

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



**Assessing the Importance of Leadership Qualities of Project
Managers for Project Success: The Case of Meserete Kristos
Church – Relief and Development Association (MKC-RDA)**

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Research project work

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fulfillment of the requirements for Master's of Arts Degree in Project
Management

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Declaration

I, Tsion Tadele, declare that the thesis entitled “Assessing the importance of Leadership Qualities of Project Managers for project success: The Case of Meserete Kristos Church – Relief and Development Association (MKC-RDA)” is my original work. I have carried out the present study independently with the guidance and support of the research advisor, Abraraw C. (PhD). This study has not been presented for a degree in any other university and all sources of materials used for the study have been duly acknowledged.

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Signature **Date**

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This is to Certify that the thesis prepared by Tsion Tadele, entitled: Assessing the importance of Leadership Qualities of Project Managers for project success: The Case of Meserete Kristos Church – Relief and Development Association (MKC-RDA) submitted in partial fulfillment of the requirements for the degree of Master of Arts in Project Management complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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Advisor: _____	Signature: _____	Date: _____
Examiner: _____	Signature: _____	Date: _____
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Acknowledgements of Dedication

First of all I would like to thank Almighty God with whom all things are possible, the giver of knowledge, wisdom and understanding.

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LIST OF ACRONYMS

MKC-RDA = Meserete Kiristos Church-Relief and Development Association

PM(s) = Project Manager(s)

Abstract

This study assessed the importance of leadership qualities of project managers for project success. The specific objectives of the study were to assess the importance of the PM's personal trait, emotional intelligence, technical and soft skill for the success of Meserete Kiristos Church-Relief and Development Association (MKC-RDA) projects. Descriptive research design was adopted for this study. The study targeted a population of 78 project managers of MKC-RDA and census is used. Data was collected by use of questionnaires. The study concluded that there is a significant relationship between project manager's leadership qualities and project success; project manager's soft skill had the greatest effect on project success. The findings of the study are of great importance to policy makers in designing policies with an aim of improving project leadership. The findings of this study will also add to the body of knowledge on key project manager's leadership qualities. The study recommended that top management should be aware of the imperative importance personal traits, emotional intelligence, soft and technical leadership skills when selecting a PM for an improved project success. The study suggests that further research should be carried out to establish the other factors that attributes to project success, since the current study only examined four project management leadership aspects which are personal trait, emotional intelligence, technical and soft skills.

Key words: Project success, Personal Traits, Emotional intelligence, Soft skills, Technical skills

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Chapter one: Introduction

1.1 Background of the study

Over the last few decades, project success has been the main focus of the project management literature (Prabhakar, 2009). Researchers' renewed interest in this domain can be attributed to the fact that despite high failure rates, more and more organizations are switching to project-based structures (Flyvbjerg, Garbuio, & Lovallo, 2009; Jugdev & Müller, 2005; Meredith & Mantel Jr., 2011; Zwikaël & Smyrk, 2012), meaning that 30% of the world economy relies on project-based systems (Turner, Müller, & Dulewicz, 2009). Even when organizations are not entirely project-based per se, they do have temporary organizations within them in the forms of assignments, task forces, programs, and so forth (Bakker, 2010).

From the early days of project management, the direct project objectives of time, cost, and quality (as generally agreed to by the client and the organization actually doing the project) have been accepted as the primary determinants of project success or failure. (Jack R. Merd. and Samuel J. Mantel, Jr. 2009). Thus, 'Project implementation and management focuses on three basic parameters: Quality, cost and time. A successfully managed project is one that is completed at the specified level of quality, on or before the deadline, and within the planned budget' (UNCRD, 2000).

Successful completion of a project is one of the most critical challenges for all grassroots, national and international development agencies (Bass, 2009). Empirical studies have revealed that less than one-half of poverty eradication and community based project initiatives in Asia and Sub Saharan Africa ever come close to achieving the anticipated results (Mearian & Songini 2002). This is an indication of the need to further explore project success factors so as to maximize the no of successful projects.

There are different factors contributing to a successful completion of a project, including project managers' characteristics, the compositions of project teams, project size, top management support, organizational structure, and external environmental factors (Belassi & Tukel, 1996).

Within project management, project manager's role is recognized as a key determinant of project performance (Pinto & Slevin, 1988). Some studies (Keller, 1992; Keegan & Den Hartog, 2004; Higgs & Dulewicz, 2004; Sunindijo, et al., 2007) have shown the link between project manager's leadership qualities and project success.

Nevertheless, scarce research has been conducted to support key variables in leadership that have a direct contribution to the success of projects. Accordingly, vast amounts of literature on project success factors have largely ignored the impact of a project manager and his or her leadership qualities on project success (Turner and Muller, 2005).

This research assesses four leadership qualities that are important for project success.

1.2 Background of the organization

MKC-RDA is a church-based development association established in 1998 working in Christ's love in order to establish a peaceful and just Ethiopian society that is free from the bondage of poverty and sin. The association has contributed markedly to securing sustainable livelihoods for thousands of the poorest of the poor.

Its main development goals include: 1) improved food security at household level, 2) improved health access and facilities for the members of the community, 3) reduced prevalence of HIV-AIDS, 4) improvement in access to and quality of education, and 5) enhanced SHG development schemes.

Currently RDA runs two integrated rural development programs and 78 projects on food security, health, education, child development and church capacity building projects.

In the development pace of RDA, to improve its performance and clarify future direction, the first strategic plan was developed for the period of 2006-2010. This plan was clearly articulated to forward looking and provide a clear direction of development and strategic thinking for improving organizational services to the beneficiaries. However, recently this plan was internally reviewed and checked for its validity due to the current development in the internal and external environment. The rapidly emerging policies and directives of the Government and donors, the new development approach, project/program designing methodologies and implementation strategies, participatory monitoring and evaluation

systems, MDGs and the competition for the scarce resources are found to be the major driving forces for the revision. Correspondingly, due to these compelling evidences, RDA made major adjustment in the strategic plan 2006-2010 and hence produced the new succeeding one for 2010-2014.

MKC-RDA has attained double digit years of experience working tackling poverty. In the secular usage poverty is defined as deprivation of material things such as shelter or means of production and livelihood. RDA sees this as a narrowed understanding, as it refers to mainly material and economic factors. MKC-RDA understands poverty not only as deprivation of basic needs on part of the community but also as a failure to transform the community through Integrated Mission.

1.3 Statement of the problem

There is growing realization that leadership is critical to project performance (Adams, 2008). Leadership affects project culture, project strategy, and project team commitment (Shore, 2015). Many projects continue to fail despite advances in project management methodologies, leadership being a major cause (Berg & Karlsen, 2007; Ellemers, DeGilder, & Haslam, 2014; Schmid & Adams, 2008). A study done by Lynet (2015) on leadership and performance of projects found out that the leadership competency required for successful project performance was lacking despite the huge investment and use of established project methods and techniques.

Millions of dollars have been spent worldwide in community projects to enhance the living conditions of the people (Whittaker, 1999). However empirical studies have revealed that less than one-half of poverty eradication and community based project initiatives in Asia and Sub Saharan Africa ever come close to achieving the anticipated results majorly due to poor leadership (Mearian & Songini 2002).

This results in an immense loss of resource that could have benefited many communities in need. It is imperative, therefore, to understand how leadership attribute of the PM is associated with the success of the project. Unfortunately, apart from the contributions which have been made from the early research, the amount of the research that have a focus on leadership qualities affecting project success is minimal (Belout & Gauvreau, 2004;

Henrie & Sousa, 2005; Leybourne, 2007). Other researchers, after reviewing the contribution of project manager competency and leadership qualities to project success, have also come to the conclusion that literature has ignored the impact of leadership on the project success (Turner & Müller 2005).

This research contributes to bridge the knowledge gap by assessing the importance of leadership qualities of PM for project success.

1.4 Research Question

- Is the PM's personal trait important for project success?
- Is the PM's Emotional Intelligence important for project success?
- Is the PM's Technical Skill important for project success?
- Is the PM's Soft Skill important for project success?

1.5 Research Objectives

General objective

The general objective of this study is to assess the importance of PM's leadership qualities.

Specific objectives

The specific research objectives of the study include:

- To assess the importance of PM's personal trait for project success
- To assess the importance of PM's personal trait for project success
- To assess the importance of PM's personal trait for project success
- To assess the importance of PM's personal trait for project success

1.6 Significance of the Study

The findings of the study are important to organizations as it will help them recognize the importance of major leadership qualities for project success of projects in Ethiopia. This will assist them in selection of project managers with the right qualities that will lead to better performance of the project or to develop current project manager's leadership skills accordingly. The findings of the study will assist policy makers in the field of project management in designing policies with an aim of improving project leadership, as they will

be enlightened on how leadership qualities affects project performance. Future scholars and academicians will benefit from this study as it will form the basis for future research as well as provide literature material for future research. The findings of this study will add to the body of knowledge on the importance of leadership qualities for the success of projects.

1.7 Scope of the study

This study aims to assess PM's leadership qualities namely, personal trait, emotional intelligence, soft leadership skills, and technical leadership skill, and their importance for project success of Meserete Kristos Church – Relief and Development Association (MKC-RDA). The study targeted leaders and the employees involved in the implementation of the projects.

The study only assess the importance of PM's leadership qualities for project success according to the project managers at MKC-RDA with the major variables/factors which are the PM's personal traits, emotional intelligence, technical and soft skills. The other related factors/variables impacting project success will not be included on this particular study.

1.8 Limitations of the study

One limitation of this study is that of the 78 questionnaires distributed only 61 were fully completed and returned. This is 78.2% of the total population. 17 questionnaires were either not returned or not usable.

1.9 Organization of the Study

The following study is organized in such a way that chapter 2 presents a review of literature and relevant research associated with the problem addressed in this study. Chapter 3 presents the methodology and procedures used for data collection and analysis. Chapter 4 contains an analysis of the data and presentation of the results. Chapter 5 offers a summary and discussion of the researcher's findings, implications for practice, and recommendations for future research.

