



ST MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES

Leadership Skill impact for the execution of project towards sustainable development case study of a 'project for establishing comprehensive support system for enhancing firm competitiveness in the federal democratic republic of Ethiopia'

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June 2022,
Addis Ababa, Ethiopia

ST MARY'S UNIVERSITY
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LEADERSHIP SKILL IMPACT FOR THE EXECUTION OF
PROJECT TOWARDS SUSTAINABLE DEVELOPMENT
CASE STUDY OF 'PROJECT FOR ESTABLISHING COMPREHENSIVE
SUPPORT SYSTEM FOR ENHANCING FIRM COMPETITIVENESS IN THE FEDERAL
DEMOCRATIC REPUBLIC OF ETHIOPIA'

BY FETENE GETACHEW

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June 2022,
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Declaration

I, **Fetene Getachew**, Thus declare that this research titled “Leadership kill impact for the execution of project towards sustainable development case study of a project for establishing comprehensive support system for enhancing firm competitiveness in the federal democratic republic of Ethiopia” in this the results of my labor and research, and that all source of material used in the study have been properly acknowledged. This work was not submitted for credit at any university, including this one. It is provided as part of the requirement for the masters of art in project management Degree.

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Date of Submission May 31, 2022

Certification

This is to confirm that Fetene Getachew worked under my supervision on this thesis titled “Leadership kill impact for the execution of project towards sustainable development case study of a project for establishing comprehensive support system for enhancing firm competitiveness in the federal democratic republic of Ethiopia.” As a result, I hereby certify that his work is appropriate and of sufficient quality to be submitted for the partial fulfillment of the requirement for the award of the masters of Art in Project management Degree.

Dr. Yilikal Wassie

Signature _____

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Abstract

Purpose of this study is to identify and assess the impact of project managers leadership skill communication, interpersonal, coordination, team building and delegation, problem finding, analyzing, solving skills on project success while concurrently assessing the impact of team work as moderating variable on association between project managers' soft leadership skills and project success. This study gathered views of 30 individual associated with in organizations related to projects. Non-probability convenience sampling technique was used for drawing samples from population. Descriptive statistics analysis was used to analyze the data. This study indicates that a statistically significant positive relationship exists between each of identified soft leadership skills and success of project and moderation impact of team work on soft leadership skills. The study amply highlights the importance of project managers' coordination skills and problem finding, analyzing and solving skills. It is hoped that results of this study will provide organizations and individual's related to projects with key skills especially soft leadership skills to focus and successfully execute the projects.

Keywords: *Leadership Skills, Project Success,*

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1. Chapter One Introduction

The practice of management, defined for many centuries as planning, organizing, directing, and controlling, has existed since early times. Building the Great Wall of China, running the Roman Empire, and preparing armies for battle all required management skills; until the late nineteenth century, however, administration was usually viewed as an art that was passed on from generation to generation by oral tradition. In the last hundred years, the science of management has developed. While management was once defined as "the ability work through others", today most definitions are similar to the one offered by Courtland Bouee, in his book *Management*: "Management is the process of attaining organizational goals by effectively and efficiently planning, organizing, leading and controlling the organization's human, physical, financial and informational resources".

The classic approach to management, also called "scientific management", emphasizes on the processes that workers use and attempts to find the best way to accomplish a task. We entered the industrial era seeking better ways of doing things. Time and motion studies were the norm. Another aspect of this classical era in management was the evolution of classical organization theory—a school of thought that argued that work should be divided into logical functional areas, with each person having one boss. This led to the concept of bureaucracy, which was viewed as a means of ensuring productivity. The key aspects of bureaucracy (which over the years has taken on a negative connotation) are specialization of labor, formal procedures and rules, impersonal systems, clear order, and career progress based on the quantity of productivity.

During World War II, several new methods to management developed that are still called "contemporary management". The growth of systems theory taught us that organizations are a set of interrelated parts that should function in a coordinated way to attain a common goal. This led to a response that not all variables can be controlled and the development of a "contingency view", which states that managers often have to say "it depends" and make different decisions depending upon the particular situation.

Just as events throughout history have required management and leadership, many have required what has become known as project management. A project is a temporary undertaking to produce a unique output subject to boundaries such as time, people, and other resources. Projects have occurred all through recorded history. Construction projects have included the pyramids of Egypt, the great cathedrals of Europe, and the temple at Machupicchu. Research and development projects included the creation of metals during the Bronze Age and the development of war implements during many ages. Projects were led to wage war and to build civilizations. According to *Wikipedia* these examples all qualify as projects since they were temporary endeavors that created unique outputs subject to limitations. It is highly unlikely that the people performing these projects shared lessons about what worked since they were generally separated by distance, time, and war. Because there was no open sharing, however, project management did not exist as an official discipline.

The resulting lack of competence in early project management can be highlighted by asking questions about the success of these projects: Was the output produced efficiently and effectively? Were any of the limitations exceeded? Were the "clients" satisfied? What did the participants think of the project? While we may never know the answers to these questions, we can guess on some of them. Some of these projects required the efforts of thousands of people. Some required large amounts of time, more than a century in some cases. Many of the project participants were probably far from satisfied with the work demands placed on them. The outputs of some of the projects were almost certainly successful, but the outputs of others certainly were not.

Management principles that had developed previously applied generally to ongoing operations. Projects are different in that, once their objective is achieved, they break up. The temporary nature of projects created different kinds of management challenges that were increasingly not being met using outdated management principles alone. By the middle of the twentieth century, many began to believe that there must be a better way to achieve the desired results of projects. With the advent of World War II, the demands of war required that projects be completed very rapidly. Shortages of people and materials required the careful use of resources. In 1957, the Soviet Union successfully launched a satellite, Sputnik. This event signaled the need for a wide range of new developments that are collectively known as the Space Race. The desire for a

successful moon landing grows into a very large project with specific goals and time limitations. The need for project management became crystal clear.

In 1969 the Project Management Institute (PMI®) was established to allow project managers to share experiences. The idea behind PMI® is that projects share certain similarities regardless of size, complexity, or industry, and that the skills needed to manage projects are fundamentally different from those needed to manage ongoing work methods.

In the 1970s, much effort was spent developing cost and schedule controls and automated project management software. In 1987 PMI® published the first edition of *A Guide to the Project Management Body of Knowledge (PMBOK®)*. The *PMBOK®* continued to develop and broaden with increased emphasis on topics such as risk, quality, human resources, and communications. The most recent addition to the *PMBOK®* is project integration—tying together all the project areas into a unified, workable plan.

Pulling together the science of project management with effective leadership judgment is the essence of project leadership. The dizzying array of suggestions for leadership combined with the time-sensitive project completion challenges creates a need for a new model. The model we have developed offers leadership on how and when to apply leadership principles to the various stages of a project. We define project leadership as the methodical application of leadership understanding and skills at each stage of a project lifespan.

All projects have a lifecycle. That is, there are certain predictable events that will take place in the life of every project. The wise project leader will understand this lifecycle and plan for it. The alternative is to be surprised (often hurtfully and quite normally) when leading a project. Understanding the project lifecycle is part of the science of project leadership in that it can be studied, there are definite processes that can be kept an eye on, and project leaders can learn what they need to do at each stage.

We use a very simple, generic project lifecycle model. We understand that many businesses have unique demands that may suggest the use of more complicated lifecycle models. However, the basic stages we classify and the project leadership jobs that must be accomplished during each stage will apply to most projects in most businesses. Projects in certain industries may have

additional unique project leadership responsibilities. Even on very small, simple projects, however, the intent of the responsibilities identified needs to be understood and accomplished. By understanding the most typical project leadership duties, a skilled project leader can scale up or down the complexity depending on the project he or she is leading.

The simple lifecycle model we are using has four stages: initiating, planning, executing, and closing. Each stage contains one or more stage-ending outputs that must be approved or recognized before continuing to the next phase (as shown in Figure).

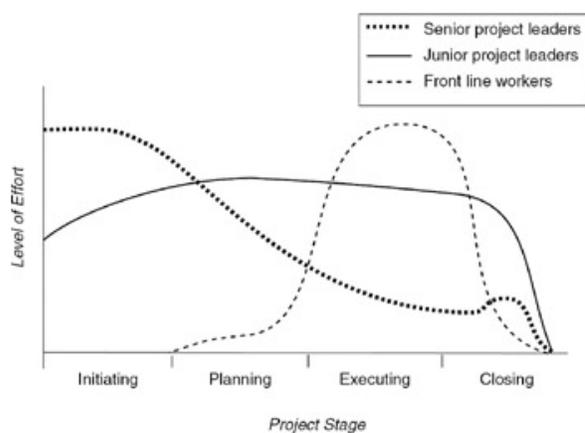


Figure 1 Project Leaders' Level of Effort over the Project Lifecycle

Source Relationships between Leadership and Success in Different Types of Project Complexities Ralf Müller, Joana Geraldi, J. Rodney Turner 2012

The Figure shows the level of energy that is needed by each type of leader at each stage of the project lifecycle. The horizontal axis shows how the stages follow each other over time. The length of the stages may vary widely depending on the project. The vertical axis shows the amount of effort (measured either in person hours of work or in dollars expended per time period). Note that the effort expended by senior project leaders is highest during project initiation, diminishes during planning and execution, and finally rises a bit during project closing. Junior leaders may be selected during the initiation stage or even the planning stage and may start their involvement with heavy effort right away. Junior leaders' effort, while highest during planning and execution, remains high throughout the project. Front-line workers' effort

starts quite low, builds during planning, is by far highest during operation, and decreases suddenly during closure.

Project leaders have three types of task accountabilities. First, leaders must decide priorities and continue to insist that those priorities are adhered to. Second, project leaders continually need to be aware of project details and make decisions related to changing circumstances. Finally, project leaders need to see and communicate how this project integrates into the grander scheme of things both within the parent institute and in the customer's institute. Successful projects require many different investors to make and keep commitments. A project leader has the responsibility of advocating the project in such a way that each concerned individual will want to make and keep the necessary project commitments. If this "unofficial advocacy" is done well, the official signing of documents should be easy.

People have always planned organized, implemented, and evaluated projects of many sizes and varieties. Until the industrial revolution, this was done in a very casual manner. By the late nineteenth century, an ever-increasing amount of work was being automated and the study of mass production management was born. Many of the planning, organizing, leading, and controlling theories and techniques that were developed at this time are still in use and also form a basis for other improvements.

Project management is the second field of study that started to emerge in the middle of the twentieth century. People started to recognize that planning, organizing, leading, and controlling one-time work efforts (projects) was not the same as for ongoing tasks. The short-term nature and unique output of projects meant that they needed to be directed in a different manner. Both leadership and project management have become better defined yet limited by their definitions. This has led to the desire to combine the knowledge and skills from the two distinct fields, and we call the mixture project leadership.

Project leadership needs a framework, as does any other structured field. The project part of the context is clear we have introduced a four-stage project lifecycle model similar to those commonly used by project managers. The leadership aspect is a new encounter. We have distilled the many helpful ideas down to the seven major project leadership categories that must

be performed during each of the four phases of a project's life. There is both an art and a science to project leadership. The science knows what the project leadership responsibilities are at each point in the time of a project. What are the decisions that need to be made, which project leader(s) should make the decisions, and how are they connected to other project leadership duties? The science also includes techniques that can be used to help project leaders make decisions, such as suggesting, multi-voting, and consensus development. The art of project leadership is the judgment or wisdom that can be advanced to make the best judgments. Many project decisions are far from black and white. Many project decisions have implications for clients, workers, other participants, technology, money, time, etc. Both through experience and by studying project leadership as a discipline, the art can be developed.

In the rapidly changing world of today and tomorrow, an increasing number of people spend large amounts of time working on projects. People leading projects need to recognize both the science and the art of project leadership. The science is the identification of specific project leadership responsibilities at each project stage. The art includes understanding when to accept project actualities and when to use courage in making difficult but necessary project decisions.

1.1 Background of the study

The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity. The seventeen SDGs are integrated; they recognize that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability. Countries have committed to prioritize progress for those who're furthest behind. The SDGs are designed to end poverty, hunger, AIDS, and discrimination against women and girls. Creativity, know-how, technology and financial resources from all of society are necessary to achieve the SDGs in every context.

