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ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
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**THE ROLE OF PROJECT MANAGER LEADERSHIP STYLES IN
IMPROVING PROJECT PERFORMANCE: IN CASE OF INITIATIVE
AFRICA**

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**A Research project Submitted to the School of Commerce Addis Ababa in
partial Fulfilment of the Requirement for the Degree of Master of Arts in
Project Management**

June, 2017

ADDIS ABABA



Addis Ababa University
College of Business and Economics School of Commerce
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Statement of Declaration

I, Shumet Tilahun, have carried out independently a research work on the topic entitled “The role of project manager leadership styles in improving project performance: in case of initiative Africa” in partial fulfillment of the requirement for the degree of masters of art in project management with the guidance and support of the research advisor Solomon Markos (PhD). This study is my own work that has not been submitted for any degree or master program in this or any other institutions.

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Statement of Certification

This is to certify that Shumet Tilahun has carried out this research project on the topic entitled “the role of project manager leadership styles in improving project performance: in case of initiative Africa” under my supervision. This work is original in nature and it is sufficient for submission for the partial fulfillment for the award of degree of masters of art in project management.

Solomon Markos (PhD)

Signature _____

Date _____

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Abbreviation and Acronyms

ACWP	Actual Cost for Work Performed
BCWP	Budgeted Cost for Work Performed
BCWS	Budgeted Cost for Work Scheduled
CPI	Cost performance Index
C/SCS	Cost schedule control system
EVC	Earned Value Concept
EQ	Emotional Competence
IQ	Intellectual Competence
MQ	Managerial Competence
NGO	Nongovernmental Organizations
PMLS	Project Manager Leadership Style
PMS	Performance Measurement System
TPI	Time Performance Index
MBEA	Management by Exception Active
MBEP	Management by Exception Passive

Acknowledgements

First of all, I would like to express my great thanks to my advisor Solomon Markos (PhD) for his valuable efforts in advising, checking, consulting and providing useful comments by virtue of his professional experience; he detailed criticisms which helped me to make more substantial improvements through continues consultation.

In addition to this I want to thank the staffs of the African initiative and its implementing partners, selected project managers and executive directors for their co-operation in providing all the necessary information so that the research work may be carried out.

ABSTRACT

Project management has been adopted by a wide range of organizations, industry, commerce and government to handle their many and varied undertakings. Generally, projects involve many people with different skills and professions, big sum of money, limited time and resources, and unique activities to be carried out. This research paper begins with a focus on the value of general leadership and elaborates on the effectiveness of each leadership style. In today's world of multitasking and constant development, leaders are a fundamental component for any organization to succeed. Leaders take on large responsibilities and move organizations forward. This thesis underlines that, in the field of project management is typically more crucial, due to the involvement and constant integration of multiple projects in organizations. The unique demand and integration of projects creates a need of having qualified project managers, in particular leader those that bring a set of positive attributes to the project and the organization. Therefore, managing a project becomes quite complex and different than managing industries, since the former has a dynamic nature. This study was to examine the relationship between leadership styles (transformational and transactional) and project performance. A set of questionnaires was administered to 52 project managers, executive directors and program officers in 18 organizations in Addis Ababa, of whom 44 were responded. Regression statistical analysis was done to explain the relationship between variables. The most salient finding was that transformational leadership styles were related to project performance. Implication of the study was discussed, and some suggestions were made.

Keywords: leadership style; project management; performance, transformational, transactional

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CHAPTER ONE

INTRODUCTION

1.1 Back ground of the Study

Leadership is a dynamic process in which one individual influences others to contribute to achievement of the group goals. Cole (1996). Thus, leadership is a social influencing process in which the leader seeks active participation of the followers in the attainment of set goals. Within a project set up, it is recognized that the project manager must provide leadership in order to ensure effective planning, co-ordination and control of project activities through application of appropriate project management knowledge and systems. In addition to this project manager's role is recognized as a key determinant of performance (Pinto & Slevin, 1988). Several studies (Keller, 1992; Keegan & Den Hartog, 2004; Higgs & Dulewicz, 2004) have theorized and tested the link between project manager's leadership style and project performance. For example, Keller (1992) found a link between project manager's transformational leadership style and project performance. In accordance with these, most common leadership styles that can be identify by (Müller & Turner, 2007; 2010): are Leadership based on trait (like confidence), Leadership based on behavior or style (empowerment), Leadership based on contingency, Leadership based on charisma or vision, Leadership based on emotional intelligence, Leadership based on competency (emotional competencies)

All projects are expected to have specific objectives; that is, an end result, which costs so much and should be completed within a certain time-frame. Projects which achieve cost, schedule and quality objectives are successful. Those that do not are failures. Success or failure is a simple measure of performance. Experience has shown that project performance can be measured in terms as esoteric as the value of the project to the company president or as quantitative as earned value systems used on large government and utility projects. Despite the importance and emphasis on projects, the end results for most projects have not been exciting with majority of projects across different countries, industries and sectors registering poor performance. Indeed, a review of extant literature shows that time and cost over-runs have become the norm rather than an exception (Jugdev & Muller 2005; Kibuchi, 2012). Consequently, there has been increased number of litigations, wastage of resources, negative reputation of clients and professionals involved in unsuccessful projects as well as lack of envisioned product, service or change (Aibinu & Jagboro, 2002; Jugdev & Muller, 2005).

The study will entail a series of steps, first the relevant leadership styles will be defined, second a very detail survey and questionnaire will be conducted to gather all raw applicable information. Third, conclusions will be drawn from the data collected and integrated with the literature theories to produce constructive facts and valuable analysis that project managers can confidently apply in a real environment.

1.2 Problem statement

In spite of advances in the project management profession, research studies have shown that many projects fail, underlining the importance of the project manager's role as a leader. Specifically, the manager's leadership role is of great importance in motivating people and creating an effective working environment in order for the project team to meet greater challenges in today's global economy. That is why many NGOs have focused on how to develop a new generation of NGO leaders. For example, Save the Children Fund is in the process of identifying core leadership competencies for its senior staff, and is currently developing in-house leadership development courses. Similarly the Organization Development Department of the International Federation of the Red Cross has introduced a series of leadership development workshops for the senior staff and Board members of different Red Cross societies. CARE, and a consortium of US-based NGOs, are developing a virtual NGO university (LINGO – Learning for International NGOs) whose initial program will focus on NGO leadership development.

Empowering young girls – project is implemented in close collaboration of committed and engaged partner NGOs/CSOs, but the project performance in each sub –grant partners are not the same. The recruitment culture and practice of these organizations have not caught up “softer” skills (e.g., emotional intelligence, problem solving, and facilitation of processes, building relationships. In addition, promotions to managerial positions within the organizations tend to be more associated with access to informal networks, taking on visible assignments and making one's voice heard than with systematic assessment of individuals' competencies and aspirations.

Leadership in Initiative Africa further complicated by the fact that the projects have not only increased in number and taken on new areas, but it also forged innovative and increasingly complex and wide-ranging formal and informal linkages with each sub-grant partners, with government agencies, with social movements, with international development agencies, with individual INGOs (international NGOs). The project managers competencies and his/her role on project performance are not identified and accepted in executives and the project team members, project managers and staff turnover is very high (4 project managers are lead this project in different time) and that makes poor team development and managing commitment. Thus, given the importance of NGO projects in the social-economic development of the country, the amounts of money being invested in these projects and the increased cases of poor project performance in initiative Africa informed the design of this study.

The focus of this study is undertake to answer the following question; which project manager's leadership style is appropriate on empowering young girl's project performance which is implement by initiative Africa and its partners? And to conduct a profound analysis of ideal leadership styles and evaluates attributes that add value to the productivity levels for a project manager.

1.3 Research questions

- i. What is the relationship between project leadership styles and project performance?
- ii. What are the factors that affect the project performance in case of Initiative Africa projects?
- iii. Which leadership style will adapt in initiative Africa and its implementing partners to achieve project success?

1.4 Objectives of the research

1.4.1 General objective

The general objective of this study is to determine role of project manager's towards the performance of empowering young girl's project.

1.4.2 Specific objectives

1. To examine the relationship between project manager's leadership style and project performance.
2. To identify the major factors affecting project performance on Initiative Africa projects.
3. To establish the leadership styles adopted by initiative Africa and its implementing partners local NGOs.

1.5 Significance of Study

The nongovernmental sector plays an important role in the socio-economic development of the country. Thus, the results of this study were useful to various stakeholders and will make several contributions. For instance for the government, development partners, project managers, consultants, donors, contractors and clients in the nongovernmental sector, the study has clarified the relationship between project manager's leadership style and project performance. Through this, project managers are expected to adopt appropriate leadership style which will enhance project performance in the nongovernmental sector. With enhanced project performance in the NGO sector, the study findings were result in values for money and hence reduce wastage of public funds through reduction of time and cost over-runs. This will enable the NGO's to channel available resources to other sectors of the economy.

1.6 Scope

As it is discussed in the problem statement, there are many causes that affect the performance of project outcome. Among the leadership domains, this study mainly focuses on the effects of transformational and transactional leadership styles of project manager's on project performance. Even though the research aims on the national level, due to time and financial limitation, this research focuses on initiative Africa and its sub-grant companies in Addis Ababa. The researcher conducts a quantitative statistical analysis approach in order to answer the research questions and the target audiences will be primarily project managers and other professional in the project management field.

1.7 Organization of the study

This thesis is organized into five chapters: introduction; literature review; research methodology; findings and discussion; and summary, conclusion and implications. The coverage of each of these chapters is as follows:

Chapter one covers the background of the study and details the main concepts of the study namely leadership styles and project performance. The chapter also contains a discussion of NGO projects in Ethiopia, the research problem, the research objectives and value of the study.

Chapter two provides a review of both theoretical and empirical literature that explains the interrelationships among the key study variables. The chapter also contains a summary of empirical studies, conceptual framework.

Chapter three describes the research methodology and details the research philosophy, the research design, the study population and sample, data collection methods, reliability and validity of the measurement instruments, operationalization of the study variables and data analysis techniques.

Chapter four covers the study findings including the response rate, respondent's profile, diagnostic tests, projects characteristics and descriptive statistics of key study variable ratings. In addition, correlation analysis and test of hypothesis and discussions of the study findings results are presented in this chapter.

