



Factors affecting effective execution of projects at a selected government services delivery agency in the Western Cape.

by

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Signed

8 August 2022

Date

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ABSTRACT

Every year, a project is undertaken in different departments of the government. The outcome of the completed project may be impacted by many departments being overseen by various management, who have different interests and various project objectives. The same government agencies struggle to establish the reasons for project delays. The delivery of uncontrolled projects is a significant and growing difficulty in the Western Cape since many departments experience delays (in terms of time), overspending on the budget, poor quality, and safety concerns, all of which lead to unfinished or failed projects. The basic goals and objectives of all government agencies are to offer fair execution of public services that are aligned with government policy and to maintain the stability of legislative administration. The research is based on prepared questionnaires, face-to-face, virtual, and telephonic interviews, available literature, and ideas or advice from senior scholars. The research was a combination of qualitative and quantitative (mixed research methodology) using a descriptive research design. The research collected data on the challenges faced by government entities and has recommended solutions that may be ideal for the effective correction of the current problems. The findings indicate that government initiatives are managed by inexperienced project managers and there is a critical shortage of soft skills like inadequate communication, insufficient planning, and little control over the project's life cycle.

Key words; Outsourcing; Project leadership; communication; stakeholders; financial management; legal framework; impending factors in project delivery; and Quality management.

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CHAPTER 1 INTRODUCTION

Each term, government organizations in South Africa face large-scale project delay rates, often exploiting billions of Rand in an incomplete project. The same government struggles to identify the causes of project delays, engages with expensive experts to assess and improve the list of delayed assignments, and regularly changes what initially seemed well-planned, well-organized project plans which are destined for success (Discenza & Forman, 2007:1-4)

Provisions of project delivery are critical to the very certainty of the government's agency. However, Western Cape has an extensive growing challenge of uncontrolled project deliveries because many departments suffer from adjournments (time), budget overspends, poor quality, safety concerns, and result in deserted project delivery. Disappointingly, these situations have posed a significant challenge in Western Cape and are sometimes triggered by delays in project approvals, project stakeholders from applicable government authorities, project quality measures, expertise concerns, steering problems, and the presence of economies of scale and change in governance authorities. As a result, most public projects have been delayed or failed, while others have not passed the conceptualization stage. However, public discontent with government delays in meeting its social and governance expectations has increased (Mazibuko-Madalani, 2016:983-999). For instance, the initial and current state of human settlement, which was under review to improve the delivery of a better and affordable settlement, experienced difficulties-such as material supply chain distribution as well as low productivity due to the reduction of labour forces on site (Social Housing Regulatory Authority Report 2020/21:22).

To measure such challenges, the introduction of a project delivery model, scholars have introduced the use of a project delivery model in project delivery monitoring and control. Only a competent and operative government can offer a project delivery model that can satisfy the needs of the public (Tomlinson, 2007: 77-86). A dysfunctional public project may cause the relationship between the public and those who govern to become severely strained, characterized by grievances and confrontations (Tomlinson, 2007: 77-86). Therefore, forming an operative government project must be primarily accepted and understood about how well it is equipped to bring a successful project to the public. Although outcomes may be affected by numerous external factors of the Western Cape government's control, such as the increase in poverty, the leadership involved in the project, and the country's past, which refers to the influence Politicians have on projects. It is within historical facts that from 1994 to date, the leading party of South Africa, the African

National Congress (ANC), obtained from the apartheid government with observations of inheritance of scarcity of resources and nearly bankrupt state (Reddy, 2010: 66-87). South Africa (S.A) underwent a reformation and reversed the intentions that were intended by the apartheid regime, which claimed adjournment in developing the legislation that converted into many sections of legislation and policies that resulted in service implications delays. However, concerned external stakeholders caressed that the results were unsatisfactory to the public.

Government introduced (Personnel Management Program System) personnel management programs (PMPs) focusing on the effects of public servant's service implementation. However, the PMPs's mainly focus on the employee's performance; this system focuses on factors related to the job, knowledge of performed duties, the application of premade organization standards, and the skills expected or required from the lowest-to-top management level of employment in the public service. Government amendments need to be speedy in project delivery to improve the duration of the projects carried out, and national, provincial and local government departments are the primary drivers of the projects/service provided to the public, should not only improve the working environment, it needs to speed up the process in approval and limit levels of authorities that needs to approval before implementation; which delays the outcomes of the service rendered, but also provide adequate training to employees so that they are capable of carrying out the project specifications properly. In addition, the Western Cape South African Social Security Agency must outline mistakes applied during and after the project completion, worsening the challenge of skills shortages (TUT 2007:81-98).

1.1 BACKGROUND

One of the fundamental principles of the public departments is to develop the general wellbeing of the public society by providing services to the public according to their requirements, which plays a vital role in the country's economy (Linna, Pekkola, Ukko & Melkas, 2010: 479499). In contrast to private sector impetuses, all government entities' two primary goals and objectives are to provide unbiased execution of public service aligned to government policies and stability of legislated administration. These public sector objectives have led to bureaucratic management within the government departments that are the purposeful inhibitors of change or development. Unlike the private sector, all government agencies and departments are not under pressure from rivals to innovate in the near term and hence thrive in the long run. The government entities best believe in retrospective action, which delays the current proposed project (Agricultural Land Report Projects, 2019:144).

All nine provinces face different challenges to shared governance, which are proved by the violent demonstrations and protests. There is a considerable number of expanding expressions of the unhappiness of the stakeholders of municipalities and provincial

government services as evidence. At some point, many public servants were suspended with allegations of financial misconduct, fraud, theft, and dishonesty, which caused a delay in the services rendered to the public. According to Carnie (2022:3), South African tap water, as validated by the Blue Drop study, shows an alarming drop in water quality and management practices in rural areas and small towns and cities. The Western Cape (WC) Census population impends a growth with a total population of 5 822 734, which accounts for 10.3% of the South African population and equates to a growth rate of 11.2% since Census 2011. This growing population is happening in a situation of an unmanageable national financial environment. In terms of revenue, the forecasted sluggish economic growth would result in lower-than expected tax revenue collection, increasing the national budget imbalance even further. This has resulted in a further reduction in the independent credit rating, which has a detrimental impact on the provision of financing to government bodies and municipalities. This has placed increasing pressure on services rendered, especially health, education, and social development services (Stats SA, 2019:20-24).

Another common ignored damaging indictment of government is the lack of skilfulness and qualified candidates that can effectively occupy the positions issued according to the specified requirements. The government's sensitivity that makes media headlines is that many public sector employees are parasitic, unproductive, and do not adhere to the norms of ethical behaviour (Phillips, 2012: 32-40). The organizational implementation challenges state the level of user dissatisfaction and the disincorporation of the system into the development processes.

Another legacy from post-apartheid government mismanagement is severe procedural problems. The main procedural problems include Coordination of early planning, followed by submittal of planning permission delay for the project. Although these kinds of problems arose mainly from the line of authority's practices during the post-apartheid regime, the problems are still present, and, in some cases, they have worsened since the independence of the democratic government in 1994. According to Diallo and Thuillier (2004:19-31), a country's development can only be successful if project delivery is maintainable and sustainable.

In 2015 there was an introduction of outsourcing services to increase the rate at which the projects are functioning, which was to assist the government to render speedy implementation of services to the public not only to introduce the services but to deliver the projects within the scope of time. Cram (2015: 23-35), in an article titled "Public sector outsourcing is here to stay", claims that outsourcing is adopted as the main dominant player in distributing services to the public. As a result of the approval of external stakeholders at all levels of government, recognizing fundamental tendencies ranging from innovation to chore management will be

designed as the key to project success. Meanwhile, it is blamed that outsourcing is a shift of control from government authorities over project execution.

1.2 DECISION-MAKING AND MANAGERIAL CONTROL

Decision-making and managerial control are difficult in government services due to the origins and cultural values of the organization. Performance and productivity metrics are essential in advancing the best value and efficiency and are concentrated for public relevance (Alan, 2000:263-275). The cost, resource allocation, and service quality measurements demonstrate the effectiveness of the implemented approach and may be combined to produce a public scheduled performance index. The factors of project application excellence are recognized as the promptness of operation, innovation, capacity consumption, adaptability, and social effectiveness (PMBOK guide, 2013: 315 - 481). Stakeholder integration illustrates the link between project outcomes and total productivity effectiveness.

The primary goal of assessing performance is to help government organizations learn how decision-making procedures or practices contribute to success or failure and how to improve for future project deliverable endeavours. The following are the main mechanisms of a successful performance measurement system:

- Well-defined, quantifiable, and actionable objectives result from management and project level operations.
- Eliminating performance metrics that may be used to assess how successfully undertaking, management, and project objectives are accomplished.
- To establish criteria against which progress aimed at achieving goals can be limited.
- Reliable, repeatable, and verifiable data
- Learning and responsive systems ensure continual improvement of an organization's procedures, performance, and outcomes (FFC, 2004).

The incorporation of qualitative and quantitative performance indicators is communicated using current project management processes and procedures (DOE, 2000:413.3). These indicators are used for crucial resolution points in internal and external stakeholder assessments to determine whether a project is ready to move forward.

In most private firms, top project managers use these metrics to assess project progress and determine if further effort or corrective actions are required. On the other hand, government departments do not reap the full benefits of these measures due to a lack of a benchmarking system to review data to identify patterns and practical strategies or to compare actual performance with projected outcomes.

The target for projects to improve in a long-term process, in the planning and execution phases benchmarking and project performance measures should be used, even after the project has been completed (Lankford, 2000:57-62).

This structure demonstrates how project management procedures work with project resources as inputs to produce project plans and how these plans and resources become inputs for the project's completion. Multiple projects are evaluated through other projects' performance and benchmarked against previous project objectives. The performance gap is identified by comparing output measures with performance targets. Following the conclusion of project deliverables, an evaluation must be completed to determine what works effectively and where improvements in procedures and project teams are required for future projects. NRC (2004) Project outcomes are reviewed to discover lessons learnt during the project, which may be utilized as inputs for response mechanisms to enhance policies and procedures and route changes in decision-making, and other project approaches.

Figure 1.3 illustrates a method for monitoring project performance that can improve ongoing and future projects by identifying patterns and bridging the gap between expected and actual performance.

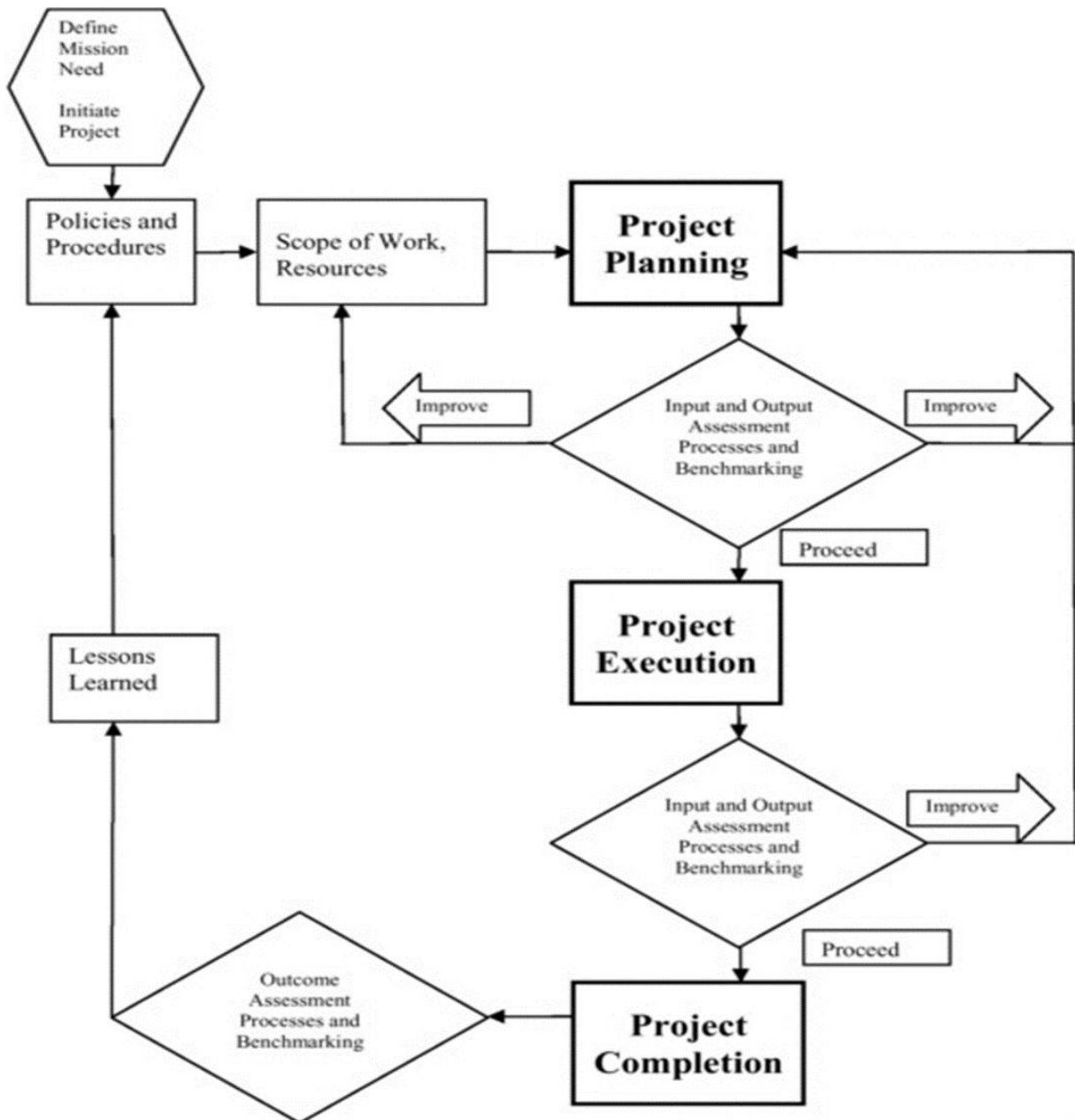


Figure 1.1: Controlling project performance model

1.3 PROJECT DELAYS CAUSES

The causes of project delays have been mentioned as a hot topic in recent years by professors, professional leaders, government officials, and social critics worldwide, resulting in substantial literature on the issue. The more the project delays, the more projects are classified or considered as failed projects. Frimpong et al. (2003:321-326) found many causes of failure in multiple project assessments. All projects differ due to inherent distinctions that occur during the project cycle, and no project is identical to another (Mir & Pinnington, 2014:202-217).

Nonetheless, there are common influences of project delays, such as geographical location and socio-cultural circumstances. However, research investigations have revealed several that run across the project management literature, such as expertise or knowledge, money, planning, resources, communication, scope modification, and socio-cultural factors (Fugar & Agyakwah-Baah, 2010:103-116).

1.3.1 Project Approvals Processes

In most government projects, there are two types of procedures: The Authorization process for approval and the Planning permission procedures.

The project approval for government departments is to limit regulatory obstacles and provide equal access to all public servants residing in the province. The decisions of approval are implemented by the trendy practice of restricted powers and have a focusing effect. This means that various administrative departments inspect all aspects of the projects during the approval process. This also has a broadmindedness effect on the project. After the agreement has been reached and approval is granted, any other upcoming requirements to omit the project or to eliminate or modify are ruled out.

The approval process usually lasts three months for completion, unlike the planning permission procedure, which has no strict time limits. During the planning stage, the authorities regularly examine the project's purpose. The regulation in the administration procedures Act allows the public to participate in the planning permission procedure.



Figure 1.2: Schematic of a scheduling procedure from the perspective of the general public

Government projects involve a high volume of political participation, involving different opponents and more duration in policy discussions.

Regardless of the standards, requiring project approval incurs bureaucratic expenditures. Therefore, the rule formally imposes more stringent approval conditions. An approval package must be created and evaluated, and each submission is subjected to quality control.

Project approval requirements include characteristics of a project objective, departmental occupancy in the project planning stage and quality assurance. There is precedence for imposing project requirements (Niagara, 2015:35). The longer the duration, the more the benefits of reducing administration costs, but it carries the risk of approved data might be late

dated. A concern is whether the short-term project compared to the long-term project's approval process would raise the risk to cost usage.

Stakeholder approvals are required as part of the project design-and-documentation process and are generally required at the project's plan design, design development, and contract documentation stages. The project's success or failure is determined by the team's performance meeting the client's documented expectation standards. Giving a clearly defined set of the expected standard will allow the client's expectation level to be met and place the groundwork for the client's perception of the completed product. Conversely, the absence of acceptance of expectation standards can lead to delays in delivery dates, development cost overruns and low stakeholder satisfaction levels.

These requirements should be clarified in the agreement between the stakeholder and the design or documentation consultant.

1.3.2 Funding

In project management, funding is referred to as financing of short and long-term agreement of the actual project work, making us a non-recourse or limited financial structure. The project generates cash flows to pay back the debt and equity used to finance the project. One of the highest observed critical factors that cause adjournments in projects is the financial-related factors (Alaghbari et al., 2007:192-206). While Sweis et al. (2007:665-674) state that financial complications faced by many outsourced organizations roots the delay in projects, which are caused by many changes that project stakeholders apply within the duration of the project life cycle. This affects the project cost/budget, which will increase due to the material that needs to be procured. Delay in payment of outsourced organizations will jeopardize the organization's cash flow. As a result, payment delays slow the delivery of project deliverables since many contractors and suppliers are under financial pressure. Payment delays also prevent the supply of materials needed for the project from moving forward, which is a reality in most government organizations.

The process of monitoring, modifying, and analysing the cash that flows in and out of a project is referred to as project cash-flow management. According to Ward (2008:225-238), it is critical to control the cash flow so that the project may prevent long-term liquidity shortages that can result in a significant imbalance between cash inflows and outflows. Cash flow is the pulse of project success or failure, and if cash flow is effectively handled, it is simple to finish the project successfully. As a result, a project's success depends on effectively managing cash flow. To achieve this, perform frequent cash flow analyses to spot any issues as soon as they arise (Ward, 2008:225-238).

1.4 COMMUNICATION

Communication is a two-way message transcript that is heard and understood from the sender to the receiver in different forms of format.

The following communication areas are the paramount communication flows in the project:

- Information exchange internally with the internal stakeholders of the project
- Manageable data (all stakeholders share appropriate project data, keep communication flowing, and changes in the project are communicated, etc.)
- Marketing of the project

According to Moser (2010: 31-53), communication management needs to be regularly checked, reviewed, and updated according to the specifics, so that it can reflect any changes to the project or its stakeholders. There could be done by:

- Gathering and analysing data
- Creation of communication space internally and externally
- Programme or share communications from sender to receiver and ensure the message is received and understood.
- Safeguard all communication reports, files, audits, or documents,
- Back-up of any deposited communication
- Availing of any retrievable communications during project closure or a set time, date, year, and location/area.

1.4.1 Communication lines in Projects

The importance of communication is to identify the methods of communication in the initial stage and manage the information (Fisk & Reynolds, 2010:36). Thus, information in projects flows in a two (2) way line, which is Formal and Informal communication. In most organizations, formal communication is vital for record purposes, where the management can track and measure the progress within the information shared and recorded.

The flow of many lines in an upright, straight, or diagonal pattern, whether direct or indirect, written or spoken, can be used to identify effective communication (Tubbs & Moss, 2008: 477490).

In projects, upward communiqué is from the lower level or ground workers to middle management, while downwards communication is from Top management to middle

management to lower level or ground workers. Indirect or direct communication refers to the internal and external stakeholders affected by the project directly or indirectly. A circular communication has the upper hand in project progress because it is the communication that involves everyone in the project and is transacted instantly to all participants of the project (Benita, 2012:72-76).

1.5 INEFFICIENT PROJECT LEADERSHIP

The Government knowledge that the public has today disables the organization to manage the public projects appropriately to ensure that the deliverables of the desired project quality within the scheduled time frame are encountered. According to Dessler's conduct, proper management for public projects to ensure the delivery of the desired quality within the required time is encountered. According to Dessler (2008:56), the absence of physical resources is the first and leading critical resource determining project delay. As a result, competent teams with the necessary expertise in government projects are considered fundamental for project deliverables.

The absence of management results in the above-mentioned resource requirements that cannot be achieved. Conversely, a more severe outcome might wait in the private organization management process in the absence of the workforce.

By tradition, formal report updates are usually communicated regularly in most projects within an agreed time frame which might be in a daily agreement, some in task completion. This prolongs for managers to receive updates and might lead to having to make multiple calls or emails. These delays would inevitably disrupt department/site activities. The Government needs to adapt to change by providing platforms of live real-time reporting that will assist in accessing reports anytime when in need or at any suitable time.

Even when a project plan is adequately performed in South Africa, the project suffers from significant delays. Poor quality results when allocated individuals lack project understanding and pay little attention to planning tools and acknowledged quality rules. This factor accounts for approximately 20% of the project variance. Training must be available at regular intervals to fill the knowledge needs of project team members at the pyramid levels of management. A well-planned recruiting and overshadowing training program for project team members can help avoid these characteristics.

Accordingly, the project management team always try analysing the details, and surprisingly, elementary factors appear to be the leading cause of the delay; when conducted briefly, the project pricing leads to many mistakes. An unwell executed project management plan primes to an inefficient time to achieve the project pricing, which means pricing will be inaccurate by

default. These inaccuracies not only cause a cash-flow problem but also enable the project management team to finish the planned target; this also causes a big adjournment in the project deliverables and pushes the project status to a limit where a recovery plan is almost unmanageable.

Eventually, project plans include more than just financial planning, which incorporates the pricing stage, and the delay may allude from any other stage of the project unless it is well managed with accurate execution of the plan.

1.6 RELEVANCE OF CHANGE MANAGEMENT IN PROJECT MANAGEMENT

Change management refers to the methods and tactics employed to control change inside a project and among all the teams involved. Change management is critical owing to the fast paced phases of project management and, as well as the time and methods for swiftly making changes. This implies that project managers must be able to adjust appropriately (Julie, 2017: 626–629).

Change and Project Management are the two components of change management that must be expressly stated inside project management.

- **Change:** Is a transformation or impact of a project, task, technique or process, structure, or even post-responsibilities that allows project team members to embrace and employ the change in changing or simplifying the project.
- **Management:** The practice of directing a team and monitoring actions to accomplish desired goals or objectives within specified restrictions.

Project managers and specialized teams for change management are frequently involved in the process. In order to properly implement change when it is judged required in their processes and accomplish the project's overall objectives, the manager supervises the project team's activities. Changes to one or more authorized project deliverables, including changes to their scope, timing, or cost, were also included.

1.7 QUALITY DEVELOPMENT

Quality is simply well-defined when the project meets the customer's expectation or the stakeholder's specification according to the agreement, but the quality development is perfecting the expectation within the project's time, scope, and resources.

According to ISO 9000; 2000 quality is the grade to which several essential characteristics satisfy required desires. For the end-user, quality ensures that the appearance, performance, and reliability of the desired project objectives are met within the given value.

Three factors need to be balanced for a project to be successful: Scope (Features, Functionality); Cost (Resources and Budget); and Time (Schedule).

The following diagram shows the three-way constraints relationship that allows management to measure project success or failure.



Figure 1.3: Three constraints in Iron Triangle

According to Abdel-Razek (1998:354-360), the change of scope of any project affects the scheduled (time) plan making use of the planned resources (cost), and the project team opts for shortcuts which result in the reducing the necessary quality of the product. These shortcuts include:

- The non-approved program can affect the performance and reliability of deliverables.
- Applying external solutions or consultation from external sources (outsourcing) or services to reduce schedule can lead to project budget challenges.
- Formal participation of the project team is based on the information given and not on the decision process, which applies to application and not planning.

The shortcuts mentioned above tend to something that is known as practical indebt development in quality. A certain amount of practical debt is acceptable in the project's first and initiation stages, but the more practical debt acquired, the more the project can lead to delay or end up being a failure.

1.7.1 Implications of Non-Adherence to Quality

Low-Income Houses (LIH) development in South Africa has received a massive number of negative responses from the public because the government is more focused on achieving its set target number of houses within the given time frame rather than achieving more quality of houses that will sustain a long-term period of safe stay rather than give a status to the economic development. As a result, most houses are built with reasonable estimates, but due to the target and reflection of the state for specific incidence of the country, such as voting houses are built to meet the target expectation without proper quality planning.

According to Rust and Rubenstein (1996: 98-108), Subsidized housing is typically plagued by same-year issues since outsourced construction is performed without a thorough grasp of the fundamental demands of the end-users, and the developer is not concerned with the kind of housing alternatives that would please the public.

A report stated that the government department had spent over billions on renovations and repairs of the end-products of the project that were poorly executed within the past three (3) years. It is predicted that it would cost thrice the actual amount of one (1) project. This is because the government overspends money to renovate or revamp the project outcomes or deliverables to reach the quantity target than to deliver the quality to the end-user or public. To minimize the escalation of problems of poor quality in projects, government professionals and other stakeholders must be effectively monitoring, inspecting and providing supervision of the project processes and activities from the initiation stage until the finishing stage of the project.

1.8 PROBLEM STATEMENT

Consistently the government agency responsible for development and delivery of social projects has failed to deliver projects. Though this has been talked much about, not much has been done to identify factors responsible for the consistent failures of these critical social projects. Adequate funding is provided for the projects, but they never materialise causing intermittent strikes by employees in expectation of delivery of the projects. Along with these unexplained failures is the absence of transparency about the operations by both the government and the agency involved in the delivery of the projects. The absence of relevant and adequate information about operational issues compounded by suspected resource mismanagement and disregard for ethical standards have been suspected to be causal factors. The influence of good governance stresses the need to identify problem areas and seek to develop a model that may help to improve those areas that affect project lifecycle within the agency. The research is focused on all the five different phases of the lifecycle of

an identified project executed by the agent for the Western Cape community. The study seeks to identify the critical issues at the different phases that might contribute to the eventual failure of these social projects. To eliminate these problems, the research needs to unpack the factors that cause projects to delay within the Western Cape Social Development department agency. This study aims to carry out and highlight the following:

To diagnose the origins of the delays in government projects and to determine the methods of eliminating the multitude of process delays in the government projects in the Western Cape.

1.8.1 Aims and Objectives

1.8.1.1 Aim

The proposed study aims to investigate the critical factors that create delays in project delivery in public institutions and lead to failure, focusing on the Western Cape Social Development department agency.

1.8.1.2 Primary Objective

Identify critical factors that cause public service project delays in the Western Cape Social Development department agency.

1.8.1.3 Secondary objective

1. To determine the critical factors causing public projects delay in the context of the Western Cape Social Development department agency project lifecycle.
2. To determine critical failure factors in the planning phase for social delivery projects at a selected government department agency.
3. To explore the critical elements affecting project success in the execution phase in the lifecycle of a selected Western Cape Social development department agency.
4. Identify critical failure factors in the monitoring and evaluation of the lifecycle phase at a selected Western Cape Social development department agency.
5. To determine control factors during the project life cycle stages of a selected project to avoid of project failure. Identify critical failure factors in the project closeout phase in the lifecycle of a selected project at a selected Western Cape Social development department agency.

1.9 RESEARCH QUESTIONS

- What are the critical factors impeding effective project execution at the Western Cape Social Development department agency project lifecycle?

- What are the critical factors that cause public service project delays in the Western Cape Social Development department agency project lifecycle?
- What are the critical factors causing public projects delay in the context of the Western Cape Social Development department agency?
- What factors affect the life cycle of public service projects concerning the Western Cape Social Development department agency?
- What are the critical elements for public project success concerning the Western Cape Social Development department agency?

1.10 RESEARCH METHODOLOGY AND DESIGN

This research integrates a quantitative and qualitative approach to the investigation. These approaches will allow the scholars to analyse the records collected in a practical technique by exploiting the benefits of both the quantitative and qualitative approaches.

Mouton (2001:55) highlights that for a researcher to conduct proper research, the researcher should use research design as a plan. Project Management textbooks, project Journals from project management field, journals online about projects, and articles from the newspaper are to be used to formulate the literature background review of the current study. The researcher will draft a sum of questions that will be distributed physically to the participants. According to Saunders et al (2012:48), quantitative research is likely linked with positive and readable results, mainly when used to quantify the collection and analysis of data. This kind of research is simplified able. Saunders et al (2012:48) suggests that explanatory readings constantly look to discover an underlying relationship between variables of a study.

1.10.1 Target population

As stated by Welman and Kruger (2002: 46), a solution to the problem is discovered from the data collected in the researcher's selected study. The envisioned population of this study will come from all the employees who are directly and indirectly with projects of government organizations in the Western Cape SASSA and far more neighbouring provinces and municipalities. The targeted people are project team members at low levels, heads of departments, which include Department Managers, Project Managers, Project Administrators, Auditors, H.R officers and public servants affected by the project.

1.10.1.1 Sampling methods

A minimum of 80 respondents will be consulted for a fair and adequate understanding of the outcomes or results. If one of the government agencies or organizations agrees in principle to

cooperate with the research, the respondents will then be randomly selected using the subjective sampling approach.

1.10.1.2 Sample size

Jowah (2015:77) suggests that the minimal errors in the margin are results of a larger sample applied; researchers should allow 30% for allowance of accurate improvement. The sample will also comprise the public indirectly and directly affected by government projects. A target of 100 government employees from different offices, ten government project managers, and ten office managers will be used for this research.

1.10.2 Data Collection

According to Felix-Brasdefer (2002:41-52), a researcher is responsible for assessing the techniques accessible for collection and selection of appropriate data that can best give the projected hypothesis, namely practical competence, and that will permit the correct interpretation and accurate consistency. The researcher will use adequately designed questionnaires, interviews that might be face-to-face, virtual, or telephonically, available literature, and ideas or advice from the senior scholars. Researchers should note that the techniques used are for obtaining data or any information linked to the study. According to Jowah (2011: 149) postulates that one of the tools or instruments used to collect and gather data from a selected target respondent to research for an understanding of a phenomenon is the use of questionnaires.

The questionnaire is divided into three section being the Biography, Likert scale and Open ended. The questionnaire is designed to be simple and complete, allowing the researcher to obtain accurate data from the selected respondents to answer the research topic. The questionnaire will be divided into series, affecting the sensitivity of the many stakeholders participating in the project.

1.11 ETHICAL CONSIDERATION

According to Jowah (2011:146), many study participants are willing to provide a considerable quantity of personal information when a study is being done; as a result, the researcher must ensure that the data provided to him is kept confidential. The researcher must ensure that all participant information is handled in complete privacy to uphold human dignity. All respondents were requested not to write anything that might disclose their identity throughout the data collection for the study. This was done to comply with the research's ethical standards since secrecy and anonymity were assured. All respondents were told about the study's purpose and were not compelled to participate.

1.12 CHAPTER CLASSIFICATION

Chapter 1: Proposal and Questionnaire

Chapter 2: Literature Review

Chapter 3: Project management knowledge areas

Chapter 4: Research design and research methodology

Chapter 5: Data cleaning, editing, analysis and illustration

Chapter 6: Summary of findings, conclusions, recommendations, and limitations of the research

1.13 CONCLUSION

This study focuses on factors that impede speedy implementation of project delivery in the selected agency within the western cape government.

The factors that this research is based on show the impact on the deliverables of the projects within the Western Cape Social Development department agency. In various ways, projects can improve and change to a better accurate government quantified public service representative of service rendered to the public. The transformation of the processes can result in a positive perceptible view, growth, and acceptance of project deliverables within the budget and time.

There is no project without stakeholders involved in it. The stakeholders prefer a project with a well-established start plan and visible methods to finish. A practical project must be competent to the public it serves.