Prior to the 2030 Agenda for Sustainable Development and the Addis Ababa Action Agenda, the relevance of inclusive and sustainable industrial development as the basis for sustainable economic growth was also addressed by the Lima Declaration: Towards Inclusive and Sustainable Industrial Development, adopted in December 2013. Paragraph 2 of the Lima

Declaration reads: “industrialization is a driver of development. Industry increases productivity, job creation and generates income, thereby contributing to poverty eradication and addressing other development goals, as well as providing opportunities for social inclusion, including gender equality, empowering women and girls and creating decent employment for the youth. As industry develops, it drives an increase of value addition and enhances the application of science, technology and innovation, therefore encouraging greater investment in skills and education, and thus providing the resources to meet broader, inclusive and sustainable development objectives.”

From the seventeen Sustainable development goals Industry, Innovation and Infrastructure is one of them to create and improve the industry on a continuous basis. Japan International organization for Africa development (JICA) is conducting projects in its Official development program a technical cooperation for the development of the Industries and their Employees through training and improvement works that leads to innovation for the developing countries under the name of continuous Improvement “Kaizen” a Japanese daily improvement work culture that lead to Total Quality Management. This consecutive Project has impacted the Industries economic level directly and indirectly which will help them to achieve the Sustainable development goal.

Ethiopian Kaizen Institute (EKI) is a public organization which is working on quality and productivity improvement and developing the working culture of the industries through training and consultancy. The nucleus of the training and consultancy is of course Kaizen which is about realizing continual improvement with the capability on hand through unlimited participation of employees and unleashing human capability. The concept and the philosophy of Kaizen are very applicable to our nation where the processes and systems of the industry/business operations are wasteful which demand improvement.

At the 6th Tokyo International Conference on African Development (TICAD) held in Nairobi, Kenya in August, 2016, Japan’s Prime Minister Abe declared the promotion of the “KAIZEN Initiative” throughout Africa. Following this declaration, JICA signed the Letter of Agreement on the “Africa KAIZEN Initiative” with the New Partnership for Africa’s Development in August, 2017 in South Africa. This Initiative has such basic policies as:

- I. To accelerate industrialization and economic transformation in Africa,
- II. To create employment and decent work,
- III. To develop innovative human resources with competitive skills and aims at: advocating at policy level,
- IV. creating and strengthening the function of the Centre of Excellence,
- V. Standardizing KAIZEN in Africa and promotion of industries in Africa based on KAIZEN and networking in 10 years by 2027.

This Initiative is now adopted in more than 25 African countries. Ethiopia is considered to be a key country (along with Kenya, Ghana and Tanzania, etc.) as a base to promote the Initiative. With JICA's assistance, the Ethiopia Kaizen Institute (EKI) has developed a system to develop human resources which can provide not only basic level KAIZEN, such as the 5S, but also KAIZEN services with more advanced tools and approaches, such as TQM and cost management. The EKI has also developed a consultant qualification system to guarantee the quality of KAIZEN services as part of its efforts to standardize consulting services. For the improvement of business management in general, including marketing, there has been the Project for Business Development Service Enhancement for Enterprises (BDS project: 2018-2021) which is an ancillary project of the Women Entrepreneurship Development Project (ODA loan project). The BDS project principally targets micro and small enterprises in Addis Ababa and is engaged in human resources development and a BDS service system with a view to providing BDS which is a consulting service for the improvement of business management. As part of this project, meetings of BDSPs (BDS providers) are held to develop and strengthen the relationship among BDS providers [such as the FeSMMIPA (Federal Small and Medium Manufacturing Industries Promotion Agency) and EDC (Entrepreneurship Development Center), etc.].

As described above, efforts to develop a system to support the strengthening of corporate competitiveness have made progress. However, the provision of KAIZEN services is still at the stage where the EKI selects enterprises and decides the support schedule, and service delivery to correspond to business needs has not yet been achieved. Moreover, enterprises may have problems other than KAIZEN and the provision of comprehensive consulting services, including consulting on business management, is hoped for. Ethiopia assists the provision of consulting

services by neighboring countries and has the vision to become a Center of Excellence in Africa. Therefore, the development of a system to assist the realization of this vision is necessary.

Case study Project revised work plan 2021, the case study project is going to be implemented in Ethiopia for five years with the following Project Overall Goal: Quality and productivity are improved and business management ability is developed in enterprises in Ethiopia. The productivity and product quality of Ethiopian enterprises are improved and their business management strength is developed.

Purpose of the Project : The delivery mechanism of comprehensive KAIZEN consulting services for enterprises including Management, Marketing, and Inherent technologies (MMIs) provided by EKI as the Center of Excellence (CoE) is established while utilizing BDSPs network with other public and private institutions, and the number of enterprises utilizing comprehensive KAIZEN consulting services including MMIs increases. Comprehensive consulting services, including KAIZEN, are made available to enterprises through the BDSPs network.

1.2 Problem Statement

We all have read and personally and organizationally experienced the impact of leadership which is experienced in the leader's commitment toward the goal, assigning tasks appropriately, building people's capacity around the leaders, their effective communication, their strategic thinking and proactive management for the risks the project is going to face. All the above factors are the key elements of leadership. Many sustainable development projects are being executed in Africa but their success for achieving their target is not achieved because of many problems and research shows from this factor project leadership plays one of the Major roles (Adnane belout and Clothilde Gauvreau 2004).

Japan International Cooperation Agency (JICA) is doing a lot of Sustainable development projects in Africa in its Official development Assistance (ODA) program. From 2009 Gc to now JICA has been conducting productivity and Quality Improvement projects in Ethiopia with the Collaboration of Ministry of Industry Ethiopia. The project “project for establishing a comprehensive support system for enhancing firm competitiveness in the federal democratic republic of Ethiopia” is the fourth consecutive ODA Project is being done in Ethiopia, with the

Cooperation of Ethiopia Kaizen Institute under the ministry of Industry from 2021 Gc to 2026. This research will ask the stakeholder how this case study project Leadership effectiveness is, Leadership support is, Leadership communication skill is and their strategic decision ability is with the follow of their project plan execution within the project. The major intention of the research is to find out the gab in the leadership and measure their effect in the project execution so to prove if (Erling S. Andersen, David Birchall 2006 Exploring Project Success) The most important factors in improving managerial ability to deliver results in time and at cost were strong project commitment, early stakeholder influence, stakeholder endorsement of project plans and rich project communications. To secure project impact, strong project commitment and rich project communications were the main contributors who would work in this project also.

1.3 Research Question

The research will ask and measure the effect and practice level of leadership quality in the case study project. Are they self-aware and prioritize personal development? Are they focused on developing others? Are they encouraging strategic thinking, innovation, and action? Are they ethical and civic-minded? Do they practice effective cross-cultural communication? And how is the Progress of the project activity.

1.4 Main Objective

This research focuses to measure the Impact of Leadership quality in project management for the Execution of Sustainable development.

Specific Objectives

- ✓ Determine the Effective of cross-cultural communication for the execution of sustainable development projects.
- ✓ Determine effective of strategic thinking, innovation for the execution of sustainable development projects.

1.4 Significance of the study

The finding and the output of this research would be useful for the institution (EKI and JICA) and donor organization that have a plan to execute a project and higher skillful personnel and create a system of leadership for its high success. It will show what are the checkpoints the project leadership should have through the measured practical project leadership effect from this thesis towards the success of the project.

1.5 Scope

The scope of this research is the case study project which is being implemented for five years from July 2021 and the research will focus on the project activity from the plan success point of view and the project leadership relationship in a time period of the research.

2. Chapter two Literature Review

This chapter explores the different theories and models that are related to the subject of this thesis and can be used for the analysis.

2.1 Project management

A project is a temporary endeavor undertaken to create a unique product, service, or result. Unique product, service or result. Projects are undertaken to accomplish objectives by producing deliverables. An objective is defined as an outcome toward which work is to be directed, a strategic position to be attained, a purpose to be achieved, a result to be obtained, a product to be produced, or a service to be achieved. A deliverable is defined as any distinctive and verifiable product, result, or capability to perform a service that is required to be produced to complete a process, phase, or project. Deliverables may be tangible or intangible. Success of project objectives may produce one or more of the following deliverables:

Repetitive elements may be present in some project deliverables and activities. This repetition does not change. The fundamental and unique characteristics of the project work. For example, office buildings can be constructed with the same or similar materials and by the same or different teams. However, each building project remains unique in key characteristics (e.g., location, design, environment, situation, people involved). The temporary nature of projects indicates that a project has a definite beginning and end. Temporary does not necessarily mean a project has a short duration. The end of the project is reached when one or more of the following is true:

- ✓ The project's objectives have been accomplished;
- ✓ The objectives will not or cannot be encountered;
- ✓ Capital is exhausted or no longer obtainable for allocation to the project;
- ✓ The need for the project no longer exists
- ✓ The human or physical funds are no longer available;
- ✓ The project is completed for legal cause or accessibility.

Projects drive change in organizations. From a commercial perspective, a project is aimed at moving an organization from one state to another state in order to accomplish a specific objective before the project begins, the institute is commonly referred to as being in the current state. The desired result of the change driven by the project is described as the future state. For some projects, this may involve creating a transition state where multiple steps are made along a continuum to achieve the future state. The successful completion of a project results in the organization moving to the future state and achieving the specific objective.

Projects enable business value creation **PMI** defines business value as the net quantifiable benefit derived from a business endeavor. The benefit may be tangible, intangible, or both. In business analysis, business value is considered the return, in the form of elements such as time, money, goods, or intangibles in return for something exchanged. Business value in projects refers to the benefit that the results of a specific project provide to its stakeholders. The advantage from projects may be tangible, intangible, or both.

2.1.1 The importance of project management

Project management is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements. Project management is accomplished through the appropriate application and integration of the project management processes identified for the project. Project management enables organizations to accomplish projects effectively and efficiently. Operative project management helps individuals, groups, and public and private organizations to: Effective project management helps individuals, groups, and public and private organizations to:

- ✓ Meet business intentions;
- ✓ Satisfy stakeholder expectations;
- ✓ Be more liable;
- ✓ Increase chances of success;
- ✓ Deliver the right products at the right time;
- ✓ Resolve problems and issues;
- ✓ Respond to risks in a timely manner;
- ✓ Optimize the use of organizational capitals;

- ✓ Identify, recover, or terminate failing projects;
- ✓ Manage constraints (e.g., scope, quality, schedule, costs, resources);
- ✓ Balance the influence of constraints on the project (e.g., increased scope may increase cost or schedule);
- ✓ Manage change in a better manner.

Poorly managed projects or the absence of project management may result in:

- ✓ Missed deadlines,
- ✓ Cost overruns,
- ✓ Poor quality,
- ✓ Rework,
- ✓ Uncontrolled expansion of the project,
- ✓ Loss of reputation for the organization,
- ✓ Unsatisfied stakeholders,
- ✓ Failure in achieving the objectives for which the project was undertaken

Projects are a key way to create value and benefits in establishments. In today's business environment, establishments' leaders need to be able to manage with constricted budgets, shorter timelines, scarcity of resources, and rapidly changing technology. The commercial environment is dynamic with an accelerating rate of change. To remain modest in the world economy, companies are embracing project management to consistently deliver business value. Effective and efficient project management should be considered a strategic competency within organizations. It enables organizations to:

- ✓ Tie project results to business goals,
- ✓ Compete more effectively in their markets,
- ✓ Sustain the organization, and
- ✓ Respond to the impact of business environment changes on projects by appropriately adjusting project management plans.

2.1.2 Role of the project manager

The project manager plays a critical role in the leadership of a project team in order to achieve the project's objectives. This role is clearly visible throughout the project. Many project managers become involved in a project from its initiation through closing. However, in some organizations, a project manager may be involved in evaluation and analysis activities prior to project initiation. These activities may include consulting with executive and business unit leaders on ideas for advancing strategic objectives, improving organizational performance, or meeting customer needs.

In some organizational settings, the project manager may also be called upon to manage or assist in business analysis, business case development, and aspects of portfolio management for a project. A project manager may also be involved in follow-on activities related to realizing business benefits from the project. The role of a project manager may vary from organization to organization. Ultimately, the project management role is tailored to fit the organization in the same way that the project management processes are tailored to fit the project.

The role of a project manager is distinct from that of a functional manager or operations manager. Typically, the functional manager focuses on providing management oversight for a functional or business unit. Operations managers are responsible for ensuring that business operations are efficient. The project manager is the person assigned by the performing organization to lead the team that is responsible for achieving the project objectives.

Project managers fulfill numerous roles within their sphere of influence. These roles reflect the project manager's capabilities and are representative of the value and contributions of the project management profession. This section highlights the roles of the project manager in the various spheres of influence shown in Figure 2.