Chapter five presents a summary of findings for each of the research objectives, conclusion from study findings and study contributions. In addition, the chapter presents limitations of the study and possible areas of future research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the various theories, concepts and studies that exist on the influence of leadership styles on implementation of strategy in relation to non-governmental organizations based on the research question.

2.2 Theoretical foundation of leadership

Several theories exist that explain the relationship between leadership style and project performance. These theories include visionary leadership theory, resource Based View (RBV) theory, contingency theory, stakeholder theory and agency theory. A summary of these theories and their implications to this study are discussed in the sections that follow.

2.3 Leadership theories

The literature on leadership is vast and this has resulted in several definitions. Cole (1996) defines leadership as a dynamic process in which one individual influences others to contribute to achievement of the group goals. Thus, leadership is a social influencing process in which the leader seeks active participation of the followers in the attainment of set goals. Within a project set up, it is recognized that the project manager must provide leadership in order to ensure effective planning, co-ordination and control of project activities through application of appropriate project management knowledge and systems. As noted by Muzio, (2007), 90-95 percent of project issues require soft skills such as leadership, management, teamwork, and communication. Similar sentiments have also been echoed by Hebert (2002) who found that only 10 percent of project manager's role entails application of technical knowledge while 90 percent involves soft skill issues such as leadership and management. Extant literature also recognizes that during their interaction with followers, leaders exhibit a combination of traits, skills and behaviors which results in different leadership styles.

2.4 Leadership style

Hersey and Blanchard (1982) define leadership style as a consistent pattern of behavior that a leader uses when working with and through people. Over the past decades, there have been six schools of leadership theories namely the trait, behavioral, contingency, visionary, and emotional and competency school. Within the visionary school, there are transformational and transactional leadership styles which were first articulated by Burns (1978) and later developed further by Bass (1985, 1990, 1994). Pieterse, (2010) defines transformational leadership as an approach to leading that changes followers, making them to look beyond self-interest in favor of the group's objectives by modifying their morale, ideas and values. Thus, in transformational leadership style, leaders define and articulate need for change, create new vision, mobilize commitment and inspire followers to deliver extraordinary results. Transactional leadership style, on the other hand, is based on rewarding followers for meeting performance targets and

punishing them when they fail (Bass, 1990). While leadership and leadership styles have been identified as critical factors in organization performance, no consensus has been reached in the area of project performance (Kissi,2012)

Table2- 1 Roles and leadership styles for project leaders

Leaders	Project phases			
	Initiation	Planning	executing	Closing
Executive sponsor's primary role	Reflect his/her vision on project charter, sells projects to other organizational leaders to get by in.	Coaches project managers and team in the planning effort	Holds the team accountable for the result. Makes the project related decision.	Make sure the project finishes strong. Reward team for successful delivery.
Executive sponsor's leadership behavior	Transformational leadership style	Transformational and situational leadership style	Situational and transactional leadership style	Transactional leadership style
Project manager primary role	Not existing	Translate project charter into project plan. Helps team to define ground rules for team communication	Drives project execution. Encourages information flow and team work.	Make sure that deliverables meet stakeholder's expectation and get formally approved.
Project manager leadership behavior	Not existing	Participative and situational leadership style	Situational leadership style	Transactional leadership style.

Source: koppensteiner S, 2008

2.5 Behavioral leadership

The leader efforts focus on the more tangible measures for the team to achieve its goals such as work quality, quantity and efficiency. Group Maintenance Behaviors – The actions of the leader focuses on maintaining group cohesiveness, collaboration, team work and social stability. Participation and Decision Making – In this approach Leader can choose to make a decision autocratically or democratically. As a project manager the concepts of behavioral leadership are key in managing aspects of every project from determining how decisions will be made to the level of involvement the project manager chooses to have with the project staff.

In most cases, decision making is made very autocratically, as the project manager is working with urgent deadlines and most often with extremely inflexible budgets. However the nature of

the project can also determine whether decision making would be more democratic and allow project staff to contribute in the decision making process. Laissez-faire is rarely applicable in project management as this approach would constitute a bottom up approach where decision making is left up to the project staff. The most effective approach would vary on the nature of the project as well as the working environment for the project manager and project staff. A military project would require a project management style with high levels of structure as well as decision making with a top down approach and very rigid levels of communication. Whereas current Information Technology companies such as Google and Apple may choose to direct its projects in a democratic or laissez-faire leadership approach.

2.6 Visionary leadership

One highly important element that every leader must have is the characteristic of having a vision. Without the ability to have a vision, the leader has no concept of direction and is unable to strategize. A visionary leader has the capacity to see beyond the horizon and limitations of the environment and foresees the challenges, opportunities and is able to prepare his/her staff to overcome difficulties and ultimately succeed. Having a clear concept of his/her vision, formulating an effective plan of action or a mission and motivating his/her team to reach the desired outcome. As Turner and Muller (2005) explained back during the 1980s and 1990s, the visionary school became well known and evolved from the study of successful business leaders leading their organizations through change. Bass and Avolio (1990) identified two types of leadership, transactional and transformational

2.7 Transformational leaders

The leaders inspire subordinates to do beyond expected by instilling pride, communicating personal respect, facilitating creative thinking, and providing inspiration (Bass, 1985). Burns (1978) also identified it as the father of transformational theory of leadership, viewed transformational leadership as a requirement to achieve and successfully manage change amidst constantly changing world conditions. His model of transformational leadership refers to a transformation in the assumptions and thoughts of followers while creating a commitment for the strategies, objectives and mission of the firm, company or corporation.

Transformational Leadership is significantly applicable to the functions of project management as it is a must have leadership trait that emphasizes positive change. The primary objective for a project manager is to plan, organize, coordinate, implement and most importantly create a tangible or intangible valuable asset. As a project manager with transformational leadership traits one must be capable of envisioning the future and anticipating variations in the project and the environment. A transformational project leader is capable of leading a team to success by transcending in any environment and excelling in any type of project. As a transformational leader, trust is a key factor with project staff as the success of the project is highly dependent on the contributions and sense of ownership from each team member. In order to lead as a transformational leader, project managers ought to be charismatic, able to lead by example and

most importantly add intangible value to the success of the project. Create a sense of ownership, respect, moral value and aspiration to the work in the project and add a sense of personal dedication and personal commitment to the successful completion of the project. A transformational project leader molds change in a direction that best suits the project and creates a masterpiece that other project leader may have envision as unachievable.

Transactional leadership takes on a different approach than transformational leaders as it focuses on tangible rewards and more of an autocratic role in managing projects. Within the context of transactional leadership, management of projects would be very structured with very little delegation and flexibility. The objective of this type of leadership is to maintain control and power at the top with very little distribution of power to other levels. It focuses on maximizing profits for the project with very little personal growth for the individual and concentrates on efficiencies at the expense of human values, principles and morals. Transactional leadership in project management would disregard the emotional element of fulfilling one's potential in order to achieve something of value and something greater than oneself. However in order to make transactional an effective tool in Project Management, project managers must understand specifically what his/her staff value in terms of rewards and present the proper incentives to motivate them. Recognizing the efforts of each individual in a timely manner is extremely critical in this conventional approach of leadership as it's based heavily on a reward system. Turner and Muller (2005) highlighted that in a project management context, Keegan and Hartog (2004) documented that a project manager's leadership style needs to be more transformational than transactional, but found no significant link.

Leadership in general and transformational and transactional styles of leadership particularly has been highlighted as an important individual factor exerting significant influence on performance in organizations directly or indirectly through other intervening variables such as culture and climate (Kissi, Dainty and Liu, 2012a).

2.8 Transactional and Transformational Leadership

James Mac Gregor Burns writing in his book 'Leadership' was the first to put forward the concept of "transforming leadership". To Burns transforming leadership "is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents". Burns went on to also further define it by suggesting that: "[Transforming leadership] occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality..."

Burns draws upon the humanistic psychology movement in his writing upon 'transforming leadership' by proposing that the transforming leader shapes, alters, and elevates the motives, values and goals of followers achieving significant change in the process. He proposed that there is a special power entailed in transforming leadership with leaders "armed with principles [that] may ultimately transform both leaders and followers into persons who jointly adhere to modal

values and end-values”. Burns sees the power of transforming leadership as more noble and different from charismatic leadership, which he terms ‘heroic’ leadership, and executive or business leadership. Despite this it is surprising that most of the application of Burns’ work has been in these two types of leadership.

Bernard Bass developed Burns’ concept of transforming leadership in ‘Leadership and Performance Beyond Expectations’ into ‘transformational leadership’ where the leader transforms followers – the direction of influence to Bass is thus one-way, unlike Burns’ who sees it as potentially a two-way process. Bass, however, deals with the transformational style of executive leadership that incorporates social change, a facet missing from Burns’ work. For Bass ‘transformational leaders’ may:

- expand a follower’s portfolio of needs
- transform a follower’s self-interest
- increase the confidence of followers
- elevate followers’ expectations
- heighten the value of the leader’s intended outcomes for the follower
- encourage behavioral change
- Motivate others to higher levels of personal achievement (Maslow’s ‘self-actualization’).

Bass writing with a research colleague Avolio suggested that “Transformational leadership is closer to the prototype of leadership that people have in mind when they describe their ideal leader, and it is more likely to provide a role model with which subordinates want to identify”.

