



**The role of leader behaviour on project team performance in the execution of
construction projects.**

By

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Dissertation submitted in fulfilment of the requirements for the degree

MTech: Business Administration in Project Management

In the faculty of Business and Management sciences

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Cape Peninsula University of Technology

CAPE TOWN

2022

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ABSTRACT

Much study has been made on the leader, leadership and the impact of behaviour of the leaders on the workforce and the expected resulted performance. The difficulty with leadership is that it is largely contingent on the organisation, the leader involved, the workforce that is to be led and ultimately the tasks to be performed. Inevitably this brings about the cultural and religious diversities within the context of the racial groupings in the South African context. The purpose of leaders in a project is to execute effectively and efficiently the project processes within the iron trial, as a measure of successful implementation. The team is comprised of diverse skills, outside of the cultural and religious values, thus leaders need to navigate the different power bases within a team and build synergy in the team. The behaviour of the project leader and the leadership style have a strong impact on the motivation of the project team members to perform. The project team members interpret the behaviour within their context of what constitutes good and acceptable behaviour within their own context, and this makes them decide on whether to accept (get motivated) or merely tolerate (they do just enough not to run into trouble). The study focused on the team members because they are the “recipients” of the behaviour and it is them who can tell what they feel about the leadership. The nature of the study required an understanding of (description of) the phenomenon in order to interpret it correctly, hence a descriptive research design. This was combined with the use of mixed research methodology which allowed for the simultaneous use of both qualitative and quantitative research methodologies. The use of these two enabled both breadth and depth in the understanding of the phenomenon, data of which was gathered through the use of a structured questionnaire. The collected data was edited, coded and captured onto an Excel Spread Sheet from which illustrations were constructed, interpreted and conclusions made. The behaviour of the leader was considered to have a critical impact on the morale and performance of the project team.

The role of leader behaviour on project team performance in the execution of construction projects.

Key words: Leadership, Leadership Style, Behaviour, Project and Performance.

ACKNOWLEDGEMENTS

I would like to thank:

- Dr Larry, E. Jowah for always showing up, giving guidance throughout my research. Your mentoring and support sessions led me to where I am today. Thank you for being a true and dedicated leader to those of us who once thought of dropping everything but you came through and showed us the light.
- To Yanga Gwebityala, thank you for not getting tired of me. Continue being the best big brother and a friend to those coming after me in the department. Salute sani.
- My mother Nosithembele, N. Phandle for never doubting my decisions and always giving all the support in trying to close the gap that my late Dad left. Do not get tired Nozinga we are almost there.
- My friends, comrades and of course my siblings especially my older brother Zuko, S. Phandle your support Dlamini and your love for books made me choose this route and I do not regret it because you are always there to provide the necessary support.

DEDICATION

Dedicating this dissertation to my late father Pumzile Gideon Phandle. Rest Dlamini and continue resting in peace. We are one step away from fulfilling one of your wishes and we will continue doing so.

TABLE OF CONTENTS

ABSTRACT.....	iii
ACKNOWLEDGEMENTS.....	IV
DEDICATION	V
TABLE OF CONTENTS	vi
TABLES.....	x
FIGURES.....	xi
INTRODUCTION AND BACKGROUND OF THE STUDY.....	13
1.1 INTRODUCTION	13
1.2 BACKGROUND [THE THEORETICAL FRAMEWORK].....	13
1.2.1 Leadership.....	13
1.2.2 Leadership Styles.....	14
1.2.2.1 Autocratic style	14
1.2.2.1.1 Characteristics of autocratic style as listed by Harms, Wood, Landay, Lester and Lester (2018: 105-122)	15
1.2.2.1.2 Advantages:.....	15
1.2.2.1.3 Disadvantages:	15
1.2.2.2 Democratic style	16
1.2.2.2.1 Advantages:.....	16
1.2.2.2.2 Disadvantages:	17
1.2.2.3 Laissez-Faire	18
1.2.2.3.1 Positives:	18
1.2.2.3.2 Negatives:.....	19
1.2.2.4 Transformational.....	19
1.2.2.5 Transactional style.....	19
1.2.3 Behaviour.....	21
1.2.4 Project.....	22
1.2.5 Performance.....	22
1.3 OBJECTIVES.....	23
1.3.1.....	23
1.4 RESEARCH QUESTION	24
Out of the top of analysis objectives, the subsequent queries arose:	24
RESEARCH QUESTIONS	24
1.5 RESEARCH METHODOLOGY	25

1.6 CHAPTER CLASSIFICATION	26
CHAPTER 2	28
PROJECT LIFE CYCLE, THE REQUIRED LEADERSHIP STYLES	28
AND PROJECT PERFORMANCE	28
2.2 PROJECT LIFE CYCLE	28
2.2.1 <i>The Imperatives of Project Stages</i>	29
2.3 TASK-CENTRED LEADERSHIP	29
2.3.1 <i>Task-Oriented Leadership Skills</i>	30
2.3.2 <i>Task-Oriented Leadership vs People-Oriented Leadership</i>	32
2.4 CONSTRUCTION PROJECT HARD SKILLS REQUIREMENT	33
2.4.1 <i>What is a Hard Skill?</i>	33
2.5 MEASURES OF SUCCESS AND FAILURE	37
2.5.1 <i>Project Success and Project Management Success or Failure</i>	38
2.5.1.1 Main causes of project failure	39
2.6 SUMMARY	41
CHAPTER 3	43
THE IRON TRIANGLE AND PROJECT MANAGEMENT VERSUS PROJECT LEADERSHIP	43
INTRODUCTION	43
3.1	43
3.2 THE IRON TRIANGLE - ELEMENT RELATIONSHIPS	43
3.3 THE SQUARE ROOT OF A PROJECT	45
3.4 CONTRASTING LEADER AND MANAGER	47
3.5 HARD SKILLS CONTRASTED WITH SOFT SKILLS	48
3.5.1 <i>Soft Skills</i>	48
3.6 IQ VERSUS EQ	49
3.6.1 <i>What is IQ?</i>	49
3.6.2 <i>What is EQ?</i>	50
3.6.3 <i>Can EQ or IQ be increased?</i>	50
3.6.4 <i>Advantages and Disadvantages of Testing the IQ or EQ</i>	51
3.6.4.1 Pros:	51
3.6.4.2 Cons:	52
3.7 PROJECT MANAGEMENT VERSUS PROJECT LEADERSHIP	53
3.8 POSSIBILITIES OF PROJECT MANAGERS LEARNING TO LEAD	55
3.8.1 <i>What are the Leadership Skills for A Project Manager?</i>	55
3.9 CHAPTER SUMMARY	56

CHAPTER 4	58
RESEARCH METHODOLOGY	58
4.1 INTRODUCTION.....	58
4.2 RESEARCH DESIGN.....	58
4.2.1 <i>Quantitative Research</i>	58
4.2.2 <i>Qualitative Research</i>	58
4.3 RESEARCH METHODOLOGY	58
4.4 THE PROBLEM STATEMENT	59
4.4.1 <i>Problem Statement</i>	59
4.5 RESEARCH OBJECTIVES	60
4.5.1 <i>Primary objectives</i>	60
4.5.2 <i>Secondary Objectives</i>	60
4.6 RESEARCH QUESTIONS.....	60
4.6.1 <i>The Research Questions</i>	60
4.7 TARGET POPULATION.....	60
4.8 SAMPLE	61
4.9 RESEARCH INSTRUMENT	61
4.10 DATA ANALYSIS AND DATA CONSOLIDATION.....	62
4.11 DATA CONSOLIDATION	62
4.11.1 <i>Challenges of data consolidation</i>	63
4.12 LIMITATIONS OF THE RESEARCH.....	63
4.13 CHAPTER SUMMARY	63
CHAPTER 5	64
DATA REPORTING, ANALYSIS AND INTERPRETATION OF THE FINDINGS	64
5.1 INTRODUCTION.....	64
5.2 SECTION A: BIOGRAPHICAL INFORMATION	64
5.3 SECTION B – LIKERT SCALE.....	73
5.4 SECTION C: OPEN-ENDED SECTION.....	94
5.5 CHAPTER SUMMARY	100
CHAPTER 6	102
SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS	102
6.1 INTRODUCTION.....	102
SUMMARY OF FINDINGS	102
6.2.....	102
<i>Chapter six's main objective is to summarise the results and findings as detailed in the preceding chapter The findings here have illustrated and in the main agreed with</i>	

existing literature that many project execution processes failed in South Africa because project managers lacked relevant and contingent leadership competencies (Wong, Greenhalgh, Westhorp, Buckingham, and Pawson 2013:1-14). This view is confirmed by (Crippen, 2012:192-198.) who suggests that there should simultaneously be specific programs for followership training to enable them to become effective followers.....

6.2.1.....	102
<i>SECTION A – BIOGRAPHY.....</i>	<i>102</i>
6.2.2 <i>SECTION B – LIKERT SCALE.....</i>	<i>104</i>
6.2.3 SECTION C: OPEN-ENDED SECTION.....	116
6.2 CONCLUSION.....	118
<i>REFERENCES.....</i>	<i>119</i>
APPENDICES.....	129
APPENDIX A – QUESTIONNAIRE.....	129
QUESTIONNAIRE.....	129
COACHING OR MENTORING.....	130
TEAM STRENGTHS and WEAKNESSES.....	130
APPENDIX B – PLAGIARISM REPORT.....	132
APPENDIX C- ETHICS CERTIFICATE.....	147
APPENDIX D – LANGUAGE EDITING CERTIFICATE.....	2

TABLES

TABLE 2.2 IMPERATIVES OF PROJECT STAGES	ERROR! BOOKMARK NOT DEFINED.
TABLE 2.3 ADVANTAGES AND DISADVANTAGES OF TASK-ORIENTED LEADERSHIP	31
TABLE 2.4 TASK-ORIENTED LEADERSHIP VS PEOPLE-ORIENTED LEADERSHIP	33
TABLE 3.1 HARD SKILLS VS SOFT SKILLS	49
TABLE 3.2 IQ VS EQ	50
TABLE 3.3 DIFFERENCE BETWEEN A PROJECT MANAGER AND A PROJECT LEADER	54
TABLE 4.1 WEIGHTING OF RESEARCH OPTIONS	62
TABLE 5.1 LEADER MORALE SUPPORT TO EMPLOYEE'S PERFORMANCE	72
TABLE 5.2 EFFECTIVE ROLES FOR TEAM LEADERS IN THE CONSTRUCTION ENVIRONMENT	94
TABLE 5.3 THINGS THAT DEMOTIVATE PERFORMANCE IN PROJECTS	96
TABLE 5.4 THINGS YOU WOULD DO DIFFERENTLY AS A PROJECT LEADER	97
TABLE 5.5 LEADER BEHAVIOURAL PATTERNS YOU LIKE FROM YOUR LEADER	99

FIGURES

FIGURE 3.1 THE IRON TRIANGLE	44
FIGURE 5.1 POSITION OF THE PARTICIPANTS	65
FIGURE 5.2 OTHER, SPECIFY	ERROR! BOOKMARK NOT DEFINED.
FIGURE 5.3 YEARS IN THE ORGANISATION	66
FIGURE 5.4 THE TRAINING OF RESPONDENTS	67
FIGURE 5.5 BENEFITS OF THE TRAINING	68
FIGURE 5.6 MOTIVATION FROM LEADERSHIP	69
FIGURE 5.7 LEVELS OF QUALIFICATIONS IN THE ORGANISATION	70
FIGURE 5.8 INCENTIVES FOR CAREER DEVELOPMENT	71
FIGURE 5.9 SECTION OF THE CONSTRUCTION	71
FIGURE 5.10 LEADER SHOWING EMPLOYEES HOW TO DO WHAT IS REQUIRED	74
FIGURE 5.11 ASSISTANCE OF WEAK EMPLOYEES.	75
FIGURE 5.12 LEADER TEACHES AVOIDANCE	75
FIGURE 5.13 MEETINGS SIT TO DISCUSS SPECIFIC SITUATIONS	76
FIGURE 5.14 LEADER IMPATIENT WITH SLOW LEARNERS.....	77
FIGURE 5.15 LEADER THAT PROVIDES GUIDANCE.....	77
FIGURE 5.16 LEADER THAT IDENTIFIES WEAKNESSES.....	78
FIGURE 5.17 LEADER THAT DOES NOT MICROMANAGE WORK.....	79
FIGURE 5.18 CHECK UP ON EMPLOYEES.	79
FIGURE 5.19 A LEADER WHO ALLOWS YOU TO FIX YOUR MISTAKE.	80
FIGURE 5.20 LEADER WHO GROOMS YOU TO DO BETTER.....	81
FIGURE 5.21 A LEADER WHO CONSIDERS STRENGTHS.	81
FIGURE 5.22 SET OUT A VISION FOR THE TEAM FROM THE ONSET	82
FIGURE 5.23 A LEADER WITH A WELL-PLANNED PROGRAMME	83
FIGURE 5.24 PROJECT LEADER THAT DOES NOT INTERFERE WITH EMPLOYEES' WORK.....	83
FIGURE 5.25 PROJECT LEADER THAT DOES NOT SET PERFORMANCE GOALS.....	84
FIGURE 5.26 PROJECT LEADER SETS GOALS AND ENFORCES THEM.....	85
FIGURE 5.27 MANAGER TO IDENTIFY AND EXPLAIN TEAM GOALS	85
FIGURE 5.28 ALLOWS TIME TO COOL OFF BEFORE CONFLICT	86
FIGURE 5.29 PROJECT LEADER WHO STAYS AWAY FROM CONFLICTS	87
FIGURE 5.30 GOOD PROJECT LEADER IGNORES UNNECESSARY CONFLICTS.....	87
FIGURE 5.31 LEADER WHO MANAGES CONFLICTS IMMEDIATELY.	88
FIGURE 5.32 GOOD MANAGER PLAYS THE ISSUES, NOT INDIVIDUALS	89
FIGURE 5.33 PROJECT LEADER THAT KNOWS CONFLICTS TYPES	89
FIGURE 5.34 PROJECT LEADER WHO LISTENS TO OTHER PEOPLE.....	90
FIGURE 5.35 KNOWLEDGEABLE PROJECT LEADER.....	91
FIGURE 5.36 PROJECT TEAM LEADER WHO COMMUNICATES	91

FIGURE 5.37 PREFER A MICRO-MANAGER	92
FIGURE 5.38 GOOD LEADER DOES NOT LISTEN TO ADVICE AND SUGGESTIONS	93
FIGURE 5.39 PROJECT LEADER DOES NOT TALK TO UNITS ABOUT PROBLEMS.....	93

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 INTRODUCTION

In most organisations, the project practitioner's leadership role is to be proactive, not reactive, to avoid anything that will temper the project's implantation or success. Project practitioners are supposed to be the forward thinkers in a project, always making sure that they avoid anything that might cause unnecessary problems in the project, which will shift their focus and lower their level of performance. Project leaders also have to prevent any problem that might arise, not to cause more problems because of their leadership style and behaviour. The behaviour of a project leader/practitioner is important as they need to set an example for the employees that they are leading in an organisation when executing projects. According to Kerzner (2013:75), the leadership style and behaviour in which project leaders conduct themselves when implementing projects matter the most in an organisation. This is proven when the leaders do not see eye to eye and make it evident to their employees that they are supposed to be leading by example. As a result, the project and the practitioners' performance get affected as there is much tension, which causes the working environment not to be conducive, leading to poor performance.

1.2 BACKGROUND [THE THEORETICAL FRAMEWORK]

1.2.1 Leadership

In his Art of War book, Sun Tzu explains leadership as "A matter of intelligence, trustworthiness, humaneness, courage, and discipline. Reliance on intelligence alone results in rebelliousness. Exercise of humaneness alone results in weakness. Fixation on trust results in folly. Dependence on the strength of courage results in violence. Excessive discipline and sternness in command result in cruelty. When one has all five virtues together, each appropriate to its function, and then one can be a leader."

George (2016: 778-794) states that leadership can be interpreted as a process loaded with emotions tangled with the environment leaders find themselves in trying to meet demands. Glenda, Jared (2012:1-12) further state that a leader's mood in an organisation will influence or affect the group he/she is leading. This is then illustrated by the effects below:

- The mood of individuals in a group: An individual's mood in a group led by a leader with a positive mood result in a happy and positive group because of their surrounding mood. A leader usually influences the mood of other group members into a situation where a leader's mood triggers a response from the rest of the group. The change of moods in leaders may be a psychological influence whereby leaders can influence their subordinates.

- The influenced emotional feeling of the group: A productive group's mood presents the same reactions within a group. For instance, a group with a positive leader will have a more constructive feel than a group with pessimistic leaders.
- Coordination of group: A known declaration of moods will influence how members think and react. The individual's reaction when expressing and experiencing moods gives an indication to the rest. Usually, group members will mention their goals, intentions and attitudes by assessing their leader's moods. Group members have a way of responding to the leader's indications that reflect the entire group's process.

1.2.2 Leadership Styles

Allio (2013:4-14) "A leadership style is a style that leaders use to provide direction, implement plans and motivate the people they are leading. This is a result of Philosophy, personality and how experienced is the leader."

Kruse (2012:265) further says leadership has nothing to do with the person's ranking level or one's position in the grading of a company. So many people speak a lot about a company's management, referring to the topmost executives in the organisation; they are just that of higher-ranking executives. He went on to say leadership has nothing to do with the level occupied in an organisation. An individual occupying a high ranking on the company organogram does not automatically confer leadership attributes to that person. A title does not equate to leadership. A person to be a leader does not require a title. Personal attributes do not necessarily define a leader. Thus, being dominant and charismatic does not make one a leader, as it has been demonstrated that those with charisma do not automatically lead.

1.2.2.1 Autocratic style

An autocratic leadership style is shown when a leader forces organisational policies and procedures on employees and decides on which goals should be pursued and want to dictate everything without engaging followers.

Van Wart (2014:27) state that dictatorial leaders are usually autocratic. It is infrequent for them to provide explicit assumptions on what needs to be done, when it is expected, and how it must be done. Such leaders are always ensuring that there are clear divisions between them and their followers.

According to Hackman & Johnson (2012: 428-444) autocratic leaders take their decisions independently without giving the other group members a chance to share their inputs. Authoritarian leaders exercise strict control over their followers by setting rules, methods and then enforcing their implementation. Authoritarian leaders create gaps and make sure there is distance between them and their followers with the intent of affirming their authority and the difference in roles (Kelly and MacDonald 2019: 432-448). This kind of leadership dates

back to tribal and empire differences. Currently, it is used when there is no space for people to make errors in construction jobs or manufacturing. This sort of structure refers back to the first ethnic groups and territories.

1.2.2.1.1 Characteristics of autocratic style as listed by Harms, Wood, Landay, Lester and Lester (2018: 105-122)

- Making all the critical decisions
- Do not open space for team members to share their inputs
- Dictate all the working mechanisms, processes and methods
- Do not trust team followers with any of the important decisions
- A highly structured work environment
- Do not encourage creativity and out-of-the-box thinking from followers
- A rule instigator and make sure everyone follows with no intention of being questioned

Harms, Wood, Landay, Lester and Lester (2018: 105-122) further details the advantages and disadvantages of this leadership style as follows:

1.2.2.1.2 Advantages:

- Clear workplace expectations: employees always know what is expected and what will happen if they fail to deliver or perform as mandated by the project leader. An autocratic leader lists its expectations from the team and the consequences that the team members will face for not meeting the expectations from the onset.
- Leads the inexperienced workers well: in a team where most team members are new and do not have experience, the autocratic leadership style becomes more effective. This is proven when the leader's opinion is the only opinion that matters from strategic planning and the decision making of the project, which somehow leave employees feeling frustrated for not being given space to work in a way that suits them.
- Decisions are taken faster: autocratic leaders are quick to make decisions; this happens because they do not need to go through the consultation process in their teams and have to wait for other people's opinions or work through different perspectives to find an appropriate compromise.

1.2.2.1.3 Disadvantages:

- Little or no flexibility: autocratic leaders referred to as micromanagers can have frustrated employees as there is no space for them to voice out their views and how they see things in the work environment. This can drive the most creative employees away; those who will remain working with the team are unmotivated, lazy, and forced to work because they are in it for survival, not the project's success.

- Can cause worker resentment: This leadership style can cause employees to resent their leaders and even the organisation. An autocratic workplace environment is mainly not friendly to creative and innovated workers, leaving certain workers feeling intellectually stifled. Meaning that workers personal needs are neglected, causing them to feel like their superiors do not care about them as individuals and their growth.

1.2.2.2 Democratic style

Sutherland, Land and Böhm (2014:759-781) states that a democratic leadership style is made up of a leader opening space for group members to form part of decision making and always considering the interest of group members and treating everyone in the group equally.

Woods (2016:3) states that boundaries of a democratic process are likely to be determined by the organisation or the needs of group members and their attributes, such as expertise and approach. The classless style gives an idea that everybody must participate in the group's decision-making by virtue of their human status. Even though this might be the case, the democratic style still needs guidance and the leader to control what is happening in the group. In the classless style, the leader is meant to put together resolutions on who may be doing what and who is the correct person to participate in decision-making processes such as voting and others.

Dim and Nzube (2020:13-27) clearly states that the democratic style is one of the best for organisational effectiveness and meeting production demands; this increases participation from the set of members and their confidence.

Democratic leadership opens up space for better ideas to be shared and creates space for more designed solutions to complications because co-workers can voice their opinions and ideas. Although this style seems to be the most effective leadership style, it also has its downfalls, especially in a space where the roles and responsibilities are not specified. This has the potential of leading to communication failure and projects not finishing. This style works more efficiently when group members have the necessary skills and share their understanding. What is also prime is to give people enough time to contribute, be part of plan developments, and vote on which one is the best to be used. Dim and Nzube (2020:13-27) lists the advantages and disadvantages of democratic leadership as follows:

1.2.2.2.1 Advantages:

- An increase in job satisfaction: in a workplace, being given a chance to be listened to is one of the primary contributors to job satisfaction, leading to increased performance. This also increases employees' morale, keeping them happy by giving them space to contribute to their future and success.
- A creative solution-based and diversified ideas environment: democratic leaders allow and expect maximum participation of other members in the decision-making process of all organisations they

are leading. With this, they can get more diversified ideas from their team members, which helps select the most creative and effective solutions.

- Create a good working environment: a more comfortable environment for employees to share their thoughts, ideas, and suggestions freely. When this kind of leadership is present, the employees feel more comfortable and more motivated to contribute to the organisation's life.
- More effective solutions: a group of minds works better in decision-making processes in a democratic led organisation; this helps bring out more ideas to the table, giving the leaders a chance to select the best solutions in a dignified manner to satisfy everyone. This is a space where leaders can evaluate their team member's strengths and weaknesses of every alternative without feeling more stressed and also get a chance to select one of the most suitable solutions.
- Provide effective teams: Everyone is given equal chances to present their ideas through their team leaders. Also, members of each group understand the progress of the organisations and become more productive and more satisfied because they can share their thoughts with the organisation's upper management through their team leaders.
- Works best for any organisation: unlike the autocratic style, the democratic leadership style is more likely to work in any organisation. Inasmuch as there may be some situations where democratic leaders bring internal challenges, this type works way better than the rest and is suitable for all organisations.
- Improve the vision of the organisation and its awareness in the organisation: keeps all members of the organisation active through different committees. Democratic leaders share progress, vision, mission and objectives well with the members of their organisations. This means that every organisation member is well aware of its vision and how their ideas are incorporated.

1.2.2.2.2 Disadvantages:

- Slows down the decision-making: in this leadership style, a considerable number of members are given space to participate in the decision-making process; this takes more time to get the ideas and suggestions from all the team members, which leads to a slowdown of the decision-making process.
- Not all options are valued: having different team members means that there will be different ideas and views about a particular problem or situation. However, leaders can only implement one idea; because of that, other members will think that their opinions are not valid in decision making, which leads to job dissatisfaction and reduces their high morale.
- Leads to wrong decisions being taken: a number of the decisions taken through a democratic process are not always the most suitable. Thus, with this leadership style, they may tend to accept the majority decisions as to the best options, which leads to wrong decisions. This can be seen in other organisations where leaders and other members are not knowledgeable.

- Does not apply in emergencies cases: an emergency requires decisive decisions. In a space where there are democratic leaders, decision making will take time, and the company loses the ability to face emergencies. It only works well in an autocratic leadership style.
- Brings in communication problems: in a decentralised decision-making process, the communication system gets too complicated, and there will be communication problems in the organisation. For example, not all the information will pass to every member due to the complexity of the communication system, which then leaves some kind of a communication breakdown.

1.2.2.3 Laissez-Faire

According to Hackman & Johnson (2012:428-444) this style gives followers complete freedom to fulfil their responsibilities as best as they see fit. Laissez-faire is more of a self-rule style but still offers guidance and support when needed. This kind of leader with guided liberty provides the group acolytes with all they need to attain their set goals but does not directly partake in decision-making except if the followers request them to assist. Hackman defines the attributes of laissez-faire as follows:

- Little advice from leaders
- Employees can make decisions
- People are expected to solve their own problems
- Access to numerous resources and tools
- Encouraging criticism from leaders
- Leaders supervise when necessary
- Leaders to take control of overall steps and decisions.

Oboshi and Okoli (2021: 2-6) lists the Positives and Negatives of using the Laissez-Faire style as follows:

1.2.2.3.1 Positives:

- This style inspires personal growth, labours have a chance to participate, and this type of authority creates a condition that expedites growth and maturity.
- This is the kind of style that motivates innovation; the freedom that is designated to employees can promote creativity and innovation.
- It is a style that allows for swift decision-making. In this style, there is no interference as workers under laissez-faire leadership have the independence to form their own decisions. Here employees can make rapid decisions without waiting weeks for an approval process.

1.2.2.3.2 Negatives:

- Lack of clarity of roles. This is proven in several situations that the let-alone policy style leads to poorly described purpose within the group. With the co-workers not receiving direction, they tend not to be sure about their role inside the co-workers and what they are expected to be doing during their schedule.
- Poor participation within the group. Leaders in this style are frequently seen as uninvolved and unsociable, leading to an absence of togetherness and cohesion. In addition, with the figurehead being disinterested in what is happening, followers occasionally pick up on this and show a lack of interest and concern for the project.
- There is a lack of reporting. Some leaders take advantage of this style to avoid taking the blame for the group's non-performance. When goals are not met, the head can then fault the team or not.
- This is a passive form of leadership. At its worst, laissez-faire leadership represents inactivity or even an entire avoidance of authentic leadership. In this instance, these leaders do nothing to try to inspire followers, do not recognise the contribution of team members and make no effort at involvement with the rest of the workers.

1.2.2.4 Transformational

According to Onorato (2013:33), Transformational leadership is a style where leaders work with their juniors to check if there is a need to make changes, create oversight to guide the process past inspiration and execute the desired changes with dedicated group members. Transformational leadership works as a motivation to group members, as it grows their morale and level of performance when executing their jobs using a different mechanism. Transformational leaders believe in opening space for followers to identify themselves with the collective and have a sense of belonging to the organisation. These are done through leaders inspiring confidence, being role models and allowing followers space to raise their interests in projects at all times. In this leadership style, followers are challenged to own their work and understand their strengths and weaknesses. This usually increases the performance amongst team members. Schultz, Duane, Sydney (2012:201-202) argued that their followers' interpretation does not limit inventive leaders. The primary aim is to change or reconstruct their followers' necessities and redirect their thinking. Leaders that follow the innovative manner of leading provoke and stimulate their companions with a sense of purpose and excitement. A transformed leadership occurs in a group when engagements occur, which has a positive outcome on leaders and followers, uplifting one another to greater levels of correctness.

1.2.2.5 Transactional style

Judge, Timothy and Ronald (2014: 765-780) argued that transactional leadership compares to transformational leadership, using prizes and punishment to get submissiveness from followers. Transformational leaders are

futuristic, while transactional leaders look at what is happening and fight to maintain the current status quo without making any changes that might influence the future.

Multifactor leadership challenges some transactional leadership elements, while the conditional reward with the results from the test is always contrasted to those of transformational components tested by the multifactor. Most studies have proven that transformational leadership procedures may lead to full contentment with the leader among its followers and the leader's productiveness, while transactional leadership leads to a high level of companion job satisfaction and its leader's production.

Leaders with a flexible approach could adopt the following strategy: "

, "Set goals, articulate explicit agreements regarding what the leader expects from organisational members and how they will be rewarded for their efforts and commitment and provide constructive feedback to keep everybody on task" (Du, Swaen, Lindgreen and Sen 2013:155-169).

- To centre attention on increasing competence of initiated sequence and processes, more anxious with sticking to the provided rules than making changes in the organisational structure.
- This is proven when they work more effectively in an organisation that has passed the disorganised stages, the no rule stage of developing entrepreneurs that characterise the majority of companies
- The transactional leadership can establish and keep standards of practices that help an organisation reach its maturity level and productivity."

Hackman, Johnson, Michael, Craig (2019:102-104) stated these as the attributes of transactional leaders:

Flexible team headers use reward and penalising to obtain concessions out of their assistants. They are external motives that introduce slight subordination from subordinates. They welcome intentions, formation, and the customs of the standing company. Reachable leaders are most likely to be orderly and action-oriented.

Flexible team captains are eager to work with existing arrangements and interventions to accomplish the company's objectives. They are likely to reflect inwardly when working out issues.

Transactional authorities are predominantly unassertive. The behaviours mainly linked with this leadership are setting up the standard for gratifying followers and sustaining the current status quo.

This leadership has two elements: possible recompense and identifying and handling cases deviating from the norm. Possible remuneration issue rewards for hard work and acknowledges good performance. Management-by-exception preserves the standing position, step-in when juniors do not meet acceptable production magnitude and initiate remedial acts to improve performance.

1.2.3 Behaviour

According to Meagher (2020: 3-23) behaviour is a sequence of actions and how individuals present themselves, organisational, systematically, and the surrounding environments, inclusive of other organisms and systems surrounded by the physical environment.

Levitis, Daniel, William, Lidicker and Glenn (2019:103-110) argued that there are still arguments around the definition of behaviour in biological terms; this is based on the scientific literature, which clearly expresses that behaviour is the internally coordinated responses of living individuals to their internal or external stimuli.

Karban (2018:727-739) states that a more extensive definition of behaviour in terms of plants and other creatures is more similar to the concept of phenotype organisms. It also gives another explanation of behaviour as an incident or an environmental change during an individual's lifetime that differ from psychological or biochemical changes that occur faster, which excludes the changes of development. Behaviours' can be either natural or learned.

Trevarthen (2012: 6-56) argues that human conduct is assumed to be affected by internal secretions and the nervous system. It is frequently believed that complication in a creature's behaviour is matched up to the intricacies of its nervous system. Generally, creatures with more composite nervous systems have an exceptional strength to learn new reactions and thus modify their ways of doing things. A person's conduct is experienced all over an individual's whole lifespan. It includes how they react based on different components such as genealogical, social norms, core faith, and point of view. Behaviour is influenced by unique features each person has. The features differ from person to person and can bring out different actions or behaviour from each person. Societal standards also impact behaviour. Due to the ingrained traditionalist essence of society in general, humans are pressured to follow some defined rules and set forth certain societal behaviours, which conditions the way people behave. Contrasting conduct is either bearable or unbearable in different societies and cultures. Core religion can be assessed through the beliefs and philosophy of that individual. It structures how a person thinks, which shows in non-identical human conduct. Ajzen further argues that point of view can be explained as "the degree to which the person has a favourable or unfavourable evaluation of the behaviour in question." One's point of view is a thought of the conduct he or she will illustrate in specified situations. Thus, human actions are significantly shaped by the frame of mind we utilise on a day-to-day basis.

Negowetti (2014:693) states that standards are one component of a crucial belief that influences how a person conduct. Reactions linked to principles including indignity, ego, and irritation can influence how people act. Most certainly, humiliation and misconduct have a significant effect on behaviour. Lawan and Zanna, R (2013:519-529) says:

Lastly, culture highly affects human behaviour. The beliefs of certain cultures are taught to children from such a young age that they are greatly affected as they grow up. These beliefs are considered

throughout daily life, which leads to people from different cultures acting differently. These differences can alter how different cultures and areas of the world interact and act.

1.2.4 Project

Vifell and Soneryd (2012:18-27) state that it is possibly a short-term (preferably then continuing) social structure_as the tasks set-up composed by a group within or through the businesses to fulfil particular functions under time limitations. Mesly (2017:52) believes that a project comprises a tangible and arranged attempt driven by a perceived occasion when confronting an issue, a need, a desire or a source of annoyance (e.g., lack of proper ventilation in a building). It is also a tool to deliver unique, innovative deliverables such as services, processes and sometimes factual studies. Each project has a starting point and an end and is a dynamic system. It is advanced alongside the 4 Ps of project management: Plan, Processes, People, and Power (e.g., line of authority). It is linked by the three-way restraints that are calendar, costs and norms of quality, each of which can be discovered and assessed without prejudice across the forecast lifecycle. Each project manufactures a few levels of endorsed documentation, the deliverable(s), of course, and some effects, which can be positive or negative. According to Jacobsson, Lundin and Söderholm (2015:9-18), "In project management a forecast is made up of an interim endeavour tackled to generate a distinctive result or solution". Wideman (2014:30) provides another definition: an administration that delivers one or more business outcomes as set down by the project's stakeholders. Burke and Morley (2016:1235-1258) further argues that projects can be defined as temporary organisations.

According to Seidel and Stürmer (2014:739-771), project goals describe target ranking at the termination stage of the forecast, reaching of which is regarded compulsory for the accomplishment of planned gains. They can be constructed as SMART criteria:

- Specified
- Measured (or at minimum be assessable) accomplishment
- Achieved (not long ago Agreed to or Acceptable are regularly used as well)
- Reasonable (given the present state of organisational resources)
- Time discontinued (limited)

The evaluation (quantification) occurs at the end of the project. Nevertheless, a constant watch on the project development should be kept by checking and evaluating. Note that SMART is best applied for gradual-type transformation projects. For radical-type projects, it does not relate so well. Results for such projects be likely to be broad, qualitative, and stretch/unrealistic and success will be piloted.

