



The Effect of soft skill in Information System project success: The  
Case of Commercial Bank of Ethiopia IT Projects.

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## **STATEMENT OF DECLARATION**

I, the undersigned, certify that the study titled "The Effect of Soft skill training on Information System Project Success: The Case of Commercial Bank of Ethiopia IT Projects" is my original work, has not been submitted to any program at any other universities, and fully acknowledges all the sources of the information used in the study.

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**Addis Ababa University**  
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**LETTER OF CERTIFICATION**

This is to certify that the thesis " The Effect of Soft skill training on Information System Project Success: The Case of Commercial Bank of Ethiopia IT Projects " prepared by Meron Yohannes for the partial fulfilment of the requirement for the Degree of Master of Arts in Project Management at Addis Ababa University College of Business and Economics, School of Commerce, complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

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## **List of Acronyms/Abbreviation**

CBE- Commercial Bank of Ethiopia

SEM- Structural Equation Modelling

SPSS- Statistical Package for Social Sciences

ANOVA- Analysis of Variance

KPIs- Key Performance Indicators

IS- Information System

HRs- Human Resources

PMBOK- Project Management Body of Knowledge

PMO – Project Management Office

## Abstract

*The objective of the study paper was to find the Effect of Soft skill training on Information System Project Success, in the case of Commercial Bank of Ethiopia IT projects. Soft skills are the new demand of HRs in all the corporate, public, commercial banking sectors. These skills represent an organized and well-mannered reflection of human. The study is conducted in CBE, one of the largest and oldest banking industry in Ethiopia. An explanatory research design with a quantitative approach was used in the study to better understand and examine the phenomenon. A Likert scale questionnaire survey via google form was used to obtain primary data from samples drawn from the target population. A valid and reliable of 150 questionnaires were distributed via email; 110 of them were fully completed and returned. The hypothesis that soft skill training (Leadership, communication, team work) has significant and positive relationship with the project success. The result of the study reveals that the relationship between leadership skill and project success is significant and positive. The data was statistically analyzed using IBM SPSS software version 27.0.1. The research examines how soft skills affect the project outcomes. A positive and significant relationship was observed between leadership skills and project success, with a correlation coefficient of 0.600 at a 95% confidence level, indicating a strong correlation. Communication skills also showed a positive and significant relationship with project success, with a correlation coefficient of 0.177 at a 95% confidence level, denoting a moderate correlation. Similarly, the relationship between teamwork skills and project success was positive and significant, with a correlation coefficient of 0.128 at a 95% confidence level, suggesting a moderate correlation. Overall, the study concluded that these three soft skills significantly influence project success in CBE, with leadership skills being the most influential, followed by communication skills, and then teamwork skills.*

**Keywords:** *IS projects, Employee Training, Soft skills, communication, leadership, team work skill, project success*

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1 Background of the Study

Soft skills can be referred as a combination of self-management skills, communication skills, leadership skills and Interpersonal skills. Interpersonal skills are the set of skills required to communicate and understand others and influence them. Self-management skills can be defined as the abilities regarding one's own thoughts, attitude, perception, and emotions which play a significant role at work place. Some of the other skills closely related to explain the concepts of soft skills include "Employability skills", "life skills", "social skills", "Personal skills", interpersonal skills", and "Transferable skills" (Parakandi, 2010).

Rohan & Madhumita (2012) also supported that investing in training employees on decision making, Collaboration, critical thinking and interpersonal relations has helpful effect on the organizations' level of growth, as well as impacting on employees' performance. Training influences employees' behaviour and their working skills which results into employees' upgrades performance as well as constructive changes (Satterfield & Hughes, 2007).

Soft skills are needed to effectively manage projects and project teams and communicate with organizational leadership and stakeholders (Soliman, 2017). Consistent communication between project managers and stakeholders can improve working relationships. Project managers must understand stakeholders' vision and share these visions with the project team to meet project goals. Project managers can apply soft skill like conflict resolution and flexibility to effectively manage their projects and avoid project failures.

The importance of project management in today's dynamic business environment cannot be overstated. As organizations face increasing challenges and opportunities due to rapid market changes, effective project management has become essential for implementing and responding to these changes. Projects are crucial for achieving cost reduction, launching new products, improving procedures, and fulfilling various organizational needs (Barcaui et al., 2022).

Traditionally, project success was evaluated primarily through the "iron triangle" of time, cost, and quality. However, the evolving nature of projects and business dynamics has necessitated a broader perspective. Modern project success encompasses not only efficiency

but also effectiveness, including benefits to stakeholders and organizational strategic alignment (Pinto & Slevin, 1988; Stevenson & Starkweather, 2010).

Recent literature highlights the significant impact of project managers' competencies on project success. Competencies include a mix of knowledge, skills, abilities, and attitudes that enable high performance. This comprehensive understanding of competencies aligns with frameworks developed by institutions like the Project Management Institute (PMI) and the International Project Management Association (IPMA) (Pinto & Slevin, 1988; Stevenson & Starkweather, 2010).

The role of soft skills, particularly emotional intelligence and trustworthiness, has gained prominence in project management. These skills significantly influence job satisfaction and project success by fostering a positive organizational climate and enhancing team collaboration (Barcaui et al., 2022; Müller et al., 2012). Emotional intelligence, for instance, allows project managers to navigate interpersonal dynamics effectively, thereby driving project outcomes positively (Stevenson & Starkweather, 2010; Barcaui et al., 2022).

Additionally, the interconnectedness of project success with long-term organizational benefits has been recognized. Projects are now seen as strategic tools that contribute to organizational goals, stakeholder satisfaction, and competitive advantage. This shift emphasizes the need for project managers to possess not only technical skills but also strong interpersonal and leadership abilities (Müller et al., 2012; Barcaui et al., 2022).

In conclusion, the modern approach to project success involves a holistic view that integrates both technical and soft skills. This comprehensive perspective ensures that projects deliver value not only in terms of efficiency but also in alignment with broader organizational objectives and stakeholder benefits.

## **1.2 Background of the Company**

CBE (Commercial Bank of Ethiopia) is a well-known financial organization that exists in the nation with over 1880 branches, 38.9 million customers and almost 2 million digital banking customers. The bank, which continues to operate today to provide and develop financial services in Ethiopia, was established in 1942. In addition to providing goods and services tailored to numerous socioeconomic groups and significantly contributing to the growth of the country, CBE is dedicated to enhancing customer convenience through digital solutions

therefore it provides extensive online and mobile banking services. The bank aims to become a world-class bank to provide cutting edge and fully integrated banking services, by applying refined working procedures and utilizing cutting-edge technologies (Commercial Bank of Ethiopia, 2021).

CBE has its own section for developing employees' skills. It gives many soft skill training to the employees at different times to develop employees' skills like communications skills, teamwork, decision-making, self- motivation, work ethics, leadership, acceptance of customer complaints etc. Soft skill training are ways of developing social or personal skills. The objective of this research is to analyse the effect of soft skill training given in IT project for improving CBE project success rate. Soft skills are needed for the employees to get a job and to do well in implementing projects.

Soft skills play a vital role in project performance in the Commercial Bank of Ethiopia (CBE), as they are essential for effective project management and successful outcomes. In CBE, where projects often require collaboration, communication, and coordination across different departments and teams, soft skills are particularly valuable in ensuring project success. Soft skills contribute to improved project performance in CBE by enhancing communication among team members, fostering better collaboration, and promoting a positive work environment (Commercial Bank of Ethiopia, 2021).

Additionally, these skills enable project managers and team members to adapt to changing circumstances, solve problems efficiently, and manage conflicts effectively, all of which are vital for project success in CBE. Moreover, in a large and complex organization like CBE, soft skills are instrumental in building trust, enhancing leadership capabilities, and promoting a culture of innovation within project teams. By emphasizing the development of soft skills alongside technical expertise, CBE can enhance project performance, increase productivity, and achieve better outcomes. Overall, the role of soft skills in project performance in CBE is significant, as they not only complement technical skills but also contribute to creating a conducive and collaborative project environment that fosters success and sustainability. CBE can benefit from investing in soft skills training and development programs for its employees to enhance project performance and achieve better business outcomes.

### **1.3 Statement of the Problem**

Through the use of the most recent technical developments, Commercial Bank of Ethiopia has established a reputation for providing comprehensive and state-of-the-art banking

services while also improving the convenience of financial services. The bank offers a wide range of digital banking services, such as internet, mobile, and CBE Birr banking. The many IT projects the bank has completed to date have set the groundwork for these digital offerings. Oracle database and backup consolidation, T24 for subsidiary banks upgrade project, EMT Tivoli, CBE local area network upgrade, credit scoring, upgrading mobile money solution, data lifecycle management (DLM), loyalty, NG screener, PCI-DSS, mobile money, CBE Birr upgrade, OBFI, SIEM to SOAR upgrading project, and ACI upgrade are just a few examples. These projects, which are valued in the millions of dollars, will continue to be carried out if substantial technological developments give the business a competitive edge over its rivals. The monetary value of these projects was disclosed in the bank's 2014 annual report.

According to the report, in June 2014 EC, the overall investment in IT hardware and software was approximately Birr 568 million. This balance was around Birr 415 million in the prior year. “These efforts will continue in the coming years to make the bank more competitive and to capture the hearts and minds of current and prospective clients” (Commercial Bank of Ethiopia, 2014). Therefore, the successful completion of these projects will have a substantial impact on not only the bank's performance and attainment of its goal but also the financial situation and economic growth of our country.

Various researchers stated that Banking and IT projects have the highest rate of failure all over the world. This is the case because these projects focus primarily on hard skills only and even researches are carried out to emphasize the hard skills due to which soft skills are often ignored. Researchers warn that overlooking soft skills can lead to problems like budget overruns and poor performance. Thankfully, some studies are recognizing the value of soft skills and incorporating them into training programs. It's equally important to understand the complexities of projects and the factors that contribute to them. This understanding allows project managers to navigate the dynamic, social, and intricate environments surrounding projects, emphasizing the value of soft skills (Zenith, 2023).

As indicated by (Tsedal 2018), failing to consider the effect of soft skills on project success can lead to wasted resources. Studies show that neglecting soft skills can cause companies to overspend on projects, negatively affect team dynamics, or miss deadlines (Tsedal 2018). For example, a project manager with strong technical expertise might understand project priorities, but without the necessary soft skills to influence and motivate the team, project

success is still at risk (Tsedal 2018). Ultimately, a project's success is directly influenced by on how collaboratively the team works under the project manager's leadership.

In CBE, soft skill training is given to employees conducted by the department called Learning and development. This research, finds out that employees of the bank were facing major issues regarding soft skill training practices. The bank has been giving trainings to its employees however the effectiveness of the training provided to employees and its impact on their performance has not been measured. During my service years for the last almost 5 years, Employee performance was not assessed to determine how well the training had affected it. There was no good assessment of the knowledge and skill gaps among the employees of CBE. The evaluation of trainee performance is not adequately established or recorded. The identification of these issues was done through observation and informal first interviews with bank employees.

In general, the problem to be addressed is that the effect of soft skill trainings in Information System projects among all the team members from the project managers to all team members resulting a great success in project completion. The failure of most projects to project managers who lack the necessary soft skills applicable to their field (Ravindranath, 2016). The IT industry started different projects, but most of them failed due to lack of soft skill of managers and employees (Hadad, 2014).

