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The Importance of Soft-skills in Project Success in
Ethiopia: The case of “*Setaweeet*” Movement

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Declaration

I, **Yayne Zenebe**, now declare that the work entitled “**The Importance of Soft Skills in Project Success in Ethiopia: The Case of *Setawee* Movement**” is my original work, and this research has NOT been presented for another field or any other university/college. All the sources and materials used for this project have been appropriately credited.

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Certification

This is to certify that **Yayne Zenebe** has researched “**The Importance of Soft Skills in Project Success in Ethiopia: The Case of the *Setawee* Movement.**” The study is original and suitable for submission for the Master of Arts in Project Management award.

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Approval

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External Examiner: _____ Signature _____ Date _____

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Abstract

This study explores the soft skills required for project success by project managers and team members in “Setaweet,” a feminist activism movement focused on women's empowerment in social, economic, and political sectors. The research employed a mixed approach with a descriptive design to analyze the data collected from primary and secondary sources. This ensured a well-rounded understanding of the important soft skills for project success in Setaweet. The study's results revealed that communication, adaptability/flexibility, and time management are the most vital soft skills for Setaweet. The first two were also determined to correlate most with project success. In conclusion, the study suggests structured programs and practices such as workshops and seminars, coaching and mentoring, team learning, discussions, and assessments during hiring are all crucial in developing, practicing, and maintaining these soft skills. Future studies of these soft skills in other organizations with similar contexts are needed to create a more comprehensive understanding of soft skills that can significantly contribute to any project's success.

Keywords: *Project management, Project, Project manager, Soft skills, Project success.*

TABLE of CONTENTS

DECLARATION	II
CERTIFICATION	III
APPROVAL	IV
ACKNOWLEDGMENT	V
ABSTRACT	VI
TABLE OF CONTENTS	VII
LIST OF TABLES	X
LIST OF FIGURES	XI
CHAPTER 1 INTRODUCTION	1
1.1 INTRODUCTION	1
1.2 BACKGROUND OF THE STUDY.....	1
1.2.1 Multiple definitions of soft skills	2
1.2.2 Project success criteria	3
1.3 BACKGROUND OF THE COMPANY	4
1.4 PROBLEM STATEMENT.....	6
1.5 RESEARCH OBJECTIVES	7
1.5.1 General objectives	7
1.5.2 Specific objectives	7
1.6 RESEARCH QUESTIONS	8
1.7 SIGNIFICANCE OF THE STUDY	8
1.8 SCOPE AND LIMITATIONS OF THE STUDY	8
1.8.1 Scope.....	8
1.8.2 Limitations	8
1.9 DEFINITION OF KEY TERMS.....	9
1.10 ORGANIZATION OF THE PROJECT WORK.....	9
CHAPTER 2 LITERATURE REVIEW	10
2.1 INTRODUCTION	10
2.2 PROJECT AND PROJECT MANAGEMENT	10
2.3 PROJECT SUCCESS	11
2.4 SOFT SKILLS	12
2.4.1 Elements of Soft Skills	13
2.4.2 Categories of Soft Skills.....	14
2.5 FEMINISM MOVEMENTS AND THE “SETAWEET MOVEMENT.”	16
2.6 EMPIRICAL STUDY FINDINGS	16

2.7 CONCEPTUAL FRAMEWORK.....	18
CHAPTER 3 RESEARCH METHODOLOGY	19
3.1 INTRODUCTION	19
3.2 RESEARCH PHILOSOPHY, APPROACH AND DESIGN	19
3.2.1 Research Philosophy	19
3.2.2 Research approach	20
3.3 RESEARCH DESIGN	20
3.4 POPULATION, SAMPLING FRAME, AND SAMPLE SIZE	21
3.4.1 Population /target population	21
3.4.2 Sampling frame and Sample size	21
3.5 DATA SOURCE	22
3.6 DATA COLLECTION METHODS	23
3.7 DATA ANALYSIS	23
3.8 RELIABILITY AND VALIDITY	24
3.9 ETHICAL CONSIDERATIONS	25
CHAPTER 4 RESULTS AND DISCUSSION	26
4.1 INTRODUCTION	26
4.2 DEMOGRAPHIC DATA	26
4.2.1 Respondents' Gender and Age Group	26
4.2.2 Educational qualification of respondents	27
4.2.3 Professional work experience in the organization	27
4.2.4 Position/Role in the Organization	27
4.3 RELIABILITY AND VALIDITY TEST RESULTS	28
4.4 DESCRIPTIVE STATISTICS	28
4.4.1 Assessment of the current soft skills level of practice	28
4.4.2 Project success	31
4.4.3 Importance of Soft Skills	32
4.4.4 Soft skill development through training and support	34
4.5 CORRELATION ANALYSIS	40
4.6 THEMATIC ANALYSIS	43
4.6.1. Becoming familiar with the data.....	44
4.6.2 Developing Preliminary Codes	44
4.6.3 Recognizing Themes	48
4.6.4 Assessing Themes	51
4.6.5 Defining and Labelling Themes	52
4.6.6 Writing up report	52
4.7 DISCUSSIONS.....	53
CHAPTER 5 CONCLUSION AND RECOMMENDATION.....	54

5.1. INTRODUCTION.....	54
5.2. CONCLUSION.....	54
5.3. RECOMMENDATION.....	55
5.4. IMPLICATIONS FOR FUTURE RESEARCH.....	56
REFERENCES	57
ANNEXES	63
ANNEX I: QUESTIONNAIRE.....	63
ANNEX II: INTERVIEW QUESTIONS.....	67

LIST OF TABLES

Table 3-1 Description of Sample frame and Sample size.....	22
Table 4-1 Gender and Age Group of Respondents.....	26
Table 4-2 Educational Background of Respondents	27
Table 4-3 Professional work experience of Respondents.....	27
Table 4-4 Respondent's role in the organization.....	28
Table 4-5 Reliability Test	28
Table 4-6 Respondents' view on the use of identified soft skills	30
Table 4-7 Five-point Importance level of soft skills for project success.....	33
Table 4-8 Five-point Likert scale Evaluation of the importance of soft skills	39
Table 4-9 Pearson correlation between variables	42
Table 4-10 Key Informant Information	43
Table 4-11 Presented research questions	44
Table 4-12 Categories of Themes.....	49

LIST OF FIGURES

Figure 1-1 Hierarchy of Setaweet's current project managers	5
Figure 2-1 Soft skill elements.....	14
Figure 2-2 Conceptual framework of the study	18
Figure 4-1 Current level of soft skill practice in the organization.....	29
Figure 4-2 Respondents' view of project success	31
Figure 4-3 Survey result on the importance of soft skills for project success.....	32
Figure 4-4 The practice of training for enhancing soft skills development.....	34
Figure 4-5 Types of training and support the organization uses for soft skills development.	35
Figure 4-6 Evaluation of the effectiveness of training methods used.	36
Figure 4-7 Organizational Culture.....	37
Figure 4-8 Effectiveness of training methods.....	38
Figure 4-9 Initial subcategories proportion	48
Figure 4-10 Initial thematic map	49
Figure 4-11 Revised thematic map.....	52
Figure 4-12 Final thematic map.....	52

CHAPTER 1 INTRODUCTION

1.1 Introduction

The primary objective of this introduction chapter is to establish the importance of the research problem at hand. It delves into the study's background and objectives in a comprehensive manner, the organization's context, the problem statement, research questions, the significance of the study, the scope and limitations of the study, key definitions of frequently used terms, and the detailed organization of the study.

