



**Cape Peninsula
University of Technology**

**CRITICAL COMPETENCIES NECESSARY FOR SUCCESSFUL EXECUTION
OF CONSTRUCTION SELECTED SITE IN THE CAPE METROPOLIS**

By

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**Dissertation submitted in partial fulfilment of the requirements for the
degree,**

Master of Technology: Business Administration—Project Management

in the Faculty of Business and Project Management

at the Cape Peninsula University of Technology

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Cape Town

October 2022

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ABSTRACT

The project definition expands the scope and use of project management. While project management is studied as a generic discipline, the author believes that the demands of a specialised industry are determined by certain implicit cultural norms determined by the industry's culture. The construction industry is dominated by men, with heavy responsibilities and strict deadlines to meet regulatory and consumer requirements. While the size and level of automation of these construction sites varies, the standards and expectations are set by local laws, policies, and regulations. According to research, opinions differ on the relative importance of hard and soft skills for project leadership. Interesting conclusions were drawn about optimum leadership styles for the industry based on product time, cost, and quality requirements. Interviewees included project managers, engineers, technicians, and general labourers. The questions were designed for project managers and project practitioners who deal with daily issues.

Keywords: Leadership, Leadership competencies, Project team, Leader behaviours, Performance, motivation, Leadership styles, Followership, Knowledge areas.

ACKNOWLEDGEMENTS

Firstly, I would like to thank my supervisor, Dr L.E Jowah for his motivation, guidance and for sharing his wisdom about life in general. He is a true inspiration to young people who want to further their studies. His wealth of knowledge on the subject matter, wisdom and diligence assisted me in this journey and enabled me to successfully complete this significant millstone.

Thank you to the CEO of Hoffa Academic World of Editors who firmly stood by me through-out this journey, believed, loved and trusted me. Thank you for loving me. I will always carry you in my heart.

To Riyaad, Muneeba and Ma for showing me a love that I have never experienced before. Thank you for believing in me and supporting me.

To a special boy ILyaas Hoffman who without a doubt sparked joy and laughter during this process on some days sat next to me cracking jokes, playing fortnight and watching his favourite movies. Thank you for teaching me how to love and how to show up for people you call your tribe.

Lastly to God for always allowing me to dream with my eyes wide open.

DEDICATION

This thesis is dedicated to Young people of ikhayelitsha who continuously strive for a better tomorrow through education. Young people are powerful; we must recognise this and begin to channel that potential towards positive deeds.

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CHAPTER 1

BACKGROUND TO THE STUDY

1.1 Introduction

Most of the research on project management focuses exclusively on the success and failure factors of projects, excluding the project manager's or leader's role in project execution (Neuhauser,2007:21). The leadership position of the project manager is consistently minimised and, in some cases, completely dismissed as a vital success component in project execution and management (Turner & Muller, 2005:49). Studies on the effect of management and leadership on organisational performance and success emphasise the organization's utter dependence on management and leadership. Management history has espoused numerous theories that are complementary to one another, are not mutually exclusive, and are not a one-size-fits-all situation. Unfortunately, these studies frequently conflated management with leadership, even though these concepts, while connected and occasionally complementary, are entirely distinct in contemporary studies. Too frequently, leadership is confused with management, particularly project leadership, which is entirely separate from project management (Young and Dulewics, 2008:18). The concept of leadership as a discrete process is undeniably appealing to many people, including those who believe they possess the necessary attributes.

Leadership research is gaining traction in construction management because it significantly impacts job performance and project outcomes. Appropriate leadership can influence subordinates' performance positively and help construction projects run successfully. Adopting appropriate leadership tactics will also increase subordinate satisfaction, resulting in a higher project success rate. As the concept of leadership is increasing in importance, its development and implementation are becoming critical

management issues. The Leadership brand has a reputation for training excellent managers with unique skills specifically oriented to meet the needs of customers and investors. As a result, in keeping with the preceding statement, a construction company with a leadership brand can be assumed to inspire trust that employees and managers would consistently deliver on the firm's promises (Ulrich & Smallwood, 2007). The goal of this study is to look into and evaluate how leadership is conceived and implemented in the construction business in South Africa.

1.2 Background

A project manager's role is more complex than a functional manager's because they must work across departments that often operate independently. Project managers face challenges such as providing leadership without formal authority and working in matrix organisations where unity of command is an issue (Anantatmula, 2010:14). Leadership involves setting the direction for the organisation, motivating people, and effectively influencing their behaviour (Burke & Barron, 2007:106). Managers plan, control, organise, and lead their organisations to achieve their goals (Rao, 2010:4). While these terms are often confused, some managers are not leaders, and some lack management skills. It is appropriate, therefore, to define these correctly, and the differences do not apply only to leadership and management, in general terms, but specifically as they relate to general management and other management disciplines versus project management. The study seeks to identify critical project leadership competencies while considering the project leader's inherent constraints imposed by the project structure (Skulmonski & Hartman, 2009). The traditional management structure gives the manager authority to motivate others to achieve the organization's goals (Young & Dulewics, 2008). Due to the matrix structure's need for authority, project managers must work without it (Jowah, 2012:1097-1106). So, if the project and its administration are to succeed, leadership is required. Leadership is the ability to overcome obstacles and persuade others to work voluntarily toward the organisation's goals (Kotter 2009). By definition, the two are similar. According to Anantatmula (2010:14), the gap between management and leadership is not always evident, owing to apparent overlap in tasks. The term "leadership" often connotes explicit concepts such as vision, confidence, management abilities, and charisma. Due to its attractiveness, It may motivate growth that otherwise would not exist in an organisation or individual (Mumford & Gold, 2004: 9). Leadership is the ability to create vision and direction, influence others, and inspire individuals to succeed (Burke & Barron, 2007:28). Jones and George (2009:497) define leadership as the process of inspiring, motivating, and guiding others to achieve group or organisational goals. Planning, organising, leading, and controlling human and other resources to achieve organisational goals (Smit et al., 2007:9). These scholars agree that management includes ensuring that predefined and declared organisational goals are met as efficiently as possible. The title of manager indicates instant official authority conferred on the individual and, therefore, is capable of directing resources. As implied by the above definitions, it is feasible to have a manager and a leader who manage. The differences between these two closely linked nouns are illustrated in Table 1.1 below.

Table 1.1: Key aspects of leadership and management

LEADERSHIP	Management
Setting a course	Budgeting and planning
connecting people	Arrangement and personnel
Motivating	controlling and resolving issues
control of the situation	Environment management

Source: Young and Dulewics (2008:18)

From Table 1.1 above, it is self-evident that leadership places a premium on people, whereas management places a premium on tasks that must be completed. Anantatmula (2010:14) emphasises this point by stating that management is concerned with making decisions about processes and functions to increase operational efficiency and effectiveness. In contrast, leadership is concerned with motivating and guiding people to reach their full potential and accomplish more challenging and complex organisational goals. Leaders have followers, while managers have subordinates, and leaders use their power to influence others, while managers use their authority to accomplish tasks. Because most projects are matrix structures with authority gaps, as mentioned previously, management becomes impossible without authority; so, leadership is essential to enable the project manager to execute the project operations properly. Thus, leadership, not management, is crucial in project leadership, often known as project management

1.2.1 The project manager's position in the organisation

Since the project manager does not have direct authority over his subordinates and team members, the matrix structure introduces issues. The existence of an authority gap erodes the project manager's authority and forces project managers to rely on

various forms of leadership other than formal authority, which they lack or have in a limited and restricted form. The purpose of this study is to identify essential qualities that a project leader must possess in light of the project leader's inherent limits as defined by the project structure (Skulmonski & Hartman, 2009:63). The traditional management structure bestows authority to the manager over the department for which the manager is responsible. In a typical organisation, the manager has the authority to hire, fire, promote, and instruct, and they hold a formal job with a clearly defined hierarchy and a centralised reporting system (Young & Dulewics, 2008:18). The project structure precludes the project manager from directly recruiting, firing, remunerating, or promoting people, let alone instructing them on how to conduct their jobs.

Authority is the authority granted to an individual to hold others accountable for their behaviour and to make decisions on all matters pertaining to the manager's responsibilities (Jones & George, 2009:49). When managers are empowered, they can influence and control their subordinates' behaviour toward the fulfilment of organisational goals (Curtis & Manning, 2009:139). When positions are organised hierarchically, authority can be exercised efficiently through a defined chain of command and a well-defined span of control (Ferreira, Erasmus, & Groenewald, 2011:339). The manager's power is derived from his or her position in the hierarchical organisational structure.

Unlike typical management structures with well-defined reporting lines, embedded projects operate on a matrix system (Gray & Larson, 2008:65), in which the project manager has no direct responsibility over the subordinates, who are seconded from functional divisions (Jones & George, 2009:358). Instead, the scope of the project manager's authority is primarily determined by the organisation's size, structure, and politics (Rao, 2009:467).

1.2.2 Leadership's influence that is exerted on others

Effective leadership requires power or elements that motivate others to desire to be influenced. According to Bass (2004:1-20), motivation is a critical component of leadership, and leadership is defined as the capacity to motivate people to contribute to the effectiveness and success of the groups to which they belong. Kerzner (2006) notes that projects frequently fall behind schedule and budget due to low morale, a lack of motivation, unhealthy human relations, low productivity, and a lack of commitment on the part of staff. Young (2003: 65) underlines the importance of leadership in motivating and directing a varied collection of individuals to execute at a high level, voluntarily and

passionately, throughout the life of a project. Thus, leadership is the ability to influence people's behaviour in order to accomplish goals; this is critical when project requirements must be completed.

Additionally, leadership can be defined as a complex process through which an individual persuades others to carry out a purpose, task, or objective and guides the organisation in a way that makes it more coherent and clearer. A leader accomplishes this process by applying characteristics such as beliefs, values, diverse skills, knowledge, and ethics (Bass & Avolio, 2008:264), all of which are entwined with power; and the capacity to influence. Finally, success is defined as work completed to the desired standard, within the specified timeframe, and within the specified budget (Al-Jibouri, 2003:145).

1.3 Leadership Competencies

Competencies encompass the information, abilities, behaviours, and attitudes that an individual should possess to accomplish a specific task (Burns, 2005:5). Competences should be appropriate to the activities to be performed, which means that a manager's competencies may differ from those required of an engineer in the same organisation. This mix of abilities, knowledge, behaviour, and attitude should contribute to an individual's effectiveness in carrying out his or her obligations and responsibilities. Lewis (2003:20) distinguished between primary and secondary competencies. Primary competencies refer to interpersonal skills, which include, but are not limited to, negotiation, interpersonal, and conflict resolution abilities. They are known as soft skills.

Secondary skills refer to technical knowledge, such as credentials in a particular field of study, whether technical or academic. Mumford and Gold (2004:54-55) propose a division in management competencies, classifying the two methods as behavioural and standard. Hellriegel et al. (2005:5) propose a competency model of six components forming a comprehensive managerial model of competency requirements. The importance of leadership competencies for project management

According to Gareis (2010:3), projects begin with goals, such as changing a building, generating a new product, or restructuring an organisation. Plans are created to carry out the intended change and keep stakeholders informed; the plan is then carried out, and change occurs. Change is an important project outcome because it emphasises the project's transient character and uncertainty. It also displays the working

environment of the project manager. According to Lüscher and Lewis (2008:221-240), leadership and management are complementary but distinct. Managers deal with ambiguity, whereas leaders deal with change. This is significant when considering the project manager's and project leader's roles. When projects bring change to an organisation and the environment in which they are managed is changing at an increasing rate (Sauser, Reilly, & Shenhar, 2009:665-679), project managers must not just apply management talents but also, to a greater extent, leadership competencies

The list of qualities that describe good project managers is long, and if the function were defined in terms of project characteristics, a project manager would be separated into three categories: project technician, project manager, and project leader (Newell, Robertson, Scarbrough & Swan, 2009:87). Loch, DeMeyer, and Pich (2011:65) proposed three types of projects as a starting point, based on a combination of project characteristics such as project size or impact on an organisation; complexity or the number of stakeholders and specialities involved on the project; attractiveness or how desirable the project is to work on; and the level of resource limitation placed on the project, typically measured in time and cost constraints. As a result, project management skills are critical for enhancing project quality.

If all of the project attributes were merged, multiple project managers might emerge, thereby improving project quality. In addition, dormant skills and competencies could be discovered. For example, suppose the term project manager was subdivided into project technician, project manager, and project leader. In that case, the title may have been better aligned with the project's features, allowing project managers to identify the abilities required for best performance (Hughes, Champion & Murdoch, 2015:78). To reap the benefits of their differences in project quality, all of the project manager's qualities and competencies should be correctly matched.

1.4 The Proposed Role and Characteristic Framework

The five scales identified by Thomas, Dargusch, Harrison, and Herbohn (2010:880-887) are project size, uncertainty, attractiveness, restrictions, and complexity. In one intervention, Van Zyl, Deacon, and Rothmann (2010:1-10) discovered a clear and discernible association between project scores on the five measures and the difficulty of managing them in a large organisation. This has been used to identify key abilities required of project management to increase the likelihood of a quality project delivery. The proposed role and characteristic framework of a

project are depicted in Figure 1.1

Project Type	Runner	Repeater	Renegade
Project Lead	Project Technician	Project Manager	Project Leader
Five Scales ^a	Lower ranking	Medium ranking	High ranking
Foundation	Tools	Processes	Competencies

Figure 1.1: Role and characteristic framework of a project

Source: Extracted from Thomas et al. (2010:881)

As shown in Figure 1.1, runner projects rank lower on the five scales than Thomas et al. (2010:881) and can be handled with a higher emphasis on project management tools. These are repetitive projects, such as the construction of units in a cluster housing project where each unit is relatively similar to the next or the deployment of a new version of a commercial software package in an organisation. According to Crider (2014:9), repeater projects necessitate more comprehensive processes and project management tools and are generally more challenging to manage than runner projects. Examples of repeater projects include the construction of a sports stadium or implementing a data warehousing system. Although similar projects may have been completed in the past, each new project requires significant customization because it is a new project. Renegade projects are the most challenging to manage because they require the leader to employ a variety of skills in addition to choosing the appropriate methods and equipment (Church & Rotolo, 2010:25-61).

While the terms project manager and project leader are frequently interchanged, the amount of leadership required may be influenced by a combination of Thomas (2010:881) five scales and the degree of change a project makes. Project managers' roles would be differentiated for each project type if titles were changed to more specific categories. It would demonstrate the level of leadership needed to finish projects, even those with lower scores on Thomas et al.'s (2010:881) five measures. Project managers increasingly see leadership as a valuable skill, taking on more responsibilities without obtaining greater authority while improving project quality (Gosling, Bolden & Petrov, 2009:299-310).

1.5 Project Management and Project Management Skills and Competencies

According to Kärnä, Sorvala, and Junnonen (2009:387-398), project management is becoming increasingly important in industry, with increased interest and use. However, as the environment in which projects are delivered has become more unpredictable and complicated, effective project management has become more difficult (Crawford & Helm, 2009:73-87). Changes in project and team characteristics, such as changing business partnerships, new technologies, heterogeneous teams, and more diversified stakeholders, make it more challenging. The project manager will be obliged to respond to these changes if project quality is to be maintained or upheld. In a rapidly changing corporate environment, project managers' competencies must evolve to manage a project, necessitating diverse skills and competencies effectively. Those related to people and process, such as communication and planning, as opposed to those focusing on technical factors, have become increasingly vital for project success and quality, according to Ding (2016:237-251), since they are flexible and provide a conducive environment.

According to Aksorn and Hadikusumo (2008:709-727), the project manager's efficacy is vital to project success since the project manager is the most crucial component for projects to be delivered successfully. Others concur that project manager performance is inextricably tied to project success. Because project manager skill is one of the most significant aspects leading to outstanding project performance, the main reason for project failure is a lack of management leadership. Because of the significant link between project success and project manager effectiveness, it is crucial to know which skills and competencies are most critical for project management success (Fisher, 2011:994-1002). Unfortunately, the extant literature on project management skills and abilities is still primarily organised into lists or groups that tend to presuppose that there is a single set of skills and competencies for all projects.

Crawford and Helm (2009:73-87) claim that project managers need the correct mix of skills and abilities to be effective. However, most of the literature is based on project manager opinion rather than empirical research and is not always well-represented in bodies of knowledge. According to relevant literature, the extant literature on project manager abilities and competencies is still primarily included in lists or groups that tend to presume a static set for all projects. Professional associations such as the Project Management Institute (PMI) publish lists and groupings of project management skills and competencies, such as PMI's thorough Project Manager Competency Development, which gives groupings of project manager skills and competencies in the form of a self-test. Napier, Keil, and Tan (2009:255-282) provide lists of project

manager skills and competencies with descriptions. Journals also provide valuable insight into the critical project management abilities and competencies required to lead projects and teams effectively. Technical competence, detail orientation, leadership, human difficulties, and other skills and abilities are frequently cited (Pefanis Schlee & Harich, 2010:341-352). To ensure a project's quality is maintained, lists and groupings of project manager abilities and competencies are helpful. Because the environment in which projects are delivered evolves and projects might differ significantly, it is essential to evaluate how these changes affect the value of various project management abilities and competencies. A project manager's project competencies are shown below as an example.

Table 1.2: Project manager's project competencies

Core Tasks	Competency	Manifestation
Managing a Project	Planning/ organizing	- Ability to determine appropriate measures for themselves and for others to achieve the project goals - Prioritization of these measures - Co-ordination of the measures
	Controlling	- Ability to control processes and activities in a result-oriented manner - Ensures project progress
	Stress tolerance	Ability to work effectively to tight deadlines regardless of possible setbacks
Managing Customers	End-customer orientation	- Experience and keen instinct for the customer's respective field of activity or sector of industry and the hierarchical levels - Ability to "sell" the project results in the organization
	Personal "chemistry"	Ability to make a good and competent impression right from the first contact
	Analytical skills	Ability to focus on the essentials, capacity for abstraction, sound judgment and experience
Managing a Team	Leadership qualities/ managing people	- Ability to motivate a team to work together towards a common goal and to achieve co-operation within the team - Provides professional support - Ability to delegate
	Guidance/ managing performance	- Ensures customer-oriented quality - Combines various disciplines to find the best solution
	Sensitivity	- Recognizes and appreciates each person's strengths, interests and problems - Fairness when dealing with others - Encouragement of a culture of constructive controversy

Source: Project- Management- Project-Manager- Tasks-Competencies (2015:12)

The above example or template of project leaders' competencies demonstrates the specific skills and competencies that project leaders or managers should have to

sustain project excellence.

1.6 Project Characteristics

The project manager's working environment is influenced by the type of project being managed or the project's characteristics, as well as the business environment, team dynamics, and other factors. As mentioned above (Morrison, Ross, Kemp, and Kalman, 2010:80), these impact project aspects and are usually ignored in many areas of the literature, as evidenced by the static nature of lists of project manager skills and competencies. However, all projects require the same effort and can be handled most effectively with the same project manager skills and abilities. While project features are not regularly analysed, some writers have devised classification systems that consider the influence of elements such as the business environment and project characteristics. For example, Schermerhorn (2009:75) analysed project manager and team member abilities to determine an organization's approachability to projects, and they considered characteristics to grasp the project's demands better. However, when project characteristics are used to classify projects, only a small number are included, and they are mostly related to the project environment and other project features.

1.7 Project Leadership

Even though general leadership has been studied for over a century, Avolio, Walumbwa, and Weber (2009:421-449) claim that there has been comparatively little empirical research on project leadership. While project leadership is an increasing area of interest, there are obstacles to its study. One of these is reflected by Geoghegan and Dulewicz (2008:58-67), who claim that good leadership is required for successful project management. The wide range of meanings attributed to different authors' ideas is a second issue in the study of project leadership, as some authors used the term technical leadership to refer to the leadership offered to technical and scientific workers. Others thought project leadership meant something different, such as a skill for effective project management, and that it included elements like interpersonal relationships and facilitation.

In contrast, others used the terms project leadership and project leader interchangeably with project management and project manager (Avolio et al. 2009:421-449). When working in a volatile workplace and dealing with change, according to Kotter (2008:23), there is a greater need for leadership. Leadership is critical in a project setting since projects bring about change and have different features

from one project to the next. One description supports this viewpoint, describing the project manager's work as a leader-intensive effort to ensure that the project is completed with quality and within the scope of the plan outlined in the project description.

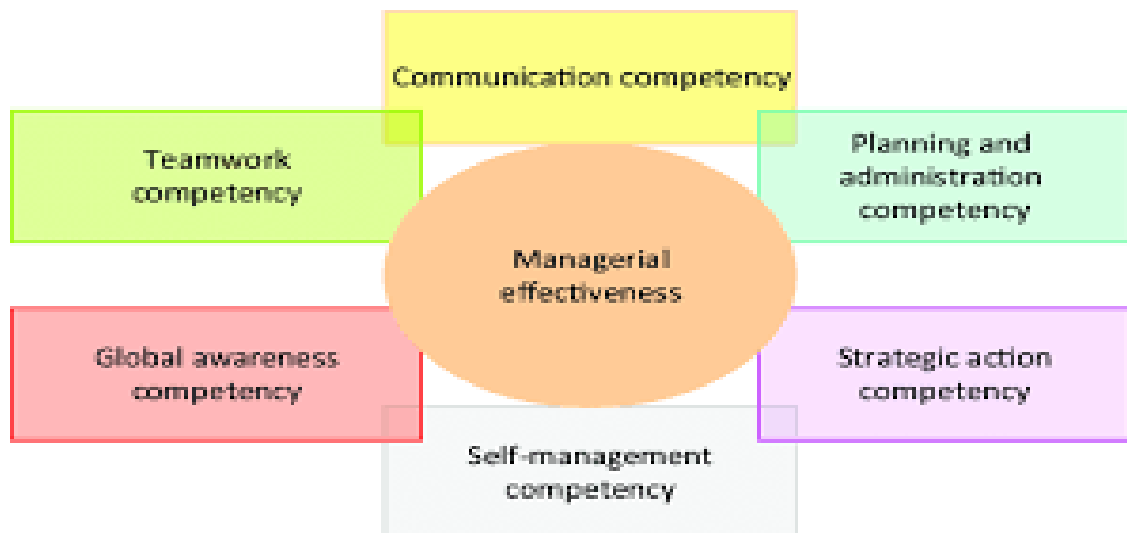


Figure 1.2: A Model of Managerial Competencies

Source: Hellriegel, et al., 2005:5

The six distinct characteristics of managing competencies as they relate to managerial effectiveness are depicted in Figure 1.2. Leadership is crucial in providing the necessary direction and interpretation of the organization's vision and goal, as demonstrated by the numerous new managing directors of sinking organisations who successfully turn the firms around and make them profitable again. Taylor and Stoller (2008:748) assert that because leadership qualities are vital to achieving organisational turnarounds and success, they must receive significant emphasis. Jugven and Muller, mentioned in Anantatmula (2010:13), admit that the definition of project success evolves from a narrow focus on finishing a project on time, within budget, and within scope to one that includes stakeholder requirements. Thus, good project leadership transcends the iron triangle and the square root of project success.

Competencies refer to soft skills, which are the human components of project management. They refer to the working relationships that enable followers to work

freely toward the organisation's goals; thus, people, not experts, accomplish tasks. Thus, the study will concentrate on those characteristics of human connections that facilitate and promote cooperation in the pursuit of project completion.

1.8 Characteristics of an Effective Leader

The project leader must be willing to adopt the roles of project initiator, negotiator, listener, mentor and coach. Figure 1.3 below is a model for the expectations of a project leader.



Figure 1.3: A model of an effective project leader

Source: Prabhakar (2008: 5)

The ideal scenario in which every team member works is depicted in the above figure with the team presumably at peak performance. This is a result of the project manager's ability to keep the team cohesive. Reilly and Karounos submit (2009:1–13) that project leaders' attention to the well-being of the project participants has a motivational impact on the members' performance. The leadership's effectiveness is influenced by how practitioners feel their goals and concerns have been met to find the project manager's attention. According to Wong, Wong, and Heng (2007: 95–106), Reilly & Karounos believed that a manager could not accomplish their objectives without being thoroughly aware of the team's various needs and convincing the practitioners that these needs are significant.

It was especially highlighted that cultural differences could make it difficult to effectively focus on the requirements of team members and subordinate players. The following outlines generic cultural differences:

- Europeans in the Anglo Cluster (Australia, UK, New Zealand, USA) favour evangelistic, team-oriented, and charismatic leaders. Nevertheless, each nation has unique leadership philosophies that are demonstrably more successful.
- Europeans from Latin America (France, Italy, Spain, Switzerland, and Portugal) prefer visionary, selfless, goal-oriented, dependable, decisive, and performance-oriented leaders.
- Poland, Slovenia, Albania, Georgia, Greece, Spain, Hungary, Kazakhstan, and Russia are among the Eastern European countries that favour collaborative and team-oriented leadership.
- The Southern Asia cluster (Philippines, India, Iran, Indonesia, Malaysia, Thailand) prefers a team-building, patriarchal leader who is receptive to suggestions and compromises.

In agreement with the above distinctions, Taleghani, Salmani, and Taatian (2010: 91-111) hypothesized that other cultures, particularly the Asian cluster, prefer leaders who play a more positive role (direct involvement) in their work lives. The study demonstrated that a leader thought of as people-focused could be viewed as weak in self-assurance and not task-oriented in other organizations. Hussain and Bodla (2010:73-81).

They contend that their personality traits influence followers' chosen leadership styles. This is supported by Jowah's (2013) claim that followers choose their leadership template based on their upbringing and cultural values. These followers already have their expectations regarding the level of the leader's participation in the private lives of the subordinates or team members. The Big Five personality traits were investigated for effectiveness in leadership roles on a sample of 288 respondents using structured questionnaires, with honesty added as a sixth (and final) trait/character to be examined. The outcomes were contrasted with the leadership philosophies the leader had selected (charismatic leadership, task-oriented leadership, and human-oriented leadership). Table 1.3 below displays the results.

Table 1.3: Comparison of Big Five with selected leadership styles

Trait	Description
O penness	Being curious, original, intellectual, creative, and open to new ideas.
C onscientiousness	Being organized, systematic, punctual, achievement-oriented, and dependable.
E xtraversion	Being outgoing, talkative, sociable, and enjoying social situations.
A greeableness	Being affable, tolerant, sensitive, trusting, kind, and warm.
N euroticism	Being anxious, irritable, temperamental, and moody.

Source: Goldberg, (1990:1216–1229)

One of the most generally used methods for classifying the traits that make up a person's distinct personality is the Big Five model, which grades a person according to their openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. Several Big Five personality qualities have been linked to leadership effectiveness and emergence (whether someone is perceived as a leader by others).

See below a comparison of the big five leaderships as follows:

Extraversion

Often known as extroversion, it is a personality attribute characterised by high levels of emotional expressiveness, talkativeness, friendliness, and excitability. High extroverts tend to be outgoing and more energised in social circumstances. Likewise, they are invigorated and happy when they are around other people.

Those who score low on this personality trait or are introverted typically exhibit greater reserve. They are less able to exert themselves in social situations, and social gatherings can be exhausting. Introverts often need some time alone and quiet to "recharge."

Table 1.4: Extraversion leader's highs and lows

High	Low
Takes pleasure in being the centre of attention	Feels worn out after spending much time socializing and finds it
Enjoys striking up talks	Challenging to start conversations
Love to meet new folks	Thinks things carefully before speaking, prefers isolation, dislikes
Possesses an extensive network of friends and contacts	Being the centre of attention.

Source: Own construction

Agreeable

Trustworthiness, benevolence, friendliness, affection, and other prosocial traits are included in this personality feature. Individuals with high levels of agreeableness are more likely to be cooperative, whereas those with low levels of this personality trait are more likely to be aggressive and occasionally even manipulative.

Table 1.5: Agreeable leader's highs and lows

High	Low
Demonstrates a keen interest in people	Little interest in other people
Respects people	Does not give a damn about what others think
Demonstrates compassion and concern for others	Manipulates other people to achieve their goals
Enjoys assisting others and making a difference in their happiness	Has no concern about the issues that other people face
Helps those who require assistance	Belittles and insults others

Source: Own Construction

Neuroticism

Sadness, irritability, and emotional instability are characteristics of neuroticism, a personality trait. High neurotic people frequently experience mood swings, anxiety, impatience, and melancholy. Conversely, people who score lower on this personality trait tend to be more emotionally stable and resilient.

Table 1.6: Neuroticism leaders Highs and lows

High	Low
Is under a lot of stress.	Has little anxiety and is very at ease
Worry about a variety of issues	Psychologically sound
Experiences dramatic shifts in mood	Rarely feels depressed or sad
Extreme mood swings, struggles to recover from difficult situations	Avoids change

Source: Own Construction

Conscientious

Conscientiousness is a trait that includes high levels of thoughtfulness, good impulse control, and goal-directed behaviours. This organised and structured approach is often found within people who work in science and even high-retail finance where detail orientation and organisation are required as a skill set.

Table 1.7: Conscientious Leaders Highs and lows

High	Low
Always plans ahead	Dislikes structure and schedule
Checks on wellbeing	Procrastinates
Highly Organized	Failed to complete tasks

Highly optimistic	Challenging to start conversations
-------------------	------------------------------------

Source: Own Construction

Openness

The Characteristics that include imagination and insight. The world, other people and an eagerness to learn and experience new things is particularly high for this personality trait. It leads to having a broad range of interests and being more adventurous when it comes to decision making.

Creativity also plays a big part in the openness trait; this leads to a greater comfort zone when it comes to abstract and lateral thinking.

Table 1.8: Openness leaders Highs and Lows

High	Low
Talkative	Avoid Change
Assertiveness	Dislikes Disruption
Highly emotionally expressive	Focuses on a few specific interests
Widely Recognisable	Challenging to start conversations

Source: Own Construction

1.9 Problem Statement

Given that many organisations are moving toward project-based management coupled with a high project failure rate, it is crucial to grasp the critical success elements for a project. The history of project management development is littered with the development of tools and practices to assist in project execution. While tools, techniques, and technology helped people to work more efficiently and effectively, they did not significantly reduce the failure rate of projects. General management and political studies have unequivocally demonstrated the critical role of leadership and management in executing any duties and tasks. The distinctiveness of projects and, by extension, project management, as demonstrated by the presence of authority, which results in dual loyalty and disempowerment of the project leader, demands a thorough examination. Effective project management requires specific leadership characteristics and core competencies.

The purpose of this study is to look at the human-related competencies (primary competencies) that are essential for successful project management. The underlying principle is that people carry out projects through people, so it is essential to know what personality traits or competencies are required for the job

1.10 Research Objectives

Primary objective:

The objective of this study is:

To identify leadership competencies/styles appropriate to motivate the project team's performance in a construction industry/ environment

Secondary objectives:

- Identify leadership competencies that are generally used by project leaders, specifically in the construction industry.
- Identify the crucial indispensable leadership talents that a project manager should employ on a building site to minimise project failure.

1.11 Research Questions

In their study, Onwuegbuzie and Leech (2006) suggested that research topics are crucially significant in mixed method research since they heavily influence the type of research design utilized, the sample size and sampling strategy, and the type of instruments used. Delivered in addition to the methods (qualitative or statistical) for data analysis. The specific query that guided our investigation is:

- Ability to effectively communicate, understand and empathise.
- Ability to interact with others and develop productive working relationships to minimize conflict and maximize rapport.
- Ability to build sincerity and trust: moderate behaviours. (less impulsive) and enhance agreeableness.

1.12 Research Design and Research Methodology

Jowah (2015:64) distinguishes between the research design and methodology based on the research and how. The design is described as a road map of what you will do, and the methodology is how you will do what you want to do. Blumberg (2016:69) concurs with this and suggests that the design will involve deciding on what tasks are to be done, such as: sample selection, deciding on sample size, data collection method, instrumentation, procedures and ethical requirements. The difference between

the research design and research methodology is illustrated in Table 1.7 below.

Table 1.7: Difference between research design and research methodology

Research design	Research methodology
Strategic master plan	Operational or execution plan
Emphasises the road to be walked	Emphasises how the walking is done
Emphasis on what results are expected	Emphasis on tools/techniques for results
Guided by research problem/question	Guided by the tasks and work packages
Focuses on the rationality of research	Focuses on procedures and processes
Focuses on the “what should be done?”	Focuses on “how should it be done?”

Source: Jowah (2015:11)

The research strategy (research design) emphasizes the path to be followed, identifying what should be done as informed by the problem statement. This research design is as stated above (Bloomfield & Fisher, 2019:27-30). The research methodology, therefore, will include how the population will be identified, how the sampling will be done, how the sample size will be determined, how the data will be collected, how the data will be analysed and how the findings will be reported.

1.12.1 Target population

The human element in the project execution process is the only one that would vary

compared to tools with fixed operation methods. The subordinates, all people who report to a supervisor or manager, are the target of this research as they can state what motivates or demotivates them to perform. These will generally be the administrators, technicians, artisans and the support labour that helps to put things together during the project execution. The target population for this research comprised project practitioners who interact directly and regularly with project managers. These practitioners at different levels should be able to share what they perceive to be proper characteristics of effective project leadership, which enables them to work hard to achieve organisational objectives. It is assumed that subordinates know how well they want to be treated and will evaluate their manager's role in their performance in the organisation. The research was conducted in Cape town amongst construction companies.

1.12.2 Sample size

It is estimated that approximately 100 or more projects take place in Cape Town, and a minimum of 100 projects will be selected for sampling so that they respond to the given questionnaire.

1.12.3 Sampling method

These people will be identified from numerous projects such as construction projects, engineering and retail sector projects. Then, the researcher will visit the randomly selected companies to distribute the questionnaires to the participants.

1.12.4 Data collecting method

Because of the nature of the research selected [descriptive design and mixed research methodologies, a questionnaire (instrument) will be used to collect the data. Consideration has been made of the advantages of using this instrument in that it will provide (to a degree) standard questions allowing for easy comparison and deductions. The questionnaire to be used has three parts: Section A—Biography, Section B—Likert scale and Section C—Open-ended questions. The Biography will primarily assist during cleaning and editing. All those who may have filled in and do not qualify will have their questionnaires/responses excluded. The Likert scale assists with measuring the beliefs, attitudes, values and perceptions of the respondents because of their experience in the practice. The respondents will rank the advanced statements, and these statements were derived from the literature review on the subject. Finally, the Open-ended section – this part allows the respondents to state in their own words their

understanding, perceptions and any other valuable information they have that may assist with the research.

1.13 Delineation of Study

The study will be conducted at a construction company in the City of Cape Town Metropolitan Municipality. The respondents are employees (team/task leaders, construction employees, project administrators and project management officers (PMO). Therefore, it is clear to the researcher that the cultural/racial mix in the city and at the site where the research will be conducted may not be replicated in other environments with a different diversity composition.

1.14 Ethical Consideration

Saunders et al. (2015:183-184) define ethics as “the appropriateness of your behaviour concerning the rights of the subject of your work or who are affected by it”. Research ethics involves protecting the respondents' dignity and publishing their personal information in the research. According to Fellows and Liu (2015), research ethics refers to principles guiding the research from the beginning to the completion and publication of findings. Crestwell (2014), on the other side, listed several issues that the researcher should regard as an obligation when dealing with human beings. Informed consent; all respondents will have to consent to participate in the survey; all respondents will be informed to write their names or put markings that may identify them. The process is anonymous, and all questionnaires collected will not be given to any authority, the confidentiality is considered serious by the researcher. Should the respondent feel uncomfortable with specific questions, they are advised to omit or pull out of the exercise at any stage if they have misgivings about the research/questions. They do not need to give reasons for pulling out. The organization has already given permission to research, and all possible harm [physical or socially] has been put in place. Everything concerning the respondents and the organization will be treated as confidential and reported anonymously. The participants will be assured of the safe keeping of the information they will provide, and also, their names will not be mentioned in any part of the study as their revealed information will never be used against them.

1.15 Chapter Classifications

Chapter 1: Thesis proposal and study guide

Chapter 2: The Authority Gap and its Impact on Construction Project Execution

Chapter 3: hard skills and current project management tools and techniques

Chapter 4: Soft skills and their role in effective management, theory and current application.

Chapter 5: This chapter considers the data collected, its analysis and interpretation.

Chapter 6: survey results, explanation, interpretation, recommendations, and conclusion.

1.16 Summary

According to Meredith, Shafer, and Sutton (2007:49), a person must have the ability to lead and manage groups of people or teams in a specific direction in order to be considered an effective leader. To successfully complete projects, the project manager must be competent. Leaders. Having a common goal, being an effective communicator, having honesty, passion, empathy, and the ability to form teams are all desirable qualities.

According to Baccarini (1999: 25-32), successful project managers possess the capacity for trusting others under pressure. For initiatives to be successful, they will be able to manage their projects to adhere to the triple constraints: Timing, Price, and Quality.

Without the followers a leader cannot exist. Today, followers seek a certain kind of leader who can help them grow, show them the way, and keep them inspired when they begin to despair (Ahmad, Abbas, Latif & Rasheed, 2014: 11-25). An effective leader needs to be knowledgeable about the field they are working in. According to Wei (2009: 89), successful leaders are crucial to the success of any organization and are a valuable asset in the quest to achieve predetermined corporate objectives.

CHAPTER 2

AUTHORITY GAP AND PROMINENT TRADITIONAL LEADERSHIP STYLES USED IN PROJECT EXECUTION:

2.1 Introduction

According to Yang et al. (2011:258-267), authority is the power vested in an individual to hold others accountable for their conduct and to make decisions regarding any matters about the manager's duty. In embedded projects, project managers have limited or no influence over their subordinates. The structure creates a hostile atmosphere for the unfettered exercise of authority by the project manager. Curtis and Manning (2009:139) believe that if project leaders were given the authority, they would be able to directly regulate the behaviour of subordinates toward the fulfilment of organisational objectives. Formal authority converts the manager's position into lawful power, enabling the boss to exercise hierarchical control over subordinates. In project structures, the project leader lacks this direct authority to affect the conduct of subordinates (Jones & George, 2009:358). Subordinates from other departments are seconded to him for the term or duration of the project. Some team members may also be on the same organisational level as the project leader or even higher, which further erodes any authority the project leader may require to carry out obligations.

Within these embedded projects, project managers are assigned to coordinate procedures and activities using pre-existing resources overseen by functional managers (PMBOK guide, 2013: 5 - 481). As a result, they are not involved in hiring or firing their subordinates, have no say over promotions or demotions, and cannot discipline subordinates for poor performance. As a result, senior management's expectations for successful project execution remain high, despite the lack of direct responsibility over the resources. According to Sy and D'Annunzio (2013:17-21), the matrix structure creates disempowering authority gaps, posing a leadership problem for project managers (2005: 44). This results in the emergence of novel phenomena such as dual reporting, divided loyalties, more significant goal conflict, and ambiguity regarding subordinates' expectations.

According to Manning and Curtis (2009:46), the hierarchical structure establishes a position of formal authority in the minds of subordinates, which can then be transferred to legitimate power, which confers authority on the manager to direct and control subordinates' behaviour toward achieving organisational goals. According to Ferreira, Erasmus, and Groenewald (2009:4), authority can be efficiently exerted through a

transparent chain of command in traditional institutions in which positions are organised hierarchically. However, the amount to which project managers exercise their authority is highly dependent on the size, structure, and politics of the organisation in question (Jowah, 2012:1097-1106). The matrix structure generates complications that impair project managers' ability to successfully complete projects by generating an authority gap that results in divided allegiance among subordinates. The manager is empowered by hierarchical authority to perform executive functions such as controlling, budgeting, organising, and directing. In contrast to typical management structures with clearly defined reporting hierarchies, projects are built on the matrix system (Gray & Larson, 2008:65), in which project managers lack direct power over subordinates who are seconded by functional divisions (Barna,2013:17-21). The project manager's authority is highly contingent on the organization's size, structure, and politics (Rao, 2009:467).

2.2 Matrix Organisation vs Project Organisation

The project-based approach is more flexible and efficient than traditional management strategies (PMBOK guide, 2013:5-481). This is the benefit sought by organizations objectifying, drawing on the resources of multiple departments within a large corporation. PMBOK Guide (2013:5-481) claims that project-oriented organizations are an emerging organizational structure. A project is defined as "a transitory endeavour confined by time, money, quality, and scope." Despite the matrix structure's organisation advantages, namely communication efficiency, project flexibility, knowledge exchange, and optimization (Barna,2013:1721). The organisation pulls resources from other divisions in light of the project's transient nature. People are one resource mobilised for a project; they are seconded to the project for the duration of the endeavour; the project manager does not have direct power over these resources (Jowah 2016: 10-17). They know that after the project is finished, they must return to their functional units, proving their loyalty to their department. Despite the matrix system's many advantages, it has several operational flaws that negatively affect the project manager's leadership and performance. Parallel reporting for seconded workers causes divided loyalty and raises goal conflict and ambiguity (Mazibuka, Tait & jowah 2015:313-335). The nature and operations of an organisation define whether it is a project or a matrix organisation. Table 2.1 below summarises Larson and Gary's distinctions between the two structures.