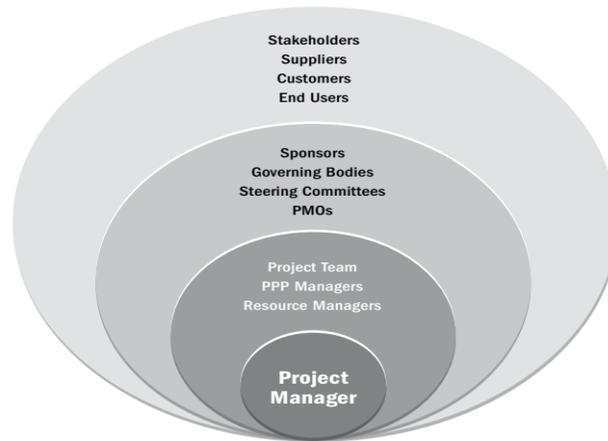


Figure 2 project manager in the various spheres of influence

Sources the impact of team member satisfaction on project management success by Manuel Tomas Adriano 2018

The project manager leads the project team to meet the project’s purposes and stakeholders’ expectations. The project manager works to balance the competing limitations on the project with the resources available. The project manager also performs communication roles between the project sponsor, team members, and other stakeholders. This includes providing direction and presenting the vision of success for the project. The project manager uses soft skills interpersonal skills and the ability to manage people to balance the conflicting and competing goals of the project stakeholders in order to achieve consensus. In this context, consensus means that the relevant stakeholders support the project decisions and actions even when there is not 100% agreement.

Research shows that successful project managers consistently and effectively use certain essential skills. Research reveals that the top 2% of project managers as designated by their bosses and team members distinguish themselves by demonstrating superior relationship and communication skills while displaying a positive attitude The ability to communicate with stakeholders, including the team and sponsors applies across multiple aspects of the project including, but not limited to, the following:

- ✓ Developing finely tuned skills using multiple methods (e.g., verbal, written, and nonverbal);
- ✓ Creating, maintaining, and adhering to communications plans and schedules;
- ✓ Communicating predictably and consistently;

- ✓ Seeking to understand the project stakeholders' communication needs (communication may be the only deliverable that some stakeholders received until the project's end product or service is completed);
- ✓ Making communications concise, clear, complete, simple, relevant, and tailored;
- ✓ Including important positive and negative news;
- ✓ Incorporating feedback channels;
- ✓ Relationship skills involving the development of extensive networks of people throughout the project manager's spheres of influence.

These networks include formal networks such as organizational reporting structures. However, the informal networks that project managers develop, maintain, and nurture are more important. Informal networks include the use of established relationships with individuals such as subject matter experts and influential leaders. Use of these formal and informal networks allow the project manager to engage multiple people in solving problems and navigating the bureaucracies encountered in a project.

A professional project manager may choose to orient and educate other professionals regarding the value of a project management approach to the organization. The project manager may serve as an informal ambassador by educating the organization as to the advantages of project management with regard to timeliness, quality, innovation, and resource management.

2.1.3 Project manager competences

Recent PMI studies applied the Project Manager Competency Development (PMCD) Framework to the skills needed by project managers through the use of The PMI Talent Triangle® shown in Figure 3. The talent triangle focuses on three key skill sets:

The PMI Talent Triangle®



Figure 3 PMI Talent Triangle

Source the Art of Project Management by Scott Berkun

- ✓ **Technical project management;** the knowledge, skills, and behaviors related to specific domains of project, program, and portfolio management. The practical aspects of performing one's role.
- ✓ **Leadership;** the knowledge, skills, behaviors needed to guide, motivate, and direct a team, to help an organization achieve its business goals.
- ✓ **Strategic and business management;** the knowledge of and expertise in the industry and organization that enhanced performance and better delivers business outcomes

While technical project management skills are core to program and project management, PMI research indicates that they are not enough in today's increasingly complicated and competitive global marketplace. Organizations are seeking added skills in leadership and business intelligence. Members of various organizations state their belief that these competencies can support longer-range strategic objectives that contribute to the bottom line. To be the most effective, project managers need to have a balance of these three skill sets.

Technical project management skills

Technical project management skills are defined as the skills to successfully apply project management knowledge to deliver the desired outcomes for programs or projects. There are plentiful technical project management skills. The Knowledge Areas in this guide describe many of these necessary project management skills. Project managers frequently rely on professional judgment to perform well. Being aware of personal expertise and where to find others with the needed knowledge are important for success as a project manager.

According to research the top project managers reliably demonstrated several key skills including:

- ✓ Focus on the critical technical project management elements for each project they manage. This focus is as simple as having the right artifacts readily available. At the top of the list were the following: Critical success factors for the project, Schedule, Selected financial reports, and Issue log.
- ✓ Tailor both traditional and agile tools, techniques, and methods for each project.
- ✓ Make time to plan thoroughly and prioritize diligently.
- ✓ Manage project elements, including, but not limited to, schedule, cost, resources, and risks.

Strategic and business management skills

Strategic and business management skills involve the ability to see the high-level overview of the organization and effectively negotiate and implement decisions and actions that support strategic alignment and innovation. This ability may include a working knowledge of other functions such as finance, marketing, and operations. Strategic and business management skills may also include developing and applying pertinent product and industry expertise. This business knowledge is also known as domain knowledge. Project managers should be knowledgeable enough about the business to be able to:

- ✓ Explain to others the essential business aspects of a project;
- ✓ Work with the project sponsor, team, and subject matter experts to develop an appropriate project delivery strategy;
- ✓ Implement that strategy in a way that maximizes the business value of the project.

In order to make the best decisions regarding the successful delivery of their projects, project managers should seek out and consider the expertise of the operational managers who run the business in their organization. These managers should know the work performed in their organization and how project plans will affect that work. The more the project manager is able to know about the project's subject matter, the better. At a minimum, the project manager should be knowledgeable enough to explain to others the following aspects of the organization. The project manager should apply the following knowledge and information about the organization to the project to ensure alignment:

- ✓ Strategy,
- ✓ Mission,
- ✓ Goals and objectives,
- ✓ Priority,
- ✓ Tactics, and
- ✓ Products or services (e.g., deliverables).

Strategic and business skills help the project manager to determine which business factors should be considered for their project. The project manager determines how these business and strategic factors could affect the project while understanding the interrelationship between the project and the organization.

Leadership skills

Leadership skills involve the ability to guide, motivates, and directs a team. These skills may include demonstrating essential capabilities such as negotiation, resilience, communication, problem solving, critical thinking, and interpersonal skills. Projects are becoming increasingly more complicated with more and more businesses executing their strategy through projects. Project management is more than just working with numbers, templates, charts, graphs, and computing systems. A common denominator in all projects is people. Dealing with people is a large part of the project manager's role involves dealing with people. The project manager should study people's behaviors and motivations. The project manager should strive to be a good leader, because leadership is crucial to the success of projects in organizations. A project manager applies leadership skills and qualities when working with all project stakeholders, including the project team, the steering team, and project sponsors.

Qualities and skills of a leader

Research shows that the qualities and skills of a leader include

- ✓ Being a visionary (e.g., help to describe the products, goals, and objectives of the project; able to dream and translate those dreams for others);
- ✓ Being optimistic and positive;
- ✓ Being collaborative;
- ✓ Managing relationships and conflict by: Building trust, Satisfying concerns, Seeking consensus, Balancing competing and opposing goals, Applying persuasion negotiation compromise and conflict resolution skills, Developing and nurturing personal and professional networks, Taking a long-term view that relationships are just as important as the project, and Continuously developing and applying political acumen.
- ✓ Communicating by: Spending sufficient time communicating (research shows that top project managers spend about 90% of their time on a project in communicating), Managing expectations, Accepting feedback graciously, giving feedback constructively and Asking and listening.
- ✓ Being respectful (helping others retain their autonomy), courteous, friendly, kind, honest, trustworthy, loyal, and ethical.
- ✓ Exhibiting integrity and being culturally sensitive, courageous, a problem solver, and decisive
- ✓ Giving credit to others where due
- ✓ Being a life-long learner who is results- and action-oriented
- ✓ Focusing on the important things, including: Continuously prioritizing work by reviewing and adjusting as necessary; Finding and using a prioritization method that works for them and the project; Differentiating high-level strategic priorities, especially those related to critical success factors for the project; Maintaining vigilance on primary project constraints; Remaining flexible on tactical priorities; and Being able to sift through massive amounts of information to obtain the most important information.
- ✓ Having a holistic and systemic view of the project, taking into account internal and external factors equally.

- ✓ Being able to apply critical thinking (e.g., application of analytical methods to reach decisions) and identify him or herself as a change agent.
- ✓ Being able to build effective teams, be service-oriented, and have fun and share humor effectively with team members.

Leadership styles

Project managers may lead their teams in many ways. The style a project manager selects may be a personal preference, or the result of the combination of multiple factors associated with the project. The style a project manager uses may change over time based on the factors in play. Major factors to consider include but are not limited to:

- ✓ Leader characteristics (e.g., attitudes, moods, needs, values, ethics);
- ✓ Team member characteristics (e.g., attitudes, moods, needs, values, ethics);
- ✓ Organizational characteristics (e.g., its purpose, structure, and type of work performed); and
- ✓ Environmental characteristics (e.g., social situation, economic state, and political elements).

Research describes numerous leadership styles that a project manager can adopt. Some of the most common examples of these styles include but are not limited to:

- ✓ Laissez-faire (e.g., allowing the team to make their own decisions and establish their own goals, also referred to as taking a hands-off style);
- ✓ Transactional (e.g., focus on goals, feedback, and accomplishment to determine rewards; management by exception);
- ✓ Servant leader (e.g., demonstrates commitment to serve and put other people first; focuses on other people's growth, learning, development, autonomy, and well-being; concentrates on relationships, community and collaboration; leadership is secondary and emerges after service);
- ✓ Transformational (e.g., empowering followers through idealized attributes and behaviors, inspirational motivation, encouragement for innovation and creativity, and individual consideration);
- ✓ Charismatic (e.g., able to inspire; is high-energy, enthusiastic, self-confident; holds strong convictions);

2.1.4 Leadership in Project Management

According to Maseko and Proches (2013:5663), certain traits and leadership styles such as transformational, democratic and people oriented leadership styles are critical for effective leadership in project management, irrespective of the gender. Bonielli (2005: 200) asserted that effective project management leaders must exhibit the full range of skills and competencies available to managers. The high rate of project failure is due to poor project leadership skills, entrepreneurial skills have been touted as critical enablers for effective project execution. Some of the skills and competencies generally lacking amongst project leaders are hard skills, entrepreneurial skills, project execution expertise, enterprise knowledge, initiative, risk taking, problem solving, commitment to tasks, self-confidence, negotiating skills , motivating skills and Persuasive skills.

Larson and Gray (2013: 339) added that, one of the critical factors for effective leaders in project management is, building effective cooperative relationships among the different groups of people to complete projects successfully. Failure or success in project management often depends on the contributions of all the stakeholders, which are coordinated by the project leader.

Summers (2009: 141) posited that it is expected of leaders to always conduct themselves appropriately in all stakeholder transactions and interactions. They must promote, enable and ensure legal and ethical behavior. Leaders are accountable for their subordinates' behavior and should always monitor and respond to any breach in ethical behavior. Freeman and Stewart (2006: 2-7) added that, ethical leaders represent the purpose, vision and values of the organization and their subordinates, within an understanding of ethical ideas.

2.1.5 LEADERSHIP IN PROJECTS

Barry and Uys (2011) identified five major factors for project success in South Africa, which is: teamwork; cost management, scope management, project planning and leadership. They also further stated that the six most important indicators of project success are: client/customer satisfaction; project team skill level; senior management buy-in; communication or project reporting; scope management and on-time project delivery. A strong emphasis should be placed on external stakeholder management (Barry & Uys, 2011). The appointment of a competent project manager is the single most critical success factor in successful delivery of small- to

medium-sized projects. Leadership, commitment and learning from the past are critical competencies of a competent project manager (du Randt, van Waveren and Chan, 2014:13). The following critical success factors depicted in table below are of paramount importance for successful delivery of small- to medium-size projects in mining companies in South Africa:

Gewanlal and Bekker (2015:45), posits that the critical attributes of a project manager that influence the successful execution of projects in the construction field in South Africa are among others, as illustrated in the table below. Project management is considered to have matured more in construction (oldest project execution known).

