



**THE EFFECT OF PROJECT MANAGERS' SOFT SKILLS TO  
PROJECT PERFORMANCE: THE CASE OF SELECTED ROAD  
CONSTRUCTION PROJECTS IN ADDIS ABABA**

**BY:  
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**A RESEARCH THESIS SUBMITTED TO DEPARTMENT OF PROJECT  
MANAGEMENT**

**PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE AWARD OF THE MASTER OF ART IN PROJECT  
MANAGEMENT**

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**JUNE 2022  
ADDIS ABABA, ETHIOPIA**

## Declaration

I, Zeyastery Bekuru, declare that the thesis entitled “THE EFFECT OF PROJECT MANAGERS’ SOFT SKILLS FOR THE PERFORMANCE OF ROAD PROJECTS IN ADDIS ABABA, ETHIOPIA” is my original work. I have carried out the present study independently with the guidance and support of the research advisor, Mengistu Bogale (PhD). Any other contributors or sources used for the study have been duly acknowledged. Moreover, this study has not been submitted for the award of any Degree or Diploma Program in this or any other Institution.

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# Approval Sheet

**Addis Ababa University**  
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This is to Certify that the thesis prepared by Zeyastery Bekuru, entitled: “THE EFFECT OF PROJECT MANAGERS’ SOFT SKILLS FOR THE PERFORMANCE OF ROAD PROJECTS IN ADDIS ABABA, ETHIOPIA” submitted in partial fulfillment of the requirements for the degree of Degree of Master of Arts in Project Management complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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**Chair of Department or Graduate Program Coordinator**

## **Acknowledgement**

First of all and foremost I would like to express my deepest gratitude to the Almighty God for his blessing and for making every step of my life possible. Secondly, I am greatly indebted to thank my advisor, **Mengistu Bogale (PhD)** for his unreserved attention to correct my report and advising me for the better improvement of this thesis.

Thirdly, I am very grateful to thank my Mom for her support morally, financially, and for everything she have done for me up to this moment, you are my everything. All my friends, I have no words to express my heart full thank but let God bless you. You are the one who have been contributing a lot in every part of my work.

Finally yet importantly, I would like to acknowledge participants of the study for being willing to participate in the study and provide valuable information. Moreover, those individuals who have been contributing a lot for the entire work, either directly or indirectly deserve to be acknowledged.

*THANK YOU ALL.*

**Zeyastery Bekuru**

## **Acronyms and Abbreviations**

CT = Critical thinking

EI =Emotional Intelligence

IBM: International Business Machines Corporation

IQ: Intelligence Quotient

ISLE: Internet-Supported Learning Environments

LS = Leadership skills

MEI: Ministry of Electronics Industry

PA= Positive Attitude

PS: Problem Solving

SPSS: Statistical Package for Social Sciences

TOL Tolerance of Linearity

TWS =Teamwork skills

VIF: Variation Inflation Factor

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## **Abstract**

*A project manager needs a number of skills to manage a project effectively. Aside from the formal educations and experiences gathered, The project manager needs managerial skills which can be otherwise said as soft skills. The objective of this study is to assess the effect of project managers' soft skills for the performance of road projects in Addis Ababa, Ethiopia. More specifically, this study will seek to assess the practice of soft skills, evaluate the effect of project managers' communication and project managers' leadership skills used for the performance of road projects in Addis Ababa, Ethiopia. In order to achieve this study objective, descriptive and explanatory research designs were used. Convenience sampling was used to take the individual workers based on the variety of the type of jobs they perform. This study used both primary and secondary data. Based on the correlational results, this study showed the presence of positive and significant correlation between the independent variables and the dependent variable (Project Performance). More specifically, Communication, Leadership Skills, Critical Thinking, Positive Attitude, Teamwork Skills, and Emotional Intelligence have been found to be correlated positively and significantly with project performance of selected road projects in Addis Ababa, Ethiopia. The regression model showed that 72.6% of variance in project performance is due to soft skill dimensions of project managers (Emotional Intelligence, Positive Attitude, Critical Thinking, Leadership Skills, Teamwork Skills, and Communication) ( $p$  value  $< 0.05$ ). Communication skills and leadership skills of project managers positively affect project performance. On the other hand, critical thinking, positive attitude, teamwork skills, and emotional intelligence were not found to have a significant impact on project performance of selected road projects in Addis Ababa, Ethiopia. This study recommends that project managers should focus on engaging employees in the decision making process, the leaders have to communicate their juniors positively and be supportive to them as much as possible, they have to provide responsibility to their subordinates, and employees should get individually considered attention.*

**Key Words:** *Project Performance, Soft Skills, Emotional Intelligence, Positive Attitude, Critical Thinking, Leadership, Teamwork, Communication Skills*

## **CHAPTER ONE: INTRODUCTION**

### **1.1. Background of the study**

Project management from the point of client involvement, sponsors and delivering business value Project management is an organized common-sense approach that utilizes the appropriate client involvement in order to meet sponsor needs and deliver expected incremental business value. Project management is about people and the systems, processes, tools, and methodologies they use. In order to manage any kind of project, there should be some kind of system with a group of people who can run the established system. There are also different tools and methodologies that help to manage a project. Project management is concerned with several objectives at once. The objectives typically fall under the headings of time, cost and quality (Roberts and Wallace, 2004).

Concerning soft skills, soft skills are non-technical, intangible; personality specific skills which determines an individual's strength as a leader, listener and negotiator, or as a conflict mediator. Soft skills are the traits and abilities of attitude and behavior rather than of knowledge or technical aptitude. The Centre for Career Opportunities at Purdue University defines soft skills as "the cluster of personality traits, social graces, facility with language, personal habits, friendliness, and optimism that mark each of us to varying degrees (Tobin, 2006).

Soft skills are different and distinct from Hard Skills. Soft skills are those skills that add more value to the hard skills adorned by an individual. Hard skills are more "along the lines of what might appear on your resume" whereas soft skills are "cluster of personality traits, social graces, personal habits, friendliness and optimism." Soft skills are not a substitute for hard or technical skills, but they act as harmonizing skills that serve up to unlock the prospective for highly effective performance in people even with good hard skills. Soft skills comprise of interpersonal skills. It lists interpersonal skills as Effective Communication, Influencing the Organization, Leadership, Motivation, Negotiation & Conflict Management, and Problem Solving (Martin, 2008).

Soft skills are largely composed of leadership and communication. Communication can be defined as the exchange of an information, thought and emotion between individuals of groups, in other words, communication plays a fundamental effect in balancing individual and

organizational objectives (Boyaci,1996).Communication can be defined as the process of transmitting information and common understanding from one person to another (Keyton, 2011). The word communication is derived from the Latin word, communis, which means common. Communication is widely perceived as a form of exchanging information/data and thoughts through mediums such as, verbal, written, visual, or a type of behavior. Communication can also be defined as the sharing of self-feelings with other people and the sharing of ideas with others. Communication involves two or more people as a sender and receiver is essential for this process to take place. Communication is also about the transferring of information that helps a person to understand the purpose of the message. Communications occur in both one-way and two-way. Two-way communication is about two parties transmitting information.

Internal and external communication is very important for the success of projects. External communication is related with managing the flow of information or managing communication to satisfy the demands of external stakeholders. When the complexity of projects is limited, the interpretation of communication is serviceable, internal and external communication increases when the rate of exchange is great. The main reason why project fails include; inadequate leadership (coordination, planning, and technical solutions), oppositions from important, insufficient resource and changing objectives. The communication on projects stated that, project complexity and rate changes when the social needs have related to the project will change. The importance of project communication will escalate, as the project size increases and more complex (Johannessen, 2012).

Leadership is one of the most important and essential factors in good project management. Leadership can be seen as the art of influencing others to achieve desired results. Leaders guide behaviors by setting the vision, direction and the key processes; in other words, leadership has a large influence on the whole project process, including the actions of others. Leadership is about influence, and influence comes through power, and power is the ability to influence states that power is usually recognized as an excellent short-term anti-depressant. Many people thrive in achieving power over others by influencing them positively or negatively (Maxwell, 2004).

Leadership comprises of various components, skills, styles and attributes. Although there are various leadership styles, it needs certain qualities in order to be effective. Rossiter (2004) state

that leaders should be innovative, have respect for others, be courteous, sensitive, and go beyond their ability in order for any organization to be highly effective. Elloy (2008) also states that the goal of a leader in a project environment is to improve performance of team members by developing the team's own capabilities of displaying leadership and goal settings. Various skills and styles of work are dependent on the type of project that is managed, as well as the diverse personalities within a team in order to achieve maximum outputs.

Therefore, this study has investigated the effect of such soft skill, including leadership and communication, for the performance selected road construction projects in Addis Ababa, Ethiopia.

## **1.2. Statement of the Problem**

For a project to be measured successful, it must be completed within the parameters of its performance goals, within its slated budget and on schedule. In the rapid technological change and increasing project complexity, organizations are motivated in developing quality human capital. Soft Skills can provide the path towards this goal. Soft skills are non-technical, intangible, personality specific skills which determine an individual's strength as a leader, listener and negotiator, or as a conflict mediator. Soft skills are the traits and abilities of attitude and behavior rather than of knowledge or technical aptitude Soft skills refer to personalities, attributes, qualities and personal behavior of individuals. Soft skills include certain abilities such as communication, problem-solving, self-motivation, decision-making, and time management skills (Kiige, 2013).

Soft skills on the other hand, are subjective and undefined. It often deals with our relationship with people such as conflict resolution, communication, listening problem solving, etc. The subjective nature of soft skills makes it difficult to measure; however, results are eminent from final output such as the effectiveness of communication in an organization, relationship among team members, problem solving skills, etc. In a data-driven world, these skills have been somewhat de-emphasized. That's a mistake when it comes to project management, where a combination of soft and hard skills is necessary. As earlier mentioned, hard skills can be easily learned and defined. Oftentimes, the nature of the project would determine the hard skill is required. General hard skill required by a project includes ability to use project management

software, schedule planning, effective documentation (chats, technical writing, sketching), etc. Essentially, most all of the hard skills in project management, cannot be implemented without applying a soft skill as well (Marando 2012).

A popular argument in today's management world is the difference between leaders and managers. Although a lot of theories have been postulated trying to distinguish a leader from a manager, there is no clear-cut difference between these two as most of their duties are often interrelated. A good manager should have good leadership skills and be able to create a balance between leadership and management. Good leaders have the ability to set a clear vision and inspire project team members to follow that vision. They have the ability to set goals, communicate them effectively and inspire people to successfully meet those goals. As a leader, it is important to understand how teams work, and what the characteristics of a good team are. Teams are a constantly changing dynamic force in which objectives are discussed, ideas are assessed and decisions are made in an effort to reach previously set goals. Before working on a particular project, tasks and goals should be clearly defined and understood by everyone on the team. This, along with assigning tasks based on each team member's capabilities, is the responsibility of a leader (Garrick, 2006).

Conflict Management is the practice of recognizing and dealing with disputes in a rational, balanced and effective way. Conflict management implemented within a business environment usually involves effective communication, problem resolving abilities and good negotiating skills to restore the focus to the company's overall goals. Conflicts are inevitable, especially when managing a large group of people. Conflict can arise from the output of hard skills, such as budget, scope, schedules, and quality. These conflicts can include goal incompatibility, staffing resources, cost constraints, task uncertainty, performance trade-offs, and more. Unless a soft skill is used to lessen the conflict, the sources of the conflict may go unaddressed (Marando 2012).

There are many problems as well as accomplishments observed regarding the use of project managers' soft skills in road projects which the researcher personally, observed and gained with an interview of preliminary assessment by a few individuals. Therefore, this study will bring soft skills and project performance in to the light for the better understanding of these two great

concepts. Therefore, this study has attempted to assess the effect of project managers' soft skills for the performance of road projects in Addis Ababa, Ethiopia

### **1.3. The objective of the study**

#### **1.3.1. General objective**

The general objective of this study is assessing the effect of project managers' soft skills for the performance of road projects in Addis Ababa, Ethiopia.

#### **1.3.2. Specific objective**

The study specifically addresses the following specific issues.

- To evaluate the effect of project managers' communication skill in the performance of road projects in Addis Ababa, Ethiopia.
- To identify the effect of project managers' leadership skills used for the performance of road projects in Addis Ababa, Ethiopia
- To pinpoint the effect of project managers' critical thinking skills used for the performance of road projects in Addis Ababa, Ethiopia
- To ascertain the effect of project managers' positive Attitude used for the performance of road projects in Addis Ababa, Ethiopia
- To evaluate the effect of project managers' teamwork skills used for the performance of road projects in Addis Ababa, Ethiopia
- To identify the effect of project managers' emotional intelligence used for the performance of road projects in Addis Ababa, Ethiopia

### **1.4. Research question**

This research has tried to answer the following research questions;

- To what extent does project managers' communication skill affect performance of road projects in Addis Ababa, Ethiopia?
- What is the effect of project managers' leadership skills used for the performance of road projects in Addis Ababa, Ethiopia?

