ADDIS ABABA UNIVERSITY

COLLEGE OF BUSINESS AND ECONOMICS

SCHOOL OF COMMERCE

ASSESSING EFFECT OF LEADERSHIP QUALITIES OF PROJECT MANAGERS ON PROJECT SUCCESS: THE CASE OF SELECTED HUMANITARIAN ACTORS IN ETHIOPIA

By: TILAHUN DESALEW AMBAYE (BSc, MPH)

Research project Submitted to Addis Ababa University School of Commerce in partial fulfillment of the requirements for Master of Arts Degree in Project Management

Advisor: DR. SOLOMON MARKOS (PHD)

June ,2022

AAU, Ethiopia

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Approved by Board Examiners	Signature	Date
SOLOMON MARKOS (PHD)	_____	_____
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Examiner		
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Examiner		

June,2022

AAU, Ethiopia

STATEMENT OF DECLARATION

I, Tilahun Desalew Ambaye, have done independently a research project on the topic entitled "Assessing Effect of Leadership Qualities of Project Managers on Project Success: The Case of Selected Humanitarian Actors in Ethiopia" in partial fulfillment of the requirement for the Degree of Master of Art in Project Management with the guidance and support of the research advisor Solomon Markos (Ph.D.)

This research paper is my own work that has not been submitted for any Degree or master's program in this or any other institution.

Tilahun Desalew Ambaye

Signature _____ Date _____

June 2022

AAU, Ethiopia

STATEMENT OF CERTIFICATION

This is to assure that Tilahun Desalew has conducted this study on the topic entitled "Assessing Effect of Leadership Qualities of Project Managers on Project Success: The Case of Selected Humanitarian Actors in Ethiopia" under my supervision. This research project is the original work in nature, and it is sufficient to submission for the partial fulfillment for the award of Degree of Master of Art in Project Management.

SOLOMON MARKOS (PH.D.)

Signature _____ Date _____

June 2022

AAU, Ethiopia

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I would like to express my gratitude to Addis Ababa University School of Commerce for providing me with the chance to do this project work. I would also like to express my heartfelt gratitude to my advisor, Dr. Solomon Markos (PhD), for his support, advice, and guidance throughout the development of this project.

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

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Acronyms and Abbreviations

AAH-Action against hanger.

AAU-Addis Ababa University

DRC-Danish refugee council.

ERCS-Ethiopian red cross society.

FHE-food for hunger Ethiopia.

FHI 360-Family Health International

IOM-International organization for migration

IRC-International rescue council

LWF-Lutheran world federation

NGO-Non-governmental organizations

NRC-Norwegian refugee council.

OIE -OXFAM International in Ethiopia.

PIN-People in need.

PM -project manager

PMI-project manager index

SCI-Save the children international.

SNV- Netherlands Development Organization

WVI-world vision international

Abstract

The goal of this study is to Assess the effect of project manager leadership qualities on project success in the case of a selected humanitarian organization operating in Ethiopia, with specific objectives to determine the importance of the project manager's personal trait, emotional intelligence, technical, and soft skills for project success among a selected humanitarian organization. The study employed quantitative cross-sectional study where it used structured questioners adopted from previous similar studies and books to get representative sample from 108 project managers and project team members were interviewed for primary data for the study by applying simple rand sampling technics of data collection. Before data analysis sample's adequacy, reliability, and validity of the scale all met the requirements. Study showed that there is positive and strong relationship between project success and personal trait, soft skills as well as technical skills of a project managers. The study discovered a link between project manager leadership qualities and project success, with project managers' technical and soft skills having the greatest impact. The study's findings are crucial for policymakers who seek to adopt policies to improve project leadership. The findings of this study will also add to the body of knowledge about critical project manager leadership skills. According to the findings of this study, senior management should be aware of the importance of personal traits, emotional intelligence, and soft and technical leadership talents when selecting a project manager. Because the current study only looked at four areas of project management leadership: personal qualities, emotional intelligence, technical capabilities, and soft skills, the researchers suggested that more research be done to identify other factors that contribute to project success.

Key words: project success, personal traits, emotional intelligence, soft skills, technical skills

1. CHAPTER ONE: - INTRODUCTION

1.1 Background of the study

Leadership plays a vital part in our daily lives, and it has recently become a popular issue among governmental and non-governmental organizations, as well as the community and greater society. High ranked managers such as chief executive officers, program and product managers who have wonderful leadership qualities, highly contribute to the achievement of the organizational goals and objectives, nowadays there are a lot of literature on leadership which resulted in different definition,(Anderson et al., 2007). (Cole & Kelly, 2004) define leadership as a dynamic process in which an individual influence other to contribute to the achievement of the overall group goals. Thus, leadership is a social influencing process in which the leader seeks active participation of the followers in the attainment the defined goals. The most significant trends in socio economic activities in the world is the increasing amount of a project carried out across different sectors.

The focus of project management literature during the last few decades has been on project success (Abylova & Salykova, 2019). The fact that, despite significant failure rates, more and more firms are transitioning to project-based structures (Joslin & Müller, 2015; Jugdev & Müller, 2005) meaning that 30% of the world economy relies on project-based systems(S. V. Dulewicz & Higgs, 2004; Turner et al., 2009). Even if an organization isn't totally project-based, it has temporary organizations within it in the forms of assignments, task forces, and programs, among other things (Geoghegan & Dulewicz, 2008).

The primary project objectives of time, money, and quality (as agreed to by the client and the firm executing the project) have been regarded as the key determinants of project success or failure since the beginnings of project management (Abylova & Salykova, 2019) As a result, project management and implementation are centered on three main parameters: quality, cost, and time. A well-managed project is one that is completed to the required standard of quality, on or before the deadline, and within the allocated budget(Geoghegan & Dulewicz, 2008).

A review of the literature reveals that a variety of project success evaluation models are in use, the most frequent of which being the "Iron Triangle" or "Golden Triangle," wherein project success is measured by meeting deadlines, costs, and quality standards.(Atkinson, 1999) However, most researchers (Lim& Mohamed, 1999; Shankar, 2001) have criticized the use of iron triangle criteria due to its simplicity in evaluating project success and have proposed inclusion of other aspects such as key stakeholders ‘satisfaction and future benefits to the organization and customers. Leadership and project success have remained an interesting topic of various researchers.

Within a project set up, it is recognized that the project manager must provide leadership to ensure effective planning, coordination, and control of project activities through application of appropriate project management knowledge and systems. Moreover, existing literature acknowledges that an effective project manager should be not only technically qualified but should also have the necessary soft skills such as leadership and people management which are essential in his roles (Awan et al., 2015; Muzio et al., 2007) also noted that 90-95 percent of project issues require soft skills such as leadership, management, teamwork and communication. The key issues in project management are the criteria to be fulfilled to achieve project success. However, as noted by several researchers, there is no consensus on project success criteria that can be used across various projects(Khan et al., 2014) This is partly attributable to the fact that different stakeholders have varied perspectives on project performance, and a project that appears to be successful to the client may be a failure to contractors, end users, or other stakeholders.(Abylova & Salykova, 2019; Al-Tmeemy et al., 2011; Geoghegan & Dulewicz, 2008). For all local, national, and international development agencies, successfully completing a project is one of the most difficult obstacles (Khan et al., 2014) Empirical studies have revealed only around half of poverty eradication and community-based project initiatives in Asia and Sub-Saharan Africa actually achieve the desired outcomes This suggests that further research into project success determinants is needed in order to increase the number of successful initiatives.

Project managers' traits, project team compositions, project size, top management support, organizational structure, and external environmental conditions are all aspects that contribute to the successful completion of a project (Belassi & Tukel, 1996).

Several studies have been done internationally that show there is positive relationship between leadership quality and project success(Geoghegan & Dulewicz, 2008; Khan et al., 2014; Müller & Turner, 2007) .For companies undergoing projects, leadership competence is required and is one of the project success factors, such that the project manager should exercise to lead the project team to project success(Geoghegan & Dulewicz, 2008; Salem et al., 2019).

In Ethiopia, there are numerous humanitarian actors who are contributing to the humanitarian relief and development of the country but poor project performance and un sustainability of the development projects became a norm it is also very essential to note that humanitarian program managers has full responsibility for the success as well as failure of the projects, even though there are numerous research done on leadership qualities for project success in construction and production projects (Abraham, 2013)

Despite this, little research has been done to support important leadership characteristics that have a direct impact on project success. As a result, the impact of a project manager and his or her leadership

characteristics on project success has been largely neglected in a significant body of work on project success factors (Turner et al., 2009) .Therefore, the purpose of this research is to determine the impact of project manager leadership attributes for project success among humanitarian actors in Ethiopia

1.2 Statement of the problem

Leadership is becoming increasingly recognized as vital to project success. (Cole & Kelly, 2004; Khan et al., 2014). Leadership has an impact on project culture, strategy, and team dedication. (Clegg et al., 1996; Cole & Kelly, 2004; Khan et al., 2014). Despite the advancement in project management approaches, many projects continue to fail, with leadership being a major factor (Abylova & Salykova, 2019; Ahmed & Abdullahi, 2017).Despite the significant investment and usage of well-established project methods and procedures, a study on project leadership and performance (Müller & Turner, 2007) discovered that the leadership competency required for successful project performance was inadequate. Hundreds of millions of dollars have been spent on humanitarian relief and development projects around the world in order to save lives and improve the living conditions of those in need(Arndt et al., 2016).

However, empirical studies show that only approximately half of poverty eradication and community-based development programs in Asia and Sub-Saharan Africa rarely come close to reaching the desired outcomes, owing to weak leadership. (Arndt et al., 2016; Hanmer et al., 1999). This leads in a massive waste of resources that could have benefited many disadvantaged populations. As a result, it's critical to comprehend how the project manager's leadership quality is linked to the project's success. Unfortunately, aside from the contributions provided by early research, the quantity of study that focuses on leadership attributes influencing project success is limited. After analyzing the contribution of project manager competency and leadership traits to project success, several researchers concluded that the impact of leadership on project success has been overlooked in the literature (Turner & Müller 2005). This study contributes to the knowledge gap by assessing the significance of project managers' leadership skills for project success.

1.3 Research Question

A. What is the importance of project manager’s personality trait for project success?
B. What is the importance of project manager’s emotional Intelligence for project success?
C. What is the importance of project manager’s technical Skill for project success?
D. What is the importance of project manager’s soft Skill for project success?

1.4 Research Objectives

1.4.1 General objective

The general objective of this study is to identify the effect of Leadership Qualities of Project Managers on Project Success: The Case of Selected Humanitarian Actors in Ethiopia.

1.4.2 Specific objectives

The specific research objectives of the study include:

- To determine the leadership qualities of project managers at selected humanitarian organizations
- To examine the effect of personal traits of project managers on project success
- To examine the effect of technical Skill of project managers on project success.
- To investigate the effect of project management emotional intelligence on project success
- To determine the extent to which soft skills of project manager contributes to project success.

