Age as determinant of high emotional intelligence needed for construction project team motivation at a construction site in Cape Town

by

Motlalepula Andries Mosia

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Supervisor: Dr L.E Jowah

Co-supervisor: Mrs N. Luphondo

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DECLARATION

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

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ABSTRACT

Emotional intelligence (**EI**) often defined as an individual's ability to effectively handle other people's emotions even during difficult times. The attribute is associated with the ability of an individual to understand well the experienced of the victim and then manage the circumstances satisfactorily. The individual managing the situation need to realize their own emotions for them to understand better the emotions of the other individuals. The ability to "leader" to understand their emotions provides guidance on how best to use to manage the thinking, feelings and the behavior of the affected individual and assist in adjusting the feelings to the environment. This attribute has been associated with effective leaders expected to have high levels of informed perceptions about situations and the management thereof. Researchers have not always agreed on the source of this attribute with others believing that one is born with it and others suggesting that it can be learnt. This is primarily the arguments between "the Petrides' trait model" and "Salvovey's ability model" respectively. The research resulted in Goleman's mixed model which combines aspects of the trait and ability models, thereby suggesting that EI can also be learnt through experience and constant exposure. Older people, who have enough exposure and therefore understand situations better, may have more empathy based on their years of exposure to different situations. This study focused on younger people involved in construction projects where hard labour is reason for demotivation, the research tested the understanding that older folk are more empathetic and likely to motivate junior project practitioners. A descriptive research design used together with mixed research methodology was employed to enable a full description and understanding of the impact of age on empathy and by derivation, motivation. A structured questionnaire was administered by trained research assistants on a sample population selected by use of systematic random sampling method, every second practitioner from level of junior technician and below was sampled for the survey. In all 100 respondents participated, the questionnaires were cleaned, edited, coded and captured on to an excel spreadsheet, from where illustrations comparing the variables were interpreted. The indication from the findings is that the elderly supervisors, unit leaders, etc were more understanding, treated subordinates cautiously, were encouraging and motivating in their leadership.

ACKNOWLEDGEMENTS

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CHAPTER 1

1.1 INTRODUCTION

Project execution (management) as a study discipline has only recently been identified as a separate discipline with different operational requirements from the traditional operational management (Minavand, Minaei, Mokhtari, Izadian and Jamshidian, 2013:56-61). It is now a separate discipline, and a project is defined as a unique undertaking with known start and finishing time, budget and technical specifications (Hassan, Adeleke and Taofeeq, 2019:1222-1238). Successful execution of a project therefore is determined by the ability of the project team to execute successfully within the scope and triple constraints (Townsend and Gershon, 2020:04-20). Failure to execute project tasks from start to finish within the stipulated time, budget and quality specifications constitutes failed project execution. Shahhossein, Afshar and Amiri (2018:93-108) posits that an average of 55% of construction project execution processes can be classified as having failed, in that they do not always meet the requirements of the iron triangle. Dhir, Kumar and Singh (2019:647-654) states that, though there is such a high project execution failure rate, industries that used traditional operational management systems appear to be moving towards management by projects as a solution to maximization of scarce resources. The advancement in technology, techniques and mechanization of operations has not helped reduce significantly the high project execution failure rate (Serra and Kunc, 2015:53-66). The shift in research on the failed execution has been broadened, and leadership and leader behavioural patterns have become the new focus. More than 90% of the failed construction projects execution are headed by qualified and experienced construction engineers (Jena and Satpathy, 2017:6173-6180). This suggests that beyond IQ which is what qualifies one to be an engineer, there is a need for another form of intelligence. This study focused on the possible impact of age on EI in the effective leadership and motivation of construction project team members to perform and help reduce the high construction projects execution failure.

1.2 LITERATURE REVIEW

Goleman (Goleman, 1996:49-50) suggested a (then) new concept referred to as emotional intelligence (EI), which is considered to be a critical skill necessary for effecti8ve leadership. Some researchers have associated it with maturity, suggesting that as individuals mature they tend to develop the skill and ability to lead more effectively, presumably because of age and experience. Emotional intelligence is considered to be the ability to work effectively with people in different environments. The term emotional intelligence (EI) has been used to describe the set of personal attributes that individuals need to enhance social and professional relationships. As developed by Goleman and Mayer the elements of EI

encompass the full range of interactions between individuals and society, including self-awareness, social awareness, self-regulation, and relationship management (Gewertz, 2006:812-814.). Central to the effectiveness of EI is the individual's skill in self-assessment and empathy in dealing with other individuals. EI is not static, but that it is a set of skills that can be learned with commitment and behavioural modelling to fit into specific situations, which is also supported by studies on contingency leadership (Fiedler, 1964:149-190). Emotional intelligence is a state of self-reflection by an individual in their relationship with themselves, other individuals and the social structure in which they are in. This speaks primarily to the levels of awareness and the ability of an individual to consciously assess the situation or circumstances and respond accordingly. Goleman (1996:49-50) defined emotional intelligence as the exhibition of specific behavioural characteristics based on an array of skills that drive leader performance. This is an individual's ability to understand a situation, perceive what it means in the context, recognize their own emotions and handle or manage the emotions accordingly (Muczyk and Holt, 2008:277-286). An emotionally intelligent individual uses emotional information to guide their thinking in a given situation by interpreting the emotions and locating them appropriately where they are relevant. This speaks to the 5 components of emotional intelligence, namely; self-awareness, self-regulation, motivation, empathy and social skills. Currently, there are three main models of EI, namely: trait model, the ability model and the mixed model.

1.3 Born leaders – the trait model

Petrides and Furnham (2001: 425-448) advanced the position that leaders are born, that there are specific traits in certain individuals that pre-dispose them to leadership. This is based on the understanding that there are specific features (say body structure) that make certain individuals be considered as possible leaders in an environment or situation. This agrees with the traits theory of leadership as explained by Epstein (1994:120-122), who opined that the destiny of individuals is decided at birth. The Trait Emotional Intelligence (Trait EI)model is a constellation of emotional self-perceptions are located at lower levels of personality hierarchies (Petrides, Pita, & Kokkinaki, 2007:273-289). The Domain of Trait Emotional Intelligence Facets is illustrated in table 1 below

1	Adaptability	flexible and willing to adapt to new conditions.
2	Assertiveness …	forthright, frank, and willing to stand up for their rights.
3	Emotion expression	capable of communicating their feelings to others.
4	Emotion management (others)	capable of influencing other people's feelings.
5	Emotion perception (self and others)	clear about their own and other people's feelings.
6	Emotion regulation	…capable of controlling their emotions.
7	Impulse control	reflective and less likely to give in to their urges.

8	Relationships	capable of maintaining fulfilling personal relationships.
9	Self-esteem	successful and self-confident.
10	Self-motivation	driven and unlikely to give up in the face of adversity.
11	Social awareness	accomplished networkers with superior social skills.
12	Stress management	capable of withstanding pressure and regulating stress.
13	Trait empathy	capable of taking someone else's perspective.
14	Trait happiness	cheerful and satisfied with their lives.
15	Trait optimism	confident and likely to "look on the bright side" of life.

SOURCE; Petrides, Pita, & Kokkinaki, 2007: 273-289.

The trait theory in leadership is based on the understanding that one is born to be a leader by virtue of who they are. These characteristics make an individual to have the propensity to lead, these innate qualities are identified as, namely; personality factors, physical factors, intelligence factors, and others (Wyatt and Silvester, 2018: .609-621). Whilst the debate on trait model in leadership continues, evidently it has its own weaknesses and strengths, but like all forms of leadership, it is best considered as a process. Figure 1 below is a diagrammatic representation of the trait's theory, a derivation of the Great Men theory.

Figure 1 Traits model
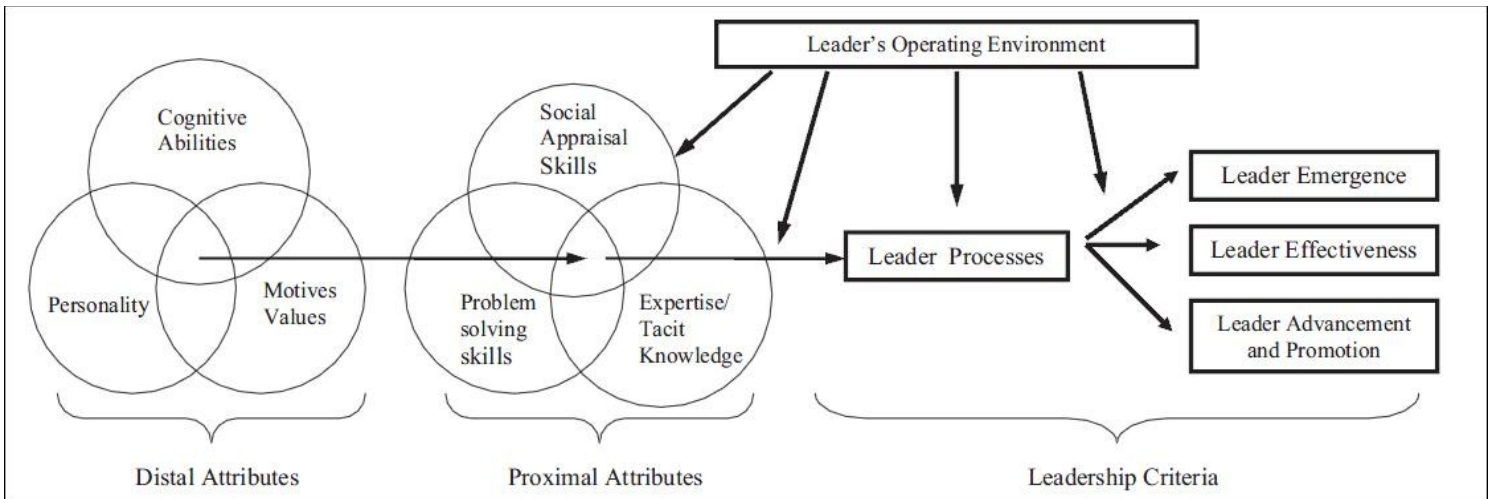
SOURCE: Wyatt and Silvester, 2018: .609-621

Carlyle as cited by Penney, Kelloway and O'Keefe (2015:19-33) first postulated the theory (1800s) that certain individuals are born with the propensity to lead by virtue of the key characteristics they are born with. This theory is derived from and or related to the Great Man Theory of Leadership (Spector, 2016:250-260), which focused on heritable attributes which presumable differentiated non-leaders from

leaders. By definition trait leadership is a set of integrated patterns of an individual's personal characteristics that distinguish certain people from others and foster consistent leader effectiveness (Zaccaro, 2007:6). The effectiveness of a leader comes from the power (ability to influence) that the individual has over the other group members. Derue, Nahrgang, Wellman and Humphrey, (2012:997) suggests that there are specific powers that attract other group members to be followers, thus become effective as leaders. Galton cited by Li, Ilies and Wang, (2017:127-145), postulated the same belief that leadership is unique to few specific people who with certain immutable traits inherent in them. These traits cannot be developed and are therefore the preserve of the select few who are born with these. that cannot be developed. There has been criticism of this theory for years, but whether individuals are born with them or if they can be learnt, understanding these core personality traits helps with leader effectiveness.

1.4 Learnt leadership - Ability model

The ability model was developed by Salovey and Mayer (2004: 249-255), this model focuses on the ability of an individual to identify, process and control emotions appropriate to the circumstances. Salovey and Mayer (1990:189) defined emotional intelligence as an individual's ability to monitor their own feelings and that of the others they associate with. This is a set of skills that are interrelated abilities pertaining to the identification of emotions, understanding the emotions expressed and managing these emotions (Mayer, Caruso, and Salovey (2000**:** 396-420). The model is illustrated in figure 2 below.

Figure 2 Ability model
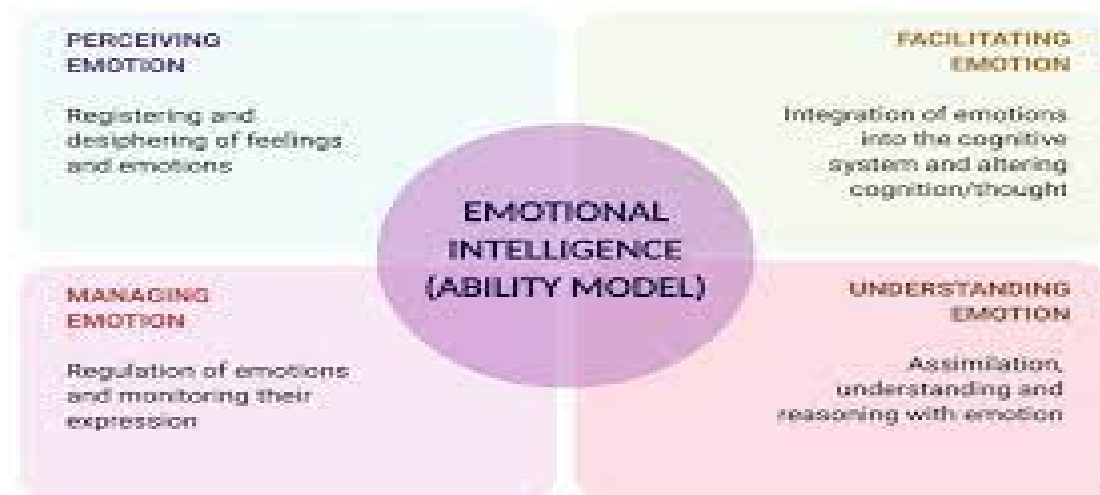
SOURCE: Goleman, (1996:49-50)

Salovey and Mayer **(1993:** 433-442.**)** suggested that "the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional

information to guide thinking and behavior". This definition was later broken down and refined into four proposed abilities: perceiving, using, understanding, and managing emotions. These abilities are distinct yet related.[1] Emotional intelligence also reflects abilities to join intelligence, empathy and emotions to enhance thought and understanding of interpersonal dynamics.[32] However, substantial disagreement exists regarding the definition of EI, with respect to both terminology and operationalizations.

1.5 Either or – the Mixed model

Following up on work by other researchers, Goleman as cited by O'Neil, (1996:6-11) postulated that EI was critical for the workplace in that it would allow employees to work better with each other. Considering that this deals with individual emotions in an environment where other people (with their emotions) are involved requires that there be a mutual understanding of each other by the individuals. The ability to understand each other would allow for effective decision making by the group or team and thereby avoid dysfunctional conflicts and maintain effective relations (Weible, Heikkila, DeLeon and Sabatier, 2012:1-21). Goleman's study involved the breaking down of EI into more manageable ideas or pillars making the study of EI accessible to many other fields of study, particularly to leadership and management in business. The five (5) components into which the broad and complex study was simplified to are illustrated in table **2** below.

Table 2 Goleman's 5 components of emotional intelligence

THE FIVE COMPONENTS OF EMOTIONAL INTELLIGENCE AT WORK

	Definitions	Hallmarks
Self-Awareness	The ability to recognize and understand your moods, emotions, and drives as well as their effects on others	Self-confidence Realistic self-assessment Self-depreciating sense of humour
Self-Regulation	The ability to control or redirect disruptive impulses and moods The propensity to suspend judgment – to think before acting	Trustworthiness and integrity Comfort with ambiguity Openness to change
Motivation	A passion to work for reasons that go beyond money or status. A propensity to pursue goals with energy and persistence	Strong drive to achieve optimism, even in the face of failure Organizational commitment
Empathy	The ability to understand the emotional makeup of other people. Skills in treating people according to their emotional reactions	Expertise in building and retaining talent. Cross-cultural sensitivity Service to clients and customers
Social Skills	Proficiency in managing relationships and building networks An ability to find common ground and build rapport	Effectiveness in leading change Persuasiveness Expertise in building and leading teams

SOURCE: Goleman and Boyatzis, 2017:1-5

The five pillars of EI as illustrated in the table above are critical in leadership because these allow for effective communication between the leader and the follower, both ways.

1. Self-awareness entails the individual's ability to be away of their own emotions and one's own weaknesses and strengths and thus know when to behave in a particular way. An understanding of one's limitations enables the individual to know when not to do certain this, in a sense, they choose the battles they will fight in. An individual with high emotional self-awareness can reflect on their own moods, strengths, weaknesses and wants, thus they monitor their own emotions. With experience such individuals would know the consequences of certain behavior, which is part of the life-long learning over their many years of work with other individuals. The decisions taken and the ability to predict results from certain behavioural patterns become the guiding rule from lessons learnt.

2. Self-management [regulation] knowing one's emotions is a good start, but it is not complete on its own. What one does with their emotions that they are aware of becomes of particular interest, this should be accompanied by appropriate self-management / regulation. Generally when emotions are high, people tend to do or say things they will regret having said or done when the emotions are low. The ability / competency to self-regulate will provide better respect for a leader as that will impact positively on the followers **(**Nesbit, 2012:203-226**).** Good judgment may reduce the levels of conflict between the parties concerned and allow for opportunity to listen to the other individuals. Effective self-management will enable the individual control their temper and handle (manage) the situation better and this may reverse the effects of distressing emotions and produce positive emotions.

3. **Motivation;** this is the energy needed by an individual to satisfy what is considered an unsatisfied need that can be achieved by exerting energy or putting effort (Wasserman and Wasserman (2020:93-101).This is a critical factor in leadership in that the work and or role of a manager / leader is primarily to motivate people to work and to achieve the set objectives (*Crandall et al, 2020:273-281*). Motivated individuals have the drive to want to reach certain levels of satisfaction through their performance. In the process, the motivated individuals exceed the expectations set for them by them working to achieve the goals, the desire to achieve the goals becomes the reason for the drive. Motivated employees focus on fixing of problems and they are positive in the face of challenges and they show a willingness to learn and they are generally proud of their work (Osabiya, 2015:62-75). People with high emotional intelligence use it to prove that they are invincible and tapping on their experience they will show how to overcome the problems. EI is contagious in a way, this gives confidence to team members in projects and attracts

followership in the work environment resulting in a motivated workforce.

4. **Social awareness;** this is empathy (not sympathy) and is defined as the ability of an individual (leader in this case) to put themselves in the position of the other individual **(**Trivellas and Drimoussis, 2013:692-700**)**. This can take place if there is an accurate assessment and understanding of how other people feel about a situation, this can only come from; excellent listening skills, a rapport, understanding of the other person's body language, understand the tone of the voice, individuals' expressions and the ability to understand people **(**Freshman and Rubino, 2002:1-9.**).** Individuals who are high on social awareness are able to read and understand other individuals' emotions, and can therefore see the perspective and or issues from the other individuals' view point. This will assist in the making of objective decisions as this involves thinking beyond themselves by removing personal bias and be inclusive of other members in decision making.

5. **Social skills;** is primarily about relationship management (Ruben, 2019:19-28) as a product or the sum total of all the other pillars of emotional intelligence skills culminating in social skills. Social skills are more than just being friendly, it means the ability to manage social interactions by taking everybody's feelings and perceptions and being deliberately "friendly with a purpose." This will assist in getting the desired response from the team and getting everyone on board and feeling wanted and working together towards the ultimate goal **(**Easton and Rosenzweig, 2015:13-30**).** This can only be achieved through effective communication of the vision, the operational issues and creating a family type environment for everyone to live in. Leaders strong on EI can sense negative or positive situations and adapt responses conducive for the attainment of the intended goals and objectives for the organization **(**Magnano, Craparo and Paolillo, 2016:9-20**)**. There is always a genuine desire to steer the organization and the team members together towards an agreed on outcome with improved conflict resolution and no self-interest and manipulation. Goleman's original model is considered a *mixed model* combining the *ability EI* and *trait EI* models into one model. Social and emotional learning is different from cognitive and technical learning, and it requires a different approach to training and development (Goleman 2008:44).

1.6 MAIN CAUSES OF PROJECT EXECUTION FAILURE

Kutsch and Hall (2005: 591-599) defined project failure as the inability to deliver a complete project within the time, the cost, the technical specifications and the scope. Richardson, Marion Jr, Anantatmula and Gibson, (2022:101) concur and posits that project execution failure by definition is the failure of the project team to complete the project tasks within the limitations of the triple constraints, namely; budget, quality and time. The researchers distinguish between project execution failure and project failure, too often interchangeably used. Anthopoulos, Reddick, Giannakidou and Mavridis (2016:161-173) explains

that project failure is when the project, in its completed form (whether done within the specifications and completed within the specified time, budget and quality), fails to meet the objectives for which it was developed. Thus, there are many projects that are completed within the specifications of the triple constraints and yet the objectives are not met **(**Bernal-Agustín and Dufo-López, 2009: 170-180.**)**. When the objectives are not met, that constitutes project failure, but when the project is completed outside of the triple constraints that constitutes project execution failure.

Over the years technological development and the advancement of techniques in project management has enable project execution processes to be more efficient **(**Mishra, Sinha, Thirumalai and Van de Ven, 2020:281-309**)**. More knowledge about construction related engineering education has accumulated providing much needed understanding of construction and the development of infrastructure. Construction is a key element critical for economic growth and development of any economy, and the continent needs this desperately, more specifically South Africa as a country. Yet, on the average, 40% plus of construction projects execution processes fail, this is in spite of advancement of all the technological advancement **(**Fazli, Fathi, Enferadi, Fazli and Fathi, 2014:1116-1125**)**. Meeting these constraints (the iron triangle) is determined by many other factors, depending on the situation and type (complexity) of the project concerned. When these specifications are not met, it translates into unhappiness of the customer – the chief stakeholder in this process, some of the reasons advanced for the constant failure of the execution processes are, namely;

Exclusion of project leader from the beginning; if the project leader is involved from the beginning, it follows that they will understand the likely problems from the onset. More so a project leader with previous experience, has knowledge of "lessons learnt" and has travelled the path before, suggesting understanding of the project from the planning stage **(**Martin, Danzig, Flanary, Orr and Wright, 2016:55**).**

1. **Poorly defined project scope;** from the planning stage the project leader must be involved to allow a clear understanding and proper definition of the scope (Ajmal, Khan and Al-Yafei, 2020:483-504). Undefined scope leads to doing things that may be different from what the customer needs or expects resulting in conflict, cost overruns, which constitutes project execution failure. With experience the project leader or experienced team members can identify and mitigate the likely risks.

2. **Inadequate risk management:** experienced construction project practitioners may identify risks and make preparations for uncertainty and the risks that go with the project processes **(**Rodríguez-Rivero, Ortiz-Marcos, Romero and Ballesteros-Sánchez, 2020:9294**).** Project leaders need to identify and make provisions or pre-empt or minimise the impact of any risk related to the execution of their project, prior knowledge in the form of experience is indispensable.

3. **Inaccurate cost estimations:** cost overruns are either because the costing was not done accurately or other unpredicted factors may have caused the sudden change **(**Welde and Odeck, 2017:612-630**).** Most project managers (or the stakeholders) do not put the cost buffers during planning, resulting in project failure due to inflation, change in some economic structures, experience is necessary.

4. **Lack of detail in the project plans;** most project plans are not detailed enough leaving room for likely different interpretations which may cause concern with stakeholders **(**Igwe and Ude, 2018:152-174**).** The plan should have all the necessary detail supported adequately by appropriate tools to monitor progress at every stage of the execution.

5. **The authority gap may be a destruction;** a project by definition is a temporary undertaking, and in large organisations most people in the team are seconded to the project, thereby creating the authority gap. Too often the project leader has no control over these practitioners seconded to the project, and there is a critical need for special project leadership competencies to keep the team focused on the goal (Jowah, 2012: 1097-1106**).**

6. **Inadequate monitoring and controlling**; there is a need for frequently monitoring, evaluating and controlling of all the key aspects of the execution processes. Experience becomes handy also in that risks can be identified in advance and mitigated where it is possible, or be avoided altogether **(**Sulemana, Musah and Simon, 2018:173-195**).** Early intervention may pre-empt the likelihood of the risks taking place.

7. **Underutilization of tools and techniques;** though there are so many technologically advanced tools and techniques, not all project managers use the tools adequately, mostly because they do not know how to (Ekanayake and Perera, 2016:521-534.**).** The tool or technique is just as good as the person using it, or on how much the individual's knowledge on how to use the tool or technique to correct or pre-empt any problems.

8. **Conflict in project management;** this is the single most potentially destructive variable in the implementation of the project plan encountered at all levels / phases in the project processes (Jowah, 2013:708-719). Needless to state that conflicts will inevitably impact negatively on project execution processes and there is need for a "level headed" leadership under such situations.

Hinostroza, Chavez, Nuñez and Raymundo (2019:487-494) identified 10 knowledge management areas necessary for effective project execution processes which would enable successful execution. The causes of execution failure listed above speak mostly to the level of experience that the leader has,

whether as a supervisor in a unit or as the chief project coordinator (project leader), experience is indispensable (Catalano, Lyons-White, Mills and Knight, 2019:108223). As stated above, there is a relationship between experience and emotional intelligence, and as one gets more experienced, they meanwhile will be growing in age. High levels of emotional intelligence would assist in providing solutions to the problems above, these point out to leadership and what it can contribute in the execution of the project tasks.

1.7 MAIN CAUSES OF PROJECT EXECUTION SUCCESS

In one study Turner and Müller (2005: 49-61) were surprised that literature is quiet on the role the project manager plays in bringing about a successful project execution. The studies indicated clearly that there was a direct relationship been the project leader's behavioural patterns, motivation of the project and the successful execution. Motivation is the inner power or energy that pushes one toward performing a certain action (Herath and Rao, 2009:154-165), thereby increasing and strengthening the ambition, increasesing the initiative and the persistence achieve one's goals. Thus motivation forces are generally positive, and can   impel one to reach set goals. Herzberg, Mausner and Snyderman (2011:60) posited that one can be positively motivated because they like the work environment and their colleagues, which is a function of good management by emotionally intelligent leader(s).   In the same way that there are many factors that may contribute to project execution failure, there are many factors that contribute to successful execution of project tasks. Numerous researchers have identified specific factors that contribute to successful project execution, these are illustrated in figure 3 below.

Figure 3: Summary of factors that influence project success
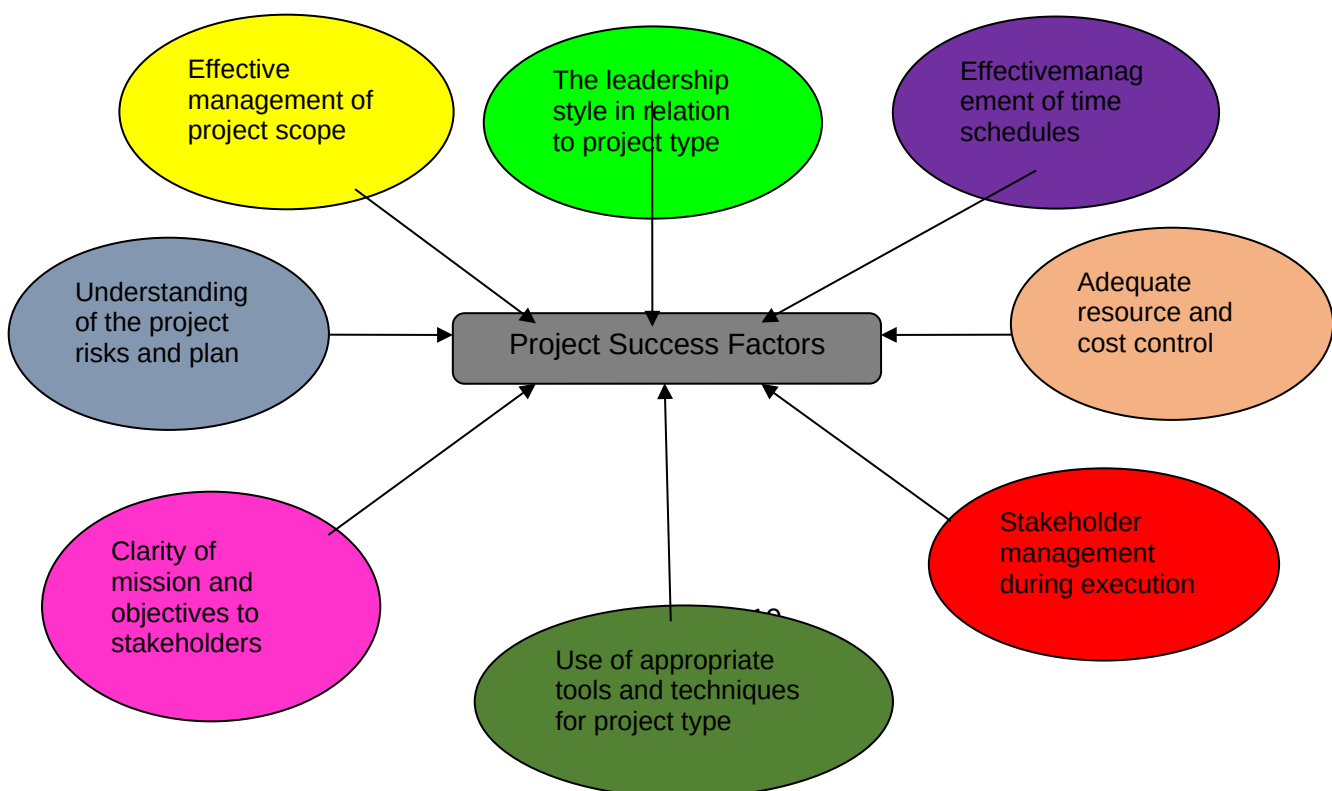
Source: Adapted from Schwalbe 2006:15 and Cooke-Davies 2001:185-190

All the factors emphasise the need for effective, experienced, well-meaning and emotionally intelligent project leadership as this provides confidence, direction and motivation to the team members. The leader is portrayed as playing a positive role in all this, and only good experience, good social awareness and sensitivity to the need to keep the team together can produce good results **(**Hughes, Rana and Simintiras, 2017:142-165**)**. This does not overlook technical expertise that is required, but projects led by highly skilled (hard skills) project leaders continue to fail, inspite of the good education, technology and techniques. The human element has become the central focus of effective execution, as stated by Jowah and Laphi (2015:1-31), projects are conceptualized by human beings, planned by human beings, and executed by human beings. Project leadership becomes indispensable, Geoghegan and Dulewicz (2008:58) propose a statistical relationship between a project manager's leadership competencies and project execution success. It was with this in mind that the PMBOK lists the 10 knowledge management areas as critical success factors in the execution of projects. Anantatmula (2010:60-72), Turner and Müller, (2010:437-448), Obiwuru, Okwu, Akpa, and Nwankwere (2011:100) and many other researchers concur, and a body of knowledge on what enables team performance has been built. It is however more important to acknowledge that the leader works with individuals that have their own objectives and expectations. Jowah (2014:42) makes reference to implicit theory of followership based on congruency and subordinate expectations, the ability to identify these from the followers contributes immensely to the success of the leader. This others awareness is a critical competency resident in many people who have high levels of emotional intelligence, the subordinates want recognition and acknowledge.

Walk (2023:154-163) are of the view that the fit between the leader and the followers, helps in the changing of the attitudes and behavior by the followers. Leadership should be understood as a social process which enables people to be influenced through interaction with one another leading to change in members' behavioral patterns. Adriano (2018:1-135) constructed a leadership model for construction projects as illustrated in figure 4 below.

Figure 4: The Dynamics of Leadership Styles in Construction
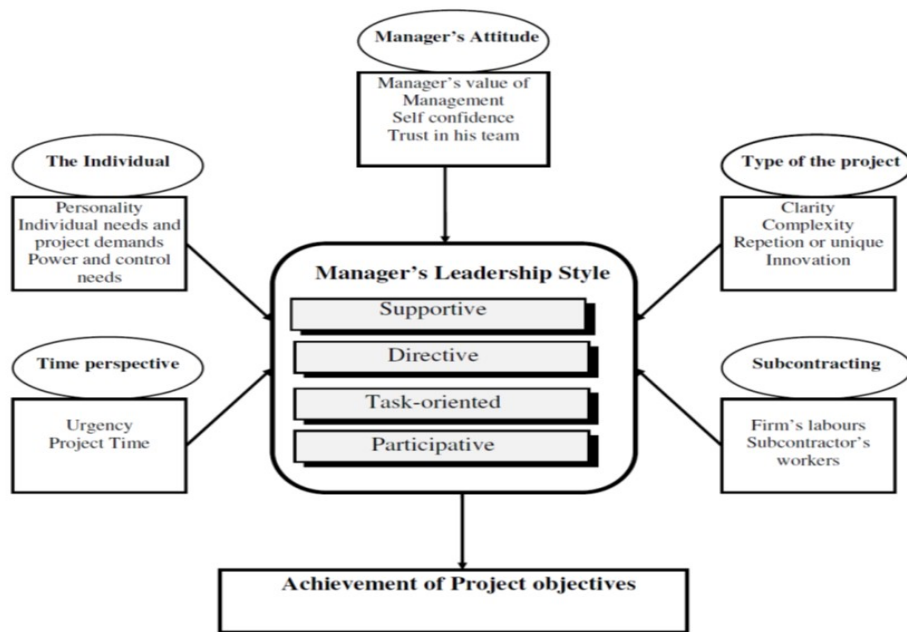
Source: Adriano (2018:1-135)

The model above identifies different leadership styles to be applied in the same structure dependent on who is being led and what the tasks to be performed are. This in a sense speaks to the contingency theory **(**Kamath and Losos, 2017:1-13**)** which states that leadership style is determined by the environment, the people who are to be led and the type of project or tasks to be performed. This suggests that there is no one-size-fits-all leadership style, as this is determined by many factors, fitting well with Goleman's **(**Hogeveen, Salvi and Grafman, 2016:694-705**)** expansion on what constitutes emotional intelligence. This suggests therefore that a leader high on EI will choose when to be supportive, directive, task-oriented, participative and to who dependent on the tasks to be performed and by who. What is critical is that the leader be able to be relevant and effective to different individuals and gulvanise support from everyone to attain the goal **(**Shih and Nguyen, 2022:743-754.). Effective project leadership is therefore not about hard skills, though they are necessary, it is soft skills that get work done and that is where emotional intelligence is relevant. In other words, the leader must have the ability to motivate everyone in the team, with their different personality traits, to work towards the achievement of the one goal.

1.8 MOTIVATION AND TEAM PERFORMANCE

Motivation as a theoretical construct explains why people behave the way they behave in certain situations and the drivers of motivation have been classified into two types, intrinsic and extrinsic (Magpili and Pazos, 2018:3-33). These two types of motivation are illustrated in table 3 below.

Table 3 Intrinsic and extrinsic motivation

	DESCRIPTION	EXAMPLES
INTRINSIC MOTIVATION	An activity is pursued as an end in itself because it is enjoyable and rewarding	A person anonymously donates a large sum of money to a university to fund a scholarship for deserving students. A child reads several books each week because reading is fun.
EXTRINSIC MOTIVATION	An activity is explored to gain an external reward or to avoid an undesirable consequence.	A person agrees to donate a large some of money to a university for the construction of a building, provided it will bear the family name. A child reads two books each week to avoid losing television privileges.

Source: Wood and Wood (1996:36)

Given their experiences and understanding, informed by many other factors as listed above, people get motivated or demotivated **(**Pietraszewski, 2020:101299**)**. The project environment specifically has many factors that may cause demotivation or reduce the possible effects of good leadership. The ability of a leader to differentiate between individual circumstances of the project team members and meeting member at their point of need becomes critical. Walls (2019:31-33) opines that leaders or individuals who are high on emotional intelligence have the ability to provide situational leadership. The background of the individual (social and economic) and the prevailing circumstances may have a negative or positive bearing on the type of response that the individual will have to motivational forces. Here, leaders who are socially aware and others aware are relevant the most, and these are characteristics of high emotional intelligence. Dos, Santos, Powell and Sarshar (2002:788-796) observed that effective leadership focuses on people and that the genius of leadership lies in the way leaders value followers' expectations. Regardless of way it is exercised, be it educational, political, religious or commercial, where leadership exists practitioners pull together toward common goals.'

The path-goal theory states that leadership affects the performance of the followers by clarifying behaviors (paths) that will lead towards desired goals. The theory is essentially an explanation of the preceding theories suggesting that situational factors inform the leadership styles, which in turn influences followers' perceptions. This is illustrated in figure 5

Figure 5 the path-goal theory

Situational Factors
- Followers' Characteristics
- Environmental factors

Leadership Styles
- Directive
- Supportive
- Participative
- Achievement orientated

Influence on followers' perception and motivation
- Improved performance
- Satisfaction

Source: Werner (2011:362)

The characteristics of the project team members and their environment are considered as factors impacting on how they would want to work. At the same time the project leader must choose a style that will fit into the type of team members as a group and as individuals (DuBois, Hanlon, Koch, Nyatuga and Kerr, 2015:30). The background of the project practitioners should be understood as different from each other, the team members are not homogenous and may not be positively responsive to the same style. A project leader who is high on emotional intelligence would have to "oscillate" between the different styles to accommodate the different team members. A balance needs to be drawn to enable the satisfaction of all the team members and produce the best out of them, a motivated employee is generally a performer (Rožman, Treven and Čančer, 2017:14-25). Of critical importance therefore is an understanding of what it is exactly that would generally satisfy the team members to perform well. A project leader's capacity to perceive, capture, and share lessons learned and knowledge (successes and mistakes) applicable into future applications of project is an indispensable competency of high emotional intelligence.

Age and project experience, as well as the capacity to impart knowledge, will have a significant positive impact on project team members enabling them to work with confidence, which motivates (Lutchman, 2010:68). The project leader (like other managers) spends approximately 80% of their time communicating (Townsend and Gershon, 2020:40-101), and it can only be assumed that a leader with vast experience will be impacting tried and tested knowledge. An experience project practitioner will know when to apply what leadership style depending on who they are dealing with (new or young employees), and may choose between the styles listed in the figure above. Baker (2020:107) discusses the impact of participatory leadership as a strong approach to guide those that may not be confident and enable them to be motivated. Members (especially those who are new to the group) benefit from a culture of information sharing (have different talents or less experience) in dealing with stressful conditions (Imam & Zaheer, 2021:41).

1.9 THE HUMAN ELEMENT

Organisations tend to recruit experts in specified technical fields with extensive training and experience in hard skills and not in managing the people that do the work (Baba and Siddiqi,

2018:1- 17). Human interaction is required even when automated machinery is introduced, precisely because the machines are operated by people, hence the critical need for motivated performance. Self-perception has an impact on risk management in terms of emotional awareness and stakeholder management by a team, and the ability to influence how a team member thinks about himself gives a team an added advantage (Kukah and Owusu-Manu, 2021:1–24). Changing technology necessitates transformational projects and further technical training will be needed to perform tasks efficiently, inevitably reshaping the workplace, but human beings remain the only constant. Mahmood (2020:1-19) posits that there will still be a need to train the youth and impact emotional skills to the upcoming generation considering that there will always be a need for task and situation relevant leadership styles. As alluded to in the foregoing literature, Paais and Pattiruhu (2020:1-12) confirm that human interactions will remain a critical component of any operations, and as such the need for emotional intelligence will remain paramount. The need for soft skills (social skills / awareness) which includes amongst others, attitudes, communication, teamwork and conflict resolution will always be necessary. Magano et el (2020:1-13) states that critical aspects of the human behavior informed by culture, religion, education, politics and other societal associations will need to be managed by effective use of emotional intelligence. Central to this is communication which takes 80% of the role of any manager, and it is through communication that emotional intelligence is used to integrate the project operation. Salovey and Mayer (1990:189) defined emotional intelligence as an individual's ability to monitor their own feelings and that of the others they associate with. This is a set of skills that are interrelated abilities pertaining to the identification of emotions, understanding the emotions expressed and managing these emotions (Mayer, Caruso, and Salovey (2000: 396-420)). Studies have shown a correlationship between age and the levels of emotional intelligence with older adults having higher levels of EI compared to young adults (Gardner & Qualter, 2011: 492–496) Mayer, Salovey and Caruso, 2000:396-420) Tsaousis and Kazi, 2013:169-173). This implies that emotional intelligence is a lifelong learning process which develops with age and experience beginning from childhood. The lifelong experiences allow an individual the opportunity to interact, observe, make mistakes and learn from them and eventual develop the ability to identify and manage the emotions based on previous encounters (Blanchard-Fields, 2007: 26-31). There are indications from research (Koydemir, Şimşek, Schütz and Tipandjan, 2013: 51-66) that emotional intelligence is also related positively to life satisfaction and the "employees' levels of emotional intelligence mediated association or relationship between the individual's age and their well-being. This confirmed that there is a

positive relationship between the age of an individual and their ability to identify, assess and manage the emotions. Sliter, Chen, Withrow, and Sliter (2013: Sliter, Chen, Withrow and Sliter, 2013:466-479) are of the view that, together with the increase in the EI levels, though the health and income may decline in later adulthood, older adults higher in emotional intelligence may adjust their life goals and use more cognitive reappraisals to strengthen their life satisfaction. Goleman as cited (Mayer, Caruso and Salovey, 1999:267-298) had earlier suggested from research that individuals with higher emotional intelligence are more able to identify, monitor and regulate their emotions. This leads to experiencing life satisfaction and affective well-being at higher levels for those who are high in emotional intelligence. Four components of EI were identified, namely;

- Self-awareness

- Self-management

- Social awareness

- Social skills

Further studies and applications of the emotional intelligence focusing on leadership and emotional intelligence resulted in identifying benefits of EI in the workplace. The research identified the vital role played by EI in the workplace and its significance on how employees interact, manage stress, and do their work. The benefits of EI in the workplace were identified and are illustrated in the table 4 below.

Table 4 Benefits of Emotional intelligence in the workplace.