- To what extent does project managers' critical thinking skill affect the performance of road projects in Addis Ababa, Ethiopia?
- What is the effect of project managers' positive attitude used for the performance of road projects in Addis Ababa, Ethiopia?
- What is the effect of project managers' teamwork skills used for the performance of road projects in Addis Ababa, Ethiopia?
- To what extent does project managers' emotional intelligence affect the performance of road projects in Addis Ababa, Ethiopia?

### **1.5. Significance of the research:**

In investigating project soft skills and its effect of the project performance of the road construction project will yield various benefits for the involved stakeholders including clients, project managers, workers and other stakeholders as well. This study will particularly assist in unfolding the prominence of Project management soft skill in the road construction industry to enhance and ensure the project success. Moreover, will also able to find out the relationship between soft skill and project success. Additionally, this study will help; to wake up the project managers in the industry that there is a skill called soft skill other than hard skill which can be learned in formally by just reading different literatures helpful for their personal and professional work and it may prepared the coordinators of different activities of Addis Ababa Road Projects to give required attention on usage of soft skills in the similar projects that will be implemented in another part of the country. Besides the result of this research may have the below listed benefits.

Additionally, the study enlightened the impact of soft skills practice in the success/failure of any project and methods that exploit the benefit and overcome the problem. Identifying areas that may need development in order to enhance the effectiveness of project management and it will facilitate managers to be aware of what is expected of them and provides the basis for applying soft skills as a supplement to their knowledge. Lastly, the study will give a clue for other researchers who want to do further study in the area and to conduct detailed researches on the problem.

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

Geographically, this study is delimited to road construction projects currently under operation in Addis Ababa, Ethiopia. Time wise, this study will limit the project starting period for at least the past two years in operation. It will exclude road projects that have lower than two years of operation.

Lastly, even though, there are numerous soft skills pointed out by various scholars and practitioners, this study will be delimited on the communication and leadership types and styles of project managers as the soft skill that will be measured and evaluated.

### **1.7. Organization of the paper**

The research paper was organized according to the following chapters. Chapter one discusses Introduction of the study that gives a brief overview, it also discusses research question, objectives, scope and significance of the study. The second chapter briefly presents literature review, the third chapter contains Research methodology, and the fourth chapter will contains data presentation, analysis and finding of the study. And finally the fifth chapter will incorporate conclusions and recommendations of the finding.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1. Theoretical Literature**

#### **2.1.1. Project, Project Management and Soft Skills**

A project is a sequence of unique, complex, and connected activities that have one goal or purpose and that must be completed by a specific time, within budget, and according to specification. Program, project, task, and work assignment are often confused. A project is defined as having the following characteristics: Complex and numerous activities, unique-a onetime set of events, finite-with a begin and end date, limited resources and budget, many people involved (usually across several functional areas in the organizations), sequenced activities, goal oriented, end product or service must result (Weiss and Wysocki 1992).

Projects are a certain work with a strong focus of goals. Projects need to be bound in a specific resource, specific time limit and unique work organization, so that the goal has to be clearly accomplished accordingly. The temporary nature of projects indicates that a project has a definite beginning and end. Temporarily does not necessarily mean the duration of the project is short. It refers to the project's engagement and its longevity. A project by definition has a beginning and a scheduled end. Although repetitive elements may be present in some project deliverables and activities, this repetition does not change the fundamental, unique characteristics of the project work. Similarly, although there may have been other similar efforts, a true project is unique in at least one aspect (Tayntor, 2010).

Project management on the other hand is the planning, organizing, directing, and controlling of company resources for a relatively short-term objective that has been established to complete specific goals and objectives. Furthermore, project management utilizes the systems approach to management by having functional personnel (the vertical hierarchy) assigned to a specific project (the horizontal hierarchy) Project management from the point of client involvement, sponsors and delivering business value. Project management is an organized common-sense approach that utilizes the appropriate client involvement in order to meet sponsor needs and deliver expected incremental business value (Wysocki, 2014).

Project management is about people and the systems, processes, tools, and methodologies they use. In order to manage any kind of project, there should be some kind of system with a group of people who can run the established system. There are also different tools and methodologies that help to manage a project. Project management is concerned with several objectives at once. The objectives typically fall under the headings of time, cost and quality. There are constraints when managing a project. These constraints are time, cost and quality (Roberts and Wallace, 2004).

Regarding soft skills, they are non-technical, intangible, personality specific skills which determine an individual's strength as a leader, listener and negotiator, or as a conflict mediator. Soft skills are the traits and abilities of attitude and behavior rather than of knowledge or technical aptitude. The Centre for Career Opportunities at Purdue University defines soft skills as "the cluster of personality traits, social graces, facility with language, personal habits, friendliness, and optimism that mark each of us to varying degrees." Their list of soft skills includes work ethic, courtesy, teamwork, self-discipline, self-confidence, conformity to prevailing norms, and language proficiency. Soft skills are different and distinct from Hard Skills. Soft skills are those skills that add more value to the hard skills adorned by an individual. Hard skills are more "along the lines of what might appear on your resume" whereas soft skills are "cluster of personality traits, social graces, personal habits, friendliness and optimism." Soft skills are not a substitute for hard or technical skills, but they act as harmonizing skills that serve up to unlock the prospective for highly effective performance in people even with good hard skills (Martin, 2008).

### **2.1.2. Significance of Soft Skills**

Soft skills are very significant to be successful in industries. Various soft skills have been deemed important in various industries, as having only technical skills are not enough to survive in today's world. Soft skills are considered as time management, communication skills, interaction skills, interpersonal skills, and the ability to work, the co-operation, the feeling of sympathy and belongings with others, and so on. A more complex definition of soft skills is a range of abilities including work ethics, courtesy, teamwork, self-discipline and self-confidence, professional presence, language proficiency, cultural sensitivity, communication skills, ability to accept and learn from criticism, ability to handle client relationships, networking, creativity, ability to motive yourself and lead others, time management, leadership and interpersonal skills.

The relative importance of each skill is associated with its profession. In the IT Services industry, communication skills (particularly listening skills), business communication skills, problem solving skills and team skills are considered crucial and complex to understand. In organized retail, the main required skills are communication skills, selling skills, and advertising and distribution skills, customer service skills (Takey and Carvalho, 2015).

### **2.1.3. Communication**

Communication can be defined as the exchange of information, thought and emotion between individuals of groups, in other words, communication plays a fundamental effect in balancing individual and organizational objectives. Communication can be defined as the process of transmitting information and common understanding from one person to another. The word communication is derived from the Latin word, *communis*, which means common. Communication is widely perceived as a form of exchanging information/data and thoughts through mediums such as, verbal, written, visual, or a type of behavior. Communication can also be defined as the sharing of self-feelings with other people and the sharing of ideas with others. Communication involves two or more people as a sender and receiver is essential for this process to take place. Communication is also about the transferring of information that helps a person to understand the purpose of the message. Communications occur in both one-way and two-way. Two-way communication is about two parties transmitting information (Keyton, 2011).

Double joint elements in every communication exchange are the sender and the receiver. The sender initiates the communication. The sender is a person who has a need or desire to convey an idea or concept to others. The receiver is the individual to whom the message is sent. The sender encodes the idea by selecting words, symbols, or gestures with which to compose a message. The message is the outcome of the encoding, which takes the form of verbal, nonverbal, or written language. The message is sent through a medium or channel, which is the carrier of the communication. The medium can be a face-to-face conversation, telephone call, e-mail, or written report. The receiver decodes the received message into meaningful information. Noise is anything that distorts the message. Different perceptions of the message, language barriers, interruptions, emotions, and attitudes are examples of noise. Finally, feedback occurs when the

receiver responds to the sender's message and returns the message to the sender. Feedback allows the sender to determine whether the message has been received and understood.

Communication shows an important effect in for the success of any projects. In any successful project where project management appeared to be done, the capabilities of communication are the main factor for the project success. Communication in projects is very important for success, mainly for big projects. The more the larger and complex is the more communication is significant for the final outcome. The communication processes of projects are characterized by: performance report, requested changes, forecasts, organizational process and updates. One fundamental process of communication is to exchange of information so, that it will socialize the employees by socialization, coordination and mutual understanding in the projects, since communication is the nervous system of any organized group and the glue that hold organization together. Communication goals are defined according to the interest of shareholders. During the execution of the project, the project managers' ability to communicate is crucial to the success of the project. One of the important tasks for the project managers is to communicate with the stakeholders (Tonnquist, 2008,).

Effective communication may not be always successful persuasion, it is very important the basics of communication in order to exchange the right information. In the current dynamic environment, communication is still constantly desirable for managing projects. The research study in this area by demonstrating that quality communication comes from high project officials which can be credible, complete, accurate and timely information for the input of the project.

Inaugurating communication infrastructure is very important in any projects. Effective communication plan preset specific type of information. The aim of communication plan is to create the right information at the right time and place in an appropriate way for the audience. The communication plans also show the flow of information intended to perform by the project manager, the plan usually contains information that needs to be collected and information that needs to be distributed (Klein, 1996).

Internal problems in an organization always connect to the internal communication management at some level. The most common reasons for poor internal communication are confusion and demotivation. Many times employees feel like that they are not informed well and they do not

know the organization's objectives and purpose of their work. This obviously has major effect on the job motivation, which therefore leads to loss of productivity. Loss of work productivity instead has a direct connection to the success of the business. Poor internal communication management has other critical aspects as well. Part of effective internal communication is clear effects and defined job descriptions in the organization. If the job tasks of every position are not defined, there is a potential risk of increased duplication of tasks, which naturally decreases employee job motivation and satisfaction. This arises confusion among the employees, thus the management cannot supervise the work effectively. Poor internal communication can lead to a failure of the entire project.

#### **2.1.4. Leadership**

The issues of leadership have been well researched over the years. But still, there is lack of a definition that is universally accepted. As (Talat et al, 2015), explained leadership is a detailed process, which describes for authority, responsibility and delegation of power. Leaders assist to direct, guide and help their followers (employees) towards achieving their personal and organizational goals and objectives for the organizational and personal benefits. It asserts that leadership is a wide spread process, which involves authority, responsibility and delegation of power. Hence, leadership styles contain all features of dealing the inside and outside of a corporation, managing and handling of conflicts, assisting and directing the labor force to grasp and achieve their duties and come into view as a task model for all.

The term leadership described as a process by which an individual influences others to accomplish an objective and directs the organization during a way that creates it more cohesive and coherent" (Kumar 2014 p. 441). These are accomplished through the appliance of leadership attributes, like beliefs, values, ethics, character, knowledge, and skills. Leadership is the integrated sharing of vision, resources, and value to induce positive change. It is the ability to build up confidence and zeal among people and to create an urge in them to be led. Wammy & Swammy (2014) see leadership as a social influence process during which the leader seeks the voluntary participation of subordinates in an attempt to succeed in organization goals and thus a pacesetter may be a one that delegates or influences others to act so on performs specified objectives.

Memon (2014) defines leadership as a process by which a private influences the thoughts, attitudes and behaviors of others by taking responsibility for setting direction for the firm, others to ascertain and visualize what lies ahead and figure out how to archive it. Leslie et al (2013) defines that leadership is the ability to pressure people to happily pursue one's direction or hold on to his their decisions. On the contrary a leader is; one who attains subordinates and controls them in setting and accomplishing targets. In Sundi (2013), "leadership is that the ability to convince and mobilize followers to form jointly as a team players under his leadership to make real a particular goal(p.50)

### **2.1.5. Critical thinking**

Doing project work largely concerns sense-making; from this vantage point, various aspects of project work have been focused on, such as the impact on the produced texts (Nilsson, 2002) or the special challenges of dealing with socio-scientific topics (Salmo et al., 2011). Project work has also been treated from several theoretical perspectives, such as a combination of phenomenography and habitus theory (Osterlind, 1998, 2005, 2008, 2010; Osterlind & Soling, 2006), the communicative ecology of negotiation (Lilja, 2012), language games and discursive puzzles (Beastrom, 2011), and information needs, seeking, and use (Lund, 2011).

Studying the group process of doing project work implies having to work with concepts such as information, literacy, independence, instructions, and critical thinking. All these concepts are usually discussed from an individual perspective and treated as individual (i.e., internal) abilities. A stance applied throughout the constituent articles of this thesis is that such phenomena are collectively routed and only understandable as collective phenomena. To accomplish this, group interaction is discussed in terms of epistemic communities defined as "communities that through ongoing and situated interaction provide their members with background and approaches for seeking, analyzing, using, and evaluating knowledge.

To better inform the study, a qualitative review of empirical studies on CT and PS skills in ISLE in higher education was conducted (Bekele 2009). The studies reviewed were published in major educational technology and related outlets between 1995 and 2006. The comprehensive review identified major issues embedded in educational technology research. This section summarized the major findings of the review.

The studies considered different indicators of CT, partly indicating the absence of a settled definition. All studies, however, limited CT to a cognitive domain. CT was conceived as a range of cognitive skills with implied phases. Several studies interchangeably used cognitive processes and cognitive skills. To facilitate understanding, the cognitive skills used in the studies could be categorized as initial, exploratory, integrative, application, and evaluative (Bekele 2009).

