ANALYSING THE IMPACT OF TRANSFORMATIONAL LEADERSHIP TO THE MOTIVATION OF EMPLOYEES IN CONSTRUCTION PROJECTS IN THE LOW-INCOME AREAS

BY

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DECLARATION

I, NATASHA MARTIN, declare that the contents of this dissertation represent my own unaided work and that it 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.

_____   31 August 2022

Signed   Date

ABSTRACT

As more businesses adopt the "projectification" trend because it is believed to be effective, the impact of transformational leadership on employee engagement in low-income building projects is expanding. As the world grows increasingly projectified, there is a need to understand why so many project execution procedures fail. The debate today centres on human behaviour and human errors since technology has improved operational systems' efficiency more than at any other point in human history. The primary focus of this study was the influence that transformational leadership is capable of having in the low-income areas. We took into account the variations in the tasks, the personalities of the leaders, and the expectations of the workers who will be impacted by the ensuing leadership style. A form of taxonomy of the skills required for effective leadership was developed as part of the investigation into the ideal generic competencies. We looked at the skills of these numerous leaders and the typical behaviour as observed by the followers.

The foundation for the demographic study was provided by the varied fields of the construction projects. There are only a few transformational leaders who, in an ideal world, would have the abilities needed for project team leaders to build effective teams.

To gather data for this research, a questionnaire was given to project managers and team members in several depots. To eliminate subjectivity and prejudice from the participant selection procedure, random sampling was adopted. This was repeated at every location where transformational leadership was being practiced, allowing for objective data collection techniques that gave the information gathered legitimacy and reliability. Diagrams and graphs were used to analyse the responses after they were recorded on a Google questionnaire. In order to gather information for this research, a research tool (questionnaire) was developed. The questionnaire was used since the mixed research method that was used informed the notion of the questionnaire to be used. Theoretical support exists for the notion that project managers have a significant impact on team members' output. That was evident even from the survey's results. The research findings should be useful to a wide range of leaders at various levels, with a variety of jobs and competences to use, to have a positive effect on the project team and eliminate project failures.

KEY WORDS; Project, Management, Leadership, Delivery, Failure, Quality

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DEDICATION

I dedicate this work to my late father Freddie Martin.

Thank you for raising me into this responsible woman and for always teaching me the importance of education.

You have been a pillar of strength, believing in me and knowing that I can be anything that I want to become in life.

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INTRODUCTION

1.1   Introduction

Compared to industrialised countries, the rate of project failure is rising in emerging countries (Aziz, 2013: 13). Due to poor communication techniques, the construction industry frequently has delays, subpar work, problems with health and safety, pollution, and sustainability (Abdul Lateef, 2017: 22). This study will show how failing projects cost businesses and governments in developing nations much money.

The construction sector has a bigger demand for leadership than any other industry. This idea is supported by a number of factors, which are clear from the way building projects are designed and carried out (Ofori,2012: 17). Overbudgeting in building projects is now a widespread issue, not just in impoverished nations but elsewhere in the world (Cheng, 2014: 850). According to a recent study by Davis, different stakeholders' perceptions of what constitutes project failure or success affect the project's subjective success (Davis, 2014: 102). Poor project planning, ineffective project managers, unsupportive top management, unclear tasks, project shutdown, uncooperative staff, and a lack of dedication to the project can impact project management in low-income communities (Berssanti & Carvalho, 2014: 638).

1.2   Background of the Study

This section summarises earlier research on the topic under investigation. A literature review is a helpful strategy to comprehend a research study fully. Researchers can uncover the most up-to-date knowledge and find inspiration for future research by reviewing published works (Mok, Shen and Yang, 2015: 320). This acts as a guide for creating the study's theoretical framework and hypotheses. In order to make sound recommendations and conclusions, the researcher will be able to use them in conjunction with the research findings.

There are sections within this chapter. The fundamental justification is to present a more comprehensive picture of project failure in low-income communities, with which the project failure framework is in line. This section discusses many schools of thinking regarding what constitutes project failure by stressing the extent to which projects fail in low-income communities, in particular, because the main focus of this study is project failure. However, as this research focuses on projects and project management, it starts by defining projects and project management. The main focus of this section is on defining the terms project, construction, and project management before going into a

brief history of project management as a body of knowledge. It goes on to describe transformative leadership and leadership in general. This study strongly emphasises transformational leadership in relation to the difficulties in performing and completing a construction project. The key distinctions between management and leadership are highlighted. The distinction between project failure and project management failure is further discussed, along with the numerous definitions of the idea of project failure. The causes of project failure and their effects on stakeholders are covered in detail in later sections.

1.3   Literature Review

1.3.1   Projects

Projects aim to create something novel and different from the work typically done (Meredith and Mantel, 2011: 3). A project has a significant level of risk and uncertainty because it is something new. Projects can be dissimilar from one another. Projects vary in size, distinctiveness, and complexity (Alias, 2014: 61). As a result, the criteria for determining success vary depending on the project (Müller and Turner, 2010: 106). No matter what kind of project it is, all projects share the three traits of being limited, distinctive, and dangerous, notwithstanding their differences (Tyssen and Spieth, 2014: 365). When a project adds value to the business, the resources allocated to it should be justified. Projects are also distinctive because they do not consist of ordinary work, and because of this, they carry a certain amount of risk that must be handled (Browning, 2014: 583).

1.3.2   Construction projects

Construction projects typically generate a lot of political and public attention, especially large-scale ones like public housing. These projects typically entail a substantial investment, a protracted timeline, a high level of uncertainty, and some degree of complexity. Project teams must work together more closely on construction projects in order for the project to be successful. The term "project success" has a wide range of definitions. Project management and project success are now more closely tied to one another (Sears, Glenn, Richard and Jerald 2015:1). Project success is measured by both soft and hard indicators, such as quality, cost, duration, safety, and other control objectives, during the execution phase of the project (Zhong and Wu, 2015: 748).

1.3.3   Project management

The fundamentals of project management include all the planning, monitoring,

organising, and controls needed to create projects or systems of procedures or solve problems. In contrast to project management, line management is mainly concerned with the administration of relevant organisations and continuous business. Kuster, Huber, Lippmann, Schmid, and Wüst (2015:10). In order to assure efficiency and avoid complexity, project management uses a tiered approach. It oversees projects to ensure that they benefit organisations. The four primary phases of the project life cycle are initiating, planning, executing/controlling, and completion.

The PMBOK guide, which emphasises the necessity for project documentation, evaluation, and control throughout its life cycle, focuses on hard skills (Besner and Hobbs, 2012: 25). Carvalho (2014: 321) argues the importance of soft skills in project management, such as communication and stakeholder management skills. The project manager's expertise in the areas that have the biggest impact on successful outcomes is a crucial component in the achievement of projects. Other important factors are the project team's quality, the organisation's project management maturity, the degree of stakeholder convergence, the environment's stability, the technology's maturity, and the experience of previous initiatives in a comparable field (Alam, Gale, Brown and Kidd, 2010: 224). In addition, the project manager should ensure that he is completing the project while keeping the ethical standard in mind, according to Mishra and Mittal (2011: 342).

1.3.4 Leadership

Leadership is one of the most crucial and fundamental components of effective project management. Leadership is defined as the ability to persuade people to take specific actions and influence others' participation in the project's overall processes. Leaders set the project's vision, direction, and important processes.

The figure below shows characteristics of leadership:

Figure 0.1: Effective project leadership

Source: (Malik, 2013: 16)

1.3.5 Transformational leadership

Vision, principles, long-term objectives, and a dedication to working for the benefit of young developing countries and their economic development are the driving forces behind transformational leadership (Malik, 2013: 7). Transformational leaders try to increase the knowledge and responsibility of their co-workers, employees, followers, or clients, and they are successful in doing so (Pieterse, 2010: 610). As a result, transformative leaders are more inclined to think proactively than reactively. Bass said that an essential trait that sets transformational leadership apart from transactional leadership is its attention to organisational culture. While transformational leaders typically attempt to change organisational culture in line with their vision and prefer to seek out new ways of working and new opportunities, transactional leaders frequently function within the existing culture and maintain the status quo. It is crucial to note that transformational and transactional leadership are two distinct dimensions of leadership, not two opposite ends of a spectrum and that a leader may exhibit both transformational and transactional traits simultaneously. As a result, good leaders are frequently defined as individuals with both transactional and transformational leadership traits and the flexibility to use several leadership philosophies.

Figure 1.2 shows the model of transformational leadership
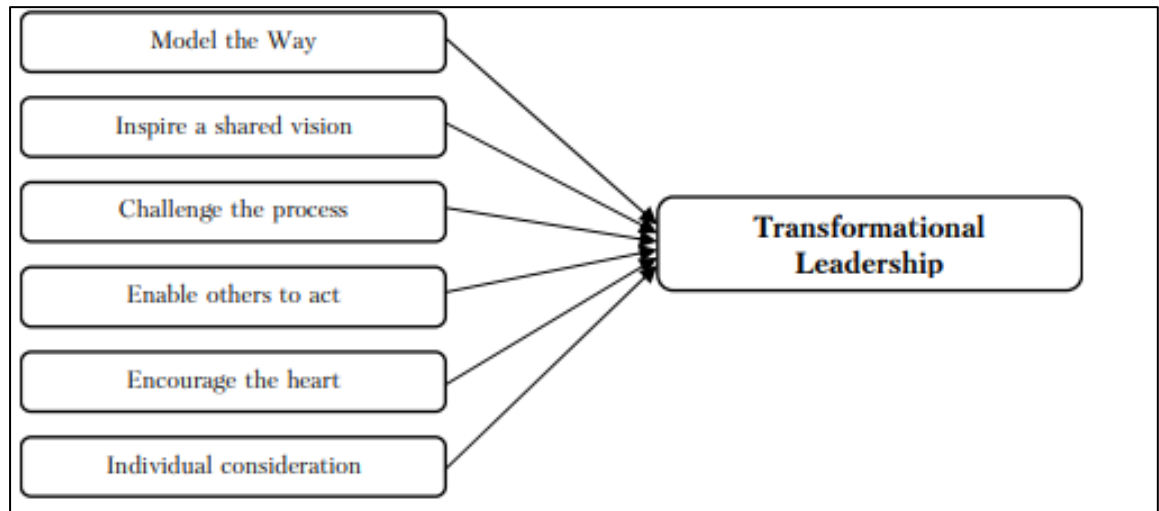
Figure 0.2: Transformational Leadership

Source: (Pieterse, 2010: 613)

1.3.6 Causes of project failure

The causes of project failure have become one of the most hotly debated subjects in recent years among researchers, project managers in practice, governments, and critics from around the globe. As a result, much literature has been written about why projects fail. These authors' research shows that numerous factors contribute to project failure globally. Moreover, the contrasts across projects and the fact that no two projects are alike makes each one unique (Blomquist, Farashah and Thomas, 2016: 1417). As a result, the causes are frequently specific to certain industries, performance countries' systems, and geographic and sociocultural contexts (Ahsan & Gunawan, 2010: 68). These include funding, planning, resource allocation, communication, scope adjustment, and sociocultural skill or understanding (Pourrastam & Ismail, 2011:2262).

1.3.7 Communication

Studies conducted throughout the years have shown the value of excellent communication in project environments. Communication ensures that everyone involved in the project receives timely access to pertinent information to ensure effective and efficient project delivery (Zhong and Pheng Low 2013:270). Therefore, poor communication, both before and throughout the execution of a project, is a recipe for

disaster. In some situations, a lack of communication may cause disagreement among all project stakeholders. This is shown by Ruuska & Teigland (2012) in their investigation of project partner conflict. The study concluded that poor communication results in project disagreements and eventual project failure. According to the project communication plan, which specifies how the project manager will keep information flowing throughout the project, the project manager should communicate all essential information to all interested stakeholders (Richman, 2012: 112). Effective communication is essential for achieving desirable and long-lasting results, according to Ndou (2012: 45). If there is no access to knowledge for informed decision-making or training and capacity building to develop the skills needed for effective action, empowerment may demotivate stakeholders (Haider, 2013: 10).

The transfer of a message that is both understood and received is the definition of communication (Goetsch and Davids, 2010: 235). Communication was a factor that Ochieng and Price (2010:452) strongly emphasised as crucial to improving teamwork and the efficient management of projects. They continued by outlining the importance of communication and information sharing to keep everyone updated on the project's development.
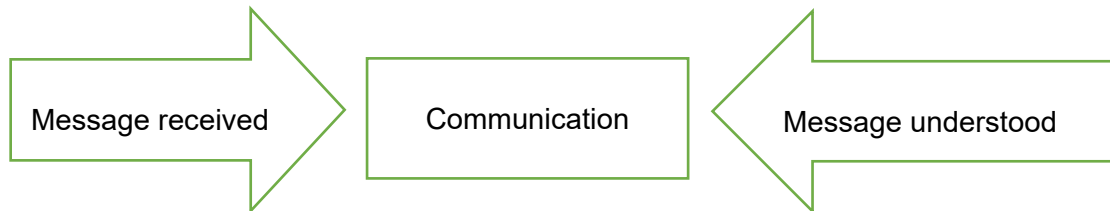
Figure 0.3: Flow of communication

Source: (Ndou, 2012: 47)

1.3.7.1 Causes of poor communication

The following factors were listed by Dyer (2012: 12) as the main reasons for poor communication:

- Fear: When faced with fear, team members feel compelled to protect their interests.

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- Misaligned expectations – This occurs when team members have varying ideas on how things should function.

- Confusion – When people are confused, chaos and disturbance ensue.

- Demotivation - When a project is running behind time, communication often devolves into accusations, which saps motivation to carry on. blaming

- Dissatisfaction – When team members are unhappy, it will be seen in their restrained speech.

- Lack of commitment – When people are not devoted, the project's success suffers.

- Competence with unconsciousness. People with little experience on a project can cause issues and need to be mentored.

1.3.7.2 Planning

Every project's primary basis is planning, and projects that are not appropriately planned may fail. The most frequent issue leading to project failure is a lack of planning. Projects are likely to fail if project deliverables and instructions for carrying them are not correctly stated in the planning phase of the project (Zwikael, 2014: 380). In addition, projects that lack a thorough understanding of their entire content or what they hope to accomplish are more likely to fail. Zwikael (2014: 383) clearly links inadequate initial planning to projects as the primary reason for failure. According to research, most project failures can be attributed to insufficient planning.

1.3.7.3 Scope change

Scope change is one of the major factors in project failure; most project research indicates that scope modification is a key cause of project failure. (Liu, Chen, Chen, and Shue, 2011: 548). Requirements are typically updated in projects either before work begins or halfway through its lifespan, but they are rarely changed on the day the project is finished. In IS project management, this is more obvious (Ahonen & Savolianen, 2015:208).

1.3.7.4 Availability of funds

When assessing the success or failure of programs aimed at eradicating poverty, the availability of project funding should be taken into consideration, with an emphasis on comparing the amount of money required to start the project with that gained (Tshitangoni, Okorie and Francis, 2010: 2379). The success of low-income or impoverished projects was also credited to the accessibility of continued funding, transparency, and the commitment of management members. Tshitangoni, Okorie, and

Francis (2010:2381) claim that a lack of education in business management skills resulted in a lack of fundamental business procedures, such as record keeping, as well as inaccurate financial records, which had a detrimental influence on projects aimed at reducing poverty.

1.3.7.5 Monitoring and evaluating

The project management plan concentrates on implementation, which includes the execution, monitoring, and controlling phases after the project has been approved. The project plan serves as a guide for carrying out the project (Richman, 2012:102). Because the activities of many projects are not monitored, they often do not last. Therefore, it is important to keep an eye on initiatives to determine how they are progressing. Determine the project's advantages and disadvantages and make comparisons with similar ventures. Additionally, to assess the costing and budgeting, both of which are significant factors in the success of the projects (Ravhura, 2010:81).

1.3.7.6 Sustainability

In the building business, sustainability issues have received substantial consideration (Tsai and Chang, 2012: 129). The construction sector has numerous obstacles, including the need to use less energy and resources, minimise carbon emissions, and mitigate other negative environmental effects, according to Zhong and Wu (2015: 749). As previously mentioned, numerous construction organisations have sustainability policies; however, it can be challenging to translate strategic objectives into project-specific goals. Furthermore, since the building sector affects eco-efficiency, eco-innovative methods are needed in this sector to raise sustainability and environmental friendliness standards (Mavi and Standing 2018: 751). Therefore, sustainability concerns must be considered in advance during the design and planning phases in order to reduce the negative environmental impact of the building sector (Kines, Andersen and Spangenberg, 2010:400). Many researchers have studied sustainability-related concerns.

Environmental sustainability indicators primarily focus on concerns related to the use of renewable energy sources, waste management, water conservation, material preservation, recycling, and pollution (Yilmaz and Bakis, 2015: 2253). Because waste creation accounts for a sizable amount of construction cost overruns, minimising construction waste during the construction process is advantageous from both a sustainability and overall cost viewpoint (Menegaki and Damingos, 2018: 315). It is widely agreed that waste management procedures for building and demolition projects should adhere to the 3R principles of reduce, reuse, and recycle. On the other hand, life cycle costs, quality concerns, infrastructure development, building and maintenance

costs, profitability, and employment are all regarded as economic indicators in the literature, according to Menegaki and Damingos (2018: 318). The majority of social sustainability dimensions are concerned with maintaining cultural legacy, user security, safety, health, and public usefulness and comfort.

1.3.8 Project success

Particularly construction initiatives typically pique public and political interest. Therefore, the subject of project success has received much attention in the study of construction management. The idea of project success is expressed in a variety of ways. This is mainly caused by the numerous individuals' differing viewpoints, concepts, and advantages. Project governance and project management are combined in existing studies of project success and are based on an overview of the entire project life cycle. Project management success and project success are getting closer together (de Carvalho, 2014: 330). Similar to how project stakeholders have garnered more attention, project success has been seen from various angles, including those of owners and contractors.

Factors affecting project performance and the metrics used to assess project success fluctuate depending on the perspectives of the various project participants. Therefore, it is important to consider project success from the perspectives of the industry in question and the individual project participants. Furthermore, benefit demands fluctuate among project partners in the context of construction projects. As a result, there are discrepancies in how different stakeholders define project success criteria and critical project success determinants (Yulk, 2012:64). This study focuses on how conflict and communication within construction project teams affect the success of the project. In order to define project success in terms of time and stakeholder dimensions, the intrinsic qualities of construction projects are blended with the qualities of the project teams.

Regarding timing, the project implementation phase is where the project's success is primarily assessed. As a result, this stage of the project is where the effects of communication-conflict interaction are concentrated. Despite differences in emphasis, the evaluation standards for project success are essentially constant in regard to stakeholders.

1.3.9 Leadership style and project success

In order to establish a connection between leadership style and project success, Jiang (2014: 52) evaluated studies on project style, project success criteria and their relationship with leadership styles, and the impact of leadership styles on project

success. In addition, the research investigated a historical overview of leadership theories and specific features, behaviours, contingencies, charismatic or visionary, emotional intelligence, and competency of the relevant leadership philosophies (Jiang, 2014:55).

1.3.10 Transformational leadership and Employee performance

Recently, the impact of transformational leadership on worker performance has gained popularity as a research issue. Numerous studies show that transformational leadership has a significant and favourable impact on how well employees perform at work (Walumba and Hartnell, 2011: 224). Transformational leadership is encouraged due to the many projects' openness, complexity, and difficulties (Wang, Courtright and Colbert 2011: 103). It is thought that project management is a particularly good fit for this style of leadership. Project managers are advised to employ more transformational leadership techniques to inspire workers. According to Neilsen and Munir (2011: 315), transformative leadership encourages followers to come up with fresh approaches to problems and challenges. Due to numerous projects' distinctive consequences, fresh and uncertain methods are frequently needed to accomplish project objectives. Instead of only offering instructions, the leader must encourage these qualities and give participants some degree of autonomy. Both coaching and advising are roles that transformational leaders play. One-on-one interactions increase team members' willingness to carry out the leader's assigned tasks.

1.3.11 Leadership characteristics and project success or failure

According to Turner & Pearce (2011:85), a project's success depends on the leadership style and competencies of the project's leaders. Other research has confirmed that there is a connection between these and the success of businesses and projects. Anantatmula (2010:16) also pointed out that how crucial project leadership is to a project's success may depend on the type of project. The literature has specifically suggested that project complexity may have a moderating effect on the association between project leadership approaches and success rates.

According Tolka (2015:12) project's success depends equally on the team. The team's capacity to function as a unit, each team member's performance, and the team's overall performance are all critical factors in the project's success is challenging to ensure project success in the absence of a performing team. In order to have a performing team, a leader must stoke the flame of performance and establish limits within the team that permit it to work. If the manager wants the project to be successful, he or she must also

see that the tasks given to the team members are completed quickly and effectively. A clear vision, clarity of thought, practicality in scheduling, and the ability to create a capable and successful team are all requirements for the role of the leader throughout the entire process. This results in project success together with the use of a leadership style.

1.4   Problem Statement

The explanation or interpretation that is not tested as a research hypothesis but may be referred to as the key thesis or central issue of such investigation is referred to as the problem statement (Welman, Kruger and Mitchell, 2010:25). In low-income communities, construction project failure has been a significant problem. In the construction industry, businesses invest enormous sums of money in an effort to complete projects successfully. Construction projects in low-income communities are impacted by various variables, including the stressful working environment for employees, workers' attitudes and behaviours, misinterpretation of orders, stakeholders' divergent moral perspectives, a lack of motivation, and fear of authority. Furthermore, due to inadequate communication skills, employees lack the ability to explain themselves. Businesses frequently suffer significant financial losses when the issues above arise, which may cause them to become insolvent.

Additionally, contractors frequently lose contracts due to delays, incomplete projects, or failures of earlier projects. Additionally, this has caused many disagreements among industry participants and a decline in staff motivation.

Leadership and project management have grown in importance and recognition inside organisations. It has become evident that leadership affects the success of building projects as more problems arise. The ability of the project leaders to adapt to a continually changing environment and deal with new obstacles is a deciding factor in the project's success. The goal of transformational leadership is to inspire all project participants to be innovative, engaged, and highly driven (Hussain, He, Ahmad and Iqbal, 2019:225). As a team leader, the project manager's job is to rally the group behind clear objectives and instil in them a sense of ownership over problem-solving for the project. In the construction industry, a lack of leadership leads to poor communication, low productivity, higher costs, uncooperative employees, and project failure.

1.4.1 Research objectives

This research study intends to achieve the following objectives:

- The main objective of this research is to find out the extent of project failure and how transformational leadership may improve the effects of employee motivation and of projects failure in developing countries, with the ultimate purpose of reducing construction project failure in developing countries.
- Demonstrate how to use leadership skills to deal with problems in real construction industry practices.
- Also to provide data that can be used by project management in developing countries. One will see what kind of competencies and capabilities a project manager needs nowadays in a challenging environment.
- In order to achieve the aims and objectives, an extensive literature review has been undertaken reviewing relevant literature on project failure in order to develop a theoretical framework for the study which will be used to identify failure criteria, and the causes and effects of project failure in developing countries.
- Finally, the researcher hopes to propose a critical direction for future research and practical guidance for management of projects in developing countries in general.

1.4.2 Research question

Based on the aforementioned context and problem statement, this study proposes and responds to the following research question in order to learn how transformational leadership can impact performance and project success in low-income areas:

Main questions

The following is the thesis' key research question:

- How does the use of a transformational leadership style help a building project in low-income areas succeed?

Sub questions

Prior to conducting the actual research, it is crucial to address these fundamental concerns so that the reader will have a general understanding of the topic of the thesis.

Sub question 1

- What is the importance of leadership in projects?

Sub question 2

- What attributes of leadership necessary to project success?

Sub question 3

- What difficulties do construction projects in low-income areas face?

1.5   Research Methodology and Design

In order to provide meaningful research results, research methodology takes the research context and the desired results into account. The exact methods used in the research data gathering, data analysis, and report writing are known as research designs (Creswell, 2012: 20). Additionally, choosing a suitable research design requires several stages, starting with defining the issue, the study's goal, and doing a thorough literature evaluation.

The methodology used for this study is qualitative. The methodology is an action plan that provides answers to questions like what information will be gathered, how it will be collected, how it will be analysed, how it will lead to conclusions and recommendations, and why (Walliman, 2011: 96). The qualitative research methodology is most suitable for this specific study to get a thorough comprehension of the thesis topic. In order to pinpoint key topics pertinent to the study, it also integrates secondary data from the literature. The crucial stage of this research is the literature review. The goal is to gather enough data to support a theory and apply it to actual situations.

Theoretical aspects of the inquiry will be included in this study. A thorough examination of the literature on building projects that address transformational leadership, project delivery, project quality, and the failure of projects in low-income communities has been done. This section includes data gathered from recent studies and earlier research papers. The theoretical section aims to give the reader crucial data and information to understand the research at hand better. To gain a deeper understanding of the topic, it is also important to compare the application of transformational leadership in high-income and low-income areas in order to gather evidence of any differences and similarities between the two.

There are several ways that this work advances the body of knowledge. First, the underlying mechanisms that connect transformative leadership and worker performance are examined in this study. Moreover, little research has examined the potential outcomes and mediating factors of the underlying relationships between transformative leadership and worker performance (Walumbwa and Hartnell, 2011: 158). Additionally, this study investigates the boundaries that define the connection between transformational leadership and workers' organisational identification and job engagement.

1.6 Target Population

Population, as defined by Zhao and Tian (2013:529), is the study of people, things, or units pertinent to the research study. Construction projects built in affluent parts of South Africa and other developing nations made up the study's population. The general public, contractors, and project management were designated as the target population to accomplish the research goal. The people who participated in community projects were in charge of community development. They were randomly chosen to fill out the questionnaire, and their information and opinions were directly obtained. In order to understand the reasons why construction projects in the study area failed and to create suggestions for how community projects should be managed moving forward, the researcher of this study collected data directly from participants. This approach was utilised to explore participants' inner experiences, understand how meanings are constructed through and in culture, and uncover rather than control variables (Etikan, Musa and Alkassim, 2016: 3). Participants in the study will be interviewed for community

development in the area. The respondent was allowed to read the interview results after they were instantly recorded during the session.

1.6.1 Sample

A sample is a subset of the target population that a researcher intends to examine in order to draw conclusions about the population as a whole (Mason and August, 2010:6). Participants in this study were currently affected by a construction project within a low developing area Samora Machel in the Western Cape. The following criteria were used to select the sample from the population:

- Each participant must be within or directly influenced by a construction project.
- Participants from different levels of the project were selected; and
- The availability of members to participate was also a consideration.

1.6.2 Sample frame

This is a comprehensive list of all the instances or components in the population that can serve as the study's sample (DiGaetano, 2013: 329). Participants for this project study were chosen, and everyone was allowed to take part. It revealed that there was a total of 15 project participants. Five more people were chosen from the community initiatives under review. Twenty members in all took part in the project questionnaire.

1.6.3 Sample Method

The project's participants were chosen using a purposeful sampling technique. Purposeful sampling occurs when a researcher chooses individuals or locations that are the best fit for understanding a phenomenon (DiGaetano, 2013: 335). In addition, the selection of the participants was based on their capacity to contribute to the research (Quinlan, 2011: 213). The sampled participants were in charge of community building and project execution, making them essential informants on the issue of the study. The advantage of the sampling approach is that the contributors have subject-matter expertise, producing trustworthy material that will help the study achieve its objectives.

1.6.4 Data Gathering

The literature review included articles discussing leadership in the construction sector. Two stages are taken to complete the literature search. The databases of papers published between January 2010 and January 2016 are first manually searched for titles, abstracts, and keywords. The research keywords were leadership or transformational leadership, delivery, failure, quality, and construction. These databases focused mainly on articles to discover pertinent prior papers. Forty papers were found overall after this search in the databases was finished. The papers' titles and abstracts were then examined, and those found to be pertinent to the review were chosen to be retrieved and given a thorough examination. The papers were chosen according to the following inclusion criteria:

- The characteristics that contribute to the delivery of successful construction projects in low-income communities were alluded to in the article,
- The necessity of leadership, especially transformative leadership, was raised by the paper.
- Between January 2010 and January 2018, the paper was released.
- The paper might be found online,
- The article was printed in a peer-reviewed publication; and
- English was used to write the paper. A comprehensive review of papers was conducted to identify the factors that affect leadership and project success in the construction industry.

1.6.5 Data Collection method

A content analysis approach was used to review and examine publications to extract pertinent information. There were either good or unfavourable relationships between the study and various periods and leadership. The types of publications, data gathering techniques, study goals, keywords, exclusions, publication years, contributions, and countries of origin were all considered while grouping the papers. Additionally, sub-questions and variables are extracted using content analysis. Variables were recognised as affecting factors after the initial round of reviewing manuscripts. Seven variables were extracted during the second phase of the review. Some variables were combined or eliminated because they had similar implications or meanings, and four primary factors were derived from the final variables. A thorough literature review and questionnaires were collected to gather data for this study.

According to Pandey and Pandey (2010: 670), a questionnaire is a form that participants fill out and return to the researcher. A questionnaire's primary objective is to gather facts and opinions about a subject from authorities in that field. The causes of failed building projects were also discovered in the literature, and questions were created to gauge stakeholder opinions on projects in low-income areas based on these characteristics. The questionnaire design ensures that the same straightforward, unambiguous, succinct, and precise questions are asked of every respondent and that their responses are mutually exclusive (Babatunde and Low, 2015: 101). Participants were given explicit instructions on what was expected of them, so they knew how to approach questionnaires. The researcher learned about participants' perspectives and experiences regarding the research topic based on information gathered from the questionnaire. For this study, a structured questionnaire was employed to collect data. All questionnaires were filled out in the researcher's presence.

1.6.6 Data analysis

The grounded theory principles presented are used to guide the data analysis and interpretation (Dlamini, 2016:219). By looking for patterns, relationships, saturation, and trends, grounded theory is a helpful tool for gathering and organising the concepts under inquiry so that relevant conclusions can be drawn to solve the research problem. The data were expressed into these themes using the identified variables as a guide. A sample of 20 respondents was used for this study's analysis of leadership's impact on project failure and its reasons. The purpose of the research questionnaire was to gather opinions from clients, consultants, and contractors of construction companies regarding the factors that contribute to project failure, such as delays, how delays affect quality, and the dangers of poor leadership. From the literature, potential causes, impacts, and hazards were determined. The stakeholders in the building sector then tested these factors. A total of 20 respondents took part, who verified that the number of delays was rising in the construction industry as a result of several causes listed in the literature. Construction project stakeholders were asked to rank these factors in order of importance. Similar to how the variables and attitudes linked to failed building projects were examined to support earlier research and advance the investigation. The reliability

of questionnaires has been examined to see if they consistently provide the same results. The test and re-test method is also used to estimate reliability, according to Quinlan (2011: 214).

1.7 Ethical Considerations

The researcher fully understood the significance of taking ethical factors into account. The rights of every research participant were upheld, and their responses were kept confidential. Respondents were not required to participate and were free to skip any questions they did not want to answer or opt-out at any time if they felt uncomfortable. It was crucial to obtain the participants' honesty, give them the option to leave the study at any time, avoid asking questions that were sensitive to their culture, and choose not to answer any questions they found objectionable. Research ethics' primary objective is to answer the question of which ethical problems brought about by research interventions may affect persons who are utilised as research subjects (Flick 2011:215).

1.8 Conclusion

According to the research, effective project management depends on several crucial and critical aspects. It takes more than managing people or projects to be a leader; the team has an equal role in a project's success. The team's capacity to function as a unit, each team member's performance, and the team's overall performance all play a significant role in the project's success. In order to have a performing team, a leader must light the flame of performance and establish boundaries within the team that allow it to work. Without a performing team, it is challenging to secure project success. If the manager wants the project to be successful, he or she must also see that the tasks given to the team members are completed quickly and effectively.

The responsibilities of a project manager go far beyond the outputs associated with specific tasks. Although the project manager must be able to handle time, scope, and cost-related goals efficiently, their work does not end there. They also need to be able to manage a variety of other challenges and goals and be able to guide the team members who are working on them.

LEADERSHIP THEORIES AND HISTORY

1.9 Introduction

Project leadership means persuading others to pursue project goals zealously and thoroughly (Timothy & Havranek, 2010: 301). Leadership is the capacity to persuade people to do what they want. A leader needs to be able to persuade people of a vision and motivate them to act toward its realisation. In addition to being unusual, leaders are renowned for their inventiveness and problem-solving abilities. Successful leaders are recognised to be aware of the many leadership styles and have the flexibility to adapt as needed (Barry and Gironda 2018:117-143). Therefore, balancing the project constraints, such as quality, scope, time, and budget, and successfully completing the activities within that area, is the definition of project management success. Project management success is different from project success in that it focuses on completing the execution processes within the project square root restrictions, whereas project success is about fitness for purpose (Abdilahi, Fashina, and Fakunle, 2020:1–17). Siamak Haji Yakhchali and Farsani (2013), p. 24–128. Due to historically high rates of project execution failure, the human element of leadership, which encompasses conduct and leadership style, is now receiving the leader's attention as an essential component in successfully managing the project execution.

Various people have expressed interest in the subject of leadership, and this is true across many academic fields and levels of study. Political scientists, businesspeople, philosophers, historians, and others with interests in these fields have all developed distinctive methods for comprehending this crucial issue. Since almost everyone has experienced the effects of another's leadership or has been a leader, research on leadership is in high demand (Hemshorn de Sanchez, Gerpott, and Lehmann-Willenbrock, 2021:188). We want to assist anyone interested in leadership to reach a level of awareness beyond commonly held beliefs about leaders and leadership. According to Biddle (Sutherland), people in secondary and college education who are unfamiliar with academic approaches to understanding leadership or who study related areas but require a thorough review of leadership are some examples of the demographics that might profit from this book (Sutherland and McHenry-Sorber, 2019:1-16). Many people want to understand leadership; we have tried to give people a roadmap so they can move on to further in-depth study. We have discussed what leadership is and its common misconceptions to provide new leadership scholars with a solid foundation on which to build their understanding of the concepts stated (Wieczorek and Manard, 2018:34). We also present this information from both a psychological and a

business perspective. We use research on pertinent leadership topics to assist followers in distinguishing fact from fiction and presumptions from empirical evidence. People need to grasp what leadership is, how it functions in the more extensive social system and some of its key causes and effects. Many leadership themes are described in a way that allows people to gain a general understanding of them. Research findings should be considered inside organisations after reviewing general information (Franklin, Glynn, Martin and Schneeweiss, 2019:105). It is crucial to combine a research-based approach with an applied one so that followers can comprehend not only how we came to know what we know about leadership.

According to Sammy (2019:15), leadership is the capacity to persuade and inspire people in order to bring out the best in them. It focuses on enticing people to contribute more to an organisation's overall effectiveness process by which one person encourages and motivates others to achieve organisational goals and directs the organisation to function more effectively and cohesively. This is a typical definition of leadership. Additionally, the individual who can lead is the one who can bring about change (Bass, 2015:19-31). A competent leader continuously prioritises the needs of others over their own and takes the initiative. Proactive leaders frequently anticipate three steps ahead of their subordinates and take all possible outcomes into account. Helping others develop to reach their highest potential is the heart of leadership; simply put, leadership is the art of motivating a group of people to collaborate to achieve a common goal.

1.10 Definition of Leadership

According to Jansen and Northouse (2012:46), leadership happens when a person persuades others to behave in a way that advances the achievement of predetermined objectives and the realisation of a vision. Yukl (Goffee and Jones, 2015:120) agrees with this idea and links leadership to a specific action that directs followers on what to do and how to achieve the shared vision, either individually or in groups. Furthermore, according to (Rossiter, Davis, Clark, Boudrias and Ward, 2014:360–365), a leader must be adaptable, creative, self-aware, pay attention to details, and respectful. According to Park (2013): 1641–1648, leadership is a peculiar manner of persuading others to willingly carry out tasks in response to the goodwill shown by a more powerful person. This results in the performance of tasks as intended. There are as many definitions of the term "leadership" as there are individuals that define the term. According to (Jowah, 2013:708–719), all of these believe that leaders have followers. This is one thing they share in common. Because there are so many schools of thought and leadership ideas, there is not one universal definition of what a leader is. This may have been where it all started (Pihie, Sadeghi and Elias, 2011:1081-1090).

1.11 Leadership Styles

There are three basic types of leadership: laissez-faire or free reign, democratic, and autocratic or dictatorial. The list of these is as follows:

Dictatorial or autocratic leadership

In an autocratic leadership style, all choices are the sole responsibility of the leader. The leaders mostly rely on the group's implicit cooperation with their orders. He creates the policies and rules. Making decisions is viewed as being of utmost importance (Alvehus, 2021:120-132). All decisions are made independently by the decision-makers; they do not ask for feedback or suggestions from others. Adverse conditions and interactions exist between leaders and followers. They employ threats of punishment to instil discipline and motivation among their subordinates. Whether the leaders' decisions are in their best interests or not, the subordinates must abide by them (Clack, 2020:9-28). Employee morale will be poor when decisions and other variables are unfavourable to the employees. There is no room for management development.

In businesses, this leadership style is advantageous in roles where decision-making procedures must be applied frequently due to the nature of the job duties. The leaders should make decisions. However, according to research studies, this leadership style has more negative effects than positive ones (Kark, Van Dijk and Vashdi, 2018:186-224). The lack of rights and chances for members of the organisation to voice their wants and desires is the cause. It could low staff morale is another consequence. When employee morale is low, it goes without saying that the staff members will not be happy with their jobs or be motivated to do their duties. Joosen, Zelst, and Weeghel contend that one of the key negatives is that this is detrimental to the organisations' general functionality (2020:84–92).

On the other hand, situations where crises are likely to arise benefit from this style of leadership. Leaders will be able to make wise choices in a crisis because of their swift decision-making abilities situations. The crisis would therefore be resolved (Janssen and Van der Voort, 55, 102180).

Democratic Management

A democratic leader solicits ideas and recommendations from the group's participants. The opportunity is provided for the other participants to express their ideas and points of view. In other words, leaders consult with others before making important decisions (Gerbaudo, 2021:27). The leaders inspire the team members to unleash their creativity

and enthusiastically carry out their duties and zeal. When members are given the opportunity to contribute to the creation of plans and policies and express their opinions, they build friendly and cordial rapport with leaders, which raises employee morale, increases feelings of job satisfaction, and reduces reliance on the leaders (Moortezagholli, 2020:89). The Democratic leadership guarantees that output and satisfaction are up. The staff must be self-disciplined and aware. They will only be able to contribute significantly to raising productivity, profitability, and satisfaction when they are fully informed. Non-financial rewards play a vital role in this leadership's success (Anwar and Li, 2021:7860-7882).

Respect for each other is the foundation of democratic leadership. The need for cooperation and integration between individuals is frequently combined with participatory leadership. The leaders and staff members bear much responsibility under democratic or participatory leadership. This is true for all organisations, including for-profit businesses, government organisations, and educational institutions. Everyone agrees that participation is the secret to any successful business (Sriyakul, Singsa, Sutduean and Jermsittiparsert, 2019:2967-2974). This typically comprises attentive voters in a congressional district, concerned school parents, involved non-profit organisation members, and motivated staff members of successful businesses. Employees under this leadership have the authority to participate in managerial and administrative duties and decision-making processes. As a result, it is evident that under this type of leadership, the leaders collaborate with the other members to complete various work requirements and tasks (Nawaz, 2018).

Free-reign or laissez-faire leadership

Laissez-faire or free-rein leadership places all of the responsibility for goal setting and decision-making on the shoulders of the followers. The subordinates are allowed to perform the tasks of planning, organising and successfully moving forward (Alotaibi, 2022 17). Therefore, the involvement of the leaders in administrative tasks is not very important. Only providing information and support in the event of issues and failures is the extent of the leaders' responsibilities. Professional organisation members who have received training and are the best candidates for leadership positions are often those who are well-versed in processes and procedures (Hays, Crockett and Michel, 2021:51-72). This is justified because employees can perform job obligations with minimal support and assistance from supervisors when they are adequately trained in procedures and working techniques.

Delegated Laissez-faire or free-rein leadership is frequently used to describe leadership in which the group members can decide what must be done. The group's decreased productivity is one of the leadership's most significant drawbacks (Podsakoff and Podsakoff, 2019:11-33). The members of the groups are given a chance to make their own decisions and come up with solutions to problems on their own when there are issues. The main traits of this leadership style include a hands-off attitude, leaders providing all the training and support, employees making all the decisions, the leaders being held accountable, and the leaders being given the responsibility to guide the employees when they make mistakes. The benefits of this leadership style were noted by (Nwabueze and Mileski, 2018:11) as encouraging personal development, increasing innovative techniques, and effectively promoting decision-making processes. Many organisations recognise and use this leadership style (Connolly, James and Fertig, 2019:504-519).

1.12 The Leaders' Roles

The responsibilities of the leaders extend to other areas as well, as described by Schinoff, Ashforth, and Corley (2020:1395–1424). For example, the leaders' responsibilities go beyond creating a friendly and pleasant work environment and guiding the workforce toward achieving organisational goals. When managers and staff members establish positive working relationships with one another, they even participate in friendly casual chats with one another. 62 Kremer, Villamor, and Aguinis, 2019 The supervisors pay attention to the employees' issues and offer advice. The following are the areas in which the roles of the leaders are primarily highlighted:

A negotiator is someone who holds formal negotiations with other people in an attempt to reach an agreement. He acts as the antagonist's sole point of contact. It is the responsibility of the negotiator to specify up front that they will serve as the sole point of contact for the negotiation processes (Zhu and Carless, 2018:897). Furthermore, they claim other people are contributing to the decision-making processes and expressing their opinions in addition to them. The participants must engage in meaningful dialogues if they are to develop into effective negotiators. They make sure there are no conflicts or disagreements among people and that communication processes are carried out effectively (Kapur, 2018: 1-25). As a result, when leaders play the position of negotiator appropriately, they can develop into intelligent and effective leaders.

Coach - The trainer or teacher is referred to as a coach, explains (Haneda, Sherman, Bose and Teemant, 2019:21). Methods of interaction motivate the discursive behaviours of instructional coaches. The coach's primary responsibility is to provide the individuals

with the knowledge they need in order to comprehend the concepts. Additionally, they support people in achieving their goals and objectives (Schroeder, Anggraeni and Weber, 2019:77-95). When leaders are motivated by their work responsibilities, they not only want to help people learn concepts and lesson plans effectively and accomplish the necessary objectives, but they also want to prepare them well so that they can grow into moral and ethical individuals and contributing members of society (Mpofu and Nicolaides, 2019:1-25). The leaders, who are assuming the role of coaches, need to have adequate knowledge of concepts and variables in order to carry out their duties effectively and improve the overall structure of the organisation. (Vashist, Dwivedi, and Chaturvedi, 2020:49) To effectively fulfil the function of a coach, leaders must regularly conduct research and broaden their knowledge and understanding. Therefore, when leaders take on the role of coaches, they can participate in a meaningful and well-organised way to help the people succeed in their tasks (Kapur, 2021:20-29).

The Guide is the person whose responsibility it is to direct travellers through strange territory. People require help and guidance from the guide when they are unsure of which guidelines to follow (Ryan, Soenens, and Vansteenkiste, 2019:15-145). This term also describes people who guide others toward shared objectives, such as knowledge and wisdom. When students and employees at educational institutions and workplace settings are unfamiliar with concepts and other factors, the leaders need to play the role of guides and point them in the proper direction. When people are confused and unsure of how to achieve the intended aims and objectives, guides are needed to clear up confusion, raise people's understanding of various topics, and ensure they are headed in the right direction. When the tasks are complicated, the workers may likely feel anxious. In these situations, the mentors would help the workers gain confidence and lessen their feelings of vulnerability. As a result, it is commonly accepted that leaders serve as mentors and are valued in the fulfilment of both professional and personal objectives (Tata, 2018:89).

Counsellor - As people pursue their education and work environments, they encounter various issues that can be overwhelming. These issues typically involve education, the home, the family, money, health, and other areas. One of the main goals of the person is to resolve issues in these areas and prevent them from taking on a serious form. (O'Brien, Singh, Horan, Moeller, Wasson, and Jex, 2019:753–761). Therefore, they seek out ideas and advice from others for this purpose, especially when they are unable to find solutions on their own. The leaders may take on the position of counsellor in certain situations. For instance, when students have learning difficulties and cannot comprehend lesson plans, teachers typically take on the role of counsellors and assist them in overcoming their learning difficulties. On the other side, employees can also serve as

counsellors in the workplace when they encounter difficulties while performing their duties. The ability to aid people in overcoming their difficulties and enabling them to attain goals and objectives is therefore made possible when leaders appropriately implement the position of a counsellor (O'Brien, Singh, Horan, Moeller, Wasson, and Jex, 2019:753-761).

Leaders typically have a greater understanding of the subject matter. As a result, they are qualified to do so. When a leader assumes the role of an advisor, they provide the people with factual information about various topics. Financial advisors, for instance, provide information on topics connected to managing and investing financial resources within financial organisations. In contrast to consultants, who perform functional responsibilities, advisors are considered a part of leadership. For example, higher education institutions hire advisors to direct and advise students through the processes of pursuing academic degrees. When they are accurate and satisfied with their knowledge in various areas, leaders can effectively carry out the tasks of advisors. As a result, it may be said that leaders can be effective and valuable to others in their responsibilities as advisors (Jamal, Schupmannm and Berkman, 2020:718-727).

Mentor - A mentor is a person who provides advice to a mentee regarding their job path. They offer direction, inspiration, emotional support, and role modelling. Exploring prospects, creating goals, making contacts, and locating resources are crucial aspects that must be considered while choosing a career path. The mentor's responsibility is to lead the less experienced people by fostering trust and serving as an example of positive behaviour. Therefore, people need to develop positive perspectives and trust mentors while asking for advice. A mentor with moral principles will always provide individuals with honest information and work toward their success and well-being. The qualities of a successful mentor are dependability, participation, authenticity, and a commitment to the needs and expectations of the mentee. As a result, they will be sure to give them accurate information that has value, enhancing their lives. Consequently, leaders need to assume the role of mentor and assist others in achieving their goals and objectives (Matthews, Bowman, Whitbread and Johnson, 2020: 22-43).

Friend - When managers and staff members develop cordial and friendly terms and connections with one another, they also engage in casual talks. In addition to talking about work-related issues, the employees can also talk to the leaders about personal things. When people believe that personal concerns are interfering with how they carry out their job responsibilities, they may ask leaders for advice and direction, especially if they are approachable (Zhou, Wang, Du, Cheng, Zheng, Dong, Henri and Wang, 2021: 209). Leaders play the part of a friend when they listen to personal issues and offer

helpful ideas. The other people feel comfortable and pleased in the workplace when the leaders have a friendly approach, which enables them to concentrate on work tasks fully. People face difficulties; consequently, leaders who have a friendly attitude will significantly contribute to assisting subordinates. As a result, playing the role of friends for the leaders will greatly benefit the people (Zhou, Wang, Du, Cheng, Zheng, Dong, Henri and Wang, 2021:209).

Motivator - It is widely acknowledged that all members of the organisation must grow motivated and enthusiastic about carrying out their duties and activities. They must adopt a good attitude and effectively perform their job obligations (Kalaignanam, Tuli, Kushwaha, Lee and Gal, 2021:35-58). The leaders must instil in the team members a sense of motivation, interest, and excitement for their work and the organisation. The term "motivation" refers to influencing people's attitudes about their work. The prevalent practice of rewarding and incentivising people is one of the ways to motivate them. Members will work carefully and conscientiously to fulfil their job obligations when they believe rewards and incentives will benefit them and improve their career chances (Kalaignanam, Tuli, Kushwaha, Lee and Gal, 2021:35-58). As a result, all kinds of organisations recognise the leaders' functions as motivators.

Team-building - In various companies, people perform their jobs well and contribute effectively to accomplishing organisational goals when they work as a team. In their capacity as team builders, leaders must emphasise to their followers the need to cooperate with others and foster understanding (Aldana and Richards-Schuster, 2021:685). When people work together as a team, they can gain advantages in various ways, including getting support and help from others to perform their jobs well, improving their capacity to handle difficulties, feeling more satisfied with their jobs, and forming friendly relationships with others. Team formation is often the responsibility of the leaders. As a result, developing teams is seen as a crucial leadership responsibility.

Director - The director is the person in control of the entire division or organisation. He is given the power and duty to oversee and carry out the projects and duties of the organisation as a whole. He oversees the subordinates and makes sure they are committed to achieving the intended goals and objectives, as well as carrying out the tasks and activities in a well-ordered manner. The director's job is to guide people appropriately regarding the primary responsibility for member selection, production procedures, designing, organising, and all other tasks that fall to the director. Additionally, he has the power to make choices. He is free to use the opinions and ideas of others or to decide on his own. As a result, those in leadership positions must regularly

pay attention to the director's job, which is crucial (Aldana and Richards-Schuster, 2021:685).

1.13 A Leadership Theory

Theories of leadership describe how and why particular people develop to be leaders. They emphasise the traits and conduct that people might develop to enhance their capacity for leadership (McClean, Barnes, Courtright and Johnson, 2019:479-508). Among the top qualities leaders cite as essential for effective leadership are high moral and ethical standards, strong organisational abilities, efficiency in learning, fostering of employees' progress, and promotion of connection and belonging.

According to a study, leaders around the world view these traits as being the most important. Leadership theories also clarify how these traits are used and developed by leaders. Leadership theories are now simpler to comprehend, discuss, and evaluate in practice due to their recent formalisation.

The purpose of leadership, according to Kannan, Morgan, Liang, Cheung, Lin, Mun, Nader, Belghasem, Henderson, Francis & Chitalia (2019:955-962), the goal is to produce more leaders than followers. Transformational leadership is the ability of a leader to alter a follower's mindset or psychology and motivate them to desire to take charge of their future. This makes the case that inspiring and uplifting others should be the ultimate purpose of leadership. Leaders should push those under their control to achieve new goals to help them grow into the people they know they can be. Leaders need to understand the psychological perspective of transformational leadership if they wish to have a tangible impact on others, according to Belghasem, Kannan, Morgan, Liang Cheung Lin Mun, Francis Henderson, Chitalia Nader, and Belghasem (2019:955-962). Creating more assertive, more effective leadership and inspiring followers to take on new challenges are major focuses of many leadership theories on leadership roles.