Transactional leadership has been the traditional model of leadership with its roots from an organizational or business perspective in the ‘bottom line’. Stephen Covey writing in ‘Principle-Centered Leadership’ suggests that transformational leadership “... focuses on the ‘top line’” and offers contrast between the two (a selection being)

Table2- 2 Comparison of Transactional and Transformational Leadership

Transactional Leadership	Transformational Leadership
- Builds on man's need to get a job done and make a living • Is preoccupied with power and position, politics and perks • Is mired in daily affairs • Is short-term and hard data orientated • Focuses on tactical issues • Relies on human relations to lubricate human interactions • Follows and fulfills role expectations by striving to work effectively within current systems • Supports structures and systems that reinforce the bottom line, maximize efficiency, and guarantee short-term profits	• Builds on a man's need for meaning • Is preoccupied with purposes and values, morals, and ethics • Transcends daily affairs • Is orientated toward long-term goals without compromising human values and principles • Focuses more on missions and strategies • Releases human potential – identifying and developing new talent • Designs and redesigns jobs to make them meaningful and challenging • Aligns internal structures and systems to reinforce overarching values and goals

Source: (Covey, 1992)

In order to understand transformational leadership, we must differentiate it from transactional leadership. Burns (as cited in Emery and Barker, 2007) stated that transactional leadership is a leadership style that based on bureaucratic authority, legitimacy, work standards and assignments task oriented within the organization. Also, he suggests that transactional leaders tend to focus on exchange process where the leaders administer rewards and punishments. This mean that the leader and follower agree, explicitly or implicitly, that desired follower behaviors will be rewarded, while undesirable behaviors will result in punishment. Therefore, transactional leadership essentially involves cost benefit economic exchange with followers (Bass, 1985a). On the other hand, the next leadership style is thought to achieve remarkable levels of performance from followers. This is called transformational leadership style. It engages followers by appealing to their upper level needs (e.g. self-actualization) and ideals that yield higher levels of follower satisfaction, performance, and organizational commitment in individuals.

2.9 Contingency leadership

Turner and Muller (2005) noted in their research that at first sight, it might appear that the competence school signals a return to the trait school. However, in reality, the competence school encompasses a full range of the earlier schools. Competence can be defined as knowledge, skills, and personal characteristics that deliver superior results.

Turner and Muller (2005) explained that cognitive competencies were broken down into intellectual (intelligence and problem-solving abilities) and managerial (knowledge and skills of

management functions). Emotional, behavioral and motivational were combined into one. Elsewhere, Turner and Muller (2005) documented that Dulewicz and Higgs (2005) show that intellectual competence (IQ) accounts for 27% of leadership performance, managerial competence (MQ) accounts for 16%, and emotional competence (EQ) accounts for 36%. Emotional competence is therefore the most significant, but so are the other two as well. Furthermore Turner and Muller (2005) claimed that different combinations of competencies can lead to different styles of leadership, appropriate in different circumstances, producing transactional leaders in situations of low complexity and transformational leaders in situations of high complexity. In addition, competencies can be technical or intellectual in nature. Although intellectual competencies tend to be more critical as technical competencies are more likely to be learned in a shorter time period.

The theory of competency leadership style focuses on the leader's competencies and highlights the concepts of find a balancing point between skills of intellectual, managerial and emotional nature. As a project manager it is important to identify the competencies in each group and apply these skills in the working environment as it can lead to better management of the project factors.

2.10 Fiedler's Contingency Theory

"This theory was developed by Fiedler and postulates that the performance of groups is dependent on the interaction between leadership style and situational favorableness". Fiedler recommends three major important variables which determined whether in a particular situation is favorable to the leaders.

1. Leader-member relation – the degree of confidence, trust, respect the follower in the leader, in other word the leader's personal relations with the followers.
2. Task structure – the level of the structure in the tasks the followers are involved to solve.
3. Position power – the authority power that the inbuilt to the leader position.

Fiedler rated managers as to whether they were relationship oriented or task oriented, as follow:

- i. Task-oriented leaders tend to do better in group situations that are either very good or unfavorable.
- ii. Relationship-oriented managers, on the other hand, do better in all others situations, that are intermediate in favorableness.

2.11 Situational leadership

Situational leadership is comprised of a supportive and a directive dimension, each applied as required in given. The situational leadership model claims that there is no magical formula in influencing people and that there is no unique leadership style in effectively leading people. The style to be adopted depends on the readiness level of the people that the leader is attempting to influence (Hersey & Blanchard, 1988). In drawing an analysis within the context of project management and situational leadership theory, project managers should make and initial

assessment of the situation at hand and match his/her leadership behaviors to engage in the most effective managerial approach. By altering his/her supervisory approach the project manager is seeking out to generate utmost performance from each project worker. Project managers are constantly changing working environments, working on different project and interacting with new and former internal and external stakeholders. As a result project managers should be able to adapt their managerial skills to support the traits of their subordinates and supervisors that achieve best results. Leaders should be flexible in their mindset and be able to mold their management style so that best results are attained from those individuals that require little supervision as well as those that must be constantly supervised.

2.12 Project performance

How do we measure the performance of a project? All projects are expected to have specific objectives; that is, an end result, which costs so much and should be completed within a certain time-frame. Therefore, projects which achieve cost, schedule and quality objectives are successful. Those that do not are failures. Success or failure is a simple measure of performance.

A report from World Bank revealed that the development initiatives for developing countries were conceived as failure in spite of approximately USD 40 billion was poured into each year. This was considered more in the case of sub-Saharan Africa where Ethiopia belongs. That is 54 % of projects sponsored by the WB (1979-'83) were considered failures by the bank itself. In order to improve performance of projects, tracking them from its birth to its end is always a necessity. Therefore, determining project performances become one of the major tasks in the project management system. Above all these, the performance of nongovernmental organization projects has an extensive effect on the economic wellbeing of developing countries. Project performances have therefore developed its measurement and evaluation overtime and so far two major approaches were developed with regard to completion time and cost performances.

For the implementation of an effective cost control mechanism on projects the second approach, which is the Earned Value Concept (EVC), is of great value in today's complex projects. The EVC is a development of the Cost/Schedule Control System (C/SCS) towards full integration of cost and time. When this approach is combined with forecasting, the project manager has the best of both worlds; the performance measuring mechanism should periodically (weekly, monthly, etc.) assess progress and costs in comparable units against a baseline. It is essential for effective project control that performance is measured while there is still time to make corrective action. These are variance or Deviation Analysis based on direct differences or Earned value Analysis or Earned Value Concept (EVC).

EVC is quantifiable by means of three basic indicators. They are: the Actual Cost for Work Performed (ACWP), the Budgeted Cost for Work Performed (BCWP), and the Budgeted Cost for Work Scheduled. (BCWS). All other Performance Measurement System (PMS) indices are derived from these three:

- BCWS represent where the project manager planned to be by a certain date; it is the sum of the budgets for the scheduled work packages. BCWS is similar to a time phased budget plan or spend plan. However, it is directly related to the manner in which the work is to be performed rather than how the money is to be spent. BCWS is the indicator of planned progress. BCWS becomes meaning full when the budgets are relatable to the work scope WBS elements. The sum of distributed budgets, undistributed budgets, and management reserve should be equal the negotiated contract plus the estimated cost for authorized work.
- ACWP represents the costs actually incurred and applied or distributed in accomplishing the work performed within a given time period. It is a familiar indicator to all, they are which makes or breaks all projects. ACWP, when interacted with other PMS parameters, serves as a reference point for the earned value data elements relationships.
- BCWP is the earned value. BCWP signifies the value of completed work. As such, it reflects the progress made along the contract plan. BCWP; is derived by determining the budget for all completed works including the completed portions of in-progress work. In contrast to the traditional measurement of actual costs against the budget, the earned value is the performance indicator of both cost and schedule. The reason for this dual characteristic is that the budget plan is firmly tied to specific increments of work, called elements of the project Work Break down Structure (WBS), rather than to expenditures of funds.

Based on extant literature (Othman, et al., 2006; Dissanayaka & Kumaraswamy, 1999; Kaka and Price, 1991), schedule Performance Index (SPI) and Cost Performance Index (CPI) were computed for each of the project in which complete data was available as follows:

For performance measurement purposes, a unique set of earned value data elements is generated from the three basic indicators, i.e. ACWP, BCWP, and BCWS.

- ✓ Cost Variance (CV) = $BCWP - ACWP$
- ✓ Schedule Variance (SV) = $BCWP - BCWS$
- ✓ Cost Performance Index (CPI) = $BCWP / ACWP$ or (actual contract cost /budgeted contract cost)
- ✓ Schedule Performance Index (SPI) = $BCWP / BCWS$ or (actual contract duration/projected contract duration)
- ✓ Estimate to Completion (ETC) = $(BAC - BCWP) / CPI$
- ✓ Estimate at Completion (EAC) = $ACWP + ETC$

The computed TPI shows the efficiency in which project activities were undertaken, with index less than one indicating completion of the project before the planned project duration; index equal to one indicating completion of the project on time and index being greater than one indicating the project had a time over-run (project taking a longer duration than planned). On the other hand, CPI indicates the efficiency in which resources were utilized within the project with

index less than one indicating completion of the project at a cost lower than budgeted; index equal to one indicating completion of the project within the budgeted cost, and index being greater than one indicating the project had a cost over-run (project cost being greater than the budget). An Overall Performance Index (OPI) was also computed as an average of time performance index and cost performance index.

Cost overruns occur when “the final cost of the project exceeds the initial estimate or budget”. Nevertheless, the estimate or initial budget is constantly changing during the execution of the project. For this reason, it is important to be careful with the budget that is going to be taken into account to calculate the overrun of the project.

2.12.1 Factors that affect project performance

Chan and Kumaraswamy (1997) stated that a number of unexpected problems and changes from original design arise during the construction phase, leading to problems in cost and time performance. It is found that poor site management, unforeseen ground conditions and low speed of decision making involving all project teams are the three most significant factors causing delays and problems of time performance in local building works. It was also remarked that project complexity, client type, experience of team and communication are highly correlated with the time performance; whilst project complexity, clients and contractor characteristics are highly correlated with the cost performance.

2.13 Project leadership

The real need for a project leader stems from the fact that for a project to deliver the agreed upon performance, the project manager needs to get the best out of his/her team members. This is where project leadership really separates itself from the project management as it focuses a lot more on the how to do this, rather than just mentioning why it is important as the case was with the project management literature. The project leadership literature, as the name suggests, pays a lot more attention to leadership in projects than the project management literature. They do this because leadership is an integral part of projects according to the theorists (Jessen, 1992; Müller & Turner, 2010), whereas project management literature on the other hand considers it a supplement, as seen also in the small amount of space used on leadership in the literature (Müller & Turner, 2010). However, for the most part, the literature on project leadership does not differ significantly from the project management literature in the way they define leadership.

Leadership is considered a critical success factor for projects (Thite, 1999), and it is argued that there is a greater need for leadership rather than management (Day, 1998). Additionally, not all project teams are the same, and they have varying consequences for leader behavior and effectiveness (Keegan & Den Hartog, 2004).