1.2.5 Performance

Some field workers have asserted that the confirmed effect of superiors on organisational end products is overestimated and glorified as an outcome of clear attributions about those in charge (Owens, Johnson and

Mitchell 2013:1517-1538). Regardless of these declarations, it is esteemed chiefly and welcomed by professionals and researchers that leadership is essential, and research supports the perception that leaders come up with critical operational end results. Therefore, it is crucial to appreciate and correctly weigh leadership productivity to enable a timely execution.

There is no congruent, complete definition of leadership performance (Büschgens, Bausch and Balkin 2013:763-781) because there is no standard against which it can be measured. The effectiveness of leadership also depends on effective followership (Jawah, 2013: 708-719.) suggesting the need for congruency between leader style and subordinate or follower expectations. Numerous distinct understandings are frequently combined under the category of leadership conduct, together with results such as leader potency, leader improvement, and leader advent (Lord, Day, Zaccaro, Avolio and Eagly 2017:434). For example, how leaders perform may be used to cite the career success of the individual leader, the productivity of the co-worker's or organisation, or even leader advent. Each of these assessments can be reviewed as notionally distinct. Although these features may be correlated, they are non-identical outcomes, and their insertion should be conditional on the applied or research focal point. The expectation from leaders is that they be able to “get the job done” as effectively and efficiently to enable the organisation to realise its objectives, which are the reason for the existence of the organisation Chong, Yu, Keeling and de Ruyter 2021 (63,102735). **PROBLEM STATEMENT**

Organisations employ leaders (managers) too often at high cost because these leaders are expected to make the other employees perform their duties and tasks to the satisfaction of the organisation. A lot of responsibility and great expectation is put on the manager to enable the organisation to reach its set objectives, and this is through the creation of an environment ideal for the performance of the tasks. It is estimated that 47% of project execution can be classified as having failed because they are not able to meet the requirements of the triple constraints. While there may be other factors that contribute to the failure of these executions, it is clear that there is advanced technology, techniques and tools available in the industry that can enable effective execution. Further to this, generally, the project leaders are qualified and experienced in the construction discipline, suggesting a guaranteed project execution. The only factor for which there is no scientific measurement is the role of the leader in enabling the effective use of all the available scientific means to produce successful execution. The study is therefore focused on the project team members who are themselves project practitioners and how they are impacted on by the leader through the leader's behaviour patterns which inform the leadership style.

1.3 OBJECTIVES

1.3.1

To identify leader behaviour patterns common amongst construction projects project leaders towards their project team members

To identify project team members' expectations of the behaviour and leadership styles considered ideal for effective project execution

To identify leader behaviour patterns that may demoralise the construction project team members leading to a failed project execution process.

1.4 RESEARCH QUESTION

An investigative question is the core key of a pursuit project, study, or review of writings. It focuses on the study, direct the methodology, and steer all stages of inquiry, perusal, and news.

Out of the top of analysis objectives, the subsequent queries arose: RESEARCH QUESTIONS

1. What are the common leadership behavioural patterns generally observed by construction project team members from the team leaders?
2. What are the motivating behavioural patterns the construction project team members expect from the project team leader?
3. What is the demoralising leader behavioural patterns that the construction project team members observe leading to a failed project execution process?

RESEARCH DESIGN

(i) Sample

A sample is representative of the whole. In this research, the sample used will be subordinates involved in projects such as project administrators, engineers involved in the project and project practitioners to prove how their leadership behaviour affects their performance when leading projects.

(ii) Motive of the research

The main motive of this research is to look into how the leadership behaviour affects their performance in projects and mostly come up with a strategy to equip project practitioners on how to behave and minimise the chances of their behaviour affecting their level of performance when they are tasked to lead projects.

(iii) Data collection

- Construct a questionnaire
- Start the survey
- Collect data and have it in one place
- Do check-ups to make sure there are no errors in the study
- Summarise data before the process of analysis

(iv) How will the data be analysed:

- First, check if there are any missing data, check for anomalies and note them.

- Do a model fitting such as identifying the model used in the data analysis.
- Do a sensitive analysis by fitting the model many different times to be sure of the study
- Report on findings

1.5 RESEARCH METHODOLOGY

The process will gather information to create business selections. The process can include publication research, interviews, surveys and other study operating procedures and could incorporate both present and archival facts. The study will explore the problem in an informing view and investigation, using an expressive approach to focus on surveys such as group and individual interviews. To illustrate the expressive type of research, the study will reflect the statement of Bushman when he said: Expressive method of research is to gather information about the present existing condition. The reason behind the study choosing this is to explain the nature of the situation thoroughly as it is crucial for the study and will enable the research to explore the effects of leadership styles in project implementation.

(a) Target Population

The population of the study was construction workers, there was a specific focus on subordinates who were project team members involved in the day-to-day operations of the execution processes. This included all those who were below the position of the project leader as they were the ones who experienced the effect of the behaviour of the project team leader.

(b) Sampling frame

It is a set of information generally used by researchers to identify a sample population. For example, the project practitioners, project managers, executive members and supervisors in companies form the sample frame.

(c) Sampling Methods and Size

Systematic random sampling was used starting with the random selection of the first respondent and there after every third individual was selected for the survey. The focus was on non-managerial personnel who worked at the constructions sites which had an estimated total of 500 project team members.

DATA COLLECTION METHODS

Five trained research assistants were put to collect data by administering questionnaires on the respondents at the sites where the respondents were at work. The decision to use direct administering was because these people did not have any ready access to computers / internet for them to use google forms, etc. most importantly it was considered that direct administering helped in answering questions that were or may have been perceived to be ambiguous and this also allowed for a high return rate and timeously.

(d) Data Analysis

All the data collection instruments were brought to one centre where editing and cleaning of the instruments was conducted, this was followed by coding. The data was captured on to an Excel Spread Sheet from which the data was constructed into illustrations (histograms, graphs, charts, frequency polygons, etc) which were used to compare the variables. The research findings were made from the data that was analysed and conclusions on the findings were made.

ETHICAL CONSIDERATION All the respondents were informed from the onset, both by way of the introduction of the questionnaire as well as by way of “verbal explanation” that it was not compulsory for them to take part. The exercise was only for those who were willing / interested, and they were informed that no names were allowed on the questionnaires, nor any markings that would be used for identification. No authority was going to get the responses and because the responses were anonymous, they could not be traced to anyone else, thus the respondents were protected. It was also made clear that they [the respondents] were free to withdraw from the exercise at any stage, for which they did not need to give a reason. Together with this provision, it was also made clear to them that they were free to omit / skip any parts [questions or any statements] they were not comfortable with.

1.6 CHAPTER CLASSIFICATION

CHAPTER 1; Introduction to the study, literature review on leadership, problem statement, research objectives, fact-finding questions, the study methodology, data collection instrument, data analysis methods, ethical consideration and conclusion.

CHAPTER 2; Project life cycle, imperatives in project stages, task centred leadership, construction project hard skills requirements, measures of success and failure, project success and project management success/failure.

CHAPTER 3; The iron triangle – element relationships, the square root of a project, contrasting leader and manager, hard skills contrasted with soft skills, IQ versus EQ, project management versus project leadership,

CHAPTER 4; Research design, research methodology, the problem statement, the research objectives, target population, sampling, sampling methods, research instrument, data collection, data analysis and data consolidation.

CHAPTER 5; Data reporting – interpretation and analysis

CHAPTER 6; Summary of findings, conclusion and recommendations

1.7 CHAPTER SUMMARY

In summary, the project practitioner's behaviour impacts the execution of projects. This is proven when the different leadership styles are defined and explained. Unfortunately, some of these leadership styles allow so much space for leadership to do as they please, affecting followers and resulting in impaired performance. In this paper, the impact of project practitioners in the execution of projects will be determined, showing ways to keep one's mood or behaviour sound to deliver projects successfully. In a project, project leaders should provide direction, support team members and show signs of being in control of their behaviour; this gives hope and strength to those executing the project under such leadership.

A strong project leader performing in an exemplary fashion will result in a coordinated team of followers willing to deliver as per the stakeholder's expectations and that of their leader as they are motivated to work hard. Leadership and the conduct of leaders are critical in the workplace. This makes things easier when conflicts arise between the leaders and their subordinates. There should be recognition of conflicts and the potential of conflict within the workplace. When these do occur, the leader should always present a united front, but most leaders fail to do this, resulting in much tension that leaves a bitter working environment and diminished results. Project leaders should lead by example, motivating their followers and ensuring that the working environment is conducive to developing and demonstrating excellence. They must have an open relationship with the team to create a relationship that will make things easier for team members to trust one another.

CHAPTER 2

PROJECT LIFE CYCLE, THE REQUIRED LEADERSHIP STYLES AND PROJECT PERFORMANCE

2.1 INTRODUCTION

This chapter gives a theoretical framework of how leadership's behaviour and styles when delivering projects affect their performance in construction projects. Harris, Quatman, Manring, Siston and Flanigan (2014:2761-2768) defines literature review as a comprehensive study and interpretation of literature that addresses a specific topic. The primary purpose of the literature review is to compare quantitative research and proceeds according to well-determined steps, including statistical analysis of the pooled results from the study's outcomes (Demenet, Razafindrakoto and Roubaud 2016:326-341). The literature review in this chapter will be presented in the following order: project life cycle, imperatives of project stages, definition of task-oriented leadership, strategies of task-oriented leaders, task-oriented leadership skills, task-oriented leadership vs people-oriented leadership, construction project hard skills requirements, measures of success and failure, definition of success and failure, ways to improve from failure to success, project success and project management success/failure and last the leading causes of project failure.

2.2 PROJECT LIFE CYCLE

Anwar (2014:12-19) defines the project life cycle as everything that the project goes through, from the inception till closure. Each step in the project life cycle consists of different phases used in traditional project management. Next, Satzke, Dunne, Porter, Klugman, Mulholland, and PneuCarriage Project Group, (2015:1001903) briefly explains the project life cycle as a standard process with four stages that every project must undergo, each stage performing its tasks. Satzke, Dunne, Porter, Klugman, Mulholland and PneuCarriage Project Group, (2015:1001903) further lists the project life cycle stages in the table listed below.

Table 2.1. Project life cycle stages

Project life cycle stages:	
1. Initiation	In the first stage, figure out the 'why' of the project's existence. Next, the project's objective is mapped, a manager is picked, and the approach is clearly defined. The critical deliverable of this stage is the task charter.
2. Planning	This is where management expertise is applied to improve a designated plan for the project's execution. The project's scope is outlined, a WBS is created, and a schedule mapped

	out. All the communication plans, change management plans, etc., are done in this stage. The WBS, Gantt chart, and venture plan are the most important deliverables.
3. Execution	This is the “do” phase, where the assigned tasks are actively tracked, and measures are put in place to ensure that the project stays on course. Meetings are held regularly, with reports issued to update all parties on the progress of the project
4. Control	The ‘control’ segment runs alongside the Execution phase and monitors the project’s progress. This is where the project milestones, goals, and things to do to preserve the project on track are screened.
5. Closure	All deliverables are handed over to stakeholders in this fifth and ultimate stage, and the project is formally closed. Additionally, the project is evaluated for lapses, insights, and positives. The key deliverable in this stage is the project report.

Source: Own Construction

2.2.1 The Imperatives of Project Stages

Ulum, Syafi'udin and Yaqin (2021:255-265) in “A Guide to Project Management Book of Knowledge” (PMBOK) gives us an understanding of the project stages, and this comes to a point where she even gives us the importance of each stage as relating to the project and how each stage contributes to the commissioning of a project. The project managers developed the PMBOK at the Project Management Institute to standardise project management information and practices. This is demonstrated when PMBOK explains the project stages and its imperatives. This has been going on for some time, and it is working very well in the project industry. In project management, there are five stages, and all are imperative for the duration of the project, the delivery of what is expected after the execution of the project and meeting the client’s expectations. Project stages are more of a detailed plan of what needs to be done, when and how it must be done to execute a project. In this case, the project stages are more important as they guide most project leaders on how to run their projects and serve the interests of their clients.

2.3 TASK-CENTRED LEADERSHIP

(Rüzgar 2018:50-60) defines task-oriented leadership as a behavioural approach in which the leader focuses on the tasks that need to be performed to meet specific goals or achieve a certain performance standard. He further says task-oriented leadership delegates assignments, sets clear processes, and issues deadlines to ensure

all team members remain focused and deliver their part of the project within the designated time. Managers who use this style develop a structured workplace with clearly defined priorities and schedules. This is considered the best leadership style when many objectives need to be completed within a specific time-frame Zhao, Hwang and Lee (2016:150-160) further gives us an understanding of how strategic the leadership style is by giving us the strategies of the task-oriented leadership to guide the team towards accomplishing their goals:

- **Communicate clear objectives:** Tasks need to be outlined to the team so everyone can understand and follow the steps towards the objective. This includes delegating responsibilities, providing simple instructions and outlining tasks. For example, sales personnel/manager creates a goal for their sales agents to generate a certain number of sales each month. Then, they give each sales agent a separate territory and instructions about approaching potential customers.
- **Set processes:** Focus on creating simple processes that all team members can follow. Straightforward processes help team members maintain their focus and increase productivity. For example, a marketing director will describe how the department process should work for the team. They outline how much time is to be spent on brainstorming and designing to reach their target concept goal.
- **Issue specific deadlines:** Every goal needs a particular deadline to achieve results. Soft and hard deadlines need to be defined if necessary. Reminders can be set at specific intervals so that everyone on the team remembers the timeline. For example, the sales manager can give their teams a one-month deadline to achieve a certain amount in sales revenue. They specify that they will accept pending sales that may not be finalised until next month. They ask their team to report their sales activity at the end of each week to ensure they are engaged in their tasks.
- **Offer employees guidance:** The leader should guide the team when facing challenges by answering questions and offering feedback to help them better understand their roles and tasks. For example, the staff manager at a restaurant holds a weekly meeting where the team can share progress and ask questions. In addition, the manager can answer individual questions and address common obstacles that the team experiences.
- **Implement a rewards system:** For task-oriented leadership to succeed, a reward system is needed to encourage all employees to stay on task. For example, the sales manager offers a bonus to any sales agent that exceeds the monthly sales goal. The bonus encourages sales agents to increase their revenue and rewards them for their effort, which builds their loyalty to the business.

2.3.1 Task-Oriented Leadership Skills

Zhao, Hwang and Lee (2016:150-160) explain the task-oriented leadership skills in detail as follows:

- **Prioritisation:** It is essential to sort tasks, decide their importance, and create a plan to complete those tasks. When prioritising tasks, try sorting them by urgency, effort required and deadline.
- **Time-management:** Task-oriented leaders are adept at creating schedules and helping others follow them. Implement shared, interactive calendars and to-do lists and have employees submit regular progress updates.
- **Delegation:** A crucial part of task-oriented leadership is delegating tasks, so each contributor is productive. Try to determine which assignments are best for team members by identifying their strengths and skills.
- **Communication.** Task-oriented leaders rely on clear communication so that their teams understand their responsibilities. Therefore, recognise how best to communicate plans and goals to team members through email, one-on-one conversations, or group meetings.

Table 2.2 Advantages and Disadvantages of Task-Oriented Leadership

Advantages	Disadvantages
<p>1. Reach additional goals: Since there is a continual striving to achieve the goals that have been set, they will be more easily accomplished. Furthermore, the sensible (specific, measurable, attainable, relevant, time-bound) goal technique helps produce other realistic goals by the team. Therefore, it additionally helps meet company objectives, which can be helpful to everybody working there.</p>	<p>Potential for low worker morale: once there is a narrow focus on completing a task or project, there is very little time for enjoyment. If staff are not getting time to socialise or have a touch of fun throughout the day, their morale decreases, probably resulting in less productivity. The answer is to balance work with a touch of spontaneous socialisation and joy.</p>
<p>2. Meet deadlines: when the focus is on completing the work assigned, this tends to result in meeting deadlines. This could assist in building an honest rapport with purchasers and company executives. It also allows the team to plan for more significant outcomes or tasks.</p>	<p>High pressure for employees: continuously worrying regarding deadlines, progress, and productivity will become disagreeable for a few individuals. A task-focused leader cautions against setting the bar too high. Instead, attempts are made to provide team breaks so that they have an opportunity to unwind and recharge. By giving them space to breathe, they will be more productive.</p>
<p>3. Straightforward leadership: Shaping a team’s goals, job duties, and expectations ensures that most are on the same page. Some staff thrive on structure and organisation, making the straightforward leader ideal for such employees. Likewise, consistency is excellent for workers</p>	<p>Lack of team bonding: Managers must be compelled to balance work with team bonding. Task-focused leadership will result in unhealthy competition among team members—instead, attempt to level the playing field by giving them the chance to understand each other. In addition, team-building activities, like team lunches or</p>

<p>attempting to be higher at time management and organisation.</p> <p>Help staff succeed: This type of leader tends to line up precise methods for fulfilment for team members. They recognise precisely what they have to try and do to impress management and advance in their careers. Their success is based on being less focused on workplace politics and instead devoting themselves to the particular work they are producing. Self-examining staff appreciate having an opportunity to prove their value while not competing overly with their fellow employees.</p>	<p>game nights, will facilitate individuals to develop interoffice relationships. Once individuals recognise the value of others' contributions, they will possess higher collaboration.</p>
<p>4. Find higher systems: The key to completing additional work is finding higher ways and systems. Always susceptible to operation any gratuitous tasks, that several staff could appreciate. Busy work is a waste of time for these leaders, making it possible to seek out additional vital work for their team.</p>	<p>More burnout: Task-focused leaders is too centred on work to note the well-being of their team. This could result in feelings of stress, apathy, or perhaps break. Show staff that their well-being is important to management by checking in with them. Soliciting feedback could result in learning what needs to be improved. Attempt to foster open communication and show the team compassion, especially when working under pressure, feeling swamped with work</p>
	<p>Less personal development: whereas goal setting serves to assist the team in meeting the company's objectives, it does not assist them to grow as individuals. Together with encouraging the team to make work-focused goals, help them set goals that will result in them living fulfilling lives. For example, developing a new skill will make them feel more assured at work and benefit the company. Attempt to be conscious of how the staff are developing based on the goals they have set for themselves.</p>

Source: Own Construction

2.3.2 Task-Oriented Leadership vs People-Oriented Leadership

People-oriented, or relationship-oriented leadership, is often contrasted with task-oriented leadership. People-oriented leaders believe that team members' happiness results and encourage creativity and innovation. Task-oriented leadership instead focuses on completing a designated goal as quickly and efficiently as possible (Garg and Jain 2013:48)

Gartzia and Baniandrés (2016:508-516) have outlined the differences between task-oriented leadership vs people-oriented leadership. They give us tips to separate the two and list the differences between the two styles as follows:

- Focus on the team’s needs. Make sure the team feels comfortable with their assigned work. Provide training to members to help them learn the needed skills to succeed.
- Improve morale and inspire loyalty. People-oriented leaders concentrate on their team’s needs, and they tend to have members invested in the long-term goals and vision of a company. Recognise hard work and give credit when members excel to increase their morale.
- Allow team members to create. Let the team know that they are supported in their decisions, thus helping promote their creativity. In addition, encouraging the team’s creativity could lead to members finding new and more efficient methods to complete tasks.

Table 2.3. Task-Oriented Leadership vs People-Oriented Leadership

Task-oriented leadership	People-oriented leadership
Emphasis on work facilitation	Emphasis on interaction facilitation
Focus on structure, roles and tasks	Focus on relationships, well-being and motivation
Produce desired results in a priority	Foster positive relationships is a priority
Emphasis on goal-setting and clear plan to achieve goals	Emphasis on team members and communication within
Strict use o-f schedules and step-by-step plans, and a punishment/incentive system	Communication facilitation, casual interactions and frequent meetings

Source: Own Construction

2.4 CONSTRUCTION PROJECT HARD SKILLS REQUIREMENT

2.4.1 What is a Hard Skill?

Richards (2013:5-33) defines hard skills as relating to a specific task or situation. It involves understanding and proficiency in such specific activity that involves methods, processes, procedures or techniques. Banihashemi, Hosseini, Golizadeh and Sankaran (2017:1103-1119) gives us a clear idea of what construction project skills are required to succeed. The hard skills are grouped as follows:

1. Flexible and Transparent Planning:

- As project changes tend to compile quickly concerning time and money, managers must plan and alter the project where needed. As a result, construction project managers have to keep a pulse on all projects directly, whether the laying out of the vision or mapping the electrical and plumbing lines.

This work requires transparency regarding all processes to see what is happening, track productivity, and make instant changes when a drag appears.

- Having this flexibility to form changes requires letting the whole team understand the project's scope every step of the way. With the project manager creating a knowledgeable team, everyone will quickly make changes when required.

2. Possess Emotional Intelligence

- There is heavy equipment running on the development site. As a result, construction crews performing at all project phases require solid leadership skills, motivational skills and accountability while effectively using their emotions to the advantage of the project's goals.
- Having emotional intelligence, also referred to as emotional quotient (EQ), focuses on the human skills of project management that transcend simple time management and organisational skills.
- Studies show that when it involves spending time on human-related activities, about less of high-quality project managers spend 60-80% of their work on these factors while average project managers only spend less than 15%.
- Therefore, construction project managers should take the time to develop their EQ to better lead and manage their team to success.

3. Foresight into Risk Management

- Life is unpredictable, a bit like construction projects. What separates a mean construction manager from an excellent one is the ability to acknowledge that.
- The wrong materials may be shipped to the location, or structural support failed because it sent the project off schedule. A successful construction project manager understands that risks happen and features a thorough plan in situ to handle anything that goes wrong. The project manager, also because the team, has to sit down and identify as many risks as possible before the project begins, so their action plan is actionable when initiated.
- That being said, some risks are challenging to spot and mitigate. Before the problem arises, construction project managers will envisage solutions to scale back this risk – including technology that comes with AI and machine learning.
- Innovations currently exist that will identify various risks, from questions of safety to potential trade clashes. Ten leading technologies currently helping to scale back risk in construction have been identified in a recent blog: [10 Essential Technologies for Construction Risk Management](#).

4. Entrepreneurial Qualities

- Managing construction is like operating a business. Each project is distinct in its challenges and teams who grace it. People search for project managers to plan and initiate processes, monitor work, and quickly rebound if a setback occurs. Having an entrepreneurial mindset is vital to managing multiple

projects with various scopes, clients, and teams working together to make a cohesive and dynamic environment. With entrepreneurial qualities, construction project managers are better equipped to ride the highs and lows of the development project and become stronger leaders.

5. Skips Micromanagement

- Top construction project managers often ignore the concept of micromanagement. The sheer size of projects and the number of teams can make micromanaging everyone a waste of productivity and time. A successful project manager must trust that the workers have the talents to finish the project on time, and therefore the workers got to have trust in their PM regarding the assignment and distribution of given tasks. Although it can feel difficult not to have 100% control over every construction activity, skip getting trapped within the day-to-day minutia and instead focus more on the top goal.

6. Enthusiasm While on the Job

- One of the often-overlooked skills of a construction project manager is their overall demeanour while at the worksite. Construction crews are scattered throughout the location, trying to finish work and meet deadlines as stress can integrate team members and lower morale. However, a project manager who is upbeat, enthusiastic and motivated can raise the spirits of their workers and boost confidence. In turn, this leads to better work productivity as a motivated and happy team will feed off that enthusiasm. In addition, with the proper leadership, staff will find themselves working harder to satisfy deadlines as key performance indicators.

7. Communicates Effectively

- Many construction mistakes are thanks to human error due to poor communication. Also, poor communication with team members can cause additional problems to be overlooked or solutions not relayed correctly to repair pending issues.
- Construction project managers who have outstanding communication skills on and off the worksite can effectively express themselves clearly to the team to better collaborate. Employing the proper technology also can aid in communication, as working with field collaboration technology helps project managers maintain constant contact with their team members wherever they are located.

8. Can Say No

- Sometimes construction owners want to make massive changes or adjustments within the schedule as scope creep begins to enter the project. Their expectations for the development work are not always feasible supported specifications, and a sensible construction project manager is often honest and open about such matters. However, if scope creep appears, or if the owner wants things that teams cannot possibly provide, the project manager has got to say “No” so that not to make a promise that they cannot deliver.

9. Ability to Shut Out the Project

- There is nothing worse than having the project that seems to travel on forever thanks to processes always falling short or incomplete building finishings. While it is essential to step back from being the micromanager, this does not mean that construction project managers should just sit within the corner and not remember how well or how poorly the project is progressing. Instead, have the power to shut out on projects by constantly keeping abreast of critical tasks. Also, if there is a shortfall, take the blame and offer solutions to resolve the difficulty quickly.

10. Perpetual Learners

- The top construction project managers are always keenly conscious of what sorts of strategies, technologies and methodologies appear within the construction sector, which will be leveraged in their planning, project initiation and management goals. Project managers are perpetual learners as they continue with all strategy changes and what is increasing within the industry.
- Some interesting construction aspects that are developing include:
- Lean Construction: Lean construction methodology reduces waste and minimises ineffective processes to increase productivity, competitiveness, and profitability. While it has been around for a while, the tactic is steadily gaining popularity.
- Integrated Project Delivery (IPD): IPD may be a collaborative approach to putting together. It requires creating a mini-team or organisation with a spread of project stakeholders to work tolerably together to maneuverer the project forward toward completion.
- New Construction Technologies: Many technologies that are appearing today, like drones, productivity software and wearables can further shape the development industry to make tasks easier and for workers to become more productive.

11. Tech-Minded

- Today's top construction project managers do not get to be IT experts. However, they have to be forward-thinking, especially when it involves technology. Many inventions are available to project teams to enhance efficiency, communication and quality.
- The difference between an honest and excellent construction project manager is thinking beyond their job role. Rather than thinking, "how can technology help me do my job better," start to think about how technology can empower the team. This might involve taking note of the team members' specific needs and pain points. After all, technology is only effective if it is employed by people executing the work.

12. Builds Trust

- Ultimately, what is the foundation of a high-performing team? It is trust. While it is often challenging to create trust in construction thanks to the industry's high turnover and project-based nature, it is essential to scale back risk.

- When team members can trust a construction project manager, it creates a culture of honesty and transparency – affecting everything from communication to motivation. Additionally, trust can make teams more productive to put together workers' mental and emotional well-being. Eventually, all teams will hit a problem or come to a disagreement. However, the teams that will move forward and become stronger have a solid basis of trust.
- Furthermore, construction project managers who build trust with their clients and partners will only help create stronger projects and corporations.

2.5 MEASURES OF SUCCESS AND FAILURE

In project management, the stakeholders decide whether the project reaches its specified goals as per the schedule, cost, and time. A project's success or failure are valuable practices as they provide a learning opportunity for future undertakings and assess its actual effectiveness. (Lo Presti, Pluviano and Briscoe 2018:427-442) posits that in order to carry out a holistic view about its failure and success, there are objective and subjective criteria to be considered. The regular meeting updates give them an idea of how far and what has been done in the project. The project objectives when measuring the success or failure of a project, as argued by Turner and Zolin (2012:87-99), include these objective and subjective criteria:

- **Schedule variance:** A schedule variance is performed mainly by plotting the baseline project schedule, tracking the actual performance, and measuring the difference between where the project is supposed to be and where it is actually at, like checking whether it is behind or ahead of schedule. While keeping up with the project schedule, it is also essential to update the project schedule regularly, some project managers prefer doing this once a month, but the best way is to do it weekly. Doing weekly updates on a project schedule makes it easier for the subordinates to report to their leader by preparing timelines in a Gantt chart web where tasks and deadlines will be made into visual timelines.
- **Cost Variance:** Almost the same as the schedule variance because here the budget baseline is first established, what the project has spent is tracked, and it will be easy to know whether the project is over or underspending even though it is rare for the project to spend in line with the baseline. In this process of cost variance, most executives rate cost management as one of their highest priorities on a project, which is why evaluating how a project is performing financially is crucial. This is done by comparing the current actual spend to what was budgeted to see any variances and find explanations for those variances. Once the comparison process is done, using a project dashboard is essential to look forward and re-forecast the budget to the end of the project. This must then be compared to the original estimate and confirm if it is close enough for the management team to feel that the work is

still within the target. If the forecast goes up to an excessive amount, then it means the spending on the project will be out of control by the time the project reaches the top, which is better to know early.

- **Quality:** The last phase of a project is always a good time to review its quality. This is where the standard of the project management practices, whether the change management process is being followed and the project deliverables can be checked. In this stage, the quality review can tell whether the project meets the standards set out in the project quality plan. It is always best to determine this early before the project goes too far because it might be too late to try anything about it then.
- **Stakeholder Satisfaction:** Keeping stakeholders happy by checking in with them is crucial. First, determine how they feel about the project and what will be done differently. Stakeholder satisfaction is one of the difficult measures to be documented statistically, even though nothing prohibits asking stakeholders for a rating. This is even better if their satisfaction is evaluated subjectively; it is very useful. When it is seen that stakeholders are not fully supportive, this provides the opportunity to implement plans to interact with them thoroughly and influence their behaviour.
- **Performance to Business:** The first thing that must come to mind is to go back to the project's business case agreed upon and check how the project is shaping up. Check if the advantages are still realistic. Check that the business problem the project was designated to unravel still exists. It is essential to work on something that everybody involved in the project wants. Also, checking the business case regularly and evaluating it in light of the present business objectives is critical as it gives an idea of whether the project is performing as per the business case.
- **Scope:** This is the project's intended results and what is required to bring it to completion. The project's scope gives an accurate measure of the project's success. It would demonstrate the potential outcome if it achieved its objectives within the given framework.
- **Number of Change Requests:** This useful measure indicates how good the initial requirements were. When people want to make many changes, they did not know what they were doing upfront. That might be an issue. Nevertheless, again, it depends on the methodology being used. Agile methods tend to be more flexible in dealing with change. Waterfall development methodologies are less good at coping with change to the extent that adding more changes late in the project can be very costly. Either way, tracking trends on the volumes of change requests allows for deciding if it is worth taking a deep dive into requirements or the backlog again.

2.5.1 Project Success and Project Management Success or Failure

According to Bryde, Broquetas and Volm (2013:971-980), project success is an essential issue in project management; it is the most frequent point in all topics of the project with no certain reached agreement based

on how the project's success is judged. There is also an agreement that even though schedule and budget performance alone are considered incomplete project success measures; they are still the most critical components of the overall construct.

Drury-Grogan (2014:506-515), in trying to define project success, went on and listed the project success factors as follows:

- *Strategy*: It is tempting to get caught in the new technology or methods and overlook the company's strategic goal and why the project is being done in the first place. Focus on the best practices for project management first and build the strategy from there.
- *Clear communication*: The best project management success factors will fail without proper communication. Having candid and insightful conversations will generate buy-in from stakeholders and employees alike. Be bold enough to take the initiative and bring up any issues that arise with the project. Do not leave it hanging until the client points it out.
- *Actionable Results*: Forget the buzzwords and offer concrete solutions to clients with measurable benchmarks, performance targets, and a straightforward path to success.
- *Collaboration*: Thanks to online networking, maintaining connections and reaching out to other professionals has never been easier. Project managers should implement collaboration right from the start during the planning stage. Teams that collaborate have better plans and better engagement as they work toward project success. Successful collaboration also involves acting in unison and tracking the project, so everyone stays on the same page.

2.5.1.1 Main causes of project failure

Friedman (2017:29-42) states that many complex projects fail to live up to their promises and produce disappointing outcomes at the completion stage of the project. Some of these projects exceed their allocated budgets, some exceeding the deadline and sometimes exceeding both the budget and the allocated time for it to complete. It is in this case that we see organisations make commitments to big projects but cannot deliver what was expected of them or to determine what value are they getting from the project's investments which then proves that many corporations do not measure the value added by a project once it is done and closed. Friedman further lists the factors that cause project failure as follows:

- *Failure to plan effectively*: Although this is an obvious step in a project, effective planning is a project management success factor that cannot be simply overlooked. Effective project planning involves writing out plans and setting a realistic time frame, estimating costs, determining milestones, documenting deliverables, and defining project scope. One way to help project managers plan

effectively is to utilise a project management platform to keep organised. Thorough planning ensures that deadlines are achieved, staying organised, and remaining within budget.

- *Disregarding risk management:* Projects do not go as planned and regularly fail when it comes to risk management. If setbacks are not anticipated in a project, the team is courting disaster. Create a risk log with an action plan and keep it in a location where team members and stakeholders have access. Keeping all information in a central database will allow team members to easily find information and help bring new members up to speed on projects. A solid risk management plan will also allow immediate action if warning signs of failure are approaching.
- *Inadequate scope document:* An inadequate scope document, or complete lack of a scope document, is a colossal project failure factor, and it is more common than often anticipated. Project managers are responsible for handling project scope changes and asking whether the changes are necessary. When the project scope changes, project managers need to consider how it may affect the timeline and budget of the finalised project and may need to approach the client to adjust the budget accordingly. Ultimately, defining the project's scope is something that should be accomplished during the planning and goal setting stage of the project with a scope document. Defining how the scope changes will be handled and tracked; this will help keep everyone on the same page when things inevitably change.
- *Not selecting the right people:* While it is the responsibility of the resource and recruiting departments to find the right people for the job, it is the responsibility of the leader to assign the right tasks to the right people and ensure that there is a cohesive team. Team members need to be assigned roles where they will excel. Central resources must help keep everyone on the same page while the team pursues the project to completion. Projects can experience difficulty or setbacks at any time, and if the team is not structured effectively, it will make the role of project manager significantly harder.
- *Lack of communication:* Poor communication leads to disaster and is a significant project failure factor. A project manager is responsible for keeping the team well-informed, thus creating transparency. The team members should be encouraged to share their suggestions or concerns. When working on a project, sticking to the timetable is essential for success. Proper communication between leaders and team members helps keep everyone informed on the project's progress and leaves little doubt about what is required of each member. If communication with teams has been a struggle in the past, implement a communication plan when a new project plan is created to avoid issues from the start. Find a communication channel that works well for the team and stakeholders, and record past communications and errors to be avoided in the future. Lastly, do not let the project fall apart simply because of failed communication.
- *No management support:* Before starting a project, ensure management's support and buy-in. Projects that fail to have management support may never get approved, and even if they do, the project is

much more likely to fail with little management support. This project failure factor is often caused by unclear project goals and a failure to define the value it adds or the problem it solves for the business. If the value of the project brings cannot be defined, it will be challenging to get sufficient funds allocated to the project. Additionally, other ongoing projects requiring management support may make it more difficult for a particular project to get the financial backing it needs because resources are dedicated to other areas and the supported projects.