CHAPTER 2 LITERATURE REVIEW

2.1 INTRODUCTION

Given the socio-economic challenges facing South Africa, such as housing backlog, service delivery challenges, provision of clean public water and adequate sanitation, there is a need for the effective implementation of public projects as well as the proper use of public funds and to ensure that capital intensive projects are fulfilled. This is essential to improve the quality of life among South Africans (Makubayi, 2020:15). To ensure the effective execution of public projects and other services, the management of public finances needs to be free from corruption. There is also a need for effective public management rooted in the need to improve the quality of life for all. Corruption and rent-seeking activities among public officials tend to deprive citizens of realizing essential public utilities that arise from the revenue collected. The study discusses critical factors for the success of public projects, public leadership, and effective strategic leadership in South Africa. All disciplines, including psychology, management, sociology, public administration, political science, and educational administration, are interested in leadership and management (Harris & Kuhnert, 2008:47). Despite the stated premise, many times, people have witnessed a previously good leader transforming to a less favourable one. Leadership failure and negative behaviours threaten effective public project management. Such vices as dishonesty and corruption in public offices threaten the successful management of public funds. There is a need for consistent managerial behaviour among all holders of public offices. This phenomenon seems to be spread in all areas. One can think of the politician who was great at the time of getting into power but became unpopular with time due to abuse of public funds. The religious leader who attracted many followers and later became unethical or the great manager who brought back the financial fortunes of a public institution in the first years but as time went on started making senseless decisions that led to the collapse of service delivery

2.2 THE CHALLENGE OF PUBLIC SERVICE PROJECT MANAGEMENT

Every section or department within the public service and its entities' projects are deemed critical in operationalizing essential public service delivery. These projects are led or directed by different experts with different knowledge of project management. Concurrently within one department, projects are executed by various project teams, with no collective concept of the deliverable of the project. In such a way that the same government entities struggle to identify the challenges that are experienced from planning to execution to deliverable, which results in projects being delayed, and some projects end up failing even before they are started and

often change what was originally well-planned, a well-organized destination which ends up connecting to other set aside project or terminated projects (Discenza & Forman, 2007:1-4). To promote societal development and sound public service delivery, South Africa requires a people-oriented public workforce that is rational, professional and principled in public funds and projects. South Africa has, over the years, invested in public infrastructure and development initiatives which have taken up a large portion of the budget and have been implemented in the form of projects. Therefore, there is a need for the proper and prudent management of public projects to realise expected objectives. Despite these expectations, misuse of public funds and corruption scandals have been unearthed and have affected the success of public projects. De Waal, Van der Heijden, Selvarajah and Meyer (2012:132) contend that recent financial scandals, the credit crisis, its associated recession, and the public outcry over exorbitant compensation have brought the leadership of public projects firmly back into the limelight. Over the years, South African public service employees, in general, have been criticized for poor performance (Mafini & Dlodlo, 2014:2; Ngcobo, 2016:1). Since public sector employees generally provide a service to the public, citizens view poor performance in the public sector in terms of poor service delivery. Among many other causes of this problem, motivation and general low job satisfaction of employees in the public service have received attention (Mavhunga & Bussin, 2017:842).

2.3 THE PROJECT CONCEPT

Project management is the application of information, skills, tools, and techniques to project operations to fulfil the project objectives, as opposed to project management being a transitory undertaking done to produce an original product, service, or outcome—*Journal of Project Management International* (Too & Weaver, 2014:1387). Projects are done under certain constraints such as time, budget, and other resources. As a result, they require proper planning, scheduling, and implementation to meet the required deliverables.

The projectivisation of general operations has become a strategy for efficiency and effectiveness recently (Canonico & Soderlund, 2010:796). Yaghootkar and Gil (2012:126) acknowledge the view in the literature that projectivisation involves the inclusion of broad knowledge bases within a single project. Projects, therefore, are complex and require the interdependence of several specialities. Organizations that adopt this strategy face complexities associated with multiple projects involved. The challenges imply that projects involve higher risk than traditional service delivery undertakings. Project success is determined by three criteria: timely delivery, delivery on budget, and delivery of the specified deliverables. (KPMG Project Management Survey Report, 2013:19). As more and more public institutions

adopt the project approach to boost their performance, successful management of these projects has become a challenge.

2.4 FACTORS FOR PROJECT FAILURE/SUCCESS

Although the study of project success has attracted significant interest from scholars and practitioners, no consensus exists to explain the causes of the success and failure of projects (Koutsikouri, Dainty & Austin, 2006:221). Whereas KPMG Project Management Survey Report (2013:19) sees project success in terms of three factors (time, budget, and deliverables), (Koutsikouri, Dainty & Austin, 2006:221) opines that project success can be considered in terms of five dimensions of work, namely: individuals, teams, process, project, and product. The debate and lack of consensus on the factors contributing to project success in a multidisciplinary context necessitate empirical research to ensure projects' success in the modern business environment. The proposed study will seek to evaluate both known and unknown factors for project success in multi-disciplinary settings.

Given that project success has not considerably increased despite advancements in project management procedures, tools, and systems (Mir & Pinnington, 2014:202), it is essential to review the essentials for project success/failure. The definition of project success that was stated earlier shows that there are three criteria for determining the success/failure of a project, namely: (1) timely completion, (2) completion within budget and (3) attainment of required deliverables. What is problematic from this definition is whether the success of a project should be determined by all three criteria or any combination of two of these criteria. Mir and Pinnington (2014:203) concluded that while some scholars see project success as a combination of the three factors identified above, another group of scholars believe that project success involves many other factors. Some scholars, however, are of the opinion that because projects vary in terms of their size, distinctiveness, and complexity, different success criteria should be used for each project. While recognizing views from the literature, this study is based on the perspective that multidisciplinary projects possess certain similar elements that make congruent variables determine their success.

In the South African Social Security Agency in Western Cape, it has been reported that there is a growing scale of uncontrollable projects because they suffer from adjournments, budget overspent, poor quality, risk analysis, and control, which result in deserted project delivery. The public-government relationship may become significantly strained because of a poorly executed public project, with the public's expression of grievances defining how it interacts

with or responds to the government entities over the project's completion (Tomlinson, 2007: 77-86).

In its attempt to resolve the public service delivery challenges, the government introduced personnel management programs (PMPs) focusing on the effects of public servant's service implementation. However, the PMPs mainly focus on the employee's overall performance but not the measurement of the performed duty, whereby scaling of the execution is observed to know how far the project is towards completion. Therefore, government departments may need to relook into applying the project constraints at all stages and equally control all project lifecycle (TUT, 2007:81-98).

The perceived reasons for project delay or failure will always differ depending on whether the intended project is in its life cycle's strategic or tactical stage. The strategic stage is the decision stage and conception stage of the project, while the tactical stage is the application of the actual decided project stage activities to get the project completed. Financial distribution or payments done by completion of each stage of the project will ensure the completion of the project without any challenges that may cause a project to fail. Working from previously completed project practices allows organizations to decide whether a project has met its budget, schedule, and delivery objectives. Identifying the critical factors that cause delays in the project will increase the chances of a project from National to Local government running smoothly without any difficulties on the project life cycle.

Failure of South Africa Social Security Agency projects is caused by unexpected factors treated as minor milestones during project stages. Proper communication channels in a project lead to a speedy implemented project; the easy flow of communication increases the probability of project success. Exclusive quality resources give positive and long-lasting project outcomes; the cheaper the quality, the more chances of project failure. Once the end user is not satisfied with the quality of the project, the project is deemed a failure. Macro projects tend to be complex and challenging, while Micro is manageable and easy rolled out.

2.4.1 Project leadership

Leadership has been argued to be a critical factor for project success. Leadership in the public sector impacts national growth, the overall standard of global governance, and the provision of services. Yukl (2010:20) concurs with Pierce and Newstron (2008:7-9) that public leaders face various challenges that affect their effectiveness. As a starting point, the history of civilizations is a history of leadership; great empires and successful enterprises are the outcomes of outstanding leadership. Nations, governments, and even religion are all about leadership. All academic fields, including psychology, management, sociology, public

administration, political science, and educational administration, are interested in leadership (Harris & Kuhnert, 2008:47). Public leaders endure considerable difficulties that frequently contribute to their failure or demise when they attempt to fulfil their public obligations. Many executives in the public sector have faced allegations of corruption, bad management, and bad administration. Numerous public figures have also been accused of unethical behaviour, frequently at odds with their positions of trust. Simply put, this indicates that the initiatives they oversee frequently fail. There have been reports of examples of abusive authority figures, scandals, and disastrous public leadership in numerous African nations (Smith, 2014; Lloyd, Mey & Ramalingum, 2014). De Waal, van der Heijden, Selvarajah and Meyer (2012:132) even contend that the financial scandals of recent years, the credit crisis, the ensuing recession, and the uproar in society about excessive.

As elaborated in the literature, bad and good leadership is based on certain leadership qualities, capabilities and values which can be considered to impact the success of projects. Many leadership qualities significantly affect project success and failure in public leadership. One leadership style that has received significant recognition for its relevance in the public domain is the meritocratic leadership style. The foundation of this leadership approach is establishing an organization in which executives are chosen or elected based on their qualifications and qualities. (Kim & Choi, 2017). Project leaders are elected based on their capability to run public projects. Effective public sector executives are a valuable resource whose talents guarantee service delivery. They must have the necessary skills and competencies. To guarantee good service delivery, various leadership skills, traits, and beliefs have been determined to be crucial. The fundamental behaviours and capability for action that characterize an efficient public project leader are the leadership qualities that may be considered in terms of meritocratic leadership. A lot of the time, public project leadership skills are used to promote service delivery and stakeholder satisfaction. In other words, a public leader's talents impact how they carry out their numerous tasks. Public officials must be capable of upholding their social obligations and attentive to social issues. The capabilities shown in Table 2.1 are critical.

Table 2.1: Public project leadership capabilities in meritocratic public institutions

<p>- Managerial capabilities</p>	<p>- Over the years, public leadership involves being a manager as it involves planning, organising, controlling, and leading. Some of these managerial capabilities are gained through attending management training courses</p>
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- Leadership capabilities	- Public leadership capabilities entail the ability to inspire subordinates' fellow workmates to achieve desired public desirables.
- Motivational capabilities	- Executing public works, like any other organisational desirable, requires the motivation to achieve; as a result, they are groomed to be motivated to perform important public leadership tasks
- Team building capabilities	- Public objectives are achieved in teams. Therefore, there is a need to work as part of a team to achieve public outcomes. Public leaders must engage in team-building sessions as part of their personal development in the public sector.
- Conflict resolution capabilities	- Theorists contend that conflict is a fact of life wherever there is human interaction. Furthermore, conflict can be both functional and dysfunctional. As such, conflict resolution is an essential component of public leadership.
- Controlling capabilities	- Policy implementation and execution also require the need to control human effort to ensure that all activities remain in the intended direction.
- Conceptual capabilities	- Solving public problems involves the introduction and management of various conceptual elements. As such public leaders must develop conceptual skills over the years as part of their leadership tasks
- Interpersonal capabilities	- Interacting with others requires good interpersonal skills in line with various management theorists, such as Henri Mintzberg's theory.
- Analytical capabilities	- Public issues require analytical capabilities to ensure the effective assessment of public issues. Public leadership must develop these issues through coaching and mentorship
- Problemsolving capabilities	- Leadership involves encountering and solving problems and should be able to research and be creative, have teamwork skills and decision making.

- Technical capabilities	- Public tasks also entail some technical elements learnt over the years. The leader in public institutions requires technical skills related to various aspects, including technological and other technological tasks. They should possess operational skills
- Implementation capabilities	- Public leadership involves several actions, including policy formulation, implementation, and evaluation. Public objectives cannot be achieved with effective public policy implementation skills.

Source: adapted from Kim and Choi (2017: 112-121)

2.4.1.1 Other preferred leadership qualities

Admirable political officials in South Africa are required to advocate for justice and fairness in the handling and disbursement of public monies throughout the execution of public projects. We respect traits that come with a sense of selfless sacrifice for the benefit of the public while defending the public interest. Particularly considering the state capture disclosures linked to the former president's office, public officials are required to exhibit strong attributes such as courage and dedication to the welfare of the general people. Fighting to remove obstacles from the apartheid era will also require a lot of guts. Additionally, to fight corruption and advance what is in the public interest, one must act with a high standard of ethics. Table 2.2 below presents other good leadership qualities expected of public project leaders

Table 2.2: Other Good leadership qualities expected among public project leaders

Good leadership quality	
Confidence	It has been reported that public leaders need to be confident to attract admiration and respect from their subordinates, stakeholders, and the general international community.
Inspiration to others	Upholding important moral and ethical values of the entire society and thwarting the selfish wishes of a small group of people is inspirational to other members and public leaders as this is
	exemplary leadership which inspires others to work for the good of the public that they serve.

Empathy	South Africa is emerging from a dark history characterized by racial tensions of the apartheid era, and most of the population lives in poverty. The state capture case was based on advancing the interest of a small minority group with power at the expense of the majority.
Commitment and passion	Demonstration of passion for work and a commitment to the welfare of the general South African in line with the post – 1994 vision for rebuilding and developing South Africa.
Accountability	Accountability to the Constitution, which set the guiding principles of public office, is essential. In being accountable to the constitution, one ought to reveal and help eliminate destructive behaviours in the interest of the constitution and the general public.
Good communicator	Articulating and communicating issues of focus effectively is also essential.
Good decision making	Good decision-making guided by the dictates of the constitution in the discharge of duties is important

Source: Lloyd, Mey and Ramalingum (2014: 569-583).

The current operational environment for the public is complex and dynamic, thereby creating the challenge for public leaders to develop adaptive capabilities which are anchored to resilience in the face of difficult circumstances. Project leaders are expected to be resilient and to foster resilience among their colleagues and the entire department they lead. For instance, unseen events such as the Covid-19 pandemic and technological developments call for a need to strengthen resilience capacity. The Covid-19 pandemic has impressed the need for leaders to strengthen the capacity of their departments to absorb shocks and withstand environmental pressures through participation and supportive networks. The need to ensure broad skills that include problem-solving strategies, community participation, inspiring a shared vision and challenging the status quo in the leadership sphere of influence has also emerged. Public Department requires a strategy for responsiveness to the dynamic situations it faces.

It has been argued that public project leaders face significant challenges that critically affect their projects' success. Table 2.3 provides some of the challenges faced by public project leaders

Table 2.3: Public leadership challenges faced by project leader

Political interference	It has been reported that public leaders need to be confident to attract admiration and respect from their subordinates, stakeholders, and the general international community. Some confident leaders point out irregularities in higher government offices and then face political interference and create political enemies in the discharge of their duties
Limited and inadequate support from subordinates and colleagues or team members	The work of some project leaders in upholding important moral and ethical values of the entire society and thwarting the selfish wishes of a small group of people was inspirational to other members' public leaders as this was exemplary leadership which inspired others to work for the good of the public that they serve. However, not all subordinates and colleagues may appreciate this effort.
Racial tensions	South Africa has emerged from a dark history characterized by racial tensions of the apartheid era, and most of the population lives in poverty. For instance, the state capture case was based on advancing the interest of a small minority group with power at the expense of the majority. As such some project leaders empathise with the poor majority and their welfare in their actions. They may be against corruption as this is dangerous to the welfare of the majority. However, some racial groups may see this as a threat to their selfish interest and create challenges related to resistance to change.
Poor commitment and passion among colleagues	Some project leaders' actions as public leaders clearly demonstrate a passion for work and commitment to the welfare of the general South African in line with the post – 1994 vision for rebuilding and developing South Africa. Such leaders are fearless and impartial in discharging their duties but may complain that this is not the same
	among their colleagues. This creates the challenge of developing workmates

<p>Poor accountability, corruption, and mismanagement</p>	<p>Some project leaders may be fully accountable to the Constitution, which sets the guiding principles of their office. In being accountable to the constitution, such leaders could reveal their superiors' wrong behaviours in the constitution's interest. Such leaders may face the challenge of working with several public officials who are corrupt and lack managerial skills</p>
<p>Poor policy communication</p>	<p>In performing their duties, project leaders may face significant challenges which emanate from the corrupt and unethical behaviours of those they shamed. Nevertheless, these leaders may be able to articulate and communicate in important positions in a way that allows them to achieve their constitutional position. Their formal reports may be effective in revealing corruption and state capture. Their successes also demonstrate that they worked excellently with their subordinates and effectively communicated with them.</p>
<p>Poor decision-making and bureaucracy</p>	<p>Good project leaders are good at decision-making. The dictates of the constitution guide them in discharging their duties. Their overall success owes itself to good decision-making. They, however, face the challenge of bureaucratic arrangements associated with public institutions.</p>

Source: Lloyd, Mey & Ramalingum (2014: 569-583).

One significant reason for corruption, maladministration, and mismanagement in project management in the public service relates to political interference. This describes the role played by top politicians and government officials in influencing procurement decisions. A clear case in point is that of the Gupta family, who got strong links with the government of former president Jacob Zuma and then influenced government decisions as well as government appointments through the state capture case. In many African countries, political leaders have the power to influence and bypass known processes in favour of self-interest. South Africa is racially divided due to apartheid and has a high gap between the rich and the poor. Political leaders are often blamed for favouring specific groups of individuals, including those who are wealthy, their relatives and some racial groups. This often results in skewed actions associated with corruption and mismanagement. An important solution to political influences in public

procurement lies in clearing demarcating executive authority in a manner that discourages the powers of the executives from influencing public procurement. This is difficult to attain when other factors are considered, for example, ensuring that public officers' salaries, wages, and compensation levels are reasonable and adequate so that they will not see corruption as a beneficial method of acquiring wealth. As the number, complexity, and scope of projects increase, it is essential to research best practices to ensure their success (Chihuri & Pretorius, 2010:63). South Africa has a strong orientation towards infrastructure development both from public services infrastructure and private business infrastructure. Most of these imitative are implemented in a multidisciplinary project style to meet world-class imperatives. Chihuri and Prestorious (2010:63-73) argue that risk management is crucial to meeting the deliverables of multidisciplinary projects.

2.4.1.2 Bad leadership behaviours that affect the success of public projects

The literature offers some leadership behaviours which tend to have a detrimental effect on the success of public projects, as shown in Table 2.4

Table 2.4: Bad leadership behaviours of public project leaders

Bad leadership project leader behaviours	Description
Narcissism	This may include excessive self-admiration and beliefs of being the best with no value for subordinates which lead to decreased public confidence in the suitability of a project leader for the office he/she held
Liability behaviours (Poor management of people networks, especially superiors and peers.)	Some project leaders may be a liability to the public and the government that appointed them. They may be excessively autocratic and could not uphold the democratic ethos and team networks. Such leaders do not believe in others, have poor relations, and fail to manage details effectively as leaders

<p>Unconventional behaviour that alienates.</p>	<p>Creation of disruptive "in group/out group" rivalries.</p> <p>An autocratic, controlling management style.</p> <p>An informal/impulsive style that is disruptive and dysfunctional.</p> <p>Alternation between idealizing and devaluing others, particularly direct reports.</p> <p>Creation of excessive dependence on others.</p>
<p>Absence from operations.</p>	<p>Failure to develop successors of equal ability</p> <p>Failure to manage details and effectively act as an administrator.</p> <p>Attention to the superficial</p>
<p>Abuse of power</p>	<p>Such leaders abuse others and achieve personal scores through the abuse of their official position</p>
<p>Inflicting damage on others</p>	<p>These project leaders are feared as they would punish subordinates in personalised differences</p>
<p>Over-exercise of control to satisfy personal needs. Obsession with detail.</p> <p>Perfectionism and limiting subordinate initiative.</p>	<p>Such project leaders are devoted to their gains as opposed to public benefits</p>
<p>Rule breaking to serve own purposes.</p>	<p>Such leaders would break expected professional standards to achieve personal gains</p>

Source: Researcher's own construction

2.4.2 Effectiveness of the project financial management system in South Africa

Effective public financial leadership is based mainly on proper budgeting and expenditure of public funds (Holynskyy, 2017:19). South Africa has done a lot to ensure the organized governance of public finances in the democracy. The purpose of the Public Management Finance Act of 1999 (hereafter referred to as the Public Finance Act) aims to provide for transparency, accountability, and management of all public institutions' income, expenses, assets, and liabilities. It recognizes that the effective management of public finance is essential for effective service delivery and this, in turn, improves the standards of living of South Africans. It provides for consistency and standardizes financial management among all public institutions in South Africa. On the other hand, the governmental entity, Municipal Public Finance (hereafter referred to as the Municipal Finance Act 56 of 2003), provides financial management practices for all South African municipalities. The Municipal Finance Act seeks to promote development in all municipalities by providing guidelines on how to use and manage public finances. The public Finance Act provides a structure for the management of public finances by specifying the roles, duties, and responsibilities of all the players in the public finances, including the Ministry of Finance, the Treasury, and the various public institutions. Despite this specific structure, reports of public financial scandals have hit the country in the past. To provide for proper effectiveness and efficiency, there is a need to ensure that public servants are well motivated to perform. Given the nature of public service, a critical strategic requirement for optimum performance and service delivery is a motivated workforce (Ritz *et al.*, 2016: 3-8). Murphy, Chuma, Mathewa, Steyn, Levitt (2015:3-9) found that public service sector employees are motivated using methods that support their desire for autonomy, competence, and relatedness in consideration of the self-determination theory.

On the other hand, Methods of motivation are, therefore, various, and they rely on the methods stated earlier. Intrinsic factors are internal states such as feelings of achievement, personal development, status, and personal accomplishment, which affect motivation. It has been found that intrinsic motivation seems to entail the desire of an individual to satisfy higher order needs (Ritz *et al.*, 2016:3). Some researchers opine that motivation in the public sector reflects on the predisposition of public sector employees to satisfy public service-based societal needs through service delivery. The above shows the greater need to promote an ethical, servant based and intrinsically motivated public service to ensure accountability

The South African Financial Management model is decentralized and based on the collection of revenue and the management of expenditures at central, provincial, and municipal. Other local levels (Nyamita *et al.*, 2015:27). Effective and strategic management of public finances

involves the management of expenditures and discipline in the management and use of consumables to ensure that surplus can be attained to expand public sector activities.

Strategic public financial management involves the efficient administration of public finance, including budgeting, funding, controlling spending, accountability enforcement, prudent financial reporting, and efficient auditing (Nyamita et al. 2015:25-37). Nyamita, et al. (2015:26) asserted that recent public financial management policy is moving from classical bureaucracies to more flexible management styles that address specific needs of society. Traditional public management in financial management faced challenges related to bureaucratic arrangements and hierarchical strategies. As such, there is a strong call for leadership styles that attend to essential public needs and that are intrinsically motivated for the public good (Nyamita et al., 2015:25)

2.5 LEADERSHIP IN PUBLIC FINANCIAL MANAGEMENT

Public finances are often used to ensure the provision of both pure public goods and public goods that include security, defence, and public education (Deloitte, 2016:1). Senaji, *et al.* (2014:229) observed that the socio-economic challenges facing Africa are immense, and the challenge for leadership effectiveness is significant. This need has, however, not been met. Cases of destructive leadership, scandals, and abuse of authority in business, politics and religion have been reported (Smith, 2014:80-90; Lloyd, Mey & Ramalingum, 2014:569-583). De Waal, van der Heijden, Selvarajah and Meyer (2012:132) Many assert that the current financial scandals, credit crisis, the recession that followed, and public outcry over exorbitant compensation have brought the leadership of government organizations firmly back into the limelight. This brings into focus the effectiveness of leaders. Despite this focus on effectiveness, leader effectiveness trajectories have evaded detailed research, yet they form the foundation for predicting leadership behaviour and successful leadership development, executive coaching, or capacity building.

2.5.1 Effective strategic public financial leadership

Effective public financial leadership is based mainly on proper budgeting and expenditure of public funds (Holynskyy, 2017:19). Proper budgeting and re-distribution of public finances require public leaders committed to achieving essential social goals for the benefit and sustenance of South Africa. To ensure the effective management of public finances in South Africa, the Public Finance Management Act, No. 1 of 1999 was crafted to provide guidelines to public officials on the effective management of finances. It regulates financial management in the federal and provincial governments by ensuring that all government revenue, expenditure, assets, and liabilities are managed efficiently and effectively and to set forth the

obligations of those entrusted with financial management in those governments as well as address matters related to it.

2.6 CONCLUSION

The analysis conducted in this study poses several critical factors, which are summarized in Table 2.5

Table 2.5: Critical Factors Negatively Influencing Project Outcomes

<p>Poor communication among parties</p>	<p>Multidisciplinary projects involve many disciplines, which cannot be linked effectively without good communication among the participants. The back-and-forth flow of information is essential for project success. Poor communication causes a wide variety of design errors, conflicts, delays, and project failures, which reduce the overall performance of project participants as well as the quality of the final product. Poor communication can be divided into a lack of communication and delayed or ineffective communication.</p>
<p>Lack of communication</p>	<p>A lack of communication usually arises from a lack of understanding of what information is needed among people from several disciplines. When people do not realize what information is needed for them to execute a task, poor communication will easily arise among parties.</p>

<p>Delayed or ineffective communication</p>	<p>It also happens that there is no lack of communication, but the flow of information is still delayed or ineffective. Communication could be delayed or ineffective if the information is insufficient, inaccurate, or inefficient in information sharing. This could happen due to multiple reasons. Tools and methods which are used to share information, for instance, play a significant role. Communication could occur, among others, through telephone, face-to-face meetings, electronic mail, instant message, voice and video conference, and web-related software. Choosing a suitable medium, and being consistent, could prevent conflicts. Information-related tools and software used in the project should be well known to all involved participants</p>
<p>Poor coordination among parties</p>	<p>Coordination amongst disciplines is required to ensure compatibility between subsystems and components and minimize conflicts in schedules and activities among contractors. Multidisciplinary projects require coordination among parties, and various interface issues lead to delays and extra costs.</p>
<p>Unaware of interface issues</p>	<p>It is essential to realize all the various interfaces of a multidisciplinary project. Failure to recognise such interfaces could lead to failure</p>
<p>Lack of resources and personnel to facilitate coordination</p>	<p>Multidisciplinary projects require personnel and resources from various fields, which complicates their management and could delay and end up failing if all required resources are unavailable.</p>
<p>Lack of coordination among specialities</p>	<p>There will likely be extensive specialization and division of labour in a multidisciplinary project. This makes effective coordination essential</p>

Poor ordering of tasks	If tasks are not well organized, the project may delay or fail.
Unable to work on-site simultaneously	Sometimes personnel from various disciplines may have conflicts which are unproductive and detrimental to project success.
Unwilling to bear coordination and resolution responsibilities	This is associated with an absence of willing and competent leadership to oversee the multidisciplinary project.

Source: Straats (2014)

Given the issues found in this study, leadership development can be used to address some of the issues with project leadership that public institutions encounter. Management and leadership coaching and training may enhance public officials' meritocratic, moral, and transformative behaviours. The conduct of public leaders can be improved with project management training utilizing contemporary technical technologies. The leadership coaching clinics that may be necessary can also be held nationally to change how public leaders see their leadership duties. In addition to leadership training and coaching, a psychologist and a close role model mentor can be employed in public offices to help leaders develop their personalities and understand how their public leadership conduct negatively affects subordinates and the broader public.

Making public officials' positions team-based, where decision-making depends on a team, is another strategy that might be used to enhance how they behave as leaders. This will prevent public officials from abusing their positions' authority and influence. In addition, public leaders may benefit from the knowledge of others and help by utilizing team leadership efforts to control their leadership habits. You might also utilize artificial intelligence to manage leadership behaviour. Recent advances in machine learning and artificial intelligence can be introduced into government institutions to encourage their usage in routine decision-making or to enable public officials to evaluate their own actions.

The last option is to appoint a board of significant stakeholders to support good governance in the offices of public officials. The Board of Governance may ensure that stakeholders' interests

are respected and given top priority in all actions and choices made by public officials. Rotational public leadership initiatives may also be employed in which public leaders and other leaders in the same position are permitted to rotate Departments from where they confront new problems and diverse leadership settings. These initiatives help public leaders develop their leadership skills.

CHAPTER 3 NATURE OF PROJECTS AND ITS RELATED PROJECT PHASES- KNOWLEDGE AREAS

3.1 INTRODUCTION

According to the National South African Social Security Agency's Project Management Policy 2021, 50 percent of their existing projects never reached completion. Without collaboration, business units work in silos. It also addresses the agency's lack of reporting, monitoring, and evaluation throughout the project lifecycle (Memela, 2021: 5). Meanwhile, the national Department of Health has recognised the urgent need to improve project execution quality through adequate training, resource allocation, and primary care reorganization to allow for more concentrated attention on departmental emergent initiatives (Murphy et al.2015:1-10). These factors drove departments and project managers to seek out project manageable life cycle phases that would maximize the likelihood of project success, including projects that were completed on schedule, under budget, with enough resources, and according to client specifications. The phases of the project life cycle (conceptual, planning, execution, and termination) specify a specific phase for each project (Pinto and Prescott, 1988: 5-18).

International organizations like the Project Management Institute (PMI) have created best practices because of attempts to show the body of knowledge necessary for effective project management (Meredith & Mantel, 2012: 114). Any step of a project can benefit from these areas. Project management best practices, according to (Skallet, 2016: 10-11), refer to the use of knowledge, skills, procedures, and processes to achieve project needs, including the use of scheduled planning and expected time, resources, and costs.

In the fifth edition of the PMBOK, the PMI association outlined ten knowledge categories. These organizations are constantly conducting research and development to ensure that the PMBOK standards are followed during project execution. The main goal of this chapter is to use PMBOK as a tool to avoid project delays, particularly in the Western Cape Social Development department agency

3.2 BACKGROUND

The Western Cape Social Development Department is divided into three levels: national, provincial, and local. Each level comprises specialized offices with delegated responsibility to operate public services following democratic norms and principles (Act 108 of 1996). This study on the Western Cape Social Development Department agency focuses on the factors contributing to project delays and failure.

According to Stanley and Uden (2013:1), projects are unlikely to be delayed or fail. However, in the computer business, most information system projects fail more often than they succeed. System failures, financial market failures, accidents, natural disasters, and poor planning are all topics that come up frequently. Unfortunately, with the emerging style of management in organizations that slips or ignores the conceptualized underpinning issues that cause project failure, many have chosen to avoid directly addressing the issue of failure and have instead coached any arising discussion concerning the cause of failure to focus on what is required to achieve success. For example, according to a report from the 2018/19 fiscal year, social funds were provided by a commercial service provider under a contract that was found unconstitutional by the Constitutional Court, resulting in loopholes in grant payments and the need to change service providers. SASSA concluded that because CPS did not provide services, there was no contractual obligation to make payment; hence, CPS was unjustifiably enriched. The money paid to CPS was then classified as a wasteful and ineffective expenditure (Zulu, 2019:8-115).

This has earned them a terrible reputation for exceeding budgets and schedules, failing to prioritize objectives, and providing poor investment returns (McManus and Wood-Harper, 2008:1-8).

According to Bronte-Stewart (2009:8), out of 50 government projects studied over the years, those involving technical innovation and system development have historically run up to 200 percent over budget and 54 percent over the initial contract length. As organizations increasingly rely on projects for existence, new project management strategies were required to address the future problems of project management. As a result, the Project Management Body of Knowledge (PMBOK) was formed to unite and standardise the different phases of project management.

This chapter examines the many obstacles that obstruct project delivery inside government agencies. In Western Cape Social Development Department agency projects, project management refers to various methods used in a project to create a plan that will be performed as well-organized as possible to avoid any prohibitions or deviations. Project management

knowledge domains are represented by the process groups of project initiation, project planning, project execution, monitoring and controlling, and project closing.

3.3 PROJECT MANAGEMENT KNOWLEDGE AREAS

Project management is defined by Yeong and Lim (2010:9) as the process of applying knowledge, skills, tools, and procedures to use in project activities to meet project objectives.

The knowledge areas take place during any of these process groups. The knowledge categories represent the essential technical subjects needed for effective project management. These phases are what every project goes through to be completed.

The ten knowledge domains in the PMBOK guide are depicted in the diagram below (2013).

