

Task-focused leadership competencies and their effect on project team motivation in the petroleum industry, a selected petroleum company in the Western Cape.

By

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DECLARATION

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ABSTRACT

Petroleum projects are managed by qualified and competent project managers in the oil and gas discipline. Furthermore, the industry is an important contributor to the economic development of South Africa. However, the high failure rate of petroleum projects and delays are a common phenomenon affecting the detailed project schedules. Therefore, the petroleum projects are not finished on schedule and on budget. As a result, these challenges create bad reputations against the petroleum industry.

It is further indicated that the project delays also have bad effects on clients, consultants, contractors, subcontractors, and relevant stakeholders in terms of growing adversarial relationship, mistrust, litigation, arbitration etc., because the facility of the client does not become available as per the initial plan from the planning phase. The petroleum projects severely suffer from the delays that have become so expensive to recover.

The main purpose of the study was to establish task-focused leadership competencies and their effect on project team motivation in the petroleum industry. In order to achieve this, the following research objectives had to be met: First, to evaluate task focused leadership competencies ideal for project success. Second, to assess major project leadership traits that are ideal for project execution and third, to determine the most effective leadership style that project managers should have for project success. The main literature relevant for the current was gathered on projects, a project is precisely defined as a temporary venture which is undertaken to create a unique product.

Well-structured questionnaires with open and closed ended questions were carefully utilized and distributed randomly to all the target respondents who were working on projects within the organization when the time was convenient for all of them to collect the data from the participants. An expert in statistics went through the questionnaire in detail to examine if this instrument (questionnaire) specifically was constructed according to the needs and requirements of the participants. Sixty-eight completed questionnaires returned were analysed and discussed. Likert scale was used to measure the perceptions, opinions, and ideas of the research respondents. There were two research techniques used namely: qualitative and quantitative research techniques for data collection. These techniques were considered suitable due to the nature of the study. Trained research assistants were also used to administer the questionnaires on a one-on-one basis while observing all Covid-19 protocols when collecting data from the respondents. This would improve the questionnaire return rate.

The findings obtained from the study in consideration with the problem statement, research questions and set research objectives demonstrated that a competent project manager should

possess leadership valuable qualities in the workplace to appropriately manage the project stakeholders for successful project execution. The study depicted that transformational, participative, democratic leadership, motivation, team building, team development, good communication skills, coaching leadership, succession planning, transparency, passion for learning, nurturing trust within teams, proper planning, effective time management, integrity, collaboration, information sharing, accountability, responsibility, rewarding achievements and critical leadership competencies are fruitful leadership competencies that project leaders should have and apply in the implementation of projects. The petroleum industry is enormously imperative as it is one of the pillars of the South African economy. South Africa is one of the countries in Africa and in the world with oil and gas generating companies.

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CHAPTER 1: BACKGROUND TO THE RESEARCH

1.1 Introduction

Jeronimus, et al. (2014:64-751) indicated that petroleum projects are managed by qualified project managers in the oil and gas industry. Furthermore, the industry is an important contributor to the economic development of South Africa. However, the success of these projects mainly depends on the human personalities - known as trait theory. Trait theory is a method used in the study of human personality. Trait theorists are mostly concerned about the measurement of traits that could be described as habitual patterns of behaviour, thoughts, and emotions.

Trait theory stresses that personality is primarily made up of several broad qualities. In broader terms, a trait can be regarded as a relatively stable characteristic of individuals, which causes a person to behave in certain ways under varying circumstances. The interaction and amalgamation of various traits give every person a unique personality. Muller, et al. (2012:77-88) state that leadership is a process whereby a person positively influences other people to achieve an established objective and to direct an organization in a manner which makes it interconnected and clear.

Block (1995: 187-215) also argues that trait theory is primarily an approach or a technique to the study of human personality and trait theorists are mainly concerned about the measurement of individualities that can be described as habitual forms of behaviour, emotion and thought. In line with this point of view, Eysenck and Eysenck (1977: 57-68) state that traits are characteristics of personality that are comparatively stable over time and significantly differ across individuals. Traits are distinctive qualities that one either has or does not have. There are two approaches to define traits, which are internal causal properties and virtuously descriptive summaries. The internal causal states that traits significantly influence our behaviours and result in someone doing things in line with that trait. On the other hand, traits as descriptive summaries are descriptions of actions that don't try to infer causality. Aarsland, et al (2001: 9-42) reveal that trait approach is one of the vitally greatest areas of study in psychological studies that helps identify personality of an individual.

Traits (Patton, et al 1995: 74-768) can be well-defined as a stable characteristic, which causes a person to depict a response to any situations in certain ways. A trait theory approach focuses on personality differences between individuals. A trait can further be defined as a relatively stable characteristic that causes people to behave in certain ways. The trait approach to personality is one of the key theoretical areas in the study of personality. The trait theory suggests that individual personalities are made up of these wide dispositions.

A leadership theory as cited by Kolb (1995: 233-248) is an assumption that is about distinguishing characteristics of a specific leader, this theory is meant to concentrate on determining explicit qualities such as skill levels, which separate a leader from a follower. Leadership theories are mainly described as schools of thought brought forward to explain how and why certain individuals become leaders. Donnelly and Kezsbom (1994: 33-41) indicate that the theories generally accentuate the traits and behaviours, which individuals can adopt to enhance their own leadership abilities as leadership is the art of influencing and motivating a group of individuals to act towards accomplishing common objectives. Great man, trait, contingency, situational, behavioural, and participative leadership theories are among the most common concepts. A leader mainly uses his or her traits as tools to practise effective leadership to motivate other people to embark on his/her vision within the parameters set by an organisation.

According to Dew (1995: 50-54), research is not sufficient to completely understand what makes a leader to be so successful in today's project environment. However, leadership is significantly a strong foundation to work from when working in project settings. Leadership is typically an area, which changes over time as individuals and companies change. House and Mitchell (1974:81-9) reveal that this concept of leadership requires to be constantly studied to ensure that evaluations and training processes are suitable for present leadership to enable organizations to achieve their set objectives. Leadership competencies are a critical requirement during recruitment processes for organizations' succession planning.

Youker (1999: 6-7) explains that project execution is the stage in a project's life cycle where planned activities in the project plan are put into action and the actual work is performed. The stage gets implemented after project scheduling and project planning and is where most of the time and effort of a project take place. The way in which a project gets implemented in project management is critically important.

According to Fortune and White (2006: 53-65), there are three project execution phases, which are listed below:

- **Following processes:** This involves having outlines, systems, and procedures in place to help you finish your work and meet your organization's requirements.
 - **Managing people:** Managing people includes making sure your team members follow the project plan that they are on task, and that they feel motivated.
 - **Distributing information:** Distributing information keeps team members and clients involved throughout the execution phase of the project. This also prevents expensive misunderstandings, minimizes delays, and encourages open communication as well as transparency.
-

The petroleum industry (South African Petroleum Industry Association, 2009) is an industry predominantly generating petroleum products and is one of the biggest sectors contributing to the economy of South Africa. Petrol and diesel are the major liquid fuels that are utilized in South Africa. The oil and gas industry mostly involves international processes, which involve the following:

- Exploration,
- Extraction
- Refining
- Transportation
- Storage
- Marketing of petroleum products.

1.2 Background and Motivation

The petroleum industry is one of the pillars supporting the South African economy. The industry plays a crucial role in the economic development of the country. However, project delays and failures are a common phenomenon that negatively affects the detailed schedules of projects in the industry. Consequently, petroleum projects are not finished on time and on budget, which then gives stakeholders a bad reputation against the petroleum industry. Stakeholders are either people or groups who can either impact the success and implementation of a project or impacted by a project. It takes a lot of resources and support to create stakeholders, so it is quite important to identify and manage project stakeholders appropriately, because they have an impact on a project. This means that projects are not executed in a vacuum.

a) Stakeholders

Eskerod, et al (2013: 36-50) strongly argue that project stakeholders can delay a project when they are against your project because of being poorly managed. However, when they are appropriately managed, they become supportive and can even lubricate the wheels of progress for project teams. Securing a good rapport and avoiding the wrath of stakeholders becomes vitally important. Besner and Hobbs (2006: 37-48) both explain that stakeholders are organizations, groups, teams, or individuals that are devotedly involved in a project or whose interest might be negatively or positively affected by the project during project implementation or successful project completion. Some stakeholders can increase the complexity of the project implementation if they are not correctly managed, and every stakeholder has their own interest in the project. Therefore, they have diverse priorities and conflicts towards the project execution.

There are different interests and powers that are possessed by different stakeholders throughout the project life cycle. Some project stakeholders such as senior finance managers etc may have low interest with high power during the initial stages of the project because they tend to be reluctant to release resources such as finance etc. while other stakeholders may have low power with high interest in the project at the beginning of the project, Cleland (1985: 11-17).

According to Hodgson and Cicmil (2007: 48-431), stakeholders have a few common characteristics, which are listed below:

- **Their opinion matters:**

All stakeholders have views, and their idea is important and can impact the capacity to advance the project execution as they have a strategic importance towards the business.

- **They have a clear perspective concerning the project:**

Not only do stakeholders have meaningful opinions, but it's also evident why they care about it. Internal executives of an organization want to ensure that the project is aligned with corporate strategy.

- **Stakeholders have something that project managers need:**

Whether it is information, approval, budget, cooperation, or a more tangible deliverable, project teams need stakeholders to deliver on their end to move things forward (even if it is just silent approval).

- **Stakeholders aren't easily replaceable:**

A stakeholder's importance is tied to the unique value that they bring to the table. While the individual filling the role might be swapped out, the chief financial officer still must bless the pricing plan, etc.

b) **Stakeholder management**

Stakeholder management as described by Jepsen and Eskerod (2009: 43-335) is the process by which you organize, monitor, and improve your relations with your stakeholders. The process includes methodically identifying stakeholders; analysing their needs and expectations; and planning and executing several project tasks to engage with them. Garcia (2005: 9-22) also adds that a good stakeholder management process is the means through which you can coordinate interactions and assess the status and quality of your relationship with different stakeholders. Majority of stakeholder management descriptions mainly tend to concentrate on the idea that you can manage your stakeholders to get them to perform what you want.

The emphasis is significantly placed on creating a stakeholder management plan that plots the level of interest and influence of stakeholders and list numerous levels of engagement for the different groups. A plan (Karlsen (2002: 19-24) is typically created at the start of the project and then filed away to gather dust. This guide takes a different focus, in most cases, there is a legal and a strategic objective to undertaking stakeholder engagement/consultation/management. You might have a statutory or legal requirement to consult, and you hopefully have a clear idea of the strategic benefits you might derive from doing it well. This guide shows you how to accomplish both those objectives. Table 1.1 below indicates the stakeholder management process.

Table 1.1. Stakeholder management process, Littau, et al (2010: 17-29).

Process		Methods
Step1	Identification	First, there must be an identification of project stakeholders. There is no need to capture them all but try to strive to identify the most important.
Step 2	Documentation of stakeholders	Next, you must capture stakeholders in a single location, and this is typically performed via a document called a Stakeholder Register.
Step3	Analyse and classify.	Once we have captured the Stakeholders in our Register, the next step is to analyse and classify them. We use a variety of metrics and techniques to perform this task; the most common method includes determinant each stakeholder's level of power (sometimes called influence) and interest in the project
Step4	Plan and implement engagement	The primary goal of stakeholder management is to engage each Stakeholder in a manner that maximizes benefits to our project. This step in the process is focused on determining the best methods of communication with each entity and then implementing these communications at the correct frequency.
Step5	Monitor and update.	When done right, stakeholder management is an on-going, iterative process that continues throughout the lifecycle of your project. We continue identifying, documenting, analysing, classifying, planning, and implementing

		engagement from the start of project initiation all the way through the completion of project closure
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Project delays in the petroleum industry are a result of poor stakeholder management, poor communication, a lack of training in the project management discipline, leadership incompetency, untrained workers, and ignorance of employees in the workplace. The petroleum industry (South African Petroleum Industry Association, 2009) reported that the petroleum industry is one of the biggest sectors contributing to South Africa's economic growth. Petrol and diesel are the liquid fuels mostly used in South Africa. The oil and gas industry has a lot of different groups who work closely together with different specializations, so the projects have different multi-employers in the same working environment striving to achieve common goals which are the project objectives, but because of poor leadership and mismanagement in the environment, the petroleum projects severely suffer from delays that have become so expensive to recover, Haddock, et al (2010: 42-527).

Jensen and Sandstrom (2011: 88-473) state that a project process life cycle undergoes several stages namely: Initiation, planning, execution, controlling and monitoring and project closeout-stage. Each one of these stages has different resources, demands and different tasks to be conducted. Therefore, the whole project requires different leadership styles at different stages signifying the need for situational leadership processes. Below are the project phases in a project life cycle:

- **Initiation phase**

Patanakul, et al (2010: 41-65) explain that project initial phase is a phase where one needs to identify a business need, problem, or opportunity and brainstorm ways in which project teams can meet this need, solve this problem, or grasp this opportunity. During this step, you figure out an objective for your project, determine whether the project is feasible or not, and identify the major deliverables for the project. Baccarini (1999:25-32) indicates that an appropriate response to the need is documented in a business case with recommended solution options. A feasibility study is carried out to investigate whether each option addresses the project objective or not, and a final recommended solution is determined. Issues of feasibility and justification are addressed. Once the recommended solution is approved, a project is initiated to deliver the approved solution and a project manager is appointed. Major deliverables and the participating work groups are identified, and the project team begins to take shape. Approval is then sought by the project manager to move on the detailed planning phase, Bonnal and Gourc (2002:12-19).

According to Brandon (1998: 11-19), there are steps for the project initiation phase, which may include the following:

- Undertaking a feasibility study: Identify the primary problem your project will solve and whether your project will deliver a solution to that problem or not.
- Identifying scope: Define the depth and breadth of the project.
- Identifying deliverables: Define the product or service to provide.
- Identifying project stakeholders: Figure out whom the project affects and what their needs may be.
- Developing a business case: Use the above criteria to compare the potential costs and benefits for the project to determine if it moves forward.
- Developing a statement of work: Document the project's objectives, scope, and deliverables that you have identified previously as a working agreement between the project owner and those working on the project.

- **Planning phase**

The planning phase as the next phase after the initiation phase as quoted by Brown and Eisenhardt (1995:343-378) is where the project solution is further developed in as much detail as possible. You plan the steps that are necessary to meet the project's objective. The team during the steps identifies all the project work activities to be done. The project's tasks and resource requirements are identified, along with the strategy for producing them. This is also referred to as scope management. Fleming and Koppelman (1994: 21-27) argue that a project plan is created outlining the activities, tasks, dependencies, and deadlines. The project manager coordinates the preparation of a project budget by providing cost estimates for the labour force, equipment, and material costs. The budget is used to monitor and control cost expenditures during project implementation.

According to the view of Fox and Murray (2003: 167-180), once the project team has identified the work, prepared the schedule, and estimated the costs, the three fundamental components of the planning process are complete. This is an exceptional time to identify and try to deal with anything, which may pose a threat to the successful completion of the project. This is called risk management. Fox and Spence (1998: 20-27) reveal that potential problems are identified in risk management along with the action plan that is to be taken on each high threat potential problem, either to reduce the probability that the problem will occur or to reduce the impact on the project if it does occur. This is also a good time to identify all project stakeholders, and to establish a communication plan that describes the information needed and the delivery method to be used

to keep the stakeholders informed. Finally, a project manager needs to document a quality plan, providing quality targets, assurance, and control measures along with an acceptance plan.

- **Execution phase**

The project plan is put into action under the execution phase, and the project work activities are performed. It is important to maintain control and communicate as needed during project implementation. Progress is continuously monitored, and appropriate adjustments are made when required to do so and recorded as variances from the original plan, Jones (1998:891-903). Kauffmann and Keating (2002: 13-20) argue that a project manager in any project will spend most of his or her time in this step. During project implementation, people are carrying out the tasks and progress information is being reported through regular team meetings. The project manager makes use of this information to maintain control over the direction of the project by measuring the performance of the project activities comparing the results with the project plan and takes corrective action as needed.

The first course of action in the sentiment of Lim and Mohamed (1999: 243-248) should always be to bring the project back on course, which is to return it to the original plan during the execution phase. If that cannot happen, then the project team members should record variations from the original plan and publish adjustments to the plan. Throughout this step, project sponsors and other key stakeholders should be kept informed of project status according to the agreed frequency and format. The plan should be updated and published on a regular basis. Status reports should always emphasize the anticipated end point in terms of cost, schedule, and quality of deliverables. Each project deliverable produced should be reviewed for quality and measured against the acceptance criteria. Once all the deliverables have been produced and the customer has accepted the final solution, the project is ready for closure.

- **Controlling and monitoring phase**

The monitoring and controlling process in project management is a method of keeping a project on track and ensuring that appropriate standards and deadlines are met. The process requires the project manager to collect and understand information about the project, team, and circumstances to make informed decisions. The Project Management Body of Knowledge manual addresses the skills that are needed to review progress and document benchmarks, Might and Fischer (1985:71-77). Once initiating, planning, and executing a project are conducted, the project is officially underway, and the control process has begun. Keeping an eye on team performance and reacting swiftly and appropriately to any emergent issues is vitally important for maintaining positive forward momentum. Project managers may also need to revisit the previous process groups and adjust the project as it reaches its most active stages, Milosevic and Inman (2001: 9-16)

- **Closing phase**

Phillips and Phillips (1999: 33-41) stress that during the final closure, or completion phase, the emphasis is on releasing the final deliverables to the customer, handing over project documentation to the business, terminating supplier contracts, releasing project resources, and communicating the closure of the project to all stakeholders. The last remaining step is to conduct lessons learned studies; to examine what went well and what didn't. Through this type of analysis, the wisdom of experience is transferred back to the project organization, which will help future project teams.

According to Raz and Michael (2001: 9-17), There are a few steps for the project closure phase, which may include the following:

- Analysing project performance: Determine whether the project's goals were met (tasks completed, on time and on budget) and the initial problem solved using a prepared checklist.
- Analysing team performance: Evaluate how team members performed, including whether they met their goals along with timeliness and quality of work or not.
- Documenting project closure: Make sure that all aspects of the project are completed with no loose ends remaining and providing reports to key stakeholders.
- Conducting post-implementation reviews: Conduct a final analysis of the project considering lessons learned for similar projects in the future.
- Accounting for used and unused budget: Allocate remaining resources for future projects.

The diverse oil companies produce petroleum products that are marketed across the country and the products are exchanged among the oil and gas companies in particular areas. There are six oil and gas refineries in South Africa, four of which are located on the coast and two are located inland namely: Engen refinery, South African Petroleum refineries, Astron energy refinery, National Petroleum Refiners of South Africa, PetroSA and Secunda (South African Petroleum Industry Association, 2014). It is more elaborated that the Durban refineries (Engen Refinery and South African Petroleum Refineries) generally supply the KZN area, Free State, and Astron energy refinery supplies most of the Western Cape province, PetroSA supplies the Mossel Bay area while Secunda and Natref supply the inland areas namely: Gauteng, Limpopo, North-West and Mpumalanga. The petroleum industry (South African Petroleum Industry Association, 2009) is one of the biggest sectors contributing to the economy of South Africa.

Petrol and diesel are the major liquid fuels that are utilized in South Africa. There are currently 6 petroleum refineries in South Africa producing major petroleum products that are competitively

sold in the market. The industry of organizations. A project manager executes projects because it is one of the primary duties of the work. is structured into three sections namely: upstream, midstream, and downstream. Involved in this industry are critical projects that are initiated, planned, executed, controlled, and monitored to support business planning. Below are the three sectors of the Petroleum Industry:

1.2.1 Sectors of the petroleum industry

The petroleum industry in the global context is characterized as a discipline having one of the utmost complicated and modern supply chains. Pillay et al. (2015:2-10) indicate that the oil and gas industry is vertically integrated, and it means that it covers many activities from exploration to transportation to refineries as well as fuel product distribution having a big logistic network. Crude oil is drilled from the underground and is transported to storage facilities for further processing.

There are a lot of processes which involve transportation, production, transformation into numerous refined petroleum products and product distribution to the markets. The whole petroleum product supply chain is separated into three sectors namely: Upstream, midstream as well as downstream. These sectors involve a lot of logistics at play across the whole supply chain of the petroleum products (Al-Drugi and abdo, 2012:1-10). Figure 1.1 is a demonstration of the petroleum industry sectors.

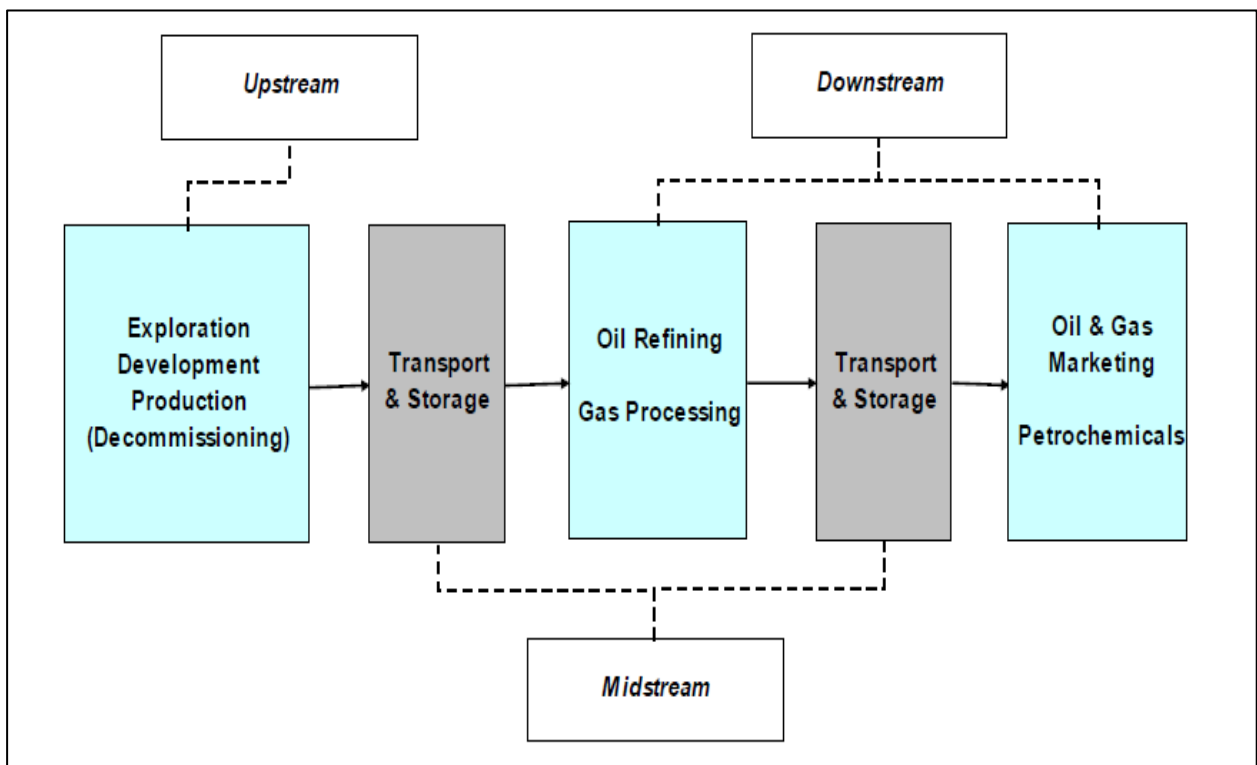


Figure 1.1 Petroleum industry sectors, Young (2005: 10-36)

1.2.1.1 Upstream

The upstream market sector phase in the oil and gas industry (Al-Najjar and Alsyouf, 2004:643-657) is about the exploration, drilling and production processes of the crude oil and natural gases. This is regarded as a process in the industry. The process mainly concentrates on getting economically feasible sources of petroleum products. Exploratory drilling is most frequently linked with the upstream process of the petrochemical industry. This is when oil companies drill into the earth to locate underwater and underground sources of natural gas and crude oil. If the exploratory drilling finds viable fields, then the natural gas and oil are extracted and pulled out of the ground to be recovered.

Aodia, et al. (2008:237-261) are also of the same view that the upstream in the petroleum industry principally puts focus on exploration, mining, production, and exportation. It is also revealed that the sector is mainly dominated by big international companies namely, Texaco, Esso-Mobil inter alia, Agip, Shell, Chevron etc. Chinese and Ghirardo (2010:80-156) state that these companies predominantly belong to the upstream sector of the oil and gas discipline, and it is indicated that oil and gas companies closely work together as the saying states that no oil company is an island, because oil companies need one another to operate both efficiently and effectively in the industry. Furthermore, there are government policies that the oil and gas companies must comply with in their operations.

1.2.1.2 Midstream

Márquez et al. (2009:167-178) demonstrate that when the petroleum products are upgraded in the upstream sector, they are moved into the midstream sector of the oil and gas industry. The midstream sector puts much more focus on the transportation and storage of natural gas and crude oils for refining processes to take place. Pokharel and Jiao (2008:109-122) reveal that petroleum companies will gather recovered petroleum products and store them up until they are ready to be transported. When they can be moved, natural gas and crude oil are normally transported using pipelines, tanker trucks, and rail lines to the final market stage of the petrochemical industry. In addition to that, midstream links some components of upstream and downstream processes.

In addition to this, according to Reis et al. (2009:259-270), the midstream sector of the oil and gas industry largely involves activities and processes that link the upstream and downstream segments. These midstream activities contain crude oil and natural gas transportation, processing, storage etc. Furthermore, it is stated that transportation is a major component of the

activities taking place in the midstream and these undertakings also include rail tankers, ships, pipelines, and trucks.

Maggard and Rhyne (1992:6-10) state that the transportation of oil and gas in the midstream sector through pipelines over long distances is said to be a very efficient and effective approach in the petroleum industry. Nevertheless, there are a lot of pressure losses that are suffered by oil and gas when flowing in a pipeline, this is significantly in line with the increase with flow velocity and the length of a pipe. Therefore, the length between stations during the pipeline transportation should be subject to cautious optimization (Kaus, 2009:5-16).

1.2.1.3 Downstream

The last market stage of the industry (Noruwa, 2012:1-5) is downstream. Processes of the sector are devoted to turning natural gas and oil into saleable petroleum products. In general, the downstream process has numerous parts, which includes distribution and selling the petroleum products to the consumers. Nevertheless, Aigbedion and Lyayi (2007:41-50) mention that the most important part of the downstream market stage is refining, processing, and purifying crude oil and natural gas into marketable and saleable products. When crude oil and natural gas get to refineries, they're turned into the petroleum products that are used daily. The petroleum products involve gasoline, kerosene, diesel, lubricants, waxes, and liquefied petroleum gas.

Nwanze (2007:51-57) also divulges that there is a big and important role which is crucially played by the petroleum sector towards the economic, environmental, and socio-political spheres of every country in the world. The downstream sector is largely characterized by a lot of accidents and disasters because this phase of the industry involves many processes such as refining of crude oil, product storage, distribution, transportation, retailing and marketing.

However, the activities happening between upstream and downstream are known to be interconnected and interdependent. Potentially speaking, these activities in both upstream and downstream detrimentally have environmental risks, human health safety as well as challenges. The refining of crude oil specifically involves distillation, conversion, and ultimate treatment together with blending of the final products. Equally, exportation, importation, transportation, distribution, retail and marketing are the major supply chain activities happening in the downstream. These processes enable the delivery of the petroleum products from refineries to end consumers (Omodia, 2007:43-46).

1.2 Research Problem

The petroleum industry is regarded as a significant role player in the economic development of the country. However, the problem of this study is that petroleum project delays together with the

high failure rate of petroleum projects are a common phenomenon negatively affecting the detailed schedules of projects. As a result, petroleum projects are either not completed on budget or according to project schedules. These challenges give the petroleum industry a bad reputation and poorly managed workforces are also a big contributor to project delays.

The industry plays a substantial role in creating employment in South Africa even though project delays and failures have a damaging impact on detailed schedules of projects in the field. These delays also have a bad effect on clients, consultants, contractors, sub-contractors, and relevant stakeholders and this situation mostly results in adversarial relationships, mistrust, litigation, arbitration etc., because facilities are not available as projected in the planning phase.

The projects are then severely affected by delays and to get them back on track is expensive and project delays are some of the limitations that require close attention as projects do not get finished on time because of these setbacks. Lack of knowledge in management, leadership incompetency, inadequate training in project management, poor communication between both internal and external stakeholders, lack of support from top management and an incompetent labour force contribute greatly to high failure rates and project delays. The current research study sought to establish task-focused leadership competencies which then drive project team motivation in the petroleum industry for successful project implementation.

1.3 Research Questions

- What critical leadership competencies are responsible for project success?
- What leadership traits are appropriate for successful project execution?
- What leadership styles are critical for project managers to execute a project successfully?

1.4 Objectives and Outcomes

The aim of this research was to identify task-focused leadership competencies and their effect on project team motivation in the Western Cape petroleum industry. Therefore, the following objectives had to be met:

- To evaluate critical leadership competencies that are ideal for project success.
- To identify the major project leadership traits that are ideal for project execution.
- To determine the most effective leadership style that project managers should have for project success.

The expected outcomes of the research were as follows:

- To establish critical leadership competencies ideal for project success.
 - To establish major project leadership traits that are ideal for project execution.
-

- To establish the most effective leadership style that project managers should have for project success.

1.5 Significance of the Study

The study was considered as extremely important for the petroleum industry at large and the researcher wanted to try to establish the drivers of high effectiveness and efficiency for petroleum projects, based on the findings of the research. The study also tried to identify the ideal task focused leadership competencies and discover their effect on project team motivation and the applicability of leadership theories that would result in project management success.

1.6 Delineation

The current study was restricted to petroleum industry projects in the Western Cape; so that the research sample size would only be restricted to the one geographical area, being the Western Cape. Only those personnel working on projects participated in the study, not the entire large personnel complement of the selected organization. The findings were interpreted in line with the context of the sampled population without any generalization of the findings.

1.7 Methodology

The research method was a combination of both qualitative and quantitative methods. A quantitative method is a method that stresses objective measurements, statistical and numerical analysis of collected data through questionnaires, surveys, or manipulation of pre-existing statistical data. Therefore, the benefit of the method is that the data collected using this technique lies in its reliability (Choy, 2014: 2-4), while a qualitative method is a systematic method of observing to collect non-numerical data. The advantage of the method is to allow researchers to explore the views of the people under the study regarding an existing phenomenon.

A research methodology as quoted by Jowah (2011:66-73) is absolutely a comprehensive outline to be utilized in order to either answer a research problem or to solve a particular problem. This also indicates how to collect the research data by when, where, and how the research objectives can be met. Fouka and Mantzorou (2011:3-14) have also added that research is typically a logical inquiry that is undertaken in a procedural way to find out about things that someone was never aware of, and research is meant to enhance knowledge.

Queiros, et al. (2017:1- 6) describe that the scientific methodology is predominantly an instrument of essential importance for the knowledge of the methods, which are mainly utilized in the explanation of a scientific document namely: a manuscript, research, or a work of finishing a university degree. Scientific research typically adopts qualitative and quantitative methods in the modeling as well as analysis of numerous situations.

The two methodologies offer a set of methods, potentialities and limitations that should be explored and known by researchers, Cohen and Arieli (2011:423-436). Scientific methodology principally involves the study of the methods that are necessary for the elaboration of a scientific work. The qualitative methodology mainly intends to understand a complex reality and the meaning of actions under certain circumstances. On the other hand, the quantitative methodology tries to attain truthful and reliable measurements, which are meant to allow a statistical analysis.

Almeida and Monteiro (2017:49-65) have mentioned that the work that is developed is said to be intending to be an essential reference for the achievement of a research project, in which a researcher plans to adopt either a qualitative or quantitative methodology. Through the examination of the advantages and disadvantages of each method, it becomes likely to formulate a more precise, knowledgeable, and complete choice. A comparative examination of the most applicable and adopted methods is carried out to comprehend the main strengths as well as weaknesses of them.

1.7.1 Research design

Research design is a clearly detailed structure that is used in order to either answer a research question or to solve a problem. Decision making processes under the research design were logically undertaken so that such processes could then be aligned for the main purpose of the study. Tobi et al. (2018:1209 -1225) elucidate that research design is an organised plan, which acts as a guide to the arrangements of conditions for data collection and analysis in a way aiming to combine the relevance to the purpose of the research. This research invention of new knowledge was mainly based on the original information from the primary source of the data.

Two research techniques were adopted to collect data, namely: qualitative and quantitative research techniques. These techniques were considered suitable, due to the nature of the current study. Qualitative and quantitative are predominantly two research design approaches, which are utilized by researchers depending on the nature of the study. These methods are produced from a descriptive study, so the current research project was meant to follow a descriptive research design based on its nature and characteristics.

Therefore, this study was predominantly a combination of the mixed research methods. Saade et al. (2015:63-80) enlighten that descriptive study is defined as the information that is collected from a share of the target population to evaluate norms, practices, and characteristics. A well-structured questionnaire is an example of descriptive research.

1.7.2 Demarcation of the study

The study was only restricted to the Western Cape and only those personnel working on projects were used as the research respondents. The research project was strictly restricted to the petroleum industry projects in the Western Cape.

1.7.3 Target population

Population as clearly defined and explained by Jowah (2011:94-102) is a comprehensive set of units under study and so the target population for this study was carefully analysed for an inference and conclusion to be arrived at to solve either the problem or to answer the research question. Therefore, the target population for the purpose of the study was the employees of the large-selected petroleum company in the Western Cape. These personnel were considered suitable for this study, because they were working on petroleum projects on which the study was focussing. The target population (Schwalbe, 2010:40) is affected by the task focused leadership competencies that are applied during the project execution phase. Therefore, this target group was considered to have sentiments and ideas about where different aspects were working well and where they were not in the workplace within the large-selected organization in the Western Cape.

