



**Identifying leadership behaviours that have positive effects on the successful project execution in a specific company: A case of a company in the health industry.**

**by**

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**Thesis submitted in fulfilment of the requirements for the degree**

**Master of Business & Info Administration**

**in the Faculty of Business & Management Sciences**

**at the Cape Peninsula University of Technology**

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**Date submitted: 15 July 2025 (Resubmission)**

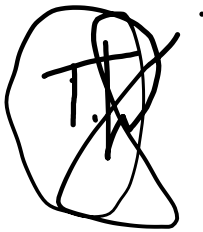
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Signed:

A handwritten signature in black ink, consisting of a large, stylized loop on the left and several vertical and diagonal strokes on the right, all enclosed within a roughly circular outline.

Date: 05 July 2025

## **ACKNOWLEDGEMENTS**

**I wish to thank:**

God for the gift of perseverance, always reminding us that He is with us, even when we do not feel like it.

My family for all the times I was not present, trying to complete this dissertation but they were patient with me.

Mr Remigius Oluremilekun Adelusi, for all his patience that he had with me over the years. He has taught me that patience is truly a golden skill to have.

## **DEDICATION**

This research work is dedicated to my late Mother. For all the work she has done raising me and my older siblings. To my family, may this be a sign that we can do more than we think we can and more than we can see.

## **ABSTRACT**

The purpose of this research is to focus on project management behaviours and how they affect project success in the support industry. It will help the business to better understand the impact project managers have on the outcomes of initiatives and how to change or migrate.

Although there are a few methods that could have been used to muster the data required for this research, a questionnaire has been used. This was sent both as an online link and as a document for participants who were not able to access it from the link. Careful consideration was taken in building the questionnaire to ensure that it was engaging and gave participants an interactive experience. This was helpful in sourcing an increased and fair number of responses. By examining whether a questionnaire addresses the items it claims to be measuring, its validity can be ascertained. Respondents were permitted face-to-face time to maximise the accruing of answers that may have been left out of the questionnaire, and to ascertain any further questions they may have had.

There is evidence to suggest that project leadership behaviours affect how well projects are fulfilled. The project team is anchored by the behaviours of the project leader. This research work highlights the significance of comprehending project leadership behaviours and the potential effects they may have on time and successful completion of each project.

The ability of the project leaders to recognise different project leadership behaviours and know when to use them is crucial. They must also be aware that these may change depending on the circumstances, so it is advisable to evaluate the difficulties the project team is experiencing and to have the confidence to recognise when it is time to change their leadership style in a manner that will be advantageous to the team.

## **Chapter outline**

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## **Chapter One**

### **1.1 Introduction**

A diverse workforce enhances creative thinking, teamwork, and empathy among individuals from various backgrounds. This research work examines the bearing of project leadership on project success within a specific environment, namely a company in the medical aid sector. While extensive research has been conducted on this topic, It was observed that existing literature provides insufficient detail regarding the extent to which leadership influences project success. This research work is crucial as it will help the company understand the impact of its leaders on project outcomes. Additionally, it will provide insights into how the company can improve its methods for selecting or appointing project leaders to achieve desired outcomes or identify areas for improvement.

Project management is a complex field that varies based on the type, location, and conditions of each project. Every organization has different teams led by project leaders who must carry the organization's vision and help achieve its goals. These leaders are responsible for the performance of each project. According to Muller, Geraldi, and Turner (2011: 77), further investigation is needed into the variables affecting project success, emphasizing that the project manager's view of leadership is a critical component. Leaders must understand how their treatment of team members affects the quality of work produced.

Project teams consist of employees who need to understand their tasks and perform well. Employees desire to be part of a team with a sense of belonging, which boosts morale. The work environment significantly influences team performance. "For teams to be effective, members should be empowered, trusted, committed, and given space to be innovative" (Krog, Govender. 2015: 3). The success of a project solely depends on the collective effort of the team and the positive impact of the leader.

Successful projects result from excellent teamwork, time management, and good leadership. Even though not every project succeeds, the project manager's leadership is still accountable for the team's performance. Leaders act as mediators for all stakeholders, including employees. The project's success depends on how the project leader communicates with stakeholders. Muller et

al. (2012: 78) discussed using the Iron Triangle model to balance factors impacting project success. Different leadership behaviours affect employee performance in various ways.

The aim of this research work is to identify leadership behaviours that positively impact staff performance. It is essential to remember that a project's success or failure depends not only on employee performance but also on the leader's ability to inspire better performance. The following chapters will have diverse formats: Chapter 2 will review applicable literature, Chapter 3 will elaborate on the research methodology, Chapter 4 will present the research work's findings, and Chapter 5 will conclude with recommendations for the company to determine potential practical implementations within their projects or teams.

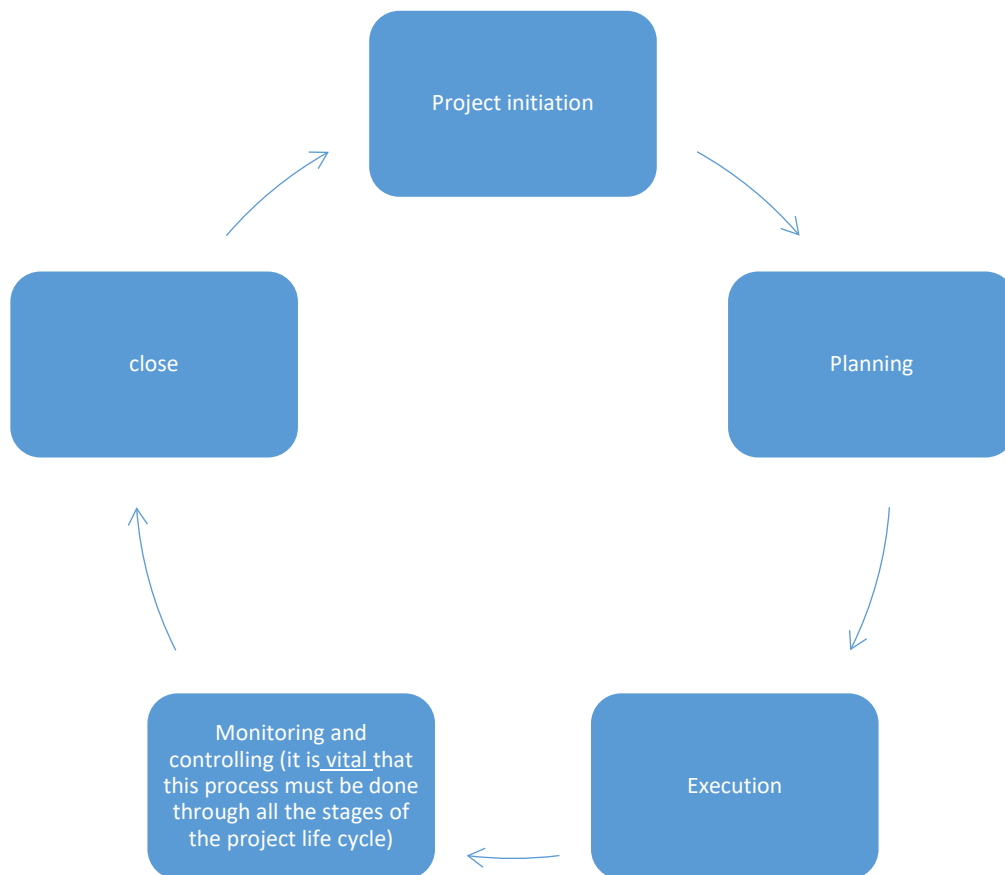


Figure 1.1 Project life cycle

Source: author's own illustration.

## **1.2 Problem Statement**

A problem statement is essentially a concise summary of the issue to be addressed in the research. Hernon and Schwartz (2007:308) identified four components of a problem statement as taught during their doctoral studies:

1. Preface.
2. Statement of originality (e.g., recognizing a knowledge gap backed by a literature review).
3. Identification of the research work's main focus.
4. Description of the research work's importance or the advantages of exploring the issue.

In project management, it is crucial to have a leader who positively influences the team. As noted in the literature review, there currently is notably limited research specifically on the relationship between leadership behaviours and team effectiveness. This research needs to be conducted regularly as people's needs and aspirations evolve over time. The discipline of project management will continue to change as time progresses. Currently, project teams consist of individuals with various qualification levels and expertise. These individuals have different motivations for performing their duties, and as a result, they are impacted differently. Leadership styles significantly affect how well teams work together. Organizations should always refer to their management or leadership to best understand their performance. The aim of this research work is to help the company ameliorate understanding of why it is crucial to have project managers with strong leadership skills and to improve their recruiting practices for project leaders.

## **1.3 Rationale and significance of the research work**

Reviewing previous studies has shown that each leadership style uniquely impacts the project team and influences whether the project achieves the desired outcomes as planned. Project teams will benefit from this research work as it will help them better understand which leadership styles are best suited for their specific team and provide guidance on improving the leadership styles they currently use. It can also clarify why certain leadership styles were not suitable for the team's formation at the time or for the type of project they were working on. With this knowledge,

project team leaders will gain more insight into how to refine their approach when selecting leadership styles and behaviours to achieve the expected results.

#### **1.4 Aims and objectives of the research work**

Research objectives are defined by what the research work aims to achieve after the research work is concluded. The research work's exploration objective is a justifiable declaration of its specific goals, which acknowledges the major investigated variables and any probable links between them, including the concept of the population's interest. Exploration destinations have the particular reason expressed as an inquiry (expressive/exploratory examination). Recognising the exploration issue and fostering a question to be addressed are the initial phases in the exploration cycle and the examination question will direct the rest of the plan cycle (Nayak & Priyanka Singh, 2015).

The research has the following objectives:

1. To examine the leadership behaviours utilized by leaders in their specialized project environments.
2. To identify leadership behaviours that positively influence employee performance.
3. To investigate the relationship between leadership behaviours and positivity, and determine if they directly affect each other.
4. To assess whether leaders are aware of how their leadership impacts their team members' performance.

The inclusive aim is to weigh the impact of project leaders' leadership behaviours on the success of projects.

Although similar research has been conducted previously, the topic appears to have been underexplored in recent years. The literature review indicates that recent studies are scarce, with most being over five years old. Leadership has evolved significantly and will continue to do so in response to the demands of our country, the state of our economy, and future aspirations. Existing research shows a connection between effective leadership and project success, but there are limitations. Some studies do not identify the impact of a leader's actions on the project team or environment, whether leading to success or failure. This suggests that researchers should

approach a single research topic from multiple perspectives. This comprehensive approach is essential to confidently claim that all possibilities in the field have been explored.

### **1.5 Significance to practise**

Significance to practise changing leadership behaviours based on each project in organisations is a better method to adopt in our current and ever-changing economy. Organisations need leaders who understand change and are willing to accept change, and turn it to tools that can be useful to their work. This research work will help project leaders and their teams to better understand the behaviours and the effects they have had on their projects. As a result, the organisation may better understand how to boost leadership productivity throughout the company and create theoretical or practical frameworks for empirical testing on all teams — not just project teams — in the future.

### **1.6 Overview of the Company (Discovery Health)**

Discovery Health Medical Scheme is a company that provides medical aid and scheme administration. This company was established in 1992 by its group CEO Adrian Gore. Its core purpose speaks to serving its members to the best of its abilities and to offering service satisfaction. Discovery Health is currently among the largest leading medical aid companies in South Africa and is listed on the Johannesburg Stock Exchange.

This organisation has grown over the years and has developed products such as Vitality health and Discovery Bank - which was officially opened in 2019. It is the first behavioural bank to ever be established. Behavioural bank incorporates how well a client manages their finances and rewards the efforts invested in leading a healthy financial life.

This work is accomplished following its values and core purpose as stated below:

#### **Values of *Discovery Health Medical scheme*:**

- Exceptional people.
- Maximizing individual potential.
- Intelligent leadership - ingrained in the organization's culture, fostering strong leadership that keeps the organization ahead of its competitors.
- Determination, perseverance, and priority.

- Creativity and positivity.
- Business acumen and prudence.
- Delight clients.
- Uprightness, honesty, and equity.

These values are embedded in the organization's core mission: to improve people's health and provide financial protection against the consequences of poor health. This mission is further supported through the organization's Community Social Investment projects.

The organization's culture embraces change and adapts to the evolving demands of the rapidly changing health industry. It is crucial for the organization to be adaptable and to encourage dynamic achievement among its people.

This company was chosen for the research work because it is a large organization that has managed numerous extensive projects, particularly in the medical aid sector. They have also expanded into financial technology with their recently launched bank, making them an ideal subject for research due to the nature of the projects they handle. While the specific projects will not be profiled in the research work, the emphasis will be on how leadership has influenced the projects that the company has already carried out.

This research work aims to enhance the processes by which the company selects leaders for their projects. The goal is not to replace current methods but to improve project success in future endeavours. Among the many projects the company is involved in, a few are listed below:

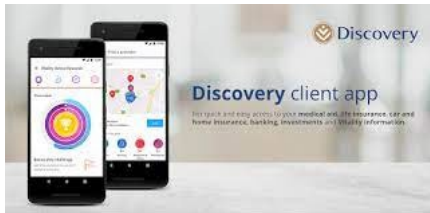
### **Projects in the organisation:**

- New Medical Aid plans which form part of Discovery Health Medical Aid.



(Anon., 2021)

- New products design and introduction to clients, these would include the use of the Discovery app for benefits, for accessing one's medical aid card (virtual card and membership certificate), for submitting claims, and to also keep track of service providers that are within the cover of their plans for those that need to make use of service providers that are covered under their medical aid plans.



(Anon., 2021)

- Further ventures into the health care industry. We know that recently Discovery Health has ventured with the government to assist in the rollout of the vaccine since the start of the pandemic. They have assisted in developing a system whereby South African citizens - or anyone living in South Africa - are able to register for the vaccine and be vaccinated. This project has been a huge success given the numbers that it is currently yielding.

Discovery Bank (Discovery Bank has now been fully launched and is currently growing).



(Anon., 2021)

- As part of their growing projects, Discovery Health has also recently developed a CSI project aimed at assisting communities in and around South Africa to muddle through the current COVID-19 pandemic. As part of this initiative the company is using their kitchen facilities to prepare over 800 meals to be distributed to hungry communities during this time. CSI projects play an integral role in the culture of the organisation which encourages employees to take part in projects that help uplift communities.



(Anon., 2021)

### **Conclusion:**

In summary, Chapter one established the foundation of the research by outlining the research background, problem statement, rationale, objectives, and the significance of leadership behaviours in project execution. It also introduced Discovery Health as the case research context, reinforcing the relevance of the research to both academic inquiry and practical application.

To understand the underlying concepts that support this research, the next chapter presents a comprehensive review of relevant literature on leadership behaviours, employee performance, and project success. This will provide the theoretical grounding necessary for interpreting the empirical findings later in the dissertation.

## **Chapter Two**

### **Research Questions**

- 1. What specific leadership behaviours do project leaders employ in project teams within Discovery Health?**
- 2. How do these leadership behaviours influence the performance of team members?**
- 3. In what ways does leadership behaviour contribute to the overall success or failure of projects?**
- 4. Can leadership**

### **Literature Review:**

#### **2.1 Introduction**

This chapter draws on earlier analysis or research conducted by other researchers in similar fields of research. Although there are not many studies in the country that are relevant to my research, Substantial insights were obtained from international scholarly sources with the aim of developing a comprehensive understanding of how previous researchers have addressed this topic and identifying potential methodologies applicable to the present research. This research work is being conducted to better cognize the three leadership behaviours and the contexts in which each one can be applied. It is important to take notice that this research work does not exclude all other leadership behaviours; rather, it focuses on the three that will be mentioned throughout the research work.

#### **2.2 Leadership**

Leaders are often described as individuals who can influence others. But what exactly is leadership? One of the most comprehensive handbooks on leadership theory and research spans over one thousand, two hundred pages and includes more than two hundred additional

references. This research work aims to emphasize the essence of leadership rather than reviewing all existing scholarship. The complexity of researching leadership arises from numerous false starts and incremental advances in the field. Over the past century, the topic has become increasingly complex (Day & Anonakis, 2011).

Leadership is counted among the most examined phenomena in social sciences (“Leadership Attributes - Tallinna Ülikool”). Its significance is widely acknowledged in classical texts. While leaders are often easily identified in practice, they are not always clearly defined. There are many definitions and theories of leadership. For leadership to be considered a scholarly domain, it must be clearly defined.

This definition emphasizes the personal traits of effective leaders and considers the one-way effects of these characteristics. It also includes aspects of leadership unrelated to personal qualities (Day & Anonakis, 2011).

It is essential to recognize that any concept of leadership must be inclusive. Leadership is fundamentally different from management and power, which are sometimes confused with it. "Power" refers to the ability to make decisions. Leaders must influence others in some way; for instance, referent power is where a leader gains respect through strong interpersonal skills. Leadership encompasses expertise, power (i.e., followers' identification with the leader), the ability to influence through rewards or punishments, and formal power granted by one's position (Etzioni, 1964; French & Raven, 1968 as cited in Day & Anonakis, 2011).

