



**RELATIONSHIP-CENTERED LEADERSHIP AND THE EFFECT ON THE
PERFORMANCE OF CONSTRUCTION PROJECT TEAMS AT A CONSTRUCTION SITE
IN QUEENSTOWN**

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ABSTRACT

The aim of this study is to determine the influence of soft skills on the motivation of project teams to perform in construction projects. The purpose was to give insight into relationship-centered leadership and its impact on the performance of construction project teams on a Queenstown building site.

The problem statement is about relationship-centered leadership and its effects on the performance of construction project teams on a Queenstown construction site. Failure to complete construction projects within the triple constraint requirement is a source of concern for the growing project management discipline. Increased infrastructure development in the Eastern Cape necessitates continued successful implementation.

The study will contribute to the method and importance of understanding the effectiveness of project team management in construction projects and the significance of focusing on the needs and interests of employees and the project objectives. The study used quantitative research methodology because of the ability of the methodology to provide both depth and breadth on the phenomenon under study. The target population includes two construction companies in Queenstown in the Eastern Cape. A probability sampling method in the form of a random sampling technique was used to select a hundred respondents from the aforementioned areas. The respondents who were approached were issued with structured questionnaires with open-ended questions. The respondents were made aware that it is not compulsory to participate, and that they could withdraw whenever they felt uncomfortable and that they could omit any questions they are not comfortable with. They were further informed that all the information would be treated as strictly confidential to the maximum extent permitted by law. Data analysis was conducted using Excel, to construct illustrations for the comparison of the variables and to give a meaningful answer to the research question. Relationship-centred leadership will come into existence if subordinates are effectively led, controlled and seen as a vital component of projects. In this process, effective leadership is crucial and leaders should encourage and assist subordinates. For it to be effective, each member must understand their function in the team and be aligned with the project's goals

The provision of relationship-centered leadership refers to a project manager upholding effective working relationships with the project team, influencing the team to work without being pressurised, rewarding the team for project success and provision of vision for the team to know the project's direction. Directing a way forward in a project refers to a project manager effectively communicating project objectives, encouraging team members to perform tasks efficiently and listening actively. The provision of feasible solutions refers to a project manager having the ability

to identify a problem, seeking the best solutions when dealing with problems and exhibiting creativity in problem solving.

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CHAPTER ONE: INTRODUCTION AND BACKGROUND OF THE STUDY

1.1. Introduction

Having empathy means showing profound respect for colleagues in the workplace and showing that a leader takes care of the prevailing legislation and rules. A strong leader can make everybody feel part of a team and can boost productivity, morality and loyalty. Empathy is a quality that is vital for effective leadership by a renowned manager (Malach-Pines *et al.*, 2009:268-291). Bredillet *et al.* (2015:254-266) stated that the project manager's main purposes are to ensure that effective relationships between employees exist and to ensure customer satisfaction. The connection that exists between project managers and subordinates is significant to the accomplishment of any construction project. This study examines the impact of negative relationships on the realisation of a project.

1.2. Literature Review

Productive management conflict can assist with the resolution of issues that naturally develop when people with completely different goals, opinions and attitudes work alongside each other. Acknowledgement and being open regarding differences between staff members and interacting with them using sensible communication methods can take care of such matters. Communication is very important when it comes to finding solutions and people have to learn to deal with conflict, so as to effectively promote their team's potential and achieve progress. Once positive communication arises, it encourages team members to want to be a part of a bigger purpose, motivating all and sundry towards gaining the ability to resolve issues. An organisation's management style is critical in creating and maintaining strong organisational relationships (Bevilacqua *et al.*, 2014:857-890). According to Clarke (2010:5-20) interpersonal skills require substantial leadership capabilities. The failure of most managers arises from the fact that they spend most of their time delegating tasks to their employees. Effective managers motivate, clarify rules, articulate ideas, foster cluster goals, facilitate role modeling and provide personal support. Additionally, today's leader has to be compelled to create an honest operative relationship with his/her employees by involving them in higher cognitive operations. This does not mean that they have to be compelled to become friends.

Anantatmula (2010:13-22) cited that, once conflicts between project management teams are neglected or are avoided; instead of finding answers or if they are not being handled in a productive manner, these conflicts can end up becoming worse. Once project management teams categorise their differences, they are able to manage such differences which could otherwise with members taking the path of least resistance. However, once members of a team persevere with a struggle and are accessible about utilising an alternative approach, the conflict can produce improvement. When every member of a team is valuable, necessary changes can produce success. Every victory advances a team's shared competence, thus boosting trust and confidence among the team members.

Bredillet *et al.* (2015:254-266) stated that team management success and cooperation needs the presence of positive chemistry and embracing totally different modes of understanding among team members. Typically, this can often be achieved through communication, when conflicts become unavoidable. However, this survey discovered that ninety percent of team conflicts in project management were increased by misunderstandings as a result of a lack of clear-cut communication. The upper intensity levels of conflict comprise less than five percent of satisfaction with high-context effective communication. A uniform cooperation culture that is allowed to manage comes with no high-intensity conflicts.

This study contains among other things, various necessary elements of success (Malach-Pines *et al.*, 2009:268-291). It discusses ways and skills that are required to form, sustain and support conflict-free team leadership in a construction project management setting, over either a short or long period. Such projects need a review of what a project is all about, to ensure that it will not be confused with non-project work.

Meng (2015:845-853) stated that, when the vision of the project has been properly presented and made clear to everyone working on the project, that will lead to the success of the project. A project with unclear vision and mission is affected negatively and is very likely to fail. Culture directs the conduct of all employees' behavior within confined conditions. Furthermore, morals play an important role in helping people to behave and approach other individuals in a correct manner, which reflects how they would like to be treated. Researching of employees' culture is very important because it helps with understanding their characters and behavior, and it

reveals how they are likely to react to different situations in the construction project. We can see from the results that the study sample gave high priority to cultural factors.

Davis (2011:37-57) posited that it is important for managers to understand the different kinds of people who work there. Individuals who have been involved in construction projects for several decades understand the stresses that project managers are going through, and thus they are more likely to understand it when their managers become harsh and demanding with them; for the benefit of finishing the project. Listening to individuals and sharing their working and life experiences, helps management to gain valuable insight into the past histories and personalities that positively or negatively influenced the projects they were previously involved in. While understanding one's history does not assume understanding their attitudes towards a situation; it does at least help project managers to gain a sense of where workers fall within the execution of the project.

According to Dolfi and Andrews (2007:674-682) construction is thought to be a conventional business sector. Historically, relationship management has been defined as any business issue within the corporate level. Furthermore, project management concentrates on planning, organising, and managing, resulting in the prominence of 'hard' management and leadership techniques in the construction setting. An archaic method frequently arises as a result of several construction difficulties, such as adversarial culture and poor performance (Meng, 2015:845-853). In contrast to project planning and management, relationship management emphasises the relevance of people in a project management approach. Bryde and Robinson (2007:50-61) cited that, historically, structure projects are represented as a posh set of symbols and therefore offer an excellent variety of ways of doing things.

Cano and Lidon (2010:525-536) posited that there are several challenges faced by project managers and skillful employees who hold leadership positions globally in project management, across cultures and functions. There is additionally no need for a road map to success if there is sufficient communication within the cross-functional, cross culture and matrix settings. However, there are road mapping skills that substantially increase the chance of success.

Davis and Walker (2009:475-489) posited that project relationships may be highly complicated due to the indisputable fact that issues will occur in different areas of the

project. For example, in massive construction projects, every department could have its own way of doing things.

According to Ahadzi *et al.* (2008:631-645), project managers are ultimately accountable for the success or failure of a project and management is an aspect that may be an essential link to determine the final success or failure of a project. Proper project management skills enable project managers to harness the energy and capabilities of a project team in such a way that the team performance is greatly improved. Hong (2008:531-541) stated that effective relationships will only survive in a project if those involved are genuinely committed to being moral. Two-facedness in morals is sometimes used by management that seeks to impress stakeholders or members of society who are involved in some way with a project and consequently, this results in the project losing credibility, respect, and trust. Project activities and operations are observed by outsiders, whether the organisation is accountable to external comments or not. Requests and concerns can indicate whether project intentions are carried out. Transparency doesn't mean sharing confidential business data nor does it mean that a company should reply to every representation from the community. However it does imply being open concerning activities that impact the community.

In addition project managers must always portray smart management characteristics, respect their workers and treat all stakeholders equally and with dignity, to make sure that healthy relationships are maintained at all levels of execution of the project (Bourne & Walker, 2008:125-130). Jelodar *et al.* (2016:997-1011) stated that once project managers or team members participate and adapt to a far off location, they experience variations of temperament. This applies to behaviour they encounter that they aren't familiar with. This might cause embarrassment or breakdown of social responsibility depending on whether the project is successful. The connection management method is utilised in order to discuss necessary adjustments and to make sure that the project team are working together well. Crawford and Nahmias (2010:405-412) stated that it is vital to see whether or not there's an association between the various factors that affect performance; namely completion of tasks, the nature of finished activities, work fulfilment, operating productivity and team cooperation. Research into such investigations showed that the resultant variables supply minimal useful data concerning predictable outcomes. Regression modelling suggests that in assessing the predictability of individual variables, multiple

regressions were applied to model the connection between the performance variables and management of relationships. The target should be to identify the connection variables with the most power to predict performance.

Doloi (2007:30-40) posited that conflict isn't always harmful. He argued that psychologically it may be very positive, particularly in a team environment. Furthermore, he stated that conflict happens regularly and inevitably in every relationship. The solution is to cut loose the negative dynamic in a team, confront it and certify that it's been resolved. Conflict is a normal and unavoidable part of any relationship. The only way to solve conflict issues resulting from a poor dynamic in a team is to face them and ensure that the problem has been remedied. Because most of the problems are concerned with confrontation, team members must be instructed to restrain their wrath and irritation, avoid the person or persons who are being aggressive and take mediating actions to dissolve the tension. However, such tactics might undermine team integration, owing to individual team members' frustration.

Instead of continuing or personalising a nasty situation, team members must be compelled to resolve such conflict between managers by externalising and facing the issues. The quality of behavior of construction project managers is mostly attributable to fundamental characteristics that are fundamental in the development trade which can be adjusted to meet the issues that the trade faces. There is a necessity for a transformation in the ways project managers function and lead. Developers must build true leaders in order to function successfully in an increasingly complicated operational environment. In a rapidly changing industry, there is increasing pressure on project managers to do more with less workers and fewer resources.

Hadad *et al.* (2013:532-541) expressed that the discoveries given here prove that specific negative traits of project managers delay initiative, competency and execution of projects. Attainable objectives are proposed, during which future analysis can be coordinated to analyse problems that might block venture supervisors from taking-up powerful positions with increasing viability, in development ventures. Clashes with colleagues may over time, incentivise profitable partnerships. Conflict provides everyone with a voice that may turn out to be able to an essential part of a hugely successful collaboration. Feeling capable and very important are key mental variables for persuading participants to accurately identify a target.

This study was supposed to analyse the effect of negative relationships on developmental tasks. Additionally, project management qualities and management skills, adverse individual characteristics and authoritative neutralisers often show-up the impotence and ineptness of administrators. The target is to empower analysts to direct more analysis relating to the matter, and to reinforce the comprehension of specialists regarding what factors might undermine the execution of task directives. The study goals include:

- to discover the negative personal attributes that render a project manager's leadership ineffective and incompetent; and
- to determine the factors that create faulty connections within construction projects that make them ineffective.

Kuster *et al.* (2015:10) stated that their study indicated that workers within the industry feel that agreement and team management leadership designs predominantly prevail within the construction industries, as indicated by earlier findings. It implied that leaders within the business encourage participation, involvement, and commitment before making staff selections. They facilitate cluster discussions and selections being maintained by procuring general agreement from workers; mainly by means of making sure that relationships are managed effectively.

Pemsel and Muller (2012:865-876) posited that, to accomplish the simplest execution from subordinates, project managers ought to acknowledge and utilise correct techniques for maintaining authority. Managers must acknowledge their workers' needs as well as their life goals. Leadership study is the attainment of collective significance in construction management, since it will significantly improve work performance outcomes and impact project outcomes. An effective leadership approach can kindle workers' performance in a very fascinating way and facilitate construction running smoothly. Pinto *et al.* (2009:638-648) cited that it might be fascinating to utilise totally different instruments to quantify management conduct or to utilise a number of instruments within project's means and accept the outcomes. This paper analysed current management behaviour and its effects on people operating within the industry. It might inform the analytic community to collect knowledge from various industries that have a totally different types of labour problems to tackle if there is to be a match between various leadership methods and types of labour. It is clear that leadership designs adopted at the skilled level are

totally different from those adopted for skills at employee level. Transformational leadership is also effectively used in handling skilled workers. However, transactional leadership is also appropriate once project managers have worn down resistance from technicians and/or website employees. Smyth (2015:87) stated that construction organisations have for a long time attempted to develop critical criteria which could enable effective line managers' performance, offer a basis for reward, confirm coaching and development needs, offer a basis for succession designing and perhaps most importantly, facilitate goal setting among their project managers.

Kuster *et al.* (2015:87) expressed that the report stressed the necessity to explore authorisation and cooperation enhancing methods which may be applied among construction workers to improve the sector's performance. According to Kuster *et al.* (2015:106) posited that management is anticipated to influence project performance positively, thereby ensuring optimal internal and external business performance in organisations. Walker (2015:88) cited that initiatives to promote work-life balance may even aid in enhancing organisational effectiveness at both individual and structural levels, according to some empirical evidence. Bennet (2011:45) stated that it is relatively straightforward to change human resources development techniques, such as giving managers and employees more responsibility and integrating learning opportunities into work activities.

Walker (2015:67) cited that these studies show a rising awareness among the industry of the critical and softer issues like growing affiliation with project presentation outcomes. This responsiveness which affects the charisma of the implicit relationship between management and performance remains undecided since few studies exist that provide empirical proof of this. Hence, it's not possible to definitively confirm management directions that have an impact on the strategy of bringing the resources of experience that businesses have; with their unequal characteristics. At the same time, management must encourage support that favours and constructs activities that improve routines, while simultaneously taking steps to minimise the outcome of activities that are mismatched with workable performance.

There are a lot of basic queries that are one-sided or still at the stage of being disorganised which have only been self-addressed. The Project Management aim of this study is to discover, through experimental observation, the level at which relationship management affects construction project performance; consequently

analyse the appeal of this effect, and then produce a model that will contribute construction project formations for evaluation, in terms of performance, of the potential results of the management relationship. Furthermore, in order to achieve this, objective the study requires the following actions:

- Critically review literature on the performance to improve an understanding of the aspects influencing project performance and thus the role of management.
- Develop an intangible model of the relationship between project management and performance.
- Evaluate project management so it can assess its relationship management orientations and levels of performance.
- Discover the possible relationships between each specific management quality and thus the performance of project development.

1.3. Leadership and motivation

According to Rawun (2013:28), prior perceptions of leadership show that it is viewed as a personal trait. Rawun (2013:10) further stated that an individual's level of leadership relies on his or her own traits and skills, as well as the context and setting in which they find themselves. Hersona and Sidharta (2017:528-538) on the other hand, asserted that there is no universally accepted definition of leadership and that the concept is arbitrary and subjective.

Hersona and Sidharta (2017:528-538) suggested that almost every work has a formal leader who is typically identified by a title such as department manager or project manager. This leader can play an important role in the motivation of employees.

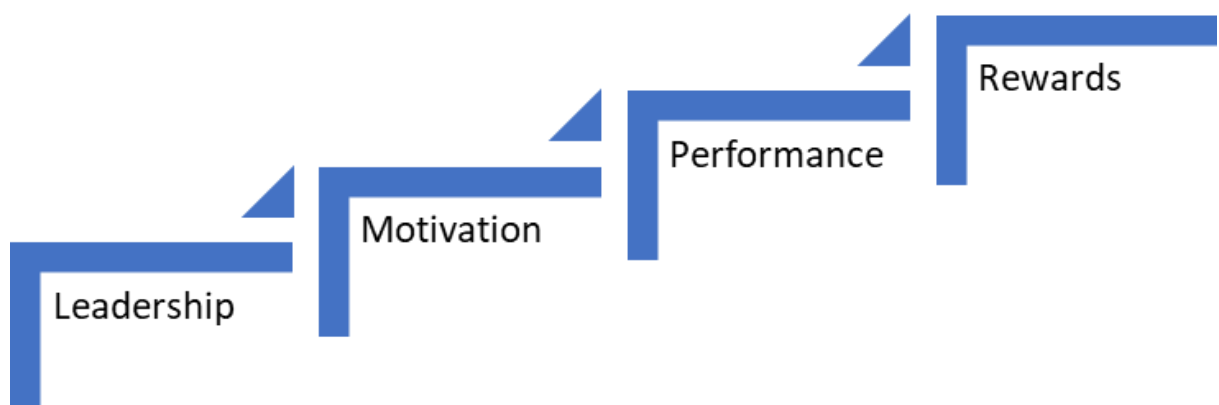


Figure 1.1: Leadership and Motivational Grid

Source: Adapted from Hersona and Sidharta (2017:528-538)

Hersona and Sidharta (2017:528-538) believed that the following basic values and qualities inspire and drive workers or staff members:

- Proper leadership;
- Knowledge and ongoing training;
- Fair and equitable treatment;
- Being treated with dignity as individuals; and
- Emphasising the significance of their position.

According to Conchie (2013:180-198), the success of an organisation is dependent on the leader's capacity to fully utilise resources. A successful leader recognises the importance of workers in attaining the organisation's goals, and that inspiring people is critical to achieving these goals. It is commonly known that effective organisations require good leadership and that organisational performance suffers in direct proportion to this. Roßnagel (2017:217-228) argued that it is widely understood that the success of any group of people is primarily reliant on the quality of its leadership - good leader behavior allows the fulfillment of the aspirations of the followers, which leads to effective performance.

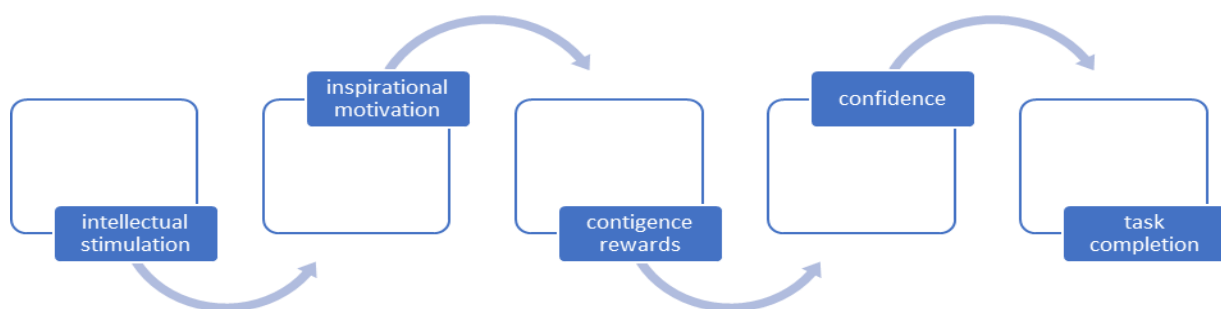


Figure 1.2: Leadership Development Model

Source: Adapted from Talan *et al.* (2014:1-15)

According to Hersona and Sidharta (2017:528-538), in contrast to leaders who influence their followers and draw them toward reaching both corporate and personal objectives, leaders push and influence their employees toward accomplishing desired goals. Hersona and Sidharta (2017:528-538), further stated that pulling a string instead of pushing it will cause it to move more smoothly, simply because the employees develop a sense of significant purpose, as a result of this type of connection between leaders and followers. The leader himself or herself is the source of this impact. A good leader places great value on followers' involvement and participation.

This viewpoint describes leadership as systemic problem solving, with leaders accountable for:

- Identifying any issues that may prevent team and project goals being accomplished;
- Developing and implementing effective solutions; and
- Preparing to execute solutions; often in difficult social areas.

This approach emphasizes some important aspects about team leadership. For starters, it stresses leadership as a border position that connects teams to their larger world Roßnagel (2017:297). Because most team problems emerge from members' surroundings, diagnosing them requires leaders to be aware of changes and events occurring outside the team.

Conchie (2013:180-198) posited that; in order to improve human competence and achieve additional advantages like gaining a competitive edge, leadership development is a key area that organisations must take into account and put into practice. While certain developmental tasks can be completed while still carrying out the duties of one's normal employment, others call for a brief leave of absence.

Leadership development must be given, as leaders may influence others and inspire them to achieve above and beyond their expectations through experiential learning, vicarious learning, and transformational learning (Talan *et al.*, 2014:1-15).

According to Babatunde (2015:195), an organisation needs qualified leaders. Leaders who evolve to perform consistently within organisations must possess four key abilities to effect change. He also believes that the important characteristics include applying leadership styles appropriately, communicating effectively, ageing performance regularly, and developing associates' responsibilities. These keys, when applied skilfully, provide managers with opportunities to unlock excellence in leadership and performance levels.

Haider (2015:146-165) said that; leadership is a process by whereby an executive can direct, guide and influence the behaviour and work of others toward the accomplishment of specific goals, in a given situation. Leadership the ability of a manager to induce subordinates to work with confidence and zeal. Leadership can be defined as the capacity to influence group realisation of a goal. Leaders are

required to develop a vision of the future, and to motivate the organisational members to want to achieve an organisation's visions and improve its performance.

According to Metcalf and Benn (2013:369-384), leadership is the ability to persuade others to seek defined objectives enthusiastically. It is the human factor which binds a group together, improves their performance and directs them towards goals and to perform beyond expectations. Conchie (2013:180-198) suggested that leadership is to deal and cope with change, focusing on the long-term and the big picture, not always doing so to safeguard themselves, but in fact to take risks, and concentrate on people and their values, not just the bottom line.

Hersona and Sidharta (2017:528-538) defined leadership as action that results in the improvement of organisations through positive modeling, positive motivation, and the implementation of specific initiatives. It is about having a positive influence on the individual members of the organisation. According to Hersona and Sidharta (2017:528-538), the leader thinks more in terms of having influence with the members of the organisation, rather than merely having control over the members of the organisation.

Tabatabai and Ghamari (2020:217-235) argued that an employee of any organisation is an important phenomenon. In the past, employees were considered as immaterial to achieving organisational goals and objectives; but with the passage of time, employees have come to be considered as human resources without which organisational goals and performance cannot be accomplished.

Employee Performance Management is a process for establishing a shared workforce understanding about what is to be achieved at organisational level. It is about aligning the organisational objectives with the employees' agreed measures, skills, competency requirements, development plans and the delivery of results (Tabatabai & Ghamari, 2020:217-235).

Afshari and Jagharq (2021:83) believe that good leadership is necessary in managing the human side of an enterprise. They speculated that beyond current thinking in project management, traditional project management cannot fulfil the challenges and requirements for mastering increased complexity in society, economics, and technology. A project leader guides the team to stay on target

towards the achievement of the project mission and maintain the team performance to perform beyond expectations.

Canary and McPhee (2011:48) suggested that motivation is fundamental to employee engagement and performance. It is what drives us to set and attain goals. The goal of employee engagement is to enhance employees ability to exercise discretionary effort and the best way to achieve it is through motivating them. When employees are motivated, they engage each other through the use of teams to improve the performance of the organisation.

James *et al.* (2014:2-20) stated that leaders are role models who influence the culture, values, thoughts and actions of the organisation and its people. The leadership style practised by managers greatly influences the performance and productivity in the workplace. The situation leadership model encourages managers to use their leadership style flexibly, based on the situation and thus achieve effective results. Both at the middle managerial level where leaders work closely with staff and at higher managerial level where leaders are responsible to various people, both inside and outside the organisation; their approach has an impact on the motivational levels of the organisation.

Roßnagel (2017:217-228) argued that in order to have a productive team, a leader also needs to be productive. Employees observe their leaders and learn from them. Employees put in as much effort as their bosses because they see their leaders' work as an example of how things should be done. For instance, if you are a manager who routinely leaves early on Fridays, then it is likely that that behaviour will impact the employees to work less hard. The idea is for the leader to lead by example, be a role model for working hard and that way, he/she will impact the employees' motivation level. Rawun (2013:89) states that motivation is a goal-oriented characteristic that helps a person achieve his objectives. It pushes an individual to work hard at achieving his or her goals. An executive must have the right leadership traits to influence motivation. However, there is no specific blueprint for motivation. Omar *et al.* (2016:33-47) argued that as a leader, one should keep an open perspective on human nature. Knowing different needs of subordinates will certainly make the decision-making process easier.

According to Antonios (2014:2-3), both an employee as well as a manager must possess leadership and motivational traits. An effective leader must have a thorough

knowledge of motivational factors for others. He must understand the basic needs of employees, peers, and his superiors. Antonios (2014:2-3) believed that leadership is used as a means of motivating others.

Required at all levels - Leadership is a function which is important at all levels of management. At the top level, it is important for getting co-operation in formulation of plans and policies. In the middle and lower levels, it is required for interpretation and execution of plans and programmes framed by top management. Leadership can be exercised through guidance and counseling of the subordinates at the time of execution of plans (Conchie, 2013:180-198).

Representative of the organisation - A leader or a manager is said to be the representative of the enterprise he leads. He must represent the concern at seminars, conferences, general meetings, etc. His role is to communicate the rationale of the enterprise to the outside public. He is also a representative of the department which he leads (Hersona & Sidharta, 2017:528-538).

Integrates and reconciles the personal goals with organisational goals - A leader through the use of leadership traits helps with reconciling or integrating the personal goals of the employees with the organisational goals. He or she is trying to co-ordinate the efforts of people towards a common purpose and thereby he or she achieves the objectives of the organisation. This can be done only if he or she can influence and get willing co-operation from staff; together with fostering the urge to accomplish the objectives (Haider, 2015:146-165).

He supports - A leader is a manager and besides that he is a person who entertains and invites support and co-operation of subordinates. This he can do by using his personality, intelligence, maturity and experience, which can then provide him with positive results. In this regard, a leader has to invite suggestions and if possible, implement them into the plans and programmes of the enterprise. That way, he can solicit the full support of employees; which results in a willingness to work and thereby create effectiveness in the running of the concern (Rawun, 2013:89). **As a friend, philosopher and guide** - A leader must possess three-dimensional traits. He or she can be a friend by sharing feelings, opinions and desires with his or her employees. He or she can be a philosopher by utilising his or her intelligence and experience and thereby guide the employees as and when time allows. He or she can be a guide by supervising and communicating with his or her employees the

plans and policies of top management and secure their co-operation to achieve the goals of his or her concern. At times he or she can also play the role of a counsellor by using a counseling and problem-solving approach. He or she can listen to the problems of the employees and try to help solve them (James *et al.*, 2014:2-20).

1.4. Organisational Leadership on Employee Performance

According to Talan *et al.* (2014:1-15) organisations need strong leadership for optimum effectiveness. Leadership, as we know, is a trait which is both inbuilt or can be acquired. Organisational leadership deals with both human psychology and expert tactics. Organisational leadership emphasises developing leadership skills and abilities that are relevant across all organisations. Leadership means exercising and encouraging the potential of individuals to face hard times in the industry and still grow during those times. It clearly identifies and distinguishes the leaders from the managers. A good leader should have the potential to control a group of individuals.

1.4.1. Effective organisational leadership

According to Tabatabai and Ghamari (2020:217-235):

- A leader must lead himself first. Only then can he lead others. He or she must be committed on a personal and professional front and he or she must be responsible. He or she must be a role model for others and set an example for them.
- A leader must boost the morale of his or her employees. He or she should motivate them well so that they are committed to the organisation. He or she should be well acquainted with them, show genuine concern for them and encourage them to take the initiative. This will result in more efficient and effective employees and ensure organisational success.
- A leader must work as part of a team. He or she should always support his or her team and respect them. He or she should not hurt any employee. A true leader should not be too bossy and should not consider himself or herself as the supreme authority. He or she should realise that he is an integral part of the organisation he leads.

Hersona and Sidharta (2017:528-538) argued that organisational leadership involves all the processes and possible results that lead to development and achievement of organisational goals. It includes employees' involvement, genuineness, effective

listening and strategic communication. Employee performance indicates the financial or non-financial outcomes of employees that has a direct link with the performance of the organisation and its success. Several studies show that an important way to enhance employee performance is to focus on fostering employee engagement (Canary & McPhee, 2011:66).

1.4.2. Importance of role play by leadership

David *et al.* (2016:8-36) believed that leadership is an important function of management which helps to maximise efficiency and to achieve organisational goals and high-performance levels. They also believe that the following points justify the importance of leadership in a concern.

Initiates action - A leader is a person who starts a project by communicating the policies and plans to the subordinates from where the work originates (David *et al.*, 2016:8-36).

Motivation - A leader plays an incentivising role in the workings of a concern. working. He motivates the employees with economic and non-economic rewards and thereby gets the work effort from his subordinates (David *et al.*, 2016:8-36).

Providing guidance - A leader must not only supervise but must also play a guiding role for his subordinates. Guidance here means instructing the subordinates in such a way that they perform their work effectively and efficiently (David *et al.*, 2016:8-36).