Chapter two: Literature Review

This section is designed to review relevant literatures to establish the relationship between leadership qualities of a project manager and project success. Thus, both theoretical and practical findings of various researchers related to project success & leadership qualities of PM affecting project success will be reviewed. The literatures are gathered from different secondary sources such as published books, articles and related websites. Efforts were exerted to include significantly related literatures by reviewing available documents helping to support the research.

2.1 Theoretical Review

2.1.1 Leadership Qualities of PM

Leadership comprises of various components, skills, styles and qualities. Although there are various leadership styles, it needs certain qualities in order to be effective. Rossiter (2004:7) state that leaders should be innovative, have respect for others, be courteous, sensitive, and go beyond their ability in order for any organization to be highly effective.

PM's personal leadership qualities, which are considered as intangible factors and its impact on project success is generally lacking (Shi & Chen, 2006). Research into leadership has demonstrated that strong leadership is crucial to the success of projects (Mascia, 2012). During last few years, an ever increasing awareness has been observed with the requirement to identify the intangible factors, which are considered as important from the perspective of the role of an individual's success at the workplace (Deepa & Seth 2013).

The PM's leadership qualities is comprised of the individual's personal traits, his or her level of emotional intelligence, acquired technical leadership skills and soft leadership skills.

The leadership qualities of PMs that are considered under this research were personal traits, soft leadership skills, technical leadership skills and emotional intelligence. The personal traits comprised of farsightedness or the ability to operate in the future tense, approachableness/ accessibility, honesty and integrity, self- confidence, result oriented, enthusiasm, persuasiveness and social adaptability. The soft skills included in the study

pertained to communication skills, interpersonal skills, coordination skills, problem solving skills, temporal skills and Team building & delegation abilities. The technical skills were based on the knowledge areas/project management processes that were listed under the PMBOK Guide. The emotional intelligence included two dimensions/competencies i.e. the personal (self-awareness, self-management) and social (social awareness, relationship management) competencies of PMs.

2.1.1.1 Personal Trait

In project management, there are several factors that affect project outcome. One of them is personality of project managers. In this regard researchers have tried to study impact of project managers' behaviors and traits on projects. Each Project manager as a person has varied behaviors, traits, beliefs, values, and skills. And without implementing all of them, project could not be completed successfully [3]. (B. Bass, Leadership and performance beyond expectations. New York.: The Free Press, 1985.)

Personal traits can be defined as the external or visible aspects of an individual's characteristics. They are the qualities of an individual that define how she is perceived by others.

According to Kerzner (2010), much of project performance can be attributed to the personal characteristics of the project manager (PM). Some theorists emphasize that behavioral aspects associated with the PM, such as attitudes (Kerzner, 2010) and interpersonal knowledge and skills (Lechler, 1998; Posner, 1987), are related to project performance (El-Sabaa, 2001; Thomas & Mengel, 2008; Kerzner, 2010; Thal & Bedingfiel, 2010). However, there is no consensus or uniformity in regard to the methods of measuring the PM's personal characteristics.

Proponents of trait theory have undertaken extensive research to identify essential personal traits of a leader that leads to effective leadership. And the researchers have different perspective on the traits they argue to be essential.

An extensive research by several researchers (Bass (1990), Bennis and Nanus (1989), Conger (1992), DuBrin (1998), Kouzes and Posner (1993 & 1995), McCall (1998), Phillips (1992), Poole (1998) and Zaleznik (1977)) agree upon eight particular characteristics that

are essential for project success. Each noted characteristic lends itself to being classified as either an inborn characteristic or a learned characteristic.

These personal traits are: farsightedness or the ability to operate in the future tense, easy access to team members, honesty and integrity, self-confidence, result oriented, enthusiasm, persuasiveness and social adaptability.

Honesty and Integrity

It is recommended, in Phillips (1992), that the architecture of leadership, all the theories and guideline, falls apart without integrity and honesty.

Bennis and Nanus (1989) vehemently insist that a true leader never lies to himself, especially about himself, knows his flaws as well as his assets, and deals with them directly. In the Harvard Business Review on Leadership (1998), Teal (1996) takes this one step further when he states that integrity & honesty in project management means being responsible, communicating clearly, keeping promises, and knowing oneself. If followers believe that their leader has integrity with honesty, then that builds great relationships will prosper. Effective leaders practice and use integrity and honesty to gain trust from constituents. Honesty and integrity is developed as a result of learning from both childhood experiences and various situations.

Project managers are under severe pressure to deliver projects on time and within budget. This arguably forces them to make critical decisions which test their honesty and integrity.

Self-Confidence

Danzig (1998) believes that "the one quality they (leaders) have in common, and without which anyone who tries to lead is doomed to fail, is confidence". In cooperation with these beliefs Bass (1990) establishes that in all the studies he conducted and researched on leadership, great leaders were characterized, to an unusual degree, by such traits as self-confidence and esteem.

Self-confidence is an essential trait for project managers because if PMs do not believe that they can meet the challenges of a particular project, even when they have the requisite

skills to do so, they have no business trying to lead a team under those circumstances (Kouzes and Posner's, 1993).

Birkett, Daum and Scuthworth (1999) propose a slightly different side of self-confidence a leader/ PM must possess. These authors believe that being confident doesn't mean you have the answer to every question because, "no one can be expected to know everything, nor does the same degree of confidence transfer to every situation" (p. 66).

While discussing confidence, it's also important to note the concept of overconfidence. According to Kouzes and Posner (1993). Overconfidence can lead to cockiness, poor judgment and insensitivity to the situation or to others which will break trust and ultimately destroy a team.

Enthusiasm

Highly effective PM's are able to boost the energy of others with their enthusiasm and passion. Clemmer (2001) strongly contends that a leader's rousing enthusiasm is the energy source that powers the technology, systems, and processes that boost personal, team, and organization performance to higher levels.

Bennis and Nanus (1989) offers that the leader who loves what he/she does, and loves doing it, and that the leader who communicates enthusiasm gives hope and inspiration to other people.

Enthusiasm is a great power. Leaders have an enthusiasm that usually emerges in pursuit of an objective. It is not diligence, not simply being committed to a goal. It is the enthusiasm and passion that consumes them in the pursuit of an objective. That enthusiasm and passion stimulates followers who are sparked into helping leaders to reach their objective (Danzig, 1998).

Effective PMs use their abilities to rally people related to their project, the project team, sponsors, stakeholders, suppliers, customers and anyone else that can help reach the project objectives. Only PM's who are able to cultivate their passion and stimulate change for success can expect to achieve the project objectives.

Farsightedness

DuBrin (1998) believes that farsightedness or the ability to operate in the future is the ability to imagine different and better conditions and the way to achieve them. Creating a vision/ a future is a major task of a project manager. This is why Bennis and Nanus (1989) are so strongly convinced that the first basic ingredient of leadership is a guiding vision for the future. The PM has a clear idea of what he wants to do- professionally and personally- and the strength to persist in the face of setbacks, even failures. Unless PMs know where they are going, and why they cannot possibly get there.

Creating a vision for the future allows team members to work towards a particular goal or a particular objective. According to leadership experts, Kouzes and Posner (1993), the leader must establish a clear vision for the future because they must have a destination in mind when asking us to join them on a journey into the unknown.

A project manager's vision for the future needs to be shared by those who will be involved in the realization of the vision. PM's must establish a shared vision for the future- one that everyone is involved in- to promote collegial and collaborative relationships (SEDL, 1999).

Farsightedness of a PM is needed at least as much as the strategy to succeed (Zaleznik, 1977). Having a sight of the future is not enough without the ability to communicate it for others so that the team members and stakeholders come to see what the PM sees.

2.1.1.2 Acquired Technical skill

El-Sabaa (2001) defined technical skills "as an understanding of and proficiency in, a specific kind of activity, particularly one that involves methods, processes, procedures or techniques". Goodwin (2006) defined technical skills as an important and useful skill of project management, as well as explained the worthiness of examining the extent to which technical skill is an essential requirement for the project manager defined. Ives (2004) likewise found technical skills as one of the success attributes of a project manager.

The technical skills studied in this research were based on the knowledge areas/project management processes that were listed under the PMBOK Guide namely: namely knowledge of cost management & budgeting process, schedule management process,

quality management process, risk management process, stakeholder identification and management process, communication management process, procurement management process and human resource management process.

Cost management and budgeting

Cost management is one of the more critical areas of project management. Cost management is making sure the project is completed within the approved budget.

An important part of cost management is being sure that the scope document is as accurate as possible so that budget estimates are realistic. Work cost money. An accurate scope document also helps to make sure that the only work done on the project is within the scope.

It is the project manager's role to constantly satisfy the needs of the stakeholders while continuously trying to keep costs down and under control.

There are four areas under cost management process that requires the project manager's expertise. These are resource planning, cost estimation, cost budgeting and cost control (Achara, 2016)

Time & Schedule management

Time management for timely completion of a project is not an easy thing to accomplish, with so many aspects to it, yet especially for projects that affect business operations and even profit; it is also a critical area.

The main processes of time management can be broken down into: activity definition, activity sequencing, including the use of network diagrams, activity duration estimates, schedule planning and control.

The schedule is put together using the outputs of all the other time management activities. The desired result is to have a realistic project schedule that will provide a baseline for monitoring and measuring the project performance.

There are many reasons to amend or change a project schedule and many issues arise from doing so. This is why a realistic project schedule is important to successful project management. Strong leadership is important to make sure that project schedules are met.

There is constant pressure to shorten schedules and delivery dates, so you will need to have strong negotiation skills to maintain control of the project timetable.

The importance of correctly negotiated and realistic milestones in the scope document will be the measuring tool for any rescheduling requests. Requests for changes in the schedule should go through a change management process, be assessed for relevance and impact, and then approved by a properly implemented change control group (Ives, 2004).

Quality management

Quality control is the means of consistently meeting the negotiated expectations of stakeholders in a project. It is something that every organisation strives to achieve to give it a competitive edge in industry. Quality objectives are often expressed in a policy document that reflects the standards the organisation wishes to achieve and the responsibilities associated in meeting those objectives. Project management needs to follow organisational policy in this regard.