Therefore, the ability to lead others requires possessing power. According to the "New" perspective (Bryman, 1992), leadership is purpose-driven action that brings about change or transformation based on ideas, vision, symbolism, and interactions. Goal-oriented management creates stability through reason, formal procedures, and achieving objectives via contractual responsibilities. Some view leaders and managers as different types of individuals (Zaleznik, 1992), while others believe successful leadership also requires successful management (“(PDF) Leadership: Past, Present, and Future - Academia.edu”). Leadership and management complement each other, but leadership is more important as it goes beyond management to achieve more than expected results (Bass, 1985, 1998; Bass and Riggio, 2006 as cited in Day & Anonakis, 2011). Essentially, leadership is functional and necessary for various reasons.

At the supervisory level, leaders need to supplement the organizational system (Katz & Kahn, 1978), establish and recognize group goals and values, integrate various styles and personalities, and maximize group members' skills to solve problems and conflicts (Schutz, 1961, quoted from Bass, 2008). From a functional perspective, the leader is a "completer" who addresses tasks not adequately managed by the team (McGrath, 1962 as cited in Day & Anonakis, 2011).

At the strategic level, leadership ensures the coordinated operation of the organization by interacting with the dynamic external environment (Katz & Kahn, 1978). Organizations must adapt to their environment. Leaders must be aware of both internal and external environments, develop strategies based on organizational strengths and opportunities, and continuously assess how well these strategies achieve the organization's strategic goals (Antonakis, House, Rowold, and Borgmann, 2010). Leaders guide and direct human and organizational resources toward strategic goals, ensuring organizational functions align with the external environment (Day & Anonakis, 2011).

This research work focuses on leadership behaviours in project management and highlights the meaning of leadership. According to Hemphill and Coons and Rauch and Behling, leadership is the behaviour of individuals who step outside their organization's existing culture to influence, motivate, and enable others to initiate adaptive change processes that contribute to organizational effectiveness and success (Hough, Thompson, Strickland, and Gamble, 2011). This indicates that leadership can be viewed and revised based on individuals or groups. This research work focuses on leadership behaviours in relation to project teams and their overall success within an organization.

Hough, Thompson, Strickland, and Gamble (2011) observe that a leader is a crucial component of any organization. Strong leadership is required to ensure the organization's mission and objectives are carried out as intended. Leadership ensures the organization grows into larger structures serving broader purposes. According to studies on the Principle-Centered Leadership Model, the 21 Irrefutable Laws of Leadership, and the Essence of Effective Leadership, there are four components of leadership:

- **Personal Level:** Leadership depends on character and competence.
- **Interpersonal Level:** Leadership depends on the capability to form mutual trust and support, interpret events, and obtain necessary resources and support.

- **Managerial Level:** Leadership depends on the capability to develop and enable people, build task commitment and optimism, and organize and coordinate activities.
- **Organizational Phase:** Leadership depends on the capability to align objectives and strategies, make strong collective identity, encourage collective learning, and advocate for social justice and morality.

These components show that leadership is not dependent on a single variable but on multiple interconnected factors. Various studies have demonstrated the link between leadership and success, but ongoing research is necessary as workplace demands change over time. Leadership should be continuously examined from all angles.

The Figure below outlines how leadership correlates with the person and their role. This suggests that leadership should not be mistaken for management, as they are distinct components in the workplace. Understanding leadership as a distinct trait or characteristic helps assess judgment in light of the work conducted.

See Figure below:



Figure 2.1 Components of leadership

Source: (Anon., 2021)

It is important to distinguish between the two attributes of leadership and project management. In each context they are in, their roles also vary. When explaining how these two might be distinguished, Daniel and Ugochuku note that "a leader does the right things (effectiveness); a manager does things right (efficiency)" (Daniel and Ugochuku, 2020, p. 72). This in turn can have a direct or indirect effect on team performance and overall project success or failure.

In this research work, the aim is to follow up on the research conducted by previous researchers who explored what leadership behaviours positively affect the affectivity of a project conducted at a particular time. Leadership is said to affect performance because it is related to how other people receive and use it. This high level of interaction, according to Sunindijo, Ogunlan, and Hakunsumo (2007:3), necessitates that project managers be skilled at effective leadership and conflict management because these situations can arise. This will help them foster positive relationships and guarantee the success of their projects. "Leadership means moving beyond the practice of management; it is not, as some people would like to believe, something mysterious and limited only to those precious few born with a golden spoon in their mouths". Hough, Thompson, Strickland and Gamble (2011:284). They propose that leadership has four components, which are personal, interpersonal, managerial and organisational. Below is a Figure that elaborates how they note the different leadership behaviours.

### 2.3 Leadership behaviours and skills

<u>Behaviours</u>	<u>Responsibilities related</u>
<ul style="list-style-type: none"> <li>• <b>Task-orientated. This type of behaviour focuses on achieving the task, optimizing the use of personnel and resources, and ensuring smooth, dependable operations.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Plan work activities</li> <li>• Clarify roles and objectives</li> <li>• Monitor operations</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Relation-orientated. This type of behaviour is mainly focused</b></li> </ul>	<ul style="list-style-type: none"> <li>• Prove assistance</li> <li>• Recognise achievements</li> </ul>

<p><b>on enhancing relationships and supporting individuals, fostering cooperation and teamwork, boosting job satisfaction, and strengthening identification with the organization</b></p>	<ul style="list-style-type: none"> <li>• Allocate rewards</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Change-oriented:</b> This behaviour focuses on enhancing strategic decision-making, adapting to environmental shifts, increasing flexibility and innovation, implementing significant changes in processes, products, or services, and securing commitment to these changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledge diverse attitudes and expectations of individuals.</li> <li>• Assist individuals in understanding the purpose and necessity of changes being implemented in the workplace.</li> </ul>

Figure 2.2 Leadership behaviours and responsibilities related to them

Source: Hough, Thompson, Strickland and Gamble (2011:288-295)

Leadership is often described as the act of guiding a diverse team. It serves as the primary point of contact for the team. Effective leadership relies on mutual understanding between the leader and the team to ensure successful project execution. Armstrong (2006: 239) identifies several characteristics to be aware of for effective management:

- **Individual differences:** Shaped by abilities, intelligence, personality, background, culture, gender, and race.
- **Attitudes:** Their origins and expressions.
- **Influence on behaviour:** Personality and attitudes.
- **Attribution theory:** How we form judgments about others.
- **Orientation:** The methods people use in their work approach.

- **Roles:** The functions individuals perform in their jobs.

These characteristics make leadership a manageable task and help teams better understand their leader. Leadership differs from management, as each is expected to yield different results in terms of successful execution. Below is a comparison between management and leadership, highlighting leadership behaviours (referred to as 'focus'):

<b>Manager Focus</b>	<b>Leadership Focus</b>
<b>Goals &amp; Objectives</b>	Vision
<b>Telling how to do and when to do</b>	Convincing and selling the what and why
<b>Short term</b>	Long term
<b>Autocratic</b>	Democratic
<b>Restraining role</b>	Enabler role
<b>Maintain</b>	Develop
<b>Conform</b>	Challenge
<b>Follow trend</b>	Innovate
<b>Direct &amp; Control</b>	Motivate and inspire trust
<b>Risk avoidance motto</b>	Risk –opportunity
<b>Bottom line</b>	Top line

Figure 2.3 Focus differences between manager and leader

Source: Chittoor (2012)

Different leadership behaviours have varying impacts and roles within a team or among followers. It is the leader's responsibility to identify and leverage the behaviours that benefit the team. These leadership styles can be effective depending on the project's stage in its life cycle. Turner and Muller, as cited by Han-Ping Fung (2014:2), noted that different leadership styles are suitable at different stages of a project's life cycle and for various multicultural projects.

The following are leadership behaviours according to Latham (2013:20).

- Guiding Figure
- Respect
- Partnership driven
- Communication

- Steadfast
- Obligated
- Holistic thinking
- Personal involvement
- Self-development

Thomas and Bendoly (2009: 72-75) stated that it is impossible to research project leadership without considering its effects on project performance. To assess and accurately interpret the results, they used the mean and standard deviation, applying probability rules from Operational Management studies.

Leadership behaviours do not always have a positive impact on the team; they can also have negative effects. Han-Ping Fung (2014:3) noted that there are opposing behaviours, such as being innovative versus routine, or strict versus lenient. These innumerable leadership roles and contrasting behaviours are drawn from a repertoire that has evolved over time, influenced by the leaders' experiences.

Successful project execution depends on the entire team, combining their efforts to complete their assigned tasks effectively. According to Kilkelly (2011, as cited by EllahTheet al., 2022), a project's success heavily relies on the effective and efficient activities of project team members, including the project benefactor, project management, and team. Kerzner (2015:5) suggests that the accurate state of a project cannot be determined solely by time and cost metrics; other metrics such as resources, scope, quality, and actions must also be considered. These actions relate to leadership behaviours and project management.

A successfully executed project is evaluated against specific criteria. Different authors propose various criteria based on the type and objective of the research work. The Iron Triangle remains a predominant model for understanding project success, according to Muller, Geraldi, and Turner (2012: 78). They suggest that while the Iron Triangle is useful, it should be used alongside nine other success criteria to assess project managers' achievements.

- 1) User contentment
- 2) Team morale
- 3) Stakeholder contentment
- 4) Efficiency, cost-effectiveness, quality performance

- 5) Fulfilling user needs
- 6) Goal attainment
- 7) Customer contentment
- 8) Retention of business
- 9) Project-specific success metrics,

According to Joslin and Muller (2016: 615), project success criteria vary depending on the research work's objective. The specified project success dimensions are:

1. Project efficiency
2. Organizational benefits
3. Project impact
4. Stakeholder gratification
5. Future aptitude

A team that successfully executes a project demonstrates team effectiveness. Leadership is studied alongside teamwork, as effectiveness results from good leadership and management. A project team is considered effective when it exhibits the following characteristics (Fung, 2014:7):

- A clear sense of team assignment
- Goal achievement
- Empowerment
- Open and honest communication
- Positive roles and norms

Hough *et al.* (2011: 305) suggested that the field of work is less important than the teamwork itself. Team effort from everyone makes task completion possible. Cooperation among team members simplifies the team leader's duties, enabling the team to successfully complete their assigned tasks. Team effectiveness varies from team to team, and it is not always easy to determine why some teams work constructively.

According to Hough *et al.* (2011: 305), effective teams share several characteristics:

- They complete their assignments thoroughly and proficiently.
- They work harmoniously in inclusivity and maintain a good atmosphere.
- They offer a fulfilling and gratifying experience for each of their members.

In the Figure below, researchers show how leadership behaviours affect team productivity, including team learning. However, this research work does not focus on team learning as it is not much related to the research question but focuses specifically on effectiveness and productivity. The researchers measured percentage of variance in team performance outcomes that can be accounted for by leadership behaviours (C. Shawn Burke, et al., 2006).

	Perceived team effectiveness (%)	Team productivity (%)	Team learning (%)
Task focused	11	4	-
Person focused	13	8	31
Transactional	6	-	-
Initiating structure	10	4	-
Boundary spanning	24	-	-
Transformational	11	6	-
Consideration	6	5	-
Empowerment	22	10	31
Motivational	-	9	-

Figure 2.4 How Leadership behaviours affect team productivity

Source: (C. Shawn Burke, et al., 2006)

## 2.4 Employee performance

This section investigates the relationship between project leadership's organisational leadership practises and project performance. According to Narayana's research of organisation culture in relation to employee performance, the author noted that positive organisational culture has a positive impact on employee performance (Narayana: 2017).

The result of representative execution has a direct influence on organisational execution and success. Various studies suggest that focusing on building worker engagement is a crucial method to improve worker execution. Based on a survey of several hypotheses, a high level of worker engagement improves assignment execution, work performance, organisational citizenship behaviour, optional effort, productivity, full of feeling commitment, level of psychological climate, and client benefit. Claims that engagement can lead to improved performance due to a variety of factors. A rising body of research demonstrating a beneficial association between person execution and engagement backs up these claims. Employees adopt different leadership styles based on the number of instructions, delegation, and decision-making powers they have. An directorial phenomena illustrates the leadership contingency, and style, situation, and performance criteria have diminished. As a result, employee performance suffers as a result of a lack of appropriate strategy style and application in daily job management.

In recent years, leadership has emerged as an effective method for managing employees and organizations. The traditional concept of personnel management is gradually being replaced by human resource management. This shift highlights the importance of strategically integrating new leadership styles for effective employee management and performance improvement. Kenneth and Hersey noted that “an effective leader must be an excellent diagnostic expert and adopt a style that meets the requirements of the situation.” Previous studies have explored how performance is influenced by various factors, including different leadership styles such as participatory, autocratic, and democratic. Many studies found that the data collected often lacked the concept of the participatory method, which is crucial for sustaining the leadership process, especially in large-scale work environments. The history of leadership and its impact on employee performance can be traced back to the 17th century. By the end of that century, it was observed that people were treated more like machines rather than as human capital essential for various tasks (Dahnin, 2015).

## **2. 5 Project success and positivity**

Project success is determined by whether the project's expectations were met or exceeded. This implies that throughout the project's phases, the client was kept well-informed and did not need to frequently ask about the project's status. Additionally, previous authors suggest that there is a link between a person's emotional state and their performance, which directly impacts how effectively they fulfil their responsibilities (Daniel, Ugochuku: 2020; 74).

Traditionally, project success was primarily assessed based on three factors: time, cost, and quality. It is important to differentiate between project success and project management success. Project success is gauged by whether the project's goals were achieved, while project management success is evaluated based on performance in terms of time, cost, and quality.

Research by Frefer, Mahmoud, Heleema, and Almamlok (2018) concluded that there is disagreement over the criteria for determining success. A project can be completed on time and within budget but still be considered a failure if it does not meet the company's strategic objectives. Therefore, project success and project management success are not always aligned. Failure can be avoided by focusing on project management success criteria and critical success factors that, if missing, lead to failure. Since project management outcomes are readily available and easy to quantify, project success is often judged only at the end of the project life cycle. While a well-chosen project can succeed regardless of project management success, excellent project management can enhance its success.

Despite the use of various metrics to measure project performance, social and environmental factors often receive less emphasis. Establishing a universally accepted set of project success criteria remains a challenge. This underscores the need to view project success as distinct from project management success, which will help clarify any confusion related to project success.

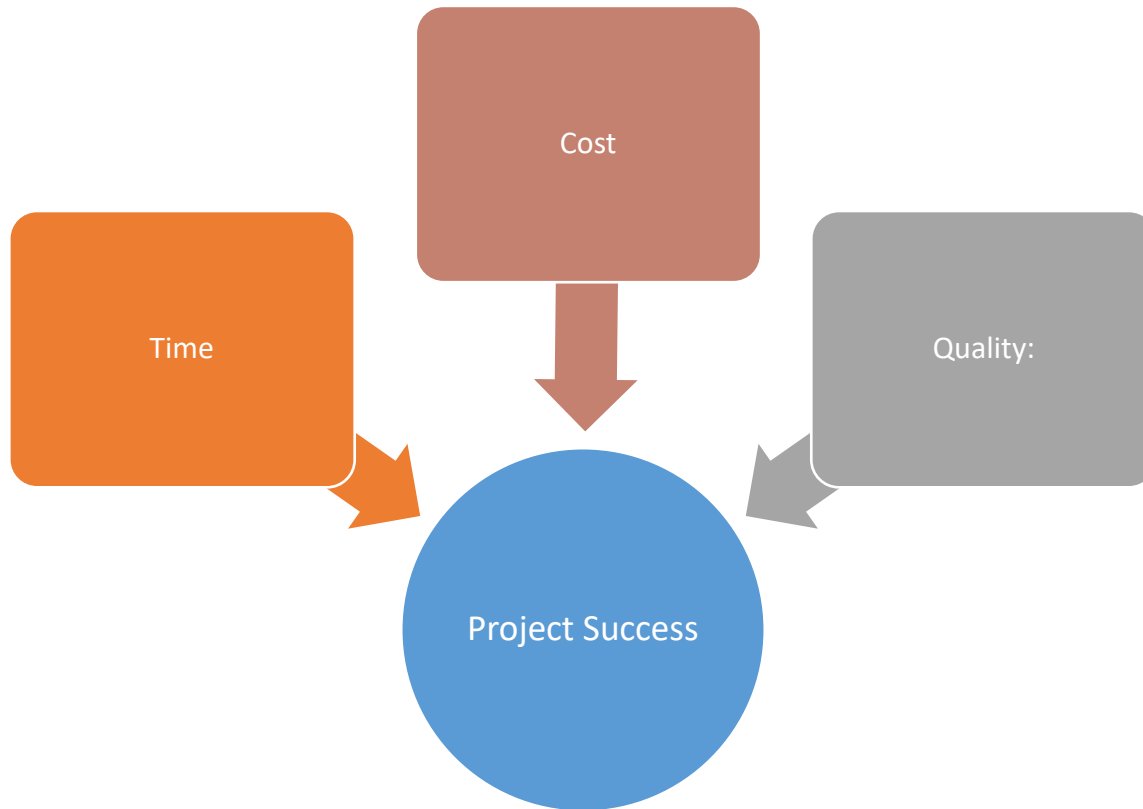


Figure 2.5 Components that assist in project success

Source: author's own illustration

To achieve project success, a project leader can implement various strategies to ensure a seamless transition from start to finish. While different techniques may be used, the ultimate goal remains crucial for any project team. Duncan Haughey has identified eight essential factors for project success:

1. **Planning:** Investing time in planning is invaluable. A comprehensive plan ensures everyone understands the project's progress and offers several benefits:
  - Clear documentation of milestones and deliverables.
  - An effective and realistic timeline.
  - Accurate cost estimation.
  - Detailed resource requirements.
  - An early warning system for task visibility.