1	Working towards the organization's goals regardless of obstacles that arise.
2	Greater motivation among staff to understand their own emotions and those of their colleagues.
3	Healthy communication that produces common goals across the business.
4	The workforce having a positive outlook when it comes to the job at hand.
5	Positive relationships and deeper connections between employees.
6	Flexibility; high EI means employees can respond to change effectively and handle any additional stress it brings.
7	Improved efficiencies with empathetic staff making decisions based on what is best for everyone involved.

| 8 | Career progression, staff with high EI are likely to excel in leadership positions. |

SOURCE: Adopted from Goleman, 1998: 36-38

Emotional intelligence is contagious and effective management may need to take the effort to train employees on emotional intelligence. This will produce a workforce that can work together regardless of problems and disagreements amongst the team members. The presence of older employees may therefore help in the development of emotional intelligence skills on the junior staff and allow for effective workplace synergy. There has been much controversy on the source of emotional intelligence with two contradicting schools of thought around the subject. One school of thought believes that individuals are born with emotional intelligence (Pekaar, Bakker, van der Linden and Born, 2018:222-233) suggesting that some people are born destined to be leaders. The other school of thought suggests that emotional intelligence is a learnt behaviour, suggesting that individuals can be developed into leadership **(**Carragher and Gormley, 2017:85-96**)**. Meaning that leaders are not born but made, giving everyone an opportunity to become leaders if they so wish.

EI Mediates the Relationship between Age and Subjective Well-Being

Jebb, Morrison,Tay and Diener, (2020:293-305) established that an Individuals' Subjective Well-being (SWB) increases with age, as one grows older this element of one's life changes. SWB may be defined as Diener Subjective well-being (SWB) is a self-evaluation as people recount their experiences in respect to where they are in life and the mental health and happiness (Diener, 1984:542). There appears to be a relationship between the increase in one's SWB and that of emotional intelligence suggesting that age has an effect on the emotional intelligence levels. Thus older adults may use their emotional intelligence, developed with age and experience to enhance their SWB. *Charles* (2010:1068-1091) noted that SWB remains fairly stable or improves with the growth of the individual despite the occurrence of age related age-related decline in physical health, income, and cognitive capacities. Mather (2012: 33-49) concurs and stated that adults' life satisfaction remained stable or increased until the age 70 or older, this in consideration of marital status. Gana, Bailly, Saada, Joulain, & Alaphilippe (2013: 896) found that with increase in age negative emotions amongst adults become less frequent, and positive emotions increase from childhood to middle adulthood. From middle adulthood positive emotions become stable until the age of 70s to middle 80s. Chen, Peng and Fang, (2016:91-107) noted that emotional intelligence actual mediates the relationship between age, life satisfaction, and affective well-being. This is illustrated in the figure 6 below.

Figure 6 Mediation role of EI on life satisfaction and affective well-being
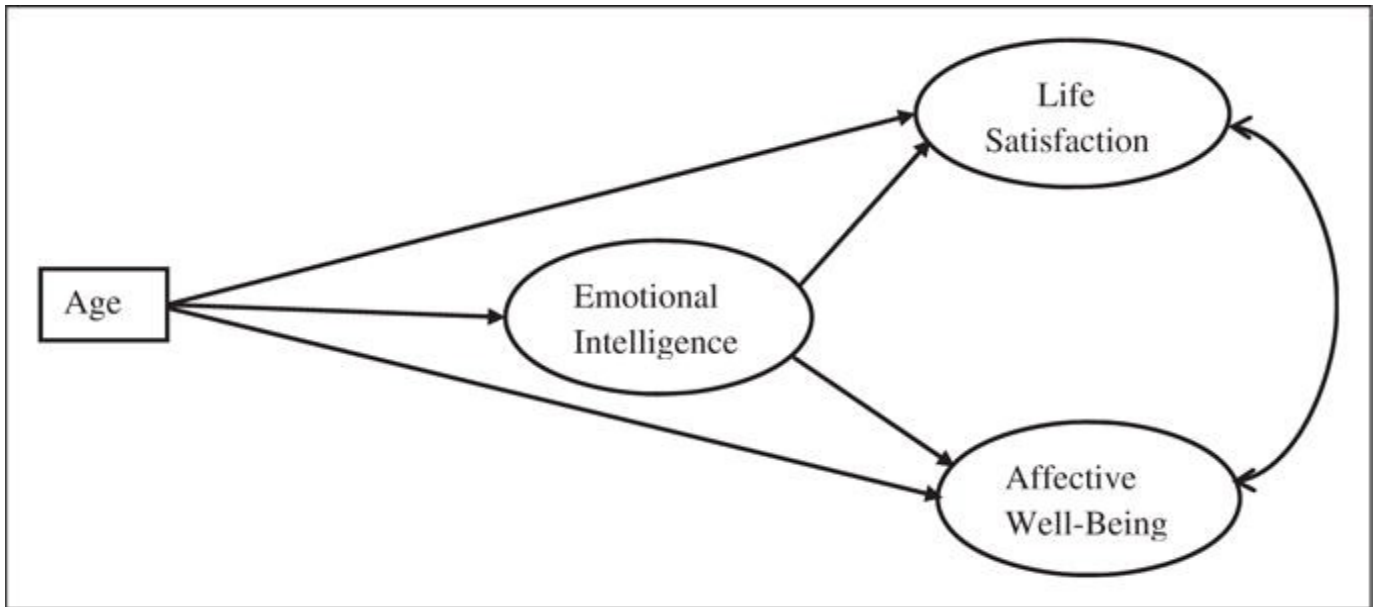
SOURCE: Chen, Peng and Fang, (2016:91-107)

The relationship between the age and increase of life satisfaction and affective well-being and the role played by emotional intelligence, suggests therefore that with age EI increases. Going by the definition of EI, the ability to monitor one's feelings and that of the others and use this as a tool to manage situations (Salovey and Mayer, 1990:189**)** suggests that age may be a possible determinant of effective leadership. The presence of sets of inter-correlated abilities relating to different emotional states does imply the possibility to adjust to situations. Tsaousis and Kazi (2013: 169-173) are of the view that these abilities to identify, discriminate and understand emotions are part of life-long learning and the knowledge the individual accumulates as they grow. This provides the older people with more insights on human behaviour, causes and possible ways of addressing such issues to do with individual emotions.

Research by Sliter, Chen, Withrow, and Sliter (2013: 466-479) confirmed that older service employees generally had higher emotional intelligence compared to younger service employees. The emotional intelligence of these employees mediated the relationship between the age of the employees and the employee's well-being. This research supports earlier work by Gardner and Qualter, (2011; 492–496) and Mayer et al., (2000; 396-420) that suggested that emotional intelligence is positively related to age, as individuals get older they are more likely to be able to understand their own emotions and those of other people.

Such individuals have higher levels of life satisfaction and affective well-being as confirmed by Salovey and Mayer, 1990: 772-781), Cherniss (2000:15), Salovey, and many others. The position by the

researchers is that emotional intelligence influences the individuals the adjustment of life goals by using effective emotion regulation strategies like cognitive reappraisal. Life-long learning becomes a critical factor contributing towards the individuals' behaviour and understanding of the environment. This is corroborated by Mayer et al., (2000:396-420) that emotional intelligence can be learnt and will help improve the individuals well-being and it may assist in adjusting to the continuous change in the environment in which they live.

1.10 PROBLEM STATEMENT

Increasingly research on causes of project execution failure points out to human elements since projects are conceptualized by humans for humans and executed by humans. Studies on employee motivation to perform have drawn the attention to the impact of leaders on the overall performance of construction team members. Whilst other factors like good salary and benefits have been used to motivate performance, these have not made any significant impact on the successful execution of construction projects. Leader behavior has been noted as a critical element in the motivation to perform, hence the emergence of the many theories on contingency of leadership. Studies on the selection of project leaders have indicated that almost exclusively engineering graduates, presumed to be intelligent and knowledgeable, are given to be project leaders. This focus has weaknesses as it is centred on hard skills to the exclusion of the soft skills which are critical in "making the team to perform." Tang (2020:22-27) sites the need for soft skills to complement the hard skills as a critical factor in the effective execution of the project processes. This therefore suggests that outside of knowledge about technical aspects of the process there is a need to understand and work well with those that execute the tasks in question. In recognition of this, the engineering curricula across the board now includes management courses, as recognition that the success of the execution processes involves more than hard skills. "Experience is the best teacher, and the worst experiences teach the best lessons." This study set out to determine if there is a relationship between the age (experience at the work place) and the ability to positively motivate subordinates to perform by emotionally intelligent who in this case are bestowed with age and presumed experience and high EI.

1.11 RESEARCH OBJECTIVES

These are the researcher's expectations from the research, and as stated in the title of the study, it is assumed that emotional intelligence has a direct relationship with age and employee motivation. The main objective is therefore;

•	To establish the existence of a relationship between the age of an individual and increase in emotional intelligence.

•	To establish that age enables the individual to be a more effective leader because of high levels of emotional intelligence

•	To establish if the high levels of intelligence translate into motivating factors on the performance of the construction project team

1.13 RESEARCH QUESTIONS

Research question is derived from the research objective which in turn is an interpretation of what the problem statement seeks to establish. The research question also guides on the literature to be reviewed in an effort to respond to the problem statement and the research objective. The main research question for this research is;

•	What is the relationship between the age of an individual and corresponding increase in the level of emotional intelligence?

•	What effect does high levels of emotional intelligence have on the effectiveness of a leader resulting in project team motivation?

•	Does the behavior of an aged individual with high levels of emotional intelligence enable them to be more effective as project leader?

The questions helped in the construction of the research instrument that was used for data collection for the study. These were constructed to extract relevant information from the target population.

1.14 RESEARCH DESIGN

Following Mouton (2008:55) classification of designs, the decision was made for non-empirical since this applied to social sciences. The researcher opted for the descriptive research design because it is formalized, structured and would ask specific questions. It was appropriate because the design is compatible with simultaneous use of qualitative and quantitative research methodologies. Levitt, Bamberg, Creswell, Frost, Josselson, and Suárez-Orozco (2018:26) defined descriptive research design as a form of information gathering that focuses on describing the phenomenon. The researcher wanted a description and understanding of the relationships between motivation to work by senior (older) because of age (EI) and their junior colleagues.

1.15 RESEARCH METHODOLOGY

Research methodology makes reference to how the research will be conducted, because a research design had been identified, it was important to identify a methodology compatible with the research design. There are currently two schools of thought, namely; positivism and anti-positivism (commonly known as quantitative and qualitative research methods). Mohajan (2020:50-79) defined quantitative research as tool used to collects numerical data breaking it down using statistical methods which aim is to give birth to objective, empirical data that can be measured to test hypothesis and expressed in numerical terms. Babbie (2014:303-304*) defines q*ualitative research as a scientific method of observation that is used to gather non-numerical data with reference to the concepts, characteristics, meanings, metaphors, etc. the research seeks to answer questions like why and how certain phenomenon occur. The researcher opted to use both (mixed research methodology) which provide both depth and breadth in understanding the phenomenon.

Target population

The study population was the construction project practitioners who work at the selected construction site. The construction firm was selected because it was the oldest firm in the Cape Metropolis (50 years) and amongst the largest firms in the city. It was expected that it would have numerous employees with varying ages, but with many that had served for long and now towards retired, and managing many younger employees.

Sampling method and sample size

Systematic random sampling was used starting from the first, every 3rd employee was sampled from a total of just over 650 employees at the different sites of the firm. In all 209 people participated in the survey, allowing approximately $^1/_3$ (one third) of the population to participate in the survey.

1.16 DATA COLLECTION INSTRUMENT

A questionnaire with three parts, namely; The parts of the questionnaire were SECTION A - Biography, SECTION B – Likert scale and SECTION C – Open ended questions. Emphasis was put on developing an instrument with language and meaning relevant to the subjects of the research.

1.17 DATA COLLECTION

Trained research assistants (4) were used to administer the questionnaires in person to the respondents. The research assistants were trained in matters to do with ethics (only those people willing to participate) and helped to answer questions and provide clarify when the respondents needed help. In all 209 questionnaires were collected for analysis.

1.18 DATA ANALYSIS

All the questionnaires were brought together for editing and cleaning, 8 of the 209 questionnaires were disallowed in the process. The questions were coded, captured on to an excel spreadsheet (the only one accessible to the researcher) which was ideal for the construction of the data into illustrations, graphs, histograms, pie charts and bar charts. The illustrations were considered necessary for effective (easy) comparison of the variables under study, from which interpretations and analysis of the data was made.

1.19 ETHICAL CONSIDERATION

All the respondents were addressed and informed of their right to get involved voluntarily and that they had the right to pull out at any stage in the process. They were instructed to remain anonymous, no form of identification or marks / symbols that could be used to identify them. Six of the questionnaires had names and were excluded from the analysis, and no authority would be shown any of the instruments to protect the identity of the respondents.

1.20 CHAPTER CLASSIFICATION

Chapter 1: Introduces the study – reviews the study of emotional intelligence in general, identifies the research gap / problem statement, research objectives, research questions, research design, research methodology, population, sample, data collection instrument, analysis and chapter summary

Chapter 2: Project management, processes, project knowledge management issues, success and failure of projects, etc.

Chapter 3: Leadership plays a role on individuals, teams, and the organization. Chapter four looks at inputs from research on the impact and contribution of different leadership styles in project management. Understanding of leadership framework and the contribution on building project teams.

Chapter 4: Research design, research methodology, population, sampling data collection instrument, data collection process, ethical considerations.

Chapter 5: Instrument editing, cleaning, coding, capturing data analysis, interpretation

Chapter 6: Summary of findings, conclusions, recommendations, limitations of the study, suggestions for future study, conclusion to the study.

CHAPTER 2
AGEISM AND INTELLIGENCE,
OTHER FORMS OF INTELLIGENCE AND WORKING RELATIONS

2.1 INTRODUCTION

Ageism is defined as a form of prejudice against someone on the grounds of their age (Donizzetti, 2019:1329), which is obviously more to do with the number of years they have lived than ability. There is generally association between age and the expectations from the society in terms of ability to do or not to do certain activities. Neumark, Burn and Button (2019:922-970) concurs and assets that it is discrimination against individuals because of their age and generally relates to older people, making reference to age in a negative sense. It is not only restricted older people who may be considered too old to perform certain duties, but it does affect young people too (Ayalon and Tesch-Römer, 2018:1-10). The concept is applied negatively pertaining to physical or mental health, sometimes in reference to both depending on the age and the tasks expected to be performed. Coyle (2022:145-164) classifies it as a form of systematic oppression and can be experienced by anyone unlike racism, sexism, or ableism. Although it is universal, it is not formalised like the other forms of systematic forms of discrimination as we know them (Jackson, Hackett and Steptoe, 2019:200-208). Young people may not be promoted or given to managed because they are perceived to be too young, and old people may be ignored as being too old to perform certain functions and tasks. As alluded to in the earlier chapter, there is also a relationship between age and the levels of emotional intelligence, which is critical for relationships between individuals (Naseem, 2018:7-14). Anecdotal, cultural, historical and scientific evidence has been used to indicate that minors generally lack the maturity needed for certain responsibilities, but this is in reference to the population and not specific individuals (Rollo, 2018:307-329). The same be said about older citizens in relation to keeping up with technology and the level at which they may be able to retain / remember things suggesting that not all suffer from Alzheimer's diseases. Apart from ageism that may be used to discriminate against individuals, it is important to visit the other forms of intelligence and how they impact on leader effectiveness.

2.2 FORMS OF INTELLIGENCE

Cultural intelligence (CQ)

This term (CQ) is increasingly found in use in, academic research, business operations, education and in the government. Jones, Chace and Wright (2020:323-343) suggests that it is amongst the most critical assessment made on appointing an individual to manage in an organisation. The intelligence Quotient (IQ) gets you the interview, as is based on the curriculum vitae, and is more to do with academic achievements and how well you fit into the expectations. Cultural intelligence or cultural quotient (CQ) is amongst the list mention forms of intelligence, increasingly the workplace is getting diverse. Danso (2018:410-430) defines CQ as the ability to work effectively across different cultural structures with no discrimination except the focus on the objectives. This gives the impression of a task focused leadership style, the expectations are purely production and results. A broader definition of cultural intelligence is that CQ is the individual's ability to understand the cultural differences between people and navigate one's way to enable them to reach the objectives in their diversity (Ott and Michailova, 2018:99-119). The increase in the globalisation of communities, specifically businesses merely exacerbates the need qfor a leadership that is able to integrate cultures into one. Culturally intelligent people are most likely able to accommodate cultural diversities through effective relationships and productive interaction of the workforce (Hughes, 2018:259-262). Extensive studies on the subject has resulted in the construction of cultural intelligence models, figure 2.1 below illustrates the relationships of the CQ model.

Figure 2.1 Cultural Intelligence Model

SOURCE: (Livermore, Van Dyne and Ang, 2022:671-680)

This model, often referred to as the Cultural Intelligence (CQ) Circle suggests that the individual's ability to have effective CQ is based on the 4 variables illustrated above. In alphabetical order, these are; action, drive, knowledge and strategy.

Action (1); the individual thinks before they do anything, suggesting special concern about themselves and their possible weakness. This is interestingly related to self awareness in emotional intelligence (Lee, 2018:729-745) and the concern for others, in terms of the speech (verbal or non-verbal) and behaviour. CQ action is about your flexibility, your behaviours and how effective your cross-cultural interactions impact on the work one is involved in (Adler and Aycan, 2018:307-333). This is about communication, one's ability to communicate effectively (avoiding negative implications) and reading well the response to enable correct understanding of what the other person is saying (Abugre and Debrah, 2019:85-104).

Drive (2); the leader needs to have motivation, both intrinsic and extrensic motivation which evidently come from self confidence. It is confirmed research that experieince gives confidence in that the individual knows what to do, when not to do, and the likely consequences (Daun, Brings, Obe and Stenkova, 2021:80). It is this knowledge about the tasks to be performed that ends up rubbing on to the followers because they have build trust in the experieince of the leader. A motivated leader gives confidence to the followers and gets them motivated to perform (Novitasari, Siswanto, Purwanto and

Fahmi, 2020:1-21) assured of the success. CQ drive refers to the level of interest and perseverance when dealing with situations or inter-cultural relations that are not the norm. This requires a mind shift to try to accommodate the cultural diversities without losing sight of the objectives of the organisation and the purpose for the coming together (Gomez and Bernet, 2019:383-392). Drive allows one to value the contribution of those different from you and use diversity to amass synergy for the best benefits to the organisation and as individuals where possible. Jiang and Gollan (2018:1082-1112) opines that leaders who are high on CQ drive proactively seek for harmony in multicultural teams by encouraging diverse inputs.

Knowledge (3); defined as information on subject based on theoratical or practical exposure over time (Lim, Kumar and Ali, 2022:481-513). Though the general perception is that knowledge is gained in the classroom, but the most effective learning happens when individuals do the actual tasks. Experieince over the years has taught the individual how to do things and what to avoid. In project execution project risk management involves lessons learnt as a means of averting and mitigating risks of the failed project (Willumsen, Oehmen, Stingl and Geraldi, 2019:731-749). That knowledge translates into values systems that will involve both technical and soft skills (others awareness) which is critical for effectively delivering a successfully executed project. For this to be effective there is inevitably a need to have adequate knowledge on how to manage diversity and produce the best from it. Effective leaders with both technical and cultural knowledge may be able to build effective relationships and motivate for performance, which is the role of the manager (Naqshbandi and Jasimuddin, 2018:701-713).

Strategy (4); defined as art of planning short term and long term organisational that lead organisation (Khalifa, 2021:35-49)**.**Needless to say that experieince does enable an individual the benefit of fore knowledge, which will positively contribute to the strategies to be adopted. Much of the work of the project leader would be to plan and replan as there is constant monitoring, evaluation and controlling to allow for compliance during the execution process (Wu, Hu and Zheng, 2019:2394). CQ strategy is the extent to which a leader plans to remain aware of other people given the differences that exist.
1. **Planning before an encounter**; this prevents unnecessary shocks which could have been averted through planning, specifically where there is prior knowledge. A good leader needs to understand well both the tasks to be performed and the people who will perform the work (Jowah, 2013:98-110).
2. **Awareness** during an encounter; as much as it is anticipated that an effective experienced leader may have fore-knowledge, dealing with human beings is not exactly predictable. In the event there is a conflict, the leader needs to be aware of causal factors and how to mitigate (Huber and Waxman, 2019:1-5**)**.

3. **Checking during and after an encounter;** clear indication of concern about a situation, this coming from empathy and a desire for the best for all. This on its own has an impact on the way team members will perceive you and may think of you as a caring leader (Razak, Sarpan and Ramlan, 2018:67). People with a higher level of CQ are perceived as better able to interact with other people, and expected to be more influential. Considering that leadership is the ability to influence (Nam and Park, 2019:137-158) it can be concluded that high CQ may mean effective leadership, all other things being constant.

4. Extended studies on this subject have resulted in the construction of a framework for South African managers, this is illustrated in table 2.1 below.

Table 2.1 A Cultural Intelligence Competency Framework For South African Managers

A Cultural Intelligence Competency Framework for South African Managers

Understanding Cultural Identity

- Knowledge of the culture of people I interact with.
- I know the cultural values and religious beliefs of other cultures.
- I know the marriage systems, burial systems of other cultures.
- I know the arts and crafts of other cultures.
- I know the rules for expressing non-verbal behaviours in other cultures.
- I catch myself referring to other cultures as 'their/them/they'.

- When having to praise or reprimand an employee from a different culture, I find it uncomfortable and am not sure how to act.

- When I am part of a multi-cultural work team, I feel left out.

(Be aware of your personal biases, style, preferences, lens and focus).

Adaptability

- I change my behaviour according to the people I am interacting with in a specific situation.

- When dealing with people from different cultures, I will take their particular cultural preferences into consideration when deciding on my actions/interactions.

- I change my behaviour (i.e. body language and speech) when I interact with someone from a different culture.

- When an employee from another culture comes to me with a problem at work, I take that person's culture into account.

- I change my behaviour when I am in a culturally diverse situation.

- While working in a group, I change my interaction style depending on the cultural background of the people in the group.

Willingness to Engage and Learn

- I am comfortable socialising with people in a culture that is unfamiliar to me.

- I am comfortable working with people from another culture.

- I enjoy learning about people from different cultures.

- It is important for me to plan in advance when I have to interact with people from other cultures.

- I think about my views of other cultures.

- My view of other cultures will change if I learn more about them.

(Interesting, but not viewed as significant for SA managers)

gure 2: Framework of Cultural Intelligence Competencies for South rican Managers

SOURCE: (Du Plessis, 2011:42)

The similarity between the characteristics of Cultural Intelligence to those of the Emotional Intelligence is particularly interesting, suggesting that if there is a relationship between age and levels of emotional intelligence, by implication there should be a relationship of sorts between the age and experieince to the levels of cultural intelligence. Of particular interest in the study of cultural intelligence (CQ) is the similarity with or to emotional intelligence.

Importance of cultural intelligence

Cultural intelligence is a critical soft skill in the global village that we have become, as it helps to maximise benefits from diversity. One's ability to understand others (others awareness) makes one accessible and influential, which is essential for leadership (Afsar, Shahjehan, Shah and Wajid, 2019:66-75). This soft skill helps in the understanding of other people and helps reduce communication breakdowns due to cultural differences. Tolerance of the other is an essential competency for effective leadership, allowing reaching out to embrace diversity (Jacobs, Hatzigeorgiou and McCamant, 2020:426-429). The improved team-member relationships amongst the team members will lead to team motivation, a critical element for effective execution of construction projects. Like any form of intelligence (except for intelligence quotient), these are learnt behaviours, which can be gained through experience and training. Lin and Shen (2020:245-259) suggested a model that can be used for training or assisting managers with up-skilling of their cultural intelligence. The model is illustrated in figure 2.2 below.**Figure 2.2 Cultural Intelligence**
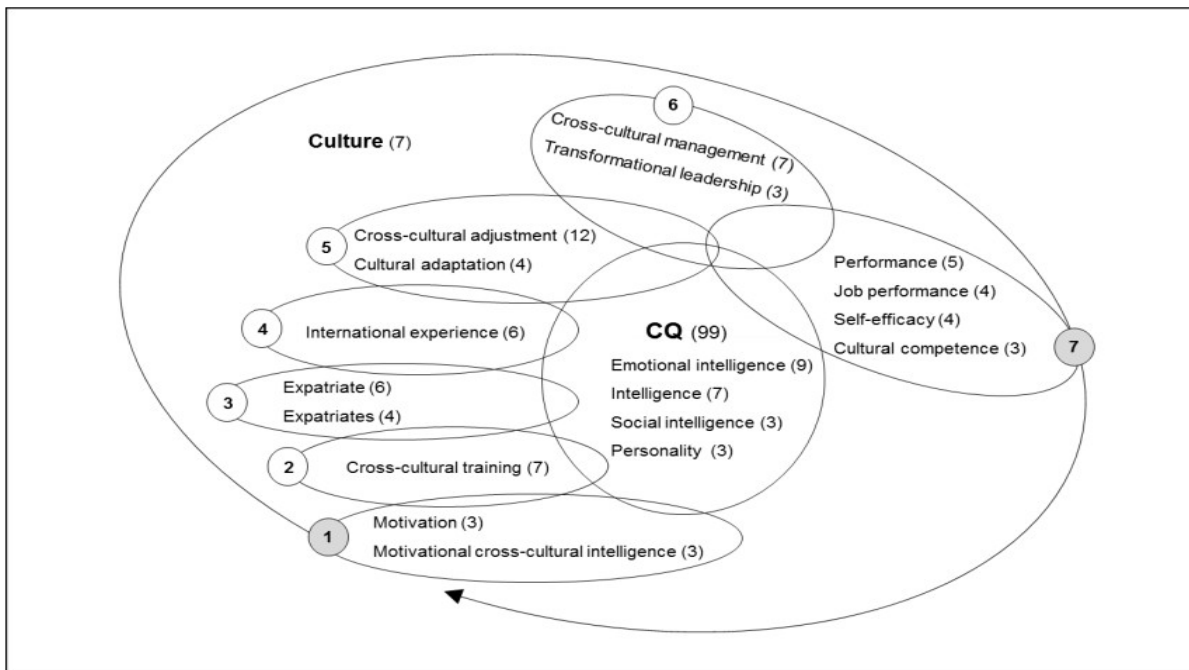
SOURCE: (Solomon and Steyn, 2017:1-13)

Social Intelligence

Rechberg (2020:15-24) social intelligence as a combination or aggregate of how an individual measures oneself and the level of social awareness. This will comprise of the individual's social beliefs, values and attitudes working together to enable them to manage the demands from complex social situations. In a sense social intelligence defines who you are as an individual in the society and as human beings (Haenlein and Kaplan, 2019:5-14). Social intelligence first discovered or defined by Thorndike 1920 (Üler, 2021:159) as an individual's "the ability to understand and manage men and women and boys and girls, to act wisely in human relations." Social intelligence by it's original definition is the same as interpersonal intelligence, and this in agreement with the theory of multiple intelligences by Gardner (2020:5-89), one of the types of intelligence identified in Howard Gardner's theory of multiple intelligences.The ability for an individual to create amicable relationships with other people becomes a powerful tool for influencing the thinking and behaviour of the others (Watson, Wilson, Smart and Macdonald 2018:254-279). There is not yet a universal definition for social intelligence hence there are as many definitions as people studying this phenomenon. Working with teams in construction projects involves communication and the need to motivate the team members to perform (Lacerenza, Marlow, Tannenbaum, and Salas, 2018:517). Social intelligence may therefore ideal for a project leader to effectively manage the team given the nature of tasks and the environment in construction. Social intelligence is not the same as a person's IQ, but relates somewhat to the other forms of intelligence. Crowne, 2009:148-163 illustrated the relationship between emotional and social intelligence as shown in figure 2.3 below.

Figure 2.3 model of social and emotional intelligence

Social-Emotional Performance

EMOTIONAL   SOCIAL

EMOTIONAL

Be More Confident

Social-Emotional **INTELLIGENCE** (Self-Awareness)

Improve Learning Development

Social-Emotional **AGILITY** (Emotional Regulation)

SOCIAL

Enjoy Meaningful Relationships

Social-Emotional **RESPONSIBILITY** "How"

Actualize Leadership Potential

Social-Emotional **MATURITY** "Who"

YouEQ®

SOURCE:(Crowne, 2009:148-163)

Social intelligence overlaps with emotional intelligence as illustrated in figure **2.3** above. The three components of the model are awareness, which may refer to all the 5 aspects of the Goleman's emotional intelligence model. Attunement, according to Rupande (2015:133-136**),** this is a process that allows the individual to shift their internal state to resonate with the internal world of the other individual to bring about harmony. This can be explained as a desire by an individual to want to feel felt by the other person, these shifts in the hearts of the interacting individuals are intended to promote closeness between the parties. The other aspect of the model is adaptability, defined as a soft skill resulting in the change of an individual to fit into and adjust to changing circumstances (Levasseur, 2013:566-571)**.** An individual who can who can adapt in the workplace can have the ability to fit into the changing priorities, projects, clients, and technology. This ability to adapt is critical for effective leadership in that it allows for contingency leadership **(**Park and Park, 2019:294-324**)** which is the process of managing according to the tasks, the culture and other environmental factors.

 Social intelligence as a soft skill is about an individual understanding one's own capacity compared to that of the others and use this for good relations. The intelligence is learned behaviour which develops from and is aided by knowledge stemming from experience of success or and failure **(**Warner, 2019:4-12). This type of intelligence is referred to more often as common sense, tact or street wise. The social intelligence quotient (SQ) is comparable in measurement to the IQ tests, but is not a fixed model. This is in agreement with Jean Piaget's theory (Kazi and Galanaki, 2019:1-11**)** that intelligence is a complex hierarchy of the mind processing information and that it is not a fixed attribute. This necessitates the continued adjustment by the individual maintain an equilibrium between the individual and the environment **(**Hupkes, Veldhoen and Zuidema, 2018:907-926). The SQ of an individual can change over time and may result in the altering of the attitude of the individuals which may impact on change of behaviour. The higher the SQ score for an individual, the higher the chances that they can communicate well, adapt to situations and most likely have good relationships with people **(**Kaplan and Haenlein, 2019:15-25**)**. There is a clear indication that this is a critical skill, and it can be taught, figure 2.4 below illustrates the processes and or stages that can be taken to develop the skill.

Figure 2.4 Ways of increasing social intelligence
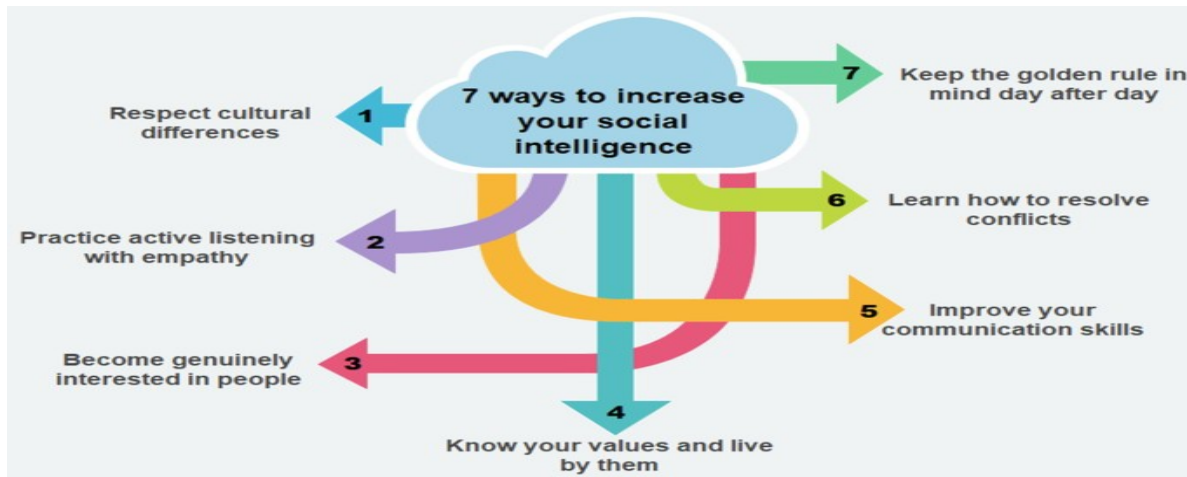
SOURCE: (Sadiku, Musa, Sadiku and Musa, 2021:43-53).

Human relations are at the heart of performance in the workplace, let alone the heavy duty construction industry and it's distressing tasks. The rate of construction project failure has been attributed to the absence of soft skills amongst the project managers who are trained only in hard skills **(**Vogler, Thompson, Davis, Mayfield, Finley, and Yasseri, 2018:457-488**)**. Since social intelligence is a learnt soft skill, there are steps and activities that will assist in the development of the social intelligence of the leaders. In addition to the figure 2.4 above, Sadiku, Alam, and Musa (2019:213-217)

 suggests 5 critical tips that can assist in the impartation of social intelligence skills necessary an effective leading. The tips are, namely; be an active listener, empathize with others, focus on teamwork, practice your communication skills, and use appropriate facial expressions. It is of paramount importance that leaders learn the importance of human relations as a primary requirement for effective leadership. There are interesting relationships and or similarities between the characteristics of social intelligence (SQ) and emotional intelligence (EQ).

Figure 2.5 Social vs Emotional intelligence

Social Intelligence vs Emotional Intelligence

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	Social Intelligence	Emotional Intelligence
DEFINITION	Emotional intelligence is the ability to recognise one's own feelings and other's feelings	Social intelligence is the ability to understand and interact with people
USE	Used to make decisions for current scenarios	Used to make decisions for future perspective
TYPE OF SKILL	An interpersonal skill	An intrapersonal skill
DEPTH	Sometimes an extension or superset of emotional intelligence	Not as broad as social intelligence

SOURCE: (Piqueras, Mateu-Martínez, Cejudo, and Pérez-González, 2019:507**)**

There is an interesting relationship between social and emotional intelligences and that where they differ, it is in the matter of depth **(**Piqueras, Mateu-Martínez, Cejudo, and Pérez-González, 2019:507**).** *Social intelligence has increasingly been cited in most manage programs in the workplace, suggesting that it is expected to be the norm.* Social intelligence, which is here referred to as the capacity of individuals **(**Yenphech, and Intanoo, 2022:860-876**)** is the ability for an individual to empathise, communicate and form relations with other people. An individual needs to know and understand oneself and assertively relate to other people in a relationship building atmosphere. Emotional intelligence on the other hand is about introspection**,** self-examination of one's mental and emotional processes **(**Dev, Kanji, and Nair, 2021: 3689-3713**)**. The role of emotions in solving problems is of importance in leadership, specifically in construction projects which are prone to conflicts. Cavins (2021:4)

 posits that when an individual starts interacting with other people, social intelligence along with emotional intelligence to control the conciliation, dialogue and learning from communicating with the others.

2.2 LEADERSHIP AND NECESSARY TRAITS

Ageism contribution to project success or failure can be based on the culture of the organisation toward young professionals leading senior personnel by giving instructions without taking offence because the instruction comes from young and less experience in the field. The leadership approach and understanding of the team's religious, race, social and cultural background influences how a leader should approach each team member to get the desired outcome related to the project. An old and experienced individual finds reporting to younger and less experienced supervisors. A conflict happens due to individuals' generation gap and active lifestyle (Shree & Srivastava, 2019:1271-1290)

Cooperativeness, production, and individual behaviours of older team members influence the direction and performance of the team using experience in teams led by young managers. The influence of the older members of the team can be addressed by workshops educating team members about criteria used to employ employees to a leadership position, experience without leadership capabilities is not enough for a member to lead others, and even company demographics play a role in terms of recruitment (Sohmen, 2019:1-17). Young individuals need to identify their leadership ability and allow the development of the desire to be moulded into a leader they believe in. Young leaders are considered to be between the age of 30 to 40 years. There is no formula used to determine the age, experience, and knowledge in the technical field of expertise determines the position of being young and old in a team (Lau & Rowlinson, 2011; 01-29)

Young leaders are driven by the achievements of goals and learning new skills and method of achieving set goals might be different from the older members of the team. Thus, generational differences can influence how older team members assess the leadership abilities of the young leader, which can determine the attitude towards the young leader (Rudolph, Rauvola, and Zacher, 2018:44-57). Giving young employees tasks that need responsible and accountable individuals builds positive and competitive organisations with a greener future in terms of leadership. Young leaders grow quickly, and they move easily from organisation to organisation due to career satisfaction and development of an individual, unlike older leaders who grew up in the organisation with experience and knowledge of the organisation, tend to stay in organisations for longer and do not attract the market like young leaders (Gaidhani, Arora, and Sharma, 2019:2804-2812).

Challenges that face young leaders are arrogance, conflict management, getting and giving feedback and lack on interacting with team members. Emotional competency and experience

come with time in leading a team. (Fernández-Pérez, Montes-Merino, Rodríguez-Ariza, and Galicia, 2019:281-305) concludes by recognising both young and old leaders by embracing the experience and knowledge from spending time at the organisation and sharing the experience with the younger generation to mentor the young leaders by running skills and development programs.

Emotional intelligence allows leaders to deal with one's emotions and integrate team emotions to facilitate thoughts to create personal growth, which benefits the team in achieving goals. Emotional intelligence comprises self-regulation to understand the strong and weak points of self, awareness of others' needs and wants, and social skills to assist in understanding your team members' challenges (Wamsler and Restoy, 2020:1-11). Motivation and empathy tell us that days will never be the same. We need motivation when we do not see the bigger picture in the project and empathy when we lose a team member. Regardless of age and technical abilities, leaders with strong emotional intelligence skills move teams from the initiation stage to close out of the project, working on the team's emotional well-being (Schuller and Schuller, 2018:38-46). Lack of trust, which has a triangle of risk, reliance, and beneficence, tells a story about leaders' emotional intelligence when leading a team of multi-cultural backgrounds that must execute projects within a set time, scope, and cost. Trusting a team member with your safety, performance bonus and your ultimate contract of employment to execute activities to set quality within the set time and cost takes a high level of emotional intelligence from each member of the team without taking age as a factor of success (Bonsu and Twum-Danso, 2018:37-52).

According to Sohmen (2019; 1-17) trust is an exchange that transactional between two parties one on the giving and another party on the receiving side working towards achieving one goal. Building a winning team starts with self-trust, then team trust, and organisational trust, which will affect the internal and external stakeholders' trust in the organisation to execute projects safely within set quality within time and cost. Leaders who trust team members have high emotional intelligence, which assists in building a winning team.

There are hard and soft skills that lead to a project manager's successful management of projects which consist of these hard skills, project management skills, business and management skills and knowledge of project technical skills. Soft skills consist of the following skills: business and management skills, interaction with the project sponsor, interpersonal skills, situational awareness, and integration management age is not an Influencing factor for success

and failure in projects (Ritter, Small, Mortimer, and Doll, 2018:80-103).

Effective project management methodology application with manpower resources that fit the project in terms of hard and soft skills plays a part in the success of projects, like getting experienced expeditor who can influence stakeholders internally and externally for equipment to move from one point to another within set time and cost. An expeditor that lacks negotiation skills can influence the project to failure even though project management methodology was correctly applied. Project management success is influenced by the individual application of soft skills to enhance the team performance and understanding, which is impacted by trust, emotional awareness, cultural diversity, effective communication, and team building amongst team members, which the project manager can drive since the project direction and authority is given to project manager (Zaman, Jabbar, Nawaz and Abbas, 2019:444-460).

Trust can be managed by introducing quality management system that allows inspection of outputs, verification point and quality assurance process. Team players believe in a system and process authorised by management and followed by everybody without deviation due to production challenges. Quality management systems need to be managed by qualified personnel who will act professional and not be personal with individuals when conducting inspections. Relationships start from personal, team, organisational, community, national government, and international business world. Trust can be expressed by contract signing between parties who need a service or product in exchange for monetary value (Bond-Barnard, Fletcher and Steyn, 2018:432-457).

Human Quotient plays a role in project performance since the ability of human experience and performance takes into consideration three factors which are cognitive, behavioural, and interpersonal. The table below explains each type and its characteristics as per (Jadav, 2021; 1-9).

Table 2.2 Characteristics of different types of human quotient

Types of quotients	Characteristics
Emotional quotient	- self-motivated - know their strengths and weaknesses - empathetic - embrace change - not perfectionists

Spiritual quotient	• Emotional Balance • High-Performance • Productivity Growth
Adversity quotient	• active approach toward solving life's problems • ability to gain others' positive attention • ability to use faith to maintain a positive vision
Intelligent quotient	• highly adaptable • understand how much they do not know • insatiable curiosity • high self-control • open-minded

SOURCE: (Jadav, 2021:1-9).

Different level of relationship needs trust developed for a healthy working relationship between stakeholders. Multi-disciplinary projects have a relationship with clients, contractors, and subcontractors, of which some will, directly and indirectly, influence the project even if the reporting structure differs per contract agreements. Subcontracting partner of the main contractor's poor performance can have a fatal impact on the project's success which needs proper contractual participation that will give trust in the relationship between the stakeholders (Papadonikolaki, van Oel and Kagioglou, 2019:378-394).

Most project teams do not have a relationship with the operational department leadership in the organisation which takes every activity to tendering process which comes with believing that by outsourcing the project saves cost, but the risk remains with the project owner regardless of contractor accountability to the project (Song, Zhao and Xu, 2021:453-470). By involving internal skills that understand the organisation with experience and knowledge of the organisational values, project ownership will add to the project's success. Usually, skills that served the operational department for years make a tangible contribution to project success which can assist even young project leaders in supervising contractors and stakeholders (Hansson and Polk, 2018:132-144).

According to Fernando, Walters, Ismail, Seo and Kaimasu (2018:332-365) Project success is defined by strategy, choice of technology, procurement policy, sponsors needs and risk management, not stakeholders with conflicting views on the project. The traditional method to measure success is completing a project within a set budget, time, and scope without meeting these success factors project managers need to explain without considering the engineering designs, commercial constraints, and resource constraints.

Successful team focus on team coordination, goal orientation, team cohesion, shared mental models and team learning to improve competitiveness. Upfront planning and coordination of activities by giving explicit instruction is key to a positive outcome on the project; as a leader moving ahead of the team is essential and gives a clear picture of the future activities that motivate the team to move with the leader since the direction is given (Henson, Cobourn, Weathers, Carey, Farrell, Klug, Sorice, Ward and Weng, 2020:119). The setting of weekly, monthly, and yearly targets assists different levels of teams in celebrating weekly achievements while getting to monthly targets and celebrating monthly targets while getting closer to yearly milestones; this strategy keeps the team motivated and looking forward to celebrating weekly (Pollack and Matous, 2019:473-484).