Competent project manager	Sufficient/well-allocated resources, No vacancies
Applying project methodologies	Clear, realistic objectives
Technical background of the team	Project front-end loading
Organizational support	Good performance by suppliers/Contractors/Consultants
Legislation	Political stability

Critical success factors Source: Adopted from Du Randt, et al, 2014:13

2.2 Impact of leadership in Project management

K. Judgev, and R. Müller, 2005 Over 60 years of research has brought insight into the management of projects, KPMG, Global IT Project Management Survey, 2005 but still only a fraction of projects finishes successfully. This indicates the need to further explore factors influencing project success. A. Shenhar, and D. Dvir, 1996, Acknowledging that ‘one size does not fit all’, a series of studies have been conducted to understand the match between project characteristics and appropriate success factors. R. Müller, and J. R. Turner, 2007, E. Westerveld, 2003 one important factor is the leadership exercised by the project manager. D. Dvir, A. Sadeh, and A. Malach-Pines, 2006, A. Malach-Pines, D. Dvir, and A. Sadeh, 2009 While the importance of leadership for organizational success has long been recognized as a success factor for organizations, it was not until recently that this concept was adopted and empirically researched in the context of projects.

Traditionally project management is understood as using the right tools and techniques for being successful, regardless of a project manager's match of personality with project type (PMI, 2004). This is contrary to the results of the studies mentioned earlier and the chronological development of leadership theories. Parts of the project management literature used the well-known team roles tests like Myers-Briggs (Briggs-Myers, 1987), or Belbin (1986), etc. as measures of leadership. However, these measures are not leadership measures in terms of project managers' leadership capabilities. Research has shown that these tests are only weakly related to leadership performance (Dulewicz and Higgs, 2003; Higgs, 2001). This group of literature was therefore excluded.

Müller and Turner (2007) identified the correlations between success and project managers' leadership competences, using the LDQ and a composite measure of project success. Ten different success criteria measured on 7 point Likert scales were used to assess project managers' level of achievement in their projects. The criteria are shown as the following: End-user satisfaction with the project's product or service, Suppliers' satisfaction, Project team's satisfaction, Other stakeholders' satisfaction, Meeting project's overall performance (functionality, budget and timing), Meeting user requirements, Meeting the project's purpose, Client satisfaction with the project results, Reoccurring business with the client, Meeting the respondent's self-defined success factor.

Our study engages with this conversation and contributes to two gaps. Firstly, we contend that earlier studies often substituted team roles, such as Briggs-Myers, 1987 or R. M. Belbin, 1986 as a measure for leadership. These measures are, however, only weakly related to leadership performance (V. Dulewicz, and M. Higgs, 2003, M. Higgs, 2001), and not related to the project manager's personality in his or her role as a leader. Our study sets out to redress this by applying a framework for leadership competences, measured as intellectual, managerial and emotional competences (IQ, MQ, EQ respectively) developed by Dulewicz and Higgs, as reported in V. Dulewicz, and M. Higgs, 2005. The framework encompasses both managerial and leadership qualities recognized as important for the management of projects.

We explore the context of projects by looking at different facets of complex projects and how the context moderates the relationship between leadership competences of project managers and project success. We therefore ask: How does project complexity influence the relationship

between project managers' leadership competences and project success? The results of the study will allow for better identification of suitable project managers for projects with different types and degrees of complexity, which provides for better project results. Results can also be used for the development of individual training programs for project managers.

Although the iron triangle (time, cost, quality) remains the predominant understanding of project success among practitioners A. Collins, and D. Baccarini, 2004, projects such as Sidney Opera challenge such concepts of success. The project was expected to finish in four years and cost \$7 million; instead it took 14 years and cost over \$100 million. Yet, it is considered a successful project, as it became the icon of Australia.

The aspects influencing success range from process (T. Cooke-Davies, 2002), via people (E. Westerveld, 2003, [A. Malach-Pines, D. Dvir, and A. Sadeh, 2009], [C. Scott-Young, and D. Samson, 2009) to context (A. Shenhar, and D. Dvir, 1996, M. Engwall, 2003. The present research focuses on the influence of the last two and their interrelationship, specifically leadership and complexity.

The effect of the human dimension on project success was first shown by Pinto and Slevin J. K. Pinto, and D. P. Slevin, 1988 and was continued among others by T. Cooke-Davies, 2002 and E. Westerveld, 2003 .CookeDavies [22, pp. 189] concluded "It is not as if there are some success factors that involve processes and others that involve people—people perform every process, and it is the people who ultimately determine the adequacy."

The visionary or charismatic school (e.g. [B. M. Bass, 1990]) emerged from research in organizational change, and distinguished between transactional and transformational leadership styles. Keegan and Den Hartog [A. Keegan, and D. N. Den Hartog, 2004] took this school into project management. They predicted a preference among project managers for the transformational style. However, they could not find significant evidence for it. Based on their research on leadership in successful versus less successful projects J. R. Turner, and R. Müller, 2006 concluded that transformational style is preferred on complex projects, like organizational change projects; and transactional style on more simple projects, like the construction of a house.

The competency school, as the most recent of these schools, integrated aspects of all the previous leadership theories and clustered them under emotional (EQ), managerial (MQ) and intellectual (IQ) competences V. Dulewicz, and M. Higgs, 2005. The competence school recognized that in the daily work of managers, both sustainable and high success of managers requires good leadership and management capabilities K. Parry, 2004 and therefore managers require IQ, MQ and EQ. Dulewicz and Higgs V. Dulewicz, and M. Higgs, 2000 showed that these competencies predict a large amount of variation (71%) in leaders' performance It is reasonable to expect that this bond of competences is important to manage projects. Project managers critically evaluate plans and actions, and provide direction (IQ), at the same time they build and maintain the relationship with those being led (MQ) and demand emotional resilience to respond to unexpected events and stress often present in projects (EQ) R. Turner, and R. Müller, 2006 applied the competence school to project managers and showed the link of EQ, MQ and IQ with success in different types of projects. Here EQ was related to success in almost all types of projects, MQ was related to success in engineering projects with fixed price contracts, only a specific dimension of IQ, vision, was inversely related to success in most projects.

Another exception is R. Müller, and J. R. Turner, 2007 , J. R. Turner, and R. Müller, 2006, who also showed a strong empirical relationship between project success and the project managers' leadership competences in different types of projects but in a cross-sector study. They defined the context of projects by their type (engineering, IT or organizational change), strategic importance, contract type and complexity. Their research indicated that leadership competences, measured as IQ, MQ, EQ are correlated differently with project success, depending on the project being perceived to be low, medium or high in its complexity. Assuming that people's classification of complexity is individually constructed G. J. Klir, 1991 and J. Yates, 1978 the need arises to better understand and define the complexities present in projects and the relationship between these and leadership in successful projects.

The argument arises therefore, as to the importance of the leadership style, and many contradictions have been reported. Turner and Muller (2005) suggested that there is no impact on project success as a result of the leadership style or competencies for that matter. This contradicts the current knowledge that leaders provides directions to their followers which assist to galvanize and harmonized the energy towards well organized performance. For this reason, every

institution has an individual in control to integrate the different operations and channel them towards one goal. In direct contradiction to this, Dominic and Elliot (2009) posit that leadership styles play a very important role in organizations, and that the styles influence the performance of a team and hence the overall effective implementation of tasks. Wei (2009) reported that the type of leadership and the competencies of the leader are a key determinant of the successful management of a project. If leaders are not necessary, why should so much money is spent in paying for exorbitant CEO salaries?

Another argument can be brought to the fray, is it the style or the mere presence that brings success to the undertakings? Contrary to Turner and Muller (2003), other researchers insist that in the context of project management, effective leadership style is necessary to lead the project to a successful conclusion (Yang et al., 2011). What is of interest therefore, is what exactly does style have to do with the successful implementation of a project? After all, it is agreed on that anyone coming to be involved in the project execution have consciously decided that they want to be part of this undertaking. Is it necessary then that there be any other push to make them do or not do what they are paid to do? Mantel, Meredith, Shafer and Sutton (2007:49) postulate that an effective leader is one that will guide and direct individuals or groups along the direction in which they should proceed. Guiding and directing therefore, is the behavior of the leaders, meaning that the process of directing and guiding is a style of leadership. It can therefore be argued that the style of leadership, whether learnt or inherent, is itself part of the character of the person concerned, specifically in this case, related to the task and the followers. In an earlier research, Meredith and Mantel (2003) had stated that effective leaders keep their team energized, enthusiastic, well organized and well informed so that they can be well motivated.

Another element of effective leadership that needs to be addressed is leadership competencies. Competencies are defined as sets of skills, behaviors, abilities, knowledge, or attitudes that a person has that serve as strengths (Hellriegel et al., 2011). Leadership competencies are those strengths that will enable a leader to be more effective, it is those personal characteristics that makes one a good leader. Wei (2009) says that leaders that possess effective leadership competencies will be of great use to any organization and will aid the firms in reaching the different corporate objectives. Some of the objectives that can be attained through effective leadership are; higher profit margins, higher productivity and efficiency, and reduced operational

costs. Organizations are continually in search of proven practices (Yang et al., 2011) that give them a competitive advantage edge over competitors.

In this regard, the leadership competencies of managers and leaders are critical and extremely important (Muller and Turner, 2005, 2010). It therefore follows that a leader will perform better in a position if their personal characteristics and idiosyncrasies meet the requirement at that time of the position (Muller and Turner, 2007). This finding implies that there is a need for agreement between the leader and the followers if the leader will be effective (Jawah, 2013) since followership is a critical ingredient of effective leadership. Whilst there has been disagreement on many issues to do with the effect of leadership style, it is accepted however that there are certain behaviors by leaders that may cause resentment from the followers or subordinates.

The leadership has some impact on followership, and at the same time, that followership impacts on leadership. One agreement amongst all the researchers which goes without questioning is that all leaders have one thing in common, they deal with people. Nelson and Quick as cited by Jawah (2013) posit that the twentieth century follower is a dynamic follower unlike the follower half a century ago. One of the key ingredients for the successful implementation of a project is to have the right people on the job and managing them appropriately (Yang et al., 2011; Kerzner, 2009). Poor leadership or unsuitable leadership competencies is believed by Lewis (2003) to be the principal cause of business failures in the United States, particularly in project management. According to Cooke and Tate (2006), impressive technical ability most of the time do not translate into management capacity and performance. It is not uncommon to discover that technical people are predominantly “*thing-oriented*” rather than “*people-oriented*”. Employees or followers are human beings with emotions and feelings, together with this; they have their own expectations and preferences. And it can be argued that the expectations will depend largely on how much is at stake for the followers, the job level and the ease with which they can be able to move from one job to another. Followers have values, perceptions about good or bad conduct, and preference for certain ways of getting things done. Project objectives are realized only when there are correctly skilled people, with the ideal attitude and prepared to help meet the objectives (Thamhain, 2004). Leadership becomes necessary to put together the different types of individuals and channel their thinking towards a common direction. Successful project teams

need leadership in congruence with their expectations and organizational culture to steer the team towards successful implementation of the project execution process.

Maning and Cultus (2009) posited that effective leadership requires adjustments to the ideas and expectations of new generation of followers. In the past, leaders ruled with strong arm and forced employees to obey or force the consequences. Over the years, subordinates have organized themselves into unions to protect themselves; this on its own is a clear indication that there are certain behaviors from the leadership that are looked at negatively by the subordinates. Management has learned that people who feel oppressed usually respond in negative ways which has the effect of slowing down productivity and produce poor quality work. Kerzner (2009) reported that leadership is composed of three common elements, and these are; the person leading, the people being led and the situation or project environment. These three together constitute what informs the behavior of either the leader or the follower in view of the tasks at hand. Hersey and Blanchard (2005) categorized leadership into four models: (1) telling, (2) selling, (3) participating and (4) delegating.

Successful project management has many other factors that underpin the effectiveness of the operations. Jowah (2013: 158) posits that numerous hidden factors impact on the operational and execution processes of a project. The success of a project depends on the accuracy of the planning of that project (van Vugt, 2008), too often done before the appointment of a project leader. There is a need for scientific measurement of the physical aspects of the elements of this project which impact on success or failure. The success of the project execution process is therefore, a direct function of the accuracy or absence thereof in the initial planning (Albert, 2007). There need to be a review on numerous finer details such as; how feasible the time allocated to the project will be considering the scope of the project (Udechukwu, 2011). It may not be scientific to measure project management success by measuring the ability to meet the iron triangle requirements (time, cost and quality), it should be viewed with a proper definition of the deliverables and the accuracy of the pre-execution planning processes (Nakagawa and Lehman, 2007) against a set standard.

Though the model above has considerable details, but it should have included factors like planning, the absence of scientific measures of the estimations used, and how these will end up as challenges to be encountered by the project manager. The project practitioner must deal with

the complexities in the management of the relationship with different stakeholders. Naturally, the styles will influence people differently influencing other people to change their behavior and work to achieve the objectives (Bass and Bass, 2008), and this ability is critical. Thus project management (Pearlson and Saunders, 2006), requires coordination of the different elements of the execution.