2.14 Project leadership and project performance

The importance of leadership in project performance is widely researched and documented. Cleland (1995) considered that a project's success or failure is the result of the leadership of

project stakeholders. Leadership is considered a critical success factor for projects (Thite, 1999), and it is argued that there is a greater need for leadership rather than management (Day, 1998). The transformational leader wants to achieve results beyond what is normal and sets higher corporate goals by inspiring a sense of importance of the team's mission, stimulates employees to think innovatively about a problem or task, and places the group goals over personal self-interest. Transformational leaders' behaviors are influential in motivating the employees, to make them more aware of the task outcomes; they stimulate their order needs and develop their self – interest for the organization's performance.

2.14.1 Project cost over run

Cost overrun is the amount by which actual costs exceed the baseline or approved costs. For the purpose of this research cost overrun is defined as the positive difference between the final or actual cost of a construction project at completion and the contract amount agreed by the client and the contractor during signing of the contract.

2.14.2 Causes of cost overrun

Cost overrun occurs when the final cost or expenditure of the project exceeds the original estimation cost, for instance; Inflation of Project Costs Harrison (1981), Insufficient Fund:- Long (2008), Additional work at owner's request, adjustment of prime cost and provisional sums.

2.15 Time overruns

Inability to complete a project either by the original planned time or budget, or both, ultimately results in project delay. The social and economic costs of delay can be amazingly high and to a certain extent cannot be absorbed by the industry. When a delay can no longer be absorbed by the client, it will result in the project being abandoned. Thus, it is important to predict and identify problems in the early stages of construction and diagnose the main causes and implement the most appropriate and economical solutions to prevent further negative impacts of delay.

2.15.1 Causes of time over run

Odeh and Battaineh (2002) found that contractors and consultants agreed that owner interference, inadequate contractor experience, financing and payments, labor productivity, slow decision making, improper planning, and subcontractors are among the top ten most important factors of construction delay in Jordan.

2.16 Implication of Time and Cost Overrun

Time and cost overrun have an implication and affection to the construction project performance and to the client or project owner. Although affected by many internal and external factors, construction time and cost is considered a good and measurable indicator of project performance. However, low cost and speedy project are not always the main concern of clients today; instead time and cost certainty are becoming increasingly important and it is one of the most important contractor performance criteria for clients' satisfaction.

Client long term interest to the performance of contractor is in the work performed. It must conform to the specifications established for the project. Low cost and speedy construction should be achieved because it has significant implication to the client's interest about the way of contractor work in the project performance

2.17 Measures to Control Construction Cost

There are some measures which are found from the researchers' study to control the construction costs or to overcome the problems of cost overruns. The researchers have their own opinion on how to solve the problems according to (kuliba, 2009) Proper Project Costing and Financing, Competent Personnel, realistic cost estimation has been taken to overcome cost related problems in project areas. Peeters and Madauss (2008) also found out some approach to avoid cost overruns. Such as, risk management during project execution and appropriate contractual framework are essential in any project phases. In any development project, there must be contain certain amount of risks. Therefore, a risk management function needed to be performed by project manager to determine and reduce the risks of the particular project. The aim of risk management is to minimize any risk that might result failure to meet the project requirements. The author has supported that once the objective of cost has been estimated, it is followed by choosing an appropriate contract model where there are techniques to make a relationship between the initial estimate and final price.

2.18 Delay mitigation measures

It is important to improve the estimated activity duration according to the actual skill levels, unexpected events, efficiency of work time, and mistakes and misunderstandings. Mitigation efforts are necessary to minimize losses and this can be achieved by many procedures such as protection of uncompleted work, timely and reasonable re-procurement, and timely changing or cancellation of purchase orders. It is important to predict and identify the problems in the early stages of construction and diagnose the cause to find and implement the most appropriate and economical solutions (It was indicated from the survey findings derived from different levels of management that the major causes of delay are due to financial problems followed by manpower shortage and changes in the project requirements. All parties involved in the project also agreed that delay occurs mostly during the construction phase. Therefore, in resolving those problems, the units of analysis suggested to increase the construction productivity, followed by increase the expertise and skill of human resources, and conducted site meetings more frequently. A strategic view of solving delay problems should consider the importance of the management aspects, the effects of knowledge and information flow between the organization levels, and the importance of top management contribution in solving the problems

2.19 The Project Manager's Role

One of the mistakes development organizations make is appointing a project manager only for the depth of her/his technical skills. It is not unusual to find a good engineer being promoted to project manager just for her technical competence. While it is true that one must have a good

understanding of the technical aspects of the project, the principal areas of competence that are required in the management competence areas and these include communicating; planning, negotiating, coaching, decision-making, and leadership. These skills are often overlooked at the time of hiring or appointing a project manager; and they are supplemented by the functional support provided by the organizations back-office operations, such as accounting, human resource and logistics.

Another common mistake is the poor definition of the role of the project manager, usually the job descriptions are too vague and put too much emphasis on the technical competencies required for the job, organizations make the mistake to assign the project manager the tasks and activities designed for the project, this may be true for certain small projects but for most of them the role of the project manager is one of integrator, communicator, and facilitator.

The project manager is the ultimate person accountable for the project she/he is the one whose job is to make sure the project is done, and would be the principal contact person for the donor, beneficiaries and the key stakeholders. As responsible for the project she needs to make key decisions regarding the management of the resources available to the project, and to do that the organization's senior management needs to appoint the project manager, and give her the appropriate level of responsibility and authority for project direction and control.

A Project Manager is also accountable to the Program Manager or Organization Director, depending on the size of the organization; and is accountable to the beneficiaries for delivering the project as planned. The Project Manager has the delegated authority to commit

It is evident from the literature that people-related issues dominate the project performance. Kerzner (2006), a well-known researcher of project management discipline, stated that projects fail to meet time and cost targets due to people-related issues, such as poor morale, poor human relations, poor productivity, and lack of commitment. In addition to working across functional and organizational environments—traditionally designed to support functional managers—the project manager has other challenges, such as providing leadership without documented formal authority and working in matrix organizations where unity of command is an issue (Cleland, 2002). Consequently, project managers are perceived to be leading a diverse set of people with little direct control (Cleland & Ireland, 2002).

2.20 Influence of Leadership Styles on project performance

Leadership is identified as an important subject in the field of project management. The various leadership styles have different impacts on the project performance. The component of leadership is the one with the most dynamic effects during individual and organizational interaction. In other words, the ability of management to execute planned objectives depends on leadership capability.

Understanding the influence of leadership styles on implementation is also important because leadership styles are viewed by some researchers as one of the key driving forces for improving a firm's performance. Effective leadership is seen as a potent source of management development and sustained competitive advantage for organizational performance improvement (Lado, Boyd and Wright, 1992). For instance, transactional leadership helps organizations achieve their current objectives more efficiently ensuring proper strategy implementation (Zhu, Chew and Spengler, 2005).

2.21 Outcomes of the literature

The project leadership literature separates itself from the project management literature by going more into detail with different leadership approaches that are particularly relevant for project leaders. The literature adapts the aspects of leadership more to a project context than seen in the case of the project management literature. Contrastively to the project management literature, the project leadership literature considers communication an aspect in its own right. In general, contingency leadership theories are prevailing compared to universal leadership theories in the project leadership literature, which is further accentuated by the statement of Müller and Turner who argue a project manager must adapt his approach to the context of the project (Müller & Turner, 2010, p. 22). The project leadership literature focuses on similar aspects of leadership in projects as those suggested by the project management literature which is evident by the leadership tasks suggested by the project leadership literature: motivation of project team members, situational leadership, and a clear vision for the project.

The project leadership literature concurs with the project management literature that an effective project manager must comprise both project management skills as well as project leadership skills. Furthermore, Müller and Turner argue that leadership must be adapted to projects as the leadership applied in the line organization cannot be transferred directly to the project, as a project is a temporary organization and hereby differs greatly from the line organization (Müller & Turner, 2010, p. 54).

In the above literature review, the different leadership styles and performance measurements were identified. At the same time, the interrelationships between project performance and project manager leadership role are rarely analyzed in a detailed manner. Instead, the authors focus on defining a set of personal characteristics, leadership styles and competencies. This thesis therefore fills the gaps that exist in the literature on project leadership and project management.

2.22 Conceptual framework

This study was based on the situational leadership theory, behavioral theory of the organization, the contingency theory, relationship theory and the agency theory as the theoretical framework through which the relationship between leadership style and project performance were examined.

The dependent variable in this study was project performance. Project cost is one of the most common measures used to gauge project performance. According to Bubshait and Almohawis (1994), cost can be defined as the degree to which the general conditions promote the completion of a project within the estimated budget. Cost can be measured, based on cost variation calculated by the variance between the actual cost and the budgeted cost of a project.

Project schedule or project duration is constantly used to measure project performance. According to Lim and Mohamed (1999), owners and stakeholders view duration of a project as their first criterion for project success. A project that fails to complete within the timeframe given for the project was not running as smoothly as it should. The duration of a construction project can be viewed as the timeframe from the start of site work (preconstruction stage) to the Project's close out (post construction stage).

The independent variable namely leadership style was identified and operationalized into transformational and transactional leadership styles, based on reviewed literature (Burns, 1978; Bass 1985, 1990; Turner & Muller, 2005)..

