



**THE EFFECT OF TRANSFORMATIONAL LEADERSHIP ON THE PERFORMANCE OF A  
CONSTRUCTION PROJECT TEAM AT A SELECTED CONSTRUCTION COMPANY IN CAPE  
TOWN**

**BY**

**GABRIEL SIBUSISO NYONI**

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**SUPERVISOR:**

**MR T. NKWENKWEZI**

**CO-SUPERVISOR:**

**DR L.E. JOWAH**

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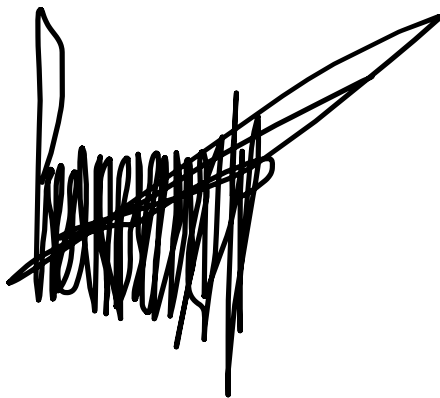
## **ABSTRACT**

With construction companies being the biggest sector, it requires deep analysis to assess the effectiveness of a transformational leadership style on project team performance within a construction company based in Cape Town in the Western Cape. The aim of this study is to explore within the extent to which transformational leadership styles of project managers may have a significant effect on the performance of the project team members. Project outcomes are seen to be improved by a transformational leadership style, which is characterised by inspiring, empowering, influencing, building, and motivating project team members. The researcher employed a mixed-method approach which is a combination of quantitative and qualitative research. Data was collected throughout the selected construction site in Cape Town in the Western Cape. The questionnaire was distributed to project team members, with the relevance of leadership styles variables to enable the research to be conducted fairly and accurately, with project team factors, and performance metrics, whereas interviews offered more detailed perspectives on individual experiences and the effects of leadership. The findings indicate a positive relationship between transformational leadership and project team performance. Project results, such as meeting deadlines, adhering to budgets, and upholding high standards, improved when teams under the direction of transformational leaders reported increased levels of motivation, action, and job satisfaction. However, there are limitations such as complexity within the selected construction company in Cape Town, where respondents failed to participate (although it was not compulsory to participate), in high numbers during the questioning or interviewing period.

## DECLARATION

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

Signed

A handwritten signature in black ink, consisting of a series of vertical and diagonal strokes, appearing to read 'Gabriel Sibusiso Nyoni'.

21 MAY 2024

Date

## **ACKNOWLEDGEMENT**

I wish to thank:

The Lord, who kept me faithful and uplifted my spirit throughout my research journey.

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## **DEDICATION**

This thesis is dedicated to my late mom who pushed me so hard when I was about to give up, as well as my siblings who showed support. I dedicate this paper to my future family as this is the only inspiration that will make me work hard till the last days. I dedicate this to all the former and current employers for believing in me and making it possible for me to push thus far. To everyone who positively motivated me, I thank you.

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# **THE EFFECT OF TRANSFORMATIONAL LEADERSHIP ON THE PERFORMANCE OF A CONSTRUCTION PROJECT TEAM AT A SELECTED CONSTRUCTION COMPANY IN CAPE TOWN**

## **CHAPTER 1**

### **1. INTRODUCTION**

Leadership is amongst the most studied disciplines worldwide Gibbs et al., (2008: 416-436) and has been in existence ever since the human population started to increase. Consequently, the definition of a leader and that of leadership has varied depending on the number of people researching and defining it. Jowah (2015: 208-225) defines a leader “as an individual who makes the footprints that others would want to follow even in the individual’s absence”. This suggests that when a leader has passed the scene of action, there remain those who emulate the way the leader led as a model of leadership. Kiral (2020) posits that a leader is an individual who interacts with other individuals in a way that appeals to them and attracts loyalty and is thus determinative of the success of the leadership. It has been difficult to have a standard definition for what a leader is because of the different perspectives introduced by different researchers. What is evident though, and agreed on by all the varying definitions, is that leaders have followers (Norman; Avey, Larson & Hughes, 2019), which is distinct from subordinates whose loyalty is out of fear of punishment. Leadership can therefore be defined as an individual’s ability to influence other individuals to work towards the same goals without compulsion (Alvesson, 2020: 101-439). The current argument then in the study of leadership is more on the actual behaviour of the individual and the expectations of the “recipients” of that behaviour resulting in how they respond. This suggests that the impact of a leader on a team or group of people will not be the same each time, as this depends on the individual recipients. It is therefore important to understand the underlying theories of leadership as studied over the years by numerous researchers under differing circumstances.

### **1.2. BACKGROUND – LEADERSHIP THEORIES**

A theory is defined as a supposition or a system of ideas intended to explain something, especially ones based on general principles independent of the thing to be explained (Gopnik and Wellman,

1994) Theories function precisely as guides to a study, generally based on previous research or observation and are therefore intended for disproving or confirmation (Garson, 2019: 1146-1156). Theories are therefore critical in the daily operations of individuals in different spheres, the same is true for the understanding of leaders and leadership. The effort applied to understanding the ability of an individual to lead has existed for centuries dating back to the philosophical writings of Plato's Republic (McAleer, 2020). The focus has been on the qualities and characteristics that an individual has which makes them more effective than others as leaders in a specified environment. It needs to be emphasised that leadership is a critical element in the effective implementation and execution of any undertaking (El Toufaili, 2018: 124-135). Of particular interest was the discovery that leaders do not have the same effect in different settings, with different followers and tasks to be performed, suggesting the absence of a universal leadership pattern (Gandolfi & Stone, 2018: 261-269). The focus on what makes leaders effective therefore moved from personality traits to leader behaviours that appeared to produce good results in other settings. The assumption that there are specific attributes within an individual that distinguishes them from other people making them leaders is referred to as the Trait Theory of Leadership (Hartley, 2018).

### **1.2.1 The Trait Theory**

This theory is based on the view that an individual's personal characteristics will enable the leader to be effective in the leadership. It is expected that this attribute will serve as the power by which the individual pulls followers - in the form of individuals and or groups towards the individual as the leader (Zaccaro, 2007: 43). The personality traits and the relevant characteristics that apply in different settings are dependent on many other factors including the kind of followership. The Trait Theory is closely linked to the Great Man Theory by Thomas Carlyle in the mid-1800s. The proponents of Trait Theory have classified personality theories into three elements as illustrated in figure 1.1 below.

# Trait Theory

The trait theory is based on the great man theory, but it is more systematic in its analysis of leaders. Like the great man theory, this theory assumes that the leader's personal traits are the key to leadership success.

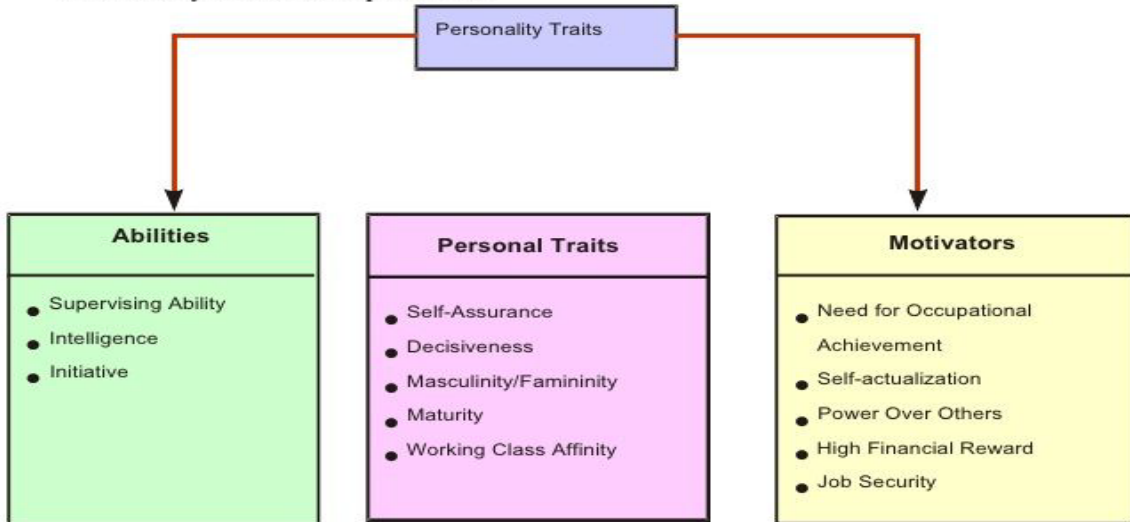


Figure 1. 1 Trait Theory Taxonomy.  
Source; (Prentice, Jayawickreme & Fleeson, 2019: 56-50)

This theory emerged in the early investigations into what makes certain individuals more effective as leaders than others. Different researchers developed taxonomies of what would make an appropriate model of traits necessary to attract followers. According to the illustration above, as per the taxonomy, these are abilities, personal traits and motivators. These are further divided and presented in more detail in the form of a model as illustrated in figure 1.2. below.



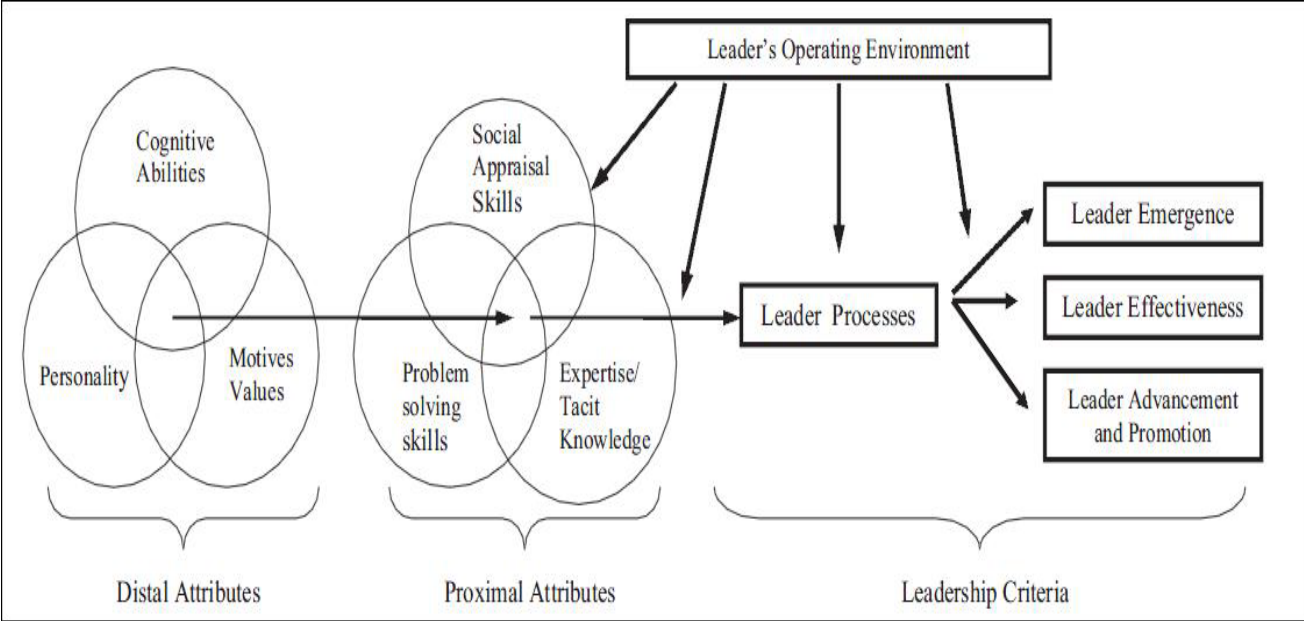


Figure 1. 2: Traits Theory model  
 Source: (Prentice, Jayawickreme & Fleeson, 2019: 56-50)

This model is based on a different classification which identifies three attributes considered or stated as, namely, distal attributes, proximal attributes and the criteria used to define what leadership is. It is critical to mention that these attributes have differing impacts dependent on the situation and the tasks to be performed (Verawati & Hartono, 2020: 13-23). This then speaks to later theories on leadership which have focused on contingency as a primary factor for the application or use of certain traits. Different traits will therefore inevitably produce certain behavioural patterns for followers and leaders alike, with the leader's attitude as a critical element deciding on effectiveness. A list of the consolidated attributes is provided in table 1.1 below.

Table 1. 1: Consolidated list of trait attributes

1. Intelligence /action-oriented judgment	2. Willing to accept responsibility
3. Task competence	4. Understanding followers' needs
5. People skills	6. A need for achievement
7. Capacity to motivate people	8. Courage and resolution
9. Perseverance	10. Trustworthiness
11. Decisiveness / responsiveness	12. Self-confidence
13. Assertiveness	14. Adaptability and flexibility
15. Emotional stability	16. Creativity / innovation

**SOURCE:** (Jowah, 2015)

Comparing and contrasting of leader-follower relationships was the central focus of study on leader effectiveness, the assumption was when a leader is exalted, the leader then would have focus on the welfare of the followers (Epitropaki; Radulovic; Ete; Thomas & Martin, 2020:101-376). Other researchers show very little difference between the attributes of the leaders from that of their followers. There are basic start-off points for all people before differentiating them into leader and follower, and attributes such as good communicator, extroversion, self-confidence, and height have not been the sole determinants of leader effectiveness (Epitropaki et al., 2020: 101-376). Whilst height and body structure has been considered in other studies as relevant to the effectiveness of a leader, this position has not been able to answer questions about short leaders who have been effective. According to Zaccaro (2007:6-16), there were specific omissions by proponents of the Trait Theory, who omitted certain aspects and tended to, namely:

- Focus on the success and or failure of a few individuals as a general pattern of leadership practice – specifically on the “Big Five” personality traits as the sole determinants of what a leader is made of.
- Ignore the cognitive abilities, motivation factors, the individuals’ value systems, the social and cultural skills, the type of tasks and the make-up of the followers in the structure where leadership was exercised.
- Neglect the integration of many attributes that may be found in an individual some of which may not change in time, and others being a product of the situation in which the leadership takes place.

Based on the weaknesses of the Trait Theory as stated, this allowed for new thoughts around individual leader perspectives and the differences thereof. The emergence of the new approach focused on the leader attribute pattern, which was contrary to the traditional approach (Foti & Hauenstein, 2007: 347–355). This approach was based on the argument by the theorists that individual characteristics influence the outcomes of any interaction between leader and follower. This approach sought to indicate that the effectiveness of a leader is not based on one attribute, but rather on an integrated constellation that will be relevant to the situation (Zaccaro, Gulick and Khare, 2008: 13-29). This introduced or created room for other studies, where the focus was moved to behaviour as a possible key for effective leadership.

### 1.2.2 Behavioural and style theories

Behaviour can be defined as the way in which one acts or conducts oneself, especially towards others (Hartley:2018). The understanding here is that different behaviours attract different responses from different individuals depending on the acceptability of the behaviour. Behaviour therefore informs the follower about what to expect and hence what to do, to prepare to accept, tolerate, or reject outright the behaviour of the leader (Simha, 2022: 27-32). Early research by David McClelland as cited by Magnusson (1995: 219-247) shows that leadership takes a strong personality with a strong well-developed ego, as evidenced by the levels of self-confidence and self-esteem. Further studies showed tendencies of the leaders exerting some influence on the groups they were involved in. The influence was focused on decision making in the groups, praise for good performance and criticism as feedback for poor performance (Smith & Foti, 1998: 147-160). Management of group tasks also involved three styles named as authoritarian, democratic and laissez-faire.

Further studies (by Ohio University - 1945) investigating observable behaviours that were shown by leaders considered to be effective, narrowed their findings to two identifiable dimensions (Mumford, Zaccaro, Harding, Jacobs and Fleishman (2000: 11-35) namely, initiating structure and consideration structure.

- Initiating structure; the leader's communication with followers is clear and accurate, involves well determined goals and tasks and how these are to be performed. This type of leadership is classified as being task focused (Walumbwa; Hsu; Wu; Misati and Christensen-Salem, 2018).
- Consideration structure: portrays the leader as an individual who can interact and form or build interpersonal relationships with the followers which is focused on trust. This type of leadership is classified as being a social oriented behaviour (Oberer and Erkollar, 2018).

The Michigan State University (1950s) investigation resulted in the findings showing that behaviours and leadership effectiveness are positively related. The studies agreed with or confirmed what Ohio State University had established, but added other elements to the leadership style, namely, participative behaviour (servant leadership). This allows followers to participate or to take part in group decision making which gave the subordinates an opportunity for input (Nobis, 2022: 18-32). The style therefore dispensed with the leader being a controller, instead, acting as

a catalyst to encourage the subordinates' involvement which would impact on improved interaction, interpersonal relationship, and performance.

### 1.2.3 Ohio State and University of Michigan Models

- Vroom (2007: 17) from Ohio State University proposed two distinct leader styles based on behaviour (behavioural theories) identified as employee-orientation and production-orientation leadership styles.
- *Employee – orientated*; theory focused on interpersonal relationships between the leader and the subordinates resulting in united subordinates accepting their diversities.
- *Production-oriented*; leaders tend to work with group members only to achieve the work, and they have high productivity (Goleman, 2017:85-96) because they have good guidance and focus on high production.
- *Participative leadership*; Yukl, Gordon, and Taber (2002: 15-32) proposed a new type of leadership behaviour which was named *participative leadership*. This leadership provides support, and guides subordinates through necessary stages and mentoring.

The Managerial Grid Theory was postulated by Blake and Mouton (1981: 439-455) the theory is categorised into dimensions, namely, concern for people and concern for results. The theories are closely related to the previous theories above, albeit classified or stated differently.

- *Concern for People*; looks specifically at people's interests involving skills, passion, and ability to perform – talents. A good understanding of individual dimensions assists in knowing how to deal with the subordinate.
- *Concern for Results*; the leader focuses on the fulfilment of the tasks to maximise productivity and meet the organisational objectives (Shanafelt, Trockel,, Ripp, Murphy, Sandborg, and Bohman, 2019:156-161).

Figure 1.3. illustrates the Blake-Mouton model of leadership styles and theories – the managerial grid.



Figure 1. 3: The Blake Mouton Managerial Grid  
**SOURCE:** Blake (1991:69)

#### 1.2.4 Management styles

The five different management styles in the Managerial Grid are illustrated in the figure above, identified as, impoverished management, country club management, team management, produce or perish and the middle of the road. These different management styles were identified amongst the different leaders that were studied by the researchers.

- **Impoverished management:** this style is characterised by low interest in people's (subordinates) welfare together with low interest in the focus on tasks to be performed. Motivation of the managers is extremely low, and things are left to their own end with no regard for results (Heimhuber, 2015: 3832:3860). Subordinates under this management style are equally demotivated and too often take advantage of the leadership and will not perform, even though they are paid for it. This type of environment may negatively impact those employees who may be motivated extrinsically, as they may have no other reason to perform (Blake, 1981: 439-455).

- **Produce-or-Perish Management:** this is synonymous with authoritarian leadership with high focus on results but low interest in the people under the leader. Such leaders are “slave drivers” whose only interest is in the results, the accomplishment of the tasks and not in the people (Khan, 2015: 7). These managers resort to punishment as tools to push people to perform for them to get good results even though the morale of the people could be low.
- **Country Club Management:** these managers seek to please the employees and show concern for the feelings of the employees (Herzberg, 2008). Concern for employee happiness sometimes exceeds the push for results, much consideration is put on the employees’ capability to work. This may do well if the employees are generally intrinsically motivated as they respond to the manager’s concern for their welfare. This may increase the levels of employee engagement in their operations and give a sense of belonging.
- **Team management style:** this style is high on concern for both results and the people involved in the task execution process. The style focuses on relationships that will allow for easy communication between the leader with subordinates and the subordinates with subordinates (Johnson, and Hackman, 2018). This increases interdependence levels amongst the team members and the tasks to be performed, thus allowing for interaction between different units. Inter-task relationships are defined by being the relationship that precede the task or project to its completion. According to Aral, Brynjolfsson, and Van Alstyne, (2012:849-867) inter-task relationships are likely, and by their nature they “destroy workplace silos” and increase synergy in the organisation, which may increase productivity which is ideal for project execution.
- **Middle-of-the-Road Management:** there is uncertainty as to what should be considered more important, the managers balance between subordinate interests and task fulfilment (Desai, Prasad, and Patil, 2023:11). This style is likely to discourage would be performers who respond to extrinsic motivation and the style does not engage employees to perform better or it simply discourages them from doing their best. Those who are intrinsically motivated may thrive, but that too with difficulty as they may see the management as being “uninterested” in anything.

## 1.3 THEORETICAL FRAMEWORK

### 1.3.1 Theory X and Theory Y

Kopelman (2008: 255-271) developed the X and Y theories, two theories that contradict each other in a sense, that focused on how leader behaviour may motivate employees. The theories state that the leader's behaviour, attitude, and perception will inform the way they behave towards their subordinates. The leader has views about people in general and employees in particular, emanating from the leader's background (Cardiff: McCormack and McCance, 2018: 3056-3069). The background here refers to culture, religion, experience, education, general knowledge, or situational analysis. These ground-breaking theories surmised that there are two approaches emanating from the leader viewpoint concerning things that the leaders know about followers (Simmons, 2022).

The X theory: The leader believes that the employees (subordinates) do not like work even though they come to look for work on their own. Employees are therefore deemed to have a serious shortage of ambition and they eschew being given responsibilities and would prefer that they are led by someone (Miller, Le Breton, and Scholnick, 2008:51-78.). This attitude of the leader towards the follower tends to promote the use of an authoritarian leadership style where the leader becomes a "slave driver" to get work done. Wallgren (2013: 1-17) posits that the use of authoritarian styles develops the tendency, by leaders, to resort to micro-managing workers.

Y theory: In this theory, the leader thinks of the subordinates positively, the leader thinks that the average subordinate likes their work, likes working, are capable of learning, and are generally responsible (Sorensen, 2011: 178-192). This approach therefore makes efforts to ensure that the subordinates are provided with all the tools necessary for their performance and they are left to do their work. Bogusz (2022) opines that such a leadership mentality will generally build trust between the leader and the followers and may promote cooperation amongst the subordinates. Such a leader may be easily accessible, and this further strengthens the communication channels and performance levels.

The underlying philosophy is that as the leader behaves and manages the subordinates, that becomes the reflection of the leader's perception about the followers (Jawah, 2015:14-16) This suggests that the leaders' perception of the (X or Y theory) subordinates inform how the leader will behave towards the subordinates with whom the leader spends time at work. If the leader's perception is negative (X theory), the response will therefore be "slave driving" to push for production. To achieve this, the leader must be "hands on" by micro-managing employees generally perceived to be lazy and unable to think (Gordon, & Parikh, 2021: 215-234). This may

result in the leader-manager setting performance targets for performance, which may be productive if they meet the targets. However, if the leader's perception (Y theory) is positive, the leader will bank "on trust" to be able to motivate subordinates to be productive, this results in the process converting to management by impression (Moore, 2020: 31-62). Employees are expected to perform even in the absence of the leader because it is expected that they know what to do, they are responsible and love their work. These two theories gave room to new thinking about behavioural theories of leadership and followership in view of the objectives for which leaders are needed.

#### **1.4 CONTINGENCY THEORIES**

A Contingency Theory (Avolio, 2012:12) is an organisational theory claiming that there is no best formula available to a leader or leaders to organise a company or institution. The optimum decision for the organisation is contingent (dependent) on external and internal factors relating to the organisation (Lartey, 2020: 44-51). Such leaders will be flexible in the selection of strategies, deciding on leadership styles, and driven by the objectives for which the company was established. The decisions on what to do, how to do it, and when to do what is to be done will therefore depend on the period, and all other prevailing circumstances (Lartey, 2020: 44-51). The underlying philosophy for this theory is that the environment in which the leaders work is not standard (not the same) and the tasks and followers differ. The behaviour or style of the leader is therefore informed by the environment, the tasks to be performed, who is to perform the tasks and the organisation thereof (McAdam, 2019:195-205). Organisations have different factors, interests, objectives, culture and expectations from both managers and subordinates creating situational variables (Davis, Schoorman, and Donaldson, 2018:473-500). The variables to be considered would therefore be motivation as an independent variable impacting on the dependent variable which is productivity. The theory postulates that there is no "one size fits all" in leadership, and that leadership must fit into the existing circumstances and work according to the situation. The most appropriate leadership is contingent (dependent) on the internal and external situation of the organisation (Larsson, and Vinberg, 2010:317-334). The leader therefore makes decisions within the factors prevailing, suggesting that there is a best form of leadership, and that the style of leadership needs to vary and be adjusted to fit the conditions. The leadership (Antonakis, and House, 2013:3-33) style is therefore not pre-determined, but rather contingent, the leader learns and adjusts to the circumstances and thus applies strategies according to the situation. The ability of the leader to identify the needs and expectations of the organisation, the tasks and the followers



in the system, becomes pivotal. The contingency theory can be illustrated as shown in figure 1.4 below.

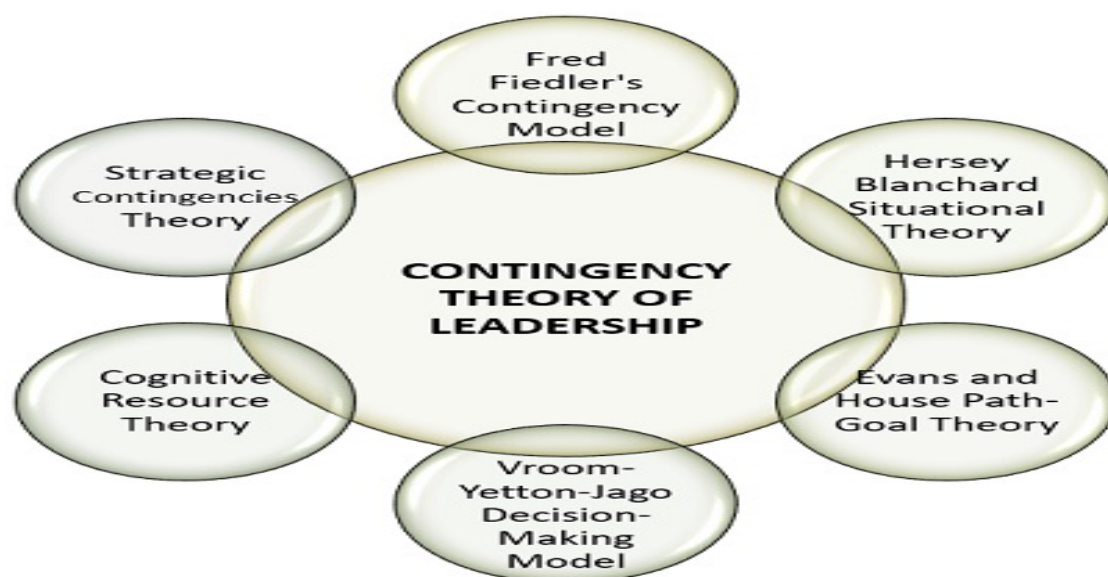


Figure 1. 4: Derivatives from Contingency Theory of Leadership  
**SOURCE:** (Kulkarni, 2017:1-6)

Theories based on the contingency philosophy are numerous and are based on the fundamental theory that the leader must decide on how to manage a situation. Jowah, L.E., 2020. “*The impact of transactional leadership as a strategic imperative in project execution at a mobile company in the Gaza Strip, Palestine*” asserts that each situation has its own complexities, the leader will do well to understand the group member characteristics to influence the follower (Beaver, 2014:244-261). The choice of what to do to manage the situation certainly differs from situation to situation dependent on the prevailing factors and circumstances. The theory makes use of other theories, taking the samples there as a guide for the leader, within the context in which the leader act is to be performed. Dingsdag, Biggs, and Sheahan, (2008:619-633), suggests that there are behavioural leadership practices that can be used at different times, within the factors impacting on the organisation. This is illustrated in figure 1.5 below.

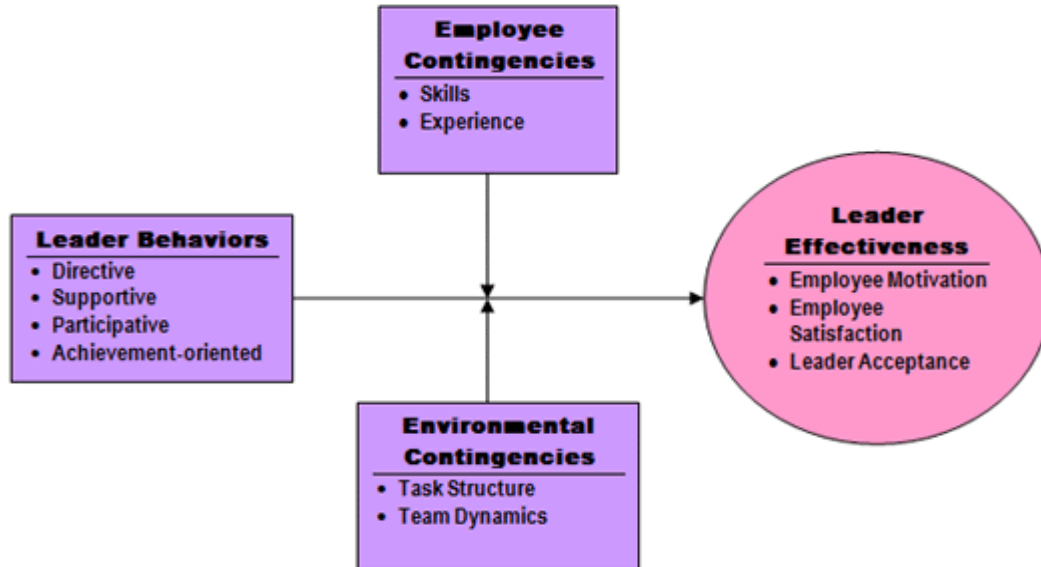


Figure 1. 5 Blending leader behaviour patterns and contingencies.

**SOURCE:** Ramesh (2018:4-9)

### **Employee contingencies:**

The level of skills for the employees is an important fact, in that highly skilled people with experience in their trade may not want to be micro-managed (Kozorez, 2019). They have a degree of independence and may be offended if they are treated like they are novices, yet inexperienced personnel may consider micro-management helpful to their learning (Kozorez, 2019).

### **Leader behaviour:**

The different theories on leadership behaviour can be incorporated into the contingency leadership, the leader should choose what to use and when (Pillay, 2020). Any of the four leader behaviours in *figure 1.5* above can be adopted or used simultaneously where possible, thus providing relevant leadership to the followers. Existing evidence has it that different followers or subordinates have different expectations depending on what their skills are and how they perceive the management of the organisation. Jowah (2013:708-719) posits that subordinates (followers) have their own individual expectations in their employment and there is a need for congruence between organisational and individual expectations. The leader is at the centre of this, suggesting that the leader should know how to use what behaviour and what results should be anticipated.

**Leader effectiveness:**

The ability of a leader to motivate employees is primary if the firm intends to achieve its objectives, considering that managers are employed to enable the organisation to achieve its objectives (Breevaart & Zacher, 2019:384-409). The leader should fit into the situation and be able to motivate employees to perform and give them the job satisfaction which will lead to high acceptability and harmonious working. The leader needs to understand the different employees (Sonmez Cakir & Adiguzel, 2020:13-23), what motivates them and what personal issues they may have which impact negatively on their performance. Employee satisfaction – many different factors for different employees result in job satisfaction, the leader needs to understand all these and apply them appropriately.

**Environmental contingencies:** The tasks to be performed, together with the skills required are important (Fourné, Rosenbusch, Heyden, & Jansen, 2019: 564-576) since leader behaviour is influenced by the tasks. Too often, the follower element is left out when conducting studies on effective leadership, it is important to know that leaders are permitted to be effective by the followers. Some other factors that impact the behaviour of the leader may have to do with things outside the leader’s ability (Fourné et al., 2019:564-576). The leaders are therefore coerced into certain behaviours in response to the situation, the need therefore is for the manager to lead in a way appropriate to the situation – that is contingency.

One common factor about leaders is that they lead people in particular environmental settings with their demands and expectations. Therefore, the situations are not homogeneous, neither are the tasks, the people are not, making it compulsory for leaders to understand and work within the situation (Kriger 2005:771-806). The relationship between the actors here is of paramount importance as this will enable the organisational objectives to be and to continue to provide livelihoods to the employees. There are specific requisites for the leader to function effectively, these are illustrated in table 1.2 below.

Table 1. 2: ***Requisites for a leader to function***

Relationship with people	This theory is a type of theory that explains the relationship between the people and the size of the organisation in terms of the structure of the organisation (Ruzgar, 2018:50-60).
Understand environment	The main aspect of this relationship is understanding the relationship of a leader's characteristics and focus on the stability of the relative environment.

	(Frazier, Fainshmidt, Klinger, Pezeshkan, and Vracheva, 2017:113-165).
Ability to punish if need be	One of this theory's goals is that the leaders must have the power to reward and punish followers (Price, and Vugt, 2014:363).

**SOURCE:** Pratono (2016:368-382)

The theory advances the thought that leadership should not be seen in isolation, because there are other factors involved, it is necessary to understand how they impact on the leadership style. Jowah (2013:37-43) posits that leaders lead because they have a form of an agreement (acceptability) by the followers that they may lead. The research contends that there is a need for an “equilibrium” at which point the power of the leader and that of the follower’s reach (as a group or as individuals).

Situational leadership theory is referred to as the Hersey and Blanchard situational theory of leadership. Situational leadership brings out the best of a leader in the situations, critical for them is the ability to understand the readiness levels of the team members and the complexities of the situation (Graeff, 1997). The style is characterised by *task behaviour* and *relationship behaviour* which is the type of leadership provided to the followers, 4 behavioural styles are identified. These are named S1 – S4, these are detailed in table 1.3 below.

Table 1. 3: **The 4 Behavioural styles of situational leadership**

S4	S3	S2	S1
Delegating	Participating	Selling	Telling
Leaders delegate most of the responsibility to the group. They monitor progress but are less involved in decision-making.	Leaders focus on relationships and less on providing direction. They work with the team and share decision-making responsibilities.	Leaders provide direction. But they attempt to sell their ideas to get people on board.	Leaders tell people what to do and how to do it.

**SOURCE:** (Hersey, and Blanchard,1997:5).

No individual style is thought to work alone, rather other factors would be used depending on the situation. Yukl (2008:708-722) states that effectiveness is dependent on the ability to be flexible and apply relevant leader behaviour. The levels of maturity of leaders and followers are of critical importance Jowah (2013:708-719). The maturity levels are task specific and are on a continuum depending on who they are targeted to and what their value system is compared to the leader / follower.

Table 1. 4: **Readiness Levels and Effective Leadership Styles**

Readiness Level (of followers)	Leadership Style
R1 - Readiness Level 1: Low Motivation and Low Task Skills	S1 - Telling
R2 - Readiness Level 2: High Motivation and Low Task Skills	S2 - Selling
R3 - Readiness Level 3: Low Motivation and High Task Skills	S3 – Participating
R4 - Readiness Level 4: High Motivation and High Task Skills	S4 – Delegating

**SOURCE:** Sethuraman, (2014:165)

This study has met with some resistance indicating that it is only practised by people who are new to a situation, while those acquainted with the environment rely on a specific structure style, Sethuraman, (2014:165).

### **1.5 ROBERT HOUSE'S PATH-GOAL THEORY**

House's Path-Goal Theory is based on the importance of focusing on the workers and seeking to motivate them. The theory suggests that good leadership involves the willingness of the leader to show interest in the welfare of the followers and to try to assist them to realise their expectations. Cote (2017:28-35) opines that every individual in an organisation has expectations and objectives, and too often these differ widely from each other. The effort put into helping the worker to reach their objectives may be recognised as subordinates' response to the leadership (McNeil, 2020:19-37). This theory can be summed up in three words, namely, expectancy, instrumentality, and valance.

- Expectancy – if a goal is given and that goal / task is achievable.
- Instrumentality – the presence of a reward when the goal task is achieved.
- Valance – if the reward is perceived to be of good value by the recipients.

Carrol (2017: 23-48) states that the different characteristics of individual followers, and the situation or context, play a role in this leadership process. Four leadership styles are identified by this theory, namely, directive, achievement-oriented, participative, and supportive styles (Rana, 2019: 29-57). The details are provided in the figure below.

## How Path-Goal Theory Works

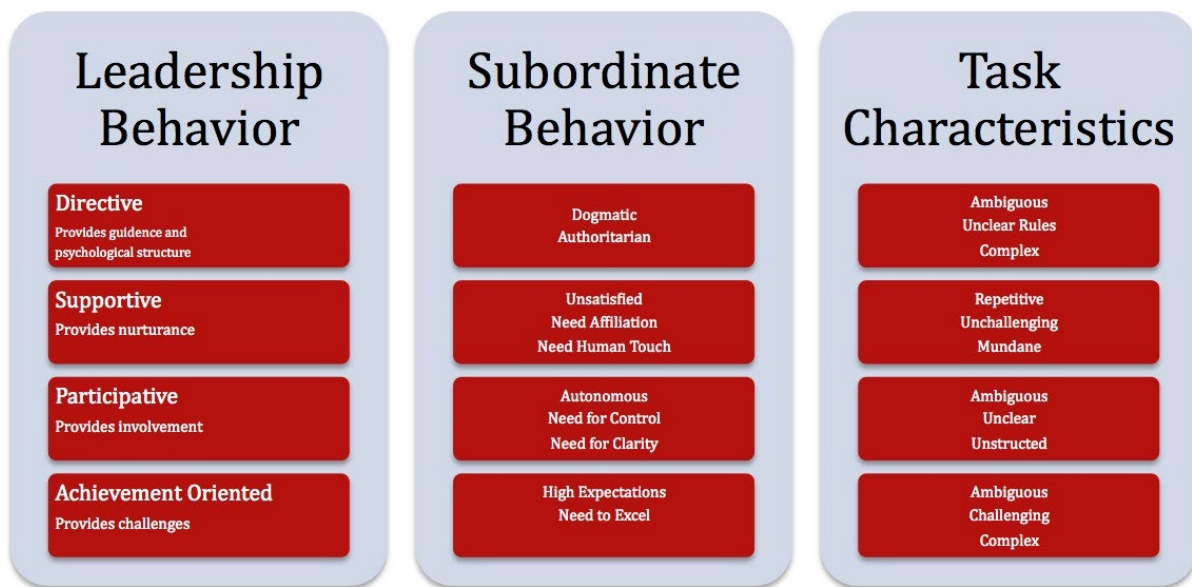


Figure 1. 6: **Path-Goal Theory leadership styles**

**SOURCE:** Rana (2019: 29-57)

The effectiveness of a leadership style is determined too often by the ability of the manager to fit into the environmental circumstances. These styles may be successful, and leaders could change within these styles to meet the follower expectations. The leader learns the environment and adjusts the style according to the context within which he / she finds himself / herself (McNeil, 2020:19-37). Depending on the type of followership, one group may respond positively whereas another may respond negatively to the same leadership. The difference in the response can happen in one group since individuals have different perceptions about the same styles, a reason

for wisdom from a leader. Jowah (2016-5-18) refers to followership types and suggests a leadership-followership congruency as a measure of the leader to be effective.

Table 1. 5: **Table 2.6 Path-goal theory characteristics**

Setting of goals	Goals are clearly stated, and the leader's expectations are clear to the subordinate. The reward for performing according to stipulation is also communicated and feedback is provided promptly (Quinn, Anderson, and Finkelstein, 2009:87-98).
Efficiency of routines	These leaders concentrate on increasing the effectiveness of known routines and procedures using existing rules, policies and regulations of processes known to work.
Operate in established bureaucracies	Ideal for organisations with solid organisational structures and beyond the chaotic, no-rules stage commonly found in start-ups of entrepreneurs.
Standardises the traditional practices	The practices that are typical of this style result in the firms reaching maturity, with the use of goal setting as a standard for operation. This creates a culture that may be difficult to change in the future.

**SOURCE:** Jowah, 2016

## 1.6 LEADER-MEMBER EXCHANGE THEORY

Rego (2012:429-437) suggested a dyadic (two-way) leader-member exchange (LMX) theory which is based on the relationship between the leader and the member. The assumption made here is that because leaders lead people, they need to have a relationship with the people they lead. Graen and Uhl-Bien (1995:219-247) posit that the theory suggests good leaders develop a give-and-take (an exchange) with each individual subordinate. This relationship is expected to pay off with the subordinates being responsible, and with the ability to get access to the leader, the subordinates may be able to get assistance to enable them to perform. Deluga (1998:189-216) concurs and proposes that where relationships-built trust between the two people in the relationship, emotions and respect become the cementing forces that positively affect the worker performance. This goes beyond the work environment and may eventually include association outside of the workplace, which further enhances positive employment experiences resulting in organisational effectiveness (Liden, Sparrowe, and Wayne, 1997: 47-119).

The LMX theory seeks to explain the effects of the leader-member relation on production in the organisation. Leaders form strong ties with the subordinates which result in trust, emotional, and respect-based relationships, and the relationship is generally a one-on-one. The same relationship may not be experienced with other members of the group or team, or at least not with the same intensity for different subordinates. The theory postulates that leaders never treat subordinates equally, but it is critical to emphasise that work-related attitudes and behaviours of subordinates and followers are influenced by the way they are treated by their leader. The theory is illustrated in table 1.6 below.

### 1.6.1 Transactional vs. transformational leadership

Transactional and transformational are the two modes of leadership that tend to be compared the most. James MacGregor Burns distinguished between transactional leaders and transformational by explaining that: transactional leaders are leaders who exchange tangible rewards for the work and loyalty of followers. Transformational leaders are leaders who engage with followers, focus on higher order intrinsic needs, and raise consciousness about the significance of specific outcomes and new ways in which those outcomes might be achieved. Groves, and LaRocca, (2011 511-528) state that transactional leaders tend to be more passive while transformational leaders demonstrate active behaviours that include providing a sense of mission. Transactional leadership focuses on supervision and performance; leadership is a task-oriented transaction. Transactional can be active or passive. Active refers to leaders who actively monitor performance and take corrective actions when needed. Passive refers to leaders who do not actively monitor follower behaviour and only take corrective action when serious problems arise. The two theories are said to be on opposite ends of the spectrum with transactional leadership more effectively predicting the job itself, as opposed to transformational leadership being best for organisation behaviour (Afsar; Badir; Saeed & Hafeez, 2017: 307-302).

Table 1. 6: Table 1.6 leadership styles

Transactional	VS.	Transformational (Odumeru & Ogbonna, 2013:355)
Leadership is responsive		Leadership is proactive



Works within the organisational culture	Works to change the organisational culture by implementing new ideas
Employees achieve objectives through rewards and punishments set by leader	Employees achieve objectives through higher ideals and moral values
Motivates followers by appealing to their own self-interest	Motivates followers by encouraging them to put group interests first
Management-by-exception: maintain the status quo; stress correct actions to improve performance.	Individualised consideration: Each behaviour is directed to everyone to express consideration and support. Intellectual stimulation: Promote creative and innovative ideas to solve problems.

**1.7 PROBLEM STATEMENT**

Taking back many more years ago, leadership has been in existence from the very beginning of life, and as soon as human beings started building and or developing infrastructure, project management started. Many leadership theories have been advanced from all parts of the world, but there has not been an established standard, let alone definition. Various findings on leadership have come up with definitions on what leadership is and understanding as to what it establishes. The current focus on leadership seems to have resolved that there are two leadership styles, namely transformational and transactional. Infrastructure development is increasing worldwide, yet the failure rate of construction projects remains high and continues unabated in a highly technologized world. In general, transformational leadership has gained prominence, as if to say that it may be the one and only leadership ideal for any situation. This research is focused on the possibility of transformational leadership being acceptable by the project practitioners in the context of the nature of the tasks, and the built environment. This is considered in an environment of different cultural values, work ethics and the type of tasks and remuneration.

- **The gap of the problem:** Although leadership in project management has been extensively researched, particularly in the construction industry, there is no agreed-upon definition or guideline (Al-Hajj and Zraunig, 2018:21-27). The conversation is dominated by transformational and transactional leadership approaches, however opinions on whether transformational leadership is appropriate in the setting of construction projects are divided.

- **Evident to the problem:** Even with improvements in project management techniques and leadership theory, the disturbingly high failure rate of building projects persists. Even in highly technologically advanced environments, more than 70% of construction projects fall short of their initial schedules, budgets, or quality standards, according to studies conducted by the Project Management Institute (PMI) (Winch, 2012). These mishaps are frequently ascribed to ineffective management techniques and bad leadership.
- **Consequences:** The construction industry may continue to experience significant failure rates if the leadership gap is not closed, which would lead to financial losses, missed deadlines, squandered resources, and weakened investor confidence. And poor leadership can impede innovation, demoralize employees, and impair productivity, all of which can have an adverse effect on the development of vital infrastructure in both developed and developing countries.
- **Unknown about the problem:** The cultural and contextual application of transformational leadership in building projects is one important unanswered question. It's unknown if project managers in various organisational cultures or geographical locations consider transformational leadership to be useful or successful in their work settings (Hawkins, 2021).

## **1.8. RESEARCH OBJECTIVES**

The most important action taken by the researcher once the study gap (problem statement) was clarified was to identify the research objectives. The objectives were developed from the problem stating what is to be known as indicated in the study gap in the problem statement above. In this research, the research objectives were divided into two (2) types, namely, primary research objective and secondary objectives.

### **1.8.1 The primary objective is to:**

- Form project practitioners' perceptions about the effectiveness of transformational leadership style as a motivator to perform.

### **1.8.2 secondary objectives are to:**

- Establish what leadership style motivates project practitioners to perform in the hard task environment.
- Determine what leader behaviour patterns are demotivating to the project practitioners.
- Identify what practitioners expect in terms of project team leader's behaviour that may be motivating to perform tasks.
- Establish reasons why certain styles are considered not to work as well as others in the same environment.

## **1.9 RESEARCH QUESTION**

In a sense, the problem statement outlines what is needed, the responses that must be given, and the knowledge or information needed in order to comprehend and resolve the problems. This is translated into the study objectives as what must be done or is anticipated to be done in order to meet the necessary problem descriptions. In order to match the needs and questions with the problem statement, the research questions were consequently derived from the study objectives. The literature that needed to be studied in order to find any existing information (if any) for the study problem was determined by the research questions.

### **1.9.1. Main research question**

- To What extent are leader behaviours motivate project practitioners to perform in the construction industry environment?

### **1.9.2. Sub research questions**

- What types of leadership behaviours encourage someone to give up on pushing themselves past their comfort zones when completing challenging building tasks?
- What conduct from the leader is expected to inspire performance, according to the project practitioner?
- Which leadership behaviours are viewed as symbols of authority by the members of the project team?
- Which types of behaviour exhibited by leaders are deemed ineffective in inspiring the members of the construction project team to deliver results?

## **1.10 RESEARCH DESIGN AND METHODOLOGY**

### **1.10.1 research design**

Research design is the road map indicating step by step what is to be followed (or done) in the research project from the beginning to the end (Kish, 2017:64-78). It is an overall plan that guides the process of conducting the research and serves as a blueprint for how the study will proceed including the methods and techniques that will be used. Various research designs have been developed over the years, and these can be used in various scenarios based on the requirements and the aim of the study.

### **1.10.2 research methodology**

The relationship between the research design and research methodology is primarily in what they speak to, or what they seek to achieve. Whilst the research design focuses on what will be done in reference to the activities and steps, the research methodology refers to how the research design activities will be done (Huang, Lee and Clinciu, 2023: 0287225). Research methodology is defined as the procedures and or techniques that will be used to select the process to collect the data or information and how it will be analysed to provide the required data or information about a situation (Opoku, Ahmed, and Akotia, 2016:32-49).

Essentially research methodology seeks to provide an answer to the research objectives and research questions emanating from the problem statement.

A methodology details a researcher's approach to the research to ensure reliable and valid results, which are within the aims and objectives of the project. To achieve that the researcher systematically designs the proposed study in accordance with the expectation. There are two methodologies developed over the years which are commonly utilised by researchers in one form or another.

### **1.10.3 types of research methodologies**

There are two distinct research methodologies used in research and these are, namely, qualitative, and quantitative research methodologies (Brannen, 2017:3-37). The researcher was tasked with the responsibility of choosing between these two, primarily trying to decide on the best fit methodology that will assist with the greatest form of understanding of the situation under study.

## **1.11. TARGET POPULATION, SAMPLING METHOD, SAMPLE SIZE.**

### **1.11.1 target population**

In their daily work, project practitioners who answer a line manager were involved. These were engaged in carrying out various jobs and employed at cost canters where they executed various tasks. After those several activities are finished, the processes must be integrated. This incorporated contract labour, technicians (carpenters, plumbers, electricians, and bricklayers), administrators, and unskilled labour in the project.

### **1.11.2 Sampling method.**

Respondents were sampled using systematic random sampling, the first respondent was chosen randomly, and thereafter every third individual was selected from different prospects. This was repeated at every site and each time because the employees were scattered in different sites and workstations, and this was carried out over three days.

### **1.11.3 Sample size.**

Sample size is the number of observations or individuals, items, or data points selected from a larger population included in a study or experiment to represent it statistically. Sample size determination or estimation is the act of choosing the number of observations or replicates to include in a statistical sample.

## **1.12 DATA COLLECTION INSTRUMENT**

The researcher, considering the choice of both descriptive research design and a mixed research methodology, opted for the use of a questionnaire.

## **1.13 DATA COLLECTION METHOD**

The researcher identified and trained 4 research assistants (students in a research methodology class at the university) and trained them on data collection. The students had to know and understand what the research was about, together with data collection etiquette and ethics. This method was considered best because it would enable the respondents to ask for clarity where necessary.