- *Weak project closure*: Projects are not meant to drag on forever, and they will drain resources if a set of parameters are not established for project closure. Finalising a project involves establishing an agreement with the client that the critical success factors for the project are met, and the project has been delivered, tested and released according to the client satisfaction. The clients could be asked to complete a satisfaction survey to get feedback and help finalise the project further. Ensure the final project is adequately envisaged and establish milestones that will help keep track of how a project progress. This will also keep the manager and team abreast of any issues or delays as they happen and inform whether the project will be completed on time or, preferably, long before the final deadline. Another best practice for closing projects is to take care of the problematic aspects of the project as soon as possible. Waiting until crunch time to tackle a mountain of work that could have been done earlier must be avoided in a project.

2.6 SUMMARY

The purpose of this chapter was to provide a detailed theoretical understanding of how the project life cycle evolves, its imperatives in the project stages, task centred leadership, construction project hard skills requirements, measures of success and failure, project success and project management success/failure. Furthermore, this chapter reveals the importance of task-oriented leadership and how it focuses on achieving goals and meeting the client's deadline following each stage, considering the importance of each stage for the project to be successful.

While the debate continues about the effectiveness of measuring a project's success and failures to curb the possibility of having more projects failing while it could have been avoided, a project's success and failure are more valuable as they provide a learning opportunity for future undertakings, and a chance to assess the effectiveness of the project. In order for these measures to be successful, there are objectives and subjective criteria to be considered, which then gives an idea of what will be the failures in the project and how it will be successfully implemented, and the failures are prevented from taking place or have a plan on how to recover from the failures and carry on with the project.

However, producing a successful project in a team becomes everyone's responsibility, and it does not only end with the leadership tasked with making sure that they deliver as per the client's expectations. This chapter detailed how the roles and responsibilities in a project are provided and discussed to achieve all the project's

goals. Furthermore, the chapter provides the basic rules on preventing project failures and how to execute a project in a team with a leadership that prioritises everyone's needs and the project's vision and mission. The concern is the perception that project leaders can deliver projects when their members are unhappy and satisfied with how they handle things in all project teams. This can only be prevented by having responsible leaders who take full responsibility for their actions and treat everyone equally to complete the project successfully.

A project manager who communicates with their team members, keeps them informed and gives space to fellow team members to make suggestions will make the project successful. The minute a project manager struggles with communication, tolerates unacceptable behaviour amongst certain team members and has favourites; the project suffers, as the spirit of teamwork breaks and disunity emerges. This can only be prevented if the leader/project manager can ascertain a communication channel that works for everyone in the team and the stakeholders. Make sure to keep records of past mistakes committed in previous projects, make references when such occurs, and resolve issues faster to save the project delays and avoid facing the same problems in the future. The project leader should not let the project fall apart because of their behaviour and lack of leadership.

CHAPTER 3

THE IRON TRIANGLE AND PROJECT MANAGEMENT VERSUS PROJECT LEADERSHIP

3.1 INTRODUCTION

This chapter provides a theoretical framework of how the ‘iron triangle’ and project management versus project leadership relate when delivering projects in the construction industry. Vom Brocke, Simons, Riemer, Niehaves, Plattfaut and Cleven (2015:9) defines literature review as a comprehensive study and interpretation of literature that addresses a specific topic. The primary purpose of a literature review is to compare quantitative research and proceeds to well-determined steps, which then includes statistical analysis of the pooled results from the study's outcomes (Rand and Torm 2012:983-998.). The literature reviewed in this chapter will be presented in the following order:

- the iron triangle – element relationships
- the square root of a project
- contrasting leader and manager
- hard skills contrasted with soft skills
- IQ versus EQ
- project management versus project leadership.

3.2 THE IRON TRIANGLE - ELEMENT RELATIONSHIPS

Silvius, Kampinga, Paniagua and Mooi (2017:1133-1150) defines the iron triangle as something that expresses the triple constraints of time, cost and quality or scope that must be managed in project delivery. Each constraint is connected and moving one point of the triangle will impact the other two points. In other words, if the quality is fixed, the time or cost constraints may need to increase. He further points out that many more derivations of the triangle have since been developed; the most seen variation is to replace performance or quality with scope. The diagram below shows the interrelations between the triple constraints as defined by Silvius, Kampinga, Paniagua and Mooi (2017:1133-1150) in the iron triangle:



Read the full article at: thedigitalprojectmanager.com/triple-constraint



Figure 3.1. The Iron Triangle

Source Silvius, Kampinga, Paniagua and Mooi (2017:477-488)

In (2013:93-111) Catanio, Armstrong and Tucker listed the triple constraints as follows:

- *Time*: The amount of time needed to complete the project or tasks within the project. In this constraint, the work effort for each task is estimated, and the estimates are made up in the final deliverable estimate. This also allows the project manager to plan, define activities, sequence activities correctly, estimate activity resources, estimate each activity duration, develop a schedule, and control the project schedule.
- *Cost*: The resources required for the project the cost needed for a project include resources, work packages such as labour rates and mitigating or controlling the influencing factors that create cost variances. There are tools used such as risk management, cost contingency, cost escalation and indirect costs. Nevertheless, beyond the basic accounting approach to fixed and variable costs, the economic cost that must be considered includes worker skill and productivity which is why it is calculated using various project cost estimate tools.
- *Scope*: This refers to the range, breadth, reach, confines and spread of the work on a project. It encompasses the sum of all the products and services to be provided in a project, describing what is

to be done and how much of it is needed for such work to take place. It is the overall of what the project is supposed to accomplish and a specific description of what the result should be or accomplish. In this constraint, the major component of it is the quality of the final product. The amount of time put into individual tasks determines the overall quality of the project.

Hassan, Adeleke, Hussain and Taofeeq (2019:1445-1464) gives us an understanding of why the triple constraint is important. He states that the triple constraint provides a framework on which everyone in the project can agree. These metrics drive the project forward while allowing for adjustments when issues arise. The triple constraint is a model that helps managers know what trade-offs will work and what impact they will have on the other aspects of the project. In his attempt to explain the triple constraint, Jason further answers the how question – how to use the triple constraint? Some variables can change when managing a project, but others cannot. The triple constraint provides a firm sense of what can and cannot be adjusted throughout the project. For example, if a project is running behind schedule, the project leader can reduce the project's features, like reducing the project's scope and dedicating more resources to moving the schedule ahead. This process – dedicating more resources – is referred to as increasing costs. Another option could be to change the due date to give more time. All these scenarios apply the triple constraint for managing a project. The Triple Constraint is a balancing act, much like juggling; it looks easy when performed by others but challenging to accomplish as it takes practice. For a project leader, this means taking the time to understand the triple constraint as it applies to the project and doing due diligence beforehand so that if adjustments must be made, it is being done from a place of knowledge.

3.3 THE SQUARE ROOT OF A PROJECT

Gopnik, Fieseler, Cantral, McClellan, Pendleton and Crowder (2012:1139-1149) state that for those involved in a project, project success is generally thought of as the achievement of some pre-determined project goals. While Berssaneti and Carvalho (2015:638-649) argue that in the same way that quality requires both conformance to the specifications and fitness for use, project success requires a combination of product success (service, results or outcome) and project management success. "Many lists of success criteria have been introduced in the previous decades by various researchers. Primal success criteria have been an integrated part of project management theory given that early definitions of project management included the so-called 'Iron Triangle' success criteria – cost, time and quality" Jari and Bhangale (2013:331-335). Although Jari and Bhangale (2013:331-335) continues that project management has not changed or developed the success measurement criteria as a discipline, he suggests the Square Root success criteria instead of the 'Iron Triangle', where he groups the criteria that other academics have proposed. The main change is the addition of the qualitative objectives rather than quantitative, namely the benefits that different groups of people can receive from the project. These benefits are seen from two different perspectives, one from the organisational view and

one from the stakeholder's view. Each part will benefit differently from projects. For example, one organisation can gain profit through achieving strategic goals when a project is completed, and at the same time, these goals have a severe environmental impact on the stakeholders' community. This means that a successful project must bargain between the benefits of the organisation and the satisfaction of end-users. The fourth corner of the Square Root is the information system which includes the subjects of maintainability, reliability and validity of project outcomes.

Gingnell, Franke, Lagerström, Ericsson and Lilliesköld (2014:21-36) suggested three criteria from the organisation's perspective for a project to be successful. The first is that it must be completed with minimum or mutually agreed upon scope changes, even though stakeholders constantly have different views about the projects' results (Serrador and Pinto 2015:1040-1051). Second without disturbing the main workflow of the organisation because a project has to assist the organisation's everyday operations and make them more efficient and effective. Finally, it should be completed without changing the corporate culture even though projects are almost exclusively concerned with removing the old and building up the new. A project manager's primary responsibility is to make sure that they deliver only where necessary because if not, he is doomed to get resistance from departments (Verburg, Bosch-Sijtsema and Vartiainen 2013:68-79).

All of the above-listed success criteria are simple and attainable. Once they are defined, they should also be ranked according to their priority (Grover, Chopra and Mosher 2016:241-249.). Elkadi (2013:165-173) explains how success factors become those inputs to the management system that lead directly or indirectly to the success of the project or business. Some project managers can informally determine their own success factors. However, if these factors are not clearly identified and put to record, they do not become part of the formal project management reporting process or become part of the historical project data (McClory, Read and Labib 2017:1322-1335). Rosemann and Brocke (2015:105-122) went further as classifying these factors into five different groups according to which element they to:

- *The project manager*: Having a project manager does not guarantee a project's success. However, a project manager must have skills to use during the project to guide the rest of the team members to complete all objectives.
- *The project team*: Project managers consider themselves fortunate to choose their project team as, in most cases, they get teams used in previous projects from different sectors of the organisation. It is vital to have a good project team to work with, with core skills that can be changed to core competencies and capabilities for the whole organisation. Apart from their skills and commitment, project team members deserve a clear communication channel to access the project manager within a matrix organisation.

- *The project itself:* Types of projects underline some crucial factors to its success. However, the size, costs, and activities can confuse project managers who are used to planning and coordinating simple project activities.
- *The organisation:* The organisation's top management is a critical factor in the success of a project. Without this support, a project is unlikely to succeed. Moreover, for some project managers, it becomes difficult to work in a hostile environment where no one understands the benefits that the project will bring to the organisation.
- *The external environment:* External environment involves the political, economic, socio-culture and technological context in which the project is executed. Competitors also count as an external factor affecting the project's success. For example, the original project plan can be changed by observing a competitor's successful project.

3.4 CONTRASTING LEADER AND MANAGER

According to researchers, leadership and management have so much in common. Both leadership and management are "vital elements" in running any business. At the same time, there are specific differences between these styles. The differences can be observed in different personalities, focus, outcome, approach to tasks, role in decision making and style, and the type of organisation. To begin with, both leadership and management can be used to define a group's behaviour in a professional business setup. Both leaders and managers must be well-trained to achieve the established goals. Leadership and management are interdependent because the principle of leadership and management should be adapted to changing environment (Khan, and Wajidi 2019:11-11).

Leadership is mainly focused on long-term goals because leaders' decisions affect the future of business relationships and the wellbeing of the entire organisation. Leaders aim to bring the vision to motivate the employees towards the end goal (Hunter, Neubert, Perry, Witt, Penney and Weinberger 2013:316-331). In addition, leadership can be explained as a synthesis, which is more based on the outcomes of the previous analysis. Leaders have followers, as their primary goal is to lead others. Being a leader means setting up new goals to improve the organisation's performance. A leader's principles are based on finding the proper strategies to inspire others (Algahtani 2014:71-82). In addition, leaders prefer to build teams to apply their skills and experience, encouraging collaboration. Leaders can be characterised as heroes only because they have traits of personality that make them leaders, including adaptability, creativity, self-confidence, integrity and emotional control (Metcalf and Benn 2013:369-384).

Osabiya (2015:62-75) defines management as based on short-term goals because managers make decisions regarding everyday activities, supervise subordinates, and measure everyone's performance. Moreover,

management can be interpreted as an analysis involving procedures to break something into parts. Managers have subordinates; their primary focus is to manage work being performed by others. Management means providing effective control over the group to organise the group's performance towards the set goal based on the established principles. Ireland, Covin and Kuratko (2009:19-46.) continues to say management principles are based on specific behavioural aspects that may be changed due to the changes in the business environment and the organisation's culture. Besides, as mentioned above, managers aim to inspire staff members to perform their duties correctly based on the established organisational goals. The personality traits include openness, extraversion, conscientiousness and agreeableness (Zhang and Tsingan, 2014:1377-1388.).

3.5 HARD SKILLS CONTRASTED WITH SOFT SKILLS

Hanif (2013:68) define hard skills as learned abilities acquired and enhanced through practice, reception and education. They are essential because they increase employee productivity and efficiency and improve employee satisfaction. However, hard skills alone do not translate into business success as employees also need to have other skills, such as soft skills, that contribute to customer satisfaction. These skills are used to develop an educational curriculum, future profiling of jobs, and the technical functions that the industry desires most (Jaykumar 2018: 18(2)). Jaykumar (2018: 18(2)) further lists the hard skills as follows:

- Proficiency in a foreign language
- A qualification or some sort of certification
- Typing pace/speed
- Ability to operate a machine
- Computer programming knowledge

3.5.1 Soft Skills

Taylor (2016:1-18) stated that there are ten common soft skills relating to jobs in the fields of business and computer technology such as communications, critical and decision making, interpersonal, negotiations, problem-solving, self-confidence, self-management, teamwork and work ethics. Robles (2012:453-465) conducted a study that revealed that the communication skills were the most relevant and needed most to be improved in the list of soft skills. Patacsil and Tablatin (2017:347-368), in one of their studies, indicated that recent graduates struggle communicating with co-workers and customers. Therefore, their study proposed that the academic community ensure that students have adequate problem solving and effective communication skills. They further listed soft skills as follows:

- Communication skills – the ability to convey or share ideas and feelings effectively.
- Flexibility skills – the capacity to adjust to short-term change quickly and calmly so that leaders can deal with unexpected problems or tasks effectively.

- Leadership skills – active listening, the ability to share clear messages and make complex ideas easy to be understood by everyone in the team.
- Motivation skills – defined as an action or strategy that brings out a particular behaviour or responses from stakeholders.
- Patience skills – the ability to accept or be tolerant or suffering without getting angry or upset.
- Persuasion skills – taking responsibility, being a sincere individual, genuine and knowing their subject and believing in it.
- Problem-solving skills – an analytical individual, innovative and creative thinking with a lateral mindset.
- Teamwork skills – a healthy, high-functioning workplace and considerable environment amongst team members.
- Time management skills – the ability to use time productively and efficiently.
- The work ethic skills – group of moral principles employees use in their job, and it goes hand in hand with reliability, dedication, cooperation and sense of responsibility.

Robles (2012:453-465) when defining the hard and soft skills, gives us a simple idea of how they differ in the workplace as follows:

Table 3.1 Hard Skills vs Soft Skills

Hard skills	Soft skills
Be specific	Be able to communicate
Be teachable	Be a good listener
Have the ability	Be empathetic

Source: Own Construction

3.6 IQ VERSUS EQ

3.6.1 What is IQ?

Kaufman (2015:59-72) defines IQ as a measure of a person's reasoning ability. It is used to gauge how well someone can use information and logic to answer questions or make predictions based on what they know. This test begins to assess this, measuring short- and long-term memories. It also measures how well people can solve puzzles and remember all the information they have heard and how quick they do. She further argues that IQ tests are used regularly in education and other industries. This test can also show unknown

talents, but the limitations of these tests are that they provide little information, do not test the underlying cognitive processes, or predict success at work because it does not encompass the non-academic intellectual abilities.

3.6.2 What is EQ?

Kaufman (2015:59-72) also defines the EQ as an individual's ability to identify, evaluate, control and express emotions. It is stated that people with high EQ usually make great leaders and team players because of their ability to understand and connect with the people surrounding them. People with high EQ can manage their emotions, use their emotions to think, understand emotional meanings and accurately perceive other people's emotions. The EQ is partially determined by how a person relates to others and maintains emotional control. In the comparison chart, Kaufman, J.C (2015::59-72) gives us a clear idea of how the two differ but relate:

Table 3.2 IQ vs EQ

EQ	IQ
1. Abilities: Identify, evaluate, control, and express one's emotions. Be able to perceive and assess others' emotions. Make use of emotions to facilitate thinking and understanding of emotional meanings.	To learn, understand and apply all the information learned to skills, logical reasoning, math skills and filter irrelevant information.
2. In the workplace: Be a team worker, lead, build successful relations, service orientation and initiate collaboration.	Success with challenging tasks, ability to analyse and connect all the dots. Be good at researching and developing.
3. Identifies: Leaders, team-players, individuals who can work alone and individuals with social challenges.	Individuals who are highly capable or gifted, individuals with mental challenges and special needs.

Source: Own Construction

3.6.3 Can EQ or IQ be increased?

Boni and Calabuig (2017:22-38) argues that emotional awareness is best instilled from an early age by encouraging discipline qualities such as sharing, thinking about others, placing oneself in another person's shoes, giving others space and cooperation. Increasing EQ or IQ can also be done in adults, but there are limits to the extent of effective coaching. Even though IQ is genetic, Kendra states that there are several ways of tapping into an individual's IQ to its highest potential through brain-food and mental ability exercises, lateral thinking problems and problem-solving techniques that promote thinking outside of the box.

3.6.4 Advantages and Disadvantages of Testing the IQ or EQ

Killian (2012:502-514) states that EQ and IQ testing are very controversial. For EQ testing, proponents state that EQ helps predict work success and teamwork ability. However, because emotional intelligence runs contrary to the conventional definitions of intelligence, the testing becomes an inaccurate predictor of academic or work success. So, while people with high EQ do well in the workplace, tests do not necessarily predict who has a high EQ. The problem comes in the unreliability of the results; often, people may not answer questions honestly as they are trying to do well. Therefore, by definition, the results are not objective but somewhat subjective. He further says the testing does not test underlying cognitive processes or predict success at work because they do not encompass non-academic intellectual abilities. Also, knowing an IQ score may limit how children view themselves, and IQ tests may reflect bias against minorities or other cultures with certain types of questions. Killian continues to list the Pros and Cons as follows:

3.6.4.1 Pros:

- It is a way to identify gifted individuals. An effective way of testing the intellectual ability of an individual. This group of people often struggle at work or school because they get bored or endure high levels of frustration without adequate challenges to stimulate their learning process; this can lead to some moving towards a future of underachievement and behaviour problems. Performing these tests makes it easier and more possible to identify such concerns early, start a faster learning process, and offer richer educational or professional experience.
- It offers valuable diagnostic insights. This is quite challenging as it is also difficult to define innate intelligence and how it works. In some cases, it becomes difficult to know how to measure it, and some people rely on their learned knowledge, but that does not always determine a person's mental processing speed, the ability to reason or their working memory happens to be what exactly. By taking the intelligence tests, these can be measured; everything becomes possible, like pinpointing the areas of strength and weakness to create interventions that will be useful.
- This helps to understand how a person's brain works; when the intelligence results are provided from the hundreds of surveyed participants, an insight can be made into how the brain works. This also allows the process to evaluate the current curriculum, change the designs of classrooms or even adjust how the data will be presented to encourage memory retention.
- This is a fun process to undertake, as many people are eager and curious about how they would score on the test, how their brains work, and what to do to improve it. In as much as the comparison aspects of these tests can be a problem for some individuals, most people like to know their stand so that they can start their improvement processes.

- A tool to identify kids who are at risk of falling through the cracks, this becomes the way to help those who fall below-average categories find a solution that can help them better their paths towards success. Employers can also offer extra training to reduce the risk of having workers falling behind.

3.6.4.2 Cons:

- Designing the test becomes a challenge. Experts and test designers have struggled for years to remove this bias that tends to be present in this tool. This happens even when other progressive metrics are used to avoid such issues with language ability. The mainstream tests still require individuals to have an average knowledge of the language involved within the foundation of the general information used.
- This can lead to the use of labels, those who are gifted and talented sometimes develop an unrealistic self-concept about who they are and what they can do. It may lead them to places where they feel superior to those who are average, causing them to look down on others and make less effort to complete their work. This goes to the extent that those who do not produce a high score on intelligence tests are often given low expectations to meet, and they run to people who believe their IQ is a limitation to what they can achieve as individuals. This outcome can lead to a lack of self-esteem, less eagerness to work and fewer efforts to make a difference.
- This does not measure all forms of intelligence; psychologists and educators have realised that multiple forms of intelligence are found in a person. People can be gifted in numerous ways; these are just as essential to the human experience as maths or verbal skills. When these tests only measure one form of intelligence, which is the foundation of the entire learning process, it can push an individual into a process where they never develop their strengths but instead focus on their weaknesses.
- Leads to the development of stereotypes; these tests can lead some to believe that they are bright and some to be stupid based on just one number. Different studies have looked at the impact on socioeconomic circumstances and the minority populations and found that poverty plays an influential role in how well a person performs. Even the workplace quality directly impacts and influences the test outcomes.
- The test is often limited to academic or cognitive material; this kind of test does not include anything about a person's creativeness that they learn throughout their life as this test usually focuses on mathematical knowledge, reading and scientific principles. The majority of these do not offer people the opportunity to present their social, vocational or creative knowledge. Therefore, that means the tests are geared to measure a specific form of intelligence instead of the overall capabilities of each individual because anyone can succeed with their ambitions as long as they are eager to learn and improve where they can.

3.7 PROJECT MANAGEMENT VERSUS PROJECT LEADERSHIP

Bryde, Broquetas and Volm (2013:971-980) define project management as an organised manner of managing a project from its beginning to a defined ending. All projects need a structure; hence the complexity and length of the project are equivalent to a more advanced and detailed project plan. She further states the responsibilities of a project manager as follows:

- To implement a product strategy, including product improvement, costs, and project release.
- Set guidelines and ensure that projects are on track and on schedule.
- Make sure to check deliverables and provide updates to all project stakeholders.
- Make sure the project is done within the agreed-upon budget and not exceed.
- Manage every moving part of the project's milestones, scheduling, documentation, staffing and sometimes HR concerns.

A project leader is a professional person who leads people and makes sure that the project is carried through. The project leader engages the team, motivates them, takes care of their needs, and maintains a friendly and productive work environment. Lundy and Morin (2013:45-64) further lists the responsibilities of a project leader as follows:

- Communicate with team members, relay briefings, connect daily tasks to larger goals and provide support.
- Ensure that the team remains focused, on track, and address any conflicts or bottlenecks.
- Create a vision around the project to give the team members some sense of purpose and keep them motivated.
- Offer less tangible and more emotional support to help a team stay focused on the project's end goal.
- Foster a workplace atmosphere that helps bring out the best in their team.

Flyvbjerg (2014:6-19) gives us an overview of how the two differ and further explains how project managers execute their duties differ from those of the project leader. Listed in the table below will be the differences between a project manager and a project leader as listed by Flyvbjerg (2014:6-19):

Although a project manager is expected to be a leader, project management and leadership are two different things. To be a successful project manager, delivering successful projects consistently does not mean that one is a successful leader. Most successful managers develop project management skills through knowledge of the

standard project management framework and experience in utilising best practices in implementing project management methodologies. Successful leaders are innovative and creative who continuously develop new skills to integrate with their current capabilities. To be effective, leadership skills must be integrated with project management skills, developing new leadership skills to complement their project management skills. In closing, Ramazani and Jergeas (2015:41-52) summarises the between leaders and project managers: management skills provide a foundation for developing leadership skills. At the same time, effective leaders can apply the appropriate skill at the appropriate time and in the appropriate place.

Table 3.3 Difference Between a Project Manager and a Project Leader

A project manager:	A project leader:
Always concerned about meeting deadlines. The project needs to be done, each and everyone in the team must do their job, and that is what matters the most.	Leads people throughout the project. Always present in case any trouble appears and guide the team while they execute their tasks.
Has a tactical approach. Takes care of the project's budget, schedule, documents, staffing and HR people. Project managers do not motivate others as leaders do, but they keep things organised and in order.	Concerned with the project's outcome. Always interested in the effects, the how, why and what. Make sure every detail is well taken care of.
Constantly reporting the project's progress. A person responsible for delivering updates on the progress of the project.	Has a vision in which he engages people. Motivates the team, shares clues and ideas with them. Always making sure the atmosphere in the workplace is friendly.
Led by the project leader. Does not enjoy the freedom as project leaders do in a project. The project manager manages the project, which is his central role.	Has subordinates. A project leader enjoys freedom more than the project manager when giving out orders and controlling team members. He is the leader of the project.
Takes good care of the business administration, related activities and make sure they synchronise the work to meet the project objectives.	Add value to the project team. Provides the teams work with meaning, make people feel that their work is noticed and appreciated. Supports the team by all means where it is possible to do so.
Creates a project plan and directs all actions in the project.	Creates a vision, strategy and inspires team members to act.
Project plan for what, how and when to do things in the project.	Determine what the organisation needs, when and why it is needed.
Focus on processes, systems and procedures of the project.	Focus on people, their commitment and their ideas.
Relies on organisational governance, hierarchies and controls.	Inspire the team's transparency, loyalty and trust.

Communicates the project plan with team members.	Gives a clear vision of the future.
Effectively monitor and control the project cycle.	Prepared to be innovative and make courageous decisions.
Works within organisational boundaries.	Challenges the boundaries.

Source: Own Construction

3.8 POSSIBILITIES OF PROJECT MANAGERS LEARNING TO LEAD

Mimović and Krstić (2016:103-128) explains this in the simplest way of how project managers come from a technical background and have a rational, logical, and analytical way of thinking. They are good at analysing facts, calculating duration, coordinating activities, and making rational decisions. She says project managers are task-focused and concerned with how things are done. They use their primary role as delivering what the customer asked for within the agreed time, cost and quality of work. Moreover, project managers are significantly less concerned about why customers need the product and in which way they want it, their state of business and the people responsible for developing it and using it. A project manager's strength is in executing, following instructions from someone else's vision and their specification instead of assisting in defining it. In her explanation, she states that there is nothing in the manager's scope of being innovative and visionary but rather logical and task-oriented. As project managers need those skills, especially for planning and estimating a large project, the issue arises when the only style in the toolbox is being used to manage people and communicate with customers. However, building performing teams, great customer relationships, and ensuring that the project delivers customer wants cannot be achieved only through logic. It requires creativity, empathy, risk-taking, vision and most importantly, the ability to connect with people personally. With everything explained, Madsen says that leadership can be learned, but it requires conscious effort and the desire to collaborate with clients and team members profoundly and responsibly.

3.8.1 What are the Leadership Skills for A Project Manager?

Keil, Lee and Deng (2013:398-414) answered this question so well and stated that project managers accomplish the assigned project work through their project teams. They acquire the necessary technical, business and leadership skills to help all manage their project teams. Amongst these skills is the ability to apply effective leadership skills in trying to motivate their teams in order for them to accomplish the objectives of the project and complete the project deliverables to achieve the goals of the project. The essential skills for project managers begin with motivating and inspiring their teams. Other leadership skills include the process of negotiations, communication, listening and influence skills, and initiating team buildings is essential, especially to the extent that they contribute to improving the project team's performance. Zulch (2016:1-35) further explain how negotiations and communication are essential and how they affect project delivery as follows:

- **Motivate and Inspire:** leaders develop a vision and, on continuous occasions, communicate the vision throughout the organisation, working hand in hand with the team to achieve the vision. Leaders keep their people enthusiastic in doing their work and focused on the project's vision. They then encourage the team members to do their best to accomplish the work with enough self-satisfaction and contribute to the project's vision.
- **Team Building:** leaders help their team members while members can help each other as they make their individual and team contributions towards achieving the project goals.
- **Negotiations and Communication:** leaders get their team members and project stakeholders to work effectively together, consider all parties shared or opposed interests, to compromise before reaching a team decision. These leaders create a project environment where team members can be honest and open while communicating with each other, understand each team member's communication style, and communicate effectively with all project stakeholders.
- **Listening and Influencing:** in general, leaders need to be active listeners, understand and consider the team member's perspectives before making team decisions that will affect the team in the long run. In addition, some of these leaders get project team members and other stakeholders to collaborate and cooperate while working towards one common goal of the project.

3.9 CHAPTER SUMMARY

The purpose of this chapter was to give a theoretical understanding of how the iron triangle has been argued not to be the iron triangle anymore as there are more developed constraints in the project management industry. As the years evolve, the project management industry has grown and made more constraints available in bettering the efficiency of project delivery and creating more space for projects to meet the customer's satisfaction within the specified period of time, the budget and deliver quality work in the end. While this triangle has evolved, the project management industry is growing and getting more recognised as a valuable way of delivering projects successfully, considering the importance of each constraint and its value in the project. While the debate about the constraints continues, the roles and responsibilities of project management versus project leadership arise as to which is more valuable and how the two can work hand in hand to deliver successful projects. This is somehow proven in doubt that a project leader could still be a project manager, handling day-to-day technical operations of moving the project forward while leading, inspiring and motivating team members to do their best work. In many cases, the size of the team usually dictates whether these roles will be different or somehow connected. Small teams sometimes do not require a dedicated project leader to be given an official title.

Further, the discussion on project management versus project leader in this chapter proves that a project leader's critical skills cannot be found in a project manager; a project leader deals with the functionality of the project. In contrast, a project manager deals with the day-to-day activities of the projects to the extent of doing everything in their power to make sure that they deliver the project on time and within the agreed-upon budget. A project

leader's features are likely to be used in a project that is scattered into different departments, while those of a project manager only focus on delivering projects as per the instruction of the project leader. Although, in summary, a project size determines which leaders must be appointed in the project, the good working relations between a project leader and a project manager are also important as they directly affect the execution of a project.

A project leader and a project manager are most likely to work together for as long as the project leader supports and motivates the team, including the project manager that's leading the project. In light of the things said above, project management is different from leadership. Most successful project managers are not effective leaders but can develop a leader's skills to become effective leaders.

The most common aspect of a project manager and leadership is the yardstick of how their performance is measured. The performance of a project manager and a leader's effectiveness are both measured in terms of their team's Performance. Hence, when developing leadership skills for project managers, while mainly focused on skills to improve the team's performance, an important consideration must be the development of leadership skills for project managers. In summary, it important to have project managers and leaders to have an understanding of their roles and be able to use their skills to lead their subordinates and deliver effective projects.

CHAPTER 4

RESEARCH METHODOLOGY

4.1 INTRODUCTION

This chapter discusses the research design, methodology, problem statement, objectives, target population, sampling, sampling methods, research instrument, data collection, data analysis, and data consolidation.

4.2 RESEARCH DESIGN

Papadonikolaki, van Oel and Kagioglou (2019:378-394) define research design as an overall strategy used to carry out research that defines a brief and logical plan to tackle the established research question(s) through data collection, interpretation, analysis and consolidation of data. Shawn, Bavelier, Kramer, Vinogradov, Ansorge, Ball, Bingel, Chein, Colzato, Edwards and Facoetti (2019:2-29) state that the design of a study defines the types and sub-types, the research problem, independent and dependent variables, experimental design and if necessary, data collection methods and a statistical analysis plan which then proves that indeed a research design is a framework that has been created to find answers to the questions of the research.

4.2.1 Quantitative Research

Antwi and Hamza (2015:217-225) defines quantitative research as a strategy that focuses on collecting data, quantifying, and analysing the data. It is formed from a deductive approach, emphasising testing theory, experience, and rational philosophies. The objective of quantitative research is to develop and employ mathematical methods, theories and hypotheses concerning the phenomena. The measurement process is central to quantitative research because it provides the fundamental connection between the actual observations and the mathematical expression of quantitative relationships (Yilmaz 2013:311-325).

4.2.2 Qualitative Research

Qualitative research relies on data obtained by the researcher from first-hand observation, interviews, questionnaires, focused groups, the participant-observation, records made from the study and the documents. Because the data is not numerical, the qualitative methods include descriptive anthropology, grounded theory and interpretative philosophy analysis. Qualitative research models are primarily used in sociology, anthropology, political science, social work and educational research. It is a study of an individual's understanding of their social realities (Goldkuhl 2019:572-599).

4.3 RESEARCH METHODOLOGY

Baskarada (2014:1-25) refer to research methodology as the practicality to the “how” of any given piece of research. More specifically, it is about how a researcher systematically designs a specific study to ensure valid and reliable results that address the research aims and objectives. In simple terms, the research methodology

chapter must justify the research design choices by showing that the selected methods and techniques are the best for the research aims and objectives and will provide reliable and valid results. A suitable research methodology also provides scientifically sound findings compared to a poor methodology.

Research methodology is a systematic way of resolving a problem. It is the science of studying how the research is carried out. The procedures by which researchers describe, explain and predict phenomena are called research methodology. It is also defined as the study of methods by which knowledge is gained; it aims to give the work plan of the research (Khalid, Abdullah and Kumar 2012:15-29).

The study will explore the problem in an informing view and investigation, using an expressive approach to focus on surveys such as group and individual interviews. To illustrate the expressive type of research, the statement of Wijesinghe, G (2012: 109-169) pertains: ‘expressive text’ (or writing) to express the lived quality of an experience in order to ‘show what an experience is really like’ rather than ‘tell what it is like’. The reason behind choosing this method for this study is to explain the situation thoroughly, as it is essential for the research to explore the effects of leadership styles in project implementation upon the subordinates in relation to their lived experience, as this “lived experience provides a textual link between experience and its expression.”