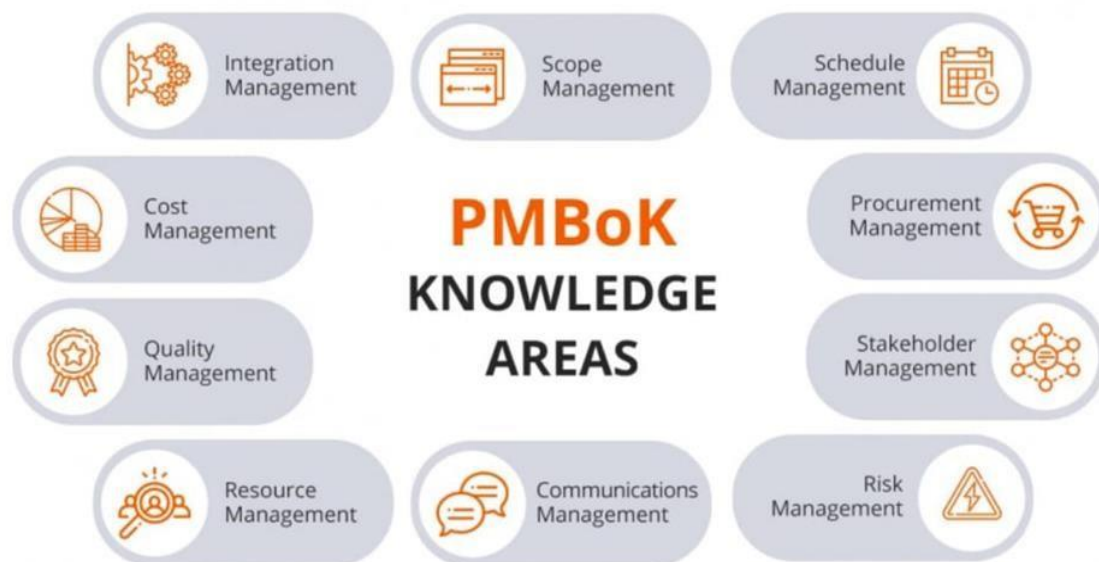


Figure 3.1: PMBOK Knowledge Areas

Source: PMBOK guide (2013:440-481)

Table 3.1: Definitions of PMBOK Knowledge Areas

Knowledge area	DEFINITION
Integration management	Processes within the process group are expected to facilitate and coordinate the processes of other knowledge domains.
Project Scope	It is a long-term or short-term process employed to achieve a goal. Comprises mechanisms for identifying and characterizing what is included and excluded in the project scope, as well as controlling changes to the scope of the project.
Schedule management	Contains the planning procedure for controlling the duration of project operations. Processes that must be followed to ensure those project activities are completed within the time frame set.
Cost management	Processes that ensure that projects are completed within the budget allotted to them.
Quality management	This knowledge area contains anticipated methods to ensure that the project meets the quality requirements.
Human resource management	This knowledge area covers the procedures for assembling, organizing, and managing the project team.
Communication management	This knowledge area contains methods that ensure the appropriate correspondence infrastructure is available for complete project information exchange among all project stakeholders.
Risk management	Risk management planning, identification, analysis, responses, monitoring, and controlling are all part of this process.
Procurement management	This knowledge area covers the procedures for obtaining services, products, and/or information from sources other than the project team to complete a project.

Stakeholder management	These are procedures for identifying project stakeholders, determining their impact on the project, and ensuring their satisfaction.
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Source: PMBOK guide (2013:440-481)

3.3.1 Integration Management

Project Integration Management is the umbrella term for the processes that keep a project together from start to finish, from planning to execution. This stage creates a project plan that helps businesses to specify their aims and objectives.



Figure 3.2: Project management processes

Source: Researcher's own construct

According to Jowah (2013: 10-115), project integration management ensures that multiple stages or phases of a project are integrated to fulfil project objectives. The following are the project management processes discovered in this knowledge area:

- **Develop Project charter** – This document must be completed before the project can begin; it serves as a metric for project success. It establishes the project's existence and refers to its future. It directs the project from beginning to end. It specifies the project's scope, stakeholders, milestones, budget, and potential risks.
- **Develop Project Management Plan** – This manuscript outlines how initiatives are initiated, carried out, managed, and closed. In addition, this document goes over resources, finances, and schedules in greater detail.
- **Direct and Manage Project work** – It is the process of completing the tasks outlined in the project plan to achieve the project's goals, making changes to fulfil project deliverables, and managing technology and organizational interfaces.

- **Monitor and Control Project work** – This compares actual work performance to anticipated project activity. It entails reviewing modification requests and project plan changes.
- **Perform Integrated Change Control** – It is to assess the impact of change on all project restrictions, accept or reject changes based on their appraisal and influence on project goals, and document any changes.
- **Close Project** – This is a method of completing all activities for a project, phase, or contract in which all stakeholders agree on the desired outcomes. It ensures that all documentation is current and that all issues are addressed. In addition, they confirm deliverables and their acceptability by clients, customers, and stakeholders.

3.3.2 Project Scope

A scope, according to Mirzaa, Pourzolfagharb, and Shahnazari (2013:722-729), is a process through which projects are defined and readied for execution, and it deals with the work necessary to produce project deliverables.

A project scope establishes the project's limits and outlines the project's goals, deadlines, and deliverables.

A Scope definition document specifies what the customer wants the project to produce in explicit, quantifiable terms. The following are the project management procedures discovered in this knowledge area:

- **Plan Scope** – In this stage, a scope plan document is created, including a scope statement, a list of the project's needs, and any projected deliverables. It includes a change control process and a system for handling change requests to prevent scope and project delays.
- **Collect Requirements** – To accomplish the project's objectives, it is critical to identify important stakeholders, document client needs, and manage them. This process aids the steps of requirements identification, management, and analysis, as well as the development of final documentation, which will describe the actual needs of the project's stakeholders.
- **Define Scope** – There are two sorts of scope: project scope and product scope. The product scope refers to anything inside the product's bounds, but the project scope refers to the description of all necessary work to complete what was described on the scoping plan, including all previously mentioned features and functions (PMBok, 2013)

- **Create a Work Breakdown Structure (WBS)** – Using this technique, project deliverables and activities are separated into manageable milestones.
- **Validate Scope** – The project's deliverables are finished and codified at this step. Stakeholders examine the requirements and approve the deliverables.
- **Control Scope** – The project and product scope are being tracked, and modifications to the scope baseline are being managed.

3.3.3 Schedule (Time) Management

According to Wyngaard, Pretorius, and Pretorius (2012:1991), project time is concerned with the project's schedule and length. Creating a quantitative estimate of the time required to finish a project is known as project scheduling. It also aids in project monitoring and control by serving as a benchmark against which progress can be measured during the project's execution (Skallet, 2016: 11). The practices needed to assure a project's timely completion are referred to as project time management. It is conceivable that unrealistic task completion deadlines would occur without effective project planning and ongoing schedule control during the project, resulting in schedule overrun and, eventually, project failure. This knowledge area includes the following methods for scheduling management:



Figure 3.3: Methods for scheduling management

- **Activity definition** - Specifies the specific tasks that must be taken to accomplish the project's goals.
- **Activity sequencing** - categorizing and recording project activity linkages.
- **Activity resource estimation** - calculating the resources required to complete project tasks.
- **Estimating activity time** - determining the length of time needed to complete certain activities.

- **Schedule development** - Is analysing activity sequences used to create the project schedule, activity resource estimations, and activity duration estimates.
- **Schedule control** - Make sure timetables are realistic and leave room for eventualities.

3.3.4 Cost management

Pretorius (2019: 1991) defines cost as the project's budget and resources. Therefore, project cost management comprises planning, estimating, budgeting, and managing costs.

The capacity to handle projects is assessed using project management characteristics. Cost management is a variable with many monitoring and control paths. Consistency in project cost overrun reports is enough to question whether present cost management procedures are up to coping with the demands of modern project phases.

Project expenses may be divided into three categories, according to Gray and Larson (2008:131): Direct expenditures, general administrative expenses, and project overhead expenses. The costs of hiring workers for the project, purchasing necessary equipment, and other costs incurred throughout a specific activity are referred to as direct costs. Spending on purchasing a resource that may be directly linked to the project is what is meant by project overhead expenses. The project's daily operations costs are known as general administration costs. Office supplies, utility bills, rent, and other items fall into this category. According to Buchnar (2016: 11), project costs are divided into three (3) steps; Estimation Cost, Determine Budget, and Control Cost.

Plan Cost Management – The goal of establishing rules and processes is to plan, spend, manage, and control a project's expenditures.

□ **Estimate Costs** – This method calculates how much money is necessary to fulfil all the project's operations. The following are the approaches used in cost estimation:

- ✓ **Analogous (Top Down) estimating** – Expert judgment or equivalent project expenses are used by managers (quick, less accurate)
- ✓ **Bottom-Up estimating** – People estimating work based on work base suggestions, which are then bundled up into project estimates (slow, most accurate)
- ✓ **Parametric estimating** – Utilize a mathematical model (accuracy varies)
- ✓ **Vendor Bid Analysis** – Estimation based on bids and allowances for bid scope gaps (slow, accuracy depends on gaps)
- ✓ **Reserve Analysis** – Adding contingency as a zero-duration item to each activity's cost estimates (slow, overstates cost).

- ✓ **Determine Budget** - A cost baseline against which project performance may be measured is established by budgeting, which involves allocating expenditures to work packages. It provides a broad overview of the project's expected cost to manage expectations. Budget decisions are influenced by internal and external variables, according to Thomaselli (2008:23). The overall economic state of the country and how this impacts the client's expectations is one of the most critical factors in setting a project's budget. The following are some of the budgeting approaches discovered because of this knowledge:
- ✓ **Top-Down Budgeting Method** - Top management sets the overall amount the organization will spend on project activities for the selected project for the year in top-down budgeting. Top-down techniques provide the advantages of speed and simplicity. The downside is that the approaches are evaluated using historical data rather than future objectives.
- ✓ **Industry Average Method** - Organizations utilize industry averages (outsourcing measurements) as a reference to determine project budgets in this strategy.
- ✓ **Bottom-Up Budgeting method** - On the other hand, some organisations start the budgeting process from scratch at the start of the fiscal year. They employ bottom-up budgeting methods, outline project goals independent of prior performance, and allocate sufficient cash to meet those objectives.
- ✓ **Stage-based Budgeting** - Some companies employ the product life cycle stage, allocating more cash to the introduction stage of a new product than to the latter stages of the product's development.
- ✓ **Control Costs** – It compares cost changes to the baseline and takes necessary action, such as raising the budget or limiting the scope of work. Throughout the project lifespan, cost control is an ongoing effort. PMI is an acronym for Productivity Measure (2018: 111215). The status of each project stage is tracked throughout the process to keep track of project expenses and manage cost baseline adjustments. In addition, Monyana (2019:2128) emphasizes the necessity of cost control in improving the performance of project lifecycle phases.

3.3.5 Project Quality Management

Project quality is defined by Jainendrakumar (2015: 1) as the extent to which a project meets the requirements of the targeted objectives. Project quality is refined as a method of assurance and control by Jowah (2018:131). The quality of a project, like its success, is based on the interests of the stakeholders participating directly and indirectly in the project or the end user, and project quality management includes both quality control and quality assurance (client).

Quality comes at a cost, split into two phases: prevention and assessment.

The expense incurred for determining the quality includes testing, inspection, and losses from destructive testing. This expense is known as the appraisal cost. Training, documentation procedures, and testing equipment are all expenses made in the prevention phase of creating a quality product. In contrast, testing, inspection, and testing equipment are expenses made in the appraisal phase of determining the quality. The project quality also refers to the degree of attention and precision with which the desired results are implemented. As a result, project managers must constantly guarantee that their goods are of acceptable quality to meet the expectations of their clients. The following are the project management procedures covered by this knowledge area:

- **Plan quality management** - This aims to establish the project's quality requirements and/or standards and describe how the project will demonstrate compliance with the relevant quality criteria.
- **Plan Quality Management** – This is the first process in this knowledge area, and it oversees determining the quality standards and/or requirements for the project and its deliverables, as well as outlining how the project will show compliance with the pertinent quality criteria. It is covered under the planning process stage.
- **Execute Quality Assurance** - This is the second process in the Quality management knowledge area of the project, and it oversees auditing the quality requirements and quality control measurement data to ensure that appropriate quality standards and operational definitions are applied.
- **Control Quality** – This knowledge pertains to monitoring and control process groups for quality control. It is the process of monitoring and documenting the results of quality activities to evaluate performance and implement necessary corrections.

3.3.6 Project Human Resource Management

According to Belout and Gauvreau (2004:2-10), Human resource management is a vital component of every organization's performance. Team building, organization, and acquisition are all part of project human resource management (Jowah, 2013: 133). Projects are made up of a human component, a financial part, and technological elements, and it is widely understood that they are tied to qualities like budget constraints, scheduling, quality standards, and complicated interlinked operations. This strategy has always been systematic, emphasising satisfying timelines, budgets, and technical standards.

Building teams to achieve a project's intended objectives is part of project human resource management. Teams are given essential duties that correspond to the assigned tasks. The following knowledge domains were discovered because of this process:

- **Plan Human Resource Management** - This step identifies and documents the needed skills, reporting connections, and roles and duties of each team member. A strategy for personnel management is also devised.
- **Gather Project Team** - Obtaining the project team required to accomplish project activities and validating human resource availability.
- **Develop Project Team** — improving project performance through developing project team competencies and abilities, bolstering internal and external relationships, and optimizing the entire team environment.
- **Manage Project Team** - keeping track of how each team member is doing, giving feedback, addressing team difficulties, and maximizing project performance by managing team changes.

3.3.7 Project Communication Management

Project management is a collection of managerial tasks required to lead and steer the execution of a project from start to finish. These procedures include working with human resources and are included in these activities. This allows for vocal communication amongst team members working on achieving the goals. Jowah (2013: 134) emphasizes the importance of communicating successfully with others to complete a project and accomplish its goals. Communication is the efficient transfer of information from one project point to another. The success of a project is determined by how well its communication network functions. Regular updates on the state of the project and its performance capability are required when managing communication in a project. This works well in recognizing the following areas of knowledge:

- **Plan Communications Management** – Communication is determined depending on the information required by the selected stakeholder. A communication strategy is created that addresses communication routes and expectations. This enables you to:

Stakeholder communication is necessary to offer the pertinent information requested by the stakeholders.

Information about how the project's essential data is distributed to the right persons. The communication structure outlines who will get information, where it comes from, and what appropriate format.

Official statements, reports, memos, and emails are all appropriate forms of correspondence.

The organization uses escalation techniques and timetables to send issues up the chain of command when they cannot be handled at lower levels.

Manage Communications – The communication management strategy is in place to serve as a roadmap for gathering, producing, storing, retrieving, and disseminating project data. The steps below should be addressed while handling communication effectively:

- **Urgency information:** Information should be readily available and of high priority.
- **Technology:** Because today's communication is rapid and easy to obtain, technological improvements may be required to meet the project's requirements.
- **Project staffing:** It is necessary to assess the project team's abilities to establish whether suitable competency levels exist to meet the communication needs.
- **Project duration:** The duration of a project can have an impact on its technology. Technological advancements may replace the communication paradigm for a longterm project. Although a short-term project may not have the exact technological needs of a long-term project, it might profit from the successful paradigm employed by more significant projects.
- **Project environment:** The structure of a team has a lot to do with how it communicates. Each sort of project team has different communication requirements.
- **Control Communications** – Communication control is part of the communications strategy, and the project manager should identify all needed and permitted communication means. Some projects are very sensitive and contain classified material that not all stakeholders have access to, while others contain information that anybody may access. This ensures all stakeholders' information demands are addressed, and all stages of the project's life cycle include monitoring and controlling communications.

3.3.8 Project Risk Management

A risk is an unplanned occurrence that could happen while a project or job is being carried out. Project risk management includes the following: risk identification, risk response formulation, and risk response control (Jawah, 2013: 136-138). In addition, any project-related occurrence or management behaviour that is unknown or unanticipated in advance yet might have a negative impact on project delivery is considered a risk (Kutsch & Hall, 2009: 72-80). Project risk management is supposed to help project managers manage risk more effectively and reduce the negative impact on project results. Risk management is finding, assessing, and avoiding any adverse events that may harm the project, as derived from the above. The following are the project management procedures discovered in this knowledge area:

- **Risk Management Plan** - All the way through a project's existence, this process is ongoing. There are constant attempts to identify new dangers, prepare for newly identified risks, evaluate risks, and keep track of trigger situations and emergency preparations. Chapman (2004: 619632) defines project risk management planning as identifying anticipated problems that will cause project delays. Project managers must assess the risk of issues occurring in the project and take steps to eliminate avoidable issues and mitigate those beyond their control.
- **Identify Risks** – It is a process of finding all risks that might affect the project favourably or adversely recognized and recorded. According to Bannerman (2008: 2118–2133), Most businesses employ checklists and brainstorming to find possible risks that have evolved or occurred on past projects and to estimate the chance of similar events occurring in the current project. Another method that might be effective in this process is identifying the project's risk source. Finding the fundamental cause of risk might assist the project team in investigating potential hazards.
- **Conduct Qualitative Risk Investigation** - Prioritize risks for further investigation by calculating their chance of happening and potential effects on the project. This is done by categorizing the risk as high, medium, or low, depending on how the project would affect society. Considering this, the business may begin preparing for and minimizing the possibility of the identified risks occurring.
- **Conduct Quantitative Risk Analysis** - after the risks have been identified, their impact on the project's goals is quantified.
- **Develop Risk Responses** – in this step, actions and choices are devised to improve opportunities and reduce the likelihood of threats to project objectives.
- **Control Risks** - this process entails ongoing activities targeted at recognizing, analysing and responding to risks that have been recognized. As a result, risk response plans are executed, recognized risks are recorded, new risks are discovered, and risk process efficacy is reviewed, all of which occur throughout the life of a project.

3.3.9 Project Procurement Management

Specific projects will require goods and/or services from outside vendors and suppliers to be completed. Project procurement management entails establishing long/short-term positive/negative connections with outside vendors and suppliers who will give or supply products and services to your project for completion. According to Fourier (2009:626), an effective procurement system with well-defined regulations is necessary to ensure that all transactions are carried out openly and that an audit trail is there. In addition, a procurement

policy guarantees that contracts are given to vendors that offer the best value for the money when it is in place (Bovis, 2007:11). The following are the project management procedures discovered in this knowledge area:

- **Project Procurement Management** - This process entails identifying best sellers for the product or service required for the project and documenting project procurement choices. In summary, this paper explains how items and services will be obtained and how vendors who supply those products or services will be managed.
- **Conduct Procurements** - This entails soliciting answers from service or product providers, selecting the best seller deemed to provide the best value for money, and awarding contracts to those providers.
- **Control Procurements** - This entails managing procurement relationships with vendors and monitoring contract performance.
- **Completed Procurements** - The service or product has been procured. All procurements, whether completed or discontinued, should be closed.

3.3.10 Project Stakeholder Management

Stakeholders are an essential factor in any project's success. PMI, 2013, p. 175. This emphasizes the relevance of stakeholders in a project since their contributions to the project help the company achieve its goals. Stakeholders are viewed as a tool for achieving project objectives, with the ability to affect the project favourably or negatively, impacting the project's outcomes. This might include internal or external stakeholders who are touched directly or indirectly by the project. Various stakeholders with various demands, ambitions, and objectives may be present depending on the project's style and size.

According to Riahi (2017: 37), The process of project stakeholder management involves identifying the individuals, groups, or organizations that are likely to influence or be influenced by the project, analysing the stakeholders' expectations of the project's impact, and developing appropriate management strategies to mobilize stakeholders by involving them in project decisions effectively. For example, the Project Stakeholders Management Process is depicted in the diagram below:



Figure 3.4: Stakeholders' Management Cycle

Source: Researcher's Own Construction

The project management processes found in this knowledge area are as follows:

Identify Stakeholders - One of the essential project management processes, this one comprises finding individuals, groups, or organizations that might influence or be impacted by the project's actions, choices, and outcomes.

Analysing stakeholders - This entails examining stakeholder obligations that may have a favourable or unfavourable impact on the project and contributing and committing to the project by valuing stakeholder interests.

Planning Stakeholder Management - Appropriate management methods are designed to successfully interact with all project stakeholders based on their requirements, interests, and influence.

Execution Stakeholder Engagement - This process necessitates interaction and collaboration to comprehend and meet stakeholders' demands and expectations. As they emerge, problems are addressed. Communication is frequently flowing, and updates are shared amongst stakeholders.

Monitoring Stakeholder Engagement - This knowledge area's fifth and final process belongs to the monitoring and control process group. This technique monitors the relationships with all

stakeholders and alters engagement strategies and plans. The main advantage is that it maintains or enhances stakeholder engagement activities' efficiency and effectiveness, which helps projects succeed.

3.3.11 Types of Stakeholders

Stakeholders are divided into two groups, namely, Internal and External stakeholders. These stakeholders vary in interest and power.

3.3.11.1 Internal Stakeholders

Individuals or groups with access to first-hand knowledge and decisions in the company, such as general or low-level employees, managers, senior managers, and project managers.

Internal stakeholders are classified into the following:

- **Leaders:** They are the project's driving force and put their interests aside to ensure that the project's goals are met.
- **Organizational Stakeholders:** They are handled differently since they are co-owners and have a direct stake in favourable returns.

3.3.11.2 External Stakeholders

These stakeholders acknowledge the genuine requirements and concerns of the project's more significant, secondary, or indirect interests. External stakeholders likely have a wide range of goals and power levels. Stakeholders in this category include the following:

- **Customers:** depending on the amount of competition, they can apply pressure. Many techniques are required to enhance customer service from a quality process viewpoint while considering client expectations.
- **Suppliers:** due to its total discretion over whether to make its purchases subject to the fulfilment of social or environmental obligations, the company is considered jointly accountable for the actions of its subcontractors.
- **Local, national, and worldwide competitors:** By developing alliances or partnerships to share the market, the corporation may strive to share the market while avoiding competition.
- The state can be exemplified by governments, international organizations, and municipal governments. The state is a stakeholder due to its legislative role. It may limit originality or, on the other hand, improve the atmosphere in which the firm operates.

3.4 STAKEHOLDERS' POWER/INTEREST GRID

This technique sheds insight on the project's potential participants' interests as well as some of their characteristics. It demonstrates a performer's ability to drive things forward and attain the desired outcomes.

The diagram below depicts the steps to be done while interacting with stakeholders.

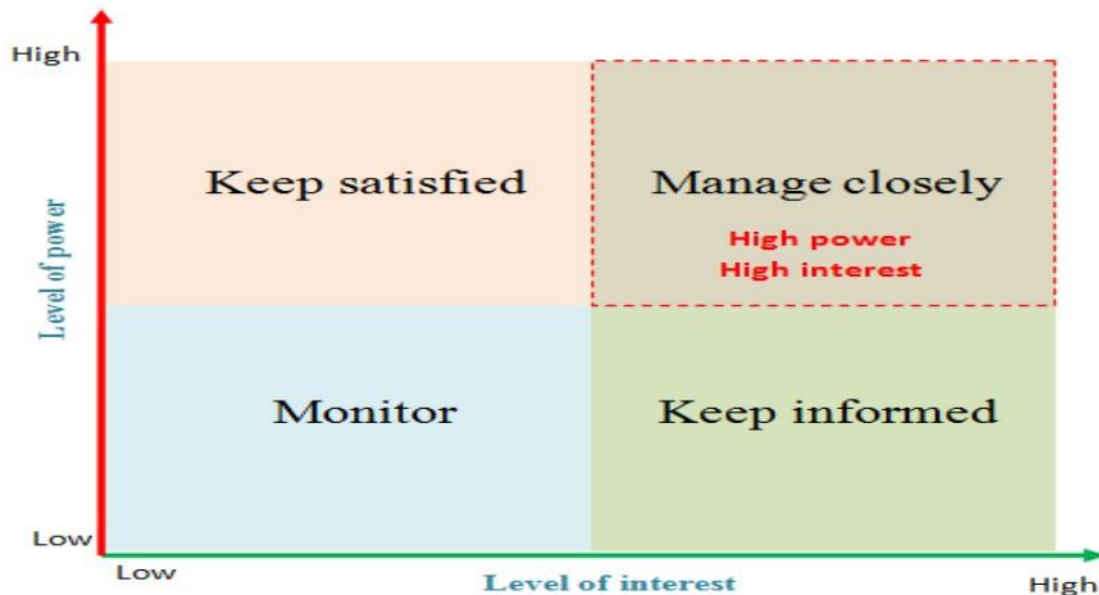


Figure 3.5: Stakeholder Power Interest Grid

Source: Riahi (2017: 39) Power/Interest Matrix

- **High power, high-interest stakeholder:** They should be completely involved, and every attempt should be made to meet their expectations. They influence the accomplishment of objectives.
- **High power, low-interest stakeholder:** Work hard to keep them content; do not provide them unbiased information since they will quickly lose interest if they are not kept up to date. They have the potential to be harmful.
- **Low power, high-interest stakeholders:** Make sure they are well informed and involve them in crucial decisions. These stakeholders may be pretty valuable when it comes to the finer points of the project. In addition, they are most likely knowledgeable and capable of providing answers to challenges.
- **Low power, low-interest stakeholder:** Stay updated on these stakeholders, but do not overwhelm them with information. They are reserved and only intervene in situations when they are asked to.

3.5 CONCLUSION

The knowledge categories outline what a project manager must know to execute a project successfully. Knowledge domains are developed by grouping project management procedures by their area of speciality, according to PMBOK (2013). The project manager's responsibilities are broken down into process groups. Project delays have been a quiet idea for decades, with little awareness about project delivery. It is only recently that there has been a focus on the essential elements that drive project delays.

On the other hand, project delays may be reduced by using good management in the project knowledge areas. For example, project managers might concentrate on the project lifecycle aspects to identify issues and use control ideas to reduce project delays. The management of a government agency should develop the experts that will oversee the project's timeliness, completion, and financial distribution. Establish a solid communication connection while interpersonal, assemble skilled labour resources, and implement a competent project plan.

Will concentrate on developing a model for minimizing delay that can be used in government projects and implemented in supporting government organizations in completing projects efficiently.

CHAPTER 4 RESEARCH DESIGN AND RESEARCH METHODOLOGY

4.1 INTRODUCTION

The main goal of this chapter is to outline the research techniques used to generate the study's results and conclusions. In most studies, researchers have used two notions of research: research design and technique, which appear to be a source of misunderstanding. The study's target population, sample, and sample size were also discussed in this chapter. This chapter outlines the data gathering techniques, the methodology utilized to analyse the data, the scope and limitations of the study, and, finally, the underlying assumptions. First and foremost, this research needs to define what research is.

According to Jowah (2011:6), research is a well-organized and objective information-gathering process aimed at delivering answers to problems by supplying knowledge or information. According to Saunders, Lewis, and Thornhill (2003: 73), research is something that researchers do to learn new things in a methodical approach, thereby expanding the study's knowledge. Qualitative, quantitative, or mixed-methods research is the most common classification. Qualitative research is more of an inside picture of the human behaviour being studied and is subjective and exploratory.

Quantitative research focuses on measurable goals and information based on a hypothesis to be verified, whereas factual research focuses on tangible results. Research is a broad category of information gathered from a group of people that may be classified into distinct parts of a specific subject. There are no restrictions since the population is dynamic and changes in response to an area's circumstances, conditions, size, background, and culture. According to Gounder (2012:1-47), the study aims to identify the three processes listed below.

1. Analytical methods for determining the problem
2. To respond to the specified study, apply processes, methodologies, and strategies evaluated for validity and reliability.
3. The design must be objective and unbiased.

Collecting related facts to the problem and discovering solutions to the problem is the research strategy. Applying the right processes to get answers to the research topic constitutes validity and reliability. The objective of an unbiased and objective design is to arrive at each result to the best of one's abilities without adding the researcher's interests.

4.2 RESEARCH DESIGN AND RESEARCH METHODS

According to Jowah (2011:214), research technique and design are sometimes misunderstood and used interchangeably; nonetheless, these ideas are related but not identical. The research design is the strategy for how the study will be carried out, whereas the research methodology is the list of procedures employed in the study.

The difference between Research Design and Research Methodology is illustrated in the table below.

Table 4.1: Comparing Research Design with Research Methodology

Research design	Research Methodology
Answer to the question, what is it?	Answer to how does it?
It looks at the complete product	It discusses how to reach the product
It paints the complete picture	It appears in parts summing up the whole
Is one unit inseparable	Shows the detailed steps to be followed

Source: Jowah (2011: 73)

This clearly shows that a technique is a component of the design. There must be a technique to achieve an aim, but it takes stages to get there, with the end objective being a design and the steps to getting there being the method of the objective.

4.2.1 Research Design

Research is the collection of facts about a current problem and proposing viable solutions, whereas a design is a strategy or series of procedures to accomplish a set of goals. Kliem, Ludin, and Robertson (1997:195) describe research design as a study strategy that offers the range of data obtained. According to MacMillan and Schumacher (2001:166), the research design is a method for choosing subjects for studies, locations for research, and methods for gathering data that will enable researchers to address a particular research topic. For the purposes of this study, the research design is a plan that outlines how the researcher intends to conduct the research. According to Jowah (2013:216), a plan or design identifies the elements or structure that the research employs to offer information about the goals, sample

sizes, sample selection, data collecting technique, and ethical constraints. A research design serves as a bridge between formulating research questions and implementing a research plan. A suitable research design, according to Mouton (2001:55), is aligned to the paradigm and appropriately meets the study's objectives. While there are many different research designs, this study used a descriptive research design, which allows the researcher to use both qualitative and quantitative research methods at the same time, resulting in a complete understanding of the study data that is relevant to the research objectives and questions that were established earlier.

4.2.2 Research Methodology

According to Wagner, Metz, and Campbell (2007: 723-748), a research technique is a method for extracting automatically recognized images and producing a collection of chosen characteristics blended into a probability estimate. Denzin and Lincoln (2011: 97-128) define research methodology as a set of procedures for gathering, analysing, and interpreting data that a researcher proposes for a given study. Methodologies are defined by Atweh, Kemmis, and Weeks (1998: 21-36) to specify and define the kinds of issues that are worth looking into, what makes a topic researchable, and how to frame a problem so that it can be investigated using specific designs and processes, and how to choose and build suitable data collection methods. The research process is not only about obtaining data but also about answering unresolved questions and maybe creating things that do not exist yet. After defining the study problem or area of interest, the researcher must choose relevant approaches to attack the topic. The research will employ qualitative and quantitative methodologies to guide the study. This research study concentrated on qualitative and quantitative research analysis approaches to solve the research problems. This study's main objective is to identify pressing problems that prevent government departments and agencies from completing projects successfully. The researcher considered that using both qualitative and quantitative research analysis methodologies would contribute to the information and discoveries required for this study.

4.2.2.1 Qualitative Research Method

Utilising qualitative research is a method of study that aims to build theories and knowledge. The focus of qualitative research is on the traits of things as well as procedures and interpretations that are not subjected to testing or scientific evaluation (Denzin & Lincoln, 2005:10). According to Jowah (2013:137), Through immersion in a culture or setting and close relationships with the people being researched, qualitative research aims to give the researcher a window into the thoughts of the target audience.

4.2.2.2 Quantitative Research Method

This research method finds facts, tests ideas, establishes correlations between variables, and forecasts events. Quantitative research methods use statistical techniques to evaluate predefined hypotheses regarding the relationship between certain variables, an unbiased random selection of research participants from the study population, and a standardized questionnaire or intervention.

