



**EFFECT OF STAKEHOLDER MANAGEMENT ON CONSTRUCTION PROJECT  
EXECUTION AT A SELECTED SITE IN THE CAPE METROPOLIS**

**By**

**Findley Pearce**

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**Supervisors: Dr Larry Enoch Jowah and Irshaad Desai**

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## **ABSTRACT**

Projects and their execution have been with the human race ever since we started building homes and other structures. This has primarily been predominantly the preserve of engineering projects with infrastructure construction dominating the space dealing with projects. The definition of a project as an undertaking with clearly defined objectives to be completed within specific time, budget, quality and scope, has attracted attention from other disciplines. There is a significant increase by the industry in general to resort to management-by-project as a solution to well organised production systems. Added to this is the maximisation of the scarce resources for all production and or operational systems, making management-by-projects the most efficient approach to doing business. The emergence of this resource-saving approach has been complemented by advancement in technology facilitating faster and more effective execution of tasks. Even though management-by-projects (*projectification*) has been broadly accepted in the industry, construction project execution failure rate has remained considerably high wavering between 47% - 52%. This failure rate, in executions managed by qualified and experienced industry relevant engineers, artisans and technicians. The Project Management Institute (PMI), the umbrella body for the project practitioners identified 10 Project Management Knowledge Areas listed in the Project Management Book of Knowledge (PMBOK) as a guide to the competencies necessary to reduce if not eradicate project failure rates. This study is premised on the contribution and effect of Stakeholder Management (the 10<sup>th</sup> item), considering that projects are designed by people, for people and implemented by people. The descriptive research design was used complemented by mixed research methodology intending to explore both breadth and depth in the understanding of the phenomenon. Structured questionnaires were administered on the project practitioners from which the findings indicate that the human element is the single most critical success factor which needs appropriate attention. The implication is that stakeholders can break or make a project.

## **KEYWORDS**

Project, project execution success, stakeholder, stakeholder identification, stakeholder analysis and stakeholder management

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## **CHAPTER 1**

### **POSITIONING STAKEHOLDER ION THE PROJECT EXECUTION CONCEPT**

#### **1.1 INTRODUCTION**

As relayed by Turner and Müller (2003: 1-8), PMBOK (PMI, 2008a:434) and numerous researchers have defined a project in many ways, but of interest is the fact that there is consensus that a project is a once-off operation. The PMBOK (PMI, 2008a:434) defines a project as a unique product of service and temporary undertaking with a clearly defined start and end date. This means that projects do not go on indefinitely and will therefore require specific management competencies to effectively execute the project processes and tasks to completion. Mesly, (2016:53) a project as an endeavour to change an existing structure, but the process is done within specified schedules. An ongoing operation, as in the manufacturing of goods, is not a project, even though certain aspects may be converted into projects. This unique undertaking is characterised by the numerous risks and high levels of uncertainties which may lead to project execution failure (Turner and Müller, 2003:18). There are critical project management areas that are required for an individual (project leader) to execute a project from the beginning to the end. This requires information on the project management areas and the processes that must be attended to Put differently, a project goes through various steps, and the definition may need to be defined at each step informed by the activities, tasks, and processes to be executed (Cantarelli, Molin, van Wee and Flyvbjerg, 2012:49-56). This study will focus on the last of the ten knowledge management areas, stakeholder management. The following chapter we will discuss the project leader's abilities to navigate the various project stages and respective capabilities needed/or required.

#### **1.2 BACKGROUND LITERATURE REVIEW**

There is need for appropriate project execution knowledge by the project leader if the execution process is to be successful (Scott-Young and Sampson, 2008:749). Specific critical, and contingent competencies are required to be appropriately applied in the different phases through which the project progresses (da Silva, Jerónimo and Vieira, 2019. .688-696.). Involving the project leader from the start (initiation stage) may enable

the project leader an opportunity to contribute to certain aspects of this undertaking. At the initiation stage all details are outline, the objectives discussed, and all operational requirements are identified in the presence of the project leader (Zulkiffli and Latiffi, 2019; 01011). The project leader's involvement guarantees that the leader understands what is expected, and may contribute at that level to discuss risks and how they can be mitigated. Effective execution of project processes involves good knowledge and understanding of the project resources necessary for successful project execution (Podgórska and Pichlak, 2019; 869-887). Under the statement of requirements (SOR), resources can be classified into human resources and material resources. The ability to know and understand how these resources are combined and allocated effectively for effective execution is a skill that the project leader must possess (Karthik and Rao, 2019. 55-70). Equally critical would be the project leader's ability to work through the "authority gap" in order to facilitate the procurement and acquisition of these critical resources. Cunningham (2017: 21) is of the view that the project leader specifically needs to understand the management of both human and material resources. Whilst hard skills are indispensable in the execution of the tasks, there is equally a need on focusing on the soft skills as they facilitate the much-needed cooperation of the human resources (Jowah and Laphi, 2015.1-31). A project leader needs to focus in tasks execution and simultaneously ensuring that all necessary resources are provide in right amounts and right time. The ability to implement equitable distribution of resources and then coordinate the execution of the tasks at the different task centres constitute effective resource management (Irfan, et al 2021; 1421). Together with this competency are the rest of the other competencies (expectations) as listed in the PMBOK, and these operations take place simultaneously, thus the project leader needs to be available at every task-centre when needed or as routine. Massillon (2018: 5) makes reference to the project leader as a facilitator and coordinator of the execution processes, balancing the project plan with operations and or implementation at the respective centres. The focus of project management as a discipline over the years has resulted in the development of a list of 10 indispensable project leader competencies (Oun, Blackburn, Olson and Blessner, 2016.179-192.). These management knowledge areas, more specific designed for the construction industry, apply across all project execution processes in other disciplines where management by projects has become the

norm. PMBOK (2018) provides a generic list of knowledge management areas critical for the project leader to be effective in the coordination of the sub teams involved in the execution of that project. The location of the management knowledge areas on the list is not necessarily hierarchical, and thus all the items should be considered in their correct time. Figure 1.1 below illustrates the Project Management Processes (PM Processes) and Project Management Knowledge (PM Knowledge areas).

**Figure 1.1: PMBOK Knowledge Management Areas**



**Source: [www.projectmanager.com](http://www.projectmanager.com)**

The PMBOK identifies two aspects of a project, which are classified as the project management processes and management knowledge areas. An effective project leader must have these in their competencies-kit to be effective, interestingly the focus is not on hard skills, but soft skills. This does not in anywhere belittle the critical importance of hard skills, since they are indispensable for any task-execution. The two phases are discussed separately though briefly, below.

## 1.2.1 Project Phases

The project has a life cycle, and the project life cycle comprises of five (5) stages as as illustrated in Figure 1 above, involving project initiation, project planning, project execution, monitoring and controlling and project closing.

Each process requires specific skill sets and may involve different stakeholders at different stages. Therefore, project processes can be defined as a unique series of activities in which their sum total represents the entire project implementation (Marcelino-Sádaba *et al.*, 2015:1-16). Furthermore, work instructions, procedure methods, network plans and tools are also considered part of the project processes ((Weninger and Huemann, 2015:1-17). Therefore, these processes are classified down to specific elements as per the PMBOK, as alluded to above.

**1. Project initiation:** this is the first stage of a project which involves the creation and conceptualisation of the idea (Weninger and Huemann, 2015:1-17) expected to be implementable to produce the desired fit-for-purpose product. This may start as a mind map (conceptual framework) which should be clearly defined with the objectives achievable. This involves the designer having to do much thinking and rethinking to eventually come up with an implementation plan (Mullaly, 2014:518-535). The final product design may be with the assistance of some of the stakeholders at the initiation stage

**2. Project planning:** this is the second stage after the initiation stage, is the process of deciding on what will be done and how it will be done (Kerzner, 2003:24).

This involves collaborating with other interested parties (stakeholders), and for that, data is required indicating the availability of the necessary resources for the successful execution of the planned product. A SOR (statement of requirements) may be drawn-up at this stage, including the expectations on technical plans, communication plans, risk management plans, resources required. Some of the critical tools (resources) that add to both efficiency and effectiveness that need to be considered are, namely, Gantt charts, PERT, Agile applications, and CPA charts (Kerzner, 2009:426). All these documents require special training, as they are critical tools and techniques to facilitate the execution of the plan.

3. Project execution: this is the conversion of the plan into measurable deliverables as idealised from the project initiation stage (Shehu, Holt, Endut and Akintoye, 2015: 52).
4. This part is the conversion of the ideas into deliverables as envisaged in the project initiation document (Nicholas and Steyn 2008:162). This is the implementation phase of the agreed-on activities, procedures, and processes with clearly stated milestones and deliverables. Execution is guided by the scope of the work and the plan as informed by the project initiation document (Luiz Lampa et al., 2017:370- 378). Execution involves specific activities, as listed in Table 1.1 below.

**Table 1.1: Steps in the project execution process**

|   |  |
|---|--|
| 1. Need to develop a formidable team                | 2. Procure resources according to plan         |
| 3. Convert the project plan into deliverables       | 4. Allocate resources according to tasks       |
| 5. PM to direct and manage project execution        | 6. Set tracking systems to monitor and control |
| 7. Defining tasks and roles for execution           | 8. Regular reports on project progress status  |
| 9. Construct a Gantt chart to estimate the progress | 10. construction of PERT and CPM tools         |

**Source: Own construction**

Executing involves a separate but interrelated series of activities and tasks in different parts and sections of the project. Most of these can be done simultaneously, whereas the other functions have prerequisites before they can be implemented (Mnkandla, 2012:279-299). For this, the Gantt chart is needed to illustrate the inter-relationships between the different tasks, which are components of the same project (Wilson, 2003:430-437). There is a need to effectively distribute material and human resources at the right time in the right amounts. The external and internal participants (stakeholders) are critical and should be attended to adequately to avoid project failure (Schinske and Tanner, 2014: 159–166). All this will be measured against the plan to pre-empt any possible undesirable deviations from the original map or path to be followed.

**5. Monitoring and controlling;** this process ensures that the execution is seamless and that the tasks are performed at the appropriate times and according to the plan (Berawi, Sunardi and Ichsan, 2019: 1249-1257).

This keeps the project on track; this is affected through systematic reviews contrasted to the plan and the milestones illustrated in the project plan. These efforts will enable the project leader (and other stakeholders) to identify prospective risks in time and make plans to mitigate the risks to the project. Matti, Marttinen, Dave and Koskela (2016:567-574) suggest that a properly monitored and controlled project execution process helps to pre-empt any unplanned incidents. Constant monitoring and controlling measures are necessary to keep the progress in check as per the plan. Any deviations from the planned path need to be attended to and addressed in time to avoid any unnecessary (preventable) project execution failure (Ishak and Ballard, 2012:3-29). This will need the involvement of all parties to the project – the stakeholders the focus areas for this process are illustrated in table 1. 2 below.

**Table 1.2: Focus areas for control processes**

|  |                                       |
|--|---------------------------------------|
| Planned process versus the actual        | Identify deviations that cause risks  |
| Plan on corrective actions where needed  | Check output against documentation    |
| Constant forecast on resource allocation | Check budget vs actual at all centres |
| Identify adherence to scope change plan  | Identify scope change needs in time   |

**SOURCE: Author's construction**

Beyond just checking, the process depends on referring to lessons learnt in other operations to be able to understand possible deviations. Lessons learnt handbooks will help facilitate both the learning on the job and use of other people's experiences (Agrigoroaie, Ferland and Tapus, 2016:735-745). Numerous project management tools and techniques are used in the process, among which will be, namely, control charts,

Gantt charts, work breakdown structures (WBS), Requirement Traceability Matrix (RTM), and review and status meetings. Klungel *et al.* (2016: 156-165) envisaged that training before, during and after the execution process is critical for project-effective execution.

**6. Project closing:** when the stipulated requirements of the project are deemed to have been met, the project closing phase begins, this is the last act before the handing over.

Wen and Qiang (2019: 361-375) say this is the last phase in the lifecycle of a project execution process, and there should be a checklist with all the planned deliverables. There is a need for all the stakeholders to be in agreement and confirm that all the deliverables have been achieved (Caibula and Militaru, 2021:136-148). Generally, the aspects critical at this phase would be,

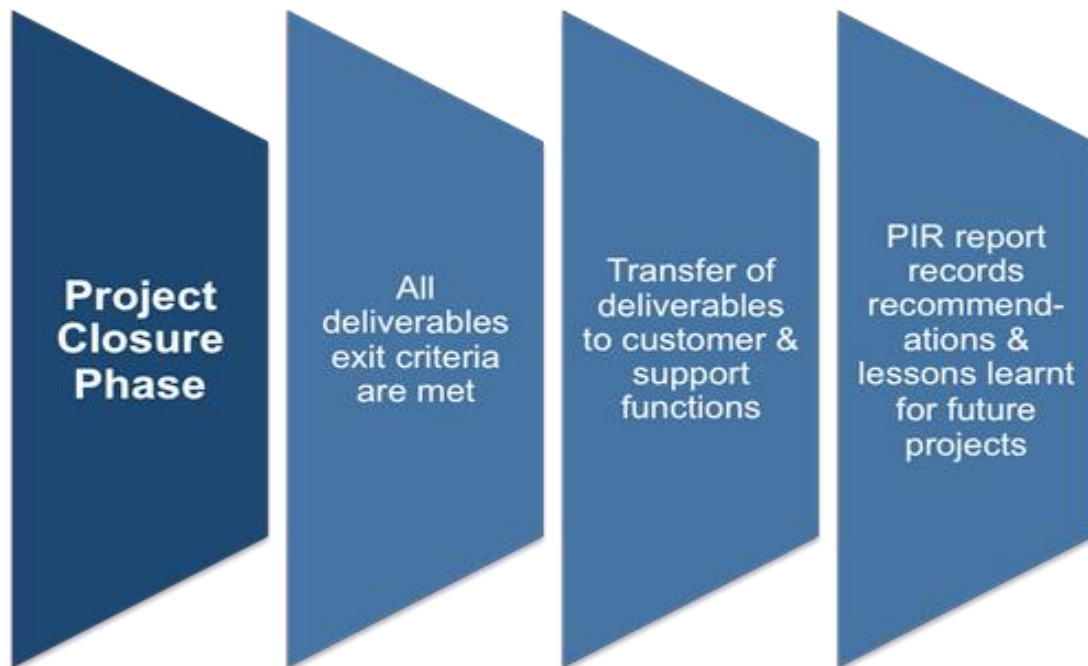
- whether the scope has been covered adequately,
- has the technical specifications been done per customer desire and
- what else has not been done that was set out in the Project Charter?

The project closing phase is generally difficult, especially if the stipulations indicated from the beginning have not been met (Senaratne and Jayarathna, 2012:101-114). The expectations of the project sponsor and the other stakeholders are that the requirements of the project charter have been met. If these have been followed meticulously with constant monitoring, evaluation and controlling, the process becomes less cumbersome (Jenner, (2015:4-16). A diagrammatic representation of the closing out phase is given in Figure 1.2 below.

In this stage, all agreed on deliverables should have been completed to the satisfaction the project team under the leadership of the project coordinator (Kerzner, 2017:3-12). The last phase therefore involves the final submission of the work, presumably done to the satisfaction of all the stakeholders affected. Generally, a checklist is used to confirm and verify that all the items expected have been attended to accordingly. All the work is therefore finalised and formally transferred, and all documentation is signed off and approved. This signals the completion of all that was meant to be done, and the project product is deemed completed (Archibald, Di Filippo and Di Filippo, 2012:1-40).



**Figure 1.2 Project close phase**



**SOURCE: Senaratne and Jayarathna, (2012:101-114).**

The success of the execution process is dependent on or based on the operations starting from the stipulated start and end date. The close out phase also looks at the technical specifications and the budget for the undertaking, hence the difficulties experienced by the project leader in successfully executing the project (Liphadzi, Aigbavboa and Thwala, 2015:284-290). Any deviation from the planned undertaking constitutes a failed project execution process. Stakeholders should have a buy-in for the effective execution of the project, and that human element remains critical for all phases of the project. If all the stakeholders are satisfied, a handover process should follow as all project management processes have been executed.

### **1.2.2 Project Management Knowledge Areas**

As illustrated in the table from the PMBOK (Table 1) above, there are ten (10) management knowledge areas; these management areas are needed throughout the processes. The one constant in all this is the human element threading through all the

different operations or processes, be they internal or external. Jowah (2013:708-719) opines that the human element is the single most critical element to the success or failure of a project. The researcher posits that the project is conceptualised by people, planned by people, implemented by people and is meant to benefit people. Thus, suggesting that people are central to the development or execution of any project (Mirza, Pourzolfaghar, and Shahnazari, 2013:722-729). There are ten knowledge management areas discussed below.

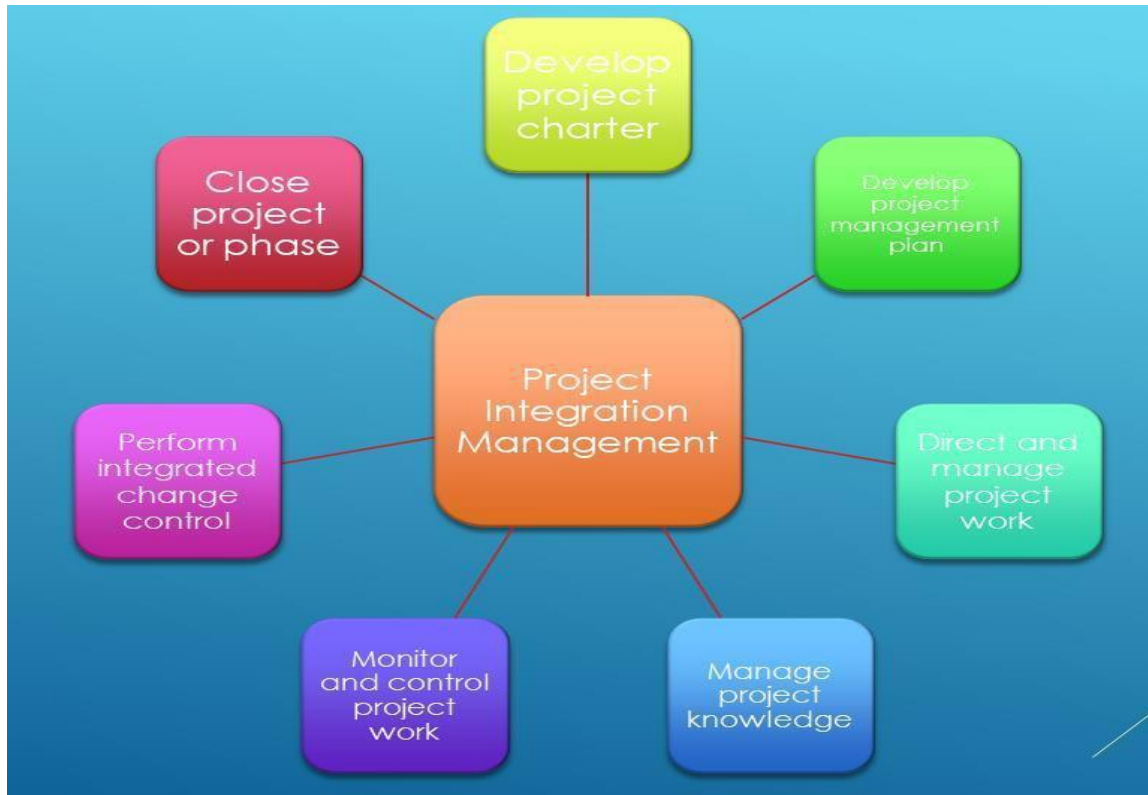
## **1. Project Integration Management**

This is the aspect that coordinates or integrates all the different aspects of the project processes, this means dealing with people, the stakeholders (Langston, 2013: 78-91). The integration involves coordinating all the different aspects by appropriately providing promptly the requirements of the different WBSs in the execution process. Demirkesen and Ozorhon (2017: 1639-1654) identified seven (7) key processes for integration management, which are:

- establishing a project charter,
- developing a preliminary project scope statement,
- developing a project management integration plan,
- directing and managing project execution,
- monitoring and controlling project work,
- integrating change control and
- closing the project.

In addition, different expertise and skills are to be integrated into the execution of one final product, which constitutes the intended project. The single greatest demand on the project leader, the team leaders, and different supervisors on the different aspects, is to manage the human element (Montequin, Cousillas, Alvarez, and Villanueva, 2016:440-448). All the activities embarked on have one central theme, identifying, understanding, interpreting and use of contingency management to please all the stakeholders (Martin, Breunig, Wagstaff and Goldenberg (2017:89). The different project integration areas are represented diagrammatically in Figure 1.3 below.

**Figure 1.3 Project Integration model.**



**SOURCE: Martin, Breunig, Wagstaff and Goldenberg (2017:89).**

Every part of operations is involved in executing the execution of one project, and the project manager sits at the helm of all these activities. There is competition for resources, intra- and inter-group conflicts, simultaneous operations of the one project, and interdependent operations; name them; these are the project integration process expectations.

## **2. Project Scope Management**

This is defined as managing the activities performed towards completing the project per customer expectations (Fashina, Abdilahi and Fakunle, 2020:1-16). This, in essence, involves the work that is included in the project and ensuring that everyone (stakeholder) is clear about the project deliverables (Fageha and Aibinu, 2013: 154-164). The six generic processes are involved in scope management; each involves different expertise

and, therefore, different stakeholder involvement. These are illustrated in Table 1.3 below.

**Table 1.3 Six processes in scope management**

|                       |                      |
|-----------------------|----------------------|
| Plan Scope Management | Collect Requirements |
| Define Scope          | Create WBS           |
| Validate Scope        | Control Scope        |

**SOURCE: Own construction**

It should also be emphasised that the scope defines the deliverables, which therefore are part of the success or failed execution of a project (Shirazi, Kazemipoor and Tavakkoli-Moghaddam, 2017: 395-406). Therefore, the scope needs to be managed; the customer has specific expectations, which must have been clarified at the beginning of the project life cycle. As a critical stakeholder, cognisance should be taken to ascertain that the customer expectations and technical specifications are adhered to.

### **3. Project Schedule Management**

The time set aside to complete tasks by individuals working for the same objectives and the tools and techniques and required skill sets should be in order (Patanakul, Lewwongcharoen and Milosevic, 2010:41-66). Planning, scheduling and controlling are critical skills required in the execution of the project if the timelines are to be met, which is a critical aspect of project execution success (Hans, Herroelen, Leus and Wullink, 2007:563-577). Six processes are generally ascribed to the project schedule, as illustrated in Table 1.4 below

**Table 1.4: Six processes in project schedule management**

|          |                                 |          |                                   |
|----------|---------------------------------|----------|-----------------------------------|
| <b>1</b> | <b>Plan Schedule Management</b> | <b>2</b> | <b>Define Activities</b>          |
| <b>3</b> | <b>Sequence Activities</b>      | <b>4</b> | <b>Estimate Activity Duration</b> |
| <b>5</b> | <b>Develop Schedule</b>         | <b>6</b> | <b>Control Schedule</b>           |

**SOURCE: Own construction**

Successful project execution is dependent or measured based on the iron triangle, which includes time, quality and budget. Scheduling should therefore be done to ensure timeous project completion, with a strong human element incorporated into the scheduling. Each one of these activities is critical in the project life cycle, in, that slackening in one may delay other processes, and any delay resulting in the failure to meet the iron triangle constitutes project execution failure.

#### 4. Project Cost Management

The Cost Management process involves four critical stages: resource planning, estimation of the costs, development of the budget and control of the budget (Smith, 2014.485-494). The human element is heavily involved at every stage, be it planning, looking for data, compiling the data and the eventual implementation. The project cost control process is illustrated in Figure 1.4 below.

**Figure 1.4: Project cost management processes**



**SOURCE: Smith, 2014.485-494.**

The execution of a project should be integrated, and the different units involved are cost centres that must be managed together with the rest. Once the WBSs have been established, there is a need to work out the costs based on the time they will take to complete tasks, the quality to be adhered to, and the unit's budget.

## 5. Project Quality Management

Rose (2005:41) defines quality management as a process comprised of four components: quality planning, quality assurance, quality control and quality improvement. Quality management involves maintaining the desired quality throughout the processes; the means to this are equally important (Corona-Suárez, AbouRizk, and Karapetrovic, 2014:1-18. Deming (2013:127-173) suggests that the understanding of quality and quality management should be understood within five concepts, these are listed in Table 1.5.

**Table 1.5: Concepts of quality management**

|   |                      |  |
|---|----------------------|--|
| 1 | <b>Validation:</b>   | The product has to meet the specifications that were agreed on from the beginning.           |
| 2 | <b>Verification:</b> | The project has to comply with other requirements, be they scope or related.                 |
| 3 | <b>Precision:</b>    | Repeatability of the quality as may be gained from lessons learnt in prior executions.       |
| 4 | <b>Accuracy:</b>     | Continued monitoring of the project product's closeness to the anticipated value.            |
| 5 | <b>Tolerance:</b>    | The range of deliverables that are acceptable by the stakeholders considering the objective. |

**SOURCE: Own, adopted from Deming (2013:127-173)**

All these aspects are related directly to some stakeholder, whichever one it may be, and these need to be managed. Thus, quality can be defined as fitness for purpose. Table 1.6 illustrates some of the definitions of quality.

**Table 1.6: Definitions of quality**

E 1

|     |   |
|-----|---|
| 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>.

This should be understood in the context of what quality is and the management of this quality, specifically in projects. The quality management planning process ensures that the processes direct the operations towards meeting expectations (Mourougan and Sethuraman, 2017:35-40). This should create a sound project quality management system to meet the deliverables as planned. To ensure an effective quality management process, specific observations to be looked out for are;

1. There must be adequate resources needed to implement effective project quality management.
2. The team needs to grasp customer expectations and have buy-in.
3. There needs to be continuous monitoring of the resources (material, human) that are used in the execution process
4. Appropriate skills training where needed, including using relevant tools and techniques to facilitate quality processes.
5. Regular quality management meetings to discuss and standardise quality

expectations and understanding

At all times, project leadership must focus on quality requirements and avoid failing to meet the expectations of the customer-stakeholder. There are specific expectations in quality management illustrated in Figure 1.5 below.

**Figure 1.5: Principles to be followed in management of quality**



**SOURCE: Research gate**

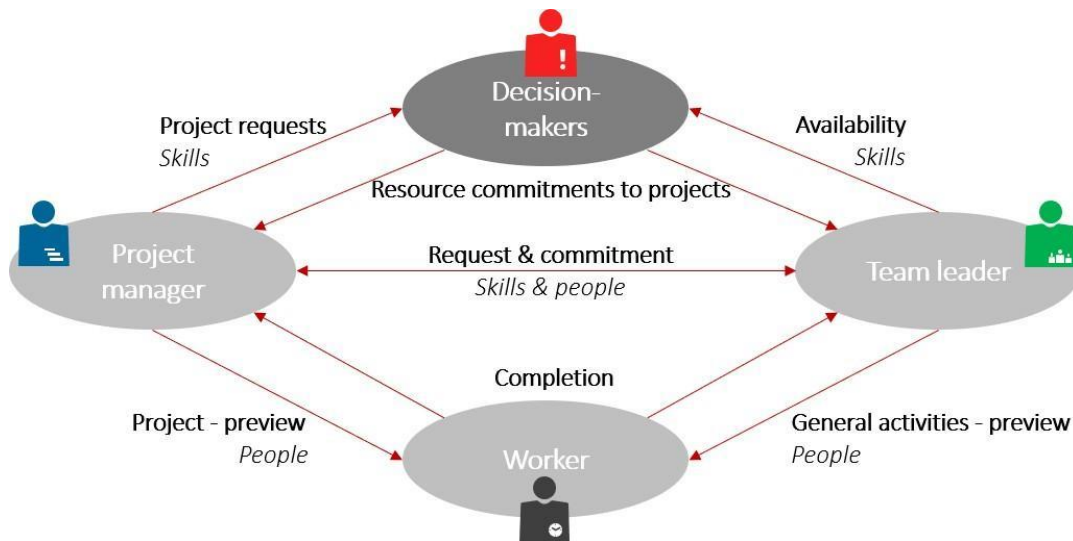
The basic principles for quality management consider the focus on the customer as a critical stakeholder. Decision-making must be based on valid information, even if it means one conducts research first to provide the necessary tools for making the decision. There is need for effective contingency leadership and engagement with the different stakeholders.

## **6. Project Resource Management**

The resources, comprising of all the necessities supply of money, materials, tools and techniques or people are essential for organisational functioning (Nyawakan-Miller and Spoolman, 2011:6). Effective leadership is needed to integrate the project operations and provide adequate resources fit for purpose and in time. A model is illustrated in Figure 1.6 below.



**Figure 1.6: Model for project resources management**



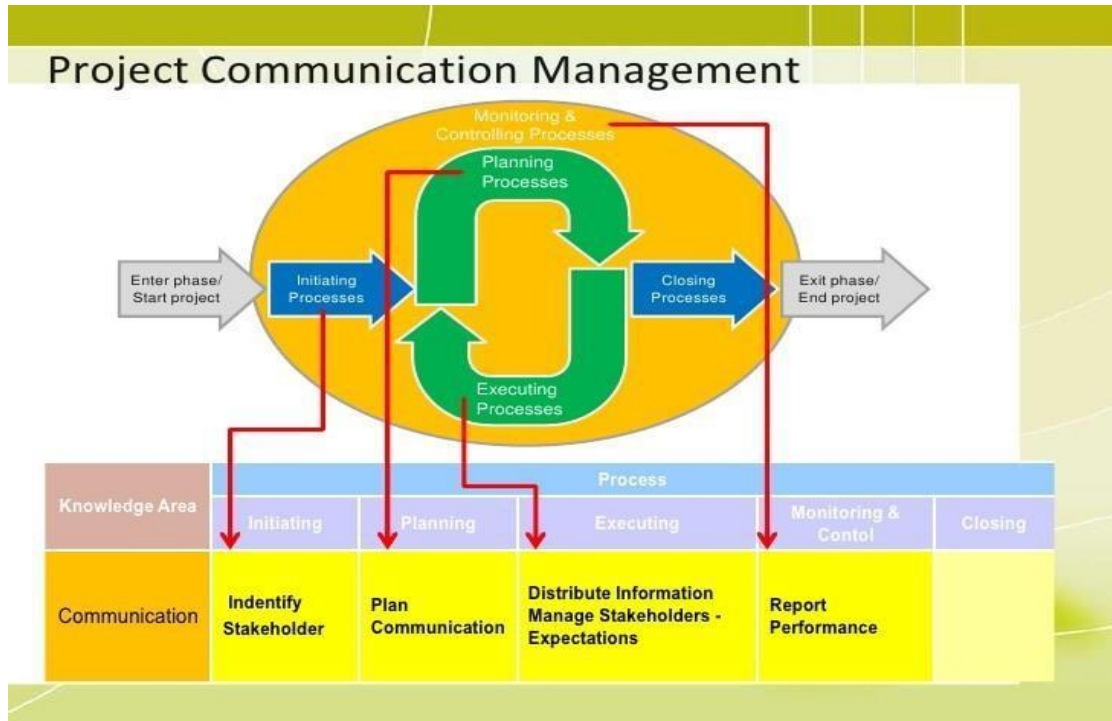
**SOURCE: Nyawakan-Miller and Spoolman (2011:6).**

It is crucial how the project manager coordinates the resources within the context of the project tasks at that moment. Clearly there is a need to know and understand the resources required, when they are required and in what amounts. With the use of a resource management plan, the proper distribution will allow no reasons for delay in completing tasks.

## **7. Project Communications Management**

A project manager spends 80% of the working hours in communication (Druschke and Hychka, 2015:1-9) to the different team members if there exists a communication gap, there can be a negative impact on the project execution process. A project communication model is illustrated in figure 1.7 below.

**Figure 1.7 Project Communication model**



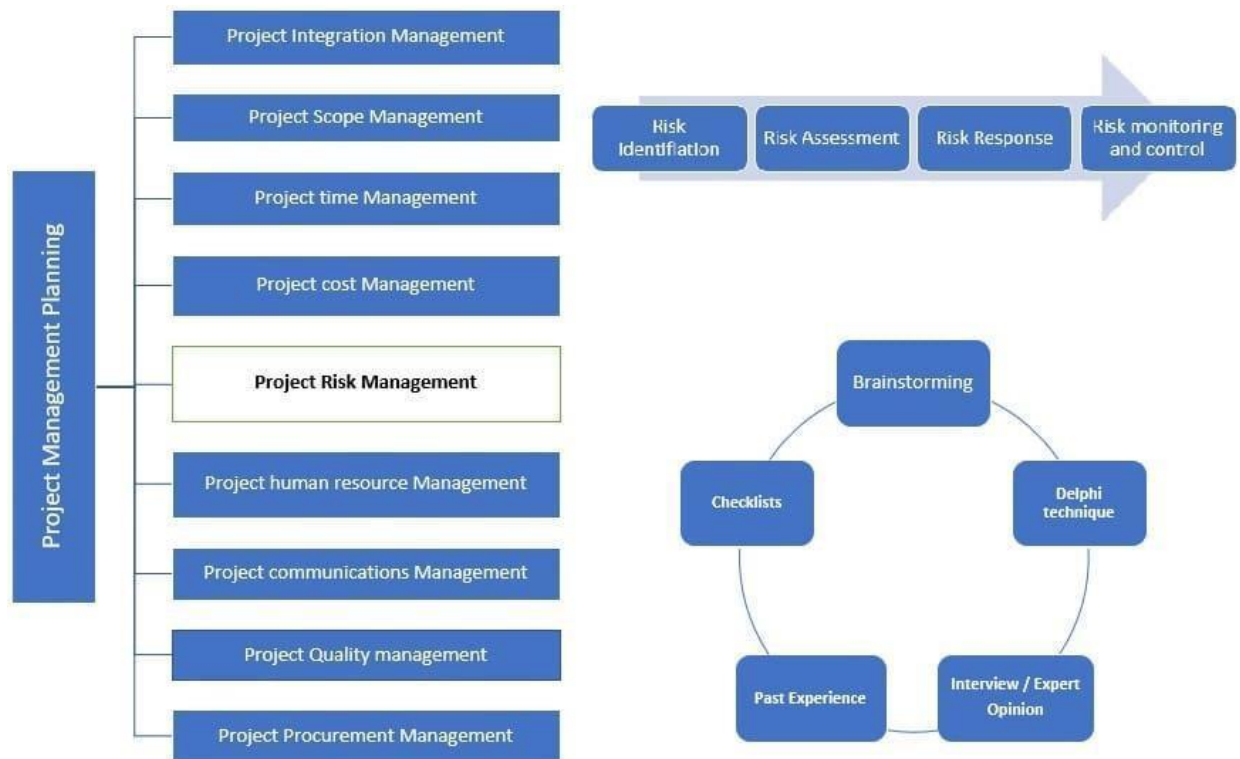
**SOURCE: Druschke and Hychka (2015:1-9)**

There should be planning to determine what information needs to be communicated to all stakeholders involved in the project. The project's performance must be accounted for by reporting the status of the project and measuring and forecasting the project (Muszynska, Dermol, Trunk, Đakovic and Smrkolj, 2015:1359-1366). Effective communication must be carried out through the stakeholders so that all the requirements are met and the existing issues are promptly resolved.

## **8. Project Risk Management**

From the onset (project charter) the project manager must conduct risk assessment and identification in order to develop a risk management plan (Carbone and Tippett, 2004:28-35). A model for risk assessment is illustrated in figure 1.8 below.

**Figure 1.8 Risk assessment model**



**SOURCE: Carbone and Tippett (2004:28-35).**

Masci (2011:25-68) defines risk as the possibility of adverse unanticipated and undesirable incidents. This involves uncertainties about the future and incidents that may derail the planned course in the case of project execution, as that may lead to failure. Using lessons learnt, the project planners may identify risk factors and structure their operations to avert or reduce the negative impact. Risks can occur at any level or stage in the management processes across all the operational stages in the life cycle of a project.

## **9. Project Procurement Management**

Weele (2010:17) defines procurement as identifying suppliers of needed resources and deciding on supply agreements. This involves making buying decisions where specific technicalities have to be made because of the agreement with the customer (Salam, 2007:97-116). The process of procurement by organisations is primarily to acquire needs

for the functioning of an organisation. Gu, Sanders and Venkateswaran (2017:1705-1727) state that purchasing decisions involve delivery, handling, marginal benefit and price fluctuations. A cost-benefit analysis or cost-utility analysis is necessary to be able to make projections, planning, selection and administering are essential. Rane, Narvel and Bhandarkar (2019:257-286) concur and suggest that this selection matrix is based on the scope of the project, the task execution schedule and the materials specifications as per the project charter. Procurement processes are illustrated in table 1.7 below.

**Table 1.7 Project procurement management processes**



**SOURCE:** Gu, Sanders and Venkateswaran (2017:1705-1727)

Procurement is a strategic component of effective project execution; all resources (human, equipment or materials) must be on time and in the right amounts (Rane and Narvel, 2021:1146-1172). If the materials cannot be delivered in due time, that will cause delays and disruption to operations; if the technical expertise is not available in time, this results in a stoppage in operations, further delaying the processes. Furthermore, delays in completing the project will increase labour costs that will affect the project budget and

constitute project failure (de Araújo and de Miranda, 2017: 353-377).

## 10. Project Stakeholder Management

Stakeholders are involved from the beginning to the end of a project execution process, but not all the stakeholders you start with will go till the end. Most have their interests attached to specific phases of the project, after which they may exit or play low. Getting stakeholders involved in the project right from the beginning is crucial (de Oliveira and Rabechini 2019:131-144) because they are the ones who decide on what changes are to be made to meet their requirements. If the project manager fails to involve stakeholders from the initial stage (Sutterfield, Friday-Stroud and Shivers-Blackwell, 2006:26-35), the changes set forth by the stakeholders at a later stage will hamper the quality and value of the project. Below (table 1.8) are the four processes involved in Project Stakeholder Management:

**Table 1.8: Processes in Project Stakeholder Management**

|   |                                       |   |
|---|---------------------------------------|---|
| 1 | <b>Identifying Stakeholders</b>       | The project manager must identify who the stakeholders are in the project                                 |
| 2 | <b>Plan Stakeholder Engagement</b>    | It is of primary importance that after identifying the stakeholders, the project manager must engage them |
| 3 | <b>Manage Stakeholder Engagement</b>  | The project leader must manage the stakeholders and know their interests in the project.                  |
| 4 | <b>Monitor Stakeholder Engagement</b> | They should keep close to the stakeholder, internal or external, to avoid the risk of project failure.    |

**SOURCE: own construction**

It is critical to understand that all the aspects of the project execution process are about dealing with human beings with different interests in the project. These are the stakeholders, and there is a need to deal with them accordingly and avoid conflicts that might be dysfunctional. As a result, they become proficient at managing any project and the people involved.

### 1.3 PROBLEM STATEMENT

Project management has become the buzzword in all forms of industrial operations because of the perceived efficiency and effectiveness. Projects and project management

have been around since the beginning of construction, and it is well developed in this and other related fields. Of particular interest is the high failure rate in the execution of construction projects (47% to 54%) with the current level of technology, tools and techniques. Coupled with that, the project managers in construction projects are qualified and experienced construction (related disciplines) engineers and artisans. The study is focused on the role, if any, that stakeholders play in the successful execution or failure of project execution processes in construction industries. In every stage of both the five project processes and the ten (10) project management knowledge areas, stakeholders are central. The research sought to identify the role played by stakeholders and how best they could enable to contribute positively to successful execution and reduce if not eradicate the failure rate.

#### **1.4 RESEARCH OBJECTIVES**

The research objectives are the researcher's expectations when they embark on a research project. In this research, the objectives have been classified into two, primary research objective and secondary research objectives.

##### **i. Primary research objective**

Establish the role played by stakeholders in the success or failure of construction project execution processes.

##### **ii. Secondary research objectives**

1. Identify the different types of stakeholders in the construction project.
2. Identify the interests of these stakeholders in the construction project.
3. Identify areas of concern by the stakeholders in the construction.
4. Identify stakeholder expectations from the project execution leaders.

#### **1.5 RESEARCH QUESTION**

The research question is primarily derived from the research objective in that it seeks answers that will lead to the research objective. However, they are equally critical in that they provide direction in deciding what literature is relevant and should be reviewed in the

study. The research question is divided into two types: the main research question and the sub-research questions.

### **1.5.1 Main question**

What role does the stakeholder play in successfully executing a construction project?

### **1.5.2 Sub-questions**

1. What type (classification) of stakeholders are common in construction projects?
2. What are the different interests of these construction project stakeholders?
3. What concerns do the stakeholders have with construction project leaders?
4. What are the expectations of a stakeholder from project execution leaders?

## **1.6 RESEARCH DESIGN AND METHODOLOGY**

The research design is the road map to be followed or the processes used in the research, primarily stating what is to be done. The researcher opted for a descriptive research design because there was need to describe and understand the situation under study. Mixed research methodology (combination of qualitative and quantitative methodologies) since there is a need to describe and understand the phenomenon under study. Adding to that the descriptive research design allowed for simultaneous use of both qualitative and quantitative methodologies.

### **Target population**

The target population for the research was team leaders, WBS supervisors, senior staff (procurement, artisans) and project team members.