1.2 Background of the study

This chapter addresses the question, 'What is the novelty of the research question?' by highlighting a gap in the academic community's knowledge and outlining the initial motivations for the research project. It first defines the research areas by elaborating on the concepts of 'Project success' and 'soft skills' in project management through historical context and various interpretations.

According to (PMBOK, 2017), a project is a temporary endeavor undertaken to create a unique product, service, or result. In the context of Setaweet, projects are the focal points of the organization. They are defined by specific start and end dates, and encompass various deliverables aimed at achieving predefined goals. These deliverables primarily consist of services provided to project stakeholders, which include donors, government institutions, and community members engaged in the project.

Managing these projects effectively helps individuals, groups, and public and commercial organizations accomplish objectives, meet expectations from stakeholders, overcome obstacles, and more (PMBOK, 2017). Overall, accomplishment of all these objectives and goals can be referred to as project success and individuals that are responsible to make this happen are project managers. Project managers need a variety of skill sets, including soft skills, to accomplish this. Project managers in various sectors need soft skills that are different in the contexts in which they are applied. (Awabdeh, 2017). In order to successfully manage projects and ensure their success, the case study organization Setaweet also engages project managers.

1.2.1 Multiple definitions of soft skills

Soft skills refer to interpersonal and communication abilities that enable someone to interact effectively and harmoniously with others. These skills are typically related to one's personality traits, attitudes, and behaviors rather than specific technical knowledge. Examples include communication skills, teamwork, adaptability, problem-solving, emotional intelligence, and leadership capabilities. Soft skills are essential in various aspects of professional and personal life, contributing significantly to success in workplaces and relationships. (Castro, Barcaui, Bahli, & Figueiredo, 2022; Heerden, Jelodar, Chawynski, & Ellison, 2023)

Soft skills can also refer to a broad set of skills, competencies, behaviors, attitudes, and personal qualities that enable individuals to navigate their environment effectively, work well with others, perform well, and achieve their goals. These skills are broadly applicable and complement other skills, such as technical, vocational, and academic skills” (Laura et al., 2015).

A person's character and interpersonal abilities reveal a lot about their interaction with others, which is reflected in their soft skills. It emphasizes people's true selves more than their knowledge. Through subtle actions and communication, it makes the workplace flexible and manageable. It encompasses qualities like flexibility and adaptability as well as problem-solving, ingenuity, resolving conflicts, time management, and self-motivation. (Jena & Satpathy, 2017)

Cinque et al. (2016) noted that soft skills encompass methodological or meta-competencies (such as the ability to develop, reinterpret, and transfer competencies across disciplines and from informal to formal learning) and social and interpersonal abilities. It is essential to adopt a broad conceptualization of soft skills, including competencies applicable across various industries, job roles, and companies.

In recent years, soft skills have been considered compulsory in hiring in any business or organization and critical to any company's ability to compete in the market (Awan, M. H; Ahmed, K; Zulqarnain, W, 2015). Consequently, companies place a high importance on soft talents (Awabdeh, et al., 2017; Birara, 2021; Castro, 2022).

These days, soft skill requirements are frequently seen in labor force plans, job ads, hiring, selection, training, and corporate culture (Awan, et al., 2015; DOAN, 2020), and employer practices (Foss, 2020).

According to Abdulwahed et al. (2013), Cimatti (2016), Cinque et al. (2016), and others, alternative terms for soft skills include transferable skills, generic competencies, key competencies, transversal competencies, core skills, social competencies, interpersonal skills, 21st-century skills, and basic or life skills.

Based on findings from other literature, it can be understood that different terms and definitions are given to soft skills. These descriptions can differ depending on how these soft skills are used in different contexts. In the case of Setaweet, soft skills can be defined as interpersonal skills that project managers and team members use in their interactions with different project stakeholders to achieve their project objectives and goals. This study aims to identify and rank the important soft skills that are essential for the successful completion of projects undertaken by Setaweet. Setaweet's project managers and team members utilize their soft skills throughout different stages. These stages include hiring, presenting a proposal to donors, communicating with community members about the project, and in-office team learning and discussions.

1.2.2 Project success criteria

The definition of project success is evolving alongside advancements in project management practices. These advancements are reflected in updates to the (PMBOK, 2017), which now emphasizes that project managers should oversee the business and strategic aspects of projects, whereas previously the focus was primarily on project completion or closure.

Project success is vital, and assessing the extent of success or failure is highly complex (Chan & Scott, 2004). The issue of project success has always been a focal point in project management literature (Cooke-Davies, 2002; Fortune & White, 2006). Extensive research has been conducted to identify the determinants of project success (Jetu & Riedl, 2012). A project is deemed successful if it is completed without time or cost overruns and meets expectations (Narayanaswamy, Grover & Henry, 2013). The successful execution of a

project requires the collaboration of multiple specialists and the effective integration of their skills (Sicotte & Langley, 2000).

In the context of the Setaweet movement, project success encompasses several dimensions. These include achieving project objectives and goals while adhering to standards of quality, budget, and timelines, ensuring stakeholder satisfaction, and achieving the desired impact on the community. These criteria are upheld through various project management practices employed by project managers and teams, with soft skills playing a crucial role among them.

1.3 Background of the company

Gender marginalization is among the various causes addressed by organizations such as Setaweet. In the Ethiopian context, it is one of the first additions to the feminist activism movement.

In 2014, the modern feminist movement was established by founder Sehine Teferra. The Setaweet Movement seeks to define Ethiopian feminism and establishes forums for discussion, investigation, and action among Ethiopian males and females. The #WhatSheWore, #Arif_Abatt, #Lik-Aydelem, and #Ahunim_Alrefedem campaigns, which highlight the prevalence of sexual violence in Ethiopia, are just a few of the gender-based violence campaigns that Setaweet has sponsored in recent years (setaweet, 2021).

The Gender shops, the flagship initiative of Setaweet, are feminist curriculums for secondary schools that support the study of topics like healthy relationships, self-esteem, and femininities and masculinities. Alegnta, the Setaweet hotline, provides free psychosocial counseling to victims of sexual assault. It was accessible as a mobile app to report cases of gender-based violence and gather data starting in late 2023 (Setaweet et al., 2021).