Creating confidence - Confidence is an important factor which can be achieved through appreciating the work efforts of subordinates, explaining clearly their role and giving them guidelines whereby they can achieve the company's goals effectively. It is also important to hear the employees' complaints and problems (David *et al.*, 2016:8-36).

Building morale - Morale denotes willing co-operation of the employees towards their work and gaining their confidence and winning their trust. A leader can be a morale booster by achieving full co-operation, so staff can perform to the best of their abilities as they work to achieve goals (David *et al.*, 2016:8-36).

Builds work environment - Management requires people getting things done. An efficient work environment helps to foster sound and stable growth. Therefore,

human relations should be kept in mind by a leader. He should have personal contact with employees and should listen to their problems and solve them. He should treat employees in humanitarian terms (David *et al.*, 2016:8-36).

Co-ordination - Co-ordination can be achieved through reconciling personal interests with organisational goals. This synchronisation can be achieved through proper and effective co-ordination; which should be the primary motive of a leader (David *et al.*, 2016:8-36).

1.5. The problem statement

The problem statement relates to relationship-centered leadership and its effects on the performance of construction project teams at a construction site in Queenstown. The continued failure to complete construction projects within the triple constraint requirement is a concern for growing project management discipline. The increase in infrastructure development in the Eastern Cape demands continued successful implementation. Meanwhile, the leadership research theories seem to be continuously indicating a shift away from Big Man Syndrome, Trait Theories, Behavioral Theories and recently, Contingency Theories and their subsidiaries (David *et al.*, 2016:8-36). To date, leadership is considered to be the most studied discipline to date, yet programmes and projects continue to fail in respect of construction projects, compounded by the arrival of the millennium generation. The research will focus on relationship-centered leadership as it affects leaders and followers and will evaluate how this relationship-centered approach impacts on the performance of construction project teams and enables the organisation concerned to reach their objectives.

1.6. Research objectives

The research objectives are set by the researcher with the intention of coming up with findings. This expectation is the focus for the research project. The objectives have been divided into; the primary objective and secondary objectives.

1.6.1. Primary objective

- To identify the impact of soft skills on the motivation of project practitioners to perform in construction projects.

1.6.2. Secondary objectives

- To identify the expectations of the subordinate from the leadership.
- To identify what the impact of leadership styles has on subordinates.
- To Identify what makes the employee perform in the absence of the leader, and
- To identify the effect of relationships on employee-engagement in the work process.

1.7. Research questions

Research questions are critical in any research, in that they reflect the research objectives as derived from the problem statement – referred to as the study gap. The research question guides the literature to be reviewed and is thus a critical guide to the direction of the study. Like the research objectives, the research question is divided into two parts. these are classified as the primary (main) research question and the secondary sub-questions.

1.7.1. Primary / main research question

- To identify the impact of leader-subordinate relationship on project execution performance by employees.

1.7.2. Secondary / sub-questions

- What are the expectations of subordinate from leadership?
- What impact do leadership styles have on subordinates?
- What is it that makes an employee perform effectively in the absence of his or her leader?
- What are the impacts of relationships on employee engagement in the work process?

1.8. Research approach

Research is typically made up of two techniques; namely; qualitative and quantitative methods. Quantitative methods use numerical data where a researcher focuses on collecting data in the form of numbers to explain phenomena. This data is then used to analyse and provide findings and make recommendations based on the findings. A

qualitative technique is a non-numeric technique which focuses more on the quality of something rather than its quantity. According to Bennet (2011:98) qualitative research focuses on meanings, interpretations, symbols, processes and the social relationships in life.

In this study the researcher will be using quantitative research method. Choosing this method allowed the researcher to gather as much information as he could; both numerical and by taking interpretations from different people. This ultimately gave the researcher more accurate findings and more reliable data.

1.9. Data analysis

Data analysis is referred to as a technique of reviewing, cleaning, changing, and modelling data with the goal of determining useful knowledge, proposing decisions, and supporting decision-making (Bennet, 2011:106). The analysis methodology has various steps; namely; data assortment, redaction of information to eliminate obvious errors throughout the gathering of the knowledge, key writing knowledge analysis and knowledge analysis are the final steps. Descriptive statistics and mathematical interpretation have to be done; which then comprises the information analysis. It's important to note that knowledge on any population will never be 100 percent correct. This introduces another aspect of information analysis. Smyth (2015:78) posited that the choice of ways in which techniques are used for data analysis refers to either quantitative or qualitative knowledge. Walker (2015:40) stated that after data is gathered in a study, irrespective of the techniques used, such data may be presented in a way that is appropriate for that particular investigation. The data in this study is interpretative.

There are three principal ways used for applied mathematical analysis:

- Measuring the discriminate legitimacy of live mechanism, and
- Testing the live instrument's irresponsibleness by live internal consistency.

The instrument found every reliable and valid area unit used within the model for statistical methods to assess the freelance variables. The information collected through quantitative methods will be analyzed and interpreted in Chapter 4 using Microsoft Excel 2010 computer software.

1.10. Target population

The population in this study refers to the group of people from whom a number of individuals was selected with specific characteristics for the purpose of determining

data for this study (Bennet, 2011:58). It comprises people who work or have worked in the construction industry who present their views about the challenges they face in the construction industry as well as their impact on the execution and success of the project they are involved in. The sample comprised eight percent males and twenty percent females. However, in order to obtain the anticipated outcome, there was a need for factual secondary data from reports that were thoroughly analysed and evaluated by experts. The sample size included participants of various ages and years of working in the construction industry. Furthermore, the ages ranged from 20 to 50 years plus and included both project managers and subordinates. A hundred questionnaires were gathered from two construction sites and then analysed to gather the information required.

1.11. Sample frame method size

The study's focus will be on subordinates because they comprise the majority of participants in the construction industry. If ninety-five percent of those workers are unhappy then there is a risk that the project under review will not be completed on time. The most important aspect regarding the need to keep workers happy and productive is to hear the views of ordinary people within the construction project and in the environment they live in (Kuster *et al.*, 2015:10).

1.12. Data collection instrument

The instrument used was a structured document divided into three sections, namely;

- Section A – focused on the biography of the respondents, it was thought important that there should be adequate information about the sources of the data.
- Section B – was the Likert scale that was used to assess the nature of the participants' beliefs, attitudes and perceptions. These characteristics were plotted within a range of 1 to 5.
- Section C – comprised open-ended questions, wherein additional information was sought using a discussion technique to elicit richer data. Additionally; in this section, participants were encouraged to ask questions if they wished to do so.

1.13. Ethical considerations

The research process was characterised by many practices that could have been regarded as bordering on human rights violations. Various processes were put in place. All the participants were informed of their rights: participation was voluntary for everyone taking part. The respondents were told that they had the right to withdraw from the research [filling in of the questionnaires] altogether or omit any sections that they might not have been comfortable with. The questionnaires (and the respondents) were not identified. Participants' names and anything that would lead to identification were not revealed. No authorities were given any information. Data from the questionnaires was not revealed (Pemsel & Muller, 2012:865-876).

The researcher promised to carry out this research following the highest ethical standards and to maintain the highest integrity at all times regarding data collection. It is further stated that the researcher will not commit plagiarism in this study. The researcher undertakes to fully acknowledge the work of others. The confidentiality of all participants in the research will be respected and the researcher confirms that the research project is impartial.

1.14. Conclusion

This analysis report has mentioned totally different management designs and their impact on organisations within the industry. The report mentioned the impact of ineffective relationships on the success of projects and the way managers have to facilitate the creation of a decent relationship with their staff. An organisation with a powerful relationship management system should perform better than companies with poor relationship management.

What's more, the researcher found that the project managers can encourage smart relationships by motivating and articulating a vision, fostering cluster goals, role modelling and providing personalised support. It was discovered that several of the project managers were not able to determine the opportunities that were created by smart relationship management within construction projects. Effective management designs were additionally known to contribute to the execution and success of developments.

CHAPTER TWO: CONTINGENCY LEADERSHIP AND BEHAVIORAL THEORIES, DISADVANTAGES, AND ADVANTAGES.

2.1. Introduction

A literature review is a form of framework of existing knowledge from past research about information that relates to the current research study. This chapter describes a conceptual framework for the design of the research strategy. Contingency leaderships are reviewed to gain an understanding of how strategies are formulated. D’Innocenzo *et al.*’s (2016:1964-1991), contingency theory, utilised in the following manner is the best way to organise an organisation’s strategy; depending on the nature of the environment in which the organisation operates.

The history of contingency theories of leadership goes back over a hundred years, with foundational ideas rooted in the mechanical thought process known as Taylorism. Later, management science began to recognise the influence of irrational human perceptions on worker performance. This led to classifications of leadership behaviour and to contingency theories, in order to adapt leadership behaviour to a situation. Those classifications and contingencies form the roots of leadership.

2.2. Contingency Leadership Theories

2.2.1. Fiedler’s Contingency Leadership Theory

In 1951 Fiedler began to develop the first contingency leadership theory, which was published in 1964 as the Fiedler Contingency Model of Leadership and it recognised that the most effective style of leadership depended upon the context in which the style was applied. It was the first theory to focus on how situational variables interact with leaders’ personalities and behaviours. Fiedler believed that leadership style is a reflection of personality (trait-theory orientated) and behaviour (behavioural-theory orientated), and that leadership styles are usually constant.

Leaders do not change styles; they change situations. Leaders do not change styles; they change the situation. The contingency leadership model is used to determine whether a person’s leadership style is task or relationship orientated, and if the situation matches the leader’s style to maximise performance (Fiedler, 2015:188- 2015) in order to develop the Cognitive Resources Theory (CRT), which is based on the Contingency Leadership Theory. The CRT, is a person-by-situation interaction theory, in which the

personal variables are the intelligence and experience of leaders. The situational variables are stresses as experienced by leaders and followers. CRT

has important implications for the selection of leaders. Fiedler (2015:188-2015) recommended a two-step process for effective utilisation of leaders; recruiting and selecting individuals with the required intellectual abilities, experience, and job-relevant knowledge, and enabling leaders to work under conditions that allow them to make effective use of the cognitive resources for which they were hired. Some scholars consider Fiedler's Contingency Leadership Theory and Cognitive Resources Theory the most validated of all leadership theories (Fiedler, 2015:188-2015).

2.2.2. Leadership continuum theory

In 1957 Robert Tannenbaum and Richard Schmidt developed a leadership continuum with relationship orientations characterised by high employee freedom being one extreme and task oriented behaviour characterised by extensive use of leader authority at the other extreme. According to this model, as a leader becomes more relationship oriented, he became less task oriented (Tannenbaum & Schmidt, 2017:75). They concluded that leadership behaviour is on a continuum from boss-centred to subordinate-centred leadership. Their model focused on who makes the decisions. Tannenbaum and Schmidt (2017:84) identified seven major styles from which a leader can choose. The leadership continuum model is used to determine which one of the seven styles should be selected to suit the situation; in order to maximise performance. According to Tannenbaum and Schmidt (2017:211), the leader must consider the following three forces or variables before choosing the best leadership style for a particular situation.

2.2.3. Supervisor

The leader's personality and preferred behavioural style, expectations, values, background, knowledge, feeling of security and confidence in his/her subordinates should be considered in selecting a leadership style. Based on personality and behaviour, some leaders tend to be more autocratic and others more participative (Tannenbaum & Schmidt, 2017:215).

2.2.4. Subordinates

The leadership style preferred by followers is based on personality and behaviour. Generally, the more willing and able the followers are to participate, the more freedom of participation should be used, and vice versa (Tannenbaum & Schmidt, 2017:201).

2.2.5. Environment

The environmental considerations, such as the organisation size, structure, climate, goals and technology, are taken into consideration when selecting a leadership style. Managers on higher levels also influence leadership styles. For example, if a senior manager uses an autocratic leadership style, the middle manager may tend to follow suit.

Tannenbaum and Schmidt (2017:218) developed two major leadership styles, (autocratic and participative) with seven continuum styles, which reflected in a one-dimensional model. The leadership-styles are part of their theory; which is similar to the University of Michigan Leadership Model; in that it is based on two major leadership styles: one focusing on job-centred behaviour (autocratic leadership) and the other focusing on employee-centred behaviour (participative leadership) (Tannenbaum & Schmidt, 2017:221).

2.3. Path-goal leadership theory

Alanazi *et al.* (2013:55-67) posited that The Path-goal Leadership Theory, developed by Robert House, was based on an earlier version of the theory by M.G. Evans published in 1971. House formulated a more elaborate version of Evans's theory, which included situational variables. House's theory specified several situational moderators of relationships between task and person-orientated leadership, and their impact (Alanazi *et al.*, 2013:55-67).

House attempted to explain how the behaviour of a leader influences the performance and satisfaction of the followers. Unlike the earlier contingency leadership models, House's theory does not include leadership traits and behavioural variables (Alanazi *et al.*, 2013:55-67).

The Path-goal Leadership Model can be used to identify the most appropriate leadership style for a specific situation, to maximise both performance and job satisfaction (Pinder, 2014:188). According to the Path-goal Leadership Theory, the leader is responsible for increasing followers' motivation to attain personal and organisational goals.

The Motivation Autocratic and the Participative Style can be improved by clarifying what followers have to do to get rewarded or by increasing the rewards that the follower values and desires (Pinder, 2014:208). Path clarification means that the

leader works with followers to help them identify and learn the behaviours that will lead to successful task accomplishment and organisational rewards.

According to Alanazi *et al.* (2013:55-67), the Path-goal Leadership Theory consists of the following factors:

- Situational factors:
 - a) Authoritarianism is the degree to which employees prefer, and want to be told what to do and how to do a job.
 - a) Locus of control is the extent to which employees believe they have control over goal achievement (internal locus of control), or where goal achievement is controlled by others (external locus of control).
 - b) Ability is the extent of the employees' ability to perform tasks to achieve goals.
- Environmental factors:
 - a) Task structure, for example the extent of the repetitiveness of the job.
 - b) Formal authority, for example the extent of the leader's positional power.
 - c) Work group, for example the relationship between followers.
- Leadership styles:

Based on the situational factors in the Path-goal Model, the leader can select the most appropriate leadership style for a particular situation. The original model included only the directive and supportive leadership styles (from the Ohio State and University of Michigan behavioural leadership studies). Alanazi *et al.* (2013:55-67) added the participative and achievement-oriented leadership styles in a 2013 publication. These leadership styles can be described as follows:

2.3.1. Directive

The leader provides a high degree of structure. Directive leadership is appropriate when the followers prefer autocratic leadership, have an external locus of control, and the skill levels of the followers are low.

Directive leadership is also appropriate when the task to be completed is complex or ambiguous or when followers are inexperienced (Alanazi *et al.*, 2013:55-67).

2.3.2. Supportive

In a supportive leadership style, the leader exercises a high degree of consideration for his staff. Supportive leadership is appropriate when the followers do not want autocratic leadership, when they have an internal locus of control, and when followers' skills levels are high. Supportive leadership is also appropriate when the tasks are simple and followers have a lot of experience (Alanazi *et al.*, 2013:55-67).

2.3.3. Participative

A participative leader encourages and allows followers to have input into decision-making. Participative leadership is appropriate when followers wish to be involved, when they have an internal locus of control and when their skills levels are high. Participative leadership is also appropriate when the task is complex and followers have a lot of experience (Alanazi *et al.*, 2013:55-67).

2.3.4. Achievement-orientated

The leader sets difficult but achievable goals, expects followers to perform at their highest level and rewards them for doing so. In essence, the leader provides both strong direction (structure) and a high level of support (consideration). Achievement-orientated leadership is appropriate when followers are open to autocratic leadership, when they have an external locus of control and when the ability of followers is high. Achievement-orientated leadership is also appropriate when the task is simple, and followers have a lot of experience (Alanazi *et al.*, 2013:55-67).

2.4. Normative leadership theory

An important leadership question is, "When should the manager take charge, and when should the manager let the group make decisions?" Victor Vroom and Phillip Yetton published a decision-making model with the aim of improving decision-making effectiveness.

Nichols and Erakovich (2013:208) identified five leadership styles, as described below: Two are autocratic (AI and AII), two are consultative (CI and CII), and one is group orientated (GII).

- **Autocratic Leadership Styles: AI:** The leader makes the decision alone, using available information without any input from others.

All: The leader obtains information from followers but makes the decision alone. Followers are asked only for information and not for their input into the decision-making.

- **Consultative Leadership Styles: CI:** The leader meets individually with relevant followers, explains the situation, and obtains information and ideas on the decision to be made. The leader makes the final decision alone. The leader may or may not use the followers' input.

CII: The leader meets with followers as a group, explains the situation, and gets information and ideas on the decision to be made. The leader makes the decision alone after the meeting. Leaders may or may not use the follower's input.

- **Group-orientated Leadership Styles: GII:** The leader meets with the followers as a group, explains the situation, and the decision is made based on group consensus. The leader does not attempt to influence the group and he or she is willing to implement any decision that has the support of the entire group. In the absence of consensus, the leader makes the final decision, based on the input of the group.

Fiedler (2015:1-201) posited that, in contingency theory of leadership and the success of the leader is a function of various contingencies in the form of subordinate, task and or group variables.

The effectiveness of a given pattern of leader behaviour is contingent upon the demands imposed by the situation. These theories stress using different styles of leadership appropriate to the needs created by different organisational situations.

2.5. Contingency theory of decision making

Vroom and Yetton's Decision Participation Contingency Theory or the Normative Decision Theory. According to this model, the effectiveness of a decision procedure depends upon a number of aspects of the situation: the importance of the decision quality and acceptance, the amount of relevant information possessed by the leader and subordinates, the likelihood that subordinates will accept an autocratic decision or cooperate in trying to make a good decision if allowed to participate, or the amount of disagreement among subordinates with respect to their preferred alternatives (Nichols & Erakovich, 2013:311).

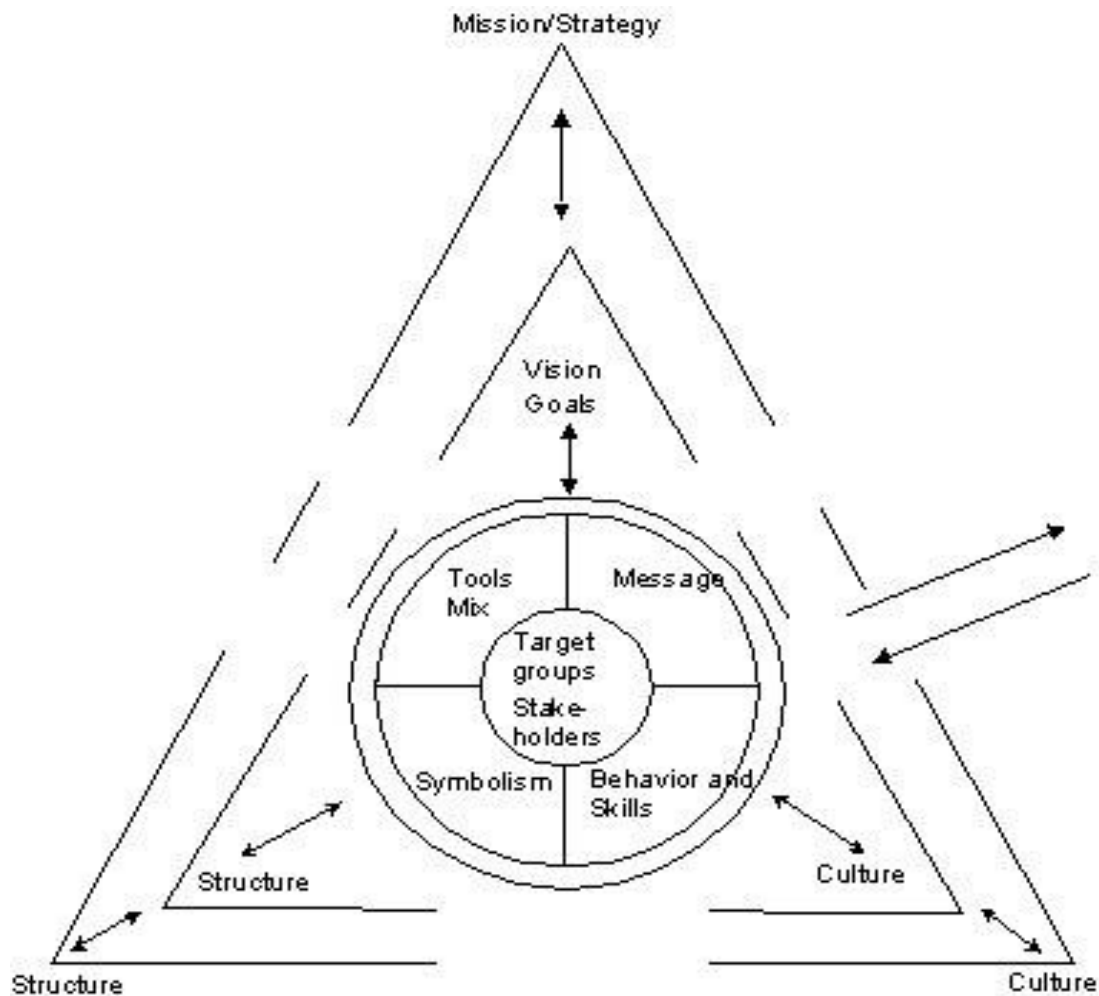


Figure 2.2: Conceptual Models

Source: Adapted from Nichols and Erakovich (2013:213)

2.6. Contingency rules theory

According to Vidal *et al.* (2017:8-22) Contingency rules theory is an example of a rules approach to persuasion. Vidal *et al.* (2017-22) utilised the idea of cognitive schemes, expectations about the attributes that a given person or policy will have, or expectancies about the consequences of behaving in a particular manner. These schemata function as contingency rules that both shape the way something is viewed and structure behaviour.

Vidal *et al.* (2017:8-22) suggested that rules and schemata explain persuasion better than the traditional concept of attitude. According to Smith's contingency rules theory, rules are used to create responses to persuasive messages. Self-evaluative rules are associated with our self-concept and our image.

Adaptive rules are those that will apply effectively in a particular situation – the rules most likely to generate a positive outcome. Behavioural contingency rules are contextual. In some situations, certain consequences are considered, and certain rules are activated which guide behaviour. In other situations, other rules are activated. External threats and rewards are meaningful only if they apply to one’s personal goals (Vidal *et al.*, 2017:8-22).

2.7. Leadership grid theory

In 1964 Robert Blake and Jane Mouton developed the Managerial Grid Model. The grid was formed by strength in two variables which is concern for people and concern for production (Mirčetić 2019:205-210). They related these variables with five leadership styles as shown in Table 2.1.

Table 2.1: Managerial Grid Model

Leadership style	Concern for people	Concern for production
Laissez-faire	Low	Low
Country club	High	Low
Authority-compliance	Low	High
Team	High	High
Middle of the road	Moderate	Moderate

Source: Adapted from Mirčetić (2019:205-210).

After they developed a two-dimensional leadership theory called "The Leadership Grid" that builds on the work of the Ohio State and Michigan studies (Mirčetić, 2019:205-210); researchers rated leaders on a scale of one to nine, according to the following two criteria; concern for people and concern for results. The scores for these criteria were plotted on a grid with an axis for each criterion. The two- dimensional leadership model and five major leadership styles are reflected in Figure 2.2 below.

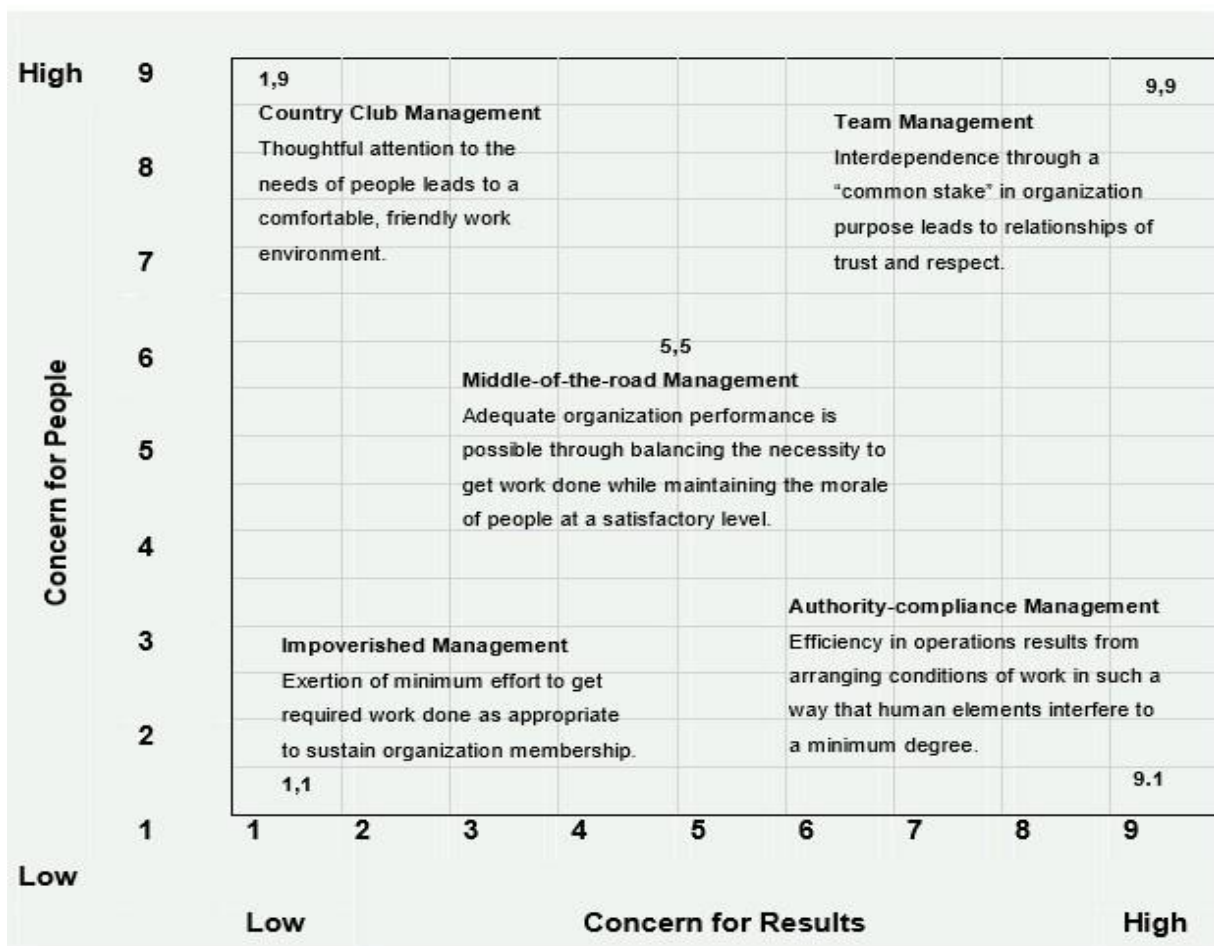


Figure 2.2: Leadership Grid

Source: Adapted from Mirčetić (2019:205-210).

The leadership styles in the Leadership Grid are described by Mirčetić (2019:205-210) as follows:

- The impoverished leader (1, 1) has low concern for both production and people.
- The authority-compliance leader (9, 1) has a high concern for production and a low concern for people.
- The country-club leader (1, 9) has a high concern for people and a low concern for production.
- The middle-of-the-road leader (5, 5) has balanced, medium concern for both production and people.
- The team leader (9, 9) has a high concern for both production and people. This leader strives for maximum performance and employee satisfaction. The team leadership style is generally the most appropriate for use in all situations.

According to Bray (2014:88) some researchers looked for evidence that the team leadership was superior in all situations. However, the research was inconclusive. In 1969 they published *Management of Organisational Behaviour*, using human resources detailing their situational leadership theory. This theory was unique in bringing these concepts together:

- Leadership styles include variable degree relationship behaviour and task behaviour, which the manager can adjust to the situation, independently of one another.
- The leadership style can always be adjusted to each task and each individual; as opposed to treating all subordinates the same.

Situational leadership is a prescriptive theory offering manager guidance about what style to use in each situation. Furthermore, it is more interested in the impact of contingency factors on organisational structure. The structural contingency theory was the dominant paradigm of organisational structural theories for most of the 1970s. A major empirical test was furnished by Johannes M Pennings who examined the interaction between environmental uncertainty, organisation structure and various aspects of performance. Pennings carried out an empirical study on a sample of retail brokerage offices; in which aspects of their market environment such as competitiveness, change and munificence competed with organisational arrangements such as decision-making templates and power distribution and these were examined for possible implications for performance. While structural attributes of offices strongly impacted performance, the evidence for contingency was less pronounced (Bray 2014:105).

2.8. Great man theory

The effort toward considerations of mutual characters of leadership was prolonged over centuries as most cultures need heroes to define their successes and to justify their failures. It was stated in 1847 by Carlyle that the best interests of the heroes coming from universal history, the history of what man has accomplished in this world, are hidden at the very beginning of the history of certain great men who worked in those very early days (Mouton, 2019:81-102).