- Keeping the team focused and informed. It's important to include a contingency of 10-15% in estimates. It's better to be slightly pessimistic and deliver early than overly optimistic and delay delivery. However, avoid adding too many unexpected events, as it may seem inefficient.
2. **Team Motivation:** A motivated team works harder to deliver the project on time and within budget. Keep your team motivated by involving them throughout the project and planning frequent milestones to help them feel they are making progress. Communication is key, so acknowledge their good performance, not just their shortcomings.
  3. **Saying No:** Some project managers and team members find it difficult to say "no." Never promise what you can't deliver, as it creates problems later. When you say "no," be firm and ready to justify your decision.
  4. **Avoiding Scope Creep:** Scope creep is a common reason for projects going over budget and being delivered late. Customers often forget the extra work and effort you put in, insisting on the original request. Set expectations correctly at the start and clearly define what is in and out of scope. Document this in the key project document and explain it to the client to ensure they understand and accept the scope. Do not proceed without a firm agreement.
  5. **Risk Management:** Avoid making assumptions about risks at the project's outset. Create a risk register with action plans to minimize each risk and share it with all key stakeholders. Knowing what action to take if the worst occurs provides great comfort.
  6. **Project Closure:** Remember that a project has a finite lifespan. Projects that are not closed continue to use resources. Once the project is complete, ensure the customer transfers, tests, releases, and signs off on the project that meets the key success factors. Use a customer approval form and ask customers to fill out a satisfaction survey. Their feedback can help refine processes for future projects.
  7. **Communication:** Applying these practices will help solve many common problems that project managers encounter. The key to good project management is communication with stakeholders. It's never too late to inform people about what's happening. Address difficulties early on.
  8. **Project Health Check:** Use a checklist to ensure everyone in the project team is aligned with what is expected of them.

These factors may vary according to each project leader, but success remains the highest priority for the team. An example of a checklist designed by Duncan Haughey can be used.

**[Project Name]**

-4 = Strongly Disagree   -2 = Disagree   0 = Neutral   2 = Agree   4 = Strongly Agree

No.	Question:	Score:
1.	A strong business case has been developed and approved	
2.	The project is in line with organisational strategy	
3.	I have the full support of senior management for the project	
4.	The benefits of the project are well understood and documented	
5.	A clear set of deliverables have been identified	
6.	The customer understands and has agreed the scope of the project	
7.	Critical success factors have been identified and agreed with the customer	
8.	Management will support a request for additional resources, if required	
9.	A detailed project plan exists	
10.	Frequent milestones have been built into the project plan	
11.	There are sufficient resources available until the end of the project	
12.	Everyone in the team understands their roll and is committed to the cause	
13.	All materials required for the project are available	
14.	A risk log has been completed and a plan formulated to minimise identified risks	
15.	A communications plan has been developed	
16.	The project time-scale is accurate and achievable	
17.	I am confident that the project has every chance of success	
18.	I have scored the above questions honestly and to the best of my knowledge	
	<b>Score:</b>	<b>0</b>
Highlight and press F9 to refresh total		

Figure 2.6 Factors that contribute to successful project execution

Source: (Haughey, 2001)<sup>1</sup>

**2.6 Leadership behaviours: focus of the research work to determine how they relate to successful project results**

**Leadership behaviours have different outcomes.**

**i. Task-Orientated**

Rüzgar (2018) has described a task-orientated leader as one who focuses more on the tasks required to be carried out for specified performance criterion to be achieved. The author also affirms that these leaders are far less concerned with the workers, who are

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<sup>1</sup> The researcher is aware of the grammatical and spelling errors in the grid (Haughey, 2001), being number 6 which should read as 'The customer understands and has agreed to the scope of the project', and number 12 which should read as: 'Everyone in the team understands their role and is committed to the cause'.

also stakeholders in the project, and are more concerned with the work that is being done. This behaviour can be distinguished using three types:

1. Plan work activities - this includes having a clear schedule of how tasks will be carried out and how each milestone will be attained. It also includes making decisions about the allocation of resources.
2. Clarifying roles and objectives - in essence, this relates to a leader having clear indications regarding communication across the team so that the objectives can be successfully met.
3. Monitor operation - this includes the leader being up to par with the proceedings and monitoring the stages of the project in relation to its planning. It is important that monitoring be done at all stages to avoid losing control of the processes (Hough, et al., 2011).

## **ii. Relation-Orientated**

“Relationship-oriented leaders are leaders who are focused on the general well-being and needs of their followers by listening to and communicating with followers, showing trust and confidence in followers, and by recognizing their performance” (Fleishman, 1953). Beevaart and de Vries (2021) claim that these leaders prioritise team or follower emotions above immediate tasks at hand. This is due to their being sensitive to the person’s changing emotions and what point they are at in life; a person could be experiencing emotions of anger, anxiety, or calmness. Such leaders believe that connecting with a team member’s emotions will have a positive effect on how well they perform and will consequently have better results for the overall team performance.

## **iii. Change-Orientated**

“The change-oriented leader is one who is constantly interested in innovation, change, creativity and finding new ways of performing old tasks” (Kotter, 2012). These leaders are more interested in how their surroundings are changing, as they are ready for the changes. Our world and economy are forever changing, this requires leaders to be ready to take risks with hopes to better understand their project objectives. This leadership behaviour also encourages people to appreciate change. This kind of leader usually assists

individuals to know the purpose and requirement changes brought about in their work space, they can also recognise people’s attitudes and what their individual expectations are (Hough, et al., 2011).

### Comparison of the three behaviours based on traits

Task-orientated	Relation-orientated	Change-orientated
<ul style="list-style-type: none"> <li>• Planning</li> <li>• Monitoring of tasks through project stages</li> </ul>	<ul style="list-style-type: none"> <li>• Concerned about emotional well-being</li> </ul>	<ul style="list-style-type: none"> <li>• Innovative</li> <li>• Encourage change</li> </ul>

Figure 2.7 : Comparison of leadership behaviours

Source: authors own illustration

Despite the focus on contemporary leadership and project management strategies, some older sources remain essential to this research for several reasons. Many foundational theories of leadership and project success continue to form the bedrock of current understanding in these areas. These seminal works established key frameworks and models that have been tested and validated over time. Furthermore, older studies provide historical context for leadership practices that were common in earlier phases of project execution, allowing for a deeper understanding of their evolution and continued relevance in the current health industry environment.

In the health industry, certain leadership styles and strategies have shown enduring effectiveness in driving project success. As there have been relatively fewer recent, comprehensive studies on leadership in health-related projects (particularly within the specific company under research), older sources help bridge the gap by providing critical insights into well-established best practices.

This allows for an informed comparison between past leadership behaviors and their contemporary counterparts.

Finally, the use of older sources is particularly relevant in understanding the longitudinal effects of leadership behaviors, as many of the leadership models studied in earlier research have maintained their significance and influence over decades. This continuity makes them a valuable lens through which to assess leadership behaviors within the specific company under investigation.

**Conclusion:**

Chapter Two provided an in-depth examination of key concepts and theories related to leadership behaviours and their impact on project outcomes. The literature underscored the multifaceted nature of leadership and highlighted gaps that this research aims to address, particularly within the context of the healthcare industry.

With a solid theoretical foundation in place, the research now turns to the methodology employed to gather and analyse the data. Chapter three outlines the research design, data collection techniques, and ethical considerations that guided this investigation.

## **Chapter Three**

### **3.1 Research Methodology**

This chapter outlines the research process followed in this research, detailing the tools used to collect information and how the data was processed into results. The layout is organized through different stages of the research methodology. Where relevant, original illustrations were created by the researcher, and Figures from existing literature were incorporated with appropriate attribution.

This chapter elaborates on the methods employed to gather all the information used in this research work. Essentially, the methodology is a research strategy that transforms ontological and epistemological principles into guidelines, demonstrating how to conduct investigations and the principles, procedures, and practices that guide them. Generally speaking, there are multiple research methodologies, and no single methodology is universally applicable to all research questions. Each method has its own relative advantages and disadvantages. No research method is ideal, and choosing one inevitably involves trade-offs (Schulze, 2003). The carefully selected research method depends on the paradigm guiding the research activities, specifically beliefs about reality and human nature (ontology), knowledge theory (epistemology) that informs the research, and how to obtain knowledge items (methodology) (Nayak & Dr. Priyanka Singh, 2015).

### **3.2 Research Paradigm**

According to Jowah (2011: 32), an exploratory research method is ideal when the problem is not clearly defined. He explains that this strategy relies heavily on a qualitative approach, which is the method used in this research work. This type of research investigates how individuals interact with one another and how their actions influence their effectiveness. The qualitative method is well-suited for understanding the dimensions of leadership behaviours and their impact on team performance. In this research, the qualitative approach is employed to examine leaders' behaviours and their effects on team members. Therefore, the focus of this research is on behaviour in relation to project success.

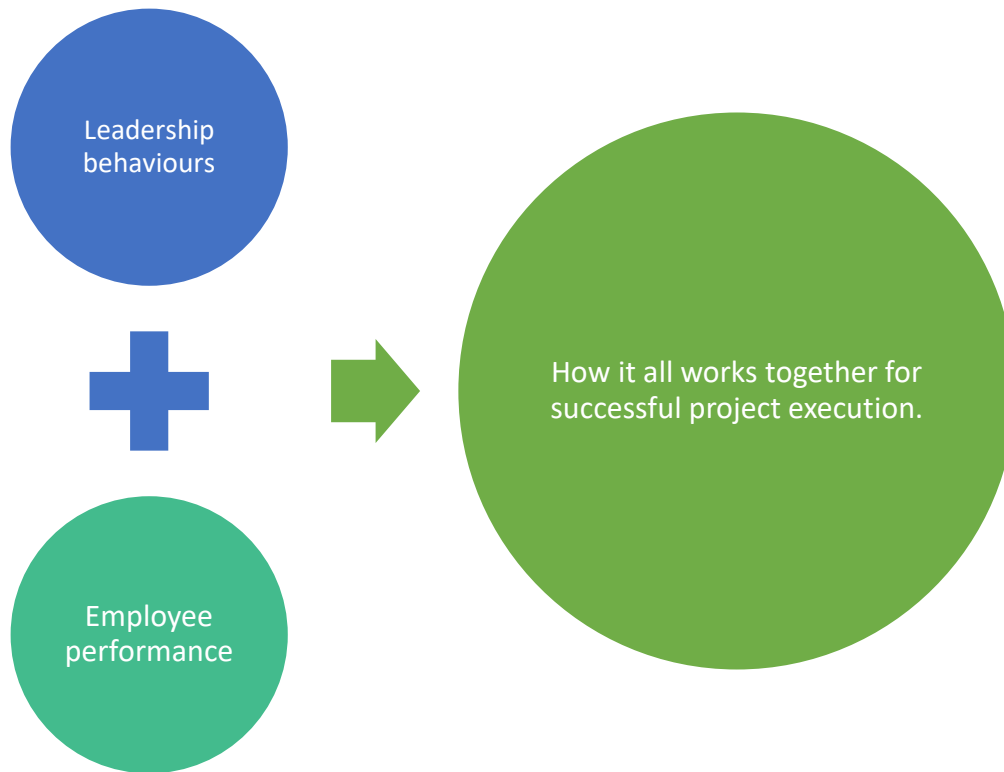


Figure 3.1 Leadership and employee performance comparison

Source: Author's own illustration

### 3.3 Research approach

This research work used mixed techniques, which integrate qualitative and quantitative methods. This decision was made to ensure that no data would be overlooked as a result of concentrating on only one technique. More importantly, because it offers more alternatives for data acquisition, such as concurrent, sequential, and transformative, this technique is ideally suited for this type of investigation. This is illustrated in the Figure below.

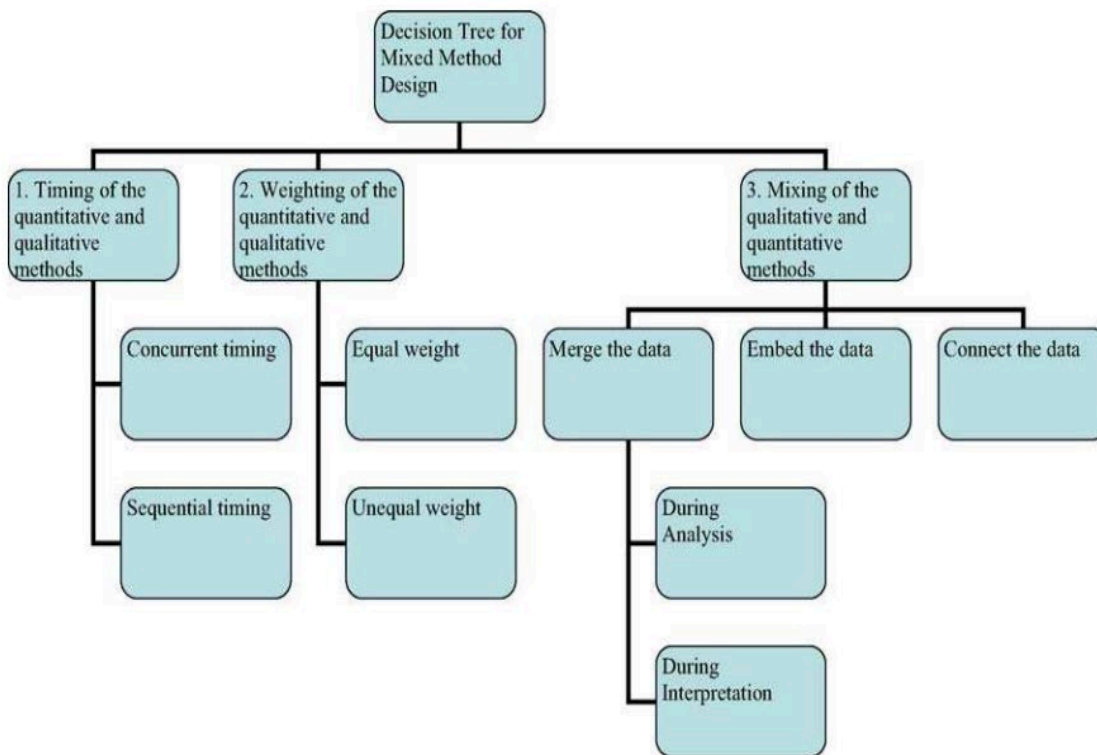


Figure 3.2 Mixed methods research

Source: (Byrne, 2009)

A research conducted by McKim (2017) shows that with research, the mixed method is the most used method. The Figure below shows the accelerated use of this type of research methodology.

**Table 1.** Number of Dissertations and Theses Containing the Keyword “Mixed Methods.”

Year range	Number
2010-2013	2,538
2005-2009	2,524
2000-2004	532
1995-1999	100
1990-1994	26
1985-1989	17
1980-1984	3

Note. The number represents the number of dissertations and theses that contained the keyword “mixed methods.” This search was conducted in 2014 using the search engine “Proquest”. The most recent time frame only includes 4 years, while the others include 5 years.

Figure 3.3: Mixed methods popularity

Source: (McKim, 2017)

Below are three diagrams illustrating the basic mixed methods of research designs: parallel design, explanatory sequential design, and exploratory sequential design.

**Convergent parallel design** involves the simultaneous collection and analysis of both qualitative and quantitative data. The two sets of data are then compared or correlated, followed by interpretation. The discussion should address areas where the qualitative and quantitative findings converge or diverge.

**Explanatory sequential design** begins with the collection and analysis of quantitative data, followed by the collection and analysis of qualitative data, leading to interpretation. This approach helps identify which quantitative results require further qualitative explanation.

**Exploratory sequential design** starts with the collection and analysis of qualitative data, followed by the collection and analysis of quantitative data, leading to interpretation. In this design, qualitative findings are used to develop new tools or groupings for the quantitative phase of the research.