## **1.14 DATA ANALYSIS**

The questionnaires were brought together, cleaned and edited before coding them for capturing. The data was captured onto an Excel Spread Sheet (ESS). This was more readily accessible to

the researcher, and from the captured data illustrations were constructed which assisted in the comparison and determination of the relationships between the variables.

### **1.15 ETHICAL CONSIDERATIONS**

From the onset the respondents were briefed about their rights and the expectations from the researcher and the purpose of the research. Protection was guaranteed, and this was provided to them in the form of a table prepared by the researcher.

### **1.16 CHAPTER SUMMARY**

This chapter is very important to the researcher as it eradicate the stats that was not captured, which will assist the university and other researchers as a guide of findings. The findings will help other construction companies to analyse the significates of various types of leaderships which will enable them to appoint leaders and managers that influence the majority.

#### **➤ Chapter classifications**

- Chapter one: This chapter focused on illustrating the importance of the study as it introduces a well briefed literature review and research gap.
- Chapter two: Theories of leadership [the evolution of leadership theories, types of leadership, contrasting leadership styles, leadership steps for projects, comparison of leadership and management in projects].
- Chapter three: Characteristics of the construction industry, team dynamics, followership in team leadership, the big five with leadership, congruence between leader and follower styles, the implicit theory of leadership, leadership, and followership prototype.
- Chapter four: Research design, research methodology, target population, sample frame, sample size, sampling method, data collection instrument, advantages of using the data collection instrument, data collection methods, data analysis methods, data interpretation.
- Chapter five: Reporting on empirical research findings, interpretation, and analysis of illustrations.

- Chapter six: Summary of results, interpretation of results, discussion on research objectives, conclusion and recommendation, research limitations, further studies.

## **CHAPTER 2:**

### **2. LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

A project is defined as a unique undertaking with a fixed time of completion, limited budget and with clearly defined technical or quality specifications (Harrison, Lock, 2017). The discipline is as old as the human need to build homes to stay in, workshops to work from, and places to worship at. The many stories about the origin of human life may have its controversies, but the one record we can follow is the story of creation as recorded in the Bible. According to the Bible, the earth has been in existence for approximately 6000 years, since then human beings have accomplished many projects. Projects therefore have been in existence ever since humanity has existed, the well recorded projects would therefore be (if the Bible is taken as a reliable recorded history), the building of the Tower of Babel (in Iraq) by Nimrod the Great Hunter before the Lord. Nimrod was a Cushite, a black man who built the first seven (7) cities ever to be known in the world, Genesis (11:3-5). The building of the pyramids by the Egyptians (Cushites) using Israelite slave labour, King Solomon built the temple of Jerusalem, Nebuchadnezzar built Babylon, there are also the Golden Temple in Amritsar, Taj Mahal of Agra (both in India), Great Zimbabwe and Mapungubwe (Zimbabwe and South Africa, 910 AD and 1013AD respectively). What has changed since those ancient times is that better equipment, technology, and materials are in use now, but projects have remained as projects. One thing has not changed though, the human element, where projects are conceptualised by human beings, to benefit human beings and are executed by human beings.

#### **2.2 PROJECT EXECUTION PROCESS**

The road to a completed project from conceptualisation stage involves many stakeholders, with different rankings and interests. Wysocki (2011:1) defined a project as any undertaking that structured to be done within the specifications of a budget, start and finish time as well as adherence to the required quality. A project is therefore referred to as having a life cycle (Jaafar & Yusof, 2019:7) with a known beginning and ending.



## 2.2.1 PM Processes

The process is divisible into five (5) distinct stages, commonly referred to as Project Phases, these are, illustrated in the table 2.1 below.

Table 2. 1: **Project Life Cycle Phases**

<b>Phase 1</b>	Initiation phase
<b>Phase 2</b>	Planning phase
<b>Phase 3</b>	Execution phase
<b>Phase 4</b>	Monitoring and controlling
<b>Phase 5</b>	Closing phase

**SOURCE:** (Westland, 2007).

It has been established through research over the years that the phases are critical to the eventual success of the execution of the project (Lampel, 2001: 471-483). Past the initiation stage, the successful execution is measured based on the ability of the project team to produce a complete project within the budget, the time, and the quality specifications (Shenhar et al., 2001: 699-725). These phases need relevant competencies and expertise for them to be executed effectively and efficiently, when failure to adhere to certain elements may be a recipe for failure. All these are stipulated in the Project Charter, after the Initiation Phase has been completed and project processes are initiated. The project execution failure rate remains extremely high in the presence of all the technological advances in the tools and techniques available. Crawford, (2005:7-16) states that, almost without exception, all construction projects are headed by qualified and experienced engineers from the industry. Considering that the discipline is amongst the oldest in human experience (Nomishan, 2021: 103-120), it is surprising that it's only recently that focus has been put on the discipline as a solution to an efficient means of doing business. There is a need to distinguish or define terms that have been consistently used interchangeably and yet they do not mean the same thing. These terms are, namely, project success and project management (execution) success. Khalifeh et al., (2020) defines project success as the ability of a completed project meeting and or satisfying the objectives for which the project was planned. Dociu, (2018:8-

14) asserted that a project, as a temporary endeavour, is established with specific objectives in mind.

By way of illustration, constructing a stadium may be with intentions for the facility to be used for recreational purposes by the community. Li and Zhang (2021) state that one of the ten (10) characteristics of a project is that it has clearly identified or specified objectives. In this case the objective or the purpose for the infrastructure is to provide recreational facilities for the community, but the community may not utilise the facility, which would be project failure (Khalifeh et al., 2020). Project failure is in specific reference to the unmet objective, the reason for which the project was intended may not be what the community may need or use. The same project execution process may have been completed within the confines of the iron triangle, Jaim (2021:701), within budget, within quality and within time. The project execution process will be considered as successful (within the triple constraints) and yet the objectives for the stadium are not realised, that constitutes project failure – unmet objectives. Project execution success is defined as the ability of the project team members to execute to completion the planned product (project) within the time, budget, and quality specifications (Pollack et al., 2018:527-547). The execution process is therefore the process of bringing the product from conceptual stage, through the construction stages, to the final delivery state. Palavenis (2022:85-118) concurs and asserts that project execution success is a product of combined competencies of the project execution team to meet the requirements of the iron triangle. The project execution is a process with 6 phases (project life cycle) which have their complications which may cause failure by the definition given above. The PMBOK identifies five (5) distinct phases of the life cycle of the project, these are illustrated in table 2.2 below.

### 2.2.2. Project Life Cycle

Table 2. 2: Project Life Cycle

<p><b>Project initiation</b></p>	<p>In this stage, people with specific skills and interests in the final product come together to either conceptualise or deliberate on a concept. The type of skills participating would require a different type of leadership, presumably participatory leadership (Banjarnahor et al., 2018:869-888). The ability to organise the different diverse skills needed together itself constitutes a form of leadership that may tell the difference between the success and failure of the</p>
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	<p>execution (Rogiest et al., 2018:1-8). The product of the initiation phase is the Project Charter – which outlines the details of what is expected as deliverables.</p>
<b>Project planning</b>	<p>This stage determines what is to be done (the tasks), what is required (resources), who requires what (statement of resources - SOR), required by whom, when and how much they cost, what quality and time is needed (Pellerin &amp; Perrier 2019:2160-2178.). This inevitably requires cooperation from stakeholders who will be relevant at specified times depending on tasks to be performed. Gallego et al., (2021:) asserts that planning is the build or destroy phase as this determines the way forward – this informs stakeholders on how they should perform. Critical at this stage would be identification of what tools and techniques will be needed, including the training of personnel if required.</p>
<b>Project execution</b>	<p>This involves conversion of the plan to measurable deliverables as envisaged in the original processes at initiation and planning (Jung, 2019: 211-217).</p> <p>At this stage the agreed-on activities, procedures and processes and their milestones are converted to reality from the written plan as guided by the scope of work (SOW) to be done (Kerzner, 2019). The competencies of the project leader are tested here, and it is here that much of the failure takes place – a leader must develop a good team, lead it through all tasks, make sure that all requirements are in the right place, right time, and right quantities. The Gantt chart, the PERT, CPM and many of those tools and techniques come into operation to avoid a failed execution process (Kafile, 2021:3)</p>
<b>Monitoring and controlling</b>	<p>This is done throughout the phases, with special emphasis on the execution processes to ensure that the process is seamless, and time, budget and quality are adhered to as per the plan (Yasin et al., 2021: 42-56). Systematic reviews and benchmarking against the plan is needed and this may assist in identifying prospective risks that should be mitigated. Hossain (2019:100085) observed that monitoring and evaluation if done effectively will help pre-empt unplanned incidents from taking place. Lessons learnt, handbooks, experience and collaboration with both internal and external stakeholders are indispensable resources for effective monitoring and controlling (Nikishechkin et al., 2018). Tools like Requirement Traceability Matrix (RTM) and, review and status meetings are all important to effectively manage projects. Adnan et al., (2020) posits that there should be ongoing training before execution states, during the execution process and after execution as a lesson learnt requirement.</p>

<b>Project closing</b>	The project closing phases is primarily the use of a checklist to identify and present what was set out to be done (agreement with the customer) and the completed work (Derso & Girma, 2020). There's a need for all relevant stakeholders to confirm that the expectations were met as per initial agreement. If the stipulated deliverables have not been met as per customer requirement, that constitutes project execution failure (Wessely et al., 2021). Reworking may be the only way forward or the customer may refuse to pay the full cost for the project.
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**SOURCE:** Adopted from PMBOK (2021)

The failure of project execution is a process and not an event, errors at different stages of the life cycle will show up as failure in one form or another. Boström-Einarsson (2020) asserts that there is a direct relationship between the task to be performed, the individuals involved, the organisational culture / structure and the leadership style needed. Fiedler's contingency theory (Kundu and Mondal, 2019) does not prescribe a one-size-fits all leadership style, but rather leaves the style to the leader who needs to assess the situation to determine in which they lead. Whilst the project life cycle shows distinct phases, these are interconnected and do not work as separate phases since one leads to the other (Simha, 2022: 33-39). Each one of the phases has different tasks to be performed, by different people, too often under situations differing from each other.

**2.3 Project Management Knowledge Areas**

PMBOK (2021) identified specific project knowledge management areas (figure 2.1), which may reduce if not eradicate the project failure rate.



Figure 2. 1: Project management knowledge area.

**SOURCE:** PMI (2021)

This aspect of project management focuses on the leader who is expected to steer the project team through the different phases, and again any failure in one or more aspects may constitute a risk. Therefore, leader personality, flexibility and adaptability to the situation is of the essence (De Rezende et al., 2018:42-56), in that the leader must fit into the situation and adopt leadership styles ideal to the situation.

### 2.3.1 Project Integration Management

The first project management knowledge area on the PMBOK 2019 list is Project Integration Management. All the different parts or units are involved in the execution of one project, the project manager is responsible for the integration of these units. These units may compete for resources, or for the attention of the project leader, there is need for leadership competencies that will integrate the operations into one (O Reilly, and Tushman, 2004:74-83.). The leader must integrate all the elements as illustrated in table 2.5 below.

Table 2. 3: **Project Integration Management**

1	Develop project charter
2	Develop project management plan
3	Direct and manage project work
4	Manage project knowledge
5	Monitor and control project work
6	Perform integrated change control
7	Close project or phase

**SOURCE: Own construction from PMBOK**

The project in progress (say construction of a complex) will inevitably have different aspects taking place, some simultaneous and others dependent on the completion of the other. Whilst the bricklayers may be digging the foundation, the plumbers may be digging outside to lay the drainage piping for the same project. The project leader's role in this is to coordinate (integrate) these operations and direct the other units when to be doing their part thereby encouraging interdependence. Too, and Weaver, (2014:1382-1394.) state that every part of operations in the project is involved in the execution of one project, and the project manager's responsibility is to coordinate all the operations. The Gantt chart or other tools may be handy for the overall project leadership and WBS (work breakdown structure) sub-team leaders for effective operation (Khan & Pirzada, 2018:13).

### **2.3.2 Project Scope Management:**

Scope is the sum of all the activities to be done to produce a complete project as envisaged by the customer (Al-Rubaie., 2018:1). The scope is generally itemised and may be easily followed from the checklist, it also includes the quality which includes material used and the technical skill employed (Fashina et al 2020:1-16). The project leader is expected to coordinate the operations and ensure adherence to the stipulated deliverables which will constitute the quality of the product. Achieving these calls for effective leadership, ideal for the tasks, the people performing and the organisation (Gobov & Huchenko, 2021:1-10). The manager has six generic processes

that are part of the scope management, and each involves different expertise and therefore different stakeholder involvement. These are illustrated in table 2.4 below.

Table 2. 4: Six processes in scope management

1. Plan Scope Management	2. Collect Requirements
3. Define Scope	4. Create WBS
5. Validate Scope	6. Control Scope

**SOURCE: Author’s own construction (2024)**

The scope defines the deliverables, and failure to meet this requirement is classified as project execution failure, which is purely blamed on the project leader (Sanghera, 2019:135-171). The customer has specific expectations possibly discussed, clarified, and entered the Project Charter, thereby giving no reason for the project leader not to make sure that protocol has been adhered to. Regular interaction with the stakeholders and specifically the customer may allow for effective execution without flaws. Monitoring and evaluation are a strong tool in the process of evading any form of risk in the execution of the project processes (Lappalainen, 2022).

**2.3.3 Project Schedule Management:**

Scheduling may be defined as the allocation of resources to the respective units where they are needed (Mishra & Moktan, 2019:18-35). The manager needs to understand the project execution processes to be able to allocate adequate resources to the different units and in time to allow for efficiency and effectiveness (de Andrade et al., 2019). The allocated time for the different tasks should be appropriate for the tasks to be performed, this is where the leader’s leadership style is determined. The leader can sit alone and schedule, the leader can instruct sub-team members to produce schedules for their units, or the leader may make this as teamwork. Planning, scheduling, monitoring, and controlling of operations are critical for effective execution of the project (Ansari et al., 2022). There are six generic processes ascribed to project scheduling, these are illustrated in table 2.5 below.

### 2.3.4. Six processes in project schedule management

Table 2. 5: Six processes in project schedule management

Plan Schedule Management	Define Activities
Sequence Activities	Estimate Activity Duration
Develop Schedule	Control Schedule

**SOURCE: Own construction**

Poor allocation of the resources may cause delays in the execution or may give room for other intra-team conflicts whilst they fight for resources (Singh & Rathi, 2018). This may impact on the time, the quality, and the cost of delivering the project resulting in a failed execution process. Singh and Rathi (2018) opine that scheduling has a strong human complement that needs to be diligently worked on as it will impact negatively or positively on effective execution.

### 2.4 Project Cost Management.

Cost is the total amount of money spent to acquire or to accomplish whatever has been set to be achieved. Project costing is an element of the triple constraints used to measure the success or failure of the execution of a project (Lu et al., 2018). Special care and collaboration are required between the project leader and the stakeholders, both internal and external. Again, leader competencies are called into question, what understanding does the leader have about finances and costs, does the manager liaise with appropriate experts in the system, and how are all these operations monitored and controlled? (Salem et al., 2018: 3429-3435) states that an effective project leader would be expected to utilise all the expert resources in the project by integrating their operations, involving them in their expertise and in regular project progress meetings. Project Cost Management process involves four critical stages which are resource planning, estimation of the costs, development of the budget and the control of the budget (Elghaish & Abrishami, 2020). This involves regular review of cost estimates, supplier's prices, budgeting, financing, and monitoring the costs throughout the life cycle of the project. The project cost control process is illustrated in figure 2.2 below.



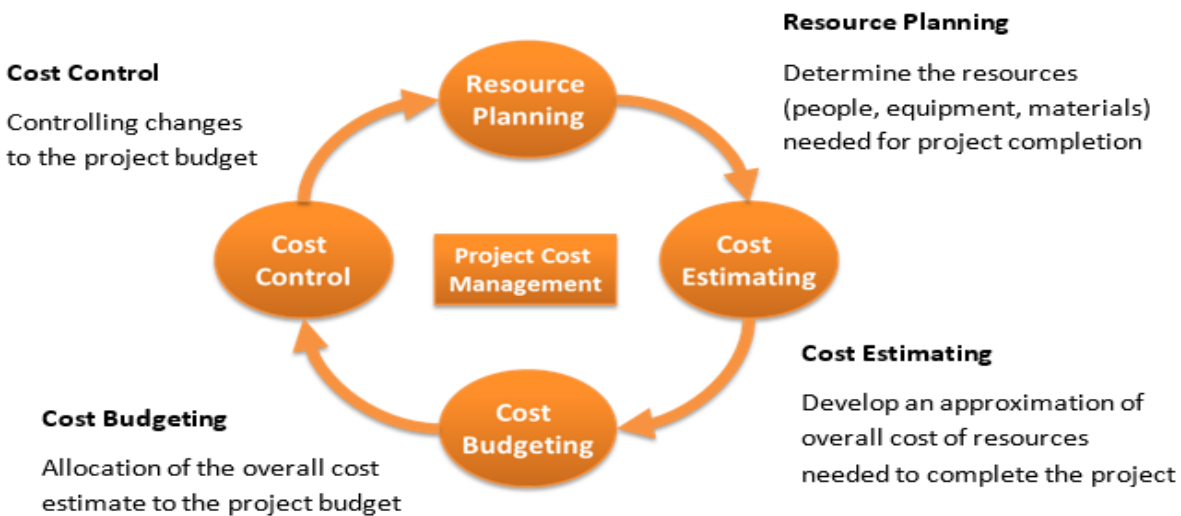


Figure 2. 2: Project cost management processes.

**SOURCE:** <https://www.linkedin.com/pulse/project-cost-management-oleksandrakulykova->

There is a relationship or interdependence amongst the three elements of the iron triangle and each one of them affects the other negatively or positively. Wrong or inaccurate estimates of the budget (high or low) may mean the difference between execution failure or success (Faten Albtoush et al., 2020:11). Much of the budgeting is centred on the cost of the resources that are needed for the execution, and this should be understood in the form of the Statement of Requirements. Li, (2018:3) concurs that the resource allocation (equipment, material, human, time and others) are a critical component of the budgeting system for the project from the beginning and that planning appropriately may reduce chances of execution failure. Failure of the execution in this case may be a result of two things, either singularly or working together, namely:

- Inability of the manager to plan adequately or appropriately and allocating resources in the right amounts and in time to the WBSs and the respective cost centres.
- Poor estimation from the onset that may not have made provision for inflation, price changes, expertise and time needed to complete tasks and salary changes.

Cost management is a function of efficient resource allocation, when more time than planned for is taken, that has a cost element to it. An efficient project leader will need the competencies to attend to all this, without forgetting that the team should have specialists in these aspects (Faten et al., 2020).

## 2.5 Project Quality Management.

- This is stipulated standard and technical specifications identified from the beginning of the execution as detailed in the Project Charter (Rose, 2005:41-57).

There are four (4) elements or aspects to the quality of a product, these are, namely: planning, assurance, control and quality improvement (Baker, 2018:10-17). The customer may not be interested in any explanations as to why the quality expectations could not be met, after agreeing on the feasibility (deliverability) of the product as stipulated. Failure to meet the specifications of the project product constitutes project execution failure (Lu et al., 2019: 855-869) and these are the responsibility of the project leader, who should manage the team well, taking into consideration the importance of the quality provided. An effective leader needs to have in place (qualified or trained) project practitioners who understand the concept of quality well. This research underscores some of Deming's concepts of quality which are illustrated in table 2.6 below.

Table 2. 6: **Deming's five (5) concepts of quality**

<b>Validation:</b>	From the beginning of the project, there is a checklist of what should be delivered at the end of the execution. Those specifications have to be met, or the execution process is considered a failed execution.
<b>Verification:</b>	There should be verifiable compliance with the checklist, including among others, the scope of work (SOW) as stipulated in the Project Charter, type and quality of the material to be used, as per specifications.
<b>Precision:</b>	The possibility of replicating (repeatability) of the quality as required and the use of proper measurements, texture, of the material used according to the specifications agreed on from the beginning.
<b>Accuracy:</b>	The production according to the specifications of the anticipated value when the project is completed – this can only be attained through continuous monitoring and control during execution. Benchmarking against previous work and lessons learnt would help.
<b>Tolerance:</b>	The likely variations (small deviations) of the deliverables that may be allowed (acceptable) by the customer and other stakeholders considering the objectives for the project. This is purely a product of negotiation when certain expectations in terms of quality may not be achievable as envisaged during the initiation phase and beyond.

**SOURCE: Own construction from Deeming's concepts**

The planning of quality management should be understood as a continuous process taking place in all the tasks that are to be performed (Alauddin & Yamada, 2019:12-20). Each task to be performed is a subsection of the whole completed project, thus the sum of the tasks constitutes what is eventually referred to as the project execution process. A well-planned quality process ensures that the processes direct operations towards meeting the overall goal for the execution of the project as per prescription (Kim, 2020). Critical in this is the absence of a universal definition of what constitutes quality as evidenced by the numerous definitions for quality as a concept. Kundu, and Mondal (2019:1-11) observed that successful execution is perceived differently by different stakeholders, specifically where stakeholders have different interests and understandings on what constitutes successful execution. The absence of a universal definition of quality (which is part of the triple constraints) creates room for these variations. Some of the definitions used for defining quality are illustrated below.

➤ **Top 10 definitions of quality**

1. Efficiently providing products and services that meet or exceed customer expectations.
2. Adding customer value.
3. Continuously measuring the improvement of processes and services for customers.
4. Acting as promised and reporting failures.
5. Doing the right thing at the right time in the right way with the right people.
6. Ensuring customers come back and products do not.
7. Providing the best value to customers by improving everyday activities and processes.
8. Beyond delivering what the customer wants, anticipating what the customer will want when he or she knows the possibilities.
9. Delivering customer value across the organization through best-in-class products, services, and support.
10. Meeting and exceeding the expectations of clients, employees, and relevant constituencies in the community.

Source: ASQ, "Discoveries," ASQ Global State of Quality Study, 2013, <http://asq.org/global-state-of-quality/reports.aspx>.

The determination of what constitutes quality in construction is initially the prescription of the customer or sponsor for whom the project is executed. The parameters of what will be quality are however controlled by the local government by-laws which will expect the quality to be within the construction regulations (Hashmi & Izhar, 2021). All buildings within the local government jurisdiction will need a formal plan approved by the local authorities and inspectors to check for compliance. To effectively execute a project and meet the quality specifications, there is a need for, amongst others, namely:

- Adequate resources (material, human and or equipment) needed to implement the project execution according to plan.
- There should be a clear understanding of what the customer expects by the project team members executing the project.
- Continuous monitoring and controlling of the processes to identify and pre-empt possible deviations at all operational levels.

For these to be met, it may be necessary to outsource specific skills, or to train the internal stakeholders in those skills. For most of the technical specifications hard skills are critical and indispensable, this needs to be accompanied by relevant tools and techniques to facilitate quality processes (Pheng, 2018). Regular quality monitoring and management meetings will complement quality management during execution. Failure by the project leader to coordinate quality monitoring and controlling will be the beginning of the process of failed execution (Gaudenzi & Qazi 2020). The aim is to produce a completed product within the quality specifications that will be fit-for-purpose and satisfy the relevant stakeholders. At all times it is necessary for the project leadership to focus on quality requirements and avoid failing to meet the expectations of the customer-stakeholder.

## **2.6 Project Resource Management.**

Ekwere, (2016:23-46.) defines resources as people, finance, material, tools, and techniques that are necessary for the proper functioning of an entity. It is important that the resources be fit-for-purpose and be such as to meet the quality specifications as expected by the sponsor or customer. A model is illustrated in figure 2.3 below.

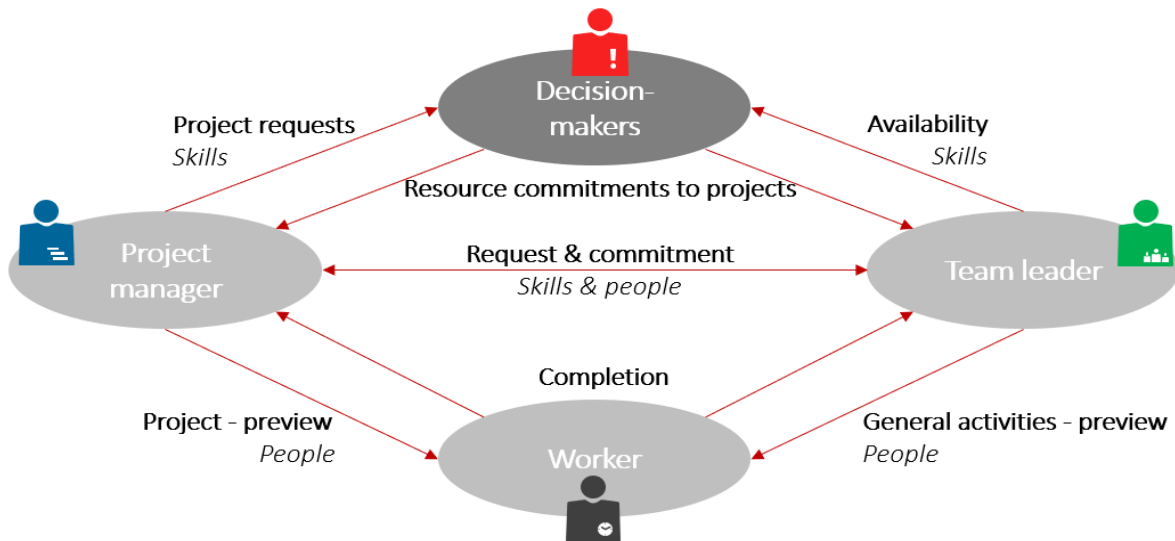


Figure 2. 3: Model for project resources management.

**SOURCE:** <https://www.theprojectgroup.com/blog/en/resource-planning-in-project-management/>

The management of the resources is critical for efficient and effective execution; a delay or wrong supply of resources impacts negatively on execution (Burek et al., 2020: 3267-3298). There is a need for a well managed resource planning and distribution to ensure there is no lapse in time in between. It is the responsibility of the project leader to put in place and coordinate the resource allocation process. If not attended to, this may result in wasted time when the practitioners have nothing to do, further extending the time required for completion (Thesari et al., 2019). The extension in the time means more has to be paid out since the team members have to be paid for as long as they are in operation or on site. To avert any failures, it is necessary that the project leader (and the team in that unit), know what resources are needed, when they are needed (Gantt chart), and in what amounts (Burek et al., 2020: 3267-3298). The project leader must have the following in order for them to operate effectively, namely:

- **First**, the manager needs to know in advance the type of resources needed, be they human, material, equipment or financial.
- **Secondly**, the manager with assistance from relevant / skilled practitioners must draw a resource plan including quantities, time schedules and skills requirements.
- **Thirdly**, a detailed Gantt chart may assist in estimating when the resources are required and where, and in what quantities, to avoid any risks to the plan.

- **Fourthly**, a competency record which should be available when the need arises for skills / competencies required elsewhere for efficient execution.

Resources are a critical element in the functioning of any organisation, and the failure to manage the resources appropriately may have a negative effect on execution success. Good resource planning may enable the organisation (the project manager) to keep the operations within the stipulated time limits (Burek et al., 2020: 3267-3298). That will also mean a reduction in the cost of labour, since time is a factor in the salaries paid to the workforce. The project leader needs to understand the type of material needed lest the execution process fail because of possible rework which impacts on both time and cost (Dokou, 2018:1-1). The supply re-order and lead time are a critical element that the project manager needs to consider and manage as it has cost implications, which further create deviations from the plan. Darbandsari et al., (2020:11-42) states that project leadership requires competencies different from those of operational managers, in that the project leader is expected to have competencies across the entire project spectrum. Delayed or incorrect supplies may contribute towards the failure of a project execution process since these will impact on the projects time, cost, and scope.

## **2.7 Project Communications Management**

On average a manager spends 80% of the time communicating (Subramaniam et al., 2022:1291) in one form or the other, in meetings, or addressing issues around the functioning of the organisation. The type and level of communication are determined by the size of the organisation and units for which the manager is responsible. Project integration management as a project knowledge management area involves interaction between the project manager and the different units or components of the project (Shakeri & Khalilzadeh, 2020:430). Project communication is the “glue” that keeps all other units in the know of what is happening in the project and helps them to determine where they fit. The diagram (figure 2.4) below illustrates the structure of communication in a project.

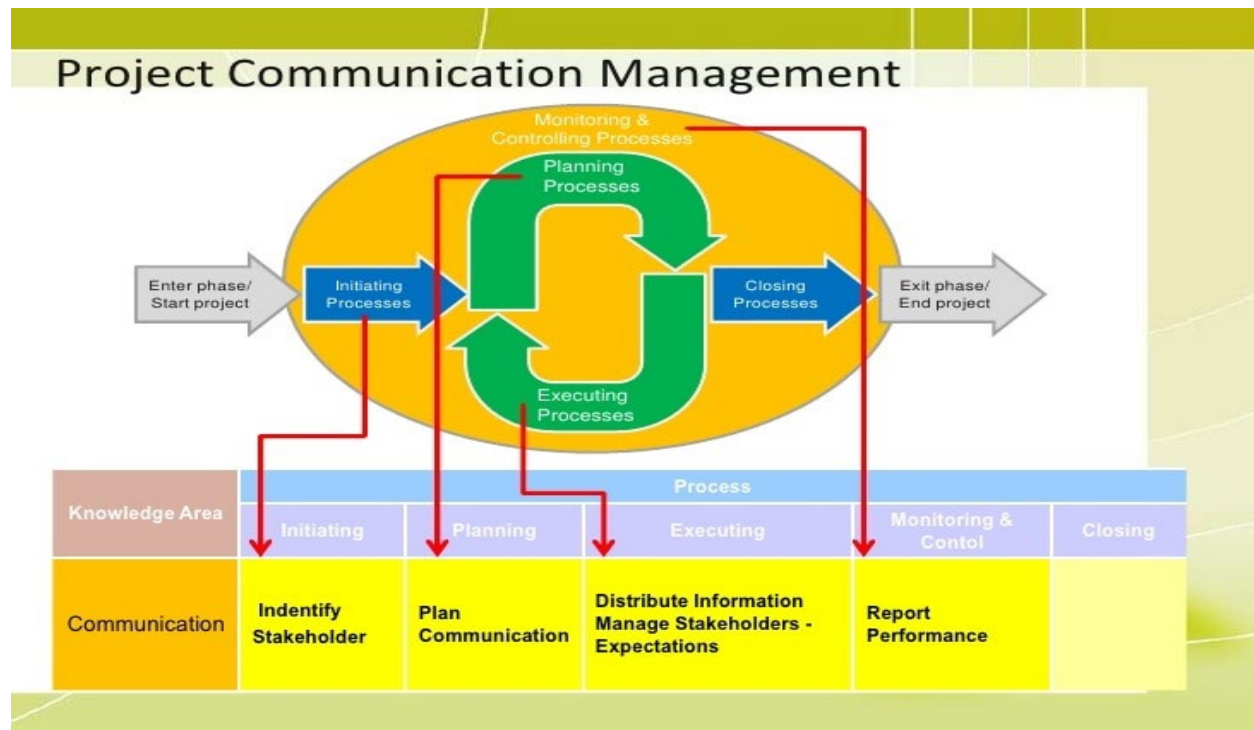


Figure 2. 4: Project communication management.

**SOURCE:** Adapted from PMBOK (2021)

From the initiating phase, in the exchange of information, through the different phases, whether verbal or formal, communication is the key (Yap, and Skitmore, 2020). Keeping all the stakeholders informed and working towards the same objective, though performing different tasks, is inevitably done through communication (Rajhans, 2018:47-66). This keeps the other units or aspects of the project informed about project performance, problems, and progress through regular meetings at which the status of the project is reported. All stakeholders in the project need to be communicated to, but the information communicated should be relevant to their operational needs (Sanghera, 2019). Effective communication must be carried out through the stakeholders so that all the requirements are met, and the existing issues are promptly resolved. It is imperative that the manager develop a communication plan that will assist in determining (or reminding) the project leader of what is to be communicated, to whom it should be communicated and how it should be communicated (Sanghera, 2019). The capacity to communicate effectively is an essential component of good leadership, as failing to communicate will result in the collapse of project execution procedures.

### **2.7.1 Project Risk Management.**

According to Nqala, 2020, Masci (2011:25-68) defined risk as probability of the desired path for the operations (plan) meeting with problems. Risk is about deviations from the planned course of action, the possibility of negative and unanticipated incidents (Willumsen et al., 2019). Risk involves uncertainties that are not desirable and may therefore lead to project execution failure if they are not mitigated by either reducing the impact or pre-empting them altogether. Risks in project execution can come from any of the known aspects of the execution process, thus working through (meticulously) all the project knowledge management areas may avert risks (Mousaei & Gandomani, 2018). An effective leader is one who communicates clearly with the project practitioners and discusses matters that relate to the operation of different tasks. Apart from the interaction, the project leader needs to identify all possible or likely areas of undesirable incidents and much of this will be gathered from lessons learned records (Mousaei & Gandomani, 2018). Using lessons learnt, the project planners can identify likely risk factors and plan around them from the beginning by devising a risk management plan. Risks happen at any level of the organisation at all the operational stages in the life cycle of a project. Willumsen et al., (2019) asserts that effectively monitoring and controlling operations may enable the project practitioners to identify possible risks in advance and avert project failure. An effective, knowledgeable project leader will develop a risk response plan, which allows for the effective identification and controlling of risk factors on an ongoing basis (Mousaei & Gandomani, 2018). Proper knowledge and skills in the assessment of risks are a pre-requisite for effectively processing risks and mitigating their effects to avoid project failure. Some of the factors that impact on risks and risk management are illustrated in figure 2.5 below.



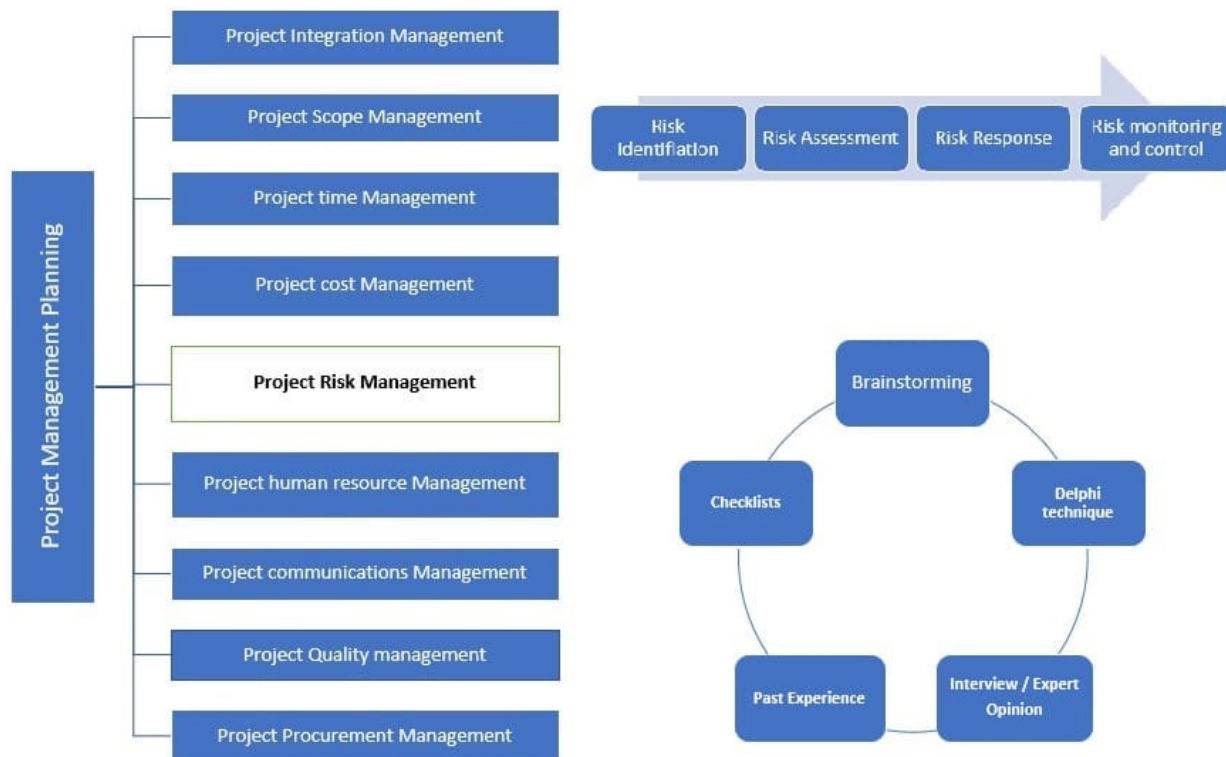


Figure 2. 5: Project risk management.

**SOURCE:** PMBOK 2021

Risk in the execution of a project may have many causes, as indicated in the project knowledge management areas. Failure or inadequacies in any such aspects of the project processes will inevitably cause unwanted and sometimes unexpected results (Hartono et al., 2019:184). Risk management (identifying, assessing, and processing) should be practised throughout the life cycle of a project to avert any undesirable incidents. Continuous monitoring and control will assist in reducing the risks likely to be experienced by the practitioners during the execution process.

## 2.7.2 Project Procurement Management

Aarikka-Stenroos, and Jaakkola, (2012:15-26). defined procurement as a process of identifying what is needed for or by the firm for the implementation of the project, then identifying prospective suppliers of the necessary resources. The SOR (statement of requirements) is determined by the project charter and detailed in the execution plan (Mark, and Lurie, 2018:165-176.). What is to be done influences what is needed for the tasks to be performed, leading to the need for providing all requirements in time for execution. Decisions on what is to be bought (procured), when it is to

be procured and in what amounts or quantities becomes a matter of project leader competencies (Salam, 2007:97-116). The procurement process involves decisions on the specifics of what is required in terms of technicalities and procurement agreements and arrangements, all within the stipulated project life cycle. The procurement process will include, among other things, contracts, deliveries, handling, cost-benefit-analysis (cost-utility-analysis) and price fluctuations (Gu, Sanders & Venkateswaran, 2017:1705-1727). Project procurement has four major processes that are illustrated in figure 2.6 below.



Figure 2. 6: Procurement processes.

**SOURCE: Adapted from PMBOK (2022 )**

The Planning Process: this involves the development of the procurement plan, which should be a critical competency for any project manager (Kakwezi & Nyeko, 2019:3). Resources determine how effectively the execution will be carried out, impacting directly on the iron triangle and the success of the execution process. The leader (and team) should create a procurement plan (like the Gantt chart) to predict deliveries of needed resources and thus plan accordingly (Busu & Busu, 2020:16). The prices, the quality of the materials (or competencies) need to be scheduled with a comfortable lead time to avoid delays. Procurement is of strategic importance because resources (human, equipment, or materials) must be in time and in right amounts (Busu & Busu, 2020:16). Delayed material deliveries will cause disruption to operations, inappropriate technical expertise

or material will impact negatively on the time taken to execute the project, and may result in reworks, meaning more labour costs and cost overruns (Busu & Busu, 2020:16). A competent project leader will put all the necessary plans in place, and with the assistance of the team members, monitor and control all aspects of the execution.

## **2.8 Project Stakeholder Management:**

This is visible throughout the project's life cycle, but the type of stakeholders differs with the stages and the tasks (Nguyen et al., 2018:8). Failure to include the stakeholders from the onset will create room for conflict (sometimes dysfunctional) which will affect project execution when stakeholders bring up their own suggestions (Xia et al., 2018:701-715). Effective project leadership involves the proactive stance by the project leader by using the four processes, namely:

- **Identify Stakeholders;** The manager should know who the stakeholders to the project are and what their expectations may be.
- **Plan Stakeholder Engagement:** There should be constant engagement of the stakeholders to create good work relationships.
- **Manage Stakeholder Engagement;** Their expectations need to be managed and clear knowledge of their role and strength is necessary.
- **Monitor Stakeholder Engagement:** Should keep close to the stakeholder, be they internal or external to avoid risk of project failure.

## **2.9 CHAPTER SUMMARY**

Throughout the life cycle of a project the human element is one aspect that does not change but simply changes face. The successful execution of any undertaking immediately introduces the complex situation and circumstances of dealing with unpredictable human beings. These all have different views, feelings, attitudes, and beliefs, but they are in the project execution process together. Hence, the failure of any project has a very strong human element to it, and there is a need to address this if there is to be successful project execution. The type of leadership becomes of primary importance because leadership has the possibility of influencing people for either positive or negative responses. The different project phases require different leadership and

competency skills, and each one of the phases may contribute to the success or failure of the execution of the project.

## **CHAPTER 3**

### **3.TRANSFORMATIONAL LEADERSHIP**

#### **3.1 INTRODUCTION**

As alluded to in the preceding literature review, leadership has not been able to attract a universal definition because of disparity of the variables. Borrowing Jowah's (2015:40-047) implicit theory of leadership, individuals have their own perception or expectations about a leader. Culture, religion, experience and the tasks and individuals concerned will impact on the expectations of the followers on what constitutes effective leadership (Fourie and Mystris, 2021:115-124). The word leader itself in many circles simply means the one who is in charge or to whom people are answerable or report to. In academic theory, the word leader has a specific meaning as evidenced by the ability to identify specific characteristics of a leader. According to Brooks, Brant, and Lamb, (2019. 167-182) a leader is an individual with the ability to influence the thinking or behaviour of others (followers) and make them comply in the execution of certain activities. This is complemented by Hinds and Ludema, (2023: 37-67) who opine that leaders are individuals with specific characteristics that are acceptable to certain individuals resulting in them following or accepting the headship. There should be a compelling common factor or general acceptance by the followers to allow an individual to be the one providing direction (Blair and Bligh, 2018. 129-143). It may be appropriate also to suggest that there should be some difference in the abilities of the individuals and the leader that makes other followers. This is within the context that managers are not necessarily leaders (Faizan, Nair and Haque, 2018. 78-92), but that there may be other factors that enable or make other followers. There is also a marked distinction between followers and subordinates even though they may both be at specific times placed in similar situations. It is important then to identify the generic characteristics of an individual who is accepted as a leader, beyond a management position.

### 3.2 GENERIC CHARACTERISTICS OF A LEADER

Hellriegel as cited by Van der Merwe, Pieterse and Lourens (2014. 245-260) identified 6 generic characteristics of a leader, and these presumably lay the foundation for acceptance. The common factor of leaders or leadership is that these individuals are allowed to lead by the group of individuals who become the followers (Jowah, 2016:010-017). The understanding is that the willingness to follow or the willingness to allow the other to lead has an element of trust, based on the perceived characteristics of leaders. There are various common characteristics of leaders, therefore, below are five (5) characteristics namely, Intelligence, vision, supervisory, wisdom, and empathy, these are explained briefly in table 3.1 below.

Table 3. 1: **Generic characteristics of a good leader**

1	Intelligence	This is the individual's ability to remember or recall things in detail. An individual who remembers details such as people's names, previous conversations is impressive to the subordinate This creates a form of dependency for information and guidance by the subordinates.
2	Visionary	The ability to see the end product before things are done and possibly assist in projecting what may happen and therefore work towards it if it is positive. The same vision does assist in enabling the team to identify possible negatives and thereby mitigate the possible risks.
3	Supervisory	The ability to supervise the execution of tasks working well with individuals and the collective with the objectives in mind. Fairness and willingness to assist and guide subordinates or team members by understanding individual limits and strengths.
4	Wisdom	A wise individual makes the effort to understand the situation and look at all sides to a situation to make informed decisions.
5	Empathy	The ability of an individual leader to put themselves in the shoes of each individual subordinate and guide them within their context or weakness.

**SOURCE: Own construction**

The theory behind the attraction to specific characteristics is based on the understanding that the follower has knowledge about what constitutes leadership. With the many definitions of leadership, most of which may not agree with or show much of a relationship to each other, it is universally agreed that all leadership involves or is about followership (Stern, 2021. 58-61).

Individuals are leaders only because there is someone to follow them, failure to have a follower, then suggests that there is no leadership. This agrees with certain elements of the previous theories including the Great Man Theory, the Traits Theory (Mathews and No, 2023. 1-13) and other pronouncements on leadership. All these theories are either focused on or relate to followers and followership, hence the perceived generic characteristics of the leader. One element of leadership is the ability of the leader to know the different types of power (Olley, 2021. 7-17) at the leader’s disposal. Power is the ability to influence and there are 5 common forms of power according to James, Crawford and Oplatka (2019, 617-628) which the leader needs to utilise and “marry” to the people they are going to lead. Leaders should not assume that the use of a particular power necessarily becomes the panacea for effective leadership. Blair and Bligh (2018. 129-143) observed that, whilst followers were a critical element of any effective leadership, there are specific forms of leader power that attract followers to a particular leader. Beyond the personality traits, which are important for the leader there is much more to do with leader effectiveness, considering the implicit theory of leadership (Jawah and Laphi, 2015:15-39), which is the individual expectation of what constitutes a leader. Leader power should be understood by defining it as the ability of an individual to influence other individuals to act in a specific way towards the achievement of a common objective. Leadership has been defined as the ability to influence individuals to change their behaviour or to cooperate with one perceived to be “directing” the followers towards what could be described as a common goal (Uhl-Bien Riggio, Lowe and Carsten, 2014:83-104). A combination in the correct proportions of the generic expectations (characteristics) of a leader, and the possession of the sources of power, may therefore, combined, constitute effective leadership. Hellriegel (Hellriegel, D. and Slocum Jr, 1974. 255-280) identified five (5) powers that an individual leader may use (resort to or naturally has), namely, expert power, coercive power, legitimate power, referent power and reward power. These are not listed in terms of importance, but researchers have put them in alphabetical order. The different types of power are listed and explained in table 3.2 below.

**Table 3. 2: Types of power in a leader**

<b>Coercive</b>	Where a leader can punish a subordinate for not doing what is required, punishing for compliance. If the subordinate does not fear the punishment this may lead to dysfunctional conflict.
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<b>Expert</b>	May have to do with the leader showing their ability or knowledge in the tasks to be considered an expert, this may be due to education, experience and other factors that make the leader to be perceived as an expert.
<b>Legitimate</b>	By virtue of the position the individual has, like line manager for instance, the subordinates will take instructions because of that understanding, compliance is compulsory.
<b>Referent</b>	Performing well and living by example with a good interrelationship with subordinates. Generally, subordinates want to emulate the leader for who they are; this is the foundation of transformational leadership
<b>Reward</b>	This rests in the ability of the leader / manager to reward the employee for being obedient. The rewards range from promotion, salary increase or acknowledgement.

**SOURCE: Author’s Own construction ( 2024)**

An individual as a leader may have the full combination of all the generic factors that attract followership as well as the different forms of power. Such an individual would be able to increase the extent to which the leader is respected by followers, even though it may not be to the same extent for all followers (Sethuraman and Suresh, 2014. 165). It should also be mentioned that the power does not always have the same impact on all the subordinates in that same organisation or within similar circumstances. Depending on who they are, what knowledge they have and what their objectives are in the organisation, subordinates may not be influenced by certain power bases (Le, Lei, Phouvong, Than, Nguyen and Gong, 2018. 1833-1846). Relationships by their nature are multidimensional, it can be concluded with little contradiction that power and authority are equally multidimensional.

**3.3 Types of leadership styles**

There are as many leadership styles as there are people studying leaders, or as many as the leaders themselves because each leader is unique to themselves (Jiang, Xu, Houghton and Kulich, 2021: 239-248.). The behaviour of a leader is therefore informed by a “big basket” of multi-factors which inform how the manager thinks and behaves. Some of these would be cultural



involving power distance. Hofstede as cited by Mazanec, Crofts, Gursoy and Lu, (2015: 299-304) said other sources could be personal experience or what was observed from other leaders, and even perception of oneself from the employees. Susanto, Sawitri, Suroso and Rony (2023. 457-470) suggest that the connections within the organisation or how the person was recruited may also affect leader behaviour. With all these factors and the earlier discussion (not exhaustive), the leader develops a leadership style they will use with their employees and or subordinates. The ability of a leader to identify the “make-up of the followership” and to understand the different personalities involved, may be the first prudent step to enable the leader to influence followers. Therefore, a focus on followers is the first critical step about effective leadership (Jawah, 2015; 49-67). Effective leadership is measured by the degree to which the followers are willing to support or comply with the leader. It is a competency on its own for the leader to be able to understand the differences and preferences of the individual followers. Jawah (2013: 708-719) identified some behavioural patterns influenced by who the follower is, determined by their social backgrounds and experiences. The different follower preferences that shape the work environment for the leader are illustrated in figure 3.1.