Therefore, this study initiate to assess the effect and use of soft skill training that is given by CBE on employee's performance in order to achieve a successful completion of quality projects. The research explains the three different types of soft skills needed in order for project managers and teams to use and that in return determined project success. And it also assesses on how these different types of soft skill trainings cause major positive impact on the project teams. Soft skills are interpersonal skills used effectively in leadership roles (Hendarman & Cantner 2018). As these skills cannot be taught, they must be developed, leading to the problem of the lack of soft skill developmental programs within the construction industry. Project managers with strong technical backgrounds (hard skills) but possibly lacking in soft skills are typically hired by CBE. The capacity of a project manager to manage projects effectively and efficiently may be limited by a lack of these soft skills. Failure of a project can also be caused by a project manager's lack of soft skills. Therefore, the purpose of this study is to find out how important soft skills play in project managers' performance and how these abilities affect a project's success.

## **1.4 Research Questions**

- How does leadership skill affect project success in CBE?
- How does communication skill affect project success in CBE?
- How does a team building skill affect project success CBE?

## **1.5 Research Objective**

### **1.5.1 General Objective**

- The general objective of the research will be to assess the effect of soft skill training programs on Information System project success in the case of Commercial Bank of Ethiopia.

### **1.5.2 Specific Objectives**

The specific objectives are the following:

- Assessing the effect of soft skill training and its contribution to project success (deadlines, budget constraints and meet objectives).
- To determine the effect of leadership skills on project success.
- To investigate the effect of communication skills on project success.
- To determine the effect of team work skills on project success.

## **1.6 Hypothesis of the study**

H0: Soft skill training positively affects project success.

H1: Communication skill positively affects project success.

H2: Leadership skill positively affects project success.

H3: Team Work skill positively affects project success.

## **1.6 Significance of the Study**

Employers with hard skills are the only ones who can fulfill the managers' goal for a substantial return on investment or increase in wealth. However, this study suggests that people should practice and give more thought to their soft and/or interpersonal skills, as they are among the most crucial tools for developing and sustaining a market and being competent

globally. This study aims to discover and evaluate soft-skill trainings on IT projects and their impact on team member performance, which contributes to the organization's success. This study will have a practical role in CBE training coordinators, policy and strategy makers, and human resource division. It also guides project managers at the bank to comprehend and adopt the soft skill training culture that most effectively promotes the success of IT projects to enhance leadership, communication and team dynamics. Furthermore, the finding of the study is vital to understand the soft skill training that is closely associated with project success to further our understanding of projects and the elements that contribute to project success.

This study is expected to give valuable opportunity of gaining deep knowledge about the study area and it may serve as a source of information for further studies possibly made by the organization and various researchers on related topics.

### **1.7 Definition of Key Terms Project**

**A Project:** is a series of discrete, interdependent tasks whose successful completion yields the anticipated business benefit that justifies undertaking the project (Robert, 2014).

**Project success:** It is when a project is finished on time, within budget, and to the proper performance or specification level. Additionally, it entails obtaining the user or customer's approval with minimal or mutually agreed-upon scope changes and without disrupting the organization's main workflow (Kerzner, 2009).

**Training:** is the process of enhancing a worker's knowledge and abilities to execute any job (Armstrong, 2006).

**Soft Skill Training:** is defined as a cluster of personality, social graces, communication skill, language skill, personal habits, friendliness and optimism that mark people and make them distinct and distinguished (Rita, 2014).

**Leadership Skill:** is a skill that someone who motivates a group of people to work toward a common objective (Peter, 2016).

**Problem solving skill:** ability to identify problems in advance, analyse problems, come up with some suitable feasible solutions, and tackle problem in timely manner (Deepa & Seth, 2013).

**Team building skill:** is about to foster team work, develop his/her team, develop team members, put confidence on them, give them authority, and delegate tasks (Deepa & Seth M, 2013).

**Communication Skill:** is a skill to understand projects teams concerns, identify problems in advance, and resolve conflicts in time through written and oral communication (Mascia, 2012).

### **1.8 Delimitation/Scope of the Study**

The scope of this study is limited to its significance and objectives. The research scope of area is located only in Addis Ababa and cannot assess other part of Ethiopia. This study will only analyse the effect of soft skill in Information System projects on project success in a theoretical basis while it has no intention to show how to acquire soft skills. This study will not cover the area analysis of hard skill trainings given by CBE; will not cover other factors that is affecting team member's performance directly. It focusses only on employees who are able to take certain trainings and those who are currently working on IS project for achieving certain goals. As suggested by the learning and development department at the bank, this research focuses on IT projects that have been conducted by the bank in the past recent years. This is because it is very hard to trace and locate the project team members and project documents beyond the three years' period. Limitation of the accessibility of the project documents due to the high confidentiality imposed by the bank was the major challenge. And also, finding the contact information of the project team members (respondents) to distribute and forward the questionnaire (google form) was not easy.

### **1.9 Organization of the Study**

The study consists of five chapters. The first chapter, serves as an introduction to the study, provides a description of the problem statement, the research question and objective, scope, and significance of the research. The second chapter discusses the theoretical foundations of the research variables as well as the findings of earlier studies on those variables and their relationships. It also includes the conceptual framework that was extracted from the research in the theoretical and empirical literature. The third chapter describes the methodology used to carry out the study. Additionally, it provides information about the sample size, target population, data collection techniques, validity and reliability of the measurement equipment, and ethical considerations. The data presentation, analysis, and discussion of the results are

presented in the fourth chapter. Finally, chapter five includes a summary of the results, the study's conclusion, and some recommendations.

## **CHAPTER TWO:**

### **2. LITERATURE REVIEW**

#### **2.1 Theoretical Literature**

This chapter presents a systematic review of the literature concerning project success, complex projects and influence of soft skills on project success.

##### *Elements of Effective Training Practice*

Implementing capacity and situation of practicing training practices, every chained activity needed to have successful training practice needs a primarily settled parameter used for evaluation of its effectiveness. As each elements of training program delivery have its own bounded objective to be attained on the given accomplishment level of planned activity, there needs a milestone to evaluate success of predetermined step. Especially on service delivery business organizations like Commercial Bank of Ethiopia, effectiveness of training programs runs over various steps of accomplishment should have to be evaluated on the basis of milestone settled to measure success of an activity on each step of performing a task. The milestones can be divided as input, process, output and impact measurements of training effectiveness as discussed below by Mintesinot, 2018.

##### *Training Management Process*

Management process is a system of implementing predetermined activities planned to realize forecasted objectives through utilization of limited amount of resources like human and budget. In management process different set of activities listed out as group of chained activity will be sorted as short time policy or procedure expected to meet on a given standard of time and quality. According to this ideology, we can take training management process as one of the influential factor which determines effectiveness of training programs. The management system is the overall process that includes related activities starting from gap identification up to evaluation of output and impact of the activity. Each activity on this process expected to follow predetermined scientifically defined framework to implement training programs on effective manner. The following figure is one of scientifically articulated diagram illustrated (Tannenbaum, 2002).

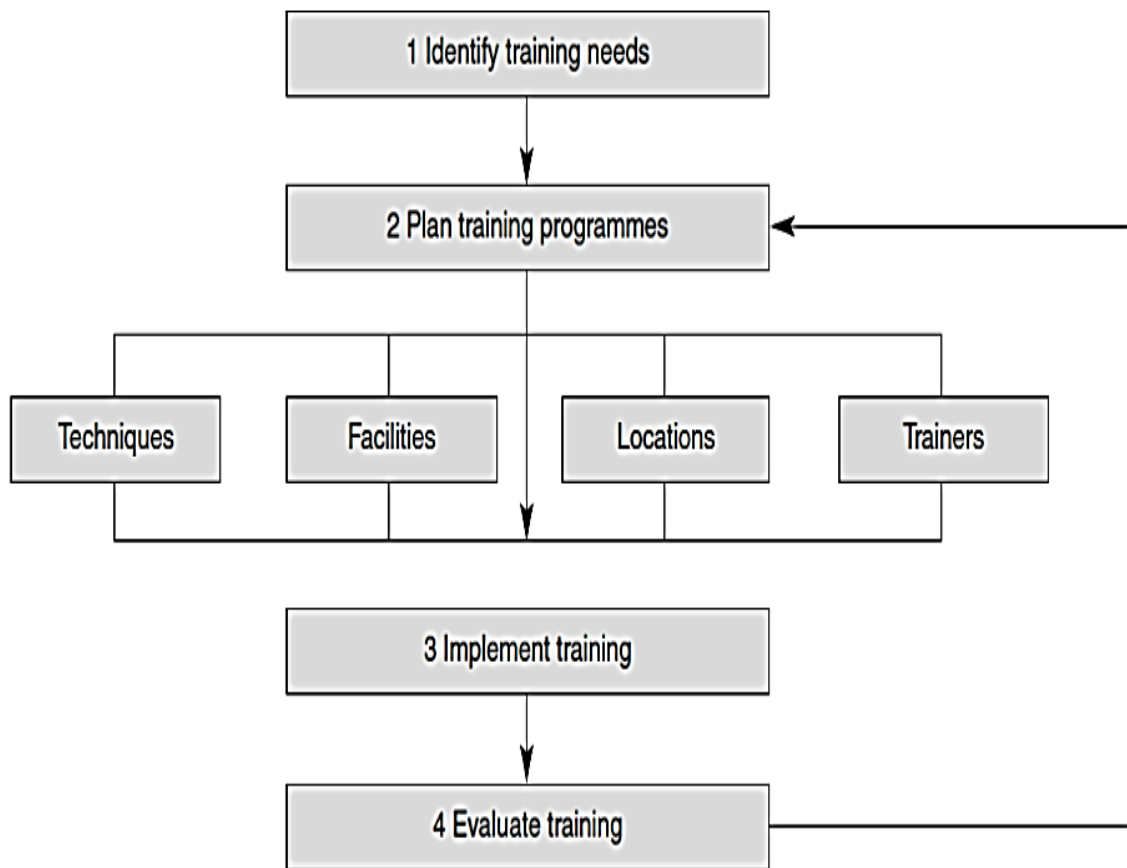


Figure 2.1: The Training and development Cycle Source: - (Tannenbaum, 2002)

### ***Rolling Impact of Training Practice***

Previous studies evidenced that there is a strong positive relationship between human resource management practices and organizational performance (Purcell et al. 2003). Guest D. (1997) in his research he mentioned that training and development programs as one of the major human resource management practice, and positively affects the quality of workers' knowledge, skills and capability resulting higher employee performance on job that increase product and service quality of the organization. This relation ultimately contributes to supreme customer preference and business success of the organization. Result of study carried out by Farooq & Aslam, (2011) depicts the positive correlation between training and employee performance as  $r = .233$ . Thus, we can predict from this finding that it is not possible for the firm to gain higher return and business success without best improving performance of its employees in timely fashion. Training is the only ways of identifying and building their competence level so that they may perform well to achieve organizational goals.

According to Swart et al. (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the workers and enhancing employee performance. Even if there might be various reasons for poor performance of employees’ aspects must be considered to select most appropriate training intervention to solve problems and enhance employee motivational level to participate and meet firm expectations by showing desired performance.

As mentioned by Swart et al. (2005), superior employee performance can be achieved on launching better quality training programs that leads to employee motivation, capacity and their needs of knowledge gap fulfillment. Moreover, these preceding impacts of employee performance improvement like service quality, customer satisfaction and organizational business success as illustrated in the figure below.

