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Construction project practitioners' expectations of team leader behaviour that motivate performance at selected construction sites in Cape Town

by

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I, Adadume Damane, declare that the contents of this thesis/ dissertation represent my own unaided work, and that the thesis/dissertation has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.

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Abstract

The field of project management (PM) is rapidly expanding in terms of understanding of its extent and range of perspectives. What was formerly managed as company operations is now progressively being handled as projects. This is probably due to the considerable environmental, economic, and communal implications of construction activity. Project managers perform an extremely crucial role in the formulation of rules and the formation of a collective spirit of collaboration. The study aims to understand the expectations that project practitioners have from the team leaders whilst undertaking a project. It intends to uncover the expected behaviors of project team leaders while leading a team. The research looks at the role of management control in project success. It found it important to outline and specify what is expected from the practitioners to avoid misunderstanding. Projects by their nature are limited by time, quality and budget all of which are determined by the scope of the work to be done. On the other hand, the construction tasks are generally heavy duty and tiring, too often resulting in the slowdown of operations or absenteeism by the workers. In such an environment the role played by the leader is critical, in that the leader behaviour to a large extent affects the worker morale. The generality of the team leaders are engineers or people from the hard skills discipline and know their job well enough, and hence the position that they are given. Too often they expect that everybody understands and has to do what they are employed to do, but the tasks to be performed have an impact of the determination. The leader's behaviour in the process becomes critical for boosting the morale of the project practitioners. The focus of the study is on the impact of the leader behaviour and how this builds or destroys the morale of the workforce at the construction sites. The team members at the low level understand better what behaviour constitutes that would motivate them or demotivate them.

Keywords: Leadership behavior, Practitioners expectations, motivation, leadership styles, Performance.

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Dedication

I would like to dedicate my dissertation to an Angel I never had the opportunity of meeting in person, my niece Ophola Karabo Bekanjani. You felt the cruelty and the hardships of this thing we call a world and you could not bear to live in it. I do not blame you my angel, you were too good to be stained and tormented by it anyway. You are in a far better place than any of us could ever wish to be in. This is all I can to offer to you, I do wish to see you someday though.

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Chapter 1

Construction project practitioners' expectations of team leader behavior that motivate performance at selected construction sites in Cape Town

Introduction to the study

Jiang, Zhao and Ni (2017:192) propose that a construction project includes duties that are relatively complex and uncertain. These tasks are carried out by project practitioners who must be coordinated. As a result, project managers perform an extremely crucial role, particularly in the formulation of rules and the formation of a collective spirit of collaboration.

Zuo, Zhao, Nguyen, Ma, and Gao (2018:114-200) further states that Project management (PM) has been quickly developing When it comes to awareness of its scope and diversity of views for decades. Work projectification is becoming more common. What was formerly managed as company operations is now progressively being handled as projects. Construction project management is a difficult profession. This is probably due to the considerable environmental, economic, and communal implications of construction activity.

Kanwal, Zafar, and Bashir (2017:13-15) believe that as a means of improving performance of the project through intrinsic motivation and self-discipline, the project manager is responsible for promoting basic beliefs among project team members. As a result, it is critical to understand if management control is a factor in project accomplishment.

The purpose of this study is to better understand the expectations that project practitioners have from the team leaders whilst undertaking a project, the importance of outlining and specifying what is expected from the practitioners to avoid any sort of misunderstanding. The study intends to uncover the expected behaviors of project team leaders whilst leading a team.

Background of the Study

Raju (2018:125-136) is of the view that a leader is someone who possesses commanding authority or influence. Few studies have created operational concepts of leadership. Some people consider leadership to be an essential component of the group process. Rahbi, Khalid, and Khan (2017:201-280) states that a team is a group of individuals who actively work together to accomplish a common goal and are willing to put in a lot of effort to make sure that their goals are realized. Wu, Li, and Fang (2017:1495-1511) mention that the lifecycle of a construction project is a phased process that may be separated into numerous stages, one of which comprises various stakeholders.

Chan, Leung, and Liang, (2018:1001-1090) state that given the construction sector has a reputation for being stressful due to the importance of construction projects, complex worker relationships, and crisis-filled working circumstances. According to a 2006 survey performed by the CIOB (Chartered Institute of Building), approximately 70% of construction professionals had experienced workplace stress.

According to the Project Management Institute (PMI, 2013), project leaders must have skills, general management competence, and other capabilities in order to assure effective project management. Difficult project management abilities aid in project management efficiency. Zuo et al…(2018:114-200) are of the view that as a result of globalization and economic uncertainty, Project managers must handle more complex projects as well as deal with people-related issues.

Rahbi, Khalid, and Khan (2017:1123-1190) feels that motivation is a key element of success and corporate achievement in today's dynamic and challenging industry. It incorporates a person's intellectual characteristics as well as outside aspects including environmental conditions at work, personality preferences, and organizational norms.

Chan, Leung, and Liang (2018:201-250) further mentions that motivation is closely related to organizational stress and individual productivity, and shares characteristics such as strain, overall wellbeing, organizational commitment, increased job satisfaction,

employee engagement and personal accomplishment, entrepreneurial effectiveness, and so on.

Al Khajeh (2018:1-10) is of the view that when dealing with their practitioners, leaders utilize a variety of features, traits, and behaviors, which are collectively referred to as their leadership style. Leadership is a managerial behavior pattern that seeks to integrate organizational or personal interests and impacts in order to achieve specific goals.

Rahman (2019:121-140) states that Leaders must understand that they should accept responsibility for establishing a flexible workforce. Diversity in race, gender, and socioeconomic background are three variables, but differences in learning style and professional field are other factors. In order to manage diversity, the leader must develop communication with the workforce. When a leader in an organization takes the effort to promote the advantages of diversity, people pay attention. Furthermore, the duty of leadership is to be concerned about diversity and to design a strategic plan that demonstrates the company's diversity attitude.

Maduka, Edwards, Greenwood, Osborne, and Babatunde (2018) argued that competent project leaders with desirable competencies can be connected to behavioral integration, conflict management, teamwork, favorable project outcomes, and punctual projects

The Pygmalion Effect in projects

According to Gündüzalp, and Özan, (2019:47-62) We have anticipation for when, where, and how others will act. While assumptions are sometimes about "behavioral predisposition," they can also be about a specific individual. We anticipate someone who has previously reacted violently to show aggression again in a similar situation. Behind these forms of expectations are our lessons to be learned that a previous behavior will reoccur under comparable circumstances (Demirtaş, 2004). A person's beliefs and thoughts generate a scenario that results in the expected conduct.

A person who is projected to be extremely successful would most likely provide an outstanding performance. "I know you'll do your best" or "I know this will be difficult for

you." Such signals set the path for the predicted behaviour. Someone's assumptions and opinions about another person may impact that person's behavior in the long run (Loftus, 1995). The effect of expectancies has caught the interest of scientists, who have conducted research on the subject. In psychology, the influence of expectancies is known as the "Pygmalion effect," and the phrase derives from Greek mythology.

Mo, Liu, and Wu (2021:25-40) Leadership is recognized as an essential predictor that strongly predicts employee green behavior because leaders' behavior and attitudes have a direct and indirect impact on subordinates' motivation to engage in ethical behavior within and outside of job responsibilities.

In order to cope with the cross-cultural issues, managers are required to organise people with different backgrounds and cultures to achieve the expected targets. However, a considerable number of leaders fail to complete their assignments because they are not ready to cope with the cultural differences in their assigned countries (Inamori 2019:134-148).

Pygmalion Effect and Leader Creativity Expectations

Figure 1 depicts the Pygmalion effect, which states that "if one expects more, one gets more." Employees believe that when their boss expects them to be innovative, it demonstrates the boss's faith in their abilities. As a result, they anticipate that the leader will give the organizational resources required to demonstrate creativity. It follows that leaders' creativity expectations have a very high association with creative performance.

Figure 1.1 The Pygmalion Effect

Source: Gündüzalp, and Özan 2019:47-62

The term pygmalion is clearly associated with leadership and motivation ideas. Leaders' performance is affected by how they treat their subordinates. If a manager is stern, impolite, and insensitive, his or her subordinates will become demoralized, which will lead to poor performance. On the contrast, if he or she is overly disinterested, tolerant, and indulgent, his or her subordinates will not strive to increase their performance. In any case, both employees and the organization for which they work will suffer.

Emotional intelligence on Project leaders

Khosravi, Rezvani, and Ashkanasy, (2020:36-46) mention that large-scale infrastructure building projects are inherently uncertain, unpredictability, interdependence, and complications. Large-scale infrastructure projects, like the building of a railway network, airport, or tunnel, have unique social and environmental requirements, which can add to the complexity and dynamic character of both internal and external business

environments. High levels of complexity, an absence ability and competency, and stakeholders with conflicting requirements can all contribute to time and expense overruns in these projects. Khosravi *et al.,* (2020:36-46) feel that It is crucial to consider the effects of emotional intelligence on the performance of project team members in large construction projects since collaboration among project staff is crucial in these projects.

Rezvani, and Khosravi, (2019) Defined Emotional Intelligence as "the ability to monitor one's own and others' emotions, distinguish between them, and use the knowledge to guide one's thinking and actions." Practitioners and scholars are focusing at the key parts of human trait and personality, particularly Emotional Intelligence, and its significance in project success, particularly in large and complicated projects.

Ladika, Syafwandi, and Susetyo, (2020:73-91) are of the view that the construction project is a series of long, physical tasks that increase the probability of construction understanding disagreements, debates, and conflicts between different parties involved in construction activity. Many construction projects can result in disagreements between parties. Negotiations occur frequently while resolving disagreements; Competency, negotiating model, and emotional intelligence are all required for the negotiation process to produce the intended outcome.

An incredibly challenging environment of construction projects has necessitated the urgent development of project managers' abilities to lead teams and react to complexity and ambiguity. More so than their technical proficiency, a project manager's human qualities have an impact on the team. Emotional intelligence (EI) is a significant aspect in daily managerial performance since it shows the ability to direct thinking and action (Tang, Wang, Zheng, Luo, and Wu, 2020).

Figure 1.2 Hierarchical structure of emotional intelligence

3. Interacting
smoothly with others

2. Empathy

1. Recognition and expression of emotions
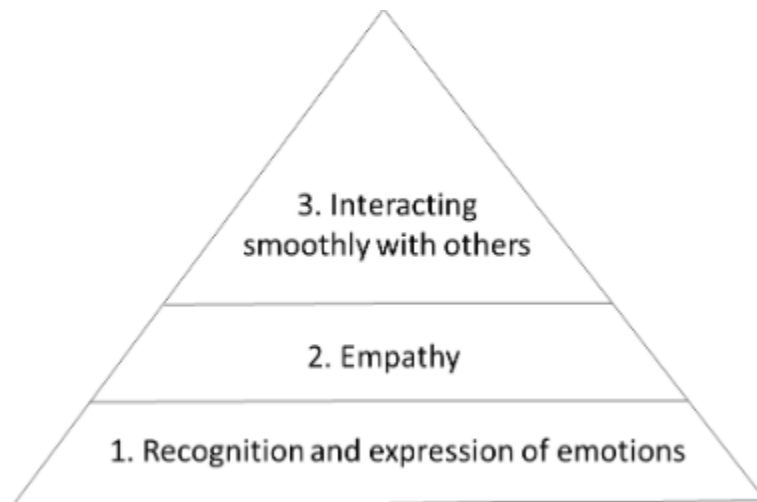
Source : MacCann, Joseph, Newman, and Roberts, 2014:358

Employee performance is a cornerstone among the main components that play a significant influence in achieving organizational goals in a project-based environment. Employees with strong emotional intelligence can handle their responsibilities with ease. Employees with higher levels of emotional intelligence are more inclined to take on high-role responsibilities, which enhances performance and profitability (Sarwar, Nadeem, and Aftab, 2017:1-13).

The success of a project is measured by the stakeholders' degree of satisfaction as well as the efficiency of the project management. Achieving cost targets is one of the key metrics of success for construction projects, however recent research shows that up to 9 out of 10 construction projects fail to fulfill this aim. Failure to complete a construction project can have repercussions for project teams, internal stakeholders, customers, and the local community.

Transactional and transformational leadership in projects

Leadership can be defined as using social power and authority to direct or modify the character of others, and this authority can be manifested as energy flowing via a networking point of dominance in the organization. Discussions on leadership styles have

always come into play when debating good leadership., especially in a remote workforce. First, Bass et al. (2003) established two separate leadership styles: transformational and transactional. Similarly, Berson and Avolio (2004) stated that There are many different leadership philosophies, but the two that are most crucial and applicable to virtual teams are transactional and transformational philosophies (Maduka *et al* 2018).

The leadership literature examines several leadership philosophies and their possible impacts on organizational success and leadership. However, there is a paucity of knowledge regarding leadership styles and their effects in the context of short-term project firms. The study must look into the underlying processes via which leadership philosophies affect project success (Raziq, Borini, Malik, Ahmad, and Shabaz, 2018).

Wipulanusat, Panuwatwanich and Stewart (2018:150-170) state that Transformational leaders inspire their teams to realize and accomplish the organization's objectives and goals. They also have the ability to inspire their teams to perform above and beyond what is required of them. Subordinates are more likely to feel personally motivated and involved as a result, and work outcomes like job satisfaction and extra effort are increased.

Al Khajeh (2018:1-10) feels that Transformational leadership is built on developing followers and meeting their needs. The overall value system, morale, competencies, and degree of motivation of an organization's workforce are the main concerns of transformational leaders. Understanding of motivational levels, values, and interests is established between followers and leaders through transformational leadership. leadership that is transformational, exhibits exceptional leadership abilities (Bass and Avolio 1994).

A reciprocal contract, exchange, or agreement between a leader and a follower can be described as transactional leadership. Such leadership's primary objective is to acknowledge the distinctive expectations of subordinates and offer rewards in exchange for their accomplishments. A mutually beneficial relationship exists between leaders and followers. A transactional leader seeks to satisfy his or her employees' desires with

rewards when desired performance levels are met (Faraz, Yanxia, Ahmed, Estifo, and Raza, 2018:51-62).

Raziq, Borini, Malik, Ahmad and Shabaz (2018:170-189) posit that in order for followers to achieve their goals, a leader must communicate effectively, direct others, and exert influence. Certain conditions for successful project management and management success follow from effective and efficient team creation, as well as team communication, cohesion, and collaboration. Leadership is crucial throughout the whole project because the project manager, as the team's leader, is responsible for directing the team members from the beginning to the end of the project and meeting the needs of all project stakeholders.

What leadership and competency (behavioral, managerial, and emotional) traits do Project Managers in successful projects display?

Different criteria can be used to define competencies. Hossein (2012), for example, defined competencies as a leader's traits that contribute to the exhibition of skills and abilities, resulting in effective performance within an occupational domain. Competencies are a set of knowledge, skills, and abilities that are relevant to a specific job position that, when learned, enable a person to do a task or function with high competency and effectiveness (Maduka, *et al* 2018).

For decades, the notion of competency has been wide, vague, and ambiguous. The most frequently accepted definition of competency, however, is a mix of knowledge, skill, and attitude (Alvarenga, Branco, Guedes, Soares, and e Silva, 2019). Managerial leadership skills have been identified as a key factor in business performance, especially in environments that are changing rapidly. According to numerous studies, a manager's abilities could be the most crucial aspect in a company's survival and expansion (Podgórska and Pichlak, 2019:50-89).

Projects are restricted by the field in which they are implemented and are firmly specified by result criteria, cost and time restrictions. As a result, a project manager's operations

often involve motivation, time management, money management, scope management, quality management, and numerous administrative tasks.

Project managers are in charge of a variety of duties, including team management and project administration. As a result, a specific set of skills and abilities are needed for a project's management in order for it to be carried out effectively. Numerous studies are concerned with ensuring the efficacy of the project manager's work since there is a substantial correlation between project success and efficacy (Dziekoński, 2017:174-181).

Understanding what causes projects to fail

According to Boham, and Adinyira, (2021):

1. **Poor Preparation**

A strategy is always suggested before beginning any endeavor. Before beginning a project, all major stakeholders must determine and agree on the project's success (Lim, 2019). To reinforce this point, Okereke (2017) discovered in his research that the majority of the projects he investigated failed owing to a lack of good planning.

2. **Poor Leadership**

Having the best team members won't make up for bad leadership's constant mayhem. Even the best team members can't compensate for poor leadership's ongoing chaos (Lim, 2019). There are various leadership styles, each with pros and cons. Every leader should grasp these styles as well as the team he or she is dealing with and select which style will motivate them to work to complete the project on time and with the satisfaction of the team.

3. **Failure to Define Parameters and Enforce Them**

Every project has objectives, and these objectives should dictate the terms within which each team member must function inside the project context. Rules should be set when the scope is determined and the team is assembled, and these rules should be successfully communicated to all stakeholders that require that information. People may react well when there are consequences for particular actions (Lim, 2019).

4. Inexperienced Project Managers

The project manager is inherently burdened with several tasks. He decides on the project's direction. The project manager is responsible for putting together the project team, choosing project resources, allocating all resources to specified tasks in the work breakdown structure, and making sure that deliverables at each stage are exactly what is needed and nothing more. An untrained project manager may become overwhelmed by all of the obligations and harm the project. Giving orders to people on a team or in a project environment will not get the task done. Projects need individuals who can efficiently manage everything at the proper moment to accomplish the desired outcome. They may be quite capable of project management, but the key is to maintain them at a level where they can succeed (Lim 2019).

5. Every level of management has poor communication

Having poor communication with upper management, middle management, or the team is risky. Generally speaking, having a communication plan in place is a good idea. Every project manager needs to have a plan for managing communications. It aids in opening up channels of communication and lessens disruption, disputes, misunderstandings, and chaos. Workflow is at its best when everyone is on the same page and there is transparency (Lim, 2019).

Various academics have acknowledged the impact of time on organizations. The choice of the timeframe during which an event is measured is one of the problems mentioned. The impact of the time period evaluated on a leader's performance, citing Zaheer *et al. (1999)*, the varied areas of the teams involved in the design, management, procurement, and construction can also be a problem, in addition to the nature of time on project teams. In addressing this problem, Vergburg et al. (2013) found that the aforementioned human factors: clear communication, project management style and competence, obtaining organizational support, and the capacity to build trust were essential for the successful completion of geographically dispersed projects.

Livesey, (2017:20-45) states that there are several other factors that have been identified as having an impact on project decision-making in addition to the effects of time and

geographic dispersion. The following elements: degree of risk and uncertainty brought on by a lack of project knowledge and experience.

Successes of projects

Notably, several prior studies evaluated project performance using the "Golden Triangle" idea, which took into account cost, quality, and timeliness. Ashley et al. (1987) underlined that a successful project must meet five criteria: cost, time, quality, safety, and project participant satisfaction. According to Pinto and Slevin (1987), effective projects must be finished on time, within budget, achieve all specified goals, and have customer acceptance (He, Xu, Wang, and Chan, 2021:5-16).

The most crucial soft skills, according to prior study, are teamwork, leadership, communication, conflict management, achievement motivation, and cognitive, as shown in Table 1.1

Table 1.1 Project Success factors

Project success factors
Boynton and Zmud (1984) argued that CSFs were those few activities that must go well to ensure success for a manager and an organisation. The distinction between success factors

Soft skills	1	2	3	4	5	6	7	8	9	10	11	12	n
Teamwork and collaboration	✔	✔		✔	✔	✔	✔	✔	✔	✔	✔	✔	11
Leadership	✔	✔			✔	✔			✔	✔	✔		8
Effective communication	✔	✔				✔	✔	✔	✔	✔	✔	✔	9
Conflict management	✔	✔	✔	✔	✔					✔	✔	✔	8
Achievement motivation	✔	✔				✔			✔	✔	✔	✔	8
Cognitive skills	✔	✔	✔	✔	✔	✔	✔	✔	✔		✔	✔	10
Adaptability		✔	✔	✔	✔	✔							5
Self-control		✔		✔	✔			✔		✔			5
Negotiation	✔	✔							✔			✔	4
Social awareness	✔			✔	✔		✔						4
Building trust		✔				✔			✔				3
Influencing		✔		✔							✔		3
Cultural awareness		✔									✔		2
Empathy		✔		✔	✔								3
Coordination		✔										✔	2
Delegation		✔										✔	2
Perceived role and responsibilities		✔										✔	2

Table I.
Critical soft skills for project management professionals

Notes: Literatures: 1. PMI (2008); 2. IPMA (2006); 3. Ahadzie *et al.* (2008); 4. Boyatzis (2011); 5. Golemon *et al.* (2004); 6. Dainty *et al.* (2004); 7. Zaharim *et al.* (2012); 8. Musa *et al.* (2012); 9. Edum-Fotwe and McCaffer (2000); 10. Fisher (2011); 11. Hyväri (2006); 12. Belassi and Tukel (1996)

Source: Rahbi, Khalid, and Khan, 2017:16(3).

Boynton and Zmud (1984) defined CSFs as those few steps that must be successful for a manager and an organization to flourish. Making the distinction between success factors and success criteria is crucial. Success criteria are the metrics used to assess a project's success, whereas success factors are control system inputs that directly or indirectly contribute to a project's success (Zuo, Zhao, Nguyen, Ma, and Gao, 2018).

Purpose of the Study

The study aims to understand the expectations that project practitioners have from the team leaders whilst undertaking a project, the importance of outlining and specifying what is expected from the practitioners to avoid any sort of misunderstanding. The study intends to uncover the expected behaviors of project team leaders whilst leading a team

Most practitioners can find it very hard to follow a leader if their leadership skills are currently in question and also how they conduct themselves does not exactly seem to

align with what they expect from the practitioners. The study will be unfolding how a project team leader should be addressing the practitioners, what exactly is it that the practitioners expect from an ideal team leader, to understand the difficulties that they come across during the project and how to deal with them, also find out how practitioners respond to different types of genders leading a project to see if masculinity has any effect to how they behave around a team leader

There will be a time where the project goes off the plan which was intended or unintended and which may keep the project behind the schedule, this will mean that stress levels will be high and most parties will be filled with anxiety and panic. As a leader how should a project team address such situations to ensure that he/she motivates the practitioners to perform efficiently and effectively in their tasks?

Problem statement

Every team leader in a project has an ideal project team that they would like to work with and expectations for how they should behave in order to achieve the expected objectives in return. They also have an idea of the qualities each stakeholder should have in order to contribute to the team and be productive. Additionally, as they direct the project in the desired direction, project team leaders can be seen as the project's anchor. It is understood that some project team leaders do not know how to conduct themselves appropriately to be able to interact with project practitioners and this can lead to, or create problems. If a team leader fails to behave in a certain manner expected or conducts themselves inappropriately it can have a serious impact on the entire project because it could mean that their entire leadership skills are in question and therefore it becomes hard for practitioners to take any direct orders from the individual due to such behaviors. Furthermore, this impacts the performance which will be provided by the project practitioners.

Also it has come to light that practitioners behave differently depending on the type of leader they have which is leading the project based on gender or masculinity especially

if they feel the leader is not able to perform certain tasks he/she may not have a right to issue out tasks

Research question

A research question of the study helps to outline the main source of the problem as to why there was a need for the study in the first place. It helps gives guidance and a direction of what will the study be identifying. Therefore, in this study, the primary question which we will want to know is:

Primary Question

I. What expectations do the project practitioners have from the project team leaders whilst undertaking the entire construction project?

Secondary questions

I. How does the behavior of a project team leader impact the success of a project?
II. Does gender/masculinity influence how project practitioners behave towards the team leader leading the project?
III. What motivates the performance of the project practitioners during the course of the project?

Research objectives

Primary Objectives

I. To identify the suitable or expected behaviors of project team leaders in the construction sites environments by the practitioners, to be able to help team leaders conduct themselves.

Secondary Objectives

I. To define what exactly motivates the practitioner's performance whilst undertaking a project to improve their performance.

II. To uncover problems experienced by practitioners and team leaders in the construction projects and state if do the problems have anything to do with gender or masculinity. To see if people respond differently in different types of gender leading them.

Ethical Considerations

As a professional obligation and a requirement of the research ethics committee at the Cape Peninsula University of Technology, the researcher is fully aware of the significance of ethical consideration. All participants in this study will have their rights upheld, and the results will remain private. The target population's rights, such as the right to privacy and the freedom to decline study participation, shall be respected throughout the research. They may leave the room at any time to conduct interviews or complete questionnaires. Offering people the choice to not answer questions that might be deemed disrespectful and refraining from asking culturally sensitive inquiries.

Chapter Summary

One of the most essential and important aspects of project management is leadership. Leadership is more than just managing people or projects; it is also the skill of influencing the behavior of other team members in order to attain goals and successfully complete tasks. Quality leadership is vital not only for an individual's career aspirations, but also for the overall project process.

In order to attain a given objective or goal, leadership is a key component that must be used in any situation. The level of collaboration and performance received by a leader from his or her team members is heavily dependent on the actions and direction he or she picks. Leaders must be aware that each person is impacted and motivated by diverse

reasons since each person is unique, with distinct backgrounds and attitudes. This study aims to identify all of the practitioners' expectations of the team leader.

The ultimate aim of efficient project management leadership and project success is unquestionably a lengthy trip filled with hurdles and problems, but also with fantastic possibilities and unforgettable experiences. You need courage, enthusiasm, determination, wisdom, patience, and sacrifice to lead a successful endeavor.

Project managers need to be multi-skilled to handle the high demands of the position, which include managing resources, supervising employees, planning timelines, negotiating contracts, and other duties. The abilities required to be an effective leader are not natural; rather, they are developed over time and via experience. The world of project management is a never-ending learning process when it comes to leadership effectiveness.

Chapter 2

Project success, project execution success, project knowledge management areas, project processes and impact on project execution success

Introduction

This chapter specifically looks into the success of a project, how a project is executed, the knowledge management areas, the project processes and impacts on the project execution success. This is essential to look into as we are trying to understand all aspects involved of a project in order to then have a broad knowledge and also it will then further provide clarity in terms of the expectations from the practitioners whether or not are they reasonable or are they beyond the leader's capacity.

Al Khajeh (2018:1-10) asserts that one of the major factors that determines whether an organization succeeds or fails is its leadership. The way a leader directs and motivates others to achieve corporate goals is known as their leadership style. According to Suong, Thanh, and Dao (2019: 273-280) One of the most crucial elements for increasing productivity at work and in our social lives is leadership. Few managers really get the significance of how leadership styles affect employee satisfaction. The organization's major tool is leadership. Managers may accomplish the objectives, productivity, and labor productivity of the organizations through leadership. Employees and organizational income are greatly affected by the beneficial effects of leadership styles. This chapter aims to be able to provide a clear overview of what project success entails, the areas of project knowledge management, what processes are involved in a project and also all of the impacts a project has in order to be able to achieve success which is the primary reason the project manager started the project.

2.1   Project Successes

Ma and Fu (2020:2429-2449) state that one of the most contentious issues in project management is project success. Cost, time, and quality, also known as the "Iron Triangle," predominated the project success criteria from the 1960s to the 1980s (Serrador and Turner, 2014:75-84). Project success is, however, a high-level idea that scholars and

practitioners have come to identify as a result of the accumulation of theoretical research and real-world experience. One of the common conclusions is that projects have two separate elements: project management success and product success (Liu 1999:105-111). The primary role of project managers is to ensure that the construction process of the projects achieves the planned goals.

Urbański, Haque and Oino (2019:23-35) believes that planning is a crucial component of project formation since it has a stronger impact on project performance and success. Idoro (2012:39-50) argues that a project is delivered through a rigorous, ongoing planning process. Planning was identified as the primary aspect in several empirical studies about project management success factors. Interestingly Dvir, Raz & Shenhar (2002:89-95) explain that all project managers must create a strong project plan in order to complete the project successfully.

Liang, Yu, and Guo (2017:1927) are of the view that understanding stakeholder influence is crucial for project management and implementation since stakeholders have a significant impact on project success, especially for complex projects with diverse stakeholders. Stakeholder management plays a significant role in a project's success, especially in complicated initiatives. Strong stakeholder cooperation is essential for project success since a project can be thought of as a temporary organization of stakeholders working together to achieve a goal.

Wu, Nisar, Kapletia, and Prabhakar (2017:850-866) assert that for projects to be successful, it is essential to plan for project risks and implement risk management procedures. Project risk management is becoming more and more important, to the point where Nicholas and Steyn (2008) assert that project management is basically risk management.

Figure 2.1 The moderating role of risk management in project planning and project success: evidence from construction businesses of Pakistan and the UK. Engineering Management in Production and Services

Source: Urbański, Haque, and Oino (2019:11)

Figure 2.1 above demonstrates how project planning and risk management are essential to the success of a project. Therefore, a project leader should be able to thoroughly consider these elements in order to reach the project's targeted conclusion.