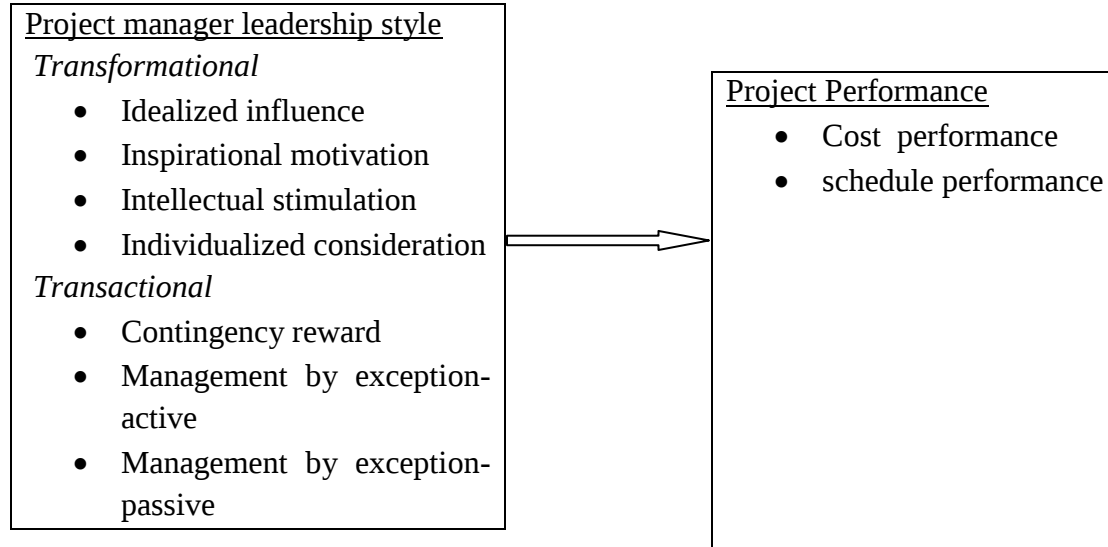


Figure 2.1 conceptual framework

CHAPTER THREE

RESEARCH METHODOLOGY

1.1 Research design and approach

The research objective is to identify the central role of project manager's towards the performance of empowering young girl's project. To conduct this research the researcher used quantitative approach. Appropriate and efficient researches design to achieve the objective of this study; were used primary, secondary, and quantitative data were approached and collect for this descriptive research.

1.2 Data type and source

Involves general information collection, including both first-hand and second-hand data, in order to identify major themes from the literature researchers or practitioners. At initiative Africa the impressions of top leaders, project managers and program officers on the subject including the effects on the lack of project manager leadership styles that contribute to project performance.

1.3 Target population

The population of this study comprised of empowering young girl's projects undertaken by initiative Africa and its 17 sub-grant organizations were identified. 44 projects were selected from 18 organizations and at least one respondent for each project. This study employed census survey because the target population was manageable.

1.4 Data collection method

The research data was collected through the use of primary and secondary data collection instruments. Secondary data use in the study comprised of budgeted project cost, actual project cost at the time of completion, budgeted project duration and actual project duration. Secondary data will be collected from initiative Africa and its implementing partner achievement reports and project files that are available at initiative Africa offices.

Primary data was collected through administration of questionnaires to project managers, program officers and executive directors that were involved in each of implementing partners. Project manager's questionnaire was captured project manager assessment of his/her leadership style on project performance. For the questionnaire, there will be an introduction letter explaining the purpose of the study and assuring the respondent about confidentiality of data will collect only for the purpose of this study.

. The survey questions contain several questions requiring types of answers including;

- Open-ended questions
- Likert Scales

To accomplish the objective of the thesis, surveys data and Questionnaires, are conducted, in which a list of important factors in successful leadership are identified.

1.5 Operation of Study Variables

Operationalization of variables entailed development of an operational definition to facilitate measurement of the study variables. The independent variable; leadership style was operationalized into two variables namely transformational and transactional leadership styles. These two leadership styles were further operationalized in accordance with the latest version of the Multifactor Leadership Questionnaire (MLQ) 5x-short. Consequently, transformational leadership had four sub-scales namely idealized influence, inspirational motivation, intellectual stimulation and individualized consideration while transactional leadership was operationalized into three subscales namely contingency reward, MBEA and MBEP.

table3- 1 Operationalization of Study Variables

Variable	Nature	Source	Indicator	Instruments
Transformational leadership style	Independent	Avolio, B., Bass, B.M., & Jung, D. I.(1999).	Idealized influence	(MLQ)
			Inspirational motivation	
			Intellectual stimulation	
			Individualized consideration	
Transactional leadership style	Independent	Avolio, B., Bass, B.M., & Jung, D. I.(1999).	Contingency reward	(MLQ)
			Management by exception- Active	
			Management by exception- passive	
Project performance	Dependent	Muller & Turner (2007, 2010), Pinto & Slevin (1988) ;Yang, et al., (2011).	Time performance Cost performance	Index computed based on secondary data collected

1.6 Data Analysis

To prepare data for analysis the questionnaires were coded and data entered into a database. For each project, completeness of data was based on availability of secondary data, receipt of project manager's questionnaire and at least a questionnaire from one of the project team members. Since the unit of analysis was project, multiple responses for a given project were consolidated through computation of mean rating for each of the Likert scale items.

Descriptive statistics namely the mean and standard deviation were computed for each of the study variables in order to understand the data. Further, based on extant literature (Othman, et al.,

2006; Dissanayaka & Kumaraswamy, 1999; Kaka and Price, 1991), Schedule Performance Index (SPI) and Cost Performance Index (CPI) were computed for each of the project in which complete data was available. Computation of TPI and CPI was as follows:

$$\text{SPI} = (\text{actual contract duration} / \text{projected contract duration}) \dots \text{eqn. 1}$$

$$\text{CPI} = (\text{actual contract cost} / \text{budgeted contract cost}) \dots \text{eqn. 2}$$

The computed TPI shows the efficiency in which project activities were undertaken, with index less than one indicating completion of the project before the planned project duration; index equal to one indicating completion of the project on time and index being greater than one indicating the project had a time over-run (project taking a longer duration than planned). On the other hand, CPI indicates the efficiency in which resources were utilized within the project with index less than one indicating completion of the project at a cost lower than budgeted; index equal to one indicating completion of the project within the budgeted cost, and index being greater than one indicating the project had a cost over-run (project cost being greater than the budget). An Overall Performance Index (OPI) was also computed as an average of time performance index and cost performance index.

In the analysis, Coefficient of Variation (CV) was used to measure variability across a set of measurements while multiple linear regression analysis was used to assess the nature of the relationship between various variables while coefficient of determination (R^2) as well as the adjusted R^2 were computed and used to determine the strength of the relationship between the independent variables and dependent variable. In addition, F-test was used to determine the statistical significance of the resulting regression model while t-test was used to test the significance of each of the model coefficients. Further, multicollinearity was tested through the use of Variance Inflation Factor (VIF), multicollinearity exists if $\text{VIF} > 10$. For each of the objectives and hypotheses, data analysis was undertaken as detailed in Table 3.2 below.

table3- 2 Data Analysis Methods

Objectives	Analysis Model	Analytical Method	Interpretation
Establish the relationship between project manager's leadership style and project performance	$PP = \beta_0 + \beta_1 II + \beta_2 IM + \beta_3 IS + \beta_4 IC + \beta_5 CR + \beta_6 MBEA + \beta_7 MBEP + \varepsilon$ where : PP = Project performance in terms of SPI or CPI, II =Idealized influence, IM= Inspirational motivation, IS=Intellectual stimulation, IC = Individualized consideration, CR = Contingency reward, β's=regression coefficients, ε = random error term	• Multiple linear Regression analysis • R^2 • F –test • t-test	R^2 provides predictive power of model Model significant if p value ≤ 0.05 Results are significant if at least one of β_i's is significant.

1.7 Validity and Reliability

Validity refers to the extent with which the instrument being used is measuring the concept set out to measure. For validity, the instrument was first subjected to an expert evaluation in which its adequacy was assessed given the study objectives. In addition, the questionnaire was subjected to a pilot survey to ensure clarity and understandability of the survey instruments. Results of the expert evaluation and pilot survey were used to update the study instruments. A similar approach was used by other research such as Gichunge (2000) and Kibuchi (2012).

Reliability of a measure is concerned with the stability and consistency with which the instrument measures the concept. Stability gives an assurance on the extent to which results are consistent over time. On the other hand, internal consistency is concerned with the homogeneity of the items that measure the concept. For reliability, the study made use of survey items that had been tested for reliability by other researchers. In addition, by making use of data from the piloted questionnaires, internal consistency was measured through computation of Cronbach alpha.

table3- 3 Reliability analysis

Scale	Number of items	Cronbach's Alpha
Leadership styles	32	0.744

As shown in Table 6 the Cronbach alpha for leadership style were above the 0.7 cut-off point advocated by several researchers (Sekaran, 1992; Kothari, 2004, James t. Kariuki, 2015) and hence the instrument was considered to have strong internal consistency

CHAPTER FOUR

RESULT AND DISCUSSIONS

4.1 Introduction

This chapter presents the data collected from the field, analysis and interpretation. The study sought to establish the relationship between leadership styles and project performance in Initiative Africa-. To achieve this, the study was guided by two objectives: data was collected using questionnaires as the data collection instruments whose presentation and interpretation is given below through the use of a frequency distribution tables, mean and standard deviation; and multiple regression analysis.

4.2 Response Rate

Out of the targeted 17 implementing partners, complete data (primary and secondary) was received for “empowering young girl’s projects giving an approximate response rate of 85 Percent. This response was good enough and representative of the population and conforms to Mugenda (2003) stipulation that a response rate of 70% and above is excellent.

Table 4- 1 Response Rate

	Frequency	Percentage
Response	44	84.6
Non response	8	15.4
Total	52	100

4.3 Respondents’ Profile

In order to avoid self-rating biases, questionnaires were administered to project managers, program officers and executive directors. For the project, completeness of data was based on availability of secondary data, receipt of project manager’s questionnaire. Since the unit of analysis was project, multiple responses for a given project were consolidated through computation of mean rating for each of the items. Profiles of the respondents are detailed in the following sections.

4.4 Distribution of Respondents by Category

For the empowering young girl’s project in which complete data was availed, there were a total of 44 individual respondents. Distribution of the respondents by project team member categorization was as presented in Table 4.2 below.

As shown in Table 4.2 below, majority of the respondents 59.1 percent were project managers followed executive directors in which “empowering young girls project was being implemented at 22.7 percent while program officers were at 18.2 percent.

Table 4- 2 Distribution of Respondents by Category

Category	Frequency	Percent
project manager	26	59.1
program officer	8	18.2
Executive	10	22.7
Total	44	100.0

4.5 Distribution of Respondents by Gender

On the distribution of the respondents by gender, 86.4 percent of the respondents were male while 13.6 percent were female as presented in Table 4.3 below. In addition, it was found that 100 percent of the project managers were male.