Carlyle claimed in his Great Man theory that leaders are born and that only those men who are endowed with heroic potentials could ever become leaders. He opined

that great men were born, not made. An American philosopher, Sidney Hook, further expanded Carlyle's perspective; highlighting the impact which could be made by the eventful man vs. the event-making man (Mouton, 2019:81-102). He proposed that the eventful man remained complex in a historic situation, but did not really determine its course. On the other hand, he maintained that the actions of the event-making man influenced the course of events, which could have been much different, had he not been involved in the process.

The event making man's role was based on the consequences of outstanding capacities of intelligence, will and character rather than actions of distinction. However, subsequent events unfolded that this concept of leadership was morally flawed, as was the case with Hitler, Napoleon and the like, thereby challenging the credibility of the Great Man theory. These great men became irrelevant and consequently hindered the growth of organisations (Harrison, 2018:15-32).

The passing years have given way to another force, great men who, with brilliance and foresight, could preside with arrogant powers as the head of a growing organisation but in the process sabotage democratisation. Leadership theory then progressed from dogma that leaders are born or are destined by nature to be in their role at a particular time to a new view that identifies certain traits that show potential for leadership (Harrison, 2018:15-32).

2.9. Trait theory of leadership

According to Nawaz and Khan (2016:1-7), The early theorists posited that born leaders were endowed with certain physical qualities and personality characteristics which distinguished them from non-leaders. Trait theories ignored the assumptions about whether leadership qualities were genetic or acquired. Jenkins identified two traits; emergent traits (those which are heavily dependent upon heredity) such as height, intelligence, attractiveness, self-confidence and effectiveness traits (based on experience or learning), including charisma, as fundamental components of leadership (Nawaz and Khan, 2016:1-7).

Verawati and Hartono (2020:13-23) labelled charisma as the greatest revolutionary force, capable of producing a completely new orientation through inspiring followers and complete personal devotion to leaders they perceived as endowed with almost magical, supernatural, superhuman qualities and powers. Furthermore, this initial

focus on intellectual, physical and personality characteristics that distinguished non-leaders from leaders signified research that maintained that only minor variances exist between followers and leaders (Verawati & Hartono, 2020:13-23). The failure in detecting the qualities which every single effective leader had in common, resulted in the development of trait theory, as an inaccessible component, falling into disfavour. In the late 1940s, scholars studied the traits of military and non-military leaders and exposed the significance of certain traits developing at certain times (Verawati & Hartono, 2020:13-23).

2.10. Process leadership theory

Additional leadership theories with a process focus include servant leadership, principal centered leadership and charismatic leadership with other theories emerging every year. This type of leadership was introduced by Greenleaf in the early 1970s. A revival of the discussion of servant leadership was noted in the early 1990s. Servant leaders were encouraged to be focused on the anxieties of the followers and proposed that the leader should sympathise with them, take care of them and nurture them.

Leadership skills were taught to people who were by nature servants. The servant leader focuses on the needs of his/her followers and helped them to become more independent and well-informed. The servant leader is also more concerned with the have-nots and recognises them as equal to the leader (Nawaz & Khan, 2016:1-7). The leaders in prominent organisations are deemed to be the stewards (servants) of the vision of the organisation and not servants of the people who are running the organisation. Leaders in learning organisations clarify and nurture companies' vision and consider it to be greater than themselves. Furthermore, the leaders align themselves or their vision with others in the organisation or in the community at large.

These process leadership theories and others that have emerged often suggest that the work of leaders is to contribute to the wellbeing of others with a focus on some form of social responsibility. There appears to be a clear evolution in the study of leadership. Leadership theory has moved from birth qualities and rights, to acquired qualities and styles to situational and relationship types of leadership, to the function of groups and group processes and currently to the interaction of group members with an emphasis on personal and organisational function of groups and group processes and moral improvements (DeRue, 2011:125-150).

2.11. Transactional theory

Barr *et al.* (2016:95) stated that by the late 1970s and early 1980s there was a movement towards deviating from the specific characteristics of the leader, and the leadership context and toward practices that concentrated more on the exchanges between followers and leaders. Transactional leadership was described as a process whereby leader-follower association was grounded upon a series of agreements between followers and leaders. The transactional theory was based on reciprocity where leaders not only influenced followers but were also under their influence. Some studies revealed that transactional leadership shows a discrepancy regarding the level of leaders' actions and the nature of his or her relationship with their followers.

Transactional leadership is contingent upon a positive exchange between leaders and followers whereby followers are rewarded and recognised and rewarded for accomplishing agreed upon objectives. Furthermore, leaders tended to grant rewards showing gratitude in the form of merit increases, bonuses and recognition of achievements. Recognition of good work, positive support, pay increases and promotions, increased the level of staff performance, induced cooperation and offered opportunities for collegiality.

Leaders could then focus on correcting errors, avoid negative responses and tended to delay decision-making. This approach is referred to as as management by exception and was considered as either passive or active connectivity with staff. The difference between these two types of connections lies in the timing of the leaders' involvement. In the active form, the leader continuously monitors performance and attempts to intervene proactively (Barr *et al.*, 2016:108).

2.12. Transformational theory

Siangchokyoo *et al.* (2020:10-34) posited that transformational leadership moved away from previous and current theories, due to its contribution to the greater good as it demanded involvement of the followers in processes or activities in organisations that yielded a superior social dividend. Transformational leaders raised the motivation and morality of both followers and leaders. Transformational leaders engaged in interactions with followers, based on common values, beliefs and goals. Furthermore, this improved performance and led to improved fulfilment of goals.

Transformational leaders attempted to convince followers to reorganise their needs by prioritising self-interest and striving for higher order needs. This conforms with Maslow's Hierarchy of Needs theory. Transformational leadership targets beliefs, values and attitudes and explains leaders' practices and their capacity to lead change. Various theorists suggest that followers and leaders should set aside personal interests for the benefit of the group. The leader was then asked to focus on follower's needs and input in order to transform everyone into a leader by empowering and motivating them (Osemeke & Adegboyega, 2017:161-173).

Transformational leaders are capable of recognising the need for change and gaining the agreement and commitment of others to create a vision that guides change and embed the change. Furthermore, these types of leaders treat subordinates individually and pursue to develop their consciousness, morals and skills by attributing significance to their work and the challenges they face. These leaders produce the appearance of convincing and encouraged a positive vision of the future. They are visionary leaders who encourage their followers and move them towards higher and more universal needs and purposes (Ramsey *et al.*, 2017:461-473).

2.13. Behaviour theories

This theory acknowledges the importance of certain key leadership skills that enable a leader to act productively while drawing inspiration from previous leaders, while suggesting that each individual has a different style of leadership with which he/she feels most comfortable. One style cannot be effective in all situations (Kwasnicka *et al.*, 2016:277-296). Yukl introduced three different leadership styles. The employees of such democratic leaders display high degrees of satisfaction, creativity and motivation and work with great enthusiasm and energy; irrespective of the presence or absence of the leader. They maintain better connections with the leader in terms of productivity whereas, autocratic leaders mainly focused on increasing output.

In the past, laissez-faire leadership was only considered relevant when it was at the head of teams of highly skilled, motivated people with excellent track-records (Kwasnicka *et al.*, 2016:277-296). Two additional leadership styles were identified by Feidler and House, focusing on effectiveness of leadership. Those researchers posited that consideration (concern for people and relationship behaviours) and commencing structure (concern for production and task behaviours) were vital variables. Consideration referred to the amount of confidence and rapport a leader

produced in his subordinates. Whereas, initiating structure reflects the extent to which a leader structures, directs and defines his/her subordinates' roles as they play a participating role towards improving organisational performance, profit and accomplishment of the mission of the organisation. Furthermore, various researchers proposed that there are three types of leaders, namely autocratic, democratic and laissez-faire. Without involving his or her subordinates, an autocratic leader makes decisions, a laissez-faire leader lets his or her subordinates make the decisions and hence adopts no real leadership role other than occupying the position of leader, and the democratic leader accesses his or her subordinates expertise and skills and then makes decisions. They assumed that all leaders could fit into one of these three categories (Kwasnicka *et al.*, 2016:277-296).

2.14. Leadership styles

According to Peterson (2013:60-69), There are nine common leadership styles, as follows:

2.14.1. Transformational leadership

Often considered among the most desirable to employees, people who show transformational leadership typically inspire staff through effective communication and by creating an environment of intellectual stimulation.

2.14.2. Transactional leadership

Transactional is focused on group organisations, establishing a clear chain of command and implementing a carrot-and-stick approach to management activities. It is considered transactional because leaders offer an exchange, they reward good performances, while punishing bad practices.

2.14.3. Servant leadership

This is about people who practice servant leadership who prefer power-sharing models of authority, prioritising the needs of their team and encouraging collective decision-making.

2.14.4. Autocratic leadership

A more extreme version of transactional leadership, autocratic leaders have significant control over staff and rarely consider worker suggestions or share power. Also known as "Ruling with an iron fist" it is rarely appreciated by staff, which can

lead to high turnover and absenteeism. It is believed that there's a lack of creativity due to the strategic direction coming from a single individual.

2.14.5. Laissez-faire leadership

This type of leadership is commonly used to describe economic environments. It literally means "let them do" in French and is typically translated as "let it be". It is believed that it can be effective in creative jobs or workplaces where employees are very experienced. However, it is important that leaders monitor performance and effectively communicate expectations to prevent work standards slipping.

2.14.6. Democratic leadership

Democratic Leadership is known as participative leadership. This style means leaders often ask for input from team members before making a final decision. Workers usually report higher levels of job satisfaction in these environments and the company usually benefits from better creativity. On the downside, the democratic process is normally slower and may not function well in workplaces where quick decision-making is crucial.

2.14.7. Bureaucratic leadership

Bureaucratic leadership models are mostly implemented in highly regulated or administrative environments, where adherence to the rules and a defined hierarchy are important. These leaders ensure that people follow the rules and carry out tasks 'by the book'.

Furthermore, it is generally acknowledged that this type of leadership works well in certain roles such as health and safety, but that it can stifle innovation and creativity in more agile, fast paced companies.

2.14.8. Charismatic leadership

There is a certain amount of overlap between charismatic and transformational leadership. Both styles rely heavily on the positive charm and personality of the leader. However, charismatic leadership is usually considered less favourable, largely because the success of projects and initiatives is closely linked to the presence of the leader. While transformational leaders build confidence in a team that remains when they move on, the removal of a charismatic leader typically leaves a power vacuum.

2.14.9. Situational leadership

This type of leadership was developed by management experts Paul Hersey and Ken Blanchard in 1969. Situational leadership is a theory where the best leaders utilise a range of different styles, depending on the environment. Furthermore, situational leaders may adopt a democratic leadership style when discussing commercial direction with senior executives but switch to a bureaucratic strategy when relaying new factory protocols to workers (Deliu, 2019:280-292).

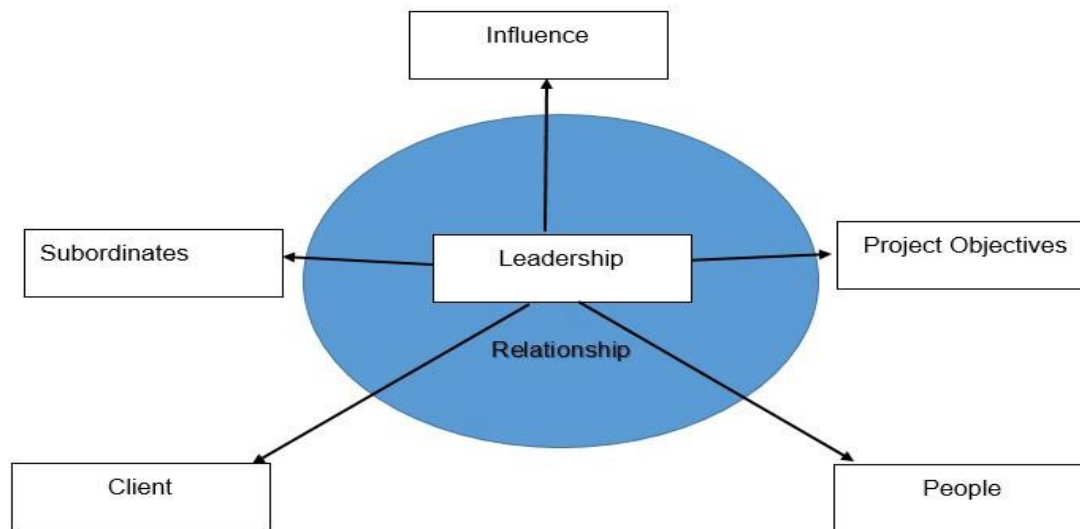


Figure 2.3: Leadership Key Elements Source:

Adapted from Deliu (2019:280-292).

2.14.10. Impact of leadership

According to Peterson (2013:60-69) a leader is responsible for everything the team does or fails to do. Since they are in direct contact with employees, leaders need to have the necessary skills and traits and should act as role models. Furthermore, at organisational level, leaders are required to influence the whole organisation by managing the cultural norms, rewards and recognition programmes, as well as communication. When they are at a higher level where they have to lead a city, state or a multi-national corporation, they require the power of persuasion and charisma in order to be elected. Their self-confidence enables them to cope with change and their communication skills help them to gain the trust of others, since they employ the power of persuasion. Leadership behaviours influence employees' performance and strong leaders outperform weak leaders. However, transformational leadership generates higher performance than transactional leadership (Paracha et al., 2012:55- 64).

According to Kehinde and Banjo (2014:149-160), organisational behaviour has identified transformational leadership as one of the most suitable forms of modern- day leadership. Furthermore, they stated that the current and recent business environment requires an innovative style of leadership; a style that empowers employees and raises employee performance so as to improve organisational performance and continuing to improve performance (Dastane, 2020:27-52). According to Asrar-ul-Haq and Kuchinke (2016:54-64), transformational leaders' employees may receive individualised attention from the leader. As a result, they tend to regularly institute changes with the support of the leader's agenda and perform beyond expectations.

Transformational leaders can develop high quality leader member exchange relationships with their subordinates, whereby they influence them to produce better performance (Peterson, 2013:60-69). Dastane (2020:27-52) argued that there was strong empirical support for the relationship between leaders' contingent rewards and employee performance. Nevertheless, transformational leadership inspires followers with attractive visions of the future, expresses optimism and creates high level expectations of excellence and performance from followers.

Raja and Palanichamy (2012:218) posited that the effect of leadership styles on employee performance in public vs. private sector enterprises in India from forty- three middle level managers and a hundred and fifty-six subordinates, indicated sufficient evidence, at the five percent level of significance that there is a positive linear relationship between transformational leadership and employee performance and there is a significant positive relationship between transactional leadership employee performance.

2.15. Theoretical framework

The importance of leadership in an organisation cannot be overemphasised as different researchers have given various definitions due to its complexity and importance. Leadership has been described as an operation between a leader and his subordinates and it had also been defined as a process of influencing people towards a particular objective or goal. Leadership style that is exhibited by a person is a combination of traits, characteristics, skills and behaviours. The situation also matters and will call for a totally different style (Pradeep and Prabhu, 2011:198-207).

2.16. Conclusion

Having evaluated the nature of leadership styles and their theories, it is suggested that servant leaders are leaders who naturally have a desire to serve first and aspire others to lead and that a mutual exchange between leader and follower can produce loyal and committed relationships. Authentic leadership has prompted the notion that leaders should be self-aware, honest, and transparent. Situational leader theory suggests that leadership roles vary, and that each unique situation needs a unique solution. In order to inspire, innovate and produce creativity within a project, project leaders should be aware of and mindful of their followers' perception of them. Each of these theories focused on building a relationship centred leadership through a mutually beneficial relationship between leaders and project teams in the construction environment.

CHAPTER THREE: RELATIONSHIPS AND MOTIVATION THEORIES

3.1. Introduction

Employees are an organisations most valuable asset; strong employee relationships are critical for ensuring that employees work together as a team and contribute equally to the achievement of a common object. Employee relations and leadership ensures that workplace issues are addressed efficiently and expeditiously in order to remove impediments for good job performance and to build a healthy work environment; no task can be completed if employees are constantly involved in disputes and misunderstandings. It has been observed that when employees collaborate and have a positive connection with one another, objectives are met faster (Jelodar *et al.*, 2016:997-1011).

The purpose of this chapter is to provide an understanding of the concept of project relationships, the psychology of relationships, the impact of soft skills on performance of subordinates and understanding theories of motivation. The topics are as follows:

- Definition of relationship [positive or negative];
- Theories;
- Project environment; and
- Construction environment.

This chapter starts with defining the concept of relationships and provides an overview of different perspectives. Furthermore, it then investigates explaining the various types of relationships in project leadership.

3.2. Project relationship

Project relationships between the project manager and the project's stakeholders form a network which provides the project environment or sphere of influence and support on which a project depends (Serrador & Turner, 2015:30-39).

The need to control relationships between employers and subordinates provided the impetus that led to the industrial revolution. Effective leadership is necessary in the workplace at the time of recruitment, during an employee's tenure or at the time of separation (Sethuraman & Suresh, 2014:165-177). Maintaining healthy employee relationships by having high-quality leadership is a prerequisite for organisational success. High-level job satisfaction is conceivable if exceptional working relationships

between labour and the leader prevail (Hadad *et al.*, 2013:532-541). Leadership relationships require efficiently monitoring and effectively leading people who form part of teams. Leadership relationship activities helps to strengthen the bonds between employees and ensure that each employee is contented and enjoys a healthy relationship with his or her colleagues in the organisation. Improvements in how the leadership manages employee relationships in companies is advantageous for the owners or shareholders; rather than simply relying on increasing employee motivation. It guarantees the satisfaction of employees' individual needs. It benefits the employers by guaranteeing an attractive comfortable working environment, retains employees, and improves the motivation, and performance of employees (Raja & Palanichamy, 2011:167-175). However, the effectiveness of relationship management practices is perceived differently by employees and employers. Employees are generally less restrained in their criticisms of workplace relations than managers (Velu *et al.*, 2017:88-95).

Serrador and Turner (2015:30-39) stated that an important factor when managing a project environment is perception of the direction of impact of the project under which the project manager and team should function. These directions of impact can be either forwards, backwards, upwards, downwards, inwards, outwards or sideways; all of which are integrated into the Stakeholder Circle methodology to aid the process of ascertaining the projected outcomes of the project, for the stakeholders.

Managing the forwards aspect entails looking forward to and planning while the backwards aspect entails growing and preserving appropriate control systems, historical data, and the explicit and implicit information provided by others. Managing upwards includes growing and retaining robust relationships with senior managers whose contribution is essential to preserve organisational commitment to the project. Not all senior managers are essential to a venture's success. Managing downwards includes managing the team while managing inwards means searching for feedback from stakeholders about projects and project leadership matters (Hadad *et al.*, 2013:532-541) as properly as practitioner reflection and learning. Managing sideways includes managing the project manager's peers to make certain collaboration is a substitute to competition.

Sethuraman and Suresh (2014:165-177) argued that managing outwards involves addressing the needs and impacts of a large group of stakeholders, who are external

to the project and often external to the organisation doing the project. This group can include clients or customers of the performing organisation, users of the solution and their managers, the public, taxpayers, voters, lobby or action groups, government or regulatory bodies, shareholders, and suppliers; as well as less obvious groups such as the families of team members. Each of these outwards stakeholder groups will have different requirements they need to receive from the project. They are grouped in one 'direction of influence', but it is important to clarify each group's requirements and each group's impact on the project.

3.3. Psychology of relationships

Effective communication is a vital component in the process of building and maintaining relationships and is essential for maintaining the support and commitment of all stakeholders. Project success is linked to the strength of the relationships created by effective, regular, planned and ad hoc communication with all members of the project's stakeholder community (Bourne & Walker, 2008:125- 130; Crawford & Nahmias, 2010:405-412; Meng, 2015:845-853). Appropriate vehicles of communication include project meetings, plans and reports, informal discussions, and formal presentations. Maintaining ongoing relationships in the form of using active communication systems will also provide project managers with the necessary early warning systems they need to recognise danger signals; that indicate that trouble might exist among senior stakeholders. These danger signals can take many forms, such as interfering in the business of the project without consultation, not providing support when needed, poor communication links caused by too many reporting levels between the project manager and the senior stakeholder, and unfounded promises or commitments (Clarke, 2010:5-20). These potentially risky situations need to be closely managed by means of targeted communication strategies, as defined in the project Stakeholder Leadership Plan.

Effective communication is a very important matter relating to building and keeping relationships alive and is crucial for preserving the guide and dedication of all stakeholders. Project success is linked to the energy of the relationships created by way of effective, regular, planned and adhoc communication with all stakeholders of the project (Bourne & Walker, 2008:125-130; Crawford & Nahmias, 2010:405-412; Meng, 2015:845-853). Proper tools of communication include project meetings, project plans and reports, casual discussions, and formal presentations. Preserving ongoing relationships in the form of active communication systems will additionally

provide project managers with the crucial early warning structures they need to understanding threat alerts, indicating that possible trouble exists amongst senior stakeholders. These threat indicators can take many forms, such as interfering in the tasks of the organisation's project without consultation, not supplying aid when needed, negative communication links caused too many reporting ranges between the project manager and the senior stakeholder, and unfounded guarantees or commitments (Clarke, 2010:5-20). These potentially risky situations need to be closely managed via focused verbal exchange strategies, as defined in the venture Stakeholder Leadership Plan.

3.4. Employee Relationship Leadership Practices

According to Hadi and Tola, (2019:100-108), excellent employer-employee relationships are the product of a strategy and activities devised by employee relations managers, to increase communication between employees and management. Several ERM practices have been emphasised by scholars (Hattie *et al.*, 2020:18-65); including employee empowerment and involvement, employee suggestions, and employee feedback.

3.5. Employee Empowerment and Involvement

Employee empowerment, a more recent and more advanced kind of employee involvement, improves employee relations and directly contributes to organisational goals by boosting skillsets and giving individuals the authority to make decisions that would otherwise be made by management (Jelodar *et al.*, 2016:997-1011). It can motivate employees to be innovative and to take calculated risks; two crucial characteristics that can help a company gain a competitive advantage in a fast-changing industry (Ibrahim *et al.*, 2017:14-28). Employee engagement, according to Scheffer and Heckhausen (2018:67) is operationalised through a five-step process that includes informing, consulting, sharing, delegating, and empowering. Organisations are attempting to include employees by varying degrees, according to Acar (2014:12-20), by encouraging, enabling, and empowering people to contribute to goal achievement. According to Argyle (2013:105), workers who have more control over how they execute their work have higher-level job satisfaction. In today's competitive economy, where knowledgeable workers are more prevalent, employee empowerment is becoming more important (Raja & Palanichamy, 2011:167-175). As a result, it is critical that HR managers today recognise that empowerment is a critical tool for increasing employee satisfaction, which will lead to increased productivity.

3.6. Initiating Employee Suggestions

A systematic method that encourages employees to give positive suggestions for improving the organisation in which they work, is known as an employee suggestion scheme. Ideas that are implemented are frequently rewarded with a monetary prize or some other sort of acknowledgment, which is usually proportional to the advantages they generate. It fosters a culture of trust and confidence in the workplace, as well as job satisfaction and constant progress (Hadi & Tola, 2019:100- 108). A staff suggestion system, according to Ibrahim *et al.* (2017:14-28), is a codified method that encourages employees to think creatively about their occupations and work environments, and come up with suggestions for which they could be rewarded on a specified basis if acceptable and beneficial to the firm. Employee suggestions on a daily basis are a good approach to get and exploit unique ideas from employees, especially in industries where innovation and continuous improvement are becoming increasingly important.

3.7. Measures for Resolving Conflicts and Grievances

It's critical to know how to deal with problems as they emerge. This is a crucial part of effective leadership. Leaders and subordinates can have disagreements at times. The cost of administering an organisation will be affected by the sheer volume of grievances and disciplinary actions that arise. Leadership and unions invest time and effort on formal adversarial procedures, which limits the resources available for training, issue solving, communications, and other activities related to productivity, human resource leadership, or organisational development (de Oliveira Dias, 2020:40-57). As a result, the number of grievances and disciplinary proceedings should be systematically linked to other indicators of an industrial relations system's performance (Hattie *et al.*, 2020:18-65). High levels of conflict between leaders and subordinates results in decreased efficiency, poor quality work, and poor organisational performance, as well as a negative perception of a company. As a result, grievance and conflict resolution methods serve as vital and valuable services for both leaders and subordinates, in addressing the inevitable problems that arise in employment relationships and preserving employees' individual rights.

3.8. Training and Development

In the economics of work, forward-thinking leadership, according to Meng (2015:845-853) is what offers possibilities for human capital development. Employees can be

the ideal business partners if they are fully developed and realise their full potential. Job seekers, consciously or unconsciously consider how they might progress in and on the job and in the organisation. It is not enough to fully exploit the knowledge and abilities that individuals bring to their firm when they are first hired. They should develop new skills to take on more responsibility in their current and future jobs. Leaders need to update their workforce to adapt to a rapidly changing project environment. This is necessary for the project to compete, survive and prosper.

3.9. Transparency in Communication

Communication is crucial to the success of any project programme or policy and it is the bedrock of healthy workplace practices (Hadad *et al.*, 2013: 532-541). Transparency in workplace communication helps with achieving desired goals for both the Project Manager and the project as a whole. Project Managers can do the right things if they have regular and transparent access to proper information about work needs. This helps to preserve confidence and builds an engaged workforce. Leaders who believe they aren't being heard or don't understand what is expected of them may become irritated, resulting in lowered employee morale. Low morale can lead to poor perception, which can lead to decreased productivity and an unpleasant work environment.

3.10. Encouraging Teamwork

A team, according to Velu *et al.* (2017:88-95), is a group of people who are grouped in one department or task area and have common abilities or product output in their aims. Teamwork must be encouraged to assist workers performing complicated, multidimensional, or interdependent activities. Also, a team can overcome and supplement individual skill limitations (Sethuraman & Suresh, 2014:165-177). Teamwork is the ability to collaborate toward a common goal.

It is the ability to channel individual achievements into organisational goals. Establishing regular times to gather as a group, encouraging people to share information, ensuring that all employees receive the same memos in a timely manner, ensuring that everyone has access to necessary documents and communications in a shared database, are all important ways whereby organisational leadership can work to foster teamwork and collaboration among the people they lead (Raja & Palanichamy, 2011:167-175). Encouragement of teamwork allows employees to achieve greater feats in their tasks than if they were working alone.

3.11. Impact of Soft Skills on the Performance of the Project

According to Ibrahim *et al.* (2017:14-28), soft skills are essential for a worker's capacity to operate more efficiently. Projects and project leaders have expressed dissatisfaction with the general level of readiness among potential entry-level employees. More than half of young people leave school without the knowledge or foundation needed to obtain and keep a good career going.

Employers are concerned about graduates' non-technical talents because this shortcoming affects their work performance and their capacity to hold a job. Eighty-seven percent of persons losing their jobs or failing to be promoted were found to have improper work habits and attitudes rather than insufficient job skills or knowledge.

Special focus needs to be given to reinforcing the value of being able to refine their soft skills. Thus, the components of soft skills such as self-leadership skills, interpersonal skills and technology skills are measured and then compared with a performance index.

Table 3.1: Relationship Between Performance Index and Soft Skills

Attribute	Self management skills	People skills	Technology skills
Performance	√	√	√
√ Association is significant		× Association is not significant	

Source: Adapted from Ibrahim *et al.* (2017:14-28)

3.12. Theories of Motivation

Motivation appears to be conceived in a variety of ways; for example, numerous researchers attempted to formulate motivation, but all provided different approximations. Many studies have been undertaken on this topic, and many ideas have been developed that have influenced and continue to influence organisational behaviour (Hattie *et al.*, 2020:18-65). Herzberg's motivation theory (1959), for example, is still in use today. Herzberg was one of the first people to distinguish between intrinsic and extrinsic motivation, according to Hattie *et al.* (2020:18-65). Furthermore, such differentiation may help to clarify and hence motivate staff. In this chapter, certain terminology will be discussed, as well as an introduction to Locke

and Schattke, (2019:277); but, perhaps more importantly, a distinction is established between internal and extrinsic drives. This distinction also aids in the clarification of the link between employee motivation and performance.

3.13. The Concept of Motivation

The first question is, why do project leaders need to motivate their subordinates? According to Hattie *et al.* (2020:18-65), it is due to the project's existence and progressing from this statement they suggesting that it is critical for project managers and leaders to learn to understand and successfully deal with their employees' motivation, because motivated employees are required for project success in the twenty-first century. She also claimed that unmotivated individuals are more likely to put in minimal effort at work, or avoid going to work as often as possible, or leave the company, or create low-quality work. Employees who are motivated assist the project with surviving rapidly changing environments. Hattie *et al.* (2020:18-65) also claimed that the most difficult task for project leaders is motivating subordinates, because what inspires people changes all the time.

The term "motivation" was established in the early 1880's. Before that, philosophers and social theorists used the term "will" when addressing effortful, directed, and motivated human behaviour (Kuvaas *et al.*, 2017:244-258). Motivation was once thought of as an entity that compelled one to act, according to them. Several researchers have recently offered distinct definitions of motivation.