Fernando, Walters, Ismail, Seo, and Kaimasu (2018:332-365) mentions that in spite of numerous challenges, a business must successfully manage associated risks to ensure project success in today's competitive climate. The majority of managers' efforts are often focused on controlling project risk-related concerns in all organizations, from business to government. Thus, as prospective answers to the business challenge, risk management tools and approaches have been thoroughly studied in the literature. Various specific techniques are included in each risk category that may be used to address project risk issues; these techniques frequently concentrate on scheduling, money, or technical areas.

Figure 2.2 Risk and reward model: Cap on NOP pain-share
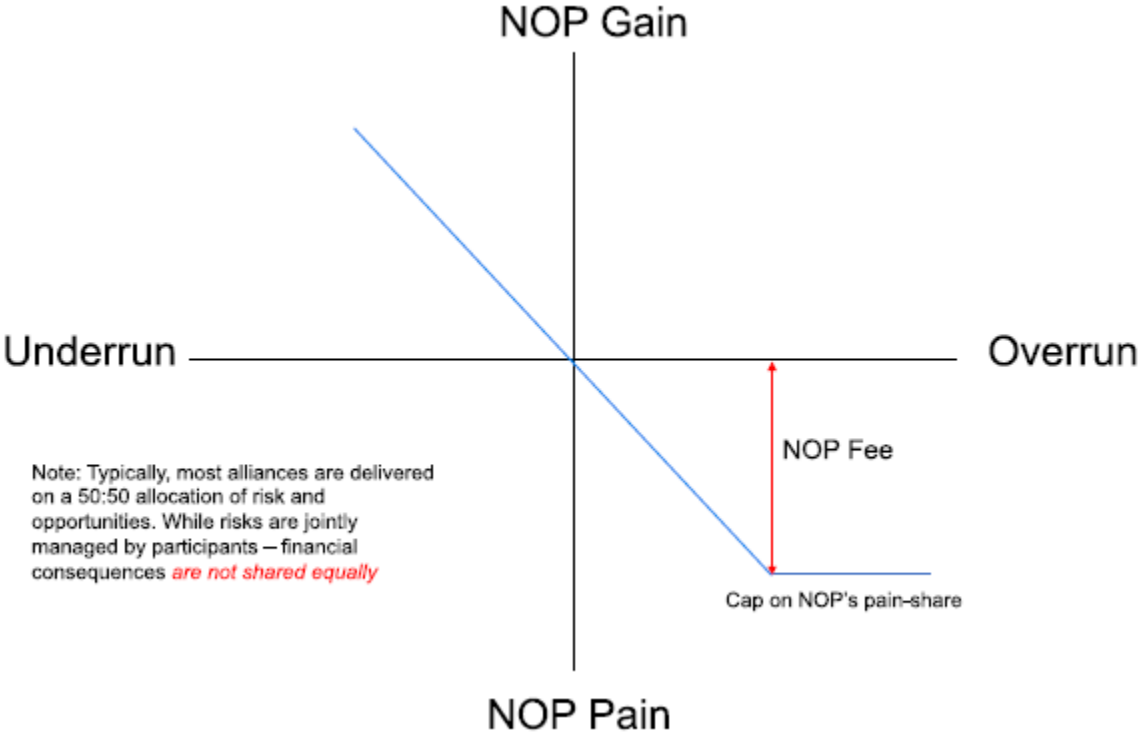
Source: Love, Ika, Matthews, and Fang (2021:100999)

A common risk and reward model used by coalitions is shown in Figure 2.2. While there is a chance that a client will save money, there is no assurance that a project manager would complete a project for less money than it would have cost to utilize a conventional approach (i.e., design-bid-construct). To better understand the risks the alliance project faces, a thorough risk analysis should be conducted at the pre-tender stage.

Carvalho and Rabechini (2017:1120-1132) assert that the concept of project success (PS) has several different dimensions. The typical project success strategy focuses on meeting the objectives for scope, time, and cost. According to Shenhar and Dvir (2007) Project efficiency, team and customer impact, business and direct success, and future

planning are some of the more strategic elements that can be used to project success. An environmental and social sustainability component has recently been added.

Martens and Carvalho (2017a:1084–1102) created a model for sustainable building that incorporates sustainable goals into project management techniques. Eight categories were created for the grading system: four for project performance measurement (cost, quality, schedule, and process efficiency), and four for sustainable building goals (safety/health, maintainability, resources used, and leadership in energy and environmental design (LEED) credit).

According to Wu, Nisar, Kapletia, and Prabhakar (2017:850-866), Wang and Huang (2006) performed a study of Chinese construction supervising engineers and discovered that relationships (Guanxi) are valued highly among stakeholders, making them a distinctive aspect of the Chinese construction sector. Chan et al. (2001) state that different project parties, including end-users, clients, contractors, architects, and design consultants should be concerned, according to various definitions of construction project success.

Wu *et al.* (2017:850–866) suggested a few key performance indicators that might be used to assess a project's success in the construction sector, such as the following:

1. completed as planned
2. met the standards for quality
3. commercially successful
4. Environmental effectiveness
5. satisfied or met user expectations
6. exceeded expectations of participants, and
7. Safety and Health

According to Naeem, Khanzada, Mubashir, & Sohail (2018:88-98), the desire of a project's manager, team members, designer, organizer, owner, or any other participant to arrive at a result shows the project's success. On the other hand, achieving an outcome

that is either better than predicted or typically accomplished in terms of achieving member fulfillment and security assurance, while quality and cost are handled with good outcomes, is often implied to be the definition of a project's success.

De Wit, 1988; cited from Naeem et al., (2018, pp. 88-98). Propose that If a project meets the technical execution specification or potential mission to be accomplished, and if key members of the parent organization, participants in the project group, and key clients or customers of the project effort are abnormally satisfied with the project's outcome, it is considered to be generally successful.

On the other hand, Sanvido et al. (1992) argues that the alignment of project goals with actual needs indicates a project's success. This suggests that thorough planning is necessary for projects to succeed. Additionally, the goals and wants cover a range of topics, including social, economic, professional, and educational ones (Urbański, Haque and Oino 2019:23-35).

2.2   Project execution success

Mavi and Standing (2018:751-765) believe that the accomplishment of strategic organizational objectives is a requirement for project success, which is why it is frequently correlated with an organization's goods or services. Contrarily, the completion of goals reliant on budget, quality, and widely used techniques for project scheduling and control constitutes the success of project management.

Albert, Balve, and Spang, (2017:796-82) hint that the topic of project success is one that is hot right now and has been extensively studied. Various methods of gauging a project's success are described in literature. Barnes' Iron Triangle serves as the cornerstone of almost all strategies. Barnes discovered in the 1970s that there is significant room for improvement in the relationship and teamwork among his production engineers, the engineers tasked to overseeing costs, and management. Project management and project management-focused research were nonexistent at the time. The Iron Triangle

was designed to show the relationships between the independent dimensions of time, budget, and performance.

Townsend (2019:1-16) cites Pinto and Prescott (1988), who used the earlier work to establish which success elements were most significant across the four phases of the project life cycle, are one example of scholars using the Pinto and Slevin (1987) study investigating Critical Success Factors (conceptual, planning, execution, and termination). They came to the conclusion that the mission, troubleshooting, schedule/plan, technical duties, and client consultation were the crucial success aspects during the execution stage.

Sebestyen (2017:571-577) further elaborates that the project management profession as a whole is largely satisfied with the standard, frequently used success criteria and factors, which are actually useful in and of themselves; they capture the essence of the project's goals and are simple to use; and, according to the pertinent literature, their fulfillment really correlates with success. It makes sense that some participants, like contractors, focus nearly completely on these, but predicting and interpreting success is a more difficult issue. The most crucial inquiries concerning the success and failure of projects have been the focus of researchers and specialists for a very long time. Since their methods are so fundamentally different, finding a consensus is an ongoing search. Everyone offers different suggestions and lists various success factors and criteria.

Ramashala, Pretorious & Steyn (2018) realised that regarding how strategy is converted into projects during execution, there is minimal guidance. He did a review of the literature and found that there was little relationship between managing projects to achieve corporate success and executing strategies. The assessment of the literature revealed that strategy execution is difficult and poorly understood.

Zaman, Nawaz, Tariq, and Humayoun (2019:103-127) state that successfully managing projects expected to spur sustainable development presents new opportunities and challenges due to the continually shifting global environment (Huemann and Silvius, 2017). The use of time constraints, project management skills, and realistic budgeting are all critical to a project's success (Raziq et al., 2018). Only when a project operates in

accordance with the requirements set forth in the project is it deemed successful. Hence, the project manager's position is thought to be extremely important for identifying and forming the desired project execution targets (Shao 2018).

Figure 2.3 Fishbone Analysis: Why there are still issues to meet project deadline?
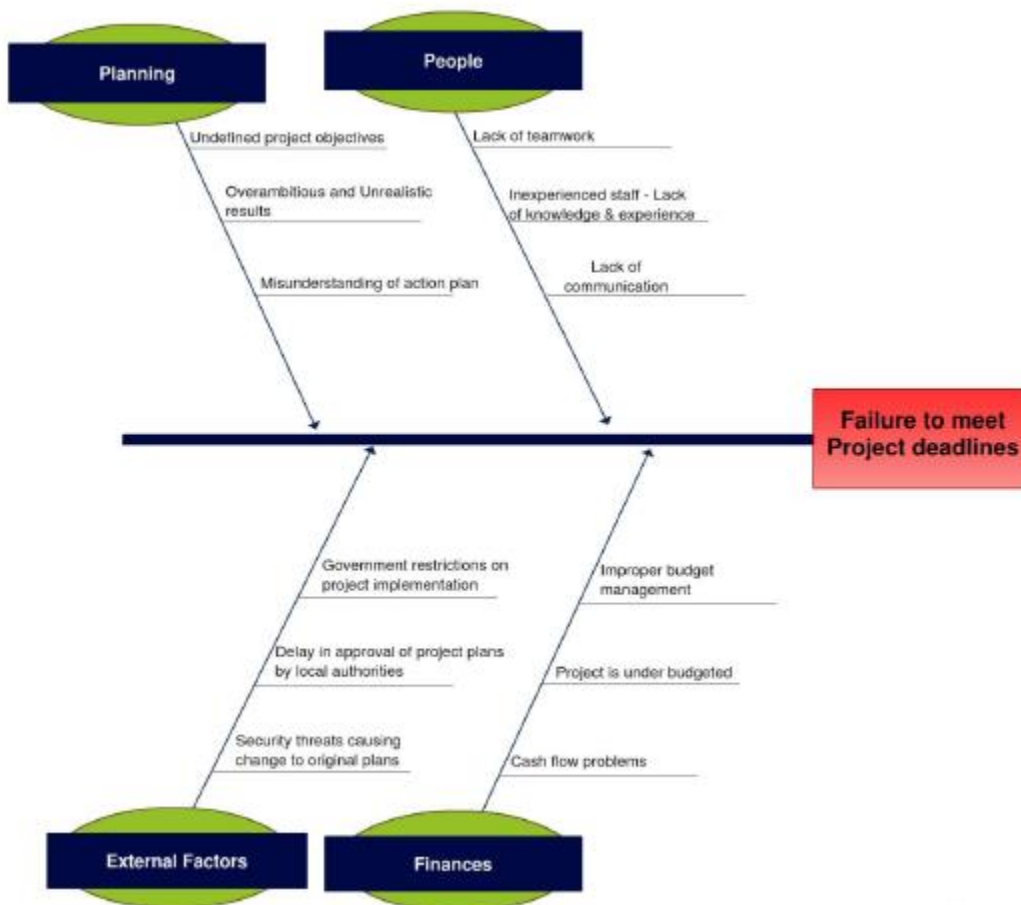
Source: (Karkera, A.S.P., 2019:1-14)

Karkera (2019:1-14) feels that the project execution phase will probably be portrayed more as a work breakdown. It is a process that specifies how, when, and by whom a proper agenda or set of tasks are to be completed. "Managing all the characters within the project plan is the main goal of managing the project execution plan since all work must be done to create a clear project run towards success.

2.3   Project knowledge management areas

Projects are becoming an essential component of businesses operating in the competitive environment of today since project success (or failure) impacts business/organizational strategies (Serra 2017; PMI, 2013). Today, a wide range of professions and industries, including both the industrial and service sectors, are using project management. A skilled and knowledgeable project manager is also essential to the success of a project, and in a world where the rate of project failure is too high to ignore, it is necessary to grasp the thoughts and preferences of this crucial person (Mahmoudi, Javed, Liu, and Deng, 2020:621-641).

Arbabi, Salehi-Taleshi, and Ghods (2020:3261-3287) feels that Project-based organizations (PBOs) view knowledge management (KM) as a crucial component that fosters organizational learning across projects. In order to manage their projects considerably more effectively in recent years, the majority of PBOs have incorporated project management offices (PMOs) into their hierarchical charts. As KM facilitators in businesses, this study sought to examine the relationship between PMO activities and KM infrastructure.

According to research by Lindner & Wald (2011), knowledge is a valuable resource in industrialized economies, and for many firms, the effectiveness of knowledge management is a key component of that success. According to Easterby-Smith & Prieto (2008), information technologies that made it possible to store, share, and manage knowledge in general contributed to the growing importance of knowledge management. This increased awareness of the value of knowledge for an organization's survival and prosperity is one reason for this. There are fewer studies that focus on the connection between knowledge management (KM) and project management offices, despite the fact that the KM issue has sparked attention from academics in the PM field (Tomomitsu, Carvalho and Moraes 2017:354-369).

Gunasekera, and Chong (2018:537- 558) Client dissatisfaction is still a problem in building projects because of problems with cost, completion time, and quality. In actuality, both in developed and developing nations, it has been shown that these problems are the most common difficulties faced by the building industry.

According to Gunasekera and Chong (2018:153-180) a different strategy is needed to address these difficulties. The organizations were searching for a sustainable strategy as a result of these difficulties, and knowledge management (KM) deployment was found to be a potential option. This is due to the fact that the construction sector employs a significant number of knowledge workers who participate in project teams, as well as the growing use of information technology (IT) to plan, carry out, and monitor projects, all of which are prerequisites for the application of KM.

Organizations require a management system that can specify the guidelines and resources in order to successfully manage a project. Due to this, a number of organizations were established to specify the project management methodologies that must be used. The goal of project management is to define the environment and the rules for the project organization. It is an organizational and professional discipline that is distinguished by the experience that people and organizations gain over time. Every business needs to have a clear awareness of which knowledge assets are critical to their performance and how these assets are dispersed among various organizational units, as well as among various departments and employees, according to Handzic and Zhou (2005). Four organizational core knowledge assets are categorized by them:

People— The labor of the most competent people and collective knowledge are crucial for value generation and the long-term survival of a firm. It is important to effectively combine various knowledge workers and knowledge base elements.

Knowledge artefacts— In the form of artifacts like books, memoranda, business strategies, manuals, patents, and products, some organizational knowledge can be observed.

Structural and procedural assets— The culture, infrastructure, purpose, and strategy of the organization all exhibit this type of organizational knowledge. The fundamental presumptions and attitudes that direct individuals' actions are included in the cultural knowledge reservoir. The infrastructure of an organization contains knowledge that organizes participants' roles, relationships among coworkers, and rules governing the utilization of roles and relationships. Last but not least, understanding an organization's purpose and strategy identifies its motivation for existing as well as a strategy for effectively achieving that motivation.

Customer relationship— A useful asset is knowledge of the organization's target market, clients, and the external environment. In an established and fiercely competitive market context, such an asset may become a crucial factor in defining a firm's competitive edge (Handzic and Bassi 2017:102-150)

Hall (2017:102-121) states that the Knowledge Management procedure is the project manager's responsibility at all times, but particularly during the project's concluding stage. What went well? is a question the project manager and his team must ask. What option did we have that was the best fit for the project's circumstances and situation? What new developments could lead to the creation of a deliverable? We should thus reconsider several aspects of human behavior that facilitate or promote the sharing and transfer of knowledge inside an organization in order to learn from past failures in order to address the problems raised above. Which are:

I.   First off, people only share knowledge on a free basis; it cannot be forced onto them. What action should the project manager take in this situation? Create a collaborative environment where team members feel at ease imparting their knowledge to others and, last but not least, where they can see the benefits to the company.

II. The second is that people know more than they can communicate or record. What steps should the project manager take in this regard? He should be aware that the collection, organization, and storage of information are all parts of the project's work. He should instruct and train the team members if they are unsure on how to perform it.

Corporations can become more knowledge-intensive by hiring minds rather than hands to preserve a competitive advantage. Knowledge is regarded as a valuable asset for organizations (Omerzel and Antoncic, 2008). Through knowledge management (KM), individual information is transformed into collective, widely disseminated knowledge that can be applied across the company (Veena, Jigeesh, and Bhat, 2019:41-53).

Peterson (2020:21-35) feels that in the modern marketplace, knowledge management is a crucial organizational advantage for competitive firms. Making sure project managers have the knowledge, expertise, and capacity to effectively use a knowledge management system is critical as more businesses use project-based initiatives and knowledge management systems. While lacking a formal knowledge management competence framework, professional organizations for project management produce and support the usage of competency-based development programs for project managers. Inclusion of the cultural influences is beneficial since organizational culture affects knowledge management inside a company. The potential to combat prejudice and ingrained thought patterns will arise from the project manager's awareness of these organizational factors. The objective of this framework is to achieve competency in knowledge management using a competency-based perspective.

2.4 Project Processes

Association for Project Management (2019) claims, the use of procedures, techniques, abilities, knowledge, and experience to accomplish particular project goals in accordance with predetermined guidelines is known as project management. Project management is frequently seen as a collection of tools that can be used to meet system requirements including waste management, material management, and site management.

The classic design-bid-build (D-B-B) and design-build (D-B) approaches, construction management at risk, integrated project delivery, partnering, alliances, etc., are all now employed by the construction industry to complete projects. There is no one delivery technique that is suitable for all projects because each project delivery method has strengths and drawbacks of its own (Tran, Nguyen and Faught 2017:1319-1335).

Ghansah, Owusu-Manu and Ayarkwa (2020:208-226) state that project management fundamentally gives an organization strong tools to enhance its capacity to plan, carry out, and control its activities as well as how it makes use of its people and resources.

Harvey and Aubry (2018:1289-1311) mention that the simplest definition of a process is a system for converting inputs into outputs to create an outcome for a client. On the other hand, a project is a brief, intricate undertaking in which one participates to achieve a predetermined result. However, it seems that the main distinctions between the two are the temporary vs. ongoing nature of the project, as well as the complexity and distinctiveness of a project's conclusion.

Vides, Pertuz, and Díaz (2021: 2920-2930) further elaborates planning is what sets projects apart from regular activities (Nilsson and Söderholm, 2005). Planning is a necessary process for projects because it helps team members achieve the goals that have been established for them. When techniques and tools are used to accomplish these goals, the organization is able to complete the project within the allotted time frame and with the requested technical specifications.

The project members' commitment and mutual trust serve as important communication methods. According to prior research, a trust- and commitment-based communication system promotes economic performance by reducing cost overruns, time performance, quality and customer satisfaction, environmental performance, a positive work environment, and innovation. According to these analyses, the way in which procurement practices influence project performance in a function as an intermediary or a moderator may be affected by communication structure (Boujaoudeh Khoury, 2019:112-113).

Javed & Liu (2017:2019-2080) mention that the dangers, uncertainties, complexities, and unpredictability that surround projects, project environments, and project management

procedures are significant aspects. These characteristics set temporary organizational systems (projects) apart from long-term organizational systems (organizations). As a result, it can be argued that applying an uncertainty theory like Grey System Theory to project management and related issues is a good attempt with a wide range of potential applications. This is because the theory is well known for its capacity to handle poorly understood uncertain systems.

The following procedures are distinguished within the context of the traditional method to managing stakeholders in project management: stakeholder identification, stakeholder planning, stakeholder management, and stakeholder monitoring. The diagram below depicts the paradigm of how stakeholder management procedures and human resource management processes interact.

Figure 2.4: Model of interaction between the processes of managing stakeholders and managing human resources
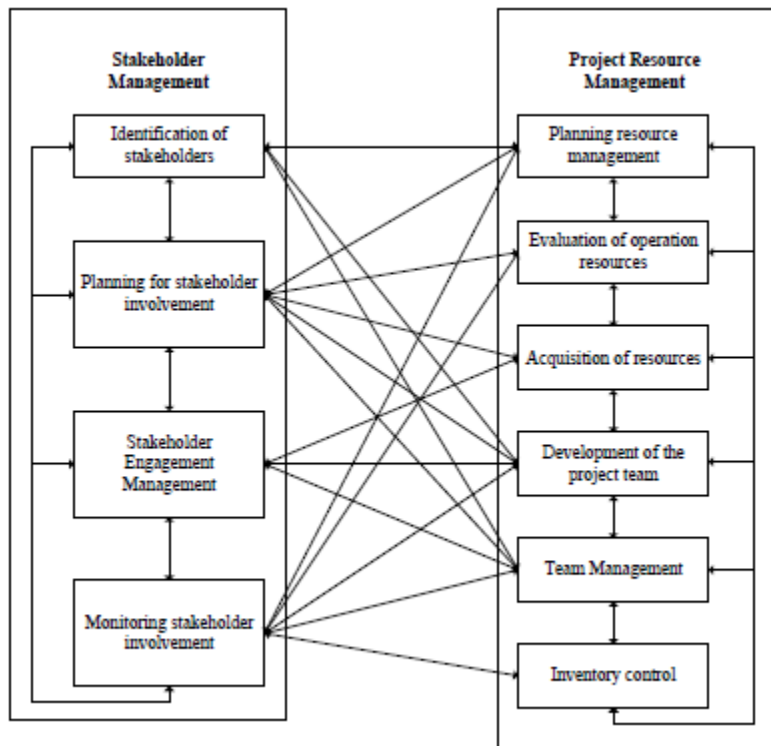
In essence, a distinct scope aids project participants in maintaining alignment throughout the project's duration (Sheikh, Fakunle, & Fashina, 2020). Therefore, projects can be protected against potential concerns or obstacles when the project scope is properly defined, successfully managed, and communicated to the stakeholders participating in the project. Therefore, project scope can assist define what is and is not engaged in a project and govern what should be permitted or eliminated as it is implemented (Bingham & Gibson, 2017).

Project execution calls for the coordination and synchronization of skills from many business areas. Any project must meet a variety of criteria in order to be successful, including deadlines, financial constraints, and technical specifications. The most crucial stage in guaranteeing overall project success is choosing the proper project at the outset and eliminating any projects that might fail.

The three components that stem from the core model, which has been referred to by various authors as the iron triangle, project triangle, project manager's trilemma, project management triangle, triple restriction, among others, are present in all definitions of project success. No matter the conceptual variations of the project's success definition, a project must start by being planned according to these three criteria: time, money, and scope or quality. This last element is a crucial determinant for the purpose achievement of the projects (Vides., Pertuz, and Díaz, 2021:2920-2930).

Figure 2.5: Triple restriction in project management
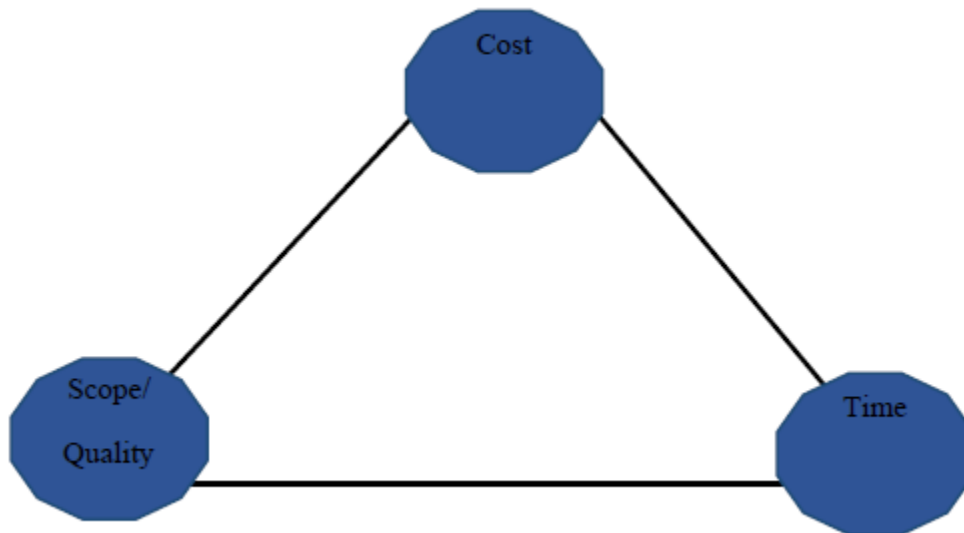
Source: Vides, Pertuz and Díaz (2021:2920-2930).

Figure 2.5 depicts the edges of an iron triangle, which in this case represents the relationship between the three project constraints of cost, time, and scope or quality. If one of these values is changed, at least one of the other three must also be changed in order to maintain the triangle's symmetry, which symbolizes the project's balance (Wysocki, 2014).

2.5   impact on project execution success

Albert, Balve, and Spang (2017:796-820) feels that The definition of the construct "project success" is an issue that is regularly discussed in project management research, and scholars disagree on what it means. Project success is a multidimensional notion, according to many research findings; it can mean different things to different individuals, and context is very important.

The accomplishment of strategic organizational objectives is a requirement for project success, which is why it is frequently correlated with an organization's goods or services. Contrarily, the completion of goals reliant on budget, quality, and widely used techniques for project scheduling and control constitutes the success of project management (Amoatey and Hayibor 2017:180-197).

Keeys and Huemann (2017:63-87) further elaborates that the ability of project organizations to be innovative and add value depends greatly on their deliverables. The ability of organizations to carry out a project through to completion is improved by placing a strong emphasis on the CSFs. In this regard, managers should prioritize actions that can result in success by continuously evaluating all decisions made during the project life cycle that have an impact on risks and CSFs.

(Nagahira, Yamasaki, Ishihara, and Ishida, 2018:1-17) The execution phase is typically plagued with "changes," which are a major worry. In the actual world, throughout the project execution phase, various modifications to the objective or the final product may take place. Plans are nothing, altering plans is everything, as stated by Dvir and Lechler (2004), highlighting the significance of the influence of changes made throughout the project execution phase on the success of the project.

Karkera (2019:1-14) feels that the failure that directly and negatively affects the project while it is being executed must be found. Effective strategy execution faces a number of challenges, which are primarily to blame for the project's failure such as:

strategy execution; these are the major cause for the failure of the project":

• **Inflexible process** and organizational structures tend to the problem in adjusting with the change of business environment.

• **Lack of performance** measurement tools will cause poor improvement process.

• **Lack of communication** and **execution** this will have consequences for critical mismanagement.

• **Less strategy execution** focus generate the poor outcome of the project.

- **Lack of change in management** leads to poor delivery of the outcome.

- **No execution direction** engenders wastage of efforts.

- **No understanding by the employees** leads to a lack of interest towards the success.

- **Poor material allotment** Is responsible for incompetence and miss opportunities.

- **Poor planning management** create confusion and poor decision making.

These are the major points that we will focus on and manage to find the best alternative solutions.

1. Data Assessment

Firms that are from small to big ranges are operating the data assessment for pursuing the best chances, lower price, construct competences, build superior also for speedier judgments that eventually raise their client's fulfillment even this reflects at project, program and portfolio stages meanwhile this will enable companywide strategy.

2. Organizational culture

Organizational culture is identified as a combined programming of the mind which individualizes the members of one organization from another. There is no doubt that different organizations have different cultures. This tends to develop the organization's capacity to discover, invents or develop a solution to solve the problem. The organization operates by establishing terms to manage the project independently. "There is a high regard for experts in this culture and dependent on the right people to be brought into together by the right time. This structural culture will be connected towards behaviors, trusts also with morals through the members they are going to share within the management. Project manager practices the linkage of using his skilled colleagues to share information and supervision earlier and also during executing the project while also checking their social consequences, so it might not affect the project to run out of time.

3. Teamwork

The project team is the group of people that are responsible for carrying out the complicated jobs for short time. They also they work naturally in cross-functional manner. It contain the people with the balancing skills along with people that develop extreme regulations as well as with the people responsible for managing zone inside the corporation (detailed engineering, procurement, construction, operation, and maintenance). The advantage of a cross-functional team is that they have the capacity to work on multiple activities simultaneously, rather than sequentially which saves time. Practitioners performing this kind, the situation shall adopt parallel actions to execute the project on daily basis. Consequently, underneath the idea, the overall time for executing the project can be shortened up accordingly attaining the superior outcome, quality, improved output so that better client satisfaction could be attained.