Table 4- 3 Distribution of Respondents by Gender

		Frequency	Percent
All respondent	Male	38	86.4
	Female	6	13.6
	Total	44	100.0
Project managers	Male	26	100
	Female	0	0
	Total	26	100

Table 4- 4 respondents by education Level

		Frequency	Percent
All respondents	bachelor degree	35	79.5
	master degree	9	20.5
	Total	44	100.0
Project managers	bachelor degree	24	92.3
	master degree	2	7.7
	Total	26	100

As indicated in Table 4.4 above majority of the respondents (79.5%) were first degree holder and 20.5% had Second degree. This shows that all of the respondents were graduates hence were able to read and understand the questionnaire to provide relevant information for the questions.

Table 4- 5 Distribution of Respondents by Experience

Respondent category	Experience category	Frequency	Percent
All respondents	5-7 years	8	18.2
	above 7years	36	81.8
	Total	44	100.0
Project managers	5-7 years	7	26.9
	Above 7 years	19	73.1
	Total	26	100.0

In most jobs, experience is considered as one of the key determinants of performance. Thus, respondents' profile was analyzed in terms of their experience. The results of the analysis are shown in Table 4.5 above.

In terms of experience, 18.2 percent of the respondents had 5 to 7 years of experience, 81.8 percent had above 7 years of experience. For project managers, 26.9 percent of the respondents had 5 to 7 years of experience, 73.1 percent had above 7 years of experience. Results in Table 4.5 above show that majority of the projects in initiative Africa and its implementing partners were being managed by project managers with more than seven years of working experience this shows that the respondent gave valid information about the project.

Table 4- 6 selection of project manager

Categories	Frequency	Percent	Valid Percent	Cumulative Percent
Assigned by Functional managers	22	50.0	50.0	50.0
Employed from outside	15	34.1	34.1	84.1
Others	7	15.9	15.9	100.0
Total	44	100.0	100.0	

The result in the table 4.6 above shows that most of the project managers in Initiative Africa and its implementing partners are being selected from functional units of the organization based on their closeness of the candidate. 34.1 percent of the project managers are hiring outside based on their knowledge of project management, behavioral, strategic and business skills and 15 percent of the project manager's selection criteria are not known.

4.6 Project Performance

In this study, project performance was evaluated in terms of project time and cost performance. Using secondary data in appendix D and equations 1 and 2 in Section three SPI and CPI were computed for the project. Table 4.7 below shows the project performance was classified 'good' if

SPI or CPI was equal to or less than one and ‘poor’, if the respective SPI or CPI was greater than one.

Table 4- 7 Distribution of Projects by Performance

Performance Classification	Evaluation Criteria			
	Cost performance index		Time performance index	
	Frequency	Percent	Frequency	Percent
Good	23	52.3	18	40.9
Poor	21	47.7	26	59.1
Total	44	100.0	44	100

The results in Table 4.7 indicates that based on SPI, 59.1 percent of the projects had poor performance while based on CPI, 52.3 percent of the projects had good performance. These results also show that although a project may experience time over-run, it is not automatic that the project will also experience cost over-run. For projects that had time and cost over-run, further analysis was undertaken and the results are presented in Table 4.8 below.

Table 4- 8 Projects Time and Cost Over-run

Projects with Time Over-run		Projects with Cost Over-run	
Number of projects	44	Number of projects	44
Mean	1.59	Mean	1.48
Standard deviation	0.497	Standard deviation	.505
Range	1	Range	1
Minimum	1	Minimum	1
Maximum	2	Maximum	2
Coefficient of variation	0.247	Coefficient of variables	.255

Based on the results in Table 4.8 above, the average time-overflow in all implementing partners was approximately 59 percent. In terms of cost, the average cost overrun was approximately 48 percent. Thus, majority of the projects were being completed at a cost 48 percent higher than what was initially budgeted. The results in Table 4.8 above also show that project cost over-run measurements had higher variability ($CV = 0.255$) compared to those of project time over-run ($CV = 0.247$)

4.7 Rating of Variables

The study variables in this study were project manager’s leadership style and project performance. Individual rating of these variables was assessed through computation of descriptive statistics for each aspect as follows.

4.8 Project Manager Transformational Leadership Style Rating

For transformational leadership style, there were four key aspects that were assessed namely idealized influence, inspirational motivation, intellectual stimulation and individual consideration. A summary of respondent's mean rating of the four aspects and overall transformational leadership style was as presented in Table 4.9 below.

Table 4- 9 Transformational Leadership Style Rating

Aspect	One sample statistics			Test value = 0	
	Mean	Standard deviation	Coefficient of Variation	t*	Sig. (2tailed)
Idealized influence	3.4489	.67034	.449	34.128	.000
Inspirational motivation	3.3636	.64125	.411	34.794	.000
Intellectual stimulation	3.4034	.70549	.498	32.000	.000
Individual consideration	2.9886	.68615	.471	28.892	.000
Overall transformational	3.3011	.44343	.197	49.381	.000

Source own computation using SPSS ver.20

The results show that project managers use transformational leadership style to a moderate extent with a mean score of 3.30 out of 5. Within transformational leadership style, the most practiced aspect was Idealized influence with a mean score of 3.44 out of 5. Detailed statistics for the various elements under each aspect are depicted in Appendix C

The results in Table 4.9 above also show that inspirational motivation has less variability (CV = .411) compared to Intellectual stimulation (CV = .498), Individual consideration (CV = .471) and Idealized influence (CV=.449). In addition, the independence among the means was evaluated through one sample t-test and the results show that the means of the various transformational leadership style elements were statistically independent.

4.9 Project Manager Transactional Leadership Style Rating

In transactional leadership style, there were three aspects that were assessed namely contingent reward, MBEA and MBEP. A summary of the respondent's mean rating of each of the three aspects and overall transactional leadership style rating are shown in Table 4.10 below.

Table 4- 10 Transactional Leadership Style Rating

Aspect	One-Sample Statistics			Test Value = 0	
	Mean	Standard Deviation	Coefficient of Variation	t*	Sig. (2tailed)
Contingent reward	2.4489	.43328	.188	37.491	.000
Management by exception-active	2.8580	.67857	.460	27.937	.000
Management by exception-passive	3.7330	.52661	.277	47.021	.000
Overall transactional	3.0133	.36917	.136	54.142	.000

Source own computation using SPSS ver.20

The results in Table 4.10 above show that project managers use transactional leadership style moderately with a mean score of 3.01 out of 5. Within transactional leadership style, the most practiced aspect was Management by exception-passive with a mean score of 3.73 out of 5. Detailed statistics for the various elements under each aspect are depicted in Appendix C.

The results in Table 4.10 above also show that Management by exception-active measurements had a high variability (CV = .460) compared to Management by exception-passive (CV = .277) Contingent reward (CV = .188). In addition, the independence among the means was evaluated through one sample t-test and the results show that the means of the various transactional leadership style elements were statistically independent.

4.10 Relationship among Variables

In the analysis of the relationship among the study variables, the Pearson product -moment correlation coefficient (r) was computed. The absolute value of the correlation coefficient (r) provided a measure of the strength of the relationship between the variables.

The results in Table 4.11 below indicated a varied degree of interrelationship among the study variables. For instance, there was a strong statistically significant positive relationship between II and IM ($r = .940^{**}$, $p < 0.01$) and IC ($r = 0.330$, $p < 0.01$). A statistically significant negative relationship exist between IC time performance Index ($r = -.593$).

Table 4- 11 Correlations matrix of variables

	II	IM	IS	IC	CR	MBEA	MBEP	TPI	CPI
Idealize influence	1	.940**	.189	.207	.241	.153	.298*	-.064	-.029
Inspirational motivation	.940**	1	.157	.201	.330*	.162	.346*	-.088	-.082
Intellectual stimulation	.189**	.157	1	-.185	.036	.308*	.293	.448**	-.031
Individual consideration	.207**	.201	-.185	1	.208	-.069	.225	-.644**	.083
Contingent reward	.241**	.330*	.036	.208	1	.079	.295	-.045	-.045
Management by exception –Active	.153	.162	.308*	-.069	.079	1	.168	.444**	.202
Management by exception –Passive	.298*	.346*	.293	.225	.295	.168	1	.128	.075
Time Performance Index	-.064**	-.088**	.448**	-.644**	-.045	.444**	.128	1	.055
Cost Performance Index	-.029	-.082	-.031	.083	-.045	.202	.075	.055	1

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

* . Correlation is significant at the 0.05 level (2-tailed).

4.11 Relationship between Study Variables and Project Performance

To address the study objectives, regression analysis, R^2 and adjusted R^2 have been reported. However, in order to avoid over-stating of the model predictive power as the number of predictors increases, the study adopted the use of adjusted R. In addition, F-test was used to determine the statistical significance of the resulting regression model while t-test was used to test the significance of each of the model coefficients. Further, multicollinearity was tested through the use of VIF and was considered to exist if $VIF > 10$.

4.12 Relationship between Project Manager's Leadership Style and Project Performance

The main objective the study was to evaluate the relationship between Project Manager's Leadership (PML) style and project performance. In order to determine the contribution of each of the leadership style towards project performance, hierarchical multiple linear regression analysis was done. In this analysis, two steps were used; in the first step, TPI was regressed on transformational leadership style while in step two, TPI was regressed on both transformational and transactional leadership styles. Two models were generated. Results for model1; show that 48.1 percent of the variance in project time performance was explained by project manager's transformational leadership style while model 2 shows that 60.2 percent of the variance in project time performance was explained by both transformational and transactional leadership styles. In addition, based on change in R^2 , transactional leadership style accounts for 13.6 percent of the variance in project time performance. Thus, adoption of transformational leadership style leads to higher level of project performance.