### **1.6.1 Sampling Method and Sample Size**

Purposive sampling was used as the target population were people who (though they were also stakeholders) but directly interacted with both internal and external stakeholders at different levels at the site. The total population at the site was above 400, and the sample frame was at 234 (Human Resources office information) and 100

respondents were involved. This was 43% of the population and was considered large enough to allow for generalisation

## **1.7 DATA COLLECTION INSTRUMENT**

A structured questionnaire with both quantitative and qualitative questions was constructed, a trial run (pilot project on 10) was conducted and the questionnaire was reconstructed with the assistance of a statistician.

**Section A – Biography** required details of the respondents to validate their eligibility to take part in the research project.

**Section B – Likert scale** with the use of ranking of statements derived from the literature review concerning the role of stakeholders and the types of conflicts that arise from that. The ranking was from 1-5 with 1 = strongly disagree, 2 = disagree, 3 = neutral/ambivalent, 4 = agree and 5 = strongly agree.

**Section C – Open-ended questions involve submitting** information about the matter (specific questions) and the respondents submitting their views.

## **1.8 DATA COLLECTION METHODS**

With the assistance of 3 trained research assistants, questionnaires were administered to the respondents with specific instructions that this was a voluntary exercise, and no one was to be compelled to fill in the questionnaires. Administering directly was chosen specifically because of the high rate of return from respondents.

## **1.9 DATA ANALYSIS**

The questionnaires were brought to one centre where they were edited for errors and coded before capturing them on to an Excel Spread Sheet (ESS). It was the easiest and most convenient software and was also deemed adequate to construct all the illustrations required for comparison of the variables under study.



## **1.10 ETHICAL CONSIDERATION**

The involvement of the target population for the research was voluntary, those who were not willing were excused and some stopped on the way, they did not have to give reasons. No information was given to any authority and confidentiality was both guaranteed and maintained. No identification marks were allowed on the questionnaires.

## **1.11 CHAPTER SUMMARY**

The PMBOK project management knowledge areas were discussed in some detail to provide insight into the execution of projects. First, the ten management knowledge areas were discussed, and the 10<sup>th</sup> stakeholder management was identified for this research. This area is critical because it is the one area that threads through the whole project from initiation to the close phase; there is constant dealing with human beings. For that reason, this subject was chosen, as it impacts the successful execution of the projects; in this case, the focus is on construction, but the applications may be considered generic. The next coming chapter we will allude to what constitutes stakeholder's relevance, its theory and profiling.

## **1.12 CHAPTER CLASSIFICATION**

**CHAPTER 1** The chapter introduced PMBOK, project management knowledge areas, and the focus on stakeholder management as a factor.

**CHAPTER 2** Focused on the classification of stakeholders, profiling stakeholders and the impact of stakeholders on project execution.

**CHAPTER 3** Focused on the stakeholder management process, communication with stakeholders and risk aversion by relationships with the various stakeholders.

**CHAPTER 4** Research design and methodology in greater detail, the research objectives, research questions, data collection tool, the methods of collecting data and the process of analysis.

**CHAPTER 5** Data recording, findings use of illustrations, interpretation and analysis of the illustrations in graphs, charts, histograms and tables.

**CHAPTER 6** Summary of findings, conclusions, recommendations, limitations for the study and proposition for future studies.

## CHAPTER 2

### STAKEHOLDER, THEORY, TYPES AND PROFILING

#### 2.1 INTRODUCTION

From the previous chapter pertaining to stakeholder management engagement which thread throughout a project, another perspective about what constitutes a stakeholder is that the stakeholders must be relevant to the operations at hand. The term stakeholder is generally used to describe individuals, groups, or organisations with a vested interest in the project to be executed. Ibeagha-Awemu, Peters, Bemji, Adeleke and Do (2019:357) assert that a stakeholder can mobilise resources that will positively or negatively affect the project's outcome. Too often, "stakeholders" may claim a role they do not legitimately occupy. What is critical is identifying that crucial and powerful (ability to influence) stakeholder at a critical time. Knowing who the critical stakeholder is and establishing when (time) they are critical is an indispensable competency for effective project coordination (Chapleo and Simms, 2010:12-20).

#### 2.2 STAKEHOLDER THEORY

Generally, little time is taken by project leaders to identify stakeholders, interests, expectations, and manage them as risk factors (Jawah, 2012:1097-1106). To be effective the project sponsors should take time to plan with stakeholders from the beginning (Freeman and Moutchnik, 2013:5-9). Studies on stakeholder behavioural patterns over the years have produced different views about the stakeholders, their importance and why they do what they do. Laplume, Sonpar and Reginald (2008:1152-1189) suggested a theory for stakeholders and assert that stakeholder theory operates around business ethics" and the multiple constituencies impacted by business structures. Moura-Leite, Padgett and Galán (2014:45-70) identify specific underlying factors on the stakeholders such as the marketing economy, corporate social responsibilities, and social contract theory. The theory seeks to address the ethics, morals and values needed in the running of an organisation considering the shift in expectancy because of the market dynamics.

Nalick, Josefy, Zardkoohi and Bierman (2016:384-403) posit that the stakeholder view integrates the market-based, resource-based, and socio-political views. These together create the complexity seen in the management of stakeholders. Stakeholder theory is a theory of "organisational management and business ethics" that takes responsibility for elements of the community that are affected by the operation of an organisation (Leisyte and Westerheijden, 2014:84). Whatever organisation there may be, it would inevitably involve other aspects of the community, among whom can be, namely, employees, suppliers, local communities, creditors, and others (Miles, 2012:285-298). The theory focuses on moral values and ethics issues and includes Corporate Social Responsibility (CSR) and the Contract Social Theory (CST) that involves the organisation and the local community. Sheehy (2015: 625–648) explains that CSR is a form of private business self-regulation towards the contribution to societal goals that may be charitable in nature. This is an internal policy of an organisation relating to the community in which the organisation operates. This goes beyond individual or industry-wide initiatives (McWilliams and Siegel, 2001: 117–127), focusing on the community outside the organisation, which significantly benefits the organisation. The strategy uses both a resource-based view and a market-based view in its application:

1. **A resource-based view** stipulates that sustainable competitive advantage lies in using potential factors and resources the organisation or individual has (Hunt and Derozier, 2004: 5–22).
2. **The market-based view** suggests that the success of an organisation is based on the environment the organisation operates in. This view suggests an organisation-industry-fit (Hillman and Keim, 2001: 125-139).

From these definitions, the stakeholder theory seeks to identify and define specific stakeholders, suggesting the exclusion of some other aspects or elements of the global community. The normative theory of stakeholder identification; suggests the conditions under which the different stakeholders need to be incorporated into the organisational affairs. Connelly and Tripodi (2012:39-59) clarify that the normative theory of stakeholder

can be viewed as having two goals that overlap by providing a theory of management which integrates moral and ethical issues as perceived by the community. This theory proposes that an organisation should create intrinsic value and simultaneously create value for the stakeholders. Estaswara (2020:87-101) agrees with the concept as illustrated in Table 2.1 below.

**Table 2.1 Estaswara's overlapping theories of stakeholders**

| TYPE OF STAKEHOLDER THEORY   | DESCRIPTION   |
|--|---|
| <i>Normative Stakeholder Theory</i><br>(Normative-ethical theory)        | <p><b>Basic Notion:</b> companies should relate to stakeholders based on universal ethical values (morality).</p> <p><b>Theoretical foundation:</b> Social contract theory; discourse ethics (Habermas); categorical imperative (Kant); natural environment, feminist theory.</p> <p><b>Philosophical ism:</b> Idealism</p> |
| <i>Instrumental Stakeholder Theory</i><br>(Strategic-operational theory) | <p><b>Basic notion:</b> companies should relate to stakeholders effectively and efficiently to realize company objectives.</p> <p><b>Theoretical foundation:</b> Strategic management theory; network theory</p> <p><b>Philosophical ism:</b> realism</p>   |

**SOURCE: Estaswara (2020:87-101)**

This is complemented using the *descriptive theory of stakeholder salience*, which focuses on managing stakeholders. The descriptive stakeholder theory examines the salience (importance) of the stakeholder or precisely the importance of each stakeholder in the group of stakeholders (Jawahar and McLaughlin 2001:397-414). The approach proposes that every stakeholder group should be identified as having its interests and expectations concerning the project. Agné, Dellmuth and Tallberg (2015:465-488) concur and assert the view that an organisation's stakeholder strength is determined by its intrinsic value (strength) and how that impacts the outside.

The theory states that the stakeholders must be put at the beginning of any action or organisational operations (Phillips, 2003:66). To achieve the long-term prosperity of the

organisation, all individuals or institutions that have a stake (interest, directly or indirectly) should be considered and known from the beginning. (Freeman and Moutchnik, 2013:5-0). Though the organisation has fiduciary duties to increase value and reach the objectives for the owners, the theory asserts that other stakeholders should be considered.

Miles (2012:285-298) observed many definitions of stakeholders in the academic literature, which causes contentions on what constitutes a stakeholder. The different stakeholders impact the organisation in different ways and at different levels; this tends to be specific to the organisation with which they are dealing. From Donaldson and Preston (1995:70-71), an assertion was made that the theory has multiple aspects which can be distinguished from one another, and they are mutually supportive; these are, namely, descriptive, instrumental and normative.

**Descriptive;** this is used in research to explain and describe characteristics and the behaviour of firms and the way they are managed (Donaldson and Preston (1995:70-71)).

**Instrumental;** this approach uses data from surveys (research / empirical) to draw up relations between the stakeholders and the 'organisation's management. (Wang, Liu and Mingers, 2015:562-574).

**Normative;** is the core of the theory, which examines the organisation's functioning and identifies and defines the "moral or philosophical guidelines for the operation and management of the corporation" (Hendry, 2001:159-176).

Mitchell, Agle and Wood (1997:853–886) developed a classification of stakeholders based on power – the ability to influence organisational decision-making. This may be classified as legitimate or urgent, which can be understood thus:

- **Legitimacy:** this is considered socially accepted and expected from the imposing organisation because of the structure of the relationship and behaviour.
- **Urgency:** depending on how critical the 'stakeholder's claims are, they may also be impacted by time, thus demanding urgency.

Based on these two attributes, it is possible to identify eight types of stakeholders for an organisation and how these would impact the organisation. Friedman and Miles (2002:1-21) introduce compatible/incompatible interests between the organisation and specified stakeholders. Further classification by Phillips (2003:66) separates normatively legitimate stakeholders (where an organisation has moral obligation) and derivatively legitimate stakeholders (stakeholder status is derived).

Duckworth and Moore (2010:10) posit that stakeholder theory is famous in business ethics and frameworks relating to corporate social responsibility methods involving stakeholder analysis. This is seen in the company's culture and how it relates to the stakeholders at all levels, even though there may be no written code of ethics.

In business ethics, Weiss (2014:79) demonstrates how stakeholder analysis is complemented by management approaches to assess and evaluate organisational, societal, and individual dilemmas. In higher education, the theory has gained ground and has been defined as anyone with a "legitimate interest in education" who may intervene in the interest of the betterment of higher education (*Leisyte and Westerheijden, 2014:84*). The theory has been criticised by political philosophers who argue that it is focused on the wrong premise because it is impossible to balance the interests of all stakeholders (Blattberg, 2004:172-184).

The researcher argues that there may be no satisfactory compromise to be attained in trying to satisfy and balance all interests. A new theory or approach is proposed called a 'patriotic' conception of the corporation emanating from the conversation. According to Mansell (2013:51), another critic of the stakeholder theory, using the political concept of a 'social contract' on the organisation, the stakeholder theory rejects the effectiveness of the market economy. Social contract theory states that there is a mutual understanding that by belonging to a specific group, some rights might be sacrificed for the good of the rest of the group (Jos, 2006:139-155). Whereas corporate social responsibility refers to individual self-control initiated to coherently align and be integrated into a business model to achieve the objectives of a successful business with other firms, CSR goes further (Johnson, Ashoori and Lee, 2018:153-164). With some models, a firm's implementation

of their CSR goes beyond mere compliance with regulatory requirements and engages in "actions that appear to further some social good, beyond the interests of the firm and that which is required by law (Farrington, Curran, Gori, O'Gorman, Queenan and Jane, 2017:30-47). A popular version of stakeholder theory defines the specific stakeholders of a company (the normative theory of stakeholder identification) and then examines the actions of managers on these stakeholders (Phillips, 2003:66).

## **2.3 TYPE OF STAKEHOLDER**

As alluded to above, any stakeholder in an organisation or activity can be affected or can affect the activities of other individuals, groups or establishments. Therefore, the stakeholder needs to be a part of the strategic alliances with special interests in an activity to the extent that they affect or are affected by the execution of this particular project (Post, 2002:36). Different methods have been used to classify stakeholders, depending on the researcher and what they perceived to be ideal. The different classification methods are discussed below.

### **2.3.1 Stakeholder mapping procedure**

Admittedly, there will always be too many stakeholders and little time to analyse and categorise them individually (Eden and Ackermann, 2013:123). Priority should therefore be directed at the crucial stakeholders, and the project manager must create a mind map (visual representation) of this critical sub-set of the stakeholder community. From this, the manager must:

- Group and draw up a list of all the stakeholders relevant to the project according to impact, interest and expectations.
- The highest priority stakeholders are then identified, put in some chronological order of sorts and plotted on a graph or table

According to Shiller (2003:1), stakeholders are divisible into or can be listed as namely, primary, secondary or excluded stakeholders.



**Primary stakeholders comprise**, in alphabetical order, creditors, customers, employees, management, stockholders and suppliers.

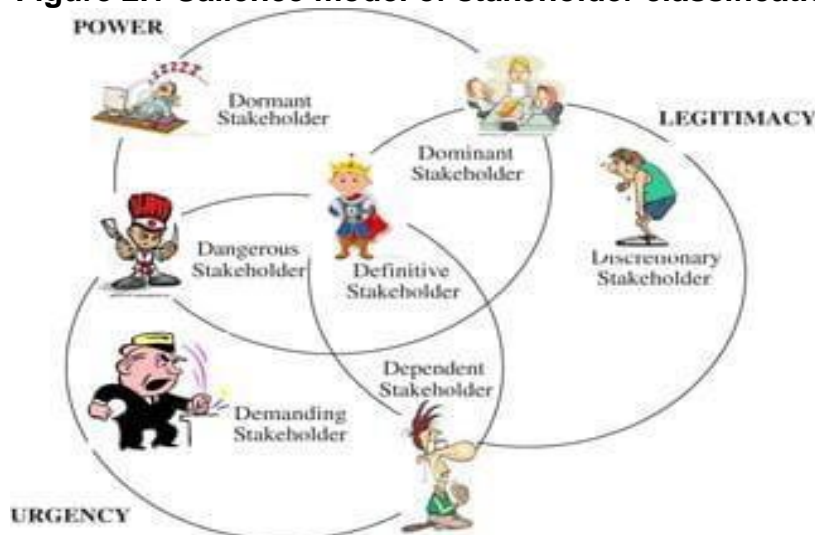
**Secondary stakeholders**, this group, again in alphabetical order comprises of, communities, the general public, the government, interest groups (environmental groups), media, and prospective buyers.

**Excluded Stakeholders (tertiary)**, these are generally the communities that an organisation may have taken social responsibilities over where the organisation operates. These are equal stakeholders but are excluded stakeholders in that they may contribute any form of expertise to the undertaking.

### 2.3.2 The salience model.

The salience model uses three dimensions: legitimacy (a), power (b), and urgency (c) as the "cornerstones" of the theory and these are illustrated in a Venn diagram. The diagram comprises three circles overlapping and intersecting, resulting in eight regions. Each of the regions represents a specific type of stakeholder. The classification is based on what the project manager and the project team may consider to be the impact of leaving out or not keeping close a specific stakeholder. Figure 2.1 below illustrates the Venn diagram.

**Figure 2.1 Salience model of stakeholder classification**



**SOURCE: Mitchell, Agle and Wood, 1997:853-886).**

The model identifies eight regions, each representing a specific type of stakeholder; in this diagram, the eight regions are discretionary, dormant, demanding, dominant, dangerous, dependent, definitive and no stakeholders. The different types of stakeholders from this model are discussed in detail below as:

- **Discretionary stakeholders:** these are illustrated by the yellow region and do not have legitimacy or urgency, but they have much power.
- **Dormant stakeholders:** illustrated by the blue region, they have much power but no legitimacy or urgency and are likely not to get involved.
- **Demanding stakeholders:** represented by the red region, they have little power or legitimacy but make much noise because they want this addressed "now".
- **Dominant stakeholders:** these are represented by the green colour; they have formal power and legitimacy but little urgency.
- **Dangerous stakeholders:** represented in purple, they have both power and urgency but are not pertinent or legitimate to the project.
- **Dependent stakeholders:** illustrated in yellow, they have legitimacy and urgency but have little power. They depend on other groups to lay their claims.
- **Definitive stakeholders:** at the intersection of all other regions, white in colour, these have power, legitimacy, and urgency and therefore have the highest salience.
- **Non-stakeholders:** defined by the circle's ABC, these have no power, legitimacy or urgency.

The model provides a broader perspective of the stakeholder picture, defining these according to power, legitimacy and salience. However, not much is focused on the basic expectations and interests of the stakeholders in the organisation.

## 2.4 IDENTIFYING STAKEHOLDERS FOR THE ORGANISATION

It should be understood that these stakeholders impacted on or impact the operations or the organisation's welfare in different ways. For example, resource providers may not be able to continue to supply the project with materials they are contracted to and this impacts the project operations (Itzkowitz, 2015:54-66). This can be a result of many factors, the company is closing down, changing ownership, or the costs might not be

economical anymore. This, to them, is a loss of business, and they may need to look for other customers, which is costlier than maintaining existing clients (Jovanović and Delibašić, 2014:25-35). Those in governance may introduce legislation that may impact (negatively or positively) the business's operations. Auditors may have a bad report (Kurihama, 2007:109-119) that may affect the employment structure, or corruption watch groups may have bad reports. By and large, each stakeholder will have some impact on the operations, causing a risk to the business.

The meaning of stakeholder has continuously been broadened, and now there is a community of stakeholders to be engaged and managed. The management needs to be aware of these stakeholders' interests and expectations and know how to prioritise those different stakeholders (Freeman et al., 2007: 88–106). The organisations are also limited by the number of resources available to them to manage stakeholders. Thus, there will be a need to prioritise and use opportunity costing. Signori (2017:167-192) reviewed the new thinking that in many organisations, is it necessary that a company be managed for stakeholders; the current thinking / the new views, are, namely;

1. **Value:** this is envisaged as best created by maximising joint outcomes, satisfying all 'employees' needs, 'stockholders' needs and 'customers' wishes. These combined may boost the ' 'company's standing and performance and positively impact sales and profits.
2. **External stakeholders:** stockholders, debt holders, employees, and suppliers, make contributions (and mitigate risks) to create a successful and reputable firm if it is managed well to the satisfaction of all the stakeholders.
3. **Normative arguments:** suggest little significance if stockholders (shareholders) were entirely in charge of the running of the daily affairs of the company. In practice however, the company or organisation will have a board of directors, with senior managers (CEOs, COOs, MDs), who have the control.
4. **Company image:** this in marketing is of great value, and the image protects the employees, customers, suppliers and owners. The concept is perceived as one that helps reduce liability risks and takes the organisation out of 'harm's way from pressure groups.

## 2.5 STAKEHOLDER ANALYSIS

This is defined as a process used to assess and evaluate likely changes to the organisation as the interested parties to the organisation (De Mascia, 2016:73-74). In concurrence, Ketema, Chisholm and Enright (2017:318) posited that stakeholder analysis involves the tools and techniques used to identify and understand the expectations and the needs of critical interests inside and outside the project environment. This information is used to decide how the stakeholders' interests should be attended to from the planning stages, policy formulation, or any other decisions to be made. Stakeholder analysis involves weighing and balancing the competing interests and demands by the different parties on to the project organisation (DeGeorge, 2010:192). This is critical in that the project organisation needs to understand the extent to which the project may be affected (positively or negatively) and use that to prioritise. A well-managed analysis process will enable the project organisation to pre-empt or mitigate risks and conflicts with any stakeholder. This should or can be done once at the beginning or may need to be done at regular intervals to accommodate environmental changes (Cameron, Seher and Crawley, 2011:11-12).

**Table 2.2 Stakeholder Analysis**

|                                       | <b>Low threat potential</b>                         | <b>High threat potential</b>                                  |
|---------------------------------------|---|---|
| <b>Low potential for cooperation</b>  | <b>Type:</b> Marginal<br><b>Strategy:</b> Monitor   | <b>Type:</b> Non-supportive<br><b>Strategy:</b> Defend        |
| <b>High potential for cooperation</b> | <b>Type:</b> Supportive<br><b>Strategy:</b> Involve | <b>Type:</b> Mixed blessing<br><b>Strategy:</b> Collaborative |

**SOURCE: Solera (2009)**

Based on the criteria used by Solera (2009:), the project manager may populate the Stakeholder Analysis Template (SAT) below to enable reference to stakeholder interests and prioritise better at the “fingertips.” This template may assist in planning stakeholder

management, as it explains the level of impact and the likely result. Cognisance should be taken of the importance of clearly defined stakeholder communication methods and issues to avoid “emergency” need to discuss issues. Miles, 2012:285-298) is of the view that constant communication and liaising with stakeholders is the single most effective way for the project manager to pre-empt dysfunctional conflicts. It is therefore prudent that an effective project leader has a communication plan for the stakeholders in general, and a specific communication plan for stakeholders considered to be critical (Phillips, 2003:66) for the effective execution of the project at hand. Below is a Stakeholder Analysis Template (SAT) that may be redesigned to suit the specifics for the particular project (Table 2.3)

**Table 2.3 Stakeholder Analysis Template**

|   | Stakeholder Names and Roles | How important? (Low-Med-High) | The current level of support? (Low-Med-High) | What do you want from stakeholders ? | What is important to stakeholders? | How could stakeholders block your efforts | What is your strategy for enhancing stakeholder support? |
|---|-----------------------------|-------------------------------|--|--------------------------------------|------------------------------------|---|--|
| 1 |                             |                               |  |                                      |                                    |   |  |
| 2 |                             |                               |  |                                      |                                    |   |  |

**SOURCE: own construction**

The template needs to be filled in with the details that the management has collected about the stakeholders, who they are, their expectations, and the impact. Based on this template, a manager can then draw a communication plan contingent on the needs and expectations of the specific stakeholders.

**2.6 IMPORTANCE OF STAKEHOLDER ANALYSIS**

Stakeholder analysis is primarily about the range of the tools and techniques utilised to understand a stakeholder (Cameron, Seher and Crawley, 2011:2088-2097). The

techniques help establish in measurable terms the interrelationships, attributes, interactions and interfaces between those in support and those opposed. This provides breadth and depth in understanding the situation and allows for effective strategic planning and project execution. Fletcher, Guthrie, and Steane (2003: 505–27) opined that this process helps in the identification, analysis, quantification and eventual planning to mitigate the risk likely because of possible opposition by stakeholders. Stakeholders comprise the larger part of the project risk factors at all levels of the project's execution process, thereby impacting project viability (Murray-Webster and Simon, 2006:1-4).

It can also be stated that, at any stage of project execution, the project manager needs specific competencies, including high abilities in political coalition, negotiation, interpersonal relations and high qualities of contingency leadership (Jawah, 2012:1097-1106). Awareness of both internal and external environmental situations and the ability to balance off the interests and expectations may assist in keeping the parties together and avoid project execution failure. A good focus on both tasks and human relations is critical with an impeccable ability to consult extensively (stakeholders) and formulate fit-for-use policies, identify interactions among the interested parties, plan interventions to avert risks and negotiate to avoid dysfunctional conflicts (Berk and Kartal, 2012:11-20).

## **2.7 IDENTIFY PROJECT STAKEHOLDERS**

To qualify as a stakeholder, the individual or institution must have relevant interests, expectations and a level of influence that can impact the project (Madhlambudzi, and Papanagnou, 2019:213-228). However, to avoid the difficulty of classifying stakeholders into groups to determine whom to consider “as in or out,” it is best to identify them by name (Wood, Mitchell, Agle and Bryan, 2021:196-245). Table 2.4 below depicts examples of high-level analysis using a notation adopted from Cleland (1998:3-33).

**Table 2.4 Stakeholder Interest and Impact Table**

| Stakeholder | Interests              | Estimated Project Impact   | Estimated Priority            |   |
|-------------|------------------------|--|-------------------------------|---|
| Primary     | <b>Owner</b>           | Achieve targets<br>Liability (avoid at all costs)<br>Increase sales margin   | Med +<br>High -<br>Med +      | 1 |
|             | <b>Sponsor</b>         | Successfully addresses needs of adjunct customer<br>Appears competent among peers<br>Provides new market to expand ventures                  | Low +<br>Low -<br>Med +       | 3 |
|             | <b>Team Memembers</b>  | New product excitement<br>Demand end-of-year bonus<br>Retain and expand skill level<br>Strike (if basic demands aren't met with new process) | Med +<br>?<br>Med +<br>High - | 2 |
|             | <b>Project Manager</b> |  |                               |   |
| Secondary   |                        |  |                               |   |
|             |                        |  |                               |   |
|             |                        |  |                               |   |

**SOURCE: Cleland (1998)**

The stakeholders' interests will vary with the phase of the 'project's life cycle, therefore, careful monitoring will allow for effective interest change measurement. Add to this, close communication and continuous assessment of the stakeholder expectations will allow for an adequate understanding of the stakeholders (Scheer, Benighaus, Benighaus, Renn, Gold, Röder and Böl, 2014:1270-1285).

## **2.8 STAKEHOLDER INTERESTS, IMPACT LEVEL, AND RELATIVE PRIORITY**

This process will require members who trust each other and are sincere about their role in the project since confidential information should be discussed (Tamara, Vigil, Liswanti, Arwida, Larson and Barletti, 2021:43-58). Listing stakeholders on a spreadsheet would enable convenient comparison of expectations, interests and levels of impact. This would further allow for effectively identifying the potential and subsequent prioritisation of the stakeholders accordingly. Understanding the 'stakeholders' perspectives and their environment is ideal to prioritise them effectively (Crane, 2020:263-286). Interests are usually hidden, yet they must be correctly understood at every project lifecycle phase. Failure to manage the changes in the expectations and interests individually along the different life cycle phases may cause unanticipated risks (He, Huang, Zhang, and Fang,

2018: 12-23). It may be practical for specific stakeholders to ask them directly about their position in the system. Some of the questions that may be asked are, namely:

1. What are your expectations from the project as a stakeholder?
2. How do you benefit from the successful execution of this project?
3. What do you fear as a possible loss if this execution is unsuccessful?
4. Do you know stakeholders with conflicting interests from yours?
5. What specific occurrence do you think may be in conflict with you?

The proper identification of the primary interests and expectations will allow for appropriate outlining of the potential impact (Yang *et al.* (2014:446). However, not all needs can be met simultaneously with the same intensity, hence the need for a prioritisation list or schedule. Stakeholders have interests that change with time or with the change in management in their organisations. Monitoring stakeholders and possible “shifts” is a critical competency for all project leaders. Below is a table (2.5) plotting the priorities as structured by ODA (1995).

**Table 2.5 Interest-Influence Classification**

| Stakeholder     | Estimated Project Influence | Estimated Project Importance | Assumptions and Risks  |
|-----------------|-----------------------------|------------------------------|--|
| Owner           | Low (2)                     | High (9)                     | Providing all the resources, but don't appear to have specific requirements.   |
| Sponsor         | High (10)                   | Medium (6)                   | We don't really know if the funding in the out years will continue. Has the propensity to change mind at any moment.                                     |
| Team Members    | Low (3)                     | Medium (5)                   | Appear to be happy with new process and systems equipment. Strike threats supposedly have decreased. Received numerous requests for additional training. |
| Project Manager |                             |                              |  |
|                 |                             |                              |  |
|                 |                             |                              |  |
|                 |                             |                              |  |

**SOURCE: Adapted from ODA (1995)**

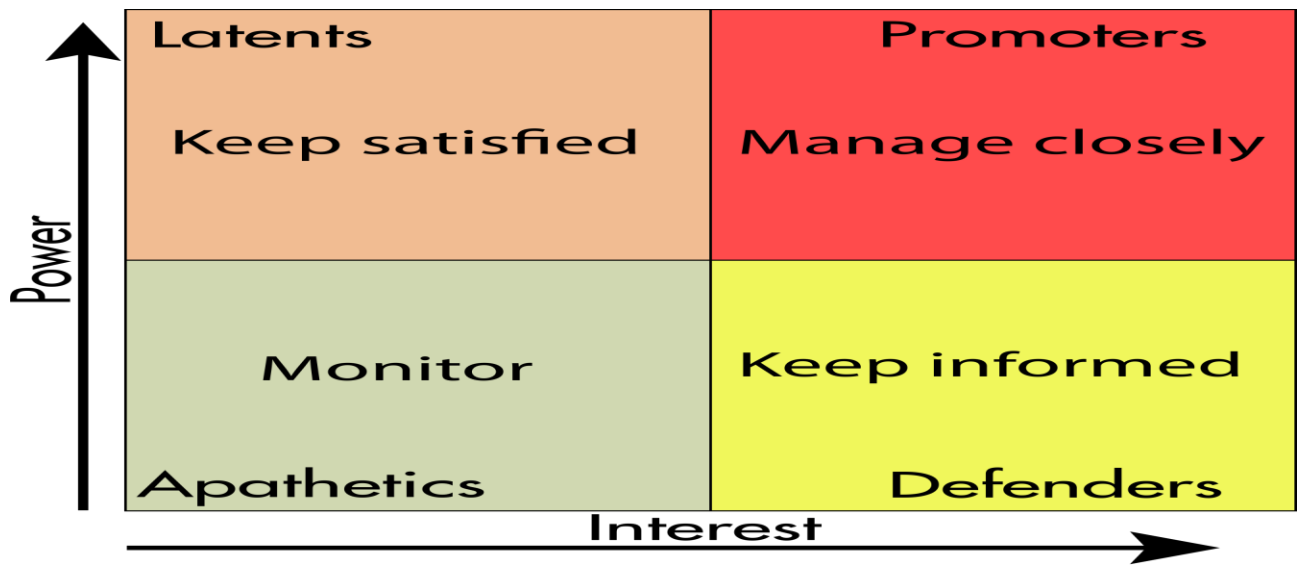


This guides the project team in selecting the methodology to manage stakeholders whose interests and expectations are not homogenous. Failure to manage the stakeholders appropriately (each needs different type of attention) may result in unwanted and possibly dysfunctional conflicts that could have been avoided (Jakobsson, Olofsson and Ambrose-Oji, 2021:68-82). It is important to note that a strong and influential stakeholder with negative views and interests may be risky to successful project execution. Roome and Wijen (2006:235-263) posit that influence is the relative power a stakeholder may have within a project, thus suggesting that the stakeholder holds control over critical decisions. Successful execution is measured primarily based on meeting the expectations of the triple constraints, which is quantifiable. On the other hand, outside the triple constraints, there should be satisfaction with the stakeholders' expectations and needs. (Oppong, Chan and Dansoh, 2017:1037-1051). Consequently, those stakeholders in the high influence and high importance quadrant are considered key stakeholders and attention should be given to them.

## **2.9 STAKEHOLDER MAPPING**

This is a visual processing and positioning of all the stakeholders to a project on a mind map to enable the project coordinator to identify the individual stakeholders. Once these have been identified, then can then be assigned appropriate levels according to the degree of their influence and power in relation to the project (Mehrizi, Ghasemzadeh, and Molas-Gallart, 2009: 427-444). Stakeholder mapping is a critical process used for ranking stakeholders according to their importance and impact on the project in a hierarchical form (Cameron, Seher and Crawley, 2011:2088-2097). This shows or displays their power levels and legitimacy and helps determine which stakeholders would require what amount of the manager's attention (Fletcher, Guthrie and Steane, 2003: 505–527). In addition, this map will assist in identifying threats and possible potential for cooperation from the stakeholders and the type of communication ideal for effectively managing them. This process is illustrated in Table 2.6 below.

**Table 2.6 Stakeholder mapping- Power-interest matrix**



**SOURCE: Cameron, Seher and Crawley (2011:2088-2097)**

Using the above matrix, the stakeholder is categorised, providing hints and suggestions on what is expected of the stakeholder. For example, some stakeholders need to be kept satisfied because of their impact on the firm if they think their expectations are not met (Mehrizi, Ghasemzadeh and Molas-Gallart, 2009:427-444). On the other hand, some need to be managed closely, especially where they may have urgent claims that may affect the organisation negatively; keeping close means and close observation of the management processes and likely responses (Roome and Wijen, 2006:235-263). That, therefore, allows the planning and implementation of appropriate strategies for the specific stakeholder following the matrix. Numerous approaches have been used in implementing this power-interest matrix, and some of the best-known are discussed below (in no particular order).

- **The first** is a process used to rank or categorise stakeholders based on the importance and the needs of the stakeholders compared to others as part of the stakeholder network for the project organisation or firm (Cameron, Seher and Crawley, 2011:11-12).

- **The second** is a process used for mapping the expectations of stakeholders based on the order of importance (hierarchy) according to values and key performance indicators of the stakeholder compared to other stakeholders in the network (Fletcher, Guthrie and Steane, 2003:505-527).
- **The third** is a classification of stakeholders based on their power (ability to influence) and the legitimacy of a stakeholder's relationship with the organisation. This will then aid in deciding which stakeholder needs the project 'manager's attention and the urgency of the claim on the firm. This is salience—"the degree to which managers give priority to competing stakeholder claims." (Mitchell, Agle and Wood, 1997: 853–86).
- **The fourth** is by identifying the possibility and likelihood of the stakeholder being a threat (risk) or the extent to which the stakeholder may benefit the project organisation (Savage, Nix, Whitehead and Blair, 1991:61-75).
- **The fifth** is identifying, assessing awareness, evaluating support and influence for strategy formulation, communication and assessing stakeholder satisfaction. This would be used to determine if the stakeholder would cooperate or oppose, and the impact that would have on the project execution (Turner, Grude and Thurloway, 1999). Different techniques are used in mapping stakeholders and are applied according to the perceived need and appropriateness. Different interest holders adopt/use different techniques; chief among the users are governments, aid agencies and consultants.

The following techniques are used mainly, namely:

- **Lynda Bourne's Stakeholder Circle**; is a five-step flexible approach used to understand the relationship with the stakeholder to be able to manage the expectations (Bourne, 2012:61). The methodology comprises of identification of stakeholder expectations, putting the expectations in order of preference (prioritising), visualisation, engagement with the stakeholder concerning the expectations and monitoring the developments and activities of the stakeholder concerned closely.
- **Mendelow's power-interest grid**; is based on the power (ability to influence) the stakeholder has and their expectations given their power (Botten, 2006:3-4).

- Therefore, the likely interest and level of interest become critical as this becomes the driving force of whatever responses or actions the stakeholder may decide on
- **Murray-Webster and Simon's grid**; is a three-dimensional grid mapping which is focussed on measurement. or assessment of power, interest, and attitude. This allows for effective stimulation of the project/program manager to be well-informed about the realities of the relationship (Murray-Webster and Simon, 2006:1-4).
- **Imperial College London's influence-interest grid**; grid involves "plotting stakeholders on a graph" according to their power or influence over the project according to their interests. From this grid, the risk factors can be identified and mitigated accordingly.
- **Office of Government Commerce's power-impact grid is used in** mapping "the level of the impact" the stakeholder has on the change ' 'project's activities and considering the types of risks ensuing after that (Eden and Ackermann, 2013:123). Then, depending on the perceived level of interest and impact, the decisions on responding and managing the stakeholder should be handled.

If a stakeholder's-expectations-list is drawn and the interests have been identified, the type of relationship can then be established. Therefore, the manager can construct "a power interest matrix" that will assist with analysing the important stakeholders. Regular plotting of the stakeholders, the matrix can assist in determining the potential influence of the different stakeholder groups at different stages in the project's progression.

## **2.10 INTERNAL AND EXTERNAL STAKEHOLDERS**

There are two distinct types of internal and external stakeholders (Mazur and Pisarski, 2015:1680-1691). The type commonly recognised as stakeholders is the external stakeholders, and the focus is on external stakeholders' management. Actually, internal stakeholder management is more problematic though it appears to be easily controllable (Cardwell, Williams and Pyle, 2017:152-162). These are controlled by different structures and operational circumstances, which may have different types of limitations in relation to the project process. These can be illustrated as shown in Figure 2.2 below.

**Figure 2.2 Internal and external stakeholder**



**SOURCE:** Research gate

The type of project to be undertaken demands specific stakeholders with different (though sometimes related) competencies and expectations. The organisation's structure, culture and objectives are critical in the overall operations and approach to stakeholder management (Chinyio and Olomolaiye, 2010: 5). The greatest need of the organisation is to find an individual who can build a team (internal) strong enough and provide contingent leadership to fit the organisation into the 'stakeholders' network and work together to deliver the project objectives (Eskerod and Jepsen, 2013: 7). This must be affected by balancing the stakeholders' power, interests and expectations with those of the organisation and satisfactorily meeting the requirements of internal and external stakeholders.

## **2.11 CHAPTER SUMMARY**

Stakeholders comprise the human element in a project and are arguably the most difficult to deal with if not understood. These can cooperate or defy whatever order or activities they disagree with at any stage of the project process. From initiation through all the other phases, there is a constant need for regular reviews of stakeholder status, interest, expectations and intentions. No sight should be lost of the activities of the stakeholders relative to the project processes until the execution is completed. Adequate continuous consultation

cannot be ever emphasised as failure may be detrimental to the planned successful execution of the project. Thus, effective project managers will start with the stakeholders from the initial stages and move with them through the different stages to allow for a good working relationship. It has been noted, though, that the environment and situations of the internal and external stakeholders are not the same and need different approaches. Whilst internal stakeholders are comparatively controllable because of their legal obligations, no direct and immediate legal obligations may apply to the external stakeholder. A proper analysis, mapping, and prioritisation of the stakeholders may create opportunities for effectively managing the stakeholders for the benefit of the project. In the next chapter we talk about stakeholder management, their interest and stake in a project.

## **CHAPTER 3**

### **PROJECT STAKEHOLDER MANAGEMENT**

#### **3.1 INTRODUCTION**

As alluded to in the preceding chapter, the groups comprise stakeholders with a particular interest in the project. Since they have interests, it can be concluded then that they have expectations from the project, suggesting that they need to be satisfied as stakeholders (Tracy, Knight and Rieman, 2014:15). Failure to meet their expectations has repercussions; these repercussions may have a direct relationship to the effect they may have on the project by virtue of the level on the ratings grid. Malkat and Byung-Gyoo (2012:77) say a competent project manager starts the project by identifying and classifying the stakeholders to develop stakeholder management strategies. A stakeholder management strategy relates to the stakeholders' needs and the ability to balance the interests of all the stakeholders and the organisation's objectives (Pedrini and Ferri, 2018:529-543).

For a project manager to effectively manage these interests and expectations, there is a need to classify the stakeholders and a communication plan with the respective stakeholders. While there may be a need for a general communication plan for all the stakeholders, it may be necessary to develop individual communications with specific stakeholders (Mohan and Paila (2013: 53). Depending on the stakeholder, the interests may include, among other things, technological, financial or even ethical considerations (Verbeke and Tung, 2013:529-543). The starting point would be classifying the stakeholders to determine their interests and the impact on the project's well-being. Regardless of the organisation or project's size, the manager needs to identify, classify, and fully understand their interests in the project (Lachance and Mackey, 2018:84-94).

Discretion is needed in addressing and identifying the interests and expectations as this may mean the failure or success of the project to avoid defeating the project's existence (Patel, Manley, Hair Jr, Ferrell, and Pieper, 2016: 650-660.). The primary classification

would be classifying them into two categories, internal and external stakeholders (Lopez-Bernabe, Foudi and Galarraga, 2020:101587). Each stakeholder, internal or external has special roles that they play, and it is at that point, that they need to be communicated to. Too often internal stakeholders are taken for granted, but using the labour relations act, they may stage a strike that might bring operations to a standstill (Mok and Shen, 2016: 293).

### **3.2 LIFE CYCLE AND STAKEHOLDERS**

At every level of the processes in the execution of projects, some stakeholders are brought in or are indispensable (Shrivastava and Shrivastava, 2020:49-49). However, from phase to phase, the tasks differ. Consequently, the expertise requirements also differ according to the tasks implying a difference in the roles of stakeholders. The phases (life cycle) that the project follows are initiation, planning, execution and closeout.

- **Initiation** – this stage involves the conceptualisation of the project, and depending on what the project is about, the key personnel are the sponsors and senior management responsible for eventual execution. These will primarily be external stakeholders for construction projects, like environmental groups, local government, and the procurement and technical team for engineering-related duties (Stern, 2012:113-114).
- **Planning** – is a process which involves a series of activities emanating from thinking and forecasting towards the achievement of set objectives or goals. This is the capacity to think ahead or bring the future to the present and use this to process necessary activities with care (Suddendorf and Corballis, 2007:313-351). The more significant part of the planning will involve internal stakeholders; the project manager takes ownership of project tasks working with project team members but liaising with relevant external stakeholders.
- **Execution/ implementation** – project execution is the stage in the project life cycle where plans are put into action (Stern, 2012:113-114) following a detailed explanation to the practitioners regarding the deliverables. Primarily, the internal stakeholders will have to liaise with the external stakeholders through the project manager constantly.