Setaweet has been actively engaged in the development and documentation of feminist movements through a variety of projects, such as social media activity, the Meqenet TV show, and the Articulating Feminism podcast. Regarding political engagement, the Ethiopian National Election Board chose Setaweet to host party debates in 2021. Setaweet then held several Policy Dialogues to discuss gender equality and provide feminist input on the proposed revision of the Ethiopian Constitution. These initiatives have developed

into the National Women's Forum, which took place in June 2022, and the National Women's Conference, which is scheduled for April 2023. The purpose of these events is to unite the Ethiopian feminist movement by bringing together activists, grassroots associations, and women's rights groups (Setaweet et al., 2021).

Setaweet's current structure has four major departments: management, finance, human resources, and project management. The management team consists of only the general manager. There are seven senior project managers in the project managers department, while there are 25 junior project managers. The company has 25 active projects, and the senior managers handle several of them simultaneously. Currently, under the finance and human resource teams, there are three personnel in each department. These finance and human resource departments are part of the project team and work closely with the project managers. On the other hand, since 2014, the organization has previously employed 12 other project managers, six finance and four human resource team members.

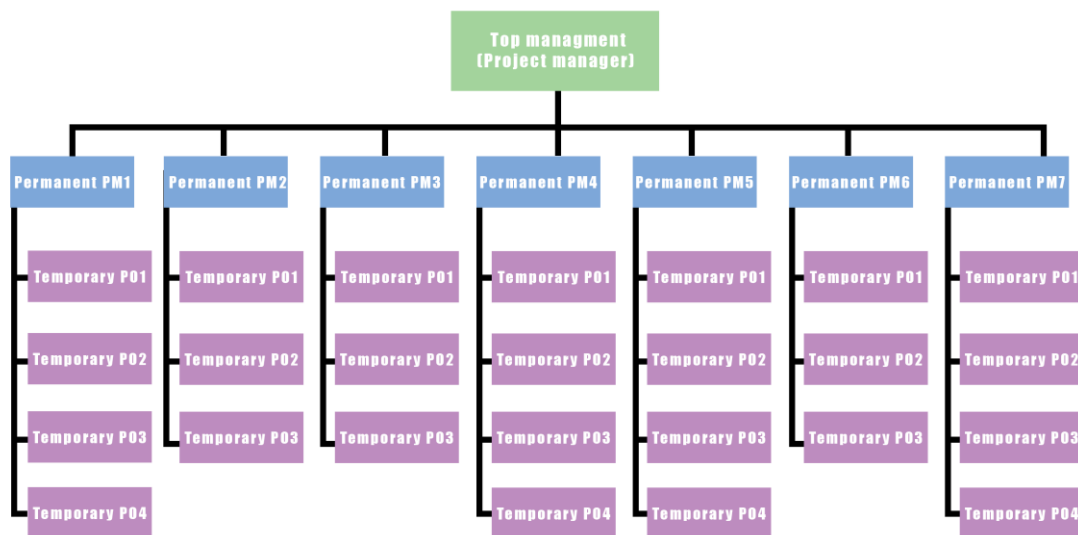


Figure 1-1 Hierarchy of Setaweet's current project managers

Source: (Own, 2024)

As shown in Figure 1-1 above, several junior project managers work under the senior project managers and assist them in different projects. These projects have different life spans; some might be as short as three months, while others can exceed a period of six months. To handle the irregular nature of the projects, the organization employs different

levels of project managers to handle specific projects.

This study examines Setaweet's projects in depth and investigates the important soft skills required of project managers and team members.

1.4 Problem statement

Project management is a means to achieve success in a given project. At the heart of project management and project success are project managers, who are required to be equipped with different soft skills. Different researchers in different streams of study have conducted several studies to identify the various important soft skills required (Abdulwahed, Balid, Hasn, & Pokharel, 2013; Awan, Ahmed, & Zulqarnain, 2015; Awabdeh, 2017; DOAN, NGUYEN, & NGUYEN, 2020; Castro, Barcaui, Bahli, & Figueiredo, 2022).

In a study conducted by Gebre Eyesus (2018), the researcher examined the impact of soft skills on the success or failure of projects. The findings revealed that core competencies crucial for success, particularly in humanitarian projects, are soft skills. Mekonnen (2022) found that identifying employees' soft skills through self-observation and managerial observation leads to better utilization of these skills, enhancing individual performance and contributing to the success of projects, departments, and companies. Even though the importance of soft skills can be demonstrated in such research in the Ethiopian context, specifically in projects technical skills are highly prioritized. In contrast, soft skills are considered relevant on a general basis. Hence, consistent practice and development of soft skills are significantly lacking in companies employing project managers for project execution.

Another study conducted by (Weber et al. 2009) explored how soft skills in project managers influence the success of project managers and aid them in managing their project teams. Traditionally, project managers have been predominantly selected based on technical skill criteria. However, the authors argue that projects generally fail when either skill set (soft or hard skills) is lacking in a project manager. It demonstrated how a project manager's soft skills play a crucial and decisive role in encouraging team members to adopt positive behaviors, ultimately leading to their positive contributions toward successfully completing a project.

Soft skills are crucial since they are intangible abilities that project managers use to manage projects teams and communicate with stakeholders and see projects through to completion. Despite the acknowledged significance of soft skills in project success, their consistent practice and development remain deficient in organizations, particularly those emphasizing technical expertise over interpersonal abilities. This gap is evident even though research underscores the pivotal role of soft skills. In Setaweet movement, a pioneering feminist activism organization in Ethiopia focused on empowering marginalized women, there is a need to identify and evaluate the essential soft skills project managers and teams utilize. Understanding these skills and their impact on project success within Setaweet's initiatives will provide insights into enhancing project management practices.

1.5 Research Objectives

1.5.1 General objectives

This study focuses on the following key general objectives:

- Assess the significance of soft skills for project success.
- Identify the essential soft skills of project managers and team members that influence the success of a project.

1.5.2 Specific objectives

The following specific objectives enhance the successful attainment of the study's general objective.

1. Assess the current soft skills practices in the case study organization.
2. Examine the connection between soft skills and project success within the case study organization.
3. Understand how project success is evaluated in the case study organization.
4. Determine the contribution of soft skills training to project success.

1.6 Research questions

In order to get the study focused on the key objectives outlined above, the following research questions are developed;

1. What types of soft skills are the project managers at Setaweet currently exercising?
2. Are specific soft skills essential for project managers of Setaweet for their project success?
3. What methods does the organization use to measure project success?
4. How does proper soft skill training relate to the success of projects in Setaweet?