Table 2.1: Project organisation vs. matrix organizational structure

Project organisation	Matrix organisation
Purely temporary	Relatively permanent
Project managers' authority ranges from very low to very high	Project managers' authority distributed reasonably
Low information processing	High information processing
Power struggles avoided in case of the project having a limited life	Power struggle; a distinct possibility between functional managers and project Managers
Project managers take charge of information, resources and people	Project heads must share resources with functional heads

Source: Own construction adapted from Larson and Gary (2013: 161-171)

Jowah (2012: 1098-1106) contends that the matrix structure is essentially a large-scale project management extension. However, it increases goal conflicts, dual reporting, and the resulting dual loyalties. By definition, project-based organisations are made up of transitory structures set up to complete a project (Kodama, 2007:3). The lack of direct project leader supervision over operators and team members dissociates these forms from traditional management structures. They define it as organisations that manage production functions within a transitory project (Breevaart et al. 2014:138-157). These project organisational models help huge organisations divide and coordinate workers and other resources. The structures should reflect the hierarchy and authority (Jones, George & Hill, 2000:271). The transient nature of embedded initiatives eliminates authority and produces a void (McShane & Travaglione, 2014:502), necessitating a shift in leadership behaviour and competencies to execute projects effectively in such a complex and disempowering management position.

If appropriately implemented, this hybrid organisational structure will maximise resource utilisation and efficiency, but that is the ideal. It involves individuals who have their views, opinions, and dislikes and are frequently compartmentalised inside their professional domain to the exclusion of all other individuals inside the enterprise. Due to the split loyalty and ambiguous ownership of resources, the authority gap creates a dilemma for the project manager, who must lead the project without exercising traditional managerial authority (Goold & Campbell, 2003:427-439) while still delivering the project on time, within budget, and to the specified quality. Organisations invest in project managers and expect them to deliver projects but do not empower them with complete resource management authority.

Due to their distinct characteristics, it is necessary to distinguish between a functional manager and a project manager. Clearly, the task of a project manager is more complex than that of a regular functional manager, in addition to working across functional and organisational environments previously created to support functional managers. Other difficulties confront the project manager, such as providing leadership without defined official authority and working in matrix organisations where command unity is a problem (Anantatmula, 2010:14). Thus, one of the essential characteristics that a project manager should possess is leadership rather than management. Leadership is vital to the project team's success. Marchewka (2006:318) asserts that leaders who have mastered authoritarian, democratic, affiliative, and coaching styles tend to foster the finest climates and have the most effective teams with the highest performance.

2.3 Project Managers (leaders) vs Functional Managers

Too frequently, research on project management focuses on the success and failure elements of projects to the neglect of leadership and its impact on project execution (Neuhauser, 2007:21). In project management literature, the function of the project manager is consistently minimised, and little emphasis is placed on the importance of a project leader, almost removing the project manager as a success element in project execution. As a crucial variable in delivering a successful project, it is necessary to consider the attributes that may be required in a project manager. (Jowah, 2016:10-17).

The concept of leadership as a discrete process is undeniably appealing to many

individuals, including those who believe they possess the necessary qualities. Therefore, leadership should be identified as closely related to, but distinct from, management, even though these terms are frequently used as synonyms.

Too frequently, leadership and management are conflated, especially project leadership, which is distinct from project management (Flanagan & Jacobsen, 2003:124-142.). Clearly, the role of a project manager is more challenging than that of a typical functional manager; in addition to working across functional and organisational environments, which are traditionally designed to support functional managers, the project manager faces additional challenges, such as providing leadership without proper support or authority and working in matrix organisations where the unity of command is an issue Jowah (2015: 15-39). In the table below, the distinctions between leadership and management are outlined in detail.

Table 2.2: Key aspects of leadership and management

Leadership	Management
Setting a direction	Planning and budgeting
Aligning people	Organisation and staffing
Motivating	Controlling and problem-solving
Mastery of the context	Control of the environment

Source: Own construction; data from Jowah (2015: 15-39)

As seen in Table 2.2, leadership focuses on the human element of operations. In contrast, management focuses on the operational techniques of an organisation (Anantatmula, 2010:14) underlines this by stating that management is concerned with making decisions regarding processes and functions to increase operational efficiency

and effectiveness. In contrast, leadership is concerned with influencing others to achieve organisational goals, motivating and directing individuals to attain their potential and accomplishing increasingly difficult organisational objectives.

It is essential to acknowledge that the line between management and leadership is not always distinct (Anantatmula 2010:14). This was demonstrated by a survey conducted by Skulmowski and Hartman (2009:63) that attempted to determine the essential qualities required of a project leader, considering the inherent limitations of the project leader as a result of the project structure compared to the traditional management structure. The traditional management structure confers authority on the manager, which he or she may use to lead employees toward an organisational objective (PMBOK guide 2013:5-481). Therefore, if both the projects and the project management are successful, leadership becomes a necessary operational mode. While management is associated with control and organisation, leadership necessitates the capacity to overcome obstacles and inspire others. Leadership is usually connected with specific ideals like vision, confidence, management skills, and charisma. Its appeal as a proposition can inspire growth in an organisation or an individual (Chin & Spowage 2010: 1-9). According to House et al. (2004:47), leadership is the ability to motivate others to contribute to the success and effectiveness of the groups in which they are members. According to Saunders et al. (2012:48), projects fail owing to low morale, lack of motivation, poor human relations, low productivity, and lack of staff commitment. The ability of the project manager to lead his or her staff successfully can have a considerable impact on the project's success (Chin and Spowage, 2010: 1-9). Thus, leadership is the ability to influence others' behaviour to achieve goals (Karaman & Kurt 2015: 572-579). Leadership is also a sophisticated process in which a person inspires others to fulfil a purpose, task, or goal while guiding the organisation towards coherence and clarity. A leader does this by combining beliefs, values, talents, knowledge, and ethics.

2.4 The People and Task-Oriented Approaches to Leadership

The project environment is distinct from the usual management environment in that it includes additional uncommon requirements. The necessity to satisfy the square root complicates the project management environment; thus, success will depend less on this and more on the capacity to motivate the participants to work effectively enough to achieve the square root's goals. As a result, leadership is the skill or aptitude (Jowah,

2015:77) that a person possesses that enables them to perform consistently in a particular context. In the matrix system, project managers experience the impacts of the authority gap, although they may be nominated to a position and thus have some power and authority. The absence of authority in a matrix-structured project when the project leader has the responsibilities but not the authority is known as the "authority gap" (Jowah, 2012:1097–1106).

Furthermore, the project leader has no control over the people they work with because other departments second them. Therefore, the project manager must rely on another type of management to get the job done effectively. The teams participating, in this case, are made up of specialists from various mother organization functional units and are loyal to their supervisors and departments. As a result, the project manager might not practice transactional leadership because they will not be able to offer incentives. The leader's communication styles most associated with people-focused leadership are supportiveness, guidance, motivation, expressiveness, and a lack of verbal aggression. On the other hand, task-focused leadership has advantages and disadvantages of its own, which are illustrated in Table 2.3 below. Regarding Karaman & Kurt (2015: 572-579), task-oriented and people-oriented leadership styles are equally important.

Table 2.3: Advantages and disadvantages of task-focused leadership

<i>Advantages</i>	<i>Disadvantages</i>
• it maintains orders and discipline • it allows public services to be deployed quickly and efficiently • it allows young and inexperienced recruits to know what to do and when to do it • it enables decisions to be made very quickly	• team members rely on leaders for instruction and do not develop initiative • team members are less responsible for their own action while the leader takes all the credit • it can lead to high staff turnover and absenteeism • team members may feel angry at being ordered to perform tasks without any consultations.

Source: Extracted from Priya (2014)

Task orientation calls for communication and planning skills, which are advantageous for managers, particularly when choices must be made quickly. The emphasis is so much on finishing the task at hand that it is probable that the "know-how" of those doing the real work is being disregarded. Knowledgeable subordinates may not want to be micromanaged and instead desire to participate in the operations, depending on their level of maturity. The management will be weighed down by considerable planning when there is a vast workforce and various operations unless they delegate. Job-focused leadership may be effective in hastening task completion, providing staff with a clear path to follow, making it simple to manage deadlines, and clearly defining employee duties. The operations have a well-defined timeline and well-defined targets. Ideal for environments where integrating activities is necessary for complex goods and services. In order to achieve this balance between task and people focus, it is essential to make sure that the goals are reached with motivated and happy employees. Ironically, projects are under tremendous pressure to complete quickly and within budget. According to Anantatmula (2010: 13–22), one of the most essential elements of effective project management is people-related management and leadership. According to Jowah (2013:1-344), a project manager's communication and conflict resolution skills are the best traits because they are crucial to a project's success. Numerous elements crucial for highly effective leadership concerning people were listed by the PMBOK guide (2013:2).

2.5 Background

This study focuses on the two most common leadership styles, transactional and transformational, but also highlights all types of leadership. Jowah, (2013:1-344) suggests that different leadership styles are appropriate at different stages of a project's life cycle. Numerous project success criteria require leadership to influence project performance (Anantatmula, 2010: 13). The topic of combining general management and leadership theories to project management leadership has been extensively researched (Hernandez et al., 2011: 1165-1185). According to Karaman and Kurt (2015: 572-579), leadership involves motivating and directing a diverse group of people to offer exceptional performance voluntarily and passionately throughout the project's life cycle. According to studies, a project manager's performance is defined by his capacity to initiate, plan, implement, monitor, and handle massive amounts of data that will aid in problem-solving and decision-making (Aryee et al., 2012: 393–411). Diverse project management approaches and leadership styles are suited to various project types. According to Hoffman et al. (2011:779-796), leadership is either

contingent reinforcement of followers by a transactional leader or moving followers beyond their self-interests for the welfare of the group, organisation, or society

2.6 Leadership Styles

Table 2.4 below shows six leadership styles and explains each leadership style in detail.

Table 2.4: Six leadership styles

Style	Description
Affiliation	Encourages effective communication and interactions within the group. Interested in the well-being of the individuals in the team and devotes time to teambuilding. Put much faith in their team members and offer them much latitude in how they go about doing their duties. Regularly provides constructive criticism but may feel awkward doing so and want to avoid uncomfortable confrontations.
Coaching	The team's leader is focused on enhancing the abilities and supporting the work of the other team members. The leader continuously evaluates employee performance and observes Mistakes and poor performance as teachable moments. Assign tasks for the sake of development. They aid team members in recognizing their assets and liabilities.

Style	Description
Democratic	Leaders encourage team engagement and discussion of the direction the team should go in and the priorities for their various tasks. When complicated issues develop, the team solicits solutions while paying close attention and reaching an understanding. Team members may occasionally believe that the leader needs to make more decisions and provide less guidance.
Pacesetting	Leaders focus on getting things done, establish high criteria for their performance, and lead by example. Assume that team members are capable of doing their duties. A boss may reassign a task to a team member they believe is more qualified if a member's performance falls short.
Authoritative	The team is led by the leader, who sets clear objectives for the group to work toward. Encourages adherence to the work at hand and allows team members to develop and try new things. Leaders inspire their teams by clearly articulating how and why their work contributes to the organization's overall goals. They work incredibly well when a group or service is experiencing difficulties.

Style	Description
Commanding	A leader sets a clear example for others to follow. They refuse to hear any suggestions from the team members, which demotivates them and saps their energy. No team members' input is needed while making choices. Do not be afraid to challenge team members who are not performing up to par, and reward those who do.

Source: Own construct, adapted from Goleman (2000:143).

There are additional leadership styles that are not included in this list, but the list of those that are is not all-inclusive. The transformational and transactional are the critical areas of focus in the current investigation.

Leadership philosophies and their application to project management. (Barna, 2013: 17-221) distinguished between two types of leadership: transformational leadership and transactional leadership. According to Ahmad et al. (2014: 11-25), these genres are commonly acknowledged to incorporate components from other styles. For example, in a transformational leadership style, the leader encourages changes to the followers' interests, values, and social conventions to help them go above and beyond their initial performance expectations.

When employees in a company put in exceptional work, the company will succeed in its particular field (Aryee et al., 2012: 393–411).

According to Hoffman et al. (2011:779–796), transformational leaders inspire followers to surpass lesser expectations, demands, and goals for the long-term benefits of the entire group.

On the other hand, in transactional leadership, a leader seeks to engage followers in a cost-benefit economic trade. This exchange relationship is built on a contract that calls for positive reinforcement for improved performance. According to Waldman, Bass, and Yammarino (1990: 381-394), followers in transactional leadership are frequently rewarded for meeting predetermined performance standards. A graphic illustration of both the transformational and transactional leadership styles is shown in Figure 2.1.

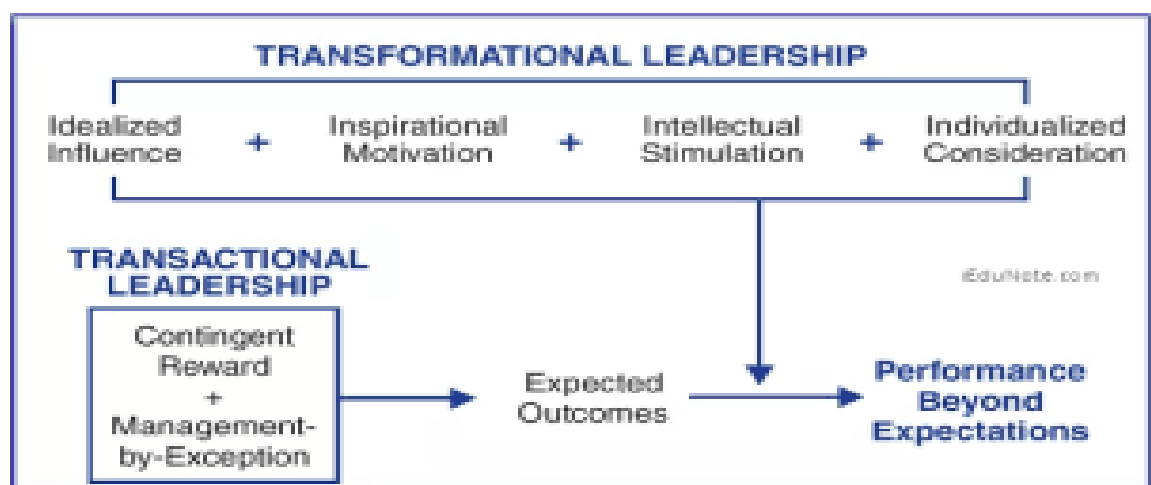


Figure 2.1: Graphical representation: Transformational and Transactional leadership leaderships

Source: Jowah (2016:10-17)

The illustration above demonstrates how transformational leader uses the four components to inspire their followers. In comparison, transactional leader negotiates a reward for work in a contract with their followers. In addition, rules are established by transactional leaders, and any transgression from these rules is punished with corrective action.

2.6.1 Transformational leadership

According to Duckett and Macfarlane (2003: 309-317), Burns initially used the term "transformational leadership" to set it apart from other types of leaders who create

substantial and lasting change.

Ties with subordinates and followers that are more motivating than those that involve financial rewards in return for completing tasks under pre-approved job performance. Transformative leaders cannot increase the consciousness of their adherents by referencing loftier principles and concepts such as freedom, justice, peace, and excellence (Sarros & Santora, 2001: 383-394).

According to Ahmad et al. (2014: 11-25), transformational leaders have the power to bring about change by bringing others' consciences and clarity to their own personal purposes, visions, and ideals.

Transformational leadership is a predictor of empowerment, cohesion, and perceived group effectiveness, according to Jowah (2016:10-17). The most dynamic and effective type of leadership, which enables leaders to inspire and promote engagement from followers to extend beyond transaction requirements, is that of transformational leaders (Mazibuko, Tait and Jowah 2015: 313-335). In a transformational leadership style, leaders constantly work to widen and elevate their team members' interests, continually promote knowledge and acceptance of the group's goals and mission, and inspire their followers to put the group's needs ahead of their own self-interest.

Building commitment to organizational goals is the central purpose of transformational leadership, followed by equipping followers to achieve those goals (Ahmad et al. 2014: 11-25). Four key elements make up transformative leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized concern (Grant, 2012: 458-476). The below table shows the four dimensions of transformational leadership styles.

Table 2.5: Four dimensions of transformational leadership

Idealised influence	Implies that followers respect, appreciate, and trust the leader, as well as imitate his or her behaviour, adopt his or her ideals, and are committed to attaining his or her vision and making sacrifices in its pursuit. The leader demonstrates commitment, a strong sense of purpose and perseverance, and confidence in the group's mission and activities, which contributes to the group's success and provides followers with a sense of empowerment and ownership. They demonstrate moral and ethical conduct.
Inspirational motivation	Refers to the leader's zeal and optimism in crafting a vision for the future, which inspires similar emotions in followers. It is apparent that the leader is committed to the vision, that precise goals and expectations have been conveyed, and that the leader has faith in the followers' capacity to meet these expectations.
Individualised consideration	This implies that the leader analyses the followers' ability and maturity level to determine whether they require additional growth. Then, as a mentor, he or she provides personal attention, listens to the concerns of others, and offers comments, guidance, support, and encouragement. In addition, the leader devises appropriate tactics to enhance each follower's motivation, potential, and performance to higher levels. Assistance is offered, and progress is tracked
Intellectual	Implies a leader who respects his or her people's intelligence

stimulation	and fosters innovation and creativity. Others are encouraged to reframe challenges, apply a holistic view in comprehending problems, question the status quo, and approach problems from a variety of angles, so fostering change readiness and the ability to tackle current and future difficulties.
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Source: Own construction, information adapted from van Eeden et al. (2018: 255)

2.6.1.1 Impact of transformational leadership on employees

According to Ahmad et al. (2014: 11–25), the notion of transformational leadership is crucial in leadership, and numerous research has demonstrated a beneficial association between these two concepts. Leadership and other influencing factors include performance, commitment, and workers' satisfaction. Employee engagement and transformational leadership are positively correlated—the firm's success is a result of inventiveness. According to Bushra et al. (2011: 261–267), the conceptual approach to this type of leadership combines empowering people and their organizational commitment growing. Transformational leaders are accountable for establishing a goal that is easy to understand, spelling out the procedures for achieving it, and then empowering and motivating them to contribute to the company's success. Leaders who transform ensure that their followers place more emphasis on group aims than individual goals, which leads to increased teamwork and cooperation between the participants (Cavazotte, Moreno & 2013: 490-512)

2.6.1.2 People considered to be successful transformational leaders.

Because of the work he accomplished in uniting the people of South Africa and creating what is now known as the "rainbow nation," our own Dr Nelson Mandela is regarded as one of the transformational leaders.

According to Yates (2002), Genghis Khan was another leader who carried out similar tasks to Nelson Mandela. Genghis Khan was able to bring together fiercely separate Mongol tribes to build one of the biggest land empires ever during the late 12th and early 13th centuries. The final individual we will discuss in this study is Lee Iacocca, who is credited with saving Chrysler from bankruptcy by changing the perspectives of his subordinates and reshaping the organizational culture (Afshari and Gibson, 2016:507-519).

2.6.1.3 Pseudo transformational leaders

Pseudo-transformational leaders demand complete loyalty from their followers and forbid them from questioning or disputing the vision, according to Work2future Skills Gap Analysis (2013). Bass and Steidlmeier (1999: 181-217) assert that these leaders frequently fall short of gaining the profound admiration of their followers because they only want to be seen as personal idols by their followers and are not concerned with the communal ideals that could be advantageous to them. Pseudo-transformational leaders use the elements of transformational leadership to further their own goals by

dominating and in control of their followers. Pseudo-transformational leaders seek to stifle followers' intellectual potential, while transformational leaders work to develop and influence their intellectual talent.

2.6.1.4 Criticism of transformational leadership style

According to Hall, Johnson, Wysocki, and Kepner (2002), one of the fundamental complaints of transformational leaders is that they tend to abuse their position of authority. Barna (2013: 17-21) found that there was little empirical research available studying the impact of transformative leadership on work groups, teams, or organizations. She also noted that the underlying mechanism of leaders' influence at work in transformational leadership remained unclear. It has also been argued that the emphasis on "vague and remote goals" that the transformational leadership style places more attention on is merely rhetorical. Transformational leaders fail to turn their significant visions into reality when they do so because employees cannot be effectively inspired by words (Grant, 2012: 458-476). Grant (2012: 458–476) adds that it is implicitly OK to follow the leader's viewpoint, which assumes that leaders are by definition more qualified to understand and determine what is better and more right than their adherents. In the end, the leader distorted this excessive dependence on and deference to decision-making, which is hazardous for both leaders and followers.

2.6.2 Servant Leadership

For the reader's advantage, the researcher felt compelled to describe another leadership style comparable to transformational leadership. Although this leadership approach and transformational leadership have similar philosophies, this study outlines a few minor variances. Servant leadership is the name given to this leadership approach. Robert K. first introduced the idea of servant leadership (Brauckmann and Pashiardis, 2011: 11-32)., according to contemporary organizational theorists (Barna 2013: 17-21). According to Kythreotis et al. (2010: 218-240). servant leaders offer vision, win followers' respect and trust, and exert influence. Table 2.6 below compares and contrasts the elements of servant leadership with transformational leadership.

Table 2.6: Transformational vs Servant Leadership

Transformational leadership	Servant leadership
<i>Idealized Influence</i>	<i>Influence</i>
Vision Trust Respect Risk-sharing Integrity Modelling	Vision Trust Credibility and competence Delegation Honesty and integrity Modelling and visibility Service
<i>Inspirational motivation</i>	<i>Stewardship</i>
Commitment to goals Communication Enthusiasm	Communication
<i>Intellectual stimulation</i>	<i>Persuasion</i>
Rationality Problem-solving	Pioneering
<i>Individualized consideration</i>	<i>Appreciation of others</i>
Personal attention Mentoring Listening Empowerment	Encouragement Teaching Listening Empowerment

Source: Odumeru and Ifeanyi (2013: 355-361)

According to Stone, Russell, and Patterson (2004: 349–361), both transformational leadership and servant leadership place a strong emphasis on respecting and valuing others, listening, providing guidance or instruction, and empowering subordinates. The theories' emphasis is perhaps where they are most comparable—based on followers' unique consideration and admiration. However, the leader's primary goals are significant differences between transformative and servant leadership. Russell, Stone, and 349–361 in Patterson (2004). While both servant leaders and transformative leaders express concern, the servant leader's primary concern for their followers is to be of service to them. The transformative leader is more concerned with enlisting the participation and support of their follower's organization's goals.

2.6.3 Transactional leadership style

Transformational leadership and its connections have received increased attention during favourable organizational results (Afshari & Gibson, 2016:507-519). However, researchers' presumption that transactional leadership is less compassionate and less inspiring to foster organizational commitment among the followers has led to this situation. This dearth of studies into transactional leadership results from the popularity of transformational leadership, claim the PMBOK guide (2013: 5 - 481). However, current research indicates that transactional leadership is also favourably associated with employees' independent behaviour, proactivity, and organizational commitment (Breevaart et al., 2014: 138-157).

Consequently, how does transactional leadership operate? According to Bass (1997:44), transactional leadership is centred on the fundamental and external needs of the employees, and the connection between leaders and subordinates is based on a contract. Furthermore, transactional leadership is based on exchanges between the

followers, wherein followers receive compensation for achieving particular objectives or performance standards decided upon by the leader (Trottier, Van Wart, & Wang, 2008: 319-333). The exchange of this relationship between a leader and their followers for achieving predetermined performance goals may be of an economic, political, or psychological character (Ravichandran et al., 2007: 59-78).

Subordinates in a transactional leadership environment are not expected to think

creatively; instead, they are only expected to carry out a planned task as directed by the leader and are rewarded when they do so.

The parameters of the exchange of rewards for work completed must be agreed upon, accepted, and complied with by leaders and their followers; this exchange forms the basis of the leader-follower relationship. (PMBOK guide 2013: 5 - 481). This leader-follower dynamic only persists as long as both the leader and the follower continue to find value in the transaction (Vishalli & Mohit, 2004:164-170). Transactional leaders employ legitimate manner and bureaucratic power to control their audience. Transactional leaders ensure that in order to further their own self-interests through the use of control techniques, followers act in a way that they find preferable (Kanungo, 2001:56). These leaders' influence stems from their capacity to offer incentives for hard work done (Naidu & Van-de-Walt 2005: 1-10). According to the PMBOK guide (2013: 5 - 481), transactional leadership

utilizes management by exception and contingent rewards to influence subordinates. When a contingent reward is used, workers are paid in accordance with the work terms of reference once they reach their goal, and the manager is satisfied with the results. In a system of bargaining exchange, the leader sets clear expectations with subordinates, they both agree on achieving organizational goals, and the leader gives praise and rewards when objectives are met (Limsila & Ogunlana, 2008: 164-184).

According to Obiwuru et al. (2011: 100 - 111), management by exception is a corrective form of behaviour. Transactional leaders either intervene when problems arise and corrections are required, or they continuously monitor their followers' performance and interact when they detect a problem.

Mistakes are bound to occur (Emery & Barker, 2007:77-90). Only a transactional leader will react, and when something goes wrong in executing a task, he should communicate with his subordinate.

Standards are not being met. By exception, management is divided into active and passive management. Management by exception and passive management by exception

Geijsel (2003: 228-256) defined active management by exception as leaders setting standards and procedures, then monitoring and following up on subordinates' performance to see if they are meeting the standards.

Leaders only intervene and take appropriate action when they notice a violation of the established standards and procedures (Hughes & Avey, 2009: 540-562).

By exception, leaders only require their followers to carry out the essential documented steps required to achieve set objectives (Hsu and Mujtaba, 2007: 17-28). Leaders do not respond to problems systematically; instead, they take a wait-and-see approach before taking the necessary corrective action (Erkutlu, 2008: 708-726). Transactional management processes between leaders and their followers are regarded as more managerial than management (Ke & Wei, 2008: 208-218). It is the leader's responsibility to ensure that roles and responsibilities are clearly defined. The followers' responsibilities, tasks, and outcomes are all clearly defined. This will result in assisting in ensuring that followers receive the necessary information in order to commit the necessary efforts to accomplish the goals (Nemanich and Keller, 2007: 49-68)

Transactional leadership entails leaders and followers exchanging information about agreed-upon work standards and objectives (Martin & Marion, 2005: 140-151). Transactional leadership is characterized by a give-and-take relationship between leaders and followers. Once leaders are satisfied that their requirements have been met, followers are rewarded with remunerations, promotions, and/or respect or status. Transactional leaders see the exchange relationship as a practice based on rewarding subordinates who perform well and punishing those who do not (Ruggieri 2009: 1017-1022).

2.6.3.1 Criticisms of transactional leadership

The only relationship between the leader and the follower is based on the concept of exchange (Brauckmann & Pashiardis, 2011: 11-32). Transactional leadership is based on a one-size-fits-all universal approach to leadership theory that ignores situational and contextual factors related to organizational challenges. Burns (1978:102) added that transactional leadership practices lead followers to short-term exchange relationships with the leader and that these relationships are characterized by shallow, temporary exchanges of gratification and frequently result in resentment between the participants. When transformational and transactional styles are discussed, they are always compared to a third style: laissez-faire leadership, which is explained in the following passage.

Leaders who use the laissez-faire style will simply delegate responsibility to subordinates and stay out of the way, even if important issues arise. According to

Robbins (2007:68), this type of leader avoids responsibilities and making decisions. Laissez-faire is not involved in any of the unit's work; they leave their employees to suffer alone. Leaders delegate authority to group members, who make all decisions (Mondy & Premeaux, 1995: 347).

The leader is unlikely to conduct business with subordinates and is likely to withdraw when disagreements arise. The model of the full range leadership suboptimal profile is depicted in Figure 2.2 below.

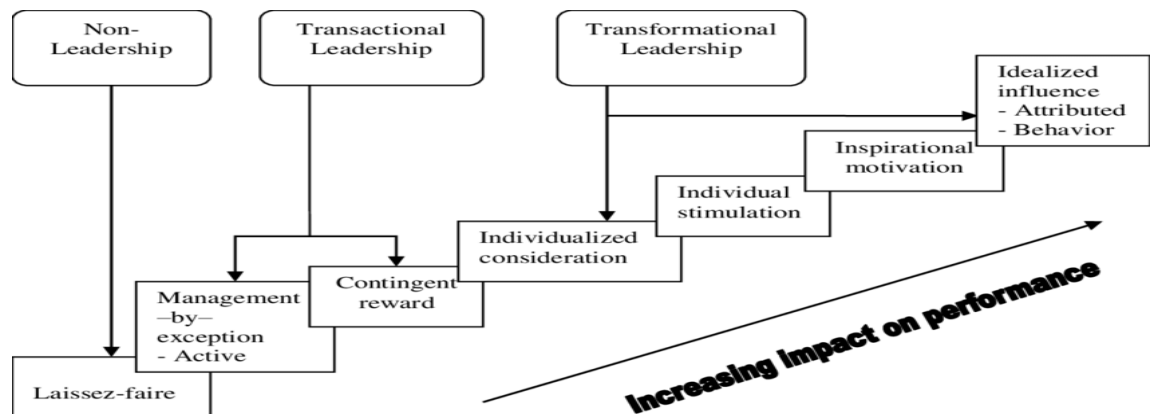


Figure 2.2: Leadership suboptimal profile

Source: Adapted from (Bass & Riggio, 2006:42)

Figure 2.2, passive management by exception, depicts leaders putting intervention mechanisms in place only when their followers do not meet desired goals. Leaders actively monitor how their followers perform their assigned duties and whether they conform to standards without errors. Leaders and followers enter into a contract in which they agree on what the follower must do in order to receive rewards

2.6.4 Differences between transformational and transactional leadership

The distinction between transactional and transformational leadership models does not imply unrelated (Hater & Bass, 1988: 695—702). According to Odumeru and Ifeanyi (2013: 355-361), transactional and transformational leadership are conceptually and practically distinct. Transformational leadership augments transactional leadership significantly, resulting in higher individual, group, and organizational performance levels (Lowe et al., 1996:385-425). Some academics and researchers say transactional leadership is a subset of transformational leadership (Wehrich et al, 2008) According

to Burns (1978:10), these two types of leadership are at odds. The opposites of leadership in a transformational and transactional process are presented as a continuum in Table 2.7.

Table 2.7: Diagram depicting the opposite ends of the continuum

TRANSACTIONAL LEADERSHIP STYLE				TRANSFORMATIONAL LEADERSHIP STYLE		
						
Given all plans done by the manager	Everything done and directed by the manager	Many rules control and regulations with no participation by followers	EQUILIBRIUM	Empowers and feels like belonging	Freedom to make decisions and be innovative	Followers lead without leader questioning

Source: Jowah (2013: 708-719)

The diagram above shows that under transactional leadership, everything from planning to decision-making is done by the manager, who does not want any input from the followers. The only source of motivation for followers is monetary or other incentives from leaders. Transactional leadership is all about exchanges between leaders and subordinates to meet the needs of both leaders and followers (Kythreotis et al., 2010: 218-240). Transformational leadership is at the other end of the spectrum. These leaders ensure that their followers are developed for the organisation's benefit and career advancement. Transformational leaders are concerned with the well-being of their followers; they ensure that their followers become highly effective at what they do by transcending short-term goals. (Judge & Piccolo, 2004:755-768)

Table 2.8: Transactional and Transformational leadership characteristics

<i>Transactional</i>	<i>Transformational</i>
Leadership is responsive	Leadership is proactive
Works within the organisational culture	Works to change the organisational culture by implementing new ideas
Employees achieve objectives through rewards and punishments set by a leader	Employees achieve objectives through higher ideas and moral values
Motivates followers by appealing to their self-interests	Motivates followers by encouraging them to put group interests first
Management-by-exception: maintain the status quo; stress correct actions to improve performance	Individualised consideration: Each behaviour is directed to each individual to express consideration and support. intellectual stimulation: Promote creative and innovative ideas to solve problems

Source: Odumeru and Ifeanyi (2013: 355-361)

The differences between the two leadership styles are summarised in Table 2.8 above. According to the table, transformational leaders are change agents in organisations who encourage their followers to prioritise the group's interests. Conversely, transactional leaders inspire followers by appealing to them.

These leaders work within the organisational culture and do not wish to change it.

2.7 Followership

If nothing is said about followers, the study of leadership is incomplete. What exactly is discipleship? Maroosis (2008:99) defines followership as the ability or willingness of a follower to follow a leader. There would be no good leaders if their followers did not support them. According to Bateman (2011:70-72), three factors are important to leaders: competence, charisma, and personality. In comparison, followers value good leadership and integrity more (Bateman, 2011:70-72). The follower must be willing to be led for the leader-follower relationship to work. If there is resistance from the followers, the leadership function may fail. A good follower should be loyal, honest, and dependable and have humanity, integrity, and synergy (Barrette, 2010:30-33).

There are two types of followership according to Townsend and Gebhardt (2003:18-21): active and passive followership. The difference between these two types is defined as decision-making empowerment. Passive followers simply obey the leader's orders/instructions, whereas active followers are given power and are involved in assisting their leaders in making final decisions. Kelley (1988:142-148) observed that, when active and passive attitudes are considered, followership patterns can range from sheep to yes-followers, alienated-followers, survivors, and active followers. Leaders must understand these basic followership styles because they reflect positive and negative follower behaviour. Cox (2010: 37-51) included four types of followers: implementers, resources, individualists, and partners. Figure 2.4 below lists the four types of followers.



Figure 2.4: Follower analysis

Source: Extracted from Chaleff (2003:137-153)

Figure 2.4 above depicts the four types of followers, which are explained below.

Implementers: They provide vital support to their leaders and are unwilling to challenge their leaders' decisions on how to achieve objectives.

Resources: Provide little support to the leader and show no willingness to challenge the leader's decisions taken on their behalf - they only do what is necessary to keep their jobs/positions

Partners: Provides firm support to leaders, challenges decisions made by leaders, and must be respected and involved in all decision-making processes - have numerous responsibilities

Individualists: Provide little support to their leaders and frequently question the decisions taken that have an impact on them - have ideas but are unwilling to collaborate with the team

Followers can also be classified into two types: intrapersonal and interpersonal factors.

With the intrapersonal factor, followers use high intelligence to develop their organization.

In interpersonal factor, followers rely not only on face-to-face interactions but also on leveraging all available sources to improve work quality. Martin (2008: 8-11) outlined ten rules of leadership. The ten rules of followership are listed in Table 2.9 below.

Table 2.9: Ten rules of followership

Do homework	Whenever responsibility is provided, accept it
Do not blame your boss for an unpopular decision or policy	Defeat your employer if required.

Make the decision and run with it	Fix any issues you find.
Always tell the truth	More than an honest day's work, to be precise
Keep your boss informed	while implementing strategies, be aware of both your strengths and weaknesses.

Source: Own construction extracted from Martin (2008:8-11)

Five of the six leadership schools that have emerged in the last seventy-five years contend that different leadership styles are appropriate in different situations (Turner & Muller, 2007: 22). As soon as a transaction is finished, the relationship between the parties may terminate or be redefined; transactional leaders encourage stability, but transformational leaders bring about substantial change in both followers and companies (Achua & Lussier, 2010: 354). According to Lane and Daft (2010: 424), transactional leaders clarify subordinates' roles and task requirements, initiate structure, provide appropriate rewards, and strive to be sensitive to and address subordinates' social needs. The prevalence of transactional leadership among leaders and managers continues (Gosling & Marturano 2008:167).

Table 2.10: Six early schools of leadership

Trait school	According to this school of management, strong leaders are born with specific characteristics.
Behavioural school	This school of management claims that effective leaders exhibit observable traits or styles that may be developed. However, most authors from the behavioural school feel that different styles or behaviours are appropriate in different situations.

The visionary school	This school of management recognises two sorts of leaders: those who prioritise people and express their values and those who prioritise process; they are referred to as transformational leaders and transactional leaders.
The contingency school	This management philosophy can be summed up as an "it depends" approach.
The emotional intelligence school	This institution assumes that all managers possess an average level of intelligence. However, leaders are distinguished not by their intelligence but by their emotional response to situations.
The competency school	This institution asserts that influential leaders possess specific competencies. It encompasses all previous schools because traits and behaviours are competencies; it states that different competency profiles are suitable for different situations and can define the competency profile of transformational and transactional leaders. It suggests emotional intelligence as one of four competencies.

Source: Turner & Muller (2007: 22)

Goleman et al. (2002:42) propose six management styles, each with a unique profile of competencies: visionary, coaching, affiliative, democratic, pacesetting, and commanding. They also identified nineteen leadership competencies grouped into four dimensions: visionary, coaching, affiliative, democratic, pacesetting, and commanding.

- Personal capabilities: self-consciousness; and self-management.
- Social capabilities: social consciousness; and relationship administration.
- Leadership competencies required for project success in project management.

What characterises a successful project? Researchers have proposed that projects should be deemed successful if they are completed within or close to the estimated schedule and budget and produce an acceptable level of performance. These three

criteria, frequently referred to as the triple constraints, were utilised in the present study (Mahaney & Lederer, 2011:103). The most important success criteria for project teams is that they have a unified and shared vision of the impact they hope to achieve via the project. According to Benator and Thumann (2003:104), leadership is the practice of influencing individuals or groups to achieve the objective or mission of an organisation. Anantatmula (2010:13) references Jugven and Muller (2005) to assert that, over time, the definition of project success shifted from a narrow focus on finishing a project within time, money, and scope to a broader focus that incorporates stakeholder expectations.

Competencies - what exactly are they? Lewis (2003:20) goes further by classifying competencies as primary and secondary. He argues that project managers must utilise their fundamental competencies, especially people-oriented skills, such as negotiation and interpersonal skills, dispute resolution, etc., and considers technology-related talents secondary. Mumford and Gold (2004:55) also discuss a division in management competencies. They assert that there are two methods to address management competencies: the behaviour- and the standards approach.

Project management and projects: Historically, project management was linked with the construction and defence procurement industries; but, in recent years, most proactive businesses are structuring their work as projects and use project management techniques to guarantee their completion (Burke, 2007: 17). The Project Management Institute (PMI), global standards and credentialing authority for the project management profession, defines project management as the application of the Project Management Body of Knowledge (PMBOK Guide) to project activities to achieve project requirements (Project Management Institute, 2009).

Project: Klastorin (2004: 3) describes a project as a transitory activity undertaken to develop a one-of-a-kind product or service; alternatively, it can be viewed as a well-defined set of goals, tasks, or activities that must be performed to achieve the project's objectives. A project is also an attempt in which human, financial, and material resources are organised innovatively to accomplish a different scope of work (Turner, 2009: 2). Project management is both an art and a science. It is regarded as a science since charts support it with graphs, mathematical calculations, and other technical tools referred to as hard skills.

Leadership qualities are crucial in finishing organisational success and should be considered & Thumann, 2003:101-127). In addition, Meredith, Shafer and Sutton's (2007:49) research on leadership defines and specifies precisely which qualities are

necessary for effective leadership.

According to Hartman and Skulmosk (2009:61), competencies are based on performance and include knowledge, abilities, attitudes, and personal traits that can be enhanced by experience and/or training.