4.4 THE PROBLEM STATEMENT

Gregor and Hevner (2013:337-355) defines the problem statement as a concise description of an issue to be addressed or a condition to be improved upon. It identifies the gap between the current problem and the desired end goal of a process or product. Focusing on the facts, the problem statement must be designed to address the who, what, when, where and why of the research. The first step of solving a problem is understanding the problem, which can be done through a problem statement. Annamalai, Kamaruddin, Azid and Yeoh (2013:857-863) further argues that problem statements are widely used by most businesses and organisations to execute process improvement projects. In such scenarios, the project team will use a simple and well-defined problem statement to understand the problem and develop a solution. It will also provide management with specific insights into the problem in order for them to make appropriate project-approving decisions. As such, a problem statement must be clear and unambiguous. The same applies to a research project.

4.4.1 Problem Statement

The purpose of the study is to assess the role of a leader’s behaviour on project team performance in the execution of construction projects in Cape Town. Hence the following statement is defined: How does the leadership behaviour impact the team performance in executing projects? The study has theoretical and practical implications that will be addressed as we move from chapter to chapter. From the research perspective, it is about result oriented success and development to better understand the leader-member relationship in an organisation.

4.5 RESEARCH OBJECTIVES

4.5.1 Primary objectives

- To describe the relationship between leadership behaviour and project practitioner's performance
- To investigate the leadership behaviour that contributes to poor performance of project practitioner's
-

4.5.2 Secondary Objectives

- To know the relation between leadership behaviour and performance of project practitioner's
- To develop a model that will explain and show the relationship between leadership behaviour and project practitioners' performance.

4.6 RESEARCH QUESTIONS

It is a question that a research project sets out to answer. Choosing a research question is crucial for both a quantitative and qualitative study. The investigation will require data collection data analysis, and the methodology will differ widely. Good research questions seek to improve knowledge on an important topic; they are usually narrow and specific (Alshenqeeti 2014:39-45).

4.6.1 The Research Questions

The subsequent questions arose from an analysis of the critical objectives:

- What is the relationship between leadership behaviour and a project practitioner?
- How do leadership styles contribute to the performance of a project practitioner?
- How does behaviour affect the project practitioner's performance?
- To what extent will the leadership behaviour affect a project practitioner's performance?

4.7 TARGET POPULATION

The population of the study was construction workers, there was a specific focus on subordinates who were project team members involved in the day-to-day operations of the execution processes. This included all those who were below the position of the project leader as they were the ones who experienced the effect of the behaviour of the project team leader.

4.8 SAMPLE

Systematic random sampling was used starting with the random selection of the first respondent and there after every third individual was selected for the survey. The focus was on non-managerial personnel who worked at the constructions sites which had an estimated total of 500 project team members.

4.9 RESEARCH INSTRUMENT

Koo and Li (2016:155-163) defined a research instrument as a tool used to obtain, measure and analyse data from subjects around the research topic. The research person decides which research instrument should be used based on the type of study they are conducting: quantitative, qualitative or mixed-method. In this study a structured questionnaire with three sections (Section A = Biography, Section – B = Likert scale and Section C = Open ended questions) was used to collect data.

Section A = Personal (biography) data - this section allowed for proper identification of the respondents and removed those that did not fit into the characteristics. Therefore, it was used to identify the participants that may be appropriate for the research conducted.

Section B = (Likert Scale) The impact of leader behaviour on project team performance - this is the section that shows the effectiveness of leadership style in project implementation, how an effective leadership style helps the project's execution, the relationship between a leader and their behaviour and how it affects the project's execution. In the same section, we see how the implications of leadership style affect the project practitioner's performance, leading to the project schedule delaying and affecting the entire resources that were made available for the project.

Section C = (open-ended question) This is a section where the participants may add what they feel was omitted in the set of questions set in sections A and B, respectively. This is the section our participants are free to raise their concerns without feeling restricted to a set of questions.

The items listed in the questionnaire comprises both closed and open-ended questions to identify factors that change and affect the behaviour of a leader and that of the team members in project execution.

DATA COLLECTION

Urbano, Schedl and Serra (2013:345-369) define data collection as gathering and measuring information on targeted variables in an established system/study, which enables one to answer relevant questions and evaluate outcomes. While methods may differ by discipline, the emphasis on ensuring an accurate and honest collection remains the same. The goal for all data collection is to capture quality evidence that allows analysis to lead to the formulation of convincing and credible answers to the question that have been posed.

The research will provide a questionnaire in the form of a digital link to all the project leaders; once the 150 project leaders have responded and completed, the questionnaire will be studied and analysed based on what has been presented in the questionnaire as responses.

4.11 DATA ANALYSIS AND DATA CONSOLIDATION

Data analysis was a process of inspecting, cleansing, transforming, and modelling the collected data to discover helpful information, which will inform conclusions and support decision-making. It has multiple facets and ways to approach and encompass diverse techniques under various names and is used in different business, science and social domains. In today's business world, data analysis plays a vital role in making decisions to be more specific and help organisations operate more efficiently (Lehr and Ohm 2017:653.).

Leadership behaviour has a significant effect on both small and larger projects. In data collection, a few steps are typically followed when collecting data; the steps start from constructing a questionnaire, starting the survey, collecting the data, and having it in one place. Do check-ups, group similar paragraphs into small units to make sure that there are no errors in the study. The data collected should be summarised before it gets to the process of being analysed. After the summary, the data was grouped in smaller similar units and then analysed. While the data was being grouped, a validation process will take place, and the supervisor will go through the data to validate the findings before a summary of the analysis was done.

4.10 DATA CONSOLIDATION

Boehm, Kumar and Yang (2019:1-173) defines data consolidation as the process that combines all of the data wherever it is, removes any redundancies and clears up any errors before the data gets stored in one location like a data warehouse or data lake.

Boehm, Kumar and Yang (2019:1-173) further lists ways of how to consolidate data as follows:

- Hand-coding or scripting – a manual process custom builds scripting by data scientists to combine and consolidate data from various sources.
- Open-source tools. This software helps organisations and researchers to combine and consolidate data with relatively little cost and more flexibility, but this also requires experienced personnel in coding and usually requires more human resources.
- Cloud-based tools. This is a recently developed approach to data consolidation; cloud-based tools automate many data consolidation tasks with speed, scalability, and security.

In this study, the collected data from the field was analysed. A statistically weighted mean was used in responding to the research questions. The research options in the instrument are weighted as follows:

Table 4.1 Weighting of Research Options

Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree
1	2	3	4	5

Source: Own Construction

4.10.1 Challenges of data consolidation

Wu, Bertholet, Huang, Cohen-Or, Gong and Zwicker (2017:2529-2537) states that even though data consolidation is the most critical stepping-stone on the path to greater business intelligence and faster, more precise decisions, it is not always realistic for some organisations to do it on their own while using the existing teams and systems in place. While on the positive side, this more traditional approach may give the impression that the organisation has complete control of its data. However, on the negative side, it introduces a list of other challenges that may cancel out any systems in place.

4.11 LIMITATIONS OF THE RESEARCH

- Leadership behaviour may be influenced by other factors not listed in this study.
- Some project leaders may refuse to speak against their organisations about what changes their behaviour and how it affects them.
- A bigger sample size. That required many participants to form part of the study and constant check-ups for feedback.
- The lack of previous studies in leadership behaviour in construction projects in Cape Town.

4.12 CHAPTER SUMMARY

The main objective of this survey design was to test whether leadership behaviour impacts the execution of a project and the performance of the project practitioner. This chapter detailed models used to prove the above statement and produce findings to resolve the problems and have an effective project execution and project practitioner's performance. This chapter discussed the research design, methodology, population, sample, sample methods, data collection and data consolidation. The next chapter, chapter 5, will cover the data analysis that will come from the responses to the posed questions in the questionnaire. This does not leave out the study limitations cited in chapter 4 as they have to be taken into consideration and make sure the study goes smoothly and the limitations are prevented by all means necessary by the researcher.

CHAPTER 5

DATA REPORTING, ANALYSIS AND INTERPRETATION OF THE FINDINGS

5.1 INTRODUCTION

In this chapter, the results from the structured questionnaire are presented and interpreted as previously described in Chapter 4 of Research Methodology. As indicated in the previous chapter, the structured questionnaire with closed and open-ended questions was used to collect information. The questionnaire was sent to 350 project leaders as per the study's sample size, and 150 responses were received; these questions were created to prove how the role of project leaders affects project practitioners' performance and how it affects its project schedule. The objectives of this study were primarily meant to establish the relationship between leadership behaviour and the project practitioner's performance and investigate the leadership behaviour that contributes to the poor performance of project practitioners in construction.

As indicated in the previous chapter, the questionnaire was split into three sections: Section A – Biography, Section B – Likert scale, and Section C–open-ended questions. Each section had several questions for different information purposes. Section A's main focus was on biography to assess the study participants' levels, importance, and understanding. Section B was a Likert scale used to evaluate variables such as perceptions, expectations, experiences and gave respondents a chance to express their views on how their leaders conduct themselves and what they would love to see from their project leaders. While the last section, Section C, was made of closed and open-ended questions designed to give respondents space to respond and express themselves thoroughly without being restricted to a set of questions.

The data collected from the structured questionnaire was captured and analysed through an Excel spreadsheet; the spreadsheet was used to construct graphs, tables, bar charts and histograms. These graphs, charts and histograms are used to present the findings and demonstrate all connections found between the study's variables. The findings are presented on the following pages:

5.2 SECTION A: BIOGRAPHICAL INFORMATION

The data reporting follows a specific way/pattern where questions are asked with their summary of each question, responses follow, and diagrams and tables are presented to support the responses. This section aimed to identify appropriate participants for the research to conduct. This section primarily helped to identify people / respondents that did not qualify and yet they may have had access to the questionnaire. The target population was project practitioners who were below managers and reported to a manager. Hence the questions asked in the biographical section.

QUESTION 1: What is your position in this organisation?

Response: This question aimed to assess the different roles in the organisations in construction projects. Figure 5.1 below shows the different roles and the respondents' participation percentages based on each role.

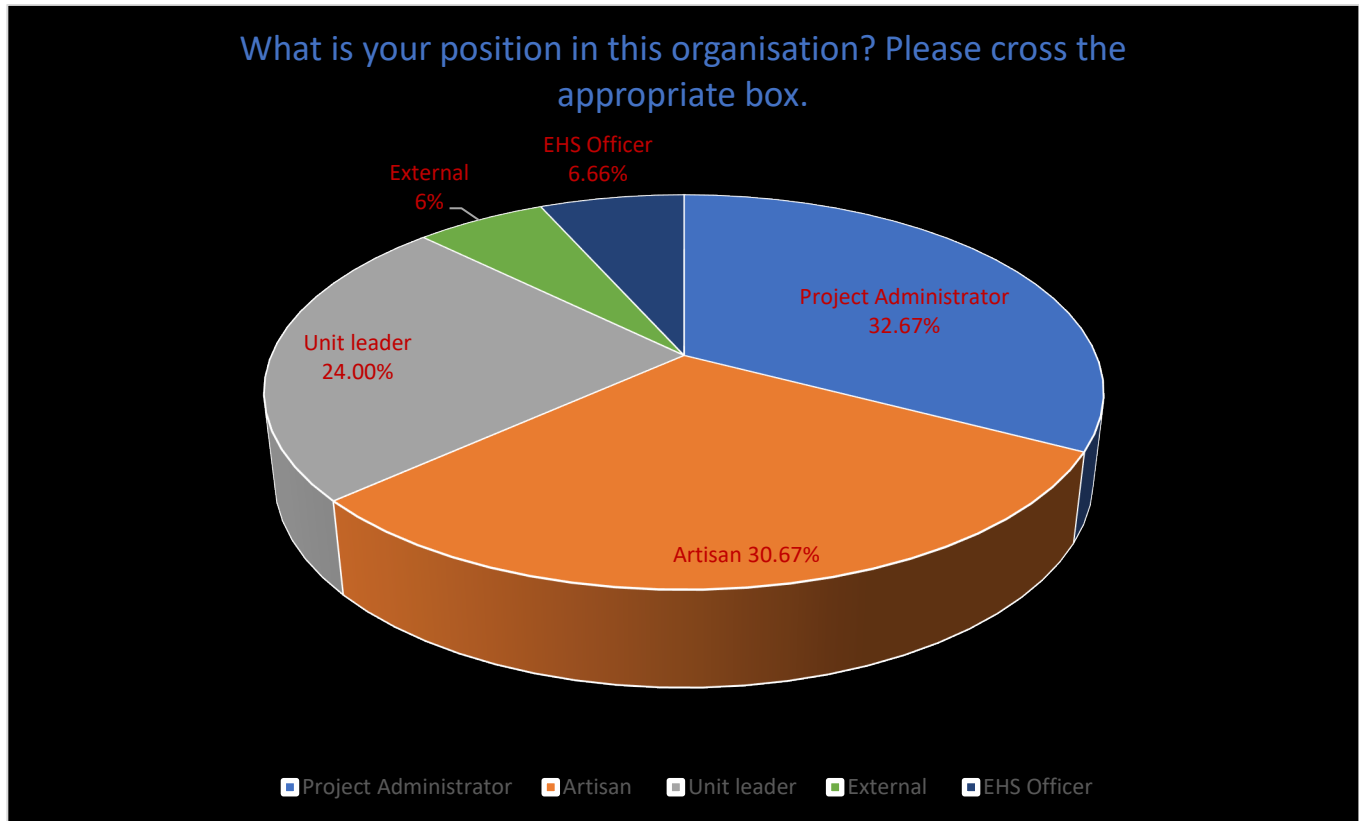


Figure 5.1 Position of the participants

Source: Own Construction

The different roles were assessed, and 150 respondents answered; this gave us 32,67%-- project administrators, 30,67%--artisans, 24%--unit leaders, 6%--external and 6,66%--EHS officer.

QUESTION 2: How long have you been in this position?

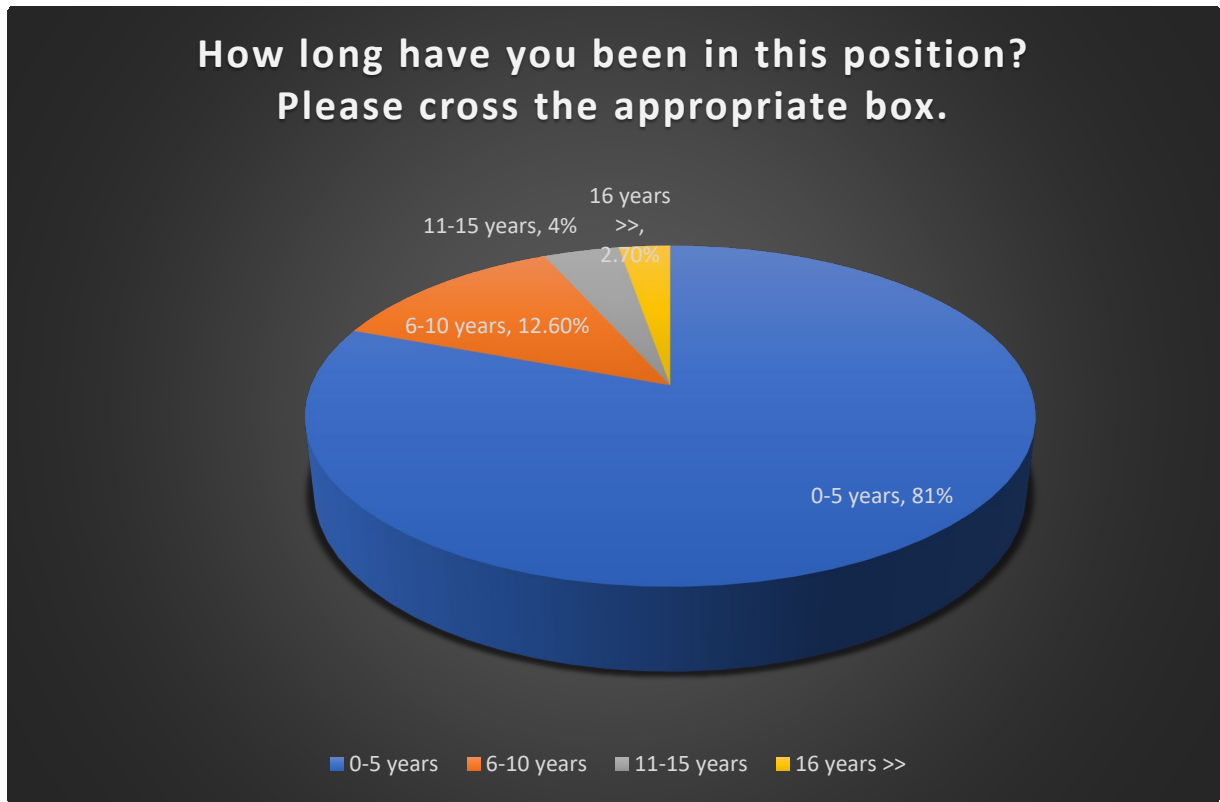


Figure 5.2 Years in the organisation

Source: own construction

Figure 5.2 chart present to us different years worked in the organisations by its employees. 81% have worked in the organisation for under five years, raising why leaders have a high turnover rate, as demonstrated by the data. With people between 6-10 years just on 12.6%, which shows that a few can tolerate whatever comes from its leadership and stay for that long in the organisation. However, participants between 11-15 years stood at just 4% and 16 and above at 2.7%

QUESTION 3: Have you ever been provided with training?

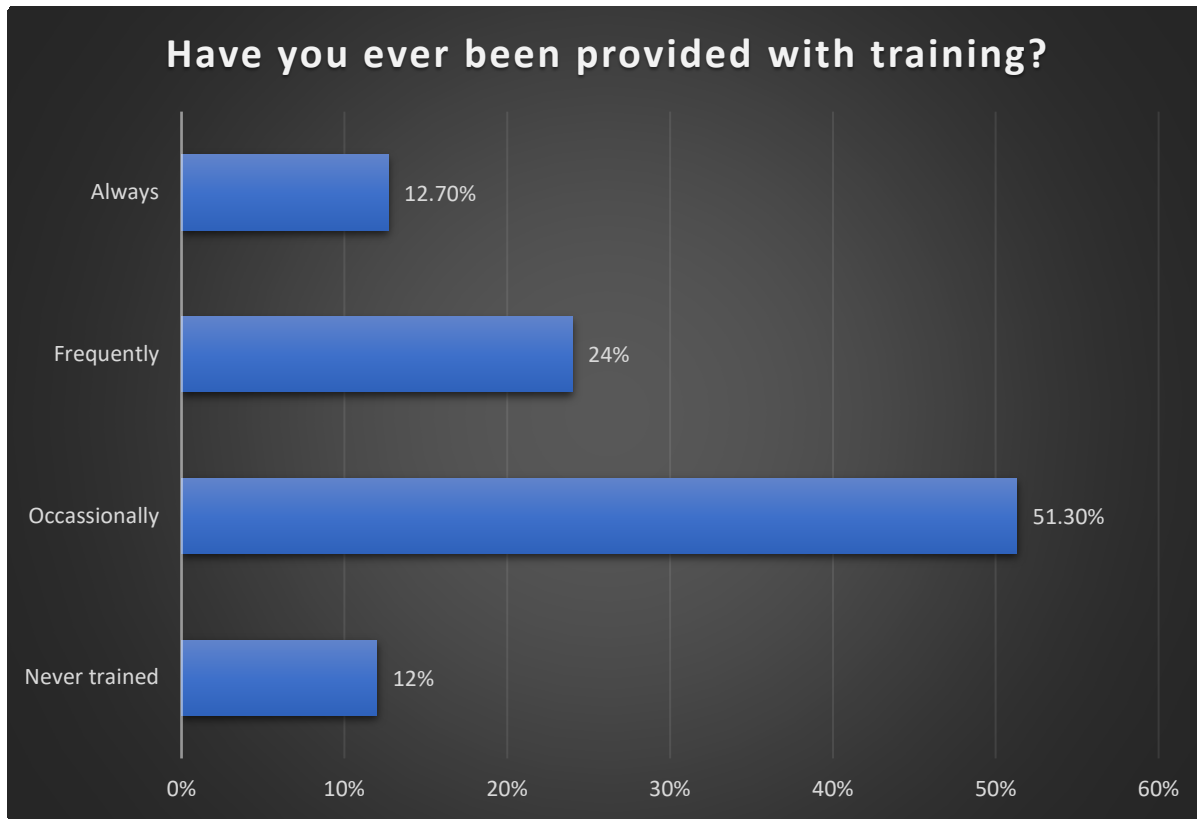


Figure 5.3 The training of respondents

Source: own construction

The above figure (figure 5.3) indicates that training is occasionally provided in this organisation, with 51.3% and ‘frequently’ at 24%. While 12% claim to have never been trained, it raises how they are expected to fulfil their duties and perform well in executing their projects. At least 12.7% claim to receive training, and this, therefore, means that the leaders of the organisations should take lessons from those that provide their staff with training. This might lead to an increase in performance and the execution of projects.

Question 4: Did you benefit from the training where provided?

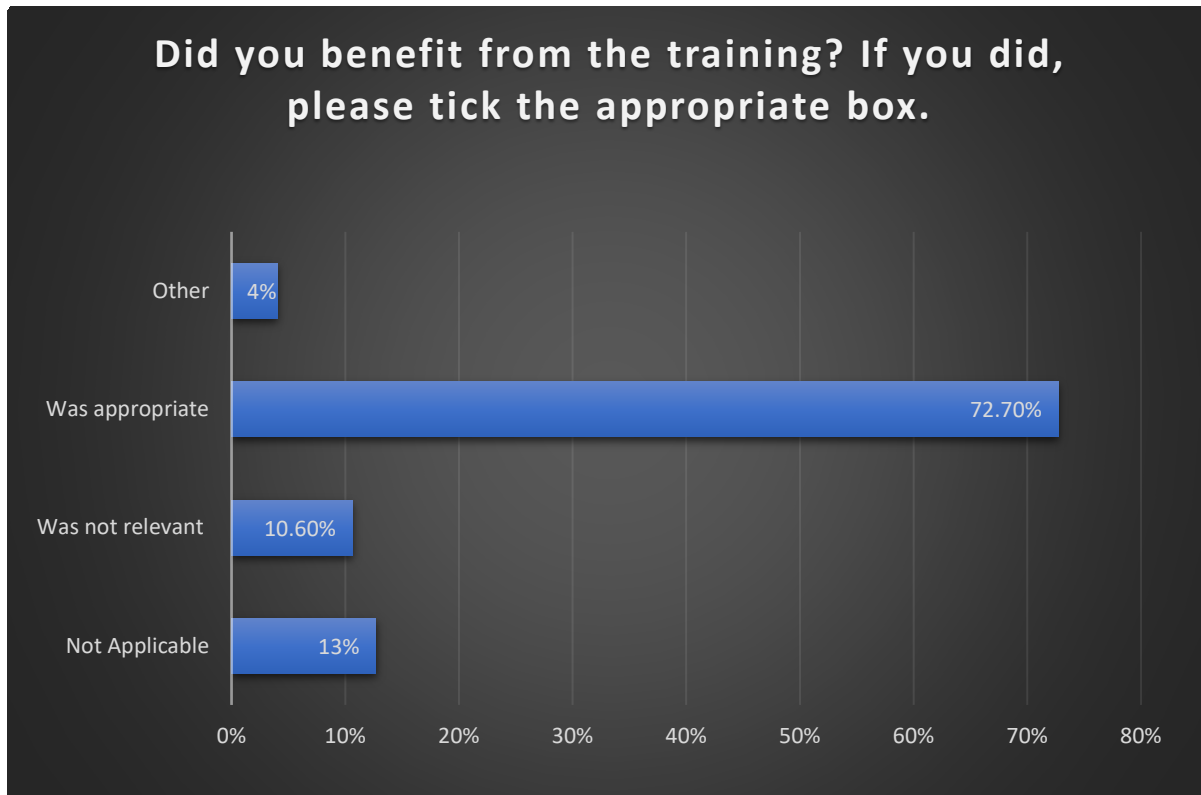


Figure 5.4 Benefits of the training

Source: own construction

The respondents' responses prove that those provided with the training saw it necessary and appropriate to be given such an opportunity. For example, 71 per cent of the respondents agree that training is necessary when running projects to keep staff on par with everything, especially if there are any new developments in terms of the project or specifications. In comparison, 10.6 per cent felt that it was unnecessary, and 13 per cent expressed that the training was not applicable.

QUESTION 5: If other, please specify.

- Same training each year; therefore, I felt there was no impact and growth.
- I did not get training.

Conclusion: This, therefore, indicates that not everyone saw it necessary to do the training as they felt that there was no growth in the training, and some did not even bother attending the training.

QUESTION 6: Are there any other motivations from leadership?

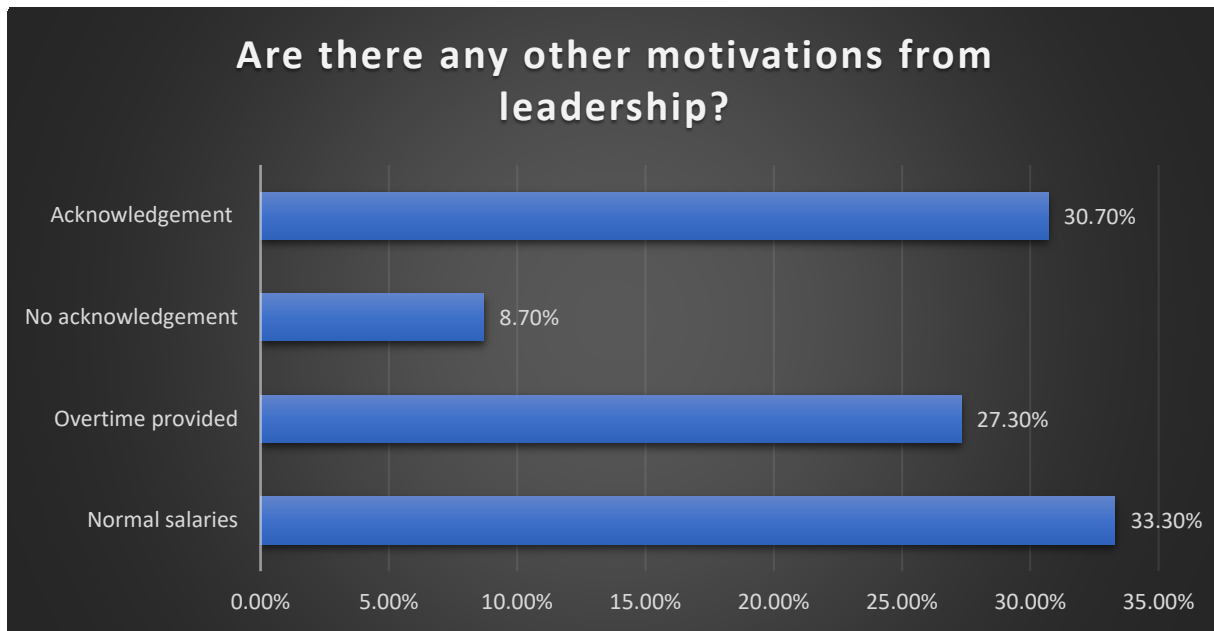


Figure 5.5 Motivation from leadership

Source: own construction

Based on the above results, there is a motivation from the leadership as can be seen with acknowledgement at 30,7 per cent and overtime at 27,3 per cent. Such gestures motivate respondents to perform better and introduce a team culture while still performing optimally. However, in some cases, people are motivated through their regular salaries (33,3 %), and some believe that there is no need for motivation at 8,7 per cent. Again, this goes back to the leadership styles used to execute projects in the organisation.

QUESTION 7: What is your highest qualification?

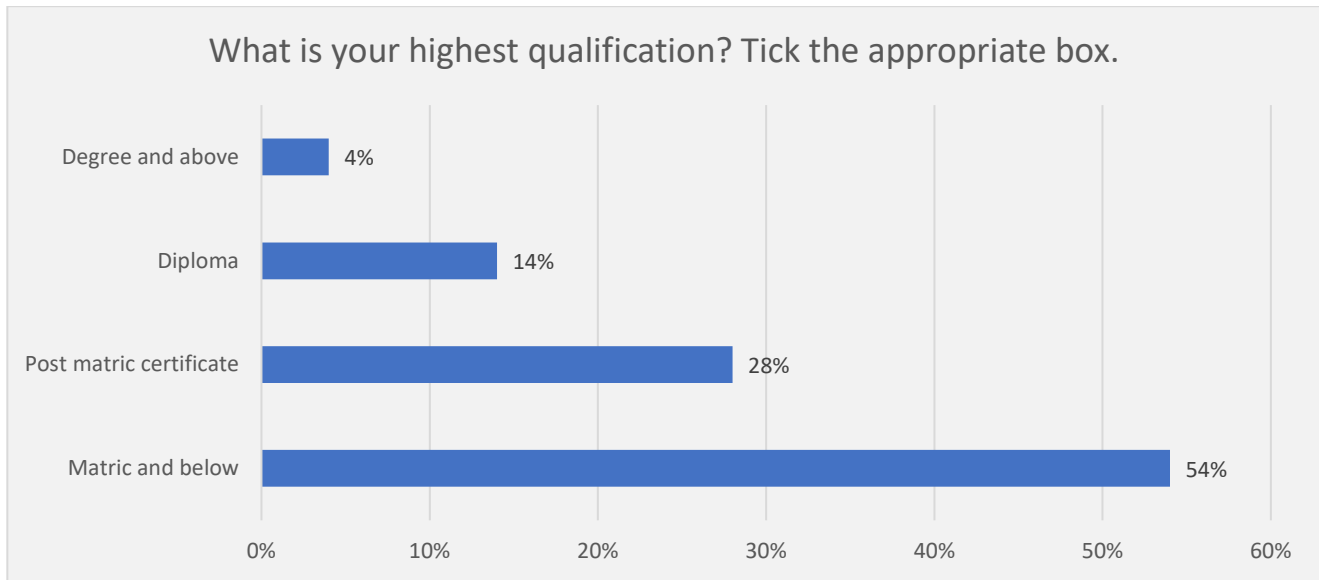


Figure 5.6 Levels of Qualifications in the organisation

Source: own construction

Figure 5.7 above shows the formal qualifications of the participants and indicates that each participant has earned a matric or a tertiary qualification. 54% of the participants have matric and below that. In comparison, some participants have diplomas with a 14% representation while those with a degree and above are 4%, and 28% had a post-matric certificate.

QUESTION 8: Are you given incentives to develop your career?

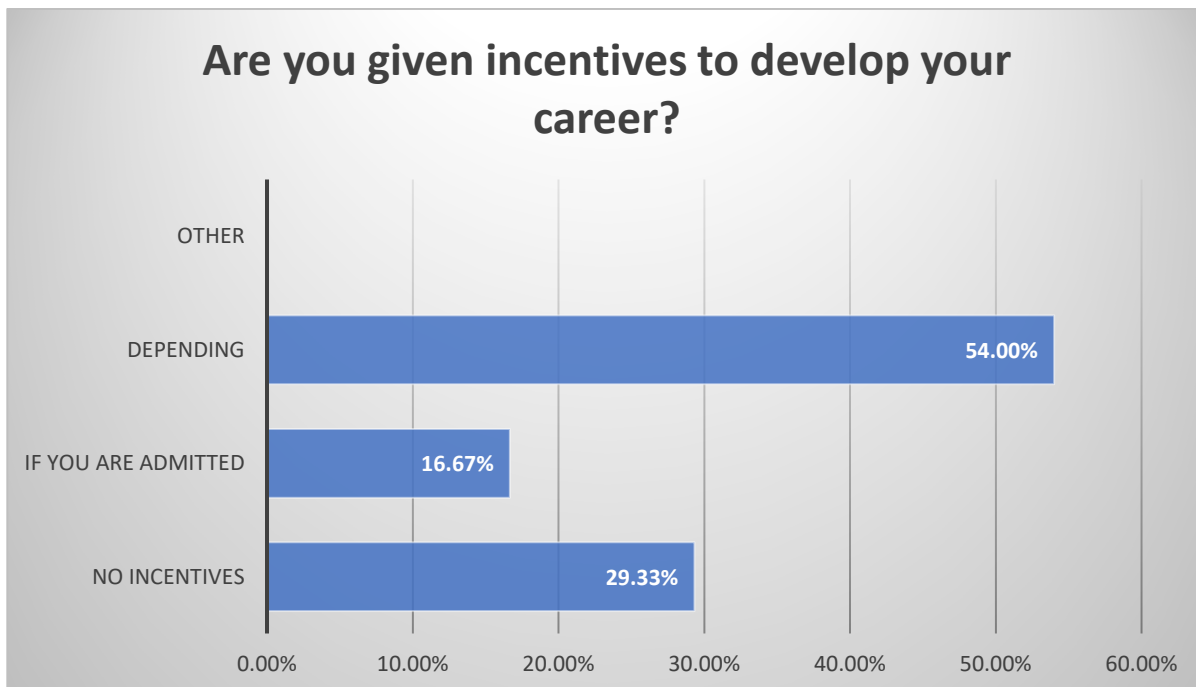


Figure 5.7 Incentives for career development

Source: own construction

Based on the results obtained here, only 16,67% of respondents got incentives to develop their careers when they were admitted. This assumption means that only 16,67% will not get incentives if they are not admitted, with 29,33% not receiving any incentives. As shown in the diagram, 54% claim that their incentives depend on specific conditions, so it is not guaranteed, and therefore that means the majority of staff do not know whether they would get rewarded or given incentives to develop their careers.

QUESTION 9: What section of construction are you working in?