1.7 Significance of the study

Organizations such as “Setaweet” are major players in politics and economics. The role of these kinds of civic organizations in developing countries is certainly considerable and worthy of study. The current study's findings might have relevant insights to attain exceptional results and long-term benefits over competitors and achieve their targeted objectives. Project managers and team members can use the study's results to pinpoint and strengthen their areas of soft skill deficit. The study's results benefit the case study organization by enabling them to design more effective hiring, selection, training, and development strategies. The results of this study could be useful to HR managers in similar organizations and the field of project management.

1.8 Scope and limitations of the study

1.8.1 Scope

The current study investigates a feminist activism organization, the Setaweet Movement. Therefore, the scope of the study includes the various projects that have been conducted and projects that this organization is currently undertaking. Accordingly, the soft skills applied to achieve project objectives successfully are addressed.

1.8.2 Limitations

This research is limited to the projects undertaken by the case study organization “Setaweet Movement.” However, the study's findings might be relevant to organizations with similar settings and objectives.

1.9 Definition of key terms

Project management:” refers to the methods used to control and oversee activities within a project. It has become essential for the survival of many organizations, with the focus shifting from whether to adapt project management to how well it is implemented (Levi, 2009, as cited in Rawan.K., 2015).

Project: is an exceptional process that involves a series of coordinated and controlled activities with defined start and end dates, conducted to achieve a specific objective while meeting particular requirements such as time constraints, cost, and resources (Lester, 2017).

Project manager: is an individual accountable for successfully initiating, planning, designing, executing, monitoring, controlling, and closing a project (Giri, Om 2019).

Soft skills: refer to personal and interpersonal skills, from simple gestures of day-to-day activities to the complex management activities at the workplace that project managers apply throughout projects. (Jena & Satpathy, 2017)

Project success: is described by Narayanaswamy et al. (2013) as the situation when a project meets its expectations and is completed within the specified time frame and budget. Several factors contribute to project success, with the project manager's soft skills being one of them (Sicotte and Langley, 2000; Hoegl and Parboteeah, 2007).

1.10 Organization of the project work

The first chapter of this paper clearly states the need for doing this study, its importance, its goals, the scope of the research, and its limitations. The second part presented an overview of relevant literature from recently published, internationally renowned journal articles, theses, and dissertations from many academic disciplines. The research approach that was used to address the research questions and accomplish the study's goals is presented in the third chapter. The fourth chapter discusses the outcomes and conclusions, while the last section is completed with suggestions to important stakeholders and relevance to similar study topics to be considered.

CHAPTER 2 LITERATURE REVIEW

2.1 Introduction

This chapter aims to summarize recent findings associated with the current study theme. First, key descriptions, definitions, and related works are presented under each subsection. Second, the research gaps identified are summarized. Finally, the conceptual framework is outlined and based on the above-mentioned definition.

2.2 Project and Project Management

Projects are ubiquitous and integral to organizations across various sectors of the economy. They represent society's efforts to enact change in a rapidly evolving world. Managing change initiatives effectively is crucial for organizations to thrive (Dinsmore & Cabanis-Brewin, 2011).

One approach to explaining projects is through examples, often citing historical projects like the pyramids and the Great Wall of China, highlighting the project-oriented nature of the construction industry. However, other industries such as IT, aerospace, and pharmaceuticals also rely heavily on projects, often driving technological advancements that reshape our lives and work (Dinsmore & Cabanis-Brewin, 2011; Foss, 2020).

Projects encompass various endeavors, from developing new products to creating advertising campaigns or community fundraising initiatives. They involve bringing about change and producing something new or different (Dinsmore & Cabanis-Brewin, 2011; Foss, 2020).

These explanations underscore key concepts of projects: they have a defined start and end, involve change, and result in creating something unique. This aligns with the definition of a project in the Project Management Institute's (PMI) A Guide to the Project Body of Knowledge (PMBOK Guide): "A project is a temporary endeavor undertaken to create a unique product, service, or result" (PMBOK, 2017).

Project work has several characteristics that set it apart from regular business operations:

- **Change:** Projects are the vehicles through which change is introduced.
- **Temporary:** Projects are temporary endeavors with a defined start and end. Once the desired change is implemented, business operations resume in a new form, and the project is no longer needed.
- **Cross-functional:** Projects involve teams of individuals with diverse skills working together temporarily to implement changes that affect stakeholders beyond the team. Projects often transcend the typical functional divisions within an organization and may even involve multiple organizations.
- **Unique product, service, or result:** Each project is unique, even if an organization undertakes similar projects. Factors such as team composition, customers, locations, and timing ensure that each project has its own distinct characteristics.
- **Uncertainty:** Projects, due to their temporary and change-oriented nature, inherently involve more risks and opportunities than standard business operations.

Project management is the application of knowledge, skills, tools, and techniques to project activities to meet project requirements. Effective implementation and integration of project management processes are crucial for project completion. Organizations can execute projects effectively and efficiently with the aid of project management (PMBOK, 2017; PRINCE2, 2017).

Project management facilitates the achievement of business objectives, meeting stakeholder expectations, enhancing predictability, improving success rates, delivering products on time, resolving issues and risks promptly, optimizing resource utilization, identifying and rectifying failing projects, managing project constraints (scope, quality, schedule, costs, and resources), balancing the impact of constraints on the project (e.g., increasing scope may affect cost or schedule), and managing change effectively (Dinsmore & Cabanis-Brewin, 2011; PMBOK, 2017). Therefore, applying project management knowledge and skills leads to the successful achievement of project objectives.

2.3 Project success

According to (PRINCE2, 2017): (Projects In Controlled Environments), a widely recognized project management method, every project consists of six variables that must

be controlled to succeed overall. These variables represent different aspects of the project's performance:

- **Costs:** The project must be financially feasible, and while it may start with a specific budget, various factors can lead to overspending or opportunities to reduce costs.
- **Timescales:** Linked closely to costs, this variable addresses the frequently asked question of when the project will be completed.
- **Quality:** Meeting deadlines and staying within budget is not enough if the project's outcome does not meet the required standard.
- **Scope:** Defines what the project will deliver, preventing stakeholder misunderstandings about project objectives.
- **Benefits:** Maintains the project's investment goal front and center and ensures that the project's results match the intended returns.
- **Risk:** All projects involve risks, and it is important to determine the acceptable level of risk.

Successful projects are those that meet their specified timeframes, costs, and scope, achieve their intended benefits with the agreed-upon quality, and remain within an acceptable risk margin.

Failure to manage projects effectively or a lack of project management can lead to missed deadlines, cost overruns, poor quality, rework, project scope creep, damage to the organization's reputation, stakeholder dissatisfaction, and failure to achieve project objectives (PMBOK, 2017).

Project managers and team members are essential to the success of any given project and must possess the necessary abilities to manage it effectively.