4. Colleague reviews

Essentially, a quality assurance procedure serve will always performed during the execution the project by most of the clients. Main commitment of this colleague review is to sort out that the plan and the objective for executing the project are benchmarked. The technique was conducted by adding the experts to review the projects underlying assumptions, decision logic, alternatives and future ideas and also by authenticating, productively inspiring report during a decision support package. Customer review group professional mostly from the management. This team focuses on the key areas such as marketable, assessment value, administrative assembly inside execution crew, well-being, ecosystem, and security, project performance also the methodological. "The customer review crew

The methodology developed by Lim and Mohamed (1999) was based on indicators divided into two categories. Similar to Morris and Hough(2000) they chose time, cost, and performance as well as safety at the micro level, though they only used these variables during the execution (implementation) phase. On a larger scale, they choose the duration of the project and user and operational satisfaction (Sebestyen, 2017:571-577).

Chapter Summary

In a brief overview this chapter gives guidance to what leaders have to deal with whilst undertaking a project and to be able to achieve success, also it explains the interaction they are most likely to have with other stakeholders and how they can best conduct themselves. To be able to obtain the desired outcome of a project, a leader will have to look into a variety of tasks whilst engaging with the stakeholders involved on the project. To achieve project success one has to look into the processes involved firstly assess the risks and also be able to produce a plan on how it can be managed. Whilst doing so a leader has to acknowledge all stake holders involved in the project and include them in every decision making and leave no one feeling left out.

A leader should be able to choose the best execution strategy which will be able to drive the project into realizing its goals and the strategy should be able to accommodate all involved therefore this is why it is vital for communication amongst all stakeholders at all time. There are a lot of constraints which a leader can come across whilst undertaking a project these may include budget, time, costs and others.

Therefore all of these constraints need to be discussed through the extensive details otherwise if they are not stakeholders might find themselves having to deal with these issues at a later stage of the projects and this can cause a great delay towards the progress of the whole process.

One of the most vital factors is knowledge management, it is key especially in the execution stages because with knowledge one is able to take decisive and informed decisions to ensure that it benefits the greater good of the entire project. Failure has to be recognized as part of the processes which one might come across and for this reason you need to be observant to identify the reasons as to what may lead to such circumstances. This way one may not just be able to try and avoid but also be able to handle the situation should it arises.

CHAPTER 3

Leadership, role of leadership, types of leadership styles, impact on leadership styles, motivation, leader member exchange and contingent leadership.

Introduction

3.1   Leadership

Raziq, Borini, Malik, Ahmad, and Shabaz (2018:309-323) assert that in order for followers to achieve their goals, a leader must communicate, guide, and influence them. The results of strong project leadership include a number of prerequisites for project management and success, including effective and efficient team development, team communication, cohesion, and collaboration. The project manager, as the team's leader, must guide the team members from project initiation through project completion and meet the expectations of all project stakeholders, hence leadership is necessary at all stages of the project.

Raziq, Borini, Malik, Ahmad, and Shabaz (2018:309-323) state that the key to inspiring and motivating people to bring about a desired change is the leader. The leader pays attention to the needs and desires of the followers, inspiring them to work to the best of their abilities. A culture of trust, inventiveness, and success is created, encouraging followers to change for the better and act in the organization's overall best interest.

Pilkienė, Alonderienė, Chmieliauskas, Šimkonis, and Müller (2018:913-924) are of a view that the importance of leadership in initiatives is beyond question. Over time, the idea of leadership has undergone significant development. Shared and dispersed leadership models have replaced the traditional perspectives of appointed leaders (also known as vertical leaders) who exercise authority over team members. The idea of balanced leadership, which emerged most recently, spanned these two streams by identifying

dynamic, transitory, and alternate transitions between vertical and horizontal leadership (i.e., their balance) for the completion of project results.

Project managers are held accountable for overseeing team performance and the timely completion of project objectives. The success or failure of projects is strongly dependent on their leaders since project failure has become a recurring trauma faced by project-oriented enterprises (Drouin et al., 2018; Raziq et al., 2018).

Previous studies demonstrated that project leadership is neither exclusively carried out by the project manager, nor is it exclusively carried out by the team or a few of its members. Instead, the resource that is best suited to lead the project at any given time takes the initiative. Although the project manager is the official leader, it is common for specialists or other resources to temporarily take charge, say to resolve a technical problem, before returning to the project manager. In a modern literary stream, this relationship is known as "balanced leadership" (Müller *et al.,* 2018:95-107).

Oc (2018:218-235) mentions that Fiedler (1978) was the first to argue that leadership does not take place in a vacuum and that there needs to be a match between a leader's characteristic and the situational elements in order to achieve superior group performance outcomes (e.g., task structure). Following suit, several contingency theories are investigating the function of context in leadership.

Müller, Zhu, Sun, Wang, and Yu (2018:95-107) state that studies, standard leadership theories do not adequately account for the variables that affect leadership in projects. The constant inflow and outflow of teams and specialists are needed at various project stages (such as design or quality assurance teams) or specialists are needed to address specific problems are a few examples of these dynamics. Project teams therefore face constant reformation, which limits their ability to grow and develop in accordance with conventional leadership theories.

Zaman, Nawaz, Tariq, and Humayoun (2019:101-131) asserts that the use of time constraints, project management skills, and realistic budgeting are all critical to a project's success. Only when a project performs in accordance with the requirements set forth for that project is it deemed successful. As a result, the project manager's position is seen

as being of utmost importance for defining and developing the desired project execution aims.

Since its inception, project leadership has been unfortunate in failing to pique the interest of scholars and practitioners. However, the discipline is now swiftly gaining acceptance on a global scale. The literature indicates that organizations and scholars from numerous disciplines first realized the value of project management in the early 1990s. Additionally, Shenhar and Dvir (2007) noted that the literature in the discipline of project management is not as extensive and rich as that in the other management sciences fields (Iqbal, Zaman, Siddiqui, and Imran, 2019: 231-256).

Pilkienė, Alonderienė, Chmieliauskas, Šimkonis, and Müller, (2018:913-924) feel that Turner et al. (2009) and others have stressed the importance and complexity of leadership in projects. According to Clarke (2012a), studies on leadership style, leadership behaviors, and leadership attributes all fit under the heading of "analysis of leadership in projects" (competences, characteristics and personality).

Love, Ika, Matthews, and Fang (2021: 100999) further elaborates that we describe a leader as an active subject, the doer, and someone "who envisions the future, sets and communicates strategy, inspires and motivates followers, assigns responsibilities, evaluates and rewards performance" within the rubric of traditional leadership styles (Tams, 2018). The conclusion is that leaders can sway followers via their charm, personality qualities, or other indirect means. However, concerns have been raised about whether the vertical influence approach of leadership is effective at starting and maintaining a change management program and utilizing the ingenuity, wisdom, and experience of a project team to produce desirable results.

Iqbal, Zaman, Siddiqui, and Imran, (2019: 231-256) feel that Project success elements have gained prominence in overall project management as a result of researchers' focus on project success factors over the past three decades as opposed to project failures. Researchers and practitioners began looking at the variables that contributed to the project's overall success for this reason alone. Project leadership stands out among these

elements. According to Dey (2009), a project's failure could result from ineffective leadership, as effective leadership is one of the most important components for project success.

Fareed, Su, and Awan (2021:100036) state that a PM study conducted by KPMG in 2020, Indicated that the PS rate was over 25%. According to a survey by the Asian Development Bank, Pakistan's project success rate is barely 8%. (2005). Studies have been done on a variety of project success elements and the summary of it all is that project-oriented organizations have found that failure of projects has proven to be a tenacious ordeal, and the success or failure of initiatives is primarily dependent on their leaders.

Müller, Zhu, Sun, Wang, and Yu (2018:95-107) claim that A well-established issue in study is the identification of leaders, particularly via the prism of their conduct. In 500 BCE, Confucius listed four qualities that make a good leader: jen (love), li (proper conduct, or concern for process), xiao (piety, or values), and zhang rong (the doctrine of the mean, or concern for moderation).

According to Kanji (2008) cited by Odeh, Obeidat, Jaradat, and Alshurideh (2021:1-29) Leadership is the key component of the business model, not just another criterion, demonstrating that it is leadership that propels the corporation towards excellence in all areas. Strong convictions, agreed-upon objectives, a clear vision, well-developed tactics, an appropriate organizational structure, and empowered staff members who are eager to contribute successfully are the foundation of good leadership.

Table 3.1 Identification of necessary skills by sustainable construction project leaders

Author	Skills
Zulkiffli and Latiffi (2019)	• Communication • Planning and Goal-setting • Team building • Motivation • Decision-making and Problem-solving • Conflict management • Negotiation • Delegation
Wang et al. (2015)	• Leadership • Communication • Evaluation • Result of the project • Innovation
Hwang and Ng (2013)	• Communication • Leadership • Decision making • Analytical • Team working • Problem-solving • Negotiation • Human behaviour • Chairing meeting • Presentation
Li et al. (2013)	• Leadership • Communication • Problem-solving
Robichaud and Anantatmula (2011)	• Communication • Planning and strategy • Teamwork

Source: Latiffi, and Zulkiffli, 2021:39-48

3.2 Role of leadership

Nandasinghe (2020:25-30) states that being a leader means having the ability to motivate others by setting a positive example. An illustration is one that encourages people to

adhere to goals that benefit the organization. In general, leadership entails developing a vision for the organization's future, coming up with a plan to realize that vision, and sharing that vision with all of the organization's members.

Latiffi, and Zulkiffli (2021: 39-48) goes further to state that one of the most important elements in the administration of sustainability projects is leadership. This is mostly due to the fact that the project manager's every choice has an impact on accomplishing sustainability objectives. As a result, in order to be considered for these positions, project managers must have prior experience managing sustainable construction projects. According to Korrapati and Rapaka (2009), project managers' leadership styles are the reason why the majority of projects are successful.

Zhang, Cao, and Wang, (2018:317-330) asserts that project managers can intuitively identify the traits of various participants and then influence the project outcomes using their emotional intelligence and power. Bhatti, Kiyani, Dust, and Zakariya (2021:982-998) feels that managing the people side of a project successfully requires leadership rather than just management (i.e., planning, organizing, and controlling). Thus, leaders play a crucial role in projects that are complicated and unpredictable, which improves team and project performance.

Wipulanusat, Panuwatwanich, and Stewart (2018:890-914) posit that Leadership for innovation (LFI) is the capacity of leaders to take chances on unique projects and adopt novel viewpoints. Building processes, structures, and an environment that encourages creativity in an organization is crucial for motivating team members to pursue new ideas.

Abdilahi, Fakunle, and Fashina (2020:1-17) explains that project scope management places a strong emphasis on planning and controlling, which makes it challenging for project managers to manage stakeholders' or clients' expectations. In essence, a distinct scope aids project participants in maintaining alignment throughout the project's duration. Therefore, it can protect such projects from potential problems or challenges when a project scope is clearly defined, effectively managed, and communicated to the stakeholders involved in the project.

Ganzemiller, Bertsch, Saeed, Ondracek, Pellenwessel, Kea, and Nadeau (2021:99-121) Simply put, leaders cannot survive without followers. When followers don't like their leaders, work environments become challenging. If followers believe they are free agents, they may choose whether they wish to follow their leaders or not (Kellerman, 2019). The entire work environment can be made or broken by a good or bad leader.

As the term implies, transformational leadership includes a transition. The leader, the followers, and the system that the leader and the followers are working for are all involved in the transformational process. The key to inspiring and motivating people to bring about a desired change is the leader. The leader pays attention to the needs and desires of the followers, inspiring them to work to the best of their abilities. A culture of trust, inventiveness, and success is created, encouraging followers to change for the better and act in the organization's overall best interest (Raziq, Borini, Malik, Ahmad, and Shabaz, 2018:309-322).

Table 3.2 Influence of Transformational Leadership factors

Table 1: Similarities of Different Transformational Leadership Models

Dimensions of Posner and Kouzes (1988)	Dimensions of Bass and Avolio (1995)	Dimensions of Bradford and Cohen (1984)	Dimensions of Conger and Kanungo (1987)	Dimensions of Bennis and Nanus (1985)
Model the way	Idealized Influence and Inspirational Motivation		Take high personal risk to support the vision	
Inspire a Shared Vision	Inspirational Motivation	Determine and build a common vision	Advocate an appealing yet unconventional vision	Management of attention through vision
Challenge the Process	Intellectual Stimulation			
Enable others to Act		Build a shared responsibility team		Develop commitment and trust
Encourage the Heart			Behave with confidence and enthusiasm	
	Individualized Consideration	Continuously develop the skills of individuals	Sensitive to the needs of the followers	

Source: Iqbal, Zaman, Siddiqui, and Imran. 2019:231-256

Iqbal, Zaman, Siddiqui, and Imran (2019: 231-256) say that by combining the five Kouzes and Posner (2007) dimensions with one Bass and Avolio dimension, the current study aims to better illustrate transformational leadership (1995). Better understanding of transformational leadership practices, particularly in project management, may result from it.

Nevertheless, no matter what leadership style a project manager chooses, they must perform certain duties, such as communicating the project's goals to the project team. The project team members must be well aware of the project's goals, objectives, and general scope. Team potency and performance are influenced by goal clarity and the right leadership style (Raziq, Borini, Malik, Ahmad, and Shabaz 2018:309-323).

Table 3.3 Similarities and difference between Transformational leadership

Table 2: Similarities and Difference between Transformational Leadership

Dimensions (Kouzes & Posner, 2007)	Characteristics	Dimensions (Bass &Avolio, 1995)	Characteristics
Model the Way (MTW)	• Leaders establish rules that help people for achieving goals. • Becomes role model. • Communicate the complex tasks in easiest ways. • Always earns respect by giving helping arms.	**Idealized Influence**	• Leaders discuss most important beliefs and values. • Arise a strong sense of purpose among followers. • Contemplate the ethical and moral decisions. • Explore new possibilities of old process • Make realize the importance of trust among each other. • Offer themselves as role model
Inspire a Shared Vision (ISV)	• They set examples with performance. • They communicate vision clearly. • They disseminate the vision and achieve required performance. • They recognize followers and others as well.	**Inspirational Motivation**	• Disseminate the significance of objectives • Always indulge in motivational thoughts • Discuss the future optimistically • Clearly communicate the compelling vision of the organization.
Challenge the Process (CP)	• They always have a close eye on the opportunities and know how to grab. • Challenges are always welcomed to form innovative outcome. • They have risk of failure in their mind. • Continuous learning process is the essence in case of failure.	**Intellectual Stimulation**	• Leaders challenge the normal ideas and present innovative ideas. • Think critically about the given situation. • Consider all possible perspectives to solve problems. • Encourage innovativeness and non-traditional methods to handle the traditional problems.
Enable others to Act (EOA)	• Build trust, foster collaboration. • Get people involved in work actively. • Raise self-confidence	This dimension of Kouzes and Posner, (2007) is different from Bass and Avolio (1995) Model	

	among followers.	
Encourage the Heart (EH)	• Appreciate people for their contribution and create a culture of celebrating victories and values. • Rewards are shared and followers are encouraged publicly. • Represent their successful followers as heroes.	This dimension of Kouzes and Posner, (2007) is different from Bass and Avolio (1995) Model
This dimension of Bass and Avolio (1995) Model are different from Kouzes and Posner, (2007) Model	**Individualized Consideration**	• Spend more time in coaching and teaching • Pay attentions individually rather than the group. • Help individuals to develop their strengths • They listen others' concerns attentively.

Source: Iqbal, Zaman, Siddiqui, and Imran. 2019:231-256

Nandasinghe (2020:25-30) mention that this conundrum is indicated by a large organizational shift and the resulting change in leadership style. It is important to select a leadership style that reflects the kind of change that will be made. Employees may help organizational change succeed. The ability of executives to mobilize the resources of the company and, in doing so, effectively handle difficulties facing the organization, is facilitated by the adoption of an appropriate leadership role and the time movement from one task to another as circumstances change.

Nowadays' organizations place a lot of importance on leadership. The foundation of comprehensive quality management and team operations is this kind of innovative activity. Additionally, it can take the position of middle management expertise lost due to personnel reductions. It offers a generalized method for defining, finding, and growing leadership in existing organizations. Through performance reviews, guidance in the workforce is discovered. To create leaders who can successfully tackle difficulties and influence the organization's performance, leadership development must be thoroughly and methodically incorporated into the organizational culture (Nandasinghe 2020:25-30).

Podgórska, and Pichlak (2019:869-887) explains that It should be highlighted as well that managing a project team presents project managers with greater difficulties than managing teams in conventional organizations. This is due to the uniqueness of the project itself, which involves a more flexible work environment, frequent changes, and pressure to complete the project by the deadline, a strict budget, and constrained resources. Due to the transient nature of the project and interpersonal relationships, the project manager must adopt a unique strategy to developing and maintaining relationships within the team. Project completion entails terminating the project team and moving on to a new project and a new team.

3.3 Types of leadership styles

Doan, Nguyen, and Nguyen (2020:223-233) mention that leadership style is a type of leadership conduct that influences other people's actions and is regarded as a crucial management component. Although there are other leadership philosophies, including transactional, laissez-faire, and transformational, transformational leadership is the favored approach in the workplace, particularly for firms that focus on projects.

Odeh, Obeidat, Jaradat, and Alshurideh (2021:1-29) state that organizations are greatly impacted by transformational leaders' abilities to: enhance employee wellbeing and self-efficacy; deal with the dynamics of the external environment; inspire a vision for change; spark intellectual stimulation; foster a culture that supports change; and build trust and reduce fear.

Self-awareness, self-regulation, motivation, empathy, and social competence are among the emotional intelligence characteristics that most successful leaders excel in (Goleman, 1998). There are six fundamental types of leadership, and each one employs different combinations of emotional intelligence's core skill (Nandasinghe, 2020:25-30).

Potter, Egbelakin, Phipps, and Balaei (2018:73-89) Despite improvements in management and technology, the construction industry is still largely dependent on human labor. Most projects spend a large amount of money on human resources, as well

as managerial and leadership abilities. To complete short-term project goals, people collaborate in teams. These aims may not always be compatible with those of other projects or with those of the individual. The Chartered Institute of Building CIOB (2008) also noted distinct distinctions between the traits and skills needed for construction industry executives vs those needed for leaders in other business sectors. Construction leadership has advanced beyond task orientation to emphasize the value of team member success and performance. Instead of focusing on tasks and processes, this newly developed perspective includes teamwork based on trust, communication, and cooperation.

Sousa, and Rocha (2019:360-366) mention that there are three main types of leadership.

Autocratic leaders, without consulting the other team members, make decisions. When decisions must be taken fast, when team input is not required, and when team agreement is not required for a successful end, this may be the best course of action. However, this approach could result in a high personnel turnover rate and absenteeism.

Democratic leaders, they involve team members in the decision-making process but ultimately make the decision. Employees are frequently very involved in projects and decisions thanks to their encouragement of creativity. Team members typically have high levels of job satisfaction and productivity as a result.

Laissez-faire, Leaders allow their team members a great deal of latitude in how and when they complete their work. If assistance is required, they offer resources and counsel but otherwise refrain from getting involved. However, it can be challenging if team members lack the knowledge, abilities, or self-motivation to complete their jobs effectively. This autonomy can result in great job satisfaction.

According to Müller, Zhu, Sun, Wang, and Yu, (2018:95-107) standard leadership theories do not adequately account for the variables that affect leadership in projects. The constant inflow and outflow of teams and specialists as needed at various project stages (such as design or quality assurance teams) or specialists as needed to address specific problems are a few examples of these dynamics. Project teams therefore face constant reformation, which limits their ability to grow and develop in accordance with conventional

leadership theories. This has repercussions for project leadership. Previous studies demonstrated that project leadership is neither exclusively carried out by the project manager, nor is it exclusively carried out by the team or a few of its members. Instead, the resource that is best suited to lead the project at any given time takes the initiative.

Pilkienė, Alonderienė, Chmieliauskas, Šimkonis, and Müller (2018:913-924) feel that one area of study in the field of leadership is the project manager as a vertical leader, or the leadership of the officially designated leader. We see this, for instance, in managerial and psychological literature where people are the focus of the research. Another stream focuses on the leadership demonstrated by the project team. Distributed and shared leadership are related ideas. Instead of a vertical leader, shared leadership refers to leadership being practiced by one team member who has been approved by the team.

Love, Ika, Matthews, and Fang (2021:100999) mention that we describe a leader as an active subject, a doer, someone who "envisions the future, sets and communicates strategy, inspires and motivates followers, assigns positions, evaluates and rewards performance," according to the traditional leadership approaches (Tams, 2018). The conclusion is that leaders can sway followers via their charm, personality qualities, or contingent reinforcement. However, concerns have been raised about whether the vertical influence approach of leadership is effective at starting and maintaining a change management program and utilizing the ingenuity, wisdom, and experience of a project team to produce desirable results (Müller et al., 2018; Wu et al., 2018).

In projects with greater complexity, greater ambiguity in project goals, high time pressure, during the project execution phase, and in projects with a propensity for high levels of political behavior, Clarke (2012b) proposed that shared leadership is more effective than vertical leadership in terms of project outcomes. On the other side, distributed leadership refers to leadership that develops via team members' interactions and is shared among them (Pilkienė, Alonderienė, Chmieliauskas, Šimkonis, and Müller, 2018:913-924).

3.4 Impact on leadership styles

Al Khajeh (2018:1-10) state that the importance of leadership in an organization cannot be overstated when it comes to developing a vision, mission, setting goals, defining

strategies, policies, and procedures to achieve those goals effectively and efficiently, as well as managing and coordinating internal operations. The leadership philosophies have a big impact on how well an organization performs. The leadership style affects the organization's culture, which in turn affects how well the organization performs. This was demonstrated by Klienet al. (2013) utilizing the four element theory of leadership and data gathered from 2,662 people working in 311 firms. Performance and organizational culture are linked to the different types of leadership styles (Klein, et al., 2013). Different leadership philosophies have varying effects on how well employees perform. Organizations with transformational leadership traits outperform expectations (Hashmi, Rehman, and Ilyas, 2018:11-20).

Suong, Thanh, and Dao (2019:273-280) feel that with great working efficiency, transactional leadership encourages and affects subordinates through the exchange of rewards. When subordinates can successfully accomplish their jobs in line with the agreements, they are offered rewards within a transaction. In other words, managers motivate staff to work. Because it depends on the evaluation of personnel, transactional leadership can have a favorable or bad effect on performance. Employees who view transactional leadership favorably may have positive outcomes, whereas those who believe that these leaders cannot be trusted because they violate promises, are dishonest, or are not transparent may experience poor outcomes.

Transformational leadership gives their followers the chance and assurance to carry out duties that are in line with their ideas and accomplish the organization's objectives. Suharto (2005) contends that transformational leadership will significantly strengthen and improve the mental state of followers. The people who possess organizational visions and missions will come to the attention of transformational leaders, who will also inspire and develop new working procedures to help employees function more effectively and interact with their businesses.

Regardless of their positions, employees and employers will experience a great work atmosphere thanks to laissez faire leadership. The least effective type of leadership is thought to be this one. The members of this group may have many demands for their leaders, but they work inefficiently together. Rarely, if ever, do laissez faire executives

provide the team with guidance or make choices on their behalf. When team members excel in their respective industries or areas of expertise, this approach may be successful, but it frequently results in ambiguous roles and a lack of desire (Belias & Koustelios, 2014).

Figure 3.1: Different leadership styles in achieving outcomes

Leadership styles	Mechanisms	Knowledge sharing behavior	Individual-level outcomes
*Empowering	-Attitude towards knowledge-sharing	**Individual-level**	-Job performance
*Transformational	-Psychological Capital	-Leader	-Creative problem-solving capacity
*Transactional	-Trust in team	-Coworkers	
*Mentor role	-Team identity	**Group-level**	**Team-level outcomes**
*Facilitator role	-Relational identification	-Team	-Team performance
*Knowledge-builder role	-Organizational identification		- Team creativity
*Supporting and Encouraging knowledge exchange	-Culture		-Team innovativeness
			-Firm performance

Source: Mishra, and Pandey, 2018:16-19

According to Mishra and Pandey (2018:16-19), Multiple antecedents and effects of knowledge sharing in organizations have been discovered in the body of literature. The impact of various leadership philosophies on followers' knowledge-sharing behavior has been extensively studied among these precursors. A number of follower outcomes are known to be influenced by leadership, an ancient occurrence. It should come as no surprise that different leadership philosophies have different effects on followers' knowledge-sharing habits. A concise summary of the literature on leadership styles and

knowledge-sharing behavior is given by the theoretical framework shown in the graph above.

3.5 Motivation

Leadership is the ability to inspire a group of people to take action in order to achieve a shared goal. It involves motivating and assisting others as they enthusiastically work toward goals. Because it creates a clear vision and successfully communicates with its colleagues and subordinates, leadership is crucial. The organization's direction, with a defined goal, helps the staff members understand their obligations (Nandasinghe :2020:25-30).

Pancasila, Haryono, and Sulistyo (2020:387-397) feel that It is very likely that the organization will function well if the individual performs superbly. If a person has good skills, is eager to work because he gets paid, and has improved expectations for the future, his performance will be excellent. According to Aamodt (2012), by motivating the organization strives to boost workers' willingness to put in long hours and use all of their skills. When an employee is inspired, he will enjoy his work more and work more diligently, which will ultimately lead to better performance.

The strength of money or capital and the success of managing human resources are two factors that affect a company's ability to develop and survive. The management question is that the organization must be able to compare and contrast the perceptions or perspectives of employees and leaders in order to achieve company goals, such as through the selection of the proper working mentality with high levels of dedication and loyalty to their work, as well as through the provision of direction, motivation, and appropriate working coordination from a leader to his subordinates. It is difficult to develop employee job satisfaction since it depends on the consistency of work motivation, leadership, and the organizational culture of the business that may be well adapted and accepted by all employees (Paais, and Pattiruhu, 2020:577-588).

Andriani, Kesumawati, and Kristiawan, (2018:19-29) mentions that more than three categories of variables, including individual, organizational, and psychological factors, can influence how well people perform and reach their potential within an organization. The first category includes individual factors like ability and skills, family background, social status, and experience. The second category includes organizational factors like resources, leadership, rewards, structure, and job design. The third category includes psychological factors like mental/intellectual factors.

According to Baer et al. (2015) cited by Wipulanusat, Panuwatwanich, and Stewart, (2018:890-914) the joint or combination effects of individual and organizational elements should be covered in the study of innovation in organizations. Since the motivational background of the public sector is different from that of the private sector, analysis at the individual level is especially crucial. Leaders should be aware of the variables that encourage public employees to put forth more effort and perform better because there aren't any typical rewards like there are in the private sector. This can boost career happiness.

Bhatti, Kiyani, Dust, and Zakariya, (2021:982-997) feels that researchers have called attention to the paucity of research on project team support and how leader-team interactions impact project performance. Therefore, managing the people side of a project successfully requires leadership rather than just management (i.e., planning, organizing, and controlling). Thus, leaders play a crucial role in projects that are complicated and unpredictable, which improves team and project performance.

3.6 Leader-member exchange and contingent leadership.

Li, Furst-Holloway, Masterson, Gales, and Blume (2018:122-141) state that one difficulty for company leaders in the twenty-first century is ensuring that employees have a positive employment experience (Graen and Canedo, 2017). The effectiveness of the leader-follower role relationships, on which leaders have a huge impact, is a major determinant

of how well people perceive their jobs. Leadership is a relational phenomenon, and strong relationships between leaders and followers are essential to effective leadership. LMX (Leader Member Exchange) was initially known as vertical dyad linkage theory starting in the 1970s (VDL; Dansereau, Cashman, & Graen, 1973). Role theory, on which the fundamental premise of VDL was based, proposed that employees' roles develop through informal procedures (as opposed to formal processes like job descriptions), and that employees' immediate supervisors had a significant impact on their ability to define their roles.

Position theory allowed leadership academics to propose that determining an employee's role involved a sequence of interactions between the employee and the supervisor (henceforth referred to as leader and follower). According to descriptions of these exchanges, the leader gives followers autonomy, time, energy, information, support, and demanding task assignments in return for their high-quality work, additional effort, pleasant attitudes, compliance, and lack of workplace issues (Gottfredson, Wright, and Heaphy 2020:101385).

Puni, Mohammed, and Asamoah (2018:522-537) assert that organizational studies' main areas of study have historically been leadership and job satisfaction. Numerous research on the subject have looked at the connection between the two factors and come to the conclusion that leadership affects a variety of work outcomes, including employee job satisfaction.

Employee commitment is greatly influenced by how much assistance they perceive their employer to be providing. When employees feel supported by their company, they develop a stronger sense of duty and become more devoted to it. They also feel more responsible as a result of their employers' commitment to them and act in ways that help the organization realize its goals (Ali, Lodhi, Raza, and Ali, 2018:253-282).

Keskes, Sallan, Simo and Fernandez (2018:271-284) states that one of the most important aspects of organizational management is leadership, as effective leadership may assist businesses in their ongoing battle to remain increasingly competitive by coordinating people, timing, and resources to achieve organizational objectives (Avolio,

1999). A relationship between an individual (the leader) and a group (the followers) is said to exist when the leader controls or directs the behavior of the followers (Shastri et al., 2010). Different approaches can be used by leaders to sway followers.