Table 4- 12 Regression Results of time Performance Index and Project Manager's Leadership Style

Model		Unstandardized Coefficients ^a	t	Sig.	Collinearity Statistic
		B			VIF*
1 ^b	(Constant)	2.081	4.752	.000	
	Idealized influence	.094	.387	.701	8.835
	Inspirational motivation	-.111	-.443	.660	8.670
	Intellectual stimulation	.239	2.944	.005	1.101
	Individual consideration	-.419	-5.011	.000	1.105
	R Square	.529			
	Adjusted R ²	.481			
	F	10.969		.000	
2 ^c	(Constant)	1.280	2.775	.009	
	Idealized influence	.197	.900	.374	.106
	Inspirational motivation	-.295	-1.252	.219	.100
	Intellectual stimulation	.128	1.650	.108	.763
	Individual consideration	-.451	-5.886	.000	.829
	Contingent reward	.064	.517	.609	.802
	MBEA	.241	3.216	.003	.886
	MBEP	.185	1.743	.090	.736
	R Square	.667			
	Adjusted R ²	.602			
	R Square change	13.6			
	F	10.298		.608	

a. Predictors: (Constant), management by exception passive, individual consideration, contingent reward, intellectual motivation, individual influence, management by exception active, individual stimulation

b. Dependent Variable: time performance index

Adjusted R² used to prevent over-stating of the model predictive power as the number of predictors increases

Results in Table 4.12 also show that the two models were statistically significant with model 1 reporting a significant F value of 10.969 ($p < 0.05$) and model 2 with a significant F value of 10.298 ($p < 0.05$). Hence there was a statistically significant relationship between project manager's leadership style and project performance (based on TPI).

The findings in Table 4.12 also indicate that for model 1, the significant predictors of project time performance were IS ($\beta = .239$, $p < 0.05$), and IC ($\beta = -.419$, $p < 0.05$). However, IM ($\beta = -.111$, $p > 0.05$) and II ($\beta = -.84$, $p > 0.05$) were not significant predictor of project time performance. For model 2, the findings indicate that the significant predictor of project time performance were IC ($\beta = -.451$, $p < 0.05$) and MBEA ($\beta = .241$, $p < 0.05$) since all the other variables (II, IM, IS, CR and MBEP) were not significant predictors of performance ($p > 0.05$).

Although the two models (model 1 and model 2) are statistically significant, model 2 was a better model as it account for a higher variation of the project time performance (60.2 percent) compared to model 1 (48.1 percent).

Based on the above results, the predictive model for project time performance in initiative Africa and its implementing partners become:

$$TPI = 1.28 - 0.451IC + 0.241MBEA$$

The predictive model implies that empowering young girl's project performance (in terms of TPI) in all implementing partners is a function of IC and MBEA. Specifically, a unit increase in IC would result in a 0.451 reduction in TPI while a unit increase in MBEA would result in a 0.241 increase in TPI.

To determine the relationship between PML and CPI, the same procedure was followed. This resulted in two regression models whose results are shown in Table 18. Results for model 1 show that 6.4 percent of the variance in project cost performance was explained by project manager's transformational leadership style while model 2 shows that 6.8 percent of the variance in project cost performance was explained by both transformational and transactional accounts for 0.71 percent of the variance in project cost performance.

As shown in 18, the two models generated after regressing CPI on project manager's leadership style were not statistically significant since model 1 had F value of 0.355 ($p > 0.05$) and model 2 with F value of 0.608 ($p > 0.05$). Given the results, there was not enough statistical evidence to suggest that a significant relationship exist between PML style and project performance (based on CPI).

Table 4- 13 Regression Results of Cost Performance Index and Project Manager's

Model		Unstandardized Coefficients ^a	t	Sig.	Collinearity Statistic
		B			VIF
1 ^b	(Constant)	1.526	2.396	.021	
	Idealized influence	.302	.857	.397	8.835
	Inspirational motivation	-.374	-1.025	.312	8.670
	Intellectual stimulation	-.11	-.091	.928	1.101
	Individual consideration	.060	.561	.578	1.105
	R Square	.035			
	F	.355		.839	
2 ^c	(Constant)	1.069	1.392	.173	
	Idealized influence	.339	.928	.359	9.452
	Inspirational motivation	-.452	-1.154	.256	9.969
	Intellectual stimulation	-.089	-.690	.495	1.311
	Individual consideration	.058	.452	.654	1.207
	Contingent reward	-.038	-.187	.852	1.247
	MBEA	.187	1.501	.142	1.129
	MBEP	.121	.685	.498	1.358
	R Square	.106			
	R Square change	7.1			
	F	.608		.745	

a. Dependent Variable: CPI

b. Predictors: (Constant), Individual, Intellectual, Idealized, Inspirational

c. Predictors: (Constant), Individual, Intellectual, Idealized, Inspirational, Contingent reward, MBEP, MBEA

The study found a statistically significant relationship between PML style and project performance (in terms of TPI). The results of the study are consistent with the extant literature

(Kissi, et al., 2013; Waldman & Atwater, 1994; Prabhakar, 2005). For instance, Kissi, et al., (2013) found transformational leadership behavior of portfolio managers in United Kingdom to be positively related to project performance while Waldman and Atwater (1994) found project manager's transformational leadership style to be positively related to project outcomes. Similarly, Prabhakar (2005) found a positive relationship between transformational leadership style and project performance. The results that transformational leadership style accounts for 48.1 percent of the project time performance confirms Keegan and Den Hartog (2004) assertion that transformational leadership style is critical in enhancing project performance. In addition, the finding that both transformational and transactional leadership style accounts for a higher explanatory power, 60.2 percent compared to 48.1 percent for transformational leadership aspects was in line with Felfe, et al., (2004) findings who established that both transformational and transactional leadership styles aspects can both be adopted by a leader based on the task at hand. These results are consistent with visionary leadership theory and contingency theory which advocates for adoption of an appropriate leadership style based on the situation at hand.

On the relationship between PML style and project cost performance, no statistical significant relationship was found. One possible explanation of non-existence of a statistically significant relationship between PML style and project cost performance (CPI) could be due to the use of fixed price contract in the NGO sector projects which only accounts 10 percent. Additionally, not all project teams are the same, and they have varying consequences for leader behavior and effectiveness (Keegan & Den Hartog, 2004).

4.13 Causes of Cost and time overrun in initiative Africa

The cost overrun was presented to almost in all projects. Questionnaire survey, appendix B in question 9 revealed that the respondents are asked to list the most factors that leads to cost and time over- run in their respective projects. According to the questionnaire survey the most five factors of cost and time over-run presented below.

Table 4- 14 Factors of cost over-run

Factors	Cost over run		Rank
	frequency	Percent	
Inflation of project cost	30	75	1
Insufficient fund	28	63.6	2
Poor logistic facilities	25	56.8	3
Additional work	24	54.8	4
Adjustment of prime cost and provision sum	10	22.7	5

According to the result of table above, inflation of project cost is the first ranked factor with 75 percent response of the respondent followed by project manager turnover, poor contractor performance, poor stakeholder participation and lack of government support.

Based on the above result, to handle project cost over-run related inflation which is the first ranked of all problem, Initiative Africa and its implementing partners should follow fixed contract agreement with contractors and carefully planning of project activities and accurate cost estimation procedures should be adopted by those organizations.

According to (kuliba et.ai, 2009) Proper Project Costing and Financing, Competent Personnel, realistic cost stimation has been taken to overcome cost related problems in project areas. Peeters and Madauss (2008) also found out some approach to avoid cost overruns. Such as, risk management during project execution and appropriate contractual framework are essential in any project phases. In any development project, there must be contain certain amount of risks. Therefore, a risk management function needed to be performed by project manager to determine and reduce the risks of the particular project. Therefore, initiative Africa and its implementing partners should have a strategic cost handling mechanism based on the finding above.

Table 4- 15 factors of time over-run

Factor	Time over-run		Rank
	frequency	percent	
Poor contractor performance	40	90.9	1
Lack of prompt approval of work	39	88.6	2
Not honoring payment for completed work	28	64	3
changes and decision-making	15	34	4
Frequent change of government policies	5	11.36	5

According to the result of table above, Poor contractor performance is the first ranked factor with 91 percent response of the respondent followed by project manager turnover, poor contractor performance, poor stakeholder participation and lack of government support.

Initiative Africa should have taken mitigation efforts to minimize losses and this can be achieved by many procedures such as protection of uncompleted work, timely and reasonable re-procurement, and timely changing or cancellation of purchase orders. It is important to predict and identify the problems in the early stages of construction and diagnose the cause to find and implement the most appropriate and economical solutions.

The result above has an assertion with literature Odeh and Battaineh (2002) whose found that contractors and consultants agreed that owner interference, inadequate contractor experience, financing and payments, labor productivity, slow decision making, improper planning, and subcontractors are among the top ten most important factors of construction delay in Jordan.

CHAPTER FIVE

CONCLUSION AND ECOMMENDATION

5.1 Summary of the findings

The overall objective of this study was to determine the relationship between PML styles, and project performance in Initiative Africa. To achieve the objective, a descriptive cross-sectional research design was used to collect secondary and primary data. Primary data was collected from executive directors, program officers and project managers who had been involved in managing the project. The study achieved a response rate of 84.6 percent. The position of the respondents at the Initiative Africa was important as it determined whether they were knowledgeable in matters of leadership styles. It was observed that the respondents held leadership positions in the Initiative Africa as executive director, program officer and project managers, therefore knowledgeable on leadership styles used in their organization. It was evident that from the education background of the respondents that they were able to understand the concept of leadership styles and project performance as they were well educated.

For most, the Initiative Africa and its Implementing partners project manager's leadership style, the study found out that statistically significant relationship between project manager's leadership style and project performance in terms of time performance index (TPI) with resulting model of:

$$TPI = 1.28 - 0.451IC + 0.241MBEA$$

There was not enough statistical evidence to suggest that a significant relationship exist between project manager's leadership style and project performance (based on CPI). In addition regression model showed that 60.2 percent of the variance in time performance was explained by project manager's leadership style.

Secondly, it was found out that the most significant internal organizational challenges affecting its leadership styles of managers were lack of spent time to teaching and coaching project team, treated as individual rather than a group, consider individuals having different needs and abilities. On the other hand, managers in Initiative Africa and its implementing partners are focused on irregularities, mistakes, exceptions and deviation from standard. The respondents revealed that the company's leadership established direction through their leadership styles.

5.2 Conclusion

The first objective of this study was to evaluate the relationship between PML style and project performance in Initiative Africa and its implementing partners. The study found a statistically significant relationship between PML style and project performance (in terms TPI). However, no statistically significant relationship was found between PML style and project performance (in terms of CPI).

From the study findings, it can also be concluded that existence of time over-run does not automatically imply that the project will experience a cost overrun. Further, given the statistically significant relationship between PML style and project time performance and the

resulting predictive model, it can be concluded that project manager's transformational leadership style has a major impact on project performance.