2.4 Soft Skills

There are several names for soft skills (sometimes referred to as competencies or even learning outcomes), as well as several definitions, classification schemes, and clustering techniques. Moreover, the concept of soft skills, sometimes known as "non-technical"

skills, occasionally crosses over and intersects with other well-known ideas like "life skills," "generic competencies," "key competencies," etc. (Cimatti, 2016; Cinque, 2016).

Cinque (2016) presented the various approaches to the issue of soft skills through a chronological synthesis of a framework. He compiles important research and the conclusions that came out at various points, shedding light on how those abilities' definitions changed over time. Additionally, he provides insights into the unique relationships this evolution has with other studies undertaken in many domains using various methodologies and theoretical frameworks.

According to Cimatti (2016) and Cinque (2016), "generic skills" are abilities that are useful in various contexts, making them potentially transferable across different job roles. They encompass a range of skills beyond technical expertise, including proficiency in technology, literacy, and numeracy. These generic skills are considered to include soft skills as well.

Cinque (2016) defines "key competencies" as general skills that are particularly important and relevant across various aspects of life, including personal, social, professional, and educational spheres. The terms "key" and "generic" are used interchangeably in this context.

It is noted that "key competencies" and "basic skills" are not synonymous. Cinque (2016) uses "basic skills" to refer to critical abilities that are essential in a particular culture for individuals and occupations, emphasizing their importance for ongoing learning and communication. Basic skills include fundamental mathematical operations like addition, subtraction, multiplication, and division, as well as reading and writing in one's native language.

2.4.1 Elements of Soft Skills

Individuals with strong soft skills possess exceptional situational awareness and emotional intelligence, enabling them to navigate difficult work environments while achieving positive results. This is especially critical in leadership positions, where effective leadership hinges more on managing people and directing their efforts toward a common goal than on leveraging specialized technical skills. To foster successful leadership, employers play a crucial role in training and empowering their employees with the

requisite skills to meet their needs (Kumar, 2022). In pursuit of this goal, Figure 2-1 illustrates the seven soft skills that employees need to succeed in the workplace.



Figure 2-1 Soft skill elements

Source: (Kumar, 2022)

2.4.2 Categories of Soft Skills

According to (Kumar A. , Singh, Ansari, & Pandey, 2022), The various kinds of soft skills are as follows:

Leadership Qualities: Employers highly value employees who can lead and guide others. Leaders must build connections within and outside the organization. Leadership involves evaluating, inspiring, motivating, and disciplining employees, as well as team formation, problem-solving, and shaping the company's culture. Leadership development often focuses on enhancing soft skills.

Communication: Effective communication skills are essential for interviews and job performance. Communication competence involves knowing how to communicate effectively in different contexts. Being able to express thoughts and ideas clearly and respectfully, even when disagreeing with others, is highly valued by employers. Communication skills are vital in various roles, from human resources to management.

Teamwork: Employers seek candidates who excel in teamwork. Teamwork skills enable individuals to work efficiently in groups and achieve goals. Many professions, including market research, event planning, and software engineering, require collaboration. Even those not on formal teams must still collaborate effectively to achieve organizational objectives.

Creativity: Creativity involves innovative thinking and problem-solving. Creative employees can devise new methods, improve processes, and explore new areas for the company. Creativity is valuable in various fields and levels, from generating ideas to graphic design. Some experts believe creativity will be a critical skill in the future, particularly for instructional designers, architects, and artists.

Adaptability: Adaptability is crucial in rapidly changing industries or startups. Employees who can adjust to new environments and technologies are valuable. Adaptability and flexibility are essential for embracing and managing change, particularly in fast-paced professions such as public relations, event planning, technology, nursing, and advertising.

Self-motivation: A positive attitude and the ability to work efficiently without constant supervision demonstrate reliability and dedication. Self-motivated individuals can work effectively within an organizational framework without constant oversight.

Problem-Solving: Problem-solving requires analytical, creative, and critical thinking skills, along with a specific attitude. Individuals who can approach problems calmly can often find solutions more efficiently. Problem-solving often involves collaboration and identifying who can help solve an issue.

Work Ethic: Work ethics are fundamental and universally valued soft skills. Demonstrating a strong work ethic shows employers that you value your work and strive

to do your best. This is crucial in every industry, especially in high-stress positions like first responders, educators, and nurses.

Time Management: Time management involves working effectively by managing your time efficiently. This skill is valued by most employers, particularly in roles such as project management, middle management, or in professions like loss prevention or law.

2.5 Feminism movements and the “Setaweeet movement.”

As demonstrated above project management involves a wide variety of entities ranging from the development of a new product to the relocation of the current office of a given organization. But the unique features of projects as discussed above remain the same for every kind of projects.

A brand-new commercial aircraft. A tall building. A piece of software. Project managers may easily recognize these deliverables, which are the kind on which project management thrives. However, project management is being used more and more in businesses whose final product could be described as "lessened human suffering," "better comprehension of a social problem," "a safer society for children," or "a greater awareness of the arts." (Dinsmore & Cabanis-Brewin, 2011) Does the field of project management as it exists now apply to initiatives whose goals are related to development, education, and the welfare of individuals and society as a whole?

Through talks and capacity-building activities with grassroots women's groups in several Amhara and Oromia Regional States, the Setaweeet movement seeks to enhance the community-based women's movement. The creation of a national feminist agenda is the ultimate objective. (Setaweeet, 2021).

2.6 Empirical Study Findings

The findings of a study conducted by Tahir (2019) indicate that among the skills examined, problem-solving, team-building, and communication skills have the greatest impact on project success for project managers. Additionally, the study found no evidence to support the hypothesis that coordination and interpersonal skills are related (Tahir, 2019). According to the statistical analysis, the soft skills of a project manager were found to have

a significant influence on project success, accounting for up to 78.3% of the variance in the study conducted in a town in Pakistan.

Leadership qualities, described as the capacity to inspire others to pursue predetermined objectives with high energy, enthusiasm, and willingness, are recognized as essential soft skills for project managers (Awan et al., 2015; Tahir, 2019). Project managers are tasked with leading projects and motivating team members to apply their skills in organization, planning, and decision-making.

A study with the main focus on how well pedagogical approaches work and what teaching tactics can be used to help postgraduate engineering students build their soft skills by Vaniev, (2018) which used 14 semi-structured interviews with four professors from the University of Glasgow's IT and engineering faculty and ten MSc students indicated that employability-driven factors, rather than humanistic growth, are the main justifications for soft skill development. Further the study findings indicated that, academics and students agree that future engineering graduates should possess the following abilities: communication, teamwork, problem-solving, analytical, critical, and design thinking (Vaniev, 2018).