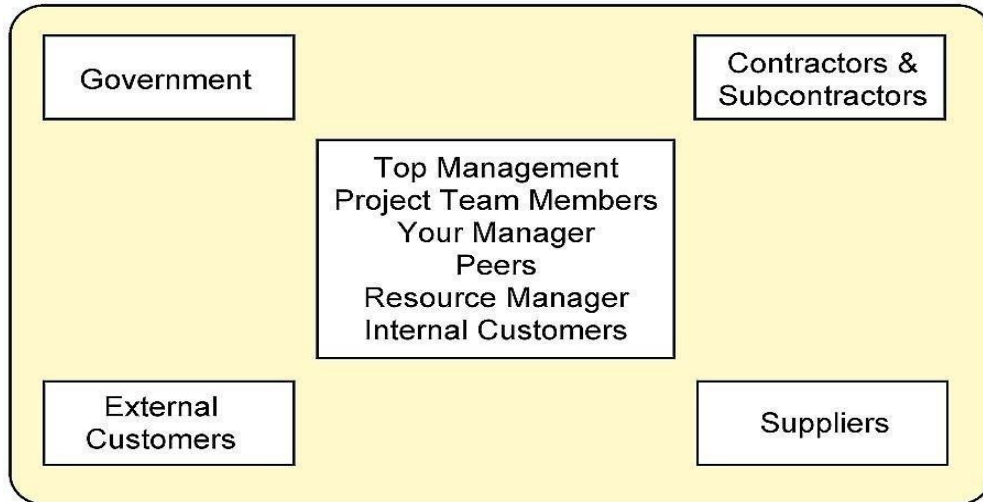


- **Closeout** – Project closeout is the process of putting together a report listing the deliverables as per the charter and is now ready to be handed over (Lin, Lin, Hu and Su, 2018:178-193). Everything is completed, and the team is satisfied with executing the deliverables as per requirement. First, the internal stakeholders will thoroughly review and confirm that they have fulfilled the deliverables. Then, the sponsor, project manager and other senior managers will review the project charter and confirm if the deliverables meet the agreed-upon specifics.

## **1. Project execution success and project success**

There is a difference between project execution success and project success, though these are too often wrongly interchangeably used. Project execution success is the ability of the management processes to provide all the deliverables on time, within budget and with the quality expected (Tatikonda and Rosenthal, 2000:74-87). This speaks to the ability to put everything together and meet the triple constraints. Thus, the execution is successful. Project success refers to the ability of the project to meet the objectives for which it is set, and these objectives are the customer's expectations (Papke-Shields, Beise Quan, 2010:650-662), the final beneficiaries. Projects are conceptualised for specific reasons with underlying purposes or objectives to be met. Key stakeholders can affect the success of a project, regardless of whether all the deliverables have been met and the objectives are met if they are not happy. Therefore, the project manager needs to have a good understanding of what constitutes stakeholders. Figure 3.1 below illustrates the initial picture of stakeholders.

**Figure 3.1 Stakeholders at a glance**



**SOURCE: Papke-Shields, Beise Quan (2010:650-662),**

It is critical for the project manager never to leave any of these stakeholders out, and some may not feature in the initiation phase. Leaving stakeholders, their departments, or critical individuals to discover them later may cause the process's failure. Järllström, Saru, and Vanhala (2018:703-724) state that stakeholders will include top management, project team members, your manager, and peers, most of whom may be above the project manager.

All these must be managed, and the project manager may need to understand the role of politics and negotiation in projects (Jawah, 2014:1-15). The difference in position may create an imbalance in authority, and the project manager needs to develop strategies for dealing with this authority gap. The project manager must create a close relationship with the top management and align the planning with their strategy and development for the organisation (Meng and Boyd, 2017:717-728). The realities on the ground are that in all matrix projects (projects embedded in an organisation with departmental managers), the project coordinator does not have direct authority over resources (Jawah, 2012: 1097 – 1106). This reduces the ability of the project leader to take full control, and has to manage, whatever resources (human or material) through other “functional managers.” The ability to manage stakeholders therefore becomes more complex thus requiring negotiation skills (Freeman (2010:53). Too often, the project manager is assigned to a

senior manager responsible for the project, and the project manager needs to communicate regularly with the senior manager (Jowah and Laphi, 2015:1-31). It will be ideal for the project leader to request specific information required by the senior manager and the necessary format to develop a working relationship that earns the manager support. As stated above, in the first phase of initiation, much of the work is between the customer and the organisation that will implement the project. The first line of operation is the internal stakeholder(s), where the plan's execution takes place, which is controllable mainly by the project manager. These will be operational staff with specific skill sets meant to assist in delivering the project tasks (Matu, Kyalo, Mbugua and Mulwa, 2020:11-19). These are represented diagrammatically in Figure 3.2 below.

**Figure 3.2: Project Stakeholders**



**SOURCE: Matu, Kyalo, Mbugua and Mulwa (2020:11-19).**

Support from top management may also assist in accessing the best skills for the project and the needed material to implement the project effectively (Anantatmula, 2010:13-22). It may be essential to develop well-calculated milestones during the planning stages and get them approved by management. At different stages, as alluded to above, there is a different form of management, informed by the tasks to be performed (Shao, Feng and Hu, 2016:131-153). At initiation, many of the stakeholders participating may be external, and the project charter may not be in place yet; as such other resources/shareholders are not identified.

When the project charter is complete, it clearly states/indicates who should be a stakeholder, including the role they will play (Mark and Lurie, 2018:165-176). At this stage, it becomes clear who or what tasks will be performed by internal or external stakeholders, guided by the project charter. The project charter will identify all the stakeholders and explain equally the role these entities play, whether individuals or organisations (Clarke and Cooke 2014: 430). There is, however, a difference in management depending on the role and the importance of the stakeholder. These stakeholders are interested in the outcomes of your project, but they are not at the same level of interest; some are more important than others (Fischer, Brettel and Mauer, 2020:87-106). Regardless of their role, all stakeholders should matter; managing them well will make a difference in the project's outcomes. The best approach would be to eliminate all issues that may be an inconvenience in the future then marshal necessary resources (time included) towards meeting the iron triangle.

## **2. Stakeholders vs Key Project Stakeholders**

Based on the understanding that stakeholders are interested in the project, they differ in their impact (Bekker, 2015:33-43). It is, therefore, vital to further classify the stakeholders for effective and efficient management of this cohort. Stakeholders have invested (emotionally, materially, or otherwise) in the project, and those will be affected at any point during the project execution processes, be it directly, indirectly, positively or negatively (García-Sánchez, Martín-Moreno, Khan and Hussain, 2021:1003-1018). Good management has it that the manager should keep communication with stakeholders to collaborate on all relevant matters about the project. Though all are important, some key stakeholders must be considered separately and differently from the rest. Generic key project stakeholders in any project include the following (Table 3.1).

**Table 3.1: Generic stakeholder groups in a project**

|                      |                    |
|----------------------|--------------------|
| Project manager      | Resource managers  |
| Project team members | Executives         |
| Project sponsor      | Steering committee |

**SOURCE: Own construction**

The above are critical to any project; there could be more, depending on the nature and complexity of the project. These are vital stakeholders as they are the nucleus for projects without which a project may not be undertaken. These are, namely,

- **Project manager:** this is the individual who has to bring together, coordinate and manage all the stakeholders, including those not included here (Jalal and Koosha, 2015:458-466).
- **Project team members:** comprises all the people with expertise, including the heads of sub-units, the sub-teams, operations coordinators, the artisans and technicians, all of whom are under the project manager's leadership (Bell, Brown, Colaneri and Outland, 2018:349).
- **Resource managers:** in a project execution process, other managers control resources necessary for the project's execution. These include, among others, heads of finance, human resource, procurement and other support services
- **Executives:** this will be the top management in charge of the project execution processes to whom the project leader reports. They have the final voice on the organisation's strategy, sponsors may be part of the executives.
- **Steering committee:** generally comprises the executives, the sponsor and some key stakeholders. This serves as an advisory group on matters pertaining to the running of

the project and strategic decisions to be made. A visionary project manager will start by identifying stakeholders, their interests and expectations from the project. Common stakeholder expectations (Silva, Nuzum and Schaltegger, 2019:204-215) should be established and analysed per individual stakeholder. When the stakeholders' profiling is completed, real project stakeholder management begins. Some of the generic stakeholders to any project are namely:

- **Project sponsor:** the individual or organisation that pays off the bills and has the final authority to sign for the project is the sponsor
- **Primary customer:** projects are designed by people, through people for people – these people/organisations for which the project is designed are the project customers, without which there would be no need for the project.
- **Secondary customers:** These can be found inside and outside the project organisation; these will benefit from the project or interact with the project stakeholders directly or indirectly.
- **Project team:** These frontline operatives will convert the project charter to a finished deliverable as planned through interaction with each other under the project leader's guidance.
- **Primary stakeholders** implement the project from beginning to successful execution (James, 2016:492-499). Other stakeholders come in at appropriate times and stay for the required period, they are equally crucial. Identifying stakeholders and profiling them (needs, expectations and expertise - contributions) is critical for the successful execution of any project, primarily because:
  - The stakeholders will most likely understand the aspects of the project (for which you may need them) better than you do.
  - Two heads are better than one – allowing another view may enable you to develop a better and well-thought product/result.
  - If the customer's expectations are not met satisfactorily, you may face rejection when you have gone through project failure.

Effective project leadership should therefore start by identifying the stakeholders, understanding their needs and expectations and balancing these with those of other stakeholders, the project team members are essential in supporting the leader on this

cause (Ngereja and Hussein, 2021:23-41). The second move for the project manager is to develop a communication plan / program with the stakeholders, some important things to be done are, namely,

- Know who the stakeholders to be communicated to are, including their interests and expectations in the project
- What kind of information must be communicated and in what format to address them at their point of need
- Specifically, identify the type of decisions expected of them and how these decisions may impact the relationship with the project
- Avoid giving the same information to every stakeholder in the same format and avoid making the stakeholders of equal value
- Determine a stakeholder-specific communication approach effective for the specific stakeholders relevant to their interests
- Keep watching closely on the likely changes in the stakeholders' interests, expectations and requirements with the changes in the project

Misunderstanding the stakeholders' concerns may create unnecessary discomfort in the relationship and result in dysfunctional conflicts (Granvik, Joosse, Hunt and Hallberg, 2017:1981). A good, well-planned stakeholder management strategy may mean the difference between a successful or failed project execution processes. Bryson, Patton and Bowman (2011:1-12) suggest that if this is correctly done, this may lead to a happy, productive team, satisfied sponsors, cooperative stakeholders and coordinated effort to achieve the set objectives and goals.

### **3.3 INTERNAL STAKEHOLDERS**

Internal stakeholders are largely recruited into positions to perform specific tasks within the execution processes. These shareholders claim ownership of the processes and the eventual successful execution is based on their participation (Garcia-Torea, Fernandez-

Feijoo and de la Cuesta, 2016:246-260). They execute the plans and put the goals and objectives into practice. Some of the internal stakeholders and their contributions to the project processes are listed in Table 3.2 below.

**Table 3.2 Internal stakeholder contributions**

| <b>STAKEHOLDER</b>             | <b>ROLE IN THE PROJECT</b>  |
|--------------------------------|---|
| <b>Finance manager</b>         | Collaborates with the sponsors on the status of finances, any makes payments for resources and provides regular reports on expenditures to date.                  |
| <b>Human resource manager</b>  | Responsible for recruitment, training and the general welfare of the employees, labour issues, compensations, resignations, liaising with unions on labour issues |
| <b>Procurement manager</b>     | Procurement of resources, contractors, material supplies, contracts management of supplies, and supply of all project needs                                       |
| <b>Sub-team leader</b>         | Oversees execution in their specialised units, bricklaying, tiling, plumbing, electricity, plastering, carpentry, etc   |
| <b>WBS leader</b>              | Work Break Down structure (WBS), is usually in charge of a handful of sections sub-teams and coordinates on behalf of the project leader.                         |
| <b>Artisans or Technicians</b> | Provide expertise, plumbers, electricians, tillers, carpenters, etc and are generally managed by team leaders to work towards meeting the customer's requirements |
| <b>General labour</b>          | Tasked with helping with movement of supplies, clearing space for operations and “handyman” requirements. Mostly semi-skilled workers.                            |

**SOURCE: Own construction**



Though the manager is not expected to be an expert in all areas, the manager is expected to have a general working knowledge and understanding of these. For effective operation, the manager may delegate some of the responsibilities to the sub-team and WBS leaders (Yu, Vaagaasar, Müller, Wang and Zhu, 2018:992-1006).

### 3.4 EXTERNAL STAKEHOLDERS

The government, contractors, subcontractors, suppliers, customers, the community and even labour unions are stakeholders (Granvik et al., 2017:1981). External stakeholders do not own part of the organisation and are not employed by the organisation, but they have interests in the organisation's activities (Derakhshan, Turner and Mancini, 2019:98-116.). Unlike internal stakeholders, external stakeholders have a much broader definition because of their nature and the diversity of activities in which they are involved. This suggests that the organisation has to develop a new balance to meet the expectations of these actors, who, by their nature, are outside of the control of the project organisation (Silva, Nuzum and Schaltegger, 2019:204-215). Some of them may have the power to influence other stakeholders negatively if they perceive that their interests are not adequately managed or attended to. This makes the function of a project manager complex, and this widens the authority gap as the managers have no control (Jawah, 2012:1097-1106). Managing the authority gap requires strategies, some of which will involve classifying and profiling the stakeholders and determining what risks must be mitigated. Generic external stakeholders and their roles are listed in Table 3.3 below.

**Table 3.3: Generic external stakeholders**

| <b>STAKEHOLDER</b> | <b>ROLE IN THE PROJECT</b>  |
|--------------------|---|
| <b>Government</b>  | National government and local government have laws regulations that must be obeyed – you only disregard to your own detriment     |
| <b>Suppliers</b>   | Material quality is indicated in the Project Charter, and should be adhered to. Suppliers must comply with quality and schedules. |

|                           |  |
|---------------------------|--|
| <b>Pressure groups</b>    | Environmentalist and other groups with interests must be consulted and their expectations identified within the prevailing laws  |
| <b>Customers</b>          | The beneficiaries may have objections to certain things – the project leader should involve these early in the process   |
| <b>Community at large</b> | The general community may have issues; <b>Example</b> , the Milton community resented the building of RDP houses in Da Noun because the low-income houses would devalue their properties |
| <b>Unions</b>             | Provision could be made at budgeting stage to include possible salary negotiations – unpredictable. Unions ask for infeasible rises.   |

**SOURCE: Own construction**

Issues pertaining to external stakeholders are generally outside the project manager's control and, too often, the organisation itself (Kivilä, Martinsuo and Vuorinen, 2017:1167-1183). Whichever way we perceive it, the project execution will be disrupted and possibly fail; hence it is incumbent on the project leader to pre-empt these (Jowah, 2014:1-15). Too often, it may be ideal that most of these external stakeholders be consulted before the execution starts to avoid dysfunctional conflicts.

**3.5 STAKEHOLDER COMMUNICATION PLAN**

Park and Rainey (2012:2630-2660) posited that managers spend 80% of their time communicating or being involved in activities that involve receiving or dispatching information. The function of the project manager is essentially integrating the different activities in the project and communicating these to internal and external stakeholders. The project manager of necessity needs a communication plan to get to all the stakeholders involved in this complex project (Rees-Caldwell and Pinnington, 2013:212-227). The plan is formulated with the intention that there will be feedback on the communication to allow for understanding of each other as interested parties. As such, there is a need to have a clearly defined subject of communication focusing on the

recipient of the message or information (Zulch, 2014:1000-1009). The primary goals of communicating with the stakeholders are, namely,

- Keep a cordial relationship with the individuals and organisations with interests and expectations from the project organisation.
- Keep relevant information flowing between the project manager and stakeholders to advise, ask or discuss pertinent information.
- Update the stakeholders on the progress or delays and problems that the stakeholders may have an interest in knowing about.
- Solicit for ideas, decisions, or merely brainstorming on matters of common interest that may assist the project's welfare.
- Advice on changes coming or agreed on and possibly ask for clarity on other issues that might have been discussed.

Effective communication has positive spin-offs that the project manager will do well to remember. For example, Naqvi and Aziz (2011:5824-5832) suggest why stakeholder communication is vital for the execution of a project and effective management in general.

- **Assist the organisation** in keeping stakeholders well informed about the progress or problems in the execution.
- **Assists in strengthening** the relationship and trust between the project organisation and the relevant stakeholders.
- **Help in making;** they belong and pay them to promote the project to the community in general and their customers specifically
- **Keeps them** abreast with information, and this may prompt them to participate more enthusiastically

Developing a stakeholder communication plan will inevitably involve specific information about the stakeholders. Therefore, a properly well-structured profile and complete understanding of the stakeholders will enable the project manager to decide what to communicate. The project manager must attend to a structured formula for this to occur. A model is illustrated in Table 3.4 below.

**Table 3.4 Steps in constructing a stakeholder communication plan**

|  |   |
|--|---|
| <b>Identify who the stakeholders are</b>               | Identification of stakeholders makes the project manager know who they are dealing with – this allows the project manager to study the stakeholder closely  |
| <b>Identify their interests in the project</b>         | Once a stakeholder is identified, the project manager must understand the culture, values, interests and expectations – even why they are interested parties.   |
| <b>Identify their power in the project</b>             | The reasons for stakeholder interest come with the extent to which they can attach themselves to the project – what is in it for them?  |
| <b>Confirm the communication format and methods</b>    | Knowing stakeholder interest and power will help decide on how and what to communicate with the stakeholder. Critical will be what information do they require? How frequently can they be communicated with? |
| <b>State the project communication objectives</b>      | Set the communication objectives necessary for the project to meet its objectives. What the project stands should be communicated appropriately, including what it aims to achieve                            |
| <b>Identify the communication agent in the project</b> | The project manager is involved across the project and may not have ample time for communication. The project office must have a communication agent to attend to the issues promptly                         |

**Source: Own construction**

Too often, some important people may not be classified as stakeholders but may have influence (George, 2020: 1553-1557). It is also crucial for the project manager to know who controls the resources, as these are critical when the manager needs resources (Voropaev, Gelrud and Klimenko, 2016: 478-485). As alluded to above, it is essential to know what motivates the stakeholders to be interested in the project, as this will assist in deciding the type of relationship.

After gathering all the necessary information, the project manager can use that data to develop a communication plan (Silvius and Schipper, 2019:46). Knowledge of the stakeholders, their interests and an ideal communication plan (email, memorandum, phone calls) will enable the plan to be in place (Bal, Bryde, Fearon and Ochieng, 2013:695-710). Illustrated below in Table 3.4 is a template (model) for how the plan can be of help in designing effective planning for stakeholder communication

**Table 3.4 Template; special issues - key stakeholder communication plan**

| Stakeholder     | Communication objective      | Key messages            | Delivery format          | Expected outputs        | Owner                | Frequency | Timing     | Date |
|-----------------|------------------------------|-------------------------|--------------------------|-------------------------|----------------------|-----------|------------|------|
| Target audience | Purpose of the communication | What is the key message | How to send the message. | Result of communication | Owner of the message | How often | When best? |      |
|                 |                              |                         |                          |                         |                      |           |            |      |
|                 |                              |                         |                          |                         |                      |           |            |      |
|                 |                              |                         |                          |                         |                      |           |            |      |

**SOURCE: Own construction**

This is ideal for stakeholders with specific needs, considered to be key. As stated repeatedly, the stakeholders have different concerns, expectations and interests which vary according to their loss or benefits in the project. There will be generic needs for stakeholders, even though they may differ in intensity, but then, there are needs and

expectations radically different from the other stakeholders. The template for generic stakeholder communication plan is illustrated below in table 3.5.

**Table 3.5 General Communication plan**

| ITEM              | Deliverables | Description | Delivery method | Frequency | Audience | Comments |
|-------------------|--------------|-------------|-----------------|-----------|----------|----------|
| General Reports   |              |             |                 |           |          |          |
| Announcement      |              |             |                 |           |          |          |
| Project Reviews   |              |             |                 |           |          |          |
| Progress meetings |              |             |                 |           |          |          |
| Feedback sessions |              |             |                 |           |          |          |
| Risk assessment   |              |             |                 |           |          |          |
| Budget sessions   |              |             |                 |           |          |          |

**SOURCE: Own construction**

The communication plan is a guide that needs to be attended to and regularly evaluated to see if it meets the needs. The first step in developing the stakeholder communication plan is to determine the frequency of the communication (Ray and Miller, 2017: 375-389). Where possible, this should be done for all the key stakeholders, and selecting who is vital is essential for the project manager. Lückmann and Färber (2016: 85-94) opine that this should be accompanied by what you should communicate; each stakeholder will need relevant communication. Therefore, your plan should detail in a generic format what should be communicated to the relevant stakeholder.

### 3.6 STAKEHOLDER ENGAGEMENT PLAN

Before the project manager starts the project's operations, it is expected that the manager has already identified all the critical elements. Noland and Phillips (2010:39-49) believe that, in reality, the manager needs another plan—the stakeholder engagement plan. These two documents must be ready before commencement. The communication plan and matrix complement each other and are a must-have (O'Riordan and Fairbrass, 2014:121-145). Stakeholder communications help outline communication expectations during the project execution period and indicate the milestones. The Stakeholder Engagement Plan helps identify communication mediums, tools, techniques and technology that will be used to engage stakeholders. A good stakeholder engagement plan must include stakeholder identification, interest levels, power and influence on the project (Phillipson, Lowe, Proctor and Ruto, 2012:56-65). Some necessary questions in the preparation of the engagement plan will include, among others:

- Is the stakeholder a decision-maker or impartial?
- Is the stakeholder influential in the decision-making process?
- What are the levels of importance/power/influence?
- What will be the role of the stakeholder in the project?
- What is the project's scope, and where does the stakeholder fit in?
- What are the likely limitations of the project?
- What metrics will be used to quantify the project's success?
- What are the timelines for milestones and phases?

An effective stakeholder management plan is envisaged to provide answers to the above questions. This will allow for a well-informed planning system for the project manager and the team, as this will be fundamental and critical for the eventual management of the stakeholders. On this basis, a stakeholder engagement plan can be developed. Below (Table 3.6) is a sample template of the engagement plan.

**Table 3.6 Stakeholder Engagement Matrix**

| Stakeholder Engagement Matrix |      |                            |                           |                |             |             |          |           |                     |
|-------------------------------|------|----------------------------|---------------------------|----------------|-------------|-------------|----------|-----------|---------------------|
| Stakeholder                   | Risk | Influence<br>Project Level | Interest<br>Project Level | Project Phases |             |             |          |           | Engagement<br>Level |
|                               |      |                            |                           | Initiation     | Planning    | Execution   | Control  | Close     |                     |
| Ricky Point                   |      |                            |                           | RESPONSIBLE    | CONSULTED   | CONSULTED   | INFORMED | CONSULTED |                     |
| Martin Keg                    |      |                            |                           | CONSULTED      | RESPONSIBLE | INFORMED    | INFORMED | CONSULTED |                     |
| Zehar Ram                     |      |                            |                           | CONSULTED      | RESPONSIBLE | RESPONSIBLE | INFORMED | CONSULTED |                     |
| Zucker Tag                    |      |                            |                           | CONSULTED      | RESPONSIBLE | CONSULTED   | INFORMED | CONSULTED |                     |
| Suman Meher                   |      |                            |                           | CONSULTED      | CONSULTED   | ACCOUNTABLE | INFORMED | CONSULTED |                     |
| Mohan Tashe                   |      |                            |                           | RESPONSIBLE    | ACCOUNTABLE |             |          |           |                     |
|                               |      |                            |                           |                |             |             |          |           |                     |
|                               |      |                            |                           |                |             |             |          |           |                     |

= High   
 = Medium   
 = Low                     
 = High   
 = Medium   
 = Low

**SOURCE: Techno-PM**

The stakeholder engagement plan provides the necessary details of the level of importance and influence/power of a stakeholder throughout the project phases (Johnson-Cramer, Berman and Post, 2017:145-161). This enables the project manager to track the changes in interest and expectations of a stakeholder at the different phases of the project. For instance, the material resources supplier is of little interest and influence (though high on expectations) during the initiation and planning phases. With the help of the engagement plan, the manager knows when to shift attention to more essential stakeholders and possibly change the communication pattern (Honic, Kovacic, Sibenik and Rechberger, 2019: 341-350).



## **Stakeholder Management Plan**

When all the types of stakeholders are identified, classified and arranged according to influence and power, the next step is managing them. If the stakeholders are not known or understood, there is nothing to manage. At this stage, all the key questions have been asked. Knowledge forms the power base of who has the most influence, controls the resources, which stakeholders are affected and what motivates them to be interested in the project. In the management tool kit, there must be clarity on the following:

- Who of the stakeholder has a financial interest and expectation?
- Who has an emotional interest, and to what extent can they sacrifice?
- What are the primary motivators for each one of the stakeholders?
- Which of the stakeholders is considered the biggest supporter?
- Which of the stakeholders are the most non-supporters or naysayers?

This knowledge arms the manager and informs the manager on how to behave and handle the different stakeholders. After completing the preparations and templates above and gathering information, the manager can address the management needs. This requires the ability to understand and implement the Project Management Book of Knowledge's (PMBOK) ten (10) stipulates or knowledge areas (PMI, 2010) which are put according to their order in the book. These were covered in chapter 1 of the dissertation

### **3.7 CHAPTER SUMMARY**

Critical for all management of projects would be for a project manager to have a personality that adjusts to the different project stakeholders and remain relevant to each of them. Communication remains a critical element of the process as this provides information which attracts feedback and, therefore, will promote support. Stakeholders feel important in their corners; they need to be consulted on decisions that matter to them, and regular meetings may reduce suspicions and promote cooperation. When they cooperate, they will most likely be advocates for the project as long as they feel they are part of that undertaking and are happy. Negative attitudes may develop because they do not understand the project and its benefit to them and the community, but involving them

means they are part of the project. Constantly evaluate the status of the project stakeholders as their requirements, interests, and expectations may change with the project's progress; the manager does not want to be taken unaware. Regular meetings may quickly highlight changes and the likelihood of unknown or never-thought-of risks. The problem statement during research in the next chapter helps to define the importance of stakeholder's roles under investigation.

## CHAPTER 4

### RESEARCH DESIGN AND RESEARCH METHODOLOGY

#### 4.1 INTRODUCTION

Research is an organised and objective process involving series of activities coordinated to provide information and or knowledge about phenomena (Suri, 2013:83). New knowledge may be created, existing knowledge may be verified or what is previously considered as existing knowledge may be disapproved. Some of the knowledge may exist in the community and be known in social interactions without setting out to look for it (Upadhyay and Singh 2008:178). This systematic approach allows for data collection, drawing up illustrations (where possible), and comparing the relationships of the various variables underlying the study. The data collected becomes the source of knowledge needed to understand the situation under investigation. In this research there was an identified research gap (problem statement) emanating from both practical field experience as well as existing literature. This research was based on the desire for a specific understanding of stakeholders' role in construction projects because of the current high failure rate in project execution.

#### 4.2 THE PROBLEM STATEMENT

Annamalai *et al.* (2013:857) defined a problem statement as a concise description of an issue to be addressed, resulting from a gap for which clarity is required. The high project execution failure rate in construction projects led by highly qualified and experienced, and operated by seasoned artisans and or technicians was of concern. The advancement of technology resulting in more efficient way of executing certain tasks was welcome as the answer to the high project risk failure. At the same time (when there is such a high execution failure rate) many more organisations are opting for “management by projects” as a more efficient way to maximise use of scarce resources. The failure rate of all construction projects is estimated to be between 47% and 54%. PMBOK (2018) identifies ten knowledge management areas. Of these stakeholder management has been identified for the study considering that it is the only constant in the process. There are

experienced people with the necessary hard skills at all levels, and execution processes continue to fall short of the measurement of successful project execution standards, the triple constraint. Stakeholders are the only aspect in the project execution process that threads through the whole life cycle of a project, hence the decision to interrogate the effect of stakeholders on the execution of the projects. The focus was on construction, this, because of the high failure rate, and construction is the one area where projects have been in use since human beings started preparing places to live in.

### **4.3 RESEARCH OBJECTIVES**

These are the expectations when a researcher sets out to conduct research look for “new” knowledge and information. The objective emanates from the problem statement and is in a form an interpretation of what is expected, given the problem statement or study gap at hand. For the convenience of this study the objectives were classified into two (2), namely, primary objective and secondary objective. The primary research is the main “expectation from the undertaking,” and secondary objectives are elements (showing the broadness) of the primary objective.

#### **4.3.1 Primary research objective**

Establish the role played by stakeholders in the success or failure of construction project execution processes.

#### **4.3.2 Secondary research objectives**

1. Identify the different types of stakeholders in the construction project.
2. Identify the interests of these stakeholders in the construction project.
3. Identify areas of concern by the stakeholders in the construction.
4. Identify stakeholder expectations from the project execution leaders.

#### **4.4 RESEARCH QUESTION**

The research question is an extraction of the research objective as indicated in the problem statement, now put in question form. The research question serves numerous functions, apart from specifying what exactly needs to be answered, the research, among other things, assists in,

- Directing on what literature needs to be reviewed for the entire study to enable a comprehensive understanding of the subject
- Guiding the construction of the research instrument or questionnaire that is to be used in the collection of the required data

As stated above, the research question is derived from the research objective, and in this study the research question was divided into two (2) parts, namely, the main research question and the sub-research questions.

##### **4.4.1 Primary Research Question**

What is the role of stakeholder management in the success of construction projects execution processes?

##### **4.4.2 Secondary Research Questions**

1. What type (classification) of stakeholders are common in construction projects?
2. What are the different interests of these construction project stakeholders?
3. What concerns do the stakeholders have with construction project leaders?
4. What are the expectations of a stakeholder from project execution leaders?

## **4.5 RESEARCH DESIGN**

### **4.5.1 Research design**

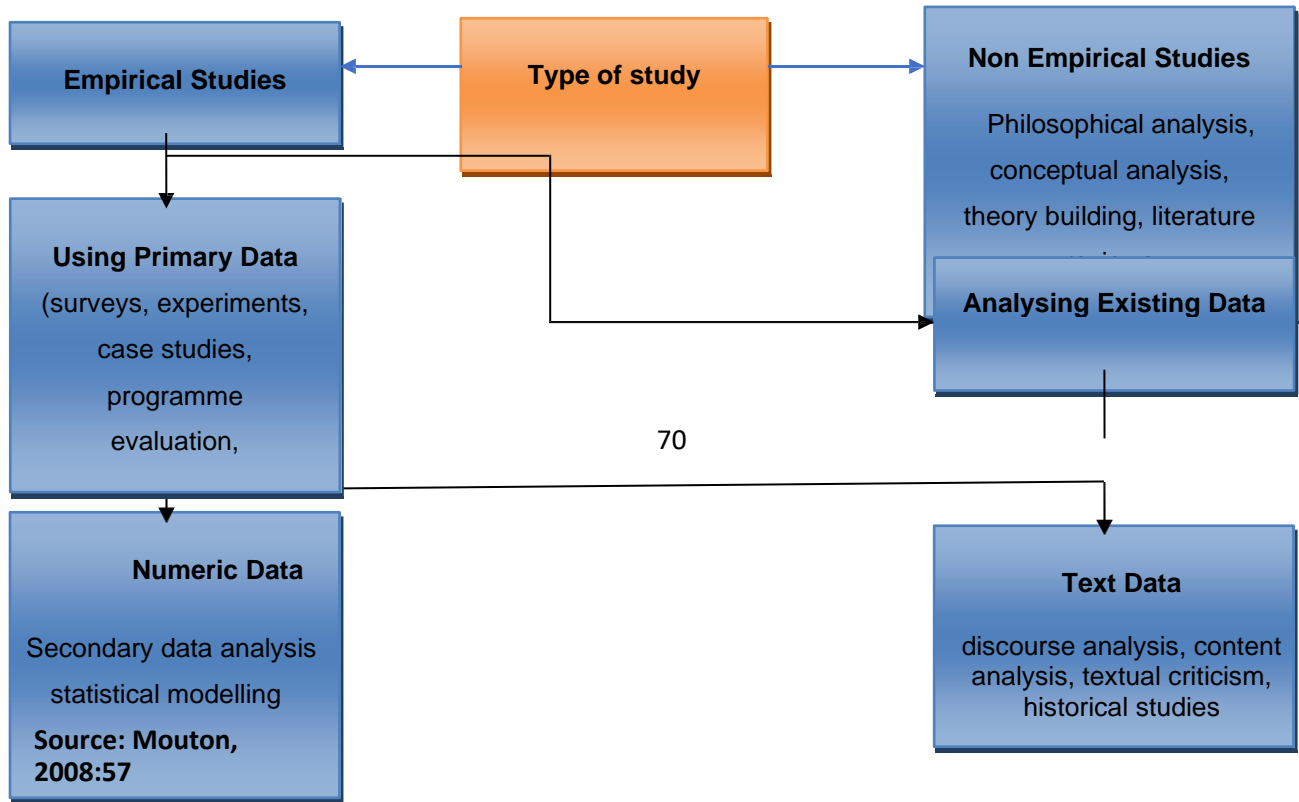
A research design is the road map to be followed in the development of the research structure, the design states what is to be done in chronological. Research design is better understood as a blueprint or the structure used for collecting, measuring and analyzing the data emanating from the fieldwork to respond to research questions (Blumberg 2008:195). It provides the researcher with the logical framework for the research project, allowing the researcher to collect evidence that will help address the existing research question (David and Sutton 2004:134). There are numerous research designs which are appropriate for certain studies, depending of cause on, amongst others:

1. The type of research intended and the expectations from the research given what is known and what is intended to be known
2. The intended use of the research informs also what should be included in the research and by implication “what should be done”
3. The judgement and understanding of the researcher pertaining to such issues and how best they think they may do it.
4. Is it applied research in which case the problem is identified and some other information is available to use, or
5. Is it purely basic or fundamental done out of curiosity and therefore is exploratory in nature with no intended specific use.

### **4.5.2 Types of research designs**

Mouton (2008:57) suggests, as illustrated below, a typology of research designs and posits that what influences the design to be used is the study type. It was considered critical by the researcher, based on existing literature, that the choice of a research design enables the use of a specific research methodology. This was informed by the type of information required and proposed use, as illustrated in figure 4.1 below.

**Figure 4.1: A Typology of research design types**



The type of study will inform what may be needed, and using this illustration (figure 4.1), the researcher opted for empirical studies. This would be collecting primary data instead of analysing existing data that would not properly describe the situation specific to the environment selected for the study. The choice of the design was influenced by the objectives of the study (expectations) and the purpose for which the findings would be used. Identifying a research design that would have congruence with the research methodology was considered necessary. The most commonly used research designs are illustrated in Table 4.1 below.

**Table 4.1 Commonly used research designs**

|                               |                              |
|-------------------------------|------------------------------|
| Descriptive Research Design:  | Diagnostic Research Design:  |
| Experimental Research Design  | Explanatory Research Design: |
| Correlational Research Design | Exploratory Research Design  |

**SOURCE: Own construction**

The combination of (using) certain research designs and methods inevitably will influence the research outcomes. To produce valid findings, it was considered important that the research should be able to describe the environment adequately and make informed conclusions. The research used the list of designs, aided by the typology and processes to be followed during the research process, to make a decision. The researcher opted for the descriptive research design after considering numerous facts guided by information from other researchers in the field. Some of the questions used to guide the research design were: what are the objectives, what will the research finding be used for, and what would be the limitations and merits of using the specified research design?

**Descriptive Research Design** is a form of information gathering that focuses on describing the situation and thereby providing a deeper understanding of the phenomenon under study. This allows for inferences and can assist in measuring central tendencies and answering questions like who, what, when, where, and how this relates to the research problem. Admittedly, the design has weaknesses, like dependence on



tools and techniques. Moreover, results will simply explain a phenomenon and may not be used to prove or disprove the hypothesis. Nevertheless, it was considered that the advantages outweighed the disadvantages, and hence the design was chosen for the research.

Over the years researchers have identified several types of research designs and have indicated where they can be applied most appropriately. In this study the researchers opted for use of descriptive research design because of the nature of the study, there was need to describe the environment to enable adequate understanding. The descriptive research design is more formalised and structured and the variables in the design were clearly defined and identified. The research design sought to answer questions like:

- What kind of study are you going to conduct?
- What or how does a research design look like?
- What design will best suit my research study?

Some of the functions or the uses of the descriptive research designs in research as, it;

- describes events and allows for inferences or causal relationships between the variables under study
- reports on measures of central tendency using percentages, median, mode, mean, variation and or deviance from mean
- answers to research questions like: who, what, when, where, and how as this relates the research problem.

The design has its own demerits, it is heavily dependent on the use of techniques and tools to measure phenomenon, when qualitative research is used it may not be repeated with the same results, and the results (qualitative) may not assist in the confirmation of a hypothesis. Even though the design has these weaknesses, the researcher was convinced that the merits outweighed the demerits

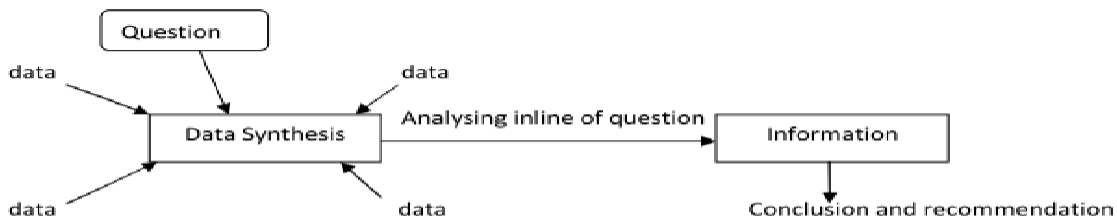
## 4.6 RESEARCH METHODOLOGY

This is focused on how the research will be conducted using a defined research design which speaks to “what” will be done. Research methodology is the method on how the research will be carried after identifying what should be done. Research methodology comprises of two philosophies established by researchers over the years, and these are qualitative and quantitative research. As stated by Goddard and Melville (2007:1), research is not purely an information gathering process, it is a process that seeks to answer unanswered questions or provide clarity where there are uncertainties. Therefore a researcher needs to decide which philosophy to use for the study, and in this study a mixed research methodology was used. This method was considered most relevant for a few reasons, among which are,

1. It makes use of the merits of each one of the two philosophies to try to provide adequate information
2. It is compatible with the descriptive research design and both methods can be used simultaneously
3. This method will provide both breadth and depth and enable a comprehensive understanding of the phenomenon

Kumar (2008:5) opines that research methodology should be viewed as a scientific approach to methodologically determine the most appropriate solution to a problem that has been identified. It is critical to properly identify and define problem as that directs the research to the roots of the problem (Bhattacharya, 2006:6). The decision on the method to be used is therefore of importance, it has to be appropriate for the extraction of data from the sources. Figure 4.2 is a model helping is understanding the process of making decisions on what should be done and how it should be done.

### **Figure 4.2 A model of research**



**SOURCE: Badke (2004:6)**

Thus the research tends to inform the research on what data is needed and how best that data can be obtained. The researcher must begin with a question; collect data; synthesize the data; analyse the data in light of the research question; and when done the researcher can come up with the research conclusions and recommendations (Badke, 2004:6). The critical element here is to find answers to the question on which basis the acquired information will be used for decision making. The use of the mixed research methodology was most appropriate and assisted in reaching out to the respondents and collecting the important data.

**4.6.1 Target population**

The target population for the research will be team leaders, and WBS supervisors, senior staff (procurement, artisans) and project team members. working in WBSs and other supervisory roles. These sit in meetings that deliberate on project progress and conflict resolution meetings for internal and external stakeholder issues.

**4.6.2 Sampling Method and Sample Size**

The researcher opted for Purposive sampling was used as the target population were people who (though they were also stakeholders) but directly interacted with both internal and external stakeholders at different levels at the site. The total population at the site was above 400, and the sample frame was at 234 (Human Resources office information) and 100 respondents were involved. This was 43% of the population and was considered large enough to allow for generalisation.

## 4.7 DATA COLLECTION INSTRUMENT

A structured questionnaire with both quantitative and qualitative questions was constructed, a trial run (pilot project on 10) was conducted, and the questionnaire was reconstructed with the assistance of a statistician. has been constructed for use as a data collection tool. The questionnaire is divided into three parts of sections.

**Section A – Biography** required details of the respondents to validate their eligibility to take part in the research project.

**Section B – Likert scale** with the use of ranking of statements derived from the literature review concerning the role of stakeholders and the types of conflicts that arise from that. The ranking was from 1-5 with 1 = strongly disagree, 2 = disagree, 3 = neutral/ambivalent, 4 = agree and 5 = strongly agree.

**Section C – Open-ended questions involve submitting** information about the matter (specific questions) and the respondents submitting their views.

