



**ADDIS ABABA UNIVERSITY  
COLLEGE OF BUSINESS AND ECONOMICS  
SCHOOL OF COMMERCE**

**Effects of Project manager Leadership Qualities on  
Project Success: “The Case of World Vision Ethiopia.”**

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**Addis Ababa, Ethiopia**

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ADDIS ABABA UNIVERSITY  
SCHOOL OF COMMERCE  
MASTER OF ARTS IN PROJECT MANAGEMENT

**EFFECTS OF PROJECT MANAGER’S LEADERSHIP QUALITY  
ON PROJECT SUCCESS:”THE CASE OF WORLD VISION ETHIOPIA.”**

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## Declaration

I, Peneale Demesse, hereby declare that the project work conducted and presented under the title entitled **Effects of Project manager's Leadership quality on project success: "The case of World Vision Ethiopia."** It is an original work of mine that all the material used for this project work has been properly paraphrased, properly cited, and acknowledged to its best of ability. Texts copied word for word have also followed the international rules to do so and are properly cited and quoted.



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**Peneale Demesse**

october,2021

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**Date**

## **Endorsement**

This is to certify that this project work titled “**Effects of Project Manager’s Leadership Qualities on Project Success: The case of World Vision Ethiopia**”, that was undertaken by Peneale Demesse for the partial fulfillment of the requirements of the degree of Masters of Art in Project Management at Addis Ababa University school of commerce, is to best of my knowledge, original work and have not been submitted earlier for any degree either at this University or any other University by any means.

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**FESSEHA AFEWORK (ASS. PROFESSOR)**

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**SIGNATURE & DATE**

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## Table of Contents

|                                           |    |
|-------------------------------------------|----|
| Acronyms.....                             | 1  |
| Abstract .....                            | 2  |
| CHAPTER ONE .....                         | 3  |
| Introduction.....                         | 3  |
| 1.1. Background .....                     | 3  |
| 1.2. Background of the organization ..... | 4  |
| 1.3. Statement of the problem .....       | 5  |
| 1.4. Research Question.....               | 5  |
| 1.5.1. General objective .....            | 6  |
| 1.5.2. Specific objectives .....          | 6  |
| 1.6. Scope of the study .....             | 6  |
| 1.7. Significance of the Study .....      | 7  |
| 1.8. Limitation of the study .....        | 7  |
| 1.9. Operational Definitions .....        | 7  |
| 1.10. Organization of the Study.....      | 8  |
| CHAPTER TWO .....                         | 9  |
| Literature Review.....                    | 9  |
| 2.1. Theoretical Review .....             | 9  |
| 2.1.1. Leadership Theory .....            | 9  |
| 2.2. Leadership Qualities.....            | 13 |
| 2.2.2. Honesty and Integrity .....        | 14 |
| 2.2.4. Technical skill.....               | 16 |
| 2.2.5. Soft skills .....                  | 18 |

|                                                        |    |
|--------------------------------------------------------|----|
| 2.2.6. Emotional intelligence .....                    | 22 |
| 2.3. Critical success criteria.....                    | 23 |
| 2.3.1. Scope .....                                     | 24 |
| 2.3.2. Time.....                                       | 24 |
| 2.3.3. Cost.....                                       | 24 |
| 2.3.4. Quality .....                                   | 24 |
| 2.4. Leadership and project success .....              | 25 |
| 2.5. Empirical Review .....                            | 26 |
| 2.6. Conceptual Framework .....                        | 29 |
| CHAPTER THREE .....                                    | 30 |
| Research Method .....                                  | 30 |
| 3.1. Research Design.....                              | 30 |
| 3.3. Sampling Method.....                              | 31 |
| 3.4. Sample size.....                                  | 32 |
| 3.5.1. Primary Sources of Data.....                    | 32 |
| 3.6. Research Instrument.....                          | 33 |
| 3.7. Method of Data Analysis.....                      | 33 |
| 3.8. Validity and Reliability .....                    | 34 |
| 3.9. Ethical Considerations.....                       | 35 |
| CHAPTER FOUR.....                                      | 36 |
| Analysis, Discussion and Interpretation .....          | 36 |
| 4.1. Response rate of respondents .....                | 36 |
| 4.2. Background Information of Study Participants..... | 37 |
| 4.3. Statistical level of the Study Variables. ....    | 38 |
| 4.3.1. Personal trait .....                            | 38 |

|                                                                                            |    |
|--------------------------------------------------------------------------------------------|----|
| 4.3.2. Hard skills.....                                                                    | 40 |
| 4.3.3. Soft skills .....                                                                   | 42 |
| 4.3.4. Emotional intelligence .....                                                        | 43 |
| 4.3.5. Project Success .....                                                               | 45 |
| 4.4. The Relationship between Project Manager’s Leadership trait and project success. .... | 47 |
| 4.5. The Effect of Project Manager’s Leadership trait on Project Success.....              | 48 |
| CHAPTER FIVE .....                                                                         | 51 |
| Summary, Conclusion, and Recommendation.....                                               | 51 |
| 5.1. Summary .....                                                                         | 51 |
| 5.2. Conclusion .....                                                                      | 52 |
| 5.3. Recommendation .....                                                                  | 53 |
| 5.4. Suggestion for Further Research.....                                                  | 54 |
| References.....                                                                            | 55 |
| Annex 1: Questionnaire .....                                                               | 59 |

### **List of Figures**

|                                                     |    |
|-----------------------------------------------------|----|
| Figure 1: The Iron Triangle Success Criterion ..... | 23 |
| Figure 2: Conceptual framework.....                 | 29 |

## List of tables

|                                                                                         |     |
|-----------------------------------------------------------------------------------------|-----|
| Table 1 Inter-Item Reliability Analysis.....                                            |     |
| 334                                                                                     |     |
| Table 2. Respondents' response rate.....                                                | 36  |
| Table 3 Background of Study Participants (N=56).....                                    | 37  |
| Table 4: Analysis of personal trait .....                                               | 39  |
| Table 5: Technical skills of the Project Manager .....                                  | 41  |
| Table 6: soft skills of the Project Manager (N= 56) .....                               | 42  |
| Table 7: Emotional Intelligence of the project manager.....                             | 43  |
| Table 8: Statistical Summary of Study Variables .....                                   | 44  |
| Table 9: project success .....                                                          | 445 |
| Table 10: Association of project manager's leadership quality and project success ..... | 47  |
| Table 11: The Effect Model .....                                                        | 48  |
| Table 12: ANOVA.....                                                                    | 49  |
| Table 13: Regression coefficient analyses of variables .....                            | 49  |

## **Acronyms**

|                 |                                                |
|-----------------|------------------------------------------------|
| <b>UNCRD</b>    | United Nations Centre for Regional Development |
| <b>AP</b>       | Area Program                                   |
| <b>WASH</b>     | Water, Sanitation, Hygiene & Nutrition         |
| <b>CEO</b>      | Chief Executive Office                         |
| <b>LBDQ</b>     | Leaders Behavior Description Questionnaire     |
| <b>ADP</b>      | Area Development Program                       |
| <b>PM</b>       | Project Managers                               |
| <b>IQ</b>       | Intellectual Intelligence                      |
| <b>MQ</b>       | Managerial Intelligence                        |
| <b>EQ</b>       | Emotional Intelligence                         |
| <b>CVF</b>      | Competing Values Framework                     |
| <b>PMBOK</b>    | Project Managers Body of Knowledge             |
| <b>WBS</b>      | Work Breakdown Structure                       |
| <b>EVT</b>      | Earned Value Technique                         |
| <b>COVID-19</b> | CoronaVirus Disease – 2019                     |
| <b>SPSS</b>     | Statistical Packages for Social Scientists     |

## **Abstract**

*The purpose of the study was to identify the Effects of the project manager's leadership quality on the project success of World Vision Ethiopia, Addis Ababa. the data was collected from 56 PMs of world vision Ethiopia who work on projects. The data collection was done through Questionnaires measuring the Project Manager's characteristics, emotional intelligence, technical, and soft abilities on project success. Data from the quantitative survey were analyzed using frequency, percentages, mean, standard deviation, Pearson Correlation, Multiple Linear Regression, and ANOVA using SPSS version 26 software. The results of the study revealed that there is a strong link between project manager leadership characteristics and project success; with the soft skill of the project manager having the largest impact on project success followed by emotional intelligence, personal characteristics, and technical skill. The finding from the Pearson moment correlation revealed a statistically significant positive correlation between personal traits, technical skill, soft skill, and emotional intelligence. The researcher, therefore, concludes that Among the leadership qualities examined, the soft skill of the leader was determined to contribute the most to project success. Soft leadership abilities contribute more than technical skills in this study. Therefore, The researcher recommends that to enhance the success of projects that the organization ought to be conscious of the value of personal characteristics, emotional intelligence, and soft and technical abilities when recruiting a Project Manager for enhanced success.*

**Keywords:** *Personal characteristics, Emotional intelligence, Soft abilities, Technical abilities, and Project success*

# **CHAPTER ONE**

## **Introduction**

This chapter deals with the background of the study; statement of the problem; objectives of the study; the significance of the study; scope of the study; limitations of the study; operational definition of key terms, and organization of the study.

### **1.1. Background**

The application of information, skills, tools, and strategies to arrange activities to meet project requirements is known as project management (PMBOK, 2008). Projects are a way for an organization to respond to requests that cannot be satisfactorily addressed within the organization's usual operational boundaries. The project manager is the person in charge of overseeing the project (ibid). The PM is seen as a direct representative of the firm's senior managers, and he or she works in two capacities: manager and leader. The project manager is ultimately responsible for the project's overall success. In order for the project to be successful, PMs must be able to utilize their own expertise and skills while also recognizing team members' abilities and knowledge. PMs are also responsible for motivating team members as well as resolving disagreements and other issues that develop during the project's life cycle. From the project team perspective, the PM is anticipated to possess some level of technical competence about the project task (Grant, Baumgardner, & Shane, 1997) (Grant, Baumgardner, & Shane, 1997)

The focus of project management literature during the last few decades has been on project success (Prabhakar, 2009). Despite high failure rates, an increasing number of firms are being changed to project-oriented setup (Lovallo, 2009) this represents that project-based systems now account for 30% of the global economy. As per the study of (Bakker, 2010) Even if an organization isn't fully project-based, it contains some elements in the forms of programs, mini-tasks, and daily duties.

In the stream of project management to say a project is attained or miscarriage the cost, quality, and schedule are taken as the measuring parameters. (Merd, 2009). As a result, the project focuses on three factors: schedule, quality, and cost. As per UNCRD, a well-managed project is

accomplished to the required standard of quality, timely, and budget constraints' (UNCRD, 2000). One of the critical problems for all national and multinational organizations is to complete a project productively.

According to previous studies, less than 50% of poverty reduction and Humanitarian-based projects in third world countries ever achieved the anticipated outcomes (Mearian, 2002). This implies the need for more research into project success elements in order to increase the number of successful initiatives. Different independent variables related to teams, leaders, and project complexities contribute to a project's successful completion (Tukel, 1996).

The project manager's position is acknowledged as a significant predictor of project performance in project management (Pinto & Slevin, 1988). Some studies have shown a relationship between project manager leadership qualities and project success (Keller, 1992; Keegan & Den Hartog, 2004; Higgs & Dulewicz, 2004). Despite this, little research has been done to support critical leadership variables that have a direct impact on project performance. As a result, the effect of the PM's leadership skills on project success has been largely disregarded in a huge body of work on project success factors (Turner & Muller, 2005).

## **1.2. Background of the organization**

World Vision Ethiopia started its first aid effort in Ethiopia in 1971, and the Ethiopia office was established in 1975. The following decade was dominated by relief, rehabilitation, and small-scale community development programs. During the drought of 1984/85, World Vision Ethiopia was a part of a huge relief effort that saved millions of lives.

World Vision began with emergency intervention in some parts of Ethiopia and now works in 57 Area Programs (APs) to implement major programs such as education, water, sanitation, and hygiene (WASH), nutrition, emergency response, faith and development, food security, economic development, climate change, and environmental protection.