1.13.1 Theories of leadership

It is critical to examine how leadership philosophies have changed historically during the past 70 years. The core ideas of many leadership theories that are now utilised are advanced. In their study, Turner & Muller (2005:49-61) emphasise the six main leadership theories: behavioural models, as well as models for charm, competence, contingency, emotional intelligence, and traits. According to the leadership literature, no perspective is completely useless because theories have changed and grown over time. As was previously mentioned, relevance relies on the context in which it is utilised. It is possible that the leadership style used in positions requiring a high level of certainty,

sensitivity, care, and technical skill will differ from that used in uncomplicated management-oriented portfolios since one leadership style does not match all tasks (Munna, 2021:21-29). It suggests that various circumstances, contexts, cultural norms, work environments, new rules and regulations, information overload, organisational complexities, and psycho-socio changes significantly influence the concept of leadership and cause it to change in various ways (Ezeonwuachusi, 2020:103). The organisations grew as a result of the great men losing their significance. Reigned with dictatorial authority as the head of a flourishing institution but unwittingly slowed democratisation, he has met his demise at the hands of time. A person "does not become a leader only by the existence of some combination of attributes," it was also learned (Salim, 2021:75-89). Relationship behaviours required by followers' tasks and objectives are correlated with social support, task-performance behaviours, followers' levels of preparedness (commitment and competence), and level of direction and guiding (Ryan & Tipu, 2013:2116-2129). Unlike an authoritarian leader who makes decisions without consulting his or her followers, a democratic leader does so. The laissez-faire leader defers to subordinates and hence does not meaningfully lead beyond simply holding the position.

Superior-Man Hypothesis

Most civilisations rely on heroes to recount their victories and explain their setbacks. Therefore, efforts to pinpoint universal traits of leadership have been ongoing for ages. The best interests of the heroes came first, according to Thomas Carlyle's 1847 observation that "universal history, the history of what man has accomplished on this earth, is at the bottom of the history of the great men who have struggled where potentials can become leaders; he believed that exceptional people were born, not made. Sidney Hook expanded on Carlyle's theories by emphasising the difference between the impact that an eventful life has and the influence that ordinary life has person could have and a man who creates events (Platt and Dobbins, 2020:111-133). He made the important argument person did not ultimately determine it. He said that the individual who initiated the event's outcomes had an impact on how things played out because they would have gone very differently if he had not been involved. The Great Man theory, however, came under scrutiny when it became clear that Hitler, Napoleon, and other leaders of a comparable quality all had unethical leadership styles, undermining its claim that man's role in society is "the outcomes of outstanding capacities of intellect, volition, and character rather than the deeds of differentiation". These smart people became irrelevant, which hindered the growth of the organisations (MacGregor, 2018:95-102). The great man, who, with his wisdom and intelligence, could have reigned with dictatorial authority as the head of a flourishing institution but unwittingly slowed democratisation, has met his demise at the hands of time. The notion that leaders are born or are destined

by nature to be in their position at a certain time has been replaced in the field of leadership theory by a reflection of certain attributes that forecast a capacity for leadership.

Concept of Traits

According to early philosophers, leaders, have particular physical and psychological characteristics that set them apart from followers. Trait theories rejected the assumption that leadership skills could be learned or acquired. Jenkins distinguished two categories of traits: those that are emerging and significantly impacted by genetics, efficacy attributes based on knowledge or experience, such as charm, are all desirable traits (Nawaz and Khan, 2016:1-7). According to Max Weber, "the greatest revolutionary force" is "capable of constructing a wholly new course through followers and entire personal devotion to leaders they see as gifted with almost miraculous supernatural, superhuman characteristics and abilities." Early research placed much focus on the cognitive, physical, and personality traits that distinguished non-leaders from leaders, but this was a foreshadowing of later research that found very few distinctions between followers and leaders (Burns, 2021:221-228). The development of trait theory fell out of favour in identifying specific characteristics emerging at specific times.

Theory of contingencies (Situational)

According to contingency theories, no leadership style is perfect because it depends on various conditions, including the followers' personalities, circumstances, and other considerations. According to this perspective, there is no one best way to lead because every scenario requires a distinct approach. Response from the leader depends on both internal and external environmental factors. Constituents of the organisation as well as its dynamics and mood. Simply expressed, contingency theories question the idea that there is only one best method to lead or organise and that a leadership style that works well in one set of circumstances could not work well in another. They are a subset of behavioural theory (Greenleaf, 2018:1-13). Situational theorists believed that the subordinates played a substantial part in determining the relationship, in contrast to contingency theorists, who believed that the leader was at the centre of the leader-subordinate interaction. Situational leadership emphasises the importance of group dynamics while still maintaining the leader as the centre of attention. Some current ideas about leadership and group dynamics were influenced by these investigations of interactions between groups and their leaders. According to the situational leadership theory, the leadership style should be appropriate for the followers' maturity level (Bass, 2015:19-31). There is no one best way to lead, claims the situational leadership

paradigm, which was first proposed in 1969. Effective leaders should be able to switch between task- and relationship-oriented leadership styles as needed.

Theory of Behaviour and Style

According to the style theory, each individual has a particular leadership style with which they are most comfortable. It acknowledges the significance of specific traits that make a leader capable of performing an action while comparing such output to the leader's previous capacity. One style cannot be applied in all circumstances, just as one size does not fit all. Three different leadership philosophies were described by Feidler & House (2021:21-29). Workers under democratic leaders produced more when the leader was there or not, and they also maintained stronger ties with the leader. They also showed higher levels of happiness, inventiveness, and motivation. Workers under autocratic leaders, however, were more focused on generating more output. Laissez-faire leadership was once only considered appropriate for situations involving a team of highly driven, competent, and skilled employees. Two additional leadership themes that are concentrated on leadership effectiveness were identified by Feidler and House (2021:21-29). These researchers found that considering others and engaging in interpersonal behaviours were crucial traits. It is considered how much a leader's followers have come to trust and like him. The extent to which a leader plans, manages, and clarifies his or her tasks and those of the subordinates in order to support organisational success, financial gain, and purpose fulfilment is referred to as initiating structure. Three leadership styles were found by researchers: authoritarian, democratic, and laissez-faire. In contrast to an autocrat who takes decisions without consulting his or her followers, a democratic leader does so. The laissez-faire leader defers to subordinates and hence does not meaningfully lead beyond simply holding the position. He also thought these three groupings might be used to categorise all leaders.

Process Leadership Theory

More theories of leadership with a process focus are constantly being created, including charismatic leadership, servant leadership, learning organisations, and principal-centred leadership. Greenleaf established _servant leadership_ at the beginning of the 1970s. The topic of servant leadership saw a considerable increase in popularity at the beginning of the 1990s. The importance of listening to, caring for, and nurturing followers was stressed to servant leaders; leadership was given to someone who was, by nature, a servant. "The servant leader focuses on the needs of the followers and helps them develop greater levels of freedom, autonomy, and knowledge." Furthermore, the servant leader values the "have-nots" more and regards them as peers (Wariboko, 2019:154-

180). In a successful organisation, the leadership role serves as a steward of its mission rather than its constituents. In learning companies, the leaders articulate the vision, back it, and regard it as something bigger than themselves. The leaders align their goals or strategy with the group or community. According to these ideas of process leadership and other conceptions that have regularly surfaced, a leader's responsibility is to enhance the well-being of others with an emphasis on social responsibility. It appears the investigation into leadership has moved forward in a clear direction. The focus of leadership theory has evolved from innate characteristics and rights to acquired characteristics and styles, relationship-based leadership and situational leadership, the function of groups and group processes, and most recently, the use of technology in leadership (Gal, Jensen, and Stein, 2020:105), viewpoints of the leader, the leadership context, and the follower, and more attention to the interactions between followers and leaders. The foundation of relationships between leaders and followers is a set of agreements established by both parties, according to the definition of transactional leadership. The transactional hypothesis contends that leaders are both influenced and affected by their followers. According to several studies, when it comes to transactional leadership, there are differences between a leader's amount of activity and the nature of their connections with their followers. Described as "a kind of contingent-reward leadership that included an active and constructive interaction between leaders and followers whereby followers were rewarded or recognised for achieving mutually agreed upon objectives," transactional leadership is "a kind of leadership that depends on contingent rewards" (Gal, Jensen, and Stein, 2020. 105) appreciation for promotions, bonuses, and career achievement. These compliments from the company may express appreciation for merit raises, bonuses, and job achievements. Encouragement, merit-based compensation for advancements, and improved performance could be offered for hard work and collaboration for collegiality. Instead of focusing on successes, leaders should delay decisions and actions. There are passive and active transactions in this method, which is referred to as "management by exception." Depending on when the leaders interact, these two forms of exchanges are different from one another. The management reviews performance regularly and strives to take proactive action as required in the active form (Buil, Martnez, and Matute 2019:64–75).

Transformation

Because it entails integrating followers in processes or activities related to personal elements towards the company and a path that would yield certain superior societal dividends, the theory of transformational leadership stands out from other current and prior theories. It differed from other theories because of its connection with the greater good. Those who are transformational leaders inspire and motivate their people. On the

basis of shared values, convictions, and objectives, it is thought that transformational leaders "engage in interactions with followers." This affects the performance that results in goal achievement. According to Bass (2015), a transformational leader "attempts to induce followers to induce their wants to rearrange themselves," transcending self-interests and reaching for higher-order demands. This notion lends credence to the Maslow higher order needs hypothesis. Transformational leadership aims to improve behaviours and leaders' ability to lead change by focusing on changing their beliefs, values, and attitudes. According to the literature, leaders and followers prioritise the group's needs over their own. The leader is then instructed to concentrate on the requirements and suggestions of the followers in order to empower and inspire everyone to become a leader (Yaslioglu and SelenayErden, 2018:15). Transformational leadership is further distinguished by the ethical aspects of leadership, with a focus on the theories of leadership previously mentioned. What makes transformational leaders effective is their ability to see the need for change, get others' support and commitment, develop a vision that serves as a catalyst for change, and institutionalise the change. These managers tend to have a positive and reassuring outlook on the future and endeavour to raise each employee's consciousness, moral character, and skill level by giving them meaningful and challenging work. They aim to sway people toward higher and more universal aspirations and aims by appealing to their better nature (Fragouli, 2018:14-23).

1.14 Important Theories of Leadership

Some leadership theories and psychological concepts are better known than others, among the many that already exist. These more common leadership concepts are essential to comprehend, especially if one leads a firm or intends to do so in the future. The decision about the kind of leader one wants to be aided by one's comprehension of good leadership's psychological and social effects (Yaslioglu and Selenay Erden, 2018:15).

Cognitive Theory

According to the behavioural leadership paradigm, followers can imitate the actions of leaders by focusing on them. According to the so-called "style theory," excellent leadership behaviour may be taught instead of being inborn. According to behavioural leadership theories, the best approach to gauging a leader's effectiveness is to see them in action. These beliefs give much weight to a leader's deeds. The behavioural learning theory holds that conduct is a more significant trait than. Task-oriented leadership, people-oriented leadership, country club leadership, status quo leadership, and autocratic leadership are a few examples of different behavioural patterns referred to as "styles of leadership" in this theory. Lastly, this theory bases its definition of achievement on the actions and conduct of a leader (Gal, Jensen and Stein, 2020:105).

One of the essential advantages of behavioural theory is the capacity to learn about and select the activities one wants to engage in to become the kind of leader one wants to be. It makes it possible for leaders to be flexible and alter course as needed. Another virtue of this leadership style is the essential advantage of suggesting that everyone can lead. The behavioural theory encourages adaptability, but it has the flaw of not specifically advising how to act in certain circumstances. Based on behavioural studies, there are numerous diverse leadership philosophies, yet none of them is infallibly superior. Characteristics of task-oriented and people-oriented leaders are contrasted to illustrate the behavioural theory. If there is an issue with team performance, a task-oriented leader will review the process to see whether the workflow needs to be adjusted. A boss that values his workers will go to them and ask what the issue is. Regardless of the behaviours they select, the behavioural leadership principle helps leaders to concentrate on their actions and use their judgments to be effective leaders.

Conspicuity theory

The context of a situational leadership theory, often called the contingency leadership theory, contains a crucial element called the leader. These concepts look at the results of a leader's accomplishments or shortcomings in a particular environment. The performance of a leader is directly impacted by the current environment; a leader's success is influenced more by their surroundings and situation than by their personality. This argument says that competent leaders may adapt their management style in response to the situation. It also suggests that choosing the best leader for the situation can be the best action. The Situational Theory, developed by Hershey and Blanchard, the Path-Goal Theory, developed by Evans and House, and Fiedler's Contingency are a few examples of contingency theories (Raza and Sikandar, 2018:73-94).

One of the numerous advantages of contingency theory is that leaders can succeed in any circumstance. However, critics of the concept point out that the context of any given scenario is not well described. Contingency theory strongly emphasises the importance of a scenario, but it may not give adequate consideration to an employee or organisational psychology. Additionally, it might not give enough consideration to how flexible various leadership philosophies can be.

Both internal and external forces might affect a leader's situation. Internal considerations include the kind of business, the size of the team, and a person's natural leadership style. Two examples of external effects are the market and client perceptions. Each of these situations impacts the contingency hypothesis.

The Great Man theory

According to the great man theory of leadership, often known as the trait hypothesis, influential leaders are bred. They excel because they possess innate qualities and abilities that cannot be gained or learned. According to the characteristic hypothesis, each successful leader has a unique set of qualities.

A fundamental objection against the characteristic hypothesis is that leaders either have or do not have particular traits and that acquiring those attributes does not involve any work or effort. This implies that social or psychological leaders are predetermined and either selected or not. Leaders do not just magically arise. Another opinion is that the majority of characteristics linked to this idea are fundamentally male and do not adequately reflect the psychology of effective leaders. These giants of a society ruled nations through their prowess. Those in positions of leadership who appear to put this idea into practice are frequently viewed as having a lot of ambition and tenacity

(Cherkowski, 2018:63-78). The "great man" paradigm can be applied to the traits and abilities of today's top leaders. As a result, it could appear like leaders are chosen based on their inherent abilities.

Business theory

The management theory, usually called transactional leadership, emphasises coordination, planning, and control. Transactional leadership, a system of rewards and penalties, is frequently used in business. For example, managers give their employees praise for a job well done. Punishment could follow failure. The assumption behind transactional incentives and punishments is that people behave primarily to receive rewards. People can only act with the hope of receiving anything in return because of their psychology.

The management leadership strategy can be highly effective (Al Khajeh, 2018:1-10). Positive reinforcement is recognised to elicit a favourable response from workers and to inspire and motivate them to succeed. However, transactional leadership is frequently vilified. Moreover, punishments and repercussions may weaken employee morale and negatively impact the company using incentives. Therefore, employing incentives and sanctions to manage staff is considered a careless leadership approach.

A typical example of this management style is a boss who rewards employees and staff members for achieving goals – alternatively, penalising a worker for missing a deadline by making them do extra work.

Theory of participation

In the workplace, participative leadership is less common. Staff members should actively participate in organisational decision-making according to this management style, also known as democratic leadership. The leader then facilitates the conversation while making the best decision, considering everyone's points of view. According to this perspective, the leader only serves as a facilitator since everyone actively participates in team and organisational decision-making. This hypothesis offers a lot of benefits employees feel more engaged and motivated when they are directly involved in decisions and outcomes for their firm. However, some have argued that this notion is fallacious, and that this leadership style portrays people as helpless or ineffective. Leaders who adhere to this approach do not truly get the best results since they are obsessed with what people want rather than the firm's needs.

A well-known proponent of participatory theory is Bill Gates (Chukwusa, 2018:1). Even if the concept of employee participation in decision-making is still fiercely debated, many organisations strive to do so. According to this model, a manager could call a meeting and solicit advice from workers on how to deal with specific issues. They encourage candour and transparency among employees. Each recommendation is considered and discussed in a meeting with other leaders; then executives make judgments based on employee input and their discretion. Staff members prefer this approach, even though it could be less successful overall.

Power assessment this idea examines how a leader makes use of their position of authority and influence to accomplish goals. French and Raven's Five Forms of Power is a well-known leadership power theory. It looks into the impact of a leader's positional and individual authority on their decisions and actions. This idea may appear valid, given that strong leaders frequently exhibit impressive effectiveness and quick progress. The majority of employees, however, do not respect strong leadership. Instead of exercising authority over them, they prefer a leader who works with them and supports them. The fundamental criticism of this concept is that it fails to provide the desired outcome of inspiring and motivating people, instead giving them a sense of dominance (Czarnecki, 2019:95).

The power theory can examine organisations that depend on hierarchy and promotion for success. Gaining personal power is the only way for employees in power-theory organisations to change or impact the business. Low morale, political workplaces, and cliquish settings could come from this.

Analysis of the connections according to the relationship theory of leadership, effective leaders are more focused on their interactions with others. They usually serve as mentors for staff members, taking the time to speak with them and attempting to meet their needs. These executives are interested in creating a friendly work atmosphere and helping as many employees as possible enjoy their jobs. Many employees stand to gain the most from this type of leadership behaviour. Relationship-focused managers usually notice an increase in employee performance.

This leadership approach has many benefits. Employees want to obey their employers because they trust them. They have a strong desire to help others lead effectively. Employees are given an excellent opportunity to progress through mentoring, which motivates them to be at the company for longer. On the other hand, relationship-driven leaders might be hesitant to take on staff members who are causing issues at face value, let their personal lives get in the way of their jobs, and be convinced to put productivity

ahead of people. These are only a few of the objections raised against this leadership approach. However, most experts concur that CEOs who prioritise relationships are ultimately more productive.

An example of relationship theory in action is a boss mentoring a junior employee. She strives to create a positive working environment, promote open communication about problems and questions, and help this person see how they fit into the organisation. As a result, this employee is motivated to put in hard work, spot problems, and assist the company in solving them (Clark, 2018:5).

Theories of leadership explain how and why specific individuals become leaders. They emphasise the qualities and behaviours people can acquire to improve their ability for leadership (McClean, Barnes, Courtright and Johnson, 2019:479-508). High moral and ethical standards, excellent organisational skills; efficiency in learning; nurturing of employees' advancement; and promotion of connection and belonging are among the top qualities leaders cite as essential for good leadership.

These qualities are considered to be the most significant by leaders all across the world, according to research. Leadership theories also clarify the usage and development of these attributes by leaders. Leadership theories are now simpler to comprehend, discuss, and evaluate in practice due to their recent formalisation. According to Kannan, Morgan, Liang, Cheung, Lin, Mun, Nader, Belghasem, Henderson, Francis & Chitalia (2019:955-962), the purpose of leadership is to create more leaders than followers. A leader can change a follower's thinking or psyche and inspire them to want to take control of their future; this is known as transformational leadership. This argues that the ultimate goal of leadership should be to uplift and inspire people. To help their followers develop into the individuals they know they can be, leaders should challenge those under their authority to attain new objectives. Belghasem, Kannan, Morgan, Liang Cheung Lin Mun, Francis Henderson, Chitalia Nader, & Belghasem (2019:955-962) If leaders wish to have a tangible impact on others, they must comprehend the psychological perspective of transformational leadership. Many leadership theories heavily emphasise developing more powerful, effective leadership and inspiring followers to assume leadership roles.

1.14.1 Leadership theories

It is critical to examine how leadership philosophies have changed historically during the past 70 years. The core ideas of many leadership theories that are now utilised are advanced. In their study, Turner & Muller (2005:49-61) emphasise the six main leadership theories: behavioural models, as well as models for charm, competence, contingency, emotional intelligence, and traits. According to the leadership literature, no

perspective is completely useless because theories have changed and grown over time. As was previously mentioned, relevance relies on the context in which it is utilised. It is possible that the leadership style used in positions requiring a high level of certainty, sensitivity, care, and technical skill will differ from that used in uncomplicated management-oriented portfolios since one leadership style does not match all tasks (Munna, 2021:21-29). It suggests that a variety of circumstances, contexts, cultural norms, work environments, new rules and regulations, information overload, organisational complexities, and psycho-socio changes significantly influence the concept of leadership and cause it to change in various ways (Ezeonwuachusi, 2020:103). The organisations grew as a result of the great men losing their significance. The great man has suffered the fatal blow from time, who, with his wisdom and insight, could have ruled with dictatorial authority as the leader of a flourishing institution but unintentionally retarded democratisation. It was also discovered that a person "does not become a leader solely by possessing some combination of traits" (Salim, 2021:75-89).

Regarding the level of direction and guidance, a correlation between these variables— social support, task-performance behaviours, followers' levels of readiness (commitment and competence), and relationship behaviours required by followers' tasks and objectives was found (Ryan & Tipu, 2013:2116-2129). Unlike an authoritarian leader who makes choices without consulting his or her followers, a democratic leader does so. The laissez-faire leader defers to subordinates and hence does not meaningfully lead beyond simply holding the position.

Superior-Man Hypothesis

Many civilisations rely on heroes to recount their victories and explain their setbacks; therefore, efforts to pinpoint universal leadership traits have been ongoing for ages. What man has accomplished in this earth, is at the bottom of the history of the great men who have struggled here," and that the interests of the heroes came first". According to Carlyle's "great man theory," only men who are endowed with heroic potentials may ever hold a position of leadership. He believed that exceptional people were born, not created. American philosopher Sidney Hook developed Carlyle's beliefs by emphasising the distinction between a person who makes events and one who can influence events (Platt and Dobbins, 2020:111–133). He said that although the historic circumstance was complicated, it was not ultimately decided by the famous person. The foundation for man's role in society is "the outcomes of outstanding capacities of intellect, volition, and character rather than the deeds of differentiation." However, the unethical leadership methods of Hitler, Napoleon, and other leaders of equal calibre raised questions about the Great Man theory. These intelligent individuals lost relevance, which impeded the

expansion of the organisations (MacGregor, 2018:95-102). The great man, who, with his wisdom and intelligence, could have reigned with dictatorial authority as the head of a flourishing institution but unwittingly slowed democratisation, has met his demise at the hands of time. The notion that leaders are born or are destined by nature to be in their position at a certain time has been replaced in the field of leadership theory by a reflection of certain attributes that forecast a capacity for leadership. The idea of Traits according to early thinkers, leaders have particular physical and psychological characteristics that set them apart from followers. Trait theories rejected the assumption that leadership skills could be learned or acquired. Jenkins distinguished two categories of characteristics: emerging characteristics, which are largely influenced by a person's genetic makeup, such as height, intelligence, attractiveness, and self-assurance; and effectiveness characteristics, which are based on experience or education, such as charm (Nawaz and Khan, 2016:1-7). According to Max Weber, "the greatest revolutionary force" is "capable of constructing a new course through followers and entire personal devotion to leaders they see as gifted with almost miraculous supernatural, superhuman characteristics and abilities." Early research focused much on the cognitive, physical, and personality traits that distinguished non-leaders from leaders, but this foreshadowed later research that found few distinctions between followers and leaders (Burns, 2021:221-228). The development of trait theory lost popularity as a useful tool since it was impossible to identify the characteristics that each successful leader possessed. Researchers in the late 1940s studied the characteristics of both military and civilian leaders, and their findings underlined the significance of specific characteristics emerging at specific times. Theory of contingencies (Situational) According to contingency theories, no leadership style is perfect because it depends on various conditions, including the followers' personalities, circumstances, and other considerations. According to this point of view, there is no one best approach to leading because every circumstance requires a unique response from the leader, dependent on internal and external environmental aspects. Often, leaders impact the internal constituents of the organisation as well as its dynamics and mood. Simply expressed, contingency theories question the idea that there is only one best method to lead or organise and that a leadership style that works well in one set of circumstances could not work well in another. They are a subset of behavioural theory (Greenleaf, 2018:1-13). Situational theorists believed that the subordinates played a substantial part in determining the relationship, in contrast to contingency theorists, who believed that the leader was at the centre of the leader-subordinate interaction. Situational leadership emphasises the importance of group dynamics while still maintaining the leader as the centre of attention. Some current ideas regarding leadership and group dynamics have been influenced by investigations of interactions between groups and their leaders. According to the situational leadership theory, the

leadership style should be appropriate for the followers' maturity level (Bass, 2015:19-31). There is no one best way to lead, claims the situational leadership paradigm, which was first proposed in 1969, and that effective leaders should be able to switch between task- and relationship-oriented leadership styles as needed. Theory of Behaviour and Style According to the style theory, each individual has a particular leadership style with which they are most comfortable. It acknowledges the significance of specific traits that make a leader capable of performing an action while equating that performance with the leader's prior capability. Just as one size does not fit all people, one style cannot be used in all situations. Three different approaches to leadership were described by (Feidler & House 2021:21-29). Workers under democratic leaders produced more when the leader was there or not, and they also maintained stronger ties with the leader. They also showed higher levels of happiness, inventiveness, and motivation. Workers under autocratic leaders, however, were more focused on generating more output. Laissez-faire leadership was once only considered appropriate for situations involving a team of highly driven, competent, and skilled employees. Two additional leadership themes that are concentrated on leadership effectiveness were identified by Feidler and House (2021:21-29). These researchers found that considering others and engaging in interpersonal behaviours were crucial traits. It is considered how much a leader's followers have come to trust and like him. The extent to which a leader plans, manages, and clarifies their tasks and those of the subordinates in order to support organisational success, financial gain, and purpose fulfilment is referred to as initiating structure. Three leadership styles were found by researchers: authoritarian, democratic, and laissez-faire. Unlike an authoritarian leader who makes choices without consulting his or her followers, a democratic leader does so. The laissez-faire leader defers to subordinates and hence does not meaningfully lead beyond simply holding the position. He also thought that each of these three groupings might be used to categorise all leaders. Process Leadership Theory, E. More theories of leadership with a process focus are constantly being created, including charismatic leadership, servant leadership, leaning organisations, and principal-centred leadership. Greenleaf established servant leadership at the beginning of the 1970s. The topic of servant leadership saw a considerable increase in popularity at the beginning of the 1990s. Leadership positions were given to someone who was, by nature, a servant who could listen to, care for, and nurture followers. "The servant leader focuses on the needs of the followers and helps them develop greater levels of freedom, autonomy, and knowledge." Furthermore, the servant leader values the "have-nots" more and regards them as peers (Wariboko, 2019:154-180). Leaders in effective organisations are expected to be the stewards (servants) of the group's mission rather than its members. In learning companies, the leaders articulate the vision, back it, and regard it as something bigger than themselves. The leader aligns their goals or strategy

with those of the group or community. According to these ideas of process leadership and other conceptions that have regularly surfaced, a leader's responsibility is to enhance the well-being of others with an emphasis on social responsibility. It seems as though the investigation into leadership has moved forward in a clear direction. The focus of leadership theory has evolved from innate characteristics and rights to acquired characteristics and styles, relationship-based leadership and situational leadership, the function of groups and group processes, and most recently, the use of technology in leadership and interaction between group members with an emphasis on moral advancements for both individuals and organisations (Gal, Jensen, and Stein, 2020:105). In the late 1970s and early 1980s, leadership practices began to diverge from theories, focusing less on the leader's viewpoints, leadership context, and followers and more on interactions between followers and leaders. According to transactional leadership, relationships between leaders and followers are based on a sequence of agreements created by both parties. The transactional hypothesis contends that leaders are both influenced and affected by their followers. According to several studies, when it comes to transactional leadership, there are differences between a leader's amount of activity and the nature of their connections with their followers. Transactional leadership is "a kind of contingent-reward leadership that includes an active and constructive interaction between leaders and followers whereby followers were rewarded or recognised for achieving mutually agreed upon objectives" (Gal, Jensen, and Stein, 2020. 105). These accolades from the employer could signify gratitude for merit raises, bonuses and job success. Good work could be exchanged for praise, merit-based compensation for promotions, improved performance, and collegiality for collaboration. The leaders should put off choices and actions rather than celebrating their achievements. This approach, known as "management by exception," involves both passive and active transactions. Depending on when the leaders interact, these two forms of exchange are different from one another. The management reviews performance regularly and strives to take proactive action as required in the active form (Buil, Martnez, and Matute 2019:64–75).

Transformation Theory: Because it entails integrating followers in processes or actions related to individual components of the organisation and a path that would offer specific superior social dividends, transformational leadership stands out from other current and prior ideas. It differs from other ideas because of its connection with the greater good. Those who are transformational leaders inspire and motivate their people (Gal, Jensen and Stein, 2020:105). Based on shared values, convictions, and objectives, it is thought that transformational leaders "engage in interactions with followers." This affects the performance that results in goal achievement. A transformative leader puts higher order demands ahead of self-interest and" attempts to induce followers to induce their wants

to reorder themselves," according to Bass. This notion lends credence to the Maslow higher order needs hypothesis. Transformational leadership aims to improve behaviours and a leader's ability to lead change by focusing on changing their beliefs, values, and attitudes. According to the literature, both leaders and followers prioritise the group's needs over their own. The leader is then instructed to concentrate on the requirements and suggestions of the followers in order to empower and inspire everyone to become a leader (Yaslioglu and SelenayErden, 2018:15). Transformational leadership is further distinguished by the ethical aspects of leadership, with a focus on the theories of leadership previously mentioned. What makes transformational leaders effective is their ability to see the need for change, get others' support and commitment, develop a vision that serves as a catalyst for change, and institutionalise the change. These managers appear to have a positive and reassuring outlook on the future and work to raise each employee's consciousness, moral character, and skill level by giving them meaningful and challenging work. They aim to sway people toward higher and more universal aspirations and aims by appealing to their better nature (Fragouli, 2018:14-23).

1.15 Vital Leadership Theories

Some leadership theories and psychological concepts are better known than others, among the many that already exist. These more general leadership ideas are crucial to understand and understand, especially if one is already leading a company or plan to in the future. The decision about the kind of leader one wants to be will be aided by one's comprehension of good leadership's psychological and social effects (Yaslioglu and SelenayErden, 2018:15).

Behavioural Theory

According to the behavioural leadership paradigm, followers can imitate the actions of leaders by focusing on them. According to the so-called "style theory," excellent leadership behaviour may be taught instead of being inborn. According to behavioural leadership theories, observing a leader in action is the best way to evaluate their performance. These ideas attach much significance to a leader's actions. According to the behavioural learning theory, conduct is more important than attributes. The term "styles of leadership" refers to identifiable behavioural patterns in this approach. Some leadership styles include task-oriented leadership, people-oriented leadership, status quo leadership, country club leadership, and autocratic leadership. Finally, this idea bases its definition of achievement on the deeds and conduct of a leader (Gal, Jensen and Stein, 2020:105).

One of the behavioural theory's most significant benefits is learning about and choosing the activities one wants to engage in to become the type of leader one wants to be. It enables leaders to be adaptable and change course as necessary. The essential benefit of implying that everyone can lead is another strength of this leadership approach. Although the behavioural theory promotes adaptation, it has the drawback of not explicitly recommending how to behave in certain situations. Many distinct leadership philosophies are based on behavioural research, yet no one of them is necessarily the best.

Task-oriented and people-oriented leaders can be compared and contrasted as a fantastic way to illustrate the behavioural theory. A task-oriented leader will examine the procedure to see whether the workflow needs to be changed or if there is a problem with team performance. Leaders who respect subordinates will turn to them and inquire about the problem. The behavioural leadership theory assists leaders in focusing on actions and using judgments to be good leaders, regardless of their chosen behaviours.

Observational theory

The situational leadership theory, also called contingency leadership theory, emphasises the importance of a leader's circumstances. These concepts look at the results of a leader's accomplishments or shortcomings in a particular environment. The performance of a leader is directly impacted by the current environment. Therefore, a leader's success is more influenced by their surroundings and situation than by their personality. This argument says that competent leaders may adapt their management style in response to the situation. It also suggests that the best course of action might be to choose the leader most suited to the current situation. The Situational Theory, developed by Hershey and Blanchard, the Path-Goal Theory, developed by Evans and House, are a few examples of contingency theories, and Fiedler's Contingency Theory (Raza and Sikandar, 2018:73-94).

One of the numerous advantages of the contingency theory is that successful leaders can prevail in any situation. However, critics of the idea point out that not enough information is provided regarding the background of any given circumstance. Contingency theory strongly emphasises the importance of a scenario, but it may not give adequate consideration to an employee or organisational psychology. Furthermore, it might not pay enough attention to how adaptable different leadership philosophies can be.

The circumstances of a leader, both internal and external forces, have an impact. Internal considerations include the kind of business, the size of the team, and a person's natural

leadership style. Two examples of external effects are the market and client perceptions. Each of these situations impacts the contingency hypothesis.

Theory of the Great Man

According to the great man theory of leadership, often known as the trait hypothesis, effective leaders are bred. They excel because they possess innate qualities and abilities that cannot be gained or learned. According to the characteristic hypothesis, each successful leader has a unique set of qualities.

One of the key arguments against the characteristic hypothesis is that leaders either have particular traits or do not and that acquiring those attributes requires little to no effort. This implies that social or psychological leaders are predetermined and either selected or not.

Leaders cannot just materialise out of nowhere. Another opinion is that the majority of characteristics linked to this idea are fundamentally male and do not adequately reflect the psychology of effective leaders. These giants of a society ruled nations through their prowess. Those in positions of leadership who appear to put this idea into practice are frequently viewed as having a lot of ambition and tenacity (Cherkowski, 2018:63-78). The concept of the "great man" can be applied to the traits and abilities of today's top leaders. As a result, it could appear like leaders are chosen based on their inherent abilities.

Economic theory

The management theory, also known as transactional leadership, places much emphasis on collaboration, organisation, and oversight. Businesses frequently employ transactional leadership, a system of rewards and penalties. For example, managers commend their staff for a job well done. Failure could result in punishment. Using transactional incentives and sanctions assumes that people act primarily to receive rewards. Because of their psychology, people can only act with the expectation of receiving something in return.

The management leadership approach can be very successful (Al Khajeh, 2018:1-10). Employees are known to respond favourably to positive reinforcement, which encourages and motivates them to achieve. However, transactional leadership is often harshly criticised. Punishments and consequences may lower employee morale and have a detrimental effect on the business. Using rewards and penalties to control employees is a lax leadership style.

A typical illustration of this management approach is a boss who rewards staff members for achieving goals – alternatively, management penalises a worker for missing a deadline by making them do extra work.

Participation theory

In the workplace, participative leadership is less common. Staff members should actively participate in organisational decision-making according to this management style, also known as democratic leadership. The leader then facilitates the conversation while weighing everyone's opinions to choose the best course of action. This viewpoint assumes that everyone actively participates in team and organisational decision-making, with the leader just serving as a facilitator.

This hypothesis offers many benefits. Employees feel more engaged and driven when they are directly involved in decisions and outcomes for their company. However, some have said this idea is false, and this kind of leadership presents individuals as powerless or ineffectual. Because they are unduly preoccupied with what people desire rather than what the company requires, leaders who subscribe to this theory do not achieve the best results.

A well-known proponent of participatory theory is Bill Gates (Chukwusa, 2018:1). Even if the concept of employee participation in decision-making is still fiercely debated, many organisations strive to do so. According to this model, a manager could call a meeting to

solicit advice from workers regarding specific issues. They promote openness and honesty among staff members. Every suggestion is considered, and it is spoken about at a meeting with other leaders; following that, leaders use both employee input and their own judgment to make decisions. Staff employees enjoy this strategy, even though it may be less effective overall.

Power assessment. This idea examines how a leader uses their position of authority and influence to accomplish goals. Forms of Power looks into the impact of a leader's positional and individual authority on their decisions and actions.

This idea may appear valid, given that strong leaders frequently exhibit impressive effectiveness and quick progress. The majority of employees, however, do not respect strong leadership. Instead of asserting power over them, they choose a leader who works with them and is supportive of them. The fundamental criticism of this concept is that it fails to provide the desired outcome of inspiring and motivating people, instead giving them a sense of dominance (Czarnecki, 2019:95).

Organisations that depend on hierarchy and promotion for success can be examined using the power theory. Gaining personal power is the only option for employees in power-theory organisations to change or impact the business. Low morale, political workplaces, and cliquish cultures could come from these connections. According to the relationship theory of leadership, effective leaders focus more on their interactions with others; they usually serve as mentors for staff members, taking the time to speak with them and attempting to meet their needs. These executives are interested in creating a friendly work atmosphere and helping as many employees as possible enjoy their jobs. Studies show that many employees have the most to gain from this kind of leadership. Managers that prioritise relationships see an improvement in staff performance.

This leadership approach has many benefits. Employees want to obey their employers because they trust them. They have a strong desire to help others lead effectively. Employees are given an excellent opportunity to progress through mentoring, which motivates them to be at the company for longer. On the other hand, relationship-driven leaders might be hesitant to take on staff members who are causing issues at face value, who may let their personal lives get in the way of their jobs, and be convinced to put productivity ahead of people. These are only a few of the objections raised against this leadership approach. However, most experts concur that CEOs who prioritise relationships are ultimately more productive.

A boss coaching a young employee illustrates the application of relationship theory. She strives to create a positive working environment, promote open discussion about

problems and questions, and help this person see how they fit within the organisation. As a result, this employee is motivated to put in hard work, spot problems, and assist the company in solving them (Clark, 2018:5). Knowing the impact of leadership theories on you and your leadership style is crucial for future corporate leaders who are still in school. Understanding the preferred leadership style or theory can help followers make the best leadership decisions. In addition, knowing the many leadership ideas and techniques utilised in the organisation one works for is crucial, as is being aware of what can be done to improve, advance or change them (Heyler and Martin, 2018:230-243).
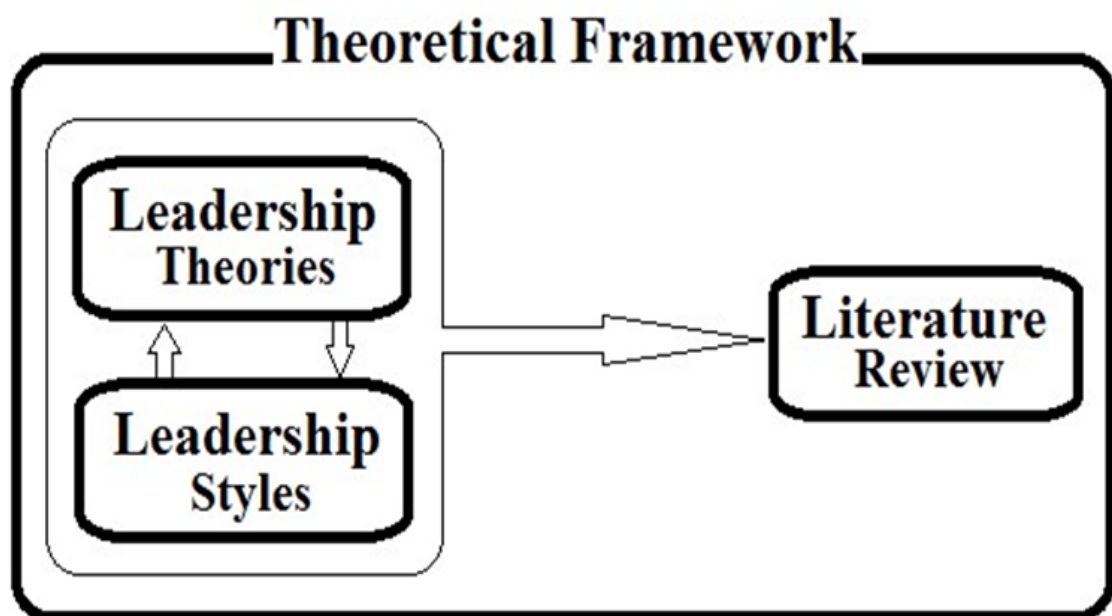
Figure 0.1: Theoretical Framework

Source (Nord, Koohang and Paliszkiewicz, 2019:97-108)

1.16 Leadership's Benefits and Drawbacks

Ten Advantages of Leadership

1. Leadership is crucial for inspiring and raising employee satisfaction (Yamin. 2020:313-26).

2. Job satisfaction

   It improves performance and lowers the need for more work or stress. Therefore, enhancing subordinate contentment through transformational leadership is very successful.

3. Increases output

   A competent leader encourages participation and engagement among the workforce while decreasing the need for unnecessary workarounds. Employee productivity will grow due to the clear focus and achievable goals provided by leadership, which supports employees by setting quickly attainable goals. Productivity at the workplace will rise and be maintained if management and leadership are in a healthy balance. As productivity rises, costs will drop, and workplace profitability will rise.

4. Making decisions quickly

   Leaders are excellent decision-makers and have a thorough understanding of their staff. They know how to strike a balance and comprehend their staff, clients, and stakeholders. Leaders make decisions quickly, easily comprehend risks and opportunities, and commit to achieving objectives. Effective decision-making is a crucial leadership ability that benefits the leader's team, business, clients, and stakeholders.

5. The group is highly motivated

   Great leaders are confident in their ability to manage a team and are better at inspiring high performance in others. Confident leaders move more quickly because there is more clarity and less resistance to achieving the intended goal; eventually, this inspires and builds team members' confidence. Leaders create a robust, inspiring environment, and teams perform better.

6. Boost Efficiency

Leadership techniques involve, enhance, influence, and motivate followers to act in support of a common objective. When leaders are willing to accept feedback, it motivates workers and demonstrates that the leaders are aware of their conditions, which motivates and enhances performance by taking appropriate action. Leaders generate opportunities for feedback. In order to support and maximise an employee's performance, a leader must align, direct, mentor, develop, and engage the workforce with the organisation's strategic goals and priorities.

7. Effective leadership increases employee performance

Successful team leaders also develop an awareness of what their colleagues expect from them. Employee productivity and effectiveness increase when the workforce feels appreciated, involved, and engaged. Leaders uphold good performance among the workforce, which can aid employees in understanding their part in the company's larger goals.

8. Customer service enhancement through leadership

An individual with leadership qualities first understands their consumers. A good customer service ladder gives an employee a clear goal, and good customer service results in increased sales. Critical leadership abilities for customer service diminish customer complaints and boost sales and profitability. The danger of losing customers will be decreased by enhancing customer service leadership.

9. Enhances quality within a company

The main factor in enhancing quality management in an organisation is leadership. The driving force establishes the goals and helps the team get there. By investing in quality, committing to quality, and developing core principles for quality, leadership for quality can be developed. To sustain quality inside a company, leaders work with employees to establish clear organisational goals, detect quality problems, resolve them for customers, and ensure they do not arise again.

10. Promotes better teamwork.

Team leaders are in charge of delegating tasks to the group. Under the direction of a leader, a team's performance improves. Team-building exercises assist leaders in enhancing the effectiveness and output of their teams (Yamin. 2020:313-26).

Seven Drawbacks of Leadership

1. One drawback of leadership is that it takes longer to make decisions.

   Either too rapidly or occasionally, leaders take their time making decisions. The leader's decision-making process is slowed down by studying the facts and data.

2. Employees can feel unmotivated

   Employees in a team may feel demotivated if the team leaders do not keep them happy and upbeat. Leadership strategies and attitudes can occasionally do more harm than good.

3. It could not be appropriate if a speedy choice needs to be made

   In some circumstances, additional data and information are required to enhance decision-making. If a choice must be made fast, leadership may not play a role, or it may not be appropriate. Since the decision may have an impact on the business if it is made without sufficient evidence,

4. Not every employee is suited for leadership

   Not all team members or workers in an organisation enjoy adhering to leaders; some perform better on their own. This type of worker may benefit from leadership in this situation.

5. Physical and mental stress in the workplace

   Leadership may not be able to resolve a problem in an organisation under mental and physical strain; in these circumstances, input from every employee is required.

6. Leaders exclusively make decisions.

A team, workplace, or organisation may not agree if the leaders make all choices; this may demotivate the staff members because they cannot speak up or make decisions without permission.

7. Lack of independence for employees

Employee freedom may be impacted by leadership in the workplace if they are required to obey their leader's directions at all times (Yamin. 2020 313-26.)

According to the authors of Characteristics of a Leader (Amos, Ristow, Ristow, and Pearse 2018:72), leaders must be aware of their leadership qualities and how they affect followers because this directly affects follower motivation, which can easily translate to high performance. Therefore, leaders must know how they come across to their followers. Amos et al. (2018:72) identified the unique characteristics of each project and must be acknowledged for successful implementation. These include having a solid foundation, clear goals, being politically aware, having good technical abilities, and having high self-esteem.

The first thing is a solid foundation. A house is only as strong as its foundation; thus, it is essential to have a thorough awareness of the internal and exterior environments in which the project is being run. This entails paying close attention to macro and microelements and comprehending the experience and skill set required to meet the established objectives.

Second, a strong goal orientation - A leader will be better able to carry and communicate the vision to the followers if they have a concentrated mind and a thorough comprehension of the organisational goals. The operators must clearly understand the objectives (Sadalia, Muharam and Mulyana, 2021:10-17). They aid in supplying effective and efficient means of carrying out the initiatives.

Thirdly, political sensitivity is necessary because of the obstacles presented by racial, ethnic, and cultural diversity. Political and social sensitivity will help the leader engage his or her followers. A leader can benefit from being knowledgeable of the politics within an organisation because 90 per cent (90%) of the project's time is spent in contact with the many stakeholders (Paolisso, Prell, Johnson, Needelman, Khan, and Hubacek, 2019:109–123).

Fourth, possessing high-calibre technical abilities are unnecessary because experts can be consulted when necessary, yet it is desirable. This is supported by Rad and Leven,

who assert that a project manager must be proficient in most of, if not all, technical domains to be successful. This greatly depends on how complex the project is; if complementary abilities are available, it might not even be necessary. In order to monitor compliance and quality issues, an understanding of the project may be essential.

Fifth high self-esteem. A leader with the above qualities is likely to cognitively feel that the objectives are attainable, supporting high self-esteem. When a person feels secure in their ideas, it is simple to retain a strong sense of self-worth, which is linked to high motivation levels. These qualities might not be all needed for the project to be carried out successfully; a particular set of soft talents is regarded as necessary (Paolisso, Prell, Johnson, Needelman, Khan and Hubacek, 2019:109-123). Many emotions are involved in work processes because people carry out projects through others. Since a demotivated workforce may affect performance, which may lead to the failure of the project execution, the human relations component cannot be overlooked. Leadership becomes an essential component of successful project leadership for this reason.

Integrity

Integrity should have a particular value (Prottas and Nummelin, 201:410-424). Integrity is an important leadership quality for the individual and the company, even though it may not always be quantified in employee evaluations. Senior leaders, who set the direction of the organisation and make numerous other crucial decisions, should pay particular attention to this. According to our research, businesses can have a blind spot regarding honesty. Therefore, ensure one's company emphasises to executives at all levels the importance of honesty and integrity.

Ability to Assign

One of a leader's primary duties is delegation, although delegating can be challenging. The leader may want to provide direct reports with the opportunity to develop, collaborate, have autonomy, make better judgments and free up time for themselves. Before delegating, the most effective leaders build trust with their team members (Prottas and Nummelin, 201:410-424).

Communication

(Prottas and Nummelin, 201:410-424) Assert that communication and effective leadership go hand in hand. The most exemplary leaders are adept communicators with various motivating, inspiring, and coaching methods for their direct reports. Additionally, one must be able to interact and listen to a diverse group of people who represent a

variety of social identities, places, and jobs. The organisation's leaders' ability to communicate effectively affects how well the corporate plan performs. Learn how improved communication and dialogue can strengthen organisational culture.

Self-Awareness

(Prottas and Nummelin, 201:410-424) Suggest that although self-awareness is a trait that is more internally focused, humility and self-awareness are essential for leadership. One may be a better leader if one is more self-aware of one's advantages and disadvantages. Spend time learning about the four components of self-awareness and how to improve each component.

Gratitude

Prottas and Nummelin (201.410-424) assert that gratitude enhances self-worth and reduces melancholy and anxiety while enhancing sleep. Gratitude can help a person become a better leader. Even though most people believe they would be willing to put in more effort for a supervisor who expressed gratitude, very few people consistently use the word "thank you" in professional settings. The best managers are able to convey genuine thanks.

Learning Swiftness

Learning agility is the capacity to make choices when unsure of what to do. If a person can "quick study" a situation or function well under pressure, they may already be learning-agile. However, everyone may improve their learning agility with practice, experience, and effort. Consider exceptional leaders' incredible learning agility (Prottas and Nummelin, 201:410-424).

Influence

The word "influence" may not be to everyone's taste. Nevertheless, one essential quality of inspiring, successful leaders is the capacity to persuade others through logical, emotive, or cooperative reasons. (Prottas and Nummelin, 201:410-424) Influence must be used honestly and openly since it differs significantly from manipulation. Both emotional maturity and trust are necessary. Learn more about how persuasive tactics might alter the situation.

Empathy

Prottas and Nummelin (201:410-424) define empathy as an essential facet of emotional intelligence and effective leadership, which affects work output. For example, our research shows that if one demonstrates more inclusive leadership and caring behaviours toward one's direct subordinates, one is more likely to be viewed by the supervisor as a higher performer. Additionally, it is important to be inclusive and empathetic to improve the working environment.

Courage

Speaking out at work can be difficult, whether one wants to express a new viewpoint, give helpful criticism to a subordinate, or raise a concern with a superior. As a result, courage is a fundamental trait of successful leaders. Leaders with courage can take the initiative and influence events for the better instead of ignoring problems or allowing tensions to build up. Truth and courage are valued in an environment with high levels of psychological safety and strong coaching culture (Prottas and Nummelin, 201:410-424).

Respect

One of the most crucial things a leader can do is treat people with respect regularly. It will promote camaraderie, minimise stress and conflict and increase productivity. Respect can be demonstrated in various ways; it is not just the absence of disrespect. Find out more about how a person may support others or look into creating a respectful work environment.

1.17 The Characteristics of a Successful Leader

(Prottas and Nummelin, 201:410-424) Even though great leaders may display these ten qualities to differing degrees, all successful leaders employ at least some. Together, they set the stage for successful leadership across sectors, continents, and organisations. Leadership cannot be fully effective without these traits. We think developing leadership skills can be accomplished through practice, ongoing research, and adaptability. Understanding that leadership is a social activity is also crucial. A team of people working together to accomplish goals is more important than a single powerful or charismatic person. If an individual exhibits the qualities of a strong leader but is unaware of it, they generally will not be successful on their own. Goals for the team or the organisation will not be easy for a person to accomplish, even if people like and respect them. Regardless of an individual's position in the company, they will need to continuously work on honing their leadership abilities throughout their career.

A person must use these leadership traits for different teams, projects, situations, and organisations throughout their career since leadership is a journey (Prottas and Nummelin, 201:410-424).

1.17.1 Create the characteristics of a good leader

Organisations can enhance leadership talents and encourage higher engagement at work by offering a range of development options, from on-the-job training and mentoring to more formal virtual coaching or leadership development programs. People can begin cultivating these traits in themselves immediately; there is no need to wait. Gaining leadership skills and attributes will make one a more effective leader (Prottas and Nummelin, 201:410-424).