Cimatti (2016) indicated that the development of soft skills is mostly dependent on the individual, who must first be conscious of his abilities and capable of taking proactive steps to enhance them. Further, he indicated that it is impossible to quantify soft skills precisely, it is more accurate to discuss disposition or likelihood of acting in a particular way (Cimatti, 2016). Soft skills suggest a lifelong learning strategy. It implies that they can be acquired and enhanced over the course of a person's entire life, not only via formal education but also from life experiences, both personally and professionally.

A content analysis by (Abdulwahed, Balid, Hasn, & Pokharel, 2013) led to the categorizing identification of 24 items of international skills. Communication Skills (CS), Teamwork Skills (TWS): Problem-solving skills (PSS): Business & Management Skills (PMS): Ethics and responsibility (E&R): Lifelong Learning (LLL), Creative Thinking (CrT), Leadership Skills (LsS): Practical Skills (PrS): Cultural & Social Awareness (CSA): System Design Skills (SDS): Analytical Thinking (AnT): Critical Thinking (CIT): Inter/Multi-Disciplinary Skills (I/M-DS): Innovation Skills (InS): Systems Thinking Approach (STA): Professionalism (PsS): Information and computing tech: Technical

Skills (TcS): Information and communications technology skills (ICTS): Entrepreneurship Skills (EpS): Foreign Language Skills (FLS): Managing Change Skills (MCS): Decision-Making Skills (DMS): Numeracy Skills (NmS).

Different authors and researchers found the importance of different skills from the standpoint of the profession they were investigating. Therefore, it can be said that, based on those findings, project leads and their teams must have certain types of soft skills that need to be identified, hence the relevance of the current study.

2.7 Conceptual framework

The conceptual framework of this study is shown in the Figure below, where the specific concepts radiate from the root of the study “Project Management” and ends by understanding the case study organization’s project success criteria and the soft skills required to achieve it.

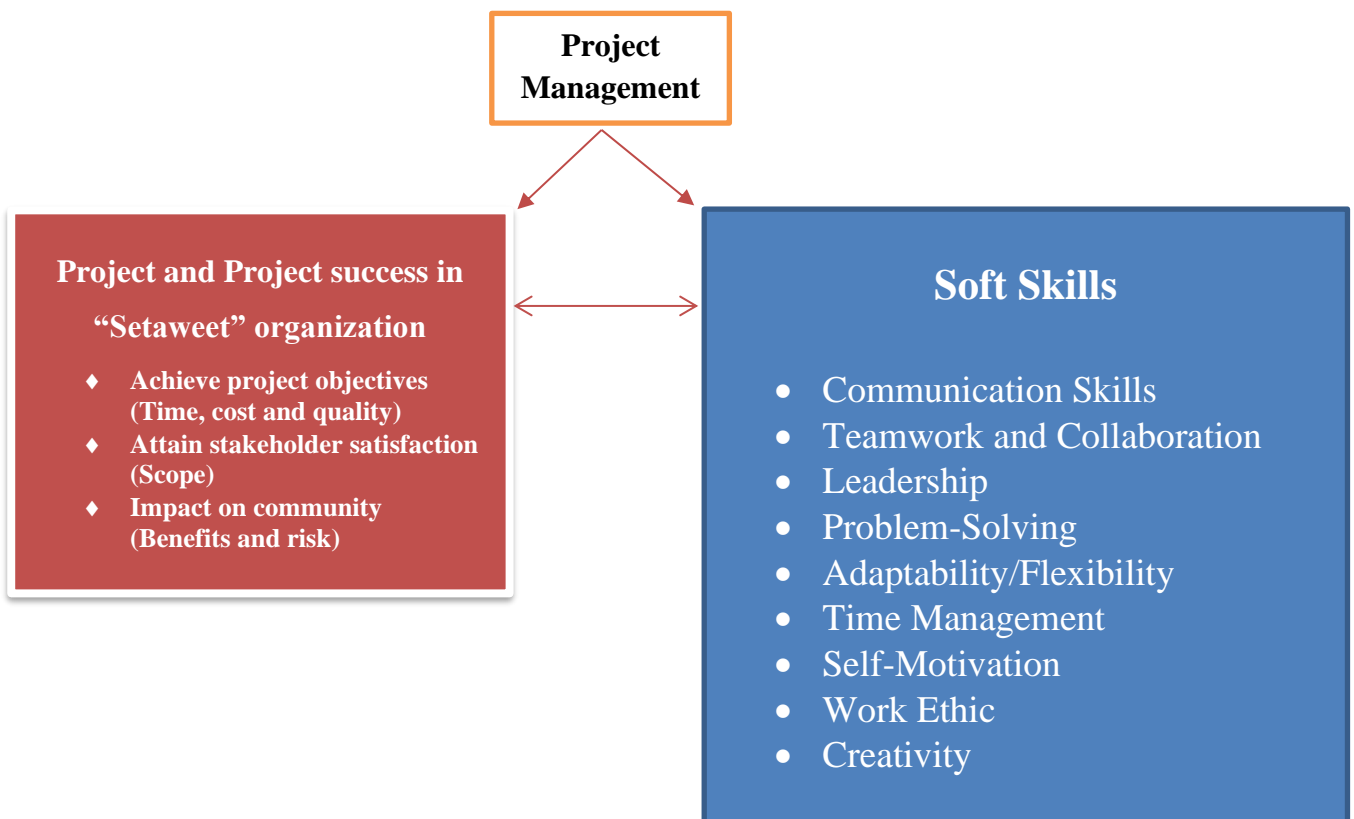


Figure 2-2 Conceptual framework of the study

Source: (Own, 2024)

CHAPTER 3 RESEARCH METHODOLOGY

3.1 Introduction

This section of the study aims to discuss the approach to be used to identify the important soft skills required for project managers and project teams in the case study organization to achieve successful project outcomes. This chapter starts by revising the conceptual framework presented in the second chapter, i.e., the literature review part. Then, the research philosophy, approach, and design are presented, followed by the detailed presentation of data collection and analysis to be conducted. Ethical considerations to be undertaken during the research conclude the chapter.

3.2 Research philosophy, approach and design

3.2.1 Research Philosophy

The research philosophy refers to a collection of assumptions and perspectives concerning the development of knowledge (Saunders, 2023). A research project, regardless of its scale, expands knowledge in a particular area by addressing a specific issue within a specific case study company.

As discussed in the literature review, there is now a clear-cut understanding and a universal agreement on the important soft skills required by project managers and team members. Therefore, the researcher plans to approach this case study investigation from the subjectivist dimension rather than the objectivist of the other counterpart. This is because reality is based on the perceptions and consequent actions of the various social actors involved in the study. The research will examine in detail the historical, geographical, and socio-cultural contexts of feminist activism and the social skills required by the project managers and team members involved.

Based on the case study approach to be followed and the fact that the author is also to be a practitioner project manager after completing the current study, it has been decided to follow an interpretivism research philosophy.