1.5 Significance of the Study

The findings of the study are significant for organizations because they will assist them in recognizing the importance of key leadership attributes for project success in Ethiopia. This will aid them in selecting project managers with the relevant qualities, which will lead to improved project performance, or in developing the leadership abilities of present project managers.

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 affect project performance. This study will aid future academics and academicians because it will serve as a foundation for future research as well as generate literature for future research. The findings of this study will contribute to the body of knowledge concerning the significance of leadership qualities for project success.

1.6 Scope of the study

This study aims to assess project manager leadership qualities namely, personal trait, emotional intelligence, soft leadership skills, and technical leadership skill, and their importance for project success of selected humanitarian actors in Ethiopia. The study targeted leaders and the employees involved in the implementation of the development and emergency relief projects.

The study only assesses the importance of project manager leadership qualities for project success in reference to the project managers at selected humanitarian organization with the major variables/factors which are the project manager personal traits, emotional intelligence, technical and soft skills.

1.7 Limitation of the study

The study is limited to the follow points

- Although the findings of the study are representative and consistent with those from several earlier studies, further examination remain necessary to verify if the results of this research can be generalized to other contexts.
- Due to time constraint, the study was not able to incorporate qualitative data to triangulate the quantitative findings.
- Face to face interviews were employed to collect which might result in response bias.
- Due to the self-reported nature of the study, recall bias and social desirability bias were also limitations. Besides, cause-effect relationship cannot be seen as this is cross sectional study.

1.8 Operational definition of terms

- Project manager - A project manager is a professional who organizes, plans, and executes projects while working within restraints like budgets and schedules.
- Project leader- office heads, department heads, section heads, supervisors, headpersons of certain team, group, section, or office.
- Humanitarian organization -organization who are legally register and providing humanitarian assistant.

1.9 Organization of the study

The study is divided into five chapters. The first chapter is the introduction, which involves the background, problem statement, research purpose, significance, and research scope. Chapter two is a review of related theoretical and empirical literature on the subject and focuses on the development of a review of leadership qualities, empirical literature, and a conceptual framework for research. Chapter three focused on research design and methodology. The fourth chapter of this study focused on discussing the results and findings of the study. Finally, chapter five presented summary, conclusion, limitations, and areas for future research.

2. CHAPTER TWO: - REVIEW OF RELATED LITERATURE

2.1 Introduction

This section will look at relevant research to see if there is a link between project manager leadership and project success. As a result, theoretical and practical data from various scholars linked to project success, as well as project manager leadership attributes affecting project success, will be assessed. The literature is drawn from a variety of secondary sources, such as published books, articles, and related websites. Attempts were made to include significantly linked literatures by analyzing available documents to assist the research.

2.2 Theoretical Literature Review

Leadership Qualities of Project manager

Project leadership is the responsibility of directing a team in the successful completion of a project. It's about getting something done well through others, project leadership requires skills in both managing people and tasks. Leadership is made up of many different elements, talents, styles, and attributes. Although there are many different leadership styles, they all require basic attributes to be effective. (V. Dulewicz & Higgs, 2005),State that in order for any organization to be highly productive leaders must be creative, demonstrate respect for others, be polite, empathetic, and go above and beyond their capabilities (Keller & Holland, 1978).

Personal leadership characteristics, which are considered intangible aspects and have an impact on project success, are usually lacking in project managers(Müller & Turner, 2010). Strong leadership is critical to project success, according to leadership research(Awan et al., 2015) . In recent years, there has been a growing awareness of the need to discover intangible qualities that are deemed significant in the role of an individual's performance at work(Muzio et al., 2007).

Personal characteristics, emotional intelligence, technical leadership skills, and soft leadership abilities are all part of the project managers leadership qualities(Cooke-Davies, 2002). In this study of project manager leadership attributes, personal traits, soft leadership skills, technical leadership abilities, and emotional intelligence were all considered. Personal traits include farsightedness, or the ability to work in the future, approachability/accessibility, honesty and integrity, self-confidence, results-oriented, enthusiasm, persuasiveness, and social adaptability. Communication skills, interpersonal skills, coordination skills,

problem-solving skills, temporal skills, and team building and delegating abilities were among the soft skills examined in the study. The technical abilities were determined using the PMBOK Guide's knowledge categories and project management techniques. Personal (self-awareness, self-management) and social (social awareness, relationship management) competencies of project manager were incorporated in the emotional intelligence.

2.2.1 Personal Trait

In project management, several factors influence project outcomes. One of them is the personalities of project managers. In this regard, the researcher has attempted to look at the impact of project managers' behaviors and qualities on projects. Every project manager are individuals with their own set of behaviors, personalities, beliefs, values, and abilities. And the project would not have been completed effectively if none of them had been adopted(Sadri, 2012).

The noticeable aspects of a person's personality are known as personal characteristics. They are the characteristics of a person that influence how others see them. According to(Kerzner et al., 2010; Khan et al., 2014), the project manager's personal attributes account for a significant portion of project performance. Behavioral components associated with the project manager, such as attitudes and interpersonal knowledge and abilities(Kerzner et al., 2010) are linked to project performance, according to certain theorists(Kerzner et al., 2010; Scott, 2016). When it comes to assessing project managers' personal qualities, however, there is no consensus or consistency. Trait theorists have conducted extensive research to determine what personal attributes a leader must possess to be effective. Furthermore, the researchers hold contrary viewpoints on the attributes they believe are required. Several studies(Bass & Stogdill, 1990; Belassi & Tukel, 1996; DuBrin, 2015) have identified eight key factors for project success. Each trait can be classed as an inborn or learnt trait. These personal characteristics include farsightedness, or the ability to work in the future tense, ease of access to team members, honesty and integrity, self-confidence, result-oriented, enthusiasm, persuasiveness, and social adaptation.

Honesty and Integrity

According to (Belassi & Tukel, 1996),without integrity and honesty, the structure of leadership, including all theories and guidelines, will fall apart.

True leaders, according to (Bennis, 2009), Never lie to themselves, especially about themselves; be aware of their weaknesses as well as their strengths, and address them as soon as possible. In project management, integrity and honesty include being responsible, talking openly, keeping promises, and understanding oneself. Trust will grow and wonderful connections will flourish if followers believe their

leader is trustworthy and honest. Effective leaders' practice and employ integrity and honesty to gain the trust of their constituents. Honesty and integrity are cultivated because of a variety of childhood events and scenarios.

Project managers are under extreme duress to complete projects on schedule and on budget. This ostensibly pushes them to make crucial decisions that put their honesty and integrity to the test.

Self-Confidence

"The one quality they (leaders) share in common, and without which anyone who tries to lead is condemned to fail," according to (Gehring, 2007).In support of these beliefs, (Bass & Stogdill, 1990) claims that exceptional leaders were defined, to an unusual degree, by such attributes as self-confidence and esteem in all of the leadership studies he did and investigated.

Self-confidence is an important quality for project managers because if they don't believe they can overcome the demands of a project, even if they have the abilities to do so, they have no business leading a team under certain circumstances (Bass & Stogdill, 1990; Belassi & Tukel, 1996).(Brière et al., 2015a) suggest that a leader/project manager must have a slightly different type of self-confidence. Because "no one can be expected to know everything, nor does the same degree of confidence translate to every scenario," these authors feel that being confident does not imply knowing the solution to every issue. It's also crucial to mention the concept of overconfidence while talking about confidence. (Posner & Kouzes, 1993) claim that Overconfidence can lead to arrogance, bad judgment, and insensitivity to the circumstance or people, eroding trust and eventually destroying a team.

Enthusiasm

With their excitement and commitment, highly effective project managers may raise the energy of others. (Clarke, 2010) asserts that a leader's energizing passion is the fuel that drives the technology, systems, and processes that improve individual, team, and organizational performance.

According to (Bennis, 2009) a leader who loves what he or she does and enjoys doing it, as well as a leader who conveys excitement, brings hope and inspiration to others. Enthusiasm possesses tremendous strength. Leaders are characterized by a passion for achieving a goal. It's not only commitment to a goal; it's more than that. In the pursuit of an aim, it is their zeal and passion that consumes them. Followers are compelled to assist leaders in achieving their goals as a result of their excitement and passion (Rosete & Ciarrochi, 2005).

Effective project managers use their ability to mobilize everybody involved in their project, including the project team, sponsors, stakeholders, suppliers, and customers, to achieve the project's goals. Only project managers who can nurture their enthusiasm and stimulate change for success may expect to meet the project's goals. Farsightedness, or the ability to function in the future, according to (DuBrin, 2015) is the ability to foresee new and better conditions as well as how to accomplish them. A project manager's primary responsibility is to create a vision/future. This is why (Bennis, 2009) believe that a guiding vision for the future is the first and most important factor in leadership. The project manager has a clear vision of his professional and personal goals, as well as the determination to push through difficulties and even failures. They won't be able to get there until the project manager understands where they're going and why. Developing a future vision motivates team members to work toward a common goal or objective. According to leadership experts(Posner & Kouzes, 1993), While encouraging us to join them on a journey into the unknown, the leader must have a clear vision for the future and a goal in mind. Those who will be involved in putting the project manager's future vision into action must share it. The project manager must create a shared vision for the future in which everyone is involved to establish collegial and collaborative relationships. (Zaleznik, 2004).

A project manager's foresight is required at least as much as the strategy to succeed (Zaleznik, 2004).It is not enough to have a vision of the future if you are unable to convey it to others so that team members and stakeholders can see what the project manager sees.

2.2.2 Acquired Technical skill

Technical skills, according to (El-Sabaa, 2001) are "knowledge and competency in a specific form of activity, particularly one involving methods, processes, procedures, or techniques."

(Burke et al., 2006) described technical skills as an important and beneficial project management ability and highlighted why it is worthwhile to investigate the extent to which technical competence is a prerequisite for the project manager. Technical talents were also identified by (Müller & Turner, 2010) as one of the project manager's success attributes.

The technical skills investigated in this study were based on the PMBOK Guide's knowledge areas which included cost management and budgeting, schedule management, quality management, risk management, stakeholder identification and management, communication management, procurement management, and human resource management.

Cost management and budgeting

Cost management is one of the most crucial parts of project management. The project's cost management ensures that it is completed on schedule and on budget.

An important part of cost management is ensuring that the scope document is as accurate as feasible so that budget estimates are fair. A detailed scope document also ensures that the project's only task is completed within the scope of the project. The goal of the project manager is to guarantee that all stakeholders' needs are addressed while keeping costs low and under control.

In four areas of the cost management process, the project manager's expertise is necessary. The four are resource planning, cost estimating, cost budgeting, and cost control(Atkinson, 1999).

Time & Schedule management

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

The key operations of time management are activity definition, activity sequencing, including the use of network diagrams, activity length estimations, schedule preparation, and control.