1.18 Conclusion

There are also practical theories of what we now refer to as management, leadership, education, and training. Time-tested qualities of leadership include the ancient wisdom related to self-discipline and fundamental education that leads to intellectual sharpening with a spirit of inquiry and thirst for knowledge, in contrast with principles of counsel and breakdown of a task to be performed, effective communications, delivery and implementation of a policy or plan. Human agency is crucial in the current, technologically advanced period, especially for contemporary military leadership. We must therefore reinterpret historical knowledge in light of the present. Since the principles and ideals they emphasise are timeless and fair for the benefit of society, as has been shown, many of the precepts and notions seem to be of universal significance to the modern world. Deeply ingrained knowledge distinguishes managers and leaders at all levels of society. Institutions and organisations that provide training and education must also incorporate the principles and values of these traditions.

LEADERSHIP STYLES, ORIGIN, STRUCTURAL FEATURES AND COMPARISON OF LEADERSHIP THEORIES

1.19 Introduction

A good leader is identifiable when one sees one, according to Leithwood, Harris, and Hopkins (2020:5-22). However, describing the traits and behaviours of a good leader can be challenging. The one area in which leadership experts concur is that they do not always agree. A person may be regarded as a leader due to a legal bond created by holding a managerial state organisation. A leader need not be the one with the power to make decisions; they might be someone who stands forward and offers that direction from inside a group of individuals. These are some fundamental ideas regarding leaders and leadership.

1.19.1 Early Trait Approach

Most leadership studies conducted between the turn of the century and the 1940s focused on the personality traits of leaders rather than followers. The great man concept was initially proposed by Carlyle (2021:5-22), and subsequent studies tried identifying the characteristics that make a great leader great. The first social scientific attempt to analyse genius and greatness was made in the book Hereditary Genius by English scientist and researcher Francis Galton. He chose "eminent" persons (those who showed exceptional leadership abilities) and tallied the relatives to see how many additional "eminent" men were in their past to ascertain whether human potential was inherited. Galton predicted that compared to the general population, their lineage would have a higher proportion of "eminent" men. His experiments (for which he developed historiometric techniques) revealed that the proportions of eminent relatives decreased as one moved from first to second and second to third-degree relatives. (Strauss, Ranasinghe, Cowley, Schwingshackl, Shepherd, Chaplin, and Garner, 2020:5), interpreted this as proof of the heredity of ability. The study of qualities has typically been the approach to leadership research, which may always be the approach. Being a leader is not a simple attribute but rather a complex of essential qualities that have been woven into one cohesive whole. Any study of leadership that is worthwhile should give a list of the characteristics that work together to build the leader. An adequate evaluation of leadership would break this complex into its components.

Ralph Stogdill, a researcher, discovered in 1948 that leadership exists amongst individuals in a social environment and individuals who lead in one situation may not be leaders in other situations (Pei, Stogdill, Glass, Zelinka, Kordziel, and Tabares-Velasco, 2021: 27:88). This put an end to the researchers' tenacious notions that individual differences characterised leadership or that they could predict leadership effectiveness. However, even in Stogdill's argument against characteristics, Zaccaro, Dubrow, Torres, and Campbell (2020:479-503) noted that his studies had conclusions pointing to the possibility that individual variations can still predict leader performance. Zaccaro and colleagues created the trait-leadership model in an effort to address qualities and their influence on a leader's performance after Cowley claimed that traits collectively contributed to leadership effectiveness. According to the Trait-Leadership Model's central tenet (Tandon, Mishra, and Mehta, 2021:18), leadership develops as a result of the coordinated influence of many traits (integrated traits as opposed to individual traits), and different leader traits have different levels of direct influence on leadership.
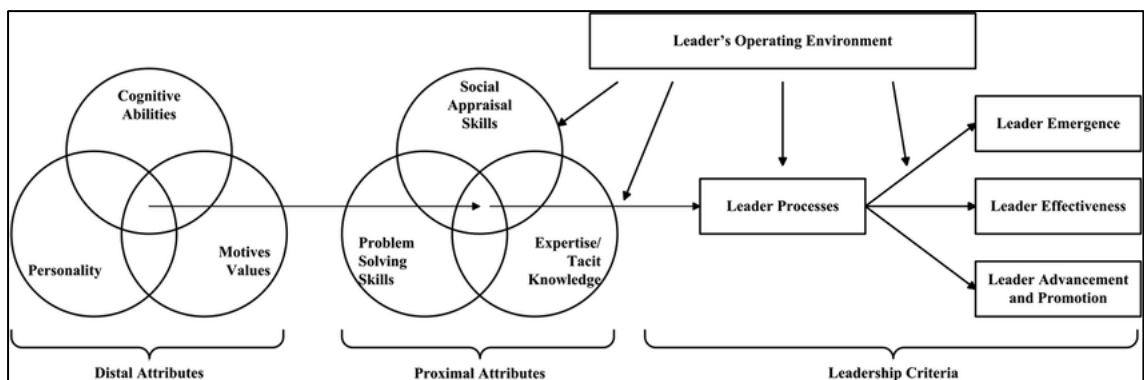
Figure 0.1: Model of leader attributes and leader-performance

Source: Campbell, Zaccaro, Dubrow, Torres (2020:479-503)

This model includes a list of leadership qualities, which, as Zaccaro points out, is never all-inclusive. In more recent trait leadership studies, two additional models have evolved (Badura, Grijalva, Newman, Yan and Jeon, 2018:335-367). Researchers Timothy Judge and colleagues developed the Leader Trait Emergency Success Model, which integrates theories of trait development from behavioural genetics and evolutionary psychology to explain the emergence and effectiveness of leaders. The Integrated Model of Leader Characteristics, Behaviours, and Effectiveness is a second model that integrates traits

and behaviours to predict the effectiveness of leaders. It also examines the role of leaders' behaviours as mediators in the relationship between traits and effectiveness. Trait theory continues to be one of the leadership theories that receives the most criticism, despite researchers' increased attention to it. 2019:647–666 (Patel, Salih, and Hamlin). Some claim it is oversimplified, while others object that it examines followers' perceptions of leadership efficacy rather than actual leadership performance. However, before we continue, there are two ideas on the characteristic approach.

- Years ago, the evidence did not support the notion that qualities may predict leadership, but now that we have a suitable framework for defining and arranging traits, we are better able to comprehend this.
- Rather than discriminating between effective and ineffective leadership, traits are better at predicting the emergence of leaders and the appearance of leadership.

Comments prompted academics to reconsider their approach, suggesting that we should instead focus on the actions of these leaders rather than personality attributes as a predictor of good leadership (Bormann and Rowold, 2018:149-173).

1.19.2 Behavioural Approach

Leaders who are focused on the task exhibit behaviours known as initiation of structure. They approach leadership from a task-oriented perspective, which does not imply that they do not care about people. At the beginning of the structure, the leader will gather their senior personnel and begin to instruct them on the framework for how and when they believe the task should be completed (Bakker and Demerouti, 2018:255). So those followers may complete the assignment and organise and clarify it. Instead, being kind is a leadership behaviour designed to foster trust and respect among followers. A leader who walks the production line to see how the workers are doing during a time of change and turmoil in a business or meets with his team to determine whether they need additional support demonstrates consideration. Numerous studies have demonstrated that leaders who introduced structure and attention were more likely to consistently achieve high levels of staff performance and satisfaction than those who did not (Liao, Yam, Johnson, Liu and Song, 2018:1039). High scorers in Increased turnover, absenteeism, and complaint rates were typically associated with the implementation of structure. Others found that a leader's manager gave them lower performance evaluation scores when they gave that leader a high consideration score.

Leaders who prioritise employees emphasise interpersonal relationships, show an interest in their needs, and respect members' diversity (Abdulmasih, 2021:39–45). The production-focused executives usually stressed the technical or task-related aspects of the activity. The other members of the group served solely as a tool to facilitate their main goal, which was accomplishing chores. The managerial grid (Cwalina and Drzewiecka, 2019:359) was first introduced as a graphic representation of a two-dimensional leadership perspective. Both compassion for people and productivity were the main focuses of Blake and Mouton. They created 81 possible situations in which the leader's style might fit by assigning a score of 1 (low) to 9 (high) to each of those categories.

Figure 0.2: Two-dimensional leadership perspective

Source: Cwalina and Drzewiecka, (2019:359)

There were five distinct behavioural style kinds as a consequence:

1. In the accommodating or compliant management style, leaders acquiesce and follow orders. For the workers to be productive, they pay attention to their comfort. Even though it frequently makes for content employees, this approach is not always productive.

2. Leaders avoid and elude under the indifferent or uncaring management style. They do not pay much attention to people or production and aim to avoid difficulties by operating somewhat covertly.

3. In a sound management style, leaders participate and dedicate themselves. They place a high value on people and output and promote commitment and teamwork.

4. Leaders exercise control and dominance in a dictatorial management style. They focus on production rather than people and utilise rules and punishment to get things done.

5. Leaders who follow the status quo management style compromise and strike a balance. They are middle of the road; thus, they may not always satisfy both production and people's needs (Stahl, Brewster, Collings and Hajro, 2020:100).

When managers scored in the "sound" section, their performance was at its finest. However, the grid provided a better conceptual framework for thinking about leadership style rather than offering any fresh insights into how to define leadership behaviours because there is scant substantial data to support the idea that a good style is always the most effective. Behavioural theories had limited success in establishing reliable connections between leadership conduct and team effectiveness. None of them takes the circumstance into consideration, and behavioural theories could explain these situational variations. Nevertheless, they kept developing their leadership theories, and we began to look at contingency theories that took the leader and the circumstance into consideration (Yaslioglu and SelenayErden, 2018:15).

1.19.3 Continuity Plan

Raju (2018:136) states the contingency approach recognises that both traits and behaviours affect a leader's success. For example, peers and followers may initially despise a particular leader before respecting him or her later, depending on the

circumstances. The foundation for the research is the presumption that what makes a great leader depends on the situation. The study of situational impact was initiated as a result of the mid-20th century failure of scholars to provide any consistent findings regarding leadership. They began to understand that a particular approach and set of abilities worked well in one circumstance but not in another, and they set out to identify the circumstances that suited which approaches and abilities. Several hypotheses on extracting important situational variables resulted from this.

1.19.4 Fiedler's Model

The first complete contingency model for leadership was created by Fiedler (2018:334–416), who suggested that successful group performance depended on a good fit between the leader's style and how much power the circumstance gave the leading worker. Fiedler's research began by identifying whether a leader's behavioural qualities were more relationship- or task-oriented. He devised the least preferred co-worker questionnaire to gauge the leader's tendency for a particular attribute. The least favoured employee requested responses from managers in response to sixteen sets of opposing descriptors that would characterise their least favoured employee. The leader used a relationship-based strategy; individuals with negative things to say about their least favourite teammate were seen as more task-oriented (Fiedler, 2018:334-416).

Fiedler attempted to construct conditions to compare these results and found that roughly sixteen per cent of individuals taking the evaluation scored in the centre and do not fit the predictions of this theory. However, he identified three contingency dimensions that, in his opinion, encapsulated the essential contextual elements that determine good leadership (Munteanu, 2018:505-512).

• Leader-member relationships: followers' level of respect and trust for their leader (good or poor).

• Task structure: the extent to which work assignments are procedural (high or low).

• Position power refers to a leader's degree of authority over decisions, including hiring, firing, discipline, promotions, and strong or weak pay increases (Munteanu, 2018:505-512).

Fiedler then started contrasting task-oriented and relationship-oriented leaders' performances based on the twenty-four different combinations of the circumstances mentioned above, and the results were as follows:
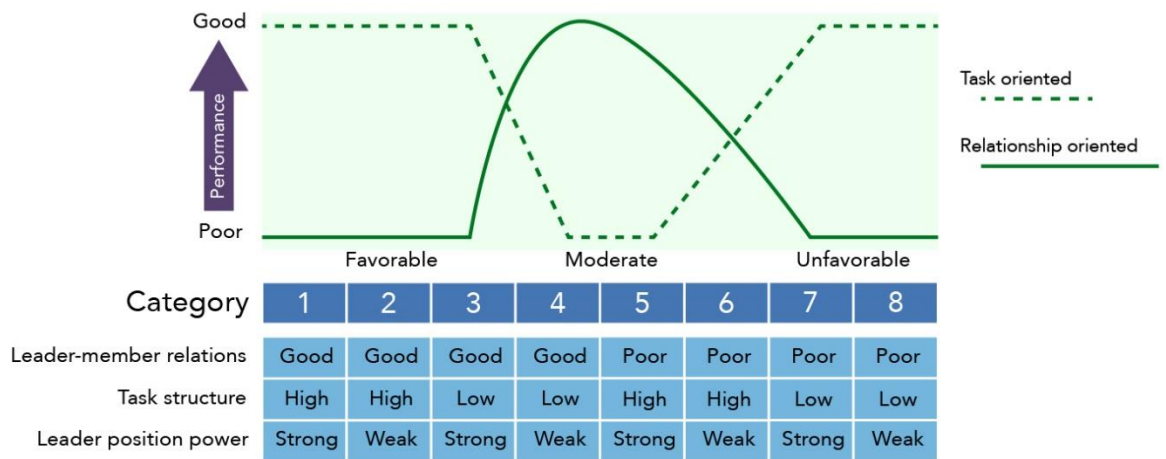
Figure 0.3: Fiedler's Model

 Source: (Fiedler, 2018:334-416).

Fiedler came to the conclusion that task-oriented leaders tended to perform better in highly favourable or extremely unfavourable circumstances. When conditions are reasonably favourable, relationship-oriented leaders perform better. Fiedler later revised his findings to suggest that relationship-oriented leaders performed better in situations with intermediate control, whereas task-oriented leaders performed better in high- or low-control scenarios (Fiedler, 2018:334-416). Even though there are problems with the LPC examination and research showing that respondents' scores fluctuate, Fiedler's conclusions are backed up by much evidence. Determining the task's structure, the leader's position of power, and the leader-member relationship quality is frequently challenging in practice (Fiedler, 2018:334-416).

1.19.5 Theory of Cognitive Resources

Rethinking his initial hypothesis, Fiedler and a colleague named Joe Garcia concentrated on how stress functions as an unfavourable condition and how a leader's knowledge and experience affect how they respond to it. Fundamentally, Fiedler and Garcia argue that stress makes it harder for leaders to think rationally or analytically, and they discuss how intellect and experience affect both low- and high-stress scenarios and a leader's performance. In other words, smart people perform worse under pressure, and professionals struggle under light strain. This idea is supported by sound research. The Situational Leadership Theory by Paul Hersey and Ken Blanchard is most commonly associated with and where the term "situational leadership" originates. This leadership

approach stresses the need to effectively balance two crucial elements: the followers' maturity or readiness levels and the leader's leadership style (Fiedler, 2018:334-416).

According to the notion, there are four basic leadership styles:

    a. Telling: A commanding and strict manner. The group's leader decides and coordinates action.

    b. Selling: While still in charge of making decisions, the leader interacts with the team to influence them rather than just giving them orders.

    c. Participating: The team's leader works with the participants to make decisions. He encourages and supports them and is more democratic.

    d. Delegating: The team's leader delegated decision-making to team members while maintaining overall control over their work. (Fiedler, 2018:334-416).

In addition to these four leadership styles, there are four follower maturity levels:

    i. Followers at Level M1 exhibit low competence and little dedication.

    ii. Followers at Level M2 have limited skill but high dedication.

    iii. Followers at Level M3 are highly competent but lack confidence and dedication.

    iv. Followers at Level M4 exhibit high levels of competence, commitment, and confidence (Thompson and Glas, 2018:12).
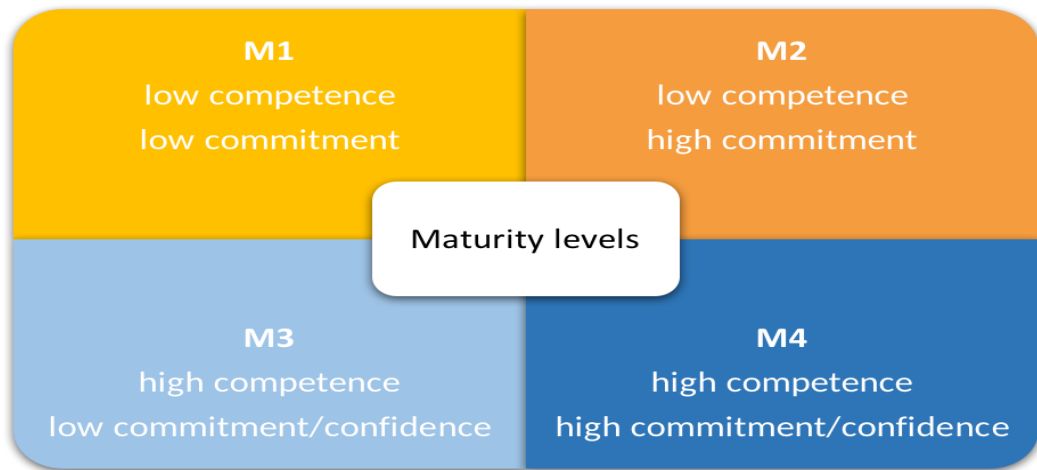
Figure 0.4 Blanchard's approach

Source: (Thompson and Glasø, 2018:12).

According to Hersey and Blanchard's technique, the key to effective leadership is matching the appropriate leadership style to the associated personnel. Each of the four leadership philosophies is appropriate for the associated employee maturity level, according to Thompson and Glas (2018).

- The telling approach is most effective for managing staff at the M1 level (low competence, low commitment).
- The selling technique is most effective for managing staff at the M2 level (low competence, high commitment).
- The participatory method is best for managing staff at the M3 level (high competence, low commitment/confidence).
- Delegation works well for managing staff at the M4 level (high competence, strong commitment/confidence).
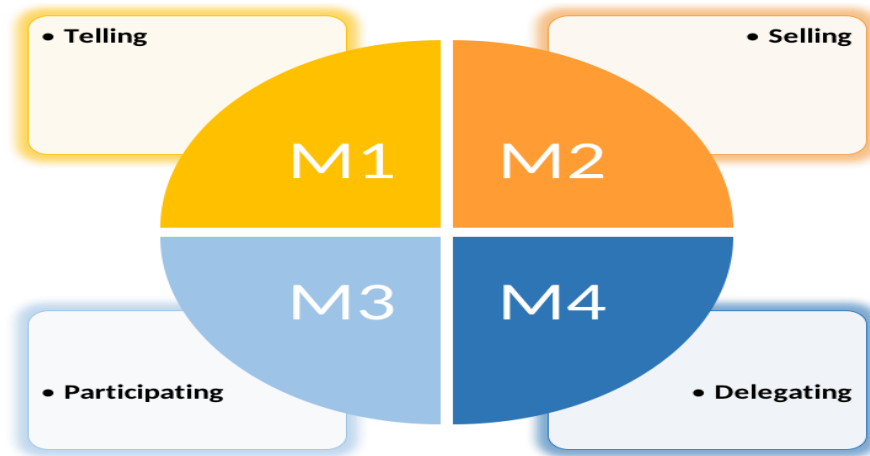
Figure 0.5: Maturity levels and leadership styles

Source (Wang and McChamp, 2019:824-849).

The process of determining an employee's maturity level becomes crucial, and the leader must be prepared and able to use any of the four leadership philosophies as necessary (Wang and McChamp, 2019:824-849).

1.19.6 Theorem of Leader-Member Exchange

The leader-member exchange theory looked at how leaders interacted with others and made the case that due to time constraints, leaders form intimate relationships with a small number of their followers (Shore and Chung, 2021:105). These individuals make up an "in-group" and are more likely to get the leader's eye. Other followers make constitute the "out-group." It is believed that the leader chooses members of the "in-group" based on their better levels of competence and similarity to their personal attributes; however, the selection method is not completely clear. Research has generally supported the theory of leader-member interchange, demonstrating that leaders make distinctions between followers, that these distinctions are not random, and that members of the "in-group" perform better and experience lesser turnover (Shore and Chung, 2021:105).

1.19.7 Path-Goal Theory

Wakere (2019:522) states that, according to the Path-Goal theory, it is the leader's duty to assist followers in accomplishing their goals and give them guidance and assistance

needed to ensure their goals are in line with the group's or organisation's larger goals.

The leader needs to be approachable and demonstrates concern for the followers. The directive leader informs followers of the work that needs to be done and provides instructions on how to complete tasks. The participative leader solicits feedback from followers before making decisions. The goal-oriented leader sets high expectations for their team members' performance (Wakere, 2019:522).

The followers have no control over the external forces, but they do have control over the internal ones. The effectiveness of leadership mentioned depends on environmental conditions, and how those leadership behaviours are perceived depends on subordinate elements (Kovach, 2020:15). In other words, a directed leader's abilities are likely to be seen as redundant if they are partnered with followers who already have a high level of expertise and experience. The followers do not require instructions from anyone. With a leader who prioritises achievement, they would be more successful. It makes sense that leaders will be effective if they are "filling in the gaps" in environmental and subordinate elements and providing the team with what they lack.

1.20 Model of Leader-Participation

Victor Vroom, the researcher whose expectancy theory served as the basis for our comparison of motivational strategies, has some thoughts on leadership. He collaborated with Arthur Jago to construct an, after doing so with Phillip Yetton initially (Lührs, Jager, Challies, and Newig, 2018:249–262), changed the leader-participation paradigm. The revised model, the more popular of the two, offers a set of guidelines for determining the type and degree of participatory decision-making in various contexts. However, the fact that there are 12 contingency aspects, eight various sorts of challenges, and five different leadership styles to take into account makes it challenging for managers to adopt the technique. Moreover, this model ignores important factors like stress, intelligence, and experience, in addition to being complex.

1.21 Leadership Approaches

1.21.1 Transactional Leadership Style

Three elements comprise the transactional leadership style: contingent reward, management by exception, and management by exception (passive). A transactional leader upholds the contingent and values great performance incentives strategy to explain performance goals to the followers. Results for 2020:201 Hilton, Quao, and Puni Transactional leaders Use extrinsic benefits to increase followers' motivation and

emphasise contractual agreements as the primary motivators. According to the study, a transactional approach stifles creativity and may negatively affect workers' job happiness. The management-by-exception strategy states that leaders must be able to spot variations from typical follower behaviour and respond appropriately. Therefore, the two approaches should be applied differently, depending on the situation and context. Transactional leadership is favoured in situations requiring a high degree of precision, technical know-how, and time restraints, particularly in technologically advanced surroundings. However, transformational leadership is preferable in human-intensive environments where the emphasis is on motivating followers and honouring their feelings based on shared goals, convictions, and values (Puni, Hilton and Quao, 2020:201).

I. Constrained Rewards A contingent pay plan promotes leadership focused on results. Because they prioritise receiving concrete material benefits for their work, people have acquired this tendency. "Transformational leadership identifies individual abilities and generates enthusiasm through emotional appeals, values, and belief systems, whereas transactional leadership engenders compliance by appealing to people's demands and requirements" (Bass & Avolio, 2004). Manager-leaders who employ contingent rewards are expected to lead the team in carrying out the assignment; in a nutshell, cash rewards linked to performance, setting goals, reciprocity, and encouraging teamwork are the primary signs of contingent incentives and confidence (Puni, Hilton and Quao, 2020:201).

II. Management by exception (active), in contrast to laissez-faire leadership, does not imply the transfer of power. Management by exception (active) leaders are naturally confident in their team members' ability to complete the task to a high standard and maintain balance. This leadership style does not inspire employees to go above and beyond expected results if the goal is attained, the system is working, everyone is happy, and business is as usual (Bass & Avolio, 2004). In management by exception leaders, there is minimal feeling of taking risks, innovative ideas, or white-water tactics. It is congruent with a management style known as need-driven change and active management by exception, which likewise emphasises poor communication, upholding the status quo, and having little faith in staff members (Puni, Hilton and Quao, 2020:201).

III. Control by Exception (Passive). It is a transactional leadership style in which the team leaders avoid forging consensus and do not set objectives for the group to meet. A leader may occasionally wait until something goes wrong before acting (Puni, Hilton and Quao, 2020:201).

1.21.2 Leadership with a transformational mindset

The relationships between transformative leadership and effective results for both people and organisations are covered by Pinck and Sonnentag (2018:884–896). Under transformational leadership, followers are motivated to put "self-sacrifice and fulfilment of corporate goals over personal interests" before lower order needs like self-actualisation. Leaders with Idealised Influence encourage group risk-taking and show greater sensitivity to and concern for the needs of their subordinates. While intellectual stimulation encourages followers to be more creative and innovative in their problem-solving techniques, inspirational motivation provides a source of support and drives followers to reach the defined goals. Transformational leaders place a high value on their relationships with their followers and tailor their approaches to match their demands for achievement, self-efficacy, and personal development. However, not all characteristics that limit creativity are approved by leadership strategies. For example, Cummings, Hewko, Wang, Wong, Laschinger, and Estabrooks (2018:62–71) concluded that leadership style could not explain the patient fatality rate alone. Instead, they focused on how a company's corporate culture could reduce patient mortality. Regardless of their leadership style, relational and transformational leaders achieved better results than autocrats, according to Cummings, Hewko, Wang, Wong, Laschinger, and Estabrooks (2018:62–71).

A. The Power of Idealism. Because of their leadership qualities, leaders motivate people to consider them as role models. A synonym for the desired influence is charisma. Idealised influence results in values that motivate people to give them meaning and a sense of purpose. Idealised influence shapes perspectives on issues that matter. Idealised leadership and influence go together (Cummings, Hewko, Wang, Wong, Laschinger and Estabrooks, 2018:62-71). Charismatic leaders increase confidence in others. Reaffirming a follower's ability to accomplish extraordinary goals and willingness to make selfless actions, they serve as a catalyst for idealised influence and behaviour role-modelling. Amazing things can be achieved by leaders who have faith in their team members' skills. Those in idealised positions of authority possess positive self-determination.

To maintain one's feeling of self-worth, according to Germani, Delvecchio, Li, and Mazzeschi (2020:237-242), is a crucial and universal social need. These strong-willed executives encourage their subordinates by speaking with them frequently, serving as role models, and inspiring them to "reach the objective and goals of

the firm." They have the necessary amount of emotional stability and control. These leaders "direct their capacities to transcend inner conflicts and be masters of their destinies." The CEO of Solaris Power, Jhon Marshall, asserts that one of a transformative leader's responsibilities is to instruct subordinates on crucial leadership duties within the framework of ideal behaviour. These individuals are educational thinking leaders. Setting an example, outlining concepts, formulating beliefs, giving followers a feeling of direction and meaning, and empowering them with self-worth, self-determination, emotional control, and confidence are just a few fundamental elements of an idealised impact.

B. Motivating inspiration to take action Raising followers' awareness, pointing them in the direction of the organisation's goal. The transformational leadership style of inspirational motivation requires that leaders inspire followers to understand and support their vision. Motivating inspiration "targets the principle of organisational life, instead of the leader's personality," claim Germani, Delvecchio, Li, and Mazzeschi (2020:237-242). This boss motivates staff members to work toward organisational goals, bringing out the best in them rather than suffocating them. Employees who want to contribute positively and productively to the company will be discouraged if innovation and experimentation are restricted. Leaders with this leadership style inspire their teams by offering them more autonomy and the tools they need to make decisions on their own. Leaders who display this behaviour inspire their followers to step beyond their comfort zones for the good of the entire organisation, in addition to effectively communicating their vision to them. Li, Germani, Mazzeschi, and Delvecchio (2020:237-242). Successful CEOs engage their employees continuously by inspiring, rewarding, correcting, and dismissing underperformers to make room for others. In conclusion, inspirational, motivational leaders foster communication, forge a vision, and control challenging workers by inspiring them, working with them, and giving them autonomy.

C. Mental Stimulation. Intellectually stimulating leaders are those who "intellectually inspire followers, encourage inventiveness, and accept hurdles as part of their vocation." They address challenging situations logically and have healthy emotional regulation. They aid in the similar talent development of their staff members. By encouraging the followers to make complex decisions, they show that managers and employees have the same goals in mind. The intellectual stimulation leadership approach heavily emphasises the benefits of personalised consideration in mentoring, coaching, and morale-building. Similar to compassionate leadership behaviours that coach and push employees, these

leadership philosophies improve organisational strengths and character (Germani, Delvecchio, Li and Mazzeschi, 2020:237-242). In other words, leaders utilising this leadership technique must first comprehend the complexity of the issue and establish a sense of direction for what it means for them and their team members before encouraging worker involvement in the challenge. There are many different cognitive levels and motivations for hard work. It is the ability to stretch employees' thinking and propensity to engage fully in the task. The main signs of intellectual stimulation are, in essence, reason, creativity, consensus decision-making, coaching, support, challenge, and involvement.

D. Part four of individual consideration. The fundamental trait of transformational leadership focuses on individualised attention viewing people as crucial employees. These managers assist and mentor the emergence of desired workplace behaviour. They also demonstrate concern for the needs of their workers. Their management style veers between collaborative and authoritarian. The "fundamental qualities of tailored consideration" are reassurance, individual care and coaching, and an open and consultative approach (Germani, Delvecchio, Li and Mazzeschi, 2020:237-242).

1.22 Benefits and Drawbacks of Leadership Styles

1.22.1 Autocratic methods of governance

Advantages

In times of emergency or stress, an autocratic leadership style is particularly effective since individuals always follow the orders or directions of their superiors. Such circumstances call for a leader who is able to direct and guide individuals under his or her control. Again, autocratic leadership helps a company avoid drawn-out arguments (Molle and Allegra, 2021:625-629). As a result, it enables employees to concentrate on their work, making them more skilled as they support the company's goals.

Disadvantages

The one-sided communication characterises an autocratic leadership style that allows the supervisor or manager to dictate to the employee frequently. As a result, employees may become discouraged, which will affect how well they perform. Again, since workers are accustomed to receiving instructions on how to carry out their responsibilities, it might stifle originality and innovation in the workplace. This can lower the company's

competitiveness as a result. Additionally, autocratic leadership is likely to foster an atmosphere of hostility and dread, which could result in high worker turnover and regular absence (Molle and Allegra, 2021:625-629).

1.22.2 Democratic leadership style

Advantages

Democratic leadership increases employee accountability since managers and supervisors constantly assign assignments with full responsibility. Employees feel appreciated and motivated when given a chance to participate in decision-making and issues affecting their duties and the organisation, even while the manager retains ultimate control (Molle and Allegra, 2021:625-629). The manager or supervisor welcomes suggestions and criticism at all times. Employee creativity is encouraged because their suggestions are the foundation for advancements and new ideas. Additionally, workers are urged to dedicate themselves and offer their best to the business. Employee turnover is thus decreased.

Disadvantages

Decision-making under democratic leadership may take a while because it involves input from all parties and consultation with them (Molle and Allegra, 2021:625-629). Delays that arise while parties strive to reach an agreement on issues could result from this and cost the business chances.

1.22.3 Laissez faire leadership style

Advantages

Since most people do not always want someone peering over their shoulder, the laissez-faire leadership style fosters employee trust. As a result, highly responsible workers may perform better (Molle and Allegra, 2021:625-629). Additionally, it might raise staff spirits, resulting in very high job satisfaction.

Disadvantages

Since the manager or supervisor shows little regard for employees behaving and carrying out their jobs, it could offer workers room to slack off or produce subpar work. Because it may need an obvious issue to identify such people, it may diminish worker effectiveness and organisational efficiency. In addition, the boss or supervisor's lack of enthusiasm in the job could cause employees to lose their sense of direction and focus

(Molle and Allegra, 2021:625-629). This may result in a loss of job satisfaction.

1.22.4 A bureaucratic approach to leadership

Advantages

Bureaucratic leadership ensures that subordinates or employees accurately and consistently adhere to the policies and procedures of the organisation or department (Molle and Allegra, 2021:625-629). This is highly appropriate for a workplace where there are significant safety threats, making regulations and procedures essential to ensure everyone's health and safety. It is also beneficial when a task needs to be completed in a precise and thorough manner. Additionally, accountability is ensured because each individual or office has a clearly defined responsibility.

Disadvantages

Rule-based processes and procedures stifle creativity because employees and subordinates merely carry out their duties or tasks as directed and are not given a chance to think for themselves. In addition, employee morale may suffer due to managers' and supervisors' rigidity and heavy-handed management, which may impede the organisation's capacity to adapt to the environment or emerging trends (Molle and Allegra, 2021:625-629).

1.22.5 Democratic leadership

With this management approach, decisions are made considering the group's members. The team leader directs the entire team. Any firm can benefit from this style of management. The leader in this highly adaptive leadership style has the power to make the final choice.

Advantages: The simplicity of exchanging different ideas is one benefit. This kind of leadership is very successful and effective. The employee's enthusiasm and outlook on their work grow.

Disadvantages: It is challenging to keep the group's cooperation. People's communication capacity may be impaired when they hold opposing views regarding the same matter; the probability of inexperienced team members having bad ideas (Molle and Allegra, 2021:625-629).

1.22.6 Tyrannical Authority

Langowitz, Parise, and Guinan (2019:717-727) assert that in this leadership style, the

leader makes choices without considering other team members' views. Here, group members must simply follow the instructions to accomplish the goal; they are not involved in decision-making. Here, the leader is solely to blame for the result, good or bad. This style of leadership is relatively uncommon in any organisation.

Advantages: There is no communication gap because only the leader takes decisions. In this kind of circumstance, making a decision takes less time. Any emergency or difficult situation can be handled more deftly.

Disadvantages This style of leadership rarely achieves results. Employee morale could decline due to group members being excluded from decision-making. The likelihood of a leader and group lacking trust could be higher (Guinan, Parise and Langowitz, 2019:717-727).

1.22.7 Bureaucratic management

Guinan, Parise, and Langowitz argue that it is analogous to authoritarian rule (2019:717–727). The main difference is that under this leadership model, leaders may consult the group on any subject, but they always have full authority to decide. As a result, it can occasionally be highly productive and successful.

Advantages: All employee tasks are centralised, and employment is generally stable. Each step is orderly and meticulously prepared.

Negatives: It is inflexible due to the structured pattern. This type of management does not encourage employee creativity. Organisations that use this leadership approach rarely implement reforms (Guinan, Parise and Langowitz, 2019:717-727).

1.22.8 Transformational leadership

It is a leadership approach where the leader always tries to comprehend their followers' attitudes and social trends. Transformative leaders prepare their team members for crisis events, unexpected changes in the target, and other difficult circumstances. This style of leadership does not rely heavily on past performance.

Advantages: The leader inspires the team to achieve the objective and promotes engagement and communication.

Negatives: Risk-taking can result in bad things happening. Leaders must disregard organisational procedures (Guinan, Parise and Langowitz, 2019:717-727).

1.22.9 Transactional leadership

Parise, Guinan and Langowitz (2019:717-727) state that transactional leadership is essentially a sort of supervision. In this case, the employer commends the worker for a job well done. They might also penalise a worker if the outcome is unsuccessful. This leadership style differs significantly from transformational leadership in that the leaders mentioned above inspire and motivate followers to work toward a common objective. Leaders using this style always make the goal evident by ensuring that their team members are aware of every action that must be taken. Additionally, they give orders and guidelines for what should be done next.

Advantages: Under this style of leadership, employees produce more. They dispel every employee's uncertainty over any assignment.

Disadvantages: Managers may stop feeling compassion for their employees. They emphasise the goal more than employee innovation and support (Guinan, Parise and Langowitz, 2019:717-727).

1.22.10   Laissez-Faire management

This type of leadership allows members to make their own decisions. Although this leadership style raises employee morale, it occasionally results in unforeseen effects. Homes where children are given the freedom to make their own decisions frequently display this kind of leadership.

Advantages: Group members feel free to explore their identities. The group's interaction and cooperation remain productive.

Disadvantages: If a group member is incompetent, the chance of getting the wrong answer increases. Parise, Guinan, and Langowitz (2019:717-727).

1.22.11   Strategic leadership

Senior executives of the company develop plans and a clear vision while actively participating in decision-making under this leadership style. As a result, top management is held more responsible for the outcome.

Advantages include increased target visibility and clarity as a result of their systematic and controlled decision-making process.

Disadvantages: Forecasting may result in inaccurate findings. Established plans and procedures make flexibility difficult (Guinan, Parise and Langowitz, 2019:717-727).

1.23 Leadership Approaches and Their Features

Guinan, Parise and Langowitz (2019:717-727) assert that you might consider assuming a leadership position at some point in your professional career. Leaders create a clear vision for their group or organisation and motivate their followers by guiding them through their work in a way that raises spirits. Unfortunately, there is not a single leadership strategy that works in all situations. We will discuss a variety of leadership philosophies in this article to see which one best suits the individual personality and goals. The chosen leadership method is important because it significantly impacts how the team members approach their work. It can also boost productivity, increase punctuality, and promote a happy work environment. Some managers use the same approach regardless of the situation. Others like to take on several leadership roles depending on the demands of a given situation or organisational goals.

1.23.1 Various forms of leadership

Visionary

A visionary leader can envision potential innovation clearly and create a plan to realise it. The visionary begins with a clean slate and uses expertise and experience to forge new paths and launch a project that will benefit the business. Visionary leaders employ excellent communication abilities to get team members to share their enthusiasm for the project and view it through their eyes. Additionally, they organise meetings with staff members and mentor them as they work to realise the goal (Guinan, Parise and Langowitz, 2019:717-727).

The following traits of a visionary leader are essential:

- Business strategy planning
- Superb communication abilities
- Administrative and planning abilities
- Exercised initiative

Transformational

A transformative leader would encourage innovation. The transformational leader creates a strong corporate culture by motivating employees to effect change that speeds up the organisation's growth. Instead of micromanaging team members, transformational leader fosters their creativity. Additionally, the leader supports employees in developing new solutions to problems as they arise (Guinan, Parise and Langowitz, 2019:717-727).

The major characteristics of a transformational leader are as follows:

- The ability to control oneself
- Encourage change
- Successful communications
- enabling employees to make decisions

Autocratic

An authoritarian leader favours remaining in charge of their subjects and making all the decisions. This leadership style is advantageous when quick thought and quick decision-making are required. It can also work in favour of the leader when team members need motivation or lack experience. An authoritarian manager offers the team members specific instructions and a set workday (Guinan, Parise and Langowitz, 2019:717-727).

The major characteristics of an autocratic leader are as follows:

- Quick reasoning
- Avoiding delegation of authority
- Clear instructions for employees
- Employee input is not at all necessary.

Transactional

Giving directions to staff members and implementing rewards or penalties based on

results are the foundation of transactional leadership. Expectations should be defined in detail to prevent misunderstandings and errors. A transactional leader must motivate employee autonomy and foster an environment at work that values submission from employees.

The major characteristics of a transactional leader are as follows:

- The capacity to closely monitor workers
- Establishing standards to increase output
- The capacity for constructive criticism (Guinan, Parise and Langowitz, 2019:717-727).

Coach-style

Parise, Guinan, and Langowitz (2019:717-727) Coach-style leadership is a more recent approach to leadership when compared to other styles. An organisational coach-style leader promotes cooperation, much like a sports coach. In addition, coach leaders encourage collaboration and a desire for continual growth, unlike autocratic leadership, where hierarchy and control serve as the cornerstones. This strategy is used to motivate team members to collaborate and build relationships in order to produce outstanding results.

The following are the main traits of a coach-style leader:

- Cooperation and partnership
- Feedback and education
- Good communication skills
- Fostering imagination

Strategic

Strategic leaders enable employees to express alternate points of view and challenge the inflexible preconceptions that exist among the workforce, according to Guinan, Parise, and Langowitz (2019:717–727). A strategic leader employs the managerial responsibilities of their position to create a tactical vision for the company and motivate employees to embrace that vision. A strategic leader's aptitude for weighing possibilities and taking decisions that will lead to the expansion of the business is one of their key assets.

The following traits of a strategic leader are essential:

- The capacity to foresee potential difficulties
- Positive social skills
- The capacity to set objectives
- Powerful motivation

Democratic

Parise, Guinan, and Langowitz (2019:717-727) say that shared leadership, also known as democratic leadership, encourages team members to participate more actively in decision-making. This method of problem-solving is through group discussion. A democratic leader has the power to decide what the group's final course of action will be. However, they assist the parties in setting and achieving goals by guiding them through the decision-making process.

Among a democratic leader's most important traits are:

- Getting teammates involved
- Promoting and rewarding imagination
- Exchanging thoughts and opinions
- Promoting respect and trust

Bureaucratic

Parise, Guinan, and Langowitz (2019:717-727) The distribution of bureaucratic leadership is built on the assumption of particular responsibilities and commitment to a set of standards. A bureaucratic supervisor focuses on the administrative needs of their division and admonishes employees to follow the regulations and carry out their duties consistently. Moreover, the leader supervises and encourages professionalism at work.

The following traits are essential for a bureaucratic leader:

- Being task-focused
- Consolidating tasks
- Organization
- Establishing and upholding structure

Laissez-faire

Parise, Guinan, and Langowitz (2019:717-727) Laissez-faire leadership, also known as delegative leadership, entails giving your staff as little direction as possible and letting them carry out their responsibilities in any way they see fit. As a result, the employees are left with much responsibility; pay particular attention to their level of training and experience. This style of leadership functions best in teams with highly competent and self-sufficient individuals.

Key traits of a laissez-faire leader include:

- Delegating decision-making to team members
- Assuming accountability for such choices
- Providing the resources and tools required
- Motivating team members to tackle problems

Charismatic

Parise, Guinan, and Langowitz (2019:717-727) assert that charismatic leaders cherish each employee and provide attention to their concerns. When this management style is chosen, the leader should use their communication abilities to inspire team members during trying times, keep them motivated, and encourage employee change.

The following traits of a charismatic leader are essential:

- Effective communication and listening abilities
- Focus on details
- The capacity for human connection
- Innovation and creativity

Supportive

Lavallée (2021:17-29) says the supporting leader has a dual role; safeguarding the well-being of the team and concentrating on identifying areas of the organisation where improvements are necessary. In addition, supportive leadership guides team members through every step of the process rather than just assigning duties and waiting for results and encourages conversation with staff members and offers criticism.

The following traits of a supportive leader are essential:

- An emphasis on ties with employees
- Respect for fellow team members
- Providing assistance to workers as needed
- Treating workers fairly (Lavallée, 2021:17–29)

Lavallée (2021:17-29) states the servant leader balances accountability to the organisation by maintaining responsibility for specific personnel and creating an organisational culture where employee satisfaction is prioritised as a servant leader. Additionally, the leader supports a culture that fosters employee development and growth. Team members can develop their talents by giving them more responsibility.

The following traits of a servant leader are essential:

- Compassion for workers
- Management of the business
- Effective communication and listening abilities
- The capacity to think conceptually

Situational

Lavallée, (2021:17-29) (2021:17-29) A situational leader is capable of using any leadership style, depending on the circumstances, and is entirely aware of all the various leadership philosophies. For example, a transactional leadership style could be helpful when teaching a team how to use new talents. On the other hand, an innovative leadership style is practical when working for a sizable organisation that wants to broaden its influence.

The following traits of a situational leader are essential:

- A thorough knowledge of leadership philosophies
- A flexible strategy
- Strong communication abilities
- The capacity to evaluate situational needs swiftly

Lavallée (2021:17-29) suggests it may be helpful for leaders to think about which fits best

with their field and division or organisation's objective to determine the leadership style that works best for them. Leaders can own a leadership style by incorporating their unique character and work ethic. Advancements among team members and the business will be observed after identifying a style that works with their industry and staff. Remember that leaders are not required to limit themselves to just one or two leadership styles. Depending on the situation and the task at hand, leaders can determine which technique best meets their needs as they become more familiar with its qualities. This will allow them to accomplish various objectives in several contexts with various types of followers.

1.24 Conclusion

According to this study, leadership relationships and organisational sustainability were important determinants of organisational commitment. Organisational communication, the workplace, and job satisfaction would operate as mediators between leadership and organisational commitment. For the relationship of variables in the research, there is a substantial correlation between transformational leadership and organisational image. Transactional leadership and corporate image have nothing in common, whereas laissez-faire leadership and organisational image have a negative correlation.

PROJECT, PROJECT MANAGEMENT, CONTRASTING AND COMPARISON OF MANAGEMENT AND LEADERSHIP, CONTRASTING PROJECT LEADERSHIP WITH PROJECT MANAGEMENT.

1.25 Introduction

According to Hoda, Salleh, and Grundy (2018:58–63), project management is currently experiencing a surge in interest among many individuals and organizations. Historically, the primary goal of project management in a small number of industries such as the military and construction was to provide senior management with information regarding the timetable and resources. Today, project management is significantly more complex and performed by people from various backgrounds. All spheres of society and countries. The use of multidisciplinary and worldwide work teams and heavy reliance on new technologies by many businesses, has radically changed the workplace. The data emphasize the value of project management and demonstrate that it is one of the top abilities employers look for in recent college graduates. The most common method, verbal communication, fell to number four. These top skills include the ability to work well in a team, the ability to make decisions and solve problems, and the ability to plan, organize, and prioritize projects. The CHAOS studies' methodology has drawn criticism from some researchers, but their popularity has led businesses worldwide to review their project management procedures (Hidalgo, 2019:447). Managers realise that in order to succeed, they must understand and apply contemporary project management methodologies. Basic project management ideas are useful for people in all academic fields, including science, the liberal arts, education, and business. People understand that to stay competitive, they need to learn how to efficiently manage their work and personal projects. They also understand that many project management principles, particularly those relating to interpersonal skills, will be useful as they interact with people daily (Hidalgo, 2019:447). Organizations assert that there are benefits to project management, including:

- Better management of the resources (financial, physical, and human)
- Better customer relationships
- Reduced time to development
- Cost savings
- Better performance and greater dependability
- Higher margins of profit

- Enhanced efficiency
- Improved internal cooperation
- Improved employee morale

In addition to project management, Horlach, Schirmer, and Drews (2019:182), to meet enterprise-level needs, it was stated that businesses are embracing program and portfolio management. This chapter provides essential background information on these newly emerging professions, introduces projects and project management, examines the differences between project, program, and portfolio management, outlines the duties of project, program, and portfolio managers, and explores the differences between projects and project management. Before discussing project management, it is imperative to have a firm grasp of the concept of a project. A project is "a transitory activity intended to provide a distinctive product, service, or consequence." 6 Operations, on the other hand, refers to the work carried out within organizations to keep the firm running. Projects differ from operations in that they end when their aims are realized, or the project is finished. A project may involve one person or a thousand, and it may be large or tiny. They may take a day or several years to complete. Examples of projects include the following:

- A young couple hires a company to design and construct a new home for them.
- A manager of a retail store collaborates with staff to display a new range of apparel.
- To enable wireless Internet connection, a college campus upgrades its technical infrastructure.
- A device that connects to a smartphone is created by a medical technology company.
- A school adopts fresh government requirements for monitoring student progress.
- A group of musicians founds a business to aid kids in honing their musical abilities.
- A pharmaceutical business introduces a new medication.
- A television network creates a system that enables fans to cast ballots for contestants and offer other comments on shows.
- The auto industry creates regulations for electric vehicles
- A government organization creates a system to monitor children's vaccinations Horlach, Schirmer, and Drews (2019:182).

Project Qualities as you can see, projects can be of any size or shape. The qualities listed below aid in further defining a project:

- Each project has a distinct goal. Every project needs to have a clear aim. For instance, many people engage companies to design and construct a new home, yet every home is different, just like every person (Soto, 2019:711-727).
- An endeavour is transient. A project has a clear start and a clear finish. For example, when a home is being built, the owner typically has a target date for moving into their new residence (Soto, 2019:711-727).
- A project is created iteratively or through progressive elaboration. Projects are frequently initially specified in general terms, with more specifics becoming apparent as time goes on. For instance, numerous choices must be taken while designing and constructing a new home. Therefore, before creating more thorough designs, it is best to create basic plans for owners to approve (Soto, 2019:711-727).
- Resources are needed for a project, frequently from multiple sources. People, equipment, software, and other assets are all examples of resources. In addition, numerous different kinds of individuals, skill sets and materials are required to construct a home (Soto, 2019:711-727).
- A project needs to have a main client or sponsor. Even though there are numerous interested parties or stakeholders, someone must take on the major sponsorship position. The project sponsor typically provides the project with guidance and funding (Soto, 2019:711-727).
- Uncertainty exists in projects. Because every project is different, it might be challenging to properly describe the project's objectives, make an exact time estimate for completion, or calculate the project's cost. Uncertainty can also be brought on by outside variables, such as a supplier going out of business or a project team member having unanticipated leave. One of the key factors making project management difficult is ambiguity, which breeds risk (Soto, 2019:711-727).

1.26 What is project management?

According to San Cristóbal, Carral, Diaz, Fraguela, and Iglesias (2018:2018), project management is "the application of knowledge, skills, tools, and procedures to project activities to achieve the project criteria."

To meet the requirements and expectations of all parties involved in or influenced by project activities, project managers must work to ensure that the entire process is supported. The exact scope, timing, budget, and quality requirements of projects must be satisfied, and project managers must ensure this happens. Project stakeholders, project management process groups, knowledge domains, tools and techniques, project success, and the contribution of a portfolio of projects to the overall performance of the business are crucial components of this framework. The following sections of this article go into greater detail on each of these project management components (Bygballe and Swärd, 201:161–176).
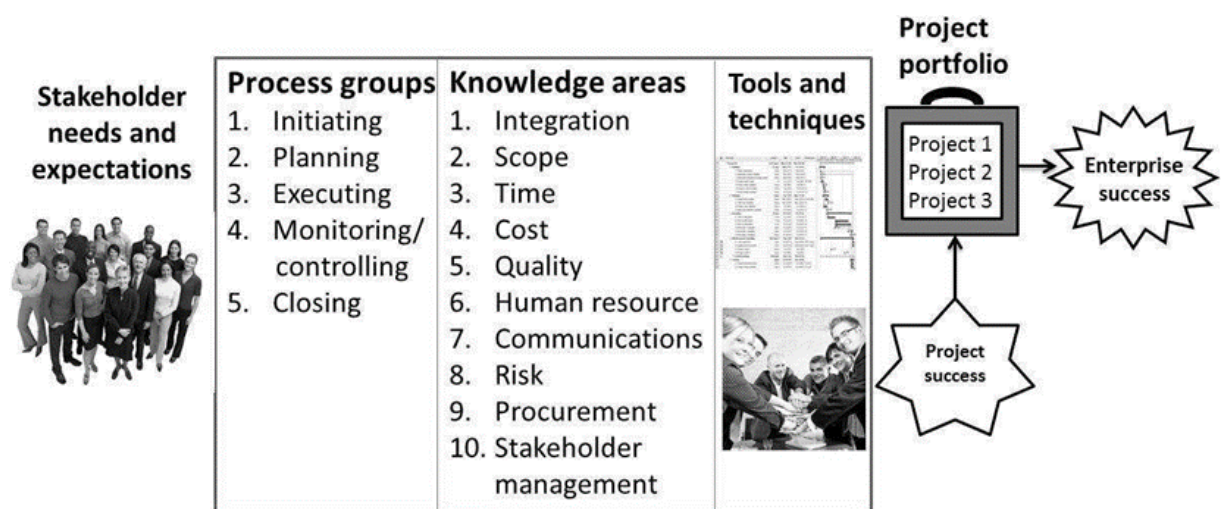
Figure 0.1: Framework for project management

Source: (Bygballe and Swärd, 201:161-176).