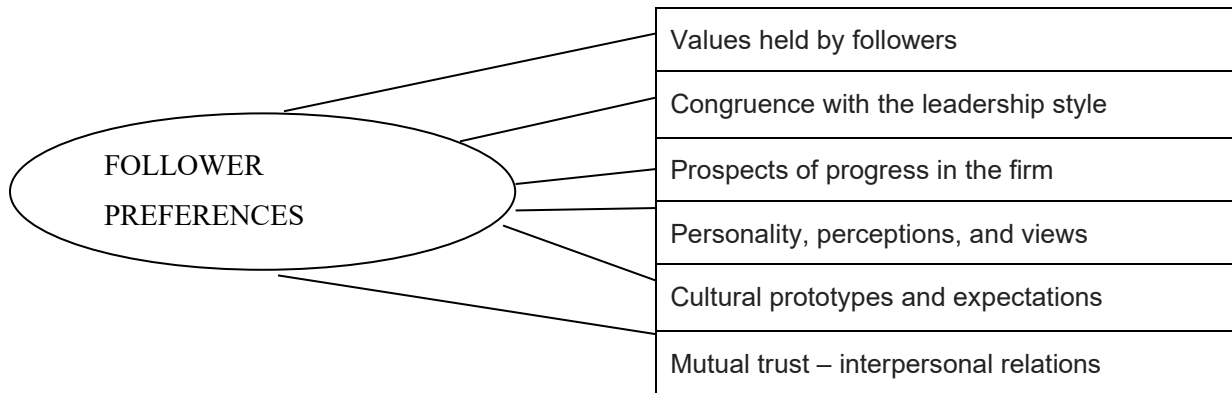


Figure 3. 1: **Leader – Follower preferences**

**SOURCE:** Jawah, 2013: 708-719.

Follower is universal and cross cultural, there may be certain universal characteristics amongst the followers, as behaviour is shaped by numerous factors. An effective leader, high on EI (Emotional Intelligence), is likely to identify “niches” of behavioural patterns and manage accordingly. The leader needs the ability to harness the willingness of the followers to change their behaviour and align it with organisational objectives to achieve the set goals. An appeal to

the emotions of the followers (appropriately done) will earn the trust, acceptance, recognition, and loyalty from the followers (Jawah, 2015).

Sadly, most if not all research is focused on leadership, yet we know that leaders become leaders because there are followers. It can be argued that leaders only manage to be there because they have followers, who themselves have their perceptions about how they should be led (Gabriel, 2015. 316-334.). The leader/follower congruence chart seeks to identify the point at which the relationship becomes a win-win for all those taking part. The followers are not homogeneous in their tastes, expectations, ambitions and even the reason why they come to work (Jawah and Laphi, 2015:15-39). There is therefore a need for leadership appropriate to the situation, considering that the styles of leadership should be relevant or contextualised for it to be effective. Effective leadership should be relevant to the situation, and contingent to the type of tasks, the organisational environment, socio-cultural structure, and leader ability, these are covered by Contingency Theory (Waters, 2013:324-340). Contingency Theory suggests that there is no one-size-suits-all leadership style, but that the circumstances, the situation, the type of subordinates and the organisational culture impact on the leader's behaviour. Project managers, and indeed other managerial positions are created primarily to help in motivating employees to perform and help the organisation to meet its obligation and or objectives (Rahimić, Resić and Kožo, 2012. 535-543). To date, from the many leadership styles discussed in literature, there seems to be a belief that there are certain leadership styles with a greater appeal than others. The two prominent leadership styles have been identified as transactional and transformational leadership styles (Avolio, and Bass, 2001).

### **3.4 THEORY X AND THEORY Y**

Douglas McGregor's Theory Y and Theory X (Lawter, Kopelman and Prottas, 2015:84-101) was groundbreaking theory in that it removed the theories from being discussed without stating what most likely caused the leadership style. While it was known that different leaders would use different methods and styles, it was never related to them personally as they related to the subordinates. The effectiveness of a leader also depends on the leader's perception about who they are managing, because it informs how the leader will treat the subordinates. Kopelman (2008:255-271) identified the existence of two contrasting personalities in their attitude and perception about the employees and subordinates. These were named theory X and theory Y, pronouncing that the perception of the leader by employees informed the behaviour of the leader

towards subordinates. The theories suggest that the attitude or perception may be based on culture, race, religion, education, experience from previous encounters, (Arslan and Staub, 2013:102-111). The behaviour of the leader-manager will be determined by whether their biases are negative or positive, and that is how the leader will relate to the relationship and interaction with the employees. These groundbreaking theories surmised that the two approaches come from the leader perspectives, or things leaders “know” about followers or subordinates.

With the **X THEORY**.

The manager believes that: (Şahin, Gürbüz and Şeşen, 2017:105-125).

- employees (subordinates) are apathetic and are not prepared to work even if they have some motivation to work.
- employees have a shortage of ambition, dislike responsibility, prefer to be led , and can't think for themselves.
- only authoritarian leadership and micromanagement with intentions to coerce employees will make them conform.
- one must keep watch over the employees and use incentives from time to time to get anything done by them.

With the **Y THEORY**.

**The manager believes that;** (Şahin, Gürbüz and Şeşen, 2017:105-125).

- subordinates are excited by their work and are prepared to work and complete whatever tasks they are given.
- the subordinates are eager to learn and perform on their own if they know what is to be done.
- employees take ownership and can be engaged in their work and are trustworthy and sincere in their work.

The attitude of such a leader is likely to be one where the leader takes the time to train and empower the employees and takes pleasure in addressing their welfare. This leads to a

harmonious relationship that will allow motivation and loyalty to the management, and since they are prepared to learn, the leader may be participative (McKnight, Ahmad, and Schroeder, 2001:466-482).

The philosophy in these theories is that the leader will develop an attitude (negative or positive) which will impact the employees, and this will be responded to accordingly. Jowah, (2020) asserts that a leader with negative thoughts will be seen in the “push for productivity” realm, clearly indicating task focus and not human relations focus. This constitutes or in a way is the origin of transactional leadership. A leader with a positive attitude towards employees will be characterised by their interaction and efforts to enable employees to know and perform with the least supervision as possible (Janssen, and Van Yperen, 2004:368-384). These are the foundations of the transformational leadership. Though the leader plays a dominant role in the creation of the LMX relationship, the role of the follower cannot be underestimated, for the effectiveness of the leader is a function of the followers’ perceptions of their leader (Jowah, 2016:24-49).

It appears to be now generally accepted that there are essentially only two distinct leadership styles, and these are transactional and transformational (Landis, Hill and Harvey, 2014:97). The other leadership styles are a blend of some aspects of leadership into one, depending on the leader and the situation in which the leadership takes place. It should also be stated that, though transformational leadership has been touted as the best method of leadership, there are certain situations where transactional leadership is more productive than transformational ((Ogbonnaya,. and Nielsen, 2016.) A comparison of these theories (Theory X and Theory Y) being the two most renowned leadership styles (transactional and transformational) is given below.

#### **3.4.1 Transactional and Theory X, in both cases.**

- Managers rule by fear – use of coercive power on employees.
- Negative behaviour is punished, and motivation is through incentives.
- Managers believe that no matter what effort employees put in, they cannot be trusted .

#### **3.4.2 Transformational and Theory Y**

- Managers engage their subordinates and have a relationship with them.
- Focus on higher order intrinsic needs and encourage innovation.
- Actively engage with employees and do not micromanage.

- Managers believe the employees have the capability to perform if trained.

Bass, and Steidlmeier, (1999:181-217) identified differences between transactional and transformational leaders, and their position is also echoed by many other researchers. It may be necessary to define here transactional and transformational leadership before providing a detailed account of the comparison of these leadership styles. Although there are numerous other leadership styles, largely determined other variables such as the level of each, the types of tasks and the cultural and religious backgrounds, there is a general understanding that all these can be classified under transactional or transformational leadership styles. The detail of the differences is illustrated as characteristics of each one of them below in tables 3.3 and 3.4.

**Table 3. 3: Characteristics of transactional leadership**

1	Transactional leaders are leaders who exchange tangible rewards for the work and loyalty of followers. You are rewarded as per your input and performance, if you perform well, you get a better reward.
2	Transactional leaders tend to be more passive in that they will have no time for building relationships and getting to understand the individuals they work with. Their attitude is that, one comes to work to be paid, so work and one will be paid.
3	Transactional leadership focuses on supervision and performance; they view leadership as a task-oriented transaction. They thrive on loyalty and the following of instructions and doing things the way they have always been done – there is no place for experimentation.
4	Transactional leadership can be active or passive. Active refers to leaders who actively monitor performance and take corrective actions when needed. Passive refers to leaders who do not actively monitor follower behaviour and only take corrective action when serious problems arise.
5	Transactional leadership is more accurate with predicting the end result of the job itself, because the tasks are clearly stated or structured with information on what should be done in what time.
6	Transactional leaders tend to be directive and action oriented. They generally know what tasks they want done, how it should be done and by when it should be completed.
7	Transactional leaders use reward and punishments to gain compliance from their followers. Transactional leaders are not concerned with the well-being of the workers as compared to transformational leadership.

8	Transactional leaders are extrinsic motivators that bring minimal compliance from followers. They accept goals, structure, and the culture of the existing organisation, (In contrast Transformational leaders want followers to achieve intrinsic motivation and job fulfilment).
9	Transactional leaders are willing to work within existing systems and negotiate to attain the goals of the organisation. They tend to think “inside the box” when solving problems.
10	Transactional leadership is primarily passive. Leaders do not interact with personnel except to give instructions and to check on the completion of the tasks allocated to the worker(s) concerned.
11	Within transactional leadership, there are two factors, contingent reward and management-by-exception. Contingent reward provides rewards for effort and recognises good performance.
12	Management-by-exception maintains the status quo, intervenes when subordinates do not meet acceptable performance levels, and initiates corrective action to improve performance.

**SOURCE: Own construction**

The traits of the transformational leadership style are illustrated in the table below.

**Table 3. 4: Characteristics of transformational leadership style**

1	Transformational leaders are leaders who engage with followers, focus on higher order intrinsic needs, and raise consciousness about the significance of specific outcomes and new ways in which those outcomes might be achieved
2	Transformational leaders demonstrate active behaviours and interact positively and closely with workers creating a sense of recognition that includes providing a sense of mission.
3	Transformational leaders are focused on trust and relationship building as a way of getting scheduled tasks done, this style also uses other theories in the process but with the human element as primary (Afsar, Badir, Saeed and Hafeez, 2017:307-332).
4	Transformational leaders have common traits because the theory and style support the idea that managers work to encourage their workers. Which is the reason for which managers are employed in the first place.
5	Transformational leaders assume the best of their employees and spend time believing in the value of trusting and respecting that employees are self-motivated. The leaders merely supply the followers with the tools they need to excel (Yoder-Wise, and Sportsman, 2022)

6	Transformational leadership is when a leader's behaviours influence followers and inspire them to perform beyond their perceived capabilities. It allows for employee engagement and ownership in the operations.
7	Transformational leadership inspires subordinates to work hard and achieve their best because they are generally satisfied with the leadership and the appreciation that comes from that respect.
8	Transformational leadership gives workers autonomy over specific jobs, as well as the authority to make decisions once they have been trained. This induces a positive change in the followers' attitudes and in the organisation as a whole.
9	Transformational leaders typically perform four distinct behaviours, also known as the four I's. These behaviours are: inspirational motivation, idealised influence, intellectual stimulation, individualised consideration.
10	Transformational leaders are pragmatic and think "outside the box" when solving problems. The solutions to problems generally involve the subordinates, thus empowering and developing them.
11	Transformational leadership is interactive and inspiring. The behaviours most associated with this type of leadership are establishing the criteria for rewarding followers and maintaining the status quo.

**SOURCE: Author's Own construction (2024)**

Transformational leadership is accredited for its ability to motivate employees to perform, which is primarily what organisations are looking for. It is however critical for the leader to understand the type of followers and their interests to enable effective, motivating leadership (Qu, Janssen and Shi, 2015:286-299). Transformational leadership is defined as a type of leadership in which the leader interacts freely with the employees or followers, creating a relationship. This form of leadership style is perceived to be amongst some of the most powerful forms of leadership, if not the best leadership. Budur, and Demir, (2022:899-921) observed that there is no significant relationship between transformational leadership and employee performance. They recognised rather the reality that transformational leadership is strongly linked to or has a strong relationship with emotional intelligence (EI or EQ).

Lawrence, (2018) using Downey, Papageorgiou and Stough (2005: 258-259) concur with this assertion and indicate that the ability of a “transformational leader to impact positively on employee performance is based on the level of emotional intelligence of the leader concerned.” It may be therefore that leaders become transformational because of their level of emotional intelligence and how they manage the emotional intelligence space. Then, the effectiveness of the leader contributes to the emotional state of the employees and motivates them to perform (Ouakouak, Zaitouni, and Arya, 2020:257-279).

### **3.5 EMOTIONAL INTELLIGENCE**

Human beings are social animals that have the ability, not only to express themselves through talking, but may also communicate by behaving in unpredictable patterns. Base on Aquino, (2020) cited that humans communicate in many different ways including through nonverbal communication by (Millhollan and Kaarst-Brown, 2016;1-19), which is critical for observers (especially leaders and workmates) to identify and interpret correctly. Much of human life is spent in one form of occupation or another, which therefore requires that there be adequate understanding and acceptance of the need for human relations (Shree & Srivastava, 2019; 60-65). Misunderstandings, if not attended to early may inevitably lead to conflict, which by its nature is demotivating, especially in the work environment where it is evidenced in poor productivity.

Goleman, (2001:26) noticed that an individual who is high in Emotional Intelligence understands their “own” feelings and how their actions may influence the responses from other individuals in the environment. This therefore enables an individual (be it the leader or fellow practitioner) to consider the possible response to their actions as driven by their emotions. Individuals with high EI can interpret or read non-verbal language and can interpret how other people’s emotions are expressed and felt (Di Fabio and Saklofske, 2019:87). That ability to understand others’ feelings and the social environment, is transformational in nature. With this comes the ability to understand different situations and what they can cause if responded to differently, either resulting in stress or motivating the environment, Pines, (2018:33-51). This Emotional Intelligence “skill” may be very helpful in conflict resolution and negotiations, both of which are critical when working with project teams where conflicts are the norm. When Goleman advanced this theory, it would become the single primary (foundational) factor around which industry and organisations in general would work to increase productivity. The model is illustrated in figure 3.2.



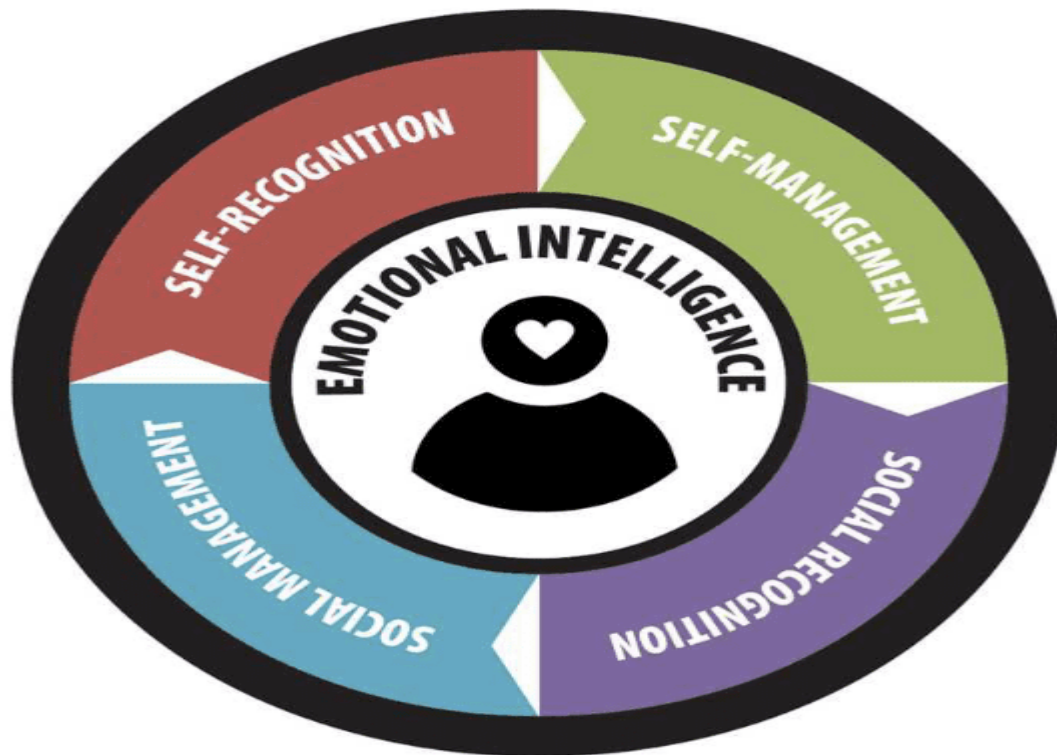


Figure 3. 2: Goleman's emotional intelligence model.

**SOURCE:** (Goleman, 2001:26)

As illustrated above, EI measures an individual's behaviour based on how they respond to what is being experienced, with the ability of the individual to act "correctly" being measured. In studying the measurement of an individual's levels of emotional intelligence, the following questions are generally asked as a means / way to try and understand the individual.

The behavioural questions asked are, namely:

- **Emotional Self-Awareness –**

1. Are you aware of your behaviours?
2. Are you aware of the possible repercussions to your actions?
3. Do you recognise when you choose a wrong response to a situation?

- **Emotional Self-Management –**

1. Are you able to control your behaviours?
2. Are you able to focus on being transparent with what you are feeling?

3. Can you adapt your behaviour based on what you are feeling?

- **Empathy / Social Awareness** –

1. Can you identify nonverbal responses from others?

2. Can you put yourself in the position of the other individuals?

3. Do you ever consider how your action may cause emotional distress?

- **Social Management (Relationships)** –

1. Can you coach someone through an emotionally distressing situation?

2. Can you champion change for someone else?

The behaviour of individuals to what is “happening” somewhat explains to the one measuring, what the levels of EI are of the subject under study. This on its own is a difficult assessment, as human behavioural patterns are dynamic and not always predictable. Wens, Johnson, Zagaria, and Veldkamp,( 2019:1345) opine that the average person has their own beliefs or implicit expectations when they are dealing with certain people. This is generally informed by their “knowledge, information, prejudices, experiences” considered within the context of their level of emotional intelligence (Jawah, 2016:010-017). Emotional intelligence has been defined in many ways and it is ideal to capture here most of these to be able to develop the relationship between emotional intelligence and transformational leadership style. The different definitions are shown in table 3.5 below.

Table 3. 5: **Some definitions for emotional intelligence**

	<b>SOURCE</b>	<b>DEFINITION</b>
<b>1</b>	(Goleman, 2001:27-44)	This is about one knowing one’s emotions, others’ emotions, social awareness and managing these appropriately to achieve the goals and objectives.
<b>2</b>	(Buşu, 2020:204-215)	The ability of an individual to express, identify, understand and to use their emotions appropriately to achieve the set goals.
<b>3</b>	(Goleman, Daniel. 2001: 26.)	The ability of an individual to use their emotional intelligence well enough to develop the interest and interpersonal and intrapersonal intelligence.

4	(Legg, and Hutter, 2007:17)	A broad mental capability with the ability to know and understand complicated situations and manage abstractions, solve problems, and learn quickly without compromising one's emotions.
5	(McClelland, John Geldhof, Cameron, and Wanless, 2015:1-43)	Self-regulation is when one understands the strong and weak points of self, has an awareness of others' needs and wants, and the social skills to assist in understanding other people's challenges.

**SOURCE: Author's own construction (2024)**

Emotional intelligence has been defined in many ways by different researchers and it is ideal to state here that EI is about people, relationships, and interactions between workmates. EI focuses on understanding project team members' emotions to build a team based on the understanding of each other's emotions and social environment (Naseer et al, 2011:83-97). Emotional intelligence speaks to the leader who knows and understands what their weaknesses are (self-awareness) and understands the strengths and weaknesses of others (others awareness) and the situation or prevailing circumstances (social awareness). The individual goes beyond merely knowing and understanding the different "awarenesses," but is also able to utilise that knowledge to manage the situation effectively (Goleman, 2018:39-52). This suggests a high degree of flexibility and understanding of the situational, to be able to combine all these differences and enable the workforce to share a common objective, that being the success of the organisation. It could be then that the ability to work well in differing situations and with different personalities means one has the Emotional Intelligence to praise (Ahmed and Anantatmula, 2017:189-205) and contribute to the emotional state of the employees and motivate them to perform. In Goleman's words, "people do not leave the company, people leave bad bosses" (Stoffers and Mordant-Dols, 2015:40-46). Leaders are exhorted to consider the human aspect when trying to build a strong team, or drawing up policies or when communicating with people in the business. In concurrence, Yücel, (2021) submits that it is the way that managers deal with subordinates that demotivates employees, resulting in poor production or high labour turn over. The researcher constructed a working model for effective leadership which is propelled by emotional intelligence. The research identified three aspects of emotional intelligence, and these are illustrated in the model below in figure 3.3.



Figure 3. 3: Faltas emotional intelligence model.

SOURCE: Mayer, Salovey and Caruso's EI Ability Model (Faltas, 2017)

The three elements of EI according to Faltas as illustrated in figure 3.3 above, are; Performance behaviour; is in reference to the behaviour of the leader and how that impacts the followership to want to work towards desired goals. This may also be understood in the context of the situation and environment within which the leadership takes place and how the leaders behave (Carson et al, 2003:499-506).

1. **Performance behaviour.**
2. **Progressive learning skills and abilities.**
3. **Cognitive and non-cognitive competencies.**

Leaders manage multi-organisational and multi-stakeholder issues with different cultural and social aspects of the project, which need continuous engagement; project leadership is at the core of negotiations that need emotional intelligence for a positive outcome.

Organisations develop programmes to develop the EI levels of their teams to influence team members' performance and by derivation, productivity (Saini, 2016). If the production expectations are met, that will equally enable the organisation to meet its intended objectives. Leadership programmes and strategies should include emotional intelligence development, as this will help to improve necessary and indispensable skills. Critical among these skills would be developing competencies on self-management, conflict management and team building (Doblinger, 2022:128-180). When a project team is united and motivated, the morale will increase, and they most likely will share experiences and in the process consolidate their inter-team and intra-team relationships. Houghton et al, (2012: 5125-5142) posits that increased levels of EI will inevitably impact on the relationships and synergy needed to work together towards identifying areas of common understanding.

This is believed to influence the emotions of self and team members consciously and subconsciously to groom independent followers with certain abilities to regulate, empathise, resolve conflict, and lead the self with self-efficacy morals. Hartono et al, (2019:274-301) are of the view that leaders with influence on employees are able to manage the process of change from initiating communication on why, who and when certain things are what they are. Stoffers and Mordant-Dols, (2015:40-46) link effective project leadership and specific management competencies to the formula needed for successful project execution. Management involves planning, organising, monitoring, controlling, and is focused on tasks, whereas leadership is relationship oriented and involves communicating, influencing, and is prone to motivate followers to change behaviour (Abernethy, Bouwens, and Van Lent, 2010:2-16). An individual with the ability to balance the two and apply them at appropriate times is likely to be more effective and adaptable to situations.

Conflict is regarded as the barrier for achieving project goals which need leadership with an ability to handle the conflicts by addressing them and getting team members to focus on set targets and goals (Edmondson, and Nembhard, 2009:123-138). Leadership in action results in outcomes in management factors that impact success and failure in projects by evaluating internal and external stakeholders. Effective project leaders provide direction to the project team without taking away project planning, tools, techniques, and methodology (Riaz et al, 2013:44-48). This needs effective balancing of hard and soft skills as they are expected to complement each other in the process of executing a project. A critical aspect to the leadership-followership relationship is

equally the organisational strategy and structure as these impact on the project leadership styles and the successful execution of the project (Li, Zhao, Müller, and Shao, 2020:616-647). The ability of the leader to influence the different project team members, develop synergy and harness all their skills for the achievement of a specific goal is largely due to the high levels of emotional intelligence (Mobolade, and Akinade, 2021:1) which inform the transformational approach by the leader. Emotional intelligence came from an intelligence quotient framework which leadership studies chose out of other emotional situations as it focuses on influencing emotions to understand team members and team building activities (Naseer et al, 2011). Emotional intelligence programmes are implemented by organisations that seek to build team members who are independent, this is done to influence performance and team orientated work ethics. This may result in experience sharing between young and old team members (Cortellesi, 2016:101-116). The leadership programmes and strategies include emotional intelligence to improve skills on self-management, conflict management and team building attributes by building abilities to motivate team members to share experience and knowledge focusing on the project success (Houghton et al, 2012).

It may be therefore that leaders become transformational due to their level of EI and how they manage it. The effectiveness of the leader contributes to the emotional state of the employees and motivates them to perform. Transformational leadership seeks to enhance employee motivation and morale, both of which will promote job performance which will help the organisation to achieve its objectives (Baesu, 2018:73). This motivation for employees is critical, because that is the real purpose of a manager, to motivate employees to perform. Mittal (2015:44) posits that the transformational manager uses various mechanisms, some of which are; (1) being a role model for the employee, (2) giving the follower a sense of identity, (3) recognising the follower as an important part of the operations, (4) encouraging the followers to engage in and take greater ownership for what they do, (5) showing one's good understanding of the strengths and weaknesses of the followers.

These skills will enable the leader to align tasks according to ability and may have to provide training and assistance to the employee (Akdere, and Egan, 2020:393-421). This on its own is intrinsically motivating to the followers and may result in increased performance and loyalty to the leader and the organisation. The behaviour of a leader has an influence on the performance of the employees; if it is positive behaviour, the feedback from the employees to the leader is improved task performance, which is what the leader desires (Baba and Siddiqi, 2018:1- 17). It should be mentioned here that the leadership style talked of here (transformational leadership), cannot be substituted for by the hard skills the individual leader has. It is one thing to have an

engineering qualification in the building industry with work experience, and yet another thing to manage the people that execute the tasks (Baba and Siddiqi, 2018:1- 17). As a way of empowering and motivating performance, a good conscientious leader will interact freely with the subordinates, consider their personal ideas, explain where and what would happen if certain things were done differently. A relationship-oriented leader is likely to create a harmonious situation in the organisation or among the team members which will enable the employees to source strength and inspiration from each other (Jawah and Alagha, 2021:123-138).

Okorie, Emuze, Smallwood and Van Wyk (2014) in their investigation of construction projects, noted that transformational leadership style was more effective than other forms of leadership, but they acknowledged that it was not infallible and should be combined with other styles, given the tasks, the followers themselves and the environment Hamner and Luthans (2015:114). It is noted that no one style can be ideal for or be the answer to the leadership debate, as leadership includes amongst others the type of followers one has. Jawah (2015:208-225) opines that too much emphasis is put in the study on the leader and not the followers, suggesting that followers make leaders to be leaders.

The suggestion that transformational leadership is effective, would depend on who they are leading and the types of tasks to be performed. The contingency theory suggests that the best leader is the one who adjusts to the organisational culture, task performers, tasks to be performed and the leader's flexibility (de Vries, Bakker-Pieper, and Oostenveld, 2010:367-380). This confirms that there is no one style that is ideal for all situations, rather it requires a combination of different leadership styles. Productivity, health, and safety are improved when leaders exhibit transformational leadership styles in that they show real concern for the workforce.

This is typical of people with high EI, they are conscious of the feelings of other people and of the social structure enabling them to be appropriate to the other practitioners in the process. Such individuals tend to be transparent in their activities and show commitment towards their integrity and lead by example in whatever they do, thus drawing attention and loyalty from followers (Van Vugt, Hogan and Kaiser, 2008: 182-196). Due to the interest in the human aspect of their occupation, they appear to be ready to solve any critical complex problems, and generally take everybody on board. Unresolved problems or mere misunderstandings may grow to be dysfunctional conflicts, where a transformational leader, using the high levels of EI, is likely to be responsive to any problems (Okorie, et al, 2014: 962).

Possession of high EI creates the impression amongst the followers that the leader is transparent, clear in their intentions, focuses on the vision and objectives of the organisation whilst trying to satisfy the objectives of the followers. This pattern is seen in both transformational leaders and people with high emotional intelligence indicating that the behaviour of a transformational leader is derived from their level of emotional intelligence (Dabke, 2016: 27-40). It is equally important to know that, judging from the followership, their expectations, and the ability of the leader to show wisdom in selecting options to influence the followers, they become more acceptable to their followers. So, the emergence of a leader is a direct function of the leader's acceptability by the followers to the extent that the followers feel influenced to change their behaviour and follow loyally (Hollander, 2012). A leader is deemed successful and effective based on the acceptance and judgments of the group which is influenced by the behaviour of the leader as well as how the leader is in touch with the emotions of the group in question (López-Zafra, Garcia-Retamero and Landa, 2008:37-49).

### **3.6 TRANSFORMATIONAL LEADERSHIP AND CRITICISM**

Bass (1999:181-217.) suggested that transformational leadership was based on the four pillars (components) thus referred to as the "four Is." These are stated as: idealised influence, inspirational motivation, intellectual stimulation, and individual consideration. Each of these I's are the backbone of the leader to influence, and used together at appropriate times and proportions, these enable the leader to change the views of the followers towards the leader positively (Fewings and Henjewe, 2019: 40). It is important to note that there has been criticism to the concept of transformational leadership as an effective leadership model. The common criticisms are, namely:

- The leadership style uses impression management and is therefore considered amoral because it leads to self-promotion.
- It is considered difficult to teach or train other people because it is too broad and involves many other theories.
- It is considered not to have set standards and rules thus making it difficult to know when it is transformational or not.
- Leaders are likely to manipulate followers resulting in followers working for what they are never rewarded for.



## **3.7 CHAPTER SUMMARY**

### **3.7.1 Implications of Transformational Leadership Theory**

The current environment characterised by uncertainty, global turbulence, and organisational instability calls for transformational leadership to prevail at all levels of the organisation.

The followers of such leaders demonstrate high levels of job satisfaction and organisational commitment and engage in organisational citizenship behaviours. With such a devoted workforce, it will be useful to consider making efforts towards developing ways of transforming organisations through leadership.

## **CHAPTER 4**

### **4. RESEARCH DESIGN AND METHODOLOGY**

#### **4.1. INTRODUCTION**

This chapter discusses the data and information gathering processes that were adhered to by the researcher. Using the literature review to understand the need for following certain procedures to obtain objective research findings was the focus for the researcher in this dissertation. Roffee and Waling, (2016:4-22) refer to research as an objectively designed process to help in the gathering of specific data and information that is required to answer an inquiry. The gathering of data is a deliberate but organised way of seeking more knowledge either of out curiosity or to respond to a problem (Jowah, 2015). Research primarily is the gathering of data and information that is to be used to determine required information and insights in a phenomenon. The new understanding is a result of new knowledge and or facts emanating from the collected and analysed data which can be used to make decisions (Tracy, 2019). The new knowledge allows the development of concepts and sometimes theories and hypothesis necessary for future studies. Some of the research undertakings are primarily to analyse and or synthesis previous research to develop new outcomes and expanded understanding, Kara (2012:114). Research in the objective state is well-planned and systematic with logically outlined activities with one step leading to another. Finfrook, Clarke, Thomas, and Clarke, (2020:2025-2034) explain that research is an organised endeavour designed to look for new valid and reliable facts that may assist in making decisions or to develop theories. Grove, Burns, and Gray, (2012) defined research as an objective and logical process that is undertaken to collect, analyse and interpret data to generate new facts and respond to questions or uncertainties to solve a problem or simply to understand a phenomenon and develop hypotheses and theories.

#### **4.2 PURPOSE OF THE STUDY**

The leadership styles that are most commonly branded as the most effective, are transformational and transactional leadership style. However, other research, done in different cultural settings come with their findings which have not yielded the same results. (Van Dierendonck, Stam,

Boersma, De Windt and Alkema, 2014:544-562) proposed the contingency theory of leadership, which asserts that there is no standard fit-all-places leadership style suggesting that other factors come in to play in the process. This view is supported by Jowah (2013.708-719) who advanced the theory that the effectiveness of a leader is a product of the leader's acceptance by the followers. The purpose of the study is to establish the validity and effectiveness of transformational leadership specifically in the construction industries in South Africa, given the vast differences between cultures and the diversity in the construction industry in South Africa. This will significantly assist in training project leaders considering the infrastructure projects that are increasing in the country.

#### **4.3 PROBLEM STATEMENT**

Leadership has been in existence from the very beginning of life, and as soon as human beings started building and or developing infrastructure, project management started. It is also clear that leadership is one of the most studied disciplines both in understorey and academia, but there has been no one-size-fits-all leadership style. Many leadership theories have been advanced from all parts of the world, but there has not been an established standard, let alone definition. Numerous studies on leadership have come up with definitions on what leadership is and understanding as to what it constitutes. The current focus on leadership seems to have resolved that there are two leadership styles, namely transformational and transactional. Infrastructure development is increasing worldwide, yet the failure rate of construction projects remains high and continues unabated in a highly technologized world. The focus is therefore on the human element, hence the quest to understand the acceptability and or effectiveness of transformational leadership considering the organisation's culture, the type of tasks, and the people executing the processes. In general, transformational leadership has gained prominence, as if to say that it may be the one and only leadership ideal for any situation. This research is focused on the possibility of transformational leadership being acceptable by the project practitioners in the context of the nature of the tasks, and the built environment. This is considered in an environment of different cultural values, work ethics and the type of tasks and remuneration. At the heart of this is the intention to understand the level of the impact, if any, as perceived by the project practitioners who execute the tasks daily.

#### **4.4. RESEARCH OBJECTIVES**

The most important action taken by the researcher once the study gap (problem statement) was clarified was to identify the research objectives. Considering that the decision and choice of the research objectives remained with the researcher (Österle, Becker, Frank, Hess, Karagiannis, Krcmar, Loos, Mertens, Oberweis & Sinz, 2011:7-10), the researcher identified the research objectives deemed to be relevant and objective. Research objectives are the expectations of the researcher from the research project to be undertaken. The objectives were developed from the problem stating what is to be known as indicated in the study gap in the problem statement above. In this research the research objectives were divided into two (2) types, namely, primary research objective and secondary objectives.

#### **4.4. PRIMARY OBJECTIVE**

This is the primary research objective as indicated in the problem statement and it seeks to help achieve or extract the information required in the research. The research objective as stated is;

- Determine project practitioners' perceptions about effectiveness of transformational leadership style as a motivator to perform.

#### **4.4.1 Secondary objectives**

- Establish what leader style motivates project practitioners to perform in the hard task's environment.
- Determine what leader behaviour patterns are demotivating to the project practitioners.
- Identify what practitioners expect in terms of project team leader's behaviour that may be motivating to perform tasks.
- Establish reasons why certain styles are considered not to work as well as others in the same environment.

These research objectives sought to extract information from the practitioners in the construction industry. These were to be compared to or measurement derived from the current literature that has identified typical characteristics of the people or exercise of transformational leadership behaviour.

## **4.5 RESEARCH QUESTION**

The problem statement specifies in a way what is needed, the answers to be provided and what knowledge or information is required to understand and solve the problems. This is converted to the research objectives as what is or was expected to be solved or answered to satisfy the problem statements required. The research questions were therefore derived from the research objectives to align the requirements and questions to the problem statement. Research questions provided guidance on what literature needed to be reviewed in the process of looking for existing information (if it existed) for the research problem. The research question was an interpretation of the objectives in question form, meaning that research questions are derivatives of the objectives. The derivation of research questions from research objectives ensures alignment of the problem statement, research objectives and the research questions. This alignment is critical since the research question guides on what literature is to be reviewed in a research study. The questions are divided into the main question and sub-questions.

### **4.5.1 Main research question**

- What leader behaviours motivate project practitioners to perform in the construction industries environment?

### **4.5.2 Sub research questions**

- What leader behaviours make one want to withdraw from excelling beyond one's limits in the execution of the hard tasks in construction?
- What are the project practitioner's expectations in terms of leader behaviour that will motivate performance?
- What specific leader behavioural patterns are accepted by the project team members as a sign of power?
- What leader behaviour patterns are considered ineffective in the motivation of the construction project team members to perform?

The researcher considered the research questions to be important because they formed the backbone of the research if it was to be objective. They (the research questions) give an insight

into the problem under investigation, and the questionnaires are developed from these research questions and help in the construction of the hypothesis. The research questions apart from clarifying and giving insight on the research problem, also guide in the decision on the methodology to be used for the systematic generation of knowledge.

#### **4.6 RESEARCH DESIGN AND METHODOLOGY**

Zamani, Dumais, Craswell, Bennett, and Lueck, (2020:418-428). posits that research is to do with searching for answers to some questions which may not be known or where more clarity is required. It is important that special effort and structuring be applied to get the required information with the least possible error, thereby increasing objectivity. The process needed to elicit the information may require an understanding and use of techniques that have been used successfully over the years. Over the years of research in different disciplines, the understanding of the researchers is that scientific research methods have been designed and can be used effectively. Bach-Mortensen, Lange and Montgomery, (2018:1-19) define scientific research as an organised and systematic way of gathering data and information to establish the facts and insights about the situation. The research process is therefore divisible into two stages, namely, the research design and the research methodology, these follow each other.

#### **4.7 RESEARCH DESIGN**

Research design is the road map indicating step by step what is to be followed (or done) in the research project from the beginning to the end (Kish, 2017:64-78). It is an overall plan that guides the process of conducting the research and serves as a blueprint for how the study will proceed including the methods and techniques that will be used. This is essential as it helps in the outlining of the activities as well as listing the resources and time needed to complete the project (Denscombe, 2017). Numerous research designs have been established over the years and these apply to different situations depending on the purpose of the research and the requirements.

##### **4.7.1 Research Design Elements**

This research is designed in a way such that there are no likely weaknesses that may cause bias in the research (Dohoo: 2014:331-337). Removal of bias in the research design improves the validity and reliability of the research outcomes thereby allowing for or providing information that

is usable correctly to solve existing problems. Some of the elements of a good research design would include the below, if those identified elements are carefully executed during the process.

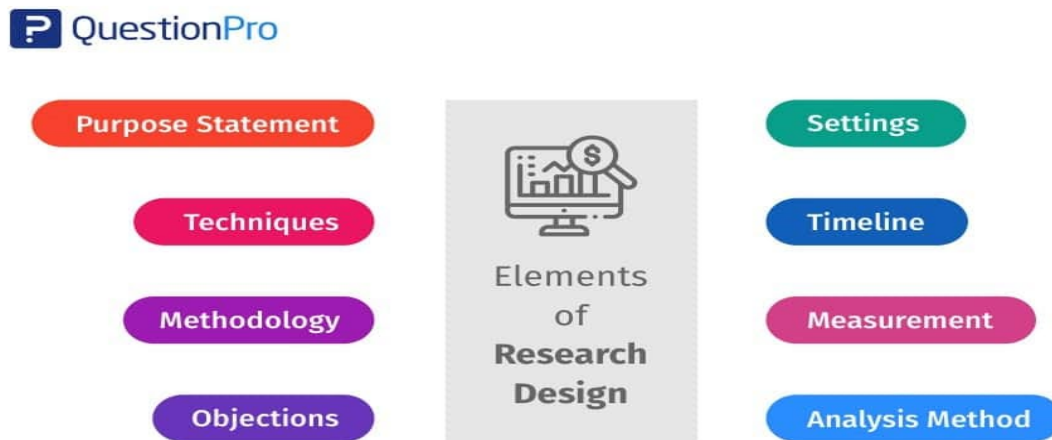


Figure 4. 1: Elements of a research design.

SOURCE: <https://www.questionpro.com/blog/research-design/>

When these are carefully incorporated into the research, it makes the research more meaningful and with direction, thereby increasing the quality of the project. These are.

- **Accurate purpose statement:** an effective statement of purpose needs to be clearly constructed and precise to the point and not broad, not general or obscure to the reader and user. To be concise, it may be only a maximum of two sentences clearly stated and not subject to many interpretations allowing for nothing vague that may mean more than the one thing intended. This should allow for accurate measuring of cause-and-effect relationships and easy comparison between the variables under study.
- **Techniques to be implemented for collecting data;** there are numerous methods that can be used for collecting data, the design should clearly state what method or technique should be used, amongst the many such as, in alphabetical order; direct observations, documents and records (secondary data), focus groups, questionnaires, quizzes and or surveys.

- **Techniques to be used for analysing collected data;** numerous data analysis methods can be used, chief among them are, in alphabetical order; cohort analysis, content analysis, factor analysis, Monte Carlo Method, regression analysis, statistical analysis, text analysis and time series analysis.

1. **Data analysis that allows for the prediction of the future,** understand the past and this is illustrated in the figure 4.2 below as it is divided into different types.

### Data analysis that predicts the future

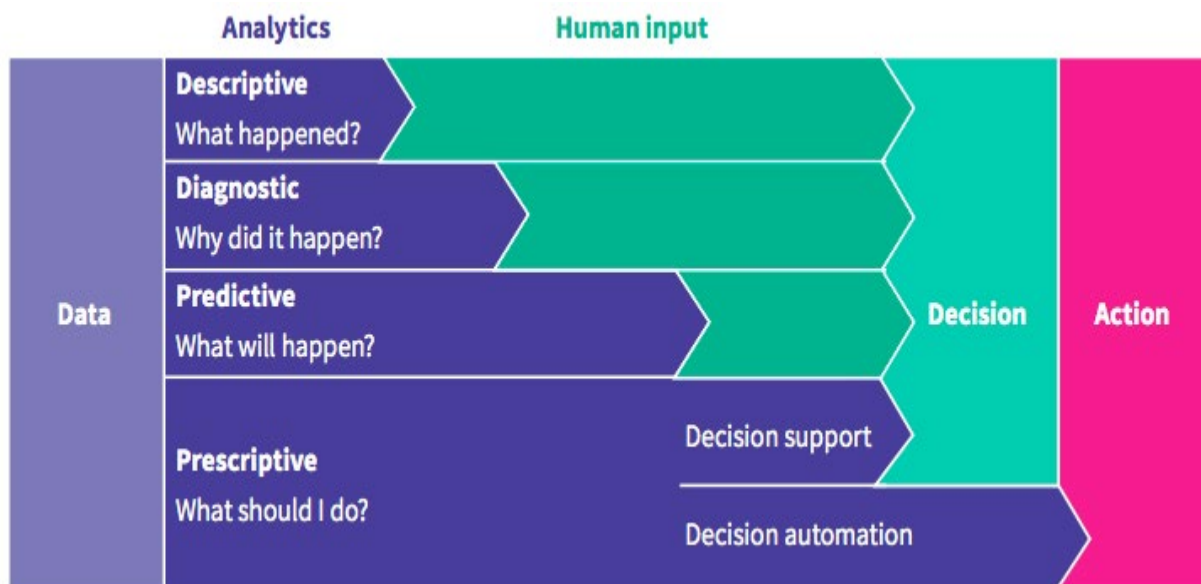


Figure 4. 2: Data analysis that predicts the future.

**SOURCE:** <https://datajourney.akvo.org/blog/the-four-types-of-data-analysis/>

Some of the elements, as stated will include the method applied that will be considered ideal for the analysis of the data collected for the research. The type of data is equally informed by the research question and the research methodology applied. It is equally important to understand the time to be taken, considering that many other things may have changed if the research will take a year plus, for instance. It is also anticipated that the design should have specific characteristics to enable it to be accurate and unbiased. These will include, among others.

- **Neutrality:** the projected results should be free from research bias and therefore neutral, and deliberately for instance, leading questions may allow for some bias in the research.



- **Reliability:** if the same research is to be conducted again or by someone else, it is expected that the findings will be the same, or comparatively the same. Research questions to be asked are important in this aspect.
- **Validity:** the tools for measuring results are in abundance and the onus is for the researcher to determine the most appropriate tool for the collection of data, analysis and measuring of the outcome.
- **Generalisation:** the decision on the population characteristics, the sample, the sampling method and the size are critical to the extent that if the same research was conducted by someone else a few weeks later, the outcomes should be the same.

How the respondents answer or state their views in the research is largely determined by and or dependent on the researcher putting in place adequate and appropriated information, and questions to the research objects. The researcher had the challenging task of considering all the above and had to choose from the five (5) main (commonly used) research designs.

**Research Design Types:** there are two ways of classifying research designs, including stating whether the research is quantitative or qualitative. One can also look at the research designs as broadly fitting into five (5) categories, namely:

**1. Descriptive research design:** In this form the researcher is interested in getting a full description of the object or phenomenon under study. This is a theory-based method prepared by collecting (gathering), analysing and the reporting of the data which should provide insights into how and why certain things are what they are. This is ideal if the problem statement is clear.

**2. Experimental research design:** this design seeks to identify the relationship between the cause and effect within the system or situation, essentially it seeks to establish the cause for certain things taking place between the independent and dependent variables. These are commonly used in social sciences to monitor certain aspects of human behaviour, as a cause-and-effect scenario.

**3. Correlational research design:** this is a non-experimental research technique which aids the researchers to establish the presence of the relationship to each other of two closely related variables. This type of research requires the use of two (2) different groups whose relationship is to be evaluated; statistical analysis techniques are generally used to establish the relationship.

**4. Diagnostic research design:** in this design the researcher seeks to evaluate or identify any underlying cause for the phenomenon. This approach (method) enables the researchers (or

readers) to learn and establish what methods one needs to use or learn about factors that may create problem situations.

**5. Explanatory research design:** this research approach uses the researcher's ideas, perceptions or views about the phenomenon and then further explores the theories related to the situation as perceived by the researcher. Such a study helps to identify hitherto unexplained theories by exploring the situation.

Deciding on what research design to use needs choices that will ideally integrate coherently and logically the varying components of the intended study. Meticulously preparing the research design choices will assist in the thorough investigation of the problem (Blaikie, and Priest, 2019), thereby ensuring achievement of the research objectives. The research design as a blueprint (plan) for the research process, will speak directly in detail and clearly on the collection, measurement and interpretation of the data gathered in the process. Du Toit and Mouton, (2013:125-139) assert that the research problem influences and determines the research type to be used, given what is required. Thus, the purpose (function) of a research design is to make sure that the gathered evidence will enable one to effectively attend to the requirement of the research problem logically and clearly. The next task for the researcher was to choose a research design, informed by the problem statement, the research objectives and the research questions that had to be answered and responded to.

#### **4.8 DECISION ON WHAT RESEARCH DESIGN TO FOLLOW**

The researcher took into consideration the factors listed above and compared the benefits and demerits of the different designs considering the nature and aim of the research (objectives) and the research questions for which answers were required. It was considered necessary to use both qualitative and quantitative methodologies to enable a full description of the phenomenon and adequate use of specific data analysis methods. The descriptive design was opted for as there was a need to provide both depth and breadth to enable full comprehension of the situation under study (Conroy and Murray: 2020:1351-1352). This in a sense also would influence the decision to utilise mixed research methodology to allow for a broad and in-depth understanding of the situation concerned. This was decided on because of some important benefits, firstly, the disadvantages were considered as listed below, namely:

- i. Generally limited in scope because it does not identify the cause-and-effects relationships between the variables.

- ii. There is no manipulation of the variables under study and thereby limiting the extent to which conclusions can be made from the findings.

Note withstanding the weaknesses, the research design has a lot more to offer in terms of the full understanding of the phenomenon under study. The design assists in the developing of hypothesis because it can provide information to be used in developing the hypotheses where necessary. It involves surveys and case reports making it easy for beginners to use as they enter into the field of research. Apart from providing ample descriptions of a situation, it can also be involved in systematic views and meta-analysis where stronger evidence can be demonstrated.

- It is compatible with both research methods, qualitative and quantitative, which are generally expected to be different and far apart.
- Provides comprehensive insights into the phenomenon under study because it enables use of other forms of design.
- This will clearly state the attributes of the target population and provide insight into the behaviours and characteristics of the population.
- Findings from this research may open opportunities for future studies on the subject which may require further investigation.
- Enables adequate description of the distribution of the variables without emphasis on causal hypotheses.

Extra information on the benefits of using the descriptive research design is illustrated in the figure 4.3. below.

## Advantages of using descriptive research design

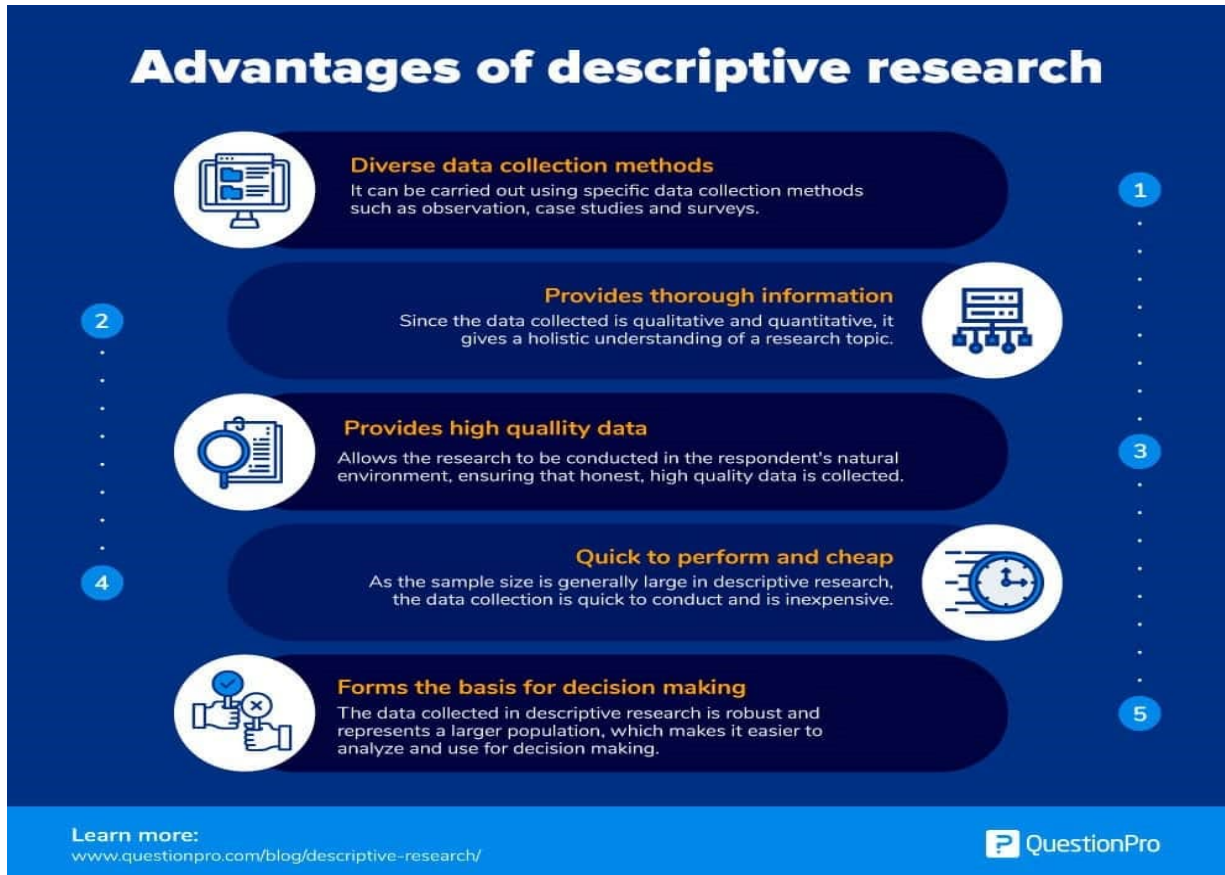


Figure 4. 3: Advantages of using descriptive research design.