Furthermore, according to the group engagement model, LMX (Leader-member exchange) indirectly affects workers' attitudes and behaviors by forming their social identities. Social identity plays a crucial part in how well people engage with others in groups. Employee attitudes and group cooperative behaviors are primarily shaped at work by organizational identity. Organizational identification may reduce employees' unproductive behavior (Zhao, Liu, Li, and Yu, 2019:834-848).

Mumtaz and Rowley 2020:165-189 state that LMX (Leader-member exchange) is a key idea in the literature because it emphasizes relationships and employee psychological adaptation over just financial incentives. The LMX idea focuses in particular on those qualities that are crucial for individual success as a result of the influence of their interaction with leaders.

The main goal of organizations is to survive in a cutthroat environment that is always evolving and changing. Intellectual capital must be taken into consideration if a company is to survive and obtain a competitive advantage. In this view, a leader is required in every organization to understand the complexity of the human condition and guide the workforce in achieving the organization's objectives by integrating them into the group (Kangür, 2009). The subordinates are impacted by the features and tendencies of the leader in terms of fulfilling the organizational goals (Rüzgar, 2018:50-60).

Chapter Summary

Leadership is essential for ensuring that the project is carried out properly and that all goals and targets have been accomplished. Because of the various challenges that a leader may encounter when managing a project and the various tests that will be placed before them, it is crucial for them to be able to develop specific traits. Because he or she will be working with people from various backgrounds and giving them direction on how

to carry out the project, a leader must be adaptable and possess a variety of personalities when interacting with practitioners. In such circumstances, you want to make sure that the practitioners are on your side as a leader and that they are encouraged to support the decisions you make. A project leader should be able to evaluate the circumstances and apply the appropriate leadership style that is required at that time in order to accomplish the goals or settle any problem disputes. Different leadership styles are resourceful based on the specific situation at the time. A leadership should be able to recognize when to take command of the situation and lead from the front, as well as when to back off and let the practitioners have a dialogue to generate new ideas.

Chapter 4: Research Design and Methodology

Introduction

This research technique design makes use of a variety of approaches. This chapter's goal is to construct the research approach methodology using a variety of research approaches. The methodology was developed with the intention of achieving the goals of this study, which included primarily enabling a better understanding of what practitioners

anticipate from a team leader in the construction industry in order for them to be motivated and able to perform their duties to the best of their abilities.

The research methodology aids the researcher in discovering the study findings. The overall structure of the study and the data gathering techniques are thoroughly detailed in this chapter. There are three primary sections to it. The dissertation design is highlighted in the first section. The second section talks about how to acquire data in both qualitative and quantitative ways. The overall research framework is illustrated in the final section. This section's goal is to describe the methodology used throughout the study periods.

Pandey and Pandey (2021:1-118) states that Research is a vital and effective instrument for advancing mankind. Very little progress would have been made without organized research. According to John W. Best, who is correct, "the secret of our cultural growth has been study, pushing back the areas of ignorance by uncovering new truths, which in turn led to better ways of doing things and better goods."

Newman and Gough (2020:3-22) further states that in every research field, it is essential to integrate a research issue into the larger context of research areas within a scholarly discipline, to advance the state of the art in that field, and to spot gaps in the body of knowledge to support the research question(s) being investigated.

The research methodology chapter focuses on the approach that the researcher will take when carrying out the investigation. The research methodology, research design, methods for gathering data, sampling, and data analysis techniques are all covered in this chapter. A word on ethical issues is included in the chapter's conclusion. When utilized properly, research methodology and design aid researchers to reduce the complexity of the study and develop a coherent process for addressing the research objectives and problems (Zita, 2020:21).

4.1 Research Approach

The so-called "paradigm war" is a protracted argument between the quantitative and qualitative paradigms. It began in the 1970s and persisted into the 1980s and 1990s. The

"incompatibility thesis," which asserts that the quantitative and qualitative methodologies cannot be integrated because of the disparities between the quantitative and qualitative paradigms, was advanced by certain researchers who believed that their methodology was superior throughout the 1980s. Many academics have rejected this principle since the 1990s and have adopted a new strategy that combines quantitative and qualitative research techniques. The researcher will combine qualitative and quantitative research approaches in a mixed research methodology. This was selected because it will make it possible to comprehend the situation under study in this research in great detail.

4.2 Research design,

The goal of the research design is to offer a suitable framework for a study. The decision to be made regarding the research approach is very important since it affects how pertinent data for a study will be acquired; yet, the research design process comprises several interrelated considerations.

According to Yin (2013:12) A framework or action plan that provides specific instructions on how the research must be carried out is the research design process. A well-dressed research design is one that is pertinent and offers concrete details about the desired sample. The technique the researcher will use to address a clearly stated problem and research topic is known as research design. It describes what should be done, at what stage, and the necessary methods to accomplish the stated goals and objectives.

4.3 Research methodology,

According to Jowah (2015:208-225) A research methodology is a description of how the methods will be applied to carry out the requirements of the research design. This study used a variety of methodologies. The descriptive study methodology was chosen because it may use both qualitative and quantitative methodologies at the same time, allowing for both depth and breadth. This study uses a descriptive research methodology to critically examine what professionals at certain Cape Town construction sites anticipate from a

team leader in order for them to be motivated and able to complete their responsibilities to the best of their ability.

Sileyew (2019:1-13) say that descriptive study accurately profiles people, events, or circumstances. This approach provides researchers with a profile of pertinent phenomena-related elements from an individual, organizational, and business-focused standpoint. The researcher was thus able to collect information from a diverse group of respondents about what team leaders are expected to do on a construction site in Cape Town. This information was then used to analyze the responses and determine how it influences the workers' motivation and performance. A set of thoughtfully constructed questionnaires (for management, workforce representatives, and industry technicians) made up the study's initial section. The second design involved interviewing practitioners to find out what they anticipated from the project team leaders at the chosen industrial sites.

The descriptive study methodology was chosen because it may use both qualitative and quantitative methodologies at the same time, allowing for both depth and breadth. This study used primary and secondary sources with both qualitative and quantitative methodologies in order to achieve the main research objectives. The analysis and findings from the quantitative data are supported by the qualitative data. Since the researcher used both qualitative and quantitative data types in the data analysis, the outcome is triangulated. This section covered the study area, data sources, and sample methods.

4.4 Significance of the research

4.4.1 Target Population

According to Jowah (2011:94) cited by Mhembere (2018:140), Population refers to the entire set of units that must be examined and investigated in order to draw a conclusion or draw an inference. An alternative definition of a population is the entire group from which we must gather data and from which we will choose the units of analysis. Fraenkel

and Warren(2018:68-79) define population as the entire group of people (subjects or events) that share the traits that the researcher is interested in. This specific study was carried out at construction firms in the Cape Town Metropolitan area. A random sample procedure was used to determine the study's population. From March 7, 2022, to August 10, 2022, data from a few construction-related industries in the Cape Metropolitan area were collected. The construction companies were chosen based on their track record, year of establishment, and level of industry expertise.

4.5 Problem Statement

By their very nature, projects have time, quality, and financial constraints, all of which are dictated by the extent of the work that needs to be done. On the other side, building jobs are typically strenuous and exhausting, which frequently causes operations to stall or staff absenteeism. In such a setting, the role of the leader is crucial because employee morale is significantly influenced by the behavior of the leader. The majority of team leaders are engineers or members of the hard skills discipline who are sufficiently knowledgeable in their field to hold the post. They assume too often that everyone knows what they are supposed to do and must carry it out, but the duties at hand influence the decision. The way the leader acts during the process is crucial for raising the spirits of the project's practitioners. The study focuses on the influence of leader behavior and how this enhances or degrades worker morale at construction sites. The lower level team members have a better understanding of the behaviors that would excite or demotivate them.

4.6 Research objectives,

The major objective of this study is to identify strategies for helping project managers improve their soft skills so they can inspire their team members and ensure a project's successful completion.

Primary Objective;

1. Identify leader behavioural patterns that motivate construction employees to perform at a selected site in Cape Town

Secondary Objectives

1. Establish behavioural patterns that motivate construction employees to perform during project execution processes.

2. Establish the prevailing leader behavioural patterns of the project team members at the construction site

3. Establish employee perceptions about the impact of leader behaviour patterns that demotivate them

Establish employee models of leader behaviour that assist in the motivation of the employees and the site

4.7 Research questions

Main research question

What construction project team leader behavior patterns impact positively towards motivation of the project practitioners?

Sub questions

1. Which kind of behavior from a leader boosts the morale of project team members and motivates them to perform effectively?

2. What types of leadership practices would enable the project team members to flourish in the construction project execution?

3. Through which type of leadership would the project practitioners feel discouraged and affect their performance whilst working on construction projects?

4.8 Research Hypothesis

Hypothesis is pertinent to quantitative research. A hypothesis statement anticipates the relationship between variables. It is a presumption that is formed in the beginning. An example from an experimental study could be: The application of fertilizer to maize boosts yields. Clearly stated and testable hypotheses are required.

A tentative and speculative relationship between two conceptions that is expressed in the positive is called a **Proposition**. An example of a proposition is, "Students' academic achievement increases as their intelligence increases." In general, conclusions (important for qualitative studies) are drawn from logic (deduction) or empirical observations (induction).

HYPOTHESIS;

The level of performance of the construction practitioners is correlated with the project team leader's leadership style.

4.9 Delimitation of the research

A research often covers a region that may be precisely defined. The demarcation context must be stated if the area cannot be pinpointed geographically. Is this boundary merely conceptual? The research is restricted to the Western Cape at a selected construction site in the Cape Metropolis, focusing purely on construction employees – the project practitioners specifically.

4.10 Sampling

Oribhabor, and Anyanwu (2019:47-57) state that sampling is a crucial technique for educational research. Because one technique might not be suitable for all situations, specific sampling techniques are employed for particular research topics in order to arrive

at the right result/findings. Similarly, choosing the wrong sample size could result in incorrect findings

4.10.1 Sample size

The minimum expected difference, also known as the effect size, the estimated measurement variability, the desired statistical power, the significance criterion, and whether a one- or two-tailed statistical analysis is intended are the five study design parameters that typically determine the sample size (Scott, 2007). The sample size of the research will 100 participants.

The basis for the minimum expected difference or size effects is: Fox, Hunn, and Mathers (2007) claim that as the minimum anticipated difference decreases, a larger sample size is required to determine statistical significance. This parameter's setting is arbitrary and is determined by a clinician's clinical judgment or prior expertise with the issue under investigation. Consider a study that compares a novel treatment with uncertain but perhaps greater accuracy versus an established diagnostic procedure with 85% accuracy. Suppose the researcher thinks that a 95% accuracy rate for the new procedure would be a clinically significant improvement. The researcher would therefore select a minimum predicted difference of 10%. (0.10).

Figure 4.1 The six-step procedure for drawing a sample
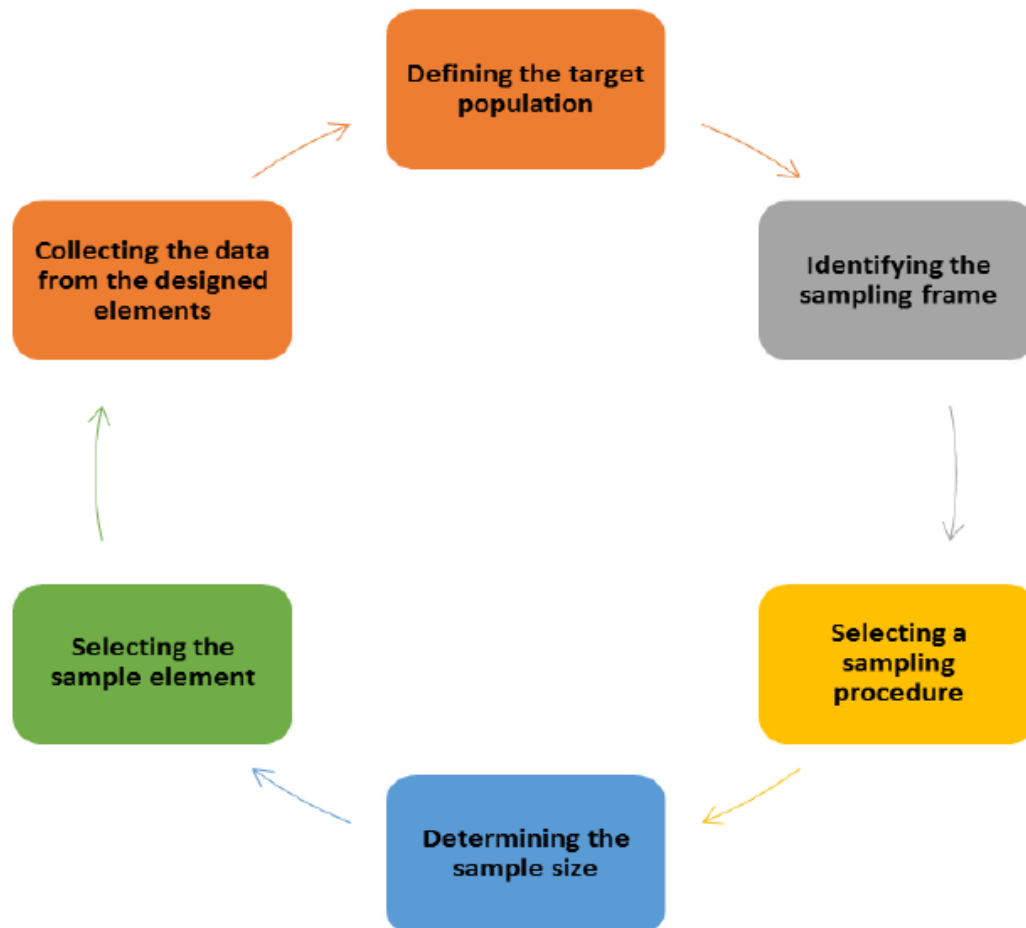
Source: adopted from Churchill & Iacobucci (2009:283) cited by Beretu, 2018.

4.11 Data collection methods

How will you enter the field? The function of informers? Are there assisting fieldworkers to be recruited and trained? Will face-to-face or telephone interviews be used to gather data? Explain the procedures to be followed and why they are the most important.

To help with the distribution of the questionnaires to the respondents on-site, two research assistants will be hired and trained. Their duties will entail, among other things, explaining to the respondents any sections that require clarification and collecting the surveys to ensure a 100% response rate.

4.11.1 Data collection instruments

QUESTIONNAIRE

The fact that information could be acquired through the questionnaire in an anonymous and private manner and stored for later use was seen to be helpful. As a result, this data could be transformed into information and could be reviewed at any time in the event that new questions about the research were to arise. Wide participation was possible because to the four-page survey, which also gave participants the chance to voice their opinions about the subject at hand without worrying about being punished. The questionnaire was first prepared, then it was taken for a "pre-run" and rebuilt with the help of the statistician before being sent for ethics approval. The data from the respondents was then gathered using it.

Section A (Biography) - This was done to learn more about the responders so that those who didn't fit the bill could be weeded out and the results included

Section B (Likert Scale) - This scale examined the respondents' perceptions, experiences, and comprehension of their expectations regarding the leaders' behavior during the execution of the Cape Metropolis construction project. The scale, which ranges from 1 to 5, where 1 = Strongly disagree, 2 Disagree, 3 = Neutral, 4 = Agree, and 5 = Highly agree.

Section C (Open – ended) - The three questions in this section gave responders a chance to contribute at least four points.

4.12 Data analysis

Quantitative data analysis

From the primary and secondary data mentioned above in this chapter, quantitative data were gathered. With the aid of Excel, SPSS 20.0, Office Word format, and other tools, this data analysis was carried out depending on their data type. This data analysis emphasizes the analysis of numerical and quantitative data. Data coding of the responses and analysis were done before the analysis. Data were coded into SPSS 20.0 software

as the data collected via questionnaires in order to conveniently evaluate the data collected.

Data had to be recognized, categorized, and given a numeric or character symbol, which could only be done in one way—pre-coded [9, 10]. All of the replies in this study were pre-coded. They were chosen from the list of options, and a number was provided for each option that fit the criteria. Every preceding query that required this therapy underwent this procedure.

Following completion, the information was then loaded into SPSS version 20.0 on Windows 10 for statistical analysis. Descriptive statistics and graphical analysis have been used to explore the data under the data analysis. The analysis involved looking at how different variables relate to one another and contrasting how different groups influence one another. Cross tabulation/chi square, correlation, factor analysis, and nonparametric statistics have all been used in this.

Qualitative data analysis

The triangulation of the quantitative data analysis is done using qualitative data analysis. The results were supported by interview, observation, and report records. In the data analysis sections, the analysis has been integrated with the quantitative discussion results.

Data analysis software

SPSS 20.0 for Windows 10 was used to enter and analyze the data. The analysis assisted by SPSS software greatly aided in the discovery. The data validation and accuracy of the SPSS results were aided by the research design and methodology, DOI: http://dx.doi.org/10.5772/intechopen.85731. The software examined and contrasted the outcomes of several factors utilized in the survey questions for the research. The images were also created in Excel, along with some analytical calculations.

The survey results will be combined, cleaned up, and coded before being entered onto an Excel Spread Sheet [ESS], from which the graphics will be created. Tables, charts, frequency polygons, graphs, and any other images that may help in understanding the relationships between the variables are included in the drawings.

4.13 Ethical consideration

As a professional obligation and a requirement of the research ethics committee at the Cape Peninsula University of Technology, the researcher is fully aware of the significance of ethical consideration. All participants in this study will have their rights upheld, and the results will remain private. The target population's rights, such as the right to privacy and the freedom to decline study participation, shall be respected throughout the research. They may leave the room at any time to conduct interviews or complete questionnaires. avoiding questions that could offend someone's culture and providing them the option of not responding to inquiries that might be offensive

4.14 Chapter Summary

The design (road map) and procedures that were employed for the research are clearly laid out in the chapter. The justifications for choosing the sample population size, the methodology (mixed methods), and the advantages of utilizing these approaches are all stated in straightforward terms. The research methodological procedure that was used during the study process is covered in depth in the aforementioned chapter. The chapter focused on the research methodology, research design, study population and sampling techniques, as well as the procedures and methods used for data collecting. The sample, varied distributions of the examined respondents' characteristics, as well as the study's delimitations and limits and underlying assumptions, were all covered. In the chapter that follows, the researcher utilized SPSS to analyze the data, and it is also mentioned that a qualitative study of the questionnaire's open-ended questions will be conducted.

Chapter 5; Data compilation, Data analysis, Data interpretation and Correlation analysis of the variables understudy

5.1 Introduction

This chapter shows the findings from the studies that were gathered from the respondents using a sample-based questionnaire. The acquired data is analyzed in accordance with the guidelines provided in the chapter on research methodology and research design. It consists of structured open-ended questionnaire questions. All active stakeholders in a building company received the questionnaire.

Data analysis can be defined as the process of reviewing, transforming, cleaning, and modeling data in order to make it meaningful for a good report, to support chosen decisions, to draw conclusions, and to make the data a source of helpful information. This definition is not necessarily wrong Beretu (2018:149).

The information-gathering tool was created, and it was given to the statistician for help with validity and reliability. The statistician and the researcher were happy after carefully examining the instrument's relevance. The researcher then went out into the field to collect the necessary information.

Three (3) sections, namely Section A - Biography, Section B - Likert scale, and Section C - Open ended questions, made up the study instrument. There were several questions in each section looking for specific data. To prevent including data from respondents who did not qualify, Section A focused on identifying and classifying each respondent based on their biographies. The Likert scale was used in Section B to give respondents the opportunity to indicate how they felt about various characteristics of leadership and what they anticipated from project leaders.

Random sampling was utilized to acquire the data after emphasizing clearly to the respondents that participation was freely, and ethical rules were followed. All of the participants' rights, including those related to respecting human dignity, preserving anonymity or confidentiality, and having access to information, were upheld. The study's goal was to pinpoint the behaviors of leaders who inspire performance in construction workers.

The results are presented in the manner that was used to collect the data, where each question and the respondents' responses are examined exactly as they appeared in the questionnaire. Illustrations are utilized to illustrate the conclusions and demonstrate the

relationship between the study's variables, including graphs, bar charts, pie charts, histograms, and tables.

The following pages contain the results:

5.2 DATA REPORTING, ANALYSIS AND INTERPRETATION OF THE FINDINGS

5.2.1 Section A: Biography

Question 1. What position do you occupy in the organization?

As we try to engage people who are frequently involved in the field of construction projects, the position held within the organization helps to be able to establish the respondent's perspectives based on the tasks that they deal with during the project execution phase. Additionally, this helps to identify if they are suitable candidates to respond to the questionnaires. We can decide whether or not they are appropriate candidates for this research based on the type of position they hold by either disregarding or compiling the information based on that information the research covered participants amounting to 100 .

Response: The responders were given a choice of five departments which are: Project manager, Project Team member, Consultant, Technician and Other. The sample was randomly chosen. it was then issued out to the staff members of the organization then based on the response received the data was then compiled together and presented as per the figure below

Figure 5.1 Position of occupancy in the organization

What position do you occupy in the organisation?

- Project Manager: 7%
- Project Team Member: 47%
- Consultant: 28%
- Technician: 9%
- Other: 9%
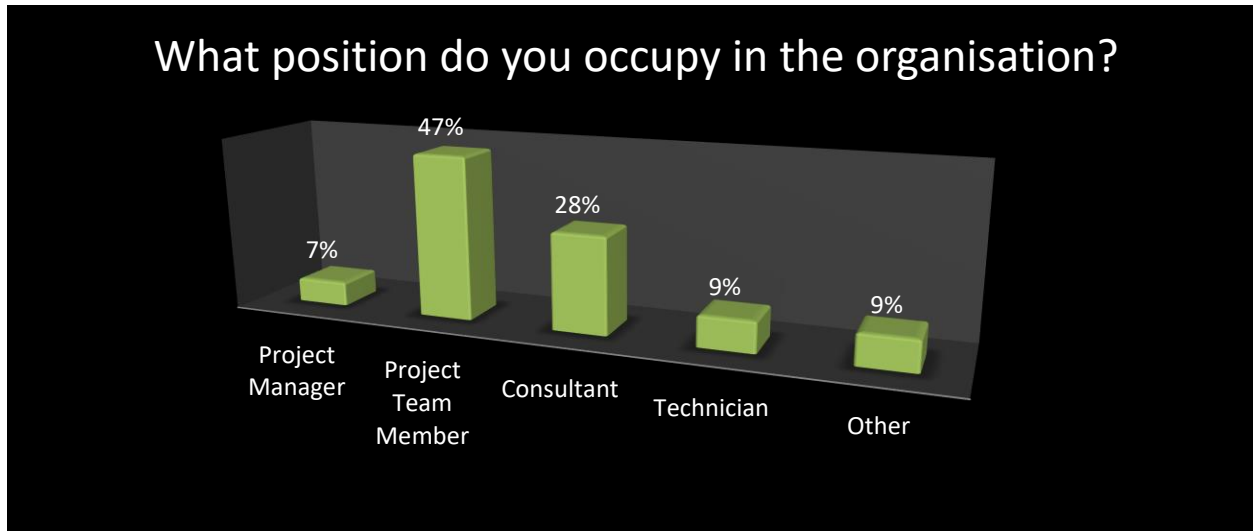
Source: author's own construction

The respondents were 7% project managers, 47% Project team members, 28% consultants, 9% apiece for Technicians and Other support staff. Support staff include those that play peripheral roles to assist in the processes. Consultant staff may be those involved in strategy meetings, purchasing, financial and other aspects of execution processes necessary to assist with the execution process.

Question 2. What is your discipline in this project?

Response: The different types of disciplines that the respondents work in will help to understand what role the respondent plays in the organization and with that specific kind of discipline they can be able to bring their perspectives about what they experience during the executions of projects. The bar graph below displays the participants' responses.

Figure 5.2 Different kinds of disciplines the respondents work in the project

What is your discipline in this project?
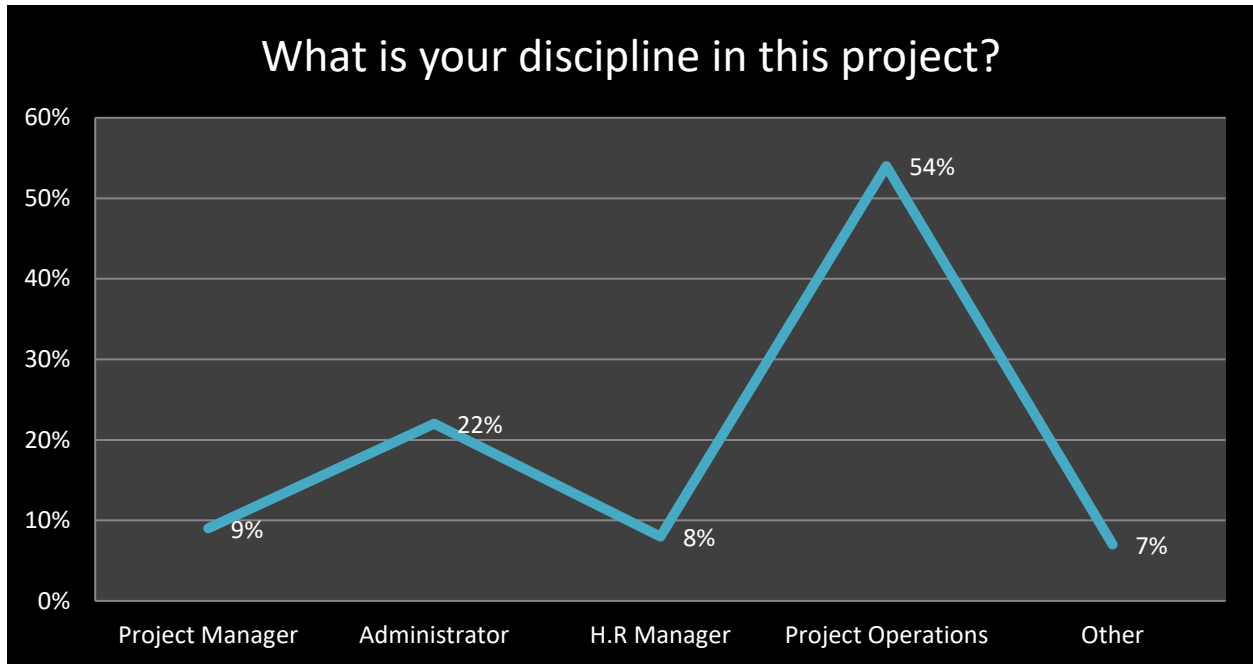
Source: Author's own construction

The majority of the respondents are involved in the project operations with a percentage of 54% as this can be expected due to the fact they are subordinates who report to higher authority, 22% are administrators, 9% are project managers, 8% Human Resources Managers and then the 7% are the support staff. Support staff include those that play peripheral roles to assist in the processes. Consultant staff may be those involved in strategy meetings, purchasing, financial and other aspects of execution processes necessary to assist with the execution process.

Question 3. For how long have you been in this industry?

Response: The respondents' wide range of work experience is another intriguing finding since it suggests that younger individuals may genuinely contribute to the discussion because they haven't yet been assimilated into the organization's culture. Because of the relationships that have established over time, long service may have a negative effect on objective judgments.

Figure 5.3 Length of service in the industry

For how long have you been in this industry?