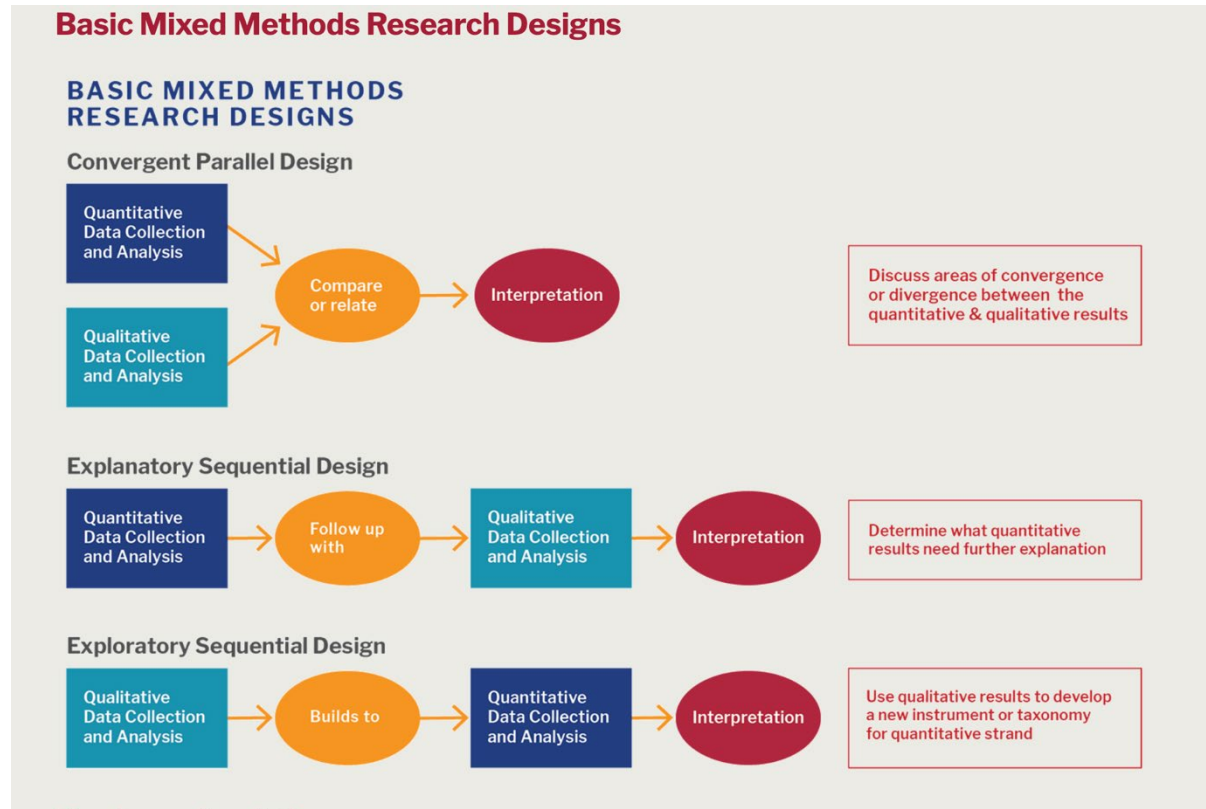


Figure 3.4 Basic Mixed method design

Source: (Anon., 2021)

**Qualitative Research:** This approach was used to gain a deeper understanding of participants' opinions, reasoning, and motivations behind their choices of leadership styles and behaviours. It helped to better capture the individual experiences of each project team member. Since experiences vary from person to person, they are best captured using the qualitative method..



Figure 3.5, Qualitative research methods

Source: (Anon., 2021)

**Quantitative Research:** This method was used to collect numerical data, which helped to substantiate the research work's title. Unlike qualitative data, quantitative data collection focuses on numbers. Researchers often rely on quantitative data to quantify attributes, attitudes, behaviours, and other defined variables. Their goal is to support or refute assumptions about specific phenomena by contextualizing data obtained through surveys or interviews with research

samples.



Figure 3.6, Quantitative data collection explained in a diagram

Source: (Anon., 2021)

The Figure above shows the different processes followed when a quantitative data collection method is adopted. Below is a further look into the qualitative data collection method.

Drawing from Kumar and Sing, 2015, there are numerous approaches to research, and these have much dissimilarity potential implication on each research. The following Figure was an illustration used in a research. (See Figure below)

**Table 14.2:** Research Approaches and Implications for Data Collection in qualitative research

Type of Approach	Defining Features	Data Collection Implications
Phenomenology	<ul style="list-style-type: none"> <li>• Focuses on individual experiences, beliefs, and perceptions.</li> <li>• Text used as a proxy for human experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Questions and observations are aimed at drawing out individual experiences and perceptions.</li> <li>• In focus groups, group experiences and normative perceptions are typically sought out.</li> <li>• In-depth interviews and focus groups are ideal methods for collecting phenomenological data.</li> </ul>
Ethnography	<ul style="list-style-type: none"> <li>• Oriented toward studying shared meanings and practices (i.e., culture).</li> <li>• Emphasizes the emic perspective.</li> <li>• Can have a contemporary or historical focus.</li> </ul>	<ul style="list-style-type: none"> <li>• Questions and observations are generally related to social and cultural processes and shared meanings within a given group of people.</li> <li>• Traditionally, it is associated with long-term fieldwork, but some aspects are employed in applied settings.</li> <li>• Participant observation is well suited to ethnographic inquiry.</li> </ul>
Inductive Thematic Analysis (ITA)	<ul style="list-style-type: none"> <li>• Draws on inductive analytic methods (this would be same for Grounded Theory below as well).</li> <li>• Involves identifying and coding emergent themes within data.</li> <li>• Most common analytic approach used in qualitative inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>• ITA requires generation of free-flowing data.</li> <li>• In-depth interviews and focus groups are the most common data collection techniques associated with ITA.</li> <li>• Notes from participant observation activities can be analysed using ITA, but interview/focus group data are better.</li> </ul>
Grounded Theory (GT)	<ul style="list-style-type: none"> <li>• Inductive data collection and analytic methods.</li> <li>• Uses systematic and exhaustive comparison of text segments to build thematic structure and theory from a body of text.</li> <li>• Common analytic approach in qualitative studies.</li> </ul>	<ul style="list-style-type: none"> <li>• As above, in-depth interviews and focus groups are the most common data collection techniques associated with GT.</li> <li>• Sample sizes for grounded theory are more limited than for ITA because the analytic process is more intensive and time consuming.</li> </ul>
Case Study	<ul style="list-style-type: none"> <li>• Analysis of one to several cases those are unique with respect to the research topic.</li> <li>• Analysis primarily focused on exploring the unique quality.</li> </ul>	<ul style="list-style-type: none"> <li>• Cases are selected based on a unique (often rarely observed) quality.</li> <li>• Questions and observations should focus on, and investigate deeply into, the unique feature of interest.</li> </ul>

*Contd.*

Type of Approach	Defining Features	Data Collection Implications
Discourse/ Conversation Analysis	<ul style="list-style-type: none"> <li>• Study of “naturally occurring” discourse</li> <li>• Can range from conversation to public events to existing documents.</li> <li>• Text and structures within discourse used as objects of analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• These linguistically focused methods often use existing documents as data.</li> <li>• Conversations between individuals that spontaneously emerge within group interviews or focus groups may be studied but are not preferred.</li> <li>• Participant observation is conducive to discourse analysis if narratives from public events can be recorded.</li> </ul>
Narrative Analysis	<ul style="list-style-type: none"> <li>• Narratives (storytelling) used as source of data.</li> <li>• Narratives from one or more sources (e.g., interviews, literature, letters, diaries).</li> </ul>	<ul style="list-style-type: none"> <li>• If generating narratives (through in-depth interviews), then questions/ tasks need to be aimed at eliciting stories and the importance those stories, hold for participants, as well as larger cultural meaning.</li> </ul>
Mixed Methods	<ul style="list-style-type: none"> <li>• Defined as integrating quantitative and qualitative research methods in one study.</li> <li>• Two most common designs are sequential and concurrent.</li> </ul>	<ul style="list-style-type: none"> <li>• Collection of qualitative data in a mixed methods study can be informed from a wide range of theoretical perspectives and analytic approaches.</li> <li>• Researchers must specify up front, and in detail, how, when, and why qualitative and quantitative datasets will be integrated.</li> </ul>

Figure 3.7, Research approaches and Implication for data collection in qualitative research

Source: (Nayak & Dr. Priyanka Singh, 2015) Pg 147-148

### 3.4 Research design

This research work employs a case research design, defined as "a strategy for conducting research that involves an empirical investigation of a specific contemporary phenomenon within its real-life context, using multiple sources of evidence." The case research approach is particularly effective in answering 'why?' questions, as well as 'what?' and 'how?' questions, although the latter are more commonly associated with survey-based research. Consequently, case studies are often used in explanatory and exploratory research.

The data collection methods in case research can vary and are often combined. These may include tools such as questionnaires, observation, documentary analysis, and interviews. This flexibility allows for the use of multiple data sources, enabling triangulation to strengthen the

findings. The case research design is particularly valuable for gathering qualitative data from participants.

In this research work, the primary focus is on understanding how behaviour influences project outcomes, with project success being a key outcome. Additionally, the paper seeks to explore the reasoning behind decisions and leadership choices made by leaders in the workplace, and whether the outcomes of their behaviour align with or differ from the objectives they intended for specific projects.

### **3.5 Demarcation of the research work**

A simple definition of demarcation is that it is as an act of setting a limit or boundary to a research. The research work is purposely demarcated in one company's project team. This support comes in the form of having accountability for and control over the findings when the research work is complete. This also increases the validity of the results as they will be based on a specific group or area.

This research work was carried out at a healthcare company in Cape Town. The focus was on the unit's project team. This decision was made because this unit covers the required data in a satisfactory manner and we were able to get a reasonable number of questionnaires completed for the research work.

## **Research methods**

### **3.6.1 Sample Method and size**

Sampling is the process of identifying, selecting, and isolating a representative segment of the population or individuals from which a survey will be conducted (Jowah, 2011:99). This research work focuses on individuals directly involved in projects, including project leaders and team members. To obtain accurate results, the sample must include both project leaders and team members. The sample structure is as follows:

1. Leaders who have worked on more than two projects, as well as their team members.

2. The population does not need to be equally male and female, as the research is not gender-specific and does not consider the race of participants.
3. The research work sampled 50 respondents, selected based on their involvement in a project team in 2020 or previous years. Candidates are not excluded based on the duration of their participation in a project team, as some teams dissolve after project completion and may not remain intact for extended periods.
4. Candidates must be willing to participate in the questionnaire regarding their leaders' performance or their own performance as leaders.

The organization has various project teams, and the samples were evenly distributed across these teams. This approach ensures a true and fair reflection of the results, providing an authentic representation of the outcomes.

### **3.6.2 Data collection instruments**

Data is information that needs to be interpreted. There are different ways of collecting data. In this research work, two forms of data will be used. Secondary data will be used to identify the leadership behaviours from previously conducted studies. Examples of secondary data are: external sources, and internal sources, which in this case will be previously conducted studies published as articles. The research work also aims at finding projects that have been executed already, this is so that the researcher is able to assess the affect leadership had on those projects. The primary data is used to understand effects of these behaviours on the team and project execution. Examples of primary data sources are: interviews of internal sources, the leader and the team members, Jowah (2011:110-113).

The interviews and questionnaires were distributed among the teams using non-probability sampling to ensure fair results. As Wilson (2014:70) states, "Quota sample: the same as accidental sampling, except that it takes steps to ensure that the significant, diverse elements of the population are included."

1. **Questionnaires:** These were completed by the participants, who chose to receive them either via email or as hand-delivered documents. Hand-delivered documents are not always the best strategy, as some participants may lose them, reducing the chances of collecting all the surveys.

2. **Interviews:** These were conducted in person at the workplace and over the phone, especially when quick responses were needed. Semi-structured interviews were used, allowing for engagement between the interviewer and participants. In this context, the interviewer could probe the interviewee using an interview guide, which included a list of questions and themes to be covered during the interview.

Due to the current pandemic, interviews were also conducted online.

### **3.6.3 Data collection/Fieldwork**

Data collection for this research work was carried out by disseminating questionnaires to be completed to project leaders and their project teams. These were emailed, or sent as a link to be completed online. Candidates were given the choice of how they wanted to complete the questionnaire.

Copies were sent to participants who preferred a hard copy of the questionnaire. This can have both affirmative and adverse impacts on the research work in terms of time taken, since some participants take a longer time to complete a survey when they have to physically write it than they do when responding to it on internet.

Telephonic and face to face interviews were carried out to get all the answers required in record time as indicated in the research work timeline. This works effectively for project leaders as they set an appointment and one gathers all the information required in one meeting or call. With the numerous products that need adjustments and amendments, this type of organisation must get ready for year-end changes that are scheduled for the upcoming year. The project teams have a lot of work to go through, and questionnaires were issued to them during this time.

### **3.6.4 Data analysis**

According Krog and Govender (2015:5-6) qualitative methods will yield better results in this type of research. All the data that were collected in this research work is analysed using qualitative method analysis. The data collected is sorted and classified according to domains elicited from the participants' responses. Responses that are similar are grouped together; the number of domains depend on the responses received by the researcher.

The questionnaire is coded and captured an excel spread sheet using codes as the names of the questionnaire. Only the closed questions will be entered into the excel spread sheet to generate graphs and identify patterns. The responses to the open-ended questions are also categorised

into sections that can be easily translated to presentable information. From the responses, the different experiences will be highlighted. In this research work, all data were interpreted qualitatively and quantitatively.

For short interviews that were conducted, both the questionnaire guide and the interview guide are very useful data collection tools in qualitative research. However, its success or failure depends mainly on the quality of the researcher's deep understanding of research topics; constant self-reflection, zero biases; excellent knowledge of research design, culture and values of research background and norms, and a good theoretical understanding of the subject. It is of great importance to be in tune with the relevance of the research work to understand the relationship of the results.

Microsoft Excel was used extensively for data management and preliminary analysis. The raw data was organized into structured spreadsheets, allowing for efficient sorting, filtering, and error-checking. Excel's built-in functions were used to calculate summary statistics such as means, standard deviations, and frequency distributions. Excel was also utilized for generating visual representations of the data, including line graphs, bar charts, and pie charts. These visualizations were crucial for identifying trends, comparing variables, and supporting the interpretation of results.

### **3.6.5 Ethical Consideration**

Ethics forms a pivotal role in any research. Understanding what defines ethical research is crucial for those conducting research as well as for those who use and apply research findings. Researchers must be well-versed in fundamental ethical principles and stay informed about policies and procedures that ensure the protection of research subjects and prevent careless or unethical research practices. Lack of awareness of these protective policies is not an acceptable excuse for engaging in ethically questionable research. Consequently, researchers have a responsibility to actively seek out and thoroughly understand the policies and ethical guidelines that promote responsible research practices. Research is a public trust and must be conducted with integrity, transparency, and social responsibility in order to produce meaningful and reliable results. Every aspect of a research project, from design to the submission of results for peer review, must uphold ethical standards. If any part of the project is questionable or unethical, it jeopardizes the credibility of the entire research.

Researchers might consider the following questions:

- Is it ethical to conduct undercover research within this organization?
- What should a researcher do when encountering situations where individuals are involved in significant legal violations?
- Does the researcher have an ethical obligation to report such activities?
- What risks does the researcher face in terms of personal safety when engaging in such research?

Informed consent: It is important to gain consent of the people who will be taking part in the research work. This will help to put their minds at ease and provide best correct answers. The researcher will enlighten the purpose and objectives of the research to the participants. Consent was obtained after providing each participant with the necessary information to make an informed decision. The questionnaire included a consent request on the front page (see attached annexure).

Privacy and confidentiality: The participants' rights to privacy and confidentiality was respected. Their identities is kept confidential as well as the research records. Some people want their responses to be kept confidential and they prefer to do the interviews where they feel more comfortable.

All participants were ensured of their privacy in the research work and have also been made aware that the research work is for academic purposes only. Participants were given the assurance that they may request documentation after the research work was completed if they needed it to show they had nothing to do with the claims made in the research work.

### **3.6.6 Limitations of the research work**

The research work is dependent on project leaders agreeing to participate, though some may not be willing to participate for reasons of 'strict confidentiality'- this was however reiterated on the confidentiality document to encourage participation.

The sample size - was modified or adjusted depending on how many participants consented to participating in the research work.

True results - the research work requires the true outcomes of each project that was done, for example, was the project one that had positive or negative results? For credibility purposes, we required the feedback or response to be the true reflection of the project.

Like any other research, there was method error expected, which is common in these types of studies. Limitations are part of every research, and they can be tackled accordingly to avoid a bigger impact than they may have on the research work. This research work was carried out in a type of organisation and could have had different results if the same research were carried out at a different organisation with a different leadership culture. The period this research work was conducted is in 2020, the results could be different if this research work was conducted in a different era of leadership.

In this research work, demographic information was not included. Demographic analysis involves researching the population based on factors such as age, race, and gender. Demographic statistics encompass social and economic information expressed through data, including employment, education, income, marriage rate, birth rate, and death rate. This variable was excluded as it does not impact the research methodology or the research question.

**Conclusion:**

Chapter Three detailed the methodological approach used in this research, including the adoption of a mixed-methods design, the rationale for selecting Discovery Health as the case research, and the strategies used to collect and analyse data. The methodological rigor ensures that the results are both valid and reliable.

The next chapter presents the findings from the data collected through surveys and interviews. Chapter Four offers both quantitative and qualitative insights into the leadership behaviours observed within the project teams and how they influenced project outcomes.

## **Chapter Four**

### **4.1 Data Analysis- Introduction**

This chapter primarily focuses on the analysis of the data collected through the participants' completed questionnaires and interviews. It is dissented into two segments: the results reporting and the results discussion. This part of the research requires engaging with and contextualising the results, which produces a highly variable outcome. This requires the analysis and clarification of the data for it to be put into understandable interpretation (Bazeley, 2013).

The mixed method approach aids in collecting high-quality data, providing the most comprehensive information needed for this research work. Although data collection methods are anticipated to evolve in the coming years due to the ever-changing environment of the twenty-first century, the primary goal of using the mixed method was to gain insights into the causes and consequences of human behaviour in relation to project leadership. Understanding the distinction of using this method is crucial (Axinn & Pearce, 2006). This approach has significantly facilitated timely data collection, as participants can contribute at their own pace, providing more accurate and desirable information. Axinn and Pearce (2006) illustrated this by designing a Figure showing the effectiveness of different data collection methods. This means participants can express themselves freely with minimal involvement from the researcher.