An example can be cited from project managers working in a matrix structure, they have to sit with the inconvenience of the authority gap which renders them largely powerless. And because they do not have direct control in an environment where their subordinates have dual loyalty, they have no direct access to resources, and they are not able to employ or terminate, they must develop a way of getting things done. Skulmoski et al. (2010) identified key categories of soft competencies that would help overcome these constraints, and these will be personal attributes like eye for detail, good communication, negotiation skills, and ability to manage subordinate expectations.

“Project leadership calls for clear communication about goals, responsibility, performance, expectations and feedback” (Barry, 2012). A leader will need to communicate at different levels to potential customers, internal company staff in other departments, direct project team members, and higher management. Not only is communication important, but in the process, “through effective communication, projects leaders support individual and team achievements by creating explicit guidelines for accomplishing results and for the career advancement of team members” (Barry, 2012). Effective communication also entails a leader being able to take self-criticism and being able to truly involve them in the communication with understanding and empathy to adjust their ways of communicating appropriately. Not every individual is the same on their level of emotion and communicating, so taking that extra step to learn about others and the best method to communicate with them is important.

Project management maturity models are not the silver bullets that solve project management capability challenges. Cooke-Davies (2007: 1238) warns that project maturity models do not in themselves confer competitive advantage to an organization, but they are rather a valuable tool that can assist an organization in its quest for project management excellence. Perhaps the value of the models can be appreciated when one considers anecdotal evidence of project success rates of organization that have low maturity levels. In a Brazilian study, Prado, Oliveira and Romano (2015: 14) found that there is a direct positive relationship between

project management maturity and project success (as shown in Figure 3.7). They found that as project maturity increased from 1 to 5, project success also increased from 38.7% to 81%. Conversely, as maturity decreased from 5 to 1, project failure rate increased from 5% to 18.6%. Other researchers reported similar findings as well.

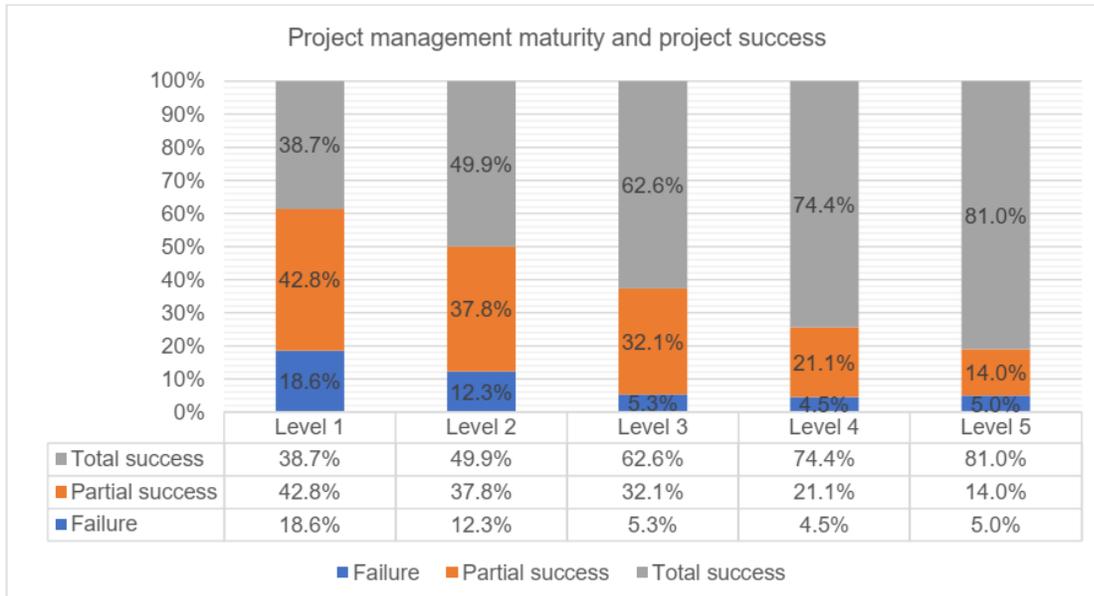


Figure 4 Relationship between project management maturity and project management

Source: Prado, Oliveira and Romano (2015: 14)

2.3 Evolution of Project Success Determinants

Baker, Murphey, & Fisher (1988), basing on previous research, have gathered a list of project success factors; however, specific mentioning of the project manager in the list has not been made. Pinto and Slevin (1988), have identified ten project success factors, which are regarded as a classic piece of work in the realm of project success.

The list produced by Pinto and Slevin (1988) is universally quoted in the perspective of project success factors. However, mentioning of the project manager has also not been made by them. In 2002, another list of ten factors for information systems projects was produced by Hartman and Ashrafi (2002), which was very similar to Pinto and Slevin's (1988) list. This list was constructed from benchmarking project performance in several benchmarking networks, which were being managed by him; hence it may be termed as subjective assessment of actual project performance. Overt mentioning of the project manager was also not made by him.

From above discussion it can be concluded that:- Firstly, a project success criterion is in the process of continuous evolution since formalization of project management knowledge. Reasons may be attributed to development/crystallization of project management methodologies and techniques over a period of time and advancement in technology in implementing these methodologies/ techniques.

2.3.1 Project Success – Contemporary Views and Measurement Parameters

Project success is a crucial concept and determining the degree of success or failure is very complex (Chan & Scott, 2004). The topic of project success has always been a central concern in the project management literature (e.g., Cooke–Davies, 2002; Fortune & White, 2006).

A significant amount of research has gone into the identification of the determinants of project success (Jetu & Riedl, 2012). A project is considered to be successful if there is no time or cost overruns and it meets expectations (Narayanaswamy, Grover & Henry, 2013). Collaboration of multiple specialists and need to integrate their skills in a befitting manner is required for successful execution of the project (Sicotte & Langley, 2000) and to achieve uniformity of the ideas and views within the team while taking into account the budget and schedule constraints (Hoegl & Parboteeah, 2007)

Impact of Project Manager’s Leadership Skills on Project Success Leadership Definition.

Leadership is as old a phenomenon as human civilization; and perhaps that is why there are so many definitions of leadership. However, while reaming cognizant of the focus of this study; that is impact of leadership skills of the project manager for successful execution of the project, only relevant definitions will be discussed. Leadership according to Hemphill and Coons (1957) is defined as the conduct of an individual which aims at guiding the activities of a group for achievement of a shared goal” (Gregoire & Arendt, 2004, p.396). Jago (1982) defined leadership as the use of non-coercive influences to direct the activities of the members of an organized Group towards the accomplishment of group objective.

Difference between Project Leadership and Management. Leadership and management are two different concepts. Davis (1967) distinguished between project leadership and management by acclaiming that leadership is part of management, but is not all of it. Leadership is the ability to persuade others to accomplish pre-defined goals with zeal, enthusiasm and willingness (Shi & Chen, 2006). Management comprised of the activities such as planning, organizing and decision

2.3.2 Project Manager's Leadership Skills - Importance and its Association with Project Success

Though a lot has been written about project leadership, however most of the researchers have been focusing on the role of the project leader and project team members, in a traditional cost-driven project environment (Walker & Walker, 2011). However project managers personal leadership attributes, which are considered as intangible factors and its impact on project success is generally lacking (Shi & Chen, 2006). Research into leadership has demonstrated that strong leadership is crucial to the success of projects (Mascia, 2012). During last few years, an ever increasing awareness has been observed with the requirement to identify the intangible factors, which are considered as important from the perspective of the role of an individual's success at the workplace (Deepa & Seth 2013).

Apart from the contributions made by the earlier research there are limited number of studies which lays emphasis on the human factors influencing project success (Belout & Gauvreau, 2004; Leybourne, 2007). This result is not surprising, because the idea of project success has historically been understood from the technical aspects of projects (Belout & Gauvreau, 2004; Soderlund, 2004a). Consequently, hard factors (time, cost, and quality) have been considered as the major drivers of project success (Leybourne, 2007; Pollack, 2007; Soderlund 2004a).

People are considered core elements in the successful delivery of projects. "Managing people effectively influences many results of a project" (Belout, 1998, p. 23 as cited in Jetu & Riedl, 2012), "the communication theme to project success or failure is the people involved with the project" (Henrie & Sousa– Poza, 2005, p. 5 as cited in Jetu & Riedl, 2012), or it is fast becoming an accepted wisdom that processes and systems do not drive the project, instead it the people who makes the project a success (Cooke–Davies, 2002, p. 189 as cited in Jetu & Riedl, 2012); are three exemplary statements that express the importance of the human element in the PM literature.

Chapter 3

Research methodology and research design

3.1 Research design

Research design is the structure of the research to be undertaken to solve a problem or answer a research question. It is a series of logical decision-making processes where choices have to be made to be aligned with the purpose of the study. It is essentially the road map (Jowah, 2016, 72) involving a series of activities that will identify what is to be done. The design assists in checking and minimizing potential errors in the research undertaking and encompasses foundations of measurement, the tools for the measurement and the sampling of the population under study. Because it is a project, it is also impacted on by the requirements of the iron triangle (time, quality and budget) and needs to be completed within a specified time frame, produce the findings of an acceptable standard and within affordable costs. By definition, research design is a detailed plan to be followed to get respondents or objects from whence we will get the required research data or information. It is the structure of what you will need to collect measure and analyze research data from the research population.

Based on the statement of research objectives, the research project has to answer questions like; what should be researched? What is the scope of the research? What is the testable hypothesis we seek to investigate? Answering these questions adequately will lead to the next stage, the decision on the best research design.

Following on Maxwell's (2012:195) suggestions the essentials for the research design considered were, namely; the design was a time based activity, based on the research question, the design guided the selection of activities to be followed and helped outline the procedures that were followed. The design informed on the type of answers required from the investigation, the tools and techniques, the sample and size that was used to gather the data. This also included the concepts of the study to be measured and guided on the type of answers required.

Careful consideration was made to void the errors that could ensue from deciding on an inappropriate design, researchers always have different views about what research design is best. Descriptive research was selected (though more complex) since the

research warranted more formalized and structured research questions. Much is known about the population, the phenomenon and the variables were clearly identified and defined. Both qualitative and quantitative designs were used to capitalize on their respective strengths.

3.2 Research methodology

Welman and Kruger (2004:64) postulate that research methodology is the how part of the research, namely; how will the sample be selected, how will information be extracted from the sample, how will the findings be recorded, etc. The following stages were followed closely, namely; literature review, decision on design, target population will be identified, questionnaire will be constructed, pre-tested and reconstructed (if necessary), interviews will be conducted, there will be reporting on the findings. Because research methodology is methodical execution or implementation of the research plan as in the research design, the questions to be answered were, namely; how will we collect the data [interviews, observation, mailing, literature review and were the data collection methods to be structured and to what extent [closed or open-ended questions? This also considered who was going to ask the questions, what training was required? The differences between the research design and research methodologies depicted by Jowah (2016:71)

The research methodology is derived from the stipulates of the research design, in a sense the research methodology is a part / portion of the research design. It is the research design in operation seeking to correctly implement the master plan to meet the desired objectives. This plan involved the selection of the most appropriate research methodology (do we do surveys, experiments, look for secondary data, or do we use observation), how the methodology will be, and how the sampling was to be done. How will the data be collected and how will it be analyzed? How will the findings be reported and in what format should they be.

3.2.1 Target population

Target population is a group of specific population elements that are applicable to the research. The target population for the research was the 20 designated project based organizations in the Cape Town metropolis and the project team members who had the ultimate responsibility to run

the projects. For this study the target population was individuals involved in team coordination, teamwork and project executing personnel.

3.2.2 Sampling:

Cooper and Schindler (2003:183) explain that Sampling techniques can be categorized into two parts:

- I. Non Probability sampling Techniques
- II. Probability sampling techniques

From the project 30 selected participants of the project members organizations the researcher used the probability sampling technique, so as to ensure all members of a population had a chance of being selected, to be more specific a combination of random and stratified sampling was used. Where the target populations were also divided into subgroups and members were selected randomly from the 5 designated Project role.

3.2.4 Sample size

There is the time element as it would be too challenging for a larger sample, and generally there are always less managers than there are general employees in any organization. Thirty (30) project team members were interviewed for this survey; this number was considered adequate enough to allow for generalizations.

3.2.5 Data collection method

Personally, administered questionnaires were used to collect the required data from the respondents. Primary data collection method was considered in place of secondary data, which may have been derived from literature review. The researcher did not come across any existing literature specifically on this study; as such the most ideal method chosen was to undertake primary research.