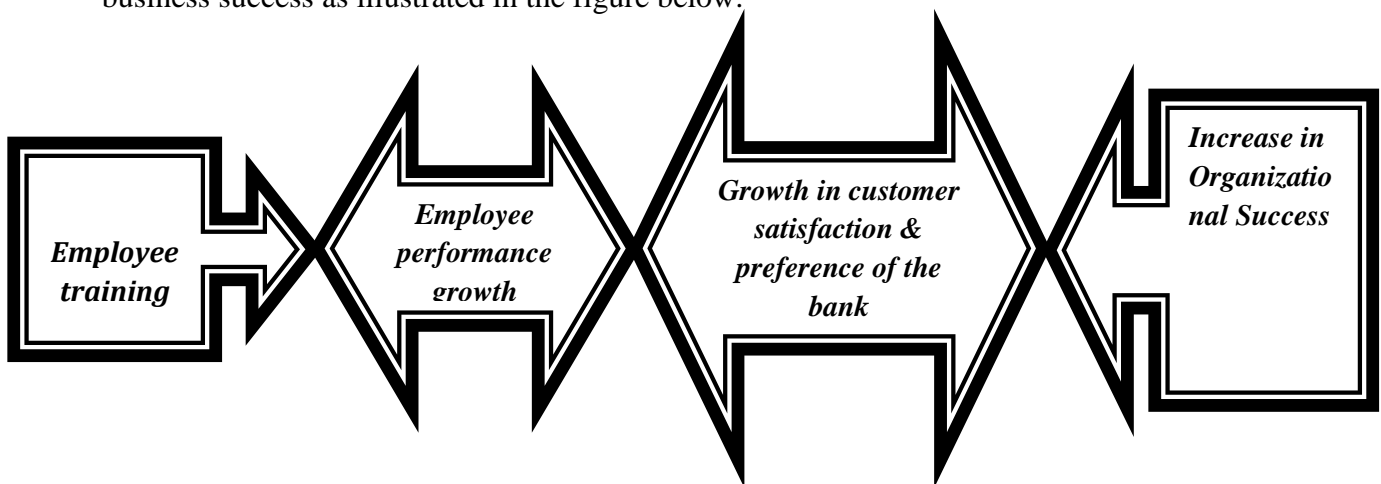


Figure 2.2: The impacts of employee performance improvement (Swart et al. (2005))

**Effective Project Manager Skills and Competencies**

According to authors like El-Sabaa (2001), soft skills are the most crucial for project managers as they greatly impact their practices. According to his study, soft skills include political sensitivity, strong self-esteem, and mobilization, delegation of authority, communication, and situational awareness. By Dulewicz & Higgs (2005) in their study, the significance of emotional and social components was also recognized. They also identified, interpersonal sensitivity, persuasion, and emotional resilience are all crucial competencies. Additionally, Zimmerer & Yasin (1998) identified Reinforcing positive behaviour, empowering team members, communicating effectively, demonstrating trust and respect and remaining flexible to respond to changes would enhance a project's success. As to Katz's (1974), an efficient administrator possesses the ability to comprehend and interact with people, fosters a climate of validation and safety, motivates team members to contribute, and

exhibits empathy towards their requirements. Good managers should exhibit these traits in all of their actions, considering other people's perspectives during decision-making and consistently inspiring the team. Beale & Freeman (1991) discussed in order to succeed a project manager needs to exhibit many human talents. Proficient interpersonal and leadership abilities, a strong sense of human compassion, and a strong sense of personal motivation are some of the key traits. Additionally, Stevenson & Starkweather (2010) found that companies hiring project managers are looking for people with strong leadership qualities, the capacity for effective multi-level communication, and the ability to deal with uncertainty and change.

### *Influence of Leadership Skills on Project Success*

The study focused on the influence of soft leadership skills of a project manager on project performance in Kenyan national youth development and training projects. Findings indicated that communication skills and interpersonal skills significantly influence project performance. The study recommended regular training on communication skills for project managers and emphasized the importance of formal communication modes and team-building sessions (Chepkemoi & Nganga, 2019).

One study emphasizes on the importance of soft skills in project success, particularly in the sense of risk management. It highlights the correlation between the soft and hard concepts of risk management with project success, indicating that the soft side of risk management plays a crucial role, explaining a substantial portion of the effect on project success. This study underscores the significance of soft skills in enhancing project outcomes and the interplay between soft and hard skills in project management (Carvalho & Rabechini, 2015).

Another studies in the banking, construction, education, and health sectors in Zambia than in manufacturing firms implies soft skills related to project management are greater. As a result, the study focused using a case study of manufacturing enterprises in the Luanshya district describing at how soft skills in project management affect project success. Examining how much motivation soft skills impact performance, evaluating the impact of communication soft skills, project leadership soft skills, and evaluating the impact of decision-making soft skills on project success were the goals. A positive and great impact on successful project completion is guided by the achievement of the listed different types of soft skills. (Diana, 2021)

### *Concept of Training*

Employees are a very important and valuable resource for every institution, according to Javed, (2014). Today, there have been significant modifications to employee benefits. The working environment developments have a major impact on employees' knowledge and abilities go hand in hand with these evolving perks. Hence, training is crucial to improving employees' knowledge, abilities, and attitudes. Also, it will be simpler for employees to acquire additional knowledge based on the institution received from the training and other knowledge, as well as to obtain additional knowledge and modify co-workers. Training that encourages staff creativity is necessary to maintain performance. In the current cutthroat business environment the productivity, profitability, or even survival of organizations will benefit from employee training.

Training is the process of enhancing a worker's knowledge and abilities to execute any job. Training covers the area of abilities that are often required to carry out a certain career. Its goal is to improve the skill of individuals who receive training and provide them the ability to do their professions more effectively. Training enables new hires to become completely productive in the shortest amount of time. Every time new technologies are adopted and introduced or there is a change in the way things are done, training is equally important for the older staff. The reality is that training does not stop anywhere it is a continuous process (Armstrong, 2006).

### *Concept of soft skill Training*

Soft skills can be divided in two general parts that are domain-general and domain-specific which means hard skill and soft skill, respectively (Aditim, 2013). The concept of soft skill training started in the Early 1960's and 70's (Ritu, 2018). It is defined as a cluster of personality, social graces, communication skill, language skill, personal habits, friendliness and optimism that mark people and make them distinct and distinguished (Rita, 2014). The word is also used interchangeably with social, personal and interpersonal skills. Soft skills are considered as a must at work place for success (Anju & Gopika, 2017). To help professionals learn soft skills experientially like role-play, simulations, out bound and in bound training, programs, team games and other activities are used based on the organizational behaviour (Swati, 2020). Sukhoo et al (2005) realized as IT projects have a high failure rate, Soft and hard skills must be integrated in order to strengthen project management disciplines through its methodology. Organizational success is measured by analysing where the organization is

in regard to its goals and its mission. Implementing training and developing programs harness the full potential of every individual in the organization (Ian, 2019). The survey addresses soft skills components and mediating variables to assess their impact on project performance (Hadad, 2014). According to Zedeck & Goldstein (2000), soft skills are highly sought after by organizations such as dealing with conflict and gathering and sharing information. Sail & Alavi (2010) realized that after receiving training interpersonal skills increase the knowledge of employees.

### *Organizations' need for soft skill training*

A self-development must be balanced with the expansion of the organization. The main concerns are the structural sustainability and its ability to adjust to a changing environment. The development and progress of employees must be viewed within the framework of this change (Arun & Saiyadain, 1996). They believe that effectively planned and executed training can enhance an organization's general value in three ways.

First, it can increase workers' commitment and motivation. In today's economy, learning new skills is crucial. Companies that provide more training foster employee commitment. Therefore, Employees understand the importance of the learning possibilities that training holds and companies that provide learning and development opportunities put their workers' interests first, which makes them feel more committed to the company. An organization can profit from employee dedication by keeping more highly performing workers on staff.

Second, the organization can function better on daily basis when training facilitates employees perform their work more successfully and efficiently. To help the organization be more productive, Employees who are trained are more likely to be dedicated to the company and have higher level of knowledge and skill.

Assisting a company in achieving its strategic goals is the third benefit that training brings. It achieves this by providing staff members with the particular expertise, abilities, and mindsets required to turn strategic initiative into reality. Put another way, businesses ensure that the proper people have the necessary skills to achieve the competitive advantage aimed for by the plan by making wise judgments about training. Azim et al. (2010) state that the most crucial soft skills are motivation, ownership, delegating, communication, and a sense of accomplishment. In this research, I have chosen to look closer at Leadership skill, Communication skill, and Team work skill.

### ***Leadership Skills***

Over the years, leadership has drawn the attention of researchers from all around the world. Leadership is a complex process with many elements and varying definitions. According to Peter (2016), even if everyone has a basic understanding of what the term means, it may mean different things to different people. He asserts that leadership is a process wherein an individual influences a group of people to attain a common purpose. He bases this assertion on the elements that can be identified as fundamental to leadership from the variety of ways in which leadership has been viewed. Richard (2008) defines leadership as an impactful partnership between leaders and followers who want to achieve results that represent their common goals. Additionally, he argues that leadership is about bringing about change rather than upholding the status quo and that this change should reflect the goals that leaders and followers both embrace. In every company, there are leaders who are expected to guide the organization to success and achievement of the predefined goals. As this responsibility is extremely complex and demanding, leaders must have the essential soft and hard skills to fulfil it. They must also exhibit a variety of traits, skills, and behaviours in order to guide their team and organization to success. Leadership style refers to the techniques used by the leader to inspire the team and foster a positive environment. A range of leadership styles that draw from these theories have been recognized by scholars, who have defined and identified numerous leadership theories.

### ***Communication Skills***

According to Shi & Chen, (2006) the ability to communicate effectively is one of the most important skills project managers need to have. Written and oral communication abilities are among the several forms of communication that are included in the communication skills. Project managers that have strong communication abilities are able to comprehend the worries of their teams, anticipate issues, and promptly settle disputes (Mascia, 2012). This ability also involves realizing the meaning behind the communications that other people are making. Effective communication is crucial for project managers (Jetu & Riedl, 2012). A study conducted by Kreger, 2012 also identified communication as a critical component of project success.

### ***Interpersonal skills***

According to Levin & Brenton (2012) the second ability a project manager needs to properly manage a project is interpersonal skills .This ability relates to how a project manager builds

and maintains relationships with people from various backgrounds. As part of their interpersonal abilities, project managers must also be adept in inspiring employees. Cornelius (2012), in order to assist the project manager in accomplishing the goals of the project, a leader's interpersonal skill set includes the ability to convince and influence. The goal of employee motivation is to inspire team members to work hard and dedicate their energies to accomplishing the project's objectives.

### *Coordination Skills and problem solving skills*

Coordination abilities are the third competency a project manager needs to have in order to successfully oversee a project (Brenton & Levin, (2012). In order to successfully complete the project, building positive relationships with project team members is the focus of this competence. Another aspect of coordination is managing several distributed tasks, teams, parties, and internal and external stakeholders.

Problem solving skill relates to projects. It possesses the capacity to anticipate issues, analyze them, and develop workable solutions. It also handles issues quickly (Deepa & Seth, 2013). The likelihood that a project will succeed can be decreased if a project manager lacks effective problem-solving abilities and discovers issues too late to address them.

### *Team building and Delegation Skills*

According to Deepa & Seth (2013), in order for the project to succeed a project manager must also establish a team and delegate authority. A project manager's duties as part of team building and delegation include encouraging teamwork, growing the team, developing team members, placing trust in them, giving them authority, and assigning responsibilities. In the absence of effective team building and delegating an excessive amount of workload may be placed on a project manager.