Quality management is perhaps the most difficult area of expertise in project management to define. It helps to remember that the customer ultimately decides if quality is acceptable, the basis for quality exist in the original intentions of the project. Quality control is otherwise a continuous process of evaluation and improvement (Ives, 2004).

Communication Management

Effective communication is critical to a project's success. Communication management refers to skills and techniques applied to ensure that all stakeholders and members of a project team receive the information they need, when they need it. It is about gathering, generating and distributing information, as well as the storage of all project information (Ives, 2004).

Human Resource Management

People are the most demanding and yet the most important resource in any project.

Human resource management is making the most effective use of people on a project, including stakeholders, customers, team members, suppliers and support staff. Strong general management skills in communication, people management and leadership are required to manage human resources for projects (Department of Education and Training, 2006).

The main processes involved are:

- **Organisational planning**, by identifying, assigning, and documenting project roles, responsibilities and reporting relationships. Key elements can include job assignment lists, an organisational chart for the project, and a staffing management plan.
- **Staff acquisition**, by getting the right people for the job assigned and working on the project.
- **Team development**, by the building of individual and team skills.

Procurement Management

Procurement is acquiring goods and services needed to complete a project on time and within budget from outside of an organisation, when those resources are not available in-house. Another term for this is out-sourcing.

The types of goods and services procured in a project might include: contractors, specialists, in the field, such as network consultants, training aids and equipment, quality auditors, computers and other technical equipment, technical writers.

Many organisations have procurement policies in place. However the main processes are plans for procurement and solicitation, and the administration of contracts (Department of Education and Training, 2006).

Risk Management

Risk is a potential problem or constraint that may affect the outcome of a project.

Risk management recognises, assesses and reduces risk in the life cycle of a project. It is important to understand the level of risk for a project. Once risk is assessed, appropriate control and monitoring procedures can be put in place to test the project at each phase. Risk management should begin at the project definition stage so that assumed risks can be included in the project scope document (Department of Education and Training, 2006).

2.1.1.3 Soft Leadership Skill

Soft skills are the intangible, nontechnical, personality-specific skills that determine one's strengths as a leader, facilitator, mediator, and negotiator. Soft skills are character traits that enhance a person's interactions, job performance, and career prospects (Parsons, 2008). The greatest feature of soft skills is that the application of these skills is not limited to one's profession. Soft skills are continually developed through practical application during one's approach toward everyday life and the workplace (Arkansas Department of Education, 2007; Magazine, 2003). Unlike hard skills, which are about a person's skill set and ability to perform a certain type of task or activity, soft skills are interpersonal and broadly applicable (Parsons, 2008).

Accordingly, Shi and Chen (2006) in their study, "Human Side of Project Management – Leadership Skills" grouped soft leadership skills into six sets given below. Details of these skills as enunciated by Shi and Chen (2006) are given in succeeding paras:-

- Communication skills
- Interpersonal skills
- Coordination skills
- Team building and delegation skills
- Problem finding, analyzing & solving skills
- Temporal Skills

Communication

Communication is the ability of a PM or leader to listen, persuade, and to understand what others mean by their behavior. A generalized definition of communication is offered by Samovar and Mills (1995) as the process of conveying any thought, idea, concept, feeling or opinion between two or more people. Communication is a basic attribute a leader must possess. A communication skill is necessary to PM as it makes it easier to interact between project leader or PM with the workers, in the case of any problems occurring on construction projects that can be completed quickly and easily (Mehta, 2012).

With regards to project management, communication skill is used in the conveying of project information to others and must be done so with efficiency given the highly technical, detailed nature of the work (Pettersen, 1991). Bowenkamp and Kleiner (1987) and Einsiedel (1987) suggest that PMs deal with complex ideas and vast amounts of information. In addition, PMs must engage in constant coordination among multiple organizations and stakeholders, and all while working within the restrictions created by the conflicting relationship of complete project responsibility and little formal authority.

Communication includes oral communication, written communication, and comprehensive skills. Oral communication skills are the ability to communicate efficiently with others orally, and the ability to make effective presentation (Shi & Chen, 2006). Written communication skills mean the ability to communicate efficiently by writing documents, letters and reports. Comprehensive skills are the ability to understand both the stated and implied meaning of others (Shi & Chen, 2006).

Past leadership studies have noted that leader communication information of task to the team results in high team work effectiveness (Jetu & Riedl, 2012). Several case reports indicate that developer's misunderstandings, team conflicts, and poor team relationships are major causes for project failure (Belout & Gauvreau, 2004; Henrie & Sousa-Poza, 2005). Hauschildt et al. (2000) offers that effective communication is one of 24 factors related to PM success and Posner (1987) found that communication skill was the most frequently cited skill in a survey of 287 PMs. Similar to the studies on leadership ability, Odusami (2002) ranks communication skills as one of the top four skills perceived as

necessary and Crawford (2000) reveals that communication is a frequently referenced skill in her review of 16 project management studies. Katz and Tushman (1979) report that communication patterns varied distinctly between high performing project teams and low performing project teams. Given the importance placed on communication skill and the results of studies investigating this attribute, it can be expected that a positive correlation exists between a PM's communication ability and the level of success he or she achieves.

As a PM, it is important to understand the involved members' values and attitudes, communicate clearly, and consider their opinions. Similarly, communicational congruence can be used to determine effectiveness of communication structures to ensure that all of the team members are aptly informed regarding decisions or changes. PMs need to remember that communication is a human behavior and is therefore affected by our: cognitions, emotions and perceptions. There are various intrapersonal processes that PMs should be aware of e.g. perceptual distortions (generalizing, 'horns and halo' effect, selective perception etc) which all have an effect on the way in which individuals process information. More importantly perhaps, PMs need to have knowledge of interpersonal processes e.g. non-verbal communication. When we communicate with others, around 65% of the information that people pay attention to is non-verbal (Kreger, 2011).

Interpersonal Skills

The second set is interpersonal skills. These skills include being able to deal with people of different backgrounds, which means the skill of developing relationships with different kinds of people when needed. (Brenton & Levin, 2012) Interpersonal skills also involve persuading motivating and incentive skills. Persuading skills refer to persuading and influencing others to support you in realizing the objectives of the project (Cornelius, 2012). Motivating and incentive skills refer to carrying out special strategies to motivate team members to work hard by identifying their feelings, needs and expectations (Cornelius, 2012; Brenton & Levin, 2012).

Coordination Skills

The third set, coordination skills, includes being able to build harmonious relationship in order to achieve project goals and dealing with conflicts from both inside and outside (Brenton & Levin, 2012). In addition, controlling project skills are also very important in the coordination process. The project leader must know how to control the problem and move it in an objective-oriented direction.

Team Building and Delegation Skills

Leadership is responsible to establish and provide an appropriate team climate that fosters a system to integrate and coordinate the individual and collective contributions of team members (Salas et al., 2005). Effective leadership processes are perceived as means to an end, thereby helping teams to achieve the desired objectives and goals. Leadership clarifies team roles and capabilities, identifies resources available, and creates the environment that makes it possible for team members to work together effectively (Salas et al., 2005).

It is in this domain, that the PM gets the best out of his team, which delicately lies between the PM and success of project. No project can be executed to perfection, if manager fails to unite the efforts of his team towards the final outcome. Being at the execution and implementing end, managers are dependent on their teams for successful implementation of their orders, directives and instructions (Yang, Huang & Wu, 2010). Successful project leaders develop and grow their team. They build strong relationships with and between team members, leading to positive social exchanges (Walker & Walker, 2011). Authentic leadership capabilities are exhibited by these project leaders and thus viewed as possessing personal integrity and to be living values that lead to followers behaving in a manner consistent with the leader's values (Avolio & Gardner, 2005).

Meta-analysis of literature reveals that the exercise of soft skills of leadership contributes effectively for enhancement of teamwork. Leadership therefore, indicates that leader's behavior and his interpersonal skills are key factors towards building an effective team including its primary facets of team communication, integration, collaboration and cohesiveness (Wang et al., 2005; Zaccaro et al., 2001). Hence, Leadership can serve to

strengthen team bonding and enhance team work by exercise of soft leadership skills (Prati et al. 2003). Team building can be expressed in terms of collaboration, cohesiveness and integration of the project team.

Collaboration as per literal meaning is working together in a group, for a joint cause. It is more pertinent once targets are big and diverse, which can't be undertaken by a single individual. Collaboration indirectly can affect changes on personal and group level, where it improve relationships between team members and gives them a communication feeling towards the cause (Shamir et al, 2000).

Team cohesiveness and integration bind the team towards assigned goals, not merely on job grounds, but on a personal scale. Through cohesiveness, team members associate their interest in the project and team and feel pride in being a member of team (Wang et al., 2005). Strength of any team/group is measured by degree of cohesiveness they enjoy with each other as a unit. This aspect has been validated by Dionne et al. (2004) by suggesting that leadership can achieve greater degree of team cohesiveness.

Problem finding, analyzing & solving skills

For a leader it is necessary to know how to distinguish the source of the problem, identify practical solutions and how to solve a problem (Odusami, 2002). Posner (1987), in discussing the role of the PM as problem solver, states that the PM must understand the critical problems he or she faces, such as inadequate resources, insufficient time, and unclear goals and direction, and be prepared to manage them. Because the PM operates in a constrained resource environment, the management of these problems will always require decisions to be made among alternatives.

Radecki and Jaccard (1996) define decision making as “how individuals use and combine information about a set of alternatives in order to make a decision” (p. 76). Gushgari et al. (1997), applying decision making to project management, defines it as the “ability to take appropriate action under the constraints of limited time, information, and resources” (p. 56). Some work has been done in identifying decision making skill as an important attribute to possess (Gushgari, Francis, & Saklou, 1997; Pettersen, 1991; Odusami, 2002; Crawford,

2000; Bownekamp & Kleiner, 1987), but no studies have been found that directly link this skill to performance, warranting further investigation.