Target population is mainly described by Ackerman et al. (2019:124-132) as the specific group of possible research participants who are conceptually bounded to whom the researcher might have access. This target population is predominantly meant to represent the nature of population that is of the main interest. It is indicated that one should examine all boundary considerations in an effective and efficient way to make sure that the final description of the target population is fundamentally inclusive to provide appropriate data to the study. Baxter and Jack (2008:544-559) indicate that the target population must be exclusive sufficiently to avoid having research respondents who do not represent the needs of the study, because they will misrepresent the population of interest. The boundaries of the target population must be well-defined appropriately so that the researcher and other related research stakeholders understand the nature as well as extent of the group to be studied.

According to Blaikie (2018:635-641), research considerations are imperative not only for ensuring the efficacy of the research, but also for assisting in budgeting and allocation of resources for examining the research problem. A well-defined target population is meant to describe mostly inclusion and exclusion criteria for who or for which entities may participate in the study. The target population (Colorafi and Evans, 2016:16-25) must be a comprehensive subset of the population of interest and members of the target population must also be defined by the boundaries of the population of interest. According to Emerson (2015:164-168), the target

population is further restricted so that the researcher may evidently operationalize the boundaries for participation. It is from the target population that the sampling frame is developed. It is critically emphasised that one must operationalize the unit's characteristics of interest based on the study variables in order to determine the target population.

Operationalizing the characteristics of the population also benefits both the researcher and possible research respondents so that they may recognize each participant's suitability for the study. The initial characteristics are comparatively easy to apply, and this description gives the researcher insight into the target population and the population of interest under study (Etikan and Bala, 2017:215-217). Nevertheless, more detail is required to entirely define and operationalize the boundaries for the target population. It is further emphasized that the target population must include a supplementary set of boundaries, which include time and space to identify the group of individuals who will be asked to participate in the study, Etikan et al. (2016:1-4).

1.7.4 Sample method and sample size

The target population as specified above was the employees of the large-selected company in the Western Cape. The sample comprised only those working on projects within the company and the total number of the target population was 150. The sample size was anchored at 100 participants, which was sixty-seven 67 percent of the total target population. A simple random sampling was utilized for this population due to the nature of diversity of different participants who were operating at different stages in the organizational structure. The sample under study was randomly drawn according to the number of people in that particular unit. Sampling is defined as a subset of research participants drawn from the target population. In turn, the target population is meant to correspond to the entire set of subjects whose characteristics are of interest to the researcher.

Sample size for research (Grunbaum, 2007:78-97) refers to the number of research participants required to address the research problem or research question. Once the minimum sample size is determined, it should be described within the dissertation document. As a general guideline, the description should include the parameters that are used to calculate the sample size and a statement of the minimum sample size. It is highly recommended to label the number with the appropriate unit of analysis. According to Hammersley and Mairs (2004:4-6), an essential difference between quantitative and qualitative designs is the type of data that are collected. Quantitative designs rely mainly on numerical data that allow a researcher to conduct statistical tests to examine relationships between variables. As a result, large samples are required to provide sufficient data. The nature of qualitative designs is distinctly different, which affects the size of the sample. Using non-numerical forms of data, the requirements for sample size are also

less numerically based. According to Kalleberg et al. (1990:658-688), there are different types of sampling methods that can be used during data collection, which are listed below:

Probability sampling:

- **Simple random sample**

Simple random sampling is a subset of a statistical population in which each member of the subset has an equal probability of being chosen.

- **Systematic sampling**

Systematic sampling is a form of probability sampling method in which sample members from a larger population are selected according to a random starting point but with a fixed and periodic interval.

- **Stratified sampling**

Stratified sampling is a method of sampling involving dividing a population into smaller groups.

- **Cluster sampling**

Cluster sampling is a method of probability sampling frequently used to study large populations, particularly those that are widely geographically dispersed.

Non-probability sampling:

- **Convenience sampling**

Convenience sampling is a type of non-probability sampling in which people are sampled simply because they are convenient sources of data for researchers.

- **Volunteer sampling**

Volunteer sampling is a sampling approach where participants self-select to become part of a study because they volunteer when asked.

- **Snowball sampling**

Snowball sampling is a recruitment technique in which research participants are asked to assist researchers in identifying other potential subjects.

- **Purposive sampling**

Purposive sampling is a subjective sampling method in the form of non-probability sampling in which researchers mainly rely on their own judgment when choosing members of the population to participate in their surveys.

1.7.5 Data collection instrument

As soon as the participation was granted to the researcher, well-structured questionnaires with closed and open-ended questions were carefully used and distributed randomly to all the participants when the time was convenient for all of them. The researcher collected the primary data from the research participants. An expert in statistics was kindly requested to go through the questionnaire in detail, and the research proposal to examine if this instrument (questionnaire) specifically was constructed according to the needs and requirements of the participants. The questions in the questionnaires were sufficiently comprehensive and appropriate for the study.

A questionnaire (Khan, 2014:224-233) is defined as a vitally important tool that contains questions and other types of items designed to collect data that is appropriate to analysis. A questionnaire is equally used in survey research, experiments, and other modes of observation. Indeed, people ask different questions in their daily life to satisfy their queries. Kin et al. (2017:23-42) argue that journalists, market researchers, observers and interested persons in different events ask a set of questions to others. They form either a sentiment or a conclusion according to the answers that they receive. The utilization of the questionnaire or a set of questions is a similar process in the research. The questions in the research questionnaire are constructed to receive answers related to the chosen variables for analysis.

1.7.6 Data collection and fieldwork

Trained research assistants were used to administer the questionnaires on a one-one basis while observing all Covid-19 protocols and collecting data from the participants. This allowed for effectively improving the questionnaires' return rate. The fieldwork was one of the critical components of the research as it required close attention to detail towards the success of the study.

1.7.7 Data coding and analysis

According to Warshaw and Rodden (2012:203-219), 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.

1.7.8 Data analysis

Smit (2000:223-251) argued that this is the process of checking, cleaning, and transforming data in a way that will give a researcher more useful information for a research study. The questionnaires were brought together, and the process of cleaning and editing helped in assuring that correctly filled in questionnaires were used for the analysis. The instrument/questions were

coded, then captured onto an Excel Spread Sheet [ESS]. The collected data was ultimately converted into illustrations [graphs, tables, charts, histograms, polygons,] and any other ideal forms to enable easy comparison of the variables under the study.

1.8 Ethical Consideration

The researcher strictly conducted the current study in line with the ethical guidelines laid down by the Cape Peninsula University of Technology (CPUT). The researcher sought consent from the participants for the research project. However, a participant might withdraw at any time from participating in this research project when needed. The rights of the participants in the research regarding respect and confidentiality and anonymity, consent to conduct the research, human dignity, anonymity as well as the right to information were protected and maintained. Research ethics is defined as the application of fundamental ethical principles to research activities that involve the design and implementation of research, respect for society and others. Therefore, it is quite important to strictly adhere to ethical principles when conducting research in order to protect human dignity.

- **Consent to conduct the research:** Written permission to conduct the research was requested from the organization in which the study was conducted.
- **Confidentiality and anonymity:** The identity of the participants was protected.
- **Human dignity:** The rights of the participants were always valued.
- **Disclosure of the research information:** The respondents were notified about the purpose of the research.
- **Respect and Integrity:** The respondents were treated with respect and integrity.

Maheswari (2013:3-5) describes ethics as a code of behaviour that is considered correct. It is vitally important that all researchers are aware of research ethics when carrying out research. Ethics relate to two groups of people; those conducting research, who should be aware of their obligations and responsibilities, and who have basic rights that should be protected. The study therefore had to be conducted with impartiality and justice by eradicating all potential risks that might negatively affect the current study. The research respondents were aware of their rights and ethical issues observed in the study included informed consent, right to anonymity and confidentiality, right to privacy, justice, charity, and respect for persons (Gonzalez-Lopez, 2011:61-447). The main objective of this study was to evaluate critical leadership competencies that are ideal for project success, leadership competencies are leadership skills and behaviours that contribute to superior performance. By using a competency-based approach to leadership, organizations can better identify and develop their next generation of leaders. Therefore, these competencies were vitally important to achieve for this study.

1.9 Organisation of the Dissertation

Chapter 1: This chapter introduces the study, explores relevant literature on the subject matter on which the study gap is established, the problem statement, the research objectives, the research questions, the research design and methodology, the data collection instrument and methods, the data analysis and reporting, ethical considerations, and the chapter summary.

Chapter 2: This chapter covers the literature on projects, the project failure rate, causes for project execution failure, differences between project management and other management disciplines [operational management], project management skills, hard and soft skills differentials, and a summary of the chapter.

Chapter 3: This chapter briefly discusses the various theories of leadership [contingency theories, behavioural theories, and trait theories], the imperatives of a project environment, the presumed impact of relevant project leadership and the concept of the theory of followership.

Chapter 4: In this chapter, research design and research methodology are contrasted and discussed in detail the types of designs, the types of methodologies, contrasting of the different methodologies, choosing the appropriate methodologies, population, sampling and sample size, the data collection instrument, data collection methods, data analysis and the summary of the chapter.

Chapter 5: Contains an analysis of the data and an interpretation for every set of variables measured.

Chapter 6: The findings are summarized, conclusions are made, the recommendations and limitations of the study are identified, and a summary of the study is provided.

CHAPTER 2: LITERATURE REVIEW AND THEORY

2.1 Introduction

The principal aim of this chapter is to gather together literature that is relevant to the study. Furthermore, there is sufficient literature available that proves that projects worldwide suffer greatly from project failures and delays. The project failure rate encompasses project execution failure, differences between project management and other management disciplines [operational management], project management skills, and hard and soft skills differentials.

2.2 Project Definition

A project is defined as a temporary venture which is undertaken to create a new unique product, service, or result. It is understood that a unique deliverable may be a touchable product, or a service or accomplishment of a required result. Project Management Institute Global Standard (2017:41-47) averred that projects are strategically undertaken to achieve the stated objectives of organizations.

It is also indicated by Meier (2010:28-39) that this temporary nature of a project is characterized as having a definite start and end. Furthermore, It is noted that projects are key pillars strategically used to create benefits as well as value within organizations.

Today's business environment (Ahsan and Gunawam, 2010:68-78) is vibrant with an increasing rate of change. Therefore, many companies are currently adopting the discipline of project management, both to deliver business value and remain competitive in the world economy.

2.3 Types of Projects

Larson and Gray (2011:36) explained that many companies undertake three different types of projects, namely: Compliance, operational and strategic projects, compliance projects are projects which are specifically needed to meet governing conditions that are legally required in order to function in a particular industry.

Furthermore, it has been stated that there are penalty implications involved if these compliance projects are not executed. Operational projects are the projects that are vitally required to support present operations in organizations. Strategic projects are those projects that are directly required in order to back up a long-term mission of an organization, Ka and Lytvynov (2009:55-79). The projects are established to increase the market share or revenue. It is explained by Ka, et al. (2010:61-93) that a strategically proposed project should create value after its implementation.

2.4 Project Success

Project success is primarily regarded as a project that meets its stated and smart objectives under schedule and budget (Joslin and Muller, 2015:1-2). However, the success of the project should go beyond achieving budget and schedule goals. This is one of the researched topics in project management theory as the definitions of project success differ significantly.

It is also indicated that project success is measured against the set objectives of the project. Typically, success criteria factors such as internal efficiency, cost, time, and quality are used to measure the success of a project. However, Ika (2009:6-19) argued that researchers have tried to understand the meaning of project success as well as the significant factors that directly contribute to it. However, the meaning of it is still not generally agreed upon.

Muller and Turner (2010:437-448) also argued that project success is absolutely not a fixed target as there is a big concentration on the usage of the right tools and techniques that contribute to the success of a project.

It is stated and fully understood that project managers must first establish the important criteria of project success for their projects. success factors should be identified to assist with delivery of a project. However, defining project success factors is challenging and such definitions might only be assessed years after the project is completed.

2.5 Project Critical Success Factors

Project critical success factors as defined by Tutill (2012:151-174) are areas that are defined by project managers or within organizations which when applied will result in producing a competitive performance of the organizations who use enterprise resource planning (ERP). The concept of critical success factors in some organizations acts as a bond between achievements, and areas of activity and the attainment of the required performance results.

Bullen and Rockart as quoted by Tutill (2012:151-174) indicated that such success factors are a key aid to management of organizations in order to plan, strategize, control, manage, and attain set goals for organizations. Project critical success factors have gained great recognition from the information systems field, specifically in the area of enterprise resource planning.

The identification of success factors has become popular for enhancing the probability of effective project execution. Table 2.1 below demonstrates project critical success factors which are the biggest drivers towards the successful implementation of projects.

Table 2.1. Project critical success factors in the workplace Tutill (2012:151-174).

Project related	Organization related	Individual related
Project management	Leadership	Shared beliefs
Training and education	Change management	Social factors
System integration	Collaboration	Feeling of enjoyment
Project team competency	Culture of organization and political structure	Perceived usefulness
Communication	Business plan	Ease of use
Teamwork	Employee moral	Attitudes towards enterprise resource planning systems
Full time project manager	Management readiness for change	Near term consequences
Leadership competencies	Top management support	Involvement of the user
Business process re-engineering	Communication	Learning capacity
Strategy implementation	Project justification, which is based on economies of scale and cost	User satisfaction
Risk management	Cross functional cooperation	Usage performance

Critical project success factors are the primary components that positively influence the success of a project and increase the probability of success (Muller and Jugdev, 2012:2-3). The theme of project success is at the heart of project management disciplines. They mentioned that project management is rapidly gaining relevance in today's business world to strategically support the objectives of the organizations. The field of project management has developed well as it helps role players to understand how best a project can be appropriately executed and managed throughout the project's life cycle.

2.6 Project Failure

Kaur and Aggrawal (2013:2-3) stated that project failure is defined as a situation where approved standards have not been met during the whole project's life cycle. This situation also includes failing to meet deadlines, budgets, and the overall functionality of a project. There is also a need to identify the factors that contribute towards project failure. Doing so will help participants to better understand the main reasons behind project failure in organizations. It is imperative as indicated by Zuofa and Ochieng (2014:1-2) to propose strategies that are aimed at curtailing

project failure in order to facilitate recommended developments in the future. Corruption and the lack of professionalism in projects are among the biggest key contributors to project failure. They further suggested that the introduction of a proper governance mechanism is required to incorporate processes and guidelines supporting projects to accomplish projects' set objectives. Sage et al. (2014:3-4) additionally mentioned that failure is a painfully continuous distress within project-based organizations and project failures can embarrassingly result in a reduced market share. Failure is considered as a result of deficient management, which is a problem that can be overcome by employing appropriate management. Qualified project managers with the required experience should be assigned to both manage and lead, to avoid failures in order to achieve the objectives of the projects.

2.7 Project Failure Factors

It is very clear that projects can fail for numerous reasons, which include an inability to meet stated requirements etc. There are further various categories of project failure involving people, process, product and technology, this categorization is mainly used to list typical project management mistakes (Janssen & Klievink, 2012:3). Table 2.2 below illustrates the different project failure factors.

Table 2.2. Failure factors for inter-organizational development projects, (Janssen and Klievink, 2012:3)

Organizational network	Organization politics Low levels of participation Unclear overall programme responsibilities Differences in organizational culture
People	No sponsorship Individual capabilities Absence of collaboration Adding people to a late project Poor motivation Failure in dealing with problems with employees Working relationship
Process	Insufficient risk management Discussion about process dominance over project content Scope creep No user involvement Underestimating time, too limited scope and optimistic schedules Wasted time in the fuzzy front-end
Product	Unclear shared objectives Ambitious requirements Feature creep
Technology	No proven technology available Overestimating savings Too many innovations Switching tools during a project New practices entail new risks that are only discovered by use in practice

2.8 Project Failure Rate

It is quite evident that project failure in developing countries is currently becoming a continuing occurrence. As a result, the project failure rate is alarming indeed and very high as revealed by Justina et al. (2015:1-4). It is vitally important to analyse the factors that may lead to project failure in order to curtail the high level of project failure. This doesn't only manifest in the form of abandonment of projects, but also in the form of defaults that lead to prolonged delivery time, client dissatisfaction and cost overruns. The rate at which infrastructure projects fail is worsening fast, especially in developing countries as cited by Nwachukwu and Emoh (2011:56-75).

Nwachukwu and Nzotta (2010:505) also divulged that the inability of several projects to fulfil the aspirations and desires of the customer is also a demonstration of failure in its own right. A project is normally deemed failed, regardless of completion time or cost of fitting if it does not justify its cost and the value that is derived from its use.

In fact, a client's level of satisfaction is a strong indicator of project failure or success. It is evident that an evaluation of projects is a fundamental task for conformance of any given project to be conducted, in line with international best practices.

2.9 Project Execution

The project execution phase is a stage where planned activities in a project are put into action in the form of implementation, (Garner, 2014:1-3). Every plan requires a detailed execution plan, and this is definitely not a one size fits all document, because projects differ in nature. A project execution plan must be tailored to meet the size and objectives of a project. Bygballe and Ingemansson (2011:157-171) elaborated that the concept and basis of design phases are vitally important to project execution.

This stage is quite an extensive stage as it requires close attention to detail because every aspect in a plan must be implemented perfectly. It has also been suggested that there should be a good project execution plan in place that provides guidance in terms of applicability over every element of a project. According to Larsen (2015:2-4), a project execution plan's objective should be to secure predictability in project execution by following a standard methodology, which is generally known to each project team. The literature further stated that a project execution plan demonstrates a logic sequence in project activities where quality requirements and progress are strategically aligned at important milestones to ensure the successful implementation of a project execution model in a project.

2.10 Causes for Project Execution Failures

Ewa (2013:4) stated that several previous studies indicated numerous causes of project execution failure. It is critical to treat the main causes of project failure, because if the critical causes are properly addressed, it will then reduce the negative effects of project abandonment. However, the reduction of the root causes mainly depends on the leadership qualities of appointed project managers. Olusegun and Michael (2011:142-145) indicated that other projects have unrealistic expectations, which at some point, are rendered unfeasible to accomplish. Personnel with the required level of leadership qualities should be appointed as the heads of institutions, in order to ensure that a stakeholder’s interest is central in executing project activities for successful project execution. Table 2.3 below illustrates the various causes for the high failure rate in project failure.

Table 2.3.Causes of project failure rate (Ewa, 2013:4)

<p>Causes for project high failure rate</p>	<p>Lack of clear vision and objective. Poor costing of projects. Lack of planning. Poor supervision. Incompetent project managers. Poor documentation of contract agreements. Lack of direction in project management. Lack of policy continuation. Changes of priorities. Politics. The effect of the international economy. Over ambition. Corruption. Ineffective legal system. Shortfall in budgetary allocations. Poor coordination. Lack of true leaders. Lack of strategic planning to finance projects. Poor planning. Scope variations. Poor application of project management skills. Poor design. Inexperienced consultants.</p>
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2.11 Project Management

Heagney (2020:23–25) defined project management as the application of skills, knowledge, tools and techniques to activities of a project, so as to meet the project’s requirements. It was stated that project management is mainly achieved through utilizing both the application and integration of the forty-two properly grouped project management processes, which consist of five process groups: namely, initiation, planning, execution, monitoring and controlling and closing. They revealed that the responsibility of a project manager is to plan, manage and lead on a project, acting as an enabler. When task durations are estimated wrongly, then the whole project falls apart.

2.12 Project Management Process

Joshua (2018:37-49) stated that the project management process is vitally important that refers to initiation, planning, execution, monitoring and controlling and closing. It was indicated that the project process demonstrates that both planning and executing continue to exist throughout the project's life cycle from the start to the end of the project. Conforto and Amaral (2010:73-80) stated that monitoring and controlling takes place throughout the execution of a project. A process is a set of connected activities that are conducted to accomplish a predetermined outcome. It is also suggested that monitoring, control, and report process should be happening throughout the execution phase of a project, to keep it aligned (Saynisch, 2010:21-37). The type of projects, the resources that are available and the setting in which a project is conducted will all influence the process. The execution phase of a project is the third phase of the 5 phases of its life cycle (Enshassi et al., 2009:269-260). Furthermore, the execution and monitoring phases go hand in hand because they need to be run in parallel. Olateju et al. (2011:1-7) also added that the execution phase is a method of translating strategy into action, because planned activities are put into action under close monitoring and control. Project managers are considered as process enablers on a project with the intention of instilling planned changes. Table 2.4 below shows the project management processes that are used.

Table 2.4. Project management processes (Joshua, 2018:37-49)

Project management processes	Activities
Initiation process	At this stage, a need to conduct a project is established as being necessary. Objectives and alternatives are specified, as well as putting forward possible means to accomplish those objectives. Project roles and responsibilities are assigned. A Project Charter needs to be designed. The scope of work for a project must be defined. Project constraints (Cost, time and quality) are defined. This is the stage where the actual project begins.
Planning process	Is where the establishment of formalized and detailed plans takes place. in order to achieve the objectives and goals of the project. Planning activities are put in place including scheduling, budgeting and resource allocation. Formulating the planning starts with the definition of the needed components of tasks and the sequence for executing them. Project estimates of the amount of money, time and resources required are made here. Project management plans are made
Execution process	This phase that implements doing the work. The plans are put into action.
Monitoring and controlling process	Processes are tracked and reviewed in order to measure performance and progress.
Closing process	Project processes are performed to finalize all the project's activities.

A process is a set of connected activities that are carried out to create a new and unique project. It is evident that each process is categorized by the inputs, techniques and tools that could be truly applied in a project environment. A project manager when conducting a project should take into account the organizational process assets as well as the enterprise's environmental factors. Project management processes are applied to make sure that the effective and efficient flow of the project throughout its life cycle is in place for project alignment. The project processes are mainly conducted by the project team member (A Guide to the Project Management Book of Knowledge, 2013:47-51). Figure 2.1 below illustrates how project management processes interact in a project.

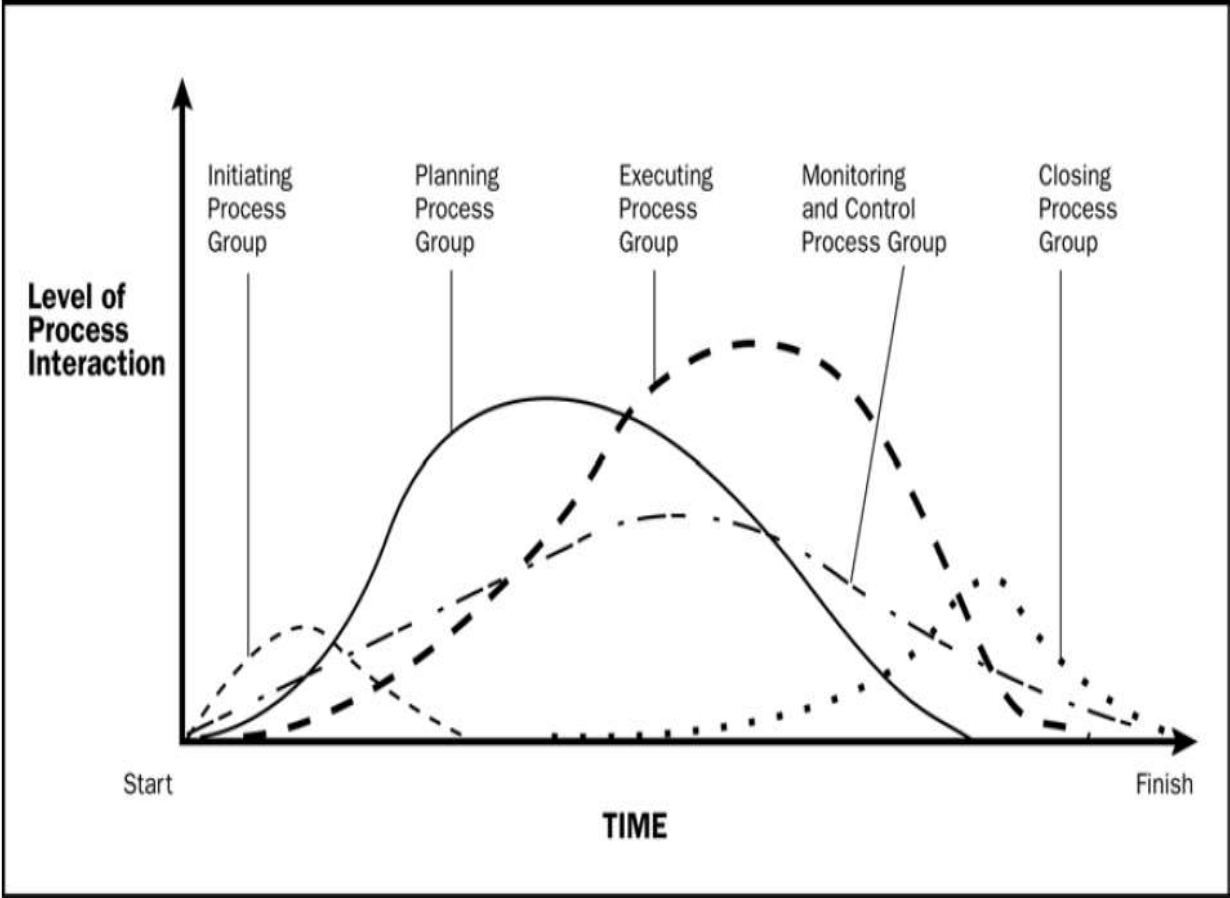


Figure 2.1. Project management process interaction in a project phase (PMBOK, 2013:47-51)

2.13 Project Management Governance

Project management governance by definition is the management framework within which project decision making processes are taken. The primary responsibility of project governance is to provide a decision-making structure, which is regarded as logical, vigorous, and repeatable in order to govern the capital investments of an organization. Muller et al. (2013:26-44) added that project governance is a subsection of organizational governance as it covers all the work that is conducted within an organization.

Biesenthal and Wilden (2014:1291-1309) indicated that corporate governance involves a set of relations between the management of the company, its shareholders, its board, and other stakeholders. Proper incentives should be provided for management and the board to pursue set objectives, which are very much in the interest of the organization. Project governance is significantly influenced by corporate governance, which acts as an oversight function, to ensure that a constant approach for controlling a project with the aim of ensuring project success exists.

It is imperative as indicated by Klakegg et al. (2009:39-21) to fully understand the impact that project governance has on the relationship between project success and project management methodology. A structure categorizing the governance of an organization is required. Governance models are usually established either using either a top-down approach or a bottom-up approach, as each perspective is considered differently.

Mengel (2009:24-31) revealed that project governance acts as a moderating factor in the relationship between project management methodology and project success. Project governance is primarily a function that does oversight, over the governance model of the parent organization. The concept of project governance offers the project manager, and the project team processes, structure, tools, techniques, and decision-making models for properly managing, monitoring, and controlling a project throughout the project life cycle. It is considered a crucial component, particularly for risky or complicated projects (Wells, 2012:43-58).

2.14 Perspectives of Project Managers on Project Management

Andersen (2015:1-8) defined a project perspective as a particular approach or insight into a temporary and unique endeavour, i.e., a project. There is no single perspective which is considered more important than others when it comes to carrying out a project. Verhagen et al, (2015:108-143) stated that different project managers see projects in different ways and projects are significantly different from one another, because some are temporary endeavours which have never been done before. Projects have long been considered as unique, non-repeatable activities.

Soderlund (2011:153-176) emphasised that delivering a defined product is the most crucial aspect in project management, but at the same time it is very challenging because there are a lot of uncertainties as the temporary endeavour had never been done before. Roles and responsibilities are assigned, and project objectives are clearly defined at the initiation stage of the project for to achieve alignment. One of the triple constraints is normally traded-off, because it becomes difficult to achieve all the triple constraints in a project environment, so a client in negotiation with a project manager, must specify which constraint must be traded-off. Davis (2014:189-201) revealed that a detailed plan should be carried-out from the planning stage of a

project to the end. From a task perspective, project activities are broken down into small and manageable pieces and this process is normally known as the work breakdown structure (WBS).

Another perspective, which is the organizational perspective, is an endeavour to comprehend the best alternative that is in line with the project management philosophy. According to Ancona and Chong as cited by Andersen (1996:251-284), a project from an organizational perspective must deliver what suits the parent organization best and should talk to the strategy of the organization. The differences between the two perspectives are listed in Table 2.5 below.

Table 2.5. Differences between task perspective and organizational perspective (Andersen, 2015:1-8)

Perspective of tasks	Perspective of organizations
Implementation of the defined task	Value creation
Keep to the project triple constraints	Moving targets
Fixed and defined objectives	Achieve the mission statement
Work breakdown structures and network diagrams	Embracing a holistic view of the value creation
The philosophy of delivery is as rapidly as possible	Global plan
Project processes	Deliveries for organizational processes
Project politics	Politically orientated
Transactional leadership	Transformational leadership
Earned value analysis	Evolutionary development
Action related	Rolling up the wave planning
Project team culture	Organizational culture
Project team performance	Organizational performance

Byrne et al. (2014:1371-1381) stated that it is no longer acceptable in the project management discipline to continue under assumptions of overall planning, in order to execute a project. Complex project management has become an aspect of complex problem solving and utilizing an organizing perspective of distribution is vital. Project management tools and problem-solving skills and techniques are relevant for project success. Svejvig and Andersen (2015:278-290)

strongly specified that leadership in a complex project management environment that not only influences the project but also promotes leading by consensus to successfully deliver the project.

Knowledge management as a critical factor of governance has become very useful for managing projects in the project management industry. Project management for both organizations and projects is a very supportive management competency. Perception, according to Jowah (2015:49-69), is the process of identifying, organizing, and interpreting information to represent what seems to be taken as the actuality of the environment. De Vere and Calvert as quoted by Jowah (2015:49-69) also further defined the perception as a thoughtful interpretation of sensory information so as to comprehend the surroundings. Perception does not only receive the signals, but it is also dependent on the degree of focus, exposure, and experience as well as the inducements' offered.

A research study carried out by Brunelle as cited by Jowah (2015:49-69), showed that the perceptions and approaches of human beings in general change according to a particular exposure and experience in life. Hypothetically speaking, perceptions of managers about management discipline being a good practice are greatly based on interaction, education, values, and experience. Therefore, it is very important for a manager or any individual in a new management position to adapt properly to the new environment the individual finds him/herself in. Elkington and Breen (2015:93-110) emphasized that experiences are interpreted differently by people who have varying perceptions regarding experiences. Such experiences depend on one's upbringing and the environment.

Expectations are generally high when a manager is appointed. The high expectations of a newly appointed manager are as follows:

- Capability to lead effectively.
- Capability to organize.
- Capability to motivate staff.
- Capability to plan efficiently and effectively.
- Capability to control, monitor and evaluate.
- Capability to positively influence.
- Capability to build the project team.

2.15 Differences between Project Management and other Management Disciplines

2.15.1 Operations management

Operations management as defined by Nath, et al. (2010:317-329) is a discipline that deals with the management of day-to-day organizational activities, which produce goods or deliver services that are needed by customers. It is known that the field of operations management has developed over the years. The decision-making process in the field of operations management has been considered as being complicated and challenging. Arslan (2009:113-120) showed that the operations management discipline is predominantly a restoration of the earlier fields such as production management, industrial management, factory management etc.

Previously the decision-making process in the profession of operations management was regarded as a solitary criterion which was associated with cost minimization. However, recent approaches require the consideration of many different components, namely: quality, deadlines, efficient service delivery and innovation. The proper use of multi-criteria decision-making methods is required in the operations management field in order to come up with both efficient and effective decisions that meet all the relevant criteria at different levels (Arslan & Turan, 2009:131-145).

Yu and Ramanathan (2009:109-122) also reveal that it is vitally important to fully understand an operation's strategy, which refers to the real use of inputs and process abilities, in order to produce required outputs, which in turn, help with accomplishing set business goals. The set goals could include customized products, quality, delivery reliability, innovation, sales service, and profit.

Pilkington and Meredith (2009:4) believed that the concept of an operations strategy is meant to create a close relationship between the operations side and the corporate strategy side of a business. Academics have acknowledged that appropriate strategic positioning of the operations of a business can have a considerable impact on the business performance of an organization.

2.15.2 Supply chain management

Supply Chain management (James, 2012:1-3) is defined as the management of the flow of goods and services including all the processes, which transform unprocessed materials into finished products in order to deliver them to end customers. Supply Chain Management currently plays a major role in business efficiency and has attracted the attention of several researchers over the last few recent years. Christopher and Holweg (2011:63-82) also define Supply Chain Management as the primary management of a network of upstream as well as downstream organizations for both relationships and flows of materials, resources, and information.

Supply Chain Management by Silverman and Hines (2009:305-314) normally refers to globally producing and delivering products from manufacturers to end users. This necessitates appropriate management of money-making ways to control flows of inputs and outputs worldwide. The main attention of market competition under such circumstances focuses on delivering such goods efficiently and effectively, using Supply Chain Management to deliver goods to customers. Govindan et al. (2014:2-5) stated that Supply Chain Management is described as a chain linking different entities together from the customer to the supplier.

This is conducted via manufacturing and services so that the flow of material, information and money can be both efficiently and effectively managed so as to meet the requirements of businesses. The competition in worldwide markets (Viskari & Karri, 2013:221-238) is increasingly reliant on the arrival of goods of good quality. Good coordination between suppliers and distributors is a vitally important characteristic of Supply Chain Management.

Customer centricity has become a crucial benchmark of Supply Chain Management success; and effective management of properly linking the processes in Supply Chain Management is crucial for achieving strategic business goals. The main objective of those in the field is aimed at examining and managing Supply Chain Management networks across the board, (Charkha & Jaju, 2014:40-60). Beske (2012) also asserted that the field includes the designing and management of all the activities that are involved in sourcing, purchasing, transformation and all logistics management activities (Beske, 2012:5-25). This mainly involves partnerships and coordination with network partners such as suppliers, mediators, service providers and customers.