1.26.1 Project stakeholders

Involved parties include the sponsor, team, support staff, clients, users, suppliers, and even project adversaries since they participate in or have an impact on project operations. Freudenreich, Lüdeke-Freund, and Schaltegger (2020:3–18) note that these stakeholders frequently have requirements and expectations that are extremely dissimilar. For instance, a project to build a home involves several parties.

1. These stakeholders need to understand what job they must complete and when. They would want to know if the requisite materials and tools will be available at the construction site or if they must bring their own. Their activities need to be coordinated because of many connected aspects (Singh, Roy, Sinha, Parveen,

Sharma and Joshi, 2020:113).

2. The administrative assistant for the general contractor and other persons who assist other stakeholders may expect their employees to do their duties but grant them some latitude to visit the construction site. The project would be supported by the contractor's administrative assistant, scheduling meetings with the purchasers, the contractor, suppliers, and other stakeholders (Singh, Roy, Sinha, Parveen, Sharma and Joshi, 2020:113).

3. Suppliers would anticipate precise information on the products they must supply, where and when to deliver those items, and similar parameters (Singh, Roy, Sinha, Parveen, Sharma and Joshi, 2020:113).

4. The mayor and municipal council would be additional stakeholders interested in raising income. They could recommend minimal home values needed to pay sufficient property taxes. In addition, the city may establish additional regulations to safeguard public safety near the construction site (Singh, Roy, Sinha, Parveen, Sharma and Joshi, 2020:113).

Project stakeholders come in a wide variety and have unique interests. Therefore, keeping all stakeholders' demands and expectations in mind as a project progresses is essential. Successful project managers build good relationships with project stakeholders to comprehend and meet their needs and expectations (Anantatmula and Rad, 2018:165-178).

1.27 Leadership

Management is the operation of that entity, whether it be a business, non-profit, or governmental body (Suykens, George, De Rynck and Verschuere, 2021:1456-1478). Resource management is both a science and an art. Management includes determining an organization's strategy and leading employee efforts to accomplish objectives by utilizing material, human, and technological resources. The terms "run the business" and "alter the business" are used in management to distinguish between carrying on with the delivery of goods or services and tailoring the same goods or services to satisfy changing client needs and expectations. The term "management" can also refer to managers responsible for running a company.

Larger firms often have three pyramid-shaped hierarchical levels of managers:

a. Senior managers, such as the CEO or president of an organization and members of the board of directors. They decide how the organization will function as a whole and determine the organization's strategic goals. Middle management, directly or indirectly responsible for, receives guidance from senior managers, who are often executive-level professionals (Duchek, 2020:215-246).

b. Middle managers, who guide front-line managers, consist of department managers, section managers, branch managers, and regional managers. Middle managers inform front-line supervisors of senior management's strategic objectives (Duchek, 2020:215-246).

c. Lower-level managers, such as supervisors and team leaders on the front lines, supervise and direct the work of regular employees (Duchek, 2020:215-246).

In smaller organizations, a manager may have a significantly broader range of responsibilities and may play many jobs, or perhaps every role is often seen in a large organization. The competence of those in managerial positions is essential for workplaces. To make sure that the team meets its objectives and advances the company's mission, managers must also interact with more senior members of their organization. Even though managers' responsibilities vary based on the business they are in, and where they work, most of them involve the same fundamental tasks. The organization and coordination of actions to accomplish a goal is management. Determining the organization's strategy and organizing staff efforts to achieve these goals with the aid of available resources are a few examples of these administrative activities. Management is the internal seniority system that corporations use for their workers and managers must master various abilities, including planning, communication, organization, and leadership to be successful (Ralston and Blackhurst, 2020: 5006-5019).

1.27.1 Five fundamental tasks for managers

In general, a manager must perform the following five core duties:

1. Choosing goals

2. Organizing

3. Inspiring the group

4. Creating measurement methods

5. Developing people

6. Choosing goals

a. Setting and achieving goals is the major tactic a manager utilizes to achieve and maintain success. They must also be able to convince their group or employees to adopt them (Shaturaev and Bekimbetova, 2021:125).

b. Planning

Managers assess the nature of the work, break it down into manageable tasks, and efficiently assign it to employees. A firm comprises several links between its various departments and other businesses. The manager's job is to ensure that people get along well and inspire employees and departments to stay focused on the task. A capable manager is adept at creating a collaborative environment with team members and is equipped to provide guidance when problems emerge. To keep things organized, a manager must establish authority relationships with every team member. By maximizing their organizational structures, businesses can become more competitive, reduce costs, and increase production (Shaturaev and Bekimbetova, 2021:125).

c. Motivating the team

In addition to the duties of planning and delegating, motivation includes the capacity to handle different personality types in a team. A good manager must build and lead effective teams and unite them behind a common goal (Shaturaev and Bekimbetova, 2021:125).

d. Developing measurement techniques

Managers must first set the targets or KPIs the team will strive towards to assess if it is on track to accomplish its objectives. Because it may be challenging to find quantifiable means of understanding performance, managers frequently must be creative and careful. However, like other management responsibilities, measuring is crucial for improving corporate performance (Shaturaev and Bekimbetova, 2021:125).

e. People who are developing

Along with leading their team members toward a goal and assessing their

accomplishments, good managers invest in their employees' personal and professional development. By collaborating with their employees, managers can help their team define goals for their professional development. Managers need to be leaders in order to use these five methods effectively. They must coach their team members in order for them to recognize their talents and weaknesses and perform at a greater level. Managers may have different leadership philosophies. In order to be a great manager, managers must polish their leadership skills regardless of their management style (Shaturaev and Bekimbetova, 2021:125).

1.28 Management Theories

A manager must understand a few essential ideas to use the five fundamental procedures. These principles are essential for ensuring that their personnel collaborate to fulfil the company's objectives:

- Control: Company workers need to be aware of goals they are aiming for as well as measurements used to gauge their success. Different personnel in a corporation fill different roles with varying levels of responsibility. Therefore, managers must have direct control over the team members' actions, and its execution and evaluation; if management controls these factors, they will succeed (Cortez and Johnston, 2020:125-135).
- Preparation: The best managers know planning is crucial before implementing strategy. The end of planning is not signified by implementation, instead, management must be prepared to answer questions on who, what, when, and where a team is carrying out the organization's objective. Planning should involve selecting and implementing goals (Cortez and Johnston, 2020:125-135).
- Staffing: A crucial but underappreciated managerial function is staffing. Managers must pay attention to specifics like setting up workplace policies and ensuring they have the top applicants for the post. In addition, to entice and retain top talent, the company must provide incentives like bonuses, paid time off, and an extensive training program (Cortez and Johnston, 2020:125-135).

1.28.1 Leadership techniques

Management experts have identified several effective leadership ideologies, claim Sousa and Rocha (2019:360-366). There is no one best management strategy, yet certain individuals may feel more comfortable employing one over the other. Managers can also combine components from other management philosophies to develop the ideal management archetype for themselves and their business. Here, we'll briefly review three management strategies to help any manager become a stronger leader.

1.28.1.1 Influencing management techniques

Sousa and Rocha (2019:360–366) claim that charismatic leaders devote much time to their teams. The persuasive manager can motivate the team by leading by example and gaining their support and compliance rather than issuing commands or enforcing rules. In addition, influential managers know of daily duties performed by each team member and are concerned about the professional lives of their team members.

1.28.1.2 Democratic management style

Sousa and Rocha (2019:360-366) When making choices, a democratic team leader directly consults the team. These managers can identify the abilities and benefits each employee brings to the table because of the open lines of communication between them and their staff. Everyone can participate in and contribute to the success of a decision or project through open participation and idea sharing among various levels of employees. The creation of integrated and streamlined decision-making processes by managers is essential to the success of this management approach. If not, including suggestions from all stakeholders could cause a cumbersome and disorganized procedure.

1.28.1.3 Laissez-faire management

Sousa and Rocha (2019:360-366) The manager that runs their business lazily almost more closely resemble a manager, a mentor. They give their workers the freedom to take the initiative and make choices. As a result, the team feels more in charge of each project. The manager is supportive by intervening to provide direction or retake control when anything goes wrong. Otherwise, they take a backseat and let their employees hone their leadership abilities and expand their creative capacities.

1.28.1.4 There are three levels of management.

Sousa and Rocha (2019:360-366) Large companies and corporations often employ three main layers of administration, which are set up in a hierarchical framework. These various levels of management may be referred to using terms like "middle management" or "senior management."

Low-level management

Low-level managers include, for example, supervisors, foremen, section leads, and team leaders on the front lines. This degree of management is the lowest of the three and requires constant supervision and direction of individual employees or staff members. Low-level management responsibilities usually include keeping an eye on the quality of staff members' work, helping with everyday tasks, and resolving employee complaints in the appropriate manner. They are also responsible for managing their team daily, planning their careers, and providing performance feedback (Newaz, Jefferies, Davis and Pillay, 2020:55).

interim management

The intermediate managers, who are at the next level of the management system, report to senior management. Middle management includes branch, regional, and department managers, among others. The strategic goals established by top management through middle management must be communicated to front-line managers. Compared to senior management, middle managers spend more time organizing and leading. Lower-level management is advised on how to perform better, important policies are developed and discussed, and organizational plans are carried out under the supervision of senior management (Newaz, Jefferies, Davis and Pillay, 2020:55).

Senior management

The top tier of this management hierarchy, comprises the chief executive officer, president, vice president, and board members. The general objectives and course of an organization must be decided by senior management. The highest-level organizational decisions are made, and corporate-wide policies are developed by senior management. In addition, they frequently must answer for the company's performance to the public and the company's shareholders and for mobilizing outside resources (Newaz, Jefferies, Davis and Pillay, 2020:55).

1.29 Assuming control in the Construction Industry

According to Naoum, Harris, Rizzuto, and Egbu, the competency of leadership has been the focus of much discussion in the construction industry (2020:42). There are also some concerns about whether the industry has sufficient leaders who can inspire workers and bring about long-lasting change. The social, economic, and environmental issues that beset our society must be solved by industry. Given its nature, it is clear that the construction industry needs pure leadership. A stronger emphasis on project management systems necessitates higher management and leadership skills to collaborate. Both leaders and followers must take on obligations in this field. Every leader is supposed to set a good example. Additionally, leadership disposition considers one's character traits, interpersonal skills, and situational awareness. As a result, the team's construction professionals must take charge and exercise leadership skills to complete a project.

1.29.1 Construction industry leaders guiding principles

Wikaningrum and Yuniawan (2018:13) claim that without proper use of leadership styles, people will not follow a leader effectively; by definition, leadership is more about influence. The manner in which a leader routinely combines their attitudes and behaviours when interacting with subordinates can be used to identify their leadership style. As a result, a leader can be recognized by the style he displays. Thus, a leader's dominating and recurrent pattern of behaviour might be referred to as their leadership style. A leader uses the standard behavioural pattern to gain more control over the following. But it's crucial to comprehend not only the environment and its circumstances but also the actions and attitudes of individuals. Therefore, effective leaders modify their leadership approach according to their followers' circumstances and traits. Thus, leadership is essential in any endeavour that calls for collaboration among the participants, such as construction. The study of the construction industry has revealed

certain well-known traits of leadership style, such as inspiration, motivation, and rewards consciousness. The following section discusses the leadership principles that leaders most typically use.

Two well-known leaders, Wikaningrum and Yuniawan (2018:13), make decisions with confidence and expect their followers to do the same without objecting. Autocratic leaders are work-centred because their main objective is to finish duties swiftly. They create the agenda, decide the group's policies and operational procedures, and delegate work to subordinates without consulting them. An authoritarian leader is preferable, especially when a quick decision or job performance is needed for any action. However, it is sometimes troublesome when this leadership style is used without effect since it is frequently perceived as dictatorial, authoritarian, and overpowering, leading to subordinates' resentment.

1.29.2 Democratic leadership

Wikaningrum and Yuniawan (2018:13) This is the opposite of authoritarian leadership. It requires teamwork and involving group members in decision-making. This leadership method allows the group to share the final decision-making authority with the leader. In other words, democratic leaders emphasise achieving group consensus before making a decision. This style should be used by employees who appreciate being involved in organizational decision-making. It is helpful because it boosts one of the needs outlined in Maslow's hierarchy of needs for employers—self-esteem—which is why self-esteem is one of the needs it satisfies.

1.29.3 Laissez-faire management

Wikaningrum and Yuniawan (2018:13) This type of leadership is characterized by the leader not meddling in the affairs of the followers. In other words, the leader, who possesses no real authority, directs the group's performance. The laissez-faire style flourishes in surroundings with highly talented and independent followers. As a result, a laissez-faire leader's responsibilities include ensuring that the company selects highly capable and dependable individuals.

Wikaningrum and Yuniawan (2018:13) state that the primary objectives of this leadership style are to meet the needs of current circumstances and ensure the business is run efficiently. A transactional leader first ascertains the followers' requirements before laying out ways to meet those needs in line with the fulfilment of conditional expectations. A transactional leadership style emphasizes the trade of goods and services between leaders and subordinates. This trade provides incentives to the workers, which may take

the form of bonuses, increased salary, or time off, to perform above expectations.

The ability to transform – Yuniawan and Wikaningrum (2018:13). Transformational leadership emphasises a leader's character traits, values, and worldview more than transactional leadership does. These executives have the capacity to inspire and direct adjustments in the objectives, plans, and methods of an organization. They motivate staff members, act as role models, encourage their intellectual curiosity, raise subordinate awareness, and help subordinates understand the urgency of change.

The direction in strategy – Yuniawan and Wikaningrum (2018:13) Most strategic leadership's attention is paid to top-level workers and how they influence strategic efforts and results. According to some, the leadership strategy best suits companies adopting commercial and social responsibility goals. Therefore, a duty of a strategic leader is to inspire proper behaviour in others while keeping in mind the interests of the company and its stakeholders.

1.29.4 Charismatic leadership

Wikaningrum and Yuniawan (2018:13) The word charisma, which refers to a divine gift, has Greek roots. Generally speaking, charismatic personality traits include charm that is the spark that inspires workers to go above and beyond what is required of them. These leaders are able to emotionally affect their followers while also motivating them for maximum participation, regardless of obstacles in the way. Furthermore, the leaders can persuade those around them to embrace their aims because they are mission-driven and optimistic about achieving the vision.

1.30 Management and leadership contrast

Since some managers do not also serve as leaders and some people lead even when they are not in management roles, the premise that all managers also serve as leaders are untrue. The line between managers and leaders is still up for dispute. Despite certain similarities between management and leadership, some academics maintain that they are distinct concepts (Hittorf, Letsch-Praxmarer, Windegger, Bass, Kirchmair and Neuhauser, 2020:648–659). Additionally, there is disagreement regarding the extent of the overlap (Yukl, 1989). Some believe they are opposed and that a competent manager cannot be a good leader, and the opposite is also true. Management and leadership are two distinct obligations. While managers and leaders use unique skills to influence people to accomplish specific goals, there are also some stark differences. Leaders focus on long-term objectives, whereas managers are more concerned with maintaining a productive workplace while experimenting with the status quo and supporting new

functions. Businesses require competent management and effective leadership to achieve maximum success in today's competitive workplace. Aspects of leadership and management include exerting influence, working with people, and achieving shared goals (Gardiner, 2018:592-608).

However, management and leadership are seen as two entirely different fields. Katz asserts that management is a unidirectional authority link, despite leadership being a multidirectional influence relationship. Abraham Zaleznik penned the first scientifically significant essay on the distinction between managers and leaders. Zaleznik stated that the company requires effective managers and leaders to fulfil its goals, but he maintains that managers and leaders contribute in different ways (Zaleznik and Park, 2021:146). Leaders promote change and creative ideas and work to understand others' viewpoints to gain support. Managers promote stability, exercise power, and work to achieve goals. As a result, different personality types are required for management and leadership (Zaleznik and Park, 2021:146). Watson (2020) contends that although leaders focus more on goal-sharing, motivation, and communication, managers are in charge of the structure and system. Watson also mentioned that According to the 7S strategy, which stands for strategy, structure, systems, shared values, skills, and style, leaders have an advantage over managers in many situations. Watson (2020:241-243) summarizes the differences between managers and leaders in one sentence: "Managers do things properly; leaders do the right things." There will be a need for not managers but a new breed of leaders. The distinction is significant. Leaders will be able to master these dynamic, chaotic, confusing environments better than managers who conform to the situation. These environments occasionally seem to work against us and would undoubtedly suffocate us if we allowed them. While management is a regular formal job to handle routine complexity, leadership goes above and beyond typical tasks to deal with change. Effective leadership, according to Kotter, is a process that tries to create an organizational vision, align employees with that goal, and inspire people to act by taking care of their basic needs.

Pohontsch, Stark, Ehrhardt, Kötter, and Scherer argue that management and leadership are distinct, but not for the reasons that most people think (2018:1–9). How to lead is mystical and mysterious. It has nothing to do with charm or any other peculiar personality characteristics. It is not just a small group of people's territory. Management and leadership are two distinct and complementary roles that are not always superior to or interchangeable with one another. Both are necessary for success in an increasingly complicated and volatile corporate environment (Pohontsch, Stark, Ehrhardt, Kötter, and Scherer, 2018:1–9).

In contrast, the management process seeks to regulate the company's formal operations. However, the two positions are different, and managers and leaders manage and lead. Management functions might potentially provide leadership, whereas leadership actions can contribute to management functions. However, not all managers are also leaders and vice versa. Other academics have remarked that effective leaders inspire others, are imaginative, flexible, daring, and self-reliant, and have a soul, passion, and ingenuity. A manager is deliberate, authoritative, consultative, analytical, stabilizing, and has reason, mind, and tenacity, according to Pohontsch, Stark, Ehrhardt, Kötter, and Scherer (2018:1–9). The two primary functions of management are maintaining control over existing problems and implementing a leader's vision.

The leader has firm values, believes in his vision and goals, and works to ensure that his followers are heading in the right direction, according to Covey, Hernandez, Luján, and Cheer (2021:6946-6953). The managers' primary worries are structure, tools, and work-related procedures. However, leaders involved in professional, social, and communication aspects of their employment perceived themselves as effective communicators because they spent more time with their followers. In addition, leaders understand the abilities, emotional moods, and organizational roles of the people on their team, which helps them know how to motivate them. Covey, Hernandez, Luján, and Cheer (2021:6946-6953) assert that leaders work to create a sense of stability and to set their organizations up for future change. Despite the parallels in their respective roles, management and leadership need to be separated. Managers and leaders alike must concentrate on swaying and directing others. The main difference between managers and leaders is how the goals are accomplished. While leaders encourage their people by communicating their vision, managers use formal power to exert control (Gardiner, 2018:592-608.). The management and leadership positions must be balanced for the organization to be productive. Additionally, managers occasionally need to act like leaders to succeed.

Table 0.1: Leadership skills vs management skills

Leadership Skills	Management Skills
• Communication to disseminate information and listen actively • Motivation to get people want to do what leader's need them to do • Delegation to help leader carry the load by completing assigned tasks • Positivity regardless situation to help improve morale • Trustworthiness to make people believe in you • Creativity to come up with unique solutions • Feedback – leaders should listen to individuals and take their opinion seriously • Responsibility • Commitment • Flexibility to adapt and not hold too tightly to anything	• Interpersonal skills to deal better with people and create smoother management process • Communication to communicate what manager need to who needs to do it • Motivation to make people follow your management lead • Organisation as management is made up of many parts • Delegation – the ability to share responsibility sand tasks with others • Forward planning • Strategic thinking on how to align project organisation with future success • Problem solving as they will face issues daily • Commercial awareness • Mentoring to provide employees guidance or training where it is needed

Source: (Pek, Wong and Wong, 2018:2104).

Table 0.2: Four styles of a project managers

PROCESS	MANAGEMENT	LEADERSHIP
Vision	• Plans & budgets • Design the process steps and decides upon a timeline • Has an impersonal attitude towards vision and goals • Keeps an eye on the bottom-line	• Sets the direction and creates the strategic plan • Is passionate about achieving the goals and realizing the vision • Keeps an eye on the horizon
NETWORKING AND HUMAN DEVELOPMENT	• Staffs and Organizes • Maintains structure • Delegates responsibility and authority • Displays low emotion	• Aligns organization • Communicates the vision, mission and direction • Influences creation of teams, coalitions and partnerships • Displays drive and high emotion
EXECUTION OF VISION	• Controls processes, identifies problems, solve problems and analyze results • Takes low risk approach to problem solving	• Motivates, energizes and inspires employees to overcome barriers to change. • Takes high risk approach to problem solving
VISION OUTCOME	• Provides expected results consistently to stakeholders and leaders and manages vision order and predictability	• Promotes useful and dramatic changes such as introduction of new products or new approaches to improving labor relations

Source: (Al Khajeh, 2018:1-10).

1.31 The trait leadership school

The school of leadership traits theories (Turner & Muller, 2021:49-61) explain how and why specific individuals become leaders. They emphasize the personality qualities and actions individuals could use to develop their leadership skills. The top qualities executives list as essential for good leadership include strong moral and ethical principles. People who are leaders are born with it, according to the characteristic school of leadership; it cannot be learned. (Cleland, 2018:2006-201) asserts that leaders have traits and characteristics that they inherited from their parents. However, it disregards important ones like social skills, education, aspirations, and values to accentuate a few personal qualities (Edin, Avolio, Shamir, & Dvir, 2019: 2005-2009). The idea was founded on six traits or qualities that were believed to motivate to get the followers to follow the leader; the table that follows includes a list of them.

Table 0.3: The six elements of the trait theory

Drive and ambition	Desire to lead and influence
Honesty and integrity	Self-confidence
Intelligence	Technical Knowledge

Source: Adapted from Kirkpatrick and Lock for my use (Edin, Avolio, Shamir, & Dvir, 2019: 2005-2009).

A person's drive was believed to be "contagious" and would inspire followers to put in more effort because it demonstrated the leader was self-assured. This meant that the leader desired to be in charge and was intended to show the leader's dependability if the follower behaved honestly and morally. Finally, it was believed that having technical expertise and intelligence would be sufficient to win over followers. The idea was widely used until situational leadership theories emerged in the 1940s and 1950s. According to Kirkpatrick and Lock (2019:1–7), effective leaders must possess these six qualities. In earlier iterations of the theory, it was also proposed that people's physical characteristics have a significant role in their propensity to follow. Table F2 below lists the seven

essential aspects of project management that were first identified by Craddock, Huang, Turner, Quirós-Alcalá, and Payne-Sturges (2019:1–16).

Table 0.4: The 7 seven critical project manager traits

Problem-solving	Results orientation
Energy and initiative	Self-confidence
Perspective	Communication
Negotiation ability.	

Construction was based on (Edin, Avolio, Shamir, & Dvir, 2019: 2005-2009). (Edin, Avolio, Shamir, & Dvir, 2019: 2005-2009). The Turner postulate was founded on the premise that everyone who can solve a problem will be regarded as essential to any method for resolving a dispute. As a result, these individuals will have influence, and if they are task-oriented, they are likely to be energetic and confident performers. Although Turner added communication, which had not been observed in earlier experiments, Kirkpatrick and Turner discovered intriguing evidence of self-confidence.

1.31.1 Contextual Education

Jiang (2020:141–147) is unwavering in his assertion that a leader's effectiveness depends on the situation, dispelling the idea that there is a leadership style that is effective for everyone. The specific leader must also consider the surrounding situation and the present subordinates. This hypothesis states that most leaders follow a consistent pattern of action, first assessing the main contingency variables of the scenario and then aligning the leader to the conditions. House's path-goal theory is a popular idea that has been used frequently in the contingency school. According to this idea, there are four leadership behaviours: directive, supporting, participatory, and goal-oriented leadership. Then, these elements must be integrated with supporting and environmental factors to offer a comprehensive approach. The supporting factors considered were Locus of Control, Experience, and Perceived Ability. As was already

established, the followers are actual people with authentic life experiences that describe their expectations and state of well-being. It should be understood at some point that the follower's level of commitment must at least somewhat coincide with the achievement of his or her objectives and expectations. In line with this, House (2020:19–21) pointed out that some contextual factors can affect a leader's ability to be effective. The setting in which the follower functions is comprised of this. These are the task environment, workgroup, and authority structure.

Definition of the task structure - refers to a technique for properly defining and characterizing tasks, that breaks down larger tasks into smaller, more manageable jobs. By using this method step-by-step, workers can be fully prepared to fulfil their given tasks in a way that makes better use of their time and resources. According to the path-goal leadership theory, a leader's key objective is to sustain employees' motivation and productivity by providing a superior job structure (Rana, K'aol, and Kirubi, 2019:155). This theory is composed of three main parts of task organization.

Professional teams, known as workgroups, work together to achieve defined goals. The groups are domain-specific and focus on conversation or activity around a particular subject. The phrase occasionally refers to a cross-disciplinary team of researchers working on novel initiatives that would be difficult to support through traditional financing channels. A working group may exist for a short while or for a long time. These groups tend to take on a quasi-permanent presence once the primary objective is accomplished, necessitating the dissolution of the working group. The individual results of each working group member make up the group's performance. Team performance comprises individual and collective accomplishments. Large businesses frequently use working groups, where the focus is always on individual objectives, performance, and accountabilities and members only take accountability for their outcomes. However, teams require both shared and individual accountability. More information is exchanged, and more disagreements and group discussions are held to reach an agreement (Aslan, LaGrassa, Horn and Wilensky, 2020:299-310).

Formal authority structure is the power a corporation gives a leader. This type of power depends on the power that comes from that institution. The people who follow a leader give them informal power. Leaders can exercise formal and informal power. However, a leader who only possesses formal authority and lacks unofficial authority will experience much greater difficulties (Blomberg, Bisholt and Lindwall, 2018:414-421).

According to Fiedler (2021:21-29), a leader's effectiveness will also be based on how much their subordinates respect and trust them. Task structure is influenced by the

followers' motivation to participate in the task and the task's clarity of formulation. He concludes by pointing out that leaders' organizational positions or position authority may have an effect on postulations and general contingency theories.

Behavioural education

The behavioural school holds that effective leaders adopt particular styles and actions. They also assert that it is possible to develop leaders (Turner & Muller, 2021:49-61). The principle of behaviour is that leadership skills can be learned and is primarily based on the idea that leaders are made, not born (Jiang, 2020:141-147). This is in line with the notion that people can develop their leadership talents through flexible methods, instruction, and training until they pick up more ephemeral "traits" or "capabilities." According to the behavioural school, leaders should develop the kind of leadership personality that would enable them to succeed by embracing a variety of behavioural proclivities. The majority of theories compare leaders based on one or two factors, according to Turner & Muller (2021:49–61).

1.31.2 The utmost significance was assigned to the following variables:

A. Concern for people or relationships - Concern for people means that managers value the thoughts and feelings of their staff members and foster a sense of trust among them. As a result, these managers encourage cooperation, are personable, welcome discussion, and have the interests of their staff at heart (Reb, Chaturvedi, Narayanan and Kudesia, 2019:745-763).

B. Leading personnel toward goals is a component of management that is production focused. This kind of manager frequently delegates tasks, invests time in planning, prioritizes deadlines, and presents detailed schedules of the tasks that need to be completed. Then, they want to do the task (Saeed, Afsar, Hafeez, Khan, Tahir and Afridi, 2019:424-438).

C. Use of power - The authoritarian "Authority-Compliance Management" style, sometimes referred to as the "Produce-or-Perish" style, proposes that managers give employee welfare a low priority in favour of output. These bosses typically show little consideration for the needs of their workers. But operational effectiveness ought to be the main tendency. In an effort to boost performance, managers use tangible incentives like cash bonuses to coerce employees into compliance. Managers may even use their power of coercion to chastise workers if objectives are not met. McGregor's Theory X, which holds that most employees lack ambition, avoid taking on responsibility, and are mostly extrinsically

motivated, has had a significant influence on this strategy (Kreiss, Lawrence and McGregor, 2020:205).

D. Team participation in decision-making - By involving your staff in the decision-making process, your entire organization will benefit. The decisions you make will be better because you'll have the right personnel in place who are prepared and coordinated in their implementation, as well as the right combination of knowledge and experience at the table (Shrestha, Ben-Menahem and Von Krogh, 2019:66-83).

Maintains the general level of work quality while reducing resource waste, particularly in terms of time, labour, and money. Leadership is essential, even in terms of maintaining employee engagement and morale. This is because it entails giving a group of individuals the support of one person in every way necessary to help them reach the established goals (Goestjahjanti, Novitasari, Hutagalung, Asbari and Supono, 2020:67-88). Leadership is difficult in the construction industry because of the complex and dynamic environment. This subject is very important because human behaviour and society are complex. Therefore, a leader must have a solid awareness of the appropriate leadership style to apply in order to effectively influence his or her colleagues. Research has been done on the subject of leadership philosophies in the construction industry. Prior studies mainly focused on project managers, construction managers, and quantity surveyors. The leadership and participation methods used by other professionals in their fields, which help build projects to be completed on schedule, have received less attention. The most prevalent leadership philosophies among construction professionals in the South African construction sector are examined in this article (Gemeda and Lee, 2020:99).

1.32 Conclusion

Project management is the process of planning, organizing, motivating, and controlling procedures, resources, and processes to achieve a project's specific goals. A project is a limited-duration activity with a deadline that aims to achieve a specific result, good, or service. While leaders inspire and motivate, managers organize, plan, and coordinate. A leader focuses on the bigger picture while a manager assembles the daily jigsaw. Project managers' main priority is to coordinate the project. On the other side, the project leaders are accountable for the project's success and overall direction. In terms of what they should achieve and how they should do it, the rest of the employees should follow their vision. Project managers are strategists. Through their inspiring attitude, they assist in the creation of long-term strategies and concepts that inspire the project's participants to meet their goals. There is a list of tasks that project managers must do.

CONCEPTUAL MODEL

1.33 INTRODUCTION

This chapter focuses on the conceptual framework of the thesis; the first section of the chapter will be a brief overview of various models of followership and congruency with leadership, advantages and disadvantages, similarities and differences in the leadership theories, and different models of motivation and leadership (Freeman, Dmytriyev and Phillips: 2021). The history of project management is the subject of the second section of the chapter, and theoretical considerations of the conceptual models for project execution at construction sites are the subject of the third section. A thorough conceptual-theoretical perspective that assesses the potential application to the distinct project management discipline follows these. Finally, the intentional use of well-known management models will provide an inclusive framework that will aid in closing any potential gaps caused by the exclusion of beneficial components of the existing systems (Lagan, Sandler and Torous: 2021).

According to Maxwell (Jamshed: 2021), an applied structure is a collection of notions, hunches, presumptions, convictions, and conjectures that support and shed light on the investigation. It is described as a visual representation that clarifies the primary issues to be taken into consideration graphically or in account structure (Müller, Mathiassen, and Saunders: 2021). The factors (autonomous and subordinate) that structure a portion of the rationale for the review are depicted in the schematic graphical design. Recognising the concepts, crucial aspects, and assumptions on the relationships between these components are required. The most important factors are influenced by both the specialists' expertise and precise exploration discoveries made by academics. The management's skill, nature and scope of the project, adherents and their power, partner interests and power, the interest of top administration, and the level of assistance or deficiency in that department are among the many aspects that affect how a project is carried out.

A conditional hypothesis is a plausible or hypothetical structure that, from a broad perspective, is designed to explain or predict oddities like connections and conduct. The hypotheses based on perceptions will include associated theories and models (Shaffer, Westlin, Quigley, Whitfield-Gabrieli and Barrett: 2022). Building the hypothetical system will support the examination work's hypothesis and explain why the problem is student-

related. The hypothetical framework can subsequently be transformed into a practical model by developing concepts. The review's fundamental premise is the hypothetical system, and the analyst's position on the topic is represented by the applied structure. According to (McGee, Botchway, Naphan-Kingery, Brockman, Houston and White: 2021), a theoretical framework is a presumptive reality that will illuminate the exploration strategy that will stimulate the explanation of more examination questions and ideas for additional investigation. What is found in writing, from unrecorded information, and data kept by professionals and other sources related to the topic being examined should all be included in a reasonable model. In 2021 (Filierin and Mariani), concentrating solely on writing will prevent the specialists' familiarity with the essential fundamental factors. A more effective theoretical system might result from combining hypotheses that might not have been considered connected with tidbits of information from other sources (Carroll and Brown: 2021). Therefore, the main hotspots for this system are personal experience, individual examination distributions, precise exploration, and existing writing. The model will be a tangible or visible representation of a theoretical model or the expert's mental map that accurately reflects what is occurring in project executives as perceived by the scientist (Carroll et al., 2021). This generated model will be used as a working hypothesis linking the many components of the inquiry into hiring executives in a South African context.

1.34 General Historical Perspectives of Management

Administration is a cycle involving adherents interacting with their concerns, goals, and motivations for adhering (Chauhan, Simra and Mian: 2021). Although, in theory, authority and the board are distinct from one another, they serve the same purpose. Both rely on their ability to influence others to win over followers, but their sources of influence can be single or dual. The phrases "administration" and "authority," which have sometimes been used in contradiction, are said to be task-arranged and "individuals located," respectively. The disparities between project executives and undertaking administration are shown in Table 5.1 below.

From what has been said before, forceful authority is anything but a circumstance that is universally applicable, nor is it an all-encompassing tool where the majority of typically successful initiative methods are gathered under one roof. The initiative cycle involves working with supporters with issues, goals, and motivations for adhering. (Mayer: 2021) Administration and the board are separated in principle, although they are two different approaches particular from one another but share one purpose. Both rely on their ability to influence others to win over followers, but their sources of influence can be single or dual. (Gallant and Rettinger: 2022) The terms "initiative" and "administration," which

have been used interchangeably, are thought to be task-situated and "individually ordered," respectively. The well-defined contrasts for a project, the board and the venture initiative are shown in Table 5.1 below.

Table 0.1: Project managers and leaders' differences

Project management	Project leaders
Project managers focus on systems	Project leaders focus on people
Project managers are appointed	Project leaders are chosen by their team members
Project managers administer	Project leaders innovate
Project managers focus on conforming and maintaining	Project leaders focus on challenging and developing
Project managers have a short-term perspective	Project leaders have a long-term perspective
Project managers like consistency and accept the status quo	Project leaders are flexible and challenge the status quo
Project managers are risk-averse	Project leaders are risk opportunists
Project management	**Project leaders**
Project managers focus on planning, budgeting and the	Project leaders create a vision for the future with an eye on the horizon

bottom line.	
Project managers develop communication systems	Project leaders develop interpersonal lines of communication
Project managers focus on organisation structures	Project leaders focus on people
Project managers focus on the problem-solving processes	Project leaders aim to inspire and motivate
Project managers focus on targets and milestones	Project leaders focus on creating change
Project managers want to control their project	Project leaders are passionate about their project
Project managers focus internally on the project	Project leaders focus externally on the client, competition, the market and new technology

Source: Burke, 2007: 263.

The influence that chiefs have over their subordinates and the groups they lead depends on their positions (and actual abilities). Pioneers, on the other hand, have a following and use their influence to win allies who help them out of a sense of mutual respect and trust. Many managers do their tasks by combining both authority and management. Following is a quick discussion of this transformative cycle when the executives' hypotheses were given (Halperin, 2021). The study of the executive's hypothesis development enables us to comprehend how directors manage successfully and effectively (Kuenzi and Stewart: 2021). Perhaps the literature does not include some additional theories, such as the paternalistic, Ubuntu, Abrahamic, particular, and family-based administrative frameworks. Most of the administrative hypotheses investigated have been maintained in western writing. Administrative ideas have evolved primarily as a result of changes in

environmental factors, both internal and external. Numerous political, monetary, social, mechanical, international, and natural variables are the leading causes of these conflicts (Graf-Vlachy, Bundy and Hambrick, 2020).

1.35 Leadership Theory

The board is frequently taken for authority, managers support the development of employees' complexity-handling skills, and initiative is associated with adaptability to change. While authority concentrates on leading, enabling, and working with others to attain those goals, the board focuses on coordinating with others (Elhers and Lazenby, 2010:286). The proposal's Table 2.3 thoroughly explains the distinctions between initiative and the executives. (Winston, Rivera, Cai, Thanissery, Montgomery, Patterson and Theriot, 2020) claim that any show of influence on a subject important to the authority qualifies as an authority. Without influencing them, the administration inspires followers to work toward predefined goals while preserving the presumptions of both the pioneer and the followers. The ability of the pioneer to understand the thoughts and motives of the followers while maintaining a continual focus on crucial goals is the virtue of initiative. ' It is quite challenging to capture the essence of administration, whether it be in education, politics, strictness, or business. However, Wu, Guimaraes, and Wang's (2020: 695-713) resources demonstrate that spirit grows and individuals band together for shared objectives wherever it occurs. Concentrating on the characteristics of pioneers rather than those linked to authority is simpler because there is no notion of the initiative. The administrative authority hypothesis, Mary Parket Follet and Renisis Likert hypotheses, characteristic time, and historical context of initiative hypotheses could all be divided into separate categories (Ungvari, Tarantini, Kiss, Wren, Giles, Griffin, Murfee, Pacher, and Csiszar: 2018). The additional scenarios are simply variations of the same phenomena with minimal distinctions.

Figure 0.1: Theories of Leadership

Source: Burke, 2010: 263.

1.35.1 Theorists of motivation

To achieve desired goals, a person needs motivation, a state of mind characterised by vigour and excitement. Motivation drives people to work with a high degree of passion and focus, even when the odds are against them. Kennedy and Ind (2021:1-14) found that motivation causes a specific form of human behaviour; motivation is what spurs individuals to display specific behaviours. Many different things have an impact on our motivations. For example, a company's team must be driven and adhere to project management principles. The research on human behaviour that many psychologists have conducted has been categorised into several motivational theories. Hersey and Blanchard's (2022:101) motivational theories help to explain human motivations and behaviour through the prism of motivation theory, and one can, whether for personal or professional reasons, assess a person's motivation and how it affects their behaviour. All society sectors should consider it, but business and management should. Employee motivation is essential for having more profitable staff since it increases productivity.

1.35.2 What are the five motivational theories?

Numerous studies have been conducted on motivation. There are several motivational ideas that psychologists have published. The following are some of the most well-liked motivating theories:

A. Maslow's Hierarchical Needs Theory

Abraham Maslow (2018:166-230) asserts that motivation can only occur when a person's needs are met on all levels. He provided an example of this by creating a motivational pyramid and asserting that one cannot advance to a higher level without fulfilling the prerequisites of a lower one. Basic needs are at the bottom of the pyramid, and until these requirements are met, people do not consider working to meet these higher demands that are required

Here is a list of the hierarchy of needs:

Physiological demands include air, sleep, food, drink, clothes, sex, and shelter, which are essential for survival.

- Protection from dangers such as threats, privation, and other hazards (e.g., health, secure employment, and property)
- Social (belongingness and love) needs the desire for relationships with others on a social level through friendships, associations, and other means.
- Possibility for personal development, learning, fun, creative, and demanding work. • Self-esteem requirements: a need for respect and approval.

According to Rylander, Eklund, and Simpson, self-actualisation is the highest level of need a person can reach (2020: 11-23).

Figure 0.2: Maslow's Hierarchy of Needs

Source: Boivie, Withers, Graffin and Corley (2021: 1662-1695)

- In order to identify any specific needs that the team members may have and make an effort to satisfy those needs, the team leader must know the current skill level of the team members. Then, the team will work more effectively, and the project will go forward. Team members will also work until they consider addressing the next higher degree of need, as shown by the pyramid created by Ma, Jiang, Wang, and Xiong (2020: 88) when their needs are met.

B. The two-factor Hertzberg model People need motivation in addition to factors that promote hygiene; this is a necessary development (Cret, 2021). According to Hertzberg's Theory, needs can be classified into two major groups: hygienic factors and motivational elements. While addressing poor hygiene issues can boost team motivation, this is not always the case.

Figure 0.3: Herzberg's Two-Factor Principles

Source: Muller and Turner (2019: 7-26)

C. McClelland's Theory of Needs

We all have three motivational factors, says McClelland, and neither our gender nor age affects them. Instead, our actions will be primarily influenced by one of these desires. In addition, our life experiences have an impact on our prevailing drive. The three drivers are as follows:

Achievement: the desire to finish tasks and demonstrate one's aptitude. Assignments that allow high achievers to take personal responsibility and deliver results based on their efforts are preferred. They also want their accomplishments to be quickly acknowledged.

Affiliation: a need for love, approval, and community. Being liked and accepted by others motivates persons with high needs for connection. As a result, they participate in social events frequently and may find confrontations uncomfortable.

Willingness to direct either one's own or others' labour. People who crave power look for opportunities to exercise control and influence over others. According to Czarnecki (2019: 95) they frequently give their level of influence a higher priority than their capacity for effective job performance because they aspire to be in powerful and

prominent positions (2019: 101).

Dominant Motivator	Characteristics of This Person
Achievement	Has a strong need to set and accomplish challenging goals. Takes calculated risks to accomplish their goals. Likes to receive regular feedback on their progress and achievements. Often likes to work alone.
Affiliation	Wants to belong to the group. Wants to be liked, and will often go along with whatever the rest of the group wants to do. Favors collaboration over competition. Doesn't like high risk or uncertainty.
Power	Wants to control and influence others. Likes to win arguments. Enjoys competition and winning. Enjoys status and recognition.

Figure 0.4: McClelland's Theory of Needs

Source: Antony (2018: 233)

D. Expectancy Theory of Vroom

According to Vroom's expectancy theory of motivation, a person's motivation is determined by their expectations for the future. He claims that the following elements have an impact on motivation:

Expectancy: In this case, the assumption is that increased effort will result in increased performance or that circumstances will get better if more effort is put into the work. This depends on factors like having the necessary resources available, having the required managerial skills, and having the assistance required to finish the work. Teymoorian (2018)

Instrumentality: In this instance, the underlying premise is that if a person succeeds, the outcome will be advantageous to them. In other words, if a good job is done, there is a reward. This is affected by things like: o A detailed understanding of how performance and results are related. Have confidence in those who will decide who will receive what outcomes.

Who obtains what results depends on the transparency of the process.

Value is the importance a person accords to the anticipated result. For instance, a person driven by money may not value offers of additional time off (Ndururu 2019: 102).

Figure 0.5: Expectancy Theory of Vroom

Source: Zumente and Bistrova, (2021: 127).

E. McGregor's Theory X and Theory Y

Theory X and Theory Y, two management philosophies that are authoritarian (Theory X) and participative (Theory Y), were first introduced by McGregor (Theory Y).

Theory X: According to managers who subscribe to an authoritarian management style, they believe that their team members despise doing their tasks, and they are more likely to employ unmotivated workers who need constant supervision, are unable to accept responsibility for their work, and avoid taking it on themselves to complete tasks. According to McGregor, this method is entirely "hands-on" and frequently necessitates micromanaging people's jobs to ensure that it is carried out appropriately.

Theory Y: According to managers that subscribe to the participative theory, an individual may successfully lead their own efforts, take ownership of their job, and accomplish it on their own; they are willing to work independently, are proud of their work, regard it as a challenge, and desire to do more. Burgemeister, Crawford,

Hackworth, Hokke, and Nicholson (2021: 1643) employ decentralised, participatory management.

McGregor Theory of X and Y

Theory X Manager beliefs

- Employees **dislike work**, avoid responsibility.
- Emphasis on continuous **monitoring and supervision**
- **Rewards or Punishments** are used for motivating employees. Management believes employees work is based on their own self-interest.
- **"We vs They"** relation between management and employees.

Theory Y Manager beliefs

- Employees are self motivated, **enjoys their work,** and ready to take more responsibility.
- Believes that employees can work **without supervision.**
- Giving **more responsibility**, and empowering to take decisions are used for motivating employees.

- **Collabotative** and **cordial** relations between management and employees.

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Figure 0.6: McGregor's Theory X and Theory Y

Source: Zumente and Bistrova, (2021: 127)

F. Alderfer's ERG Theory

American psychologists Larson and Gray (2011:359) built on Maslow's hierarchy of needs to create his own theory. His approach classifies vital requirements into three groups: existence, relatedness, and development (E, R, G). These categories match the stages of physiological, social, and self-actualisation demands.

Existence needs are our basic physiological wants for things like air, sleep, food, water, clothes, sex, and shelter, as well as needs for safety like health, steady work, and property, according to Maslow's classification.

Relationship maintenance is necessary in order to meet relatedness demands. Since they depend on social connections, the levels of love and belonging-related wants, like friendship, family, and sexual intimacy, and esteem-related demands, like gaining others' regard, are connected with these needs.

Growth requirements are what define our innate desire for personal progress. These criteria are consistent with Maslow's other self-esteem-related criteria, such as self-esteem, self-confidence, achievement, and self-actualisation, such as morality, creativity, problem-solving, and exploration. Alderfer asserts that when one category of expectations is not met, people will exert more effort to satisfy demands in a lower category.

Maslow's theory is relatively rigid and presupposes that requirements are met in a specific order. If a lower-level need is not satisfied, a person cannot move on to a higher-level need; instead, they remain at that level of need until it is. According to Alderfer's idea, a person may choose to more thoroughly satisfy a lower-level desire when a higher-level need becomes more pressing. The frustration-regression aspect is a notion from the ERG theory. The ERG theory is more adaptive since Alderfer saw requirements as a range or variety rather than a hierarchy. Even if one's existence or relatedness needs are not yet satisfied, one can work on their growth needs. For instance, a person may be motivated to satisfy a relatedness need when their growth needs get worse, and if they have trouble satisfying relatedness needs, they may be motivated by existence needs. So, irritation or dissatisfaction may result in a retreat to a lower-level need. Another example is how someone with low self-esteem could pay greater attention to the relatedness category of requirements (Harzer, Bezuglova and Weber 2021: 590).

1.35.3 Repercussions of the ERG Theory

The fact that an employee has several expectations that must be addressed at once must be understood by all management. According to the ERG hypothesis, if a manager attends to one demand at a time, this will not successfully motivate the employee. The frustration-regression component of the ERG Theory also affects job motivation. For instance, if a person is not given opportunities for advancement inside a company, he or she may fall back on related needs, such as the need for social connection. He might go back to the need for money if the surroundings or circumstances do not meet his demand for sociability. As soon as the management is made aware of this, they will move quickly to meet the employee's unfulfilled needs until a moment comes when they can once

again   seek   their   own   development   (Sharma   2021:1-8).

ERG Theory

Figure 0.7: Alderfer's ERG Theory

Source: Muller and Turner, (2019: 7-26)

1. Examine the relationship between leadership and followership

Justina, Nilna, and Pasolong (2021:975-990) Both the literature on relational demography and the literature on the significance of leader-follower congruence in personal traits have been underlined by research on person-environment fit, particularly with regard to person-supervisor fit. Superior job outcomes have been linked to dyadic personality congruence between a follower and a leader. Using the person-environment fit theory and goal congruence research, we examine the influence of a leader and follower congruence on proactive personality in this study. People with a proactive mentality are more likely to change their work environment to improve life at work. This definition amply reflects the proactive employee's job objectives of pursuing constant improvement in work procedures and results (Parker, 2010). When leaders and followers have similar proactive personality levels, they often share the same objectives for enhancing the workplace. We anticipate that this closeness in work objectives will make interactions more manageable and improve relationships. They behave in a way that is in line with each other's preferences, even in the absence of regular monitoring or the provision of incentives when both parties have a greater understanding of each other's behavioural expectations. Perdana and Oria (2021: 105-115) suggest that high levels of initiative enable leaders and followers to forge strong bonds characterised by a shared preference for accomplishing change in the workplace. When both parties want to keep

things stable, they can easily establish a strong bond based on their shared preferences.

Discussing followership and congruency with leadership makes it easier to build strong relationships because everyone has a stake in achieving these objectives. Previous studies have inadvertently supported this claim by demonstrating the sound effects of goal alignment between leaders and followers, such as improved follower attitudes; additionally, organisational politics' detrimental impact on followers will be lessened. Additionally, studies on conflict resolution have indicated that perceived goal congruence encourages effective communication and more successful blending of the viewpoints of the parties involved. In conclusion, we anticipate that the improved attitudes and cooperation that come from having similar perspectives on the goals of the work can facilitate communication. On the other hand, dyadic relationships are more likely to suffer from leader-follower incongruence in proactive personality. Therefore, it can be difficult for both sides to initiate the social exchange and to sustain the exchange process over time because the proactive personality differences may impede the members of a dyad from coming to a consensus on improvement as the work goal, according to Kumar (2020: 2104-2111).

Our previous justification is also in line with a supplementary fit, "which proposes that a follower fits into a work environment because they complement or share certain traits with other employees". It is noteworthy that numerous research has demonstrated that beneficial outcomes may also be brought about by opposite personality traits.
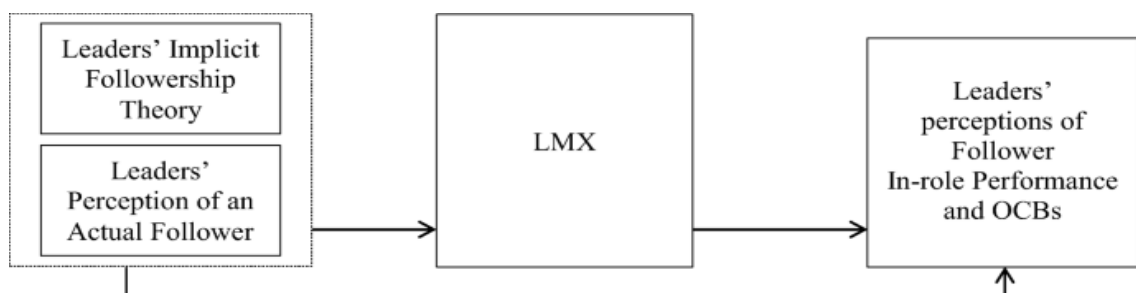
Figure 0.8: Relationhip between leader and follower

Source: Muller and Turner, (2019: 7-26)

The five units that various creators have used to summarise the qualities are power, insight, influence, character, and charm. It is understood that authority depends on quality, but the work is the least. The characteristics hypothesis serves as the basis for current authority theories and models, if these virtues were to be acknowledged as essential requirements (Munyawarara: 2021:5).