Initial skill was required to identify the issue/material/problem that needed further thought. Some of the terms the studies used to refer to this skill category included: identification, triggering, and recognition. Exploratory skill was required to explore and discover the totality of the issue/problem/argument. Studies used problem definition, analysis, clarification, understanding, interpretation, and deductive reasoning to describe this category. The third skill referred to one's capability to synthesize or build on information or evidence sought at the previous stage. New ways of looking at things were required. Integration, inference, inductive reasoning, and creation belonged to the integrative skill. The application skill required the use of selected strategies to reach a conclusion or solution. Problem solving, resolution, and strategy were included here. The last skill category was evaluation, assessment, or judgement. Although each skill was evaluated and judged in some way, judgement or evaluation of strategies used to arrive at solutions was specifically conducted on the evaluative stage. Depending on need, all the skills could be reconsidered, indicating CT was considered both as a process and an outcome (Bekele 2009).

Generally, the categories of cognitive skills mirrored the core cognitive skills identified by the Delphi study and Richard and Paul's intellectual standards.. Individual studies considered only a limited number of cognitive skills which has limited understanding of the scope of the construct. For that reason, this study used a comprehensive approach and included central cognitive skills such as interpretation, analysis, inference, explanation, and evaluation.

Another limitation of previous studies was that they did not report the disposition or affective aspect of CT. Theoretically, it was possible to possess CT skills without the motivation to apply them or one might be motivated to think critically without possessing the required skills (Facione, Facione & Giancarlo 2000). A student might acquire CT skills, but might not have the necessary and sufficient interest, motivation and/or experience to demonstrate such skills. To holistically assess CT skills, this research considered both the cognitive as well as motivational

aspects of the construct. That was why two of the four hypotheses were devoted to assess student motivation.

### **2.1.6. Positive Attitude**

An attitude is a general and lasting positive or negative opinion or feeling about some person, object, or issue. Attitude formation occurs through either direct experience or the persuasion of others or the media. Attitudes have three foundations: affect or emotion, behavior, and cognitions. In addition, evidence suggests that attitudes may develop out of psychological needs (motivational foundations), social interactions (social foundations), and genetics (biological foundations), although this last notion is new and controversial (Facione, Facione & Giancarlo 2000).

A key part of an attitude is the affect or emotion associated with the attitude. At a very basic level, we know whether we like or dislike something or find an idea pleasant or unpleasant. For instance, we may say that we know something “in our heart” or have a “gut feeling.” In such cases, our attitudes have been formed through our emotions rather than through logic or thinking. This can happen through (a) sensory reactions, (b) values, (c) operant/instrumental conditioning, (d) classical conditioning, (e) semantic generalization, (f) evaluative conditioning, or (g) mere exposure (Oliver, 2011).

Any direct experience with an object, though seeing, hearing, smelling, tasting, or touching will lead to an immediate evaluative reaction. We are experts at knowing whether we find a certain sensory experience pleasant or unpleasant. For example, immediately upon tasting a new type of candy bar, you know whether you like it or not. This also applies to aesthetic experiences, such as admiring the color or composition of an artwork. We form attitudes about objects immediately upon experiencing them.

### **2.1.7. Teamwork skills**

The Project Management institute defined a project as a temporary endeavor undertaken to create a unique product or service (Meredith and Mantel, 2006). Normally an idea is hatched when trying to overcome certain problems. The problems may be non-utilization of either the available funds, plant capacity to make profits or Government to avail to all Citizens certain basic

amenities or satisfy political consideration. A project starts from scratch with a definite mission, generates activities involving a variety of human and non-human resources all directed towards fulfillment of the mission and stops once the mission is fulfilled. The project lives between these two cutoff points, therefore, this time-span is known as project Life Cycle (Choudhury 1988). To accomplish the project goals, project management skills must be used to allocate responsibility and authority to each task covering the whole project cycle. The common assessment of success of a project is when it is delivered on time, to budget, meets technical specification and satisfy the stakeholders.

A team will normally consist of members with diverse specialization and sometimes from different organization and cultures. Teamwork is not possible where there is cynicism about the motives of others. Better understanding is reached through the development of personal relationships and learning about each team member's strength and what they can bring to the table. With understanding comes trust and with trust comes the possibility of a successful relationship and project. Learning to respect and trust one another respective effect in the construction process and recognizing the risk inherent with those effects is important for team synergy and project success (Smith & Wilkins, 1996). Therefore, ineffective communication can produce undue stress and tension among team members, which lowers both moral and productivity that can lead to loss of time and money. Effective teams work by developing and promoting open and clear communication amongst its team members. According to Egan (2002), process and team integration are the key drivers of changes necessary for the construction industry to become more successful. However, simply bringing people together does not necessarily ensure they will function effectively as a team. Effective teamwork does not occur automatically. It may be challenged by various issues, such as lack of organization, misunderstandings, poor communications, and inadequate participation from team members. Therefore, it is crucial for assessing the effectiveness of team work in project management of water aid project teams to find a solution to help their team members to integrate and work together effectively.

The professionals engaged; work in teams, despite, sometimes, not having known each other before. The team formed can be considered effect if it is able to deliver a project successive without losing its members and satisfying the needs of each individual member. The success of

the project is measured by the satisfaction of the client while that of the members by the expression of their happiness and want to continue working together. (Stewart et al, 1999) For the teams to be effective they must be able to establish their task by setting objectives, deciding plans and defining effects and responsibilities. But to help the team to work together productively there is a need to create open and honest communication channels, establish team values and develop ground rules. Failure to address these issues leads to infighting and no task to accomplish (Nash, 2001).

Early in the team building process, team members should state their duties, responsibilities and authority levels to the other members. This exercise provides other team members with firsthand knowledge of who they need to work with to solve a particular issue. Team members cannot task and social inputs unless they have the necessary knowledge, skills and ability. Members' capability to provide desirable inputs can be obtained either through effective team member selection or through training and development. Team building is important for the successful accomplishment of any project. The objective of the team is to deliver a project that completes on time, is on or under budget, is profitable for all team members, void of claims, and results in a satisfied owner. Rivalries, documented battles, doing harmful actions out of spite, and other distracting actions may result in at least an unpleasant work environment and more likely an unsuccessful project (Cheng et al, 2006).

The Client's project team, the manager and the consultants are the key project participants in a project and their respective team leaders form the main focus of this factor. They should possess all the necessary skills of a project manager, namely, leading, planning, organizing and coordinating skills and perform to the greatest extent of their capability (Smith and Wilkins, 1996). They should have a clear understanding of the Client's brief and be mindful to the business and cultural aspects of the company (Deakin, 1999). Indeed, all project team leaders should be devoted to the integration of specialized knowledge for a common purpose towards project success (Hemlin, 1999) and should have sufficient knowledge on construction documentation and dissemination (Songer and Molenaar, 1997).

Apart from working within the constraints of the project itself, project team leaders should also possess certain human skills in coping with stresses, establishing good relationships among team

members and inducing a harmonious working atmosphere (Smith and Wilkins, 1996). The traditional skills of an effective project team leader rests in the project or project related aspects - technical and social skills (Hauschildt et al., 2000). One increasingly critical prerequisite, the adaptability to change, is also necessary to cope with constant and rapid change of technology, markets, regulations and socio-economic factors (Hemlin, 1999). Without the coordination and support from the project team members, the success of the project can hardly be assured. The team leader requires support from his firm and adequate delegation of authority to help speed up decision making and implementation (Munns and Bjeirmi, 1996).

Project management has been considered as one major determinant of project success (Smith and Wilkins, 1996). With the key goals of project management being timeliness, adherence to specification, working within budgets and satisfying stakeholders, the project strategy works target to achieve this goals. These strategies should be formulated and well understood by the consultant teams to enable effective implementation of the strategies. The strategies applied aims at drawing attention of all stakeholders by establishing proper communication and feedback channels. This can be achieved by holding frequent progress and coordination of the consultant teams and with clients and manager. If this is utilized well, at the design stage, all the requirements of the client will be captured at design and minimizing the need for variation during construction. Though timeliness, cost and quality are the main target of project management, the benefits may be irrelevant if the stakeholder is not satisfied. Dispute resolution procedures ensure that conflicts with design information are resolved in a systematic manner (Lamont, 1999). Enforcing adherence to a rigid framework of programmer date established through detailed programming will ensure completion on time. To ensure specification and contractual obligations are met, a system for quality, risk, safety, and more human related management is established by creating procedures to be followed by project participants (Al-Meshekeh and Langford, 1999).

To avoid unnecessary changes that may prolong the completion date, variation control measures are applied (Hidenori, 1995). Variation controls minimizes overrunning the budget by limiting change in the specification that may result to higher cost due to higher specification or prolonged completion date. Addressing of dispute in a speedy manner lowers the resource idle time, which the Contractor may demand compensation hence increase the cost of the project. Hence, the

attributes of project management strategies include: communication and feedback systems, quality, safety, risk and conflict management systems, organizational structures and culture, control mechanisms of sub-contractors' works and the overall managerial actions in planning, organizing, leading and controlling

Since the beginning of human history, people has formed working groups to accomplish a specific task. A group of people focused on a common goal have the potential to achieve amazing results. But there is a difference between a group of people who work together and those who work together effectively as a team. In today's fast-paced, high tech, globally competitive workplace, work teams are increasingly viewed as an important way to enhance an organization's creative and problem-solving capabilities. This may mean that people at ease with making decisions and directing others are being asked to change their effect to that of a team facilitator and adopting a more collaborative approach. Employees accustomed to working independently are being asked to participate in cross-functional teams sometimes with co-workers who live on the other side of the country or the world (Carl Larson and Frank LaFasto, 2010).

With the changing face of the workplace the challenges (and opportunities) teams face are greater than ever. Globalization means the workplace is becoming increasingly more diverse in diversity encompassing gender, ethnicity, age, personality, cognitive style, education, and more. Work teams need to know how to embrace diversity in order to be successful. They also need to know how to work remotely as technology allows employees to plug into the group while working from home or travelling on business. Today's "virtual teams" are generally temporary, A group of people working as a team can achieve amazing results. But successful teamwork takes more than collecting people together in a group. Culturally diverse, geographically dispersed and dependent upon electronic communication. "Most of us have experience being part of a team – for example a sports team, a volunteer group, or a work unit. Some teams are highly successful and others can be a disaster. High-functioning teams are where objectives are achieved or surpassed and each member feels good about the team, the process and their effect. Achieving a high-functioning team is possible with a little planning and knowledge," says Brooke Owen, Human Solutions' Manager of Workplace Development Services (Carl Larson and Frank LaFasto, 2010).

Solving the wrong tasks: Team members often work on tasks that have low priority or are not even prioritized. Many developers also choose only tasks within a given component, type of module or type of technology due to interest or felt ownership independently of priority. These practices are not consistent with the focus in most agile methods of delivering the highest prioritized functionality to the customer. Lack of communication: Sometimes critical decisions are taken by the project management without involving the team. This happens despite the strong emphasis on communication and shared decision-making agile development methods. On the other hand, many team members approach only the team leader in the daily meeting and not the whole team. Moreover, we have observed team-members who did not pay attention when important issues were raised, and even a few who fell asleep in planning meetings. The unreleased potential of learning: Agile development methods suggest several ways of giving feedback and create opportunities for analyzing experience. However, we have observed that many teams spend little time reflecting on how to improve how they work, and they do not discuss obvious problems. Some of the teams that carry out the regular retrospective meetings struggle to convert their analysis into changes in action. Among those who try to remedy identified problems actively, several give up after seeing little change (Carl Larson and Frank LaFasto, 2010).

### **2.1.8. Emotional intelligence**

Emotional intelligence is a relatively new theoretical construct and can be defined in numerous ways. Emotional intelligence is not just being nice, putting on a good face, and giving free reign to feelings, nor is it about controlling, exploiting, or manipulating people (Cooper & Sawaf, 1997; Cherniss & Adler, 2000). Basically, emotional intelligence is the ability to accurately identify and understand one's own emotional reactions and those of others" (Cherniss & Adler,2000). More formally defined, emotional intelligence refers to the ability to identify and express emotions, understand emotions, assimilate emotions in thought, and regulate positive and negative emotions in oneself and others (Matthews et al.,2002).

Emotional intelligence emerged again when Gardner (1983) introduced the concept of multiple intelligences. He divided personal intelligences into interpersonal and intrapersonal intelligence. Interpersonal intelligence is the ability to detect and react to emotions in others; intrapersonal

intelligence is the ability to detect and react to one's own feelings. Interpersonal and intrapersonal intelligences are connected to one another: the one cannot be developed without the other. Gardner asserted that interpersonal and intrapersonal intelligences were as important as the type of intelligence that was typically measured by IQ tests (Gardner, 1983).