### *Project Success*

Although the concept of project success is widely discussed, experts have not yet come to a conclusion on any particular definition or set of criteria (Siguroarsan, 2009). A project is considered successful when it accomplishes its goals and is finished on schedule and under budget, according to Narayanaswamy, Grover, & Henry (2013). According to Sicote & Langley (2000) and Hoegl & Parboteeah, (2007), soft skills of the project manager are one of the aspects that contribute to the success of the project. The ultimate goal of each undertaking is to succeed. However, in the context of a project, the term "success" is debatable and

arbitrary. Project management has emerged as the key tactic for achieving success in this regard. Each project's success is linked to the project management approach it takes to accomplish its objectives. Even though many new variables have been added to the success prediction model due to contemporary technological and social paradigm changes, the quality, time, and budget triangular relation still serves as the base for success components. Malawige (2018).

The following triangle figure illustrates the relationship between three primary forces in a project. Time is the available time to deliver the project, cost represents the amount of money or resources available and quality represents the fit-to-purpose that the project must achieve to be a success.



*Figure 2.3: The Triple Constraints Model and Its Disappearance from the PMBOK*

### ***Major success metrics***

- Completion within Budget: This metric assesses whether the project was executed within the allocated budget. It compares the actual project costs against the budgeted expenses.
- Completion on Time: This metric evaluates whether the project was completed according to the planned schedule. It compares the actual project duration with the initially estimated timeline.
- Scope Adherence: This metric measures the extent to which the project delivers all the planned features and deliverables outlined in the project scope without significant scope creep.

- **Quality of Deliverables:** This metric assesses the quality of the project's outputs and deliverables. It evaluates whether the deliverables meet predefined quality standards and stakeholder expectations.
- **Customer Satisfaction:** This metric gauges the satisfaction levels of project stakeholders, including customers, end-users, and sponsors. It can be measured through surveys, feedback mechanisms, or other means of gathering stakeholder opinions.
- **Return on Investment (ROI):** This metric evaluates the financial performance of the project by comparing the benefits gained from the project against the costs incurred to execute it.
- **Stakeholder Engagement:** This metric measures the level of involvement, collaboration, and communication with key stakeholders throughout the project lifecycle.
- **Risk Management Effectiveness:** This metric assesses the project's ability to identify, assess, and mitigate risks and uncertainties effectively throughout the project.
- **Adaptability to Change:** This metric evaluates the project's ability to respond to changes in requirements, priorities, or external factors while maintaining project objectives.
- **Lessons Learned and Knowledge Transfer:** This metric assesses whether the project captures insights, best practices, and areas for improvement for organizational learning and continuous improvement.



Fig 2.3: project success criteria Source: Al Tmeemy et-al, 2010 Nelson, 2005

Critical success factors can improve a project outcome, which in turn can be assessed by a set of measurements as indicated in project success criteria. This relationship can be shown as in figure below:

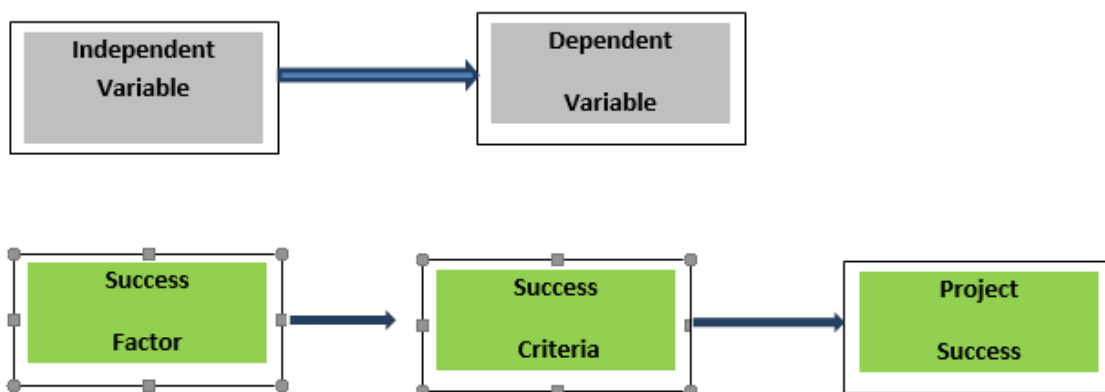


Figure 2.4: Success factors and success criteria adapted from Ø. H. Meland (2000)

The figure above implies that success factors can improve the project outcome, which in turn can be assessed by a set of measurements used to measure project success criteria. Therefore, by working on the success factors one can influence the success criteria and increase the likelihood of overall project success.



### 2.3 Empirical Literature

A range of studies have highlighted the significant impact of soft skills on project success. Kramer, (2012) provides practical insights, reporting on the effectiveness of soft skills training for project managers in improving product quality. These findings collectively suggest that soft skills, particularly those related to communication, leadership, and problem-solving, are crucial for project success.

The subject of soft skills has been analysed by numerous scholars under the framework of company performance since they have indirect relationship between them. Based on the research, “*Exploration and Effect of Soft Skills Training on Performance in Academic and Non-Academic Organizations*”, Rita, (2014) proved the positive relation between soft skill and performance because soft skill training leads to changes in behaviour and working styles. This research is done to understand the importance of various soft skill training programs among potential managers and the role of soft skill training in bringing about change in attitude and performance of IT projects. The researcher identified age, educational background and faculty as the independent variables. The perception of importance of different soft skill training programs, change in attitude, usefulness of different soft skill training programs and their types are also identified as independent variables. The nature of study is exploratory study of the factors through survey methods using cross sectional design. According to the research of Hadad, (2014), “*The Effect of Soft Skills on Project Management Success in IT Industry*”. Communication Skills, Project Stakeholders Mix, and overall Soft Skills all have a direct impact on project success. While there are three components that make up total soft skills, only two of them have any direct bearing on project success. They include conflict resolution and negotiation techniques. Every aspect of soft skills has an impact on project success, either directly or indirectly.

Most firms utilize the idea of performance management to check whether they are on the correct track or not. Organizations must be aware of performance indicators in order to manage performance. The key performance indicators (KPIs) and their effects on overall organizational performance in Pakistan's manufacturing industry are examined in this essay. The influence of KPIs on the overall performance of the manufacturing companies was assessed using data that was collected from the top level management of the 84 best manufacturing organizations in Pakistan using a structured questionnaire. The findings demonstrate that, in terms of performance measurement, manufacturing businesses place a greater emphasis on customer satisfaction and delivery reliability.

Additionally, evaluating an organization's performance in terms of its cost, financial, quality, time, flexibility, delivery reliability, safety, customer satisfaction, employee satisfaction, and social performance indicators has a positive, noteworthy impact on the performance of the entire company. In order to assess the impact of each important performance indicator on the organization's overall performance indicator index, this paper compiles all relevant performance indicators used by organizations into a single list (Bhattie et al, 2014)

According to the Zincirkiran & Fatih, (2015) findings, employees' degree of organizational commitment and performance are projected to rise as their level of teamwork increases. Also, it may be stated that improved organizational commitment is anticipated to have a good impact on employee performance in the workplace. Another finding indicates that teamwork and organizational commitment have a big impact on how well a company performs. Based on this finding, modern businesses, especially those in the health sector, should place more emphasis on employee collaboration for efficient internal operations. Also, management can set up events to strengthen staff members' organizational commitment in order to improve productivity. Generally, the importance of training and development of the study has been recognized but it must systematically identify the training need and skill deficit of employees, however monitoring and evaluating helps to maximize the impact of training in these country.

Proving the model illustrated by Swart et al. (2005), the study made by Nassazi, (2013) clearly indicated that, most (92.5%) of 110 respondents believe on strong determination of effective training practice up on improvement of employee performance, service quality, customer satisfaction and organizational business success. This shows considerable impact of training practice effectiveness on organizational business performance partly through improving employee skills that enables them to know and perform expected jobs better.

Regardless of the studies on situation of training and development practice in Ethiopia, financial service sector research carried out at Ethiopian Insurance Corporation by Yebelay (2014), majority of the respondents troubled on training selection method and mentioned that it was unfair and unsystematic. The other findings on the effect of trained employees' performance revealed a significantly positive relationship with  $r = 0.777$ ,  $p < 0.01$ . This value of correlation indicates a stronger relationship and significant at  $p$  value less than 0.01 soft skills in project management.

According to Crawford & Pollack, 2004 the terms “hard” and “soft” are being used in the project management context when referring to projects, programs, methodologies, systems, goals, knowledge, ideas, values and skills. However, generally, “hard” skills in project management context refer to processes, procedure, tools and techniques, whereas “soft” skills refer to dealing with human issues, i.e., the “people” side of the project (Azim et al., 2010). Soft skill in project management has become increasingly important because of increasing complexity of the projects (Azim et al., 2010). Dixon et. al. (2010) defines soft skills as “*a combination of interpersonal and social skills. Hard skills, on the other hand, include technical or administrative competences*”. Similarly, Muzio & Fisher (2009) relate hard skills to innate intelligence and soft skills to behavior, motivation, and other aspects of human interaction.

(Levasseur, 2013) Soft skills can be classified into:

1. Personal (e.g., self-awareness),
2. Interpersonal (e.g., communication),
3. Group (e.g., collaboration), and
4. Organizational (e.g., leadership)

For the purpose of this research, by using Dixon et al., (2010) definition of soft skills. It is generally agreed that technical people lack soft skills (Levasseur, 2013). Muzio & Fisher (2009) appointed hard skills to being lower-order skills, and soft skills to being higher-order skills. Their reasoning for this was that hard skills are either innate or learned through education or training, thus making it a physiological factor. They are also more prevalent than soft skills. Soft skills, on the other hand, take time to work on and they are a result of interpersonal interaction and self-reflection.

Researchers agree that soft skills are equally important as hard skills in many disciplines, such as analytics and operations research, accounting, information systems, finance, project management, etc. (Levasseur, 2013). In their research of project management professionals, Azim et al. (2010) argued that the key to managing complex projects is soft skills. It also affirms that about three quarters of interviewees say that people skills are the most 25 important factor in dealing with project complexity. The researchers agree that the hard skills are important for planning and control of the project, whereas soft skills play an important role in the implementation of these plans (Azim et al.,

2010). *“People deliver successful projects and not just the application of methods and tools”* (Azim et al., 2010).

Tsion (2021) examined the impact of leadership competency on project success in the case of East Africa Bottling Sc. According to her research findings, leadership style has the fourth largest impact on project success out of the five leadership criteria (leadership style, skill, trait, control, and experience).

Alem (2019) did a study on the impact of a project manager's leadership style and teamwork on project performance; he determined that there is a statistically significant positive association between a project manager's leadership style and project success.

According to a South African study on the influence of leadership style on project success, in the case of a telecommunications company, both transformational and transactional leadership style are required for a project to be successful with a positive rating of more than 50% (Lategan and Fore, 2015). Leadership style and project success in the non-profit health sector organizations: A case study of selected donor supported health projects in Uganda was the title of a study undertaken in Uganda NGO health sector organizations.

A Nigerian study titled "The relationship between leadership styles and project success among IT Professionals in Nigeria: implications to project management" went on to clarify the relationship between leadership style and project performance. The researcher concluded that there is a link between the effectiveness of IT projects in Nigeria and project managers' leadership styles. Furthermore, it identified a link between transformational leadership style and project success as well as transactional leadership style and project success. The study, however, revealed a negative relationship between a laissez-faire leadership style and project success (Ukpai et al., 2013).