It is imperative to coordinate supply and demand management which is fundamental within and across the business network. Christopher et al. (2011:67-81) elaborated further, saying that the discipline also aims at creating value, which contributes to customer satisfaction while simultaneously driving down costs to serve across Supply Chain Management. It is clear that a positive customer experience is the fundamental element in this field of business at all times.

2.15.3 Human resource management

As cited by Zaitouni et al. (2011:2-3) a strategic methodology focuses on the effective management of people in a company in such a way that the employees help the business to achieve a competitive advantage in the market. They suggested that the association between employee commitment and human resource practices should be fully scrutinized. It is important that the management in an organization keeps the best performing workers within their organization so as to attract other high-quality employees.

Albrecht et al. (2015:7-35) revealed that the topic of employee engagement has attracted a lot of interest over the past 10 years in order to achieve the business objectives of an organization. Additionally, the engagement of employees is reported to be significantly influenced by a range of aspects such as attitude, behaviour, performance, and financial outcomes (see Figure 2.2 below).

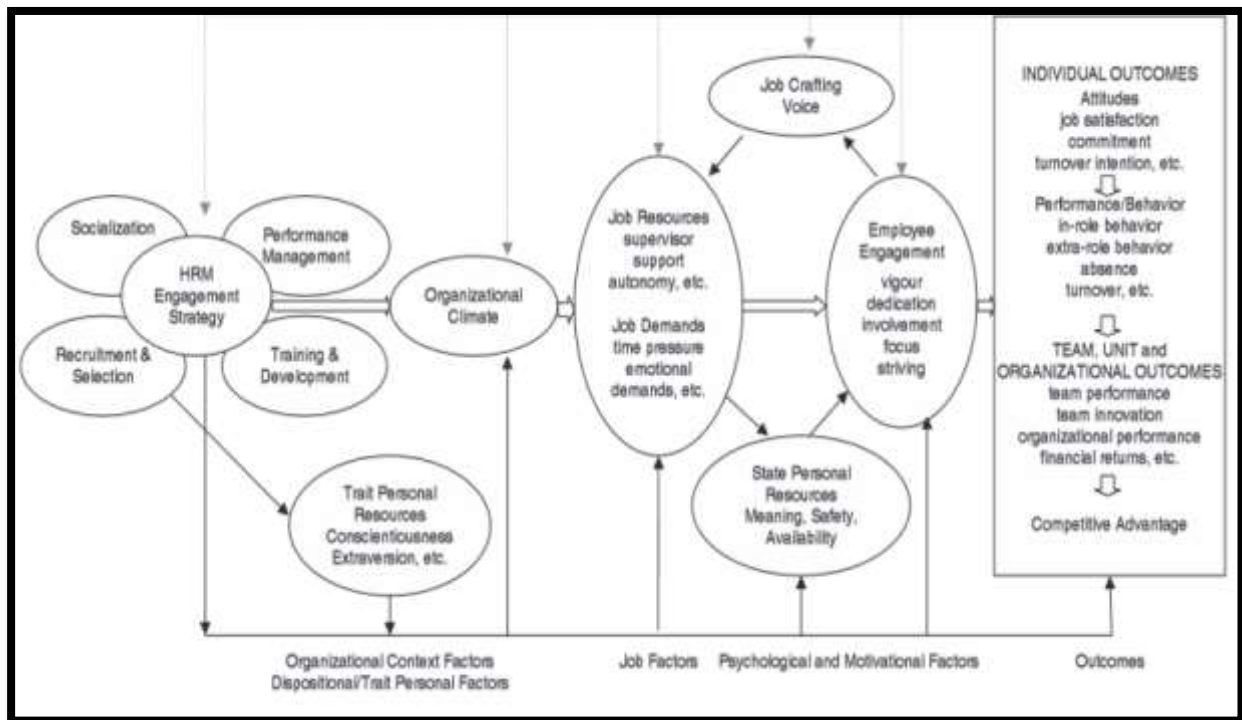


Figure 2.2 HRM engagement model (Halbesleben, 2010:102-117)

2.15.4 Project management

The field of project management (Mir & Pinnington, 2014:1-2) has grown enormously into a discipline, which operates alongside other management fields such as operations management, supply chain management etc. Project management comprises management of project activities with the effective use of project management process groups, namely, initiation, planning, execution, monitoring and controlling and closure. Thomas and Mullaly (2009:2-4) indicated that the investigation into this discipline is largely still developing while many organizations are currently utilizing project management as a useful tool to increase business productivity. The strategy of an organization is executed through conducting projects within the organization, there is a major increase in the utilization of project management tools and techniques within project management professionals. However, as indicated by Fortune et al. (2011:553-572), research evidence linking project management with the value resulting from investments in project management is still limited.

2.15.4.1 Project management technical and soft skills differentials

It is evident as revealed by Carmenado et al. (2015:4-8) that project management has become a significant sector in today's business world. Professional skills in the field of project management are regarded as vital elements that include concepts such as knowledge, maturity, certification, learning and benchmarking. Employment opportunities in all industries are presented for project management undergraduates and postgraduates, especially by the engineering consulting, construction, energy firms and public sector. Furthermore, according to the commission of the European Communities (2010:134-146) professional trainers in the field of project management have placed a strong emphasis on technical and soft skills. Technical skills for jobs are mainly focused on the technical project dimension, which includes skills that are required for employees to understand and conduct a project properly, by following the correct project management processes throughout the life cycle of a project. Sunindijo and Zou (2011:139-163) emphasised that hard skills such as planning in the field of project management are required by employers for job competency. Hard skills also go hand in hand with soft skills, also known as people's skills. These soft skills principally demonstrate the capability to communicate well to nurture trust and to solve conflicts. It specified that there should be a balance between the two skills for alignment. Table 2.6 below shows the differences between technical and soft skills.

Table 2.6. Project management technical and soft skills (Meng, 2012:188)

Technical skills	Soft skills
Project management knowledge	Communication
Specialised knowledge	Listening
Understanding methods, procedures and processes	Leadership
Knowledge in using tools and techniques	Motivation
Risk management	High self-esteem
Cost management	People management
Time management	Coaching skills
Budgeting	Self-efficacy
Scheduling	Self-control
Contract management	Delegating
Procurement management	Developing others

2.16 Project Management Maturity Levels

The Project Management Maturity Level (Shi, 2011:2-3) refers to the status of the implementation of project management discipline in an organization. The maturity level cannot only be judged broadly at the tactical level but can also be assessed at the strategic level of an organization. Undoubtedly, the project management maturity level will affect the value creation which a company can achieve via the implementation of project management, but the maturity of models on project management is normally utilized as a tool to examine the current status of project management within organizations.

Zhang et al. (2012:453-60) revealed that it is not easy to advise an organization to implement project management in a series of logical, economical, and reasonable steps. Moreover, they reflected that some project management indicators refer to a soft system while others refer to a hard system. The maturity project management models are regarded as a useful tool to evaluate present project management abilities within an organization.

2.17 Conclusion

Most of the literature in the chapter referred to projects. A project is defined as a temporary venture which is undertaken in order to create a new and unique product, service or arrive at a result. It was also indicated that a project is characterized as having a definite start and end. Projects are key pillars strategically used to create benefits as well as value within organizations. The project failure rate measures the level of project execution failures and also shows the differences between project management and other management disciplines. Project management skills, including technical and soft skills were thoroughly discussed in the chapter.

Today's business environment is vibrant with an increasing rate of change. Many organizations are currently adopting the discipline of project management to deliver business values and to remain competitive in the world economy. Projects are strategically undertaken to achieve the stated objectives of organizations. This temporary nature of projects is revealed by showing that projects have a definite start and end. Projects are the key pillars strategically used to create benefits and value within organizations. This chapter mainly covers literature on projects, the project failure rate, causes for project execution failure, differences between project management and other management disciplines [operational management], project management skills, hard and soft skills differentials.

CHAPTER 3: LITERATURE REVIEW AND THEORY

3.1 Introduction

The following chapter briefly discusses the various theories of leadership [contingency theories, behavioural theories, and trait theories], the imperatives of a project environment, the presumed impact of relevant project leadership and the concept of the implicit theory of followership. Leadership by definition, is predominantly regarded as having the capability of motivating a group of people in order for them to strive towards the accomplishment of a common goal. Leaders mainly possess the combination of leadership and personality skills that are used to make other people want to follow their direction willingly. Therefore, the applicability of leadership in a project environment is said to be very high. The set objective was to review and assess major project leadership traits that are ideal for project execution.

3.2 Leadership

Leadership as defined by Parris and Peachey (2013:377-393) is a tactic which is greatly utilized by leaders, in order to influence followers in an organization to work willingly to achieve a common vision, mission, and shared objectives for the good of the company. Jowah (2014:1-22) has also agreed that leadership is the act of influencing the behaviour of people who have different values based on cultural background, religion, and experience etc. Being able to direct others means having the power and ability of a leader that allows him/her to influence the behaviour of others to attain agreed objectives.

Nowadays organizations (Frey et al., 2012:270-283) need good leaders to lead and give motivation to both individuals and teams. Leading the teams and individuals results in many challenges such as aligning individuals' goals with a shared vision, dealing with proper resource management, creating an optimistic atmosphere of mutual trust, and strengthening support for the completion of activities directed towards benefiting all the stakeholders. Lindgren and Packendorff (2009:285-308) stated that the continuing developmental growth of leadership studies in projects is extremely important for professionals in modern-day organizations, to apply knowledge development in their roles. Leadership is not merely based on occupying an official managerial position but is a short-term team mission with roles and responsibilities directed at authority and deriving benefits for a company.

3.3 Leadership in Projects

Muller and Turner (2010:437-448) stated that leadership competencies of successful project managers are significant for effective project execution. Project managers for successful

implementation of a project utilize various leadership competencies for different projects. Project management is generally known as utilizing the correct tools that are required for any project to be successful. Biedenbach and Söderholm (2008:123-145) stated that the competencies of a project manager must be harnessed to meet the needs of a project, because projects are temporary endeavours with a start and a finish point which are constrained by cost, quality, and scope. Leadership competencies should be taken into consideration when appointing project managers to a project.

3.4 Project Leadership Styles Influencing Project Success

Ayob et al. (2011:24-32) stated that different leadership styles have been adopted by leaders in managing organizations. The key leadership styles utilized by leaders are transactional and transformational leadership styles. Transformational leaders instil internal motivation into followers, advocate personal improvement and are considered as agents of change so as to lead followers in situations of uncertainty, whereas by contrast, a transactional leadership style seeks to gain legitimate power through the utilization of promises, praises and accolades. They further stated that an effective leader should stimulate the interest of followers towards obtaining organizational goals. Different leadership styles (Drimoussis and Trivellas, 2013:692-700) are appropriate for different situations for effective project implementation from start to finish.

Leadership style as defined by Bhatti, et al. (2012:192-201) is a pattern of behaviour utilized by a leader to engage and deal with employees. Different styles of leaderships; autocratic, democratic, and laissez-faire, are used differently depending on the nature of each project. Team members participating in a democratic leadership style fully contribute to the decision-making process because the members are freely allowed to voice their opinions. A democratic leadership style contributes to job satisfaction of employees and team members because the employees feel a sense of involvement in what is going on. Saleem (2015:1-3) stated that good leaders possessing effective leadership styles have the capability of minimizing level of politics within their organization. He also stated that there is no better leadership style in the workplace, because all of them are important and applicable to different situations. A laissez-faire leadership style provides freedom to all the employees to complete tasks on their own without any interference but may not always be the right way to achieve goals.

The laissez-faire leadership style as reported by Jones and Ruddy (2008:88-97) is management by exception where leaders are not involved in the execution of tasks, but their intervention comes into play when problems arise. This type of management waits until problems are brought to their attention. These leaders' behaviour may result in delays in decision-making and the leaders do not necessarily provide any feedback to their followers.

Ram and Prabhakar (2010:40-55) showed that the acceptance of responsibilities is normally avoided by such leaders. There is an assumption by leaders using this leadership style that followers are internally motivated and must be left alone to accomplish objectives and tasks. There is no direction or guidance provided by that type of leadership. However, according to Greer, et al. (2015:1-15), an autocratic leadership style may be very useful as the centralization of power depends on the conditions under which it is used. It is also evident that it is not always hurtful and sometimes it may facilitate the functioning of the team. Positive effects of the centralized style of leadership are noted under certain conditions, but they may be contingent upon the prevailing culture. A bureaucratic leadership style (Cunningham, et al., 2015:27-54) is the process of following guidelines that are strictly specified by authorities to carry out activities in an organization. Many organizations exercise this type of leadership in execution of their strategic, compliance and operational projects. The leaders utilizing this style of leadership may fear failure due to the possible consequences of deviating from their organisation's guidelines. The style is usually used by either new project managers or insecure project managers because they are trying to avoid failure at all costs (see Table 3.1 below).

Table 3.1. Leadership styles (Cunningham et al., 2015:27-54)

Leadership styles	Description	Suitability
Autocratic leadership	Power centralization. Decisions are not shared with team members. Clear cut instructions are given. Punishment occurs where objectives are not met. Team members are required to follow rules.	Emergencies Quick changes Catastrophic situations
Democratic leadership	Taking decisions is shared equally. Opinions of team members are listened to. It tends to motivate team members to do their best work. Freedom is exercised. Members work closely together. A vision is shared among members.	Less expensive project. Members grow professionally Promotes team building and team member understanding Strengthens team cohesion.
Bureaucratic leadership	Policies and procedures to be followed. Everyone follows instructions. Used by new or insecure managers. It negatively impacts performance.	Utilized by government or regulatory departments. Strategy initiation.
Laissez-faire leadership	Team members do as they please. No demand for policies to be followed. Team members work on their own and make their own decisions. Leaders do not give direction to team members. The direct opposite of bureaucratic leadership. No direct involvement of leadership.	When working with experienced professionals. When wanting team members to make judgements on their own. When developing team members.

3.5 Project Leadership Competencies

Botha and Claassens (2010:77-88) put forward a representation of desired leadership competencies that are required for a project manager to be as efficient and effective in the workplace as possible. They stress that leaders in a competitive industry should be correctly equipped with needed leadership skills. Leadership competencies can be attained through the development of leadership programmes and these competencies are important tools that a project manager is advised to implement (see Table 3.2 below).

Table 3.2. Leadership competencies (Botha and Claassens, 2010:77-88)

Leadership competencies	Outcomes
Leading and deciding	Deciding on and initiating action Leading and supervising
Support and cooperation	Working with people Adhering to principles and values
Interacting and presenting	Relating and networking Persuading and influencing Presenting and communicating information
Analysing and interpreting	Writing and reporting Applying expertise and technology Analysing
Creating and conceptualising	Learning and researching Creating and innovating Formulating strategies and concepts
Organizing and executing	Planning and organizing Delivering results and meeting customer expectations Adhering to procedures and instructions
Management	Planning Controlling Monitoring Evaluating
Coping and adaptation	Adapting and responding to change appropriately Coping with setbacks and pressure

Geoghegan and Dulewicz (2008:58-67) identified several leadership competencies, namely, behaviour, motivation, energy, skills, and communication. These competencies are relevant to the success of a project manager in executing a project effectively. However, they also argue that

no proof has been provided that such leadership competencies contribute directly to the increased success of a project.

Skills needed by a project manager as mentioned by Briere et al. (2015:2-6) stated that the skills required by a project manager are: planning, technical, leadership skills, budgeting, credibility, tolerance, problem-solving, communication, and the flexibility of management style and administration competencies. Project success and the competency of project managers are closely related for successful delivery of a temporary and unique endeavour. Leadership has a positive influence on the performance of a project through utilising the patterns such as teamwork, resource management and communication as well as all the stages of a project life cycle. It was strongly suggested by Metcalfe (2011:56-73) that It is imperative to differentiate between what leaders do and how they act. A competent leader is defined as a person who can enable the functioning of any organization in an efficient manner, and who is goal-driven to develop the processes and systems of the organization they work for.

This view will also result in a followership on board and will be effectively competent to coordinate and execute project related activities. Crosby and Bryson (2010:30-221) emphasised that the way a project leader behaves has a great impact on project team members as well as their wellbeing at work. Leadership is about being able to handle persistent change, creating a clear vision and including all the individuals by creating the means whereby they are able to cope with constantly changing situations. Leadership is a process whereby an individual is able to influence a group of team members or individuals in order to attain a set target and a common goal.

3.3 Theories of Leadership

Landis et al. (2014:1-2) stated that leadership theories predominantly relate to the nature of leadership and various variables that are involved in practices. Theories of leadership are said to be mainly schools of thought that are brought forward to clarify how and why some individuals become leaders. They go on to say that the principal elements and implications of the theory needs to be reviewed in order to attract the most vital theories. Leadership theories emphasise distinctive traits and qualities possessed by leaders. Sethuraman and Suresh (2014:1-3) said that various theories are specially developed regarding leadership. Leadership is considered as the ability of either an individual or an organization to give guidance to individuals, teams, or organizations directed towards the accomplishment of goals and set objectives. The leadership theories studied in the literature review are outlined below.

3.3.1 Trait theory

This concept is an ideal approach to the study of human personalities. It was further stated that trait theorists are predominantly interested in the measurement of traits of human beings, which can be described as habitual patterns of human behaviours, emotions, and thoughts. Traits are aspects that are relatively stable over time while differing among individuals (Kanodia & Sacher, 2016:3-6). There are two approaches defining traits namely, internal causal and descriptive summaries. The internal causal summary mentions that traits are influence behaviours which then leads to people performing activities that are in line with their particular trait. As for the descriptive summaries, the traits are descriptions of actions from which theorists do not try to infer causality (Colbert, et al., 2012:1-8). Personality traits (Kuo & Yeh, 2014:33-41) strongly influence leadership emergence, efficiency and effectiveness. It is further described that traits clearly differentiate leaders from other individuals. Colbert et al. (2012) are of the same view that certain personality traits are described as mental qualities that contribute to unique patterns of the feeling, thinking and behaviour of individuals. It is important to take traits into consideration that influence decision-making processes because they will definitely play a crucial role in that aspect. There are five personality traits which are broadly known as the big five categories of personality dimensions (Kendra, 2014:2-6). This theory was developed to define the fundamental traits that serve as the building blocks of personality. They also stated that this theory has been emerging for many years. The traits as distinctive qualities particularly form part of the behaviour of the human beings. Figure 3.1 below also shows a relationship between low scores and high scores of personality traits.

This concept is an ideal approach to the study of human personalities. In this theory, it was stated that trait theorists are predominantly interested in the measurement of the traits of human beings, which can additionally be described as habitual patterns of human behaviours, emotions, and thoughts. In line with this perspective, traits are aspects that are relatively stable over time; but differing among individuals (Kanodia and Sacher, 2016:3-6). There are two approaches defining traits namely, internal causal and descriptive summaries. The internal causal theorists stated that traits influence behaviours which leads them to perform activities that are in line with a particular trait. As for the descriptive summaries, the traits are descriptions of actions which do not try to infer causality (Colbert et al., 2012:1-8).

Personality traits (Kuo & Yeh, 2014:33-41) strongly influence the emergence of leadership, efficiency, and effectiveness. Kuo et. al. (2014) further described that certain traits clearly differentiate leaders from individuals. These personality traits are defined as mental qualities contributing to unique patterns of feeling, thinking and behaviour of individuals. It is important to take into consideration the traits during decision-making processes because they will definitely

play a crucial role in that aspect. There are five factor personality traits which are broadly known as the big five categories of personality dimensions (Kendra, 2014:2-6). This theory was developed in order to define the fundamental traits that serve as the building blocks of personality. It was further stated that this theory has been emerging over many years. The traits as distinctive qualities form part of the behaviour of human beings. Figure 3.1 below shows a relationship between low score and high score of personality traits.

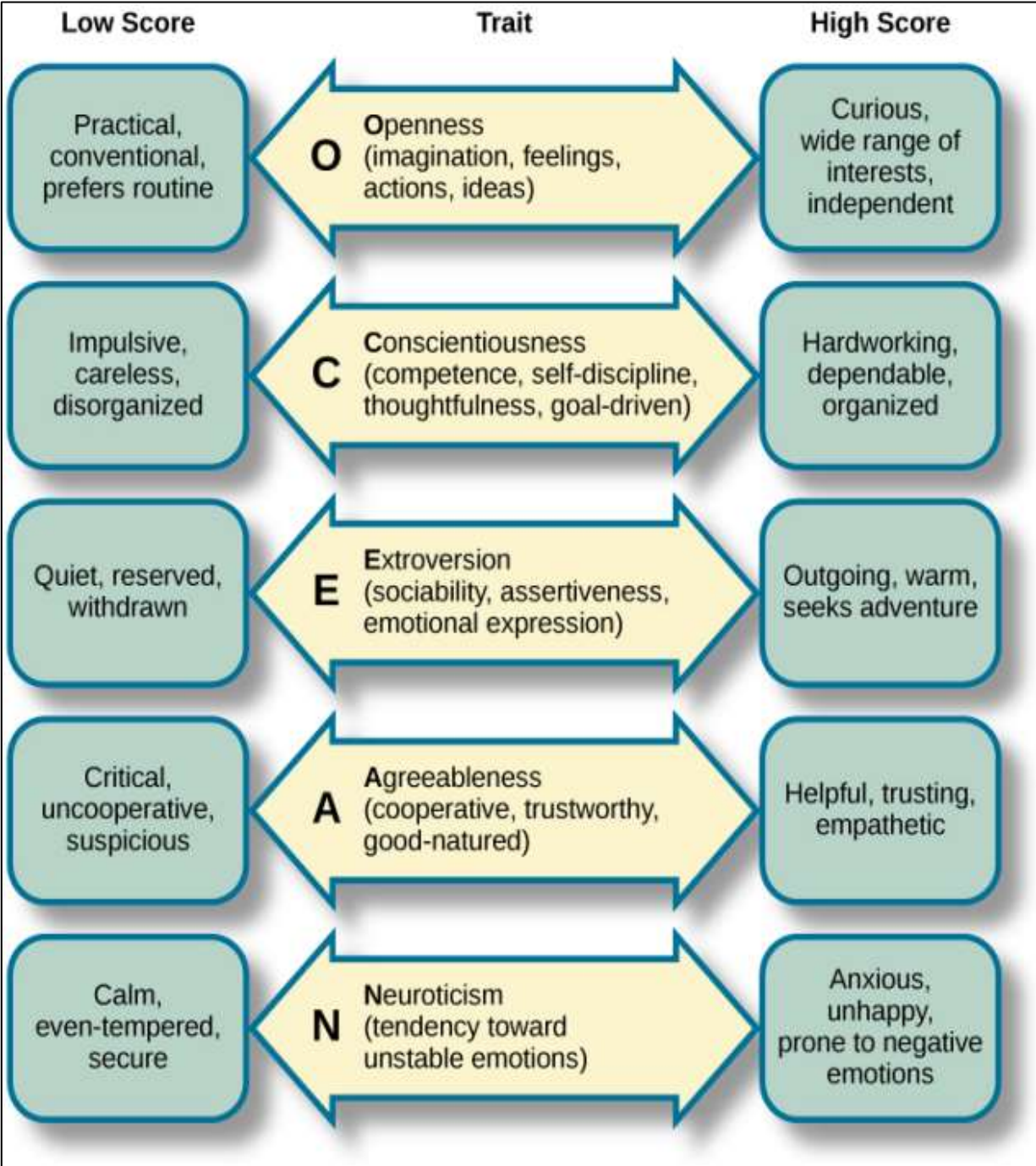


Figure 3.1 Big five personality trait dimensions, Kendra (2014: 2-6)

- **Openness to experience**

Mussel (2013:885:906), stated that project managers displaying openness to experience are mostly accommodative, flexible and show a sense of warmth towards their juniors. Other people's emotions and feelings are normally handled with care. The efficacy of embracing all other individuals by project managers makes them an effective group of managers who inspire their subordinates to be more contented with their diversity and to not feel irrelevant. When the juniors feel important, they will constantly have the drive to work much harder in order to meet the deliverables. Self-determination is always encouraged by these types of project managers.

- **Conscientiousness**

The principal ideologies describing conscientiousness (Qureshi, 2017:13-16) involve a very high manifestation of being organized, showing industriousness, having passion, motivation, high ambitions, situational awareness, and persistence. Conscientiousness people frequently try to establish a method that might assist in helping them to overcome a tense situation. Additionally, duties and responsibilities are carried out to the highest standards with the highest degree of competence in order to attain great values. Project leaders with the highest conscientiousness (Losoncz, 2009:169-198) are likely to be successful in both motivating and inspiring their juniors, because they have an inner drive towards inspiring them. There is a high probability that a project leader displaying a high level of conscientiousness, at all costs, will be able to create conducive working conditions for their subordinates. The juniors are then able to show great involvement in their duties, resulting in increased performance and productivity.

- **Extroversion**

Hunter et al. (2013:1-7), said that the concept of extraversion defines the manifestation of a range existing between individuals that expresses characteristics of extroversion and introversion. An extrovert normally displays distinctive qualities of being able to easily make new friends with the consideration of their communal nature. People with the characteristics of extroversion are generally known as being able and more likely to start conversations with other people. At the same time, high ambition and confidence levels are strongly displayed by these people in order to ensure that set up goals are attained by means of a display of aggression. Homayouni (2011:839-843) is of the same view that individuals showing extroversion qualities are more likely to be extra-creative and talented at the same time. They have the capability to come up with new ways that they use to accomplish their ambitions.

Optimism and positive energy are often exhibited by these individuals in order to influence their subordinates to achieve high levels of productivity, resulting with better performance of their organization. As a result of a conducive and social environment formed by extroverted leaders,

employees tend to lean towards experiencing success in the workplace. A positive outlook in all types of situations is normally associated with extroverts and the extroverted leaders may be, to a great extent, willing to take calculated risks in order to accomplish set goals.

- **Agreeableness**

Agreeable leaders exhibit traits such as cooperation, consideration, tolerance, flexibility and courtesy. Strong interpersonal skills are revealed by agreeable people regardless of their current circumstances (Joseph, 2010:7-12). They do not hold grudges against others and agreeable leaders are able to create a warm working environment for their colleagues and staff. Cooperative leaders are easily able to promote a spirit of teamwork amongst others because of the characteristics of agreeableness they show in the workplace. Kernberg (2016:145-156) posited that leaders presenting the characteristics of agreeableness are usually considered as being inclusive in their activities. He indicated that such leaders and individuals emphasize harmony across all ranks and can easily engage with others and embrace constructive feedback. Agreeable leaders have the ability to demonstrate a great sense of concern and care for others. They stand firm in support of their staff as they are willing to add value to those who are under their supervision. Their followers in the process are encouraged to become much better at whatever they do. High demands are placed on colleagues and staff by agreeable leaders.

- **Neuroticism**

Neurotic project managers are emotionally unstable as they usually manifest depression, vulnerability, hostility, insecurity, nervousness, and impulsiveness. They exhibit negativity due to having experienced negative events in their lives. Nevertheless, interestingly, sometimes their circumstances might not totally be negative, but they choose to dwell on and always focus on the negative side of things (Furnham, 2012:1-36). This generally results in a pessimistic outlook. Unfortunately, neurotic project managers foster negativity in the workplace while putting a lot of strain on their staff. Such managers usually exhibit tendencies of moodiness, unapproachability, and rigidity. It is very rare that a subordinate will correct project plans to avoid conflict. Neurotic project managers in such an environment do not inspire confidence in their staff (Poropat, 2009:322-338).

Moreover, when these project managers, Komarraju et al. (2011:3-5) face difficulties in the workplace, they tend to look for an escape from the pressure and they withdraw from working hard in the company. They normally do not agree with their subordinates that a way can be found to solve the problem and that their subordinates can exercise that solution. When neurotic managers experience difficulties, they run away from problems instead of acting on them collectively and solving them. This type of manager avoids confrontation at all costs.

Hopwood et al. (2011:545) indicated that commitment and appreciation are typically reflected by such employees under the supervision of emotionally stable project managers. Therefore, working in such an environment will definitely create a negative influence on the performance. On the contrary, emotionally stable managers do have the capability to facilitate a suitable and conducive working environment where the juniors are at peace so as to conduct the roles and responsibilities with no fear of vulnerability.

3.3.2 Tripartite approach of traits

The three approaches to project leadership traits visualize the manifestation of cardinal, central and secondary levels. These traits are the foundation of individuals (Abdulla, 2018:22-25). It is also stated that these traits are not equally shared by individuals. Nevertheless, they only define different individuals in particular situations. Eryilmaz and Kara (2017:85-100) also agree that these distinctive qualities are the fundamental components within individuals that are deeply influential on human behaviour. The leadership and interpersonal competencies influenced by project leaders involve but are not limited to planning, problem solving capabilities, cooperation, establishing teamwork and independent performance. The tripartite approach of trait categories is listed below as per previous research by Abdulla (2018:22-25):

3.3.2.1 Cardinal

These traits are qualities that are dominant in a person's whole life; often to the point that the person becomes commonly known for these traits. They develop as a dominating force in his/her character. The names of these individuals usually become similar to the Cardinal traits.

3.3.2.2 Central

These are the more general qualities that are found and expected to be found in every human being, they vary in degrees and create the fundamental foundations of character in people. The central traits are less dominant than the cardinal traits. These traits are the major individualities that any person may utilize to describe a person's personality.

3.3.2.3 Secondary

On the other hand, secondary traits are not generally shared by other people. They are at times related to aspects such as preferences and attitudes. The preferences are normally known by a close friend who has interacted with and known that individual for a very long time. They usually appear under particular circumstances.

3.4 Strengths and Weaknesses of Traits

The strength of the traits (Ilyasi & Salehian, 2011:1-3) is their capacity to categorize recognizable behaviours. The researchers found that an examination of the behaviours of persons displays a solid relationship with the traits. Different circumstances dictate certain personality traits that are specified in the trait theories. They also provide a comprehensive understanding of leader features embedded in the leadership process. However, Krueger (2012:424-432) clearly stated that the weakness of this approach is that it might ignore a situational leadership process. Under this approach, there seems to be a subjective judgement with respect to who is described as a bad or a successful leader. Currently there is disagreement in terms of which personality traits are the most imperative for an effective leader to have.

3.4.1 Contingency theory

The contingency theory of leadership by Walters (2013:2-4) is an approach that tries to match individuals to situations that are mostly based on the leadership styles of an individual. However, if a style of a leader does not match the situation at hand, then the chances of a leader failing in that project or environment are considered as high, because there is no appropriate blending of the two aspects. Crosson et al. (2008:569-581) stated that people who are said to be relationship motivated, will be highly effective where there is a degree of certainty. However, often things are neither under or out of their control. It is suggested in the contingency theory that different leadership situations are characterized by task structure, the power of the leader as well as the leader/member relationship. Bradshaw (2009:61-81) stated that task structure relates to the extent to which requirements of a task are clearly specified while positional power refers to the amount of authority given by a leader to followers, in order to either reward or punish them.

Many authors (Ganescua, 2012:1-3) stated that the reviewed literature still shows significant concerns which are highlighted in various ways. According to the leadership contingency theory, the effectiveness of a solution fundamentally depends on the conditions under which the solution is implemented. The best way to organize mainly depends on the environment that a particular organization operates in. Melo and Garrido-Morgado (2012:11-31) stated that contingency theory is most effective in highlighting organizational change and it was averred that some contingency factors can influence the performance of an organization.

3.4.2 Behavioural theory

The behavioural theory of leadership (Yusuf et al., 2014:2-7) is a theory that assumes that the ability of leadership can be learned, rather than being inherent. Leadership qualities can be mastered by any individual; hence this theory mainly states that leaders are not born, but they

can be made and conditioned in a particular manner, where one can have a particular response to a particular situation. According to Timothy et al. (2011:1), the behavioural theory is significantly needed to evaluate successful leaders along with the actions of those specific leaders. A leader with success and a leader with failure are both assessed in a project environment to be fully aware of the factors contributing to both success and failure.

It is revealed by Bester et al. (2015:14) that the behavioural theories of leadership are based on the belief that greatly states that good leaders are not born but made. This principle is deeply rooted in the philosophy of behaviourism. It is further stressed that the philosophy of this behavioural theory of leadership fully concentrates on the actions of leaders. However, studies have shown that mental distinctive qualities of leaders are not considered under the behavioural theory of leadership. Therefore, individuals under this theory can become leaders through observations and teachings. Leadership theories differ greatly and can be applied to various situations.

Chen et al. (2011:541-557) also stated that the effective and efficient functioning of an organization is totally dependent on a leadership that has the capability to influence tasks, the behaviour of employees, attitudes, organizational goals, beliefs, and strategies by means of a set hierarchy. With the right behavioural aspects of leadership, an optimistic approach to leadership can influence a diversity of strengths and capabilities in order to facilitate organizational and individual development. Macphee et al. (2014:4-15) added that leadership attitudes are gathered around the concept of leader empowering behaviours. Leader empowering behaviours can be regarded as a facilitative procedure where employees see their leaders' attitudes, which then encourages them to practise self-leadership, self-management, self-control, and the self-regulation of employees.

Dierendonck and Dijkstra (2012:1-22) identified the major core elements of empowering leader behaviours as the delegation of authority, accountability, and facilitation. They also claimed that employees who have access to resources, data and a support system from seniors and peers have a higher probability of experiencing empowerment feelings. It was suggested that management empowering practices produce a feeling of ownership among employees. Mendes and Stander (2011:1-130) revealed that such modes of leadership can lead to organizational serving behaviours as well as reduced staff turnover. Numerous studies have illustrated how empowering leadership leads to different outcomes namely: employee engagement, job satisfaction, commitment, job security, extra-role behaviours, role clarity and organizational citizenship. The latest studies found that the employees' experiences of leader empowering behaviours are positively related to aspects of psychological empowerment (Albrecht and Andreetta, 2010:228-237).