### **Reasons for using the questionnaire.**

- Data was collected anonymously and therefore once the questionnaire was mixed with the others there was no way of identifying the respondent.
- There were specific questions asked which were standard across the board thereby creating uniformity in understanding of the questions
- Questionnaires, once filled in, can be stored for future reference if need be, allowing follow ups and re-evaluation questionnaires if needed
- It was possible to reach out to many people within that one week and it allowed for effectively managing the project
- Since the questionnaires (questions) were structured, it was extremely easy to clean, edit and code in preparation for capturing

## 4.8 DATA COLLECTION METHODS

With the assistance of 3 trained research assistants, questionnaires were administered to the respondents with specific instructions that this was a voluntary exercise, and no

one was to be compelled to fill in the questionnaires. Administering the questionnaires was meant to assist the respondents with clarity where necessary, at the same time it provided immediate answers where the respondents were available and, simultaneously, allowed for a high response rate. The respondents filled in the questionnaires whilst the research assistants waited while talking to other respondents. Administering directly was decided on since it provided convenience to the respondents and also had high rate of respondents filling in at the sport, there was a hundred percent (100%) return rate from respondents.

#### **4.9 DATA ANALYSIS**

The questionnaires were brought to one centre where they were edited for errors and coded before capturing them on to an Excel Spread Sheet (ESS). The ESS was the most easily available and had all the facilities needed in a software to capture and construct the necessary illustrations. It was the easiest and most convenient software and was also adequate to construct all the illustrations required for comparison of the variables under study. Using the ESS the researcher managed to construct graphs, bar charts, pie charts, frequency polygons, histograms, and other illustrations as per the choice of the researcher.

#### **4.10 ETHICAL CONSIDERATION**

The research tool clearly stated the conditions and provided instructions on what was and was not allowed. Permission had been granted for the survey, and the management knew about this, but no one, including the research team, knew who would take part until the systematic random sampling was done. No names or markings were to be on the questionnaire, specifically to protect the identity of the individual respondents and ensure confidentiality and anonymity. Trochim (2006:1) identified six (6) critical ethics during the process of collecting data, and these are stated below as:

- The respondents should get involved in this of their own free will, and no one should participate under compulsion.

- Permission should be sought from the authorities (the relevant people), and each respondent had to consent for them to participate.
- Protection from physical or emotional harm and other factors should be considered and afforded to respondents.
- Confidentiality: no names of individuals or markings that could enable tracing back to the respondents were allowed on the instrument.
- Anonymity guarantees the right to privacy to the respondents, specifically if this would cause problems with their employer or relationship at work.

These principles guided the researcher and the assistants in their conduct and created an environment conducive to good research. These principles were followed religiously, and the respondents were informed of their rights before the exercise started. True to the commitment assured to the respondents, no information of a personal nature was released to any authority, and confidentiality was observed.

#### **4.11 CHAPTER SUMMARY**

The PMBOK project management knowledge areas were discussed in some detail to provide insight into the execution of projects. The ten management knowledge areas were discussed, and the 10<sup>th</sup>, stakeholder management, was identified for this research. This is critical because it is the one area that threads throughout the project from initiation to the close phase. In addition, there is constant dealing with human beings. For that reason, this subject was chosen, as it impacts the successful execution of the projects; in this case, the focus is on construction, but the applications may be considered generic. The researcher was concerned and focused mostly on maintaining the objectivity of the research to enable realistic, reliable and valid findings. Much work was done in comparing the different approaches existing in the literature to decide on the "fit for purpose" processes for the research. Getting permission to research from the organization was a difficult process but was eventually achieved, and much assistance was provided thereafter. Deciding on the most appropriate approach involved extensive literature reviews, consultation, chats and interactions with other researchers in those fields and

related. Despite time and cost constraints, the research was conducted satisfactorily. Following the scientific research model closely, all precautions were implemented to produce credible, valid and reliable findings that may be replicated. Using quantitative and qualitative research methods allowed for a holistic understanding of the respondents within the context of their organizations. The views about stakeholder importance were freely stated in the interaction with respondents.

## CHAPTER 5

### DATA REPRESENTATION IN GRAPHS, CHARTS, POLYGONS AND THE ANALYSIS AND INTERPRETATION OF THE FINDINGS

#### 5.1 INTRODUCTION

This chapter presents a detailed report of the findings in the form of illustrations like graphs, charts, frequency polygons, histograms and tables. The illustrations present the variables in diagrammatic form, making it easy to compare relationships between the variables. The primary objective of the research was to establish the role and importance of stakeholder management in the execution of construction projects. The broader objectives were to identify, classify the stakeholders and streamline them according to interests and expectations within the project execution phases. The main question from the research objectives was: "What role does the stakeholder play in the execution of a construction project?" A structured questionnaire was used to collect the data. The questionnaire had three sections, namely: Section A – Biography, Section – B Likert scale and Section C – Open-ended questions. The reporting of the findings follow the questionnaire structure and the findings are reported item by item to avoid loss of any information. All questions, statements, or requests are listed chronologically as they appear in the questionnaire, one after another.

#### 5.2 SECTION A: BIOGRAPHY

The biographical section's purpose is to ensure that the respondents qualified and were relevant to the study; this seeks to ensure validity and reliability of the responses.

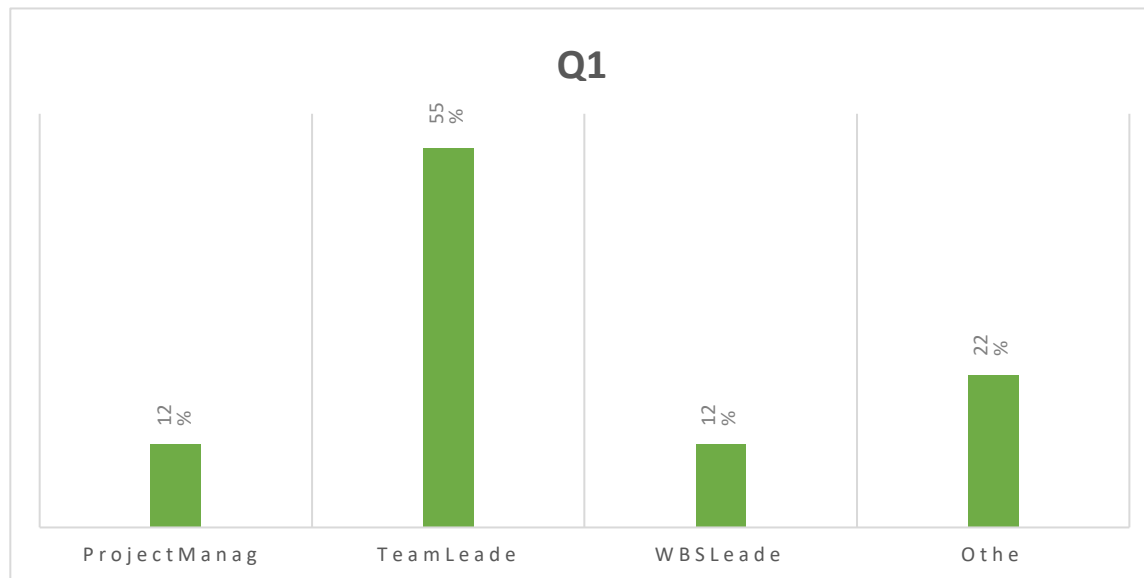
##### **QUESTION 1: What is your position in the organisation?**

**RESPONSE:** It was deemed necessary to know the position and, with it, the role an individual would play in the organisation, with a specific focus of the study on stakeholder importance according to stakeholder definition (Civera, De Colle and Casalegno,



2019:156-174). The respondents indicated their positions in the organisation, as recorded in Figure 5.1 below.

**Figure 5.1 Positions of the respondents**



**SOURCE: Author's construction**

The majority of the respondents (55%) were team leaders, suggesting they had internal stakeholders below them, only 12% filled in as project managers, 12% headed WBS units with 22% classifying themselves as others.

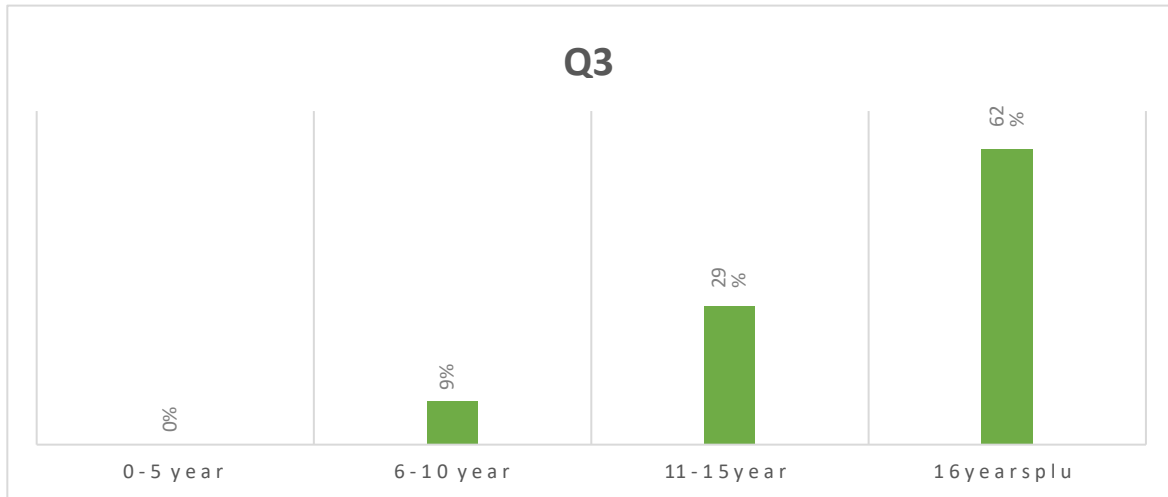
**QUESTION 2: Other – if other, please specify.**

**RESPONSE:** of those who classified themselves as either, they indicated that they were administrators, procurement, accounts, technicians, engineers and quantity surveyors totalling 15%, the remainder of 7% did not specify but they filled in the questionnaires.

**QUESTION 3: How long have you been in this job, including former employment?**

**RESPONSE:** This question relates to the individual's experience, which would also include "lessons learnt" where applicable. The longer an individual had been in the position, the higher the likelihood of them understanding the role and importance of stakeholder management in projects. The years of exposure are illustrated in Figure 5.2.

**Figure 5.2 Years of experience of the respondents**



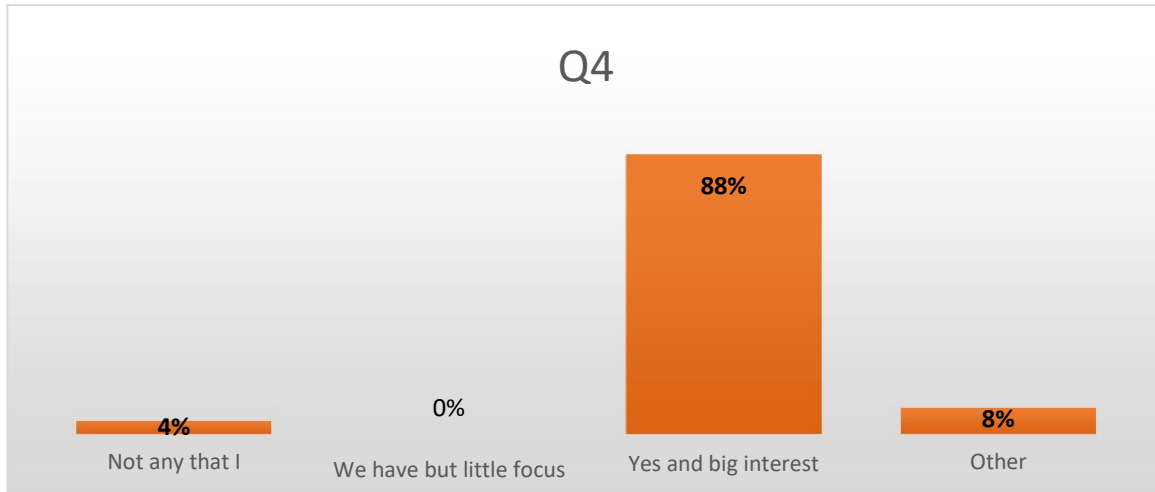
**SOURCE: Author's construction**

An unexpected 62% of the respondents had 16 years plus experience, suggesting a well-resourced, well-managed project organisation with great wealth of wisdom. Those 11-15 years' experience were 29%, followed by 9% with 6-10 years of experience. No one 0-5 years was at supervisory level.

**QUESTION 4: Does your firm have specific stakeholder management programmes you know?**

**RESPONSE:** It was assumed that if these were organisational policies they will be communicated as part of the vision making it a norm (Jowah and Beretu, 2019:264-273). This presumably encourages ownership of the programmes and activities if the employees feel that they belong to the organisation by being co-opted into such programmes (Ranängen and Zobel, 2014:128-141), the respondents shared their experiences which are recorded in Figure 5.3 below.

**Figure 5.3 Awareness on stakeholder management as a culture**



**SOURCE: Own construction**

An overwhelming 88% stated categorically that stakeholder management is a common day-to-day activity in the organisation. Only 4% do not know anything about the stakeholder management programmes.

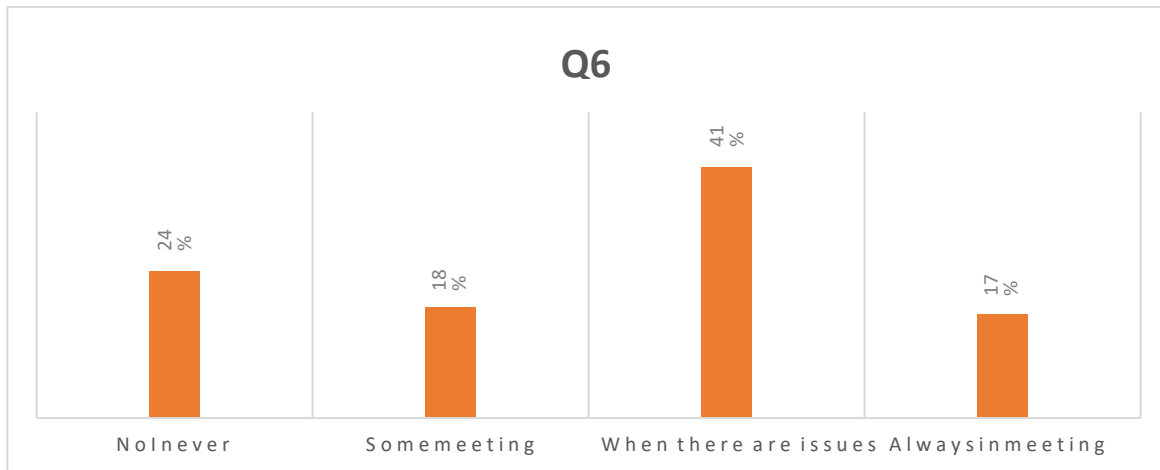
**QUESTION 5: If other, please specify**

**RESPONSE:** This section was ticked by 8% of the respondents, and a handful indicated that their role had nothing to do with stakeholders or that they did not know what stakeholders were and their role in projects.

**QUESTION 6: Do you attend stakeholder meetings regularly?**

**RESPONSE:** It was expected that people involved in project execution would interact with stakeholders as part of their work. The respondents had this to say, illustrated in Figure 5.4 below.

**Figure 5.4 Frequency of attending stakeholder meetings**



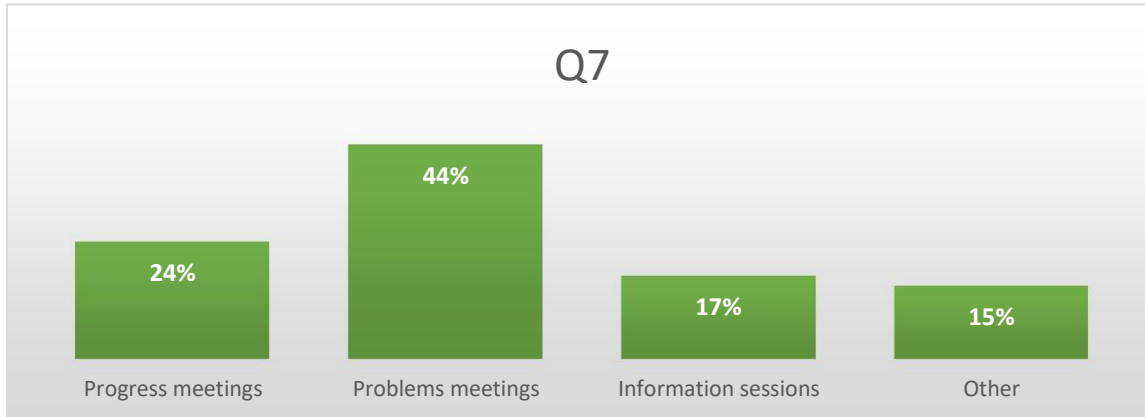
**SOURCE: Own construction**

Just under  $\frac{1}{4}$  (24%) of the respondents never attend stakeholder meetings; it could be because of their role in the organisation. Under  $\frac{1}{5}$  (18%) do sometimes get involved in the meetings, whereas 41% attend when there are issues, and group totalling 17% is always in the meetings.

**QUESTION 7: What stakeholder meetings do you attend?**

**RESPONSE:** Stakeholder meetings are not only for problems but for progress by continuous engagement to understand expectations, discuss how certain things should be done, and try to avert possible conflicts (Bourne, 2016:431-438). The respondents had this to say (figure 5.5)

**Figure 5.5 Stakeholder meetings most commonly attended**



**SOURCE: Own construction**

The largest response (44%) attends meetings because there are problems to be discussed, the second largest (24%) is for progress meetings, and 17% go for information sessions. Other is at 15%. The responses give an impression of a place where there are activities taking place.

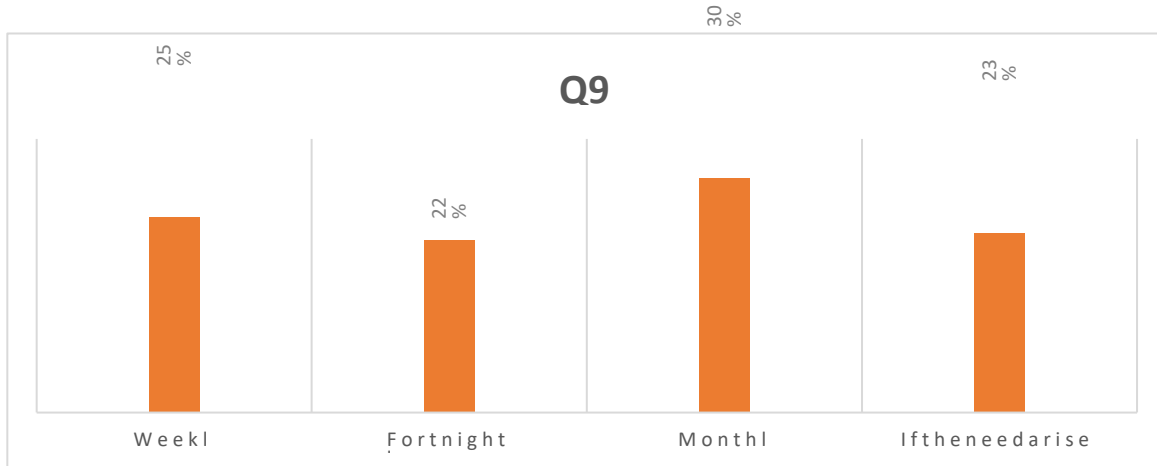
**QUESTION 8: If other, please specify**

**RESPONSE:** Nothing was recorded under any other; though the respondents ticked the section other, no information was provided.

**QUESTION 9: How regularly do you attend stakeholder meetings?**

**RESPONSE:** Generally construction projects have regular (weekly sometimes) meetings where all respective issues are discussed. The researcher sought to quantify the extent to which stakeholder related issues were convened. The respondents shared their views in figure 5.6 below.

**Figure 5.6 Regularity of attending stakeholder related meetings**



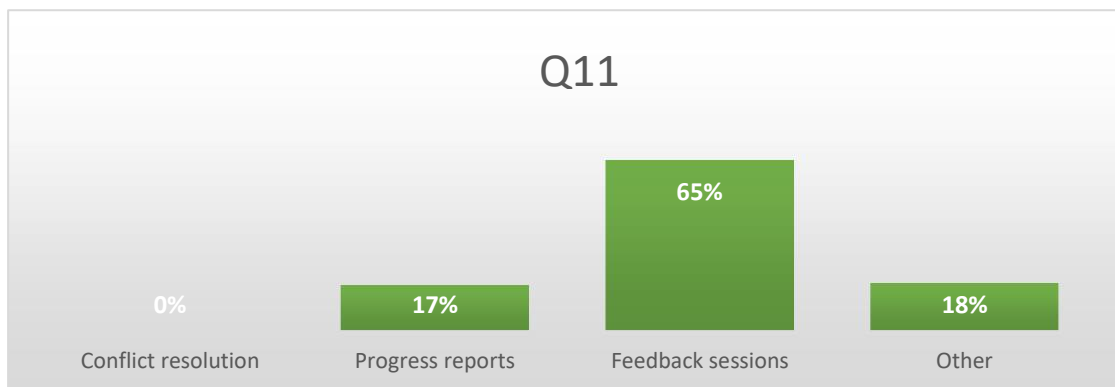
**SOURCE: Own construction**

Weekly meetings (25%), fortnightly meetings (22%), monthly meetings (30%) and ad-hoc meetings (23%) as and when the need arises. It can be concluded that, at the least, there is a meeting every week, suggesting the importance of interaction and addressing issues emanating from operations. Any stakeholder meetings, it is assumed, will be discussed as agenda items.

**QUESTION 11: What type of meetings do you attend most regularly?**

**RESPONSE:** This question sought to identify specifically what meetings the individuals attended regularly, trying to identify the extent to which stakeholder meetings are conducted. The frequencies are shown in Figure 5.7 below.

**Figure 5.7 Interest and frequency of preferred meetings**



**SOURCE: Own construction**

Feedback sessions (65%) attract more attendance, there is a likely possibility any other matters may be discussed. Progress meetings at 17% and other at 18%, and no special mention of other.

**Summary for biography**

The general feeling is that the correct people were sampled for response to this research and that adequate information necessary was provided. There does not appear to be anything standing out pertaining to stakeholders and the management and relationship thereof. The Likert scale ranking may provide better information.

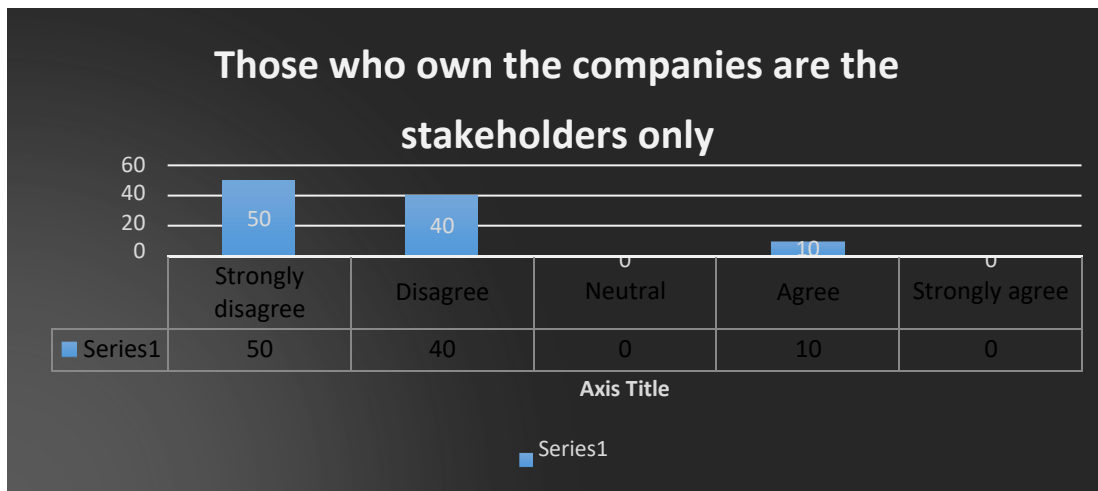
**5.3 SECTION B LIKERT SCALE**

Statements from the reading of existing literature on the subject were constructed to help further understand the attitude, feelings, perceptions, and all those human patterns generally immeasurable. The ranking on the Likert Scale was 1-5, with 1 = strongly disagree, 2 = disagree, 3 = neutral / ambivalent / indifferent, 4 = agree and 5 = strongly agree. On reporting those agreeing and strongly agreeing may be combined, the same with the opposing views.

**STATEMENT 1: Those who own the companies are the stakeholders only.**

**RESPONSE:** This was meant to measure the respondents' understanding of what a stakeholder is / was. Their responses are in figure 5.8 below.

**Figure 5.8 Respondents' understanding of what a stakeholder is**



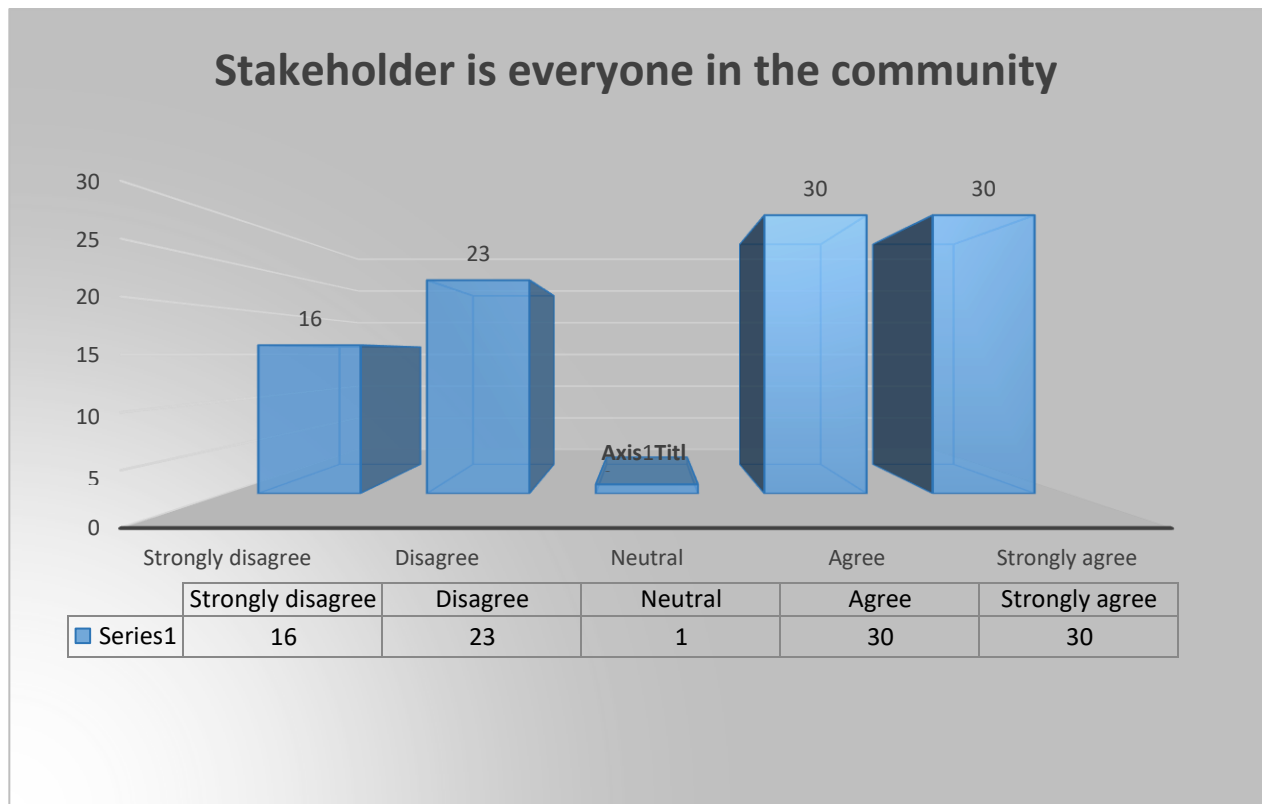
**SOURCE: Own construction**

A combined total of 90% (strongly disagreeing and disagreeing) with the statement, going by the definition of stakeholder, it can be concluded / generalised that the respondents understand what a stakeholder is.

**STATEMENT 2: Stakeholders are everyone in the community we live in**

**RESPONSE:** The statement is meant to establish the respondents' understanding of the expanded view definition of stakeholder and the role of the community. Figure 5.9 below illustrates the responses from the respondents.

**Figure 5.9 Respondents' view about everyone in the community as stakeholder**



**SOURCE: Own construction**

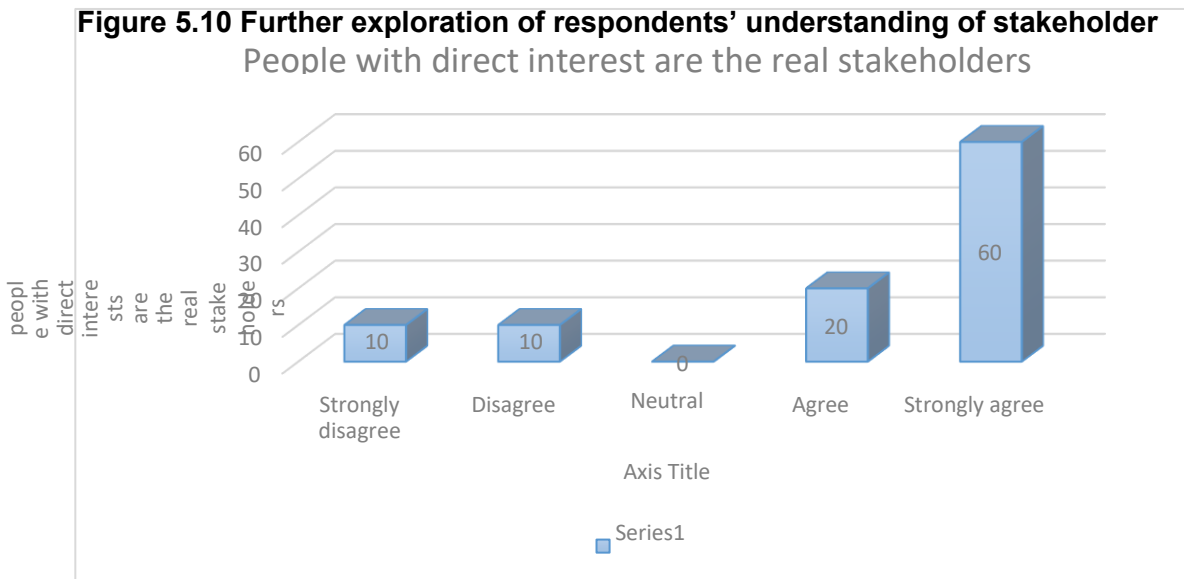
There is a difference now in the understanding here with only 39 (down from 90% previous



response) disagreeing. Whilst neutral is at 1%, total 60% agree that everyone in the community is a stakeholder. Possibly special reference should have been made of a particular project and not project in general.

**STATEMENT 3: People with direct interests are the real stakeholders.**

**RESPONSE:** As part of the definition of project stakeholders, it was important to fully understand what the respondents' views were about what constitutes stakeholders. The responses are illustrated in Figure 5.10 below.



**SOURCE: Own construction**

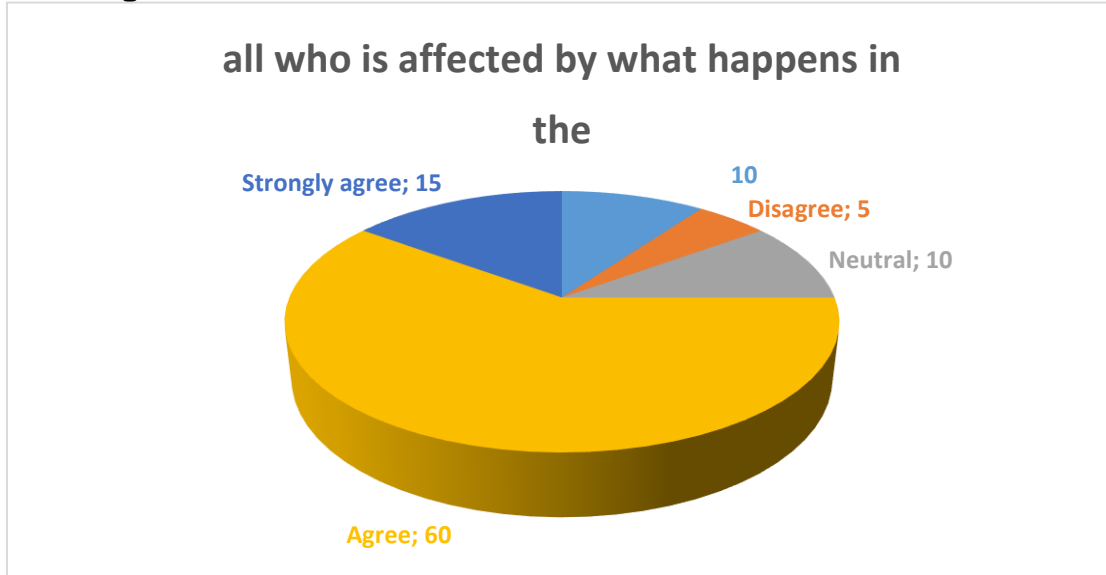
Neutral is at 0% (zero percent), with 80% agreeing with the statement; this is not very far from 90% but may be significant for statistical purposes. A combined 20% disagree that those with direct interests are the "real stakeholders" in these project undertakings.

**STATEMENT 4: All who are affected by what happens in the project qualify**

**RESPONSE:** This was a further definition or explanation of what constitutes stakeholders. There is clearly a need to understand what constitutes or what makes an individual/organisation a stakeholder, as evidenced by the results illustrated in Figure

5.11 below.

**Figure 5.11 All who are affected are stakeholders**



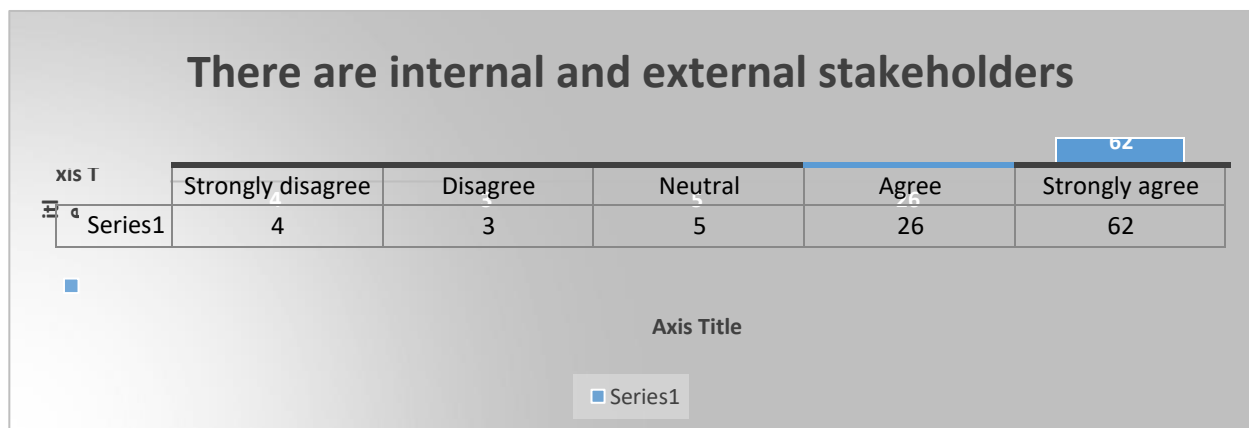
**SOURCE: Own construction**

Neutral is up (10%) for the first time, 75% (60% and 15%) agree and only 15% disagree, clearly the majority of the respondents understand what a stakeholder is.

**STATEMENT 5: There are internal and external stakeholders to please**

**RESPONSE:** Stakeholder management theory is relatively new but has been gaining traction; thus, the definitions continue to shift. The respondents' understanding of the generic classifications are demonstrated in Figure 5.12 below.

**Figure 5.12 Respondents' view about themselves as stakeholders.**



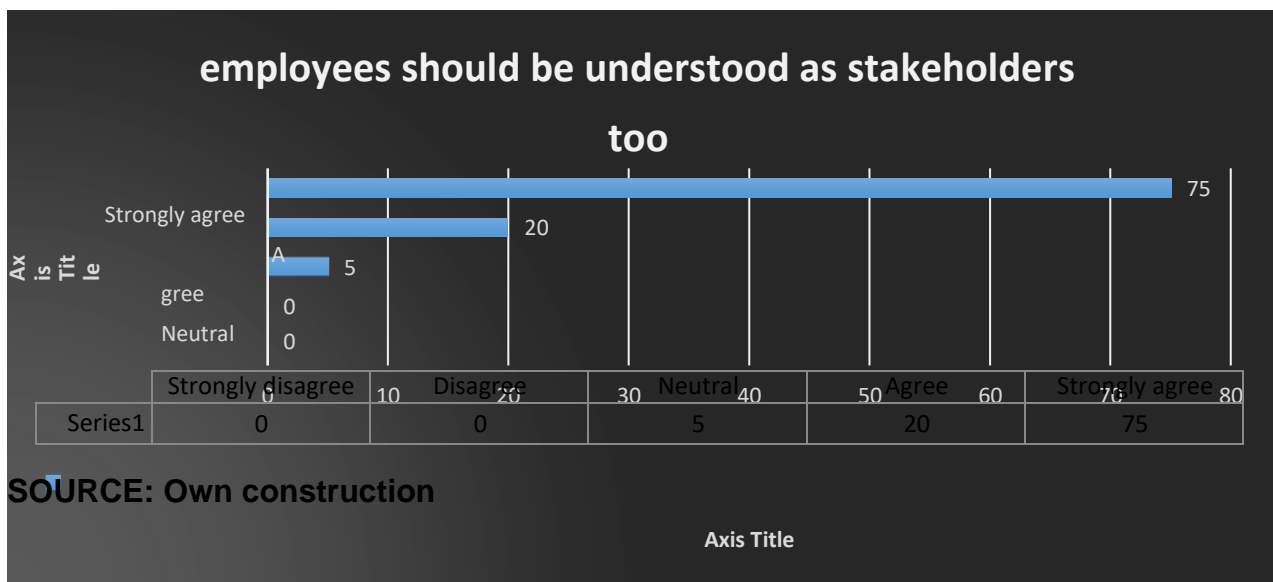
**SOURCE: Own construction**

The majority of the respondents agreed (88%) that stakeholders are or can be both external and or internal, only 5% of the respondents show ambivalence, but it can be generalised that the respondents in their majority know that there are both internal and external stakeholders.

**STATEMENT 6: Employees should be understood as stakeholders too**

**RESPONSE:** Going by the definition, anyone who has an interest (stake) in the project, be they internal or external, would have an impact on the project execution processes (Brunton, Eweje and Taskin, 2017:31-48). The respondents' views are expressed diagrammatically in Figure 5.13 below.

**Figure 5.13 Understanding of employee as stakeholder**

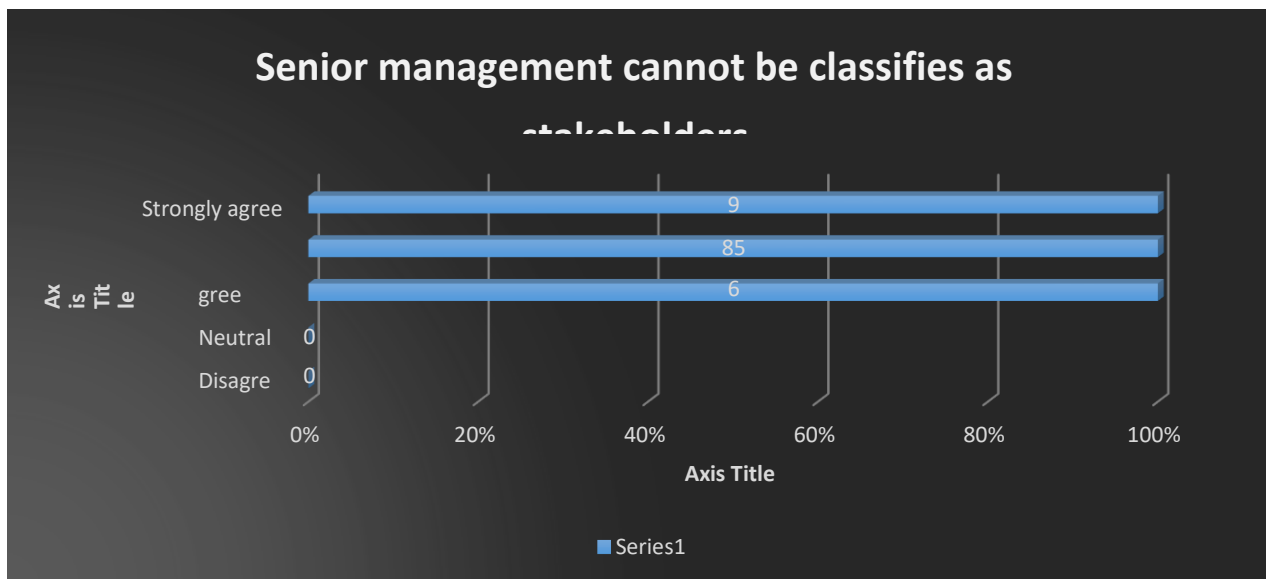


A large percentage (95%) of the respondents agreed, and they themselves as project practitioners are equally stakeholders. A generalisation can be made, the neutral were 5% and no one disagreed in agreement with existing literature on the subject (Calvo and Calvo, 2018:1223-1230).