Table 4.2: Qualitative versus Quantitative Research methods

Quantitative Method	Qualitative Method
The aim is to classify features, count them, and construct statistical models to explain what is observed	The aim is a complete, detailed description
The researcher knows clearly in advance what he/she is looking for	The researcher may only know roughly in advance what he/she is looking for
Recommended during the latter phases of research projects	Recommended during earlier phases of research projects
All aspects of the study are carefully designed before data is collected	The design emerges as the study unfolds

The researcher uses tools such as questionnaires or equipment to collect numerical data	The researcher is the data gathering instrument
Data are in the form of numbers and statistics	Data are in the form of words, pictures, or objects
Objective – seeks precise measurement and analysis of target concepts, e.g., uses surveys, questionnaires, etc.	Subjective – individuals' interpretation of events is essential, e.g., using participant observation, in-depth interviews, etc.
Quantitative data are more efficient and able to test hypotheses but may miss contextual detail	Qualitative data are richer, time-consuming, and less able to be generalized
The researcher tends to remain objectively separated from the subject matter	The researcher tends to become subjectively immersed in the subject matter

Source: Neill 2007

4.3 RESEARCH STRATEGY

According to Walsh and Wiggins (2003:69), the research strategy is the accepted approach for conducting research studies. The primary method that researchers employ when conducting research is either the qualitative method, the quantitative method, or a combination of both methodologies. Both approaches are used in the current investigation.

4.4 TARGET POPULATION

As stated by Welman and Kruger (2002:46), the population is represented by the interest group from whom data will be collected. Even though not all population members will interact, it is necessary to characterize the population. All personnel directly or indirectly connected with initiatives of the selected government agencies in the Western Cape, especially in the Social Development Department Agency, will make up the study's target group. Regional and district managers, project managers, project officers, office managers, HCM officials, chosen social development department agency officials (employees), and public servants participating in the projects will all be contacted. The exact population number is 100 participants; thus, information will be gathered from these people who are willing to participate in the study. The population will include the following samples:

- **Components:** team members who report to project managers and project managers themselves.
- **Range:** the study's focus and its constraints.
- **Selection unit:** officials who work on government projects.
- **Period of study:** historical

According to Jowah (2013:219), if the study's population is appropriately specified, bias in the study may be avoided. The term "sample bias" refers to an unfavourable representation of the study population, which prevents the research population from receiving a random sample. Bias sampling occurs when non-existent data from an uncompleted study is reported or when an incorrect population is selected (Dawson-Saunders and Trapp, 2004:123-239).

4.5 POPULATION VALIDITY

People are governed by varied nature in organizations, with differing viewpoints on various experiences. The effect of cultural backgrounds has a significant impact on the people in a company. Some population members have a history of apartheid and still wield power in decision-making today (Jowah, 2013:220). Most workers are from low-income, uneducated backgrounds with limited knowledge of current events. The primary goal of population validation is to determine whether the research study meets the researcher's aims (Golafshani, 2003:599).

4.6 SAMPLE SELECTION AND METHODS OF SAMPLING

According to Patel et al. (2019:51), researchers choose a sample design and means of doing research relevant to the chosen issue. Sampling refers to a strategy that must be implemented

before accurate data is gathered to generate a representative population sample. Random selection is one of the advantages of sampling method that has the potential to reduce the sampling errors and this surveyor is selected as a sample that is representing a sample of various groups and patterns of characteristics in the desired portion.

4.6.1 Sample size

A group of project managers and officials from the chosen government social development department agency are identified as representatives of the study's objectives. The selected participants were chosen to obtain accurate and reliable information about the selected government social development department agency with the least amount of cost, time, and energy and to establish the limits of accuracy of such estimates, keeping in mind the size of the organization's human resource capacity. It makes it possible to do in-depth research with little money, time, or other resources. In research, it is more typical. The suggested research comprises 100 people who were chosen randomly as the sample for this study.

4.7 METHOD OF DATA COLLECTION

According to Patel (2019:15), data is information obtained to confirm or qualify a hypothesis statement or the purpose of a specified study field. Data collection is a way of acquiring information in a systematic and orderly manner according to a data collection design. In this study, two types of data gathering methods were used: primary data and secondary data.

Through questionnaires and interviews, primary data is gathering data from a source directly associated with the examined issue. For this study, data will be collected from persons involved in the project industry. CEOs, Project Managers, Project Officers, Project Team, and Senior Management Structure (SMS), which includes Regional Managers, District Managers, and Local Office Managers, will all be part of this. The surveys will be delivered to all project participants directly impacted by it, including the project team and the nominated Social Development Department Agency. The questionnaire technique of data gathering will cover three areas. The first segment will cover demographics; the second will cover perceptions, attitudes, and beliefs; and the third will offer open-ended knowledge questions. This method will entail visiting project sites to observe the division of responsibilities, which may include observing individual behaviour and conducting unbiased interviews with all project stakeholders to allow them to openly discuss the relationship between the research topic and the actual work done. Primary data collection (Jowah 2013:229) is a qualitative approach in which the study obtains first-hand information, shaping the data as the inquiry progresses. This strategy enables the researcher to obtain a genuine reflection of the actual labour completed and to identify delays that arise during project execution.

The interpretation of books, published papers, the internet, and synodical services are used to obtain secondary data. This strategy is built on prior experiences and shared information. Much of this material comes from the interpretation of a third party. Because it is reliant on specification, there is minimal information in this procedure. According to Pavan and Kulkarni (2019: 84), secondary data is costly, and researchers do not have access to further information on the issue they are researching; instead, they acquire comparable data, which is not valid. This approach transfers information from personal interpretation, which may or may not be valid for the study issue. It is also information gleaned from the archives.

4.8 DATA ANALYSIS

Data analysis is the process of fine-tuning raw data. According to Jowah (2013:230-232), this procedure occurs only after data collection, when the researcher prepares fixes to any possible inconsistencies on questionnaires to record and allow computers to interpret the data readily. Data may be acquired in three ways: by surveys and questionnaires, which are considered primary sources of data, and through literature reviews, which are considered secondary sources of data. A copy of the questionnaire that will be used to gather data will be given to each respondent. In addition, respondents would be able to complete a Google Forms version. Pilot research will be conducted based on the responses from individuals who completed the pre-survey. Finally, the questionnaire will be submitted to a statistician for professional review before being disseminated to the sample population.

The Likert-type data collected will be analysed using software for quantitative data analysis, SPSS, while the open questions will be analysed using ATLAS TI, another software for qualitative data analysis. Coding for the qualitative data will be done using the literature and the lens of the GST.

4.9 VALIDITY AND RELIABILITY

Multiple variables might affect a researcher's results' validity and dependability. One of these is a mistake. Researchers must thus consider the reasons for errors in the design and conduct of a study. The significant causes of research errors include carelessness on the part of the researcher, subjects in the study, the social context, and the methods used to collect and analyse the data. Random measurement mistakes influence reliability, whereas systematic or continuous errors impair validity. A researcher should make every effort to keep threats to the accuracy and validity of the study to a minimum because they can never be eliminated (Bond, 2017: 179-194). If the researchers use the same study it will result to the same or similar findings of the study, which implies reliability, while validity implies that the test itself is valid,

but instead whether the conclusions and inferences that were reached on the basis of the test scores are valid.

4.9.1 Sampling bias

Bias is any trend or departure from correctness in the collection, processing, interpretation, and presentation of data that might result in the drawing of the wrong conclusions. Bias may be deliberate or unintentional. It is unethical to insert bias into another's study intentionally. However, due to the possible consequences of biased research, unintentionally conducting and releasing a biased study is almost as unethical (Miller, 2014:95-100). Sample bias occurs when a sample is not a genuine representative of the research population, and sample bias prevents the generalization of sample results to the total study population. Holmes (2004: 495501) states that random sampling ensures that the study sample is representative of the entire population. It is important to remember that sampling bias may appear if the sample size is insufficient to represent the target population accurately.

4.10 ETHICAL CONSIDERATION

Any research project requires a high level of ethics. The study's ethics are upheld by keeping the responses obtained strictly confidential. Before conducting the study, we obtained consent from the respondents, and no fraudulent information was provided. In addition, the study offered adequate references in the research in the theoretical analysis. Ethical guidelines were followed throughout the study. For ethical recognition more attention should be put on four ethical aspects of research, which are: informed consent; right of privacy; protection from harm; and involvement of the researcher.

The study has followed ethical research standards such as data integrity, confidentiality, and ensuring that data is only utilized for the study's purposes. Respondents will likewise remain anonymous, and their names will not be exposed. Participants will contribute data based on their consent, and they will be able to withdraw from the process at any time.

Following the rules and guidelines of the chosen government agency's social development department for using human subjects in research, the following ethical considerations were made during the quantitative and qualitative research stages of this study:

- **Informed Consent**

The selected government social development department agency will provide permission to conduct the study, which will be confined to the selected research organization. The nominated government agency provides a letter of consent for the research.

- **Participation**

It is a voluntary involvement in the study, and there will be no one forcing us to participate or submit information.

- **Confidentiality**

With the approval of the selected organization, the data will be kept confidential, and the organization will provide permission if data must be shared.

4.11 ASSUMPTIONS MADE

- Participants will not be hesitant to take part in the study.
- The questionnaire's questions will be answered truthfully by respondents.
- All the questions are straightforward and will not offend anyone.
- There are no limitations that the researcher will encounter at the organization where data will be collected.
- The study will increase the body of knowledge already known about this topic.
- The research will provide future solutions to risks that may arise in projects.
- Respondents will show a greater interest in project management expertise.

4.12 SCOPE AND LIMITATION OF THE STUDY

- The study was carried out at a single organization; hence it cannot be extended to all organizations in the Western Cape.
- The sample size was limited to 120 people; thus, the findings may not apply to the entire country.
- The study questionnaire was divided into three sections, each of which had to be completed without repeating previous information.
- Respondents were given the option of responding within their area of employment.

4.13 CONCLUSION

This chapter outlines and describes the research technique applied in the thesis and how it was applied to create a particular research strategy for this topic. The researcher has given the technique that will be functional throughout the thesis in this chapter. The researcher has broken down the technique utilized in the study into sections in this chapter. The researcher also dealt with the research methodologies being used, as well as the thesis's validity and dependability. Chapter 4 describes the data collection techniques and informs the researcher on who must be involved in the research. Then, the study applies the analytical method to explain the quantitative and qualitative data.

CHAPTER 5 DATA CLEANING, EDITING, ANALYSIS, AND ILLUSTRATION

5.1 INTRODUCTION

The primary goal of this study is to determine the extent to which a participatory project management team influences project execution in the Western Cape Social Development Department agency by assessing how a participatory project management style can reduce delays in project execution and ensure timely delivery. Projects have been implemented but never completed because of budget overspending, resource scarcity, bad planning, poor management during project phases, and delays at the level of authorities. This raised the topic of what techniques may be used to minimize project failure due to delays. When the project was examined, it was discovered that several issues obstruct project execution in government agencies.

The collection of questions emerged from the study's title, which emphasizes the search for the valid reason for project execution delays in government departments and looks for the underlying causes of delays in government departments. A questionnaire, which consist of three sections was created and used to obtain data from respondents. The questionnaire was broken down into three sections: Section A: Biography, Section B: Perceptions, Attitudes, and Beliefs about the factors that cause project delays within the Department, and Section C: Perceptions, Attitudes, and Beliefs about the factors that cause project delays outside of the Department. Section C—open-ended questions, often known as knowledge-based questions—will be based on a Likert-style questionnaire.

Everyone who filled out the research questionnaire was made aware of the study and offered the option to participate or not. The study's ethical confidentiality was made known by the researcher. This was done to ensure that the data would be kept private and the participants' identities would be kept safe. The researcher followed the Cape Peninsula University of Technology's general criteria for ethical research (www.cput.ac.za, 2015: 2).

5.2 REPORTING RESULTS

Primary and secondary research methodologies are used in this study. The Likert-type data was analysed with SPSS (Software Program for Social Science), a quantitative data analysis program, and the open questions will be analysed with ATLAS TI, a qualitative data analysis program. The literature will be used to code the qualitative data, and the GST will be used as a lens. The goal of transforming data into graphs, tables, and charts is to make the information easier to understand. One hundred twenty questionnaires were issued to government

personnel ranging from top management to low-level or ground workers. Officials responded positively to the questionnaires and offered recommendations for writing an article about the study.

5.2.1 SECTION A- Bibliography

The questions in this section pertain to the information about the respondents that will aid in identifying appropriate participants. This section verifies that the study's sampling was accurate. It is also crucial since it aided in the confirmation of the research findings.

Question 1: How would you describe your employment status? This question shows the researcher how well the organization understands its project-related field obligations. It provides the researcher with knowledge of the survey respondent's replies and access to the organization's information and experience. It gives the researcher the understanding of how respondents find the confidence to reflect on the organization's operations. Some positions may not have much to do with projects, but they may affect the respondents directly or indirectly.

Response: This organization that is bound to have revolving projects consists of different employment statuses. With the projects executed within the organization, not every participant is affected directly by the projects carried out because of their employment status. The data is depicted in the table with the accompanying bar chart below.

Table 5.1: The description of the employment status of the respondents in the organization

Employment Status	Percentages
Permanent	75%
Part-time	0%
Contract worker	10%
Self-employed	5%
Unemployed	10%

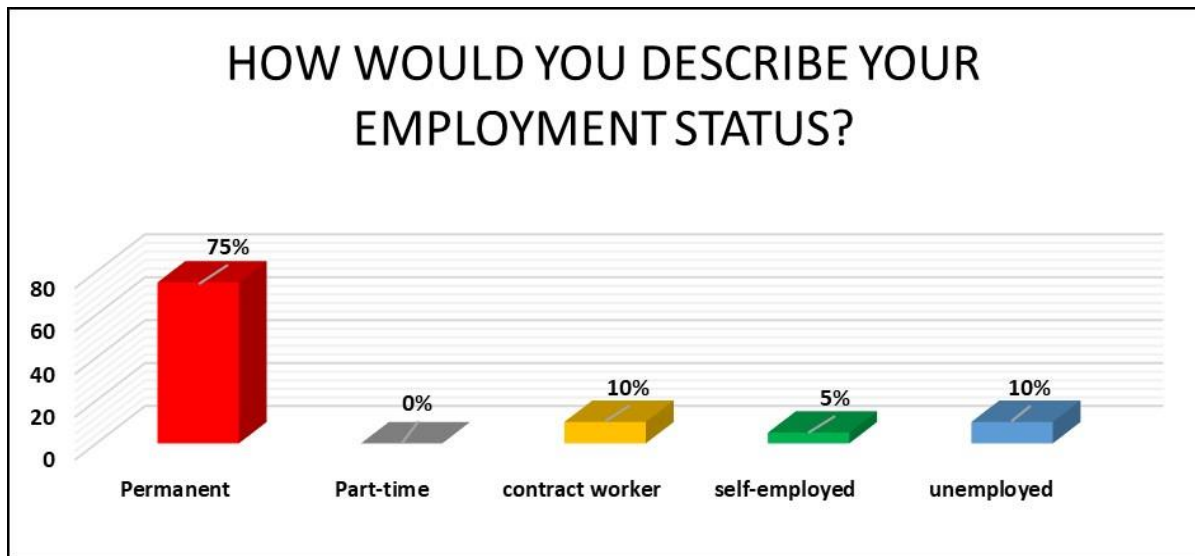


Figure 5.1: The description of the employment status of the respondents in the organization

Source: Researcher's own construction

The data on the above bar chart shows 75% are Permanent, while 10% are contract workers, referred to as specialists, who take up the out-sourced contracts made available to the public through a tender bidding selection. Ten per cent are unemployed. These participants are referred to as stakeholders or clients directly and indirectly affected by the Organization's projects. The 5% self-employed are also referred to as volunteers, with 0% being part-timers.

Question2: What is your current position in your organization? The researcher is interested in knowing the respondent's level of authority in the organization's projects. It also identifies the contributions of those participating in the department's efforts. Finally, it demonstrates who delegates responsibilities and who completed the tasks in the project according to the study.

Response: In the organizations' projects, not everyone has control, some might be affected positively or negatively, but they might contribute to decision making. As stated in the above chapters, more project managers must interact with all organizational positions. This question is illustrated in the pie chart in figure 5.2 below with the accompanying table.

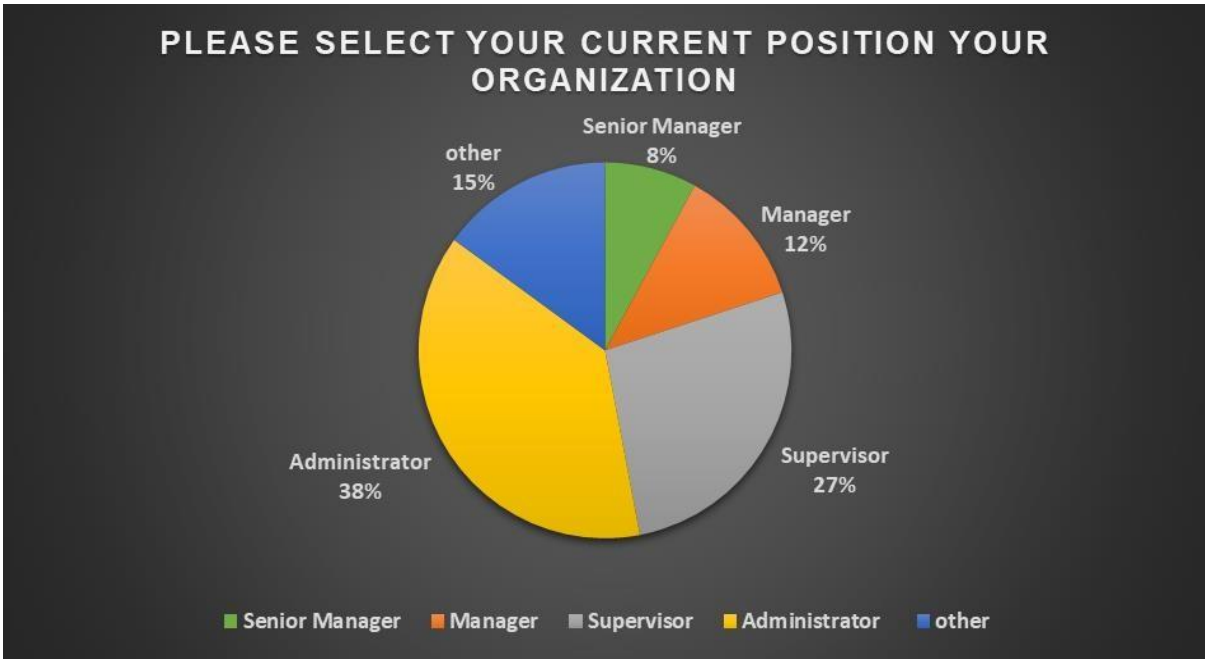


Figure 5.2: The current position of the respondents in the organization

Table 5.2: The current position of the respondents in the organization

Organizational position	Percentages
Administrator	38%
Supervisor	27%
Manager	12%
Senior Manager	8%
Other	15%

Source: Researcher’s own construction

The table shows that the highest number of employed participants who took part in the survey, 38%, is Administrator, with 27% listed as supervisors. Twelve per cent are Managers, including office managers and assistant managers, while 8% are Senior managers, comprising District and Regional Directors and those referred to as SMS—Senior Management Structure. Fifteen per cent selected other, with a short explanation of their selection.

Question 3: What is your age range? The age group of the respondents provides a precise characterization of the respondents' experience within the organization. It enables the researcher to compare the age differences among the respondents. It is also necessary to determine the respondent's organizational maturity.

Response: Since the beginning of democracy in 1994, the government departments have been active in reform and transformation, Age gave the maturity in sustaining and performing well in prior years, and it gave advantage to promotions and commitment. It is believed that maturity comes with age, reflected in the spread of respondents between 31 and 59 years. The different ages are presented in figure 5.3 below.

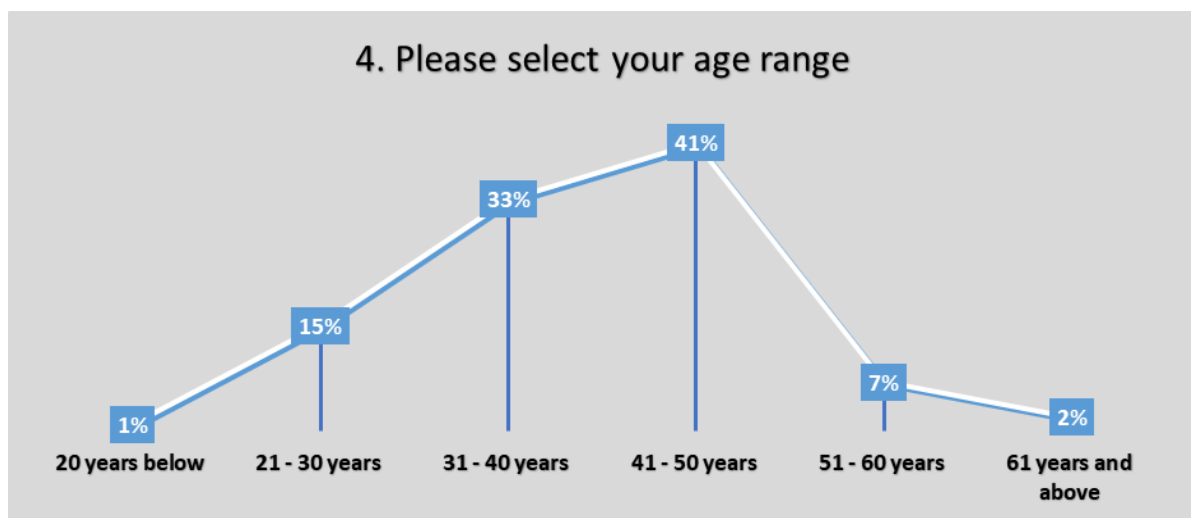


Figure 5.3: The age range of the respondents in the organization

Table 5.3: The age range of the respondents in the organization

Age range	Percentages
<=20 years	1%
21 – 30 years	15%
31 – 40 years	33%
41 – 50 years	41%
50 – 60 years	7%

61 years and above	2%
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Source: Researcher’s own construction

From the data given above, minimal employees that are 20 years and below with only 1% of respondents in this group, 15% being of a range of 21-30 years, with 33% are respondents between 31-40 years, and the majority— 41%—are between 41-50 years of age. Seven per cent are between the age of 50-60 years, with 2% being close to retirement: 61 years and above.

Question 4: What is your educational level? This question aims to learn about the respondent's expertise and essential responsibilities in the project field. It also wants to know if the personnel working on the organization's initiatives have project-related credentials. Finally, it also conveys a feeling of reaction to the project's management style.

Response: A qualification is crucial for project management. It gives the researcher the spectrum of knowledge application in the execution of projects. Knowing the basics and applying more intellectual thinking encompasses solution provisioning. In addition, more education broadens the likelihood of understanding the concept of projects. Figure 5.4 below shows the data collected for educational background.

Table 5.4: The educational level of the respondents

Educational Level	Percentages
PhD	0%
MTech/Master	11%
BTech/Degree	38%
Diploma	32%
High Certificate	2%
Matric	17%

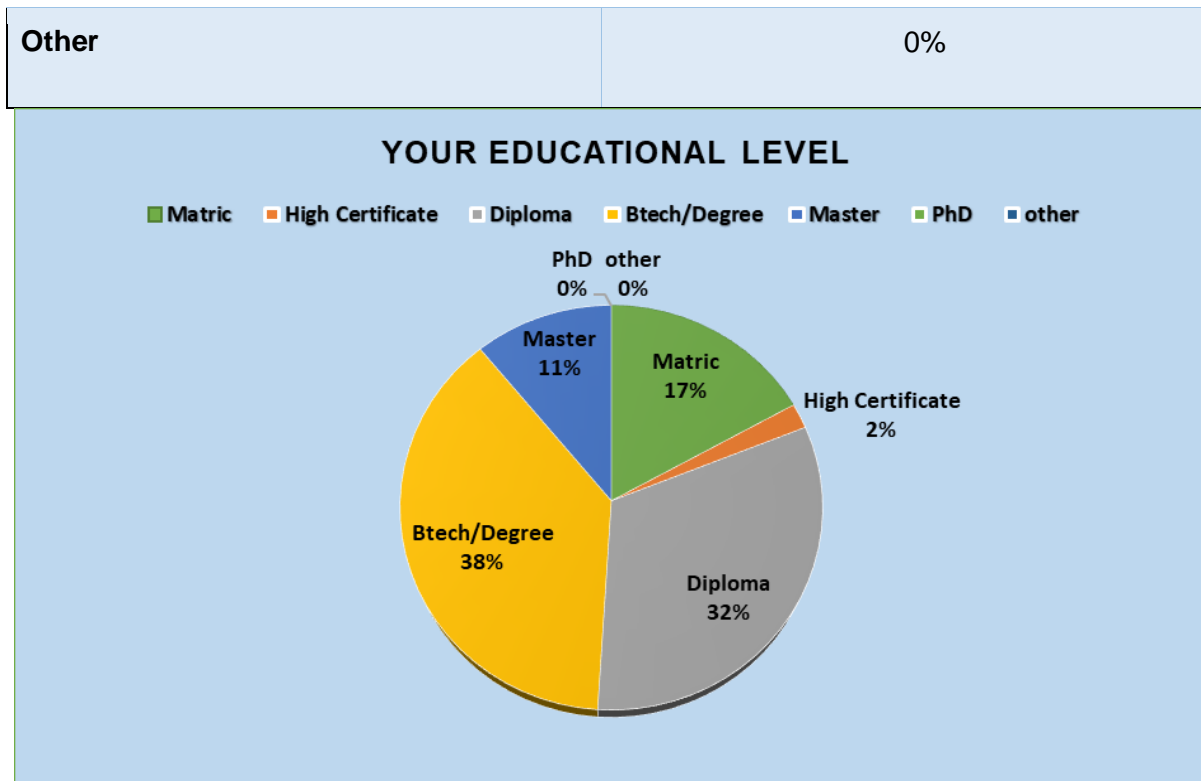


Figure 5.4: The educational level of the respondents

Source: Researcher's own construction

Many respondents have a BTech or another Degree (38%) or Diploma qualification (32%). The figures decrease with Masters at 11%, and 2% for the higher certificate. Seventeen per cent are Matric or Grade 12, with none of the respondents having a terminal degree. The department can be proud that most of its employees have tertiary qualifications.

Question 5: How long have you been employed by the government (Local, Provisional, National) in the project department? The study aims to evaluate the team's applicability to departmental projects. In addition, it establishes the respondents' project department experience.

Response: Respondents with more years in the organization are expected to have more experience with the organisation's projects and give more accurate information. Figure 5.5 shows the duration of respondents in the organisation.

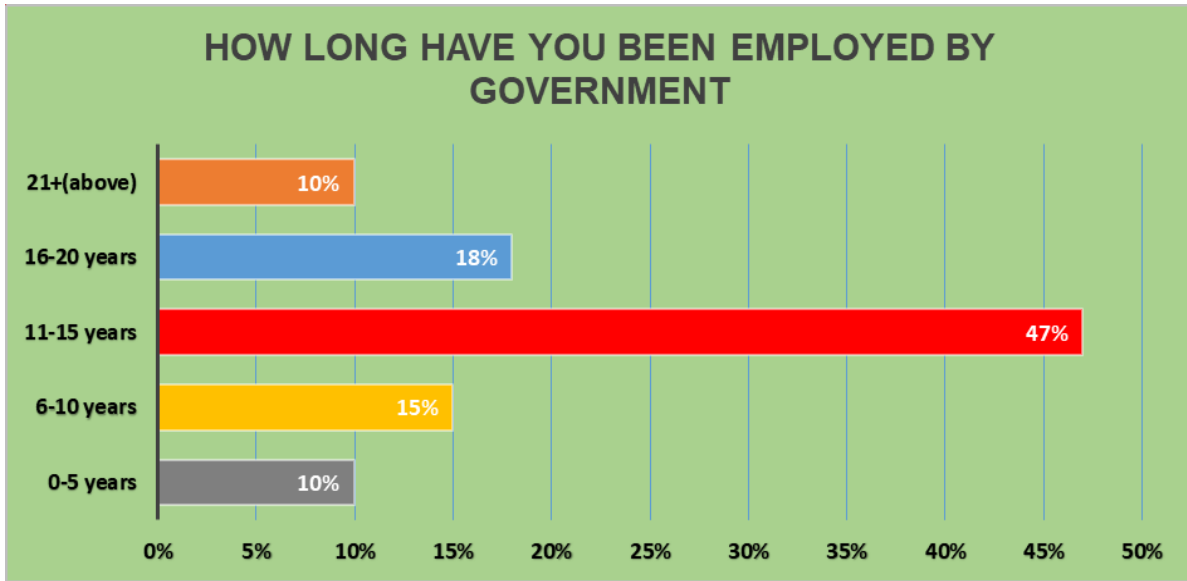


Figure 5.5: The employment duration of respondents

Duration working in Government	Percentages
21+ (above)	10%
16-20 years	18%
11-15 years	47%
6-10 years	15%
0-5 years	10%

Table 5.5: The employment duration of respondents

Source: Researcher’s own construction

Surprisingly, 47% of the respondents were long-term employees who had worked for the company for between 11 and 15 years. There were 10 % of the total respondents with 0–5 years of experience; the same percentage for those with 21+ years of service. Eighteen per cent have worked for the organization for 16–20 years, and 15 % have been with the Organization for between 6–10 years. If participants have been with the organization for a long time, it may be assumed that many of them have more significant experience given their age.

Question 6: Besides working in a government organisation, have you ever worked on projects from a different organization? The researcher wants to discover if the respondents have any project experience other than government projects.

Response:

Checking with respondents if there is any different project knowledge being applied to the current or past project that the organization has completed. Different project experience gives high chances of smoothly executing projects. Figure 5.6 below illustrates the respondent's responses to various project experiences.

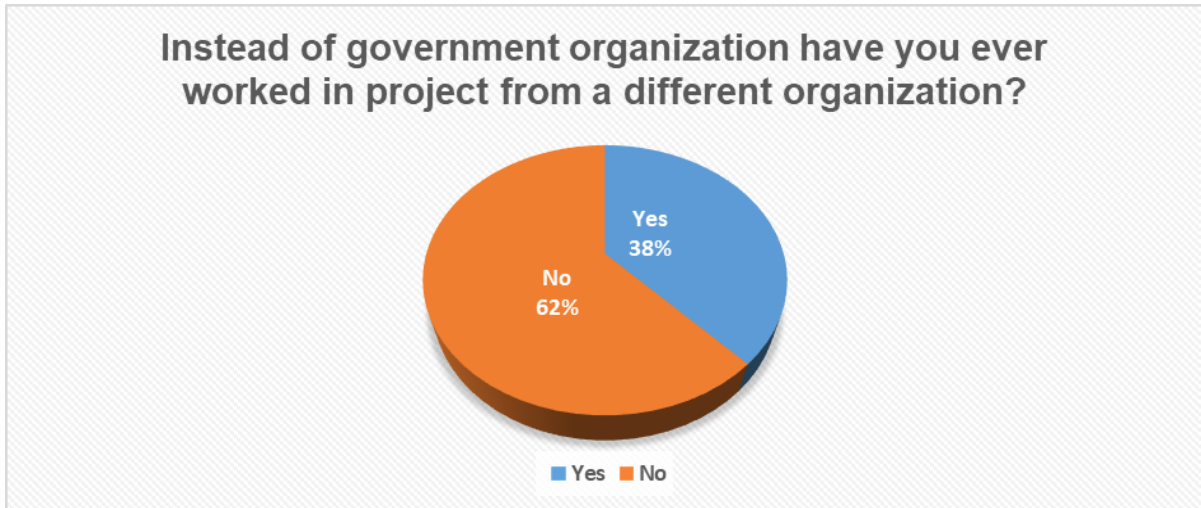


Figure 5.6: Working from a different organization except for the current organization

Table 5.6: Working from a different organization except for the current organization

Working on projects from a different organization	Percentage
Yes	38%
No	62%

Source: Researcher's own construction

The chart above shows that 38% responded with Yes, with less experience working in a different organization than a government organization. However, a significantly larger number—62%—responded with No, demonstrating that the majority only have experience with projects from a government organization.