Trait Theory of Leadership

Physiological traits	Socioeconomic characteristics	Personality traits	Intellectual traits	Task-relation traits	Social characteristics
• Height • Weight • Structure • Colour • Appearance	• Gender • Religion • Marital Status • Age • Occupation • Literacy • Earnings	• Extraversion • Self-confidence • Patience • Agreeable • Reliable • Honesty • Leadership motivation	• Decisiveness • Intelligence • Judgemental ability • Knowledge • Emotional attribute	• Attainment drive • Dedication • Initiative • Determination • Business expertise	• Socially active • Cordiality • Cooperation

Figure 0.9: Trait theory of leadership

Source: Stogdill, (2020)

5.3.4 The revolutionary and conditional authority period

According to this theory, innovators influence groups or associations by creating, expressing, and exemplifying a vision for the group. This theory, which is arguably the clearest authority structure to date, is viewed as the best option when the organisation needs to adapt to changes (Ding and Slater: 2021: 63-80). It is acceptable to empower the subordinates and assign them responsibility for action using a comprehensively communicated vision. These conjectures are outlined in Table 5.2 below.

Table 0.2: Transformational and transactional leadership theories

TRANSFORMATIONAL LEADERSHIP	
Idealised influence	Leaders serve as outstanding role models for their followers. They display conviction and emphasise important personal values with organisational goals and ethical consequences of decisions.
Inspirational motivation	Leaders articulate an appealing vision of the future and challenge followers' high standards and expectations. Leaders provide encouragement, optimism, and purpose for what needs to be done.
Intellectual stimulation	Leaders question old assumptions and stimulate new perspectives and innovative ways of doing things. They encourage followers to think creatively to address current and future challenges.
Individualised consideration	Leaders provide a supportive environment and carefully listen to followers' needs. Leaders also advise, teach and coach their followers to advance follower development.
TRANSACTIONAL LEADERSHIP	
Contingent reward	Leaders offer followers rewards in exchange for desired efforts. Behaviours in this category revolve around clarifying expectations and exchanging promises.
Management by exception – active	Leaders observe follower behaviour and take corrective action when followers deviate from expected performance.

TRANSACTIONAL LEADERSHIP	
Management by exception – passive	Leaders choose not to or fail to intervene until a problem becomes severe. In essence, leaders do not intervene until a problem is brought to their attention.
LAISSEZ-FAIRE LEADERSHIP	
Laissez-faire leadership	Leaders avoid accepting responsibility and delay or even fail to follow up on requests. This leader behaviour also includes little or no effort to address followers' needs. It is essentially an absence of leadership.

Source: Northouse, 2017:83

A trailblazing leader will ask the bare minimum of his supporters to support his vision, and then, working with them, he will look to effect change. The value-based administration style, exemplified by thorough planning and careful control of the supporters, goes hand in hand with the ground-breaking authority.

1.36 Project Management History

According to our cutting-edge definition, Project Executives begin with the very first task that a person must complete, roughly 6 000 years after the universe was created. The creation of penitential adjustments, self-forfeiture, food preparation, and maintenance of the primary residences. Nimrod's creation of the major urban areas and hunting expeditions that provided people with food were CEOs' venture types predecessors. As the population grew, people separated from one another, and large settlements developed into towns. Casakin, Crilly, Dekoninck, Gero, and Goel (2022: 1-30). The world has changed significantly due to invention and creation, yet the project board has remained in position. Although it is clear that the work CEOs were given as a discipline was not for students, the human element has persisted as before. The status quo has changed as a result of changes in people's lifestyles, yet people have continued to behave in similar fashions. Political, monetary, social, creative, global, and natural factors have had a long-term impact on the project and the executives; Table 5.3

highlights high points during the entire existence of the task on the board.

Table 0.3: Project Management Professional History

YEAR	DEVELOPMENT IN PROJECT MANAGEMENT
4000 BC	Noah's ark was built with the help of or by the antediluvians to escape the pending flood.
+- 3500 BC	The Nephilim built; The House of the Link Between Heaven and Earth [at Larsa], The House of The Seven Guides [at Borsippa], The House of the Foundation-Platform for Heaven and Earth [at Babylon], The House of The Mountain of the Universe [at Asshur], and many Mesopotamian ziggurats [Genesis 11]
2570 BC	The Pharaohs built the Great Pyramids of Giza; records show the presence of managers for the four sections of the pyramid.
960 – 586 BC	The sourcing of material and eventual building by the Jews of Solomon's Temple in Jerusalem for the worship of God. [1 Kings 6]
208 BC	The Great Wall of China is one of The Seven Wonders of the Ancient World. The labour was organised, and it was a great project, 2400 km of stone, brick and earth.
1604 AD	The Golden Temple in Amritsar, the house of worship of the Sikhs. The temple was built using marble, copper, and an overlay of gold leaf – one of the Seven Wonders of the Modern World. Many men were involved in the construction during the reign of Ranjit Singh.
YEAR	DEVELOPMENT IN PROJECT MANAGEMENT

YEAR	DEVELOPMENT IN PROJECT MANAGEMENT
1631 AD +	The Taj Mahal [tomb] was built by approximately 20 000 men and took 20 years to complete. It was commissioned by Shah Jahan, the emperor, in honour of his wife, Mumtaz Mahal.
1917	Development of the Gantt Chart by Henry Gantt. A scheduling tool used in project management to date was first used at the construction of the Hover dam in 1931.
1950s	The project manager's position was managed autonomously at locations. The American Association of Cost Engineers [AACE] was formed in 1957. Dupont invented the Critical Path Method in 1958. Program Evaluation Review Technique [PERT] was invented for the USA navy.
1960s	In 1962 the USA defence mandated the Work Breakdown Structure [WBS] as a project management tool. The International Project Management Association [IPMA] was founded with more than 40 000 members in 40 countries. In 1969 the Project Management Institute [PMI] was launched.
1970s	In 1975 PROMPT II Method was created by Simpact Systems. Fred Brooks introduced Software Engineering. The focus on projects is now on design and development
1980s	The Theory of Constraints [TOC] came into use, Scrum [software] was developed, PMBOK was published, Earned Value Management [EVM] was introduced to project management, PRINCE Method was developed, and planning and controlling of projects were moved to the project management office with an increase in management-by-projects.

1990s	Standish group's CHAOS report introduced, PRINCE 2 published, PMMBOK made the standard for project management, management-by-projects [projectification of the industry] increased. The PMO became more organised and important.
2000s	PRINCE 2 revisions and PMBOK 4th edition published, increased project management as an academic offering. Large national infrastructure building worldwide creates demand for project management. The new emphasis was placed on generic project management, including events management.

Source: Own construction, a summary of world events

A few notable events in the development of project management are highlighted above. Projects include sporting events, marriages, parties, and other human pursuits. Taylor, Thulare, Mohohlwane, Kotze, Cilliers, Fleisch, and Kotze (2022: 815). The rise in the number of students studying project management proves that the field has advanced. Better tools, technology, and methods will keep developing. As society and technology continue to change, so will the technical and soft skills needed for efficient project management.

1.37 Change Divers in Management and LeadershipTheory

Organisations undergo organisational change to shift from their current state to a desired future state (Vandevoordt and Fleischmann, 2021: 187-202). The change drivers shown in Table 5.4 are the forces that compel change inside companies.

Table 0.4: Change drivers that influence leadership theories

Change driver	
Education of the workforce	the type of skills required for the job experience of the workforce to be lead *knowledgeability* about operations
Religion of the workforce	beliefs systems of the workforce expectations from the workforce ethical conduct by leaders toward the workforce
Diversity of the workforce	the gender mix in the workplace the racial mix in the workplace different levels of education
Technological changes	the automation of the industry the ever-growing use of tools in place of people the proliferation of software programs
Competition in the market	Mushrooming of small and medium businesses Demand for more efficient project deliverers Cost-effective production of products or goods

Change driver	
Economic situation	The global effect on the economies of countries
	Levels of people with disposable income
	Economic policies pursued by the government
Social changes	Change in tastes of products by the market
	High expectations of social responsibility by society
Unionisation of workforce	Union demands on working conditions for members
	Labour Relations legislation and impact on managing
Globalisation	Flooding of the market with cheaper goods
	The shortened life cycle of the products marketed
	Introduction of new products from other countries
Cultural effects	Workplace culturally based implicit leadership
	Misinterpretation of the culture of the workforce
	Need to adjust to the situation of the diverse workplace

Source: Seminar Paper (2014)

The highly unusual nature of the business climate has resulted in the rapid advancement of thought since the contemporary insurgency. This transformation is a result of ecological changes that have an impact on daily living and corporate operations. A change driver is a factor that could influence whether the association needs to be adjusted. Climate changes impact the association's requirements and construction,

affecting the initiative styles that the association expects in its new state (Du, Li and Yu, 2021: 1083). Key tensions business has applied to the association and, therefore, to its administration strategy are shown in Table 5.4 above. The political, financial, socio-social, mechanical, global, and natural powers are at the heart of these progressions. The environment in which the board and administration should act has altered because of industrialisation and globalisation. Strahl, van Breda, Mann-Feder, and Schröer (2021: 34–49) observed; "Despite the many genuine, political, and social differences that exist among the perspective on ladies as more outlandish than men to have essential administration qualities is a familiar way of thinking among male administrators. The reluctant followership, which amusingly includes a variety of women, follows if it is understood that there is bias against women as pioneers. In the midst of government initiatives to change the proportions of people of colour in the workforce, including projects, the chief must support this.

1.38 The Conceptual Framework and Action Framework

Project inception takes place in this concoction of preconceptions, self-hatred, orientation (or prejudice in the context of South Africa), models, guesses, and convictions (Bullock, Nascimento and Doore, 2021: 1020-1026). This is complicated by the lack of power, political undertaking ideas, and conflicts common to the project board. Every project is unique from the one before, increasing the likelihood of failure when time, level, budget, and quality are crucial to the task's success. The project manager must acknowledge the accomplishments of the project team and board. The high rate of disappointment in both tasks on the board and accomplishing a successful consequence necessitates a look at the executives and administration models specifically designed for projects.

1.38.1 Intention behind creating a new model

The main examination question is what fundamental core competencies are required for successful project administration, given the unique nature of ventures. The distinctiveness of the venture leaders as educated and the interest of the undertaking supervisor to meet the time, spending plan, extension, and quality expectations, are the hypothetical starting points. There are many ways to view administrative oddity, and the eight groups mentioned above do not include all the theories. Nevertheless, as presented here, the assembled theories are complete enough to provide us with some understanding of what the various hypotheses enunciate (Essien, Calanchini and Degner, 2021: 1204). The terrain for the initiative has been more intense due to population growth, a shift in data levels, a rise in representational freedoms, expansion of worker organising activities, and growth in the types and levels of innovation. The

authority landscape has transformed because of a new emphasis on followership as the key to successful administration and the underlying assumptions about initiative and followership; the currently utilised models must be adjusted. According to Jawad and Noori, a new definition of the labourer state is necessary because of radical changes in the workplace and associations' continual shift towards projectification (2021: 580-587). This is supported by the ongoing situation in which there is no well-recognised administration hypothesis on which people could develop initiative models. The best approach would likely be to combine the most valuable ancient theories with fresh ideas relevant to the diverse culture we live in today. It is important to be cognizant of developments resulting from research in social science and brain science as they relate to human behaviour, with a particular focus on teamwork and initiative. Zhang, Jewell, Farnsworth, Tiwari, and Tiwari (2022: 1-17) The currently being developed model aims to demonstrate how deeply dependent and similar each component of the initiative is. Given the intriguing concept of the discipline and the unusual interest demanded by the expansion of using the board by-projects instead of conventional administrative frameworks, this is mainly the case for project executives.
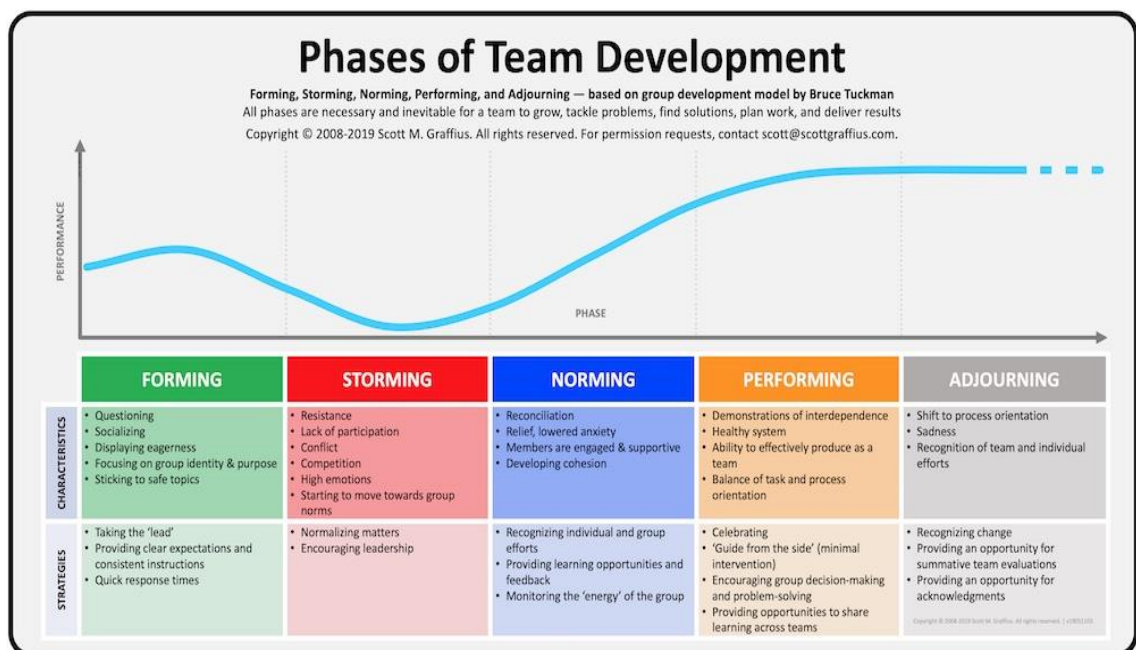
Figure 0.10: Phases of team development

Source: Tuckman, (2018)

1.38.2 Theories to guide the development of new models

Scholar (2021: 22) states that a venture's innovative idea exposes it to unimaginable levels of vulnerability; thus, the project's leader must have a strong capacity for

understanding people at their very core. To avoid conflict, which is regrettable for any task execution process, the progress board needs to understand both one's own feelings as well as the feelings of the other members. Since the partners are essential elements of a functional authority, it is vital to have a good working relationship and for the task head to be aware of the importance of political and legal concerns for the project's success. In light of this, it is crucial to carefully consider the project and identify any issues that may arise after it that the task manager needs to solve. It should be noted here that all of the hypotheses of the previous leaders and administration are currently being implemented in various structures, according to Luciano, Fenters, Park, Bartels, and Tannenbaum (2021: 1236–1264). Although there has been much research regarding authority, nothing has been done in the homerooms to demonstrate effective management. When unfamiliar new students choose a class delegate during the first or second talk, it is clear that the quality hypothesis is true. This demonstrates that some highlights that could result in considerable authority are acknowledged (Cashore, Knudsen, Moon and van der Ven, 2021: 1166-1182). Today, all associations share a peculiarity: the regulatory structure and job specialisation. The importance of understanding oneself and others (followers) The factors can be grouped into fifteen different groups, each representing a characteristic of genuinely astute pioneers. Table 5.4 below lists some of the factors that have an impact on the project climate.

Table 0.5: Factors impacting on the project environment.

Factor	Impact
Resources (human)	Type of employees, the levels of maturity, age, education, and prospects.
Resources (material)	A matrix structure causes an authority gap. Sourcing materials through the departmental heads becomes a problem.
Type of project	The type and size of the project impact on human and material resources and the top management interest are critical.
Diversity	Diversity in the workplace; different age groups, levels of education, and races in the workforce in South Africa.
Technology in use	The use of technology and its effects on some employees, type of skills, and response from the unions.
Culture and practice	Internal culture, individual cultural differences, management of culture, ethnocentricism, self-hate amongst the disadvantaged, resentment and cultural conflicts
Managerial competencies	Emotional intelligence, leadership styles, soft skills and planning abilities, knowledge areas, team management abilities
Factor	**Impact**

Stakeholder interest	Customer expectations, top management expectations, government laws, community and unions.
Environment	Internal environment; support for the project, preparedness for work, work ethics and remuneration
Information Gathering:	Source information from different project sections, coordinate the information and integrate the project planning process.
Self Confidence	Belief in one's ability to perform is critical for effective leadership. It enables assertiveness and strengthens in the face of pressure and problems.
Conscience	A leader needs to be able to identify pending problems, understand the feelings of the other project workers, and communicate effectively.
Influence Skill.	Influence is the ability to make people support those in authority, work gets done by people, and the people need to be influenced positively to be effective.
Teamwork	The ability to form and work with groups is critical. Need for the ability to enlist active involvement and group facilitation.
Political	Internal politics; control of resources, coalition, negotiation and compromises. External; legislation, consumerism, unionism, and laws governing operations.

Source: own construction

The circumstances that the task director finds themselves in educating the new model. The power level the project professional will possess depends on the hierarchical

structure and the position of the task administrator in the construction. Additionally, given the supervisor's expertise, the type of force used will highlight the management style inside the hierarchical structure (Rivera-Pérez, Fernandez-Rio, and Iglesias Gallego, 2021: 61).

1.38.3 The new model's initial part (sort of venture)

The first stage of a project's lifespan is initiation. Here the project's worth and viability are evaluated. To choose whether to proceed with a project or not, project managers frequently utilize two evaluation tools:

The project's requirement is justified in the business case paper, which also provides an estimate of prospective financial advantages.

A feasibility study examines the project's objectives, budget, and schedule to see if it should go forward. To determine if continuing the project makes sense, it weighs the needs of the project against the resources that are available.
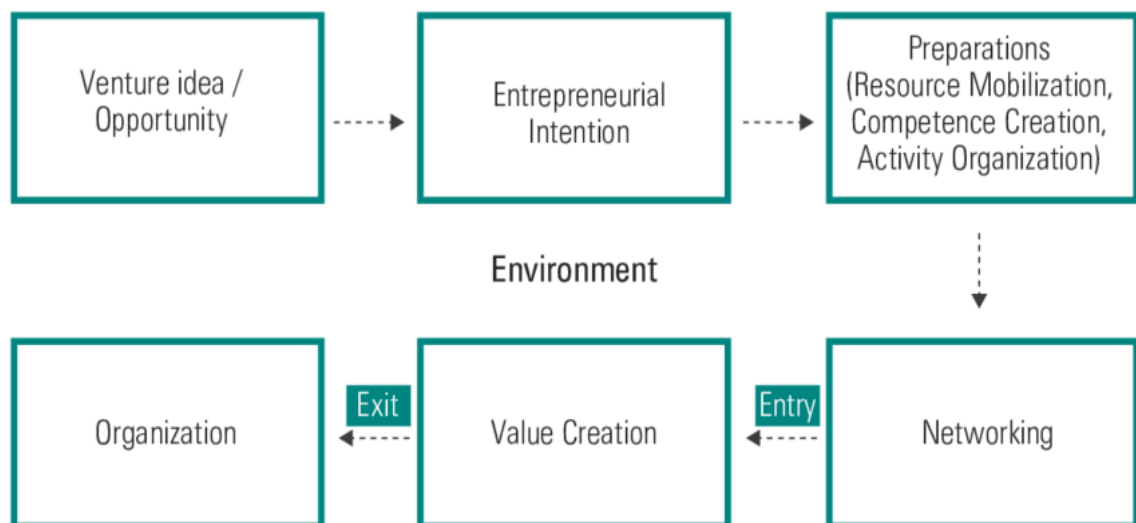
Figure 0.11: Factors impacting project environment

Source: Aidin Salamzadeh and David A. Kirby, (2017)

1.38.4 The second part of the new model (authority hole)

The placement of a task leader without direct authority over the subordinates confuses the power paradigm in project management. The way in which power is conveyed, how it is exercised, and the political manoeuvring that arises from this design are all closely related to authority styles and skill requirements. The network structure was a good idea

since it is effective, has a strong task centre, is flexible, and allows favoured subordinates to return to their areas of expertise after the project is complete (Larson and Gray, 2011:76). However, it has fundamental flaws that have a negative impact on the project manager's authority within the organisation. These flaws include: abusing the administration standard of solidarity and order, which weakens the project manager; regulatory designs that hinder dynamic cycles; conflicts resulting from double devotion; fighting over resources (between the project chief and departmental heads).

1.38.5 Moving toward the newly proposed model

Before creating the capacity model, it is crucial to depict the conditions in which the venture leader operates visually. Project executives' experience has revealed that the conditions under which an undertaking chief works are unique, challenging, and taxing (Alshanty and Emeagwali, 2019: 171-178). The project manager will spend between 70 and 80 per cent of their time resolving disputes, communicating, or working on correcting activities performed incorrectly. Given the varied perceptions of the South African workplace, the task leader's ability to perform this function largely depends on the association's way of life. Culture makes an association different from other associations, and as a result, it influences efficiency differently depending on the association. Table 5.4 below lists ten key characteristics that define an association's way of life.

Table 0.6: Primary characteristics of project-organisation culture

The extent to which members identify with the organisation	The extent to which the organisation is integrated
The nature of teams and how they are managed	The nature and extent of control from top management
The management's focus on the importance of employees	The type of skill required and the technology used
The nature of conflicts and tolerance of diversity	The nature of the tasks and the requisite skills required
The willingness of management to accept innovations	

Source: own construction

1.39 The New Leadership Competency Model

Given the prior discussion, it is clear that the undertaking manager is forced to do her duties in an unfriendly environment. These fundamental areas of competence criteria have been used to build the new model for viable undertaking execution, according to Galli (2019: 26–38). Several situations should be taken into consideration before that is set up, and a chart has been created below for those variables. Since other non-designing jobs were included in the scope of activities at the time, the field of venture executives is broad. This study aimed to outline common talents that would apply to all endeavours in a nonexclusive way. The pioneer character model in Figure 5.1 below is a culmination and summary of the many circumstances, and factors suggested in the previous writing survey and individual participation in business projects.

Communication

Project requirements

Personality

Networking

Interpersonal

Knowledge areas

Forms of power

Emotional intelligence

Authority Gap

Project Management

Project leader

Project success
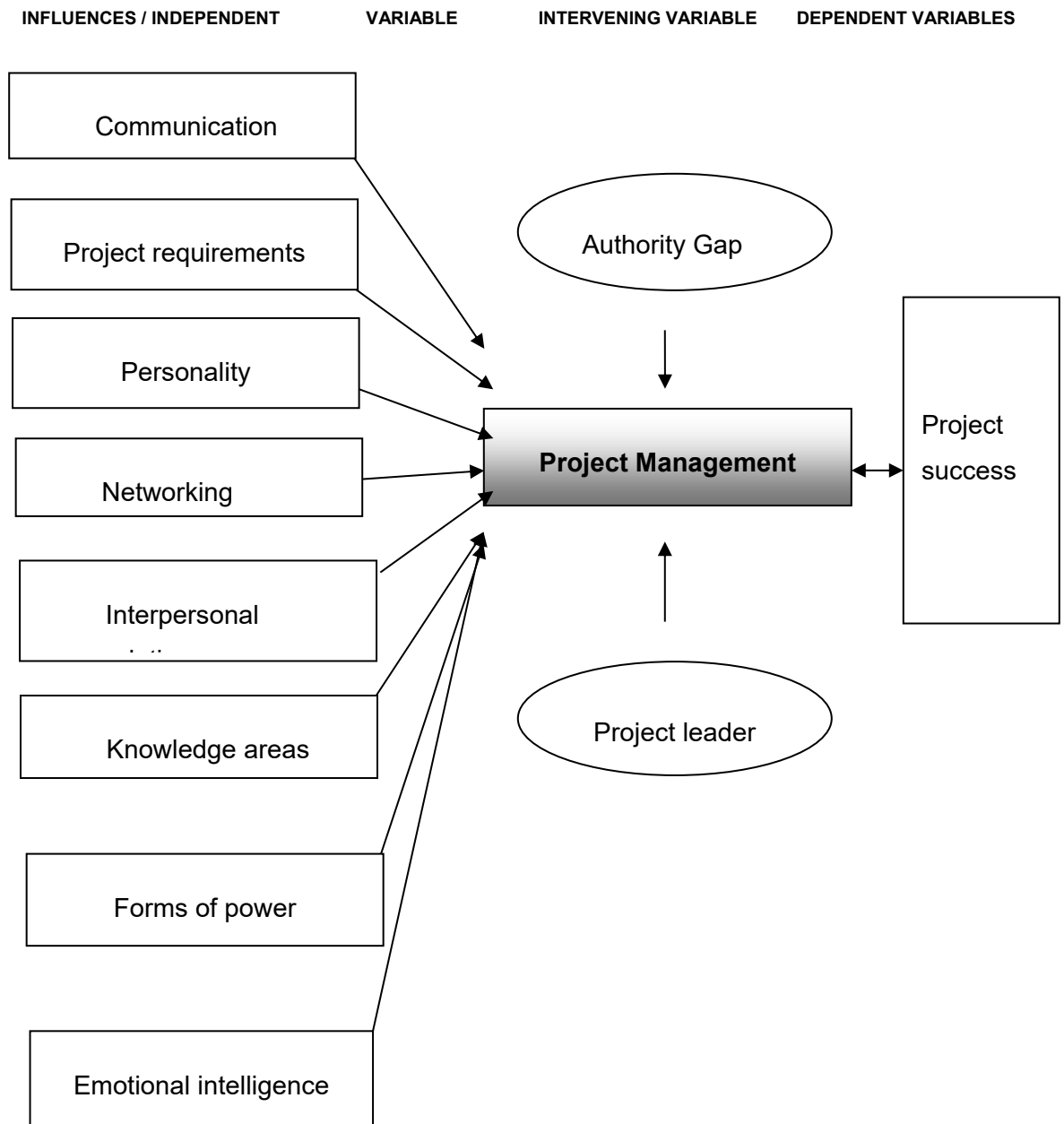
Figure 0.12: Theoretical model for project management

Source: own construction

This new approach is predicated on the understanding that, even though hard skills may be necessary for certain activities for people to carry out the tasks. People have emotions, become roused or demotivated, and merely finish the task rather than master it. According to Kumar and Hsiao (2007:18–23) ordinarily, people without the necessary designing skills or specialised knowledge do not manage these activities. De Grip and Smits (2012:583–597. In agreement with their partners' findings, Mohan, Merle, Jackson, Lannin, and Nair (2010:562–571) argue that the importance of sensitive skills should be

overemphasised if truly skilled masters are to help reduce the rate of job failure in the design disciplines. The cycle to the expectations is a human capacity for which delicate abilities are thought of as basic, according to Alam, Gale, Brown, and Khan (2010:495 - 516); however, specialised information is essential to provide guidance and take into account legitimate examination of the kind of expectations required. This study aimed to identify these fundamental, necessary soft skills that are typically prerequisites for project managers. According to Jowah (2012:1097–1106), a task manager in a lattice association only has partial control over the operation of the project about 75% of the time.

5.8 Conclusion

According to Engwall (2003:789–808), the ongoing undertaking of the board information is a professional-driven idea that has emerged over a reasonably long period. An occupation that is rapidly evolving and has had multiple protracted periods of change is project executives. Initially restricted to designing-based tasks, projects today encompass many aspects of our lives, and interest in project-based approaches to managing activities is growing. Given the great interest in using activities, a shift from the traditional venture board procedure to a major undertaking authority method has occurred. (Etzkowitz and Zhou 2021, p. 120) Important difficulties to be addressed should be related to the essential elements of work completion, one of which is the capacity to comprehend everyone on a profound level, given the racial components and diversity concerns in the South African context, the social practices and the verified idea of the initiative. All of these and many more have an impact on project management; Figure 5.1 above lists these fundamental success elements. Similarly, project success involves interacting with a big group of people who, when properly brought together, should result in a successful job undertaking. People's lifestyles are fundamentally important because it affects their work ethic, which affects how they present themselves and make assumptions. Where the project is to be carried out, the way of life should be considered, together with the dominant religion and convictions. The effectiveness of the project director is evaluated based on how they deal with these challenges, strike a balance, and try to do their best while looking through a power gap (Dez Gómez and Rodrguez Córdoba, 2019: 494-505). It is clear from the research that has already been done that specialised skills have historically been necessary for project execution and always will be. The role that the undertaking chief plays in the execution cycle is fundamental. The initiative of a project has received little attention, but it is now more evident that a venture manager's work advancement cannot be attained by a narrow set of skills (Bublitz, Chaplin, Peracchio, Cermin, Dida, Escalas, Eilert, Gloukhovtsev and Miller, 2021: 206-225). Project authority, which is preferred over the project board, calls

for other types of executives to have an unmatched perspective on correspondence. Brilliant relationship (soft) skills are indispensable in the initiative since management involves influencing people to seek the achievement of goals.

RESEARCH DESIGN, RESEARCH METHODOLOGY, MIXED RESEARCH METHODOLOGIES, COMPARE AND CONTRASTING QUALITATIVE AND QUANTITATIVE METHODOLOGIES, JUSTIFICATION FOR USE OF DESIGN.

1.40 Introduction

The expansion of research methodologies during the past 20 years has opened numerous options for inquiries or investigative work. For those submitting suggestions, a general framework should be used to provide direction on all aspects of the investigation, from evaluating the broad philosophical concepts underpinning the inquiry to the precise procedures involved in data collection and analysis. When using an established framework, researchers can encase their aims in ideas that have been logically structured in the literature and are recognised to read and support study proposals and what proposal-writing templates are offered. Although there are many different research methods, this study will concentrate on the literature's quantitative, qualitative, and mixed technique approaches. The three research approaches are introduced in this chapter, and the proposal writer should consider three factors based when creating their proposal: philosophical presuppositions concerning what constitutes knowledge claims, general research tactics known as strategies of inquiry, and specific approaches for gathering, analysing, and writing data. The ways that each of these elements is framed by qualitative, quantitative, and mixed methods techniques are noted and explained in this chapter (Lubbers, Verdery, and Molina: 2020- 177-204).

1.41 Qualitative and Quantitative Approaches to Research

The inquiry research strategy includes both qualitative and quantitative approaches as two of its components. The major strategies would not be achieved if only quantitative and qualitative methods were used (Creswell. 2021)

- The literature has extensively discussed additional philosophical principles in addition to those that have been put out. The subjects that receive the most attention include critical perspectives, advocacy/participatory perspectives, and practical ideas (Haysand McKibben, 2021: 178-188). Philosophical ideas still tend to be "hidden" in research (Cresswell, 2020: 429–434), but they nevertheless impact how research is carried out and need to be considered.

  Today's argument centres less on the relative merits of quantitative and

qualitative research, and more on the place of various research approaches along a spectrum between the two (Cai, 2018: 29-50). The most accurate description of studies is that they frequently focus on either quantitative or qualitative factors.

- Finally, there is more to research practice than merely philosophical presumptions. Philosophy must be integrated through specialist approaches and incorporated into general research tactics. A framework that incorporates philosophical principles, tactics, and practices within the three study paradigms must be created. Crotty's (2019) concepts provided the groundwork for this approach.

These strategies are then used to construct the research design techniques. As a result, the first steps in creating a research proposal are to evaluate the knowledge claims made for the study, consider the inquiry technique used, and outline the tools. A researcher can select quantitative, qualitative, or mining approaches to inquiry using these three components (Crotty, 2019: 73-86).

Since objectivity is a crucial element of the competent inquiry, researchers must assess the bias in their procedures and conclusions. Standards for validity and reliability are crucial in quantitative research. Knowledge created by social interaction holds that different methodologies and presumptions are used by different people to gain knowledge. Social constructivism, in this perspective. Socially constructed reality (Haysand McKibben, 2021: 178-188). These pieces assume that readers desire to understand the surroundings in which they live and work. They give their experiences unique meanings directed at particular things or things in general. The researcher decided to focus on the complexity of viewpoints rather than trying to categorize or arrange them.

The research focuses on the participants' perceptions of the scenario under investigation. The inquiries broaden and are comprehensive to help the participants create the meaning of a scenario, frequently created in conversations or other interactions with people. The researcher will listen more intently to what people say or do in their daily contexts the better the study questions are. Historical and social debate typically surrounds these arbitrary classifications. Put another way, they are formed via social interaction and historical and cultural norms that impact how individuals conduct their lives rather than being imprinted on people. Constructivist scholars consequently usually concentrate on the "process" of interpersonal interaction. They also focus on the

specific environments in which individuals live and work in order to understand the participants' historical and cultural origins. In order to recognize how their own unique cultural, historical, and personal experiences have influenced their interpretation, researchers "put themselves" within the research. They acknowledge that their upbringing affects how they interpret things. Interpreting what individuals mean when they describe the world is the researcher's aim. Instead of beginning with a hypothesis, investigators establish a theory or pattern of meaning deductively (Haysand McKibben, 2021: 178-188). Qualitative researchers commonly use open-ended questions to allow participants to voice their perspectives. Every one of us is born into a culturally imposed world of meaning. Humans engage with their reality and make an effort to understand it using their cultural and historical background. Thus, qualitative researchers seek to understand the environment or setting of the individuals by actually going there and gathering data. People also interpret what they learn through their personal histories and educational backgrounds.

Meaning continues to develop through contact with human civilization since it is fundamentally social. The qualitative research approach derives significance from the field data and is dominated by inductive reasoning. Allegations based on involvement and advocacy Another group of academic's assert knowledge using an activist/participatory approach. Historically, certain advocacy and participatory activities did not adequately address social justice issues or suit disenfranchised persons and groups due to assumptions imposed by structural laws and beliefs. It can be read more lately for this viewpoint. These investigators frequently believed that the constructivist viewpoint did not vigorously advocate for an action agenda to help those in need (Ahmad, Wasim, Irfan, Gogoi, Srivastava and Farheen, 2019: 2).

Participants may collect and evaluate data, help formulate the research questions, or receive compensation for taking part. The collective "voice" for reform and change among the participants arises. Giving these people a voice, raising their level of awareness, or promoting a change agenda to enhance their lives are all examples of advocacy. These knowledge assertions are backed with positions for socially marginalized groups and persons. Thus, a picture of the issues looked into, the topics

examined, and the necessary adjustments may be created by combining theoretical stances and philosophical presumptions. Some of these theoretical stances are included in the list that comes next.

- A major concern addressed by racialized discourses is the creation and control of knowledge, particularly knowledge about individuals and communities of colour (Martin and Mulvihill, 2021: 217-228).

- The purpose of critical theory perspectives is to empower people to get above the barriers that their race, class, and gender place in their way (Slade, Duebel, and Ryan, 2022: 1-9).

- The study's expression of the experiences and voices of those whose voices have been muted, as well as its lack of objectification and increased focus on cultural and political means (Haydon, Jung, and Russell, 2021: 353-375).

- Methods Used in the Quantitative Approach In the late 19th and early 20th centuries, quantitative research methodologies of inquiry based on post-positivist concepts were widely used. These include rigorous experiments, less rigorous correlation studies, quasi-experiments, and specific single-subject research (Carminati, 2018: 2094–201). Quantitative strategies have more recently included complex trials with various variables and treatments. There were also extensive structural equation models identifying the causal pathways and the strength of the various factors. Instruments for the Qualitative Approach The 1990s also saw a rise in the amount and diversity of qualitative research approaches.

- Narrative research is a sort of investigation where the researcher asks people for stories about their life and looks into their daily activities. The researcher then creates a narrative chronology by reconstructing or retelling this material. Finally, the narrative integrates the points of view of the researcher and participants to create a single story. (Nigar, 2020: 10-1) combined with the mixed-methods approach techniques. When Campbell and Fiske investigated the reliability of psychological qualities using various techniques, they came up with the idea of combining numerous methodologies. They recommended that other researchers compare several methods of data collecting in a study using their "multi-method matrix." As a result, other researchers were motivated to combine methodology, and soon qualitative information from field techniques like observations and interviews (mixed with conventional survey techniques) was incorporated.

Although both methods had limitations, researchers thought that biases inherent in one method would cancel out or eliminate the biases of another. The development of triangulating data sources allowed for the fusion of qualitative and quantitative methods (Asenahabi, 2019: 76-89). The triangulation method's basic idea has given rise to further arguments for merging diverse data types. • Sequential processes, in which the researcher uses a different method to build upon or broaden the findings of a previous one. These justifications for mixing methods have prompted authors from around the world to create guidelines for mixed methods research strategies and to combine and adopt concepts from the literature, including multi-method, convergence, and integrated. The researcher may begin with a qualitative technique for exploratory objectives before converting to a quantitative strategy with a sizable sample to generalize findings (Renz, Carrington and Badger, 2018: 824-831).

- Combining quantitative and qualitative data using contemporary approaches, allowing the researcher to explain the research problem fully. The researcher used this approach to collect both data types simultaneously throughout the investigation and incorporated the information into a results analysis. Additionally, in order to examine other topics or organizational levels or units, the researcher employs this architecture to nest one type of data within a more extensive, more thorough data collection method (Akinyode and Khan, 2018: 5).

- Transformative processes, where the researcher uses a theoretical lens as a design that blends both quantitative and qualitative data with a guiding perspective. This lens provides a framework for study topics, data collection techniques, and expected results or changes. This perspective may apply to a sequential or concurrent data collection method (Wester and McKibben, 2019: 1-11).

1.41.1 Research techniques

The techniques used for data gathering and analysis make up the third important component of a research approach. Every study should investigate all possible methods for gathering data; this strategy will be further refined as mixed, quantitative, and qualitativetechniques. Data from a test, an instrument, or behavioural data are compiled by researchers (Mavragani, Ochoa and Tsagarakis, 2018: 66). On the other extreme, it can involve holding an interview where people are free to speak openly about a topic

without being asked any specific questions or travelling to a study area and observing people's behaviour without asking them any prepared questions. Whether a researcher wants to predetermine the type of data to be acquired or let it emerge through project participants will depend on the approach they use. The information could be numerical data gathered via instrument scales or text-based information that records and reports participant voices. Quantitative and qualitative data may be gathered using specific methods of data collection. For example, open-ended observations can enhance instrument data, and in-depth exploratory interviews can be conducted in response to census data (Rutberg and Bouikidis, 2018: 209-213).

1.41.2 Three research philosophies

Depending on the knowledge claims, techniques, and methodology, a research approach that leans more toward being quantitative, qualitative, or hybrid may be used. However, definitions can make the three approaches more understandable:

- A quantitative strategy is one in which the mainly investigatory uses postpositive statements to acquire information, employs investigative methods like surveys and studies, and collects data using particular instruments that offer statistical data (Abdulkareem, Ismaila and Jumare, 2018: 24-32).

- In contrast, a qualitative approach involves the researcher making knowledge claims frequently based on constructivist ideas, advocacy/participatory attitudes, or both. It also uses research methods like case studies, phenomenologies, ethnographies, grounded theory studies, and narratives. The researcher collects open-ended, dynamic data with the primary objective of extracting themes from the data (Castleberry and Nolen, 2018: 807-815).

  On the other hand, a mixed methods approach favours basing knowledge claims on valuable factors. It employs strategies of inquiry that entail simultaneously or sequentially obtaining data to understand the study problem better. The data collecting procedure must also entail obtaining both text and numeric data for the final database to contain both quantitative and qualitative data (Taguchi, 2018: 23-32).

- Quantitative approach: assessments of attitudes before and after tests, an experimental inquiry strategy, and post-test knowledge statements. In an experimental methodology, attitudes are evaluated before and after the experimental therapy. A tool is used to collect data on attitudes, and the data are examined using statistical techniques and hypothesis testing (Ospina, Esteve and Lee, 2018: 593-605).

- A qualitative strategy uses behaviour observation, constructivist knowledge claims, and ethnographic design when the researcher seeks to assess the relevance of certain phenomena from the participants' viewpoint. This requires finding a community that shares a culture and learning how it changed over time into a common set of behaviours. One of the crucial aspects of data collection is participating in participant activities and observing how they behave (Burke, Hooper, Kushida, Lyon, Mynard, Sampson and Taw, 2018: 209-220).

- The qualitative approach involves open-ended interviews, participatory knowledge claims, and story design. In this study, the researcher wants to look into a subject that has to do with personal oppression. This study employs a narrative technique to collect first-person narratives of individual impressions. People are interviewed in-depth to learn more about their experiences with persecution (Castleberry and Nolen, 2018: 807-815).

- Sequential data collection of quantitative and qualitative information using a mixed-methods methodology. The investigation is based on the notion that collecting a variety of data is the most effective way to understand a study problem. Therefore, the study begins with a sizable survey to generalize results to a population. The study's second phase involves in-depth qualitative, open-ended interviews to obtain participants' complete perspectives (Abdulkareem, Ismaila and Jumare, 2018: 24-32).

1.42 Selection Criteria for Approach and Justifications for Using Designs

The quantitative approach is the appropriate technique for testing a concept or justification. On the other hand, a qualitative approach is appropriate when a concept or phenomenon has to be comprehended, yet little study has been done on it. When a researcher is unsure of the critical variable to look at, exploratory qualitative research might be helpful. If the subject is novel, has never been studied with a specific sample or group of people, or if it is impossible to use preexisting theories on the sample or group

being studied, then this method may be necessary (Sablan, 2019: 178-203). Combining the most advantageous features of quantitative and qualitative approaches is possible with a mixed methods design. For example, a researcher can aim to develop a thorough understanding of what a phenomenon or concept means to certain people and generalize the results to a population. In this study, the researcher first conducts a thorough investigation to identify the variables that will be analyzed, after which they are examined using a sizeable sample of participants. Alternately, researchers might poll a vast number of people initially, then follow up with a select group to learn about their particular viewpoints on the matter. The benefits of gathering open-ended qualitative and closed-ended quantitative data become helpful in these cases to thoroughly understand a study problem (Semyonov-Tal and Lewin-Epstein, 2021: 100).

Personal Interactions this assortment of alternatives also includes education and life experiences, computer text analysis programs, and practical understanding of how to conduct open-ended interviews and observations are all significantly more utilized in the qualitative approach. The mixed methods researcher must be comfortable with both quantitative and qualitative research (McBeath and Bager-Charleson, 2020: 1-12). This person must know the justifications in order to be able to articulate them in a proposal that combines the two forms of data. Understanding the various mixed methods designs that assist in the organization of study procedures is necessary for the mixed methods approach. Since quantitative studies are the most prevalent research, the study will follow established protocols and rules. This shows that employing the strictly structured methodologies of quantitative research may put scientists at ease.

Additionally, adopting advocacy- and participatory-oriented qualitative research methodologies can disturb certain persons who want to challenge the received wisdom among some faculty members. In contrast, qualitative approaches allow for more creative license and closer adherence to the researcher's established frameworks. Some people may prefer to use this format since it allows for more creative writing in a literary manner (Anguera, Portell, Chacón-Moscoso, and Sanduvete-Chaves, 2018: 13). The mixed methods researcher will need more time to complete a project since they must collect and analyze both quantitative data and benefit from the flexibility of qualitative inquiry. Students should consider the tactics their advisors regularly recommend and use. How these audiences responded to research utilizing quantitative, qualitative, or hybrid approaches will have an impact on the choice. Summary Before creating a proposal, establishing a study framework is an essential factor to consider. The three different types of research mixed approaches, qualitative and quantitative—are covered in this chapter. They include philosophical assumptions concerning knowledge claims, research methods, and specific research methodology. Integrating philosophy, tactics,

and techniques offer a range of study paradigms. One chooses a method based on the research challenge, personal experiences, and the target audience (Semyonov-Tal and Lewin-Epstein, 2021: 100).

Along with selecting a quantitative, qualitative, or mixed approaches approach, the proposal writer must first review the academic literature. Reviews of the existing literature assist researchers in defining the scope of their study and demonstrate to readers the pointlessness of further research on a topic. Before moving on to the literature review process, the topic discusses guidelines for presenting a literature review in qualitative, quantitative, and mixed methods investigations. (McBeath and Bager-Charleson, 2020: 1–12).

1.43 Multiple Research Methods

Researchers in qualitative research use the literature consistent with the notions of learning from the participants instead of predetermining the questions that need to be answered from the participants' perspective. The exploratory aspect of the investigation is one of the main justifications for doing a qualitative investigation. The study's subject and target audience have not been extensively written about; therefore, the researcher wants to hear from participants and develop an understanding based on their perspectives (Tu, 2018: 28).

However, qualitative research uses the literature in a variety of different ways. In qualitative studies that are theoretically focused, like critical ethnographies or ethnographies of a particular cultural concept, as a framework, the literature on that idea or a critical theory is used. The research environment will be less affected by literature in grounded theory, case, and phenomenological investigations. There are many ways to include the literature in a qualitative study, as we can see, each with a focus on learning from participants and changes according to the type of qualitative research. Any one of these circumstances, or all of them, calls for the use of a literature review. Examples of this notion can be found in various qualitative investigations using different inquiry techniques. Reviewing the literature in a specific section is the second approach, which is widely used in quantitative research. This tactic commonly appears when readers or listeners with a quantitative bent make up the audience.

Additionally, the researcher may incorporate the theory debate and literature in a theory-oriented qualitative study, such as an ethnography, a critical theory study, or a study with an advocacy or emancipator purpose-distinct part, usually close to the beginning of the investigation. Third, to contrast and compare the uncovered findings (or themes or categories), the research may include the pertinent literature in the study's conclusion.

This methodology particularly favours studies that use grounded theory. Comparatively, for quantitative investigations, a substantial corpus of literature serves as the initial guide for the study questions or hypotheses (Aspers and Corte, 2019: 139-160). A section titled "related literature," "review of literature," or something similar is typically used while preparing quantitative research to introduce a topic or to summarize the current literature thoroughly. Apart from and in accordance with this paradigm, a study comes to a conclusion when the researcher assesses its outcomes against those mentioned in the literature. The quantitative researcher deduces from the literature that they will use as a framework for the research questions or hypotheses they will test. Depending on the mixed method design being utilized, the researcher in a mixed methods study either uses a qualitative or a quantitative approach to the literature. The literature is provided according to the type of design being employed at each step in a sequential design. For instance, if the inquiry begins with a quantitative phase, the researcher will likely incorporate a comprehensive literature evaluation that helps to develop a justification for the study questions or hypotheses. The body of literature is somewhat less when an inquiry starts with a qualitative phase, and the researcher may utilize an inductive approach to incorporate it more fully into the study's findings. The literature may take either a qualitative or quantitative form if the researcher conducts a contemporaneous investigation that equally prioritizes and weighs qualitative and quantitative data. In the end, the strategy and proportional weight assigned to the qualitative or quantitative research in the study will decide how a mixed methods project approaches literature (Almeida, 2018: 44). The following planning stages are involved in incorporating the literature into a study using qualitative, quantitative, or mixed approaches.

- Unless the qualitative technique asks for a considerable literature orientation at the onset, use the literature sparingly at the beginning of the plan in a qualitative study to indicate an inductive design. (Almeida, 2018: 44).

- When deciding where to place the target audience, analyze the literature for a qualitative study. Then, use it to contrast and compare the results with those of the current study by using it to "frame" the topic at the start, in a separate section, and at the end of a study (Almeida, 2018: 44).

- In a quantitative study, develop research questions or hypotheses by drawing conclusions from the literature. • While conducting a quantitative study, compare the findings to the literature already in circulation and use it to support a presentation of the study (Almeida, 2018: 44).

- Choose whether an integrated "review of the literature" is employed; summaries,

theoretical reviews, or methodological reviews will be provided. When preparing a dissertation, an integrated review is typically advanced (Almeida, 2018: 44).

- Make sure that the use of the literature is consistent with the primary strategy and approach, qualitative or quantitative, that is most typically utilized in the design of a mixed-methods study. There are a few crucial stages to follow while writing the literature for a study using qualitative, quantitative, or hybrid approaches (Almeida, 2018: 44).

1.44 Techniques for Design

A few steps can assist in carrying out a literature review, regardless of whether the literature is in a qualitative, quantitative, or mixed methodologies study.

1.44.1 A quantifiable purpose statement

The language used in quantitative purpose statements emphasises the variables or constructs utilized in quantitative models and those used for linking or contrasting variables or constructs. Variables are traits or characteristics of individuals or groups that can be measured or observed and differ from those of the individuals or groups being studied (Schimmack, 2021). It is common for a variable to "vary" between two or more categories or a range of scores. Psychologists favour using the phrase "construct," which has a more amorphous meaning than "particular phrase." However, the word "variable," which social scientists frequently employ, will be used in this discussion. Variables that are frequently referred to are gender, age, socioeconomic position (SES), and attitudes or behaviours like racism, social control, political illiteracy, or leadership are among factors that are studied. The various sorts of variables that can be used and their measurement ranges are covered in great detail in several texts. Two characteristics set variables apart: their measurement and temporal sequence (or observation). One way to define temporal order is the progression of variables over time. It is frequently believed that one variable "affects" or "causes" another variable due to this time order; nevertheless, "probable causation" would be a more accurate description. When working with studies involving people in a natural setting, researchers cannot "establish" cause and effect with absolute certainty (Prochazkova, Lippelt, Colzato, Kuchar, Sjoerds and Hommel, 2018: 3401-3413). This time, cause and effect presentations are used to order the variables in goal statements, research questions, and visual models for research in quantity approaches. Thus,

- (Kurniawan, Ardiansyah, Aryanti, Ujihanti and Meirani, 2021: 13) The variables that (likely) cause, influence, or have an effect on outcomes are known as independent variables. These factors may also be referred to as predictors, antecedents, treatment, or manipulated factors.

- (Kurniawan, Ardiansyah, Aryanti, Ujihanti and Meirani, 2021: 13) The dependent variables, outputs or results of that effect are influenced by the ten independent factors. Other names for dependent variables include criteria, results, and effete variables. Intervening or mediating variables, which "stand between" the independent and dependent variables, reduce the impact of the independent variable on the dependent variable.

- (Kurniawan, Ardiansyah, Aryanti, Ujihanti and Meirani, 2021: 13) Two other types of variables are control and confounding variables. Control variables play a crucial role in quantity studies. These variables are a specific form of the independent variable that is measured in research because they might affect the dependent variable. Researchers utilize statistical methods to account for these variables. In order to determine the actual effect of the independent variable on the dependent, some demographic or persona elements may need to be "controlled." A confounding variable, or another type of variable, may not actually be measured or observed in a study. Despite its existence, a study cannot precisely pinpoint its impact. Although confounding factors were not or could not be easily assessed, they may have played a role in explaining the relationship between the independent and dependent variables, prompting researchers to comment on their significance after the study had been completed. The first step in designing a quantitative purpose statement is to identify the suggested variables for a study, develop a visual model to illustrate these sequences

effectively, and decide where and how the variables will be measured or observed. To compare samples or groups based on a result or to relate variables, as one would often discover in a survey, is the final goal of employing the variables quantitatively.