3.4.3 The great man theory

Khan et al. (2016:2-6) profoundly showed that common traits of leadership have been depicted over centuries to define the success or failures of heroes. The history of what man has achieved in the world is at the heart of the history of characteristics displayed by great men who worked so hard to achieve their ends. However, with the growth and development of many organizations, the great man theory of leadership has become inappropriate, because some great men with brilliance also demonstrated signs of dictatorship within the top management of developing organizations. Samad (2012:486-493) emphasized that an individual does not become a leader by virtue of exhibiting a certain combination of traits. He further stated that the great man theory suggests that some people are born with the required qualities, which separates them from other individuals. These distinctive qualities are ideal for assuming positions of authority. A true leader is a great champion who achieves set goals against all odds for his followers (see Table 3.3 below).

Table 3.3. Summary of the leadership theories (Khan et al., 2016:2-6)

Trait theory	This identifies the distinctive qualities that are associated with leadership. Objectives demonstrate positive human attributes.
Contingency theory	Is a modification of a situational point of view, which mainly concentrates on the identification of situational variables predicting the most effective leadership style; in order to be effective under those circumstances.
Behavioral theory	Focuses on what leaders actually do instead of focusing on the distinctive qualities they have. Diverse patterns of behavior are observed as well as categorized as exhibiting a certain style of leadership.
Great man theory	This is principally based on the belief that leaders are born with qualities to lead and that those heroes should be put into positions of power and authority.

3.5 Imperatives of a Project Environment

Alias et al. (2014:61-69) revealed that the imperatives of a project environment are the critical success factors, which can significantly impact the success of a project when appropriately maintained, managed and sustained. Diverse studies have shown that the impact of the project environment imperatives is enormously effective towards a project's success. These imperatives in a project environment are its most critical components. This indicates that it is vitally important that from the beginning of the project planning to clearly define the way whereby each of the project environment imperatives will affect your project.

Alexandrova and Ivanova (2013:2-3) advise that it is broadly accepted that project managers actually require focused efforts in order to accomplish extended comprehension of the prospective effects of the imperatives of project environment. By so doing, the probability of attaining the set project objectives will significantly increase within the framework of resources, time, and budget constraints. The importance of understanding the imperatives of the project environment should be fully stressed to increase the effectiveness of project management (Prabhakar, 2008:3-10) (see Table 3.4 below).

Table 3.4. Summary of the leadership theories (Alias et al., 2014:61-69)

Project environment imperatives	Description
Funding	It refers to the means by which money is required to carry out a project.
Resources	These are tools required to conduct project tasks.
Project Deadline	This is a timeline targeted to complete a project.
Project Budget	It is the total amount of approved financial resources that are allocated for the project.
Project Scope	This involves determining a list of specific project goals, deliverables, functions, tasks, timelines and costs.
Quality Management	It refers to the process of ensuring that project quality is maintained and managed throughout the project life cycle.
Leadership	It gives a direction towards the successful implementation of a project. This is about getting project activities done via others.
Stakeholder Management	This refers to the orderly identification, planning, analysis and application of actions required to communicate with the stakeholders.
Communication Management	Communication systems should be in place.

3.6 The Presumed Impact of Project Leadership

Project leadership is an art or science that predominantly deals with influencing, motivating, project team members, and creating knowledge and learning in a project environment. Riaz et al. (2013:4-6) defined project leadership as the capability to lead, to create a vision with a clear direction and to influence other people towards accomplishing set objectives for projects. They also indicated that project leadership principally occurs during the project execution stage and cuts across all the projects within an organization.

Parker et al. (2021:204-216) added that resilient project leadership is needed in order to deal with administrative projects, and they also showed that it is not always true that powerful strong leaders are more successful than other leaders. Project leadership, commonly known as having the capacity to lead others in a powerful manner in project work, positively impacts the enhancement of project management practices in order to curtail uncertainties and complications that are associated with pursuit of that project (Vaccaro et al., 2012:28-51).

Anantatmula (2010:13-22) suggested that strong stakeholder management should be established by project leaders to integrate a temporary endeavour influenced by time, quality, and cost with the broader picture. Project leadership addresses project essence appropriately and should know how to define a vision to energize and bring the best out of project team members and project stakeholders. Project leaders mainly try to enhance development processes by using an appropriate decision-making process as needed for project leadership. The responsibilities of project leaders involve but are not limited to leading, distributing information, planning long term goals, coordinating, monitoring, and controlling and moderating the project team.

Lunenburg (2011:1-4) revealed that the role of project leaders is currently becoming vitally important as a result of increased projectized organizations; particularly when companies seek industrial prominence. The impact of project leadership enables project subordinates to create a sense of change and deliver guidance and support. Timeous decisions are made as required by the science of project leadership, due to its viewpoints. Project management is speedily developing and will be totally different in the next few years than it was during recent decades (Curran et al., 2009:458-468).

3.7 Followership

Recent work by Bashshur and Burak (2013:919-934) recently showed and emphasised that followers within projects are actively influential on their leaders. It was also argued that the role of followership in organizations has largely been ignored thus far. The number of followers and characteristics greatly influences the behaviour of leaders as a function of dependence on informational leaders and followers. Some followers have been downgraded to a role of passive recipients due to having been treated unfairly. Leaders in any environment only remain strong because of their followers. Saleem (2015:563-569) stated that outcomes and leadership are built jointly. As seen from this perspective, followers' beliefs, culture, characteristics, and perceptions direct how they can build leadership and are often viewed as crucially important to the leadership process in projects. A follower-driven perspective encourages the involvement of followers in project decision making processes. The relationship between leaders and followers is influenced by the proportions of each. Leadership is a process of influencing one's followers to be aligned with the vision and goals of the organization or project at hand.

Ashkanasy et al. (2013:902-918) stated that followers could, from a proactive perspective, shape the effectiveness of leadership. They mentioned and suggested that followers can play a crucial role in the process of shaping the leadership outcomes. The followers technically exist to provide support for leaders or to disapprove of leaders. From this perspective, the relationship between leaders and followers has become a vital mechanism that links followers' views or opinions with those of their project leaders. Leadership both as a crucial tool and a multi-level process in the workplace is mutually affected by the emotions of followers. Leaders, who are considered influential in a positive way on their team members, are seen as part of the team. Such great leaders are usually perceived in a favourable manner by their followers because they can't exist without their followers who are directly involved in the execution of required tasks.

3.7.1 The concept of implicit theory of followership

The implicit theory of followership (Sy, 2010:73-84) is considered as the personal assumptions of individuals about the distinctive qualities and behaviours that characterises followers. Consequences of leader-follower-interpersonal outcomes are carefully examined through the application of the implicit followership theory. Thompson et al. (2018:85-105) added that this theory of followership apparently demonstrates the subjective sentiments of followers. Cognitions are largely included under subconscious assumptions with respect to the behaviour, attributes, and values of followers.

The content of the concept of implicit theory of followership appears to consist of performance-related attributes as well as other attributes such as loyalty and having the ability to collaborate with others (Foti et al., 2017:261-267). In light of this theory, it seems that once an individual classifies somebody as a follower, a pattern-completion process will happen whereby an individual fills a gap by applying the subjective implicit followership theory, (Shondrick et al., 2010:959-978).

3.8 Conclusion

This chapter revealed many different leadership theories that have emerged in recent years. It is quite evident that these theories play a crucial role in the implementation of projects throughout a project's life cycle. The applicability of leadership in a project setting is of great importance. It is stressed that leadership, by definition, is mainly the capability of motivating a group of people in order to achieve a common goal. The chapter further indicated that leaders should possess a combination of two leadership skills, namely hard and soft skills. Previous literature distinguished the differences between the hard and soft skills of leadership. Different leadership styles have a huge impact on projects and are suitable for different projects, as they are different in their nature.

Hard leadership skills concentrate on the technical competency of a job while soft leadership skills mainly focus on the interpersonal skills of an individual within a project's environment. It has been suggested that there should be an equal balance between the two skills to ensure that effectiveness and efficiency are practised fully to achieve a common goal. Another aspect of this chapter concentrated on the imperatives of a project environment commonly known as project critical success factors. The imperatives of a project environment were extensively discussed to get a clear understanding. These imperatives have made a great contribution towards the success of projects. The concept of the Implicit Theory of Leadership has been studied and understood, the concept concentrates on the assumptions of people about traits and behaviours whereby followers are characterized. The theory demonstrated the subjective views of the followers. The literature reviewed under this chapter indicates that appropriate leadership traits such motivation, team building, communication skills etc are required for successful project implementation.

CHAPTER 4: RESEARCH DESIGN AND RESEARCH METHODOLOGY

The chapter discusses and explicates research design and methodology that were applied to carry out this study in consideration of the stated problem statement to meet the set research objectives. It provides an overview of the topographical area of the study in which the research was conducted. The objective set was to evaluate critical leadership competencies that are ideal for project success.

The principal prominence of the chapter is on the research design, research methodology, demarcation of the research, target population, sample technique, sample size, data collection instrument, data analysis and summary of the study. A research methodology as cited by Jowah (2011:66-73) is a comprehensive and detailed outline to be used in order to either answer a research problem or to solve a particular problem. This also indicates how the data will be collected by when, where, how, and from whom the research objectives can be met.

Eaton (2020:848-858) explains that research is said to be mainly a systematic process of inquiry, which involves data collection, documentation of crucial information, data analysis and interpretation in line with established research methodologies to find out new facts, validate or scrutinize recognized facts. Fouka and Mantzorou (2011:3-14) also add that research is mostly a logical inquiry undertaken in a methodological way to find out about things that someone never knew, and research is meant to enhance knowledge.

According to Shenhar (2001: 394-414), research is normally conducted:

- To assess the validity of hypothesis.
- To gather a body of applicable knowledge and findings for sharing them in proper manners.
- To assist in generating questions for further inquiries.

It is indicated by Stahl. et al. (2017:369-381) that research is a methodical investigation, which is made up of enunciating a problem, forming up a hypothesis, gathering of facts, analysis of facts, which are in relation with the present problem at hand. An arrival at certain conclusions is formulated and the summaries can be either in the form of presenting certain generalizations or attaining solutions, which can be placed into theoretical inventions. Research is said to have validated findings and reliability.

4.1 Research Design

Research design is the entire strategy that is used to conduct research with a concise and logical plan applied to tackle an established research question using data collection, analysis,

interpretation, and discussion. Uddin and Hamiduzzaman (2009:654-664). Decision-making processes in the research design are logically undertaken so that such processes can then be aligned for the main purpose of the study. Research design is a clearly detailed structure that is used to either answer a research question or to solve a problem. Tobi et al. (2018:1209 - 1225) explain that research design is a plan, which acts as a guide to the arrangements of conditions for data collection and analysis in a way aiming to combine the relevance to the purpose of the research.

Burger (2013:159) in his view indicates that research design is a directional map predominantly drawing up the path to be travelled on how a research project will be carried out. There is also an involvement of certain questions to be asked in terms of who will be involved in the study and, where the study will be conducted etc. A detailed structure for data collection and analysis is mainly offered by a research design, which outlines the suitable research methods to conduct research, (Walliman, 2011:13). Mohajan (2018:23-48) argues that research is an arranged procedure for collecting, analysing, and interpreting data to upsurge an understanding of a phenomenon in relation with the current concern. A good research design is considered as having appropriateness, flexibility, efficiency etc. a pure objective for the research is mainly a reflection of how clear the research question is, below are the main essential elements of research design:

- Purpose of statement
- The techniques to be used to collect and analyse the research data
- Preferred type of research methodology
- Settings for the research study
- The timeline of the research design
- Including the measurement of analysis
- Description of the specific method used to analyse all the details
- Probable objections for the research

A research design, which is appropriate for a particular research problem, principally has got four characteristics that are taken into consideration namely, (Borich, 2015:99-112):

- Neutrality,
- Reliability
- Validity
- Generalization

Sadatrassoola et al. (2016:7-20) explained that a worthy research design provides valuable information with respect to the selection of the sample of the target population's handlings and controls that should be imposed. Qualitative and quantitative are mainly two research design methods that are used by researchers depending on the nature of the study. These methods are

generated from a descriptive study perspective, so the current research project followed a descriptive research design based on its nature and characteristics. Therefore, this study was predominantly a combination of the mixed research methods. Saade et al. (2015:63-80) explained that descriptive study is defined as the information that is collected from a share of the target population to evaluate norms, practices, and characteristics. A well-structured questionnaire is an example of descriptive research.

4.2 Research Methodology

Research methodology is defined as specific techniques or procedures that are used to identify, select, process and as well as analyze meaningful information about a topic. The methodology part, in research, is meant to allow the reader to mainly evaluate the overall validity and reliability of a study. The most imperative methodological choice that researchers make is significantly based on the distinction between quantitative and qualitative data.

The predominant purpose of a research methodology is meant to explain the reasoning behind your approach to your research study. You will have to support your data collection methods, methods of analysis and other crucial points of the research. Kumar (2011:19) explains that applying a research methodology to a research study keeps the researcher both responsible and accountable as well as on track with the original aim and set objectives. The methodology section is said to grant you a suitable and sound plan of action to keep your research project in its manageability, effectiveness, and smoothness.

Qualitative data takes the form of descriptions based on language or images, while quantitative data takes the form of numbers. The quantitative method stresses objective measurements, statistical and numerical analysis of collected data using questionnaires, surveys or manipulating pre-existing statistical data. Therefore, the benefit of the method (Choy, 2014:2-4) is that the data collected through this technique is in its reliability form. A qualitative method is a systematic method of observing to collect non-numerical data. The advantage of the method is to allow researchers to explore the views of the people under study on an existing phenomenon. Therefore, the method adopted in this research was a combination of both qualitative and quantitative methods due to the nature of the study.

A research methodology encompasses the way in which you intend to carry out your research. The research methodology section of your study will indicate how valid your findings are and how well-informed your research is. It also assists future researchers planning to use the same methodology, who want to cite your study or replicate it. This includes how you plan to tackle things like collection methods, statistical analysis, participant observations, and more. Applying a good research methodology will really help in the following scenarios:

- If the next researcher at a later stage wishes to try and replicate your research.
- When you receive criticism or questioning on the research you conducted at some point, it will be easy for you to go back to it and elucidate the how and why of your approach.
- It provides you with a detailed plan to follow throughout your research. When you are drafting your methodology approach, you will have to be fully aware that the method you are using is the right one for your goal. This will help you with both explaining and understanding your method.
- It affords you the opportunity to document from the outset what you intend to achieve with your research, from start to finish.

Queiros et al. (2017:1- 6) explain that the scientific methodology is predominantly an instrument of essential importance for the knowledge of the methods, which are mainly utilized in the explanation of a scientific document namely: a manuscript, research, or a work of finishing a university degree. Scientific methodology principally involves the study of the methods that are necessary for the elaboration of a scientific work.

Scientific research typically adopts qualitative and quantitative methods in the modelling as well as analysis of numerous situations. The qualitative methodology mainly intends to understand a complex reality and the meaning of actions under certain circumstances. On the other hand, the quantitative methodology tries to attain truthful and reliable measurements, which are meant to allow a statistical analysis. The two methodologies offer a set of methods, potentialities and limitations that should be explored and known by researchers (Cohen and Arieli, 2011:423-436).

A comparative examination of the most applicable and adopted methods is carried out to comprehend the main strengths as well as weaknesses of them. Almeida, and Monteiro (2017:49-65) have mentioned that the work that is developed is said to be intending to be an essential reference for the achievement of a research project, in which a researcher plans to adopt either a qualitative or quantitative methodology. Through the examination of the advantages and disadvantages of each method, it becomes likely to formulate a more precise, knowledgeable, and complete choice.

4.2.1 Three different types of research methodologies

There are three different types of research methodologies, which are as follows:

Qualitative:

Definition: qualitative research methodology is mainly defined as a process of collecting as well as analysing words and textual data. This form of research methodology is normally utilized where the aim and set objectives of the research are exploratory.

Methodology: Observations, interviews, focus groups and case studies. Exploratory research may be utilized where a researcher wants to understand human actions.

Qualitative research is not about numerical representation, but about the deep understanding of a given problem. In a qualitative research study as cited by Atieno (2009: 13-18), a researcher is both the subject and the object of their research project. The main objective of the qualitative methodology is to generate in-depth and demonstrative information to understand the several dimensions of the problem under study.

Qualitative research is consequently concerned with aspects of reality that cannot be quantified completely and is concentrating on the understanding and description of the dynamics of social relations. Mori and Nakayama (2013: 1-7) support that qualitative research mostly works with the universe of meanings, motivations, aspirations, beliefs, values, and attitudes, which are in line with a greater space of relationships and processes that cannot be condensed to the operationalization of variables.

According to Mohajan (2018: 3-18), there are some strengths and weaknesses of a qualitative research study, which are as follows:

Qualitative research strengths:

- Open-ended questions reveal either new or unanticipated phenomenon and mention more issues through broad and open-ended inquiry.
- There is an inclusion of a diverse and representative cross-section of affected persons.
- It is in-depth analysis of the impact of an emergency.
- It is rich and detailed information about affected populations.
- It allows researchers to explore the views of homogenous as well as diverse groups of people that help unpack these differing perspectives within a community.
- As statistics are not used in it, and uses a more descriptive, narrative style; and gains new insight.
- It can play the important role of suggesting possible relationships, causes, effects, and dynamic processes.
- It allows people to open up and allows for new evidence that was not even initially considered.
- It provides a rich picture of social phenomena and in its specific contexts reveals critical incidents.
- It provides a holistic interpretation of the detailed processes that have, and shapes people's lives.

- Its cultural assessment is the ability to probe for underlying values, beliefs, and assumptions.
- It provides insights into intra-household relations and processes.
- It offers deeper insights into causes and direction of causal processes.
- It permits researchers to access data on difficult issues, e.g., domestic violence.
- The data collection process requires limited numbers of respondents, which can be carried out with limited resources.
- Data on marginal groups that survey often cannot locate can be collected, e.g., illegal migrants, the homeless, child-headed households.
- Because of close researcher involvement, the researcher gains an insider's view of the field, which allows the researcher to find issues that are often missed by the scientific, more positivistic enquiries.
- It encourages creativity and innovative explanatory frameworks.
- Data analyst is usually heavily involved in data collection and knows its strengths.
- Participatory methodologies empower, rather than objectify respondents.
- It adds flesh and blood to social analysis.

Quantitative:

- **Definition:** quantitative research methodology mainly concentrates more on measuring and testing numerical data. When utilizing this form of research, a set objective is normally meant to confirm something.
- **Methodology:** Surveys, tests, existing databases. This form of research may be used if one wants to test a set of hypotheses.

Quantitative research (Cameron, 2018:237-247) is defined as a systematic inquiry of phenomena by gathering quantifiable data and performing statistical, mathematical, or computational techniques. Quantitative research mainly collects information from existing and potential customers using sampling methods and sending out research instruments such as questionnaires, online surveys, and online polls etc. The results of this research method can be depicted in the form of numerical representation after careful understanding of the numbers to forecast the future of a product and make changes accordingly, Aken et al. (2010:78-85).

Quantitative outcome research is mostly conducted in the social sciences using the statistical methods used above to collect quantitative data from the research study. In this research method, researchers and statisticians deploy mathematical frameworks and theories that pertain to the quantity under question (Bartkus, 2007:56-96). Quantitative research templates are objective, elaborative, and many times, even investigational. The results achieved from this research

method are logical, statistical, and unbiased. Data collection happens using a structured method and conducted on larger samples that represent the entire population.

According to Zegwaard and Coll (2011:8-15), there are two methods to conduct quantitative research namely:

- Primary quantitative research methods
- Secondary quantitative research methods

There are multiple types of primary quantitative research. They can be distinguished into the four following distinctive methods, which are:

- **Survey Research:**

Bytheway (2018:249-259) indicates that survey research is the most fundamental tool for all quantitative outcome research methodologies and studies. Surveys are mainly used to ask questions to a sample of research participants using various types such as online polls, online surveys, paper questionnaires, web-intercept surveys, etc.

Every organization intends to understand what their customers think about their products and services, how well new features are doing in the market and other such details. By conducting survey research, an organization can ask multiple survey questions, collect data from a pool of customers, and analyse this collected data to produce numerical results. It is the first step towards collecting data for any research (Chien and Chien, 2008:280-290).

This type of research can be conducted with a specific target audience group and can be carried out across multiple groups along with comparative analysis. A prerequisite for this type of research is that the sample of respondents must have randomly selected members. By this way, a researcher (Chopra, 2018:297-310) can easily maintain the accuracy of the obtained results as a huge variety of respondents will be addressed using random selection. Habitually, survey research was conducted face-to-face or via phone calls but with the progress made by online mediums such as email or social media, survey research has spread to online mediums also.

- **Correlational research:**

A comparison between two units (Bilous et al., 2018:287-296) is constant and is carried out to establish a relationship between two close entities and how one impacts the other and what changes there are that are ultimately observed. This research method is meant to give value to naturally occurring relationships, and a minimum of two different groups are required to carry out

this quantitative research method successfully. Therefore, a relationship between two groups should be established.

Researchers utilize this type of quantitative research methodology to compare either two or more variables through using mathematical analysis methods. Patterns, relationships, and trends between variables are normally determined as they exist in their original set up. The impact of one of these variables on the other is observed along with how it changes the relationship between the two variables. Researchers tend to manipulate one of the variables to attain the desired results (Brink, 2018:223-235).

- **Causal-comparative research:**

Coll and Kalnins (2009:1-14) emphasise that this kind of research method primarily depends on the factor of comparison. Also called quasi-experimental research, this quantitative research method is used by researchers to conclude the cause-effect equation between two or more variables, where one variable is dependent on the other independent variable. The independent variable (Jiang et al., 2015:225-240) is established but not manipulated, and its impact on the dependent variable is observed. These variables or groups must be formed as they exist in the normal set up.

As the dependent and independent variables will always exist in a group, it is advised that the conclusions are carefully established by keeping all the factors in mind. Causal-comparative research is not restricted to the statistical analysis of two variables but extends to examining how various variables change under the influence of the same changes. This research is conducted irrespective of the type of relation that exists between two or more variables. Statistical analysis is utilized to absolutely present the outcome that is obtained using this quantitative research method (Zegwaard, 2015:89-99).

- **Experimental research:**

This research method (Stephenson et al., 2018:261-271) is also known as a true experimentation that is mostly reliant on a theory. It is usually based on one or more theories. This theory has not been proven in the past and is purely a belief. In experimental research, an analysis or examination is conducted around proving or disproving the statement. Rowe et al. (2018:273-285) stipulate that this research method is utilized principally in natural sciences. Traditional research methods are more effective than modern techniques modern techniques. There can be multiple theories in experimental research and a theory is a statement that can be verified or refuted.

Experimental research is defined as a type of research project that rigidly follows a scientific research design. It includes testing or attempting to prove a hypothesis by way of experimentation (Helitzer-Allen & Kendall, 1992:41-54). It uses one or more independent variables manipulating them and then using the variables on one or more dependent variables. This type of research is conducted in a controlled environment and researchers can measure the effect of the independent variables on the dependent variables.

This kind of study is performed over some time so that researchers can form a validated conclusion about the two variables (Carey, 1993:298-318). According to Wood (2010:56-71), there are some strengths and weaknesses of a quantitative research study, which are as follows:

Quantitative research strengths:

- The quantitative approach allows you to reach a higher sample size. A larger sample makes it less likely that outliers in the study group can adversely impact the results you want to achieve impartially.
- Data can be collected quickly when utilizing the quantitative research method, experiments and surveys can be conducted immediately.
- Quantitative research utilizes randomized samples, it also provides an advantage in the fact that the data can then get statistically applied to the rest of the demographic being studied.
- Results replication is possible when quantitative research, when opinions are a valid substitute for facts, then anything becomes possible. The work validates itself because the results always point towards the same data.
- Quantitative research can concentrate either on facts or a series of information, researchers can utilize this research approach to put focus on a fact that they are deeply interested in studying in the general population.
- The study conducted using this approach anonymous, therefore, there is no need to provide personal details. The nature of anonymity of this approach makes it very useful for data collection because the research respondents are more likely to share an honest perspective when there are guarantees that their feedback won't come back to haunt them.
- This research approach does not require a direct observation to be useful, because there is not a requirement to directly observe each research participant. This means that research can just send questionnaires to individuals without the need to have someone in the room while they provide answers.

Quantitative research weaknesses:

- This research method does not consider the meaning behind social phenomena. However, it wants to find answers to specific questions so that a specific hypothesis can be proven or disproven.
- Every response provided in the research approach should stand on its own. Therefore, this method does not give you an option to review responses with the participants.
- Quantitative research approach at times generates unnatural environments because it works well when a verifiable environment is available for study.
- Some efforts during randomization will not generate usable information and its main goal is to find out the different aspects of a demographic in a particular setting to generalize data that can be utilized for generalization purposes.
- This research approach does not grant access to specific feedback, and it can be best described as a pass -fail grade. The statistics that researchers gather when using this approach are useful for generalizations that let you see if goods or services earn a passing grade in a specific demographic. What this research approach does not produce are specific feedback incidents which allow for positive improvement.
- Quantitative research studies can be extremely expensive, and this research approach is a great barrier to consider.
- Validity always generates a cloud of doubt on the final-results and the work of this approach always gets conducted based on the assumption that everyone is honest and each situation. If different outcomes happen, then researchers become fully aware that there are information concerns that require management.

Mixed method:

Definition: Mixed method approach is a combination of the above research methodology approaches. Quantitative research approach will provide you with facts and figures while qualitative approach will provide you with interesting human aspects. Therefore, both qualitative and quantitative methods were used as the suitable research methods for the study, qualitative method mostly deals with objective measurements while qualitative focusses on scientific methods of observation to gather non-numerical data.

4.3 Research Strategy

Research strategy (Leedy, 1997:5) is defined as a detailed process in the form of a step -by- plan of action, which provides direction to carry out research systematically to accomplish the answer to a research question, the resolution of a problem, or a better understanding of a problem. The Research Strategy acts as the nuts and bolts of your application, describing the rationale for your

research and the experiments to be conducted to accomplish desired goals. This post will discuss an extremely important phase in the process; clearly defining your research strategy. This strategy is meant to enable a researcher to keep focused, reduce frustration, improve quality of work, and most prominently save time and resources.

Kumar (2011:19) explains that it is factual that certain disciplines put more emphasis on the importance of quantitative research while others mainly concentrate on qualitative research. Qualitative and quantitative research methods have been preferred by the researcher as the research approaches to be followed for the purpose of this research study. The research survey was predominantly used as a measurement instrument. It is indicated by Schoonraad (2003:129) that research strategy is established from the methodological paradigm which refers both to qualitative and quantitative research. Munns and Bjeirmi (1996:81-87) are also of the same view that research strategy may consider the application of either qualitative, quantitative research approaches or a combination of both research methodologies in one research inquiry. The research strategy outlines the general approach to the research investigation.

Qualitative and quantitative research methods have been utilized as the most suitable ways to develop new knowledge and the advocates of these two research approaches have been significantly great and useful for the study. Each of the methods is based on a particular paradigm, a patterned set of assumptions concerning reality knowledge and particular ways of knowing about reality. Quantitative research grows from a strong academic practice that places considerable trust in numbers that represent opinions or concepts. Quantitative research designs as cited by Kumar (2011:103) are said to be well prepared, precise, and tested their reliability and validity. These quantitative research designs can be clearly defined and recognized for research studies and mainly concentrate on measurements and amounts. Quantitative research methods as cited by Rubin and Babbie (2011:67) principally emphasize the production of accurate and generalizable statistical findings.

4.4 Demarcation of the Study

The study was only restricted to the Western Cape and only those personnel working on projects were used as the research respondents. The research project was strictly restricted to the petroleum industry projects in the Western Cape. Research demarcation is defined as the marking of the limits or boundaries, which is a geographical area within which a research study can be conducted.

4.5 Target Population

Randall et al. (2011:3-24) state that the target population is the group of individuals or similar set of units that the intervention intends to conduct research in and draw conclusions from. Therefore, the target population is the total group of individuals from which the sample size might be drawn. Population as clearly defined and explained by Jowah (2011:94-102) is a comprehensive set of units under study and so the target population for this study was carefully analyzed either for an inference or conclusion to be arrived at to solve the problem or to answer the research question.

Therefore, the target population was the employees of the large - selected company in the Western Cape. This target population (Schwalbe, 2010:40) is affected by the task focused leadership competencies that are applied during the project execution. This target group was considered to have opinions about where different aspects were working well and where they were not in the workplace. Ledwaba (2012:23) specifies that a target population is a group of individuals that are said to be able to respond to a questionnaire with close and open-ended questions. The responses under the quantitative research method are confidential and the identity of a research participant is always anonymous and fully protected.

In a research context, the term target population doesn't instantly refer to several human beings but it's a collective term that is used to describe the total quantity of things or cases of the same type which are the subject of a research study. This may include specific types of objects, organizations, people or even events. Collis and Hussey (2009:62) are also of the same view that a population speaks of a specifically defined body of people or objects that are under consideration in a research study for statistical purposes. A population is made up of all the elements that have a probability of being sampled to contribute to the study.

A target population has the following characteristics:

- Grouped by location.
- Proportionally stratified.
- Stratified.
- Homogeneous.
- Grouped by type.

4.6 Population validity

Population validity in research is defined as the capability to generalize from the sample of individuals on which the research study was conducted to the larger population of individuals and across different sub-populations within the larger target population (Johnson and Christensen 2012:257). Burns and Burns (2008:427) explain that population validity refers to whether a sample of participants' responses are precise valuation of the target population.

Population validity is the degree to which study results from a sample can be generalized to a larger target group of interest (the population). Golafshani (2003:597-607) also adds that validity refers to how accurately a method measures what it is intended to measure. If research has high validity, then that means that it produces results that correspond to reality. High reliability is mainly an indication that a measurement is valid.

According to Cooper and Schindler (2008:318-320), there are three core forms of validity that can be recognized as follows:

- Content validity.
- Criterion related validity.
- Construct validity.

4.7 Sampling of the Target Population

Thompson (1988: 93-99) defines sampling as a technique in the form of selecting individual members or a subgroup of the target population used to make statistical inferences from them and estimate characteristics of the whole population. Different sampling methods are generally utilized by researchers so that they do not need to research the entire population to collect data. In statistics, quality assurance, and survey methodology, sampling is the selection of a subset of individuals from within a statistical population to estimate characteristics of the whole population. Statisticians attempt to collect samples that are representative of the population in question.

Sampling can be defined as the process through which individuals or sampling units are selected from the sample frame in a research study. The sampling strategy desires to be specified in advance, given that the sampling method may affect the sample size estimation, (Antal and Tille, 2011: 534-543) stated that without a rigorous sampling plan, the estimates generated from the study may be biased. Sampling is defined as a subset of research participants drawn from the target population. In turn, the target population is meant to correspond to the entire set of subjects whose characteristics are of interest to the researcher. Conclusions may be drawn by researchers about the entire target population under study with a certain level of confidence using a statistical inference, (Barbiero, et al 2015: 608-620).

According to Berger and Skinner (2005: 79-89), samples without appropriate representativeness may not be a reliable source to draw conclusions about the reference population. Therefore, statistical inference is not considered to be possible even if the sample size reaches the required number of research participants. Lack of representativeness may transpire because of faulty selection procedures known as sampling bias. Bickel and Freedman (1984: 470-484) explain that most studies are conducted using samples that are drawn from the entire target population and detailed conclusions from the sample representing the population are made. A simple random

sampling was utilized for the purpose of the study due to the nature of diversity of different participants who operate at different stages of the organizational structure. The sample under study was randomly drawn according to the number of people in that unit.

4.8 Types of Sampling

4.8.1 Probability sampling:

This type of sampling method (Booth, et al, 1994: 1282-1289) is a technique where a researcher sets a selection of a few criteria and chooses members of a population randomly. All the members have an equal opportunity to be a part of the sample with this selection parameter.

- **Types of probability sampling:**

- Simple random sampling: This is considered as one of the best probability sampling techniques, which helps in saving resources. It is said to be a reliable sampling method of attaining data where every research participant of the target population is selected randomly.
- Cluster sampling: This type of sampling is a method used where a researcher divides the whole population into segments, which act as a representation of the population under study.
- Systematic sampling: This type of sampling is a method used to select sample members of the target population at regular intervals.
- Stratified random sampling: this sampling technique is a method where the target population is divided into smaller groups representing the entire population under study.

4.8.2 Non-probability sampling

Non-probability sampling: this type of sampling, a researcher selects members for research at random. This sampling method is not a predefined selection process. Non-probability sampling is defined as a sampling technique in which a researcher chooses samples based on the subjective judgment of the researcher rather than random selection.

- **Types of non-probability sampling:**

- Convenience sampling: This sampling technique depends on the comfort of access to subjects such as surveying customers at a given mall. The researcher does not have authority of selecting the sample elements.
- Purposive sampling: This type of sampling method is formed by the discretion of the researcher. The researcher decently considers the main purpose of the study alongside the understanding of the target population.

- Snowball sampling: This is a sampling method applied by a researcher when the research participants are difficult to trace.
- Quota sampling: This is a sampling method where the selection of the research participants occurs based on an existing-set standard. The generated sample is mainly based on specific attributes, and it is a quick method for data collection.

4.9 Sample Size

Carota (2009: 405-413) mentions that sample size is a selected number of research participants drawn from the entire target population under study and this number is a representation of the whole population. A sample size is an imperative feature of any empirical study in which the goal is to make interpretations about a population from a selected sample. In practice, the sample size used in a study is usually determined based on the cost, time, or convenience of data collection. Therefore, the target population as specified above was the employees of a large-selected company in the Western Cape.