<b>Data Collection Method</b>	<b>Level of Structure</b>	<b>Interviewer Involvement</b>	<b>Researcher Involvement with Study Population</b>
<b>Surveys</b>	<b>high</b>	<b>usually</b>	<b>low</b>
<b>Less Structured Interviews</b>	<b>low</b>	<b>always</b>	<b>high</b>
<b>Focus Groups</b>	<b>low</b>	<b>always</b>	<b>medium</b>
<b>Observation</b>	<b>low</b>	<b>usually</b>	<b>high</b>
<b>Historical/ Archival Methods</b>	<b>out of researcher's control</b>	<b>out of researcher's control</b>	<b>low</b>

Figure 4.1, Mixed method data collection

Source: (Axinn & Pearce, 2006)

## 4.2 Response's recorded and analysis

The research aimed to include 100 participants, comprising current project team members, project leaders, and individuals with experience in the company's project space. This approach ensured comprehensive data collection for the research work. Ultimately, 50 completed questionnaires were selected for data analysis, as all participants provided responses. This resulted in a 100% participation rate for the analysed feedback.

Collecting the questionnaires was challenging due to participants' work commitments and the "Work from Home" policies implemented since the 2020 pandemic. However, the researcher successfully gathered all necessary questionnaires for the research.

The Figure below illustrates the responses from participants directly involved in project teams. The research aimed to gather a substantial number of participants with project team experience, and the collected responses confirm that this objective was achieved.

The first section of the questionnaire is analysed as follows:

### Count of 1. Are you a project leader or part of a project team?

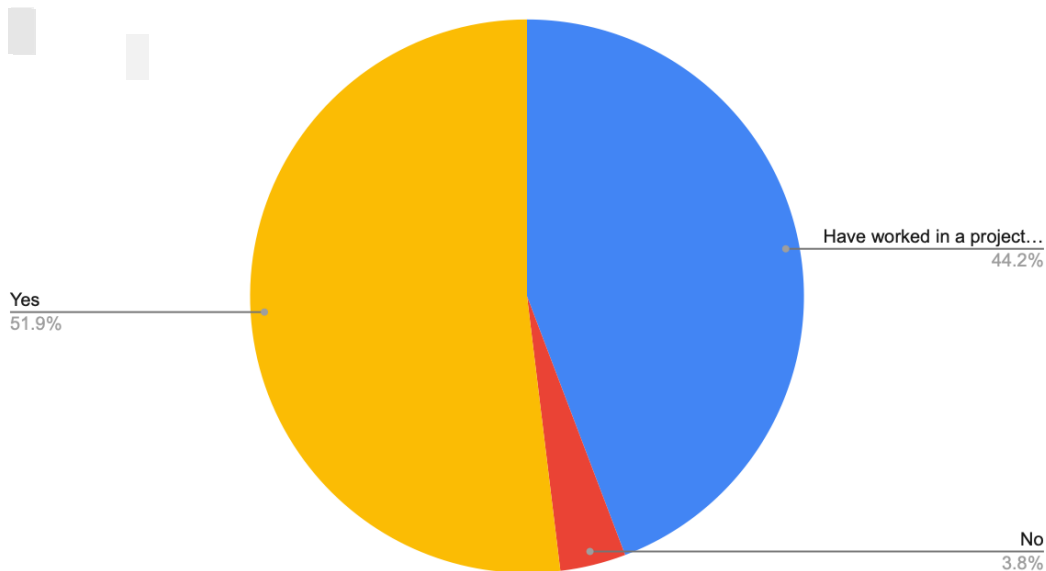


Figure: 4.2.1 Participation in a project team. Author's own illustration.

Part of being in the project team includes being placed in different projects over a period of time. The time that each participant has spent being part of a project team has been included in the research work. This better helps with knowing that the contributors have a clear understanding of each project they have worked in and can comfortably answer questions related to the leadership styles. Longevity would also mean that participants got to experience the three different leadership styles in question for the purposes of this research work.

2. How long have you worked for the organisation, please indicate below?

50 responses

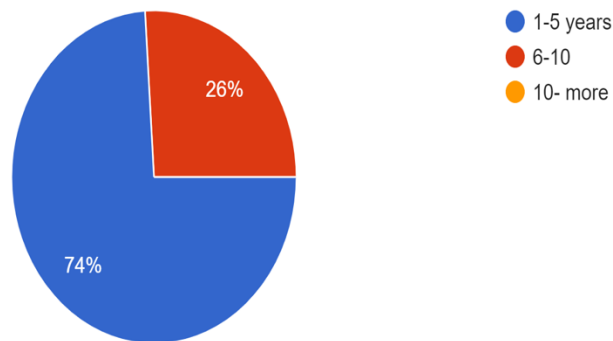


Figure: 4.2.2 Year's involved in a project team. Author's own illustration.

Gender was not considered in this research work as it does not influence the leadership styles employed in each project within the company. Gender does not determine educational qualifications, experience, or performance merit. As shown in the Figure, a significant portion (74%) of participants have spent 1-5 years in the project space, encountering various leadership styles, while the remaining 24% have over 5 years of experience.

The exclusion of gender from this research is based on the belief that it does not impact the performance of project leaders and should not be a measure of success in project management. Gender has no real effect on a leader's ability to perform their duties effectively. This is supported by Muller and Turner's 2007 findings, which indicate that sexual orientation does not affect the motivations or actions of project directors, further proving that gender is not a valid measure of success in project management.

It is important to acknowledge that different industries and environments have varying criteria for success. Individuals may judge the success of projects differently based on their personal goals, leading to differing perceptions of success and failure. In cases where two supervisors aim to expand their control base through a project, one may "win" at the expense of the other.

This research work explores whether a person's preferences can be predicted based on their demographic profile. If this were true for project managers, it could influence their decisions

regarding the appropriate project management strategies for their projects (Muller & Turner, 2007).

3. Do you have a project management qualification? yes/ no

52 responses

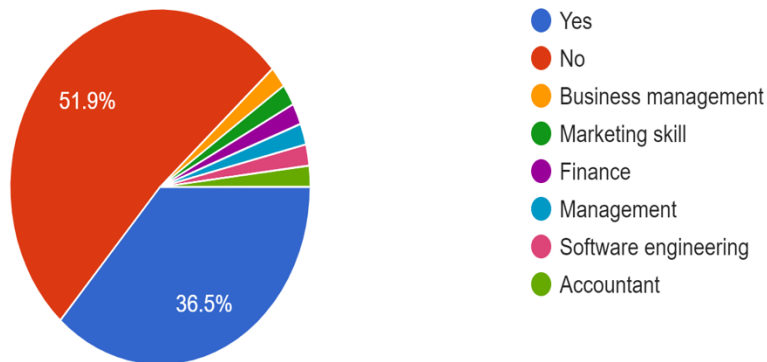


Figure: 4.2.3

Source: Authors own illustration

A large percentage (51.9%) of the team members responded that they do have a project management qualification but also have other qualifications on which they have been selected. These qualifications are different and contribute to the diversity within the project teams which means that there are numerous important skills that have been put together for the betterment of each project. There are vast differences in skill sets in a project team that has been confirmed by the qualifications obtained by each team member.

Project management qualifications are often overlooked by large corporate organisations and the role that these play. It is vital to guarantee that the project team understands the space that they are working in. With this, it can be seen as a great value of investment towards the company. Regardless of their qualifications outside of the project space, project management expertise aids team members in having a better understanding of the theory behind it so they can truly comprehend the relevance to practise (Berggren & Jonas So"derlund , 2008).

Berggren and Soöderlund have indicated the importance of understanding that education can help to co-produce knowledge as it has an effect on the level of knowledge. This is then developed in a sequence of reflection and action. (see Figure below).

	Individual	Group	Organization
Reflection	<p><b>Individual reflection</b>, writing and reading, articulation of experience.  <i>Example:</i> Reflection report.</p>	<p><b>Experience sharing</b>, class discussion, literature reviews.  <i>Example:</i> Round-table examination.</p>	<p><b>Organizational dialogue</b>, public presentation, articulation of lessons learned and implications.  <i>Example:</i> Knowledge theater.</p>
Action	<p><b>Individual action</b>, formulation of action plans, presentation of measures for improvements.  <i>Example:</i> Learning contract.</p>	<p><b>Teamwork</b>, joint problem-solving, case assignments, project work.  <i>Example:</i> Live case.</p>	<p><b>Organizational action</b>, sponsored projects, top management assignments.  <i>Example:</i> Thesis work.</p>

Figure: 4.2.4 Modes of learning in management education. (Berggren & Jonas Soöderlund , 2008)

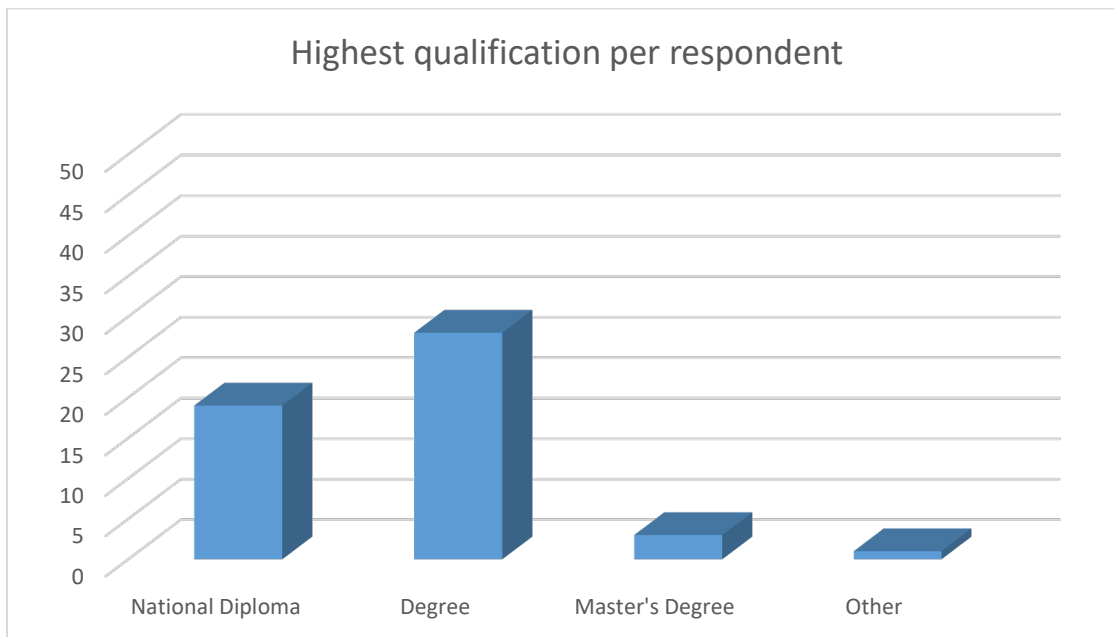


Figure: 4.2.5 Author's own illustration

The bar graph above shows the different qualification levels combined in the project teams working together to achieve the set goal for each project. Recent studies revealed that despite the increased relevance of the project management, the cost of education has gone up, while certification programme demonstrates show less qualification completions. Most projects are completed quickly and on budget, yet many fall short of expectations on business income. In fact, recent research suggests project success decreases rather than increase, perhaps due to more complexity, faster pace, and accelerating technological changes (Shenhar, 2015).

Project management is increasingly becoming competitive and is also an element of growth for organisations generally. To encourage education and employee empowerment, the company has introduced funding for education that will in turn be beneficial in terms of qualifications and learning experience.

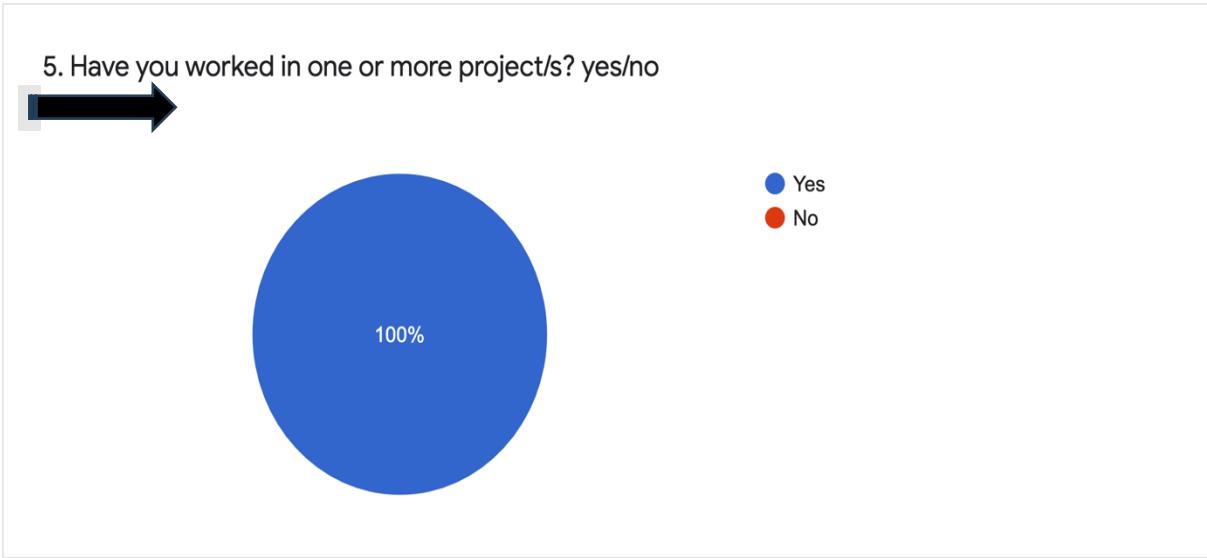


Figure: 4.2.6  
Source: authors own illustration

It is evident that all of our respondents were in a project team. This has improved the research work's benefits and the quality of its findings. This has also assisted in getting in-depth and meaningful data for the purposes of this research work.

## Section Two:

The objective of the second section of the research work was to collect fundamental data on the causes and effects of team members' project leadership behaviours at various career stages or when part of a project team. It is crucial for leaders to recognize that their leadership behaviour impacts their team members, whether positively or negatively. This, in turn, influences the quality of results that team members are willing to produce, aligning with the broader goals of the organization.



Figure 4.2.7

Source: authors own illustration

In this pie-chart, 82.4% of the respondents believe that leadership behaviours have an influence on project success. This means that for each leadership behaviour a leader choose to apply in each project and team, it will likely be key to the outcome of each project and to the greater goal of the project.



Figure 4.2.8

Source: authors own illustration

In the chart above, it is clear that there is a need for project leaders to be flexible and easily move from one leadership behaviour to another to meet the changing need of the organisations and people, and most importantly for each project that they work on. Good leaders know when and how to acclimatize their leadership behaviour to the state of affairs at hand and make it work to the best of their abilities while taking into consideration the team they are leading.

### 3. Does the leadership behavior change based on each project?

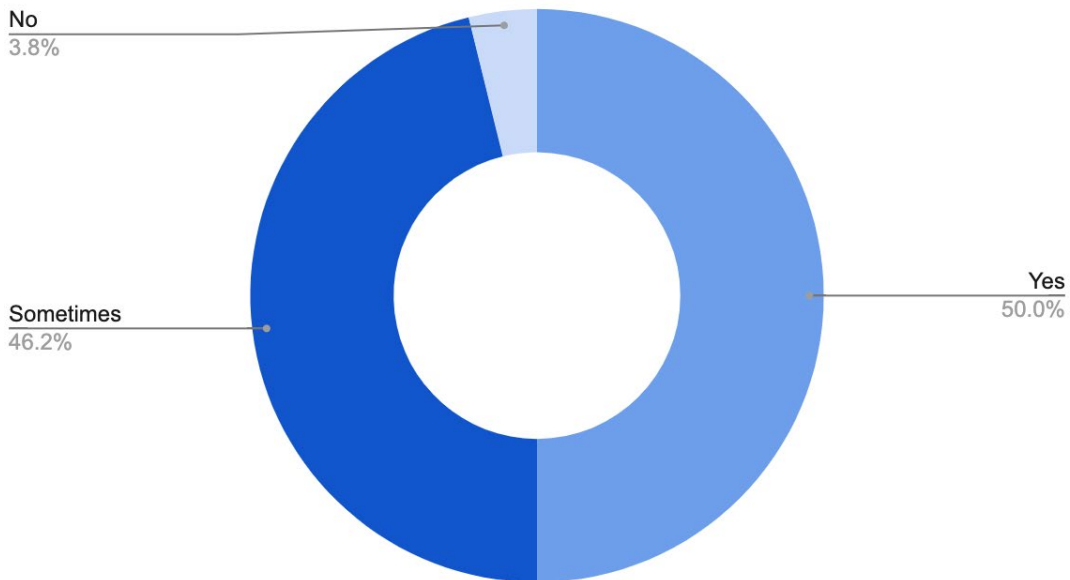


Figure 4.2.9

Source: authors own illustration

The above chart shows that theoretically, it is simpler to change from one leadership style to another, however in real time, leaders do not always adjust themselves to and realign their leadership behaviours with each project. This is seen by 50% of respondents who confirmed that their leaders do change leadership behaviours with each project but a fair 46.2% of the respondents felt that there was not always a change in the leadership behaviour. All of this is happening while there is a significant 3.8% increase. This means, if the research work was conducted in real time for each of the projects, and respective teams, one would expect rather interesting results.