15 -more years 2%

9-14 years 11%

4-8 years 22%
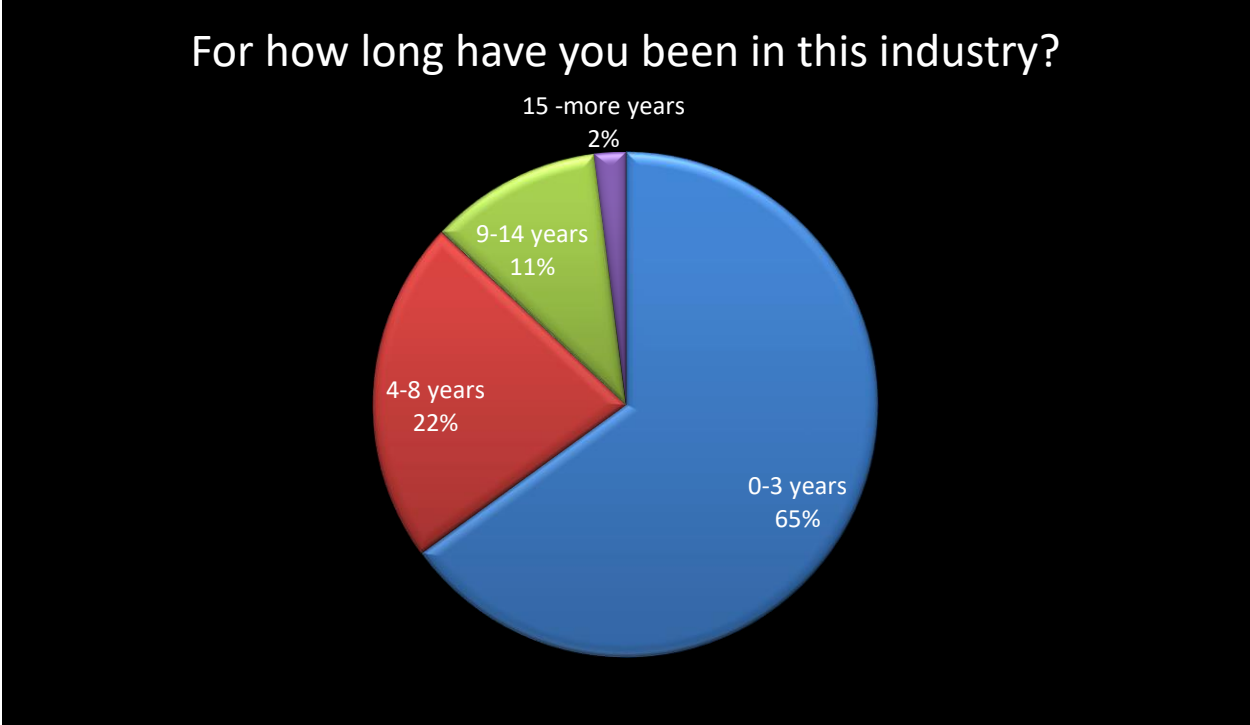
0-3 years 65%

Source: Own construction

In terms of the respondents' length of service in the industry, the information shown in the above graph indicates that 65% of respondents have been with the company for between 0-3years, 22% have been there for between 4-8 years, 11% have been there for between 9-14 years, and only 2% have been there for more than 15 years. It would seem that the majority of the staff members were very new, which suggests either new organizations or businesses with a high turnover rate. People may have previously worked for other companies if the query had inquired about their length of employment in the relevant industry.

Question 4. What kind of industry do you participate in?

Response: The purpose is to be able to differentiate all the different industry the respondents are exposed to whilst executing projects. This then allows for one to be able to differentiate the different kinds of circumstances the respondents are exposed to ranging from Engineering, Mechanical, Brick laying and other industries involved in construction projects.

Figure 5.4 Kinds of industry the respondents participate in
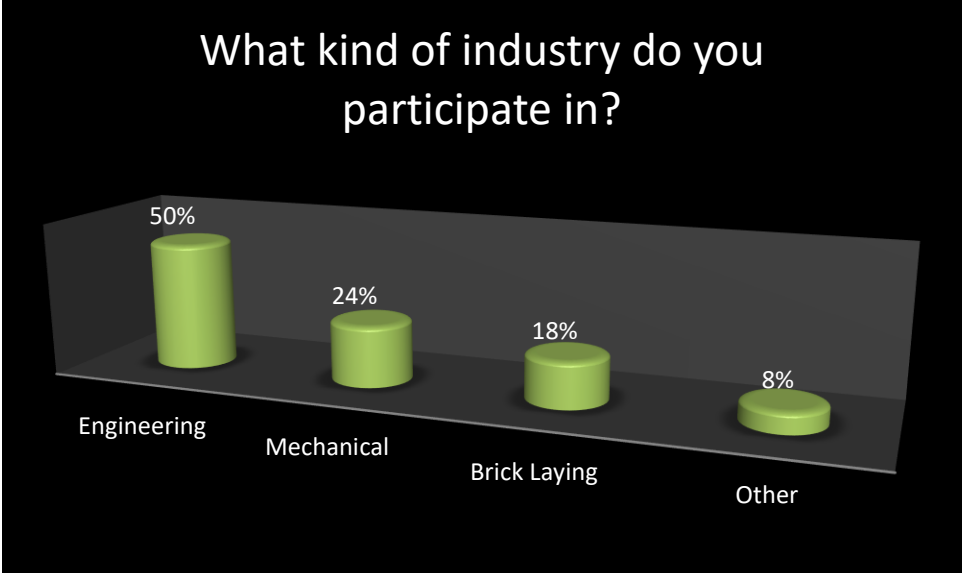
Source: Author's own construction

The information received showed that 50% of the respondents are in the Engineering Industry which proved to be the majority of the respondents, 24% are in Mechanical, 18% are in bricklaying and the 8% are in other industries. This could be expected given the fact that they organization itself deals with construction projects therefore the majority of the respondents would be in Engineering Industry.

Question 5 Highest qualification obtained?

Response: The purpose of this inquiry was to gauge the respondents' level of education. The difficulties experienced by practitioners on both the internal and external fronts occasionally call for proper credentials for that particular industry, as well as the need for continual research in order to pick up new expertise. The purpose of this inquiry was to gauge the respondents' level of education. The difficulties experienced by practitioners on both the internal and external fronts occasionally call for proper credentials for that particular industry, as well as the need for continual research in order to pick up new expertise.

Figure 5.5 Highest qualification obtained
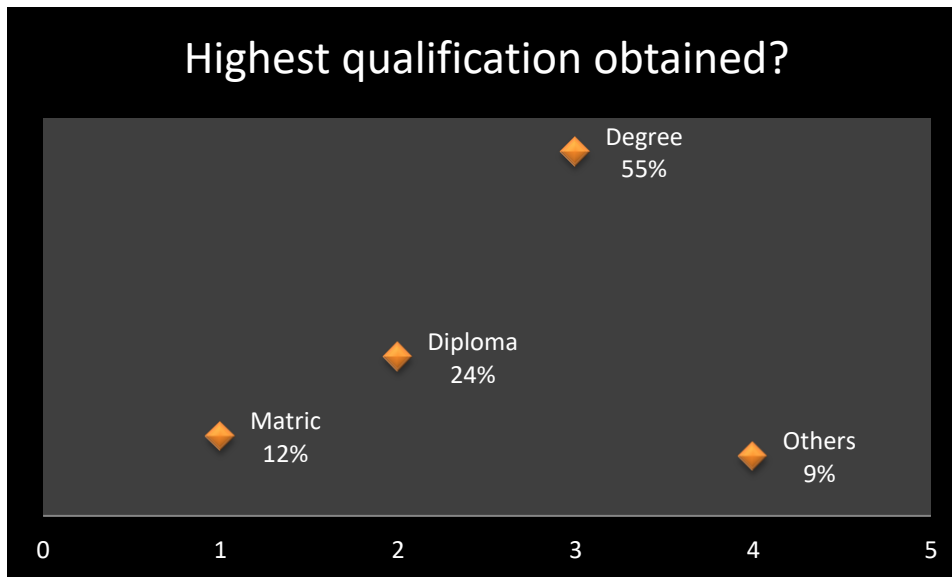
Source: Author's own construction

55% of the respondents have a bachelor's degree, compared to 24% who have a national diploma, 12% who have a matriculation certificate, and 9% who have further degrees such honors degrees, master's degrees, and short courses that fall under this category. The company should be applauded for having a majority of educated staff members.

5.2.2 Section B: Statement Question (The likert Scale)

The Likert scale rates perceptions, attitudes, and emotions on a scale to represent the intensity of the feelings in order to measure them. The scale was put on 1-5 with 1 as strongly disagreeing, 2 = disagreeing, 3 = neutral, 4 = agreeing and 5 = strongly agreeing. This was in response to pre-fabricated claims made in the literature review portion that came from the theory. Following each statement, the respondents' responses are repeated exactly as they appear in the questionnaire.

Statement 1: Managers do not need any training for managing projects.

Response: This is to establish the respondent's perspectives based on the tasks that they come across whilst executing projects what would be their opinions regarding the managers qualification in managing projects. It is quite interesting to witness all responses as elaborated in the figure below;

Figure 5.6 Managers do not need any training for managing projects

The majority of respondents (71%), who strongly disagreed with this statement, were followed by the second-highest percentage (15%), which just somewhat supported the disagreement. The remark was supported by the smallest percentage of respondents (6%), who strongly agreed with it, and the smallest percentage (3%), who disagreed. The remaining 5% of respondents were neutral. Since 86% of respondents disagree with the statement, it can be concluded that project managers do require training to handle projects.

Statement 2: No one should bring personal matters in the work place

Response: This statement aims to assess how the respondents view a workplace should be conducted, at some point in time people come across circumstances which are overwhelming and beyond their control this statement aims to analyze whether should it be allowed by a project leader for such situations to be carried to work.

Figure 5.7 Opinions about bringing personal matters to work

Figure 5.7 Opinions about bringing personal matters to work

No one should bring personal matters in the work place

- strongly agree: 40%
- agree: 18%
- neutral: 9%
- disagree: 8%
- Strongly disagree: 25%
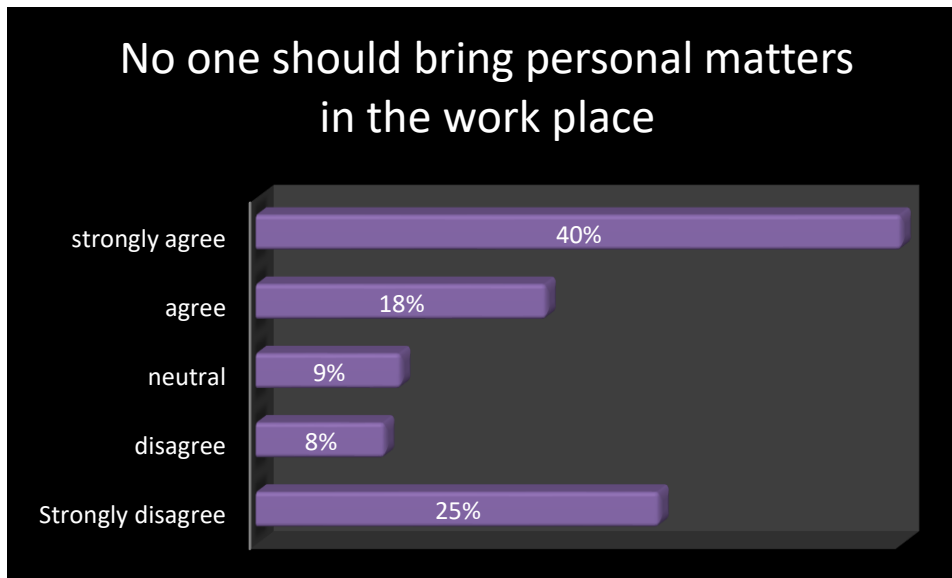
The majority of responders, or 58% overall (agree - 18%; strongly agree - 40%), support the claim. 9% of respondents were neutral and did not make a choice. A total of 33% of

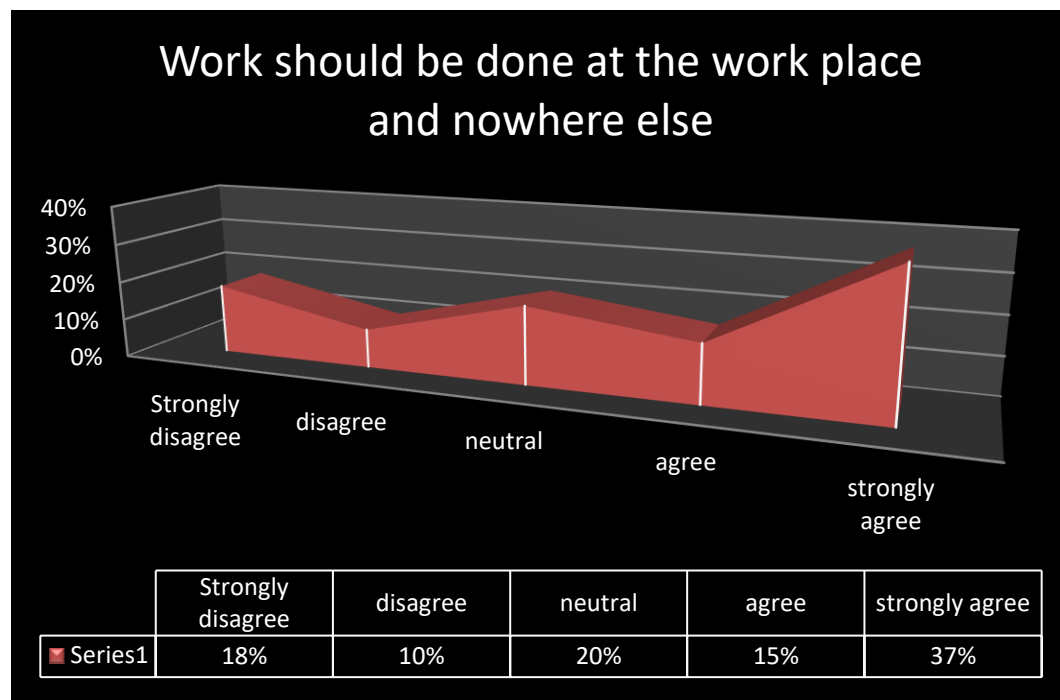respondents (strongly disagree 25% and disagree 8%) did not agree with the statement. Therefore, it can be said in general that respondents from the regions from which the sample was taken hold the opinion that no one should bring personal concerns to work.

Statement 3: Work should be done at the work place and nowhere else

Response: This statement tries to evaluate the problem of bringing work from the office home because there may be some tasks that need to be finished. Additionally, there are situations where individuals are told that particular tasks are critical and that they should always be on call in case a response is required; in some cases, this may occur after normal business hours.

Figure 5.8 Taking work outside of the workplace and bringing it home

Work should be done at the work place and nowhere else

	Strongly disagree	disagree	neutral	agree	strongly agree
Series1	18%	10%	20%	15%	37%

Source: Author's construction

The statement is supported by 52% of respondents overall (agree - 15%; strongly agree - 37%). 20% of respondents were impartial and had not made up their minds. 28% of respondents overall disagreed with the statement (strongly disagreed by 18% and

90

disagreed by 10%). As a result, it can be said in general that respondents from the places from which the sample was taken think that work should only be done at a workplace.

Statement 4: If targets are not met someone should answer for that

Response: It is an understanding that targets are put out there and specified so that they can be achieved by the people tasked on those specific activities. This statement aims to understand what the respondent's perceptions are regarding this notion as usually a leader is the one who then follows up if targets are not met.

Figure 5.9 Opinions about the achievement of targets
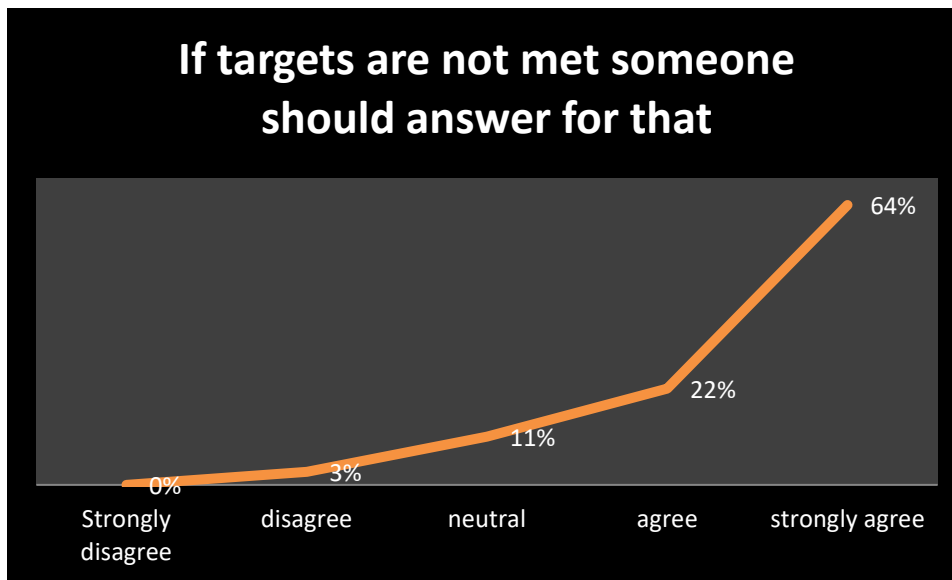
Source: Author's own construction

Figure 5.9 shows that the majority of respondents, or 64%, strongly agreed that someone should be held accountable if targets are not met, while 22% also agreed. 11% of respondents chose to abstain. 3% of respondents disagree that someone should be held accountable for failing to fulfill the goal, although no one strongly disagreed.

**Statement 5: Project managers should be familiar with the field they operate in**

Response: As project manager it is their responsibility to lead the field of project and steer the whole tasks into direction as they provide guidance and take decisions, this statement seeks to understand the issue of familiarity in those specifics field which they operate in as they take crucial decisions the feedback is outlined in the figure below;

Figure 5.10: Project managers should be familiar with the field they operate in
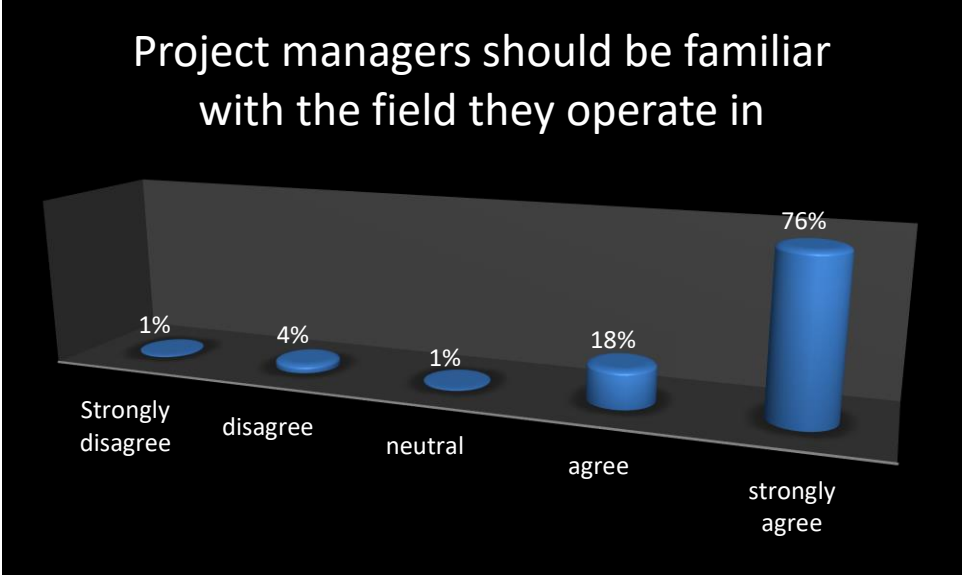
Source: Author's own construction

Figure 5.10 shows that 76% of respondents strongly agree that project managers should be knowledgeable about the industry they work in, while 18% of respondents also concur. Only 1% of respondents remained neutral, 4% disagreed, and 1% strongly disagreed. Therefore, based on the information from the figure above, it is safe to assume that respondents from the areas from which the sample was taken believe that project managers ought to be knowledgeable about the industry they work in.

Statement 6: Managers should trust employees with more responsibilities

Response: In some instances, employees turn to believe that they are not offered enough chances to be able to showcase their talents and also expand their knowledge by tapping out of their comfort zones and being exposed to new experiences and challenges, this statements aims to find out what are the perceptions of the practitioners to being exposed to more challenges in the workplace by Managers.

Figure 5.11: Managers should trust employees with more responsibilities
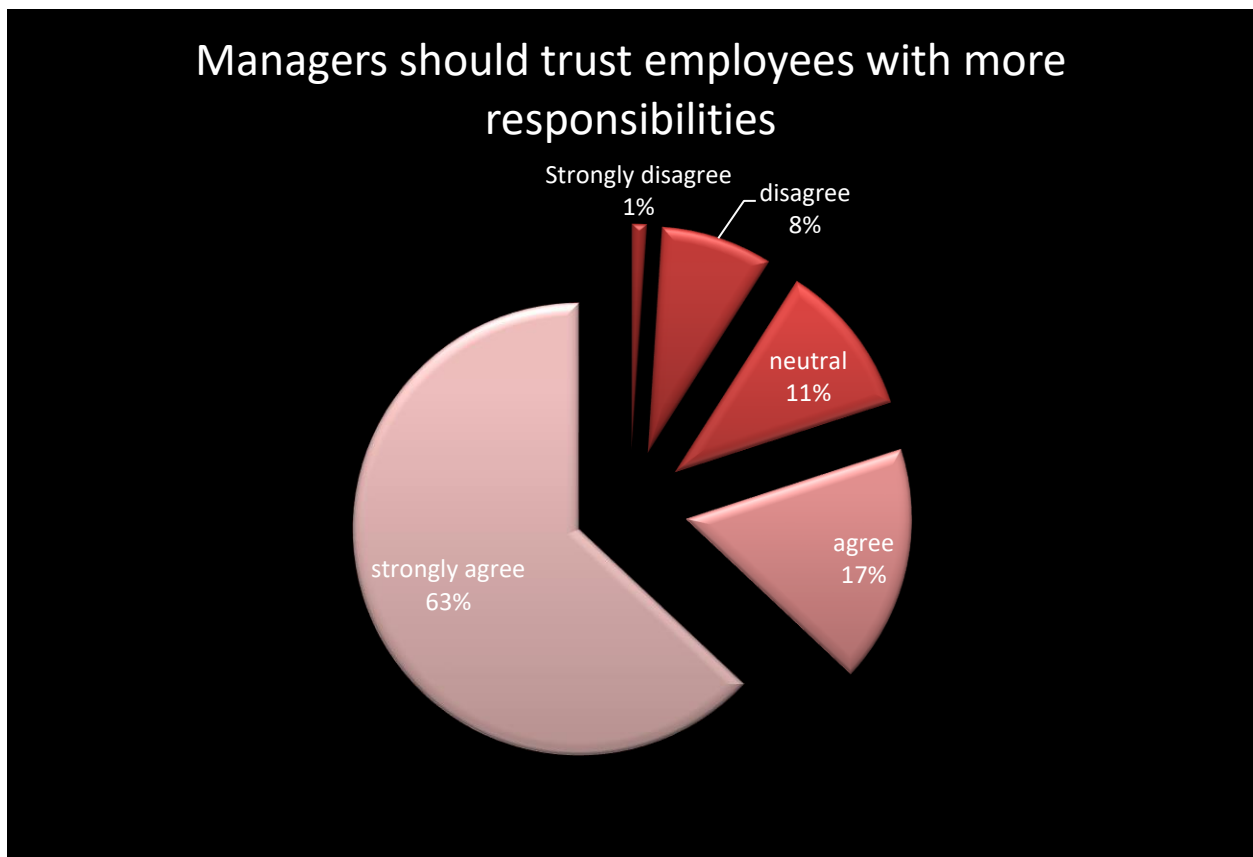
Source: Author's own construction

Together, 80% of respondents agree with the statement (strongly agree: 63%; agree: 17%). 11% of respondents were neutral and unable to make a choice. There were 9% of respondents overall who disagreed with the statement (8% disagreed and 1% strongly disagreed). As a result, it can be said generally that respondents from the regions from

where the sample was taken feel that managers should give their staff members more responsibility.

Statement 7: Employees work well with less supervisions

Response: Some Individuals may believe that it would be immature to be always monitoring employees whilst doing their job and also it may prove a lack of trust from management showing that they do not have faith in their fellow employees, whilst also management may argue that it helps in ensuring that there is productivity and targets are being met when they are supervised. So this question seeks to understand the perceptions behind this notion and how do the respondents feel about the matter.

Figure 5.12: Employees work well without any supervisions

	Strongly disagree	disagree	neutral	agree	strongly agree
Series1	3%	7%	15%	25%	50%
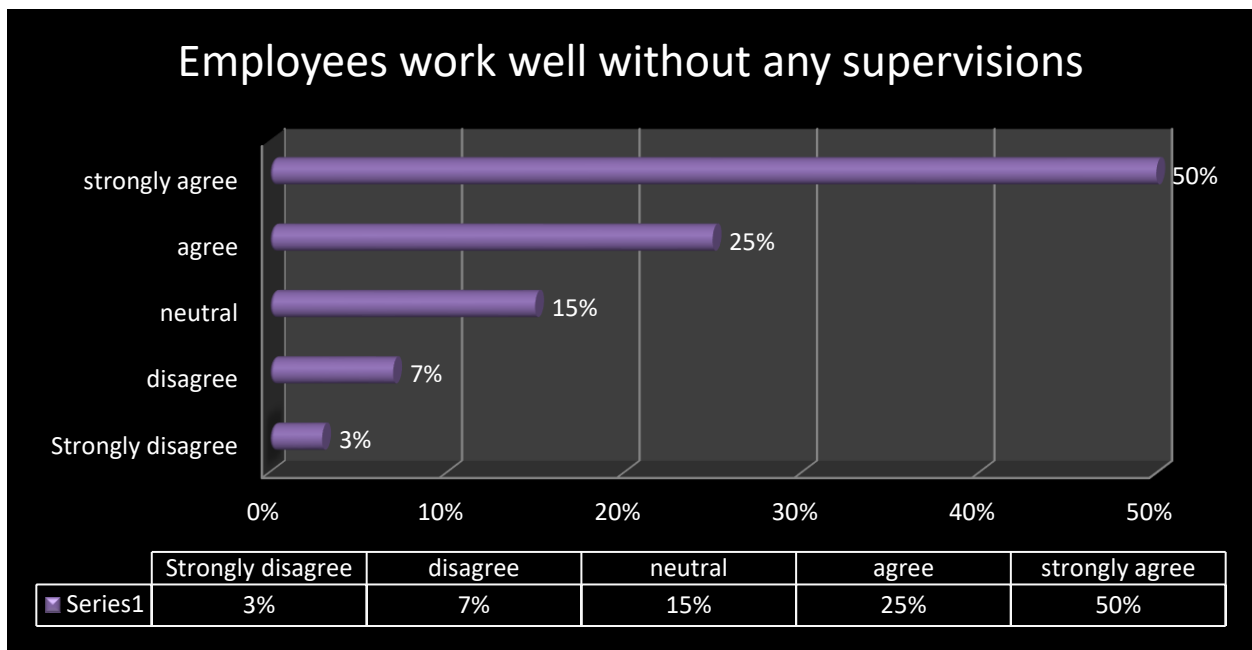
Source: Author's own construction

Together, 75% of respondents agree with the statement (strongly agree: 50%; agree: 25%). 15% of respondents said they were undecided or neutral. 10% of respondents overall (3% strongly disagreed and 7% disagreed) did not agree with the statement. Therefore, it can be said in general that respondents from the regions from where the sample was taken think that employees may function effectively without supervision.

Statement 8: If entrusted with decisions employees feel a sense of value

Response: There is a norm which states that if you show value and appreciation towards your fellow employees they will reward you by investing the greatest efforts in the work they do. However even though this may not have been scientifically proven if it does works one would like to believe it may be true. Therefore, this statement above seeks to understand how can employees feel valued and involved within an organization? Do they believe that if they are part of the decisions taken then this can be able to assure them? The input that was given in response to this statement is contrasted clearly in the figure below.

Figure 5.13: If entrusted with decisions employees feel a sense of value
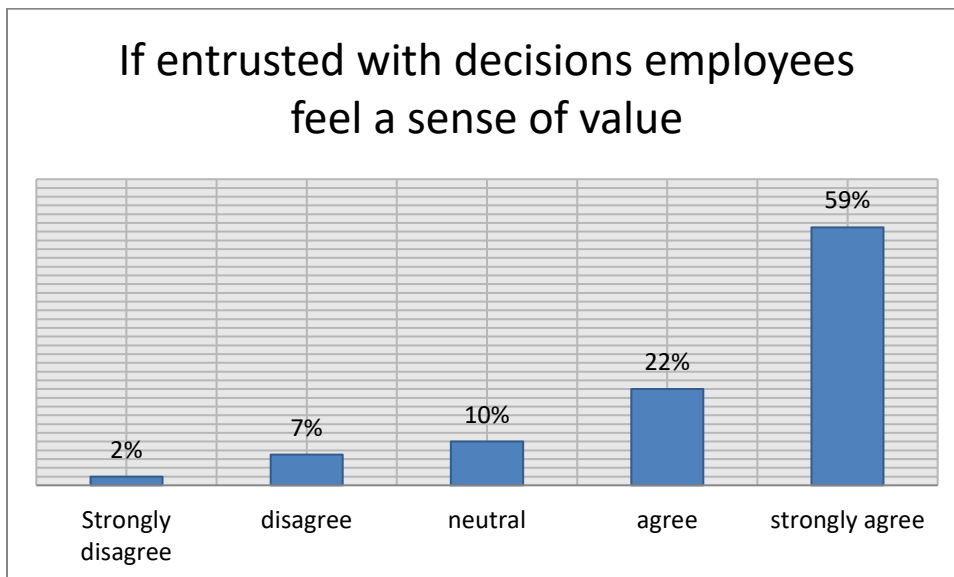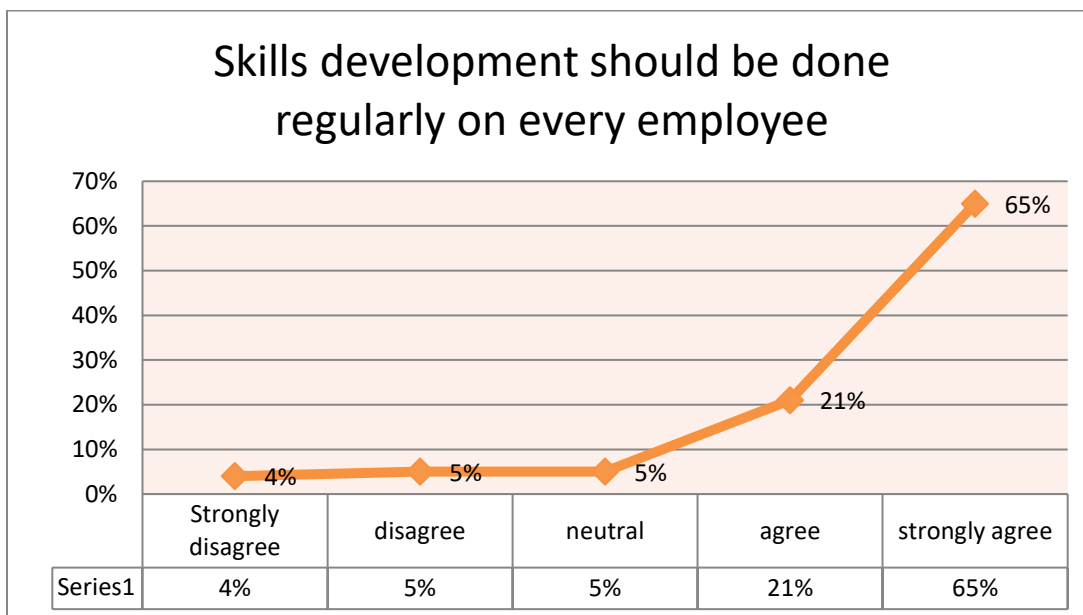

Source: Author's own construction

A majority of the respondents, or 71%, strongly agree with the statement, with 59% of the respondents highly agreeing and 22% also agreeing. However, 10% of the respondents decided to stay neutral on the issue, while 7% disagree with the statement and 2% strongly disagree with this motion. Therefore, it can be said in general that most

95

respondents from the areas from which the sample was taken think that giving employees decision-making authority makes them feel valued.