The shared mental model encourages information and knowledge sharing amongst the team members working towards set milestones. Shared mental model assists project teams in learning while activities are ongoing, limiting errors and rework and promoting teamwork and project success—skills and expertise increase when a shared mental model gets applied. Project success is based on teamwork (Jalinus, Syahril, Nabawi and Arbi, 2020:85-111).

 These models assist the team to be diverse in the project and grow the resources and knowledge of different tasks contributing to successful projects (Dingsoyr, 2016; 01-19).

Figure 2.6 Team Performance and Cohesion
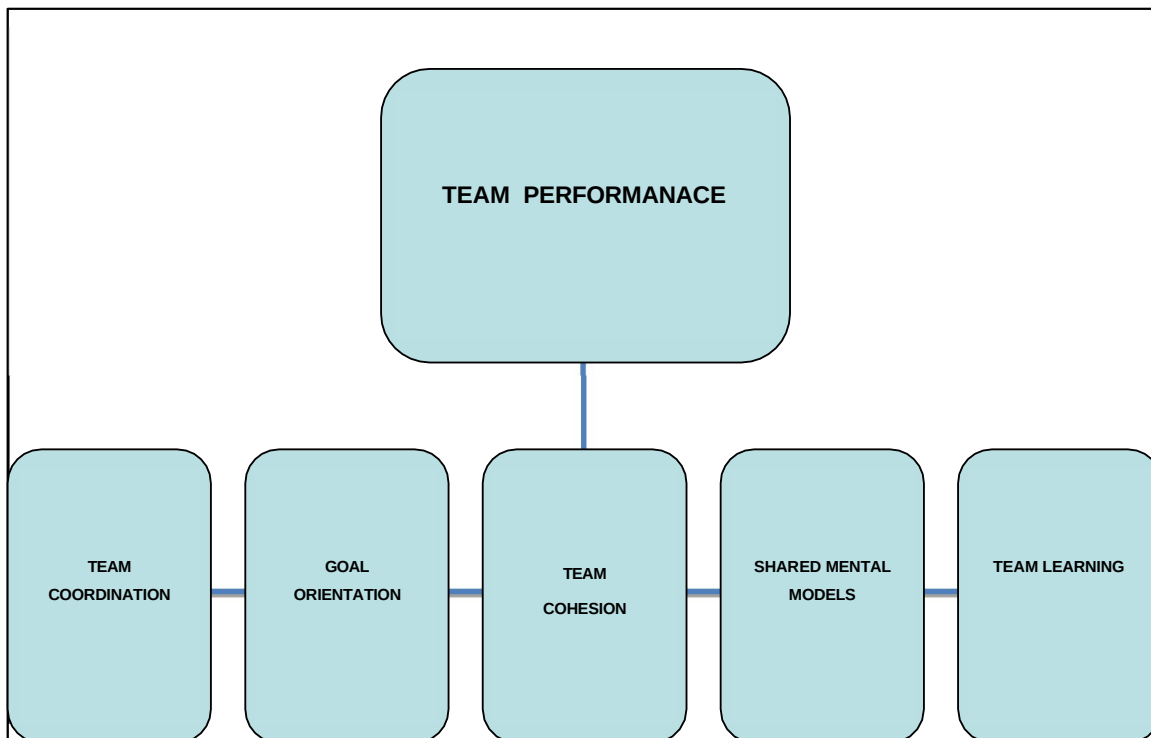
Source: Dingsoyr, 2016: 01-19

Technical skills of the project manager are vital while defining the scope of work; when the project moves to another stage, project managers need to focus on driving the team, not getting involved in technical aspects of the project. Managerial skills are most needed on project execution till delivery on the project, putting a clear path for the team to run the schedule and update the plans daily for identification of intervention to move resources where they are most needed (De Mauro, Greco, Grimaldi and Ritala, 2018:807-817). Leadership skills are most needed from the initiation of the projects till the handover to the customer, and administrative skills are necessary for the process, data storage and procedure compliance regardless of age; technical skills, managerial skills and leadership skills are key to project success (Moldoveanu and Narayandas, 2019:40-48).

Project management has tools, processes, techniques, and standards that must be followed when executing projects. Organisations that execute projects as secondary to the primary business fail to invest in project management training and the office (Chawla, Chanda, Angra and Chawla, 2018:157-170). The project management office should equip the project team with knowledge and tools to comply with correct templates that guide and set standards in the organisation for perfection and professional execution of projects to assist young and older project managers to succeed in the project field. The utilisation of engineers without project management qualification leads to informal failure of the project manager (Egginton, 2012:508-527).

Project success was looked at, and several different constraints were identified, which do not look at the project manager as a role player in the success of projects. Technical information provided to the projects has its impact since project managers are not expected on a project's technical aspect but to carry the team through project management principles and processes. The commercial process has its risks, which need team effort, not the project manager's, but team participation from safety, quality, and procurement specialists (Sirisomboonsuk, Gu, Cao, and Burns, 2018:287-300). Traditional view of project success has been focused on the scope, cost and time as the main performance factor that influence project success, there are critical stages in the project that contributes to the success without focusing on scope, cost and time. The health, safety, and environmental challenges that construction projects face have commercial competitiveness of getting quality resources within a set budget. Most importantly, stakeholder management impacts customer satisfaction review (Mohammadi, Tavakolan, and Khosravi, 2018:382-397).

Transformation contributes to project managers' success on projects. It looks at the outcomes of formal training, year calendar of training seminars, team talks and information sharing with young and older team members sharing aspects of the trade that are not in textbooks and research papers (Roehrich, Davies, Frederiksen and Sergeeeva, 2019:84-93). Budget gets allocated by an organisation to transform the team equipping managers with further study training for managers to get project management formal training since technical personnel gets appointed in project management teams without looking at project management qualifications which shape the thinking of managers to follow project management principles and processes (Ford and Lyneis, 2020:285-314).

Leadership style influence performance of the team as it sets limits in terms on individual operation in the team, democratic leaders work on sharing information by seeking inputs from the team members. Autocratic leaders do business without consulting team members and give instructions without consultation and views from team members. Karagianni and Jude Montgomery, (2018:86-98) Old and young leaders choose which leadership style is suitable to use in the leading team for the project's success. Gender, age, and education do not influence the choices of the leadership style of project managers. Social influence in leadership styles drives individual and team members to achieve a certain goal (McAllister, Ellen III and Ferris, 2018:1926-1952).

Sainger (2018:1) studied both age and leadership in the organisation on how leaders and workers get along in projects with a mixture of the old and young generation. Technology gave young leaders an edge to compete, while experience kept the older generation relevant to the industry. The young leaders jump from position to position, trying to find experience and exploring industries to build a profile. In contrast, old leaders stay for a long time in one organisation which assists the industries to be stable in leadership for young leaders who get recruited to learn organisational culture from the old generation. Oshagbemi, (2002; 01-19) Three leadership styles were observed; radical leaders were between the ages of 26-35. Radicals were goal-driven, results orientated, competitive and had an open management style. The team players were 46 years and older; they were more experienced, managed each challenge from the beginning to the end, and had long-term managing people and industry systems. The bureaucrats were leaders between 36-45 years. Older leaders tend to hold on to old systems and processes and are rigid to change to the fourth industrial world of the computing environment (Caruso, 2018:379-392). The researcher focused questionnaire on leaders' management styles which included consultative, directive, delegative and participative,

which could not direct the outcome of the research on age influence in these management styles. The only difference in the styles shows that older leaders consulted and participated more than the younger leaders, which the research cannot conclude based on one different style compared to other styles. Bashir, Rana, Naseem, Ghafoor and Mumtaz (2022:127-134) stated that the results show that younger leaders believe they understand the direction the team needs to take without consulting team members. Both young and older leaders showed similar results in directive and delegative leadership styles. When it comes to performance, both leaders show interest in managing, evaluating performance and implementing corrective actions which are based on specific, measurable, achievable, relevant, and time-based.

Researchers on project management lacked to research the influencing factors and project managers impact on project success. Project managers believe that personal career development and success are not based on the success of projects they manage and execute (Anantatmula and Rad, 2018:165-178). The knowledge a project manager comes with to the project team is vital, and the leader needs to be aware of characteristics that come with the leaders and areas of improvement which need specialised skills; experience is good to give the team members confidence to execute activities with minimum errors. Knowledge and experience play an important part in project success, but without positive attitudes, the effort to execute the project (Song and Gale, 2007; 217-228).

Emotional intelligence is yet to get the attention it deserves in the project management environment. Even literature that points to reasons influencing emotions in project management is yet to be researched. Clear responsibilities, role-playing and performance agreement in the project environment contribute to the emotional well-being of the manpower and contributes to conflict resolution, which contributes to project success (Rezvani, Chang, Wiewiora, Ashkanasy, Jordan and Zolin, 2016:1112-1122). Project execution requires inter-personal exchange that is based on process and commitment, which strikes emotions based on expectations, the proactive intervention of the project manager is critical to the success of the teamwork in completing the project (Clarke, 2010; 604-624).

Quality of teamwork from internal stakeholders to external stakeholders plays a vital role to project success, the quality of resources that contractors assign to the project and remuneration packages that resources get determines the rotation of personnel that leaves the project based on Salary offered by competitors, which impacts on the quality of work and influence teamwork. The quality of material management in terms of specifications and delivery timelines applying

project management terms like just in time. This takes effective leadership, which looks at internal and external quality management (Muller, 2012; 757-775). Knowledge sharing in terms of knowhow of individuals in project teams on technology, social, economic, and political environment improves the team knowledge and awareness, which ultimately influence trust levels amongst the project team (Buvik *and* Tvedt*, 2017:05-21).

Knowledge sharing informs stakeholders of personal involvement and commitment, which lead to increased project information base and organisation at large. Knowledge sharing sets aside competition mindset and focuses to project success and goal achievement, data collection in terms of procedure writing and policy documents keep information for all stakeholders, not individuals (Amuda-Yusuf, 2018:55-73). Competency recognition is important since each project is unique because of scope, time, and cost; project managers need to identify a lack of competency to achieve success while saving cost and achieving the quality of the project. Giving the consultant room to operate since competency to reach success is with the consultant, recruitment of specialised skills needs to be recruited by authorised personnel who will recruit qualified and competitive resources without compromising the cost and quality of the project. Skills development needs to be part of the project contract for future activities and growth of the team (Medina and Medina, 2016; 505-526).

Organizations move managers from operational positions to project management teams which results in accidental project managers who have qualifications in engineering without any training/seminars in project management methodologies, processes, and principles (Sundqvist, 2019:376-390). Engineer counsel of South Africa gives engineers certification to be engineers after completion of a four-year university degree and industry practical knowledge, but engineers become project managers without project management qualification and certification from project management institutions. Success in a project manager's project team is based on knowledge and information (Afzal, Khan and Mujtaba, 2018:142-154).

Project departments are project-based recruiters who give contracts based on project scope and time, which brings instability on experience and knowledge of the organisation when it comes to project management, even influential senior management opportunities requirements exclude project management qualifications minimum requirements (Samimi, 2023:14). Engineering/construction and information technology-based organisations mostly employ project managers with a primary qualification in engineering/construction and information technology discipline and secondary qualification in project management. Individuals with only project

management qualifications struggle to practice project management as a professional qualification field without coupling project management with another field (engineering/construction or information technology) that is core to the industry (Wiewiora, Chang and Smidt, 2020:201-214).

Project manager knowledge and experience influence the outcome of project success. Interviews can notice the knowledge and experience, project completed reference on the profile but attitude, leadership skills, and reaction to project stress and conflict are not easy to notice since the profile only focuses on positive achievements. Leadership competency influences individual performance, team performance and, ultimately, project success (Hassan et al., 2017:74-87).

Success in project management gets reviews and adjustments based on agreement taken by the team of subject matter expected on the formal platform like conferences which started the early nineteen eighties. Efficiency, effectiveness, and relevance give a broader view of project management performance; construction project can be completed in time within set budget and scope but gets closed due to political or community stakeholder challenges; Norwegian offshore torpedo battery project completed within a set cost and time but closed by parliament a week after opening. Project success relates to success criteria set by stakeholders.

Human factor plays a role in managing projects success; specialised project contracts can be formulated and authorised correctly, but without correct skills and experience in the team, the tools are not complete to provide a successful project, and human relations cannot have substituted by process and formal contractual agreement (Lau and Rowlinson, 2011:01-29)

Training young leaders as a path for a pipeline is expected in the technical field put project management organisation normally employ qualified individuals, training young leaders for project management assistance to have employees that understand the organisational culture which improves the success of the quality of leadership. When employees are training, learning happens by observation from older employees who build young leaders for future projects (Shree and Srivastava, 2019:60-65)

Skills and health of individuals can be more important than age when looking for competent people; the same applies when corrective action is taken age is focus area but the misconduct and the corrective action that must be taken. Studies find that young leaders are primarily selected for training other than older leaders; looking at the area for development, available technology and number of years left for the leaders to get value for investment, younger leaders

are given more preference for development (Sonnino, 2016:19-29). Sectors are struggling with not only age but gender discrimination where women are not treated the same as men in the workplace. Even career development women do not only get ageism as a factor, but sexual harassment affects outputs of women in the project management field. The study shows younger leaders are less sympathetic but more creative than older counterparts (Ertas, 2016:517-558).

There are perceptions created around careers which are meant for a particular age group; the study found that careers like (accounting, health care and social care) got the favour of younger leaders than older leaders, but careers like (politics and justice) got the favour of older leaders than young leaders, human resource selection influenced by ageism can contribute to selection of younger or older person in a leadership position. Self-esteem and confidence of young leaders can be influenced by dress code, speech and behaviours expected in the organisation and by introducing intergenerational activities in team building sessions can improve the quality of leaders the organisation mould (Morales Rodríguez, Rodríguez Clares and García Muñoz, 2020:6219).

Table 2.3 Leadership characteristics and potential consequences

Characteristic	Potential Consequences/Challenges
Temporariness	Hampers development of positive relations (i.e., trust) and shared values/norms
Missing/ambiguous hierarchies	Participants mainly obliged to line function, potential "authority gap" of project leader
Changing work teams	Inter-divisional and hierarchical collaboration hampers teambuilding processes Frequent changes allow for less time for beneficial group processes
Heterogeneity of members	Difficulties in developing group cohesiveness and commitment Coordination and communication across disciplinary boundaries may be difficult
Unique project-outcome	Individual knowledge not sufficient, limited recourse on experiences and routines Higher uncertainty and risk involved, creativity and autonomous decision making required

Source: Tyssen et al., 2013; 01-16

look at temporary organisations as project management based on project management goals and programs and portfolios in the project world. Challenges that come with temporary leadership compared with other leadership styles and organisations (Monteiro, Santos and

Varajão, 2016:1085-1094). A permanent organisation has traditional hierarchical reporting from the supervisor responsible for training and development of the team reporting supervisor; looking at a temporary organisation; the leadership can execute projects with borrowed resources or a contractor with limited influence on the team growth and building in teams of human development given by the organizations.

Permanent team working on a process compared to temporary team working on a project uses different method to execute day to day activities. The project team can execute a new idea with different subject matter on each project with a different way of approaching challenges and work ethics, while a process-based team have a routine for the execution of activities hence the higher risks associated with project execution which have an impact of project leadership (Malik, 2018:9-20). Temporary leaders initiate, design, execute and control then handover then celebrate the achievement while exploring another project where the process is going to start from initiation to handover which can be done with different teams if fortunate the same team will be better for consistence of emotional bond and caring for each other is fundamental for building successful project. A leader's success and failure got influenced by the expertise and changing team members from project to project (Yukl, 2012:66-85).

Success or failure of schoolteachers is compatible with project leadership. Teachers get new set of students beginning of the year, and the end goal is to see the student competent to go to the next level. The relationship, understanding, and trust build an emotional connection that the lecturer/teacher has with the students after three months are much more tangible than the first day both stakeholders met. The teacher knows who can collect funds for school outings without encountering conflict amongst students. After three months, the teacher knows each student by name and surname, and the students that need extra classes have been identified to improve the team's outcome. Relationship building improves project success (Nauman, Musawir, Munir and Rasheed, 2022:423-447).

Teachers work on emotional intelligence daily while influencing students to achieve the best academic records. Transformational leadership contributes to the relationship students have with their leaders; hence student representatives can be chosen within the first month based on the qualities shown by the student. Building confidence of students with influence students got from previous relations with the teachers, parents, friends, community, and the family culture by enhancing positive energy and getting rid of negative influence (Akinleke, 2012:47-50).

The technological world is influencing the effectiveness of the project positively by reducing the time it takes to integrate resources, spares, and time management. Software developers get

innovative, and systems improve frequently, hence the need for a technologically friendly project team to cope with the changes while improving quality and project success. A team is several people who get together, accountable with different skills and experience to achieve set goals and targets; team members are open to sharing ideas and knowledge under one set goal of reaching the milestone by managing the critical path. Project teams impacts on success or failure of the projects (Randeree, and Ninan, 2011:28-48).

Leadership is situational from project to project. There are transferable processes and principles of project management, but the leadership style is situational to set goals, risks and stakeholder challenges based on specific projects (DuBois, Hanlon, Koch, Nyatuga and Kerr, 2015:30). Leadership is a tool to give direction to individuals and teams to achieve set targets by making a needed decision toward set goals; a leader initiates, coordinates and controls project teams using personal attributes that make individual and project teams believe, trust, and commit to set goals.

Figure 2.2: Leadership Styles
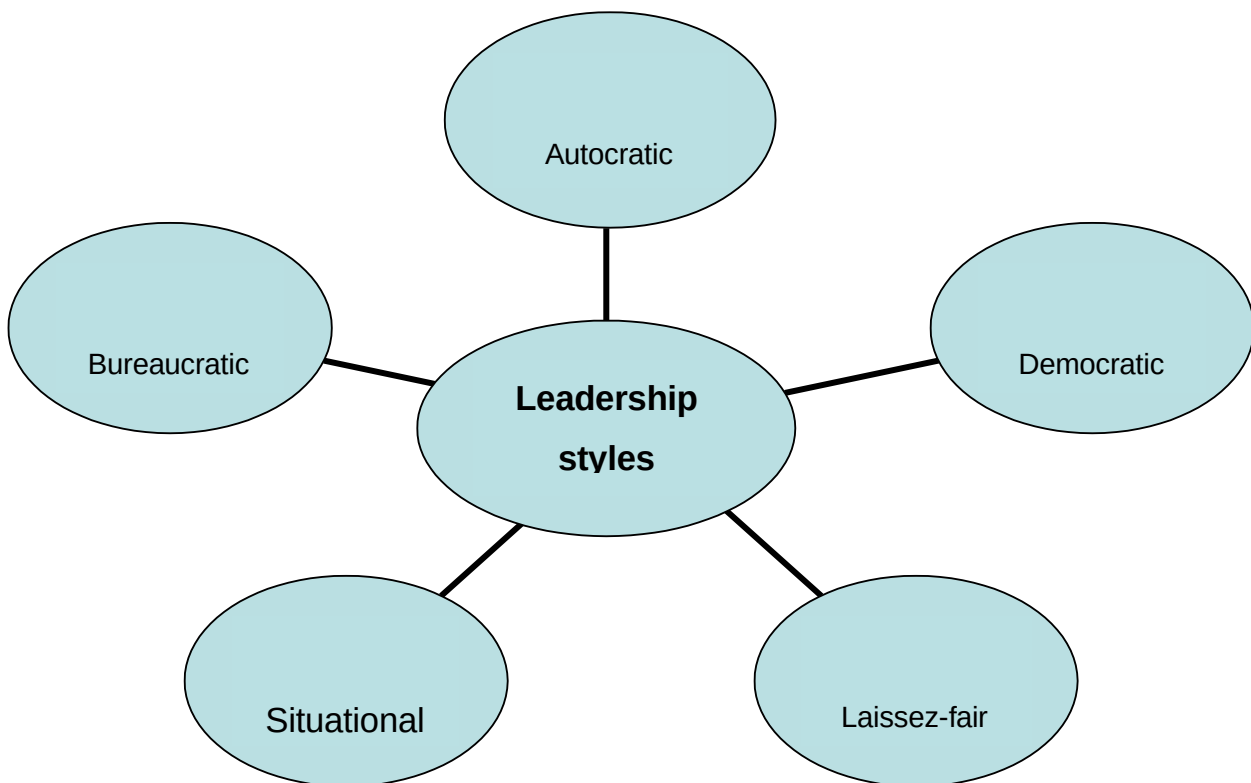
Source: (Khan, Khan, Qureshi, Ismail, Rauf, Latif and Tahir, 2015:87-92)

Situational leadership has similar qualities that a leader gets recognised by even in a different location or platform. Every leader develops certain leadership qualities as experience and knowledge accumulate from project-to-project execution; hence leaders have followers who feel safe and willing to support every decision and challenge facing any project under that leadership (Omer, Mohd-Ezazee, Lee, Rajabi and Rahman, 2022:2068).

Autocratic leadership style decides on consulting team members. In most cases, the leader does not take recommendations or advice from his team or fellow leaders. Power is the order of the day; there are set rules for compensation and discipline. Autocratic leaders have high turnover and high absenteeism levels due to team members who feel neglected and not protected. The autocratic leadership style is not wrong but is needed in other environments where order and discipline are no longer met; group members understand their responsibilities and set rules to give security and discipline. Teams led by autocratic leaders lack trust, team members hate each other, teamwork and group dependency are very low, the rivalry between project team members grows, and the is no sharing of skills and development (Chukwusa, 2019:1-23).

Democratic leadership hold employees accountable as stakeholders get room to influence decision making and set goals for the team. Managers need to understand the values that come with teamwork and be open to criticism. Most employees believe in being part of the planning, execution, and completion. Trust gets developed, and accountability and responsibility are order of the day (Black, Akintoye and Fitzgerald, 2000:423-434). When employees participate on different levels of the organisation, it is simple to recognise the strength and weakness of the individuals, which lead to relevant skills development of the team to improve performance and grow future leaders. After getting input from team members, Managers need to influence the team to achieve set goals while considering the team's inputs. Continuous communication in this leadership style is vital and needs to come from all the stakeholders (De Villiers, 2010:1-22).

Laissez-fair leadership is hands-in-pocket for managers; employees are experienced and skilled to a level of minimum management is needed. Employees manage their performance contracts and set a goal to achieve set goals, this type of relationship is suitable for organisations that do not run production but sell products that do not need office b; ad employees so that employees can work from home (Gruman and Saks, 2011:123-136). Low self-esteem managers struggle with leading employees who are self-driven. Employees are trustworthy and resolve challenges without supervision. This leadership style is relevant in today's fourth industrial revolution world,

where electronic software manages time and gives room for communication with stakeholders while working from home. Organisations do not have to spend on office space, water, electricity, and security when employees are working remotely from home and give feedback via online meetings (Diab-Bahman and Al-Enzi, 2020:909-927).

The bureaucratic leadership manager uses procedure and policy to manage the employees; there are no negotiations outside the process that the manager entertains. Police officers, security personnel and soldiers experience this type of leadership, especially when the stakeholders are still in training security cluster get taught one language lesson to the master. The next leadership level is always involved since challenges get escalated to the senior manager to resolve (Senge, 2017:51-67).

Project management measured success from cost, time, and scope in the 1980s; then, quality became the fundamental measure around the 1990s that led to quality management systems, programs, and process implementation. Today's project success involves stakeholders from organisational, social and team development. Human skills, administrative and influential skills became the contributing factors to project success and failures which project managers need to have for project leadership (Hornstein, 2015:291-298). As per Coleman et al. (2018:01-40), project success comes with effective leadership that gives a conducive environment to deal with project risks and processes that lead the project to closure, effective leadership that provides tools to execute projects like comfortable office space with laptops, stable internet connection, management of teamwork by resolving conflicts and project stress, building a team with different cultural background.

After the study was concluded on the success and failure of leadership styles; six leadership styles were selected: directive, visionary, affiliative, participative, pacesetting, and coaching. Three top leadership styles came out to be visionary, affiliative and participative leadership styles. The willingness to look at these three styles and the factors that lead to the top three (Hoch and Kozlowski, 2014:390). Collective leadership is seen as more effective than hierarchical leadership, which takes views of the team when planning for performance and communicates effectively by taking team challenges and reporting back with solutions (Larson and DeChurch, 2019:1-70). Job satisfaction, health, quality, productivity, and leadership effectiveness get influenced by leadership behaviour which gives direction to set goals, vision, and mission of the organisation. Leadership behaviour influences internal and external stakeholders in the project and traditional organisations (Thamrin, 2012:566-572).

Task, relation and change-oriented leadership styles got observed, and the task-oriented leadership style got favoured looking at teams looking at tasks and given the freedom to plan how to execute the tasks without interference from the leadership but giving guidance was needed task-oriented leadership style improved teamwork, communication between stakeholders, and accountability from individual to team members (Henkel, Marion Jr and Bourdeau, 2019:1). Project management frameworks at learning institutions lacked formal qualifications until countries formed associations around the world to recognise project management as a career and profession with a formal panel of professionals who certified project managers. PMBOK guide became a good training tool for a directional guide on projects, the birth of internationally recognised association project management professionals that gives birth to tools, techniques and frameworks which are world recognised (Thomas and Mengel, 2008:304-315).

The project management office gave formality to project management organisations by introducing similar quality management tools and brand growth tools. The project management office sets standards and methods that all project teams must follow. Stakeholders get information on standards documentation regardless of the project (Lacruz and Cunha, 2018:01-16). Client expectation can be the reason projects fail or the contractor misunderstanding the scope of work in offshore information technology projects outsourcing became the order of the day around the 1990s, and Companies moved to countries like China. Quality management must improve to manage the standards of the products produced (Philip and Schwabe, 2018:01-20). Offshore projects stand a high risk of failing due to communication boundaries, cultural differences and time management challenges due to time zone differences. Risk management gets extra attention based on cultural differences.

2.2   What is the Project life cycle and responsibility of the project manager?

Looking at the holistic role project life cycle process has taken into consideration stakeholders who are key to the project's outcome: communities, government, and project owners. The project lifecycle process is the key fundamental process Project Managers use to give direction to the Project from its infant stage to closure. Below is the project process which each project must satisfy in order to comply with the project management process (Joslin and Müller, 2016:613-626). Project life cycle – Project initiation kick starts the life cycle; at this stage of the project, the project owner, investors need to buy into the project to move and execute the project charter. The planning project life cycle assures the project managers the funds to go

ahead with the project by putting plans together to prepare the project for execution. When the execution life cycle starts, that is the practical test of the plans that the team worked on from the initiation stage. Control and monitoring the life cycle is the important stage of directing the project, moving resources where needed to speedily run the critical path. Closure life cycle is the stage of handing over the documents and signing over the project to the owner as cited by PMBOK seventh edition **(**Burke, 2008:411- 415).

Initiation - Project has a start and end date, thus making most of the project team temporally employed which have an impact on continuity of the team members from Project to Project that will keep the team understanding, documenting the benefits, costs, and available options within a business case to undertaking a feasibility study to ensure all options are achievable. Creating terms of reference document that identifies the project's objectives and scope to recruit suitably skilled and qualified project team members. Establishing standards and guidelines for the project experience and knowledge which will affect the time management and Quality of the Project (Sonderberg, 2020:239).

Planning - Technology gave the project management planning process a simple method of integrating scope from different stakeholders for better management of critical path, resources, spares, time, innovation, risk estimation and quality (Kutin et al., 2018). Management of resource-constrained project scheduling problems need to be identified from the planning process to be able to multitask by moving resources from activities that are running forward during the project's execution phase as cited by (Kasravi, Mahmoudi and Feylizadeh, 2019:194- 215).

Execution - Plans are created under normal condition. In contrast, execution happens on the real practical challenges of weather condition that changes daily, scope creep challenging the critical path, sticking to the project plan and being flexible were possible to be able to move resources around to catch up with the due date of handing over the project to the owner. Deliverables in construction projects get broken down into work packages to determine cost, quality and manage risk while health and safety are monitored by Safety personnel. Work package methodology makes auditing flow between stakeholders as cited by (Burghate, 2018:453-461).

Monitoring and controlling – Contractual agreements that are not clear interfere with monitoring and control, unclear communication, poor scope of work, design variation and lack accountability impacts on project monitoring. Accurate estimation brings harmony between

Stakeholders and better allocation of risk with personnel assigned to the manager and communicates the risk, making monitoring and controlling achievable (Eja and Ramegowda, 2020:35-47).

Closing - Dispute arising from contract agreement initiates from lack of utilisation of project management process that is project initiation, project planning, project execution, project control and monitoring and project closure which lead to legal issues and without project management process dispute resolution takes longer than when parties have agreed on project process. The project closure report has a formal list of completion criteria, outstanding business activities, risks, and issues. Confirmation that all completion list criteria have been met; Handover of designs data, software and legal material belongs to the project owner (Redman, 2021:111-113)

Du Plessis & Oosthuizen, (2018:1 – 30) state that construction projects are an agreement between two parties to execute a service in exchange for remuneration within a set time, scope, and quality. Two parties, in this case, are the client (Employer) and Expect (Contractor). They expect which present proposal that meets the criteria set by the employer gets awarded the contract to execute the project. The criteria can be based on knowledge, health and safety standard and financial layout. Contract Management in the project-based team plays a crucial role in initiating, planning, executing, monitoring, and controlling the project closure in some cases without the contract manager visiting the site after issuing the contract. While the contract is at the execution stage, contract evaluation is vital so that the gap analysis can happen before saving funds (Kutin, 2019:476 – 481). Contract law assists in keeping what is promised till the due date and managing warranties and assists parties in resolving challenges on agreements entered into previously by safe keeping of contract documents which cannot be resolve without contract, with technology contracts are agreed and concluded by parties without face-to-face contact in the world of smart contract (Zain, Ali, Abideen and Rahman, 2019:595-617).

Project Management is the tool used to bring ideas to systematic, principles and process that has started to end. Systems that assist to compile a thought to practical tangible product which can be funded and implemented, project management fits across different fields from tourism, engineering, business the list is endless as cited by (Thompson, 2022:779-791). Project management is so broad that some project management team are permanent due to an organization that is running some process using project management principles, some project team are not permanent due to organizations executing projects moving from one project to the next project (Soderberg, 2019:323 – 352). Project management gives an edge into integration of activities from different work centre into one planning documents that assist in managing

activities to run concurrently when there is a need and to run giving each other a buffer for activities to be executed by managing scope while saving cost and time (Kutin, 2019; 476 – 481).

Forming stage is the platform were teams first meet and team members need to get a chance to organize the function and get to know each team members skills and abilities. Team building session are encouraged both onsite and offsite. Norming stage team members understand each other a skill, responsibilities are given to individuals who are competent to execute the activities and shares ideas and gives feedback to the project team for formal feedback (Stasel, 2019; 77-99). Storming stage team members shares ideas and interact to learn and get individuals accepted to group of team, competition amongst team members need to be managed by team leaders by planning activities, giving responsibilities to teams to avoid conflict within the team. Performing stage trust and cohesion between project members is high and work without assistance from team leaders while the project is not compromised with time management and progress (Bonebright, 2010; 111-120). Adjourning stage team member takes control of the execution stage to closer and handover of projects. Feedback is given with areas of improvement communicated and allocated to project members for resolution before the next project. Team members move to next challenges with knowledge and experience that team members are willing to share with new members (Betts & Healy, 2015; 01-11).

Table 2.4: Organizational Project Management

Organizational Project Management			
	Projects	**Programs**	**Portfolios**
Scope	Projects have defined objectives. Scope is progressively elaborated throughout the project life cycle.	Programs have a larger scope and provide more significant benefits.	Portfolios have an organizational scope that changes with the strategic objectives of the organization.
Change	Project managers expect change and implement processes to keep change managed and controlled.	Program managers expect change from both inside and outside the program and are prepared to manage it.	Portfolio managers continuously monitor changes in the broader internal and external environment.
Planning	Project managers progressively elaborate high-level information into detailed plans throughout the project life cycle.	Program managers develop the overall program plan and create high-level plans to guide detailed planning at the component level.	Portfolio managers create and maintain necessary processes and communication relative to the aggregate portfolio.
Management	Project managers manage the project team to meet the project objectives.	Program managers manage the program staff and the project managers; they provide vision and overall leadership.	Portfolio managers may manage or coordinate portfolio management staff, or program and project staff that may have reporting responsibilities into the aggregate portfolio.
Success	Success is measured by product and project quality, timeliness, budget compliance, and degree of customer satisfaction.	Success is measured by the degree to which the program satisfies the needs and benefits for which it was undertaken.	Success is measured in terms of the aggregate investment performance and benefit realization of the portfolio.
Monitoring	Project managers monitor and control the work of producing the products, services, or results that the project was undertaken to produce.	Program managers monitor the progress of program components to ensure the overall goals, schedules, budget, and benefits of the program will be met.	Portfolio managers monitor strategic changes and aggregate resource allocation, performance results, and risk of the portfolio.

SOURCE: (Burke, 2008:09)

How does communicated vision by the project manager influence project success? Some projects need to be sold for project value to be appreciated, and a project's success needs commitment from stakeholders, especially buy-in from senior managers to direct qualified skilled and experienced resources. (Christenson & Walker, 2008:1-17) analysis of internal stakeholders who play a role in projects' vision failure or success includes project sponsors and senior management. Less interest shown by senior management and project sponsor has a chance of influencing project failure. Building a team with cultural differences must go through different steps of understanding, learning and self-actualisation and acceptance of potential carried by other cultures on the project team, which are essential to the team's success. Teamwork sessions with role players to interact for a better understanding of other cultures as a theme for the day (Li, Su, Zhang and Mao, 2018:1129-1157).

The global fourth industrial revolution project can be initiated and designed by one team and executed by another team in a different country. The team understanding and information sharing are beyond the success of one project manager (Gemünden, Lehner and Kock, 2018:147-160).

Tools and techniques got used to determine project success, but the focus has changed to human factors. Tool and techniques are not remotely controlled but get inputs from team members who, in turn, get instructions from the project managers. The leadership abilities of the project managers influence the team better than the tools and techniques. Even though leadership in project management influences the project's success, leadership is not measured in project management (Imam and Zaheer, 2021:463-473). The study recognises the impact of the functional leadership style on organisations which contributes to the success or failure of the organisation. It is normal to take a functional team for a work team session to break down the performance expectation by looking at last year's performance and agree on areas of improvement to meet set targets. Project teams move from project to project with different teams of contractors that only focus on completing the project based on contractual agreement (Al-Hajj and Zraunig, 2018:21-27).

Functional team organisations execute similar activities from the beginning to the end of the process. Team members always know what is expected of the team; hence the time it takes for a team member to understand a process which builds the team locus of control is minimum compared to the project management team that executes different projects in a different environment with different expectations for each project due to changing project sponsors (Vuorinen and Martinsuo, 2019:750-766). A project manager's successful characteristic is building project teams with team members who understand their strengths and weaknesses by assisting each other to achieve set goals without feeling intimidated by other team members. Working on the team's locus of control influences team members to achieve goals (Muller et al., 2008:70-90). Project management teams achieve as teams rather than as project manager's success as an individual. Project teams achieve more in teams, unlike individual achievements, which have limitations in team building, carrying workload on behalf of each team member (Rezvani, Khosravi and Ashkanasy, 2018:1034-1046).

Chapter Summary

The researcher read literature which focuses on leadership and emotional intelligence. According to the researcher, those with high emotional intelligence are most likely to lead in a transformative way and least likely to lead in a laissez-faire way. There was no gender-based variations seen in leadership style or total emotional quotient. Emotional intelligence is the capacity to keep an eye on your own emotions as well as the emotions of others and utilise this information to inform your decisions. Recognising or controlling our own and others' emotions is a condensed way to explain this. The success of initiatives depends largely on human elements. While there has been much research on human aspects in project management, little has been done on emotional intelligence. According to studies, having emotional intelligence helps both the individual and the company. Regarding leadership style, the advantages of emotional intelligence for project management were examined. The data indicated that the project leader's leadership style was influenced by emotional intelligence. Open communication and proactive leadership approaches are more common among leaders with higher emotional intelligence. Additionally, it has been discovered that emotional intelligence fosters proactive behaviour, open communication, and delegation, which can benefit the organisation.

Various variables influence the success of people's personal and professional endeavours. In business, people are frequently seen as an organisation's greatest asset. This claim emphasises that people performing various organisational tasks have a considerably higher impact than only tools and technology. Competencies in emotional intelligence go hand in hand with cognitive abilities, and top performers possess both. Emotional intelligence is more crucial in complicated construction projects since a leader's lack of emotional intelligence skills might hamper their ability to use their technical and intellectual skills. Uncontrolled and uncontrollable emotions have the power to render intelligent individuals "dumb" and eventually jeopardise the viability of a project.

CHAPTER 3

EMOTIONAL INTELLIGENCE IN PROJECT LEADERSHIP

3.1   Introduction

Khosravi, Rezvani and Ashkanasy (2020:36-46) cites the purpose of this article is to simplify the topic of emotional intelligence for easy application by the construction industry. Researchers have invested resources in giving the industry enough data to influence performance through emotional intelligence programs (Mattingly and Kraiger, 2019:140-155). Leaders manage multi-organizational and multi-stakeholders with different cultural and social aspects of the challenges of the project, which need continuous engagement; project leadership is at the core of negotiations that need emotional intelligence for a positive outcome (Lawani, 2016:55-86). A technical-based organisation like construction, engineering, maintenance, and project management focuses on experience and knowledge of technical skills without taking care of the soft skills (Callistus and Clinton, 2018:571-582).

Communication, management, leadership, problem-solving, marketing and teamwork skills have been recognised as soft skills that need to be taught to leaders for implementation to the project team for successful project execution (de Campos, de Resende and Fagundes, 2020:1504). A gin on soft skills in the construction industry ranges from world first-class countries to ordinary countries, the stereotype approach to construction project management environmental to feminine mindset will strive to understand when you required (Davila Dos Santos, Albahari, Díaz and De Freitas, 2022:505-518). The initiation and design phase gets highly qualified personnel, and integration of the semi-skilled and highly skilled personnel gets to work together during the execution, controlling and closure stages of construction projects (Saini, 2016). Project leaders must deal with multidisciplinary project resources based on qualifications, race, and culture (Hopkins, Fassiotto, Ku, Mammo and Valantine, 2018:293).

Project teams spend half of each day at work. It is important to have a healthy relationship between team members, which influences performance, teamwork, responsibility, accountability, and commitment to the project team (Strode, Dingsøyr and Lindsjorn, 2022:56). Emotional Intelligence impacts individual capacity and personality, increasing efficiency, quality, production, satisfaction, competitiveness, and development (Murtza, Gill, Aslam and Noor, 2021:2318). As per Miao, Humphrey and Qian (2018:679-690), to complete 100 percentage to project closure. An emotional intelligence awareness project leader manages conflict between team members taking all aspects of both stakeholders intellectual intelligence contributes to

project success which gives 20 percent, and 80 percent comes from the state of emotional intelligence and the team influenced by the outcome of the conflict (Boyatzis, 2018:1438). Construction management moved to focus on the psychological aspects of the project manager to deal with the project process and influence the project outcome and sociological aspect of the project partners and how external stakeholders influence the project success by improving the emotional intelligence skills of the project leaders (Sergey Boris and Nadiia, 2020:209-222). Technologically advanced equipment is introduced to construction industry which will have an impact on the employment of the unskilled labour force, which becomes one of the stumbling blocks to change since the level of literacy is low; the automation of the construction industry will increase health and safety standards, increase forecasting and production, better estimate on maintenance of construction machinery and increased quality of products produced and constructed (Bouslah, Gharbi and Pellerin, 2018:210-226). The construction industry is hostile to soft skills such as emotional intelligence, and the industry is stuck in its traditional belief that the construction world is not for fragile men, which compromises the willingness of the project owners to fund soft skills training, seminars and workshops (Coffelt, Grauman and Smith, 2019:418-439). Construction project management organisations move from one project to another with different skills, knowledge and experience needed for each project, hence the challenge of dealing with training and development of the team members. Most project teams are contractors or contracted-based (Yoon and Pishdad-Bozorgi, 2022:305). It is a norm for a leadership position in a project team to be permanent, like project manager, project planners, project leaders and project supervisors, the first challenge in building project teams is superiority mindset from permanent leadership positions towards the contractors or personnel who are on contract base (Ahiaga-Dagbui, Tokede, Morrison and Chirnside, 2020:3341-3361).

Emotional levels of project team members influence project success, especially positive emotions contribute positively towards the project success, while negative emotions influence the project team negatively, which can contribute to the failure of the project outcome (Lawani, 2016:74-98). The effort to work on understanding individual before rushing to form efficient teams came out as one of the construction project management challenges to success (Sankaran, 2018:53-79). Project team culture starts with social interacting relationship of individuals who set the tone of engagement and the smell of the place which is welcoming since there is democratic leadership style that allows freedom and interaction amongst team members (Wilson, 2020:731-744). Emotional intelligence is important to individual, project team, organizations, family, society, and the world. Imagine leaders managing team members with

thirty percent of the team with different individual challenges which differs from person to person without knowing as a leader, individuals can have miserable consequences on health and safety of internal and external stakeholders (Marshall and Marshall, 2018:77-102). Soft skills build trust, improved teamwork, opened room for team members' friendships, and gave lessons about team members' cultural backgrounds and rules of engagement (Vassilev, Band, Kennedy, James and Rogers, 2019:588-603).

Improved stress management capabilities, increased communication between stakeholders, trust between team members, healthy team competency and confidence from lower skills to highly qualified team members in construction project management gives reflections of emotional intelligence with self-management capability unlocked from project team ready to set new standards (Elmi, 2020:848-858). Self-awareness brings out individual brilliance and builds confidence to represent, defend and be the face of the project team with victory energy and attitude. At the same time, self-management assists the team in dealing with the pressure coming with the construction projects to know when to rest and when to push the team to achieve set milestones without compromising the quality and safety of the project (Knights, 2018:66-79).