Figure 4.2.11

Source: authors own illustration

The above pie chart shows that project leadership behaviours are essential to becoming a project leader who inspires and guides people to maximise efficiency and achieve organisational goals. Project leadership is important in the following ways: Improves a team's productivity: Consistent project leadership has the potential to improve a team's performance. A greater 76.9% of the questionees agree that project leadership behaviours are compulsory to have in a project team in order to achieve better results for each set goal.

Furthermore, to the previous question, the following chart shows that it is indeed important to have project leadership behaviours in a project team.

5. Can a project team function without leadership behaviours?

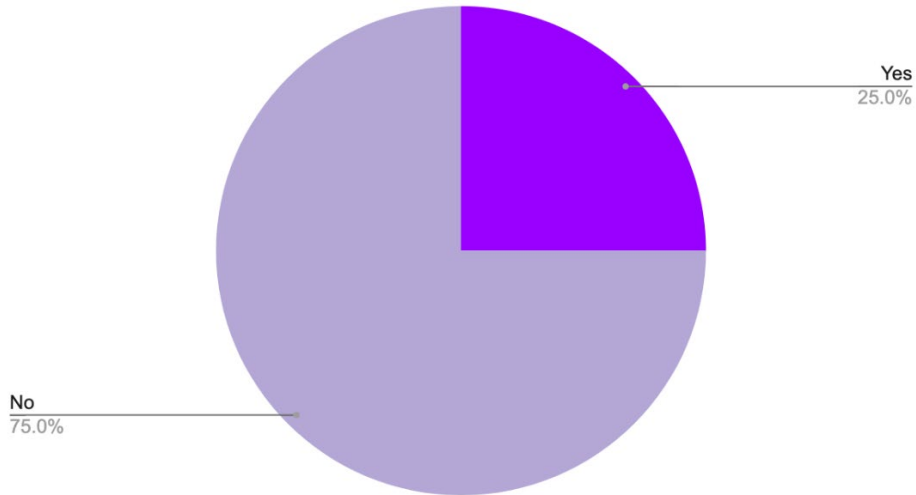


Figure 4.2.12

Source: authors own illustration

6. Can the project leadership behaviour be changed during the project cycle?

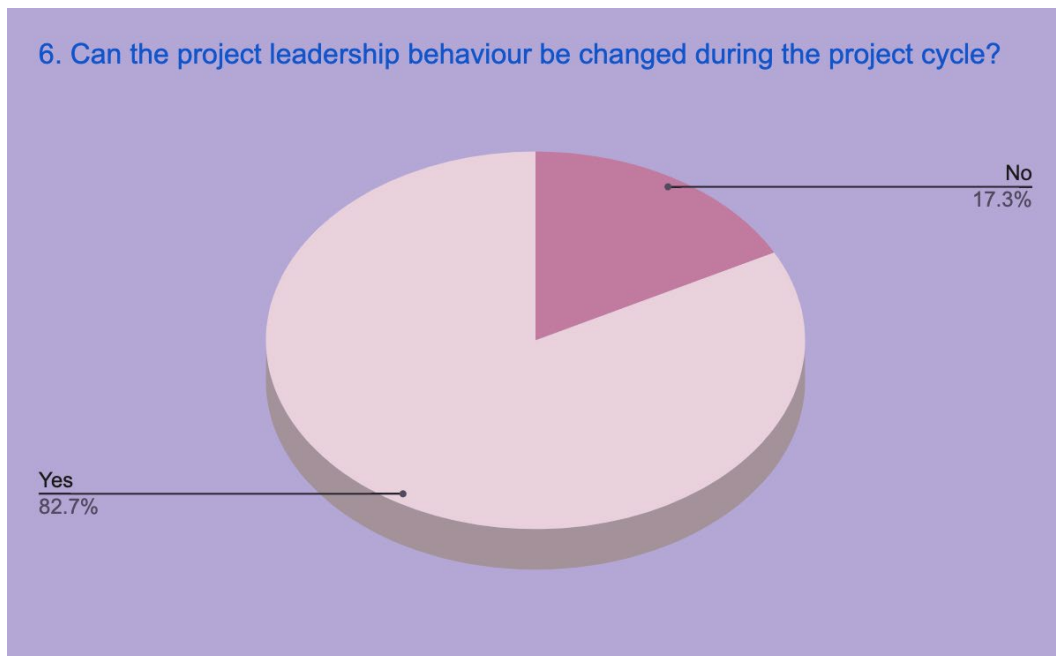


Figure 4.2.13

Source: Author's own illustration

In the pie chart above, 82.7% of respondents agreed that project leadership behaviour can be changed during an active project. In real time, projects can be altered by constraints such as time, expenses or money, and other resources. These can cause uncertainty about the deliverables and change the scope of the project. It is in these situations that a project leader will need to make an informed decision on the enactment of the project and instigate crucial changes for the project to achieve the set goals with the available resources. This means that 82.7% of the respondents believe that changing the project leadership behaviours will be beneficial to the completion of the project. The teams will be aligned in terms of any changes made and new milestones set for the project.

With this, 17.3% of the respondents are not in agreement of the importance to change the leadership behaviours.

In a recent real situation altering case, the world encountered a pandemic which caused National Lockdowns in many countries, with most people unable to go to work, and with interruptions of other services. This pandemic was caused by the Coronavirus disease or Covid-19, contagious illness caused by the SARS-CoV-2 virus.

Many organisations were compelled to change their style of working, to reduce the spread of Covid-19 by staff working from home. Work schedules were taken out of their regular planning and projects and programmes had to adjust to the changes. Project leaders had to adjust existing budgets, scopes, and also their project leadership behaviour in order to ensure that the necessary work was done by their teams.

The effect of specific project leadership behaviours being utilised depends on the project cycle stage. At the commencement of the project task-oriented leadership behaviour may be deemed more suitable by project leaders as it provides more direction (that is, it directs leadership). Due to the fact that only the project leader knows the full range of work to be done, it is important that they plan their project tasks successfully. Additionally, team members' roles and responsibilities need to be aligned, so that they clearly understand what is required of them at the end of the project. Between then the project manager can: shift to more relational leadership coaching, facilitation, effectively support project team members, and understand and utilise the uniqueness

of each team member's ability. Relation-orientated leadership behaviour offers a more alert project-related work atmosphere, wherein team members can act confidently and quickly thanks to the confidence their project leader has in them as a collective (Henkel, et al., 2019).



Figure 4.2.14

Source: authors own illustration

In the chart above data was collected to gauge how project team members feel about the impact each project leadership behaviour has in their experience. The impact referred to was whether they view these in a negative or positive light in relation to the work that they do. 73.1% agreed that project leadership behaviours have had a positive impact on their work, meaning it has influenced the way they perform better for the overall goal achievement of the projects in which they participate. While 26.9% of respondents responded in the negative meaning that project leadership behaviours do not have a positive impact on their work.



Figure 4.2.15

Source: authors own illustration

In the chart above, 72.5% respondents think that for a project team to succeed and make good progress, the project leader must apply leadership behaviours. This means that it is vital to have leadership behaviours so that there can be progress with the project teams. The research work shows that according to a survey in Europe and the United States work satisfaction, productivity and organisational commitment is influenced by leadership behaviour (Fagite, 2001). 27.5% had responded Yes'.

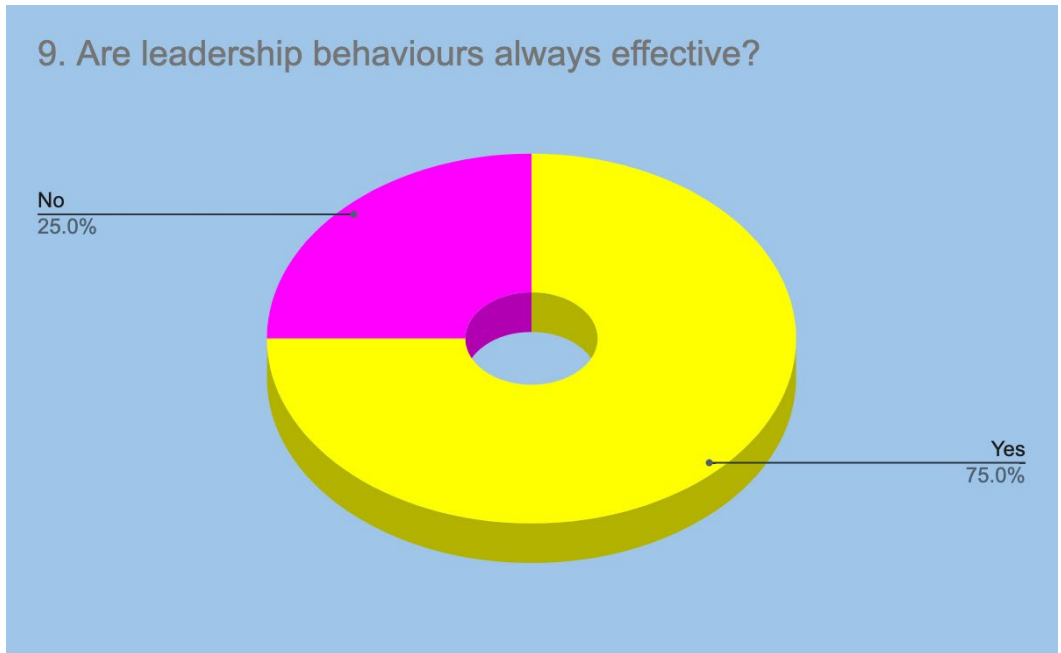
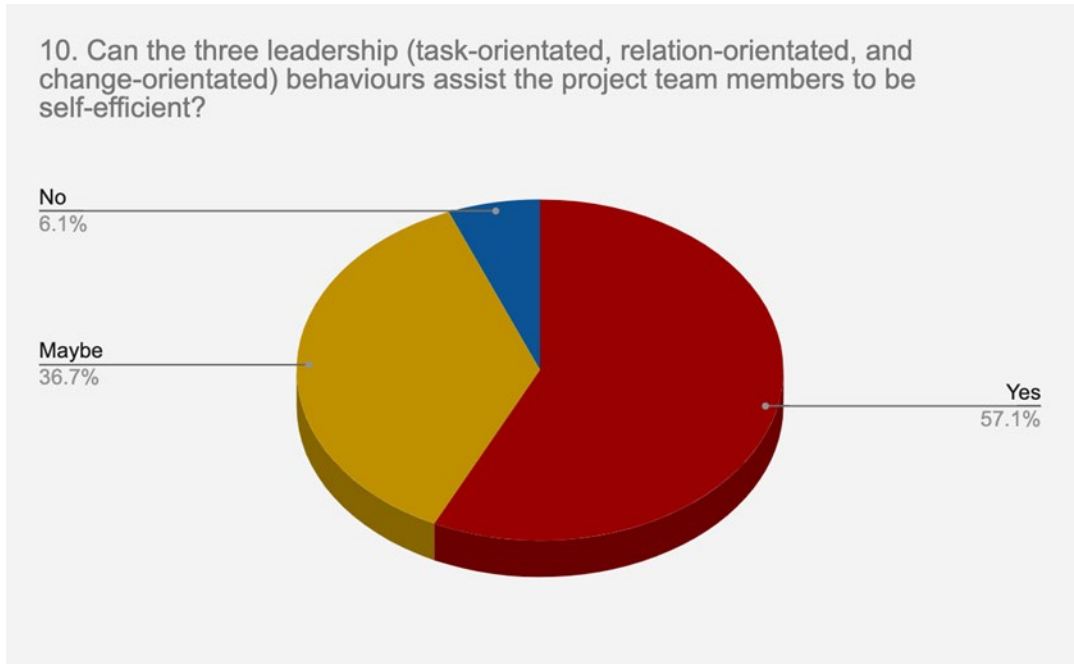


Figure 4.2.16

Source: authors own illustration

In the chart above, 75.0% of the project teams rated that project leadership behaviours are effective in modelling the way project teams perform. The 25%, where respondents said 'No', does form part of factors worth addressing, especially in project teams.



## Figure 4.2.17

Source: authors own illustration

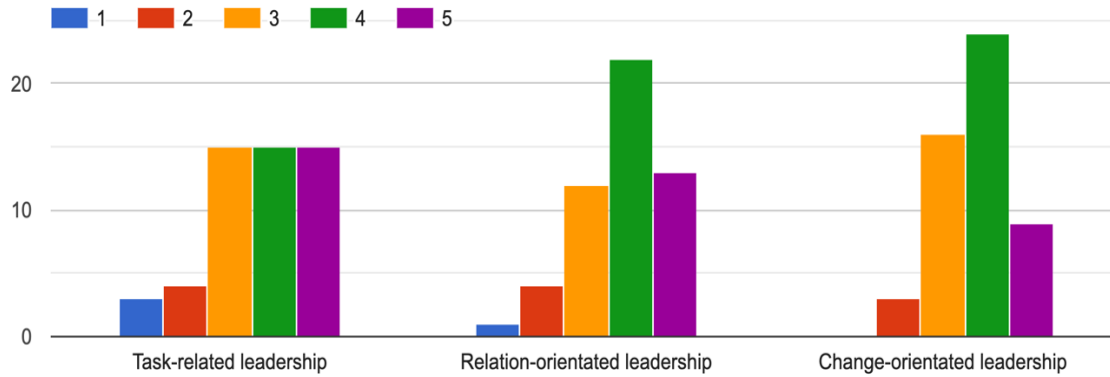
The chart above shows that the three leadership behaviours are vital to the team being self-efficient. It shows that 57.1% of the respondents agree that with leadership behaviours in place, project teams can believe in their abilities to execute tasks appointed to them. Leadership behaviours increase the need for positive competition that in turn brings about high performance in the respective teams.

It also shows that 36.7% of the respondents have replied that leadership behaviours can possibly have influence on the teams being self-efficient, while 6.1% said no, leadership behaviours do not assist project team member's to be self-efficient. A research carried out in 2016 among school teacher leaders, showed that in general, there was a significant positive relationship between the components of instructors' sense of self-assurance and the leadership behaviour of school leaders (Mehdinezhad & Mansouri, 2016).

### **Section Three:**

This section presents the results based on a Likert scale. The "understandable" scale in this section consists of four or more related Likert-type items, which are aggregated to produce a single composite score or variable. Likert scale data is typically treated as interval data, with the mean serving as the preferred measure of central tendency. The responses provided below will be averaged, with the values summed according to the number of questions in each set.

1. Leadership behaviour that contributes positively on the project success



e:

Figure 4.3.1

Source: authors own illustration

The mean value for the chart above was calculated as per below and the values show that relation-orientated leadership behaviours are more likely to contribute positively to the project success.

The total weight for the responses above is 584, the average was calculated using the weight for each section of the question.

Task-orientated leadership:  $\frac{191}{584} = 0.33$

Relation-orientated leadership:  $\frac{198}{584} = 0.34$

Change-orientated leadership:  $\frac{195}{584} = 0.33$

## 2. Leadership behaviours always contribute positively on the project success

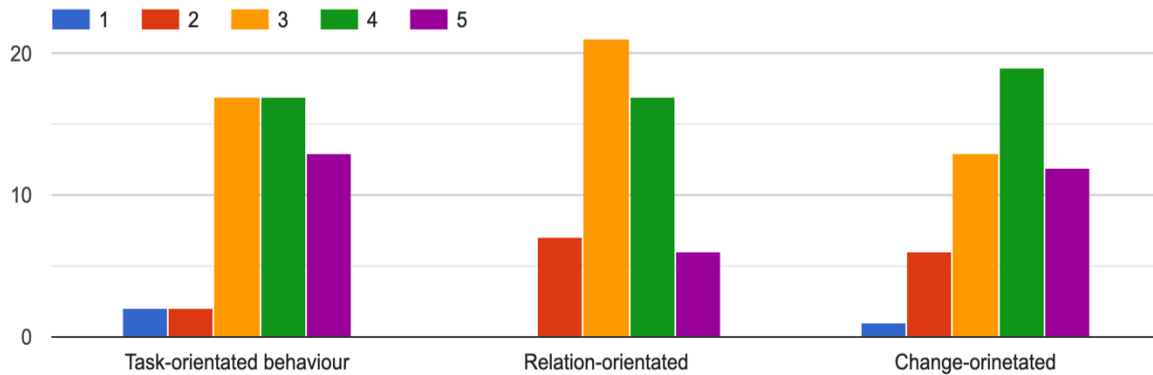


Figure: 4.3.2

Source: authors own illustration

The total weight for the responses above is 553, the average was calculated using the weight for each section of the question.

Task-orientated leadership:  $\frac{190}{553} = 0.34$

Relation-orientated leadership:  $\frac{175}{553} = 0.32$

Change-orientated leadership:  $\frac{188}{553} = 0.34$

The calculation above shows that task-orientated leadership and change-orientated leadership are more likely to contribute positively towards project success. This means they are more likely to contribute positively at any point of the project, notwithstanding the size, extent of the project and other contributing factors.