World Vision Ethiopia is now recognized and regulated by Ethiopia's Charities and Societies Agency. World Vision Ethiopia operates in 57 Area Programs (APs), which are overseen by eight program offices spread throughout eight regional states and one city administration. World Vision started its programs in South Ethiopia Guji, Somali, Oromia haraghe and borena. Aside from these, World Vision Ethiopia works in the areas of child protection, education,

emergencies, health technical, literacy, livelihood and resilience, projects, water, hygiene, and sanitation.

### **1.3. Statement of the problem**

Leadership is being more recognized as important to project success (Adams, 2008). Leadership has an impact on project culture, strategy, and team dedication (Shore, 2015). Despite various developments in project management methods, many projects fail, because of leadership competencies (Karlsen, 2007). Despite the large investment and usage of state of art technologies, a study conducted by Lynet (2015) on leadership and project performance revealed that the level of leadership necessary for a successful project's completion was insufficient. Hundreds of millions have been spent on humanitarian initiatives all around the world. Previous studies demonstrate that, due to leadership incompetence, less than 50% of poverty reduction and humanitarian-based projects in Asia and Africa were not able to achieve the desired goals (Mearian, 2002). This generates enormous waste of resources that could have benefitted a large number of people with inadequate service. Therefore, it is critical to study the leadership competencies of the project manager on project success. Unfortunately, aside from previous studies' the number of research that focuses on leadership competencies influencing project performance is few. (Belout, 2007).

After deep navigation through the literature, the project manager's leadership competencies on project success are not much addressed (Turner & Muller 2005). Therefore, by examining the effect of project manager's leadership quality on project success, this study helps to fill the knowledge gap.

### **1.4. Research Question**

- What is the existing level of Project manager Leadership Qualities in World Vision Ethiopia?
- What is the relationship between Project manager Leadership Qualities and Project Success in the World Vision Ethiopia?
- What is the effect of Project manager Leadership Qualities on Project Success in the World Vision Ethiopia?

### **1.5. Research Objectives**

### **1.5.1. General objective**

To study the effects of project manager leadership qualities on project success.

### **1.5.2. Specific objectives**

1. To assess the project manager's leadership quality at world vision Ethiopia
2. To examine the relationship between project manager's leadership quality and project success
3. To examine the effects of project manager's leadership quality on project success

## **1.6. Scope of the study**

**Geographical Scope.** The study was carried out in Addis Ababa, Ethiopia World vision international NGO. The researcher chose Addis Ababa and the NGO because of the subject matter, experience and number of Project managers, and ease of accessing the required information. Addis Ababa is the capital city of Ethiopia where the head office of world vision is located where many project-related staff work.

**Time Scope.** The study used cross-sectional data in which the study participants have worked at least for two years in the project area; this is a period in which employees become knowledgeable about project management and quality leadership

**Content Scope.** project managers' leadership qualities on project success at World Vision Ethiopia, focusing on the factors: personal attributes, emotional intelligence, technical and soft abilities. Other notable variables that influence project success were not measured in this study.

**Method Scope.** This study applies qualitative aspects of research. The study participants were from World vision Ethiopia country office and were self-reported, which in turn limits the findings to apply to different areas of the country.

**Participant Scope.** This study was applied to project managers and personnel who are involved in project implementation in World vision Ethiopia.

## **1.7. Significance of the Study**

The study's findings are significant because they assist organizations in recognizing the relevance of leadership qualities for project success. Furthermore, it is important for those involved in project work and leadership. It guides them in recruiting project managers who possess the necessary qualities, with better results on project performance, or enhance the current project manager's leadership capabilities.

The study's findings will help concerned bodies such as project managers, policymakers, governmental and non-governmental organizations to develop policies that enhance project leadership with a better understanding of leadership qualities impacts on project success. This study will contribute to the corpus of information on the key leadership traits for project success and it could also provide important direction for conducting further research in the areas of project management, leadership qualities, and project success.

## **1.8. Limitation of the study**

This research project work has some limitations. Among the limitations: The project work only focused on one organization. As a result, generalization using this one project work for other organizations cannot be applied.

The data gathering was done via the internet and this may jeopardize the level of how the respondents understood and answered the questions on the research instrument as opposed to face-to-face administration of the data collection instrument.

Furthermore, it was challenging to collect data due to the COVID-19 Pandemic but it was addressed through online data collection.

## **1.9. Operational Definitions**

**Leadership qualities:** The ability of an individual to influence, motivate, and empower others to contribute to the effectiveness and success of an organization or group of which they are part is referred to as leadership qualities.

**Personal characteristics:** defined as the external or visible aspects of an individual's characteristics and qualities of an individual that define how she/he is perceived by others.

**Technical abilities:** is the ability to understand and be competent in a specific form of activity, particularly one that incorporates methods, processes, procedures, or techniques," according to technical skills.

**Emotional Intelligence:** is The ability to accurately recognize, appraise, and express emotion; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to foster emotional and intellectual growth.

**soft skill/ abilities:** Soft skills are intangible, nontechnical, personality-specific abilities that define a leader's, facilitator's, mediators, and negotiator's capabilities.

**Project success:** Project management success is defined by the level of efficiency the project achieved to reach the project objectives.

## **1.10. Organization of the Study**

Chapter two of the study is tuned with literature and pertinent research related to the investigation's issue. The methods and procedures used for data collection and analysis are described in Chapter 3. The data is analyzed in Chapter 4 and the results are presented. The research findings, implications for practice, and recommendations for future study are summarized and discussed in Chapter 5.

## **CHAPTER TWO**

### **Literature Review**

This section reviews and evaluates relevant research to determine the link between project manager leadership qualities and project success. As a result, both theoretical and practical results from diverse scholars linked to project success & PM leadership qualities impacting project success will be examined.

The literature is compiled from a variety of secondary sources, including published books, journals, and associated websites. By evaluating accessible papers to assist the research, efforts were made to include significantly connected literature.

### **2.1. Theoretical Review**

#### **2.1.1. Leadership Theory**

According to (Barnard, 2013) leaders and managers have management and emotional roles, which he referred to as cognitive and cathectic functions. Guiding, directing, and correcting are all cognitive activities. Encouraging and creating devotion to the organization's aims are among the most recent activities.

##### **I. Trait Theory**

External behaviors that develop from what is going on in the leader's head are referred to as traits. For effective leadership, these internal beliefs and practices are critical (Turner & Müller, 2005). Peak inquiry in this area dates back to the early 20<sup>th</sup> century when the distinctive theory of leadership emerged from the belief that leaders are unique, and it has since served as the framework for most research (Nanus, 1989).

##### **II. Behavioral Theory**

A behavior-focused method has tremendous marketing potential. This idea outlines how leaders behave on projects that have been completed effectively (Torpman, 2004).

In a leadership research study, (Bass & Avolio, 1990) found that there is a positive link between leadership conduct and successful leadership. This theory defined six criteria for evaluating leadership (Turner and Muller 2005): care for people, output, authority, team involvement in decision-making, and flexibility in the face of regulations. The Ohio State University (the 1940s) and University of Michigan studies are two major behavioral studies (1950s).

Because leadership studies aiming at finding the required qualities failed to provide clear results, a group of Ohio State University researchers compiled a list of 150 assertions from the 1,800 replies they received. The list was created to assess nine different aspects of behavioral leadership. The LBDQ (Leaders Behavior Description Questionnaire) is the name given to the questionnaire that resulted. The LBDQ was given to diverse groups of people as part of the research to discover common leadership traits.

The study concluded that there were two categories of behaviors that were significantly linked after gathering and evaluating the data. Consideration (people-oriented behavioral leaders) and Initiating Structure were characterized as these (Task-Oriented Leaders). Leaders that are tasked with this duty focus their activities on the organizational structure and operational processes, and they like maintaining control. Task-oriented executives are concerned with employee motivation, but it is not their primary focus. They will value activities such as starting, organizing, clarifying, and gathering information.

Leaders that are people-oriented focus their actions on ensuring that people's inner needs are met. As a result, they will try to encourage their employees by stressing the personal relationship. Leaders that place a strong emphasis on people will exhibit characteristics such as encouraging, watching, listening, coaching, and mentoring. The leadership research at the University of Michigan, led by renowned organizational psychologist Dr. Rensis Likert, revealed three qualities of successful leadership, two of which had already been detected in investigations at Ohio State University. Within the 13 realms of organizational psychology, task and relationship-oriented behaviors were not of great importance, according to the research. The third observation, on the other hand, offered a new concept: participatory leadership.

### **III. Situational-contingency Theory**

In 1948, situational leadership became fashionable. The theoretical model also outlines multiple approaches to leadership contingency, according to Butler and Reese (1991). Its most important contribution is the emergence of concern for various conditions, suggesting that the relationship between project type and leadership ability has been considered. The path-goal theory (House, 1971) was one of the first contingency school theories to include environmental and subordinate elements in the selection of acceptable leadership styles. The study of visionary or charismatic executives who effectively led their organizations through transformation brought the visionary or charismatic school to a conclusion.

### **IV. Visionary: Transactional and Transformational Leadership style**

Transactional leadership is a type of leadership in which both the leader and the followers satisfy their respective interests. Satisfaction of the leader, the follower is awarded a reward.

Setting targets and monitoring and managing outcomes are typical representations of transactional leadership, which are commitments. The following are the primary factors:

- a) The Contingency Benefit Guide focuses on clarifying the obligations of related benefits in exchange for fulfilling contractual obligations;
- b) proactive management on an exceptional basis (i.e. proactive corrective action) means proactive management vigilance to ensure that standards are adhered to;
- c) Passive management A situation where leaders act after conduct has caused severe issues is known as by exception (i.e., passive corrective transactions) (Antonakis, and Judge, et al, 2004).

Transformational leadership entails directing followers' attention away from their self-interests and toward the achievement of team goals. Transformational leadership moves followers' ideas away from self-satisfaction and toward the good of others and the organization (Bass & Avolio, 1990).

Transformational and transactional leadership are theoretically and quantitatively distinct from top management support, according to Laohavichien et al. (2009), These different leadership styles affect the quality assurance practices of the infrastructure. Anderson et al. (1995) found that transformational leadership is more closely related to the performance and motivation of subordinates.

## **V. Emotional intelligence**

The emotional intelligence school has grown in popularity during the 1990s, according to Turner and Müller (2005). During the last two decades, researchers have discovered that these emotional cognitive abilities are linked to work-related actions, especially leadership. (Rosette & Ciarrochi, 2005; Barling, Slater; Kelloway, 2000 and Clarke, 2010). Emotional intelligence, according to Clarke (2010), is the capacity to reason about a certain sort of data, especially emotional data.

This school of thought holds that a leader's emotional intelligence has a larger influence on achievement than his or her intellectual competence (Goleman and Boyatzis, 2002).

According to Druskat & Druskat (2006), the nature and features of projects place a premium on project managers' emotional intelligence. Within the project's time constraints, the PM must swiftly build team trust and commitment, promote knowledge transfer, cope with uncertainty and change, and manage conflict. Emotional intelligence skills help to facilitate these jobs. Emotional intelligence has been found to have strong positive connections with effective leadership, particularly transformational leadership, in project management studies.