Kirton (1976) contends that decision making is a skill that everyone possesses and exercises in different ways. With this in mind, the measurement of decision making style (as opposed to decision making frequency or decision making quality) was deemed appropriate. Working in the field of applied psychology, Kirton establishes that everyone can be placed on a continuum of decision making style which ranges from adaptive to innovative.

Kirton (1976) postulates that those who view problems as having to be solved within existing paradigms and structures, the more adaptive a proposed solution will be. Those that view existing paradigms and structures as part of the problem itself, and that changing the structure surrounding the problem is possible, will be more likely to propose innovative solutions. Kirton terms adaptive decision makers as “doing things better” whereas innovative decision makers “do things differently” (p. 622). He describes the adaptor as in the following way: an organizational man who works in “reducing conflict, minimizing risks, and managing to solve problems by proceeding at a disciplined pace in a predictable direction” (p.624). As if he were describing a PM, it can be expected that a positive correlation exists between the extent to which a PM possess an adaptive decision making style and his/her project management success.

Time Management (Temporal Skills)

Timely completion is one of the key performance measures for projects (Cooke-Davies, 2002; Morris & Hough, 1987). While many sources of delays are beyond the control of the PM, an individual PM's orientation towards the concept of time, or time alignment, can affect his or her abilities to complete a project by a specified deadline (Thomas & Pinto, 1999; Thomas & Greenberger, 1995). Based on the study Ramo (2002), time is an important aspect of the construction process as delays in the completion of a project can result in additional costs to the provision in an infrastructure projects. In addition, the PM should be smart enough to determine and control strategies in time to track progress of activities laid out in the Critical Path Method.

Project management requires that the individual in charge of a project focus on several timelines simultaneously. In the longer-term, the PM must create and communicate a vision for the project team. Future-oriented PM's excel at creating compelling visions and contingency plans for a wide variety of potential pitfalls. On the other hand, future-facing PM's can have trouble dealing with the day-to-day implementation of the project plan, resulting in frustration and project failure.

According to Thoms & Pinto (1999), the nature of project management requires that individuals in PM roles have well-developed temporal skills, including time warping (the ability to bring past or future events to bear on the present), creating a future vision (creating a cognitive image of the future), chunking time (the ability to break down time into manageable sections that are then assigned to tasks), polychronicity (temporal multitasking, or, simultaneously managing multiple non-synchronized timelines), predicting (formulating estimates of the future events), and recapturing the past (reflecting on past events and using them to inform future decisions).

2.1.1.4 Emotional intelligence

“Emotional intelligence” (EI) is the “ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions” (Salovey & Mayer, 1990, p. 189).

One aspect of leadership development has raised increasing interest in the past decade, which is the concept of emotional intelligence (EI) (Sadri, 2012). Generally emotional intelligence is a person’s ability to identify and understand one’s own and others emotions correctly, and manage those emotions in a desired way (Goleman, 2006; Kunnanatt, 2008; Mayer, Salovey and Caruso, 2004).

Since emotional intelligence is fairly new and complex concept in the leadership literature, its value is highly debated (Kerr et al, 2006; Sadri, 2012). Many authors, such as Goleman, Bouyatiz and McKee (2002) found a clear correlation between emotional intelligence and leadership style of a manager and positive organizational performance. Herkenhoff (2004) argues that in environments of strategic change, successful leaders require both the intellectual competencies to meet cognitive challenges and the emotional capabilities to

inspire and empathize with others. Clarke (2010) asserts that emotionally intelligent project managers are better equipped to solve new challenges and problems that each new project brings. Furthermore, emotional intelligence might enable project managers to inspire fellow project workers and generate higher levels of motivation and commitment toward change (Clarke, 2010).

Self-awareness

Self-awareness is a fundamental leadership competency within emotional intelligence. However, literature on self-awareness and leadership is minimal (Sullivan, 2017). Emotional intelligence leadership facilitates team cohesion as people work together to accomplish defined goals (Posner, 2013; Sullivan, 2017). Self-awareness construct is defined as being able to recognize one's emotions and their effects based on understanding on one's internal states, preferences, resources and intuitions (Boyatzis, 2011; Sullivan, 2017). Self-aware leaders are known for their reflectiveness, self-reflectiveness, and thoughtful reaction towards circumstances as revealed by their deeper understanding of personal emotions, strengths, weaknesses, in addition to values and motives (Mutejaz, 2011, p. 79). Self-awareness leaders possess genuine self-knowledge. They are transparent with themselves and others, they frequently admit their mistakes and failures, and open up for constructive criticisms (Hart, 2017, p. 25).

Self-regulation

Self-regulation is the second category of the emotional intelligence core category. It consists of six concepts: maintain self-control, evoke conscientiousness, demonstrate high adaptability, exhibit high innovation, keep self-motivated, and exude optimism. Self-regulation is one of the significant facets of emotional intelligence for the effectiveness of project managers within project-oriented organizations. It is the personal ability of project managers which is related to considering patience, conscientiousness, adaptability, innovation, motivation, and optimism during their projects.

The research informants emphasized that project managers, after knowing themselves well and identifying their emotions accurately, need to regulate themselves and control their

emotions. They also asserted that if project managers manage themselves well and control their feelings and concerns accurately, they will behave towards their team members more appropriately and thus better manage them. Hence, they implied that in order to be effective, project managers need to have self-regulation as there is a strong connection between managing themselves and managing project stakeholders.

Social-awareness

Social-awareness is the third category of the emotional intelligence core category. It involves only one concept: promote intuition and empathy towards project stakeholders.

Social-awareness is one of the remarkable facets of emotional intelligence for the effectiveness of project managers within project-oriented organizations. It is the particular capability of project managers which is concerned with recognizing their project stakeholders' feelings, concerns, and expectations.

The research informants emphasized that project managers need to feel, realize, and respond to their project team members' anxieties, troubles, and demands. They also stressed that this approach can build effective communications, develop useful connections, and create accurate networks. Hence, they implied that in order to be effective, project managers should be aware of the emotional state of different groups engaged in their projects through their social-awareness.

Social-regulation

Social-regulation is the fourth and last category of the emotional intelligence core category. It encompasses two concepts: build cooperation and teamwork among project team members, and resolve project conflicts and disputes.

Social-regulation is one of the important facets of emotional intelligence for the effectiveness of project managers within project-oriented organizations. It is the particular capability of project managers which is concerned with managing relationships, emotions, and concerns of their project stakeholders.

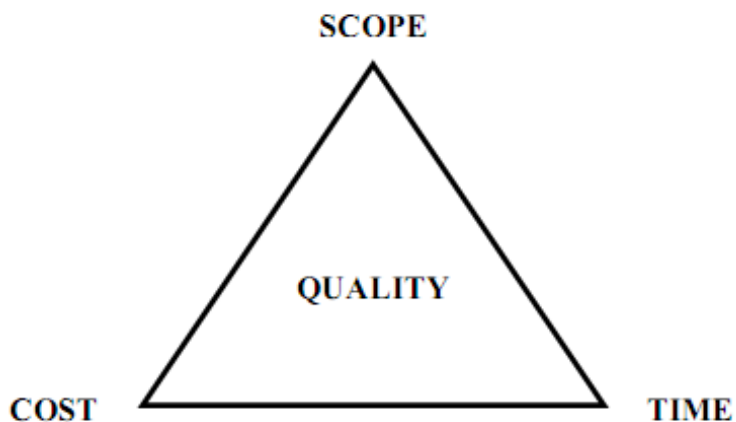
The research informants emphasized that project managers need to know how to approach their project stakeholders, particularly team members, in order to better solve their problems and fulfil their requests, desires, and expectations. They also stressed that project managers should handle the conflicts between their team members so as to enhance the solidarity and collaboration in their project teams. Hence, they implied that in order to be effective, project managers need to manage and control project stakeholders through their social-regulation.

2.1.2 Critical success criterions

Project success is one of the most frequently discussed issue in Project Management literature however, it's still difficult to reach consensus on it.

According to PMBOK, the guide published by the PMI, project success criteria include the project triple constraint (time, cost, scope) and quality (PMI, 2004). The relationship among the parameters is such that if any one of the three (triple constraint) changes, at least one other parameter is likely to be affected. The PMI framework shown in the figure below is referred by many scholars as “the iron triangle” or “Golden triangle”.

Figure 2.1: The iron triangle success criterion



These four criterions and method to measure them are described below in accordance to the PMI standards.

2.1.2.1 Scope

The scope criterion of a project focuses on the project deliverables. Project scope is described in a project charter which commonly includes a description of the business needs that the project results are intended to address and a description of the results (i.e. a service or product description). The most common technique for scope measurement is Variance Analysis. According to this technique, project performance measurements are used to assess the magnitude of variation of performance. Important aspects of project scope control include determining the cause of variance relative to the scope baseline and deciding whether corrective action is required. The scope baseline includes the scope statement and the Work Breakdown Structure (WBS) – this is a project’s detailed list of activities (Boukanos, 2007).

2.1.2.2 Time

The focus of this criterion is a project’s schedule. A project schedule captures the planned dates for activities and milestones. The most common techniques for measuring the time criterion are: Performance Measurement, Project Management Software (e.g. Primavera) and Schedule Comparison Bar Charts (Boukanos, 2007).

2.1.2.3 Cost

For the cost criterion we have to focus on a project’s budget. The budgeting process focuses on determining the cost of project activities and establishing a cost baseline. The cost baseline is a record of the planned cost for a project or project phase. The most common techniques for measuring the cost criterion are: Earned Value Technique (EVT), Forecasting and Trend analysis (Boukanos, 2007).

2.1.2.4 Quality

This criterion focuses on the quality of a project’s performance and results. In terms of project success, we may also use the term “Quality Grade”. Wideman (2000) defines the term quality grade as “A particular attribute of an item, product or service, which meets all minimum project requirements but which may be delivered according to a class ranging from ‘utility’ (purely functional) to ‘world class’ (equal to the best of the best)”.

The most common techniques for measuring the quality criterion are: Control Charts, Histograms, Pareto Charts, Statistical sampling, Scatter Diagrams, Cause and Effect Diagrams.