The quantitative purpose statement can be created with the help of this information. One of the essential components of a solid quantitative purpose statement is a brief sentence that reads as follows:

We identify the study's independent and dependent variables and any mediating or regulating variables (Arda, Bayraktar, and Tatoglu, 2019: 64–78).

- (Arda, Bayraktar, and Tatoglu, 2019: 64–78) Expressions implying a link between the independent and dependent variables Use a "comparison of" or "the relationship between" two or more groups of people. Most quantitative studies use one of these two options for connecting variables in the purpose statement. Additionally, relating and comparing could be combined in a two-factor experiment with two or more treatment groups and a continuous variable acting as an independent variable in the research. Although studies contrasting two or more groups in experiments are frequently found.

- The sequence in which the variables are listed in the purpose statement, from independent to dependent, commencing with the independent variable (Arda, Bayraktar, and Tatoglu, 2019: 64–78). Intervening variables should be positioned between the independent and dependent variables. Researchers also place the control variables in between the independent and dependent variables. Alternatively, since the independent variable is always the one that is "manipulated" in studies, control variables could come before the dependent variable in a phrase like "controlling for."

- (Arda, Bayraktar and Tatoglu, 2019: 64-78) Mention the research methodology used for the study. By including this data, the researcher can anticipate the method's discussion and help readers comprehend how the variables connect to the study plan.

- Mention the research location and the study's participant (or unit of analysis) (Arda, Bayraktar, and Tatoglu, 2019: 64–78).

- (Arda, Bayraktar and Tatoglu, 2019: 64-78) a general definition of the significant variable for each study, preferably based on an existing definition. In quantity

research, variables are defined and used by researchers. Therefore, the reader should understand variables comprehensively from the definitions given here to appreciate the purpose statement fully.

1.44.2 Statement of mixed methods purpose

According to Taguchi, a mixed methods proposal or study must include a quantitative and a qualitative purpose statement (2018). These statements need to be mentioned in the study's introduction early on to help the reader understand the study's qualitative and qualitative components. The following guidelines may be used to organize and communicate the mixed methods purpose statement:

- Specify the type of Taguchi's mixed methods design, such as sequential, concurrent, or transformational (2018).

- Justify the need for blending quantitative and qualitative data in the intended study. This justification may be to better understand a research problem by fusing broad numerical trends from quantitative research with the specifics of qualitative research to examine participant perspectives to use these perspectives to develop and test an instrument with a sample from a population and to obtain statistical, quantitative results from a sample, and then to follow-up with a small number of people to explore those results in more detail. To effectively express the needs of a disadvantaged group or individual (Taguchi, 2018: 23-32).

- Include the elements of a solid qualitative purpose statement, including a focus on a specific phenomenon, the use of action words rather than directive language, a description of the technique of inquiry, the names of the participants, and the location of the study (Taguchi, 2018: 23-32).

- Specify the participants and research location, identify a theory and the variables, relate the variables or compare groups based on the variables, arrange the variables from independent to dependent, and explain the inquiry approach. These characteristics make up a solid quantitative mission statement (Taguchi, 2018: 23-32).

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- Consider giving specifics on the procedures used to collect qualitative and quantitative data. Based on these elements, three mixed methods purpose statement "scripts" are offered below. The first two investigations are undertaken in order, and the third is conducted simultaneously. Investigating participant perspectives with the idea of using the information to develop and test an instrument on a population sample is the aim of this two-phase, sequential mixed methods study (Taguchi, 2018: 23-32).

1.44.3 Placement of quantitative theories

The researcher advances a theory rather than creating one with the goal of testing or validating it. The researcher then collects data to test the hypothesis and considers whether the results support or refute the theory. The theory functions as the investigation's framework, a template for framing the research questions or hypotheses, and a technique for data collection. Different approaches to integrating theory in a quantitative study positioning advantages and disadvantages at the start of a strategy will be familiar to readers. It presents a deductive strategy and might be difficult for the reader to separate and isolate the conceptual foundation from other aspects of the research procedure. A logical extension of hypotheses or research questions, the theory discussion explains how and why variables are related. A writer may provide a theoretical justification following hypotheses and questions, but they may choose to omit a detailed explanation of the theory's development and application in favour of doing so in a different section. This technique clearly distinguishes the theory from other components of the research process, making it simple for readers to recognize and understand the theory that underpins the study. However, because the theory discussion is presented separately from other aspects of the research process, the reader may find it challenging to make connections between the two. The researcher must define the variables in these hypotheses or questions. Alternatively, a definition that is acceptable may be offered by the literature. The researcher then looks for a method to employ in order to gauge or observe the attitudes or actions of study participants. The researcher then compiles the results of these trials to support or refute the idea (Casula, Rangarajan and Shields, 2021:170-172).

1.45 Use of Qualitative Theory

There are numerous ways that theories can be incorporated into qualitative research. Similar to quantitative research, they use theory as a general justification. This theory can incorporate all necessary variables, constructions, and hypotheses and explains behaviour and attitudes. It is possible to include themes like, for example, social

organization structures like kinship or families, language, stability, and change. In this situation, themes offer a ready-made group of verifiable literary hypotheses. They provide broad explanations that anthropologists use to examine how people share cultures, even though academics may not refer to them as theories. Alternately, a rising number of qualitative researchers use a theoretical lens or perspective to direct their work and bring out the gender, class, and other issues that are relevant to the racism issues they want to examine. It is easy to argue that qualitative research altered as a result of its expansion into additional theoretical lenses. They offer researchers a lens through which to view the topics and people that require further study. For example, an initial hypothesis that guides the inquiry is used in critical ethnography investigations. This causal viewpoint may favour emancipation or repression (Charmaz and Thornberg, 2021: 18). Briefly summarize the role of theory in qualitative research from a critical and postmodern perspective: Traditional social science has come under growing fire as the 20th century comes to an end and opponents of objectivism oppose critical and postmodern views.

The inductive logic of a qualitative investigation uses presumptions and standard research rules. The research report is opaque and instead is produced by generalizations or theories derived from earlier experiences, and the literature researcher searches for broad patterns, generalizations, or theories derived from themes or categories. The study primarily includes questions of power. These four interconnected ideas are the cornerstones of this attack. The researcher develops themes or groupings using data analysis. The researcher takes field notes or approaches subjects with open-ended questions. The undemanding experience depends on race, class, and gender; historically, traditional research has silenced individuals of underprivileged and marginalized groups. The researcher gathers information about a politically, racially, gendered, and economically oriented person. Different from qualitative research with a theoretical focus, which draws its conclusions from a theory or other general explanation. An inductive process that starts with the facts and broad concepts leads to the development of a broad theory or concept. The researcher's initial stage is to collect specific data from participants, which is then topically categorized or evaluated. These themes or categories are then developed into broad patterns, ideas, or generalizations before being compared to personal experience or published works on the subject. Qualitative investigations can reach various conclusions by looking at how themes and categories evolve into patterns, conceptions, or generalizations. These qualitative studies replace the logical structure present in quantitative studies.

 "Pattern theories" or "generalizations" reflect related concepts or elements combined into a totality. (Charmaz and Thornberg, 2021: 305–327) Provides more information on

"pattern theories" Deductive logic is not heavily emphasized in pattern theory. Similar to causal theory, it has a connected set of concepts and connections, but it is exempt from the requirement of causal claims. In pattern theory, relationships are instead "made sense of" using analogies or metaphors. Conceptual frameworks for knowledge are pattern theories. Each has ideas and connections that combine to form a closed system. They connect the individual steps of a process or list its phases in order. Last but not least, some qualitative studies employ no particular theories. There is a case to be made, though, that no qualitative study begins with just observational data and that all observations are preceded by a conceptual framework comprised of theory and methodology. However, some qualitative studies do not have a defined theoretical framework, like phenomenology, where the purpose is to extract the essence of participants' experiences.

1.45.1 A qualitative proposal that uses theory looks like this:

- Choose whether to include the theory in the qualitative proposal.

- If so, indicate how the theory will be applied to the study, such as an explanation at the beginning, a goal, or a lens for advocacy.

- Position the theory in the proposal where its application makes sense. The theory is typically introduced in the study's opening paragraphs when it has a theoretical or cultural focus. The theory may be presented initially before being revised or updated in light of participant feedback, according to the recently created technique for qualitative research. Lather (2019) qualifies the use of theory even in the most theoretically oriented qualitative design, such as critical ethnography: Data and theory must interact to develop an empirically supported hypothesis. Although the use of theoretical frameworks known in advance is vital, facts must be allowed to build concepts rationally to avoid having a specific framework act as a vessel into which the data must be poured.

In contrast to what one might expect, this was a quantitative study; however, it was updated instead of testing the model. Author Lather (2019) refined and advanced their modification that described the rootedness and roles of ethnicity compared to this technique at the inquiry's conclusion. The theory is revealed at its conclusion when superior research has a theory, pattern, or generalization as its ultimate goal. This idea may be explained via a logical diagram or other visual depiction of relationships between concepts.

Using the mixed techniques approaches in the case of an emergent theory or pattern, or

deductively, as in the case of theory testing and verification. The emphasis on either quantitative or qualitative approaches may, in either case, drive the application of theory in mixed methods research. Applying a theoretical lens or perspective to direct the research process is another approach to thinking about theory in mixed methods research. Unfortunately, from a theoretical standpoint, there is not much information available on how to investigate diversity bases such as gender, colour, ethnicity, disability, sexual orientation, and others. Nevertheless, the debate has already started, according to several authors. The first was (Califf, Sarker, and Sarker, 2020: 44), who talked about using a "transformative design" as a specific type of mixed methods study. Value-based, action-oriented research methodologies, such as participatory action research and empowerment, were prioritized in this design procedure. They promote utilizing various strategies, focusing on results that can be put into practice, and combining the ethical commitments of various research traditions in this design. Sadly, they do not describe how to apply this theoretical perspective to actual research. Instead, they draw attention to the practical application of theoretical viewpoints like gendered, feminist, cultural, racial, and ethnic perspectives, lifestyle-focused, class- and status-critical, and others. When choosing mixed methods techniques, these views are one of the most important choices to be made, according to Creswell (2021). Using a combination of sequential and concurrent approaches, they continue to give visual representations of these approaches and emphasize some of their benefits and drawbacks. Transformative-Emancipatory Questions for Researchers Using Mixed Methods define the problem and look for relevant information throughout the study process.

1.45.2 Qualitative approaches

The technique section is by far the most detailed and specific element of a proposal, according to many proposal writers. The procedures must be followed when designing a quantitative approach for a study or research proposal, focusing on experimental and survey-based modes of inquiry. Alternative knowledge assertions are reflected in these styles. For example, measurements or observations obtained after the variables have been reduced to a manageable number and are strictly regulated by design, or statistical analysis can be used to test a theory. Data that is objectively derived through empirical observations and measurements. Data can be meaningfully understood when test results are accurate and valid and when additional requirements for knowledge claims are satisfied. Because it connects these assumptions with the methods that put them into practice, the topic in this article does not cover quantitative research methods. However, excellent and comprehensive texts provide details regarding survey research

(Califf, Sarker and Sarker, 2020: 44).

1.45.3 Define experiments and surveys

The design analyses a population sample to generate a survey to provide a quantitative or numerical description of the trends, attitudes, or opinions within that group. The researcher extrapolates or draws conclusions about the population based on sample results. The main goal of an experiment is to ascertain the effect of therapy while accounting for all other factors that can affect the result. Researchers may also choose a sample during an experiment and extrapolate their findings to the entire population. Researchers randomly assign people to groups as a type of control. The researcher can determine whether the therapy itself, when one group receives treatment and the other group does not, rather than the characteristics of the participants, influences the outcome. (Zurell, Franklin, König, Bouchet, Dormann, Elith, Fandos, Feng, Guillera Arroita, Guisan, and Lahoz-Monfort, 2020: 1277)

The design of a survey method segment follows a predetermined structure. This format is frequently used in academic publications, and the examples provided here can be used as guides when conducting similar research. The sections that follow in this chapter go into more detail about standard components.

a. Start the discussion by reviewing the goal of a survey and the justification for choosing it as a study design. It is now feasible to specify the survey research's goal.

b. Extrapolate from a sample to the population to assess a community's characteristics, viewpoint, or behaviour. Why was a survey chosen as the study's primary technique of data collection?

c. Consider the benefits of survey designs, such as their accessibility and speedy data gathering, in this explanation.

d. Discuss the advantage of identifying the traits of a large population from a small sample size. Data gathering may also include creating and distributing an online survey that is web-based or based on the internet (Nayak and Narayan, 2019: 7).

e. Give a justification employing justifications based on the advantages and disadvantages of the method, costs, the availability of the data, and practicality. The population and sample specify the sampling methods and the population's characteristics. Expert methodologists in the field have thoroughly examined

the reasoning underlying sampling theory. In order to present a study strategy, this session will go through the crucial characteristics of the population and sample.

f. Determine the study's participants. Mention the techniques used to locate specific members of the population and the population's size if one can be approximated. When access issues arise, the researcher may point to the population's mailing or published lists of potential respondents as sampling frames (Nayak and Narayan, 2019: 7).

g. Decide whether a single or multiple stage for this group; a sampling approach will be utilized (called clustering).

Cluster sampling is the solution when it is difficult or impractical to construct a list of the population's constituents. Single-stage sampling is utilised when the researcher gets the population's names and can sample them immediately. Using a multistage clustering method, the researcher first samples groups or organizations, then collects names of the individuals who make up the groupings or clusters, and finally samples the individuals who make up the clusters. Random sampling is advised where each candidate has an equal chance of getting chosen. A convenience sample, also known as an accessible sample, is less optimal (Nayak and Narayan, 2019: 7). Generalisations about the population can be made using a representative sample from that population when applying randomization. Check to see if the population will be stratified for the study before selecting the sample. By including people who display specific characteristics, stratification claims that the sample appropriately reflects the percentage of the population that possesses each attribute (Puleo, Nicolle, Blum, Cros, Marisa, Demetter, Quertinmont, Svrcek, Elarouci, Iovanna and Franchimont, 2018: 1999-2013). When individuals are picked randomly from a population, these features may or may not be represented in the sample; however, stratification exudes their representation. Check if the sample contains individuals with the same character traits and the characteristics used to divide the population into each stratum. Discuss the procedures used to choose the sample from the available lists. The most accurate way to choose the sample participants is to use a random numbers table, which can be found in many introductory statistics texts. Give a numerical explanation of how to calculate the sample size. For survey research, employing a sample size calculation is suggested in many survey texts. Instrumentation Additionally, the proposal's creator offers comprehensive details regarding the actual survey tool used in the intended study as part of meticulous data collection. Think about the following:

- Describe the survey tool used in the study to collect data. Let us know if the instrument was changed, created entirely from scratch by a different person, or was tailored explicitly for this study. Indicate whether the instrument's developer has given the necessary authorization to use it if it has been updated. In certain survey projects, the researcher develops a new instrument by fusing elements of existing instruments (Bolliger and Martin, 2018: 568-583).

- Describe the dependability and validity of the outcomes obtained using an existing tool. This means revealing the authors' efforts to assess the reliability of the findings and whether or not definite inferences can be drawn from the instrument results. Content, predictive, and concurrent validity are the three classic validity categories. Look for any reporting of internal consistency by the writers. In addition, check the accuracy of the test administration and scoring (Bolliger and Martin, 2018: 568-583). It is vital to re-establish validity and reliability because when an instrument is altered or merged with other instruments, the original validity and reliability may no longer apply to the new instrument throughout data processing in a survey investigation.

- Outline suggestions for plot or field testing the survey and justify the choices. This testing is essential to ascertain the content validity of an instrument and improve the questions, formats, and scales. Mention the number of people testing the instrument and the method used to incorporate their comments when making final instrument alterations (George, Walker and Monster, 2019: 810-819).

- To ensure a high response rate for a mailed survey, decide on the administration and follow-up methods. 2018: 568–583 (Bolliger and Martin) (Bolliger and Martin) It is recommended to provide medication in four steps. A brief advance notice letter is sent to each of the sample's 18 members in the first mailing, and the actual mail survey follows about a week later in the second distribution. Every sample member receives a postcard follow-up in the third mailing, which is distributed 4–8 days following the first survey. The fourth mailing consists of a questionnaire, a personalized cover letter with a handwritten signature, and a pre-addressed return envelope with postage. None of the mailing recipients responded to it. The researchers send out this fourth one three weeks after the initial mailing. As a result, the researcher completes the administration period four weeks following the survey's introduction. Study variables: Although readers of a proposal learn about the variables in earlier sections, it is helpful to link the variables to the specific questions on the instrument in the technique section. Linking the variables, the research questions, and the survey items together at this stage of a research plan can help the reader quickly understand how the researcher will use the survey items. It is important to cross-reference the variables, questions, and survey items in a table and a discussion. This method is beneficial for large-scale testing models for dissertation research. Data evaluation details the methods applied throughout the proposal's data analysis. A table with percentages and numbers identifying respondents and non-respondents helps present this data.

Describe the procedure used to detect bias in the responses. The impact of nonresponses on survey estimates is known as response bias (Lie, Rueegg, Foss, Loge, Ruud, and Kiserud, 2019: 351-363). (Lie, Rueegg, Foss, Loge, Ruud, and Kiserud, 2019: 351-363). Bias is the idea that if nonrespondents had responded, the overall survey results would have been significantly different. Mention the methods used to look for bias in the response, such as a respondent/nonrespondent analysis or a wave analysis. Wave analysis examines returns on a subset of items week by week to determine whether the average responses change. Assuming that those who return surveys in the last weeks of the response period are rarely respondents, there is a risk of response bias if the responses start to change. Calling a small sample of non-respondents and comparing their responses to respondents can be another way to check for response bias. This checks for bias in responses using the respondent non-respondent method.

Talking about a method for conducting data for each study's independent and dependent

variables are analysed using a descriptive approach. The results of the analysis should show the means, medians, and ranges of these variables' scores. Indicate the statistical technique used if the proposal contains a scaled instrument or a plan to build scales. Mention the scales' tests for internal consistency and dependability as well. Decide on the statistics and statistical software that will be used to test the primary hypotheses or questions in the proposed study. Justify the statistical test that was chosen and any underlying assumptions that went into the statistic. Think about the nature of the research question before making this decision. Additionally, consider that the selection of a statistical test depends on the measurement and distribution of the variables (Creswell, 2020).

1.45.4 Qualitative methods

Quantitative research techniques sharply differ from qualitative ones. Inquiry methods, knowledge claims, and methods for collecting and interpreting data that are different from quantitative inquiry are utilized in qualitative research. Although the techniques are similar, qualitative methods incorporate text and image data, have distinctive phases for data analysis, and rely on a variety of inquiry methodologies. In actuality, the inquiry strategies picked will significantly impact the methods used in a qualitative study. These practices are anything but consistent, even among techniques. Viewpoints ranging from postmodernism to ideological viewpoints, philosophical viewpoints, and systematic procedural rules can be seen by looking at the geography of qualitative approaches (Creswell, 2021). All points of view contend for attention in this emerging paradigm study style known as "Qualitative" research. This chapter will make an effort to strike a mix between basic advice and examples to show different method variations. This discussion incorporates suggestions from various authors who have written about qualitative proposal design. The characteristics of qualitative research, the research strategy, the role of the researcher, the steps in data collection and analysis, the strategies for validity, the accuracy of findings, and the narrative structure are among the topics covered in a proposal section on processes.

1.45.5 What qualitative research looks like

For a long time, because a proposal writer had to explain the characteristics of qualitative research and convince academics and audiences of their importance, advice for writing this portion of a proposal is to:

- Take the needs of possible readers into account. Present the core characteristics of qualitative research in the proposal and, if there is any doubt as to the

audience's familiarity, possibly mention recent qualitative research.

- Determine whether the audience is familiar with the features; qualitative research is sufficiently developed that this section is not required. There are several lists of traits that may be employed. However, the ones suggested by (Alshamrani, Myneni, Chowdhary, and Huang, 2019: 1851-1877) contain both traditional viewpoints and the more contemporary advocate, participatory, and self-reflective viewpoints of qualitative research. Using the concepts of Alshamrani, Myneni, Chowdhary, and Huang as a guide, the following traits are recommended for 2019:

  - Natural settings are used to perform qualitative research. The qualitative researcher typically travels to the participant's place to do the research. As a result, the researcher might gain much knowledge about the area or situation and get personally immersed in the participants' experiences.

  - In qualitative investigations, various participatory and humanistic research methodologies are applied.

  - Data collection methods are changing, and they increasingly involve participant involvement and sensitivity to the study's participants.

  - Qualitative researchers look for participant participation when gathering data.

  - Additionally, they make an effort to establish credibility and trust with the study's participants. They do not speak until it is necessary to.

  - The actual methods of data collection have evolved to embrace a wide range of resources, including sounds, e-mails, scrapbooks, and other new forms, in addition to the previously used open-ended observations, interviews, and papers. It is emergent rather than meticulously prefigured in qualitative research.

  - Qualitative research reveals much information. As the researcher gains experience, he or she will likely discover better study questions and whom to ask them.

  - As possibilities for data collecting arrive and vanish, and the researcher identifies the best regions to learn about the primary phenomenon of interest, the procedure of gathering data may alter. An initial code, a set

of overarching themes, and a grounded theory or broad interpretation will make up the theory or general pattern of knowledge. It is challenging to precisely prefigure qualitative research at the proposal or early study stages because of these features of an evolving research model.

o At its essence, qualitative research is interpretive. This demonstrates how the researcher interprets the data. Sovacool, Axsen, and Sorrell (2018) state that this entails creating a description of a person or setting, looking through the data for themes or categories and then drawing personal and theoretical interpretations or conclusions about its significance, outlining the lessons learned, and suggesting additional questions to be asked.

o One cannot avoid the personal interpretation given to qualitative data analysis since the researcher filters the data through a personal lens positioned in a particular socio-political and historical context.

o Using qualitative research methods, social problems from all angles. Because of this, qualitative research investigations resemble road-view panoramas rather than discrete micro-analyses.

o The complexity, interactivity, and scope of the narrative all contribute to the qualitative study's higher quality. Visual representations of numerous parts of a process or a significant phenomenon enable this full view (Creswell, 2021).

o The qualitative researcher is conscious of how one's own background influences the research and carefully evaluates his or her position in the investigation. With this introspection and awareness of one's biases, principles, and passions, the self as a researcher and the self as an individual becomes one. It also represents candour, transparency, and acceptance of the ethical implications of every study.

o According to protocol, personal reflections can be found throughout a proposal or study or in the "role of the researcher" section or an epilogue (Creswell, 2021).

o The qualitative researcher uses complex, simultaneous, iterative, and multifaceted reasoning. His reasoning uses both inductive and deductive techniques, although primarily inductive. Iterative thinking involves going back and forth between generating problems and acquiring and analyzing

information in the room; the simultaneous activities of data gathering, processing, and writing add to this.

o   One or more inquiry strategies are adopted and used by the qualitative researcher as a guide for the procedures of the qualitative study. Beginning researchers only need to employ one method, and they can get guidance on writing a proposal and carrying out the strategy's steps from contemporary procedural books.

1.45.6 Research methods

These broad characteristics extend beyond more focused inquiry methods. These strategies, which rely on acquiring, analyzing, and writing data, are applied throughout the research process and come from various professions (Creswell, 2021). Numerous approaches exist, such as the 28 ones mentioned by Ludewig and Jannach (2018), the 5 "traditions" of inquiry proposed by Creswell and the 19 categories in Wolcott's tree (2001) (2021). Five techniques are available to a qualitative researcher: story, phenomenology, ethnography, case study, and grounded theory. These five indicate a particular emphasis that ranges from limited to broad, but the researcher does not have reliable sources to support them. For instance, researchers may examine individuals and groups as well as activities, processes, and events and look for cultural similarities among people or organizations. The following tasks are required to write a procedure for a qualitative proposal advised.

- Select the exact investigative approach

- Describe the strategy's historical context, including its description, scope, and position within the field.

- Explain why using it in the planned study is a good idea.

- Describe how the adoption of the method will influence the queries posed, the data gathered, the data processed, and the final story written.

1.45.7 Comparison between qualitative and quantitative research

According to the list of criteria, the inquirer typically engages in a long and intense experience with participants in qualitative research. This complicates the qualitative research process by introducing several practical, ethical, and personal concerns (Sim

and Waterfield, 2019: 3003-3022). Inquirers are upfront about their prejudices, views, and personal interests concerning their study topic and approach. In addition to resolving potential ethical issues, the researcher's responsibility includes acquiring access to a research location.

- In cryptic comments on previous interactions that provide background information to aid the spectator in understanding the subject, the setting, or the individuals.

- Archibald, Ambagtsheer, Casey, and Lawless (2019: 160) define "backyard" research as looking at the researcher's workplace, circle of acquaintances, or nearby environment. This frequently leads to difficult power struggles and jeopardizes the researcher's ability to share findings. Although gathering data may be quick and straightforward, reporting data that is skewed, lacking, or compromised presents issues.

- Describe the actions required to secure Institutional Review approval to respect the rights of human participants. Include the IRB approval letter as an appendix and go over the procedure for obtaining permission (Archibald, Ambagtsheer, Casey and Lawless, 2019: 160).

- Describe the methods used to enter the environment and obtain authorization to examine the data or situation (Archibald, Ambagtsheer, Casey and Lawless, 2019: 160). (Archibald, Ambagtsheer, Casey and Lawless, 2019: 160). Getting permission from "gatekeepers" to access research or archival sites is crucial. Describe how the research study will address each concern raised; for instance, it may be necessary to omit names of individuals, locations, and activities when researching a sensitive subject. The proposal must explain how information is being concealed in this case.

1.46 Data Gathering Techniques

The discussion of issues with data gathering was facilitated by insights into the role of the researcher. Setting the parameters of the study and gathering unstructured data are steps in the data collection process.

- Include a list of the carefully selected study venues or subjects. In qualitative research, it is essential to carefully select the people, documents, and visual aids that will aid the researcher in fully comprehending the issue and the study's topic. This does not imply, as is sometimes the case in quantitative research, that many subjects or sites were selected randomly. Instead, the four could be discussed in relation to the individuals and the environment factors suggested by Guest, Namey, and Chen (2020).

- Include a list of the categories of data that will be collected. Numerous methods of data collecting and lengthy periods of subject interviewing in the field are standard components of qualitative research. Four primary types of data collection processes are employed in qualitative research.

    o First, making field notes about how individuals act and participate in activities at the research site is known as observation. These notes are semi-structured and incorporate some earlier inquiries that the researcher is interested in learning more about (Aldemir, Celik and Kaplan, 2018: 235-254). The role of the qualitative observer can range from full participant to non-participant.

    o Second, the researcher meets participants in person, over the phone, or a combination of the two to conduct interviews.

    o Third, there were 21 focus groups, each with six to eight people. These are discussion groups. The interviewer asks the subject a series of loosely organized, free-form questions designed to elicit the respondent's thoughts and feelings.

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- Fourth, qualitative researchers may compile various written materials for their investigation. Depending on the circumstances, these might be public documents. Last but not least, qualitative data can also be presented in the form of audio and video. Images, artwork, video, or audio recordings can all represent this data.

- Give concrete examples of the different data collection forms and argue for the merits of each (Aldemir, Celik and Kaplan, 2018: 235-254).

  - Do not stop with just interviews and observations to complete the data set. Using one of these standard formats in a proposal will grab the reader's attention and allow them to document helpful information about observations and the types of data that may be used to investigate possibilities (Aldemir, Celik and Kaplan, 2018: 235-254).

  - Before embarking on a field study, qualitative researchers fine-tune their approach to data collection. The researcher's proposal should detail the data collection methods and the types of data that will be collected. An observational protocol should be followed when gathering observational data. Multiple observations are typically made by researchers and recorded on a protocol or form during a qualitative study (Aldemir, Celik and Kaplan, 2018: 235-254).

1.47 Conclusion

Research design is the big-picture strategy developed to combine all the different parts of a study in a way that makes sense and guarantees one will be able to answer the research question. It is the blueprint by which information is gathered, analyzed, and interpreted. Research technique refers to the processes and procedures used to gather data and draw conclusions about a topic. Reading the research paper's methodology section allows the reader to evaluate the study's general validity and dependability. Mixed methods research design refers to the steps taken to collect, analyze, and "mix" qualitative and quantitative data and methodologies in a single study to understand a research problem. Quantitative studies use numbers and data, permitting the systematic evaluation of variables and verifying hypotheses. Qualitative studies concentrate on words and their meanings and allow one to dig deeper into concepts and experiences. Quantitative sources are not used in qualitative research; data is gathered through

interviews, open-ended questionnaires, diaries, and in-person observations. Data that can be represented numerically is what is gathered in quantitative studies. Quantitative studies include controlled experiments, in-depth interviews, and surveys with Likert scales and other closed-ended questions. A project's design is the systematic composition of ideas, materials, and methods for accomplishing a predetermined goal. Project managers rely on good design to help them avoid pitfalls and provide guidelines for maintaining critical aspects of the project, like the schedule and the budget.

DATA ANALYSIS, FINDINGS, AND INTERPRETATION

1.48 introduction

The primary goal of this research was to examine how transformational leadership affects worker motivation on construction sites serving low-income Cape Town residents. This generated the question of the likely cause for this persistent problem and why it would not be corrected. There was an initial presumption that those performing such crucial operational tasks might be unfamiliar with budgeting procedures. When it comes to getting things done on a project, this kind of leadership prioritizes the health and happiness of the team members. Leadership in this manner boosts project efficiency and increases workers' happiness. This study set out to answer the question, "To what extent was the "effect of transformational leadership" present in low-income communities' building initiatives?" Additionally, the procedure would help analyse intervention methods for this persistent issue.

In this chapter, the findings are presented in a question-and-answer format to reflect the order in which the questionnaire questions were asked. For example, Section A covered demographic information, Section B used a Likert scale, and Section C asked free-form questions. We have included a copy of each question exactly as it appears in the research instrument, followed by the actual answers that the participants provided.

1.49 Section A Biography

This subsection aimed to evaluate the respondents' qualifications for the survey by learning more about their personal histories. The intended audience comprised construction industry workers with some stake in allocating funds among cost centres and transformational leadership results. Therefore, the goal of this section is to determine whether or not such individuals meet the criteria for inclusion in this survey.

Question 1: What is your position in the organisation? Tell me about your role at the company. Answering this question was crucial for identifying the roles of various construction workers. Nonetheless, this will be of utmost significance in determining how many workers in low-income areas are involved in decision-making and how transformational leadership affects their motivation in construction projects.

Response: According to the answer, administrative and supervisory roles comprise

most of their professional experience. Below, in Figure 7.1, are the respondents' respective positions.

1. What is your position in the organisation?

- ■ Administrator
- ■ Supervisor
- ■ Manager
- ■ Sales Representative
- ■ Planner
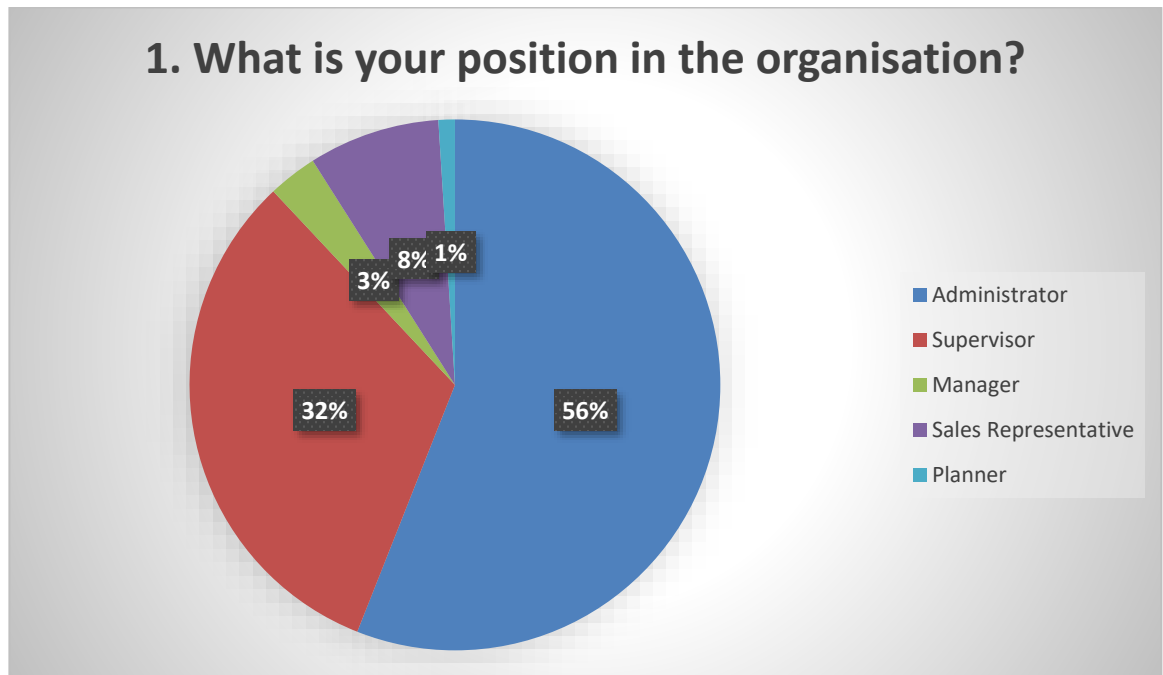
Figure 0.1: The different levels of positions of employees involved in organizations

Source: own construction

Figure 7.1 shows that the largest group, consisting of 56% of respondents, is made up of Administrators. This is followed by the Supervisory Staff (32%), Management (3%) and Sales (8%), and Planning (1%).

Question 2; If Other: In case responders hold a position not listed above, they are given the opportunity to elaborate. Some jobs in low-income communities may have little to do with the development or the effects of transformative leadership.

Response; Internships and service consultant roles comprise most of the respondents' other organizational experiences. Figure 7.2 shows the respondents' whereabouts.
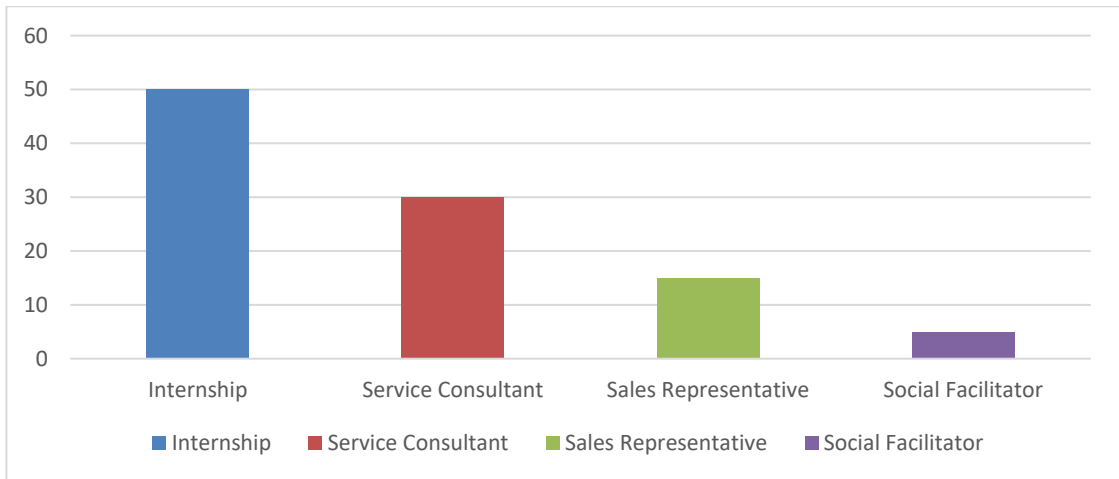
Figure 0.2: The other levels of positions of employees involved in organisations

Source: own construction

Figure 7.2 shows that the bulk of respondents (50%) are interns, followed by service consultants (30%), sales representatives (15%), and facilitators (5%).

Question 3; Have you worked for any other organisation before? The purpose of this inquiry is to catalogue the respondent's professional background. As a bonus, this will reveal whether or not they have prior experience working in the construction industry.

Response; Figure 7.3 shows that the majority of respondents have prior work experience, while the remaining respondents are making this their first job.

Figure 0.3: The other organisations' respondents have worked before

Source: own construction

As seen in Figure 7.3, the vast majority (89%) of workers have relevant experience, whereas the small minority (11%) are breaking into the industry for the first time.

Question 4; Are you involved directly in the management of projects/during execution

Response: The minority seldomly participates in anything, but the majority does so more often than not.
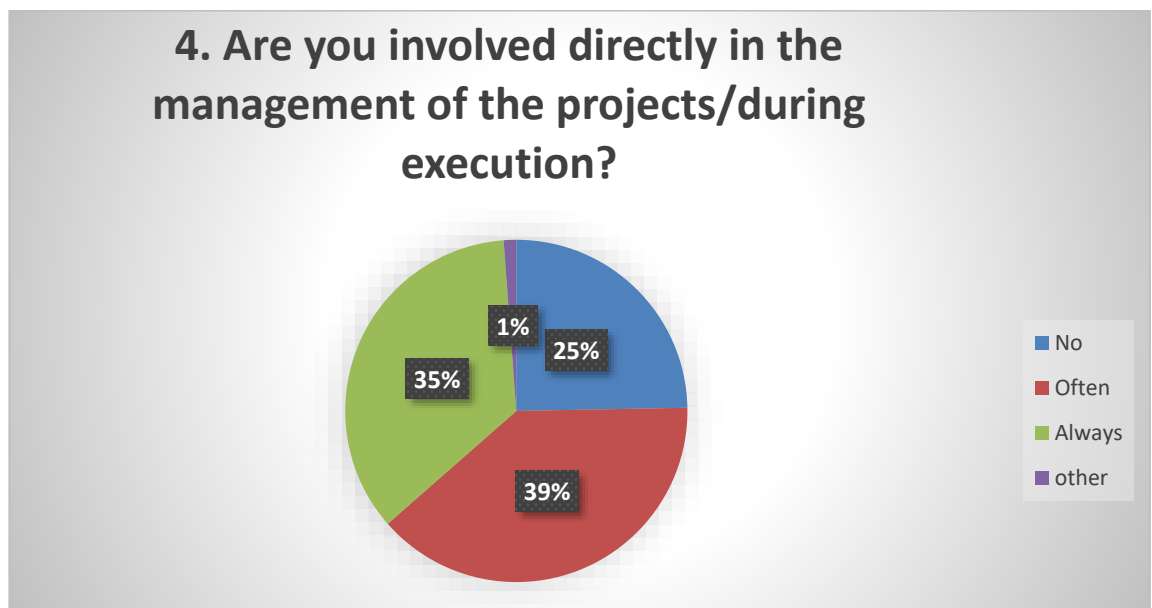
Figure 0.4: Are you involved directly in the management of the project/during execution

Source: own construction

Figure 7.4 shows that most respondents (39%) have been directly involved in the management of the project during execution at least some of the time. Moreover, 35% have been directly involved in the management of the project during execution every single time; only 25% of respondents have not been directly involved in the management of the project during execution, and 1% of respondents have other answers regarding dealing with budgeting. Concerningly, 39% of respondents work in direct management, suggesting that most workers in low-income building projects lack experience with the execution and analysis of the impact of transformational leadership on employee engagement.

Question 5; How much of your work relates to project management and decision

making? This was done so that those whose jobs need them to manage projects and make important decisions might have their options investigated further. This study aims to learn more about the extent to which construction project respondents' workplaces include their employees in project management and decision-making throughout the execution phase.

Response: Most tasks include project management and decision-making, whereas a small percentage do not.
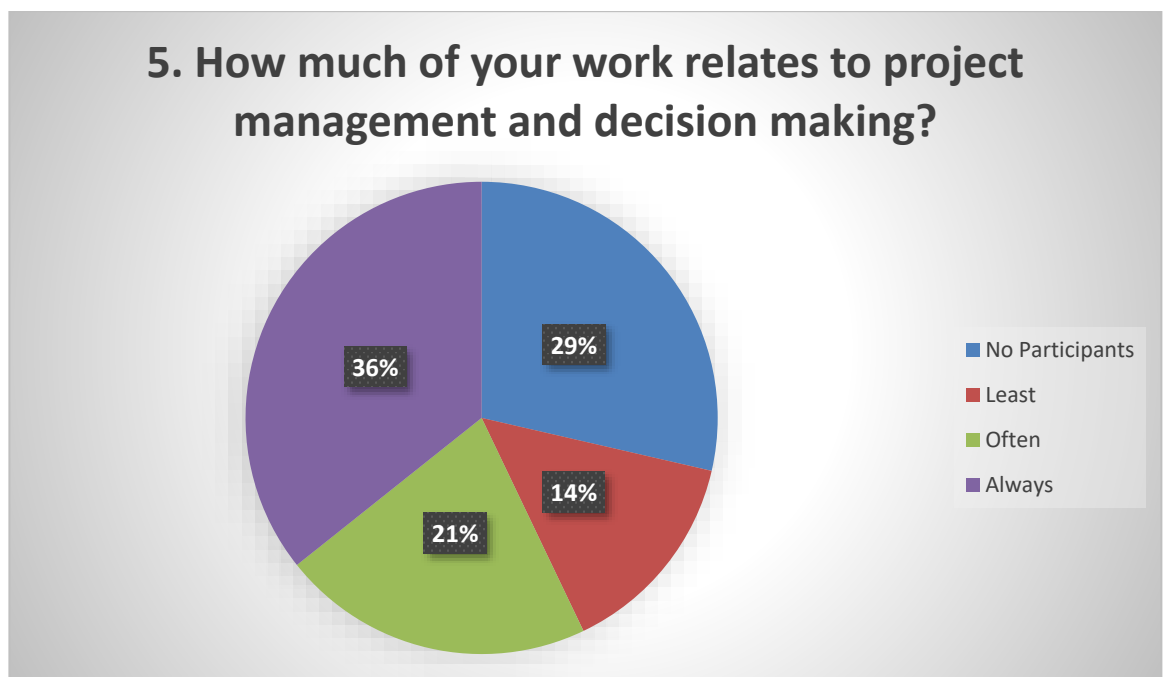
Figure 0.5: How much of your work relates to project management and decision-making

Source: own construction

Figure 7.5 shows that 36% of their work is directly related to project management and decision making, 21% participate in project management and decision making frequently, 14% participate in project management and decision making rarely, and 29% do not participate in project management and decision making at all.

Question 6; What is your highest qualification? This research question was designed to ascertain the respondents' educational background. When confronted with internal and external challenges, managers need to have the training and dedication to learning to overcome them.

Response; A qualification, especially in Commerce or Project Management, plays a significant role in analyzing transformational leadership's impact on employees' motivation in low-income construction projects. In contrast, unqualified managers can be just as effective if they take a few quick courses to learn the ropes of construction management. Figure 7.6 below shows the investigation's findings.
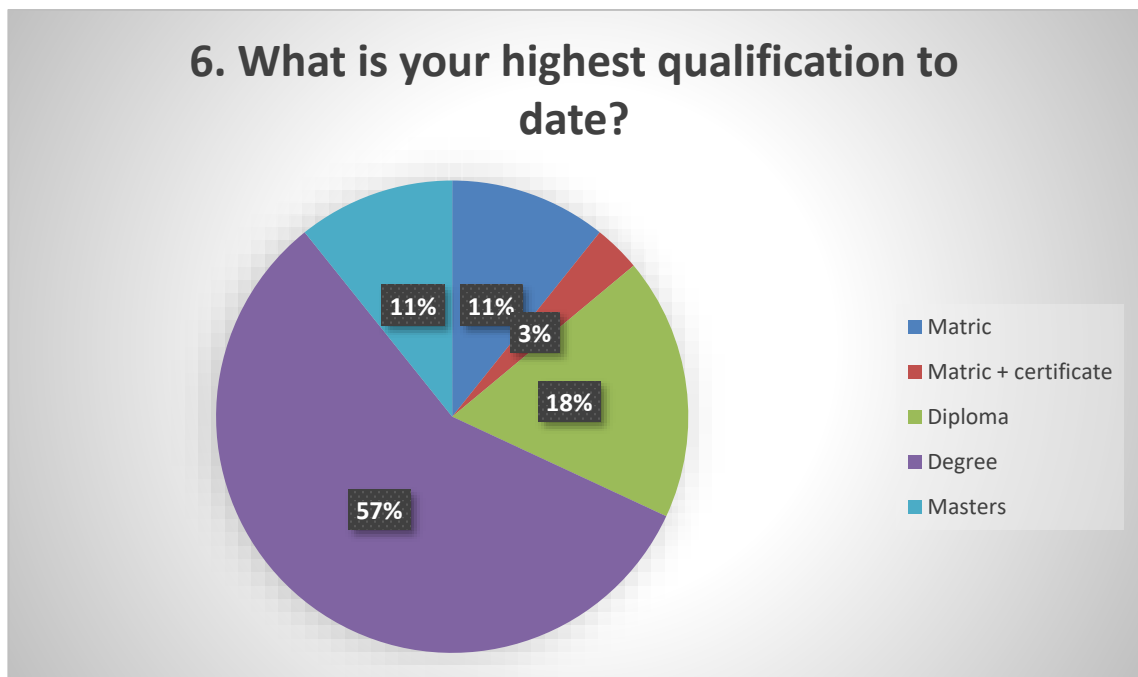
Figure 0.6: What is your highest qualification

Source: own construction

57% of respondents hold a bachelor's degree, 18% a national diploma, 11% both a master's degree and a matriculation certificate, and 3% hold only a matriculation certificate. It is encouraging that so many construction workers have college degrees.

Question 7; Is there anything you may want to say in relation to the above? In order to better understand how transformational leadership affects employee engagement in low-income building projects, this inquiry was crucial.

Response: Most respondents have bachelor's degrees, while the remaining respondents hold a variety of credentials, including high school diplomas, associate's degrees, and master's degrees.
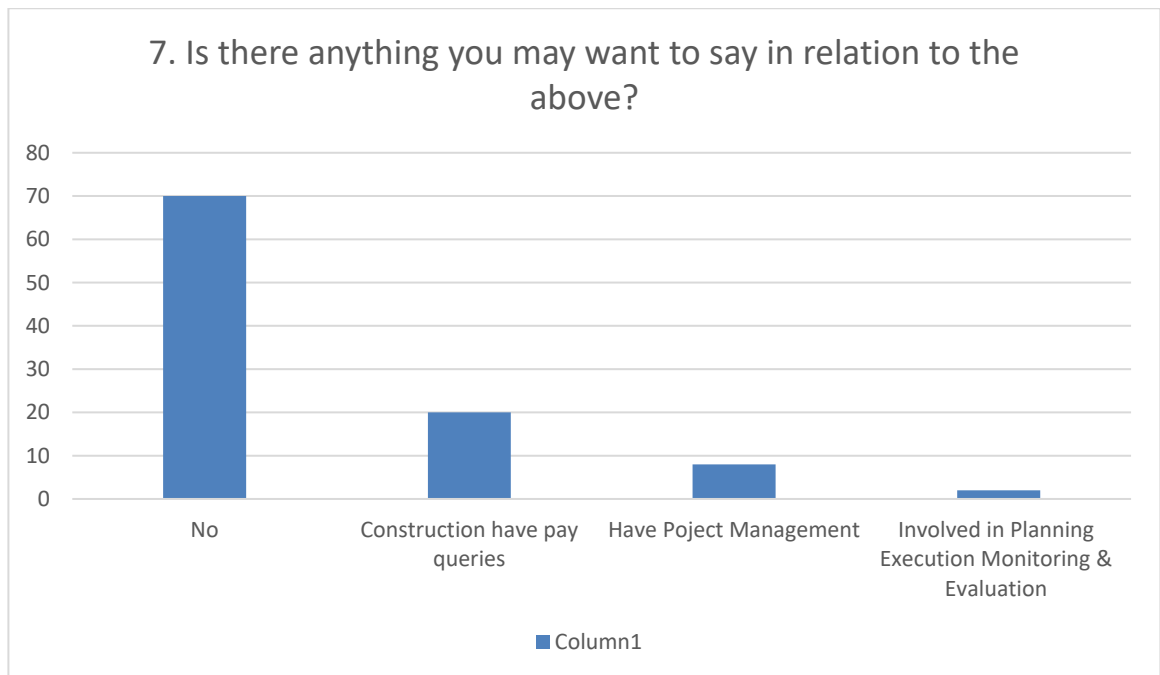
Figure 0.7: Is there anything you may want to say in relation to the above

Source: own construction

According to the data presented in Figure 7.7, only 30% of respondents have something to add to the conversation at hand, whereas 8%-20% have questions about construction pay and project management, and 2% are engaged in the planning process, executing, monitoring, and evaluating.

1.50 Section B – Likert Scale

Use this Likert scale to rate the importance of many factors influencing transformational leadership's ability to inspire workers on low-income areas projects. Here, we discuss how respondents see transformational leadership influencing worker motivation on low-income building projects. Ranking this on a scale would give the researcher a clear picture of how strongly people agreed, were indifferent, or disagreed with the statement being studied. The options are "strongly disagree" (-1), "disagree," ("neutral"), "agree," (-4), and "strongly agree" (-5).

Statement 1: Our transformational leadership process sets out the objectives for the construction project in the low-income area. The strategy and resource needs of low-income construction projects need to inform the process of transformational leadership that aims to motivate personnel. The construction project in the low-income neighbourhood requires transformative leadership from people who are familiar with

departmental goals, objectives, and policies.

Response: As responders participate in the transformational leadership to employee motivation process, it stands to reason that they will want sufficient knowledge before beginning work on the low-income area's development project. The respondents' perceptions are depicted in Figure 7.8 below.