Even after controlling for both cognitive ability and personality, Clarke (2010) as well identified the relationship between emotional intelligence and two dimensions of transformational leadership. This implies that emotional intelligence might be a precursor to transformative leadership. Without the ability to properly sense his or her followers'

### **Competency school of leadership and management**

Traits, behaviors, and emotional intelligence are all considered competencies in the competence school of leadership, and they make up the leadership qualities of PMs. Personality traits are an important component of the leadership concept for improving the productivity of predicting whether or not a construction PM will be an effective leader than it does of actually

determining whether or not a construction PM will be a productive leader (Shead, 2011). The Competing Values Framework (CVF) has been used to map the leadership characteristics of companies and undertake comparative study (Trivellas & Dargenidou, 2009). These tools measure individual performance across four CVF models and break down successful leadership qualities into a set of management competencies. It is made up of two dimensions (flexibility vs. control, and internal vs. outward focus), and it is divided into four quadrants: Open Systems, Rational goals, Internal Processes, and Human Relations. Therefore the four leadership styles and eight leadership positions are defined by these four quadrants (Hooijberg & Choi, 2000). The Open Systems Model, for example, is concerned with managing the future, promoting continuous improvement, and fostering innovation; The rational goals model deals with managing ambitiousness, activating employees, and customer service; the Internal Processes Model is concerned with managing acculturation, system control, and coordination; and the Human Relations Model is concerned with the management of people. The diagonal quadrants create conflicting or competing values, it should be noted. The Open Systems Model (upper right quadrant) values, for example, highlight an outward focus on flexibility and expansion, whereas The values of the Internal Process Model (lower left quadrant) emphasize an internal focus on control and stability.

## **2.2. Leadership Qualities**

Leadership has many different elements, talents, styles, and traits. Although there are many different leadership styles, they all require basic traits to be effective. According to Rossiter (2004:7), for any company to be extremely productive besides managers/leaders should have to be creative, thoughtful of others, gracious, sensitive, and willing to take risks above and beyond their capabilities. Personal leadership skills, which are intangible traits that have an influence on project performance, are usually absent in PMs (Shi & Chen, 2006). Strong leadership is critical to the success of projects, according to leadership research (Mascia, 2012)

Over the last several years, there has been a growing awareness of the need to discover intangible characteristics that are deemed crucial in the role of an individual's performance at work (Deepa & Seth 2013).

### **2.2.1. Personal Trait**

Several elements influence the result of a project in project management. One of them is project managers' personalities. Researchers have attempted to investigate the influence of project managers' actions and characteristics on projects in this respect. The project manager has a unique collection of acts, skills, convictions, and standards. The project could not be properly completed unless all of these collections were completed. Based on (B. Bass, *Beyond Expectations: Leadership and Performance*, New York: The Free Press, 1985.) Personal characteristics are the exterior or apparent elements of a person's personality. They are a person's characteristics that determine how he/she is regarded by others.

### **2.2.2. Honesty and Integrity**

According to Phillips (1992), without integrity and honesty, the architecture of leadership, including all theories and guidelines, breaks apart. True leaders, according to Bennis and Nanus (1989), never lie to themselves, especially about themselves, know their shortcomings as well as their advantages, and deal with them immediately. Teal (1996) goes one step further in the Harvard Business Review on Leadership (1998), stating that integrity and honesty in project management involve being accountable, speaking openly, fulfilling commitments, and understanding oneself. If followers feel their leader is trustworthy and honest, trust will grow and wonderful connections will flourish.

To build confidence from constituents, effective leaders practice and employ integrity and honesty. Honesty and integrity are developed via a combination of early experiences and diverse settings. Project managers are under a great deal of pressure to complete projects on schedule and budget. This may compel individuals to make difficult decisions that put their honesty and integrity to the test.

### **2.2.3. Self-Confidence**

"The only characteristic they (leaders) possess together, and without it, all those who try to lead are doomed to fail," Danzig said (1998). In support of these ideas, Bass (1990) demonstrates that outstanding leaders were defined, to an uncommon degree, by such qualities as self-confidence and esteem in all of the leadership studies he performed and investigated. Project managers need

self-confidence because if they don't feel they can face the challenges of a project, even if they have the required 18 skills, they have no business leading a team in those conditions (Kouzes and Posner, 1993).

Birkett, Daum, and Scuthworth (1999) suggest that a leader/PM must have a somewhat different type of self-confidence. These writers think that being confident does not imply knowing the solution to every issue (p. 66). It's also vital to mention the idea of overconfidence while talking about confidence. Kouzes and Posner claim that (1993). Overconfidence may lead to arrogance, bad judgment, and insensitivity to the circumstance or people, eroding trust and eventually destroying a team.

### **1. Enthusiasm**

With their excitement and passion, highly successful PMs may boost their followers. As the writings to (Clemmer, 2001) the energy/enthusiasm of the leader is that moves every system, team, and organization that the project has. Besides this (Bennis, 1989) stated in the literature that a leader who gets excited and energized by what he does conveys excitement provides others hope and motivation. Enthusiasm is a powerful force. Leaders have a passion for what they do, which generally manifests itself in the pursuit of a goal.

It isn't only a matter of being dedicated to a goal. It is their zeal and desire for achieving a goal that consumes them. Followers are ignited into helping leaders achieve their goals as a result of their excitement and passion (Danzig, 1998). Effective project managers use their talents to mobilize individuals involved in their project, including the project team, sponsors, stakeholders, suppliers, and consumers, to achieve the project's goals. Only PMs that can nurture their enthusiasm and encourage change will be able to meet the project's objectives.

### **2. Farsightedness**

Farsightedness, or the capacity to function in the future, according to DuBrin (1998), is the ability to envisage other and better situations as well as how to attain them. A project manager's primary responsibility is to create a vision/future. This is why Bennis and Nanus (1989) believe that a guiding vision for the future is the first and most important component in leadership. A leader has a clear vision and calling, as well as the perseverance to overcome obstacles and even failures. Unless PMs have a clear idea of where they're heading and why they won't be able to see the big picture.

Awarding the vision helped the team to give their best in order to attain the desired outcomes (Posner, 1993). While asking us to accompany them on a trip into the unknown, the leader is responsible for drafting and crafting the way to reach the destined goal in mind. Besides, the team must share it to create a common image in order to establish the same path. PMs must develop a common vision for the future in which everyone is participating (SEDL, 1999).

A PM's foresight is just as important as his or her strategy for success (Zaleznik, 1977). It is not enough to have a vision of the future if you are unable to convey it to the team a miscarriage will happen on the way to attain the goal.

#### **2.2.4. Technical skill**

According to El-sabaa Technical skill is the knowledge that is acquired in a duty which requires steps and procedures. Technical abilities are an essential and useful project management talent. Besides, (Ives, 2004) categorized technical abilities as one of the success components of project success

The knowledge areas/project management procedures examined in this study were based on the PMBOK Guide's knowledge areas/project management procedures, which include cost, Time, Quality, compliance, personnel, purchasing, and communication management.

##### **1. Cost management and budgeting**

The basic success criterion in projects is cost control. Cost management ensures that the project is executed on time and within budget. Making spending reasonable is a key component of cost management. Work is costly. A precise scope document ensures well-managed cost management. The project manager's knowledge is required in four areas of the cost control process. Resource planning, cost estimate, cost budgeting, and cost control are the four (Achara, 2016)

##### **2. Time & Schedule management**

With so many components to it, time is a difficult thing to handle in projects, especially for profit-oriented organizations. Using the time management tools in the project management duty assists the core operations of time management. All of the other time management tasks' results are used to create the schedule. The outcome is creating a well-managed schedule of progress.

In the project management world, there are a lot of reasons to look through the project schedule, as well as numerous difficulties that occur as a result of performing the project. That is

the reason that literature emphasizes drafting the master project schedule to manage the workflow flow. In addition to this attaining success in time management requires strong leadership. Because there is continual demand to cut timelines and delivery deadlines, you will require excellent negotiating abilities to keep the project on track. Any rescheduling requests will be measured against scope statements.

### **3. Quality management**

Quality is fulfilling the initial document based on the required standard of clients. the company aspires to attain a competitive advantage in the marketplace. Quality goals are frequently stated in a policy statement that outlines the standards that the business intends to accomplish as well as the responsibilities that come with attaining those goals. In this sense, project management must adhere to organizational policy. Perhaps the most challenging aspect of project management skill to describe is quality management.

It's important to remember that while the client ultimately chooses whether or not quality is acceptable, the foundation for quality is found in the project's initial goals. Otherwise, quality control is a continual review and improvement process (Ives, 2004).

### **4. Communication Management**

The success of a project relies on effective communication. Communication management refers to the skills and strategies used to guarantee that all stakeholders and project team members receive the information they require at the appropriate time. It's all about acquiring, creating, and disseminating information, as well as storing all project data (Ives, 2004).

### **5. Human Resource Management**

In each project, the role people play is very important. The people component includes clients, teams, employees, and different part takers. To manage human resources for projects, strong Human resource operation, development, training, and leadership are required.

the major procedures involved:

- Identifying, assigning, and documenting project roles, responsibilities, and reporting links are all part of organizational planning. The important components can include Job assignment lists, a project organizational structure, and a personnel management strategy are all important components.
- Staff acquisition is getting the right employees from the market.

- Team development is constructing the people component from different experiences to perform that specific project.

## **6. Procurement Management**

When the resources needed to execute a project on schedule and budget are not accessible in-house, procurement is used to get them from outside the company. Outsourcing is another word for this. Procurement policies are in place at many companies. The procurement and solicitation strategies, as well as contract management, are the most important procedures (Department of Education and Training, 2006).

## **7. Risk Management**

A prospective difficulty or limitation that might impact the project's result is referred to as a risk. Risk management is the process of identifying, assessing, and minimizing the risk amount on the project. Once the risk has been identified, the project may be put through its paces using suitable management and monitoring techniques (Department of Education and Training, 2006).

### **2.2.5. Soft skills**

Soft skills are intangible, nontechnical, personality-specific abilities that define a leader's, facilitator's, mediators, and negotiator's capabilities. Personal characteristics that improve a person's relationships, work performance, and career prospects are known as soft skills (Parsons, 2008). The most important aspect of soft talents is that they may be applied outside of one's career. Soft skills are acquired over time via practical application in one's attitude to daily life and the job (Arkansas Department of Education, 2007; Magazine, 2003).

Soft skills, in contrast to hard skills, are concerned with a people component. As Per, ShiandChen(2006) divided soft leadership abilities into six categories in their research, "Human Sideo Project Management–Leadership Skills." In the next paragraphs, Shi and Chen (2006) describe these abilities in further detail:

1. Communication abilities
2. Interpersonal skills
3. Ability to coordinate
4. Teamwork and delegating abilities

5. Ability to identify, analyzes, and solves problems
6. Temporal abilities

### **1. Communication**

Is a PM's or leader's capacity to listen, convince, and comprehend what others mean by their actions is known as communication. Samovar and Mills (1995) A leader's ability to communicate is a must-have skill. A communication skill is required of a PM since it facilitates interaction between the project leader or PM and the employees in the event of any issues on projects that can be finished swiftly and simply (Mehta, 2012).

Communication skills are needed in project management to transmit project information to others, and they must be done efficiently due to the highly technical, complex nature of the task (Pettersen, 1991). PMs, according to Bowenkamp and Kleiner (1987) and Einsiedel (1987), cope with complicated concepts and large volumes of data. PMs must also maintain continual collaboration with different parties. Written, oral before, and comprehensive are all part of the communication.

The capacity to interact effectively with people verbally, as well as the ability to deliver good presentations, are both examples of oral communication abilities (Shi & Chen, 2006). Written communication skills refer to the capacity to effectively communicate via the use of documents, letters, and reports. The capacity to grasp both the declared and implicit meaning of others is referred to as comprehensive abilities (Shi & Chen, 2006). Previous leadership research has found that when a leader communicates task information to his or her team, it results in high teamwork effectiveness (Jetu & Riedl, 2012).

According to several case studies, Developer misconceptions, team disputes, and poor team interactions are key reasons for project miscarriage (Belout, 2004). One of the most important listed characteristics of a project manager is communication. according to Hauschildt et al. (2000), and communication competence was the most commonly reported ability in a study of 287 PMs, according to Posner (1987). In her review of 16 project management studies, Crawford (2000) finds that communication is a frequently referenced skill, prior to this study (Odusami, 2002) one of the top critical skills. Besides this (Crawford, 2000) cited communication as a skill that is used in her studies of project management.