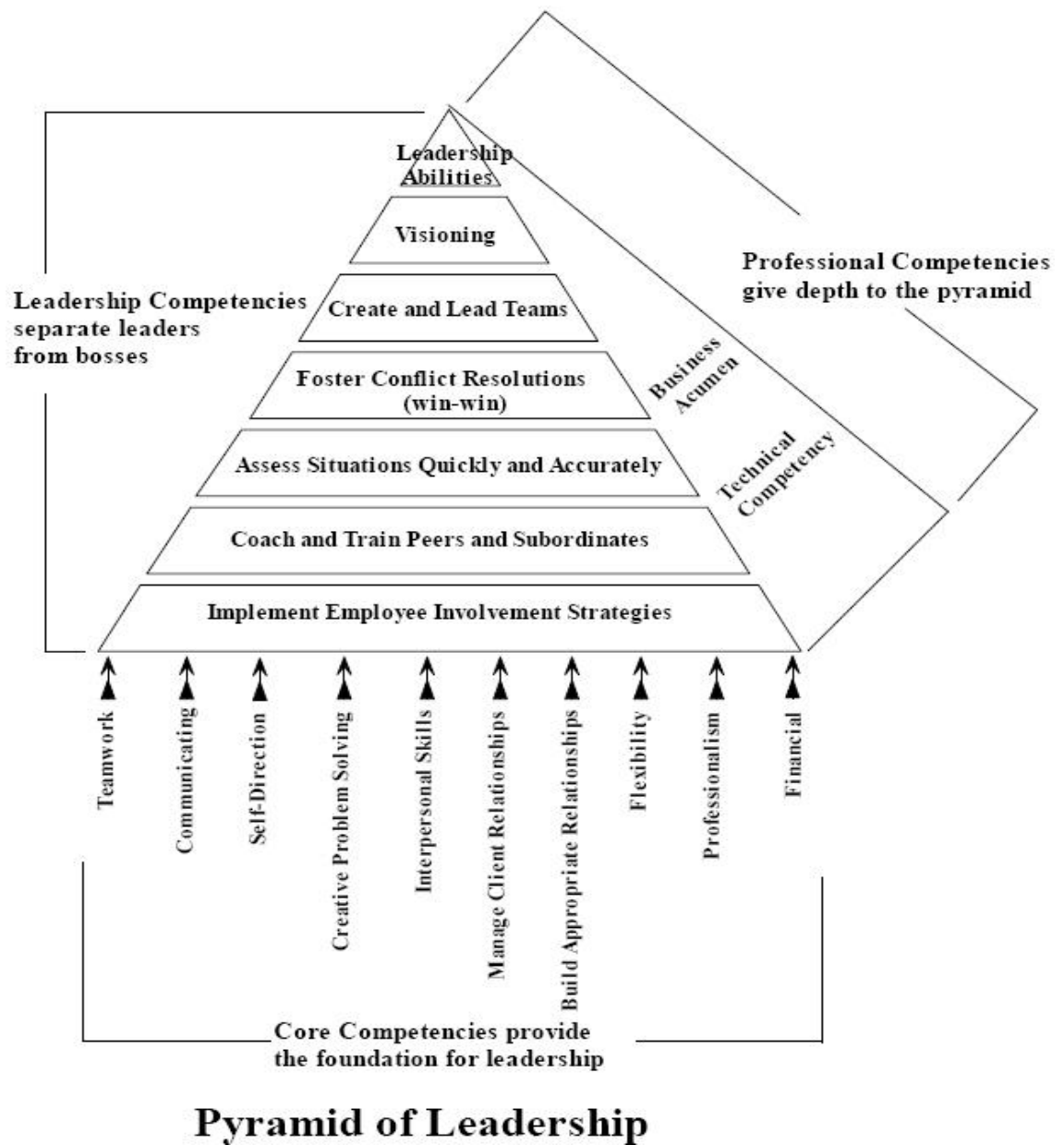


Figure 2.5: Six early schools of leadership

Source: (Clark, 2001:6)

Clark (2001:6) identifies three qualities necessary for effective leadership: inspiring workers, directing systems and processing, and steering the business towards common goals, increasing the organisation's value. In addition, Clark mentions three competencies: core competencies, professional competencies, and leadership competencies. Clark's integration of these competencies will enable project managers to deliver projects more effectively. as shown in Figure 2.5 above.

2.8 Summary

This chapter addresses matrices and the difficulties they provide to project managers. The authority gap was one of the difficulties we identified inside the matrix framework. The researcher defined the authority gap as the restricted authority the project manager has within the matrix structure since the project manager and functional manager share the same resources. The author also emphasised that this pooling of resources results in divided subordinate allegiance. The authority gap disempowers the project manager since, unlike the functional manager inside the organisation, he or she has no authority over hiring and firing. Comparing the matrix structure to the project organisation, the researcher discovered that the project manager has greater authority in the project organisation than in the matrix structure. The researcher also discussed the distinctions between a project manager and a functional manager, demonstrating that a project manager possesses leadership skills and is more concerned with the human element of operations than a functional manager, who focuses on improving the business's efficiency through processes and functions. The researcher next examined the many forms of leadership, their advantages and disadvantages, and the leadership qualities/competencies a project manager must possess to be a great leader.

CHAPTER 3

HARD AND SOFT SKILLS AND THE DEVELOPMENT OF THE TOOLS AND TECHNIQUES OF PROJECT MANAGEMENT TO DATE

3.1 Introduction

According to Lester (2007:5), several textbooks separate project management abilities into hard and soft skills. Business case, cost control, change management, project life cycle, work breakdown structure, project organisation, network analysis, and earned value analysis are examples of hard skills. Risk management, quality management, estimating, tender analysis, and procurement are also covered. Soft skills are health and safety, stakeholder analysis, team development, leadership, communication, information management, negotiation, conflict management, and dispute resolution. Other soft skills include value management, configuration management, financial management, marketing and sales, and legal. Pant and Baroudi (2008:125) agree with Lester that those hard skills can be taught and may change with learning new knowledge. These abilities speak to an individual's technical aptitude, like an electrical engineer understands building plans.

A person must have soft and hard skills to manage and lead in a project context properly. Soft skills include communication and leadership activities, whereas hard skills include risk analysis, quality control, scheduling, and budgeting tasks, among others; soft and hard skills complement one another (Kloppenborg, 2011:5-6). Project management tools (hard skills) are the guide that supports the delivery process, as specified by the company's competitiveness and profitability plan, and techniques are what to utilise to attain those goals (Milosevic, 2003:20).

It is common to ignore soft skills when faced with time restrictions and other problems, according to Harrin (2007:100-101). However, soft skills are vital to a project manager's success in completing duties on time. On the other hand, acquiring buy-in from one's team and senior management in practice rather than merely on paper is a complex ability to acquire. They also include ensuring personnel understand the project's purpose, giving the training to support communication, and being enthusiastic and a change agent yourself—never let anyone catch you saying the project is pointless.

According to Harrin (2007:102), soft skills are also necessary for a project context because the project manager typically does not have line managerial authority over the people working on the project. Soft skills, which are more difficult to quantify and

measure, have to do with how people interact with one another and include things like communication, listening, engaging in dialogue, giving feedback, collaborating as a team member, solving problems, contributing to meetings, and resolving conflicts

Steeves (2010:229), according to El-Sabaa (2001:2), state that the ideal project manager will have highly developed human skills, be sensitive to the needs of project stakeholders, and motivate the project team. Barry and du Plessis (2004:1) recognise the importance of soft skills as a contributor to project success, claiming that projects require human interaction, and the abilities for this interface are soft skills, and they utilise emotional intelligence to assess soft skills. Mersino (2007:8) defines emotional intelligence as the ability to detect and regulate emotions in us and others, which implies the ability to manage one's own emotions as well as understand and manage the emotions of others. It is particularly critical to emphasise the relationship between intelligence quotient (IQ) and emotional intelligence (EI), and leadership competencies, as these bits of intelligence influence the leader's behaviour toward subordinates and/or followers to a considerable extent (Pant & Baroudi, 2008:126).

A better way to explain IQ and EI is that IQ (hard skills) is book smartness that gets you through school, but EI (soft skills) is street smartness that gets you through life. You are born with an IQ; EI develops as you grow.

An effective project leader should be able to balance these two crucial traits to play a vital role in the success of a project. According to Bourne and Walker (2004:227), as the project management discipline moves into less traditional environments, where projects manage change and deliver intangible results, the project manager requires soft skills, and project success depends on the project manager's ability to combine and apply both skills. According to Alam et al. (2007:224), the project manager's competency determines the effective completion of projects. Bourne and Walker (2004:229) say that managing relationships with stakeholders is critical to project success and that good relationship management is a combination of the project manager's knowledge and hard and soft skills. Belzer (2001:1) concurs, stating that the project manager's capacity to recognise when and how to apply hard skills and incorporate soft skills to work within an organisation leads to:

- Creating a business value.
- Vision clarification.
- Identifying requirements.
- Providing guidance.

- Building a team.
- Resolving problems.
- Risk reduction.

According to Verzuh (2005:30), leadership is part of the art of soft skills taught through experience, sensitivity, and fundamental knowledge of management science. It is also a fact that people's upbringing, including culture and religion, has a lot to do with how they perceive leadership (Pant & Baroudi, 2008:126).

Leadership philosophy (Smit et al., 2007:17) and its orientation toward human relations are two examples, as opposed to standard western leadership styles of they and us in the workplace. Both leadership postulates are built on the idea that you are who you are because of other people. As a result, this concentrates heavily on human relations, representing a substantial portion of soft skills (Gillard, 2009:725). On the other hand, Sampson (2007) states that the abilities required for project management are now generally divided 50/50 among traditional 'hard' skills such as risk management and scheduling and 'soft' people-oriented skills such as interpersonal communication.

3.2 Soft Skills

Crosbie (2005:46) cites Daniel Goleman (1995) and defines soft skills as emotional intelligence, meaning that soft skills matter more than technical or academic ability. Soft skills are more important than technical skills like planning and control, say Skulmonski and Hartman (2009:62). Gillard (2009:723) agrees that success requires outstanding interpersonal or soft skills. Project management and leadership require both soft and hard skills, such as communication and leadership (Kloppenborg, 2011:6). While technical abilities are required, the most crucial qualities for a project manager are leadership and management skills (soft skills) (Benator and Thumann, 2003:3). According to Heldman & Heldman (2007:10-11), project managers must possess a wide range of skills and knowledge. They state that a successful project manager's soft talents include: The project management house is built on these skills: leading, communicating, motivating, negotiating and problem-solving (Heldman & Heldman, 2007:10-11). Soft skills are related to survival instincts in that people fine-tune and adapt to their environment, according to Ramesh and Ramesh (2010:4). For this study, we will focus on four soft skills that a project manager needs to be successful.

3.2.1 Emotional intelligence

It is suggested that the requirement for emotional intelligence in project management is

even greater than in most commercial situations because relationships in project management must develop more swiftly (Pryke & Smyth, 2006:88). Emotions have a role at work regardless of your position in a company; emotions are of relevance to people in the project management discipline since they play a direct influence in a

project manager's success and offer the framework for interpersonal skills (Mersino, 2007:5). Kousholt (2007:90) cites Goleman in defining emotional intelligence as abilities such as self-motivation, perseverance in the face of disappointment, controlling one's impulses and being able to postpone the fulfilment of a wish, controlling one's mood and preventing worries from overshadowing one's ability to think, empathising with others' feelings and coping.

According to Mersino (2007:12), emotional intelligence can assist project managers in the following ways:

- Create stakeholder ties that will help the project succeed.
- Relationships are vital for an effective project manager, including relationships with team members and other stakeholders.
- Strong relationships with all stakeholders will protect project management at difficult times, assist in getting complete information, offer required support, and enable the project manager to make better decisions.
- Prepare for and avoid emotional breakdowns.

We experience emotional breakdowns when we lose it; they are the equivalent of road rage in the workplace. The duration of a project can be fraught with stress; and for some project managers, this stress drives them over the brink and leads to inappropriate behaviour.

3.2.2 Manage challenging team members and conflicts

An ideal project has no challenging team members, and conflicts are managed. However, this is seldom the case in actuality. When searching for high-performing members for our teams, we frequently face challenging team members.

Emotional intelligence can offer us the tools to engage with a variety of challenging individuals, help us see how we contribute to the situation, and assist us in resolving conflicts with these parties; and can assist a project manager in recognising or even anticipating conflict and resolving it prior to its derailment.

3.2.3 Leverage emotional information to make better decisions

Our emotions are like our personal radar: they give us a constant flow of information about ourselves, our teammates, and our surroundings. If we are aware of and able to access our emotions, we can use that information to make better judgments. However, if we are unaware of and unable to access our emotions, we will miss out on critical information about our environment. Emotions provide an additional data point necessary for making better decisions; and they offer us an innate or instinctive notion of what to do next.

(Kousholt, 2007:90 - 91) quotes Goleman by emphasising that a person with high emotional intelligence possesses the five personal characteristics listed below:

- 1) Personal insight: being aware of our present emotions and making decisions based on these preferences. Accurate self-evaluation — understanding one's strengths and flaws. Self-confidence is the conviction in one's worth and abilities.
- 2) Self-Management: controlling our emotional states so that they do not create an obstacle but rather facilitate the work at hand; being conscientious and delaying the satisfaction of desires to achieve our goals; the ability to put emotional discomfort in the past. Self-control is the capacity to moderate erratic emotions and impulses, whereas trustworthiness is the capacity to uphold honesty and integrity as standards. Being conscientious means accepting responsibility for one's actions. Finally, renewal entails feeling confident and receptive to new ideas, methods, and data.
- 3) Motivation: utilising our strongest inclinations to move and steer us toward our objective, to help us take the initiative and better ourselves, and to be resilient in the face of frustration and challenges. Achievement motivation entails the desire to better oneself and attain the best standards. To conform to a group's or organization's aim is to be committed. The initiative is the willingness to seize possibilities. Optimism is the perseverance to pursue goals despite hurdles and disappointments.
- 4) Empathy: to sense what others feel, to see things in perspective, to establish relationships and interact with various individuals. Understanding others is being sensitive to the emotions and viewpoints of others and taking an active interest in what they value—aiding others' development - being

sensitive to the growth needs of others, and encouraging their skills. Service orientation entails anticipating, identifying, and satisfying client demands. Utilize diversity - to create opportunities by utilising the diversity of people. Finally, political awareness is the ability to interpret a group's emotional undercurrents and power structures.

5) Social skills: to be good at controlling emotions concerning others and to be able to interpret social circumstances and network precisely; to be able to associate with others without friction; to use these abilities to persuade, lead, negotiate, and settle disagreements, to cooperate and work in teams. Influence – to acquire effective persuasion strategies. Communication – to listen with an open mind and give clear, convincing messages. Conflict management – to negotiate and settle disputes. Leadership – to inspire and control individuals and groups. Catalyst change – to implement and manage change processes. Create attachment – to cultivate valuable relationships. Cooperate – to work with others towards a common goal. Team spirit – to create group synergy in work aimed at collective objectives.

Project managers who master emotional intelligence will distinguish themselves from their peers and flourish in their professions by delivering projects that meet the client's expectations (Spolander & Martin, 2012:116)

3.2.4 Self-awareness

Self-awareness refers to the project manager's awareness of what they can accomplish with the proper mindset. Mersino (2007:33) defines self-awareness as the capacity to be cognizant of one's feelings and how they influence others; he characterises it as the foundation of emotional intelligence. Self-awareness is about how one feels in the present moment. Belling and Mangelaars (2004:1) believe that the cornerstone of a project manager's maturity is his personal development. One of the critical components of self-awareness is the capacity to exercise personal accountability for personal and professional decisions. Self-awareness enables us to communicate more effectively by gauging our interaction with others. As described below, Pryke and Smyth (2006:81) identify three distinct self-awareness competencies:

1. Emotional self-awareness — entails understanding one's emotions. Formally, it is aware of one's own emotions and how they affect performance.
2. Accurate self-awareness — Individuals who possess this ability are known for their strengths and improvement areas. They seek feedback to learn from their mistakes and work with people whose abilities complement their own when necessary.
3. Self-assurance is defined as a strong sense of one's valued talents. It is evident when one presents themselves in an assumed manner. To get support for one's views and encourage others to follow, it is crucial to present oneself with self-assurance.

Flannes and Levin (2001:276) claim that the most effective strategy for coping with stress is to build a strong sense of self-awareness and self-knowledge regarding your style, your sources of stress, and your most adaptable methods for reducing stress. In addition, they believe that the most successful project manager is the one that discovers his or her remedies to personal stress.

3.2.5 Leadership

Bourne and Walker (2004:229) present a three-dimensional model to consider when assessing project success.

Three-dimensional model for project success:

Table 3.1: Six early schools of leadership

Dimension1	Concentrates on the efficient application of the project management skillset.
Dimension 2	Focuses on the leadership techniques employed by the project manager to inspire team members.

Dimension 3	Concentrates on satisfying the demands and desires of a project's most significant stakeholders, particularly senior management stakeholders and the project manager's peers

Source: Bourne & Walker (2004:229)

Bourne and Walker (2004:229) provide the following explanation for Figure 3.1, entitled Dimensions of project influence: Dimension 1: looking forwards and backwards: it is primarily a set of abilities that relies on strategies that respect certainty and dislike ambiguity while monitoring and controlling projects.

Dimension 2, looking outward, demands a combination of management and leadership skills to meet the needs of suppliers and customers. Looking downward demands considerable leadership skills to motivate followers and guarantee that the needs and desires of all team members are met. The project manager must also manage himself or herself, not just from the perspective of personal discipline but also from the perspective of having needs and desires that must also be satisfied through successful project completion. Dimension 2 talents include looking within, outwards, and downwards (with some limited examples of upwards). Dimension 2 includes the management of the apparent group of senior management stakeholders.

Dimension 3 focuses on addressing the demands and desires of a project's most significant stakeholders, including senior management stakeholders and the project manager's peers. Third dimension abilities, including sideways and upward vision.

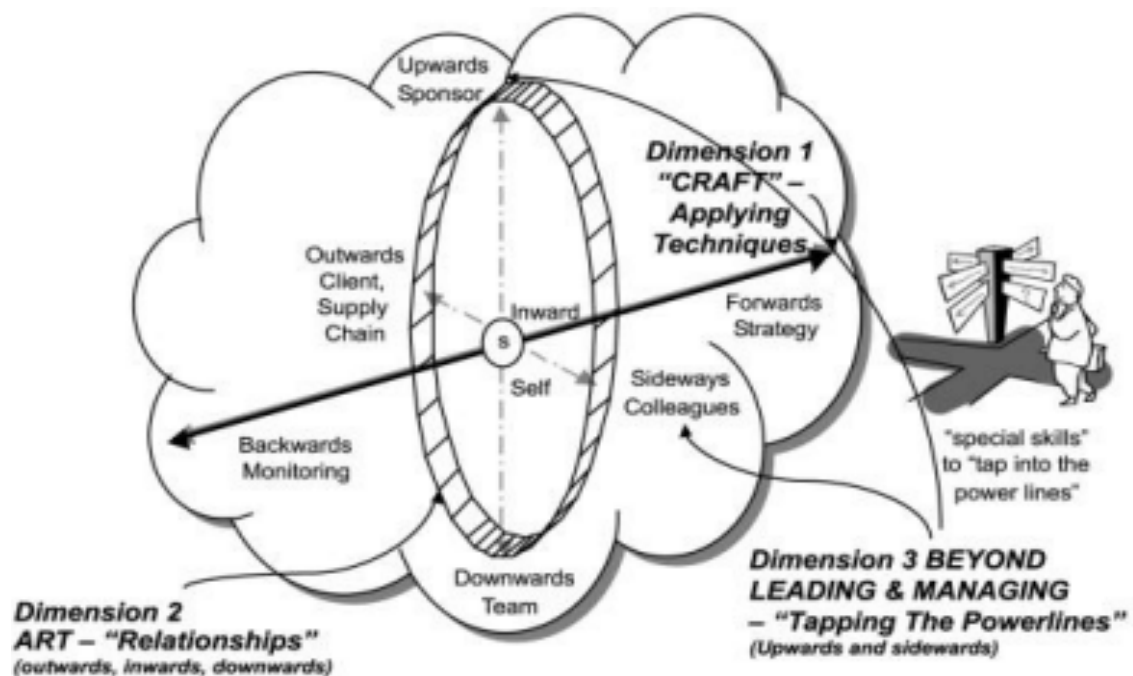


Figure 3.1: Dimensions of project influence

Source: Bourne and Walker (2004:229)

To conduct a successful project, Geoghegan and Dulewicz (2008:58–67) indicate that the project manager will need strong leadership qualities to drive team members' performance. Leadership is a dynamic connection based on mutual influence and a shared goal between leaders and collaborators, in which both are propelled to higher degrees of motivation and moral development as they influence others via action to achieve a goal (Freiberg & Freiberg, 1996: 298). Olsen (2006:2) identifies five essential leadership characteristics that a project manager must have:

1. Clearly describes the project's vision, expectations, and ethos; Inspires and encourages team members by articulating performance expectations.
2. Proactive and anticipatory, searching for potential hurdles and minimising difficulties before they influence the project.
3. Effectively listens to issues and addresses them; and
4. Acquires wisdom through experience.

In her literature review, Crawford (2000:6) concludes that the competence, knowledge, qualities, and skills of the project manager are crucial to the success of the project and are ranked among the top five competencies by frequency, namely leadership, planning, team development, communication, and technical performance.

3.2.6 Communication

Communication at the proper level and with the proper individuals is essential for effective project management (Hartman, 2000:28). Henderson (2008:48) argues that in the dynamic and ever-changing world of project management, communication is an essential and desirable skill for a project manager to possess. Due to the significance of project communication, Schwalbe (2006:150) suggests that every project should include a communication management plan - a document that leads project communication and specifics will vary based on the project's requirements. It needs to address the following points: 1) Requirements for communication with stakeholders; 2) Information about communication, including format, subject, and level of detail; 3) Identification of the recipients and producers of the information; 3) Methods or recommendations suggested for communicating the information; 4) Description of communication frequency; 5) Procedures for escalated resolution of concerns; 6)

Revision procedures for keeping the communication management plan up-to-date, and
7) A glossary of project-specific terms.

Depending on the nature of the project, various organisations outside the company impact the project's success; the customer for whom the project is intended is the most influential (Gray & Larson, 2008:317). Figure 3.2 below indicates the network of stakeholders in a typical project environment.

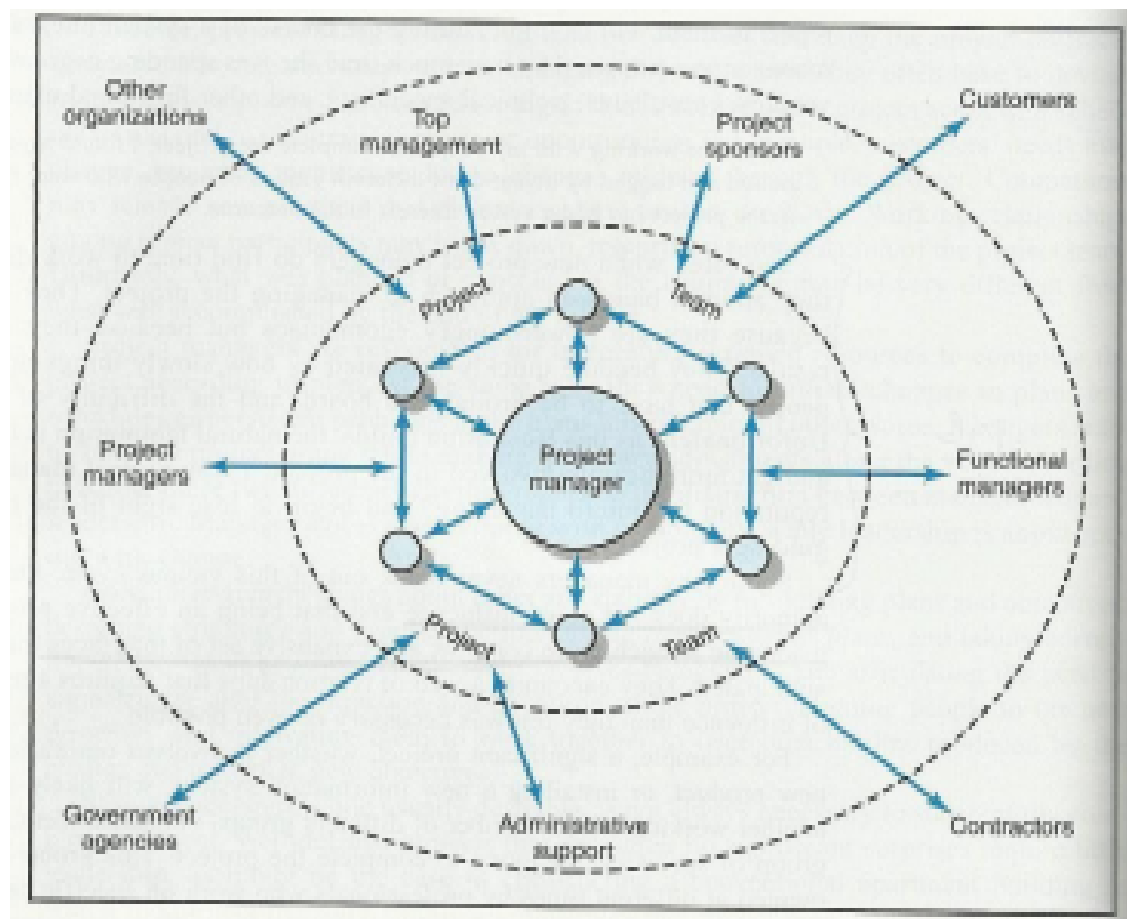


Figure 3.2: Network of stakeholders

Source: Gray & Larson (2008:318)

Dekker (2004:9) argues that practical communication skills are crucial to the success of a project and supports the importance of this concept. Since the end user defines success, three things must be managed correctly: obtaining the correct requirements, executing the appropriate development processes, and ensuring effective communication. Henderson (2008:48) cites Krahn and Hartment (2006) as stating that listening and verbal communication were ranked in the top ten of a list of 50

competencies by experts, which is a crucial project manager competency.

3.3 Leadership Competencies

Key competencies were defined in response to the industry's institutional and organisational problems:

- Strategic Capability and Leadership (Intellectual competencies) - Provides a vision for the organisation and/or unit and people to carry out the organisation's mission.
- Programme and Project Management (Managerial competencies) - Specific actions are planned, managed, monitored and evaluated to achieve the required outputs and objectives.
- Financial Management (Managerial competencies) - In order to ensure the attainment of strategic organisational objectives, budgets, regulates cash flow, institutes risk management, and administers contract procurement processes in accordance with generally accepted financial standards.
- Change Management (Managerial competencies) - To successfully execute new initiatives and meet service delivery promises, initiates, promotes, and champions organisational transformation and change.
- Knowledge Management (Managerial competencies) - Obtains, analyses, and promotes information and learning generation and sharing to improve the organisation's collective knowledge.
- Service Delivery Innovation Champions (Emotional competencies) - New service delivery methods that aid in the improvement of organisational processes in order to meet organisational objectives.
- Problem Solving and Analysis (Emotional competencies) - Identifies, analyses, and systematically resolves existing and anticipated problems in order to arrive at optimal solutions on time.
- People Management and Empowerment (Managerial competencies) - To achieve organisational goals, supervise and encourage people, optimise their outputs, and effectively manage relationships.
- Client Orientation and Customer Focus (Managerial competencies) - Willing and competent to provide timely and effective services to embody the spirit of customer service.
- Communication (Managerial competencies) - Explains, persuades, convinces, and influences others to accomplish the intended goals by exchanging information and ideas clearly and succinctly appropriate for the audience.

- Honesty and Integrity (Emotional competencies) - Demonstrates and fosters the highest ethical and moral standards to foster confidence and trust in the public sector (www.usb-ed.com).

Mergers and acquisitions, new product market prospects, and any other issues that have the potential to need skills and leadership competencies are among the problems listed by Meyer and Boninelli in 2004. Although according to cross-cultural leadership and research, cultural variations influence leadership behaviour, accordingly, management theories often evolve in tandem with the cultures in which they operate. Even though South Africa is a complex mix of cultures, the prevalent management styles are rooted in history. Corporate South Africa, on the other hand, is growing more diverse and inclusive of people of all races, posing a challenge to the current management paradigm. If South African organisations are to thrive, leaders must first comprehend the diverse expectations of all citizens of the country and then nurture those who will be expected to lead organisations to their vision. (Booyesen et al., 2001). As a result, it makes sense for businesses to invest in leadership development to tackle future difficulties. Contractors' desire to face future difficulties is why leadership is becoming more visible as an evolving process.

3.3.1 Leadership style in the construction industry

The leader's leadership style combines self-related cognitive information, personality qualities, underlying motives, and understanding of operational situational circumstances (Toor Ofori 2006). Some previous leadership research has led to the identification of several leadership styles, including democratic and authoritarian (Tannenbaum and Schmitt 1958;36:95–101), task- and relationship-oriented (Fiedler 1967), autocratic, consultative, and joint decision-making (Blake RR, Mouton JS, 1978), servant leadership (Vroom & Jago AG,1988), authority-compliance, poor management. Country club construction researchers have also looked into leadership styles that are appropriate for construction personnel. Fiedler's (Fiedler 1967) contingency model of leadership's least preferred coworker (LPC) measure has been frequently employed. Monaghan (Monaghan 1981) observed that project managers who were high in task and low in people consideration produced an acceptable degree of commercial performance in one of the earliest studies. "Socially independent" project managers were described in another study.

The effectiveness of project managers is fairly synonymous with task-oriented

leadership, according to Seymour and Abd-Elhaleem (Seymour And Elhaleem 1991:228–32). Rowlinson et al. (Rowlinson Ho & Yun, 1993;11:455–65) looked at how various construction managers used different leadership styles in different situations. They discovered that throughout the feasibility study and pre-contract stages of work, managers preferred to employ a supportive approach, but as construction progressed, they tended to use a directive style. The project managers in Dulaimi and Langford's study (Dulaimi & Langford, 1999):256–64) were considered socially independent. They found that the personal attitude of the project manager and the situational variables were unrelated (Shamas-ur-Rehman Toor, George Ofori, 2007). Fraser (Fraser C, 2000;18(1) 29–36) discovered that individuals who scored high on the effectiveness scale preferred team-type leadership, those who followed a production style of leadership scored the lowest of all, and those who used a compromise leadership style scored in the intermediate range. In contrast to previous research, discovered that they were largely relationship-oriented and inclined to lead in a supportive manner. Contractors reported a larger preference for relationship orientation than consultants.

Giritli and Oraz (2004:253–62.) found that female and male managers were similar in terms of transactional leadership behaviour, but their transformational practises were significantly different, implying a task-oriented style of both sexes in a gender-congruent context; and (ii) managers in higher positions were stronger in pacesetting style than those in lower positions in their survey of leadership styles of construction professionals in Chan and Chan (Chan ATS, Chan EHW, 2005:413–22) discovered that all transformational factors, such as charisma, inspirational motivation, intellectual stimulation, and individualised consideration, as well as the contingent reward of transactional factors, such as contingent reward, management-by-exception, active and passive, were highly correlated with rated outcomes (such as leader effectiveness. According to their research, the building professionals' preferred leadership methods were inspiring motivation, idealised traits, intellectual stimulation, idealised actions, contingent reward, and individualised concern.

In order to achieve improved employee performance and satisfaction, they urge that building professionals adopt and encourage transformational leadership in their interactions with employees (Chan ATS, Chan EHW, 2005:413–22). Toor and Ogunlana (Toor and Ogunlana 2006) found that the traits of transformational leaders were evaluated higher than those of transactional leaders in a survey on megaproject leadership. They also found that using authority and punishing people were among the worst leadership characteristics. According to the research findings above, there is no

consensus on which leadership style is better for construction professionals and project managers. This is comprehensible because no single leadership style can be deemed the greatest in all situations and at all times (Fiedler 1967), and context is a critical factor in the success and effectiveness of any given leadership style (Fellows Liu and Fong 2003;21). Furthermore, most of the leadership styles discovered are self-centred, task-centred, relationship-centred or change-centred. These techniques do not reveal whether the leadership effort is authentic, dependable, truthful, and sincere. Leaders can act as if they do not have such styles and put them on display for a variety of reasons. They can even act charismatic and transformative while being quite the opposite, in fact (Yukl G, 2002:285–305). George et al. (George B, Sims P, McLean Mayer2007:129–38) also suggest that there can be no definitive trait-profile of leaders because if there were, everyone would be attempting to copy it all the time. They would transform themselves into personae rather than persons, and others would be able to see right through them." Another key topic is whether general leadership traits (such as task and/or relationship-oriented leadership, clarity of vision, intellectual stimulation, and active or passive management) are sufficient in forming the character of an effective construction project leader. The concept of authentic leadership and its potential use in the construction sector are examined in the next section. (George Ofori, 2007; Shamas-ur-Rehman Toor).

3.3.2 Leadership traits

Many researchers have determined that leaders and leadership are crucial, as stated in section 3.2. As a result, a curiosity grew about what distinguishes those who reach the age of 40 from those who do not. This has piqued people's curiosity about leadership characteristics (Gibson et al., 2000:273). Although recent research clearly shows that personality qualities are not the sole element, this study does not ignore the impact and significance of leadership behaviour as well as situational factors. Characteristics of leaders have been researched in the trait theory of leadership. This method believes that only a limited number of specific characteristics of effective leaders may be identified. Although some studies have found that these characteristics contribute to leadership success, it is essential to note that leadership success is not solely or entirely dependent on these or other characteristics (Gibson et al., 2000:275).

Traits that have been identified include:

- Dominance: Successful leaders aspire to be managers and bosses. They are not, however, overbearing or bullying in nature (Lussier & Achua, 2004:37

and Bateman & Snell, 1999: 411).

- Self-confidence: Leaders exude confidence in their talents and instil it in their followers. Individual goals, efforts, and task tenacity are all influenced by self-confidence. Leaders who lack self-confidence are less likely to persuade followers to embark on complex tasks or establish challenging goals for

themselves and their followers (Lussier & Achua, 2004:38-39; Gibson et al., 2000:274-275).

- High energy: Leaders are goal-oriented and work hard to attain their objectives. They are enthusiastic and persistent. As they work to overcome barriers via preparation, they have a high tolerance for frustration. Rather than asking for permission, they take the initiative to make changes (Lussier & Achua, 2004:38 and Bateman & Snell, 1999:411).
- Stability: Managerial efficiency and advancement are linked to stability. Leaders who are emotionally stable, secure, and optimistic are known as stable. Effective leaders are aware of their strengths and flaws. Rather than becoming defensive, they are focused on self-improvement. This has to do with good leaders determining when to lead and when to follow. They make up for their flaws by allowing others who are more robust to take the lead in those areas (Lussier & Achua, 2004:39 and Robert & Achua, 2001:39).
- Locus of control: a continuum of external and internal beliefs about one's ability to affect one's destiny. Externalizers feel they have no control over their destiny and their actions have little bearing on their results. Internalizers (leaders) feel they have complete control over their fate and that their actions directly impact their results. Leaders accept responsibility for who they are, their actions and results, and the results of their organisational unit (Lussier & Achua, 2004:39 and Robert & Achua, 2001:39).
- Sensitivity to others: Understanding group members as individuals, their positions on topics, and the best ways to communicate with and influence them are all part of this concept. To be sensitive to others, one must have empathy and the ability to put oneself in another's shoes, to see things from their perspective (Lussier & Achua, 2004:41 and Robert & Achua, 2001:41).
- Abilities: Effective leaders share traits that enable them to accomplish their jobs; however, the exact value of each ability cannot be determined with confidence. One of the most critical skills connected with leadership performance is the capacity to get along with people who value

persuasiveness, tact, and diplomacy. More than transferring technical information relevant to the task completed by the followers is required of a successful leader (Gibson et al., 2000:274).

- Intelligence: Leaders are usually more innovative than the typical person. The ability to think critically, solve issues, and make decisions is referred to as intelligence. Intuition, commonly known as "hidden wisdom," is critical to leadership success (Lussier & Achua, 2004:40 and Oosthuizen, 2004:83).
- Flexibility: refers to a person's capacity to adapt to various settings. Leaders must keep up with the world's massive changes and the rate of change. Leaders who lack adaptability will only be effective in settings that fit their leadership style (DuBrin, 1997:189; Lussier & Achua, 2004:41).
- Integrity: refers to a person's honest and ethical behaviour, which makes them trustworthy. Business success requires a high level of trustworthiness. The followers must have faith in the leader. It would be challenging to keep followers' loyalty or gain cooperation and support from peers and superiors unless one is viewed as trustworthy (Lussier & Achua, 2004:40 and Ivancevich & Matteson, 1996:415).
- Motivation: Leaders appear to have a strong desire for power but satisfy it in socially acceptable ways. Leaders who are effective work within the system to achieve socially desirable outcomes. Comparatively high demand for achievement is another motivator that distinguishes leaders (Gibson et al., 2000:275). Eleven primary leadership attributes have been found due to the research presented by the academics mentioned above and the authors. These characteristics have been identified as being necessary for success (Thornton, 2004).
-

To be able to set performance goals and deal with change, strong leadership is required. A manager must internalise various aspects of his or her personality to deal with various people in various settings. To suit various aims and conditions, an effective manager must adjust, change, or adapt his natural nature (Beer, 1990:11-12). Different people place incompatible expectations on the boss from time to time, causing role conflicts. A manager's performance is connected to his or her ability to successfully balance divergent needs (Yukl, 1981:172). This is not a new concept; some authors, such as Yukl, recognised it as early as 1981. Some authors, such as Yukl, have established various operation competencies for effective leadership to produce a

measuring instrument to establish how leadership is operationalized in the practice within the construction industry. Various operation competencies for effective leadership have been established to produce a measurement instrument to establish how leadership is operationalized in the construction sector.

3.3.3 Overall project leader roles in the construction industry.

There has been a constant debate about what a project manager (or leader) does since Gaddis' (Chen & Confucius, 1990) key article regarding creating a new professional known as the project manager. The classical body of project management, which focuses on planning methods and tools, has indirectly responded to this dilemma. This line of research has been referred to as the normative school of project management research by Engwall Collinson (Engwall Collinson 1998), or the task perspective by Kolltveit (Cooke-Davies 2001:90). Taylor's Scientific Management provides the theoretical foundation for this line of inquiry, as well as the concept of rational choice (i.e. that project work should be reasonable (Cooke-Davies 2001:90). In a recent study of project management literature, Kolltveit (2001:90) argues that the project literature has shifted from a task viewpoint to a leadership perspective. For example, the rising number of articles addressing project leadership difficulties reflects this transition. Typically, such articles follow one of two logics: they either focus on leadership in specific industries or situations, such as clinical research (Covey SR,1992), information technology (Crawford, 2001), or design consultants (Crawford LH,2005); or they begin with existing leadership concepts and/or theory, such as charismatic leadership (Cawford, Hobbs & Turner, 2005) or transformational leadership (Dainty ARJ, Cjeng M Furthermore, most leadership studies include a dimension of national culture as a result of the selected sample, even though it is not always expressly mentioned (Dulewicz V, Higgs MJ, 2003).

Although there has been a request for more project leadership research in project management for more than a decade, there is still a scarcity of studies on project leadership. The fact that project management, not vice versa, contains leadership ideas and models is significant for project leadership study. As a result, a pragmatic conclusion is that project management discipline must assume responsibility for creating relevant project leadership theories. Two strategies are available in this process. Either an inductive approach, in which existing theories, models, and concepts from (general) leadership research are transferred, applied, and tested in the project context, or a deductive approach, in which specific aspects of project leadership are described, and theory is built on grounded theory inspired approaches, can be

used. This article uses an inductive technique to assess the applicability of leadership styles such as laissez-faire, transactional, and transformational (Muller and Turner, 2006a). Overall project leader roles – framework (3.1.1.2) Leadership can be divided into two categories at the most basic level of analysis: management and leadership. Management is responsible for planning, budgeting, controlling, and structuring (i.e. managing complexity).

On the other hand, leadership is a process of directing, visioning, and motivating that includes visioning, coordinating, motivating, and individual growth (i.e., managing change) (Frame JD, 1987). The link between these two roles is a point of contention. These two roles are frequently separated and polarised, as indicated above, for pedagogical reasons. Researchers, however, agree with the complementary relationship between these two roles. The relative balance between management and leadership in the context of projects might favour management. The reason for this is that vision is vital in general leadership. A project's aim, on the other hand, is usually well-defined. As a result, the project manager's function has shifted from vision creation to managerial responsibilities such as planning, monitoring, and regulating. Aside from management and leadership responsibilities, another distinction worth mentioning is the separation between internal and external roles (Muller & Turner, 2006a).

3.4 Hard Skills

3.4.1 Critical path method

The CPM was first used in the mid-1950s to build a central energy-producing complex in the UK, and its full potential was later identified by Du Pont's Walker and Remington Rand's Kelley (Uher, 2003:39). To properly plan and manage a project, project managers must be able to handle large amounts of data quickly and precisely. The critical path method (CPM) was devised to solve this need (Burke, 2006:131). According to Gray and Larson (2008), the CPM is the pinnacle of project management. This strategy was developed to handle the time-cost trade-off conundrum (crashing) that regularly confronts project managers, where there is a complex relationship between project time-to-complete and cost-to-complete (Burke, 2007:32).