The schedule is created using the results of all the other time management actions. The goal is to produce a realistic project schedule that can be used to track and measure project progress. There are a variety of reasons to modify or adjust a project timeline, as well as a variety of issues that arise because of doing so. Therefore, project management success requires a realistic project schedule. Strong leadership is necessary to ensure that project deadlines are met.

Because schedules and delivery dates are constantly being shortened, you'll need good bargaining skills to keep the project on track. Any rescheduling requests will be weighed against the value of the scope contract's well negotiated and realistic milestones. Requests for schedule changes should be processed through a change management protocol, examined for relevance and impact, and then authorized by a well-functioning change control group(Atkinson, 1999).

Quality management

The process of consistently satisfying the negotiated expectations of project stakeholders is referred to as quality management. It is something that every company strives for to gain a competitive advantage in the market. Quality goals are usually specified in a policy statement that specifies the standards that the company aspires to achieve, as well as the responsibilities that come with meeting those levels. Project managers must follow business policy in this regard. Quality management is the most difficult aspect of

project management to define. It's vital to note that, while the customer ultimately decides whether or not quality is acceptable, the project's original goals may provide the foundation for quality. (Ahmed & Abdullahi, 2017)

Communication Management

Effective communication is critical to a project's success. The skills and procedures used to ensure that all project stakeholders and team members receive the information they require when they need it are referred to as communication management. It comprises gathering, creating, and sharing data, as well as archiving all project information(Müller & Turner, 2010).

Human Resource Management

People are the most demanding and important resource in every project. Human resource management include stakeholders, customers, team members, suppliers, and support staff. You'll require good general management skills in communication, people management, and leadership to manage human resources for projects(Clegg et al., 1996; Scott, 2016).

The following are the main processes involved:

- Identifying, assigning, and documenting project roles, responsibilities, and reporting linkages as part of organizational planning. Job assignment lists, a project organization chart, and a personnel management strategy are all important components.
- Staffing, which entails finding the suitable individuals for the job and putting them to work on the project.
- Individual and team skill development is a key component of team development.

Procurement Management

When internal resources are insufficient to complete a project on time and on budget, procurement is utilized to purchase them from outside the company.

Contractors, industry experts such as network consultants, training aids and equipment, quality auditors, computers and other technical equipment, and technical writers are some of the items and services bought in a project.

Many businesses have procurement procedures in place. The most significant processes are procurement and solicitation plans, as well as contract management. (Clegg et al., 1996; Scott, 2016).

Risk Management

A risk is a potential complication or constraint that could have an impact on the project's outcome. Throughout the life cycle of a project, risk management is the process of recognizing, assessing, and mitigating risk. The level of risk associated with the project must be understood. After determining the risk, the project can be put through its paces utilizing appropriate management and monitoring techniques. Project definition should begin with risk management so that assumed hazards can be included in the project scope document. (Cervone, 2006).

2.2.3 Soft Leadership Skill

Soft skills are nontechnical, personality-specific traits that determine the strengths of a leader, facilitator, mediator, or negotiator. Soft skills are character traits that improve a person's interactions, job performance, and career opportunities (Cooke-Davies, 2002).

Soft skills are distinct in that they can be used outside of the workplace. Soft skills are developed over time by putting them into practice in one's personal and professional life. Unlike hard skills, which are focused with a person's skill set and ability to complete a specific task or activity, soft skills are interpersonal and broadly applicable. (Deepa & Seth, 2013)

As a result, (Chen & Shi, 2006) divided soft leadership talents into six categories in their study "Human Side of Project Management - Leadership Skills." As follows

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

Communication

The ability of a project manager or leader to listen, convince, and grasp what others mean by their actions is known as communication. (Samovar & Mills, 1995) give a broad definition of communication as "the activity of conveying any thinking, idea, concept, feeling, or opinion between two or more people. Communication is a must-have talent for any leader. Communication skills are important for a project manager since they make it easier to communicate between the project leader or project manager and the workforce in the event of any issues on projects that can be completed quickly and easily (Aakhus, 2007).

Communication skills are utilized in project management to explain project information to others, and they must be done efficiently due to the highly technical, complex nature of the work (Aakhus, 2007)

Project managers, according to (Bowenkamp & Kleiner, 1987; Oguta, 2014; Verma & Wideman, 1994), deal with complex ideas and diversity of data. Furthermore, project managers should establish continual collaboration with various organizations and stakeholders while working within the limits imposed by the severe struggle between project responsibility and formal authority.

Communication can take many forms, including oral, written, and comprehensive skills. Oral communication skills include the capacity to communicate effectively with others orally, as well as the ability to generate effective presentations.(Bowenkamp & Kleiner, 1987; Oguta, 2014; Verma & Wideman, 1994), The ability to effectively communicate through the preparation of documents, letters, and reports is referred to as written communication skills. Comprehensive skills refer to the ability to perceive both others' expressed and implied meaning (Bowenkamp & Kleiner, 1987; Oguta, 2014; Verma & Wideman, 1994).

Previous leadership studies has shown that when a leader conveys task information to the appropriate people, the team's effectiveness increases(Khan et al., 2014; Müller & Turner, 2010).

According to different case studies, developer misconceptions, team conflicts, and poor team dynamics are key drivers of project failure (Kerzner et al., 2010).

It is vital for a project manager to understand the participants' values and attitudes, to communicate clearly, and to consider their viewpoints. Communicational coherence can also be used to evaluate the effectiveness of communication systems, ensuring that all team members are fully informed about decisions or changes. Communication is a human behavior shaped by our thoughts, feelings, and perceptions. This is something that project managers must remember. PMs should be aware of a variety of intrapersonal processes that affect how people absorb information, such as perceptual distortions (generalizing, 'horns and halo' effect, selective perception, and so on). Project managers, maybe more importantly, must be knowledgeable with interpersonal processes such as nonverbal communication. Non-verbal communication accounts for about 65 percent of the information we pay attention to while speaking with others. (Henderson, 2008; Shakeri et al., 2021)

Interpersonal Skills

The second group of abilities is interpersonal skills. These abilities include the ability to work with people from varied backgrounds and, when necessary, the capacity to improve relationships with a variety of people (Sunindijo & Zou, 2013). Interpersonal skills include skills such as persuasion, motivation, and incentive. Your ability to convince and influence others to help you reach your project's goals is referred

to as persuasion abilities. Motivating and incentive abilities are the capacity to motivate and incentivize team members by analyzing their feelings, needs, and expectations (Sunindijo & Zou, 2013).

Coordination Skills

The ability to develop harmonious relationships in order to achieve project goals and deal with internal and external challenges makes up the third category of skills, coordination skills. (Scott, 2016) Furthermore, project management skills are essential in the coordination process. The project manager must be able to manage the problem and guide it toward a specific goal.

Team Building and Delegation Skills

By establishing and maintaining a healthy team atmosphere, leadership is accountable for fostering a structure that integrates and coordinates team members' individual and collective contributions. (Jones, 2008). Effective leadership processes are viewed to an end, aiding teams in attaining their goals and objectives. Leadership establishes team roles and responsibilities, identifies available resources, and creates an environment in which team members may work together effectively. (Bubshait & Farooq, 1999). The project manager gets the most out of his team in this domain, and the project manager and project success are inseparably linked in this domain. If the project manager fails to bring his team's efforts together around a shared purpose, no project will be finished properly. Execution and implementation managers rely on their employees to carry out their orders, directives, and instructions. (Yang et al., 2011).

They create strong ties with team members and among themselves, resulting in enjoyable social interactions (Jones, 2008).These project leaders display genuine leadership abilities, and as a result, they are perceived as having personal integrity and living values, causing followers to act in accordance with the leader's beliefs(Yang et al., 2011).

According to a meta-analysis of the literature, using soft leadership abilities to improve teamwork is a good idea. As a result, leadership implies that a leader's behavior and interpersonal skills are important aspects in forming a successful organization, which includes the major facets of team communication, integration, collaboration, and cohesiveness(Awan et al., 2015; Jena & Satpathy, 2017). As a result, via the application of soft leadership abilities, leadership can strengthen team bonds and improve teamwork (Yang et al., 2011). Collaboration, coherence, and integration of the project team can all be described as team building.

Working together in a group for a common goal is the precise definition of collaboration’s especially vital when the goals are large and diverse, and no single person can achieve them. By increasing team member

relationships and providing them a sense of communication about the cause, collaboration can have an indirect impact on personal and group improvements. (Yang et al., 2011). Formwork cohesiveness and integration bind the team to certain goals on both a professional and personal level. Team members associate their enthusiasm for the project and the team with a sense of belonging, and they take pride in being a part of it.(Yang et al., 2011).

Problem finding, analyzing & solving skills

It is vital for a leader to be able to recognize the cause of an issue, develop viable solutions, and solve a problem (Ahern et al., 2014a). In discussing the project manager's function as a problem solver,(Ahern et al., 2014b) writes that the project manager must understand and be prepared to manage the important challenges he or she faces, such as insufficient resources, insufficient time, and unclear goals and direction. Because the project manager works in a limited resource environment, resolving these issues will always necessitate making choices among options.

"How humans use and mix knowledge about a collection of alternatives in order to make a decision" is how (Marques et al., 2011) define decision making. When it comes to project management, (Mian & Dai, 1999) define decision making "The ability to take effective action within the constraints of limited time, information, and resources,". Although some research has been done to establish decision-making ability as a valuable trait. There have been no studies that have identified a direct correlation between this talent and performance, signaling that more research is required.

Decision-making, according to (Mian & Dai, 1999) is a skill that everyone has and employs in a variety of ways. Considering this, it was thought that assessing decision-making style (rather than frequency or quality) would be more useful.

According to (Marques et al., 2011), The more flexible a proposed solution is to people who believe problems must be tackled within existing paradigms and institutions, the better. Existing paradigms and structures will be perceived as contributing to the problem, and those who believe that changing the problem's context is possible will be more likely to provide creative solutions.

Time Management (Temporal Skills)

On-time completion is one of the most significant performance factors for projects. (Cooke-Davies, 2002). While many factors beyond the project manager's control might cause delays, the project manager's attitude toward time, or time alignment, can have an impact on his or her ability to complete a project on time. (Clarke, 2010; Geoghegan & Dulewicz, 2008) . According to (Rämö, 2002), Because delays in project completion can result in increased costs for infrastructure projects, time is an important aspect of

the construction process. To track the progress of tasks defined in the Critical Path Method, the project manager must also be able to establish and regulate strategies in a timely manner.

Project management demands the project manager's attention to many timeframes at the same time. The project manager must develop and express a project team vision in the long run. A visionary project manager excels at creating appealing visions and contingency plans for a wide range of potential issues. A project manager who is focused on the future, on the other hand, may struggle with the day-to-day execution of the project plan, resulting in frustration and project failure. The nature of project management, according to (Thoms & Pinto, 1999), Time reshaping (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 time down into manageable sections that are then assigned to tasks), and polytonicity (temporal multitasking, or simultaneity) are all skills that project managers must have (reflecting on past events and using them to inform future decisions).