**SOURCE:** <https://www.questionpro.com/blog/descriptive-research/>

Descriptive research design is used by researchers in different disciplines including academia, linguistics, and social sciences. Where the situation is not well understood, descriptive research design allows access into insights of the target population, and this opens opportunities for many other research projects.

### 4.9 RESEARCH METHODOLOGY

The relationship between the research design and research methodology is primarily in what they speak to, or what they seek to achieve. Whilst the research design focuses on “what will be done” in reference to the activities and steps, the research methodology refers to how the research design activities will be done (Huang, Lee and Clinciu, 2023: 0287225). Research methodology

is defined as the procedures and or techniques that will be used to select the process to collect the data or information and how it will be analysed to provide the required data or information about a situation (Opoku, Ahmed, and Akotia, 2016:32-49). The methodology should allow for other researchers to critically evaluate the study, as such the methodology must be impeccable and produce valid and reliable findings. Jowah, (2015:76) posits that a good and appropriate research methodology seeks to answer the following questions:

- how relevant was the choice of the research design selected?
- how was the target population and the research sample selected?
- how was the sample size determined and how was the data collected?
- how was the data collected or generated from the sample?
- how was the collected data analysed – the appropriateness of the method?

Essentially research methodology seeks to provide an answer to the research objectives and research questions emanating from the problem statement. Research methodology is a systematic and logical plan structured to resolve an identified research problem through appropriate collection of the necessary data (Lantow, 2018:157-171). The researcher's approach is explained in the research methodology to enable relevant analysis from other researchers which will inevitably assist with validation of the findings.

A methodology details a researcher's approach to the research to ensure reliable and valid results, which are within the aims and objectives of the project. The methodology explains or allows clarification and understanding of the situation as laid out in the research objectives and research questions (Song, Heilman, Klebanov and Deane, 2014:69-78). To achieve that the researcher systematically designs the proposed study in accordance with the expectation. There are two methodologies developed over the years which are commonly utilised by researchers in one form or another.

#### **4.9.1 TYPES OF RESEARCH METHODOLOGIES**

There are two distinct research methodologies used in research and these are, namely, qualitative, and quantitative research methodologies (Brannen, 2017:3-37). The researcher was tasked with the responsibility of choosing between these two, primarily trying to decide on the best fit methodology that will assist with the greatest form of understanding of the situation

understudy. The researcher sought to use the best-fit-for-purpose research methodology that would justify the choice of the methodology relating to the research objectives and research question.

**Qualitative research methodology** is traditionally used in social sciences, market research and many other disciplines.

Mohajan (2018:23-48) observed that these tend to gather in-depth information that provide insights into human behaviour focusing on reasons why people behave in a particular way. This also elicits the reasons why certain people behave in a particular way and uses small samples with open ended questions (Siedlecki, 2022:78-80). Qualitative research aims to provide answers to questions such as why and how certain things happen. As alluded to before, it predominantly uses open-ended surveys. Dodgson (2017:355-358) asserts that responses in qualitative research generally cannot be measured nor can they be quantifiable, it seeks to provide information on the perception, feelings, attitudes, and other such human behaviours that cannot be quantified. Damaskinidis, (2017:1228-1233) says qualitative research methodology relates to collecting and analysing words (provided by the respondents as written or spoken). These may be most ideal when the questions are exploratory as this can help with understanding the perceptions of beliefs (Casula, Rangarajan and Shields, 2021: 1703-1725). Qualitative analysis may include focus on “softer” behaviour as data points, this can include body language and or visual elements.

**Quantitative research methodology** commonly applies when the aim, objectives and the questions are confirmatory. Commonly used (examples) to measure or compare the relationship between two variables understudy or to develop or test hypotheses (Mohajan, 2020:50-79). Quantitative focuses on measurement and quantification and involves use of numerical data. The method collects statistically significant data gained from existing and potential respondents using sampling methods and the results or findings can be expressed in numerical form (Ahmad, Wasim, Irfan, Gogoi, Srivastava and Farheen, 2019:2828-2832). It allows for patterns and averages to make predictions, identify causal relationships between the variables and can be used for generalisation since it involves large samples.

#### **4.10 CHOOSING THE RESEARCH METHODOLOGY**

In the process of choosing the research method to use, the researcher made numerous observations as written in existing literature. The researcher tried to identify what the research objectives and research questions were and what method would be best suited to interrogate

them. After which the critical aspects of the research appeared to have a combination of exploratory and confirmatory aspects suggesting the usage of both methodologies for the research. This suggested that the research needed to be approached from different perspectives if the findings were to produce a broad and deep understanding of the phenomenon to answer the research question. The decision was then that, it would serve the purpose of the project to use a combination of both qualitative and quantitative research methodologies.

By combining the two methodologies (mixed research methodologies), the researcher sought to take advantage of the positives of these methodologies and increase the comprehension of the complex phenomenon. Dawadi, Shrestha and Giri, (2021:25-36) postulated that mixed research methodologies provide epistemic benefits because of the incorporation of a variety of approaches. The research design had already been selected because it was meant to be compatible with the two methodologies researching simultaneously (Stoecker and Avila, 2021:627-640). This approach would allow for simultaneous exploration of people's experience (qualitative) and hence their perceptions as well as to measure the intervention effects (quantitative), thereby allowing both breadth and depth in understanding the environment, Malina, Nørreklit and Selto, (2011:59-71). Mixed research methods would enable contextualised investigation with the integration of these methods especially because one aspect is reporting from inside (experience) and the quantitative is from an external source. A mixed research methodology is the mixing of procedures in the gathering of data and analysing and "mixing" both research methods in a single study to develop insight into the research problem. Mixed methods research is a purposeful mixing of research methodologies in the collection of data, the analysis of the data collected and the interpretation. This involves integration of the methods and the data in seeking a better panoramic view of the situation under study by providing more than one viewpoint of the phenomena (Tashakkori and Creswell 2007;1-11). Consequently, the research methodologies complement each other, and they introduce the strengths from each methodology if they agree with the research objectives and questions. Ivankova (2006:3-20) suggested that care should be taken in confirming the alignment and appropriateness of the mixed methods to answer the research question, so that there will be a logical flow aligned to the aims of the study and a clear description of data analysis.

#### **4.10.1 Target population:**

The target population refers to the project practitioners who report to a line manager in their day-to-day duties. These were involved in the performance of different tasks and worked in specific cost centres where they performed different tasks. The processes will have to be integrated when those different tasks are completed. This involved the administrators in the project, the technicians (brick layers, carpenters, plumbers, electricians, and unskilled labour) and contracted labour in the project.

#### **4.10.2 Sampling method.**

Respondents were sampled using systematic random sampling, the first respondent was chosen randomly, and thereafter every third individual was selected from the total of 314 prospects. This was repeated at every site and each time because the employees were scattered in different sites and workstations, and this was carried out over three days.

#### **4.10.3 Sample size.**

Sample size is the number of observations or individuals, items, or data points selected from a larger population included in a study or experiment to represent it statistically. Sample size determination or estimation is the act of choosing the number of observations or replicates to include in a statistical sample. The sample size is an important feature of any empirical study in which the goal is to make inferences about a population from a sample. Cobern, and Adams (2020:73-79) are of the view that 10% of the population of a well selected population (correct population characteristics) are ideal for generalisation. The researcher, because of the availability of the population opted to have 30%, this would assist in lowering the margins of error and increase both reliability and validity of the findings.



#### 4.11 DATA COLLECTION INSTRUMENT

The researcher, considering the choice of both descriptive research design and a mixed research methodology, opted for the use of a questionnaire. A questionnaire is an instrument that is used to collect data / information from the target population for the identified research (Huang, Lee and Clinciu, 2023). The questions are logically prepared and need to be clear and not have any other meaning (forked) to enable the respondents to understand clearly what is being investigated. These are a product of or are derived from the research question(s) and are aligned to the research objectives and should be appropriate for the population understudy. The researcher considered these benefits as illustrated in table 4.1. below.

**Table 4.1. Advantages of using a questionnaire for data collection.**

1. Large-scale data collection	2. Standardised responses	3. Anonymity / confidentiality
4. Cost-effective	5. Data quantification	6. Flexibility
7. Quantitative and qualitative simultaneously	8. Ease of analysis	9. Standardisation across studies
10. Accessibility	11. Ease of replication	12. Time efficiency

**SOURCE: Own construction from literature**

The questionnaire used was a structured instrument, designed specifically to elaborate on the research questions derived from the research objectives. The instrument was divided into three parts or sections, namely:

1. **Section A – Biography**; necessary to qualify the respondents in the event that they were not part of the population to be studied. Furthermore, it also helped in indicating the different levels and types of respondents.
2. **Section B – Likert scale**; primarily to measure the attitudes, feelings, perceptions and such as would be difficult to quantify, but these were given in a scale ranking from one to five (1-5). The statements to be ranked were based on statements derived from the literature on the study by different authors. The scale values were 1 = strongly disagree, 2 = disagree, 3 = neutral / indifferent, 4 = agree and 5 = strongly agree.

3. **Section C – Open ended questions;** This was open ended where the respondents freely discussed the subject guided by the requests as indicated on the instrument (qualitative). Assistance in the construction of the instrument was provided by the university statistician who assisted with organising for a pilot project involving 15 respondents (not from the selected organisation), the questionnaire was reconstructed (helped by the statistician). This allowed for inclusion of certain aspects that had been previously omitted or done incorrectly according to the statistician. The focus was construction of a document that would be valid and reliable.

#### **4.12 DATA COLLECTION METHOD**

The researcher identified and trained 4 research assistants (students in a research methodology class at the university) and trained them on data collection. The students had to know and understand what the research was about, together with data collection etiquette and ethics. This method was considered best because it would enable the respondents to ask for clarity where necessary, and this also assured the return rate of the questionnaires which was 92% (considering the fact that 8% did not respond at the end of the survey). The reason was because the research assistants (under instruction) had to wait for the respondents and take the questionnaires once they are completed. The researcher worked with the research assistants, specifically with the systematic random sampling.

#### **4.13 DATA ANALYSIS**

**The questionnaires were brought together, cleaned and edited before coding them for capturing. The data was captured onto an Excel Spread Sheet (ESS). This was more readily accessible to the researcher, and from the captured data illustrations were constructed which assisted in the comparison and determination of the relationships between the variables. The Section C statements were grouped together according to similarity which assisted in understanding the relationships and insights on the lived experience by the project practitioners in the organisation. The information collected from this mixed research highlighted many aspects that had never been envisaged by the researcher. The details and interpretations are recorded in the next chapter where all the illustrations are discussed, and conclusions made. The illustrations facilitated more easy understanding**

and comparison of the variables, this helped with interpretation of all the findings. 4.15

## ETHICAL CONSIDERATIONS

From the onset the respondents were briefed about their rights and the expectations from the researcher and the purpose of the research. Protection was guaranteed, and this was provided to them in the form of a table prepared by the researcher, all respondents were supplied with this information illustrated below in table 4.2.

Table 4. 2: **Table of ethics guarantees by the researcher to respondents.**

a. All the respondents will be briefed on the purpose for the research and informed that it is not compulsory for them to participate.		
b. All respondents will be permitted to withdraw from the research at any stage if they so desire – they are not expected to give reasons why.		
c. All respondents will be told that they are free to omit any questions that they may not be comfortable with and do not need to explain the reason to anyone.		
d. They must not put any names or markings on the questionnaire that could identify them as respondents.		
e. All respondents will be told to commit themselves to confidentiality and be assured that none of the work they take part in will be shared with their employer.		
<b><u>Ethical principles</u></b>	<b><u>description</u></b>	<b><u>Observations</u></b>
Informed consent	Participants were informed about the research and given voluntary consent.	The participants were briefed about their rights.
Right to withdraw	Participants were also told that they can withdraw anytime as it was not compulsory for them to participate.	Participants were informed about withdrawing during the data conducts or collections.
Credential confidentiality	All personal information were kept secretly throughout the data collection.	Protection was ensured and detailed on a table for all the participants.

Values and respect	Participants values were dignified	The researcher ensured that all the participants were treated fairly, and benefited equal on the study.
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This was adhered to in all processes during the collecting of the data and beyond as a form of protection for the respondents. No authority had access to the questionnaires, and they did not have names on them by which they could be identified.

**4.16 CHAPTER SUMMARY**

The research processes were given in detail, and these are the activities conducted by the research team. Permission to research was given by senior management with the agreement that the name of the organisation was not to appear on any of the records from the research. The management however was keen to read the final document which they considered important for their knowledge and a learning point of the leadership and how it is perceived by the employees. The final document was concluded without any names apart from that of the researcher (student) and the lead researcher (supervisor).

## **CHAPTER 5:**

### **5. DATA REPORTING, ANALYSIS, AND INTERPRETATION OF THE FINDINGS**

#### **5.1 INTRODUCTION**

The study was focused on trying to assist with lowering of the high failure rate amongst construction projects. Of primary interest is the fact that construction projects have been in existence since human beings began building homes and other structures for their habitation. Recently, however, the focus has moved more to do with the human element as evidenced by the unprecedented development of technology and techniques, which had very little impact on the failure rate. Numerous studies have been advanced to try to address the problem of effective leadership without an agreeable framework as a one-size-fits-all situation. Although there are numerous theories on leadership, the current situation suggests that authentic transformational and transactional leadership styles appear to be more effective (Anderson and Sun, 2017: 77-79); Korejan and Shahbazi (2016: 452-461); Ofori and Toor (2012) give transformational leadership an edge which appeared to be leaning towards socialised orientation. The objectives of this study were primarily to establish the acceptability of transformational leadership as a possible panacea for this leadership quagmire affecting 47% plus of all construction projects. The researcher was not oblivious of theories stating that the acceptability of a leader should be considered as a matter of contingency given the environment, the tasks and the people performing the tasks (Anderson and Sun, 2017:77-79). This emanates from the active contingent behaviour and commitment of a transactional leadership style whereby job satisfaction, followers' satisfaction with the leader and leadership effectiveness are combined. The study was conducted with the use of questionnaires, as they were most ideal for the descriptive research chosen because of its ability to simultaneously allow use of both qualitative and quantitative methodologies. Rajula, Verlato, Manchia, Antonucci, and Fanos (2020:455) stated after the research that this approach will provide adequate and significant insight into the subject under study. The rest of the processes followed have been detailed in the previous chapter.

This chapter is focusing on the reporting of the findings by way of illustrations and each one of the questions follow the questionnaire pattern to allow for detailed information per illustration. The

format follows the questionnaire structure of Section – A = Biography, Section B = Likert scale and Section – C = Opened ended.

## SECTION A – BIOGRAPHY

### QUESTION 1: What is your position in the organisation?

**RESPONSE:** The purpose of the inquiry was to help determine whether the responder met the requirements to participate in the study, given that the sample used was systematic random sampling. During the data cleaning and editing process, questionnaires (responses) from any respondents who did not fit the requirements would be discarded. *Figure 5.1 below depicts the attributes of the participants.*

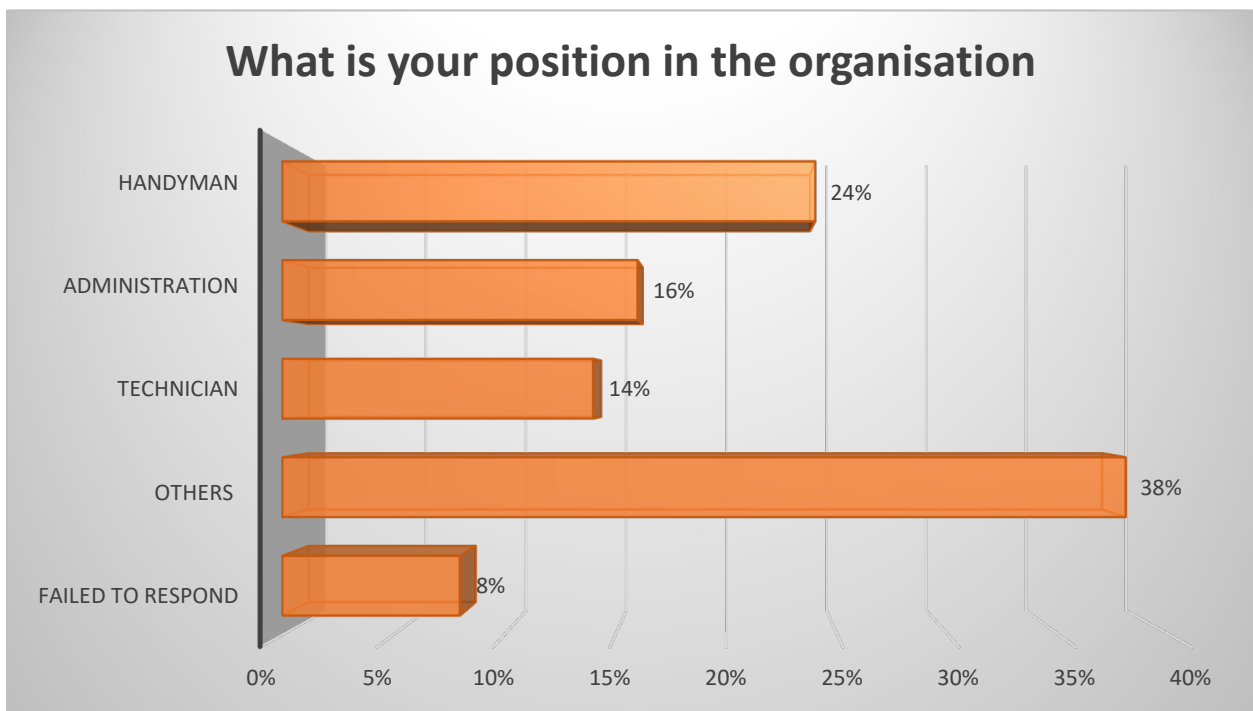


Figure 5. 1: What is your position in the organisation.

**SOURCE:** Own construction.

The largest part of respondents was others at 38%, which is concerning because their status will not enable the researcher to validate them. However, since the survey was carried out at the floor

level at task centres, it is assumed these are general workers (unskilled) because they had not been identified on the questionnaire under handy man, administration or technician. Handyman (semi-skilled) stood at 24%, those doing administration work at 16%, 14% as technicians, with 8% indifferent. Since the majority qualified, it was accepted that the findings would be valid and reliable.

**QUESTION 2: Please indicate your qualification.**

**RESPONSE:** The qualification of the respondents was deemed important as that would also assist with understanding the tasks they would perform. The contingency theory (Al-Tamimi and Madhi, 2023: 3157-3160) states clearly that leadership styles are most likely used depending on the type of follower (individuals) and the tasks they perform. For instance, Robert House's path-goal model which stressed the importance of employees and tasks characteristics (Hellriegel, Slocum, Jackson, Louw, Staude, Amos, Klopper, Louw, Oosthuizen, Perks and Zindiye, 2017: 352-358). These characteristics are also captured in transformational and socialised charismatic leadership theories (Anderson and Sun, 2017: 77-79). The leader may request a fellow engineer to assist with a specific task but may simply instruct a general work on what should be done. *Responses to these qualifications are illustrated in figure 5.2 below.*

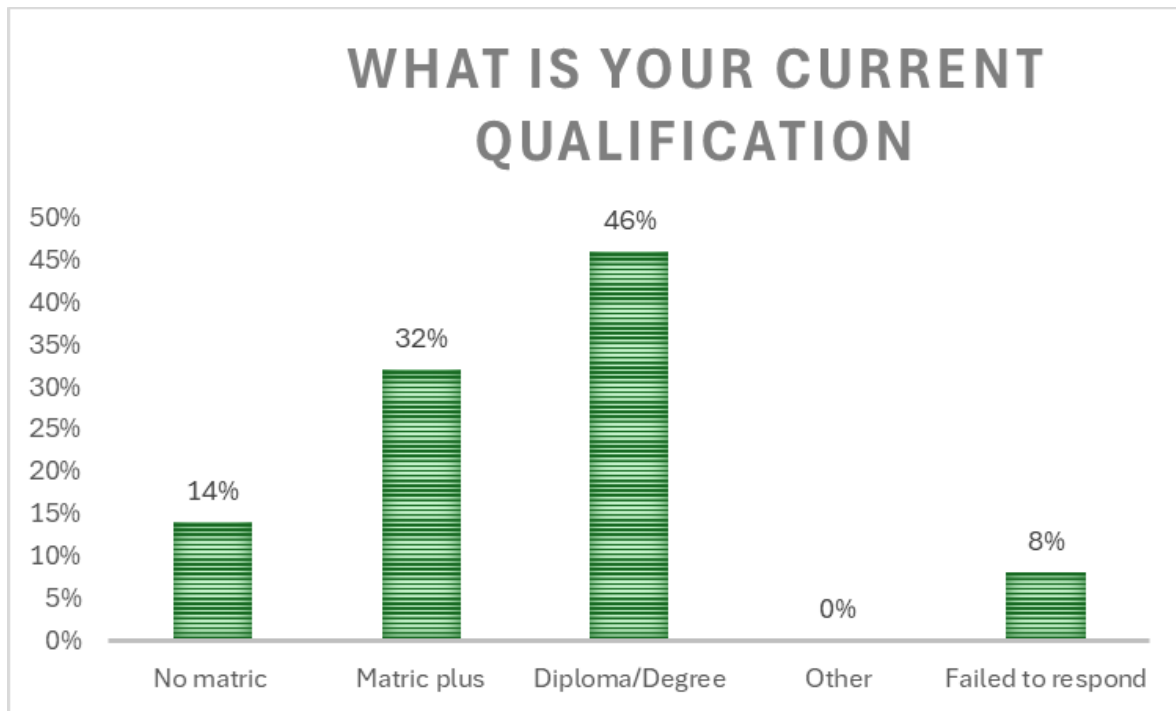


Figure 5. 2: The qualifications of the respondents.

**SOURCE: Own construction**

Diploma and degree holders made up most responses (46%), which is slightly less than half of the total, indicating excellent skill levels. Those with matric (Grade 12) and perhaps a certificate or some other training comprised 32%, giving a total of 78% of those who would have skills of some kind. This impacts on the way the leader would behave considering the skills and how much these respondents know about their work. Jowah (2013:708-719) posits that the effectiveness of a leader depends largely on the leader's ability to establish congruency between the organisational objectives and the expectations of the followers. Those without matric and the ambivalent combined equalled 22%.

**QUESTION 3: Please indicate your years of experience.**

**RESPONSE:** The combination of one's qualifications and years of experience gives the researcher a wealth of knowledge about the environment and the many sorts of managers or leaders that have emerged over time. Such respondents have a large pool (source of lessons



learned) and can provide information based on many years of successful and unsuccessful project execution. They would equally know what leadership styles stimulate and demotivate by comparing the various leaders they had gone through. (Kark, Van Dijk, and Vashdi, 2018:186-224). *The responses are illustrated in figure 5.3 below.*

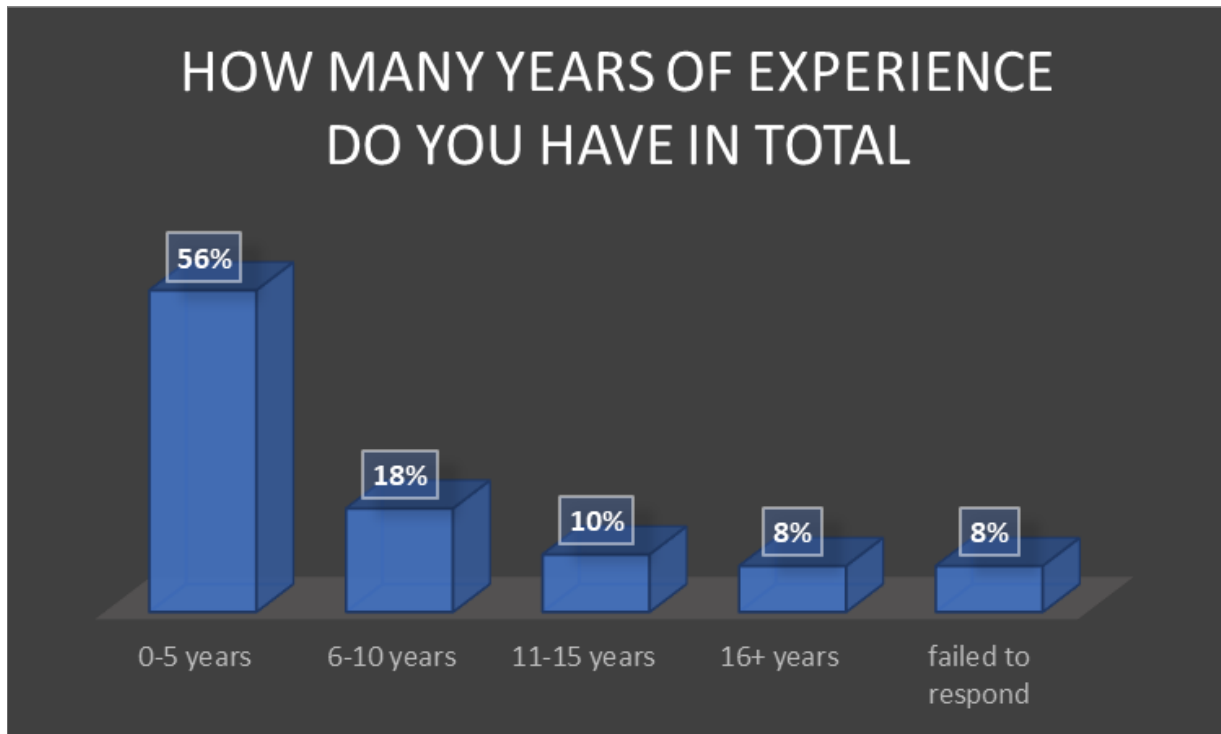


Figure 5. 3: Years of experience in construction by the respondents.

**SOURCE:** Own construction

There is a large proportion of respondents with 0-5 years of experience (56%), which could indicate that the company is new or that they are experiencing considerable workforce turnover due to the nature of the tasks and remuneration. Those with more years of experience are fewer, with 6–10 years at 18%, 11–15 years at 10%, and 16 years plus 8%. It is unclear why this would continue at 8%, considering this figure has been consistent since the beginning.

**QUESTION 4: Please indicate your age group.**

**RESPONSE:** One of the most important criteria that many companies use to assess an employee's success is their age (Jahmani, Jawabreh, Fahmawee, Almasarweh, and Ali,

2023:395-404). Construction professionals are taking it into consideration while planning for retirement. Nonetheless, the construction sector does not take age into account when hiring a particular group of workers. *The figure 5.4 pie chart below illustrates the respondents' responses.*

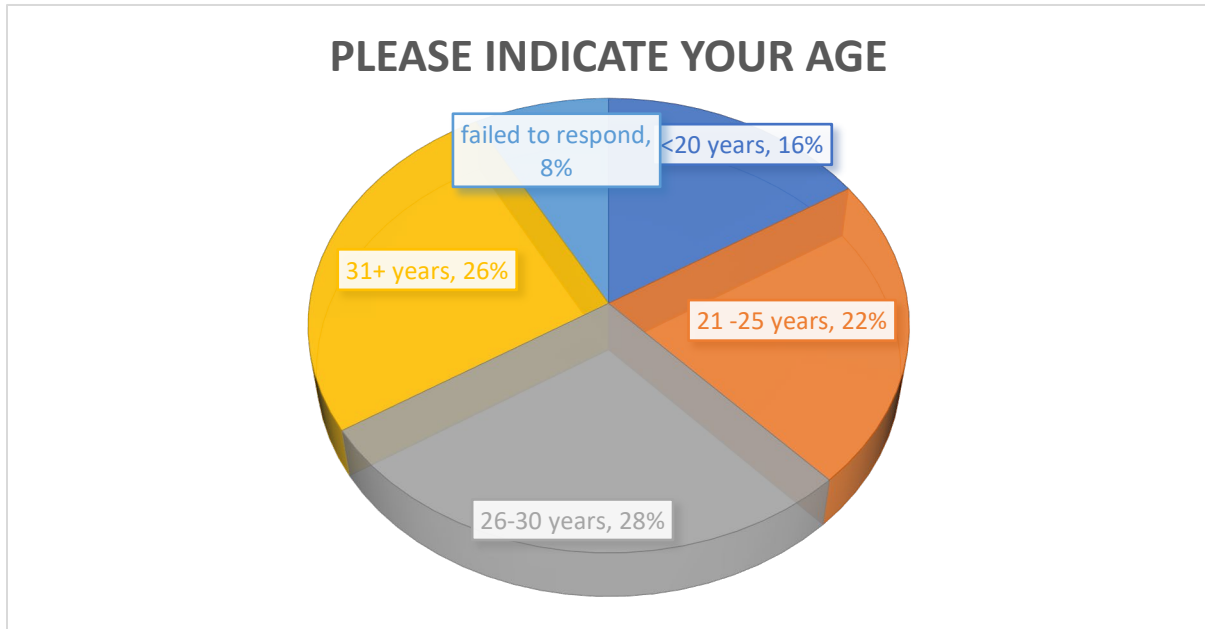


Figure 5. 4: Age.

**SOURCE: Own construction**

The chart depicts the age distribution of the participants: 16% were under 20, 22% were between 21 and 25 years old, 28% were between 26 and 30 years old, 26% were over 31 years old, and 8% did not enter. These respondents failed to meet the submission date and were unavailable, letting the researcher down, however, they were informed that the participation was not compulsory by the researcher at the beginning of the conducts. Although the survey indicates that their business hires people above the age of 26, they may need to catch up to 31 or older if the remaining 8% of respondents responded.

#### **QUESTION 5: When last did you obtain your qualification?**

**RESPONSE:** The purpose of the researcher's qualifications investigation was to emphasise the importance of credentials in any field of employment. The researcher wanted readers to

understand how important educational and skill-based credentials are to the dynamics of the workforce, which is why questions about qualifications was included (Konstantinou, and Miller, 2020:767-781). Qualifications are crucial reference points that show a candidate's level of skill, knowledge, and fit for a certain position. They serve as a showcase for a person's skills and expertise, but they also give employers important information about the aptitude and prospective contributions of future workers. The researcher aimed to highlight the crucial role that qualifications play in determining hiring decisions, possibilities for career growth, and the overall performance of an organisation through this investigation. See figure 5.5. below

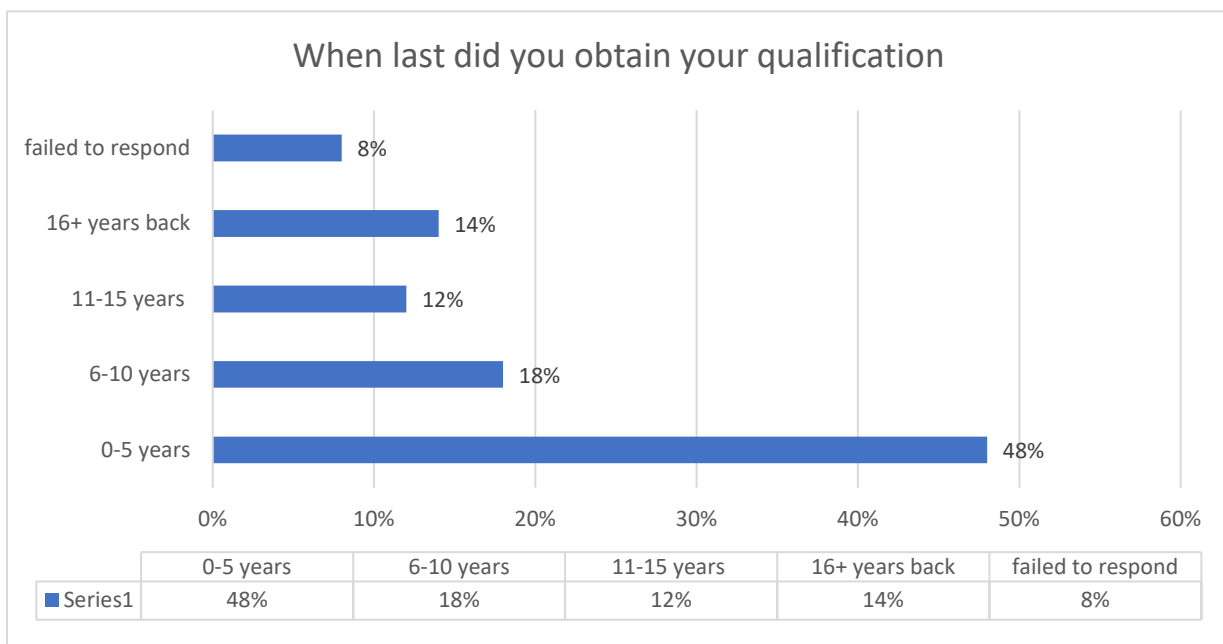


Figure 5. 5: Obtaining of qualifications.

**SOURCE: Own construction**

The data displayed in the graph makes it clear that most of the qualifications obtained, 48% of the sample, came from employees who had been at the organisation for 0 to 5 years. According to the researchers' results, the construction industry is seeing a rise in new employment. Furthermore, the data distribution shows that 18% of the sample population was between the years of 6 and 10, indicating a significant presence of participants or staff that are slightly older. In addition, 14% of the holders of the qualification had more experience, having received it at the age of 16 or older, compared to 12% who were between the ages of 11 and 15, demonstrating a

dispersion across age cohorts. Notably, partial data resulted in 8% of the participants' information being missing, indicating a possible limitation.

**QUESTION 6: Have you reached your studying standard?**

**RESPONSE:** In response to a question about whether they planned to continue with their education, 46% of the workforce indicated that they did. This could indicate that there is competition among the workers. Managers and other leaders are urged to invest in education to empower and inspire employees, especially if the firm plans to expand in the future.



Figure 5. 6: Is the current qualification satisfactory to the respondents?

**SOURCE: Own construction**

The following details were observed by the researcher, in addition to the 8% of respondents who did not return the sample: While 46% of respondents are keen to work longer hours behind a desk, 10% are undecided about their future educational plans, and 12% choose to remain neutral,

24% of respondents are happy with the qualification they now have. More responders would still like to visit the desk again and pick up additional knowledge.

**QUESTION 7: Have you ever been taken for training?**

**RESPONSE:** The significance of training and development programmes for filling talent gaps, strengthening safety protocols, and enhancing overall project efficiency has been increasingly acknowledged by the construction industry in recent years. Training programmes designed to meet the unique demands of construction workers are becoming progressively important because of changes in industry standards and technological improvements in the field (Dalal, Seth, and Radulescu, 2023:267-292) To maintain worker competency and guarantee knowledge of the most recent industry practices and standards, construction companies, according to Sitzmann, and Weinhardt (2018:732-756) devote time and resources to employee training. See *figure 5.7. below.*

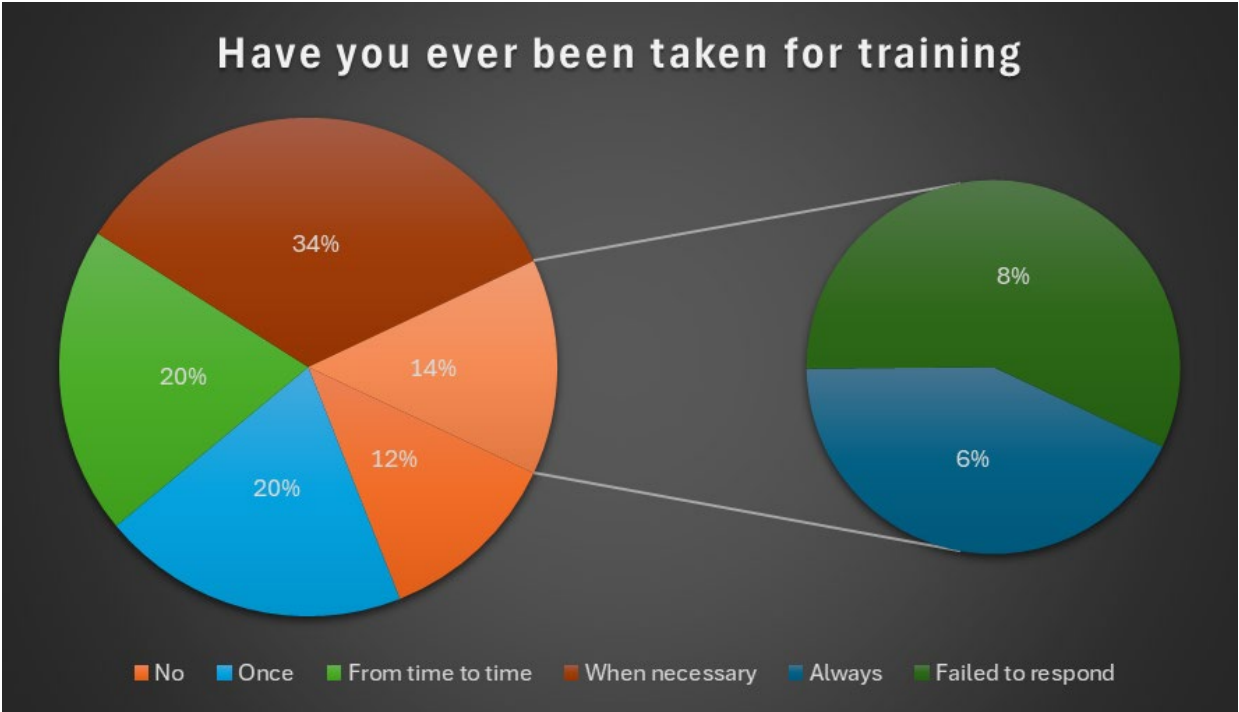


Figure 5. 7: Training.

**SOURCE:** Own construction.

While 12% of respondents indicate they have never received instruction, 20% of respondents believe they were at least exposed to training of some kind. Concerning the other sector, an additional 20% of respondents were taken for training on a periodic basis, suggesting that they were learning new knowledge and skills and were potentially contributing positively to the company; 34% of respondents were taken for training when necessary; 6% of respondents were taken for training on a regular basis, suggesting that the company was either investing heavily in them or that the respondents were not performing at all; and the remaining 8% of respondents' data were not collected. Based on the above information, the researcher considers that the construction industry is putting more emphasis into upskilling its employees by providing training for more skills, commensurate with the growth in technology over the past years which is changing the world of work.

**QUESTION 8: What leadership styles you are having within the organisation?**

**RESPONSE:** Kissi, Dainty and Liu (2012:11-28) assert that in the construction sector, effective leadership styles are essential for guiding project teams towards favourable results.

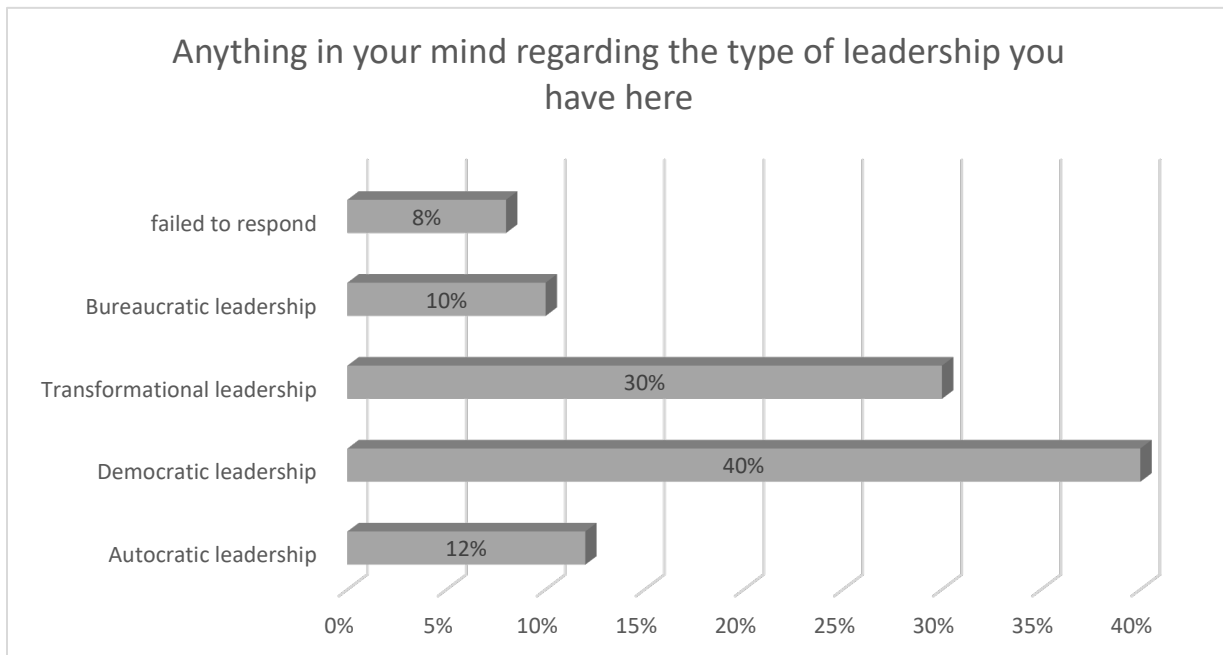


Figure 5. 8: Leadership styles within the organisation.

**SOURCE:** Own construction.

The above graph illustrates the various ways in which a given leadership style might impact a particular group of individuals in each setting. 10% of respondents feel that everything is done by the book or policy (bureaucratic), 12% of respondents think that their leader is autocratic because they feel that they have little or nothing to say when it comes to making decisions at work, 30% feel that their leader is so transformational that they can see how they are being transformed within, 40% say they are able to share ideas and make decisions with their leader and that they have democratic leadership traits, and 8% of respondents failed to respond.

### **5.2.2 SECTION B: STATEMENT QUESTION**

The Likert scale is used in this section to measure the respondent's perceptions and opinions of statements arising from the research question, problem statement and research objectives. The Likert scale statements were rated on a 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 as regards to how they felt about their understanding of these statements. The very same method used in the personal information section is applied here, where the statement appears as in the questionnaire and is supported by a response in an illustrative form. *The following statements are repeated below.*

**STATEMENT 1: A good leader specifically tells you what your tasks for the day are.**

**RESPONSE:** A person who, in accordance with ideas of transformational and democratic leadership styles, possesses specific traits and prioritises the development and empowerment of others within the organisation (Amanchukwu, Stanley and Ololube, 2015:6-14). The influence of a leader gears up team members to standardise their performance. *The graph figure 5.9. below illustrates the outcomes.*

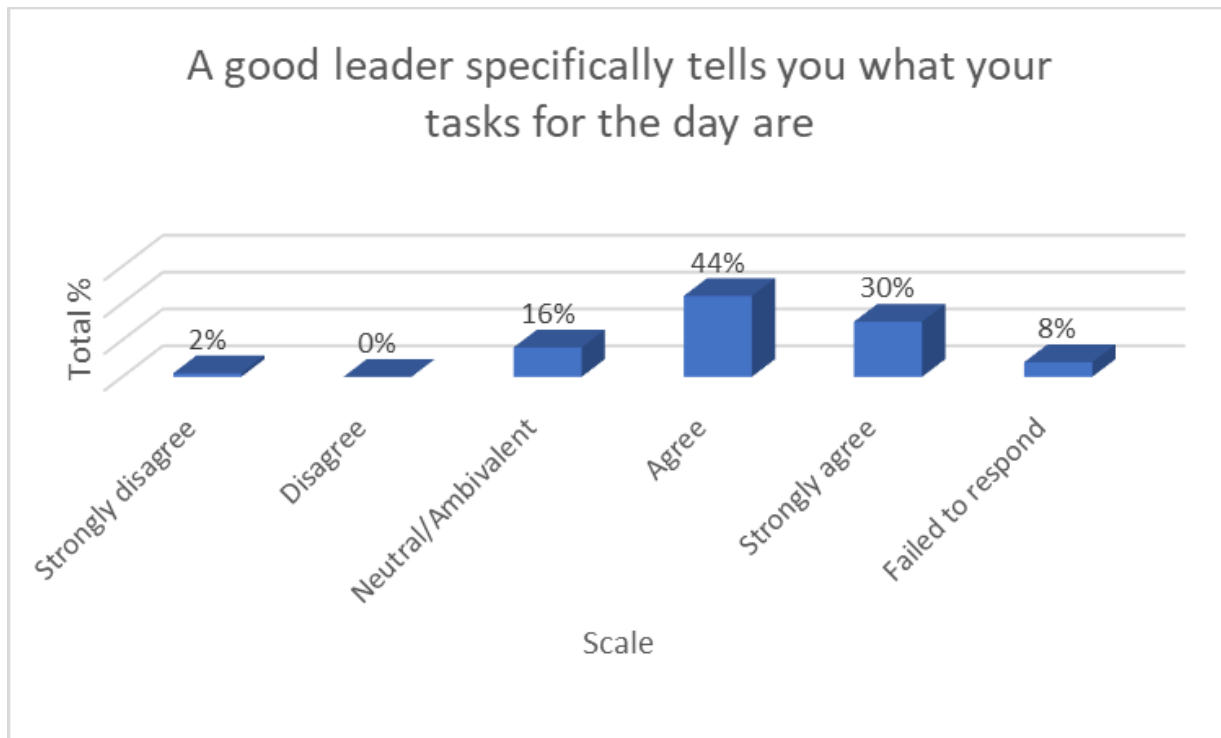


Figure 5. 9: The good leader.

**SOURCE: Own construction.**

The survey's findings show a consensus among participants on what qualities make a good leader, with a sizable majority (77%) believing that the capacity to create and carry out task plans is a necessary component of effective leadership. Of these, 44% agree with this statement, and 30% strongly agree. Task-oriented leadership attributes are widely accepted, as evidenced by the tiny percentage of responders (2%) who oppose them. While 16% is unsure about this viewpoint, indicating some reluctance among the respondents. 8% of participants did not provide a definitive position on the subject.

**STATEMENT 2: An effective leader clearly states the expectations for the day.**

**RESPONSE:**

An organisation's prosperity and the satisfaction of its employees depend heavily on its leadership. It means motivating and pressuring employees to meet goals as a team, fostering innovation and cooperation, and adapting to shifting conditions (Faulks, Song, Waiganjo, Obrenovic, and Godinic, 2021:12465).



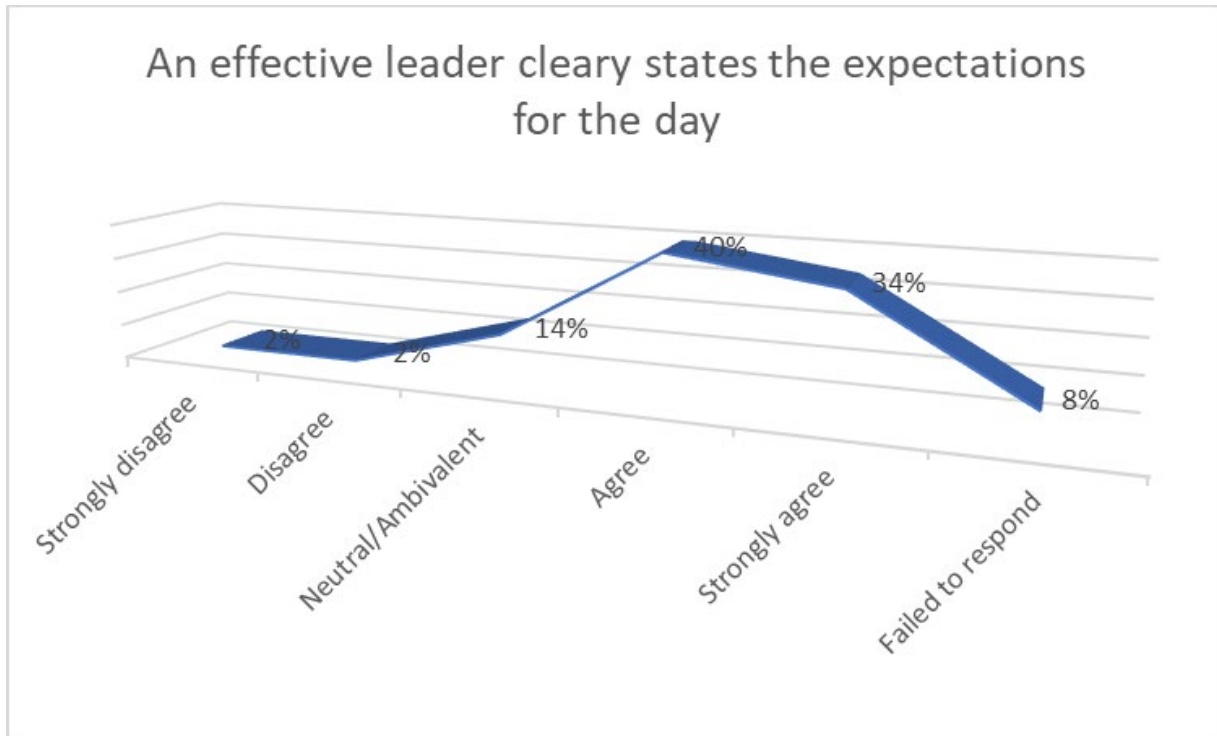


Figure 5. 10: An effective leader with clear scope.