According to (Tushman, 1979) communication is the demarcating line for the success of project managers. Looking into this characteristic, it's reasonable to assume that a positive link exists between a PM's communication skills and his or her degree of success. It is critical for a PM to grasp the beliefs and attitudes of the stakeholders, to communicate properly, and to weigh their perspectives.

Communicational congruence may also be used to assess the efficiency of communication systems to guarantee that all team members are properly informed about choices or changes. PMs must keep in mind that communication is a human action that is influenced by our thoughts, feelings, and perceptions. PMs should be aware of a variety of intrapersonal processes, such as perceptual distortions (generalizing, 'horns and halo' effect, selective perception, and so on), which all have an impact on how people absorb information.

PMs must understand interpersonal processes like nonverbal communication. Around 65 percent of the information we pay attention to while communicating with others is non-verbal (Kreger, 2011).

## **2. Interpersonal Skills**

Interpersonal skills are the second set. These abilities include the ability to interact with individuals from various backgrounds, as well as the ability to form relationships with various types of people when necessary. Interpersonal skills also include persuasion, motivation, and incentive abilities (Brenton & Levin, 2012). Persuasion abilities are the ability to persuade and influence people to help you achieve the project's goals (Cornelius, 2012). The ability to inspire and incentivize team members by recognizing their sentiments, needs, and expectations is referred to as motivating and incentivizing abilities (Cornelius, 2012).

## **3. Coordination Skills**

coordination is organizing different tasks to attain a certain goal in a very smooth manner. (Brenton & Levin, 2012). In addition, project management abilities are critical in every single process of coordination. The project manager must tackle the challenges and drive the project to the end with well-managed project coordination skills.

## **4. Team Building and Delegation Skills**

Structure leadership is influencing teams in a positive manner that promotes, integrates, and coordinates team members. leadership is a means to an end, assisting teams in meeting their goals.

This is the playground for the PM to extract the best from the team and it is in this domain that the PM and project success are carefully linked. No project can be completed flawlessly if the project manager fails to bring his team's efforts together around a common goal. Managers who are in charge of execution and implementation rely on their staff to carry out their orders, directives, and instructions (Yang, Huang & Wu, 2010). Project managers that are successful build and expand their teams. They form strong bonds with and among team members, resulting in favorable social interactions (Walker & Walker, 2011).

These project leaders have authentic leadership qualities and are seen as integrity, which influences followers as per the leader's value (Gardner, 2005). According to a meta-analysis of the research, using soft leadership qualities to improve teamwork is quite successful. As a result, leadership implies that a leader's conduct and interpersonal skills are important components in forming a successful organization, which includes the fundamental aspects of the team (Wang, 2005)

As a result, via the use of soft leadership abilities, leadership may help to develop team bonds and improve teamwork (Prati et al. 2003). Collaboration, cohesion, and integration of the project team are all examples of team building. Working together in a group for a common goal is the precise definition of collaboration. It's especially important when the goals are large and diversified, and they can't be accomplished by a single person. Collaboration may have an indirect impact on personal and group improvements by improving team member connections and giving them a sense of communication about the issue (Shamir, 2000).

## **5. Problem-solving skills**

A leader needs to be able to recognize the root of an issue, find realistic solutions, and solve a problem (Odusami, 2002). In describing the PM's function as a problem solver, Posner (1987) argues that the PM must understand and be prepared to handle the major challenges. These challenges are the one which directly affects the speed and performance of the project.

According to (Jaccard, 1996) a decision is a choice made from various alternatives based on the need and information people had in respect to that issue. The stream of project management decisions is regarded as a choice of alternatives among the limited resource and success criteria the project has (Gushgari, 1997).

Decision-making, according to Kirton (1976), is a talent that everyone possesses and uses in different ways. In light of this, measures of decision making rather than the frequency or quality of decision making that is considered acceptable. Kirton, who works in applied psychology, argues that everyone is somewhere in the field of decision-making styles that span from adaptive to creative. According to Kirton (1976), the more adaptable a suggested solution is to people who see issues that need to be solved

## **6. Schedule management**

In today's project managing the timely submission of the project is one criterion for measuring the success of the project (Morris, 2002). Besides this, the prospect of the manager regarding schedule management affects the timely completion of the project. In addition, the project manager has to establish and control timely monitoring strategies. The progress of activities outlined in the Critical Path Method. Project management necessitates the project manager's simultaneous attention to various timeframes. In the long run, the PM must develop and communicate a project team vision. PMs that are focused on the future excel in developing future visions for different issues. Sometimes focusing on the future will affect the daily performance of the project so the executive of the project shall balance the extremes which are found in between (Thomas, 2000).

According to the writings of (Thomas, 1999), the developed art of project management demands the project managers the skill of excellent schedule management, foresight ability, and managing and dividing different tasks to the team.

### **2.2.6. Emotional intelligence**

The intellect of knowing the emotion of yourself and others surrounding the circle and guiding and utilizing this emotion is referred to as "emotional intelligence" (Salovey & Mayer,

1990, p. 189). The idea of emotional intelligence (EI) is one component of leadership development that has gotten a lot of attention in the last decade (Sadri, 2012). Emotional intelligence is defined as a skill of organizing and using the emotions of the people and leading to active utilization into actions (Goleman, 2006). The usefulness of emotional intelligence is hotly debated in the leadership literature since it is a relatively new and complicated topic (Kerr et al, 2006; Sadri, 2012). Many writers, including Goleman, Bouyatiz, and McKee (2002), discovered a clear link between a manager's emotional intelligence and favorable organizational performance. Successful leaders, according to Herkenhoff (2004), are required to have both the intellectual and emotional qualities to inspire and sympathize with people in contexts of strategic change.

Emotionally intelligent project managers, according to Clarke (2010), are better able to deal with the new difficulties and issues that each new project presents. Furthermore, emotional intelligence may help project managers to motivate and commit to change by inspiring their coworkers (Clarke, 2010).

### **2.3. Critical success criterions**

The project management body of Knowledge directs the constraints as schedule, cost, and scope (PMI, 2004). These constraints are linked in such a way if one of these constraints is affected, the other constraint will be affected. Many researchers refer to the PMI structure in the image below as "the iron triangle" or "Golden Triangle These,"



**Figure 1: The Iron Triangle Success Criterion**

In line with PMI standards, these four criteria and methods for measuring them are given below.

### **2.3.1. Scope**

The project deliverables are the emphasis of the Variance Analysis is the most frequent method for determining scope. Project performance measures are used to analyze the amount of variance in performance using this approach. Evaluating the source of variation from the scope baseline and determining if corrective action is necessary are important components of project scope control (Boukanos, 2007).

### **2.3.2. Time**

The timetable of a project is the emphasis of this criterion. The anticipated dates for activities and milestones are captured in a project schedule. There are different software's which are used to manage the schedule and are the most popular ways for measuring the time criterion (Boukanos, 2007).

### **2.3.3. Cost**

We must concentrate on a project's budget for the cost criteria. The budgeting process focuses on creating a cost baseline and assigning the money to different tasks. A cost reference is a phase's anticipated costs. Earned Value Technique (EVT), Forecasting, and Trend Analysis are the most popular approaches for determining the cost criteria (Boukanos, 2007).

### **2.3.4. Quality**

The quality of a project's performance and outcomes is the emphasis of this criteria. We may also use the phrase "Quality Grade" to describe project success. "A particular feature of an item, product, or service that fulfills the needs of clients or the project owning company. Wideman (2000). Cause and Effect Diagrams are the most popular approaches for assessing the quality criterion.

The PMI framework for project evaluation is less debatable, although many writers believe it is still lacking. Ika (2009) elaborated on this definition, stating that project success can be compared to six items which include schedule, quality, cost, client needs, customer satisfaction and approval of involved parties. This success of the project differs from one to the other based on the nature of the project itself.

As per that every project is unique, various stakeholders have varied perspectives on project performance, thus a project that appears successful to the client may be a failure for customers (Toor, 2010).

The discipline of project management has limitations to consider different success measurements. according to Atkinson (1999). He does this by demonstrating that while making an evaluation, two types of mistakes can occur.

“Type I mistakes occur when something is done incorrectly, but Type II errors occur when something is not done as well as it might have been or when something is omitted” (Atkinson, 1999). A type II mistake occurs when a project is evaluated using inadequate success criteria. Many academics have pointed out that Schedule, cost, and quality should not be the only ways to measure success.

## **2.4. Leadership and project success**

According to Hemphill and Coons (1957), leadership is defined as an individual's behavior aimed at leading the actions of a group toward the attainment of a common objective. According to Jago (1982), leadership is a positive influence made towards people for the purpose to attain an objective. The potential of convincing people to beat a certain objective with energy and desire is known as leadership (Shi & Chen, 2006).

According to Bass (1990), leadership is defined by group dynamics, personality, exercising influence, and as an act or action. Northouse (2004) defined it (p. 4). In the context of project management, successful leaders must prioritize connections, convey their values, and prioritize procedures at the same time (Turner, 2006). Because project management methods and team members are so important to project success, the project manager must focus on both management and leadership responsibilities; the emphasis varies from one to the other in the uniqueness of the project. Besides, the two main different theories of management and leadership aren't always clear. The traditional activities of management include planning, organizing, and controlling are generally the emphasis of management. Management is primarily to decide using the process to bear the result.

On the other side, leadership is all about making, developing, and inspiring people to extract their full potential and perform more difficult and complex corporate objectives. (Vittal, 2010). Aside from this, the leadership quality of the project executive or Project manager is not

stated explicitly or blatantly in the literature on project success criteria. Many of the previously referenced writers polled project managers, and it appears that many project managers are unaware of the part their leadership skill contributes to project success. Besides this it has been largely ignored in the project success literature, much has been written on the subject, and some researchers have even concluded that the PM's leadership attributes are critical to the project's success. One of the scholars who stated that leadership is a crucial success component for initiatives is Thite (Thite, 1999). In a comprehensive analysis of project management research, Kloppenborg and Opfer (2012) discovered that the 3rd quarter of the 20th century of project management mainly focused on the time and plan management of projects.

Following the early years of the millennium, the focus of project management developed much more into technology, schedule, and monitoring prompted by the study phases into finance and risk management. In the last years of the first decade of the 21st century, there was a surge of interest in leadership and people development (Dvir, 2007). The focus on leadership gave various advantages in dealing with issues that arose throughout the project's development (Johnson, 2009). An increasing focus on leadership and human resources led to the creation of improved processes and the more effective organization of teams (Kloppenborg & Opfer, 2012).

A mix of technical and leadership skills is required to achieve effective project outcomes (Zimmerer & Yasin, 2008). For tracking and assessing project technical components, a variety of project management procedures and techniques (planning, scheduling, control, and automated tools) are available.

## **2.5. Empirical Review**

Most studies focus on PMs' technical abilities. Recent research on project leadership has revealed that project leadership abilities are favorably connected to project success. For example, Geoghegan et al showed that project leadership competencies are strongly correlated with project success. Another explanation is that project management was once thought to be a purely technical discipline, but most academics have now recognized the behavioral aspects of project managers (Jugdev and Muller, 2005).

PMs should have leadership skills, as per the writings of (Dulewicz, 2007) the components of leadership are much related to the performance of the project. In addition to this firms and organizations are deeply understanding that projects are being the driving tools for the success

they aspire. so the focus of project management is being diverted to leadership more than any time before. As an outcome, businesses should focus on training and development to help PMs Build leadership skills.

The above studies looked at PM personality characteristics and how they are related to project performance at varying complexity. (Turner, 2012) used the skeleton of leadership as knowledge-based, social-oriented, vision-oriented, and PM result orientation to see how these competencies impact project results.

According to Muller, Geraldi, and Turner (2012), personal traits such as intellectual ability quality had no significant impact on project success, despite being taught to be important in dealing with complex projects, whereas the PM's result orientation/focus correlated with the performance of the project. Previous studies done by (Turner, 2001) gave the focus on the technical and soft abilities prior factors in PM effectiveness. Their interconnectedness, on the other hand, has been largely neglected in practice. New patterns have been discovered by recent studies (Klaus, 2010).