The PMI framework for evaluating projects is less disputable but for many authors still incomplete.

Ika (2009) expanded this definition by stating that project success can be defined as an analogy of a hexagon, where, in addition to the traditional dimensions of time, cost, and quality; other requirements must be met such as the strategic objectives of the client organization, the satisfaction of the end users, and the approval of other stakeholders.

The reason why project success criteria is deferent from one project to another emanates from the very nature of project. Every project has a certain degree of distinction; this particular disparity is almost as unique as a fingerprint, that no two are ever identical. In addition, different stakeholders view project performance differently and a project that seem successful to the client may be unsuccessful venture for contractors or end users (Toor & Ogunlana, 2010; Jugdev & Muller, 2005; Cookie-Davies, 2002).

Atkinson (1999) explains why project management has been hesitant to adopt alternative success criteria. He does this by demonstrating that two kinds of errors can arise when making an assessment. “Type I errors are made when something is done wrong, while a Type II errors occur when something has not been done as well as it could have been or something was missed” (Atkinson, 1999). When a project is assessed using incomplete success criteria, a type II error is made. As pointed out by many scholars (Morris & Hough, 1987; Pinto & Slevin, 1988; de Wit, 1988), cost, time and quality should be used as success criteria, but not as a single dimension.

Atkinson (1999) therefore suggests three additional criteria and represents them in a model. These new criteria are: success of project outcome (i.e. reliability, validity), organization benefits (i.e. improved efficiency, profits), and benefits for the stakeholder community (i.e. satisfied users, personal development). Atkinson (1999) concludes by stating that these categories are not exhaustive and merely serve to indicate the existence of other success criteria.

Muller and Turner (2010) proposed a number of critical success factors which are: End-user satisfaction with the project's product or service, Suppliers' satisfaction, Project team's satisfaction, Other stakeholders' satisfaction, Meeting project's overall performance (functionality, budget and timing), Meeting user requirements, Meeting the project's purpose, Client satisfaction with the project results, Reoccurring business with the client and Meeting the respondent's self-defined success factor.

The understanding of project success has developed in accordance with the understanding of projects. Four distinctive phases (eras) can be identified (Judgev & Muller, 2005) which is summarized in the table below.

Era	Characteristics & environment	Critical Success factors
1 st (the '50s, '60s and early 70's)	- Static environment (no change in client demand)	time, cost and quality (Olsen, 1971)
2 nd ('70s and 80's)	- Fall of long term planning - Unstable environment (due to the oil crises) and change in client demand	project triangle and stakeholder (client and end-user) satisfaction (Wateridge, 1997)
3 rd (the '90s)	- A need for a stronger integration of projects with the organizational strategy (Kwon, 2011). - critical success factors and success criteria were considered as two sides of project success which are in an interrelationship with each other	Focus on the internal and external stakeholders and the project environment
4 th ('20s still going)	- strategic orientation - rapidly changing and more complex world (due to globalization and the widespread of the technological novelties, like the internet) (Hartnan and Ashrafi, 2002)	The need for analyzing the interrelationships among critical success factors and success criteria has increased

Table 2.1: Project success understanding Phases

2.1.3 Project success Factors

Project success factors, are the set of circumstances, facts, or elements which, when influenced, increase the likelihood of success (Kerzner, 1987). Success factors contribute to the success or failure of a project, but do not form the basis of the judgment which makes them different from success criteria. Success factors are the independent variables that make success more likely.

Van der Merwe & Hauptfleisch (2012) categorized the success factors into four main groups based on the principles of management, namely Human management, Process, Organization and an additional category of Contractual and Technical based on the implementation of a construction project. In their study, they also defines project success as, achieving the success criteria (“What to achieve”) of stakeholder’s appreciation, completion on time, within cost and quality through the success factors (“How to achieve”) of human management, process, contract and technical, and organization.

Their concept of success criteria and success factor is summarized in the table below.

SUCCESS CRITERIA	SUCCESS FACTORS	ELEMENTS OF SUCCESS FACTORS
APPRECIATION BY STAKEHOLDERS	HUMAN MANAGEMENT	- Team and leadership - Project manager - Communication - Stakeholder management
TIME	PROCESS	- Planning - Scheduling - Monitoring and Control - Quality Management - Risk Management
QUALITY	ORGANIZATION	- Organization structure - Financial resources - Policy and strategy - Learning Organization - External environment

COST	CONTRACT & TECHNICAL	- Procurement & Contract - Contractor - Technical - Innovation
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Table 2.2: Success Criteria and Success Factors

Pinto and Slevin (1988) have identified ten project success factors, which are regarded as a classic piece of work in the realm of project success. The list produced by Pinto and Slevin (1988) is universally quoted in the perspective of project success factors and included factors like including project mission, top management support, project schedules/plan, client consultation, personnel, technical tasks, client acceptance, monitoring and feedback, troubleshooting, communication, characteristics of the *project team leader* (emphasis added), power and politics, environmental events, and urgency.

2.1.4 Leadership and project success

Hemphill and Coons (1957) define leadership as the conduct of an individual which aims at guiding the activities of a group for achievement of a shared goal. Jago (1982) defined leadership as the use of non-coercive influences to direct the activities of members of an organized group towards the accomplishment of group objective. Leadership is the ability to persuade others to accomplish pre-defined goals with zeal, enthusiasm and willingness (Shi & Chen, 2006).

According to Bass (1990, p. 11), “there are as many different definitions of leadership as there are persons who have attempted to define the concept.” Bass (1990) indicated that definitions of leadership are linked to group processes, to personality, to exercising influence and as an act or behavior. Northouse (2004) integrated various approaches and came up with the following definition: “Leadership is a process whereby an individual influences a group of individuals to achieve a common goal” (p. 4).

In the context of project management, good leaders are required to assign appropriate importance to relationships, communicate their values, and at the same time pay suitable importance to processes (Turner, 2006). Given the significance of project management processes and team members in project success, the project manager has to pay attention

to both the management and leadership roles; the emphasis shift from one role or the other based on the size and characteristics of the project.

It is important to understand the distinction between management and leadership, which is not always obvious. Management is usually focused on classical functions such as planning, organizing, and controlling. In general, management is concerned with making decisions about processes and functions in order to improve operational efficiency and effectiveness. Leadership, on the other hand, is about motivating and guiding people to realize their potential and achieve tougher and challenging organizational goals. (Vittal, 2010)

Rarely does the literature on project success factors specifically or overtly mention the project manager and his or her leadership attribute and competence. Many of the previously cited authors asked project managers their opinion, and it would seem that many project managers do not recognize themselves, their leadership attributes, or their competence as a contributor to project success.

Although the project success literature has, by and large, ignored the project manager (and his or her competence, personality, or leadership attributes) as a project success factor, much has been written on those subjects and some researchers has gone as far as concluding that PM's leadership attributes are critical to the success of the project. Thite is one of the researchers that stated leadership is considered a critical success factor for projects (Thite, 1999).

Kloppenborg and Opfer (2012), in a detailed review of project management research, found that the focus of project management research in the 1960s to 2000s concentrated on the elements of planning and scheduling. In the 2000s the emphasis was in the area of scheduling, control, and automated tools, which led to research in the area of life cycle costing and risk management planning. In the late 2000s research into team building and leadership emerged (Shenhar & Dvir, 2007). The emphasis placed on leadership and human relations contributed to increased efficiency in addressing the problems encountered in the project process (Johnson, 2009). The development of better processes

and the organizing of teams more effectively resulted from an increased emphasis on leadership and human resources (Kloppenborg & Opfer, 2012).

Achieving successful project outcomes require the combination of technical and leadership competencies (Zimmerer & Yasin, 2008). Many project management processes and techniques (planning, scheduling, control, and automated tools) exist for tracking and measuring the technical elements of projects. The processes and methods do not generally track or measure leadership skills of managing people such as communication, building relationships, resolving conflict, and team engagement or motivation (Kloppenborg & Opfer, 2012). It is believed that leadership competencies are required to enable project management to effectively use human resource skills to improve project outcomes (Schmid & Adams, 2008).

2.2 Empirical Review

Previous studies focused mainly on technical competencies of PMs. Recent studies discussed the project leadership so far, concluded that project leadership competencies are positively related with the project success, for example Geoghegan et'al discussed that leadership competencies were found to be positively correlated with the project success. Another important reason is that project management was considered as technical field, but now most researchers have realized the behavioral aspect of the project leaders (Jugdev and Muller, 2005).

Porthouse and Dulewicz (2007) argued that PMs should possess leadership qualities because leadership is significantly related with the project success. In addition, the organizations have realized that projects are an integral part of the organization success likewise; project leadership is a key factor for project success. Therefore, the organizations should focus on developing leadership competencies among PMs through training and development.

Other studies have examined the relationships of leaders' personality traits as applied to project management (Malach-Pines, Dvir, & Sadeh, 2008; Muller, Geraldi, & Turner, 2012). Both of these studies examined various traits of PMs, and the association of these traits toward the success of projects that ranged in various levels of complexity. Muller,

Geraldi, and Turner (2012) have applied a framework of leadership competencies such as intellectual, sociability, farsightedness, result orientation of PMs, and how competency in this framework affects project outcomes. The results from Muller, Geraldi, and Turner (2012) indicate personal traits like the quality of intellect did not show any significant impact on project success even though they were taught important in dealing with complex projects while result orientation/focus of the PM was found to have significant association with project success.

Prior research (e.g., Byrd & Turner, 2001) identified requirement of both hard and soft skills as key aspects for success of PMs. However, their interdependence has mostly been overlooked in real sense. Recent researchers have found new trends (Klaus, 2010). A study indicated that hard skills contribute only 15% to one's success, whereas 85% of success is due to soft skills (Watts & Watts, 2008, as cited in John, 2009).

In her study of project management effectiveness, Hyavari (2006) defines technical leadership competence as the "competency to use project management tools and methods to carry out projects". The significance of technical competence as it relates to a PM's success is unclear.