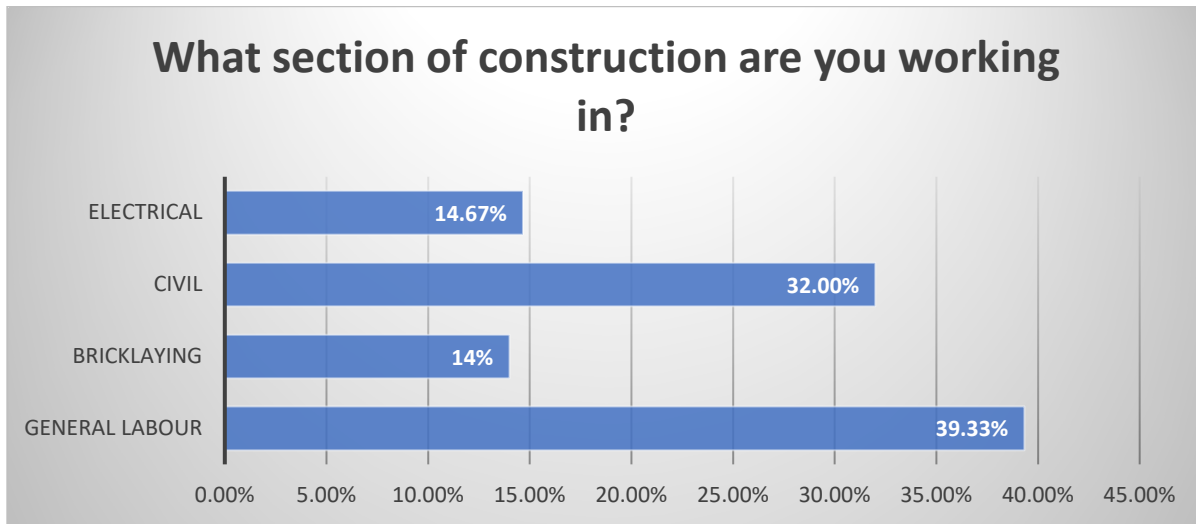


Figure 5.8 Section of the construction

Source: Own construction

In the ascending order, the different levels of sections were listed, as per respondents, 14,67% are electrical respondents, 32% are the civils sector, 14% are bricklayers, and 39,33% are general labour respondents. This study was done to determine which sections we have in the organisation.

1. QUESTION 10: Are there any issues you may want to discuss / list on the role of the leader in your morale to perform? Please list the 4 most important that come to mind now.

Table 5.1 Leader morale support to employee’s performance

NO	PARTICIPANTS RESPONSES
1	The leaders do not communicate properly with the subordinates and expect subordinates to operate with little or no information. This therefore means that leaders fail to share valuable information that will make subordinates perform well in their duties.
2	Leaders do not show integrity making it difficult to trust what they say and understand what is intended for the subordinate to believe and learn. The leaders seemed to be bias and that make the subordinates not to follow instructions well as they complain that the leaders lack integrity and show biasness towards certain employees.
3	Leadership that is democratic, transparent and effective. Leadership that does not care, is not consistent, loyal and customer-oriented. In this response the subordinates made it very clear that they want transparency from their leaders and consistent leaders in approach as it assist them to do their job and perform at their best.
4	Have a sense of importance regarding integrity, challenge biases, transparency, and have listening skills. Provide learnerships, apprenticeships and stipends to be generalized. The participants were clear that they want leaders who provide the necessary training for their subordinates and encourage growth and self-development at all times.
5	A leader is a team player, willing to learn, take criticism and develop others. Leadership that shows appreciation for hard work, leaders with their team’s best interest at heart and provide direction when mistakes are made. In most cases the participants felt that their leaders were not team players, not willing to learn and not welcome to critics from their subordinates as a result they lacked showing appreciation of the work done by their subordinates.
6	Most participants showed that their leaders fail to present clear details about their projects, no clear project timelines and no encouragement of work-life balance. This therefore means that the subordinates need a leader that provides precise details, project timelines and cares about the safety and security of employees. Leaders that promote and encourage work-life balance.

7	Leadership that rewards nonperformers, lack of belonging and unrealistic goals. Leaders can manage their time, control their emotions, easily adapt and are always open to learning. The leaders can do better and reward the deserving subordinates to encourage performance and equal workload amongst subordinates.
8	Unmanageable workload and not checking on worker's mental state. Some of the subordinates felt that they were overworked due to lack of managing the work properly by the project leaders and this have led some to have mental issues as they work under those circumstances with fear of losing their jobs if they do not do as they are instructed.
9	The lack of material accountability which leads most subordinates not at ease as this pose as a threat to their jobs once material is lost. The subordinates feel that the leaders should take responsibility and ensure that material used is signed and accounted for. Leaders should pay attention to details and specifications.
10	Most of the participant showed their frustrations with how their project leaders lack experience, improper planning and scheduling. This therefore means that project leaders need to start being punctual, be decisive and consistent.

Source: Own construction

A lot has been raised in figure 5.1 by employees about how they wish their project leaders could/should behave to boost their morale to perform as employees and deliver projects effectively.

5.3 SECTION B – LIKERT SCALE

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

STATEMENT 1: Leader patiently shows the employees how to do what is required.

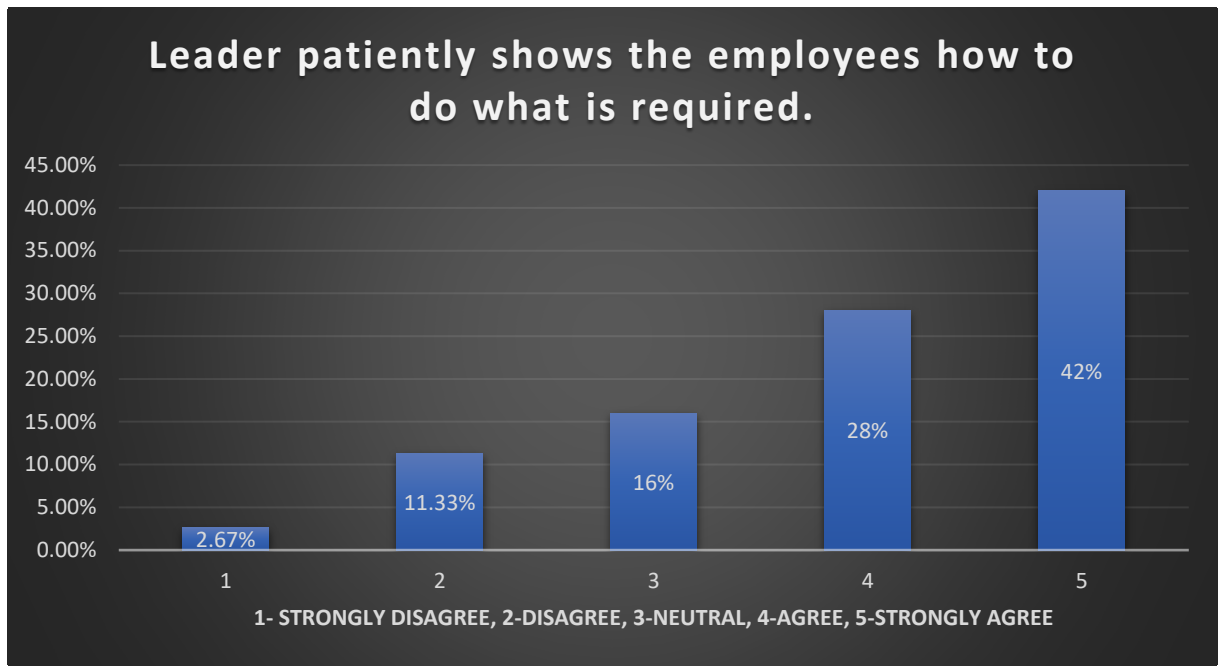


Figure 5.9 Leader showing employees how to do what is required

Source: Own Construction

The highest number of respondents strongly agreed with the above statement at 42%, which doubled the neutral percentage (16%) and tripled the number of those that disagreed with the statement. The 42% of the respondents who strongly agree are supported by 28% in agreement, making it a total of 70% of those in agreement and supporting the above statement. With 11,33% in disagreement and 2,67% strongly disagree, which is way less than neutral and in agreement.

STATEMENT 2: Leader assists weak employees to develop appropriate work skills.

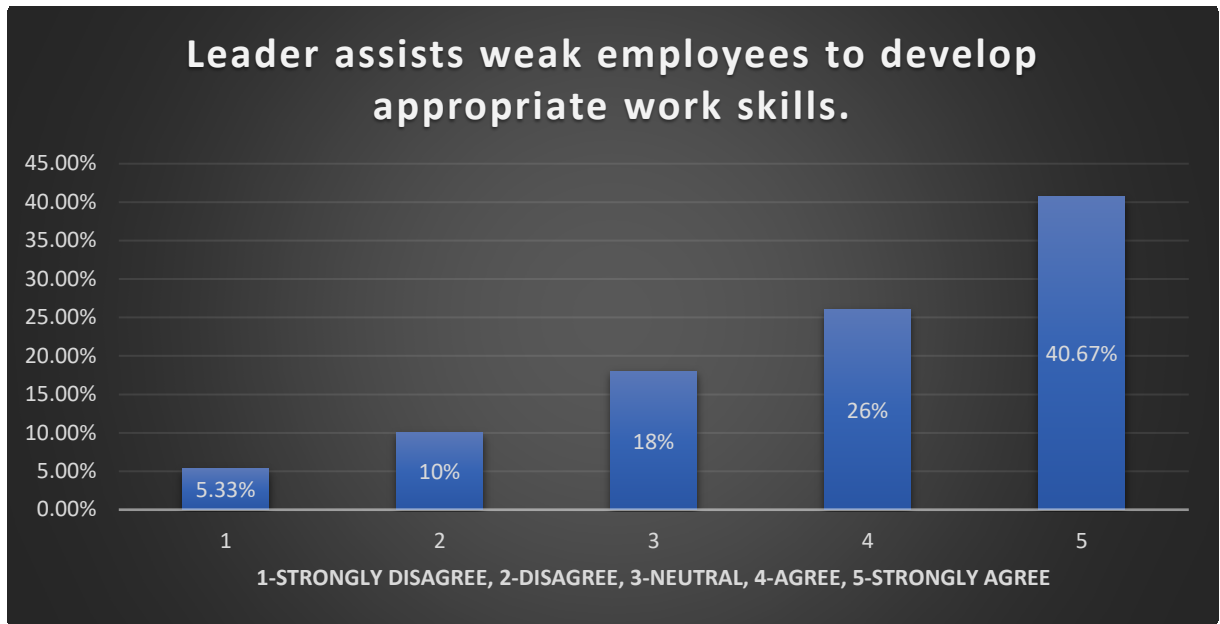


Figure 5.10 Assistance of weak employees.

Source: Own construction

The majority of respondents amounting to 72.67% (agree 26% and 40,67% strongly agree) agree or strongly agree with the statement while 18% of the respondents are neutral, and only 15,33% (10% disagree 5,33 strongly disagree) disagreed with the statement. **Conclusion:** This indicates that a few believe that their leaders do not assist weak employees to develop appropriate skills.

STATEMENT 3: Leader works with team and allows mistakes but teaches avoidance.

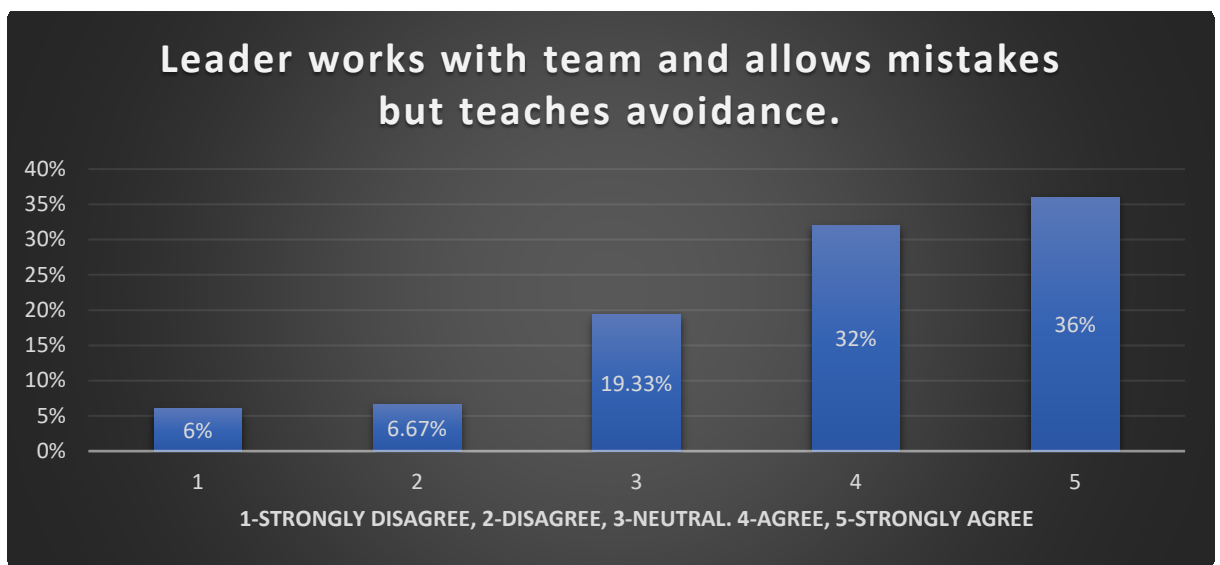


Figure 5.11 Leader teaches avoidance

Source: Own construction

36% of respondents agree strongly, while only 6% strongly disagree. This is followed by 32% of the respondents who share the same views, with only 6,67% who disagree. While 68% of the respondents agreed, there is a primary concern of a neutral group in the process at 19,33%.

STATEMENT 4: Leader always has meetings where they discuss specific situations.

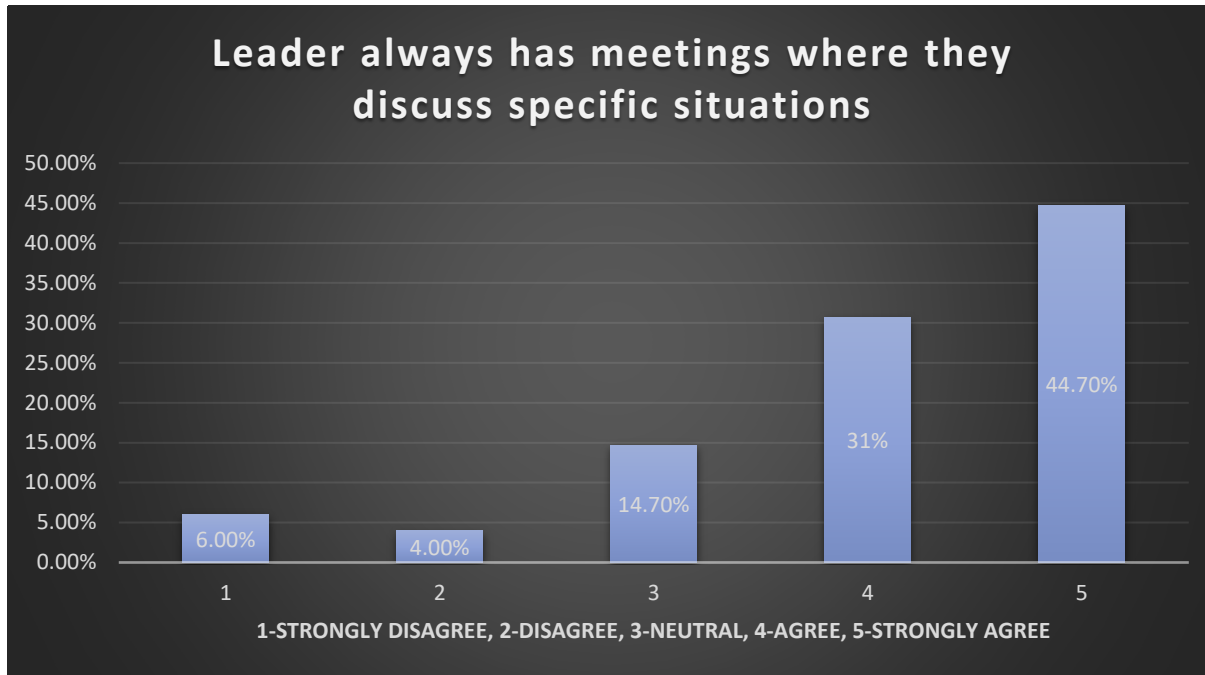


Figure 5.12 Meetings sit to discuss specific situations

Source: Own construction

The idea behind this statement was to establish whether the leadership gives respondents a chance to have meetings with them and address certain situations affecting the project. As a result, 44,70% of respondents strongly agreed with the statement and were followed by 31% of respondents agreeing while only 10% disagreed and 14,70% were neutral based on their experience in the organisation.

STATEMENT 5: Leader is impatient with slow learners when we have limited time.

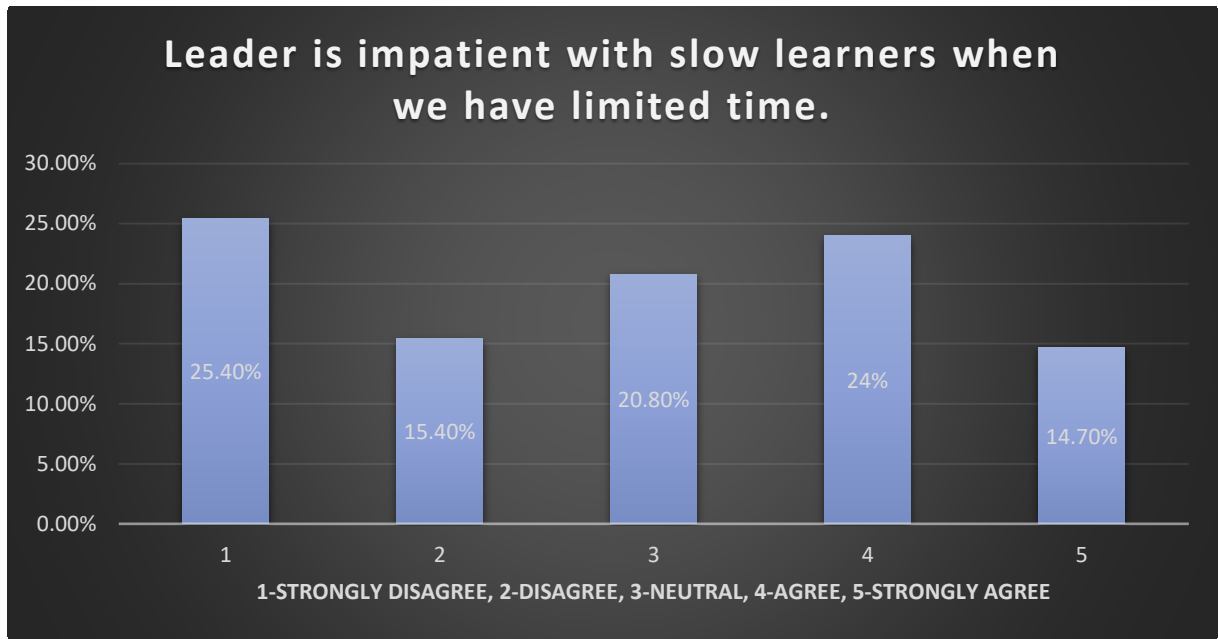


Figure 5.13 Leader impatient with slow learners

Source: Own construction

It is not concerning that 40,8% of the respondents disagree or strongly disagree with the above statement (15,40% disagree and 25,40% strongly disagree) as opposed to 38,70% of respondents that agree or strongly agree with it (24% agree and 14,70% strongly agree). Of the respondents, only 20,80% chose to remain neutral.

STATEMENT 6: I prefer a leader who tells me how to do what I don't know well.

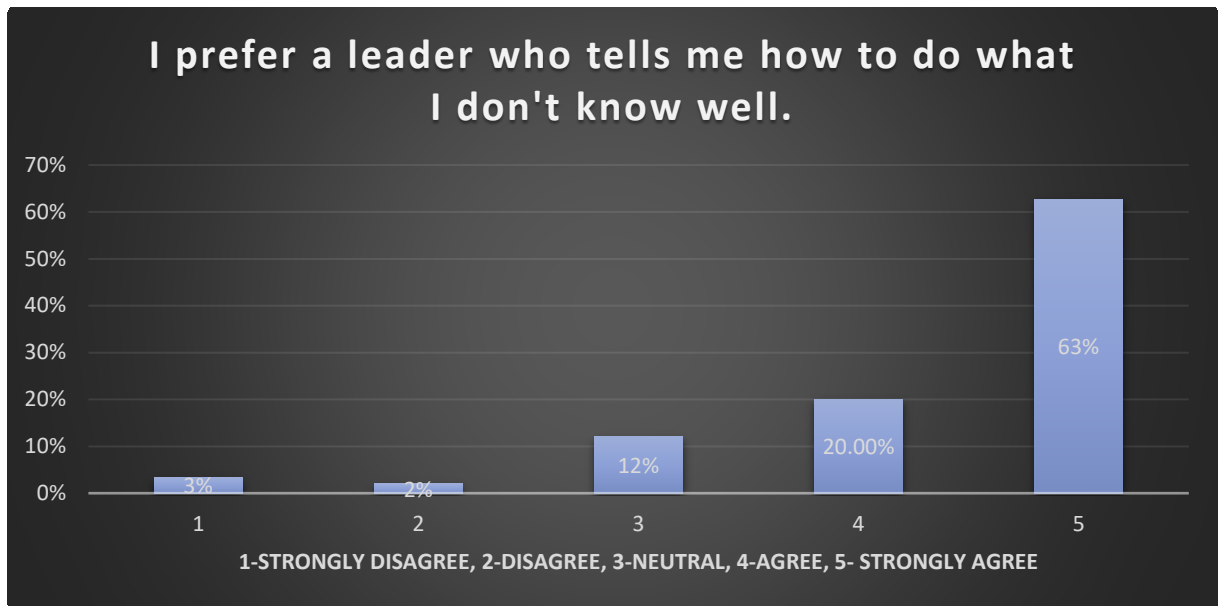


Figure 5.14 Leader that provides guidance

Source: Own construction

In the above chart, a vast majority of the respondents, 82,67% (20% agree and 62,67% strongly agree), strongly agree or agree with the statement that they prefer leaders who tell them how to do work that they are not aware of. Only 5% (2% disagree and 3% strongly disagree) disagree that they prefer to be told when they do not know things, which is not a concern when it is such a low percentage, while 12% of respondents preferred to be neutral.

STATEMENT 7: I prefer a leader who identifies my weaknesses and informs me about them.

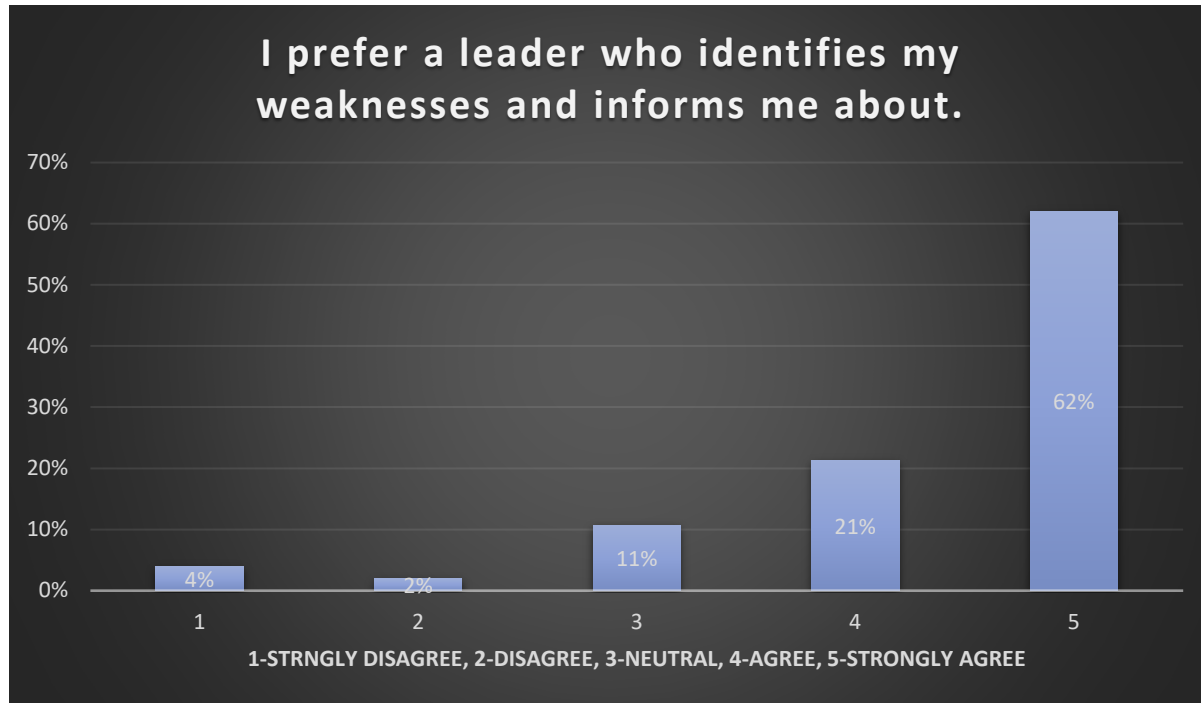


Figure 5.15 Leader that identifies weaknesses

Source: Own construction

A total of 83% of respondents agree or strongly agree that they prefer leaders who identify their weaknesses and inform them to work on them to avoid them affecting their work (21% agree and 62% strongly agree). The number of respondents who disagreed with the statement was less than 10% which does not raise many concerns on the well-being of the employees and their performance (2% disagree and 4% strongly disagree). The neutral respondents were at 11%.

STATEMENT 8: I prefer a leader that does not micromanage my work all the time.

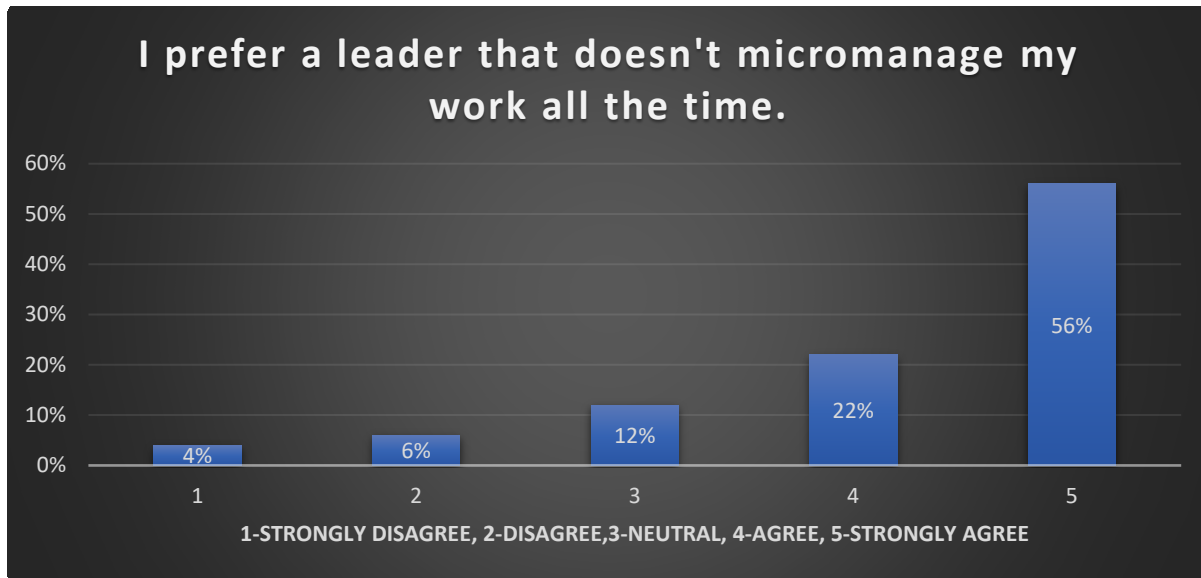


Figure 5.16 Leader that does not micromanage work.

Source: Own construction

78% of the respondents (22% agree and 56% disagree) prefer not to be micromanaged by their leaders all the time; this gives them a chance to perform at their best and allows them space for mistakes to learn. While only 10% of respondents (6% disagree and 4% strongly disagree) disagree with the above statement and only 12% chose to remain neutral.

STATEMENT 9: I feel better when my leader checks on me occasionally, not always.



Figure 5.17 Check up on employees.

Source: Own construction

88% of the respondents agreed and strongly agreed with the statement above that they prefer project leaders who occasionally check on them, which means their project leaders care about their growth and well-being. Even so, 5,34% of participants disagreed and strongly disagreed with the above statement, while only 6,66% remained neutral on whether they wanted to be checked on or not.

STATEMENT 10: I prefer a leader who puts me to work when I do wrong.

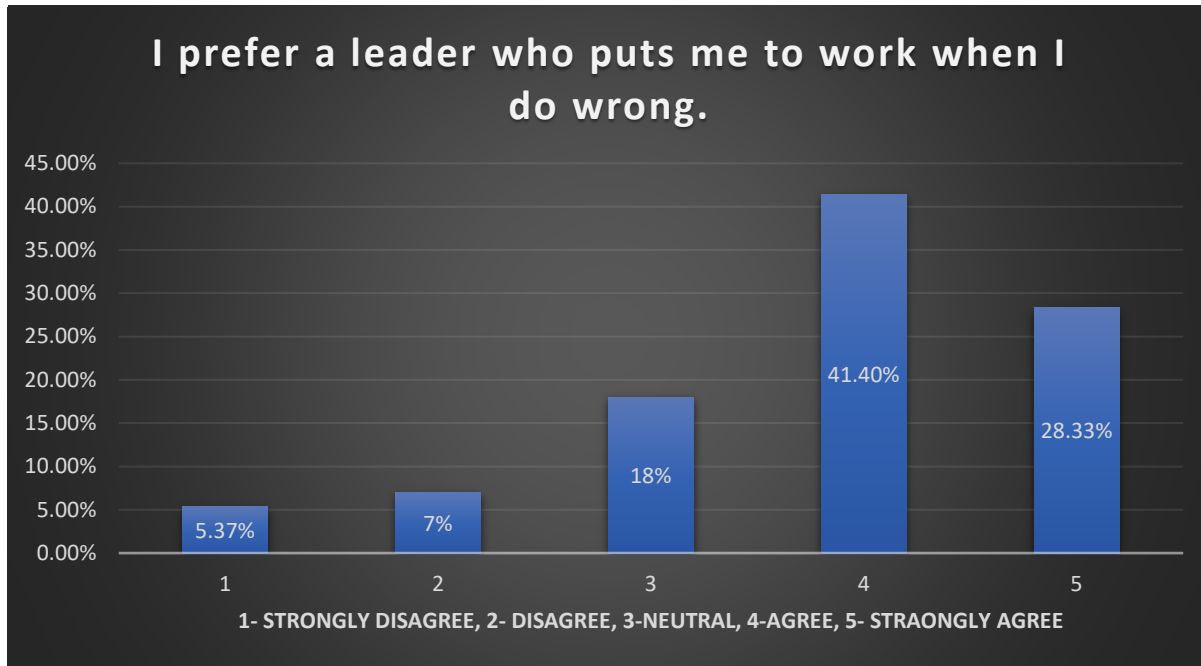


Figure 5.18 A leader who allows you to fix your mistake.

Source: Own construction

69,33% of the respondents (41,40% agree and 28,33% strongly agree) favour the above statement, which clearly shows the subordinates enjoy being a given second chance or being allowed to learn from their mistakes and make progress. While 18% chose to remain undecided about the situation, 12,37% (disagree and strongly disagree) do not agree with the above statement of being allowed back to work after doing wrong.

STATEMENT 11: I prefer a leader who grooms me to be better even if angrily done.

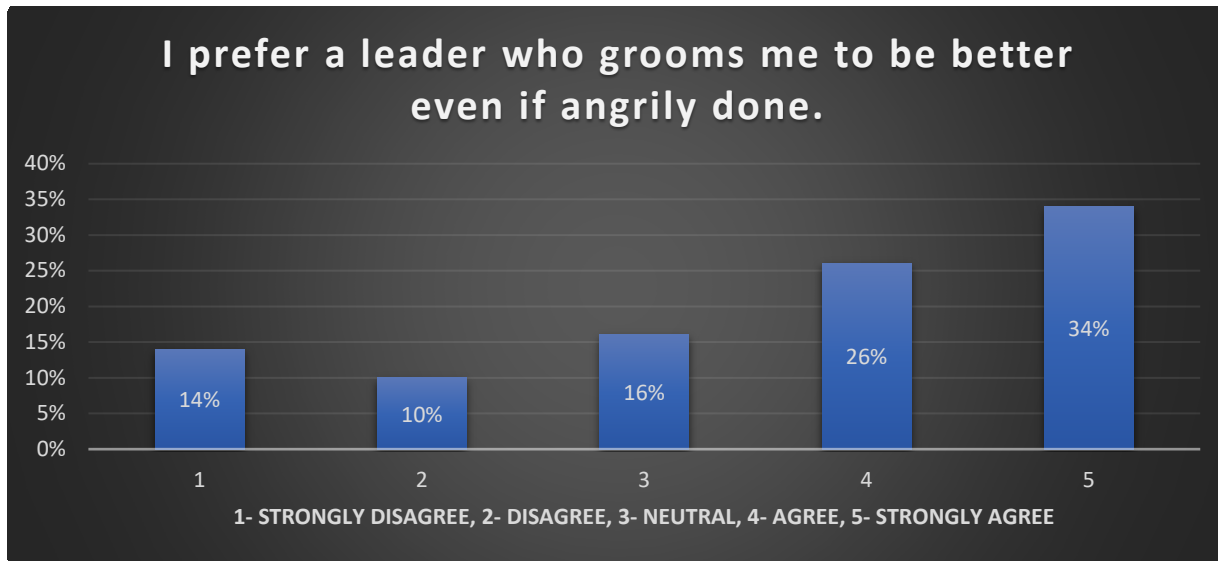


Figure 5.19 Leader who grooms you to do better.

Source: Own construction

The purpose of this statement was to determine how do team members feel about leaders who groom them angrily; a total of 60% of respondents agreed and strongly agreed with the above statement, which clearly shows that the employees are willing to develop, groomed and not care much about how it is done. On the other hand, while 24% disagreed and strongly disagreed with the above statement, only 16% remained undecided about how they want to be groomed, whether angrily or not.