**SOURCE:** Own construction.

A notable opinion regarding the influence of task expectations on effective leadership, with 4% of respondents expressing disagreement, including 2% who strongly disagree. Meanwhile, 14% remain neutral or unsure about this aspect, highlighting a degree of ambiguity within the surveyed population. However, the majority (74%) of respondents, comprising 40% agree and 34% strongly agree. Despite this, 8% of respondents abstained from expressing their views on the matter.

**STATEMENT 3: A good leader doesn't allow excuses for not doing good work.**

**RESPONSE:** A good leader knows when to make excuses unless the work not done doesn't harm them.

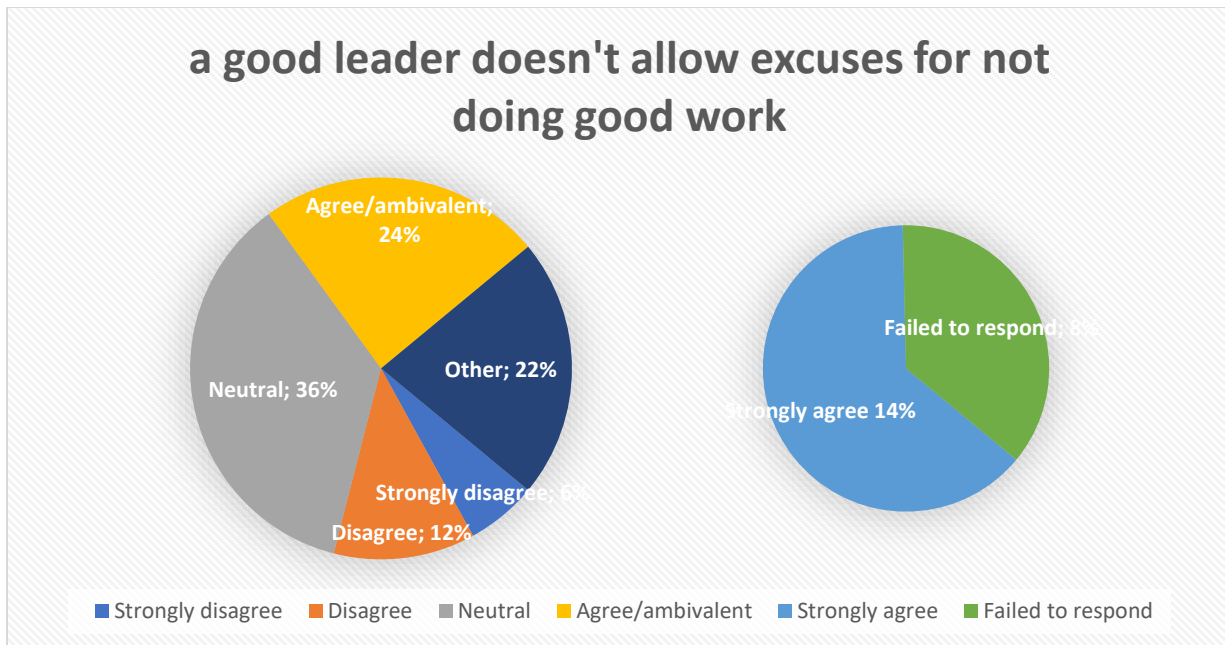


Figure 5. 11: A good leader knows when to make excuses unless the work not done doesn't harm them.  
**SOURCE: Own construction.**

18% of respondents do not have it when it comes to a leader who does not make excuses as part of slacking on a project that is not finished (6% strongly disagree and 12% disagree). 36% of those decided to be neutral, whereas 38% feel like the leader should indeed be worried if the project/s do not meet the projected time (24% agree and 14% strongly agree). 8% didn't have a say. The results clearly indicate that many workers are not voicing out about the job that is not finished in time as 36% decided to be neutral and to accept whatever decisions come from the leader.

**STATEMENT 4: Task should be the only focus, that's what you are employed for.**

**RESPONSE:** The term "transformational leadership" describes leaders who aim to generate fresh concepts and viewpoints to present the organisation with a new direction for development and success (Korejan and Shahbazi, 2016:461). It is evident that appreciating and empowering employees is important in theories of leadership styles such as transformational leadership; in other words, effective communication is essential to the survival of any organisation. To improve performance, workers' talents and competencies should be maximised. See illustration figure 5.12 below.

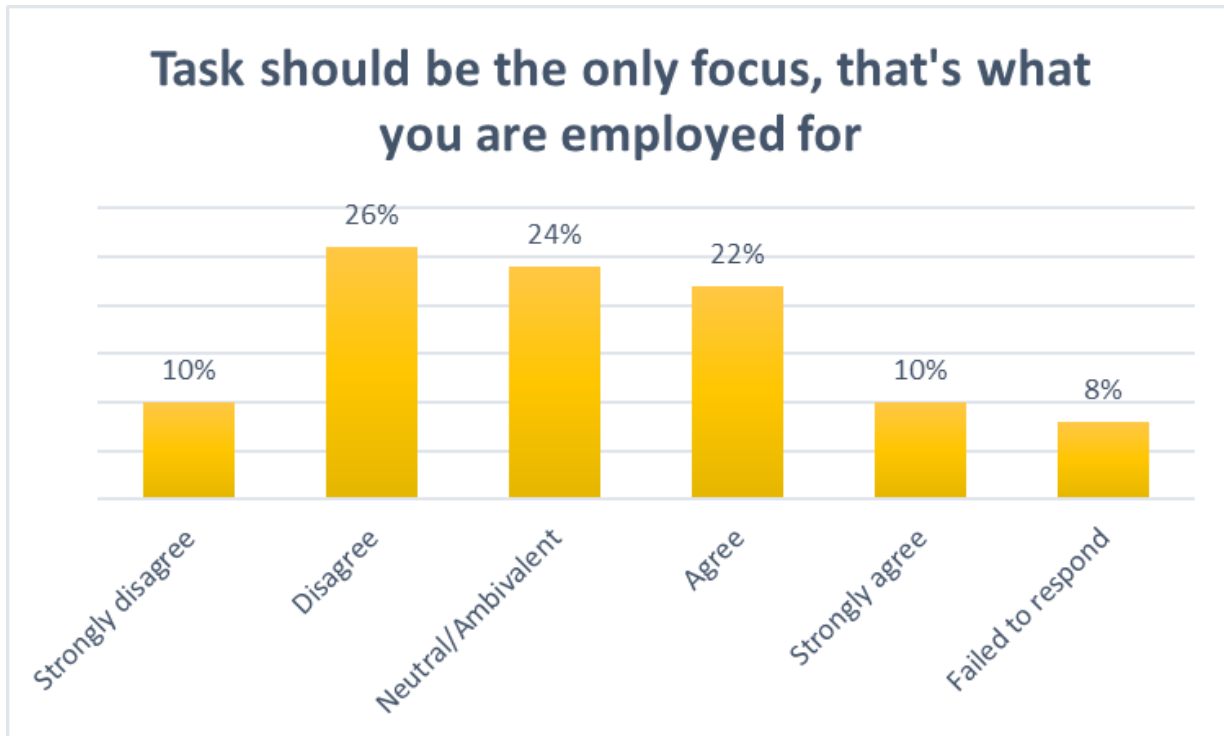


Figure 5. 12: Respondents are only employed for a specific task.

**SOURCE: Own construction.**

A notable 8% of respondents chose not to submit their questionnaires which somehow indicates the behaviour of the employees in the working environment specifically construction. This absence created a significant gap in the dataset, which might have an impact on how accurate and thorough the results are. Remarkably, 10% of participants expressed strong disagreement with the idea that workers should confine themselves to the responsibilities specified in their job descriptions, indicating a departure from conventional viewpoints regarding employee responsibilities. Moreover, 26% of participants disapproved of this idea, joining the 10% who were against rigid task boundaries. The intricacy of attitudes regarding employee task allocation is highlighted by this disagreement that exists within a sizable portion of the sample. Additionally, a significant amount of uncertainty or indecision was evident within this category, as evidenced by the 24% of respondents who remained neutral or confused about the subject. On the other hand, 22% of respondents agreed that workers should only concentrate on the duties that they are assigned, highlighting a desire for job specificity and role clarity within organisational structures.

**STATEMENT 5: Excellent leaders monitor performance closely and no faltering.**

**RESPONSE:** The importance of leadership makes it imperative for organisations to develop a model that deepens our grasp of the concept and how to quantify it to achieve business excellence (Kanji and Sa, 2001:701-718). The success of an organisation is largely dependent on its leadership, which affects everything from strategy development to employee morale and output. In the end, continuous growth and competitiveness can be facilitated by effective leadership, which can also stimulate innovation, collaborate with others, and overcome obstacles.

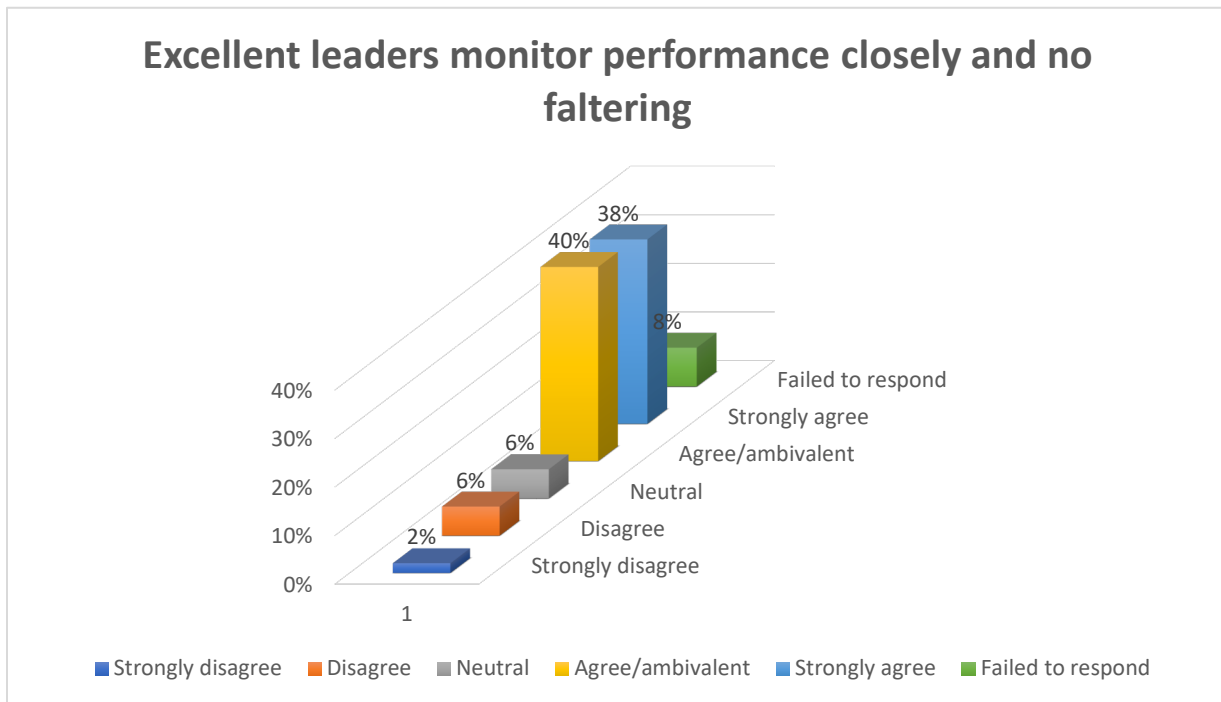


Figure 5. 13: Good leaders don't waste time.

**SOURCE: Own construction:**

78% of respondents, with (40% expressing agreement and 38% strongly agreeing), concur that leaders prioritise efficiency because they make decisions quickly. On the other hand, 6% disagree and 2% strongly disagree with this idea, while 6% are neutral. Nonetheless, 8% of participants failed to submit their answers, which could have an impact on how attitudes regarding leader time management are interpreted in general.

**STATEMENT 6: Good managers have no time for innovations, work must be done.**

**RESPONSE:** This statement was to evaluate the type of leadership styles the employees might be experiencing in the organisation. An innovative manager surely brings stability to the company. By encouraging an innovative culture and aiding in the creation and application of new ideas, innovative managers play a critical role in promoting organisational growth and success which promotes creativity and growth (Soomro Mangi and Shah, 2021. 481:506).

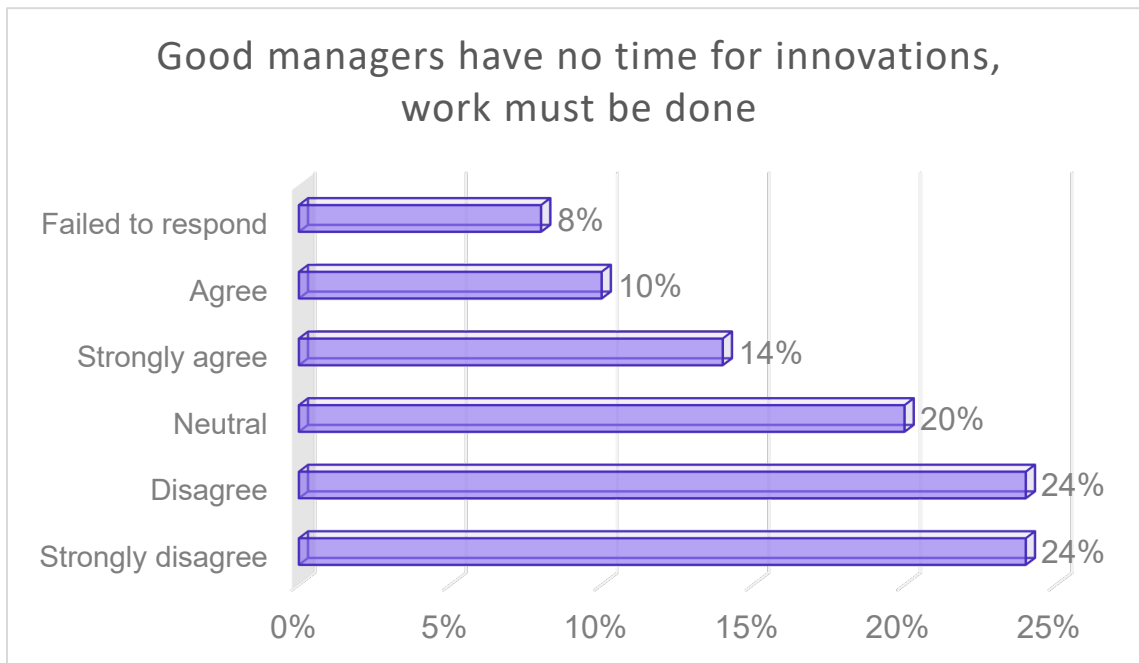


Figure 5. 14: Are good managers determined by work done only without innovations?

**SOURCE: Own construction.**

It is interesting to note that 48% (24% strongly disagree and 24% disagree) of respondents flatly disagreed with the idea, indicating a strong conviction about the value of innovation in organisational leadership. 14% of respondents indicated that they felt conflicted about the statement. 10% of respondents strongly agreed with the statement, while 20% of respondents felt that task performance is important for managerial effectiveness. It's important to remember, too, that 8% of respondents' viewpoints were lost in the absence of data.

**STATEMENT 7: A good leader is task-focused and there is no time for relations and friends.**

**RESPONSE:** In his article "Do we need friendship in the workplace?" Ozbek (2018: 153-176) explores the significance of professional friendships and emphasises how they affect organisational dynamics. The study looks at the advantages of having friends at work, such as increased productivity and job happiness, as well as the possible disadvantages, like conflicts of interest. The purpose of this statement was to find out how well executives and employees knew one another's staff members in the workplace. As friendships or relationships within the organisation could lead to uncertainty, as the graph below makes abundantly evident, leaders should avoid doing so.



Figure 5. 15: The importance of friendship or relationship withing the organisation

**SOURCE:** Own company.

The 8% of respondents who chose not to engage or leave a remark suggests that they may not be very interested in the subject. A total 52% of respondents who strongly disagree or disagree indicates a sizable majority of respondents who disagree with the idea that leaders should

possess inflexible traits. On the other hand, the 20% of respondents who express no opinion could indicate some hesitation. The 20% who agree and the 6% who strongly agree highlight a minority opinion that characteristics that promote flexibility and approachability should be possessed by leaders.

**STATEMENT 8: A target leader can know/tell when tasks can be completed.**

**RESPONSE:** Successful project completion frequently depends on team members' ability to collaborate and communicate effectively at all phases of the project lifecycle, according to Yap, Abdul-Rahman, and Chen, 2017:1253-1271. This statement was to evaluate the work rate of employees when a task is set, and with the majority (50%) indicating that indeed a leader who sets a target helps them to complete the task. Therefore, it is essential that task projection could be vital in project completion.

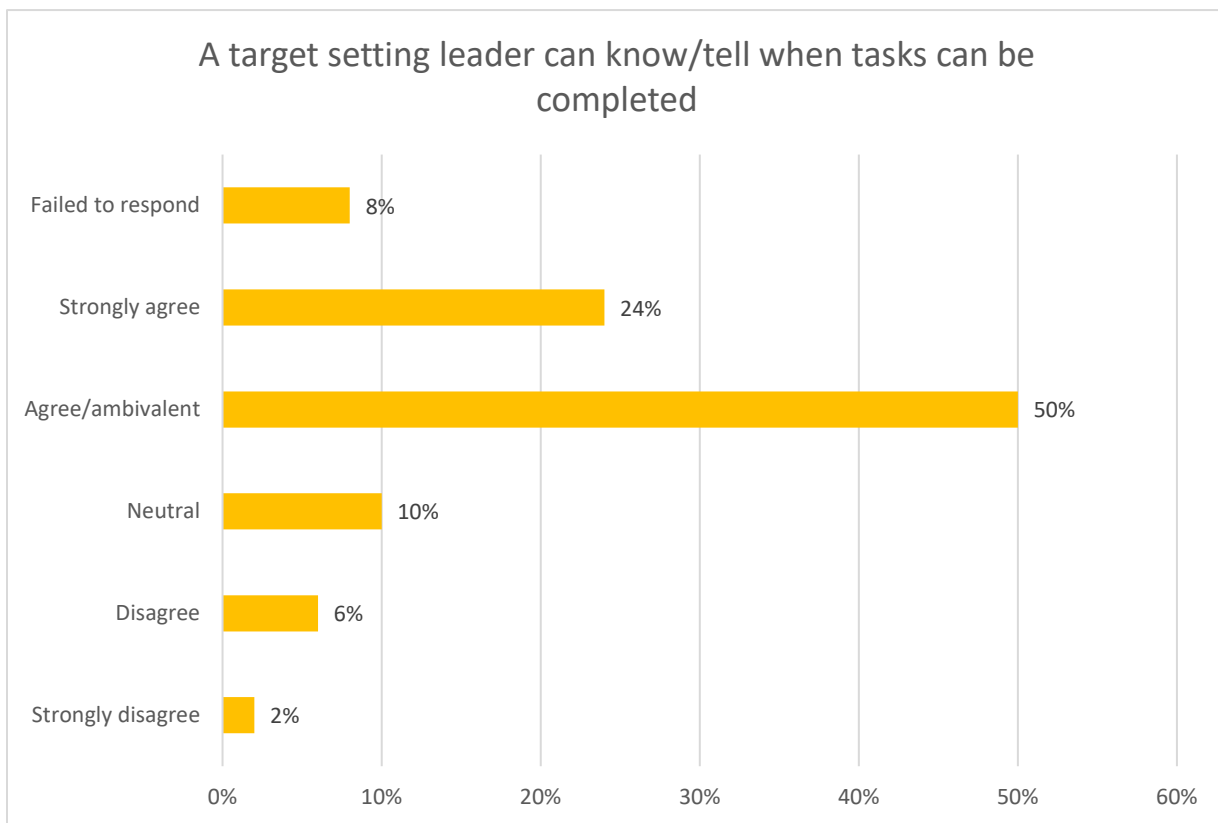


Figure 5. 15: Project/task completion.

**SOURCE: Own construction.**

The data above reveals a common perception among participants, as 50% of them agreed that proficient leaders have a precise sense of when tasks begin and end, and 24% strongly agree. On the other hand, the 8% of respondents who did not submit their answers could indicate a lack of interest or involvement. A minority opinion, represented by the 6% who disagree and the 2% who strongly disagree, suggests scepticism or disagreement with the idea that leaders have a firm grasp of task timescales. While 10% of participants seemed not to be sure about the question.

**STATEMENT 9: I prefer a leader who monitors me closely to avoid any mistakes.**

**RESPONSE:** To guarantee that project goals are fulfilled within financial and time restrictions, they must lead and inspire different teams, effectively manage resources, and make prompt choices. Throughout the project lifecycle, it is also essential to have strong communication and conflict resolution skills to settle disagreements and keep good connections with stakeholders (Urbinati, Landoni, Cococcioni and Giudici, 2021 1595-1624). The purpose of this statement was to find out how well employees function under supervision and how they preferred to be assigned tasks. The graph below illustrates that 60% of workers perform flawlessly under supervision, indicating that leaders influence their team members by imparting ideas and expertise.



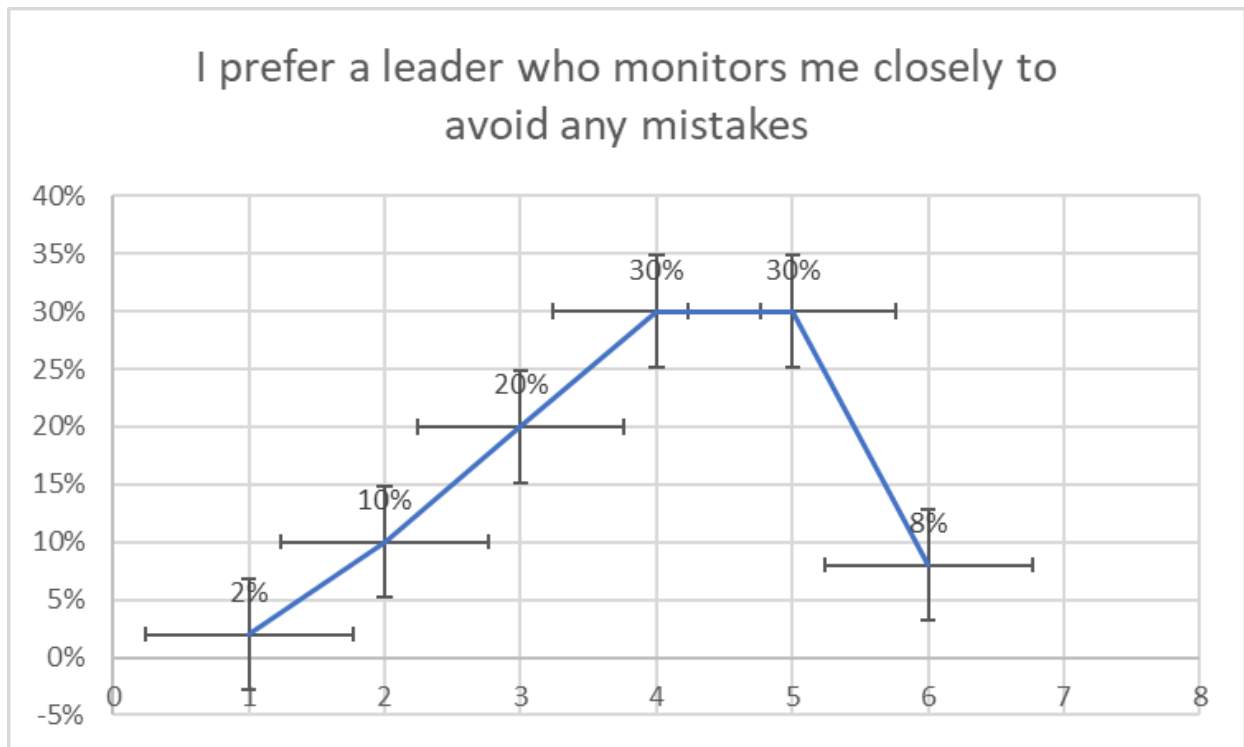


Figure 5. 16: Leadership management skills.

**SOURCE: Own construction**

A tiny minority (2%) expressed displeasure and strongly disapproved of the presence of a leader. 20% were neutral, meaning they had mixed sentiments, and 10% disagreed. But a sizable majority (60%) agreed or strongly agreed that it's advantageous to have a leader to organise and carry out duties. 8% of respondents did not send in their answers for data collection, which would suggest different viewpoints among the cohort.

**STATEMENT 10: A leader who micro-manages responds to the problem faster.**

**RESPONSE:** According to Bass and Riggio (2006), transformational leadership places a strong emphasis on encouraging and enabling staff members to realise their full potential and develop a friendly and cooperative workplace culture. This strategy offers direction and a compelling future vision for the company, but it also places a high priority on employee growth, autonomy, and

creativity. On the other hand, overly controlling and scrutinising micro-management hinders organisational effectiveness, discourages employee motivation, and stifles creativity (Baker, 2017).

The purpose of this statement was to ascertain how workers respond to micromanagement. Based on the data gathered for the research, it appeared that the workers at this construction company enjoy being closely watched, which motivates them to be diligent. According to the data below, 34% of respondents said they agreed with “A leader who micro-manages responds to the problem faster”. The autocratic and bureaucratic theories seemed to apply to some workers.

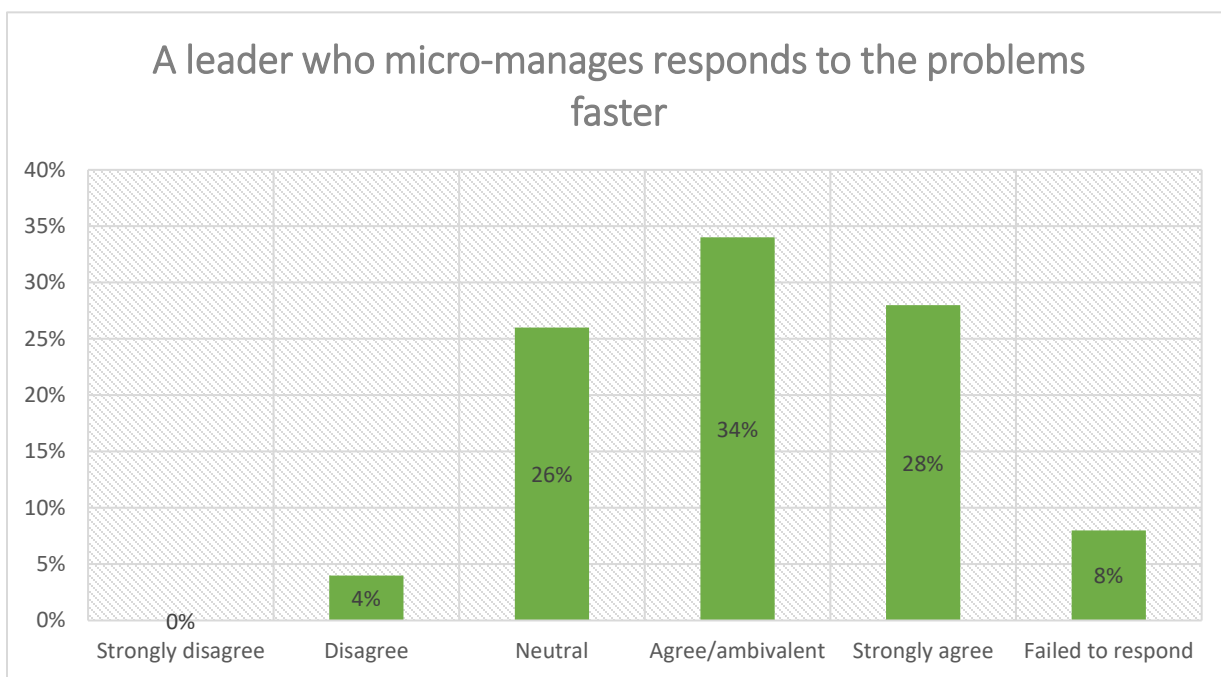


Figure 5. 17: Is a micro-managing leader the best in problem solving.

**SOURCE: Own construction.**

Of those who answered the survey, 8% showed a worrisome lack of participation by not offering feedback, indicating possible problems with alignment inside the company. A majority (62%) either agreed (34%) or strongly agreed (28%) with the statement, while no one strongly objected, although 4% disagreed. A significant number (26%) expressed mixed feelings by being neutral. These results show the variety of viewpoints represented in the attitudes towards leadership inside the company and the need for more research into the variables affecting morale and employee engagement.

**STATEMENT 11: An efficient leader pays the same for different performance.**

**RESPONSE:** Paying the same for varying performance levels is not always necessary to provide fairness in compensation (Frank, Wertenbroch and Maddux., 2015:160-170). Sometimes acknowledgment can prove to be more vital in an organisation. This statement was to some extent determined by how different skills are rewarded which indicated that some with high skills are still not viewed differently from those with fewer skills.

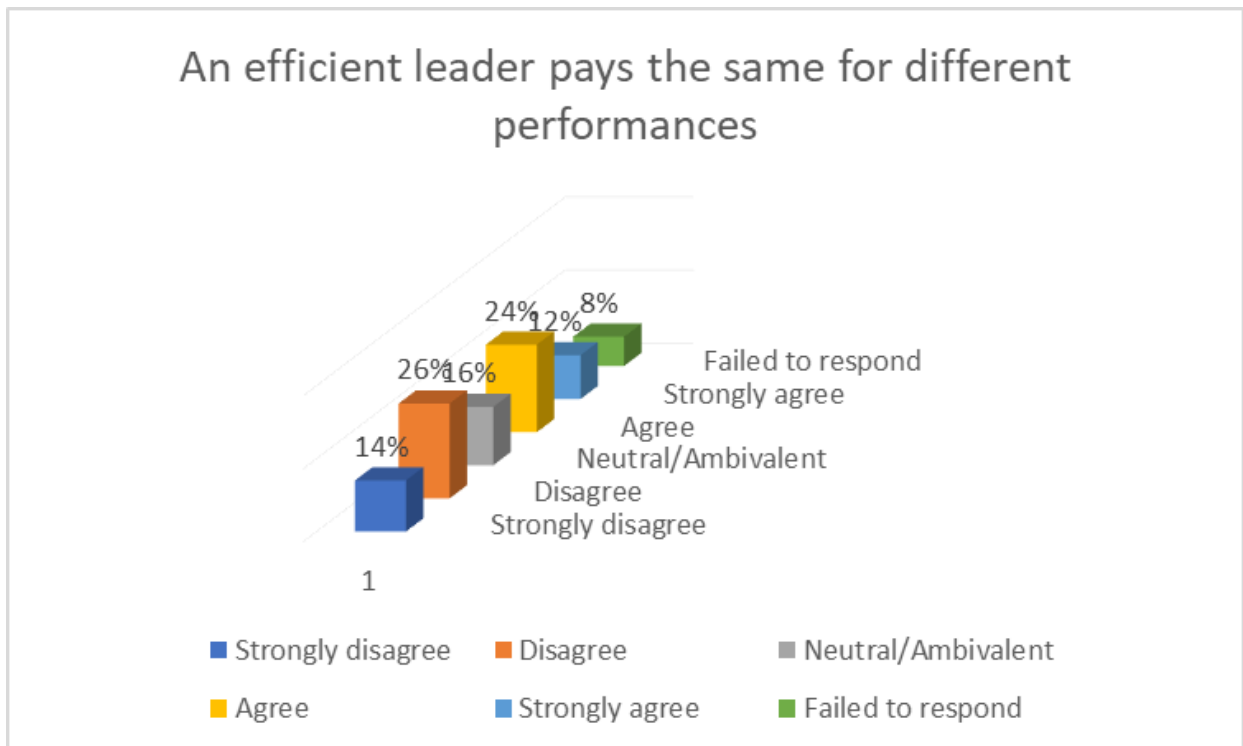


Figure 5. 18: The acknowledgement of work-rates.

**SOURCE: Own construction.**

With 8% failing to return the survey, it is significant that 14% and 26% disagree to strongly disagree (with the total balance of 40%), which expressed worry about perceived inequalities in task compensation; of these, 16% had no opinion. On the other hand, the plurality (36% agree and strongly agree) thought that their leaders showed that they were aware of the work that needed to be done. Nevertheless, 8% of respondents did not supply any information, which may indicate that different members of the studied group were less or more concerned.

**STATEMENT 12: A good leader rewards well for performance within schedule.**

**RESPONSE:** Sometimes projects are well executed because of acknowledgements and promotions. This statement was to determine if the workers are well rewarded and appreciated. It is gratifying to note that the graph below indicates that 62% of respondents either agree or strongly agree, suggesting that managers and leaders should consider taking care of their workers. Both leaders and managers play a different role in an employee's life, however, they both focus on empowering and motivating the workers (Guhr, Lebek and Breitner 2019. 340:362).

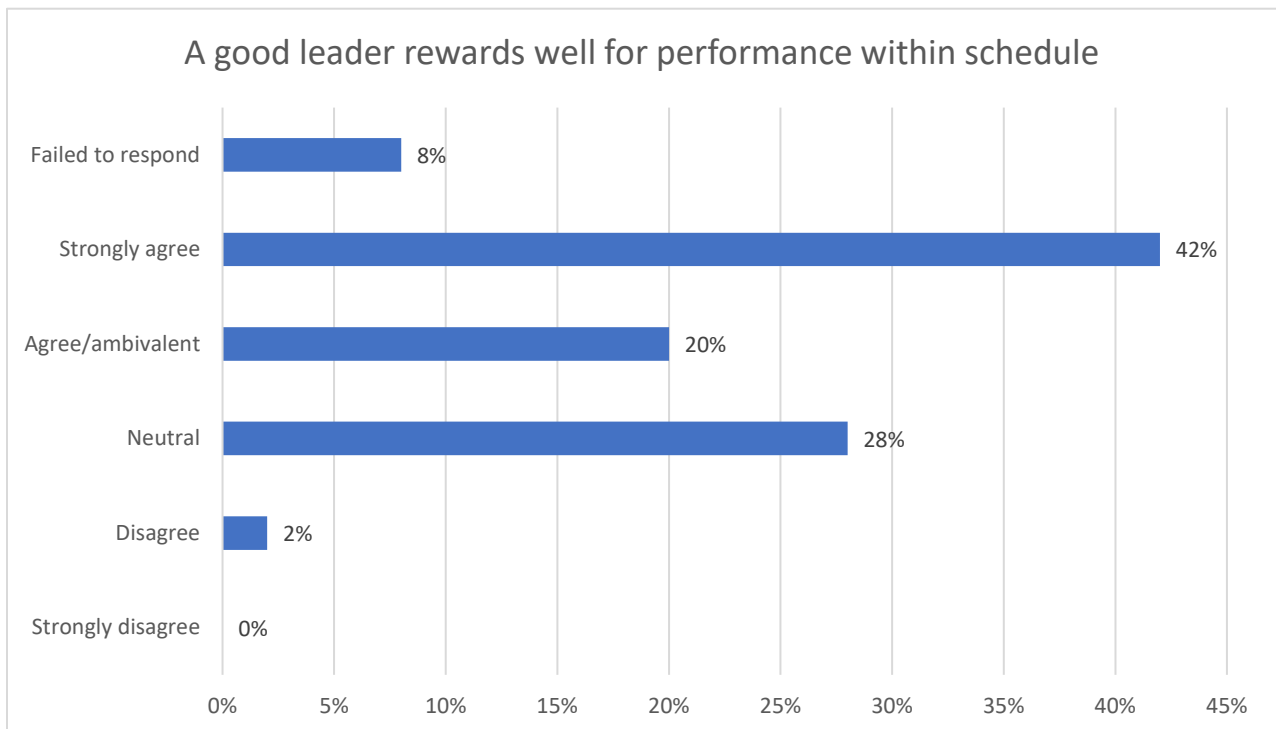


Figure 5. 19: Leader acknowledges achievements.

**SOURCE: Own construction.**

20% of respondents acknowledge that they have received rewards for their excellent work, and 42% of respondents strongly agree, indicating that 62% of respondents are aware that they should be rewarded for doing the task correctly. Only 28% of respondents are neutral, and 2% of respondents believe that no matter what kind of work they do, they will never be recognised or rewarded by the leaders. 8% of respondents felt differently about responding. Since many people

felt that working hard would pay off, leaders are greatly contributing to the empowerment of their workforce.

**Statement 13: A better worker in the team can be promoted as a reward.**

**RESPONSE:** Training and promotion in a workplace could determine the stability of the company. Training and promoting motivates individuals to cement their commitment to the organisation (Haryono, Supardi and Udin, 2020:2107-2112). This statement was to evaluate how well the respondents are noticed within the company, with the 44% of respondents strongly agreeing showing a true reflection of how workers preserved/compose themselves so that their hard work can one day be noticed by their leaders or managers.

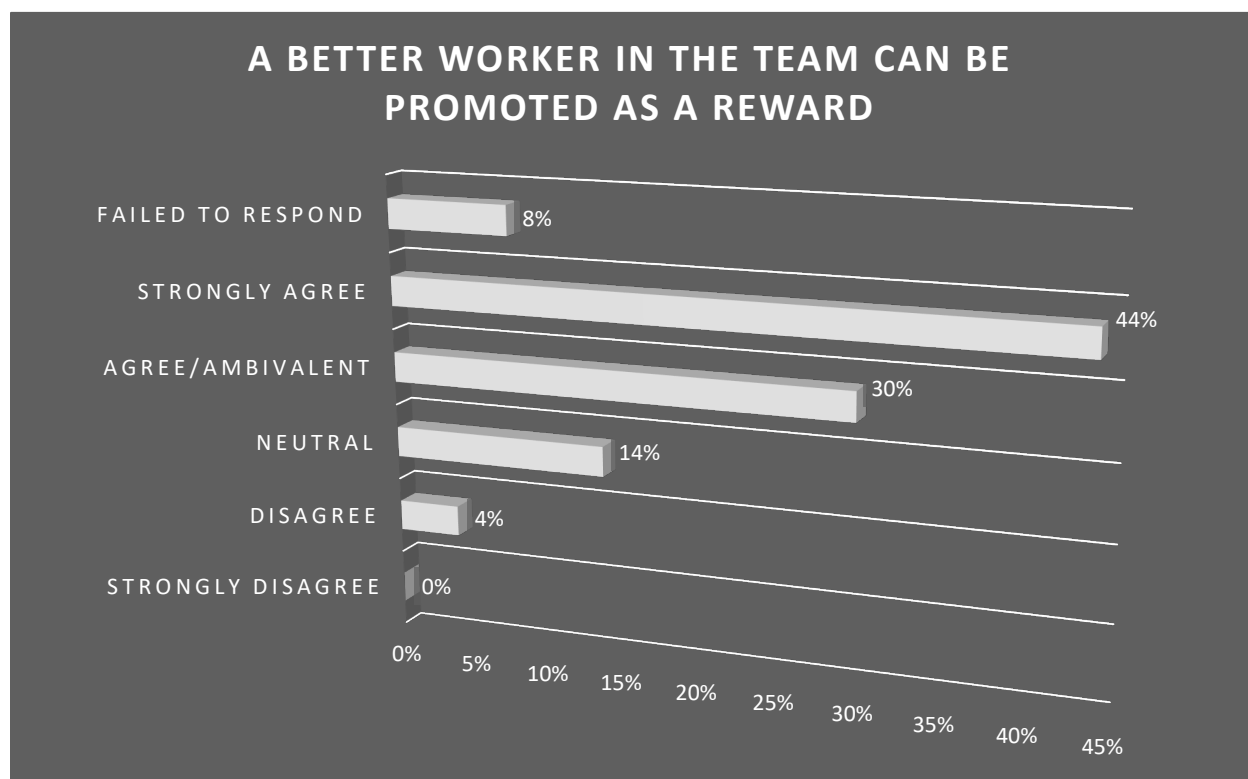


Figure 5. 20: Performance based promotion.

**SOURCE: Own construction**

74% of respondents say they are recognised; therefore, the promotion par is high, 8% choose to keep the information to themselves, and 4% indicate they disagree with the promotion and don't clearly notice any transformation among them.

**STATEMENT 14: A good leader doesn't look at qualifications but performance.**

**RESPONSE:** A qualification may occasionally be missed by the performance. Sometimes performance suffices instead of qualifications for leaders. Long-term employees with qualifications can outperform those with less experience (Morgan, 2017). The statement was to qualify that managers or leaders need to balance between quality work that will be done by someone with a qualification vs work done by someone with many years of experience. As a result, the below graphs do stress that there were mixed feelings of the participants as 36% of them stayed neutral.

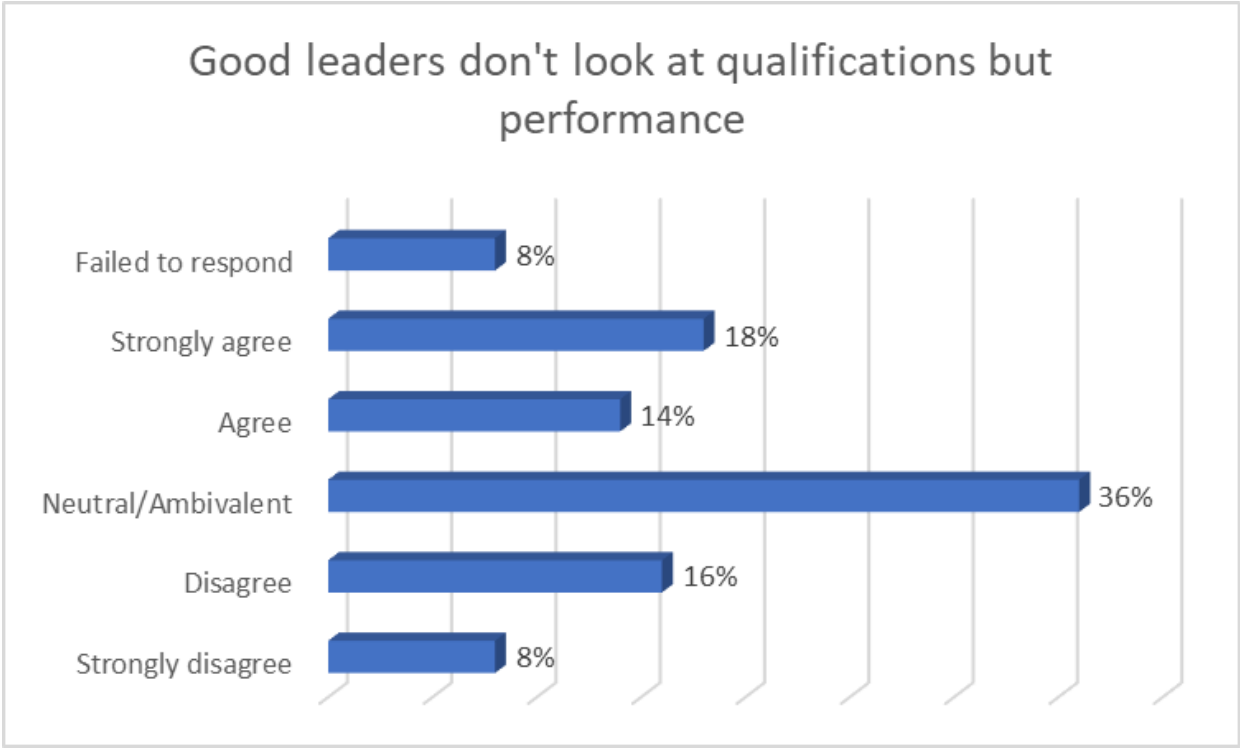


Figure 5. 21: Qualification vs performance at workplace.

**SOURCE:** Own construction.

The inquiry is: Does education really matter? The researcher has discovered that, following the collection and analysis of his data, 36% of respondents are neutral, indicating that they have mixed feelings about whether performance is overvalued over qualifications, and 8% strongly disagree, with 16% of respondents agreeing. Additionally, 32% of respondents believe that leaders should be more concerned with work performance rather than just a paper, and 8% of respondents did not provide feedback.

**STATEMENT 15: Good managers train bad performers or retrench them.**

**RESPONSE:** A good manager is known for running the business like a book. Occasionally, though, they also provide underperforming staff with training to assist them advance their knowledge and abilities. While it seems uncommon, they do occasionally release underperforming staff members.



Figure 5. 22: Figure 5.23 Train or retrench.

**SOURCE: own construction.**

Figure 5.23 Good managers should either train underperforming employees or fire them, according to 18% of respondents who strongly agree with this statement. On the other hand, 16% disagree, indicating opposition to this approach. 28% hold no opinion, which could be seen as uncertainty or a lack of conviction. 16% agree, supporting the idea to some extent, and 14% strongly agree, taking a more firmly held position. 8% of respondents don't state their opinion, indicating a lack of interest or a hesitation to express their ideas.

**STATEMENT 16: I like a leader who sets targets because that motivates me.**

**RESPONSE:** This statement's goals were to ascertain whether the boss inspires and motivates the team members to concentrate and finish tasks on schedule (Goleman, 2017:85-96). The graph below shows that 52% of employees like leaders who set goals for them. It is obvious that executives who set the example and lead from the front are what the workforce really needs.



Figure 5. 23: Does target motivate the respondents performance.

**SOURCE: Own construction.**



According to the researcher's analysis, a leader who is aware of their responsibilities may effectively guide a well-trained team to complete a task within a certain time frame. While 8% of respondents were indifferent, 8% disagreed strongly, and 8% did not reply to the survey, with the majority of 84% of respondents agreed and strongly agreed combined.

**STATEMENT 17: I feel heroic when I am given a task and do it in record time.**

**RESPONSE:** Managers that have a comprehensive understanding of the project's projected completion identify and prioritise completing it within the allotted time (Meredith, Shafer and Mantel 2017). To help the team perform and finish the project quickly, the manager should plan with time in mind. Thus, the purpose of this statement was to assess how managers' planning and time management skills benefit employees in the workplace. The fact that 58% of respondents strongly agreed that they feel joyful and gratified when a task is accomplished within time suggests that managers are doing the right thing.

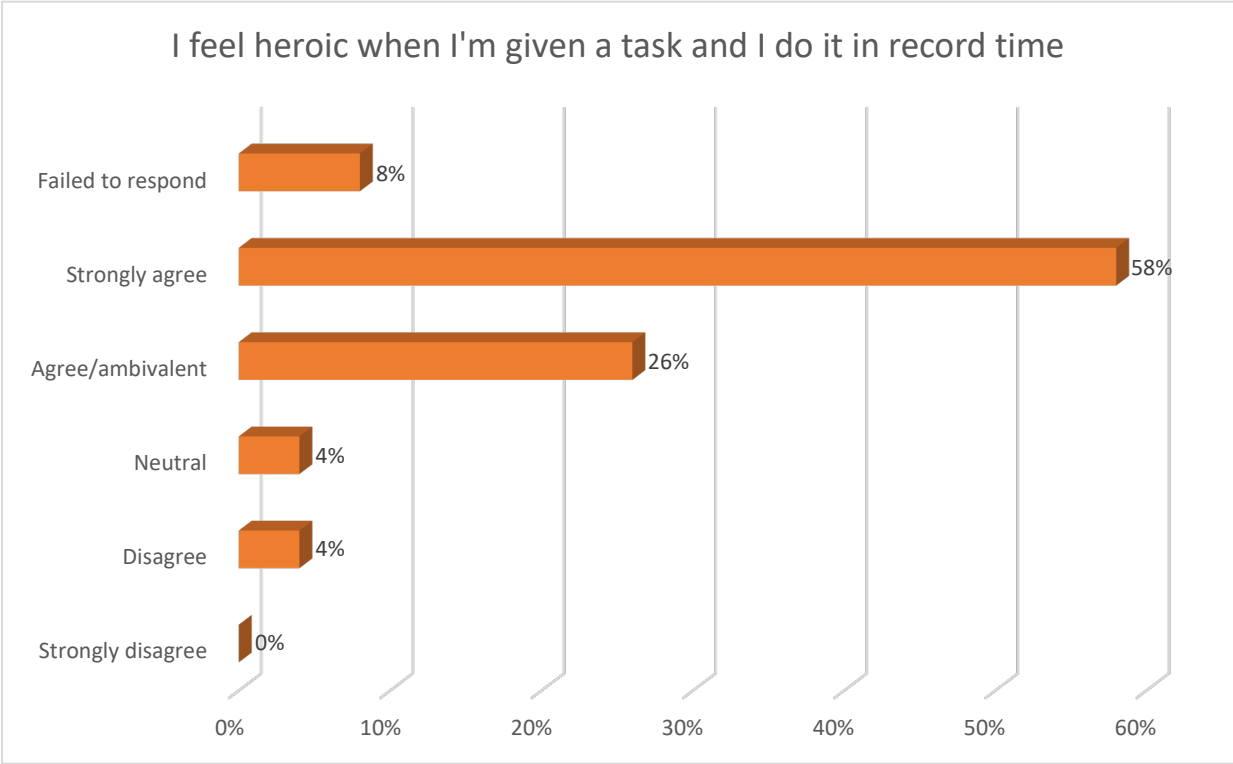


Figure 5. 24: Finishing a given task motivates individuals and boost confidence.

**SOURCE: Own construction.**

With 26% agreeing and 58% strongly agreeing, the majority is in support of the aims. 8% chose not to reply, which could be a sign of indifference or ambivalence. Conversely, 4% disagree and 4% are unconcerned, indicating a minority that has misgivings or is uninterested in target-setting.