Statement 9: Skills development should be done regularly on every employee

Response: The purpose of Skills developments and training is that it helps to instill emotional maturity in employees whilst also it assists in learning new skills to effective and efficient in the work place to achieve productive and targets. This statement seeks to find out from the respondents whether does it benefit the organization if these skills development are done frequently and each and every employee and the feedback is seen on the figure below;

Figure 5.14: Skills development should be done regularly on every employee

Skills development should be done regularly on every employee

	Strongly disagree	disagree	neutral	agree	strongly agree
Series1	4%	5%	5%	21%	65%

Source: Author's own construction

When all replies are included, the statement is supported by 86% of them (Strongly agree - 65%, and agree - 21%). 5% of respondents were neutral and did not make a choice. There were 9% of respondents overall who did not agree with the statement (4% strongly disagreed and 5% disagreed). It is therefore possible to draw the conclusion that the

majority of respondents from the sample believe that every employee should regularly have their skills developed.

Statement 10: Managers should lead with example to the employees

Response: Some employees may believe that leaders themselves are not capable of performing the tasks which they assign to subordinates and just use higher authority advantage to assign tasks where as they are not able to live up to these expectations if the roles would be turned. The statement seeks to understand how important is it for a leader to be able to show what they instruct to the subordinates by doing it themselves and lead by example so that the others may follow. The feedback was received and interpreted in the figure below:

Figure 5.15: Managers should lead with example to the employees
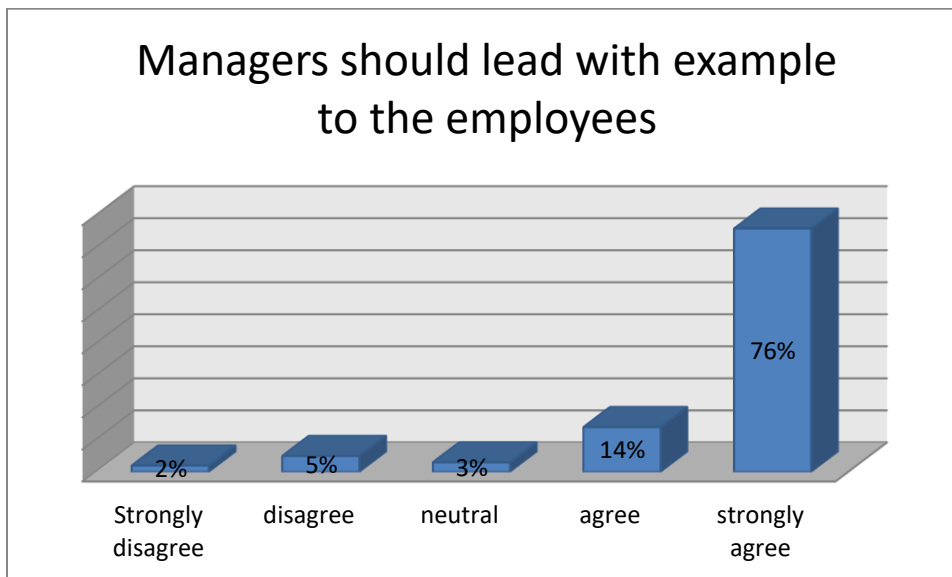
Source: Author's own construction

The statement is supported by 90% of respondents overall (agree - 14%; strongly agree - 76%). 3% of respondents were neutral and did not make a choice. 7% of respondents overall (2% strongly disagreed and 5% disagreed) did not agree with the statement.

Therefore, a generalization that the majority of respondents from the sample feel managers should set a good example for their staff is valid.

Statement 11: Goals should be achieved and nothing must be compromised

Response: When the managers give tasks and set goals they do so with an intention of having them completed without any reasonable doubt however due to uncertainties life occurs and when that happens it becomes very difficult in some situations for such goals to be achieved. This statement aims to understand from the respondents' perspectives how they feel on the issue where goals should be met regardless of obstacles that one may come across. The response is shown below on the figures how the respondents feel about the matter.

Figure 5.16: Goals should be achieved and nothing must be compromised
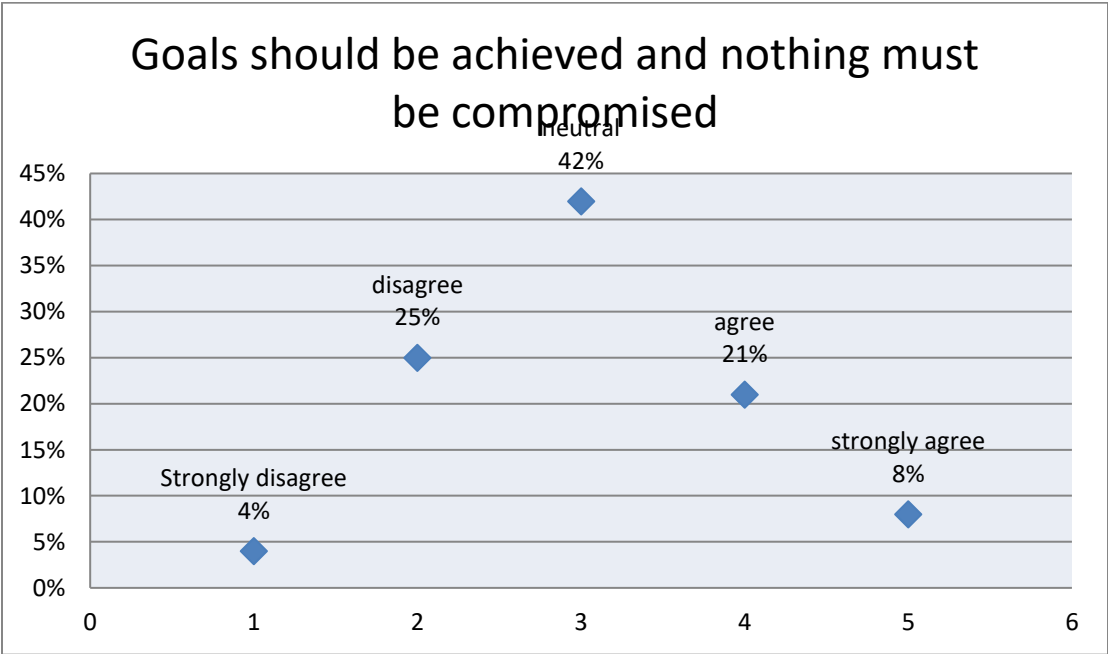
Source: Author's own construction

Neutral is at an all-time high, reaching 42% of respondents, just short of reaching 50%, as seen by the graph. The respondents who strongly disagree round up to 4% and the respondents who disagree round up to 25%, for a total of 29%, which is less than the

respondents who are indifferent. There can be no generalization on this subject because just 29% of respondents agreed.

Statement 12: Managers should not have leniency on the subordinates

Response: Managers are generally perceived the kind of people who instill authority in the work environment and with that being said it can be very easy to perceive them as inconsiderate and with no emotions due to the fact that they have to uphold the difficult tasks that others may not be willing to do so. This statement tries to extract the idea of how should a manager be towards their subordinates given the fact they come across a lot of challenging obstacles in the work environment and one my even suffer from matter in personal perspectives should the manager be accommodating and provide leniency to such or things should proceed as normal like nothing has happened. As per the graph below the respondents shared their views and opinions on the matter.

Figure 5.17: Managers should not have leniency on the subordinates
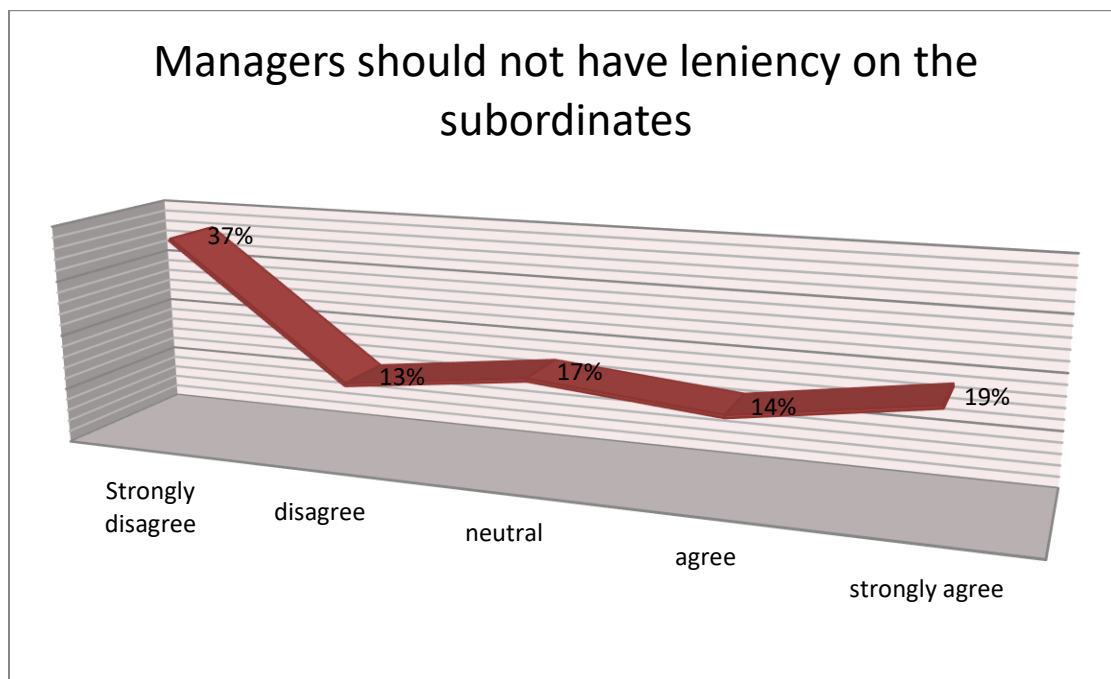
Source: Author's own construction

The majority of participants, 50% (strongly disagree, 37%; disagree, 13%), oppose the assertion, while just 33% (strongly agree, 19%; agree, 14%), and 17%, respectively, of respondents do so. Therefore, it may be inferred from the results that the respondents disagree with the adage that managers shouldn't be forgiving to their subordinates.

Statement 13: Work should be clearly stated for employees to understand

Response: When it comes to tasks being done there may be mixed emotions on the matter due to the fact that some people believe that it might seem like spoon feeding subordinates where by each and every phase has to be walked through with them and they may never learn on their own whilst on the contrary others may believe that this helps to eliminate any confusions and it provides clarity of what is expected. Therefore, this statements seeks to understand which would be preferred manner that the tasks should be allocated to employees

Figure 5.18: Work should be clearly stated for employees to understand
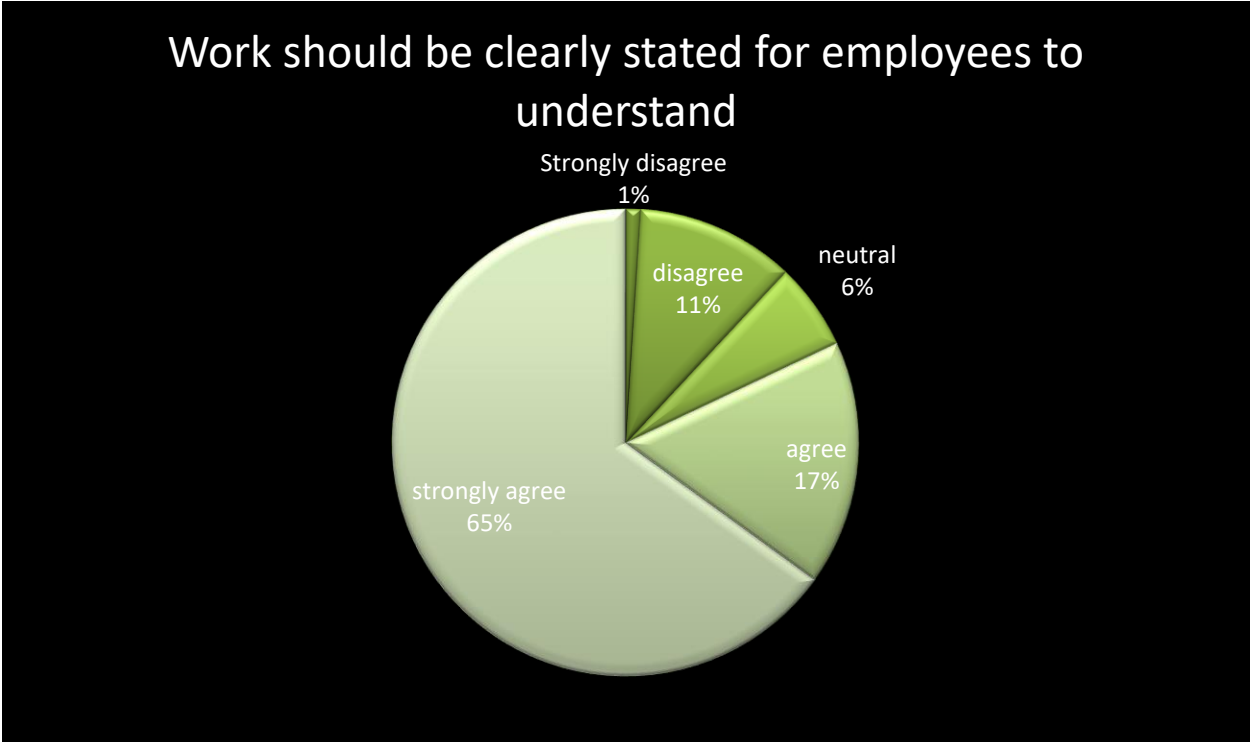
Source: Author's own construction

Only 12% of respondents (strongly disagree - 1% and disagree - 11%) do not support the assertion, while 6% of respondents are neutral. The majority of participants, 82, strongly agree (65%) and agree (17%) with the statement. Thus, it may be inferred from the results that respondents from the sample's sampling areas agree with the statement.

Statement 14: With specific tasks employees know what is expected from them

Response: Subsequent to statement 13 this statement seeks to understand whether or not do employees understand the tasks which they are expected to perform and do they understand them to the fullest extent or they sometime have to learn as they engage in the tasks throughout the course of the project

Figure 5.19: With specific tasks employees know what is expected from them
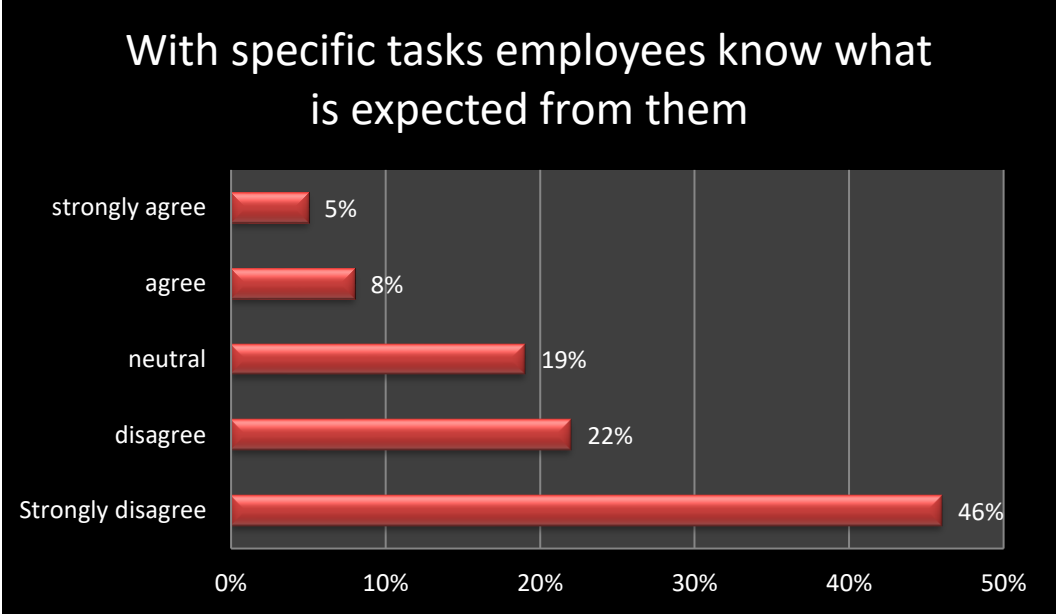
Source: Author's own construction

Only 13% of participants (strongly agree 5% and agree 8%) and 19% of participants (neutral) endorse the statement, while the majority of participants (strongly disagree 46% and disagree 22%) do not. Therefore, it can be inferred from the results that the

respondents in the areas where the sample was obtained do not agree with this particular statement.

Statement 15: If given the directions the employees can find the road on their own

Response: The aim is to understand whether if the employees are provided a guideline on how they should conduct their tasks, will they be able to perform them to the best of their abilities or do they still need guidance throughout to be able to enquire when they feel stuck or hit a dead end in between the executions of the tasks.

Figure 5.20: If given the directions the employees can find the road on their own

If given the directions the employees can find the road on their own
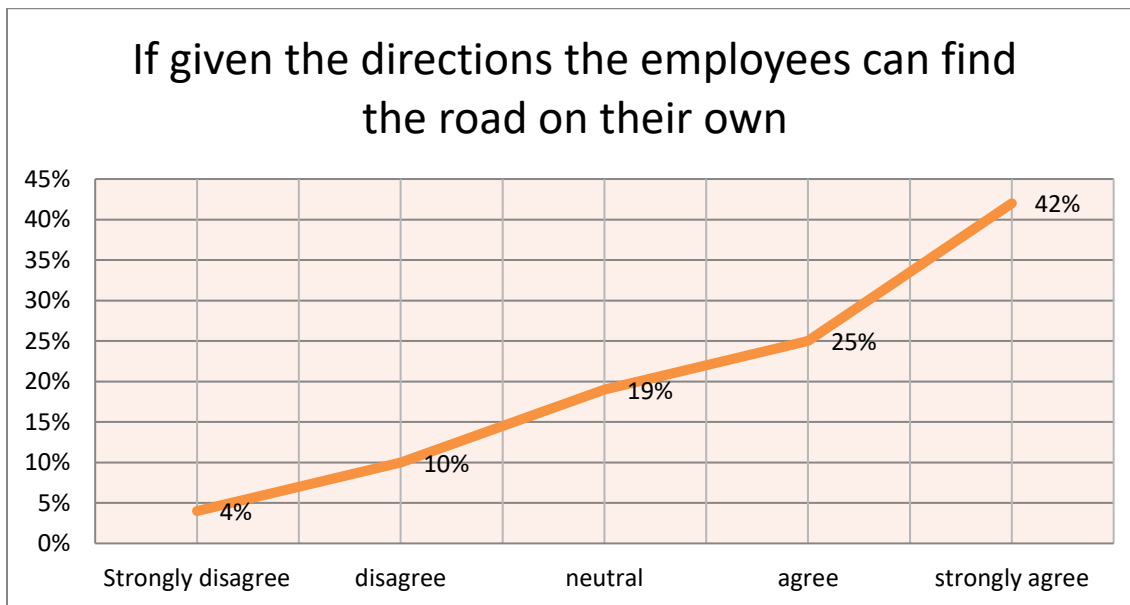
Source: Author's own construction

Only 14% (strongly disagree - 4% and disagree - 10%) of respondents do not support the statement, while 19% of respondents remain neutral. The majority of participants, or 67% (strongly agree - 42% and agree - 25%), favor the statement. Thus, it may be inferred from the results that respondents from the areas where the sample was drawn endorse the assertion.

Statement 16: Developing employee skills is beneficial to the organization

Response: More and more organizations are implementing the policies where they further equip their employees through skills development programs, this is mainly due to changing environment as the industries evolve and new techniques are introduced on how certain tasks can be done, this statements seeks to acquire the respondents' perception about the these programs whether they feel that they will be beneficial towards the organizations. The response is recorded in figure 5.21 below.

Figure 5.21: Developing employee skills is beneficial to the organization
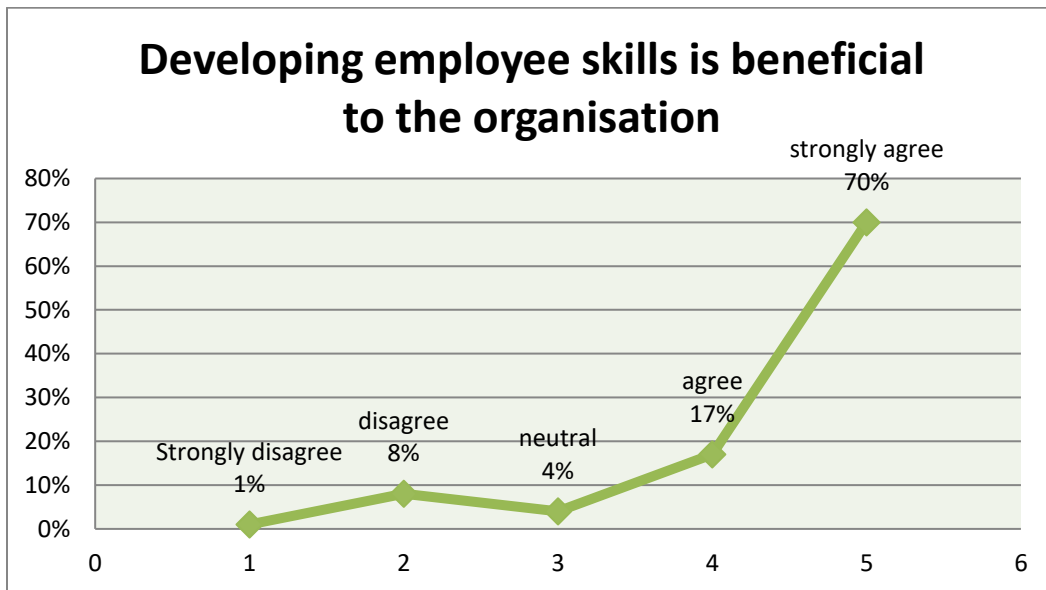
Source: Author's own construction

As the data above also demonstrates, the majority of participants (87%) agree with the statement (strongly agreeing with 70% and agreeing with 17% of respondents), while just 9% (strongly disagreeing with 1% of respondents and agreeing with 8% of respondents) disagree with it and 4% are neutral. Therefore, it may be inferred from the results that respondents from the sample's sampling areas agree with the statement.

Statement 17: Managers should always listen to employees complaints at all times

Response: Employees complain in most instances that their thoughts and opinions are not taken into account by management in organizations when they are voicing out grievances or unhappiness. One may argue that employees will always have complaints and addressing each and every one of these complaints is a futile exercise which only waists time. However, another person may also raise a point that listening to all these complaints shows empathy and that they are valued within the organization which is something that can be able to boost their morale and they can be able to perform in a much better way. The statement is then posed to the respondents to find out how they feel about the topic. Figure 5.22 below shows the respondents' responses to the above-mentioned statement (17).

Figure 5.22: Managers should always listen to employees complaints at all times

Managers should always listen to employees complaints at all times

- agree 25%
- neutral 9%
- disagree 6%
- Strongly disagree 2%
- strongly agree 58%
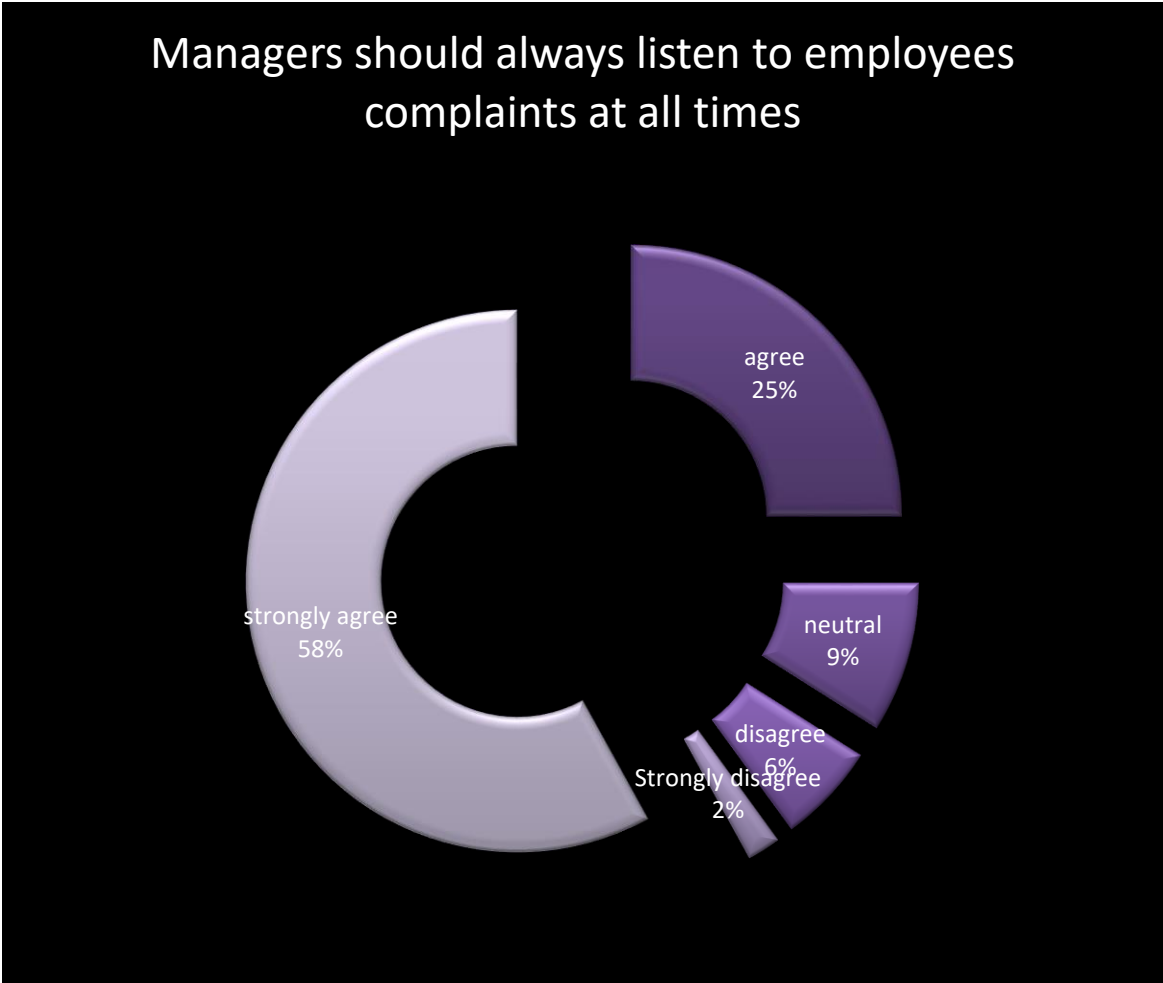
Source: Author's own construction

The vast majority of respondents (83%) (strongly agree - 58% and agree - 25%) to the survey in figure 5.22 agree that managers should always pay attention to workers' grievances. 8% of the respondents disagreed with this statement, while 9% were indifferent (strongly disagree: 2%, disagree: 6%). Thus, it can be inferred from the results that respondents from the region where the sample was drawn agree with the statement.