STATEMENT 12: I prefer a leader who considers strengths in allocating tasks.

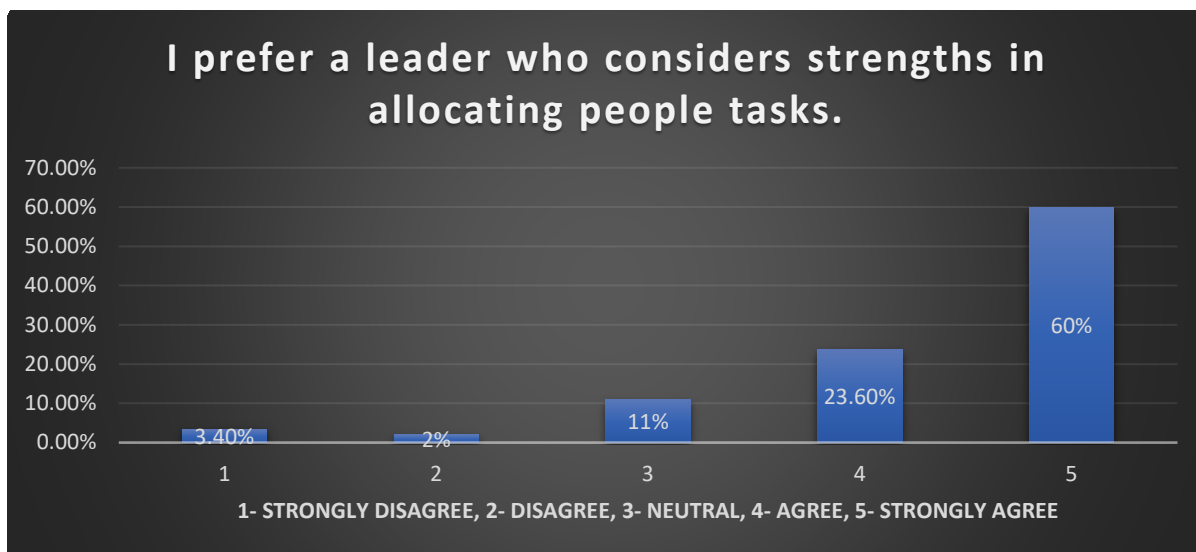


Figure 5.20 A leader who considers strengths.

Source: Own construction

A large number of 83,60% of respondents agreed and strongly agreed (23,60% agree and 60% strongly agree) that their team leaders consider their strengths when allocating tasks amongst team members. On the other hand, 5,40% of respondents disagree or strongly disagree (2% disagree and 3,40% strongly disagree) with the above statement, and only 115 were unsure whether they agree or disagree with the statement.

STATEMENT 13: I prefer a leader who sets out the team’s vision from the onset.

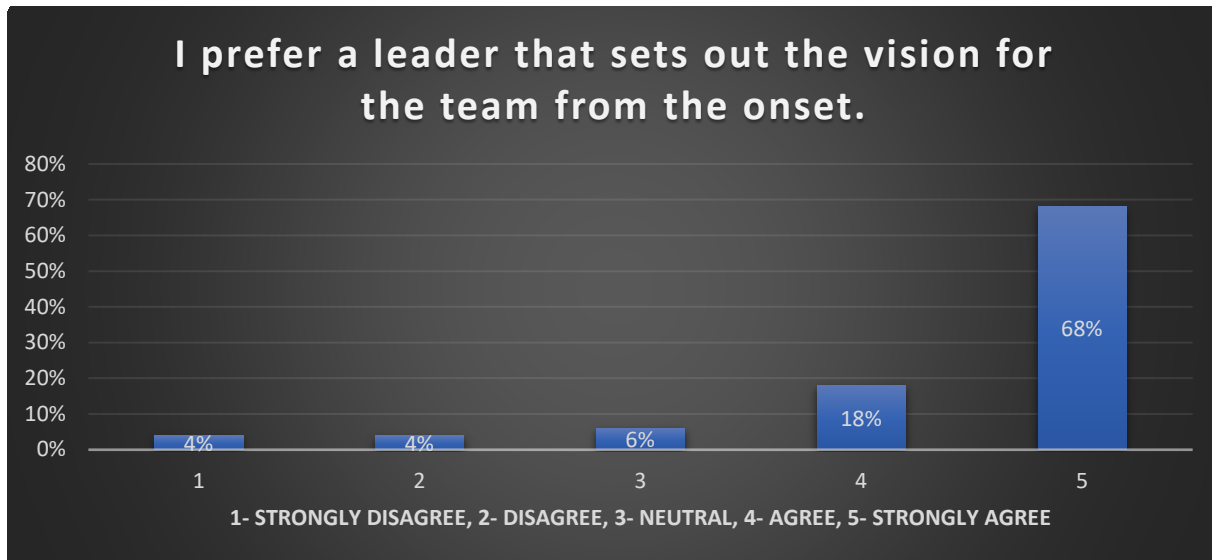


Figure 5.21 Set out a vision for the team from the onset

Source: Own construction

86% of the respondents agreed that they prefer leaders who set out the vision of the team from the onset, 8% disagreed and strongly disagreed with the above statement, and only 6% of the respondents decided to remain neutral as to whether they prefer leaders to set out their goals or not.

STATEMENT 14: I prefer a leader with a well-planned programme to follow and achieve.

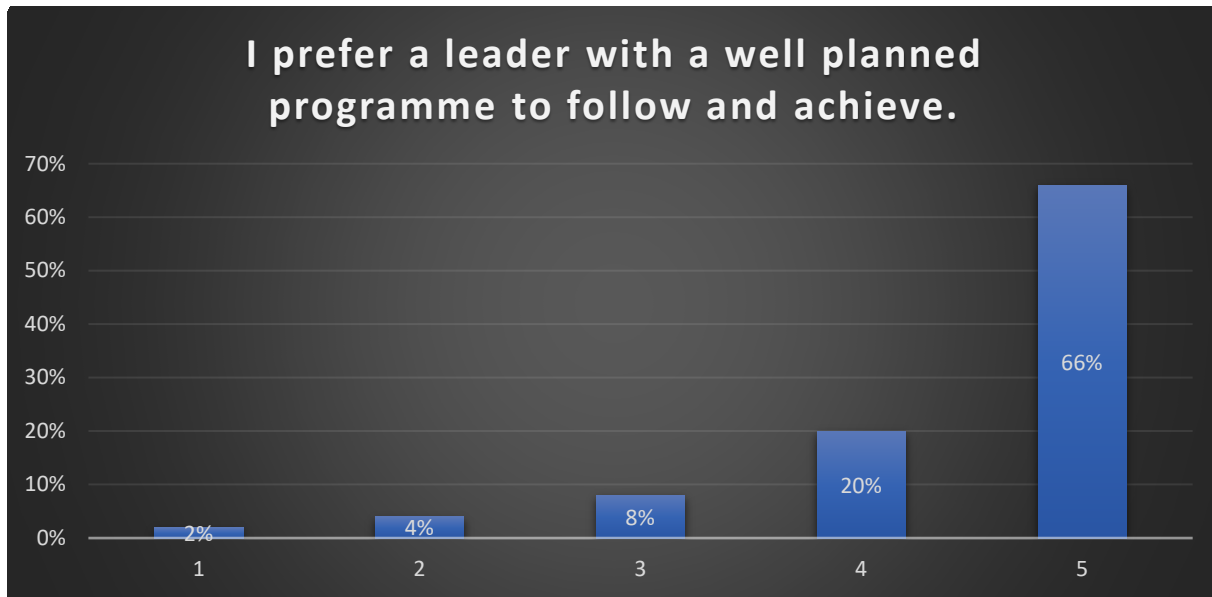


Figure 5.22 A leader with a well-planned programme

Source: Own construction

86 per cent of the respondents agree and strongly agree with the above statement (20% agree and 66% strongly agree) that they prefer a leader with a well-planned programme to follow and achieve in a project. While 6% disagree and strongly disagree that they prefer leaders with such a planned programme to follow and achieve. 8% of the respondents chose not to agree or disagree with the statement but remained neutral. **Conclusion:** This clearly shows that most subordinates prefer planned programmes to execute their project and achieve their goals.

STATEMENT 15: I prefer a leader that does not interfere with employees' work functions.

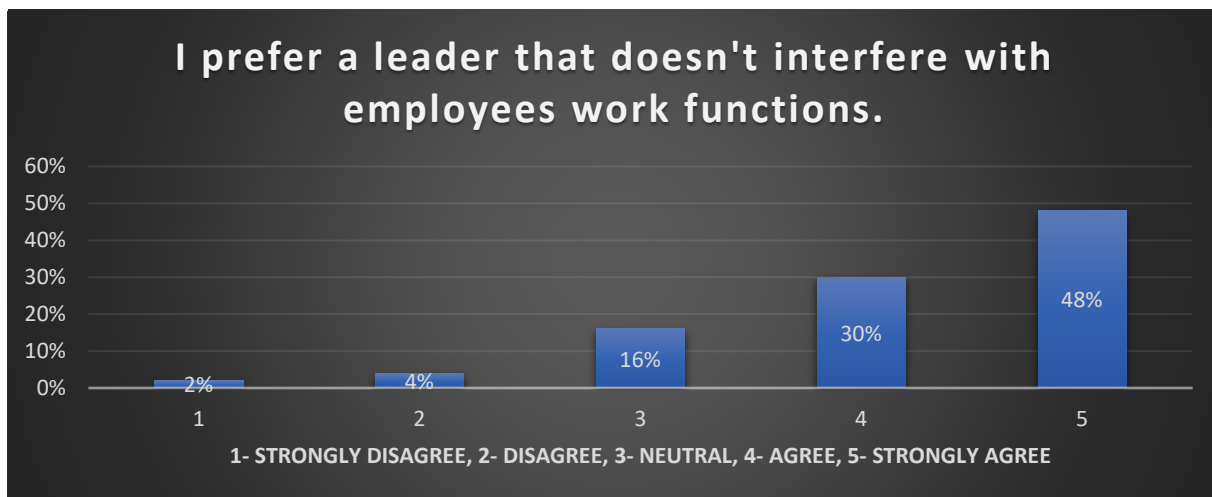


Figure 5.23 Project leader that does not interfere with employees' work.

Source: Own Construction

78% of the respondents agree or strongly with the above statement that they prefer leaders who do not interfere with employees' work functions. While 6% disagree or strongly disagree with the statement that leaders should not interfere with employees' functions, only 16% of the respondents are neutral. **Conclusion:** This clearly shows that most of 78% of the respondent's leaders should not interfere with employees' functions while executing projects.

STATEMENT 16: I want a leader that does not set performance goals for tasks I know.

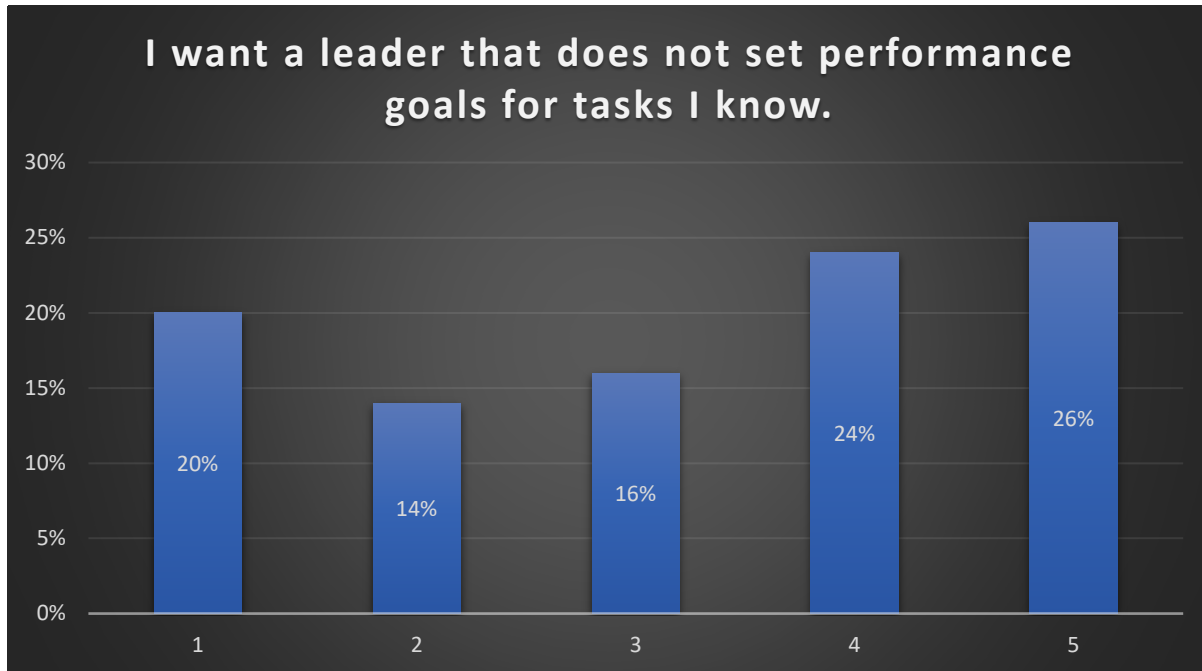


Figure 5.24 Project leader that does not set performance goals

Source: Own construction

With most participants in the study, 50% agree and strongly agree with the above statement (24% agree and 26% strongly agree) that they do not want leaders who set performance goals for tasks they already know. However, the sum (34%) of those who disagree (14%) and strongly disagree (20%) is more of the 16% of the respondents who remain uncertain as to whether they agree or not. **Conclusion:** This indicates that the majority of the respondents do not want the set performance goals.

STATEMENT 17: I prefer a leader who sets team members' goals and enforces them.

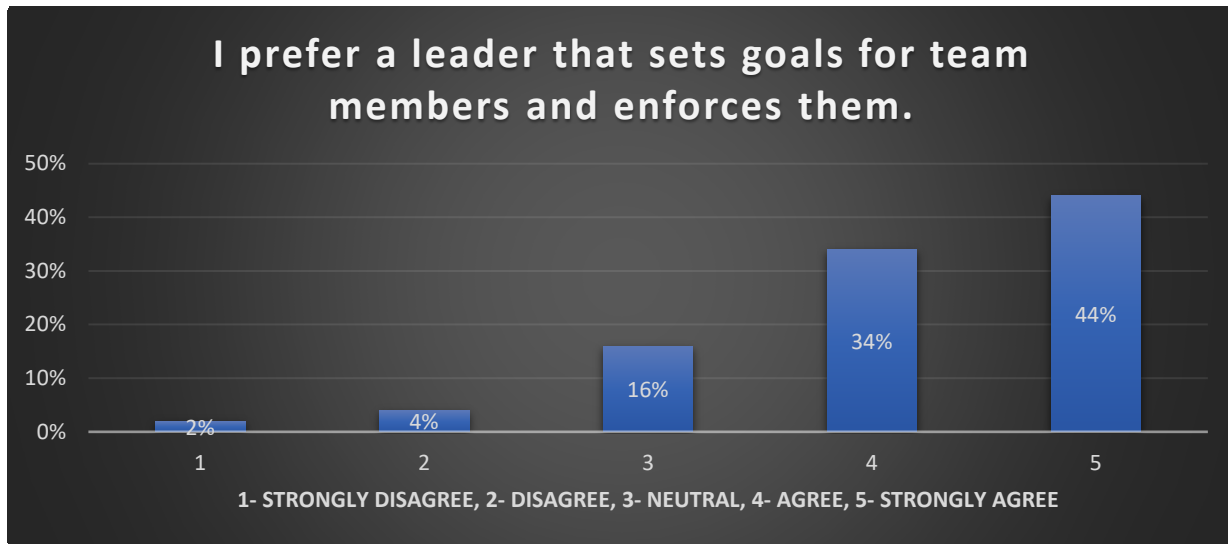


Figure 5.25 Project leader sets goals and enforces them.

Source: Own construction

A total of 78% (34% agree and 44% disagree) of respondents agree with the statement above that project leaders must set goals for team members and enforce the team's goals. Only 6% disagree or strongly disagree (4% disagree and 2% strongly disagree) with the statement that they want project leaders to set performance goals. In contrast, only 16% of respondents chose to remain neutral. **Conclusion:** Therefore, this can be summarised as that most team members believe project leaders set goals for their teams.

STATEMENT 18: I want my manager to identify and explain the team goals daily.

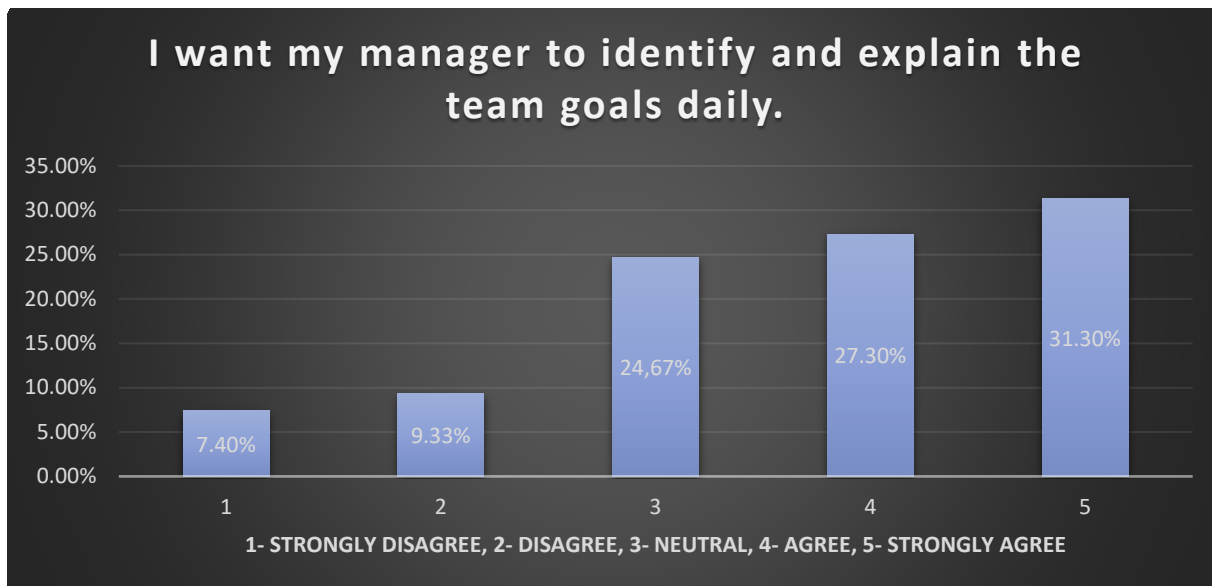


Figure 5.26 Manager to identify and explain team goals

Source: Own construction

A total of 58,6% of respondents agree and strongly agree (27,30% agree and 31,3% strongly agree) with the statement that they want their manager to identify and explain the team goals daily. However, this is accompanied by 24% of neutral employees who are not sure whether they want their manager to identify and explain their team goals daily, while only 16,73% disagree or strongly disagree with the statement.

STATEMENT 19: A good manager allows time to cool off before attending to a conflict.

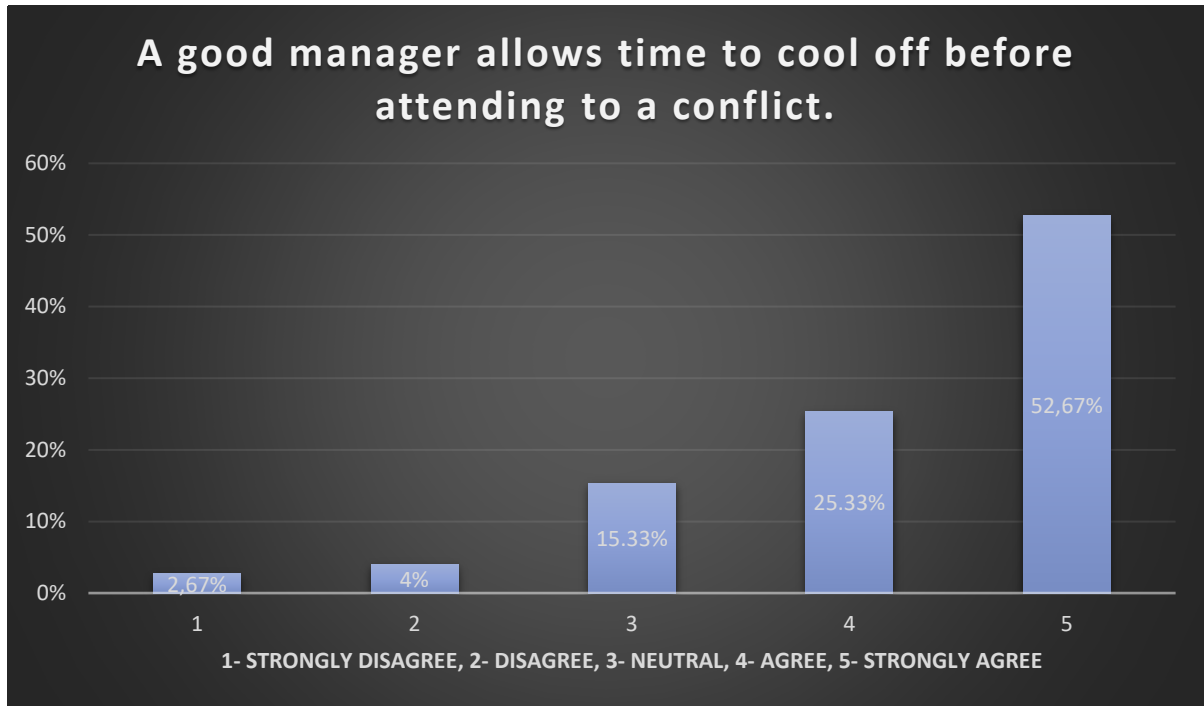


Figure 5.27 Allows time to cool off before conflict

Source: Own construction

78% of the respondents agree or strongly agree (25,33% agree and 52,67% strongly agree) with the above statement that a good manager allows time to cool off before attending to any conflict in the organisation. This is followed by 15% of respondents who have decided to remain neutral about whether they have managers who allow a cool-off period before intervening in a conflict. A 4,67% of the respondents disagree or strongly disagree (4% disagree and 2,67% strongly disagree) with the above that good managers allow time to cool off before attending to any conflicts.

STATEMENT 20: I prefer a leader who stays away from subordinates that have conflicts.



Figure 5.28 Project leader who stays away from conflicts

Source: Own construction

50,67% of the respondents disagree or strongly disagree (22% disagree and 28,76% strongly disagree) with the statement that project leaders must stay away from subordinates that have conflicts. This is accompanied by 12% of those uncertain whether they agree or disagree with the statement. 37,33% agree or strongly agree (18% agree and 19,33 strongly agree) with the statement that leaders should stay away from subordinates with conflicts.

STATEMENT 21: A good leader ignores unnecessary conflicts and enforces production.

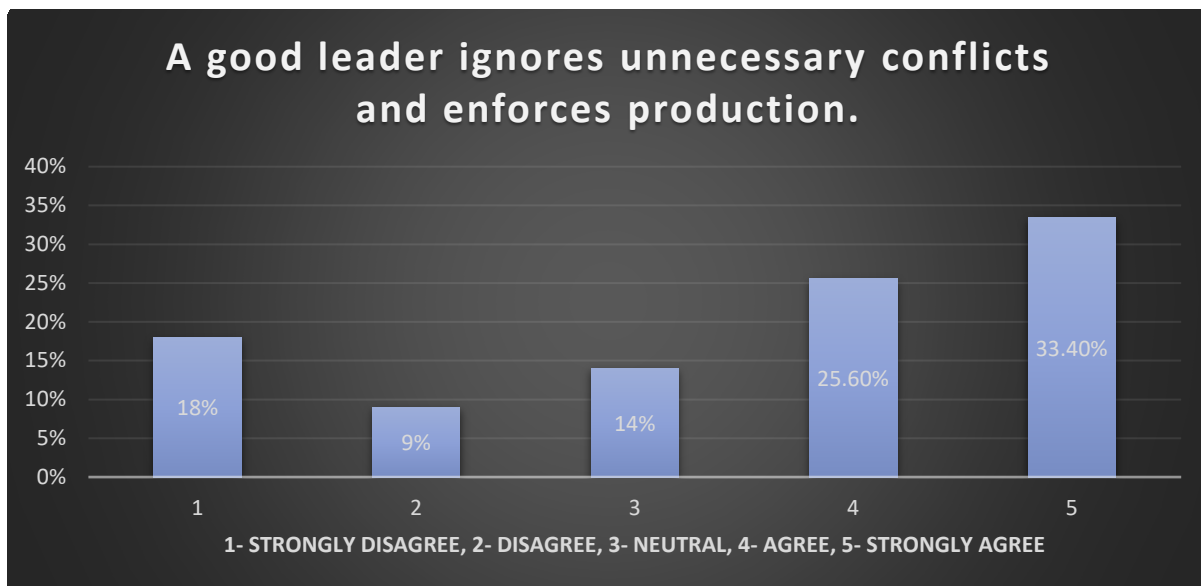


Figure 5.29 Good project leader ignores unnecessary conflicts.

Source: Own construction

59% of the respondents agree or strongly agree (25,60% agree and 33,40% strongly agree) with the above statement that good leaders ignore unnecessary conflicts and focus more on production. While 14% of the respondents chose to remain undecided as to whether they agree with the statement. 27% of the respondents disagree or strongly disagree with the above statement, which proves that not everyone believes that conflicts should be left unattended for production purposes.

STATEMENT 22: I prefer a manager attend to conflicts immediately before disruption.

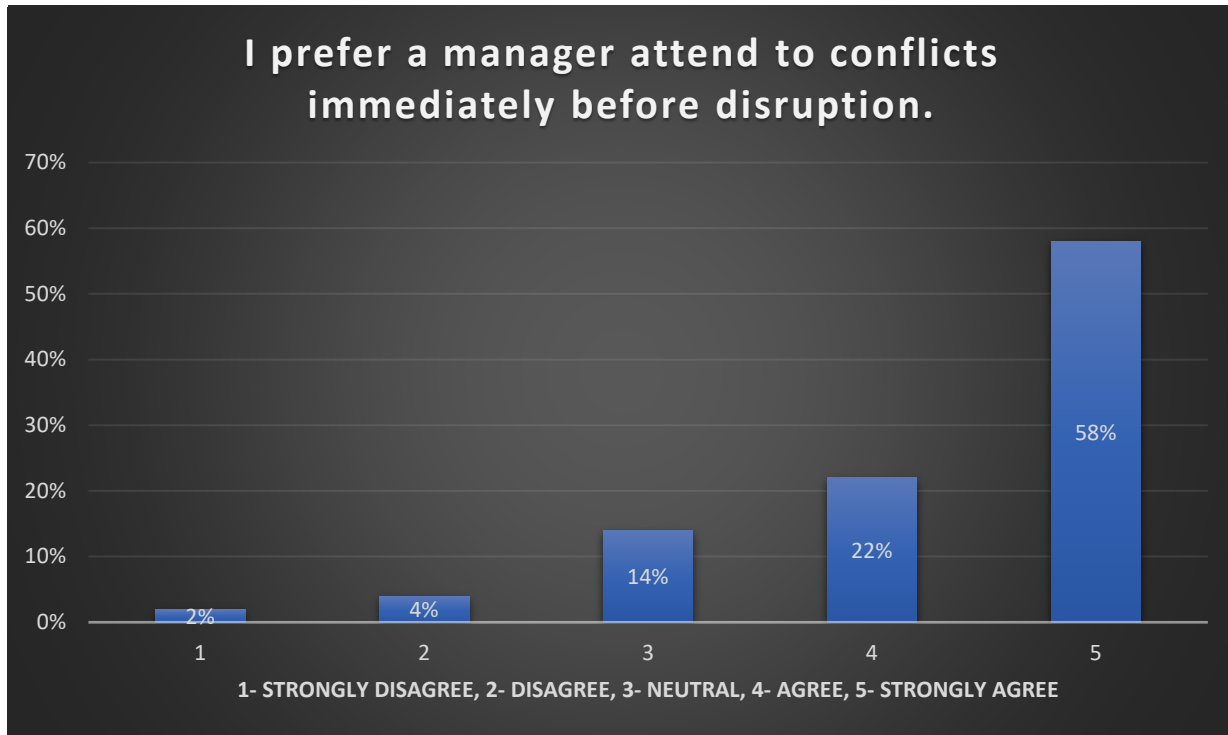


Figure 5.30 Leader who manages conflicts immediately.

Source: Own construction

A majority of respondents, 80%, agree or strongly agree (22% agree and 58% strongly agree) with the above statement that managers should attend to conflicts immediately before disrupting production in the project. However, 6% of the respondents disagree or strongly disagree (4% disagree and 2% strongly disagree) with the above statement that managers should attend to conflicts immediately. At the same time, only 14% remained unsure whether they agreed or disagreed with the statement.

STATEMENT 23: A good manager plays the issues and not the individuals in conflict.

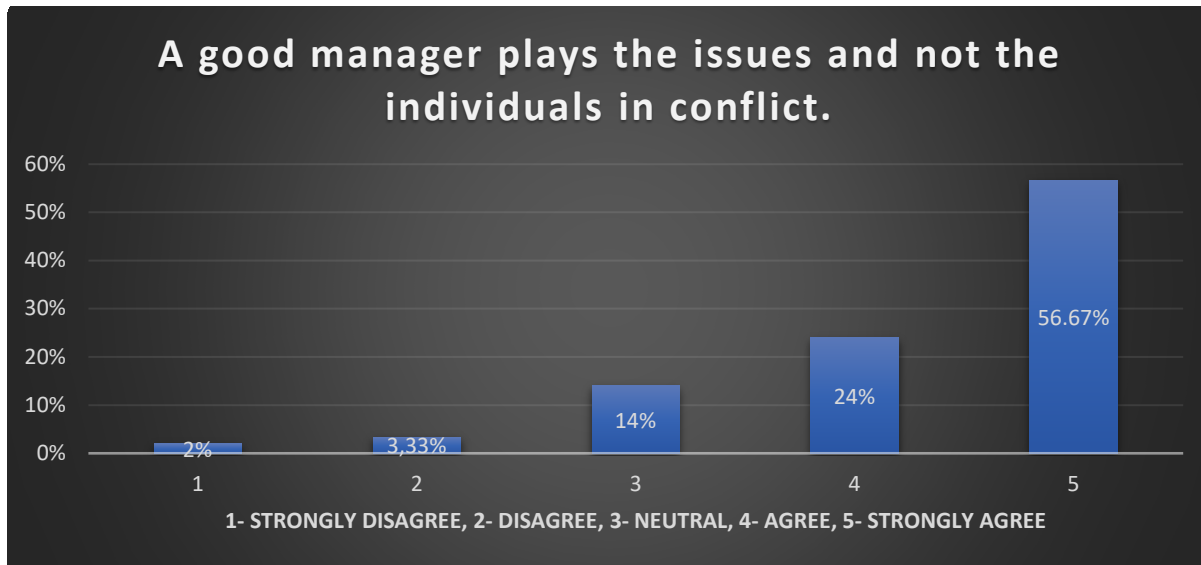


Figure 5.31 Good manager plays the issues, not individuals

Source: Own construction

The results shown in Figure 5.32 indicate that 80,67% of the respondents agree with the above statement that a good manager focuses on issues, not the individuals involved in the conflicts. Only 5,33% disagreed with the statement, and only 14% were unsure whether they agreed, which is why they chose to remain neutral.

STATEMENT 24: I prefer a leader that knows conflict types and mitigation strategies.

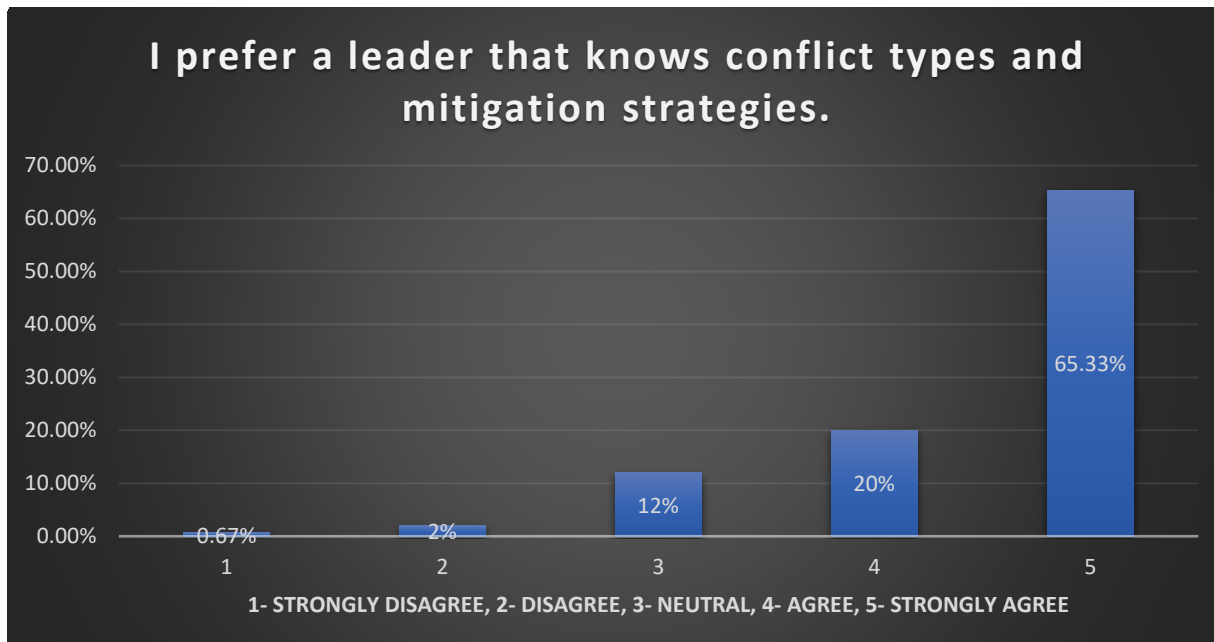


Figure 5.32 Project leader that knows conflicts types

Source: Own construction

The graph above shows that 85,33% of the participants agree or strongly agree (20% agree and 65,33% strongly agree) with the above statement that they prefer leaders that knows conflict types and mitigation strategies. However, 2,67% disagree or strongly disagree with the statement, clearly showing that quite a few respondents disagree. This is followed by 12% of respondents not being sure whether they agree or disagree with the statement, which leaves you with questions about how respondents expect their managers to deal with their issues if they are not aware of the types and mitigation strategies.