2.2.4 Emotional intelligence

The "ability to monitor one's own and others' feelings and emotions, to discern between them, and to use this information to influence one's thinking and actions" is defined as "emotional intelligence."(Sadri, 2012). The concept of emotional intelligence is one side of leadership development that has sparked increased interest over the last decade (Sadri, 2012). Emotional intelligence is defined as a person's ability to recognize and understand his or her own and others' emotions, as well as control those emotions in a desirable way. (Maamari & Majdalani, 2017; Mayer et al., 2008; Rosete & Ciarrochi, 2005) .

Due to the fact that emotional intelligence is a relatively new and complex topic in the leadership literature, it’s worth is hotly contested (Sadri, 2012). Many authors, including Goleman, Bouyatiz, and McKee (Goleman et al., 2002)discovered a clear link between a manager's emotional intelligence and favorable organizational performance. Successful leaders, according to (Clarke, 2010) need both intellectual and emotional talents to motivate and sympathize with people in situations of strategic change. Emotionally intelligent project managers, according to (Clarke, 2010) are better able to deal with the various challenges and problems that each new project provides. Emotional intelligence may also allow project managers to motivate and commit to change by inspiring their coworkers (Clarke, 2010)

Self-awareness

Within emotional intelligence, self-awareness is a critical leadership capability. Self-awareness and leadership, on the other hand, have a paucity of literature (Sadri, 2012) .When people work together to achieve stated goals, emotional intelligence leadership fosters team cohesion (Jones, 2008). The ability to

detect one's emotions and their effects based on knowledge of one's internal moods, preferences, resources, and intuitions is referred to as self-awareness (Goleman et al., 2002; Sasu, 2018). Reflective, self-reflective, and thoughtful leaders are noted for their greater awareness of personal emotions, strengths, and shortcomings, as well as ideals and motives (Sasu, 2018) . Leaders with genuine self-awareness are self-aware. They are open to constructive criticism and are transparent with themselves and others. They frequently admit their mistakes and (Sasu, 2018).

Self-regulation

Self-regulation is the second subcategory of the emotional intelligence central theme. The six concepts that make up this framework are maintain self-control, evoke conscientiousness, demonstrate high flexibility, exhibit high inventiveness, keep self-motivated, and radiate optimism. Self-regulation is one of the most significant parts of emotional intelligence for project managers in project-oriented businesses.

While working on a project, it is a project manager's personal ability to think about patience, conscientiousness, adaptability, invention, motivation, and optimism. (Clarke, 2010).

After learning to know oneself and precisely identifying one's emotions, the research informants emphasized the importance of project managers being able to regulate and control their emotions. They also suggested that if project managers control their emotions and fears well, they will behave more correctly toward their team members and so better manage them. As a result, they came to the conclusion that project managers require self-regulation in order to be effective, as there is a strong link between self-management and project stakeholder management (Mayer et al., 2008).

Social awareness

Social awareness is the third core category of emotional intelligence. It is built on a single idea: to increase project stakeholders' intuition and empathy. Social awareness is one of the most significant characteristics of emotional intelligence for project managers in project-oriented enterprises. It is a project manager's ability to recognize their project stakeholders' feelings, concerns, and expectations (Sasu, 2018). According to the research informants, project managers must sense, understand, and respond to their project team members' worries, issues, and expectations. They also stressed that employing this method can lead to improved communication, beneficial connections, and precise networks. As a result, they proposed that project managers should be aware of the emotional state of diverse groups involved in various projects via social awareness in order to be effective (Mayer et al., 2008).

Social regulation

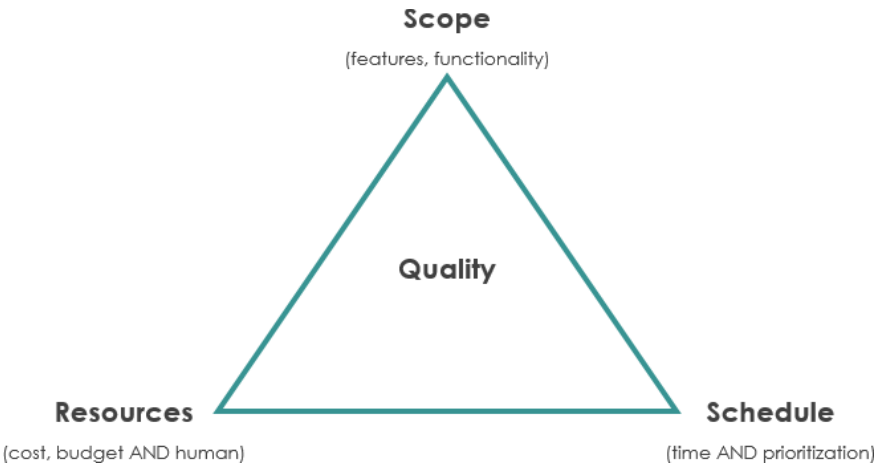
Social regulation is the fourth and the basic category of emotional intelligence. It consists of two concepts: improving project team member cooperation and teamwork, as well as resolving project conflicts and disputes. Social-regulation is one of the most important parts of emotional intelligence for project managers in project-oriented organizations. Stakeholder management refers to a project manager's ability to manage project stakeholders' relationships, emotions, and concerns. According to the research informants, project managers must understand how to approach project stakeholders, especially team members, to better solve problems and meet their requests, requirements, and expectations. They also stressed the importance of project managers dealing with team member concerns to increase project team cohesion and collaboration. As a result, they came to the conclusion that in order to be effective, project managers must manage project stakeholders through social regulation. (Goleman et al., 2002).

2.2.5 Critical success criterions

Even though project success is one of the most frequently discussed topics in project management literature, reaching agreement on it is still difficult.

The project triple constraint (time, money, scope) and quality are among the project success factors, according to PMBOK, a guide produced by the PMI (Reich & Wee, 2006).The link between the parameters is such that if one of the three (triple constraint) parameters changes, at least one other parameter is likely to change. Many authors refer to the PMI framework as "the iron triangle" or "Golden triangle," as seen in the diagram below.

Figure 1:- the iron triangle" or "Golden triangle".



In accordance with project management standards, these four criteria and the method for measuring them are detailed below.

Scope

The scope criterion focuses on the project deliverables. A project charter specifies the project's scope, which often includes a description of the business needs that the project's outcome are supposed to address as well as a description of the project's outcomes (i.e., service or product description). The most common method for establishing scope is variance analysis. Using this technique, project performance measures are utilized to assess the level of variation in performance. Project scope control includes evaluating the cause of a deviation from the scope baseline and assessing whether corrective action is required. The scope baseline includes both the scope statement and the Work Breakdown Structure, which is a project's full list of jobs. (Boukanos, 2007).

Time

This criterion places a strong emphasis on a project's schedule. A project schedule records the scheduled dates for activities and milestones. The most common ways for measuring the time criterion are performance measurement, project management software, and schedule comparison bar charts. (Boukanos, 2007).

Cost

For the cost criterion, we must concentrate on a project's budget. The budgeting process focuses on establishing a cost baseline and estimating project costs. A cost baseline is a record of the projected costs of a project or project phase. The most common approaches for determining the cost criterion are Earned Value Technique, Forecasting, and Trend Analysis. (Boukanos, 2007).

Quality

The quality of a project's performance and outcomes is the emphasis of this criterion. We can also use the phrase "Quality Grade" to describe project success. "A particular property of an item, product, or service that meets all minimal project requirements but may be delivered according to a class ranging from 'utility' (purely functional) to 'world class' (equivalent to the best of the best"), according to (Wideman, 2000) , Control Charts, Histograms, Pareto Charts, Statistical Sampling, Scatter Diagrams, and Cause and Effect Diagrams are the most frequent tools for monitoring the quality criterion. The Project management index framework for project evaluation is less debatable, yet many authors believe it is still lacking. (Ika, 2009) elaborated on this definition, stating that project success can be compared to a hexagon, in which, in addition to the traditional dimensions of time, cost, and quality, other requirements must be met, such as the client organization's strategic objectives, end users' satisfaction, and other stakeholders' approval. The fact that project success criteria differ from one project to the next stems from the nature of projects themselves. Every project has its own distinct personality; this difference is virtually as distinctive as a

fingerprint, and no two are ever the same. Furthermore, different stakeholders have varied perspectives on project performance, thus a project that appears successful to the client may be a failure for contractors or end users.

Project management has been reticent to incorporate different success criteria, according to (Atkinson, 1999). He accomplishes this by demonstrating that when making an assessment, two types of errors can occur. "Type I errors occur when something is done incorrectly, but Type II errors occur when something is not done as well as it could have been or when something is overlooked" (Atkinson, 1999). A type II error occurs when a project is evaluated using insufficient success criteria. Many researchers have pointed out that cost, time, and quality should be employed as success criteria, but not as a single dimension (Pinto & Slevin, 1988; Shahin & Jamshidian, 2006).

As a result, (Atkinson, 1999),proposes three more criteria and depicts them in a model. These new criteria are: project success (reliability, validity), organizational benefits (increased efficiency, revenues), and stakeholder community benefits (i.e. satisfied users, personal development). (Atkinson, 1999). states that these categories are not exhaustive and just help to highlight the existence of other success criteria.

End-user satisfaction with the project's product or service, Supplier satisfaction, Project team satisfaction, other stakeholder satisfaction is among the essential success elements identified by (Müller & Turner, 2010). The overall performance of the project must be met (functionality, budget and timing), User criteria were met, the project's goal was achieved, and the client was pleased with the results. Meeting the respondent's self-defined success criteria and recurring business with the client (Müller & Turner, 2010).

2.3 Empirical Review

Previous research has mostly focused on the technical skills of project managers. Recent studies that have looked at project leadership have revealed that project leadership qualities are positively related to project success, for example as per (Ahadzie et al., 2009; Crawford & Nahmias, 2010) Leadership competencies were found to be positively connected with project success, Another key reason is that project management was once thought to be a purely technical field, but most researchers are now aware of the behavioral aspects of project managers (Maqbool et al., 2017)

According to (Ahmed & Abdullahi, 2017) ,project managers should have leadership abilities because leadership is strongly linked to project success. Furthermore, organizations have recognized that projects are an important element of their success, and project leadership is a vital determinant in project success. As a result, through training and development, businesses should focus on strengthening leadership capabilities among project managers. Other research has looked at the links between leadership personality qualities and project management(Joslin & Müller, 2015; Robbins & Judge, 2013),Both of

these investigations looked at various project management characteristics and the relationship between these characteristics and project success at varying levels of complexity. (Müller & Turner, 2010) used a framework of leadership qualities, such as intellectual, sociability, farsightedness, and project managers result orientation, to see how competency in this framework influences project outcomes.

(Müller & Turner, 2007),found that personal traits such as intelligence quality had no significant impact on project success, despite being taught to be important in dealing with complex projects, and that the project manager's result orientation/focus had a significant relationship with project success.