The roots of emotional intelligence can arguably be traced back to the start of the last century, but the majority of books and research addressing emotional intelligence has appeared within the last fifteen years (Shulze & Roberts, 2005). Among numerous current theories of emotional intelligence, the three that have produced the most interest are those of Bar-On (2000), Mayer & Salovey (1997), and Goleman (1998).

Emotional intelligence can be a contributing factor to the financial success of an organization (Cherniss, 2003). Companies and organizations such as American Express, and the U.S. Air force has benefited financially from implementing emotional intelligence programs (Bradberry & Grevas, 2003). Effective leaders are able to apply their emotional intelligence to make good decisions and effectively manage themselves and others (Caruso & Salovey, 2004).

Studies have indicated that effective leaders consistency has possession of greater emotional intelligence competencies, such as self-awareness and self-management (Boyatzis, Cowan, & Kolb, 1995), students participated in a required course in competence building. The students were allowed to assess their emotional intelligence competencies, select specific competencies for improvement, and develop and implement a plan for strengthening the targeted competencies. Students were assessed at the beginning of the program, upon graduation, and years later on the job.

The results of research showed that emotional competencies can be improved and sustained over time. A growing body of research suggests that emotional learning has the potential to help people of any age become more emotionally intelligent at work. The process takes commitment, a sustained effort, and the implementation of effective models that have been proven effective through research (Cherniss & Goleman, 2001). Mayer and Salovey (1997) contend that most skills can be improved through education, and they feel that this holds true for some of the skills that are related emotional intelligence. Sala (2002) conducted a study involving two sample groups who participated in Mastering emotional intelligence (MEI) workshops.

The MEI program is a yearlong program that helps participants to better identify and address emotional intelligence competencies. Sample one consisted of 20 Brazilian managers and consultants; sample two consisted of 19 individuals from a large U.S government accounting organization. Each participant in the study was given a pre and post emotional intelligence inventory, a multi-rater instrument that provides self, manager, direct report, and peer ratings on behavioral indicators of emotional intelligence. The behavioral indicators are based on emotional intelligence competencies identified by Goleman (1998). The assessments for sample one were eight months apart, and for sample two they were fourteen months apart. In general, overall scores on the posttest were higher than on the pre-test. Sample two showed a twenty-four percent increase between the pre- and post-tests. Increases in the post tests suggest that the workshop interventions were effective in improving emotional intelligence.

Research indicates that emotional intelligence is a significant predictor of the success of leaders in a variety of organizations. In a study of over 2,000 supervisors, middle managers, and executives, all but two of the sixteen abilities that distinguished star performers from average performers were emotional competencies (Goleman, 1998). Goleman, Boyatzis, & McKee (2002) analyzed data from close to five hundred competency models (including the likes of IBM, Lucent, Pepsi. Co, British Airways, and credit Suisse first Boston), as well as a wide range of global companies, healthcare organizations, academic institutions, and government agencies. They found that when star performers were matched against average performers in senior leadership positions, emotional intelligence competencies accounted for 85 percent of the difference in their profiles.

In Latin America, Fernandes-Aaroz (2001) conducted a study of about 200 executives that he classified either as successes or failures. He studied the executives' previous job experience, levels of emotional intelligence, and IQ's using subjective assessment based on structured interviews and intensive reference checking. For successful executives emotional intelligence was the most frequent, relevant characteristic, with relevant experience a close second and IQ comes in a significantly distant third. For the executives who were classified as failures, the most frequent, relevant characteristic was a previous relevant experience, followed closely by IQ. The failures almost inevitably had a weakness in overall emotional intelligence.

The feelings of a manager may be an indicator and predictor of the performance of an organization (Staw & Barsade, 1993, Staw, Sutton, & Pelled, 1994). Top management teams that share common emotional outlooks have higher, market-adjusted earnings per share than management teams that have a diverse emotional outlook (Caruso & Salovey, 2004). Star performance and the fiscal bottom line are influenced by emotional intelligence. Cherniss (2003) provides data from a variety of organizations that indicate that star performers are higher in emotional intelligence than average performers. He asserts the primary cause of an executive's failure involves deficits in emotional competence. He also found that organizations benefit economically when they are aware of emotional intelligence and promote it within their workers. Salovey (2006) contends that research suggests "that the idea of an emotional intelligence has been useful to the field of organizational behavior and that outcome relevant to business success is predicted by skills and competencies not traditionally thought to be job related, in the technical sense, or measured by conventional tests of intelligence"(p.267).

### **2.1.9. The importance of leadership**

Leadership plays an important effect in the development of any organization. No any organization can work efficiently and effectively without effective leadership. Leadership is an important function of the management which helps to enhance productivity and to achieve organizational goals. In fact, leadership is an essential part and a crucial component of effective management, which helps to maximize efficiency and achieve clearly organizational goals.

The importance of leadership is mainly judged in terms of its influence on the effectiveness of an entity that is led. According to Bill George, leading is the ability to help superior results sustain over a period of time'. However, it is a more widely pervasive phenomenon than this (Adams, 2011: 27). Leadership is important; actually, it is important for guiding the organization toward good objectives and applying other management functions (Hill and Mcshane, 2008: 6).

Leadership is the capability corresponding to change. Exerting leadership is organizing a new value or worth with vision. Leadership also requires mentoring new leaders and training them for the next generation (Ueno, 2001: 18).

Leadership is a measure of the skills and experience to successfully bring out or emphasize extra performance from others, and the compliance with the acceptance of authority measured the perspective the individual has about regulations and rules (Anderson et al, 2005: 116). Leaders are important in the companies. Their effect is to “help and direct others in performing their task, they create a culture of efficiency” and they maintain stability. On the other hand, leaders can create vision and strategy. Leaders help others focus on people and to grow; motivate and inspire, they create a change and a culture of integrity (Elhadj, 2013).

According to scholars of (Madah, 2015:256):

Leadership is the process of affecting the actions and tasks of a group or an authority. A leadership helps in the influential use

- ❖ Leadership is the process of affecting the actions and tasks of a group or an individual towards the goal fulfillment.
- ❖ An effective leader helps in motivating his subordinates for a better level of performance.
- ❖ Leadership increases team- work and team-sprit which is basic for the success of any establishment.
- ❖ Leadership is a basic aid to authority. A leadership helps in the influential use of formal authority.
- ❖ Leadership helps in creating confidence in the followers through giving them advice and guidance.

#### **2.1.10. Theories of Leadership**

Leadership theories are schools of thought brought forward to elaborate how and why certain individuals become leaders. The theories emphasize the traits and behaviors that individuals can adopt to boost their own leadership ability. The theory explain often focus on the characteristics of leaders, but some attempt to identify the behaviors that people can adopt to improve their own leadership abilities in different situations. There many theories of leaderships my research

focuses on the following key leadership's theory; great man" theories, trait theories, contingency theories, and behavioral theory.

#### **2.1.10.1. Great Man Theories**

This theory advocates that great leaders are simply born with the necessary internal characteristics such as charisma, confidence, intelligence, and social skills that make them natural-born leaders. The Great Man theory started around 1840s the mid-19th century. Even though no one was able to identify with any scientific certainty, which human characteristic or combination of, were responsible for identifying great leaders, everyone recognized that just as the name suggests; only a man could have the characteristic of a great leader. The Great Man theory assumes that the traits of leadership are intrinsic. That simply means that great leaders are born. They are not made. This theory sees the great leaders as those who are destined by birth to become a leader. Furthermore, the belief was that great leaders will rise when confronted with the appropriate situation. The theory was popularized by Thomas Carlyle, a writer and teacher. Just like him, the Great Man theory was inspired by the study of influential heroes. Bolden book "On Heroes, Hero-Worship, and the Heroic in History", he compared a wide array of heroes (Bolden 2004).

#### **2.1.10.2. Trait Theories**

The trait leadership theory believes that people are either born or are made with certain qualities that will make them excel in leadership effects. That is, certain qualities such as intelligence, sense of responsibility, creativity and other values puts anyone in the shoes of a good leader. The trait theory of leadership focused on analyzing mental, physical and social characteristic in order to gain more understanding of what is the characteristic or the combination of characteristics that are common among leaders.

The trait perspective was one among the earliest theories of leadership within the 1940's which assumes that great leaders are born with distinguished personality traits that make them better fitted to leadership and make them different from people or their followers.

### **2.1.10.3. Contingency (Situational) Theory**

Contingency theory is an approach to leadership during which leadership effectiveness is determined by the interaction between the leader's personal characteristics and aspects of the situation. The contingency theory places its assumption basing on the relationship between leadership style and organizational outputs can be temperate by situational issues connected with the environment, and thus the outputs cannot be forecasted by leadership style, unless the situational variables are known (Cheng and Chan, 2002).

According to Hay (2010) there are many situations which can influence organizational outcomes those associated with a leader's qualities and behaviors. He argued that in contrast to the supporters of trait and behavioral theories, leader's behavior should be contingent up on the organizational situation prevailing. In connection to the above argument, Fiedler's (1964) Contingency theory asserts that the leader's ability to lead is contingent up on various situational factors including the leaders preferred style, the capabilities and behaviors of workers that depend heavily on the situational factors. This theory propounds the intimate approach to management by focusing on the situation first rather than organizational means, to apply a specific leadership style that will stimulate individual performance. the situational theories contend four factors can influence the leadership effectiveness and performance in a given setting and that situational leadership can understood along four dimensions; the personal characteristics of the leader, the nature of the job, the nature of the organization and the nature of the people who follow (Berocci,2009).

### **2.1.10.4. Behavioral Theory**

The behavioral theories are offering a new perspective, one that focuses on the behaviors of the leaders as opposed to their mental, physical or social characteristics. Thus, with the evolutions in psychometrics, notably the factor analysis, researchers were able to measure the cause an effects relationship of specific human behaviors from leaders. From this point forward anyone with the right conditioning could have access to the once before elite club of naturally gifted leaders. In other words, leaders are made not born (Toor & Ofori, 2008).

The perceived failure of trait approach and the growth emphasis on behaviorism lead the researchers to direct their attention to the behavior of a leader. A classical study was done in the late 1930s by Kurt Lewin and his associates which led to the emergence of a new leadership model. Behavior theory focuses on what effective leaders do rather than figuring out who effective leaders are. Behavioral theorists identify determinants of leadership so that people could be trained to be leaders because behavior can be trained. The new approach prompted scholars and researchers to look beyond leader traits and consider how leaders' behaviors predicted effectiveness. This led to research on the structure and content of leadership, and established the behavior paradigm of leadership (Derue, Nahrgang & Wellman, 2011).

Behavioral theory in direct contrast to the Great Man Theory, Behavioral Theories hypothesize that great leaders are made, not born. This theory focuses on the actions of leaders not on personalities or characteristics they possess. The belief is that the leader can become an effective leader through observation, teaching and experience. This theory focuses on how leaders behave in given situations with the thought that the leaders can be conditioned to respond appropriately when confronted with various situations. Theorists such as B.F. Skinner, John Watson and Kurt Lewin have been associated with behavioral theory. Lewin (1935) argued that there were three types of leaders: autocratic, democratic and laissez-faire. The autocratic leader makes decisions without consulting subordinates. The democratic leader consults his subordinates then makes his decision (with or without using their input). The laissez-faire leader lets subordinates make the decision and therefore takes no real leadership effect other than assuming the position. Lewin believed that all leaders could fit into one of these three categories. However; the limitations of these behavioral theories are their oversight of situational factors on the level of effectiveness.

#### **2.1.11. Leadership style**

There are different leadership styles in the world. Each leader has his or her own unique style. Effective leaders will vary their methods based on the context, the individuals concerned and the desired outcome. Leaders' ability to adjust to their own style based on these variables is directly correlated with their leadership effectiveness and ultimate success.

## **1. Autocratic leadership style**

This style of leadership is strongly focused on both commands by the leader and control of the followers. There is also a clear division between the leader and the members. Authoritarian leaders make decisions independently, with little or no input from the rest of the group or subordinate.

Daft (2008:40) describes an autocratic leadership leader as one who tends to centralize authority and derive power from position, control of rewards, and coercion. Autocratic leaders are considered task-oriented because they place heavy emphasis on getting tasks accomplished. The manager alone exercises decision-making and authority for determining policy, procedures for achieving goals, work tasks and relationships, control of rewards or punishments (Mullins, 2007:371). The autocratic leader is at the center of attention and usually exercises power with little trust or confidence in the followers. As a result of this attitude, followers in the system fear and mistrust their leader (Jooste, 2009:64) also states that autocratic leadership is appropriate in a crisis; in difficult, complex situations; or in a situation where quick decisions must be made.

Authoritarian leaders are distant from their employees. This type of leadership is gained through demands, punishments, regulations, rules and orders. The major functions of authoritarian leadership style include assignment of tasks, unilateral decision-and rulemaking and problem-solving. Followers of authoritarian leaders must adhere to all the instructions without comment or question. Authoritarian leaders make all the decisions themselves without involving employees or followers and impose these decisions on them (Greenfield, 2007).