Statement 18: Work relationship jeopardize the performance of the project

Response: Workplace relationships are unique interpersonal relationships that have a big impact on both the people involved and the organizations where they live and develop. Interactions at work directly affect a worker's ability and drive to succeed. These connections may be made inside or outside of the organization, and they may be advantageous or disadvantageous. The purpose of the statement is to ascertain the respondents' opinions on workplace relationships. In the following figure 5.23, the reaction is shown.

Figure 5.23: Work relationship jeopardize the performance of the project

Work relationship jeopardize the performance of the project

	Strongly disagree	disagree	neutral	agree	strongly agree
Series1	18%	10%	18%	21%	33%
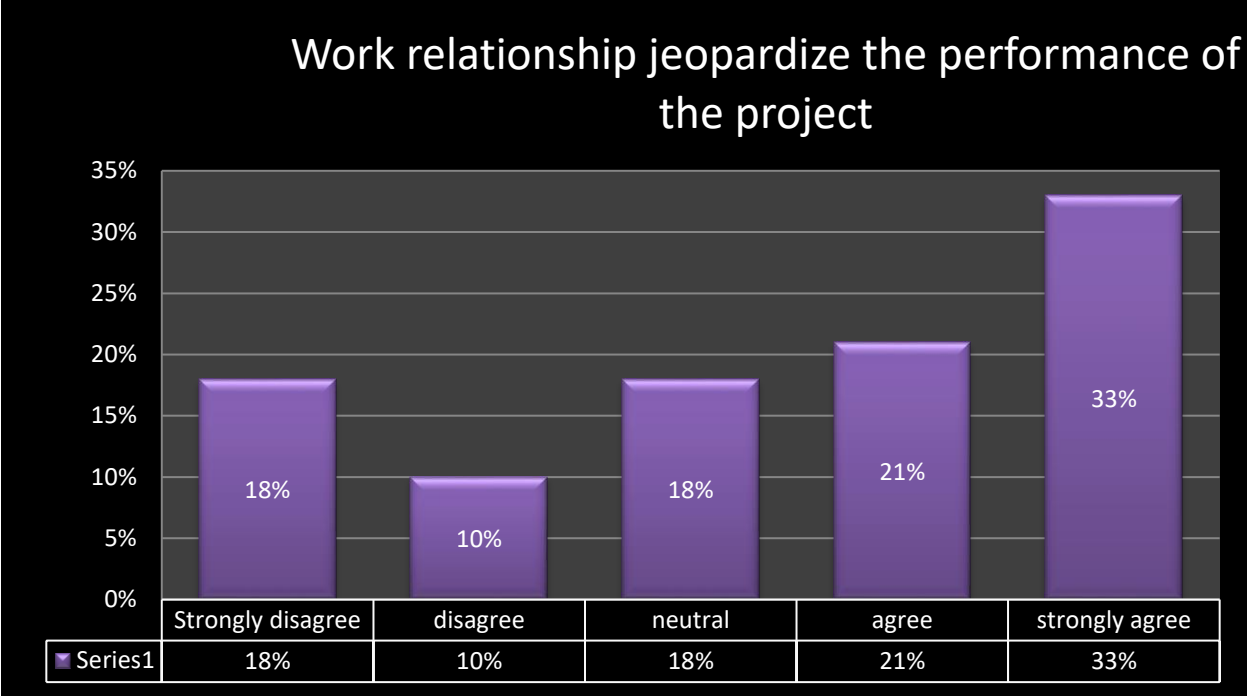
Source: Author's own construction

The majority of participants (54%) favor the statement (strongly agreeing with 33% and agreeing with 21%, respectively), while 28% (strongly disagreeing with 18% and disagreeing with 10%) of respondents do not accept the statement and 18% of participants are neutral. Therefore, it can be concluded from the results that respondents from the region where the sample was gathered agree with the statement that poor working relationships endanger the success of the project.

Statement 19: Conflicts should be solved to the core before carrying on with tasks

Response: In any kind of organization occupied by different kinds of people with different backgrounds and different personalities conflicts are bound to arise and when this occurs there should be measures on how they can be addressed. The statement seeks to understand if do the respondents feel that the conflicts should be resolved to the core before engaging with any further tasks to ensure that there will no longer be any negative energy in future or should this be addressed and dealt with whilst undertaking the tasks and with the intentions that they will be ironed out during the execution to try and avoid

time wasting. The responses provided by the respondents to this statement are shown in Figure 5.24 below.

Figure 5.24: Conflicts should be solved to the core before carrying on with tasks
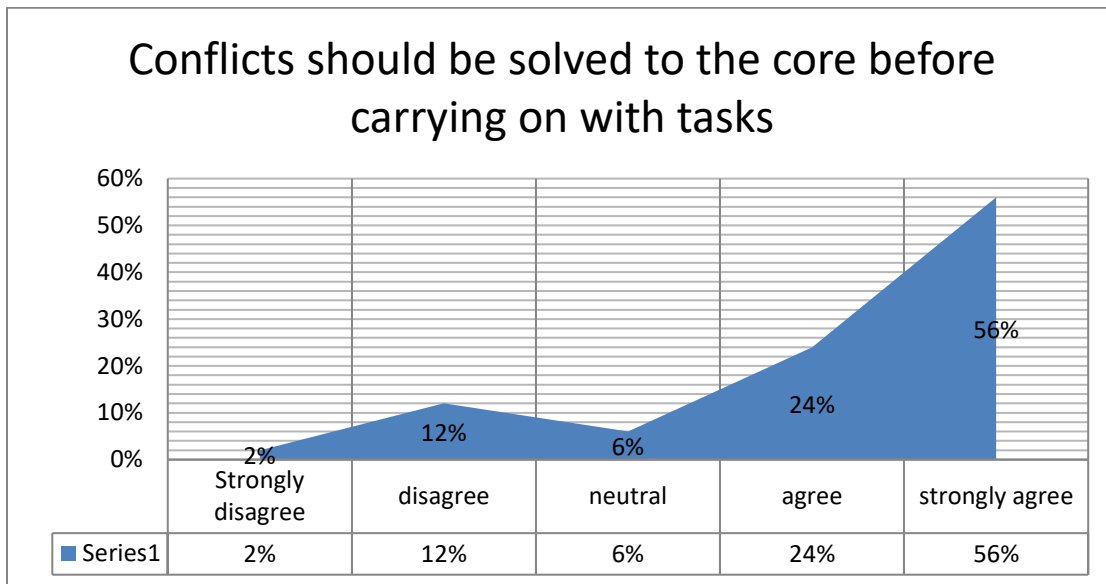
Source: Author's own construction

Only 14% of the 100 participants (strongly disagree - 2% and disagree - 12%) do not agree with the statement, while 6% of participants are indifferent. The majority of participants 80% (strongly agree - 56% and agree - 24%) accept the statement. As a result, it can be concluded from the results that respondents from the sampled area agree with the statement that disputes should be resolved completely before moving on to other responsibilities.

Statement 20: Success of a project should be celebrated by everyone including subordinates

Response: After all is said and done and the tasks have been completed and targets are achieved there comes the celebration for the efforts invested and the time spent completing the tasks, but the question is who should be acknowledged and celebrated for the efforts? Would it be correct to say it should be everyone who was involved on the

project? The responses provided by the responders to this statement are shown in Figure 5.25 below.

Figure 5.25: Success of a project should be celebrated by everyone including subordinates
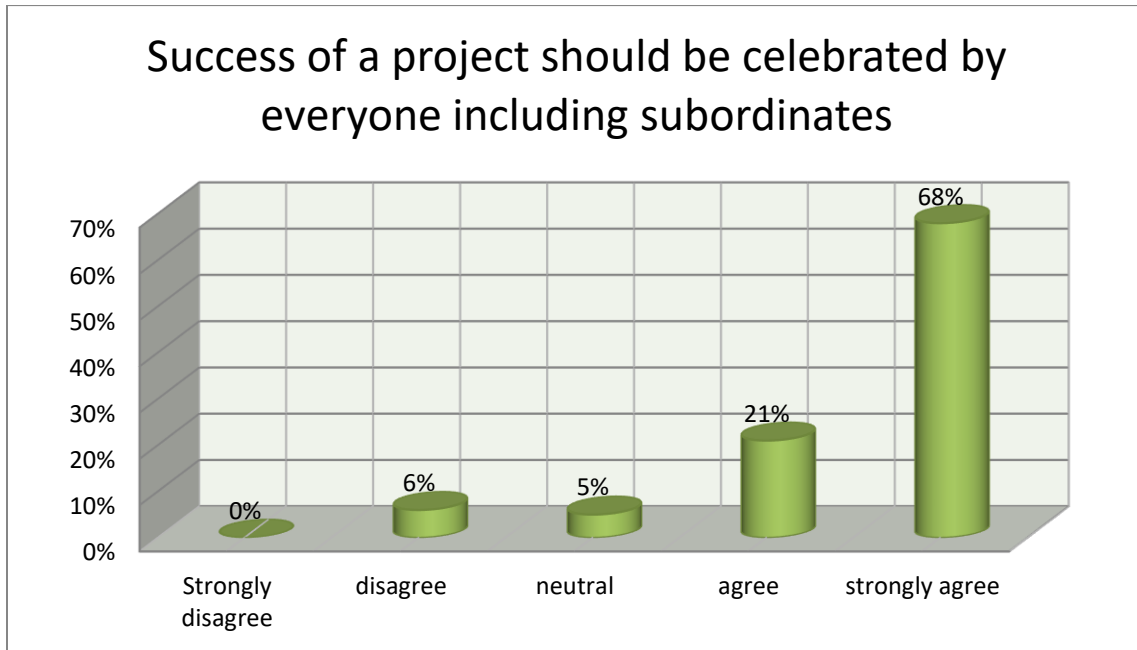
Source: Author's own construction

Only 6% of participants (strongly disagree - 0% and disagree - 6%) do not agree with the statement, while 5% of participants are indifferent. The majority of participants (89%; strongly agree - 68% and agree - 21%) accept the statement. Therefore, it can be concluded from the results that respondents from the area where the sample was drawn agree with the statement that everyone, including subordinates, should celebrate a project's success.

Statement 21: A good manager prefers to work with physically strong employees

Response: Given the type of activities construction project entails, one cannot deny the fact that masculinity plays a role in the tasks which are performed whilst executing the project, therefore the statement seeks to understand what perceptions do the respondents share when it comes to managers picking the candidates who will be

undertaking the tasks. The responders express their views regarding the above mentioned statement in figure 5.26 below

Figure 5.26: A good manager prefers to work with physically strong employees
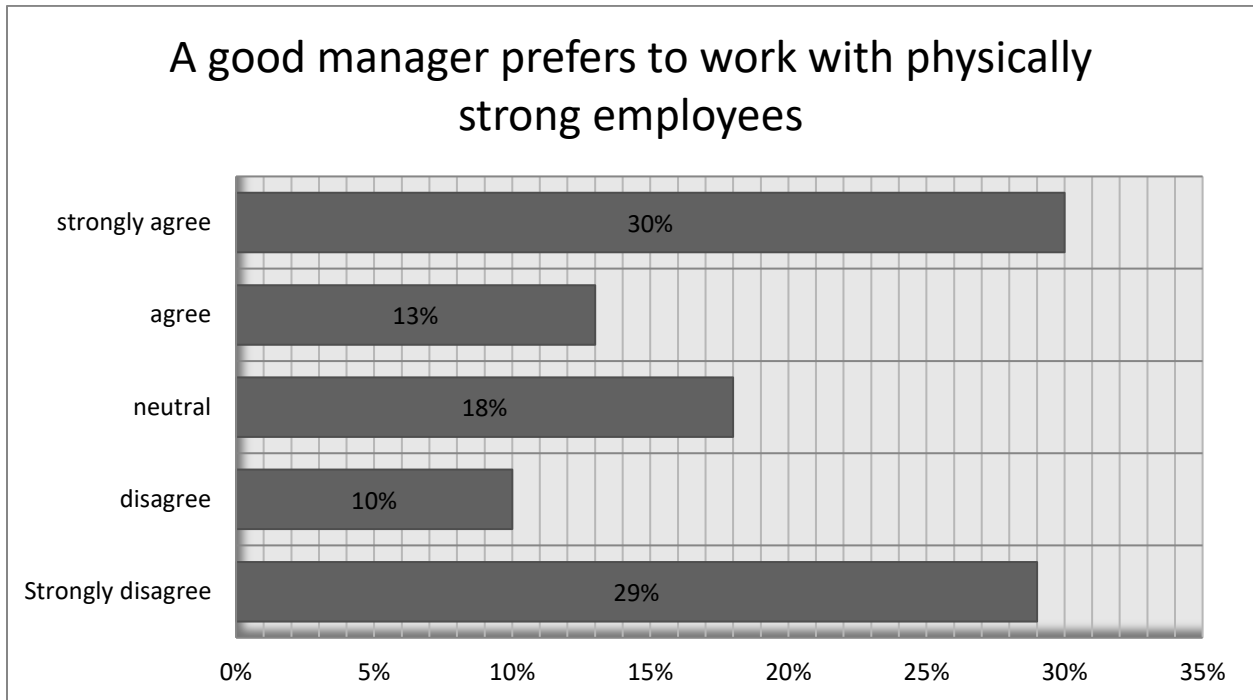
Source: Author's own construction

The majority of participants, 43% (strongly agree with 30% and agree with 13%), support the statement. In contrast, 39% (strongly disagree with 29% and disagree with 10%) of respondents, which is actually a relatively close figure in comparison, do not support the statement 18% of respondents remain neutral.

Statement 22: Physically weak people are paid for work done by the strong people

Response: Subsequent to statement 21 this statement seeks to understand the perception regarding the remuneration of the employees given that the environment might require strength and muscle. It seeks to identify the issue of do the respondents feel about remunerating based on the tasks performed. In figure 5.27 below, the respondents express their opinions on the statement (22) that was just mentioned.

Figure 5.27: Physically weak people are paid for work done by the strong people

Physically weak people are paid for work done by the strong people
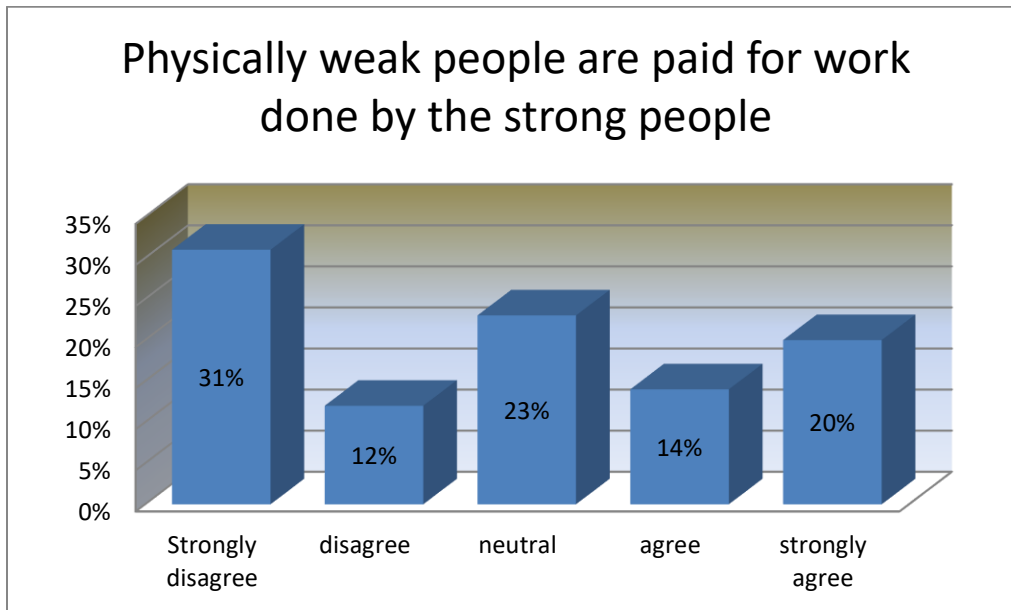
Source: Author's own construction

the vast majority of participants The statement is opposed by 43% of respondents (strongly disagree by 31% and disagree by 12%), 34% of respondents (strongly agree by 20% and agree by 14%), and 23% of respondents are neutral.

Statement 23: Managers in construction projects must themselves be strong

Response: Given the masculinity required in the construction industry one might presumed that leaders themselves might have to be physically fit for the tasks performed to be able to lead through actions as it might however one might also argue that leaders do not need to perform such tasks but only delegate to subordinates. The statement seeks to obtain the opinions from the respondents and the feedback received is demonstrated on the figure 5.28 below

Figure 5.28: Managers in construction projects must themselves be strong
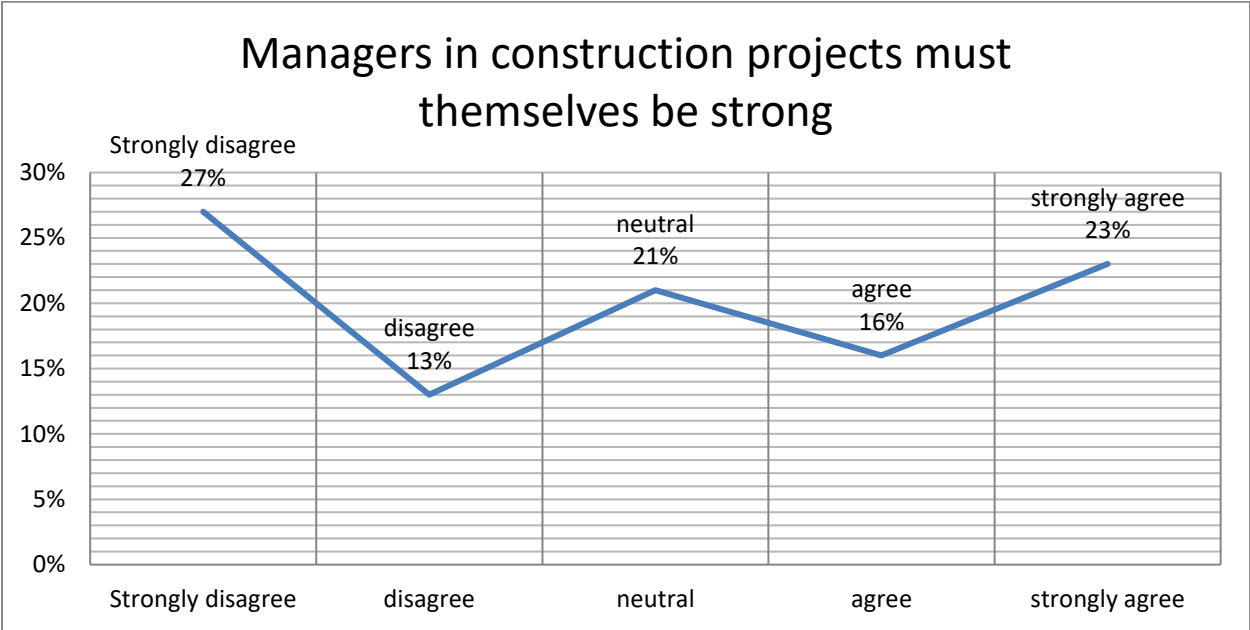
Source: Author's own construction

According to the aforementioned statistic, 40% of respondents do not agree with this statement (strongly disagree - 27% and disagree - 13%), while 21% of respondents did not decide how they felt about the statement and remained neutral, and 39% of respondents do (strongly agree - 23% and agree - 16%).

Statement 24: I will not take instructions from managers who can't do those tasks

Response: Subsequent to statement 23 where the issue was with regards to leaders capabilities to perform the tasks in a project this statements seeks to understands whether should subordinates therefore be expected to be led by a leader or even be tasked by someone who is not capable of executing the very same tasks the response received is demonstrated on the figure 5.29 below.

Figure 5.29: I will not take instructions from managers who can't do those tasks
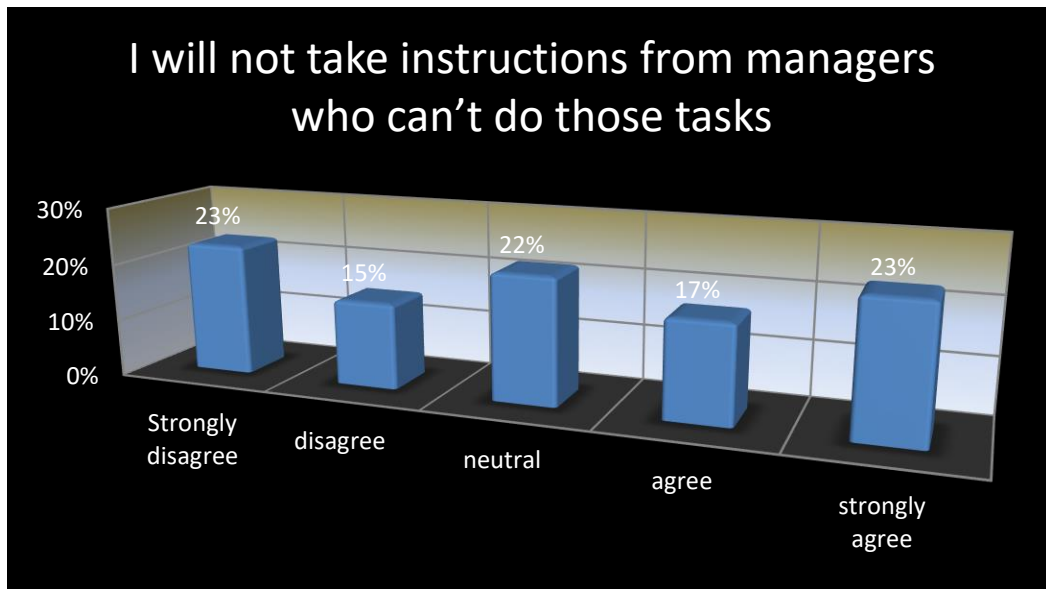
Source: Author's own construction

According to the following graph, 40% of respondents favor the statement, while 38% of respondents do not (strongly disagree - 23% and disagree - 15%), while 22% of respondents did not decide how they felt about the statement and remained neutral.

Statement 25: It is not fair to pay same salary to people of different strengths

Response: In a situation whereby we understand that different people are hired for their different skill sets and will not necessary offer the same kind of skills with the next person. However when it comes to the issue of remuneration is considered for to use a one size fits all which will be fixed from everyone within the project regardless of their strengths which they bring to the project. This is posed to the respondents to receive their perspectives and it is presented on the figure below 5.30.

Figure 5.30: It is not fair to pay same salary to people of different strengths

It is not fair to pay same salary to people of different strengths

|	Strongly disagree	disagree	neutral	agree	strongly agree
Series1	31%	13%	12%	18%	26%
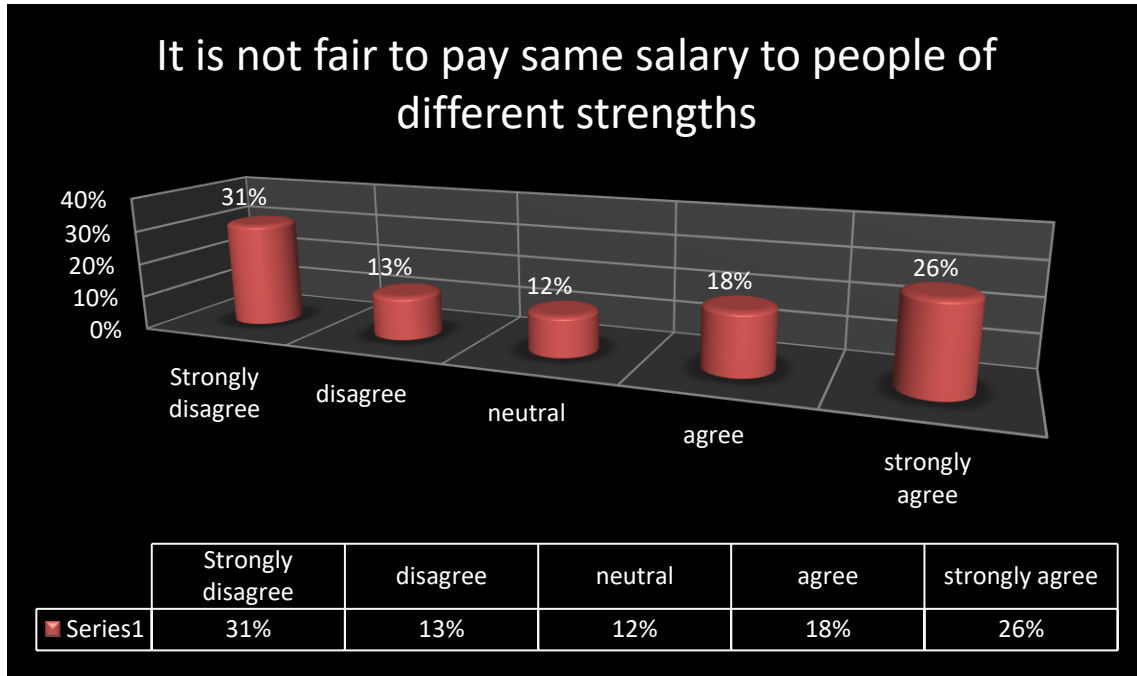
Source: Author's own construction

According to the following graph, 44% of respondents do not agree with this statement (strongly disagree - 31% and disagree - 13%), while 12% of respondents did not decide and stayed neutral. However, 44% of respondents do agree with this statement (strongly agree - 26% and agree - 18%).

5.2.3 Section C - Open Ended Questions

The purpose of this part was to provide the researcher with information that was otherwise absent from the questionnaire. It was intended to purposefully raise the conversational level with participants by allowing them to ask any further questions or voice any concerns they might have. The section notes that it's possible that certain difficulties were missed when creating the questionnaire. Any topic may come to respondents' minds within the confines of the study. The respondents were invited to submit any data relevant to certain

study topics. The identical format of a question or statement and an answer was then used to follow this.

List any 4 things you think a good manager at a construction site must have in order to be effective.

1. Good communication skills, Analytical thinking, experience for the job and be qualified to the job
2. Good judgment and prioritization effective, Efficient communication skills, the ability to strategize, Risk management insights
3. Inspires others, Be influential around the site, behave like a human towards fellow practitioners, always be positive and optimistic
4. Asks the appropriate questions at the appropriate times, simplifies complex information, interacts with individuals at all levels, and maintains a good attitude during challenging conversations.
5. Forgiving when errors are committed. Confident in the work that they do. Consistent at all times with the practice they do. Always learning to improve his/her skills
6. Respect for others, Coaching people in the project, Set Expectations, Decisiveness
7. Gives credit where credit is due, equips others with the resources and freedom to complete tasks, acts as a steadfast advocate for those they manage and guide.
8. Rallies individuals to work for a common objective, builds a sense of purpose among the team, links work to the organization's objectives to spur action, links employees with the team's objectives by motivating them.
9. Emotional control, learn to control them. be able to identify opportunity cost. be humble by seeking out feedback and focusing on the needs of others. Discipline and ability to self-control.
10. Delegates tasks based on team member abilities. Good time management skills. Guides teams based on their strengths, merit, or qualities. Recognizes and rewards good employees

List any 4 things you don't want in a project manager at a construction site.

1. Poor resource planning, micro managing a team, lack of communication and unable to manage scope creep
2. Does not create a healthy environment, Does not set standards and values for stakeholders, no clear expectations provided on what is required, Always tense and not approachable
3. Do not celebrate the success of its members, surprise checkups on members spying on what is happening, lack of communication, No accounting for their own actions
4. Aggressive towards employees, Boastful about everything, Competitive and does not want anyone doing better, Controlling and always showing to be in charge
5. Rigid in their selection of workflow techniques or project-management procedures. Non-committal; may delay committing to ideas or projects in order to avoid making the incorrect decision. Non-confrontational does this out of sympathy or to safeguard the emotions of their staff. lack productivity or a track record of achievement in their present or previous jobs
6. Pessimistic people just pay attention to what is failing rather than what is succeeding, Risky behave impulsively or take significant risks that have an impact on the entire team or business without giving them any thought or consulting anybody else, Secretive don't speak or conduct business in a transparent manner, Self-important and more interested in themselves or their personal interests than those of the team as a whole
7. Failing to grow, failure to create a Healthy Corporate Culture, Expecting Others to do things they are unwilling to do, forgetting the importance of using proper tone.
8. Always complaining, Never in the wrong for anything, Prioritizes profit before people, Micromanaging people

9. Cannot guarantee a safe working environment for workers, Not able to articulate a direction of where the project is moving towards, Indecisive and does stick to his/ her word

10. Sees a disagreement as a sign of conflict and quarrel, Do not apologize, Does not provide a room for feedback from other stake holders, Also does not give regular feedback to other members

List any 4 things you would do to be an effective project manager at a construction site.