**STATEMENT 7: Senior management cannot be classified as stakeholders**

**RESPONDENTS:** Generally, managers are not referred to as employees in an organisation even though they work for the organisation. It was of interest, therefore, to know what the respondents' perceptions or views were about their managers (employers) as stakeholders in the project. The responses are displayed in Figure 5.14 below.

**Figure 5.14 View about managers as stakeholders in the project**



**SOURCE: Own construction**

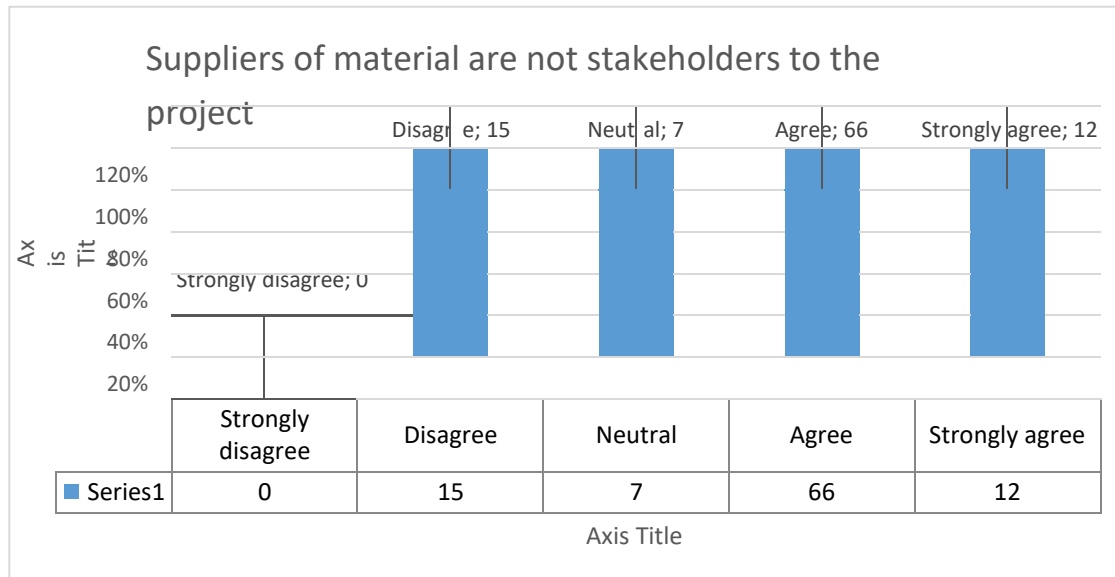
A twist of sorts in the understanding of what constitutes a stakeholder, which by definition includes everyone who is interested in the project (Maon, Vanhamme, De Roeck, Lindgreen and Swaen, 2019:209-230). A majority of 94% (85% agreed and 9% strongly agreed) that the senior managers are not classified as stakeholders.

**STATEMENT 8: Suppliers of materials are not stakeholders in the project**

**RESPONSE:** Literature confirms that suppliers to the project are a critical element of stakeholders since they supply resources for the execution of the project (Lechler,

Canzaniello, Wetzstein and Hartmann, 2020:425-454). The respondents' views are expressed in the illustration (Figure 5.15) below.

**Figure 5.15 Views of suppliers as stakeholders in the project**



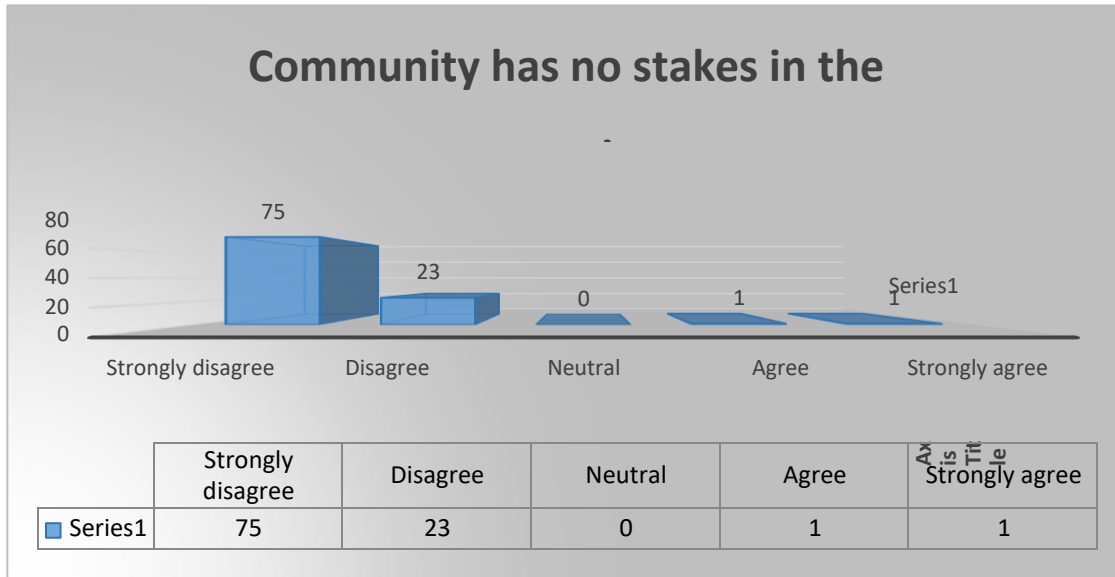
**SOURCE: Own construction**

With a majority of 78% agreeing, it can be generalised that the practitioners realise and know the importance of suppliers as stakeholders. Those disagreeing are at 15% with those neutral at 7%.

**STATEMENT 9: Community has no stakes in the execution of the project**

**RESPONSE:** Nilsen, Stendal and Gullslett (2020:1-13) identify the community as a stakeholder for many reasons; chief amongst these would be because the project lives in the community and may be for the benefit of the same community. The respondents expressed their understanding of the role of the community in project stakeholder membership, as shown in Figure 5.16 below.

**Figure 5.16 Community and stakes in a project**



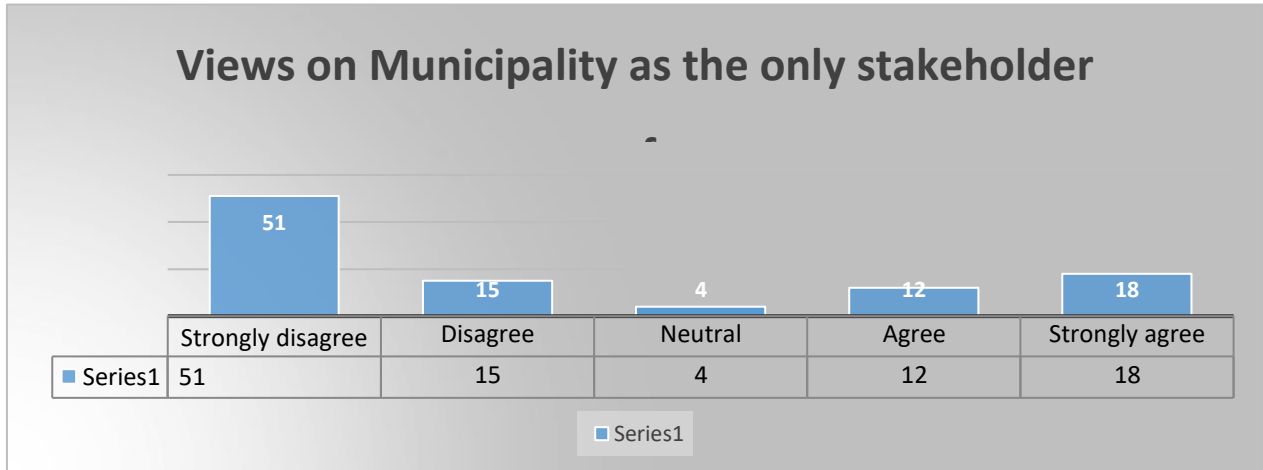
**SOURCE: Own construction**

Surprisingly, and according to known literature, the respondents of the majority (98%) disagreed with the statement, suggesting instead that the community is critical as a stakeholder in the execution of projects.

**STATEMENT 10: The municipality is the only stakeholder of importance**

**RESPONSE:** According to Tengan and Aigbavboa (2017:630-637), it is an individual or organisation that has an interest in the project. Lindgren, Toll and Melin (2021:463-472) concur and adds that any stakeholder may cause dysfunctional conflicts causing project execution failure. The respondents expressed their views in Figure 1.17 below.

**Figure 1.17 Municipality as the only important stakeholder**



**SOURCE: Own construction**

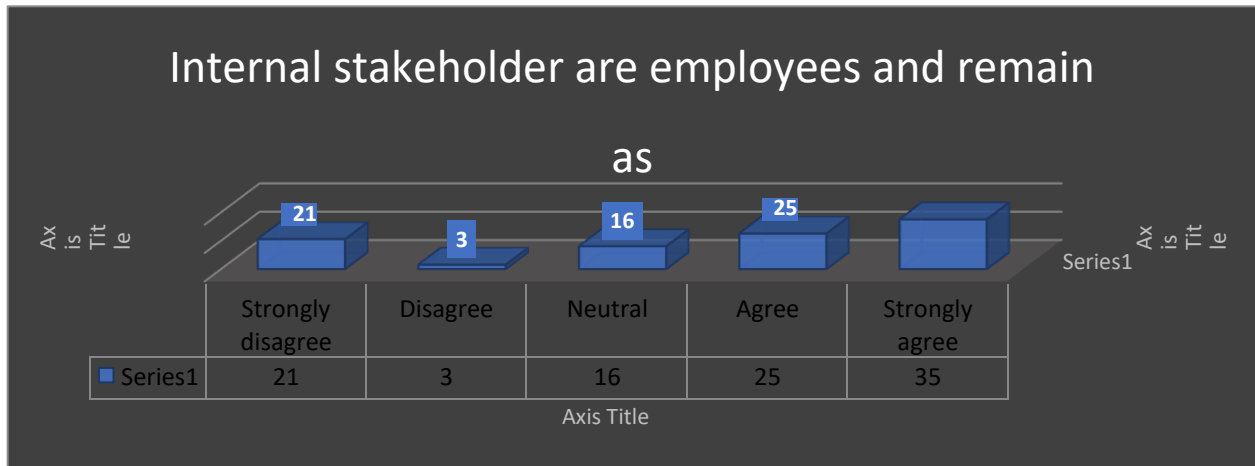
There was disagreement with a combined total of 66%, interestingly, 30% combined agree that the municipality is the only stakeholder of importance. Konow, Saijo and Akai (2020:102171) opined that every stakeholder is critical and is capable of making the project fail and should be treated as "very important."

**Project leaders and internal stakeholders**

**STATEMENT 11: Internal stakeholders are employees and remain as such**

**RESPONSE:** The stakeholder theory suggests that all stakeholders be considered seriously with the understanding that poor stakeholder management affects project execution success (Conti and Novelli, 2022:104470). The respondents' views are expressed in Figure 5.18 below.

**Figure 5.18 Understanding of employees' Status as stakeholders**

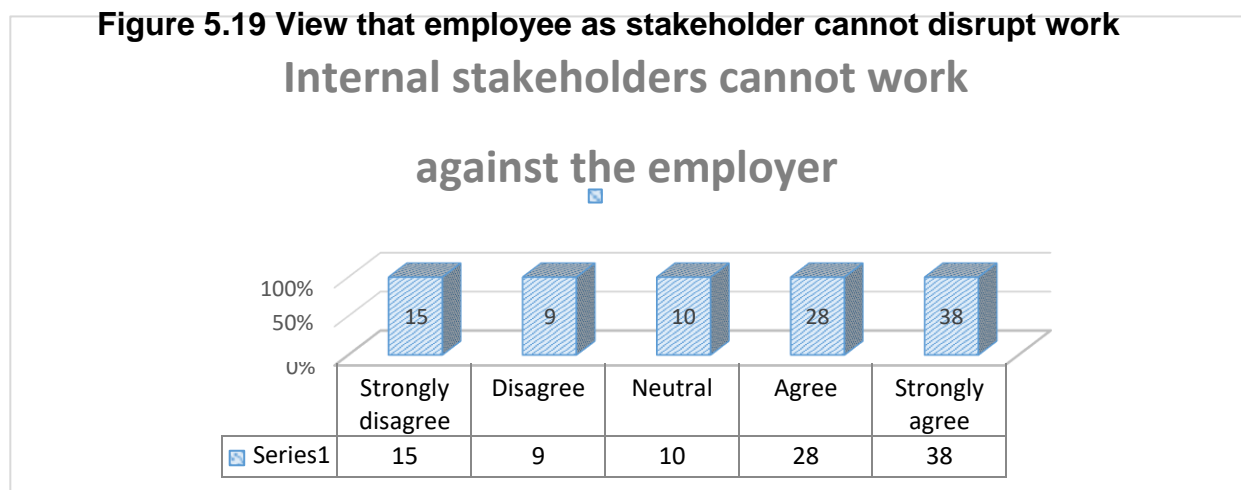


**SOURCE: Own construction**

Neutral is at an all-time high at 16%, levels of ambivalence increasing, a total of 60% (agree and strongly agree) think that though the employees are stakeholders, they are employees in the first place. Only a total of 24% disagreed, a generalisation can be made that respondents feel that employee status comes first.

**STATEMENT 12: Internal stakeholders cannot work against the employer**

**RESPONSE:** The assumption was that employees work under certain conditions on a monthly salaries. Nguyen and Mohamed (2021:102-117) say labour law protects employees to strike legally. Respondents' views are in figure 5.19 below



**SOURCE: Own construction**

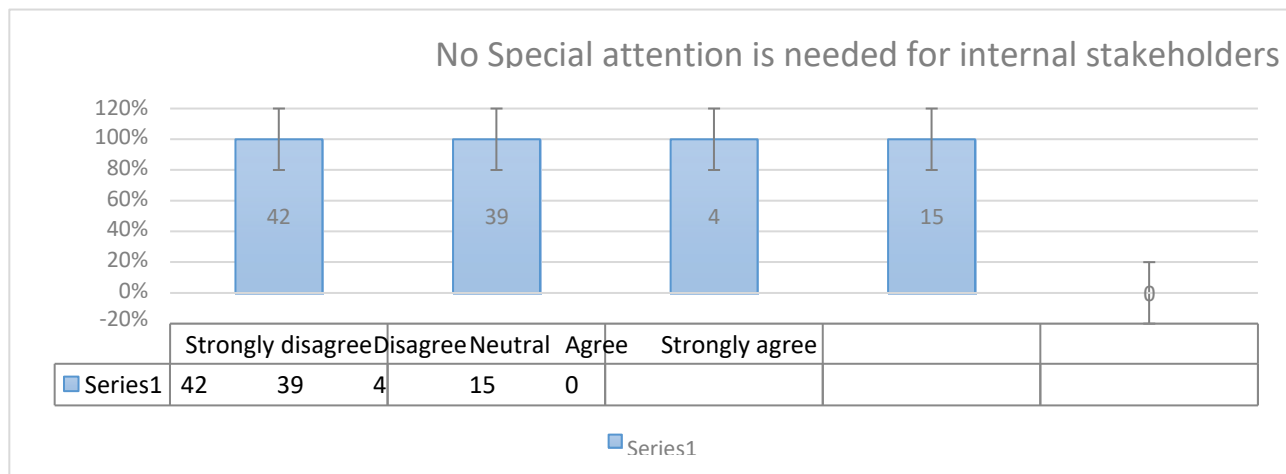


With ambivalence at 10%, total disagreeing at 24%, leaves 66% (combined) agreeing that the employees may not work against their employer. Possibly concerned about monthly income and loss of jobs, project employment is limited to a time, end of project.

**STATEMENT 13: No special attention is needed for internal stakeholders**

**RESPONSE:** Proper leadership involves understanding the needs of the followership for high production (Jawah, 2015:040-047). It is needful to have a working environment conducive to productivity and high performance. The views are in figure 5.20

**Figure 5.20 Views on special attention to internal stakeholders**



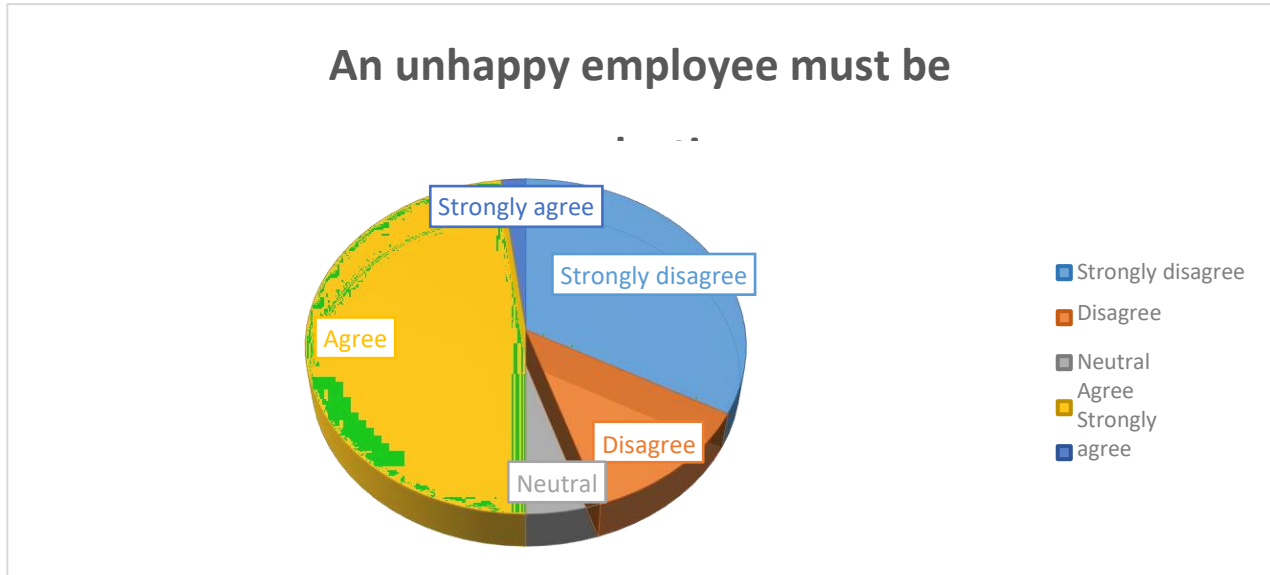
**SOURCE: Own construction**

Internal stakeholders must be treated well (81%) and need the special attention only 15% see no need for special attention with neutral at 4%.

**STATEMENT 14: An unhappy employee must be productive regardless**

**RESPONDENTS:** A typical example would be an X theory manager who always expects subordinates to be lazy and incapable of thinking (Şahin, 2012:159-174.). Peiró, Kozusznik, Rodríguez-Molina and Tordera (2019:479) assert that, unhappy employees are non-productive and there is a relationship between happy employee and levels of production, as represented in Figure 5.21 below.

**Figure 5.21 Perception about what makes an employee perform**



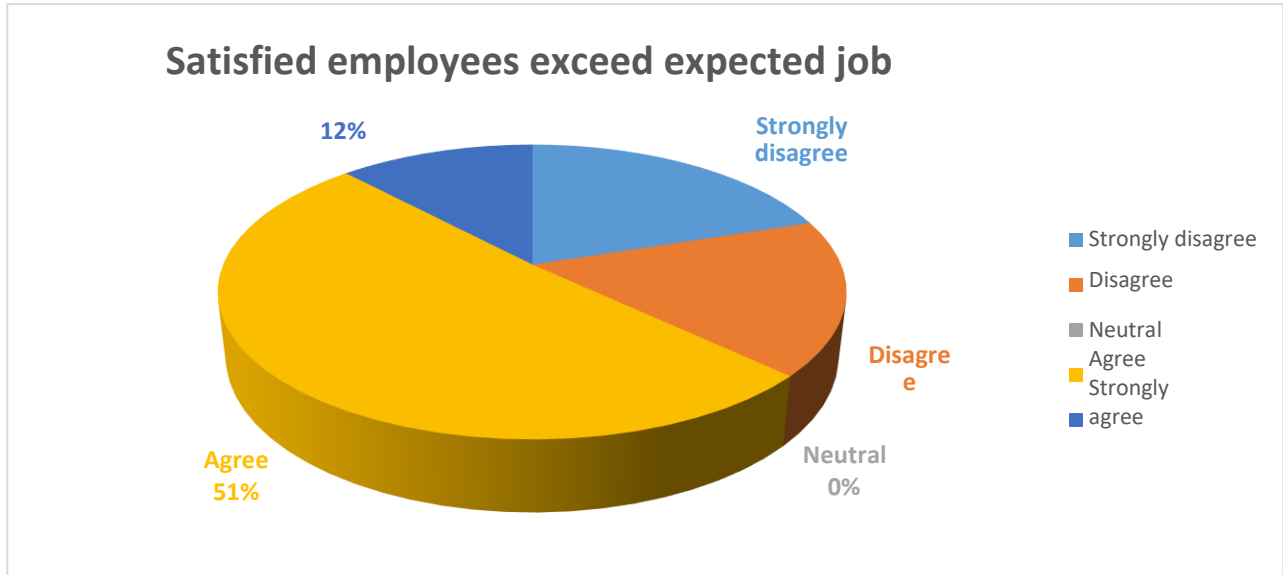
**SOURCE: Own construction**

Existing literature (and in practice) indicates that a happy employee has the potential to perform better – productivity Respondents were divided on this with 50% in agreement and 45% in disagreement, 5% were indifferent. Ayala, Peiro Silla, Tordera, Lorente and Yeves (2017:1377-1401) opined that a motivated and satisfied employee takes ownership and engages with their work

**STATEMENT 15: Satisfied employees exceed expected job performance**

**RESPONSE:** Contrary to the preceding statement, the expectation was that the respondents rank the expectation of job performance with the levels of satisfaction and happiness. Jowah (2015:208-225) observed that satisfied employees would tend to engage with their work and thus perform, the responses are in figure 5.22 below.

**Figure 5.22 Employee satisfaction and performance**



**SOURCE: Own construction**

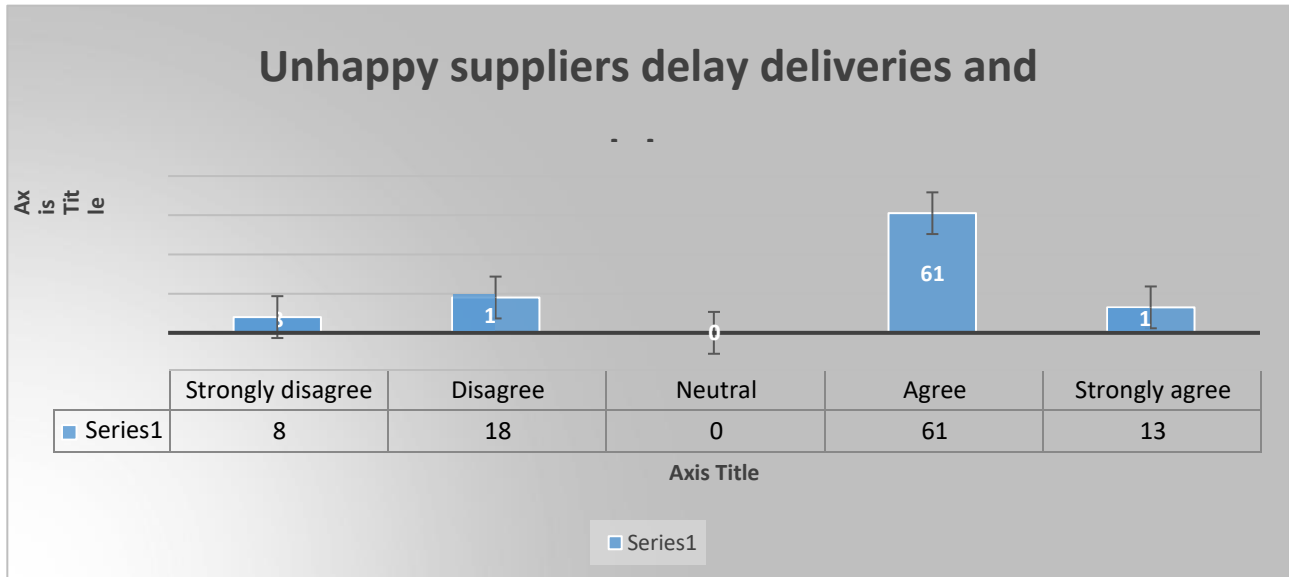
Indifference is at zero (0%), yet surprisingly 37% (combined) disagreed that a motivated employee is a "good performer." A combined 63% of the respondents agree that motivation promotes performance above average expectations. Current knowledge (Gelard and Rezaei, 2016:165-171) supports a direct relationship between satisfaction (happiness) and both individual and organisational performance.

### **Stakeholder interest - external**

#### **STATEMENT 16: Unhappy suppliers delay deliveries and delay operations**

**RESPONSE:** A supplier is the source for the resources needed for project execution, the idea is to get into the minds of the respondents on the issue of an unhappy external stakeholder. Their views are shown in Figure 5.23 below.

**Figure 5.23 Views about unhappy suppliers**



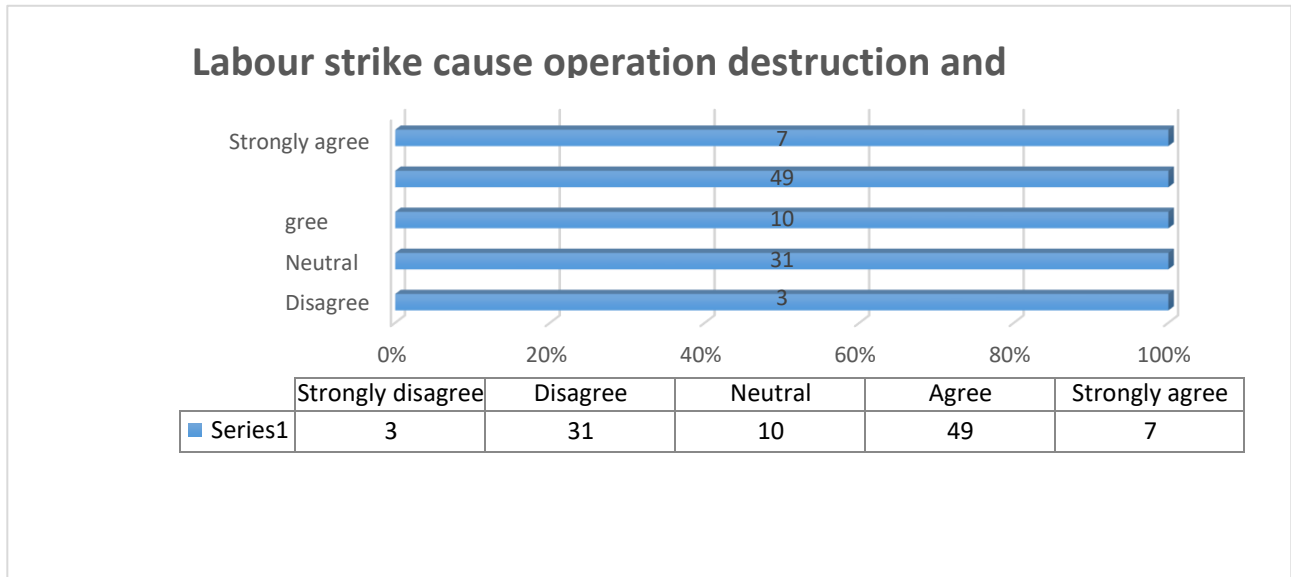
**SOURCE: Own construction**

No respondents were neutral, though 26% are of the view that the unhappiness of suppliers does not impacts project execution success. The combined majority of 74% know that an unhappy supplier can impact project processes negatively.

**STATEMENT 17: Labour strikes cause operations destruction and delay**

**RESPONSE:** A strike is a culmination of disagreements that may result in the withdrawal of labour by the employees. Sad to say that legal or not legal, the withdrawal of labour means bringing to a standstill the operations intended to help in delivering the project within the triple constraints. The respondents expressed their views thus, as illustrated in Figure 5.24.

**Figure 5.24 Strike and impact on project execution processes**



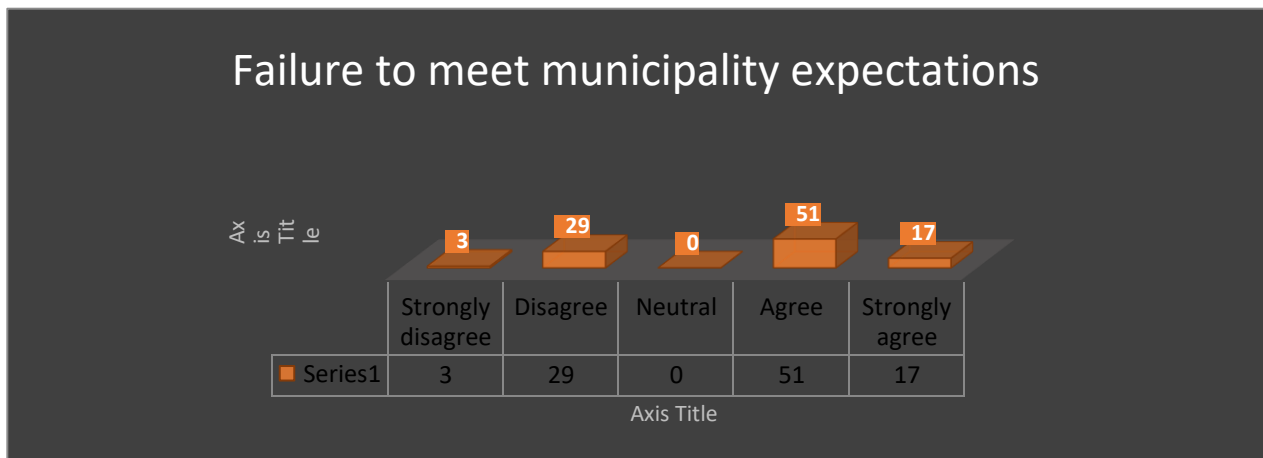
**SOURCE: Own construction**

Ambivalence is high at 10% (it is not clear why ) those disagreeing totalled 34%, with only 56% agreeing. Strikes are a form of dysfunctional conflict, which results in stoppage of work resulting delay in completing the project – project execution failure.

**STATEMENT 18: Failure to meet municipality expectations cause delays**

**RESPONSE:** The local government has the last say on what building is acceptable if it meets their standards according to the by-laws. The understanding of the respondents around these issues put accordingly in Figure 5.25 below.

**Figure 5.25 Role of municipality in delaying project execution**



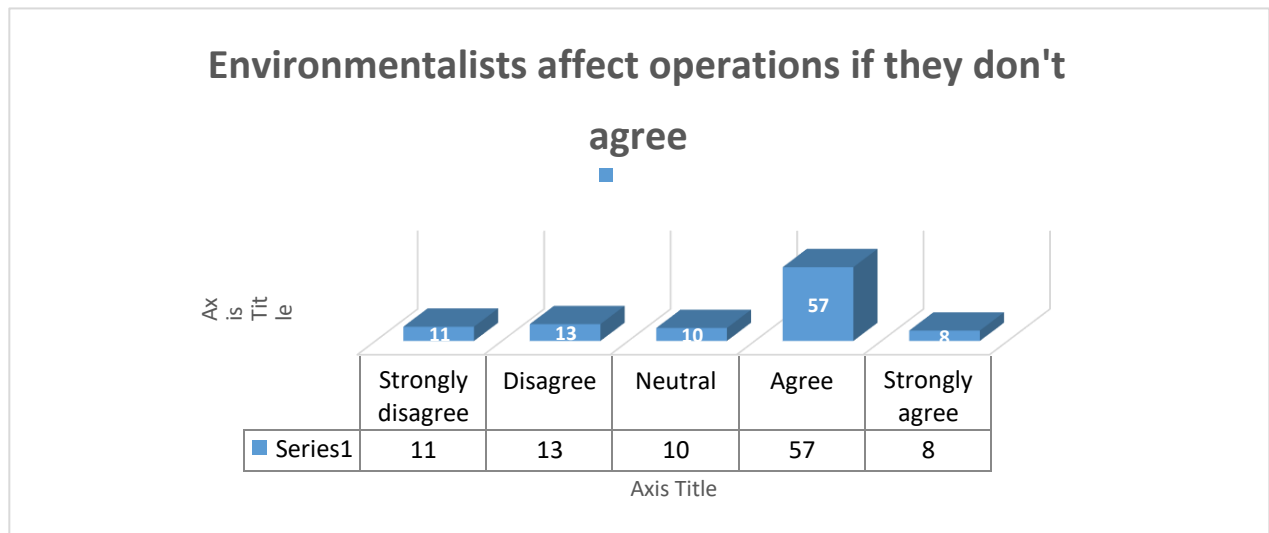
**SOURCE: Own construction**

A total of 32% disagree with the statement neutral is 0% with total 68% agreeing and this allows for a generalisation. Municipalities are local government authorities overseeing government policies at local level.

**STATEMENT 19: Environmentalists affect operations if they disagree**

**RESPONSE:** Environmentalist Organisations are voluntary individuals who form themselves into an organisation that "fights to protect the environment" against degradation by developers. The respondents indicated their views in figure 5.26 below.

**Figure 5.26 Impact of environmentalists to construction projects**



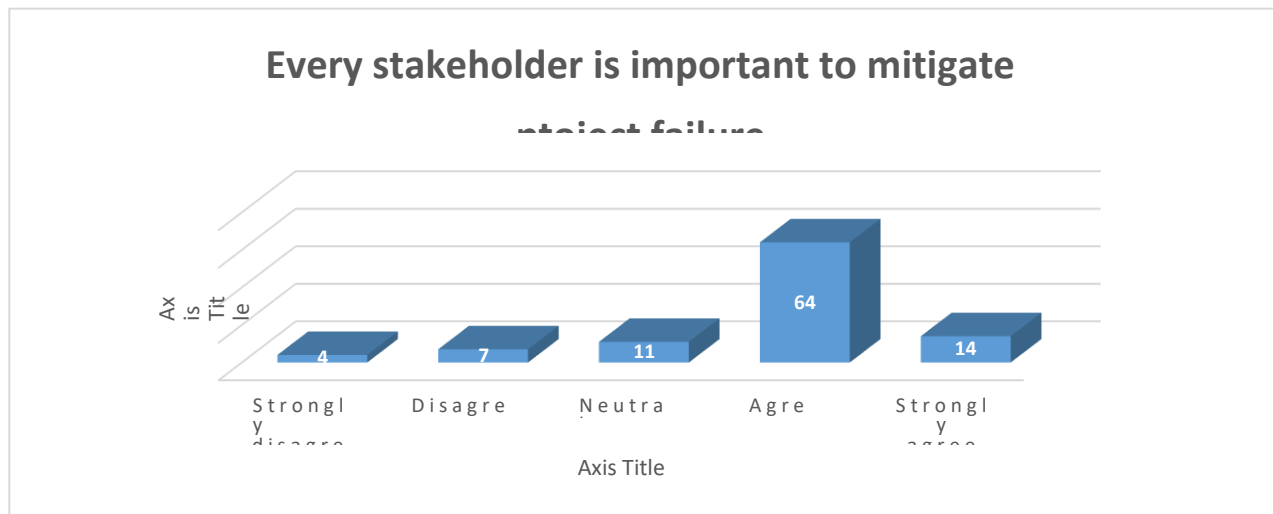
**SOURCE: Own construction**

Neutrality has risen to 10%, those in disagreement are low at 24% (not comfortable), and the majority sit at 68% in agreement, that environmentalists need to be managed like any other stakeholders.

**STATEMENT 20: Every stakeholder is important in avoiding project failure**

**RESPONSE:** Such individuals or organisations, dependent on their "strength in the stakeholder mix", to determine how much they can affect project execution. The effect is therefore dependent on their strength and level. The respondents expressed themselves in figure 5.27 below.

**Figure 5.27 Importance of stakeholders in project failure mitigation**



**SOURCE: Own construction**

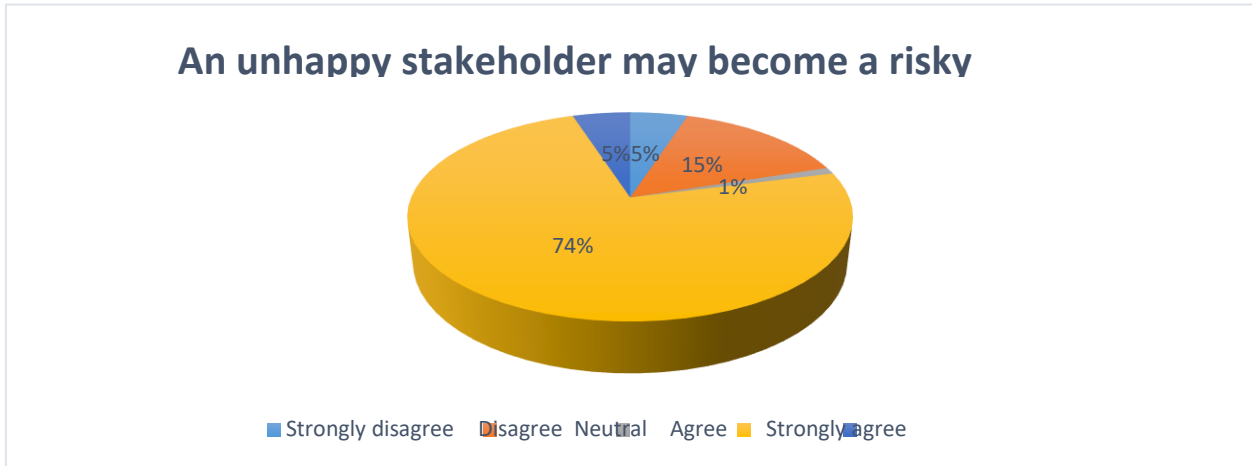
Ambivalence increased slightly to 11%, possibly because the respondents are unsure if every stakeholder really matters, 11% disagreed leaving 78% (total) in agreement, this allows for generalisation.

**STAKEHOLDERS AS RISK FACTORS**

**STATEMENT 21: An unhappy stakeholder may become a risky factor**

**RESPONSE:** A project risk is anything that causes deviations from the planned cause of action. Project execution success is the ability of the team to achieve the project deliverables within the iron triangle. Responses are illustrated in figure 5.28 below.

**Figure 5.28 Unhappy stakeholder as a risk factor**



**SOURCE: Own construction**

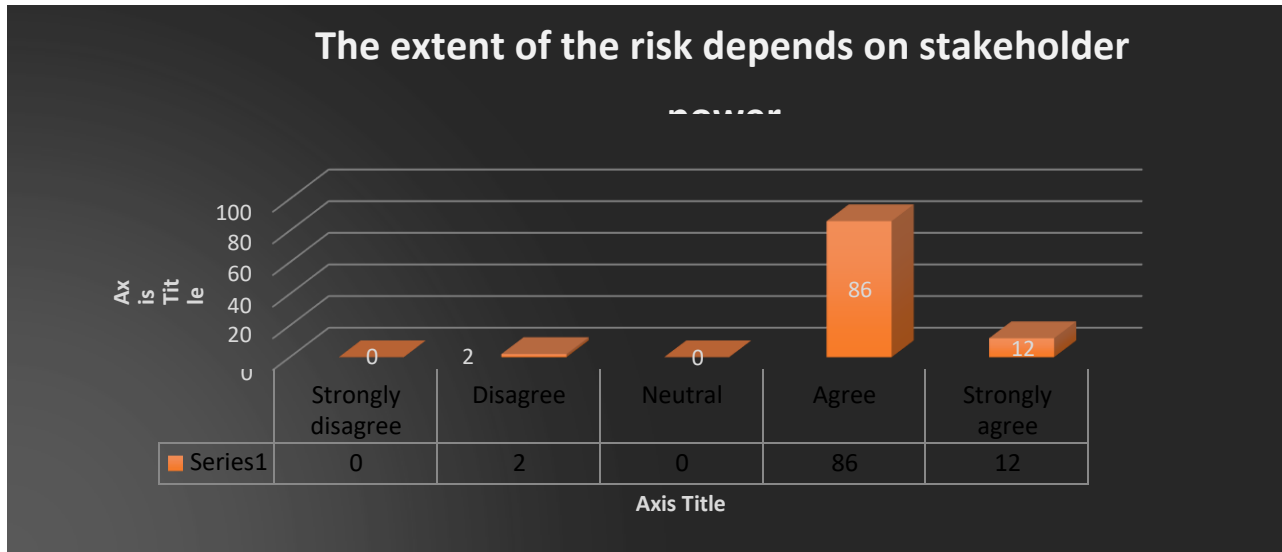
A risk is defined as any factor that may cause deviation from the original planned course during the execution of a project. A total of 79%, agreed with the statement, 1% is ambivalent, with 20% disagreeing.

**STATEMENT 22: The extent of the risk depends on stakeholder power**

**RESPONSE:** This was also meant to understand how respondents think about different stakeholders and the difference in their role and impact. Their responses are in Figure 5.29 below.



**Figure 5.29 Stakeholders' power and impact as a risk factor on execution**



**SOURCE: Own construction**

Although all stakeholders are important, some are more important than others and a total of 98% of the respondents agreed, 0% were ambivalent, and only 2% disagreed.

