail logistics projects initiation					
1	Managers must have good team building skills at this stage	1	2	3	4	5
2	Managers must influence positive atmosphere at this stage	1	2	3	4	5

3	Managers must create a good working relationship in the team	1	2	3	4	5
4	Knowing people in your team is quite critical at this stage	1	2	3	4	5
5	Managers must take risks in project initiation stage	1	2	3	4	5
	Retail logistics project planning					
6	Communication skill is critical at this stage	1	2	3	4	5
7	Managers must make good decisions at the project planning stage	1	2	3	4	5
8	Managers are required to be able to resolve conflict at this stage	1	2	3	4	5
9	Managers must be flexible so that they are able to adjust in any situation	1	2	3	4	5
10	Managers must be able identify threats and act against them	1	2	3	4	5
	Retail logistics projects execution					
11	Managers must have the ability to motivate the team in project execution stage	1	2	3	4	5
12	Time management skills are required so that projects are completed on time	1	2	3	4	5
13	Managers must delegate tasks to the right people at the right time	1	2	3	4	5
14	Managers must ensure that team collaborates at this stage	1	2	3	4	5
15	Project execution requires managers to be problem solvers	1	2	3	4	5
	Retail logistics projects closure					
16	As team leaders, managers must be accountable for the results of the project whether they are positive or negative.	1	2	3	4	5
17	Managers must present project results and must accept positive or negative feedback	1	2	3	4	5
18	Managers must be honest about project the results and not present false information about the project	1	2	3	4	5
19	Good analyzing skills are critical for managers in project closure	1	2	3	4	5
20	Managers must be decisive in project closure; they must decide what is relevant for the output of the project	1	2	3	4	5

SECTION C: Your understanding about the significance of leadership skills to deliver successful retail logistics projects.

1. Give three reasons why it is important for managers to have leadership skills when they are managing retail logistics projects.

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

2. Give three things that may happen if managers who lack leadership skills run retail logistics projects.

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

3. Give three leadership skills that you think a manager that runs logistics projects should have.

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

4. Comment on anything that you think may be relevant for this study.

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

Thank you for participating in this study

Appendix B: Clearance Certificate



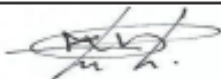
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Office of the Chairperson Research Ethics Committee	FACULTY: BUSINESS AND MANAGEMENT SCIENCES
--------------------------------------------------------	--------------------------------------------------

The Faculty's Research Ethics Committee (FREC) on **15 June 2021**, ethics **APPROVAL** was granted to **Sibabalwe Hlamandana (215264622)** for a research activity for **M Tech: Business Administration in Project Management** at Cape Peninsula University of Technology.

Title of dissertation / thesis / project:	Competencies for a manager to execute retail logistics projects in the Cape Metropolis Lead Supervisor (s): Dr L Jowah
-------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------

Decision: APPROVED

 <hr/> Signed: Chairperson: Research Ethics Committee	<hr/> 17 June 2021 <hr/> Date
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The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the CPUT Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study requires that the researcher stops the study and immediately informs the chairperson of the relevant Faculty Ethics Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing accompanied by a progress report.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines, and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, notably compliance with the Bill of Rights as provided for in the Constitution of the Republic of South Africa, 1996 (the Constitution) and where applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003 and/or other legislations that is relevant.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after two (2) years for Masters and Doctorate research project from the date of issue of the Ethics Certificate. Submission of a completed research ethics progress report (REC 6) will constitute an application for renewal of Ethics Research Committee approval.

Clearance Certificate No | 2021_FBMSREC 038

Appendix C: Turnitin Report

Final Thesis

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Appendix D: Editing Certificate

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06/10/2021

Sibabalwe Hlamandana

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RE: EDITING CERTIFICATE

**FOCUS AREA: COMPETENCIES FOR A MANAGER TO EXECUTE RETAIL LOGISTICS
PROJECTS IN THE CAPE METROPOLIS**

Master of Technology: Business Administration in Project Management

in the Faculty of Business and Management Sciences

(CPUT)

This serves to confirm that this research report has been edited for clarity, language and layout.

Kind regards,



Nereshnee Govender (PhD)