According to Gitman and McDaniel (2008:72), the project manager determines all required activities, their linkages, and their sequence. Hillier and Lieberman (2010:401) define the crucial path as one of the arcs connecting a project network's start and end nodes. The CPM uses a network diagram, with arrows to nodes representing actions

that must be completed in a specified order (the activities to be completed). Figure 3.3 shows a typical network diagram used to estimate a project's critical path:

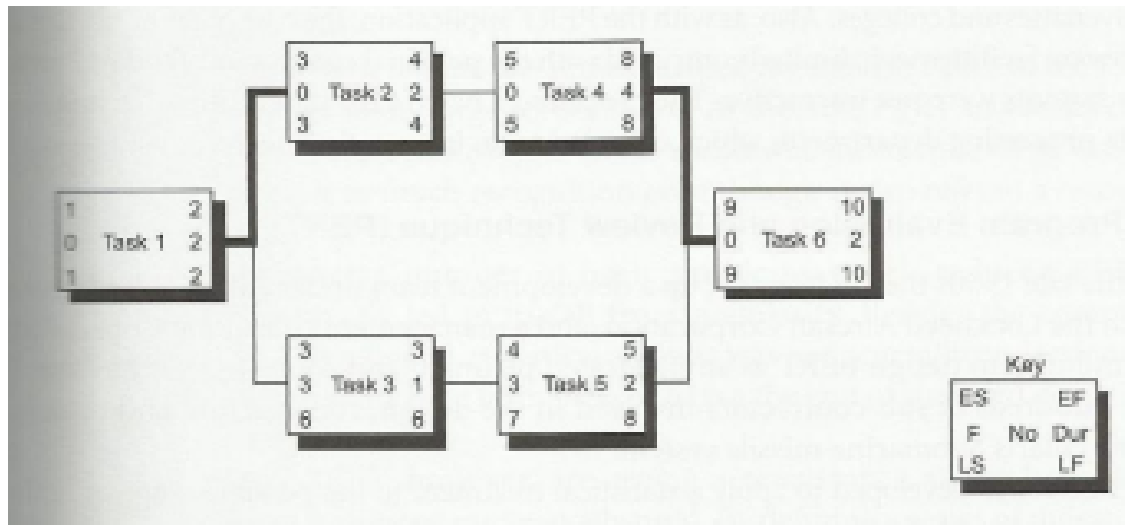


Figure 3.3: Network Diagram (showing logical relationships)

Source: Burke (2007:31)

According to Figure 3.3, if you use task 5 as an example, you will notice that the activity has an early start of 4 days and a late start of 7 days. This indicates that the activity can begin no later than the 7th day, giving it a float of 3 days. This implies that this activity is not on the crucial path, whereas there is no float on activities 1, 2, 4, and 6, indicating they are on the critical path.

According to Newell (2005:61), a project's critical path is a set of actions that cannot be postponed without postponing the project's completion date, i.e., the series of operations with zero float. Schwalbe (2010:228) adds that to compute the critical path, one must add the durations of all activities along each path in the network map; the longest path is the critical path.

3.4.2 Programme Evaluation and Review Technique (PERT)

A management consultant, Booz Allen and Hamilton, devised PERT as an integrated planning and control system to handle the hundreds of sub-contractors involved in the design, manufacture, and testing of their Polaris submarine missile system (Burke,

2006:18). Burke (2007:32) states that unlike CPM, which utilises a deterministic method, PERT uses a probabilistic approach, which suits projects whose time length may fluctuate. Gray and Larson (2008:226-227) claim that the PERT approach employs three-time estimations for each action, allowing for a weighted average to be determined for each. A three-time probabilistic model was built employing pessimistic (p), optimistic (o), and most likely (m) time durations, as shown in Figure 3.4 below.

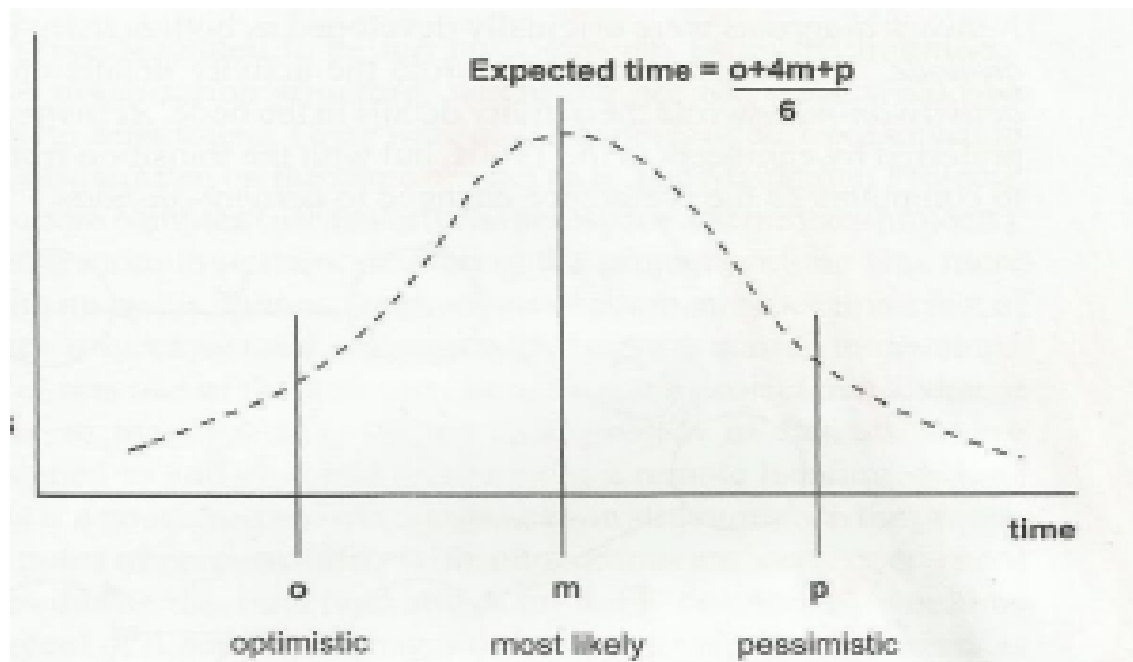


Figure 3.4: PERT three-time probabilistic analysis

Using the PERT weighted average (anticipated time) for each activity duration estimate, the total project duration estimate considers risk or uncertainty in the individual activity duration estimates (Schwalbe, 2010:236). Even though the PERT and CPM techniques were developed independently by two separate organisations, they are similar and are now referred to as network techniques; despite their shared characteristics, mode of operation, and close interaction, the two can be distinguished, as shown in Table 3.2 below.

Table 3.2: Differences between PERT and CPM

PERT	CPM
It is an even orientated technique - attention is focused on starting and completion the activities	It is an activity-orientated technique – attention is focused on starting and completion the event
The time estimates are assumed probabilistic, i.e. three times (most likely, pessimistic and optimistic)	The time estimates for the activities are assumed deterministic. i.e. a single estimate of time
Allows uncertainties in time	Ignores change elements and employs only standard and crash cost time
More emphasis is on shortening and controlling project time on the understanding that reduction in time elements would eventually lead to cost reduction	Stresses on cost concepts, i.e. deploying additional resources to shorten the duration of the job
Devotes its' attention to areas like research and development programs	Mainly used for a construction programme
Does not take past experience into consideration	Relies on past experience
Makes use of notions like network, event activity, slack	Makes use of notions like arrow diagram, node, job, float

Source: Sharma (2006:5-6)

3.4.2.1 Gantt charts

Gantt charts were invented by Henry L. Gantt, a mechanical engineer and management consultant (Shelly & Rosenblatt, 2010:104). Activities and their start and finish dates are listed in a calendar fashion, giving Gantt charts their nickname "bar charts" (Schwalbe, 2010:224). Gantt charts can provide an overview but not the degree of information required to manage massive projects (Shelly & Rosenblatt, 2010:105).

They are used for planning, resource scheduling, and status reporting, and are two-dimensional with activities down the rows and time across the horizontal axis, according to Gray and Larson (2008:161). The Gantt chart shows the planned and actual progress of numerous activities on a horizontal time scale. It is also used to track actual and planned progress (Taylor, 2008:78). The Gantt chart does not show dependencies, for example. The main advantage of using Gantt charts is that they are easy to create and understand (Bidgoli, 2004:116).

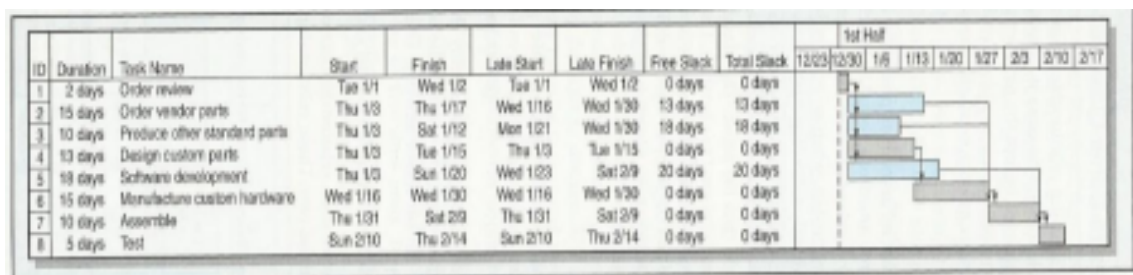


Figure 3.5: Air Control Project—Gantt Chart

Source: Gray & Larson (2008:163)

Figure 3.5 demonstrates that activities 1, 4, 6, 7, and 8 are on the critical path, while the remaining activities have float, commonly known as slack. The Gantt chart also supports project managers in determining which tasks are on the critical path by highlighting the earliest start and completion dates for each activity.

3.4.3 Work Breakdown Structure (WBS)

Starting a new project is like writing a book: you know what you want to do, but you do not know where to start (Haugan, 2002:1). A Work Breakdown Structure (WBS) is a project management method that focuses on outputs rather than tasks or activities (Harrison and Lock, 2004:104). According to Schwalbe (2006:103), a WBS is a

deliverable-oriented grouping of work involved in a project that defines the complete scope of the project; it is sometimes depicted graphically, like an organisational chart.

Using a WBS to define the project's scope is becoming increasingly acceptable (Norman et al. 2008:16). The WBS must be based on deliverables – the project's output products – regardless of how they are described (Haugan, 2002:14).

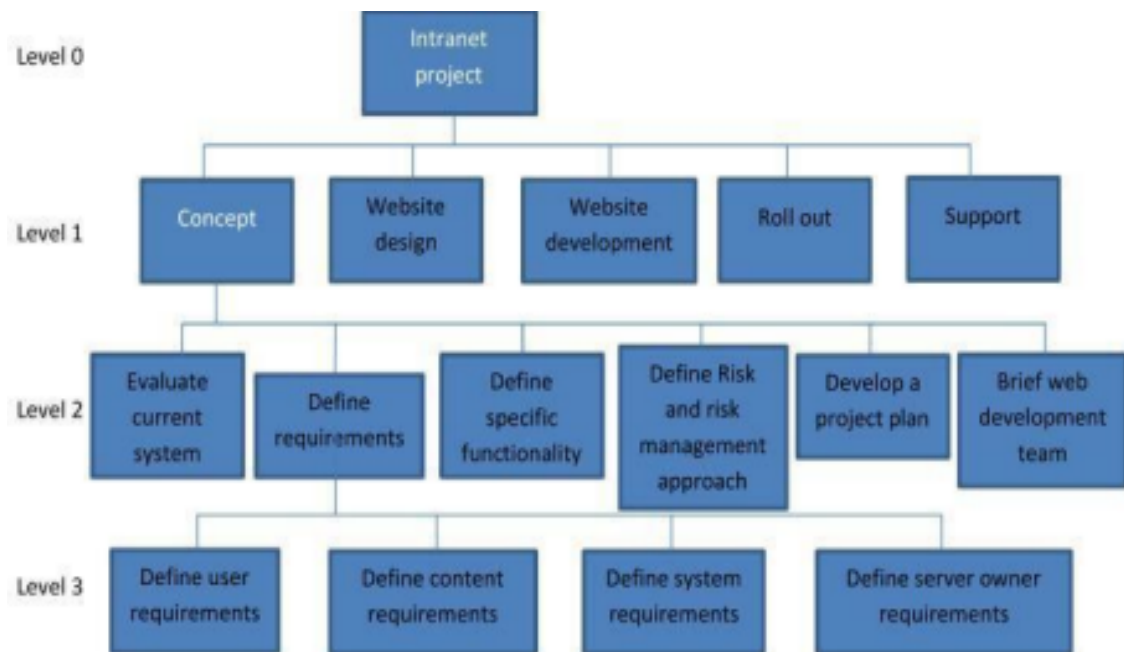


Figure 3.6: WBS Chart

Source: Schwalbe (2006:104)

Figure 3.6 demonstrates that Level 0 refers to the name of the entire project, and Level 1 lists the primary groupings for the work; each of the boxes in the levels below level 1 can be subdivided into successive tiers of boxes to indicate the hierarchy of the work until the last point, which is at the bottom of the hierarchy (Schwalbe, 2006:104).

Burke (2007:129) identifies the WBS as a hierarchical structure, which is best represented by a graphical subdivision of the scope of works into boxes; the logical subdivision of all the network elements is simple to comprehend and assimilate, thereby assisting the project participants in quantifying their responsibility and gaining their support. Therefore, the WBS is one of the essential scope management tools for

dividing the task into manageable work packages that can be estimated, planned, allocated, and controlled, consequently enhancing productive efficiency, construction method, and executive strategy (Burke, 2006:95 - 115).

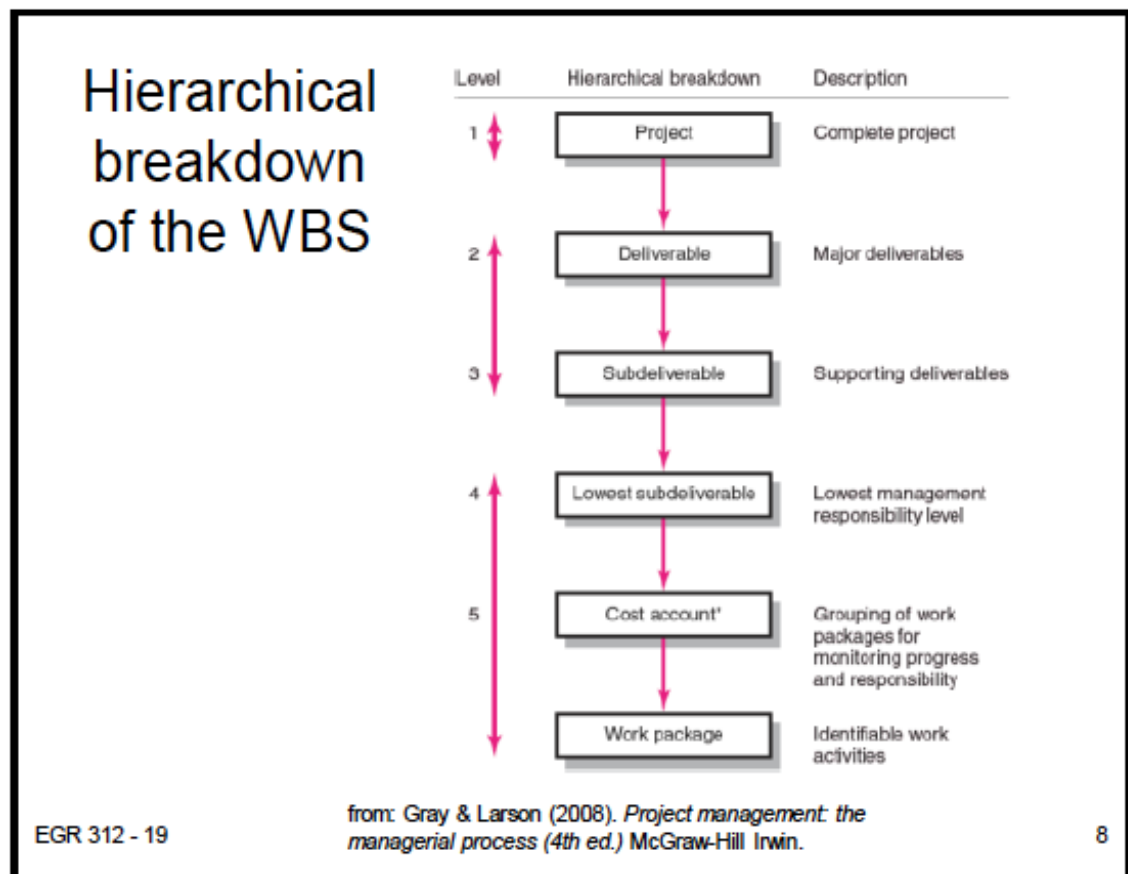


Figure 3.7: Hierarchical breakdown of the WBS

Source: Gray and Larson (2008:100)

Taylor (2008) asserts that the WBS is the most effective project management tool because it completely specifies all the work indicated by the project scope and serves as the foundation for detailed project planning, control, and execution. Burke (2008:96) refers to it as the project's skeleton. Finally, Grey and Larson (2008:97) argue that adopting the WBS ensures that all work elements and products are defined, integrates the project with the existing organisation, and establishes a control basis.

3.5 Summary

Therefore, a project manager needs specific tools to effectively and efficiently deliver a project that meets the requirements of the project sponsor. This chapter has examined the soft and hard abilities required of a project manager to deliver projects successfully. Critical Path Method (CPM), Program and Evaluation Review Technique (PERT), Gantt charts and the Work Breakdown Structure are the tools (hard skills) addressed (WBS). In addition, the chapter described the soft skills necessary for a project manager to effectively and efficiently deliver successful projects. Self-awareness, leadership, and communication were explored under "soft skills." This chapter further emphasised that a project manager must utilise these talents concurrently to produce a successful project.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

This chapter discusses the research methodologies used to achieve the study's results and conclusions. It also discusses the population that was investigated and the sample, sample size, data collection method, data interpretation system, research assumptions, as well as the scope and limitations of the study. According to Welman, Kruger, and Mitchell (2005:2), research is the process of acquiring scientific knowledge through diverse objective methods and procedures. Further, research is described as a systematic and rigorous process of acquiring information and conducting investigations to advance knowledge and locate answers to issues (Collis & Hussey, 2009:3). According to Kumar (2005:14), in the research process, one works within the framework of a set of philosophies, employs methodologies that have been evaluated for their validity and reliability, and strives to be objective and impartial. In addition, research entails recognising an issue, determining what type of information is acceptable for addressing that problem, gathering and analysing information, and understanding information and its context (Maylor & Blackmon, 2005:5).

4.2 Research design

4.2.1 Research design and research method

Jowah (2015:64) distinguishes between the research design and methodology based on the research and how. The design is described as a road map of what you will do, and the methodology is how you will do what you want. Blumberg (2016:69) concurs with this and suggests that the design will involve deciding on what tasks are to be done, such as sample selection, sample size, data collection method, instrumentation, procedures and ethical requirements. The difference between the research design and research methodology is illustrated in Table 4.1 below.

Table 4.1: Difference between research design and research methodology

Research Design	Research Methodology
Strategic master plan	Operational or execution plan
Emphasises the road to be walked	Emphasises how the walking is done
Emphasis on what results are expected	Emphasis on tools/techniques for results
Guided by research problem/question	Guided by the tasks and work packages
Focuses on the rationality of research	Focuses on procedures and processes
Focuses on the "what should be done?"	Focuses on "how should it be done?"

Source: Jowah (2015: 11)

The research strategy (research design) emphasises the path to be followed, identifying what should be done as informed by the problem statement. This research design is as stated above (Bloomfield & Fisher, 2019:27-30). The research methodology, therefore, will include how the population will be identified, how the sampling will be done, how the sample size will be determined, how the data will be collected, how the data will be analysed and how the findings will be reported.

Maylor and Blackmon (2005:55) define research design as the plan to perform a study

by translating one's research methodology into specific research procedures, which are the tools used to gather and analyse data. Churchill (2002:144) concurs with Maylor and Blackmon in stating that a research design is a framework or action plan that outlines the necessary processes and procedures for the successful completion of the study. In addition, it specifies how participants will be utilised to get conclusions about the study problem (Welman et al., 2005:52). Panneerselvam (2004:12) hypothesises that the research design provides a comprehensive guide for data collecting. Listed below are the essential components of a study design:

- Selection of research methodology.
- Design of sampling strategy.
- Design of the experiment
- Questionnaire development.

It entails recognising an issue, determining what type of information is necessary to address that problem, gathering and analysing relevant data, and understanding the data and its context (Maylor & Blackmon, 2005:5). It consists of concerns about decisions regarding the study's objective, the type of investigation, the study environment, the quantity of researcher intervention, and the level of data analysis (Sekaran, 2003:117-118). A good research design gives information regarding selecting treatments and controls for the sample population (Singh and Nath, 2007:160). In this survey, both qualitative and quantitative research methods are employed.

4.3 Theoretical Aspects of Research Methodology

According to Kumar (2005:14), in the research process, one works inside a framework of a set of philosophies, employs methodologies that have been evaluated for their validity and reliability and strives to be objective and impartial. According to Goddard and Melville (2007:1), research is not only a process of obtaining knowledge but also about resolving unresolved questions or inventing something that does not currently exist. Therefore, research methodology has numerous facets, and research methodologies are a component of research methodology (Kumar 2008:5). Kothari (2005:10) emphasises the need of learning and comprehending research methodology or research procedures. This is seen below:

- A person interested in a research career should be aware of the significance

of understanding research methodology and procedures, as research methodology and techniques are the tools of their trade.

- Knowledge of research methodology offers the novice researcher sound instruction and enables him or her to conduct better research. Those who desire to succeed in a research job must acquire the knowledge and abilities necessary to employ research procedures and comprehend their rationale.

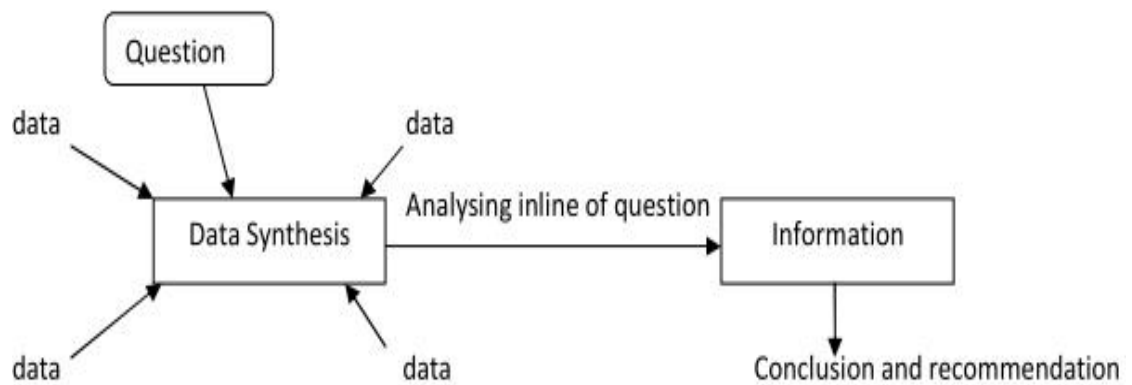


Figure 4.1: A model of research

Source: Badke (2004:6)

Knowledge of how research is conducted will inculcate the capacity to evaluate and use research outcomes confidently. Knowledge of research methodology permits one to make intelligent conclusions regarding challenges encountered in real-world situations. When one understands the procedure for conducting research, he or she gains a new intellectual tool that enables him or her to view the world and evaluate daily experiences objectively. According to Kumar (2008:5), research methodology is a method for systematically solving research problems and can be understood as the scientific study of how research is conducted scientifically. Bhattacharya (2006:6) asserts that research cannot be conducted successfully unless its spirit is grasped. Therefore, the method depicted in Figure 4.1 should be followed when conducting research.

Figure 4.1 demonstrates that when conducting research, one begins with a question, collects data, synthesises the data, analyses it considering the question (leading to

information), and then draws findings and makes suggestions (Badke, 2004:6). The primary objective of research, according to Kumar (2008:2), is to uncover answers to questions through the application of scientific methods. Moreover, he hypothesises that it aims to uncover the hidden truth, which has not yet been uncovered.

4.4 Research Strategy

The researcher used a mixed-method approach of qualitative and quantitative research. On the other hand, participants were given an open-ended questionnaire to ensure that the data obtained was analysed in a way that produced useful and trustworthy results (Cooper & Schindler, 2015:151). Approach to explore the research objectives to gain an in-depth understanding of the problem. Qualitative research is widely considered subjective and is influenced by personal bias. In contrast, quantitative research is considered empirical and objective (Creswell, 2013:5). It is best to draw as large a sample as possible to ensure that the selected sample is representative of the entire population in order to ensure the reliability of qualitative research; otherwise, the study would be skewed and non-objective. Plano & Badiie (2016:275-304) further explain that the study involves primary data collection, and a survey questionnaire will be a suitable tool for collecting primary data.

4.5 Target Population

The human element in the project execution process is the only one that would vary compared to tools with fixed operation methods. The subordinates, all people who report to a supervisor or manager, are the target of this research as they can state what motivates or demotivates them to perform. These will generally be the administrators, technicians, artisans and the support labour that helps to put things together during the project execution. The target population for this research comprised project practitioners who interact directly and regularly with project managers. These practitioners at different levels should be able to share what they perceive to be proper characteristics of effective project leadership, which enables them to work hard to achieve organisational objectives. It is assumed that subordinates know how well they want to be treated and will evaluate their manager's role in their performance in the organisation. The research was conducted in Cape town amongst construction companies.

A population is an adequately defined group of persons or things considered for statistical purposes in an investigation (Collis & Hussey, 2009:62). Churchill et al. (2002:630) define a population as any elements with a possibility of being sampled and participating in the study. According to Sekaran (2003:265), a population is a group of individuals, events, or things the researcher desires to explore. Goddard and Melville (2007:34) suggest that studying the entire population is often impractical or impossible. According to Bhattacharya (2006:81–82), a population is considered fully characterised

if the following terms are supplied at a minimum:

- Elements – project managers and others associated with project managers;
- Sampling unit – experts involved in the built environment;
- Scope – research area and limits; and
- The duration of the study.

An improper demographic definition can induce bias in a study (Stevens et al., 2006:183). A sampling bias is a sample that is not typical of the study population, hence preventing extrapolation of sample results to the entire study population (Bryman & Bell, 2003:91). The subordinates, all people who report to a supervisor or manager, are the target of this research as they are the ones who can state what motivates or demotivates them to perform. Subordinates such as administrators, contractors, project teams or others. These individuals were randomly selected from Cape Town construction companies.

4.6 Population Validity

Population validity refers to the capacity to generalise from the study's sample to the broader population and across subpopulations within the larger target population (Johnson & Christensen, 2012:257). According to Burns et al. (2008:427), population validity refers to whether a sample of participants' replies accurately represents the intended population. Regarding population validity, Burns et al. (2008) note that the issue to be considered is, "To what extent is the sample truly representative of the target population?"

According to Golafshani (2003:599), validity determines whether the research accurately measures what it was designed to assess or the veracity of the research outcomes. Cooper and Schindler (2008:318-320) hypothesise that there are three significant types of validity:

- content validity,
- criterion-related validity,
- construct validity.

Cooper and Schindler (2008) define validity as the capacity of a research instrument to measure what it is designed to measure.

4.7 Sampling Selection and Method of Sampling

Collis and Hussey (2009:209) defined a sample as the subset of the research population. According to Blumberg (2008:237), to select the appropriate sample size, the researcher needs to consider the factors that are of significant importance to the sampling frame; population; type of sample; parameters of interest; sample size required and the cost. Jowah (2013:129) defined a sample frame as a list of all the units of a population from which a list can be formed

4.8 Sample Size

Given the nature of the sector and its accessibility, as well as the level and requirements of the qualification, it is estimated that approximately 100 or more projects take place in Cape Town, and a minimum of 100 projects were selected for sampling, and they responded to the given questionnaire.

According to Collis and Husey (2009:209), a sample is a population subset. Sample design is the theoretical foundation and practical method for collecting data to deduce the features of a population with known estimation errors (Bhattacharya, 2006:101). Blumberg (2008:237) posits that the optimal strategy to determine sample size is to evaluate aspects such as population relevance, parameters of interest, sampling frame, sample type, needed sample size, and cost. According to Klenke (2008:10), increasing the sample size in quantitative investigations reduces the sampling error. Calculating sample size involves a measure of the variability of differences, typically the predicted standard deviation or variance (Gerrish and Lacey, 2010:147).

4.9 Method of data collection

Data collection is critical for any research project (Bryman & Bell, 2015:13). A questionnaire was used to collect the required data or information for this research. According to Cooper and Schindler (2008:329) questionnaire is the most common data collection instrument used in business.

Hair, Celsi, Money, Samouel and Page (2011:247) defined a questionnaire as a prepared collection of questions used by the respondent to obtain answers in order for them to be recorded for an intended purpose. These questions are structured using open and closed-ended questions. An example of a closed question would be:

Subordinates often get assistance from their project leader. Please circle the statement you most identify with:

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

In contrast to the above, an example of an open-ended question would be to list three things you like the most about research methodology.

In this study, the questionnaire used was adequately designed by the researcher in three sections: biography, Likert scale, and open-ended section. Before final administration, the questionnaire was assessed by the researcher.

4.10 Data Analysis

The data was collected in a questionnaire and put together, edited, cleaned and coded to prepare for data capturing. The data was captured onto an Excel Spread Sheet (ESS) from where figures and tables were constructed to show the relationship between the variables under study. These illustrations were therefore used for the interpretation and eventual conclusion as the findings of the research.

4.11 Validity and Reliability

If researchers repeat the study, they will get the same results (Maylor and Blackmon, 2005:159). Reliability emphasises the results' consistency, measure robustness, and lack random and unstable errors (Quinton & Smallbone, 2006:130). Validity is the ability of a research tool to measure what it claims to measure (Cooper and Schindler, 2008:289). According to Schultz and Whitney (2005:87), the validation process seeks to determine the validity of the inferences and conclusions reached on the basis of test scores. Validity decides whether the research measures what it claims to measure (Golafshani, 2003:599). Cooper and Schindler (2006:318-320) identify three types of validity.

Shultz and Whitney (2005:87) claim that the content validity approach places a premium on an expert judgement in the subject being assessed.

A correlation coefficient supports a hypothesis (to connect the predictor and criterion box). This is called criterion-related validity because it correlates test results with performance measurements.

Construct validity is predicated on integrating any evidence that bears on the interpretation or meaning of the test scores (Angle Jr, 2007:9).

4.12 Bias in Sampling

When an unanticipated component causes confusion or affects the results, it can lead to inaccurate conclusions (Macnee, 2008:123). According to Bryman and Bell (2003:91), a sampling bias occurs when a sample is not representative of the studied population. A sample has sampling bias if some individuals of the population are more likely to be included than others. They define a biased sample as systematically different from the population. According to Collis and Hussey (2009:209), when utilising a random sampling approach, every member of the population has a chance of being selected. According to Powers and Knapp (2006:10), using random samples rather than convenience samples helps investigators control their conscious or unconscious biases.

4.13 Ethical Considerations

Saunders et al. (2015:183-184) define ethics as "the appropriateness of your behaviour concerning the rights of the subject of your work or who are affected by it". Research ethics involves protecting the respondents' dignity and publishing their personal information in the research. According to Fellows and Liu (2015), research ethics refers to principles guiding the research from the beginning to the completion and publication of findings. Crestwell (2014), on the other side, listed several issues that the researcher should regard as an obligation when dealing with human beings. **Informed consent**; all respondents had to consent to participate in the survey, and all respondents were informed not to write their names or put markings that may identify them. The process is anonymous, and all questionnaires were collected and given to an authority, the confidentiality is considered serious by the researcher.

Moreover, the respondents were informed that should they feel uncomfortable with specific questions, they are advised to omit or pull out of the exercise at any stage if they have misgivings about the research/questions. They do not need to give reasons for pulling out. The organisation has already given permission to research, and all possible harm [physical or socially] has been put in place. Everything concerning the

respondents and the organisation will be treated as confidential and reported anonymously. Participants were assured of the safe keeping of the information they were provided, and also, their names were not mentioned in any part of the study as their revealed information would never be used against them.

The following ethical guidelines were put in used for the research period;

- The employee's voluntary participation was crucial
- The nobility of the employees was prioritised at all times.
- The full consent of the research participants was obtained prior to the study.
- The research data remained confidential throughout the research and
- The researcher left out the participant's name from the paper
- Avoiding using offensive, or undesirable language
- Honesty and transparency in the communication of research-related information
- Employees were not in any way harmed

4.14 Assumptions Made

- Participants in the study will not be reluctant to take part.
- Everyone will not find any questions offensive; they are all straightforward and uncomplicated.
- The questionnaire's questions will receive truthful answers from respondents.
- In the business where the data collecting will take place, there are no limitations that will impede the researcher
- That the research will advance our understanding of this subject in some way

4.15 Scope and Limitation of the Study

The research had to be done in a particular geographical area and within a specific time frame. The study only included about 100 people, so it may not represent the entire country

4.16 Summary

Data were gathered using a quantitative research methodology to address the study issues. The research design and methodology used to carry out this study were highlighted in this chapter. In addition, the research design, theoretical aspect of

research methodology, research strategy; study population; sampling methods; methods of data collection; and ethical consideration were all explained in greater detail.

The next chapter focuses on the research findings and analysis of the research results based on the data collected during this study.

CHAPTER 5

DATA RECORDING, ANALYSIS AND DISCUSSION OF RESULTS

5.1 Introduction

Results collected from the questionnaire survey that was carried out to determine the role of leadership styles on team performance at selected construction sites in Cape Town were analysed and discussed. The primary purpose of this chapter is to describe, analyse and discuss the results obtained from this research. Based on the findings in this chapter, the articulation of appropriate conclusions is made, which suggests areas for further research. Finally, the conclusion and recommendations from this survey are detailed in chapter six.

5.2 Survey Response Rate

As mentioned in Chapter 4, Section 4.5, it was estimated that 100 respondents from one (1) construction site in Cape Town, South Africa, would qualify for this research. The targeted respondents were all team members, the Team leaders, artisans, administrators, contractors and other employees directly involved in the project's construction. Hundred (100) employees were expected to complete the questionnaires at each site. Hereof, one hundred and forty (140) questionnaires were received and filled in accordingly, achieving a response rate

5.3 Questionnaire

5.3.1 Section A: Biography

Section A of the questionnaires focused on the biography of the respondents, i.e., Their age range, their positions in the organisations, their length of involvement in projects, the highest qualification obtained, the privilege of working with the elderly and the types

of managers/supervisors they have worked with. This information was requested because it would assist in validating the appropriateness of the respondents to the research at hand. In addition, this allowed for the cleaning and removing of questionnaires filled in by people who might not have been considered relevant to the research.

5.3.1.1 Personal profile respondent

Question 1: what age range do you fall under?

This question was asked to understand the maturity of the organisation's construction workforce.

Response: Age is a crucial aspect of construction, as workers must be strong enough to accomplish specific tasks such as carrying heavy objects. Thus, the researcher needed to ask the respondents this way to determine whether they were not too young or perhaps too old for this job. As shown in Figure 5. 1 below, workers responded voluntarily to the question above

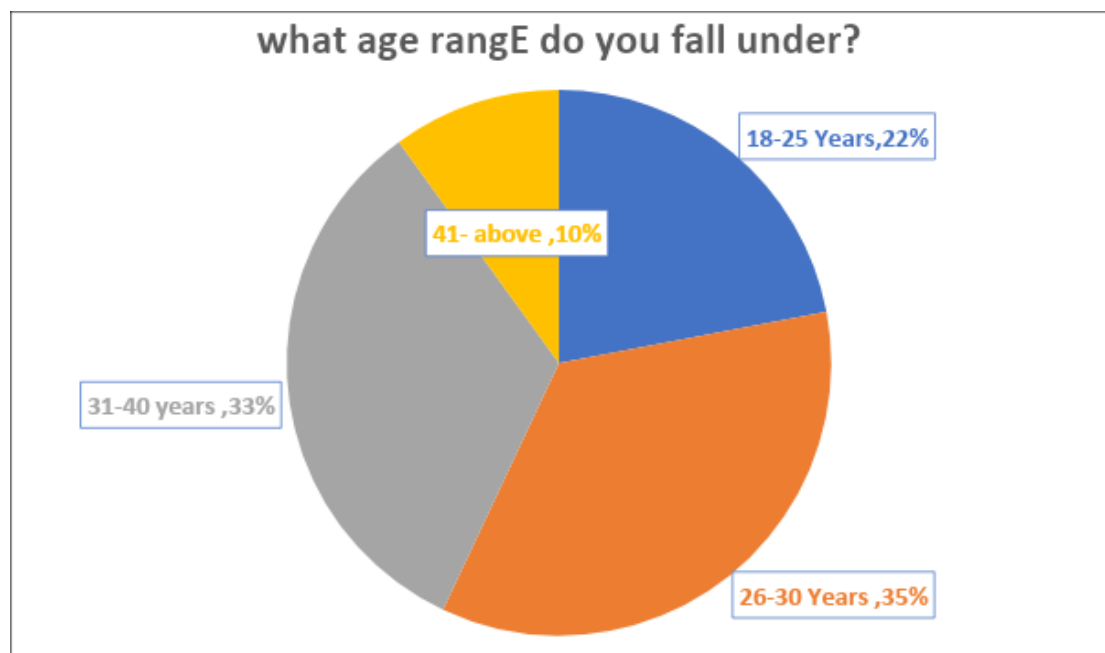


Figure 5.1: Respondents' range of age

Source: Researcher's tabulation

The above pie chart illustrates the percentage distribution of the range of age under

which the respondents fell. A total population of 22% of respondents fell under the range of 18-25 years, 35% fell under the range of 26-30 years, and 33% under the range of 31-40 years. The minority of respondents, with a percentage of 10%, were between the age of 41 – above. This indicates that most respondents were relatively young but mature enough to respond to the survey.

Question 2: What is your position in the organisation

The main aim of this question was to understand what the respondent was in relation to the project manager.

Response: According to the literature cited above, it is anticipated that the project manager will have to communicate with team members who hold particular positions within an organization. Every respondent took part and offered their opinions. Figure 5.2 below interprets the data.

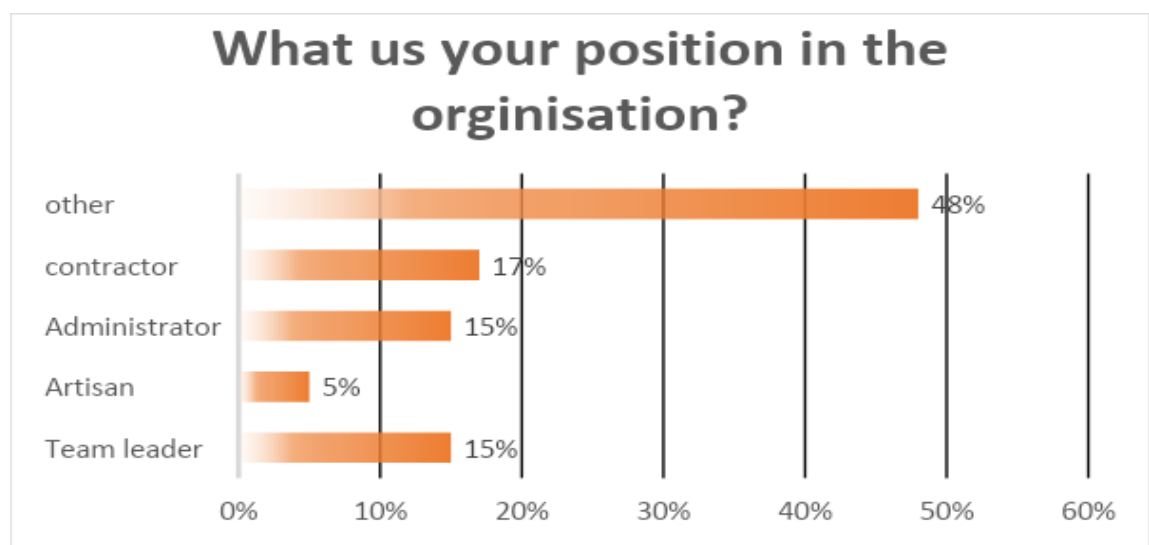


Figure 5.2: Respondents' positions in the organisation

Source: Researcher's tabulation

The above graph illustrates the percentage distribution of the designations of respondents

Within the construction organisation. 15 % were team leaders, 5% were artisans, 15 %

were administrators, 17% were contractors, and 48% were others.

Question 3: How long have you been involved in Projects?