Successful project managers are good activity delegation skills and manage from a distance by creating self-managed project teams. Assignments are completed remotely by project team members with minimum interaction with the project manager (Hidalgo, 2019:1447). A high emotional intelligent project team that shares experience and knowledge amongst team members confidently manage projects remotely by self-management and willingness to share information using technology to enhance project quality by sharing near miss, new method discovered to give the team an advantage to complete set goals (Ham, Lee, Hayes and Bae, 2019:157-177). Project initiation and design planning on most projects can be self-managed by disciplined, trained and self-driven team members by evaluating controlling and double verification to eliminate defects and errors along the project life cycle (Franz, Kaletka, Pelka, Sarcina, Franz, Kaletka, Pelka and Sarcina, 2018:209-226).

Leadership building in project management might be from project to project since every project is unique regarding different skill requirements. Return on investment in project leadership is the number of skills shared by project leaders that impact the economy of the countries. Age and gender are as good as the skills and emotional intelligence it carries to lead the team in stressful project period to achieve set targets and goal internally and externally in the project

management environment (Ballesteros-Sánchez, Ortiz-Marcos and Rodríguez-Rivero, 2019:306-321). Trust in a Supervisor builds self-belief and commitment in employees on set target and goals while not trusted Supervisor can contribute to stress on employees and low self-esteem which can result in sick leave abuse, rework, and loss of production (Agarwal, Avey and Wu, 2022:209-231). Leaders who understand that team members add value to project success turn out to be flexible when discussing performance management of the project team and individual, always ready to take calculated risks to allow team members room to explore skills and experience, taking into consideration the cost time and quality of the project using emotional intelligence to win the team.

Figure 3.1: Emotional Intelligence
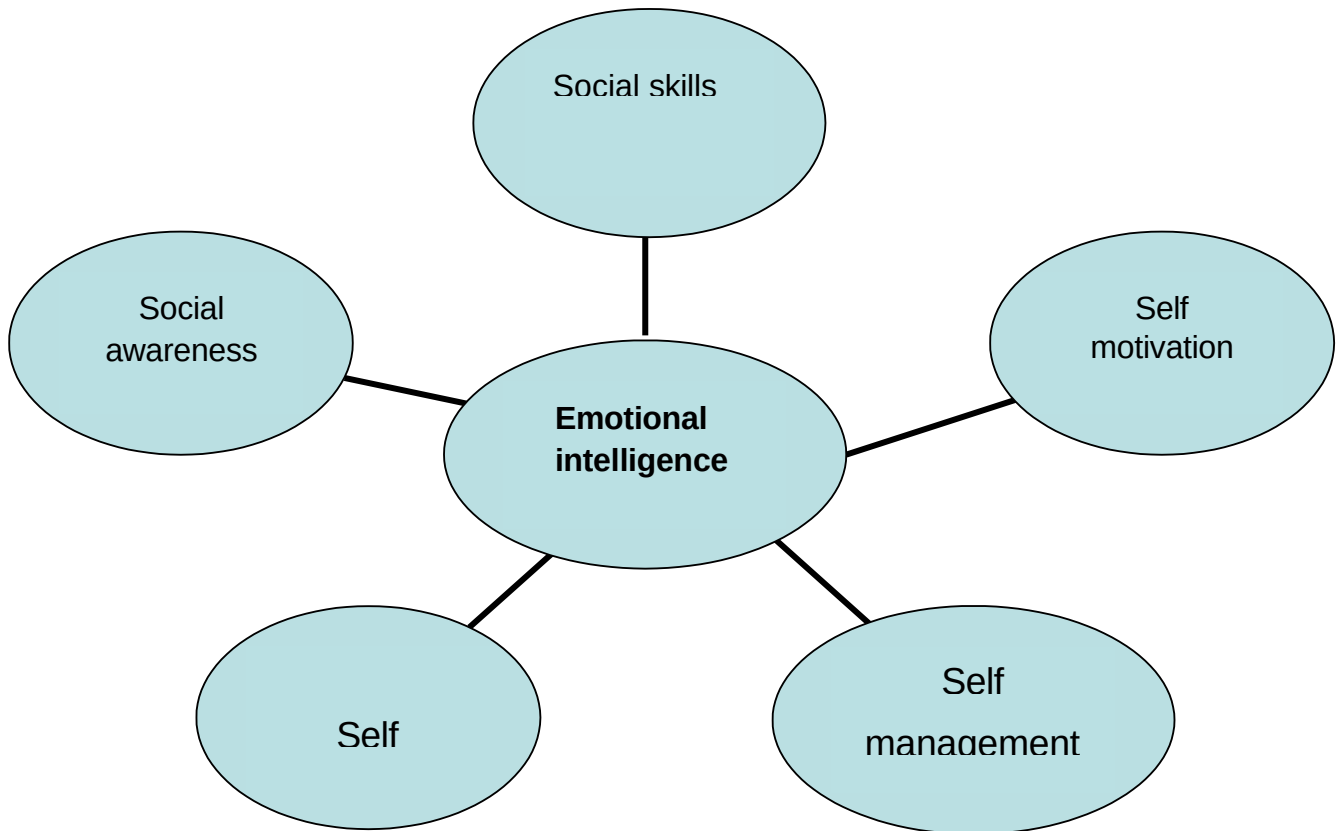
Source: Author's own construction

Self-awareness- Team member who is aware of self is assertive about commitment and decision making towards the individual and the project team. Assignment gets executed with positive inner drive without supervision; the more leaders believe in individuals' efforts, the higher the self-esteem and self-confidence. Personal initiative comes as second nature to any risk-facing milestones (Wang Zhang, Ke, Frank and Liu, 2018:896-917).

Self-management – state of individuals and team members improves as self-control values grow in the team influenced by project managers by allowing experience personnel to interact

with learning personnel and share project experience and life experience, challenging knowledge. Stress management around the project team gets shared by the team with decision making that is just in time because of the teamwork amongst the project members (Iacob and Faily, 2019:110393).

Self-motivation- team member after understanding team members and completing personal orientation that gives team member leading ability after understanding how much to bite in the project for successful project outcome because of the skills around the team. Setting personal goals linked to the project milestones and goals will lead to self-appreciation after achieving the project goals (Mahasneh and Alwan, 2018:511-524).

Social awareness- refers to the state of the organisational awareness that will give the team areas for personal development based on experience and knowledge by senior members of the team who will show empathy and willingness to learn and share knowledge as part of service orientation (Jackson, Burgess, Toms and Cuthbertson, 2018:1-21).

Social skills- refers to members leading abilities of internal and external stakeholders. Team building brings team members together to share information to influence how we deal with conflict or have less conflict as team members execute projects showing teamwork from project to project, influencing positive change that builds everlasting bonds (Cortellazzo, Bruni and Zampieri, 2019:1938).

Leaders make decisions differently when dealing with an individual than with a group of team members team-based problem solving and direct decision-making leaders to look at setting goals, procedures, and human resources condition of employment. It is important to execute projects as team members (Söderhjelm, Björklund, Sandahl and Bolander-Laksov, 2018:201-216). New team members need to meet face to face to build a relationship by working on trust, interpersonal bonds by communication and cultural understanding by knowing and setting boundaries. As team members grow out of the infant stage and can crawl without supervision and conflict management, technological assets can assist the team in remote meetings (Germain and McGuire, 2022:273-303).

The ability to learn and apply knowledge learned and then recognise shortcomings in learned information by applying corrective action to complete learned information by solving challenges is regarded as intelligence (Khan and Yairi, 2018:241-265). Emotions are a motivational tool to influence the views of stakeholders to bring to light solutions to grow the individual, project teams, organisations, community, region, city, country, and the world. Emotions are not tangible but are used positively. Projects get initiated, projects get designed planning and planned scope

get executed to realise the emotions that gave birth to scope of work for tangible results (Zuzul, 2019:739-764). According to Alrowwad, Abualoush and Masa'deh (2020:196-222), the relationship between transformational leadership and emotional intelligence innovation and organisational performance. Leadership has different styles; emotionally intelligent leaders manage individuals in project teams moving from one leadership style to the other (Cui, 2021:101602). Emotional intelligence leadership refers to someone who understands the state of his emotions while dealing with other team members, using emotional intelligence to achieve set goals and targets.

Projects are considered complex. Success and failure of a project is directed to one person project manager who is supposed to initiate, design, plan, and execute processes and models to achieve set targets and goals without understanding the emotional intelligence of the leader and the team that is led to complete the project (Grzesik and Piwowar-Sulej, 2018:35-60). Project leadership complexity performance can be influenced by emotional intelligent leadership, which should be linked with an institutional academic framework to raise project management awareness in leadership (Müller, Sankaran, Drouin, Vaagaasar, Bekker and Jain, 2018:83-94). Traditional organisations appoint managers per the department's technical expertise, and project management appoints project managers to lead the project team with different technical expertise, hence the need for emotional intelligence abilities needed in project leadership (Shao, 2018:108-120).

Shared leadership is highly recommended in a complex project for easy quality execution of the project success. Due to political, social dynamics and technological impact on complex project leadership, emotional intelligence is key at all levels of leadership (Mysirlaki and Paraskeva, 2020:551-566). Shared leadership in project management assist in mentoring young leaders to acquire soft skills while impacting the project with core technical skills employed to execute the project, young leaders who are not accountable for leadership but get to share leadership responsibilities learn without weight to deliver, which contributes to the emotional intelligence of a leader (Cliffe, Fuller and Moorosi, 2018:85-91).

Zuma (2021:1-18) believes that shared leadership is the remedy to the success in project management, grooming of future leadership, skills transferring to different age levels in project teams since emotional intelligence is more practical than theoretical. Competency in human resources terms refers to knowledge, skills, and attitude. Knowledge and skills can be measured based on academic requirements for positions that need to be filled, but attitude has

got to do with emotional state of the candidate which is influenced by emotional intelligence (Mura, Zsigmond and Machová, 2021:907-934)

Table 3.1: Competency in Human Resources

Hard competence	Soft competence
Knowledge-related competence 1. Cognitive competence 2. Conceptual competence	**Behaviour-related competence** 1. Social/behavioural competence 2. Operational competence 3. Emotional competence 4. Cross-cultural competence 5. Team competence 6. Communicative competence
Skill-related competence 1. Functional competence 2. Occupational competence 3. Job competence	**Self-Actualization-Related Competence** 1. Meta Competence 2. Ethical Competence 3. Self-Competence 4. Change Competence 5. Leadership Competence

SOURCE: Salman, Ganie and Saleem (2020:717-742)

3.2   Knowledge-related competence

Cognitive competence refers to team members' ability to assemble machinery and disassemble machinery related to technical knowledge and skills gathered overtime, the ability to evaluate performance, technical data, analyses breakdown root cause, compare parts recommend corrective action, application of skills to build, transfer and produce products as per specifications. Comprehension by describing, discussing, and defending technical information experience and knowledge (Wen and Qiang, 2019:361-375). Conceptual competence refers to the ability to understand ideas, concepts, visions, and principles by sharing with the project team for implementation, reviewing and presenting strategies and explaining, and teaching colleagues. Be able to interpret strengths, weaknesses, opportunities, and threats facing the organisation's competitive advantage compared to project performance management (Pugna, Duțescu and Stănilă, 2019:684).

3.3 Skill-related competence

Functional competence in project management is broad since it is not focus on the application of tools, methodologies, and techniques. Scope, time, and cost management forms part of ten

techniques that project manager needs to fulfil, including internal and external stakeholder management of the project or even the organisation. A project manager can be good in financial management but fails to manage the quality of the produced product; then, the project cannot be successful since the project failed to achieve one of the core techniques (Elia, Margherita and Secundo, 2021:809-835). Occupational competence in the industry refers to subject matter experts who carry knowledge and qualification over a period that can be specific to the organisation or institution. In project management, the project manager can have occupational competency in risk management with a qualification from a project management institution after executing projects of certain value in monetary value and duration in the project management field (Buganová and Šimíčková, 2019:986-993). Job competence looks at activities specific outputs which team members need to execute specific roles, duties expected by knowledge, experience, and attitude of the team member to form part of the team. Project management teaches that project managers can execute projects from different fields since the guiding qualifications are tools, techniques, standards, and methodologies, which give project management a unique identity compared to other fields (Jovanovic and Beric, 2018:1-13)

3.4 Behaviour-related competence

Social/behavioural competence touches on the need for a project manager to influence team members to participate in the team by learning about each other cultural, religious, and traditional diversity in the team, which each member of the team contributes to the multi-international globe we operate and execute project management skills. When project managers can only focus on tools, techniques, standards, and methodology can close projects without understanding the key assets of the project resources team member. The project manager can have shared leadership with team members that trust, security and emotional intelligence have been built (Castellano, Chandavimol, Khelladi and Orhan, 2021:578-586).

3.4.1 Operational competence in the traditional organisation can be as simple as narrowing down the process of operations to produce more products or improve health and safety culture on a day-to-day process. In contrast, in project management core-based organisation, it is a different set of expectations that moves from a project to a project, based on internal and external stakeholders who set the smell of the place as per the project. Tools, techniques, standards, and methodology can be standard, but the execution in terms of scope, time, and cost changes on each project. One project may get executed at night only due to operational requirements by the organisation; hence, the need to be flexible and adaptable is key in project management (Burke and Morley,

2023:31-53).

3.4.2 Emotional competence is the ability of a project member to understand the influence that emotions have on individual and team performance, confidence, trust, and self-awareness. Performance appraisal meetings used to be a platform to raise concerns that borders project members, the disadvantage of using performance appraisal as a platform to raise challenges was that corrective action that should have been taken when the challenge occurred took longer than it was supposed to, and more project members came across the same challenge. Emotional challenges need to be taken seriously for a healthy relationship between employees (Nie, Lämsä and Pučėtaitė, 2018:29-41).

Cross-cultural competence is effective when organisations are willing to have a budget to host formal team building where employees get questionnaire which is relevant to the project team to get background on areas of improvement unlike hosting team building sessions without data which lead to informal engagement which addresses assumptions. Cross-cultural competencies need to be active sessions to keep project teams interested and interactive (Caligiuri and Caprar, 2022:1-22)

3.4.3 Team competence needs the individual's understanding of the organisation's strategy, vision, mission, and values, which should contribute toward team competencies that need true and strict beliefs, openness, and a sense of belonging from each team member. Share responsibility without conflicts or by managing arising conflicts amongst team members. Open to learning company processes, tools, techniques, and methodologies from other team members and be willing to teach other team members (Käkelä, 2020:425-436).

3.4.4 Communicative competence refers to a team member's ability to express a point of view without insulting other team members but bring the point across as learning, corrective and information sharing. A competent communicator understands when the point is no longer up for discussion and knows when to ask questions and make comments. There are four components of communicative competence: strategic competence, linguistic competence, grammatical competence, sociocultural competence, interactional competence, and discourse competence. Communicative competence can refer to discussing the subject matter using technical language unique to that environment (Abdulrahman and Ayyash, 2019:1600-1616).

3.5 Self-Actualization-Related Competence

3.5.1 Meta Competence the ability of team members to think critically, self-reflection, and understand concepts, processes, and content. Post observation reflection on

discussions, quality of conceptualising and interpersonal nature. The ability to teach team members, be open to new ideas, and honour commitments by being ethical and leading by example. Calm in a difficult situation, work under pressure, inspire team members and collects relevant data for decision-making. Balances priority and deals with the conflict of interest (Gupta, Chopra and Kakani, 2018:98-120)

3.5.2 Ethical Competence is the ability to communicate expectations clearly and set and apply high ethics and morals.

3.5.3 Commitment to ongoing training for information updates knowledge of processes and procedures. Open to new ideas and be easily approachable for information sharing with approved stakeholders. Learn and understand regulations governing technical and geographical areas. Follow internal organisational codes of ethics. Protect environmental acts in your geographical area. Understanding decisions and emotions impact (Stefanova, 2019:183-200).

3.5.4 Self-Competence is the ability of team members to evaluate an area of improvement and skills development. The ability to self-correct and analyse project activities. Evaluate team members' emotional state and engage in team-building activities. Assist team members with whatever challenges faces the project team and interact with team members using emotional intelligence by building trust, relationships, and positive teamwork, which influences team performance and problem-solving. Take opportunities and pursue goals even when there are obstacles. Deal with conflict by applying problem-solving techniques, organisational processes, and procedures (Darling-Hammond, Flook, Cook-Harvey, Barron and Osher, 2020:97-140)

3.5.5 Change Competence need team members that update procedures, policies and standards after corrective action process is applied. Follow change management flow carts, consult all stakeholders, and inform the affected truant members about the corrective action. Coach, mentor, and job training of team members to prevent errors from happening again then keep records

3.5.6 Leadership Competence is the ability of leadership to influence team members to build target achieving team projects while grooming other team members to leadership positions for succession planning—continuous development of team members to management, project specialists, planning and scheduling specialist. Effectively communicate the project milestones, critical path, risk management and how the project link to the organisational goals. Build trust amongst team members to execute the project

by sharing information and experience while taking responsibility for the project targets and goals (Robert Jr and You, 2018:503-513).

Social responsibility in the project management world is vital from initiation to close of the project since projects are meant to improve quality of life, address statutory requirements, economic stimulation, and stakeholder satisfaction. In this case, communities living in areas where projects need to be constructed, managers need to engage with the community for relationship building. In negotiation with the community sense of trust from the project's initiation needs to be realised to avoid construction interruption by community members (Moayerian, McGehee and Stephenson Jr, 2022:103355). An emotional intelligent Project Manager plays the role of creating a trustworthy relationship in terms of recruitment, support, and adoption of community non- profit organisations, for example, nursing home, for maintenance of the facilities as part of giving back to the community. Empowering the community members improves self believe and self-esteem (Supramaniam and Singaravelloo, 2021:76).

3.6 Emotions in the Project Manager

Perceive Emotion – the nonverbal appearance of a team member should give the team leader the individual's emotions and perceive how it can influence the day of the project team. When managed well by looking at individual stress and family relationship, nonverbal relationships can improve the detection of nonverbal appearance by participating in a healthy relationship and building relationships. Perceived emotions give the first stage of detecting the team member's emotional intelligence and how to deal with the team member to get a productive day out of the individual. Facial expressions give the mode of the individual in terms of happiness, sadness, anger, and interest (Smallfield, Hoobler and Kluemper, 2020:757-781).

Emotion to Facilitate Thought – The ability to control emotions of others and self to reach specific goals, plans, schedules in different tress challenges. Management of emotion by understanding and knowing emotions allows thinking styles and how project members react to situations. Prioritising thinking assists with gaining multiple perspectives by using different reasoning and problem-solving strategies. Personal development begins by controlling your moods, which gives room to understanding emotions and how to act on triggered emotions that influence a situation's outcome. Moving from one mode to another can be taught to team members (Gaillard, 2018:75-92).

Understand Emotions help us understand what we need and want by building better relations. Being aware of feelings assists with getting in conversations to resolve conflict and avoid

conflict by moving from difficult emotions quickly. Emotions are good, which are love, trust, joy, happiness, and kindness, then bad emotions are anger, sadness, fear, and disgust.

Emotions are related to language project member uses to achieve set goals by understating the team members in terms of social, cultural, religious, and environmental awareness. In some cultures, looking at an elder in the eyes while speaking is a sign of disrespect. What people do, do not do, say, and do not say influences the receiver's interpretation based on beliefs and expectations (Grier, 2020:59-75).

Manage Emotions refers to dealing with emotions when a team member gets emotional. Leaders should be open to accepting and dealing with emotions by asking questions that open an environment to engage, encourage team members to share emotions and feelings without interfering and create room for team members to come up with the answer to the challenge without getting in the driver's seat. When there is a foundation to the challenge, then avail leadership assistance to the challenge by sealing the conversation on what was agreed on and providing support and surety with timelines if a response is needed from the organisation's leadership (Huy and Zott, 2019:28-54).

Emotional intelligence has proven to show happiness results, reduce stress, and bring specific creativity amongst team members in the engineering project management team (Hoffmann, McGarry and Seibyl, 2022:59-79). Signature strength of leaders refers to the positive attributes instant of negative attributes leaders carry in the project team. Each leader is unique and contributes differently to project members that report directly to the team. Leaders experience happiness, joy, motivation, and new energy when exercising signature strength (Karlsen and Berg, 2020:247-262).

The theoretical framework of positive psychology touches on the ability of leaders to create inner strength, happiness, and well-being of the team members to achieve set goals by learning and sharing with team members emotional and mental factors that influence the state of team member's happiness (Robbins, 2021:648600). Positive **organisational behaviour** influences the team members to promote strength by increasing productivity and reducing stress and employee burnout. The energy generation employees carry after setbacks come from quick recovery and focus on producing expected results from positive organisational behaviour that is injected by organisation leadership. Organisational behaviour gets influenced by people, technology, structure, and the external environment. Results coming from effective organisational behaviour are improved self-efficacy, hope, optimism, and resiliency (Urgan,

2019:328-345).

Individual state of the psychological state of development is regarded as **psychological capital,** which carries individuals in the project teams with the belief that achieving set goals and targets is possible, with such moral values influences the team members positively. Leaders with psychological capital lead team members to see the victory while the project is in difficult stages (Calheiros, 2018:43-55).

Positive organisation comes from creating an environment for employees to reach and exceed targets while learning and enjoying the work environment. Positive leadership builds trust and loyalty, which keeps critical skills valued in organisations that influence production and teamwork in the project team. Positive organisational psychology begins with playing a positive role in assisting team members to uplift areas for improvement, which should assist team performance and organisational performance(Alshare and Sewailem, 2018:1-22).

Elevation and inspiration of individual team members and organisations to shine a light inside to influence the outside world by sharing the burning influence to achieve and look positively at situations while sharing the energy with team members. Founding principles of the psychological **positive organisational scholar** are self-efficacy, hope, optimism, and resiliency, which impact and mould project leadership. The development of the team members is as important as the organisational performance. The future is evident in organisations that build for the future through positive emotion, engagement, relationship, meaning and accomplishments (Khan, 2019:288-305).

Total emotional intelligence has four components which are emotional self-awareness, emotional awareness of others, emotional management of others and emotional self - management (Gorski, and Ranf, 2019:230-235).

Emotional self-awareness is the ability to recognise fruits your emotions to social life, professional life, and family life by influencing your emotions to fit in all spheres of life. Leaders must identify what areas need attention and when these emotions get triggered by what type of actions influence emotions. Monitoring feelings on different occasions assist with understanding situations that must be avoided to build positive emotions that fit your personality in an environment. Sharing emotions with mentors for advice is vital to get feedback on areas of improvement that will assist leadership style and influence the project team

Emotional awareness of others is based on social values between friends, colleagues, and family by learning to lesson why others talk by observing tone of the speaker, body language

used when speaking, analyse emotions around the matter by thinking before responding and anticipate the influence of what you want to say to project team members. Repeat what is being said and request more information to clarify the message for better understanding so that response addresses the point raised.

Emotional intelligence programs are implemented by organizations that seek to build team members who are independent to influence performance and team orientated work ethics and experience sharing between young and old team members (Issah, 2018: 2158244018800910). Leadership programs strategies includes emotional intelligence to improve skills on self- management, conflict management and team building attributes to have abilities to motivate multinational team members to share experience and knowledge focusing on the project success (Serrat, 2017:329-339). Emotional regulations focus on influencing emotions of self and team members consciously and subconsciously to groom independent followers who have abilities regulate, empathize, resolve conflict, and lead self with self-efficacy morals (Troth, Lawrence, Jordan and Ashkanasy, 2018:523-543).

Figure 3.2: A model of emotional intelligence, self-leadership, and stress coping.
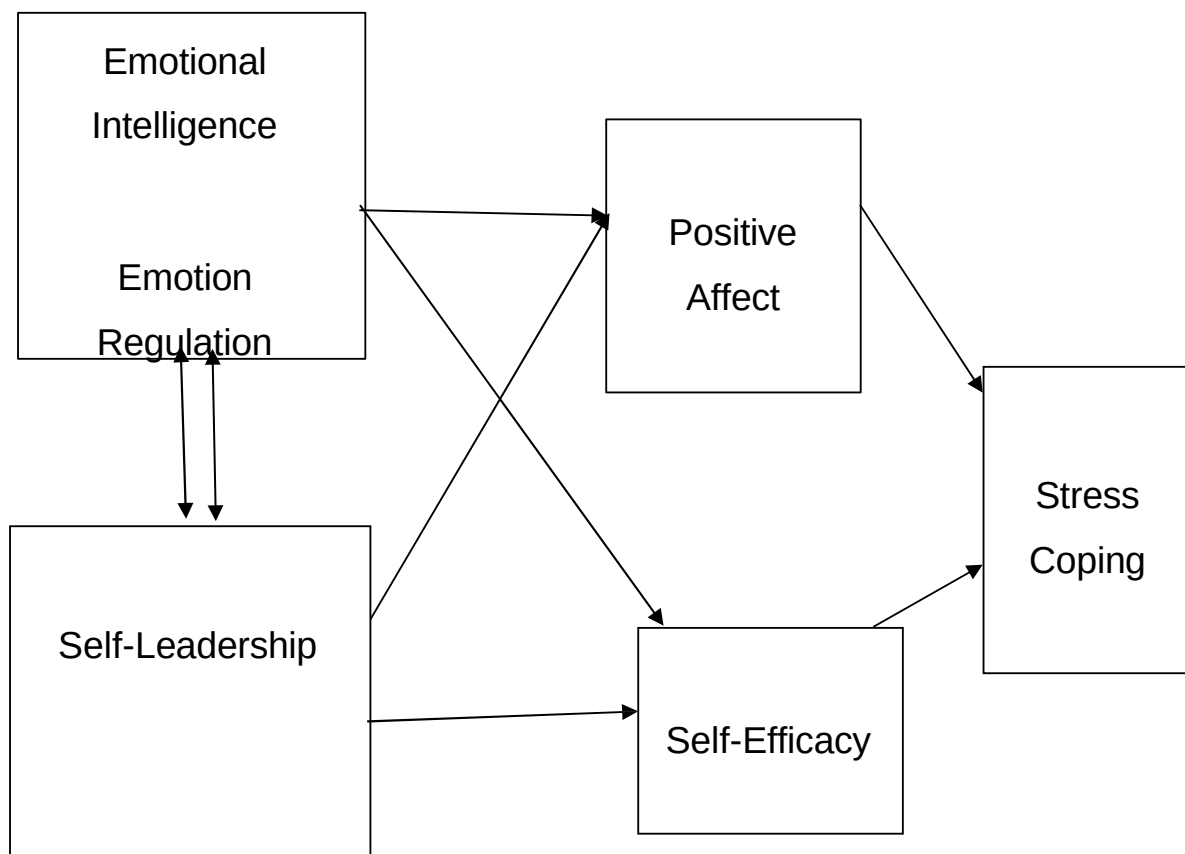
Source: (Houghton, Wu, Godwin, Neck and Manz, 2012:220-238)

Above model shows how students dealt with tress by applying the emotional intelligence and self-leadership which influenced self-efficacy and positive affects for dealing and coping with day-to-day stress coming from set targets and goals which should be achieved (Houghton, Wu, Godwin, Neck and Manz, 2012:220-238). Lectures were given task to deal with student's self-esteem which will influence Self- leadership of university students who are supposed to deal with behavioural strategies and cognitive strategies. Part of the task was to influence emotional intelligence of university students by shaping emotional (Ghita-Pirnuta and Cismaru, 2022:13890). Self-leadership refers to an individual who can self-evaluate, self-motivate, self-correct by setting timelines, targets, and goals to manage self and influence team members to follow by lessoning to team members and use team members understanding and challenges into consideration when leading team to set goals.

Self-observation assist leaders to understand areas of improvement by always getting feedback from fellow team member's self-reflection, self-discipline, and self-appraisal without involving third parties. Understanding your worth create positive thinking and influence decision making which reflect on self-leadership skills that grows behavioural strategy and self- esteem (Pina e Cunha, Pacheco, Castanheira and Rego, 2017:472-495) Emotional intelligence is regarded as psychological process of being in control of emotions to reach positive affects in life. Scholars refer to wisdom as part of emotional intelligence leaders use to achieve level of satisfaction by influencing others to see outcomes, targets and goals set possible to achieve as a team (Grossmann, Weststrate, Ardelt, Brienza, Dong, Ferrari, Fournier, Hu, Nusbaum and Vervaeke, 2020:103-133).

Managers who can deal with stress without affecting team members and still get the desired outcome from the project team while being able to motivate self to be happy by positive affect is regarded as emotionally intelligent to lead team members (Sommer, Howell and Hadley, 2016:172-202). Age, education, and gender play no role in individual leadership attributes when it comes to state of happiness and emotional intelligence. Positive effects on relationship between self-reported wisdom and happiness is overcome by emotional intelligent (Zahra, Kee and Usman, 2020:389-395). Being able to move from negative affects without involving others by self-correct and self-motivate to follow team members while achieving set targets and goals taking team members along shows the level of emotional intelligence that leadership can achieve (Hadfield, 2023:2).

The ability to distance personal problems without negative emotions showing and deal with daily set targets and set goals without bottling emotions but gradually dealing with personal problems until

solutions arise without affecting team members and stakeholders around the leader shows positive affects in resolving and differentiating between business, pleasure, and personal emotions (Miao, Humphrey and Qian, 2020:213-233). Age, education, gender, and income have influence on characteristics and emotional intelligence of the frontline employees who get in contact with the customers and expected to deliver unquestionable service regardless of frontline employee personal emotions being evaluated, there is no consideration given to the attitude and emotional stress coming with the customer who influence the frontline employee's emotions. Leaders believe that customers trust, loyalty and cooperation is based on frontline employees' customers satisfaction without consideration of frontline employees' emotional state. Expectations on frontline employee's emotional intelligence is not authentic and needs training which need to cover how to deal with own emotions while serving customers and processes to address customer's behaviour (Wang, Nguyen, Johnson and Groth, 2021:2191-2208).

The outcomes of writing positive stories on emotional intelligence of team member compared to writing negative stories have a positive impact on leaders. Writing reports gives better understanding on emotional intelligence of leaders instant of verbal communication from leaders (Miao, Humphrey and Qian, 2016:13-24). Individuals, communities, families, and business relationships are important for healthy environment, individuals with emotional intelligence strives in most aspects of life by building healthy relationship with families, communities, and business by regulating relationships, self-correcting, seeking feedback and influencing stakeholders to get set targets, goals set for personal needs, family, community, and business (Silove, Ventevogel and Rees, 2017:130-139).

Emotional intelligence has been seen as tool used to have healthy stable life. Those who have high emotional intelligence succeed in work, family, education, and community activities and shows signs of high self-esteem, positive mood, and positive health. People with high emotional intelligence are not easily intimidated by people with different view and don't feel low self-esteem because of influence from different view. Careers like salesperson and marketers develop high self-esteem from emotional intelligence level which assists in pursuing different view (Kamann and Kővári, 2021:243-263).

Job satisfaction environment that seeks to eliminate abuse of sick leave and resignation of personnel due to poor management of staff showed turn around when organizations focus of introducing Emotional intelligence workshops to improve the self-esteem, relationship building, positive effects, self-evaluation, and negotiation skills of management (Sergiy, B., Denis, B. and Nadiia, R., 2017:1-6). Teaching,

coaching, mentoring, and information sharing need emotional intelligent candidate who deals with negative and positive effects of students while self-evaluation and correcting are relevant to adapt to changing environment of sharing information with different age group who need unique attention to detail as students are at different level of taking in new information. Some students understand better when practical examples relating to the topic is done when some students take in theoretical information to practice (Roberts, 2017:154-171). Suicidal individuals need to build positive self-talk to grow self believe and self-esteem by participating on activities that achieve set goals and targets which boot self believe while learning to develop positive energy to self-correct by working from negative affects to positive affects building emotional intelligence (Chundawat, 2018:555-558). Children need to grow been taught how good they are so that positive attributes towards mental health is built from young age for future development while erasing thoughts of suicidal ideation by getting involve in competitive activities which gives excellent outcomes and bad outcomes for purpose of learning to come out of the negative affects to positive affects without lowering self-esteem (Xu and Zhang, 2021:101704).

Emotional intelligence is key for project management since project teams get formed from personnel who come from different department in the organizations that use internal resources to execute projects. Organizations that get contractors have even better reason to have emotional intelligence as part of the initial workshop contractors complete before starting the project so that organizational values and principle get shared (El Khatib, Almteiri and Al Qasemi, 2021:18). Team members interact in an environment that is safe to get to know each other and start building relationships before getting into construction site trying to break the ice instant of being well oil machine (Urch Druskat, Wolff, Messer, Stubbs Koman and Batista-Foguet, 2017:433-454).

Learning by reflection encourages leaders with high self-esteem to look forward to the results of the self-reflection if there is still area of improvement to attend to since managers are human being who are not perfect but can improve if the organizational culture allows human resource development as important as execution on any top program management. Often leaders don't get trained due to organizational politics since empowerment of junior project managers have influence on leadership succession planning of the organization. Emotional intelligence is linked with leadership awareness which challenges most leaders since leaders get chosen by not only competency by relationship (Zhang, Cao and Wang, 2018:317-330).

The following chapter will address the leadership as the influencing success of failure in project leadership. Being able to build systems that manager's project outcome human resource is key to project success factors.

Building project teams with resources from global society takes leadership that understand emotional intelligence to focus on team members that have cultural awareness, human interaction understanding, religious awareness and selfless sharing abilities without fear of career sabotage (Al-Dhuhouri, Alshurideh, Al Kurdi and Salloum, 2021:644-655). Competencies, negative and positive factors model of emotional intelligence, self-leadership, and stress coping models give light in characteristics needed to take project management teams from bottom to high level of success without taking age as a factor that influence the outcome in the project world (Gonzales, 2022:249-271).

CHAPTER SUMMARY

Organizations, communities, and individuals are not aware of the importance of emotional intelligence while interacting with you as a leader before dealing with team members. Each team member's strong leadership qualities encourage the other members to meet the objectives that have been set. Some leaders excel at showing empathy and concern, while others excel at motivating their teams to surpass objectives by having confidence in themselves. Only after conducting leadership evaluations on each leader to identify and comprehend opportunities for development can these qualities be identified as per the model of emotional intelligence, self-leadership, and stress coping in figure 3.2. Empathy, social skills, self-awareness, self-regulation, and motivation are all parts of emotional intelligence in a leader. All of these soft talents can be taught. You can inspire confidence, communicate clearly, and interact effectively with others in the job if you work on developing your emotional intelligence. This essential ability makes sure you can accomplish your own personal and professional objectives while getting the best out of your team. Your ability to navigate an ever-changing world and even succeed as a leader in it should be aided by your awareness of, comprehension of, and control over your emotions as well as those of those around you.

CHAPTER 4

LEADERSHIP AS THE MOTIVATING FACTOR

4.1 Introduction

Despite improvements in project management tools and processes, the construction industry is frequently blamed for issues including poor performance, corruption, spillages, and improper practices in addition to typical project failures. This adds to the already complicated and multifaceted business environment in building projects, which has led to the strain and difficulties project managers and leaders currently confront. More project leadership study is needed, say authors of project management literature, as it is increasingly acknowledged as a key component of successful projects (Seman et al., 2014: 46). It has been extensively researched how group cohesion affects performance. According to two recent meta-analytic studies, there is a link between group cohesion and performance. Team development theorists generally concur that cohesion is key to the study of group dynamics and performance, despite other researchers' contention that other factors may influence the relationship between team cohesiveness and performance. Unfortunately, there is no empirical evidence in the literature between project team cohesion with team effectiveness (Wang, Chou & Jiang., 2004: 176).

No empirical proof of the success of various project types at various times is reportedly influenced by the personal traits, leadership skills, and leadership ideologies of project managers. The main purpose of leadership styles is to clarify how personality characteristics relate to project performance. Regardless of how important personality-job fit is for guaranteeing project success. Project Management Journal 75 reality that poor leadership is frequently the root of project failure (Hassan, Bashir and Abbas, 2017:77). It was determined that it was important for the leader to have strong communication skills to foster collaboration among the group members as well as with the other participants by using both an authoritarian and a democratic approach to relationship management. Low ratings show that the project managers need to develop some of their leadership qualities, such as their capacity to inspire the team, clearly state the project's objectives, and involve the participants more fully, thereby raising the level of accountability and trust (Mazzetto, 2018: 1-18).

Leadership styles are key factors that contribute to success of project in the project management industry environment (Shafique and Beh, 2017:134-143). Leadership styles, theories and concept came fourth way before project management, the thought process of leadership introduced vision, mission, and values that organization need to adopt for recognition and base of existence, formal and informal

communication of vision, mission and values got communicated to the organization for adoption by employees to achieve set targets and goals. Incentives got introduced by performance management to align employees and employers need to achieve set targets and goals through vision, mission, and values (Dutta, Kumar and Mishra, 2021:787-801). Shared leadership is when formal appointed leader shares project leadership with non-formal appointed team members with knowledge and experience needed in team member scope of work and expertise to improve leadership in terms of quality, time and information sharing for internal and external stakeholders' benefits. Shared leadership by formal appointed project manager gives non-formal appointed leader responsibility but accountability stays with the formal appointed project manager (Munna, 2023:38-54).

Critical success factors shown transactional leadership and transformational leadership have role to play in project management success, precondition is been considered on transactional leadership as the stepping stone for transformational leadership to be successful, it have been discovered that project goal moderates leadership, contingent rewards and project success (Aga, 2016).Project leadership styles and competencies plays a role on project success taking into consideration the type and complexity of the project influence the success and failure in project management (Sebestyen, 2017:571-577).

4.2 Leadership styles
4.2.1 Contingency or situational leadership style
Situational leadership style in project management deals with project steps, tools, methodologies and standards with taking stock of the level of each team members, with team members that are new in the project field project manager coach members by giving high directive and high supportive hand to enhance teamwork and performance, dealing with team members who have been in project team and have experience to execute activities with less to no supervision, the manager delegate responsibilities with low support and low directive participation to build self-confidence and add to succession planning for the organization in the project field (Princes and Said,2021:1-27). Team members that still need approval from the manager but experience in the field the manager gives high support with low directive towards deliverables. Situational leadership style give birth to leaders since the manager is not afraid to share leadership responsibilities. Manager can diagnose challenges facing the team members and flexible to delegate the corrective action to the challenges to team members for team partnership in solving problems. Situational leadership requires lot of attention to detail from manager and energy to shift from different leadership styles to cater for each member with unique development areas (Zigarmi & Roberts,2017: 1-22).

4.2.2 Sloan or visionary leadership style

Visionary leadership is giving birth to an idea that needs to be communicated, documented, and implemented by team members who understand the idea which is called vision. Vision aligns the leaders to give birth to the mission, which is supposed to influence the team members to execute the project with the organizational value which comes from the vision, mission, and strategy of the organization (Sibeko and Barnard, 2018:1-16). Leaders with visionary style are persuasive with charismatic approach dealing with team members and high in emotional intelligence, vision is explained to team members with direction that should be taken to achieve set targets and goals aligned to the vision. Leaders who are visionary have characteristics of been focused to the organizational strategies, organized to and equipped to share information and deal with challenges that interfere with the status co, willingness to lesson to others and learn new information, willingness to take risks for the organization, open for innovative ideas in perusing project targets and persistence to achieve goals and take the organization to achieve set targets and goals (Maladzhi et al., 2012:1-7). Visionary leaders learn from past achievements and shares experience with team members, failures become lesson learned which get shared to educate and grow team members. Leaders take ownership of the success especially the failure in projects even though team members can be responsible for project failure manager's takes leadership and account for project deliverables.

4.2.3 Path goal leadership style

Leadership style that deals with obstacles by clearing the path through setting targets and goals that are clear, measurable, achievable and time base with communicating deliverables with clear compensate method (Bans-Akutey, 2021:2). There is always room for improvement as the manager set targets higher after achieving set targets with clear path on how to achieve the set target, leadership style that is competitive and challenges the experienced and knowledgeable team members to achieve more and learn to strengthen team member's abilities to always look for new targets (Anderson and Sun, 2017:79-96). Path goal leadership style is seen as servant leader who provide needed assistance like training and extra resources to give team members competitive edge to achieve set targets and goals. Competency is key to path goal leadership style as training standards of team members is of high priority with high goal setting that leaves the leadership with high confidence and respect of team members.

Coaching and one on one meeting with team members is essential to directly grow team members who are equipped to execute set activities that impacts on overall team performance. Manager is open foe team members to bring additional resources on training to enhance the effectiveness of the team members and participate on teamwork and growth of the team members (Hirsenberger, Ranogajec, Vucetic, Lalic and Gracanin, 2019:215-224). Different types of leadership styles are required to successfully implement path goal leadership style with matured emotional intelligence.

4.2.4 Fiedler's leadership style

Relationship builds with mutual trust between manager and project team member, respect for each other taking into consideration the multi-racial differences that comes with difference in culture and religion, confidence that managers have with the project team members of project team member's deliverables and continuous relationship building to secure set team values (Kim, Wang and Chen, 2018:945-958). There is no single approach that divines the project managers leadership styles and abilities to take project team members to achieve set targets and goals. Two leadership styles that are related to Fiedler's leadership styles which are transactional and transformational leadership styles.

Professor Fred Fiedler contributed to the academics by introducing the leadership style in the 1960's from Austrian psychologist who realized that personalities and characteristics of a leader readiness come down to two things, natural leadership style and situational favourableness. Andersen, (2016:70-81) stated that Fiedler's theory believes that leadership style of individual is consistent and difficult to change, there is no set leadership style that guarantee project success and organizational goal achievement each leadership style is unique at getting team members to operate at different level set by visions, missions, and goals of the organizations. Each leader motivational system determines the ability to achieve set goals by influencing team members to participate by sharing experience and knowledge to grow well balance team that drives goals with minimum effort from the manager since every team member leads at the level that requires team member's ability to lead (Dasí, Pedersen, Barakat and Alves, 2021:75-89).