According to research, hard skills account for just 15% of one's achievement, whereas soft skills account for 85% of success (watts, 2008). As per the writings of (watts,2008), technical skill is a knowledge-based ability that is used to carry out projects in harmonizing it with procedures in her research on project management effectiveness. various studies didn't come to a consensus on the importance of technical abilities to project performance. According to (Tucker, 1994) pin, his studies on technical abilities without leadership roles won't make the project successful.

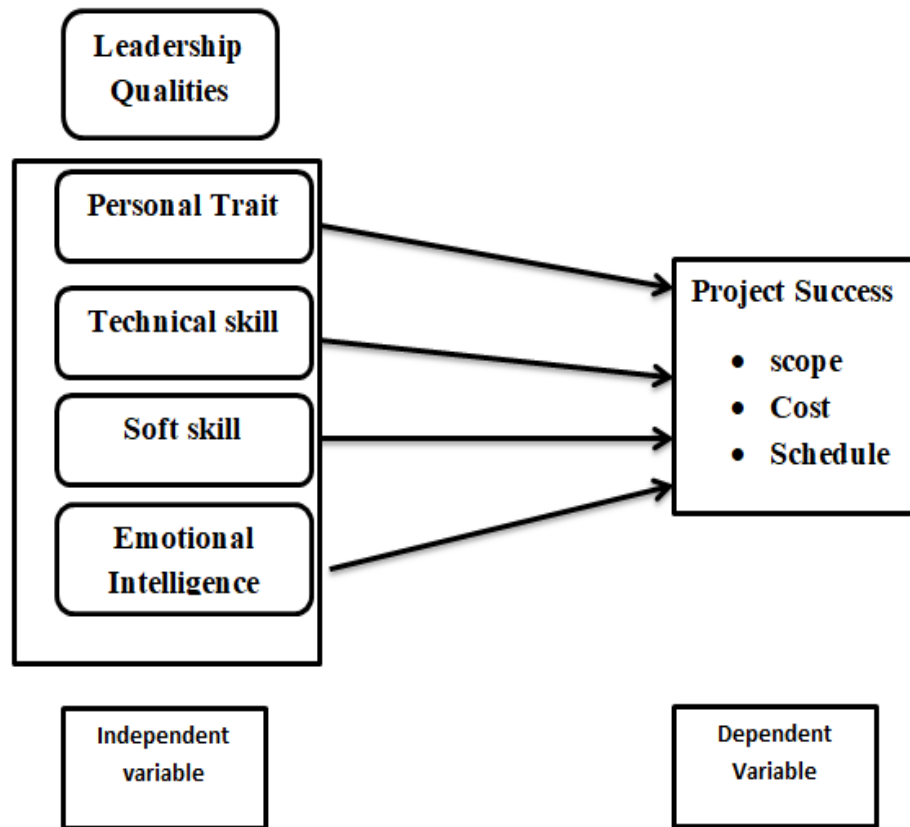
PMs who are overly focused on the technical elements of a project, according to Goodwin (1993), may fail to perceive organizational, political, and other external factors, putting their work at risk. Other researches, on the other hand, show that technical ability is linked to success, or at least believed to be linked. According to Thamhain (2004), the exercise of the technologies and tools assists team performances in a better way.

Despite the importance of the hard skill as compared to other leadership qualities, its importance is not much that stated in the literature notifying that it doesn't have an impact on the success of the PM. (Trivellasa, 2013) conducted a study on the success of project managers. As per the study, the soft skills are graded higher by project managers who are in a successful project.

While conducting a study of the soft skills Manazar,2010 pointed out that there is a strong significant relation to the project success listing the components as communication, organizing, problem analyzing, and people development.

According to (Trivellasa, 2013) who wrote a study on emotional intelligence stated that successful project managers have high self-awareness and low relational components For social awareness, there was a larger disparity between PMs in successful and unsuccessful projects. Successful PMs had considerably greater levels of emotional intelligence than their peers, according to the same rationale.

## 2.6. Conceptual Framework



**Fig 2: Conceptual framework**

(Source: Nanus (1989) and Kaleb (2017, Shi & Chen, 2006, Goleman et al (2002)

This framework's contribution is to show the relationship with different components. This conceptual framework emphasizes the outcomes of theories, leadership qualities, and academics of project management in the umbrella of (Ika, 2009) contingency method and project management academics within Dulewicz & Higgs' competing value framework approach (2004). The personal qualities of the PM, hard, soft, Emotional intellect, personal traits make up the PM's leadership attribute. According to different studies, successful leadership integrates the hard and soft components. The above conceptual framework takes into consideration the trait and EQ competencies.

## **CHAPTER THREE**

### **Research Method**

In this chapter the research design and approach, the study population, sampling, sampling design, research instrument, data collection, data analysis, validity and reliability test, and ethical consideration.

#### **3.1. Research Design**

This study used an explanatory research design. In addition to this explanatory research design approach aids the researchers in the identification of the link between independent and dependent variables. It is also utilized to acquire information on the state of the phenomena. Explanatory survey studies were employed in the study. Since surveys assist to examine huge groups of individuals and simply explain what people claim they think and do. The researcher can utilize this design to figure out and describe the features of the variables. (J.W. Creswell, 2003)

There are three main techniques to research: qualitative, quantitative, and mixed methods. The quantitative research approach makes use of statistics and numbers which are mostly presented in figures while the qualitative approach relies on describing an event with the use of words. According to Yin (1994), a research approach chosen should be done according to the research questions in that particular situation since each approach has its merit and demerit and how empirical data is collected and analyzed. Additionally, the degree of focus on either contemporary or historical events as well as the type of questions asked should be the main basis on which a research approach should be chosen.

This study adopted a quantitative research approach. The quantitative approach helps to establish the meaning of the phenomena. It investigates the relationship between variables to put objective hypotheses to the test. Instruments can then be used to calculate these variables, yielding numerical data that may be evaluated using statistical processes (Creswell, 2009). It aims to use a variety of quantitative analytical approaches to building statistical correlations between variables, ranging from simple descriptive statistics to advanced statistical modeling (Saunders et al., 2009). When a study tries to explain, understand, or foresee events, Using specialized procedures and

procedures, quantitative analysis analyzes interactions between distinct factors. Quantitative techniques are characterized by measurable facts that may be expressed in numbers or other quantities. This serves as a foundation for displaying frequency distributions, correlations, and other statistics (Lind et al., 2008).

This research approach is chosen as it provides a crucial step towards achieving the aim of the research entailed the effect of project manager's leadership quality on project success: "The case of World Vision Ethiopia." It provides the best alternative to understand and describe how leadership qualities impact project performance.

### **3.2. Target Population**

The primary stage in sample selection, according to Hamed (2016), is to define the target demographic. A target population, according to Cooper and Schindler (2014), is the whole group of persons or things from whom the research seeks to extrapolate its findings. According to Nicholas W. (2011), a population is a collective word that refers to the total number of examples of the kind under investigation. According to Kothari (2004), the study's population refers to the total number of items for which data was collected.

The most important purpose of quantitative research is to generalize. However, in most quantitative studies, the researcher is unlikely to be able to study the full population of interest. On the contrary, given the small size of the population for this study, the whole population is going to be included in the sample group. As a result, the researcher implemented a census method for 65 project managers. using the whole population was practical and contributed a higher value to the reliability of the study.

### **3.3. Sampling Method**

The non-probability sampling technique is regarded as acceptable for this research project based on the study objectives, design, approach, quantity of target population, and types of research questions presented. According to Hamed (2016), Non-probability sampling is commonly connected with case study research design and qualitative research. Because it focuses on tiny samples, it is selected to investigate a real-life occurrence rather than make statistical assumptions

about the entire population (Yin, 2003). The non-probability sampling approach is acceptable given the small population and the research's nature as a case study.

The census is chosen from among the several sorts of non-probability sampling procedures. A census is a collection of all data points concerning the population being studied. It is the total count of a population or groups at a given point in time-based on well-defined criteria. Given the limited population of the study, a census will provide the researchers with a comprehensive picture of the events in the issue.

### **3.4. Sample size**

Sampling is the process of choosing a subset of a population or the entire population from a sampling frame (Hamed, 2016). Quantitative research's most essential goal is to generalize. In most quantitative studies, however, the researcher is unlikely to be able to investigate the entire population. On the contrary, due to the small size of the study's population, the entire population will be included in the sample group. As a result, 65 project managers of the World Vision Ethiopia were included in the sample group.

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

The researcher obtains data from primary and secondary data sources in order to obtain reliable data and achieve the stated objectives of this study.

#### **3.5.1. Primary Sources of Data**

These primary sources of data were collected from the respondents through the use of questionnaires and Interview.

#### **3.5.2. Secondary Sources of Data**

secondary data was obtained from documentary sources such as books. journals. newspapers. reports. articles and other research related to this study. These sources were very useful in the literature review. The literature reviewed serves as both theoretical and empirical base for the analysis of the data collected.

### **3.6. Research Instrument**

The researcher used a standardized questionnaire as a means of collecting data from respondents in geographically distant places.

The questionnaire was divided into four sections. The opening section of the questionnaire contains a disclosure statement about the questionnaire's purpose as well as assurances about the confidentiality of the information contained inside. The second section asks for demographic information such as the respondent's gender, age, educational level, and work experience. The third part discusses the four independent variables namely: personal trait, Hard/Technical, soft skills, and project success-related questions.

Questions that were raised on the personal trait category were taken and customized from ( Kaleb, 2017). The PMBOK Guide was utilized to develop the technical leadership skill items that will be used to assess the PM's technical leadership skills. The elements of soft leadership abilities were taken from Shi and Chen (2006). Goleman et al. (2002) was utilized to construct the emotional intelligence items category.

The researcher distributed the questionnaire to the participants through the internet after completing the writing of the questions. This is owing to the present condition of the COVID-19 epidemic throughout the globe. As a result, the questionnaire was submitted to a management official, who then forwarded it to all project managers working at the organization at the time. The questionnaire was prepared in Google Docs, and the link was emailed to the participants.

### **3.7. Method of Data Analysis**

After the data was gathered, the data was analyzed using statistical technique (Descriptive & inferential). For analysis, all independent variables were graded on a Likert scale.

The program IBM SPSS Statistics version 20 was used for the analysis. The researcher was able to arrange and summarize the data obtained using descriptive statistics, frequency tables, charts, and the mean. In addition, to answer the research questions given in the first chapter, inferential statistics were utilized to examine the data using independent sample t-test and regression analysis. A linear combination of the independent variables was used to represent the relationship between the dependent and independent variables.

### 3.8. Validity and Reliability

The researcher exerted efforts in preparing the instrument and ensuring the validity of the content to address the specific study. Besides, precise words are used to help people comprehend the language used in the survey, and having an expert assess the survey content (Bauer, 2005). As a result, academics were given the tool for in-depth talks with the adviser.

In addition, the instrument was tested with 25 World Vision Ethiopia staff to see whether any feedback is received. The term "reliability" refers to whether or not the same results can be achieved consistently in several investigations. It expresses how effectively a study result may be applied to the population from which a sample was taken (Culler, 2009). The Cronbach's Alpha statistic is one of the most frequent methods for doing so (Rattray & Jones, 2007).