Interpretivism research aims to generate new and broader insights into social environments and situations. In the context of business and management studies, this involves exploring companies through the perspectives of different social groups (Saunders et al., 2023).

3.2.2 Research approach

Approach refers to the way in which new knowledge is generated. There are three main approaches: (Saunders, Lewis, & Thornhill, 2023).

Deductive: the use of data to decide whether a pre-existing theory or hypothesis is true or false; this is associated with quantitative research. (Saunders, Lewis, & Thornhill, 2023).

Quantitative research approach

Inductive: Involves deriving new knowledge from collected data, commonly linked to qualitative research, (Saunders, Lewis, & Thornhill, 2023).

Abductive: a process of moving back and forth between deduction and induction, for example, using interviews to establish the questions to be included in a closed questionnaire; this approach is associated with mixed methods research where two techniques are used one after the other. (Saunders, Lewis, & Thornhill, 2023).

The researcher used an abductive approach because it allows both qualitative and quantitative approaches to take place, and the data missing in one approach can be supported by the findings of the other. This approach was used to help the researcher generalize the soft skills required by project managers and project teams for project success by taking an in-depth look into the case study organization under consideration.

3.3 Research design

Research design refers to the general approach of connecting conceptual research problems with empirical research. It outlines the procedure for data collection, the methods used to collect and analyze this data, and how all of this contributes to answering the research question. According to Robson (2002), there are three primary forms of research design: exploratory, descriptive, and explanatory, each serving a distinct purpose based on the research area's needs (Boru, 2018).

Blumberg (2005) mentioned that the purpose of a descriptive study is to provide a picture of a situation, person, or event or show how things are related to each other and as they naturally occur.

This study intends to investigate the association between soft skills in the case study organization and project success in a descriptive design based on a case study of the selected organization.

3.4 Population, sampling frame, and sample size

3.4.1 Population /target population

A population refers to the entire group of individuals about whom you intend to conclude. For instance, if the goal is to understand the stress level experienced by college students during final exams, the population of interest would be all college students worldwide. However, studying every college student worldwide is not feasible, so researchers must proceed to the next step (Rai & Thapa, 2015).

The research population of interest for this study includes current and previous employees of Setaweet. The target populations are the project managers and members of the finance and human resource teams who are part of the company's project team. This includes the current and previous projects undertaken by the organization since its establishment in 2014.

3.4.2 Sampling frame and Sample size

A sampling frame represents the pool of individuals from which a sample will be selected. For instance, one might choose the sampling frame to be every student enrolled at their university. While the sampling frame is not as extensive as the population, it still encompasses a substantial number of individuals. Despite this, it is impractical to study every student within the university, but it serves as a suitable source from which to draw a sample (Rai & Thapa, 2015).

A census sampling method was adopted to identify the current and previous project managers, finance and human resource project teams in the case study organization. As a result, all the current and previous project managers and team members from the sample

were used for the sample size, but four incomplete responses led to the sample size decreasing to 57.

Table 3-1 Description of Sample frame and Sample size

Role	Number of employees	Total selected samples
Top management (Head project manager)	1	1
Current senior and junior project managers	32	32
Previous project managers	12	12
Current finance and human resource project teams	6	6
Previous finance and human resource project teams	10	10
Incomplete data	4	-
Total	61-4	57

Source: (Personal survey, 2024)

3.5 Data source

Data collection involves gathering information on specific variables. There are two main types of data sources: primary and secondary. Primary data are original and collected for the first time, while secondary data are collected by someone else and have undergone a statistical process. Some common methods of collecting primary data include observation, interviews, questionnaires, and focus group discussions, often used in surveys and descriptive research. Secondary data can be published or unpublished and include sources like technical and trade journals, books, magazines, newspapers, reports, publications from business and industry associations, reports from research scholars and universities, public records and statistics, and historical documents (Kothari, 2004).

This research utilized both primary and secondary data sources. Primary data were gathered from employees (including the general manager, project managers, and other team members such as those from finance and human resources) of the case study organization. This data was obtained through semi-structured interviews and questionnaires. Secondary data, on the other hand, was collected from company documents, journals, articles, books, and other academic papers.

3.6 Data collection methods

Primary data was collected using both semi-structured interviews and questionnaires administered both electronically and in person. Previous studies have shown the relevance of using both methods to identify key soft skills required for project success. Examples include (Awabdeh, 2017; Gulati et al., 2019; Elmezain et al., 2020; Malumbe & Chibomba, 2020).

The online form with a set of closed-ended questionnaires was first used to gather responses from current and previous project managers and team members in the selected organization.

Semi-structured interviews were then conducted to give respondents a chance to clarify the definitions of ambiguous and controversial terms and gain insight into their views. A list of predetermined themes and open-ended questions directed the conduct of each interview, gathered data to address a study topic, and answered the research questions.

Since the design of the questionnaire is highly significant on the response rate more focus is given to driving the closed ended questions. The study used both self-complete online and in person administered questionnaires because the two approaches can maximize the overall response rate of returned questionnaires.

3.7 Data analysis

The data analysis included two parts: the verbal data, collected in the form of extended speech, which are passages of spoken words from the semi-structured interviews, and the text data collected from the online and in-person questionnaires, out of which 57 of the responses were used.

Quantitative analysis was performed using SPSS software, with primary data presented in a descriptive format using tables and graphs. The analysis involved encoding questionnaires and responses, refining incomplete responses, and conducting descriptive statistics. Results were presented visually and in tabular format.

Qualitative data analysis begins with briefly summarizing the data to understand their meanings. This was followed by category formation and theme development. Themes were reviewed, refined, and reported using thematic analysis.

A mixed-method analysis was used to gain the benefits of both qualitative and quantitative research analyses.

3.8 Reliability and Validity

The quality of research depends not only on its reliability but also on its validity (Samuels, 2023; Saunders, Lewis, & Thornhill, 2023). Validity refers to the correctness of procedures used to find answers to a question (Goundar, 2012). In this project, measures such as providing definitions of terms in both interviews and questionnaires were taken to clarify the study's concepts and prevent respondents from having incorrect perceptions.

Reliability, on the other hand, relates to the consistency and accuracy of a measurement procedure (Goundar, 2012). To ensure the reliability of the study, which means that the data collection procedures and analysis techniques would produce consistent findings if repeated, efforts were made to minimize open-ended questions in the questionnaire that could lead to variation in responses. Consistency in the research questions was also maintained to enhance the study's reliability.

Cronbach's alpha coefficient was used to assess the survey data's reliability, specifically in quantitative research. A coefficient value exceeding 0.7 indicates moderate reliability, and this test was conducted using SPSS.

For qualitative research validity, triangulation, which involves using different data sources to validate findings, was employed. The reliability of the research was presented in the paper without alteration to ensure validity.