This question was intended to identify the length of time the respondents have been working on construction projects.

Response: This shows the extent to which they understand their role in the organisation, the experience during interaction with both leaders and peers, and the impact on team performance. Figure 5.3 below illustrates the respondents' work experience.

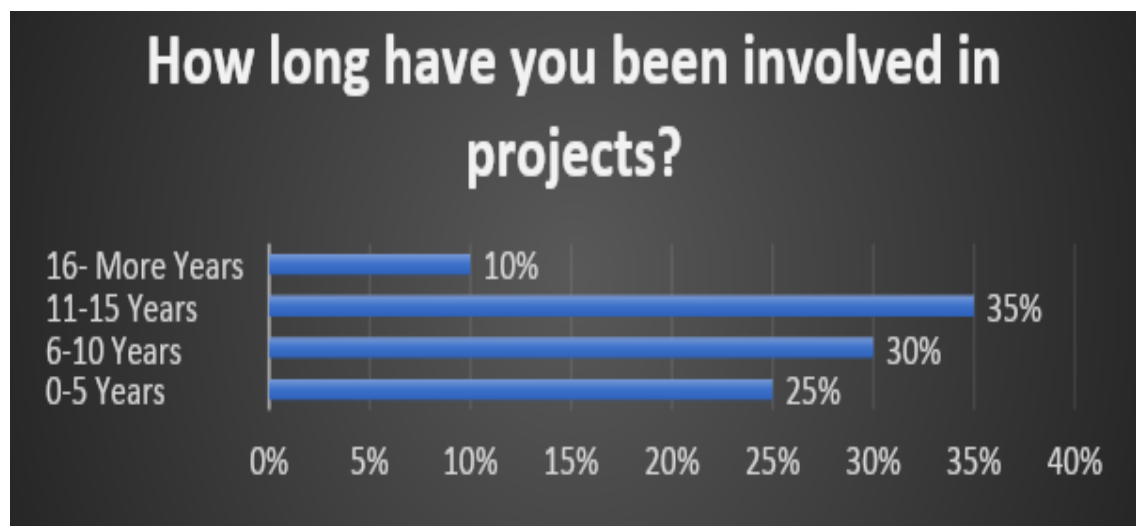


Figure 5.3: How long have you been involved in projects

Source: Researcher's tabulation

The illustration above depicts the segmentations of the construction workers' years involved in projects. A total of 25% of respondents fell within the range of 0-5 years, 30% have been involved in projects for 6-10 years, 35% have been involved in projects for 11-15 years, and lastly, the lowest percentage of 10% constituted for the 16 years or more range.

Question 4: What is your highest professional qualification?

This inquiry aims to ascertain whether those working on construction projects for the

organization have any type of formal education or have only received internal training.

Response: This question was mandatory and only allowed the respondent to choose one of five options. This enabled the researcher to quantify the respondents with the highest qualification for working on the construction site. It is anticipated that respondents with formal education will do better than those without since they will be more familiar with the idea of projects. Every respondent took part and offered their opinions. The respondents' degree of education is displayed in Figure 5.4.

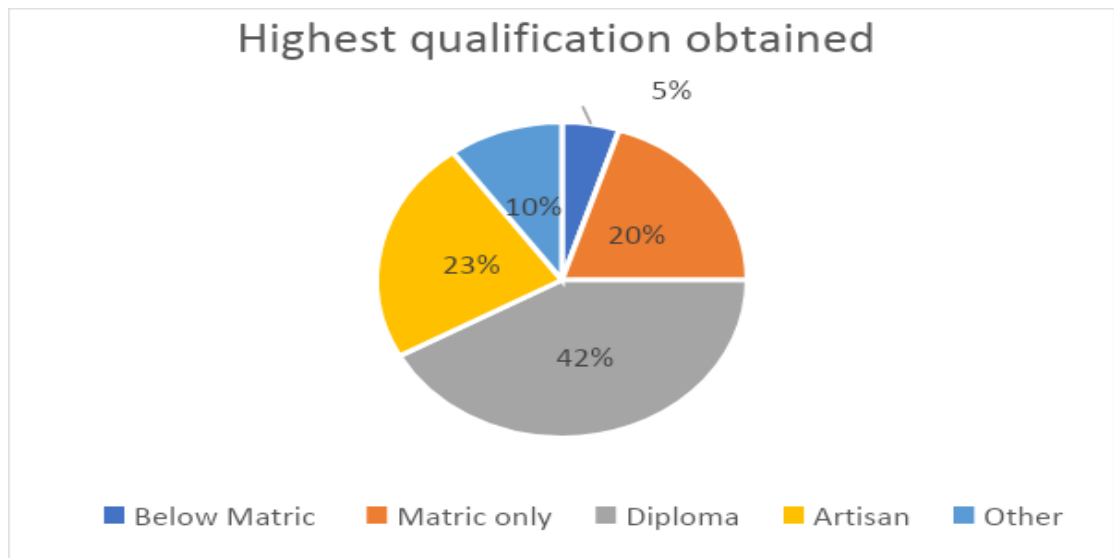


Figure 5.4: Highest qualification obtained

Source: Researcher's tabulation

The above graph displays the highest qualifications obtained by subordinates who work on the construction site. The minority of the respondents, with a percentage of 5%, reported that they only had matric, 20% reported that they had obtained only a matric certificate, 5% obtained other, and the majority of respondents obtained a Diploma, 42%.

Question 5: Have you ever had the privilege of working with people older than you?

This Inquiry was designed to discover whether individuals/employees have worked with

older employees

Response: According to expectations, older respondents should do better than newly hired new hires. They were able to instruct them in specific construction firm abilities and show them how senior leaders and younger project managers lead in different ways. Figure 5.5 depicts the study's outcome.

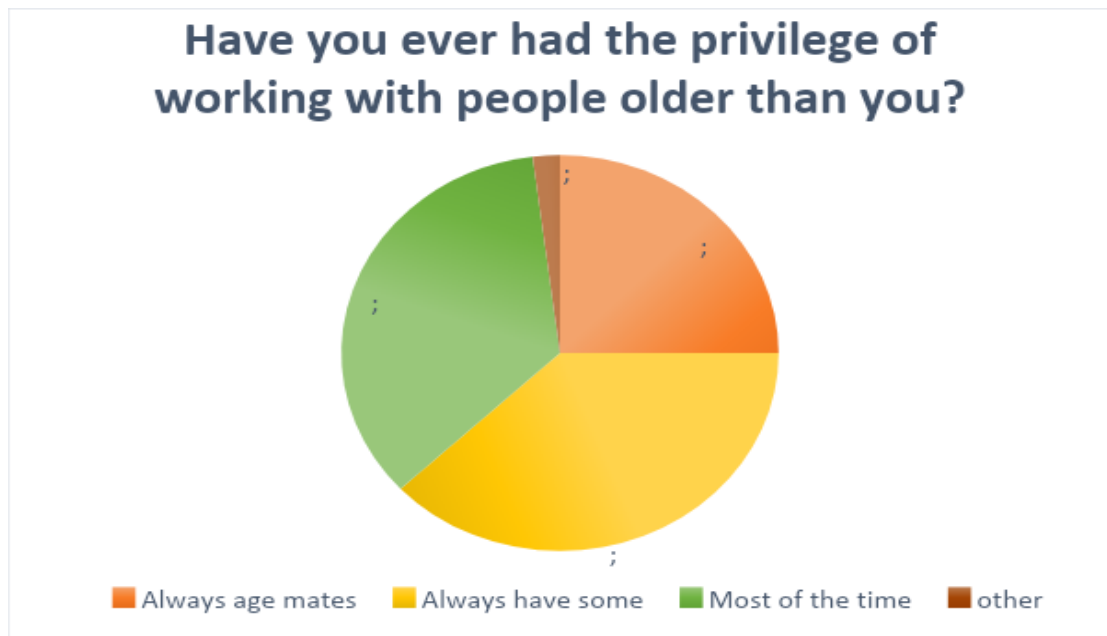


Figure 5.5: Opportunity of working with older people

Source: Researcher's tabulation

According to Figure 5.5, 38% of respondents selected that they 'always have some' have worked with older people both in the past and current organisation, and they have taught them a lot about the industry and how to build their skills. 25% selected always, 38% selected most of the time, while the rest was ambivalent.

Question 6: State here, if any, observations you have made [in general] about the differences between the different types of managers/supervisors you have worked with.

- Managers have different leadership styles
- Some managers stick to standard operating procedures, and some don't
- The methods/ techniques they use to train subordinates are different

- The way managers treat subordinates is different

5.3.2 Section B: The Likert Scale

Section B uses the Likert scale; all the respondents were asked to answer by putting an X in each box that corresponds to each statement. The statements used in the section were placed under main headings: people skills competency, Communication competency, Listening competency, Leadership competency, integrity competency, project integration, and Team building skills competency. The Likert scale of 1 – 5 was used to rate respondents' responses, with 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly agree. All the responses were plotted on a graph, facilitating the easy understanding of the information.

Peoples' Skills Competency—My manager is:

Statement 1: An extrovert and interacts freely with the team members

This question was phrased to subordinates to determine whether they preferred a team leader who is an extrovert and interacts freely with team members/ subordinates. As a result, Figure 5.6 below illustrates the responses of the subordinates

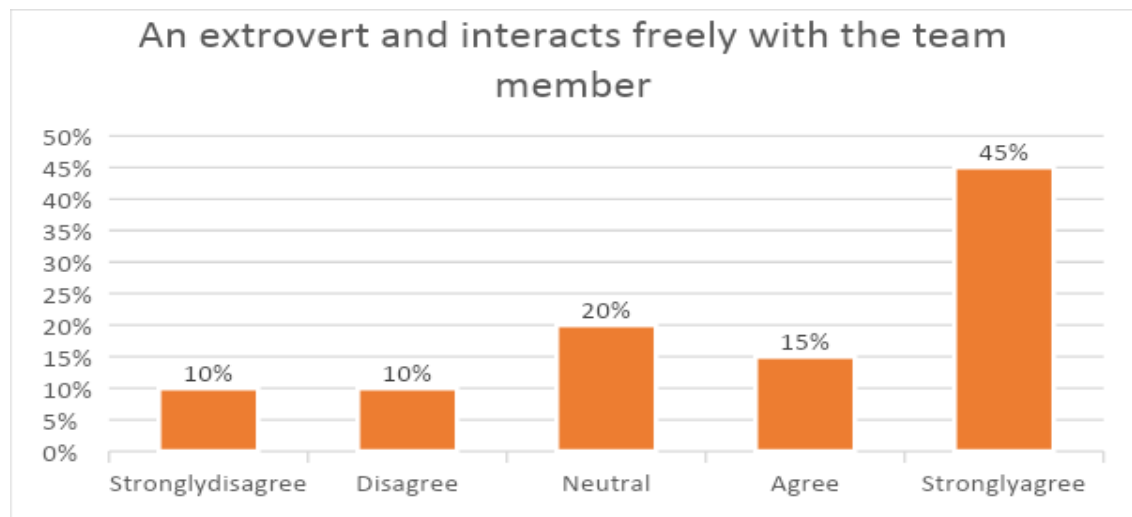


Figure 5.6: Interacts freely with team members

Source: Researcher's tabulation

The Clustered column chart above depicts the percentages among a total of 100 respondents. From the study, 45% affirmed that they preferred an extroverted project manager who interacts freely with team members, 20% selected neutral, 15% selected agreed, 10% selected disagree and 10% selected strongly disagree. This indicates that the majority of the respondents with a percentage of 45%, reported that they indeed prefer to work with a project manager who interacts with them constantly giving them feedback while trying to meet deadlines

Statement 2: Sensitive to team members' feelings about performance

The intention behind this statement was to obtain from the respondents their point of view regarding the number of times their project managers are sensitive to team members' feelings about their performance. Figure 5.7 below illustrates the responses of the respondents as provided by them.

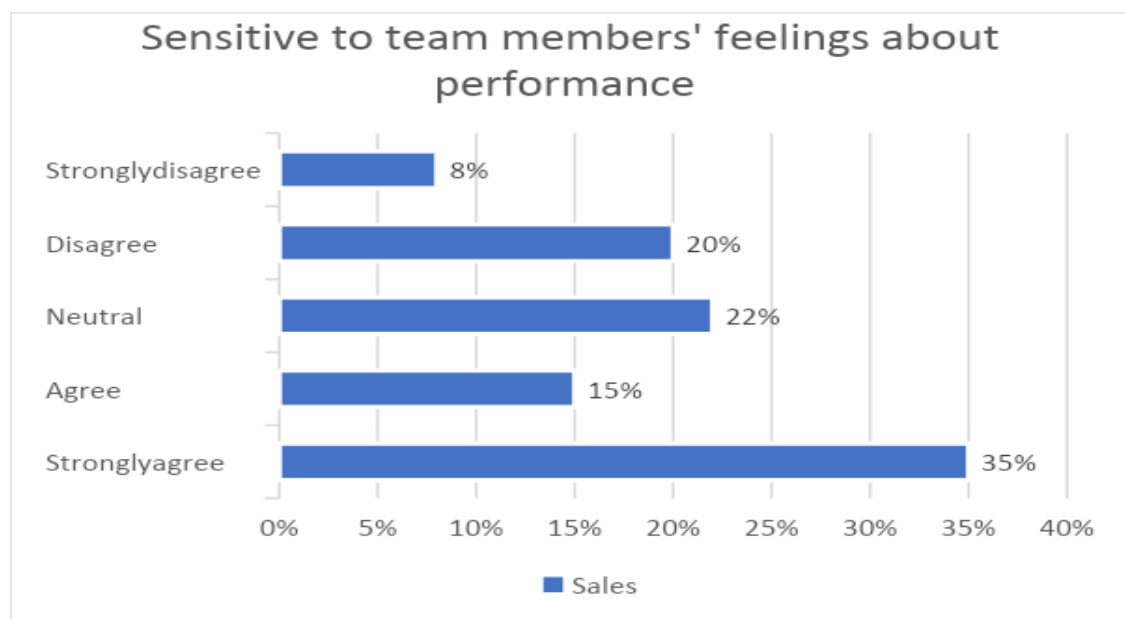


Figure 5.7: Sensitive to team members' feelings about performance

Source: Researcher's tabulation

The above Bar graph shows the percentage totals extracted from the study conducted. From a total of 100 respondents who participated in the study: 8% strongly disagreed that the project manager is sensitive towards their feelings about their performance

because he expects a lot from them, 15% selected agree, while 20% of them selected disagree, 22% selected that their feeling is neutral and the highest percentage of 35% constituted the respondents who reported that they strongly agree that their project manager is sensitive towards their feelings about their performance when giving feedback. Therefore, the project manager consistently gives constructive feedback that is not malicious but encourages growth.

Statement 3: A person who values interpersonal relations with members

This statement was intended to determine if leaders/project managers value their interpersonal relations with their subordinates. Figure 5.8 below summarises the responses of the respondents.

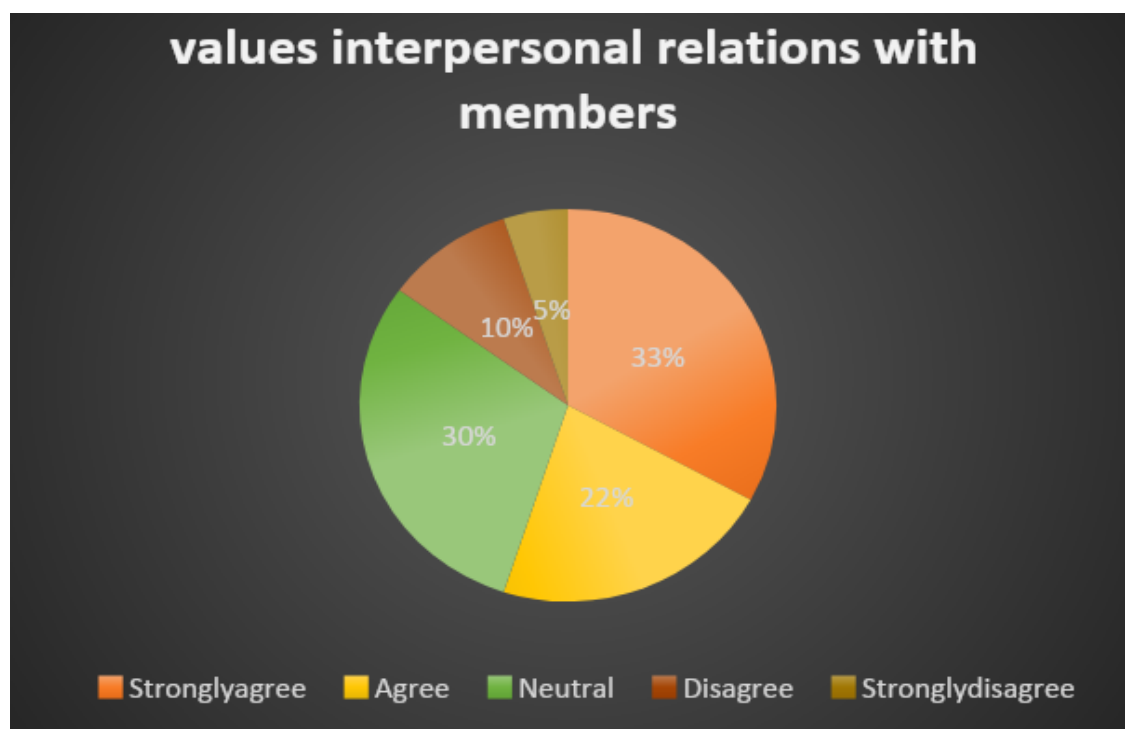


Figure 5.8: Value interpersonal relations

Source: Researcher's tabulation

Figure 5.8 reveals that 33% of respondents strongly agree that an effective project manager should value the subordinate's interpersonal relations, whereas 22% agreed, 30% were neutral/ undecided and 10% disagreed and lastly, 5% selected that they strongly disagreed. Most strongly believe that a project manager should value

interpersonal relations with team members. Interpersonal relations will aid in the expeditious completion of the job.

Statement 4: Treat team members according to their personality traits

This question is intended to evaluate the level to which the project manager treats their subordinates according to their personality traits in order for them to avoid making mistakes. Various responses were given by the respondents who are illustrated in Figure 5. 9



Figure 5.9: Treats members according to their personalities

Source: Researcher's tabulation

The above pie chart reveals that 35% of respondents agreed that an effective project manager should treat subordinates according to their personality traits so that you may get the best out of them, whereas 15% strongly agreed, 10% were neutral/ undecided, and 10% disagree and lastly 10% selected that they strongly disagreed. The majority strongly believes that project managers should treat their subordinates according to their personality traits because this indicates that you know their strengths and

weaknesses and that one is a vigilant leader.

Communication Competency—My manager:

Statement 5: Always friendly in communicating with the team members

This statement was intended to find out from the subordinates how friendly their leaders are when they communicate with them. Figure 5.10 illustrates the responses of the subordinates.



Figure 5.10: Always friendly when communicating

Source: Researcher's tabulation

The diagram above shows the percentages from the target sample of 100 respondents. When asked to comment on the statement above, 50% answered by saying the project manager does not have to be friendly when communicating with them because one cannot expect them to be friendly when communicating with them because of their work environment, whereas 15% disagreed, 20% were neutral, 20% strongly agreed

that a project manager should always be friendly unless when in intense pressure and 5% selected that they agree when answering the above statement. Therefore, most feel that a project manager does not have to be friendly unnecessarily because the environment does not require such communication, unlike working in an office environment.

Listening Competency—A competent manager is one who:

Statement 6: Believes that they may learn from fellow team members

The intention behind this statement was to find out from the respondents whether their work was distributed equally according to their job levels. Figure 5.11 below illustrates the responses of the respondents.

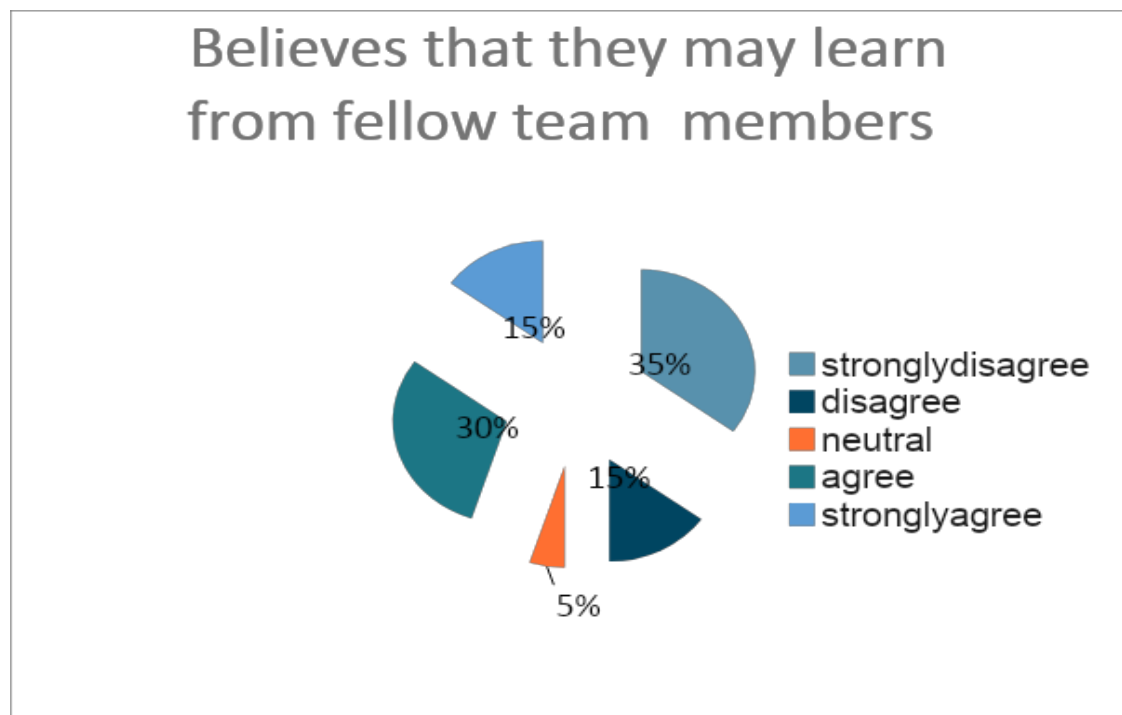


Figure 5.11: Believes that they may learn from teammates

Source: Researcher's tabulation

Most respondents (35%) strongly agreed that a competent manager is the one who knows and believes that they can learn from their subordinates while they are in any

phase of the project, while 30% agree. On the other hand, 5% were ambivalent, 15% disagreed, and another 15% strongly disagreed. Effective managers use logic to complete projects whilst involving subordinates from different fields to complete projects on time. A manager should allow subordinates' inputs to complete the project successfully during the planning and executing phases. A construction project involves many disciplines, and the project manager must comprehend the interrelationships.

Statement 7: Allows free participation of team members on task issues

These questions are intended to determine from the respondents if a competent manager is the one who allows free participation of team members on task issues. The study's outcome is depicted in Figure 5.12 below.

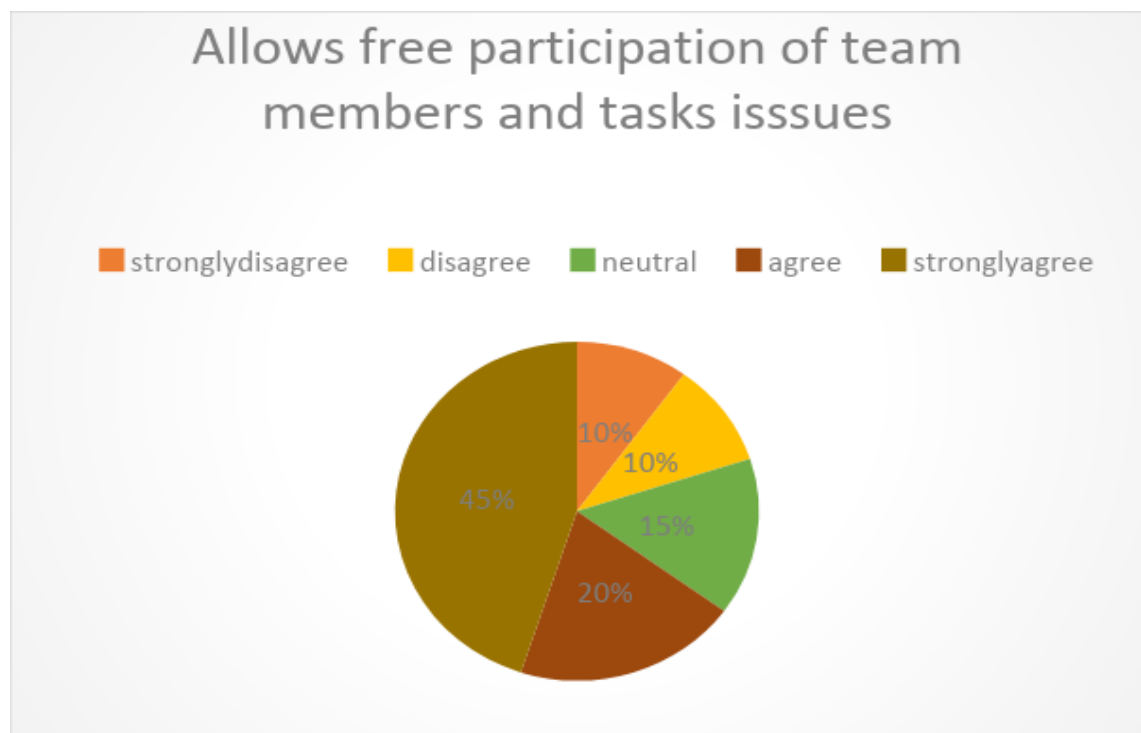


Figure 5.12: Allow free participation of team members

Source: Researcher's tabulation

According to the graph depicted above, 45% strongly agreed that respondents feel that a leader must allow free participation of team members on task issues, 20% agreed, 15% were ambivalent, 10% strongly disagreed, and another 10% disagreed.

Statement 8: Is well informed about tasks and yet listens patiently

Effective leaders are well informed by their subordinates, are patient, and are good listeners to subordinates to realise and achieve more demanding and challenging organizational goals. This question was intended to determine the workers' perception of leadership. Figure 5.13 below summarises the responses of the subordinates.

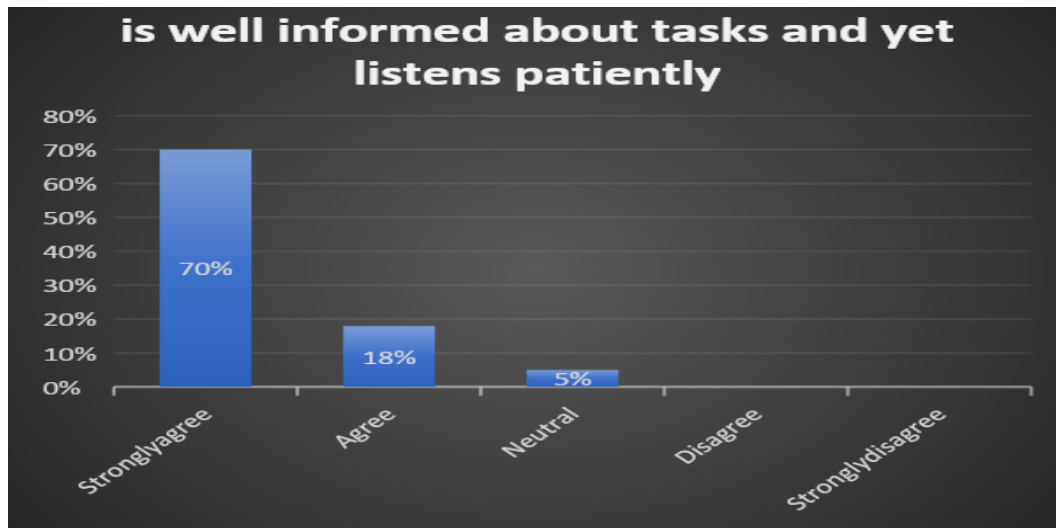


Figure 5.13: Is well informed about tasks and yet listens patiently

Source: Researcher's tabulation

According to the above Figure 5.13, 70% of the respondents strongly agreed that an effective project manager should be well informed about tasks and listen and be patient with their subordinates. 18% agreed, and 5% were ambivalent. None disagreed, and none strongly disagreed.

Statement 9: Is a critical thinker about issues before committing to ideas. This inquiry aimed primarily to assess whether a competent project manager should think critically before making decisions. Figure 5.14 below illustrates the question's outcomes.

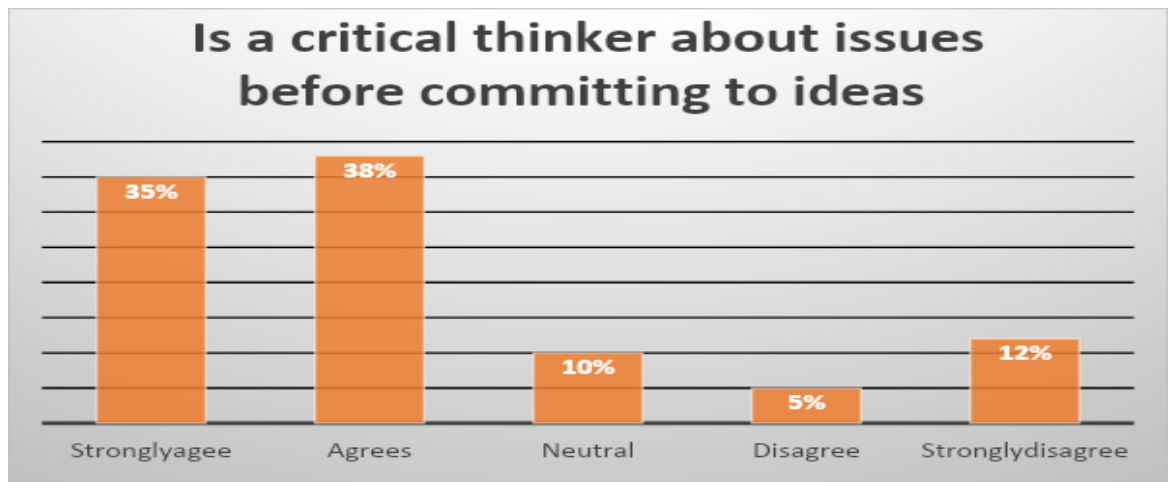


Figure 5.14: Is a critical thinker about issues before committing to ideas

Source: Researcher's tabulation

According to the graph above, 38% of the respondents agreed that an effective project manager is a critical thinker and thinks before committing to an idea. In comparison, 35% strongly agree, 10% are ambivalent, 12% strongly disagree, and 5% disagree with the above statement. Project management must think critically

Statement 10: Has a chance to assess other views and advise members

The question was intended to determine whether an effective project manager is the one who assesses other views and advises team members. Table 5.15 illustrates the findings.

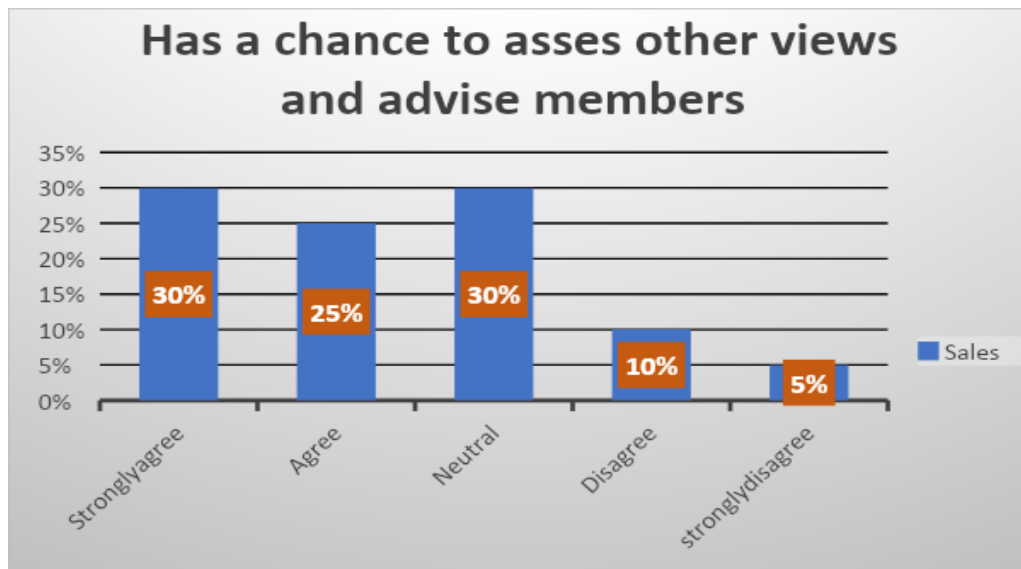


Figure 5.15: Has a chance to assess other views and advise members

Source: Researcher's tabulation

The above figure shows the selection percentages from the total sample population of 100. From the above, it can be understood that 30% of the respondents said that an effective project manager has a chance to assess other views and advise team subordinates in a project, 30% selected neutral, 25% agreed, 10% disagreed and strongly disagreed and 5% agreed that project manager should have a chance to assess other views and advise members.

INTEGRITY– a competent leader is:

Statement 11- One who does what they teach and teach what they practice

This statement aimed to determine if an effective project manager leads by example. The responses are illustrated in Figure 5.16 below.

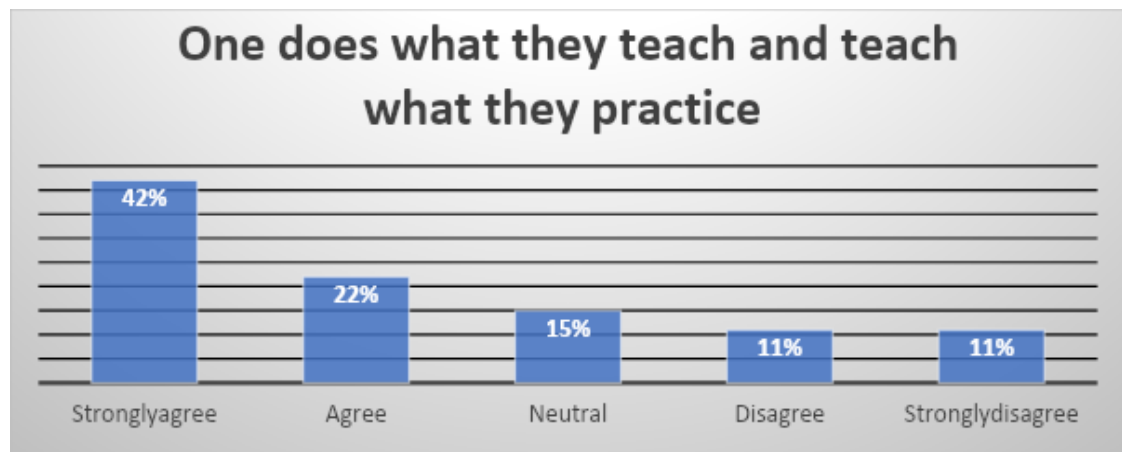


Figure 5.16: One does what they teach and teach what they practice

Source: Researcher's own tabulation

According to Figure 5.16 depicted above, 42% of Respondents selected that they prefer a project manager who leads by example, 22% agreed with the above-given statement, 15% were ambivalent, 11% disagreed with the statement, and another 11% strongly disagreed that an effective manager is the one who does what they teach and teaches what they practise.

Statement 12: One who deals honestly and fairly with all team members. This statement was intended to determine that project managers deal honestly and fairly with subordinates. Figure 5.17 below illustrates the responses of the subordinates



Figure 5.17: One who deals honestly and fairly with all team members

Source: Researcher's tabulation

According to the clustered column depicted above, 55% of respondents strongly agreed that they preferred a project manager who deals with subordinates fairly and with honesty, 15% of the respondents agreed, 17% were ambivalent, 7% disagreed, and 6% strongly disagreed with the statement above.

Statement 13: Shows openness and no favouritism but asks for the best

This statement was intended to determine if the subordinates preferred a project manager who shows openness and no favouritism but asks for the best in each employee. The responses to this statement are illustrated in Figure 5.18 below

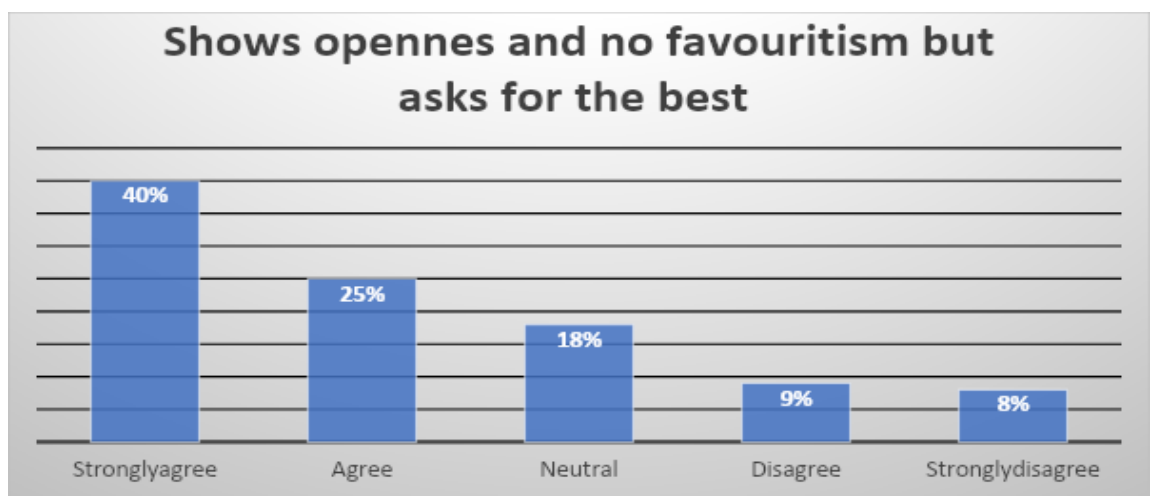


Figure 5.18: Shows openness and no favouritism but asks for the best

Source: Researcher's tabulation

The above-clustered graph shows that 40% of the respondents strongly agree that they preferred a project manager who is open and shows no favouritism on the construction site. In addition, 25% of the employee agree, while 18 % of the respondents are ambivalent. Finally, 9% of the respondents selected that they disagreed, and 8% selected that they disagreed disagree with the statement.

Statement 14: Has a good memory of all members & what their tasks are

This statement intended to determine if each subordinate was given a task that their manager would check daily. Figure 5.19 below illustrates the responses.

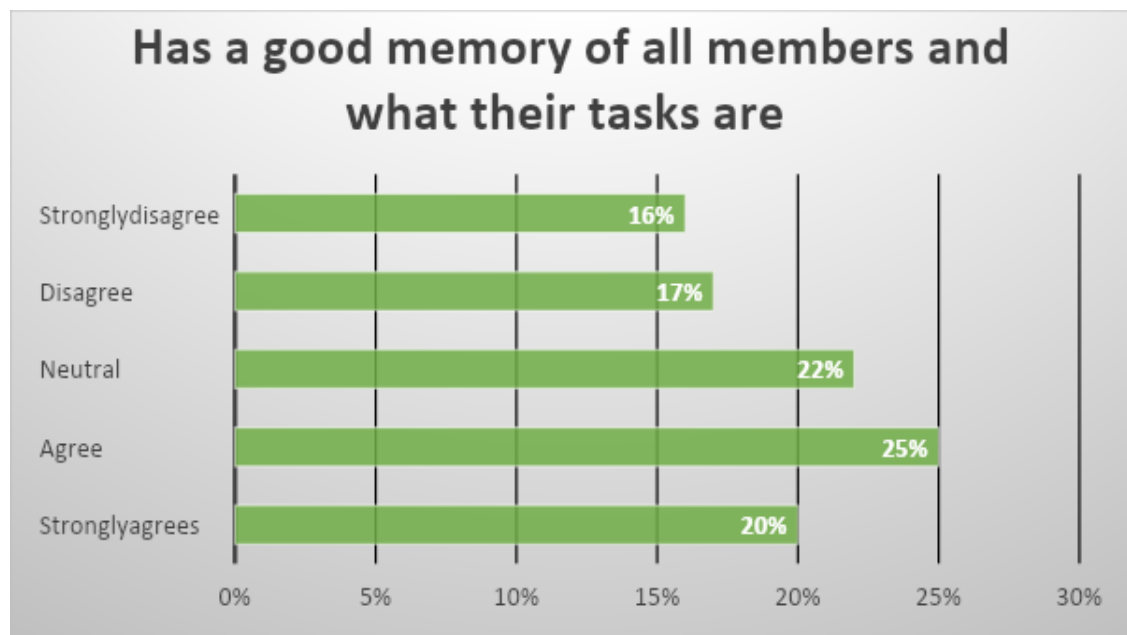


Figure 5.19: Has a good memory of all members and what their tasks are

Source: Researcher's own tabulation

The cluster bar graph above depicts the respondent's responses about what an effective project manager should be like. From a target sample of 100, the respondents selected the following:

20% of the respondents strongly agree that a project manager must have a good memory of all members and their tasks so that each member can be held responsible and accountable for the work that needs to be/ should be done. 25% agree with the above statement, 22% are ambivalent about the statement 17% disagree with the statement that they believe that a subordinate has to know what tasks need to be done and when. Finally, 6% strongly disagreed with the statement stating that everything that needs to be done is communicated during the project's planning phase, so all subordinates need to be clued up from the beginning phase of the project.