Question 7: Do you sit in Project Meetings? The researcher determines if the responder is standing or sitting in the panel of decision-makers. Determines whether the respondent takes part in the department's project planning.

Response:

Mixed knowledge from different project backgrounds gives a high chance to execute projects successfully. They are looking at the experience the team members have within the project field and the level of decision-making.

Table 5.7: The number of respondents that sit in project meetings

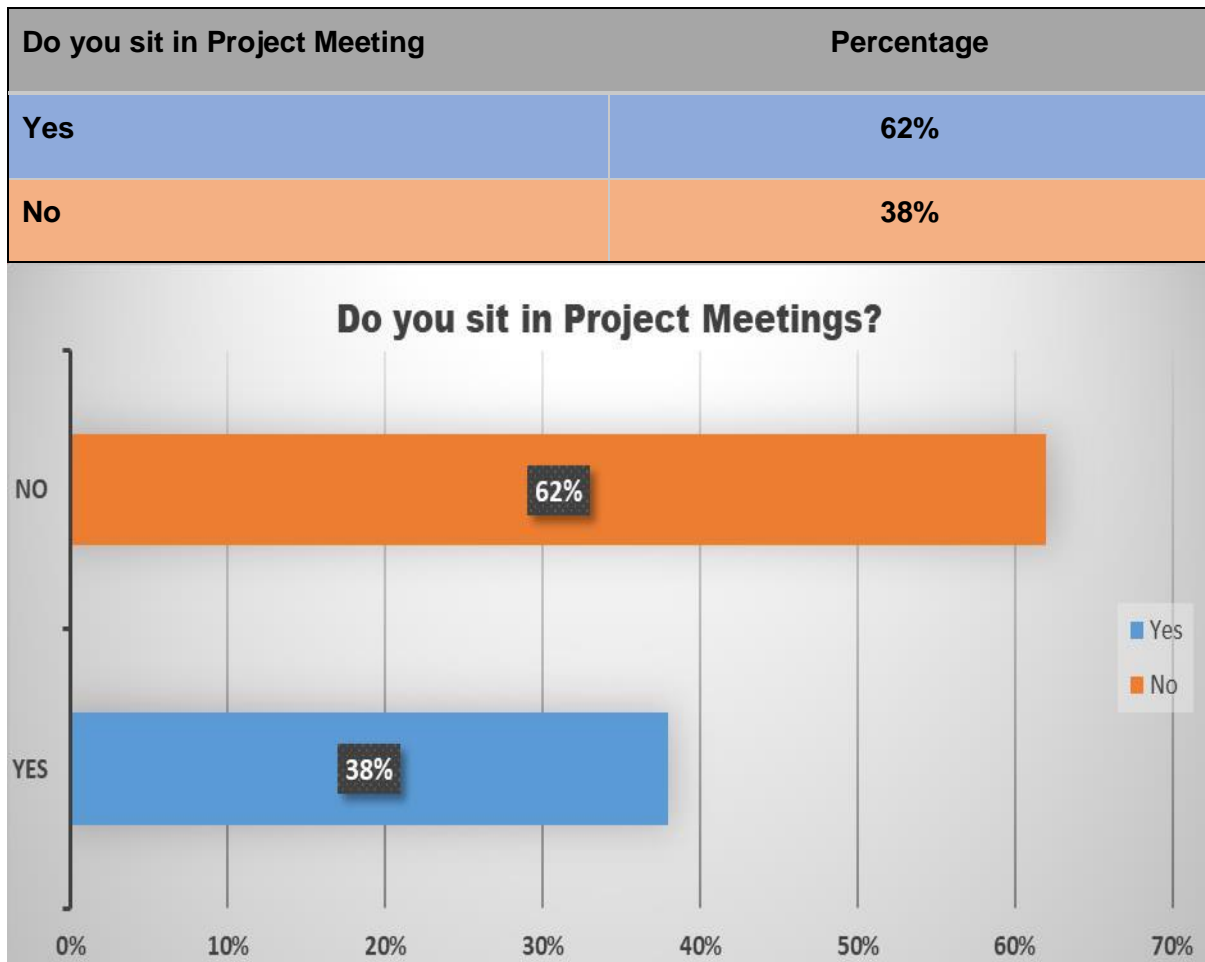


Figure 5.7: The number of respondents that sit in project meetings

Source: Researcher’s own construction

The diagram above shows 38% responded No, indicating less experience of sitting in project meetings, where decisions are made, a whopping (62%) responded with Yes, which gives the minority with being involved in Project decisions.

Question 8: Which level of meetings do you sit in for the projects? It discusses the mechanism for making decisions, illustrates the degree of organization, and lists the participants.

Response:

It is recommended to offer a thorough agenda in advance to attendees of project team meetings to prevent meetings from ending in dissatisfaction. Figure 5.8 below illustrates which level of project-related meetings the respondents attend.

Table 5.8: The current position of the respondents in the organization

Which level of meetings do you sit in for projects	Percentages
Team Meeting	43%
Management Meeting	27%
District Meeting	12%
Regional Meeting	8%
Other	10%

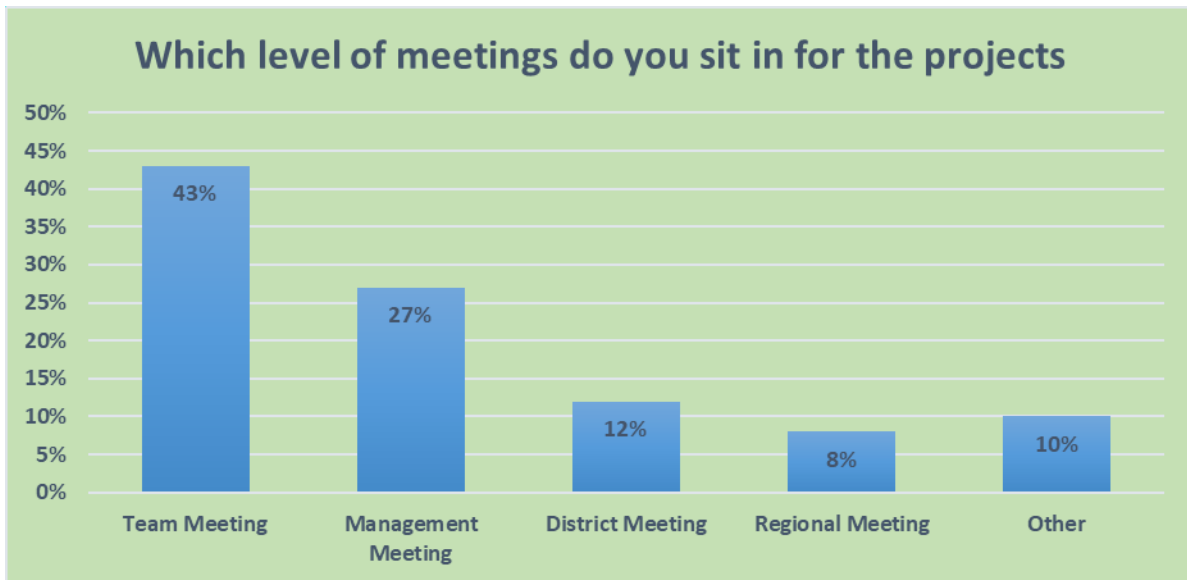


Figure 5.8: The current position of the respondents in the organization

Source: Researcher’s own construction

The level of the project team meetings is seen above in Figure 5.8. The findings show that most respondents (43%) attend project team meetings., 27% sit in Management meetings,

Response:

12% sit in District meetings, 8% in Regional meetings, and 10% state other. This shows that the higher the hierarchy, the lesser the project team members are involved, where decisions are made.

Question 9: How frequently do you sit in meetings? It gives the knowledge of project updates and plays a role in controlling and monitoring the project.

Response: The more the project team sits, the easier the project updates are shared, and feedback regarding the project team status is given. Knowing the project's status in relation to the initial plan, there is no consistent time frame agreed upon. Figure 5.9 below illustrates how frequently respondents sit in project meetings.

Table 5.9: How frequently do you sit in a meeting

How frequently do you sit in meetings	Percentages
Daily	7%
Weekly	10%
Monthly	28%
Quarterly	12%
As required	43%

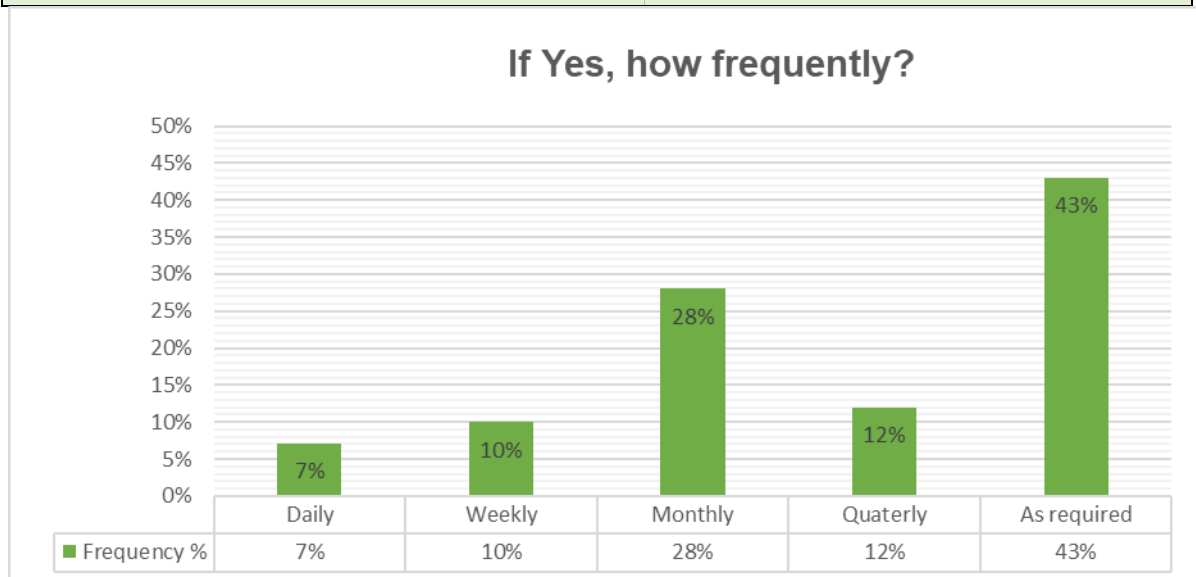


Figure 5.9: How frequently do you sit in a meeting

Source: Researcher's own construction

The chart above represents meeting frequency, with 43% of respondents sit in project meetings as required, 12% quarterly, 28% Monthly, 10% Weekly and 7% Daily. The department can be acclaimed that most of its meetings sit when requested, with no standard scheduled plan.

Question 10: Line of authority in reporting structure, where do you report on the progress of the project? Firms can create complex organisational structures to address the demands of many services, regions, and clientele. Line authority helps to build order by establishing direct relationships between departments and roles. For every project and operation inside the organization, a well-defined line of authority establishes a line of accountability.

Response:

Projectized structure: Because the project manager is the only one reporting to them, there are fewer disagreements when making choices. Information is conveyed to stakeholders quickly since there is just one line of authority. The learning curve is quicker for new members due to substantial communication, urgency, milestones, and teamwork.

Matrix structure: This structure combines a projectized structure with a functional structure. Both the project manager and functional manager get reports from the project team. The functional oversees the project's functional component; they choose how the work is carried out and have the authority to delegate project tasks to their assistants. The administrative aspect of the project is under the project manager's control.

Functional structure: Only the functional managers have control over personnel. The functional managers oversee making all choices. People are categorized according to their areas of expertise.

Team Structure: The team responds and reports to the lower structure in management, also called direct management, which includes supervisors, team leaders and office managers. Decisions are already taken, and they are only implemented at this stage. All structures are represented in figure 5.10 below.

Table 5.10: The structure the respondents report to in the organization.

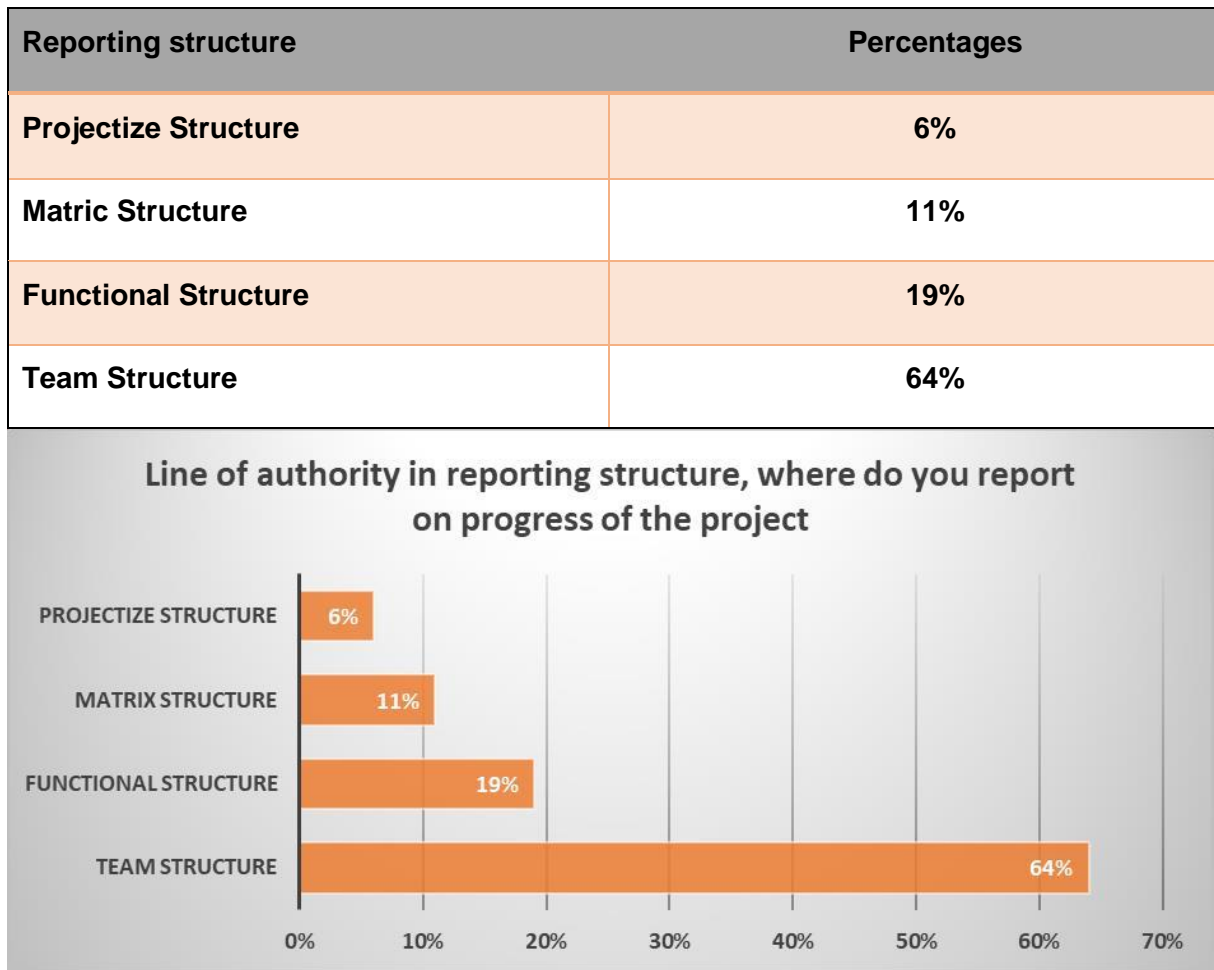


Figure 5.10: The structure the respondents report to in the organization.

Source: Researcher's own construction

The highest scoring structure is the Team structure with (64%) where decisions are already taken and implemented, (19%) report on the functional structure, (11%) report on the matrix structure, and a small amount of (6%) project participants report on the projectized structure, where the head of the departments sit and make decisions. The projects may be affected by the respondents' comprehension of who reports to whom in the organization and what makes up that reporting structure.

Question 11: Why did you apply for this Job? The researcher seeks to identify the purpose and the drive for performing the duties. It also establishes the goals of the project team.

Response: It has been established that to perform to the best of their abilities in work, someone driven by a desire to find employment must be able to satisfy all the standards of the position. Figure 5.11 below shows the reasons why participants applied for the current job.

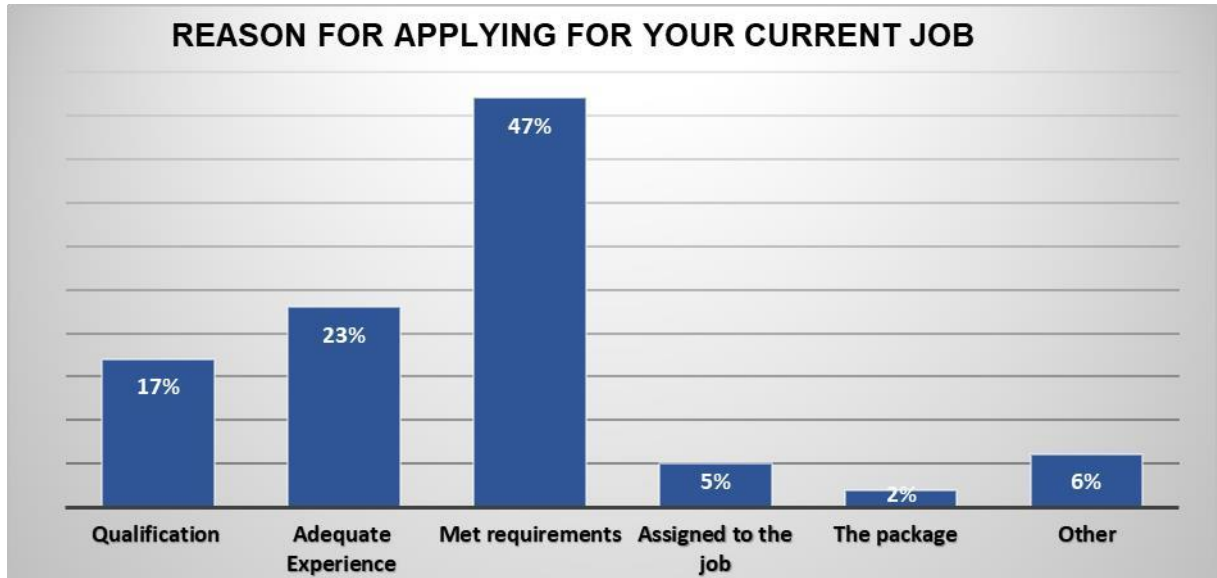


Figure 5.11: The reason for applying for the current job

Table 5.11: The reason for applying for the current job

Reasons for Job Application	Percentages
Qualification	17%
Adequate Experience	23%
Met Requirements	47%
Assigned to the Job	5%
The package	2%
Other	6%

Source: Researcher's own construction

The most important category, according to the majority (47%) of respondents, is the requirements of the job, followed by (23%) adequate experience, (17%) of the respondents said that qualifications were the most important requirement, (5%) assigned to the job also referred to as acting to the position, (2%) respondents were driven by the package, and (6%) being other.

5.3 SECTION B- PERCEPTIONS, ATTITUDES, AND BELIEFS ABOUT THE FACTORS IMPEDING EFFECTIVE PROJECT EXECUTION WITHIN THE DEPARTMENT.

This research session will consist of a collection of questions delivered to respondents physically and online: Section B – perceptions, attitude, and beliefs. The quantitative data analysis program, SPSS, will be used to analyse the Likert-type data acquired (Software Program for Social Science). The Likert scale is divided into four components, namely, 1. Strategic Planning, 2. Communication Competency, 3. Problem Solving Competency and Operational Requirements. From strongly agree to strongly disagree on a scale of 1 to 5. There are five categories: 5—Strongly Agree, 4—Agree, 3—Neutral, 2—Disagree, and 1—Strongly Disagree. The graphs below illustrate the replies.

5.3.1 PLANNING STRATEGY:

In this stage, the researcher is more interested in the Project planning, which consists of 7 statements under the Planning strategy, from the project's origin to its conclusion.

Statement 1: Project planning is applied and revisited in all project stages; This provides a clear notion that should be utilized in a project lifecycle so that the project plan is understood and used throughout the project. Measuring the project's progress and ensuring it is still within the scope are best practices for revising the plan.

Response: The objective of the statement was to evaluate the independence of planning and revisiting project plans at all project stages. Figure 5.12 below illustrates the application of the project plan and revisiting of the plan in all project stages.

Table 5.12: Project plan being applied and revisited in all project stages

Project planning is applied and revisited all project stages	Percentages
Strongly Agree	10%

Agree	20%
Neutral	7%
Disagree	44%
Strongly Disagree	19%

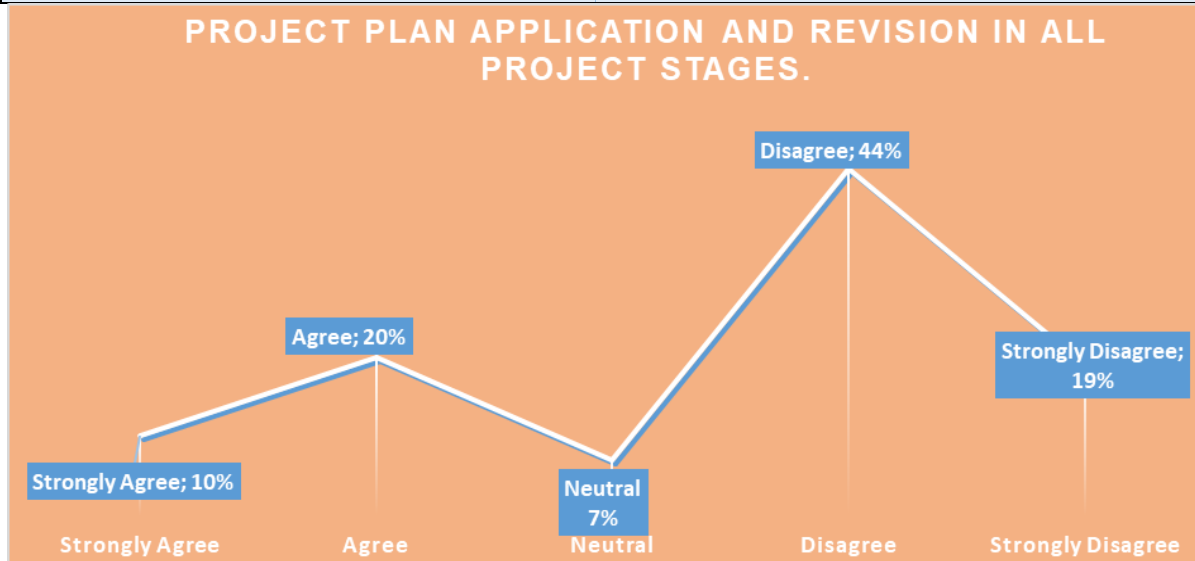


Figure 5.12: Project plan being applied and revisited in all project stages

Source: Researcher's own construction

A total of 30% of respondents (with 10% Strongly Agreeing and 20% Agreeing, respectively) agree that project team members are often included in the planning phases of the departmental project objectives. However, 7 % are neutral, and 63% disagree (19% Strongly Disagree and 44% Disagree, respectively). It can be generalised that most of the project team is not involved in project planning, meaning they do not understand departmental objectives.

Statement 2: Goals and objectives are clear and easily understood by the project team

This claim is meant to measure how well the project team, from the highest level to the lowest level, has comprehended the project's goals. This allows for replies seeking clarification if the purpose is unclear.

Response: In this statement, the researcher is trying to determine how best the project team knows what is expected from the entire project. It enables the team to compare project

objectives that have been completed to those that were anticipated. Figure 5.13 below illustrates how the project field is understood regarding the organization's aims and objectives.

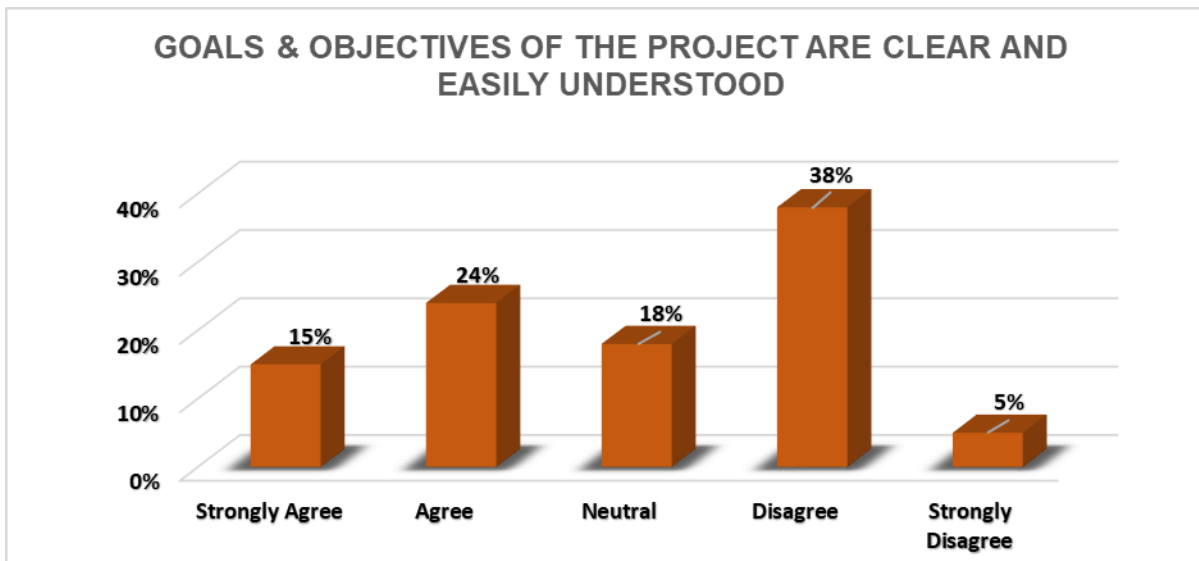


Figure 5.13: Goals and Objectives of the organization

Goals and objectives are clear and easily understood by project team	Percentages
Strongly Agree	15%
Agree	24%
Neutral	18%
Disagree	38%
Strongly Disagree	5%

Table 5.13: Goals and Objectives of the organization

Source: Researcher's own construction

43% of respondents, as shown in figure 5.3.1.2, disagree (38% disagree and 5% strongly disagree). However, 39% of respondents agree (24% agreeing and 15% strongly agreeing)

believe that goals and objectives are clear and understandable, while 18% are Neutral, meaning they are not sure but perform according to the scope.

Statement 3: Stakeholder engagement is regularly applied in all project stages; This measures how well the project is progressing and how any changes affect the stakeholders in the organization. This enables the researcher to monitor the participation of all stakeholders.

Response: This statement describes the involvement of stakeholders and how well the organization works with its stakeholders. Some stakeholders are affected directly and others indirectly. Therefore, the stakeholder's relationship with the organization can be measured.

Figure 5.14 below elucidates the stakeholder relationship in the organization's projects.

Table 5.14: Stakeholder engagement in project execution

Stakeholder engagement is regularly applied all project stages	Percentages
Strongly Agree	24%
Agree	23%
Neutral	18%
Disagree	34%
Strongly Disagree	3%

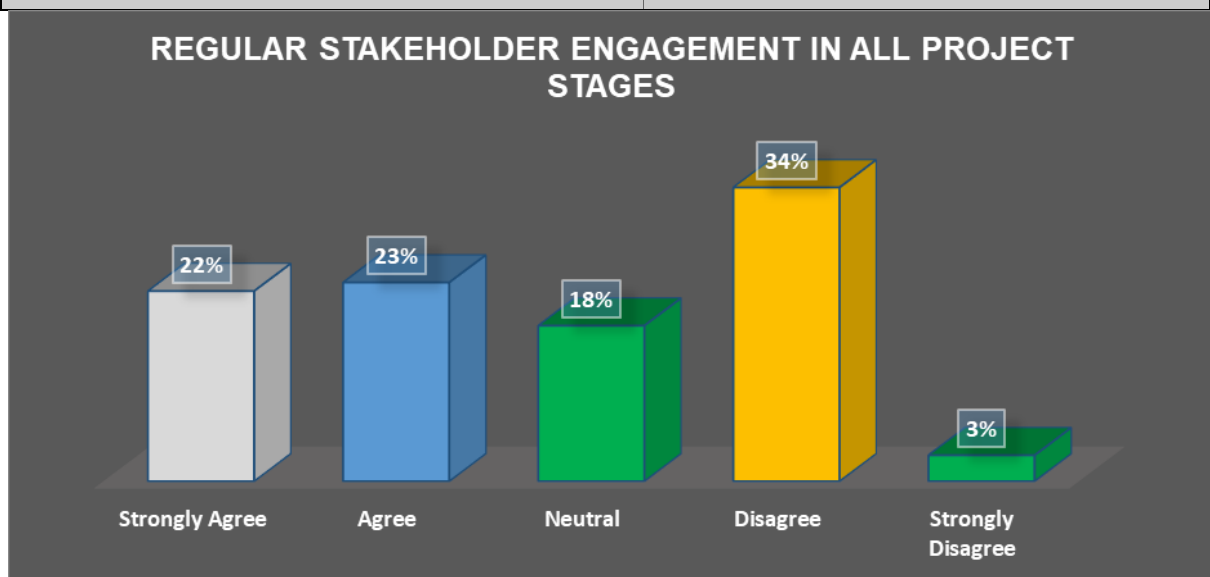


Figure 5.14: Stakeholder engagement in project execution

Source: Researcher's own construction

Figure 5.3.1.3 Above illustrates that the majority, which is 45% (22% Strongly Agree and 23% Agree) of respondents agreed that stakeholders are engaged in all stages of the project, followed by 37% (34% Disagree and 3% Strongly Disagree) of respondents who said that project stakeholders are not regularly engaged in project stages, meanwhile 18% of respondents are neutral.

Statement 4: Crucial information is shared in due time and attended to if the need arises;

This study aims to realise the importance of information exchange inside the project. How quickly is information disseminated? Is it constantly delayed or shared on time?

Response: The researcher seeks to know if the information is released or shared when needed or if it is only shared after different authorities have approved it. Figure 5.15 below exposes the sharing of crucial project information.

Table 5.15: Sharing of crucial information

Crucial information is shared in due time and attended to if the need arise	Percentages
Strongly Agree	18%
Agree	25%
Neutral	3%
Disagree	32%
Strongly Disagree	22%

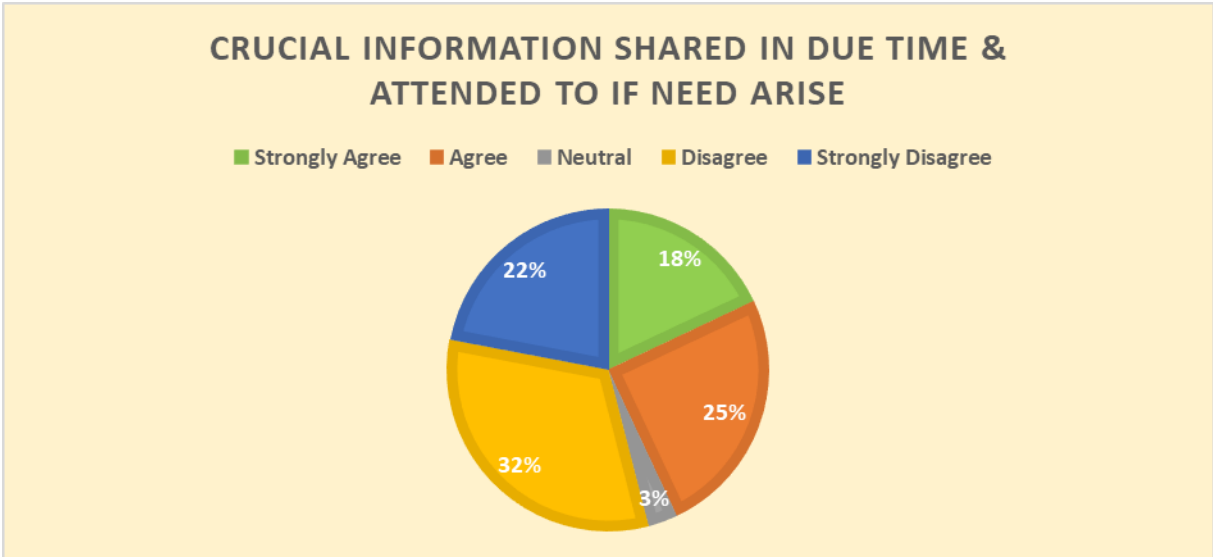


Figure 5.15: Sharing of crucial information

Source: Researcher’s own construction

The diagram above shows a total of 43% (18% Strongly Agree and 25% Agree) respondents agree that crucial information is shared in due time, while 54% (22% Strongly Disagree and 32% Disagree) disagree that information is shared, while 3% is neutral.