3. Use of the leadership behaviours in project team (all these leadership behaviours are applicable to any project team)

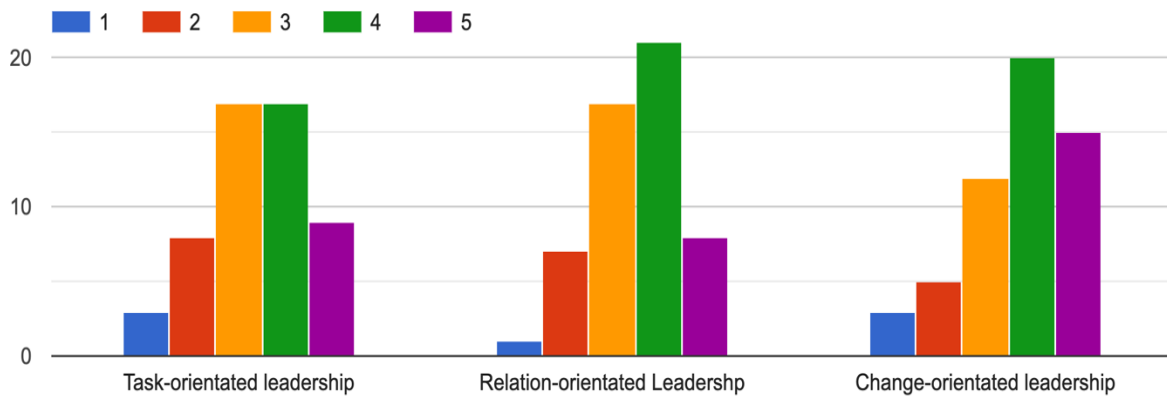


Figure 4.3.3

Source: authors own illustration

The total weight for the responses above is 547, the average was calculated using the weight for each section of the question.

$$\text{Task-orientated leadership: } \frac{173}{547} = 0.32$$

$$\text{Relation-orientated leadership: } \frac{180}{547} = 0.33$$

$$\text{Change-orientated leadership: } \frac{194}{547} = 0.35$$

The mean above shows that change-orientated leadership behaviours is most likely to be used and applied to any kind of project. Project teams find that it can be easily adapted to projects as it allows change at different stages of projects which in turn will assist in adapting changes that were not foreseen due to circumstances.

#### 4. Life cycle of the project (leadership behaviours that remains applicable for long projects)

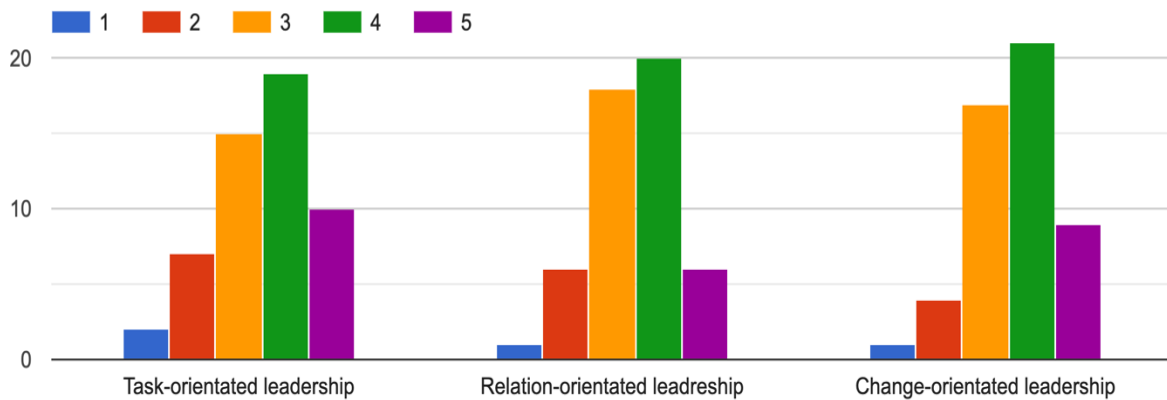


Figure 4.3.4

Source: authors own illustration

The total weight for the responses above is 534, the average was calculated using the weight for each section of the question.

Task-orientated leadership:  $\frac{177}{534} = 0.33$

Relation-orientated leadership:  $\frac{173}{534} = 0.33$

Change-orientated leadership:  $\frac{183}{534} = 0.34$

The results above show that change-orientated leadership is more likely to be used by project leaders without being switched to any other leadership behaviour right the way through the full cycle of the project.

### 5. Leadership behaviour that has had more impact in your work

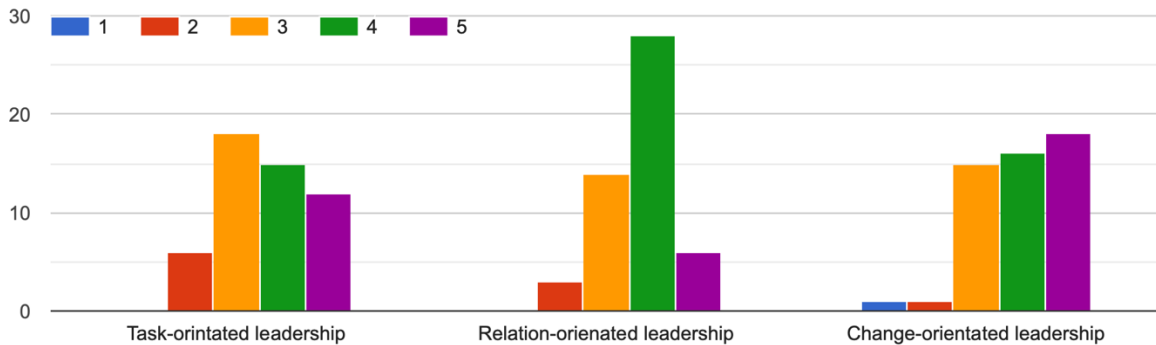


Figure 4.3.5

Source: authors own illustration

The total weight for the responses above is 578, the average was calculated using the weight for each section of the question.

$$\text{Task-orientated leadership: } \frac{186}{578} = 0.32$$

$$\text{Relation-orientated leadership: } \frac{190}{578} = 0.33$$

$$\text{Change-orientated leadership: } \frac{202}{578} = 0.35$$

Results above show that change-orientated leadership has more impact on work project team members and the work that they do. Previous studies show that adapting to change will more likely improve performance and have better results compared to staying in one space.

6. The following leadership behaviours speaks to the culture of the organisation:

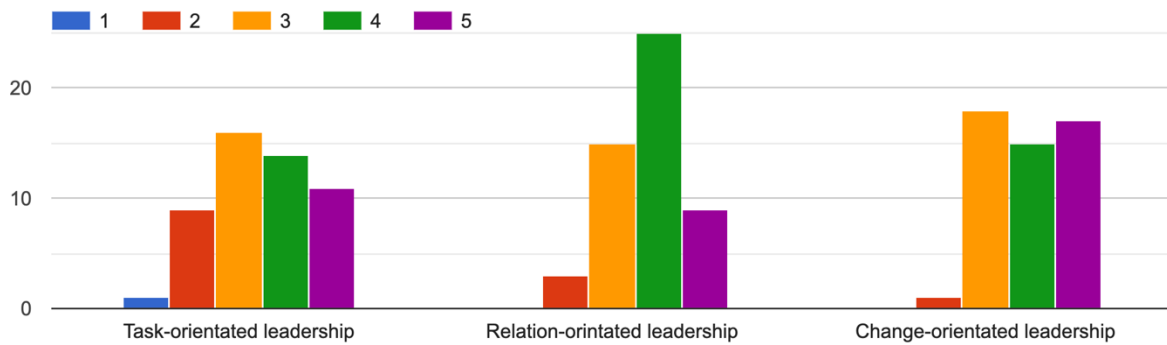


Figure 4.3.6

Source: authors own illustration

The total weight for the responses above is 575, the average was calculated using the weight for each section of the question.

Task-orientated leadership:  $\frac{178}{575} = 0.31$

Relation-orientated leadership:  $\frac{196}{575} = 0.34$

Change-orientated leadership:  $\frac{201}{575} = 0.35$

In the results above, the project team members have responded with 0.35 that change-orientated leadership behaviour speaks to the culture of the organisation. The organisation is developed and based on a fast-paced environment. It is crucial that it keeps in check with new developments and ever changing needs of its member's base. The most modifications and actions to any organisation came from the increased demands triggered on by the Coronavirus Disease of 2019 pandemic, which had a global impact.

## 7. This leadership behaviour makes it easier to handle complex projects

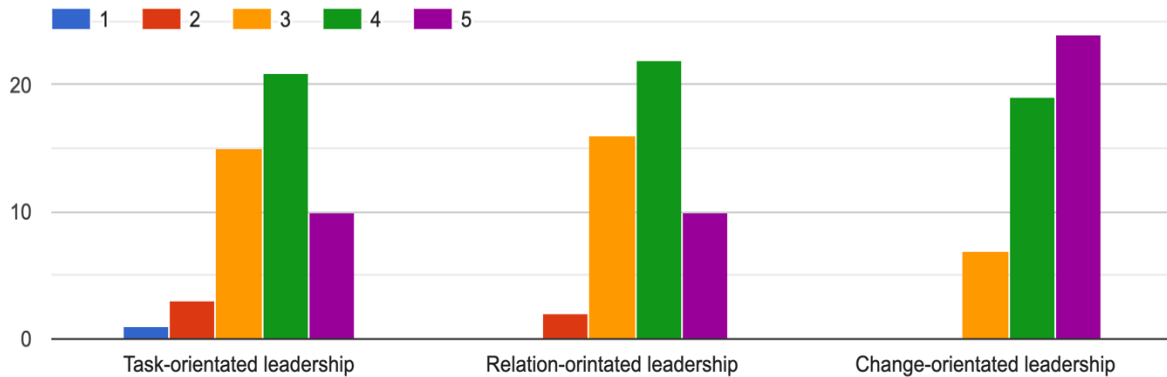


Figure 4.3.7

Source: authors own illustration

The total weight for the responses above is 593, the average was calculated using the weight for each section of the question.

Task-orientated leadership:  $\frac{186}{593} = 0.31$

Relation-orientated leadership:  $\frac{190}{593} = 0.32$

Change-orientated leadership:  $\frac{217}{593} = 0.37$

The results on the above chart show that change-orientated leadership behaviours are likely to be used for handling complex projects. This enables leaders to improve on the way they adapt to internal organisational changes and any changes that may come from external environments that directly and indirectly affects the projects team, and in the final analysis of the project's success.

8. This leadership behaviour keeps project team members motivated and inspires enthusiasm from the beginning to the end of the project

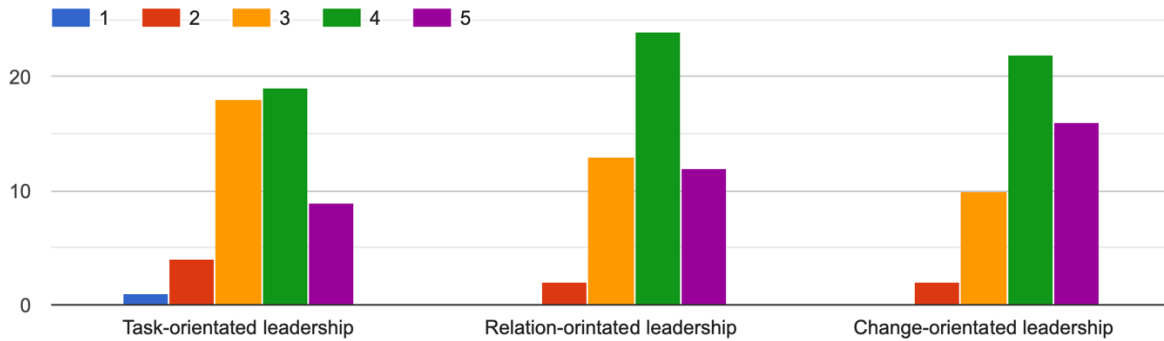


Figure 4.3.8

Source: authors own illustration

The total weight for the responses above is 585, the average was calculated using the weight for each section of the question.

Task-orientated leadership:  $\frac{184}{585} = 0.31$

Relation-orientated leadership:  $\frac{199}{585} = 0.34$

Change-orientated leadership:  $\frac{202}{585} = 0.35$

The chart above shows that the change-orientated leadership behaviour is most likely to keep project team members motivated all through the life cycle of the project. This means that it keeps them interested in the project in a way that is healthy for the project and benefits the organisation. Motivated and inspired employees are more likely to strengthen their commitment to the organization and the effort they invest in their work.

9. This leadership behaviour can keep a close team and help the project leader maintain cordial relationships of the project team

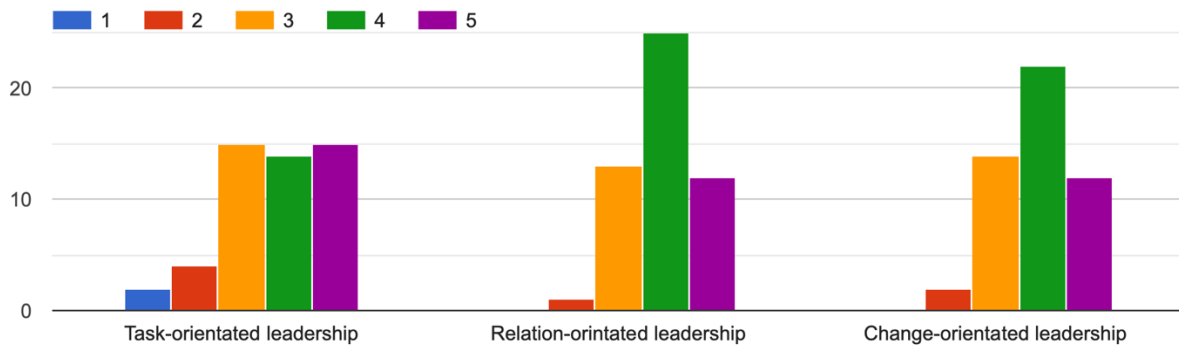


Figure 4.3.9

Source: authors own illustration

The total weight for the responses above is 581, the average was calculated using the weight for each section of the question.

Task-orientated leadership:  $\frac{186}{581} = 0.32$

Relation-orientated leadership:  $\frac{201}{581} = 0.35$

Change-orientated leadership:  $\frac{194}{581} = 0.33$

The chart above shows that relation-orientated leadership is most likely to keep a project team close and help the project leader maintain cordial relationships with the project team-members. Relation-orientated behaviour increases the happiness of team members and thereby increases productivity (Larsson & Vinberg, 2010).

10. This leadership behaviour will give the project leader a better perception of where the team is in relation to performance of milestones and better control of the project.

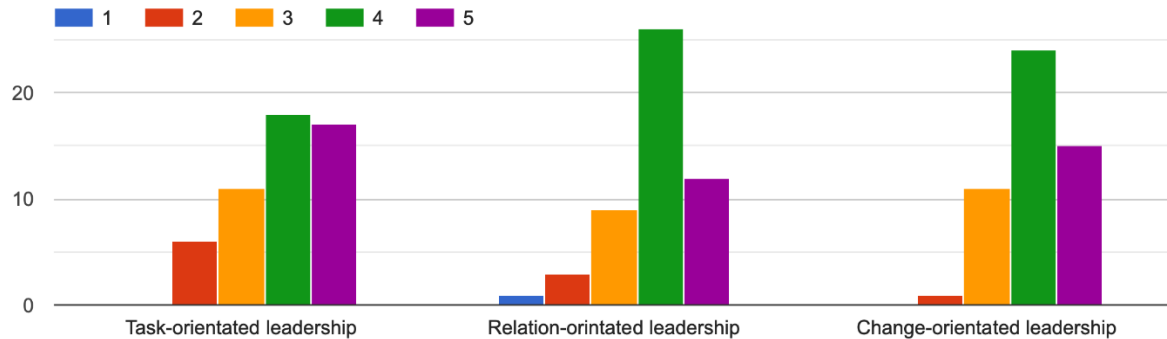


Figure 4.3.10

Source: authors own illustration

The total weight for the responses above is 606, the average was calculated using the weight for each section of the question

Task-orientated leadership:  $\frac{202}{606} = 0.33$

Relation-orientated leadership:  $\frac{198}{606} = 0.33$

Change-orientated leadership:  $\frac{206}{606} = 0.34$

The chart above shows that change-orientated leadership behaviour is most likely to give the project leader a clear perspective of the project and its current position in terms of performance. This usually means that the project leader is familiar with handling situations that involve change. They also know how to communicate change in a way that settles well with members of the team. Change can bring about anxiety in different environments, being able to manage expectations of teams will increase confidence and ultimately increase performance (Khuong & Hoang, 2015).

The diagram below shows the results according to responses of the Likert scale, in summary. The results show which leadership behaviours are likely to have the most impact on successful project execution all measured from a scale of 1-5. The data presented in Figure 4.3.11 was extracted from an Excel spreadsheet developed by the author as part of this research.