4.2.5 McGregor's theory X and theory Y style

Ďuricová and Šugereková, (2017:36-44)stated that theory X suggest that employees rely on manager instructions to get production started, without following employees around by motivation and continuous goal setting and coaching managers get nothing from theory X employees. Theory Y employees are self-starters with high self-esteem that looks forwards to breaking set records and targets by adding

value to the organizational performance. Leading team members with both X and Y theories need leadership that moves from different style of leadership to cater for both theories (Senarathne, 2020:51-69). Authoritarian leadership style for type X is needed to get set target and goal for project success by giving clear instructions, explain standards and work procedures. Leader that guides by coaching hands-on type of leadership with perseverance abilities and discipline with intension to correct behaviour that will influence team members to participate for vision, goal setting and implementation (Boone et al, 2020:1723-1733). Training for performance enhancement which is meant to open up views by sharing experience and knowledge with the intension of rubbing positive energy into team members by negotiating performance (Gibala, 2021:2324-2327) agreements and how to achieve targets without supervision which set to seek to change theory X employees to theory Y employees.

4.3 Life cycle leadership style

Leadership is in different levels and stages, there is time for a leader to be born, and there is a period for growth then maturity stage that get followed by legacy. Leader gets born by showing interest and willingness to lead which is natural or influenced by mentorship by several leaders who were role models. Finkelstein, Costanza and Goodwin, (2018:3-22). Growth of a leader is surrounded by success and failure in projects executed which differentiate a leader who takes lessons not only from success but from failures as well to enhance the future challenges. Mature leader gives birth to new leaders and the project life cycle is no longer about the matured leader.

It is about new leaders that gets introduced to the game of project management (Denney, Haley, Rivera and Watkins, 2020:135). Legacy as one of the values that is carried by life cycle leadership style is when a leader gets to responsibility of funding and approving funds for project initiation which is called project owner. Leaders are meant to take team members from low competency and when leaders are done with team member's competency level need to be higher than the leader then life cycle leadership style is complete (Galli, Kaviani, Bottani and Murino, 2019:15-78).

4.3.1 Behavioural leadership style

It is key that leaders know and understand that while leaders create visions, missions and set strategy documents for execution by the organization there are leaders watching with interest of simulating same behavioural leadership style in the future when the admirer is watching hence the importance of leading by example (Hermann, 2005:178-212). Behavioural leadership style adapt to leadership style based on the current event for problem solving, motivational sessions with team members, conflict management

style when discipline is necessary and coaching team members for knowledge sharing (Bossink, 2004: 211-228).Task oriented leaders spend time focusing on tools that provide support to the team members to perform the set targets on daily basis such as work procedures to give clear guidelines, standard operating procedure, communication lines which clear instructions are given and teams and organizational structures (Rüzgar, N., 2018:50-60). Task oriented leaders give attention to team members as human beings even though the systems that produce the set planned project are the primary focus of task-oriented leaders. Task oriented leaders are initiators to get project started, organizing tools to get ready for next day is important for the task-oriented leaders, giving attention to clarity seeking questions and situation is part of the package and information gathering to add quality and clear errors for the team gives satisfaction to task oriented leaders (Henkel, Marion, and Bourdeau, 2019:1).

People oriented leaders focuses time understanding team members, encouraging team members is one of the strong point of the people-oriented leaders, good in observing skills while lessoning (Todorović, Toljaga-Nikolić, and Bjelica, 2018:3-8) attentively for applying good remedy to team members challenges when the time for coaching and mentoring become available as people-oriented leaders are passionate about coaching and mentoring. Behavioural leadership of democratic leaders is open to feedback while democratic leaders communicate well with team members, democratic leaders believe in team effort then collaborating with other team members to achieve set targets is important for team building, sharing responsibilities while growing leaders by delegating activities is natural with democratic leaders (Devi and Subiyantoro, 2021:14-26). There is paternalistic leader rewards success, don't listen to feedback while intolerant and punishes failure. Paternalistic leaders give opportunities to grow team members, appreciate skills and focus on end results. Opportunistic leaders push to achieve set goals no matter the cost, (Zankovsky, von der Heiden, Zankovsky and von der Heiden, 2016:205-218) cares for team members in order to prevent roadblocks to achieve team goals, only listen to when beneficial to the project goal and changes leadership styles to suite the occasion.

4.3.2 Action centred leadership style

Action centred leadership style leaders know when to act and when to let the team flow without taking action (Ackah, 2019:01-06). Projects based team depend on each other to execute projects and action centred leaders believes on teamwork and encourage experienced team members to take new team members for sharing experience and skills (Lacerenza, Marlow, Tannenbaum and Salas, 2018:517). Leaders believe in continuous feedback and planning to avoid misalignment of priorities while taking

care of timelines of the project. Continuous testing of project vision and strategy by asking team members to break down the vision and strategy and when there is room for improvement changes are done and get communicated to the team members (Ozguler, 2016:236-242). Leaders are often testing products for obsolete on the market by researching the planned period in the industry to change products for continuous improvement. Learning from success instead of failures is the strong point of the leaders which team members need to adopt as project culture (Daniel and Ugochuku, 2020:68-76). Comfort zone gets stretched by looking at top achieved project from last financial year and compare with the current year with taking lessons learned from the previous project and set target higher that last high project achievement (Barham and Daim, 2020:102233). Project Managers with technical skills were perceived as the aspects that lead to successful projects but research has shown that success and failure of projects are not linked to leadership style of project managers (Holzmann and Mazzini, 2020:1-17). Time, cost and quality as requirements to meet iron triangle as measurable project success and failure can be based on scientific model tool that is not available and initial planning of the project before project manager get offered leadership role (Zid, Kasim and Soomro, 2020:149-163).

Organizational culture has an impact on project management execution which affects project leaders who struggle to adapt to the culture only project leaders who easily adopt to the culture settle to norms of the organizations when it comes to strategy, vision, and mission (Piwowar-Sulej, 2021:1270-1289). Li, Jia, Seufert, Hu and Luo, (2022:453-478) emphasizes that emotional capabilities are better than intellectual capabilities when building new project team. There is wide disagreement on factors that influence project success in the industry, even cost, scope and quality has been questioned as only factors related to success of projects (Ahmed and Abdullahi, 2017:5-19). Alvarenga, Branco, Guedes, Soares, and da Silveira, (2019:277-292) cited seven competencies that effective project manager need to have and deal which are planning, conflict resolution skills, problem-solving, decision-making ability, communication skills. Shaukat, Latif, Sajjad and Eweje, (2022:58-75) stated that team building and goal setting that influence performance of the project manager that focuses on the soft skills of management. Skills make and break project teams; project management competency is costly as personnel need to be remunerated accordingly to have permanent team that starts and finish with projects, changing of personnel affects the effectiveness of the project team and the project manager (De Rezende and Blackwell, 2019:34-59).

World bank project success and failure had critical success factors based on poor design stage, late project implementation, poor stakeholder engagement and identification, poor planning, cost overrun

and coordination failure identified the failure to appoint project manager influence the project failure (Denizer, Kaufmann and Kraay, 2013:288-302). Leaders who executed activities before project management error find it difficult to accept the role project management is introducing to the organization since leaders used to work with plans stored in leaders minds, after the activity is complete there is no history of the project, (Zasa, Patrucco and Pellizzoni, 2020:54-63). Similar project can't be shared with the new leaders in the organization, project management gives tools, techniques and methodology that need planning for execution and documentation storage for future reference and organization library of knowledge (Radujković and Sjekavica, 2017:607-615). Humble leadership with support from top management for team building sessions results in project success.

Figure 4.1: Humble Leadership
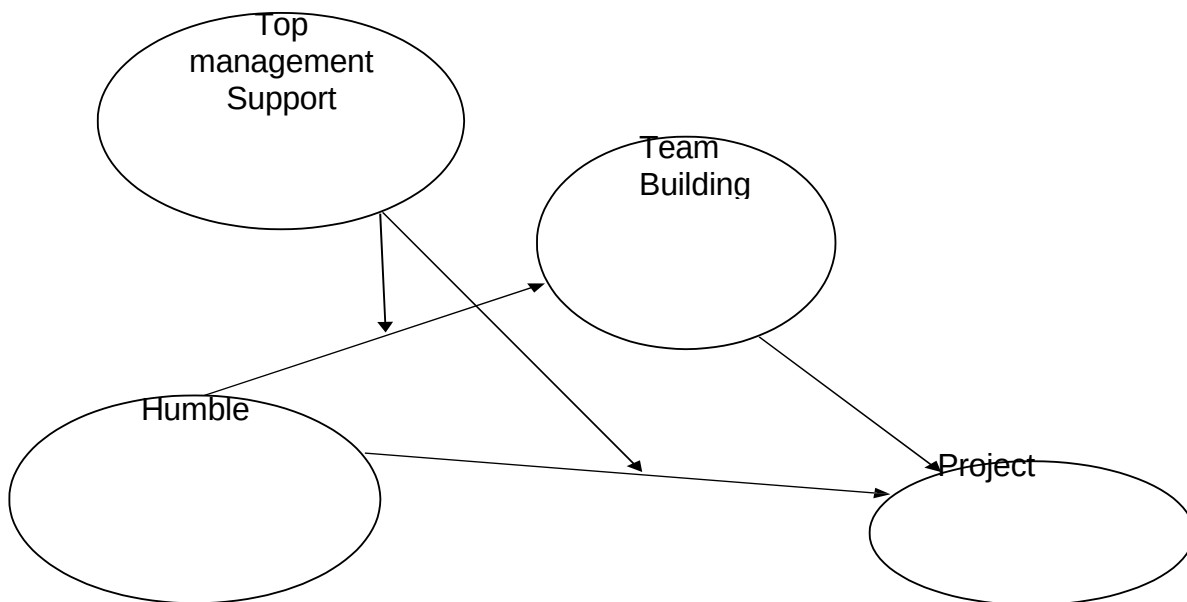
Source: (Ali, Zhang, Shah, Khan and Shah, 2020:349-367)

Unique skill set is required for project managers since project environment is different from formal managerial activity organization manage, project environment changes starts with resources, budget, skilled personnel, cultural and religious team differentials which need leadership that have team building, problem solving and communication skills (Hartono, Sulistyo and Umam, 2019:274-301) Leaders who have influence on employees manages change from initiating communication on why, who and when then leaders see the implementation stages seeing though tests and sampling till authorization of change (Stoffers & Mordant-Dols, 2015:40-46). Linking project leadership and project management

gives formula to project success, project manager with leadership but leaks management skills struggle like project manager with management but leaks leadership skills (Ahmed,Tahir and Azmi bin Mohamad, 2013:99-102).

Managers create plans and leaders motivates, solve conflicts set vision for the team hence project managers need leadership influence on project management for dealing with practical human factors are arise during project execution (Shenhar, 2004:569-578). Conflict is regarded as the barrier for achieving project goals which need leadership with ability to handle conflicts by addressing conflicts and get team members to focus on set targets and goals (Lee, 2008:670-683). Leadership in action results in outcome in management factors that impacts success and failure in projects by evaluating internal and external stakeholders (Riaz et al, 2013:44-48). Project leadership gives direction in project management field without taking away project planning, tools, techniques, and methodology that founded project management, soft and hard skills are managers competency that contributes to success and failure of projects (Awan et al., 2015:27-46) Organizational strategy and structure have an impact on project leadership and project management success (Müller & Turner, 2006:21-32).

Project managers need combination of leadership styles to keep relevancy in changing project life cycle and in complexity needed in project world by communicating with both internal and external stakeholders (Zulch, 2014:172-181). Shared leadership on employees great team work by recognizes critical skills needed for the project team to be competent and execute projects with zero defects (Imam, 2021:1-10) Balanced leadership is preferred since it takes team members view on horizontal hierarchy instant of vertical structures that seek to follow positional influence not leadership engagement with project team to great room for effective communication on vision of the organization and how it is influenced by projects targets and goals (Floris and Cuganesan, 2019:517-532). Project management standardization practices influence the project management tools, techniques and standards that project managers utilize to formalize policy and gets project managers to get certified in the standards used for competency level in the organization (da Silva et al., 2019:688-696). Project plans are meant for project leaders to execute activities by dealing with unforeseen risks which can act to shift the project to failure if risks are not addressed during execution, success is measured by cost, time and scope executed (Aubry and Lièvre, 2010:32-44).

Since there are different objectives why project management is the strategy used to execute projects, (Sankaran, Vaagaasar and Bekker, 2020:1381-1402). Some objectives are achieved while others don't get achieved hence the challenges facing the world to identify the reason on success and failure of projects. Organizations are turning to project management for daily execution of activities even with the limited knowledge that led to success and failure of projects (Hyvari, 2006:31-41).

Project achievement is linked to cost, scope and quality which is not part of organizational strategy that holds senior leadership accountable, (Pollack, Helm and Adler, 2018:527-547). Project managers report on given deliverables which suggest that project management success and failure do not hold senior leaders accountable while portfolio management, program management and project governance is not found in strategic management which hold senior leaders accountable (Young et al., 2012:887-900). Traditional organization strategy of work execution turned to project team based, sufficiently competent project manager's success rate on project management is higher than project managers that still growing by attending projects seminar, workshops, and formal project management (Lee et al., 2013:1-12). There is recognition that difference in projects needs different approach which project sponsor and project manager need to identify based on the industry culture and the deliverables on the project methodology from project management can be determined for project execution that influences the success factors based on criteria of project management methodology (Turner and Muller, 2007:49- 61).

Table 4.1: Manager vs Leader

MANAGER	LEADER
Orientated to adapting to change, not taking the initiative.	Focuses on the vision on the organization.
Concerned more with techniques; sometimes with maintaining order and the status quo. Adapting to the culture	Orientated towards driving change and anticipating environmental changes.
Concerned with being empowered.	Concerned with dynamics of a situation, on how to leverage or shape; concerned with setting or changing the culture.
Concerned with being empowered.	Empowering people.
Sees a more limited web in terms of relationships in terms of immediately adjacent areas.	Sees relationships as opportunities for growth; personal goals are in alignment with organizational goals.
Tends to avoid risk for self-protection; and hence growth is more limited.	Understands personal strengths and weaknesses, and is willing to learn from mistakes and grow

Source: Lategan and Fore, 2015:49

Organizations are looking for better ways to increase performance and efficiency. With time managers and leadership style became a research topic to get managers and leadership style influence on project success (Zhang, 2009:1-12). Project leadership is not about supervising people and projects it is an art

of building winning project teams with ability of skills development to better quality and project stakeholders' satisfaction (Xiong, 2008:89-110). As per Ahmed et al.,(2013:1-25) there is a need to research differences between management and leadership while project management and project leadership is key factors that this article is looking to understand the impact of managers and leaders in project success. Bligh (2017:21-42) stated that people performance is based on trust they have on the leader. The trust comes from psychological empowerment that employees get from leaders; the preserved meaning of work from employees plays a role in empowerment, the influence that employee believe they have on the output of the team plays a role on empowerment, skills, and the ability of employees to perform under set Competence empower them, energy, and efforts that employees put realizes their Self-determination. Professional credentials influence the ability of a manager to pursue a team to achieve his goal. The effectiveness of a manager is evident when he understands his role on strategic, administrative, and operational goals of the organization. (Barton and Barton, 2011:1-40) Emotional feeling and control of a manager determines the relationship outcomes with the team as relationship is reciprocal.

Table 4.2 below talks about the impact of leadership styles on effective project execution.

Style	Description	When to use it	Weaknesses
Commanding / coercive	Dictatorship - "Do what I say"	In urgency – when time is scarce, and in crisis.	Members can feel stifled as they are treated as workers and not asked for an opinion.
Visionary / Authoritative	Mobilises people towards a vision	When a new vision and direction is needed	Lacks the ability to help team members understand how they get to a vision or goal.
Affiliative	Focuses on emotional needs over work needs.	Best used for healing rifts and getting through stressful situations.	Confrontation and emotionally distressing positions can be avoided
Democratic	Uses participation, listening to both the bad and the good news	To gain valuable input from employees and to gain Buy-in, when there is time to do so.	Can be lots of listening but very little effective action.
Pacesetting	Builds challenging and exciting goals for people,	When the team is already highly motivated and competent	Can lack emotional intelligence
Coaching	connecting corporate goals whilst helping people find strengths and weaknesses, linking these to career aspirations and actions	Coach, mentor and develop individuals when they need to build longer term strengths	Can come across as micromanaging.

Source: (**Jowah, 2016:10-17)**

Self-confidence influence leadership abilities of an individual to achieve set goals in the organization. Internal locus of controls plays a role in a person self-efficacy to take a team from one level to another. Taking initiative to change the status quo rather than believing on luck determines the ability of leaders to take leadership in the organization. The ability to lead can be influenced by family upbringing, the presence of parenthood and absent thereof affect the leadership style of leaders (Liu, Venkatesh, Murphy and Riggio, 2021:101382). (Oshagbemi and

Gill, 2006:15-18) cites the need to manager older and younger leader for the organization to reach set strategic goals and targets, three types of leaders were identified as radical, bureaucrats and team players. Young leader aged (26-40) were radical, 41-55 were bureaucrats and 56 and older were team players that took projects to commissioning with experience of managing people and projects, showed empathy While radical leaders were innovative, results orientated, energetic and focused on individual development.

Information and knowledge management in projects determines the leadership failure and success of the organization to set vision. Today leaders are challenged with uncertain changes on physical, social, political, economic, and technological environment that need project managers to adapt, leadership skills and experience require continuous change to influence resources to achieve set goals in a project (Stephan, Patterson, Kelly and Mair, 2016:1250-1281). Unlike the transactional leader, who demonstrates how current followers' demands can be met, the transformational leader arouses or changes the strength of previously suppressed needs. They are not, however, at the opposite end of the spectrum. A transactional leader's leadership effectiveness is 'augmented' by a transformational leader (Yahaya and Ebrahim, 2016:190-216).The leader, the followers, and the organizational process were all central to several leadership theories. According to the findings, there is a strong link between transformative leadership and a team's extra effort. Advice that leadership be examined from three perspectives: the leader, the followers, and the organization (Agote, Aramburu and Lines, 2016:35-63).

With varied levels of power, leading from the side or from middle management brings a number of problems and opportunities. Middle managers have frequent, direct contact with librarians and can promote their colleagues' professional and leadership growth through performance management. Project managers can collaborate with colleagues at all stages of their careers and across departments, allowing them to widen their sphere of influence. These leaders may create and maintain a culture in which team members and direct reports are encouraged to try new things and learn from their triumphs and failures (Alvesson and Kärreman, 2016:139-152). Many projects continue to fail despite significant investment and the use of well-established project processes and procedures, due to a lack of leadership competency essential for successful project execution. Leadership has not been identified as a component that influences project performance in previous study. The success or failure of a project is partly determined by how well it manages the constraints of scope, time, cost, and quality expectations. To accomplish this, the project manager must possess and demonstrate proper project

management leadership (Grzesik and Piwowar-Sulej, 2018:35-60).

The energy and excitement among participants can usually be sensed in successful projects. Participants are dedicated to the project's objective, eager to put in extra effort, take spontaneous actions to help one another, and are glad to be a member of the team. Spirit is the catalyst for the release of latent potential that exists in practically everyone (Chopra and Kanji, 2010:971-1004). Project managers must also be capable of leading teams. Within the internal organization, project managers are responsible for leading their subordinates, a position that necessitates the development of strong leadership abilities for assisting workers in achieving project objectives. Human abilities in project management have been the subject of numerous studies. According to certain studies, project managers need to have certain skills. Others, on the other hand, emphasized the importance of effective leadership in project management (Novo, Landis and Haley, 2017:73-78). In businesses with several projects, there is an increasing demand for leadership competence models to address and improve project performance. Theoretical assumptions of leadership competence models were discussed, but no concrete leadership competency model that could be applied to improve project performance in an organization was developed or tested (Roman, Van Wart, Wang, Liu, Kim and McCarthy, 2019:853-866).

Literature has investigated numerous classifications of leadership styles in various contexts. Several scholars in the construction field have classified leadership styles as democratic and authoritarian directed, coaching, supportive, and delegating supportive and structuring, task, and relationship oriented, transactional, transformational, and laissez faire. In addition, numerous authors have concentrated on the various leadership styles and their impact on project performance, process, and success. In the pre- and post-contract stages of the work, project managers in Hong Kong tend to use supportive and directive leadership styles (Fellows, Liu and Fong, 2003:809-818).

Furthermore, other aspects that relate to the internal and external environments may have a significant impact on the project's success or failure. The role of top management, accountants, functional managers, and project team members are all factors that affect the internal environment. Clients, competitors, suppliers, environmental, political, consumer, and other intervener organizations are all examples of external variables, according to him. However, due to cost and time constraints, it is beyond the scope of the current study to include all the internal and external components in the theoretical framework of the study. As a result, it is critical to

note that these factors may obstruct a country's ability to meet the challenges of the twenty-first century as per (Rahman and Thelen, 2019:177-204).

Transformational leadership is more effective than laissez-faire and transactional leadership, according to research. Subordinates regularly rate transformational leaders as more effective, and they are invariably associated with higher organizational performance and success (Korejan, and Shahbazi, 2016:452-461). The emotional intelligence and leadership styles of 49 managers were examined in the study. Inspirational motivation (a component of transformational leadership) and emotional intelligence had the strongest link, with inspirational motivation and emotional intelligence having the strongest correlation it's critical to define ethical leadership (Alkahtani, 2016:23-34). Ethical leadership is the ongoing practice of exerting a positive influence on decisions that are the correct and appropriate decisions that support the necessary actions in every situation that benefits the greatest number of people. A strong leader's moral character and communication abilities are required to support this activity (Engelbrecht, Heine and Mahembe, 2017:368-379).

Recent study has looked at successful project management and has come up with some interesting claims regarding successful project manager competencies that should be included in any discussion on how to develop master project managers. Shared leadership, social competence and emotional intelligence, communication, organizational politics skills, and the importance of visions, values, and beliefs have all developed as characteristics that project managers in complex environments are expected to possess (Ram and Ronggui, 2018:913-934). A few research have identified project management competencies. Six characteristics of excellent project managers have been identified, with the conclusion that effective managers are usually intelligent and have high problem-solving skills. These characteristics are similar to the intellectual capacities (IQ) that are discussed as part of leadership skills. Behavioural or motivational factors, such as energy, and skills-based traits, such as communication, were also discovered. They do not, however, present proof that these characteristics contribute directly to project success. When hiring a project manager, the relevance of human attributes such as initiative was acknowledged (Moradi, Kähkönen, and Aaltonen, 2020:543-572).

Early scholars tried to figure out if leaders are born or made. Or, to put it another way, do leaders have distinguishing attributes like intelligence, honesty, self-confidence, physical beauty, or energy? The leadership trait hypothesis failed to create a list of important leadership traits required for success after years of research. Researchers began to shift away from trait

theory and toward behavioural theories, which focus on what the leader does, in the early 1950s. Kurt Lewin and associates conducted a leadership research at the University of Iowa that identified two main leadership styles, which served as a predecessor to the leadership behaviour approach. The authoritarian leader, for example, tends to rule by position of authority, reward control, and force (Frantz and Stein, 2017:935-962).Customer satisfaction was much greater in projects where the project manager worked in his or her native country compared to those where the project manager worked abroad. When compared to the results of expatriate project managers, self-determined success criteria were much higher in projects with the project manager working in his or her home country or abroad.

Later, we look at how nationality affects how success criteria are rated. This shows that what is regarded successful is a cultural issue, which helps to explain why project managers are more successful in their home country and against self-defined success criteria. Project managers who are working away from home may require cultural training (Muller and Turner, 2007:28-309). For firms that engage across cultures, it is obvious that global leadership development should be a top concern. Fortunately, it is becoming evident how this process should go. There are several indicators of what we refer to as global leadership skills (Osland, Bird, Mendenhall and Osland, 2006:197). First, even if managerial flexibility is taken for granted, there is growing consensus on what makes a strong leader. Leadership is usually dependent on the circumstances, yet we generally know what excellent leaders should do or contemplate doing much of the time, at least in the United States. Simply said, leadership is the ability to make a vision come true. Leadership, according to Robert House and his colleagues, is described as the ability to influence, encourage, and empower others to contribute to a common goal (House, 1996:323-352).

Raithel, van Knippenberg and Stam (2021) it's reasonable to give some thought to how team members from various cultural backgrounds interact with one another. National, organizational, and functional cultures can all be classified. Managers in Eastern countries such as Japan and Korea, for example, do not want to communicate via email. The informal and mostly egalitarian appeal of email to Westerners is at odds with the Confucian principle of professional respect for elders and seniors (Lee-Kelley and Sankey, 2008:51-62). Clan, market, hierarchy, and adhocracy are four types of organizational culture, each with diametrically opposite value qualities (Hartnell, Ou and Kinicki, 2011:677). This hostile environment is influenced to a large extent by the construction industry's male-dominated culture. This has significant ramifications for the nature of power relationships in construction firms. Men maintain control in the public

sphere by reflecting 'the world of goal-directed organizations, politics, dispassionate reason, and the world of the productive.' argues that emotionality is primarily defined within a male power framework that prioritizes 'emotional strength,' which connotes emotional repression and control (Madden, 2019:299-317).

According to Khamaksorn (2016) project managers are crucial participants in the construction and project management industries, and they hold a lot of the project's fate in their hands. Their interpersonal skills and leadership, as well as their project management technical competencies, will guarantee that projects operate smoothly and achieve their objectives. The primary responsibility of the project manager is to give leadership to the entire project team from start to finish in order to achieving project objectives and, ultimately, project success (Yu, Vaagaasar, Müller, Wang, and Zhu, 2018:660-682). Several key elements contribute to effective team performance. To begin, team members must properly combine their separate actions (Burton, Mayhall, Cross and Patterson, 2019:369-401). Team processes have become a key factor of team success. Second, teams are being asked to work in increasingly complex and dynamic situations. The need for member cooperation and cohesion is increased because of these performance criteria. A third component of efficient team performance is team leadership (Lai, Hsu and Li, 2018:566-582). Academic institutions and construction businesses can work together to achieve these benefits, and attempts are being made in many countries to bridge the gap between theory and practice, academia, and industry. Academic institutions are designing and offering seminars and professional training courses in close collaboration with industry representatives, which can greatly improve the working capacity of managers involved in various aspects of the construction sector (Chowdhury, 2020:61-68).

In a multi-racial and multi-cultural Malaysia, moderating factors or moderators that contribute to project team effectiveness are thought crucial to investigate (Tan, Teoh and Cheah, 2019:2065-2095). Malaysia was chosen as the study's location due to the availability of respondents or project managers to whom the author could speak. The goal of this study is to see if project management experience, project team size, project duration, and project value size can regulate the relationship between a project manager's leadership duties and the efficacy of a project team in Malaysia (Ong and Bahar, 2019:1146-1164). At this level, the focus is on defining norms, rules, and performance monitoring. The benefit of this is that the team's goals are clear, team members are aware of what is expected of them, and good performance is recognized (Radujković and Sjekavica, 2017:607-615). Leadership fosters information sharing and good team communication so that everyone in the team understands the project's goals

and accomplishments. There is order, which is due to the presence of a transactional culture, but when there are changes and the team must adjust to these changes, this may not be enough (Zheng, Wu, Xie and Xu, 2017:2336). In today's quickly changing business environment, the underlying assumption of relatively static system requirements inherent in traditional development methodologies rarely holds true. In such environments, attempting to capture the system's requirements in advance is effectively impossible; by the time the system is developed according to the original requirements, the organization's processes have changed enough that the emergent information system no longer meets the current requirements. In such circumstances, project failure is common (Baghizadeh, Cecez-Kecmanovic and Schlagwein, 2020:123-142).

Transformational Leadership Style is ideal for medium to complicated tasks and is concerned with relationships (Van der Voet, 2016:660-682). This leadership style encourages subordinates to improve their performance in order to meet the goals set out. By communicating and sharing information among team members, transformational leadership style boosts creativity and innovation. Stakeholders are affected by renewal initiatives (Martinsuo and Ahola, 2022:813-826). Over 60 years of research has yielded insights into project management, but only a small percentage of projects are completed successfully. These points to the necessity for more research into the elements that influence project success (Albert, Balve and Spang, 2017:796-821). Recognizing that one size does not fit all, a number of studies have been carried out to better understand the relationship between project parameters and the most relevant success criteria. The project manager's ability to lead is a crucial component (Creelman, 2016).

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At this level, the focus is on defining norms, rules, and performance monitoring. The benefit of this is that the team's goals are clear, team members are aware of what is expected of them, and good performance is recognized (Radujković and Sjekavica, 2017:607-615). Leadership fosters information sharing and good team communication so that everyone in the team understands the project's goals and accomplishments. There is order, which is due to the

presence of a transactional culture, but when there are changes and the team must adjust to these changes, this may not be enough (Zheng, Wu, Xie and Xu, 2017:2336). In today's quickly changing business environment, the underlying assumption of relatively static system requirements inherent in traditional development methodologies rarely holds true. In such environments, attempting to capture the system's requirements in advance is effectively impossible; by the time the system is developed according to the original requirements, the organization's processes have changed enough that the emergent information system no longer meets the current requirements. In such circumstances, project failure is common (Baghizadeh, Cecez-Kecmanovic and Schlagwein, 2020:123-142).

Transformational Leadership Style is ideal for medium to complicated tasks and is concerned with relationships (Van der Voet, 2016:660-682). This leadership style encourages subordinates to improve their performance in order to meet the goals set out. By communicating and sharing information among team members, transformational leadership style boosts creativity and innovation. Stakeholders are affected by renewal initiatives (Martinsuo and Ahola, 2022:813-826). Over 60 years of research has yielded insights into project management, but only a small percentage of projects are completed successfully. These points to the necessity for more research into the elements that influence project success (Albert, Balve and Spang, 2017:796-821). Recognizing that one size does not fit all, a number of studies have been carried out to better understand the relationship between project parameters and the most relevant success criteria. The project manager's ability to lead is a crucial component (Creelman, 2016).

4.3 CHAPTER SUMMARY

Leadership in project management encompasses a wide range of duties, including efficient planning, job coordination, and project oversight, inspiring team members, and making critical decisions (Zhao, Hwang and Lee, 2016:150-160).Project management makes leaders stand out for their ability to assemble successful teams. Every leader can benefit from project management's tools, principles, procedures, and standards because they provide a roadmap and framework for starting, creating, carrying out, controlling, and concluding projects (Patanakul, Kwak, Zwikael and Liu, 2016:452-466). Every person who participates in project management has the necessary education, training, and experience in the technical field beside project management. Project team members also all have the right attitude, which influences how team members behave and how they participate in projects (Rehman, Shahzad, Farooq and Javaid, 2020:38-47). By sharing project team knowledge and expertise, team members

gain the confidence they need to contribute positively to the project team and complete projects successfully. To develop team members and develop future project management leaders, leaders share their management responsibility. As the researcher read through the literature to find a leadership style that could influence the project management team, various frameworks were shared and discussed. First, different project stages and team members' expertise and talents of different project stages have a distinct role to play in leadership styles. Depending on the organizational circumstances, the team members' expertise, and the length of time the team has been together, each leadership style has a role to play.

CHAPTER 5

DATA REPORTING, ANALYSIS, AND INTERPRETATION OF THE FINDINGS

Introduction

Chapter 5 is looking at the data that need to the collected to determine the role of age and emotional intelligence on employee motivation in construction sector. The questionnaire is been constructed and distributed to employees in project management field to give their view on set question. Data collected will be looked at and analyzed as per the views of the participants. Since the researcher is looking at factors that motivate employees in construction environment looking at age and emotional intelligence, questions are asked addressing the age of older people and their participation compared to the younger. Leadership styles can contribute on employee's motivation as well so the questions seek to understand the impact of leader's on employee's motivation in the construction environment.

Reorting pattern

The reporting will follow the questionnaire structure and will provide answers to each question accompanied by an illustration in the form of graphs, charts, histograms, etc. Dejaegher and Heyden (2011:141-158), suggests that use of different illustrations (appropriately) will assist in improving the readability and explains the illustrations effectively. The questionnaire was divided into three parts, namely; Section A – Biography, Section B – Likert scale and Section C – Opened ended questions.

Section A – Biography; of the questionnaire is the biography of the respondents, this was provided to assist with identifying (qualifying) the respondents with the appropriate characteristics. These qualifications would assist in determining the validity and reliability of the research findings, considering that the respondents have the required characteristics. The target population is project practitioners at this selected site, and the purpose of this study is to establish if there is any relationship between the age of an individual and the levels of emotional intelligence.

Section B - The Likert scale;

This section involved ranking statements on a Likert scale of 1 to 5; 1 = strongly disagree, 2 = disagree, 3 = neutral / indifferent, 4 = agree and 5 = strongly agree. The statements are grouped according to subheadings and each statement is ranked and reported separately.

Section C was added to assist with certain valuable information the respondents have that might not have been well covered above. The responded are requested to provide generously information, within the context of the study that you deem valuable / important. The general understanding is that all of us

have worked with people older than us and we have experiences with them – different though they may be. There, is answers to the question asked in this chapter that gives conclusion and recommendation.

SECTION A. BIOGRAPHY

Question 1. How old are you this year, please use table to indicate your age range?

Response. This question will assist in identifying the general feeling of different age groups involved in project management when it come to age in leadership and the role leadership plays in motivating teams to achieve set targets. Figure 5.1 below illustrate the age groups that participated in this research.

Figure 5.1 How old are you this year, please use table to indicate your age range?
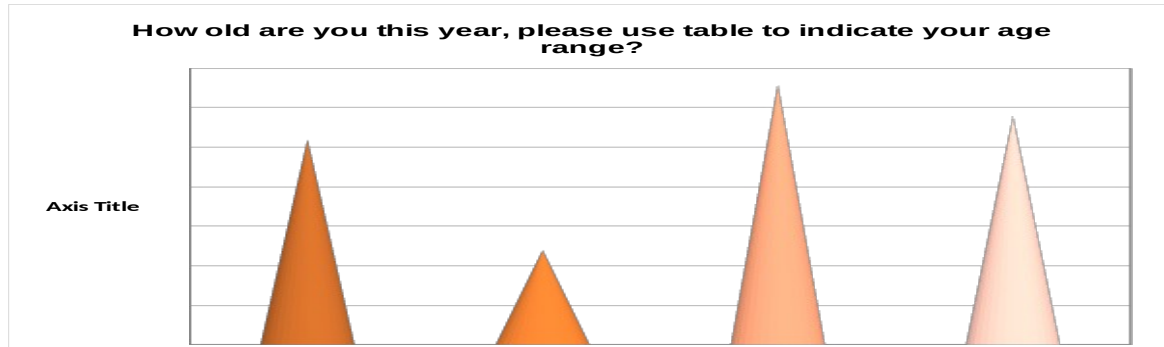
Source: Author's own construction

Age 18 – 25 years is 26% of the study with age responed to the research questions, 26 – 30 years is 12% that responded to the study, while 31 – 40 years is 33% of the participants to the research and age 41 and above is 29% which make the total of 100 personnel that gave feedback to following questions that gives views of personnel in project management field.

Question 2. What is your position in the organisation?

Response. The position held in the organisation assist the researcher to conclude if the research reached the desired population who should give feedback that is not biased but fair to reach conclusion from that will impact the project management field in solving challenges of success and failures in project management field. The figure 5.2 is the illustration of the position of the personnel participating in this research.

Figure 5.2. What is your position in the organisation?

What is your position in the organisation?

Axis Title
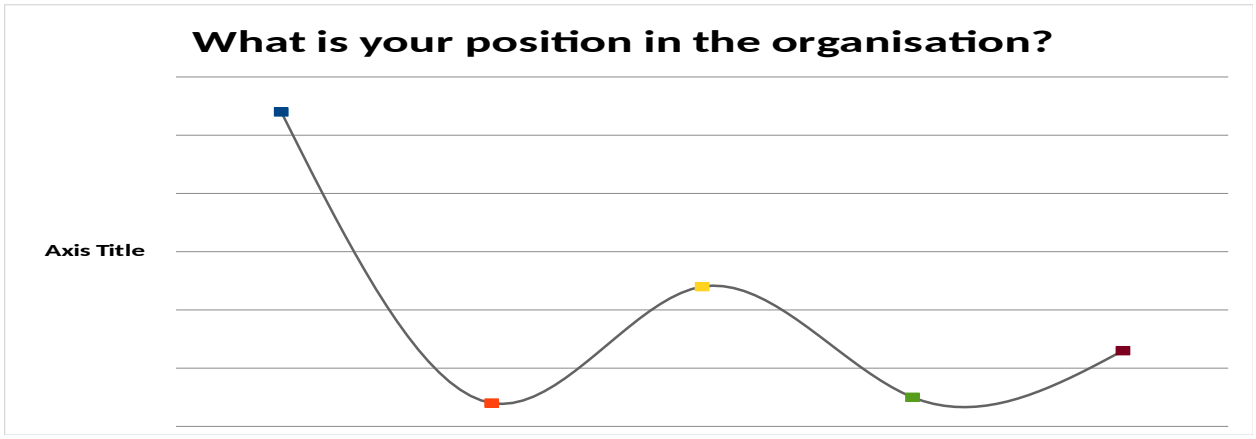
Source: Author's own construction

Team leaders takes 54% on this research, Artisans is the occupies 4% of the study as responded, project administrators have 24% as participants in this research with contractors sitting at 5% on this research. There is 13% on other responded which the researcher breaks down under the question below.

Question 3. If other, please specify. This question seek to give everybody the opportunity to participate without discrimination

Response. The participants in this section of other came from technicians, project managers, maintenance managers, quality controllers, safety officers, senior advisors who should add value in research due to experience they have over the period spent in the project management field. This participants form part of the 13% that responded to the questionnaire.

Question 4. How long have you been involved in Projects?

Response. Question 4 is determining the experience of the participants who are responding to the questionnaire to give the researcher the view of the experience taking part in this research so that the researcher can conclude with understanding years spend by data collected in the project management field.

Figure 5.4. How long have you been involved in Projects?

How long have you been involved in Projects?

- 16 - more; Series1; 0.06; 6%
- 11 - 15 yrs; Series1; 0.15; 15%
- 0 - 5 yrs; Series1; 0.49; 49%
- 6 - 10 yrs; Series1; 0.3; 30%
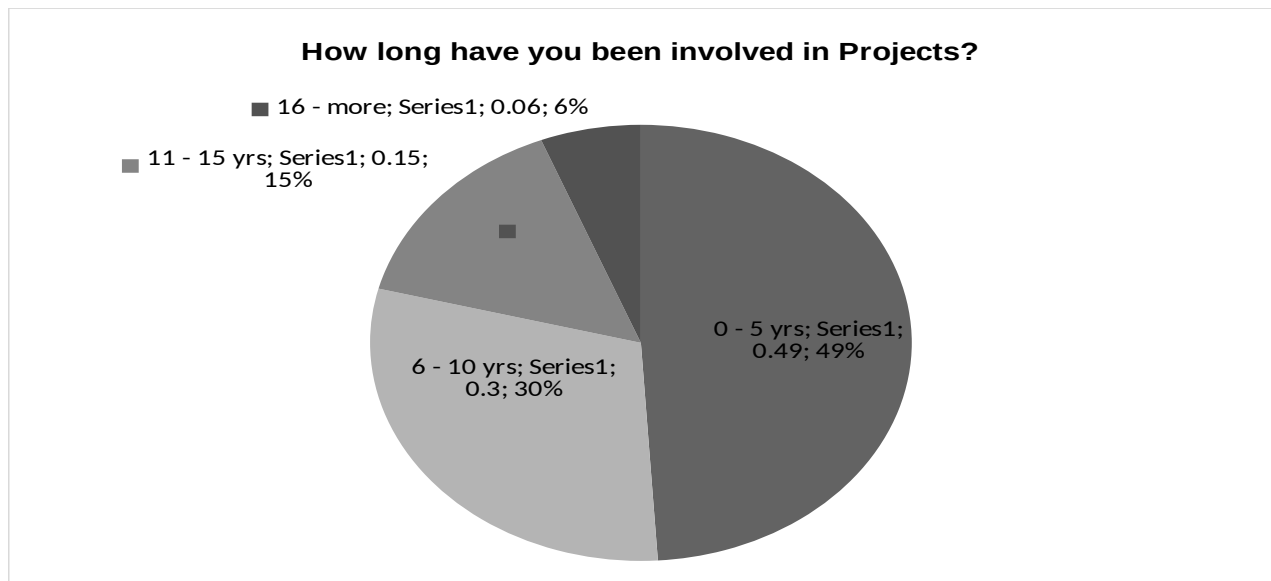
Source: Author's own construction

The statistics show that 0-5 years of participants are 49% working in project management with 6 – 10 years of the responded are 30% of personnel working in project management field. The participants that have 11 – 15 years of experience in project management field are sitting at 15% of this study while 16 – more is 6% from the responded data.

The participants with 0 – 5 years experience are 49% of the responded, 6 – 10 years takes 30% participation in this study, 11 – 15 years of the responded occupied 15% while the last group of 16 and older participants are sitting at 6% of the responded. This percentage is the reflection of 100 personnel of participants that responded to the questionnaire.

Response. Taking in consideration that project managers, maintenance managers, technicians, project leaders and project administrators took part in the questionnaire the researcher understands that there will be participants who hold degrees, masters and doctorates. The study seek to cover most

Question 5. What is your highest professional qualification? This question is looking at understanding the level of education from participants.