## **2. Democratic leadership style**

This kind leaderships style depends on the group been counseled and their feelings being esteemed. The pioneer might ask for information from colleagues as he/she regards their specialized ability, and obliges it to settle on the most ideal choice. Fair administration can be a test when there are solid identities in the gathering. Here the pioneer needs to make it clear they will take a definitive choice. All things considered, this authority style is comprehensive in its inclination and in that capacity, destined to bring the group through testing times, as the greater part will have concurred the game-plan.

Leaders encouraged group discussion and decision making. Subordinates were informed about conditions affecting their jobs and encouraged to express their ideas and make suggestions. Democratic leaders make the final decisions, but they include team members in the decision making process. They encourage creativity, and team members are often highly engaged in projects and decisions. Democratic leaders are open in nature and want to get the opinion of every one (Dubrin and Dalglish 2003).

## **2.2. Empirical Literatures**

Smith and Wilkins (1996) studied the major determinant of project performance. Accordingly, project management skills are found to be one major determinant of project success. With the key goals of project management being timeliness, adherence to specification, working within budgets and satisfying stakeholders, the project strategy works target to achieve this goals. These strategies should be formulated and well understood by the consultant teams to enable effective implementation of the strategies. The strategies applied aims at drawing attention of all stakeholders by establishing proper communication and feedback channels. This can be achieved by holding frequent progress and coordination of the consultant teams and with clients and manager. If this is utilized well, at the design stage, all the requirements of the client will be captured at design and minimizing the need for variation during construction. Though timeliness, cost and quality are the main target of project management, the benefits may be irrelevant if the stakeholder is not satisfied.

Lamont, (1999) studied dispute resolution procedures and project performance. In the result, he discussed that conflicts with design information are resolved in a systematic manner. Enforcing adherence to a rigid framework of programmer date established through detailed programming will ensure completion on time. To ensure specification and contractual obligations are met, a system for quality, risk, safety, and more human related management is established by creating procedures to be followed by project participants.

According to Cherniss (2003) emotional intelligence is contributing factor to the financial success of companies. Companies and organizations such as American Express, and the U.S. Air force has benefited financially from implementing emotional intelligence programs. Effective

leaders are able to apply their emotional intelligence to make good decisions and effectively manage themselves and others.

Studies have indicated that effective leaders consistently have possession of greater emotional intelligence competencies, such as self-awareness and self-management (Boyatzis, Cowan, & Kolb, 1995), students participated in a required course in competence building. The students were allowed to assess their emotional intelligence competencies, select specific competencies for improvement, and develop and implement a plan for strengthening the targeted competencies. Students were assessed at the beginning of the program, upon graduation, and years later on the job. The results of research showed that emotional competencies can be improved and sustained over time. A growing body of research suggests that emotional learning has the potential to help people of any age become more emotionally intelligent at work. The process takes commitment, a sustained effort, and the implementation of effective models that have been proven effective through research (Cherniss & Goleman, 2001).

Mayer and Salovey (1997) contend that most skills can be improved through education, and they feel that this holds true for some of the skills that are related to emotional intelligence. Sala (n.d.) conducted a study involving two sample groups who participated in Mastering emotional intelligence (MEI) workshops. Research indicates that emotional intelligence is a significant predictor of the success of leaders in a variety of organizations. In a study of over 2,000 supervisors, middle managers, and executives, all but two of the sixteen abilities that distinguished star performers from average performers were emotional competencies (Goleman, 1998). Goleman, Boyatzis, & McKee (2002) analyzed data from close to five hundred competency models (including the likes of IBM, Lucent, Pepsi. Co, British Airways, and credit Susie first Boston), as well as a wide range of global companies, healthcare organizations, academic institutions, and government agencies. They found that when star performers were matched against average performers in senior leadership positions, emotional intelligence competencies accounted for 85 percent of the difference in their profiles.

In Latin America, Fernandes-Aaroz (2001) conducted a study of about 200 executives that he classified either as successes or failures. He studied the executives' previous job experience, levels of emotional intelligence, and IQ's using subjective assessment based on structured

interviews and intensive reference checking. For successful executives emotional intelligence was the most frequent, relevant characteristic, with relevant experience a close second and IQ comes in a significantly distant third. For the executives who were classified as failures, the most frequent, relevant characteristic was a previous relevant experience, followed closely by IQ. The failures almost inevitably had a weakness in overall emotional intelligence.

### **2.3. Literature gap**

Another limitation of previous studies was that they did not report the dispositional or affective aspect of soft skills. Various studies focus on single or two soft skill measurements or dimensions. Theoretically, it was possible to possess soft skills without the motivation to apply them or one might be motivated to think critically without possessing the required skills (Facione, Facione & Giancarlo 2000).

A student might acquire the soft skills, but might not have the necessary and sufficient interest, motivation and/or experience to demonstrate such skills. To holistically assess CT skills, this research considered both the cognitive as well as motivational aspects of the construct. That was why two of the four hypotheses were devoted to assess student motivation. To better inform the study, a qualitative review of empirical studies on CT and PS skills in ISLE in higher education was conducted (Bekele 2009). The studies reviewed were published in major educational technology and related outlets between 1995 and 2006. The comprehensive review identified major issues embedded in educational technology research. This section summarized the major findings of the review.

A key part of an attitude is the affect or emotion associated with the attitude. At a very basic level, we know whether we like or dislike something or find an idea pleasant or unpleasant. For instance, we may say that we know something “in our heart” or have a “gut feeling.” In such cases, our attitudes have been formed through our emotions rather than through logic or thinking. This can happen through (a) sensory reactions, (b) values, (c) operant/instrumental conditioning, (d) classical conditioning, (e) semantic generalization, (f) evaluative conditioning, or (g) mere exposure (Oliver, 2011).

## 2.4. Conceptual Framework

The following conceptual framework has been devised to represent the major variables of this study.

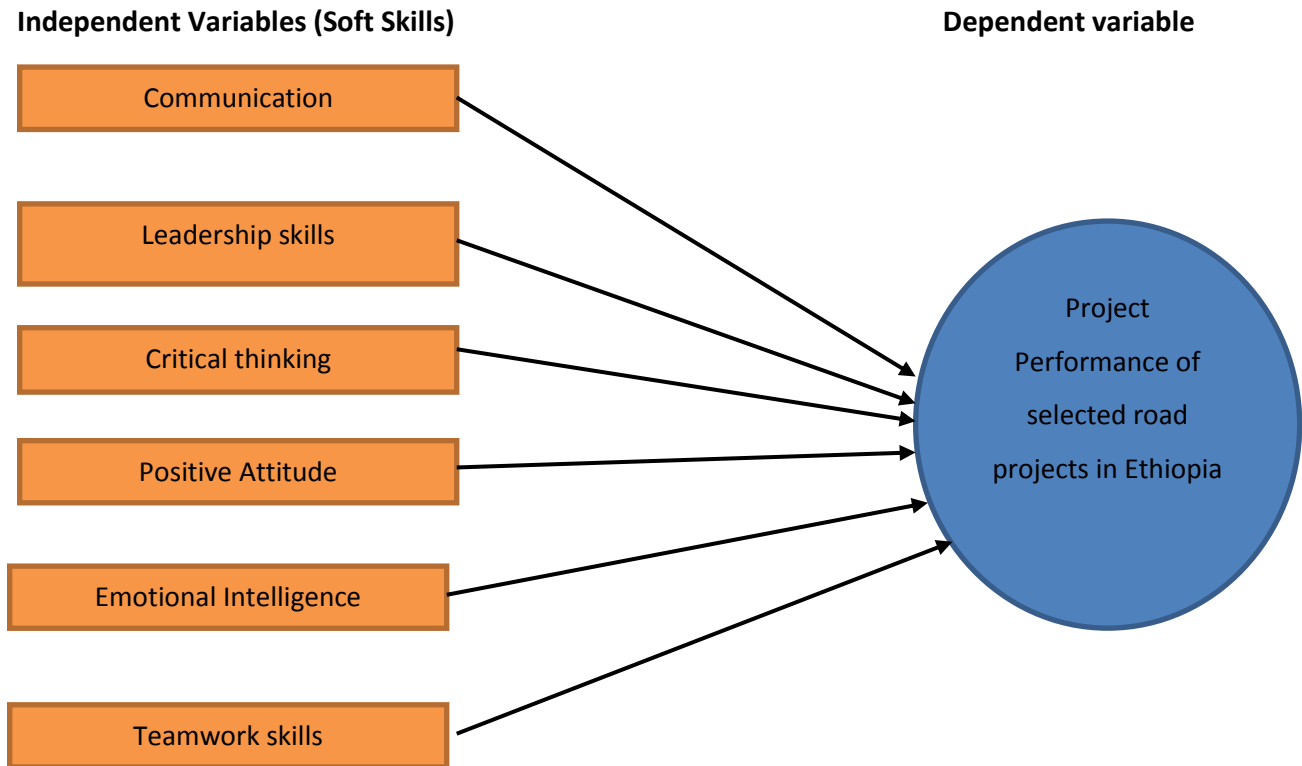


Figure 1: Conceptual Framework (Source: Reseracher, 2022)

## CHAPTER THREE: METHODOLOGY OF THE STUDY

### 3.1. Research Design

In order to achieve this study objective, descriptive and explanatory research designs were used. The study used a descriptive research design to assess the general level of soft skill practice of project managers in the study area.

Additionally, this study adopted explanatory research design to investigate the effect of the independent variables (soft skills of project managers) on the project performance. According to Riaz (2011) explanatory research is conducted in order to identify the extent and nature of cause-and-effect relationships. Explanatory research can be conducted in order to assess impacts of specific changes on independent variables that change the dependent variable. Such studies focus on an analysis of a situation or a specific problem to explain the patterns of relationships between variables.

### 3.2. Sampling Design and Population

The population of this study consists of administrative workers such as accountants, sales personnel, contract administrator, as well as other workers such as forman, electrical and structural engineer and other workers of road construction projects of Addis Ababa, Ethiopia. The sample size was determined by using the statistical formula by Yamane (1967). Based on the assumption of 95% confidence level and  $P = .05$  and the estimated population size 12000 workers. Therefore; after determining the sample size, the researcher used convenience sampling to select the specific individuals based on the nature of the job. Convenience sampling was used to take the individual workers based on the variety of the type of jobs they perform.

$$\text{sample size} = \frac{\text{Population size}}{1 + \text{Population size}(e)^2}$$

$$\text{sample size} = \frac{12,000}{1 + 12,000(0.05)^2}$$

$$\text{sample size} = 387.096 \approx 387$$

### **3.3. Methods of Data collection and Types of Data**

This study used both primary and secondary data. The primary data used were collected from the workers of the road projects through questionnaires. The questionnaire was developed to measure the study variables in five point Likert scale. The questionnaire was used because it allows the collection of large amounts of data in a relatively small amount of time and with relatively lower cost. Besides, conducting face to face interview was difficult, if not impossible due to the outbreak of the Covid 19 virus.

Additionally, apart from the primary data, the secondary data were gathered from reference books, internet, and previous researches.

### **3.4. Data Analysis Method**

The study used mostly quantitative data analysis methods. Descriptive data analysis tools were used to measure frequencies, percentages, means, and standard deviation graphic and tabular representation.

Pearson's correlation coefficient and multi-linear regression analysis was used to test interdependence between the independent and dependent variables. The independent variables are communication, leadership skills, critical thinking, positive attitude, teamwork skills, and emotional intelligence while the dependent variable is project performance.

The empirical model along with the estimation of the multiple regression equation to be tested is specified in this section. The dependent variable (employees' performance) and the independent variables based on Njenga, et al., (2015) and Nanzushi (2015) as follow.

$$PP = \alpha + \beta_1 C + \beta_2 LS + \beta_3 CT + \beta_4 PA + \beta_5 TWS + \beta_6 EI + \varepsilon$$

Where:

PP= Project Performance

C = communication

LS = Leadership skills

CT = Critical thinking

PA= Positive Attitude

TWS =Teamwork skills

EI =Emotional Intelligence

$\alpha$  = Constant

$\varepsilon$  = Error

### 3.5. Validity and reliability

The validity of this study was maintained by using various literatures to confirm the measurement of each variable. Advisor comments and other expert involved in the study was also utilized to ensure the validity of this study. Additionally, the measurements of the scales were taken by confirming various sources and scholars. Regarding the reliability of items, their consistence was measured in terms of Cronbach's Alpha using SPSS software to make sure their reliability.

*Table 3.1. Reliability results*

Sub scales	Number of items	Cronbach's Alpha
Communication	5	.854
Leadership skills	4	.856
Critical thinking	5	.881
Positive Attitude	3	.781
Teamwork skills	5	.887
Emotional Intelligence	5	.889
Project performance measures	6	.870
<b>Entire scale</b>	<b>33</b>	<b>.920</b>

As it is indicated on the above table Cronbach's coefficient alpha was calculated for each field of the questionnaire and the entire questionnaire. The values of Cronbach's Alpha showed that all of the results are more than acceptable, which fall in the range between 0.7 and 0.95. The resulting range is considered high as the result ensures the reliability of each field of the questionnaire. Moreover Cronbach's Alpha for the entire questionnaire shows the value of *0.920* which falls in an excellent range and it indicates the reliability of the entire questionnaire. Therefore, based on the test, the results for the items are reliable and acceptable.