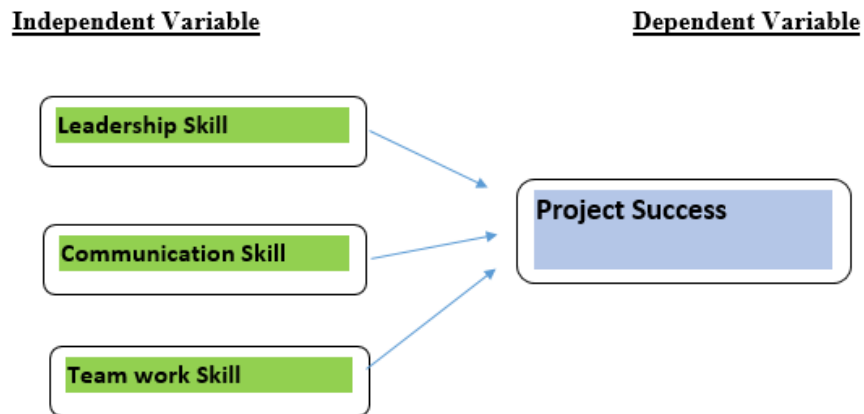


Figure 2.5: Conceptual framework of the Study (Self-prepared, 2024)

## CHAPTER THREE

### 3. RESEARCH METHODOLOGY

#### 3.1 Introduction

According to (Kothari, 2001) research methodology is a way to systematically solve the research problems. Methodology is the general research strategy that outlines the way in which research was undertaken and among other things, identifies the methods that were used in it. This chapter presents the research design and approach, target population and sampling method, sample size, source and instrument of data collection, methods of data analysis and ethical consideration employed to investigate the relationship between the study variables.

#### 3.2 Research Design and Approach

This study used an explanatory research design with quantitative approach to examine the degree to which the study variables are related to one another. Explanatory research looks for causes and reasons. This research design was chosen because it aids in understanding a phenomenon that had not previously been well explained. It helps to broaden our understanding of a phenomenon by uncovering patterns and trends in data of how a given phenomenon occurs (Merkus & George, 2021). It aims to understand phenomena by discovering and measuring causal relations among them (Mitchell & Jolley, 2007).

The project success is the dependent variable while soft skill trainings (Leadership, Communication and Team work) are the independent variables. Quantitative research approach was applied to gather and analyse the numerical data from the survey five point

Likert scale questionnaire as well as the adopted project success items (Cost, Schedule and Scope). This research approach was chosen by its ability to uncover trends and averages, provide forecasts, examine causality, and extrapolate findings to larger populations (Bhandari, 2021). Responses are analysed using SPSS software to acquire objective causal relationship among the variables. The study covers Commercial Bank of Ethiopia, Addis Ababa at head office only. The design will provide insights into how soft skills of the employees affect and how these soft skills helps on achieving certain projects successfully.

### **3.3. Description of Variables**

According to this work, the objective is to show the effect of dependent variable by the independent variable and aimed at explaining the relationship, if any, between the dimensions of soft skill trainings

- *Independent variables*

In this study, three contemporary soft skill trainings (Leadership, communication and Team work) were employed as independent variables. A five point Likert scale questionnaire survey was utilized to evaluate the effects of each skill.

- *Dependent variables*

The three components of the iron triangle; cost, schedule, and scope were integrated in this study, along with the achievement of the project organization's goals and objectives, to measure project success (PMI, 2013).

### **3.4. Population, Sample, and Sampling Technique**

The population for a study is the group of people about whom the researcher wants to draw conclusions (Babbie & Mouton, 2001). Population, is thus, the total group of people or entities from which research information is intended to be obtained. This study is conducted in Commercial Bank of Ethiopia, Addis Ababa. Because it is not possible to study all Population, a sample is drawn. The target population included all staff members involved in active projects, and all the IT professionals in the IS unit that have been involved in IT projects in the past years. Thus, the populations for this study consist of CBE staffs in IS projects. In the organization there are around 49,500 permanent employees and IS (Information Security) unit is composed of seven departments out of the seven departments, three of the departments; IS Applications Management & Customization, IS Security and Business Analysis & IS PMO are considered in this research since these divisions are in

charge of overseeing IT projects from initiation to completion. In the targeted sections where employees involved in project be around 340 staffs.

In addition, all employees in Addis Ababa and in head office were not part of the study. It only consists of the right respondents who have pertinent knowledge, experience, and ability to provide response for related research questions.

The sample size is determined using Taro Yamane's (1964) statistical formula as follows:

$$n = \frac{N}{1 + N(e^2)}$$

Where:

n is selected sample size;

N is total number of selected population;

e is margin of error acceptable or measure of precision that is 0.06, a confidence of 95%.

1 = constant value

$$\text{So, } n = \frac{340}{1+340(0.06^2)} \approx 151$$

As a result, 151 respondents were chosen as the sample size with a 95% confidence level and a 5% margin of error.

### **3.5. Data Source and Instrument of Data Collection**

The researcher gathered data from both primary and secondary sources. Cross-sectional primary data were obtained from the target population using the questionnaire and a project success questionnaire adapted from prior literatures and delivered to respondents in the target demographic. The items used to measure project success in the questionnaire was adopted from the concept of Triple Constraints Model and its disappearance from the PMBOK. The questionnaires were distributed using Google Form, an online web-based interface, by sending the link to the respondents via email/ telegram. The completed forms or responses were exported from the Google form to an excel spreadsheet, and the data was then supplied for further analysis to data analysis tool, IBM SPSS Statistics 27.0.1. The questionnaire has three components. The first section collects demographic information from respondents, while the second section focuses on the respondent's Performance Evaluation having a

variable (Soft Skill Competency and Project success dimensions), with an assigned indicator for each variables and items for each of the soft skill training and project success dimension according to the respondent's perception. The project materials, including the project status report, were used as secondary sources to gather information.

### **3.6. Method of Data Analysis**

#### **3.6.1. Data cleaning and screening**

Because the data was collected via a Google form, the researcher went through the material to sort out and delete any default information and errors so that the data would be suitable for SPSS format.

#### **3.6.2. Analysis employed**

In order to demonstrate the relationship between the dependent variable (Project Success) and the independent variables (Leadership Skill, Communication Skill, and Team work skill) in this study, descriptive statistics and inferential analysis were performed on IBM SPSS Statistics (Statistical Package for Social Science) 27.0.1. Pearson correlational analysis was utilized to better understand the nature and magnitude of the link between the relevant independent and dependent variables. Furthermore, multiple regression analysis was used to examine the strength of their link as well as the value of the dependent variable at a given value of the independent variable. The following equation expresses the relationship between the dependent variable (project success) and the independent variable (Leadership Skill, Communication Skill, and Team work skill) using a linear combination of the independent variable plus an error or residual term from the regression analysis.

Through the multiple regression method, it was tested that the effects of soft skills have impact on the success of projects.

$$Y_i = \alpha + \beta_0 X_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \sum$$

Therefore, the specification of the multiple regression model is as follows:

Where,

Y- Represents the dependent variable, in our case is the success of the project

X - Represents the independent variable,

Where in our case:

$X_1$  Leadership,

$X_2$  Communication

$X_3$  Teamwork,

$\beta_0, \beta_1$  and  $\beta_2$  are the parameters or estimation coefficients;

Where:

$\beta_0$  Is the constant parameter, while  $\beta_1, \beta_2$  and  $\beta_3$  are the independent variable estimation parameters.

$\alpha$  - is the stochastic or error term variable, it contains all factors or variables not foreseen in the model and is a non-reserved random variable assuming positive and negative values.

### 3.6.3. Reliability and validity test

Reliability and validity are keys in determining precision of the instrument we apply to gather information. It measures the precision with which a research instrument measures, enhances the credibility of the instrument and the usefulness of the research. Promotion of the validity and reliability of research will enhance the value of the research (Mouton, J 2001).

The reliability coefficient, or Cronbach's alpha, is frequently employed to assess the internal consistency or dependability of a psychometric test result for a subset of participants. As a result, M. Lombard (2010) states that coefficients of .90 or higher are almost always acceptable, 0.80 or greater is acceptable in the majority of circumstances, and 0.70 might be suitable in some exploratory investigations for specific indices.

Table 1. Cronbach's alpha

Reliability Statistics	
Cronbach's Alpha	No. of Items
0.901	24

Source: Own survey (2024)

Variable	Cronbach's alpha	Item
Leadership Skill	0.841	5
Communication Skill	0.891	4

Team Work Skill	0.831	4
Project success	0.778	11

*Table 2. Cronbach's alpha for the dependent and independent variables*

### 3.7. Ethical Considerations

Before collecting the data, the researcher followed the steps required by the Bank for prospect research. Consequently, the researcher sent a letter of recommendation to the Learning & Development department. Following departmental permission, the researcher proceeded with data collecting for the study and, in compliance with established protocol, sent out Google Forms questionnaires to participants. Prior to collecting data, the researcher ensured that the respondents understood the full purpose and application of the study, as well as their full right and consent to participate. The researcher also emphasized the confidentiality of the respondents' responses and their right to know the results, if they so desired.

## CHAPTER FOUR:

### 4. DATA PRESENTATION, ANALYSIS & DISCUSSION

#### 4.1. Introduction

This study's objective was to assess how the effect of soft skill training on information system project success. To do this, the researcher distributed and collected data through survey questionnaires and secondary data sources and then entered the information into the SPSS software package for further analysis. This chapter provides the data presentation, analysis, interpretation, and discussion of the findings of the data.

#### 4.2. Response Rate of Respondents

After obtaining the contact details of the project team members, about 151 questionnaires were distributed to the respondents who had participated in IT projects in the different departments. Out of the questionnaires, 110 have been completed and returned, yielding a 72.8% response rate, which is over the acceptable threshold of 70%.

According to Table 4, men account for 62.7 % of respondents, representing most of the population. Women accounts for 37.3%. Furthermore, the table shows that 40% of respondents have a master's degree and above, while 60% have a bachelor's degree.

Classification		Rate recurrence	of Percentage (%)
Gender	Male	69	62.7
	Female	41	37.3
	Total	110	100
Level of Education	Diploma	0	0
	Bachelor's degree	66	60
	Masters and above	44	40
	Total	110	100.0
Years of Experience	1-5	53	48
	6-10	24	21.8

	11-15	10	9
	16-20	2	0.9
	21 and more	21	19
	<b>Total</b>	<b>110</b>	<b>100</b>
Department	Application	31	28
	IS Security	56	50.9
	PMO	23	20.9
	<b>Total</b>	<b>110</b>	<b>100</b>

Table 4.1: Respondent's demographic information Source: Own survey (2024)

The bulk of respondents (48%) fell into the experience group (1-5), followed by 21.8% in the experience group (6-10), 9% in the experience group (11-15), 0.9% in the experience group (16-20) and 19% in the experience group (21 and more). As a result, with an average experience level of fewer than five years, most respondents fell into the categories of entry-level, intermediate-level, and experienced respondents. With percentages of 50.9 and 28, respectively, the IS security and Application departments accounted for the majority of respondents in terms of department distribution. Finally, the demographic data showed that the majority of respondents are mostly men with entry- to intermediate-level experience, indicating that the respondents are qualified to provide accurate information for the study. However, this does not degrade women; rather, it demonstrates the conventional occupations that men and women chose.

#### 4.3. Descriptive Analysis for the Study Variables

The items on the questionnaire were measured on a five-point Likert scale, the scale allowed the respondents to indicate their level of agreement in a bounded data format of 1-5, with 5 being strongly agree and 1 being strongly disagree, it consists of 24 questions. The following descriptive analysis presents the mean and standard deviation of the responses for the items, which in turn was used to investigate the presence of the study variables in the listed IT projects. Hana (2019) noted that a mean score value of 0.01 to 1 indicates strongly disagreeing responses, a mean score of 1.01 to 2.00 indicates disagreeing responses, a mean score of 2.01 to 3.00 indicates neutrality, a mean score of 3.01 to 4.00 indicates agreement and a mean score value of 4.01 to 5.00 indicates strong agreement between respondents.

Therefore, the following permissible values have been taken into consideration to investigate the presence of the study variables.