**STATEMENT 18: I don't want to be punished for failing to finish my task early.**

**RESPONSE:** Covey and Merrill (2006) assert that finishing tasks on time rather than late is necessary to preserve confidence and trust. On time completion demonstrates professionalism and dependability and enhances reputation. Additionally, it makes better resource allocation and planning possible, which lowers stress and potential setbacks. The graph, which mostly displays the employees' varying reactions (neutral), basically indicates that managers or leaders should hire workers who are time-oriented to prevent wasting time, money, or other resources.

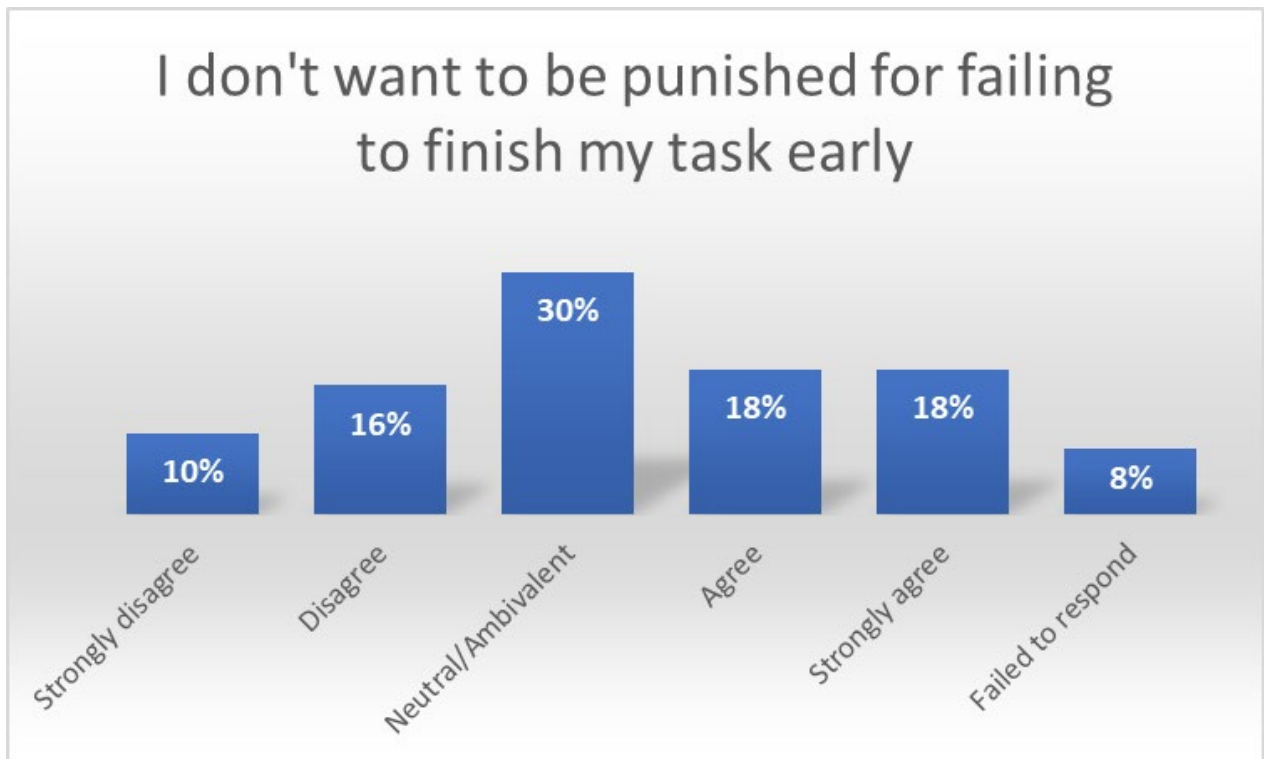


Figure 5. 25: Is punishment for failure to finish given task justifiable.

**SOURCE:** Own construction.

The accompanying graph shows the respondents' opinions regarding punishment for not finishing the assigned work. 10% strongly disagree, 16% disagree, and 30% appear to be unsure about the question. 18% agree, indicating that time lost cannot be made up unless it is otherwise indicated, and 18% also feel that punishments should be more severe. 8% chose not to respond.

**STATEMENT 19: A leader rewards equally for work done and not for efficiency.**

**RESPONSE:** This statement addressed the benefits that the company provides to its employees; half of the replies were neutral, indicating that some employees may have refrained from expressing themselves due to company policy alignment. On the other hand, the notion of transformation asserts that when leaders empower and inspire their subordinates, this would encourage them to acquire new abilities (Gumusluoglu, and Ilsev, 2009:461-473).

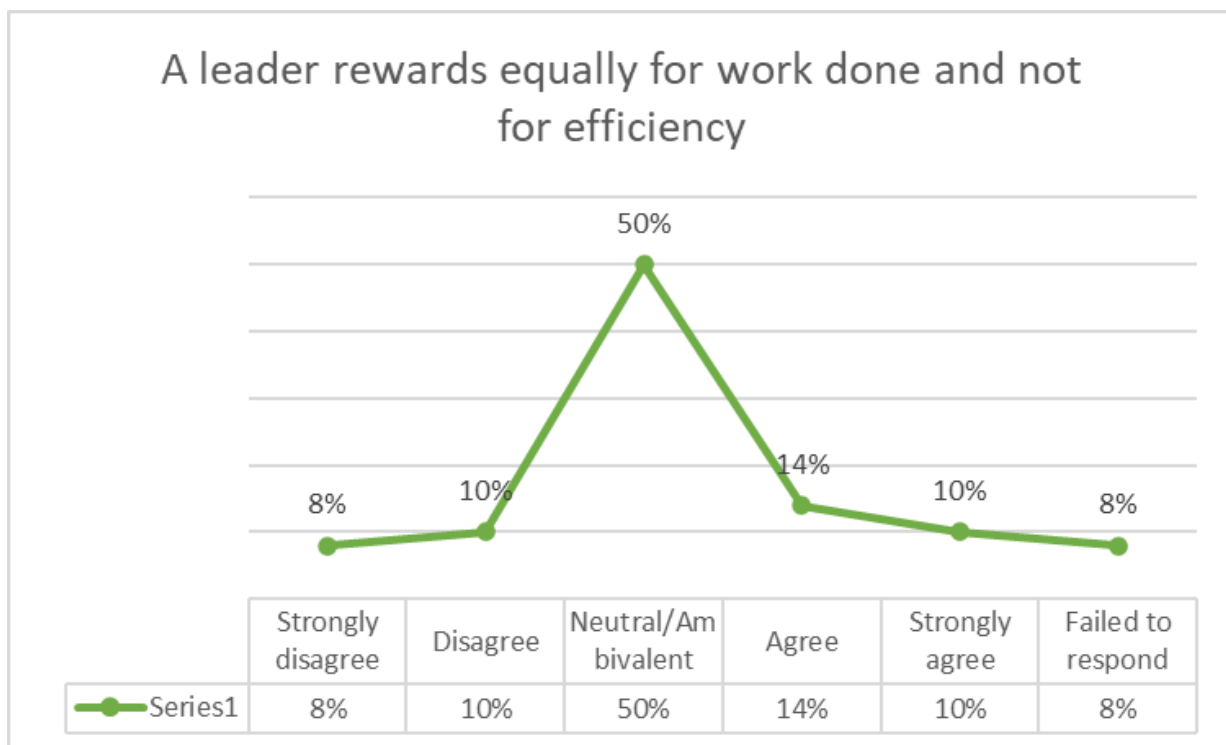


Figure 5. 26: A leader rewards equally for work done not for efficiency.

**SOURCE: Own construction.**

50% of participants decided to be neutral as an indication of having doubts, 10% of respondents disagree and strongly agree, which balances the neutral respondents who clearly seemed to not

give a solid response. 14% agree and 8% of those who failed to respond may indicate the uncertainty of the organisation.

**STATEMENT 20: A leader knows that people work better to get the rewards.**

**RESPONSE:** This comment refuted the idea that employers should value their employees according to their output, competencies, and expertise considering the 46% (strongly agree) on the line graph below. It is evident that employers ought to compensate their staff members consistently.



Figure 5. 27: Leaders acknowledges and award a reward.

**SOURCE: Own construction.**

0% to 4% are respondents that feel like leaders don't really know that hard works pays, whereas 8% did not participate for that full data capturing, 14% on neutral as they don't want to be specific about how they feel, with a total of 54% of respondents agreeing that leaders are aware that hard work pays.

**STATEMENT 21: I prefer a leader that rewards me according to my performance.**

**RESPONSE:** Assessing an individual's level of recognition by their leaders was the goal of this statement. Workers with distinctive abilities and credentials ought to be recognised, and 38% of respondents concur that their superiors ought to do so.



Figure 5. 28: Respondents self-evaluation.

**SOURCE:** Own construction.

The data reflects a clear majority sentiment, with 38% strongly agreeing that a leader who acknowledges and remains unbiased is ideal. While 26% agree, a significant portion stand on neutral ground, comprising 20% of respondents. Meanwhile, 8% disagree and no one strongly disagrees, indicating a relatively small dissenting view.

**STATEMENT 22: A good leader does not care about my ability to compete.**

**RESPONSE:** Proficiency is essential in the workplace since it directly affects output and productivity. Strong performers successfully contribute to team objectives, spurring creativity and

achievement. Individual talents improve flexibility and problem-solving, which are essential in fast-paced professional settings (Ikhide, Timur, and Ogunmokun, 2022:360-382).

The purpose of this statement was to assess the degree to which individual competitiveness matters inside the organisation. The graph below shows how employees feel about their opinions. It shows that 34% of workers disagree, which means that managers should assess employees' talents since it will encourage and urge them to work more.

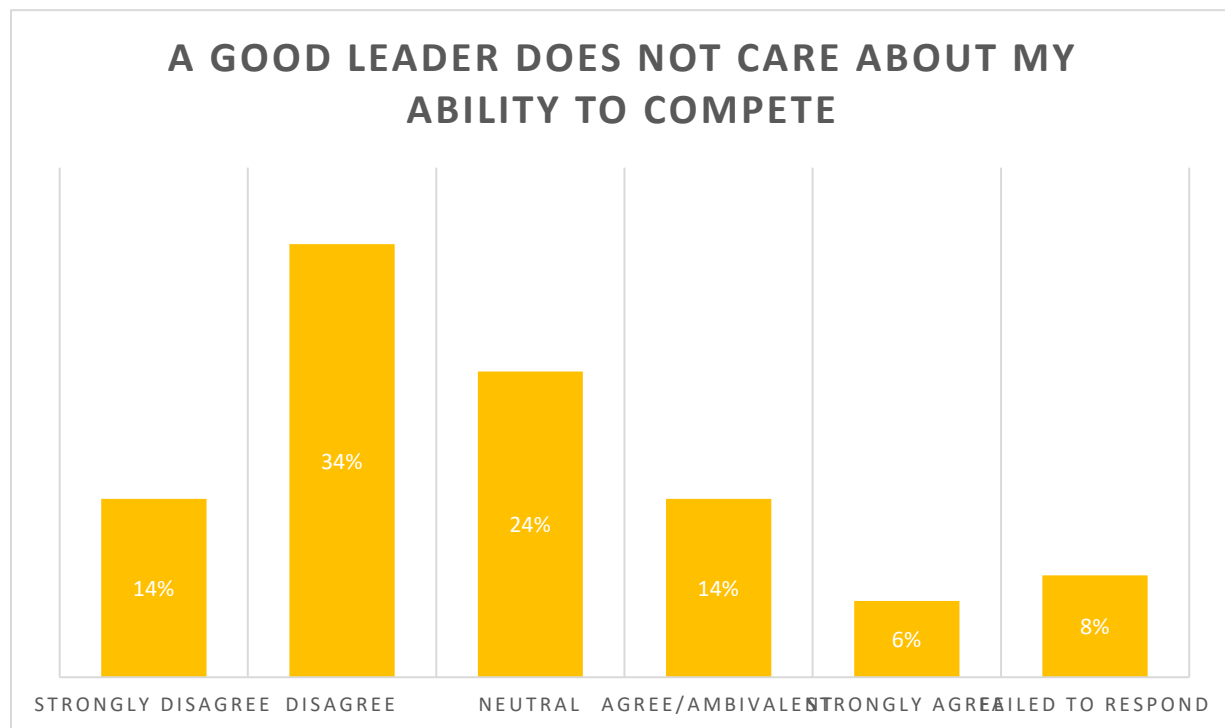


Figure 5. 29: Does the ability to compete matter to the leader?

**SOURCE: Own construction.**

A significant proportion of the respondents 14% strongly disagree, with 34% supporting their disagreement, totalling 48%. This suggests that the leader ought to genuinely be concerned about their competencies. Because they don't want to share their personal concerns about the above question, 24% choose to remain neutral, 14% agree that the leader doesn't care about their abilities, with 6% strongly agreeing, and 8% did not submit the questionnaire for data collection.

**STATEMENT 23: A good leader always set goals and rewards per performance.**

**RESPONSE:** In the workplace, the relationship between rewards and performance is pivotal. While rewards can serve as motivators, performance remains the ultimate measure of success. Aligning rewards with performance encourages employees to strive for excellence and achieve organisational objectives (Yousif Ali and Hasaballah, 2020). However, an overemphasis on rewards without considering performance can undermine meritocracy and diminish overall productivity.



Figure 5. 30: Rewards vs performance.

**SOURCE: Own construction.**

The highest respondents agree (38%) with the above question with a support of strongly agree (26%), and 24% of respondents deciding to be neutral which clearly leaves 0% of respondents that disagree but only 4% strongly disagrees, however 8% of respondents didn't respond.

**STATEMENT 24: Pay increase can be equal for all regardless of performance.**

**RESPONSE:** The intention behind this statement was to draw attention to the disparities that exist in the workforce, namely with relation to raises and perks. An examination of the graph below reveals that respondents' responses were not entirely consistent with one another, and that workers' perceptions of wage increases are somewhat skewed towards the idea that those with more education and training should be paid more than those with neither. Sageer, Rafat, and Agarwal (2012:32-39) assert that all employees should be satisfied, and managers and leaders have an obligation to provide more compensation to those who possess more talents or qualifications.

**Pay increase can be equal for all regardless of performance.**

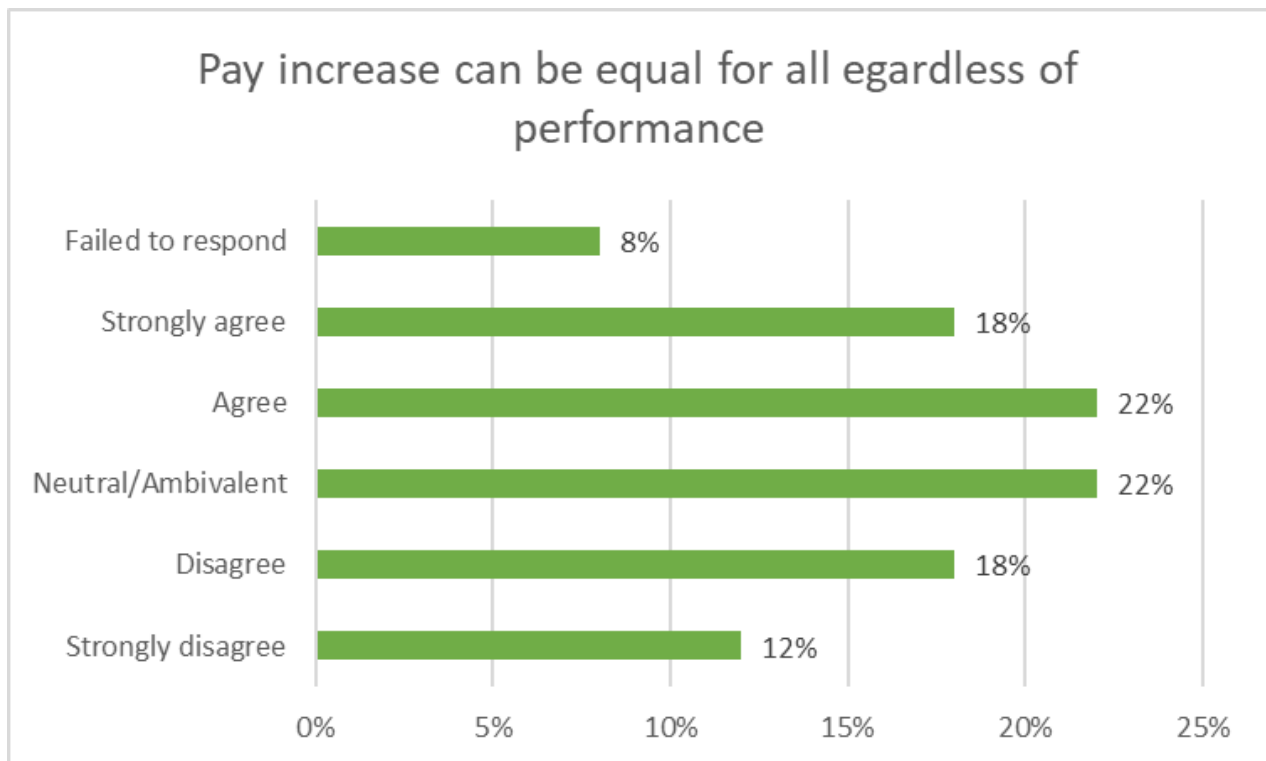


Figure 5. 31: Pay increase can be equal for all despite the performance.

**SOURCE: Own construction.**

The graph indicates that 40% of respondents (a combination of strongly agree and agree) believe that salary increments should be equal regardless of the amount of energy applied. The combination of those who strongly disagree and disagree indicates that 30% of respondents



object to salary increases if work is not done with the same amount of energy. Another 22% of respondents chose to remain neutral, and 8% did not turn in their questionnaire to the researcher.

**STATEMENT 25: There is no room for loitering around when there are set goals.**

**RESPONSE:** According to this statement, the goal of the study was to determine the impact that misbehaving employees were having at work. Indolence and a lack of dedication have an impact on how productive and active work is. While some percentage of people embrace being lazy at work, the majority completely agree that loitering at the office is more akin to a virus. Managers and other leaders have a responsibility to enforce rules and guidelines that everyone must abide by to prevent inappropriate behaviour (Treviño and Brown, 2005:69-87).

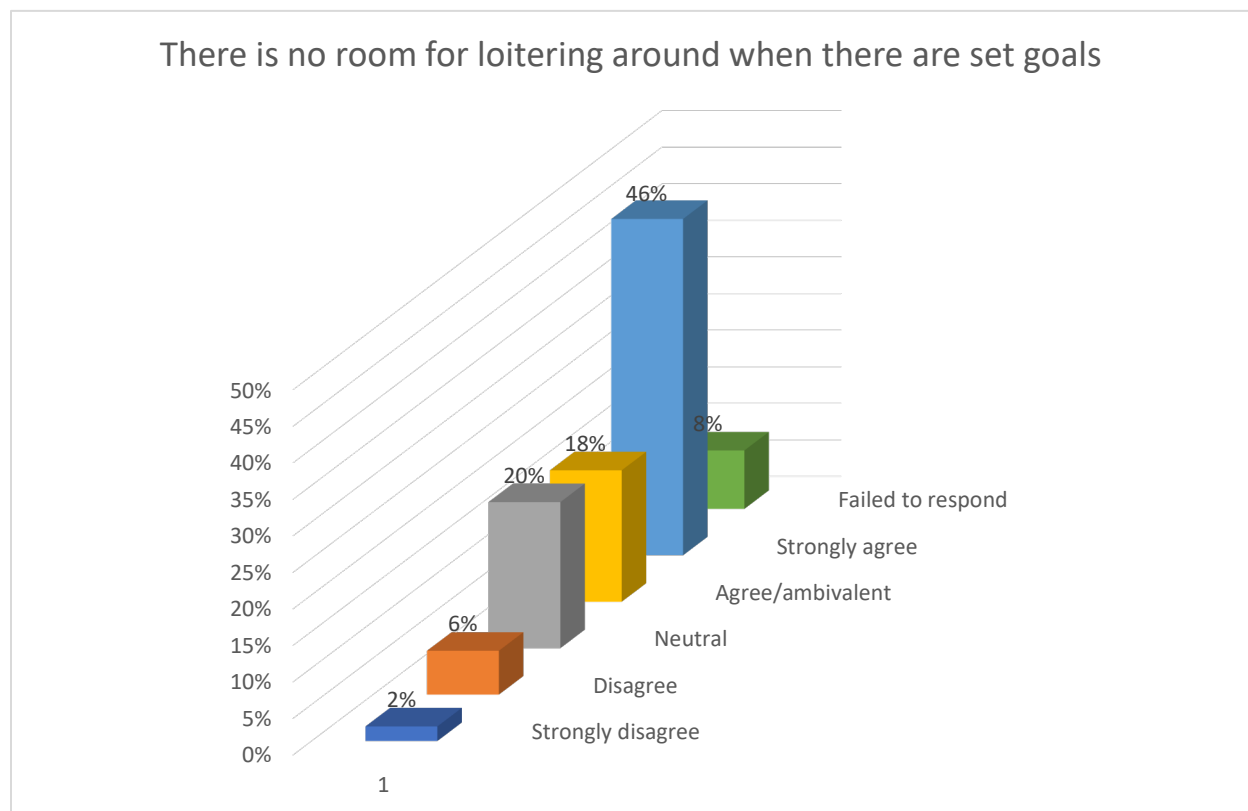


Figure 5. 32: The impact of roaming around and do nothing.

**SOURCE: Own construction.**

The above graph shows that the majority of respondents know the value of going to work and the importance of doing and completing the given tasks as the highest bar shows that 46% of respondents strongly agree with a support of 18% agreeing which combines to a total 64% which clearly indicates that they respect their job, while the combination of strongly disagree to disagree is 8% of respondents, which leaves the rest to those respondents who decided to be neutral on 20% and 8% falls on those who failed to respond.

**STATEMENT 26: Prefer a leader who focuses on the purpose of coming to work.**

**RESPONSE:** Regarding employee punctuality within the company, this statement was intended to assess work effectiveness. Good productivity and satisfactory results are guaranteed by following work policy. Many distinct traits can be used to identify a team player. The purpose of leaders is to uphold business policies and guarantee that work ethics are respected.

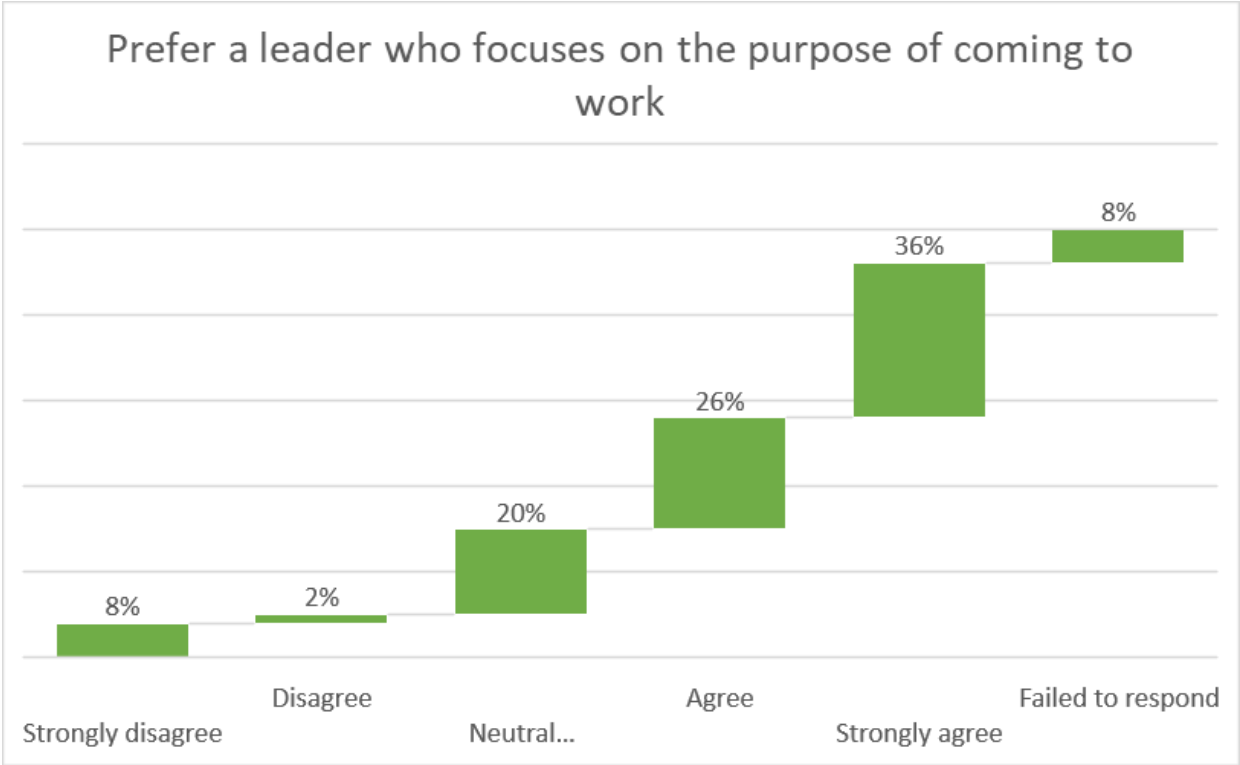


Figure 5. 33: Leader prioritising the importance of coming to work.

**SOURCE: Own construction.**

The graph above, when analysed, shows that only a small percentage of respondents felt that they needed a leader who kept an eye on them or who marked who reported in and who did not. Of those, 8% plus 2% equals (10%) who strongly disagree or disagreed that it is good for them to be under observation, while 62% strongly agree and agreed that yes, they like it when a leader keeps an eye on them so that projects can be completed on time. Of those, 8% did not respond, and 20% chose to be neutral.

**STATEMENT 27: A good leader doesn't concern himself with personal issues.**

**RESPONSE:** This claim was made to ascertain whether managers have knowledge of their employees' lives outside of the workplace. The graphs below demonstrate that most employees prefer to keep their personal lives apart from their work environments. It is advisable for managers to examine their staff members' conduct since this will enable them to identify abnormalities in behaviour even if they have nothing to do with their job.

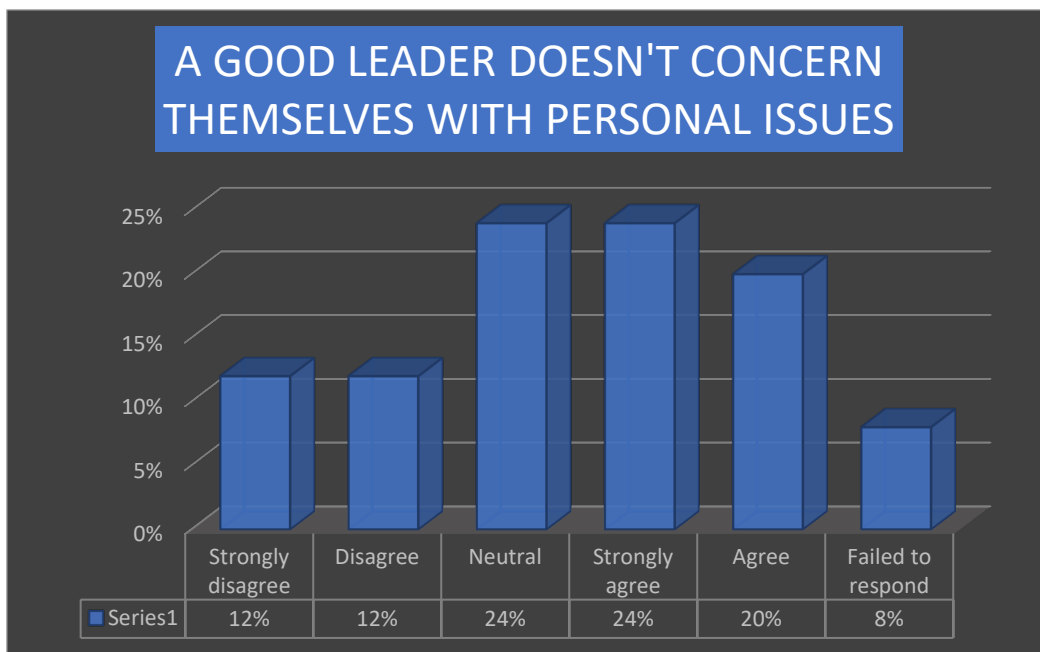


Figure 5. 34: Leader traits vs personal issues.

**SOURCE:** Own construction

A wide range of opinions about whether leaders should be concerned about personal matters are revealed by the data. There is a sizable percentage of people who support this opinion, as

evidenced by the 20% who disagree, and the 24% who agree. Disagree and strongly disagree receive 12% of responses each, indicating a sizable minority of dissent. 24% hold no opinion, which could be seen as doubt or a lack of conviction. Interestingly, 8% of respondents declined to share their comments, suggesting that some may have disengaged from the subject or chosen to hold off on sharing their thoughts.

**STATEMENT 28: People look for jobs to work and not for sympathy/ company.**

**RESPONSE:** This assertion was made to learn more about how knowledgeable staff members are about the company's past. According to the results of this survey, most workers just took jobs for the sake of gaining work, not knowing the true background of the organisation. This may indicate that workers get the employment with or without skills and they gain more skills and knowledge within the organisation.

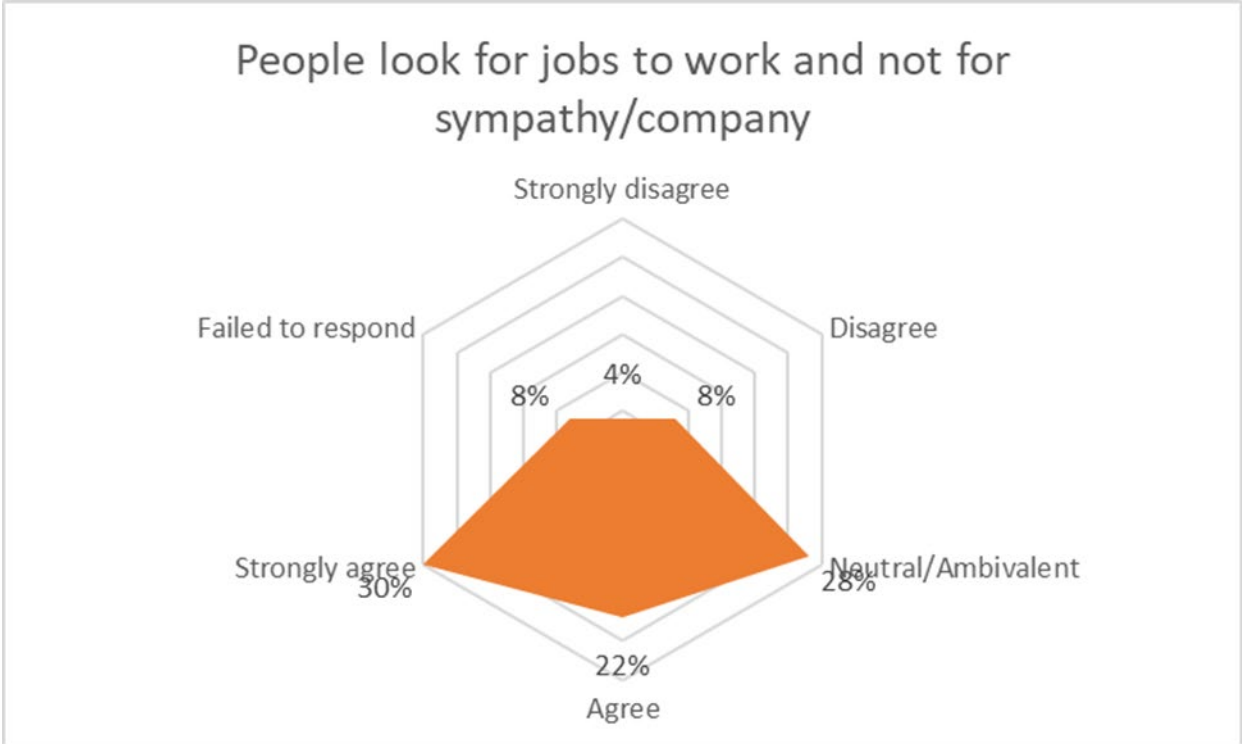


Figure 5. 35: Job seekers only care about the job not the company brand or history. **SOURCE: Own construction**

The data above indicate respondent's opinions regarding the above question, which shows a group of respondents on 30% strongly agreeing about people seeking for jobs without full background or sympathy for the company, with 22% agreeing with the 30% of strongly agree. Furthermore, 22% decided to be neutral which might affect the overall outcomes of the research as the 8% failed to respond too, which also could make the aim of this to not have solid results. 8% disagree and 4% strongly disagree.

**STATEMENT 29: A good leader states clearly the focus to work and not friends.**

**RESPONSE:** The kind and degree of authority can be quite significant in the workplace. It is imperative that the organisation's executives cultivate ties and connections prior to assigning tasks or deadlines, Noe, Greenberger, and Wang, (2002:129-173). The purpose of this statement was to ascertain the nature of the relationships within the company. The graph below shows that 26% and 22% of respondents concur that managers shouldn't establish any kind of rapport other than being explicit about the tasks that employees must complete.

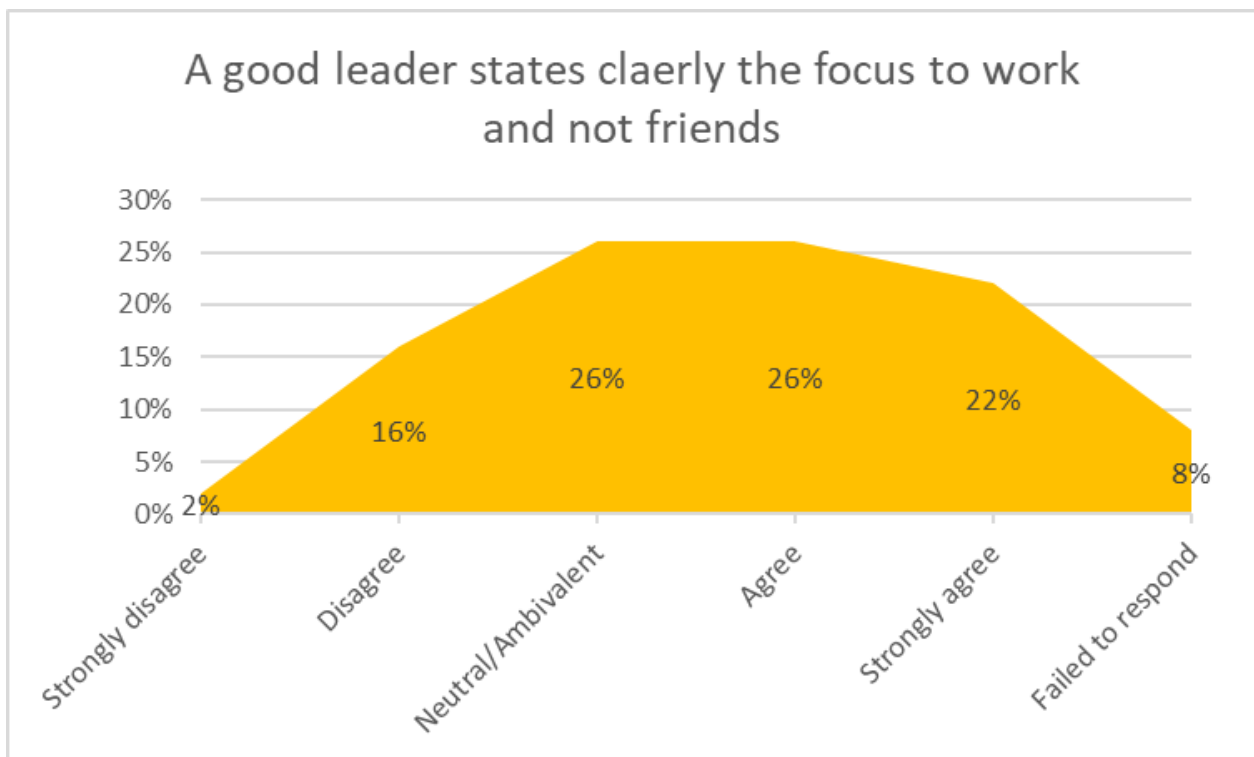


Figure 5. 36: Figure 5.37 Does a good leader determined by having a friendship.

**SOURCE:** Own construction.

Most respondents feel that a leader should not have a friend or friendship as 26% agrees, 22% strongly agree, 26% neutral, 16% and 2% on supportive not agreeing scale and 8% failed to respond.

**STATEMENT 30: I like a leader who has no time for excuses from subordinates.**

**RESPONSE:** A leader who doesn't accept justifications from their team members encourages responsibility and an ownership mentality. They encourage accountability and initiative because they have high expectations and demand outcomes (Fapohunda, 2013:1-12).

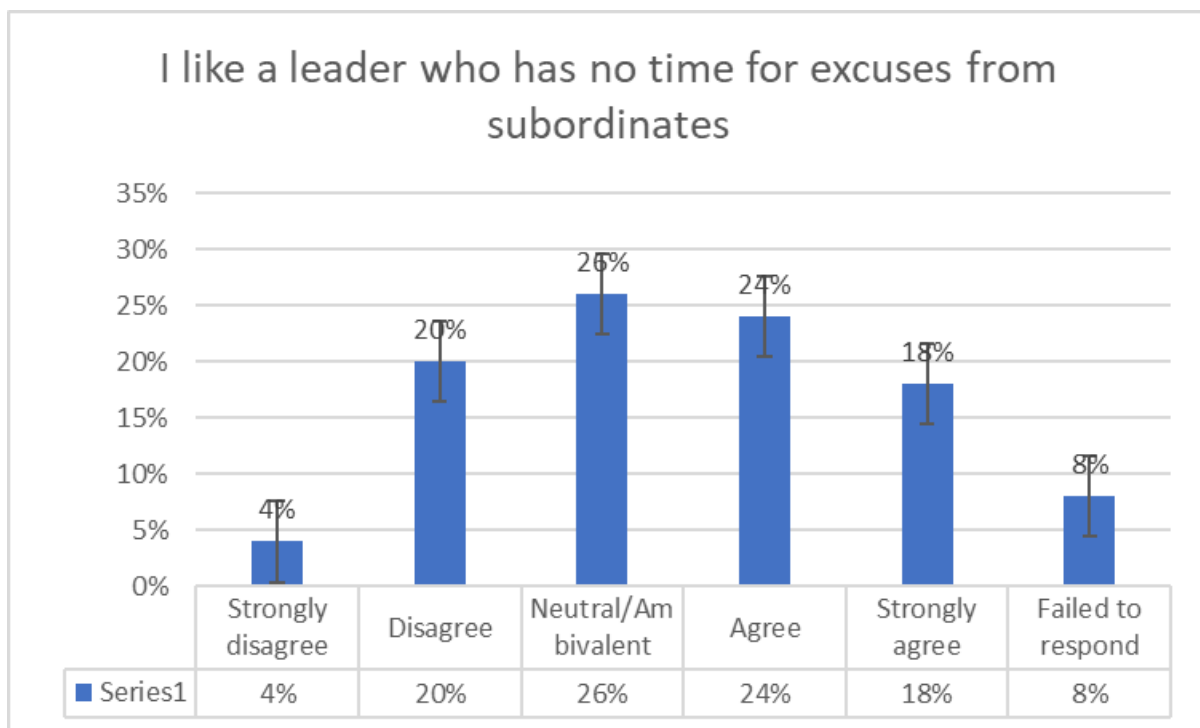


Figure 5. 37: Are excuses a failure to complete a task?

**SOURCE: Own construction.**

The statement is supported by a total of 42% of respondents (strongly agree - 18%, agree - 24%), while the second-highest number of respondents, 26%, choose to remain neutral. 24% of the respondents said they disagreed with the statement in total.

**STATEMENT 31: Rewards good performance by praising or promoting the individual.**

**RESPONSE:** This claim was meant to evaluate if diligence is rewarded. Inferred from the graph below, most workers believe that hard effort should be rewarded. A reward system is in place to encourage workers to put in extra effort. It also plays a key role in fostering employee motivation in all types of workplaces.

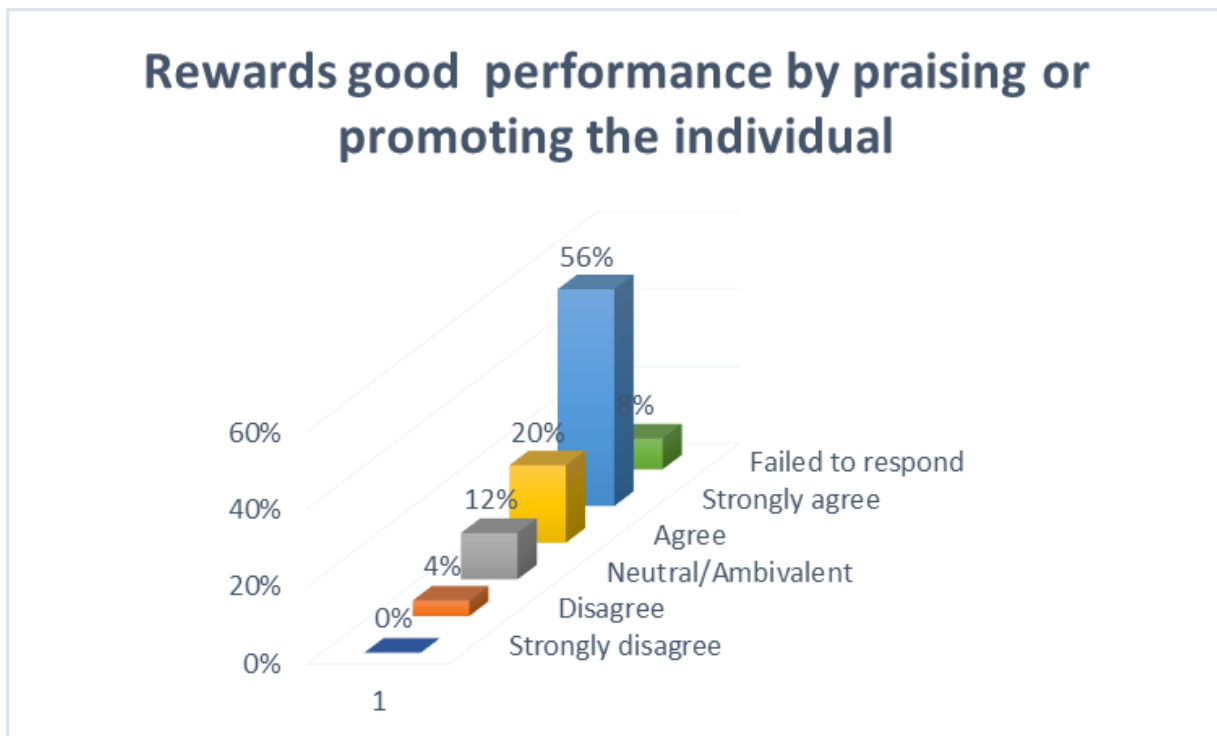


Figure 5. 38: Promoting and rewarding a hard worker.

**SOURCE: Own construction.**

Only 4% of respondents disagree in total, while 12% are neutral, which generally means they haven't decided whether they agree or disagree with the statement. 76% of respondents agree that rewards promote participation for those who work hard. This could have been affected by the 8% of respondents who failed to submit.

**STATEMENT 32: Must keep the situation as it is and stop experimenting with new things at work.**

**RESPONSE:** Depending on its execution and degree of success, launching a novel experiment within an organisation can have a variety of effects. Gains in productivity, creativity, and staff involvement are possible positive effects. Alternately, ineffective experiments may lead to resource waste, opposition to change, and possible obstacles to accomplishing organisational goals.

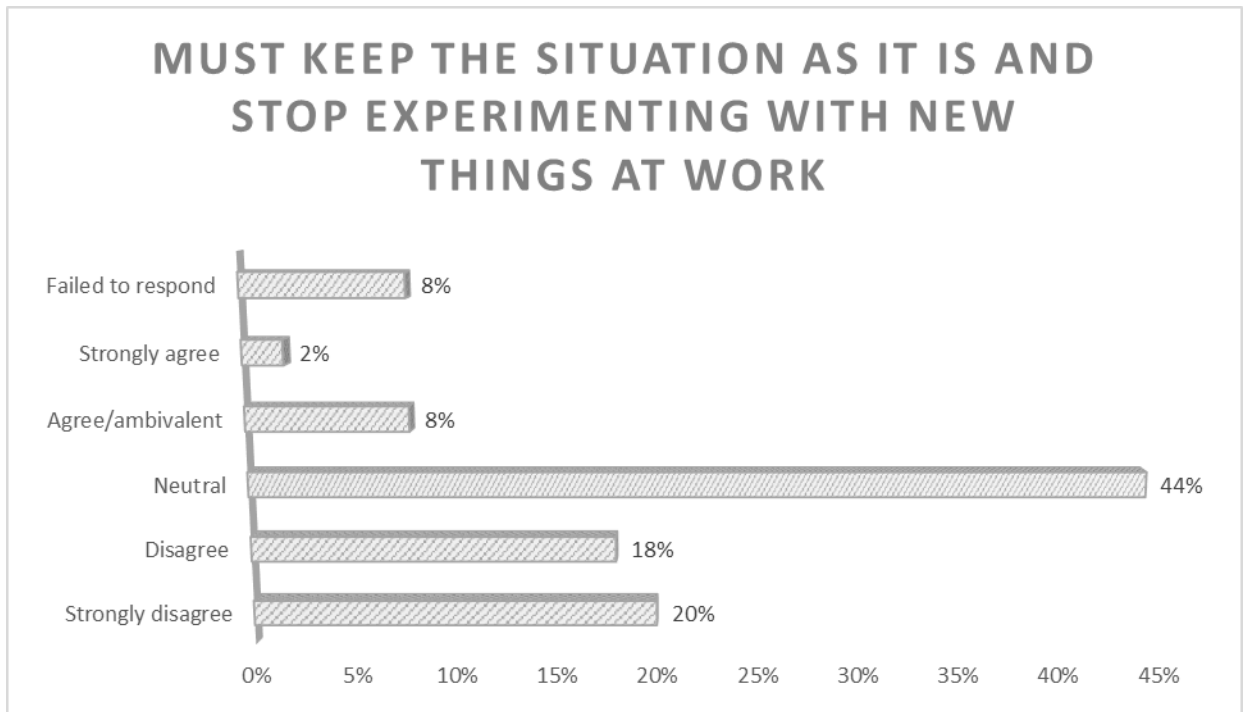


Figure 5. 39: Does experiment affect or have certain impact within the organisation?

**STATEMENT 33: Must check closely what employees do to avoid otherwise costly mistakes.**

**RESPONSE:** A leader is constantly searching for an atmosphere that is both economical and allows them to utilise all the resources at their disposal. To empower and advance employees with skills and competencies, a leader's goal is to ensure that time is used efficiently (Campion, Fink, Ruggeberg, Carr, Phillips, and Odman, 2011:225-262)

The purpose of this statement was to assess whether leaders are more morally capable of abdicating their positions of authority. Workers prefer to work under supervision to save expenses or delays in projects, as even the graph below demonstrates.



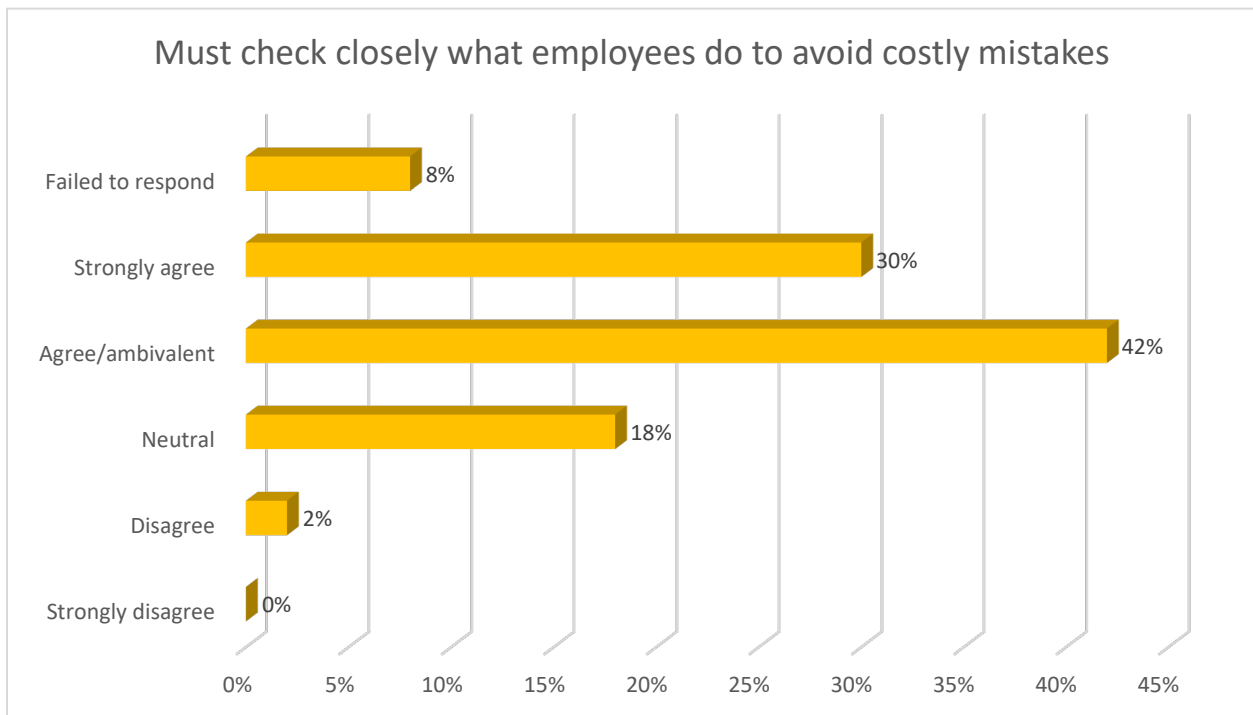


Figure 5. 40: Evaluating employees prevent costly mistakes.