The sample comprised only those working on projects within the company and the total number of employees to be participants was 150. The sample size was anchored at 100 participants, which is 67 percent of the total target population. A simple random sampling was utilized for this population due to the nature of diversity of different participants who are operating at different stages in the organizational structure. The sample under study was randomly drawn according to the number of people in that unit.

4.10 Method of Data Collection

The main task of collecting data begins as soon as a research problem (research gap) has been well-defined together with a research design plan drawn out. Data collection for conducting a research study is considered as an important stage for information gathering from reliable sources to achieve the objectives of the research (Kothari, 1990:95).

A questionnaire is a research tool that is made up of questions for the determination of data collection from respondents. An expert in statistics was kindly requested to go through the questionnaire in detail, and the research proposal to examine if this instrument was specifically constructed according to the needs and requirements of the participants, Omran et al. (2011:160).

Subsequently, the researcher collected the primary data from the participants using the well-structured research instruments. The questions in the questionnaires were sufficiently comprehensive and appropriate for the study. It should be noted that questionnaires were distributed when the research respondents were available at their convenient time to complete the questionnaires.

A questionnaire is predominantly considered as an essential and eminent data collection instrument that is used in business research studies. Cooper and Schindler (2008:329) explain that a questionnaire can be utilized for both research methodology approaches namely: quantitative and qualitative. However, a questionnaire is quite suitable for a quantitative research data realization.

Questionnaires as quoted by Brace (2008:2) are significantly meant to be completed intentionally by research respondents for self-completion, Once completed, they are managed and administered by the researcher collecting data for the participants. Questionnaires should continuously provide the required written data to measure the sentiments, opinions and ideas displayed by the research participants. Well-structured questionnaires with closed and opened-ended questions were carefully applied for this study and distributed randomly to all the research participants when the time was convenient for all of them.

4.10.1 Questionnaire design

The questions on the questionnaire were designed based on the objectives of the study and from the data attained from the previous studies. The questionnaire is made up of three sections namely: section A, Section B and Section C. Section A was designed to request the information of the research respondents such as the position held in the company, experience, hours of work per week, level of education, marital status, age range, number of children and education status of children.

Section B requires respondents to measure the importance of the task-focused leadership competencies and their effect on project team motivation in the petroleum industry. This section fundamentally consists of five-point Likert-scale types. Section C is the open-ended section of the questionnaire which requests the research participants to principally offer information about how their work is carried out in terms of managing a petroleum project and what leadership competencies they would apply if they were project leaders. With the open-ended questions, the research respondents have a degree of freedom to express their views easily.

According to Gault (1907:366-383), there are some basic rules to be followed when designing a questionnaire, which are as follows:

- Avoid sensitive questions such as, what is your salary?
- Utilize statements that are interpreted in the same way by members of different subpopulations of the population of interest.
- Utilize statements where people with different opinions will give different answers.
- Have an open-ended question category after a list of possible answers.

- Use only one aspect of the construct you are interested in per item.
- Use positive statements and avoid negatives
- Do not make assumptions about the participants.
- Use clear and understandable wording and easily comprehensible for all educational levels
- Use correct spelling, grammar, and punctuation.
- Avoid items that contain more than one question per item
- Question should not be biased or even leading the participant towards an answer.

4.11 Data Collection and Fieldwork

Trained research assistants were used to administer the questionnaires on a one-one basis while observing all Covid-19 protocols and collecting data from the participants. This allowed for effectively improving the questionnaire's return rate.

4.12 Data Coding and Analysis

4.12.1 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 will be conducted. Statistical Package for Social Sciences (SPSS) will be adopted by the researcher in this study for data quality by clearing it with the assistance of the Cape Peninsula University of Technology (CPUT).

4.12.2 Data coding

According to Warshaw and Rodden (2012:203-219), 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. Coding is mainly an analytical process where both quantitative and qualitative results are categorized in orders to facilitate interpretation. The main purpose of data coding is meant to transform collected into an appropriate form computer aided analysis. The categorization of the data collected is an imperative step for analysis.

4.12.3 Data analysis technique

Smit (2000:223-251) argued 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 questionnaires will be brought together and the process of cleaning, and editing will help in assuring that correctly

filled in questionnaires will be used for the analysis. The instrument/questions will be coded, then captured onto an Excel Spread Sheet [ESS].

The data for the purpose of this research was converted into illustrations [graphs, tables, charts, histograms, polygons,] and any other ideal forms to enable easy comparison of the variables under the study. Data analysis is one of the vital components required to conduct a research study. This is a form of putting figures and facts to solve a research problem and is considered vitally in finding the answers to research questions. Data collected may be either in the form of quantitative research or qualitative research. Therefore, data interpretation for both research methodologies can be carried out, Binder (2011: 371-390).

4.12.4 Validity and reliability

Surucu and Maslakci (2020:2694-2726) describe that the concepts of validity and reliable are closely related. However, they express diverse properties of the measuring tool. Validity and reliability of scales utilized are critical elements that significantly enable the research to produce valuable results. Therefore, it is very useful to have a deep understanding of how validity and reliability of scales utilized are appropriately measured by researchers. The measuring instrument utilized in a study must have certain qualities of validity and reliability.

A measuring tool may have reliability without having validity. Nevertheless, when a measuring instrument is considered valid, there is a high probability of the instrument to be reliable. Reliability alone is not adequate to ensure that validity exists in a research so both conditions need to be satisfactory. Allen and Meyer (1990:1-18) explain that even if a certain test conducted is reliable, it may not accurately reflect the required quality. Researchers should test both the validity and reliability of the measuring tool intended to be utilized. The measuring instrument must satisfy these two conditions. If not, it will not be healthy for researchers to interpret and analyse the research findings.

- **Validity**

Validity as defined by Ay and Scally (2014:79-86) is the ability of the measuring instrument to gauge the quality or behaviour that is intended to gauge and is also regarded as a measure of how well the measuring instrument performs its intended function. Validity is determined by the eloquent and proper interpretation of the data attained from the measuring instrument because of the analysis. Validity is obtaining data that is correctly suitable for the intended use of the measuring instruments. The measuring tool is required to measure what it is intended to measure, and the utilization of a validated measuring tool makes sure that the findings that are attained because of proper interpretation are valid.

According to Drost (2011:105), to achieve validity of the measuring instrument, there are different types of validity, which listed below:

- Predictive validity
- Concurrent validity
- Content validity
- Criterion related validity
- Construct validity
- Systematic validity
- Face validity

- **Reliability**

Campbell and Fiske (1959:81) define reliability as the ability of the measuring instrument to provide identical results whenever applied at different times. It is unlikely that the same results will be provided every time due to different conditions at the time the measuring instrument is applied and changes in the population and the sample. The concept of reliability is defined as the stability of the measuring instrument that is used and its consistency over time. A solid and optimistic correlation between the results of the measuring instrument is really an indication of reliability.

The reliability of the measuring instrument is a crucial contemplation for the results of the research to be healthy. Consequently, researchers should ensure that the measuring instrument that is utilized is reliable. Different methods are currently of great use to determine the reliability of the scales used in empirical research (Carifio and Perla, 2007:106-116). The most applied methods are listed below:

- Test-retest reliability
- Alternative forms
- Internal consistency tests.

Research reliability is the degree to which research method produces stable and constant results. A specific measure is considered as being reliable if its application on the same object of measurement number of times produces the same results. The term reliability in psychological research refers to the consistency of a research study. If findings from the research are replicated consistently, then they are reliable. A correlation coefficient can be used to evaluate the degree of reliability. If a test is reliable, then it should show a high positive correlation (Kuder & Richardson, 1937:151-160).

Oluwatayo (2012:391-400) states that the utilization of a reliable and valid measuring tool to measure such intellectual concepts is a vitally important aspect in determining the quality of the research. This study emphasizes that the validity and reliability of scales utilized in a quantitative research are significant in addition to the formation of literature on validity and reliability. Consequently, if researchers pay full attention to validity and reliability throughout their research studies, then it is thought that valid and reliable findings will be accomplished (Lawshe, 1975:563-575).

Werts, et al. (1978:933-938) demonstrate that the validity of a measuring tool to measure correctly without confusion with another feature is defined as validity. Validity is the degree to serve by the intended use of the scale. On the other hand, reliability of a measurement instrument gives consistent results under the same circumstances. Therefore, validity and reliability are mainly the predominant features that should be present in every measuring tool used in a research study.

4.13 Ethical Consideration

The level of attention (Haggerty, 2004:391-414) on ethical conduct during a research study must be maintained and broadened in response to the expectations of society. A professional behaviour by a researcher when interacting with research respondents must be of high standard during data collection. It is quite vital to select a suitable research methodology and the emphasis is mainly put on the importance of the ethical considerations around conducting the research. Fleming (2018:311-320) argues that there are some ethical dilemmas usually encountered as an insider researcher, including the power differential and ongoing relationships with participants. Nevertheless, it is significant to further consider the fundamentals of ethical research that entail the involvement of human participants.

Lucas et al. (2018:215-222) stress that informed consent is the cornerstone of ethical research, which requires careful consideration when conducting a research study. The research respondents must be fully informed of what will be asked of them to do for the study and how the data will be utilized. The research respondents must provide clear, signed consent for taking part to the research, including understanding their rights to access to their information and the right to withdraw at any point. The informed consent process can be considered as the contract between researcher and the respondents. The aspects of informed consent should include clear explanation on:

- Who the researcher(s) are,
- What the intent of the research is,
- What data will be collected from participants,
- How the data will be collected from participants,

- What level of commitment is required from participants?
- How this data will be used and reported, and
- What are the potential risks of taking part in the research?

The researcher for the main purpose of the study strictly conducted the current study in line with the ethical guidelines laid down by the Cape Peninsula University of Technology (CPUT). The researcher sought consent from the participants for the research project. However, a participant might withdraw at any time from participating in this research project when needed. The rights of the participants in the research regarding respect and confidentiality and anonymity, consent to conduct the research, human dignity, anonymity as well as the right to information were protected and maintained.

- **Consent to conduct the research:** Written permission to the conduct the research was requested from the organization in which the study will be conducted.
- **Confidentiality and anonymity:** The identity of the participants was protected.
- **Human dignity:** The rights of the participants were always valued.
- **Disclosure of the research information:** The respondents were notified about the purpose of the research.
- **Respect and Integrity:** The respondents were treated with respect and integrity.

4.14 Conclusion

This chapter mainly acts as a short summary of the research methodology that was adopted for the current study. The research design and the methodology were utilized to carry out the research project and this chapter involved the research design, research methodology, research strategy, demarcation, target population, sample and simple size, data collection instrument, data collection and fieldwork, data coding, analysis, validity, reliability, and ethical consideration.

CHAPTER 5: DATA ANALYSIS

The analysis of the data is done in this chapter with a detailed interpretation of the research findings in respect of the research questions with a consideration of the set research objectives and the aim of the study. The aim of the research was to identify task-focused leadership competencies and their effect on project team motivation in the petroleum industry.

In order to attain this, the set objectives had to be met namely: to evaluate critical leadership competencies ideal for project success, to assess major project leadership traits that are ideal for project execution and to determine the most effective leadership style that project managers should have for project success. This chapter of the study also discussed the data which was clearly translated into meaningful information and presented in the form of graphs, tables, pie-charts, and figures. The charts were constructed from the completed questionnaires by the respondents.

The research target population was 150 and the sample was all the personnel working on projects within the large-selected petroleum organization. The sample size was anchored at 100, which was 67 percent of the target population. However, 32 respondents out of 100 respondents, which was the sample size, decided to pull out of the research and this withdrawal was understood, because it was clearly in line with the ethical considerations stipulated in the consent form of the study.

The research ethical considerations strictly specified that participation in the study was voluntary so withdrawal at any time from the study was acceptable. Therefore, only 68 respondents participated in this study, which evidently demonstrated that participation in the study was strictly voluntary. It should be further noted that the well-structured questionnaires were designed in the form of three sections namely: Section A, Section B and Section C.

Section A was purely about the biography of the research participants in trying to determine the significance and involvement of the participants to the petroleum projects. This section of the study was carried out by asking the position of the respondents in the company, years of service with the company, hours of work per week, level of education, marital status, age range in years, number of children, age of the first born and matriculation and qualification status of a child for tertiary studies. Section B was mainly about the Likert scale, which was utilized in trying to measure variables namely: perceptions, opinions, and attitudes towards task-focused leadership competencies and their effect on project team motivation in the petroleum industry.

Section C was mostly about open-ended questions aimed to determine competencies that project managers should have in order to motivate project team members, and behaviour by project

managers that demotivate project team members to perform and leader behaviours that project team members would like to have if they were the project managers. Numbering of the questions and statements were extracted from the questionnaire under Appendix A.

5.1 Section A: Biography

A biography is a detailed description of a person's life, which includes more things such as designation, work experience, education, relationship status, etc. Therefore, it was quite considered as crucially important to get personal information of the respondents for the purpose of the study.

This would help the researcher understand the kinds of the research respondents that the researcher would be interacting with when completing the questionnaires. A biography demonstrates a person's experience of live events and presents a subject's life story, which highlights various aspects of their life. Therefore, the biography was considered as relevant for the study.

For understanding every question that was asked under this section, an explanation is provided below of each question asked in this section and its relevance to the study was described. The following questions were asked under this section:

- What position do you hold in your company?
- How long have you been with the company?
- How many hours do you work per week?
- What is your level of education?
- What is your marital status?
- What is your age range this year?
- How many children do you have?
- How old is your first born?
- Do you have a child who has matriculated and qualified for tertiary studies?

Question 1: What position do you hold in your company? The principal purpose of the question was to determine the designation of the respondents in relation to the relevance of the respondents in value adding to the research project, because any project conducted has a project structure, which is commonly known as an organogram.

Response: As demonstrated in the literature, it is highly anticipated that project managers operate in project settings with a designated project structure and limits of authority are strictly specified to be followed by all working on a particular project. The responses of the research respondents are depicted in Figure 5.1 below.

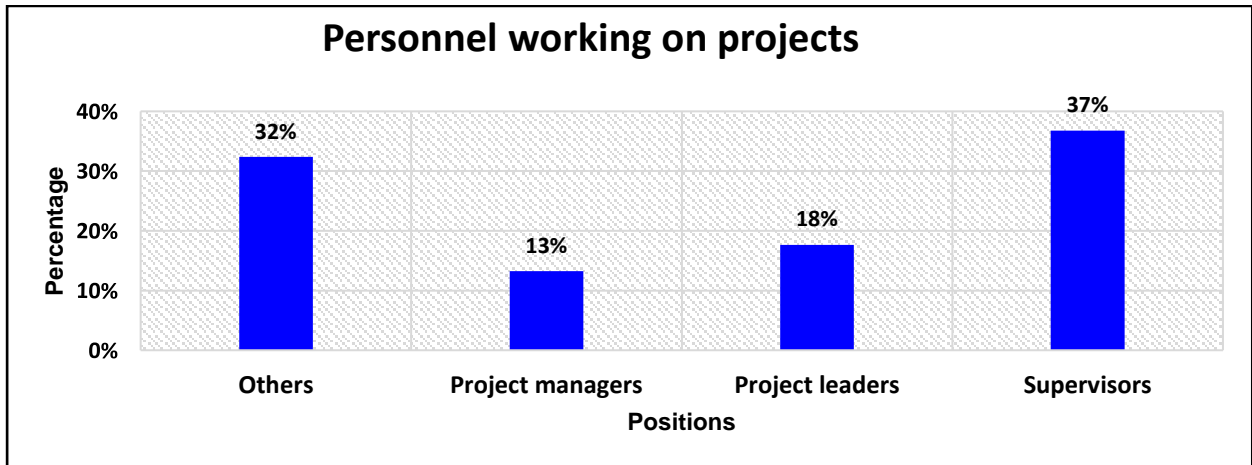


Figure 5.1 Positions of the respondents within the company
Source: Author's own construction

Figure 5.1 above clearly illustrates that thirty-seven percent of the respondents work as project supervisors, thirty-two percent of the respondents are others, which are project support functions such as administrators, accountants, clerks, storemen, general workers, schedulers etc. Eighteen percent of the respondents are project leaders followed by thirteen percent project managers. The above figure indicated that most of the personnel working on projects were supervisors, which is shown by thirty-seven percent. This percentage is followed by thirty-two percent, which are project support functions. These support functions play a significant role in terms of project logistics in a project environment.

It should be noted that Figure 5.1 also demonstrates that the organization has more supervisors who provide leadership and direction to the team members, this is shown by thirty-seven percent. Supervisors are known as holding unique positions to facilitate development and progress towards the accomplishment of the set goals. Supervisors mainly act the link between management and project team members to achieve the objectives of the company. The main roles and responsibilities of a supervisor may involve any of the following:

- Communicate company goals to team members.
- Provide feedback to director-level management members.
- Recommend improvements on the day-to-day operations of the business.
- Help train staff on new programs or policies.
- Motivate and encourage employees to maintain productivity.
- Choose team members that work together exceptionally well.
- Recognize conflict or concerns and report them to human resources.
- Ensure a safe work environment for all employees.
- Delegate tasks to proficient employees.
- Lead the team by acting as a role model

Question 2: If other, please specify? These positions are held by project support functions in the organization, these support functions are key supportive pillars throughout a project's life cycle. Activities such as project logistics are planned by these support functions to smoothen the implementation of projects. Projects are a vehicle through which a strategy of an organization is executed. Project support functions are also responsible for various administrative duties surrounding a project. These duties may include documentation, meeting management, handling project budgets, and using time management skills to help the team stay on track.

Question 3: How long have you been with the company? The main purpose of this question was to try to determine the level of experience of the respondents with petroleum projects in the organization. Experience is one of the key project critical success drivers, because experience demonstrates and advises on how project activities should be executed.

Response: Respondents with in-depth experience on projects are likely to provide detailed information through fruitful knowledge. Experience is also meant to be a key driver of all the project phases namely: initiation phase, planning phase, execution phase, control, and monitoring phase and close out phase. Figure 5.2 below is a representation of the years of service of the respondents within the company, which is experience.

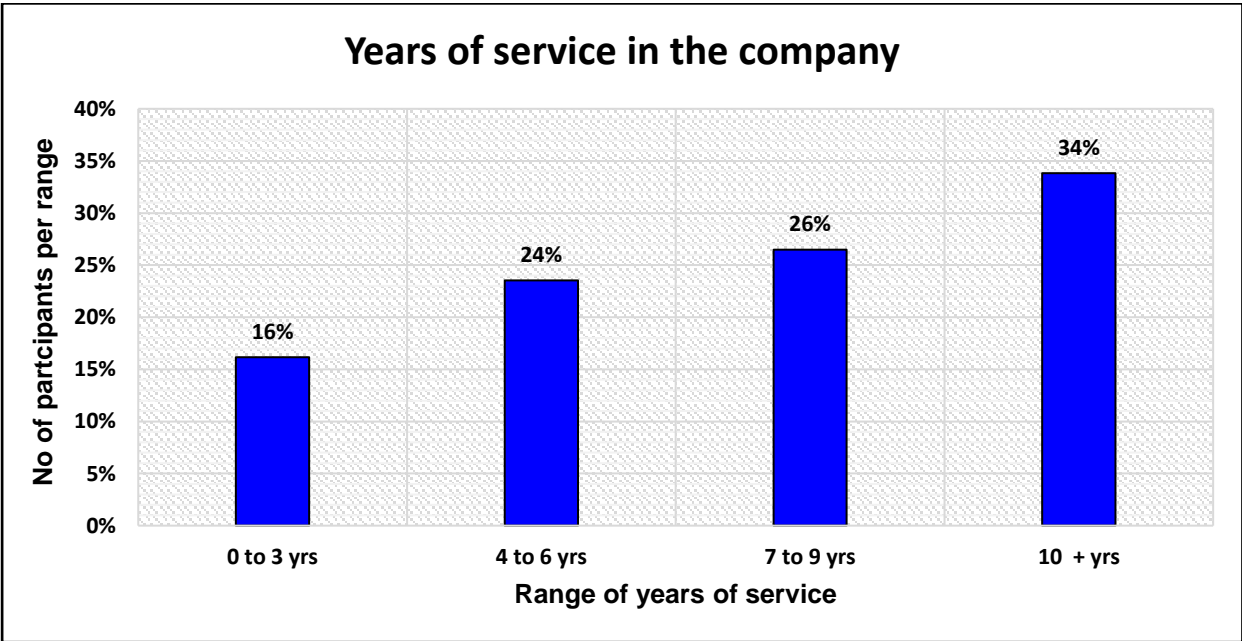


Figure 5.2. Years of service in the company
Source: Author's own construction

Thirty-four percent of the respondents have an experience of above 10 years within the company working on projects, twenty-six percent of the respondents have an experience of 7 to 9 years in the company operating in project settings. Twenty-four percent of the respondents have an experience of 4 to 6 years in the company working on projects and this percentage is followed by

sixteen percent of the respondents operating in project environments. Based on Figure 5.2 above, it can be presumed that most of the respondents have experience of 10 years and above; working on projects in the organization and this is also demonstrated by the thirty-four percent.

Question 4: How many hours do you work per week? The hours of work per week were considered vitally important because the more hours you work on a project, the quicker the project is completed.

Response: A project is a temporary activity or endeavour made to create a unique product which is characterized by having a start and a finish point. Therefore, a duration of this temporary endeavour is normally specified in the project charter. The hours of work became critically important; the project team members work within a stipulated time in the form of hours per week to complete a project. The hours of work per week are usually specified in the project contract. Figure 5.3 below is an illustration of the hours worked by the respondents.

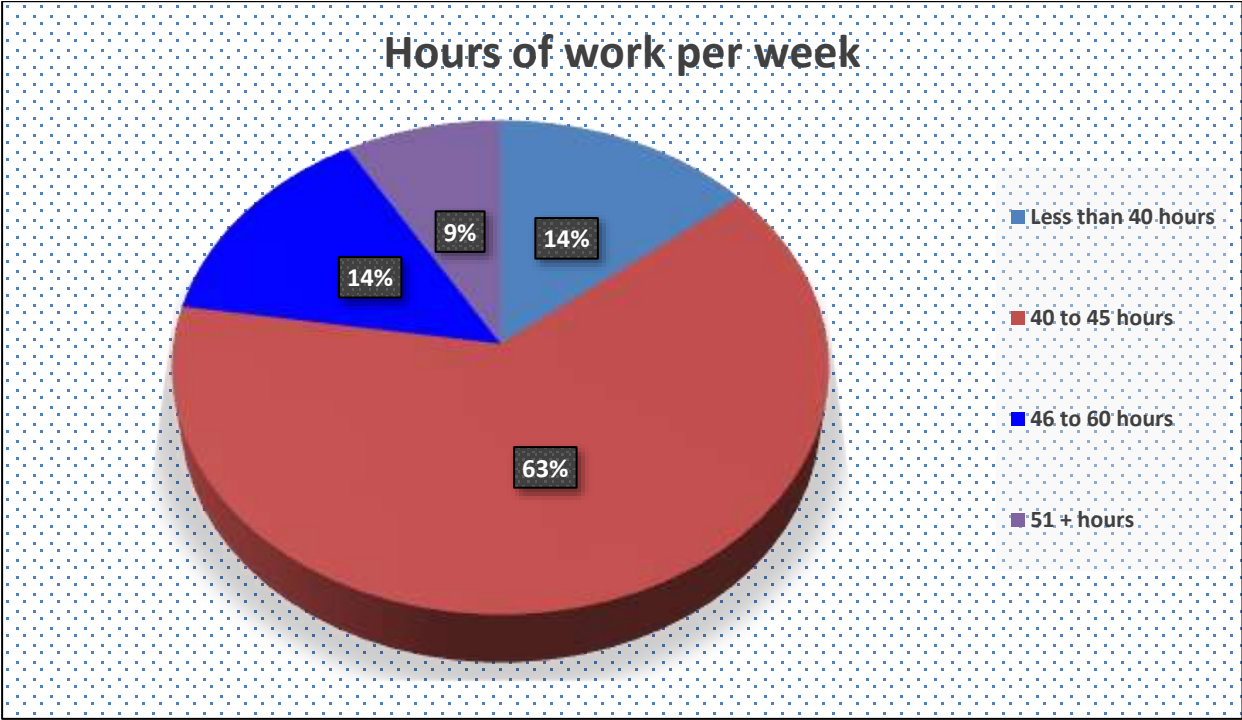


Figure 5.3. Hours of work per week
Source: Author's own construction

Sixty-three percent of the respondents work 40 to 45 hours per week, fourteen percent of the respondents work 46 to 60 hours per week, fourteen percent of the respondents work less than 40 hours per week and nine percent of the respondents work over 51 hours per week. Most of the respondents in the study, as demonstrated by Figure 5.3 above work on projects for 40 to 45 hours per week and this is shown by the bigger percentage of sixty-three percent. Hours of work are a significant enabler towards the successful completion of a project and plays an imperative

role in project environments. The amount of normal time worked is a matter of contractual agreement between employer and employee. Some employers work a certain -hour week, and so on. Six-three percent indicates that the statutory limitation of hours per week for work duties is 40 to 45 hours for the organization.

Question 5: What is your level of education? By asking this question, the researcher showed his view that education is a steppingstone towards becoming a professional.

Response: The respondents with better education are assumed to be acting in a decent and professional manner when working with other personnel on a project. Therefore, their responses are assumed to be decent in nature, showing a massive knowledge of task-focused leadership competencies and its effect on project team motivation in the petroleum industry. Figure 5.4 below shows the level of education of the respondents.

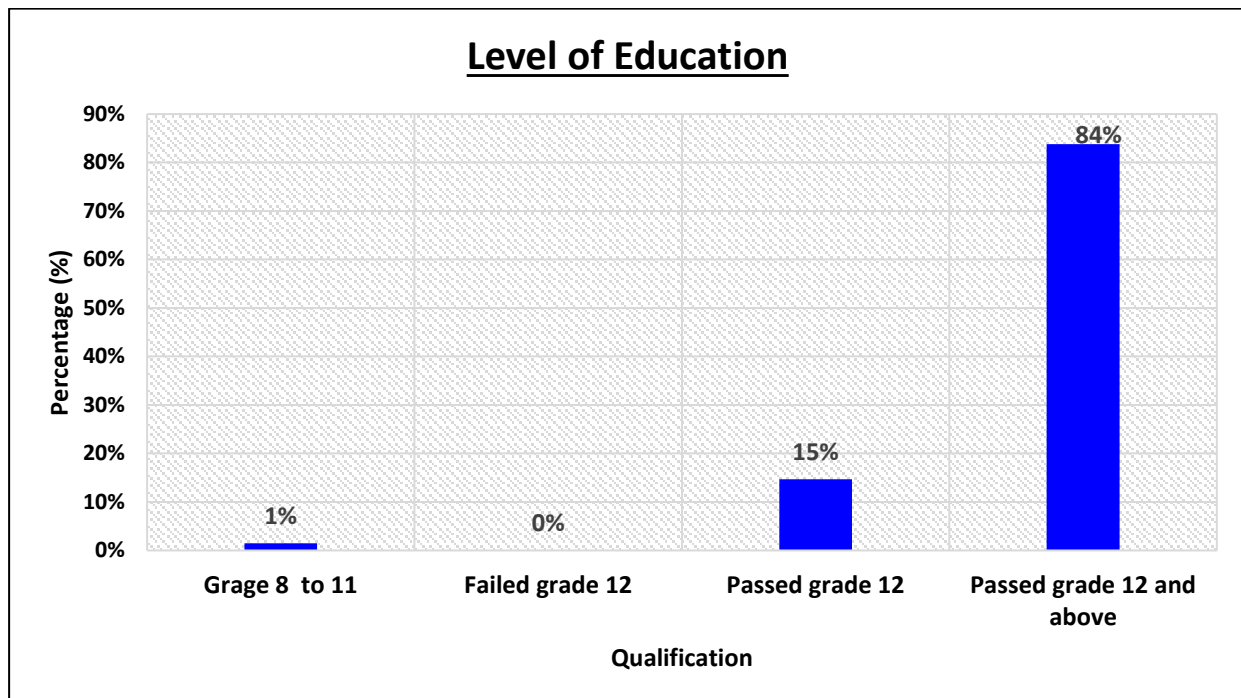


Figure 5.4. Level of education

Source: Author's own construction

Eighty-four percent of the respondents had already matriculated and had additional qualifications. Fifteen percent of the respondents only had matric certificates. None of the respondents had failed matric which is shown at zero percent and only one percent of the respondents had grade 8 to 11. Therefore, it should be noted that the organization had hired a lot of qualified personnel with rich educational backgrounds. Education is usually considered as a powerful tool for growth and career advancement and is one of the most effective instruments for alleviating poverty as well as for improving gender equality, health, stability, and peace within society. Therefore, qualified personnel are required to come up with good skills to manage a project appropriately

and that was what this organization seems to be doing now. Qualified personnel are the heart of an organization and will afford sustainability and growth for the business. When identifying the organizational need, you, as a leader, are responsible to build a team that can provide continuous forward movement on business requirements.

Question 6: What is your marital status?

The **response:** This is the civil status of everyone in relation to the marriage laws or customs of the country. Figure 5.5 below is a representation of the marriage status of the respondents.

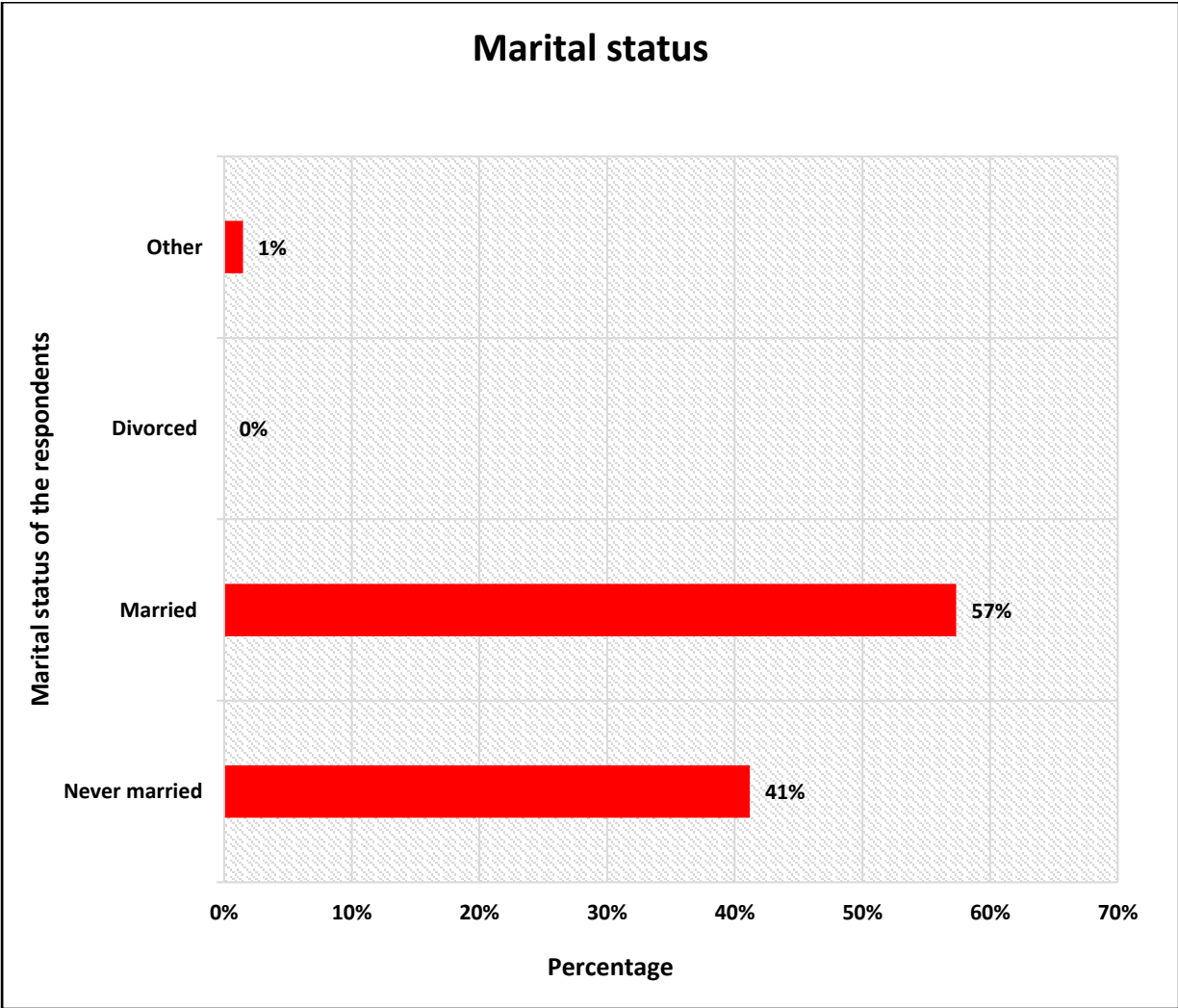


Figure 5.5. Marriage status of the respondents
Source: Author's own construction

Fifty-seven percent of the respondents in the study were married, forty-one percent had never married, one percent decided not to disclose their marriage status and zero percent had never divorced. This showed that most of the respondents in the study were married, giving a bigger percentage of fifty-seven percent. Forty-one percent of the respondents had never married, and the reason was that either they had not yet met their soulmates or there may have been some

other confidential reasons for never marrying. Based on figure 5.5, most of the research respondents that participated in the study were married. Therefore, it should be noted that the organization has employed more married people, there may be several reasons for this for the organization to have employed married couples and one of them could be that it is considered that married are mainly matured and known as being disciplined and responsible.

Question 7: If other, then please specify? One percent of the respondents decided not to disclose their marriage status in Figure 5.5. above by putting themselves under other, so their marriage status remained unknown.