The results of the predictive model between project performance and different aspects of transformational and transactional leadership style, has confirmed Keegan and Hartog (2004) assertion on the importance of transformational leadership style in enhancing project performance. The study concluded adoption of transformational leadership style by project managers is more likely to yield better project performance.

5.3 Recommendation

Thus, there is need for project managers to adopt transformational leadership style as a way of enhancing project performance in Initiative Africa and its implementing partners. Among the transformational leadership factors the project managers should adopt to improve the project performance were; spent time teaching and coaching project team members, treated the a project members as individual rather than just as a member of a group, consider individual as having different needs, abilities, and aspirations from other members and helped each individuals to develop their strengths in the project environment.

On the other hand, the project managers should not focused her/his attention on irregularities, mistakes, concentrated his/her full attention on dealing with mistakes, complaints, and failures, keep track of all mistakes

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APPENDICES

APPENDIX A: QUESTIONNAIRE

Dear Sir/Madam:

My name is Shumet Tilahun I am a postgraduate student of Addis Ababa University, school of commerce Department of project Management. This questionnaire is aim to assess the role of project managers leadership style in Initiative Africa and its implementing partner's towards "empowering young girl's" project performance. Therefore, I kindly request you to spare some time and to honestly respond to all the questions. I assure you that all your responses will be kept confidential and your identity shall not be exposed. Your response will only be used for this study.

I thank you in advance for your cooperation.

Shumet Tilahun

Addis Ababa University School of commerce

Department of project management

Addis Ababa

Questionnaire section I: general background of participants

1. Name of the organization_____
2. I have worked on projects for
Less than 6 months [☐]
1-2 years [☐]
3-5 years[☐]
5-7 years [☐]
More than 7 years [☐]
3. Your role is
I am an individual contributor [☐]
I am a project manager [☐]
I am a program officer [☐]
I am an executive. [☐]
4. What is your level of education?
Higher diploma [☐]
Bachelor's degree [☐]
Master Degree [☐]
Project management certificate [☐]
PhD [☐]
5. Your gender: Male [☐] Female [☐]
6. What made you move into PM? (if you are a project manager)
Assigned by Functional managers [☐]
Employed from outside [☐]
Other, specify
7. Number of projects you managed: 1[☐] 2 [☐] 3[☐] (if you are a project manager)
8. Have you managed projects : simultaneously [☐] individually [☐] Mix of both [☐]

Appendices B: MLQ Leader Questionnaire

Key for Scales: - 1 = Not at all; 2 = Once in a while, 3= Sometimes; 4 = Fairly often
5= frequently, if not always

For the project mentioned above, kindly indicate the extent to which you as the project manager agree with each of the following statements by putting a tick (✓) in the appropriate response.

	S.N	Questions /Descriptive Statements	Scaling Rate				
			1	2	3	4	5
Transformational leadership style	1	Idealized influences					
		Talked about his/her most important values and beliefs					
	2	Specified the importance of having a strong sense of purpose					
	3	consider the moral and ethical consequences of decisions					
	4	Emphasized the importance of having a collective sense of mission					
	5	Instilled pride in others for being associated with him/her					
	6	Went beyond self-interest for the good of the project team					
	7	Acted in ways that built respect among team members					
	8	Displayed a sense of power and confidences of decisions					
	9	Inspirational motivation					
		I talk optimistically about the future					
	10	I talk enthusiastically about what needs to be accomplished.					
	11	I make clear what one can expect to receive when performance goals are achieved.					
	12	Articulated a compelling vision of the project future					
	13	Intellectual stimulation					
		Re-examined critical assumptions to question whether they are appropriate					
	14	Sought differing perspectives when					

		solving problems					
	15	Made me to look at problems from many different dimensions					
	16	Suggested new ways of looking at how to complete project activities					
	17						
		I spend time teaching and coaching					
		I treat others as individuals rather than just as a member of a group.					
	18	I consider an individual as having different needs, abilities, and aspiration from others.					
	19	I help others to develop their strength.					
	20	Contingent reward					
	13	Intellectual stimulation					
		I re-examine critical assumptions to question whether they are appropriate					
	14	I seek differing perspectives when solving problems.					
	15	I get others to look at problems from many different angles.					
	16	I suggest new ways of looking at how to complete assignments.					
	17	Individual consideration					
		Spent time teaching and coaching project team members					
	18	Treated me as an individual rather than just as a member of a group					
	19	Considered me as having different needs, abilities, and aspirations from other members					
	20	Helped me to develop my strengths					
Transactional styles	21	Contingent reward					
		Provide me with assistance in exchange for my effort					
	22	I discuss in specific terms who is responsible for achieving performance targets					
	23	Made it clear what one was to receive when performance goals are achieved					

	24	Expressed satisfaction when I met expectations					
	25	Management by exception-active					
		Focused attention on irregularities, mistakes, exceptions and deviations from Standards					
	26	Concentrated his/her full attention on dealing with mistakes, complaints, and Failures					
	27	I keep track of all mistakes					
	28	directed my attention to failures to meet standards					
	29	Management by exception-passive					
		I fail to interfere until problems become serious					
	30	Waited for things to go wrong before taking action					
	31	I show that I am a firm believer in “if it isn’t broke, don’t fix it.”					
	32	Demonstrated that problems must become chronic before he/she take action					

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9. In the space provided, kindly list the major causes of time over-runs (delays) and cost over-runs in the empowering young girl’s projects in your organization.

Thank for your participation in the study!

Appendices C: Leadership Aspects Ratings

	Mean	Standard deviation	Coefficients of variance	Test value = 0			
				t	Sig.		VIF
Idealize influence	3.7727	.34447	.119	72.650	.000		
Intellectual motivation	3.2955	.64985	.422	33.638	.000		
Inspirational motivation	3.5284	.41138	.169	56.894	.000		
Individual consideration	2.9886	.68615	.471	28.892	.000		
Contingent reward	2.8580	.67857	.460	27.937	.000		
Management by exception-active	2.4489	.43328	.188	37.491	.000		
Management by exception-passive	3.5682	.43922	.193	53.887	.000		
OATRANS	3.3963	.33521	.112	67.208	.000		
OATRANZ	2.9583	.34076	.116	57.587	.000		

Source: own computation using SPSS ver.20

Appendix D: secondary data of time and cost of the project

SN.	Name of the implementing organizations		Project start date	Original contract completion date (months)	Actual project completion date (months)	Time performance status	Original contract cost in million (ETB)	Final contract cost in million (ETB)	Cost performance status
1	Shalom humanitarian development association	Lot-1	Dec.2014	24	24	On time	2.6	2.6	On budget
		Lot-2	Dec.2014	24	30	Over-run	1.25	1.5	Over budget
		Lot-3	Dec.2014	24	30	Over-run	1.3	1.3	On budget
2	Ada Warka Tila Mahiber	Lot-1	Dec.2014	24	24	On time	1.2	1.2	On budget
		Lot-2	Dec.2014	24	28	Over-run	1.5	1.7	over budget
		Lot-3	Dec.2014	24	24	On time	1.5	1.5	On budget
3	Center of concern	Lot-1	October 2014	18	24	Over-run	1.5	1.5	On budget
		Lot-2	Dec.2014	24	28	Over-run	1.5	1.6	Over budget
		Lot-3	Dec.2014	24	24	On time	1.3	1.5	Over-budget
4	Ethiopian National Association of the	Lot-1	Dec.2014	24	24	On time	1.25	1.3	Over-budget

	blind	Lot-2	Dec.2014	24	24	On time	1.25	1.35	Over-budget
5	Ethiopian scout Association	Lot-1	Dec.2014	24	30	Over-run	1.1	1.25	Over-budget
		Lot-2	Dec.2014	24	26	Over-run	1.1	1.1	On-budget
		Lot-3	Dec.2014	24	28	Over run	1.1	1.2	Over-budget
6	Ethiopian teachers Association		Dec.2014	24	24	On-time	1.3	1.3	On-budget
7	Guhion rural development	Lot-1	Dec.2014	24	24	On-time	1.2	1.2	On budget
		Lot-2	Dec.2014	24	24	On time	1.2	1.32	Over budget
		Lot-3							
8	Light Ethiopia	Lot-3	2014	24	30	Over-run	1.25	1.37	Over-budget
		Lot-2	2014	24	30	Over-run	1.25	1.25	On budget
		Lot-3	2014	24	26	Over-run	1.3	1.3	On-budget
9	Tigry Developmpment Association	Lot-1	2013	48	60	Over-run	9	9.7	Over-budget
		Lot-2	2013	48	60		24	31	Over-budget
10	Wonta rural development	Lot-1	2013	36	48	Over-run	2.1	2.2	Over budget
		Lot-2	2013	36	48	Over-run	2.1	2.1	On-

									budget
		Lot-3	2013	36	36	On time	2.1	2.1	On budget
11	Youth and cultural development	Lot-1	2013	24	24	On time			
		Lot-2	2013	24	24	On time	1.3	1.3	On budget
12	Development expertise center	Lot-1	2014	18	24	Over-run	1.1	1.1	On budget
		Lot-2	2014	18	22	Over-run	1.3	1.3	On budget
		Lot-3	2014	18	18	On time	1.3	1.3	On budget
13	Love in action Ethiopia	Lot-1	2014	24	30	Over-run	1.4	1.6	Over-budget
		Lot-2	2014	24	24	On time	1.3	1.5	Over budget
		Lot-3	2014	24	24	On time	1.3	1.3	On budget
14	Ethiopian center for development	Lot-1	2014	36	40	Over-run	2.25	2.25	On budget
		Lot-2	2014	36	48	Over-run	2.25	2.45	Over budget
		Lot-3	2014	36	42	Over-run	2.3	2.4	Over budget
15	Chemistry society		2014	24	30	Over-run	1.2	1.2	On budget
16	Wolitta development association	Lot-1	2013	36	39	Over-run	2	2	On budget

		L0t-2	2013	36	40	Over-run	2	2.2	Over-budget
		Lot-3	2013	36	36	Over-run	2	2.3	Over-budget
17	Debo	Lot-1	2014	24	30	Over-run	1.3	1.3	On budget
		Lot-2	2014	24	24	On time	1.3	1.5	Over budget
18	Initiative Africa		2010	48	On going	Over-run	85	115	Over budget

Source: organizations report document and equations 1 and 2