Statement 5: Project constraints are clearly stated and ensured that they are followed;

This evaluation of the project constraints' existence and representation. It demonstrates how crucial it is to comprehend how to apply project constraints for the success of any objected project.

Response: The researchers seek to know if the project team understands the constraints they apply in the project life cycle. Figure 5.16 illustrates the project constraints that are clear and followed in the organisation's project lifecycle.

Table 5.16: Project constraints are clear and followed

PROJECT CONSTRAINTS ARE CLEARLY STATED AND ENSURED THAT THEY ARE FOLLOWED	Percentages
Strongly Agree	19%
Agree	14%

Neutral	11%
Disagree	54%
Strongly Disagree	2%

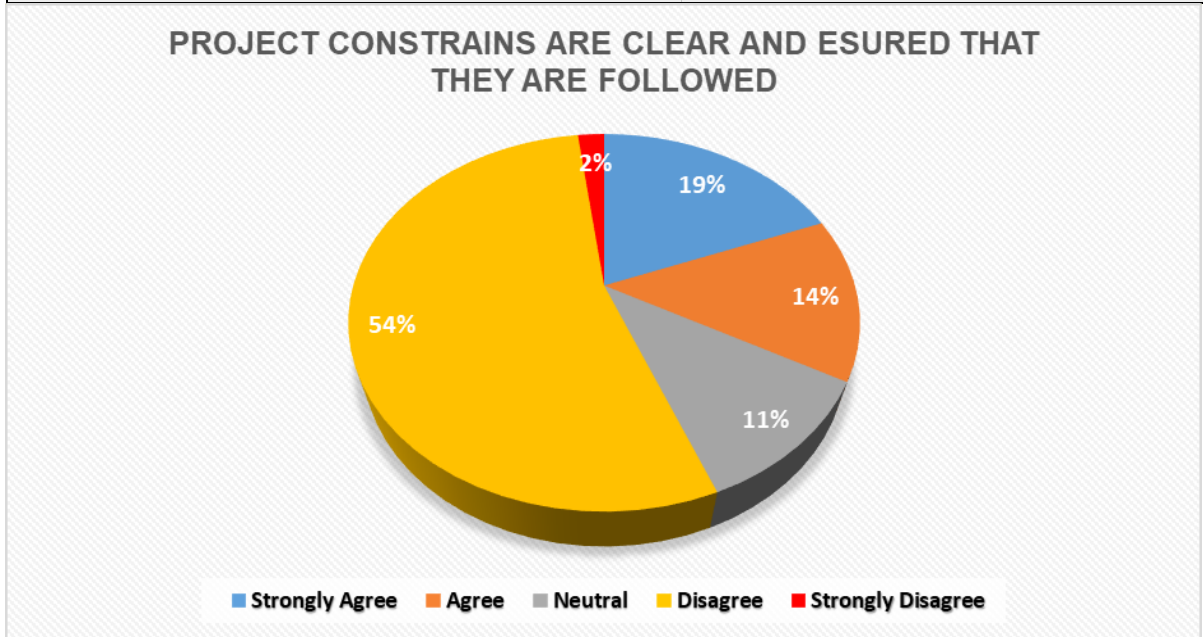


Figure 5.16: Project constraints are clear and followed

Source: Researcher’s own construction

According to the graph above, 56% of respondents (2% strongly disagree and 54% disagree) presume that project constraints are not understood and followed, compared to 33% (19% strongly agree and 14% agree) who agree. 11% of respondents were neutral.

Statement 6: Project monitoring and control are applied and effective in all project stages; The evaluation of all project lifecycle phases' monitoring and control mechanisms was the goal of this statement. Project managers use a measuring technique during project execution to make sure the project is put to the test.

Response: The researcher seeks to know how well the project resources are monitored and controlled. Figure 5.17 shows the control of resources in the organization's projects.

Table 5.17: Project constraints are clear and followed

Project monitoring and control is applied and effective in all project stages	Percentages
Strongly Agree	15%
Agree	20%
Neutral	12%
Disagree	36%
Strongly Disagree	17%

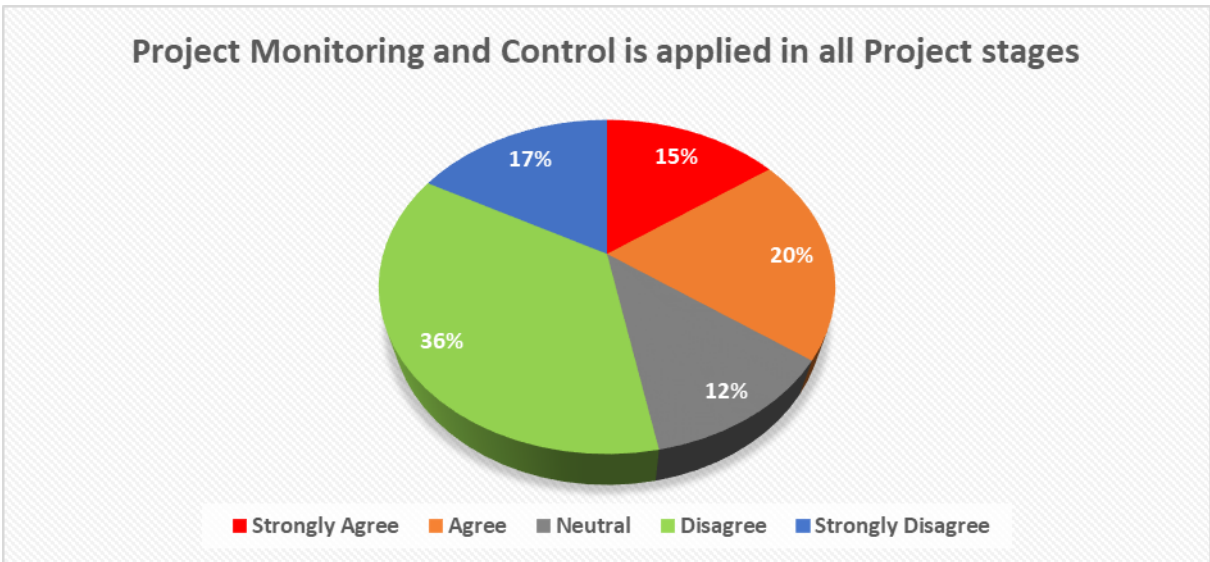


Figure 5.17: Project constraints are clear and followed

Source: Researcher’s own construction

The diagram above shows a total of 53% (17% Strongly Disagree and 36%Disagree) are respondents that disagree that projects are not monitored and there is no control, while 35% (15%% Strongly Agree and 20% Agree) that projects are monitored and controlled while 12% is neutral.

Statement 7: Everyone on the project team knows the organization's vision; It wants to determine if the respondents believe that understanding an organization's vision enhances the likelihood of a project being executed successfully.

Response: The researcher was interested in knowing if all officials or project team members who participated in the project's execution were aware of the organization's vision. How well employees are aware of the organization's vision is shown in Figure 5.318.

Table 5.18: Organizational Vision

Clear and easily understood Goals & Objectives	Percentages
Strongly Agree	19%
Agree	41%
Neutral	27%
Disagree	10%
Strongly Disagree	3%

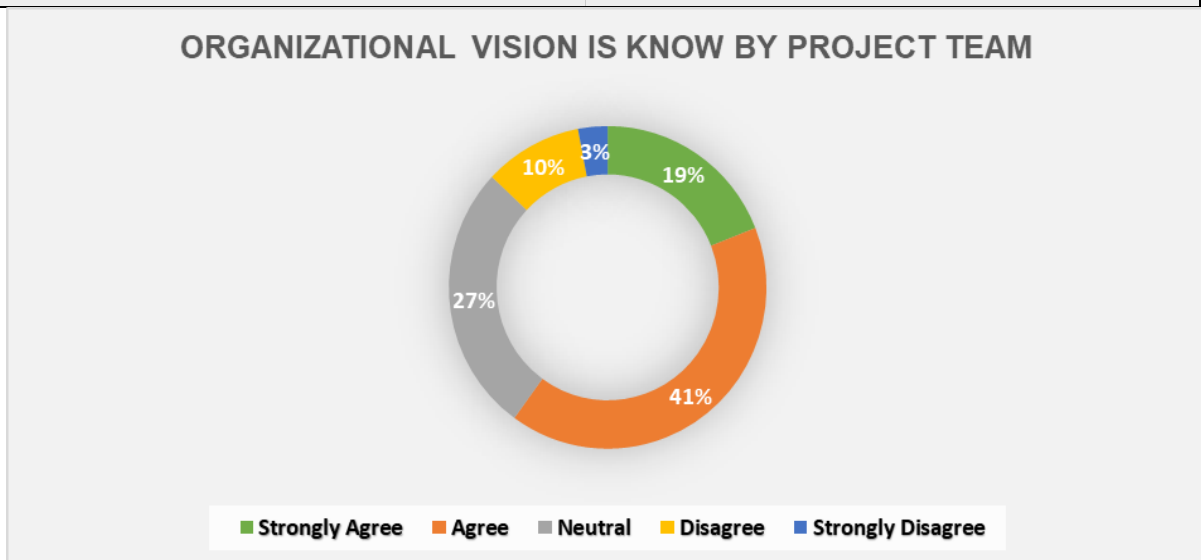


Figure 5.18: Organizational Vision

Source: Researcher's own construction

The responses displayed in the chart above show a total of 13% (3% Strongly Disagree and 10% Disagree) are respondents that disagree that the vision of the organization is unknown, while 60% (19% Strongly Agree and 41% Agree) that the vision is clear and known, meanwhile 27% is neutral.

5.3.2 COMMUNICATION COMPETENCY:

At this point, the researcher wants to know how effectively team members, also known as officials, are involved in the project's communication models and how successfully communication is exchanged across the project phases. This stage consists of 6 statements.

Statement 1: Transparency of communique shared amongst project team members; This statement aims to determine how understandable and pertinent is the information given to the project team. Project team members at all levels receive the essential information, whether good or bad, verbatim and without any editing or cleaning.

Response: For the organization to prevent predicted performance delays brought on by a lack of transparency, communication must be realistic and in accordance with its objectives. Figure 5.19 illustrates the transparency of the communique shared amongst project team members.

Table 5.19: Transparency of communique share amongst project team members

Transparency of communique shared amongst project team members	Percentages
Strongly Agree	14%
Agree	15%
Neutral	10%
Disagree	45%
Strongly Disagree	16%

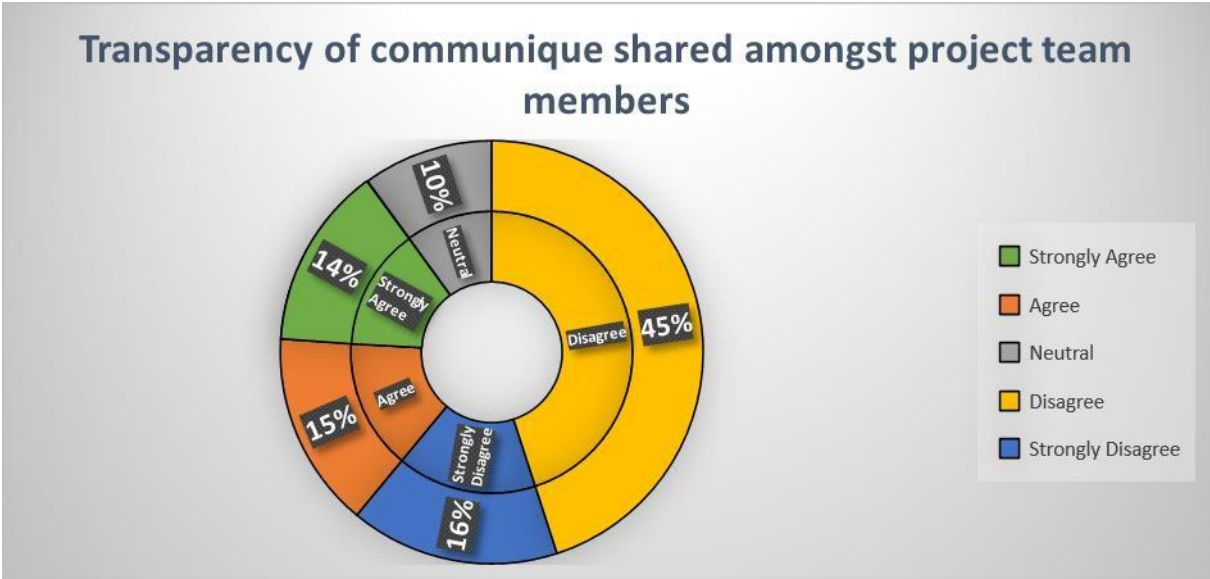


Figure 5.19: Transparency of communique share amongst project team members **Source:**

Researcher’s own construction

Figure 5:19 shows 61% (16% Strongly Disagree and 45% Disagree) are respondents that disagree that communication is not transparent enough in the organization project, 10% are neutral, while 29% (14% Strongly Agree and 15% Agree) that the project communication is transparent to all project team members.

Statement 2: Rapid response period of distributed information by emails, memos, circulars, reports and meetings; This claim aims to determine the efficacy of the response from planned information flow routes, the amount of time it takes to disseminate information throughout the project lifecycle and the utilization of clear internal communication channels.

Response: Ensuring everyone is informed and aware of their responsibilities, effective project scribes are expected to record and write unambiguous messages to all project stakeholders. All responders took part and provided feedback, as shown in figure 5.20.

Table 5.20: Information distribution by emails, memos, reports, and meetings

	Percentages
The rapid response period of distributed information by emails, memos, circulars, reports and meetings	

Strongly Agree	23%
Agree	35%
Neutral	26%
Disagree	10%
Strongly Disagree	6%

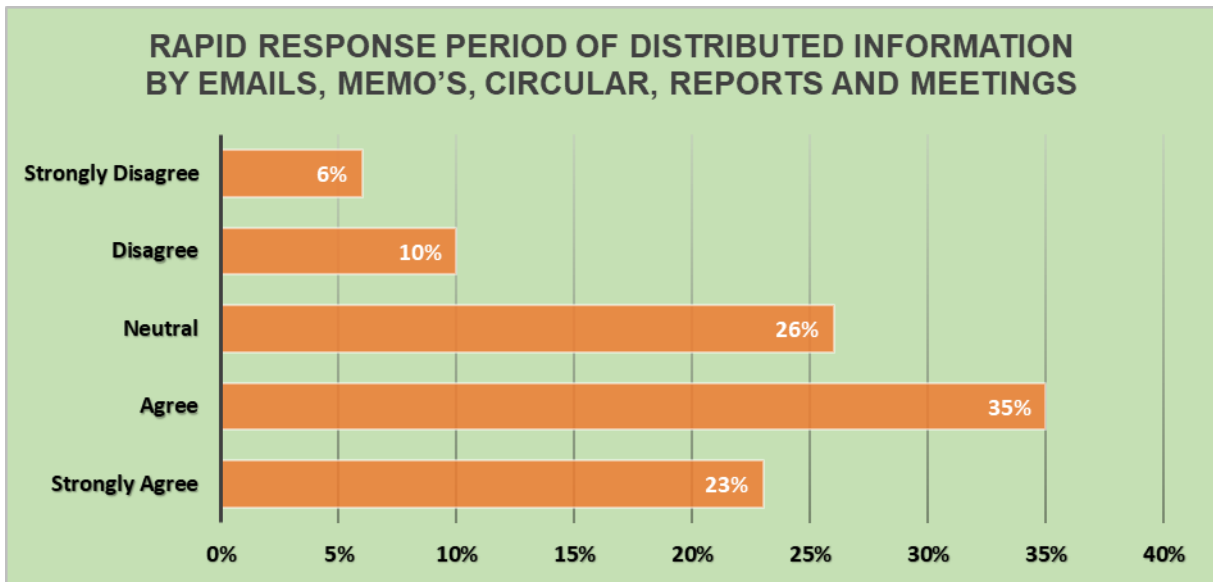


Figure 5.20: Information distribution by emails, memos, reports, and meetings

Source: Researcher's own construction

Figure 5.20 shows that 58 per cent of respondents (23 per cent Strongly Agree and 35 per cent Agree) concur with the assertion that the information supplied is presented clearly and concisely through written communication. Only 16 per cent (six per cent strongly disagree and ten per cent disagree) chose to disagree with the statement, while 26 per cent chose to stay neutral. Therefore, we can confidently say that the information is disseminated utilizing the email, memo, report, circular, and meeting communication models after reviewing the participants' replies.

Statement 3: Keeps consistence in communication and relevant communication; The researcher wants to know how frequently the information is disseminated, as stated in this

statement. It displays the communication style and information types that should be distributed to all project stakeholders.

Response: The lack of replies to the information requested by lower-level officials is one of the most significant issues in project communication with project team members or juniors. This may explain the causes of delays in performance. Figure 5.21 below illustrates the communication relevancy and consistency.

Table 5.21: Consistency and relevancy in communication

Keeping Consistency & Relevancy in communication	Percentages
Strongly Agree	18%
Agree	22%
Neutral	10%
Disagree	38%
Strongly Disagree	12%

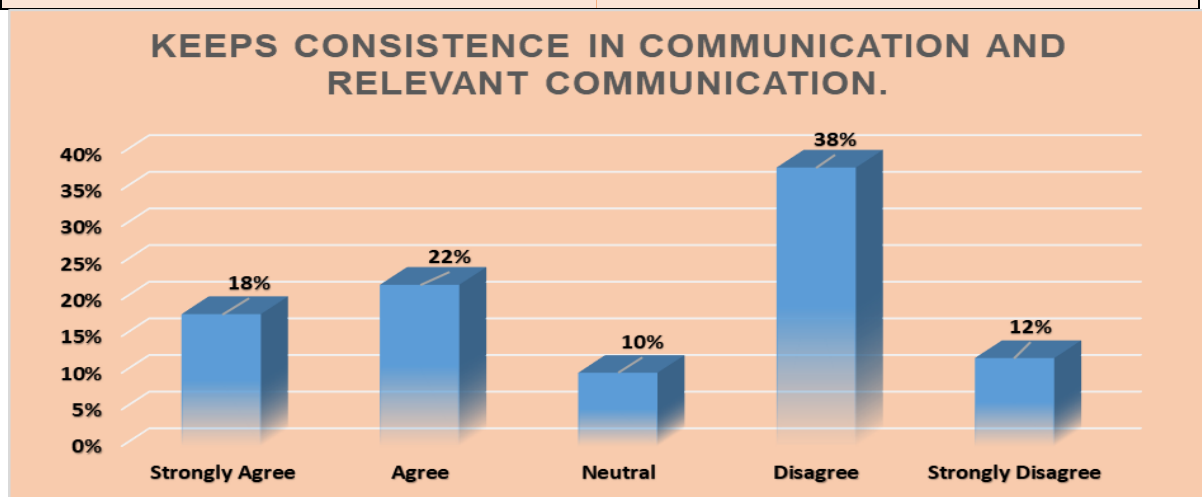


Figure 5.21: Consistency and relevancy in communication

Source: Researcher's own construction

Responses from participants regarding consistency and relevance of communication reveal that neutral is at 10%. However, 50% (12% Strongly Disagree and 38% Disagree) indicated that the information was inconsistent and irrelevant at the time needed. The remaining 40% (with 18% Strongly Agree and 22% Agree) expressed the sentiments expressed in the statement. Communication shared is not always available when needed, which gives irrelevancy to the communicated information at times.

Statement 4: Minimal communication anticipation in lower-level staff; This statement was meant to clarify if the top management, also known as decision-making management, takes advice from the lower level or ground employees, also known as project team members, or whether they are the types of leaders who do not accept any advice or input from their juniors.

Response: The more the Top or Decision-making management listens to the team members at a lower level, new ideas and fast methods to solve problems are established and easily applied. Figure 5.22 below illustrates the communication anticipation of the lower-level staff, officials, or team members.

Table 5.22: Minimal Communication anticipation in lower-level staff

Lower-level staff/officials minimal Communication anticipation	Percentages
Strongly Agree	16%
Agree	45%
Neutral	21%
Disagree	11%
Strongly Disagree	7%

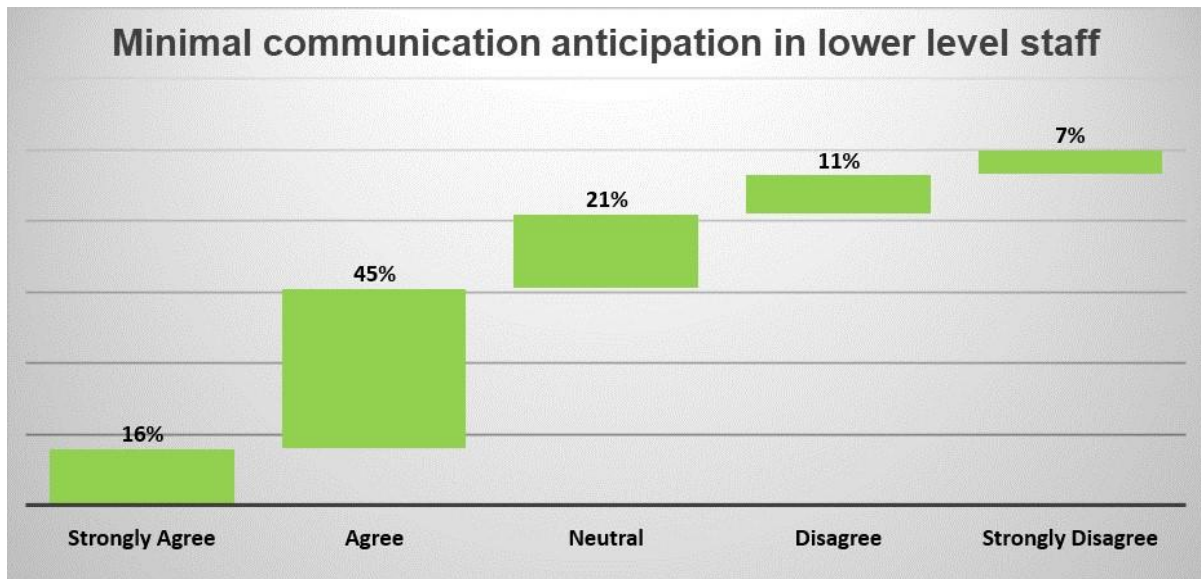


Figure 5.22: Minimal Communication anticipation in lower-level staff

Source: Researcher’s own construction

Figure 5.22 shows that 18% (7% Strongly Disagree and 11% Disagree) of the respondents disagreed with the statement, which said anticipation of lower-level staff is minimal in communication. Conversely, 61% (16% Strongly Agree and 45% Agree) agree with the statement, while 21% of the participants chose to be neutral.

Statement 5: Stakeholder's communicate engagement is more towards project completion; The objective of the statement is to assess whether project stakeholders were informed of project progress and engaged at all project phases.

Response: The researcher seeks to determine the stakeholder's relationship in the project stages executions, whether the stakeholders are aware of what is currently happening in the project, or they are only updated at the project's closure. Figure 5.23 shows the stakeholder's engagement toward project completion.

Table 5.23: Stakeholder's communicate engagement is more toward project completion

Stakeholder's communicate engagement more towards project completion	Percentages
Strongly Agree	20%
Agree	40%

Neutral	21%
Disagree	14%
Strongly Disagree	5%

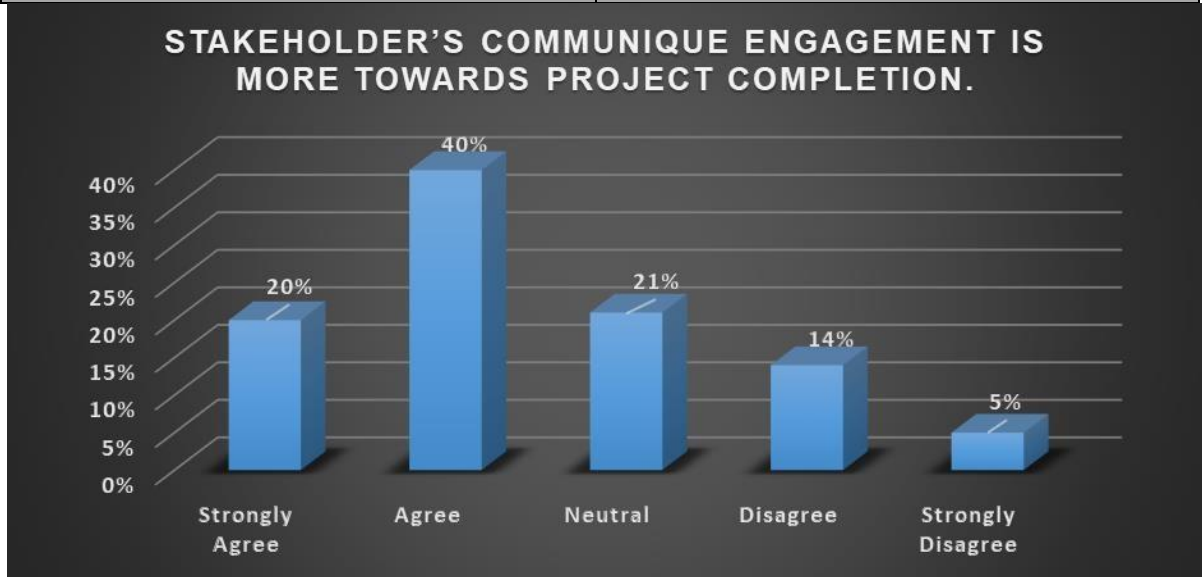


Figure 5.23: Stakeholder's commune engagement is more toward project completion **Source:**

Researcher's own construction

Figure 5.23 shows that 19% (5% Strongly Disagree and 14% Disagree) of the respondents disagreed with the statement that stakeholder engagement is only towards project closure. On the other hand, 60% (20% Strongly Agree and 40% Agree) agree with the statement, while 21% of the participants chose to be neutral.

Statement 6: All communication channels are effectively used throughout all project stages; The purpose of this statement was to determine whether the communication is effectively employed in the appropriate communication channels for disseminating information.

Response: The researcher seeks to know if team members have access to information needed and can respond and what type of channel to use to access and send that information. All respondents participated and gave their input. Figure 5.24 below illustrates communication channels throughout the project stages.

Table 5.24: Communication channels are effective throughout all project stages.

Communication channels are effective throughout all project stages	Percentages
Strongly Agree	4%
Agree	30%
Neutral	20%
Disagree	30%
Strongly Disagree	16%

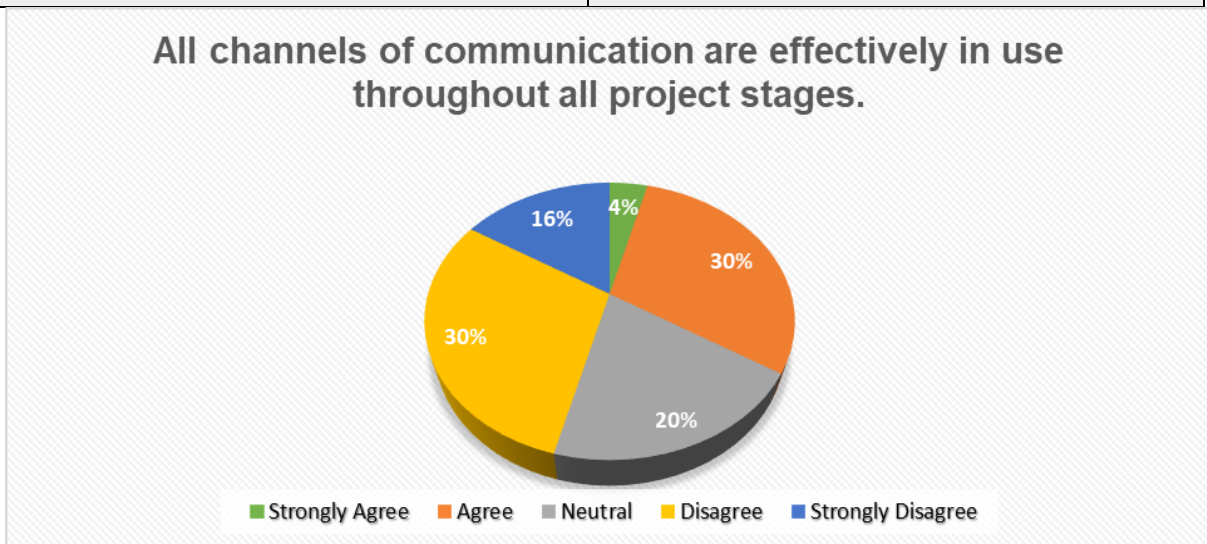


Figure 5.24: Communication channels are effective throughout all project stages.

Source: Researcher's own construction

Figure 5.24 shows that 46% (16% Strongly Disagree and 30% Disagree) of the respondents disagreed with the statement that all communication channels are effective throughout all project stages. However, 34% (4% Strongly Agree and 30% Agree) agree with the statement, while 20% of the participants chose to be neutral. This shows that there are hick-ups in the communication during project execution.

5.3.3 PROBLEM-SOLVING COMPETENCY:

This heading includes six statements meant to assess if the organization's senior management, including project managers, can recognize challenges and opportunities and develop workable solutions to address the problems they have discovered.

Statement 1: Taking long to identify accumulating problems; This statement is intended to assess if the project manager for the organization has the capacity to rapidly recognize problems that arise throughout the project, pay special attention to the problems, and compile a thorough report on what deviates from the original plan.

Response: Experience in a similar project assists project managers in having a plan to resolve problems that may occur during the project stages. Too many lines of authority might cause a delay in response to problems. Figure 5.25 illustrates the time taken to identify problems in the organization's projects.