1. Hand over the completed project to the customer

Strongly agree 18%

Strongly disagree 18%

Disagree 3%

Neutral 18%

Agree 43%
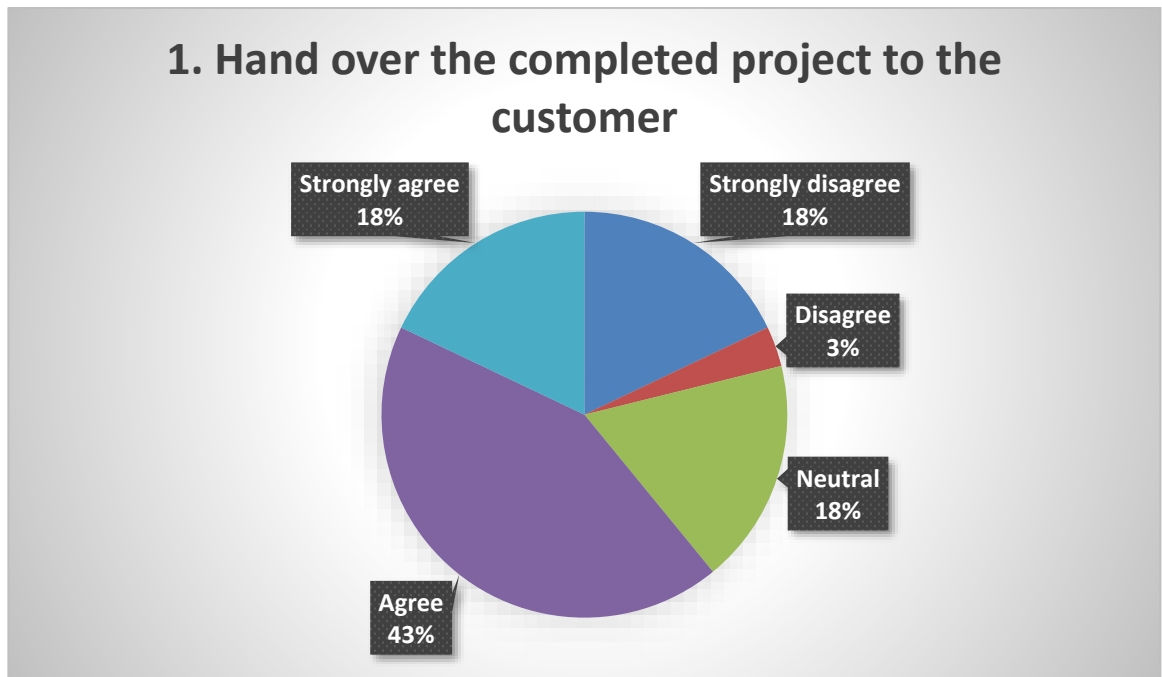
Figure 0.8: Hand over the completed project to the customer

Source: own construction

Sixty-one per cent of respondents (43 per cent agree and 18 per cent strongly agree) believe that budgetary processes generally inform those involved in the department's goals. In contrast to the 3% who agreed and 18% who strongly disagreed, 18% of

respondents declared themselves neutral. This suggests that the majority of those working on the low-income neighbourhood construction project under the direction of a transformational leader have a firm grasp of the project's overall goals.

Statement 2; Have no issues and problems with senior management. Employees who are directly involved in low-income neighbourhood construction projects within an organization are responsible for formulating project cost estimates.

Response: workers who will be directly or indirectly impacted by a low-income neighbourhood building project are expected to provide some level of input during the planning stages of the project. Views of respondents on this statement are shown in Figure 7.9 below.
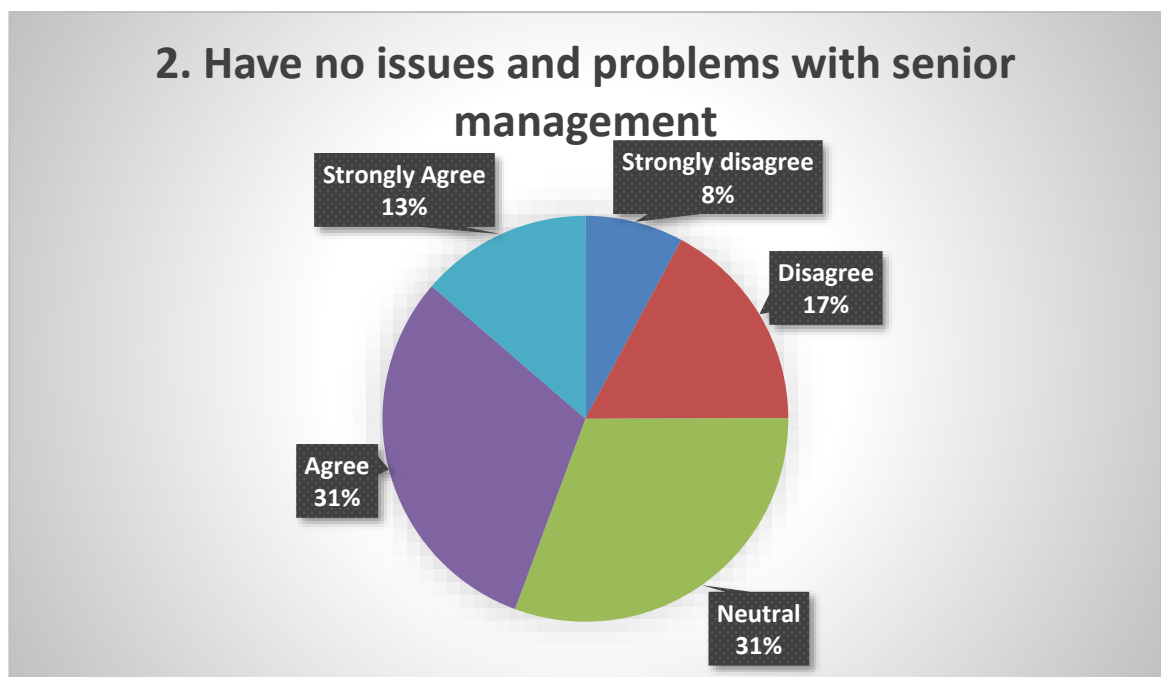
Figure 0.9: Have no issues and problems with senior management

Source: own construction

Figure 7.9 reveals that just 24% of respondents agreed that a construction project in a low-income region was done by them, whereas 31% agreed and 13% strongly agreed. Among the responders, 31% took no stance.

Statement 3; Meet the iron triangle of time, budget and quality. It is the responsibility of every person in the company to ensure that a building project in a low-income region

is handled correctly and monitored.

Response: It is important to note that all employees, whether they work for a public, commercial, or non-profit organization, are required to take personal responsibility for their activities related to any development projects in low-income areas. Figure 7.10 shows the results from the respondents.
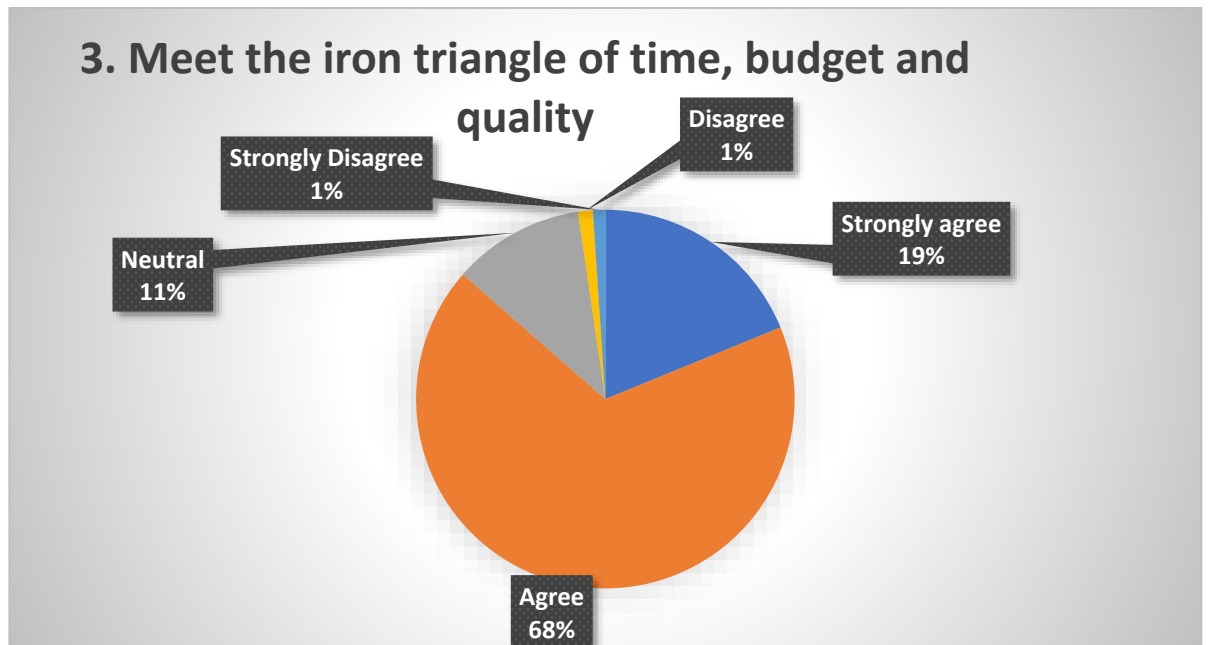
Figure 0.10: Meet the iron triangle of time, budget and quality

Source: own construction

As seen in Figure 7.10 above, 68% of respondents agreed with the statement that every employee is accountable for a construction project in a low-income region at their workstations, while just 1% strongly disagreed. Only 19% were firm believers, whereas only 1% were firm opponents. Furthermore, 11% of people polled are still on the fence.

Statement 4; Meet the time, budget, quality and scope prescribed in the agreement. Transformational leadership benefits workers on a low-income construction project because it encourages high performance and personal responsibility. It is also useful for authorities to evaluate their effectiveness within the company.

Response: It is essential to outline the steps employees need to follow to ensure that a company performs properly if performance measurement serves its intended function in

low-income construction projects. The results are shown in Figure 7.11 below.
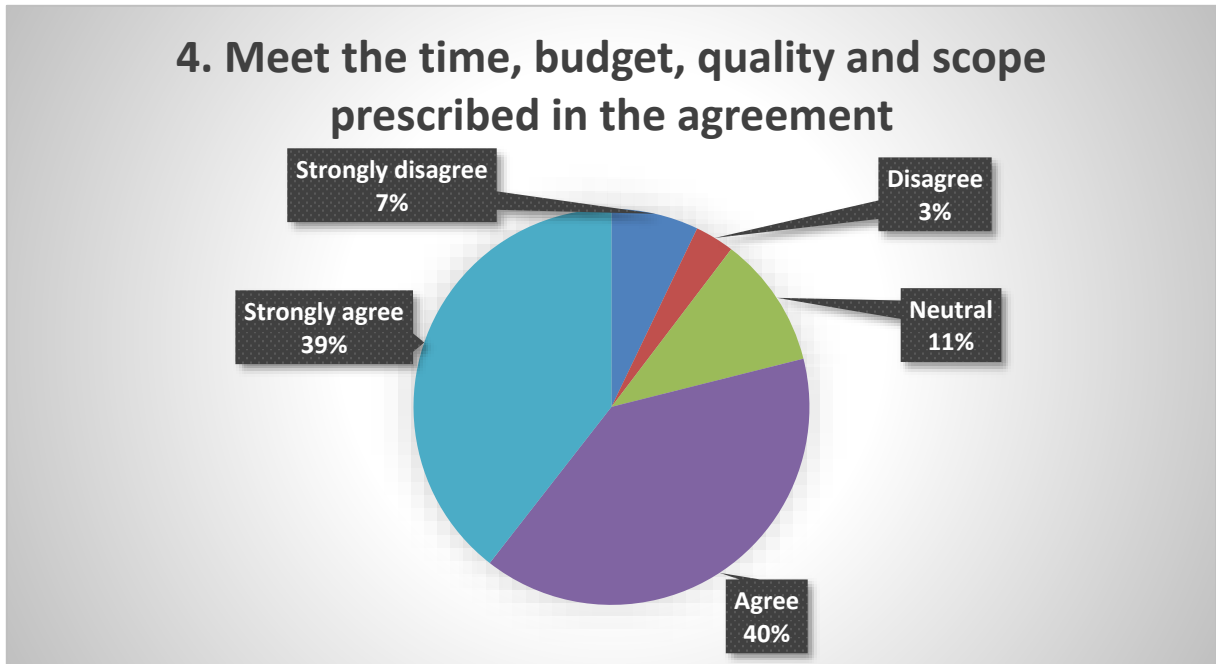
Figure 0.11: Meet the time, budget, quality and scope prescribed in the agreement

Source: own construction

The majority of respondents (79%; 40% agreed; 39% strongly agreed) with the assertion that they created the budget (see Figure 7.11 above); nevertheless, 3% disagreed that they created the budget, and 7% strongly disagreed. Only 11% of people who took the survey took a strong stance on any issue.

Statement 5: When all the conditions are met and there are no injuries or conflicts.

All workers must ensure that a company's low-income building initiatives are appropriately coordinated and monitored.

Response: It is important to note that all employees, whether they work for a public, commercial, or non-profit organization, are required to take personal responsibility for their activities related to any development projects in low-income areas. The results of the survey are shown in Figure 7.12 below.
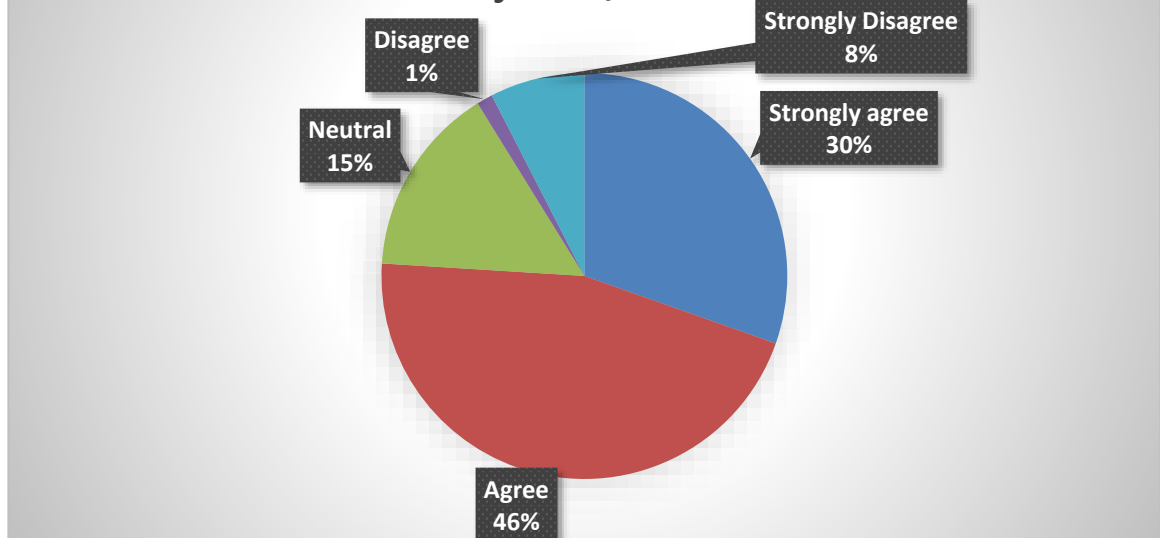
Figure 0.12: When all the conditions are met, and there are no injuries or conflicts.

Source: own construction

As shown in Figure 7.12 above, the majority of respondents (46%) agreed, while 30% strongly agreed with the statement that all conditions are met, and there are no injuries or conflicts as a result of transformational leadership to the motivation of employees in construction projects in low-income areas. However, contrary to this, just 8% of people agree, with 1% even more vehemently disagreeing. Moreover, 15% of those polled still had no opinion either way.

Statement 6: I must provide adequate communication for effective project execution. Be sure to keep all parties involved informed. Thanks to such programs, employees can demonstrate their performance and take ownership of a construction project, even in low-income communities. It is also useful for authorities to evaluate their own effectiveness within the company.

Response; it is important to define the steps that transformational leaders must take to guarantee that their organizations perform to expectations. This is especially true of construction projects in low-income areas. Figure 7.13 displays these replies.
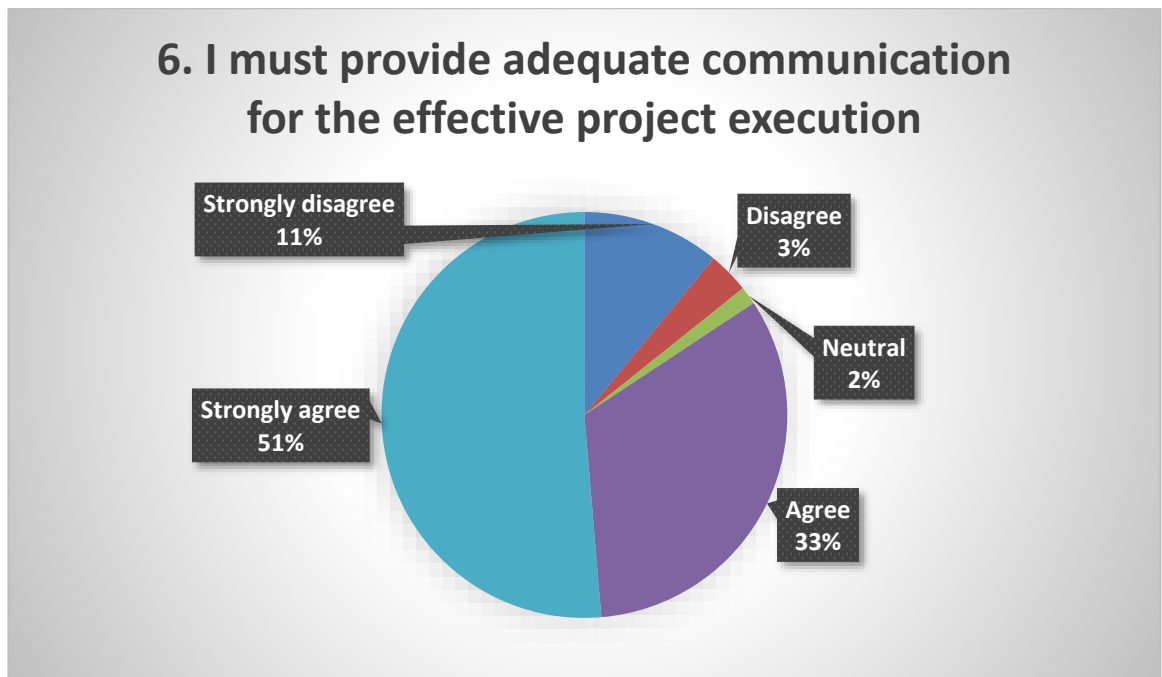
Figure 0.13: I must provide adequate communication for the effective project execution

Source: own construction

According to the data presented in Figure 7.13, 51% of respondents strongly agreed with the statement, while 33% agreed, 3% disagreed, and 11% strongly disagreed. Only 2% of people gave a definitive yes or no answer. It is a matter of concern that one-fifth of the workforce does not think proper communication is essential to the successful completion of projects. Many workers say that open communication lines are among the most critical factors when gauging progress on a construction project.

Statement 7; **I must supply all the materials requirements to the respective WBSs.** It can be problematic when upper management prepares budgets and then hands them off to lower-level staff to implement; after all, project managers are the ones who have to spend money, so it is in their best interest to figure out how much their endeavours will cost.

Response; it is generally accepted practice for an organization's low-income building site projects to meet 100% of their WBSs' material needs. The results of the survey are shown in Figure 7.14 below.
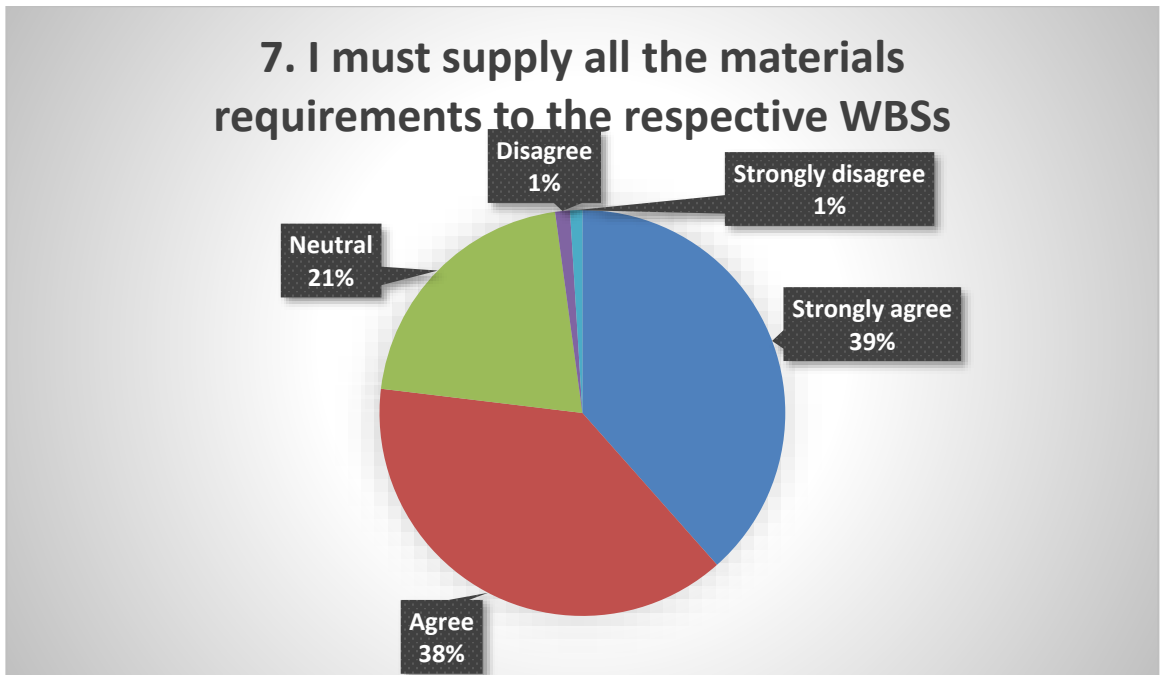
Figure 0.14: I must supply all the materials requirements to the respective WBSs

Source: own construction

Figure 7.14 shows that nearly four in ten respondents (39%) strongly agreed that companies must supply all materials required by their respective WBSs, while nearly as many (38%) agreed with the statement. Twenty per cent disagreed, and eight per cent strongly disagreed with the statement that top politicians make the budget. Fifteen per cent of K1 members are neutral.

Statement 8: I must coordinate all the activities towards the completion of the project. Employees working on building projects in low-income communities would be advised to learn how to organize the various tasks necessary to bring the project to fruition.

Response; all the steps taken to complete a construction project in low-income areas are expected to be coordinated, as Figure 7.15 shows.

8. I must coordinate all the activities towards the completion of the project

Strongly disagree 0%

Neutral 14%

Disagree 1%

Strongly agree 50%

Agree 35%
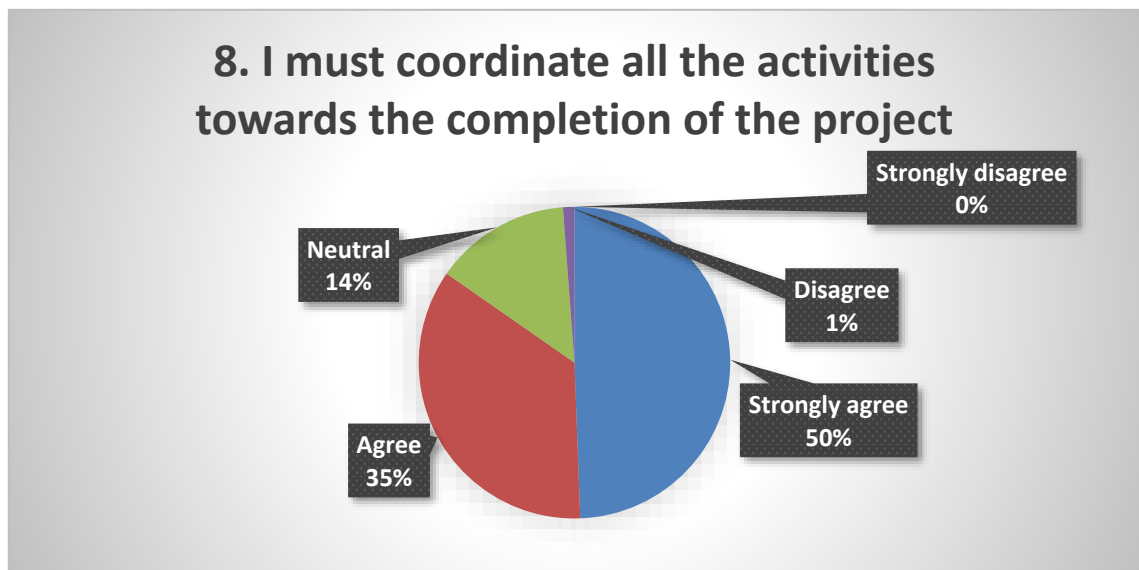
Figure 0.15: I must coordinate all the activities towards the completion of the project

Source: own construction

Figure 7.15 shows that between fifty and thirty-five per cent of respondents agreed that construction projects in low-income communities should coordinate all operations leading up to the project's completion, with the remaining ten per cent strongly agreeing with the statement. The results show that 1% were not in agreement, with 0% expressing severe disagreement. Only 14% remained neutral on the issue.

Statement 9; The successful management of the project is my sole responsibility.

Construction projects usually move more slowly when workers are not given clear instructions for completing their tasks and ensuring the project's success. As a result, there is a risk that construction initiatives in low-income communities will fail because of this obstacle.

Response; What follows in Figure 7.16 below, then, is a visual representation of the answers given by the respondents.
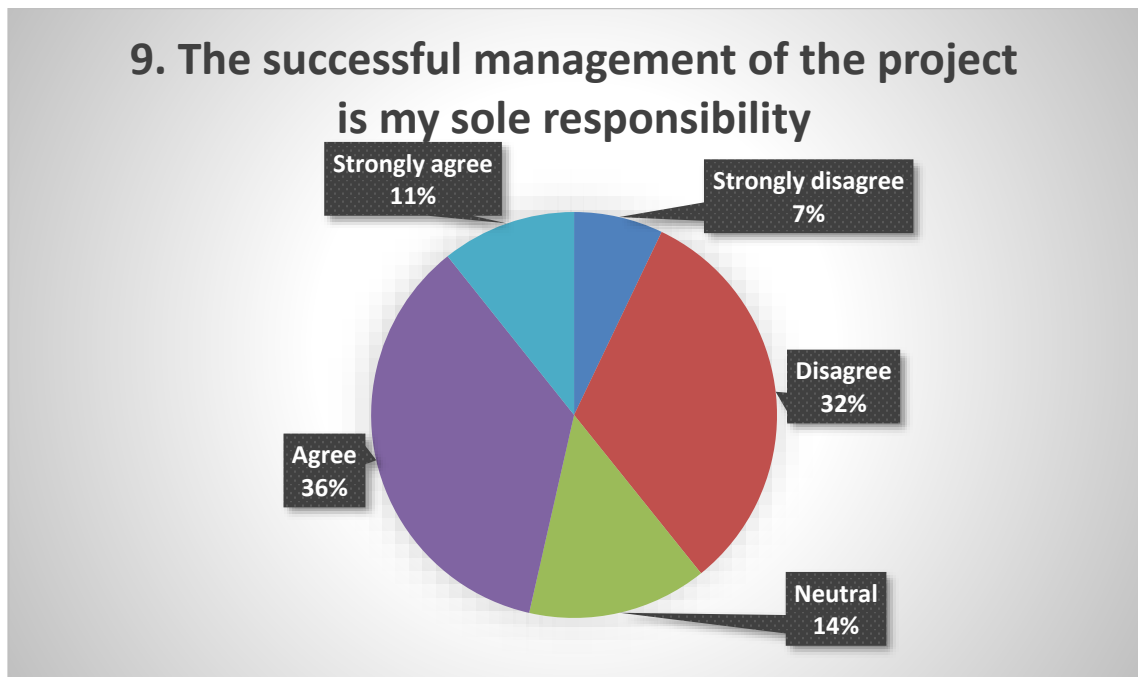
Figure 0.16: The successful management of the project is my sole responsibility

Source: own construction

Figure 7.16 shows that nearly half of respondents agree (47%) that the project's success depends entirely on me, while nearly a third (39%) disagree and 7% strongly disagree. Meanwhile, 14% were ambivalent.

Statement 10; I make all the decisions pertaining to the project's successful management. When workers in low-income areas are constantly told what to do, it is because a transformational leader is leading them. They are not considered when figuring out how to get things done in the most efficient and effective way possible.

Response; workers must have a firm grasp on exactly what tasks will be assigned to them and what materials will be required to complete them. An essential part of any successful construction project is careful planning to ensure that all targets are met. Figure 7.17 displays the responses from the survey takers.
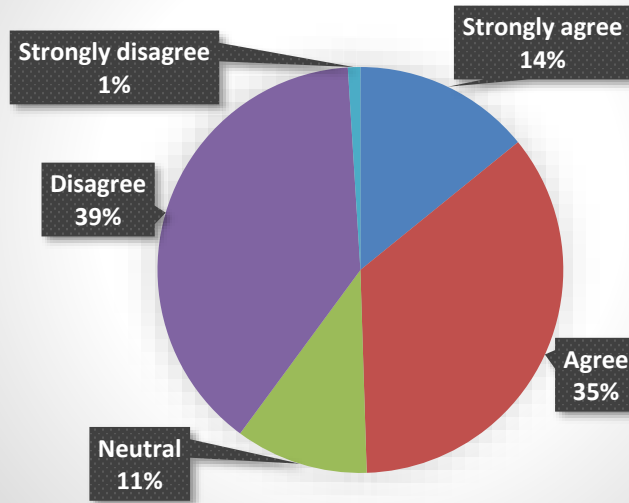
Figure 0.17: I make all the decisions pertaining to the project's successful management

Source: own construction

Of those polled, 53% expressed disapproval of having sole discretion over all matters relevant to the project's management, while 35% expressed agreement and 11% expressed no opinion. From Figure 6.11, it is clear that management decides what must be done without informing workers who are directly involved in the construction.

Statement 11; I have no control over the material resources used in the execution. Workers should have a say in how those resources are allocated since they provide the labour for these construction projects in low-income areas.

Response; it is common practice to give workers on low-income construction sites ownership of the tools and supplies they use on the job. The respondents' levels of agreement or disagreement are depicted in Figure 7.18 below.
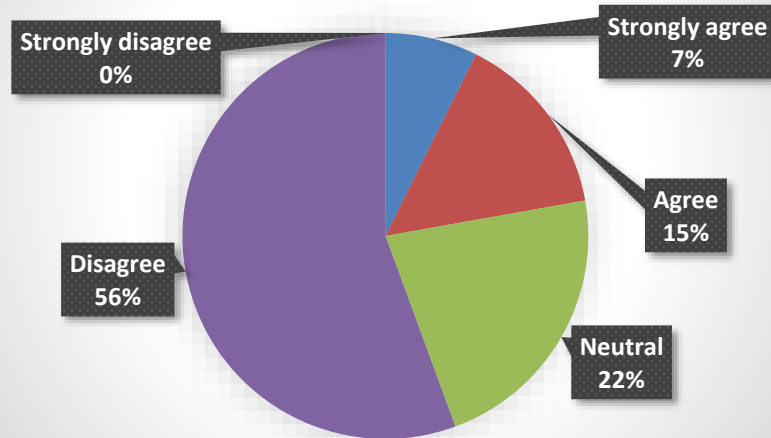
Figure 0.18: I have no control over the material resources used in the execution

Source: own construction

Fifty-six per cent of respondents did not agree that workers should have to say over the tools and equipment used to complete projects, while fifteen per cent did, and twenty-two per cent were unsure. According to Figure 7.18, it is clear that the Department's Management Determines What Must Be Done Without Involving Those Directly Involved In The Programs.

Statement 12; I have no control over the human resources that work with me.

Many construction workers in low-income communities have little say in hiring or firing human resources that assist and report to them on the job.

Response: Construction workers in low-income areas should be able to confide in Human Resources about any issues they are having on the job, and HR is tasked with mediating any conflicts that arise between workers and their employers. The respondents' levels of agreement or disagreement are shown in Figure 7.19 below.
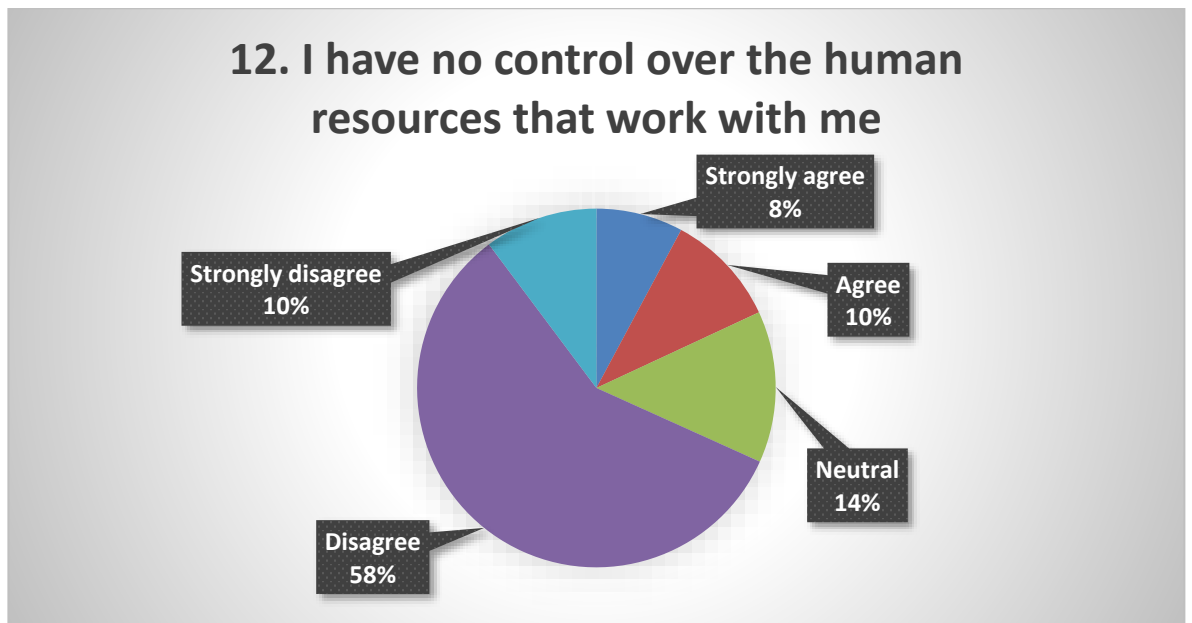
Figure 0.19: I have no control over the human resources that work with me

Source: own construction

Figure 7.19 shows that when asked whether they have any say over their employees, most respondents (58%) said no, with 10% giving a strong negative response. Ten per cent of those polled were in agreement, with eight per cent giving their enthusiastic support even though 14% of the population had no strong opinion either way.

Statement 13; I have no control over the suppliers of the resources required in the project. The Project Manager is responsible for implementing procedures to guarantee that all of the resources outlined in the low-income area project plan are delivered on time from the appropriate suppliers.

Response: It is the Project Manager's responsibility to ensure the availability of all materials needed to complete the building project in low-income areas. The results of this statement can be seen in Figure 7.20.

13. I have no control over the suppliers of the resources required in the project

Strongly agree
8%

Agree
14%

Neutral
14%

Disagree
63%

Strongly disagree
1%
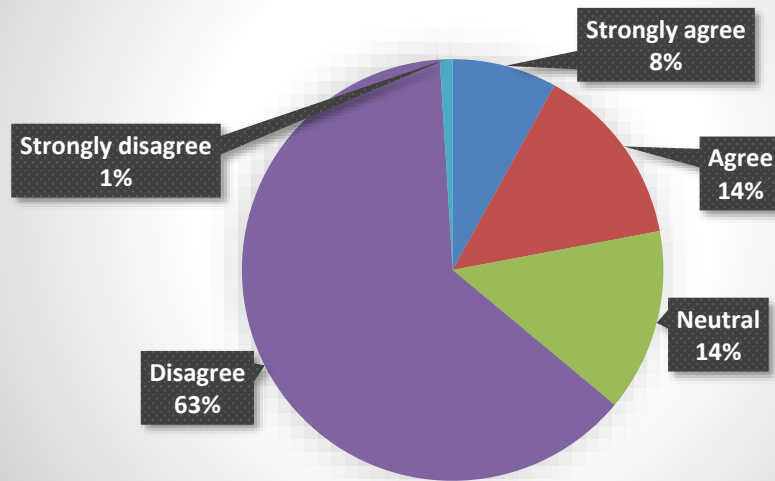
Figure 0.20: I have no control over the suppliers of the resources required in the project

Source: own construction

Figure 7.20 shows that the majority of respondents (63%) disagreed that they have no control over the suppliers of the resources needed for the project. Twenty-two per cent of people polled gave an affirmative response, with another fourteen per cent taking no stance.

Statement 14; I cannot make any strategic decisions related to my day-to-day operations

Workers are not included in management's big-picture deliberations on how the business is run. Because of this, workers must complete their assignments successfully and on time to ensure the delivery of services.

Response; Employees are expected to show up to work on time every day, every week, and every month to ensure the department's goals and objectives are met. Figure 7.21 below depicts the responses received from the respondents.

Figure 0.21: I cannot make any strategic decisions related to my day-to-day operations

Source: own construction

As can be seen in Figure 7.21, the vast majority of respondents (56%) disagreed with the statement that they are unable to make any strategic decisions regarding their day-to-day operations, while 26% agreed and 1% were unsure. Sixteen per cent of people in the sample agreed with the statement.

Statement 15; I was not involved in the planning phase of the project [budget, time]. The Project Manager is responsible for establishing and enforcing procedures to guarantee that the construction project plan in the low-income region is carried out according to the established parameters (cost, schedule).

Response: It is expected that the Project Manager in the company will complete the project planning phase [budget, time] for the construction project plan in a low-income neighbourhood; however, employees must grasp the reasoning for this process. The reactions to this statement are depicted in Figure 7.22 below.

15. I was not involved in the planning phase of the project [budget, time,etc]

Strongly agree 0%

Agree 1%

Strongly disagree 30%

Neutral 2%
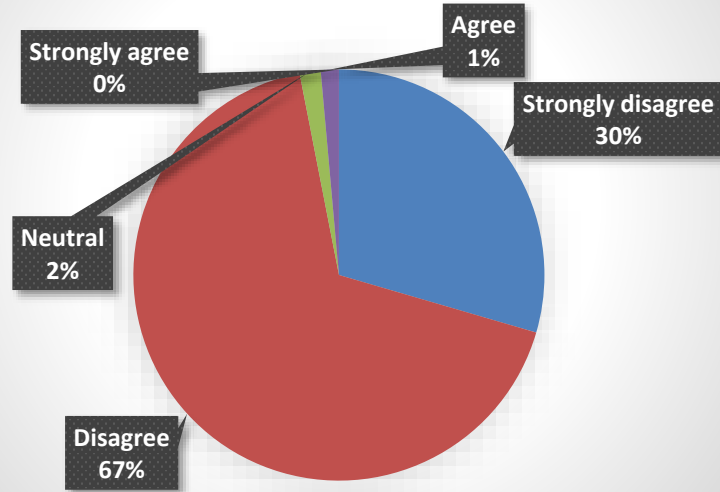
Disagree 67%

Figure 0.22: I was not involved in the planning phase of the project [budget, time]

Source: own construction

Figure 7.22 shows that 67% of respondents did not agree with the statement, with another 30% expressing strong disagreement. Only 1% of respondents gave an affirmative response, while 2% were unsure.

Statement 16; Project selection and planning are senior management's responsibility.

Project selection and planning are the purviews of upper management and correspond to the final blueprint for the building project.

Response: Project selection and planning is senior management against the targets, and all operational plans should be regularly checked to ensure they align with the approved construction projects plan and the department's goals. Figure 7.23 below shows the results.
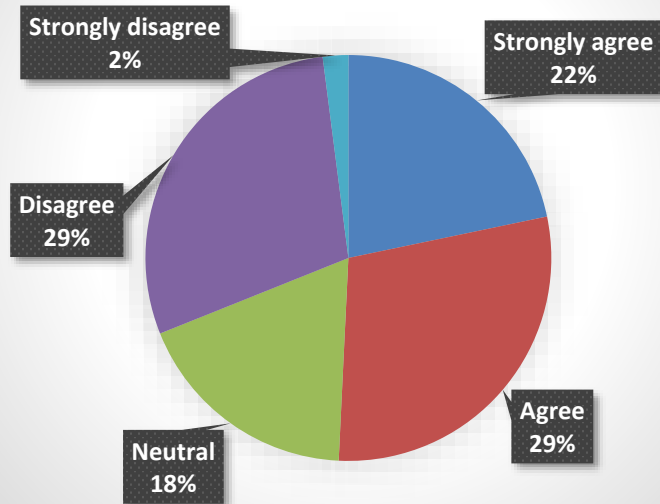
Figure 0.23: Project selection and planning is a senior management responsibility

Source: own construction

In the above Figure 7.23, we can see that 51% of respondents gave an affirmative response, 18% gave a neutral response, and 31% gave a negative response.

Statement 17; Decision on who works with me and what they are paid is SM's function. Decisions made by SMs can have far-reaching effects on the finances and budgets of low-income development projects.

Response; SMs should refrain from interfering with construction workers so that services can be provided to the public in a timely and efficient manner. The analysis's findings are depicted in Figure 7.24 below.
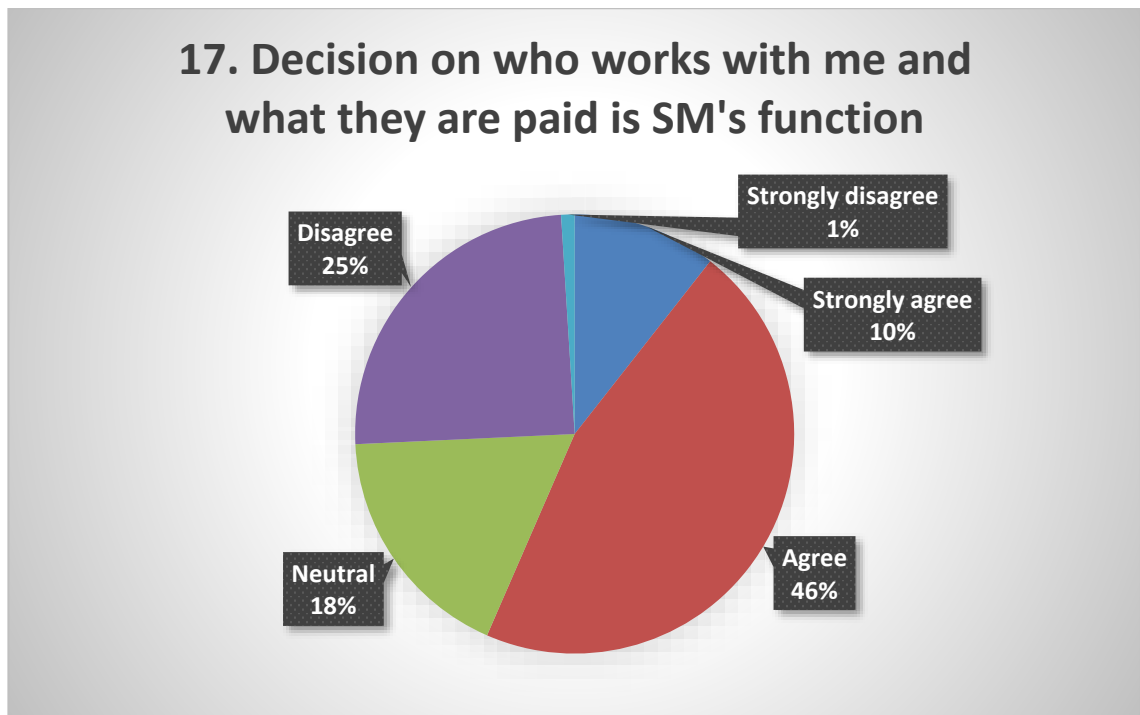
Figure 0.24: Decision on who works with me and what they are paid is SM's function

Source: own construction

Over half of respondents (56%) agreed that SM's influence affects the implementation of the building project, as shown in Figure 7.24. The remaining 26% of respondents strongly disagreed, while 18% were agnostic.

Statement 18; The supplier of material and the costs thereof are SMs responsibility. The department's goals and objectives may be jeopardized if an unrealistic budget is put into place, which would delay the completion of projects.

Response: It is important to ensure that the budget is reasonable and aligned with the company's goals. Respondents' reactions to this statement are depicted in Figure 7.25 below.

18. The supplier of material and the costs thereof are SM responsibility
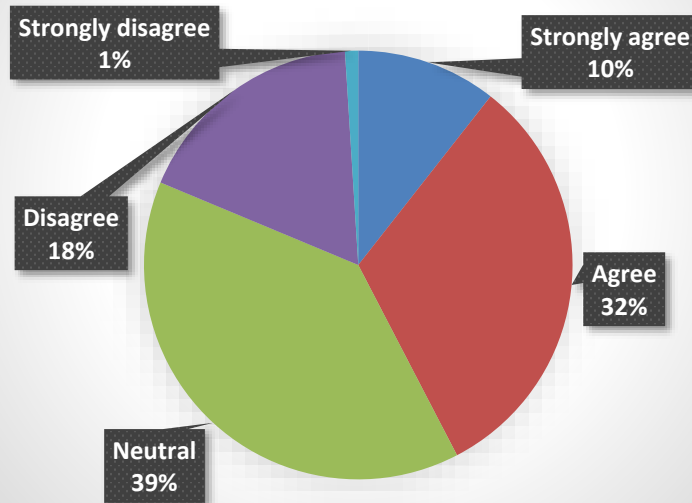
Figure 0.25: The supplier of material and the costs thereof are SM responsibility

Source: own construction

Figure 7.25 shows that while 42%, only 19% of respondents disagreed that SM is responsible for paying the materials' supplier and related fees. The fact that 39% of respondents opted to take no stance on such a crucial question.

Statement 19; I take instructions from the management, I do not make decisions

Constitutional and additional legislative, functional, and policy requirements list the output deliverables that the building project is accountable for that should be included in the strategic plan made by management. In addition, the plan must be compatible with its operations for the construction project's aims and objectives to be met.

Response: a strategic plan should detail the institution's desired results, outputs, indicators (metrics), and targets. In Figure 7.26 below, the respondent's responses to the statement (16) have been summarized.
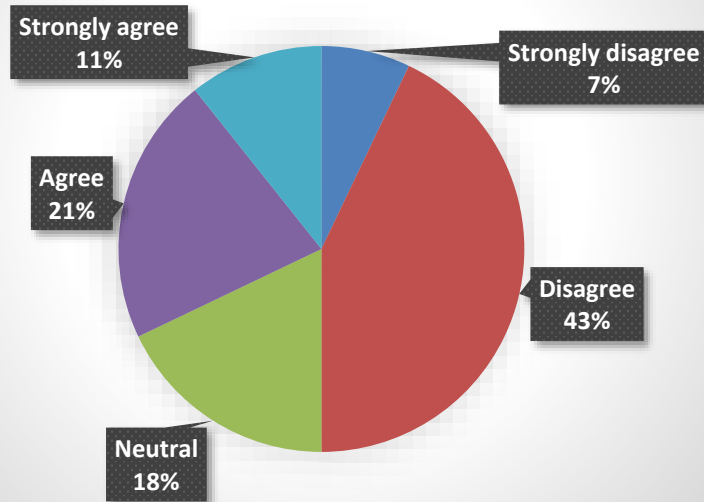
Figure 0.26: I take instructions from the management; I do not make decisions

Source: own construction

Fifty per cent or more of those polled had the opposite opinion (see Figure 7.26). Only 32% agreed, while 18% were unconvinced.

Statement 20; Any important decisions have to be cleared with SM first. Decisions are made in line with the organisational strategic objectives and priorities. To put these plans into action, we pair them with the budget allocation letters that have been issued for each construction project.

Response: It is important to track how well individual workers meet their goals and how well the overall plan works. The percentage of survey takers who agreed or disagreed with the statement is depicted in Figure 7.27.

20. Any important decisions have to be cleared with SM first

Strongly agree
18%

Agree
4%

Neutral
18%

Disgree
58%

strongly disagree
2%
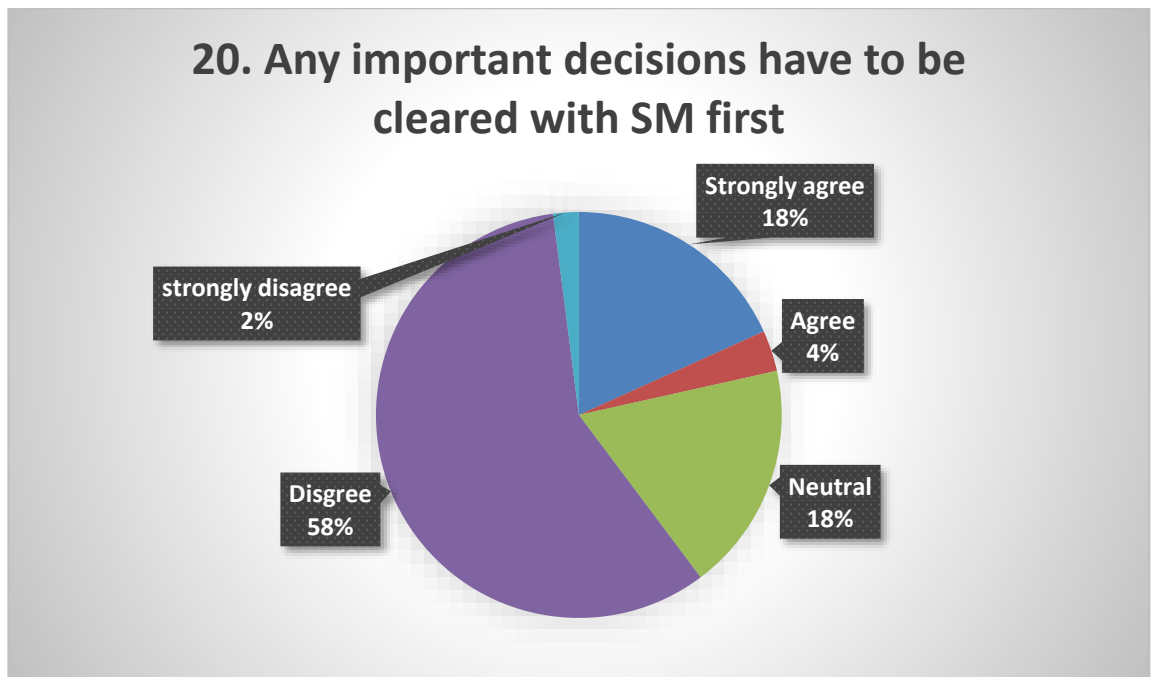
Figure 0.27: Any important decisions have to be cleared with SM first

Source: own construction

Almost two-thirds of respondents (60%) disagreed with the statement in Figure 7.27 that SM must approve big decisions before they are made. On the other hand, only 22% of people responded positively, while 18% took no stance either way.

Statement 21; They decide on who should be the leader for the project to be executed. They select a project manager to oversee the work. Monthly, upper management reviews actual spending vs budgeted amounts to catch any discrepancies and correct them before they become significant problems.