Earlier studies (Ahmed & Abdullahi, 2017) ,identified the need of both hard and soft skills for project manager success. Their interdependence, on the other hand, has been largely neglected in practice. According to a study, hard skills account for only 15% of one's accomplishment, whereas soft skills account for 85% of success (Awan et al., 2015)

(Arendse, 2013) defines technical leadership competence as "the ability to apply project management tools and processes to carry out projects" as part of the research of project management effectiveness. The importance of technical competence to a project manager's success is debatable.

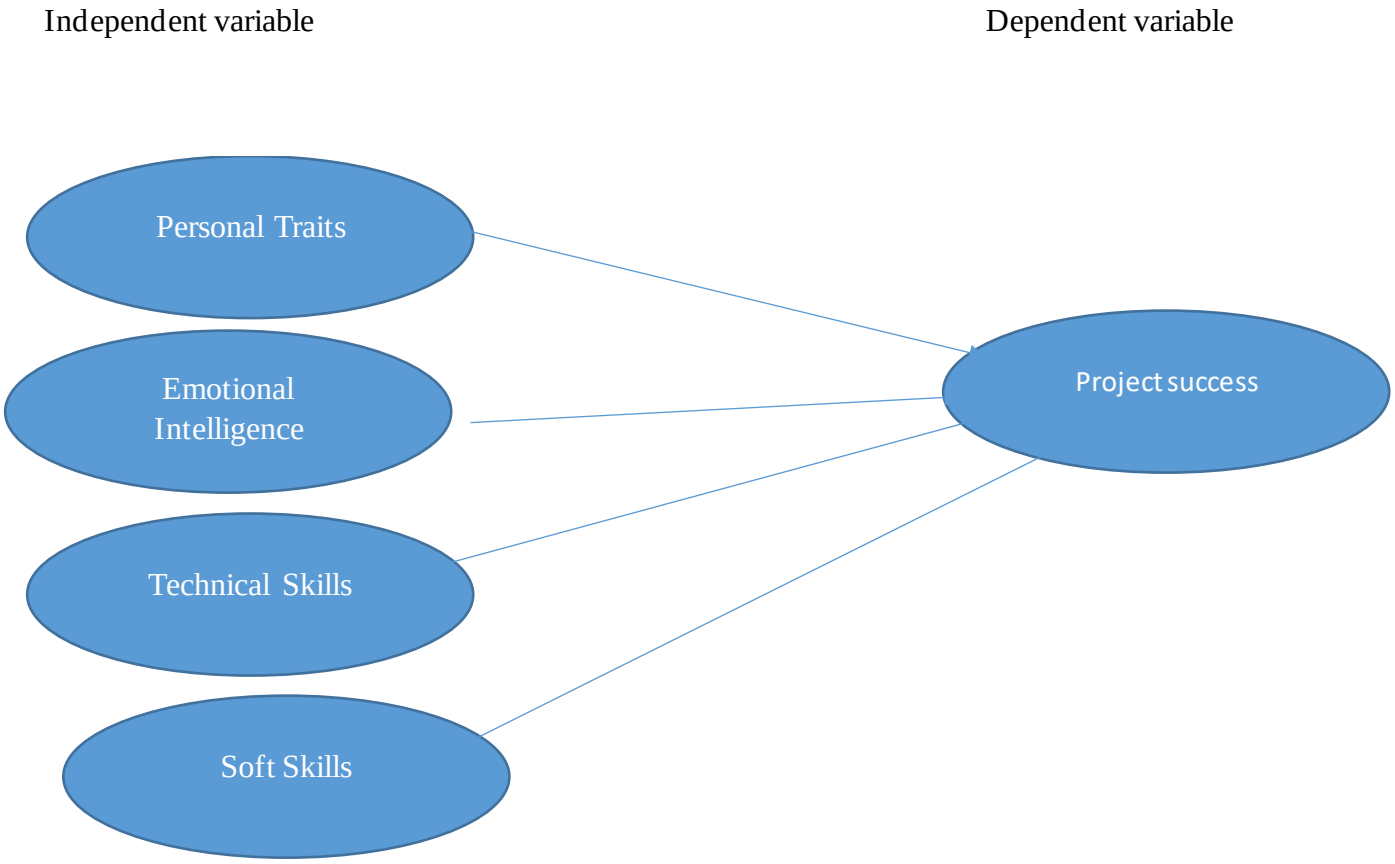
For example, (Brière et al., 2015b) suggest that hiring a project manager with the relevant technical background is critical, but they clarify their assertion by emphasizing that technical skill on its own is not adequate. According to (Goodwin, 1993) ,project managers who place too much emphasis on the technical elements of a project may overlook organizational, political, and other external factors, putting their work at risk. Other research, on the other hand, show that technical skill is linked to success, or at least believed to be linked. According to (Thamhain, 2004), the usage of project management tools and practices has a significant impact on team performance. Although technical competence does not appear to be as important as other project manager attributes in predicting success, its importance in the literature still leads to the expectation that a project manager's level of technical competence will positively influence the level of success he or she achieves.(Belassi & Tukel, 1996), did a study in which they divided project managers into two groups: successful and unsuccessful project managers, to see if there were any differences in leadership characteristics. Soft abilities such as communication, coordination, interpersonal interactions, and teambuilding were scored higher by project managers in successful projects (Awan et al., 2015),also discovered that project success is strongly linked to communication, coordination, and problem-solving and analysis skills, with r =0.695, r =0.691, and r =0.675, respectively. When researching the impact of project managers' soft leadership abilities on project success, p 0.01, interpersonal skills, and team building skills were shown to be the most important.

Similarly, (Awan et al., 2015) ,discovered that project success is correlated with communication skills, coordination skills, and problem-solving and analysis skills, with r =0.695, r =0.691, and r =0.675,

respectively. Interpersonal abilities and team building skills placed second and third, respectively, with p 0.01.(Belassi & Tukel, 1996), also indicated that successful project managers have high levels of self-awareness yet low levels of relationship management. For social awareness, there had been a larger difference between project managers in successful and unsuccessful projects. Successful project managers have much higher levels of emotional intelligence than their competitors, according to a similar rationale.

2.4 Conceptual framework

Figure 2:- conceptual framework of the study



Developed from leadership competence of project manager (Müller & Turner, 2010)

3. CHAPTER THREE: -RESEARCH METHODOLOGY

3.1 Introduction

This part of the study 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

3.2 Research design and approach

Research design

A cross-sectional survey was used in this research. The purpose of choosing a survey method for a study is for the researcher to be able to generalize or make statements about the full population based on the sample results. Data from a survey performed at a certain point in time can be utilized to figure out the specific relationship between variables and build a model of that relationship (Saunders & Townsend, 2018).

Because the goal of this study is to describe a population based on specified factors and is based on clearly stated research questions, both explanatory and descriptive research methods are the most appropriate. Explanatory studies establish causal relationships between variables and focus on studying a situation or a problem in order to explain the relationships between variables (Saunders & Townsend, 2018),while descriptive research is used to obtain the most factual and dependable information about the characteristics of a specific individual or group of people in the study (Bryman, 2011).

Research approach

Quantitative methodologies were used carefully in acquiring information relevant to the research issue. The quantitative approach investigates the numerical qualities and relationships that emerge from each question's data, with the goal of supporting and strengthening the research's theory. As a result of these methods, researchers where be able to draw conclusions and answer questions about the subject by collecting numerical data and using statistical models to uncover correlations(Mugenda & Mugenda, 1999)

3.3 Data types, sources, and methods of data collection

Data types

This study used quantitative data. Quantitative data is numerical and can be counted, quantified, and mathematically examined; it is frequently regarded as a very trustworthy source of information. Non-

numerical qualitative data is used to convey meaning and comprehension; qualitative data is thought to have high validity and depth (Creswell & Creswell, 2017).

Data source

Secondary Data

A clear benefit of using secondary data is that much of the background work needed has already been carried out, for example: literature reviews, case studies might have been carried out, published texts and statistics could have been already used elsewhere, media promotion and personal contacts have also been utilized (Cochran-Smith & Lytle, 1993).Literature review is the first step in this research. The intent is to collect enough evidence to validate a theory and apply the theory to the real world. Data evidence and figures were from both direct and indirect resources.

Primary Data

According to (Cochran-Smith & Lytle, 1993), raw data (also known as primary data) is a term for data collected from a source. Raw data has not been subjected to processing or any other manipulation and are also referred to as primary data. Although raw data has the potential to become "information," extraction, organization, and sometimes analysis and formatting for presentation are required for that to occur. Primary data from survey and interviews and secondary information from academic books, journals and internet will be the two main sources for the research.

3.4 Methods of 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 many respondents and the benefit of collecting data from respondents that are from geographically dispersed locations.

The first part of the questionnaire was 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 questionnaire was adopted and conceptualized from previous literatures which were consolidated in a structured manner and will be administrated to the project manager. The questionnaire has four parts.

The items used for measuring the personal trait and the technical leadership skill category items also contain eight items each and the item was adopted from PMBOK Guide (Guide, 2001). The soft leadership skills category contained six items which were adopted from (Chen & Shi, 2006). The emotional intelligence category contained four items were adopted from(Goleman et al., 2002) The questioner to measures the project success criterion was adopted from PMBOK Guide (Guide, 2001) .

3.5 Target population and sample design

The target population of this study covered a total of 470 study participants consisting of project managers and project team members. The targeted respondents were identified as individuals from organizations who have active WASH (water, sanitation and hygiene) projects in the northern crises from the following organizations include Action against hanger (AAH), Ethiopian red cross society (ERCS), FHI 360 (Family Health International), international organization for migration (IOM), Lutheran world federation (LWF), world vision international (WVI), save the children international (SCI), food for hunger Ethiopia (FHE), people in need (PIN), OXFAM, ZOA, Danish refugee council (DRC) and international rescue council (IRC) (Kahsay, 2021) .

3.6 Sample size & sampling strategy

Sample size

The sample size was determined using sample size determination formula of (Krejcie & Morgan, 1970) as presented below. Considering the following assumptions

Where n = sample size

X2= Chi-square for the specified confidence level at 1 degree of freedom (i.e., in this study, for 95% confidence level, Chi-square value is 3.8416)

N = Population size of this study is 470

P = Population proportion (assumed to be 0.50 since this would provide the maximum sample size).

d = Desired margin of error (expressed as a proportion, 5%)

$$n = \frac{X2NP(1-p)}{d2(N-1)+X2P(1-p)}$$

N= (3.8416*470*0.5*0.5)/ (0.0025*469+3.8416*0.5*0.5)

n=171, since the population is less than 10000, we will use the following formula

$$n' = \frac{n}{1+\frac{n-1}{N}} \quad n' = \frac{171}{1+\frac{170}{470}} = 126$$

Sampling design

According to (Das et al., 2016) sampling is a means of selecting a subset of units from a target population for the purpose of collecting information. The sample design encompasses all aspects of how to group units on the frame, determine the sample size, allocate the sample to the various classifications of frame units, and finally, select the sample. Choices in sample design are influenced by many factors, including the desired level of precision and detail of the information to be produced, the availability of appropriate sampling frames, the availability of suitable auxiliary variables for stratification and sample selection, the estimation methods that will be used and the available budget in terms of time and resources. This can be either probability or non-probability (Chen & Shi, 2006). simple random sampling method was used for conducting the research.