In regards to the reliability test between the items Cronbach's alpha measured how the items included yielding the same scores. According to studies by (bryde, 2008) Cronbach alpha results above 0.70 is acceptable and valid

**Table 1: Inter-Item Reliability Analysis**

| <b>Standard Scales</b> | <b>Original</b> | <b>Adapted<br/># of items</b> | <b>Pilot Study</b> | <b>Main Study</b> |
|------------------------|-----------------|-------------------------------|--------------------|-------------------|
| Personal Trait         | 8               | 8                             | 0.698              | 0.843             |
| Technical skill        | 8               | 8                             | 0.739              | 0.916             |
| Soft skill             | 6               | 6                             | 0.708              | 0.913             |
| Emotional Intelligence | 4               | 4                             | 0.719              | 0.917             |
| Project success        | 10              | 10                            | 0.748              | 0.909             |

(Source: Computed from own survey, 2021)

Table 3.1 shows that all of the study's variables have demonstrated strong internal consistency and may be designated as reliable measuring instruments. Individual Cronbach's alpha tests for the personal trait, technical skill, soft skill, and emotional intelligence yielded values of 0.843, 0.916, 0.913, and 0.917, respectively. According to the table, all of the values are higher than the commonly accepted figure of 0.7. Furthermore, the project success components were able

to achieve a Cronbach's alpha score of 0.909, indicating high reliability. Because the result is more than 0.7, it was also considered reliable. Furthermore, the Cronbach's Alpha of the entire study's variables has shown that the instrument and the constructs utilized to describe the variables are quite reliable.

### **3.9. Ethical Considerations**

The study has received ethical approval and certification from the Addis Ababa University School of Commerce. Respondents were informed about the objective of the research project to get their complete agreement to utilize the data collected. The privacy and confidentiality conditions were printed on the first page of the questionnaire, and responders were informed that the information they submit will not be shared with anyone else and will only be used for the research. All information about the participants will be kept private by the researcher by providing them code numbers instead of names, their privacy, identity, and secrecy will be preserved (anonymity). The completed Questionnaires were the characteristic experiences of the traits and only the researcher will have access to them.

## CHAPTER FOUR

### Analysis, Discussion and Interpretation

The first section of this chapter presents a demographic description of the sample in terms of Gender, age, educational level, work experience, and project success rate. The second section Summarizes the response of participants of the research when it comes to leadership attributes That impact project success. Finally, the third section of this chapter includes results of inferential statistics that were conducted based on the data that was gathered from the sample.

#### 4.1. Response rate of respondents

**Table 2: Respondents' response rate**

| <i>Questionnaires<br/>Distributed</i> | <i>Questionnaires<br/>Returned</i> | <i>Percentage</i> |
|---------------------------------------|------------------------------------|-------------------|
| 65                                    | 56                                 | 86.15%            |

*Source: Own survey, 2021*

As shown in table 4.1 above, about response rate, 65 questionnaires were distributed to respondents and 56 were appropriately filled and returned with the rate of 86.15%. Based on this the next analysis was carried out.

## 4.2. Background Information of Study Participants

The socio-demographic characteristics of the participants were provided in this section. Table 4.2 summarizes the socio-demographic characteristics of research participants, including gender, age, educational level, and job experience.

**Table 3: Background of Study Participants (N=56)**

| <b>Variables</b>                       | <b>Characteristics</b> | <b>N</b> | <b>%</b> |
|----------------------------------------|------------------------|----------|----------|
| <b>Sex</b>                             | Male                   | 35       | 62.5     |
|                                        | Female                 | 21       | 37.5     |
| <b>Age</b>                             | 21-30                  | 6        | 10.7     |
|                                        | 31-40                  | 12       | 21.4     |
|                                        | 41-50                  | 38       | 67.9     |
|                                        | Above 50               | 0        | 0        |
| <b>Level of Education accomplished</b> | Bachelor Degree        | 13       | 23.2     |
|                                        | Master's Degree        | 40       | 71.4     |
|                                        | Ph.D.                  | 3        | 5.4      |
|                                        | OTHER                  | 0        | 0        |
| <b>career Experience</b>               | Less than 5 years      | 6        | 10.7     |
|                                        | 5-10 years             | 8        | 14.3     |
|                                        | 10-15                  | 30       | 53.6     |
|                                        | Greater than 15 years  | 12       | 21.4     |

(Source: Computed from own survey, 2021)

As shown in table 4.2 above, concerning gender distribution of respondents, 21 (37.5%) were females whereas 35 (62.5%) males. This shows that which generally indicates that the majority of the sample respondents were predominantly male

From the findings, out of the 6 respondents, 10.7 % respondents were in the age range of 21-30 years; 21.4% were between 31-40 years old ; 67.9% were between 41-50 years old and 0% were above 50 years old. The age distribution of the respondents revealed different levels of job

experience in their respective functional areas. When we see the educational status of the respondents, 71.4 % of the respondents have MA/MSc while 23.2% of the respondents have BA/Bsc degree.

On the respondent's years of experience, the results indicate that the majority i.e. 53.6% of the respondents have 10-15 years of working experience. This is followed by 21.4 % of the respondents who have 15 years of working experience. 8 respondents representing 14.3% have 5-10 years of working experience and 6 respondents (10.7 %) have between 1- 5 years of working experience.

The demographic profile shows that the majority of respondents are adult male, Masters-degree holders, and experienced employees.

#### **4.3. Statistical level of the Study Variables.**

The mean, standard deviation scores and the sum totals were calculated in order to summarize the status of the scales of personal Trait, Technical skill, soft skills, emotional intelligence and project success. The results were presented as follows:

##### **4.3.1. Personal trait**

Farsightedness, ease of access/availability, honesty & integrity, self-confidence, concentration on outcome, excitement, persuasiveness, and social behavior were the eight main elements examined for personal traits.

**Table 4: Analysis of personal trait**

| Roll No | Personal traits                                     | Rating scales |   |    |    |    | Mean | St.Dev |
|---------|-----------------------------------------------------|---------------|---|----|----|----|------|--------|
|         |                                                     | 1             | 2 | 3  | 4  | 5  |      |        |
| 1       | Farsight                                            | 0             | 0 | 7  | 9  | 40 | 4.59 | .708   |
| 2       | Easy communication channel to the project manager   | 0             | 2 | 7  | 14 | 33 | 4.39 | .846   |
| 3       | Honesty and integrity                               | 0             | 2 | 7  | 0  | 47 | 4.77 | .632   |
| 4       | Self-confidence                                     | 0             | 7 | 0  | 14 | 35 | 4.38 | 1.00   |
| 5       | Result orientation                                  | 0             | 0 | 0  | 26 | 30 | 4.54 | .503   |
| 6       | Enthusiasm                                          | 0             | 0 | 14 | 12 | 30 | 4.29 | .847   |
| 7       | Persuasiveness                                      | 0             | 0 | 0  | 33 | 23 | 4.41 | .496   |
| 8       | personality and social skill of the project manager | 0             | 0 | 14 | 14 | 28 | 4.25 | .837   |
|         | Aggregate mean Value                                |               |   |    |    |    | 4.45 | 0.73   |

*Key: 1 = strongly disagree; 2 = disagree, 3 = neutral; 4 = agree and 5 = strongly agree*

Source: Survey Result (2021)

The study discovered that the PM's honesty and integrity, as well as foresight or the capacity to operate in the future, are extremely important for project performance with 4.77 and 4.59.

According to the study's findings, a project manager's focus on results is regarded as the third most important element for project success, with a mean value of 4.54. The project manager's persuasiveness is followed by his or her emphasis on results, which has a mean score of 4.41.

With nearly similar mean values of 4.39 and 4.38, easy communication channel to the PM and self-confidence came in fifth and sixth position, respectively.

The PM's Enthusiasm and social behavior, social adaptability, and extrovert personality influence project success were ranked seventh and eighth, respectively, with nearly identical values of 4.29 and 4.25.

With regard to the total effect of personal trait on project success, as the total mean of 4.45 indicates, the respondents agree that the project manager's personal traits have a high importance for project success.

This result is supported with a study by James (2000). The researcher conducted a one-on-one interview with 20 leaders. The respondents were asked to give a list of the top qualities they felt were essential for a project manager to possess to effectively lead constituents. The study found that 11 of the 20 participants (55%) noted all or some of the eight personal traits studied in this study.

#### **4.3.2. Hard skills**

The following statements were given to respondents in order to determine how much claims about technical skills such as cost and budget management, schedule management, quality management, risk management, stakeholder management, communication management, procurement management, and human resource operation and development influence project success.

**Table 5: Technical skills of the Project Manager**

| Roll No | Personal traits                          | Rating scales |   |    |    |    | Mean | St.Dev |
|---------|------------------------------------------|---------------|---|----|----|----|------|--------|
|         |                                          | 1             | 2 | 3  | 4  | 5  |      |        |
| 1       | cost and budget management               | 0             | 0 | 10 | 21 | 25 | 4.27 | 0.751  |
| 2       | schedule management                      | 0             | 0 | 2  | 28 | 26 | 4.43 | 0.568  |
| 3       | Quality management                       | 0             | 0 | 0  | 30 | 26 | 4.46 | 0.509  |
| 4       | Risk Management                          | 0             | 0 | 0  | 23 | 33 | 4.59 | 0.496  |
| 5       | Stakeholder management                   | 0             | 9 | 0  | 22 | 25 | 4.13 | 1.046  |
| 6       | communication management                 | 0             | 0 | 0  | 23 | 33 | 4.59 | 0.496  |
| 7       | Procurement management                   | 0             | 0 | 31 | 7  | 18 | 3.77 | 0.914  |
| 8       | Human resource operation and development | 0             | 0 | 9  | 29 | 18 | 4.16 | 0.682  |
|         | Aggregate value                          |               |   |    |    |    | 4.3  | 0.68   |

*Key: 1 = strongly disagree; 2 = disagree, 3 = neutral; 4 = agree and 5 = strongly agree*

Source: Survey Result (2021)

The study discovered that the PM's understanding of communication management and the risk management process are both extremely important with a mean value of 4.59. For both, all of the respondents agree that both items have an impact on project success. According to

the study's findings, the PM's understanding of quality management is regarded as the second most important element for a project's success, with a mean value of 4.46. Schedule management of the PM is followed by the PM's knowledge of quality management which has a mean value of 4.43.

With a mean value of 4.27 and 4.13, the PM's understanding of cost management and stakeholder identification and management procedure came in fourth and fifth position, respectively. With a rating of 4.16 and 3.77, respectively, the PM's understanding of human resource management and procurement management process has an influence on project success.

The project manager's understanding of the procurement management process has a lower mean value of 3.77 among the technical skill elements, but it is still significant. The overall mean value of technical/Hard skill is 4.3.

### 4.3.3. Soft skills

communication skill, Interpersonal skill, coordination skill, team delegation and management, problem solving and time management were all examined under soft skills as listed below in Table 4.3.3.

**Table 6: soft skills of the Project Manager (N= 56)**

| Roll No | Soft skills                    | Rating scales |   |   |    |    | Mean | St.Dev |
|---------|--------------------------------|---------------|---|---|----|----|------|--------|
|         |                                | 1             | 2 | 3 | 4  | 5  |      |        |
| 1       | Communication skill            | 0             | 0 | 7 | 16 | 33 | 4.46 | 0.713  |
| 2       | Interpersonal skill            | 0             | 0 | 7 | 16 | 33 | 4.46 | 0.713  |
| 3       | Coordination skills            | 0             | 0 | 7 | 16 | 33 | 4.46 | 0.713  |
| 4       | Team delegation and management | 0             | 7 | 0 | 14 | 35 | 4.34 | 0.996  |

|   |                 |   |   |    |    |    |      |       |
|---|-----------------|---|---|----|----|----|------|-------|
| 5 | Problem solving | 0 | 0 | 0  | 26 | 30 | 4.75 | 0.437 |
| 6 | Time management | 0 | 0 | 14 | 12 | 30 | 4.84 | 0.371 |
|   | Aggregate value |   |   |    |    |    | 4.55 | 0.65  |

(Source: Computed from own survey, 2021)

*Key: 1 = strongly disagree; 2 = disagree, 3 = neutral; 4 = agree and 5 = strongly agree*

The study discovered that the PM's time management and issue identifying, analyzing, and solving abilities are extremely important with 4.84 and 4.75 mean values respectively. These two skills have been rated the top among the other soft skills.

According to the study's findings, a project manager's communication, interpersonal, and coordination abilities are regarded as the third most important element for project success, with an identical mean value of 4.46. The overall mean value of soft skill is high at 4.55.

#### **4.3.4. Emotional intelligence**

Self-awareness, Self-management, Social awareness and relationship management were examined under emotional intelligence. The following result demonstrates their response which was asked on the above issues.