Statement 15: Takes the pain to empower team members for the project

Many managers tend to delegate work to supervisors or team leaders. Therefore, this question was intended to determine whether the construction workers' responsibilities and tasks were distributed by the managers themselves. The responses of the respondents are illustrated in Figure 5. 20

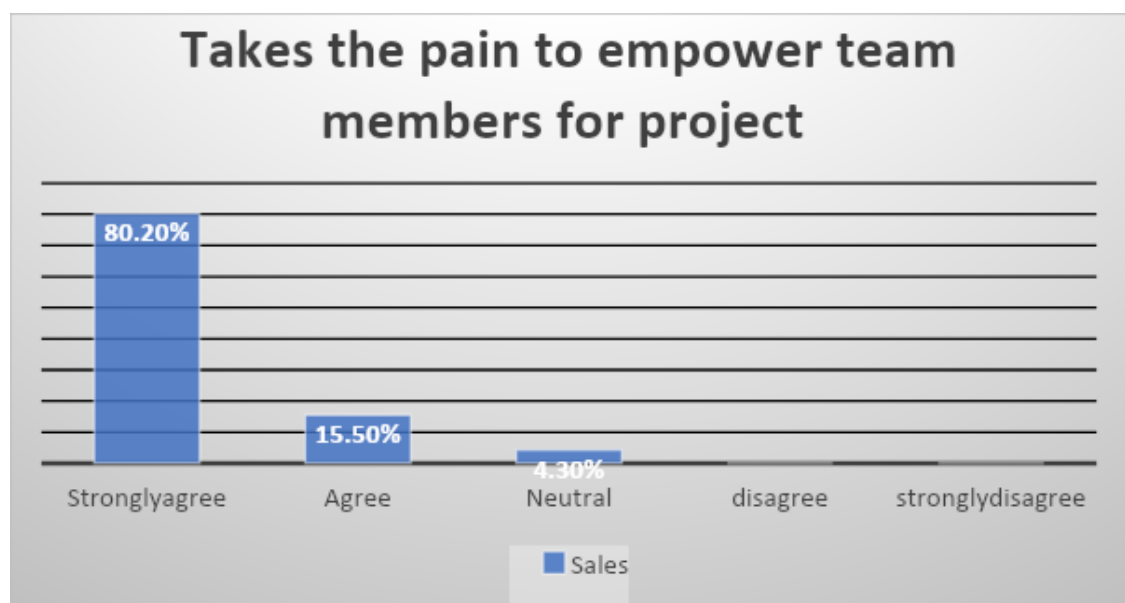


Figure 5.20: Takes the pain to empower team members for projects

Source: Researcher's tabulation

Figure 5.20 showed that when respondents were asked to comment on the above statement, respondents answered the following, 8.20% of respondents selected that

they strongly agreed a leader should take the pain to empower team members for the project,15. 50% of the respondents agreed, while 30% of respondents' answer was ambivalent. One of the respondents answered disagree, and none answered strongly disagree. The respondents stated that their project manager always encourages them to perform better than the previous day and when things go wrong, he takes full responsibility and accountability for anything project-related and for the team.

TEAM BUILDING SKILLS

Statement 16: Always emphasises project vision, mission and goals

The purpose of this inquiry was to establish whether it is imperative that a project manager communicates and emphasises the project vision, mission and goal at the beginning of the project. Figure 5.21 below illustrates the outcome of the question

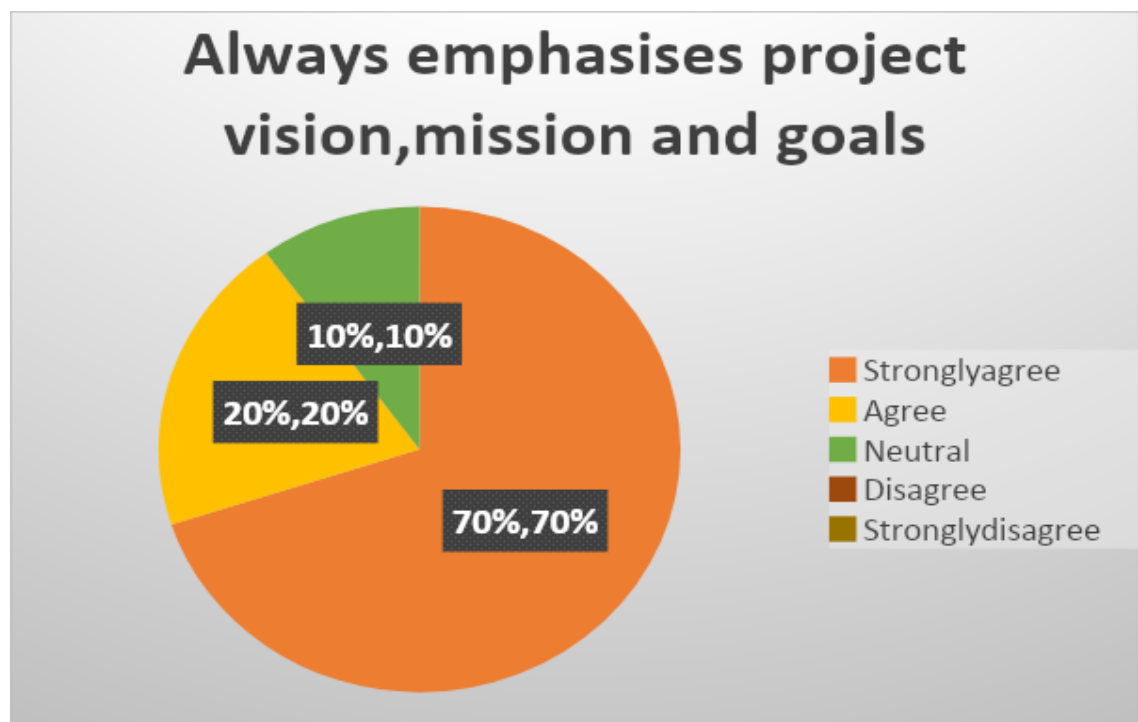


Figure 5.21: Always emphasises on project vision, mission and goals

Source: Author's creation

Figure 5.21 demonstrates that 70% of respondents strongly agreed that project

managers should demonstrate and communicate the organisation's vision, missions and goals and remind them all the time of those deviating away from them. However, 20% of the respondents agree with the statement, 10% are ambivalent about the statement, and disastrouly none of the respondents strongly disagree.

Statement 17: Maintains positive relationships with all team members

The question was asked to determine whether an effective project manager maintains a positive relationship with all team members. The results of respondents to the below statement are illustrated in Figure 5.22.

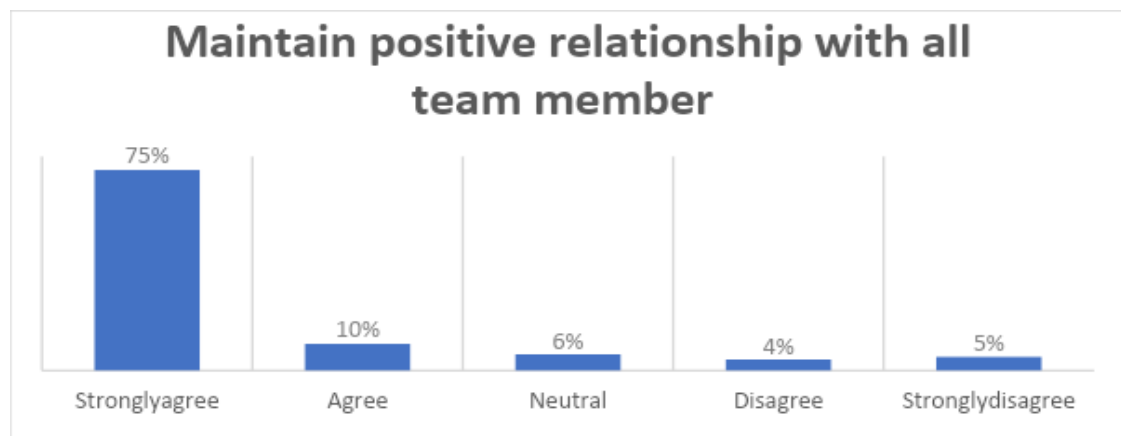


Figure 5.22: Maintain a positive relationship with all team members

Source: Researcher's tabulation

According to the graph illustrated above, the respondents selected 75% work strongly agreed that an effective project manager should maintain a positive relationship with all its team members, 10% selected that they agreed, 6% respondents were ambivalent, 45% disagreed with the above statement and 5% strongly disagreed to the fact that a project manager should always maintain a positive relationship with its subordinates.

Statement 18: Has regular progress meetings to update other units

The statement was intended for respondents to tell you what an effective project manager is, who has regular progress meetings to update other units. The responses were tabulated below in Figure 5.23

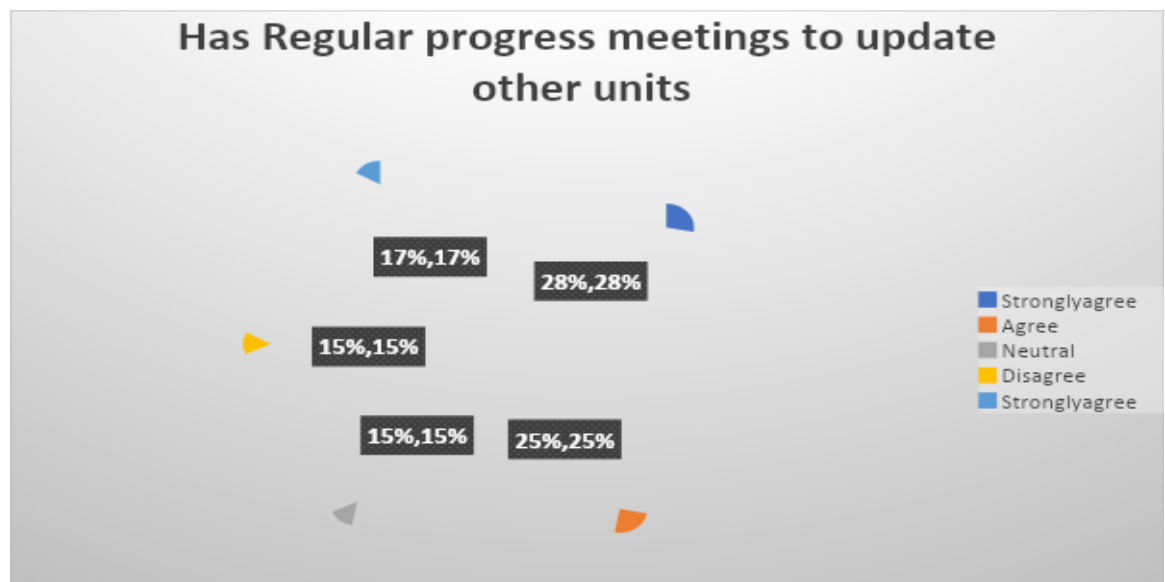


Figure 5.23: Has regular progress meetings to update other units

Source: Researcher's own tabulation

According to the pie chart depicted above, 28% of the respondents selected that they strongly agreed with the above statement, 25% agreed that an effective project manager should have regular progress meeting updates with other units, 15% were ambivalent about the subject, 15% disagree with the statement, and 17% strongly disagree with the statement.

Statement 19: Highly impartiality and fair with team members with issues

The purpose of this question was to determine the significance of having a project manager that is highly impartial and far with team members with issues. The results of the study are shown in Figure 5.24 below.

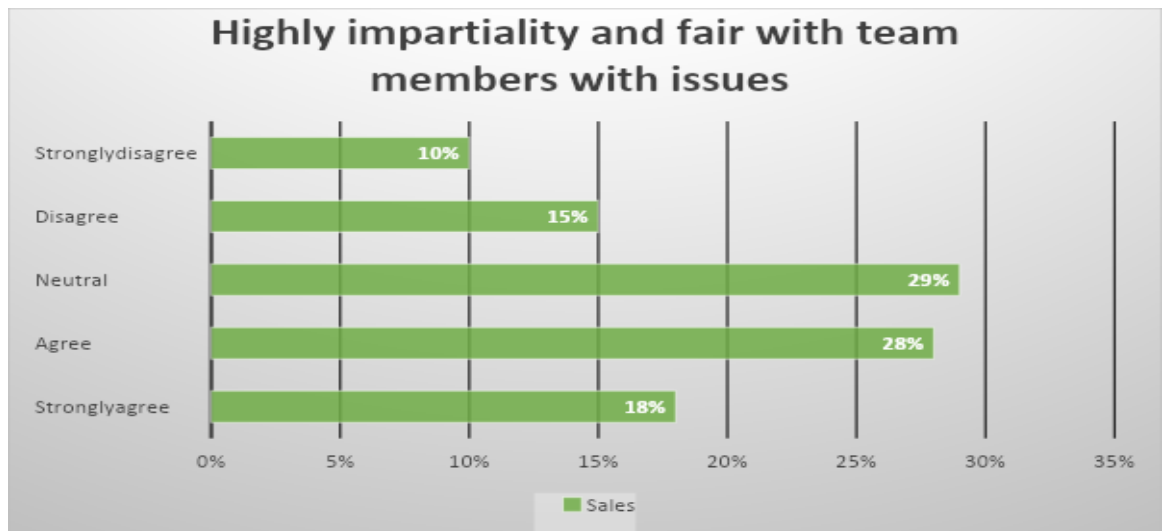


Figure 5.24: Highly impartiality and fair with team members with issues

Source: Researcher's tabulation

When looking at the graph illustrated above, the results show that 10% strongly disagree that a project manager should be highly fair with the team when it comes to their issues, 15% of the respondents selected that they disagree with the above statement, 29% of the respondents are neutral, 29% selected that they agree that a project manager should be fair when dealing with its subordinates in the construction site and 18% strongly agree with the above statement.

Statement 20: Knows strengths & weaknesses for team performance

The intention behind this question was to determine whether the project manager knows the strengths and weaknesses of their subordinates. The results are illustrated in Figure 5.25 below

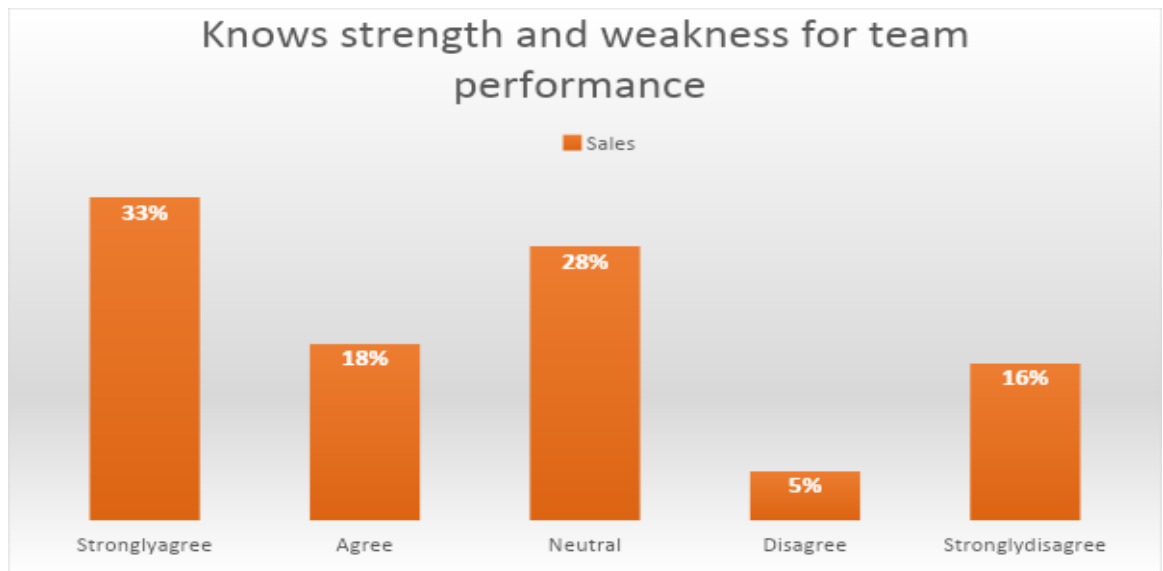


Figure 5.25: Know the strength and weakness of the team

Source: Researcher's tabulation

Because they were all in the construction industry, the clustered column chart above revealed the following percentage divisions from the whole sample of 100 when subordinates were asked if their bosses knew what their strengths and shortcomings were when they were assigned to work on the projects: According to 33% of respondents, project managers are aware of their subordinates' strengths and weaknesses depending on the projects they have given them to complete; 28% chose neutral; 18% agreed; 16% strongly disagreed, and the minority disagreed. Respondents who confirmed that all of the subordinates were aware that the project manager was aware of their strengths and limitations due to the duties given to them made up most of the responses.

CONFLICT RESOLUTION – a good leader

Statement 21: Identifies and manages emotions before they are conflicts

The purpose of this statement was for subordinates to select what they think an effective project manager is, and the below figure 5.26 shows what the respondents had to say.

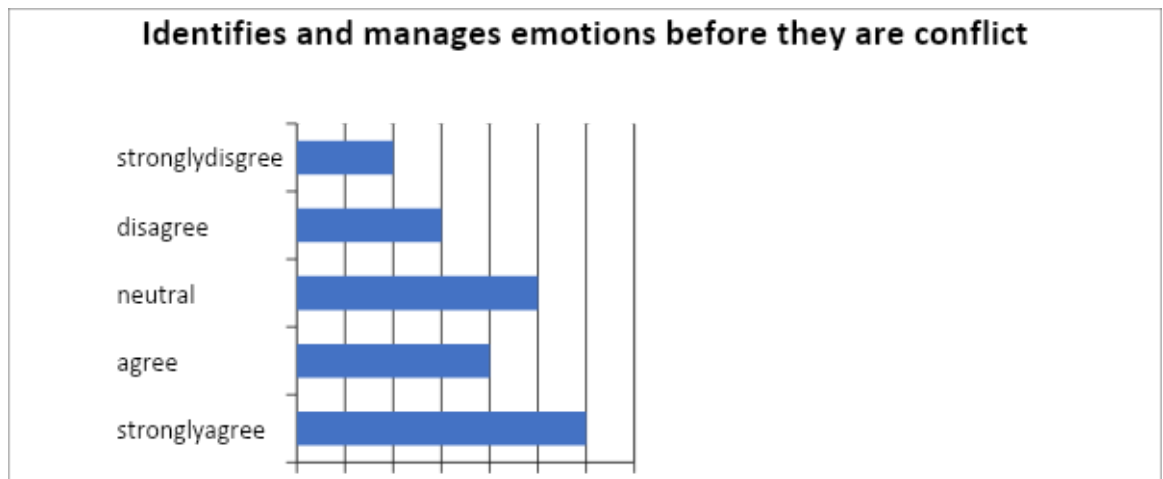


Figure 5.26: Identifies and manages emotions before they are conflicts

Source: Researcher's creation

According to figure 5.26 above, an effective manager is a manager who identifies and manages emotions before they turn into conflict that cannot be resolved. 30% of the inquirers selected that they strongly agree with the statement, 20% agree with it, and 25% remain neutral to the statement. 15% disagreed, and 0% disagreed with the above statement.

Statement 22: Knows about causes of member conflicts & mitigates them

This claim is meant to gauge how interested a project manager is in the root reasons for team member disagreement and how those conflicts might be resolved. Figure 5.27 below illustrates the respondent's response.

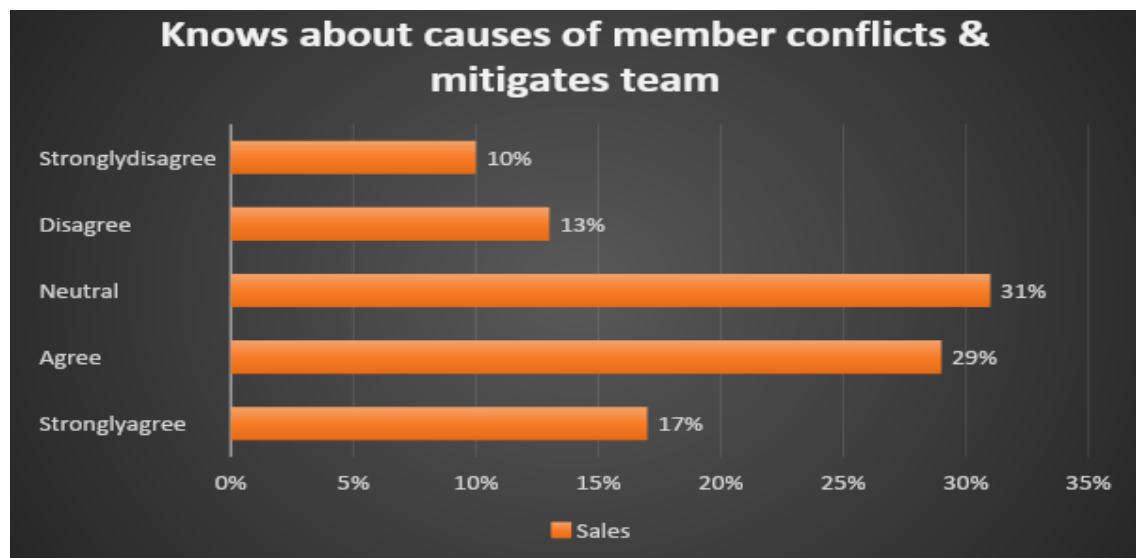


Figure 5.27: Knows about causes of member conflicts & mitigates them

Source: Researcher's tabulation

According to Figure 5.27, 17% of respondents strongly agreed that the project manager should be aware of the root causes of conflicts and how to resolve them to communicate project progress to stakeholders, and 31% remain neutral to the statement. Respondents agreed constituted 29%, with 10% strongly disagreeing and 13% of the respondents disagreed with the above statement.

Statement 23: Must show impartiality in resolving team members' conflicts

This question asked respondents to identify the individuals who, in their opinion, are effective managers who must act impartially while resolving disputes among team members. Figure 5.28 below illustrates the respondent's response.

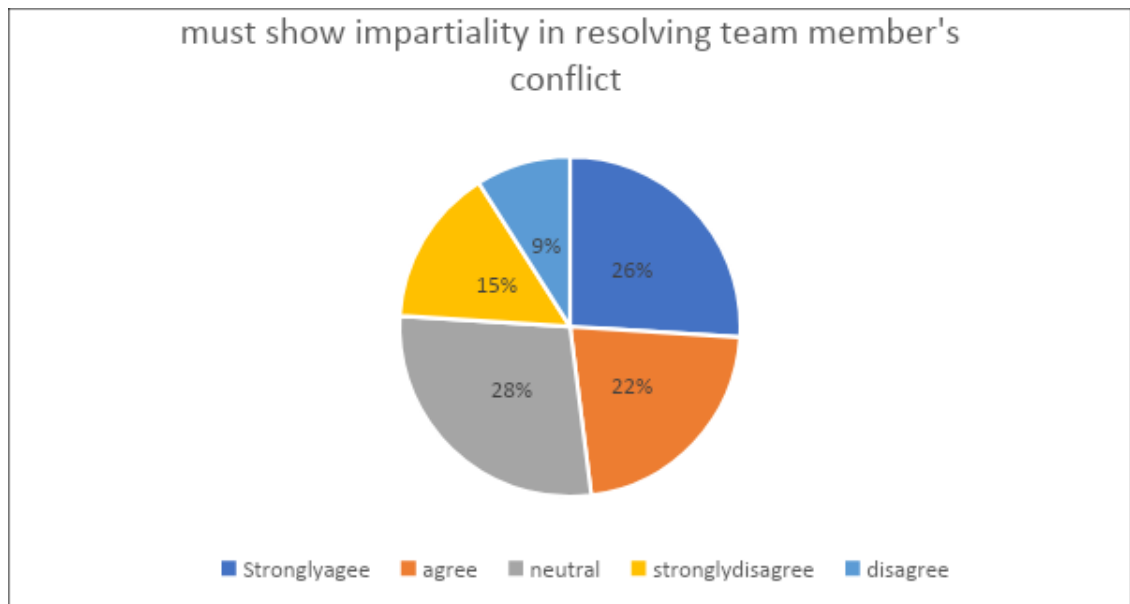


Figure 5.28: Must show impartiality in resolving team members' conflicts

Source: Researcher's tabulation

When examining the Figure 5.28, the statement's percentage segmentation is comprised as follows: A project manager is the one that acts impartially in settling team member disputes, according to the majority of respondents (28% of 100 total respondents were Neutral). 26% of people strongly agreed with the remark, while 22% agreed with it. The project manager should act impartially while settling team member disputes, according to 15% of respondents who strongly disagreed and the remaining 9% of respondents who disagree.

Statement 24: Warns team members of areas of potential conflict to avert

This claim was made to determine whether a project manager alerts team members to probable conflict zones so they can stay away from them. Projects might be basic or complex, but it is understood. However, many respondents stated that managers are given projects with clear instructions, as seen in Figure 5.29 below:

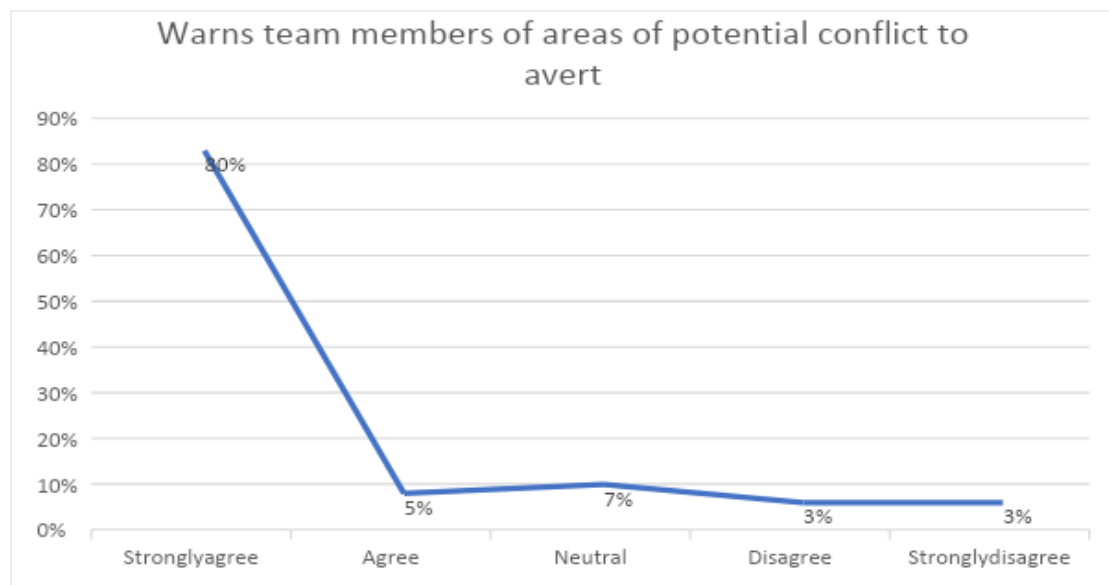


Figure 5.29: Warns team members of areas of potential conflict to avert

Source: Researcher's tabulation

The percentages of respondents from a target sample population of 100 As mentioned above, 80% said that projects are always sent to them with clear instructions that outline and 5% agree with the statement. 7% remain neutral on the statement, 3% disagree that the project manager always shares areas of conflict with them, and so the other 3% strongly disagree.

Statement 25: Attends to conflicts before they reach dysfunctional levels

This question asked respondents to identify the individuals who, in their opinion, are effective managers who address problems before they become dysfunctional. Figure 5.30 illustrates the outcome of the questions.

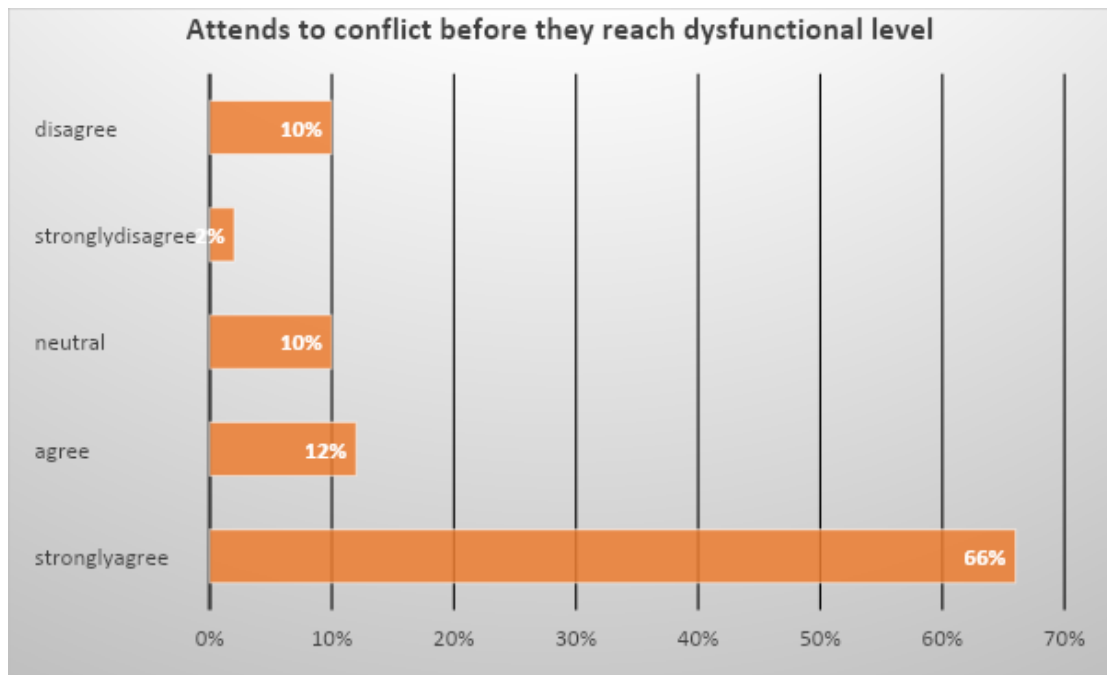


Figure 5.30: Attends to conflicts before they reach dysfunctional levels

Source: Researcher's tabulation

When asked to comment on the statement mentioned above, various percentages of respondents are depicted in the column graphic above. 100 people responded, and more than half of the respondents selected that they prefer a project manager who attends to the conflict before they reach a dysfunctional level. Projects are complex; therefore, they cannot be wasted on conflicts without resolution. Furthermore, 12% agreed that conflicts must be resolved immediately, while 10% remained neutral. Only 2% strongly disagreed with the statement, and 10% said that they disagreed.

PROJECT INTEGRATION – a good project manager

Statement 26 will focus on internal stakeholder coordination as a priority. This inquiry aimed to establish whether an effective manager should help team members. Figure 5.31 below illustrates the question's outcomes

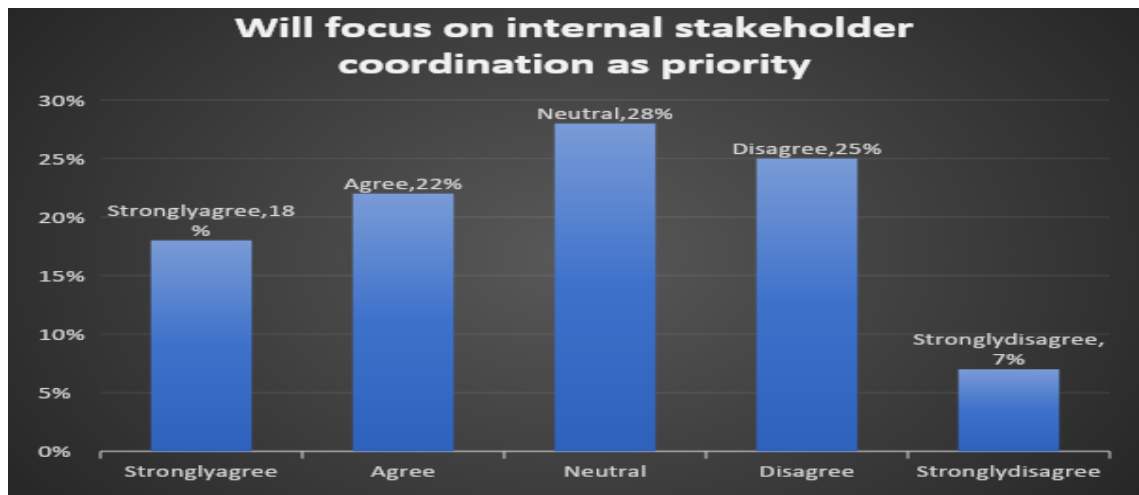


Figure 5.31: Focus on internal stakeholder coordination as priority

Source: Researcher's tabulation

Statement 27: Will always workshop members of the project charter needs

This question asked respondents to identify the individuals who, in their opinion, are capable managers and who will consistently consult with project charter members. Figure 5.31 illustrates the outcome of the question

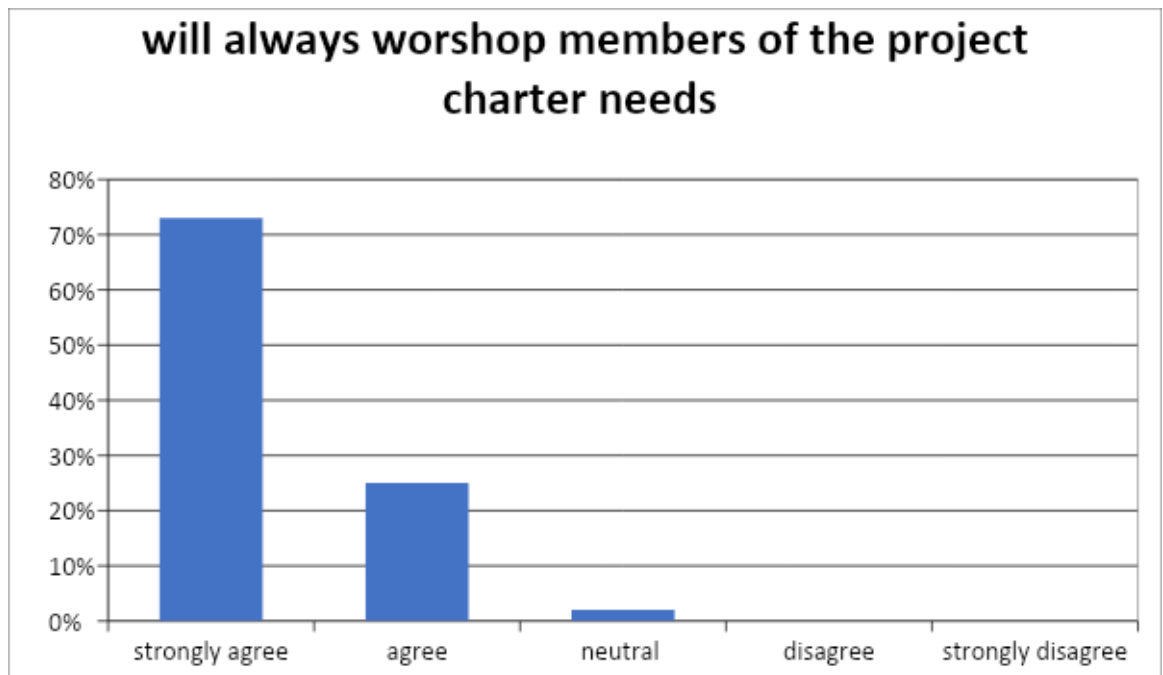


Figure 5.32: Will always workshop members of the project charter needs

Source: Researcher's own tabulation

According to the figure above generated from 100 inquirers, 73% of the respondents strongly agree that a project manager should workshop members of the project charter and include them in decision making, 25 % selected that they agree with the statement, and 2% remain neutral.

Statement 28: Allows for unit leader participation in resource allocation

This claim was made to determine whether a project manager should allow unit leader participation in resource allocation. Projects might be basic or complex, but they are understood. Many respondents stated that managers are given projects with clear instructions, as seen in Figure 5.33 below.

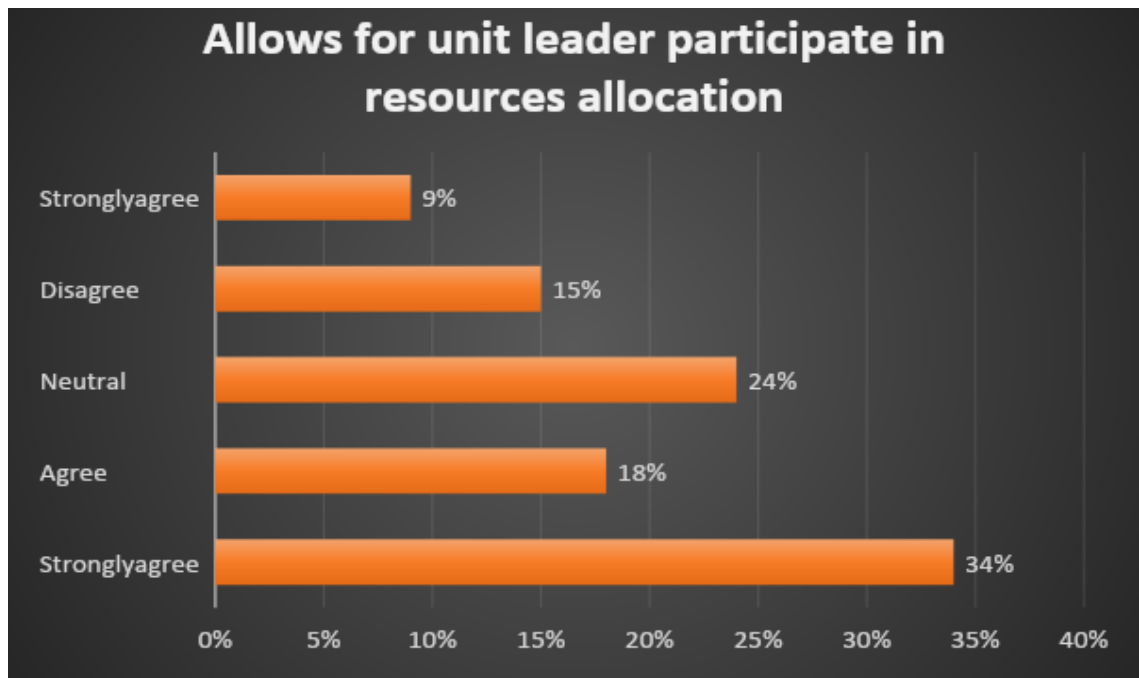


Figure 5.33: Allows for unit leader participation in resource allocation

Source: Researcher's tabulation

According to Figure 5.33 stipulated above, 34% selected that they believe an effective manager is the one who allows for unit leader participation in resource allocation and values inclusivity in a project. 18% agree with the above statement, while 24% remain neutral to the statement. 15% disagreed, saying that the manager has never requested their input regarding resource allocation. 9% strongly agree with the statement.

Statement 29: Knows that WBS leaders are experts in the respective sites

This claim was made to determine whether respondents preferred a project manager who knew that the WBS leaders were subject-matter experts at each site. Figure 5.34 below illustrates the outcome of the questionnaire.