The psychological process that gives behaviour purpose and direction (Locke & Schattke, 2019:277), is a predisposition to behave in a purposive manner to achieve specific, unmet needs (Scheffer & Heckhausen, 2018:67), an internal drive to satisfy unsatisfied needs and the will to succeed (Hattie *et al.*, 2020:18-65).

Scheffer and Heckhausen (2018:67) emphasised that, while there is considerable dispute regarding the importance of various factors in the concept of motivation, there is agreement on several of its underlying characteristics. Motivation, for example, is an individual phenomenon that is regarded as deliberate, multidimensional; and the goal of motivational theories is to anticipate behavior. Scheffer and Heckhausen (2018:67), went on to say that motivation is concerned with action and the internal and external forces that impact one's decision to act. They also aver that motive has nothing to do with the behavior itself, and that it definitely has nothing to do with

performance. Badubi (2017, 44-51) offered his own definition of motivation by saying that motivation becomes the degree to which an individual desires something and then chooses to engage in specific behaviours. According to Graham (2020:18-61), project managers must clearly motivate personnel to achieve desired results from a project; and it might be argued that there is agreement on the fact that motivation is an individual phenomenon, that it is described as deliberate, is multidimensional, and that motivational theories are used to predict behaviour. Herzberg and Maslow appear to be among the first scholars to comment on this subject and their theories are still in use today. These ideas are presented in the next paragraph because they clarify the concept of motivation and are useful for distinguishing between intrinsic and extrinsic motivation.

3.14. The Herzberg and Maslow Theory

Alshmemri *et al.* (2017:12-16) posited that Herzberg established the Two-Factor Theory, a well-known motivation theory that distinguishes between motivators and hygiene factors. It's crucial to remember that elements are either motivators or hygiene factors; never both. Motivators are intrinsically motivating things like difficulty, effort, acknowledgment, and accountability. Extrinsic motivators refers to motivating elements like status, job stability, and money; which are examples of hygienic considerations. Motivational elements can contribute to satisfaction when present, and hygienic factors can lead to discontent when absent, but the two variables cannot be considered as diametrically opposed. In the project, Herzberg defines motivation as: executing a project-related action because you want to (Osemeke & Adegboyega, 2017:161-173). Herzberg's motivators and hygienes are shown in Table 3.2 below. Motivators are inherent to the task itself, while hygienes are extrinsic to the work, as seen in the diagram.

Table 3.2: Herzberg's Motivators and Hygiene's

Motivators (leading to satisfaction)	Hygiene's (leading to dissatisfaction)
Achievement	Project policy
Recognition	Supervision
Project itself	Relationship with Project Manager and Leaders
Responsibility	Work conditions
Advancement	Salary
Growth	Relationship with colleagues
	Safety and Security

Source: Adapted from Alshmemri *et al.* (2017:12-16).

According to Herzberg's citing of Dartey-Baah and Amoako (2011:1-8) the Two- Factor Theory is similar to Maslow's Hierarchy of Needs theory of motivation. In Maslow's need-hierarchy, he claims that there are at least five sets of goals referred to as fundamental needs, including physiological factors, safety, love, esteem, and self-actualisation (Ozguner & Ozguner, 2014:13-27). After the first physiological need has been met, the second highest "higher-order need" must be met (Velmurugan & Sankar, 2017:204-208).

According to Velmurugan and Sankar (2017:204-208) Maslow distinguishes between lower and higher-order needs. Physiological factors, safety, and love are lower-order requirements, whereas the last two; esteem and self-actualisation are higher-order needs. Lower-level requirements must be met first before pursuing higher-level motivators such as self-fulfilment (Velmurugan & Sankar, 2017:204-208). However, the five needs differ in terms of motivation, for example, self-actualisation is the internal growth of what is already in the body, or to be more precise, of the organism itself (Velmurugan & Sankar, 2017:204-208).

According to Prasad Kotni and Karumuri (2018:10-19) Maslow claims that self-actualisation is not an extrinsic requirement for an organism's health, such as "a tree requires water". Lower order wants are more extrinsic, whereas higher order needs are more intrinsic (Ozguner & Ozguner, 2014:13-27). A diagram of Maslow's hierarchy of requirements is shown in Figure 3.1 below.

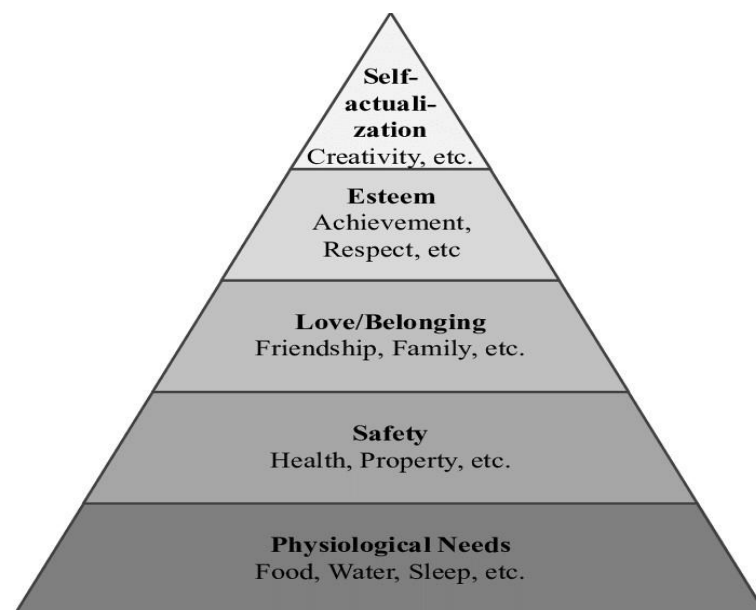


Figure 3.1: Maslow's Hierarchy of Needs

Source: Adapted from Dartey-Baah and Amoako (2011:1-8)

The Hierarchy of Needs was redefined by Freitas and Leonard (2011:9-13) into two categories: hygiene and motivators. This is one of the earliest attempts to reconcile the intrinsic and extrinsic incentive differences. They further stressed that contentment and discontent are not diametrically opposed. According to Milheim (2012:59) Herzberg's motivational requirements are extremely similar to Maslow's higher-order needs in Maslow's Theory of Needs. These two theories appear to be the foundation for later motivational theories, as they clearly distinguish between internal and extrinsic motivation. The next paragraph discusses intrinsic and extrinsic motivation.

3.1. Intrinsic and extrinsic motivation

Intrinsic and extrinsic motivation, as previously stated, can be distinguished from each other; According to Kuvaas et al. (2017:244-258).

- People are intrinsically driven when they seek enjoyment, interest, satisfaction of curiosity, self-expression, or personal challenge in their job.
- Individuals are extrinsically motivated when they engage in the task to achieve a goal that is unrelated to the activity.

Extrinsic motivation, according to Locke and Schattke (2019:277), is mediated by money and verbal reinforcement from outside the person, but intrinsic motivation is mediated from within the person. And if there is no obvious reward other than the activity itself or the feelings that emerge from the activity, a person is organically motivated to do it. Employees can be intrinsically or extrinsically motivated, or both.

People appear to respond differently to intrinsic and extrinsic motivators. According to (Hadi and Tola, 2019:100-108) some employees are more concerned with intrinsic outcomes, while others are more concerned with extrinsic outcomes. Individuals with high intrinsic drive, according to Acar (2014:12-20), enjoy hard cognitive tasks and can self-regulate their behaviour, therefore delivering prizes, creating external goals, or deadlines will be ineffective unless they also have high extrinsic motivation. For employees with high intrinsic motivation, the task's engaging character and promotion of self-set goals and deadlines could be highlighted (Acar, 2014:12-20). Even in response to the same work, Argyle (2013:88) suggested that people who have individual variances distinguish between employees with high and low growth- need strength. Jobs with a lot of skill variation, work identity, significance of task, autonomy, and feedback are most likely to motivate those with a lot of growth-need

strength. According to them, people with poor strength are generally insensitive to these influences. He further stated that introverts are more extrinsically motivated while extroverts are more intrinsically motivated. However, it appears that not only are people driven differently, but intrinsic and extrinsic motivation also interact with each other.

3.15. The Intrinsic and Extrinsic Incentive Relationship

Although there is a clear separation between intrinsic and extrinsic drive, some studies claim that intrinsic and extrinsic motivation interact. Extrinsic motivators, according to Lemos and Veríssimo (2014:930-938), can sometimes reduce intrinsic motivation. They claim that giving money on a conditional basis reduces intrinsic motivation. However, if the money is allocated in a non-contingent manner, this event will not occur. Extrinsic motivation can function in opposition to intrinsic motivation, but it can also have a reinforcing impact “once the scaffolding of extrinsic incentive is taken care of, intrinsic motivation can lead to high levels of satisfaction and performance.” They also claim in the study that employees can be motivated by both intrinsic and extrinsic values, but that intrinsic and extrinsic motivation can have quite different effects on employees.

To summarise, employees can be intrinsically and/or extrinsically driven to complete a specific task (Argyle, 2013:145). Extrinsic and intrinsic motivation can complement one another, although extrinsic motivators can also detract from intrinsic motivation (Hattie *et al.*, 2020:18-65). Furthermore, experts contend that not everyone is equally motivated. Some individuals are innately motivated, while others are motivated by external factors (Hadi & Tola, 2019:100-108).

3.16. Conclusion

Project Managers must take into account the situation of project teams as they relate to the project; the needs that they show (placing them on a certain level of Maslow's pyramid), but also to the specific work performed by them (involving cognitive and creative activities or not). Following these theories, leaders are able to identify the predominant form of motivation recommended for their project and project team. And then, through successive adjustments to identify the optimal point (these adjustments are necessary, because motivational theories provide an indicative distribution, every company and every employee has certain features that are hard to take into account).

CHAPTER FOUR: RESEARCH METHODOLOGY

4.1. Introduction

This chapter describes the methodology adopted by the author to conduct the study. It examines methodologies in depth, including the research method, the research approach, the data collecting method, sample selection, the research process, data analysis, ethical considerations for the researcher, and the study's research limitations.

4.2. The Research Method – Quantitative Techniques

The quantitative method approach was used to achieve the dissertation's aims. Quantitative research use numerical data where a researcher focuses on collecting data in the form of numbers to explain phenomena. This data is then used to analyse and provide findings and make recommendations based on the findings. The population to be studied is maintained, and controls and defined criteria are sometimes utilised to assess the validity of the findings. Because the study is extremely concentrated and there is a strong emphasis on the trustworthiness of the results, large numbers are utilised in the samples (Hoy & Adams, 2015:108). The most important element of qualitative research is that it is generally suited for samples, and its conclusions are neither quantitative nor quantifiable (see Table 4.1 below). Its primary benefit, which also serves as its primary distinction from quantitative research, is that it provides a comprehensive description and analysis of a study topic, without limiting the scope of the study or the nature of participant's responses (Edwards, 2010:55).

Table 4.1: Characteristics of Qualitative and Quantitative Research

Qualitative Research	Quantitative Research
The aim is to provide a comprehensive, thorough description.	The aim is to categorise traits, count them, and build statistical models to try to explain what is observed.
A researcher may simply have a general idea of what he or she hopes to achieve.	The researcher understands exactly what he or she is looking for, ahead of time.
During the early stages of research projects, this is highly recommended.	During the later stages of research projects, this is highly recommended.
As the study progresses, the design develops.	Before data is collected, all the aspects of the study are clearly planned.
The researcher is the instrument used to collect data.	To acquire numerical data, the research utilises instruments such as questionnaires.
Words, images, and objects are used to represent data.	Numbers and statistics are examples of data.
Subjective – the importance of an individual's perspective of events, such as participant observation, in-depth interviews etc.	Objective: aims for exact measurement and analysis of target ideas, such as surveys and questionnaires.
Qualitative data is time intensive and less generalisable.	Quantitative data is much more effective and allows you to test theories, but it might leave out contextual information.
The researcher is likely to be subjectively involved in the topic.	The researcher prefers to maintain an objective distance from the topic.

Source: Adapted from (Edwards, 2010:56)

4.3. Research Approach

In this study, a quantitative method was used. In addition, the study used a descriptive survey approach. To accomplish the study goals, a questionnaire was designed and distributed to the respondents. Quantitative methods, according to Edwards (2010:171), are related to positivism and strive to collect factual data and analyse links between facts, as well as to determine how such facts and relationships coincide with theories and the conclusions of previous studies.

4.4. Research Design

The research design is a method that provides a systematic structure to assist the researcher in addressing the research questions (De Forge, 2010:1059). This research adopted a quantitative approach. The quantitative approach, according to O'Leary (2017:97), is a research strategy that depends on measurable data and is commonly connected with positive concepts. For this inquiry, a survey design method was investigated as part of the empirical phase. A survey, according to Thomas (2011:88), is a method of obtaining information on the current state of a target variable, within a specified group; and then providing a summary of the results.

To generate information for this study, a structured questionnaire that served as a quantitative data gathering tool was used. As indicated by Shao *et al.*'s (2017:902- 919) study, which explored the influence of top management leadership style on enterprise resource planning assimilation and the roles of organisational learning; the method is consistent with contemporary leadership practices. The use of the survey technique in this study was further supported by Rao and Gorfie's (2017:98-116) examination of the influence of leadership styles on organisational employees' commitment.

4.5. Sample Selection

Target Population and Sampling Size: the researcher utilised a random sampling technique, which meant that each participant had an equal chance of being chosen for the sample. The research was conducted at two Queenstown construction companies. The researcher distributed one hundred surveys. Only eighty-seven questionnaires were correctly received and completed and thirteen did not want to participate in the study.

4.6. The Research Process

Many practices in the study process may be considered abuse of human rights. Hence

several procedures were implemented. All participants were advised of their rights; participation was entirely optional for all participants; respondents were informed that they were free to withdraw from the study [by filling out questionnaires], as well as being free to omit any areas they did not find acceptable. There were no markings on the questionnaires (or the replies), no names of participants, and nothing that might lead to identification. No information or data relevant to the questionnaires collected was supplied to any authority. Anonymity was assured, and

the respondents were safeguarded (Pemsel & Muller, 2012:865-876). The researcher promised to conduct this study in accordance with the highest ethical standards possible and to always maintain the greatest level of data collecting integrity.

4.7. Data Analysis

It was necessary to evaluate the data methodically in order to meet the study's aims. The method was depicted by the data analysis flow chart in Figure 4.1 below. The approach began with a descriptive analysis of the study's respondents in terms of the variables selected in the data collection instrument. As part of the approach, each returned questionnaire was assessed to establish its suitability for inclusion in the subsequent data analysis. This was done through the use of case screening. Aside from that, the scales for measuring the research components were tested for reliability and validity, as a requirement for assessing the fitness of the measurement model. Finally, structural equation modelling was employed to identify any relationships between the study's components. This information collected through both quantitative and qualitative methods will be analysed and interpreted in Chapter 4 using Microsoft Excel 2010 computer software.

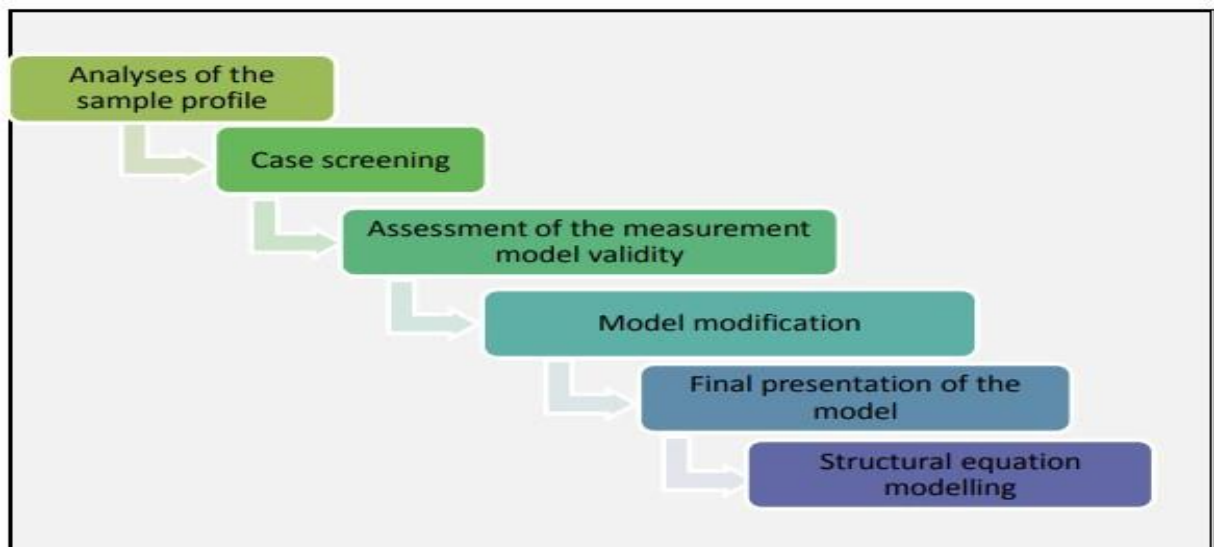


Figure 4.1: Flowchart of the Study's Data Analysis Method Source:

Adapted from Andrzejewska et al. (2016:1981-1995)

4.8. Case Screening

The data was gathered, recorded, and reviewed for errors and missing values, prior to analysis. The aim of case screening was to proactively check data for potential errors that might have impaired the empirical analysis. As a consequence, case screening required validating the eradication of cases with missing values for the

item-scale measures throughout the data collection phase; as well as for detecting and analysing probable unresponsive individuals who should be excluded from future studies. This was done prior to the study's analysis, in order to identify any missing values.

4.9. Model Validity

A measurement model, according to Xiong, Skitmore, and Xia (2015:65), is a component of a model that is used to explore latent variables and their measurements. The reliability and validity of the numerous hypothesised concept measures for transformational, transactional, and laissez-faire leadership styles (independent variables), as well as the range of control, were evaluated in this study's examination of the measurement model. Examining the sample profile case analysis, the measurement model's validity was assessed. Changes were made to the final presentation of the model employee commitment and structural equation modeling control (moderator) (mediator). This comprised evaluating the measuring model's fitness, the variance of the common method, and the internal consistency validity.

4.10. Model Modification

During the modeling procedure, it was essential to look for any material measurement errors that might have impacted the empirical results of this study. In this study, a conventional technique variance was carried out to verify for mistakes that are increased by the participants' motivation to give good remarks. (Whittaker, 2012:26-44) defined common method variation as variance relating to the measurement technique, rather than the construct of interest. Chou and Huh (2012:234) described it as a systematic error variance shared among variables assessed and introduced as a function of the same technique and/or source. This involves searching for response bias, which occurs when respondents have a predisposition to answer questions in a certain way, thus generating a distortion in the measurement.

4.11. Ethical Consideration

Research ethics, according to O'Leary (2017:198), are crucial while doing research. Permission, data ownership, and the management of secrecy and anonymity are all

aspects that contribute to research ethics. To give effect to research ethics, this study followed the following professional code of ethical practice:

4.11.1. Authorisation

The researchers obtained ethical approval from the Ethical Clearance Committee at Cape Peninsula University of Technology, in order to conduct this research. The Ethics application review form, as well as the papers are found in the Appendices. Contracting firms offered to provide consent and allow communication with employees to the researcher. The researcher used pre-existing research equipment that had been examined and used by other academics in the past. As a result, authorisation to use the Multifactor Leadership Questionnaire and Employee Commitment Scale was requested and granted. The Statistician approved the use of the Questionnaire instruments.

4.11.2. Informed consent

The participants in this study were approached by word of mouth and encouraged to volunteer at the contracting site in order to get informed permission. They were informed that their participation would be completely anonymous, and that their responses would be handled in complete confidentiality. The participants were informed that the study would only be used for academic reasons and that they might withdraw at any time with no repercussions.

4.11.3. Confidentiality

The participation of private contractors was guaranteed to remain anonymous and discreet. The participants completed the questionnaire on their own and their identities and their leaders' identities were not revealed.

4.12. Research Limitations

As it is for every study, this dissertation had the following limitations:

- The size of the sample was relatively high – one hundred participants in two different construction companies. Although a bigger sample probably enhanced the reliability of the research, a smaller sample would have saved time.
- The research was restricted to Queenstown in the Eastern Cape only.

- The participation in this research study was voluntary. The construction employees had the right not to participate and the researcher assured the participants that all the information would be treated as strictly confidential to the maximum extent permitted by law.

4.13. Conclusion

The chapter emphasised the research methodology used in this study, where a mixed approach of both qualitative and quantitative research was used, as well as its aims. The technique to data analysis, which employed deductive and content analysis, was outlined, and explained. To collect data for the study, survey questionnaires and semi-structured interview questions were employed as data gathering tools. This chapter also covered sampling, data analysis, case screening, model modification, and model validity. The next chapter will discuss the research results of the study.

CHAPTER FIVE: DATA ANALYSIS, FINDINGS AND DISCUSSION

5.1. Introduction

The study's primary research objectives are presented in this chapter. It sought to determine the effect of the leader-subordinate relationship on workers' project execution performance.

In addition, the researcher wanted to know what the subordinates expected from their superiors. Furthermore, time and effort were put into determining the influence of leadership styles on subordinates, identifying what motivates employees to perform in the absence of the leader and the impact of connections on employee engagement in the workplace.

This study's data analysis comprised a quantitative analysis. A quantitative analysis employs survey questionnaires, and all of this material was gathered and processed in Microsoft Excel 2010 Computer Software for presentation.

This chapter provides and examines the findings of the study. It is structured as follows:

Section A provides the biography, Section B gives the Likert scale findings, based on the research objectives, and Section C provides the qualitative analysis.

Furthermore, the study intended to evaluate whether employee commitment plays a moderating function in relationship-centered leadership and the effect on the performance of construction project teams: the case of a construction firm in queenstown, South Africa. Effort was expended in determining whether span of control has a moderating function in the connection.

5.2. Section A: Biographical information

This section contains a biographical description of each of the participants. This comprises the job title, number of years in the construction sector, the number of employees in the company, and the gender profile.

The purpose of this was to offer some detail that would allow for an appreciation of the types of respondents who took part in the survey.

5.2.1. Distribution of respondents by job position

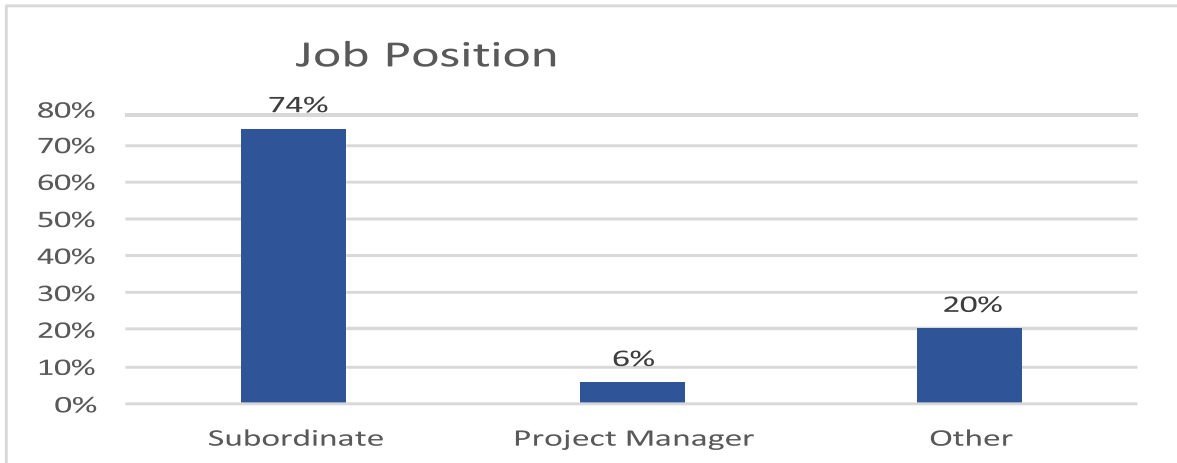


Figure 5.1: Job Position

Source: own construction

The results of the respondent's employment position are presented in Figure 5.2 below. Of the eighty-nine participants seventy-four percent are subordinates, which comprised both skilled and unskilled employees, and six percent are managers, which includes Project, Technical, and Procurement Managers. Administrators, consultants, safety officers, and human resource officers account for twenty percent of the total. Therefore, the vast majority of responders are subordinates.

5.2.2. Respondents by number of years working in the construction industry

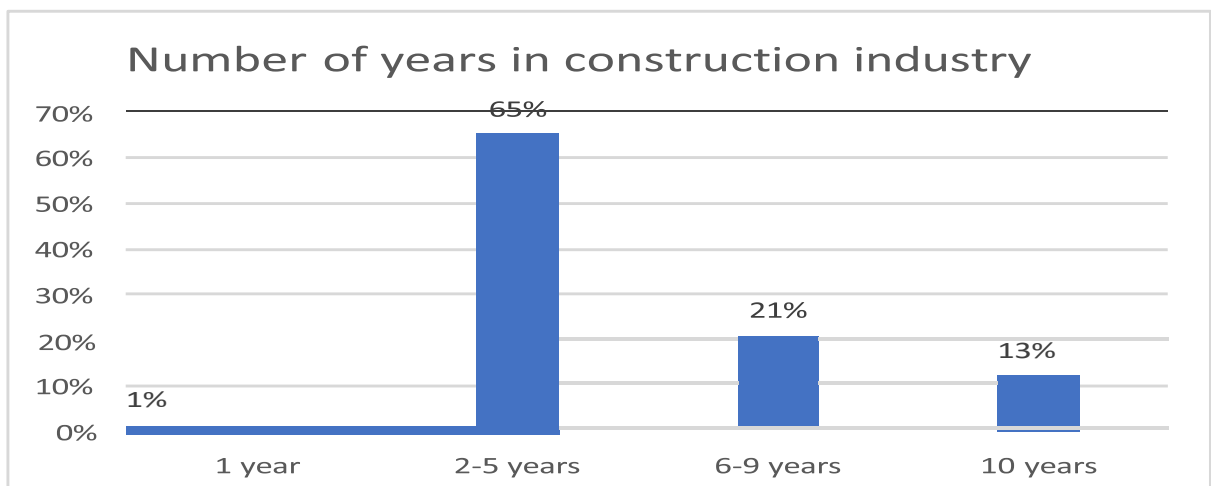


Figure 5.2: Number of Years Working in Construction Industry

Source: own construction

The respondents sorted by the number of years they had working in a construction industry indicated that one percent of the sample had been working for +-1 year, sixty-five percent of the participants had been working there for about 2 to 5 years, twenty-one percent had been working for 6 to 9 years in the construction industry

while the remaining thirteen percent had been working for a period of 10 years and above. Unfortunately, the ages were not requested, which would have helped to clarify the age-related disparities.

5.2.3. Respondents by number of employees working for company

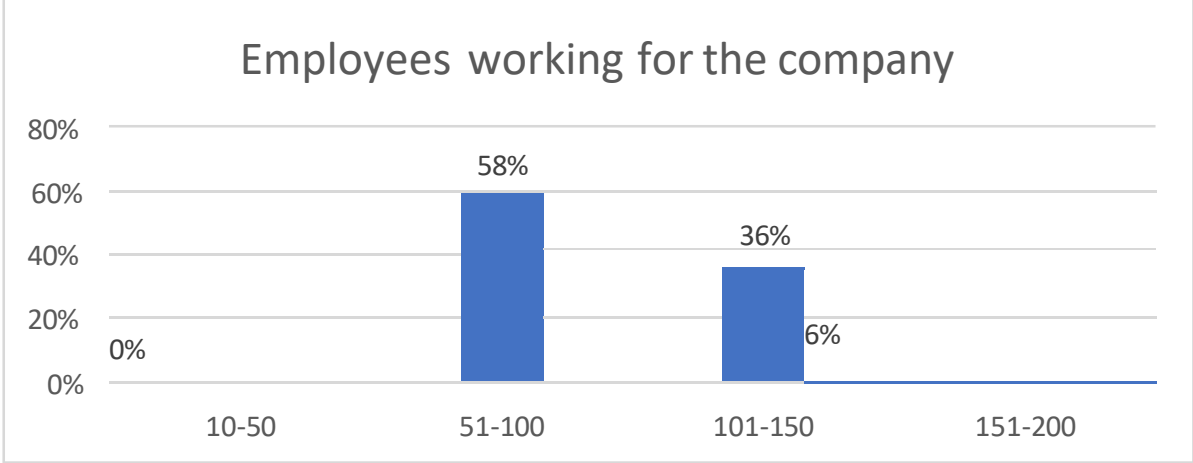


Figure 5.3: Number of Employees Working for Company

Source: own construction

The data collection of the study was conducted in two different construction companies in the Queenstown Region of the Eastern Cape. According to the number of employees working for the company, fifty-eight percent of the sample stated that their company had 51 to 100 employees, thirty-six percent stated that their company had 101 to 150 employees, none stated that the company had 10 to 50 employees, and the remaining six percent stated that their company had 151 to 200 employees.