This method was chosen as it is simple and has the highest response rate, respondents need not to be literate and long questions can be used, and the interviewer can assist with issues that are not clear to the respondent. A qualitative approach was planned; this is meant to take advantage of the benefits of quantitative methods, which gives priority to the quantitative data collected so as to help explain and contextualize the findings, which made it easier to describe and report the results, this method also facilitated the data collection process, the researcher managed to help those who had a few challenges filling in the questionnaires.

In order to study the impact of team member satisfaction on project management success, it was only convenient that the participants had an understanding as well as experience and knowledge of project execution specifically in team involvement thus making the research process much easier to conduct.

Although the research design can be very complex and takes more time and resources to complete all the data collection process, it is helpful to a certain extent. According to Gorard, 2007:1, mixed methods are wrong, not because methods should be kept separate but because they should not have been divided at the outset. Gorard, 2005:162, went on to say “Considering the inappropriateness of the qualitative and quantitative paradigms and the category of mixed methods, we advocate the development of a research community where all methods have a role and a key place in the full research cycle from the generation of ideas to the rigorous testing of theories for amelioration, Gorard further said in order to achieve this we call for the death of mixed methods, and the rebirth of plain research as a craft. And according to Keetie and Laura. (2015) Mixed methods may have firmly established itself as a valuable contribution to development studies, but it still lacks credibility in many areas of academia.

3.2.6 Data collection instrument the questionnaire

The questionnaire had structured questions in the first section, and then structured Likert scale statements measuring perceptions, the last section (section 5) consisted of questionnaires related to the project Output (Goals) to measure the leadership impact. A Microsoft questionnaires forum was used to collect the data collection method was used deliberately (time consuming) because it assisted in maximizing on the response rate. This also assisted in clarifying questions or statements that were not understood correctly by the respondent during the answering of the questionnaires.

3.2.7 Data processing:

Editing; information gathered during the data collection process also contained answers that lacked uniformity, the data collected through the online questionnaires which prevented unfilled data to proceed so there was no challenge faced in gathering the information.

3.2.8 Reliability and Validity

Validity is also considered within the context of this study, Coolican, 2014:109 describes validity as an investigation that can be generalized beyond the exact experimental context. Mckibbin (2005:5) posits that reliability concerns the extent of which an experiment, test or any measuring procedure yields the same results on repeated trials and validity is the extent to which any

measuring instrument measures what it is intended to measure. Likert scales have been evaluated in terms of reliability and validity. Analyzing the data obtained from the respondents on the questionnaire and interpreting the primary data through excel spreadsheet in order to deliver accurate results and findings.

A pretest for reliability and validity of the questionnaire questions was done, the researcher compared the answers given by the respondents from one pretest with answers from another pretest, and the survey questions validity was determined by how well it measured the concepts it was intended to measure.

3.2.9 Data analysis

Once the measuring instrument is recognized; it is important to analyze the data that will be gathered. According to Rabiee (2004:655-660) data analysis is the interaction between researchers and data. In this study, grounded theory for data analysis is used to analyze the data collected in this study. Data Analysis is the main source of success of the grounded theory method. Pawson, Greenhalgh & Harvey (2005:21-34) reckons that Grounded theory is implemented without fixed ideas and one, which grounds theory in realism, The ideas that are stated repeatedly in primary and secondary sources of data will be documented for the theory structure.

According to Welman and Kruger (2004:194) data is examined by method of statistical techniques keeping in mind the variables and their effects. With the end goal of this research data will be broke down by making utilization of descriptive statistics Welman and Kruger (1999-16) delineates descriptive statistics empowers the researcher to display gathered data in a consistent and sorted out structure.

Descriptive statistics was used to summaries the data obtained and the Statistical Package for Social Science (SPSS) was used, the program is user friendly and brings about good diagrams that are easy to explain. Correlations and cross-tabulations were used to establish the relationships; the project managers and project team members were asked to respond to the questionnaires. If the researcher had problems procuring SPSS Program, Excel Spread Sheet would be used as it can equally capture the data and translate it to charts, graphs, tables and polygons. The data was therefore interpreted on a question-by-question basis to provide full

information on the findings. The data that was identified with the measuring instrument was compressed by method for graphical representations and tabulations.

3.2.10 Data interpretation and reporting

To avoid missing out on certain aspects of the questionnaire and the responses, the findings was discussed systematically by attending / repeating all the questions asked, and providing an answer for each question asked item by item. The format was therefore in this fashion; Question brief explanation, and Response – brief explanation to the diagram (response represented diagrammatically) accompanying the response. The data was interpreted and illustrated through chart diagrams, which gave concrete results and leading or deriving to an acceptable conclusion for the study.

3.3 Ethical Considerations

The study will primarily focus on gathering primary qualitative data to analyze the leadership impact for the execution of project factors; the study neither involves any experiment on human subjects nor conducted without the consent of the study participants. Above all, the researcher will not ask the study participants to engage into risks as a result of participating in this study. Besides, informed verbal consent will be obtained from the key respondents during data collection. The respondents will be given the right to refuse or take part in the study. All the primary and secondary data collection in the organization will be under the permission of the managers and without any offense in ethical rules during the whole research.

4. Chapter four Results and Findings

The research findings discussed here have been set up in particular sequence to avoid missing out on any data and information as responded to by the target population. The questionnaire had four parts (Part 1 discuss about, Organizational Leadership Assessment, Parts 2 discuss about , Individual Leadership Assessment, Part three discus about , Team Leadership assessment) and each parts has different section and each section has couples of question to measure each subject of assessment Customized from a book Project leadership by Timothy J.Kloppenborg. All the questions are five Likert scale. The findings therefore are reported in the format; every questions it appeared in the questionnaire) is asked and the response from the participants follows under Response. The response is supported by illustrations (graphs, bar charts, pie charts, histograms, etc) illustrating the findings to the survey.

4.1. General Information of the respondent

Gender composition of the respondent

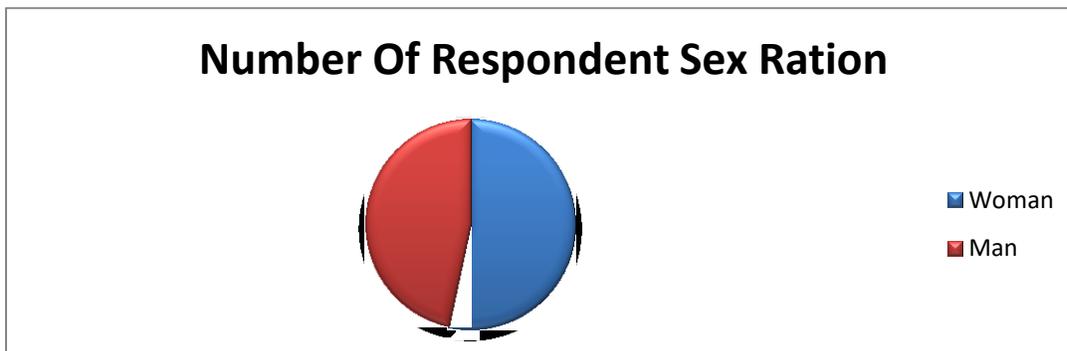


Figure 5 Gender composition

Sources Own Survey

From the graph 53 % are female while the 47 % are Male, this shows there is higher involvement of woman in the project, even if it is not the concern of this thesis but we can see higher involvement of woman in projects.

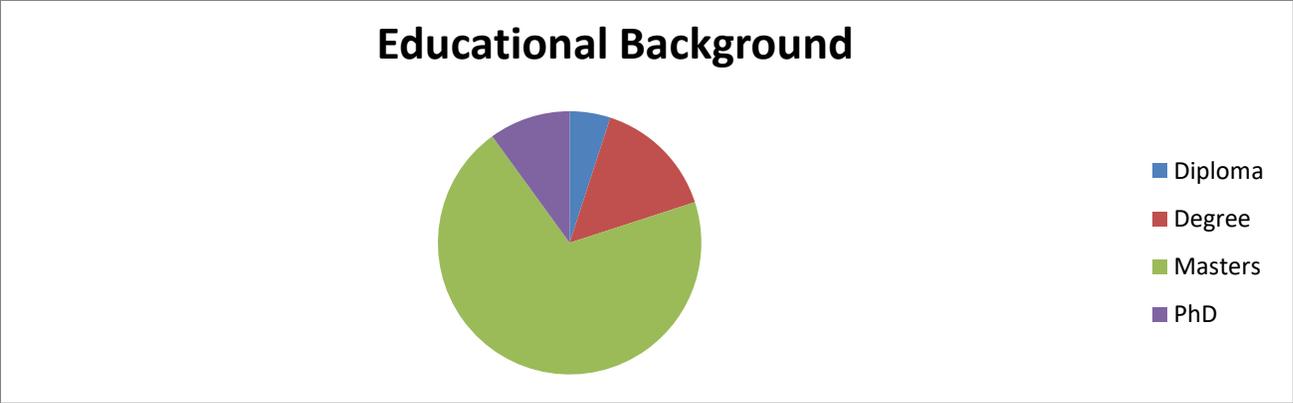


Figure 6 Educational Background

Sources Own Survey

Most of the project participants are master Level and Above Educational Level which a total of 80 % from the total respondents so we can easily say they have high level of understanding about the subject matter.

Activity Role in the project:

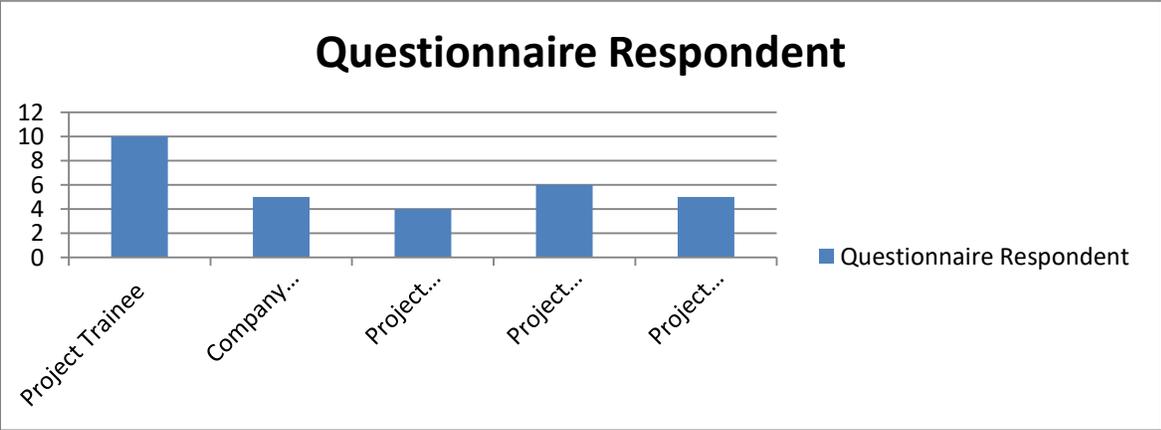


Figure 7 Questionnaire Respondent

Sources Own Survey

We can see from the graph from thirty respondent Project stakeholders 5, project trainee 10, Implementation company management 5, Implementation organization (EKI) Management 4 and Project administrative 6 participants have involved so we can say fair enough distribution was given for the participants

4.2 Organizational Leadership Assessment results

The following figures shows result on the cultural aspects of leadership or how well the organization supports leaders and the development of leadership skills. Nine measuring Points were taken and the following is the results.



Figure 8 Cultural aspects of leadership

Sources Own Survey

The figure shows totally the respondents have given the marks 97 for nine questions raised about the Cultural aspect of leadership and the average of that would be 3.23 and according to the reference book Interpretation.

From this we can say the case study project Cultural leadership accepts looks the organization demonstrates some characteristics and attributes that are conducive to effective leadership, but has room for growth and improvement.

The following figures show the respondents condition of Teamwork and Interpersonal relationship in Organizational leadership.