Question 8: What is your age range this year? It was important to know the age group of the respondents, because old people are usually regarded as decent and mature.

Response: The personal growth of participants plays a significant role in the study because mature respondents normally provide dignified, decent responses. It is generally considered much easier to interact with mature respondents, unlike the younger generation. Figure 5.6 below depicts the age range of the respondents.

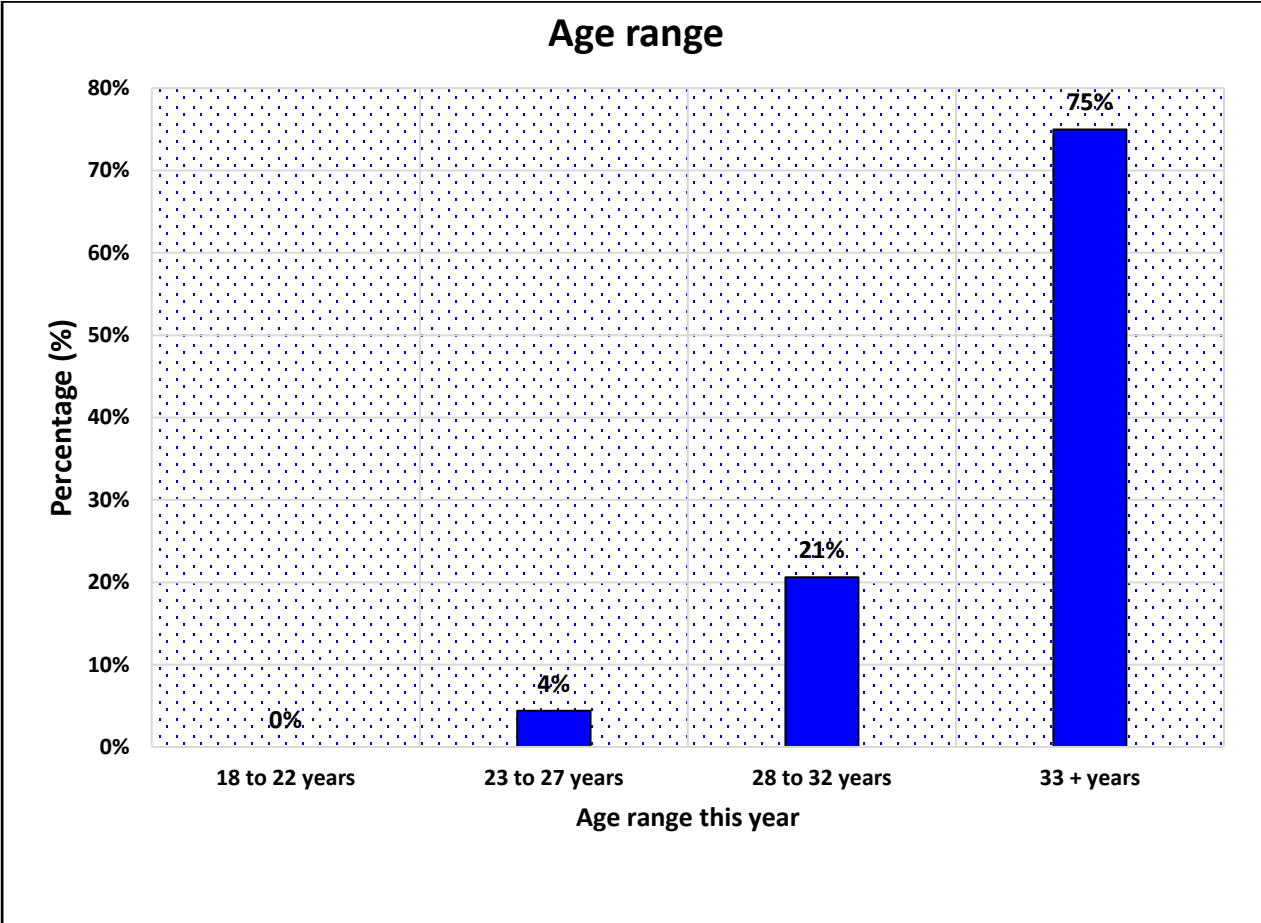


Figure 5.6. Age range of respondents
Source: Author's own construction

Seventy-five percent of the respondents in the study were above 33 years old. Twenty-one percent were between 28 to 32 years of age, four percent were between 23 to 27 years of age and none of the respondents fell between 18 to 22 years of age, which is shown by zero percent. Therefore, it can be concluded that most of the respondents were over 33 years old. Dealing with mature individuals helped the study because mature people generally provide decent responses.

Question 9: How many children do you have? Children are a key factor in this study because children might have a negative impact on the study as they might have disturbed their parents when they were completing the questionnaires.

Response: When dealing with parents with children, the probability of making mistakes when completing the survey could be high. Figure 5.7 below depicts the number of children the respondents had.

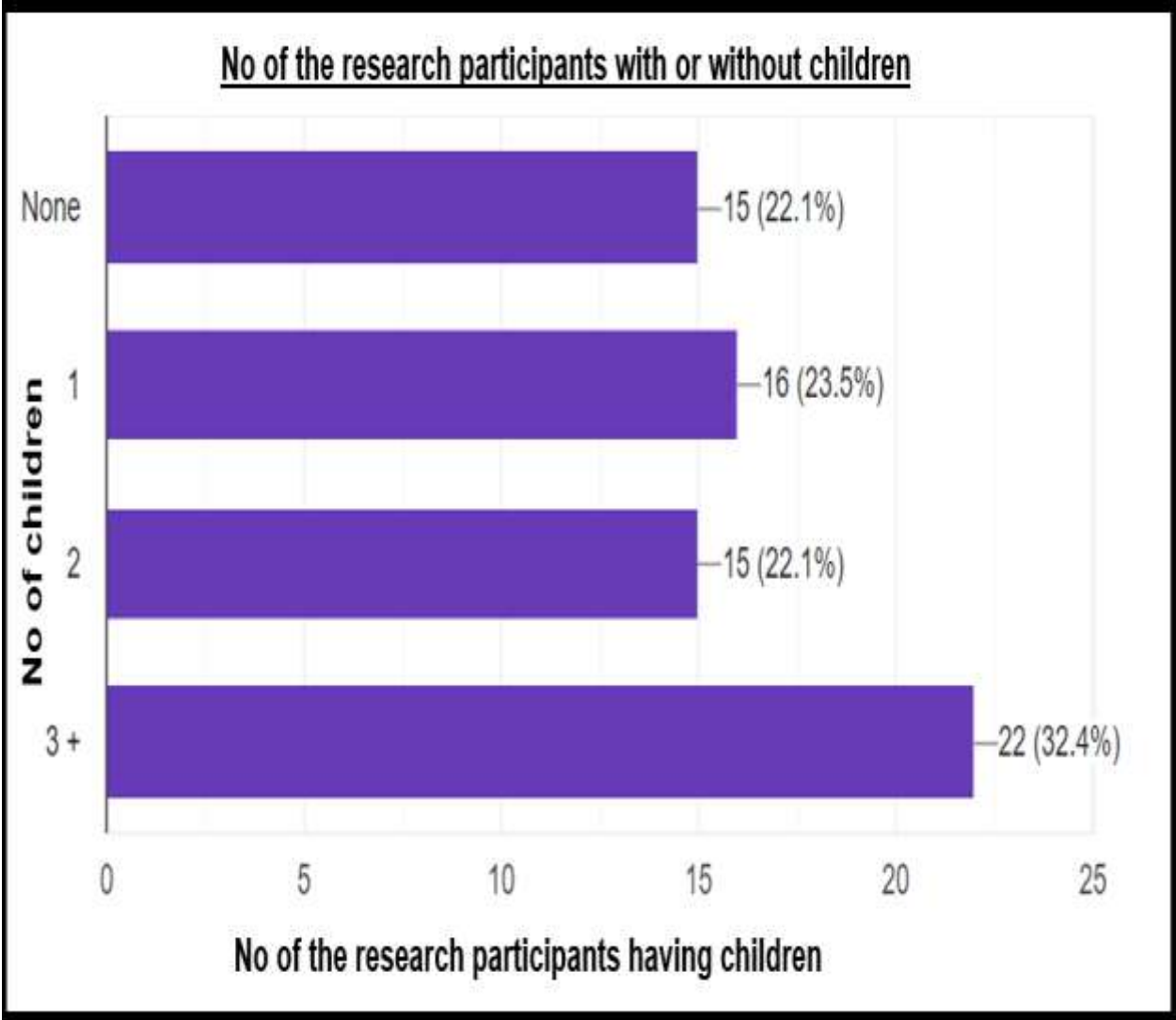


Figure 5.7. Number of children of the respondents
Source: Author's own construction.

Thirty-two-point four percent of the respondents had 3 and more children, twenty-two-point one percent of the respondents had two children, twenty-three-point five percent had two children and twenty-two-point one percent had no children. Most of the respondents who participated in the study had 3 and more children. Children are a blessing in life. However, they may act as a disturbance in situations that need the full attention of the parents; hence this question was incorporated into this study.

Question 10: How old is your first born?. The researcher was trying to understand the age range of the first borns of the research respondents as it was considered relevant for the biography for the current study.

Response: Figure 5.8 below indicates the age range of the first born of the respondents.

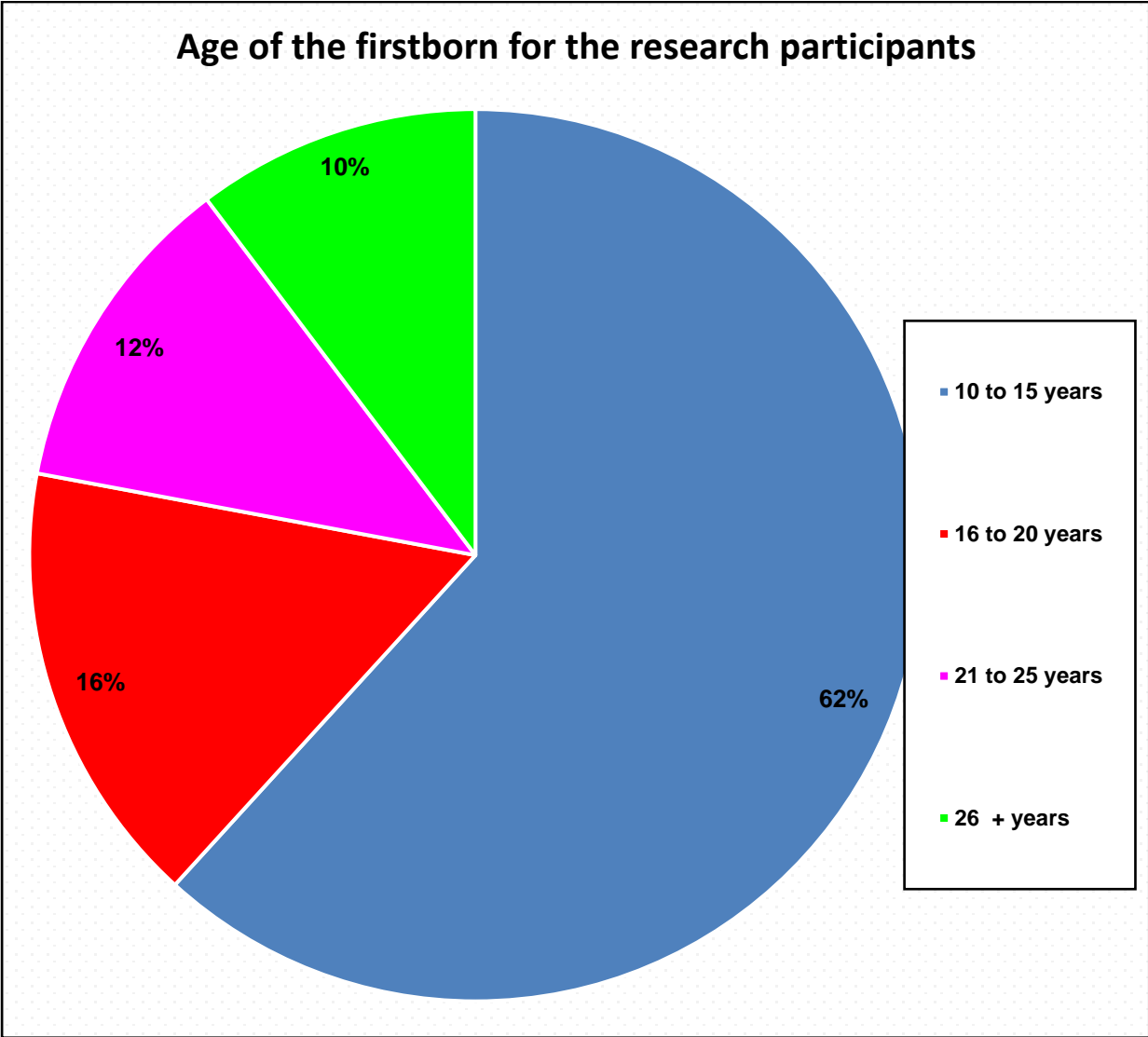


Figure 5.8. Age of the first born of the respondents
Source: Author’s own construction.

Sixty-two percent of the respondents had first borns between 10 to 15 years old. Sixteen percent had first borns between 16 to 20 years old. Twelve percent had first borns aged from 21 to 25 years old, followed by ten percent who had first borns aged 26 years old and above. Most of the respondents had first borns aged from 10 to 15 years old, comprising sixty-two percent.

Question 11: Do you have a child who has matriculated and qualified for tertiary studies?

Response: Education is a powerful tool for the career development of children in the country. The future of the country primarily depends on the younger generation.

The level of their education is imperative for the development of the country as education is a key driver in any country’s development. Figure 5.9 below illustrates the educational status of the respondents’ children.

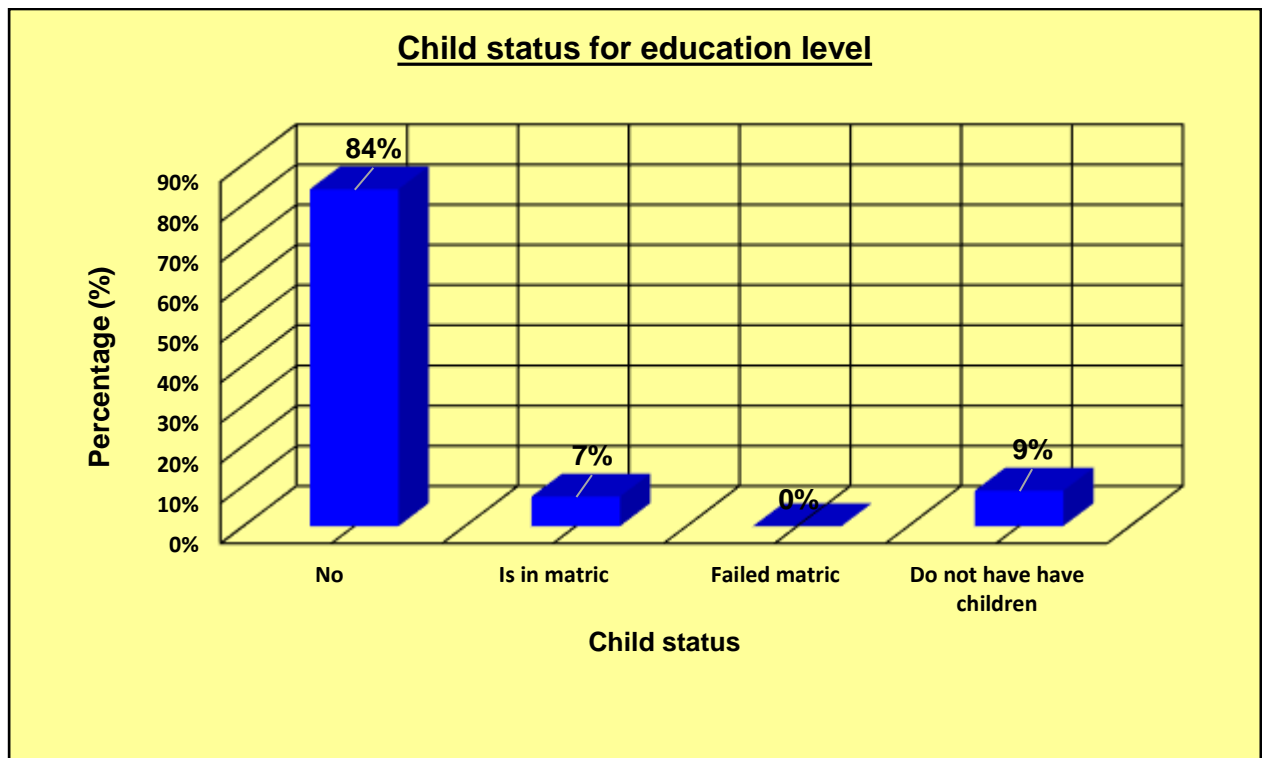


Figure 5.9. Education child status
Source: Author’s own construction.

Eighty-four percent of the respondents did not have children who had matriculated and who qualified for tertiary studies, nine percent of the respondents did not have children at all, seven percent of the respondents had children doing matric and none of the respondents’ children had failed matric. It should be noted from the Figure 5.9 above that most of the respondents did not have children at all who matriculated and qualified for tertiary studies and this statement is significantly demonstrated by the large percentage of eighty-four percent.

5.2 Section B: Likert scale measurement for task-focused leadership competencies

This section of the study talks of focused leadership competencies as perceived by the respondents. The opinions, perceptions and views of the respondents were kindly requested and required by the researcher in order to understand the thoughts of the respondents on task-focused leadership competencies, and their effect on project team motivation in the petroleum industry within large-selected organizations in the Western Cape. A Likert scale was used to measure the perceptions, opinions, and views of the respondents participating in the current study. The Likert scale was designed as follows: Strongly disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, and Strongly agree = 5. All the responses were converted into percentages for easy data analysis.

5.2.1 Team evaluation

This part of the survey was meant to evaluate the effectiveness and efficiency of the overall project team members in a project environment, because of the expectation that a project team would be united in working towards the accomplishment of the project's goal.

Statement 1: We work together as a project team. In order to maximize the full capability of the project team members, a project manager may be required to unite all the team members to make sure that all involved in the project have a clear understanding of the goal to be achieved to complete this temporary endeavour.

Response: It must be emphasised that cohesion within project team members is expected in order to produce better performance and to maintain good working relationships in the project team. A united team creates a healthy working environment, which makes team members perform to the best of their ability. The response to statement 1 is shown in Figure 5.10 below.

Statement 2: We are fully prepared for the work to be done daily. It is very important to make sure that a project manager conducts a pre-activity review for all the companies' team members to understand what is required of them to deliver the project at hand, successfully.

Response: The respondents indicated that the project team members were required to be fully prepared to make sure that project activities were executed efficiently and effectively. The response to statement 2 is shown in Figure 5.10 below.

Statement 3: The company has empowerment programmes for its employees. The aim of this statement was to determine whether individual development programmes were in place for the growth and development of the employees within their organizations.

Response: Based on the responses in Figure 5.6, it can be stated that development programmes are in place for employees to advance their knowledge for good performance.

Statement 4: Funding is provided for people to further their education. Education is a powerful tool that one can use to create a better future. The statement was meant to determine whether employees were sufficiently supported financially, to further their studies for their career advancement.

Response: Most of the respondents were of the view that financial support was provided for the employees by their organization in consideration of furthering employees’ studies for a better future. Educational financial assistance is a good strategic initiative by organizations to support employees on their study journey. However, several respondents were neutral when answering this statement and it was noticed that these respondents did not want to disclose their opinions on that statement (see Figure 5.10 below).

Statement 5: The management makes the final decisions at our workplace. This statement was designed to determine the limits of authority on project activities and if they were in place to be followed. Certain decisions are made by authorities within organizations and in project environments.

Response: It can be shown that some decisions are made by certain authorities in project settings. This is normally an established work protocol, which must be adhered to by all involved in the execution of a project. The protocols of how the organization operates are specified in the procedure and policy documents of companies. Nevertheless, a small percentage of the respondents did not agree with this statement, and they could have had good reasons for their objection. The response to the statement is demonstrated in Figure 5.10 below.

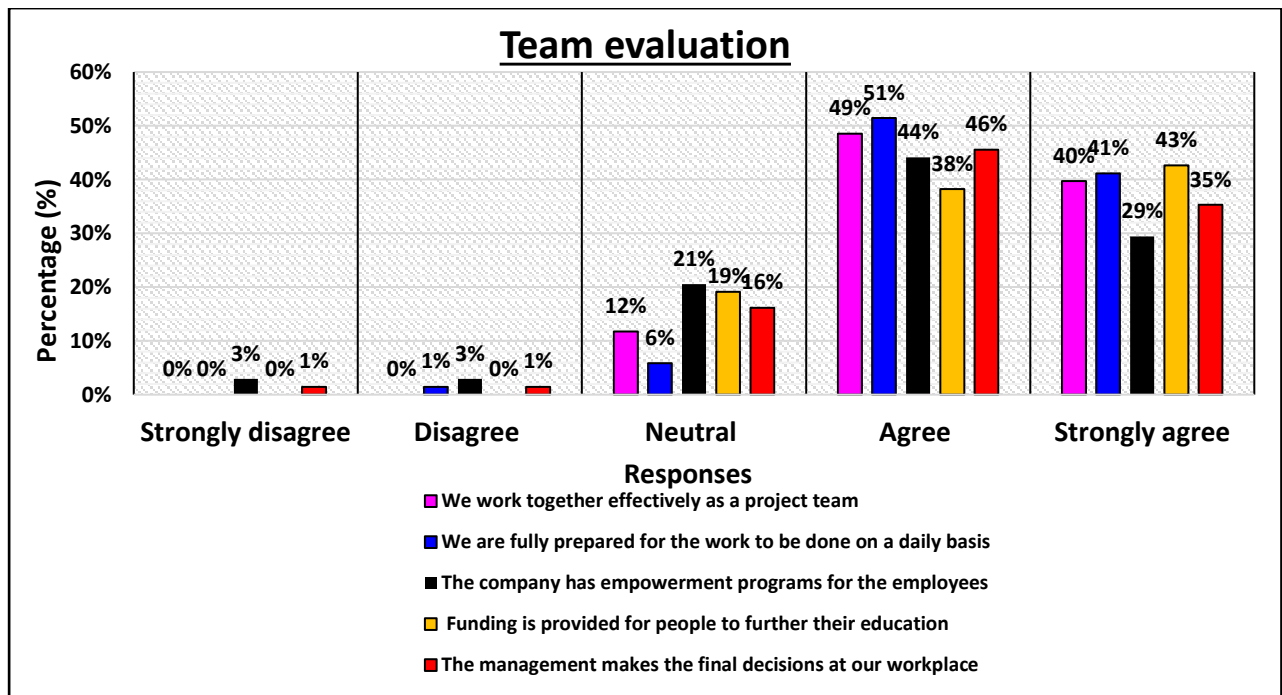


Figure 5.10. Team evaluation
Source: Author’s own construction.

Eighty-nine percent of the respondents were of the view that the project team within their organization worked together effectively as a strong and united team when delivering a project. Ninety-two percent of the respondents indicated that the entire team was completely prepared for the work to be conducted on projects daily. However, a few respondents remained neutral regarding the full preparedness of the work to be done on projects; only one percent of the respondents disagreed with the statement and six percent stayed neutral concerning the statement. Seventy-three percent of the respondents stated that the company had empowerment programmes for the employees for their development.

Eighty-one percent of the respondents indicated that the organization provided funding for the employees to further their education and career aspirations. Nineteen percent of the respondents responding to the statement about funding for furthering education were neutral and 6 percent of the respondents did not agree at all with the funding statement. Eighty-one percent of the respondents also indicated that the management made the overall decisions in the workplace. Based on Figure 5.10 above, it was clear that work preparedness, empowerment programmes and financial assistance for studies were made available by the respective company for development purposes.

5.2.2 Workplace conditions

Workplace conditions are described as circumstances such as: the degree of safety, stress, working hours and danger that affected the working environment within which a selected project in an organization is implemented. Creating a healthy working environment contributes significantly to the motivation of the workforce and eventually affects employees' performance in a company. Some companies may be in competition to offer attractive work conditions, as a tool to entice and keep talent. In simple terms, workplace conditions comprise all the elements affecting the day-to-day operations of an organization.

Statement 6: The organization recognizes and rewards good performance. This statement was intended to determine whether good performance by project team members was recognized in project settings. Rewarding project team members for good performance acts significantly as a massive motivation to entire teams involved in projects.

Response: Recognition for hard work within the organization significantly generates high performing teams as team members feel motivated by recognition of their contribution to the company. However, most of the respondents in the study demonstrated that they remained neutral towards responding to the statement; so, they decided to keep their opinions to themselves (see Table 5.1).

Statement 7: Getting recognition motivates the employees to perform well. The statement was meant to find the views of the respondents whether their contribution to the company was recognized through established incentives given to reward the workforce for better performance.

Response: Many of the respondents strongly supported the view that recognition for performing well greatly encouraged the workforce to perform to the best of their capabilities. They said that It was extremely imperative and really encouraging to notice that their good performance was rewarded. Table 5.1 below illustrates the response to the statement.

Statement 8: The organisation always encourages workers to get trained. This statement was designed to determine whether the company was motivating the workforce to be trained for development. It is a good initiative to encourage employees to be competent in their respective functions, as the corporate business environment is a competitive industry. Therefore, companies should encourage their workforce to become better equipped with skills through continuously attending training programmes.

Response: Most of the respondents were of the same opinion that large, selected companies motivated their workforce to get trained for growth. This response from the respondents is shown in Table 5.1 below. Employees that are motivated are much happier within their working environment and have a clear vision that they are working extremely hard towards achieving. Therefore, it should be emphasized that motivation is one of the key leadership competencies required of project managers to encourage team members to perform exceptionally well in project environments. There is also a lower level of absenteeism in such environments because the workers feel motivated to be in their work environment.

Statement 9: There are strict safety policies and procedures to be followed. This statement was intended to inform staff that safety policies and procedures needed to be in place in their organization when conducting a project. These safety policies and set procedures are then perceived as a licence to operate.

Response: most of the respondents stated that safety policies and procedures were in place to be followed by all involved in projects and in the day-to-day operations of the organization. These safety policies and procedures are set rules and regulations that are written down and are expected to be followed and utilized by all the workers in a workplace. Health and safety policies and procedures are vitally important to make sure that safety instructions are strictly followed by all personnel in the work environment.

Statement 10: The company works hard to improve employees' working conditions. The main purpose of this statement was to determine whether employees' working conditions were continuously improved by the company. Keeping an optimistic working environment assists in

boosting employee morale, retention, and production. Creating a positive work environment is critical to any organization’s success.

Response: Most of the respondents agreed that their working conditions in the workplace had been improved. Working in a healthy working environment creates a healthy atmosphere among employees, because the environment in which they operate is very conducive to success. A good and healthy working environment is one of the task-focused leadership competencies that project managers should maintain in projects. Table 5.1 below illustrates the response to workplace conditions within a company.

Table 5.1 Workplace conditions

Source: Author’s own construction.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The organisation recognizes and rewards good performance	2	4	25	20	17		3%	6%	37%	29%	25%
Getting recognition motivates the employees to perform well	0	1	7	26	32		0%	1%	10%	38%	47%
The organisation always encourages workers to get trained	0	2	12	26	28		0%	3%	18%	38%	41%
There are strict safety policies and procedures to be followed	0	0	1	21	46		0%	0%	1%	31%	68%
The company works hard to improve employee working conditions	1	2	10	35	20		1%	3%	15%	51%	29%

Fifty-four percent of the respondents fully agreed that their organization recognized employees for their good performance in the workplace. This acts as a great encouragement to employees when working on a project. However, thirty-seven percent of the respondents remained neutral towards the statement. Three percent and six percent of the respondents did not agree with the statement. Eighty-five percent of the respondents were of the view that getting recognition really

motivated the employees to perform well. Seventy-nine percent of the respondents agreed that the organization encouraged the workers to develop by using training programmes. Ninety-nine percent of the respondents emphasized that there were strict safety policies and procedures to be followed within the structures of their organization and the company worked so hard to improve employees' working conditions and this was demonstrated by eighty percent of the respondents.

5.2.3 Career aspirations

Career aspirations are defined as a long-term vision of your future, and these are regarded as what individuals hope to accomplish in their professional life, in years to come. Career aspirations currently being pursued can be accompanied by a five-year plan.

Professional goals for project managers are required to be set to develop leadership competencies; so as to improve project productivity and performance, team collaboration and communication, knowledge on project management, implementation of high-impact projects and to attain strategic knowledge of the organization's goals while implementing relevant initiatives within the organization.

Career aspirations are your vision for your future, and they are what you hope to achieve in your professional life in the years to come. In simple terms, a career aspiration is a long-term dream that you are pursuing. A goal is usually a more specific, which is a short-term objective with a detailed plan for achieving it.

Statement 11: I am content with my present level of education. The main purpose of this statement was to discover the level of contentment of the respondents regarding the status of their education levels. As most individuals are fully aware of the role played by education, expanding the level of education significantly helps project managers and project team members to develop the project management competencies required in business environments.

Response: Figure 5.11 below shows that most respondents are definitely not satisfied with their level of education. Most of the respondents still wanted to further their studies to be better prepared to gain access to greater opportunities. Today's world needs individuals to equip themselves with skills and knowledge by furthering their studies and Figure 5.11 below talks to that philosophy, which is embedded in education.

Statement 12: I like to further my education to allow for my personal growth. In terms of personal development, the statement was meant to find out whether the respondents would like to study further to equip themselves while still with the organization. Many organizations, after a certain period, traditionally conduct restructuring, which goes hand in hand with retrenchment.

Therefore, it is highly recommended that employees should be extremely competitive during the restructuring process.

Response: Most of the respondents are extremely willing to further their development in education. It can also be said that they are not complacent at all with their level of current education. The response to statement 12 is illustrated in Figure 5.11 below.

Statement 13: My desire is to be an effective manager in a successful firm. This statement was meant to determine their future goals by asking whether the respondents were working towards becoming highly marketable for future promotions in the organization. Promotions are defined as the act of raising someone into a vital position and these promotions go hand in hand with experience and levels of education.

Response: The evidence depicted in Figure 5.11 below showed that most of the respondents that participated in the study would like to be effective project managers within progressive organizations in future.

Statement 14: If I had money, I would have opened a business by now. This statement showed the sentiments of the respondents on entrepreneurship programmes that can strengthen the economic development of the country. These business programmes play a crucial role in individuals' commercial development in South Africa. Entrepreneurship programmes generate massive employment to reduce the number of poverty-stricken households. Therefore, project managers are encouraged to develop entrepreneurship skills to pass them on to their subordinates and thus further promote economic emancipation.

Response: The response of the respondents on acquiring entrepreneurship skills is positive when they receive financial support. Business opportunities, in today's business environment encourages entrepreneurship business acumen on a greater scale. Figure 5.11 below also shows the willingness of the respondents to open personal businesses should the finances be within reach.

Statement 15: I need affirmation to enable me to develop as a potential manager. An affirmation is described as an act of confirming something to be true. This statement was formed to find out if the respondents were working towards this assertion of being potential managers in future. Optimistic affirmations are usually known as positive statements that are utilized to eliminate negative thoughts that would normally hold one back.

Response: Figure 5.11 below shows that most of the respondents held the view that they need to make affirmations to develop themselves to become potential project managers in their future journey. The state of mind of project managers towards developing and achieving task focused

leadership competencies in project management settings is driven by making affirmations towards the set goals.

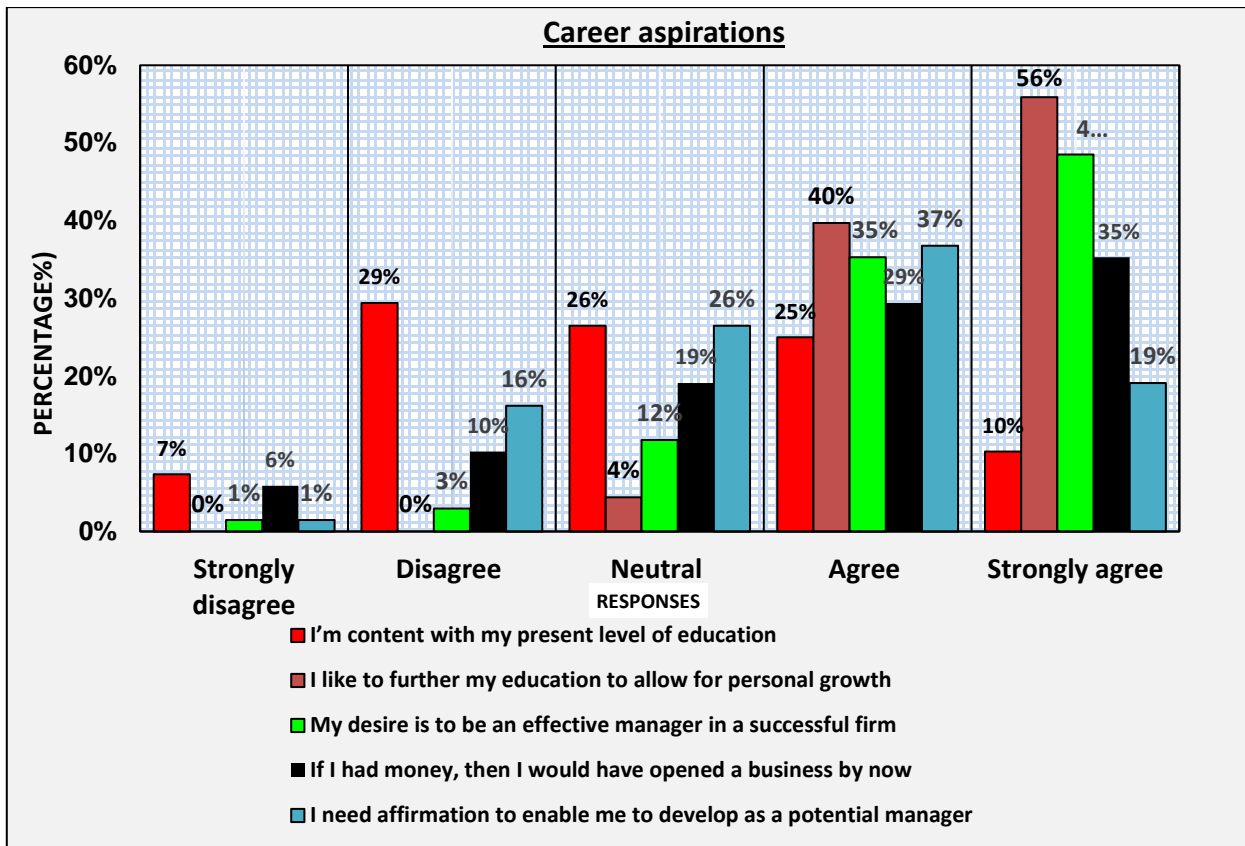


Figure 5.11. Work conditions
 Source: Author's own construction.