Table 5.25: Duration of identifying accumulating problems

Duration of identifying accumulating problems	Percentages
Strongly Agree	27%
Agree	40%
Neutral	11%
Disagree	17%
Strongly Disagree	5%

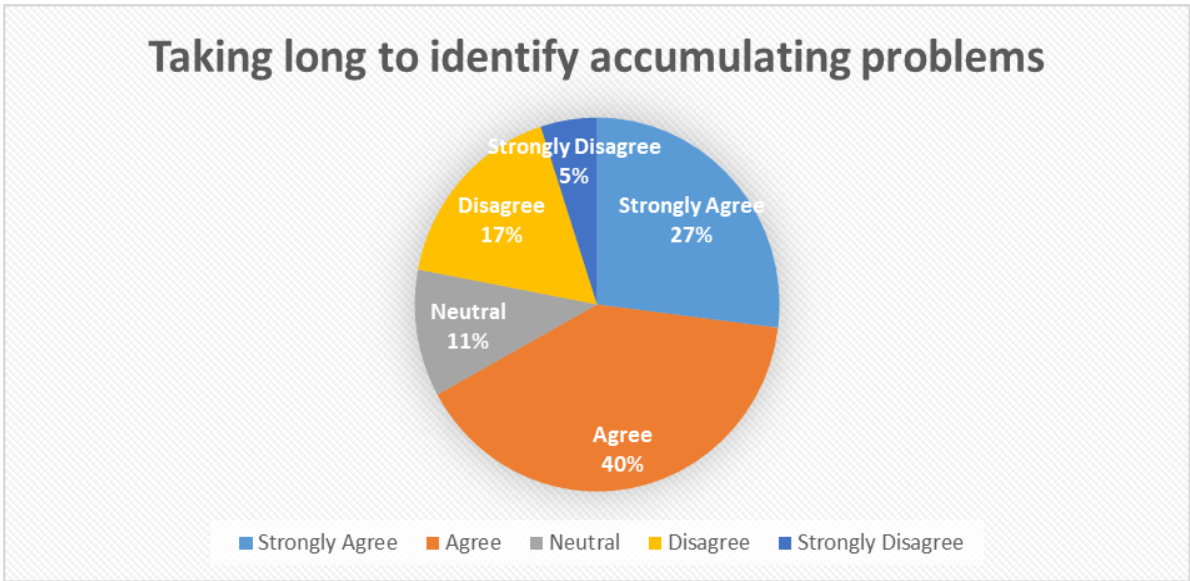


Figure 5.25: Duration of identifying accumulating problems

Source: Researcher’s own construction

Figure 5.25 shows that 22% (5% Strongly Disagree and 17% Disagree) of the respondents disagreed with the statement, which said problems are not quickly identified within the organization's projects. Then, 67% (27% Strongly Agree and 40% Agree) agree with the statement that the organization takes long to identify problems in the projects, while 11% of the participants chose to be neutral. This shows that the organization pays less attention to the picking problems in the project.

Statement 2: Top management does not engage with the lower-level project team in dealing with identified problems; This proposition seeks to assess if top management collaborates with the project team to find solutions to issues that arise throughout a project. When team members are involved in decision-making, the project team will feel appreciated and continue to strive for excellence in whatever they are asked to perform.

Response: When addressing issues with a project, top management, including the project manager, must include the project team. Getting input from the team is considered a good practice when looking for solutions. All responders participated and contributed; the participants' replies are shown in Figure 5.26.

Table 5.26: Top management does not engage with the lower-level project team in dealing with identified problems.

Top management does not engage with the lower-level project team in dealing with identified problems	Percentages
Strongly Agree	20%
Agree	40%
Neutral	15%
Disagree	19%
Strongly Disagree	6%

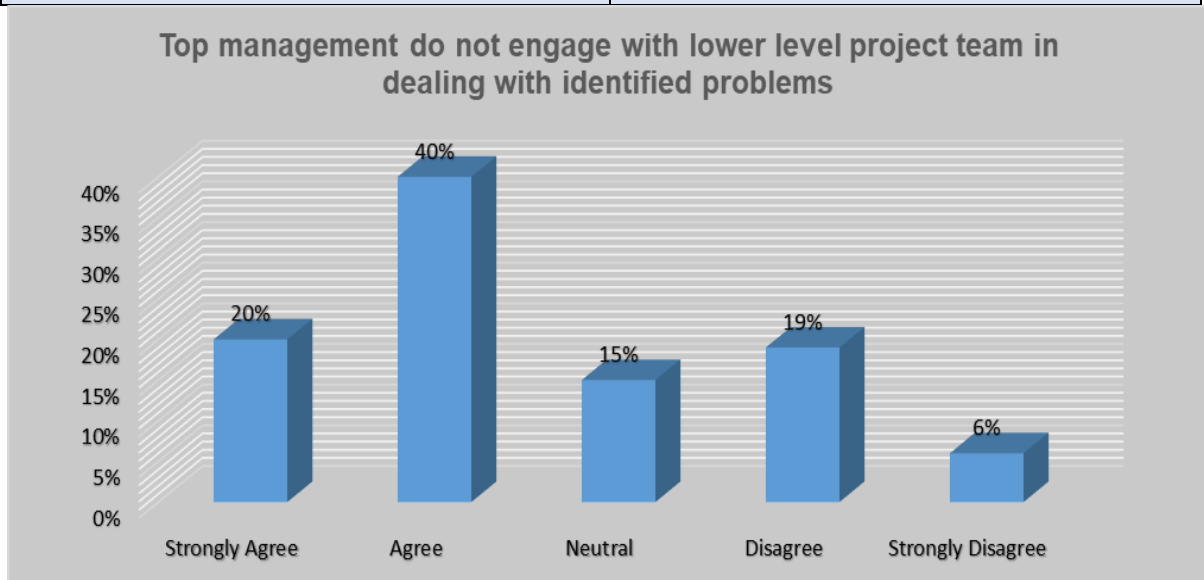


Figure 5.26: Top management does not engage with the lower-level project team in dealing with identified problems.

Source: Researcher's own construction

According to Figure 5.26, 60% of respondents (20% Strongly Agree and 40% Agree) agreed with the assertion that top management does not work with lower-level project teams to solve difficulties. On the other hand, 25 % disagree with this statement, including 6% strongly disagree and 19% disagree. 15% remained uncommitted. It is clear from the participant replies that many of the participants agreed with the assertion.

Statement 3: Poor monitoring management and supervision in project stages;

Response: The project schedule must be carried out in line with the yearly performance plan, and expenses must be expended in line with the budget. Once one lacks this, there is no project monitoring or control. Figure 5.27 captures all the responses from the participants.

Table 5.27: Poor monitoring management and supervision in project stages.

Duration of identifying accumulating problems	Percentages
Strongly Agree	26%
Agree	38%
Neutral	18%
Disagree	14%
Strongly Disagree	4%

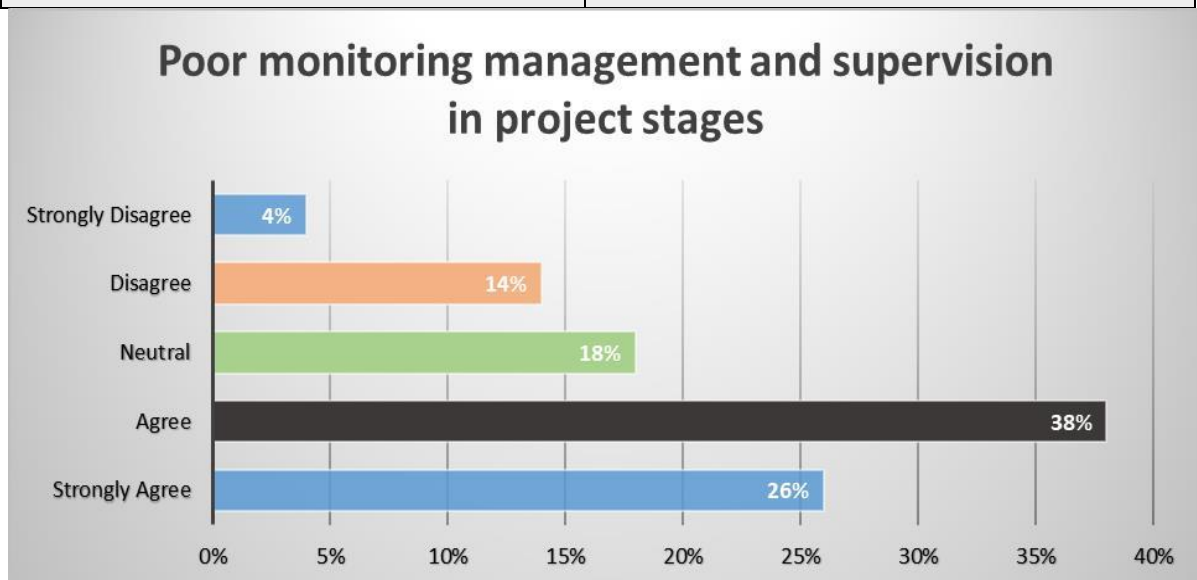


Figure 5.27: Poor monitoring management and supervision in project stages.

Source: Researcher's own construction

According to figure 5.27, 64% (26% Strongly Agree and 38% Agree) of the respondents agreed that there is minimal or no monitoring and supervision during the project-planning stage. A total of 18% (4% Strongly Disagree and 14% Disagree) of the respondents disagreed with the statement, and 18% remained neutral. It might be said that project stages are not being tracked in line with the plan.

Statement 4: Open the door for ideas and concepts to be presented; This evaluation seeks to determine whether the project manager tries to provide new thoughts and ideas from all stakeholders.

Response: Before deciding, project managers are expected to consider the views of all project stakeholders. They are expected to allow a change in how things are being practised, adapt to the new way of doing things, and familiarize themselves with new technology. Therefore, all respondents took part and offered their opinions. Figure 5.28 summarizes all the participants' replies.

Table 5.28: Open door for ideas and concepts to be presented.

Open the door for ideas and concepts to be presented	Percentages
Strongly Agree	9%
Agree	16%
Neutral	10%
Disagree	55%
Strongly Disagree	10%

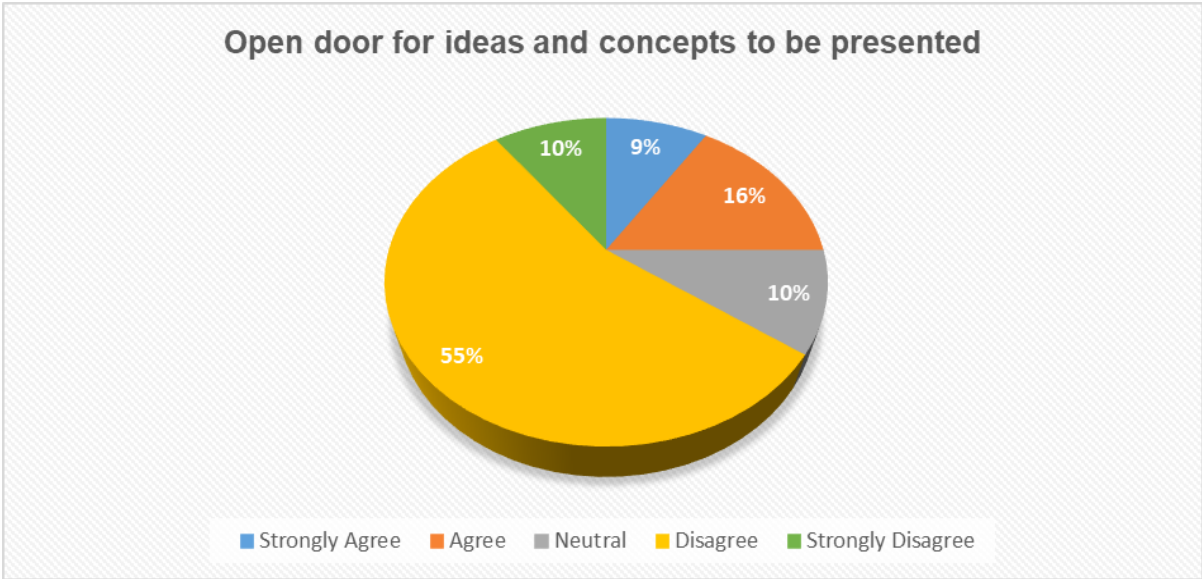


Figure 5.28: Open door for ideas and concepts to be presented.

Source: Researcher’s own construction

According to figure 5.28, a total of 25% of respondents (9% Strongly Agree and 16% Agree) agreed that there is no room or space for new ideas to be offered, while a total of 60% (10% Strongly Disagree and 55% Disagree) disagreed with the statement. The remaining 10% of respondents were neutral. Therefore, it can be determined that certain new concepts cannot be implemented in the project.

Statement 5: Quickly responds to arising problems and provide a solution immediately;

This claim aims to assess if the project manager, after recognizing the issue, has knowledge of potential solutions and uses the best one possible after taking into consideration the amount of time, money, and resources that would be required to address the issue.

Response: Project managers are expected to have a detailed strategy for solving the issue, engage with the team, and approach the issue such that the best solution to fix the issue will likely emerge. Participants and contributors alike participated. All the participants' comments are depicted in Figure 5.29.

Table 5.29: Quickly responds to arising problems and provides a solution immediately

Quickly responds to arising problems and provide solutions immediately	Percentages
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Strongly Agree	12%
Agree	14%
Neutral	14%
Disagree	39%
Strongly Disagree	21%

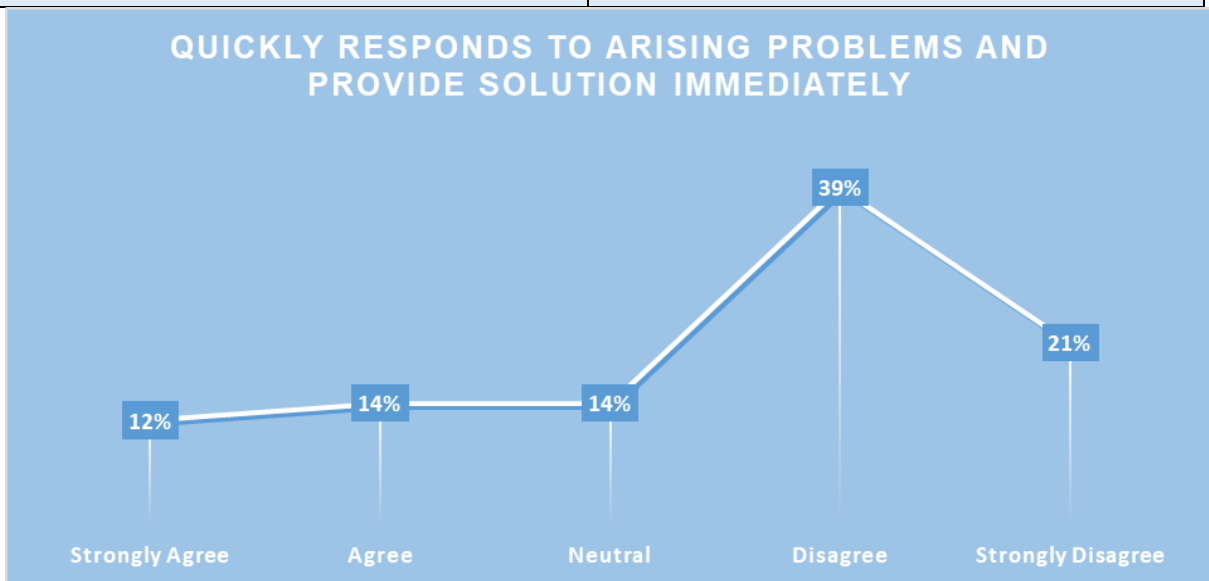


Figure 5.29: Quickly responds to arising problems and provides a solution immediately

Source: Researcher's own construction

In the graph above, Figure 5.29, 60% of participants disagreed with the claim that the project manager should respond to problems as soon as they are recognized (with 21% Strongly Disagreeing and 39% Disagreeing). Concerning the statement that project managers swiftly address problems as they arise during project execution, 26% of respondents (12% Strongly Agree and 14% Agree) agreed, and 14% had no preference. These replies demonstrate that a sizable portion of participants disagreed with the assertion.

Statement 6: I solve problems with my knowledge and ability; This evaluation is meant to determine whether the officials or project team members can effectively apply their project expertise without instructions from project managers.

Response: Project managers are always expected to instruct the team members. This assists the team members in knowing their expected performance. Every respondent took part and offered their opinions. All the participant replies are depicted in Figure 5.30.

Table 5.30: Resolving problems with my knowledge and ability

Resolving problems with my own knowledge and ability	Percentages
Strongly Agree	18%
Agree	36%
Neutral	30%
Disagree	7%
Strongly Disagree	9%

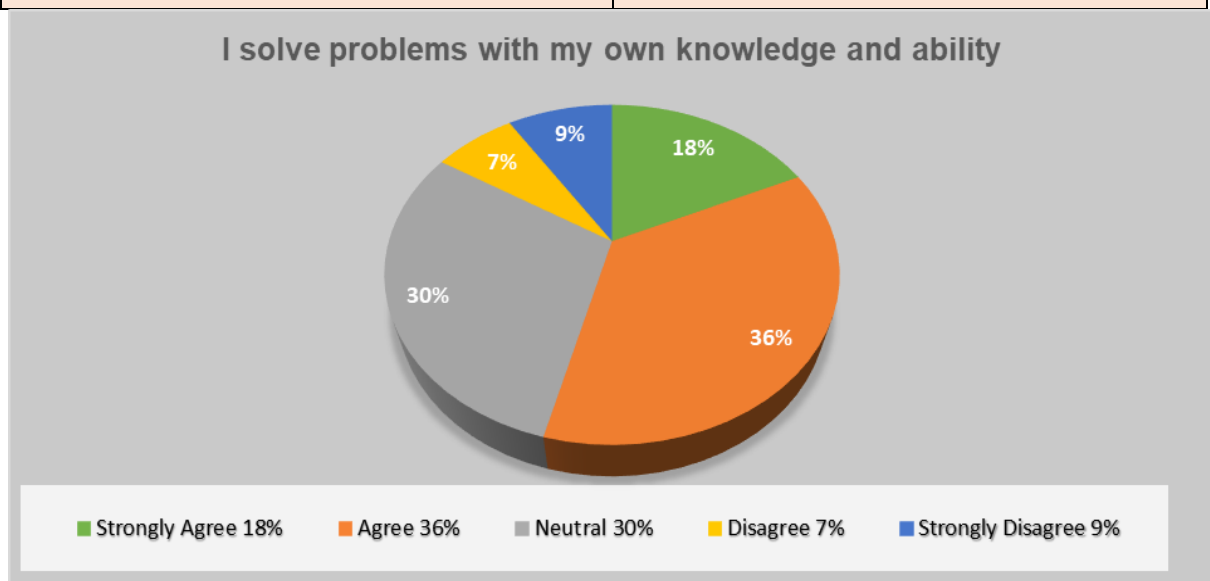


Figure 5.30: Resolving problems with my knowledge and ability

Source: Researcher’s own construction

In the diagram shown in figure 5.30, 16% (9% Strongly Disagree and 7% Disagree) of the participants said they disagreed with the statement that the officials can perform their duties without instructions from project managers, 54% (18% Strongly Agree and 36% Agree) agreed

with the statement that officials or team members can perform their duties without any instruction from project managers. In comparison, 30% of participants are neutral. These replies demonstrate that a significant percentage of the participants agreed with the claim.

5.3.4 OPERATIONAL REQUIREMENTS COMPETENCY.

Every employee has to ensure they carry out their responsibilities and are successfully supervised and regulated inside an organization.

Statement 1: In my organization, we get feedback in due time; Employees who are directly or indirectly involved in projects are expected to at the very least get status updates on the project's execution.

Response: The lack of replies to information requests from juniors is one of the most significant management issues. When they do not receive feedback on requests, whether for operational or decision-making objectives, subordinates feel undervalued. Employees must understand the tasks they will complete and the materials that will be required. In figure 5.31, the respondents' responses are summarized.

Table 5.31: In my organization, we get feedback in due time

In my organization, we get feedback in due time	Percentages
Strongly Agree	5%
Agree	18%
Neutral	15%
Disagree	50%
Strongly Disagree	12%

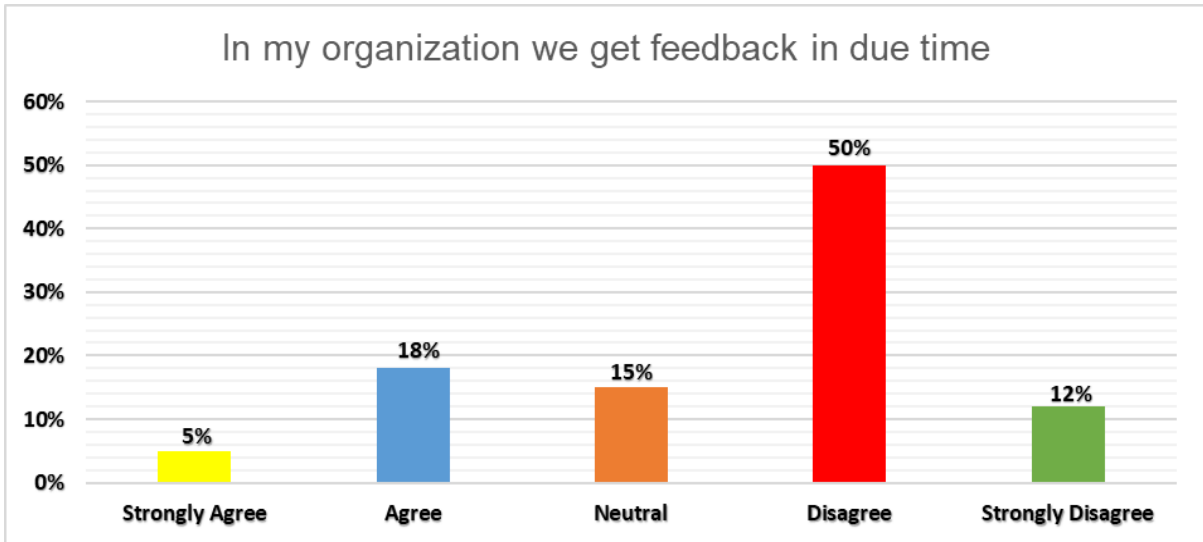


Figure 5.31: In my organization, we get feedback in due time

Source: Researcher’s own construction

From the data in Figure 5.31., the number of respondents who remained neutral is high at 17%. However, 62% disagree (50% Disagree and 12% Strongly Disagree), indicating that the organization does not give feedback in due time, while 23% agree (5% Strongly Agree and 18% Agree) that feedback is given on time.

Statement 2: I can perform well without any instructions from Project Manager(s); Managers do not always give employees instructions since they always ensure that the resources are accessible to carry out assigned tasks in their absence or presence. They know what must be done to accomplish goals and objectives successfully and efficiently.

Response: All employees in a company, whether it be public, private, or non-profit, are expected to be accountable for their actions when it comes to carrying out their responsibilities. As a result, figure 5.32 below shows the respondents' reactions.

Table 5.32: I can perform well without any instructions from the Project Manager(s)

I can perform well without any instructions from Project Management	Percentages
Strongly Agree	24%

Agree	40%
Neutral	22%
Disagree	8%
Strongly Disagree	6%

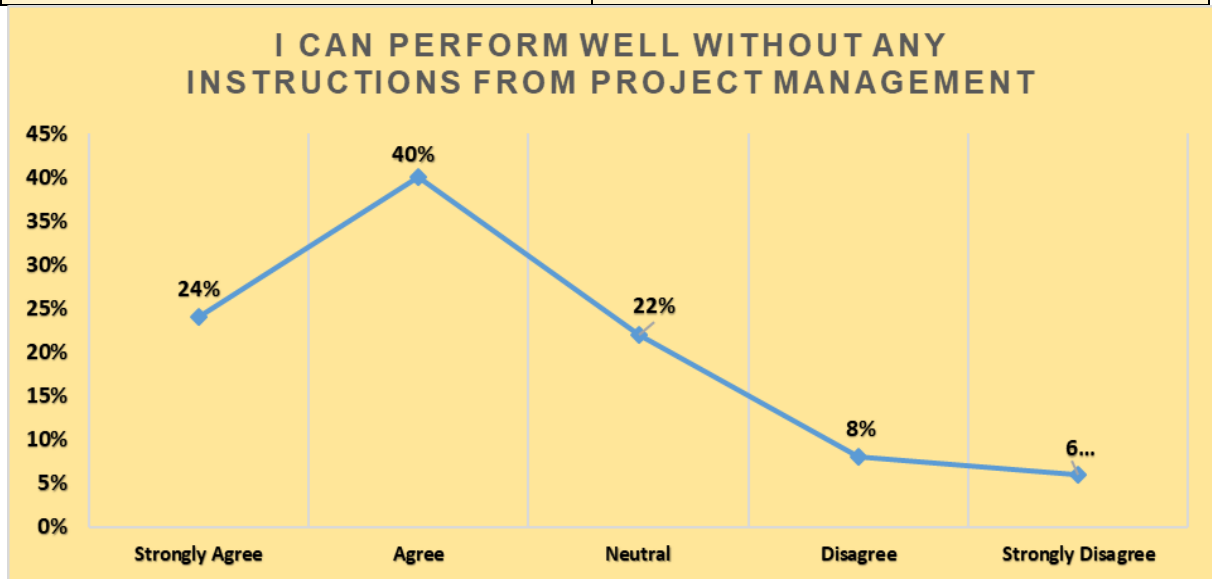


Figure 5.32: I can perform well without any instructions from the Project Manager(s)

Source: Researcher's own construction

According to figure 5.32 above, 64% (24% Strongly Agree and 40% Agree) of the respondents agreed that they can perform well without instructions from the project manager(s); while 14% of respondents (6% strongly disagree and 8% disagree) agreed with the statement, 22% remained neutral. It may be inferred that project team members can function without top management's directions as long as they have resources.

Statement 3: I am demotivated when not updated on the project's progress; planning is essential for guiding and ensuring that an organization achieves its goals and objectives. Project manager(s) or management have the duty to evaluate initial planning to the actual work performed and give updated feedback to the project team. Given the crucial information for operational reasons, the availability or lack of regular information will unavoidably impact operations.

Response: The goal of performance assessment in projects is to offer accurate information regarding performance. In addition, the project manager(s) should communicate the actions they need to take to guarantee that an organization performs satisfactorily with the project team. The opinions of the respondents are depicted in figure 5.33 below:

Table 5.33: I am demotivated when not updated on the progress of the project

I am demotivated when not updated on the progress of the project	Percentages
Strongly Agree	25%
Agree	44%
Neutral	16%
Disagree	10%
Strongly Disagree	5%

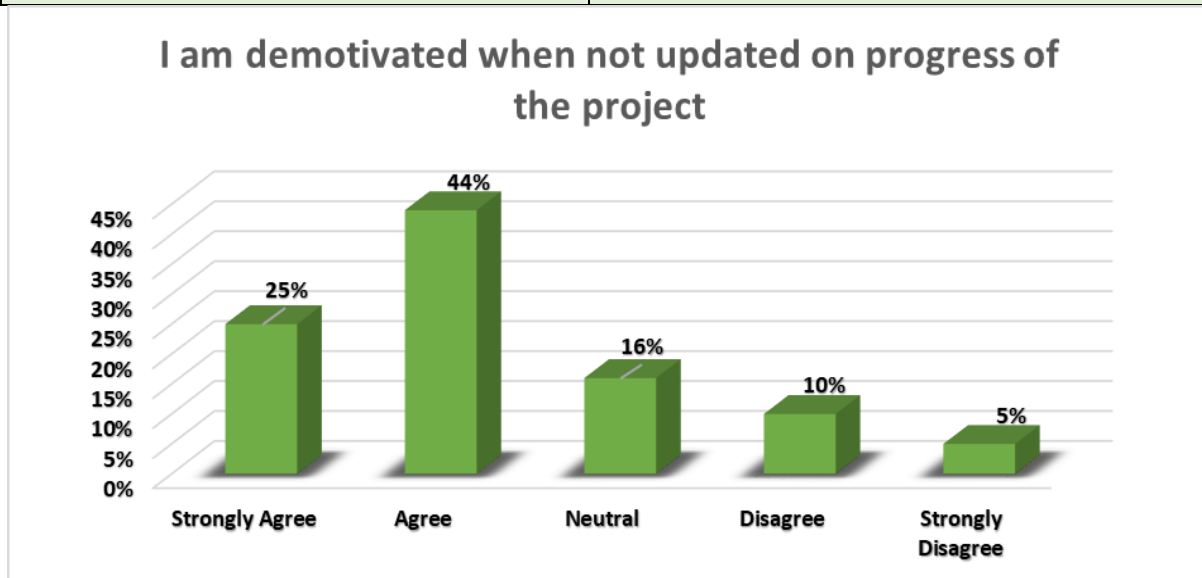


Figure 5.33: I am demotivated when not updated on the progress of the project

Source: Researcher’s own construction

Response from neutral participants is at 16%. However, 15% (5% Strongly Disagree and 10% Disagree) indicated that demotivation comes from the silence of progress in a project. The

remaining 69% (25% Strongly Agree and 44% Agree) agreed with the sentiments expressed in the statement. Regular progress feedback strengthens the project team.

Statement 4: I do my work without any instruction from the management; When employees are instructed on what and how to use project resources, project progress often accelerates. Thus, this may result in meeting the organization's aims and objectives.

Response: Giving insight into the actual work at the initial stage of the project allows the project team to perform its duties without the management. The respondents' opinions about this statement are shown in the figure below 5.34.

Table 5.34: I do my work without any instruction from management

I do my work without any instruction from management	Percentages
Strongly Agree	19%
Agree	26%
Neutral	18%
Disagree	27%
Strongly Disagree	10%

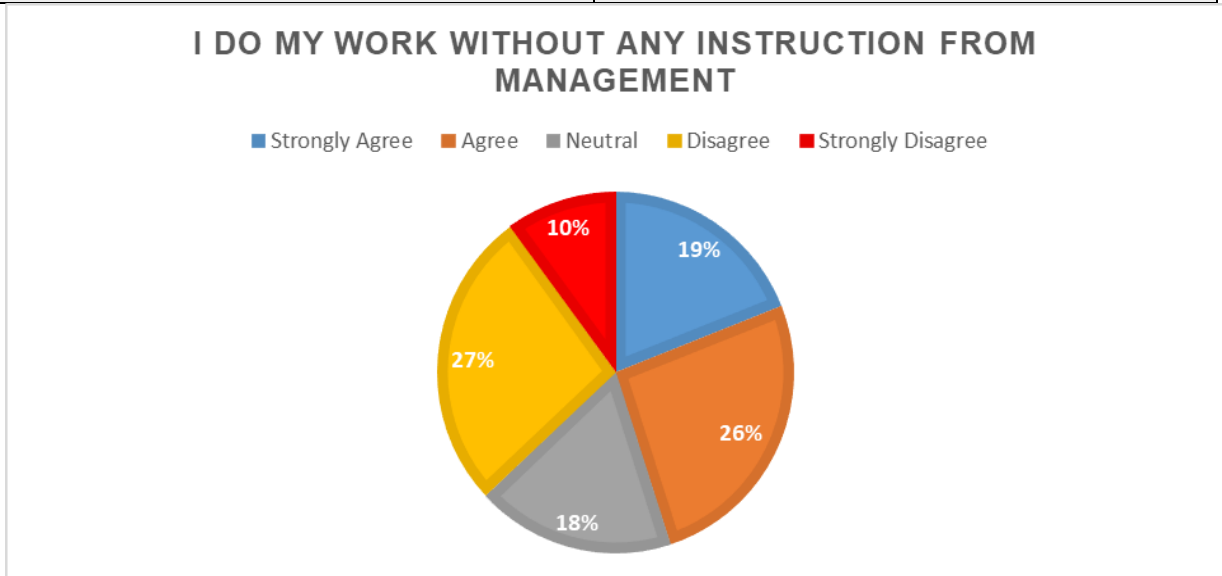


Figure 5.34: I do my work without any instruction from management

Source: Researcher's own construction

According to Figure 5.34 above, 45% of respondents agreed that they could work without receiving orders from the management; (19% strongly agreed, 26% agreed), 37% of respondents disagreed with the statement; (10% strongly disagreed, and 27% disagreed); the remaining 18% were neutral. Therefore, it may be proven that a project can still move forward while management is not present at a particular time.

Statement 5: The organization needs to be frequently transparent on the project stages and updates on the project; This claim is meant to evaluate the project manager's ability to

gather information and make it available to the project team without editing or modifying it, whatever transpires during the project stages it is shared, and the decision is made numerously.

Response: One of the advantages of transparency is that it allows everyone to be prepared and ensures that all the information is available to decide on the action plans to carry out the project successfully. Figure 5.35 below shows the respondents' views regarding this statement.