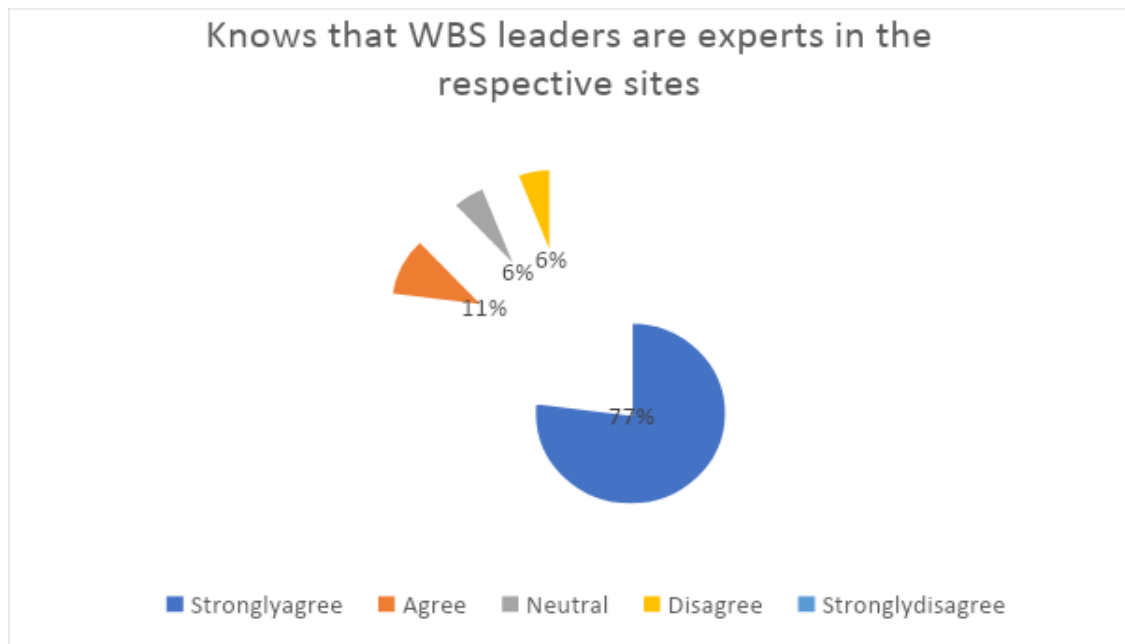


Figure 5.34: Knows that WBS leaders are experts in the respective sites

Source: Researcher’s tabulation

When asked to comment on the statement mentioned above, various percentages of respondents are depicted in the column graphic above. For example, 100 people responded, and 77% of the respondents said they strongly agree that they prefer a project manager who is a work breakdown structure expert and is experienced where project construction is concerned. Furthermore, 11% of the respondents agreed with the above statement while 6% remained neutral and 6% disagreed, and none selected that they strongly disagreed.

Statement 30: Is primarily a coordinator & facilitator of processes in place

This claim was made to determine whether respondents preferred a project manager who served as a coordinator and facilitator of existing processes—illustrating the outcome of the question.

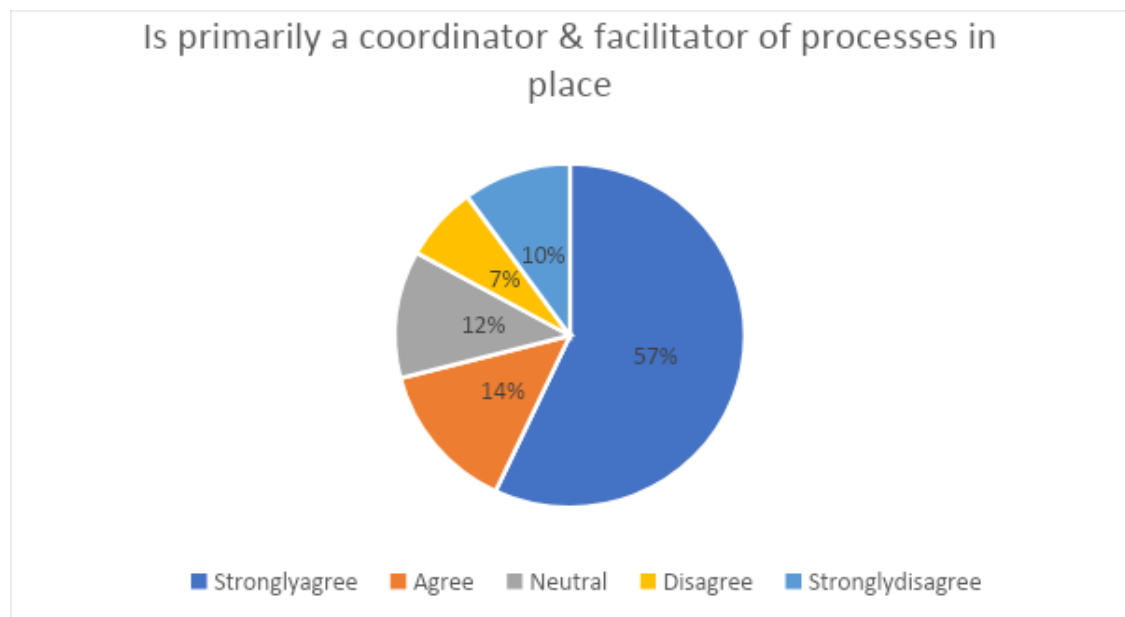


Figure 5.35: Is primarily a coordinator & facilitator of processes in place

Source: Researcher's tabulation

When asked to comment on the statement mentioned above, various percentages of respondents are depicted in the column graphic above. For example, 100 people responded, and 57% of the respondents strongly agreed that they prefer a project manager who is primarily a coordinator and a facilitator on the construction site. In addition, 14% of the respondents agree with the above statement, while 12% remain neutral and 7% disagree, and 10% respondents select that they strongly disagree with the statement.

COMMUNICATION – a good project manager:

Statement 31: Has well-structured communication with team members

This statement was meant to test the Project manager's written communication abilities, namely if they can produce straightforward, understandable messages to all project subordinates. Effective project managers should communicate with stakeholders straightforwardly and unambiguously to ensure everyone knows the expectations. Every respondent took part and offered their opinions. Figure 5.36 displays the participants' comments.

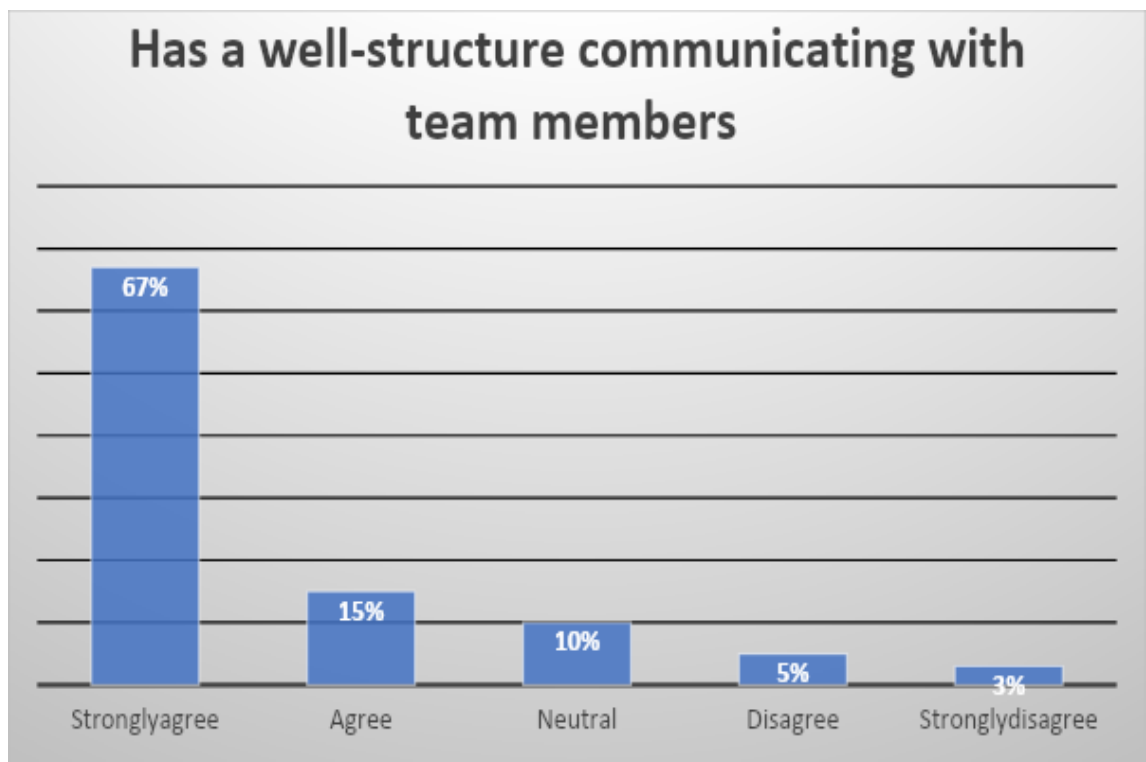


Figure 5.36: Has a well-structured communication with team members

Source: Researcher's tabulation

According to Figure 5.36 above, respondents believe that communication is imperative in a construction company and that the project manager always communicates and gives feedback constantly. 67% selected that they strongly agreed that a project manager should have a well-structured communicating tool. 15% agree with the statement, while 10% remain neutral. 5% disagreed, stating that because of the intense environment, they cannot communicate well with each other, and 3% selected that they strongly disagreed with the above statement.

Statement 32: Humbly listens to members' views before taking a decision

This question asked respondents to identify a manager who, in their opinion, is effective and humbly considers members' opinions before deciding. Figure 5.37 outlines the outcome of the questions.

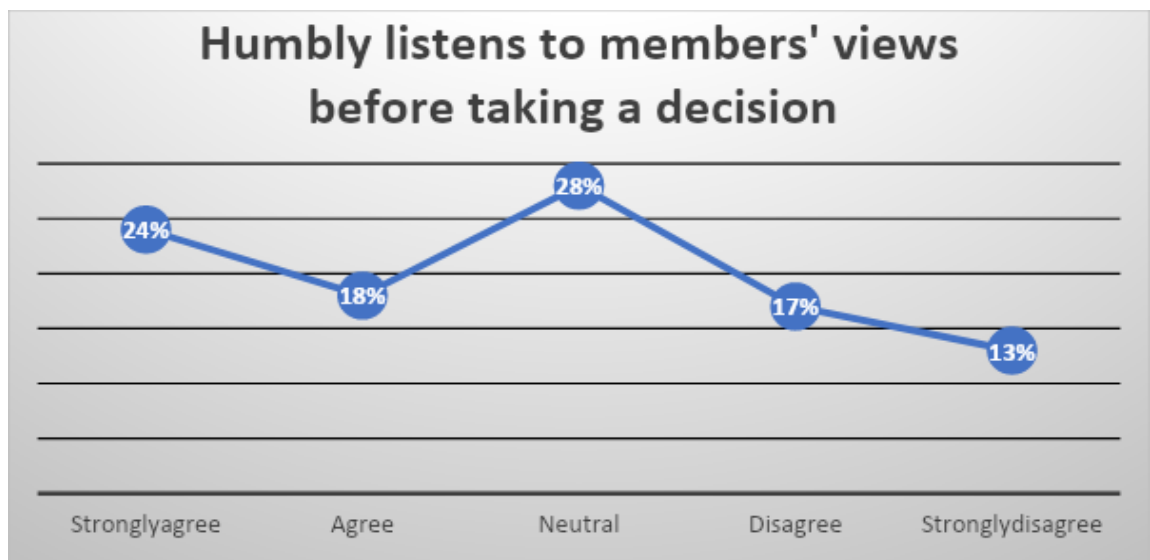


Figure 5.37: Humbly listens to members' views before taking a decision

Source: Researcher's tabulation

Statement 33: Always picks team members' unexpressed stress levels

This question asked respondents to identify if an effective manager is the one who picks the team members' unexpressed stress levels. Figure 5.38 outlines the outcome of the questions.

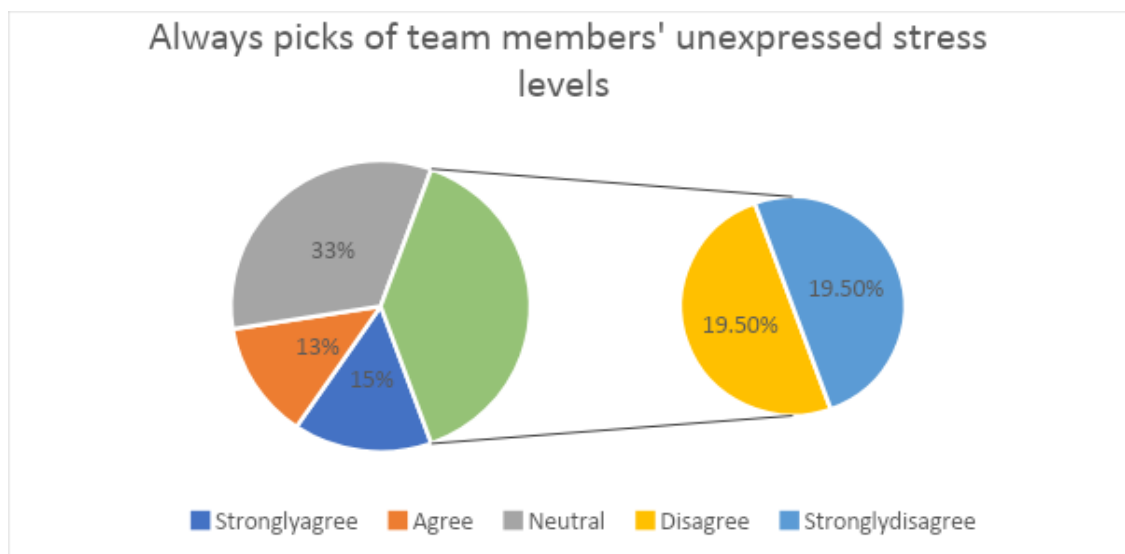


Figure 5.38: Always picks of team members' unexpressed stress levels

Source: Researcher's tabulation

Per the pie chart depicted above, 19.50% of the respondents said they strongly disagree that a project manager should deal with any stress-related issues from subordinates and that subordinates should deal with their stressful issues. 33% remain neutral, while another 19.50% disagree with that statement. 13% agree that the project manager should assist in getting team member support when they feel stressed, and 15% strongly agree with that statement.

Statement 34: Has personal time with team members that appear lonely

This question was asked to respondents to distinguish if project managers spend ample time with their subordinates. Figure 5.39 outlines the outcome of the question.

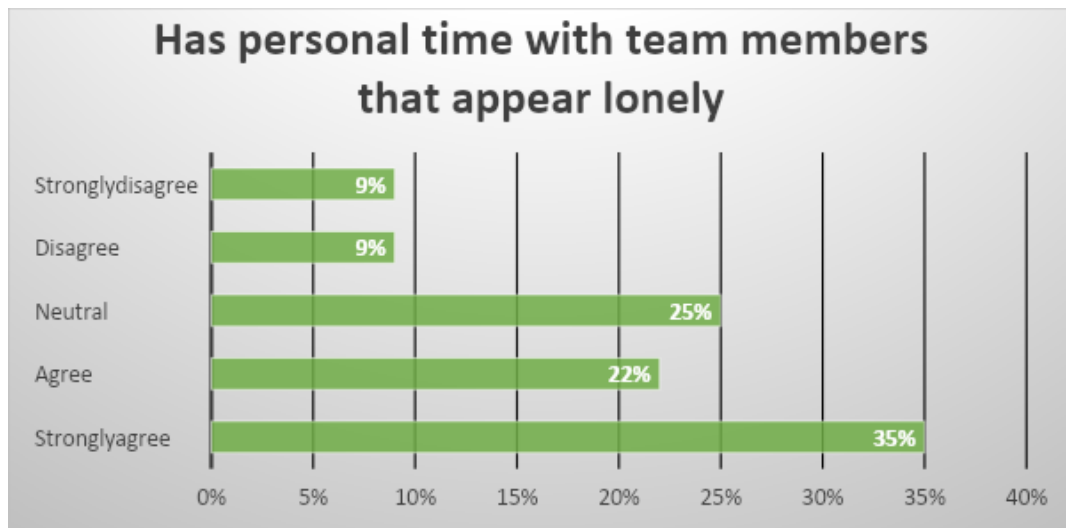


Figure 5.39: Has personal time with team members that appear lonely

Source: Researcher's own tabulation

According to Figure 5.39 illustrated above, 35% of the respondents selected that the project managers should spend one-on-ones with their subordinates to ensure their personal problems do not interfere with the project's progress and that they are coping with the workload. 22% agree with the statement, while 25% remain neutral to the statement. On the other hand, 9% disagree, and the other 9% strongly disagree, stating there is no time for one-on-ones due to project time constraints.

Statement 35: Knows how & what to communicate to team members

This question asked respondents to identify if an effective manager is the one who knows how and what to communicate to team members about. Figure 5.40 outlines the outcome of the questions.

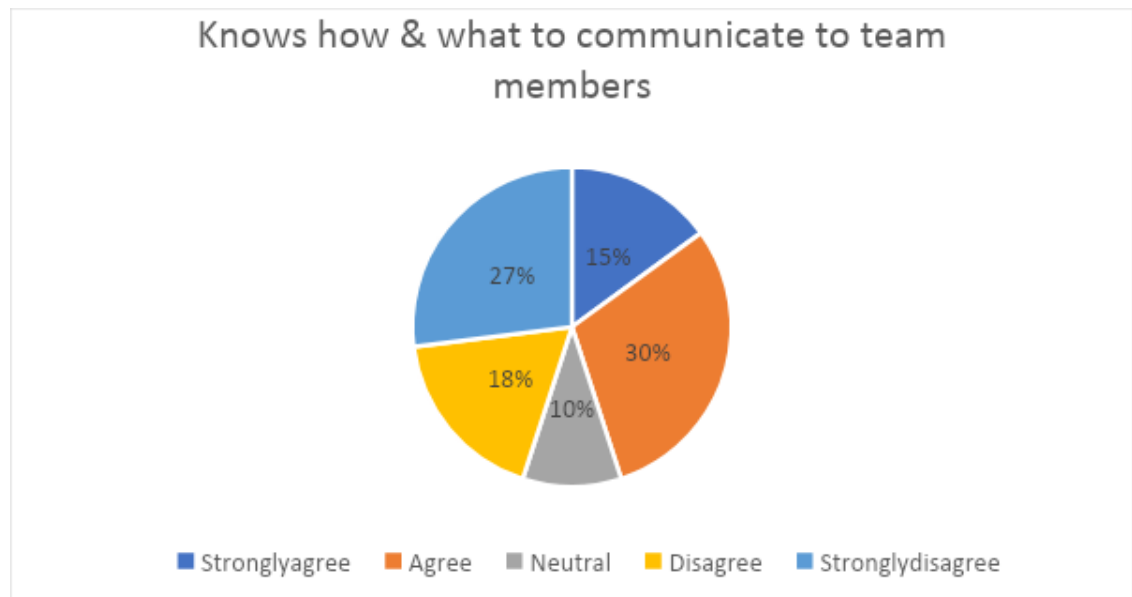


Figure 5.40; Knows how & what to communicate to team members

Source: Researcher's tabulation

According to Figure 5.40 above, respondents believe communication is imperative in a construction company and that project manager should constantly communicate and give feedback. 15% selected that they strongly agreed that a project manager should have a well-structured communicating tool. 30% agree with the statement, while 10% remain neutral. 18% disagreed, stating that because of the intense environment, they cannot communicate well, and 27 %selected that they strongly disagreed with the above statement.

LEADER BEHAVIOUR – a good project manager

Statement 36: Has no time to be friends; we all come here to work

This inquiry examined whether an effective project manager must have no time for

friends and focus on tasks. Figure 5.41 below illustrates the question's outcomes.

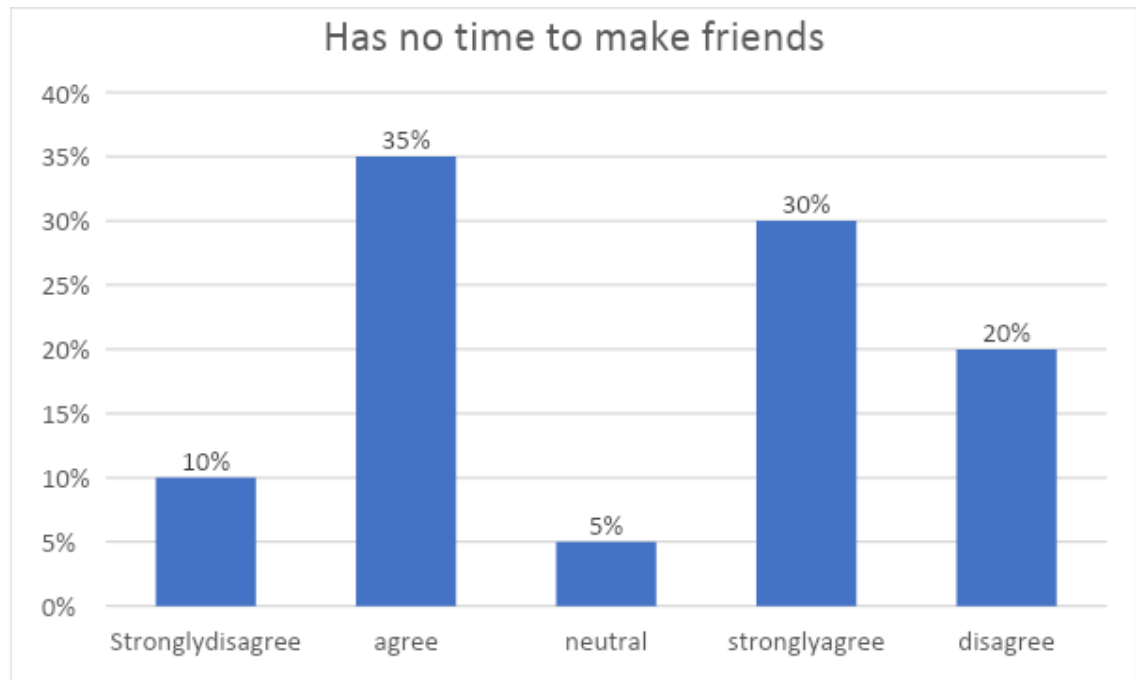


Figure 5.41: Has no time to be friends; we all came here to work

Source: Researcher's tabulation

According to the above-illustrated graph, 35% selected that they agree that an effective project manager who focuses on tasks and is not too friendly with the staff. 30% said they strongly agreed with the statement, and 2 % disagreed. 10% said they disagreed, and 5% remained neutral to the statement.

Statement 37: Rewards according to task completion, not worker ability

This question was designed to elicit responses from respondents on which managers, in their opinion, reward task completion over worker skill.

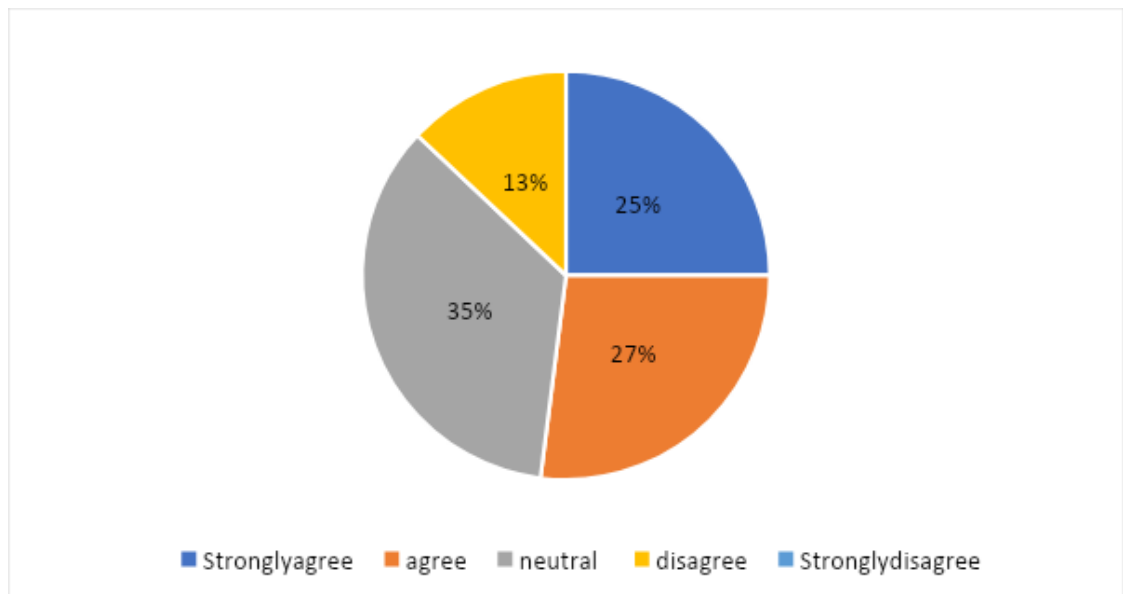


Figure 5.42: Rewards according to task completion, not worker ability

Source: Researcher's tabulation

When looking at the illustration above, the percentage segmentations of the statement include the following: From a total of 100 respondents, 27% selected that they agree the influential project manager is the one who rewards according to task completion, not worker ability, and 35% remain neutral to the statement. On the other hand, 13% disagree that a manager should reward their subordinate, and 25% strongly agree that a project manager must reward hard work because that motivates an employee to work even harder to finish projects on time while being efficient.

Statement 38: Uses rewards, not relations, to motivate performance

This inquiry was designed to examine whether a skilful ability to negotiate is a feature of an effective manager. Figure 5.43 below illustrates the question's outcomes.

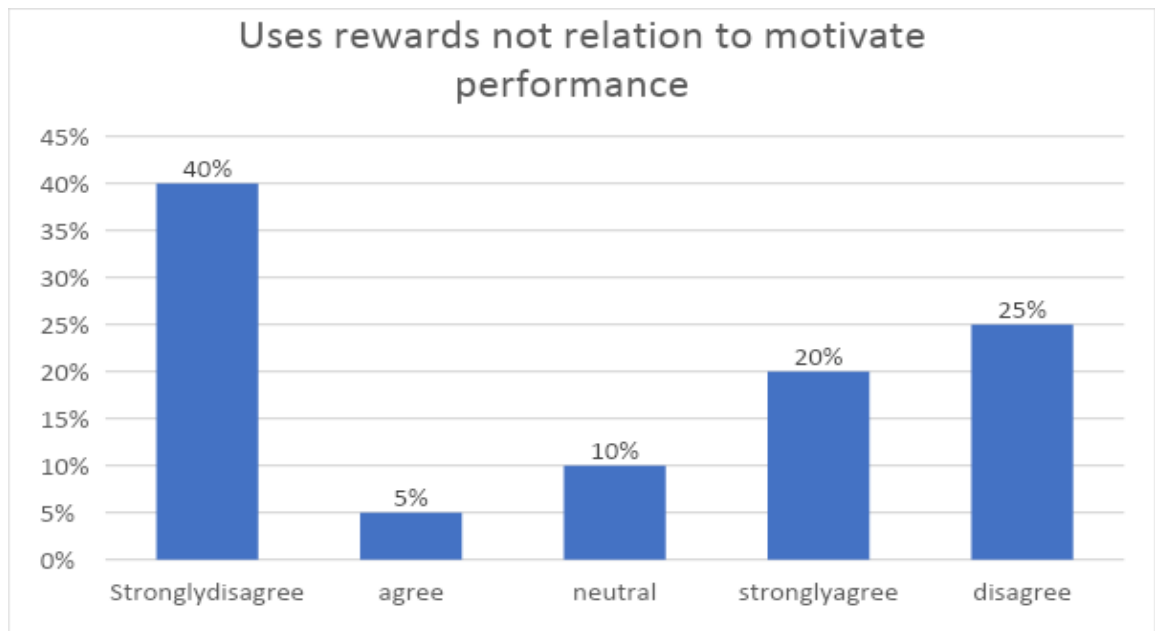


Figure 5.43: Uses rewards, not relations, to motivate performance

Source: Researcher's tabulation

According to the above tabulation, 40% strongly disagreed that an effective project manager uses rewards, not relations, to motivate performance. 20% selected that they are rewarded for a job well done and when they have finished a project within the stipulated time. 5% agreed, while 10% were neutral to the statement. 25% disagreed and specified that they have never been rewarded for any project by the project manager.

Statement 39: No room for creativity since projects are limited by time

This inquiry was designed to examine whether a skilful project manager is the one who is creative since projects are limited and also if creativity is allowed. Figure 5.44 below illustrates the question's outcomes.

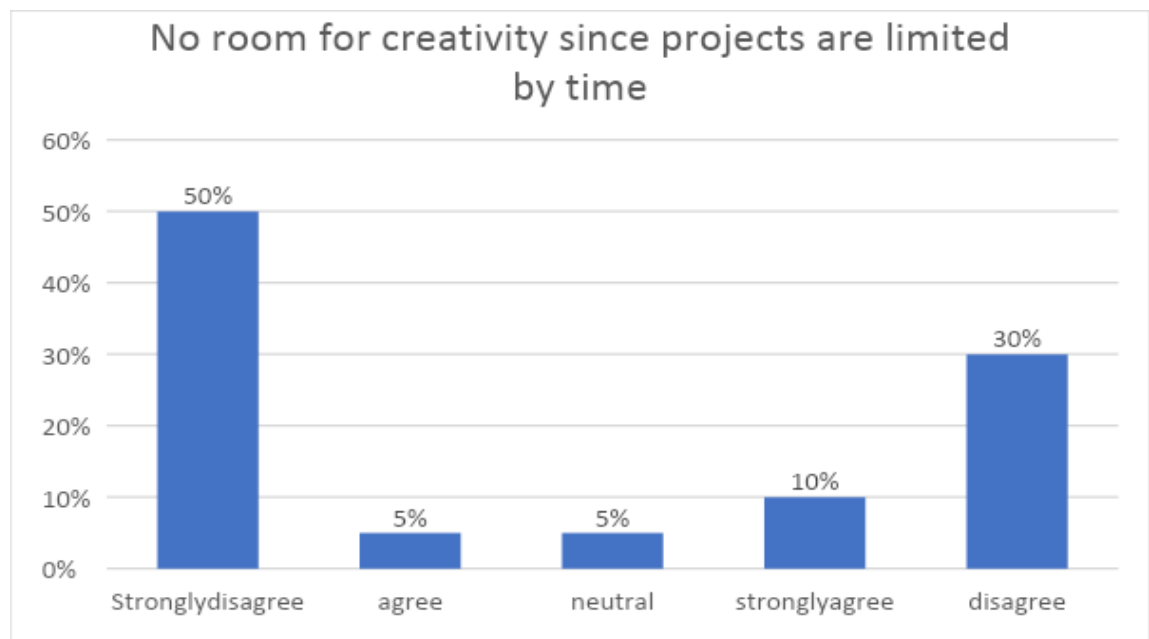


Figure 5.44: No room for creativity since projects are limited by time

Source: Researcher's tabulation

According to figure 5.44, 50% of the respondents strongly disagree with the statement that there is no room for creativity since projects are limited by time. Therefore, 30% disagree with the statement. On the other hand, 5% remain neutral, and 15% strongly agree that team members must have the luxury of being creative on-site even if projects are limited by time. Lastly, 5% agree with the statement. It is clear from these statistics that a significant portion of the participants did not agree with the statement.

Statement 40: No need to develop members since projects are time bound

This statement was intended to evaluate whether the project manager should develop team members since projects in construction are time bound. Figure 5.45 illustrates the outcome of the questions

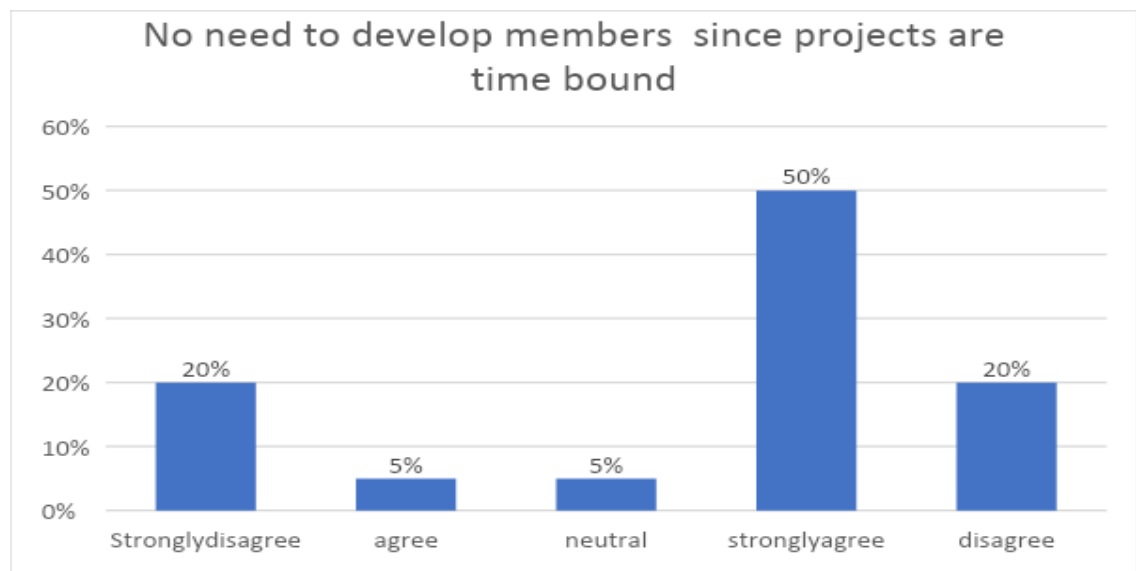


Figure 5.45: No need to develop members since projects are time bound

Source: Researcher's tabulation

When asked to comment on the statement mentioned above, various percentages of respondents are depicted in the column graphic above. For example, 50% of the respondents strongly agree that a project manager should develop subordinates regardless of project duration. On the other hand, 20% strongly disagree, and 2,0% disagree that project managers should develop their team members because projects have time constraints and project teams should adhere to them. Therefore, 5% agree, and 5% remain neutral on the above statement.

5.3.3 Section C –Open-Ended Section

In this section, you are requested to provide information on specific aspects of the study. Please list the requested items in bullet form in the space provided; all these relate to aspects that may have been omitted in the questionnaire sections above.

REQUEST 1: State at most five [5] weaknesses you have identified from your managers/supervisors that affect your project execution morale.

- The manager/supervisor makes a poor decision and lacks confidence
- The manager cannot lead and is always unclear about his/her expectation
- The manager micromanages the team instead of leading by example so that the team can follow

- The manager lacks emotional intelligence and cannot adapt to change
- The manager hardly asks for assistance from team members

REQUEST 2: State at most five [5] things that your supervisor does that you think to make you want to work with motivation.

- There are learning and development opportunities in the workplace
- The manager recognises hard work, and he/she rewards it.
- The manager treats its staff with respect and allows honest criticism and complaints
- The manager asks for input and is inclusive
- The manager is a great communicator and gives feedback regularly

REQUEST 3: Identify at most five [5] behavioural patterns you are not comfortable with, but are portrayed by your immediate supervisor manager

- Managers can be rude sometimes and do not respond well to critics
- Managers sometimes side with their favourite employees and exclude others
- Managers sometimes waste time in meetings on things that should have been expressed via emails
- Managers tend to ignore employees' career developments
- Managers can be inconsiderate by allocating tasks that a single employee cannot handle

REQUEST 4: List at most five most important changes you would introduce to the project environment if you were promoted to your supervisor's position

- I would communicate a clear scope/ expectation to each employee
- Train staff regularly for career development purposes
- Set goals, lead by results and delegate work effectively
- I would focus on business development and motivate employees
- I would take responsibility for my actions and consistently reward employees who work hard

REQUEST 5: What five [5] most important things you will not do if you were made the manager/supervisor in your project today

- Mistreat subordinates
- Communicate with subordinates via emails
- Gossip about subordinates
- Display obvious favouritism
- Display a negative attitude in the workplace

5.4 Summary

This chapter examined the components of the project team's empirical perceptions of what constitutes effective project leadership. The questions were carefully reviewed and investigated, and the results are detailed in the preceding paragraphs. Where there were differences from predicted results or an established theory, this was noted under the various factors being investigated. The previous findings have raised numerous new issues that other researchers may need to investigate in the future. High ambivalence, particularly in the first two sections of this research report chapter, is cause for concern. In addition, many additional impressions have been detected, even though they did not always match expectations and prior information. Finally, it is always intriguing to note that some variables have not received appropriate attention, perhaps due to ambivalence; this should be a reason for further study. The remainder of the interpretation and conclusions of the results will be left for the following chapter, which will draw lessons from the investigations and offer suggestions.

This chapter also looked at the results of the survey. The respondents' comments supported the literature review in chapter two of this study's paper. The critical components of leadership are people. An excellent project manager, according to everyone, is a people person. Additionally, the findings revealed that respondents concurred that project managers should have complete authority to accomplish project objectives.

The next chapter summarises the findings, finishes the investigation and provides suggestions.

CHAPTER 6

FINDINGS, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

The study's purpose was to assess critical project leadership skills. Project management skills are highly sought in construction. A course or element of an engineering or management programme previously taught in project management. Projects in the building business are becoming more complex, necessitating subdividing. With the advancement of technology and human development, it is becoming increasingly crucial to have the right individual for the job. This is because large building projects like the Calcutta Metro in India have a high failure rate. Not project success but project management success is the goal here. Understanding five critical project management skills may assist in completing projects on time, under budget, and with high quality. Comprehend the competencies and how they relate to the project's procedures. The purpose is to improve understanding of failure factors, especially soft skills, thereby reducing project failure rates. It detailed the findings concerning the research objectives outlined in Chapter One. Project managers on construction sites need certain qualities to avoid project failure. Also, this chapter summarises the previous chapters' goals. This chapter's aims are discussed to see if there is a link between the new and existing data and information. The tips help new and prospective project managers by giving strategic tools.

6.2 Summary of Objectives of Previous Chapters

The topic and importance of the study were introduced in the first chapter. The **first chapter's** literature analysis helped identify a study gap and frame the problem statement. Following the problem statement was the research objectives, including the research design and methods. Next, the target population, sample size, sampling procedure, and study limitations were discussed. Finally, the nature of the research was defined as not having any ethical issues.

The next chapter discussed the authority gap and the most common leadership styles in project execution. The advantages of a project organisation over a matrix structure were also discussed. The contrasts between a project manager and a functional manager were addressed in detail, as were the features of each. It also distinguished between leadership and management, highlighting the need for project leadership

rather than management given the political and structural dynamics of projects, particularly embedded ones. The literature review examined the various leadership styles, their benefits and drawbacks, and their impact on project delivery. The chapter finishes by examining the impact of the authority gap on project delivery, the challenges it poses to project managers, and how they should try to overcome it.

Chapter 3 presented hard and soft skills and the evolution of project management tools and approaches. The distinction between hard and soft abilities required for project management was made. An in-depth review of the required soft skills revealed that they are more about people than the actual implementation scheduling, etc. The hard skills were also addressed in detail, emphasising that they are more connected to project execution, such as understanding project management systems, such as Microsoft Project, and establishing critical path deliverables. The chapter concluded that combining soft and hard abilities should lead to project success.

Chapter 4 introduced the research design, technique, and strategy. The study's limitations were also acknowledged, as were the target population and sample size. The usage of the stratified random sampling method was suggested and supported. The research assumptions, data analysis, validity and reliability, sampling bias, and ethical implications for the research methodology and design were also reviewed.

The results of the vital core competencies required for effective project leadership are described in **Chapter 5**. Again, there were graphs and tables with explanations for each graph. The study's aims were addressed in depth, as were the findings. The chapter concludes that the respondents agree that the authority gap negatively impacts project delivery.

6.3 Discussion of Findings, Conclusions and Recommendations

The results and discoveries addressed in Chapter Five are summarised here, along with recommendations. The recommendations and findings are based on the researcher's interpretation of the data obtained.

6.3.1 Section A

Section A of the questionnaire contained questions that were asked about biographical information. These questions were asked to ensure that the research sample accurately represents the population and for statistical purposes. For example, one of

the critical questions relates to their age range, position in their organisation, and how long they were involved in projects and education. In addition, respondents were asked about their level of education; Figure 6.1 shows the level of education of the respondents involved in a construction company (site).

Question 6: What is your highest professional qualification?

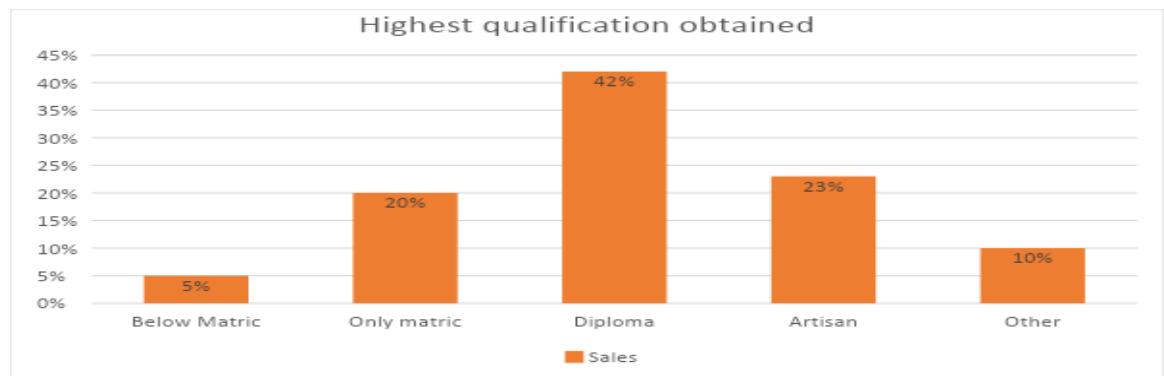


Figure 6.1: Highest qualification obtained

Source: Researcher's tabulation

Formal education on a construction site is imperative as project teams must keep up to date with the change in the industry. Self and skills development plays a huge role in transformation. 42% of project team/ subordinates hold a diploma.