**STATEMENT 23: You need to know stakeholder strength to sideline them**

RESPONSE: The attention given to a stakeholder must be dependent on the power they have, and this is acknowledged by the respondents in figure 5.30 below.

**Figure 5.30 Prioritisation of stakeholders by strength**

|    |  |   |   |   |    |    |
|----|--|---|---|---|----|----|
| 23 |  | 1 | 3 | 0 | 73 | 23 |
|----|--|---|---|---|----|----|

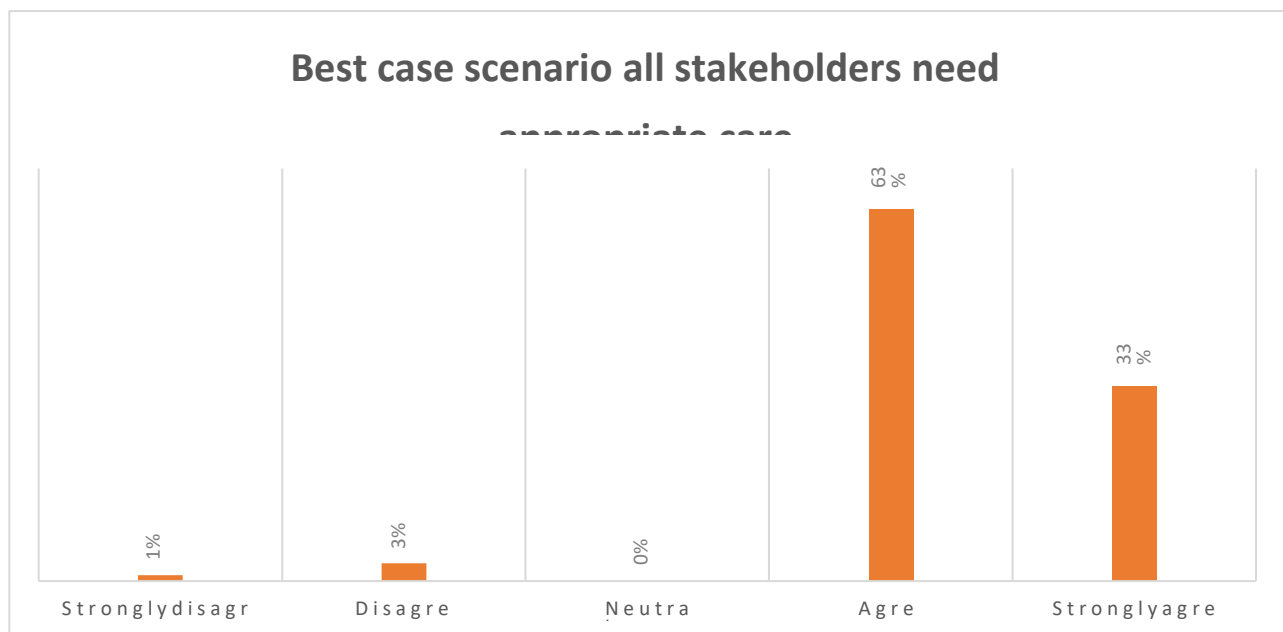
**SOURCE: Own construction**

Neutral recorded zero percent (0%), whereas 96% were in agreement leaving a 4% in disagreement. Those in agreement allow for a generalisation.

**STATEMENT 24: In the best-case scenario, all stakeholders need appropriate care**

**RESPONSE:** Existing stakeholder theory suggests that every stakeholder be given adequate attention as per the level of interest and type of expectations. This suggests that the weakest should be given appropriate attention and engagement according to their level. The respondents expressed their views in Figure 5.31 below.

**Figure 5.31 Attention of stakeholder according to level of impact**



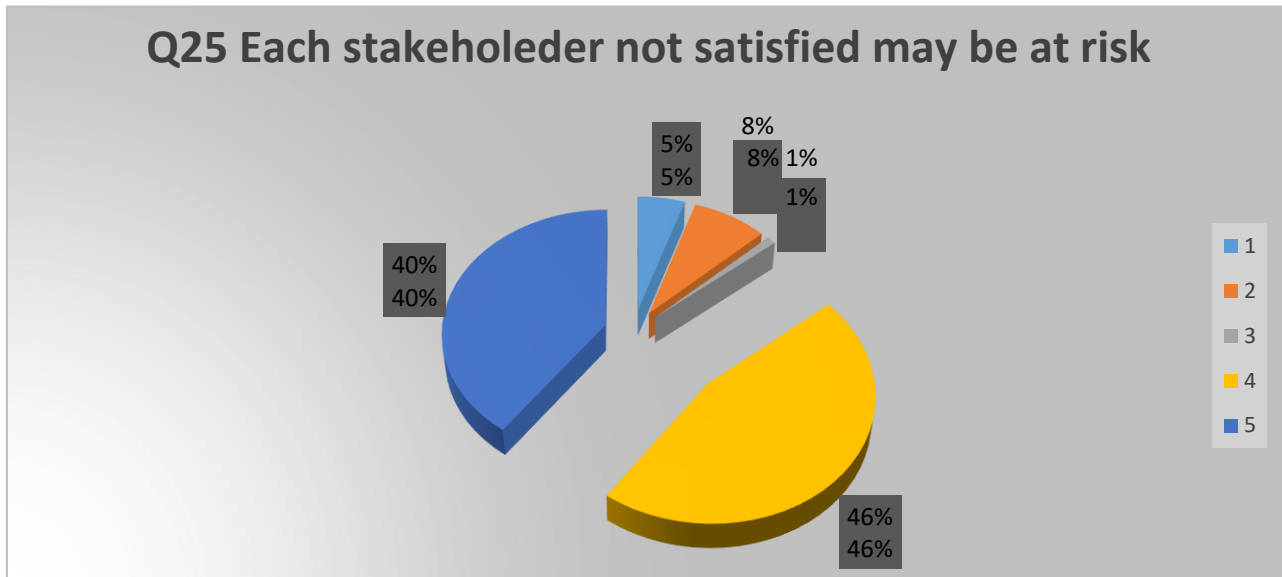
**SOURCE: Own construction**

It is acknowledged that all stakeholders need care, 96% agreed leaving no room for other debates around the issue.

**STATEMENT 25: Each stakeholder not satisfied may be a risk factor**

**RESPONSE:** This is, in a sense, a repetition of an earlier statement, the re-appearance was meant to cross-check if the respondents understood well the earlier request. The respondents' views on this statement are expressed in Figure 5.32 below.

**Figure 5.32 unsatisfied stakeholders being a risk factor**



**SOURCE: Own construction**

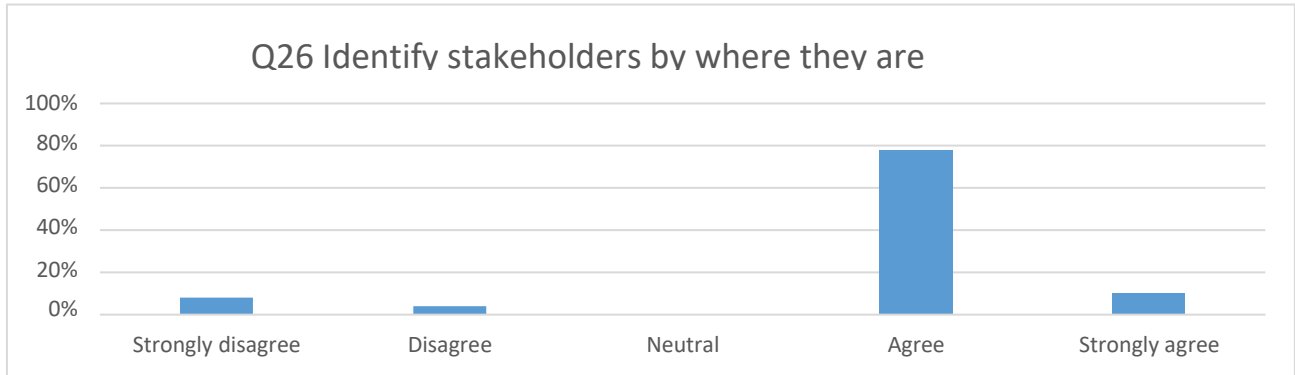
Asked earlier differently, earlier response was 79% in response and now at 86% response, both qualify for generalisation. The remainder of 14% is shared between those in disagreement and the indifferent.

### **STAKEHOLDER CLASSIFICATION**

#### **STATEMENT 26: Identifying stakeholders by where they are situated**

**RESPONSE:** The location of a stakeholder in relation to the project site is what is to be ranked in this statement, behind the question is whether attention is given because of visibility or merely importance. Findings are reported in Figure 5.33 below.

**Figure 5.33 Location as a value for stakeholder importance**



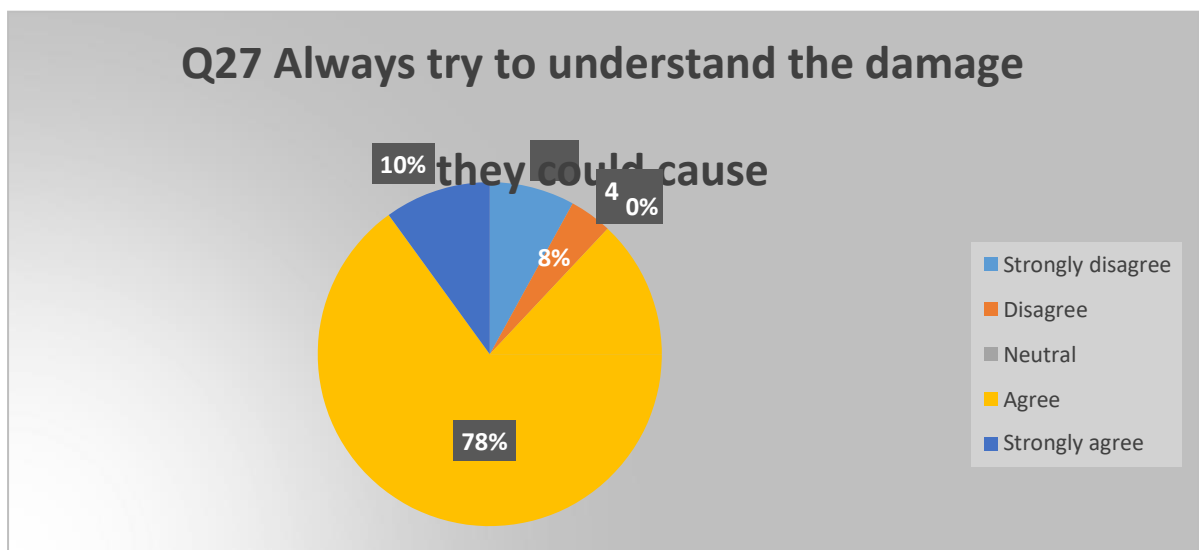
**SOURCE: Own construction**

In agreement are a total of 70% with 28% being of the view that the location of the stakeholder does not matter to them. The neutral are negligibly small at 2%, with technology there is the added advantage of easy communication.

**STATEMENT 27: Always try to understand the damage they can cause**

**RESPONSE:** The damage can only be imagined until it has taken place, but there should be precedence providing lessons from which people can learn. It was not known if the respondents had prior knowledge about such effects. Respondents' views about this matter are expressed in Figure 5.34 below.

**Figure 5.34 Need to estimate extent of damage by a disgruntled stakeholder**



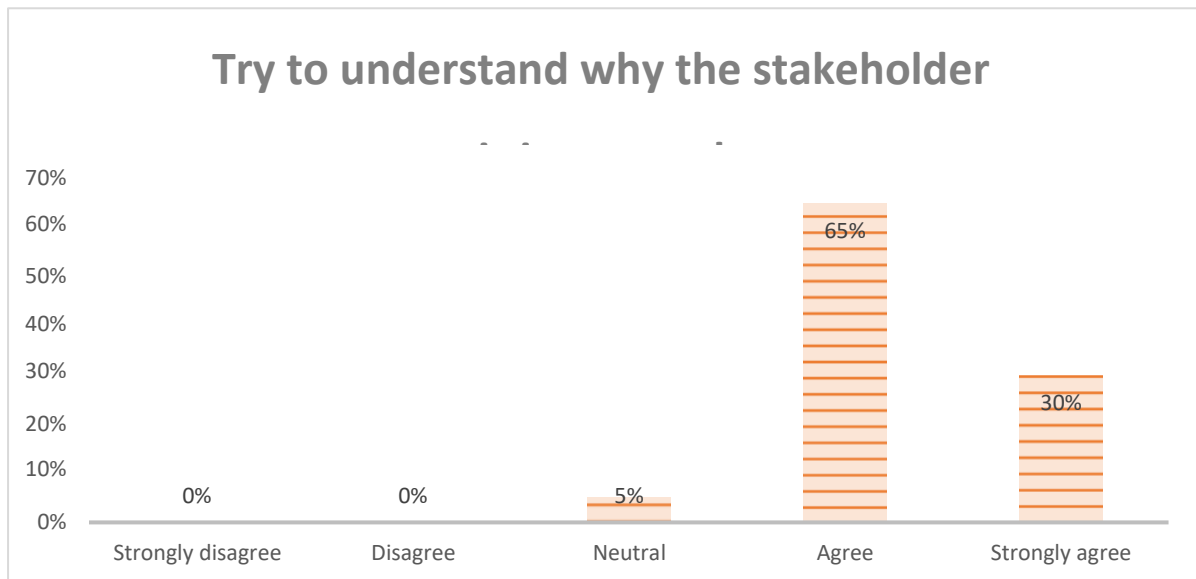
**SOURCE: Own construction**

Stakeholder classification assists in developing priority charts based on intensity of the engagement to avert risks from failed stakeholder management. A total (agreeing and strongly agreeing) of 88% of the respondents consider it necessary to estimate in advance the possible damage, this allows for generalisation.

**STATEMENT 28: Try to understand why the stakeholder is interested**

**RESPONSE:** An understanding of the expectations of stakeholders should also be accompanied by a complete understanding on why the project is of interest to them To that, the respondents expressed their views in figure 5.35.

**Figure 5.35 Need to understand why a stakeholder is interest in the project**



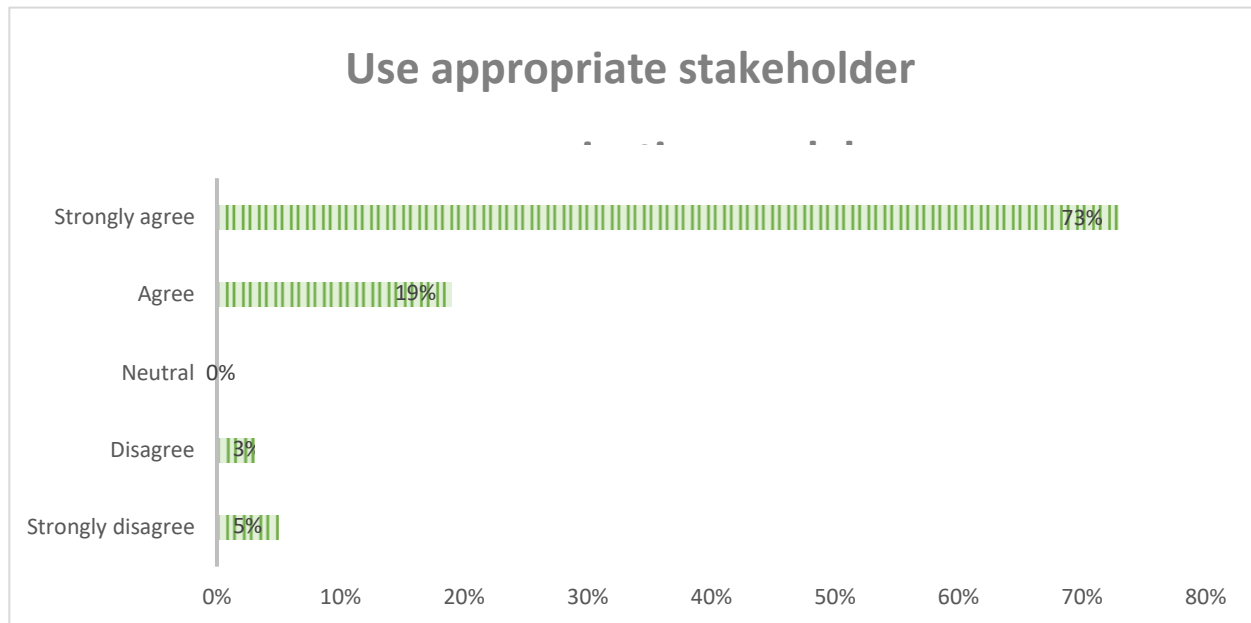
**SOURCE: Own construction**

An overwhelming 95% agreed with the statement, confirming the need for the project practitioners to know the extent and types of interest. It may be important to note carefully if the interests vary from stage to stage of the project life cycle. The remainder of the respondents (5%) were neutral, no one disagreed.

**STATEMENT 29: Use appropriate stakeholder communication models**

**RESPONSE:** The development of stakeholder engagement theories, researchers have come up with stakeholder communication models. Accepted, a model is not a one-size-fits-all panacea, the responses are diagrammatically illustrated in Figure 5.36 below.

**Figure 5.36 Universal application of a communication model**



**SOURCE: Own construction**

According to stakeholder theory, types of stakeholders, levels of interest and varying levels of impact require different approaches to the management of the stakeholders. The respondents largely agreed, 92%, there was no neutral and only 8% disagreed.

**STATEMENT 30: Know the competencies needed for stakeholders**

**RESPONSE:** Management and leadership theories have increasingly emphasised that leadership effectiveness is contingent. This suggests that no leadership or management style is universal, and whatever is to be effective has to be relevant and appropriate to the situation. The views are expressed in Figure 5.37 below.

**Figure 5.37 Importance of stakeholder specific competences**



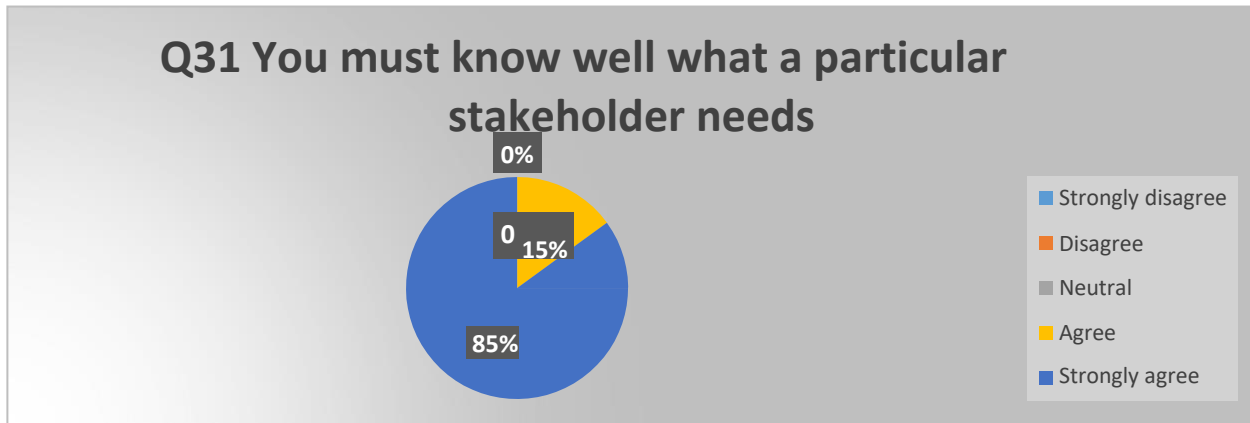
**SOURCE: Own construction**

A total of 96% respondents agreed that stakeholder management is contingency management, informed by the environment, the role of the stakeholder and organisational structure and expectations. There was no neutral and 4% disagreed.

**STATEMENT 31: You must know well what a particular stakeholder needs**

**RESPONSE:** The action of any stakeholder will most certainly be to protect and or safeguard their interests, that it what they are in there for anywhere. The respondents expressed their views, which are recorded in Figure 5.38 below

**Figure 5.38 Understanding stakeholder specific needs**



**SOURCE: Own construction**

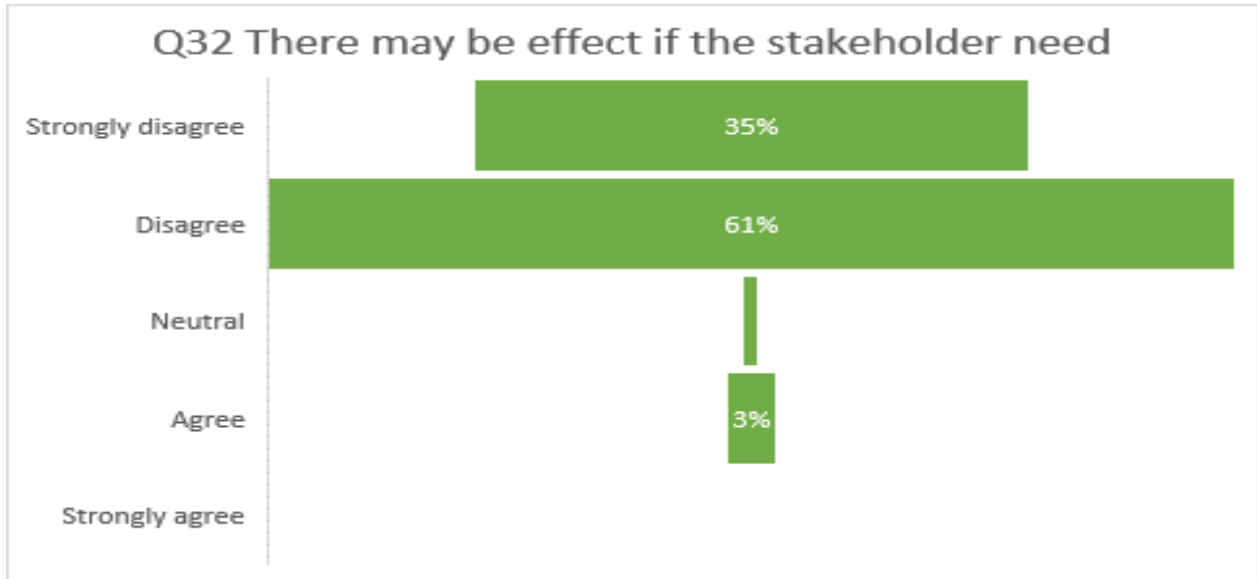
Knowledge about a particular stakeholder involves interacting and working with the individual or organisation stakeholder (PMI.org). When their interests, needs, benefits and losses in relation to the project are identified, it becomes easy to manage the situation. A first from the respondents, 100% (all of them without exception) agreed.

**STATEMENT 32: There may be no effect if the stakeholder is disappointed.**

**RESPONSE:** According to the stakeholder theory, the "strength position" of the stakeholder may determine the response from an excluded or disappointed stakeholder. The opinions of the project practitioners were collected and reported accordingly in Figure 5.39.



**Figure 5.39 Effect if the disappointed stakeholder project execution**



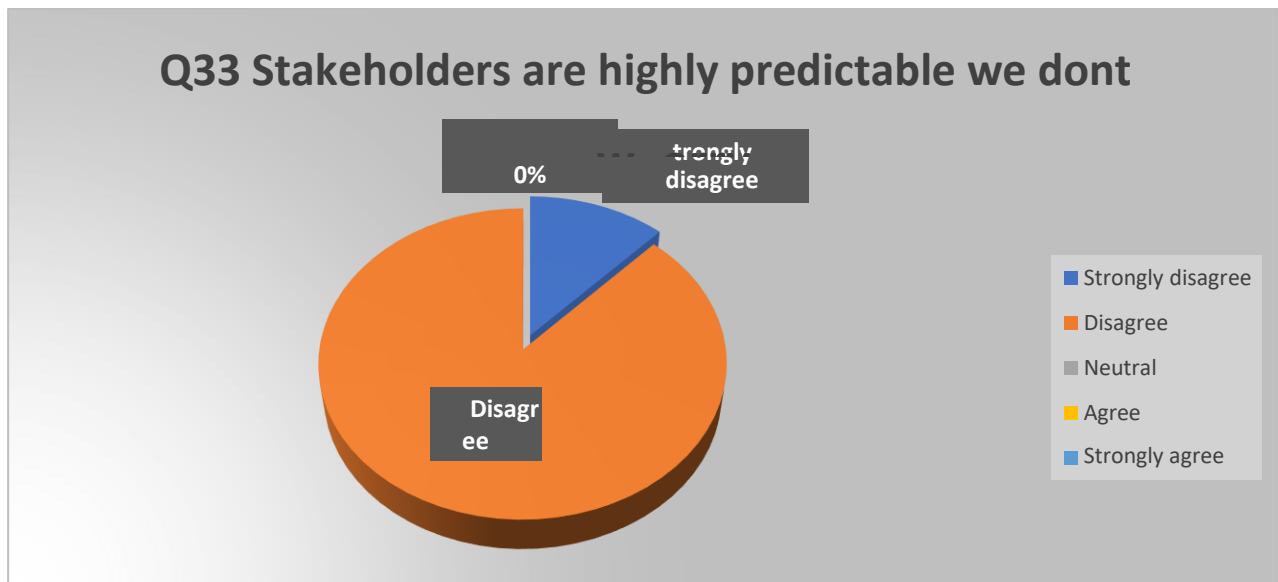
**SOURCE: Own construction**

The majority (80%) of the respondents disagree that there may be any effect from a disappointed stakeholder. This is contrary to previous response on this matter, not sure where the difference was in the respondents' minds.

**STATEMENT 33. Stakeholders are highly predictable; we do not worry**

**RESPONSE:** If project managers had the ability to predict accurately they possible response from a stakeholder, management of stakeholders would definitely be much easier. the respondents expressed their views in figure 5.40 below.

**Figure 5.40 Predictability of the stakeholders**



**SOURCE: Own construction**

Too often, "familiarity breeds contempt," the project practitioners might take too many things for granted and act without involving stakeholders. However, 100 % of the respondents disagree that a stakeholder is easily predictable.

**STATEMENT 34: It does not matter really how much you know a stakeholder**

**RESPONSE:** knowledge of a stakeholder is at the centre of effective stakeholder management theory. The "stakeholder you know" is easier to deal with compared to one you don't know. The respondents' views are as reported in Figure 5.41 below.

**Figure 5.41 Not really important to know the stakeholder**



**SOURCE: Own construction**

PMI posits that difference between leader effectiveness may be because of the amount of knowledge available and how it is made use of. "Knowledge is power, and increasingly research is used to empower the "operatives." With 89% in agreement, it can be generalised that there may be no substitute for knowledge if situations are to be effectively managed.

**STATEMENT 35: You need close contact with stakeholders to know them**

**RESPONSE:** Researchers on the subject of stakeholder management are of the view that there should be constant contact with each stakeholder. There should be a constant flow of information relevant to and specific to the relationship with a stakeholder. The respondents' views on this are in Figure 5.42 below.

**Figure 5.42 Need for close contact with stakeholders**



**SOURCE: Own construction**

A total of 95% of the respondents agreed with the statement, which is also consistent with the previous response. The 5% (statistically insignificant in this case) is shared between the neutral and those in disagreement.

### **Misunderstood Stakeholder Price**

#### **STATEMENT 36: Every stakeholder expects a reward for being cooperative**

**RESPONSE:** Stakeholders get involved in the "project stake" because there is a benefit of sorts for them – interests. Since they have a "stake" in this, one assumes a reward for being cooperative is dues. The respondents have their views expressed in figure 5.43.

**Figure 5.43 Expectations for being rewarded for cooperating**



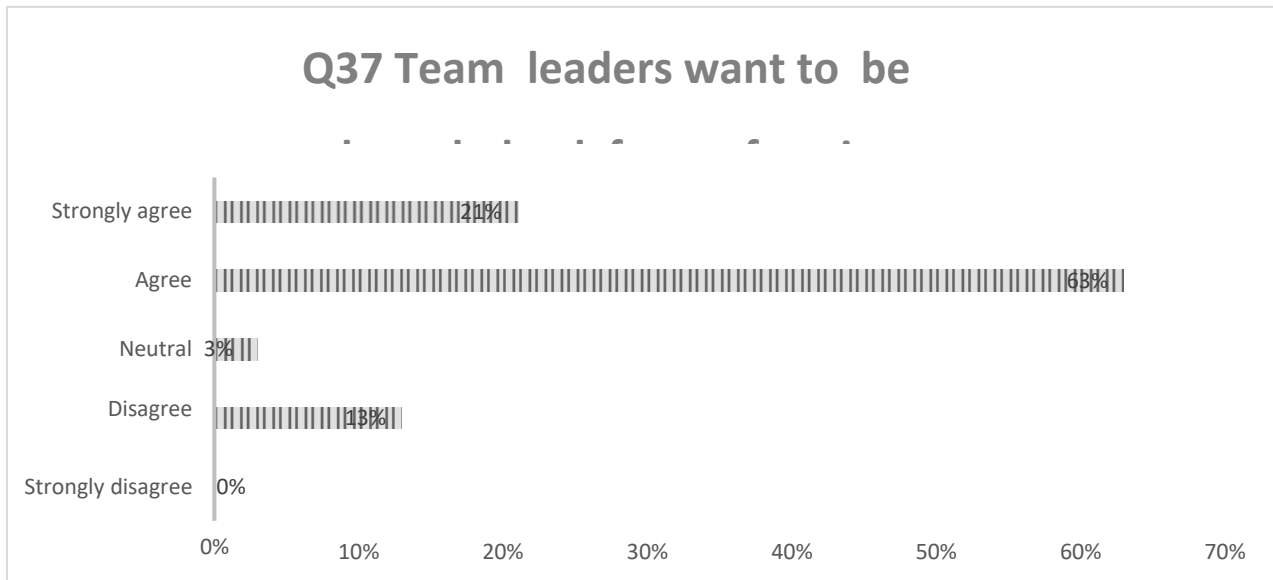
**SOURCE: Own construction**

Stakeholders' interests may need to be protected as that may mean development of their own businesses. Whichever way, they have a stake and interest to be taken care of. To this, 93% of the respondents agreed that there is an expectation from the stakeholders, and this is in agreement with existing stakeholder theory. Neutral was 7% only with no objection.

**STATEMENT 37: Team leaders want to be acknowledged for performing**

**RESPONSE:** Team members are "custodians" of the external stakeholder processes and engagement throughout the project phases. Of particular interest is that, they themselves are stakeholders too. Their performance is equally important, and this is the respondents' viewed this (Figure 5.44) below.

**Figure 5.44 Team leaders as stakeholders to be acknowledged**



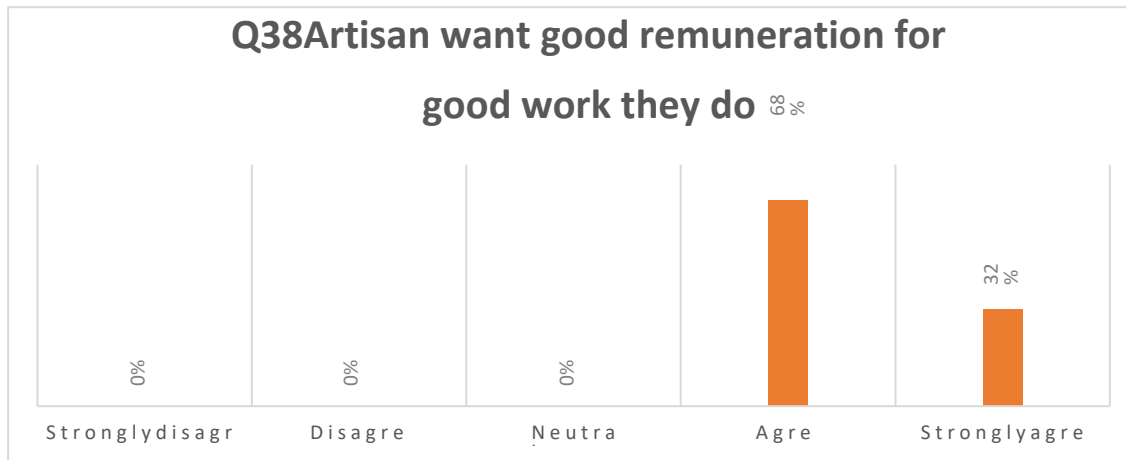
**SOURCE: Own construction**

A total of 84% of respondents are in agreement that the team leaders need acknowledgement for the work they do. The neutral and those disagreeing are insignificant at 3% and 13%, respectively.

**STATEMENT 38: Artisans/technicians want good rewards for good work that they do**

**RESPONSE:** It has been established in research on motivation that there are specific factors that motivate performance. Though motivation is not exclusively money, it is evident that remuneration plays an important role in motivation and job satisfaction. The opinions about remuneration for this group of stakeholders are expressed in the figure below (Figure 5.45).

**Figure 5.45 Artisans/technicians as stakeholders to be rewarded too**



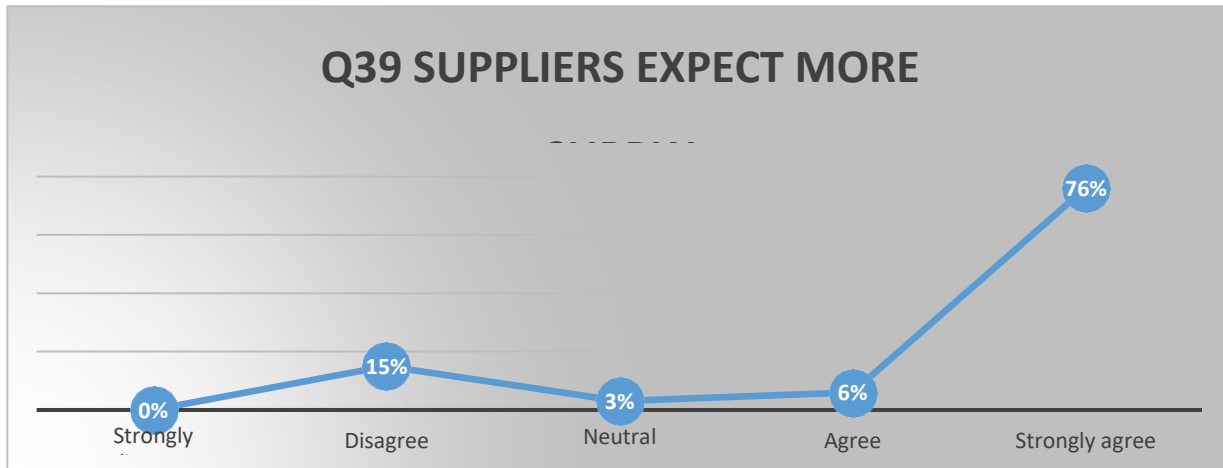
**SOURCE: Own construction**

A total of 32% strongly agreeing and 68% agreeing makes up a 100%, there was no one neutral nor objecting to the statement. All individuals involved in the project contribute towards the final product for which they are remunerated.

**STATEMENT 39: Suppliers expect more supply contracts for being good**

**RESPONSE:** It was thought of particular interest if the respondents expressed a view on their understanding of what suppliers would anticipate. This would be a common-sense position that they would want to make as much as they would be able to. The respondents as expressed in Figure 5.46 below.

**Figure 5.46 Suppliers expect more supply contracts for good behaviour**



**SOURCE: Own construction**

Suppliers are critical stakeholders in a project; they need to be able to supply project requirements as per agreement. The respondents in disagreement (total of 15%) are compared to the neutral (3%) and the majority, 82%, who agreed that suppliers do their best to keep business going.

**STATEMENT 40: General workforce expect recognition for work well done**

**RESPONSE:** Whilst the focus may be put on employees at higher levels because of the difficulty of replacing them, the higher employees only function because there are people below them. The hard tasks that are performed by the "general worker" cannot go unnoticed because it is "the glue that puts all the pieces" together. The respondents stated what their feelings were about this, as recorded in Figure 5.47 below.



**Figure 5.47 Acknowledgement of general workforce as critical stakeholders**



**SOURCE: Own construction**

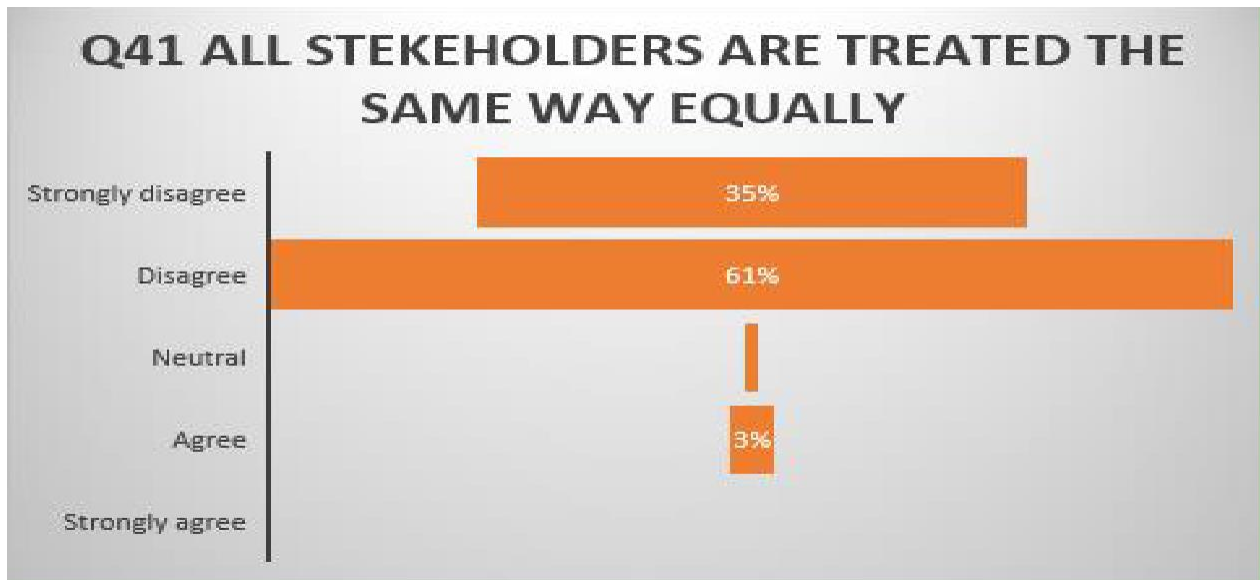
Even though the individual at the lowest level may not be valued as indispensable, the reality is they have a direct impact on project execution. The moving of bricks, sand, water, cement and other basic requirements in time may mean the difference between successful executions of projects. A demotivated general worker may slow down some processes by absenteeism, slow movement, etc.; this may result in the need for more labour which will impact costs (budget, etc.). The respondents with 99% of them agreeing with the statement.

### **Communicating With Stakeholders**

**STATEMENT 41: All stakeholders should be treated equally**

**RESPONSE:** this statement is a review of what was previously stated, and the respondents had these views as expressed in Figure 5.48 below.

**Figure 5.48 All stakeholders should be treated equally**



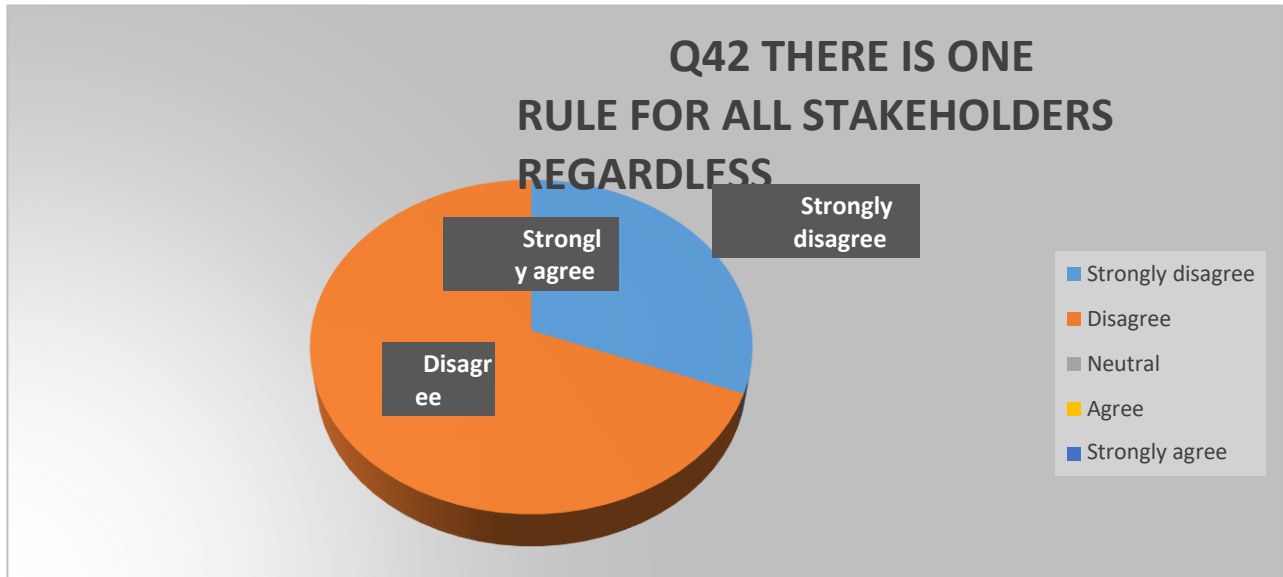
**SOURCE: Own construction**

The interest and expectations of the stakeholders are used for the classification and prioritisation of the stakeholders (Wen, Qiang and An, 2017:4017021). Current literature on stakeholder management acknowledges these as key elements in the classification of stakeholders. The respondents appeared to be aware of these, as indicated in the responses to the statement; 96% categorically disagree that the stakeholders should be treated the same.