### **3.6. Ethical Considerations**

All the research participants who were included in this study were appropriately informed about the purpose of the research and their willingness and assent was secured before the commencement of distributing questionnaires. Concerning the right to privacy of the respondents, the study maintains the secrecy of the identity of each participant.

## **CHAPTER FOUR: RESULTS AND DISCUSSION**

### **4.1. Introduction**

In this chapter, the collected data have been analyzed and interpreted. The chapter consists of an introduction, respondents' demographic characteristics, and the relationship between a project manager's soft skills to project performance variables such as communication, leadership skills, critical thinking, positive attitude, teamwork skills and emotional intelligence. Items of the questionnaire on variables were Likert scaled using five points ranging between 1=Strongly Agree to 5=Strongly Disagree. In addition, some demographic descriptions of the respondents were presented in subsequent sections.

### **4.2. Demographic Characteristics of Respondents**

To discuss the effect of the soft skills survey was handed out to the respondents. In this section, the researcher described respondents' profile in terms of age, gender, educational level, and experience. These responses were analyzed using frequencies and percentage distributions below.

Regarding the majority 80.1% of respondents were males, and 19.9% of the respondents were female. This data implies that more male participated in the study than female respondents as well as it reflects the male dominance in the projects.

Concerning age categories of the respondents, 60.2% of the respondents are between 31 to 40 years old, whereas 23.9% were in the age range below 30 years old, the remaining 8.6% and 7.3% were in the age range between above 50 and 41–50 years respectively. The result shows that the majority of the project employees were 31-40 age groups and this reflects the composition of workers in the projects.

With regard to the educational level of respondents, more than half of the respondents, 68.2% were diploma holders, followed by 15.9% who were Master's Degree and above, while the remaining were high school and degree holders consisting of 8.0% of the total respondents each. The compositions of the respondents' educational background showed that the participants' are well educated and presents an opportunity to obtain an accurate response to the study questions.

Lastly, regarding the experience of respondents, the larger of the groups among the experience categories were 5 - 10 years and 11 - 15 years containing 39.8% and 36.4% of the total

respondents, while the remaining 8.0% and 15.9% of the total respondents had less than five years of experience as well as above 15 years of experience respectively

**Table 4.2 Demographic Characteristics of Respondents**

<b>Variables</b>		<b>Frequency</b>	<b>Percentage</b>
Age	Below 30 years	78	23.9%
	Between 31 – 40	197	60.2%
	Between 41 – 50	24	7.3%
	Above 50	28	8.6%
Gender	Male	262	80.1%
	Female	65	19.9%
Qualification	High school and below	26	8.0%
	Diploma	223	68.2%
	First Degree	26	8.0%
	Master’s Degree and above	52	15.9%
Experience	< 5 years	26	8.0%
	5 - 10 years	130	39.8%
	11 - 15 years	119	36.4%
	above 15 years	52	15.9%
<b>Total</b>		<b>327</b>	<b>100%</b>

*Source: Own Survey, 2021*

### **4.3. Descriptive Analysis**

In this part descriptive statistics in the form of mean and standard deviation were presented to illustrate the level of agreement of the respondents with their implications of the company. The responses of the respondents for the variables indicated below were measured in five point Likert scale : 1= strongly disagree, 2= disagree, 3 = neutral, 4= agree and 5=

strongly agree. However, while making interpretation of the results of mean the scales were reassigned as follows to make the interpretation easy and clear.

This formula is adapted from (Vichea, 2005), with 5 point scale, the interval for breaking the range of measuring each variable id calculated by  $5-1/5= 0.8$ . It means items with scores fall between the ranges of: 4.20–5.00 are considered as strongly agreed; 3.40–4.09 as agreed; 2.60–3.39 as Neutral; 1.08–2.59 as disagreeing and 1.00–1.79 strongly disagree.

Interview results are also presented along with the results of the questionnaire. Data from the questionnaires were processed by the SPSS program in terms of frequency, mean, and standard deviation (Descriptive statistics).

#### 4.3.1. Communication

In order to measure the communication of project managers as one of soft skills, the following items were presented to respondents and the following descriptive result found.

**Table 4.3 Communication**

Items	N	Mean	Std. Deviation
The project managers have good interpersonal communication skills	327	3.5443	1.47277
The project managers patient listening skills	327	3.5749	1.40105
Project managers have analytic ability and sensitivity	327	3.3364	1.53187
Project managers have a good expressive skills	327	3.7462	1.28695
Project managers have confidence in communication	327	3.8960	1.24149
<b>Total Average</b>		<b>3.619</b>	<b>1.386</b>

Based on the result presented in the above table, the results of the items fall in the agreed range for items such as: whether the project managers have good interpersonal communication skills (mean = 3.5443 and SD = 1.472), whether the project managers patient listening skills (mean = 3.57 and SD = 1.40), whether project managers have analytic ability and sensitivity (mean = 3.33 and SD = 1.53), whether Project managers have a good expressive skills (mean = 3.74 and SD

=1.28 ), and whether project managers have confidence in communication (mean = 3.89 and SD =1.24).

This result implies that based on the assessment of communication level of project managers, they have the possession of have good interpersonal communication skills, patient listening skills, analytic ability and sensitivity, good expressive skills and confidence in communication. Which indicates the presence of good communication among project managers as well as their staff members. The project managers in the case of selected Road Construction Projects in Ethiopia were found to have good communication skills.

#### 4.3.2. Leadership skills

So as to measure the leadership skills of project managers’ reign over their project staff members, the subsequent items were presented to respondents and the following descriptive result found.

**Table 4.4 Leadership skills**

<b>Items</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Managers provide employees with a good effect model to follow	327	3.8899	1.34305
Immediate supervisors respect/accept comments and views of employees	327	3.4495	1.53179
Supervisors closely monitor others effective performance	327	3.6881	1.27768
Project managers are committed to the structural changes being implemented	327	3.5015	1.37210
<b>Total Average</b>		<b>3.632</b>	<b>1.381</b>

Based on the results on the leadership skills dimension of project managers, the above table showed that all the item responses have fallen in the agreement range since the mean of the items 3.40–4.09 are considered as agreed. This item include; whether managers provide employees with a good effect model to follow (mean = 3.88and SD = 1.34), whether immediate supervisors respect/accept comments and views of employees (mean = 3.44and SD =1.53), whether supervisors closely monitor others effective performance (mean =3.68 and SD =1.27), and

whether project managers are committed to the structural changes being implemented (mean = 3.50 and SD =1.37).

This result implies that regarding the leadership skills of selected Road Construction Projects in Ethiopia, this manager delivers employees with a good effect model to follow, as well as employees' immediate supervisors also welcome comments and views of employees. Additionally, the project supervisors closely monitor others effective performance and project managers are committed to the structural changes being implemented.

### 4.3.3. Critical thinking

To assess the critical thinking level of project managers, the following items were presented. Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

**Table 4.5 Critical thinking**

Items	N	Mean	Std. Deviation
Analytic and synthetic abilities of the project managers are good	327	3.9297	1.17147
They operate on the principle of objectivity	327	3.4067	1.56152
Anticipation of consequences before happening	327	3.5046	1.60878
Project managers are logical than feeling	327	3.6483	1.69496
Have good understanding of problems before the occur	327	3.8899	1.34305
<b>Total Average</b>		<b>3.67584</b>	<b>1.475956</b>

Concerning critical thinking, all the above items fall in the agreement range. These items assessed whether analytic and synthetic abilities of the project managers are good (mean = 3.92, SD= 1.17), whether they operate on the principle of objectivity (mean = 3.40, SD= 1.56), whether anticipation of consequences before happening (mean = 3.50, SD = 1.60), whether

project managers are logical than feeling (mean = 3.64, SD =1.69), and whether have good understanding of problems before the occur (mean = 3.88, SD= 1.34).

The above result implies that project managers of selected Road Construction Projects in Ethiopia have analytic and synthetic abilities of the project managers are good, they operate on the principle of objectivity, anticipation of consequences before happening, project managers are logical than feeling as well as they have good understanding of problems before the occur.

#### 4.3.4. Positive Attitude

Regarding the soft skill of positive attitude among the project managers, the subsequent items were presented to respondents. Using the descriptive statistics of mean and standard deviation, the results have been presented as follows.

**Table 4.6 Positive Attitude**

Items	N	Mean	Std. Deviation
Project managers' have good attitude towards work	327	2.8165	1.57919
Project managers have confident about the futures of the project objective making	327	2.9419	1.70519
Project managers have a firm believer in the positive outcomes of various circumstances in the project	327	3.7156	1.39296
<b>Total Average</b>		<b>3.158</b>	<b>1.55911</b>

Regarding the positive attitude of the project managers, the first two items fall in the neutral range (mean < 3.4) while the last item fall in the agreement range (mean > 3.4). The items which fall in the neutral range includes whether project managers' have a good attitude towards work (mean = 2.81, and SD = 1.57), and whether project managers have confident about the futures of the project objective making (mean = 2.94, and SD =1.70). On the other hand, the last item fall in the agreement range that expresses whether project managers have a firm belief in the positive outcomes of various circumstances of the project.

It implies that project managers have a well-founded advocate in the positive outcomes of various circumstances of the project, which will enable them to accomplish numerous activities as well as to reduce challenging circumstances.

#### 4.3.5. Teamwork skills

Regarding the dimension of teamwork skills, the following items were presented for these research participants. A team is a group of people who work together toward a common goal. Teams have defined membership (which can be either large or small) and a set of activities to take part in. People on a team collaborate on sets of related tasks that are required to achieve an objective. Each member is responsible for contributing to the team, but the group as a whole is responsible for the team's success.

**Table 4.7 Teamwork skills**

Items	N	Mean	Std. Deviation
The project managers have created good coordination among staffs	327	3.7095	1.47307
Team building activities were effective	327	3.6789	1.38936
Our project managers were effective in resolve conflicts with other teams members	327	3.3731	1.44901
Working on our team inspires people to do their best.	327	3.5168	1.46917
My team has a strong sense of accomplishment relative to our work.	327	3.6544	1.36336
<b>Total Average</b>		<b>3.58654</b>	<b>1.428794</b>

The results the above table show the responses of all the items fall in the agreement range. These items include whether the project managers have created good coordination among staffs (mean = 3.70, SD =1.47), whether team building activities were effective(mean = 3.67, SD =1.38), whether our project managers were effective in resolve conflicts with other teams members(mean = 3.37, SD =1.44), whether working on our team inspires people to do their best(mean = 3.51, SD = 1.46), and whether my team has a strong sense of accomplishment relative to our work (mean = 3.65, SD =1.36).

The above results regarding the teamwork skills of the undertaking chiefs have made great coordination among staffs, group building exercises were viable, viable in resolve clashes with

other group's individuals, working in our group inspires individuals to give a valiant effort, and the groups have a solid feeling of achievement comparative with our work.

#### 4.4. Correlation Results

According to Saunders et al. (2009) a correlation analysis used to identify the direction and the relationship between the variables. Correlation coefficient enables to quantify the strength of the linear relationship between two variables.

Based on this, correlation analysis was made for the independent variables and the dependent variable as follow.

**Table 4.8 Correlational coefficients**

Variables	PP	C	LS	CT	PA	TW
PP	1					
C	.831**	1				
LS	.797**	.854**	1			
CT	.718**	.873**	.780**	1		
PA	.541**	.613**	.774**	.572**	1	
TW	.719**	.807**	.837**	.802**	.662**	1
EI	.649**	.767**	.653**	.721**	.450**	.828**

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

The correlation coefficient can range in value from  $-1$  to  $+1$ . The larger the absolute value of the coefficient, the stronger the relationship between the variables. For the Pearson correlation, an absolute value of 1 indicates a perfect linear relationship. A correlation close to 0 indicates no linear relationship between the variables. The sign of the coefficient indicates the direction of the relationship. If both variables tend to increase or decrease together, the coefficient is positive, and the line that represents the correlation slopes upward. If one variable tends to increase as the other decreases, the coefficient is negative, and the line that represents the correlation slopes downward.

Based on the correlational results of this study presented in the above table have showed the presence of positive and significant correlation between the independent variables and the

dependent variable (Project Performance). More specifically, Communication( $r = .831$ ), Leadership Skills ( $r = .797$ ), Critical Thinking( $r = .718$ ), Positive Attitude( $r = .541$ ), Teamwork Skills( $r = .719$ ), and Emotional Intelligence ( $r = .649$ ) have been found to be correlated positively and significantly with project performance of selected road projects in Addis Ababa Ethiopia.

#### **4.5. Multiple Regression Result**

The following regression analysis is used for estimating the relationships among variables. It enables to determine the strength of the relationship between variables and the predictive power of the independent variables on the dependent variable. In short, regression helps a researcher understand to what extent the change of the value of the dependent variable causes the change in the value of the independent variables, while other independent variables are held unchanged. Regression analysis is a way of statistically sorting out the variables that have indeed an impact. While there are many types of regression analysis, at their core they all examine the influence of one or more independent variables on a dependent variable.