Table 5.35: I do my work without any instruction from management

The organization needs to be frequently transparent on the project stages and updates on the project	Percentages
Strongly Agree	54%
Agree	27%
Neutral	13%
Disagree	3%
Strongly Disagree	3%

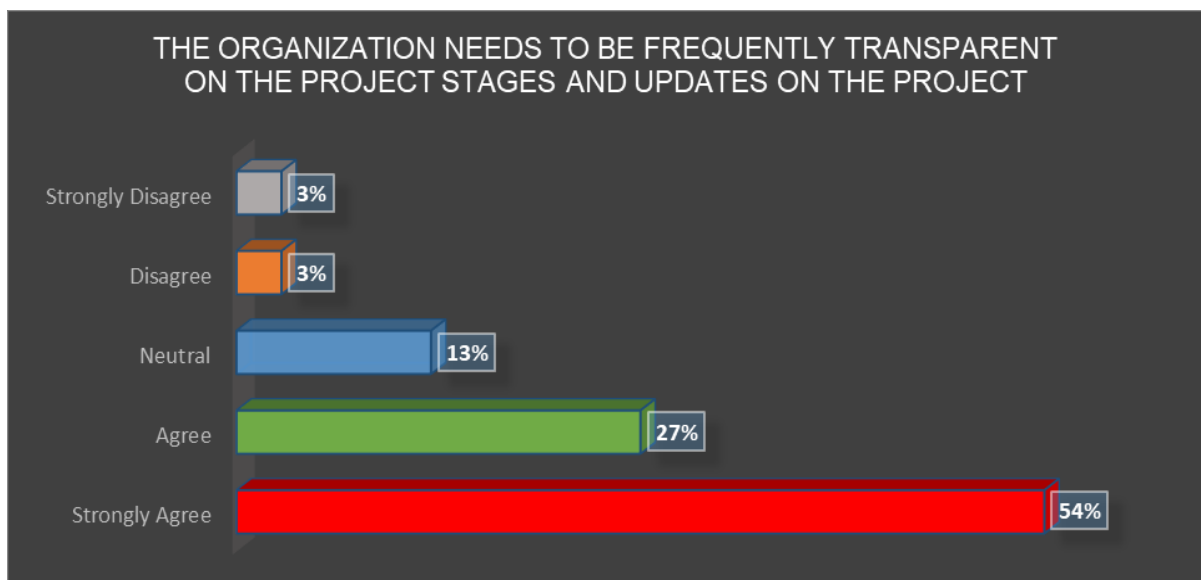


Figure 5.35: I do my work without any instruction from management

Source: Researcher's own construction

The diagram above shows a total of 6% (3% Strongly Disagree and 3% Disagree) of the respondents disagree with the statement that there is minimal transparency in the organization's project. In comparison, 81% Agree (54% Strongly Agree and 27% Agree) that there is a need to put more effort and focus on transparency in the organization's project, while 13% of respondents are neutral to the statement.

Statement 6: New developments must be shared, and even ground staff must be allowed to make decisions on project execution; This statement seeks to identify a new platform for involving or engaging ground or lower-level staff in the decision-making platform. The lower-level staff are more exposed to the actual work performed than top management, who make and take decisions.

Response: The people performing the work are the lower-level staff. They know the challenges and have experience with similar projects that they have carried out. Therefore, they are the best people to give more input in decision-making for a smooth run in executing new projects. Figure 5.36 below illustrates the need to engage lower-level staff in decision-making.

Table 5.36: New developments must be shared, and even ground staff must be allowed to make decisions on project execution

New developments must be shared, and even ground staff must be given an opportunity to make decisions on project execution	Percentages
Strongly Agree	52%
Agree	34%
Neutral	10%
Disagree	2%
Strongly Disagree	2%

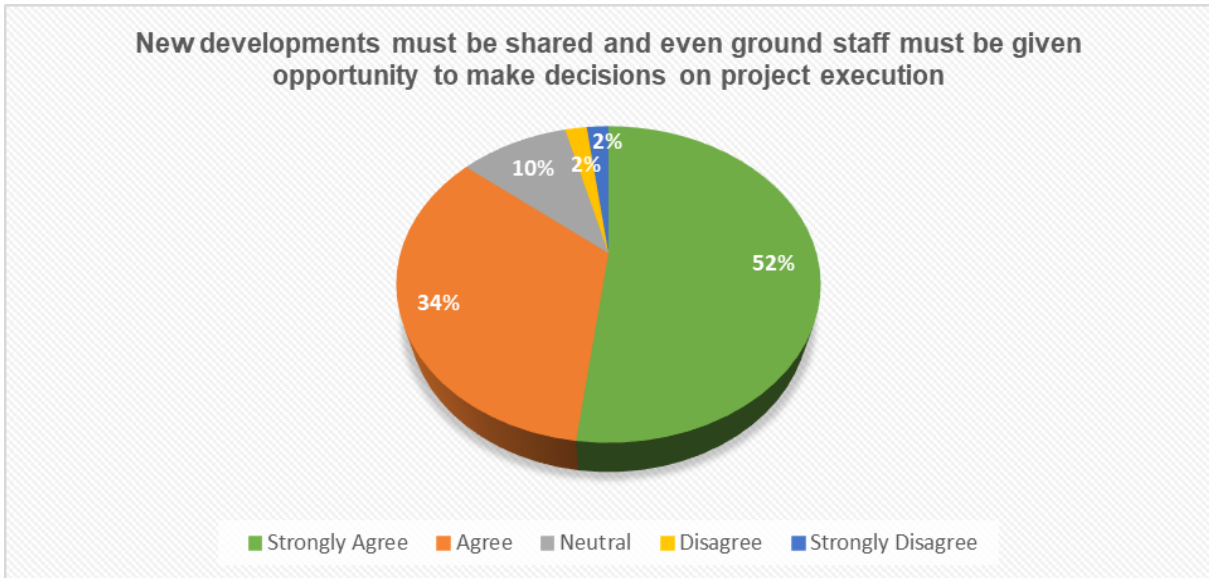


Figure 5.36: New developments must be shared, and even ground staff must be allowed to make decisions on project execution

Source: Researcher’s own construction

The diagram above shows a total of 86% (52% Strongly Agree and 34% Agree) respondents who agree that a platform of engaging and including lower levels is known as ground staff in decision making. In comparison, 4% Disagree (2% Strongly Disagree and 2% Disagree) that there is no need to involve low-level staff in decision-making, and 10% of respondents are neutral.

5.4 SECTION C - OPEN-END QUESTION (KNOWLEDGE-BASED QUESTIONS).

Open-ended questions, also known as knowledge-based questions, are presented in this section and are divided into the following three statements: (1) Participants were asked to indicate the factors that delay projects, which result in project failure in a particular government entity. (2) participants were asked to List steps to be practised in project stages that will prompt projects in government entities. Finally, (3) participants were also asked to list things that Project managers need to improve for the projects to be effectively completed. In the above listing statements, there is no pattern which participants had to follow in responding to the questions.

5.4.1 List things that cause projects to delay, which leads to project failure in government entities.

In this question, participants were provided five (5) lines to respond frankly. A positive result was received where 99% of participants responded with detailed responses, and only 1% did

not complete where they explained all their listed items from the question. Most of the responses highlighted the following:

- poor planning of projects
- lack of monitoring and control in project stages
- lack of communication
- less feedback and updates on project progress
- misuse of project funds
- poor budget control
- lack of commitment
- minimal resources to perform the actual project work
- unrealistic objectives and goals that are set in a limited time frame
- no risk plan and contingency if challenges may occur during the project stages
- the lengthy procurement process
- long authority line for approval
- continuous scope changes to the initial plan cause project delays

5.4.2 List steps to be practised in project stages that will prompt projects in government entities

Five spaces were provided for participants to respond. Many respondents completed this question, with 98% completing the question and 3% who did not complete it. Numerous respondents have shared the same thoughts on the question where they mentioned:

- the provision of realistic objectives.
- control of project finance that would be divided according to project stages.
- provide or apply detailed schedules and adequate resources to perform the duties.
- must familiarize team members with current technology.
- have an overall plan of the project and also have a breakdown plan for each project stage.
- encourage and train staff to become leaders so they can be accountable and take responsibility for whatever they do in the organization.
- regular training.
- regular stakeholder engagements in every project stage.
- develop a platform of rewards for project team members, which encourages everyone to perform to their best.
- appoint qualified project managers.

5.4.3 List things that Project managers need to improve for the projects to be effectively completed

Also, in this question, five spaces were provided for responses to the question. There was a positive response from 95% of the participants. Meanwhile, 5% did not fully respond, and some out of the 5% did not even start to respond to the question. Most of the responses were similar, where respondents stated that project managers need to:

- provide clear communication to relevant stakeholders.
- avail sufficient resources.
- set priorities.
- be visible.
- set clear objectives and goals for the project.
- improve time management.
- accountability of decision-making.
- develop frequent communication channels.
- Address problems and mistakes experienced on time to avoid recurring problems.
- monitor and evaluate project progress.
- must be flexible.
- debrief after every project stage completion.
- make use of new project management software.
- provide regular training.

5.5 CONCLUSION

Data analysis is the collection of information from the appropriate survey participants. All the respondents' results were displayed and discussed in this chapter. The questions were presented as graphs and tables to make the questionnaire's questions straightforward for the readers to grasp. The answers to the questions in the questionnaire were analysed. The participants' replies support the research study.

CHAPTER 6 FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The primary objective of this study is to identify significant barriers to successful project management in government organizations. The growth in the number of postponed government projects that fail has pushed researchers to identify the competencies needed by project managers to execute effective initiatives. The high rate of government project failure, which is driven by a variety of causes, is cited and established as evidence of the role of hidden factors that result in failed project execution. With the knowledge that projects are a crucial component of good management, it became the emphasis.

However, with a focus on project phase concerns, the study aims to identify the inadequacies inherently present in government organizations built on project management principles. The present study aims to highlight the skills that project managers need to successfully manage projects for the selected governmental agency in South Africa's Western Cape region.

Chapter 1 of the study: In the introduction to the study's subject, the researcher created a proposal that includes background information, a problem statement, research objectives, research questions, research methodology, and research design. The researcher did, however, address the problem of how to handle ethics in the study. The problem statement clearly states the significance of this study.

Chapter 2 of the study: Describes the factors that cause project delays in depth and outlines how these issues interfere with the efficiency of project execution.

Chapter 3 of the study: Explains the nature of project stages and the basic concepts of the ten project knowledge areas in more depth.

Chapter 4 of the study: The application of the design and methodology in connection to the project objectives and the problem description is extensively stressed. The research technique and design are discussed. The demographic, sample size and sampling duration are also discussed. The sampling procedures and the justification for choosing them for this study were also covered. This chapter also included detailed information on data collection, the instrument used to collect the data and the tools used for data processing and analysis.

Chapter 5 of the study: This chapter describes the study strategy and methods with a specific emphasis on how well they relate to the project goals and the issue description. The demographic, sample size and sampling frame were discussed. The sampling methods and the rationale for their selection for this study were also discussed. This chapter included

comprehensive information on data collecting, including the instrument used, the tools used for data editing, and the tools used for data analysis.

Chapter 6 of the study: focuses on a summary of the research's findings from chapter 5. Conclusions and recommendations were made using the data from chapter 5 as a foundation. The questionnaire is separated into three sections: A, B, and C. Reporting will be done in a fashion that takes one question or statement that the participant responded to from each component of the questionnaire and then provide comments for that question.

6.2 DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

In chapter 5, all questionnaire components were carefully reviewed. In this chapter, we will summarize those findings and outcomes and provide recommendations. Again, the researchers' understanding and interpretation of the gathered data will be the foundation for their recommendations and findings.

6.2.1 SECTION A- BIOGRAPHY

The questionnaire's first section addressed questions about the participants' biographical information. This helped acquire the right persons who matched the characteristics of the projected demographic. For statistical reasons, such questions were addressed to ensure that the study sample is a reliable reflection of the population.

The educational background of the respondents who participated in projects was one of the most crucial questions posed in this section. From the respondent's responses to the educational level question, a total of 0% DTech/PhD candidates, 11% of MTech (Honours/Masters), 38 % being of BTech/Degree, 32% obtained National Diploma, 2% higher certificates and 17% senior certificate also known as Matric. For a successful project team, team members need to be educated to enhance their development skills for the project. Therefore, one of the key aspects of projects is education; all organization requirements include a specific qualification for the post or position.

Conclusion: Project team members with formal education perform well in their work, contributing to the project's success. Past studies show that many government employees have only Senior certificates, but project management needs employees with qualifications to qualify to be involved in the project management field. Based on the data obtained, 83% have tertiary qualifications: the MTech (Master/Honours), BTech/Degree, Diploma and High certificate. A set of work-related degrees is applied when working with qualified team members; this enhances performance in carrying out duties.

Recommendation: A qualified project team is required for a project's success and needs to obtain qualifications such as MTech (Master/Honours), BTech/Degree, Diploma, and higher certificate) that are related to the project management field. This will allow the project manager to assign tasks to all team members rather than a few members within the team. As projects differ in every cycle, regular training needs to be updated on technological changes around the project field. This training can be in the form of online training, school training, or workshop training, but a project management qualification or certificate must be obtained for project managers.

6.2.2 SECTION B- THE LIKERT SCALE

This section dealt with factors affecting the effective execution of projects at a selected government services delivery agency in the Western Cape. In an organization, project managers are responsible for effectively executing projects aligned to the organization's objectives and goals. Project managers are in charge of directing and carrying out a successful project from its initiation stage until project closure. These professionals control the project life cycle and all activities rendered in the project stages. Since project managers are expected to have experience in managing projects, they should have the necessary skills to carry out projects successfully. Project cycle work takes up 90% of a project manager's time. They are seen as the integration of projects. Thus it is anticipated that they have the skills necessary to carry out effective projects. Planning Strategy, communication competency, problem-solving competency and operational requirements were discussed in this section.

This research chapter will use the Likert scale to assess the participants' responses. On a scale of 1 to 5, 5 represents strongly agree, 4 indicates agreement, 3 neutral, 2 disagree, and 1 strongly disagree. This scale is summarized in three categories: (5-Strongly Agree & 4Agree), Neutral, and Disagree (2-Disagree & 1-Strongly Disagree).

The following tables below show information collected for factors affecting the effective execution of projects. This section will outline the critical points and make a conclusion and recommendations.

Table 6.1: Planning Strategy

PLANNING STRATEGY	IN AGREEMENT (Strongly Agree &	Neutral	IN DISAGREEME NT
Project planning is applied and revisited in all project stages	30%	7%	63%
Goals and objectives are clear and easily understood by the project team	39%	18%	43%
Stakeholder engagement is regularly applied in all project stages	47%	18%	37%
Crucial information is shared in due time and attended to if the need arises	43%	3%	54%
Project constraints are clearly stated and ensured that they are followed	33%	11%	56%
Project monitoring and control are applied and effective in all project stages	35%	12%	53%
Everyone on the project team knows the organization's vision	60%	27%	13%

Source: Researcher's own construction

Conclusion: The results above are responses from participants about the selected organization concerning the planning strategy. Most participants felt that project planning needs more attention and focus on revising it in all project stages, supported by 63% of responses. 56% of the participants indicated that project constraints are not clearly stated and ensured that they are applied and followed. 60% of participants who replied indicated that they were aware of their organizations' vision without being instructed or reminded regularly. As

stated by 54% of participants, there is a need for information sharing with no waste of time to avoid project delays and enhance stakeholder engagement in the project life cycle.

Recommendation: The organization needs to create a frame plan platform and distribute it to all participants, from top management to the project team (ground/low employees), which will allow everyone involved in the project to participate in the planning phase. The project manager should delegate tasks and establish deadlines for team members to meet the goals when management has a strategy for execution and creating a plan. This will involve all project stakeholders sharing crucial information, and project constraints will be clearly understood. This will enhance proper project planning, eliminating challenges hindering the organisation's objectives and goals.

Table 6.2: Communication Competency

COMMUNICATION COMPETENCY	IN AGREEMENT (Strongly Agree & Agree)	Neutral	IN DISAGREEMENT (Strongly Disagree & Disagree)
Transparency of communicate shared amongst project team members	29%	10%	61%
Rapid response period of distributed information by emails, memos, circulars, reports and meetings	58%	26%	16%
Keeps consistency in communication and relevant communication.	40%	10%	50%
Minimal communication anticipation in lower-level staff	61%	21%	18%
Stakeholder's communicate engagement is more towards project completion.	60%	21%	19%

All channels of communication are effectively in use throughout all project stages	34%	20%	46%
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Source: Researcher's own construction

Conclusion: 61% of responses from participants proved that communicate shared amongst project team members must be transparent at all times in order to acquire the project objectives, while 58% show that decisions taken are shared by emails, memos, circulars, and reports amongst all employees of the organization nationally, which does not speak directly to the specific project carried out by the selected organization. A close response of participants between disagreeing and agreeing in consistency and relevance of communication. A significant percentage (61%) indicated that there was minimal information shared amongst lower-level staff who are part of the project team. This group also forms a major part of the team members. Sixty per cent shows a high-rate response of stakeholder's engagement towards project closure, which means stakeholders are more considerate towards the completion of the project. Most participants see a need for effective communication through all project stages.

Recommendation: Having a detailed communication strategy in place is essential. This initial strategy must be correlated with the plan of the stakeholder. This plan must involve all the project management team members in the project hierarchy who perform the actual project work. The communication plan will give all project stakeholders timely access to essential information. This strategy will contain established guidelines for what information must be communicated to stakeholders and how frequently. Following these guidelines would remove any issues that might develop from a lack of knowledge that could help the organization make educated decisions. This will enhance communication transparency and enable the lower level staff or employees to be updated regularly.

Table 6.3: Problem Solving Competency

PROBLEM-SOLVING COMPETENCY	IN AGREEMENT (Strongly Agree & Agree)	Neutral	IN DISAGREEMENT (Strongly Disagree & Disagree)
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Taking long to identify accumulating problems	67%	11%	22%
Top management does not engage with the lower-level project team in dealing with identified problems	60%	15%	25%
Poor monitoring management and supervision in project stages	64%	18%	18%
Open the door for ideas and concepts to be presented	25%	10%	65%
Quickly responds to arising problems and provides a solution immediately	26%	14%	60%
I solve problems with my own knowledge and ability	54%	30%	16%

Source: Researcher's own construction

Conclusion: 67% responded that the organization takes a long time to identify accumulating problems in their projects. This results in a backlog of work before proceeding to the next stage, causing delays in the project's progress. 60% of responses show the need for top management engagement in the lower-level structures. This promotes visibility and allows the team members to provide solutions to the identified problems, as they are the people who perform the actual work in the project. With 64% of participants citing poor monitoring and supervision in project stages, the participants stated an imbalance in work performed. 65% disagree with the statement that there is an open door for ideas and concepts for identified problems due to a lack of management engagement with employees at a lower level, who might have better and workable ideas. 60% of disagreement from participants shows that they doubt whether the project managers can handle issues and give a platform for identifying opportunities for a solution, and then come up with proper solutions and implement it.

Recommendation: The first step to be taken by project managers or project leaders is to identify and address the problem to the project team and direct stakeholders. Project managers must brainstorm solutions to the problem, give multiple alternatives, evaluate the alternative solutions, and then decide on the best course of action for the situation with the team. This will allow all team members to participate and give their input.

Table 6.4: Operational Requirements

OPERATIONAL REQUIREMENTS	IN AGREEMENT (Strongly Agree & Agree)	Neutral	IN DISAGREEMENT (Strongly Disagree & Disagree)
In my organization, we get feedback in due time	23%	17%	62%
I can perform well without any instructions from Project Management	64%	22%	14%
I am demotivated when not updated on the progress of the project	69%	16%	15%
I do my work without any instruction from management	45%	18%	37%
The organization needs to be frequently transparent on the project stages and updates on the project	81%	13%	6%
New developments must be shared, and even ground staff must be given an opportunity to make decisions on project execution	86%	10%	4%

Source: Researcher's own construction

Conclusion: When the project team and the department are regularly updated on its status, 69% of participants said they perform at their best. As expressed by participants with a 64% agreement rate of the statement, this may imply that the operating system is well-structured and effective while enabling the team to function successfully without orders from management. This could lead to efficient project execution and inspire the team to work harder on future initiatives.

According to 86% of the respondents, there is a need to provide opportunities for the project team to offer suggestions for decisions to be made for project execution; 81% suggested that being aware of the department's expectations could encourage them to work more.

Recommendation: Management is responsible for ensuring that all project participants are aware of the project team's goals and are constantly working to improve the systems in use, including technology.

The project manager should promote collaboration among team members and help them feel less alienated and divided from their work environments. As a result, the project team members take an increased interest in their job and join a larger group that collaborates well. Regular seminars, team-building activities, and daily or weekly team update meetings all support this. Through these workshops and training, the team can discuss their experiences and offer alternatives quickly and effectively to complete projects without delays. Resolving team disagreements is crucial to preventing project failure.

Management must set up a system for rewarding team members at each project step to improve team performance. Project teams should investigate ways to accomplish common goals through listening, coming up with ideas, and responding promptly. Finally, project managers must avoid conflict.

6.2.3 SECTION C- OPEN-ENDED QUESTIONS (KNOWLEDGE-BASED QUESTIONS)

In this section, respondents are given a free role presented as an open view section, where they are more focused on the study and can explore and share their experiences. The respondents readily shared their opinions in the sections provided for that purpose, albeit not all of them did so. Given that the participants came from various project backgrounds, have varying project management experience and skills, and are subordinates of various managers, it helped them grasp the departmental culture better. The most common responses are stated in the responses below, with five spaces provided.

- **List things that cause projects to delay, which leads to project failure in government entities**

1	Poor communication from Top management to Low/ground workers
2	Lack of budgeting knowledge which leads to misuse of funds and accumulating financial problems during project execution
3	Poor planning and execution with unclear project objectives and goals
4	Lack of resources and long duration of the procurement process without contingency plan.

5	Regular changes in scope cause confusion and deviation in the initial plan.
6	Setting high stakeholder expectations while having low stakeholder relationships or engagement.
7	Lack of organizational transparency and Lack of time management
8	Delays in approval of plans which is caused by political influence

- **List steps to be practised in project stages that will prompt projects in government entities**

1	Resource planning, for sufficient resources and regular training for all levels of the hierarchy
2	Create proper planning and have sub-planning for all project stages and planning of activities and adequate job functions given to relevant and qualifying individuals
3	Manageable and controllable project goals and set response time frames (quick response)
4	A risk plan, to be able to identify risks immediately
5	Regular auditing of project resources
6	Encourage commitment and accountability
7	Minimize reporting structures; this will increase immediate response to demands
8	Provide rewards to team members and this will boost the morale of the team

- **List things that Project managers need to improve for the projects to be effectively completed**

1	Clear and open communication toward relevant project stakeholders
2	Sufficient procured resources and set project priorities
3	Visibility of project managers and accountability of decisions made or taken
4	Keep frequent updates on the project
5	Limit authority levels
6	Proper distribution methods to be implemented for crucial information
7	In every project closure, provide an evaluation of performance and rectification of mistakes for gaps to be closed for the next project
8	Create a platform for recommendations and opinions from low or ground team members

With the advent of new technology in the field of project management, it is crucial to offer guidance on the best technology to utilize in the model for government improvement planning. Create an information system for the government's improvement strategy, execute it, and keep it up to date with data collecting and analytical presentation. Plan managers must be used in the administration of government projects with an understanding of project principles to guarantee their application at all project phases.

The above responses draw a picture of what the project team expectations from the management should practice for smooth execution of the project to achieve its objectives and goals according to the plan.

Recommendation: Top management should receive training in people management or know how to respond to juniors' requests and inquiries; this will inspire the team. Also, assign project managers with project knowledge; this will assist in evaluating the planned work against the actual work performed.

6.3 CONCLUSION

The objectives of this study were to identify factors that are responsible for the failure of these government projects wherein resources have been provided. Although just one organization in the chosen Western Cape government department and not the entire country of South Africa was studied, it nonetheless provided a wealth of knowledge. Looking at the responses from all the respondents who took part in the survey, it can be determined that the project management department or field must be prepared with the essential proficiencies to conduct effective projects. While there may be unhappiness with specific team members and managers in particular units, morale is generally stable. It should be taken into account that the responses from the many respondents varied depending on how they understood and perceived their own project experiences inside the business. Therefore, the organization should be engaged in a continuous project management process. This finding supports an understanding of team dynamics, which are crucial to a team's success in completing a project.

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QUESTIONNAIRE

Factors affecting effective execution of projects at a selected government services delivery agency in the Western Cape.

This questionnaire is an academic related exercise and participation is voluntary, if you not comfortable to participate you allowed to decline to part-take in this survey.

PLEASE BE AWARE; YOUR' IDENTITY AND YOUR ORGANIZATION WILL BE KEPT CONFIDENTIAL.

In any instant you feel you want to discontinue with the survey you are welcomed to immediately stop. No information will be share with any third party in protection of your identity and information share in this survey is confidential.

Thank you for your participation.

SECTION A. BIOGRAPHY

Please mark where applicable in the box(s)

1. How would you describe your employment status?

Permanent	Part-time	Contract employee	Self Employed	Unemployed
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2. Please select your current position in your organization

Senior Manager	Manager	Supervisor	Administrator	Other
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3. If other, please

specify.....

4. Please select your age range

<= 20 years	21-30 years	31-40 years	41-50 years	51-60 years	61 years and above
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5. Your Educational level

<= Matric (Grade 12)	High Certificate	Diploma	Btech/Degree	Mtech (Honors/ Master)	Dtech (Doctorate)	Other
----------------------------	---------------------	---------	--------------	------------------------------	----------------------	-------

6. If other, please

specify.....

7. How long have you been employed by government (Local, Provisional, National) in project department?

0-5 years	6-10 years	11-15 years	16-20 years	21 and above
-----------	------------	-------------	-------------	--------------

If above, please state the number of years.....

8. Instead of government organization have you ever worked in project from a different organization? Yes No

9. If yes, how long please

specify.....

10. Do you sit in Project Meetings? Yes No

11. If Yes, how frequently?

Daily	Weekly	Monthly	Quarterly	As required
-------	--------	---------	-----------	-------------

12. Which level of meetings do you sit in for the projects

Team Meetings	Management Meetings	District Meetings	Regional Meetings	Other
---------------	------------------------	-------------------	----------------------	-------

13. If other, please

specify.....

14. Line of authority in reporting structure, Where do you report on progress of the project

Projectized Structure	Matrix Structure	Functional Structure	Team structure
Report directly to the Project Manager only	Reporting to Project Manager, Financial Manager & Functional Manager	Reporting on to the Functional Manager or Office Manager	Reporting to low or middle manager

15. Why did you apply for this Job?

I have a qualification	I have adequate experience	I met all the requirements of the post	Assigned to the job because of my hard work	The package	Other

16. If other, please

specify.....

SECTION B

Using the Agree Disagree scale below; please tick or mark the statement that best suit the experience or likelihood of your knowledge in projects; 5= Strongly Agree, 4= Agree, 3= Neutral, 2= Disagree, and 1= Strongly Disagree.

FACTORS AFFECTING EFFECTIVE EXECUTION OF PROJECTS AND CULMINATE TO PROJECT FAILURE.		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
PLANNING STRATEGY						
1	Project planning is applied and revisited in all project stages	5	4	3	2	1
2	Goals and objectives are clear and easily understood by project team	5	4	3	2	1
3	Stakeholder engagement is regularly applied in all project stages	5	4	3	2	1
4	Crucial information is shared in due time and attended to if need arise	5	4	3	2	1
5	Project constraints are clearly stated and ensured that they are followed	5	4	3	2	1
6	Project monitoring and control is applied and effective in all project stages	5	4	3	2	1

7	Everyone on the project team knows the organizations vision	5	4	3	2	1
---	---	---	---	---	---	---

COMMUNICATION COMPETENCY

1	Transparency of communique share amongst project team members	5	4	3	2	1
---	---	---	---	---	---	---

2	Rapid response period of distributed information by emails, memo's, circular, reports and meetings	5	4	3	2	1
---	--	---	---	---	---	---

3	Keeps consistence in communication and relevant communication.	5	4	3	2	1
---	--	---	---	---	---	---

4	Minimal communication anticipation in lower level staff			3	2	1
---	---	--	--	---	---	---

5	Stakeholder's communique engagement is more towards project completion.	5	4	3	2	1
---	---	---	---	---	---	---

6	All channels of communication are effectively in use throughout all project stages.	5	4	3	2	1
---	---	---	---	---	---	---

PROBLEM SOLVING COMPETENCY

1	Taking long to identify accumulating problems	5	4	3	2	1
2	Top management do not engage with lower level project team in dealing with identified problems	5	4	3	2	1
3	Poor monitoring management and supervision in project stages	5	4	3	2	1
4	Open door for ideas and concepts to be presented	5	4	3	2	1
5	Quickly responds to arising problems and provide solution immediately	5	4	3	2	1
6	I solve problems with my own knowledge and ability	5	4	3	2	1

OPERATIONAL REQUIREMENTS

1	In my organization we get feedback in due time	5	4	3	2	1
2	In my organization the updates on project process are up to date on our intranet	5	4	3	2	1
3	I can perform well without any instructions from Project Management Team	5	4	3	2	1
4	I am demotivated when not updated on progress of the project	5	4	3	2	1
5	I do my work without any instruction from management	5	4	3	2	1
6	The organization needs to be frequently transparent on the project stages and updates on the project	5	4	3	2	1
7	New developments must be shared and even ground staff must be given opportunity to make decisions on project execution	5	4	3	2	1

SECTION C

Open-end question (knowledge based questions).

1. List things that cause projects to delay, which leads to project failure in government entities

- i.
- ii.....
- iii.
- iv.....
- v.....

2. List steps to be practiced in project stages that will prompt project in government entities

- i.
- ii.
- iii.
- iv.
- v.

3. List things that Project managers need to improve for the projects to be effectively completed

- i.
- ii.
- iii.
- iv.
- v.

“Thank you for participating on the questionnaire”



Reference No.:	98988092	Tel no:	021) 469 0453
Enquiries:	Mr RG van der Merwe	Fax:	021) 469 0336
		E-mail:	ruhanv@sassa.gov.za

Mr NS Gusha
Paarl Local Office: Boland/Overberg District

SUBJECT: RESEARCH AUTHORISATION REQUEST

Dear Mr Gusha

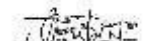
Your request to conduct research in SASSA: Western Cape bears reference.

We have pleasure in confirming that your request is hereby approved based on the following conditions:

- Confidentiality is always maintained
- SASSA is provided with a copy of your report/findings; and
- The report and findings is not to be made public in any way without written consent from the regional executive manager.

Should you have any enquiries please do not hesitate to contact the writer on 021 469 0453.

Regards


Mr M. M. Mangu

ACTING REGIONAL EXECUTIVE MANAGER: SASSA WESTERN CAPE
DATE: 05/04/2022



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at the right time and place. NALDI*

South African Social Security Agency
Western Cape Region

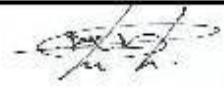
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Tel: +27 21 469 0200 | Fax: +27 21 469 0200
www.sassa.gov.za

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 June 2022, ethics APPROVAL was granted to Ntsikelelo S. Gusha (210210095) for a research activity at the Cape Peninsula University of Technology for M Tech: Business Administration (Project Management).

Title of project:	Factors affecting effective execution of projects at a selected government services delivery agency in the Western Cape
	Supervisor (s): Mr. T. Nkwenkwezi and Dr. L.E. Jowah

Decision: **APPROVED**

	20 June 2022
Signed: Chairperson: Research Ethics Committee	Date

The proposed research may now commence with the provisions that:

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

Clearance Certificate No | 2022 FBMSREC 025

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