**STATEMENT 42: There should be one rule for all stakeholders, regardless**

**RESPONSE:** The statement and the ranking thereof should be understood in terms of the strengths and interests of the different stakeholders. The views on this statement were expressed in Figure 5.49 below.

**Figure 5.49 One rule for all stakeholders, regardless**



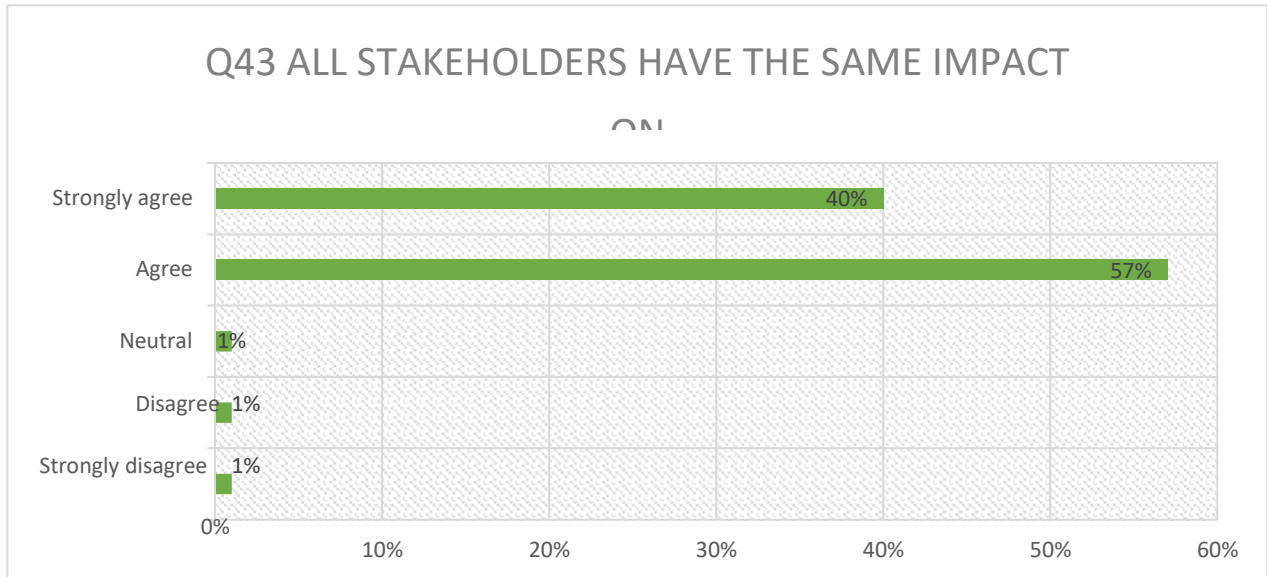
**SOURCE: Own construction**

There was no neutral nor anyone agreeing with the statement giving a 100% (31% strongly disagree and 69% disagree). This is in agreement with the existing literature, suggesting that there can't be one rule of engagement for all the stakeholders when they have different effects on the project execution process.

**STATEMENT 43: All stakeholders have the same impact on projects**

**RESPONSE;** Based on the stakeholder theory and existing literature, it would be expected that "stakeholder impact" should differ depending on stakeholder strength. The respondents expressed their own views expressed diagrammatically in Figure 5.50 below:

**Figure 5.50 Stakeholders have the same impact on projects**



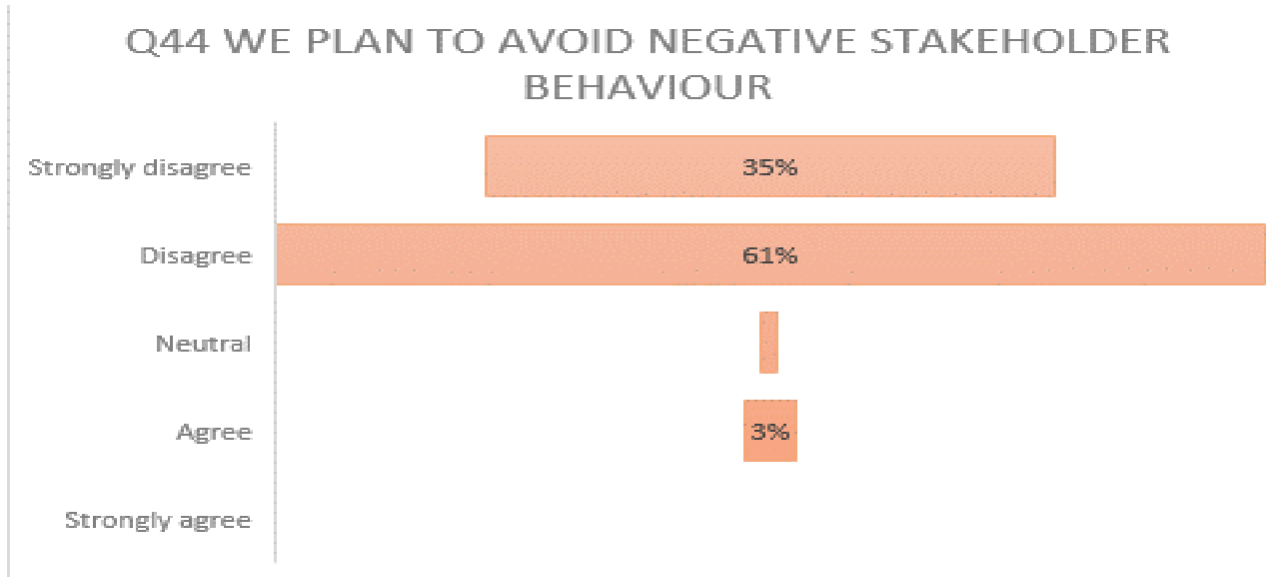
**SOURCE: Own construction**

The reason for managing stakeholders is primarily to avoid project failure risks which may be caused by many factors (PMI.org). To avert project failure, the project leader needs to engage and manage the stakeholders meaningfully to allow the project processes to continue uninterrupted. A total of 97% agreed with the statement, suggesting, in a way, that the stakeholders may have the same impact on the project processes.

**STATEMENT 44: We plan to avoid negative stakeholder behaviour.**

**RESPONSE:** Effective managers spend their time trying to understand and predict the future of the business by planning ahead. The plan is well thought out and is generally structured according to the existing experience and lessons learnt in the project execution processes. The respondents expressed their views, and the researcher compiled the responses as illustrated in Figure 5.51 below.

**Figure 5.51 Planning is meant to avoid negative stakeholder behaviour.**



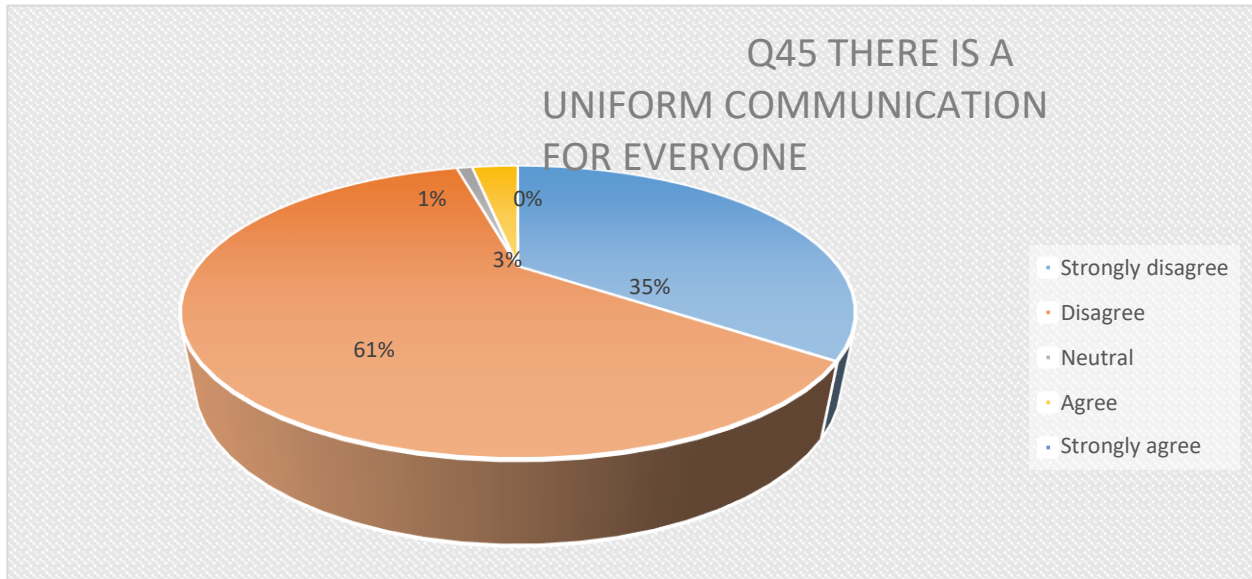
**SOURCE:** own construction

Neutral is high at 16%, and this is the second time it has been at 16% as the highest throughout the survey; it has been on two digits six times throughout the 45 statements. This indicates the level of clarity, knowledge or decisiveness of the respondents about the issues under discussion, specifically the role of stakeholders in project processes. Only 8% of the respondents objected/disagreed with the statement, and the remainder, a total of 76%, agreed that the plans are generally to avoid negative stakeholder behaviour.

**STATEMENT 45: There is a uniform communication model for all stakeholders.**

**RESPONSE:** Communication, as defined earlier, is the process of passing information to relevant stakeholders at the appropriate time and medium. The project practitioners provided their informed views about the use of uniform communication as recorded in the diagram (Figure 5.52) below.

**Figure 5.52 Only one communication model for stakeholder management**



**SOURCE: Own construction**

Communication, by its nature, is specific and or contingent on the situation, the people who are communicating and what is to be communicated. The level and type of relationship also matter on these issues, not forgetting that what is at stake may dictate what, how, and the frequency of the communication with and between the stakeholders. In all 96% believe communication should be structured according to who is to be communicated to and how, it cannot be uniform.

### **SUMMARY FOR LIKERT SCALE SECTION**

Stakeholder management means primarily the project leader's ability to manage to avert all stakeholder "fall-outs." The responses indicate a wide understanding of what the practitioners think about stakeholders, and there was no effort on the part of the researcher to find out the import of such uniformity in thinking. This may be part of the organisation's visionary leadership style, and if so it has worked. What is critical however is that good information on its own is as good as the people who will use it. There is enough fertile (knowledge) that could be used effectively by management to manage stakeholders more effectively. Admittedly there is a need for specific skills kit for every situation that will enable a leader to be effective as long as they adjust themselves to the

situation appropriately. There is no one-size-fits-all stakeholder management approach, and this agrees with what is indicated in literature.

### SECTION C OPEN-ENDED QUESTIONS

The Open-Ended Section was primarily to "retrieve" necessary data and information from the respondents that may have been omitted. The respondents were requested to provide information specific to certain situations as they perceived and believed the situation. Different suggestions were made by the different (100) respondents, but not all of the spaces were filled in. The most frequently stated were grouped together and are listed below in descending order of frequency.

**REQUEST 1: What are the five most common issues about external stakeholders that you discuss in project team meetings? List them below.**

According to the PMBOK stakeholder management is one of the ten (10) knowledge management areas, though put last, it is experienced throughout the project execution process. The respondents pointed out the following, listed below.

|   |   |
|---|---|
| 1 | Agreed-on schedules were frequently changed, resulting in operation changes that usually affect the time, costs and quality |
| 2 | Prices always change and almost go went up, impacting the costing system structures and possible cost overruns              |
| 3 | Supply of the resources at the budgeted price, within time and with specific quality is always a problem                    |
| 4 | Requirements by stakeholders are often conflicting causing difficulty on the decision on what to do for each stakeholder.   |
| 5 | Inability to get stakeholders at times convenient for the project practitioners to avoid workflow disruptions               |
| 6 | Some stakeholders always try to dominate instruct the project manager on what and how to do things                          |
| 7 | Some stakeholder's expectations are difficult to understand accept because they negatively impact execution processes       |
| 8 | Poor feedback and bureaucratic behaviour of certain stakeholders that cause execution delays                                |

|    |  |
|----|--|
| 9  | Inconsistency in the interests and expectations of some stakeholders which take project time to realign processes          |
| 10 | Misunderstanding each other between the project organisation's objectives and some stakeholder's demands                   |
| 11 | Constant trust breakdown as stakeholders' changes expectations forcing the organisation to change strategies               |
| 12 | There are often changes in the structure of the deliverables, which negatively affects the project execution processes     |
| 13 | Some important stakeholders keep aloof and avoid critical engagement when they are needed most, taking long to participate |
| 14 | External stakeholders generally have different views resulting in difficulty in the balancing of conflicting interests     |
| 15 | The need for more time for the project manager to manage and communicate more effectively with the different stakeholders  |

Internal stakeholders are generally much easier to deal with because they are largely on specified employment conditions. The external stakeholders are not controlled by the project company policies, the relationships have to be negotiated to allow for a win-win situation. Suffice to say, the project leader needs other competencies beyond the generic and traditional operations management skills.

**REQUEST 2: List the five (5) most common issues about internal stakeholders that always surface at your project team meetings.**

**Internal stakeholders** are the employees (including managers) within the project firm itself, generally controlled by employment agreements. The reality though is that they have their own issues amongst themselves or with the management of the organisation, most of which may involve labour unions. The respondents highlighted issues that may have been taken for granted by the management of the organisation and treating as merely "by the way" minor issues. The internal stakeholder issues that need management consideration are identified below.



### Problems specific to internal stakeholders

|    |  |
|----|--|
| 1  | Uncoordinated meeting schedules result in members not attending certain meetings where they are equally needed.                      |
| 2  | Difficult in approaching certain line managers / supervisors who show negative attitudes towards junior project practitioners        |
| 3  | No clarity of project vision amongst the project practitioners causing levels of low morale and indecisive actions                   |
| 4  | Projects have start and end date causing anxiety amongst many employees most of whom are not conversant with everything construction |
| 5  | Some people do not contribute to the discussions in the meetings and simply do what they think is correct without sharing            |
| 6  | People without the necessary skills are put in positions of supervision which impacts negatively on the morale of the practitioners  |
| 7  | Competition for control among WBS task leaders causes a degree of potential internal conflicts among the practitioners.              |
| 8  | Qualified engineers serving as team leaders but have no focus on the importance of soft skills, which get tasks done                 |
| 9  | Procurement consistently delivers wrong products and equipment, which delays the schedules and putting undue pressure                |
| 10 | Serious problems with unrealistic task completion dates that cause failure to meet the time schedule for project completion          |
| 11 | No in time progress reports and scope changes that cause panic and hurried work that may compromise project quality                  |

There is a need for competent project leadership that goes beyond ordinary checking for tasks completion. It is important to communicate the vision and objectives regularly to the practitioners and to understand that they have views and want to contribute to the success. The ability of a project leader to balance the need for good relationships (inter-team, intra-team and personal) will go a long way to motivate the practitioners to perform. The hard skill qualifications [engineering, etc.] are necessary, but it is not the technical know-how that makes people excel; it is the appropriate use of soft skills that is indispensable. There is a need for effective planning and use of measuring systems to help with the effective operation.

**REQUEST 3: Can you list any five most common mistakes or wrong decisions in your view that may have caused the failure of a project.**

|    |   |
|----|---|
|    | Assuming that all projects are the same   |
| 1  | Too often, stakeholders are not acknowledged in the way that they should be for both their role and importance                                      |
| 2  | Improper identification of stakeholders leads to the exclusion of some important stakeholders at stages they are needed the most                    |
| 3  | Too often, the planning of the project is done away from the individuals who head task execution centres  |
| 4  | Poor budgeting system always creates shortfalls resulting in unexpected cost overruns of the projects   |
| 5  | Cost centres are not properly demarcated, and thus monitoring and evaluation become difficult for the cost control units                            |
| 6  | Engineering qualifications are mistaken for the ability to manage a construction project, whereas they need to know how to manage people            |
| 7  | Mostly hard, skills personnel are given team responsibilities without any training in employee motivation and performance                           |
| 8  | No adequate exposure or training on communication, how it is done and the possible effects of poor communication on project execution               |
| 9  | Poor feedback to teams when they have issues to be addressed in the project processes; they are expected to keep on                                 |
| 10 | Most meetings are instruction sessions, and little input is accepted from employees outside of team and task leaders                                |
| 11 | Poor risk identification causing unplanned responses as emergency on risks that could have been mitigated   |
| 12 | Bad decisions result in negatively affecting operations getting done in time, budget and within the quality   |
| 13 | Bad project planning results in alteration of aspects and constantly revisiting the project charter   |
| 14 | Planning is done without consultation of team/task leaders and is therefore constantly not to the operational realities                             |
| 15 | Exclusion of Political, Economic, Social and Technological [PEST] realities in the original planning, thus resulting in unplanned disruption        |
| 16 | Intermittent scope changes, demotivating team members consequently and resulting in the need for different skills for which little support is given |

|    |   |
|----|---|
| 17 | Little communication about what activities at other units, thus causing anxiety and an absence of integrated operations |
| 18 | Poor support and feedback from senior management on matters of operational importance                                   |
| 19 | Introduction of new tools and equipment without adequate training of the executing operational staff                    |

The frequency of these issues from the respondents sends an alarm bell that there is no standard application of engagement amongst project leaders. It can be understood correctly so that the situations differ and require different project leader competencies. Overall, there is a need for regular training on critical project staff on the identification, classification and designing of models best suitable for situational stakeholders and operational effectiveness and efficiency.

**REQUEST 4: With your experience in the system, what changes would you bring about to enable stakeholder management that produces results.**

|   |   |
|---|---|
| 1 | Regular well-structured consultation meetings with relevant both internal and external stakeholders to engage on project matters        |
| 2 | Involve relevant stakeholders in the decision-making processes for issues and matters that are of relevant interest to them             |
| 3 | Make sure that every stakeholder has been given their due space, attention and agreed on methods of engagement                          |
| 4 | Well-trained project leaders in both technical [hard skills] and soft skills to enable effective motivation of project team members     |
| 5 | Involve WBS leaders in estimating time, material and human resource allocation to improve the operations and deadlines                  |
| 6 | Match expertise, experience and ability to schedule tasks to enable effective and efficient operations of the tasks                     |
| 7 | Conduct regular [weekly] project progress meetings to update the different team members consistently on progress and project objectives |
| 8 | Involve the project team members/unit leaders in the monitoring and evaluating of the budgeting and progress processes                  |

|    |   |
|----|---|
| 9  | Establish a communication plan available to all from the Project Office and from all/every unit leader's desk for easy access |
| 10 | Provide easy-to-read / user-friendly details of the project charter for access by all project practitioners in the operations |
| 11 | Consistently monitor and evaluate the expertise needed and what is available and match tasks to fit-for-purpose individuals   |
| 12 | Coordinate the planning, procurement and disbursement of resources efficiently to the cost centres where these are utilised   |
| 13 | All operational [or related] problems/challenges are communicated project-wide to help integrate and help with operations     |
| 14 | Identify all risks and share with project practitioners for decision-making and development of project team members           |
| 15 | Put monitoring and evaluation systems in all aspects of the project executions to identify possible deviations in advance     |
| 16 | Lessons learnt book or records should be accessible to all operational staff to help in avoiding repeating previous errors    |

The greatest error committed by most leaders is that they carry the burden of running institutions alone, subordinates are considered incapable. In construction, positions of leadership are given on the basis of a qualification based on the “build environment.” Whilst this is critical, it should be equally clear that a qualified technician who is not motivated will not produce results as expected. It is therefore important to retrain all hard skills graduates the importance of the human element and motivation in productivity. Project execution is comprised of project team members, and team members are people whose effectiveness is based on how motivated they are. The respondents to the research provided an impressive list of what they would do if they were project leaders; the project leader needs to think closely and apply in relevant situations.

**REQUEST 5: Please identify any 5 [minimum] causes of project execution failure [failing to satisfy the iron triangle] possible causes for project failure in the ascending order of importance.**

|    |   |
|----|---|
| 1  | The scope of work is not well understood by the project practitioner, there is need for that understanding and buy-in                         |
| 2  | Project practitioners are generally not "engaged" as they are treated as employees and not as equally involved.                               |
| 3  | Project managers without the requisite understanding of the use of both hard and soft skills are a constant cause of demotivation and failure |
| 4  | There is a critical shortage of good interrelationship [soft skills] between the project leader and the operational staff, creating tension   |
| 5  | Inadequate performance appraisal of project practitioners allows for inefficient team members to remain in the system                         |
| 6  | Stagnation of employees due to the absence of training and possible promotion negatively impacts employee motivation                          |
| 7  | Unrealistic expectations engrained in the planning make it difficult to stick on to the iron triangle as a measure of successful execution    |
| 8  | Failure of correct resources and adequate budget impact operational efficiency  |
| 9  | Unrealistic project schedule as a result of under-estimation – poor planning and wrong estimation from the beginning                          |
| 10 | There is a lack of a structured and systematic method to monitor and evaluate all aspects of the project to measure compliance with the plan  |
| 11 | Lack of a structured communication system in a way relevant to the different stakeholders in the project                                      |
| 12 | Poor human resource allocation and mismatch of task and competency with wrong people given responsibilities that they are not suitable for    |

Project leaders need to understand stakeholder management because stakeholders are critical to the successful execution of a project. The respondents' suggestions speak to the need for a clear understanding of both the technical aspects, getting achieved through the participation of stakeholders. Stakeholders are people acting on their individual behalf or on behalf of their organisations, but the primary concern is one is dealing with people. Where people are involved, there is a need for specific situation-relevant competencies to help in getting the work done; after all, the project is executed by people, through people and for people. Evidently, there is a need for coordinated effort involving all other stakeholders, be they internal or external; there is a need for the project leader to interact, develop relationships, and ask for assistance where they cannot do it alone. An understanding of what the stakeholders are about, what their expectations and interests

are, and how they should be treated is a must-have. The project leader is expected to be an all in all for stakeholders which requires flexibility in thinking, planning, executing and in the overall integration of the project resources.

### **5.3 CHAPTER SUMMARY**

The data analysed in this chapter assisted in providing interesting aspects of the holistic approach to effective project execution leadership. Whilst much of it agreed with the existing stakeholder management theory, the study highlighted some views that may be slight deviations from what is in existing literature. Of particular interest is the fact that the study is grounded in a specific environmental and cultural setting, different from where most of the stakeholder theory was developed. There is much learning that has taken place with the discussion and responses to minor variations to the statements to try and explore and describe the phenomenon by giving both depth and breadth to the situation. It can be concluded that stakeholder management as a knowledge area is essentially one aspect that integrates the entire project execution process. It is the glue that marries hard skills with soft skills, too often left out during the training of future leaders in hard skills. It is clear from this study that an effective project leader needs to have high levels of competencies in both hard and soft skills and must be able to adjust to situations as they present themselves. The larger the project, the more complex it becomes, and the greater the need for more knowledge about what a stakeholder is. The key to successful communication, engagement and management of stakeholders is structured extensive training and well-monitored responsibility delegation. The failure of an execution process is always blamed on the project leader, but when there is success senior management gets the praise.

## **CHAPTER 6**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **6.1 INTRODUCTION**

This study was prompted by the critical construction project failure rate globally estimated to range between 47% and 54%. The criteria used to determine successful execution of the project is the ability of the team to submit and satisfactory deliverable product within the budget, time and quality as stipulated from the planning stage. Project execution is more developed in construction than in any other known discipline, and yet with all the many years' experience in building infrastructure, the current high level of engineering qualifications, the most modern technology, execution processes continue unabated. Much literature has been consulted around the topic including the Project Management Institute's information on the discipline. There are 10 project management knowledge management areas, and the last in the list is stakeholder management. The stakeholder management has been identified because it is the one knowledge area that involves the management of different people and institutions from the beginning to the end. It was thought of particular interest to seek to understand the human interactions and their impact to this risky undertaking along the different 5 phases.

#### **6.2 PROBLEM STATEMENT**

PMBOK® Guide (2021) identifies stakeholder management as an indispensable project management knowledge area. Regardless of the levels of technological advancement, stakeholders are a critical element in the successful execution of any project. The project execution failure rate is unprecedented, and many factors have been identified as contributing to the failure rate estimated to be between 47% and 54% in construction projects (Khosro and Md Yusof, 2020:771-789).

### **6.3 RESEARCH OBJECTIVE**

- Establish the role played by stakeholders during construction project execution which helps in mitigating project risks.

### **6.4 RESEARCH QUESTION**

- What role does the stakeholder play in the successful execution of a construction project?

### **6.5 RESEARCH DESIGN AND METHODOLOGY**

This research used the descriptive research design, which was intended to help describe the phenomenon with the aided use of mixed research methodologies. This methodology enabled the description of the phenomenon in depth and breadth and thus enabled a proper, more detailed understanding of the phenomenon. Descriptive research design gathers information by focusing on the description of the phenomenon under study; this is compatible with the simultaneous use of qualitative and quantitative research methodologies.

#### **6.5.1 Target population**

The target population in this research was project practitioners who headed task teams, WBSs, team leaders and related individuals in positions to interact with some stakeholders.

#### **6.5.2 Sampling method**

Systematic random sampling was used primarily because it provided an easy way of deciding who should participate. In addition, the organisation allowed access and provided easy access to reduce the burden (for the researcher) of moving amongst the employees during work time.



### **6.5.3 Sample size**

The estimated number for the sample based on those available at meetings was put to 100, with every third person being incorporated into this. The process allowed for slightly more than would be ideal (10%), but the 33% was reached purely because of availability; besides, the larger the sample, the more likely the margin of error would be reduced.

## **6.6 THE RESEARCH INSTRUMENT**

A structured three sections questionnaire was used to solicit responses to questions related to the study and the expectations. The three parts of the instrument are: **Section A** –Biography, **Section B** - Likert scale to measure perceptions, and **Section C** – open-ended questions.

## **6.7 DATA COLLECTION TECHNIQUE**

Four [4] trained research assistants assisted in data collection by administering the questionnaires directly to the respondents. The data collection was done face-to-face, which allowed for a high questionnaire return rate because the research assistants waited for the respondents to fill in the questionnaires.

## **6.8 DATA ANALYSIS**

All the questionnaires (103) were brought together, edited and cleaned, and then coded before uploading to an Excel Spread Sheet (ESS) software. The ESS was ideal for the requirements for the data capturing, analysis and construction of the illustrations. The summary of the analysed data is presented chronologically as it appeared in the questionnaire.

## 6.9 SUMMARY OF THE FINDINGS

### 6.9.1 SECTION A – Biography

The questionnaires were cleaned and edited, and care was given to ensure that only suitable respondents were correctly filled, coded and captured. This was intended to give more relevance to the people involved to improve on reliability and validity of the findings.

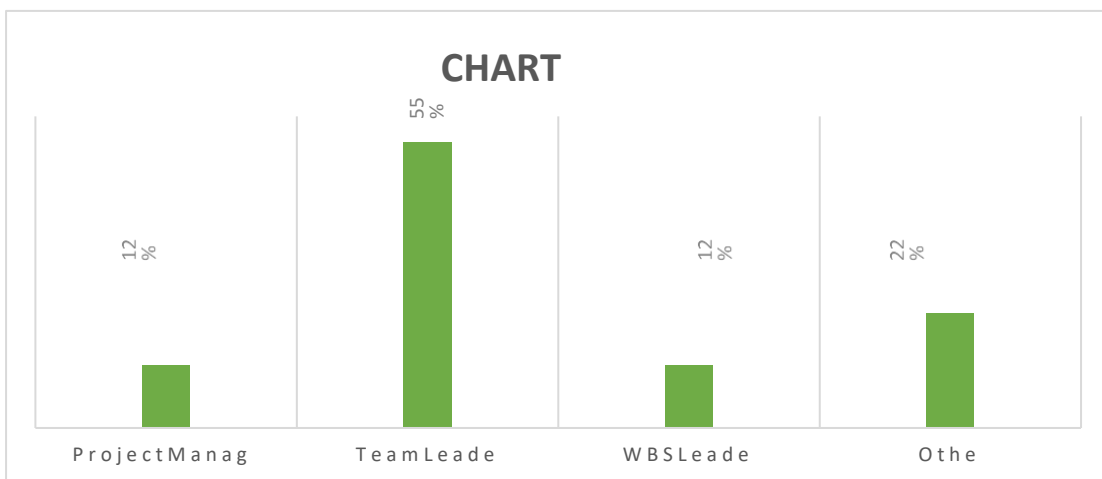
#### QUESTION 1 What is your position in the organisation?

**CONCLUSION:** the respondents were within the expectation/target group, and it was allowed that these should be analysed. The responses are in Figure 6.1 below.

Most of the respondents (55%) were team leaders in charge of internal stakeholders and would liaising with external stakeholders. Only 12% of the respondents were project managers, 12% were WBS leaders, and 22% were others; this involved scheduling officers, procurement and project administrators. A few indicated their positions as procurement, administration, accounts, technician, engineer and quantity surveyor. All qualified as internal stakeholders who also interacted with external stakeholders.

**Figure 6.1 Positions of respondents in the project organisation**

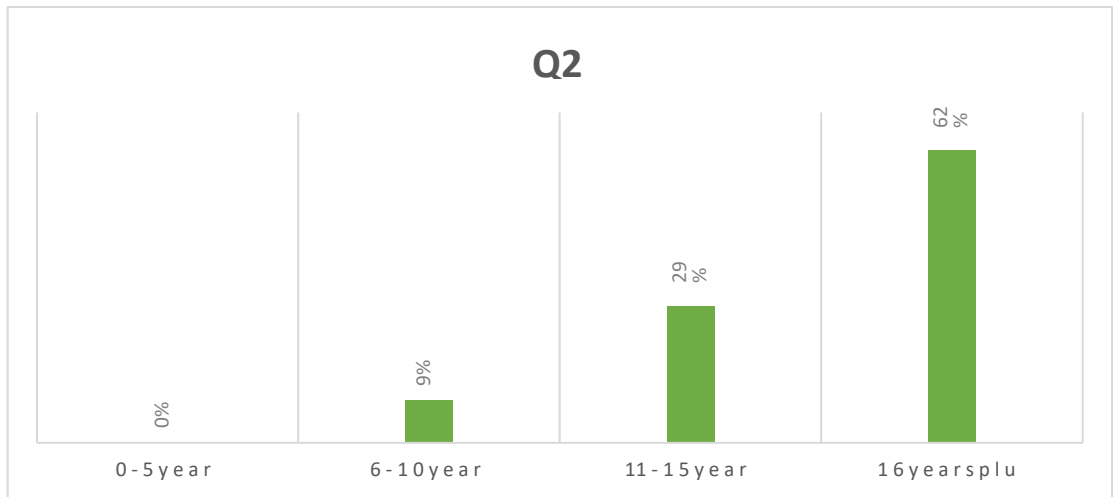
**SOURCE:** Author's construction



**QUESTION 2 How long have you been in this type of job?**

**CONCLUSION:** the experience levels were ideal, with many lessons learnt amongst the long-serving team members. This is illustrated in Figure 6.2 below

**Figure 6.2 Years of experience in these positions**



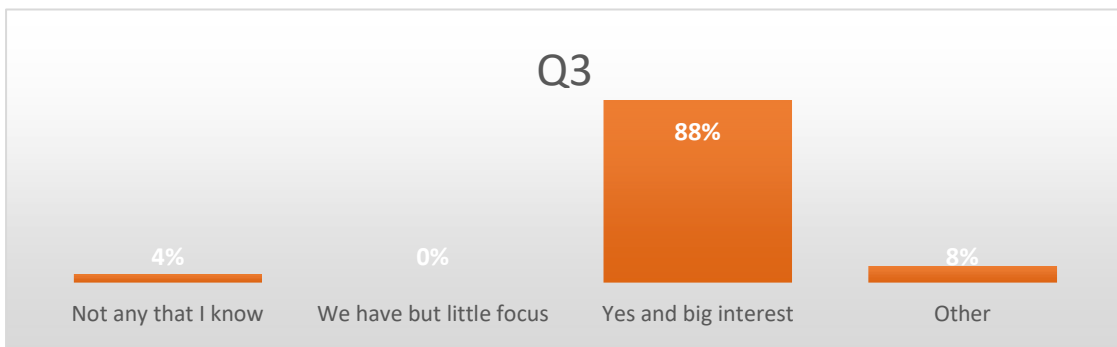
**SOURCE: Author's construction**

The majority (62%) had been in construction 16 years plus, the next lot is 29% of with 11-15 years, 9% with 6-10 years and no one less than 6 was involved. Clearly the respondents were informed enough from their years of experience.

**QUESTION 3 Does your firm have specific stakeholder management programmes?**

**CONCLUSION:** One way of getting employees engaged is by communicating the vision and the programmes to them (Mazibuko, Tait and Jowah, 2015: 313-335). A focus on stakeholder management and importance regularly will bring the importance of stakeholder management to the fore (Freeman and David 2007: 88-106). The respondents' experiences are recorded in Figure 6.3 below.

**Figure 6.3 Awareness of stakeholder programmes**



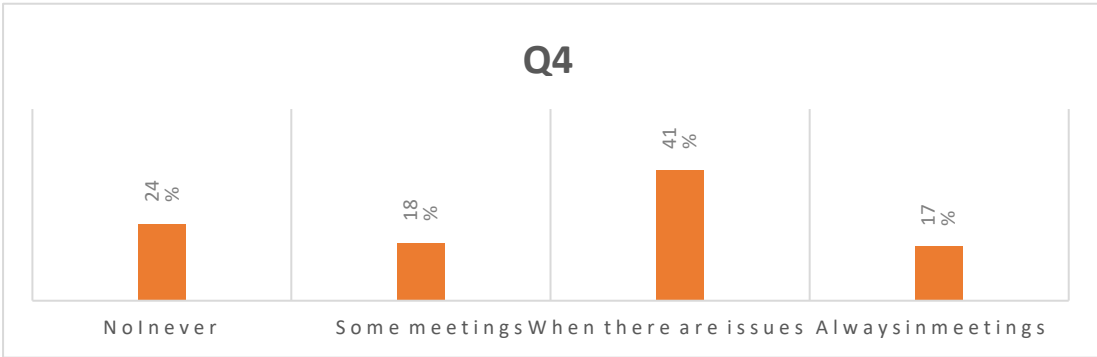
**SOURCE: Own construction**

Clearly the organisation had considerable levels of involving the practitioners in stakeholder knowledge and possibly management evidenced by the 88%. Good enough for generalisation.

**QUESTION 4 Do you attend stakeholder meetings regularly?**

**CONCLUSION:** The organisation is actively involved with stakeholder engagement and communication. Figure 6.4 below speaks to this.

**Figure 6.4 Frequent attendance of stakeholder meetings**



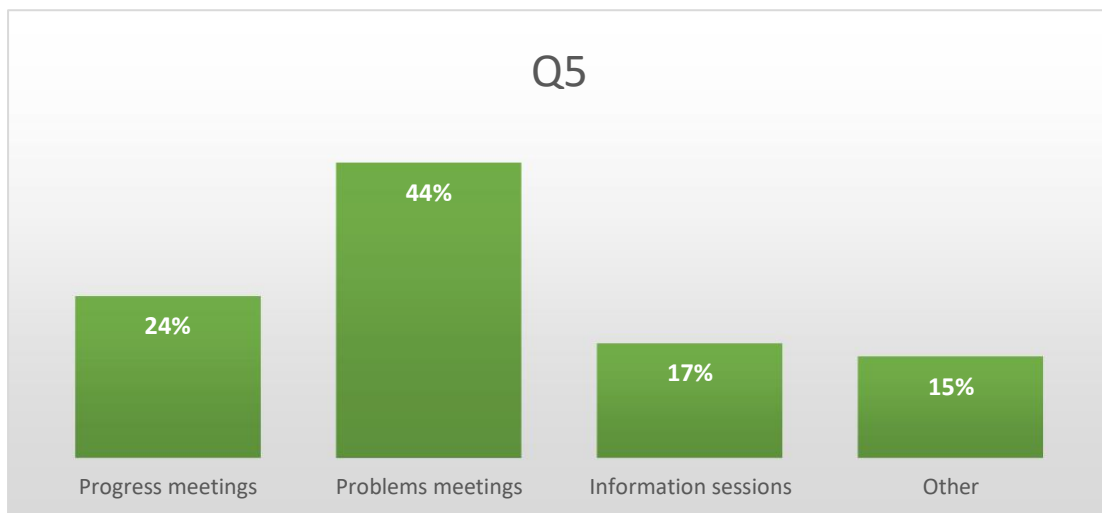
**SOURCE:** Own construction

Over 75% ( $\frac{3}{4}$ ) attend stakeholder meetings at one time or another, some regularly and others when necessary. Evidently the organisation considers stakeholder management seriously.

## QUESTION 5 What stakeholder meetings do you attend?

**CONCLUSION:** Different issues are discussed in meetings, the aim here was to identify specifically what stakeholder meetings were commonly attended. The organisation is actively involved with stakeholder engagement and communication. Figure 6.5 below speaks to this.

**Figure 6.5 Most commonly attended meetings**



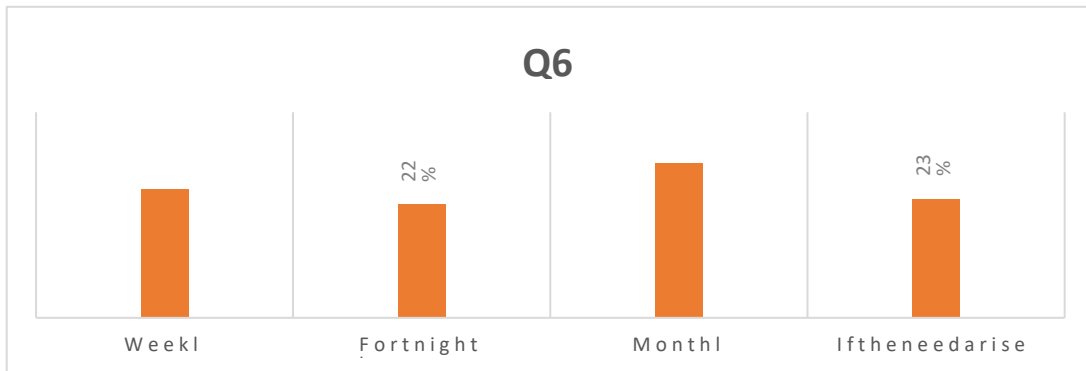
**SOURCE:** Own construction

Progress and problem-solving meetings are the most commonly attended, totalling 68%, 24% attendance was for project progress. Most of the meeting sessions (44%) have to do with problems to pre-empt project failure.

**QUESTION 6 With what frequency are meetings scheduled in your organization?**

**CONCLUSION:** in most construction projects, there are designated meeting times; in this organisation, the different meetings are scheduled as indicated in figure 6.6 below.

**Figure 6.6 Scheduling of meetings for project matter**



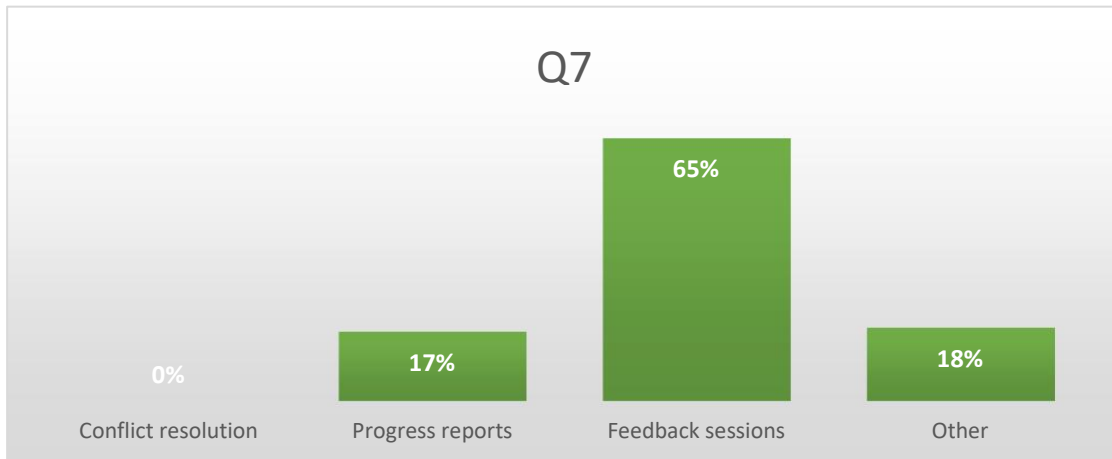
**SOURCE: Own construction**

The frequencies are uniformly distributed, possibly suggesting an organisation that involves team members in all sections and units: weekly meetings (25%), fortnightly meetings (22%), monthly meetings (30%) and ad-hoc meetings (23%).

**QUESTION 7 What type of meetings do you attend most regularly**

**CONCLUSION:** feedback may be on problems that need attention, whilst progress may involve "progress of problem issues or feedback on status" of specific issues. Figure 6.7 has the detail.

**Figure 6.7 Frequency of attending preferred meetings**



**SOURCE:** Own construction

The meetings most frequently preferred by the respondents are, progress reports (17%) and feedback sessions (65%) which may also include feedback from stakeholders.