Before moving on conducting a regression analysis, the basic assumption tests for the model must be carried out. This is a compulsory precondition in explaining the relationships between dependent and explanatory variables. Four major assumptions, namely, Linearity Test, Homoscedasticity Test, Auto Correlation (Durbin Watson Test), and Normality Test checked and proved to be met reasonably well. Each test is explained below:

##### **1. Linearity Test**

The linearity of associations between the dependent and independent variables can be tested by looking at the P-P plot for the model. The closer the dots lie to the diagonal line, the closer to normal the residuals are distributed. As depicted in the below graph, the visual inspections of the p-p plot revealed that there exist a linear relationship between the dependent and independent variables.

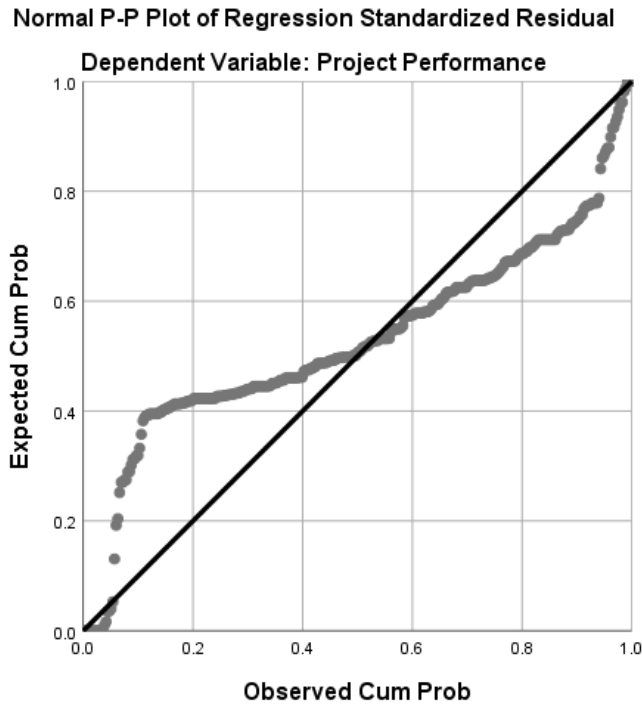


Fig 4.1: P-P Plot of Regression Standardized Residual

## 2. Homoscedasticity Test

The assumption of homoscedasticity refers to equal variance of errors across all levels of the independent variables (Osborne & Waters, 2002). This implies it requires even distribution of residual terms or homogeneity of error terms throughout the data. Homoscedasticity can be checked by visual examination of a plot of the standardized residuals from the regression standardized predicted value (Osborne & Waters, 2002). If the error terms are distributed randomly with no certain pattern, the problem is not detrimental for analysis. The scatter plot in fig 4.2 shows that the standardized residuals in this research are distributed evenly, which shows that no violation of homoscedasticity.

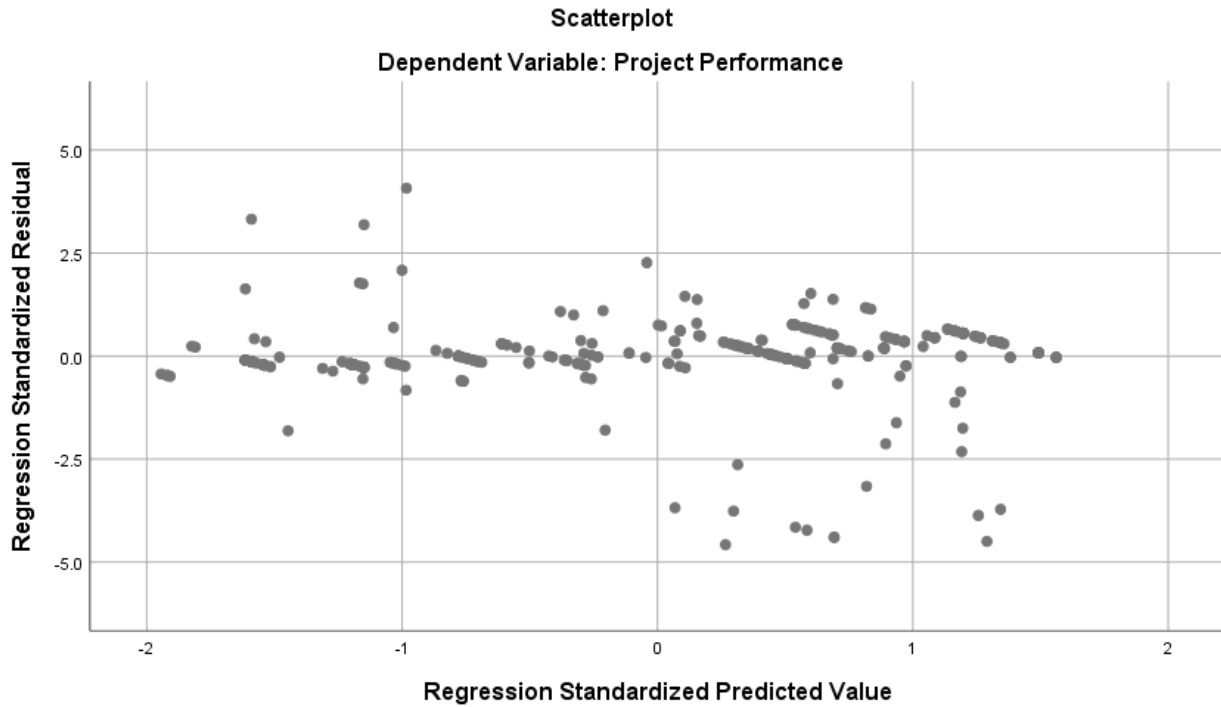


Fig 4.2: Scatterplot of standardized residuals

### 3. Auto Correlation (Durbin Watson Test)

Autocorrelation or independence of errors refers to the assumption that errors are independent of one another, implying that subjects are responding independently Stevens (2009). Durbin-Watson statistic can be used to test the assumption that our residuals are independent (or uncorrelated). This statistic can vary from 0 to 4. For this assumption to be met, the Durbin-Watson value needs to be close to 2 (Field, 2006). Values below 1 and above 3 are problematic and causes for concern. To check this assumption we need to look at the Model Summary box presented below.

**Table 4.9: Durbin Watson statistics**

Model	Std. Error of the Estimate	Durbin-Watson
1	.57775	1.793
a. Predictors: (Constant), Emotional Intelligence, Positive Attitude, Critical Thinking, Leadership Skills, Teamwork Skills, Communication		
b. Dependent Variable: Project Performance		

The above reveals that errors are responding independently and autocorrelation is not a concern with Durbin-Watson value of 1.793. Therefore, it is possible to say the auto-correlation test has been met.

#### **4. Normality Test**

Multiple regressions require the independent variables to be normally distributed. This means that errors are normally distributed, and that a plot of the values of the residuals will approximate a normal curve (Keith, 2006).

Frequency distribution comes in many different shapes and sizes. Therefore, it is quite important, to have some general description for common types of distributions. In an ideal world our data would be distributed symmetrically around the center of all scores. As such, if we draw a vertical line through the center of the distribution, then it should look the same on both sides. This is known as a normal distribution and is characterized by bell-shaped curve. This shape basically implies that the majority of the scores lie around the center of the distribution (Field, 2006). The normal distribution graph was shown in fig 4.3 below and revealed that the assumption of normality has been met.

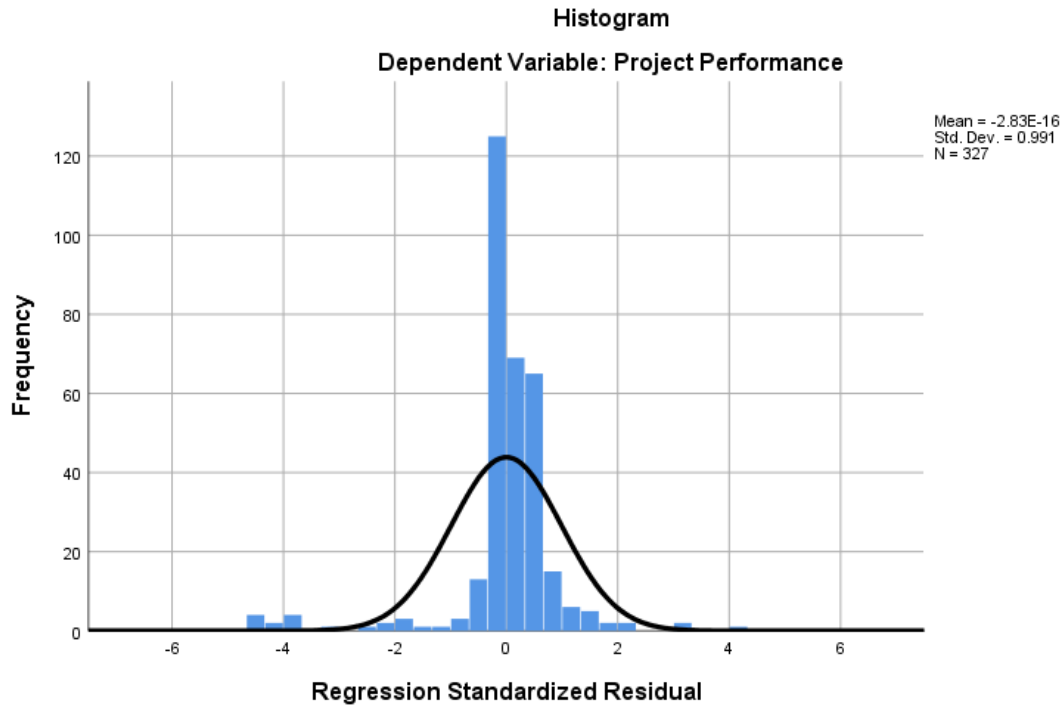


Fig 4.3 Normality Histogram

### 5. Multi-collinearity Test

Multi-collinearity exists whenever an independent variable is highly correlated with one or more of the other independent variables in a multiple regression equation. It is a problem because of it under mines the statically significance of an independent variable. For this study result of multi-collinearity test of the dependent variables was display in the following table.

**Tables 4.10: Multi-collinearly test of the Independent Variable**

Model		Collinearity Statistics	
		Tolerance	VIF
1	Communication	.135	7.434
	Leadership Skills	.138	7.220
	Critical Thinking	.210	4.757
	Positive Attitude	.382	2.617
	Teamwork Skills	.145	6.916
	Emotional Intelligence	.241	4.144

a. Dependent Variable: Project Performance

The variation inflation factor (VIF) is a measure of the reciprocal of the complement of the inter-correlation among the independent variables. The decision rule is a variable whose VIF value is greater than 10 indicates the possible existence of the multicollinearity problem. Tolerance (TOL) is a statistic used to show the variability of the specified independent variable that is not explained by another independent variable in the model. It is also used by many researchers to check on the degree of Collinearity. The decision rule for tolerance is a variable whose TOL value is less than 0.1 shows the possible existence of a multi-collinearity problem (Gujarati, 2004).

From the above table information, all VIF variables less than 10 and all tolerance (T) are greater than 0.1, therefore, this study has no multi-collinearity problem.

**Table 4.11 The regression model statistics**

Model Summary						
Model	R	R Square	Adjusted R Square		Std. Error of the Estimate	
1	.852 <sup>a</sup>	.726	.721		.57775	
a. Predictors: (Constant), Emotional Intelligence, Positive Attitude, Critical Thinking, Leadership Skills, Teamwork Skills, Communication						
b. Dependent Variable: Project Performance						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	283.485	6	47.248	141.548	.000 <sup>b</sup>
	Residual	106.813	320	.334		
	Total	390.298	326			
a. Dependent Variable: Project Performance						
b. Predictors: (Constant), Emotional Intelligence, Positive Attitude, Critical Thinking, Leadership Skills, Teamwork Skills, Communication						

The above model also showed that the model is significant in predicting Project Performance and it is interpreted as 72.6% of variance in project performance is due to soft skill dimensions of project managers (Emotional Intelligence, Positive Attitude, Critical Thinking, Leadership Skills, Teamwork Skills, and Communication) (p value < 0.05). Whereas the remaining variability was unexplained and it can be explained by adding other variables that is not included in this model. Therefore, p-value test table shows that model is working well.

**Table 4.12 Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.472	.114		4.161	.000
	Communication	.572	.079	.578	7.247	.000
	Leadership Skills	.410	.074	.434	5.521	.000
	Critical Thinking	.065	.046	.091	1.422	.156
	Positive Attitude	.104	.040	.124	2.613	.609
	Teamwork Skills	.019	.057	.026	.334	.739
	Emotional Intelligence	.019	.053	.022	.365	.715

a. Dependent Variable: Project Performance

According to the table above coefficient table communication skills of project managers positively affect project performance with a beta value of .572 and the sign value of .000. This indicates that a 1 unit increase in communication will improve project performance in 0. 572 units.