Thirty-six percent of the respondents were definitely not content with their present level of education. Ninety-six percent of the respondents were willing to further their education levels so that they could stay equipped in project management environments. Eighty-four percent of the respondents were working towards being productive project managers in progressive companies.

Sixty-four percent of the respondents could have opened businesses using their entrepreneurship skills if they had the financial means and fifty-six percent of the respondents wanted to use affirmations to develop themselves into becoming project managers in the near future. It is clear that most of the respondents were still hungry to further their education and this is demonstrated by ninety-six percent in Figure 5.11 above regarding becoming future project managers in large organizations. Education certainly determines the quality of an individual's life. Education improves one's knowledge, skills and develops the personality and attitude. Most noteworthy, Education affects the chances of employment for people. A highly educated individual is probably very likely to get a good job.

Education helps in spreading knowledge in society and knowledge is possibly the most noteworthy aspect of Education. There is a quick propagation of knowledge in an educated society. Furthermore, there is a transfer of knowledge from generation to another by Education. Honestly speaking, education is said to be a powerful weapon that one can use to improve their life. It is probably the most important tool to change one's life. Education for a child begins at home. It is a lifelong process that ends with death. Education certainly determines the quality of an individual's life. It improves one's knowledge, skills and develops the personality and attitude. Most noteworthy, education affects the chances of employment for people. A highly educated individual is probably very likely to get a good job. In this research on importance of education, the value of education in life and society becomes so extremely important in today's world to change one's life. Therefore, most of the respondents who participated in the study stressed that they would like to further their education for development as they were not content with their current level of education in the company.

5.2.4 Organizational training of leaders

This part of the questionnaire attempted to determine whether succession planning was being put in place to identify future leaders in the organization who could become project managers of selected projects. Training of individuals within companies helps to develop soft skills and technical skills for project managers to become more refined and resourceful leaders to lead and manage high-performing project teams. Future project managers are also trained on task focused leadership competencies that are required to successfully manage a project from start to finish. Building a progressive company filled with skilled professional personnel is one of the most imperative management functions.

The researcher suggests that today's project leaders and managers are encouraged to acquire the skills to take on a varied range of business and interpersonal challenges in their work environment. Since projects are a vehicle whereby business strategies are executed, corporate leadership training becomes a strategic tool to uplift the abilities, skills, and leadership competencies of leaders in the workplace. This will help leaders and managers to learn how to generate a common vision, interact with the workforce and drive positive results using a customized business leadership development programme.

Statement 16: I participate in decision making on project selection processes. The statement was meant to verify whether the respondents were part of the decision-making processes on project selection criteria. Decision making is a strategic process of generating effective choices by identifying a decision, gathering information, and evaluating alternative solutions.

Response: Table 5.2 below shows that most of the respondents participated in decision making processes within their organization. Learning also takes place during interaction with experienced personnel in decision making processes. Utilizing a systematic decision-making process will help project team members to make decent, deliberate, and thoughtful choices by acquiring fruitful relevant information about project management. The responses to statement 16 are shown in Table 5.2 below.

Statement 17: I feel motivated when my views are listened to within the team. A member feels part of a project team if their ideas are valued and respected during the brainstorming process. The main aim of this statement was meant to determine whether respondents' sentiments on project management were highly appreciated.

Response: Many of the respondents demonstrated that their suggestions and ideas had been listened to with respect. This also showed that project team members input towards project execution is taken seriously within teams. The response to statement 17 is shown in Table 5.2 below.

Statement 18: Leadership plays a crucial role for a good project performance. Since leadership is the capacity of an individual to positively influence followers of a company to achieve a common goal. The statement was made to determine whether leadership traits play a huge role for promoting better project performance in project settings. In businesses and industry, people possessing positive leadership traits can effectively ascend to senior management positions.

Response: Leadership is a crucial role player in inspiring and influencing others to act towards a set goal while simultaneously giving direction towards accomplishing a vision. Many of the respondents indicated that leadership is one of the critical project success drivers on projects. Better leadership skills are on top of the list of competencies which company recruiters mainly concentrate on when hiring individuals from within the organization. The response to statement 18 is shown in Table 5.2 below.

Statement 19: I take ownership for team decisions in the absence of leaders. Irrespective of the industry of employment, it is considered quite critical to comprehend how to do well at work while at the same time upholding the requirements of the employer. One way to achieve the organizational goals to take ownership of whatever you do in the workplace, and this will also allow you to get more mindful of your job role within the context of the organization hence asking statement 19 was very crucial.

Response: Most of the respondents emphasized that they take ownership in the workplace to maximize their valuable contributions to the organization. Accountability goes hand in hand with

ownership in the work environment by demonstrating an open interest in adding value to the organizational success. The response to statement 19 is shown in Table 5.2 below.

Statement 20: Teams perform better when the leaders are visible at the site. The statement was designed to determine if project team members only perform exceptionally well if their leaders are present. It is very important for project managers to understand under what circumstances their subordinates do perform well and how to motivate them for high project productivity.

Response: It can be confidently said that project team members in the organization are highly productive when their leaders are around. The response to statement 20 is provided in Table 5.2 below. Project team performance is what usually either makes or breaks small organizations.

Table 5.2. Organizational training of leaders

Source: Author's own construction

	Total number of respondents						%				
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I participate in decision making on project selection processes	3	7	25	23	10	4%	10%	37%	34%	15%	
I feel motivated when my views are listened to within the team	1	1	3	34	29	1%	1%	4%	50%	43%	
Leadership plays a crucial role for a good project performance	1	0	5	28	34	1%	0%	7%	41%	50%	
I take ownership for team decisions in the absence of leaders	0	1	11	27	29	0%	1%	16%	40%	43%	
Teams perform better when the leaders are visible at the site	4	6	22	19	17	6%	9%	32%	28%	25%	

Forty-nine percent of the respondents are currently participating in the decision making on project selection processes whereas thirty-seven percent of them did not want to express their views on this, because they were neutral. Ninety-three percent of the respondents indicated that they extremely feel inspired and motivated when their views are recognized by project teams members, leadership is also a key project success driver, which is illustrated by ninety-one percent, ownership is of critical importance in the absence of leaders when conducting projects within the company and fifty-three percent of the respondents stated that they performed extremely well when their seniors were on site. It can be noted from Table 5.2 above that ninety-three percent of the participants stressed that their views and opinions were greatly appreciated and respected in project team engagement meetings.

5.2.5 Expectations from competent employees

These expectations are generally described as critical areas of knowledge and skills that are imperatively required of the workforce to be both effective and efficient in their job roles and responsibilities. Therefore, employees are required to be aware of what is expected of them to perform exceptionally well in their respective positions. Expectations of better performance are said to be normally going beyond job descriptions. With the performance expectations, the workforce must understand why the projects do exist, where they fit in the company and how roles and responsibilities mainly link to the company and departmental objectives. It is very clear that project managers are required to convey the essence of the performance expectations to their project team members. The assortment of the expectations can be made to be broad, nevertheless, they can be in general broken into three classes, which are indicated below.

Results: These are services and goods that are produced by the workforce and are frequently measured either by standards or set objectives by project managers.

Actions and behaviours: These are means and specified methods that are utilized to generate a product, values and behaviours that are illustrated during the process of project execution and day to day operations of the organization. It should be noted that expectations from competent employees significantly act as a massive and fruitful foundation for collaborating about good performance. Expectations from the competent employees also act the baseline for reviewing the performance of the workforce. When setting up clear expectations of the project team members for projects through which an organizational strategy is executed, you are establishing a good path for an organization success.

Statement 21: A good leader must have been trained in employee supervision. This statement was established to determine if leadership training was carried out for project managers to appropriately manage and supervise the project teams. Team leaders principally provide a

continuous guidance and support to their team member to execute the project smoothly and amicably.

Response: Many of the respondents were of the view that project leaders should be trained on the supervision of employees. It is evident that employees are significantly big assets of an organization. Therefore, project leaders are required to be trained on how to get the best results of the employees. Table 5.3 below shows the opinions, perceptions, and ideas of the respondents on the supervision of the employees.

Statement 22: A competent leader outlines the project processes. It is quite critical of a project manager to demonstrate what should be done in accordance with the set processes within the project structure to avoid confusions. Therefore, the statement was meant to determine if project processes were in place to be followed for projects.

Response: With the evidence as shown Table 5.3 below, it can be said that processes to be followed that a guidance is in existence to implement a project as demonstrated by most of the respondents.

Statement 23: A competent manager takes charge of situations responsively. Project managers have a lot of responsibilities to which they are expected to respond rapidly. It can be noted that there is a lot happening on site and project managers are anticipated to play an oversight over all the project activities. Competency in leadership and management is of vital importance for project managers.

Response: It is expected of a project manager to oversee circumstances occurring on site. This also indicates accountability, ownership and responsibility embedded onto the shoulders of a project manager. The response to this statement is illustrated in Table 5.3 below.

Statement 24: Technical skills are primary to effective project leadership. Technical skills also known as hard skills are described as the capabilities and knowledge required to conduct specific activities/tasks in work environments. The skills are known as practical and frequently relate to the ability of how to carry out specific project activities.

Response: Technical skills are said to be very influential on effective project leadership and these skills are one of the main critical qualities essential to perform job roles and responsibilities extremely well at work. The response to this statement is demonstrated in Table 5.3 below.

Statement 25: Soft skills are critical for effective team project execution. Soft skills are interpersonal attributes that are needed to perform well in the workplace. These skills are a collection of personality traits illustrating one's association in society. They can include

communication capabilities, teamwork, time management, emotional intelligence, personal habits, language skills, and leadership qualities.

Response: It can be noted evidently that soft skills greatly play a significant role in project environments because they relate to how one performs job responsibilities effectively and efficiently. The response to the statement is depicted in Figure 5.3 below.

Table 5.3. Expectations from competent employees
Source: Author’s own construction

	Total number of respondents						%				
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
A good leader must have been trained in employee supervision	1	4	22	20	21		1%	6%	32%	29%	31%
A competent leader clearly outlines project processes	0	0	13	29	26		0%	0%	19%	43%	38%
A competent manager takes charge of situations responsively	0	0	11	24	32		0%	0%	16%	35%	47%
Technical skills are primary to effective project leadership	1	4	15	30	18		1%	6%	22%	44%	26%
Soft skills are critical for effective team project execution	0	0	17	30	21		0%	0%	25%	44%	31%

Sixty percent of the respondents strongly stress that good leaders must have been trained on the supervision of the employees. Eighty-one percent of the respondents demonstrated that competent leaders outline project management processes. Eighty-two percent of the respondents indicated that competent project managers have an oversight role of the project circumstances. Seventy percent of the respondents stated that technical skills are very essential to the effectiveness of project leadership in the workplace and soft skills are of critical importance towards the successful project execution. It can be noted that there are a lot of things happening on site and project managers are anticipated to play an oversight role over all these project activities. It can be deduced that a project manager with the right leadership competencies is required to oversee the overall project at hand.

5.2.6 Management aspects

Management is defined as a set of principles that relate to the main functions of organizing, planning, coordinating, directing, controlling, and monitoring. Applying these management principles in project environments is quite critical to accomplish organizational goals efficiently and effectively. Management is the art of creating environment in which people can exceptionally

perform as individuals and yet cooperate towards accomplishment of group goals. To accomplish results, management must create opportunities, and encourage growth and development of employees and provide guidance and assistance, wherever required. Physical, financial, human, and informational resources are appropriately managed. It is also stated that management is a fundamental part of living and is very crucial whenever efforts of human beings are going to be undertaken to attain desired objectives. The success of an organization can be traced back to the way in which it is managed. Whether you are talking of a small to medium-sized or a large establishment, management is so crucial to be overlooked. In every organization, management plays a significant role for accomplishing the goals and objectives of the organization. That is why the importance of management is necessary for every organization. Management consists of the five basic functions indicated below:

- **Planning:** This is the process of making sure that plans are in place for something intended to be achieved to determine the direction of an organization. Planning is described as a systematic way of making decisions which are going to affect the future of the company. Planning in management is the crucial process of laying down how and when to do the appropriate things within a company so that goals can be achieved either in the short term or long term.
- **Organizing:** This is the process of arranging and mobilizing resources and it requires a formal structure of authority. Organizing also includes assigning tasks, allocation resources and grouping tasks across the organization. Organizing also involves defining and grouping roles, establishing authorities, and frameworks that are geared towards the realisation of goals. It breaks down how plans will be implemented and assign the resources needed to achieve the objectives
- **Staffing:** This management function involves hiring and absorbing a suitable workforce for the organization and it also includes the recruitment process, training, development, and employee evaluation. It is quite imperative to recruit the right personnel for the right positions.
- **Directing:** This is the process of issuing instructions and guiding your subordinates about procedures and methods to be followed when performing job responsibilities. Good directing helps build a two-way channel of communication between the leadership and subordinates. Employees can express themselves, and as a result, matters arising are addressed properly. Communication is a crucial contributor to the performance of an organization so it can never be ignored.
- **Controlling and monitoring.** This is referred to as the process of ensuring that activities are conducted accordingly and do not deviate from the pre-arranged plans. In any company, the controlling function of management concentrates on checking whether

progress is being made, while measuring the performance of various aspects. Many companies put more emphasis on controlling as a critical contributor to the success.

Statement 26: Planning is more important than soft skills if work is to be done. Planning is a basic function of management that involves making decisions and deciding in advance what is required to be done, how it is going to be conducted and who will be doing it. It becomes quite easy for an organization to achieve objectives with the appropriate planning in place.

Response: It is highly expected of project leaders to ensure that planning project activities is done in advance if work is to be conducted accordingly without any delays. The response to this statement is illustrated in Figure 5.4 below.

Statement 27: Soft skills are more critical than the ability to plan the project well. Soft skills are interpersonal character traits illustrating the interaction of a person with other people. The soft skills are described as intangible and non-technical capabilities that are also required to be applied when interacting with project team members. Soft skills are also known as communication, self-motivation, leadership, teamwork, flexibility, problem solving, negotiation and conflict resolution.

Response: Most of the respondents stayed neutral with respect to statement 27 and the other had objections to the statement indicating that soft skills are not more critical than ability to plan any project well. The response to the statement is depicted in Table 5.4 below.

Statement 28: Resources planning is more critical than soft skills in projects. It is extremely expected of project managers to make sure that planning in their line of duty is appropriately put into practice within the organization when conducting job roles and responsibilities. Planning is also said to be a key driver towards the accomplishment of set objectives.

Response: It is indicated that resources planning is more vitally important than soft skills in project environments. Resources planning is the process of arranging and mobilizing all the project resources to be in place before embarking on a project. The response to this statement is shown in Table 5.4 below.

Statement 29: Technical skills are much more critical than resource planning. Technical skills are the capabilities and the knowledge required to conduct specific activities in work environments. The skills are also known as practical and commonly relate to the ability of how to perform specific project activities.

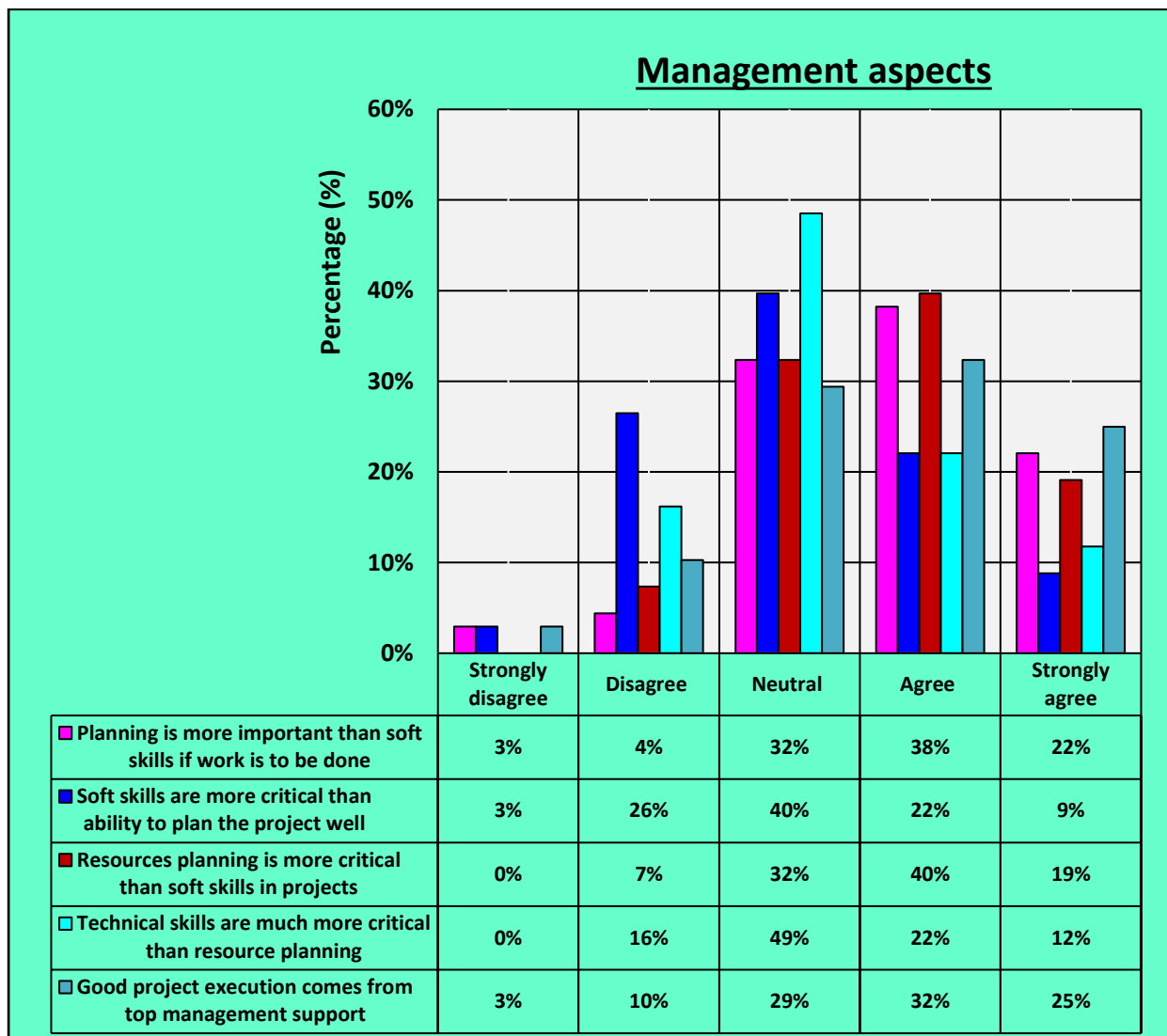
Response: Most of the respondents did not want to express their views and opinions by remaining neutral to the statement. The response to this statement is demonstrated in Table 5.4 below.

Statement 30: Good project execution comes from top management support. This is a stage of a project where plans are being put into action. Activities and deliverables are monitored to ensure that a project is implemented successfully. Toolbox talks, site meetings, activity implementation and project supervision take place under this phase of the project.

Response: Many of the respondents stressed that top management plays a vital role towards successful project implementation. Senior management is normally regarded as the project sponsor, so their support is of high value and relevance to the successful implementation of projects within the organization. The response to the statement is indicated by Table 5.4 below.

Table 5.4. Management aspects

Source: Author’s own construction



Sixty percent of the respondents are of the view that planning is more important than soft skills if work needs to be conducted. forty percent of the respondents decided to remain neutral as to whether soft skills are more critical than the ability to plan the project well. Fifty-nine percent of the respondents emphasized that resources planning is of critical importance than soft skills in project environments.

Forty-nine percent of the respondents remained neutral as to whether technical skills are more critical than resource planning; they did not want to express their views on the statement. Fifty-seven percent of the respondents agreed that better project execution is from top management support. With reference to Table 5.4 above, it can be concluded that planning is of crucial importance for project activities to be conducted successfully.

5.2.7 Top management and operations

Top management is described as managers holding higher positions within an organization and are responsible for overseeing and governing the entire organization. These types of managers strategically develop plans, goals, policies, procedures as well as to make decisions towards the direction of the entire company.

It can be noted that top management consists of senior executives of a company. Operations are defined as all the actions that are required to run a company to generate an income.

Business operations mainly serve as a guide in an organization to facilitate collaboration between different departments and make it much easier for an organization to operate within budget. Day-day- activities are said to be part of the operations in the company.

It is highly indicated that planning and control systems are undoubtedly part of the operations management. It is greatly evident that top management's role is primarily to direct and control the activities of employees.

Apparently, strategic initiatives and ideas are developed and supported by these types of managers. It is believed that their main responsibility is to create a healthy internal environment within which employees fully understand and value the way an organization operates.

It should also be clearly noted that the survival and welfare of an organization primarily depend on these managers to achieve long-term goals and set objectives in a company.

Statement 31: Responsive managers get the best results from team members. Responsive managers are said to be quick to respond to situations of operations in their line of duty. It can be acknowledged that being responsive to company changes is an important element of success.

These kinds of managers generate effective and efficient ways of building honesty, trust, and a good relationship among workers.

Response: Responsive managers are expected to resolve issues much quicker without causing delays to project operations. Project challenges and other processes are attended to in a swift manner and the response to this statement is indicated in Figure 5.12 below.

Statement 32: Top management interferes with effective project execution. Senior managers are responsible for overseeing and controlling the entire organization while at the same time cascading information to their subordinates on the ground. However, they normally take time to approve project resources as well as giving the go ahead for a proposed project as they are the project sponsor.

Response: The interference by senior management to an effective project execution is normally incorporated into the project risk management to mitigate the situation should it occur. The response to this statement is given in Figure 5.12 below.

Statement 33: Top management support helps project leaders to perform well. The success of project managers principally depends on the support of senior managers when implementing a project. Project managers and team members can perform exceptionally well when they are allocated with the required project resources.

Response: It is apparent that senior managers play a significant role towards the realization of proposed projects. Furthermore, projects of an organization are regarded as the vehicles through which a company strategy is executed. Therefore, their guidance and support are largely of critical importance. The response to this statement is provided in Figure 5.12 below.

Statement 34: Team leaders are not happy with senior managers' involvement. It can be acknowledged that subordinates on the ground sometimes do not perform well when their seniors are around, as it puts unnecessary pressure onto the project leaders. Therefore, the involvement of senior managers at some point interferes with a project implementation by a team leader.

Response: The involvement of senior managers in project execution may have a negative impact on the success of a project. Team members usually do not perform well or to the best of their abilities when they feel the presence of their seniors and they may make a lot of mistakes. The response to this statement is illustrated in Figure 5.12 below.

Statement 35: Top management obscures the effectiveness of a project leader. During the initial stage of a project, it is normally expected that top managers become reluctant at times in releasing project resources, as they have not yet seen the benefit of the project for the entire

organization. This situation may create a lot of confusion and delays towards the realization of the proposed project. Therefore, the effectiveness of project managers may be impacted negatively.

Response: It is expected that an effective project manager brings together and manages all the resources assigned to a specific project to achieve the overall project objectives. The response to the statement is depicted in Figure 5.12 below.

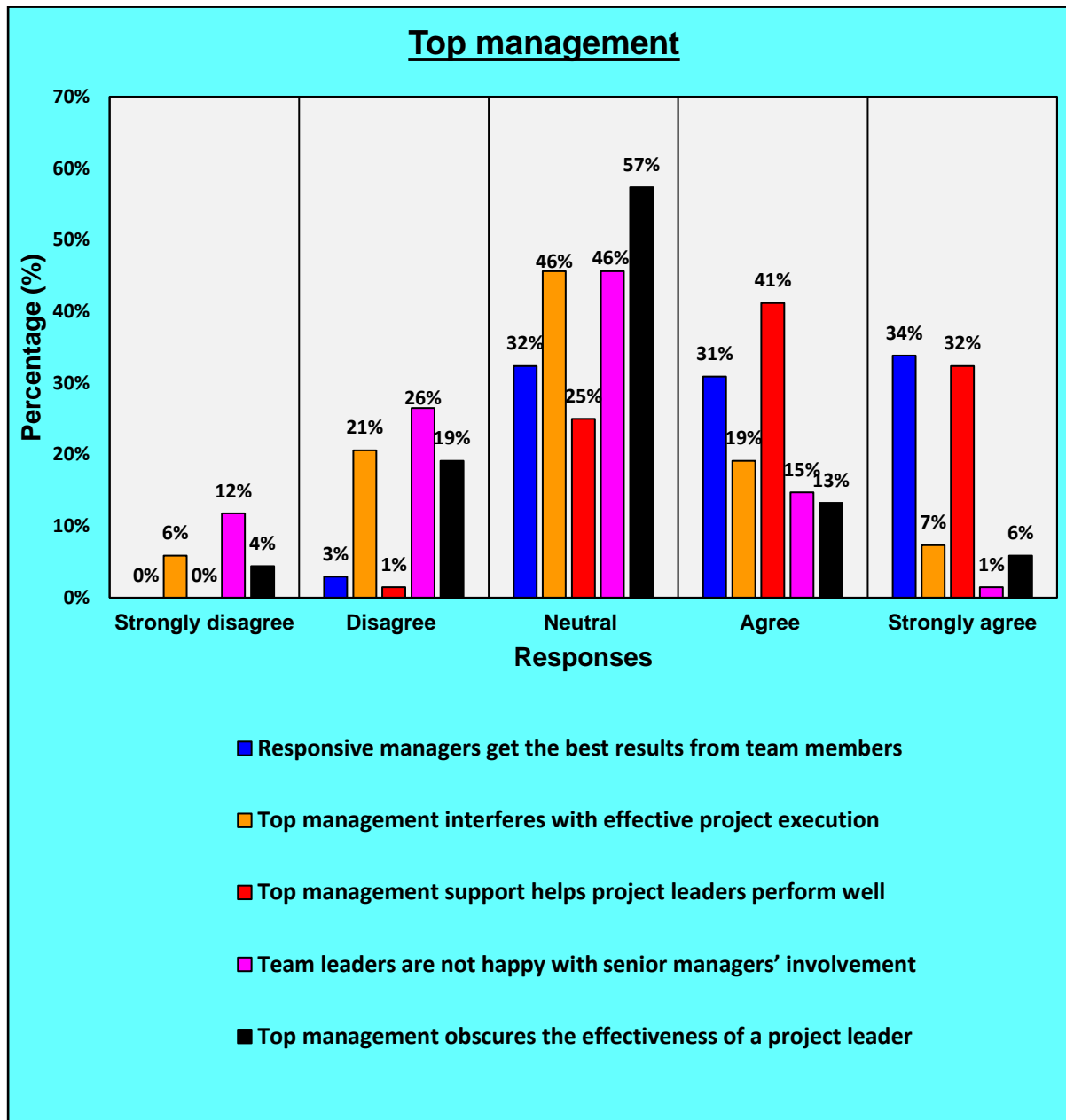


Figure 5.12 Top management and operations

Source: Author's own construction

Sixty-five percent of the respondents from Figure 5.12 above indicated that responsive managers get the best results from their project team members. Forty-six percent of the respondents

remained neutral on whether senior managers significantly interfered with effective projects. Seventy-three percent of the respondents stated that top management support for projects has become crucially important as it helps project leaders to perform exceptionally well.

Forty-six percent of the respondents did not want to specify whether team leaders are happy or not with the involvement of senior managers in the ground operations as they remained neutral on the subject and fifty-seven percent of the respondents did not want to express their views.

There are a lot of dynamics at play during the implementation of a project within an organization. Therefore, a risk management technique as a critical leadership competency should be applied to mitigate any potential threats against the realization of a project.

5.2.8 Leader behaviour

Leader behaviour is defined as the qualities and the actions, which makes an effective leader. A leader's behaviour is the process whereby they can govern, give guidance, direct, and positively influence the work activities of other people to achieve the required goals.

Such actions and approaches can be learnt to intensify the efficiency and effectiveness of team members working well with project leaders. The success of any leader within a project environment is predominantly based on their behaviour rather than their natural qualities.

The leader behaviours that should be adopted are:

- Motivation.
- Team building.
- Courage.
- Integrity.
- Strategic planning.
- Emotional intelligence.
- Collaboration.
- Being vision driven.
- Good communication.
- Flexibility.
- Self-awareness.
- Critical thinking.
- Employee development.

Statement 36: A competent manager should not make decisions on his own. A competent manager is a manager who has the capacity to manage employees effectively to develop the knowledge that they need so that they can reach their full potential. However, under certain circumstances, a competent manager will have to decide whether to consult with employees or act independently.

Sound decisions on recruitment are normally made by qualified managers. Management competencies grant organizations a competitive advantage in the market. Leadership development is mainly encouraged by competent management, which prioritizes workforce optimization.

Response: A competent manager takes sound decisions within an organization by taking certain circumstances into account when working in a project environment, because situations vary greatly. The responses to this statement are shown in Figure 5.13 below.

Statement 37: Competent managers do not always need to communicate with their teams.

Communication is described as the process of exchanging information amongst individuals. It is an act of giving, receiving, and sharing information using a common system of symbols. Therefore, communication is critically important.

Response: A competent manager makes use of communication as a powerful tool for collaboration and team alignment. The response to this statement is shown in Figure 5.13 below.

Statement 38: A competent manager must not consult too many other people first.

Stakeholder engagement platforms create visibility. However, in certain emergencies, project managers do not need to consult a lot of team members. Some problems may require a quick resolution.

Response: A competent manager is expected to make tangible, sound decisions in situations that require consultative processes. The responses to this statement are shown in Figure 5.13 below.

Statement 39: Leaders who communicate effectively will be more influential. Project managers are anticipated to be more influential and effective in the workplace by using communication tools for good business operations. Effective managers with better communication skills will yield more fruitful results to achieve business objectives.

Response: Communication becomes critical when working with people to accomplish business goals in the short and in the long term. Clear communication channels generate good results.

However, poor communication will impact business operations negatively. The response to this statement is shown in Figure 5.13 below.

Statement 40: Team members cannot predict what a competent leader will do. Project leaders are known by their subordinates for their behavioural patterns. The way in which they interact with their project team members usually communicates a strong message.

Response: Personalities vary a lot and depend on situational aspects. The response to this statement is shown in Figure 5.13 below.

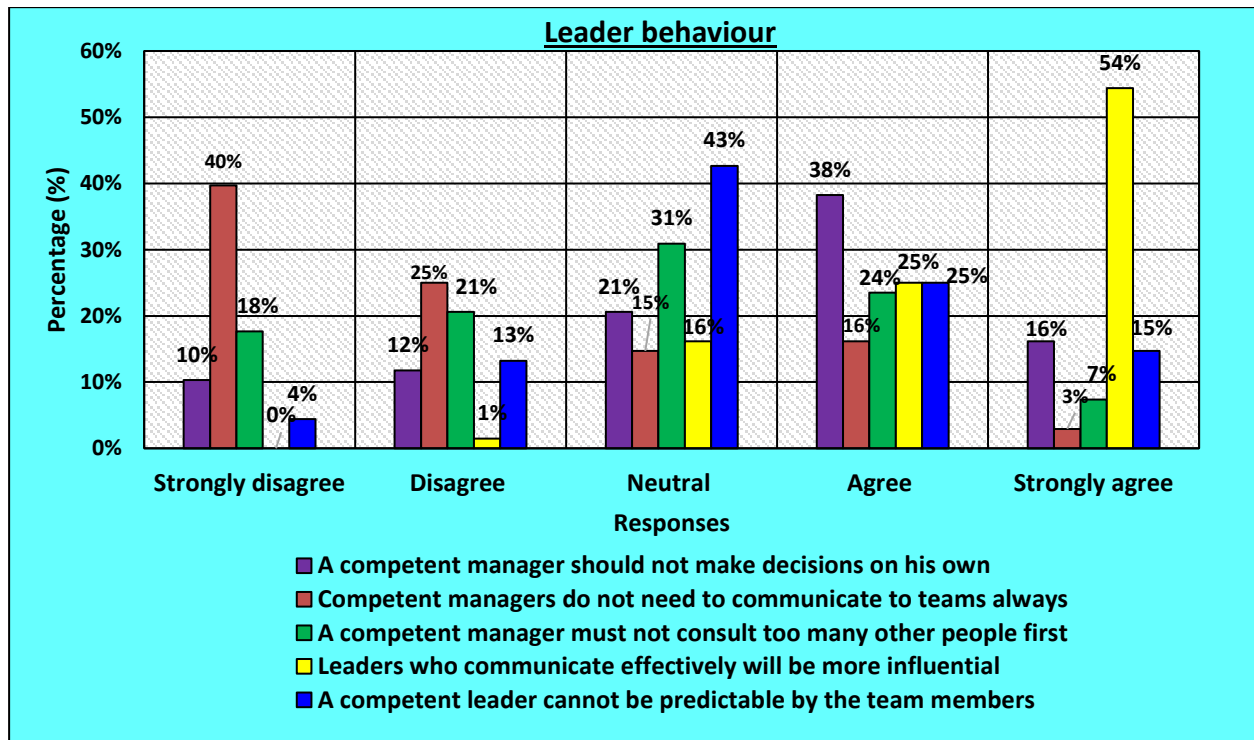


Figure 5.13. Leader behaviour

Source: Author's own construction

Fifty-four percent of the respondents indicated that competent project managers are not expected to make decisions on their own. Sixty-five percent of the respondents said that competent managers do not always need to communicate with their teams, and this shows that communication is an effective tool for exchanging information with stakeholders. Thirty-nine percent did not agree with the statement, saying that a competent manager must not consult too many other people first. This demonstrates that a consultative approach should be applied when working with other people on a proposed project. Seventy-nine percent of the respondents said that project leaders who communicate effectively and efficiently are more influential in the work environment and forty-three percent of the respondents decided to remain neutral on whether project leaders' behaviour could be predicted by team members. These respondents did not want to share their sentiments on the matter.