STATEMENT 25: I prefer a team leader who listens to other people’s points of view.

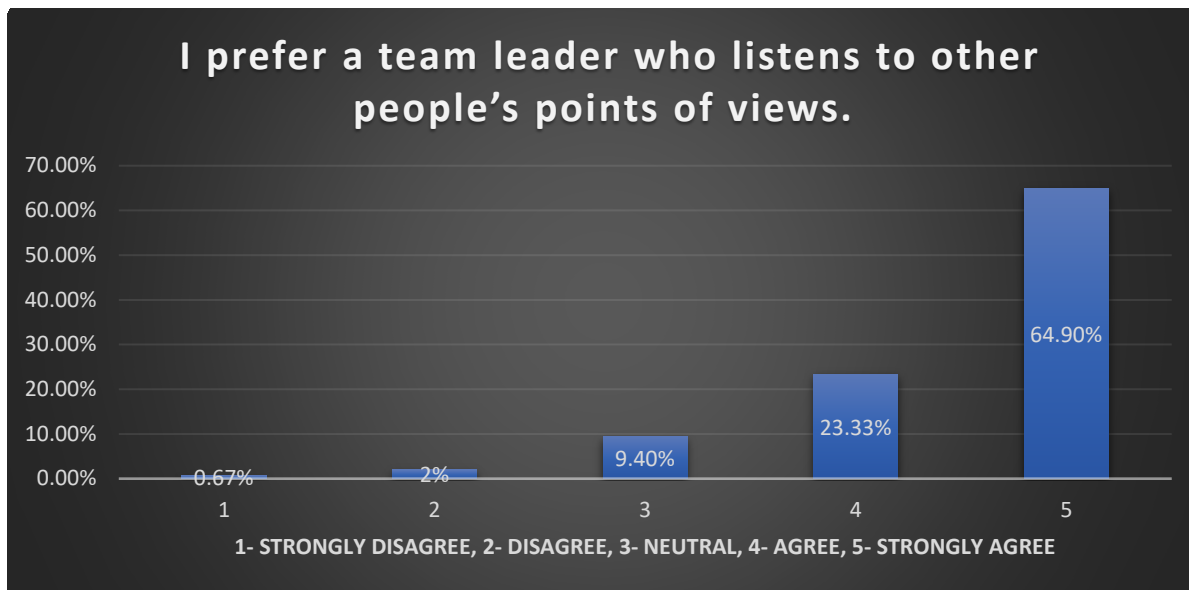


Figure 5.33 Project leader who listens to other people

Source: Own construction

According to Figure 5,34, 88,23% of the respondents (23,33% agree and 64,90% strongly agree) agree with this statement. 9,40% of the respondents were undecided about whether they agreed or not, and 2,67% of the respondents (2% disagree and 0,67% strongly disagree) disagreed with the statement. **Conclusion:** Based on these results, most team members prefer team leaders who listen to their point of view.

STATEMENT 26: I like a knowledgeable team leader who informs workers what to do.

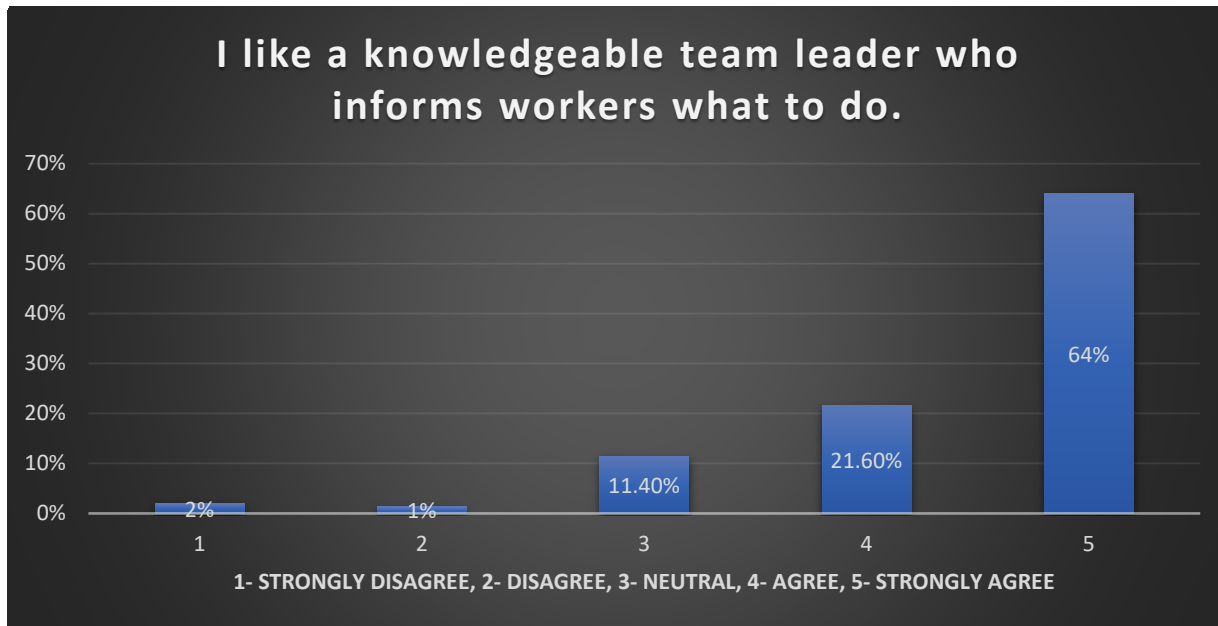


Figure 5.34 Knowledgeable Project leader

Source: Own construction

According to 85,6% of the respondents, they agree (21.6%) or strongly agree (64%) that they like knowledgeable team leaders who inform them what to do. Only 11,4% was undecided about whether they agreed or disagreed with the above statement and 3% of the respondents were neutral, with 1% agreeing while 2% strongly disagreed with the statement.

STATEMENT 27: I prefer a team leader who communicates with teams on all issues.

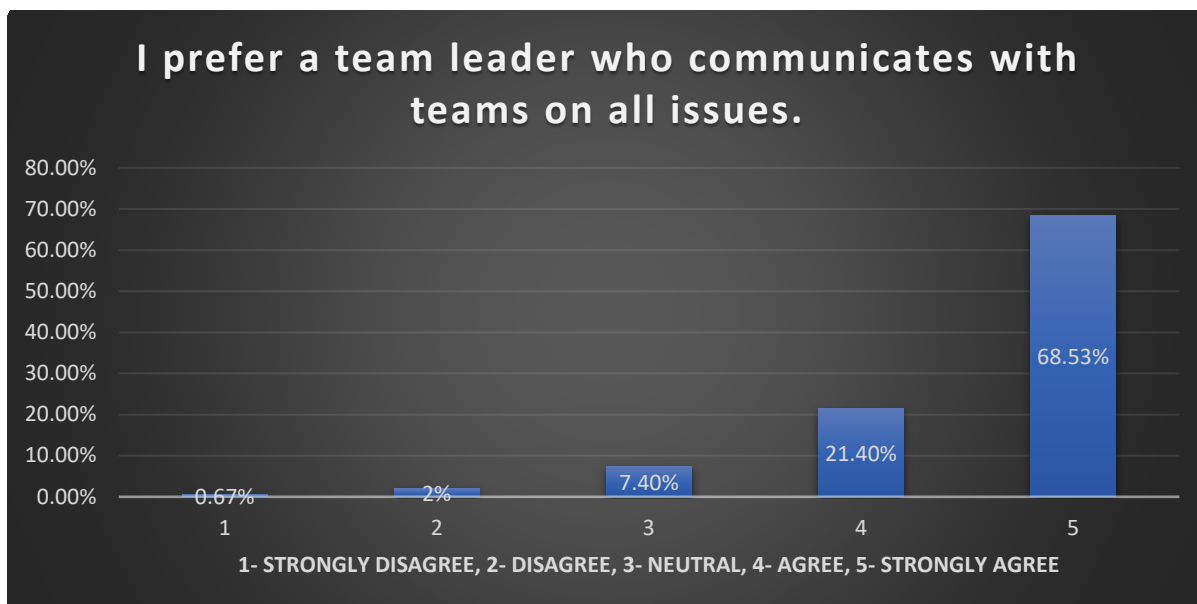


Figure 5.35 Project team leader who communicates

Source: Own construction

89,93% of the respondents agree (21,4%) or strongly agree (68,53%) with the above statement that they prefer team leaders who communicate with team members on all issues pertaining to the project. 7,40% of the respondents remained neutral as they were undecided about the above statement. 2,67% of the respondents disagree (2%) and strongly disagree (0,67%) with the statement that they want leaders who will communicate with them on all issues.

STATEMENT 28: I prefer a micro-manager to ensure that nothing is done wrongly.

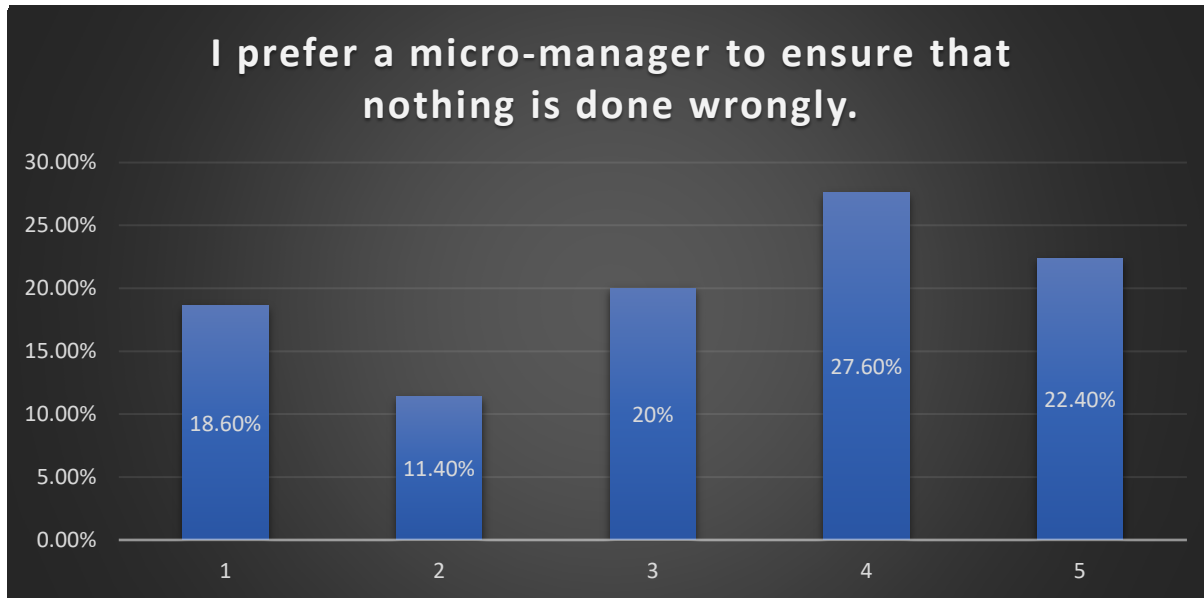


Figure 5.36 Prefer a micro-manager

Source: Own construction

A total of 50% of the respondents (27,60% agreed and 22,40% strongly agreed) believe that they prefer to be micro-managed to ensure that there is nothing done wrongly in the project execution. On the other hand, 20% of the respondents were neutral, while 30% disagreed or strongly disagreed (11,40% disagreed and 18,60% strongly disagreed) with the statement, which implies that they prefer to work without being micro-managed in projects.

STATEMENT 29: A good leader does not listen to workers' advice and suggestions.

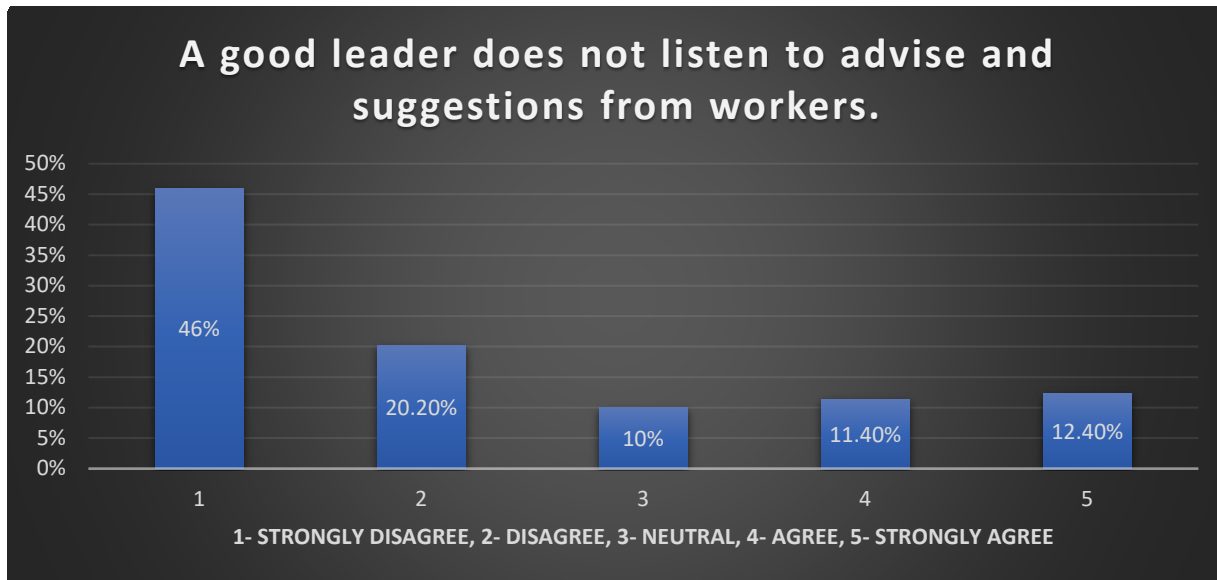


Figure 5.37 Good leader does not listen to advice and suggestions

Source: Own construction

The overwhelming majority, 65,20% (20,20% disagree and 46% strongly disagree) of the respondents disagree with the statement that a good leader does not listen to workers' advice and suggestions. On the other hand, 23,80% (11,40% agree and 12,40% strongly agree) agree or strongly agree with the statement, while only 10% of the respondents remained undecided. **Conclusion:** It can be generalised that the majority of the workers do not agree with the above statement.

STATEMENT 30: A good leader does not talk to units about problems in other units.

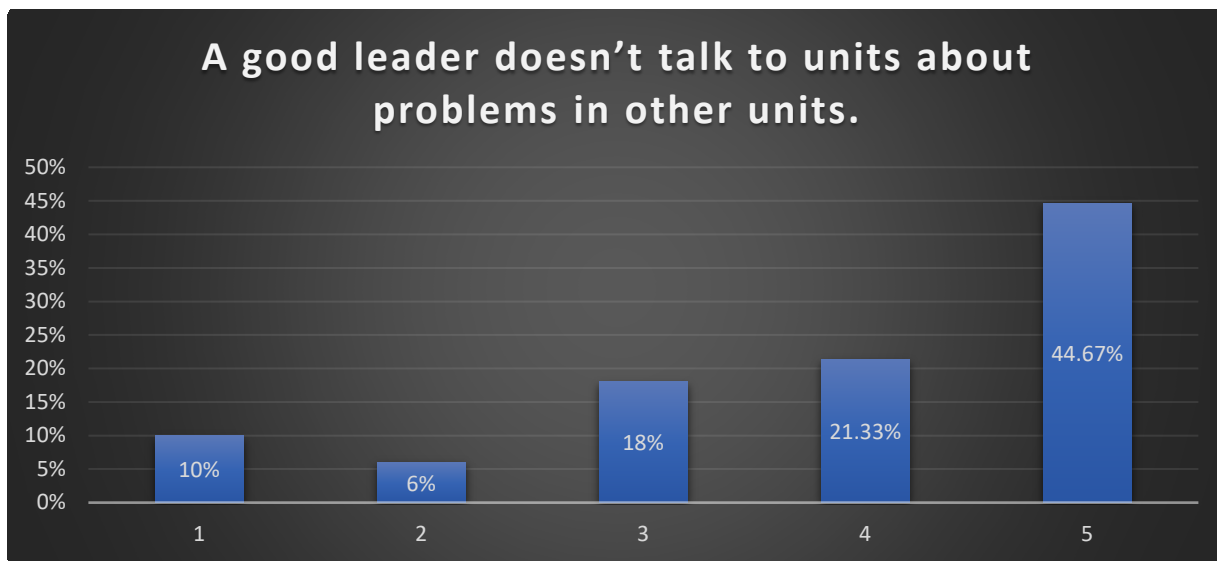


Figure 5.38 Project leader does not talk to units about problems

Source: Own construction

Figure 5,38 shows that 66% (21,33% agree and 44,67% strongly agree) of the respondents in the majority agreed or strongly agreed that a good leader does not talk to units about problems faced in other units, whereas 18% remained neutral, while 16% (6% disagree and 10% strongly disagree) of the respondents disagree or strongly disagreed with the statement. **Conclusion:** Checking these results, it is clear that a significant number of the respondents agreed with the statement.

5.4 SECTION C: OPEN-ENDED SECTION

This section was created to purposely broaden the conversation with participants by asking them to ask any additional questions or express any concerns. The part acknowledges that, no matter how meticulous the planning, some issues may have been overlooked when putting together the questionnaire. Respondents may think about anything else they discovered or figured out in the context of the study. Respondents were invited to submit whatever information they had on several aspects of the study. This was followed by a question/statement and response in the same way. All their responses were grouped according to similarity, and the 10 most frequent are reported in order of importance / descending order.

REQUEST 1: Identify and list five [5] things you consider as the primary roles for an effective team leader in construction projects.

Table 5.2 Effective roles for team leaders in the construction environment.

NO	PARTICIPANTS RESPONSES
1	Leaders should have good communication skills and be able to relay message/instructions to their subordinates at a level that they understand and make their job easier to perform.
2	A leader with emotional intelligence, this means that project leaders must have the ability to understand and manage their emotions in a positive way and be able to overcome challenges without getting emotional especially in front of their subordinates
3	A project leader must be an informed leader, good teacher and lead by example. This gives hope and encourage the subordinates working under such a leader as it gives. An informed leader is able to give clear instructions and teach where it is necessary to do so.
4	Project leaders must at all time have proper plans on how they plan to execute the projects, provide the needed resources for execution, be supportive to its team subordinates and monitor their team progress.

5	Knowing the people, you work with is very important as it gives the project leader a chance to understand the teams' strengths and weaknesses, respect your team members and remove the thinking that only project leaders are meant to be respected. A punctual project leader teaches its subordinates the importance of being punctual.
6	Project leaders should at all times not be biased and treat team members equal to make the work environment conducive for all the subordinates. Always ensure that the goals and objectives of the department are fulfilled.
7	One of the project leaders' roles is to be efficient, improve the production process of the project while mentoring employees and setting goals for the organization.
8	Project leaders should be able to encourage, motivate and develop their team members. This makes things easier for them to execute projects knowing that they have a backup of their leaders and are encourage to do better at all times.
9	A leader must not be self-centered and always think about the people they are leading as this provide the subordinates with a chance to rely on their leaders and be open about issues. manage the performance of team members and solve problems.
10	Have a standardized approach, delegate authority and create space for employees to make decisions. Project leaders must have a standard approach for all their subordinates and give work equally to avoid unnecessary complaints and create space everyone to perform at their best ability.

Source: Own construction

The respondents mentioned a lot, but it was not included in the above text (table 5.2). A pro-active project leader, it is commonly believed, must provide wise commitment to the project team, be a great planner, have good leadership skills, express clear instructions to the team, and allow everyone in the team to share their opinions on the project's operations.

REQUEST 2: List 5 essential things that you think project leaders do that demotivates performance in the projects.

Table 5.3 Things that demotivate performance in projects

NO	PARTICIPANTS RESPONSES
1	Changing projects scope without informing workers. Subordinates need to be made aware of the changes taking place in the projects as this affects their line of work and leads poor performance and confusion.
2	Poor communication, micromanagement and no acknowledgement. All project leaders must have good communication skills and always clear in whatever instruction they give to subordinates without having to micromanage them and not give acknowledgement when it is necessary to do so.
3	Exposing other employee mistakes in public. Project leaders must at all times protect their subordinate’s information on a confidentiality case and make sure that they do not share other subordinates’ frustrations and mistakes to avoid conflicts.
4	Shortage of staff and expect deadlines to be met. Unrealistic deadlines when there is a shortage of staff can contribute to mental health issues amongst subordinates as they will be working under pressure and leaders should at all times make sure that there is enough human resource to do the work.
5	Providing unskilled employees and still have an expected outcome. A look at the hiring of employees as this will affect the project execution if the employees are unskilled and have not idea of what is expected of them.
6	No rewards for good performance and promoting people who do not perform. Project leaders that fail to reward good performance fail their teams and project, rewarding good performance encourages subordinates to work harder and get rewarded which then leads to project execution to be effective.
7	Unreliable project leader, no clear instructions and lack motivation. Project leaders must at all times be reliable, give clear instructions and be motivated especially in front of subordinates. Staying motivated in front of subordinates motivate the team and creates a conducive work environment.

8	Overlooking conflicts and creating a toxic environment by not including teams in decision making. Project leaders create toxic environments when they take decisions outside the view of their subordinates as it seems as though they are forcing their authority and cannot be questioned after the decisions have been taken.
9	Passing on responsibilities that are not associated with the responsible personnel. Lazy project leaders that give their work to subordinates who do not understand what the work entails make things difficult for the subordinates and create a tense environment which leads to work not being done well and subordinates underperforming.
10	Project leaders do not give enough space to their subordinates to share their views and concerns. This kills the relationship between project leaders and the subordinates as it creates fear and doubt in subordinates. Subordinates must at all times be given space to air their views and it assist the project leaders to improve how they conduct themselves while leading projects.

Source: Own construction

As indicated in Table 5.3, project leadership plays a significant role in leading projects to their final stages and closure. In this table, almost all participants agreed on improving communication, avoiding conflicts, and choosing sides between subordinates. However, the participants said many repetitive concerns and had to be summarised in the table above, and not all were listed in the above table.

REQUEST 3: List 5 things you would do differently if you were the project leader at this construction project site.

Table 5.4 Things you would do differently as a project leader.

NO	PARTICIPANTS RESPONSES
1	Communicate effectively, be specific on roles and create a great sense of belonging. Clear communications, specific roles and a sense of belonging make things easier for subordinates to do their work and perform at their best as everything is clear.
2	Create teamwork, delegate responsibilities and acknowledge hard work. Teamwork, delegation of responsibilities and acknowledgement of hard work encourages and improves the performance of subordinates and the project execution becomes more effective.

3	Allow employees to ask questions so that they do not make mistakes, be firm and state the desired goals from the onset. Allow a space for employees to ask question to avoid unnecessary mistakes and defects while the project is in motion to save costs.
4	Motivate subordinates, encourage teamwork and always make information available. Motivated subordinates, encouraged and always have information available at their disposal to execute their duties and be able to run the projects effectively.
5	Give incentives where it is due, be a good listener to other views and give credit when due. Incentives encourages workers to perform and improves the team performance as it encourages those who have not been rewarded to work more harder and be rewarded too.
6	Be friendly, make overtime optional and respect cool off time. A good leader must be friendly and approachable by its subordinates and create an environment where employees are able to share everything relating to work and outside work that can stop them from performing their duties well.
7	Resolve conflicts as they come to avoid tensions; treat everyone equally. Conflicts at work are bound to happen but how you resolve them is more important which is why it's always wise not to choose sides when a conflict starts. Be the leader and disciple all employees equally.
8	Provide regular training, pay extra for overtime and have regular team buildings. Regular trainings, team buildings and overtime compensation encourage subordinates to do their work willing as they are aware that they will be provided with training and be compensated for their overtime work.
9	Explain team goals more frequently to avoid unnecessary confusion and take time before addressing conflicts. Keeping up with team goals while subordinates are working overtime can be a lot of work but if leaders are organizing workers now and then to explain the team goals then the team should not have issues.
10	Acknowledge team strengths and weaknesses, macro manage team. Hold regular meetings to find out where everyone is standing and include the team in decision making. Knowing each and every team member strength and weakness make things easier for the project leaders to lead them team and share responsibilities with an understanding of who is good where and who can then complement where they lack.

Source: Own construction

According to Table 5.4, project leadership plays a critical role in leading, guiding, and moulding the project team's behaviour and progress toward the project's objectives. The respondents provided much information in response to this question, but not all were included in the table above.

REQUEST 4: State any five leader behavioural patterns you like from your leader that motivate you to perform.

Table 5.5 Leader behavioural patterns you like from your leader.

NO	PARTICIPANTS RESPONSES
1	Be accessible, not a micromanager and give guidance where it is due. Accessible project leaders provide the subordinates with a chance to be open and reach out when they need to and always ask for guidance when they are not sure of what to do.
2	An ethical leader provides a good working environment and increases salaries where necessary. Be a good leader that always make sure that the work environment is conducive and acceptable by your subordinates and compensate where you see that performance improving like giving increases and bonuses.
3	Never stop learning, give support where needed, and pay attention to employees individually. Being a project leader requires a lot of skills this is why it is important for a project leader to learn as much as they can. Provide the necessary support and be able to identify individual needs of your team as it gives you a clear indication when one is underperforming and you are able to address it.
4	Consult employees before making decisions and be willing to develop everyone's skills as far as sustainable development is concerned. Taking decisions without consulting employees are no good signs of a project leader, this style of dictating terms and undermining of subordinates will not yield good results for the project. Developing of subordinates starts when they are given to share their views without being reduced to those of a subordinate but a team that is trying to contribute to the organization.
5	Allowing staff to partake in development programs, adapt easily to changes and have a coaching mindset. Create a working environment that provides development programs for staff members so that they can learn and be able to adapt easily in case there are any changes to the project scope.

6	Outline all performance areas for each team member and give incentives for good work/performance. Each and every team member have their good performance areas and it is always wise to outline their areas and give responsibilities as per their areas to avoid employees making unnecessary mistakes.
7	Keep in touch with subordinates and making sure everyone is okay both physically and mentally. Keeping with employee's wellbeing is very important as it provides the leader with a chance to be able to see when their subordinates are not okay both mentally and physically.
8	Give individuals the confidence to execute tasks independently and provide voluntary assistance if needed. Allow space for subordinates to execute their tasks without having to watch each and every move, this is a learning process that all subordinates must go through in the workplace as it enables independence and self-development.
9	Do weekly check-ups to see progress and provide support if needs be. Weekly meetings with your subordinates are important so as to check how far are the tasks that were given to each and every member of them, be able to see if there are any team members that are lacking and needing assistance.
10	Be approachable, respect staff and create boundaries. It is okay to be approachable to staff members but that should not give the project leader a right to disrespect staff members and not have boundaries around subordinates. The importance of this is that once you are approachable your team will learn to trust you and be open in each everything that they are need of.

Source: Own construction

The respondents made many observations not included in the above table (5.5). For example, it is frequently stated that a project leader must provide leadership to the project team, be an approachable leader; be open to changes; have good leadership; have good communication skills; do not interfere with functions of subordinates not unless it is needed; and allow space for everyone to learn, air their views/ideas on the project operations.

5.5 CHAPTER SUMMARY

Team dynamics and success are fascinating subjects to research, and they include a wide range of topics due to the heterogeneous nature of a team. Even if generalisations are conceivable, as with the results in Chapter 5 above, project team happiness is observed to significantly impact project success and project team

performance from this perspective. Respondents who took part in the survey had an option to opt out at any time during the process. All of the findings from the respondents have been compiled and clarified in this chapter. The questions are presented in tables and graphs to aid readers. In addition, the responses to the questions were examined. Based on the participants' replies, leadership appears to be a crucial component in supporting project teams.

The final (condensed) summary specifics of the findings, recommendations, and conclusions are presented in the next chapter. In summary most of the participants showed frustrations with how their project leaders lack experience, improper planning and scheduling of projects, this therefore means that project do not fail because of the subordinates but how their leaders do things also contribute to the project's success. Project leadership plays a critical role in leading, guiding and moulding the project team's behaviour and progress toward the project's objectives. A pro-active project leader, it is commonly believed, must provide wise commitment to the project team, be a great planner, have good leadership skills, express clear instructions to the team, and allow everyone in the team to share their opinions on the project's operations. The respondents provided much information in response to the question of how their project leaders affect their performance. Frequently in the respondents' responses it was stated that a project leader must at all times provide leadership; have good communication skills; do not interfere with functions of the subordinates not unless it is needed; and allow space for everyone to learn, air their views/ideas on the project operations. This will lead to successful project execution and closure of project right on time.

CHAPTER 6

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

6.1 INTRODUCTION

The main objective of this study was to evaluate the role of leadership behaviour on project team performance in the execution of construction projects and how it affects employees. The researcher has studied Project Management and observed how some projects fail due to how leaders behave and treat their employees. This has given rise to the assertion that leadership behaviour affects employees' performance. The relationship between leadership behaviour and the project practitioner's performance goes hand in hand as it determines the project execution success. Too often project leaders are the only individual' given acknowledgement to the exclusion of other practitioners, the operations staff. Whilst the ability of the leader (the effect of leader behaviour) was the focus of the leader, it is important to note that followership is a critical component of any effective leadership (Jowah, 2016:10-17). More often than not, the project leaders are identified as the primary reason for successful execution to the negation of the critical nature and maturity of followership as pivotal to the leader's ability to get tasks performed (DuBois, Hanlon, Koch, Nyatuga and Kerr, 2015:30.). The research objectives were to identify (establish) the impact (the role) of leader behaviour on the project team members (the practitioners) resulting in successful or failed project execution.

6.2 SUMMARY OF FINDINGS

Chapter six's main objective is to summarise the results and findings as detailed in the preceding chapter The findings here have illustrated and in the main agreed with existing literature that many project execution processes failed in South Africa because project managers lacked relevant and contingent leadership competencies (Wong, Greenhalgh, Westhorp, Buckingham, and Pawson 2013:1-14). This view is confirmed by (Crippen, 2012:192-198) who suggests that there should simultaneously be specific programs for followership training to enable them to become effective followers.

6.2.1 SECTION A – BIOGRAPHY

The reporting of data follows a specific pattern where questions are asked with a summary of each question, responses follow, and illustrations (some integrated / summarised) Intended to assist in identifying the relevant respondents, some who were not the targeted population responded (– their questionnaires were excluded from the research findings). The sequence used in answering and presenting the findings in chapter five is used again here because it enables the researcher to cover all the questions in detail and give space for conclusions and recommendations. The recommendations are presented for each question, and the researcher formulated the findings that were suited to the study.

QUESTION 1: What is your position in this organisation? This question helped in identifying who qualified and who did not, during editing and cleaning a handful of questionnaires were found to be outside the target population and were dispensed with. This assisted in increasing both validity and reliability of the findings as the relevant respondents were assessed on their own without interference from managers' perceptions about what role they (the managers) play.

Conclusion: All the respondents [after cleaning and editing] qualified for the research as subordinates even though they occupied different positions in the organisation. Consequently, the resources are confirmed as legitimate and the findings are validity and reliable.

QUESTION 2: If other, please specify. This question was designed to identify any other positions that may had been omitted because there were too many "positions or titles" for the employees. What was necessary for the research was getting someone who had a boss they reported to directly on a day-by-day basis. Middle managers and above were not part of the research. **Conclusion:** A handful five of those under other were classified as middle management and or above. These were removed from the list of data to be evaluated.

QUESTION 3: How long have you been in this position? The years of service spent on the organisation gave respondents a better idea and opportunity to separate different leadership behaviours as they have been involved as practitioners. **Conclusion:** With the majority of respondents having worked between 0-5 years, this, therefore, raises concerns as to how the organisation is run and how people relate with their leadership. **Recommendations:** No prior information had been requested on how old the company was and the average age of the worker. A new company, or expanding company would most likely large numbers of "recently employed workers" especially because these are projects and most workers are for the duration of the project processes. Future studies may need to include employee age as a determinant [suggesting a minimum period of employment as part of the characteristics.

QUESTION 7: Are there any other motivations from leadership? This is to determine whether the leadership motivates its subordinates enough to perform well and, if so, how does it assist their performance when executing projects. **Conclusion:** Respondents acknowledged that there was considering effort by the leaders to motivate subordinates, it was not specifically required that the motivation agents be classified.

Recommendation: Future studies may try to identify the type of motivation and the responses dependent on the roles played by the employees. Different people respond to motivation factors / agents differently (Carsrud and Brännback 2011:9-26), depending on their situations, aspirations and expectations.

QUESTION 8: Are there any issues you may want to discuss / list on the role of the leader in your morale to perform? This part of the questionnaire was designed to check if there are any issues or roles that the leaders do that affect the morale of staff to perform.

Conclusion: The leadership must have integrity, discipline, good communication skills, and diversity. Leaders with no working relationship and commitment tend to hinder the project process and result in employees' revolting.

Recommendations: Leadership must always be fair, have the skills to engage with workers, run continuous job training, and acknowledge the effort of other workers as it boosts their morale to perform. Lastly, a project leader needs to have a sense of importance regarding integrity, bias, transparency and good listening skills.

6.2.2 SECTION B – LIKERT SCALE

The Likert scale is used in this section to measure the respondent’s perceptions and opinions against particular statements arising from the research question, problem statement and research objectives. The Likert scale statements were rated at scale of 1-5, with 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree. Respondents were asked to rank these statements on how they felt regarding their understanding of these statements.