5.2.4. Respondents by gender profile

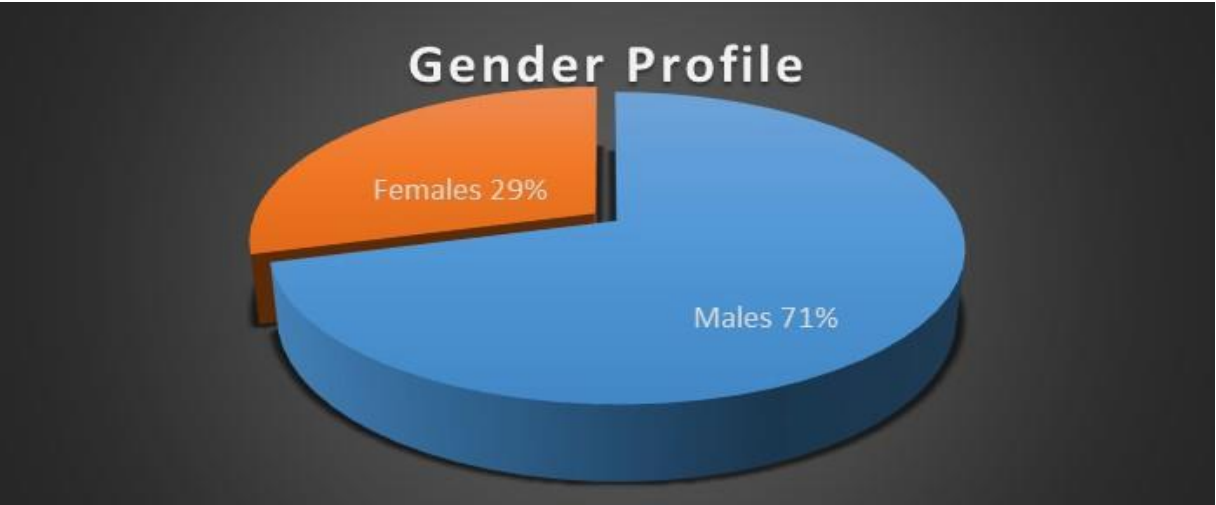


Figure 5.4: Gender Profile Source:

own construction

The survey gathered responses from eighty-nine respondents. There were sixty-three (seventy-one percent males) males and twenty-six (twenty-nine percent) females, respectively, in the group. Figure 5.4 above depicts the proportionate distribution by gender. According to Statistics South Africa (2014:8), of South Africa's fifty-four million people, 28.53 million (about 51 percent) are women. It is also asserted that, despite the fact that women outnumber males in the total population, fewer women are employed in the construction industry than men. In other words, in South Africa, a higher proportion of males than females are employed in the construction industry. Gender representation in the construction industry is primarily such that males participate at the rate of sixty-four percent compared to thirty-six percent for women (Commission for Employment Equity Report, 2019:56). The respondents were asked to mention anything else in relation to the above. The key objective of this question was to find any areas of the study that the researcher had overlooked. Many respondents could have brought up important parts of a study that the researcher might have missed. That data contributes to the formation of possible other studies or the recognition of items that the researcher would normally dismiss as trivial; since academics may place a high value on them.

Response: Surprisingly, none of the responders offered any recommendations or remarks. The fact that the question was not answered indicates that the respondents were satisfied and that nothing had been left out.

SECTION B – LIKERT SCALE

In this section, the Likert scale is used to assess the views of respondents and viewpoints about specific statements derived from the research question, the problem statement, and the research objectives. The statements on the Likert scale were assessed on a range of 1 to 5, with 1 indicating strongly disagree, 2 indicating disagree, 3 indicating neutral, 4 indicating agree, and 5 indicating strongly agree. Respondents were asked to rank these statements based on how they felt about their understanding of them. The same procedure as in the Biographical section is followed, where the statement appears as in the questionnaire, backed by an illustrated response. The statements that follow are repeated below.

IDEALISED INFLUENCE

STATEMENT 1: I consider my project manager as a person who builds trust

Response: This question received a perfect response of one hundred percent. Through this statement, the researcher wanted to determine if the PM was building enough trust with the subordinates. Figure 5.5 below depicts the statistics of the responses gathered.

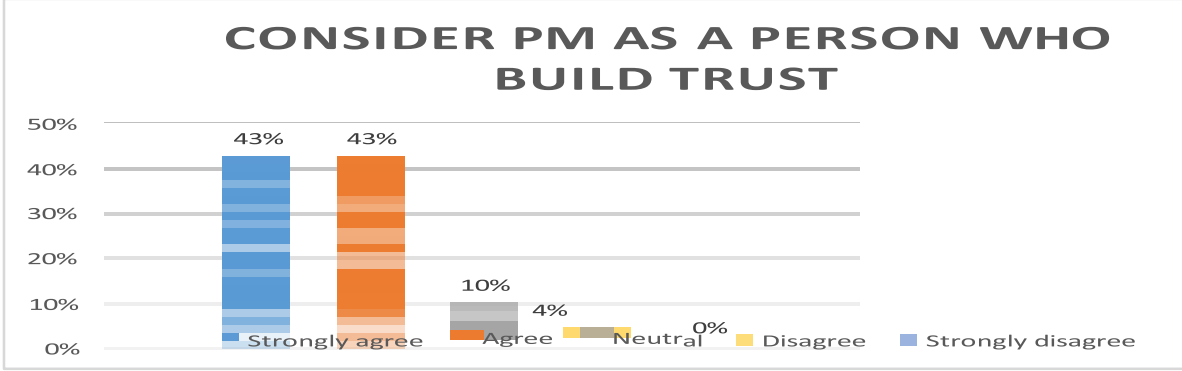


Figure 5.5: Consider the PM as a Person Who Builds Trust

Source: own construction

Of the participants forty-three percent strongly agreed and agreed that the PM was a person who builds trust, ten percent were neutral, four percent disagreed, and not a single participant strongly disagreed. According to Nutcache (2022:88), project managers, like leaders, develop trust with their decisions and must trust their people at work. However, it is vital to remember that individuals who do not trust each other can also collaborate.

STATEMENT 2: My project manager instils vision and behaviour that inspires the team to follow him

Response: This statement was answered by everyone who took part in the study. The purpose of this statement was to see if the project leader wanted to grow the team members' vision and behavior to encourage others to follow. The findings are displayed below in Figure 5.6.

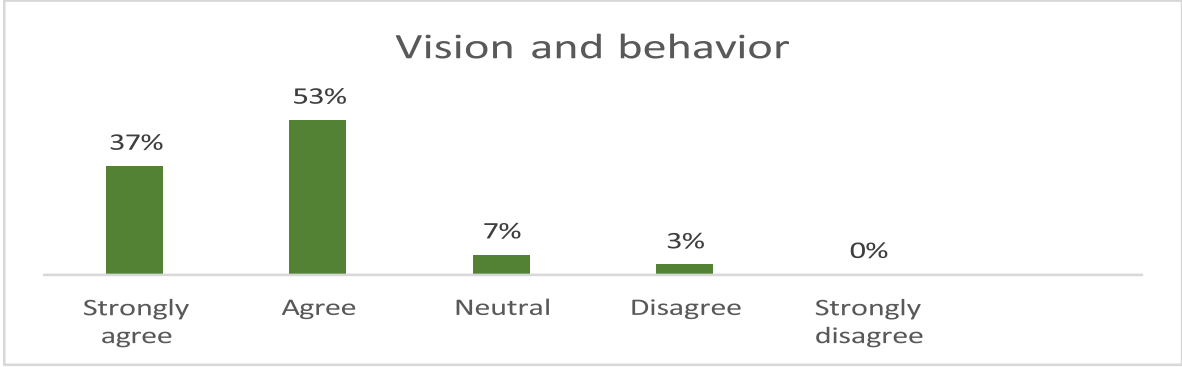


Figure 5.6: Vision and Behaviour

Source: own construction

Of the participants thirty-seven percent strongly agreed that the PM instils vision and behaviour that inspires the team to follow, with fifty-three percent agreeing, seven percent were neutral, three percent disagreed, and none strongly disagreed. Walenta (2022:144) contends that inspiring team members is more important than motivating them. When team members are motivated, they work with the leader to make the idea a reality. They aspire to achieve it for themselves rather than simply doing what they are taught to do. They recognise problems and devise solutions to them. They do not ask the leader what to do next; instead, they provide future actions, solutions to difficulties, and mutual support. Inspiration is defined as a strong effect on people's intellect and emotions.

STATEMENT 3: My project manager goes beyond self-interest for the advantage of the group.

Response: This statement was intended to examine the extent to which the project manager goes above and beyond, to achieve the project's goal for the benefit of the group. The results are depicted in Figure 5.7 below.

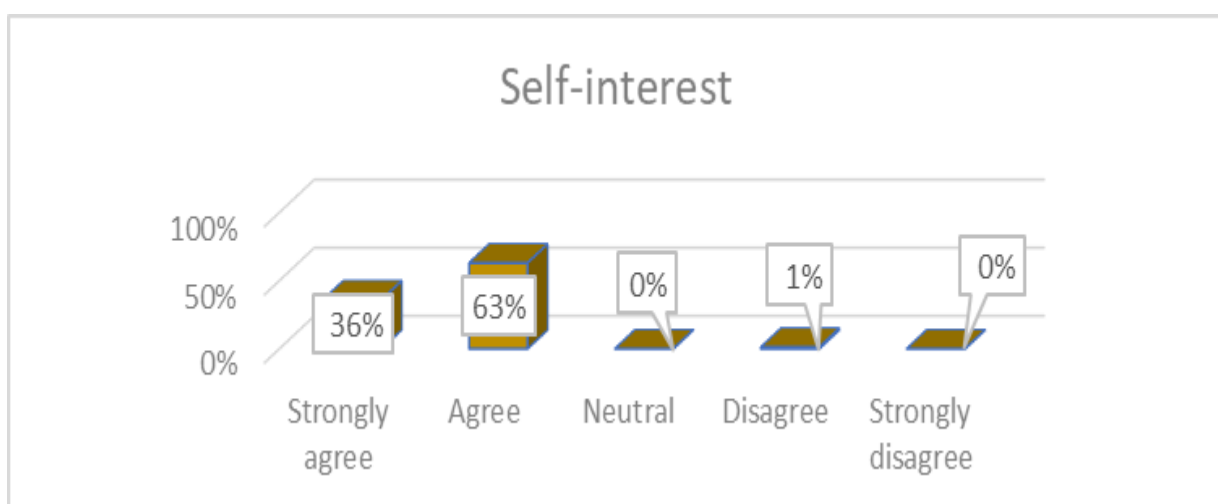


Figure 5.7: Self-interest

Source: own construction

From eighty-nine participants, thirty-six percent strongly agreed that the PM goes above and beyond self-interest for the advantage of the group, sixty-three percent agreed, one percent disagreed, and there were no people who were neutral or strongly disagreed. Because of its ability to inspire self-sacrificing conduct, leadership must be backed by an ethic of concern for the wellbeing of employees (Simola *et al.*, 2010:211). Otherwise, it risks affecting peoples' willingness to make personal sacrifices in return for organisational advantages.

STATEMENT 4: My project manager considers the moral and ethical consequences of decisions

Response: This statement was intended to evaluate the PM's attitudes and determine if the project team was satisfied with the results of the PM's decisions. The respondents explained their perspectives in Figure 5.8 below.

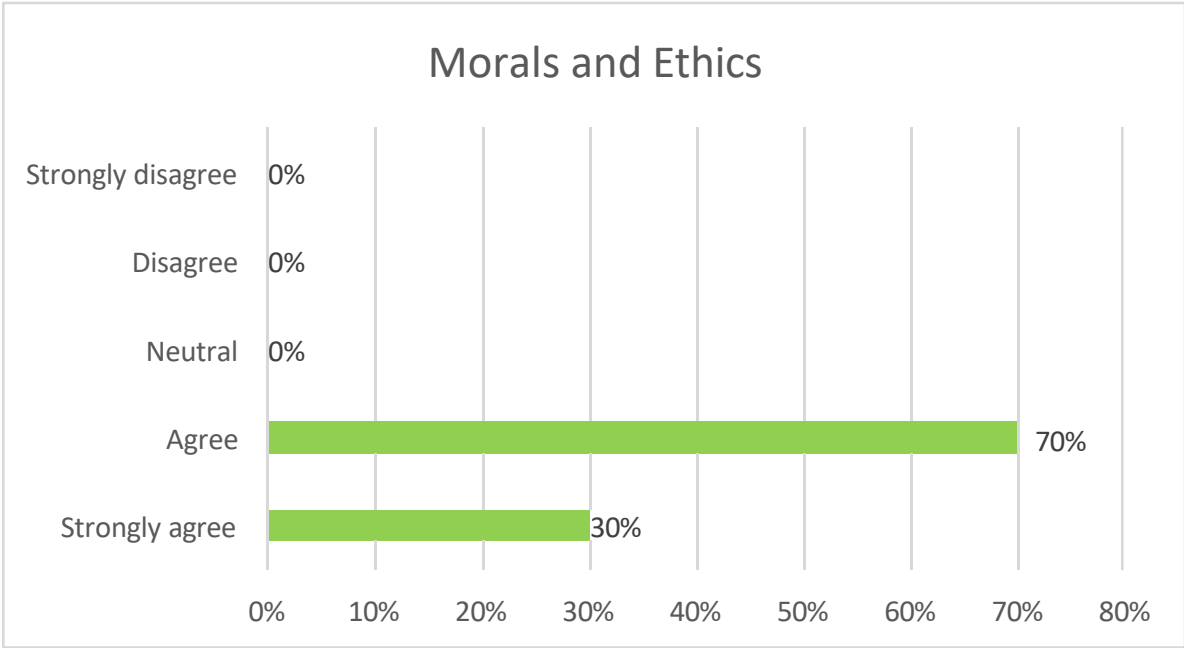


Figure 5.8: Morals and Ethics

Source: own construction

Of the participants thirty percent strongly agreed that the PM considered the moral and ethical consequences of decisions, seventy percent agreed and none of the participants disagreed, were neutral or strongly disagreed.

STATEMENT 5: My project manager strives and encourage the team towards higher purpose or standards

Response: The intention was to determine whether the PMs strive and encourage teams towards higher purposes or standards. A leader knows how to properly manage and monitor people, guiding their team members in the right way, with appropriate encouragements over team members.

Leaders must be present, listen to their team members' challenges and flaws, and address them in the appropriate manner. The findings are depicted in Figure 5.9 below.

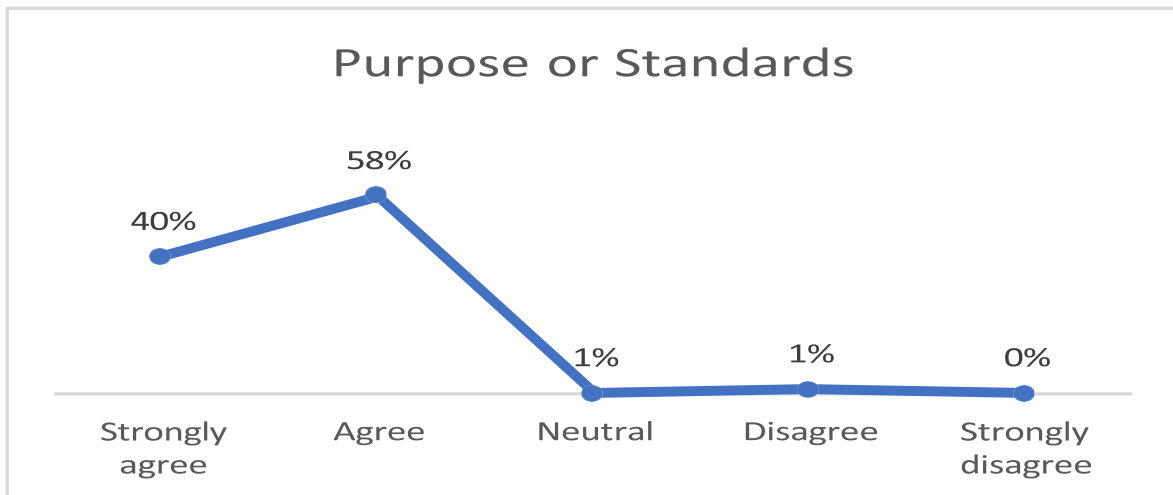


Figure 5.9: Purpose or Standards Source:

own construction

Of the participants forty percent strongly agreed that the PM strives and encourages teams towards higher purposes or standards, fifty-eight percent agreed, one percent disagreed or were neutral, while none strongly disagreed.

STATEMENT 6: My project manager instils pride within the team

Response: The purpose of this statement was to assess whether the PM brings the best of individuals from his/her team and instils pride within the team, because it is useful for a leader to focus on team members' pride in order to achieve strategic goals. The results are depicted in Figure 5.3.6 below.

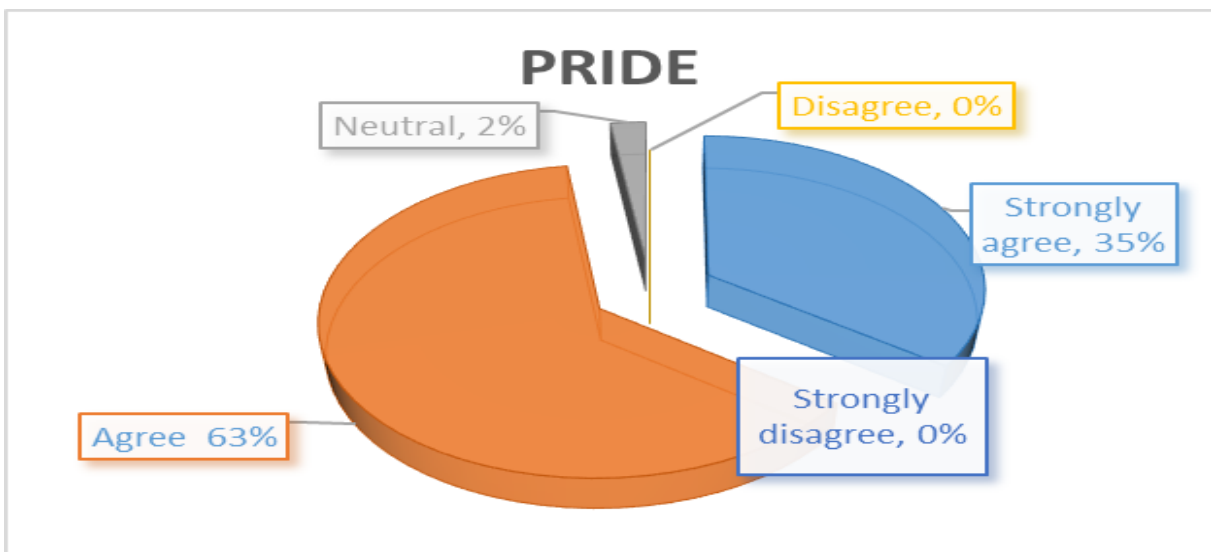


Figure 5.10: Pride Source:

own construction

When the participants were asked whether the PM instils pride within the team, thirty-five percent strongly agreed, sixty-three percent agreed, two percent were neutral and none disagreed and strongly disagreed.

STATEMENT 7: He or she talks about values and beliefs

Response: A PM should encourage diversity, value each team member and respect and welcome the various beliefs of those working in the project environment and should motivate everyone else to start believing in their work. They should offer support services to help team members communicate with one another. The response to statement 7 is shown in Figure 5.11 below.

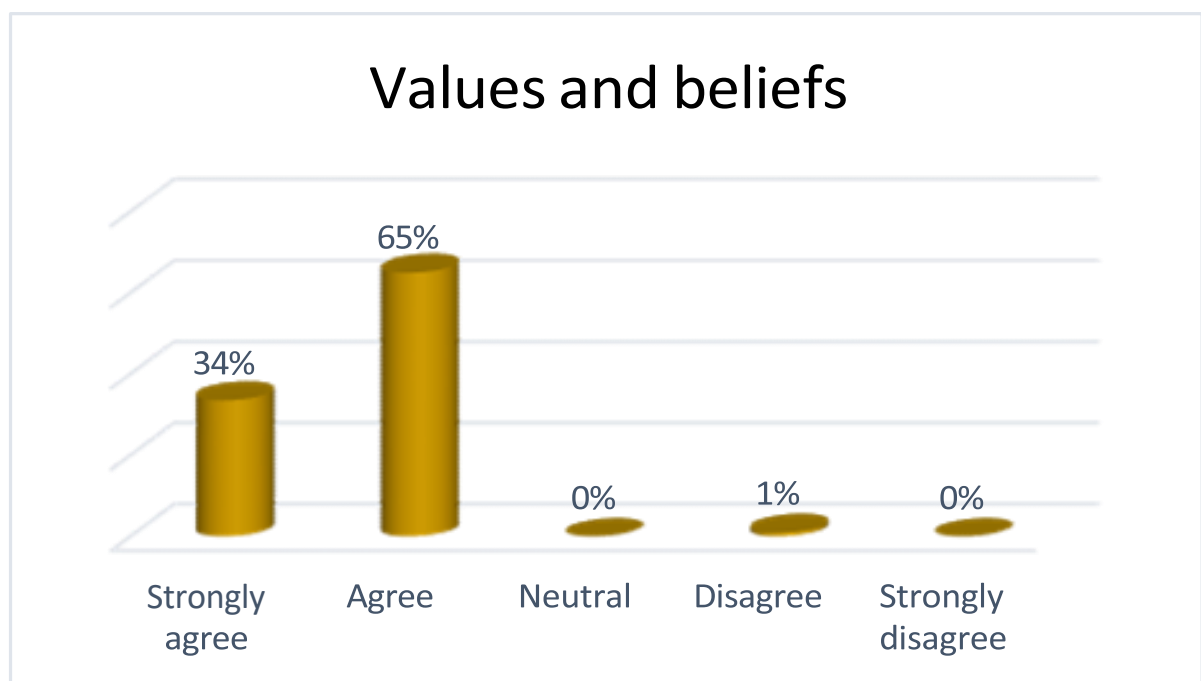


Figure 5.11: Values and Beliefs

Source: own construction

Of participants thirty-four percent strongly agreed that the PM talks about values and beliefs, sixty-five percent agreed, while one percent disagreed. There were no participants who were neutral or who strongly disagreed.

STATEMENT 8: He or she seeks and encourages different views

Response: Individuals in teams have various perspectives, which can lead to disputes. It is the PM's responsibility to seek out and promote alternative points of view, in order to improve team productivity. Figure 5.12 below shows the results of this statement.

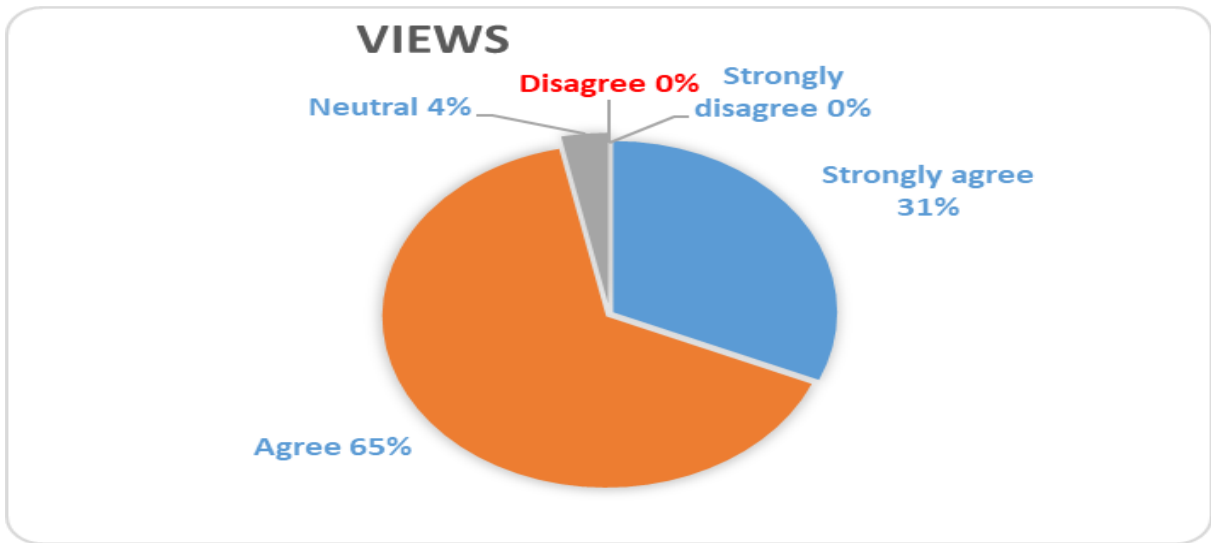


Figure 5.12: Views

Source: own construction

Of the participants thirty-one percent strongly agreed that the PM seeks and encourages different views, sixty-five percent agreed, four percent were neutral, none disagreed or strongly disagreed.

STATEMENT 9: He or she considers the ethical implications of individuals and team actions

Response: Conflict is almost always unavoidable. A genuinely great PM should evaluate the ethical implications of all team members, as well as team activities. The way the PM handles disagreement will determine whether it benefits the team or causes it to fail. The outcomes of this statement are shown in Figure 5.13 below.

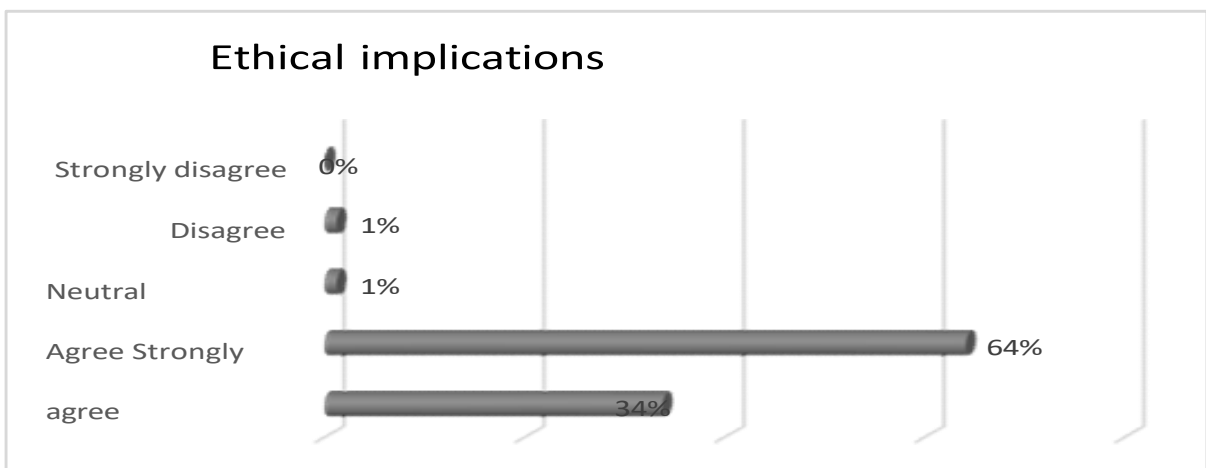


Figure 5.13: Ethical Implications

Source: own construction

Of the participants thirty-four percent strongly agreed that the PM considers the ethical implications of individual and team actions, sixty-four percent agreed, one percent were neutral, one percent disagreed and no participants strongly disagreed.

STATEMENT 10: He or she encourage behaviours similar to the values of all employees

Response: PMs are responsible for effectively implementing projects and achieving projected outcomes that satisfy stakeholder objectives. PM's should support behaviours that are consistent with the values of all their subordinates. Figure 5.14 depicts the response to this statement.

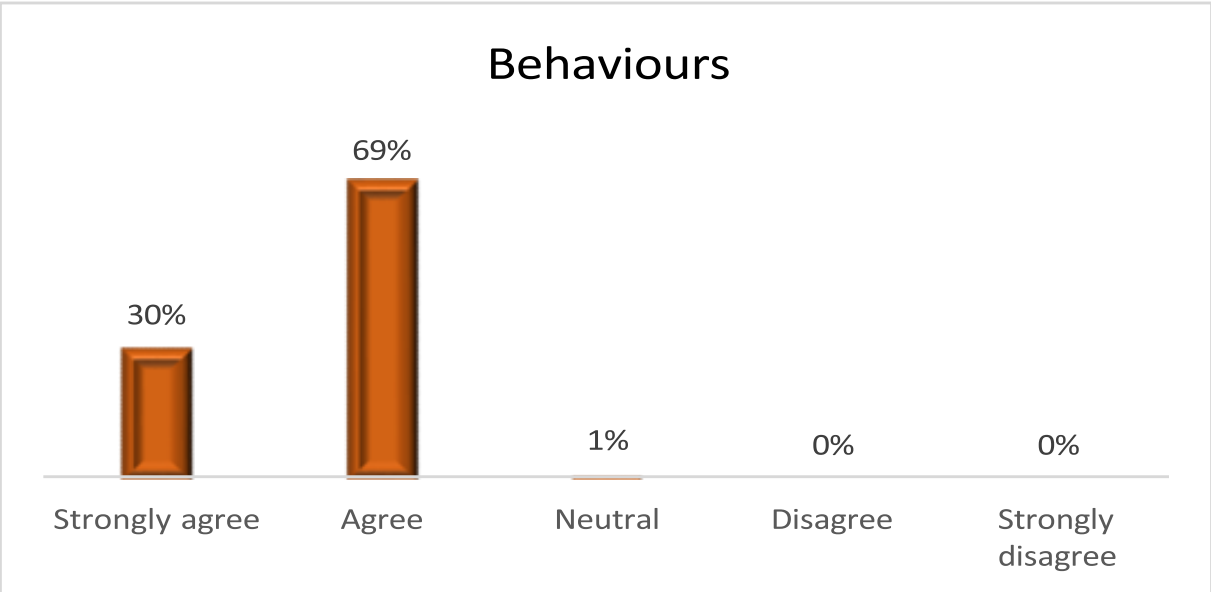


Figure 5.14: Behaviours

Source: own construction

To conclude the Idealised influence of a PM, thirty percent of the participants strongly agreed that the PM's encouraged behaviours that were similar to the values of all employees, sixty-nine percent agreed, one percent were neutral, none disagreed or strongly disagreed.