3.7 Sampling techniques

Simple random sampling methods was employed to get the representative sample from all the15 organization in which the study participant was distributed proportionally.

Table 3-1:- proportionate sampling of study sample across the organizations of study

s/r	Name of organization	number of project staff	sample size
1	Action against hanger (AAH),	10	7
2	Ethiopian red cross society (ERCS),	8	6
3	Family Health International (FHI 360)	6	4
4	International organization for migration (IOM)	8	6
5	Lutheran world federation (LWF),	8	6
6	world vision international (WVI),	20	15
7	Save the children international (SCI),	16	12
8	food for hunger Ethiopia (FHE),	4	3
9	people in need (PIN),	15	11
10	OXFAM international	15	11
11	ZOA,	12	9
12	Danish refugee council (DRC)	10	7
13	International rescue council (IRC)	22	16
14	SNV	12	9
15	Norwegian refugee council (NRC)	5	4
	Total	171	126

3.8 Data analysis and presentation

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

The items used for measuring the personal trait and the technical leadership skill category items also will contain eight items each and the item will be adopted from. PMBOK Guide.

The soft leadership skills category contained six items which were adopted from (Chen & Shi, 2006). The emotional intelligence category contained four items were adopted from (Goleman et al., 2002).

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.

3.9 Data analysis methods

The analysis of primary data for this study was carried out using the Statistical Package for the Social Sciences (SPSS V25). The collected data regarding demographics, leadership qualities, and project success factors was categorized and statistically analysis according to their kinds.

Descriptive Statistics

Descriptive statistics such as mean, standard deviation, percentage, frequency distributions were used to describe the research sample data.

Correlation Analysis

Correlation analysis is a statistical technique used to calculate the strength and direction of the association between two variables. The output of correlation matrix can be with correlation coefficient that lies between -1 and +1. Within this framework, a correlation coefficient of +1 indicates a perfect positive relationship and a correlation coefficient of -1 indicates a perfect negative relationship, whereas a coefficient of zero indicates no linear relationship at all. According to (Saunders & Townsend, 2018), the classification of the strength of relationship is based on the following table. Hence Pearson's coefficient of

correlation was calculated to determine the coefficient among leadership qualities (Personal Traits, Emotional Intelligence, Soft Skills, Technical Skills) and project success.

Table 3-2: - Classification of the Strength of Correlation

Positive values	Negative values	Correlation strength
0.80 to 1	- 0.80 to -1	Very Strong
0.6 to 0.8	-0.6 to - 0.8	Strong
0. 35 to 0.6	-0.35 to - 0.6	Moderate
0.2 to 0. 35	-0.2 to - 0.35	Weak
0 to 0.2	0 to-0.2	Very Weak

Multiple Linear Regression Analysis

Multiple linear regression analysis is one of the most used statistical techniques in social and behavioral sciences as well as in physical sciences which involves identifying and evaluating the relationship between a dependent variable and one or more independent variables.

For this study the researcher employed multiple linear regression analysis to examine the relationship between the leadership quality (expressed Personal Traits, Emotional Intelligence, Soft Skills, Technical Skills) and project success (expressed as composite measure of project stakeholders' satisfaction, time, quality, and cost).

The multiple regression analysis not only indicates how well a set of variables explains a dependent variable, but also gives the direction and strength of relationship between the independent variables and the dependent variable.

The correct use of the multiple linear regression models requires that several critical assumptions be satisfied to apply the model and establish validity.

3.10 Reliability and Validity

According to (Golafshani, 2003),reliability used to show how consistent the results are when the research is repeated several times under the same methodological conditions. The researcher, when collected the questionnaire, tried to make the respondent to fill and return the questionnaires properly and the test was made to check the reliability. In addition to this, Cronbach's alpha is used to measure internal consistency

that is how closely related a set of items are as a group. The general rule of thumb is that Cronbach's alpha of .70 and above is good, .80 and above is better and 0.90 and above is best for this study the reliability analysis yields Cronbach's Alpha 0.90 which is best. Validity explains how well the collected data covers the actual area of investigation (Taherdoost, 2016) ,Validity means "measure what is intended to be measured" (Taherdoost, 2016) .Validation was made to get some evidence on whether the content of the item was relevant in helping to answer the research question and to check the clarity of the question.

Table 3-3: - Reliability test.

Section of the Questionnaires	Cronbach's Alpha	N of Items
personality trait.	0.82	8
technical skill.	0.84	8
soft skill.	0.89	6
emotional intelligence.	0.65	4
project success criterion.	0.54	4
overall result.	0.90	30

Source: Survey data (2022)

3.11 Ethical considerations.

As you plan and organize your study, seek access to organizations and persons, collect, analyze, manage, and publish your data, ethical concerns will arise. Ethics refers to the norms of conduct that guide your conduct in respect to the rights of persons who become the topic of your research or are affected by it in the context of research (Saunders & Townsend, 2018). When administering the data collection instruments to the respondents, the researcher will exercise extreme caution to ensure that the respondents' rights and privacy are protected.

Prior to the actual administration of the instruments, the respondents were given an overview of the study's goals and objectives in the local language that they understand best. The respondents' consent was asked before they take part in the study. The names of the responders were not show on the questionnaire to maintain confidentiality. The respondent was also granted the option of terminating the interview at any time during the interview.

4. CHAPTER FOUR: - RESULT AND DISCUSSION

4.1 INTRODUCTION

This chapter presents and discusses the results and the process through which the results are obtained. Background information of the respondents and statistical analysis are presented and discussed, which includes a descriptive, a correlation and a regression analysis based on SPSS version 25 findings.

4.2 Response Rate

Questionnaires were distributed to the randomly selected employees of 15 selected humanitarian organizations with active projects in northern Ethiopia 108 were filled properly and returned yielding a response rate of 85.7%. According to (Mugenda & Mugenda, 1999) a response rate of 70% or higher is very good, 60% is good, and 50% is adequate. As a result, the overall response rate is 85.7 percent is very good which is sufficient for further investigation.

4.3 Demographic Characteristics of Respondents

The demographic information of respondents is organized for this study in terms of gender, age, marital status, educational level, and work experience and job categories, etc.

Sex -64 (59.8%) of the participant is male while 44 (40.7%) of them are female this indicate that majority of the project managers in the humanitarian organizations are male which is in line with the study conducted in (Cerimagic, 2010).

Age: - most of the participant 41 (38.0%) of them belongs to the age group of 35-44 years followed by those with age group 25-34 which account for 28(25.9%)

Marital status: -majority, 72 (66.7%) are married followed by single people which account for 34 (31.5%).

highest level of academic education: - (64.8%) of them hold master's degree while where 86(28.3%) hold masters and above the remaining 10 (3.3%) are diploma holders.

Educational background: - the study revealed that about 31 (28.7%) of the project managers in the studied organizations have public/ environmental health followed by 29 (26.9%) engineering background.

Role of respondent in the organization: - when we see the role of the respondent in their respective organization project manager account for 36 (33.3%) followed by project staff which account for 29 (26.9%).

Thematic areas of the organization: - Majority of the organization 77 (71.3%) under the study work on water sanitation and hygiene followed by shelter and NFI which account for 20 (18.5%) this might be because of most of the projects are live saving /emergency response

Work experience: -most of the participant 33 (30.6%) have been in the humanitarian activity for the range of 6-10 years followed by those who have been in the area which accounts 27(25%)

Experience as project manager or project leader: -regarding the work experience of participant as a project manager 40(37%) of them worked between 6-10 years as a project manager followed by those who have been a project manager for 11-15 years which accounts for 25(23.1%) of participant

how many other organizations have you worked for: -majority of the respondent 52(48.1) worked just for one humanitarian organization followed by 37(34.3%) who have worked for two organizations as a manager.

Project Duration: - Most of the Respondent mentioned that most of the projects 44 (40.7) last for 7-12 month.

Size of the project Team: - 34 (31.5%) of the respondent mentioned that the size of the project team is 31-40 people

Complexity of the program: - 55(50.9%) of the respondent mentioned that the program in their respective organizations is highly complex**.** This might be due to the security situation and siege in the northern Ethiopia.

Table 4-1:- demographic characteristics of the respondents

Variables		Frequency	Percent
Sex	Male	64	59.8
	Female	44	40.7
Age	below 25	25	23.1
	25-34	28	25.9
	35-44	41	38.0
	45-54	14	13.0
Marital Status	Single	34	31.5
	Married	72	66.7
	Divorced	2	1.9
highest level of academic education	Master's degree	70	64.8
	Bachelor's degree	36	33.3
	Diploma	2	1.9
Educational background	Engineering	29	26.9

	public/environmental health	31	28.7
	social science	14	13
	Management	23	21.3
	project management	11	10.2
Role of respondent in the organization	project manager	36	33.3
	project staff	29	26.9
	support staff	17	15.7
	project coordinator	26	24.1
thematic areas of your organization	WASH	77	71.3
	Shelter and NFI	20	18.5
	Health	11	10.2
Work experience	below 3 years	17	15.7
	3-5 years	27	25.0
	6-10 years	33	30.6
	11-15 years	22	20.4
	above 15 years	9	8.3
Experience as project manager or project leader	below 3 years	14	13.0
	3-5 years	20	18.5
	6-10 years	40	37.0
	11-15 years	25	23.1
	above 15 years	9	8.3
how many other organizations have you worked for	One	52	48.1
	Two	37	34.3
	Three	18	16.7
	four and above	1	0.9
what was the project duration in months	3-6 months	35	32.4
	7-12 months	44	40.7
	more than 12 months	29	26.9
size of the project team members	less than 10 people	6	5.6
	11-20 people	20	18.5
	21-30 people	33	30.6
	31-40 people	34	31.5
	more than 40 people	15	13.9
complexity of the projects	Low	11	10.2
	Medium	42	38.9
	High	55	50.9

Source: Survey data (2022)

4.4 Descriptive Statistics for Study Variables

This study used five main variables namely personality trait, technical skills, soft skills and emotional intelligence and project success. The rating of each of these variables was measured using central tendency measures (i.e., mean, median and mode) through computation of descriptive statistics for each aspect of study variables as follows.

4.4.1 Personal traits and Project Success

Farsightedness, ease of access/availability, honesty & integrity, self-confidence, focus on result, enthusiasm, persuasiveness, and social conduct were the eight essential qualities analyzed for personal trait. The respondents were asked for their thoughts on these factors of personal character that influence project success. A five-point Likert scale was used to assess the responses: 1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree.