Table 6.1 Summary of Likert scale statement 1-6

		Strongly disagree	Disagreed	Neutral	Agree	Strongly agree
	COACHING OR MENTORING	%	%	%	%	%
1	Leader patiently shows the employees how to do what is required	3	11	16	28	42
2	Leader assists weak employees to develop appropriate work skills	5	10	18	26	41
3	Leader works with team and allows mistakes but teaches avoidance	6	7	19	32	36
4	Leader always has meetings where they discuss specific situations	6	4	14	31	45
5	Leader is impatient with slow learners when we have limited time	25	15	21	24	15
6	I prefer a leader who tells me how to do what I don't know well	3	2	12	20	63

Source: Own Construction

STATEMENT 1: Leader patiently shows the employees how to do what is required.

CONCLUSION: The majority of our respondents which totals to 60% agree that the project leader shows the employees how to do their work and we can conclude that these leaders do show their employees the work and how it is done. This clearly shows that the project leaders do care and want their projects to be executed successfully with delays. **RECOMMENDATIONS;** Allowing employees to perform work without explaining or showing them to do it poses as a serious risk in projects as this might cause defects and delay the project. Therefore, it is recommended that the project leaders continue providing employees with details of what needs to be done and what are the expectations of the project. Working closely with employees that do not understand is required of them can save most companies money as it gives them time to learn from their project leaders while they are being shown how to do their work.

STATEMENT 2: Leader assists weak employees to develop appropriate work skills.

CONCLUSION; Assisting weak employees to develop the required work skills is important, it can be concluded that majority of the employees agree that their leaders do assist weak employees to gain skills to perform their work.

RECOMMENDATION; Having weak employees with no one to turn to in a team result to poor performance and delays in the project, it is therefore recommended that project leaders should be consistent in assisting the weak employees so as to avoid the defects and delays.

STATEMENT 3: Leader works with team and allows mistakes but teaches avoidance.

CONCLUSION; When team members make mistakes and get corrected their confidence and self-esteem gets uplifted and allows space for them to perform well and majority (68%) of the employees agree with the above statement. In conclusion, mistakes are inevitable but correcting the mistakes is what matters and that should not give the project leaders a chance to undermine their subordinates and expose that to the rest of the team.

RECOMMENDATIONS; It is disappointing that there is a 13% of subordinates who disagree with the statement as though humans are immune to making mistakes, it is recommended that the project leaders continue giving guidance and teaching avoidance to those that make mistakes and avoid having a repeat of them same mistakes in the future. A well-treated employee is an asset to the organization and the team at large.

STATEMENT 4: Leader always has meetings where they discuss specific situations.

CONCLUSION; With 76% in majority of subordinates agreeing that the leaders do discuss situations in meetings clearly proves that project leaders are at least giving team leaders space to reflect and fix where it is necessary. In conclusion, subordinates do need from time to time a meeting with leaders and the rest of them to reflect and resolve any situations that they might encounter in the project.

RECOMMENDATIONS; It is rather concerning that there is a 24% that seems to be disagreeing with the above statement because in each every team situations will always be there but how they are dealt with is what matters in the organization as this reflect the kind of leadership that the organization have, it is therefore recommended that team leaders/project leaders should continue with these meetings and try by all means to convince all their teams why is it important to fix and deal with situations as a team and move on to their work after the meeting.

STATEMENT 5: Leader is impatient with slow learners when we have limited time.

CONCLUSION; With just 39% of employees agreeing to the above statement one can conclude that the 40% disagree with this and 21% remaining neutral shows that employees are divided in this statement with some feeling that this is true and some feeling that it is. One can conclude that some project leaders are patient and some are not which then raises concerns that project leaders need to improve ion how they are doing things to save their teams and improve performance.

RECOMMENDATION; Project leaders that do not assist weak employees to perform run a risk of having teams lacking and not meeting project deadlines. It is therefore recommended that continuous workshops on project leaders must be done to teach them how to run teams and face these challenges when they encounter them in their teams. The 21% of neutral employees need to be attended to so as to gage how the rest of the employees feel and give the necessary support where it's needed, this support is critical for effective project execution.

STATEMENT 6: I prefer a leader who tells me how to do what I don't know well.

CONCLUSION; Leaders that tell employees how to do work when they do not know well are good leaders, most employees prefer being told how to work instead of being left for failure this is proven when majority (83%) of employees agree this, it can be concluded that project subordinates do prefer their leaders to be involved in their work and give guidance where it is needed.

RECOMMENDATIONS; With such a huge number of employees agreeing with this does not give the leaders the right to ignore those that do not really feel the need, it can therefore be recommended that the project leaders run workshops and training to show the subordinates the importance of being guided and shown what is expected of them so as to avoid any defects and improve the project's efficiency. With everyone getting guidance from leaders it will give the organization a chance to improve and develop their subordinates.

Table 6.2 Summary of Likert scale statement 7-12

		Strongly disagree	Disagreed	Neutral	Agree	Strongly agree
	TEAM STRENGTHS and WEAKNESSES	%	%	%	%	%
7	I prefer a leader who identifies my weaknesses and informs me about	4	2	11	21	62
8	I prefer a leader that doesn't micromanage my work all the time.	4	6	12	22	56
9	I feel better when my leader checks on me occasionally, not always.	3	2	7	10	78
10	I prefer a leader who puts me to work where he/she when I do wrong.	6	7	18	41	28
11	I prefer a leader who grooms me to be better even if angrily done.	14	10	16	26	34
12	I prefer a leader who considers strengths in allocating people tasks	3	2	11	24	60

Source: Own Construction

STATEMENT 7: I prefer a leader who identifies my weaknesses and informs me about.

CONCLUSION; With a good response of 83% suggests that the project leaders identify their weaknesses and informs them about their weaknesses. This clearly shows that the leaders do care about the work and progress of their teams. It can be concluded that the leaders do make an effort to improve their subordinates' weaknesses and make sure that they perform their duties.

RECOMMENDATION; There is 17% that needs to be brought up and their leaders to mad aware of the importance of knowing their subordinates' weaknesses and informing them so they can improve where it's needed to do so. An introduction of regular workshops around the team strengths and weaknesses will do justice to the 17% of the employees so they can be in line with the rest of the team and feel the importance of their weaknesses being taken care of.

STATEMENT 8: I prefer a leader that doesn't micromanage my work all the time.

CONCLUSION; A number of the employees that amounts to 78% argues that they do not like project leaders that micromanage them, it can be concluded that these subordinates prefer a manager that delegates and allow

space for subordinates to do their work without being controlled and checked at all times as if they do not know what is expected of them. With less than 30% in agreement and some choosing to remain neutral one can argue that some employees have accepted their work situation in as much as it does not give them space to grow.

RECOMMENDATION: The 12% that chose to remain neutral shows how they as subordinates choose to stay of voicing out their views and this is proof that their leaders somehow control their work and how they do things in their work space, such employees should be encouraged to speak no matter what and be protected if needs be. Employees need to be free and be able to voice out whatever that concerns them.

STATEMENT 9: I feel better when my leader checks on me occasionally, not always.

CONCLUSION; A strong feeling of 88% of the subordinates do agree that their leaders should check on them occasionally but not always. It can then be concluded that project leaders should keep up this and make sure all the subordinates understand the importance of occasional checks from their leaders. The remaining 12% should be roped in and made to understand the importance of project leaders checking their subordinates now and then and how it contributes to the project's success.

RECOMMENDATION; The random checkups should be encouraged with all processes of the project that will lead to successful execution of projects and where it is possible maximize the efficiency of the project even if it means that these should be made compulsory for all employees.

STATEMENT 10: I prefer a leader who puts me to work where he/she when I do wrong.

CONCLUSION; Everyone make mistakes, this is why work places are for everyone to learn and make mistakes. With 69% of the subordinates that they prefer to be given tasks to execute even after they have done wrong and only 31% that disagrees, one can conclude that the subordinates do acknowledge that everyone make mistakes and learn from their mistakes which is why they agree in majority that they prefer their leaders checking up on them.

RECOMMENDATION; A process of checking up on subordinates should be made compulsory so as to keep in touch with what's happening in the project and assist where there is a need to assist. Project leaders should make it their priority to keep up with their subordinates and maintain a relationship that accommodates everyone including those that did not agree with being checked up on, this assists the project execution and lead to an efficient project execution.

STATEMENT 11: I prefer a leader who grooms me to be better even if angrily done.

CONCLUSION; With only just 60% of subordinates agreeing to the above statement one can therefore conclude that some of the employees disagree with this especially when it is done angrily. We all want to learn and be groomed but when it is done angrily it changes the whole narrative of being groomed and somehow

irritates the subordinates. When one is angry, they tend to say things without meaning those and that leaves a bitter taste to the subordinates.

RECOMMENDATION; Grooming of subordinates is very good especially when it done the correct way, this is why it is important for the project leaders to check when they decide and when do they want to groom their subordinates, there are things that can be said in front of other subordinates and there are things that can't be said so it is always wise to discuss or rather have one on one sessions with your subordinates and make sure they at least keep up with their work and always have an open door policy so that they are free to come in and ask when they are not sure or want to learn something for their development and grooming.

STATEMENT 12: I prefer a leader who considers strengths in allocating people tasks.

CONCLUSION; With majority of 84% of the subordinates agreeing to the above statement one can see that subordinates prefer to be given tasks according to their strengths, it can be concluded that these subordinates are being realistic and want to perform well especially in tasks where they know they have strengths and good at with failing the project. Allocating tasks in based on subordinate's strengths allows the team to perform and meet each other halfway because the subordinates will surely not have strengths in doing one tasks but multiple tasks which will lead to projects delivered on time and executed efficiently.

RECOMMENDATION; It can be recommended that the project leaders conduct workshops and involve the subordinates so they can see the importance of knowing and acknowledging one's strength and how it benefits the and the project at large. With the few that chose to remain neutral and others not agreeing to this, the project leaders should rope everyone in and make sure they understand the importance of this at all times.

Table 6.3 Summary of Likert scale statement 13 - 18

		Strongly disagree	Disagreed	Neutral	Agree	Strongly agree
	GOALS AND VISION	%	%	%	%	%
13	I prefer a leader that sets out the vision for the team from the onset.	4	4	6	18	68
14	I prefer a leader with well-planned programme to follow and achieve.	2	4	8	20	66

15	I prefer a leader that doesn't interfere with employees work functions	2	4	16	30	48
16	I want a leader that does not set performance goals for tasks I know	20	14	16	24	26
17	I prefer a leader that set goals for team members and enforces them.	2	4	16	34	44
18	I want my manager to identify and explain the team goals daily	8	9	25	27	31

Source: Own Construction

STATEMENT 13: I prefer a leader that sets out the vision for the team from the onset.

CONCLUSIONS; Majority (86%) of the subordinates prefer that their project leaders set out visions for the team from the onset, it can be concluded that subordinates really prefer their project vision to be presented from the onset and this makes things more for everyone in the team as it allows everyone to work knowing what is expected of them from their leaders and what is the project's vision. Setting the project's vision from the onset assist the subordinates with having an idea of the leaders' expectations and know what to do and deliver as per the project's vision.

RECOMMENDATION; Not everyone will always agree with how things are done in a project but the role of leaders is to show their subordinates of working in a team that has a vision and the vision be presented to subordinates as early as possible as this allows team members to work towards a clear vision of the project and deliver accordingly.

STATEMENT 14: I prefer a leader with well-planned programme to follow and achieve.

CONCLUSION; The subordinates in their majority of 86% agreed that they prefer leaders with well-planned programme to follow and achieve. From the participants responses one can conclude employees enjoy working with a project leader that plan their programmes and allow the subordinates to work and deliver to achieve the plan, this is proven by the majority of the subordinates agreeing that a project leader must have a well-planned and be achieved.

RECOMMENDATION; With less than 15% of subordinates not agreeing with this statement one can be worried that there are employees who do not see the need to have a well-planned program for them to follow and would recommend that the project leaders be patient with the subordinates and make sure that they understand the importance of having a plan and work according to it to achieve the project's goals.

STATEMENT 15: I prefer a leader that doesn't interfere with employees work functions.

CONCLUSION; In the above statement subordinates agree that they do not want leaders that interfere with their functions, a vast majority of 78% of the employees agree with this statement and one can conclude that the subordinates prefer to do their work without the project leaders interfering with their work as it disturbs

how they choose to perform their duties. The role of project leaders should be to give guidance where they can and not interfere with the functions and ruin how subordinates plan to execute their duties.

RECOMMENDATION; The least that project leaders can do is to provide guidance and lead the teams without interfering with anyone's work. With a 22% of subordinates disagreeing with this should raise concerns because each and every subordinate goes to work knowing that they need to plan their work and execute their duties with no one interfering as this ruins their plans and leads to underperformance.

STATEMENT 16: I want a leader that does not set performance goals for tasks I know.

CONCLUSION; Subordinates seemed to be undecided when it relates to performance as only 50% agreed with the above and another 50% not agreeing which clearly proves that the project leaders have so much work to do in educating their subordinates the importance of setting performance goals in a project without offending anyone in the team.

RECOMMENDATION; Project leaders need to stress out the importance of performance goals for a team when they are working in projects. With half of the subordinates not agreeing to this means that their project leaders lack the understanding of this which then leads to them not explaining it thoroughly to their subordinates and as such leave subordinates with no understanding of the importance of performance goals. It can then be recommended that development workshop should be introduced for both team leaders and members especially around why the projects need to set performance goals.

STATEMENT 17: I prefer a leader that set goals for team members and enforces them.

CONCLUSION; A majority of 78% of the employees agree that team leaders should set goals for team members and enforce the goals. It can then be concluded that most of these subordinates prefer being given goals to achieve and do not mind when the leader enforces the goals to achieve what is needed in the project.

RECOMMENDATION; The rest of the subordinates need to be roped in and be able to see the need to have goals for teams when executing projects. Project goals that are set by leaders assist the project and its team members to perform well and know what is expected of them, it is therefore recommended that project leaders need to take into consideration of having everyone working towards goals in their projects.

STATEMENT 18: I want my manager to identify and explain the team goals daily.

CONCLUSION; The importance of explaining project goals should not be exaggerated and explained on a daily basis, this is proven when only 58% of subordinates agree that they need their managers to identify and explain project team goals daily. This is closely to half of the project team members that disagree and this can be concluded that project leaders do not really need to do this daily but they do need to identify the team goals and explain them when it is necessary to do so.

RECOMMENDATION; With 42% close to a half of the subordinates not agreeing with the above statement one can recommend that project leaders rather have weekly meetings or at least two meetings with their subordinates as to reflect on how far they have went with project goals that were outlined, identify new goals when it is necessary to do and make sure that they are explained properly to avoid having to do this daily and rather take more time on each day which will affect the project execution.

Table 6.4 Summary of Likert scale statement 19 - 24

		Strongly disagree	Disagreed	Neutral	Agree	Strongly agree
	CONFLICTS	%	%	%	%	%
19	A good manager allows time to cool off before attending to a conflict.	3	4	15	25	53
20	I prefer a leader who stays away from subordinates that have conflicts	29	22	12	18	19
21	A good leader ignores unnecessary conflicts and enforces production	18	9	14	26	33
22	I prefer a manager attend to conflicts immediately before disruption	2	4	14	22	58
23	A good manager plays the issues and not the individuals in conflict.	2	3	14	24	57
24	I prefer a leader that knows conflict types and mitigation strategies	1	2	12	20	65

Source: Own Construction

STATEMENT 19: A good manager allows time to cool off before attending to a conflict.

CONCLUSION; There is an agreement of 78% of subordinates supporting the above statement that a good manager should allow time to cool off before addressing conflicts, it can be concluded that the project leaders are handling their team conflicts well and just need to make sure that this is seen and felt by all team members.

RECOMMENDATION; The training of subordinates and all team members on the importance of why should leaders cool off before attending to any conflict is highly recommended here so as to capture the 22% of team members who are disagreeing with the above statement and make sure that at least everyone in the team is accommodated and have an understanding of why leaders and everyone needs to be calm when addressing conflicts.

STATEMENT 20: I prefer a leader who stays away from subordinates that have conflicts.

CONCLUSION; Majority of the employees disagree with the above statement which clearly proves that subordinates do need the guidance from their leaders to deal with conflicts amongst team members. One can then conclude the rest that agrees with this statement clearly do not understand how much it is important to have a 3rd person especially a leader to resolve conflicts amongst employees.

RECOMMENDATION; Team managers need to resolve conflicts and not stay away from them; it can be recommended that training of leaders on how to resolve conflicts is important and this will assist them not to stay away but resolve all conflicts. In these trainings handling of conflicts should be on top of the list and the training should be an ongoing thing not just once.

STATEMENT 21: A good leader ignores unnecessary conflicts and enforces production.

CONCLUSION; A 59% of the subordinates believe that good project leaders ignore unnecessary conflicts and enforces production. It can then be concluded that subordinates prefer to work and be productive than having leaders who are focusing on unnecessary conflict. And a total of 41% disagrees with this and one can conclude that these employees need to be taught the importance of production.

RECOMMENDATION; Unnecessary conflicts delays production in projects, it can therefore be recommended that the main focus of project leaders should be production and avoid/ignore unnecessary conflicts as much as they can especially if they pose as a threat to the team's production level.

STATEMENT 22: I prefer a manager attend to conflicts immediately before disruption.

CONCLUSION; A 78% of the subordinates agree with the above statement and only a few disagree with it. One can then conclude that subordinates prefer that their leaders resolve conflicts before they disrupt their work. And there is no employee that wants to be disrupted when they are busy with their work.

RECOMMENDATION; The project leaders ought to resolve the teams' conflicts before they start to disrupt the entire team's production and it can be recommended that project leaders rather prioritize their team production and resolve any conflict that might cause disruption and delay the projects production.

STATEMENT 23: A good manager plays the issues and not the individuals in conflict.

CONCLUSION; With a majority of 81% of employees agreeing that a manager deals with the issues and not individuals involved in conflicts. It can be concluded good project managers look at the issue that causes the conflict amongst team members instead of checking who is causing conflicts, this is proven by the huge percentage of subordinates who agree with the above statement.

RECOMMENDATION; Good project leaders should be able to deal with issues that create conflicts in their team without dealing with individuals because it is important to understand the extent of the issues and what caused the issue more than who caused the issue, one can then recommend that these project leaders continue dealing with issues directly and not play the individuals in conflict.

STATEMENT 24: I prefer a leader that knows conflict types and mitigation strategies.

CONCLUSION; The strong showing of 85% agreeing that they prefer project leaders that are aware of conflict types and mitigation strategies, clearly it can be concluded that the project leaders assist in dealing with conflicts based on the knowledge that they have on how to deal with conflicts and use the mitigating strategies in making that all the conflicts are dealt with and the team is once again united and working to achieve the team goals.

RECOMMENDATION; One can recommend that an ongoing leadership development should be done continuously and in line with all the processes of the organization, having leaders trained on these will enable them to keep in mind and always know or remember what to do when conflicts break in their workplace.

Table 6.5 Summary of Likert scale statement 25 - 30

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	LISTENING AS A LEADERSHIP SKILL	0	0	0	0	0
		%	%	%	%	%
25	I prefer a team leader who listens to other people’s points of views.	1	2	9	23	65
26	I like a knowledgeable team leader who informs workers what to do	2	1	11	22	64
27	I prefer a team leader who communicates with teams on all issues	1	2	7	21	69
28	I prefer a micro-manager to ensure that nothing is done wrongly.	19	11	20	28	22
29	A good leader does not listen to advise and suggestions from workers	46	21	10	11	12
30	A good leader doesn’t talk to units about problems in other units	10	6	18	21	45

Source: Own Construction

STATEMENT 25: I prefer a team leader who listens to other people’s points of views.

CONCLUSION; A majority of the subordinates that amounts to 88% agrees with the above and they prefer a leader that listen to other people’s views. One can then conclude that these subordinates want to have their views heard and the project leaders must give them a chance and take their views into consideration.

RECOMMENDATION; With less than 15% disagreeing with this statement one would recommend that these subordinates be shown the importance of having everyone's views heard in a project and how it benefits the team and the production level. It raises one eyebrow to even note that there are employees who do not care about their views being heard when it is important for a team to have an open communication line and be able to understand each other.

STATEMENT 26: I like a knowledgeable team leader who informs workers what to do.

CONCLUSION; A knowledgeable leader makes the work of the subordinates easy; they share the necessary and correct information across the project team. A total of 86% of subordinates agree with the statement and it can be concluded that the leading team managers know what they are doing and have enough knowledge about their work and are able to share it with their subordinates hence the majority agrees with the above statement.

RECOMMENDATION; It can be recommended that the organization runs programmes that will include both the team leaders and subordinates so as to see the importance of working under a knowledgeable leader and how it assists their work while executing projects.

STATEMENT 27: I prefer a team leader who communicates with teams on all issues.

CONCLUSION; A leader that is open to its employees creates an open-door policy to everyone and makes it easy for subordinates to open up when they are having, this is why we have a 90% majority of the subordinates agreeing to this and one can conclude that communication in a team is very important to communicate with your team on all issues so that team members do see the need of being transparent and sure all issues with their leader.

RECOMMENDATION; A team leader that communicates with subordinates on all issues is a good leader hence it can be recommended that the leaders should put an emphasis on keeping communication open and everyone should play role in this not just the leaders.

STATEMENT 28: I prefer a micro-manager to ensure that nothing is done wrongly.

CONCLUSION; The subordinates were kind of undecided and only 50% agrees with the statement, one can therefore conclude that subordinates do/don't want to be led by micro manager. This needs to be looked into as it poses a danger of having workers who are not decided on what they prefer and might hinder the process of implement the project plan.

RECOMMENDATION; Both the project leaders and employees should take responsibility in making sure that nothing is done wrongly without having to micro-manage or to be micro- managed.

STATEMENT 29: A good leader does not listen to advise and suggestions from workers.

CONCLUSION; A leader that does not listen to employees when leading a project is bound to make mistakes and the project will fail, this is why majority of 77% disagrees with the above statement and one can conclude

that employees want their leaders to listen to their advice and suggestion as they are the ones with day-to-day operations of projects.

RECOMMENDATION; Project need to start treating their workers as part of the team because without these workers, their efforts and suggestions the project will not be executed by just the leaders. This is why it important to give an ear to your subordinates and listen to their suggestions and advise them better as the project leader without making them feel small.

STATEMENT 30: A good leader doesn't talk to units about problems in other units.

CONCLUSION; Sharing of other units' problems to other units by project leaders is wrong, this is why majority of the employees agree with the above statement that good leaders do not share other unit's problems. This actually prevents other employees looking at each other funny or perhaps undermining each other based on what was shared by their leaders. It can be concluded employees agree to this and project leaders should keep up with this and make sure that they remain discreet as much as they can when other units have issues.

RECOMMENDATION; Project leaders or organizations' that have projects should teach their project leaders the importance of being discreet and not sharing of other unit's issues to another unit's. It is important to maintain a level of respect among team members and always make sure they respect and treat each other like teammates.

6.2.3 SECTION C: OPEN-ENDED SECTION

This section was created to purposely broaden the conversation with participants by asking them to ask any additional questions or express any concerns. The part acknowledges that, no matter how meticulous the planning, some issues may have been overlooked when putting together the questionnaire. Respondents may think about anything else they discovered or figured out in the context of the study. Respondents were invited to submit whatever information they had on several aspects of the study. This was followed by a question/statement and response in the same way. All their responses were grouped according to similarity, and the 10 most frequent are reported in order of importance / descending order.

Table 6.6 Ten most frequent sentiments

<p>1. Leaders should have good communication skills</p>	<p>When sending out a message to subordinates it must always be clear and precise, the subordinates need to understand their role and what is expected of them before they can start working and this will prevent or avoid any mistakes.</p>
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2. A leader must be emotional intelligent	Project leaders need to have an understanding and manage their emotions in a safe and positive way. This provides the leaders with a chance to be able to deal with challenges without getting emotional especially in front of their team members.
3. An informed project leader	A project leader must be well informed at all times, having a good project leader gives hope and comfort to subordinates. A well-informed project provides the necessary support and resources accordingly, it gives the project subordinates a chance to learn and grow in the organisation.
4. Poor communication.	Project leaders who cannot communicate with their subordinates disadvantage their employees and limit the information that they receive which then leads to poor performance and the project delaying because subordinates aren't clear on what is expected of them.
5. The change of project scope without informing subordinates	When deciding to change a project scope the least project leaders can do is to make the subordinates aware and make sure they understand the new changes and are performing as per the new project scope.
6. Exposing other employee mistakes in public	Everyone make mistakes and the job of the leader is to protect the dignity of their subordinates at all times. It cannot be correct that leaders make mockery and share other subordinates' mistakes in public.
7. Shortage of staff and expect deadlines to be met at all cost	There are no way deadlines can be met when there is a shortage of staff, this will just mess up the subordinate's mental health as they will be working under a lot of pressure to deliver on what they expected to deliver and strain their themselves while the leaders can add more human resource.
8. Plan projects and stick to project plans	It is important for project leaders to have a plan when running projects and always make sure that everyone is on board and aware of what's the plan and how to execute the plan.
9. No rewards for good performance	In an event where a project subordinates perform well a reward should be made and this will encourage the entire team to perform as it will increase the level of competition and production will increase in operations.

<p>10. Be approachable project leader</p>	<p>an</p> <p>The importance is that once you are approachable to your team will learn to trust you and be open in each and everything that they are in need of. An approachable leader opens up and subordinates are able to open to their leaders so they are able to ask when the need arise.</p>
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Source: Own Construction

6.3 CONCLUSION

The main objective of this research was to establish how the project leader’s behaviour affects the performance of subordinates in project execution in construction. This chapter's current analysis entailed breaking down the questionnaire into smaller components and examining and interpreting each item as it appeared in the research tool. This was done to allow for focused coverage of the many questions and continual reference to the theories presented in the thesis prior to reaching the results. As mentioned at the start of the chapter, the first portion assisted in identifying suitable candidates for the research – the biography. The second portion of the instrument was the ranked Likert scales, in which respondents evaluated pre-stated propositions taken from the literature research, from which pictures were created for easy comprehension and interpretation of the relationships. The third section of the questionnaire consisted of open-ended (qualitative) questions to which respondents could freely respond. This provided additional information that was not specifically requested in the survey. It is important to engage in further research to identify other critical factors that can affect employees’ performance outside the behaviour of their leaders. Much emphasis should be on project success and the performance of project practitioners. This study focused mainly on the behaviour of the project leaders and how it affects the project practitioner’s performance. This is critical as it plays a pivotal role in the project’s success and execution.

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APPENDICES

APPENDIX A – QUESTIONNAIRE

QUESTIONNAIRE

The role of leader behaviour on project team performance in the execution of construction projects.

Dear Respondent; This is an academic survey seeking to understand the role that a leader plays in motivating you to perform your duties effectively. Please do not write your name, do not make any markings that may enable anyone to identify you as the writer, fill in where you are able to. You are free to withdraw at any stage if you are not comfortable, and skip any questions you may not understand, but do yourself to provide information as accurately as you. This is a voluntary exercise and the information provided here will not be shared with any authority for any purpose. **THANK YOU.**

SECTION A: BIOGRAPHY

2. What is your position in this organisation? Please cross the appropriate box.

Project Administrator	Artisan	Unit leader	Other
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3. If other, please specify

4. How long have you been in this position. Please cross the appropriate box.

0 – 5 years	6-10 years	11-15 years	16 years >
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5. Have you ever been provided with training? Please tick the appropriate box.

Never trained	Occasionally	Frequently	Always
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6. Did you benefit from the training, if you did? Please tick the appropriate box.

Not applicable	Was not relevant	Was appropriate	Other
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7. If other, please specify.....

8. Are there any other motivations from leadership? Tick the appropriate box.

Normal salaries	Overtime provided	No acknowledgement	Acknowledgement
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9. What is your highest qualification? Tick the appropriate box.

Matric and below	Post matric certificate	Diploma	Degree and above
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10. Are you given incentives to develop your career? Tick appropriate box.

No incentives	If you are admitted	Depending	Other
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11. If other, please specify

12. What section of construction are you working in? Tick the appropriate box.

General labour	Bricklaying	Civil	Electrical
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13. Are there any issues you may want to discuss / list on the role of the leader in your morale to perform? Please list the 4 most important that come to mind now.

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SECTION B – THE LIKERT SCALE

This section involves ranking of the statements that have been stated based on theory of work done by other researchers. The ranking (measuring of opinions, attitudes, beliefs, etc) is done on a 1-5 point scale; 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree.

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	COACHING OR MENTORING					
1	Leader patiently shows the employees how to do what is required	1	2	3	4	5
2	Leader assists weak employees to develop appropriate work skills	1	2	3	4	5
3	Leader works with team and allows mistakes but teaches avoidance	1	2	3	4	5
4	Leader always has meetings where they discuss specific situations	1	2	3	4	5
5	Leader is impatient with slow learners when we have limited time	1	2	3	4	5
6	I prefer a leader who tells me how to do what I don't know well	1	2	3	4	5
	TEAM STRENGTHS and WEAKNESSES					
7	I prefer a leader who identifies my weaknesses and informs me about	1	2	3	4	5
8	I prefer a leader that doesn't micromanage my work all the time.	1	2	3	4	5
9	I feel better when my leader checks on me occasionally, not always.	1	2	3	4	5
10	I prefer a leader who puts me to work where he/she when I do wrong.	1	2	3	4	5
11	I prefer a leader who grooms me to be better even if angrily done.	1	2	3	4	5
12	I prefer a leader who considers strengths in allocating people tasks	1	2	3	4	5
	GOALS AND VISION					

13	I prefer a leader that sets out the vision for the team from the onset.	1	2	3	4	5
14	I prefer a leader with well-planned programme to follow and achieve.	1	2	3	4	5
15	I prefer a leader that doesn't interfere with employees work functions	1	2	3	4	5
16	I want a leader that does not set performance goals for tasks I know	1	2	3	4	5
17	I prefer a leader that set goals for team members and enforces them.	1	2	3	4	5
18	I want my manager to identify and explain the team goals daily	1	2	3	4	5
	CONFLICTS					
19	A good manager allows time to cool off before attending to a conflict.	1	2	3	4	5
20	I prefer a leader who stays away from subordinates that have conflicts	1	2	3	4	5
21	A good leader ignores unnecessary conflicts and enforces production	1	2	3	4	5
22	I prefer a manager attend to conflicts immediately before disruption	1	2	3	4	5
23	A good manager plays the issues and not the individuals in conflict.	1	2	3	4	5
24	I prefer a leader that knows conflict types and mitigation strategies	1	2	3	4	5
	LISTENING AS A LEADERSHIP SKILL					
25	I prefer a team leader who listens to other people's points of views.	1	2	3	4	5
26	I like a knowledgeable team leader who informs workers what to do	1	2	3	4	5
27	I prefer a team leader who communicates with teams on all issues	1	2	3	4	5
28	I prefer a micro-manager to ensure that nothing is done wrongly.	1	2	3	4	5
29	A good leader does not listen to advise and suggestions from workers	1	2	3	4	5
30	A good leader doesn't talk to units about problems in other units	1	2	3	4	5

SECTION C

This is an open-ended section where respondents will need to provide information they have about leadership and the role of leadership.

REQUEST 1; Identify and list 5 things you think are effective roles for team leaders in the construction environment.

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REQUEST 2; List 5 important things that you think project leaders do that demotivates performance in the projects

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REQUEST 3; List 5 things you would do differently if you were the project leader at this construction project site

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REQUEST 4; State 5 leader behavioural patterns you like from your leader which you think motivates you to perform.

➤

➤

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➤

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THANK YOU FOR PARTICIPATING

APPENDIX B – PLAGIARISM REPORT

The role of leader behaviour on project team performance in the execution of construction projects.

by Ntombizawo Phandle

Submission date: 07-Mar-2022 11:08AM (UTC+0200)

Submission ID: 1778419537

File name: Masters_Thesis_-_Ntombizawo_Phandle_1_3.docx (426.63K)

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APPENDIX C- ETHICS CERTIFICATE



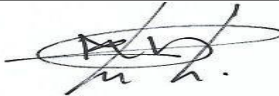
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Office of the Chairperson Research Ethics Committee	FACULTY: BUSINESS AND MANAGEMENT SCIENCES
--	--

The Faculty's Research Ethics Committee (FREC) on **14 September 2021**, ethics **APPROVAL** was granted to **Ntombizawo Phandle (211084875)** for a research activity for **M Tech: Bus Administration in Project Management** at the Cape Peninsula University of Technology.

Title of project:	The role of leader behaviour on project team performance in the execution of construction projects Researcher (s): Dr L Jowah / Mr I. Desai
-------------------	---

Decision: **APPROVED**

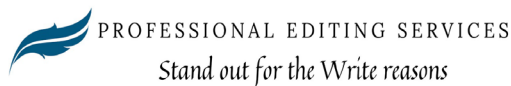
 Signed: Chairperson: Research Ethics Committee _____	29 November 2021 Date _____
---	---------------------------------------

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 | 2021_FBMS

APPENDIX D – LANGUAGE EDITING CERTIFICATE



Gerald T du Preez
PhD, PGDip, CCE

22 Clivia Avenue
Brantwood, Kuils River, 7580
+27 (21) 903-3145 | +27 (83) 325 1842
geralddu9@gmail.com

Certificate of Editing

This serves to confirm that copy-editing and proofreading services were rendered to
for a master's thesis entitled

The role of leader behaviour on project team performance in the execution of construction projects.

By Ntombizawo Phandle

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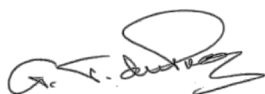
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- *I kept to the agreed deadlines and/or communicated changes within reasonable time frames*
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- *I did not accept work that could be considered unlawful, dishonest or contrary to public interest*

I uphold the following editing standards:

- *proofreading for mechanical errors such as spelling, punctuation, grammar*
- *copy-editing that includes commenting on, but not correcting, structure, organisation and logical flow of content, formatting (headings, page numbers, table of contents, etc.), eliminating unnecessary repetition*
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- *commenting on suspected plagiarism and missing sources*
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I confirm that I have met the above standards of editing and professional ethical practice.



Gerald T du Preez, PhD

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