INSPIRATIONAL MOTIVATION

STATEMENT 11: My project manager provides meaningful work

Response: An effective project leader is expected to deliver meaningful work to his subordinates and to motivate the team to work together to achieve project objectives. This statement is used to assess whether the PM delivered relevant work in order to get better results. The outcomes of this assertion are shown in Table 5.1 below.

Table 5.1: Meaningful Work

Meaningful work	Frequency.	Percent	Cum.
Strongly Disagree	0	0%	0
Disagree	3	3%	3.370786517
Neutral	2	2%	2.247191011
Agree	46	52%	51.68539326
Strongly Agree	38	43%	42.69662921
Total	89	100%	100

Source: own construction

From eighty-nine participants, forty-three percent strongly agreed that the PM provided meaningful work, fifty-two percent agreed, two percent were neutral, followed by three percent who disagreed with the statement and there were no participants who strongly disagreed.

STATEMENT 12: He or she set high standards for the team

Response: This statement was intended to evaluate the PM's and project team members' attitudes and to determine whether they were satisfied with the project's activities, based on their standards. The respondents clarified their ideas in Figure 5.15.

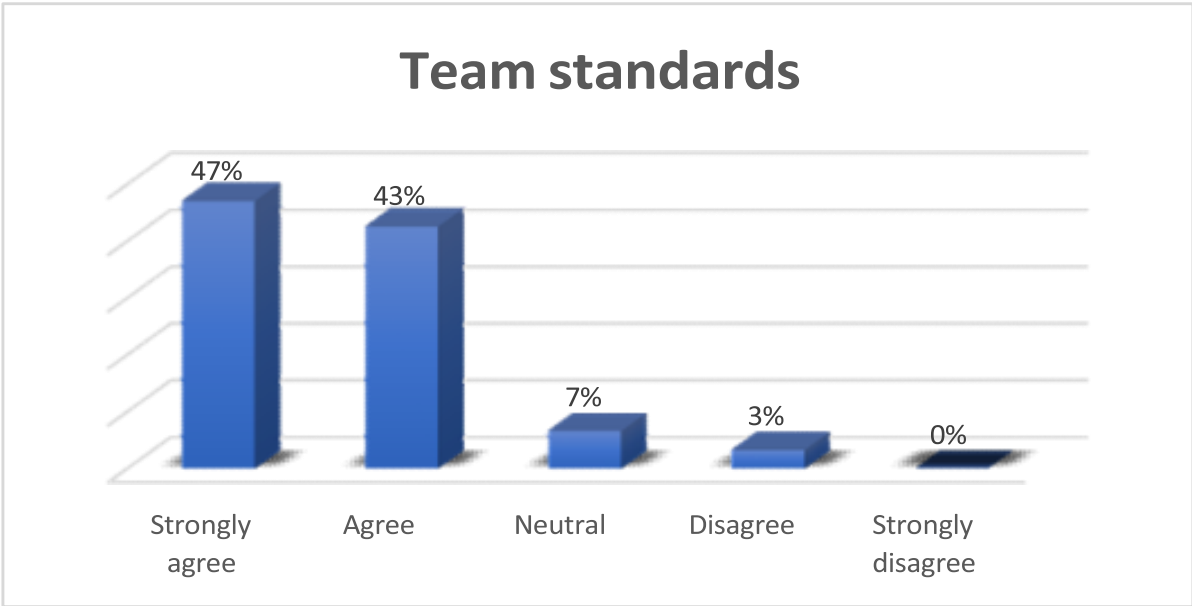


Figure 5.15: Team Standards

Source: own construction

The vast majority of respondents forty-seven percent strongly agreed with the assertion that the PM set high standards for the team, forty-three percent agreed, seven percent were neutral about this assertion, only three percent disagreed and none strongly disagreed with this assertion.

STATEMENT 13: He or she motivates others to commit to organisational vision

Response: Motivated employees generate strong outcomes; this statement aims to encourage PM's to be active leaders who motivate their subordinates to commit to the organisation's mission. An active PM must have in-depth discussions with the project team about project challenges and resolve them in a timely way. The findings to the assertion are shown in Figure 5.16 below.

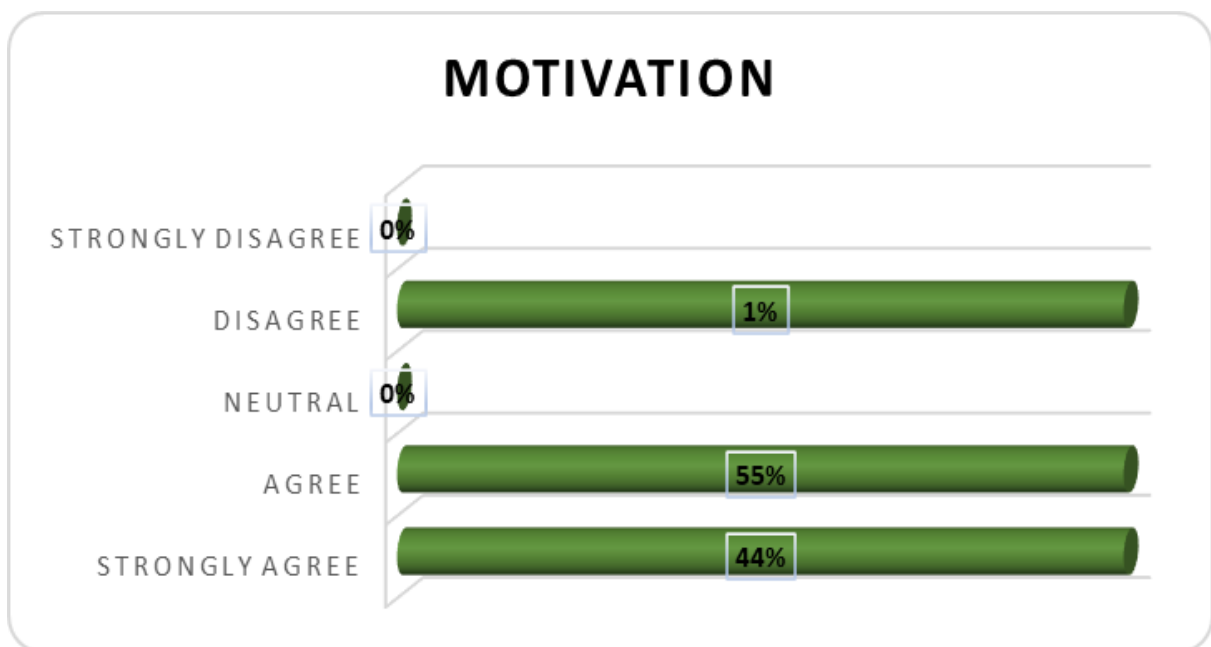


Figure 5.16: Motivation

Source: own construction

Of the respondents forty-four percent strongly agreed, fifty-five percent agreed, none were neutral, followed by one percent who disagreed, while none strongly disagreed that the PM motivated others to commit to the organisational vision.

STATEMENT 14: He or she talks optimistically about the future

Response: Without the accountability of the project's future, there is no place for leadership. The purpose of this statement was to determine whether the project leader was enthusiastic about the future of both the project team and the project. The results are depicted in Figure 5.17 below.

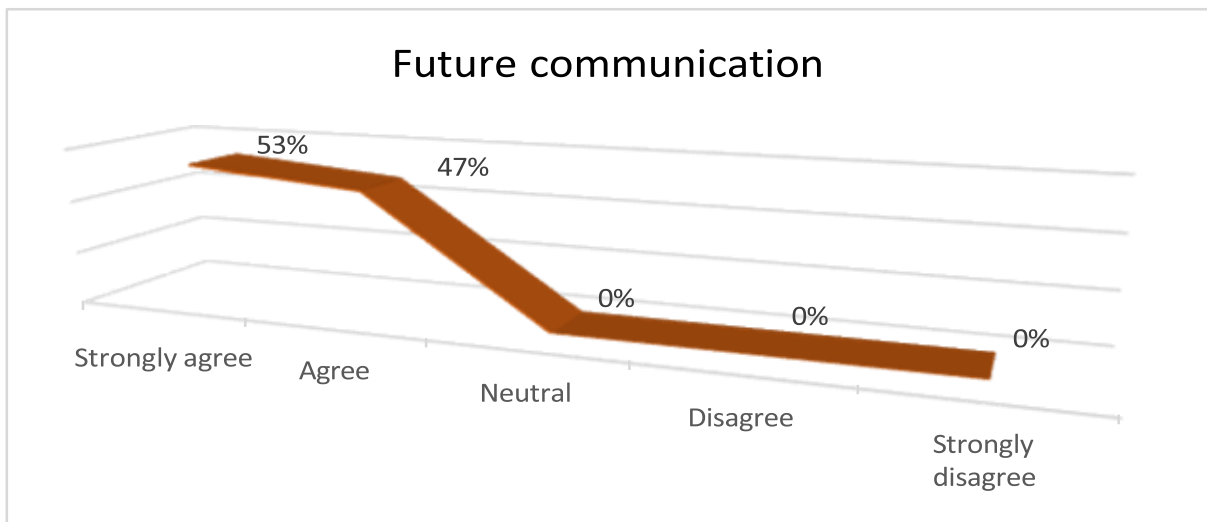


Figure 5.17: Future Communication

Source: own construction

The data analysis shows that fifty-three percent of respondents strongly agreed that the PM talks optimistically about the future and forty-seven percent agreed with the statement, while there were no participants who disagreed, were neutral or strongly disagreed with the assertion. Based on the results, it can be generalised that project managers explain and discuss about the future of their projects.

STATEMENT 15: He or she provides recognition among the team

Response: Team members must be recognised for their outstanding performance. This indicates the organisation's and the team's progress. It inspires others to collaborate and to helps new team members. It also makes it easier for other teams to find current members. The replies are depicted in Figure 5.18 below.

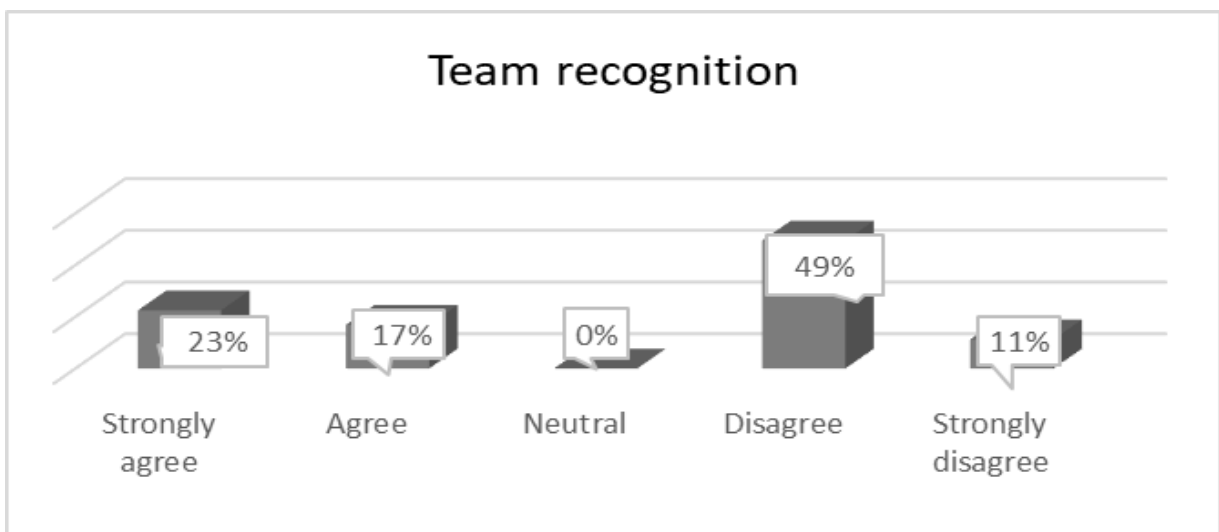


Figure 5.18: Team Recognition

Source: own construction

Of the participants forty-nine percent did not agree that the PM provides recognition among the team, while eleven percent strongly disagreed. There were no participants who were neutral towards the statement, while seventeen percent of the respondents agreed to the assertion and twenty-three percent strongly agreed. Based on these findings it can be concluded that the PM does provide recognition to the members of the project teams.

STATEMENT 16: He or she rewards employees when they reach project goals

Response: Individuals are generally aware that they should be acknowledged when they achieve specified objectives or goals. A team member who performs well should be rewarded or acknowledged for his or her own accomplishments. Figure 5.19 below depicts the replies to this statement.

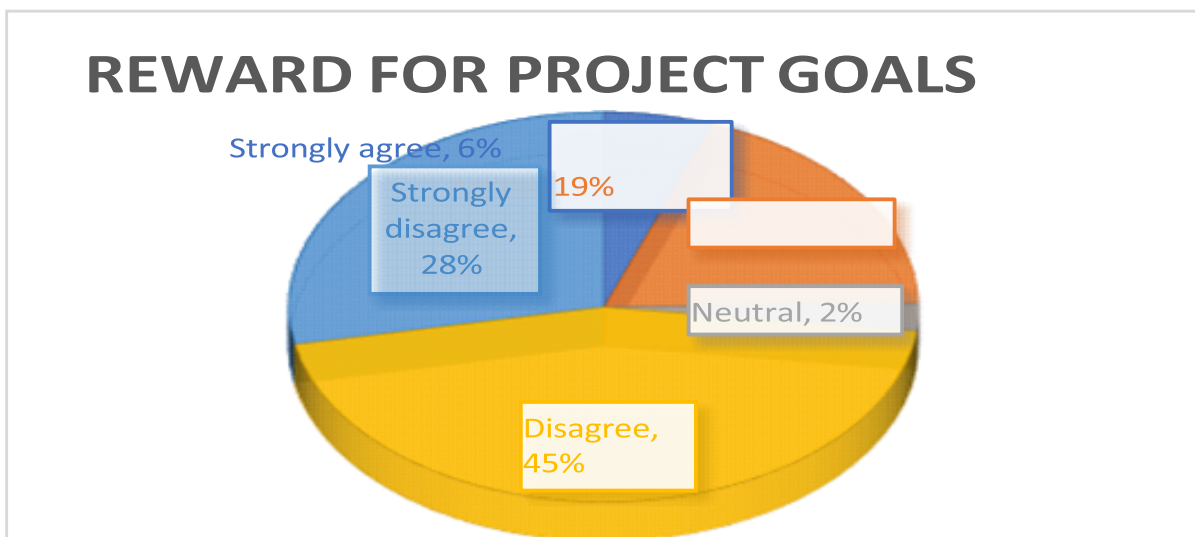


Figure 5.19: Reward for Project Goals

Source: own construction

Of the eighty-nine participants, twenty-eight percent strongly disagreed, forty-five percent disagreed to the statement that their project leader rewards employees when they reach project goals, which means there were no rewards such as bonuses to encourage the project team. Of the participants two percent were undecided whether their project leader provided rewards for project goals, nineteen percent of the participants agreed and six percent strongly agreed to the statement.

STATEMENT 17: He/ She listen to all viewpoints to instil a culture of cooperation

Response: The purpose of this statement was to evaluate whether the PM listens to all points of view in order to build a culture of collaboration. It is very important that

the project team feels appreciated and valued as members of their teams. Project leadership strives to create an environment and a working culture that promotes project success and efficiency. The findings are shown below in Table 5.2.

Table 5.2: Viewpoints

The project leader listen to all the viewpoints to instill a culture of cooperation	Frequency.	Percent	Cum.
Strongly Disagree	42	47%	47,19101124
Disagree	46	52%	51.68539326
Neutral	0	0%	0
Agree	1	1%	1.123595506
Strongly Agree	0	0	0
Total	89	100%	100

Source: own construction

Of the respondents forty-seven percent strongly disagreed that the PM listens to all the viewpoints to instil a culture of cooperation, fifty-two percent disagreed, preceded by one percent of the respondents who agreed, followed by none who were neutral or strongly disagreed.

STATEMENT 18: He or she provides us with a clear vision of where our team is going

Response: This statement attempted to discover whether the PM believes that knowledge of the vision should be considered as a given or as an aspect that must be conveyed and acted upon by the project team in advance. The results are shown in Figure 5.20 below.

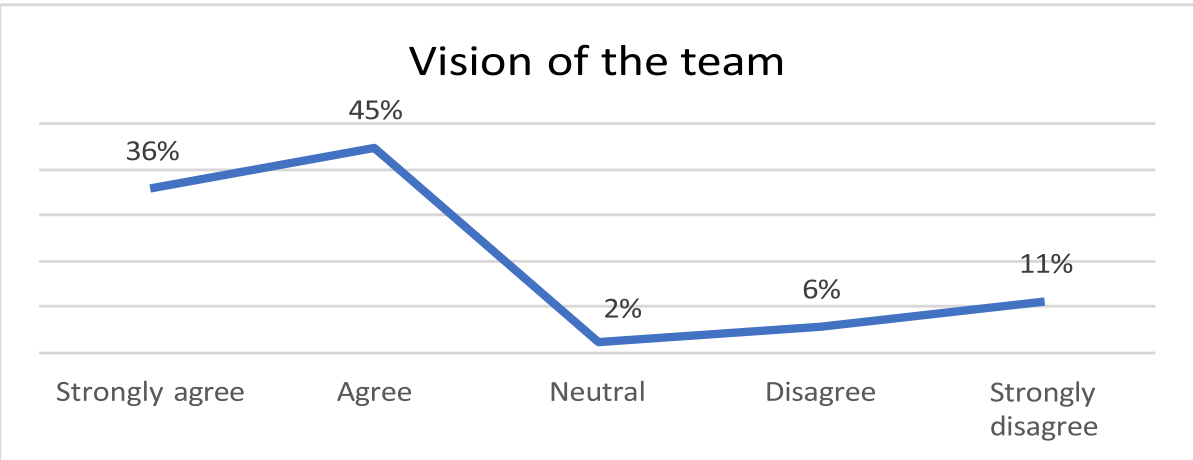


Figure 5.20: Vision of the Team

Source: own construction

Of the participants thirty-six percent strongly agreed, and forty-five percent agreed. This was preceded by two percent who were neutral, six percent who disagreed, while eleven percent strongly disagreed that the PM provided them with a clear vision of where the team was going.

STATEMENT 19: He or she provides the team with positive feedback when we perform well

Response: This statement was aimed at determining if respondents received good feedback when they performed well. One of the most serious issues in leadership is that there are few to no positive replies when a team does well. This might explain the causes of South African industrial strikes (which can sometimes be violent). The findings are shown below in Figure 5.21.

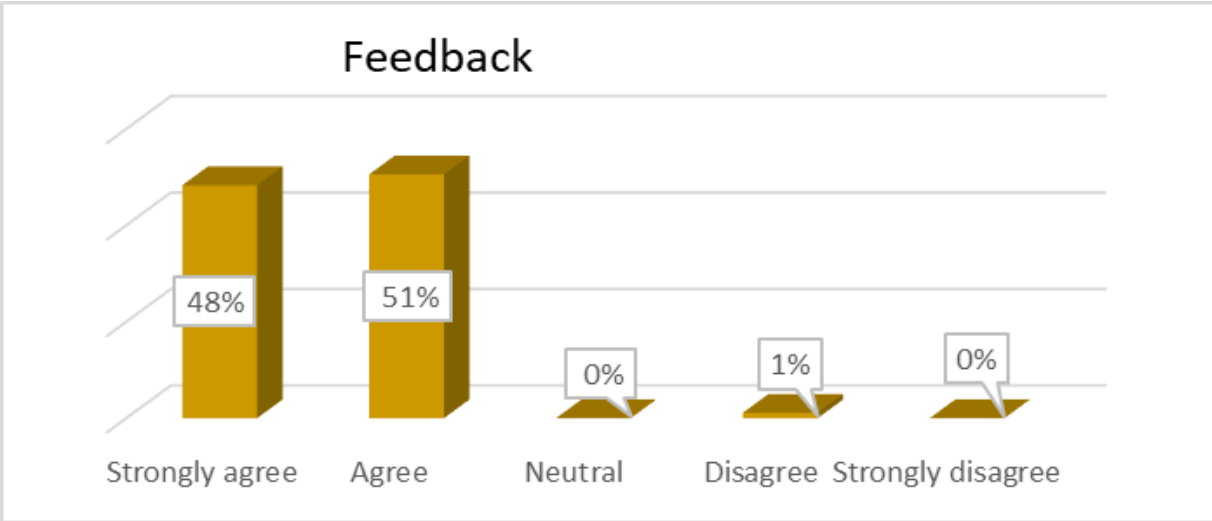


Figure 5.21: Feedback

Source: own construction

The data analysis shows that forty-eight percent of the participants strongly agreed that the PM provides the team with positive feedback when performing well; fifty-one percent agreed with the statement, followed by one percent who strongly disagreed, while no participants were neutral or strongly disagreed with the assertion.

STATEMENT 20: He or she seeks to encourage expectations and aspirations among employees

Response: This statement sought to analyse the level to which PM's strive to encourage employee expectations and aspiration. The findings are illustrated in Figure 5.22 below.

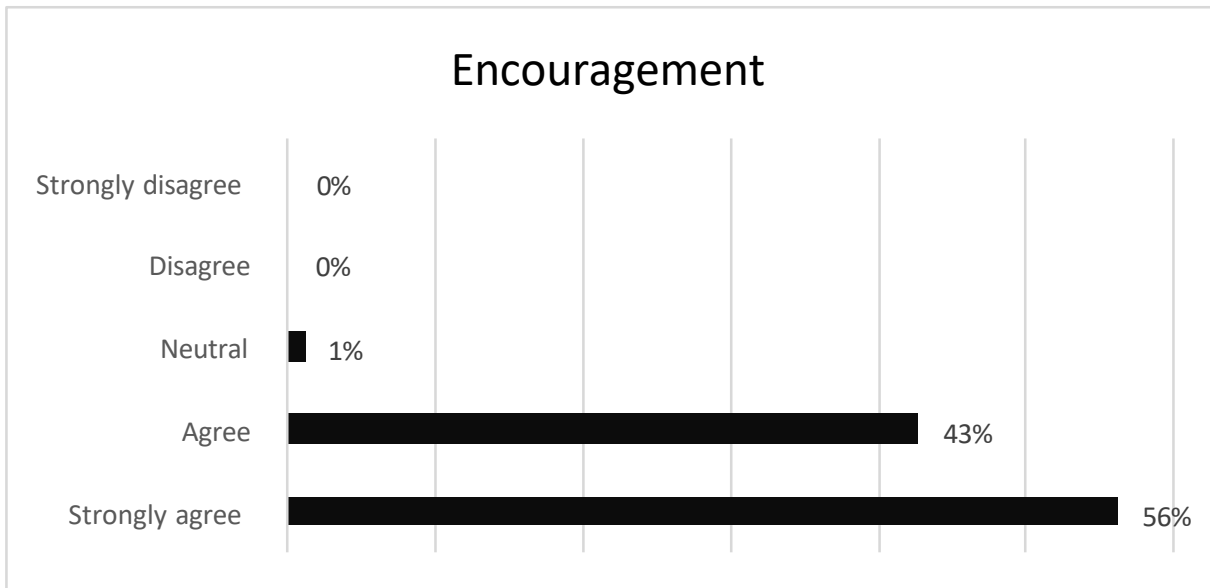


Figure 5.22: Encouragement

Source: own construction

The vast majority of the participants, fifty-six percent strongly agreed with the assertion that the PM sought to encourage expectations and aspirations among employees, forty-three percent agreed, one percent were neutral about it, none disagreed or strongly disagreed with this assertion.

STATEMENT 21: He or she believe leadership should be inspirational

Response: The purpose of this statement was to discover whether the PM understood the important aspects of a strong leader and how to develop a project team; as every team member needed inspiration and support from the project leader. Figure 5.23 depicts the responses provided by the participants.

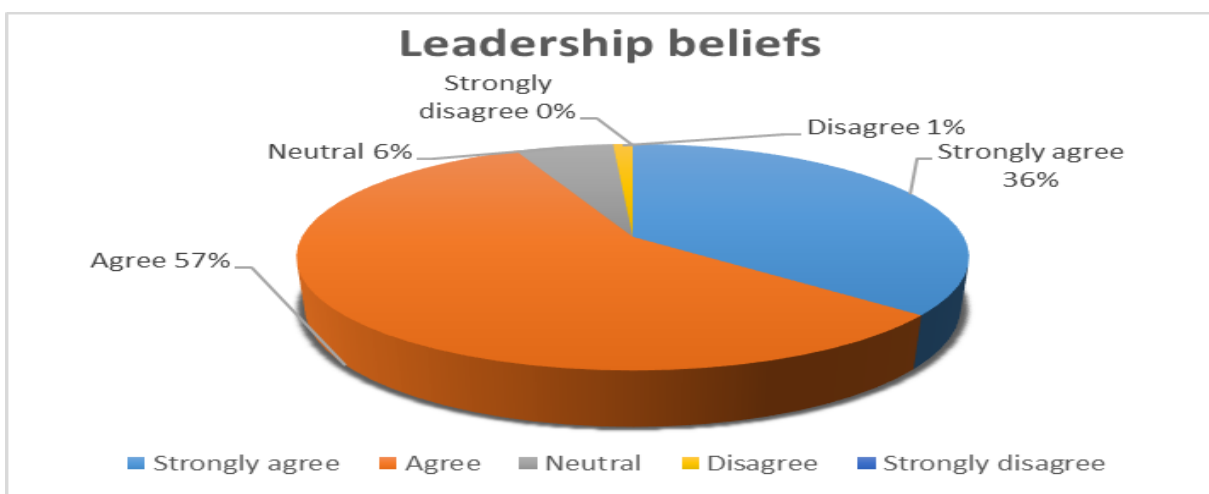


Figure 5.23: Leadership Beliefs

Source: own construction

Of the participants thirty-six percent strongly agreed that the PM believed leadership should be inspirational, fifty-seven percent agreed, six percent were neutral, one percent disagreed and none of the participants strongly disagreed.

STATEMENT 22: He or she believes leadership should be practical

Table 5.3: Leadership Beliefs

PM believe leadership should be practical	Frequency.	Percent	Cum.
Strongly Disagree	0	0%	0
Disagree	3	3%	3.370786517
Neutral	6	7%	6.741573034
Agree	49	55%	55.05617978
Strongly Agree	31	35%	34.83146067
Total	89	100%	100.00

Source: own construction

From the eighty-nine participants thirty-one percent strongly agreed that the PM leadership should be practical, forty-nine percent agreed, six percent were neutral, followed by six percent who disagreed with the statement and there were no participants who strongly disagreed.

INDIVIDUALISED CONSIDERATION

STATEMENT 23: My project manager is a mentor towards the team

Response: The objective is to determine whether the PM is a mentor to the team and to facilitate team building activities in projects to improve team performance. Figure 5.24 below depicts the respondent's thoughts.

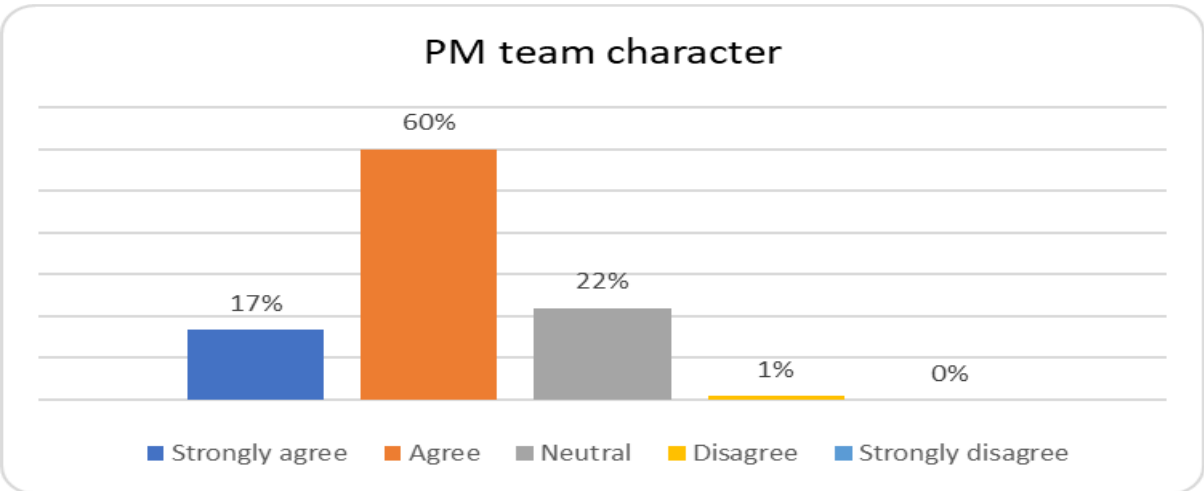


Figure 5.24: PM Team Character

Source: own construction

Of the participants seventeen percent strongly agreed that the PM is a mentor towards the team, sixty percent agreed, twenty-two percent were neutral, one percent disagreed with the statement, while none of the participants strongly disagreed.