**SOURCE: Own construction.**

18% of respondents haven't made a choice regarding the statement, while 2% of respondents strongly disagree with it, 0% disagree, and 2% disagree. 72% (42% Strongly Agree, 30% Agree), 8% failing to give feedback. It can be costly if a leader avoids doing his checks on the employees.

**STATEMENT 34: The goal must be communicated clearly to avoid miscommunicating.**

**RESPONSE:** The purpose of this statement was to ascertain the effectiveness of a proper or clear message within a project; misunderstanding has a detrimental impact on initiatives. A leader's goal is to set a daily or weekly scope with the intention of completing a task by the deadline. Workers do, in fact, prefer a boss who is more explicit about task scheduling than not, as the graph below demonstrates (Moen, Kelly, Fan, Lee, Almeida, Kossek and Buxton, 2016:134-164). To prevent errors, it is therefore advised that leaders plan before assigning the task for implementation.

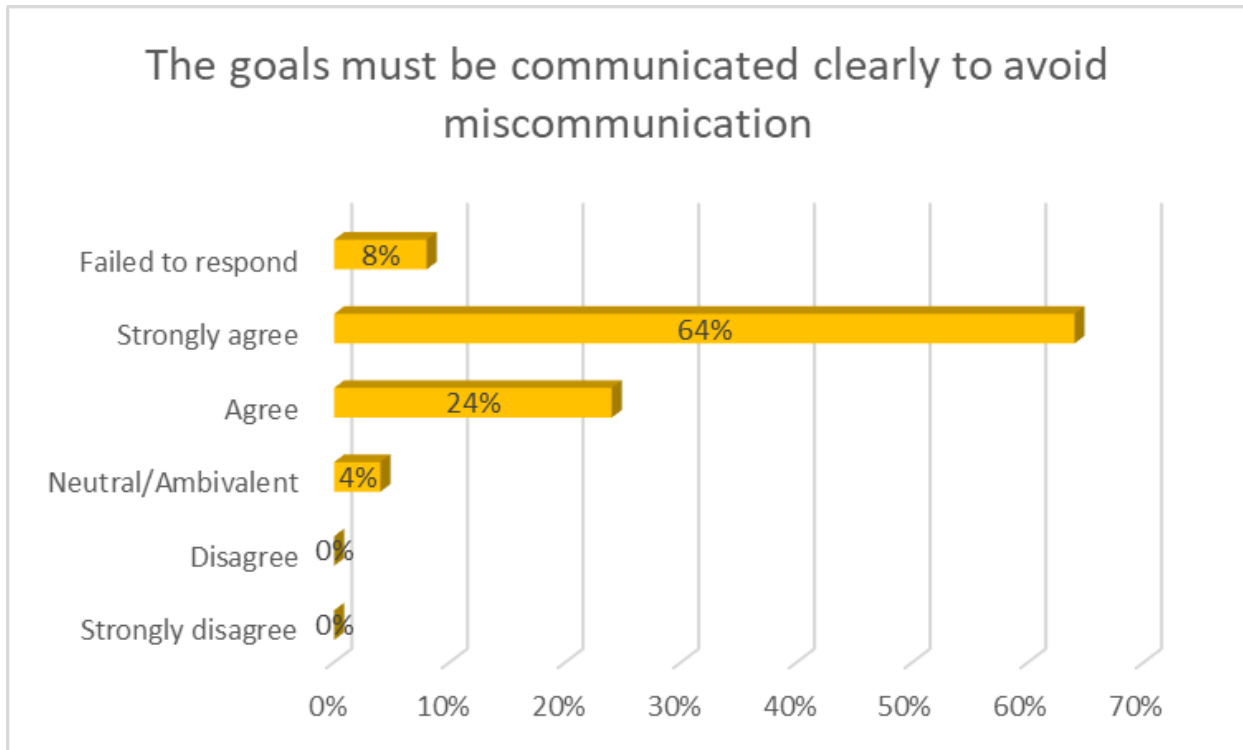


Figure 5. 41: Being transparent on goals prevents miscommunication.

**SOURCE: Own construction.**

The majority of respondents (88%), with a considerable portion strongly agreeing (64%), and another 24% in agreement, endorse the statement. The fact that none of the respondents disagreed, strongly or differently, emphasises how widely held this opinion is. Only 4% of respondents were unsure, indicating a slight degree of ambiguity among them. 8% chose not to provide their viewpoint, which may suggest that they are uninterested in or disagree with the statement.

**STATEMENT 35: Projects are short term and do not need a long-term approach.**

**RESPONSE:** The purpose of this statement was to evaluate the project's necessity within the allotted time. Projects can be short-term or long-term, depending on the demands and magnitude of the project. The graph below reveals that 42% of employees felt conflicted about this, which may be a sign of the level of pressure that employees were under. Given that the graph indicates

that most workers were neutral, managers or leaders ought to take a closer look at the types of projects that their employees are working on.

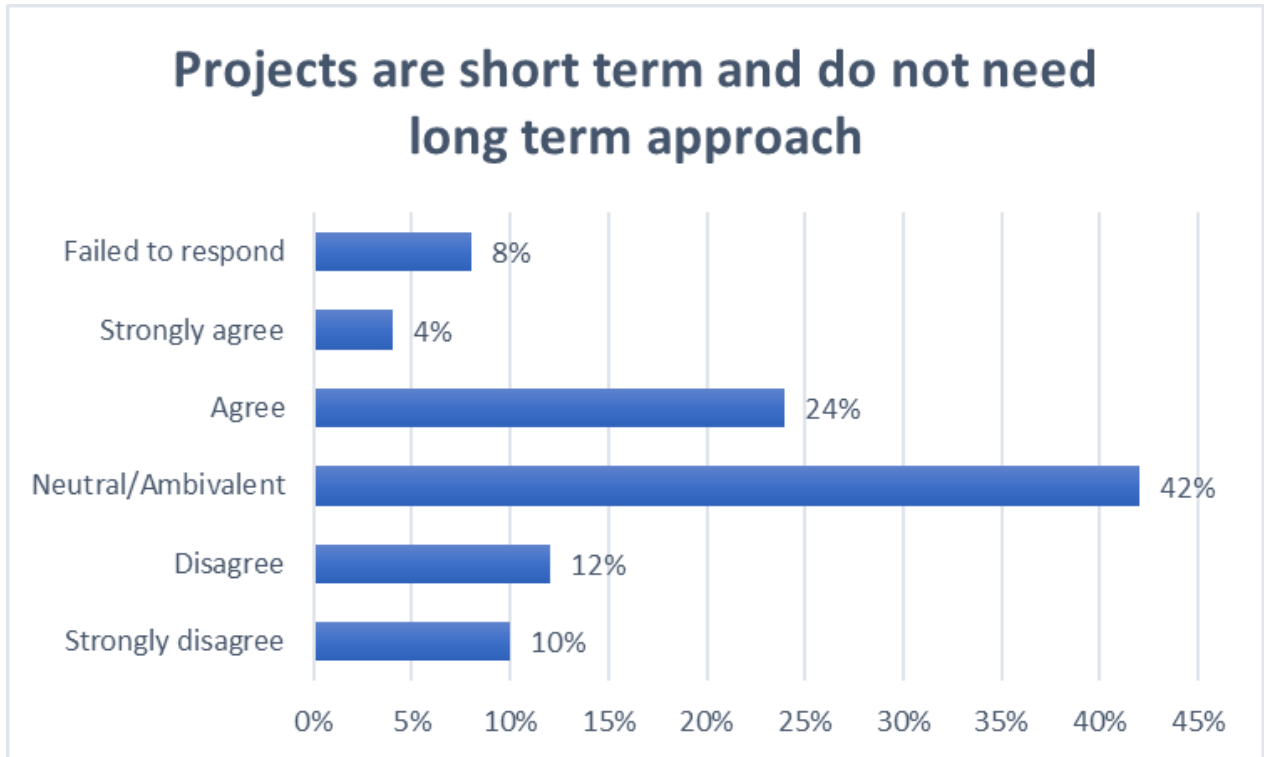


Figure 5. 42: The length of a project

**SOURCE: Own construction.**

While 42% of participants are indifferent, only 10% of respondents disagree with the assertion (strongly disagree: 8%, disagree: 2%). The proposition is accepted by 38% of participants (highly agreeing by 4% and agreeing by 24%). According to the findings, individuals of the organisation have differing opinions about the remark.

**STATEMENT 36: Introducing new ways of doing things through projects are intended for a short time.**

**RESPONSE:** The purpose of this statement was to ascertain how effectively a project's shortcomings impact the project. According to Robichaud and Anantatmula (2011:48-57) a project with a lot of adjustments could result in costing the business more money and requiring more

resources. Because it might go against their contract, most of the workers chose not to express their opinions clearly. Though it will undoubtedly be more cost-effective, leaders should have a proper final draft of the project plan before it is executed.

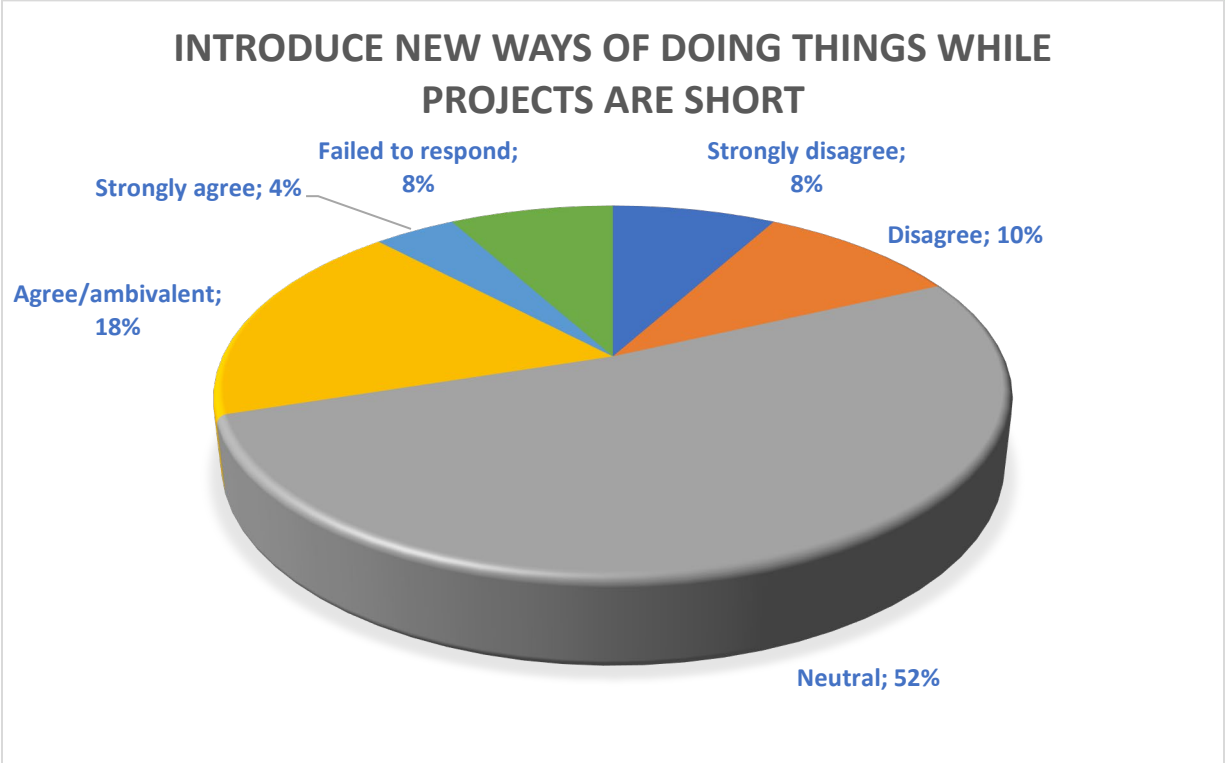


Figure 5. 43: Does the new introduction affect the project's projected period?

**SOURCE: Own construction.**

The number of respondents who support the introduction of additional elements inside a project is 28% (strongly agree: 4% and agree: 24%), followed by the percentage who disagree: 18% (strongly disagree: 8% and disagree: 10%). However, 52% of respondents are unsure or indifferent to the statement.

**STATEMENT 37: Allows the employees to perform with little interference even if there are risks.**

**RESPONSE:** Permitting workers to operate with less supervision promotes independence and creativity even when taking risks. It encourages a sense of ownership and accountability for

results by giving them decision-making authority (Özarallı, 2015:366-376). This statement aimed to ascertain the degree of comfort that employees have in their workplace. Figure 5.2 makes it evident that 46% of the respondents held a diploma or degree, which may have given them the confidence to operate independently of supervisors or leaders. Only in cases where a project gap exists, or a particular talent is needed should leaders step in.

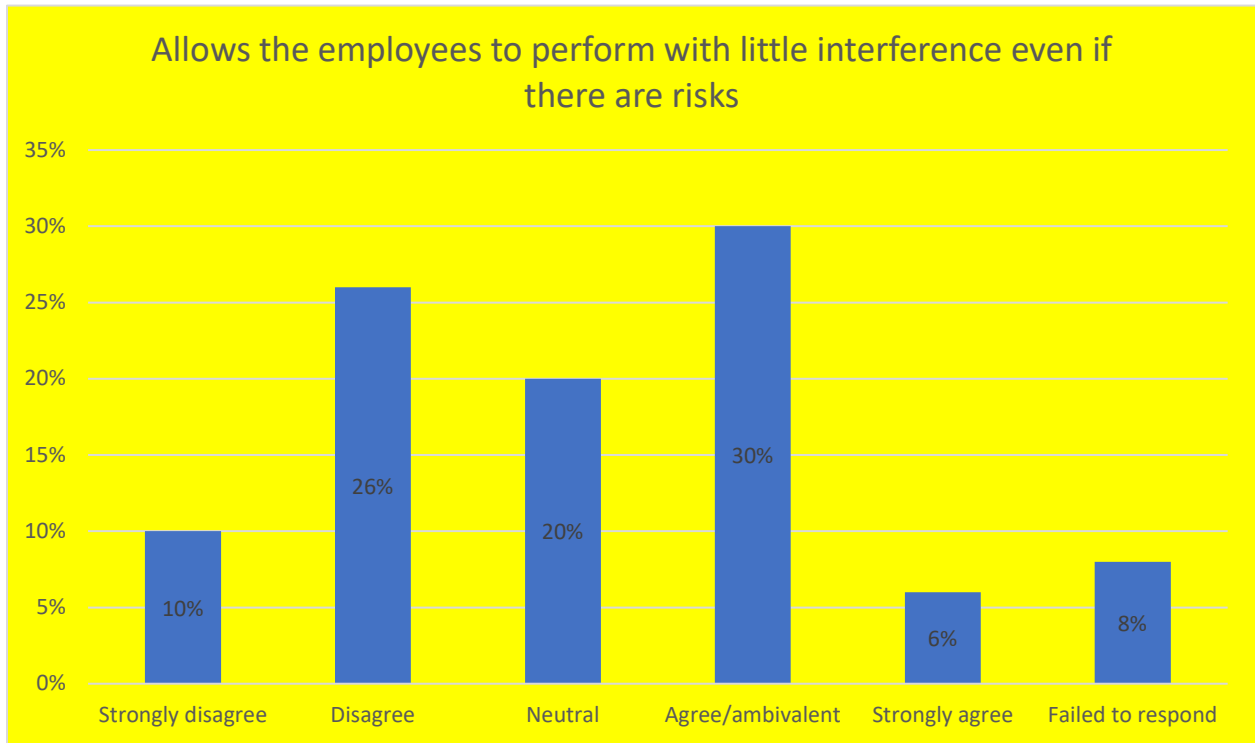


Figure 5. 44: Leaders to allow employees to work under risk zone.

**SOURCE: Own construction.**

The chart above indicates how respondents feel about working in a high-risk zone, 8% failed to respond, 20% are uncertain about agreeing or disagreeing, with 30% agreeing that leaders should not interfere and supported by strongly agree of 6%, and while 26% disagree, and 10% strongly disagree.

**STATEMENT 38: Leave employees to work, they will call you for help only when they don't know.**

**RESPONSE:** This statement was intended to ascertain the feelings of employees under micromanagement. Unless employees lack basic work skills and procedures, managers shouldn't get involved. Workers overwhelmingly agree on how a manager or leader should keep an eye on them, notwithstanding the considerable number of those who expressed no opinion (42%).

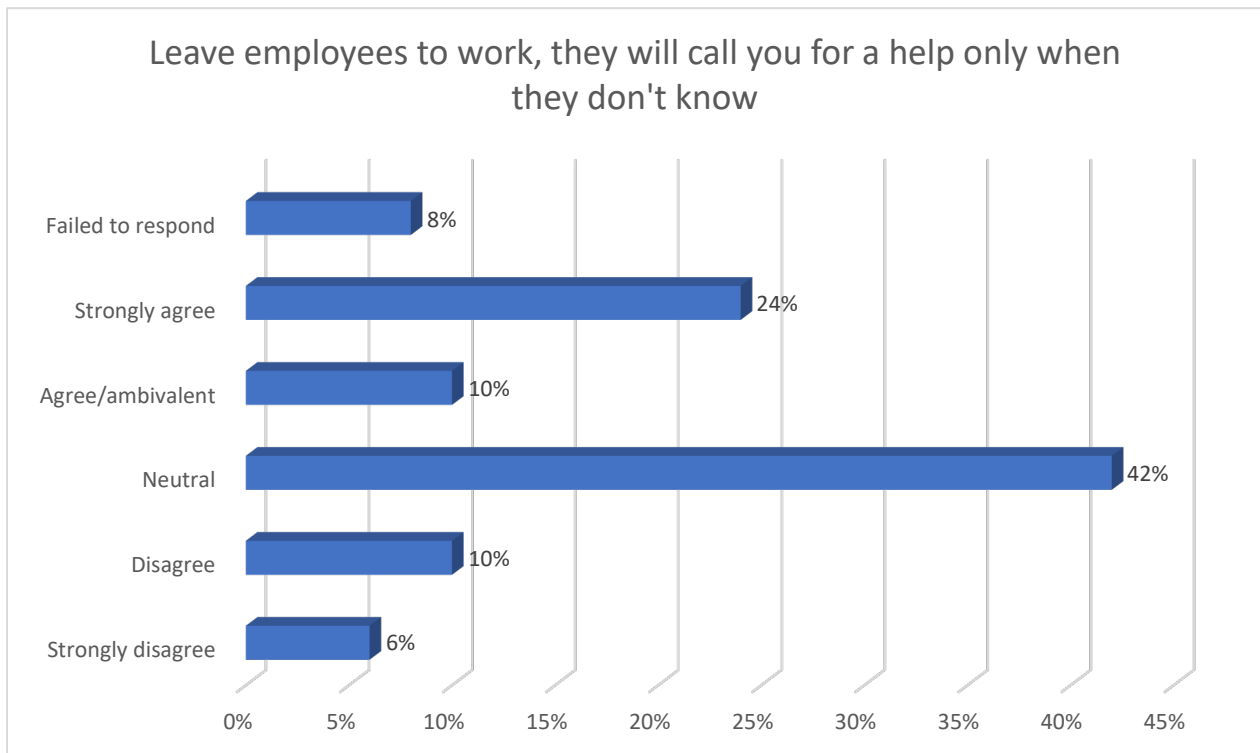


Figure 5. 45: Is management interference at work good or bad?

**SOURCE: Own construction.**

The sum of 42% of the respondents were neutral, which suggests a high degree of indecision. 8% of respondents chose not to reply at all, this could stress the findings outcomes. While 16% disagreed categorically, 6% strongly disagreed, and 10% disagreed indifferently. On the other hand, 32% of respondents overall said they agreed, indicating a considerable but not overwhelming degree of support for the statement among respondents.

**STATEMENT 39: Leaders should take corrective action only if serious problems have happened.**

**RESPONSE:** Fullan (2002:16-20) posits that it is crucial for leaders to identify problems early and address them before they get worse. Proactive intervention lessens the possibility of harm to the team and organisation by facilitating quick issue resolution. The purpose of this statement was to ascertain the actions taken by leaders in the workplace.

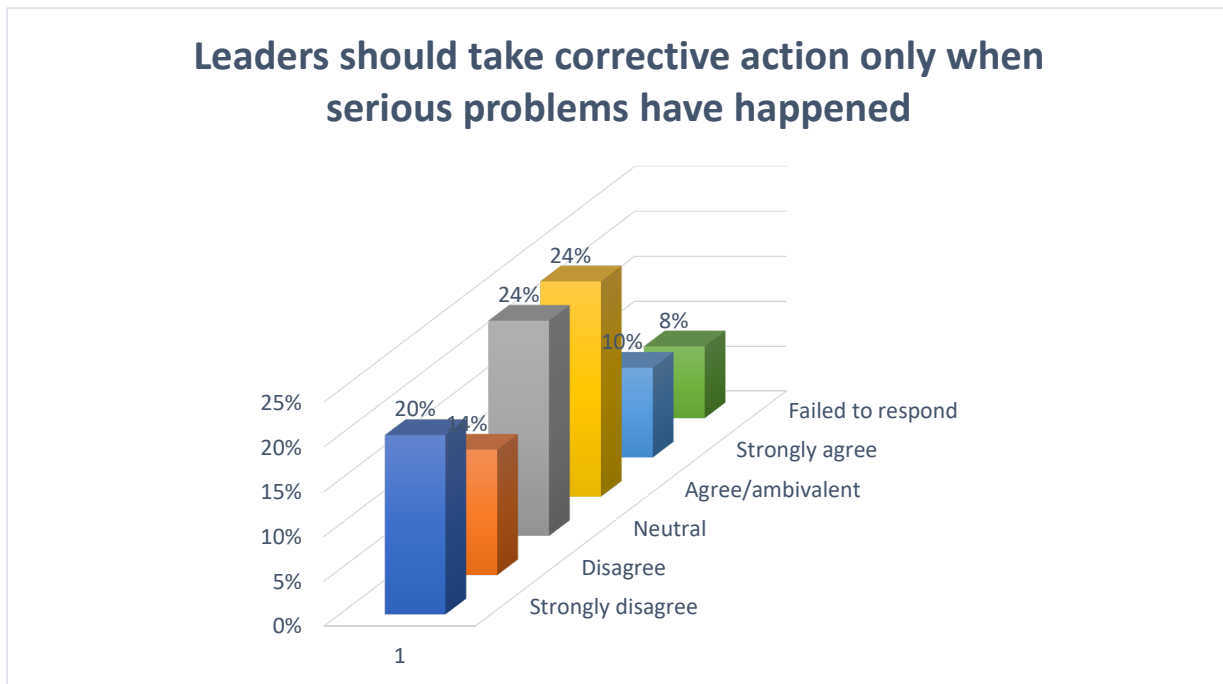


Figure 5. 46: Are actions only taken after a serious issue had occurred?

**SOURCE:** Own construction.

With 8% failing to respond, 20% strongly disagree, 14% disagree, and a high number of 24% of respondents who are not sure whether to agree or disagree, then 18% of respondents agreeing combined.

**STATEMENT 40: A word of mouth is good enough for rewarding good performance.**

**RESPONSE:** This claim was tested to see if employees receive recommendations from outsiders or are acknowledged by their peers. Formal prizes for exceptional achievement offer inspiration

and explicit validation, even though word-of-mouth praise could be helpful, as the graph shows that 46% had a mixed reaction and chose to be neutral. Tangible rewards that promote consistent achievement and reinforce desired behaviour include bonuses and awards.

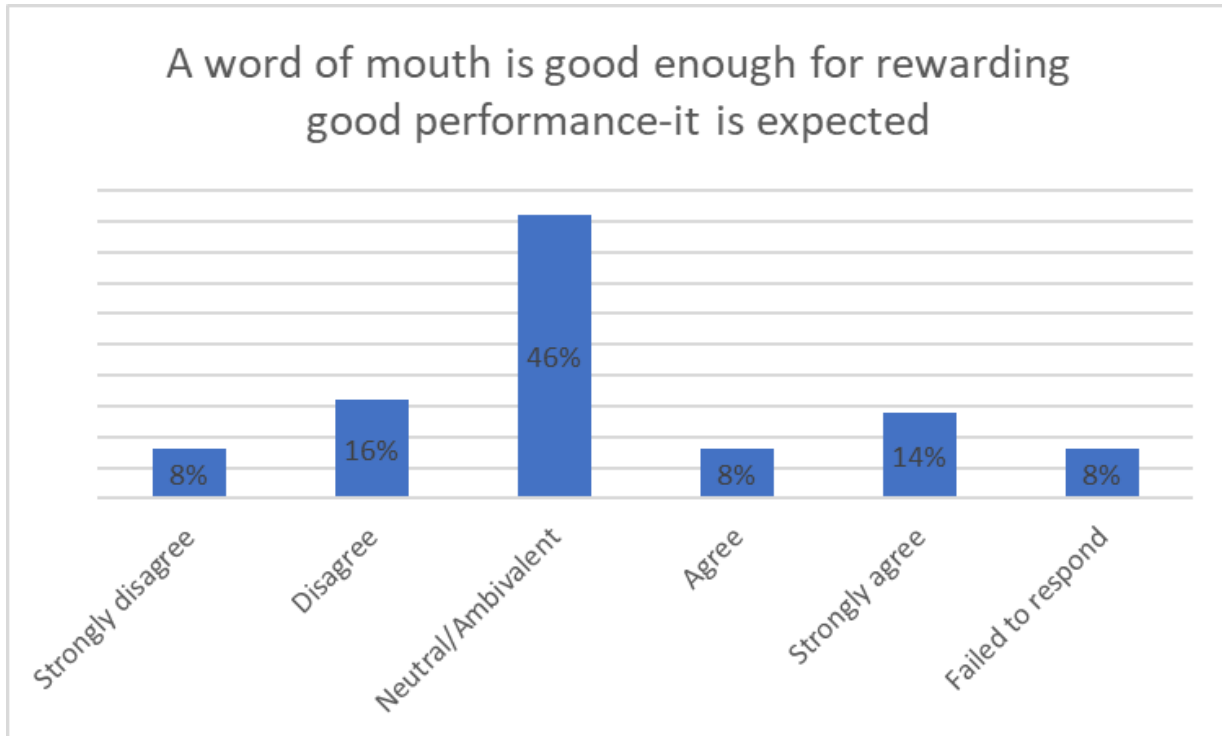


Figure 5. 47: Can a word of mouth promote a good performance?

**SOURCE: Own construction.**

46% of respondents decided to be neutral, 8% strongly disagree, 16% disagree, and a total of 22% agreeing, with 8% failing to respond. People are still uncertain whether praising someone or not can be enough for them to be recognised by the leaders as many opted to be neutral.

**STATEMENT 41: I don't want a leader who keeps the status quo.**

**RESPONSE:** The team leader may occasionally need to use all available resources to advance the group to maintain the organisation's progress (Kozlowski and Ilgen, 2006:77-124). The purpose of this statement was to find out how team leaders participate in the organisation. It is proof that the organisation cannot move forward without leaders.



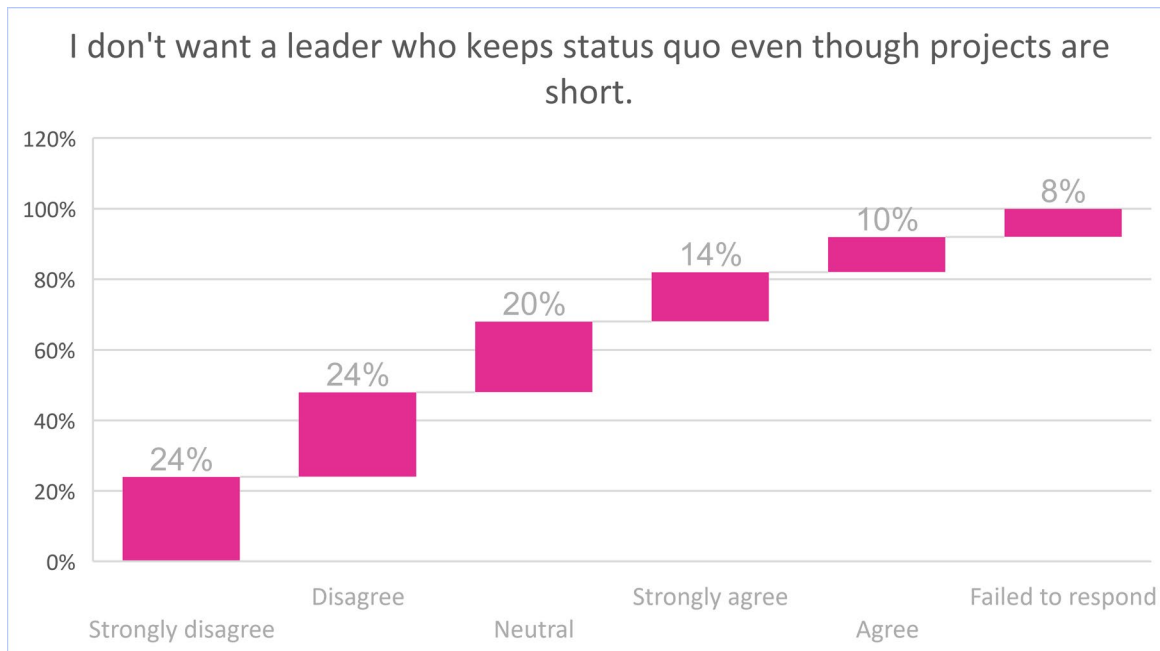


Figure 5. 48: Leadership traits vs Projects projections

**SOURCE: Own construction.**

20% disagree (2% strongly disagree, and 18% disagree), a large number of respondents did not choose to agree or not as they responded in a sizeable number (42%) as neutral or ambivalent with a total of 30% of respondents agreeing and 8% failing to respond which might indicate otherwise about the organisation leadership

**STATEMENT 42: Good leaders sell their ideas so I can think about them and use them.**

**RESPONSE:** According to Alqatawenh's (2018:17-24) transformational leadership theories, a leader's goal is to inspire and empower a certain set of people inside the organisation. Nonetheless, the purpose of this statement was to assess a leader's efficacy in relation to the task given. Since most people agree on these characteristics, we can draw the conclusion that a successful leader imposes excellent ideas.

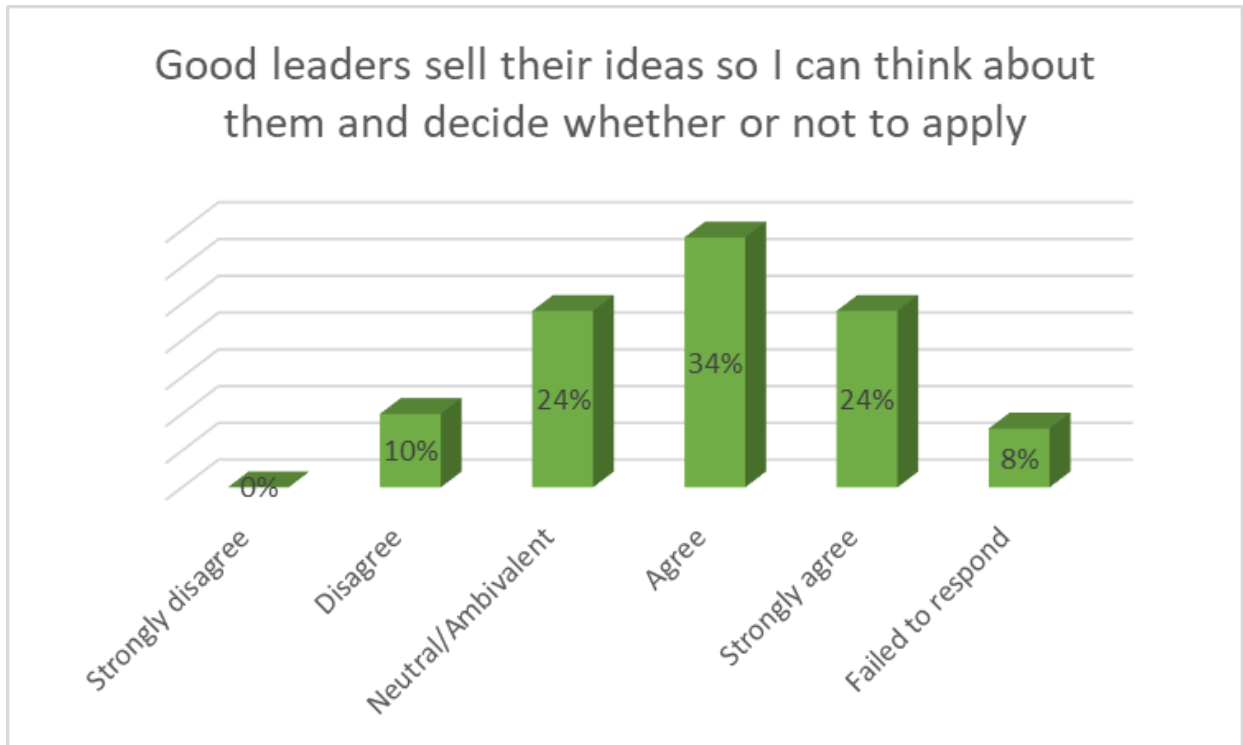


Figure 5. 49: Figure 1 The influence of leaders' ideas on employees.

**SOURCE: Own construction**

In the survey, just 10% disagreed, and not a single person strongly disagreed. 58% of respondents agreed, while 24% were undecided. About 8% chose not to submit any information at all. This indicates a generally positive trend with a noticeable amount of neutrality.

**STATEMENT 43: I'm motivated by completing specific goals.**

**RESPONSE:** This survey was conducted to find out what staff members thought of managers who allocated assignments. When a task is completed, it is seen as achieved and benefits the group as well as the individual inside the organisation. It demonstrates dedication, accountability, and the ability to provide results to meet goals and advance objectives (Carroll and Shabana, 2010:85-105). The graph below demonstrates how happier employees are when they complete their tasks. Managers and leaders should continue to inspire and motivate their teams to perform more often.

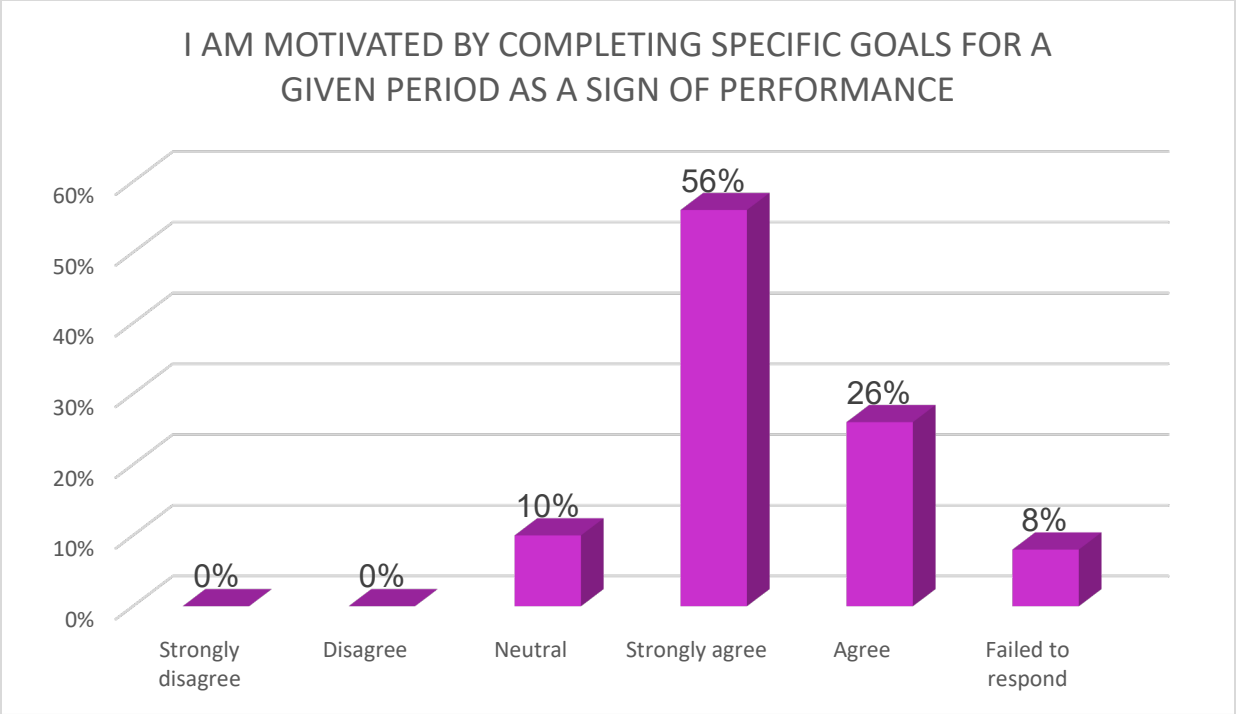


Figure 5. 50: Completion of a given task.

**SOURCE: Own construction.**

The graph above shows the highest numbers of respondents to be 82% (56% strongly agree, and 26% agree), with 0% on both strongly and disagree, while 10% feel otherwise and 8% did not giving feedback.

**STATEMENT 44: Putting work into specific targets enables us to predict the future.**

**RESPONSE:** Hindarto (2023:151-161) stated that establishing work goals enables the project's closing as well as the strategic planning phase and implementation. Determining if employees are adequately prepared to carry out and execute a plan during a project phase was the goal of this study.

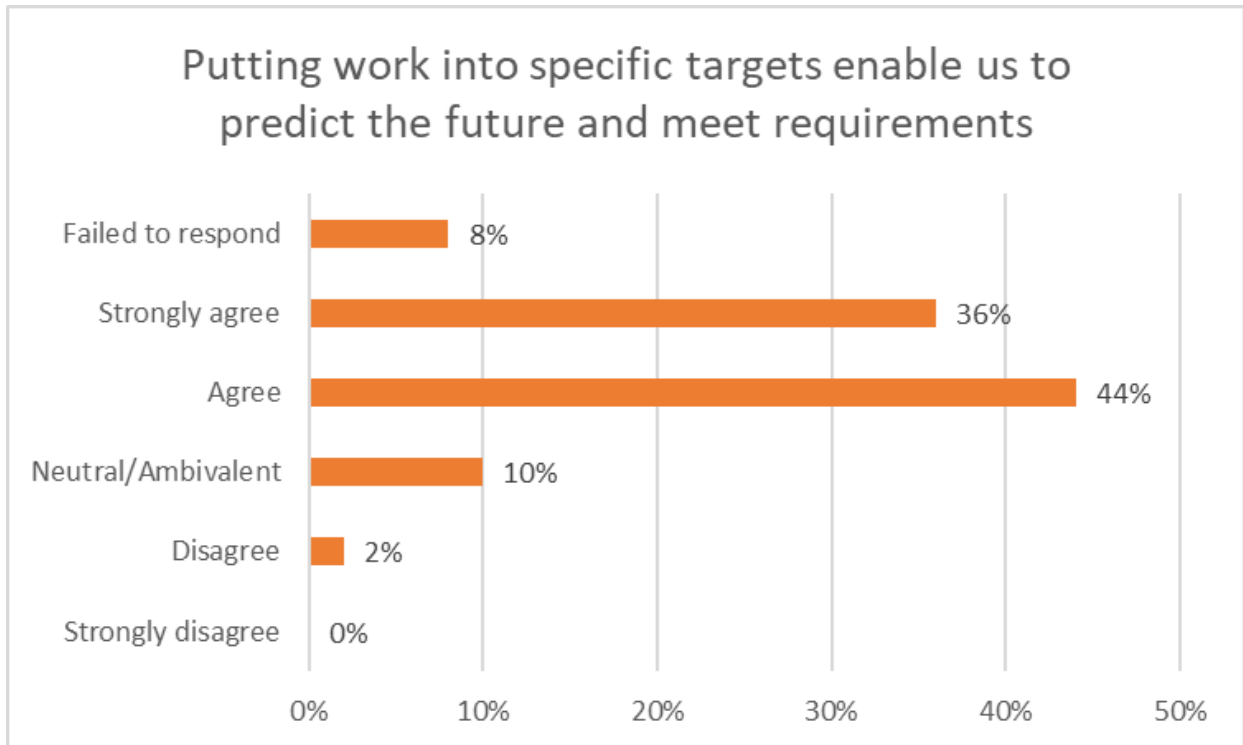


Figure 5. 51: The essentialness of planning for better project execution.

**SOURCE: Own construction.**

0-2% disagree with the statement while the highest figure is a total combination of agree and strongly agree (80%), while 10% are not sure about agreeing or not, while 8% didn't respond or return the questionnaire.

**Statement 45: I'm happy to experiment with new ideas even though projects have limited time to finish.**

**Response:** Accepting experimenting within the confines of a project shows flexibility and dedication to creativity. It creates an environment where innovation is valued and can lead to breakthroughs and creative solutions.

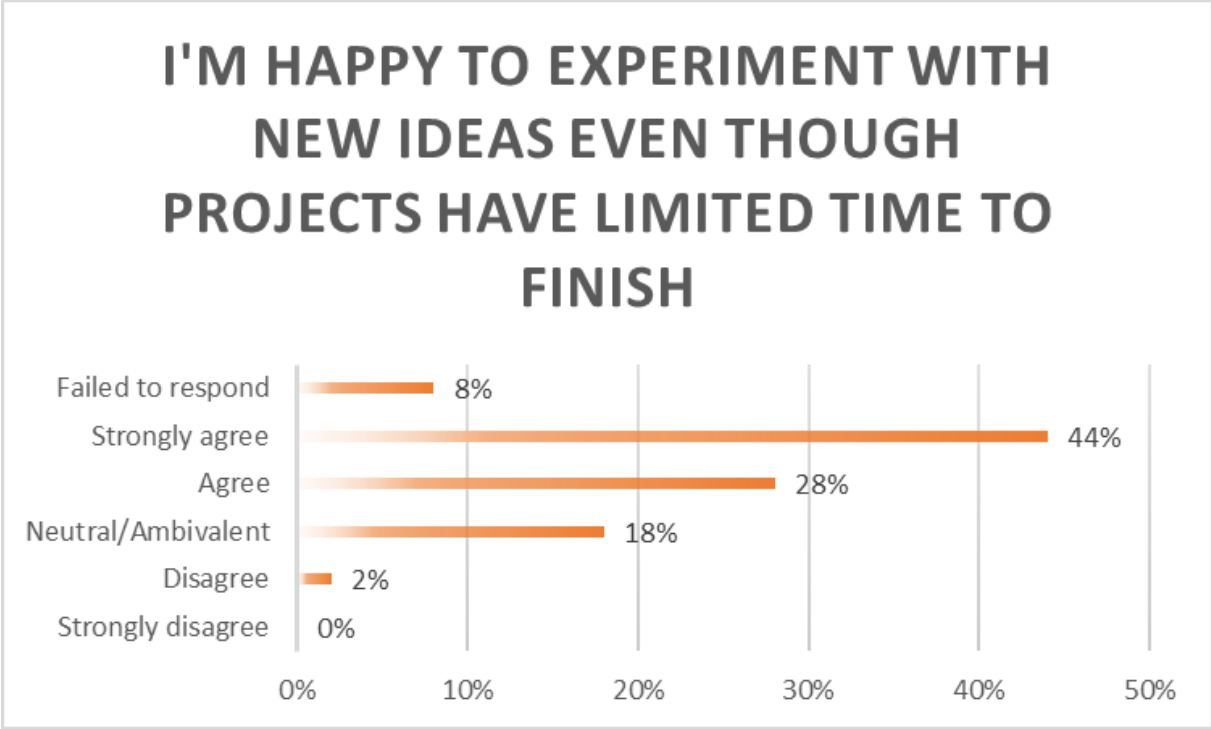


Figure 5. 52: The impact of trying new things within a project.

**SOURCE: Own construction.**

0-2% disagreed, 8% failed to submit the sample, 18% were neutral, and a large number of responses were from participants who agree and strongly agree (72%). In conclusion, most respondents feel that it is good to try new things within the project which might help them ultimately to be more innovative.

**SECTION C- OPEN ENDED QUESTIONS**

This segment was carefully crafted to elevate the level of discourse among participants. However, despite thorough planning, the section acknowledges that there may have been some unforeseen issues as this section weighs the respondent’s level of answering with regard to pointing out key elements that trigger their leader’s behaviour.

About the questionnaire, any topic may come to respondents' minds within the confines of the study. Respondents were free to think, take their time, ask questions as long as it is in proportion with the study focus. The respondents were invited to submit any data relevant to certain study

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

**Request 1: Please state here in point form at most Five (5) leader behavioural patterns that motivate you to perform.**

**RESPONSE:** This statement was intended to ascertain the precise feelings that employees have inside the sector and what motivates them to work more productively and error-free. According to the graph below, 45% of workers believe that a leader who is more transparent inspires their team members to perform, which demonstrates that workers prefer a leader who is more apparent with their intentions. Managers and leaders should accept accountability for their actions at work, and self-evaluation may be even more crucial.

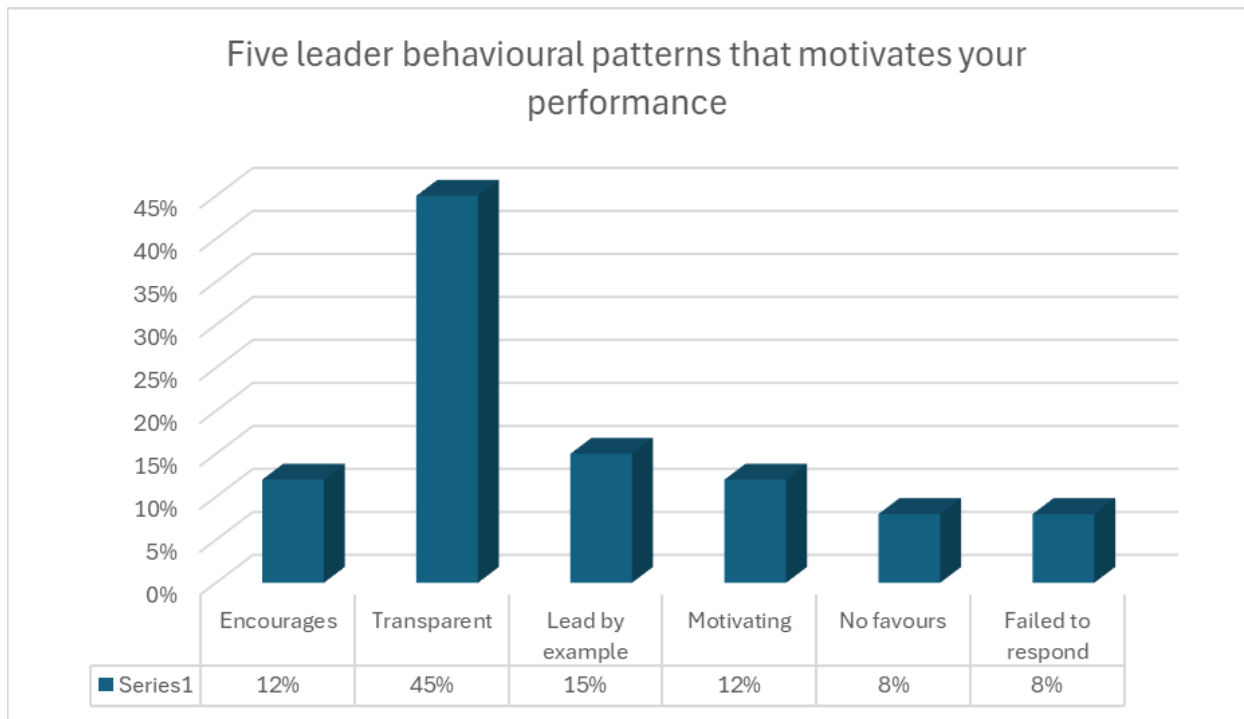


Figure 5. 53: Leadership behaviour that motivates employees to perform.

**SOURCE: Own construction.**

After asking 92 participants of 100, the researcher recorded the following: 12% of participants believe that a courageous leader does play an important role in their performance, 45% of the participants are motivated by a leader who is more transparent and has no hidden agenda, 15% are motivated by a leader who leads by being in front and shows them what to do so they can follow the example set, while 12% say they are motivated by a motivating leader, 8% say the leader with zero favouritism is their choice, and 8% failed to respond.

**REQUEST 2: State five traits of a leader in the workplace that are demotivating to you.**

**RESPONSE:** Sometimes, abusing authority can make team members feel uneasy, which can lower their self-esteem, making it harder for them to work, or it damages their reputation (Vogel, and Mitchell, 2017:2218-2251).

The purpose of this statement was to ascertain the effects of bad leadership attributes and how they affect their workforce. The graph unequivocally demonstrates that while employees can tolerate a certain amount of bad behaviour from their leaders, a SHOUTING leader is the one who exhibits the worst attitude. This essentially means that managers need to fathom how to communicate effectively without offending staff members.