5.3 Section C: Open ended section

Open-ended questions are mainly defined as questions, which cannot be answered with a yes or a no. However, they require participants to elaborate on their views further in the open text format so that their responses are principally based on their comprehensive knowledge, understanding, and feelings. Therefore, it illustrates that a response to a question or to a statement given is not limited to certain options. These types of questions are meant to help researchers see some things from a different angle.

Request 1: Identify the types of your manager's behaviour that motivate you to perform

A project manager can do certain things to enable project stakeholders to carry out their roles and responsibilities exceptionally well. These types of behaviour are mainly regarded as task focused leadership competencies that a project manager should have, to motivate all the project stakeholders for better performance or to meet project objectives. Therefore, it was imperative for the researcher to get 5 types of behaviour from the research respondents that a project manager needed to work both effectively and efficiently.

Most of the respondents responded to this request; various responses were received, and it was clear that their responses to the question did not lead to the type of opinions, perceptions, and beliefs that the researcher needed.

Nevertheless, there a few things that were useful, namely: adopting good communication skills with stakeholders, motivating the team, taking ownership of roles and responsibilities, rewarding the team for achievements, applying proper planning, allocating project resources according to the needs of a project, adopting transparency, applying emotional intelligence in the workplace, being supportive as a project manager, familiarizing oneself with knowledge of project operations, leading the team by example, keeping calm during conflict management, adopting of time management skills, providing constructive feedback on tasks, pursuing team development, actively collaborating with stakeholders for visibility and alignment, considering team's problem solving abilities, practising transformational leadership within one's team and good listening skills for team effectiveness.

Request 2: Identify 5 types of behaviour by your manager that demotivate you

These are the types of things that a project manager is expected to improve on, and they are the barriers that hinder the performance of project team members, as a leader cannot perform well if he/she is experiencing obstacles from within the work environment. Also, it was noted that most project managers were not fully aware of whether or not they demotivated their subordinates and stakeholders.

Clearly, competency skills need to be developed in employee supervision as a manager. Employees experiencing demotivation at work sometimes do not perform to the best of their abilities. Many companies are fully aware of the importance of an engaged and motivated workforce in the workplace. However, most companies fail dismally at holding managers accountable.

Certain other negative behaviours can be costly and disruptive if they are not attended to at the time and addressed accordingly. Some of the respondents responded to this request, Furthermore, there are a few elements that were mentioned by the research respondents with respect to request 2, such as poor communication of goals, offering career progression plans, offering feedback on a regular basis, being inconsiderate sometimes, a lack of punctuality, poor planning skills, bad communication, having no interpersonal skills, poor organization, being emotional when confronted by conflicting issues, being reactive at work, not valuing objections from team members, entitlement, disrespect, bullying, not responding well to criticism, poor sharing of instructions, only involving the team when decisions are already made, being over protective, exhibiting poor coaching abilities, being ignored and later used, no transparency, no rewards, not being a people's person, not interested in ideas and suggestions, mistrust, pointing fingers when something goes wrong, not knowing your team, being authoritative, argumentative, bossy, no clear communication, not believing in developing another person, no development opportunities, no recruitment of the right people, stubbornness, inability to discuss issues with the affected party first, late feedback, having an autocratic leadership style, criticism, impatience, no clear direction of projects, poor collaboration, taking too much accreditation of one's job, failing to deal with grievances raised by team members, showing a lack of flexibility or having an unrealistic workload.

Request 3: Identify 5 types of leader behaviour you would want if you were the project leader.

This request was meant to determine the kinds of leader behaviours that were to be utilized by the respondents if they were project leaders in the workplace. It is imperative to use correct leader behaviours in a work environment because project work settings differ for various reasons. Therefore, the respondents were kindly requested to identify leader behaviours that they would make use of if they were project leaders.

These are the types of behaviours and competencies that the respondents would use in the work environment if they were project leaders. These included: having a democratic leadership style, providing pacesetting leadership, having an authoritative leadership style, coaching leadership, affiliative leadership, transparency, being caring, considerate, having good communication, developing a structure for projects, being impartial, having a passion for learning, teamwork,

monthly engagement meetings, proper planning, treating everybody equally, trust, supportive, consultation, control and monitoring, leading one's team by example, having team building skills, allowing junior members of the team to feel welcome in the project, encouraging teamwork and building good relations amongst the team so that they have each other's backs, compensating good work to motivate the team, creating meaning and a balanced working culture, recognizing achievements, team development, motivation, involving all team members in projects, having a passion for learning, open and honest discussion, acting with integrity, information sharing, coaching, strategizing, respecting other's views, brainstorming, organization, team empowerment, generative behaviour, having a positive attitude and enthusiasm, integrity, collaboration, rewarding achievements, showing accountability, responsibility, effective time management, encouraging the team for career development, having a clear vision, applying proactive management, involving everyone before a decision can be made to promote alignment, having an open door policy and emphasizing availability whenever it is required and proper delegation.

5.4 Conclusion

The feedback from the research respondents with respect to the distributed questionnaires on task focused leadership competencies required by a project manager suggested that project leaders should possess leadership competency traits, so as to influence project team members towards a set vision. Meaningful data was demonstrated in the form of graphs, tables, figures and pie-charts and the data was analysed and discussed. Inferences regarding meaningful information were made in consideration of the task focused leadership competencies required and their effect on project team motivation. The research questions were also answered using meaningful data collected from the respondents.

Certain research findings obtained from the chapter were also in line with previous studies, which talked to the literature for chapter 2 and chapter 3. This chapter mainly demonstrated the part of biography (Section A), Likert scale measurement (Section B) of task focused leadership competencies and their effect on project team motivation and open-ended questions (Section C) in the petroleum industry which was restricted to the Western Cape. Critical leadership competencies are said to also involve conflict management, emotional intelligence, management of change, organizational citizenship, sharing a common vision, agility, decision making skills, and understanding of business goals and objectives. Leadership competencies are regarded as critical key success drivers for project execution.

CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS

The conclusions and recommendations of this study is a summary of the developments and findings of the study, which principally concentrated on task focused leadership competencies and their effect on project team motivation in the petroleum industry, within a large-selected company in the Western Cape. The aim of the research was to identify task focused leadership competencies and their effect on project team motivation in petroleum industry projects. In order to attain this, the following objectives had to be met:

- To evaluate task-focused leadership competencies ideal for project success.
- To assess major project leadership traits that were ideal for project execution, and
- To determine the most effective leadership style that project managers should have for project success.

The findings obtained from chapter 5 in consideration of the problem statement, the research questions and the set research objectives demonstrated that a competent project manager should possess leadership qualities in the workplace that would allow him/her to appropriately lead to a successful execution of a project to benefit stakeholders. The data was collected using well-structured questionnaires, which were distributed to the respondents of the research.

The conclusions and recommendations derived from the entire study were revealed in this chapter. Previous studies were strategically reviewed in chapters 2 and 3. Meaningful data was demonstrated in the form of graphs, tables, figures, and pie-charts. The data was analysed and discussed and inferences regarding the information were made in consideration of task-focused leadership competencies and their effect on project team motivation. The research questions were answered by the meaningful data collected from the research respondents.

The petroleum industry is vitally important as it is one of the pillars of the South African economy. South Africa is one of the countries in Africa and in the world with oil and gas generating companies. The industry plays a crucial role in the economic development of the country. Project delays and failures are a common phenomenon that negatively affects detailed schedules of projects in the industry.

Consequently, petroleum projects are not finished on time and on budget and as a result, these challenges give stakeholders a bad reputation. Project interruptions are a common phenomenon that negatively affect the detailed schedules of projects. This phenomenon of project delays is the result of poor communication, a lack of training in project management, deficiencies in leadership competencies, untrained workers, and ignorance of employees in the workplace.

The literature that was relevant for the study was gathered on projects. A project is precisely defined as a temporary venture which is undertaken to create a unique product. Projects are key drivers strategically used to create benefits as well as value within organizations to make profits. The project failure rate causes for project execution failure, differences between project management and other management disciplines, project management skills, which are technical; and soft skills differentials were widely discussed in the study.

Today's business environment is vibrant with a high increasing rate of change. A lot of organizations are presently adopting the discipline of the project management field to deliver business value and remain competitive in the world's economy. Projects are strategically undertaken to achieve set objectives for organizations. Such projects are of a temporary nature and are characterised by having a definite start and end. Projects are key pillars that are strategically used to create benefits as well as value within organizations.

6.1 Summary of the Chapters Objectives for the Study

Chapter 1: This chapter formed the introduction to the study, it also explored previous studies on the basis in which the current study gap was identified. The background and motivation, the problem statement of the study, research questions, research objectives and outcomes, the significance of the study, delineation, research methodology and research organization were chronologically introduced in this chapter. Therefore, this chapter principally introduced the context of the entire research project and the geographical area which the study was restricted to was clearly described. The chapter also provided an overview of how petroleum projects are managed and executed to achieve project goals.

Chapter 2: This chapter comprehensively covered the literature review on previous studies that were of great relevance to the research project. The chapter highlighted the sentiments and ideologies of previous researchers on project management discipline. There were some critical elements that were revealed by the literature such as project failure rates, causes for project execution failure, differences between project management and other management disciplines, project management techniques and skills, technical and soft skills differentials, and a summary of the chapter.

Chapter 3: This chapter also reviewed the literature and extensively discussed the various theories of leadership such as contingency theories, behavioural theories, the great-man theory and trait theories. The imperatives of a project environment were reviewed, together with the presumed impact of relevant project leadership and the concept of the implicit theory of followership. It can be stressed that project management settings are quite different from others so the suitability of leadership styles will differ significantly, depending on the project environment.

The applicability of the different leadership theories to successful project execution was discussed.

Chapter 4: This chapter specifically covered the research methodology and design. Research methodology is a comprehensive and detailed plan to be used to either answer a research problem or solve a particular problem. Research methodology and design were contrasted and discussed comprehensively. The chapter also outlined the various types of research designs, the types of research methodologies, different methodologies, target population, sampling and sample size, the data collection instrument, data collection methods, data analysis and provided a summary of the chapter.

Chapter 5: The analysis of the collected data through the use of well-structured questionnaires was carried out in this chapter and the interpretation of every set of variables was measured and interpreted. Tables, figures, graphs, and pie charts were utilized to illustrate the collected data, which was extensively analysed and discussed. Some of the findings from this chapter were in line with the literature reviewed in chapters 2 and 3. This chapter was made up of three sections namely: Section A: Biography, Section B: Likert scale measurement on task focused leadership competencies and Section C: Open ended questions. The research questions were also answered by the meaningful data collected from the research respondents.

6.2 Team Evaluation

Conclusion: The findings that were extensively discussed indicated that the entire team was fully prepared for the work to be carried out daily on projects. However, a few respondents decided not to express their views on the work preparedness by the team. It should be noted that the organization provides funding for employees to further their education and career aspirations. The management team makes the overall decisions in the workplace, while at the same time, the organization conducts individual development programmes.

The organization wants to continue to operate robustly and competitively in the petroleum industry by strengthening its development work. The researcher emphasized that good communication skills are an effective vehicle that can be used by project leaders to conduct projects successfully. It is expected that project leaders will motivate team members and stakeholders to energize the whole project's team spirit. All those involved in a project environment within the organization are also expected to take ownership of the roles and the responsibilities as part of their duties.

Rewarding the entire team for achievements is one of the leadership competencies that project managers are anticipated to have in the workplace, to invigorate the spirit of project team members and stakeholders. Proper planning and the right allocation of correct project resources

are required to be in order. Project managers are expected to empower their teams with development. Collaboration of project managers with stakeholders must be at the centre of a company's operating philosophy towards implementation of any project, for optimal visibility and alignment.

Project managers with good listening skills for team effectiveness are expected to practise transformational and democratic leadership styles in project settings. In the event of conflict, transparency and emotional intelligence are expected to be applied by project managers to solve such situations. Time management is also of great importance when conducting a project within the company because time is money.

Recommendation: A project team is a team involving a project manager and members who work together on a project to accomplish set objectives. Project team members coming from different divisions and departments are brought together to work towards achieving a project goal. Therefore, it is vitally important for a project manager to have the right leadership and management skills to be able to direct and administrate project team members appropriately. Project managers are expected to give constructive feedback on tasks executed by team members so that they can lead the team by example.

Project leaders should have leadership skills and once a project leader lacks leadership techniques, then it will be extremely difficult to resolve project challenges should they arise in a project. Project leaders are mostly required to be supportive of their subordinates by establishing individual development programmes for employees. Poor communication is also a common challenge within the team members, and this frequently occurs when there is a discrepancy between what is said and what is heard. Project managers are required to develop effective communication skills for the purpose of sharing information, ideas, suggestions, thoughts, meaning and understanding between stakeholders.

6.3 Workplace Conditions

Conclusion: The study also revealed that project team members are motivated to perform well or to the best of their abilities. The employees in the company are recognized for their good performance in the workplace. This is regarded as giving tremendous encouragement to employees when their efforts are valued by project leaders. It is also noted that training programmes are in place for the project team members to be developed on areas that need improvement.

Strict safety policies and procedures need to be practised and followed by all project team members and this process must be done within the structures of the organization. Safety can be

regarded as an operating license in the organization, and it can also be illustrated that the company works hard to improve employees' working conditions. It is important for management to recognise that employees experiencing demotivation at work do not perform to the best of their abilities.

However, the study also revealed that project managers are not necessarily that interested in ideas and suggestions by their project teams. That is a bit worrying as this perception discourages brainstorming which is highly beneficial for solving problems involving team members. Maintaining healthy working conditions should form part of leadership strategy and should be pursued strongly by project leaders in project environments.

Recommendation: It is very clear that a healthy and conducive working environment for the workforce should be an ideal place where work can be performed exceptionally well. Once this is put in place, it will increase the morale of the team; thus, encouraging them to be active in the workplace.

Contrastingly, poor workplace conditions will have negative effects such as low morale, missed deadlines and conflict. Efforts made by team members should be valued, along with the clear sharing of instructions with the stakeholders.

Project leaders are also encouraged to practice mutual trust and ownership without pointing fingers when something goes wrong, due to not knowing your team. Clear instructions should be issued by managers to manage a project setting effectively. Company policies and operating procedures in the workplace should be enforced by management, to make sure that compliance is strictly adhered to by all. The study also indicated that there is a lack of punctuality in the workplace so project leaders should enforce time management skills on to the entire team for high productivity for the organization.

6.4 Career Aspirations

Conclusion: It was reported that some team members working on projects in the organization are willing to further their education levels. This willingness shows that the project team members want to stay equipped in the company and in the project management discipline and that some members are currently working towards being productive project managers in progressive companies if they do not get opportunities from within the company that they work for.

Some project team members also said that they could have opened businesses using their entrepreneurship skills if they had the financial means. This is a profound indication that most of the employees working on projects are still hungry to further their education, which is a powerful tool that they could use to create a better future for themselves and for others.

Recommendation: As career aspirations are well-defined to be a long-term vision for your future, professional goals for project managers such as leadership competencies, management skills, career advancement, time management skills, team building, etc. should be developed to improve productivity in working environments. Additionally, it is a good idea that such career aspirations currently being pursued should also be accompanied by a five-year plan. This study has demonstrated that it will be of great value for project leaders to practice team collaboration, communication, knowledge on project management and implement high-impact projects.

A strategic knowledge of the organization's goals should be adopted by project team members while concurrently supporting initiatives of relevance to the organization. Professional growth plans should include a continuous plan to acquire new skills and practices at any stage to improve chances of career advancement. Registering with training plans such as short courses is a valuable way to get knowledge to enhance specific practices. Project leaders should evaluate which leadership styles are applicable; and when and under what conditions they are suitable because situations are varying constantly. Improving on presentation skills will have a huge impact on some aspects of work. An effective manager should encourage employees to spend some time in other departments of the business to gain an understanding of how they operate.

6.5 Organizational Training of Leaders

Conclusion: The study indicated that some employees working on projects were actively participating in decision-making on project selection processes, whereas others did not want to express their views on their involvement in decision making processes in the organization. Employees feel inspired and motivated when their views are recognized by those in authority. Leadership is also a key project success driver that creates direction and vision for the workforce. Ownership without any blame game ownership becomes critically important in the absence of leaders when conducting projects within the company. It should be noticed and stressed that views and opinions of team members should be cherished and respected in project team engagement meetings. Employees are trained by their companies to help develop soft and technical skills in order to progress towards being potential future project managers with management skills for effective utilization of project resources.

Recommendation: Leadership training programmes are specialized courses that are mainly designed for project leaders to acquire leadership techniques to manage a team while practising assertive communication, motivational methods, coaching, and team building. Project leaders are the driving force of a high performing team. A better way to enhance business high level strategies and leadership techniques to achieve ambitious goals would be through the training of organizational leadership. Using this strategy will allow a company to classify either current or future leaders to develop skills such as:

- Management of change.
- Time and resource management.
- Communication.
- Team management.
- Managing conflict.
- Strategy development.
- Business analytics.
- Decision making.
- Coaching and team empowerment.
- Emotional intelligence.
- Project management.
- Budgeting and accounting, and
- Expectations from competent employees.

Conclusion: Soft skills such as communication capabilities, teamwork, time management, emotional intelligence, personal habits, language skills, and leadership qualities are regarded as interpersonal attributes that are required for better performance in the workplace. These skills are a collection of personality traits illustrating one's association in a community. However, technical skills such as having the ability to do the work are essential for the effectiveness of project leadership in the workplace. Competent project leaders are required to be trained on the supervision of employees to manage their workforce appropriately. The research project also indicates that there are a lot of things occurring on site and project managers are expected to play an oversight role for project activities. Furthermore, it can be presumed that a project manager with the right leadership competencies is required to collaborate effectively within project management settings.

Recommendation: Expectations are crucial areas of knowledge and the skills required of employees to perform their day duties well. Therefore, those in management and leadership positions should be expected to train employees on these critical areas of knowledge, which are imperative for carrying out job roles and responsibilities effectively and proficiently. A project vision should be made clear so that all team members are fully aware of what is expected of them to attain the set goals. Expectations of good performance are normally said to require going beyond job descriptions. The study made it clear that project managers are required to convey the essence of the performance expectations to their project team members. Therefore, effective project managers should establish team culture and values to be practiced in the workplace. It is highly suggested that many corporate companies should embark on establishing employee development programmes to ensure that employees start to see continuous growth within their

company. Furthermore, succession planning should be adopted aggressively to identify current and future leaders of the organization concerned. It is also recommended that employees should not only complete training courses, but that they should also fully understand the material and equipment so they can perform to the best of their abilities. It is no longer sufficient to only train the workforce. Companies should establish development programmes for employees that principally address every part of job expectation.

6.6 Management Aspects

Conclusion: It should be stressed that management is defined as a discipline principally relating to the functions of organizing, planning, coordinating, directing, and controlling and monitoring. Utilizing these management principles in project environments is quite critical to achieve organizational goals and objectives. All project resources required are said to be optimized properly during the project implementation stage. It is also stated that management is an essential part of living and is crucial whenever efforts of human beings will be needed to accomplish anticipated objectives. Planning is said to be more important than soft and technical skills as it is mainly defined as the process of carefully thinking about the activities required to achieve a desired goal. Planning is a core part of professional occupation in the work industry. Resources planning is of critical importance in project environments in order for them to stay competitive in the petroleum industry. Management principles in project environments should be considered as critical for accomplishing organizational goals competently and excellently.

It should also be noted that physical, financial, human, and informational resources are required for employees to be appropriately managed. Management is defined as a set of principles that relate to the main functions of organizing, planning, coordinating, directing, controlling, and monitoring. Applying these management principles in project environments is critical for accomplish organizational goals efficiently and effectively. Physical, financial, human, and informational resources should be managed appropriately. Management is a fundamental part of living and is crucial whenever human beings' efforts are undertaken to attain desired objectives. Planning is vitally important for project activities to be conducted successfully.

Recommendation: Management is defined as the art and science of accomplishing set goals through the usage of people. Management also includes supervision to monitor employees in ensuring that they do what they should be doing. Within the rapidly changing business environment of today, managers are encouraged to act with agility in their tactics in terms of how to handle people in the workplace.

Findings revealed that there are some major aspects of management that one needs to be trained in, namely: the conceptual aspect of management, the technical, the human and the

designing aspect of management; all of which should be adopted by project leaders to ensure that a project is managed holistically.

6.7 Top Management and Operations

Conclusion: Top management is defined as managers holding senior positions within an organization who are responsible for overseeing and governing the entire organization. These managers strategically develop plans, goals, policies, and procedures as well as making decisions that will affect the direction of the entire company. Top management comprises the senior executives of a company and these types of managers create an organizational vision for both a short- and a long-term vision. Business operations mainly serve as a guide in an organization to facilitate collaboration between diverse departments to make it much easier for an organization to operate and cooperate with its internal stakeholders. The day-to-day activities of a company are part of its operations. The study indicated that responsive managers get the best results from their project team members. Top management support for projects has become crucially important, as it helps project leaders to perform exceptionally well. However, there are a lot of forces at play during the implementation of a project within an organization, so proper project management is expected to be applied to ensure the smooth running of a project. Therefore, a risk management technique as a critical leadership competency should be applied to mitigate any potential threats for the realization of projects. Most of the participants stressed that their leaders are not happy with the involvement of senior managers on the ground operations of the company.

Recommendation: Senior managers are expected to be highly responsible for the welfare and the survival of a company, so they are its lifeline. The direction and vision of a corporate business are crafted by these types of managers. Therefore, a project structure should be established in the organization to guide projects so that they act significantly as a vehicle whereby a business strategy is implemented. Proactive planning with good communication skills should be at the heart of project managers' agendas to efficiently support the competitive strategy of the company. It is recommended that junior members should be allowed to feel welcome in a team. Project leaders are also greatly encouraged to build cohesiveness within teams as well as good relations between team members. Transparency with team members is recommended to be enforced by project leaders to avoid ambiguity. Top management support should be intensified to back up business operations on the ground.

6.8 Leader Behaviour

Conclusion: Leader behaviour is mostly well-defined as the qualities and actions, that can result in making an individual effective as a leader. It is also viewed as the process whereby a leader can govern, give guidance, direct, and positively influence the work activities of other people, to

achieve the required goals of a company. The success of any leader in a project environment is largely based on their behaviour, as a leadership competency instead of their natural qualities.

It is further explained that these actions and approaches can be learnt to intensify the efficiency and effectiveness of those team members who are around project leaders. The researcher proposes that these actions and approaches can be learnt, to intensify the efficiency and the effectiveness of those team members. It is shown by the study that competent project managers are not expected to make decisions on their own. Therefore, a consultative approach using good communication skills will bring a common understanding among the team members and the stakeholders. The study demonstrated that competent managers are required to communicate with their teams always for visibility and alignment in the workplace and this shows powerfully that communication is an effective tool to exchange information with stakeholders. Some research participants decided to remain neutral on whether project leaders' behaviour could be predictable by team members or not, but the research participants did not want to share their sentiments on the predictability of leaders.

Recommendation: Employee supervision needs leadership traits such as motivation, effective communication, team building, rewarding achievements, a democratic leadership style, good listening skills, open and honest discussion, and encouragement of innovative thinking, etc. As a leader, you should always create a conducive environment for your employees to enjoy working to the best of their abilities. However, proficient communication amongst stakeholders should be adopted by project leaders as a basic skill in the workplace. It is further highlighted that a participative leader style should be applied by project leaders in project settings, to accommodate brainstorming processes. There should be a strategy in place to make sure that team members are attending courses conscientiously and are obtaining the necessary information that would assist them to carry out their tasks.

6.9 Recommendations for further studies

- Evaluating the difference in impact between project leadership and project management in petroleum projects in the Western Cape.
- An evaluation of management competencies ideal for effective project execution in petroleum projects in the Western Cape.
- Investigating the impact of participative leadership on project team performance in petroleum projects in the Western Cape.
- Investigating the project key success drivers appropriate for petroleum projects in the Western Cape.

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APPENDICES
Appendix A: Questionnaire

TASK-FOCUSED LEADERSHIP COMPETENCIES AND THEIR EFFECT ON PROJECT TEAM MOTIVATION IN THE PETROLEUM INDUSTRY, A SELECTED PETROLEUM COMPANY IN THE WESTERN CAPE.

You are kindly requested to complete the research questionnaire and be as objective as you possibly can be, the subject of the study wants to identify task focused leadership competencies and their effect on project team motivation. This is an academic exercise; simply respond to the questionnaire, do not write your name or that of your company.

SECTION A: BIOGRAPHY kindly tick the applicable boxes

What position do you hold in your company?

Supervisor	Project leader	Project manager	Other
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If other, please specify.....

How long have you been with the company?

0-3 years	4-6 years	7-9 years	10+ years
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How many hours do you work per week?

Less than 40 hrs	40-45 hrs	46-50 hrs	51+ hrs
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What is your level of education?

Grade 8 - 11	Grade 12 - failed	Grade 12 passed	Grade 12 and above
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What is your marital status?

Never married	Married	Divorced	Other
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If other, please specify.....

What is your age range this year?

18-22 years	23-27 years	28-32 years	33+ years
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How many children do you have?

None	1	2	3+
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How old is your first born?

10 - 15 years	16 - 20 years	21 - 25 years	26+ years
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Do you have a child who has matriculated and qualified for tertiary studies?

No	... is in matric failed matric	Don't have children
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SECTION B: LIKERT SCALE: The Likert scale is used for ranking the response on a sliding scale from 1-5. Strongly disagree = 1, agree = 2, neutral = 3, agree = 4 and strongly agree = 5.

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	TEAM EVALUATION	0	0	0	0	0
1	We work together effectively as a project team	1	2	3	4	5
2	We are fully prepared for the work to be done on a daily basis	1	2	3	4	5
3	The company has empowerment programmes for the employees	1	2	3	4	5
4	Funding is provided for people to further their education	1	2	3	4	5
5	The management makes the final decisions at our workplace	1	2	3	4	5
	WORKPLACE CONDITIONS	0	0	0	0	0
6	The organisation recognizes and rewards good performance	1	2	3	4	5
7	Getting recognition motivates the employees to perform well	1	2	3	4	5
8	The organisation always encourages workers to get trained	1	2	3	4	5
9	There are strict safety policies and procedures to be followed	1	2	3	4	5
10	The company works hard to improve employee working conditions	1	2	3	4	5
	CAREER ASPIRATIONS	0	0	0	0	0
11	I'm content with my present level of education	1	2	3	4	5

12	I like to further my education to allow for personal growth	1	2	3	4	5
13	My desire is to be an effective manager in a successful firm	1	2	3	4	5
14	If I had money, then I would have opened a business by now	1	2	3	4	5
15	I need affirmation to enable me to develop as a potential manager	1	2	3	4	5
	ORGANISATIONAL TRAINING OF LEADERS	0	0	0	0	0
16	I participate in decision making on project selection processes	1	2	3	4	5
17	I feel motivated when my views are listened to within the team	1	2	3	4	5
18	Leadership plays a crucial role for a good project performance	1	2	3	4	5
19	I take ownership for team decisions in the absence of leaders	1	2	3	4	5
20	Teams perform better when the leaders are visible at the site	1	2	3	4	5
	EXPECTATIONS FROM COMPETENT EMPLOYEES	0	0	0	0	0
21	A good leader must have been trained in employee supervision	1	2	3	4	5
22	A competent leader clearly outlines the project processes	1	2	3	4	5
23	A competent manager takes charge of situations responsively	1	2	3	4	5
24	Technical skills are primary to effective project leadership	1	2	3	4	5
25	Soft skills are critical for effective team project execution	1	2	3	4	5
	MANAGEMENT ASPECTS	0	0	0	0	0
26	Planning is more important than soft skills if work is to be done	1	2	3	4	5
27	Soft skills are more critical than the ability to plan the project well	1	2	3	4	5

28	Resources planning is more critical than soft skills in projects	1	2	3	4	5
29	Technical skills are much more critical than resource planning	1	2	3	4	5
30	Good project execution comes from top management support	1	2	3	4	5
	TOP MANAGEMENT AND OPERATIONS	0	0	0	0	0
31	Responsive managers get the best results from team members	1	2	3	4	5
32	Top management interferes with effective project execution	1	2	3	4	5
33	Top management support helps project leaders perform well	1	2	3	4	5
34	Team leaders are not happy with senior managers' involvement	1	2	3	4	5
35	Top management obscures the effectiveness of a project leader	1	2	3	4	5
	LEADER BEHAVIOUR					
36	A competent manager should not make decisions on his/her own	1	2	3	4	5
37	Competent managers do not need to communicate to teams always	1	2	3	4	5
38	A competent manager must not consult too many other people first	1	2	3	4	5
39	Leaders who communicate effectively will be more influential	1	2	3	4	5
40	A competent leader cannot be predictable by the team members	1	2	3	4	5

SECTION C: OPEN ENDED SECTION

REQUEST 1: Identify 5 types of behaviour by your manager that motivates you to perform

.....

.....

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.....

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REQUEST 2: Identify 5 types of behaviour by your manager that de-motivates you to perform

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

REQUEST 3: Identify 5 types of leader behaviour you would use if you were the project leader

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

THANK YOU FOR RESPONDING TO THE SURVEY – YOUR IDENTITY IS PROTECTED

Appendix B: Ethics Clearance Certificate



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

Office of the Chairperson Research Ethics Committee	FACULTY: BUSINESS AND MANAGEMENT SCIENCES
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The Faculty's Research Ethics Committee (FREC) on **14 September 2021**, ethics **APPROVAL** was granted to **Siyambona Madokwe (207177694)** for a research activity for **M Tech: Business Administration in Project Management** at the Cape Peninsula University of Technology.

Title of dissertation/thesis/ project	Task-focused leadership competencies and their effect on project team motivation in the petroleum industry, a selected petroleum company in the Western Cape Lead Supervisor (s): Dr L E Jowah
---	--

Decision: **APPROVED**

	16 September 2021
Signed: Chairperson: Research Ethics Committee	Date

The proposed research may now commence with the provisions that:

The researcher(s) will ensure that the research project adheres to the values and principles expressed in the CPUT Policy on Research Ethics.

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.

The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.

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.

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.

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.

No field work activities may continue after two (2) years for Master's 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 065

Appendix C: Permission to Research Letter



Engen
Petroleum Limited

Engen Court
Thibault Square
P.O. Box 35
Cape Town 8000
Republic of South Africa
Reg No. 1989/003754/06
Tel +27 (0) 21 403-4911
Fax +27 (0) 21 403-4067
Website: www.engen.co.za

Telephone : 021 403 5225
Email address : Desmond.Peters@engenoil.com
Enquiries : Desmond Peters Date: 10 March 2021

TO WHOM IT MAY CONCERN


This is to confirm that Siyambona Madokwe (student no: 207177694) is permitted to conduct a research study at Engen Petroleum Limited under the Engineering Department. On behalf of the company, I'm therefore, writing to formally indicate our awareness of his project research study, a student at the Cape Peninsula University of Technology. This letter serves to inform that approval is hereby granted to the above-mentioned student to proceed with his project research in our organization.

We will assist with the information that is deemed necessary for the study. I trust that you find the above in order.

Yours faithfully

Signature: 

Designation: Engineering and Maintenance Manager

 A PETRONAS subsidiary company

Appendix D: Language Editor's Certificate



104 Sarel Cilliers Street, Napier, Western Cape, South Africa Cell: +27 72 244 4363 / +27 82 807 0134
Email: info@busybeediting.co.za / brendavanrensburg2@gmail.com Website: www.busybeediting.co.za

Proofreading and Editing Certificate

TO WHOM IT MAY CONCERN

This is to certify that we Hugo Chandler and Brenda van Rensburg the owners of Busy Bee Editing are both professional freelance proof-readers and editors.

We have completed the proofreading, editing, syntax, language editing, layout, spelling, grammar and reference check to the best of our ability on a 35,587-word Dissertation Proposal titled: Task-focused leadership competencies and their effect on project team motivation in the Petroleum industry, a selected petroleum company in the Western Cape for Siyambona Madokwe, Student No. 207177694 submitted in partial fulfilment of the requirements for the degree of Master of Technology in Project Management in the Faculty of Business and Management Sciences at the Cape Peninsula University of Technology.

Hugo Chandler

Hugo Chandler

Brenda van Rensburg

Brenda van Rensburg

Date: 17 November 2021

Appendix E: Plagiarism Report

Task-focused leadership competencies and their effect on project team motivation in the Petroleum industry, a selected petroleum company in the Western Cape

by Siyambona Madokwe

Submission date: 22-Nov-2021 12:45PM (UTC+0200)
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