**RECOMMENDATION:** it is recommended that the project leaders consistently make contact with both internal and external stakeholders, it would be best to allow internal stakeholders to participate in the discussions and where possible decision making. As friends, stakeholders will take the pain to develop trust amongst each other (Roy, Hall and Ballantine, 2017:309-317).



## 6.9.2 SECTION B - the Likert scale

The Likert scale was specifically to measure the immeasurable aspects of human behaviour like attitudes, beliefs, feelings, perceptions and views. This in the form of ranking on a scale of 1-5; 1 = strongly disagree, 2 = disagree, 3 = neutral/ambivalent/indifferent, 4 = agree, and 5 = strongly agree. The statements to be ranked were extracted and developed from existing literature, so the ranking was meant to measure the extent to which those values were considered. In the comments, the ranking of strongly disagree and disagree are counted together as strongly disagree and agree. Neutral remains a stand-alone value. The responses are given in sets (of 5) subheadings in the instrument used.

**STATEMENT 1: Those who own the companies are the stakeholders only**

**CONCLUSION:** A total of 90% disagree that the only stakeholders are the owners of the project, practitioners show high level of understanding of the concept of stakeholders, very much in agreement with the existing literature (Miles, 2012: 285-298).

**STATEMENT 2: Stakeholder is everyone in the community we live in CONCLUSION;**

There is no outright agreement, with 60% suggesting that the whole community is part of the stakeholders and 39% suggesting that some parts of the community are. The confusion may have come from the fact that there was no specific mention of what construction, in their residence areas or everywhere or anywhere.

**STATEMENT 3: People with direct interests are the real stakeholders**

**CONCLUSION;** There is a slight drop from 90% to 80%, but the conclusion holds that the stakeholders should be the people with direct interest in the project Evidently the practitioners appear to be informed and presumably conscious of the importance of stakeholders in the project.

**Table 6.1 Knowledge about stakeholders**

|          |  |    |    | Neut<br>ral | Agre<br>e |    |
|----------|--|----|----|-------------|-----------|----|
|          | <b>KNOWLEDGE OF WHO ARE THE<br/>STAKEHOLDERS</b>       | %  | %  | %           | %         | %  |
| <b>1</b> | Those who own the companies are the stakeholders only  | 50 | 40 | 0           | 10        | 0  |
| <b>2</b> | Stakeholder is everyone in the community we live in    | 16 | 23 | 1           | 30        | 30 |
| <b>3</b> | People with direct interests are the real stakeholders | 10 | 10 | 0           | 20        | 60 |
| <b>4</b> | All affected by what happens in the project qualify    | 10 | 5  | 10          | 60        | 15 |
| <b>5</b> | There are internal and external stakeholders to please | 4  | 3  | 5           | 26        | 62 |

**STATEMENT 4: All who are affected by what happens in the project qualify**

**CONCLUSION:** This was meant to confirm the preceding statement, interesting enough there is another drop, not clear if it was a is understanding, but it can be concluded that in their majority the practitioners understanding stakeholder ship as a concept.

**STATEMENT 5: There are internal and external stakeholders to please**

**CONCLUSION;** There was 88% agreement even though it is not clear why there were those doubting (5%) and those disagreeing (3%). The reality however is that there is a

general understanding on what stakeholders are.

**RECOMMENDATION:** It is importance, and seems to be happening that the practitioners at all levels know what constitutes a stakeholder, how they are classified and the expectations to be met. Foreknowledge about the effect (positive or negative) should be shared regularly, for both internal and external stakeholders. Regular training on soft skills for the hard skills personnel is critical for good communication and workmanship.

**Table 6.2 Identification of who the stakeholders are**

|           |  | Stro<br>ngly<br>disa<br>gree | Disa<br>gree | Neut<br>ral | Agre<br>e | Stro<br>ngly<br>agre<br>e |
|-----------|--|------------------------------|--------------|-------------|-----------|---------------------------|
|           | <b>IDENTIFICATION OF WHO THE<br/>STAKEHOLDERS ARE</b>      | %                            | %            | %           | %         | %                         |
| <b>6</b>  | Employees should be understood as stakeholders too         | 0                            | 0            | 5           | 20        | 75                        |
| <b>7</b>  | Senior management cannot be classified as stakeholders     | 0                            | 0            | 6           | 85        | 9                         |
| <b>8</b>  | Suppliers of materials are not stakeholders in the project | 0                            | 15           | 7           | 66        | 12                        |
| <b>9</b>  | Community has no stakes in the execution of the project    | 75                           | 23           | 0           | 1         | 1                         |
| <b>10</b> | The municipality is the only stakeholder of importance     | 51                           | 15           | 4           | 12        | 18                        |

**STATEMENT 6 Employees should be understood as stakeholders too**

**CONCLUSION:** it is already concluded, this time with an increase of up to 95%, that employees must be considered critical stakeholders.

**.STATEMENT 7 Senior management cannot be classified as stakeholders**

**CONCLUSION:** Interestingly, no literature known to the researcher points out to senior managers as stakeholders, and 85% of the respondents feel that way.

**STATEMENT 8 Suppliers of materials are not stakeholders in the project**

**CONCLUSION:** The respondents (78%) believe that suppliers are not stakeholders in the project.

**STATEMENT 9 Community has no stakes in the execution of the project**

**CONCLUSION:** The respondents appear to be oscillating on this idea suggesting the absence of clarity on the matter, 98% believe that the community has stakes, this compared to previous responses.

**STATEMENT 10 The municipality is the only stakeholder of importance**

**CONCLUSION:** It was concluded by 66% that the municipality is not the only important stakeholder. This in agreement with existing literature, the score could have been higher, though.

**RECOMMENDATION:** The seeming confusion in terms of figures does not discount the fact that stakeholders are a critical component of project execution. It is recommended that project managers, and all team leaders or supervisors, blessed with such practitioners should be trained to make them more effective in social skills. Some people in the project organisation should be delegated to specialise on stakeholder engagement. The Human Resource department is already in place, but a specific individual may be needed for external stakeholders.

**Figure 6.3 Project leaders and internal stakeholders**

|           |  | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|-----------|--|-------------------|----------|---------|-------|----------------|
|           | <b>PROJECT LEADERS AND INTERNAL STAKEHOLDERS</b>         | %                 | %        | %       | %     | %              |
| <b>11</b> | Internal stakeholders are employees and remain as such   | 21                | 3        | 16      | 25    | 35             |
| <b>12</b> | Internal stakeholders cannot work against the employer   | 15                | 9        | 10      | 28    | 38             |
| <b>13</b> | No special attention is needed for internal stakeholders | 42                | 39       | 4       | 15    | 0              |
| <b>14</b> | An unhappy employee must be productive regardless        | 15                | 30       | 5       | 30    | 20             |
| <b>15</b> | Satisfied employees exceed expected job performance      | 20                | 17       | 0       | 51    | 12             |

**STATEMENT 11 Internal stakeholders are employees and remain as such**  
**CONCLUSION:** employees are "invited" to be stakeholders by being employed, albeit under clearly defined conditions and 60% are in agreement with literature (**SOURCE**).

**STATEMENT 12 Internal stakeholders cannot work against the employer**  
**CONCLUSION:** Contract arrangements with employees may result in an employee being discharged of their duties (legally), but external stakeholders may not. However the majority of 66% agree that the employee cannot work against their contract with the employer.

**STATEMENT 13 No special attention is needed for internal stakeholders**

**CONCLUSION:** With a large 81% the respondents rejected the statement and assert their right to special attention as stakeholders.

**STATEMENT 14 An unhappy employee must be productive regardless**

**CONCLUSION:** The respondents are divided on this, though there is 50% in agreement, there is another fifty that don't share the view. However, motivation theories indicate a direct relationship between motivation and performance.

**STATEMENT 15 Satisfied employees exceed expected job performance**

**CONCLUSION:** Only 63% agreed, it is surprising, all the same it is good enough for generalisation and is in agreement with existing literature.

**RECOMMENDATION:** Training, training and again training is necessary on labour issues to avoid unnecessary disruptions due to disgruntled workforce. At budgeting stage provisions can be made for above inflation salary increases. Training and reskilling employees also motivates to perform, a motivated employee also exceeds their normal operational levels.

**Table 6.4 External stakeholder interest**

|           |  | Stro<br>ngly<br>disa<br>gree | Dis<br>agr<br>ee | Neut<br>ral | Agre<br>e | Stro<br>ngly<br>agre<br>e |
|-----------|--|------------------------------|------------------|-------------|-----------|---------------------------|
|           | <b>STAKEHOLDER INTEREST - EXTERNAL</b>                       | %                            | %                | %           | %         | %                         |
| <b>16</b> | Unhappy suppliers delay deliveries and delay operations      | 8                            | 18               | 0           | 61        | 13                        |
| <b>17</b> | Labour strikes cause operations destruction and delay        | 7                            | 49               | 10          | 31        | 3                         |
| <b>18</b> | Failure to meet municipality expectations causes delays      | 3                            | 29               | 0           | 51        | 17                        |
| <b>19</b> | Environmentalists affect operations if they do not agree     | 11                           | 13               | 10          | 57        | 8                         |
| <b>20</b> | Every stakeholder is important in mitigating project failure | 4                            | 7                | 11          | 64        | 14                        |

**STATEMENT 16 Unhappy suppliers delay deliveries and delay operations**

**CONCLUSION;** Suppliers of resources are the “life” of construction projects execution processes (Čuš-Babič, *et al.*, 2014:345-353). Just under ¾ (74%) agreed that unhappy suppliers may cause project failure. It can be concluded without further discussion and is supported by existing literature.

**STATEMENT 17 Labour strikes cause operations destruction and delay**

**CONCLUSION;** Labour-employer disputes too often result in work slowed down if not total stoppage, but 56% of respondents rejected that and only 34% agreed. Talking to unions at the planning stage can avoid dysfunctional conflicts (Omene, 2021:187-199).

**STATEMENT 18 Failure to meet municipality expectations cause delays**

**CONCLUSION:** By-laws by the local government must be obeyed because the

government has the last say on whether or not construction can take place (Loosemore and Lim, 2018:67-82). Only 68% of respondents agreed with the statement, but by-laws are to be obeyed, and there are negative consequences.

**STATEMENT 19 Environmentalists affect operations if they do not agree**

**CONCLUSION:** Based on experience, many projects ended as court cases, from existing literature, and the 68% majority affirmed the position.

**STATEMENT 20 Every stakeholder is important in mitigating project failure**

**CONCLUSION:** Majority of 75%, which is ¾ of the respondents agreed in line with existing literature (Akchurin, 2015:937-968).

**RECOMMENDATION:** The best way to manage is to identify possible risks, look at past experiences (lessons learnt) both negative and positive to enable to plan more accurately. Organisations should spend much time training (many trainers out there) project leaders on identification, aversion and responding to risks, at the worst mitigate them. Any stakeholder may cause risks, small or great, they should be avoided if possible, to avoid having to remove the coordinator’s focus on successful execution to attend to what was preventable in the first place.

**Figure 6.5 Stakeholders as risk factors**

|           |   | Stro<br>ngly<br>disa<br>gree | Dis<br>agr<br>ee | Neu<br>tral | Agre<br>e | Stro<br>ngly<br>agr<br>ee |
|-----------|---|------------------------------|------------------|-------------|-----------|---------------------------|
|           | <b>STAKEHOLDERS AS RISK FACTORS</b>                 | %                            | %                | %           | %         | %                         |
| <b>21</b> | An unhappy stakeholder may become a risk factor     | 5                            | 15               | 1           | 74        | 5                         |
| <b>22</b> | The extent of the risk depends on stakeholder power | 0                            | 2                | 0           | 86        | 12                        |
| <b>23</b> | You need to know stakeholder strength to side-line  | 1                            | 3                | 0           | 73        | 23                        |



|           |  |   |   |   |    |    |
|-----------|--|---|---|---|----|----|
|           | them   |   |   |   |    |    |
| <b>24</b> | Best case scenario, all stakeholders need appropriate care | 1 | 3 | 0 | 63 | 33 |
| <b>25</b> | Each stakeholder not satisfied may be a risk factor        | 5 | 8 | 1 | 46 | 40 |

**STATEMENT 21 An unhappy stakeholder may become a risky factor CONCLUSION:** More than ¾ (79%) agreed allowing for a generalisation already detailed in previous responses.

**STATEMENT 22 The extent of the risk depends on stakeholder power CONCLUSION:** A large (98%) part of the respondents agreed that stakeholder power is critical and will determine the extent of the impact positively or negatively.

**STATEMENT 23 You need to know stakeholder strength to side-line them CONCLUSION:** The golden rule should be that all stakeholders who add value should be embraced (Lund-Thomsen et al., 2021:504-532). This agrees with the respondents (96%), suggesting that only stakeholders who are a liability may be side-lined (with care).

**STATEMENT 24 Best case scenario, all stakeholders need appropriate care CONCLUSION:** The stakeholder theory promotes that every stakeholder should be accorded consideration dependent on their level (Bridoux and Stoelhorst, 2014:107-125. Overwhelmingly (96%) affirmed that position.

**STATEMENT 25 Each stakeholder not satisfied may be a risk factor CONCLUSION:** Failure to manage a stakeholder according to their power may cause unnecessary yet preventable discomforts according to 86% of the respondent.

**RECOMMENDATION:** Risk identification, classification, aversion, and mitigation must be critical areas in which project leaders need constant training. An identified (yet preventable) risk may be the only reason why an execution process may fail. Project organisations must bear in mind that “prevention is better than cure” and better still, “a stitch in time saves nine.”

**Table 6.6 Stakeholder qualification**

|           |   | Stro<br>ngly<br>disa<br>gree | Disa<br>gree | Neut<br>ral | Agre<br>e | Stro<br>ngly<br>agre<br>e |
|-----------|---|------------------------------|--------------|-------------|-----------|---------------------------|
|           | <b>STAKEHOLDER CLASSIFICATION</b>                   | %                            | %            | %           | %         | %                         |
| <b>26</b> | Identifying stakeholders by where they are situated | 13                           | 7            | 0           | 70        | 10                        |
| <b>27</b> | Always try to understand the damage they can cause  | 0                            | 8            | 4           | 78        | 10                        |
| <b>28</b> | Try to understand why the stakeholder is interested | 0                            | 0            | 5           | 65        | 30                        |
| <b>29</b> | Use appropriate stakeholder communication models    | 5                            | 3            | 0           | 19        | 73                        |
| <b>30</b> | Know the competencies needed for stakeholders       | 0                            | 0            | 0           | 85        | 15                        |

**STATEMENT 26 Identifying stakeholders by where they are situated CONCLUSION:**

The location of a stakeholder as a factor is not mentioned in literature, but the view was the importance of visibility as constant reminder. The majority of respondents (70%) shared the view, 28% disagreed, and 2% were ambivalent.

**STATEMENT 27 Always try to understand the damage they can cause**

**CONCLUSION:** Classification should consider the damage or contribution a stakeholder can have (Butt, Naaranoja and Savolainen, 2016:1579-1595). The majority (88%) agreed with the theory.

**STATEMENT 28 Try to understand why the stakeholder is interested CONCLUSION:** Each stakeholder has particular interests, overwhelming 95% agreed with the statement.

**STATEMENT 29 Use appropriate stakeholder communication models CONCLUSION;** The difference in the interests and expectations want the need for different communication models or ways, and 92% of the respondents agreed, and this is also in the literature.

**STATEMENT 30 Know the competencies needed for stakeholder management CONCLUSION:** The contingency theory states that leader behaviour is determined by the organisational culture, environment, tasks to be performed and the individuals performing the tasks (Watson, Wilson, Smart and Macdonald, 2018:254-279). To this, 96% of the respondents subscribed to the contingency and situational nature of leadership.

**RECOMMENDATION:** More than stakeholder location, the power, impact and the contribution (positive/negative) a stakeholder has is considered primary thus adequate training on contingency leadership is necessary. There should be a targeted leader behaviour specific to the nature of interests and expectations for each stakeholder. It is recommended that project leaders be trained in appropriate leadership relevant to the stakeholders they will be managing at that point.

**Table 6.7 Misunderstood stakeholder needs**

|           |  | Stro<br>ngly<br>disa<br>gree | Disa<br>gree | Neu<br>tral | Agr<br>ee | Stro<br>ngly<br>agre<br>e |
|-----------|--|------------------------------|--------------|-------------|-----------|---------------------------|
|           | <b>MISUNDERSTOOD STAKEHOLDER NEEDS</b>           | %                            | %            | %           | %         | %                         |
| <b>31</b> | You must know well what a particular stakeholder | 0                            | 0            | 0           | 15        | 85                        |

|           |   |    |    |   |   |    |
|-----------|---|----|----|---|---|----|
|           | needs   |    |    |   |   |    |
| <b>32</b> | There may be to effect if the stakeholder is disappointed | 35 | 61 | 0 | 4 | 0  |
| <b>33</b> | Stakeholders are highly predictable; we do not worry      | 88 | 12 | 0 | 0 | 0  |
| <b>34</b> | It does not matter how well you know a stakeholder        | 15 | 74 | 9 | 2 | 0  |
| <b>35</b> | You need close contact with stakeholders to know them     | 1  | 1  | 3 | 5 | 90 |

**STATEMENT 31 You must know well what a particular stakeholder needs**  
**CONCLUSION:** This was attended to, albeit in a different format, this time 100% of the respondents agreed that adequate stakeholder knowledge is necessary.

**STATEMENT 32 There may be no effect if the stakeholder is disappointed**  
**CONCLUSION:** Respondents (80%) disagreed, showing their knowledge about stakeholder issues.

**STATEMENT 33 Stakeholders are highly predictable; we do not worry**  
**CONCLUSION:** Literature review subscribes to the view that stakeholders can change their views, (Wijethilake and Lama, 2019:143-154), and this is echoed by all 100% respondents, thus rejecting that stakeholders are predictable.

**STATEMENT 34 It does not matter how well you know a stakeholder**  
**CONCLUSION:** Knowledge of a stakeholder is critical, as stated in both literature and responses at 89%, the manager should keep a close watch because they are capable of changing.

**STATEMENT 35 You need close contact with stakeholders to know them**  
**CONCLUSION:** Structured communication plans, meeting schedules, and stakeholder engagement. They help build trust between the organisations. sessions, may help, however 95% of the respondents think it is important.

**RECOMMENDATIONS:** Knowledge of stakeholders enables measurement of their strength, and this should be understood in the context of the adage "if you can't measure them, you can't manage them." Beyond this it is recommended that all necessary assistance and workshopping to both know and manage stakeholders is indispensable.

Project leader must keep close contact with stakeholders, even if it means informal interactions.

**Table 6.8 Misunderstood Stakeholder Price**

|           |  | Stro<br>ngly<br>disa<br>gree | Disa<br>gree | Neu<br>tral | Agr<br>ee | Stro<br>ngly<br>agre<br>e |
|-----------|--|------------------------------|--------------|-------------|-----------|---------------------------|
|           | <b>MISUNDERSTOOD STAKEHOLDER PRICE</b>                   | %                            | %            | %           | %         | %                         |
| <b>36</b> | Every stakeholder expects a reward for being cooperative | 22                           | 0            | 7           | 0         | 71                        |
| <b>37</b> | Team leaders want to be acknowledged for performing      | 0                            | 13           | 1           | 65        | 21                        |
| <b>38</b> | Artisans want good remuneration for good work they do    | 0                            | 0            | 0           | 68        | 32                        |
| <b>39</b> | Suppliers expect more supply contracts for being good    | 0                            | 15           | 3           | 6         | 76                        |
| <b>40</b> | General workforce expects recognition for work well done | 34                           | 62           | 0           | 3         | 1                         |

**STATEMENT 36 Every stakeholder expects a reward for being cooperative**

**CONCLUSION:** Stakeholders have an interest, directly or indirectly, otherwise they would have no reason to be involved. The majority (93%) subscribed to this, which is in agreement with existing literature.

**STATEMENT 37 Team leaders want to be acknowledged for performing**

**CONCLUSION:** it is human nature that when individuals have performed well, they need acknowledgement (Alwaki, 2018:410-420). Respondents (84%) agreed with research findings on this.

**STATEMENT 38 Artisans/technicians want good rewards for good work they do**

**CONCLUSION:** The respondents unanimously agreed (100%).

**STATEMENT 39 Suppliers expect more supply contracts for being good**

**CONCLUSION:** Suppliers generally compete for clientele, and their interest is generally more business (Melović et al. 2015:802-807). The respondents acknowledged that with a total of 82% in agreement.

**STATEMENT 40 General workforce expects recognition for work well done**

**CONCLUSION:** Wahyuni, Purwandari and Syah (2020:156-161) assert that good leadership motivates team performance across the organisation. Even the lowest employee desires appreciation for the mundane things they do, 99% agreed with the statement and theory of motivation.

**RECOMMENDATIONS:** identify the stakes, consider how they will affect/benefit the project organisation and navigate through these for a win-win situation. Always make the effort to acknowledge good performance. Make everyone feel valued in their corner, it promotes good relations which promotes genuine relationships and communication.

### **LIKERT SCALE SUMMARY**

The general impression is that the respondents largely know about stakeholder management in general. This may be because of the experiences as indicated in the biography or because of the current project organisation's strategic approach to management, or both. What is needed most is an able project team that will take advantage of this pool of knowledge and perfect the stakeholder management frameworks going forward.

### 6.9.3 SECTION C - OPEN-ENDED QUESTIONS

The respondents provided suggestions about the situation within the limits of the requests made, only 10 of the most frequent responses are listed in descending order of frequency.

**REQUEST 1: What are the five most common issues about external stakeholders that you discuss in project team meetings? List them below.**

|    |  |
|----|--|
| 1  | Agreed-on schedules were frequently changed, resulting in operation changes that impacted the time, costs and quality    |
| 2  | Prices always changed and impacted the costing structures and possible cost overruns                                     |
| 3  | Availability of the resources at the budgeted prices altered and created costs and affecting completion time and quality |
| 4  | Conflicting stakeholder expectations impacted operations and deciding on priority stakeholders                           |
| 5  | Inability to get stakeholders at times convenient for the project practitioners to avoid workflow disruptions            |
| 6  | Some stakeholders always wanted things done their way to the detriment of planned operations                             |
| 7  | Some stakeholders are unrealistic and difficult to understand, causing negativity in execution processes                 |
| 8  | Too much red tap with other stakeholders who are a critical/important component of the processes                         |
| 9  | Poor responsiveness when information is needed for speedy decision-making, for operation purposes                        |
| 10 | Critical communication is treated differently by different stakeholders; some see the value, yet others ignore it        |

Identifying these issues by the respondents was essential in that it allowed excess

information about the functions of the project leader. Lehtinen and Aaltonen (2020:85-98) posit that internal stakeholders are generally much easier to deal with and that external are difficult because project company policies do not control them.

**REQUEST 2: List the five (5) most common issues about internal stakeholders that always surface at your project team meetings.**

|    |  |
|----|--|
| 1  | Uncoordinated meeting schedules result in members not attending meetings which they are needed to be present               |
| 2  | Other unit managers/supervisors are unapproachable and negative to project practitioners with problems                     |
| 3  | No clarity of project vision amongst the project practitioners causing levels of low morale and indecisive actions         |
| 4  | Most recent employees were never inducted and, therefore not understand well what their role is                            |
| 5  | Some workers never contribute to the discussions in the meetings and tend to work on their own and not as teams            |
| 6  | No clarity on the responsibilities of WBS task leaders, which causes inter-unit leader conflicts which disrupt operations. |
| 7  | Inexperienced engineers serving as team leaders without focus on the importance of soft skills, which gets tasks done      |
| 8  | Wrong product quality is consistently delivered, causing delays while the correct material is waited for                   |
| 9  | Unrealistic task completion dates on the plan caused rushed work resulting in poor workmanship and quality                 |
| 10 | No proper update for progress reports frustrating the practitioners waiting to do the tasks that follow                    |
| 11 | Unannounced scope changes affect working patterns by dividing teams that work united and productively.                     |

This request was specifically to highlight the extent to which the practitioners were



conscious of the importance of stakeholders (including themselves. This helped the research to establish both the extent of knowledge about the stakeholders and the type of problems generally encountered by a project organisation as relates to stakeholder management.

**REQUEST 3: Can you list any five most common mistakes or wrong decisions that may have caused the failure of a project?**

|           | <b>Assuming that all projects are the same:</b>  |
|-----------|--|
| <b>1</b>  | Too often, stakeholders are not acknowledged in the way they should be for both their role and importance                |
| <b>2</b>  | Improper identification of the stakeholders leads to the exclusion of stakeholders at stages they are needed the most    |
| <b>3</b>  | Poor project planning from the onset without the involvement of the practitioners who will be implementing the tasks     |
| <b>4</b>  | The financial budgeting system always creates shortfalls resulting in unexpected cost overruns of the projects           |
| <b>5</b>  | Cost centres are not properly demarcated, and thus monitoring and evaluation become difficult for the cost control units |
| <b>6</b>  | Engineering qualifications are mistaken for the ability to manage a construction project, but they cannot manage people  |
| <b>7</b>  | Hard skills personnel are given team responsibilities without training in soft skills and employee motivation            |
| <b>8</b>  | No adequate exposure or training in communication to avoid the negative effects of poor communication                    |
| <b>9</b>  | Poor feedback to teams on issues about project execution processes which impact outcomes                                 |
| <b>10</b> | Most meetings are instruction sessions, and little input is accepted from employees outside of team and task leaders     |

The frequency of these issues from the respondents sends an alarm bell that there is no

standard engagement application among project leaders. It can be understood that the situations differ and require different project leader competencies, and this can only be helped by regular training of project coordinators on matters to do with stakeholder management.

**REQUEST 4: With your experience in the system, what changes would you bring about to enable stakeholder management that produces results?**

|    |   |
|----|---|
| 1  | Regular well-structured consultation meetings with relevant internal and external stakeholders to engage on project matters |
| 2  | Involve relevant stakeholders in the decision-making processes for issues and matters that are of relevant interest to them |
| 3  | Make sure that every stakeholder has been given their due space and attention and agreed on methods of engagement           |
| 4  | Well-trained project leaders in both hard and soft skills to enable the motivation of the project team members              |
| 5  | Involve WBS leaders in estimating time, material and human resource allocation to improve operational efficiency            |
| 6  | Match expertise, experience and ability to schedule a task to enable effective and efficient task execution                 |
| 7  | Involve project team members in the monitoring and evaluating of the project processes and phases                           |
| 8  | Establish a communication plan and Gantt chart for all / every unit leader's desk for easy access                           |
| 9  | Provide easy-to-read / user-friendly details of the project charter for access by all on-site practitioners                 |
| 10 | Consistently monitor and evaluate the needed and available expertise and match tasks to fit-for-purpose individuals         |

Regular consultation with other parties to the project (stakeholders) may provide the project leader with clues of what is needed to effectively execute these tiresome project

processes. The respondents to the research provided an impressive list of what they would do if they were project leaders, accepted, they do not have a wholesome view of what the project leader has to deal with. The project leader has to integrate the whole project, and reports to seniors who may disagree with suggestions or propose their own wishes, too often politics plays a part in these situations.

**REQUEST 5: Please identify any 5 [minimum] causes of project execution failure [failing to satisfy the iron triangle] possible causes for project failure in the ascending order of importance.**

|   |   |
|---|---|
| 1 | Often the scope of work is not clearly understood by the project practitioner, and thus there is no buy-in              |
| 2 | Project practitioners are mostly not "engaged" in operation decisions resulting in inadequate first-hand information    |
| 3 | Inexperienced and untrained unit leaders lack the appropriate skills for effectively executing the project processes    |
| 4 | There is a critical shortage of requisite soft skills resulting in a demotivated project operational team               |
| 5 | Inadequate performance appraisal of project practitioners allows incompetency of both team members and team leaders     |
| 6 | The absence of appropriate training, skilling and career pathing of practitioners creates a demoralised project team    |
| 7 | Poor planning, resource allocation and task scheduling result in unrealistic expectations and failure to meet schedules |
| 8 | Failure to get the correct resources and adequate budget impacts operational efficiency                                 |
| 9 | Poor planning, communication, monitoring and evaluation increase the occurrence of unpredicted risks                    |

The respondents' views about the causes of project failures are critical because they are in the frontline of the operations. It is them that feel the pressure, to which they respond according to their circumstances impacted on by many factors, listed above. It will be

effective project execution for the project leader to know and understand the people performing the tasks (stakeholders too), and add to it other factors; poor responsiveness, poor communication, demotivating environment like unresolved inter and intra team conflicts. Apart from grappling with planning schedules, costing and expectations (to mention a few), possibly done by an individual or individuals who have never performed all these tasks.

## **6.10 SUMMARY OF THE RECOMMENDATIONS ABOVE**

The objective of this study was to evaluate the importance of stakeholder management as a critical panacea to reduce, if not eradicate, the failure of projects. The current high failure rate of construction projects has attracted extensive research on the causal factors in a world that has now turned to management-by-projects. The focus of this study was on stakeholder management as one of the 10 Project Knowledge Management Areas (PKMAs) as identified by the Project Management Institute and recorded in the PMBOK. It is recommended, as a summary and in addition to the recommendations above;

1. There is a need for continuous training of project practitioners on the importance of the proper management and engagement of stakeholders.
2. A structured programme or plan be devised to allow for effective, organisation-wide awareness of stakeholder importance and impact
3. Project leadership should have constant meetings to discuss the project, promote and clarify the vision and mission of the project
4. Devise a Gantt chart that will be "easy to use" as a schedule for when meetings about certain issues operational issues should be scheduled
5. A communication plan, organisation-wide and with all the members of the stakeholder community involved in the coordination efforts
6. A clear chart indicating stakeholder ratings, interests, expectations and the level of power and the possible effect on internal stakeholders
7. A clear understanding of what the stakeholders are about and how their presence and happiness help the project organisation
8. Competency expectations for all that are involved in stakeholder engagement supported by continuous training and competency update

## **6.11 CONCLUSION TO THE STUDY**

Of particular interest is that the study is done in an environment culturally diverse from the previous sources yet much if not all is in agreement. Much learning has taken place with the discussion and responses to minor variations to the statements to try and explore and describe the phenomenon by giving depth and breadth to the situation. It can be concluded that stakeholder management as a knowledge area is essentially one aspect that integrates the entire project execution process. It is clear from this study that an effective project leader needs to have high levels of competencies in both hard and soft skills and must have flexibility as a competency too. The larger the project, the more complex it becomes, and the greater the need for fully understanding what a stakeholder is, their interests and how to coordinate them into the project. The key to successful communication, engagement and management of stakeholders is extensive training and structured and well-monitored delegation of responsibilities. The failure of a project execution process is always blamed on the project leader, but senior management generally gets praised for all successful executions.

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## **ANNEXURES**

### **Annexure 1 Questionnaire**

# **QUESTIONNAIRE**

|   |
|---|
| <b>Importance of stakeholder management in the successful execution of a selected construction project in the Cape Metropolis</b> |
|---|

|   |
|---|
| <small><b>This research is targeted at individuals in supervisory capacity / team or section leaders specifically involved in dealing with stakeholders. YOU FILL THIS IN AT YOUR OWN VIOLITION. Fill in this to the best of your ability, ignore</b></small> |
|---|

questions that may sound sensitive or make you uncomfortable, suggesting that you can skip questions / statements you are not comfortable with. You can withdraw at any time during the process without need to justify

## SECTION A = BIOGRAPHY

Please cross the applicable boxes

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

|                 |             |            |       |
|-----------------|-------------|------------|-------|
| Project manager | Team leader | WBS leader | Other |
|-----------------|-------------|------------|-------|

**2. If other please specify .....**

**3. How long have you been in this position including previous companies?**

|           |            |             |               |
|-----------|------------|-------------|---------------|
| 0-5 years | 6-10 years | 11-15 years | 16 years plus |
|-----------|------------|-------------|---------------|

**4. Does this company have specific stakeholder management programmes you know?**

|                     |                          |                      |       |
|---------------------|--------------------------|----------------------|-------|
| Not any that I know | We have but little focus | Yes and big interest | Other |
|---------------------|--------------------------|----------------------|-------|

**5. If other please specify .....**

**6. Do you attend stakeholder meetings regularly?**

|            |               |                       |                    |
|------------|---------------|-----------------------|--------------------|
| No I never | Some meetings | When there are issues | Always in meetings |
|------------|---------------|-----------------------|--------------------|

**7. What stakeholder meetings do you attend? Tick all boxes that apply.**

|                   |                   |                      |       |
|-------------------|-------------------|----------------------|-------|
| Progress meetings | Problems meetings | Information sessions | Other |
|-------------------|-------------------|----------------------|-------|

**8. If other please specify .....**

**9. How regularly do you attend the stakeholder meetings? Tick all boxes that apply.**

|        |             |         |                    |
|--------|-------------|---------|--------------------|
| Weekly | Fortnightly | Monthly | If the need arises |
|--------|-------------|---------|--------------------|

**10. What are the most common issues in stakeholder meetings? Tick all boxes that apply.**

|                     |                  |                   |       |
|---------------------|------------------|-------------------|-------|
| Conflict resolution | Progress reports | Feedback sessions | Other |
|---------------------|------------------|-------------------|-------|

**11. If other please specify .....**

**12. Any specific issues you may want to share about stakeholder management, list below.**

- ☐ .....
- ☐ .....
- ☐ .....
- ☐ .....
- ☐ .....
- ☐ .....

## SECTION B = LIKERT SCALE

You are requested to rank the statements in the Likert scale below on a sliding scale of 1-5, 1 = strongly disagree, 2 = disagree, 3 = neutral / indifferent, 4 = agree and 5 = strongly agree.



|    |  | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|----|--|-------------------|----------|---------|-------|----------------|
|    | <b>KNOWLEDGE OF WHO ARE THE STAKEHOLDERS</b>               | 1                 | 2        | 3       | 4     | 5              |
| 1  | Those who own the companies are the stakeholders only      | 1                 | 2        | 3       | 4     | 5              |
| 2  | Stakeholder is everyone in the community we live in        | 1                 | 2        | 3       | 4     | 5              |
| 3  | People with direct interests are the real stakeholders     | 1                 | 2        | 3       | 4     | 5              |
| 4  | All who is affected by what happens in the project qualify | 1                 | 2        | 3       | 4     | 5              |
| 5  | There are internal and external stakeholders to please     | 1                 | 2        | 3       | 4     | 5              |
|    | <b>IDENTIFICATION OF WHO THE STAKEHOLDERS ARE</b>          | 0                 | 0        | 0       | 0     | 0              |
| 6  | Employees should be understood as stakeholders too         | 1                 | 2        | 3       | 4     | 5              |
| 7  | Senior management cannot be classified as stakeholders     | 1                 | 2        | 3       | 4     | 5              |
| 8  | Suppliers of materials are not stakeholders to the project | 1                 | 2        | 3       | 4     | 5              |
| 9  | Community has no stakes in the execution of the project    | 1                 | 2        | 3       | 4     | 5              |
| 10 | The municipality is the only stakeholder of importance     | 1                 | 2        | 3       | 4     | 5              |
|    | <b>PROJECT LEADERS AND INTERNAL STAKEHOLDERS</b>           | 1                 | 2        | 3       | 4     | 5              |
| 11 | Internal stakeholders are employees and remain as such     | 1                 | 2        | 3       | 4     | 5              |
| 12 | Internal stakeholder cannot work against the employer      | 1                 | 2        | 3       | 4     | 5              |
| 13 | No special attention is needed for internal stakeholders   | 1                 | 2        | 3       | 4     | 5              |
| 14 | An unhappy employee must be productive regardless          | 1                 | 2        | 3       | 4     | 5              |
| 15 | Satisfied employees exceed expected job performance        | 1                 | 2        | 3       | 4     | 5              |
|    | <b>STAKEHOLDER INTEREST - EXTERNAL</b>                     |                   |          |         |       |                |
| 16 | Unhappy suppliers delay deliveries and delay operations    | 1                 | 2        | 3       | 4     | 5              |
| 17 | Labour strikes cause operations destruction and delay      | 1                 | 2        | 3       | 4     | 5              |
| 18 | Failure to meet municipality expectations cause delays     | 1                 | 2        | 3       | 4     | 5              |
| 19 | Environmentalists affect operations if they don't agree    | 1                 | 2        | 3       | 4     | 5              |
| 20 | Every stakeholder is important to mitigate project failure | 1                 | 2        | 3       | 4     | 5              |
|    | <b>STAKEHOLDER AS RISK FACTORS</b>                         |                   |          |         |       |                |
| 21 | An unhappy stakeholder may become a risky factor           | 1                 | 2        | 3       | 4     | 5              |
| 22 | The extent of the risk depends on stakeholder power        | 1                 | 2        | 3       | 4     | 5              |
| 23 | You need to know stakeholder strength to side line them    | 1                 | 2        | 3       | 4     | 5              |
| 24 | Best case scenario all stakeholders need appropriate care  | 1                 | 2        | 3       | 4     | 5              |
| 25 | Each stakeholder not satisfied may be a risk factor        | 1                 | 2        | 3       | 4     | 5              |
|    | <b>STAKEHOLDER CLASSIFICATION</b>                          |                   |          |         |       |                |
| 26 | Identifying stakeholders by where they are situated        | 1                 | 2        | 3       | 4     | 5              |
| 27 | Always try to understand the damage they can cause         | 1                 | 2        | 3       | 4     | 5              |
| 28 | Try to understand why the stakeholder is interested        | 1                 | 2        | 3       | 4     | 5              |
| 29 | Use appropriate stakeholder communication models           | 1                 | 2        | 3       | 4     | 5              |
| 30 | Know the competencies are needed for stakeholders          | 1                 | 2        | 3       | 4     | 5              |

|    | <b>MISUNDERSTOOD STAKEHOLDER NEEDS</b>                 |   |   |   |   |   |
|----|--|---|---|---|---|---|
| 31 | You must know well what a particular stakeholder needs | 1 | 2 | 3 | 4 | 5 |

|    |   |   |   |   |   |   |
|----|---|---|---|---|---|---|
| 32 | There may be to effect if the stakeholder is disappointed | 1 | 2 | 3 | 4 | 5 |
| 33 | Stakeholders are highly predictable we don't worry        | 1 | 2 | 3 | 4 | 5 |
| 34 | It doesn't matter really how much you know a stakeholder  | 1 | 2 | 3 | 4 | 5 |
| 35 | You need close contact with stakeholders to know them     | 1 | 2 | 3 | 4 | 5 |
|    | <b>MISUNDERSTOOD STAKEHOLDER PRICE</b>                    |   |   |   |   |   |
| 36 | Every stakeholder expects a reward for being cooperative  | 1 | 2 | 3 | 4 | 5 |
| 37 | Team leaders wants to be acknowledged for performing      | 1 | 2 | 3 | 4 | 5 |
| 38 | Artisan want good remuneration for good work they do      | 1 | 2 | 3 | 4 | 5 |
| 39 | Suppliers expect more supply contracts for being good     | 1 | 2 | 3 | 4 | 5 |
| 40 | General workforce expect recognition for work well done   | 1 | 2 | 3 | 4 | 5 |
|    | <b>COMMUNICATING WITH STAKEHOLDERS</b>                    |   |   |   |   |   |
| 41 | All stakeholders are treated the same equally             | 1 | 2 | 3 | 4 | 5 |
| 42 | There is one rule for all stakeholders regardless         | 1 | 2 | 3 | 4 | 5 |
| 43 | All stakeholders have the same impact on projects         | 1 | 2 | 3 | 4 | 5 |
| 44 | We plan to avoid negative stakeholder behaviour           | 1 | 2 | 3 | 4 | 5 |
| 45 | There is a uniform communication model for all            | 1 | 2 | 3 | 4 | 5 |

**SECTION C = OPEN ENDED QUESTIONS**

**REQUEST 1; What are the five most common issues about external stakeholders that you discuss in project team meetings? List them below.**

- ❖ .....
- ❖ .....
- ❖ .....
- ❖ .....
- ❖ .....

**REQUEST 2; List the five most common issues about internal stakeholders that always surface at your project team meetings.**

- ❖ .....
- ❖ .....



- ❖ .....
- ❖ .....

**REQUEST 3; Can you list and five most common mistakes or wrong decisions in your view that may have caused the failure of a project.**

- ❖ .....
- ❖ .....
- ❖ .....
- ❖ .....
- ❖ .....

**REQUEST 4; With your experience in the system, what changes would you bring about to enable stakeholder management that produces results.**

- ❖ .....
- ❖ .....
- ❖ .....
- ❖ .....
- ❖ .....


**REQUEST 5; Please identify any 5 [minimum] causes of project execution failure [failing to satisfy the iron triangle] possible causes for project failure in the ascending order of importance.**

- ❖ .....
- ❖ .....
- ❖ .....
- ❖ .....
- ❖ .....

**THANK YOU VERY MUCH FOR RESPONDING TO THIS QUESTIONNAIRE**

**ANNEXURE 2 LANGUAGE EDITOR'S CERTIFICATE**

**Gerald I du Breez**

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## ANNEXURE 3 LETTER OF PERMISSION TO RESEARCH

80 Ocean Breeze  
Muizenberg  
7945

**Tel:** 021 065 2022

**Enquiries:** Mr Takalani Nemutandani





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