**Table 7: Emotional Intelligence of the project manager**

| Roll No | Emotional Intelligence | Rating scales |   |   |    |    | Mean | St.Dev |
|---------|------------------------|---------------|---|---|----|----|------|--------|
|         |                        | 1             | 2 | 3 | 4  | 5  |      |        |
| 1       | Self-awareness         | 0             | 0 | 0 | 21 | 35 | 4.63 | 0.489  |

|   |                         |   |   |   |    |    |      |       |
|---|-------------------------|---|---|---|----|----|------|-------|
| 2 | Self-management         | 0 | 0 | 7 | 23 | 26 | 4.34 | 0.695 |
| 3 | Social awareness        | 0 | 0 | 2 | 28 | 26 | 4.43 | 0.568 |
| 4 | Relationship management | 0 | 0 | 2 | 21 | 33 | 4.55 | 0.570 |
|   | Aggregate value         |   |   |   |    |    | 4.48 | 0.58  |

(Source: Computed from own survey, 2021)

The study discovered that the PM's level of self-awareness and relationship management approach with various stakeholder skills are extremely important with 4.63 and 4.55 mean values respectively. According to the study's findings, the project manager's level of social awareness of the working environment and self-management are listed as the third and fourth most important variables for project success, with mean values of 4.43 and 4.34, respectively. The study's findings reveal the overall result of emotional intelligence is 4.48.

*Key: 1 = strongly disagree; 2 = disagree, 3 = neutral; 4 = agree and 5 = strongly agree*

Source: Survey Result (2021)

**Table 8: Statistical Summary of Study Variables**

| Variable                      | Mean | Std. Dev. | Minimum | maximum | rank |
|-------------------------------|------|-----------|---------|---------|------|
| <b>Personal Trait</b>         | 4.45 | 0.73      | 2       | 5       | 3    |
| <b>Technical skill</b>        | 4.3  | 0.68      | 2       | 5       | 4    |
| <b>Soft skill</b>             | 4.55 | 0.65      | 2       | 5       | 1    |
| <b>Emotional Intelligence</b> | 4.48 | 0.58      | 3       | 5       | 2    |

(Source: Computed from own survey, 2021)

This implies that the project manager's working in World Vision Ethiopia gave high leadership quality ratings on project success in terms of soft skills and emotional intelligence. personal trait and technical skill rank third, and fourth in terms of effect on project success,

The results show that these independent variables have a substantial impact on project success., as shown in table 4.6.

### 4.3.5. Project Success

Project success is measured by scope, cost, schedule and quality. Respondents were asked to their observation of the projects on the above parameters.

**Table 9: project success**

| Roll No | Soft skills                                                                      | Rating scales |    |    |    |    | Mean | St.Dev |
|---------|----------------------------------------------------------------------------------|---------------|----|----|----|----|------|--------|
|         |                                                                                  | 1             | 2  | 3  | 4  | 5  |      |        |
|         |                                                                                  |               |    |    |    |    |      |        |
|         | SCOPE                                                                            |               |    |    |    |    |      |        |
| 1       | The project objectives were met                                                  | 0             | 0  | 14 | 37 | 5  | 4.46 | 0.713  |
| 2       | Projects stay within the documented scope                                        | 0             | 0  | 16 | 33 | 7  | 4.30 | 0.713  |
| 3       | Projects goals are achieved                                                      | 0             | 21 |    | 23 | 12 | 4.25 | 0.713  |
|         |                                                                                  |               |    |    |    |    |      |        |
|         | COST                                                                             |               |    |    |    |    |      |        |
| 4       | Projects in your organization are completed within the initially approved budget | 0             | 16 | 7  | 33 | 0  | 3.75 | 0.893  |
|         |                                                                                  |               |    |    |    |    |      |        |
|         | SCHEDULE                                                                         |               |    |    |    |    |      |        |

|    |                                                          |   |    |    |    |    |      |       |
|----|----------------------------------------------------------|---|----|----|----|----|------|-------|
| 5  | Projects are completed on schedule                       | 0 | 0  | 16 | 40 | 0  | 4.54 | 0.503 |
| 6  | Projects are going on schedule with no time delay        | 0 | 21 | 9  | 26 | 56 | 4.29 | 0.847 |
|    | <b>QUALITY</b>                                           |   |    |    |    |    |      |       |
| 7  | The final output satisfied the requirements              | 0 | 21 | 0  | 35 | 0  | 3.25 | 0.977 |
| 8  | Projects in your organization represented excellent work | 0 | 0  | 16 | 20 | 20 | 4.07 | 0.806 |
| 9  | The developed final output was a success.                | 0 | 0  | 14 | 29 | 13 | 3.98 | 0.700 |
| 10 | Overall the project was a success                        | 0 | 0  | 14 | 17 | 25 | 4.20 | 0.818 |
|    | Aggregate value                                          |   |    |    |    |    | 4.10 | 0.768 |

*Key: 1 = strongly disagree; 2 = disagree, 3 = neutral; 4 = agree and 5 = strongly agree*

Source: Survey Result (2021)

Project success is measured by scope, cost, schedule and quality. ‘Schedule’ has the highest mean of 4.41 followed by ‘Scope’ with mean 4.33. Then ‘Quality’ and ‘Cost’ come with a mean of 3.87 and 3.75 respectively. This shows that projects in World Vision Ethiopia are time sensitive and adhere to their initial schedule. The mean for projects that are completed on schedule is 4.54 with standard deviation 0.5 which is low. Low standard deviation means most respondents' response is close to the mean 4.54. The mean for projects that are going on schedule with no time delay is 4.29. The second measure of project success is ‘Scope’. This has the second highest mean with a value of 4.41. This shows that projects in World Vision Ethiopia achieve their goals and objectives regularly. In other words, projects that fail to accomplish what they were meant to accomplish are rare. Quality has a mean of 3.87. Compared to the other measurements of project success this has

a lower mean. The standard deviation for the items included under this measure are also high. ‘The final output satisfies the requirements’ has a standard deviation of 0.97. ‘Overall the project was a success’ has a standard deviation of 0.81. Finally ‘Cost’ has the lowest mean which is 3.75.

#### 4.4. The Relationship between Project Manager’s Leadership trait and project success.

**Table 10: Association of project manager’s leadership quality and project success**

| Association of project manager’s leadership quality and project success (N=56) |    |        |        |        |        |
|--------------------------------------------------------------------------------|----|--------|--------|--------|--------|
|                                                                                | PT | TS     | SS     | EQ     | PS     |
| PT                                                                             | 1  | .754** | .806** | .903** | .906** |
| TS                                                                             |    | 1      | .672** | .889** | .861** |
| SS                                                                             |    |        | 1      | .822** | .871** |
| EQ                                                                             |    |        |        | 1      | .928** |
| PS                                                                             |    |        |        |        | 1      |

\*\* . Correlation is significant at the 0.01 level (2-tailed)

(Source: Computed from own survey, 2021)

*PT=Personal trait; TS=Technical skill; SS=Soft skill; EQ=Emotional Intelligence; PS=Project success.* (Source: Computed from own survey, 2021)

- **Personal Trait on project success** has a correlation value of 0.906 at the 0.01 level of significance, indicating that project managers' personal traits have a significant strong

connection with project success. As a result, personal trait is a good predictor of a PM's leadership qualities on project success.

- **Technical skill on project success** has a substantial correlation value of 0.861 at the 0.01 level of significance, indicating that project managers' technical expertise has a significant strong relationship with project success. As a result, technical ability is a good predictor of a PM's leadership qualities and project success.
- **Soft skill on project success** has a substantial correlation value of 0.871 at the 0.01 level of significance, indicating that project managers' soft skills have a positive correlation to project success. As a result, that soft skill is a good predictor of a PM's leadership qualities and project success.
- **Emotional Intelligence on project success** Emotional intelligence of project managers has a substantial strong positive connection with project success, with a correlation value of 0.928 at the 0.01 level of significance. As a result, emotional intelligence is one of the best predictors of project success for PMs.

#### 4.5. The Effect of Project Manager's Leadership trait on Project Success.

**Table 11: The Effect Model**

| Model | R    | R Square | Adjusted R Square | Std. Error |
|-------|------|----------|-------------------|------------|
| 1     | .966 | .933     | .927              | .16469     |

Significance at 0.05

a. Independent Variables: (Constant), Personal Trait, Technical skill, soft skill, and Emotional Intelligence

As seen in the model summary above,  $R=0.966$  suggests a positive association between project success and the independent variables (personal trait, technical competence, soft skill, and emotional intelligence).

As a result, **R-square** determines how much of the variation in the dependent variable is explained by changes in the independent variable, which are the project manager's leadership

skills. As a result, R-square also assesses the explanatory factors' ability to explain variance in project success as a dependent variable.

As a result, the R-square value for the regression model is 0.933, implying that the variables contribute 93.3 percent to project success in this study, with the remaining 6.7 percent variation is not included in the study variables of this study

**Table 12: ANOVA**

|            | Sum of Squares | Df | Mean Square | F       | p-value           |
|------------|----------------|----|-------------|---------|-------------------|
| Regression | 19.122         | 4  | 4.780       | 176.257 | .000 <sup>b</sup> |
| Residual   | 1.383          | 51 | .027        |         |                   |
| Total      | 20.505         | 55 |             |         |                   |

(Source: Computed from own survey, 2021)

According to the ANOVA findings in table 4.10, there is a statistically significant correlation between the dependent and independent variables at the 1% significant level (sig value 0.000). This indicates that explanatory variables such as personal traits, technical skills, soft skills, and emotional intelligence influence project success. However, because the results of multiple regression analysis revealed that the influence of leadership qualities on project success varies, all leadership characteristics do not have an equal connection with project success. The F-statistic is  $F=176.257$ , which is the Mean Square Model (4.780) divided by the Mean Square Residual (0.027). There is a link between leadership quality characteristics, according to F-statistics (176.257) at a significant level of 0.000.

**Table 13: Regression coefficient analyses of variables**

| Variables              | Std. $\beta$ | Std. Err | Beta | t-value | p-value |
|------------------------|--------------|----------|------|---------|---------|
| (Constant)             | -1.484       | .197     |      | -7.518  | .000    |
| Personal Trait         | .403         | .105     | .342 | 3.824   | .000    |
| Technical skill        | .371         | .090     | .342 | 4.117   | .000    |
| Soft skill             | .338         | .069     | .328 | 4.897   | .000    |
| Emotional Intelligence | .052         | .158     | .045 | .330    | .743    |

- a. Dependent variable: project success

(Source: Computed from own survey, 2021)

By using Table 4.10 here the following regression Model is developed

$$PS = -1.484 + 0.342E1 + 0.342E2 + 0.328E3 + 0.045E4$$

StdError(0.197) (0.105) (0.90) (0.069) (0.158)

T value (-7.518)(3.824)(4.117)(4.891)(0.330)

R-square (Adj) = 0.927

F = 176.257

Significant at 95% level of confidence

Where PS = Project success

E1 = Personal trait

E2 = technical skill

E3 = Soft skill

E4 = Emotional Intelligence

Here is the finding based on regression analysis findings for the independent variable influence on the change in project success level: According to the independent variable influence on the change in project success level, personal trait (E1) with 0.342 of 100 percent change in personal trait leads to 34.2 percent change in project success level, according to the findings of regression analysis. Technical skill (E2) with 0.342 of 100% change in technical skills leads to 34.2% in project success. Soft skill (E3) with 0.328 of 100% change in soft skills leads to 32.8% in project success. And emotional intelligence (E4) with 0.045 of 100% change in emotional intelligence leads to a 4.5% change in the project success.

## CHAPTER FIVE

### Summary, Conclusion, and Recommendation

In this chapter, the researcher presents the findings on the effect of project manager's leadership quality on project success in the case of World Vision Ethiopia." It also includes conclusions and recommendations. As a result, the chapter is organized into a summary of findings, conclusions, recommendations, and a study area.