Response. Project management field is diverse with personnel with Doctorates to the personnel with no qualification. It is important to determine the level of education the researcher used to conclude the study. The figure 5.5 is going to give percentages of different levels of education that took part in the research questionnaire

Figure 5.5. What is your highest professional qualification?
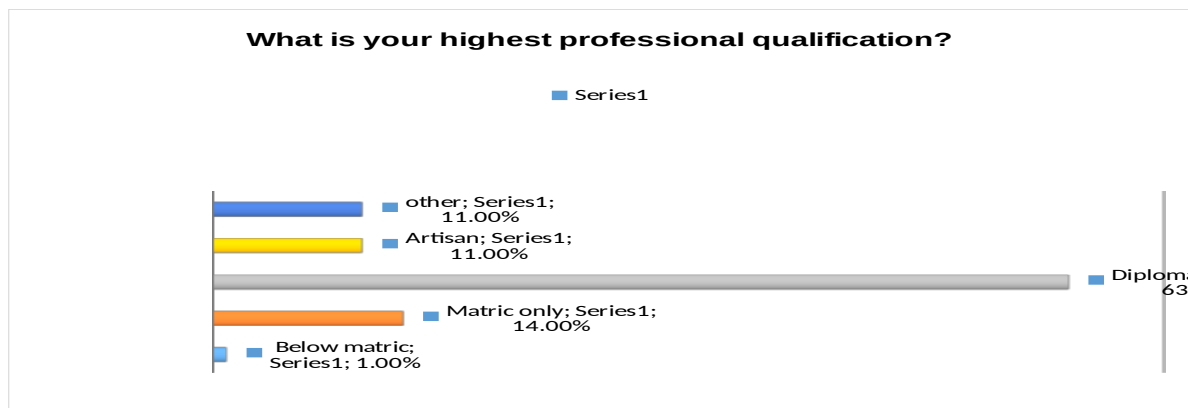
Source: Author's own construction

Only 1% of the participants are below matric with 14 % that only have matric, participants that took time to respond to the holding 63% are sitting with diploma while Artisans are sitting at 11% of the responded that participated while other 11% of the participants are sitting with qualification higher than diploma which will be looked at in the question below.

Question 6. If other please specify. The other responded that participated are holding degrees in project management and engineering

Question 7.Have you ever had the privileged of working with people older than you?

Response. Question 7 seeks to gather information of those who got privileged of working with older people in project management field. Most industries struggle to have suitable mix of young and old people for skills transfer and future stability in the industry when older personnel go on retirement.

Figure 5.7 Have you ever had the privileged of working with people older than you?
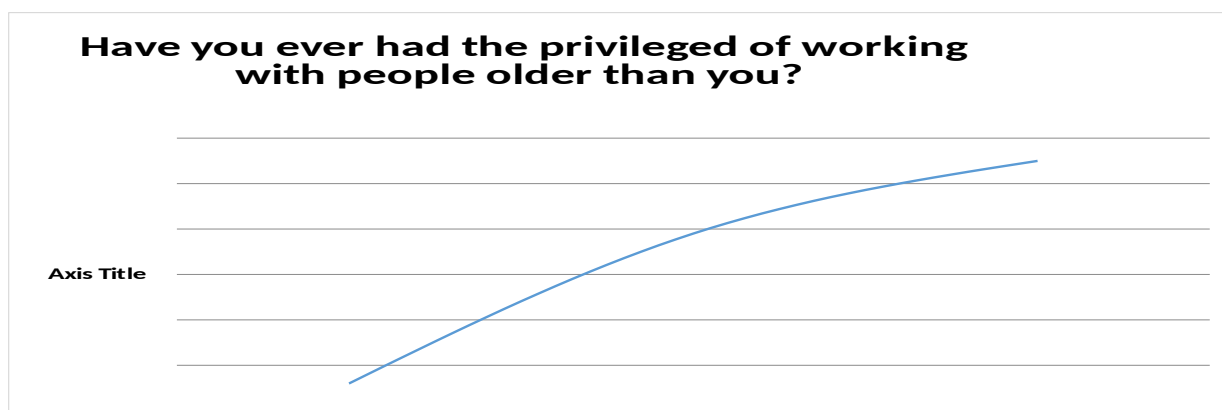
Source: Author's own construction

Out of the data collected only 6% of the participants that responded have always worked with age mates their age group, about 39% of the population have always have some older personnel in the team and majority sitting at 55% have most of the time welcomed by elders in the project management field.

Question Other 8 – please specify. The personnel above had chosen all fields beside the other option.

SECTION B –LIKERT SCALE

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

Question 9. The supervisor knows his / her limitations and is cautious?

Response. Each country have labour laws that govern organization which protect both the employer and the employees hence the limitations and cautious that Supervisors need to have when leading employees. Education of labour laws is part of employee's development which suppose to make supervisor duties simple when all employees understand rules and regulatons. Figure 5.8 give data of 100 personnel in project management field who participated in this research questionnaire

Figure 5.9. The supervisor knows his / her limitations and is cautious?
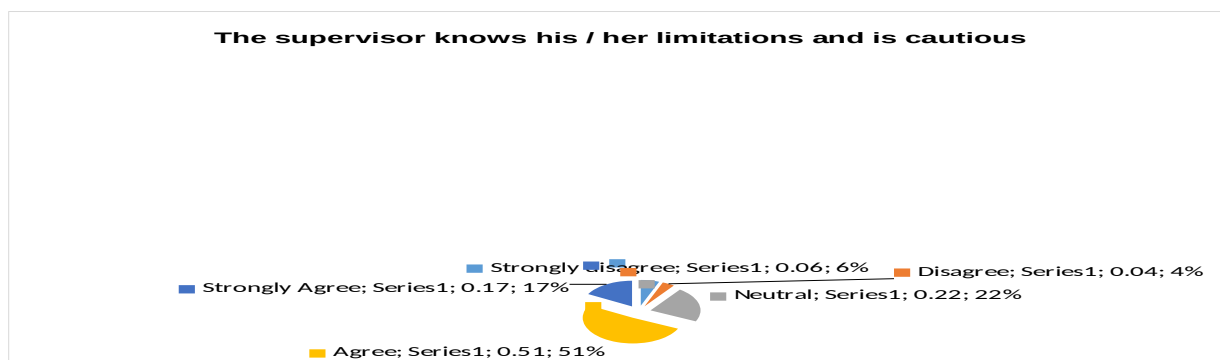
Source: Author's own construction

There is 6% of the participants who strongly disagree that supervisors know their limitation with 4% who disagree from the data collected about supervisors who knows limits and cautious. About 22% decided that they will stay neutral on this matter of supervisors limits and cautious with majority of 51% saying supervisors knows limits and are cautious while 17% strongly agree with the question asked

Question 9.Always uses experience to show us how to do things well? The question seeks to get the influence of the leader in his/her team members.

Response. The below information is the outcome from the data collected about the influence the leader have on the team members. The value of experience between different age groups will be determined by data received below in figure 5.9.

Figure 5.9 Always uses experience to show us how to do things well?

Strongly Agree; Series1; 24.00%
Agree; Series1; 51.00%
Neutral; Series1; 19.00%
Disagree; Series1; 4.00%
Strongly disagree; Series1; 2.00%
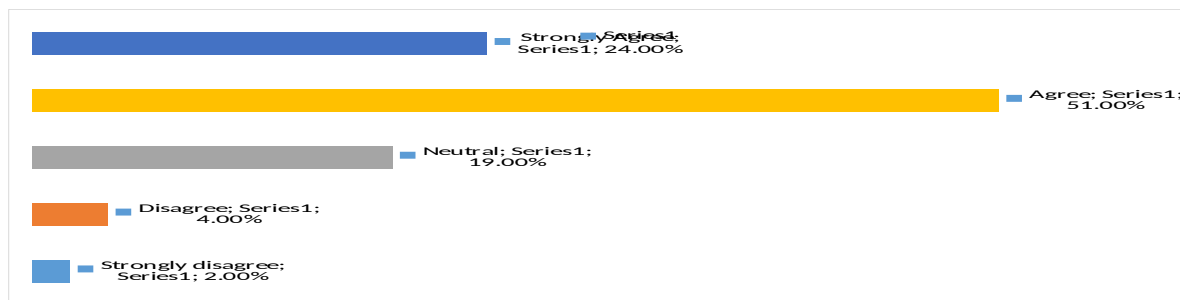
Source: Author's own construction

It is only 2% that strongly disagree with 4% that also disagree that experience is used to show how to do things. There is 19% that decided to be neutral in this matter and majority of 51% agree while 24% strongly agree with the fact that experience is used to show how to do things well.

Question 5.10 shows great passion for lifelong work which motivates us? The question seeks to understand the leaders influence over the team.

Response. Employees draw direction from leaders who suppose to act by example and show those coming behind how to live the values of the organization by living the values as the living example. The image that the Supervisor has stays with the team hence some employees don't leave the organization but leaves because of the leader. Below information is the outcome of the data collected for this research.

Figure 5.10 Shows great passion for lifelong work which motivates us?

Shows great passion for lifelong work which motivates us

Strongly disagree; Series1; 0.02; 2%
Disagree; Series1; 0.04; 4%
Neutral; Series1; 0.17; 17%
Strongly Agree; Series1; 0.23; 23%
Agree; Series1; 0.54; 54%

■ Strongly disagree
■ Disagree
■ Neutral
■ Agree
■ Strongly Agree
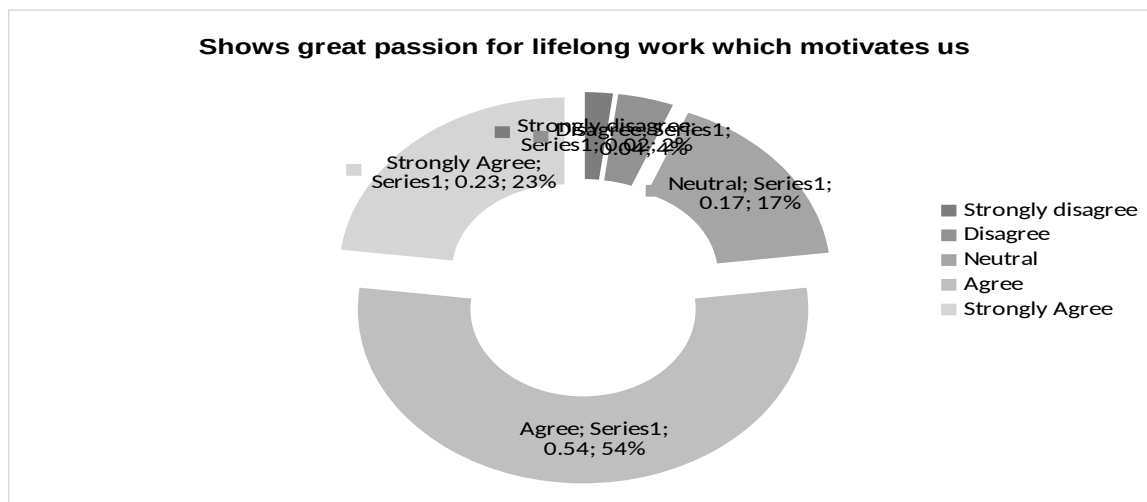
Source: Author's own construction

The respondent on this research outcome 2%strongly disagree, with 4% that disagree. Neutral is sitting at 17% of individual; with majority of 54% agree at with the passion that motivates   while 23 strongly agree with the motivation from the leaders

Question 11.With experience he / she knows where things can go wrong? The question seek to understand the value of experience in project management.

Response. Elders with experience assist the organization to build the team by sharing experience with the younger workers who suppose to adapt into the working environment. Elders with experience suppose to use experience to guide the project team. Figure 5.11 below collected data of 100 employees that gives views on the matter.

Figure 5. 11 With experience he / she know where things can go wrong?
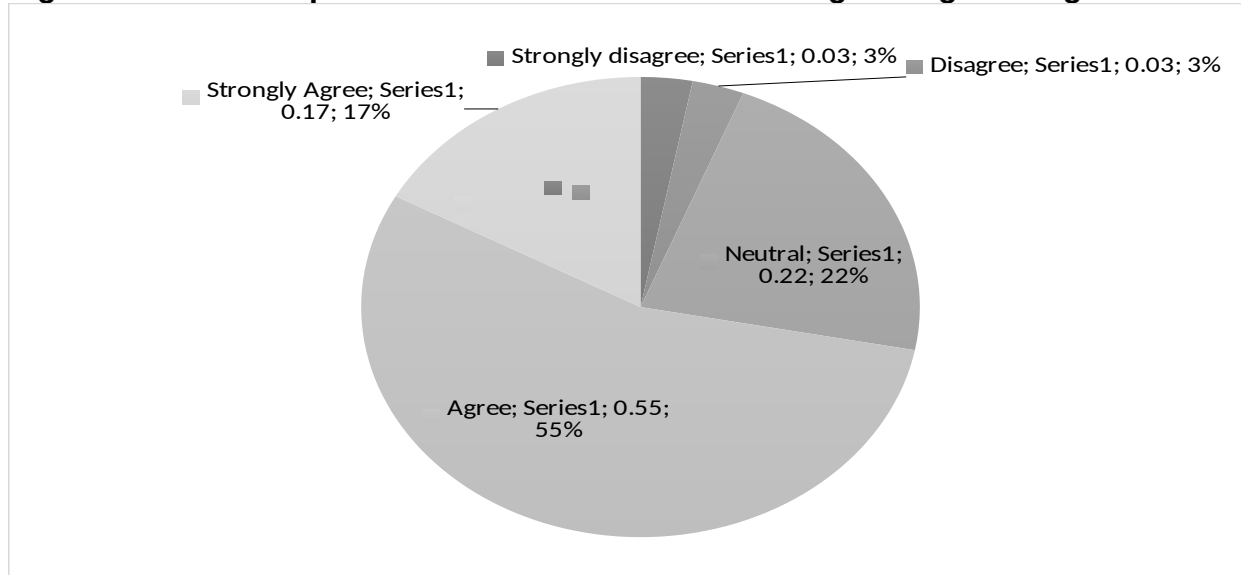
Source: Author's own construction

The organization has mixed personnel in terms of age. After responding to the different age group that participated in this questionnaire it will be interesting to see the outcome on this data collected. The 3% of the responded strongly disagree with the question; the 3% disagree as well with the question. The 22% is neutral on the influence of the experience, 55% agree with the question while 17% strongly agree with the question.

Question 12. The older folk make you confident in doing difficult tasks?

Response. This question seeks to get the value and influence of the older folks in the organization. Skills development not only in project management but across industries is a challenge that affects the production in the work place which this questionnaire seek to get information from the personnel that participated, figure 5.12 below gave the researcher a chance to analysis the data given.

Figure 5.12 The older folk make you confident in doing difficult tasks

The older folk make you confident in doing difficult tasks

Series2

Series2; 50.00%

Series2; 25.00%

Series2; 11.00%

Series2; 5.00%

Series
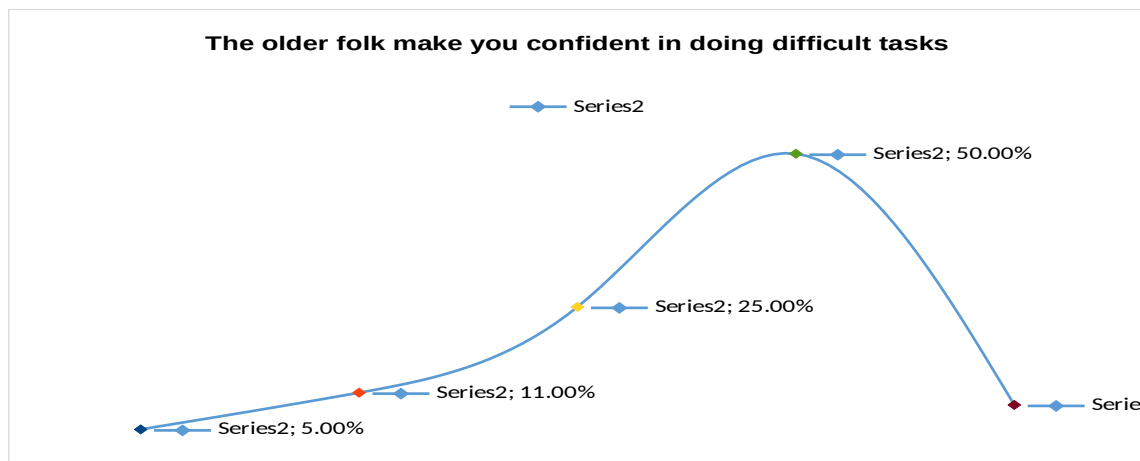
The influence of the older folks is broken down on the graph above with data collected from 100 personnel. There is 5% who strongly disagree with the question at hand and 11% agree with the question. There is quite a huge number that is neutral which is 25% of the population that responded. Half of the participants agree with 50% of the response. In most response the strongly agree makes half of the agree population but in this instance the strongly agree is sitting at 9% of the data collected.

Question 13. They always worry about factors that affect us and the work?

Response. Employees that the important assets foe any organization. The organization that doesn't take care of their employees have challenges with staff rotation that comes from the employees leaving the organization and the new employees coming without experience to the team. Dealing with factors affecting employees assists the company to have continuity in the Organization.

Figure 5.13 always worry about factors that affect us and the work?

always worry about factors that affect us and the work?
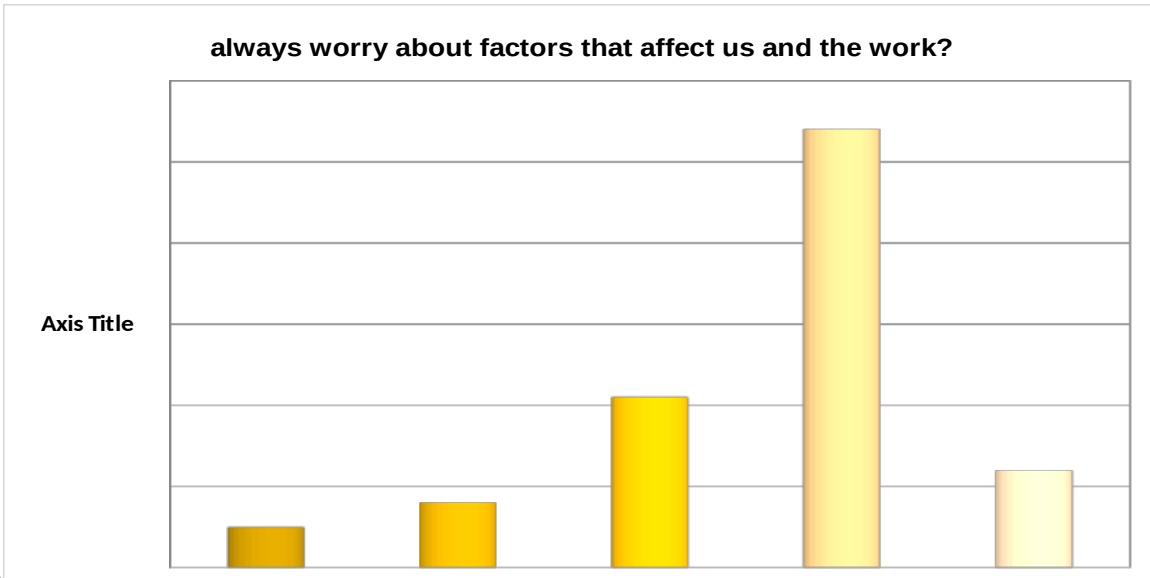
Source: Author's own construction

The participants who don't believe that leaders worry about factors affecting them are very low sitting at strongly disagrees at 5% and those who don't agree sitting at 8%. The indecisive crowd of about 21% is neutral in this matter and more than half of the population is 54% while there are those who strongly believe that leaders worries about factor affecting employees is 12%.

Question 14.They pre-empt likely constraints by warning you in advance?

Response. Leaders have ability of looking into the future by looking at the plans which informs leaders of constraints on time so that corrective action can be implemented. Constraints differs from project to projects and failure to deal with constraints lead to project failures

Figure 5.14 They pre-empt likely constraints by warning you in advance?

They pre-empt likely constraints by warning you in advance

Strongly disagree; Series1; 0.01; 1%
Strongly Agree; Series1; 0.14; 14%
Disagree; Series1; 0.08; 8%
Neutral; Series1; 0.22; 22%
Agree; Series1; 0.55; 55%
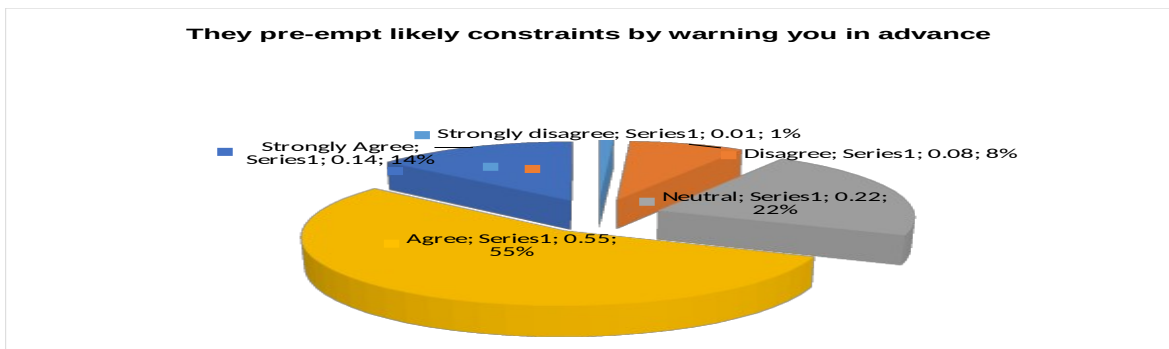
Source: Author's own construction

Communication of constrains as per the 100 personnel that participated 1% strongly disagree and 8% strongly disagree which concludes the personnel who disagree at 9 % while there is a constant 22% who are staying neutral on this question. The 55% which is more than half the population agrees with those who strongly agree sitting at 14% on the research from the participants.

Question 15.They show true empathy when you are emotionally disturbed?

Response. Emotional intelligence assists leaders to firstly deal with his/her emotions before engaging the organization. Leaders give direction in the team and emotional challenges need to be delta with as they arise. Organizations that take wellbeing of employees highly appointed health practitioner or employment assistance program.The figure below is going to give alanylsis check the votes.

Figure **5.15 They show true empathy when you are emotionally disturbed**?

Source: Author's own construction

Well numbers on neutral participants are concerning since 17% on this graph is neutral participants with strongly disagree is 3% with disagree responded is sitting at 7% of the population. Majority of more than half is 53% who agrees, while 20% strongly agree that leaders show empathy when employees are emotionally disturbed.

Question 16. **They believe by supporting you they bring you to a normal state?**

Response. The motive behind any action is important hence employee assistance program becomes confidential with the health practitioner to prevent victimization of the employees at the work place. The assistance of employees should be the support to bring the employee to normal state.Figure 5.17 below will give report of participants.

Figure 5.16 They believe by supporting you they bring you to a normal state?

They believe by supporting you they bring you to a normal state?

Series2

Series2; 56%

Series2; 20%

Series2; 5%

Series2; 3%

Series
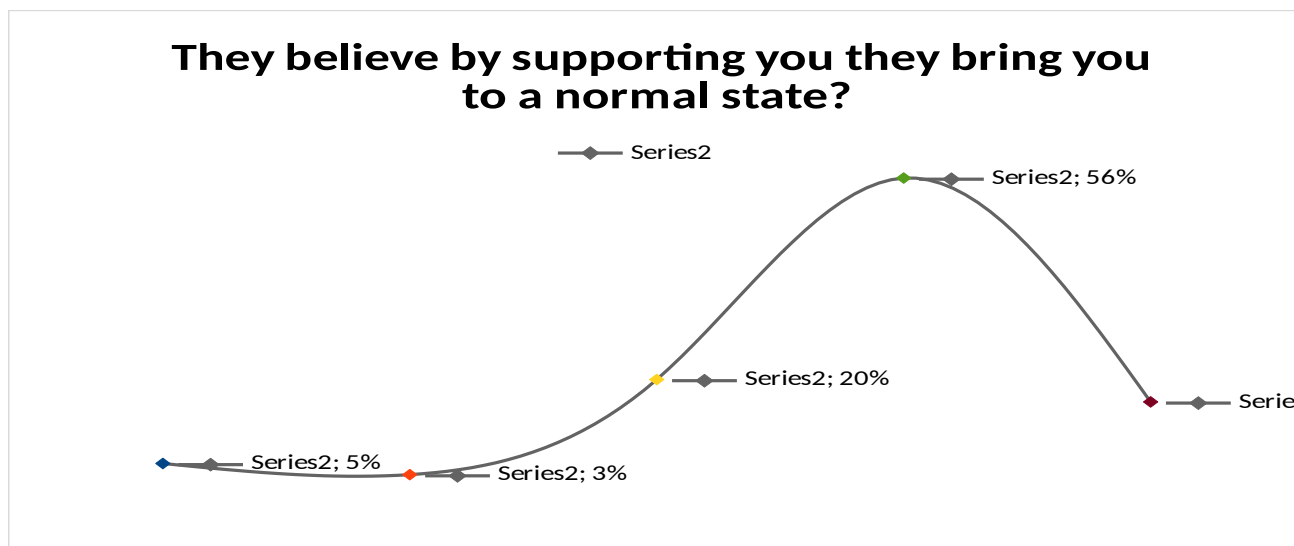
Source: Author's own construction

There is very small group that disagree with 5% strongly disagree while only 3% disagree with the question. What has been constant is the neutral responded of 20% which can turn the view if this participants can move to other agree or disagree. The normal 56% of the employees agree with the question and even strongly agree participants sitting at 16% of the respondents.

Question 17. Strongly motivate for team unity as a family at work, regardless

Response. The influence of a leader is critical in building a working team that is ready to learn from each other and take safety of the team first regardless of the production pressure. United team strives to be best and break records that were set by other team members within the rules and regulations. The figure below wil illustrates the view of the participants in the research.

Figure 5. 17.Strongly motivate for team unity as a family at work, regardless

Strongly motivate for team unity as a family at work, regardless

Strongly disagree; Series1; 0.06; 6%

Disagree; Series1; 0.01; 1%

Neutral; Series1; 0.15; 15%

Strongly Agree; Series1; 0.28; 28%

Agree; Series1; 0.5; 50%

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
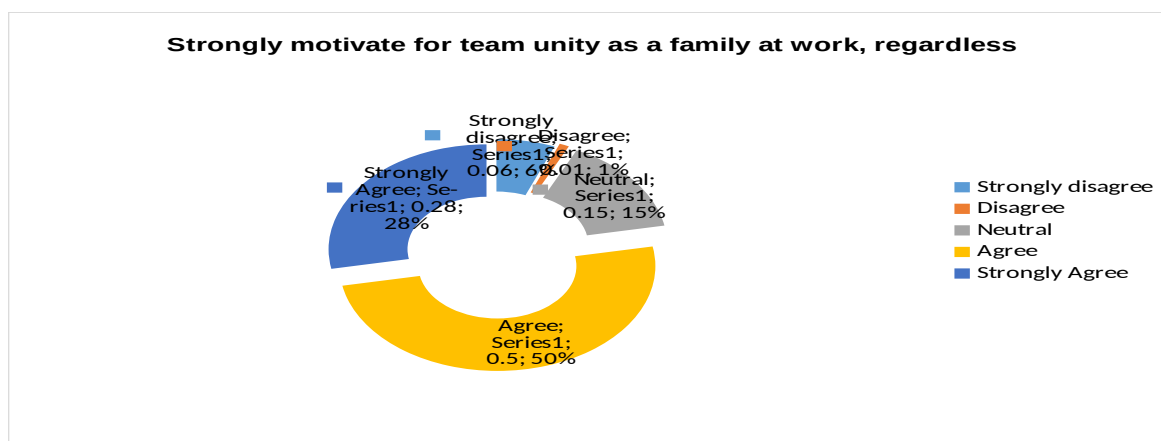
Source: Author's own construction

There is very litte percentage that strongly disagrees which is 6% of the population with the 1% that disagree with the question. There is 15% which constantly sitting on neutral, majority is sitting at 50%who agrees with the questionnaire and extra 28% that strongly agree with the questionnaire.

Question 18. Shows emotional social support which motivates you to perform

Response. Give the other person your full attention and respect their right to express their feelings. While vocally summarizing or considering what they have stated, ask questions to clarify or better comprehend their experience.

Figure 5. 18 emotional social support which motivates you to perform.
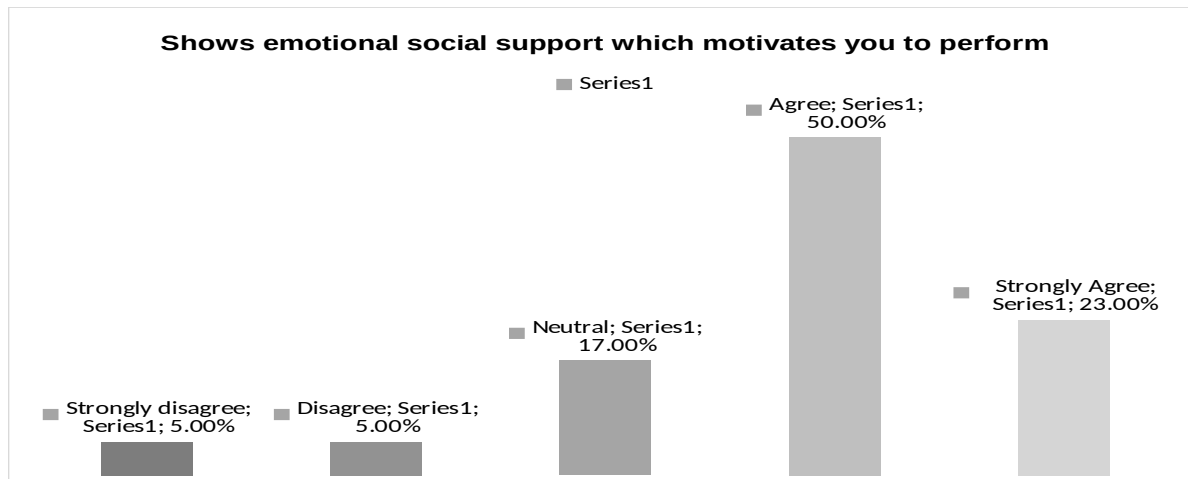
Source: Author's own construction

There is 5% of the responded strongly disagree with another 5% disagree which takes the total of 10% of participants who disagrees. There is a common amount of participants who are sitting neutral this round is 17% of the responded. Another common behaviour is the 50% who agrees with the questionnaire while 23% strongly agree that completes the question with more than seventy percent that agrees.

Question 19. They are aware of your situation better than you may think?

Response. Caring leaders observe the team behavior to the point of understanding individuals behavior and situations. Leaders that practice to learn team members easily realize different behavior which can assist in getting help for the affected them members. The figure below give direction to how participants view this question.

Figure 5.19. They are aware of your situation better than you may think?

They are aware of your situation better than you may think?

Strongly Agree; Series1; 0.16; 16%
Strongly disagree; Series1; 0.05; 5%
Disagree; Series1; 0.08; 8%
Neutral; Series1; 0.15; 15%
Agree; Series1; 0.56; 56%
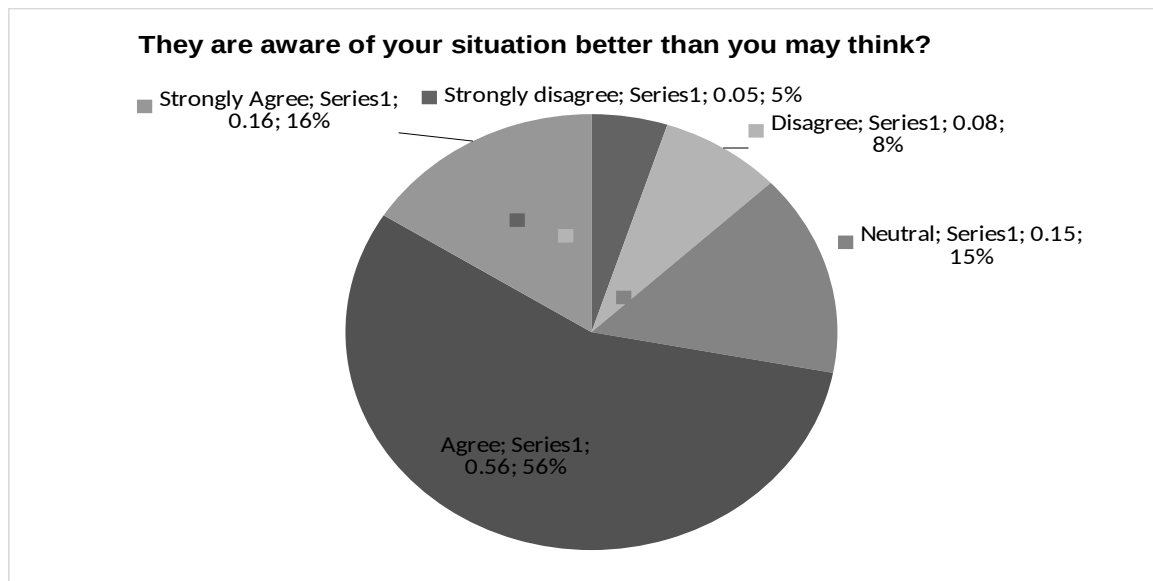
Source: Author's own construction

The participants who strongly disagree on this question is 5% with just 8% that disagree. The researcher is looking at this question and didn't expect such a high number of participants who are 56% that agrees and 16% who strongly agree while neutral keep on being constant at 15%.

Question 20.Very particular about when to be hard or when to be soft to you?

Response. Leaders in the project management field need to adapt to different leadership styles to be able to lead in different phases of the projects. Projects have quite moment which need someone who gives employees time to self manage while execution phase need someone who pushes for targets. The figure below gets views from 100 participants about leads who manages as per the situation.

Figure 5.20 Very particular about when to be hard or when to be soft to you?

Very particular about when to be hard or when to be soft to you?

Series1

Strongly Agree; Series1; 17%
Agree;
Neutral; Series1; 21%
Disagree; Series1; 3%
Strongly disagree; Series1; 3%
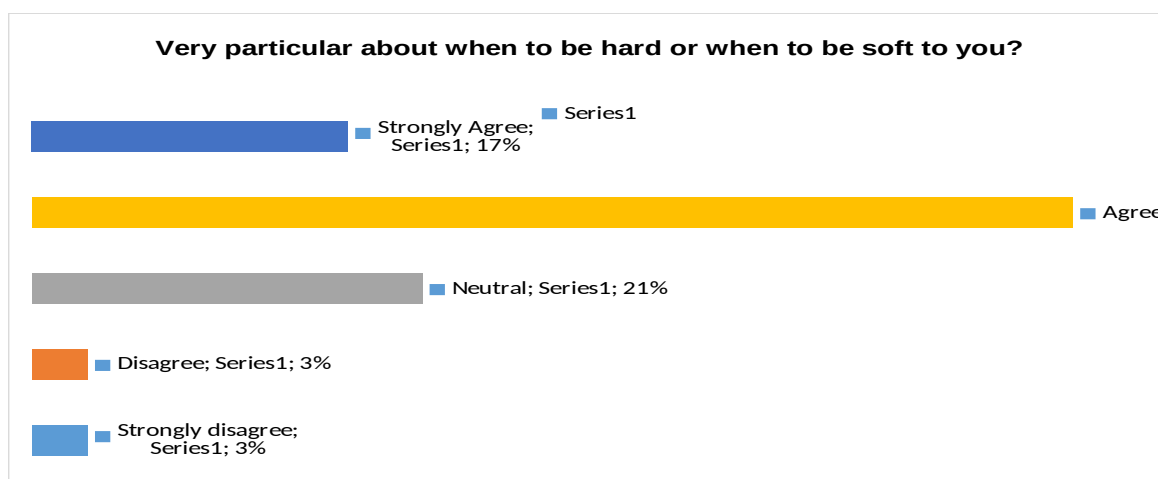
Source: Author's own construction

There are participants that strongly agree which is 17% and the 56% agree. It is very interesting to have group of individuals who staying neutral in a research which keeps the researcher wondering. In this case the neutral responded are sitting at 21% of the overhaul participants. There is only 3% who disagree and another 3% who strongly disagree.

Question 21. Very sensitive to one's change of attitude and emotional state?

Response. Individuals come into the team with experience, skills, qualifications and attitude. The team member that has positive attitude and lack experience towards his/her work is better than experienced individual with negative attitude towards team members. It is better to teach team members who are willing to learn while building the team.

Figure 5.21.Very sensitive to one's change of attitude and emotional state
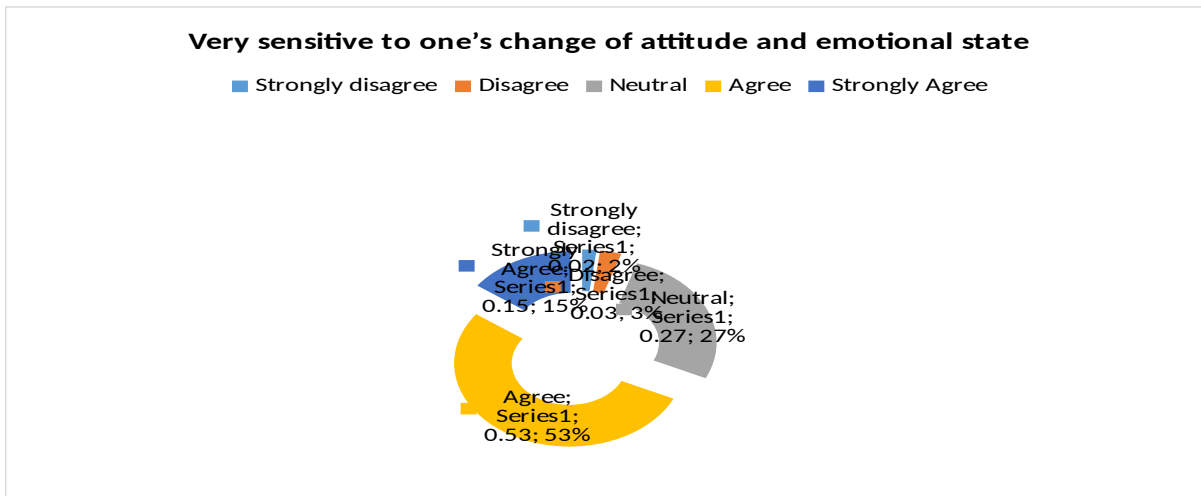
Source: Author's own construction

There are participants that feel very strong about the question with 53% agree, there is additional 15% who strongly agree with the question while the neutral group are sitting at 27%. The only participants who strongly disagree is 2% with 3% that disagree. The constant neutral participants hold 27% of the responded.

Question 22.They manage emotions and focus on tasks to be performed

Response. Emotions come with bad planning, fatigue because of employees who are not resting chasing targets of projects. Leave days that is not taken due to projects without spending time with family.

Figure 5. 22 they manage emotions and focus on tasks to be performed

They manage emotions and focus on tasks to be performed

Strongly disagree; Series1; 2.00%   Disagree; Series1; 4.00%   ■ Series1 / Neutral; Series1; 20.00%   Agree; Series1; 55.00%   Strongly Agree; Series1; 19.00%
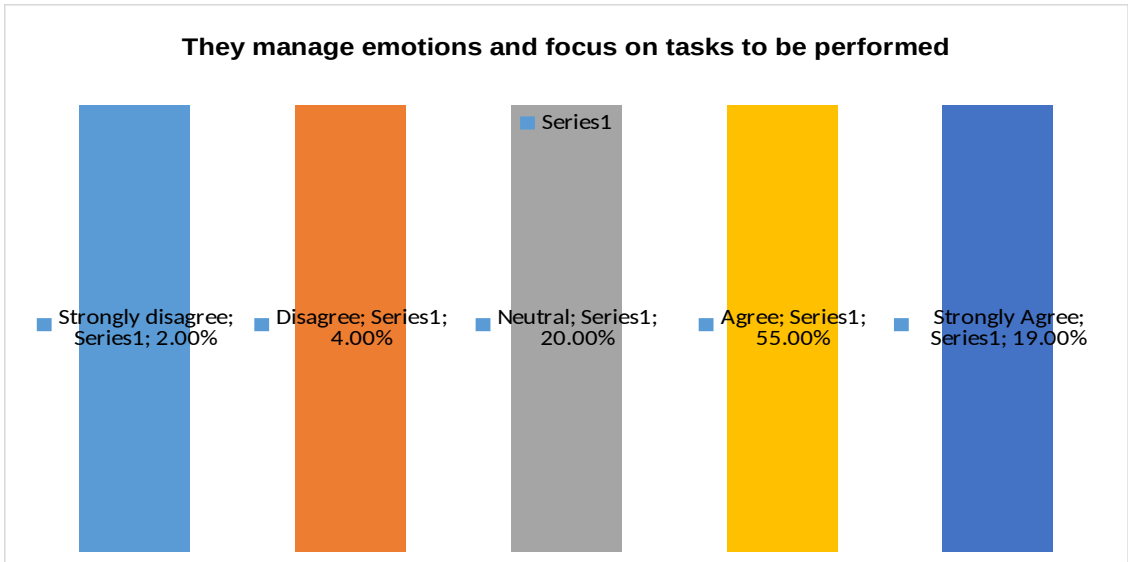
Source: Author's own construction

The 2% of the participants strongly disagree with 4% of the participants disagree. The responded who are neutral sits at 20% of the participants while 55% agree with 19% strongly disagree. The participants that respond on neutral are sitting on 20% which gave the researcher a something to wonder about, the pleasant outcome is the more 70% who falls under those who agree

Question 23.They have high levels of psychological wellbeing even in presence of problems

Response. Leaders who understand his/her emotional intelligence knows that the team need to perform based on the leaders inputs. Psychological wellbeing assists the leader to look into the future while all team are focusing on current challenges. Psychological training lacks in most technical sector of the organization

Figure 5.23 They have high levels of psychological wellbeing even in presence of problems

They have high levels of psychological wellbeing even in presence of problems

Strongly disagree; Series1; 0.014; 1%   Disagree; Series1; 0.014; 1%   Strongly Agree; Series1; 0.2; 20%   Neutral; Series1; 0.214; 21%   Agree; Series1; 0.557; 56%
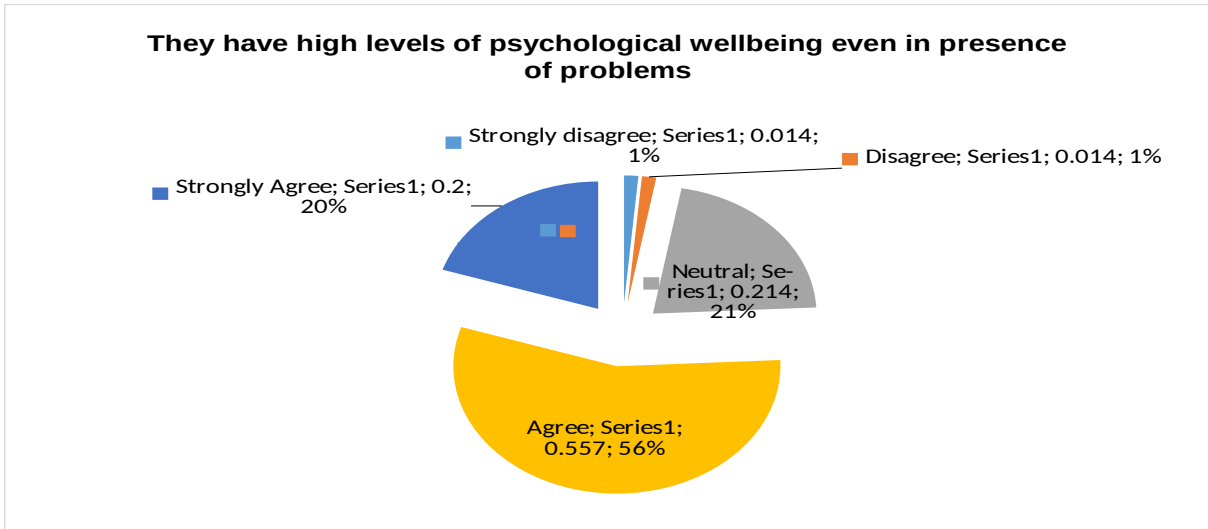
Source: Author's own construction

The participants who responded to the questionnaire only 1% strongly disagree and another 1% disagree which gave the majority of 56% who agree, even the strongly agree assured the researcher with 20% that responded agree that leaders have high levels of psychological wellbeing even in presence of problems. The neutral is sitting at 22% of the research question.