Table 1.1 Survey scores

Source: authors own illustration (derived from excel spreadsheet)

Leadership behaviour that contributes positively on the project success	5	4	3	2	1	5	4	3	2	1
Task-orientated	15	15	15	4	3	28,8	28,85	28,85	7,69	5,77
Relation-orientated	13	22	12	4	1	25,00	42,31	23,08	7,69	1,92
Change-orientated	9	24	16	3	0	17,31	46,15	30,77	5,77	0,00
Leadership behaviours always contribute positively on the project success										
Task-orientated	13	17	18	2	2	25,0	32,7	34,6	3,8	3,8
Relation-orientated	6	17	21	8	0	11,5	32,7	40,4	15,4	0,0
Change-orientated	12	20	13	6	1	23,1	38,5	25,0	11,5	1,9
Use of the leadership behaviours in project team (all these leadership behaviours are applicable to any project team)										
Task-orientated	8	20	17	7	0	15,38	38,46	32,69	13,46	0,00
Relation-orientated	15	20	11	4	2	28,85	38,46	21,15	7,69	3,85
Change-orientated	10	19	16	6	1	19,23	36,54	30,77	11,54	1,92
4. Life cycle of the project (leadership behaviours that remains applicable for long projects)										
Task-orientated	10	19	16	6	1	19,23	36,54	30,77	11,54	1,92
Relation-orientated	6	20	20	6	0	11,54	38,46	38,46	11,54	0,00
Change-orientated	9	22	18	3	0	17,31	42,31	34,62	5,77	0,00
5. Leadership behaviour that has had more impact is your work										
Task-orientated	12	15	18	7	0	23,08	28,85	34,62	13,46	0,00
Relation-orientated	6	29	14	3	0	11,54	55,77	26,92	5,77	0,00
Change-orientated	19	16	15	1	1	36,54	30,77	28,85	1,92	1,92
6. The following leadership behaviours speaks to the culture of the organisation:										
Task-orientated	11	14	16	10	1	21,15	26,92	30,77	19,23	1,92
Relation-orientated	9	25	15	3	0	17,31	48,08	28,85	5,77	0,00
Change-orientated	17	16	18	1	0	32,69	30,77	34,62	1,92	0,00
7. This leadership behaviour makes it easier to handle complex projects										
Task-orientated	10	21	15	5	1	19,23	40,38	28,85	9,62	1,92
Relation-orientated	10	23	17	2	0	19,23	44,23	32,69	3,85	0,00
Change-orientated	24	20	8	0	0	46,15	38,46	15,38	0,00	0,00
8. This leadership behaviour keeps project team members motivated and inspire enthusiasm from the beginning to the end of the project										
Task-orientated	9	19	19	4	1	17,31	36,54	36,54	7,69	1,92
Relation-orientated	12	24	14	2	0	23,08	46,15	26,92	3,85	0,00
Change-orientated	16	22	11	3	0	30,77	42,31	21,15	5,77	0,00
9. This leadership behaviour can keep a close team and help project leader maintain cordial relationships of the project team										
Task-orientated	15	15	15	4	3	28,85	28,85	28,85	7,69	5,77
Relation-orientated	12	25	13	2	0	23,08	48,08	25,00	3,85	0,00
Change-orientated	12	22	15	3	0	23,08	42,31	28,85	5,77	0,00
10. This leadership behaviour will give the project leader a better perception of where the team is in relation to performance of milestones of the project, assist the project leader have better control of the project.										
Task-orientated	17	18	11	6	0	32,69	34,62	21,15	11,54	0,00
Relation-orientated	12	26	9	4	1	23,08	50,00	17,31	7,69	1,92
Change-orientated	15	24	12	1	0	28,85	46,15	23,08	1,92	0,00

## Section Four:

In this section, the discussion is based on confirming which leadership behaviours are more favourable among the project team members based on their experience through the time that they have spent working on different projects with the organisation.

1. Of the leadership behaviours listed below, which one would you say has had best positive impact on the last project you worked in and one that you are currently working in

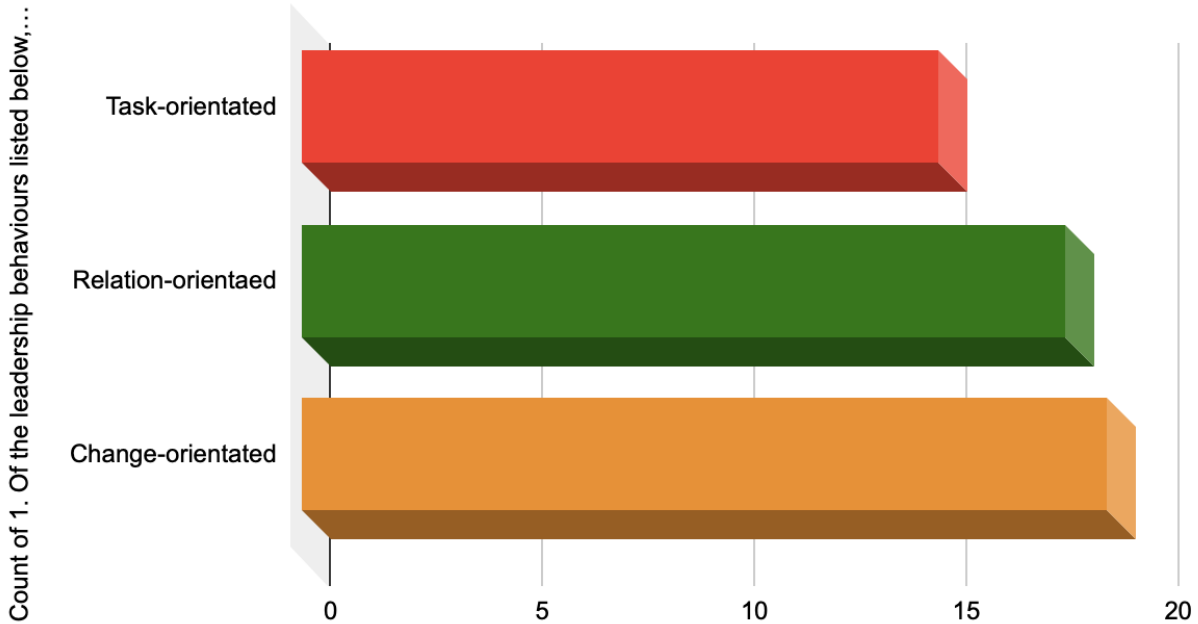


Figure 4.4.1 Leadership behaviour with the most positive impact

Source: authors own illustration

The chart above shows that change-orientated leadership behaviour is more likely to be chosen as the leadership behaviour of choice in the project space of this organisation and the leadership behaviour that will have the most positive impact on project success.

This shows that change has become a necessity with projects and this will determine how much a project leader can adapt to situations that require change. The number of participants that have responded in choice of change-orientated leadership is 36.5% and whilst 34.5% of respondents

have said that relation-orientated leadership has a positive impact on project success. The least favourable leadership behaviour is task-orientated leadership with 28.8%.

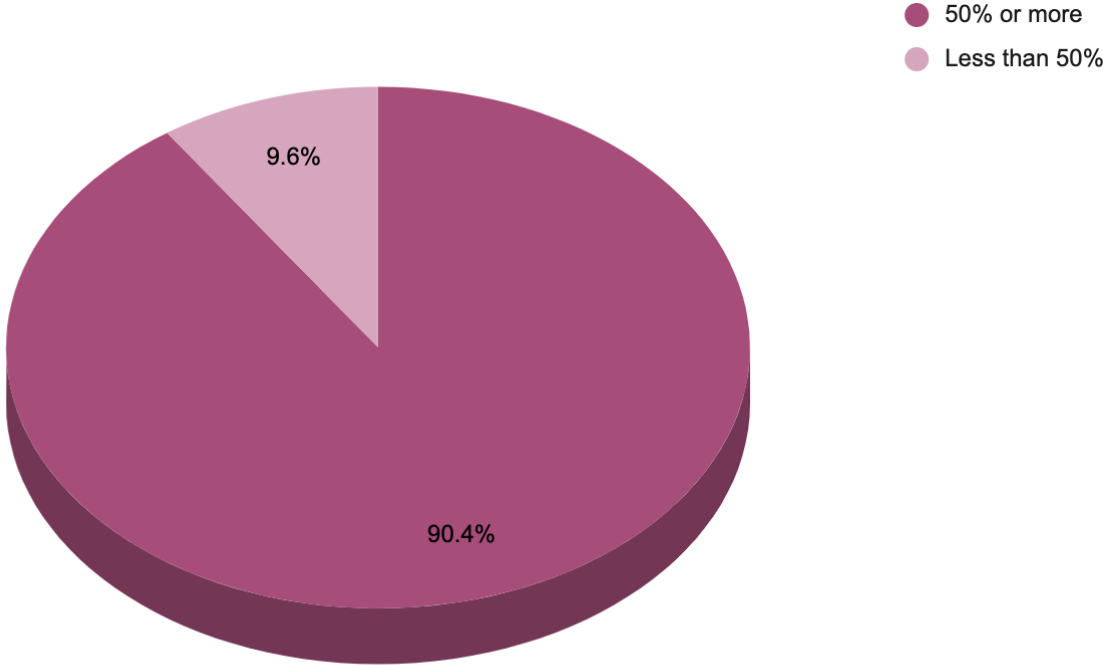


Figure 4.4.2, How many projects were successful with the impact of project leadership behaviours

Source: authors own illustration

The pie chart above shows that 90.4% of the respondents said that 50% or more of the projects they have worked in were impacted positively by project leadership behaviours while 9.6% of respondents said that less than 50% of the projects they worked on were impacted positively by project leadership behaviours.



Figure 4.4.3 Overall project leadership experience

Source: authors own illustration

The question in the above chart sought to establish whether respondents were aware of the leadership behaviours utilised in the organisation's project space and whether they believed they were being used in a way that was advantageous to the space and the job they were doing. The responses show that 65.4% of the respondents have seen good leadership behaviours in their experience in the project teams they have worked in. With this, 25.0% say that sometimes there are good leadership behaviours while other times there are not. Responses show that 9.6% of the time, leadership behaviours are not working for the better good of the team and hence should perhaps be explored further in a separate research.

### 4.3 Discussion

The intention of this research work was to pinpoint the project leadership behaviours that contribute to a healthcare organisation's ability to execute projects successfully. Project managers need to comprehend soft skills, which encompass the standout human behaviours in various working environments. Although the organisation hires people based on the behaviours they display, it is still the project leader's duty to guarantee that the project is working at a standard that is in line with what the organisation's expectations.

Although education is always a requirement in employment, it must be understood that the organisation has the responsibility to ensure that employees are up-skilled in their careers. This does not only add to the education advancement of the employees but also helps to decrease on downtime around work and increase on productivity which in turn increases profits. In this research work, 51.9% of respondents replied that they do not have a specific project management qualification but rather in other fields. This does not mean that they are less qualified to be in a project team, however, a qualification in project management will help team members understand how project processes are systematised and to prioritise project management plans; this increases job retention. (Pant & Baroudi , 2008)

Knowing and understanding a field theoretically is different to the experience aspect of any work done in the organisation. In this research work 74% of respondents have worked in a project management space for 1-5 years, this means that they understand processes of project management and project leadership behaviours and what effect each aspect has on project team performance. The project management space has advanced over the years and is becoming a complex part of the organisation, it is therefore imperative that project team members are able to break down formal processes simulated in course contexts into understandable processes that have positive impacts on project execution (Peterson, et al., 2011).

This research work has achieved the goal of proving that leadership behaviours have an impact on successful project execution, which in turn is useful and makes a significant aid to the body of knowledge in the research related to project leadership behaviours. An enormous contribution is that in relation to the ever changing project management space change-oriented leadership is more likely to have a positive impact on successful project execution, followed by relation-orientated leadership behaviours.

Task-orientated leadership is seen as the least likely to have a positive impact on successful project execution. Previous studies show that with task-orientated leadership behaviour, leaders are more likely to be perceived as dictators and less concerned about the emotional well-being of team members, which in turn reduces morale and team productivity.

### **Integration of Qualitative and Quantitative Results**

This section presents an integrated analysis of the qualitative and quantitative findings obtained through the mixed-methods approach. The integration enables a more comprehensive understanding of the relationship between leadership behaviours and project success at Discovery Health. By triangulating survey data with interview insights, this research enhances the reliability and depth of interpretation, addressing both the measurable impact of leadership behaviours and the nuanced perspectives of participants.

The quantitative data, particularly from the Likert scale and multiple-choice sections of the questionnaire, revealed that most respondents (over 70%) perceive leadership behaviours—especially change-oriented and relation-oriented behaviours—as having a significant positive impact on project success and team performance. This is evidenced by consistently high average scores for these behaviours across various project phases and evaluation metrics.

Complementing these findings, the qualitative responses gathered through open-ended questions and semi-structured interviews offered a deeper explanation of *why* and *how* these behaviours were effective. Participants reported that leaders who exhibited flexibility, emotional intelligence, and clear communication were more likely to earn team trust, foster motivation, and maintain momentum in projects. Interviewees particularly highlighted that during times of uncertainty or rapid change—such as the COVID-19 pandemic—leaders who adopted change-oriented behaviours helped teams adapt quickly and maintain performance.

Interestingly, while quantitative data showed near-equal importance for task-, relation-, and change-oriented behaviours, the qualitative responses added context by revealing that the effectiveness of each behaviour was often dependent on the project's phase. For example, task-oriented behaviours were seen as critical during the planning phase, while relation- and change-oriented behaviours were preferred during implementation and adjustment stages.

Additionally, a minority of respondents (approximately 25%) expressed that leadership behaviours did not always align with team needs. This was supported by qualitative feedback indicating that some leaders maintained a fixed leadership style regardless of project context, leading to reduced morale or decreased efficiency. This discrepancy underscores the importance of adaptive leadership, a theme that emerged prominently in both data strands.

In summary, the integration of both data types reveals a convergence around key findings: leadership behaviours significantly affect project outcomes, with flexibility and context-sensitive application being critical to success. The qualitative narratives enrich the statistical patterns by illustrating the lived experiences behind the numbers, thereby affirming the suitability and value of a mixed-methods approach for this research.

### **Conclusion:**

Chapter Four analyzed the data gathered from project team members and leaders, revealing strong correlations between leadership behaviours and project success. The results highlighted the importance of flexibility, emotional intelligence, and change orientation in leadership practices.

The final chapter, Chapter Five, will interpret these findings in the context of the research objectives. It will provide conclusions, practical recommendations for Discovery Health and similar organizations, and suggestions for future research.

## **Chapter Five**

### **5.1 Conclusion and recommendations**

A substantiation exists that proves project leadership behaviours have an impact on the successful execution of projects. Project leadership behaviours are a strong hold of the project team. This research work manifests the importance to have an understanding of the project leadership behaviours and the impact they possibly have on the successful accomplishment of individual projects. It extremely critical that the project leaders understand and know the difference between the project leadership behaviours and when is it fit to apply them to their team setting.

They have to also be take note that these may have varying effects depending on the situation, so it is good to make space for a time consider the challenges the project team is facing and to possess the confidence to know when it is time to modify their leadership style in the best manner that will benefit the leader and the rest of the team.

The findings of this research work should be the encouragement to project managers to always select leadership behaviours and situations in which they will be highly effective with a more pliable mind-set. This necessitates an inclination to understand leadership behaviours a more finer manner and raises the intent with which they will be used inside the organisation's project teams, both of which have exhibited over time that they are climacteric to project management space.

The research work also solicits to educate project managing organisations about the value that project management teams will have in the enhancement and success of the business as a whole. With this, it is crucial that the project team members receive continuous training on project leadership behaviours and their responsibilities. Education institutions in South Africa have embarked on adopting the strategy of providing project management short courses as an added skill to any other course that one may be taking. It is also crucial that they contain soft skills meant to address problems with project leadership behaviours. Seeing that this is where soft skills will be learned, project leadership courses should help teams stay aligned with what is a need for their working environment and how it is to be accomplished as a deliverable.

Some examples of Institutions that offer project management short course in South Africa:

UCT- online: Project Management Foundations



UNIVERSITY OF CAPE TOWN  
IYUNIVESITHI YASEKAPA - UNIVERSITEIT VAN KAAPSTAD

University of Cape Town

(Anon., 2022)

Unisa - Course in Basics of Project Management



(Anon., 2020)

CPUT- University short course

Project Management 1



(Anon., n.d.)

## USB- Project Management for Professionals



(Anon., 2011-2022)

A limitation potentially exists in the element that this research was completed in one part of an organisation and did not include any other data from other organisations which may be different in size and magnitude. A more vigorous research would be one that included the team members being open on reasons for their responses as this would give a clear indication on how they perceive project leaders in relation to how they use project leadership behaviours in the project spaces in which they work.

An opportunity exists for future studies in the same field where there can be possibility to explore additional project leadership behaviours and at a larger scale of population size to broaden the demographic site of the research work. This will assist to better understand the results, improve existence such evidence and enforceability thereof.

The accomplishment of a project team's performance is positively impacted by project leadership behaviours, therefore while it is vital to have a variety of field-specific abilities depending on what an organisation requires, it is seen as equally crucial to possess and master the craft of project leadership behaviours.

The predilection insert findings of this research work favours that change-orientated leadership is most likely to be evidence to a positive impact on the project execution of the organisation. In conclusion of this research, change-orientated leadership behaviour will have the most positive impact on successful project execution. This does not take away the fact that relation-orientated and task-orientated leadership behaviours also have a significant place in project management spaces, given different situations and teams. It makes it effortless to adapt to changing times, new laws in the work place and understand the diversity of teams.

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