Anderson and Tucker (1994), for example, advise that selecting a PM with an appropriate technical background is essential, but caveat their statement by saying that technical competence without managerial capabilities is not enough. Goodwin (1993) offers that PMs who have too strong a focus on the technical aspects of a project may fail to recognize organizational, political, and other external realities to the detriment of his work. However, other studies report that technical competence is related to success, or at least perceived to be related. Thamhain (2004), for example, finds that the use of project management tools and techniques has a strong influence on team performance. Although it appears that technical competence is not as significant as other PM attributes in predicting success, its importance within the literature still draws the expectation that the level of technical competence a PM possesses will positively influence the level of success he/she achieves.

Trivellasa and Drimoussisb (2013) conducted a research by classifying PMs in two groups i.e. successful and unsuccessful PMs to test any difference in leadership attributes.

Trivellasa and Drimoussisb (2013) found that Soft skills such as communication, coordination, interpersonal relationships and teambuilding were ranked higher by PMs in successful projects. Manazar et'al also found that the strongest relationship exists between project success and communication skills, coordination skills and problems finding and analyzing skills; $r = 0.695$, $r = 0.691$ and $r = 0.675$ respectively. , $p < 0.01$, followed by interpersonal skills and team building skills while conducting a study of impact of PM's soft leadership skills on project success. Similarly, Manazar et,al found that the strongest relationship exists between project success and communication skills, coordination skills and problems finding and analyzing skills; $r = 0.695$, $r = 0.691$ and $r = 0.675$ respectively. , $p < 0.01$, followed by interpersonal skills and team building skills.

Trivellasa and Drimoussisb (2013) also concluded that PMs in successful projects exhibit high levels of self-awareness, and relatively low levels of relationship management. The wider difference between PMs in successful and less successful projects was detected for social awareness. Under a similar logic, successful PMs demonstrated significantly higher levels of emotional intelligence than their counterparts.

Chapter Three: Research Methodology

This chapter describes methodology used for collecting and analyzing the data in the study. It describes the research design, population, sample and sampling techniques, instruments for data collection and procedures, data processing as well as data analysis methods suitable to the achievements of the stated objectives.

3.1 Research Design

The research design that was adopted for this study was descriptive research design because it allowed the researcher to study phenomena and not to manipulate variables as noted by Kombo & Tromp (2006). Borrowing from Mugenda and Mugenda (2013) descriptive research is a self-report study which requires the collection of quantifiable information from the sample. This research design was suitable for establishing leadership qualities of effective project managers of MKC-RDA. By using this design, the researcher was able to find answers to questions by analyzing specific variable related to project success.

3.2 Unit of Analysis

The PMs that are working under the wings of Meserete Kristos Church – Relief and Development Association (MKC-RDA) will be the unit of analysis for this research.

3.3 Target Population

The researcher implemented census method because the project manager's group at MKC-RDA is of manageable size and the result of the study will be more reliable. Therefore all 78 project managers are targeted for this study.

3.4 Research Instrument and Data Collection

A structured questionnaire was used to gather data from the sample. A questionnaire survey is adopted for collecting data because of its advantage in yielding responses in standard format from a large number of respondents and the benefit of collecting data from respondents that are from geographically dispersed locations.

The questionnaire is adopted from previous literatures which were consolidated in a structured manner and will be administered to the PMs. The questionnaire has four parts. The first part of the questionnaire is disclosing statement as to the purpose of the

questionnaire and assurance of confidentiality of information contained within. The second part solicits demographic information such as gender, age, education level and experience of the respondent. The third part of the questionnaire contains information about the project success rate while the final section of the questionnaire identifies ratings of four leadership qualities mainly personal trait, technical leadership skills, soft leadership skills and emotional intelligence and their respective contribution to project success.

The personal trait category contained eight items. The items used for measuring the personal trait of the PM were adopted from Nanus (1989) and Kaleb (2017). The technical leadership skill category items also contained eight items. The items used for measuring the PM's technical leadership skills were adopted from PMBOK Guide. The soft leadership skills category contained six items which were adopted from Shi & Chen, 2006. The emotional intelligence category contained four items were adopted from Goleman et al (2002). The project success rate was filled in by the resident engineer of the project before the questionnaire was disseminated to the respective PM.

3.5 Validity and reliability

In order for the research results to be considered accurate, its findings must be both reliable and valid. Effort will be made to ensure the content validity of the data collection instrument so as to assure that the survey questions represent topics that will be measured and are accurate (Gerhardt, 2004). The study addressed the content validity of the survey instrument by using previous literature, by defining each competency in specific terms to increase understanding of terminology that will be used in the survey and by obtaining an expert review of the survey content (Bauer, 2005).

Reliability can be expressed in terms of stability, equivalence and consistency of a test. Consistency check, which is commonly expressed in the form of Cronbach coefficient, is a popular method. In general speaking, the higher the Alpha is, the more reliable the test is. There isn't a commonly agreed cut-off. Usually 0.7 and above is acceptable (Nunnally, 1978). This study's Cronbach's Alpha was 0.783 which is beyond the acceptable level. Therefore the study can be used in further analysis.

3.6 Method of Data Analysis

After the primary and secondary data gathering procedures complete, the collected data was checked through different phases (editing, coding, data entry and data analysis), data was analyzed using SPSS (Statistical Packages for the Social Scientist) statistical package which was set at the 0.05 significance level.

All independent variables were given marks between one up to five (1-5) for the analysis purpose.

The study assessed the importance of PM's leadership qualities for project success in the case of MKC-RDA projects by averaging scores for all variables under each variable for each dimension/variables of all respondents. 78 questionnaires were distributed and 61 were returned. IBM SPSS statistics 20 software was used for analysis. Descriptive types of statistics allowed the study to organize and summarize the data collected. The interpretation was made using total average means scores and standard deviation.

All data was analyzed by using mean value of the factors. The importance of each factor in the questionnaire was analyzed using mean and standard deviation.

3.7 Ethical considerations

Ethical conduct states that it is the responsibility of the researcher to assess carefully the possibility of harm to research participants, and to the extent that it is possible, the possibility of harm should be minimized (Bryman & Bell, 2007, p.128). As the module compiled by Graduate Studies and Research Office of Addis Ababa University (2009) says research ethics deals primarily with the interaction between researchers and the people they study (and in recent decades, on laboratory animals as well); while professional ethics deals, among others, with additional issues such as collaborative relationships among researchers, mentoring relationships, intellectual property, fabrication of data and plagiarism.

The researcher exercised utmost caution while administering the data collection instruments to the respondents to ensure their rights and privacy were upheld. Prior to actual administration of the instruments, an introduction on the aim and the purpose of the

study was made to the respondents in the language they best understood. The study also sought the consent of the respondents before they were provided with all the requirements of the study. To ensure confidentiality, the respondents' names did not appear on the questionnaire. Furthermore, no respondent was coerced into the exercise at any level.

Chapter Four: Result and Discussion

4.1 Introduction

In this section, the result and discussion on the importance of leadership qualities for the success of MKC-RDA projects are presented. 78 questionnaires were distributed to all the project managers of MKC-RDA. Out of the 78 issued questionnaires, 61 questionnaires representing 78.2% of the total questionnaires distributed were returned fully completed, while 17 questionnaires were not returned, representing 21.8% of the total questionnaire.

4.2 Demographic Data

The analysis of the demographic data of respondents is summarized below.

		Count	Frequency	Percent
Gender	Male	54	54	88.5
	Female	7	7	11.5
Age	18-28	8	8	13.1
	40-50	15	15	24.6
	29-39	35	35	57.4
	50+	3	3	4.9
Education	Deploma	0		
	BA/BScDegree	48	48	78.7
	MA/MSc	13	13	21.3
	Doctrate	0		
	Other	0		
Experience	<1	5	5	8.2
	1-2	2	2	3.3
	2-5	11	11	18.0
	>5	43	43	70.5
Project success rate	Above 95%	9	9	14.8
	81%-95%	27	27	44.3
	66%-80%	22	22	36.1
	50%-60%	1	1	1.6
	Below 50%	2	2	3.3

Table 4.1: Frequency Analysis of Respondents' Demographic profile

As it is indicated in Table 4.1, out of the total 61 respondents 54 (88.5%) were male and 7 (11.5%) were female which generally indicates that the majority of the sampled respondents were predominantly male. From the findings, out of the 61 respondents, 13.1%

respondents were in the age range of 18- 28 years; 57.4% were between 29-39 years old; 24.6% were between 40-50 years old and 4.9% were above 50 years old. The age distribution of the respondents revealed different levels of job experience in their respective functional areas. When we see the educational status of the respondents, 78.7 % of the respondents have BA/BSc while 21.3% of the respondents have MA/MSc degree.

On the respondent's years of experience, the results indicate that majority i.e. 70.5% of the respondents have more than 5 years of working experience. This is followed by 18.0 % of the respondents who have their years of working experience between 2 - 5 years; 5 respondents representing 8.2% of the total respondents have less than 1 year of working experience and 2 respondents (3.3 %) have between 1- 2 years of working experience.

The respondent's success rate, filled by the project coordinator, revealed that more than half of the respondents (59.1%) falls in the >95% & 81%-95% category. This implies that more than half of the respondents can be considered successful.

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

4.3 Descriptive Statistics for Study Variables

4.3.1 Personal Leadership trait and project Success

For personal trait, there were eight key aspects that were assessed namely farsightedness, easy access/ availability, honesty & integrity, Self-confidence, focus on result, enthusiasm, persuasiveness and social behavior.

The respondents were asked to give their opinions on these aspects of personal trait that affect project success. The responses were measured by a five point Likert scale; 1.Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree.

The following statements were presented to the respondents to establish the extent to which they agreed with the statements on the effects of PM's personal trait on project success. A summary of respondent's mean rating of the eight aspects and overall personal trait is presented below in Table 4.2.