Conclusion: From the data collected, we can safely say the organisations required individuals with formal education to execute the project successfully; at least 62% of the team confirmed that they had matric and a diploma in an institution. Previous studies show that project teams with formal qualifications tend to perform exceptionally well in projects, which leads to the project's success. Moreover, it is easy to communicate with them using the project language as they know the terminology, processes, and the s used in project execution.

Recommendation: Project team needs to be equipped with formal training (diploma) in order for them to tackle the entire project task assigned to them with ease. As the industry changes daily and new machinery is produced, the project team must be trained regularly to keep up with the changes in how modern-day construction sites

operate and learn new and innovative ways to execute projects. These can be in-house training, school training or a formal diploma or degree is a must for project team members.

The second question relates respondent's level of experience working in the construction industry. This question is very critical as it assesses the level of experience working on construction-related projects. Table 6.1 shows the years which respondents have worked for in the industry (years of involvement in projects)

Table 6.1: Years involved in projects

Years involved in construction site projects			
0-5 Years	6-10 Years	11-15 Years	16- More Years
25%	30%	35%	10%

Source: Researchers' tabulation

Conclusion: The information presented above in Table 6.1, clearly shows that the majority of respondents, which is 35%, are indeed experienced and are armed with extensive knowledge about the industry and are more than capable of running a successful organisation.

There are two factors to consider which are:

- Individuals hired in this organisation stay because of great managers who manage with so much integrity and are passionate about the industry.
- There is a young workforce that just came from the university. Although 25% of the respondents are seasoned professionals, they have been executing projects for between 0-5 years. The older generation teaches these young professionals how to execute projects successfully.

Recommendation: Results revealed that 75% of the workers have more years of

experience in the construction industry. The subordinates are experienced and competent when it comes to complex projects. The more experienced subordinates train the experienced workers to complete well-structured projects in a specific time.

The third question relates to the age range of the subordinates who work in the construction industry. This question is very critical as it assesses construction-related questions of individuals working in the industry

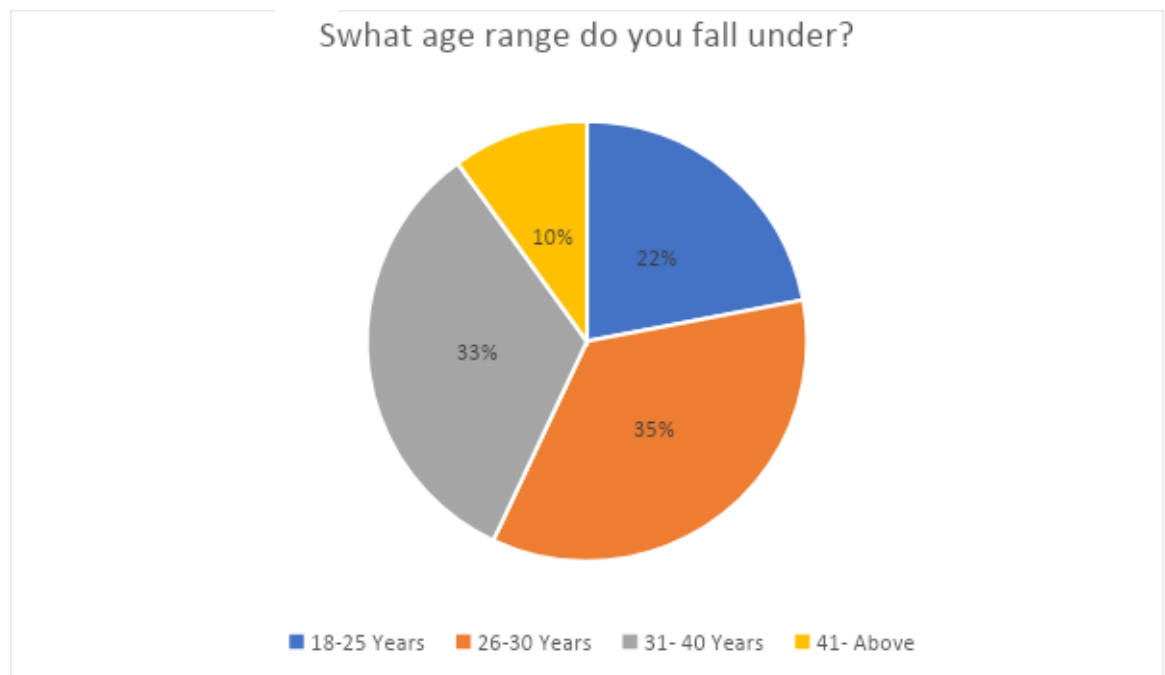


Figure 6.2: Age Range

Conclusion: The information revealed that 22% of respondents fell under the range of 18-25n Years, 35% fell under the range of 26-30 Years, 33% fell under 31-40% and from the target sample, 10% were between 41- above Years.

Recommendation: Management should recruit and hire young and energetic workers to maintain, sustain and increase efficiency for better performance in the workplace.

How long have you been involved in Projects?

The illustration above depicts the construction workers' years involved in projects. 25%

of respondents fell within the range of 0-5 Years, 30% have been involved in projects for 6-10 Years, 35% have been involved in projects for 11- 15 Years, and lastly, the lowest percentage of 10% constituted for the 16 Years or more range.

6.3.2 Section B: Likert Scale

The skills needed to lead a project successfully were covered in this section. In any organization or project, project leaders are in charge of giving projects a vision or direction and coordinating them with the larger organizational plan. They are in charge of directing the project in the appropriate direction. Chapter 5 covered communication, decision-making, leadership, and problem-solving competencies to summarize the most important topics with conclusions and offer suggestions. Information gathered for communication proficiency is displayed in Table 6.2 below.

The first competency is peoples skills—the project's critical people skills competency Table 6.2 shows information collected from the respondents about people skills competency.

Table 6.2: A good project manager PEOPLE SKILLS

	PEOPLE SKILLS	STRONGLY DISAGREE	DISAGREE	NEUTRAL	STRONGLY AGREE	AGREE
	PEOPLE SKILLS – a good Project Manager is;					
1	An extrovert and interacts freely with the team members	10%	10%	20%	45%	15%
2	Sensitive to team members' feelings about performance	8%	20%	22%	35%	15%
3	A person who values interpersonal relations	5%	10%	30%	33%	22%

	with members					
4	Treats team members according to their personality traits	30%	10%	10%	15%	35%
5	Always friendly in communicating with the team members	50%	15%	20%	20%	5%

Source: Researcher's tabulation

According to the findings, a good leader is self-assured and can motivate others. A project manager must be able to engage with team members on both a personal and professional level. The project leader should be open to the project team's ideas and creative thinking. The project leader should also evaluate the team's status. Finally, a project team leader should be caring and confident. A leader who appears confident and informed is more likely to be trusted. A project leader who is a role model in the organisation prevents the project team from trusting the project leader. Factors such as industry knowledge, job-specific knowledge and experience help establish confidence in a project leader while reducing stress and anxiety.

Recommendation: Lack of interpersonal skills has caused several building projects to fail. A project leader's personality so affects the outcome. Organizations should start considering project leaders' personalities rather than just their qualifications. To be fair, the people who work on the project are the most significant factor in its success.

The project leader should be someone the team looks up to and trusts, either through experience or an internal role model. The project leader should be approachable and value all team members' input. The project leader should be decisive, make educated decisions, and trust the team's expertise. Current project managers who lack the required personality traits should be trained to obtain these skills. An investigation into the project leader's persona is also advised.

Listening skill is the second competency. Finally, the listening competency of the project manager is assessed. Table 6.3 provides the respondents' responses to questions about their listening skills.

Table 6.3: An experienced project manager: LISTENING

	PEOPLE SKILLS LISTENING: A competent manager	STRONGLY DISAGREE	DISAGREE	NEUTRAL	STRONGLY AGREE	AGREE
6	Believes that they may learn from fellow team members	15%	15%	5%	35%	30%
7	Allows free participation of team members on task issues	10%	10%	15%	45%	20%
8	Is well informed about tasks and listens patiently	70%	0%	5%	0%	18%
9	Is a critical thinker about issues before committing to ideas	12%	5%	10%	35%	38%
10	Has a chance to assess other views and advise members	5%	10%	30%	30%	25%

Source: Researcher's tabulation

The integrity skill is the second competency. Finally, the integrity competencies of the project managers were assessed. Table 6.4 provides the respondents' responses to questions about their integrity competency.

Table 6.4: A good project manager: Integrity competency

	PEOPLE SKILLS INTEGRITY—A competent manager is	STRONGLY DISAGREE	DISAGREE	NEUTRAL	STRONGLY AGREE	AGREE
11	One does what they teach and teach what they practice	11%	11%	15%	42%	22%
12	One who deals honestly and fairly with all team members	6%	7%	17%	55%	15%
13	Shows openness and no favouritism but asks for the best	8%	9%	18%	40%	25%
14	Has a good memory of all members & their tasks	16%	17%	22%	20%	25%
15	Takes the pain to empower team members	0%	0%	4.30%	80.20%	15.50%

Source: Researcher's construction

In conclusion, a successful project leader is well-rounded and understands situational leadership. Regardless of the assignment, he should comprehend soft and hard talents

to complete it correctly. The leader should be empathetic, facilitate information sharing, make time for subordinates, trust subordinates, be self-assured, and steer the team in the proper direction. The results imply that the leader should grasp project scheduling, cost, time, quality, and communication management.

Recommendation: Businesses should consider soft and hard talents while appointing project leaders. Generally, all-rounders are industry veterans with the expertise and experience required to accomplish a complex project. However, the current project failure rate of 47% - 61% occurs in an environment where 97% of technical project managers have the required hard skills. Thus, hard skills are not a primary factor for good project execution. Instead, soft skills are critical for project execution because people execute the work, not experts.

Finally, the team-building competency of the project manager is assessed.

Table 6.5: A good project manager: Team building skills competency

	PEOPLE SKILLS TEAM BUILDING SKILLS: A competent manager	STRONGLY DISAGREE	DISAGREE	NEUTRAL	STRONGLY AGREE	AGREE
16	Always emphasises project vision, mission and goals	0%	0%	10%	70%	20%
17	Maintain relationships with all team members	5%	4%	60%	75%	10%
18	Has regular progress meetings to update others	17%	15%	15%	28%	25%

19	Highly impartial with team members	10%	15%	29%	18%	28%
20	Knows strengths & weaknesses for team performance	16%	5%	28%	33%	18%

Source: Own construction

Recommendation: Project managers must demonstrate. Instead of informing, the project team must ensure everyone understands where they are going and why. They must also constantly work to disrupt the status quo and not just leave things as they are. Create a team that is capable of making choices without the project manager. With dignity, threaten the project team. Although hard and soft abilities are equally necessary for project managers to carry out successful initiatives before joining the organization, they should undergo thorough screening for hard and soft leadership skills, affecting how well the organization's projects are carried out.

A project manager's role includes encouraging and motivating all team members to contribute to the project's success. Having efficient and effective processes promotes project success and is one way to motivate the project team. The project team will know precisely how they perform and contribute, which should motivate them. Providing boerewors rolls and drinks at the end of a meeting to celebrate a project milestone is also essential. This reassurance will inspire team members to work with the project manager on future projects. The study concludes that a good manager can negotiate well.

Conflict resolution is the fifth competency. Table 6.5 provides the respondents' responses to questions about their conflict resolution.

Table 6.6: A good project manager: CONFLICT RESOLUTION COMPETENCY

	PEOPLE SKILLS CONFLICT RESOLUTION A competent manager is one who	STRONGLY DISAGREE	DISAGREE	NEUTRAL	STRONGLY AGREE	AGREE
21	Identifies and manages emotions before they are conflicts	10%	15%	25%	30%	20%
22	Knows about causes of member conflicts & mitigates them	10%	13%	31%	17%	29%
23	Must show impartiality in resolving team members' conflicts	15%	9%	28%	26%	22%
24	Warns team members of areas of potential conflict to avert	3%	3%	7%	80%	5%
25	Attends to conflicts before they reach dysfunctional levels	2%	10%	10%	66%	12%

Source: Own construction

The hard talents of these great leaders should not be limited to technical expertise.

He/she should be able to handle and manage disagreement, which includes technical individuals in the building business. If not managed properly, project conflict produces a change in attention from execution to personality, resulting in project failure. Emotional intelligence works hand-in-hand with conflict management because a person with high emotional intelligence knows how to regulate their and others' emotions. It can also be argued that the project manager must have a risk management plan that lists all issues that he or she and the project team deem as risks to the project's delivery. These risks and uncertainties might be added or eliminated as the project advances. The project risk schedule will assist the project manager in anticipating risks, preparing for contingencies, and promoting responsibility. Each item on the project risk register should have a responsible individual, and the project manager should guarantee that the items on the register are followed up with project team members. If the project manager fails to follow up on the items, he/she is responsible for the project's failure.

Conclusion: The leader should be decisive, politically connected, and use his/her influence to get things done and make choices. The most important item where the project manager should exert influence is getting the client to sign off on the project scope and costs. The project manager should make all decisions. Contractors claim additional preliminaries and generals due to any time delays, resulting in the client paying more money.

Recommendation: Project leaders should have vital emotional intelligence and manage and function well in contentious circumstances. It is also suggested that he/she be influential, with varying levels of influence. When asking the project sponsor for approval, the project leader should know what he/she is talking about. It is also suggested that the project leader create a risk management plan to identify all potential risks at the start. This will shield the project manager if something goes wrong due to team members not completing their part

Project integration is the sixth competency. Next, the Project integration of the project manager is assessed. Table 6.6 provides the respondents' responses to questions about their project integration.

Table 6.7: A good project manager: PROJECT INTEGRATION

	PEOPLE SKILLS CONFLICT RESOLUTION A competent manager	STRONGLY DISAGREE	DISAGREE	NEUTRAL	STRONGLY AGREE	AGREE
26	Will focus on internal stakeholder coordination as a priority	7%	25%	28%	9%	22%
27	Will always workshop members of the project charter needs	0%	0%	3%	25%	72%
28	Allows for unit leader participation in resource allocation	9%	15%	24%	34%	18%
29	Knows that WBS leaders are experts in the respective sites	0%	6%	6%	77%	11%
30	Is primarily a coordinator & facilitator of processes in place	10%	7%	12%	57%	14%

Source: Own construction

Conclusion: When making choices which impact project stakeholders, leaders consult those individuals. 32% of respondents affirmed that the project leader solicits their opinions before making choices. However, 28% of respondents were ambivalent, which may be a result of their fear of disclosing important company information. Table 6.6's data also reveals that 88% of respondents felt that project leaders who know that WBS leaders are experts in the respective sites. 4% of those surveyed opted to remain impartial. The project manager follows a decision-making process before making any decisions and is primarily a coordinator and facilitator of processes in place, according to 71% of respondents; 6% remained undecided. This could be explained by the fact that they were ignorant that the procedure that should be followed before making a choice is neither known nor understood by leaders.

RECOMMENDATION: The manager/supervisor must set clear instructions and expectations about what task must be completed at what stipulated time in a project so that tasks are done accurately, effectively and efficiently. Managers should train subordinates effectively and allow them to perform the work under their supervision freely but subtly. This builds trust among subordinates and managers, so they perform best in a project.

Communication is the sixth competency. Finally, the Project integration of the project manager is assessed. Table 6.6 provides the respondents' responses to questions about their project integration.

Table 6.8: A good project manager: COMMUNICATION

	PEOPLE SKILLS CONFLICT RESOLUTION A competent manager	STRONGLY DISAGREE	DISAGREE	NEUTRAL	STRONGLY AGREE	AGREE
31	Has a well-structured communication with team members	3%	5%	10%	67%	15%
32	Humbly listens to members' views before taking a decision	13%	17%	28%	24%	18%
33	Always picks team members' unexpressed stress levels	19.50%	19.50%	33%	15%	13%
34	Has personal time with team members that appear lonely	9%	9%	25%	35%	22%
35	Knows how & what to communicate to team members	27%	18%	10%	15%	30%

Source: Own construction

The findings demonstrate that effective leaders can communicate effectively. Communication of accurate information to the correct person at the right time reduces project delays and increases project success. Making a formal communication

plan/structure and providing meeting minutes on time to the correct people will keep the project team informed of their deliverables and contribute to the project's smooth operation. Effective communication occurs when the right message is delivered to the right person at the right time via the proper means.

Conclusion: One of the key characteristics of a successful project leader, according to research, is excellent communication. It has been discovered that sending the appropriate information to the appropriate individuals through the appropriate channels at the appropriate time prevents delays in projects and ensures their success. 82% of the respondents agreed that an effective project manager is the one who communicates project objectives with its stakeholders, is humble and follows a well-structured communicating tool and 10% remained neutral. The ones who are ambivalent about the statement might be receiving little information or might not be attending the required meetings. Therefore, do not know the scope of the project. The other 8% who strongly disagree with the statement might not receive messages and therefore have no clue what phase projects are at. According to the graph above, 42% agree that an effective project manager listens to subordinates' input. Projects are complex and, therefore, need an individual to share clued-up expertise. 28% are neutral regarding the statement. They might not know the project manager enough because projects require high pose and efficiency, therefore not having a one-on-one with the project manager.

Recommendation: The manager must communicate thoroughly, a crucial strategy from the project's outset. The project leader communicates the project scope/objective to stakeholders, and the manager confirms this. You will be removing issues that may occur due to a lack of communication of information that could assist in making informed decisions by following the specified criteria in this plan for what information must be sent to which stakeholders and the frequency of doing so. A thorough communication strategy ensures that all project stakeholders receive pertinent information appropriately. Because communication is critical to a project's success, managers should set a communication plan early. This communication is intended to minimise issues that may develop due to a lack of communication required to make educated decisions. Ensuring information gets to the right person at the right time will help reduce project delays. The project manager must regularly communicate actions to the project team to keep all stakeholders informed. Conversely, does the project manager speak with the project team with respect or disrespect? Respect for project team members is crucial for project success, depending on motivation levels. A

communication Gantt chart may be the best solution to control project administrator communication.

Leader's behaviour: The seventh competency. Leader behaviour of project manager is assessed. Table 6.6 provides the respondents' responses to questions about their leadership behaviour.

Table 6.9: A good project manager: LEADER BEHAVIOUR

	PEOPLE SKILLS LEADER BEHAVIOUR A competent manager	STRONGLY DISAGREE	DISAGREE	NEUTRAL	STRONGLY AGREE	AGREE
36	Has no time to be friends, we all came here to work	10%	20%	5%	30%	35%
37	Rewards according to task completion, not worker ability	0%	13%	35%	25%	27%
38	Uses rewards, not relationships, to motivate performance	40%	25%	10%	20%	5%
39	No room for creativity since projects are limited by time	50%	30%	5%	10%	5%
40	No need to develop members since projects are time bound	20%	20%	5%	50%	5%

Source: Own construction

Conclusion: The type of leadership skills you as a leader have will determine how successful the project will be. Table 6.4 reveals that 65% of respondents agreed that

the project leader did give the project team direction, while 5% of respondents were undecided. They may be unresponsive because they do not comprehend the vision 30% of respondents disputed the project leader's stated vision. This also has to do with even though they do not fully comprehend the initiative's vision. 52% of respondents agreed that the project leader does award the team on a job well done; however, leaders delegate some of their respondents. However, 35% remained indifferent. This could be because they were never awarded and therefore worked harder to prove themselves to a project manager or because they did not want to reveal critical company information. Another 13% of respondents disagreed, which could be explained by the fact that they were never assigned any tasks or that no work had been assigned to them/never witnessed anyone being awarded for their performance.

Recommendation: Project managers must demonstrate. Instead of informing the project team, ensure everyone understands where they are going and why. They must also constantly work to disrupt the status quo and not just leave things as they are. Create a team that is capable of making choices without the project manager. With dignity, threaten the project team. Hard and soft abilities are equally necessary for project managers to carry out successful initiatives. Before joining the organization, they should thoroughly screen hard and soft leadership skills, affecting how well the organization's projects are carried out.

6.3.3 Section C: Open-Ended Question

This section comprises open-ended questions that were broken into five questions/requests section: In order for the project team to work well, participants, with no set format that responders had to use while listing their answers, were asked to:

- highlight weaknesses they have identified from their managers/supervisors that affect project execution morale,
- five things that your supervisor does that you think most motivates you to want to work,
- five behavioural patterns you are not comfortable with, but are portrayed by your immediate supervisor/manager
- List five most important changes you would introduce to the project environment if you were promoted to your supervisor's position
- most essential things you will not do if you were made the manager/supervisor in your project today list what project managers can do differently to become better leaders.

REQUEST 1: State at most five [5] weaknesses you have identified from your managers/supervisors affecting your project execution morale.

- The manager/supervisor makes poor decisions on decision confidence
- The manager cannot lead; he is always unclear about his/her expectation
- The manager micromanages the team instead of leading by example
- The manager lacks emotional intelligence and cannot adapt to change
- The manager hardly asks for assistance from team members

Recommendations: Based on the information given by Project team members, Administrators, artisans, contractors and others, the following observations can be made with regard to the behaviour of leaders:

The respondents had five lines to fill out with their answers. 98 percent of participants answered the questions, while only 2 percent did not finish this part of the survey. Because responders wrote various comments, it was impossible to categorize them. However, several respondents stated that leaders deserved to be mentioned for:

- maintaining the team's unity and motivation,
- careful project planning,
- clear communication about objectives, results, and expectations,
- provision of the necessary training to the project team,
- has good time management skills; meeting deadlines,
- flawless analysis of the project's scope,
- keeping in touch with the stakeholders,
- setting realistic goals,
- allocation of resources
- resources tasks,
- motivate project teams to complete the work,
- effectively given the authority,
- integrity,
- empathy for the project team,
- is responsible,
- honest,
- holds the team accountable,
- encourages creative problem-solving,

- provide timely feedback,
- supports the project team.

REQUEST 2: State at most five [5] things your supervisor thinks he does that make you want to work with motivation.

- There are rewarding and development opportunities in the workplace
- The manager recognises hard work, and rewards it.
- The manager treats its staff with respect and allows honest criticism and complaints
- The manager asks for input and is inclusive
- The manager is a great communicator and gives feedback regularly

Recommendations: The manager/ supervisor must be supportive and understanding, treats respect, value their opinions, motivates, and be a good communicator. This will make subordinates feel good in the workplace, automatically increasing efficiency. It is recommended that project leaders attend seminars, classes, and training courses which deal with leadership, communication, quality, strategies, negotiation, people management skills and other courses that would sharpen the leader's ability to work with teams of people in an organisation

REQUEST 3: Identify at most five [5] behavioural patterns you are not comfortable with, but are portrayed by your immediate supervisor/manager

- Managers can be rude sometimes and do not respond well to critics
- Managers sometimes side with their favourite employees and exclude others
- Managers sometimes waste time in meetings on things that should have been expressed via emails
- Managers tend to ignore employees' career developments
- Managers can be inconsiderate by allocating tasks that a single employee cannot handle

Recommendations: Again, five lines were set aside in this area for respondents. 13% of respondents did not complete the questionnaire component, leaving 87% without responses. The researcher just chose the comments he thought were significant; responses were not categorised in any way. The following are these responses: have a positive outlook and set a good example for the project team; attend project

management courses to advance skills; delegate tasks to the project team judiciously; be committed; ensure that the project has enough human resources; avoid scope creep as much as feasible; must not be a dictator but an excellent team leader; have technical know-how; refrain from showing favouritism to other team members.

Managers should treat their employees equally and support them, and not display favouritism to avoid workplace conflict. This allows employees to work freely and not cause stress.

REQUEST 4: List at most five essential changes you would introduce to the project environment if you were promoted to your supervisor's position

- I would communicate a clear scope/ expectation to each employee
- Train staff regularly for career development purposes
- Set goals, lead by results and delegate work effectively
- I would focus on business development and motivate employees
- I would take responsibility for my actions and consistently reward hard-working employees.

Recommendations: it is essential to know your environment before you enter. Therefore, constructing proper research about previous projects, how they were executed, which team executed them and the time period gives one more understanding of the kind of team you will be working with. In addition, giving a clear scope shows what your requirements are. Finally, enhance one's resource negotiating skills; think creatively; constantly influence the team; be receptive to the team's suggestions; build the project team; coach the team; emotionally astute; Follow the project plan, value diversity and multiculturalism, consult and collaborate more with team members, ensuring a risk management plan is in place, be open and accountable, take leadership development courses, and be more upbeat. The responses had a lot to say, but not all were included in the excerpt above.

REQUEST 5: What five [5] most important things you will not do if you were the manager/supervisor in your project today

- Mistreat subordinates
- Communicate with subordinates via emails
- Gossip about subordinates
- Display obvious favouritism
- Display a negative attitude in the workplace

Recommendations: Based on the information given by Project team members, Administrators, artisans, contractors, and other leaders should: Project managers should always treat subordinates equally so that one does not feel less significant than the other. Mistreating subordinates creates a toxic environment and hampers

performing well at the construction site.

REQUEST 6: Please indicate your gender

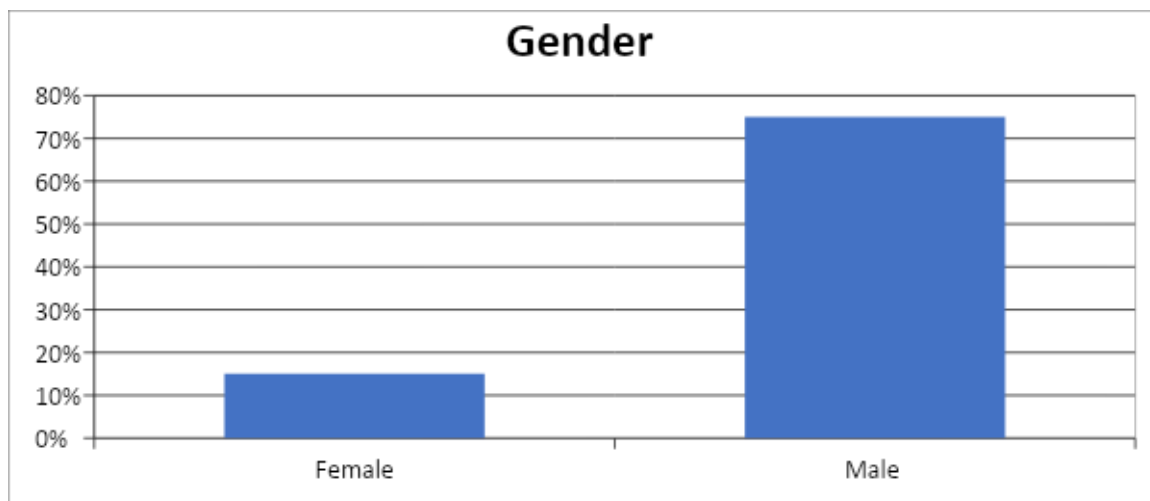


Figure 6.3: Gender

Conclusion: as per the above Figure 6.9, 10% selected that they were female, and 75% selected that they were men.

Recommendation: Gender equality programs need to be created for women in construction, and more women should be recruited.

REQUEST 7: Please indicate your racial group

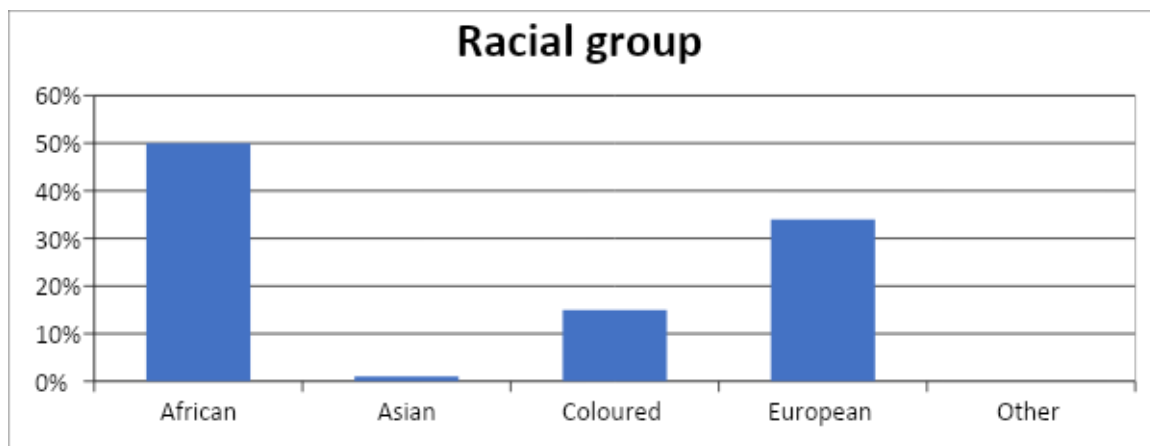


Figure 6.4: Racial group

Conclusion: The figure above depicts my findings. 50% of the workers were black South Africans, 1% were Asians, 15% were coloureds, and 34% were white and non-selected. 30%.

Recommendation: Black South Africans, being the majority were construction workers, some educated and some not. Only 2% of black South Africans occupied the office area, and the rest worked on site. It is still alarming to see minority black South Africans not occupying high positions in the construction industry. More black men and women should be given growth opportunities in this sector. The industry must create diversity and outreach programs in the poor communities to join the industry and develop the youth.

6.4 Conclusion

The goal of this study was to pinpoint the skills required of project managers in the construction sector/organization in order for them to carry out effective practical projects. According to the current study, an effective project manager should possess both hard and soft abilities. Despite the project managers' hard work, many construction-related projects have failed. Therefore, this study places more emphasis on identifying soft talents. One of the soft skills the project manager should possess is communication if they want to manage projects successfully. According to Frehsee (2013:17), organizations that disseminated project communications on schedule outperformed those that did not by 37%. The preceding chapter also indicated that the project manager must have leadership qualities that might persuade the project team to move in a route they believe is best for the organization. We discussed two leadership philosophies—transformational and transactional—under the leadership heading since they are crucial for project managers. In contrast to transactional leadership, which establishes an exchange connection or contract between the leader and follower, transformational leadership refers to the project leader's capacity to inspire, motivate, grow, and intellectually stimulate people inside an organization. This exchange can take the shape of money, vacation time, or any other arrangement that the leader and the follower reach.

The PMBOK, discussed in chapter 2, is the skill the project managers should learn. This study contributes to the corpus of knowledge previously available on this topic.

There will be a need to do additional research on this topic as construction projects continue to develop to learn more about the competencies needed in the future to manage practical construction-related projects. This research has several restrictions. Although only one organization in the Western Cape-Cape Town and not all of South Africa was the subject of this study, it nonetheless provided a wealth of information. We can infer from the responses of every respondent who took part in the survey that the project manager possesses the skills required to lead successful projects by looking at their responses.

The consensus among all the responses is that the project manager possesses the skills necessary to carry out successful projects, as described in the current study's literature review.

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APPENDICES

Appendix A: Questionnaire

QUESTIONNAIRE

Critical core competencies for execution of construction projects at a selected site in the Cape Metropolis

The target population is project practitioners who report to a supervisor or a line manager and has specific tasks you perform. The study seeks to understand what your expectations are of a good and effective project / unit leader in the form of how they make you feel at work. IT IS NOT A MUST THAT YOU FILL IN THIS – ONLY IF YOU ARE INTERESTED. Please do not put your name or any mark that may identify you, you must remain anonymous and this is strictly confidential. You can change your mind and withdraw in the process; you don't need to give a reason. THANK YOU FOR TAKING PART.

SECTION A. BIOGRAPHY

Please cross the applicable boxes

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

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

2. What is your position in the organisation?

Team leader	Artisan	Administrator	Contractor	Other
-------------	---------	---------------	------------	-------

3. If other, please specify

.....

4. How long have you been involved in Projects?

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

5. What is your highest professional qualification?

Below matric	Matric only	Diploma	Artisan	Other
--------------	-------------	---------	---------	-------

6. If other, please specify

.....

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

Always mates age	Always have some	Most of the time	Other
------------------	------------------	------------------	-------

8. Other – please specify

.....

9. State here, if any, observations you have made [in general] about the differences between the different types of managers/supervisors you have worked with.

-
-
-
-
-

Remember that no authorities will be shown your response – its confidential

SECTION B –LIKERT SCALE

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

PEOPLE SKILLS PEOPLE SKILLS–a good Project Manager is:	Str ong ly dis agr ee	Dis agr ee	N e ut ra l	Ag ree	Stro ngly agre e
An extrovert and interacts freely with the team members	1	2	3	4	5
Sensitive to team members' feelings about performance	1	2	3	4	5
A person who values interpersonal relations with members	1	2	3	4	5
Treats team members according to their personality traits	1	2	3	4	5
Always friendly in communicating with the team members	1	2	3	4	5
LISTENING – A competent manager is one who	0	0	0	0	0

Believes that they may learn from fellow team members	1	2	3	4	5
Allows free participation of team members on task issues	1	2	3	4	5
Is well informed about tasks and yet listens patiently	1	2	3	4	5
Is a critical thinker about issues before committing to ideas	1	2	3	4	5
Has a chance to assess other views and advise members	1	2	3	4	5
INTEGRITY– a competent leader is	0	0	0	0	0
One does what they teach and teach what they practice	1	2	3	4	5
One who deals honestly and fairly with all team members	1	2	3	4	5
Shows openness and no favouritism but asks for the best	1	2	3	4	5
Has a good memory of all members & what their tasks are	1	2	3	4	5
Takes the pain to empower team members for the project	1	2	3	4	5

TEAM BUILDING SKILLS	0	0	0	0	0
Always emphasises project vision, mission and goals	1	2	3	4	5
Maintains a positive relationship with all team members	1	2	3	4	5
Has regular progress meetings to update other units	1	2	3	4	5
Highly impartial and fair with team members with issues	1	2	3	4	5
Knows strengths & weaknesses for team performance	1	2	3	4	5
CONFLICT RESOLUTION – a good leader	0	0	0	0	0
Identifies and manages emotions before they are conflicts	1	2	3	4	5
Knows about causes of member conflicts & mitigates them	1	2	3	4	5
Must show impartiality in resolving team members' conflicts	1	2	3	4	5
Warns team members of areas of potential conflict to avert	1	2	3	4	5

Attends to conflicts before they reach dysfunctional levels	1	2	3	4	5
PROJECT INTEGRATION – a good project manager	0	0	0	0	0
Will focus on internal stakeholder coordination as a priority	1	2	3	4	5
Will always workshop members of the project charter needs	1	2	3	4	5
Allows for unit leader participation in resource allocation	1	2	3	4	5
Knows that WBS leaders are experts in the respective sites	1	2	3	4	5
Is primarily a coordinator & facilitator of processes in place	1	2	3	4	5
COMMUNICATION – a good project manager	0	0	0	0	0
Has a well-structured communication with members	1	2	3	4	5
Humbly listens to members' views before taking a decision	1	2	3	4	5
Always pick team members' expressed stress levels	1	2	3	4	5

Has personal time with team members that appear lonely	1	2	3	4	5
Knows how & what to communicate to team members	1	2	3	4	5
LEADER BEHAVIOUR – a good project manager	0	0	0	0	0
Has no time to be friends, we all came here to work	1	2	3	4	5
Rewards according to task completion, not worker ability	1	2	3	4	5
Uses rewards, not relationships, to motivate performance	1	2	3	4	5
No room for creativity since projects are limited by time	1	2	3	4	5
No need to develop members since projects are time bound	1	2	3	4	5

SECTION C – OPEN-ENDED QUESTION

In this section, you are requested to provide information on specifics about the study at hand. Please list the requested items in bullet form in the space provided and all the facts that may have been omitted in the questionnaire sections above.

REQUEST 1: State at most five [5] weaknesses you have identified from managers/supervisors that affect your project execution morale.

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

REQUEST 2: State at most five [5] things that your supervisor does that make you want to work with motivation

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

REQUEST 3: Identify at most five [5] behavioural patterns you are not comfortable with, but are portrayed by your immediate supervisory/manager

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

REQUEST 4: List at most 5 most important changes you would introduce to the project environment if you were promoted to your supervisor's position

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

REQUEST 5: What five [5] most essential things you would not do if you were made supervisor in your project today

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

REQUEST 6: please indicate your gender

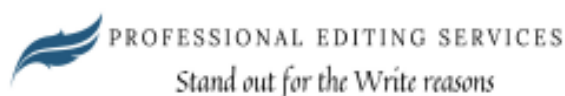
Female	Male	Would prefer not to respond
---------------	-------------	------------------------------------

REQUEST 7: please indicate your racial group

African	Asian	Coloured	European	Other
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Thank you once more – no authority will be given/shown your response to the survey.

Appendix B: Certificate of Editing



Gerald T du Preez
PhD

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Certificate of Editing

This serves to confirm that copy-editing and proofreading services were rendered to
for a master's thesis entitled

**CRITICAL COMPETENCIES NECESSARY FOR SUCCESSFUL EXECUTION OF CONSTRUCTION SELECTED
SITE IN THE CAPE METROPOLIS**

ZINZISWA HOPE ZILWA

with a final word count of 46 443 on 12 October 2022

*I am a member of the Professional Editors' Guild (member number DUP015) and commit to the following codes of practice
(among others):*

- *I have completed the work independently and did not sub-contract it out*
- *I kept to the agreed deadlines and communicated changes within reasonable time frames*
- *I treated all work as confidential and maintained objectivity in editing*
- *I did not accept work that could be considered unlawful, dishonest or contrary to public interest*

I uphold the following editing standards:

- *proofreading for mechanical errors such as spelling, punctuation, grammar*
- *copy-editing that includes commenting on, but not correcting, structure, organisation and logical flow of content, formatting (headings, page numbers, table of contents, etc.), eliminating unnecessary repetition*
- *checking citation style is correct, punctuating as needed and flagging missing or incorrect references*
- *commenting on suspected plagiarism and missing sources*
- *returning the document with track changes for the author to accept*

I confirm I have met the above editing standards and professional, ethical practice. The content of the work edited remains that of
the student.

Gerald T du Preez, PhD

Membership: Southern African Freelancers' Association and Professional Editors' Guild (Membership #DUP015)

Appendix C: Turnitin Report

CRITICAL COMPETENCIES NECESSARY FOR SUCCESSFUL EXECUTION OF CONSTRUCTION SELECTED SITE IN THE CAPE METROPOLIS

ORIGINALITY REPORT

12%

SIMILARITY INDEX

10%

INTERNET SOURCES

0%

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4%

STUDENT PAPERS

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APPENDICE D: ETHICS CERTIFICATE



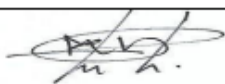
P.O. Box 1906 | Bellville 7535
Symphony Road Bellville 7535
South Africa
Tel: +27 21 4603291
Email: fbmsethics@cput.ac.za

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

The Faculty's Research Ethics Committee (FREC) on **19 August 2022**, ethics **APPROVAL** was granted to **Zinziswa Zilwa (215288149)** for a research activity at the Cape Peninsula University of Technology for **MTech: Business Admin (Project Management)**.

Title of project:	CRITICAL COMPETENCIES NECESSARY FOR SUCCESSFUL EXECUTION OF CONSTRUCTION SELECTED SITE IN THE CAPE METROPOLIS Supervisor (s): Dr L Jowah
-------------------	--

Decision: APPROVED

 Signed: Chairperson: Research Ethics Committee	19 August 2022 Date
--	--------------------------------------

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the CPUT Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study requires that the researcher stops the study and immediately informs the chairperson of the relevant Faculty Ethics Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing accompanied by a progress report.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines, and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, notably compliance with the Bill of Rights as provided for in the Constitution of the Republic of South Africa, 1996 (the Constitution) and where applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003 and/or other legislations that is relevant.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after two (2) years for Masters and Doctorate research project from the date of issue of the Ethics Certificate. Submission of a completed research ethics progress report (REC 6) will constitute an application for renewal of Ethics Research Committee approval.

Clearance Certificate No | 2022_FBMSREC 041