Question 24. Don't show signs of emotional distress, this encourages teams.

Response. Maintain composure, diffuse the issue, and allow your team members an opportunity to depart on good terms. Strong feelings may signal concerns that need to be addressed or troubles that people are having at work. Give them a chance to discuss these things privately. Figure 5.24 below gives outcome for this question.

Figure 5. 24 Don't show signs of emotional distress, this encourages teams
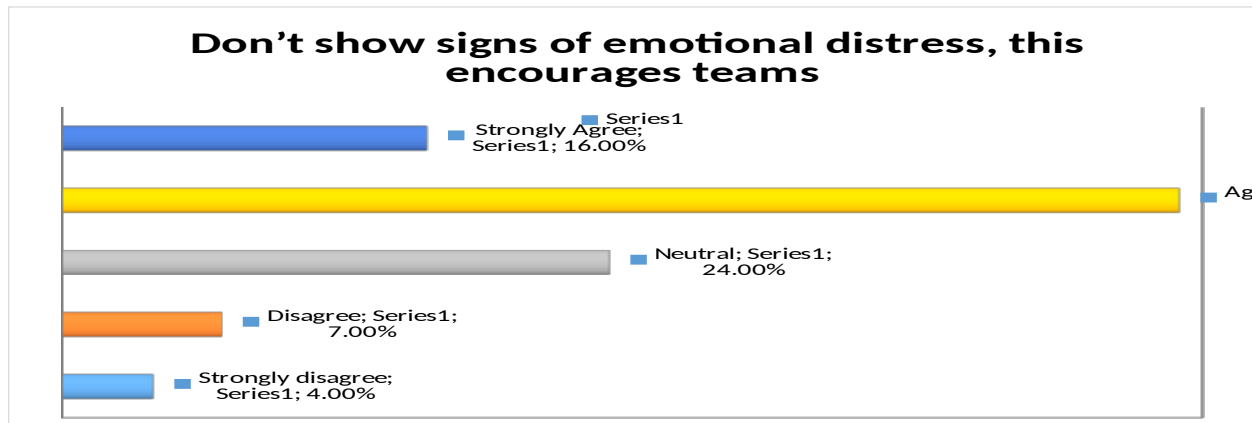
Source: Author's own construction

Emotional intelligence is key to lead project teams, let's look at the response from data collected. Strongly agree 16% with agree sitting at 49% while the neutral position is 24%. There is responded who didn't agree at 7% with strongly disagree at 4%

Question 25.Will always has alternative solutions to whatever problems?

Response. No matter how well prepared we are, there will always be some element of the unknown. The success of problem solving will ultimately depend on sound judgment and a little amount of luck, even while preparation and structuring will increase the likelihood that the process will be successful.

Figure 5.25 Will always have alternative solutions to whatever problems

Will always have alternative solutions to whatever problems
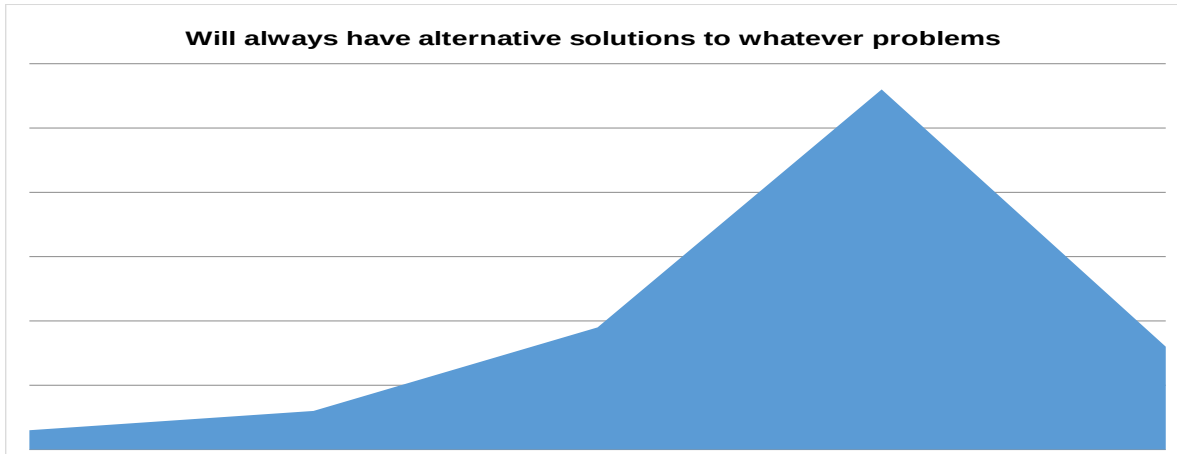
Source: Author's own construction

Majority with 56% agree followed by neutral at 19% addition to those who agree but this participants strongly agree have 16%. There are those who don't agree that there will always be solution whatever problems and they are occupying the lowest numbers starting with strongly disagree at 3% together with disagree at 6%.

Question 26 Always shows higher degree of life satisfaction even in distress

Response. Stress and despair can be significantly reduced by openly discussing one's feelings. An excellent strategy to foster pleasant feelings and strengthen relationships is to listen intently and respond in supportive ways.

Figure 5.26 breaks down the research outcome from the participants.

Figure 5.26 always shows higher degree of life satisfaction even in distress

Always shows higher degree of life satisfaction even in distress

52.00%
25.00%
15.00%
5.00%
3.00%
Series2
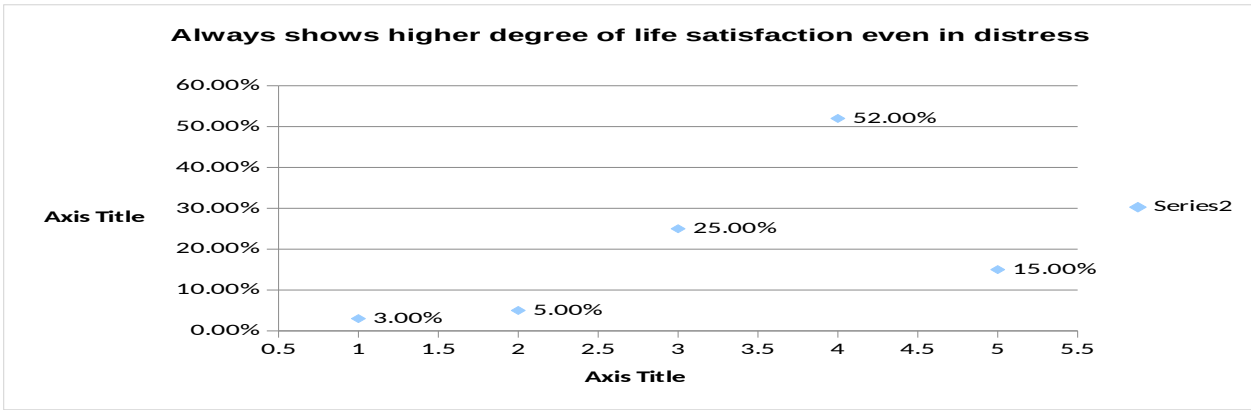
Source:

Author's own construction

Question 27 Predictive and sensitive to changes in the emotions of members.

Response. It is of particular interest to investigate the impact of emotional intelligence on the teamwork in the public sector, which will be the focus of the current study, as emotional intelligence is increasingly linked to the improvement of organizational efficiency on the one hand and teamwork as a modern form of work is constantly gaining ground.

Figure 5. 27 Predictive and sensitive to changes in the emotions of members

Predictive and sensitive to changes in the emotions of members
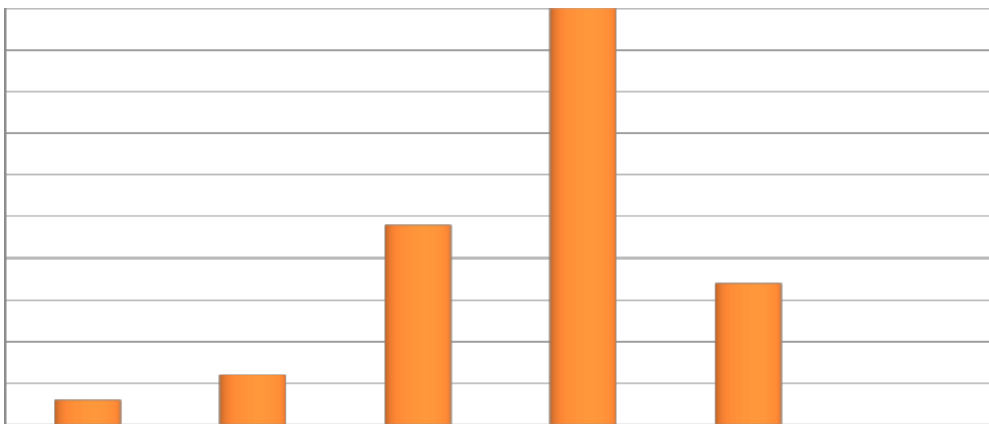
Source: Author's own construction

Question 28. Are very open and insists on discussion to iron out differences?

Response. Leaders must motivate members of intercultural teams to compromise. Even when communicating with a single person, executives may advise staff to address the entire team in order to soften criticism through positive framing. You might add, I always like it when we're all synchronized and we can make the most of our time
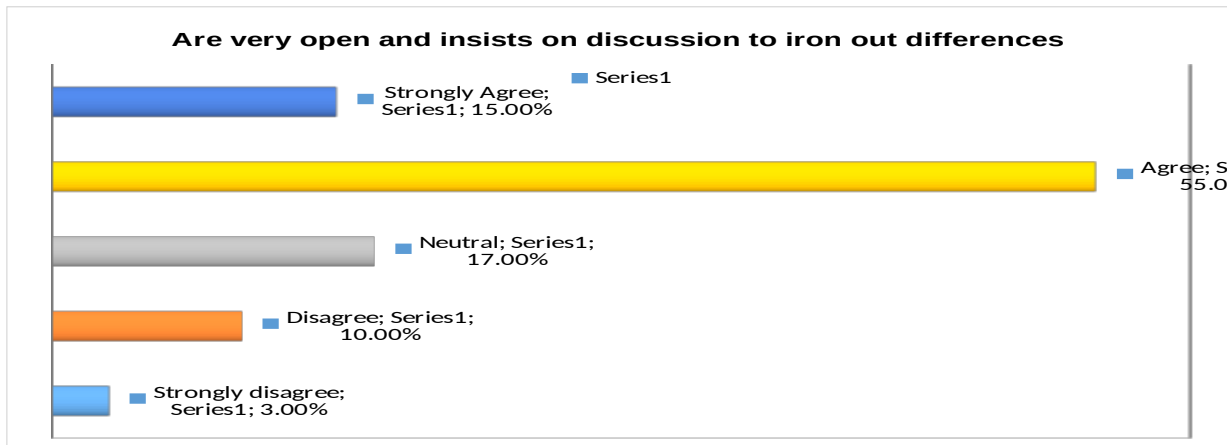
125

Are very open and insists on discussion to iron out differences

- Strongly Agree; Series1; 15.00%
- Agree; Series1; 55.00%
- Neutral; Series1; 17.00%
- Disagree; Series1; 10.00%
- Strongly disagree; Series1; 3.00%

■ Series1

Source: Author's own construction

The participants with 3% strongly disagree with 10% who just disagree while the majority is sitting at 55% who agree with 15% that strongly agree on the philosophy openness and discussion to iron out differences even though there is still neutral with 17% of the population that formed 100 participants just decided to be neutral.

Question 29. Extroverts and are easily accessible by individual /team mates

Response. Extroverts have a tendency to think aloud and are drawn to groups and nonstop activity. External stimuli like interpersonal interactions, social events, and shared ideas provide them with energy and recharge. They get their vitality from being around other people. Figure 5.29 below is going to break down the research findings.

Figure 5. 29. Extroverts and are easily accessible by individual /team mates

Extroverts and are easily accessible by indi-vidual /team mates
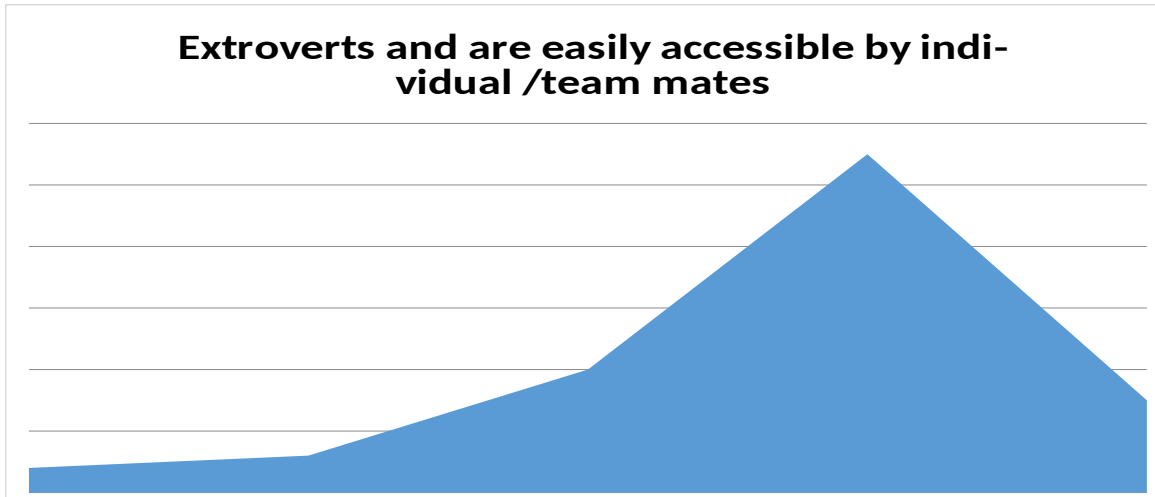
Source: Author's own construction

Extroverts are easily accessible with majority agree with 55% and the additional 15% of those who strongly agree. It is only small group who don't agree with 4% strongly disagree while only 6 disagreeing. The constant group of research participants kept constant 20% of being neutral.

Question 30. Have patience to listen and correct / support without emotions?

Response. Most likely, we all experience periodic impatience. But doing so regularly or improperly might hurt your reputation, ruin your relationships, make you more stressed out, or make a challenging situation worse. Look at figure 5.30 below for finding from research question.

Figure 5.30. Have patience to listen and correct / support without emotions

Have patience to listen and correct / support without emotions

- Strongly disagree; Series1; 0.05; 5%
- Disagree; Series1; 0.04; 4%
- Neutral; Series1; 0.23; 23%
- Agree; Series1; 0.5; 50%
- Strongly Agree; Series1; 0.18; 18%

Legend:
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
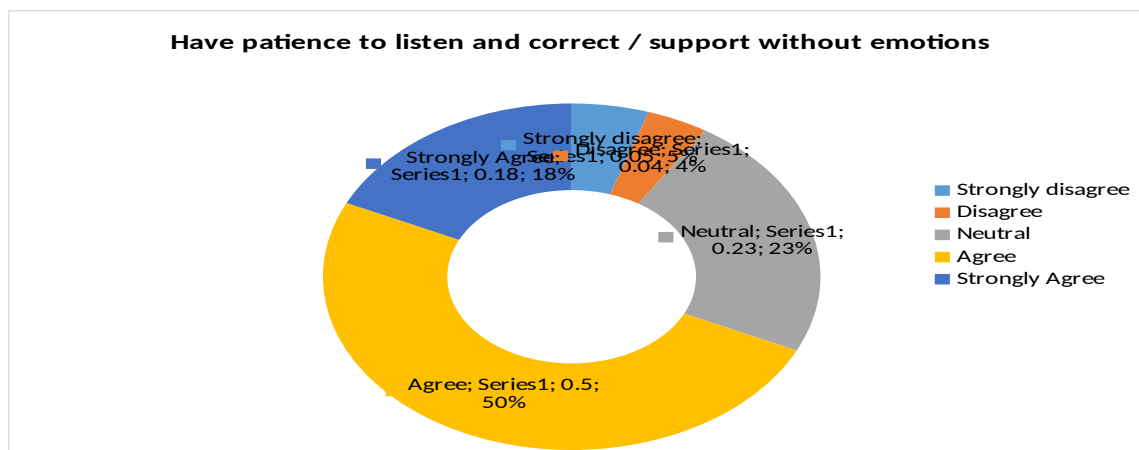
Source: Author's own construction

Patience and emotions control is the best weapon for individual to be part of the team hence 50% agree while 18% strongly agree with the question. There is 5% that strongly disagree together with 4% that disagree. As per the norm with each question the neutral participants are sitting at 23%.

Question 5.31. Willingly apologizes when they have committed a mistake(s)

Response. Even if you are not at fault, there are appropriate times and places to apologize. It's critical to keep in mind that apologizing is an admission of responsibility rather than guilt. You are accepting responsibility for making amends and getting past the current predicament.

Figure 5.31. Willingly apologizes when they have committed a mistake(s)
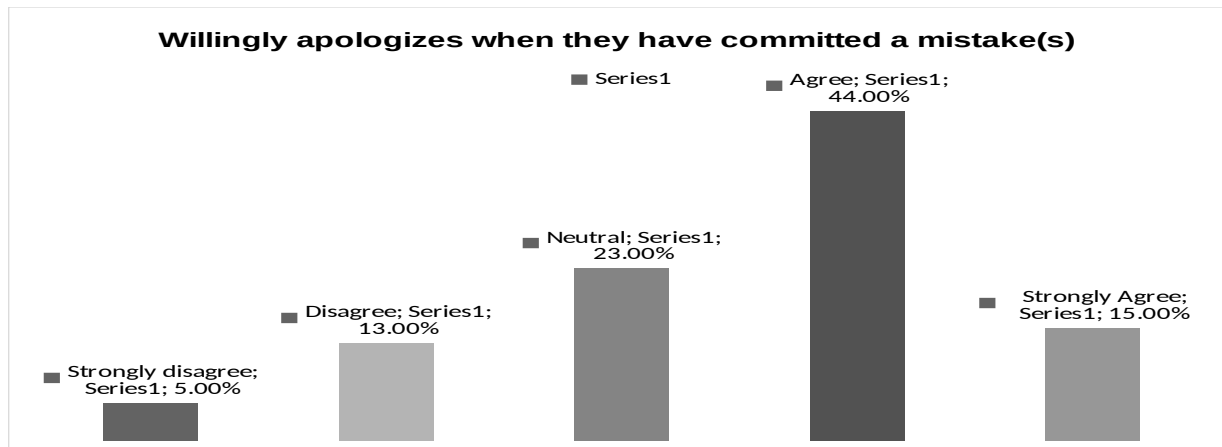
Source: Author's own construction

Willing to apologise is the cue for spill of blood hence first time agree sets at 44% with strongly agree 15% and the population that is ready to take spear sits at 13% disagree with the philosophy while 5% strongly disagree with the strategy, as usual our neutral fellows will be watching the battle with 23% of the participants.

Question 32. Relies heavily on memory and experience from lessons learnt?

Response. It is good to have walking computers who is willing to write down the knowledge for easy sharing with other team members, and corrective action can be done on paper instate of real practical live which can have major impact on equipment, environment and personnel. Learning personnel can easily reach information on organizational document centre.

Figure 5.32. Relies heavily on memory and experience from lessons learnt
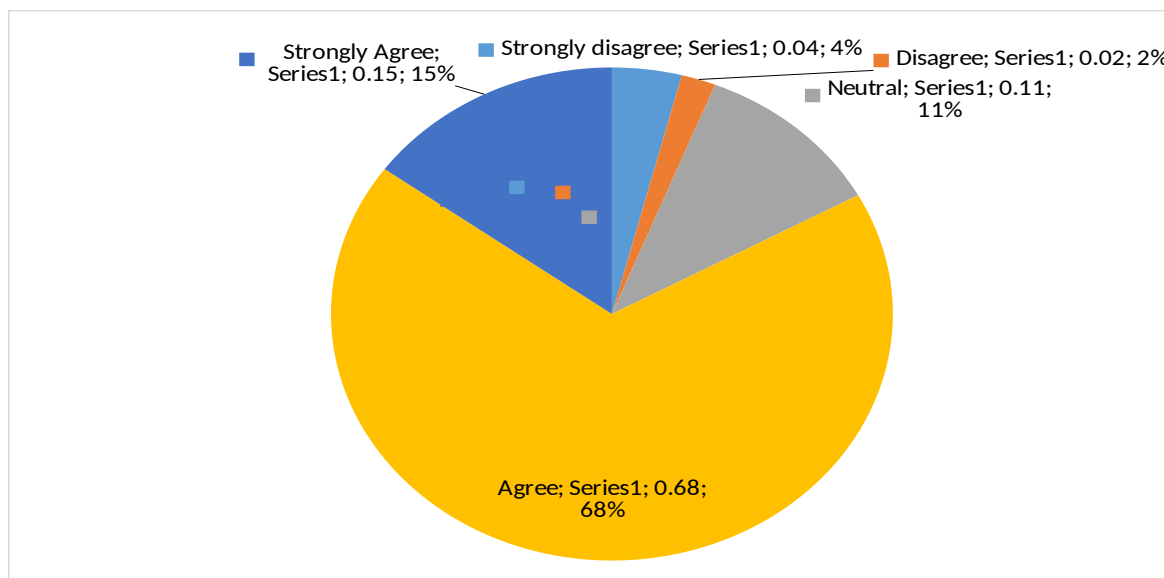
It is difficult to get older generation to write working procedure for future generation to benefit on the knowledge, let's see the response from the data provided. 68% agree with 15% strongly agree and 4% strongly disagree with 2% disagree while 11% is neutral.

Question 33. Treats individual team members according to personality traits?

Response. Different personality types operate and interact in a wide variety of ways. Being able to recognize and comprehend various personality types based on shared traits is a crucial skill for effective, real-world leadership. The figure below will give data information from participants.

Figure 5.33.Treats individual team members according to personality traits

Treats individual team members according to personality traits

- Strongly Agree; Series1; 17.00%
- Agree; Series 53.00%
- Neutral; Series1; 19.00%
- Disagree; Series1; 7.00%
- Strongly disagree; Series1; 4.00%
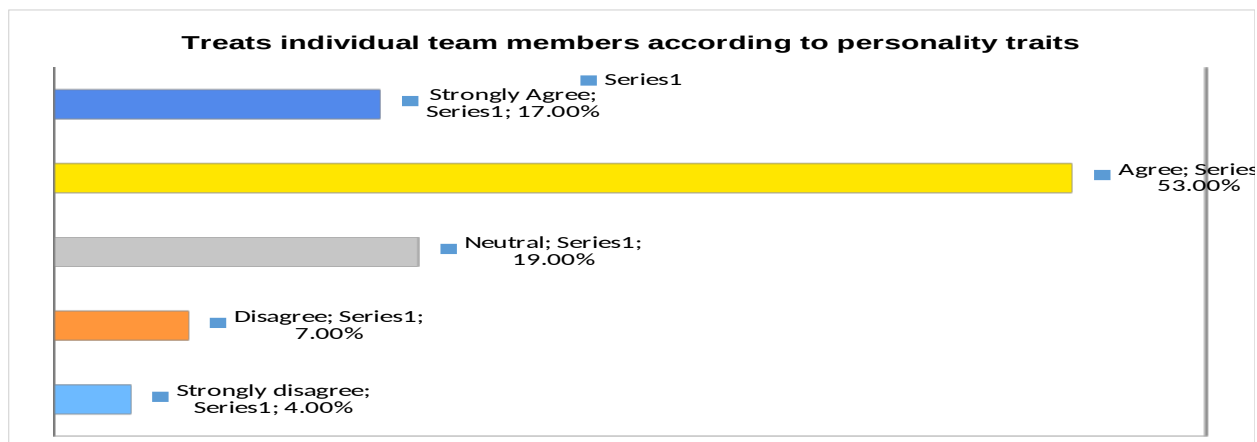
Majority sitting at 53% agrees and believe the leaders treat individuals according to their personal traits, there is 17% who strongly agree while 19% is neutral on this matter. The 7% disagree and 4% strongly disagree with the question.

Question 34. Respects people differences but insists on getting tasks done?

Response. Respect doesn't merely entail tolerating or ignoring differences between people. Instead, it entails appreciating differences, comprehending their importance, and responding in a way that shows interest, courtesy, and care.

Figure 5.34. Respects people differences but insists on getting tasks done

Respects people differences but insists on getting tasks done
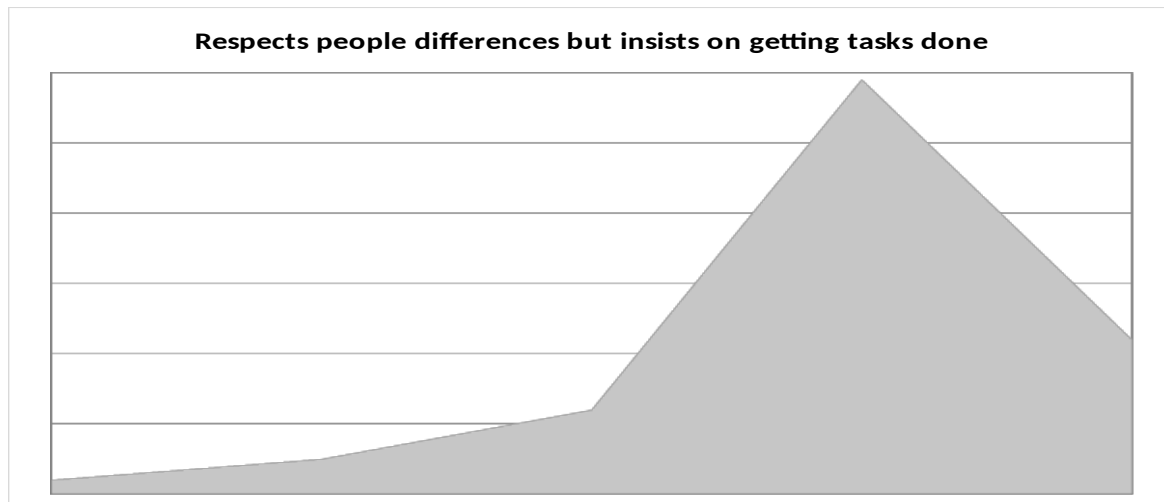
Source: Author's own construction

The need for leaders to show respect as per data collected 59% agree with 22% strongly agrees and after sometime people who are neutral is sitting at 12%. Well there is always participants with different view on any matter, 5% disagree with 2% strongly disagree that leaders need to show respect on differences but push for work to be done.

Question 35. Understand individual's weaknesses and works to uplift them?

Response. Knowing your weaknesses helps you identify potential barriers to advancement, which allows you to discover solutions to avoid falling behind due to them.

Figure 5.35. Understand individual's weaknesses and works to uplift them

Understand individual's weaknesses and works to uplift them.

Strongly disagree; Series1; 0.02; 2%

Disagree; Series1; 0.03; 3%

Strongly Agree; Series1; 0.18; 18%

Neutral; Series1; 0.23; 23%

Agree; Series1; 0.54; 54%

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
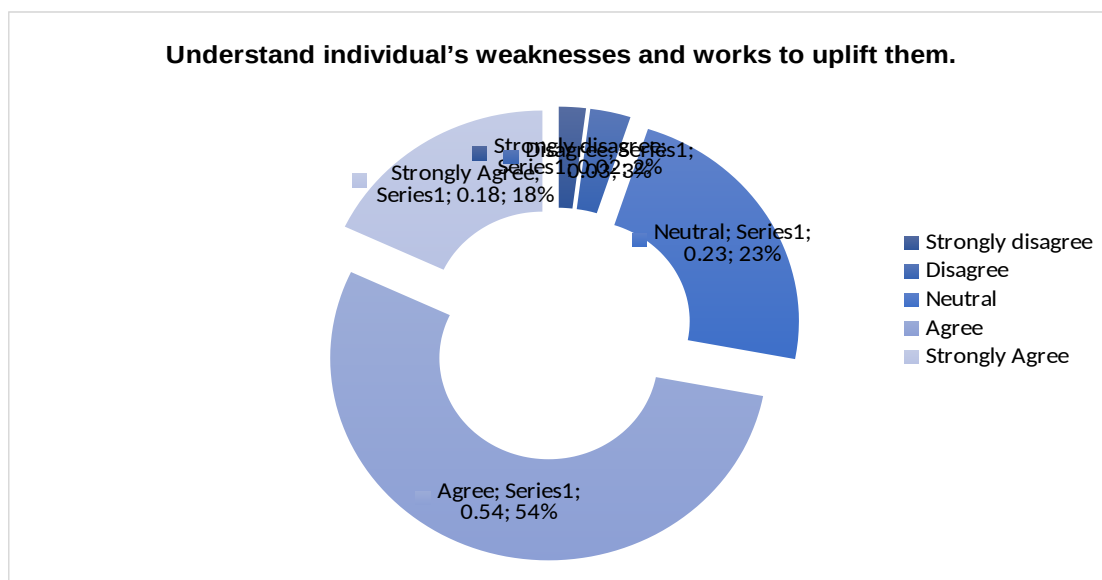
Source: Author's own construction.

Majority on this study agree that understanding your weakness is key to self correct. 54% agree with 18% strongly agree while 23% stay neutral, only little crowd of 2% strongly disagree with 3% disagree

that understanding your weakness is important.

Question 36. Allocates tasks according to identifiable individual abilities?

Response. It is worthwhile to take the time to put together the finest team for the project because teams that work together achieve significantly more than individuals working alone. Projects frequently get off to a strong start. If managed properly, this motivation can last longer throughout the project.

Figure 5.36. Allocates tasks according to identifiable individual abilities?

Allocates tasks according to identifiable individual abilities?
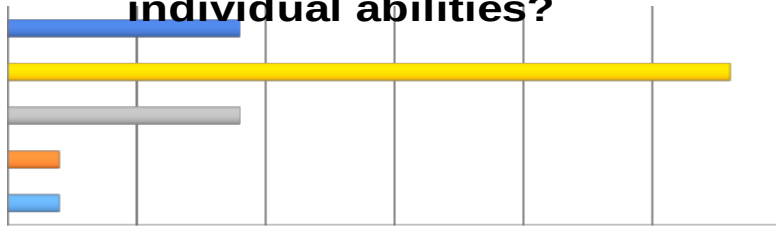
Source: Author's own construction

It is the role of the leader to understand the team strength for efficient utilization of the team. Majority agree with 56% of 100% with 18% strongly agree while 4% disagree and 4% strongly disagree. The neutral participants of this study have constant reply sitting at 18%.

Question 37.Knows when to be firm and or empathetic on team members?

Response. A crucial skill for the workplace is the ability to comprehend the feelings of others. We may use technology to settle disputes, create more effective teams, and enhance our interactions with co-workers, clients, and consumers. The figure below takes the researcher into data collected with participants views.

Figure 5.37.Knows when to be firm and or empathetic on team members?

Knows when to be firm and or empathetic on team members

Agree; Series1; 50.00%

Neutral; Series1; 22.00%

Strongly Ag Series1; 19

Disagree; Series1; 6.00%

ongly disagree; eries1; 3.00%

Series1
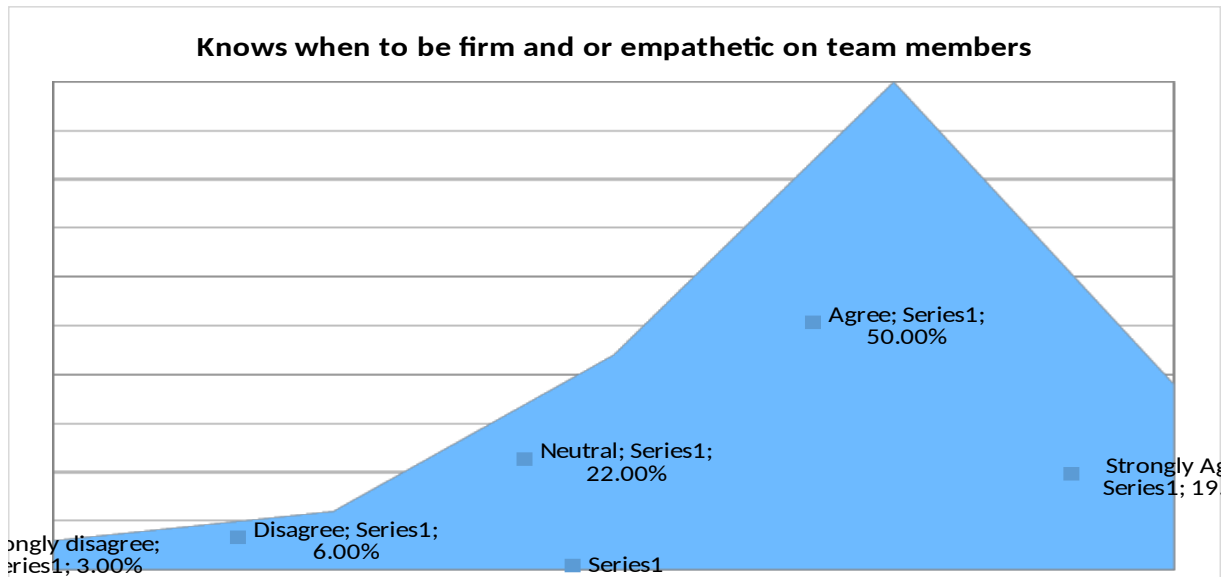
Source: Author's own construction

Leaders are gifted with technical expertise, but leadership skills to understand team members and grow a winning team take a leader who can influence team members. The data shows 50% agrees, 19% strongly agree with 22% sitting at neutral position and there is very little population that is sitting at 6% disagree and 3% strongly disagree.

Question 38.There is motivating consistency in the behaviour of aged people?

Response. The best strategies for encouraging positive change efforts at all ages and, more specifically, for understanding the unique requirements of older persons in pushing them to change for their own good, are at issue.

Figure5.38.There is motivating consistency in the behavior of aged people?

Chart Title

Series2; 55.00%

Series2

Axis Title

Series2; 19.00%

Serie

Series2; 7.00%

Series2; 4.00%

Axis Title
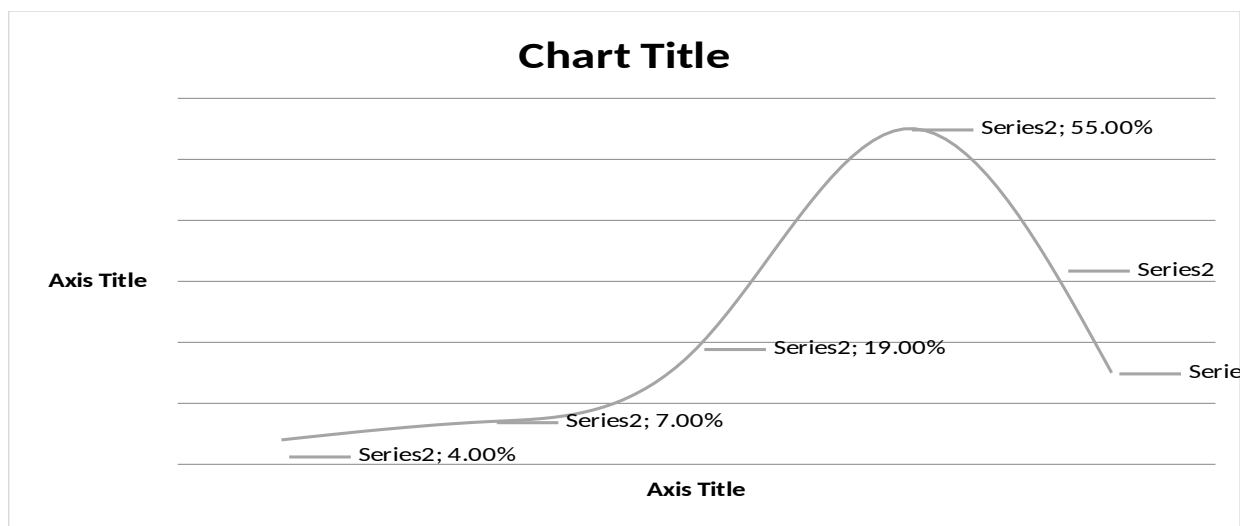
Source: Author's own construction

Elders are key to transfer skills and keep experience of the organisation. Lets get the view of the responded on this question. There are those who strongly agree sitting at 15% with 55% who agree while there is normal participants who are neutral sitting at 19%. The population who disagreehave 7%

followed by strongly disagree at 4%.

Question 39.The approach to problems gives the impression on invincibility?

Response.The researcher believe we are unbeatable because we actually are. We are incapable of both birth and death. We can only alter manifestations, sizes, and shapes, like all energy. When they become older, they forget that. They experience fear of failing and losing. Figure 5.39. is going to breakdown the data collected from 100 participants.

Figure 5.39.The approach to problems gives the impression on invincibility?
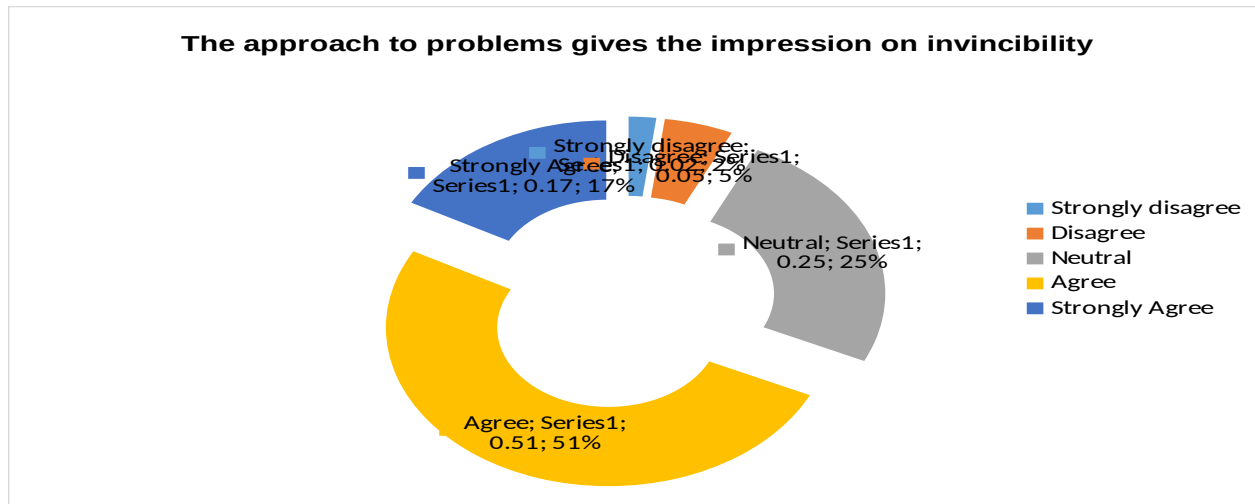
Source: Author's own construction

The questionnaire went out to population of 100 project management personnel which gave this feedback of 51% agree with 17% strongly agree while there are participants with 25% who are neutral responded. There is 5% who disagree and 2%.

Question 40 .Takes pain to explain former problems & how they were solved?

Response. As it is painful to discuss former pain and how they were solved, it is key to discuss pain and not point at individual but seek solution and put mitigation factors to prevent it from happening again. Figure 5.40. is going to breakdown data collected for the purpose of the study.

Figure 5.40.Takes pain to explain former problems & how they were solved?

Takes pain to explain former problems & how they were solved?
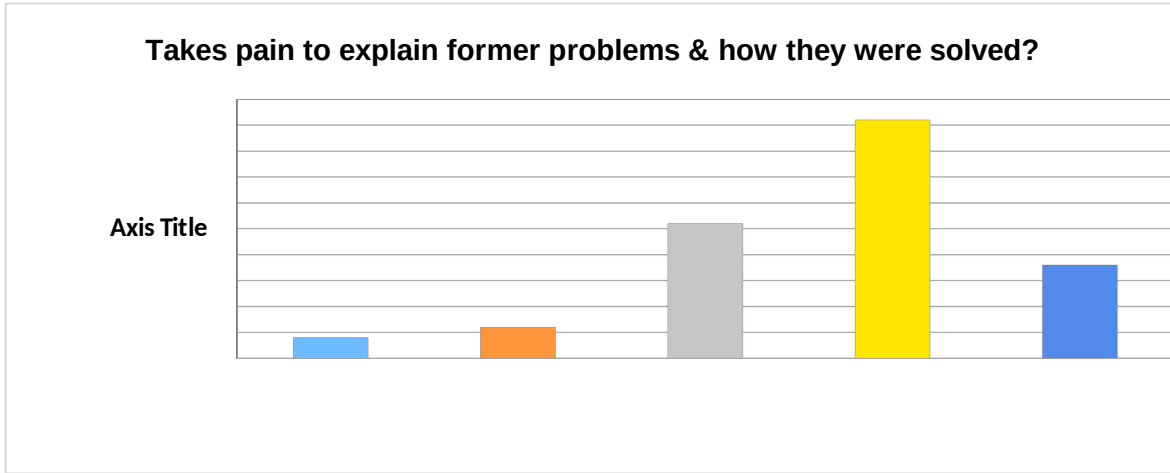
Risk assessments a drawn to avoid pain that problems, but were pain happened the researcher strongly believe that accountability is key. Lets see the response from participants, Agree 46% with strongly agree sitting at 18% while the participants who are neutral sits at 26%.The portion that disagree is 6% with 4% that strongly disagree.