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
COM	110	9.00	20.00	16.0818	2.13804
LEAD	110	13.00	25.00	20.5182	2.85340
TEAM	110	14.00	20.00	17.5091	2.01711
PSUCCESS	110	28.00	55.00	41.4091	5.07792
Valid N (listwise)	110				

Table 4.2: Descriptive analysis (mean and standard deviation) of the responses for the items

#### 4.3.1. Impact of leadership skill in project success

Leadership skills being the main independent variable of the study, it was very crucial to know the opinion of the respondents regarding its impact, effect or significant relationship to their project success which they undertake in their workplace during various interval of time. Leadership skill generates employee engagement and passion, which lead to higher levels of customer loyalty, service, innovation, and ultimately profits. The impact of leadership skills in project success is tabulated and shown in Table 4.3. Among the total accurate respondents 110 respondents provided positive result regarding the role or impact of leadership skill in success of project.

Table 4.3: Survey on leadership skills

<b><i>Descriptive Statistics</i></b>			
	<b><i>N</i></b>	<b><i>Mean</i></b>	<b><i>Std. Deviation</i></b>
<i>Effective leadership is crucial for guiding a project team towards success</i>	<i>110</i>	<i>4.11</i>	<i>0.737</i>
<i>A strong leader can inspire and motivate a team member to achieve a project goals.</i>	<i>110</i>	<i>4.07</i>	<i>0.666</i>

<i>Leadership skills such as decision-making, problem solving, and delegation are essential for project success.</i>	110	4.04	0.816
<i>A Good leader fosters a positive team culture and encourages collaboration among team members.</i>	110	4.17	0.773
<i>Effective communication and interpersonal skills are key aspects of successful project leadership.</i>	110	4.33	0.597
<i>Valid N (listwise)</i>	110	4.14	0.72

<b>Leadership skills such as decision-making, problem solving, and delegation are essential for project success.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	16	14.5	14.5	14.5
	Neutral	15	13.6	13.6	28.2
	Agree	60	54.5	54.5	82.7
	Strongly Agree	19	17.3	17.3	100.0
	Total	110	100.0	100.0	

Table 4.4 shows that maximum number of respondents with the percentage value of 54.5% agreed that a strong leadership skill such as decision making, problem solving and delegation are essential for project success.

#### **4.3.2. Impact of Communication skill in project success**

Since communication skills were the study's next independent variable, it was important to comprehend how they related to project success. By questioning officers and project managers for their opinions on a range of statements on communication skills, the influence of these abilities on project success in CBE was gathered. Table 4.4 presents the evidence in this regard.

<i>Descriptive Statistics</i>			
	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>
<i>Effective communication among team members is essential for project success.</i>	110	4.13	0.609
<i>Clear and timely communication with stakeholders is crucial for project alignment.</i>	110	4.09	0.666
<i>Active listening skills are important for understanding project requirements and feedback.</i>	110	4.01	0.590
<i>Conflict resolution and negotiation skills play a key role in overcoming communication challenge.</i>	110	4.14	0.491
<i>Valid N (listwise)</i>	110	3.343	0.589

Table 4.5: Survey on communication skill source self survey 2024

The tabulated responses of respondents in Table 4.5 unfolds that communication skill with a mean value of 3.343 and a stand deviation of 0.589.

#### **4.3.3. Impact of team work skill in project success**

Team work skills being next independent variable of the study, it was necessary to understand the impact and relationship of Team work skills in project success. The impact of Team work skills for project success in CBE among the officers and project managers was collected by asking them to provide their opinions regarding various given statements on Team work skills.

<b>Descriptive Statistics</b>			
	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
<i>Team members who collaborate well meet project deadlines.</i>	110	4.16	0.783
<i>Team members who trust and support each other attain project success.</i>	110	4.44	0.564
<i>Encouraging a culture of teamwork and cooperation leads to project efficiency</i>	110	4.44	0.580
<i>The soft skill training program has enhanced my ability to work in team.</i>	110	4.52	0.500
<i>Valid N (listwise)</i>	110	4.39	0.606

Table 4.6: Survey on team work skill source self- survey 2024

The tabulated responses of respondents in Table 4.6 represents that a mean value of 4.39 and a standard deviation 0.606.

#### 4.3.4. Project success

IT project success was assessed against the iron triangle constraints. This section reviews the three constraints of project success which are scope, schedule, and cost. Based on the given variables we can see that the standard deviation score for scope of the project is 1.57, 3.26 for schedule and 2.29 for cost of the project which indicates that most IT projects performed by the bank have above average success rate with some exceptions. Most of the respondents perceive and agree that IT projects are completed successfully with a firm schedule and scope while there is a major issue regarding the concept of project cost.

<b>Descriptive Statistics</b>			
	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>

The project objectives are clearly defined.	110	4.38	0.569
The projects deliverables are clearly outlined and achievable.	110	4.15	0.650
Potential risks and challenges has been thoroughly assessed and addressed in the project scope.	110	4.33	0.572
Project tasks and activities are well-organized and scheduled.	110	4.28	0.486
The project is adhering closely to the planned schedule and timeline	110	3.84	0.774
Changes to the project schedule are being communicated effectively and managed appropriately	110	3.82	0.800
The project schedule is efficiently being managed, allowing for smooth progress.	110	3.41	0.955
The project is going within the allocated budget.	110	3.38	0.926
Budgetary resources are effectively being managed throughout the project.	110	3.47	0.985
The project is suffering from cost overrun.	110	3.17	1.141
Valid N (listwise)	110	3.823	0.786

*Table 4.7: survey on project success considering the triple constraints source self-survey 2024*

#### 4.3.5. Soft skills required for project success

Identification of soft skills required for project success was very necessary in this study, so opinions among the respondents were taken on the similar topic. The respondents profile from those participated in the questionnaire survey regarding the identification of soft skills required for project success. Out of the total 110 respondents, a mean and standard deviation value of 3.83 and 0.861 shown on table 4.7 respectively.

<i>Descriptive Statistics</i>			
	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>
<i>On a scale of 1 to 5, how much do you think the soft skills training you received in the past has helped you in your job performance?</i>	110	3.83	0.861
<i>Valid N (listwise)</i>	110		

Table 4.8: Survey on the use of soft skill training for job performance source self-survey 2024

#### 4.3.6. Descriptive statistics of all the samples

Descriptive statistics are momentary informational coefficients that review, summarize a given data set, which can be either a representation of the entire population or a sample of a population. Descriptive statistics are generally broken down into measures of central tendency, measures of variability (spread) and measures of frequency distribution. Measures of central tendency include the mean, median, and mode, while measures of variability include standard deviation, variance. Similarly measures of frequency distribution includes the occurrence of data within the data set. Here, *Table 4.8* summarized the result of descriptive statistics of the variables under study using measures of central tendency and variability. The table depicts the descriptive statistics using mean, median, mode, standard deviation and variance of the variables under study of all sample respondents. Communication skills, Leadership skills and Team work skills being independent variable and project success being dependent variable. Where COM, LED, TEA, SUCCESS stands

for Communication skills, leadership skills, Team work skills and project success respectively that are found on the questionnaire collectively.

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
TEAM	110	3	5	4.39	0.612
COM	110	3	5	3.343	0.788
LEAD	110	3	5	4.14	0.718
Valid N (listwise)	110				

*Table 4.9: The result of descriptive statistics of the variables under study source self-survey 2024*

The *Table 4.9* reveals the descriptive status for the whole sample collected from the respondents of CBE IS departments. It is found that mean value for the independent variable: leadership skills and team work skill to be highest among other variables with the mean value of 4.14 and 4.39 respectively followed by other independent variable: communication skills with mean value of 3.34 and then the dependent variable: project success with mean value of 3.82. The statistical value of team work skill and leadership skills was found to be higher than the other independent variable communication skills and the dependent variable project success from the descriptive analysis conducted here.

#### **4.3.7 Correlation analysis**

Correlation analysis helps to discover if there is a relationship between two variables/data sets, and how strong that relationship may be. Correlation analysis is a method of statistical assessment used to study the strength of a relationship, numerically measured, continuous variables. This specific type of analysis is useful when a researcher wants to establish if there are possible connections between variables. The *Table 5.1* depicts the correlation analysis of the major variables under the study among respondents conducted within the CBE. The correlation analysis was conducted for the whole sample with both dependent and independent variables to find out their relationship among dependent and independent variables. Since the correlation analysis helps to find out the relationship between the variables under the study, the analysis was undertaken between the different determining factors of the study to analyse the actual relationship of soft skills and the project success

that was conducted in CBE. The dependent factor project success which is the independent variable studied in this research and surveyed are leadership skills, communication skills and Team work skills.

*Tables 5.1: Relationship between variable for all the samples source self-survey 2024*

<b>Correlations</b>		COM	LEAD	TEAM	PSUCCESS
COM	Pearson Correlation	1	.606**	.239**	.582**
	Sig. (2-tailed)		0.000	0.000	0.000
	N		110	110	110
LEAD	Pearson Correlation		1	.654**	.717**
	Sig. (2-tailed)			0.000	0.000
	N			110	110
TEAM	Pearson Correlation			1	.438**
	Sig. (2-tailed)				0.000
	N				110
PSUCCESS	Pearson Correlation				1
	Sig. (2-tailed)				
	N				
**. Correlation is significant at the 0.01 level (2-tailed).					

*The sample included all the accurate 110 respondents collected from CBE based on leadership skills, communication skills and Team work. All variables were defined as described in chapter I. The table presents correlation analysis of whole sample.*

The *Table 5.1* characterizes the correlation analysis of the variables among IS officers, project managers which is conducted for the whole sample within the CBE IS department. As shown in the table, the Pearson's value varies between +1 and -1, here +1 is a perfect positive correlation, and -1 is a perfect negative correlation. High Degree: Values between  $\pm 0.50$  and  $\pm 1$  suggest a strong correlation. Moderate Degree: Values between  $\pm 0.30$  and  $\pm 0.49$  indicate a moderate correlation. Low Degree: Values below  $\pm 0.29$  are considered a weak correlation. No Correlation: A value of zero implies no relationship.

The relationship between leadership skills and project success is found to be positive and significant at 95 percent confidence level with the correlation coefficient of 0.717 that means the leadership skills relates the project success in a positive way and suggest a high correlation. Similarly, the relationship between communication skills and project success is also found to be positive and significant at 95 percent confidence level with the correlation coefficient of 0.582, which means the communication skills also relates the project success in a positive way and has a strong correlation. Team work skills and project success is also found to be positive and significant at 95 percent confidence level with the correlation coefficient of 0.438, which means the Team work skills also relates the project success in a positive way and has a moderate correlation .

As a whole, the correlational analysis shows the independent variables: leadership skills, communication skills and Team work skills have positive and significant relationship in project success in CBE IS projects which means if the supervisors, managers and the project team member of the project have higher leadership, communication and Team work skills, there will have higher success rate in their project.

#### **4.3.8 Regression analysis**

Regression analysis helps to find out the impact of independent variables on the dependent variable. It is a powerful statistical method that allows to examine the impact between two or more variables of interest. It can be utilized to assess the strength of the relationship and impact between variables and for modelling the future relationship between them. Here the regression analysis is conducted for the whole sample in the study. It finds out the impact of each and every independent variable on the dependent variables taking one at a time as well as taking all the variables at a time when conducting the regression analysis. In the study, regression analysis is done for the three different soft skills i.e. Leadership skills, Communication skills and Team work skills and their impact on project success. The regression analysis is to understand impact of team work skills, communication skills and leadership skills (soft skills) in project success is present under *Table 5.2*. Project success being the dependent variable.