#### 5.1. Summary

Based on the important findings of the study, the following conclusions were drawn by way of the researcher.

Soft skill had the highest mean value (4.55) among the aspects of PM's leadership qualities, followed by emotional intelligence (4.48), personal characteristics (M=4.45), and technical skill (M=4.30).

With their respective Pearson r correlation values the research variables of personal trait, technical skill, soft skill, and emotional intelligence showed a highly significant and favorable association.

According to the data, all independent factors have a substantial impact on project success, except for emotional intelligence, which has a sig value of 0.743, which is greater than the 0.05 level of significance.

According to the independent variable effect on the change of project success level here is the finding upon the results of regression analysis which is a personal trait with 0.342 of 100% change in personal trait leads to 34.2 % change in project success level. Technical skill with 0.342 of 100% change in technical skills leads to 34.2% in project success. Soft skill with 0.328 of 100% change in soft skill leads to 32.8% change in project success. And emotional intelligence with 0.045 of 100% change in emotional intelligence leads to a 4.5% change in the level of project success.

Moreover, the explanatory variables could explain the project success by 93.3% percentage of the variation of the defined variable. Here, the estimated result of the project manager's leadership quality indicates a positive impact on the project success of World vision Ethiopia and

is found to be statistically significant.

## **5.2. Conclusion**

According to the findings, the project manager's leadership quality has become a critical factor in project success. The study has shown that:

The purpose of this thesis was to investigate the PM's leadership qualities in the context of a project. This was accomplished by a meta-analysis of previous material, which led to the discovery of leadership traits that a project manager must possess to complete projects successfully. Project success was shown to be influenced by leadership characteristics.

These leadership characteristics were additionally found to have an ideal relationship with project achievement. Past research has demonstrated that project initiative characteristics are well connected with project achievement.

Among the leadership qualities examined, the soft skill of the leader was determined to contribute the most. As the study of (Turner, 2001) emphasized the importance of both hard and soft skills for project performance According to a recent study, technical abilities account for just 15% of a person's performance, whereas soft skills account for 85% of achievement (Watts & Watts, 2008, as cited in John, 2009). Soft leadership abilities, on the other hand, were shown to contribute more than technical skills in this study. With a mean score above 4.5, the PM's time management, problem-solving, communication, interpersonal, and coordination abilities were shown to be the biggest predictors of project success among the soft skill categories evaluated in this study. According to Trivellasa and Drimoussisb (2013). PMs in successful projects valued 74 soft skills such as communication, coordination, interpersonal connections, and team building higher,

The emotional intelligence of the project manager was shown to be the second most decisive leadership trait. The main things under emotional intelligence that influenced project accomplishment with a mean score over 4.5 were self-awareness and relationship management strategy with diverse stakeholders.

Among the identified leadership characteristics, the leader's personal trait was shown to contribute the third most. With a mean score over 4.5, focus on result, foresight, and honesty and integrity were shown to be the greatest predictors of project success among the personal attribute categories evaluated in this study. Other research has looked at the links between leadership

personality characteristics and project management (Malach-Pines, Dvir, & Sadeh, 2008; Muller, Geraldi, & Turner, 2012). Muller, Geraldi, and Turner (2012) discovered that personal characteristics such as result orientation/focus and PM persuasiveness had a strong relationship with project success.

According to a recent study, technical abilities account for just 15% of a PM's performance, but soft skills account for 85% of achievement (Watts & Watts, 2008, as cited in John, 2009). According to Thamhain (2004), the adoption of project management tools and practices has a significant impact on team performance. The technical leadership abilities that WVE PMs ranked higher were risk management, communication management, quality management, schedule management, cost management, and stakeholder management.

### **5.3. Recommendation**

Based on the findings and conclusion of the study the researcher forwards the following recommendations:

Although it is true that soft skills are difficult to learn in the traditional sense, WVE should incorporate soft skills in their knowledge database in order to design a program for developing soft skills that can influence project success.

The most highly ranked soft leadership abilities that promote project success in this variable were time management or temporal skills, problem finding and solving skills, and analytical skills. Project time management should be used with care, since the timing and effective execution of projects may have a significant impact on project success.

The organization should encourage and create many platforms available to them to develop their soft skills and facilitate capacity building training.

WVE should use a comprehensive objective performance assessment system to provide valuable information about the PMs' strengths and weaknesses to better understand their performance and provide constructive feedback.

To guarantee personality-project fit, a personality test should be conducted before choosing and allocating PMs to projects.

The most significant human attribute for project performance has been found as result-oriented conduct. As a result, it is critical to offer the right incentive for PMs to display such behaviors.

WVE should use cutting-edge technology (project management software) may be used in conjunction with existing procedures and directives to assure a better and more enhanced end. In addition, project managers should receive training on several types of project software to improve their technical skills.

#### **5.4. Suggestion for Further Research**

The study suggests that further research should be carried out to establish the other factors that affect project success, since the current study only examined four project management leadership aspects on project which are personal traits, emotional intelligence, technical and soft skills. The study was only based on the expert opinions to establish the effect of these leadership qualities on project success. The study focused on the success of projects at World Vision Ethiopia from the project manager's perspective, where the respondents were drawn from the organization only. It is recommended that this topic can be investigated from the beneficiary perspective where the project beneficiaries constitute the sample population

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## **Annex 1: Questionnaire**

**AASOC**

Dear Sir/Madam

I am currently undertaking a research project on the topic “Effects of project manager leadership qualities on project success: The case of world vision Ethiopia” under the domain of Addis Ababa University School of Commerce

I'd be glad if you could complete this questionnaire by reflecting on your personal experience of the issues addressed. Your responses will be kept anonymous.

Please contact me if you have any queries or have an issue with this questionnaire:

e-mail [penaleld@gmail.com](mailto:penaleld@gmail.com)

Phone 0921-25-60-20.

I would like to thank you in advance for your cooperation.

Sincerely,

Peneale Demesse

## Part I: Background

1. Sex

☐ Male

☐ Female

2. Age

☐ 18-20

☐ 29-30

☐ 40-50

☐ 51 & above

3. Level of Education

☐ Diploma

☐ BA Degree

☐ MA Degree

☐ Ph.D

4. Career Experience

☐ Less than a year

☐ 1-2 Years

☐ 3-5 years

☐ above 5 years

## Part II: Leadership Qualities

*Please mark X or √ on the box in which you reflect your opinion*

| No | Personal Traits/character                                                                                     | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|----|---------------------------------------------------------------------------------------------------------------|-------------------|----------|---------|-------|----------------|
| 1. | The project manager's passion has an impact on the project's success.                                         | 1                 | 2        | 3       | 4     | 5              |
| 2. | The social skill and extrovert personality of the project manager have an impact on project success.          | 1                 | 2        | 3       | 4     | 5              |
| 3. | Emphasis on results has an effect on the project's success.                                                   | 1                 | 2        | 3       | 4     | 5              |
| 4. | Self-assurance of the Project manager has an impact on the project's success.                                 | 1                 | 2        | 3       | 4     | 5              |
| 5. | The PM's honesty and integrity have an impact on the project's success.                                       | 1                 | 2        | 3       | 4     | 5              |
| 6. | The project team's ability to communicate with the project management has a bearing on the project's success. | 1                 | 2        | 3       | 4     | 5              |

|                    |                                                                                                                     |   |   |   |   |   |
|--------------------|---------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 7.                 | The project manager's ability to persuade others has an impact on the project's success.                            | 1 | 2 | 3 | 4 | 5 |
| 8.                 | The ability to see the farsighted vision of the project manager has impact on project success                       | 1 | 2 | 3 | 4 | 5 |
| <b>Hard Skills</b> |                                                                                                                     |   |   |   |   |   |
| 1.                 | The project manager's human resource management knowledge has an impact on the project's success.                   | 1 | 2 | 3 | 4 | 5 |
| 2.                 | The project manager's communication management skills have an impact on the project's success.                      | 1 | 2 | 3 | 4 | 5 |
| 3.                 | .The project manager's procurement management knowledge has an impact on the project's success                      | 1 | 2 | 3 | 4 | 5 |
| 4.                 | The project manager's risk management knowledge has an impact on the project's success.                             | 1 | 2 | 3 | 4 | 5 |
| 5.                 | The project manager's understanding of stakeholder management has an impact on the project's success.               | 1 | 2 | 3 | 4 | 5 |
| 6.                 | The project manager's understanding of time management has an impact on the project's success.                      | 1 | 2 | 3 | 4 | 5 |
| 7.                 | .The project manager's quality management knowledge has an impact on the project's success                          | 1 | 2 | 3 | 4 | 5 |
| 8.                 | The project manager's cost management knowledge has an impact on the project's success.                             | 1 | 2 | 3 | 4 | 5 |
| <b>Soft Skills</b> |                                                                                                                     |   |   |   |   |   |
| 1.                 | The project manager's ability to manage time has an effect on the project's success.                                | 1 | 2 | 3 | 4 | 5 |
| 2.                 | The ability of the project manager to identify, analyze, and solve problems has an impact on the project's success. | 1 | 2 | 3 | 4 | 5 |

|                               |                                                                                                                             |   |   |   |   |   |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 3.                            | The interpersonal abilities of the project manager have an impact on the project's success.                                 | 1 | 2 | 3 | 4 | 5 |
| 4.                            | The project manager's ability to establish a team and delegate has an impact on the project's success.                      | 1 | 2 | 3 | 4 | 5 |
| 5.                            | The project manager's ability to coordinate has an impact on the project's success.                                         | 1 | 2 | 3 | 4 | 5 |
| 6.                            | The project manager's ability to communicate has an impact on the project's success.                                        | 1 | 2 | 3 | 4 | 5 |
| <b>Emotional Intelligence</b> |                                                                                                                             |   |   |   |   |   |
| 1.                            | The project manager's approach to managing relationships with numerous stakeholders has an impact on the project's success. | 1 | 2 | 3 | 4 | 5 |
| 2.                            | The degree of self-management of the project manager has an impact on the project's success.                                | 1 | 2 | 3 | 4 | 5 |
| 3.                            | The degree of social awareness of the project manager's has an impact on the project's success.                             | 1 | 2 | 3 | 4 | 5 |
| 4.                            | The level of self-awareness of the project manager has an impact on the project's success.                                  | 1 | 2 | 3 | 4 | 5 |

### **Section 3 - Questions on Project Success**

Rate the success of projects in world vision Ethiopia based on the following parameters; **Cost, Scope, and Schedule** by circling the number

| No.             | Questions on Project Success Factors                                             | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|-----------------|----------------------------------------------------------------------------------|-------------------|----------|---------|-------|----------------|
| <b>SCOPE</b>    |                                                                                  |                   |          |         |       |                |
| 1               | The project objectives were met                                                  | 1                 | 2        | 3       | 4     | 5              |
| 2               | Projects stay within the documented scope                                        | 1                 | 2        | 3       | 4     | 5              |
| 3               | Projects goals are achieved                                                      | 1                 | 2        | 3       | 4     | 5              |
| <b>COST</b>     |                                                                                  |                   |          |         |       |                |
| 4               | Projects in your organization are completed within the initially approved budget | 1                 | 2        | 3       | 4     | 5              |
| <b>SCHEDULE</b> |                                                                                  |                   |          |         |       |                |
| 5               | Projects are completed on schedule                                               | 1                 | 2        | 3       | 4     | 5              |
| 6               | Projects are going on schedule with no time delay                                | 1                 | 2        | 3       | 4     | 5              |
| <b>QUALITY</b>  |                                                                                  |                   |          |         |       |                |
| 7               | The final output satisfied the requirements                                      | 1                 | 2        | 3       | 4     | 5              |
| 8               | Projects in your organization represented excellent work                         | 1                 | 2        | 3       | 4     | 5              |
| 9               | The developed final output was a success                                         | 1                 | 2        | 3       | 4     | 5              |
| 10              | Overall, the project was a success.                                              | 1                 | 2        | 3       | 4     | 5              |