Question 41.Available to assist outside the tasks for which they are paid?

Response. When team members feel the room for ownership is opened by stakeholder's team members always go extra mile to assists being with housekeeping or safety concerns.

Figure 5.41.Available to assist outside the tasks for which they are paid?

Available to assist outside the tasks for which they are paid
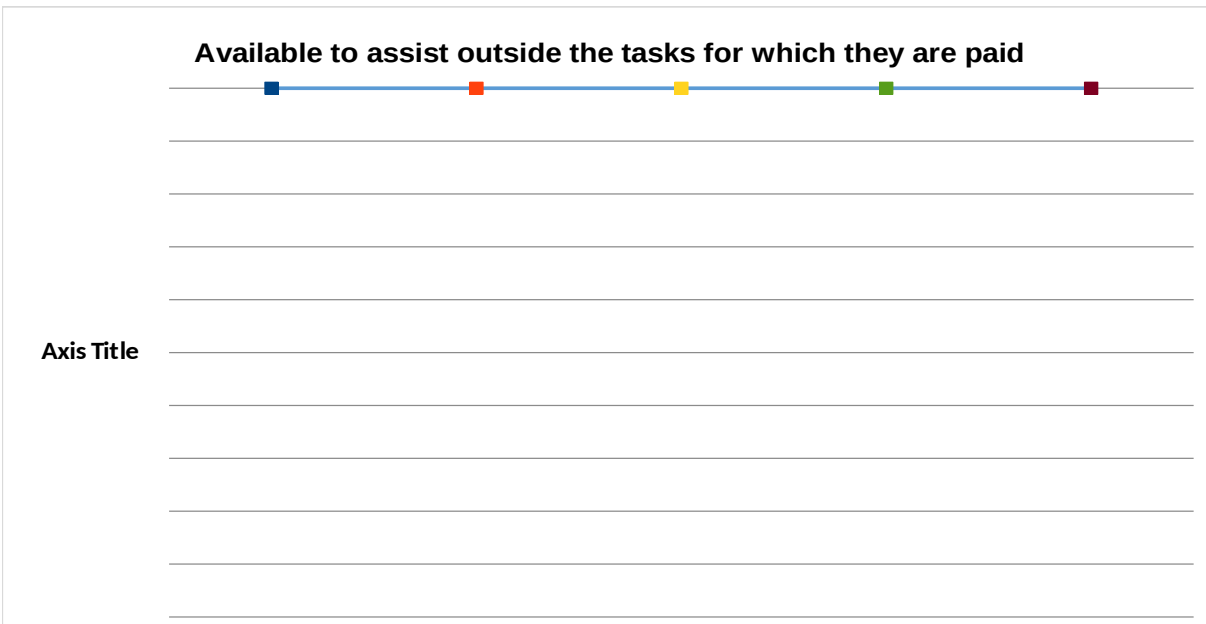
Figure 5.41 **Source: Author's own construction**

Employees are not compensated to go extra mile but shows teamwork principles. the data collected says 54% Agree with 15% strongly agree while the neutral responded have 23% and those who disagree 5% with strongly disagree 3%.

Question 42. Aged employees give the "guaranteed presence" of a parent at home?

. Accountability and responsibility is key in project management field. Older employees take accountability and responsibility to see the project success while passing the culture of the organization to young employees.

Figure 5.42.Aged employees give the "guaranteed presence" of a parent at home?

Aged employees give the "guaranteed presence" of a parent at home

- Series1
- Strongly disagree; Series1; 2.00%
- Disagree; Series1; 6.00%
- Neutral; Series1; 22.00%
- Agree; Series1; 51.00%
- Strongly Agree; Series1; 19.00%
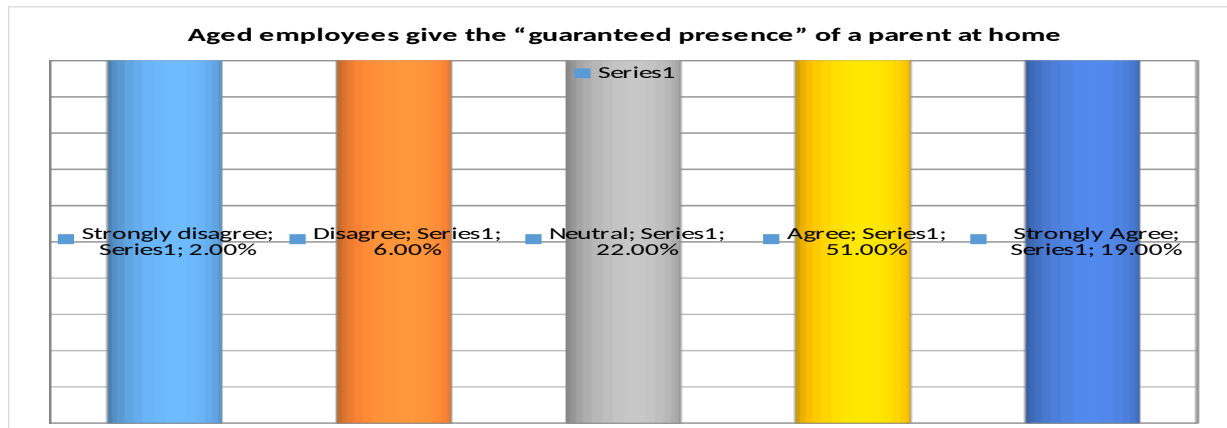
Source: Author's own construction

Section C

REQUEST 1; Please list / provide [in point form] maximum five [5] personality traits / behaviour patterns you think <u>distinguish older workers from young workers.</u>

NO	RESPONSES
01	Older people are more committed to company well being, care more about wasteful expenditure and saving
02	always arrive at work early and have better time-keeping; uses experience over Engineering methods;
03	more loyal once trust and respect is gained
04	Older workers always want to be treated with respect and forgetting about work environment
05	Needs to be the runner since you the younger person
06	Disciplined, Patient, Compliant, Orderly and hardworking
07	Seems composed because they think they are competent.
08	Can change but with difficulty
09	Can tolerate more than younger persons
10	Relies on previous experiences and not easy to adapt in new technology

Response. The researcher found that older people get recognition in terms of discipline, commitment to

the project, older personnel are more loyal to the organization that younger personnel. Younger employees might think older employees are difficult when discipline takes over as expressed on the findings. Young individuals often live in the future, but older people may live in the past, and this is one of their main differences. When conversing with an elderly individual, they could ruminate on the past or recall youthful experiences.

REQUEST 2; Please indicate here, five [5] things you do not like about older people in the work environment in terms of their behaviour.

NO	RESPONSES
01	Patient, Mostly experienced, fear change, love teaching, good supervision
02	Unable to deal well with change, are set in their ways, sometimes too busy to teach.
03	assumes that you know what they are talking about at all times, fast paced
04	Not easy to change their old ways of doing things, Resistant to changing environment, Resistance to learn new ways, Challenge in using technology, Somewhat strict
05	Higher Salaries, Don't like change, don't want to be introduced to new technologies,
06	Everything must happen their way, You must always listen to them
07	Force respect on a person since they older.
08	Resistance to change, Needing to be right, uptight and non-confrontational.
09	Slow, repetitive, systematic, not easy to be found for change, sentimental
10	Controlling, minds are programmed, lazy, they like favours.
11	Unwillingness to change. Looks down if younger persons struggle. Be a parent rather than a mentor. Takes to long to adjust to new techniques.
12	they like to abuse, they don't like change, they are bully, always tired
13	stubborn -does not adapt to change -gets tired quickly which can be mistaken for laziness
14	-Complain allot -does not like to follow rules -keeps reverting back to the way things were done earlier years.
15	Age restriction personality , controlling, laziness, listing skills and complaining
16	You must always understand their excuses

Response. Managing several health issues, different medications, difficulty with mobility and disabilities is a common challenge for older adults. They might also have to deal with big losses, including losing a

relationship, and sensory impairments which can easily be misunderstood as laziness. A lot of businesses are reluctant to hire seniors. It is wrong and illegal to treat elderly workers differently. Discrimination against older employees arises for good reasons. Eliminating ageism from the workplace is a difficult task.

REQUEST 3; Please indicate at most five [5] behavioural patterns by older folk in the construction environment that demotivate employees to perform / make employees not perform / work well

NO	RESPONSES
01	Critical of others
02	Attitude, Negativity, Complaining, Pace, Drive/Passion
03	Strict about old polices that are outdated, Inability to use new methods, Using age as a means to control, Treat everyone as if it is their children, Unresponsive to worker's needs
04	health reasons can cause them to be less productive.
05	Not willing to change with today's world, Do what I say attitude.
06	Too strict, discouraging not to think outside the box and lack of technological knowledge.
07	Process, documentation, supervise like a lamp post
08	Treatment, they not willing to adhered to new ideas
09	Gives too little time for younger person to adjust when they think younger person is wrong or knows to little of task at hand.
10	They are bully
11	Older folk would demotivate younger by saying the new way is not better than the old ways of doing things
12	They would push their opinion to make younger employees believe certain tasks are not important or necessary.
13	Stubborn. Arrogant. Demanding. Not helpful. Too cautious
14	Arrogant, Not friendly, unapproachable, Know it all, Stubborn to change
15	No development opportunities, Lack of flexibility, Poor leadership, Conflict and Unrealistic workload.
16	Using old technology

Response. Strength and vitality on the body. As we age, our bone mass and muscle strength decline.

An older person who must lift large objects for work may be at a disadvantage. A lot of physical stamina and energy are needed for some jobs, such as those in construction field. Technology started taking over the industry and with technology comes the need to empower employees to be familiar with the technology, older employees struggle with adapting to change. Without taking anything from the younger generation experience that is with elders need to ne natured and skills must be transferred to the younger generation. Old leaders keep postponing introduction of new technology to the industry. Older employees are loyal to the organization and always on time.

REQUEST 4; Please indicate at most five [5] behavioural patterns by older folk in the construction environment <u>that motivate employees to perform / make employees want perform / work hard</u>

NO	RESPONSES
01	Teaching younger employees.
02	Attitude, Negativity, Complaining, Pace, Drive/Passion
03	They are great mentors, Their patience can instill confidence in inexperienced work force
04	Give a sense of belonging, Act in an advisory role due to experience
05	Keep the morale up in times of distress
06	fairness at work, including promoting equality and diversity
07	proactive and regular communication
08	Experience, seniority
09	Building a know how attitude
10	Know how experience and ability to coach
11	Process, documentation, supervise like a lamp post
12	The experience they have, the love they have towards people or work
13	Them being always early on site and trying their utmost.
14	Older folks would say how hard they worked when they were young and how hard times were.
15	Making younger employees feel they are not working hard enough.
16	Younger employees would put in more effort and become more productive.
17	. Experience. Confidence. Problem solver. Understanding age differences. Nothing to prove
18	Trustworthy, Confident, Invincible, Comfortable at any task, Stress free
19	Achievement, Power, Affiliation, Security and Adventure

Response. The feedback from the open ended questionnaire gave tangible feedback that can build industry. Older workers can impart the following knowledge to younger ones: the difficulties and setbacks involved in establishing a career as well as the value of experience. Their success has been attributed to their relationship-building soft abilities. Higher retention, enhanced knowledge transfer, improved employee relations, lower recruitment and training expenses, and better retention are all advantages for firms who take the engagement of older workers seriously. The workforces of almost all firms are becoming more age-diverse.

CHAPTER SUMMARY

There is a sound response from the participants with majority in agreement questionnaire with a range of 60% who normally agree and after consideration of the strongly agree participants the percentage moved around 70% of the targeted population. There was constant participants that felt to stay neutral which were 20% of the 100% that participated. The researcher wonder if this population comes from those who just entered the industry without much experience which left the researcher wondering which options would the take if they had experience in the industry. The age group from 18 – 25 years was 26% of the participants. The open-ended questionnaire gave so much information regardless of looking for positive or negative input the responded gave the researcher clear picture on what value the older people have in the industry and what impact they also have in pushing the young employees away from their environment.

CHAPTER 6

RESEARCH FINDINGS AND RECOMMENDATIONS AND CONCLUSIONS

6.1 Introduction

This chapter provides an overview of the research findings that were covered in the preceding chapter. First, the overview of earlier chapters has been used to discuss a review of some important elements. Additionally, the focus of this chapter is split between the research's findings and the author's interpretation of them.

The participants' biographies are included in Section A of the questionnaire, and these details will reveal the participants' educational backgrounds. The questionnaire includes a section on age since we are examining how employees' motivation is influenced by their age and emotional intelligence, and because the industry experience will provide the researcher with information regarding the number of years spent in the project management sector. The aim of this study is to determine whether there is any correlation between an individual's age and their levels of emotional intelligence. The target demographic includes project practitioners at the chosen site. For reasons of secrecy, the respondents were instructed not to complete their names; they must stay anonymous, and this information is completely private. You may choose to leave the survey at any time because participation in it is entirely voluntary. Please take note that the Likert scale below was scored as follows: 1 denotes strongly disagree, 2 disagree, 3 neutral, 4 agree, and 5 strongly agree.

To help with some important information the respondents may have that wasn't fully covered previously, Section C was added. The respondents are asked to generously share any information that they feel helpful or significant within the context of the study. It is generally accepted that all of us have worked with older individuals and have had interactions with them, whatever dissimilar those interactions may have been. The chapter's conclusion and recommendations provide answers to the queries posed.

6.2 SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The previous chapter addressed in great depth all aspects of the questionnaire, and the researcher will conclude and recommend in this chapter on core aspects of the findings and results mentioned in chapter 5. The researcher understanding and analysis of collected data should form the basis for recommendations and conclusions.

6.2.1 Section A

Section A of the questionnaire answered the inquiries concerning biographical details. Such questions were posed for statistical evaluations and to confirm the validity of the research sample as a representative sample of the population. The question of education is one of the most significant ones in this area. Participants were questioned about their age group, educational background, including the position held in a project management field.

1. **How old are you this year, please use table to indicate your age range?**

18 – 25 years	26-30 years	31 – 40 years	41- above
26%	13%	33%	29%

Source: Author's own construction

2. **What is your position in the organization?**

Team leader	Artisan	Administrator	Contractor	Other
54%	4%	24%	5%	13%

Source: Author's own construction

3. **How long have you been involved in Projects?**

0 - 5 years	6 – 10 years	11 – 15 years	16 – more years
49%	30%	15%	6%

Source: Author's own construction

4. **What is your highest professional qualification?**

Below matric	Matric only	Diploma	Artisan	Other
1%	14%	63%	11%	11%

5. **Have you ever had the privilege of working with people older than you?**

Always age mates	Always have some	Most of the time	Other
6%	39%	55%	0%

Source: Author's own construction

6. State here, if any, observations you have made [in general] about working with people older than you

NO	RESPONSES
1	Good communication, Understanding, Skills sharing, Motivation
2	they have more experience but they fear new things they are not used to.
3	Learned a lot from older project managers, Some people prefer to do things as they have always
4	Older people could be a good resource in a team, as they are patient, responsive to the team's needs and have a wealth of experience to tap in to. They have experience and look at things more practically
5	They have experience and look at things more practically
6	Professional's guide to being an effective leader to people old enough to be your parents, also by showing respect and share your knowledge
7	They have experience and look at things more practically; They are more committed and sensitive at the same time.
8	Always negative towards change, High level of professionalism,
9	Always willing to assist and sometimes takes initiative, Good leadership and management skills on team work
10	Understanding and willing to develop and learn new skills
11	They are experienced and are happy to share their knowledge ,However they are not so flexible in learning new ways

Source: Author's own construction

Conclusion

Diverse group of people participated in the survey with balanced age group that had average percentages representing different age categories. Personnel with diploma took the highlight of the educational field with degrees and masters coming third and fourth. The experience in project management came from participants with five years and below at forty nine percent while thirty percent came from six to ten years the remaining twenty percent was more experienced personnel. The researcher found the responded balanced with three categories of participants who experienced working with older people came to ninety four percent which gave the researcher the impression that responded will give response based on the experience, that became evident on the open ended question were different view from positive and negative was shared by responded in terms of views working with elders in the industry. The researcher realised that each participants came across unique challenges based at the stage each participants started his/her career. Some got the taste of the introduction of

transformation were elders were insecure about future plans of the organisations due to introduction of younger people in the organisations.

Recommendation

Allowing fresh ideas mix with wisdom from experience of the elders who have been with the organisation for fifte... years can assist organisation to grow in terms of culture, experience and competitiveness with opponents with... spending resources but allowing and having clear programs which are incentivised to honour time the individu... took to spent in one organisation and openness to share experience with the incoming young people while taki... home the fresh fourth industrial technological atmosphere that comes with younger employees to the indust... Team building can work to strengthen the relationship that is producing results instant of building from scratch ... taking a team to team building which doesn't understand each other cultural differences due to challenges to wo... together with roles that are not clear. When the roles are clear and respected the team makes peace with wh... cannot change by leaving or being part of the team. Project management team changes constantly due to proje... life cycle, so team building and team motivation is key to successful projects.

6.2.2 SectionB

The researcher asked participants to answer the questionnaire by ranking the following statements in the Likert scale below, the scale range is; 1 = strongly disagree, 2 = disagree, 3 = neutral / indifferent, 4 = agree and 5 = strongly agree.

SELF-AWARENESS

SELF-AWARENESS – BECAUSE OF AGE	Strongly disagree	Disagreed	Neutral	Agree	Strongly agree
The supervisor knows his / her limitations and is cautious	6%	4%	22%	51%	17%
Always uses experience to show us how to do things well	2%	4%	19%	51%	24%
Shows great passion for life long work which motivates us	2%	4%	17%	54%	23%
With experience he / she knows where things can go wrong	3%	3%	22%	55%	17%
The older folk make you confident in doing difficult tasks	5%	11%	25%	50%	9%

Conclusion

One of the most important aspects of self-awareness is being conscious of one's own features, including traits, behaviors, and feelings. In essence, being the center of attention is a mental condition. Self-awareness is one of the first components of the self-concept to appear. The research report demonstrates how employees perceive their own level of self-awareness regarding leadership from various ages. The average of 20% of respondents to the survey who remain in a neutral position is the constant figure that the researcher is most interested in understanding. This figure may originate from individuals between the ages of 18 and 25 with between 0 and 5 years of job experience.

Recommendation

Senior employees must help the organization's management integrate new and young employees, especially those who are entering the workforce for the first time. By doing this, staff members will become familiar with corporate policies and practices rapidly, and younger staff members will engage fully and fearlessly since they are backed by more seasoned staff members.

SOCIAL AWARENESS – BECAUSE OF AGE

SOCIAL AWARENESS – BECAUSE OF AGE	Strongly disagree	Disagreed	Neutral	Agree	Strongly agree
They always worry about factors that affect us and the work	5%	8%	21%	54%	12%
They pre-empt likely constraints by warning you in advance	1%	8%	22%	55%	14%
They show true empathy when you are emotionally disturbed	3%	7%	17%	53%	20%
They believe by supporting you they bring you to a normal state	5%	3%	20%	56%	16%
Strongly motivate for team unity as a family at work, regardless	6%	1%	15%	50%	28%

Conclusion

Self-awareness entails searching within to understand oneself, whereas social awareness requires looking outward to respect and understand others. Understanding and being aware of other people's emotions is the major objective of social awareness. The majority of participants, or between 60 and 70 percent, agreed with the statements made in the questions. The participants are always concerned

about an issue that has an impact on workers. Employees are aware of potential pre-empt constraints that participants have been informed about in advance. gratitude for the assistance provided, which restores order to the workplace. When someone is emotionally disturbed, the team demonstrates empathy. The time spent at work creates a workplace family that values the familial atmosphere that results from the participants' cooperation. When comparing the comments the researcher received from individuals who disagreed to those who agreed, the Pareto principle of 80/20 was utilized. Neutral participants, who consistently occupied an average of 20%, are the area for worry. The age range of 18 to 25 years produced 26% of the participants who might not have sufficient work experience to take a definite stance on the research questions.

Recommendation

Special consideration should be given to new hires between the ages of 18 and 25 when they first begin working to assist them feel a sense of belonging, which should build their confidence and enable them grow accustomed to organizational strategy before feeling forgotten. With a focus on the age range of 18 to 25, a study on employees entering the workforce is now feasible because 20 percent of 100 participants is a significant number that the researcher cannot ignore. The study will determine the length of time that participants need to be motivated and feel like a part of the organization. This creates a space for additional study.

OTHERS AWARENESS

OTHERS AWARENESS, BECAUSE AGE	Strongly disagree	Disagreed	Neutral	Agree	Strongly agree
Shows emotional social support which motivates you to perform	5%	5%	17%	50%	23%
They are aware of your situation better than you may think	5%	8%	15%	56%	16%
Very particular about when to be hard or when to be soft to you	3%	3%	21%	56%	17%
Very sensitive to one's change of attitude and emotional state	2%	3%	27%	53%	15%
They manage emotions and focus on tasks to be performed	2%	4%	20%	55%	19%

Source: Author's own construction

Conclusion

Just 10% of the participants, some of whom were seniors with 16 or more years of experience, disagreed with the research, and 70% agreed, which gave the researcher confidence in the findings on emotional awareness. Participants who are somewhat neutral (20%) stand out because they seem disoriented and unsure of where they belong. The majority of participants are aware that emotional support from the leader promotes involvement. It is believed that employees between the ages of 18 and 25 do not work for one firm for very long. Younger employees may not get as much attention as older ones since they lack the knowledge and experience to generate the essential productivity, which drives the latter out of the company. Young workers can feel like they belong in the company and can grow to have a sense of belonging by being given early responsibilities. If they are among those who consistently disagree on everything, the elder professionals who have been in the sector for at least 16 years may not find the work to be difficult.

Recommendation

Starting with the programs that new hires between the ages of 18 and 25 are exposed to when they begin their jobs, as well as how long it takes them to accept ownership and accountability for productive behaviors after beginning their jobs. Organizations employ career development paths and a performance management system to assist new hires in achieving their personal and professional goals. Giving employees who are 16 years old or older more mentoring responsibilities that focus on the practical aspects of the project management area is essential for having an exit strategy.

PSYCHOLOGICAL AWARENESS

PSYCHOLOGICAL AWARENESS – BECAUSE	Strongly disagree	Disagreed	Neutral	Agree	Strongly agree
They have high levels of psychological wellbeing even in presence of problems	1.4%	1.4%	21.4%	55.7%	20%
Don't show signs of emotional distress, this encourages teams	4%	7%	24%	49%	16%
Will always have alternative solutions to whatever problems	3%	6%	19%	56%	16%
Always shows higher degree of life satisfaction even in distress	3%	5%	25%	52%	15%
Predictive and sensitive to changes in the emotions of members	3%	6%	24%	50%	17%

Source: Author's own construction

Conclusion

According to the study, the majority of participants agreed with the questionnaire in an average of 60 to 70 percent of cases, with an average of 10% of individuals disagreeing. The researcher was concerned about a group of participants—approximately 20% of them—who are neutral. A pool of 49 percent of respondents with 0 to 5 years of experience in the field of project management responded to the inquiry, while 26 percent of respondents aged 18 to 25 years old did so. Employees who are new to the field and have not received extensive induction tend to be unbiased when asked questions about it.

Recommendation

Employees who are just starting their jobs and those who are nearing retirement need to be reassured. When entering a new setting without being properly welcomed or even transitioning from one period of life to another, there is a fear of change. Employees who are over 50 and willing to mentor younger employees should help management improve employee integration, and those who accept mentoring responsibilities should have access to a reward structure and a transparent performance management system. Then, there will be a planned program for mentors for experienced employees to share their knowledge with the young employees, as well as proper integration of new employees.

EXPERIENCE AND MEMORY IN LEADING

EXPERIENCE AND MEMORY IN LEADING	Strongly disagree	Disagreed	Neutral	Agree	Strongly agree
Are very open and insists on discussion to iron out differences	3%	10%	17%	55%	15%
Extroverts and are easily accessible by individual /team mates	4%	6%	20%	55%	15%
Have patience to listen and correct / support without emotions	5%	4%	23%	50%	18%
Willingly apologizes when they have committed a mistake(s)	5%	13%	23%	44%	15%
Relies heavily on memory and experience from lessons learnt	4%	2%	11%	68%	15%

Source: Author's own construction

Conclusion

According to the research, team members who demand high-caliber leadership and inspired team members in the workplace place a high value on leadership experience with memory. Knowing that a

leader has a sound memory means that they can handle personnel issues with emotional intelligence and expertise without forgetting. It is highly challenging to apologize, as seen by the statistics, which demonstrate that just over 50% of employees agree and close to 20% disagree about the readiness to apologize. This study examines the effects of employee motivation in the construction industry on emotional intelligence and age.

Recommendation

The skill that executives in the sector strive to develop in dealing with employees is the ability to apologize and insist on openness and communication to resolve conflicts. The majority of leaders assert that since production must come first, there is no time for negotiations. The amount of time spent concentrating on the production issue and the difficulties with the human resources should be balanced. To help the relationship between the parties, organizations must include the time spent meeting one-on-one with employees in the leader's performance contract.

CAUTION IN WORKING STYLE

CAUTION IN WORKING STYLE	Strongly disagreed	Disagreed	Neutral	Agree	Strongly agreed
Treats individual team members according to personality traits	4%	7%	19%	53%	17%
Respects people differences but insists on getting tasks done	2%	5%	12%	59%	22%
Understand individuals weaknesses and works to uplift them	2%	3%	23%	54%	18%
Allocates tasks according to identifiable individual abilities	4%	4%	18%	56%	18%
Knows when to be firm and or empathetic on team members	3%	6%	22%	50%	19%

Source: Author's own construction

Conclusion

Regarding working methods and the interaction between employees and bosses, there are explicit directives. According to the researcher, considering the difficulties of the neutral population while taking into account the 20 percent average still leads them to see the neutral participants critically. The elders

who indicated that they disagree may disagree even though there is no valid reason to do so because of past management issues with the organization that were never resolved.

Recommendation

To accommodate every personality in the business, it is necessary to assess the amount of time spent by employees and management addressing organizational strategy, community challenges, corporate challenges, and individual challenges in both formal and informal settings. Get the procedure that may be applied to meeting outcomes and a system for implementing corrective action that will benefit all the stakeholders.

OVERALL MOTIVATION

OVERALL MOTIVATION	Strongly disagree	Disagreed	Neutral	Agree	Strongly agree
There is motivating consistency in the behaviour of aged people	4%	7%	19%	55%	15%
The approach to problems gives the impression on invincibility	2%	5%	25%	51%	17%
Takes pain to explain former problems & how they were solved	4%	6%	26%	46%	18%
Available to assist outside the tasks for which they are paid	3%	5%	23%	54%	15%
Aged employees give the "guaranteed presence" of a parent at home	2%	6%	22%	51%	19%

Source: Author's own construction

Conclusion

There are still 30% that require attention, of which 10% obviously disagree with the questionnaire and 20% are neutral participants. The attitude of responding to difficult situations even if they are difficult and the readiness to help by taking on unpaid work is pleasing to the researcher.

Recommendation

The 30% view of the 70% who talk positively about activities and survey responses will be improved by a relationship-building program that involves both younger and older employees.

6.2.3 Section C

This section was included to address any pertinent information that the respondents may have that wasn't fully covered earlier. Participants are respectfully asked to share any pertinent or significant information about the study that they may have. It is widely acknowledged that each of us has interacted with older people at work or in other settings, however different those relationships may have been. The researcher gathered responses and organized them according to the questionnaire's instructions. The questions and answers are listed below, followed by a conclusion and a suggestion.

REQUEST 1; Please list / provide [in point form] maximum five [5] personality traits / behaviour patterns you think distinguish older workers from young workers.

NO	RESPONSES
01	Older people are more committed to company well being, care more about wasteful expenditure and saving
02	always arrive at work early and have better time-keeping; uses experience over Engineering methods;
03	more loyal once trust and respect is gained
04	Older workers always want to be treated with respect and forgetting about work environment
05	Needs to be the runner since you the younger person
06	Disciplined, Patient, Compliant, Orderly and hardworking
07	Seems composed because they think they are competent.
08	Can change but with difficulty
09	Can tolerate more than younger persons
10	Relies on previous experiences and not easy to adapt in new technology

REQUEST 2; Please indicate here, five [5] things you do not like about older people in the work environment in terms of their behaviour.

NO	RESPONSES
01	Patient, Mostly experienced, fear change, love teaching, good supervision
02	Unable to deal well with change, are set in their ways, sometimes too busy to teach.
03	assumes that you know what they are talking about at all times, fast paced
04	Not easy to change their old ways of doing things, Resistant to changing environment, Resistance to learn new ways, Challenge in using technology, Somewhat strict
05	Higher Salaries, Don't like change, don't want to be introduced to new technologies,
06	Everything must happen their way, You must always listen to them
07	Force respect on a person since they older.
08	Resistance to change, Needing to be right, uptight and non-confrontational.
09	Slow, repetitive, systematic, not easy to be found for change, sentimental
10	Controlling, minds are programmed, lazy, they like favours.
11	Unwillingness to change. Looks down if younger persons struggle. Be a parent rather than a mentor. Takes to long to adjust to new techniques.
12	they like to abuse, they don't like change, they are bully, always tired
13	stubborn -does not adapt to change -gets tired quickly which can be mistaken for laziness
14	Complain allot -does not like to follow rules -keeps reverting back to the way things were done earlier years.
15	Age restriction personality , controlling, laziness, listing skills and complaining
16	You must always understand their excuses

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REQUEST 3; Please indicate at most five [5] behavioural patterns by older folk in the construction environment <u>that demotivate employees to perform / make employees not perform / work well</u>

NO	RESPONSES
01	Critical of others
02	Attitude, Negativity, Complaining, Pace, Drive/Passion
03	Strict about old polices that are outdated, Inability to use new methods, Using age as a means to control, Treat everyone as if it is their children, Unresponsive to worker's needs
04	Health reasons can cause them to be less productive.
05	Not willing to change with today's world, Do what I say attitude.
06	Too strict, discouraging not to think outside the box and lack of technological knowledge.
07	Process, documentation, supervise like a lamp post
08	Treatment, they not willing to adhered to new ideas
09	Gives too little time for younger person to adjust when they think younger person is wrong or knows to little of task at hand.
10	They are bully
11	Older folk would demotivate younger by saying the new way is not better than the old ways of doing things
12	They would push their opinion to make younger employees believe certain tasks are not important or necessary.
13	Stubborn. Arrogant. Demanding. Not helpful. Too cautious
14	Arrogant, Not friendly, unapproachable, Know it all, Stubborn to change

NO	RESPONSES
15	No development opportunities, Lack of flexibility, Poor leadership, Conflict and Unrealistic workload.
16	Using old technology

REQUEST 4; Please indicate at most five [5] behavioural patterns by older folk in the construction environment that motivate employees to perform / make employees want perform / work hard

NO	RESPONSES
01	Teaching younger employees.
02	Attitude, Negativity, Complaining, Pace, Drive/Passion
03	They are great mentors, Their patience can instill confidence in inexperienced work force
04	Give a sense of belonging, Act in an advisory role due to experience
05	Keep the morale up in times of distress
06	fairness at work, including promoting equality and diversity
07	proactive and regular communication
08	Experience, seniority
09	Building a know how attitude
10	Know how experience and ability to coach
11	Process, documentation, supervise like a lamp post
12	The experience they have, the love they have towards people or work
13	Them being always early on site and trying their utmost.
14	Older folks would say how hard they worked when they were young and how hard times were.
15	Making younger employees feel they are not working hard enough.

16	Younger employees would put in more effort and become more productive.
17	. Experience. Confidence. Problem solver. Understanding age differences. Nothing to prove
18	Trustworthy, Confident, Invincible, Comfortable at any task, Stress free
19	Achievement, Power, Affiliation, Security and Adventure

Conclusion

The researcher is pleased with the input from the open ended responses which were clear and came from honesty. There is recognition of the part that elders play in the organizations in terms of experience, loyalty, sense of pride, trustworthy, willingness to share experience and punctuality when it comes to reporting to work. There is also another side of the story in terms of health challenges, insecurity about the future, Challenges dealing with change, Gap dealing with young personnel.

Recommendation

Awareness workshop on the impact of age in the workplace looking at those starting a career to those who are comfortable with enough experience to play his/her role in the organization while not forgetting elders who are experienced coming closer. The impact of emotional intelligence amongst team members looking at team building for better execution of projects. Leadership programs to learn project management, discus emotional intelligent and leadership styles and the impact it have on motivating and building successful project teams.

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QUESTIONNAIRE

The role of age and emotional intelligence on effective employee motivation during construction project execution.
The target population is project practitioners at this selected site, and the purpose of this study is to establish if there is any relationship between the age of an individual and the levels of emotional intelligence. Please do not put your name or any mark that may identify you, you must remain anonymous and this is strictly confidential. This is a voluntary involvement and you can withdraw anytime in the middle of the survey

SECTION A. BIOGRAPHY

Please cross the applicable boxes

1. **How old are you this year, please use table to indicate your age range?**

18 – 25 years	26-30 years	31 – 40 years	41- above

2. **What is your position in the organisation?**

Team leader	Artisan	Administrator	Contractor	Other

3. **If other, please specify**

………
………

4. **How long have you been involved in Projects?**

0 - 5 years	6 – 10 years	11 – 15 years	16 – more years

5. **What is your highest professional qualification?**

Below matric	Matric only	Diploma	Artisan	Other

6. **If other, please specify**

……………………………………………………………………………………………………

....

7. Have you ever had the privilege of working with people older than you?

Always age mates	Always have some	Most of the time	Other

8. Other – please specify

…………………………………………………………………………………..……………
……..

9. State here, if any, observations you have made [in general] about working with people older than you

 …………………………………………………………………………………………
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SECTION B –LIKERT SCALE

Please rank the following statements in the Likert scale below, the scale range is; 1 = strongly disagree, 2 = disagree, 3 = neutral / indifferent, 4 = agree and 5 = strongly agree.

		Strongly disagree	Disagreed	Neutral	Agree	Strongly agree
	SELF-AWARENESS – BECAUSE OF AGE	**0**	**0**	**0**	**0**	**0**
1	The supervisor knows his / her limitations and is cautious	1	2	3	4	5
2	Always uses experience to show us how to do things well	1	2	3	4	5
3	Shows great passion for life long work which motivates us	1	2	3	4	5
4	With experience he / she knows where things can go wrong	1	2	3	4	5
5	The older folk make you confident in doing difficult tasks	1	2	3	4	5
	SOCIAL AWARENESS – BECAUSE OF AGE	0	0	0	0	0
6	They always worry about factors that affect us and the work	1	2	3	4	5
7	They pre-empt likely constraints by warning you in advance	1	2	3	4	5
8	They show true empathy when you are emotionally disturbed	1	2	3	4	5
9	They believe by supporting you they bring you to a normal state	1	2	3	4	5
10	Strongly motivate for team unity as a family at work, regardless	1	2	3	4	5
	OTHERS AWARENESS, BECAUSE AGE	0	0	0	0	0
11	Shows emotional social support which motivates you to perform	1	2	3	4	5

12	They are aware of your situation better than you may think	1	2	3	4	5
13	Very particular about when to be hard or when to be soft to you	1	2	3	4	5
14	Very sensitive to one's change of attitude and emotional state	1	2	3	4	5
15	They manage emotions and focus on tasks to be performed	1	2	3	4	5
	PSYCHOLOGICAL AWARENESS – BECAUSE	**0**	**0**	**0**	**0**	**0**
16	They have high levels of psychological wellbeing even in presence of problems	**1**	**2**	**3**	**4**	**5**
17	Don't show signs of emotional distress, this encourages teams	**1**	**2**	**3**	**4**	**5**
18	Will always have alternative solutions to whatever problems	**1**	**2**	**3**	**4**	**5**
19	Always shows higher degree of life satisfaction even in distress	**1**	**2**	**3**	**4**	**5**
20	Predictive and sensitive to changes in the emotions of members	**1**	**2**	**3**	**4**	**5**
	EXPERIENCE AND MEMORY IN LEADING	**0**	**0**	**0**	**0**	**0**
21	Are very open and insists on discussion to iron out differences	**1**	**2**	**3**	**4**	**5**
22	Extroverts and are easily accessible by individual /team mates	**1**	**2**	**3**	**4**	**5**
23	Have patience to listen and correct / support without emotions	**1**	**2**	**3**	**4**	**5**
24	Willingly apologises when they have committed a mistake(s)	**1**	**2**	**3**	**4**	**5**
25	Relies heavily on memory and experience from lessons learnt	**1**	**2**	**3**	**4**	**5**
	CAUTION IN WORKING STYLE	**0**	**0**	**0**	**0**	**0**
26	Treats individual team members according to personality traits	**1**	**2**	**3**	**4**	**5**
27	Respects people differences but insists on getting tasks done	**1**	**2**	**3**	**4**	**5**
28	Understand individuals weaknesses and works to uplift them	**1**	**2**	**3**	**4**	**5**

29	Allocates tasks according to identifiable individual abilities	1	2	3	4	5
30	Knows when to be firm and or empathetic on team members	1	2	3	4	5
	OVERALL MOTIVATION	0	0	0	0	0
31	There is motivating consistency in the behaviour of aged people	1	2	3	4	5
32	The approach to problems gives the impression on invincibility	1	2	3	4	5
33	Takes pain to explain former problems & how they were solved	1	2	3	4	5
34	Available to assist outside the tasks for which they are paid	1	2	3	4	5
35	Aged employees give the "guaranteed presence" of a parent at home	1	2	3	4	5

SECTION C. OPEN-ENDED QUESTIONS

[Read through this section before filling in to avoid mixing your responses]

This section was added to assist with certain valuable information the respondents have that might not have been well covered above. You are requested to provide generously information, within the context of the study that you deem valuable / important. The general understanding is that all of us have worked with people older than us and we have experiences with them – different though they may be.

REQUEST 1; Please list / provide [in point form] maximum five [5] personality traits / behaviour patterns you think <u>distinguish older workers from young workers.</u>

1. ....
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2. ....
......
3. ....
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4. ....
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5. ....
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REQUEST 2; Please indicate here, five [5] things you do not like about older people in the work environment in terms of their behaviour.

1. ....
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2. ....
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3. ....
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4. ....
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5. ....
......

REQUEST 3; Please indicate at most five [5] behavioural patterns by older folk in the construction environment that demotivate employees to perform / make employees not perform / work well

1. ....
......
2. ....
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3. ....
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4. ....
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5. ....
....

REQUEST 3; Please indicate at most five [5] behavioural patterns by older folk in the construction environment <u>that motivate employees to perform / make employees want perform / work hard</u>

1. ....
......
2. ....
......
3. ....
......
4. ....
......
5. ....
......

THANK YOU FOR TAKING PART IN THIS EXERCISE.

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

The Faculty's Research Ethics Committee (FREC) on **14 June 22**, ethics **APPROVAL** was granted to **Motlalepula Mosia (211103233)** for a research activity at the Cape Peninsula University of Technology for **MTech: Business Administration (Project Management).**

Title of project:	Age as determinant of high emotional intelligence needed for construction project team motivation at a construction site in Cape Town
	Supervisor (s): Dr. L. E. Jowah

Decision: APPROVED

	18 July 2022
Signed: Chairperson: Research Ethics Committee	**Date**

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the CPUT Policy on Research Ethics.

2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study requires that the researcher stops the study and immediately informs the chairperson of the relevant Faculty Ethics Committee.

3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.

4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing accompanied by a progress report.

5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines, and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, notably compliance with the Bill of Rights as provided for in the Constitution of the Republic of South Africa, 1996 (the Constitution) and where applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003 and/or other legislations that is relevant.

6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.

7. No field work activities may continue after two (2) years for Masters and Doctorate research project from the date of issue of the Ethics Certificate. Submission of a completed research ethics progress report (REC 6) will constitute an application for renewal of Ethics Research Committee approval.

Clearance Certificate No | 2022_FBMSREC 031

PhD

22 Clivia
Avenue Brantwood, Kuils
River, 7580
+27 (21) 903-3145 | +27 (83) 325 1842
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This serves to confirm that copy-editing and proofreading services were rendered to for a master's thesis entitled

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Motlalepula Andries Mosia

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FINAL GRADE

/0

GENERAL COMMENTS

Instructor

Date:
30 May 2022

Enquiries:
Nwabisa Mehlomakulu

Telephone:
+27 11 800 5557

To: The Registrar

ETHICS CLEARANCE: CONFIRMATION OF ESKOM INTELLECTUAL PROPERTY RIGHTS AND SECURITY CLEARANCE FOR MASTERS RESEARCH – MR. Motlalepula Mosia

This memorandum serves as an ethics clearance; confirmation of Eskom intellectual property rights and security clearance for the continuation of Masters level research and write-up by Mr Motlalepula Mosia. The research topic is **The role of age and emotional intelligence on effective employee motivation during project success**.

Mr. Motlalepula Mosia has followed due internal processes in terms of gaining permission for this research and received approval from Eskom Project Management Department on the 30th of May 2022.

It must be noted that this general clearance is for a limited period only, which will be for the rest of the financial year 2022/2023, and in no way waives Eskom's Intellectual Property Rights.

Yours sincerely
Nwabisa Mehlomakulu
Middle Manager Projects Portfolio

…………………………….