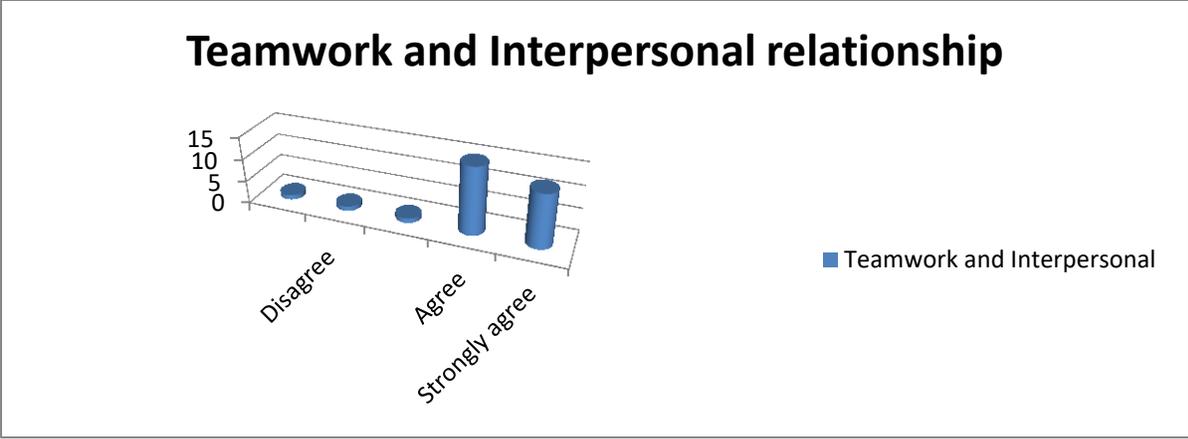


Figure 9 Teamwork and Interpersonal relationship

Sources Own Survey

The figure shows totally the respondents have given the marks 126 for six questions raised about the teamwork and Interpersonal relationship Cultural aspect of leadership and the average of that would be 4.2 and according to the reference book Interpretation The case study of the project is providing a team work atmosphere and professional environment that is encouraging and supportive for effective project leadership.

The following figure Project risks and the organization willingness to address risk related concerns during the execution of the project.



Figure 10 Project risks and the organization willingness to address risk

The figure shows totally the respondents have given the marks 141 for three questions raised about the Project Risk and willingness to address of leaders and the average of that would be 4.7 and according to the reference book Interpretation The case study of the project is providing a high sense and are very alert for Risk and risk supporting Environment team which that is encouraging and supportive for effective project leadership.

The following figures show the respondents condition of Communications within the organization, with stakeholders, and between senior management and project teams in Organizational leadership.

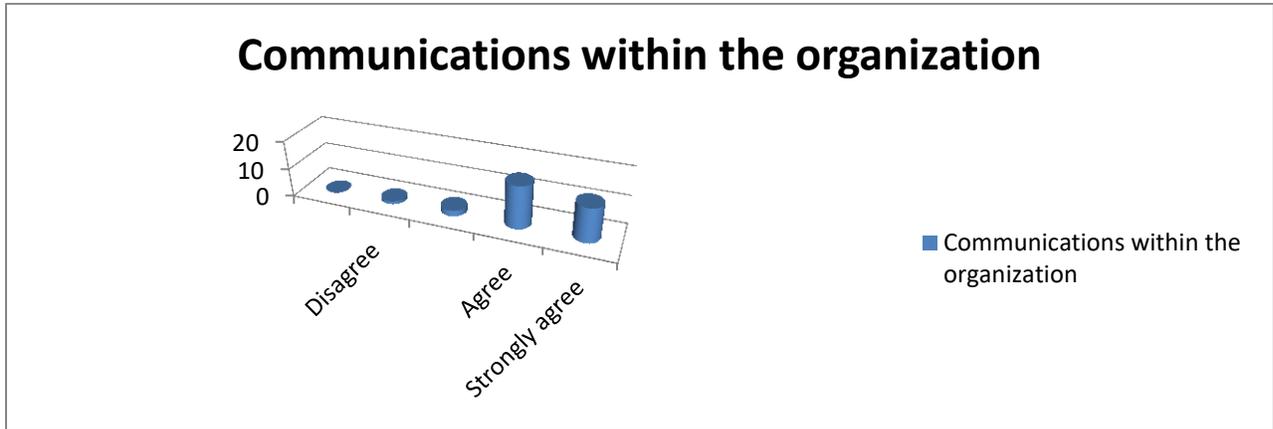


Figure 11 Communications within the organization

Sources Own Survey

The figure shows totally the respondents have given the marks 128 for three questions raised about the Communication within the organizational and stakeholders with in the leaders and the average of that would be 4.26 and according to the reference book Interpretation The case study of the project is providing a high sense and are very alert for in communicating which that is encouraging and supportive for effective project leadership.

The following figures show the respondents on the condition of Decision-making and Problem-solving within the organization and between senior management in project teams’ Organizational leadership.

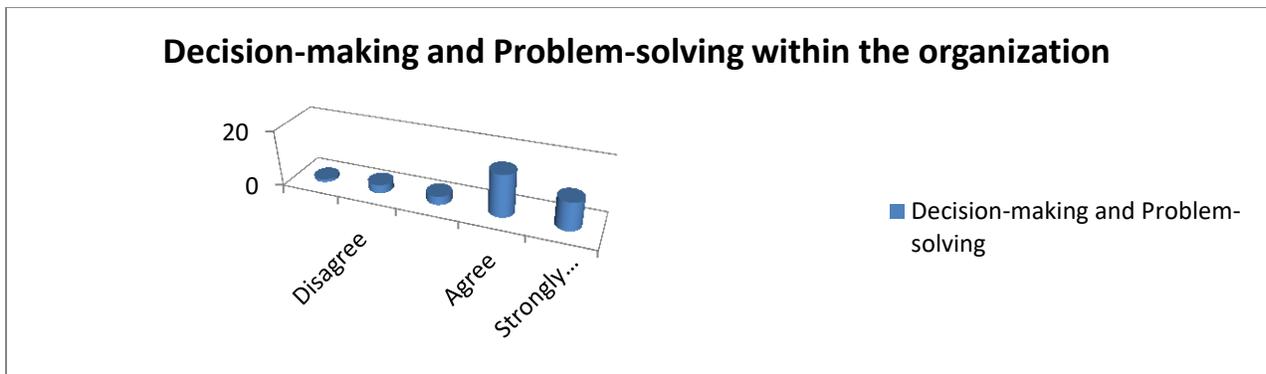


Figure 12 Decision-making and Problem-solving within the organization

Sources Own Survey

The figure shows totally the respondents have given the marks 126 for six questions raised about the Decision-making and Problem-solving within the organization within the average of that would be 4.2 and according to the reference book Interpretation The case study of the project is providing a high sense and are very alert in a timely and effective decision making for the effective project execution.

The following figures show the respondents on the Trust and Interdependence in the project with in the project management members in Organizational leadership.

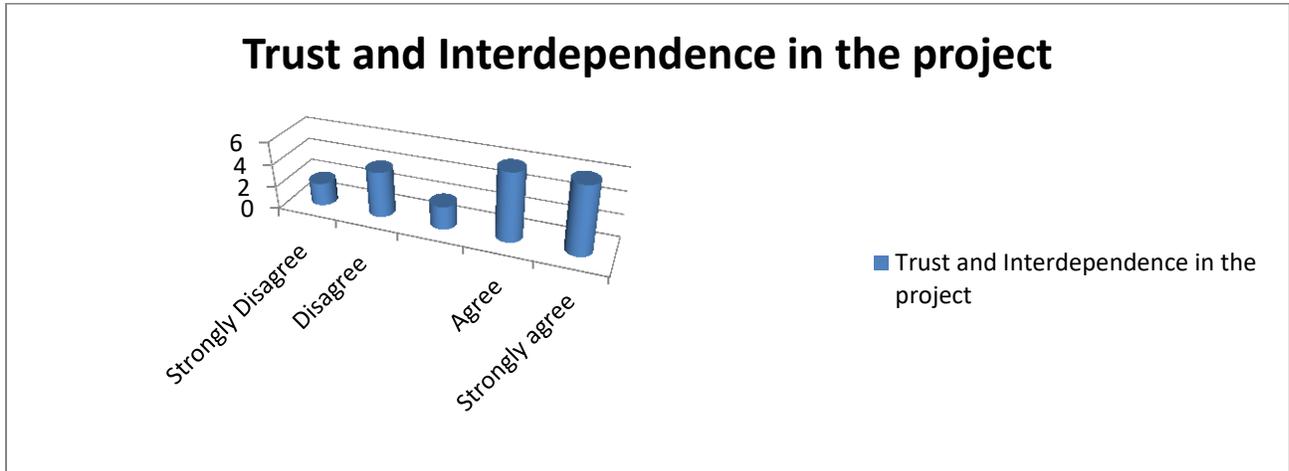


Figure 13 Trust and Interdependence in the project

Sources Own Survey

The figure shows totally the respondents have given the marks 70 for six questions raised about Trust and Interdependence in the project members within the organization within the average of that would be 2.33 and according to the reference book Interpretation the case study of the project is very low cultural environment that is conducive to effective project leadership in trust.

5. Chapter Five Discussion and recommendation

This study was conducted to identify the project managers' soft leadership skills that must be exercised effectively to ensure successful completion of the projects and to find out the impact of the execution of the project managers' soft leadership skills and project success. Seven factors explored in this study had twenty eight constructs.

5.1.1 Communication Skills

First factor is communication skills and its impact on project success has been measured. In preceding literature, it has been established that if a leader is able to communicate clearly and conveys enriched task information to the team members, the expected outcome will be high team work effectiveness (Jetu and Riedl, 2012). Contrarily, if project manager is using a tactics and team members fails to grasp it, the likely outcome is not going to be as desired by the project manager. Earlier researcher has amply highlighted the need of project manager being a good communicator (Piyush, Dangayach and Mittal, 2011).

During current research it has been established that in case study context, project managers' communication skills positively affect the outcome of a project, which is in line with the findings of the earlier research done on the subject; though the contribution as indicated by this study is relatively small (12% only) as compared to other soft leadership skills.

Moreover, it has also been established that team work causes 7.5% moderation impact on association between communication skills and project success, which doesn't seem much. Apropos, it implies that a project manager equipped with better communication skills will be able to get the better job done from the team members and consequently will be able to positively influence the projects' outcome.

5.1.2 Interpersonal Skills.

Second factor is interpersonal skills and its impact on project success has been measured. An interpersonal skill implies project managers' ability to deal, motivate and persuade people with varying backgrounds (Low & Christopher, 2000). The more proficient a project leader or team member is in developing associations with his peers, the sooner he will know their capabilities and limitations and accordingly.

Can capitalize on them (Brenton & Levin, 2012). Positive impact of interpersonal skills on project has also been established by this study, which is in line with earlier findings as has been highlighted in the preceding literature review. Moreover, it has also been established that team work causes 37.6% moderation impact on association between interpersonal skills and project success, which is quite sizeable.

5.1.3 Coordination Skills.

Third factor is coordination skills and its impact on project success has been measured. Coordination skills as enunciated in the literature review is the ability of the project manager to develop harmonious relationship not only with the team members, but also within the team. It also implies dealing with the conflicts arising with in the project and from outside (Brenton & Levin, 2012). In current research, hypothesis regarding positive effect of coordination skills on project success has not only been confirmed, but a stronger value of Beta (42%) indicated the relative importance of coordination skills.

It also implies that project manager must know where are the problems, how to control them through various mitigation strategies with a view to achieve the desired outcome. Moreover, it has also been established that team work causes 12.4% moderation impact on association between coordination skills and project success, which is relatively weak; however a bigger sample size may alter this impact, but needs to be assessed.

5.1.4 Team Building and Delegation Skills.

Forth factor is team building and delegation skills and its impact on project success has been measured. Teams are an important tier in successful execution of the project. If a project manager is unaware of the complexities of team working with him, doesn't know about their abilities, he is less likely to draw optimum advantage from their capabilities (Deepa & Seth, 2013; Shi & Chen, 2006). Moreover, owing to special chemistry of the projects; wherein a project manager is required to do a variety of tasks in time compressed environments, ability to correctly delegate the responsibility to team members assumes paramount importance (Shi & Chen, 2006).

It has been established that team work causes 39.2% moderation impact on association between team building and delegation skills and project success, which is reasonable strong and merits attention by individual of the project relate organizations.

5.1.5 Problem Finding, Analyzing and Solving Skills.

Fifth factor is problem finding, analyzing and solving skills and its impact on project success has been measured. Problem finding, analyzing and solving skill implies that project manager is not only able to timely anticipate the problems, but through his power of analysis is able to find solution and devise strategies to mitigate these problems (Shi & Chen, 2006). As is evident from the results off this study that problem finding, analyzing and solving skills contribute about 25% in affecting the successful outcome of the projects.

Moreover, it has also been established that team work causes 15.5% moderation impact on association between problem finding, analyzing and solving skills and project success; however this impact may alter with change in sample size to a bigger sample, needs validation.