Response: To efficiently execute and implement strategies, senior management should issue circulars and regulations. The results are depicted in Figure 7.28 below.

21. They decide on who should be the leader for the project to be executed

Strongly disagree
2%

Strongly agree
21%

Disagree
10%

Neutral
18%
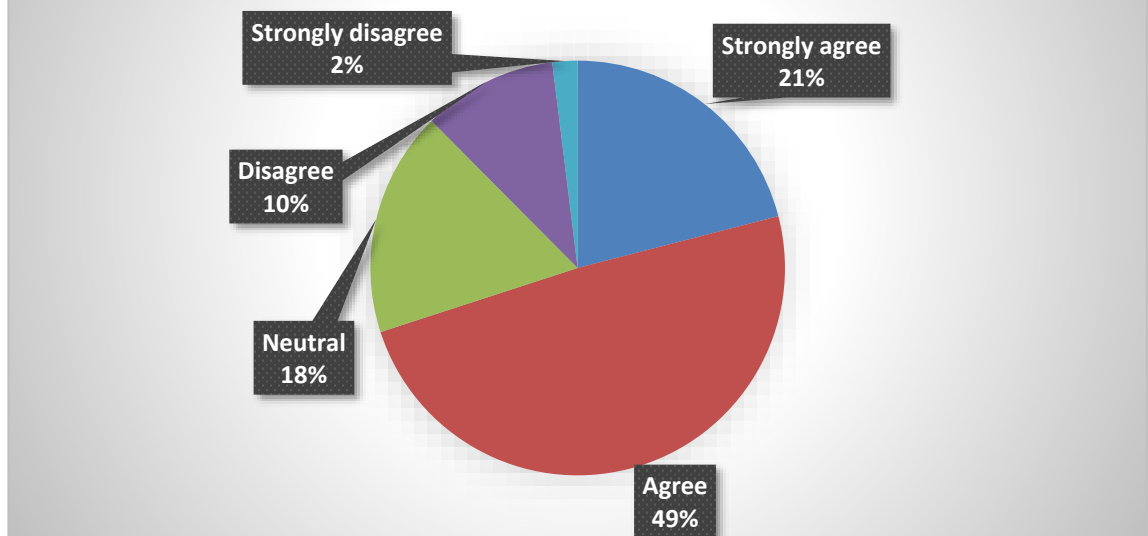
Agree
49%

Figure 0.28:They decide on who should be the leader for the project to be executed

Source: own construction

Figure 7.28 shows that eighty-two per cent of respondents agree that upper management chooses the project manager in charge of carrying it out, while only twelve per cent disagree. Only 18% of those polled had a definitive opinion one way or the other.

Statement 22; If you are not in good books with them, you may never succeed.

Plans and goals set by upper management can clash with the reality of available resources. The manager's responsibility is to secure and make the most efficient use of all available resources so that the organization's plans may be carried out in full.

Response: higher-ups should outline precisely what must be done and which assets should be used before a project gets off the ground. The responses to this remark are shown in Figure 7.29 below.
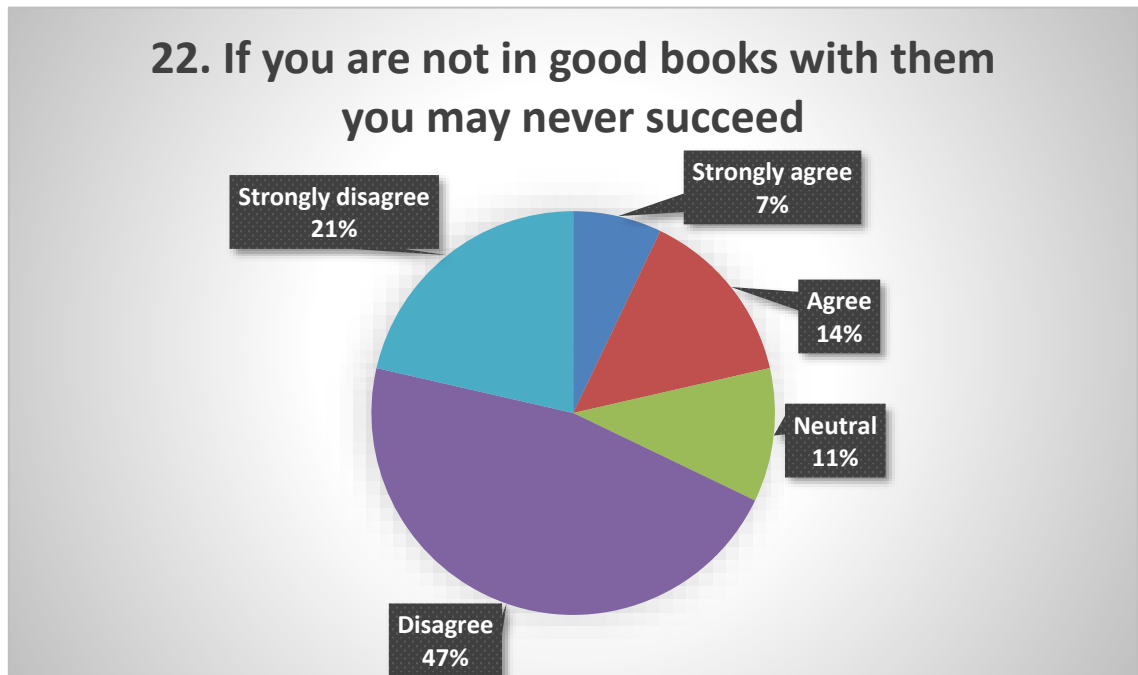
Figure 0.29: If you are not in good books with them, you may never succeed

Source: own construction

Although 21% of respondents agreed with the statement "if you are not in good books with them, you may never prosper," 68% disagreed, while 11% were unsure. This is shown in Figure 7.29 above.

Statement 23; You are merely a coordinator on their behalf; they do the management. A clear plan of action and a reasonable budget are necessary for any organization to accomplish its objectives.

Response: It is reasonable to assume that budgets and plans would be linked to guarantee efficient and effective completion of the department's programs and projects. In Figure 7.30 the collected data shows how people responded.
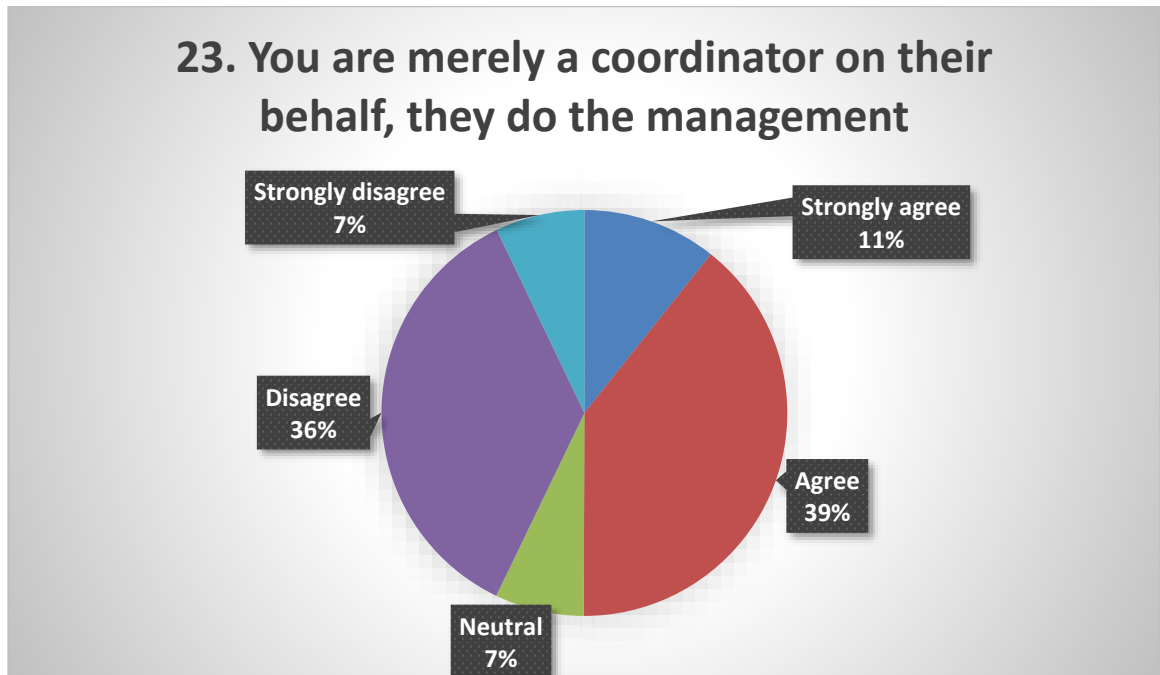
Figure 0.30: You are merely a coordinator on their behalf; they do the management

Source: own construction

Results show that half of the respondents agree that this is always the case, while 43% disagree and 7% are unsure.

Statement 24; They will hire and fire your workers without consulting you if they want. There should be a set of procedures on how projects will be accomplished to reach goals and objectives, and the budget should be adequate and realistic.

Response: it is reasonable to assume that budgets and plans would be linked to guarantee the efficient and successful completion of the department's programs and initiatives. Figure 7.31 displays the collected data.
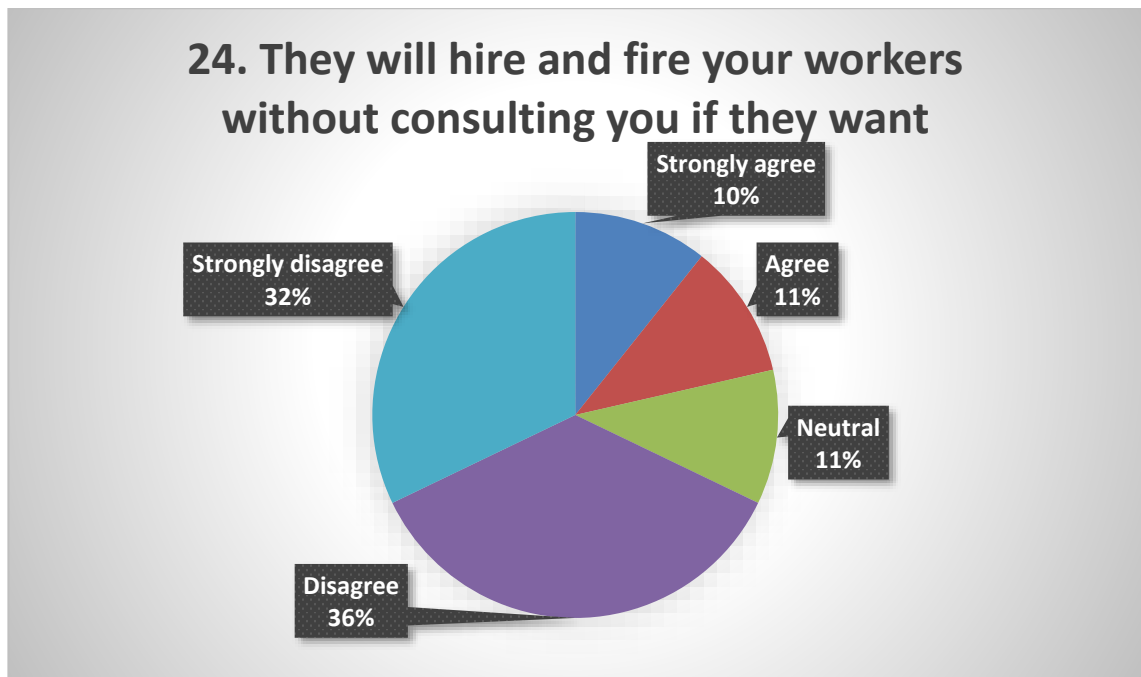
Figure 0.31: They will hire and fire your workers without consulting you if they want

Source: own construction

It can be seen in Figure 7.31 that while 21% of respondents agreed that they could hire and fire employees without informing them, 68% disagreed. Only 11% of those polled took no position.

Statement 25; You need to do good politics to keep close to them for you to succeed. If one wants to be successful, one must engage in good politics to be close to politicians. Therefore, keeping in frequent contact with politician is crucial to the success of the project.

Response: it is reasonable to assume that projects will be completed more effectively and efficiently if there is some connection between politics and success. Figure 7.32 below shows the results of this survey.

25. You need to do good politics to keep close to them for you to succeed

Strongly disagree
21%

Strongly agree
18%

Agree
14%

Disagree
22%

Neutral
25%
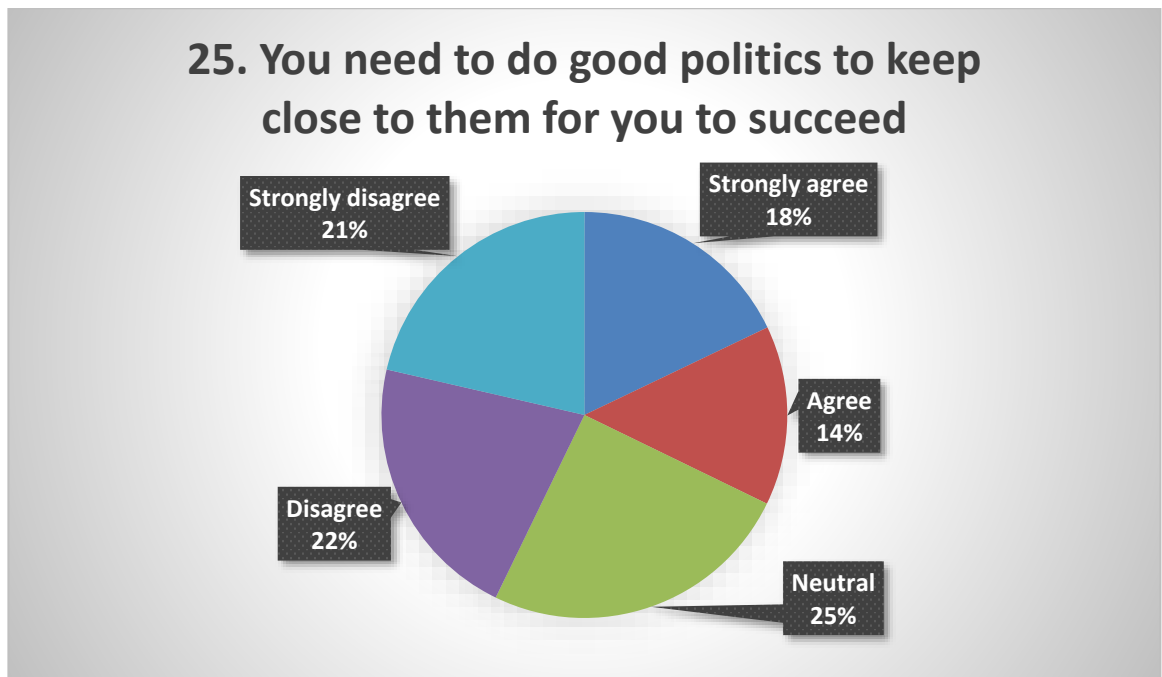
Figure 0.32: You need to do good politics to keep close to them for you to succeed

Source: own construction

Figure 7.32 shows that while 32% of people said they believed doing good politics to stay close to them was necessary for success, 43% said they disagreed with the assertion. Twenty-five per cent of those polled did not have an opinion either way.

1.51 Section C—Open-ended Questions

Section C—Open-ended questions served two purposes: they provided respondents with the opportunity to contribute further information to the conversation, and they gave the interviewer a chance to ask follow-up questions. In addition, since a descriptive research design was used, this subsection made room for additional qualitative research within that framework. The respondents were asked to supply the following information in the same format as the preceding parts of the questionnaire. Similar remarks from various responses were clustered into longer phrases, and the top ten most often expressed ideas are included below. This is arranged by how often they occur.

Table 0.1: Ten most frequent responses – Open-ended questions

1. List the five behaviours you expect from senior management during project execution.	Communication, Updates, listening to bottom stakeholders, decision-making must involve all relevant stakeholders and team management
2. What five most common behaviours have you experienced that interfere with your effective participation during project execution?	Not meeting the deadline, changing the staff, not providing enough funds for the material, bad human behaviour, laziness, and not being punctual.
3. List 5 manager behaviour patterns you think are demotivating to the performance of followers in the work environment.	Commitment, lack of discipline, diversity, lack of communication skills and lack of dedication
4. List 5 behavioural patterns you would show if you were the one in charge – the manager responsible for the project.	Leading by example, valuing the time and input of subordinates, transparency taking charge, being more involved and supporting people who are involved and communicating boost the team and create a sense of belonging, honesty and realism.
5. Suggest five key traits for a newly appointed project manager leader you would need to succeed.	Communication, Integrity, Accountability, Emotional Intelligence and Problem-solving.

In this survey, participants discussed the influence of transformational leadership on staff

engagement in low-income building projects. Different people's interpretations of the same event, or the fact that the same 139 events were "seen" by different people in varied locations and task centres, all contributed to these disparities in opinion. All the leaders are represented, along with their varying styles of behaviour and the positive and negative effects those styles have on worker output. Whomever they may be, the workers, employees, subordinates, or followers are the ones who are affected by the manager's effective or ineffective management style. Consequently, they are better positioned to determine which skills and qualities will most effectively inspire and energise their workforce.

SUMMARY OF FINDINGS, INTERPRETATION, CONCLUSIONS AND RECOMMENDATIONS

1.52 Introduction

The study has seven chapters, all intended to present an objective study thoroughly. The study began with in-depth research on topics related to construction projects and leadership styles to assure objectivity. This led to the identification of transformational leadership, as it relates to the challenges of performance and delivery of a construction project.

This chapter concludes the work from the earlier chapters by summarizing the findings, drawing conclusions (item by item), and making recommendations. Along with this, the study's shortcomings and potential directions for further research on the subject are reviewed, after which the study's ultimate finding is presented.

1.53 Summary of Findings

1.53.1 Section A—Biography

QUESTION 1: What is your position in the organisation?

CONCLUSION: A predominant group is Administrators, who constitute a majority at 56%, while 32% of the respondents are Supervisors; 3% are a combination of Managers, Service Consultants, and Sales Representatives; 2% of the respondents and Planners take 1%.

RECOMMENDATIONS: The different positions within an organization can help to assure construction firms and managers that the people they hire can meet project needs and provide appropriate value. Contractors and labourers play a significant role in any construction operation, so having the best team on board can make the difference between a well-done project and one with delays or other challenges.

QUESTION: If Other.

CONCLUSION; A predominant group are Internship, who constitutes a majority at 50%, while 30% of the respondents are Service Consultant; 15% of Sales Representative respondents, and the al Facilitator takes 1%.

RECOMMENDATION; It may be ideal to give other people who have different experiences a chance, especially interns, as they have relevant experience and want more experience in the field of their studies. They will learn and grow within the organization. The important thing is the willingness to learn within the person.

QUESTION 3: Have you worked for any other organisation before?

CONCLUSION; A predominant group of 89% has experience elsewhere, which is the majority and a minority of 11% has no experience elsewhere, which makes this their first job.

RECOMMENDATIONS; As recommended in previous questions, it may be necessary to give other people a chance who does not have the relevant experience as long they are willing to learn and grow with the organisation. The majority have the experience as they have to work until they make their way into the construction projects, and the minority, it is their first job since they have been studying. They have relevant qualifications which can also help the organization.

QUESTION 4: Are you involved directly in the management of projects/during execution?

CONCLUSION; Majority of the respondents (39%) have frequently participated in project management during execution, whereas 35% of respondents say they have never participated in project management during execution; Only 25% of respondents did not actively participate in project management during execution, and 1% of respondents provided alternative budgeting-related responses. It is troubling that 39% of respondents work in direct management, meaning that most employees have less experience implementing and analysing the effects of transformational leadership on employee engagement in construction projects in the low-income.

RECOMMENDATIONS; Working with the management aims to manage the behaviour of professionals and create teams that are more satisfied, motivated, qualified and engaged with organizational goals, generating better results for the business; therefore, it is suitable for the organisation when management involves employees.

QUESTION 5; How much of your work relates to project management and decision making?

CONCLUSION; The majority, which consists of 36% of their work relates to project management and decision making, whilst 21% often participate in project management and decision making, with a sum of 14% of which least participate in project management and decision making and having an overall of 29% which does not participate in project management and decision making.

RECOMMENDATIONS; Productivity and motivation are inextricably linked, and when workers feel valued and can connect with management, they become more motivated. People know what to do in this situation and what resources are required to complete their tasks. By doing this, time is not wasted on roadblocks or side jobs. Skills are crucial because they enhance professionals' technical performance and allow them to create more in less time and with less resource waste.

QUESTION 6; What is your highest qualification?

CONCLUSION; 57% of respondents have a bachelor's degree, compared to 18% who have a national diploma, 11% who have both a master's degree and a matriculation certificate, and 3% who have both a matriculation certificate and a diploma. It is commendable that most of the building projects' staff have post-secondary degrees.

RECOMMENDATIONS; A trained workforce is necessary for the construction industry to remain competitive. Therefore, it is advantageous for the organization to have as many qualified employees as possible. Upskilling your workforce is one strategy to accomplish your business objectives since skills are acquired through training, which may also improve business performance and increase profitability. It would be best for the organization to provide skills to people who lack the necessary credentials.

Question 7; Is there anything you may want to say in relation to the above?

CONCLUSION; As 70% have nothing to say regarding the related topic discussed, 8%-20% have Construction pay queries and Project Management whilst 2% are involved in Planning Execution Monitoring & Evaluation. RECOMMENDATIONS; As most respondents had nothing to say, few had problems with payment queries. Employees need to get their salary on time and in total, which is a big motivation.

1.53.2 Section B—Likert scale

Factors that lead transformational leadership to impact the motivation of employees in construction projects in the low-income. This section refers to aspects of transformational leadership to the motivation of employees in construction projects in the low-income as perceived by the respondents. The researcher would be better able to gauge how many people agreed, disagreed, or remained neutral if they were asked to rate this on a scale. For example, on a scale of strongly disagree to agree strongly, there are five options: 1, disagree, 2, neutral, 3, and 4.

The examples are based on a tabulation of all rankings under sub-headings (graphs, bar charts, pie charts, and histograms). However, the statistics (figures) are transformed into a table for ease of use. A functional Likert scale consists of several statements to be ranked according to the intensity of response to each statement on a predetermined scale. This time, the results are presented in tabular form instead of being depicted statement by statement chronologically as they appear in the questionnaire. The studied literature supports the statements.

Table 0.1: Summary of Likert scale statement 1 - 5

	Strongly disagree	Disagreed	Neutral	Agree	Strongly agree
	%	%	%	%	%
Our transformational leadership process sets out the objectives for the construction project in the low-income area.	18	3	18	41	18

	Strongly disagree	Disagreed	Neutral	Agree	Strongly agree
Have no issues and problems with senior management.	8	17	31	31	13
Meet the iron triangle of time, budget and quality.	1	1	11	68	19
Meet the time, budget, quality and scope prescribed in the agreement.	7	3	11	40	39
When all the conditions are met, and there are no injuries, conflicts.	1	8	15	46	30

STATEMENT 1; Our transformational leadership process sets out the objectives for the construction project in the low-income area.

CONCLUSION; A total of 61% (43 agree and 18% strongly agree, respectively) a majority of the respondents hold the opinion that those participating in the budgeting process typically are aware of or ought to be aware that the budgetary processes outline the departmental objectives. 18% of people are neutral, 3% agree, and 18% strongly disagree. In order to grasp departmental objectives, it may be said that most of those involved in the transformational leadership process define the goals for development projects in low-income areas.(Comment: A discussion of the findings would help us appreciate the contribution of the study)

RECOMMENDATIONS; The indirect effect of sequential team-building and teamwork quality mediation on project success results from a transformative leadership approach. Transformational leadership results in personal growth for the team as a whole as well as for the leader. To benefit from this model, a leader must be aware of the steps in the procedure and how transformational leadership may benefit the entire team.

STATEMENT 2: Have no issues and problems with senior management.

CONCLUSION; The minority of the respondents, 24% (17% strongly disagreed and 8% disagreed) with the claim that they carry out construction projects in low-income areas; nevertheless, 31% of the respondents agreed with the claim, and 13% of the respondents strongly agreed. They do it. 31% of the participants chose to express no opinion.

RECOMMENDATION; Poor communication is a crucial risk factor; hence 31% of respondents who claimed that project scope is not communicated is alarming. Training sessions with the project leaders would highlight how project practitioners should use project objectives as a source of inspiration and direction. An offer of a 100% guarantee of high proficiency, the 28%'s approach and competencies must be improved. It is advised that the organization hold frequent training sessions and issue policies regarding the significance of scope communication to prevent concerns and problems with the staff.

STATEMENT 3: Meet the iron triangle of time, budget, and quality.

CONCLUSION; The majority of those polled (68%) agreed that each employee is accountable for construction projects in low-income areas in their workstations, while 1% strongly disagreed with the statement. 19% strongly agreed, and 1% disagreed and agreed, respectively. Furthermore, 11% of the respondents remained neutral.

RECOMMENDATION; It is discouraging that only 50% of project managers consult their team before making choices about the course of the project. It is suggested that project leaders receive training and that team members participate as part of organizational policy. An informed worker is a benefit to the company. However, constraints on a project will always exist. The project manager must explain this reciprocal link to the customers, so they know that changing one limitation will probably impact other limitations.

STATEMENT 4: Meet the time, budget, quality, and scope prescribed in the agreement.

CONCLUSION; The majority of respondents, 79%, agreed (40 per cent agreed, and 39 per cent strongly agreed) with the assertion that they prepared the budget. However, only 3% disagreed with the statement, and only 7% strongly disagreed. 11% of the participants chose to express no opinion.

RECOMMENDATION; The triangle represents how three major forces interact in a project. Time is the amount allotted to finish the project; cost is the sum of the available funds or resources, and quality is the standard of excellence necessary for the project to succeed. Unexpectedly many project managers have solid relationships with their stakeholders. It is recommended that project managers continue to get frequent refresher training on these subjects; it is still advised.

STATEMENT 5: When all the conditions are met, and there are no injuries or conflicts.

CONCLUSION: Most respondents (46%) agreed with the statement that when all the conditions are met, and there are no injuries, conflicts because transformational leadership motivates employees in construction projects in low-income areas. At the same time, 30% strongly agreed with the statement. On the other hand, 8% disagreed and 1% strongly disagreed, respectively, and 15% of the respondents remain-ned neutral.

RECOMMENDATION; Relevant stakeholders must be included in decision-making to prevent dysfunctional disputes. Therefore, project managers must receive extensive and ongoing training on identifying key stakeholders and involving them in decision-making processes. According to the answer to the preceding question, time indicates the amount of time available to complete the project; cost represents the amount of money or resources accessible. Quality represents the level of suitability that the project must attain to be successful.

Table 0.2: Summary of Likert scale statement 6 -10

	Strongly disagree	Disagreed	Neutral	Agree	Strongly agree
	%	%	%	%	%
I must provide adequate communication for effective project execution.	11	3	2	33	51
I must supply all the materials requirements to the respective WBSs.	8	20	15	38	39
I must coordinate all the activities towards the completion of the project.	0	1	14	35	50
The successful management of the project is my sole responsibility.	7	39	14	47	3
I make all the decisions pertaining to the project's successful management.	1	39	11	35	14

STATEMENT 6: I must provide adequate communication for effective project execution.

CONCLUSION; The majority of respondents, 51%, strongly agreed with the statement, while 33% also did. However, 3% of respondents disagreed, and 11% strongly disagreed. In addition, 2% of the respondents expressed no opinion. It concerns that certain employees (14%) do not believe that good project execution requires adequate communication. In the opinion of many personnel, one of the most critical measurement instruments for performance in any construction project is proper communication for optimal project execution.

RECOMMENDATION; The presence of 51% of respondents who indicated that project scope is not conveyed is concerning because poor communication is a significant risk factor. It is advised that the organization hold frequent training sessions and issue policies regarding the significance of scope communication encourager and mentor for those working on projects. Improved communication skills are required.

STATEMENT 7: I must supply all the materials requirements to the respective WBSs

CONCLUSION; The majority of respondents, 39%, strongly agreed that it was necessary to supply all of the materials needed by each WBS, while 38% agreed with the assertion. 8% strongly disagreed, while 20% disagreed that senior politicians handle budgeting. 15% of K1 chose to abstain.

RECOMMENDATIONS; Experienced project managers know that a lot may go wrong in projects, regardless of how well the task is planned and completed. A poor or non-existent WBS is typically to blame when component or project failures occur. Uncertain job descriptions, frequently changing scope, budget overruns, missing deadlines, and useless new products or given features are just a few of the adverse project outcomes that a poorly constructed WBS can bring. Communication is the thread that connects all WBSs; hence, it must be maintained constantly. It is advised that attention be placed throughout a project's life cycle and that the relevant WBSs fulfil all material requirements.

STATEMENT 8: I must coordinate all the activities towards the completion of the project.

CONCLUSION; The majority of respondents, namely 50%, strongly agreed, while 35% agreed with the statement that construction projects in low-income communities must coordinate all of the actions leading up to the completion of the construction project. 0% strongly disagreed, while 1% were indifferent. 14% of respondents chose to abstain.

RECOMMENDATIONS; These should be encouraged to keep up with procedures that make it possible for projects to be completed successfully and, whenever possible, enhance their efficiency and financial success. Cost-cutting measures help increase the operations' gross contribution margins and make the business more viable.

STATEMENT 9: The successful management of the project is my sole responsibility.

CONCLUSION: Most responders (47%) agreed that I am solely responsible for the project's successful management, whereas 39% disagreed and 7% strongly disagreed. 14% remained unaligned.

RECOMMENDATIONS; The project manager is responsible for ensuring the project is completed. The person monitors and supervises the project team and the day-to-day operations of the project with approval and accountability from the project board. Conflict management training should be provided continuously to all project practitioners as risk considerations for managers.

STATEMENT 10: I make all the decisions pertaining to the project's successful management.

CONCLUSION; While 35% of respondents agreed with the statement, and 11% were neutral, the majority (53%) disagreed with making all the decisions relating to the project's successful management. It is clear from Figure 6.11 above that the management department makes those decisions about what has to be done without consulting workers directly involved in the construction.

RECOMMENDATIONS; Project management success is determined by how successfully a project manager completes the project's goals and objectives. Naturally, they want to submit a project by the deadline and within the allotted budget. Making the most out of limited resources is the key concept here. However, project managers must also forge enduring relationships with all team members and stakeholders because they are essential to the project's success.

Table 0.3: Summary of Likert scale statement 11 -15

	Strongly disagree	Disagreed	Neutral	Agree	Strongly agree
	%	%	%	%	%
I must provide adequate communication for effective project execution.	11	3	2	33	51
I must supply all the materials requirements to the respective WBSs.	8	20	15	38	39
I must coordinate all the activities towards the completion of the project.	0	1	14	35	50
The successful management of the project is my sole responsibility.	7	39	14	47	3
I make all the decisions pertaining to the project's successful management.	1	39	11	35	14

STATEMENT 11: I have no control over the material resources used in the execution.

CONCLUSION; 15% of respondents agreed with the statement that employees should have control over the material resources utilized in project execution, while 56% of respondents disagreed; 22% of respondents were neutral. Figure 7.18 above makes it clear that decisions about what has to be done are made by the department management without consulting those who are directly involved with the projects.

RECOMMENDATION; Resources are needed for any project to support its implementation and, ultimately, its success. The effective direction of the diverse project resources results from successful project management. These need to be decided as soon as feasible, ideally before the project's start. Since they have control over the physical resources utilized in the project's execution, project managers need to ensure that they use the resources that are crucial to the project's successful operation and that its management is optimized.

STATEMENT 12: I have no control over the human resources that work with me.

CONCLUSION; The majority of respondents (58%) disagreed, and 10% strongly disagreed with the statement that they have no control over the human resources who collaborate with them. 10% of respondents said they agreed with the statement, while 8% said they strongly agreed. 14% remained uncommitted.

RECOMMENDATION; Setting an example rather than lecturing people on how to behave has more impact. Leaders need to be made aware that their influence on followers depends more on what they teach them through their actions. Therefore, it is essential to receive extensive instruction in ethical conduct and leadership. Team members should be taught what a conflict is, how it begins and grows until it becomes a problem, and how to prevent any of those conflicts from happening. The managers may require training on how to manage performance efficiently, and the practitioners themselves may require ongoing skill development for the duties they are required to carry out.

STATEMENT 13: I have no control over the suppliers of the resources required in the project.

CONCLUSION; The majority of respondents (63%) disputed that they had no control over the vendors providing the project's necessary resources. (22%) of the respondents agreed, while (14%) had no opinion.

RECOMMENDATION; The project managers must understand the stakeholders, their significant roles, their effects on organizational operations, their interests, and the best ways to interact with them and resolve disagreements without interfering with those operations. Because resources are essential to project execution, sufficient resource planning and procurement are required, as well as any necessary training. Before beginning execution, supplier contracts and everything else must be planned and agreed.

STATEMENT 14: I cannot make any strategic decisions related to my day-to-day operations

CONCLUSION; The majority of respondents (56%) disagreed with the statement that they are unable to make any strategic decisions about their day-to-day operations, while 26% agreed and 1% were neutral. (16%) people in the group agreed with the statement. **RECOMMENDATIONS**: It could be required to inform and update the project coordinators. Since 56% of respondents agreed with the claims, project managers can make strategic choices that affect their daily operations. Project managers must receive training from the organization on managing their daily tasks and time.

STATEMENT 15: I was not involved in the planning phase of the project [budget, time].

CONCLUSION; The respondents were divided: 30% strongly disagreed with the proposition, 30% disagreed, 1% agreed, and 2% were neutral.

RECOMMENDATIONS; Increase efficiency in project execution. Project managers need to be involved from the beginning of the planning process. Additionally, extensive workshops should be held. Project planning explains team roles and responsibilities, deliverables, dates, and timetables. Project planning requires the project manager to think about potential risks and roadblocks that might appear along the way.

Table 0.4: Summary of Likert scale statement 16 -20

	Strongly disagree	Disagreed	Neutral	Agree	Strongly agree
	%	%	%	%	%
Project selection and planning are senior management's responsibility.	2	29	18	29	22
The decision on who works with me and what they are paid is SM's function.	1	25	18	46	10
The supplier of materials and the costs thereof are SM's responsibility.	1	18	39	32	10
I take instructions from the management. I do not make decisions	7	43	18	21	11
Any important decisions have to be cleared with SM first.	2	58	18	4	18

STATEMENT 16: Project selection and planning are senior management's responsibility.

CONCLUSION; The majority of the respondents (51%) agreed, while 18% remained neutral, and (31) % agreed.

RECOMMENDATION; Project selection is the procedure for formulating and selecting the next endeavour for a team. Projects must be prioritized according to their demands and objectives because projects compete for resources. A project manager creates a strategy to achieve the project's goals while sticking to a fixed budget and schedule. The requirement for adequate resource planning and procurement, as well as any necessary training, stems from the fact that resources are essential to the success of a project. Therefore, before beginning execution, supplier contracts and everything else must be agreed upon as planned.

STATEMENT 17: The decision on who works with me and what they are paid is SM's function.

CONCLUSION; The vast majority of responders (56%) concurred that SM's influence affects how the building project is carried out. 18% of respondents remained neutral, while 26% disagreed.

RECOMMENDATION; Project managers have no control over the people placed into the project and what they are getting paid. 56% of respondents also agree with the statement. Senior management has complete control; they need to discuss everything with the Project Manager; for the interest of the project being successful Project Manager needs to be aware of the team and their skills.

STATEMENT 18: The supplier of material and the costs thereof are SM's responsibility.

CONCLUSION; The provider of materials and the costs thereof are SM's duty, according to most respondents (42%). While only 19% disagreed with the statement, it is concerning that 39% of respondents chose to express no opinion on such a crucial topic.

RECOMMENDATION; As per the previous question, project managers have no control over the supplier of materials and the costs. 42% of respondents also agree with the statement. Senior management has complete control; they need to discuss everything with the Project Manager; for the interest of the project being successful Project Manager needs to be aware of the material supplier and the costs. However, costs are not always discussed with them.

STATEMENT 19: I take instructions from the management; I do not make decisions.

CONCLUSION: An enormous majority of the respondents (50%) surveyed in Figure 7.26 disagreed. 32% of the respondents agreed, while 18% remained neutral. **RECOMMENDATIONS:** Project manager does not make the final decisions as they take instructions from the management. Project managers need to be trusted with their work and be able to make urgent decisions, as that can have a negative effect on the project.

STATEMENT 20: Any important decisions have to be cleared with SM first.

CONCLUSION: The majority of the respondents, 60%, disagreed that any important decisions must be cleared with SM first. However, 22% of the respondents agreed with the statement, and 18% remained neutral.

RECOMMENDATION: The project managers need to be able to make urgent decisions and be involved in the decision-making the management is making, as discussed in the previous question.

Table 0.5: Summary of Likert scale statement 21 -26

	Strongly disagree	Disagreed	Neutral	Agree	Strongly agree
	%	%	%	%	%
Any important decisions have to be cleared with SM first.	2	10	18	49	21
If you are not in good books with them, you may never succeed.	2	47	11	14	7
You are merely a coordinator on their behalf, and they do the management.	7	36	7	39	11
They will hire and fire your workers without consulting you if they want.	32	36	11	11	10
You need to do good politics to keep close to them for you to succeed.	21	22	25	14	18

STATEMENT 21: Any important decisions have to be cleared with SM first.

CONCLUSION; 70% of respondents agreed that senior management chooses the project leader, 12% disagreed, and 12% said the statement was false. In addition, 18% of the participants had no opinion.

RECOMMENDATION; Every significant choice must be discussed with senior management, which is best for the company, as significant decisions impact the project. More people should look into these issues before a final decision is made.

STATEMENT 22: If you are not in good books with them, you may never succeed.

CONCLUSION; As seen in Figure 7.29 above, the majority of respondents, 68%, disagreed with the assertion that if one is not in management good graces, one may never prosper, while 21% agreed and 11% stayed neutral.

RECOMMENDATIONS; According to 68% of respondents, the assertion is untrue. A worker may never succeed if they are not on their good side. A worker will need to put in much effort because perseverance pays off.

STATEMENT 23: You are merely a coordinator on their behalf; they do the management.

CONCLUSION; The findings indicate that the majority (50%) of respondents disagree with the claim that they consistently receive our project plans, budgets, and resources to carry them out.

RECOMMENDATION; The need to be current with information, technology, and any other elements that might have an impact on corporate operations is understood by influential leaders.

STATEMENT 24: They will hire and fire your workers without consulting you if they want.

CONCLUSION; The respondents agreed they have the right to hire and fire employees without the workers' permission, while 68% disagreed. In addition, 11% of the participants had no opinion.

RECOMMENDATION; Every time someone needs to be employed or fired, there should be a continuous conversation between the project manager and management because that will determine whether the project is successful or unsuccessful. The success of a project is greatly influenced by the team.

STATEMENT 25: You need to do good politics to keep close to them for you to succeed.

CONCLUSION; The majority of respondents, 43%, disagreed with the statement that a person must play excellent politics to maintain their favour to succeed. One-quarter of the participants were undecided.

RECOMMENDATIONS; The project managers, WBS leaders, and other stakeholders should work together to design the resource allocation strategy. Before starting any new project obligations, it is also essential to hold regular meetings to address potential problems with resource allocation and procurement. Nevertheless, Battling and Gilmartin (2015:134-179) asserted that leading an effective project team is one of the most challenging aspects. By distributing resources, the project manager must ensure that everyone effectively engages in the project activity. This task needs to be completed with careful planning.

1.54 Section C—Open ended section

Section C is an open-ended section that served two purposes: it gave respondents a chance to add whatever they wanted to say about the topic and a chance to speak with the interviewer. As a result, this section made room for more qualitative research, which was one of the reasons a descriptive study design was chosen as the research methodology. In the same manner, as in the preceding parts of the questionnaire, the respondents were asked for information. The ten most often occurring sentiments are listed below. The comments from the various responses were grouped into comparable sentences. They are listed in ascending frequency order.

Table 0.6: Ten most frequently occurring sentiments in Open-ended Questions

1. List the five behaviours you expect from senior management during project execution.	Communication, Updates, listening to bottom stakeholders, and decision-making must involve all relevant stakeholders and team management
2. What five most common behaviours have you experienced that interfere with your effective participation during project execution?	Not meeting the deadline, changing the staff, not providing enough funds for the material, bad human behaviour, laziness, and not being punctual.
3. List 5 manager behaviour patterns you think are demotivating to the performance of followers in the work environment.	Commitment, lack of discipline, diversity, lack of communication skills and lack of dedication
4. List 5 behavioural patterns you would show if you were the one in charge – the manager responsible for the project.	Leading by example, valuing the time and input of my subordinates, transparency taking charge, being more involved and supporting people. Who are involved and communicating often boost the team and create a sense of belonging, honesty and realism.
5. Suggest five key traits for a newly appointed project manager leader you would need to succeed.	Communication, Integrity, Accountability, Emotional Intelligence and Problem-solving.

In great detail, the respondents discussed transformative leadership's impact on staff engagement in low-income building projects. Different managers were observed or "watched" by different people in different parts and task centres, which inevitably led to perspectives diverging for a variety of reasons, including people's interpretations of particular behaviours. A comprehensive picture of leaders and their behaviours is presented, and how behaviours affect employee performance favourably or unfavourably. The direct beneficiaries of a management style, whether good or terrible, are the workers/employees, subordinates or followers, depending on the terminology. Therefore, these are better positioned to determine which competencies are best for encouraging employees to work hard.

1.55 Limitations of the Research

Despite the poll being completed at various locations, the research was restricted to one organization's operations. In addition, different activities would call for distinct operational processes, as was discovered by the literature analysis, and the tasks were not always the same. Furthermore, it would have been much better if a tool had been created to serve as the foundation for measuring the standards and improving the scientific rigour of the results. The participant's reactions are primarily made up of their perceptions, which cannot be measured, quantified, or compared because they are primarily perceptions. Finally, because different organizations have diverse business models, a more extensive study with more organizations in the same industry would have provided more generalizable conclusions about different organizational cultures.

1.56 Prospects for Future Study

In the future, stratifying operations and researching those jobs that are uniform on their own could help develop operational procedures. Other research focused on the project managers themselves to provide "lessons learned" from the research and gauge their opinions of what has worked well and what has not worked well. They were asked what they would do differently if they could go back in time. These studies would help readers comprehend some of the decisions that leaders make by educating them about the constraints and pressures they experience. Inquiring about the training the project managers feel they need to be more effective than they now are so far may be added to this.

1.57 Recommendations

It is advised that practitioners be trained at all levels, both vertically and horizontally, using an all-inclusive and cooperative approach. When all participants are well-informed and included in procedures, it pays off. According to Jowah and Beretu (2019: 264–273), staff engagement has a significant impact on production. When an employee is hired for training and given access to information about all operations, they are more likely to take an active role in and make contributions to the organization's operational success. Employee engagement leads to ownership, innovation, and creativity, which may relieve project management strain and allow them to concentrate on more strategic tasks and functional problems for efficient project execution with lower possibilities of failure; training, communication, empowerment, and collaborative techniques will be advised.

1.58 Conclusion

The objectives of the study included defining the project management competencies and examining the impact of transformational leadership on employee engagement in low-income building projects. Throughout these projects' lives, they must be effectively finished. The generalizations (conclusions) concerning the things the respondents said were valuable and effective were derived from various sources. The study could identify the competencies, even though they did not always agree with one another as firmly. One may say that the study's primary objectives were met and that "best practice" behaviours were clearly identified. The performance of those in charge of projects or interested in doing so could be considerably enhanced. In all of this, it is essential to note that a leader's capability for flexibility, communication, and teamwork will decide their effectiveness. This is demonstrated in the stage-by-stage reporting. This research conclusion may be helpful to many project coordinators with a range of responsibilities at different levels. Due to contingency, the leaders must adjust to their circumstances; doing so will be regarded as competent in the project's execution.

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Annexures

Annexure A: Section A—Biography

QUESTIONNAIRE

TITLE; Exploring the link between transformational leadership and subordinate motivation and commitment to organisation;
"Transformational leader behaviour that motivates team performance in construction projects at a selected site in Cape Town". ***DON'T WRITE YOUR NAME ANYWHERE ON THIS PAPER***

SECTION A
BIOGRAPHY

1. What is your position in the organisation?

Manager	Supervisor	Administrator	Sales Representative	Planner

2. If other please specify:

…………………………………………………………………………………………

HINT; anyone who has a line manager they report to is qualified to fill in the questionnaire.

3. How you worked for any other organisation before?

Yes I have worked elsewhere	**No this is my first job**

4. Are you involved directly in the management of the projects/during execution?

No	Often	Always	Other

5. How much of your work relates to project management and decision making?

No Participants	Least	Often	Always

6. What is your highest qualification to date?

Matric	Matric+certificate	Diploma	Degree	Masters

7. Is there anything you may want to say in relation to above?

....

SECTION B

Using the Likert scale below please rank your answers by crossing the appropriate / most relevant number / box. 1= strongly disagree, 2= disagree, 3= neutral, 4= agree and 5= strongly agree.

	WHAT IS PROJECT MANAGEMENT SUCCESS? I am successful when I;					
	Hand over the completed project to the customer					
	Have no issues and problems with senior management					
	Meet the the iron triangle of time, budget and quality					
	Meet the time, budget, quality and scope is prescribed in the agreement					
	When all the conditions are met and there are no injuries, conflicts, etc					
	PROJECT MANAGEMENT EXPECTATIONS					
	I must provide adequate communication for the effective project execution					
	I must supply all the material requirements to the respective WBSs					
	I must coordinate all the activities towards the completion of					

	the project					
	The successful management of the project is my sole responsibility					
	I make all the decisions pertaining to the project's successful management					
	GENERAL PROBLEMS ENCOUNTERED					
	I have no control over the material resources used in the execution					
	I have no control over the human resources that works with me					
	I have no control over the suppliers of the resources required in the project					
	I can't make any strategic decisions relating to my day to day operations					
	I wasn't involved at the planning phase of the project [budgets, time, etc]					
	SENIOR MANAGEMENT ROLE					
	Project selection and planning is senior management responsibility					
	Decision on who works with me and what they are paid is SM's function					

	The supplier of material and the costs thereof are SM responsibility						
	I take instructions from the management, I don't make decisions						
	Any important decisions have to be cleared with SM first						
	CRITICAL ROLE OF SENIOR MANAGEMENT						
	They decide on who should be the leader for the project to be executed						
	If you are not in good books with them you may never succeed						
	You are merely a coordinator on their behalf, they do the management						
	They will hire and fire your workers without consulting you if they want						
	You need to do good politics to keep close to them for you to succeed						

SECTION C

REQUEST 1; List the 5 behaviours you expect from senior management during project execution.

1...........................…………………………………………………………………

2………………………………………………………………...........................

3...

4...

5...

REQUEST 2; What 5 most common behaviours have you experienced that interfere with your effective participation during project execution.

1...

2...

3...

4...

5...

REQUEST 3; List 5 manager behaviour patterns you think are demotivating to the performance of followers in the work environment.

1...

2...

3...

4...

5...

REQUEST 4; List 5 behavioural patterns you would show if you were the one in charge – manager responsible for the project.

1...

2...

3...

4...

5...

REQUEST 5; Suggest 5 key traits for a newly appointed manager project leader you

would want to succeed.

1..……………………………………………………………

2…………………………………………………………………………………………....

3...

4..……………………………………………………………

5...

THANK YOU FOR THE COOPERATION / NO INFORMATION WILL BE PASSED ON TO ANYONE / STRICTLY CONFIDENTIAL.

Thank you for participating, be reminded, none of the information provided here will be given or shared with anyone.

THANK YOU

Annexure B: Turnitin Report

ANALYSING THE IMPACT OF TRANSFORMATIONAL
LEADERSHIP TO THE MOTIVATION OF EMPLOYEES IN
CONSTRUCTION PROJECTS IN THE LOW-INCOME AREAS

ORIGINALITY REPORT

15%	8%	0%	12%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	mypaperwriting.net Internet Source	2%
2	Submitted to Coventry University Student Paper	1%
3	Submitted to Online Business School - CN-536154 Student Paper	1%
4	granite.pressbooks.pub Internet Source	1%
5	Submitted to University of Birmingham Student Paper	1%
6	ijrpr.com Internet Source	1%
7	Submitted to London Metropolitan University Student Paper	<1%
8	Submitted to Eiffel Corporation Student Paper	<1%

Annexure C: Consent Letter

R+N
MASTER BUILDERS

Address: 1 Jasmin Road, Milpark Centre, Milnerton, 7441, Cape Town.
PO Box 15153, Vlaeberg 8018
Telephone: +27 21 422 3580
Fax: +27 21 422 3565
Email: info@r-n.co.za

16-04-2021

Permission to collect research data

I _Rhys Van Rooyen_ The _contracts manager_
_____ of R & N Master Builders Cape Pty Ltd, hereby authorize Natasha Martin, student No. (215142373) to conduct academic research under a topic "Analysing the impact of transformational leadership to the motivation of employees in construction projects in the low-income "

Approval signature: _Rooyen_

Date of approval: _29/4/2021_

Annexure D: Certificate of Editing

PROFESSIONAL EDITING SERVICES
Stand out for the Write reasons
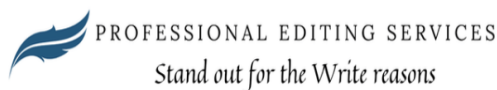
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Certificate of Editing

This serves to confirm that copy-editing and proofreading services were rendered to

Natasha Martin for the degree

Master of Business Information & Administration entitled

ANALYSING THE IMPACT OF TRANSFORMATIONAL LEADERSHIP TO THE MOTIVATION OF EMPLOYEES IN CONSTRUCTION PROJECTS IN THE LOW-INCOME AREAS

with final word count of 70 452 on 28 September 2022

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

- *I have completed the work independently and did not sub-contract it out*
- *I kept to the agreed deadlines and/or communicated changes within reasonable time frames*
- *I treated all work as confidential and maintained objectivity in editing*
- *I did not accept work that could be considered unlawful, dishonest or contrary to public interest*

I uphold the following editing standards:

- *proofreading for mechanical errors such as spelling, punctuation, grammar*
- *copy-editing that includes commenting on, but not correcting, structure, organisation and logical flow of content, formatting (headings, page numbers, table of contents, etc.), eliminating unnecessary repetition*
- *checking citation style is correct, punctuating as needed and flagging missing or incorrect references*
- *commenting on suspected plagiarism and missing sources*
- *returning the document with track changes for the author to accept*

I confirm that I have met the above standards of editing and professional ethical practice. The content of the work edited remains that of the student.

Gerald T du Preez, PhD

Membership: Southern African Freelancers' Association and Professional Editors' Guild (Membership #DUP015)