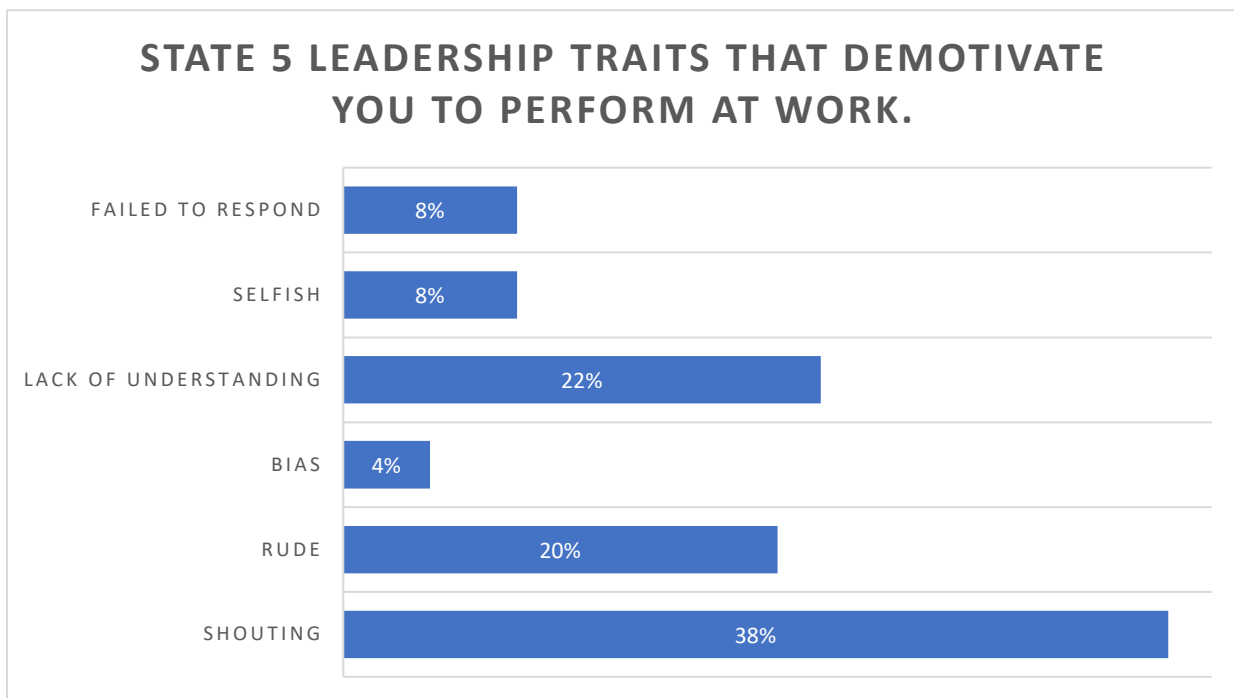


Figure 5. 54: Leaders' traits that demotivate employees work rates.

**SOURCE:** Own construction.

8% failed to respond, with the corresponds of 8% saying selfish displays kill their ability to work, 22% say lack of understanding is the reason, 4% say a biased leader demotivates them, 20% of participants say they don't do well under a rude leader, and 38% of them are mainly demotivated by being shouted at.

**REQUEST 3: State five things that you would do to motivate employees to perform if you were a manager.**

**RESPONSE:** This statement was to determine how individuals would perform if they were in a managerial position, and it came with three points:

- Bonuses: according to 26% of respondents, bonuses may serve as a means to encouraging work.
- Promotion, given that 56% of respondents strongly agreed that employees should receive promotions or other benefits, the graph below shows that 24% of respondents would choose to promote their staff members if they held managerial positions.
- Salary review: According to 22% of respondents, raising employee salaries would be the most appropriate way to inspire staff members.

Therefore, it is the responsibility of leaders to evaluate employee compensation, develop strategies for employee advancement, and guarantee that bonuses are paid by the company.





Figure 5. 55: Five ways of empowering employees abilities.

**SOURCE: Own construction.**

The graph above indicates what participants feel about being a good leader as 16% of them say they will give rewards which will surely encourage employees to work hard, 24% say promote the individual, 26% say give a bonus, 4% say give compliments, and 22% say increase their salary if you want the work rate to pick up, while 8% failed to respond.

**REQUEST 4: Five employee traits that make managers sometimes behave in the way they do.**

**RESPONSE:** The purpose of this statement was to ascertain the precise cause of managers' or leaders' displacement of characteristics within the company. The graph below shows that most managers (30%) detest tardiness since it negatively affects corporate productivity. (22%) Using a cell phone while on duty is also seen to negatively damage work functionality. To avoid this in the future, leaders should address such problems and provide policy guidelines and norms to the staff.

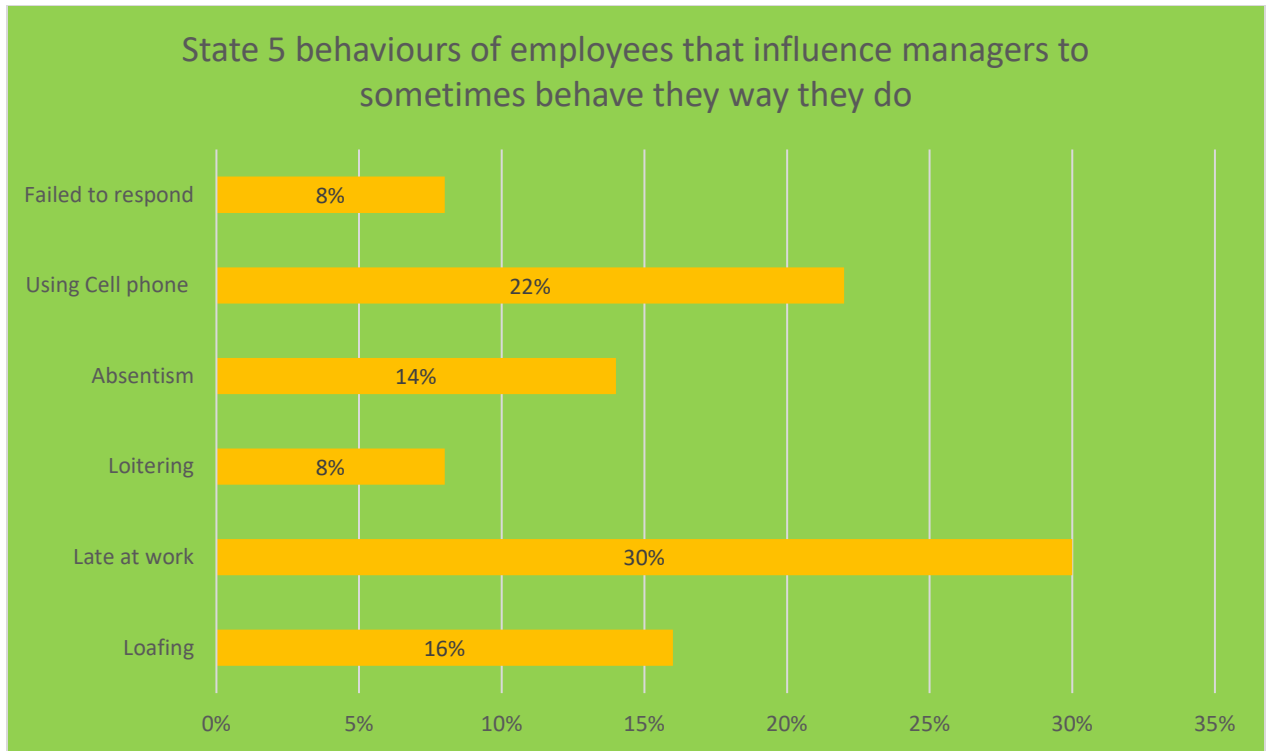


Figure 5. 56:..Employees' attitudes that makes their managers react negatively.

**SOURCE: Own construction.**

8% of respondents decided not to give feedback, 22% say using much time on your cell phone makes their managers react negatively, 14% suggest absenteeism, 8% say loitering is another issue, and 30% say being late for work also makes their managers react unfavourably, while 16% believe loafing and not being productive is another cause for leaders' negative reactions.

## 5.Chapter summary

The chapter concludes that transformational leadership can have a profoundly positive impact on the performance of the construction project team within an organisation. This is because transformational leadership fosters innovation, individual trust, empowerment, well-structured organisations, and employee involvement. But, if managers and leaders neglect to design or prepare any execution procedure that staff members are expected to follow or carry out correctly, then things may become unmanageable. Additionally, being the cornerstone and strength of the construction, a lack of morality or engagement on the part of the management or leadership towards the employees could prove to be costly. It also makes assumptions about how employees

feel about supervisors. The development of a strong, solid foundation for all parties concerned is significantly influenced by transformational leadership.

The questionnaire, which had a target of 100 participants, served as the primary guide for this chapter. However, eight of the participants never sent in their responses, which complies with the researcher making it clear that they were under no obligation to participate. The remaining 8% also came from data analysis or statistics that were gathered, which clearly shows what occurs in the workplace.

## **CHAPTER 6:**

### **Summary of findings, Conclusion, and recommendations.**

#### **6.1 Introduction**

The previous chapter focused on information that was taken from questionnaires conducted for data analysis. This chapter combines all previous five chapters and focuses on the brief of the study, research methodology, objectives, study limitations and future possible recommendations.

This research aims to assess the influence of transformational leadership on team cohesion within a construction environment, focusing on a specific construction company in Cape Town. Given the various leadership theories present in the workplace, it is evident that they can significantly impact the certainty and confidence of individual project team members. While transformational leadership emphasises inspiration, motivation, and shared vision, its efficacy within the unique dynamics of a construction environment in Cape Town requires scrutiny. Since construction projects involve various teams and a wide range of duties, they are complicated and require a deep understanding of how transformational leadership affects team cohesion. The success of transformation leadership in the workplace is highly influenced by project managers who have the powers and abilities to do so. The following factors can prove to be pivotal in the workplace: -

- Educating
- Communication
- Task delegation
- Transparency
- Monitoring

To achieve a well-structured project, a project manager needs to deploy a strategy that is transparent with the objective of empowering individuals in a workplace. Transparency creates a climate of trust and responsibility where team members are informed about the goals and status of the project and feel appreciated. Through transparent communication of objectives, difficulties, and anticipated outcomes, the project manager facilitates successful team alignment and meaningful team member contributions to the project's success.

## **6.2. Summary of chapter's objectives**

**Chapter one:** This chapter focused on illustrating the importance of the study as it introduces a well briefed literature review and research gap. A problem statement was constructed from the literature review. The following were conducted from the literature review: -

- Research design.
- Outlining of objective research.
- Research questions.
- Research methodology.

Research methodology outlines the details of population, the sampling, data collection, data analysis and reporting of the research findings or survey questionnaire and the discussion of responded results.

## **6.3 Summary of findings**

### **SECTION B: STATEMENT QUESTION**

The Likert scale is used in this section to measure the respondent's perceptions and opinions of statements arising from the research question, problem statement and research objectives. The Likert scale statements were rated on a 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 as regards to how they felt about their understanding of these statements. The very same method used in the personal information section is applied here, where the statement appears as in the questionnaire.

#### **Statement 1: A good leader specifically tells you what your tasks for the day are.**

This part of the questionnaire was to determine how influential the project managers are on the team members, with figure 5.9 showing that 44% agree that all their tasks are originally oriented

or driven by their leaders or managers. This part of the findings gives evidence showing how effective a leader is within the organisation.

### **Conclusion:**

According to this statement, leadership or managers have influence on the workers and they are very effective as 44% (majority) agree that a good leader or manager knows what you are entitled to on the day.

### **Recommendations:**

With the above statement indicating that the majority of team members would prefer to be tasked, it is shown that there is still a decline amongst the team members with figure 5.9 showing a total of 16% of the participants unsure which shows that they have mixed feelings. Therefore, the researcher recommends that team leaders and managers should formulate any transparent scope that will enable their workers to add their own skills or knowledge without relying on their fixed schedule.

### **STATEMENT 2: An effective leader clearly states the expectations for the day.**

The combination of "strongly agree" and "agree" replies at 74% indicates a strong affirmation that the goals have been accomplished. This degree of agreement emphasises how a leader can effectively empower their team members to be inspired and motivated. It implies that the team members' sense of trust, participation, and alignment has been cultivated by the leadership style that has been employed, leading to the accomplishment of predetermined objectives.

### **Conclusion:**

From the above statement, the researcher can conclude that the leadership theories could play a vital role in the working area as it's indicated that a strongly agree and agree (74%) are more comfortable with "an effective leader" who guides them.

### **Recommendations:**

Despite objectives being met, there are still 8% of those participants who might not give the researcher a full outcome or a robust conclusion on his research. Therefore, it is recommended that the project team leaders focus on creating or developing some kind of data system that will enable them to know how all their employees think or behave when given tasks to complete.

### **STATEMENT 3: A good leader doesn't allow excuses for not doing good work.**

With the majority of the participants being neutral (36%) it rises some questions as this part of data collection becomes more complicated to draw up a solid conclusion, although there is a slightly different outcome as 24% agree that leaders should always think of cost effectiveness hence they agree that the leader should not allow excuses as part of project delays or incomplete work.

### **Conclusion:**

The above statement indicates fear or doubts from the participants, with the evidence that 36% decided to be neutral which can mean anything good or bad about the leader. The researcher also noted that there seems to be a notion from the respondents who decided not to respond which could affect the results of the research.

### **Recommendations:**

The researcher highly suggests that leaders or managers should at least be more transparent when it comes to the standard or quality of work expected to avoid the high percentage of participants who do not participate due to mixed feelings.

**STATEMENT 4: Task should be the only focus, that's what you are employed for.**

With a combination of disagree and strongly disagree (36%) and neutral of 22% and with 8% showing missing data therefore the researcher can conclude that team members want more exposure to other protocols that might uplift their skills or knowledge.

**Conclusion:**

The research shows that some participants avoided participating which could suggest that there might be some issues with the leadership, and that is supported by the total number of participants who opted to remain in between as a result of not wanting to comment further about their leaders.

**Recommendations:**

The data clearly indicates that the participants responded in an unhappy manner, therefore, the researcher requires more reviews of the construction company, so that the employees should understand what is it that is needed from their service. The researcher strongly advises the company to use legislation or company policy which will enable the workers to know their purpose of being at work.

**STATEMENT 5: Excellent leaders monitor performance closely and no faltering.**

It is not a surprise that most of the employees advocated that a leader should adhere to his professionalism and lead by example as 40% agree with the corresponding 38% strongly



agreeing with, although the numbers speak for themselves, there is still that missing portion of the data as 8% of participants did not part-take in the process.

### **Conclusion:**

The fact that employees overwhelmingly support leaders who maintain professionalism and set a good example for others to follow highlights the power of transformative leadership. This leadership quality is demonstrated by the support of 38% strongly agreeing and 40% agreeing. Nonetheless, the 8% absence of participants indicates that more research is necessary to address disagreement or disengagement.

### **Recommendations:**

A leader should have no favouritism whatsoever and should always treat everyone under his leadership equally. This type of leadership empowers and develops individual brilliance, which provides more value to their own skills and knowledge.

### **STATEMENT 6: Good managers have no time for innovations, work must be done.**

Is it very surprising that 20% might have agreed that leaders should only focus on projection and no other agenda, however with a large opposite of 48% disagree and strongly disagree combined. This indicates that some of the employees only focus on what they are being told to do at work instead of striving for more exposure and growth.

### **Conclusion:**

To summarise, although 20% of respondents indicated that they preferred leaders who were only concerned with projection, the heavy resistance from 48% of participants indicates that there was a general feeling against this kind of limited leadership. This simply means that there is a possible obstacle in cultivating a culture of innovation and expansion, or growth, as certain participants/workers seem to value conformity over creativity and advancement.

### **Recommendations:**

These statistics can speak volumes on how some workers are so behind with technology or the changes happening around the globe, therefore, this is the perfect time to introduce such workers to more studies and educate them about the importance of innovation and creativity.

### **STATEMENT 7: A good leader is task-focused and there is no time for relations and friends.**

As we all know, most families spend more time with their colleagues than with their siblings and partners. Figure 5.15 indicates that 56% of participants (disagree and strongly disagree) about a leader who only focuses on work scope.

### **Conclusion:**

This statement indicated how important the bond created in the working environment between leaders and workers is, as a large number (56%) of respondents felt that they do need to have some sort of friendship bond within working zones.

### **Recommendations:**

The workspace unites and brings different cultures together; therefore, it is wise to say that leaders or managers should consider how to create that family bond and probably organise some sort of year end function which the researcher believes will bring everyone on board together.

### **STATEMENT 8: A target leader can know/tell when tasks can be completed.**

The construction industry has been deemed super complex as 10 % of participants seemed to be confused with what the target leader does to project task completion, however, the objective was to determine if the employees understand the role of the leader and his duties when it comes to project completion. With this objective, the researcher could conclude that indeed a leader knows his/her target as 50% agree while 8% did not avail the data which could have had a different result.

### **Conclusion:**

With 10% of participants expressing confusion regarding the leader's role in job completion, it indicates the complexity in the construction sector in this selected construction company in Cape Town/ Western Cape. But the majority agreement (50%) shows that workers generally understand what the leader's duties are when it comes to completing the job.

### **Recommendations:**

With 6% and 2% showing differences from the 50% of participants with an additional of 24% who strongly agree, it will be wiser for the leaders to bring everyone on board which will make them see the necessity of leadership qualities and traits.

### **STATEMENT 9: I prefer a leader who monitors me closely to avoid any mistakes.**

In most cases employees dislike being monitored closely as some classify that as being micromanaged, so, in this case, 20% remained neutral as this indicates fear or mixed feelings

regarding their leaders in the workplace, however, 60% combined of strongly agree and agree indicates that a good leader is the one who monitors one.

### **Conclusion:**

This above statement indicates how effective and influential a transformational leader could be, as they opt to be monitored closely to avoid mistakes which might cost the company money or resources.

### **Recommendations:**

Project management is about planning, managing, budgeting, implementing, and execution. Therefore, 10% indicating that they disagree with a leader who monitors him/her closely, may have negative outcomes on the construction or project. Therefore, the researcher suggests that leaders should play a major role in identifying team members with such traits and educate about the importance of budgeting and saving, and importantly emphasise the value of avoiding mistakes which might prove to be costly.

### **A leader who micro-manages responds to the problem faster.**

With 8% of the participants not willing to get their data captured it could prove that they might be demonstrating that they are being micro-managed but with insufficient evidence the researcher cannot conclude on that, however it seems that most employees prefer leaders who control them, and this makes it harder for the researcher to know exactly how these workers are influenced negatively or positively.

### **Conclusion:**

The above statement leaves things hanging as the 8% of those participants who did not participate appear to affect the overall outcome of the data collection.

### **Recommendations:**

If micro-managing is working well in this selected construction company, then they should implement the strategy efficiently as such traits create uncertainty within the organisation, for example, it can spike protest, can invite media, and can be deleterious for the company.

### **STATEMENT 11: An efficient leader pays the same for different performance.**

It's interesting to notice that 14% and 26%, or 40%, strongly disagree and 16% had no opinion about perceived discrepancies in work reward, respectively, despite 8% of respondents failing to return the survey. Conversely, most respondents (36%) agreed or strongly agreed that their leaders were cognisant of the tasks to be done. Nevertheless, 8% of respondents withheld information, demonstrating that the group's level of concern varied.

### **Conclusion:**

Despite 40% of disagree and strongly disagree, a sizable percentage (36%) expressed gratitude for their leaders' task awareness, indicating some level of confidence in their ability to lead.

### **Recommendations:**

To allay worries over task remuneration, it is imperative that the compensation structure be thoroughly examined to guarantee equity and transparency. Regular feedback systems can be implemented to better assess and address employee concerns. To guarantee that task requirements are clear and that goals are in line with employees' expectations, leadership should place a high priority on recognising their workers' efforts.

### **STATEMENT 12: A good leader rewards well for performance within schedule.**

20% (agree) of respondents believe in rewarding employees for doing exceptional work, and 42% strongly agreed that they ought to be, showing that 62% of respondents valued recognition. Of

them, 28% were ambivalent, and 2% thought that their efforts went unrewarded. The majority belief in acknowledgment indicates that leaders play a major role in empowering the workforce.

### **Conclusion:**

This statement indicates the effectiveness and influence a leader has on his people as 62% of the participants assert that hard work should be rewarded by leaders.

### **Recommendations:**

Transparency and motivation can be improved by having regular conversations regarding the requirements for recognition. Furthermore, it's critical to address the issues of the 2% of people who feel underappreciated despite their efforts to sustain engagement and morale. Encouraging a culture of appreciation and recognition can reinforce the belief that hard work is valued and rewarded.

### **Statement 13: A better worker in the team can be promoted as a reward.**

The workforce has a high degree of acknowledgment, as evidenced by 74% of respondents who said they felt recognised. This implies a culture of positive promotion. Nonetheless, 8% of respondents declined to provide their opinion, suggesting a possible lack of openness or difficulty with speaking up. While 4% express unhappiness at a lack of perceived transformation about the promotion process.

### **Conclusion:**

The above statement does certify the objective of the study as 74% indicate that leaders do empower and motivate them although 8% opted to stay away and 4% felt otherwise about leadership empowerments.

## **Recommendations:**

Leadership should be very clear in communicating the promotion criteria and procedures. They should encourage open communication to address concerns and gather feedback from the 8% who suppressed their perception. Look at the feedback left by the 4% of unhappy people to identify areas where the promotion process needs to be strengthened. Adjust to ensure fairness and transparency, creating a positive environment that boosts motivation and engagement.

## **STATEMENT 14: A good leader doesn't look at qualifications but performance.**

The evidence suggests that there is a good deal of uncertainty regarding the importance of education. Because 36% of respondents indicated that they were impartial, it is unclear whether they thought that having qualifications were exaggerated. As seen by the 16% who disagree and the 8% who strongly disagree, opinions on this topic are divided. 32% of respondents said that performance needs to come before qualifications for leaders. The 8% of respondents who remained silent can be a sign of disinterest in the topic.

## **Conclusion:**

This statement indicates confusion from which the researcher can draw by pointing out the 36% of participants who remained neutral which indicates lack of interest. Looking at **figure 5.2**. 14% of no matric might be compared with the 16% and 8% who see less importance of having a qualification in preference of experience.

## **Recommendations:**

Leaders should prioritise a balanced strategy that emphasises both education and practical skills to resolve the ambiguity. Promote continuing communication to comprehend the worries and viewpoints of those who are unbiased or haven't offered comments. Develop training programmes that highlight the value of a well-rounded skill set by emphasising the development of both technical and soft abilities. Encourage a work environment where staff members, regardless of their educational background, feel appreciated for their efforts. Offer chances for

ongoing education and skill enhancement to facilitate professional growth and enhance output. Lastly, make sure that procedures for promotion and recognition consider both credentials and proven skills, encouraging equity and transparency.

**STATEMENT 15: Good managers train bad performers or retrench them.**

The information shows a wide range of perspectives on how to deal with failing workers. While 18% strongly agree that managers should either fire or train staff, 16% oppose the idea. The 28% who have no view convey doubt or indecision, but the 16% and 14% who agree or strongly agree show different degrees of support for this strategy. The 8% of respondents who did not offer an opinion could be reluctant or uninterested in doing so.

**Conclusion:**

The researcher concludes by saying that the 28% of neutral respondents could have had difficulty answering the above statement to avoid being biased, however, the 8% indicates the lack of leadership within the organisation as they opted to stay way indicating a lack of team spirit and unity, with 14% strongly disagreeing indicating fear and outlining the importance of working in harmony.

**Recommendations:**

To tackle this range of viewpoints, leadership should promote candid conversations regarding successful performance management techniques. Provide managers with tools and training to help them smooth their coaching and performance-improving abilities. Before considering terminating underperforming staff, provide a clear framework for their evaluation and support.

**STATEMENT 16: I like a leader who sets targets because that motivates me.**

According to the investigation, a knowledgeable team can be successfully led by an aware leader to complete duties within the allotted time. Even though 8% disagreed strongly, 8% were indifferent, and 8% did not reply. But the majority 84% of respondents agreed or strongly agreed,



showing that the idea of effective leadership is widely accepted. This shows that, despite certain inattentive voices, leadership awareness and ability are crucial to job completion.

### **Conclusion:**

A target leader or manager is more influential and probably more effective to individual groups of people, as 84% clearly indicate the objectives of the study.

### **Recommendations:**

Leadership should offer awareness and focus on training programmes to strengthen the efficacy of leadership. Make sure the concerns of the 8% of respondents who strongly disapproved are understood and considered. Encourage the 8% of respondents who did not reply to participate.

### **STATEMENT 17: I feel heroic when I am given a task and do it in record time.**

Data shows high support for the goals, with 26% of respondents agreeing and 58% strongly agreeing. Nonetheless, 8% might not care. However, 4% disagree and 4% are neutral, indicating that there is a minority that is unsure or uninterested. However, the resounding majority's support suggests that the goals are being well-received, thus steps must be taken to ease the concerns of the irate and uncooperative minority.

### **Conclusion:**

Transformation leadership duties are to inspire, support, empower, build, and motivate. Therefore, the above statement draws the finding that objectives of the study are met in this question and simply implies that leaders and managers can be effective and influential to its work within the construction company.

### **Recommendations:**

Leaders or managers should focus on engagement strategies, such as reminders or follow-up inquiries, to address any potential indifference on the part of the 8% of respondents who did not reply. Talk about possible fixes and learn from the 4% of respondents who don't agree. Clearly explain the objectives and benefits to garner support and dispel any confusion. Engage the 8% of those who are unwilling to participate.

**STATEMENT 18: I don't want to be punished for failing to finish my task early.**

Various viewpoints regarding the penalty for unfinished work are displayed in the graph. 10% strongly disagree and 16% disagree, indicating a significant section of the population that is against punishment measures. 30% appear unsure, indicating uncertainty. 18% agree that time missed cannot be made up unless there is a compelling reason, while another 18% are in favour of harsher punishment. It's possible that the 8% of people who refrained were uncomfortable sharing their opinions.

**Conclusion:**

These findings highlight the challenges of implementing a uniform approach to addressing incomplete work and the importance of open dialogue and consensus-building. And the 30 respondents who left the research with unanswered questions might affect the outcome of the research.

**Recommendations:**

Managers and leaders should provide training or workshops to improve productivity and time management abilities, which will lower the probability of incomplete projects. To establish clarity and clear up any misunderstandings, get input from the 30% who are unclear. Finally, converse with the 8% who are refraining from engagement and gain insight into their worries or misgivings.

**STATEMENT 19: A leader rewards equally for work done and not for efficiency.**

50% chose to remain neutral, which may suggest hesitancy or indecision. The neutrals appear to be offset by the 10% balance between strong agreement and disagreement. 14% of non-respondents strongly disagreed, and 8% concurred, demonstrating the group's diversity of viewpoints. Generally, there are voices of disagreement, but ambiguity still rules.

### **Conclusion:**

The effects of transformational leadership on site are to empower and gear up projects' team members, with 50% of respondents being neutral, it indicates doubt whether leaders should neglect team efficiency. This data shows that leadership should consider individual brilliance too.

### **Recommendations:**

A job should be a well-done task; however, efficiency could be the key that leaders and project managers should look at as it motivates and could easily be used to promote hard working team members.

### **STATEMENT 20: A leader knows that people work better to get the rewards.**

Respondents' perceptions that leaders don't understand the value of hard effort range from 0% to 4%, and 8% didn't completely participate. 14% stay indifferent, perhaps not wanting to share their emotions. Nonetheless, 54% concur that leaders understand the need for diligence. This shows that respondents had differing opinions, with most of them admitting that leaders understand the value of industriousness.

### **Conclusion:**

This statement shows the impact of leadership as the respondents are acknowledging leaders' inputs which suggest that individuals are being empowered and promoted.

## **Recommendations:**

Leaders should aggressively acknowledge and reward industriousness to promote its value to close the perceived gap. Promote open lines of communication to better comprehend the worries of the 0-4% of people who don't feel valued. Give the 14% of neutral respondents a secure space to express their thoughts and worries. Engage the 8% who choose not to participate as well as to elicit their opinion and guarantee inclusivity in decision-making procedures.

## **STATEMENT 21: I prefer a leader that rewards me according to my performance.**

According to the findings, there is a clear preference (38% strongly agreeing and 26% agreeing) for impartial leadership. Nonetheless, a significant 20% hold no opinion, indicating a lack of conviction. The 8% who disagree constitute a minority opinion. The lack of a compelling counterargument highlights the general acceptance of impartial leadership.

## **Conclusion:**

The above statement concludes that 20% of participants might not be happy with how things are done, and that alone might be an indication of the effectiveness of a leader being questioned. However, 64% indicates that indeed they are being well monitored and recognised.

## **Recommendations:**

For leaders and managers to tackle the neutral participant's outcomes, leaders must offer concrete illustrations and instruction on impartial leadership conduct. Talk to the 20% of neutral responders to learn about their worries and offer comfort. Conduct regular feedback meetings to get input on leadership methods and to ensure transparency.

**STATEMENT 22: A good leader does not care about my ability to compete.**

A sizeable percentage 14% strongly disagree and 34% disagree, pointing to worries regarding the capabilities of leaders totaling 48%. The 24% of respondents who elect to remain neutral can indicate reluctance to disclose private issues. In contrast, 14% of respondents agree and 6% strongly agree that the leader does not care about their skills. While 8% of respondents never completed the questionnaire, which may indicate indifference.

**Conclusion:**

The above states indicate how leaders draw out some of those individuals who remained neutral as this might affect the overall objectives, however, the above statement concludes that a good leader is more concerned about skills and innovations which they use as a criteria for promotion.

**Recommendations:**

Individual training and development initiatives should be offered to allay concerns regarding the competences of leaders. To comprehend and address the rationale behind the neutral posture, promote frank discussion. Put feedback systems in place to assess and address employee complaints regarding leadership. Lastly, confirm that everyone is aware of the importance of leadership skills and involvement in creating a positive work environment.

**STATEMENT 23: A good leader always set goals and rewards per performance.**

38% of respondents agreed with the question, including 26% who strongly agreed, according to the data, indicating substantial agreement. A sizable percentage, 24% chose to remain neutral, indicating a lack of strong feelings. Remarkably, just 4% of respondents strongly disagree, suggesting a small opposing opinion. There are no respondents who disagree. Nevertheless, 8% chose not to reply, which might have an impact on how opinions are represented generally.

**Conclusion:**

Based on this statement, the objective of this study is met as 64% of participants indicates the transformational within the environment, although 24% remain mute on voicing an opinion, the statistics clearly show that workers are recognised.

### **Recommendations:**

Holding frequent feedback sessions and using communication channels, promotes involvement. Leaders and managers to make sure that transparency and promotions are key in empowering and innovating in a workplace.

### **STATEMENT 24: Pay increase can be equal for all regardless of performance.**

According to the graph, 40% of respondents support fairness and think income increases should be given equally to all workers, regardless of the amount of effort put in. However, 30% oppose pay increases without corresponding work, emphasising merit-based compensation. 22% hold no opinion, indicating a lack of conviction. A segment of the population, approximately 8%, whose opinions are not recorded, could have an impact on the analysis.

### **Conclusion:**

The research indicates that although there is a good impact from the respondents regarding salaries and performance, there is still more to be done as 8% of respondents withdrew from the data which complicates the study.

### **Recommendations:**

To address the varying opinions on salary increments, initiate discussions on the principles of fairness and merit-based compensation. Provide training on performance evaluation and reward systems to ensure transparency and consistency. Encourage the 22% neutral respondents to share their concerns and perspectives through feedback sessions. Implement measures to increase questionnaire participation to capture a more comprehensive range of views.

**STATEMENT 25: There is no room for loitering around when there are set goals.**

The graphs indicate that most of the respondents value going to work and completing tasks, with 64% strongly agreeing or agreeing, showing a strong respect for their job. Conversely, only 8% combined strongly disagree or disagree, indicating a minor dissenting view. However, 20% chose to remain neutral, suggesting a lack of strong opinion, while 8% did not respond, potentially affecting the overall analysis.

**Conclusion:**

The above findings suggest that respondents are keen to go to work and do their duties with some indicating what might be happening within the construction industry as they remained neutral at 20%, and 8% not responding (which indicates compliance in the organisation)

**Recommendations:**

Regularly acknowledge and praise the contributions made by employees to help create a positive work environment. Speaking with the 20% of people who are neutral will help leaders and managers to comprehend their worries and resolve any ambiguities. Put in place feedback systems to ensure that the opinions of individuals who remained silent are heard. To further improve worker engagement and job happiness, offer professional development opportunities.

**STATEMENT 26: Prefer a leader who focuses on the purpose of coming to work.**

The data reveals a diverse range of opinions on whether leaders should be concerned about personal matters. A significant portion, 44% combined, agree, showing varied perspectives. The 12% each who strongly disagree and disagree indicate a notable dissenting view. Meanwhile, 24% hold no opinion, suggesting uncertainty. Additionally, 8% declined to share their comments, possibly indicating disengagement or hesitancy to express their views.

**Conclusion:**

These findings underscore the complexity of personal matters in the workplace and the importance of fostering open dialogue and understanding among team members.

The above statement indicates employees' traits and behaviour in the workplace, which suggests that employees crave better chances of being empowered and groomed.

**Recommendations:**

To address the diversity of opinions, leaders should promote open discussions on the role of personal matters in the workplace. Provide training on interpersonal skills and empathy to help leaders navigate effectively through employee's traits.

**STATEMENT 27: People look for jobs to work and not for sympathy/ company.**

The data suggests a strong focus on job security and financial stability, with 52% (30% strongly agree + 22% agree) expressing agreement. Additionally, 28% remaining neutral indicates uncertainty or a lack of strong opinion. 12% disagree, suggesting a minority with different priorities. The 8% who failed to respond might further indicate disengagement.

**Conclusion:**

The researcher concludes that participants might not know much about the company background as 28% indicates those who remained neutral with clear indications of trying to avoid being biased or stating something which might not be true about the organisation, with evident support from the 8% of the participants who did not respond.

**Recommendations:**

The researcher recommends that managers and leaders should employ workers with at least some background of the company, and who know what the company objectives and goals are



as that would help the employees have more interest in company projects for future purposes. Leaders to train and educate the current employees about the company's objectives and values.

**STATEMENT 28: A good leader states clearly the focus to work and not friends.**

The data shows a strong preference among respondents against leaders having friendships. A combined 48% (26% agree + 22% strongly agree) express agreement, while 26% remain neutral. Only 18% (16% supportive + 2% not agreeing) indicate some level of support for leader-friendship dynamics. However, 8% did not respond, potentially affecting the overall representation of opinions.

**Conclusion:**

These findings highlight a widespread perception that leaders should maintain professional boundaries, possibly to ensure impartiality and fairness.

**Recommendations:**

Provide explicit instructions on how to uphold professional boundaries while fostering wholesome connections to counteract the bias against friendships among leaders. Discuss and listen to the concerns of the 26% of neutral respondents to reassure them.

**STATEMENT 29: I like a leader who has no time for excuses from subordinates.**

While 8% of respondents showed consistency in their decisions, the percentage of neutral responses indicates mixed feelings and is a concern for the researcher as 26% remained neutral indicating doubts, and 42% strongly agree and agree, while 24% disagree and strongly disagree.

**Conclusion:**

Leadership plays a pivotal role in influencing their subordinates, as their input would change the aspect of the project outcomes. These findings state the objectives of leadership who run the scope according to the plan.

**Recommendation:**

With 42% showing effective leadership, there is still more to be done by the project team leaders as the number of uncertainties still indicates doubt within the organisation.

**STATEMENT 30: Rewards good performance by praising or promoting the individual.**

The data shows strong agreement with the statement, with 76% of respondents in favour of rewarding and promoting hard work. Only 4% disagree, indicating a small dissenting view. However, 12% are neutral, suggesting a lack of strong opinion. The 8% who failed to submit may have affected the overall representation of opinions, potentially impacting the perceived level of support.

**Conclusion:**

Leaders have proved to be effective amongst the participants' response as 76% indicates that leadership rewards for outstanding performance.

**Recommendations:**

Clarify the advantages of rewarding effort and its effects on the organisation to allay the doubts of impartial respondents. To lessen neutrality, promote candid conversations to better understand issues and points of view.

**STATEMENT 31: Must keep the situation as it is and stop experimenting with new things at work.**

44% of respondents did not agree or disagree with the above statement as they decided to stay neutral, a combination of 38% disagree or strongly disagreed, and 8% agree, while 2% strongly agree, and 8% data not captured.

**Conclusion:**

The above outcomes indicate how complicated things are in this selected firm as the large number of those who decided to be neutral could affect the research objectives, with other factors of those 8% who failed to respond. 8%, and 2% of the respondents care less about innovations and gaining more knowledge or skills.

**Recommendations:** To meet objectives, leadership could engage with the workers and educate them about the importance of innovation and creativity which will boost or enhance the firm's standards.

**STATEMENT 32: Must check closely what employees do to avoid otherwise costly mistakes.**

According to the data, just 2% of respondents strongly disagree and 2% disagree with the statement, meaning that 18% of respondents are still undecided. On the other hand, 72% express agreement (42% strongly agree, 30% agree). Conversely, 8% of respondents who did not provide feedback might be uninterested.

**Conclusion:**

According to the above statement, failing to check on employees could be expensive because it can result in inefficiencies and poor performance, however, this statement indicates the

effectiveness of leadership styles as 72% indicates how empowering and encouraging leaders are to their team members.

### **Recommendations:**

To assist the 18% of respondents who were unsure, give further details regarding the advantages of routine performance reviews and how they affect output. Leaders should engage staff members in conversation to learn about their issues and aid with decision-making. Leaders should put policies in place to promote comments from the 8% who did not respond, ensuring their perspectives are heard.

### **STATEMENT 33: The goal must be communicated clearly to avoid miscommunicating.**

The statement is supported by most respondents (88%), with a sizable fraction strongly agreeing (64%) and another 24% in agreement. The fact that there is no strong disagreement underlines how widely accepted this viewpoint is. On the other hand, 4% of respondents expressed uncertainty, suggesting a small amount of ambiguity. Furthermore, 8% of respondents declined to express an opinion, indicating possible indifference to the assertion.

### **Conclusion:**

Most responders appear to be in strong agreement with this, with a minor percentage expressing doubt or disinterest which could not negatively impact the data.

### **Recommendations:**

To allay the worries of the 4% of respondents who expressed uncertainty, promote candid dialogue. Put tactics into place to boost involvement and participation among the 8% of respondents who choose not to voice their opinions.

**STATEMENT 34: Projects are short term and do not need a long-term approach.**

The data shows a range of opinions regarding the assertion. A significant portion, 42%, remains indifferent, indicating a lack of strong opinion. Conversely, only 10% of respondents disagree, with 8% strongly disagreeing and 2% disagreeing. Meanwhile, 38% accept the proposition, with 4% highly agreeing and 24% agreeing.

**Conclusion:**

These findings highlight varying perspectives within the organisation, indicating the need for further exploration and understanding of differing viewpoints including mixed feelings as (42%) indicates a lack of proper leadership styles as there is no clarity which results in confusions among the workers.

**Recommendations:**

To address the range of opinions, leadership should open discussions to understand the reasons behind the indifference, disagreement, and agreement. Provide opportunities for individuals to share their perspectives and concerns openly.

**STATEMENT 35: Introducing new ways of doing things through projects are intended for a short time.**

The data indicates that some of the respondents support the introduction of additional elements in a project, with some strongly agreeing and agreeing. However, most respondents, 52%, are unsure or indifferent to the statement.

**Conclusion:**

This suggests a significant level of uncertainty among respondents, potentially indicating a need for further clarification. The differing opinions between those who support and those who

oppose additional elements in a project indicate a potential division in perspectives within the organisation.

### **Recommendations:**

Clarify the Purpose: Provide clear explanations of why additional elements may be beneficial to projects, outlining potential advantages and challenges.

Leaders and managers should enforce engagement, have open discussions and forums where employees can voice their concerns, ideas, and perspectives regarding the introduction of additional elements.

### **STATEMENT 36: Allows the employees to perform with little interference even if there is risk.**

The data shows that 30% of respondents agree that leaders should not interfere with working in a high-risk zone, with 6% strongly agreeing. Conversely, 26% disagree, with 10% strongly disagreeing. However, a significant portion, 20%, is uncertain about their stance.

### **Conclusion:**

This suggests a divided perspective among respondents, with a notable portion unsure about the issue, possibly indicating the need for clearer communication or policy guidelines regarding leadership intervention in high-risk zones.

### **Recommendations:**

Provide clear guidelines on leadership intervention in high-risk zones to ensure consistency and understanding among employees. Conduct training sessions to educate employees on safety protocols and the importance of leadership support in high-risk environments.

**STATEMENT 37: Leave employees to work, they will call you for help only when they don't know.**

The data shows a significant level of indecision, with 42% of respondents being neutral, indicating uncertainty. This suggests a lack of clarity or strong opinion among a considerable portion of the respondents. 8% chose not to reply, which may have influenced the outcomes by potentially skewing the representation of opinions. 16% disagreed, with 6% strongly disagreeing and 10% disagreeing indifferently. However, 32% of respondents overall agreed with the statement, showing a notable but not overwhelming degree of support.

**Conclusion:**

According to this statement, the 42% neutral participants indicates that the majority of employees might struggle without leadership being enforced or introduced, as they need an influential leader to execute the task.

**Recommendations:**

Workers should know the values of leadership styles, and its influence, therefore, employees cannot afford to sideline leaders or managers. Leaders are needed to monitor and give orders to have a productive site.

**STATEMENT 38: Leaders should take corrective action only if serious problems have happened.**

The data reveals a diverse range of opinions among respondents. With 8% failing to respond, it indicates a potential lack of engagement. 20% strongly disagree and 14% disagree, indicating a significant portion in opposition to the statement. 24% are uncertain, suggesting a lack of clarity. However, 18% of respondents agree, showing some support for the statement.

**Conclusion:**

Overall, there is a good deal of confusion and disagreement, which highlights how complicated the problem is and how much more research and explanation are required.

**Recommendations:**

To effectively address the diversity of opinions and uncertainty revealed by the data, it's crucial to take several steps. First, providing additional context or explanations regarding the statement can enhance understanding among respondents. Second, this can be coupled with efforts to engage respondents actively, such as through discussions or surveys, to uncover the underlying reasons behind disagreement, uncertainty, and non-response.

**STATEMENT 39: A word of mouth is good enough for rewarding good performance.**

The data highlights a significant level of uncertainty among respondents regarding whether praising someone is sufficient for recognition by leaders. With 46% choosing to be neutral, it suggests a lack of consensus or clarity on this issue. Additionally, 8% strongly disagree and 16% disagree, indicating a sizable portion that does not believe praising alone leads to recognition. Conversely, only 22% agree, demonstrating limited support for the idea. 8% data of the participants not recorded.

**Conclusion:**



The 8% failing to respond further complicates the analysis, potentially indicating disinterest or ambiguity.

### **Recommendations:**

Overall, the data suggests a need for further exploration and clarification on what constitutes recognition by leaders, as well as potential factors influencing respondents' perceptions.

### **STATEMENT 40: I don't want a leader who keeps the status quo.**

The data shows a significant portion of respondents (42%) opted to remain neutral, indicating widespread indecision or ambiguity. Additionally, 20% disagreed, with 2% strongly disagreeing and 18% disagreeing, suggesting a notable dissenting view. 30% agreed, demonstrating limited support for the statement. The 8% failing to respond further complicates analysis, potentially indicating lack of engagement.

### **Conclusion:**

These findings indicate the complexity within the construction environment with this selected company in Cape Town as most participants 42% were neutral.

### **Recommendations:**

Given the notable neutrality and dissent among respondents, leadership should maintain highly motivated and well-prioritised staff.

### **STATEMENT 41: Good leaders sell their ideas so I can think about them and use them.**

In the survey, only 10% of respondents disagreed, with no strong disagreement observed. The majority, 58%, agreed, indicating a positive trend. However, 24% were undecided, suggesting a need for further clarification or information, and 8% never responded to the data collection.

### **Conclusion:**

Although the objectives are met on these findings, the leadership still has some work to do as 24% which is a quarter of the targeted sampling show a worrisome trend by being neutral.

### **Recommendations:**

Leaders should empower and encourage their project team members to enable more skills, to showcase what their talents are and what they are capable of, especially those 24% of the participants which will improve the researcher's data gathering.

### **STATEMENT 42: I'm motivated by completing specific goals.**

The data from the graph indicates a significant majority of respondents, 82%, strongly agree or agree with the statement. However, there's a small portion, 10%, who feel otherwise. Notably, there are no respondents in strong disagreement, suggesting widespread support for the statement. However, 8% not giving feedback may affect the overall representation of opinions.

Conclusion:

These findings indicate the confidence in participants, and which might indicate the influence by their leaders or managers as most of the participants indicated that finishing a given task motivates them.

### **Recommendations:**

Given the overwhelming support for the statement, it's crucial to ensure that the views of the 10% who expressed disagreement are understood and addressed. Engaging with these individuals through follow-up discussions or surveys could provide insights into their perspectives and concerns. Efforts from the leaderships and managers should be made, which will see the 8% participants participating as their input is essential for a comprehensive understanding of the topic. Clear communication about the purpose and significance of the survey may help improve response rates in the future.

### **STATEMENT 43: Putting work into specific targets enables us to predict the future.**

The data indicates a strong agreement with the statement, with 80% of respondents either agreeing or strongly agreeing. And only 0-2% disagreed, indicating minimal dissent. However, 10% are unsure, suggesting a degree of uncertainty. The 8% who didn't respond may have affected the overall representation of opinions.

### **Conclusion:**

According to the above statement, leadership style does play a major role in influencing individuals, giving recognition, and creating a better plan for workers to shine.

### **Recommendations:**

It's important for leadership to address the uncertainty among the 10% who are unsure. Project managers and leaders should draft a solid plan or use systems like the Gantt chart to help employees understand the work programme.

**Statement 44: I'm happy to experiment with new ideas even though projects have limited time to finish.**

The data illustrates strong support for trying new things within the project, with 72% of respondents agreeing or strongly agreeing. Only a small percentage, 0-2%, disagreed, indicating minimal dissent. However, 18% opted to remain neutral, suggesting a significant portion of uncertainty. The 8% who failed to submit their responses may have impacted the overall representation of opinions.

**Conclusion:**

The findings suggest a positive attitude towards innovation in projects, emphasising its ultimate potential benefits for creating innovation and creativity, therefore, this suggests that leaders are effective enough in empowering its team members.

**Recommendations:**

It's critical to interact with the 18% of respondents who expressed neutrality to resolve any doubts they may have to strengthen the favourable attitude towards innovation in projects. To ensure that the 8% of respondents who did not submit their comments are heard in future polls, further efforts should be made to ascertain why they did not do so.

**6.4. Implication for further research**

**The information shows several research implications.**

- First, learning more about the factors that influenced the sizeable portion of respondents who chose to stay neutral could reveal important information about how they view innovation in projects. Comprehending their apprehensions or doubts may aid in formulating focused tactics to stimulate increased involvement and involvement in subsequent polls.

- Second, to guarantee the validity and representativeness of subsequent research, it is crucial to investigate the reasons behind the 8% of respondents who did not submit their responses. Data collection techniques can be improved, and response rates raised by having a better understanding of the causes of non-response, including disengagement, technological difficulties, and other variables.
- Finally, investigating the connection between organisational culture and perspectives on innovation may offer insightful information about the larger framework within which these beliefs are held.

### **6.5. Limitation of the research**

The aim of this study was to assess the effectiveness of transformational leadership on workers or project team members in the construction industry in Cape Town. The hypothesis posited that a transformational leadership style has a significant effect on the performance of project team members.

**6.6. This research has a few drawbacks that should be noted.** Firstly, relying solely on survey data raises the possibility of response bias, in which participants give answers that are socially acceptable or omit vital information from their responses. The validity and accuracy of the results may be impacted by this.

Secondly, the sample size and composition may limit the generalisability of the results. If the sample does not accurately represent the wider population or if certain groups are overrepresented or underrepresented, the findings may not be applicable beyond the surveyed group.

Thirdly, the phrasing and design of the survey questions may contain bias or ambiguity, which could affect how respondents understand and react to the questions. Responses from participants may even change somewhat depending on how the questions are phrased or arranged.

Lastly, there's a chance that the study was impacted by unaccounted-for confounding factors or outside influences. The validity of the results may be impacted by variables that affect respondent's attitudes and perceptions, such as organisational culture, current events, or changes in leadership.

## **6.7. Overall recommendations**

It is imperative that managers and leaders create a detailed action plan to improve leadership effectiveness in the chosen construction firm in Cape Town. The main goal of this strategy should be to pinpoint each team member's unique characteristics and behaviours. Leaders may optimise productivity and engagement by customising their approach to each employee's distinct strengths and shortcomings. It is imperative to recognise the possible consequences of certain respondents' non-participation in the process of gathering data. This could result in sample bias, which would reduce the findings' overall representativeness. To guarantee that everyone on the team has a voice and is taken into consideration, leaders should proactively learn about and comprehend the interests and problems of each team member.

Leaders must also refrain from showing partiality and allowing cliques to develop within the workforce. Such actions can damage team spirit and morale, creating a less happy and productive work atmosphere. Rather, managers ought to cultivate an environment of impartiality and justice where each worker feels appreciated and respected.

To maintain accountability and openness, organisational projects should also be carefully planned and scheduled. Establishing precise deadlines and benchmarks gives everyone a sense of direction and offers a structure for tracking advancement. Members of the team feel more trusted and accountable for the project's success because of this openness.

In conclusion, proactive planning, recognising individual diversity, and cultivating an environment of justice and transparency are all necessary for effective leadership in the construction industry. Leaders may foster a productive, collaborative, and successful work environment by attending to these factors.

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