Variables Entered/Removed <sup>a</sup>			
Model	Variables Entered	Variables Removed	Method
1	TEAM, COM, LEAD <sup>b</sup>		Enter
a. Dependent Variable: PSUCCESS			
b. All requested variables entered.			

Table 5.2: regression source self-survey 2024

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1418.777	3	472.926	36.018	.000 <sup>b</sup>
	Residual	1391.814	106	13.130		
	Total	2810.591	109			

a. Dependent Variable: PSUCCESS

b. Predictors: (Constant), TEAM, COM, LEAD

Table 5.3: Anova table source self-survey 2024

As depicted in Table 5.3 if sig value  $p \leq 0.05$  it shows that there is at least one non zero we have b value then We need to reject a null hypothesis. As a result we can prove that the overall significance of the model has been checked.

Model Summary <sup>b</sup>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.710 <sup>a</sup>	0.505	0.491	3.62358	2.117
a. Predictors: (Constant), TEAM, COM, LEAD					
b. Dependent Variable: PSUCCESS					

Table 5.4: Model Summary source self-survey 2024

Majority of IS officers handling projects in their work indicated that the soft skills like Leadership, Communication skills and Team work skills are very influential factors for project success in CBE.  $R^2$  equals 0.505 which shows there is 50.5 percent variations in project success due to leadership, communication and team work skills. However, the rest

50.9% of the variance is explained by other factors not covered on the study. As a whole the regression analysis showed that Leadership, Communication and Team work skills have positive impact on the project success which helps to build the success of project positively as well. Higher the team work, communication and leadership skills, higher their impact on project success. Since Dubin-watson laid between 1.5-2.5, we can say there is no relationship between the residual variable and the independent variable.

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Studentized Residual	0.057	110	.200	0.983	110	0.191
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

*Table 5.5: Normality test source self-survey 2024*

**Normality:** The normality assumption, which is the evaluation of the distribution of extreme responses or outliers that distorts the relationship and significance between the independent and dependent variable, is one of the assumptions to consider. According to Osborn and Walters (2002), visual evaluation of the data plots, skew, kurtosis, and P-P plots provide information regarding normality and can be used to determine whether the dependent variable has a normal distribution. Additionally, we can use histograms, P-P plots, QQ plots, or Box plots to visually check for the presence of outliers. We can infer from the histogram below that more observations were made in the middle of the distribution and fewer on the tails. Additionally, we can see from the usual p-p plot in figure 5 that there is no discernible deviation from the regression line.

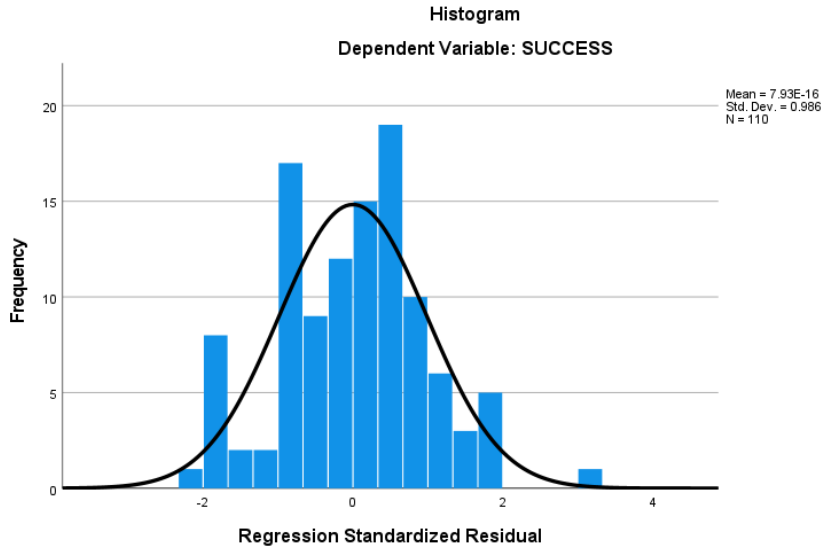


Figure 4: Histogram

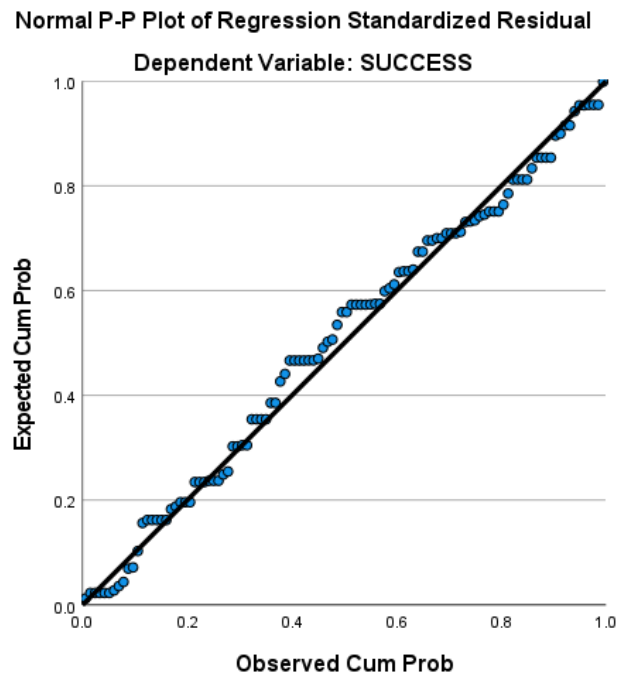


Figure 5: Normal p-p Plot of Regression Standardized Residual

**Homoscedasticity Test:** According to Garson (2012), homogeneity of variance means that the association is stable throughout the whole range of the dependent variable. Lack of homoscedasticity is shown by high errors (residuals) for some portions of the range compared to others. When the homoscedasticity condition is satisfied, residuals will appear as a pattern less cloud of dots in a standardized scatterplot (standardized predicted

dependent variable vs standardized residuals). The dots in Figure 6 are distributed randomly or without pattern, demonstrating that the homoscedasticity assumption is true.

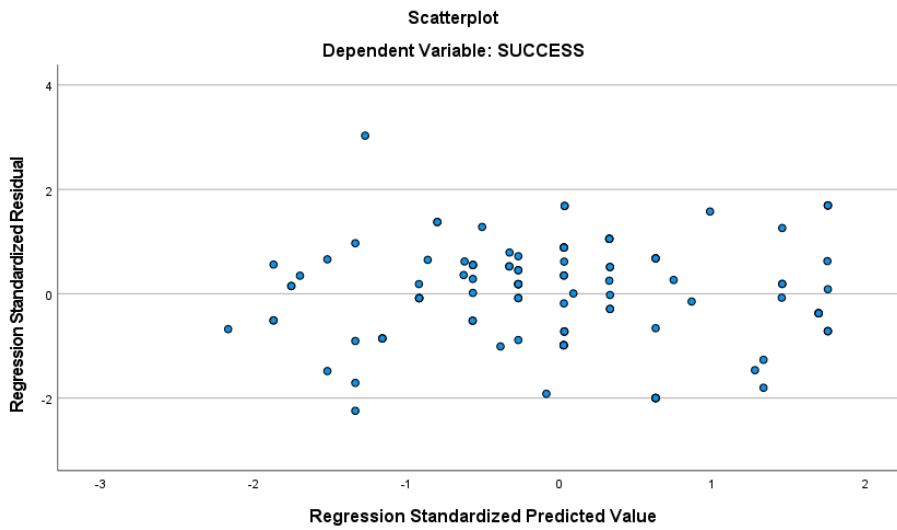


Figure 6: Homoscedasticity Analysis

Here, p-value is greater than (0.05) in this study sig value of (0.191), meaning that the variables involved in this study follow a normal distribution; therefore the regression analysis procedures have been fulfilled.

Coefficients <sup>a</sup>										
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	12.708	3.805		3.340	0.001	5.164	20.252		
	COM	0.421	0.201	0.177	2.097	0.038	0.023	0.819	0.653	1.531
	LEAD	1.068	0.194	0.600	5.497	0.000	0.683	1.454	0.392	2.553
	TEAM	0.400	0.236	0.128	2.002	0.069	0.372	0.467	0.533	1.874

Table 5.6: Multi co-linearity test source self-survey 2024

The above table shows that all the VIF values are less than 10, and tolerance values are greater than 10%, indicating that there is no multi co-linearity influence between the explanatory variables. As a result we reject a null hypothesis.

## Test of outliers

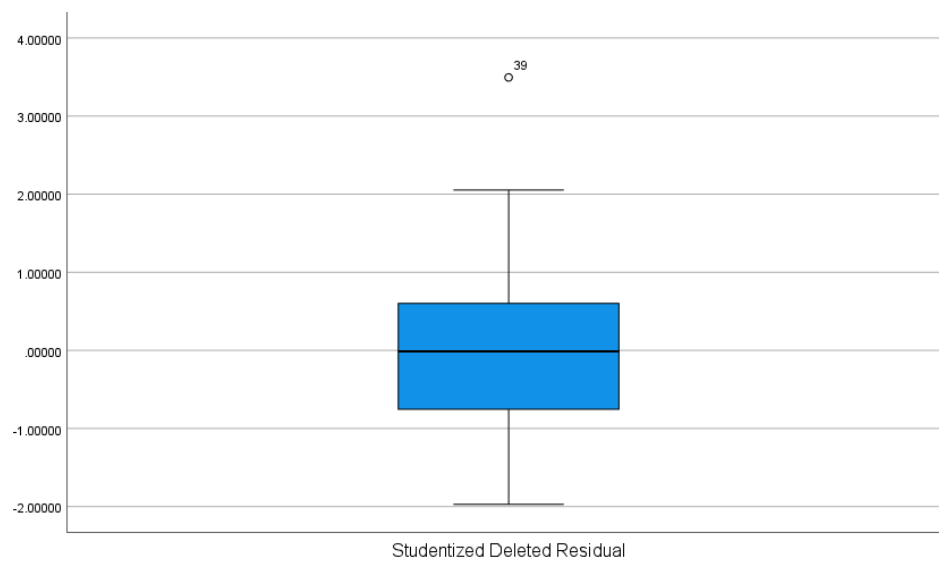


Figure 7: Test of outliers

The above figure shows if there are no circles or asterisks on either end of the box plot, this is an indication that no outliers are presented. Therefore, before conducting regression analysis, all relevant test of regression such as sample size requirement, multicollinearity, outliers, normality, and heteroscedasticity are satisfied.

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSION AND DISCUSSION

#### 5.1 Summary

The purpose of study is to explain the impact of soft skills for project success in CBE for IS projects situated in Addis Ababa head office. It aims to examine the relationship and impact between the independent variables: leadership skills, communication skills and team work skills and dependent variable: project success in CBE. It employs various quantitative statistical tools and techniques to determine the impact of soft skills on project success such as descriptive, correlational and causal research (explanatory) designs. For this purpose, primary data was collected and analysed in systematic way to derive the findings. In the study, the data was collected through structured questionnaire and analysed using mean, median, mode, standard deviation, variance, correlation and regression. *Annex 2* depicts the summary of hypotheses test. On the basis of data analysis, the major findings of the study are as follows:

1. The relationship between leadership skills and project success is found to be positive. The correlation for the samples between leadership skills and project success is observed to be positive and significant at 95 percent confidence level with the correlation coefficient of 0.600 that means the leadership skills relates the project success in a positive way and has a strong correlation.
2. There is positive relationship between communication skills and project success. The relation is found to be positive and significant at 95 percent confidence level with the correlation coefficient of 0.177, which means the communication skills also relates the project success in a positive way and has a strong correlation.
3. There is positive relationship between team work skills and project success. The relation is found to be positive and significant at 95 percent confidence level with the correlation coefficient of 0.128, which means the team work skills also relates the project success in a positive way and has a moderate correlation.
4. Three soft skills i.e. Leadership skills, communication skills, team work skills are identified that are required for project success.
5. All the results from the ranking, correlational, regression, mean, median, mode and standard deviation, the study answered that soft skills very keenly effect the project success in CBE.