The respondents were given the following statements to see how much they agreed with the claims about the impact of a project manager's personal trait on project success. Table 4.3 shows a summary of respondents' mean ratings of the eight elements and overall personal attribute. The study discovered that having easy access to the project manager and the project manager's social conduct impact on project success are both particularly important for project success, with a mean of 3.12 and 3.11, respectively, which the respondent's rate as the most crucial attributes among the personal traits.

Table 4-2 : - personality trait of project manager.

Variables	N	Mean	Std. Deviation
The project managers have farsightedness or the ability to operate in the future	108	2.97	1.172
The project team having easy access to the project manager	108	3.12	1.083
The project manager demonstrates honesty and integrity	108	3.01	.902
The project manager is Self-confidence	108	2.29	1.136
The project manager's focus on result	108	2.88	1.150
The project manager demonstrates Enthusiasm	108	2.94	.988
The project Manager is Persuasiveness enough	108	2.71	1.152
The project manager is sociable, socially acceptable and adaptability to the social norms	108	3.11	1.210
Overall mean and standard deviation		2.87875	1.099125

Source: Survey data (2022)

4.4.2 Technical leadership skill and Project success

Under technical leadership, eight key items were evaluated: cost management and budgeting process knowledge, 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 knowledge. The respondents were asked for their thoughts on certain technical skills that have an impact on project success. A five-point Likert scale was used to evaluate the responses; 1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree. The respondents were given the following statements to see how much they agreed with the claims about the importance of a project manager's technical skills for project success. Table 4.4 shows a summary of respondents' mean ratings of the eight elements and overall technical skills.

From the factors of technical leadership skill, the project manager's knowledge of quality management process and procurement management process affects project success to a very high extent with a mean of 3.69 and 3.59 respectively. For both, all the respondents agree that both items have an impact on project success. The only difference is on the level of their agreement, i.e., most of the respondents strongly agree with the statement that the project manager's knowledge on quality management process has an impact on project success. The outcomes of the study suggest that a project manager's understanding of stakeholder identification and management processes has little impact on project success or, as a mean value of 2.45 indicates, most respondents are unaware of its significance.

Table 4-3 : - Technical leadership skill of project manager.

Variables	N	Mean	Std. Deviation
The project manager's has knowledge of cost management and budgeting	108	3.07	1.406
The project managers have knowledge of schedule management	108	2.59	1.128
The project manager's has knowledge of quality management	108	3.59	1.111
The project manager has knowledge of risk management process	108	3.10	1.434
The project manager has knowledge of stakeholder identification and management process.	108	3.55	1.300
The project manager's knowledge of communication management process impacts the project success	108	2.45	1.226
The project manager has knowledge of procurement management process	108	3.67	1.333
The project manager has knowledge of human resource management	108	3.02	1.200
Overall mean and slandered deviation	108	3.13	1.26725

Source: Survey data (2022)

4.4.3 Soft leadership skill and Project success

The project manager's communication skill, interpersonal skill, coordination skill, team building & delegating skill, issue solving skill, and time management skill were all examined under soft leadership.

The respondents were asked for their thoughts on these factors of personal character that influence project success. A five-point Likert scale was used to evaluate the responses.; 1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree.

The respondents were given the following statements to see how much they agreed with the claims about the importance of a PM's soft leadership qualities on project success. Table 4.5 shows a summary of respondents' mean ratings of the eight elements and overall personal attribute.

From six soft skill key items, the project manager's time management (temporal) skills have impact on the project success with a mean value of 3.10. The project manager's communication skills have impact on the project success have a very high importance for project success with a mean value of 3.08.

These findings concur mostly (except for the impact of PM's team building skills) with a study by(Marzagão & Carvalho, 2016) As per study, project managers' coordination abilities are the most essential component in project success, followed by communication skills and problem discovering, analyzing, and solving skills, with interpersonal skills and team building skills contributing relatively less.

The findings of the study reflect that the soft leadership skill of the project manager has a very high importance for project success with a total mean value of 2.96

Table 4-4 : - Soft leadership skills and project success

Soft skill parameters	N	Mean	Std. Deviation
The project manager has communication skills	108	3.08	1.340
The project manager has interpersonal skills.	108	2.85	1.296
The project manager has coordination skills	108	3.04	1.325
The project manager has team building and delegation skills.	108	3.07	1.221
The project manager demonstrate problem finding, analyzing, and solving skills	108	2.65	1.171
The project manager demonstrates time management (temporal) skills	108	3.10	1.176
Overall mean value and slandered deviations	108	2.965	1.255

Source: Survey data (2022)

4.4.4 Emotional intelligence and Project success

The project manager's self-awareness, self-management, social awareness, and relationship management were all assessed as part of emotional intelligence.

The respondents were asked for their thoughts on these factors of personal character that influence project success. A five-point Likert scale was used to evaluate the responses.1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree.

Table 4-5 : - Emotional intelligence of leadership and project success

Variables	N	Mean	Std. Deviation
The project manager has high degree of self-awareness	108	2.85	1.206
The project manager has high degree of self-management	108	2.72	1.191
The project manager has high degree of social awareness of working environment	108	2.51	1.028
The project manager has relationship management approach with various stakeholders	108	2.81	1.072
Overall mean and standard deviations	108	2.72	1.12

Source: Survey data (2022)

Of the four key aspects of emotional intelligence, the project manager's degree of self-awareness has the highest importance for project success with a mean value of 2.85.

The project manager's relationship management approach with various stakeholders has impact on project success with mean value 2.81. The project manger's degree of self-management also has a mean value of 2.72 which implies that it is a critical factor for project success.

4.4.5 Project success criterions

Project success was measured using eight criteria, including (presented as a composite measure of project stakeholders' satisfaction, time, quality, and cost).

Respondents were asked for their thoughts on these factors that influence project success. A five-point Likert scale was used to evaluate the responses.1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree. Timely handovering to client with mean value of 3.15 and Completion of the project on time with mean value 2.87 were the major determinant of project success.

Table 4-6 : - project success

Project success variables	N	Mean	Std. Deviation
Was the project completed on time?	108	2.87	1.231
Was the project completed with the allocated budget?	108	2.32	.984
Was the scope of all project works completed?	108	2.49	1.081
Were the project specifications met by the time of handover to the client?	108	3.15	1.057
Were the outcomes of the project used by its client/owner?	108	2.75	.968
Was the project client/owner satisfied?	108	2.65	1.096
Was your employer satisfied with the outcomes of the project implementation?	108	2.47	1.106
Were project team members satisfied with the process by which the project was implemented?	108	2.69	1.195
Overall mean	108	2.67	1.09

Source: Survey data (2022)

As it is shown in the teble 4.8 below technical skill of a project manager is the main driving force for project success with over all mean value of 3.13 followed by soft skill and personality trait of project manager with over all mean value of 2.97 and 2.88 respectively.

Table 4-7 : - summery of leadership qualities

Leadership attribute	Overall mean value	Rank
Personality treats	2.88	3
Technical skills	3.13	1
Soft skills	2.97	2
Emotional intelligence	2.72	4

Source: Survey data (2022).

4.5 Inferential Statistics

4.5.1 Correlational Analysis

This section applied a correlational analysis to determine the bivariate relationship between project success and personality trait, technical skills, emotional Intelligence, and soft skills of project managers

According to the findings from the correlation analysis, there is very strong positive correlation between project success and personality trait with a correlation coefficient of 0.891 this shows that personality trait of a project manager highly contributes to project success. Very strong positive correlation coefficient of 0.833 was observed between project success and technical skills of a project manager which implies the importance of technical skills of a project manager for effective project success. The correlation coefficient for project success and soft skill shows strong positive relationship with correlation coefficient to be 0.591.how ever the result of the study shows moderate relationship with correlation coefficient of 0.348.the finding of the analysis was presented in the table 4.9 below .According to (Saunders & Townsend, 2018), the classification of the strength of relationship the relationship among the variable of the study is positive and strong with project success.

Table 4-8 : - Correlation analysis

	Personality trait	Technical skills	Soft skills	Emotional intelligence	Project success
Personality trait	1				
Technical skills	.758**	1			
Soft skills	.554**	.535**	1		
Emotional intelligence	.415**	.440**	.386**	1	
Project success	.891**	.833**	.591**	.348**	1
**. Correlation is significant at the 0.01 level (2-tailed).					

Source: Survey data (2022).

4.5.2 Regression Analysis

A regression analysis was then conducted to measure the highest possible multivariate association between; project success, and the independent variables that showed a strong correlation with the project success.

Model testing

From the analysis below, the coefficient of determination (R square) shows the model power of explaining (how much the independent variables explain the outcome variable). Therefore, R square equals 0.864 which dictate that 86.4% of the project success could be explained by personality trait, technical skill, emotional intelligences, and soft skills of a project manager.

Table 4-9: - Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.930[a]	.864	.859	.18848

Source: Survey data (2022)

The value of (F=163.674, p-value =0.000) indicates that the regression model predicts the outcome variable statistically significantly. There was a statistically significant relationship between predictors: personality trait, technical skill, emotional intelligences and soft skills of a project manager and Dependent Variable: projects' success status (table 4-11).

Table 4-10: - ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	23.258	4	5.814	163.674	.000[b]
	Residual	3.659	103	.036		
	Total	26.917	107			
a. Dependent Variable: Project success						
b. Predictors: (Constant), personality trait, technical skill, emotional intelligences, and soft skills						

Source: Survey data (2022)

Regression Coefficient

Based on the finding in Table 4.12, there was a positive and significant association between the project success and personality trait (β = 0.593, t= 10.216, CI=0.482-0.7.13), P-value <0.00). This showed that personality trait was a significant requirement for the successful implementation of projects. Project manager with high personality treat/excellent personality will be very essential for project success. Taking all other independent variables constant at zero, a unit improvement on personality trait would lead to a 0.593 (59.3%) improvement on the of projects success. This dictates that personality trait had the highest influence on the project success. the study also shows that there is strong positive relationship between technical skills and project success β = .373, t= 6.438, CI=0.258-0.488, p-value =0.00). taking all the other independent variables constant at zero a unit improvement in technical skills of a project manager will lead to a 37.3% improvement in the project success.as it is observed for the result of this study there is positive relationship between project success and soft skill of a project manager were β = 0.102, t= 2.257, CI=0.0120-0/192, p-value =0.026). again, this show that a unit increase in the soft skill of the project manager will improve the project success by 10.2%.the study shows significant relationship between emotional intelligence and project success were β = -0.101, t= 2.446, CI=00.185-(-0.019) p-value =0.016) (see table 4.12).