Furthermore, the result showed that leadership skills of project managers positively affect project performance with a beta value of .410 and the sign value of. 000. This indicates that a 1 unit increase in leadership skills will improve project performance in 0.41 units.

However, critical thinking, positive attitude, teamwork skills, and emotional intelligence were not found to have a significant impact on project performance of selected road projects in Addis Ababa, Ethiopia.

The following section presents the congruence of the results based on other prior literatures. According to Takey and Carvalho (2015) soft skills are significant predictors of project success. Various soft skills have been deemed important in various types of projects, as having only technical skills are not enough to survive in today’s world. The relative importance of each skill is associated with its profession. In the IT Services industry, communication skills (particularly listening skills), business communication skills, problem solving skills and team skills are considered crucial and complex to understand. In organized retail, the main required skills are

communication skills, selling skills, and advertising and distribution skills, customer service skills.

Additionally, the communication skill of a project manager has a vital effect for the achievement of project goals and objective. The communication processes of projects are characterized by: performance report, requested changes, forecasts, organizational process and updates. One fundamental process of communication is to exchange of information so, that it will socialize the employees by socialization, coordination and mutual understanding in the projects, since communication is the nervous system of any organized group and the glue that hold the organization together. Communication goals are defined according to the interest of shareholders. During the execution of the project, the project managers' ability to communicate is crucial to the success of the project. One of the important tasks for the project managers is to communicate with the stakeholders (Tonnquist, 2008,).

Similarly, inaugurating communication infrastructure is very important in any projects. Effective communication plan preset specific type of information. The aim of communication plan is to create the right information at the right time and place in an appropriate way for the audience. The communication plans also show the flow of information intended to perform by the project manager, the plan usually contains information that needs to be collected and information that needs to be distributed (Klein, 1996).

As Talat et al, (2015), a leadership skill has a massive significance of the project accomplishment of its mission, as explained leadership is a detailed process, which describes for authority, responsibility and delegation of power. Leaders assist to direct, guide and help their followers (employees) towards achieving their personal and organizational goals and objectives for the organizational and personal benefits. It asserts that leadership is a wide spread process, which involves authority, responsibility and delegation of power. Hence, leadership styles contain all features of dealing the inside and outside of a corporation, managing and handling of conflicts, assisting and directing the labor force to grasp and achieve their duties and come into view as a task model for all.

The term leadership described as a process by which an individual influences others to accomplish Memon (2014) defines leadership as process by which a private influences the

thoughts, attitudes and behaviors of others by taking responsibility for setting direction for the firm, others to ascertain and visualize what lies ahead and figure out how to archive it. Leslie et al (2013) defines that leadership is the ability to pressure people to happily pursue one's direction or hold on to his their decisions. On the contrary a leader is; one who attains subordinates and controls them in setting and accomplishing targets. In Sundi (2013), "leadership is that the ability to convince and mobilize followers to form jointly as a team players under his leadership to make real a particular goal.

The studies considered different indicators of CT, partly indicating the absence of a settled definition. All studies, however, limited CT to a cognitive domain. CT was conceived as a range of cognitive skills with implied phases. Several studies interchangeably used cognitive processes and cognitive skills. To facilitate understanding, the cognitive skills used in the studies could be categorized as initial, exploratory, integrative, application, and evaluative (Bekele 2009). These categories of cognitive skills were summarized below.

Initial skill was required to identify the issue/material/problem that needed further thought. Some of the terms the studies used to refer to this skill category included: identification, triggering, and recognition. Exploratory skill was required to explore and discover the totality of the issue/problem/argument. Studies used problem definition, analysis, clarification, understanding, interpretation, and deductive reasoning to describe this category (Bekele 2009).

Regarding the possession of positive attitude, evidence suggests that attitudes may develop out of psychological needs (motivational foundations), social interactions (social foundations), and genetics (biological foundations), although this last notion is new and controversial (Facione, Facione & Giancarlo 2000).

According to Egan (2002), process and team integration are the key drivers of changes necessary for the construction industry to become more successful. However, simply bringing people together does not necessarily ensure they will function effectively as a team. Effective teamwork does not occur automatically. It may be challenged by various issues, such as lack of organization, misunderstandings, poor communications, and inadequate participation from team members

The results of research showed that emotional competencies can be improved and sustained over time. A growing body of research suggests that emotional learning has the potential to help people of any age become more emotionally intelligent at work. The process takes commitment, a sustained effort, and the implementation of effective models that have been proven effective through research (Cherniss & Goleman, 2001). Mayer and Salovey (1997) contend that most skills can be improved through education, and they feel that this holds true for some of the skills that are related emotional intelligence. Sala (n.d.) conducted a study involving two sample groups who participated in Mastering emotional intelligence (MEI) workshops.

Research indicates that emotional intelligence is a significant predictor of the success of leaders in a variety of organizations. In a study of over 2,000 supervisors, middle managers, and executives, all but two of the sixteen abilities that distinguished star performers from average performers were emotional competencies (Goleman, 1998). Goleman, Boyatzi, & McKee (2002) analyzed data from close to five hundred competency models (including the likes of IBM, Lucent, Pepsi. Co, British Airways, and credit Susiee first Boston), as well as a wide range of global companies, healthcare organizations, academic institutions, and government agencies. They found that when star performers were matched against average performers in senior leadership positions, emotional intelligence competencies accounted for 85 percent of the difference in their profiles.

In Latin America, Fernandes-Aaroz (2001) conducted a study of about 200 executives that he classified either as successes or failures. He studied the executives' previous job experience, levels of emotional intelligence, and IQ's using subjective assessment based on structured interviews and intensive reference checking. For successful executives emotional intelligence was the most frequent, relevant characteristic, with relevant experience a close second and IQ coming in a significantly distant third. For the executives who were classified as failures, the most frequent, relevant characteristic was a previous relevant experience, followed closely by IQ. The failures almost inevitably had a weakness in overall emotional intelligence.

## CHAPTER FIVE

### 5. CONCLUSION AND RECOMMENDATION

#### 5.1. Conclusion

The objective of this study is to assess the effect of project managers' soft skills for the performance of road projects in Addis Ababa, Ethiopia. On the bases of the analysis given in the previous chapter, the following conclusion is drawn.

- ✓ The result showed that the assessment of communication level of project managers, they have the possession of has good interpersonal communication skills, patient listening skills, analytic ability and sensitivity, good expressive skills and confidence in communication. This indicates the presence of good communication among project managers as well as their staff members. The project managers in the case of selected Road Construction Projects in Ethiopia were found to have good communication skills.
- ✓ In terms of leadership skills of selected Road Construction Projects in Ethiopia, managers deliver employees with a good effect model to follow, as well as employees' immediate supervisors also welcome comments and views of employees. Additionally, the project supervisors closely monitor others effective performance and project managers are committed to the structural changes being implemented.
- ✓ Project managers of selected Road Construction Projects in Ethiopia have analytic and synthetic abilities of the project managers are good, they operate on the principle of objectivity, anticipation of consequences before happening, project managers are more logical than feeling as well as they have a better understanding of the problems before the occur.
- ✓ Project managers have a well-founded advocate in the positive outcomes of various circumstances of the project, which will enable them to accomplish numerous activities as well as to reduce challenging circumstances.
- ✓ Regarding teamwork skills of the undertaking chiefs has made great coordination among staffs, group building exercises were viable, viable in resolve clashes with other group's individuals, working in our group inspires individuals to give a valiant effort, and the groups have a solid feeling of achievement compared with our work.
- ✓ Based on the correlational results of this study presented in the above table have shown the presence of positive and significant correlation between the independent variables and

the dependent variable (Project Performance). More specifically, Communication, Leadership Skills, Critical Thinking, Positive Attitude, Teamwork Skills, and Emotional Intelligence have been found to be correlated positively and significantly with project performance of selected road projects in Addis Ababa, Ethiopia.

- ✓ The regression model showed that 72.6% of variance in project performance is due to soft skill dimensions of project managers (Emotional Intelligence, Positive Attitude, Critical Thinking, Leadership Skills, Teamwork Skills, and Communication) ( $p$  value  $< 0.05$ ). Communication skills and leadership skills of project managers positively affect project performance. On the other hand; critical thinking, positive attitude, teamwork skills, and emotional intelligence were not found to have a significant impact on project performance of selected road projects in Addis Ababa, Ethiopia.

## **5.2. Recommendation**

Based on the findings and conclusions of the study, the researcher forwards the following recommendations.

- ❖ All stakeholders in the Road construction industry and project managers are recommended to be enlightened, well informed and be insightful for the presence of soft skills, including leadership and communication skills besides hard skills which has an impact on the success of the project.
- ❖ All concerned stakeholders in the Road construction industry and project managers is recommended to take into account and give attention to project management soft skills, including leadership and communication skills in order to assure project success.
- ❖ Project managers are recommended to be awoken and be aware of the importance of these project management soft skills, including leadership and communication which has a significant impact for Road project success.
- ❖ Project managers have to show commitment and take time to make various efforts in self-development activities such as reading literatures, experience sharing as well as other programs so as to elevate their soft skills in handling employees, communicating their ideas, etc.
- ❖ Project managers are suggested to focus on engaging employees in the decision making process, the leaders have to communicate their juniors positively and be supportive to them as much as possible, they have to provide responsibility to their subordinates, and employees should get individually considered attention.

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## Appendix I: Questionnaire

### Dear Respondents

I would like to extend my deep gratitude in advance for volunteering to devote your valuable time to fill this questionnaire. The main objective of the study is to assess the effect of a project manager's soft skills to project performance in the case of selected road construction projects in Ethiopia. Thus, I kindly request your assistance in responding to the questions listed below. Any information you present will be kept utterly confidential and will be used only for academic purpose. I thank you very much for your willingness to spare 10 minutes of your precious time to complete the questionnaire. Your cooperation and prompt response will be highly appreciated.

**Contact Adresse: Zeyastery Bekuru**

**Mobile: 0911043190**

### General Instruction

- **Writing your name is not necessary**
- **Put “√” for your choice in the box provided**

**Thank You in advance!**

### Part 1: Socio- Demographic Information

**1. Sex**

Male

Female

**2. Age**

A) 20-30 years

B) 31-40 years

C) 41-50 years

D) Above 50 years

**3. Educational background**

High school and below

Diploma

First Degree

Master's Degree and above

**4. Experience**

< 5 years

5 – 10 years

11- 15 years

Above 15 years

**5. How do you evaluate the project success rate?**

Below 50%

50% - 64%

65% - 79%

80% - 94%

Above 95%

**Part 2: For the following Likert scale questions:-**

Tick (√) or check the appropriate cell by expressing your opinion on the following 5-points scale shown below to the best of your knowledge.

**Rating Scale:** 1=Strongly Disagree (SD); 2= Disagree (DA); 3=Neutral (N); 4= Agree (A); 5=Strongly Agree (SA).

No	Communication	Responses				
		5	4	3	2	1
1.	The project managers have good interpersonal communication skills					
2.	The project managers patient listening skills					
3.	Project managers have analytic ability and sensitivity					
4.	Project managers have a good expressive skills					
5.	Project managers have confidence in communication					
<b>Leadership skills</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1.	Managers provide employees with a good effect model to follow					
2.	immediate supervisors respect/accept comments and views of employees					
3.	Supervisors closely monitor others effective performance					
4.	Project managers are committed to the structural changes being implemented					

<b>Critical thinking</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1.	Analytic and synthetic abilities of the project managers are good					
2.	They operate on the principle of objectivity					
3.	Anticipation of consequences before happening					
4.	Project managers are logical than thinking					
5.	Have good understanding of problems before the occur					
<b>Positive Attitude</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1.	Project managers' have good attitude towards work					
2.	Project managers have confident about the futures of the project objective making					
3.	Project managers have a firm believer in the positive outcomes of various circumstances in the project					
<b>Teamwork skills</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1.	The project managers have created good coordination among staffs					
2.	Team building activities were effective					
3.	Our project managers were effective in resolve conflicts with other teams members					
4.	Working on our team inspires people to do their best.					
5.	My team has a strong sense of accomplishment relative to our work.					
<b>Emotional Intelligence</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1.	Project managers have high degree of self-awareness					
2.	The project managers have a good self-management capabilities					
3.	The project manager's degree of social awareness of working environment is impressive					

4.	The project management have high degree of relationship management					
5.	Project managers of the project have good level of self-regulation					
<b>Project performance measures</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1.	The project is carrying out its mandated tasks					
2.	The project has capacitated itself in human and material resource to achieve its objectives					
3.	Does the project finish its activities within the estimated cost					
4.	The project is successful in carrying out its activities on time so far.					
5.	The project quality delivery is in good condition					
6.	There is a good feedback on the performance of the project					

**Part III: Open Ended Questions**

**1. What challenges do you want to mention in relation to project managers soft skill?**

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**2. What recommendations do you give to solve the challenges mentioned above?**

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*Thank you for your participation again!*