## 5.2 Conclusion

With the aim to explain the relationship, and examine the impact of the independent variables: leadership skills, communication skills and team work skills and dependent variable: project success, the descriptive, correlational, and casual research design have been applied and the primary data is used for the analysis. The data has been collected through the structured questionnaire that was personally administered to the respondents. The study was conducted on 151 IS department officers out of which 110 officers constituted the sample size and field for questionnaire. In this study, data was evaluated using mean, median, mode, standard deviation, variance, and correlation and regression analysis.

The data analysis shows the relationship between project success and its determinants. The study has come to a conclusion that leadership skills, communication skills and team work skills have positive as well as significant relationship with project success. From the test results of linear regression model, it can be seen that the overall model is fit. It shows significant and positive impact of leadership skills, communication skills and team work skills on project success. Factors based on a significant scale in sequence level leadership skills (0.600), communication skills (0.177) and team work skills (0.128) which showed that leadership skills to be the highest influencing factors towards project success, communication skills is perceived as the second most influential factor for project management success and team work skills is perceived as the third influential factor for project success.

## 5.3 Discussion

The research adopted soft skills, specifically leadership skills, communication skills, and teamwork skills, as key factors for project success in CBE, aligning with the purpose of the study. The study utilized a questionnaire method to gather the opinions of IS officers and project managers, mainly from the three departments that had undertaken projects in their work.

Pearson correlational analysis was utilized to better understand the nature and magnitude of the link between the relevant independent and dependent variables. Additionally, multiple regression analysis was employed to examine the strength of their relationship, as well as the value of the dependent variable at a given value of the independent variable. The relationship between the dependent variable (project success) and the independent variables (leadership

skill, communication skill, and teamwork skill) was expressed using a linear combination of the independent variable plus an error or residual term from the regression analysis.

The multiple regression method tested the effects of soft skills on the success of projects, revealing that leadership skills, communication skills, and teamwork skills significantly impact project success. The analysis showed a strong positive relationship between leadership skills and project success, indicating that effective leadership is crucial for project success. Communication skills also demonstrated a positive relationship with project success, highlighting the importance of clear and effective communication in managing projects. Teamwork skills, though having a moderate correlation, also positively impacted project success, underscoring the value of collaboration and team dynamics in project outcomes.

Overall, the study's findings suggest that soft skills are essential for the successful execution of projects at CBE, with leadership skills being the most influential, followed by communication skills and teamwork skills. These insights provide valuable guidance for project managers in enhancing their soft skills to improve project outcomes.

### **5.3 Recommendation**

To understand the subject thoroughly, future research must incorporate other project stakeholders, conduct an in-depth assessment of the success factors for IT projects, and cover a variety of soft skills not addressed in this study. There are numerous factors contributing to project success in a banking sector like CBE. This study focuses on major factors and the impact of soft skills in carrying out projects successfully. The findings will be beneficial for project managers in interacting with their team members and achieving success in their respective assigned projects.

The study will guide further research that examines all aspects of soft skills required for project success, including needs, challenges, tools, and issues. It will help increase the cultivation of soft skills among employees by exploring the specific soft skills needed at CBE and improving these skills in their projects. Additionally, it will aid project managers in developing core competencies such as strategic vision, self-confidence, courage, execution, and drive for results, balancing both soft and hard skills in their projects.

This study will also facilitate exploring soft skills training to enhance negotiation, stress and conflict management, leadership, communication, and teamwork skills necessary for

successful project execution in various business units. Furthermore, it will help managers identify and select individuals who excel not only in hard skills but also in soft skills, ensuring a well-rounded approach to project management.

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## **APPENDIX**

### ***Annex I: Questionnaire***

Effect of soft skill training on IT project success in the case of Commercial Bank of Ethiopia (CBE)

### **Questionnaire for Interview Respondents**

Dear Sir/Madam,

This questionnaire is designed to investigate Effect of soft skill training programs on IT project Success in case of CBE. This project is undertaken in partial fulfilment of the requirements for the award of Masters of Art in project management of Addis Ababa University. Please kindly complete this questionnaire as honestly as you can. All information supplied will be used solely for the purpose of this study and will be treated with utmost confidentiality. Your cooperation will be highly appreciated.

Thank you in Advance.

Yours faithfully,

Meron Yohannes

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**PERSONAL INFORMATION**

Part I: Demographic Profile of Respondents

Please put “√” mark in the box

1. Sex

Male

Female

2. Years of experience?

1-5

6-10

11-15

16-20

21 or more year

3. Educational

Background

Masters

and

above

Bachelor

Degree

Diploma

**GENERAL PRACTICES OF SOFT SKILL TRAINING IN THE ORGANIZATION**

Please put a “√” inside the box

4. Have you had any form of soft skill training since you have joined the organization/department

Yes

No

5. On a scale of 1 to 5, how much do you think the soft skills training you received in the past has helped you in your job performance?

Not at all helpful

Helpful

Not helpful

Extremely helpful

Neutral

(1 = Not at all helpful, 5 = extremely helpful)

6. How often does your company provide soft skill training of program for employees?

Quarterly

Every two years

Every 6 months

More than two years

Once a year

don't know

7. Which department are you currently working on?

Application

Security

PMO

### Performance Evaluation

Part II: The following questions are presented on a five-point Likert scale.

If you completely disagree with the item, tick (✓) 1 (Strongly disagree)

If you moderately disagree with the item, tick (✓) 2 (Disagree)

If you do not have any information about the item, tick (✓) 3 (Neutral)

If you moderately agree with item, tick (✓) 4 (Agree)

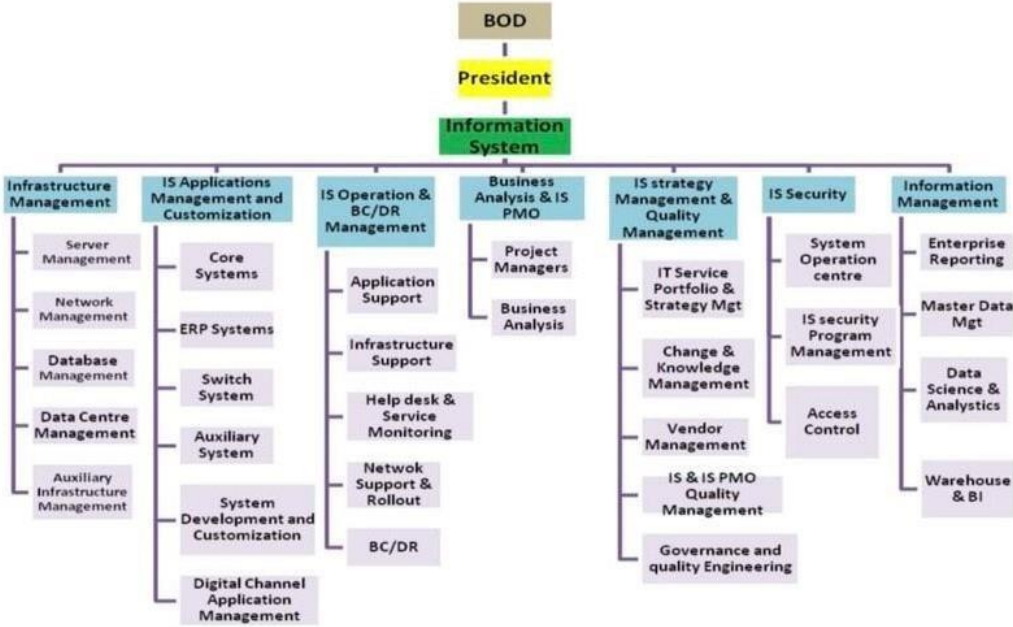
And If the item strongly matches with your response, tick (✓) 5 (Strongly agree)

Variable	Indicator	Items	5	4	3	2	1
Soft skill competency	Communication skill	<ul style="list-style-type: none"> <li>Effective communication among team members is essential for project success.</li> </ul>					
		<ul style="list-style-type: none"> <li>Clear and timely communication with stakeholders is crucial for project alignment.</li> </ul>					
		<ul style="list-style-type: none"> <li>Active listening skills are important for understanding project requirements and feedback.</li> </ul>					
		<ul style="list-style-type: none"> <li>Conflict resolution and negotiation skills play a</li> </ul>					

		key role in overcoming communication challenge.					
Leadership skill		<ul style="list-style-type: none"> <li>• Effective leadership is crucial for guiding a project team towards success</li> </ul>					
		<ul style="list-style-type: none"> <li>• A strong leader can inspire and motivate a team member to achieve a project goals.</li> </ul>					
		<ul style="list-style-type: none"> <li>• Leadership skills such as decision-making, problem solving, and delegation are essential for project success.</li> </ul>					
		<ul style="list-style-type: none"> <li>• A good leader fosters a positive team culture and encourages collaboration among team members.</li> </ul>					
		<ul style="list-style-type: none"> <li>• Effective communication and interpersonal skills are key aspects of successful project leadership.</li> </ul>					
Team Work skill		<ul style="list-style-type: none"> <li>• Team members who collaborate well meet project deadlines.</li> </ul>					
		<ul style="list-style-type: none"> <li>• Team members who trust and support each other attain project success.</li> </ul>					
		<ul style="list-style-type: none"> <li>• Encouraging a culture of teamwork and cooperation leads to project efficiency</li> </ul>					
		<ul style="list-style-type: none"> <li>• The soft skill training program has enhanced my ability to work in</li> </ul>					

		team.						
Project success dimension	Scope	<ul style="list-style-type: none"> <li>• The project objectives are clearly defined.</li> </ul>						
		<ul style="list-style-type: none"> <li>• The projects deliverables are clearly outlined and achievable.</li> </ul>						
		<ul style="list-style-type: none"> <li>• Potential risks and challenges has been thoroughly assessed and addressed in the project scope.</li> </ul>						
	Schedule	<ul style="list-style-type: none"> <li>• Project tasks and activities are well-organized and scheduled.</li> </ul>						
		<ul style="list-style-type: none"> <li>• The project is adhering closely to the planned schedule and timeline</li> </ul>						
		<ul style="list-style-type: none"> <li>• Changes to the project schedule are being communicated effectively and managed appropriately</li> </ul>						
		<ul style="list-style-type: none"> <li>• I am satisfied with how the project schedule is being maintained and followed.</li> </ul>						
		<ul style="list-style-type: none"> <li>• The project schedule is efficiently being managed, allowing for smooth progress.</li> </ul>						
	Cost	<ul style="list-style-type: none"> <li>• The project is going within the allocated budget.</li> </ul>						
		<ul style="list-style-type: none"> <li>• Budgetary resources are effectively being managed throughout the project.</li> </ul>						
		<ul style="list-style-type: none"> <li>• The project is suffering from cost overrun.</li> </ul>						

*Annex II: Organizational structure for the IS unit*



Source: From the organization

*Annex III: Summary of the Hypothesis*

Result of hypotheses test

Hypotheses	Significance	Results	Tools	level
H <sub>1</sub> : There is positive impact between leadership skills and project success.		Accepted	Correlational analysis	0.01
H <sub>2</sub> : There is positive impact between communication skills and project success.		Accepted	Correlational analysis	0.01
H <sub>3</sub> : There is positive impact between team work skills and project success.		Accepted	Correlational analysis	0.01