Personal Traits	N	Mean	Std. Deviation
The project manager's farsightedness	61	4.8689	.34036
The project team having easy access to the project manager	61	4.7705	.42401
Honesty and integrity of the project manager	61	4.2131	1.11228
Self-confidence of the project manager	61	3.9016	.50678
The project manager's focus on result	61	3.1475	1.03015
Enthusiasm of the project manager	61	4.6885	.56394
Persuasiveness of the project manager	61	3.0984	.76822
The project manager's social behavior, social adaptability and extrovert nature	61	4.2459	.62332
Total		4.117	0.67

Table 4.2: Personal Trait of PM

Source: Survey data (2019)

The study found out that the PM's farsightedness or the ability to operate in the future and the project team having easy access to the PM have a very high importance for project success with a mean of 4.87 and 4.77 respectively, which the respondents categorize to be the most critical traits among the Personal traits. All of the respondents agreed with the statement that farsightedness have an impact on project success (86.9% of the PMs strongly agree with the statement that while 13.1% agreed with the statement).

From the findings of the study, it can be observed that PM's enthusiasm is ranked the third factor that has a high importance for the success of a project with a mean value of 4.69. Except 4.92% of the respondents that were indifferent, all PMs agreed the enthusiasm of the PM affects project success.

Enthusiasm is followed by honesty and integrity of the PM which has a mean value of 4.21. 77% of the total respondents agreed with the statement that honesty and integrity are important for project success while 14.8% of the successful PM's disagreed with the statement and 8.2% were indifferent.

Self- confidence of the PM and the project manager's social behavior, social adaptability and extrovert nature scored the fifth and sixth place with an almost equal mean value of 4.18 and 4.16 respectively.

Project Manager's focus on result got the seventh place with the mean value of 3.15. Even though it has a low value compared to the other factors, it's still greater than 3 which means that the considerable amount of the respondents either disagree or were neutral with the statement that the PM's focus on result impacts project success. To be specific, from the total respondents, 37.8% of the PMs agree with the statement that focus on result have an impact on project success (of these, 19.7% were successful PMs & 18.1% were Unsuccessful PM's) while 34.4% disagrees with the statement (21.3% Successful & 13.1% Unsuccessful PMs) and the rest (27.8%) were neutral to statement.

The Personal trait factor that has the least importance for project success, according to this study, is the persuasiveness of the project manager with a mean value of 3.09. Which means that the majority of the respondents were unaware of the impact of persuasiveness on project success. From the total respondents, 34.4% of the PMs agree with the statement that persuasiveness has an impact on project success (of these, 18.0% were successful PMs & 16.4% were Unsuccessful) while 24.6% disagrees with the statement (13.1% Successful & 11.5% Unsuccessful PMs) and the majority (41%) were neutral to the statement.

With regard to the total effect of personal trait on project success, as the total mean of 4.115 indicates, the respondents agree that the project manager's personal traits have a high importance for project success.

This result is supported with a study by James (2000). The researcher conducted a one-on-one interview 20 leaders. The respondents were asked to give a list of the top qualities they felt were essential for a project manager to possess to effectively lead constituents. The

study found that 11 of the 20 participants (55%) noted all or some of the eight personal traits studied in this study.

4.3.2 Technical leadership skill and Project success

There were eight key items that were assessed under technical leadership namely knowledge of cost management & budgeting process, schedule management process, quality management process, risk management process, stakeholder identification and management process, communication management process, procurement management process and human resource management process.

The respondents were asked to give their opinions on these aspects of technical skill that affect project success. The responses were measured by a five point Likert scale; 1.Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree.

The following statements were presented to the respondents to establish the extent to which they agreed with the statements on the importance of PM's technical skills for project success. A summary of respondent's mean rating of the eight aspects and overall personal trait is presented below in Table 4.3.

Technical Skills	N	Mean	Std. Deviation
The project manager's knowledge of cost management and budgeting process	61	4.3770	.68712
The project manager's knowledge of schedule management process	61	4.3443	.57403
The project manager's knowledge of quality management process	61	4.6885	.50136
The project manager's knowledge of risk management process	61	3.7541	1.17836
The project manager's knowledge of stakeholder identification and management process	61	4.2459	.88799

The project manager's knowledge of communication management process	61	4.6393	.48418
The project manager's knowledge of procurement management process	61	2.7541	.94262
The project manager's knowledge of human resource management process	61	4.2295	.95557
Total		4.129	.776

Table 4.3: Technical Skill of PM

Source: Survey data (2019)

From the factors of technical leadership skill the PM's knowledge of quality management process and communication management process affects project success to a very high extent with a mean of 4.69 and 4.64 respectively. For both, all of the respondents agree that both items have an impact on project success. The only difference is on the level of their agreement, i.e. the majority of the respondents strongly agree with the statement that the PM's knowledge on quality management process has an impact on project success.

The PM's knowledge of cost management & budgeting management and schedule management process are the next factors that have a high importance for project success with a very close mean value of 4.38 and 4.34 respectively.

The PM's knowledge of stakeholder identification and management process and human resource management process also have a similar mean value of 4.2 which indicates a high importance for project success. The majority of the respondents agree with the statement that the PM's knowledge of stake holder identification and management has an impact on project success except for 8.2% of the respondents that disagreed and 4.9% that were neutral to the statement. As for the statement that said the PM's resource management knowledge has an impact on project success, all respondents agreed except for 19.7% that either disagreed or were neutral to the statement.

The respondents identified that the project manager's knowledge of risk management process affects the project success with a mean value of 3.75.

The study's findings show that the PM's procurement management process either doesn't have any importance for project success or, as a mean value of 2.75 indicates, most of the respondents were unaware of the importance. To be specific, 49.1% of the respondents

disagreed while 21.3% were neutral to the statement that PM's knowledge of procurement management has an impact on project success.

The study findings show that the total importance of the PM's technical leadership skill for project success is very high with a total mean of 4.13.

4.3.3 Soft leadership skill and Project success

There were six items that were assessed under soft leadership namely PM's communication skill, interpersonal skill, coordination skill, team building & delegation skill, problem solving skill, and time management skill.

The respondents were asked to give their opinions on these aspects of personal trait that affect project success. The responses were measured by a five point Likert scale; 1.Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree.

The following statements were presented to the respondents to establish the extent to which they agreed with the statements on the impact of PM's soft leadership skills on project success. A summary of respondent's mean rating of the eight aspects and overall personal trait is presented below in Table 4.4.

Soft Skills	N	Mean	Std. Deviation
The project manager's communication skills	61	4.5082	.67387
The project manager's interpersonal skills	61	3.4590	.97594
The project manager's coordination skills	61	4.8197	.42849
The project manager's team building and delegation skills	61	4.7213	.48755
The project manager's problem finding, analyzing and solving skills	61	4.7541	.43419
The project manager's (temporal) skills	61	3.5246	.94175
Total		4.298	0.6569

Table4.4: soft skills of PM

Source: Survey data (2019)

All of the soft skill factors have a mean greater than 3 implying that all factors have a significant importance for project success.

From six soft skill key items, the project manager's coordination skill has the most significant importance for project success with a mean value of 4.82. All of the respondents agree with the statement that the PM's coordination skill has an impact on project success except for a 1.6% that were neutral to the statement.

The project manager's problem finding analyzing & solving skill and the project manager's team building and delegation skill have a very high importance for project success with a mean value of 4.7. Here also, all of the respondents agree that both factors are important for project success except for a 1.6% that were unaware of the importance of team building and delegation skill of PM on project success.

The project manager's interpersonal skill and time management (temporal) skills have a high importance for project success but, compared to the other aspects in soft leadership skills, have a relatively lower mean value of 3.45 & 3.52 respectively. On the importance of PM's interpersonal skill on project success 13.1% of the respondents disagreed while 49.2% were unaware of the importance. And for the importance of PM's temporal skill for project success, 8.2% of the respondents disagree while 54.1% were unaware of the impact. These findings concur mostly (except for the impact of PM's team building skills) with a study by Manazar et al. (2015) which concluded that the most important factor on project success is project managers' coordination skills with max contribution, followed by communication skills and problem finding, analyzing and solving skills whereas, Project Managers' interpersonal skills and team building skills have relatively less contribution. The findings of the study reflect that the soft leadership skill of the PM has a very high importance for project success with a total mean value of 4.3.

4.3.4 Emotional intelligence and Project success

There were four items that were assessed under emotional intelligence namely PM's self-awareness, self-management, social awareness and relationship management.

The respondents were asked to give their opinions on these aspects of personal trait that affect project success. The responses were measured by a five point Likert scale; 1.Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree.

The following statements were presented to the respondents to establish the extent to which they agreed with the statements on the impact of PM's technical skills on project success. A summary of respondent's mean rating of the eight aspects and overall personal trait is presented below in Table 4.5.

Emotional Intelligence	N	Mean	Std. Deviation
The project manager's degree of self-awareness	61	3.377	0.5821
The project manager's degree of self-management	61	4.2623	.83470
The project manager's degree of social awareness of working environment	61	3.5738	1.02403
The project manager's relationship management approach with various stakeholders	61	4.5410	.59368
Total		3.939	0.759

Table 4.5: Emotional intelligence of PM

Source: Survey data (2019)

Of the four key aspects of emotional intelligence, the project manager's relationship management approach with various stakeholders has the highest importance for project success with a mean value of 4.54. Except for 4.9% of the respondents that were unaware of the impact, all of the respondents agree with the statement that the PM's relationship management has an impact on project success.

The project manager's degree of self-management also has a mean value of 4.3 which implies that it is a critical factor for project success.

The project manager's degree of social awareness of working environment also has importance for project success with a mean value of 3.57.

From the four emotional intelligence factors, the project manager's degree of self-awareness has a lower mean value of 3.3 but still is important for project success. The majority of the respondents (67.2%) were unaware of the impact of the PM's self-awareness on project success.

The findings of the study show that the PM's emotional intelligence has a high impact on project success with a total mean value of 3.94.

The total mean value & the rank of the four leadership attribute aspects discussed in this study is described in the table below.