Table 4-11: - Regression coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	.064	.070		.922	.359	-.074	.202		
Personality trait	.597	.058	.593	10.216	.000	.482	.713	.391	2.556
Technical skill	.373	.058	.373	6.438	.000	.258	.488	.394	2.540
Soft skills	.102	.045	.102	2.257	.026	.012	.192	.643	1.555
Emotional intelligence	-.102	.042	-.101	-2.446	.016	-.185	-.019	.769	1.301
a. Dependent Variable: Project success									

Source: Survey data (2022)

5. CHAPTER FIVE: SUMMARY, CONCLUSION & RECOMMENDATIONS

5.1 Introduction

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

5.2 Summary

The finding of the study was described as follows

1. the first objective of the study is to examine the effect of personality traits of project manager on project success in selected humanitarian organization as it is mentioned in table 4.3 this study finds statistically significant relationship between personality trait of a project manager and project success
2. the second objective of the study was to examine the effect of project manager's technical skill on project success in selected humanitarian organization. As it is presented in table 4.4 this study establishes strong statistical positive relationship between project manager's technical skill and project success. Which implies that an increase in the technical knowledge of the project manager will increase the rate of project of success.
3. The fourth research objective was to determine the extent to which soft skills of project manager contributes to project success. As presented in table 4.5, the study found significant positive relationship between project manager's soft skills and project success
4. The third objective strive to investigate the effect of project manager's emotional intelligence on project success in selected humanitarian organization .as mentioned in table 4.6, the study found a statically significant impact on project success.

5.3 Conclusions

The overall goal of this study was to determine the impact of project manager leadership skills for project success in the context of a specific humanitarian organization. To do so, the researcher performed a comprehensive assessment of the literature in the areas of project success, leadership traits, and related areas, then conducted a survey among fifteen humanitarian organizations in Ethiopia.

The study find that technical skill of project manager has the highest impact on project success

The study established that the project manager's technical skill has a significant importance for project success. The project manager's knowledge of cost, quality, schedule, risk, human resource, procurement stakeholder and communication management are all very significant skills that are important for project success. The project manager's knowledge of stakeholder management was found to have low importance for project success. Compared to the other parameters. Were project manager's knowledge of quality management process and communication management process affects project success to a very high extent with a mean of 3.69 and 3.59 respectively.

From the study findings, it can be concluded that personal trait of the Project manager has a high impact on project success. All the personal traits of the project manager have a significant effect on project success with project manager's accessibility, honesty, and integrity on the top while project manager's farsightedness, focus enthusiasm in the middle and project manager's persuasiveness of the project at the bottom.

The study showed that the project managers 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.

Of the four key aspects of emotional intelligence, the project manager's degree of self-awareness has the highest importance for project success followed by project manager's relationship management approach with various stakeholders has impact on project success.

The study concludes that, of the four leadership qualities, emotional intelligence of the project manager had the least effect on project success while technical and soft skills are the main driving force competence for a project manager for project success.

5.4 Recommendations

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

The study recommends that a project manager acquire and build a combination of leadership qualities in the areas of personal trait, technical skill, soft skill, and emotional intelligence due to the complex nature of projects. As a result, while hiring a Project manager, senior management must be aware of the critical importance of personal traits, emotional intelligence, and soft and technical leadership skills. These characteristics of leadership have been linked to project success.

According to the study, project managers' soft leadership qualities, such as collaboration, team building, and delegation, problem-solving, analyzing, and solving skills, and communication skills, should be prioritized. When choosing a project manager, these qualities should be carefully evaluated, and senior management should strive to continue developing these talents once project managers have been chosen.

the study recommended that during the project manager selection process, a personal exam should be performed to assess the project manager's personal attributes and emotional intelligence.

The test's outcome should have a significant impact on the selection criterion. The project manager should be able to see the future and have the excitement, passion, and self-confidence to express it to others. He or she should also have strong self-management and social management skills.

The project manager should be freely approachable to their team members, among other personal attributes and emotional intelligence factors.

The study also proposes a method for evaluating and strengthening the technical skills of project managers, particularly in the areas of quality, cost, schedule, and communication management. Project managers should have technical capabilities that are all oriented toward ensuring that projects are executed effectively and efficiently, with adequate progress toward project completion.

5.5 Areas for future research

Areas for future research

The following potential areas are suggested for future research:

- This study focuses on project managers in emergency response /humanitarian response projects in the context of NGO sector. Other studies could examine if similar findings can be obtained with development projects and government own projects.

- Because the current study only looked at four project management leadership characteristics, namely personal trait, emotional intelligence, technical skills, and soft skills, the study recommended that more research be done to determine the additional factors that contribute to project success.
- The study focuses on project success at chosen humanitarian organizations from the perspective of project managers and project staff, with respondents drawn solely from the organizations. It is suggested that this topic be examined from the perspective of the beneficiaries, with the project beneficiaries participating as the sample population.

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ANNEX 1- Questionnaire

ADDIS ABABA UNIVERSITY; SCHOOL OF COMMERCE

MASTER PROGRAMS IN PROJECT MANAGEMENT

Research Project: Assessing effect of leadership qualities of project managers on project success: the case of selected humanitarian actors in Ethiopia

By: - Tilahun Desalew Ambaye

Introduction

This information sheet and consent form is prepared by the investigator whose main aim is to study leadership qualities of project managers and its effect on project success: the case of selected humanitarian actors in Ethiopia. The investigator is MA in Project management student from Addis Ababa University, School of Commerce.

Procedures: you are kindly invited to take part in our research because we believe you can provide the necessary information for the research. Participation into the study is on voluntary basis. If you are willing to participate in our project, you need to understand and sign the consent form. Then, you will be asked to give your response by the data collectors. All the responses given by the participants and the results obtained will be kept anonymous and confidential. No one outside the research team will have access to your responses.

Risk and/or Discomfort: there is no risk that you will face

Benefits: we will not ask/ provide any direct payment for undertaking/ participate in this research

Incentives: this is a voluntary participation we will not give any incentive for participating in the research

Confidentiality and Anonymity: The information that we will collect from this research project will be kept confidential. Information about you that will be collected from the study will be stored in a file, which will not have your name on it, and it will not be revealed to anyone except the principal investigator.

Right to Refuse or Withdraw: you have the full right to refuse from participating in this research (you can choose not to respond some or all of the questions) if you do not wish to participate; and this will not affect you. You have also the full right to withdraw from this study at any time you wish to, without losing any of your rights as a resident of this site.

Persons to contact for further information: If you have any question, you can contact the principal investigator in the following address:

Name: Tilahun Desalew Ambaye

Tel: +251911049481

Email: tiledes99@gmail.com

Part 1: - GENERAL INFORMATION

1. Sex
    1. male
    2. female
2. Age
    1. below 25
    2. 25-34
    3. 35-44
    4. 45-54
    5. 55-65
    6. above 65
3. Please indicate your highest level of academic education
    1. PHD
    2. Master's degree
    3. Bachelor's degree
    4. diploma
    5. certificate
    6. high scholar
    7. other_____
4. Please indicate your educational background: _____
    1. Engineering (civil, water resource, construction management, environmental engineering)
    2. Public health /Environmental health
    3. Social science
    4. Management
    5. Project management
    6. Other _____
5. What is the name your organization? _____
    1. Action against hanger (AAH),
    2. Ethiopian red cross society (ERCS),
    3. Family Health International FHI 360
    4. International organization for migration (IOM),
    5. Lutheran world federation (LWF),
    6. world vision international (WVI),
    7. save the children international (SCI),
    8. food for hunger Ethiopia (FHE),
    9. people in need (PIN),
    10. OXFAM international
    11. ZOA,
    12. Danish refugee council (DRC)
    13. International rescue council (IRC)
    14. SNV
    15. Norwegian refugee council (NRC)
6. Kindly indicate the responsibility that describes your role in the above-mentioned organization
    1. project manager
    2. project staff

3. support staff
4. Project coordinator
5. other _____

7. What are the thematic areas of your organization / what kind of active project do you currently have?
    1. WASH
    2. shelter and NFI
    3. health project
    4. Education in emergency
    5. protection projects
8. Please indicate your total work experience.
    1. below 3 years
    2. 3-5 years
    3. 6-10 years
    4. 11-15 years
    5. above 15 years
9. Please indicate your experience as project manager or project leader
    1. below 3 years
    2. 3-5 years
    3. 6-10 years
    4. 11-15 years
    5. above 15 years
10. Apart from the current employer, how many other organizations have you worked for__
    1. One
    2. Two
    3. Three
    4. More than three
11. what was the project duration in month's_____?
    1. 0-3 months
    2. 3-6 months
    3. 7-12 months
    4. More than 12 months
12. please indicate the size of the project team members (no. of employees) under your leadership_____
    1. 0-5 people
    2. 6-10 people
    3. 11-15 people
    4. 16-20 people
    5. More than 20 people
13. Given the complexity of projects in Ethiopia, please rate the complexity of the projects in your organization
    1. low
    2. medium
    3. high

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.	Variable	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Personal Traits					
1.	The project managers have farsightedness or the ability to operate in the future					
2.	The project team having easy access to the project manager					
3.	The project manager demonstrates honesty and integrity					
4.	The project manager is Self-confidence					
5.	The project manager's focus on result					
6.	The project manager demonstrates Enthusiasm					
7.	The project Manager is Persuasiveness enough					
8.	The project manager is sociable, socially acceptable and adaptability to the social norms					
Technical Skills						
1.	The project manager's has knowledge of cost management and budgeting					
2.	The project managers have knowledge of schedule management					
3.	The project manager's has knowledge of quality management					
4.	The project manager has knowledge of risk management process					

5.	The project manager has knowledge of stakeholder identification and management process.					
6.	The project manager's knowledge of communication management process impacts the project success					
7.	The project manager has knowledge of procurement management process					
8.	The project manager has knowledge of human resource management					
	Soft Skills					
1.	The project manager has communication skills					
2.	The project manager has interpersonal skills.					
3.	The project manager has coordination skills					
4.	The project manager has team building and delegation skills.					
5.	The project manager demonstrate problem finding, analyzing, and solving skills.					
6.	The project manager demonstrates time management (temporal) skills					
	Emotional Intelligence					
1.	The project manager has high degree of self-awareness					
2.	The project manager has high degree of self-management					
3.	The project manager has high degree of social awareness of working environment					
4.	The project manager has relationship management approach with various stakeholders					

Part 3: -PROJECT SUCCESS CRITERIA

During the project's execution, please indicate genuinely the extent to which you as the project manager (or other) agree with each of the following project success statements by putting a tick (√) in the appropriate response

S/N	Project Success Measurement Items	1	2	3	4	5
Time						
1	Was the project completed on time?					
Cost						
2	Was the project completed with the allocated budget?					
Quality						
3	Was the scope of all project works completed?					
4	Were the project specifications met by the time of handover to the client?					
5	Were the outcomes of the project used by its client/owner?					
Stakeholders' Satisfaction						
6	Was the project client/owner satisfied?					
7	Was your employer satisfied with the outcomes of the project implementation?					
8	Were project team members satisfied with the process by which the project was implemented?					

Thank you