5.1.6 Organizational Implications

This study suggests various soft leadership skills, which if properly exercised by the project managers, will leads to successful completion of the projects and ultimate beneficiary will be the organization. Practical implication for organizations related to project is to ensure setting of a mechanism wherein due importance is given in developing and exercising soft leadership skills so as to successfully complete the projects. Following the above identified soft leadership skills

by this study will provide organizations with key areas to focus and improve/ train project managers and team members to successfully execute projects.

5.2 Limitations and future research

This research project is amongst few done on identifying and measuring impact of project managers' soft leadership skills on the project success. The findings from this study are not without limitation. First, the sample size was quite small as compared to the width and breath of the population available for subject study. Moreover the study only focused on selected organization from few areas. Secondly, the study was based on cross sectional survey of the selected project related organizations instead of a single sector. Institutional/ sectoral differences in these specific types of organizations may have varying effects on the results.

In addition to the limitations cited above, future researcher may also venture in finding of the other leadership skills which have impact on the project success in relation to the one discussed in this study. Moreover, size of the project has not been taken into account while conducting this study. Bigger projects have their own complexities and may require different set of soft skills than those described in this study; which may.

5.3 Conclusion

The objective of this study was to identify and assess the impact of project managers' communication, interpersonal, coordination, team building and delegation, problem finding, analyzing, solving skills on project success while concurrently assessing the impact of team work as moderating variable on association between project mangers' soft leadership skills and project success. Six hypotheses were tested and all were accepted. The study amply highlights the importance of project mangers' coordination skills and problem finding, analyzing and solving skills. It is hoped that results of this study will provide organizations and individual's related to projects with key skills especially soft leadership skills to focus and successfully execute the projects.

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Annex

Appendix Questioner

St. Mary's University School of Business

This questionnaire is purely for academic purposes. Your genuine responses to the different questions included in this questionnaire are very valuable for the quality and validity of the data to be used in this study. Therefore, I kindly request you to voluntarily participate in completing this questionnaire which contributes to my thesis. Purpose of the study questionnaire is about the study of leadership impact for the execution of a project in a case study of “project for establishing a comprehensive support system for enhancing firm competitiveness in the federal democratic republic of Ethiopia” a project being conducted with Japan International cooperation and Ethiopia Kaizen Institute. Its purpose is therefore to measure the Impact of Leadership quality in project management for the Execution of Sustainable development.

Note that: No information will be passed on to any authorities, you are safe and protected. Participating. In the survey is a voluntary exercise you are not compelled in any form or way to participate. Should you decide to stop / withdraw from this at any stage in the process, you are allowed to. You may omit sections you are not comfortable answering.

Thank you in advance

Part one: General Information about the respondent Instruction:

Please put a thick (√) mark on the answer of your choice and write your idea on the space provided

✓ Gender

1. Male 2. Female

✓ Educational Background

1. Diploma 2. Degree 3. Masters 4. PHD

✓ Work reasonability for this project

1. Project Trainee 2. Company Management (Project being Implemented) 3. Project administrative 4. Project Management team 5. Project stakeholder

Part two Project Leadership Assessment—Organizational

Overview: This questionnaire contains statements about the characteristics of an organization and how it is supportive and creates a culture that encourages project leadership. Rate each item on a five- point scale indicating whether you agree or disagree with the statement. There are no rights or wrong answers. Mark one answer only for each question.

Cultural

This grouping of questions relates to the cultural aspects of leadership or how well the organization supports leaders and the development of leadership skills.

1. Senior management creates an environment and culture that nurtures the growth and development of project leaders and their teams.
a. Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree
2. Environmental influences are monitored and controlled.
a. Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree
3. Change is a considered a way of life and necessary to organizational success.
a. Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree
4. Quality is an important factor in a successful project.
a. Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree
5. Organizational policies and practices enable the project team to deliver according to plan.
a. Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree
6. Senior management members act as sponsors and champions that support and encourage high levels of project performance.
a. Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree
7. The organization protects its project teams against external influences.
a. Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree

8. Using a formalized project methodology and tools is important for project success.
a. Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree
9. The project management process supports tracking the accomplishment of deliverables.
a. Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree
10. The progress of the projects is carefully and systematically monitored by management.
a. Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree

Teamwork and Interpersonal

This grouping of questions relates to the aspects of leadership associated with teamwork and the interpersonal aspects of teams and projects.

1. There is a good relationship between the project team and senior management.
a. Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree
2. Project team members are treated with dignity and respect.
a. Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree
3. Teams are recognized and rewarded for good performance.
a. Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree
4. Project accomplishments are celebrated and shared with other project teams.
a. Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree
5. Teamwork is important for project success
a. Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree
6. The organization recognizes the importance of the interpersonal aspects of project leadership.
a. Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree

Risk

This grouping of questions relates to risk and the organization's willingness to address risk related to projects.

1. Risk and problems are considered to be inherent in projects.
 - a. *Strongly disagree* b. *disagree* c. *neither disagree nor agree* d. *Agree* e. *strongly agree*
2. Stakeholders are prepared to take calculated risks.
 - a. *Strongly disagree* b. *disagree* c. *neither disagree nor agree* d. *Agree* e. *strongly agree*
3. Senior management encourages calculated risk-taking.
 - a. *Strongly disagree* b. *disagree* c. *neither disagree nor agree* d. *Agree* e. *strongly agree*

Communications

This grouping of questions relates to communications within organizations, with stakeholders, and between senior management and the project teams.

1. Changes in company strategy and project requirements are communicated and explained to team members.
 - a. *Strongly disagree* b. *disagree* c. *neither disagree nor agree* d. *Agree* e. *strongly agree*
2. Concerns on the part of senior management are minimized and dealt with by frequent and open communications.
 - a. *Strongly disagree* b. *disagree* c. *neither disagree nor agree* d. *Agree* e. *strongly agree*
3. The process for project management is clearly defined and communicated.
 - a. *Strongly disagree* b. *disagree* c. *neither disagree nor agree* d. *Agree* e. *strongly agree*

Decision-making and Problem-solving

This grouping of questions relates to decision-making and problem-solving in the organizations and senior management's willingness to allow leaders and teams to be involved in these processes.

1. Project leaders are encouraged to use vision to guide daily actions and decisions.
 - a. *Strongly disagree* b. *disagree* c. *neither disagree nor agree* d. *Agree* e. *strongly agree*
2. Team members are encouraged to take initiative in problem-solving.

- a. *Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree*
- 3. Leaders are encouraged to find creative solutions to business and project problems.
 - a. *Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree*
- 4. Changes in the environment are discussed between senior management and project teams before decisions are made.
 - a. *Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree*
- 5. Management does not interfere with the decision-making process in project teams.
 - a. *Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree*
- 6. Senior management follows a decentralized approach in decision-making.
 - a. *Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree*

Trust and Interdependence

This grouping of questions relates to trust and interdependence within project teams, within organizations, and between project teams and stakeholders.

- 1. A high degree of trust exists between senior management and project team members.
 - a. *Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree*
- 2. Trust and interdependence between all stakeholders are considered critical success factors.
 - a. *Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree*
- 3. There is a high degree of trust among all of the stakeholders.
 - a. *Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree*
- 4. The success of the organization and the success of the project teams are intertwined.
 - a. *Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree*
- 5. The organization conducts its business in an ethical manner.
 - a. *Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree*
- 6. Project corrective actions are taken proactively and in a positive manner.
 - a. *Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree*

Part three Project Leadership Assessment—Individual

Overview

This questionnaire contains statements about the individual characteristics of a project leader. Rate each item on a five-point scale indicating whether you agree or disagree with the statement. There is no right or wrong answers. Mark one answer only for each question:

Team-building and Interpersonal

This grouping of questions relates to the aspects of leadership related to team-building and the interpersonal aspects of teams and projects.

1. Conflict within a project team can be a good thing.
 - a. *Strongly disagree* b. *disagree* c. *neither disagree nor agree* d. *Agree* e. *strongly agree*
2. I have the ability to build multi-functional teams.
 - a. *Strongly disagree* b. *disagree* c. *neither disagree nor agree* d. *Agree* e. *strongly agree*
3. Rewarding and recognizing team members for good performance increases motivation.
 - a. *Strongly disagree* b. *disagree* c. *neither disagree nor agree* d. *Agree* e. *strongly agree*
4. I have the ability to plan and elicit commitments.
 - a. *Strongly disagree* b. *disagree* c. *neither disagree nor agree* d. *Agree* e. *strongly agree*
5. I conduct business in an honest and ethical manner.
 - a. *Strongly disagree* b. *disagree* c. *neither disagree nor agree* d. *Agree* e. *strongly agree*
6. My personal values include the appreciation of all peoples and groups.
 - a. *Strongly disagree* b. *disagree* c. *neither disagree nor agree* d. *Agree* e. *strongly agree*

Planning and Risk

This grouping of questions relates to planning and risk and the organization's and team's willingness to address project-related risk.

1. I can clearly visualize the project process.
 - a. *Strongly disagree* b. *disagree* c. *neither disagree nor agree* d. *Agree* e. *strongly agree*
2. Risk is monitored on a continuous basis.

- a. *Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree*
- 3. The project is clearly outlined with a work breakdown structure, definite start and ending dates, and a financial budget.
 - a. *Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree*
- 4. The work breakdown structure is used to determine the selection of the team members based on skills and knowledge required.
 - a. *Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree*
- 5. I am able to secure the resources needed to successfully complete the project.
 - a. *Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree*

Communications

This grouping of questions relates to communications within organizations, with stakeholders, and between senior management and project teams.

- 1. I am able to develop and enthusiastically communicate a vision for the project to the team.
 - a. *Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree*
- 2. I have the ability to look forward, see the big picture, and effectively communicate that to stakeholders and team members.
 - a. *Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree*
- 3. Customer expectations are clearly defined.
 - a. *Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree*
- 4. I actively listen to different points of view.
 - a. *Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree*
- 5. Expectations are set and concerns minimized by enthusiastically distributing information to all stakeholders.
 - a. *Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree*
- 6. I have daily communication with the project team members.

a. *Strongly disagree* b. *disagree* c. *neither disagree nor agree* d. *Agree* e. *strongly agree*

7. Project meetings always have an agenda, have minutes documented, and identify actions, responsibilities, and timeframes.

a. *Strongly disagree* b. *disagree* c. *neither disagree nor agree* d. *Agree* e. *strongly agree*

Decision-making, Problem-solving, and Performance

This grouping of questions relates to decision-making, problem-solving and project performance.

1. Team members are encouraged to take initiative in problem solving.

a. *Strongly disagree* b. *disagree* c. *neither disagree nor agree* d. *Agree* e. *strongly agree*

2. The primary focus of the project is on results.

a. *Strongly disagree* b. *disagree* c. *neither disagree nor agree* d. *Agree* e. *strongly agree*

3. The project manager's leadership helps achieve project results.

a. *Strongly disagree* b. *disagree* c. *neither disagree nor agree* d. *Agree* e. *strongly agree*

4. I view problems, issues, and uncertainty as challenges that can be overcome.

a. *Strongly disagree* b. *disagree* c. *neither disagree nor agree* d. *Agree* e. *strongly agree*

5. Progress assessment is done on a routine basis.

a. *Strongly disagree* b. *disagree* c. *neither disagree nor agree* d. *Agree* e. *strongly agree*

6. The project manager is responsible for meeting the schedule deadlines.

a. *Strongly disagree* b. *disagree* c. *neither disagree nor agree* d. *Agree* e. *strongly agree*

7. I have the ability to collect and filter relevant data needed for decision-making.

a. *Strongly disagree* b. *disagree* c. *neither disagree nor agree* d. *Agree* e. *strongly agree*

8. I have a good professional reputation and a track record of project success.

a. *Strongly disagree* b. *disagree* c. *neither disagree nor agree* d. *Agree* e. *strongly agree*

9. I have the ability to deal effectively with managers and support personnel across functional lines, often with little or no formal authority.

- a. *Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree*
- 10. I have the ability to integrate individual demands, requirements, and limitations into decisions that benefit the overall project.
 - a. *Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree*

Trust and Interdependence

This grouping of questions relates to trust and interdependence within project teams, within organizations, and between project teams and stakeholders.

- 1. I am able to recognize the interdependence among stakeholders.
 - a. *Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree*
- 2. Stakeholder expectations have been clearly defined at the outset of the project.
 - a. *Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree*
- 3. I have a good working relationship with the customer and other stakeholders.
 - a. *Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree*
- 4. The project team members can count on me to assist them to be successful.
 - a. *Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree*
- 5. I have a good relationship with senior management, stakeholders, and members of industry, which creates an atmosphere of mutual trust and respect.
 - a. *Strongly disagree b. disagree c. neither disagree nor agree d. Agree e. strongly agree*