Leadership Attribute	Total Mean Value	Rank
Personal Trait	4.12	3
Technical Leadership Skill	4.13	2
Soft leadership Skill	4.3	1
Emotional Intelligence	3.9	4

Table 4.6: Summary of Leadership Qualities

Source: Survey data (2019)

As shown in the table 4.6 the finding of this study reflect that all four of the leadership qualities of the project manager, i.e. personal trait, technical skill, soft leadership skill & emotional intelligence, have a significant importance for project success. From the four leadership qualities, the project manager's soft leadership skill has the highest importance for project success. The PM's technical skill, personal trait and emotional intelligence hold the second, third and fourth place respectively in their level of impact on project success.

Chapter Five: Summary of Findings, Conclusions and Recommendations

This chapter presents the summary of the data findings on assessment of the importance of leadership qualities for project success in the case of Meserete Kiristos Church- Relief and Development Association (MKC-RDA). It also gives conclusions and recommendations drawn from the findings. The chapter is therefore structured into summary of findings, conclusions, recommendations and area for further research.

5.1 Summary of Findings

The study showed that four leadership qualities of the project manager, namely: personal trait, technical skill, soft leadership skill and emotional intelligence are important for project success of projects at MKC-RDA. Below is the summary of the findings:

5.1.1 Personal traits and project success

The findings of the study revealed that the PM's personal traits are important for project success significantly. All the eight items under personal traits of the PM, which are: farsightedness, accessibility, honesty and integrity, self-confidence, focus on result, enthusiasm, persuasiveness and social behavior of the project manager have a significant importance for project success.

The respondents agree that, farsightedness of the project manager is the most important trait for project success followed by accessibility to the project team, enthusiasm of the PM, the project manager's social behavior, honesty and integrity of the PM, and self-confidence of the PM. Majority of the respondents either disagreed or were unaware of the importance of PM's focus on result and persuasiveness have on project success.

5.1.2 Technical skill and project success

The study findings show that technical skill of a project manager has a very high importance for project success.

The eight factors under technical skill were the project manager's knowledge of cost management, schedule management, quality management, risk management, stakeholder management, communication management, procurement management and human resource

management. According to the respondents, the PM's knowledge of quality management and communication management process are the most important factors for project success. The PM's knowledge of cost management, schedule management, stake holder management, human resource management and risk management also have a significant importance for project success. The majority of the project managers/ the respondents agree that the PM's knowledge of procurement management doesn't have a significant importance for project success or that they are neutral to it.

5.1.3 Soft leadership skill and project success

The study shows that of all the four leadership qualities, soft leadership skills of the PM is the most important leadership quality for project success.

The respondents agree that all the six items under soft leadership skill (which are: the PM's communication skill, coordination skill, interpersonal skill, team building and delegation skill, temporal skill and problem finding, analyzing and solving skill) have a significant importance for project success.

According to the respondent's opinion, the PM's coordination skill is the most important for project success while the PM's interpersonal skill has relatively a lower importance of all the six factors.

5.1.4 Emotional intelligence and project success

The findings of the study reflect that emotional intelligence has a significant importance for project success.

The respondents agree that all the six items under soft leadership skill (which are the PM's degree of: self-awareness, self-management, social awareness and social management/relationship management) have a significant importance for project success.

The respondents also indicated that the PM's social-awareness is the very important for project success while the PM's self-awareness has a relatively lower importance. Even though PM's self-awareness has a relatively lower impact, it is still a significant importance.

5.2 Conclusions

The general aim of the dissertation was to assess the importance of leadership qualities of the PM for project success for the case of MKC-RDA. To complete this aim the researcher reviewed literature on the area of project success, leadership qualities and related areas comprehensively and then conducted a survey with project managers of MKC-RDA.

From the study findings, it can be concluded that personal trait of the PM have a large importance for project success. All the personal traits of the project manager have a significant effect on project success with PM's farsightedness, accessibility and enthusiasm at the top, PM's social behavior, self-confidence, honesty and integrity in the middle and PM's focus on result and persuasiveness at the bottom.

The study established that the PM's technical skill has a significant importance for project success. The PM's knowledge of cost, quality, schedule, risk, human resource, stakeholder and communication management are all very significant skills that are important for project success. The PM's knowledge of procurement was found to have low importance for project success.

The study showed that the PM's soft leadership skill had the greatest importance for project success with staff roles/responsibilities being clearly defined and team members participating in project control processes. The study reflected that the PM's soft skills like: coordination skill, problem finding, analyzing, and solving skill, team building and delegation skill and communication skill have a very high importance for project success.

The study concludes that, of the four leadership qualities, emotional intelligence of the PM had the least effect on project success of MKC-RDA projects.

5.3 Recommendations

This study recommends adoption and application of effective project management leadership practices for improved project success.

Due to the complex nature of projects, the study recommends that a project manager should acquire and develop a mix of leadership qualities in the areas of personal trait, technical skill, soft skill and emotional intelligence. Therefore top management must be

aware of the imperative importance personal traits, emotional intelligence, soft and technical leadership skills when selecting a PM. These leadership qualities are found to be closely associated with project success.

The study suggests that emphasis should be given to the project manager's soft leadership skills including their coordination skill, team building and delegation skills, problem finding, analyzing and solving skills, and communication skills. These skills should be critically considered when selecting a project manager and top management should work towards continuously developing these skills once the project managers are selected.

The study recommends that a personal test should be administered in the project manager selection process to identify the project manager's personal traits and emotional intelligence. The result of the test should highly contribute to the selection criteria. The project manager should be able to see the future and should have the enthusiasm, passion and self-confidence to communicate that with others, should have a higher degree of self-management and social management abilities. Among other personal traits and emotional intelligence factors, the project manager should be easily accessible their team members.

The study also suggest an effective mechanism of vetting and developing the project manager's technical skills especially quality, cost, schedule and communication management skills. Project managers should have technical skills which are all geared towards ensuring effective and efficient execution of projects achieving satisfactory progress on project success.

5.4 Suggestion for Further Research

The study suggests that further research should be carried out to establish the other factors that qualities to project success, since the current study only examined four project management leadership aspects which are personal trait, emotional intelligence, technical and soft skills. The study was only based on the expert opinions to establish the effect of these leadership qualities on project success. It is suggested to further study the topic by measuring the project manager's leadership qualiteis and their performance to further establish the degree of relationship between the two variables.

The study focused on success of projects at MKC-RDA from the project manager's perspective, where the respondents were drawn from the organization only. It is recommended that this topic can be investigated from the beneficiary perspective where the project beneficiaries constitute the sample population.

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ANNEX 1- Questionnaire

ADDIS ABABA UNIVERSITY
SCHOOL OF COMMERCE
MASTER PROGRAMS IN PROJECT MANAGEMENT

Dear Sir/Madam

Good day! I am a graduate student in the postgraduate program of Project Management at Addis Ababa University, School of Commerce. I am currently undertaking a research project on the topic “Leadership qualities of effective project managers; The Case Study of MKC-RDA” to fulfill the partial requirement for the Master’s Degree program.

You are one of the respondents that have been selected to participate in this research. I would be grateful if you kindly take few minutes of your time from your busy schedule to fill out this questionnaire by reflecting on your personal experience with regard to the issues raised. Your willingness and cooperation in giving a genuine information is well appreciated and the information you provide will be used for academic purpose only and will be kept in strict confidentiality.

If you would like to gain further information about this study or have a problem in completing this questionnaire, please contact me via email tsitsion.t@gmail.com or on my cell phone 0913-52-97-84.

I would like to thank you in advance for your cooperation and taking the time to consider my request.

Yours Sincerely,

Tsion Tadele

Section 1: General information

Please mark ✓ the answer you have selected.

1. Sex

☐ female Male ☐

2. Age

☐ 18-28 ☐ 40-50 29-39 ☐ 51 and above ☐

3. Education level

☐ Diploma Bachelor ☐ Degree Masters ☐ Degree Doctorate degree ☐

☐ Other: _____

4. Work Experience

☐ Less than a year 1 ☐ Year to 2 years 2 years ☐ to 5 years Above 5 ☐ Years

5. Project success rate (**Not to be filled by Respondent**)

☐ Below 50% ☐ 50%-64% ☐ 65%-79% 80% ☐ 80%-94%

☐ 95% and above

Section 2: Leadership Qualities and Project Success

Please respond according to your first reaction to each statement by putting X or

√ mark to show the degree to which you concur with the statement.

No .	Personal Traits	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	The project manager's farsightedness or the ability to operate in the future has impact on project success.					
2.	The project team having easy access to the project manager has impact on the project success					
3.	Honesty and integrity of the project manager has impact on project Success					
4.	Self-confidence of the project manager has impact on the project success					
5.	The project manager's focus on result has impact on the project success					
6.	Enthusiasm of the project manager has impact on the project success					
7.	Persuasiveness of the project manager has impact on the project success					
8.	The project manager's social behavior, social adaptability and extrovert nature has impact on project success					
	Technical Skills					
1.	The project manager's knowledge of cost management and budgeting process impacts the project success					
2.	The project manager's knowledge of schedule					

	management process impacts the project success					
3.	The project manager's knowledge of quality management process impacts the project success					
4.	The project manager's knowledge of risk management process impact the project success					
5.	The project manager's knowledge of stakeholder identification and management process impact the project success					
6.	The project manager's knowledge of communication management process impact the project success					
7.	The project manager's knowledge of procurement management process impact the project success					
8.	The project manager's knowledge of human resource management process impacts the project success					
	Soft Skills					
1.	The project manager's communication skills have impact on the project success					
2.	The project manager's interpersonal skills have impact on the project success					
3.	The project manager's coordination skills have impact on the project success					
4.	The project manager's team building and delegation skills have impact on the project success					

5.	The project manager's problem finding, analyzing and solving skills have impact on the project success					
6.	The project manager's time management (temporal) skills have impact on the project success					
	Emotional Intelligence					
1.	The project manager's degree of self-awareness has impact on project success					
2.	The project manager's degree of self-management has impact on project success					
3.	The project manager's degree of social awareness of working environment has impact on the project success					
4.	The project manager's relationship management approach with various stakeholders has impact on project success					

ANNEX 2- Reliability Analysis

Reliability Statistics

Cronbach's Alpha	N of Items
.783	35