1. Motivate employees at all time, Influence everyone to be the best of themselves, understand that people have problems at times, always spread the positive mindset

2. Always keep an open mind to ideas, evaluate each situation before making a decision, ensure to create a safe space for my team and make them feel valued, lead my team by living what I say

3. Be fair towards everyone. Have an open door policy for everyone to be able to enquire anything. Reward for all the efforts invested by subordinates. Have morals and conduct ethical practice

4. Appreciate subordinates and show support, outline clear expectations, be empathetic at all times, communicate effectively

5. Speak with people accordingly and professionally, Outline my expectations, Assist where my help is needed by the team, Always strive to grow

6. Involve everyone when implementing a strategy for their input, Always abide by the rules and be ethical, Account for my actions, Delegate tasks for people to learn

7. Help others realize their goals, acknowledge the work done, be rewarding and appreciative, bring solutions to problems

8. Communicate, Respect, Negotiate, pass information to others

9. Be visionary and provide long-term goals, always keep focus on what is important, account for any actions taken, treat each and every one fairly.

10. Be able to confront employees when in the wrong. Listen effectively. Provide clear feedback to create growth. Be productive and lead by example

5.3 Conclusion

Project practitioners from the selected organization where the data was collected seem to have quite detailed expectations from leaders and how they should conduct themselves whilst leading a construction project. According to the responses received in the data analysis, project team leaders are expected to conduct themselves in certain manner which will then be able to accommodate the rest of the other stakeholders involved whilst also ensuring that the working space is healthy and conducive for everyone. Rezvani and Khosravi (2019:1-21) are of the view that the absence of organizational priorities and structures, as well as a lack of knowledge about an organization's cultural facets. For instance, insufficient or ineffective communication between internal and external stakeholders is thought to be a barrier to a project's success. This might be as a result of organizations working on complicated projects putting too much attention on the technical parts of a project and not enough on internal and external stakeholder communication. Organizational barriers can be removed by fostering more effective communication that is centered on defining precise objectives and needs and supporting the values of openness and transparency among all parties involved in complicated initiatives. This will enable all requirements to be defined, all voices to be heard, and the commitment of all organizations.

5.4 Chapter Summary

Participants in the study had the option to revoke their participation at any time during the survey. They (participants) were made aware right away that they had the option to decline taking part in the study and that doing so was entirely up to them. This chapter has succinctly and clearly outlined all conclusions from responders. To help the reader understand what this chapter is about, all of the questions and statements from the questionnaire are presented as tables and graphs. However, the answers to the questions posed were evaluated appropriately. According to participant replies, team leaders should interact with stakeholders in projects as frequently as feasible and should act in a way that is accommodating to all parties. The final summary of the findings, recommendations, and conclusions is provided in the following chapter.

Chapter Six

Summary of the findings, Conclusion and Recommendations

6.1 Introduction

This chapter provides an overview of the research findings that were covered in the preceding chapter. First, the overview of earlier chapters has been used to discuss a review of several important elements. Additionally, the focus of this chapter is split between the research's findings and the author's interpretation of them. The major goal of this research is to discover methods for improving the soft skills of project leaders to promote employee motivation, which will aid in the successful completion of the project. The researcher was prompted to discover the leadership styles that project managers need to drive out to ensure successful projects because of the crucial role that project management knowledge plays in the construction sector. The high failure rate in construction projects is mostly caused by a number of factors that are adversely impacted by the project manager's actions and the style of leadership they select to use. The goal of this study is to categorize the expected behaviors and leadership philosophies that will motivate project practitioners both within and outside of project teams in construction projects.

Chapter one: The literature review, problem statement, research objectives, research questions, and research methods are outlined in the study concept, which was first presented. The target population, sample selection, sampling methodology, and data collection were all covered. The study's ethical considerations were also covered.

Chapter two: This chapter gave a thorough overview of the significance of project success, project execution success, project knowledge management domains, project procedures, and influence on project execution success.

Chapter three: Theoretical aspects of leadership were covered, including contingent leadership, the role of leadership in projects, various leadership styles, the effects of different leadership styles, and motivation.

Chapter four: explains in fully the research design and methodology, putting special attention on how the design and methods relate to the project's goals and issue statement. The target population, sample size, sample frame, and sampling techniques were discussed, along with the rationale behind their selection for this study. This chapter also covered information on data collecting, the technique used to collect data, and the tools used to modify and analyze data.

Chapter five: The research's findings were examined, evaluated, and presented. Bar charts, histograms, pie charts, tables, and other types of data visualization were used to illustrate the data collected from each participant who took part in the study. Questions and statements were inserted in the questionnaire exactly as they appear there, and participant responses were represented by pictures of bar charts, pie charts, graphs, and tables. The researcher then provided an analysis of the results**.**

Chapter six: focuses on the chapter 5 summary of the findings. Conclusions and recommendations are based on the findings in chapter 5. Sections A, B, and C make up the three sections of the questionnaire.

6.2 Summary of findings, Conclusion and Recommendations

All components of the questionnaire were covered in great detail in the preceding chapter, and in this chapter, the researcher will draw conclusions and provide recommendations regarding the main points of the findings and outcomes discussed in chapter 5. The basis for recommendations and findings should be the researcher's comprehension and analysis of the data that was gathered.

6.2.1 Section A - Biography

Section A of the questionnaire answered the inquiries concerning biographical details. To guarantee that the research sample is a genuine representative of the population and for statistical purposes, such questions were asked. Education and service history are two of the most crucial inquiries in this section. In order to assess the level of experience

employees have within the organization and determine whether they will be able to provide the pertinent information needed in this project, participants were asked to determine their level of education, including which level of qualification they achieved and how long they have worked for the organization.

Formal education is important in building projects to keep up with the pace of the modern construction environment. According to the findings, 12% of the project team members earned the National Senior Certificate (Matric), 12% have diplomas, 24% have bachelor's degrees, and 9% have other qualifications. The development of the project team's skills includes education as a key component.

In terms of experience level, the results showed that 65% of the project team had been with the organization for 0–3 years, 22% had been there for 4–8 years, 11% had been there for 9–14 years, and 2% had been there for 15 years or more.

Conclusion: Based on the data collected, it can be concluded with certainty that 65% of the participants have less than three years of experience with the organization, making them considered to be relatively new employees. There may be a number of reasons for this, such as the company having a high turnover rate where it outsources different employees who learn different labor skills depending on the type of project being undertaken at the time. Regarding education, 55% of participants said they have the professional certification that is necessary, such as a university diploma or degree, for successfully completing tasks. Previous research has shown that project team members perform more effectively in projects when there is some kind of official qualification, which would help the project succeed and the team operate effectively. Since the project team is familiar with the terminology, processes, and methods involved in running a project, communication with them may be done efficiently using the project language.

Recommendation: Because the construction industry is always changing, the project team must have the official education and training (certificate, degree, diploma) necessary to carry out all of the tasks assigned to them. To embrace changes in construction projects and find an original and creative way to complete projects, the project crew needs constant training. The business should also investigate why there is

a high employee turnover rate and what is being done improperly because this leads to inconsistency with the duties that need to be completed. As new employees must be trained, hiring new employees and integrating them into the business can be expensive**.**

6.2.2 SECTION B – LIKERT SCALE

The leadership philosophies of project managers in construction projects were discussed in this section. Project leaders are responsible for determining the project goal or vision and integrating it with the organization's strategy in any organization or project. They are responsible for steering the project to meet its objectives. Because they are tasked with managing projects, project leaders are expected to have the necessary skills to carry out projects successfully. There are various types of leadership. Understanding the appropriate times to employ each leadership style is essential if you want to lead projects more successfully. Therefore, by comprehending leadership styles and their influences, a person can become a great project leader. Information gathered regarding workplace contact between employees is displayed in Table 6.1. The information gathered about workplace interactions and expectations is presented in Table 6.1.

Table 6.1 Employee interaction in the workplace

Employee interaction in the workplace	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Managers do not need any training for managing projects	71%	15%	5%	6%	3%
No one should bring personal matters in the work place	25%	8%	9%	18%	40%
Work should be done at the work place and nowhere else	18%	10%	20%	15%	37%
If targets are not met someone should answer for that	0%	3%	11%	22%	64%
Project managers should be familiar with the field they operate in	1%	4%	1%	18%	76%

Source: own construct

Although various leadership styles are normally less desirable, they all have a proper position. A great project manager can apply any management technique depending on the circumstance.

Conclusion: The motion that a project manager does not need to be trained was opposed by 86% of the respondents, while 22% were neutral, perhaps because they were unsure of the type of training that the project leader should acquire. The project leader emphasizes the importance of acquiring training in order to manage projects. 58% of respondents said that personal concerns should not be discussed at work, while 9% were undecided, likely because they thought situations could occasionally get out of control. 94% of respondents agreed that project managers should be knowledgeable about the industry they work in.

Recommendation: It is strongly advised that the project manager receive training in order to manage projects effectively and efficiently. They should be able to distinguish between their personal and professional lives, and they should never combine the two in order to avoid conflicts and foster professionalism with other stakeholders. They should also be able to hold people accountable when goals have not been met. Work should only be done at the workplace, as doing so could have an impact on people's lives and lifestyles. Lastly project managers should be familiar with the field they operate in this gives confident to also the stakeholders involved that the leader knows what they are doing.

Table 6.2 Delegation of tasks in the project

Delegation of tasks in the project	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Managers should trust employees with more responsibilities	1%	8%	11%	17%	63%
Employees work well without any supervisions	3%	7%	15%	25%	50%
If entrusted with decisions employees feel a sense of value	2%	7%	10%	22%	59%
Skills development should be done regularly on every employee	4%	5%	5%	21%	65%
Managers should lead with example to the employees	2%	5%	3%	14%	76%

Source: own construct

Conclusion: According to Table 6.2, 80% of respondents think managers should give staff more responsibilities. 11% of the respondents were unsure, probably because they felt unsure of what additional responsibilities would be assigned to them. This helps the project team gain more knowledge as they learn more. According to 75% of respondents, workers do effectively without supervision, which shows that the project leader may not always need to closely monitor every decision they make, but rather should give them a sense of freedom or free will. According to 86% of respondents, skill development should be done on a regular basis for every employee. This opinion may be supported by the fact that skill development helps team members get more knowledge about the industry they work in. 5% of the respondents were unsure, which may have been caused by their uncertainty about the types of developmental programs the organization would introduce. 90% of respondents agreed that managers should provide a good example for their teams. This suggests that by setting an example, managers may help their teams understand exactly what is expected of them.

Recommendation: Managers should trust employees with more responsibilities this shows that they have faith and trust within them and that they believe employees are capable to do more. The leaders should be micro managing the employees in between projects as employees feel that they work well without any supervision this provides the sense of comfort to employees if they are trusted not to be looked over their shoulders every time. Also skills development should be done regularly on every employee to expand the knowledge that they have along with skills this also assists in ensuring that

the tasks which are done by employees will be more efficient and effective since they are well equipped. Lastly managers should lead with example to the employees to avoid any form of Hypocrisy and also to demonstrate what is expected from employees.

Table 6.3 Outlining expected performance of employees

Outlining expected performance of employees	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Goals should be achieved and nothing must be compromised	4%	25%	42%	21%	8%
Managers should not have leniency on the subordinates	37%	13%	17%	14%	19%
Work should be clearly stated for employees to understand	1%	11%	6%	17%	65%
With specific tasks employees know what is expected from them	46%	22%	19%	8%	5%
If given the directions the employees can find the road on their own	4%	10%	19%	25%	42%

Source: own construct

Conclusion: The majority of those respondents (42%) could not decide whether or not that goals should be achieved and nothing must be compromised and they remained neutral, this could be due to being unfamiliar to what kind of goals are being referred to or whether it involved their tasks within projects. 50% of the respondents did not support the motion that managers should not have leniency on the subordinates as they feel that would be harsh and could affect the working environment. 83% of the respondents feel that work should be clearly stated for employees to understand this may because in some instances employees are usually expected to be already aware of what to do given that they are qualified for the tasks. 67% of the respondents felt that If given the directions the employees can find the road on their own and then they will be able to accomplish the tasks which are allocated to them.

Recommendation: Team leaders should have leniency towards employees as sometimes people come across circumstances which are also beyond their control and this may cause them to then not accomplish everything was expected from them. Also work should be clearly stated for employees to understand this then eliminates any ambiguity or confusion in the team as the tasks are clearly demonstrated and displayed

for everyone to be able to understand them. Managers should provide clear cut directions to the employees so that they can find the road on their own.

Table 6.4 Conflict Resolution in Projects

Conflict Resolution in Projects	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Developing employee skills is beneficial to the organisation	1%	8%	4%	17%	70%
Managers should always listen to employees complaints at all times	2%	6%	9%	25%	58%
Work relationship jeopardize the performance of the project	18%	10%	18%	21%	33%
Conflicts should be solved to the core before carrying on with tasks	2%	12%	6%	24%	56%
Success of a project should be celebrated by everyone including subordinates	0%	6%	5%	21%	68%

Source: own construct

Conclusion: Project conflict resolution is crucial because it makes it possible for the team members to work together more effectively and strive for the same objective. 87% of the respondents agreed to the assertion that developing employee skills is beneficial to the organization. 4% stayed neutral, perhaps that skills that are being mentioned in this situation were not certain. Developing the employees can have an effect where they feel loyal and in return may want to put in more effort in the tasks that they do. 83% of the respondents feel that managers should always listen to employees' complaints at all times this could be beneficial because this is how managers can also learn of what is happening within the organisation and be alert towards any threat which might cause harm to projects this would be through engaging with the employees on their complaints. 80% of the respondents feel that conflicts should be solved to the core before carrying on with tasks. It could be understandable why they would feel this way because if there is any disagreements left unresolved that could come back to haunt the productivity of the project as a whole since not all team members are in agreement therefore it would be best that they resolve any conflicts before engaging further. 89% of the respondents feel that the success of a project should be celebrated by everyone including subordinates given that they all had a hand towards ensuring the success in the first place

Recommendation: Project leaders should create an environment which is comfortable for employees to express their views and opinions this in return can then create a chance for the employees to be able to voice out any problems which they may be experiencing because if the employees are not able to voice out their problems then it will be catastrophic for the organization as they will be working with a team of unhappy members. Also any conflicts which arise should be resolved to the core before moving on with any further tasks this will assist with ensuring that everyone is striving to achieve a common goal and there are no further problems. Lastly for every success achieved everyone should be involved to make them feel appreciated and not sidelined.

Table 6.5 Masculinity and the Construction Tasks

Masculinity And The Construction Tasks	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
A good manager prefers to work with physically strong employees	29%	10%	18%	13%	30%
Physically weak people are paid for work done by the strong people	31%	12%	23%	14%	20%
Managers in construction projects must themselves be strong	21%	13%	21%	20%	25%
I will not take instructions from managers who can't do those tasks	19%	10%	22%	19%	30%
It is not fair to pay same salary to people of different strengths	22%	15%	12%	20%	31%

Source: own construct

Conclusion: As a leader it is important to portray fairness and equality across everyone in the team, this makes people to be able to respect and appreciate the leader for their leadership skills and with that being said leaders should be able to acknowledge that each individual has different kinds of skill set and therefore they should be rewarded accordingly to what they produce in the project. 51% of the respondents which can be regarded as a majority amongst the respondents felt that it is not fair to pay same salary to people of different strengths perhaps this is due to the fact that people with different skill set produce different quality of work and therefore this should not be put in standardized methods where everyone receives the same amount of remuneration. 12% of the respondents however chose to remain undecided perhaps because when it comes to remuneration this would be a sensitive subject and one might seem to value money

more than anything else within an organization. When it comes to leading with examples some might feel that leaders themselves should be able to engage in the tasks which they oversee and this is why 45% of the respondents felt that managers in construction projects must themselves be strong. Although 21% of respondents choose to remain silent and neutral, it's possible that this is because they don't want to challenge authority and wouldn't feel comfortable doing so to management. 49% of respondents said they wouldn't follow directions from bosses who couldn't carry out those duties.

Recommendation: Managers should be able to lead with example to the employees, where they are able to demonstrate that they are capable of performing the very same tasks which they assign to employees, this will require managers to be also physically fit and also be informed of the specific field which they managing. People should be assessed based on the standard and quality of work which they produce and then remuneration can be fair to everyone. It is not correct to treat the workforce as the same yet different kinds of skill set is required and also more significant than the other.

6.2.3 Section C – Open Ended Questions

Even though not all of the respondents fully utilized the opportunities provided for them to voice their opinions, they all spoke freely. The fact that the majority of the complaints or items raised were substantially the same or connected raises interesting questions about the organization's culture. Given that these individuals reported to various managers and supervisors, it only aided in better understanding corporate culture. The respondents were questioned about any details, problems, etc. relating to the management systems. There were several comments that were worded differently by the various respondents; comparable messages were grouped together. Tables 6.6, 6.7, 6.8, and 6.9 below show the most commonly mentioned.

List any 4 things you think a good manager at a construction site must have in order to be effective.

1	Poor resource planning, micro managing a team, lack of communication and unable to manage scope creep
2	Does not create a healthy environment, Does not set standards and values for stakeholders, no clear expectations provided on what is required, Always tense and not approachable
3	Do not celebrate the success of its members, surprise checkups on members spying on what is happening, lack of communication, No accounting for their own actions
4	Aggressive towards employees, Boastful about everything, Competitive and does not want anyone doing better, Controlling and always showing to be in charge
5	Inflexible when choosing workflow methods or processes to complete a project. Noncommittal, may avoid committing to projects or deciding on plans to avoid choosing the wrong path. Non-confrontational does this out of compassion or to protect their employees' feelings. lack productivity or a performance record in their current or past positions
6	Pessimistic focus only on what isn't working rather than what is successful , Risky act impulsively or take enormous risks that affect the entire team or company without thinking about them or consulting others , Secretive lack transparency in their words or business practices, Self-important and more concerned with their own self-image or self-interest rather than that of the entire team
7	Failing to grow, failure to create a Healthy Corporate Culture, Expecting Others to do things they are unwilling to do, forgetting the importance of using proper tone
8	Always complaining, Never in the wrong for anything, Prioritizes profit before people, Micromanaging people
9	Cannot guarantee a safe working environment for workers, Not able to articulate a direction of where the project is moving towards, Indecisive and does stick to his/ her word
10	Sees a disagreement as a sign of conflict and quarrel, Do not apologize, Does not provide a room for feedback from other stake holders, Also does not give regular feedback to other members

List any 4 things you don't want in a project manager at a construction site.

1	Poor resource planning, micro managing a team, lack of communication and unable to manage scope creep
2	Does not create a healthy environment, Does not set standards and values for stakeholders, no clear expectations provided on what is required, Always tense and not approachable
3	Do not celebrate the success of its members, surprise checkups on members spying on what is happening, lack of communication, No accounting for their own actions
4	Aggressive towards employees, Boastful about everything, Competitive and does not want anyone doing better, Controlling and always showing to be in charge
5	Inflexible when choosing workflow methods or processes to complete a project. Noncommittal, may avoid committing to projects or deciding on plans to avoid choosing the wrong path. Non-confrontational does this out of compassion or to protect their employees' feelings. lack productivity or a performance record in their current or past positions
6	Pessimistic focus only on what isn't working rather than what is successful , Risky act impulsively or take enormous risks that affect the entire team or company without thinking about them or consulting others , Secretive lack transparency in their words or business practices, Self-important and more concerned with their own self-image or self-interest rather than that of the entire team
7	Failing to grow, failure to create a Healthy Corporate Culture, Expecting Others to do things they are unwilling to do, forgetting the importance of using proper tone.
8	Always complaining, Never in the wrong for anything, Prioritizes profit before people, Micromanaging people
9	Cannot guarantee a safe working environment for workers, Not able to articulate a direction of where the project is moving towards, Indecisive and does stick to his/ her word
10	Sees a disagreement as a sign of conflict and quarrel, Do not apologize, Does not provide a room for feedback from other stake holders, Also does not give regular feedback to other members

List any 4 things you would do to be an effective project manager at a construction site.

1	Motivate employees at all time, Influence everyone to be the best of themselves, understand that people have problems at times, always spread the positive mindset
2	Always keep an open mind to ideas, evaluate each situation before making a decision, ensure to create a safe space for my team and make them feel valued, lead my team by living what I say
3	Be fair towards everyone. Have an open door policy for everyone to be able to enquire anything. Reward for all the efforts invested by subordinates. Have morals and conduct ethical practice

4	Appreciate subordinates and show support, outline clear expectations, be empathetic at all times, communicate effectively
5	Speak with people accordingly and professionally, Outline my expectations, Assist where my help is needed by the team, Always strive to grow
6	Involve everyone when implementing a strategy for their input, Always abide by the rules and be ethical, Account for my actions, Delegate tasks for people to learn
7	Help others realize their goals, acknowledge the work done, be rewarding and appreciative, bring solutions to problems
8	Communicate, Respect, Negotiate, pass information to others
9	Be visionary and provide long-term goals, always keep focus on what is important, account for any actions taken, treat each and every one fairly.
10	Be able to confront employees when in the wrong. Listen effectively. Provide clear feedback to create growth. Be productive and lead by example

Admittedly this portion explored more thoroughly what the research instrument did not cover extensively in the prior two parts. The actions of some managers are depicted in a way that followers can see and possibly emulate if they ever want to work in management. The competencies that led to the project practitioners' dedication and cooperation were more precisely determined in this part. Additionally, it offers a detailed insight of what exactly practitioners anticipate from project leaders and what they dislike about them, should they find themselves in a position where they may select their own leaders to oversee construction projects.

Recommendations: Particularly for those factors that have a negative effect on performance, developmental programs may be required. This is to make sure that practitioners and leaders address their areas of weakness and strengthen those areas where they may be weaker. The firm would do well to keep the training programs pertinent to the duties carried out by the practitioners because regular training is a motivator for both managers and their staff members. Nothing that can improve performance and empower the subordinates should be left undone. An empowered staff is a motivated and productive workforce.

6.3 Conclusion

The study's objectives were to find ways to help project managers improve their soft skills so they can inspire their team members and ensure successful project execution. Clearly, the organization is seeing a mixed bag of management behavior, including both good and poor. Additionally, the survey has aided in identifying what the employees hope their employers and/or supervisors will think of them. While there may be pockets of unhappiness with specific managers and supervisors in some areas, morale is usually excellent. It should be remembered that each respondent's response was based on how they understood and saw their own bosses. As a result, areas of effective and ineffective leadership are identified, with the assumption that a single leadership style was applied. It would seem that each leader operated according to their own standards or perceptions of what management entailed. The organization as a whole should be engaged in a continuous process of managing the many leadership philosophies. This discovery contributes to our understanding of team dynamics, which make up the primary determinants of a team's performance.

6.4 RECOMMENDATIONS FOR FUTURE STUDIES; Additional research is necessary to learn more about the fundamental competences, with a focus on particular jobs because leadership styles vary, as new construction projects develop every day.

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Appendix A: Questionnaire

QUESTIONAIRE

Construction project practitioners' expectations of team leader behaviour that motivate performance at selected construction sites in Cape Town
This academic exercise that seeks to establish the acceptability of situational leaders in construction projects given the nature of the tasks. This is purely voluntary, you are free to pull out anytime and at any stage. No information gathered here will be provided to any authority and the findings will be reported as a result of many answers from many people. Thus, you are protect.

SECTION A

Biography

1. **What position do you occupy in the organisation?**

Project Manager	Project Team Member	Consultant	Technician	Other

2. **Other, please specify……………………………………………………………………**

3. **What is your discipline in this project?**

Project Manager	Administrator	H.R Manager	Project operations	Other

4. **Other, please specify………………………………………………………………………..**

5. **For how long have you been in this industry?**

0-3years	4-8years	9-14years	15-more years

6. **What kind of industry do you participate in?**

Engineering	Mechanical	Brick laying	Other

7. **Other, please specify…………………………………………………………………………**

8. **Highest qualification obtained?**

Matric	Diploma	Degree	Other

9. Other qualification, please specify……………………………………………………..

Section B

Refer to the likert scale below. Please fill in your answers by ranking the questions in the most relevant box using a cross-sign. Note: 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

	Project objectives and the necessary leadership styles needed in making projects a success	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
	Employee interaction in the workplace					
1	Managers do not need any training for managing projects	1	2	3	4	5
2	No one should bring personal matters in the work place	1	2	3	4	5
3	Work should be done at the work place and nowhere else	1	2	3	4	5
4	If targets are not met someone should answer for that	1	2	3	4	5
5	Project managers should be familiar with the field they operate in	1	2	3	4	5
	Delegation of tasks in the project					
6	Managers should trust employees with more responsibilities	1	2	3	4	5
7	Employees work well without any supervisions	1	2	3	4	5
8	If entrusted with decisions employees feel a sense of value	1	2	3	4	5
9	Skills development should be done regularly on every employee	1	2	3	4	5
10	Managers should lead with example to the employees	1	2	3	4	5
	Outlining expected performance of employees					
11	Goals should be achieved and nothing must be compromised	1	2	3	4	5
12	Managers should not have leniency on the subordinates	1	2	3	4	5
13	Work should be clearly stated for employees to understand	1	2	3	4	5
14	With specific tasks employees know what is expected from them	1	2	3	4	5
15	If given the directions the employees can find the road on their own	1	2	3	4	5
	Conflict Resolution in Projects					
16	Developing employee skills is beneficial to the organisation	1	2	3	4	5
17	Managers should always listen to employees complaints at all times	1	2	3	4	5
18	Work relationship jeopardize the performance of the project	1	2	3	4	5
19	Conflicts should be solved to the core before carrying on with tasks	1	2	3	4	5
20	Success of a project should be celebrated by everyone including subordinates	1	2	3	4	5

	Masculinity And The Construction Tasks					
21	A good manager prefers to work with physically strong employees i					
22	Physically weak people are paid for work done by the strong people					
23	Managers in construction projects must themselves be strong					
24	I will not take instructions from managers who can't do those tasks					
25	It is not fair to pay same salary to people of different strengths					

SECTION C

List any 4 things you think a good manager at a construction site must have in order to be effective

1. ....

2. ....

3. ....

4. ....

List 4 things you don't want in a project manager at a construction site.

1. ....

2. ....

3. ....

4. ....

List 4 things you would do to be an effective project manager at a construction site.

1. ....

2. ....

3. ....

4. ....

Thank you for your participation, we appreciate the feedback. 213266709@mycput.ac.za

Appendix B: Ethical Clearance Certificate

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Symphony Road
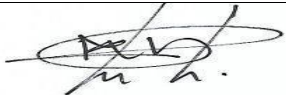**Bellville 7535**
South Africa
Tel: +27 21 4603291

Email:
fbmsethics@cput.ac.za

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

The Faculty's Research Ethics Committee (FREC) on **14 September 2021**, ethics **APPROVAL** was granted to **Adadume Damane (213266709)** for a research activity for **Master of Business and Information Administration** at Cape Peninsula University of Technology.

Title of dissertation / thesis / project:	**Construction project practitioners' expectations of team leader behaviour that motivate performance at selected construction sites in Cape Town** Lead Supervisor (s): Dr L. E. Jowah

Decision: APPROVED

Signed: Chairperson: Research Ethics Committee	**14 September 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 madewith 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 followingSouth African

legislation is important, notably compliance with the Bill of Rights as provided for in the Constitution of theRepublic 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 ofissue of the Ethics Certificate. Submission of a completed research ethics progress report (REC 6) will constitute an application for renewal of Ethics Research Committee approval.

Clearance Certificate No 2021_FBMSREC 058

Appendix C: Plagiarism report

Construction project practitioners' expectations of team leader behavior that motivate performance at selected construction sites in Cape Town

ORIGINALITY REPORT

11%	6%	2%	7%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	etd.cput.ac.za Internet Source	2%
2	Submitted to Cape Peninsula University of Technology Student Paper	2%
3	Submitted to London School of Science & Technology Student Paper	1%
4	Submitted to Midlands State University Student Paper	<1%
5	Margarita Pilkienė, Raimonda Alonderienė, Alfredas Chmieliauskas, Saulius Šimkonis, Ralf Müller. "The governance of horizontal leadership in projects", International Journal of Project Management, 2018 Publication	<1%
6	Submitted to University of South Africa Student Paper	<1%

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23	Submitted to University of Colombo Student Paper	<1%
24	Submitted to Coventry University Student Paper	<1%
25	Ryan K. Gottfredson, Sarah L. Wright, Emily D. Heaphy. "A critique of the Leader-Member Exchange construct: Back to square one", The Leadership Quarterly, 2020 Publication	<1%
26	Submitted to Monash University Student Paper	<1%
27	Submitted to Liberty University Student Paper	<1%

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Appendix D : Language editor certificate

PROFESSIONAL EDITING SERVICES
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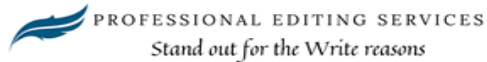
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Certificate of Editing

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Construction project practitioners' expectations of team leader behaviour that motivate performance at selected construction sites in Cape Town

Adadume Damane

with a final word count of 33 010 on 13 September 2022

I am a member of the Professional Editors' Guild (member number DUP015) and commit to the following codes of practice (among others):

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