STATEMENT 24: He or she responds to every employee’s needs

Response: PMs are the team leaders; this does not necessarily imply that they are the best team overall. They should understand how to build a project team, since each team member must be supported by a project manager. No one can lead a project team unless the project leader values his or her team members. The project manager must work with a person until that person has the ability and experience to perform activities with little supervision in the long run. Figure 5.25 below indicates the response of the participants

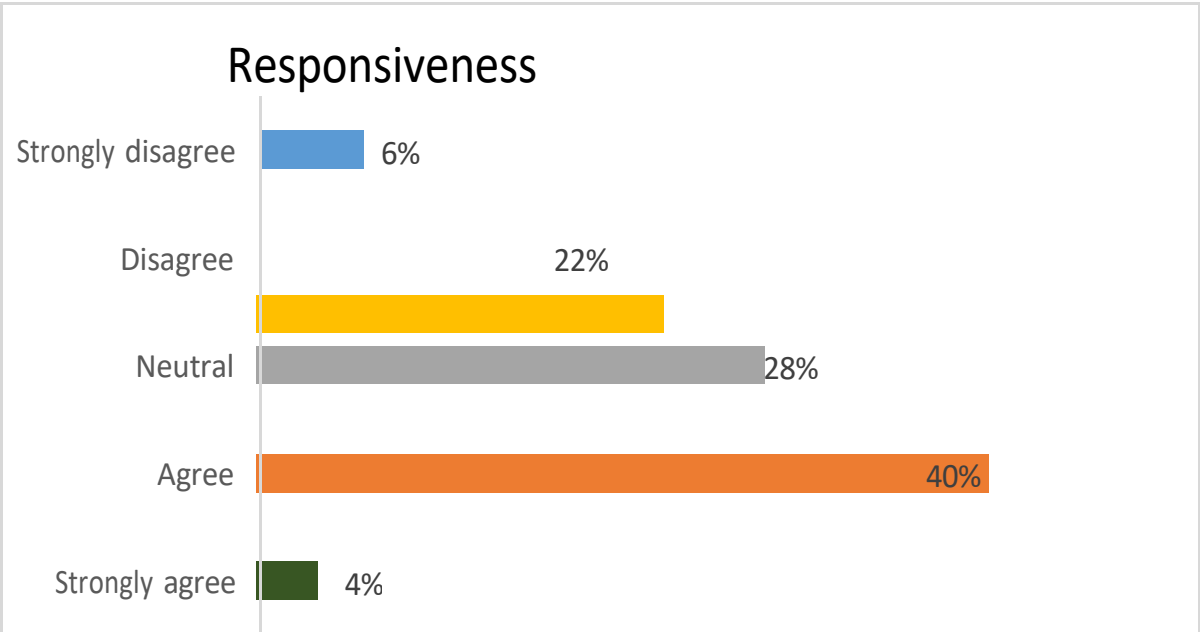


Figure 5.25: Responsiveness

Source: own construction

Of the eighty-nine participants, forty-three percent agreed with the assertion, three percent strongly agreed and forty percent agreed that the PM responds to every employee’s needs, twenty-eight percent were undecided, twenty-two percent disagreed with the statement while six percent strongly disagreed. To comprehend how to build a project team, each team member requires project leadership assistance. If the project leader does not respond to the needs of the project team, nothing will lead them. In the long run, the project leader must work with every person

until that person has the ability and skill to execute responsibilities with minimum supervision.

STATEMENT 25: He or she is considerate towards employees' needs and desires

Response: Team members are more effective when their needs and desires are considered. This statement was devised to evaluate whether the PM understands his or her role as a leader in actively and democratically leading people to accomplish the project goals. Figure 5.26 below depicts the answers to this statement.

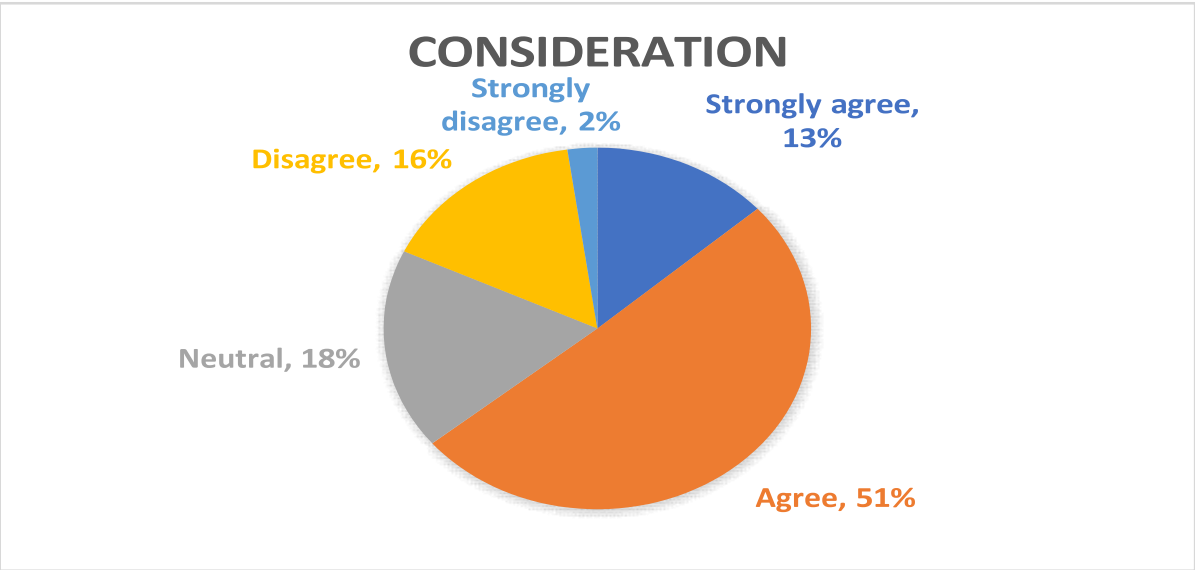


Figure 5.26: Consideration Source:

own construction

Of the participants thirteen percent strongly agreed, followed by a vast majority fifty- one percent who agreed that the PM is considerate towards employees' needs and desires, eighteen percent were neutral, sixteen percent disagreed, and a small portion two percent strongly disagreed with the notion.

STATEMENT 26: He or she helps the individuals in the team to find meaning in their work

Response: Without accountability, there is no room for a PM. The success of a team is dependent on accountability. It is the obligation of the project leader to ensure that the project team shows purpose in their work. A great project manager instils accountability in their team's DNA, resulting in remarkable results. The responses are illustrated in Table 5.4 below.

Table 5.4: PM’s Team Contribution

PM helps the individuals in the team to find meaning in their work	Frequency.	Percent	Cum.
Strongly Disagree	1	1%	1.123595506
Disagree	25	28%	28.08988764
Neutral	18	20%	20.2247191
Agree	30	34%	33.70786517
Strongly Agree	15	17%	16.85393258
Total	89	100%	100.00

Source: own construction

The respondents to a statement that the PM helps the individuals in the team to find meaning in their work are represented in Table 5.4. The findings showed that of the eighty-nine participants fifty-one percent agreed with the assertion, seventeen percent strongly agreed and thirty-four percent agreed, twenty percent were neutral about the statement while twenty-eight percent disagreed and one percent strongly disagreed.

STATEMENT 27: He or she helps others to develop their strengths

Response: While the PM and project team are responsible for the project's success and for ensuring that it meets its objectives, it is important for the PM to take advantage of the opportunities to develop the strengths of each member of the project team, clearly define their roles and responsibilities and ensure that everyone understands their responsibilities in the project's best interests. Figure 5.27 below indicates the response of the participants.

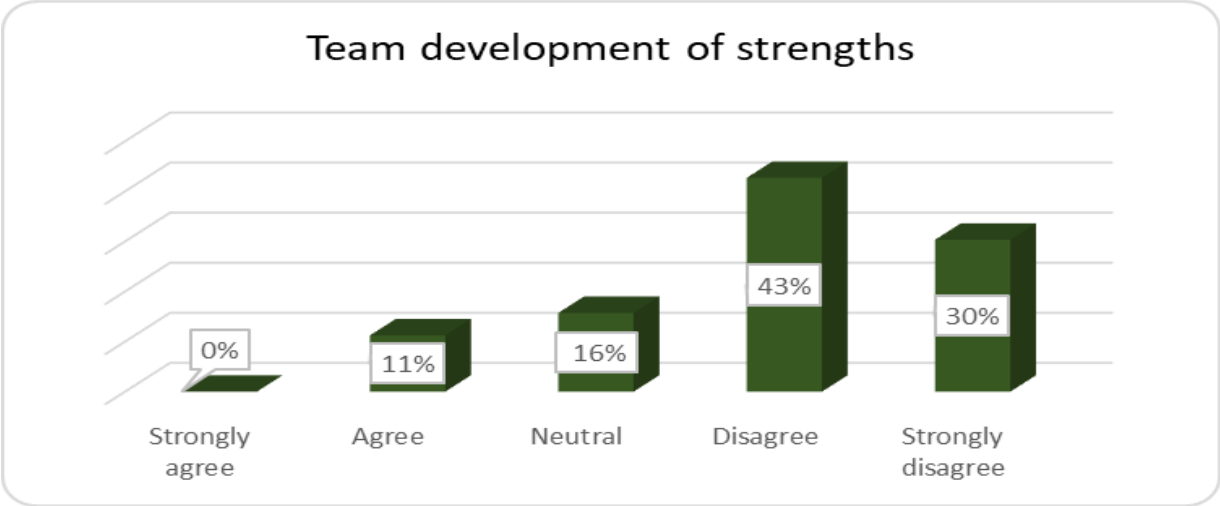


Figure 5.27: Team Development Strengths Source:
own construction

The data analysis revealed that forty-three percent disagreed and thirty percent strongly disagreed that the PM helps others to develop their strengths, followed by sixteen percent who were neutral about the statement, while eleven percent agreed with it and none strongly agreed.

STATEMENT 28: He or she always gives direction and guidance to the team

Response: The PM is responsible for providing direction and guidance to their teams so that they can work to their greatest potential. To be an honorable leader, the PM must possess a variety of characteristics and attributes that inspire others to succeed. The results are depicted in Figure 5.28 below.

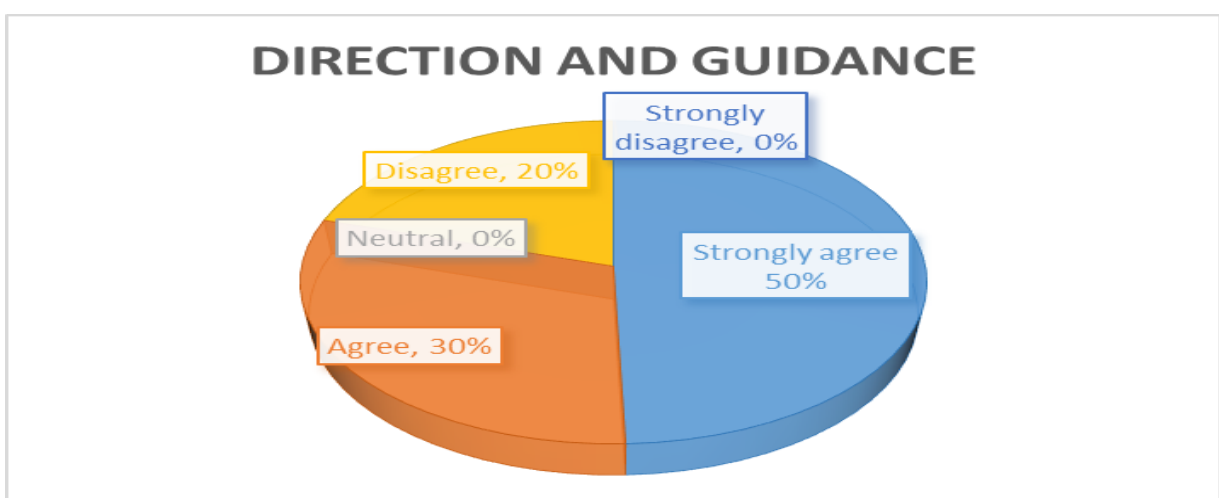


Figure 5.28: Direction and Guidance

Source: own construction

As shown in Figure 5.28, fifty percent of the participants strongly agree that the PM always gives direction and guidance to the team, followed by thirty percent who agreed with the statement, twenty percent who disagreed and none who strongly disagreed. There were no participants who were neutral on the notion.

STATEMENT 29: He or she consistently gives direction and feedback to the team

Response: When the project manager has a vision for how the project will be conducted and has developed a strategy, he or she must assign duties to team members, define time periods for reaching milestones, and provide feedback on the progress of the project. A project leader who does not assign clearly stated responsibilities to his team may cause the project to fail, leaving the team members confused and unsure of what has been accomplished. Figure 5.29 below depicts the response to statement 29.

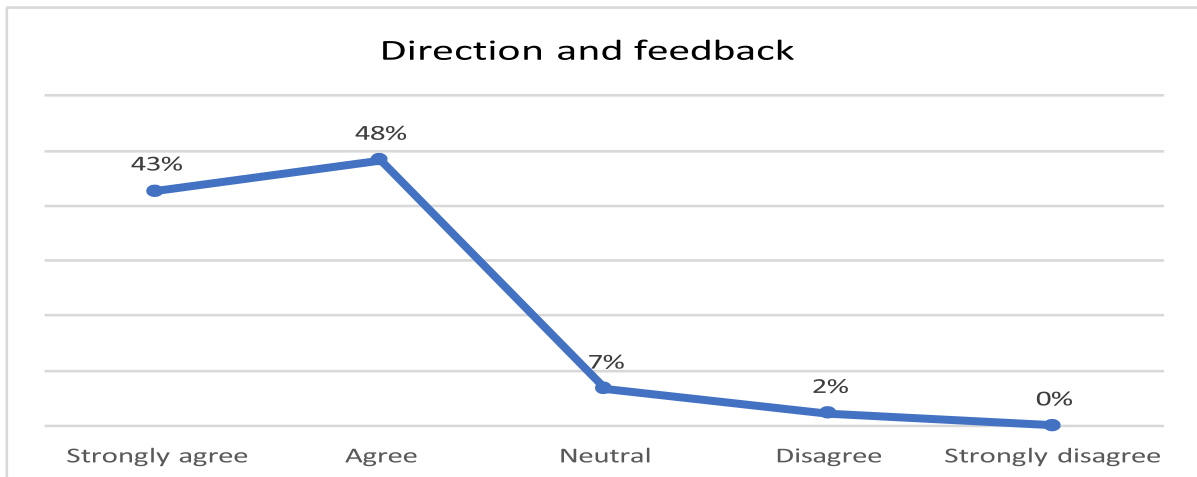


Figure 5.29: Direction and Feedback

Source: own construction

From the eighty-nine participants forty-three percent strongly agreed and forty-eight percent agreed with the statement that the PM consistently gives direction and feedback to the team. This was preceded by seven percent of the participants who were neutral, followed by two percent who disagreed and none who strongly disagreed with the notion.

STATEMENT 30: He or she acts consistently with values shared by the team

Response: PMs are those individuals who carry out their tasks appropriately and consistently. Leadership entails the creation, communication, and comprehension of an inspiring future vision. It is important for the PM to operate consistently with team values, in order for the project team members to function well. The results are listed in Figure 5.30 below.

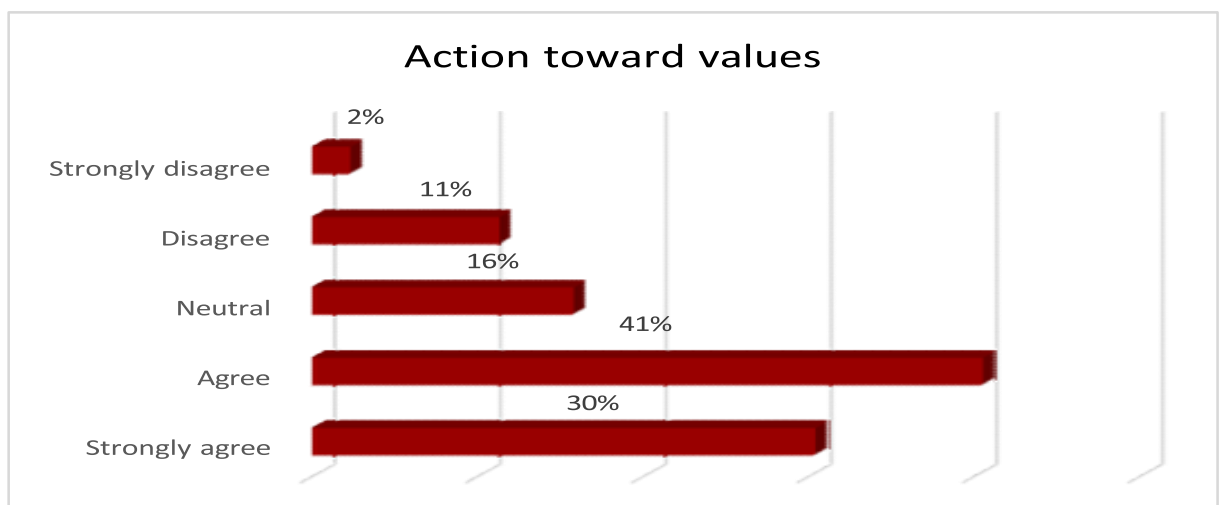


Figure 5.30: Action Towards Values

Source: own construction

The participants responded to a statement that the PM acts consistently with the values shared by the team which are shown above. The findings showed that from the participants, thirty percent strongly agreed and forty-one percent agreed, followed by sixteen percent who were neutral while eleven percent disagreed and two percent strongly disagreed.

STATEMENT 31: He or she encourages the team’s ideas other than his or her own

Response: Effective project managers should be able to assess other people's points of view, rather than their own, and they should promote constructive discussions since excellent ideas emerge during constructive arguments. To be an honorable leader, you must possess a variety of characteristics and attributes that inspire others to succeed.

Figure 5.31 depicts the response to statement 31.

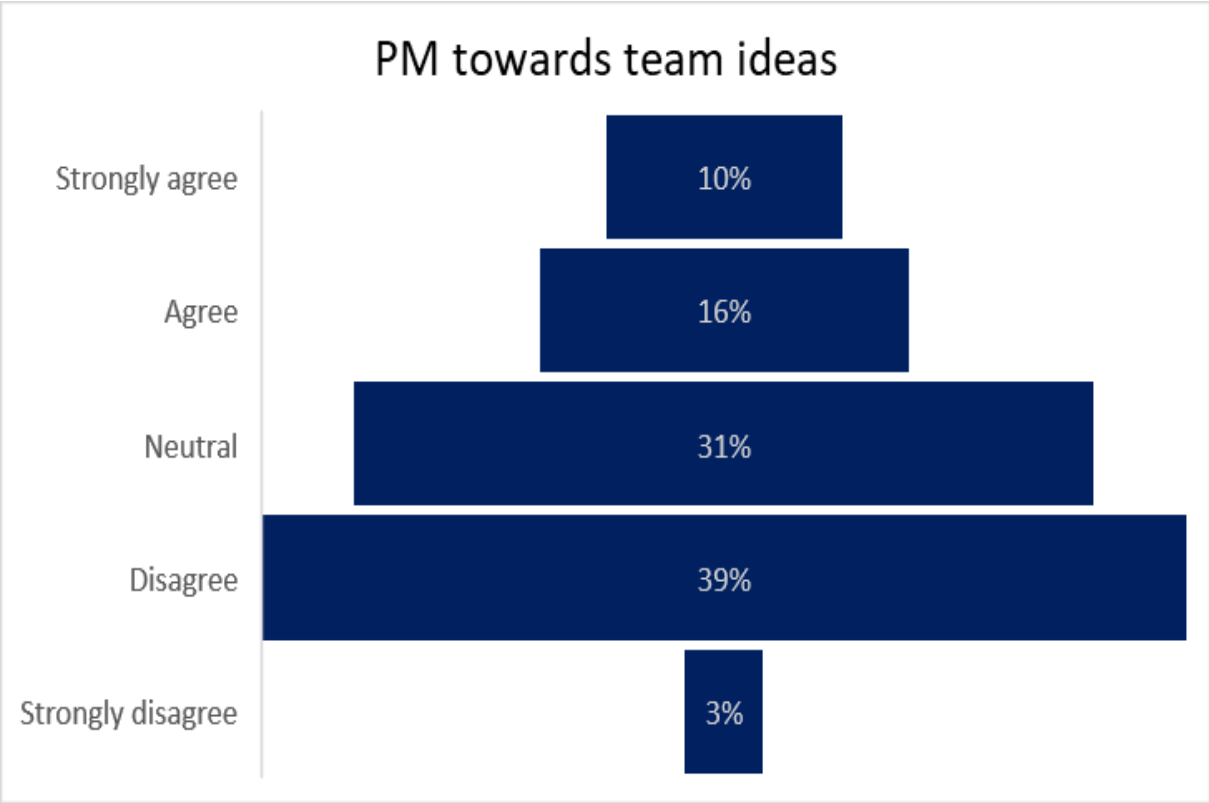


Figure 5.31: PM Towards Team Ideas

Source: own construction

The data analysis based on the PMs response towards team’s ideas revealed that three percent strongly disagreed and thirty-nine disagreed that the PM encourages the team’s ideas other than his or her own, followed by thirty-two percent who are neutral about the statement, while sixteen percent agreed with the assertion and only ten percent strongly agreed.

STATEMENT 32: He or she positively acknowledges creative solutions to problems

Response: A trustworthy PM should inspire and recognise staff in their working areas as well as encourage everyone to start believing in their job and generating innovative solutions to problems that emerge. Project managers should give assistance and allow project teams to be innovative. Figure 5.32 below depicts the response to statement 32.

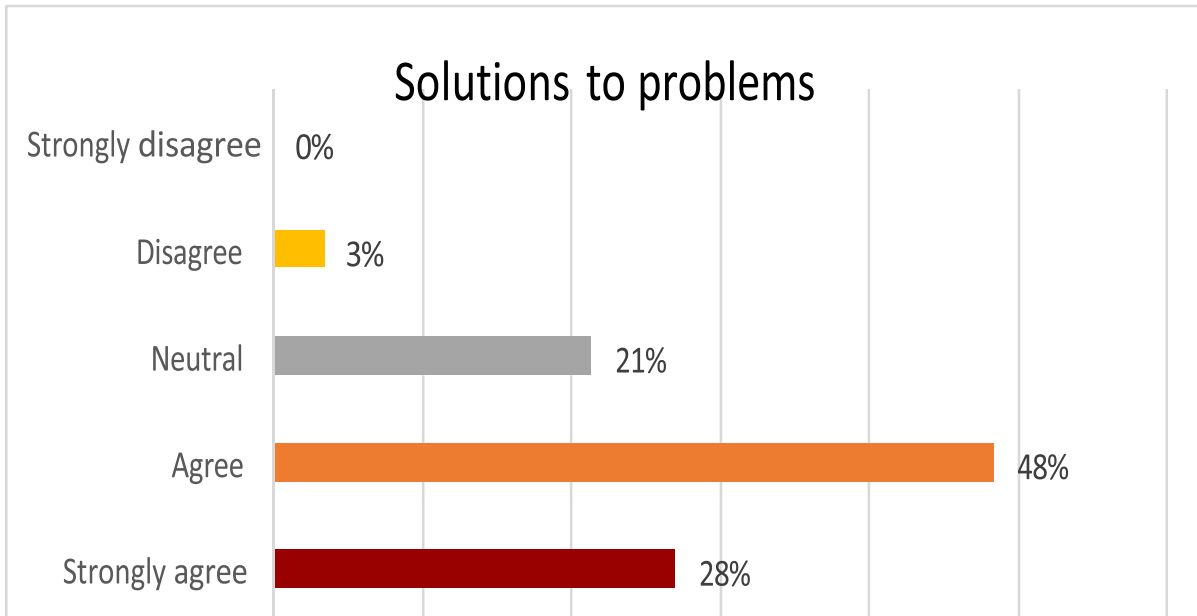


Figure 5.32: Solutions to Problems

Source: own construction

From the eighty-nine participants, twenty-eight percent strongly agreed and forty-eight percent agreed with the assertion that the PM positively acknowledges creative solutions to problems, twenty-one percent were undecided, three percent disagreed with the statement, while none of participants strongly disagreed.

SECTION C – OPEN ENDED SECTION

This section was intended to purposely broaden the discussion with participants, allowing responders to raise any additional questions or issues they felt were significant. The section emphasised that no matter how thorough the planning was, some issues might have been overlooked when compiling the questionnaire. The participants could consider anything else they had learnt or figured out in the context of the research. The participants were requested to offer any information they could on certain areas of the research. This was followed by the same question / statement / response format.

Question 1: List any five very important things you want to be noted [if any].

Response: The three most common responses the employees wrote were behavioural based, work environment and the PMs character. Figure 5.33 below shows the responses.

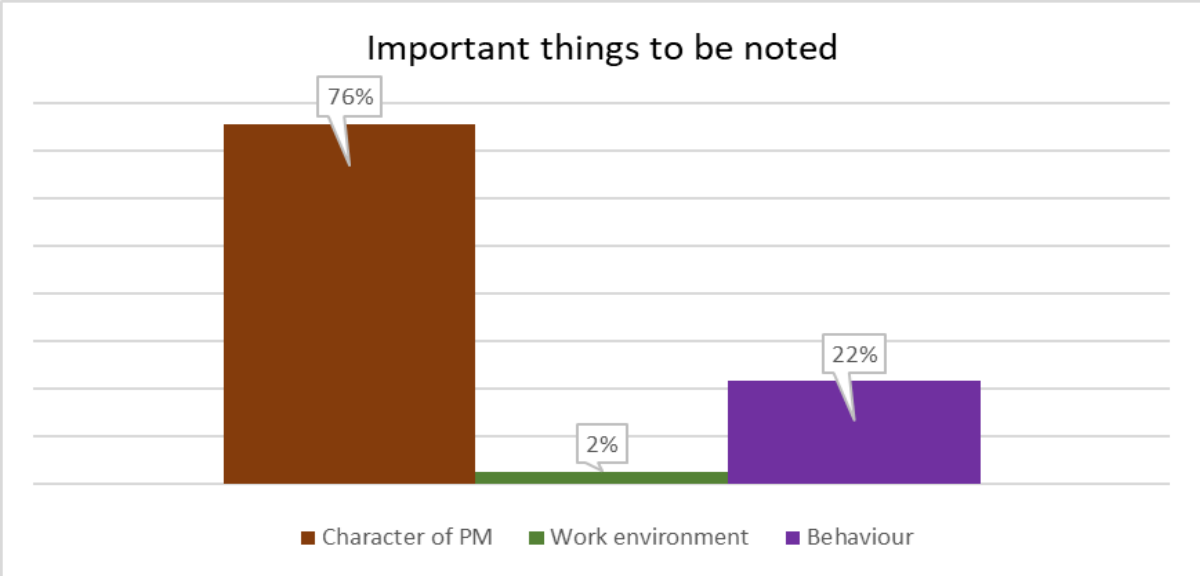


Figure 5.33: Important Things to be Noted Source:
own construction

The respondents were requested to list any five very important things they wanted to be noted should there be any. Only thirty-seven responses came back and the researcher had to narrow down anything that they wanted to be noted that had to do with the PM's character, anything involving their work or the work environment, or anything having to do with the drive within themselves regarding their behaviour. The findings showed that of the thirty-seven responses, seventy-six percent of the responses wanted the character of the PM to be noted, followed by two percent who were concerned with the work environment and twenty-two percent that were behavioural based concerns.

Question 2: List three examples of how your leader should be to boost the team performance

Response: The researcher chose and mentioned the six most common aspects of how the leader should present himself to boost the team's performance. This questionnaire section was completed by eighty percent of the participants, while twenty percent did not reply. The results are depicted in Figure 5.34 below.

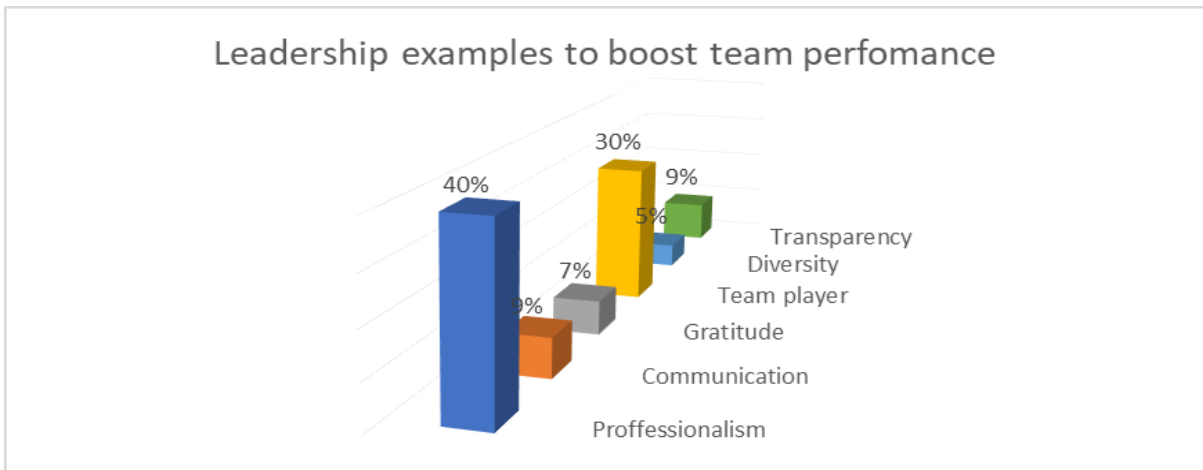


Figure 5.34: Leadership Examples Source:

own construction

These are the top six responses, and the rest of the participants did not respond to the question as it was not compulsory. Of the participants forty percent believed the leader should be professional, followed by thirty percent who believed that the leader should be a team player. Nine percent responded that the leader should be transparent and have good communication skills, while seven percent preferred a leader to be someone who gives credit where it's due in terms of gratitude. From the responses only five percent stated that the leader should be someone who understands the diversity of people.

Question 3: List any three things that makes you motivated as an employee

Response: The researcher narrowed six most common responses that make the respondents motivated as an employee. Figure 5.35 below shows the responses.

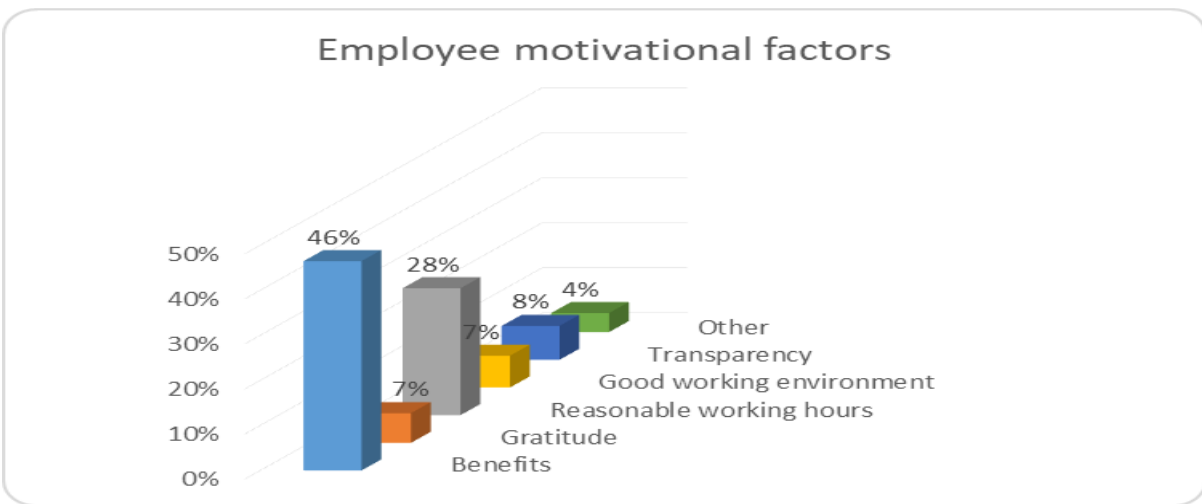


Figure 5.35: Employee Motivational Factors

Source: own construction

The participants were requested to list anything that made them motivated as employees. The researcher narrowed down the responses to the top six and other responses to be noted were categorised as 'other'. The findings showed that forty-six percent of the participants stated that the benefits were what motivated them as employees, twenty-eight percent believed that reasonable working hours motivated them, followed by eight percent who strongly believe it was transparency. Seven percent of the participants stated that gratitude and a good working environment was what motivated them as employees, while four percent mentioned other responses. Most respondents chose not to answer or give their views in the open-ended sections. Furthermore, The Grade-1 Contractors' low degree of construction PMs maturity demonstrated how inadequate PM practices were in the industry. As a result of that, to better the existing situation, respondents said that improvement should be made. This study suggested that the following steps should be taken:

- Workshops should be run to encourage project managers to be trained in how to provide recognition within teams, to instil the culture of the organisation, develop the strengths in teams to help individuals within teams to find meaning in their work.
- Project managers and subordinates should be assisted with training and coaching to help them increase their PM knowledge and practise their capabilities. In this regard, the higher level of maturity reported in respect of contractors who had participated in the Capacity Building programme (CBP) demonstrated their increased possibility of success.
- Likewise, subordinates should be encouraged to achieve ISO certification since it would assist them to enhance their PM capacity. The high level maturity shown among ISO contractors suggested a strong possibility for success.
- Special attention should be given to offering rewards for achieving project goals, responding to employees' needs, encouraging team ideas and consideration towards achievements by subordinates.
- Information should be supplied to encourage good communication and clear direction of instructions given to subordinates.
- Contractors should conduct regular maturity assessments to determine the performance of improvement efforts and to develop new action plans for future improvement measures.

5.3. Conclusion

Participants in the questionnaire survey were given options to choose not to participate and were informed that the information be treated as strictly confidential to the maximum extent permitted by law. When it came to the open-ended section, most respondents exercised their right. The responders were primarily the subject of the chapter, which requested them to provide feedback on the PM in which they anticipated becoming a victim. According to the data, the majority of those who took part in the survey were subordinates who had worked with the organisation for between 2 and 5 years. The majority of respondents indicated that benefits gratitude, professionalism, and PM character plays a major role in motivating them as employees and how the leader should be to boost the team performance.

CHAPTER SIX: SUMMARY OF THE FINDINGS

6.1. Introduction

The overall objective of this study was to determine the influence of soft skills on the motivation of project teams to perform in construction projects. The purpose was to give insight into relationship-centred leadership and its impact on the performance of construction project teams on a Queenstown building site.

This chapter provides an overview of the study's key results and conclusions. The debate is informed by the research aims and research questions stated at the start of the study, as well as the findings reported in the preceding chapter. Furthermore, the chapter gives advice for employee motivation and indicates topics for future research.

6.2. Overview of Descriptive Statistics

Descriptive statistics were used to manage the respondents' biographic characteristics. Job position, number of years working in the construction environment, number of employees in the company, and gender profile were used to profile the characteristics.

The responder population comprised eighty-nine participants, seventy-one percent who were men and twenty-nine percent were women, who worked for two construction companies in Queenstown in the Eastern Cape.

The participants' experience in terms of the number of years working in the construction industry was as follows: 1 year and less at one percent; 2 to 5 years at sixty-five percent; 6 to 9 years at twenty-one percent; and 10 years and above at twelve percent.

Therefore, it was clear that a large majority of the participants have 2 to 5 years of experience, which seems to be the conventionally accepted amount of experience that is required in the industry. The proportionate distribution of employment positions revealed that seventy-four percent of participants are subordinates, while just six percent are project managers.

The remaining twenty percent constitutes various positions such as administrators, consultants, safety officers, and human resources practitioners. This showed that the vast majority of those present were subordinates.

6.3. Research Design and Methodology

The research was conducted utilising a structured questionnaire with three sections and featured combination of qualitative and quantitative methods. The research instrument was designed based on the reviewed literature, and it was used to perform the empirical research.

The study instrument was administered individually in order to maximise the return rate and encourage respondents where explanation and clarification were required. The survey had eighty-nine eligible respondents out of one hundred in total; this is eighty-nine percent of the sample frame and was deemed adequate for the purpose. Because cost and accessibility were significant concerns, several construction companies were approached for the survey. A statistician validated the instruments for validity and reliability, and the reconstructed document was used for the survey.

6.4. Summary of Chapters Objectives

The concepts were formulated in Chapter one, and the research objectives outlined the reason for conducting the research. A research gap was discovered, and a problem statement was produced with the assistance of the literature review presented in Chapter one. The framework of the problem description was followed by the sequential examination of research objectives, research questions, research technique, and ethical issues.

The survey questionnaires were designed using the research questions as their primary source of information; and they served as guiding principles for the study. The empirical study comprised the research design. The target population, sampling frames, sampling and sample size and data analysis were identified and discussed.

Chapter two discussed the construction environment, contingency and behavioural theories of leadership and management effect as the first part of a literature analysis and presented a holistic view of the construction environment and the relationships between leaders and their subordinates.

The discussion highlighted the impact of leadership, leadership styles and the theoretical framework of construction projects. The chapter began by discussing contingency leadership theories and the role they play in the construction environment in general, as well as their contribution to construction projects. The

contrast between leadership styles and their influence on organisational structure was then briefly discussed.

Chapter three presented the second part of the literature review that clearly displayed the importance of the relationship that a project leader ought to have in order to successfully execute any project. Furthermore, this chapter discussed the psychology of relationships in the workplace, as well as the (technical) and soft (interpersonal) skills required by project managers.

The chapter also discussed employee relationship leadership practices such as employee empowerment and involvement, initiating employee suggestions, resolving conflicts and grievances, training and development, transparency in communication, encouraging teamwork, and the concept of motivation.

However, research in this chapter indicated that a project manager must have the combination of these qualities. The researcher believes that it is critical to distinguish between project management and project success. The chapter concludes with a clear contrast between the two concepts.

Chapter four outlined the research methodology adopted for this study. It dealt with the research method and the design which was used to conduct the research. It included the research approach; the deductive approach, the theoretical aspect of research methodology; the research process; the target population; sampling methods; sample size, methods of data collection; ethical consideration and research limitation. The chapter concluded by stating all the assumptions related to this study.

Chapter five provided an outlined response of the respondents regarding the survey that evaluated core competencies required by project managers to effectively execute a construction project in the Queenstown area. The responses are illustrated in the form of graphs and tables, analysed and discussed.

The data received from the responses answered the research questions. Some of the findings that have emerged from the data agree with the literature review covered by chapter 2 and chapter 3.

This chapter concludes by pointing out things that respondents would like to see project managers do, in order to effectively accomplish the relationship-centered leadership to execute a construction project.

6.5. Research Findings Discussions

6.5.1. Idealised influence

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
IDEALISED INFLUENCE						
1	I consider my project manager as a person who builds trust.	0%	0%	4%	43%	43%
2	My project manager instils vision and behaviours that he inspires the team to follow.	0%	3%	7%	53%	37%
3	My project manager goes beyond self-interest for the advantage of the group.	0%	1%	0%	63%	36%
4	My project manager considers the moral and ethical consequences of decisions.	0%	0%	0%	70%	30%
5	My project manager strives and encourages the team towards achieving higher purposes and standards.	0%	1%	1%	58%	40%
6	My project manager instils pride within the team.	0%	0%	2%	63%	35%
7	He/she talks about values and beliefs.	0%	1%	0%	65%	34%
8	He/she seeks and encourage different views.	0%	0%	4%	65%	31%
9	He/she consider the ethical implications of individual and team actions.	0%	1%	1%	64%	34%
10	He/she encourages behaviours that are similar to the values of all the employees.	0%	0%	1%	69%	30%

Conclusion

According to the conclusions stated in Chapter five, it is critical for a project manager to have leadership skills for the benefit of the project and project team. The leadership styles, behaviours, and attitudes of project managers are critical because their daily actions have an influence on the performance of project team members and on the success of the project. To deal with difficult situations during a project's life cycle, a project manager must show leadership qualities. It can be concluded that the project manager is a person who builds trust, instils vision and behaviours that inspires the team to follow, go beyond self-interest for the advantage of the group,

considers the moral and ethical consequences of decisions, strives for and encourages teams towards higher purpose or standards, instils pride within the team, talks about values and beliefs, seeks and encourages different views, considers the ethical implications of individual and team actions and encourages behaviours that are similar to the values of all employees.

Recommendations

It is important for a project manager to maintain effective working relationships with subordinates in order to inspire the project team and make them believe in the importance of the work they do. He influences the project team to work without any pressure, motivates them to go above and beyond their abilities, communicates with the team and is able to share responsibility for the project's successes and demonstrates trust and reliability to the project members.

6.5.2. Inspirational motivation

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
INSPIRATIONAL MOTIVATION						
11	My project manager provides meaningful work.	0%	3%	2%	52%	43%
12	He/she sets high standards for the team.	0%	3%	7%	43%	47%
13	He/she motivates others to commit to the organisational vision of the company.	0%	1%	0%	55%	44%
14	He/she talks optimistically about the future.	0%	0%	0%	47%	53%
15	He/she provides recognition among the team members.	11%	49%	0%	17%	23%
16	He/she rewards employees when they reach project goals.	28%	45%	2%	19%	6%
17	He/she listen to all viewpoints to instil a culture of cooperation.	47%	52%	0%	1%	0%
18	He/she provides us with a clear vision of where our team is going.	11%	6%	2%	45%	36%
19	He/she provides the team with positive feedback when we perform well.	1%	0%	0%	51%	48%
20	He/ She seek to encourage expectations and aspiration among employees.	0%	0%	1%	43%	56%
21	He/she believes leadership should be inspirational.	0%	1%	6%	57%	36%
22	He/she believe leadership should be practical.	0%	3%	7%	55%	35%

Conclusion

Throughout the project lifecycle, a project manager must inspire and encourage his or her team members while also efficiently managing all of the required tasks.

Therefore, a project manager's ability to properly perform the role of motivation is important to the success of both the project and the project team.

It may be argued that project managers deliver meaningful work, set high standards for the team, motivate others to commit to organisational vision, talks optimistically about the future, provides us with a clear vision of where our team is going, provides the team with positive feedback when we perform well, seeks to encourage expectations and aspiration among employees, believes that leadership should be inspirational and practical as confirmed by the majority of responses in the findings of Chapter five, while there is vast disagreement about whether the project manager provides recognition among the team, rewards employees when they reach project goals, and listens to all viewpoints to instil a culture of cooperation.

Recommendations

It is recommended that in order for a project manager to be an effective leader who can successfully lead a construction project, he or she should be able to recognise team members for their best performance, give employees rewards when they meet project goals, and listen to all points of view in order to foster a cooperative culture.

A project manager should:

- Organise workshops to enable project managers to be able to acknowledge team members.
- Seek sponsorship and give special attention to rewarding project goals, addressing staff requirements, fostering team ideas, and taking staff members' desires into consideration.

6.5.3. Individualised consideration

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
INDIVIDUALISED CONSIDERATION						
23	My project manager is a mentor towards the team.	0%	1%	22%	60%	17%
24	He/she respond to every employee's needs.	6%	22%	28%	40%	4%
25	He/she is considerate towards employees' needs and desires.	2%	16%	18%	51%	13%
26	He/she helps the individuals in the team to find meaning in their work.	1%	28%	20%	34%	17%
27	He/she helps others to develop their strengths.	30%	43%	16%	11%	0%
28	He/she always give direction and guidance to the team.	0%	20%	0%	30%	50%
29	He/she consistently gives direction and feedback to the team.	0%	2%	7%	48%	43%
30	He/she acts consistently with values shared by the team	2%	11%	16%	41%	30%
31	He/she encourage the team's ideas other than his/ her own.	3%	39%	32%	16%	10%
32	He/she positively acknowledges creative solutions to problems.	0%	3%	21%	48%	27%

Conclusion

There is no simple approach to considering the roles of individuals in construction projects. However, for the benefit of the project, a project manager must be capable of doing so. The findings in Chapter five confirm that in order for a project manager to be an effective individualised considerate leader, he or she must be a mentor towards the team, respond to every employee's needs, be considerate towards employees' needs and desires, help the individuals in the team to find meaning in their work and develop their strengths, always give direction and guidance to the team, consistently give direction and feedback to the team, acts consistently with values shared by the team, encourage the team's ideas other than his or her own and positively acknowledge creative solutions to problems.

6.5.4. Recommendations

To ensure that everyone is working toward the same goals as the rest of the team and feels valued as a part of the project team, the project manager can have individual meetings or phone conversations with each employee to check in on them and remind them of the project's vision and objective.

6.5.5. Open-ended questions

- List any five very important things you want to be noted [if there is are any].

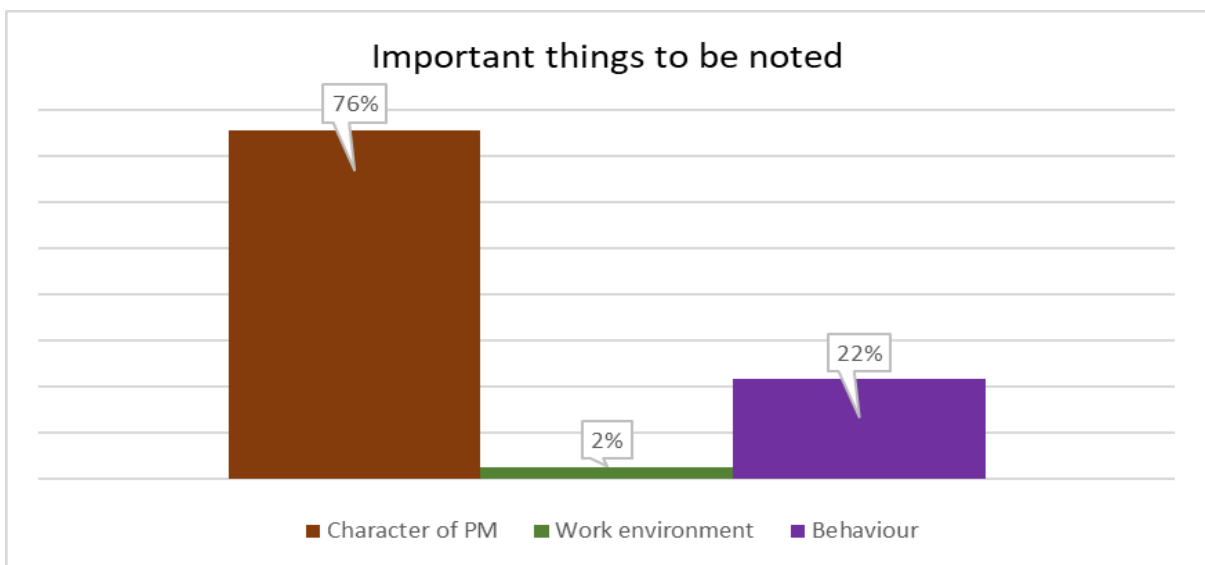


Figure 6.1: Important Things to be Noted

Source: own construction

Based on leadership abilities and decision-making, the majority of the participants, seventy-six percent, are concerned about the PM's character, thus showing that they are a critical element of effective leadership.

Recommendations

Organising workshops that will enable project managers with training and mentorship to increase their understanding of the PM and the leadership and their ability for practice. This indicates the potential effectiveness of relationship-centered leadership achieved by looking at the increased knowledge gained for Project Managers who have taken part in the Capacity Building Programme (CBP).

- List three examples of how your leader should be to boost the team's performance



Figure 6.2: Leadership Examples

Source: own construction

Professionalism (forty percent) and team player (thirty percent) are the top two responses given by respondents. The responses in this area express concern about democratic leadership and the fairness shown by leaders.

Recommendations

The researcher recommends providing project managers and their subordinates with coaching and training to improve their project management knowledge, practise their capabilities and foster relationships among one another. By doing so, the project team will get to know one another better and the PM will be able to recognise the strengths and weaknesses of certain team members. The PM can then offer assistance where it is most needed.

- List any three things that makes you motivated as an employee.

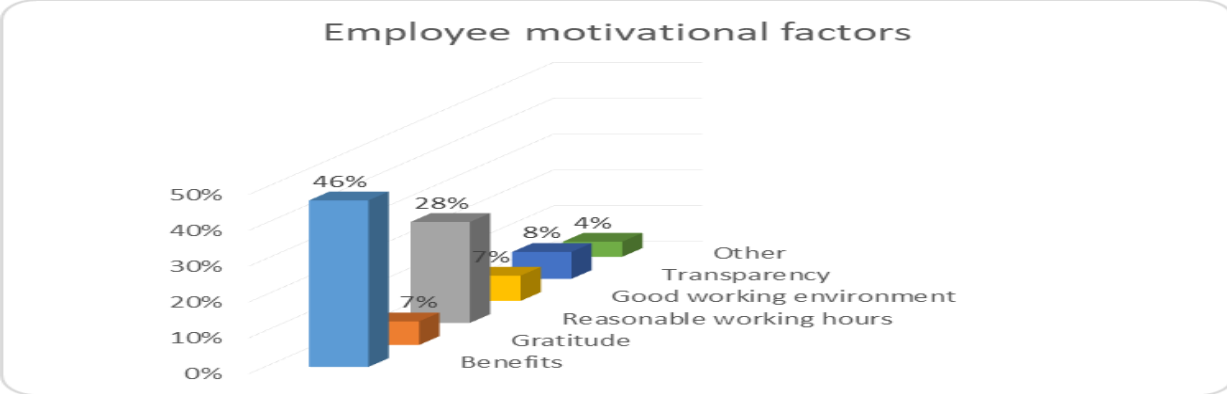


Figure 6.3: Employee Motivational Factors Source:

own construction

From the findings, the vast majority – forty-six percent of the participants say that their benefits are what motivates them as employees. In this section, the employees are concerned about bonuses, UIF, medical funds, a provident fund, employment leave, taxes etc.

Recommendations

The PM should look for sponsorships and register staff members with SARS, the Labour Department, and UIF and a provident fund. Additionally, they should negotiate with the project client about the project's scope modification due to employees' leave days.

Conclusion

Relationship-centred leadership will come into existence if subordinates are effectively led, controlled, and seen as a vital component of projects. In this process, effective leadership is crucial and leaders should encourage and assist subordinates. Furthermore, enhancements to the project environment may be made to make it more pleasant and creative, allowing for a more flexible experience. It is the key to every project's success; after all, motivated employees perform better. Many people believe that financial incentives are the only way to motivate employees. However, the ways for accomplishing this aim vary, but for it to be effective, each member must understand their function in the team and be aligned with the project goals set by the project manager. This procedure may be accomplished by training and communication efforts, among other methods. Nonetheless, this study is simply the beginning of a long journey toward the development of relationship-centered leadership in the construction industry in particular. The primary purpose was to do preliminary work that would lay the groundwork for additional development and research, as well as to demonstrate the application of the concepts discussed.

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APPENDIX A: Questionnaire

QUESTIONNAIRE

Relationship-centered leadership and the effect on performance of construction project teams at a construction site in Queenstown

Your participation in this research study is voluntary. You may choose not to participate. We will treat all the information as strictly confidential to the maximum extent permitted by law.

SECTION A: BIOGRAPHY

Please cross the applicable boxes

1. What is your current job position in the project?

Subordinate	Project manager	other
-------------	-----------------	-------

If Other, please specify

.....

2. How long have you been involved in Construction projects?

1 year	2-5 years	6-9 years	10 years
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3. How many employees are in the company?

10- 50	51- 100	101-150	151- 200
--------	---------	---------	----------

4. Indicate your gender by ticking below?

Male	Female	other
------	--------	-------

5. If you would like to mention anything else in relation to the above

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

SECTION B: PERCEPTIONS OF THE PROJECT MANAGEMENT SKILLS

EMPLOYEES'S RESPONSE

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		1	2	3	4	5
IDEALISED INFLUENCE		1	2	3	4	5
1	I consider my project manager as a person who builds trust	1	2	3	4	5
2	My project manager instill vision and behavior that inspires the team to follow	1	2	3	4	5
3	My project manager go beyond self-interest for the advantage of the group	1	2	3	4	5
4	My project manager consider the moral and ethical consequences of decisions	1	2	3	4	5
5	My project manager strive and encourage team towards higher purpose or standards	1	2	3	4	5
6	My project manager instil pride within the team	1	2	3	4	5
7	He/ She talk about values and beliefs	1	2	3	4	5
8	He/ She seek and encourage different views	1	2	3	4	5
9	He/ She consider the ethical implications of individual and team actions.	1	2	3	4	5
10	He/ She encourage behaviours similar with the values of all employees	1	2	3	4	5
INSPIRATIONAL MOTIVATION		1	2	3	4	5
11	My project manager provide meaningful work	1	2	3	4	5
12	He/ She set high standards for the team	1	2	3	4	5
13	He/ She motivates others to commit to organisational vision	1	2	3	4	5
14	He/ She talks optimistically about the future	1	2	3	4	5
15	He/ She provides recognition among the team	1	2	3	4	5
16	He/ She rewards employees when they reach project goals	1	2	3	4	5
17	He/ She listen to all viewpoints to instill a culture of cooperation	1	2	3	4	5
18	He/ She provide us with a clear vision of where our team is going	1	2	3	4	5
19	He/ She provide the team with positive feedback when we perform well	1	2	3	4	5
20	He/ She seek to encourage expectations and aspiration among employees	1	2	3	4	5
21	He/ She believe leadership should be inspirational	1	2	3	4	5
22	He/ She believe leadership should be practical	1	2	3	4	5
INDIVIDUALISED CONSIDERATION		1	2	3	4	5
23	My project manager is a mentor towards the team	1	2	3	4	5
24	He/ She respond to every employee's needs	1	2	3	4	5
25	He/ She is considerate towards employees needs and desires	1	2	3	4	5

26	He/ She helps the individuals in the team to find meaning in their work	1	2	3	4	5
27	He/ She helps others to develop their strengths	1	2	3	4	5
28	He/ She always give direction and guidance to the team	1	2	3	4	5
29	He/ She consistently give direction and feedback to the team	1	2	3	4	5
30	He/ She acts consistently with values shared by the team	1	2	3	4	5
31	He/ She encourage the team's ideas other than his/ her own.	1	2	3	4	5
32	He/ She positively acknowledge creative solutions to problems.	1	2	3	4	5

SECTION C

1. List any five very important things you want to be noted [if there is any].

.....

2. List three examples of how your leader should be to boost the team performance

.....

3. List any three things that makes you motivated as an employee

.....

THANK YOU FOR TAKING TIME TO ANSWER

😊😊😊

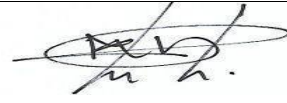
APPENDIX B: Ethics clearance

Office of the Chairperson Research Ethics Committee	FACULTY: BUSINESS AND MANAGEMENT SCIENCES
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The Faculty's Research Ethics Committee (FREC) on **9 December 2021**, ethics **APPROVAL** was granted to **Akhona Klanisi (214108023)** for a research activity for **M Tech: Bus Admin in Project Management** at the Cape Peninsula University of Technology.

Title of project:	<p>Relationship-centered leadership and the effect on performance of construction project teams at a construction site in Queenstown</p> <p>Researcher (s): Dr L Jowah</p>
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Decision: APPROVED

 <hr/> Signed: Chairperson: Research Ethics Committee	<p>2 February 2022</p> <hr/> <p>Date</p>
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The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the CPUT Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study requires that the researcher stops the study and immediately informs the chairperson of the relevant Faculty Ethics Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing accompanied by a progress report.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines, and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, notably compliance with the Bill of Rights as provided for in the Constitution of the Republic of South Africa, 1996 (the Constitution) and where applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003 and/or other legislations that is relevant.

6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after two (2) years for Masters and Doctorate research project from the date of issue of the Ethics Certificate. Submission of a completed research ethics progress report (REC 6) will constitute an application for renewal of Ethics Research Committee approval.

Clearance Certificate No | 2021_FBMSREC 113

APPENDIX C: Language certificate

PROOFREADING AND EDITING CERTIFICATE

Hugo Chandler

BA Psychology and Drama (UCT)

I Hugo Chandler have completed the proofreading, editing, layout, syntax, spelling, grammar and reference checking to the best of my ability on a 32,202-word Dissertation titled: **RELATIONSHIPCENTERED LEADERSHIP AND THE EFFECT ON THE PERFORMANCE OF CONSTRUCTION PROJECT TEAMS AT A CONSTRUCTION SITE IN QUEENSTOWN** for **AKHONA**

KLANISI, **Student No.:** 214108023 for the fulfilment of the requirements for the degree of Master of Technology: Business Administration in Project Management in the Faculty of Business and Management Sciences at the Cape Peninsula University of Technology.

Any amendments or alterations done to this Dissertation by Akhona Klanisi hereafter are not covered by this proofreading and editing confirmation. It is up to Akhona Klanisi to ultimately decide whether to accept or decline any amendments done by me and it remains Akhona Klanisi's responsibility at all times to confirm the accuracy and originality of the completed Dissertation.

Hugo Chandler

Hugo Chandler

Date: 02 August 2022

APPENDIX D: Plagiarism

Final Draft

ORIGINALITY REPORT

14%	6%	1%	11%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Cape Peninsula University of Technology Student Paper	1%
2	repository.up.ac.za Internet Source	1%
3	slideflix.net Internet Source	1%
4	Submitted to Intercollege Student Paper	1%
5	Submitted to London Metropolitan University Student Paper	1%
6	www.pmi.org Internet Source	<1%