3.9 Ethical considerations

It is imperative to do research ethically at all times (Saunders et al., 2023). Therefore, the researcher attempted to be ethical throughout the research period. During all stages of the research, the author respected the privacy and confidentiality of the participants. Because anonymity was ensured, respondents felt free to be honest and contribute vital information. Consent was also acquired in the process of gathering data. The utmost caution was exercised to avoid any data misinterpretation and conflict of interest from the study's stakeholders.

CHAPTER 4 RESULTS AND DISCUSSION

4.1 Introduction

The purpose of this chapter is to outline the main findings from the analysis of survey and semi-structured interview data. The analysis conducted on the gathered data, along with its interpretations, will be presented. Descriptive analysis was conducted using SPSS version 23, and the results, along with their interpretations, are detailed below.

4.2 Demographic data

Basic information questions were used to collect respondents' demographic data, describing each respondent's work and social characteristics.

4.2.1 Respondents' Gender and Age Group

The research was conducted on Setaweet employees; this organization targets women's empowerment in social, economic, and political areas. The data was collected through an interview guide, an online Google form, and an in-person questionnaire. A total of 61 responses were collected through the questionnaire, but four of those responses were discarded because they were incomplete. Only 57 of the responses were used in the analysis of the data, which is a 93.4% response rate.

Table 4-1 Gender and Age Group of Respondents

Source: (Personal survey, 2024)

	Gender		Age groups				Total
	Male	Female	20 -27	28 - 35	36 -43	44 and above	
Frequency (No.)	31	26	22	23	8	4	57
Percent (%)	54.4	45.6	38.6	40.4	14.0	7.0	100

The above table shows that the respondents are mainly in the age groups below 35, which is around 79% of the total number of respondents. This indicates that most project managers and team members are in a younger age group.

Of the gathered responses from the questionnaires, 31 respondents, or 54.4%, are male. In contrast, the remaining 26, or 45.6%, are female, based on evaluation of the data collected.

4.2.2 Educational qualification of respondents

The analysis of respondents' educational backgrounds shows that 12.3% have a Diploma, 45.6 % have a degree, and 36.8% have a Master's or PhD. Three of the respondents were interns in the process of attaining their degrees.

Table 4-2 Educational background of respondents

Source: (Personal survey, 2024)

	Educational level				Total
	Diploma	Degree	Masters and above	Other education levels	
Frequency	7	26	21	3	57
Percent (%)	12.3	45.6	36.8	5.3	100.0

4.2.3 Professional work experience in the organization

Of the total survey participants, 21.1% have two years or less work experience in the organization. These participants include the three interns and two other respondents with degrees and little experience in the organization. 42.1 % have 3-5 years' experience, while the remaining 22.8 % and 14% of the respondents have 6-10 years and 11 and above years' experience, respectively.

Table 4-3 Professional work experience of respondents

Source: (Personal survey, 2024)

	Experience level				Total
	Less than 2years	3 - 5 years	6 - 10 years	11 years and above	
Frequency	12	24	13	8	57
Percent (%)	21.1	42.1	22.8	14	100.0

4.2.4 Position/Role in the Organization

71.9 % of the respondents have the “Project manager” role in the organization. In comparison, the remaining 28.1% are other professional team members and support the work of the project managers, such as Finance and human resource teams.

Table 4-4 Respondent's role in the organization

Source: (Personal survey, 2024)

	Respondents Role		
	Project Manager	Other Profession	Total
Frequency	41	16	57
Percent (%)	71.9	28.1	100.0

4.3 Reliability and Validity Test Results

Table 4-5 Reliability Test

Variables	Cronbach's Alpha	Cronbach's Alpha based on standardized items	No. of items
Soft skills (Set of independent variables together)	0.752	0.752	9
Project success	0.702	0.706	9

Source: (Own, 2024)

4.4 Descriptive Statistics

4.4.1 Assessment of the current soft skills level of practice

The study's general concept of soft skills encompasses the variables identified in the literature review, including Communication skills, Teamwork, Leadership, Problem-solving, Adaptability/Flexibility, Time Management, Self-Motivation, Work Ethic, and Creativity. Accordingly, all the data analyzed in this section of the study concerns these variables and their use in the context of Setaweet to achieve project success.

The questionnaire included 39 questions to investigate the importance of soft skills to project success in the case of the Setaweet movement. The general definition is included at the beginning of the questionnaire so participants have a good understanding beforehand.

Initially, to understand how familiar the respondents are with soft skill practices in a general context, they were first asked how often they use soft skills in their projects. The scales provided to them were: 1. Rarely 2. Occasionally 3. Often 4. Always

The research findings revealed that a significant portion of the respondents (18), or 31.6%, consistently applied soft skills in their projects, while (22), 38.6%, used them frequently. This data underscores the crucial role of soft skills in project success. (9), or 15.8% used these skills occasionally, and the remaining (8) or 14% used them rarely.

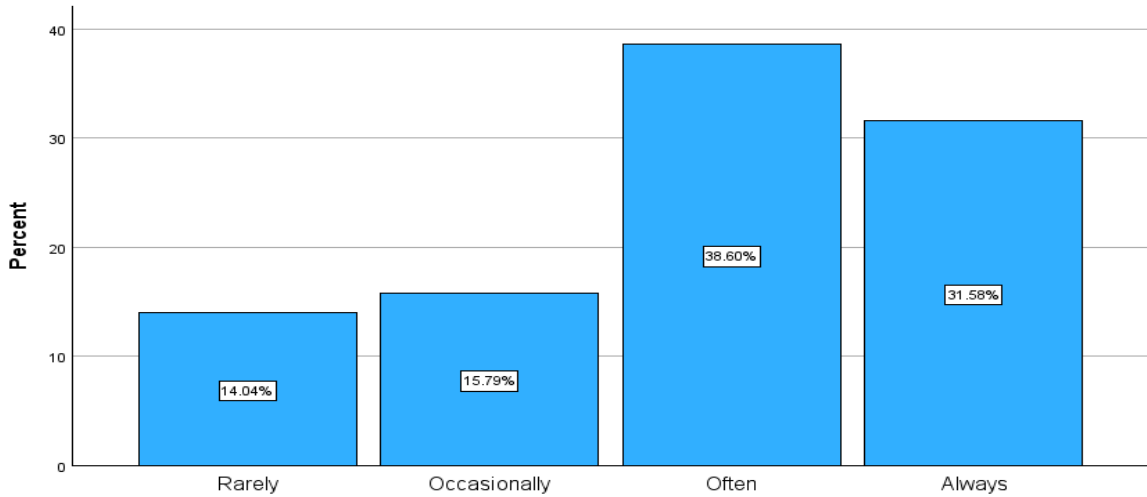


Figure 4-1 Current level of soft skill practice in the organization

Source: (Personal survey, 2024)

The study delved deeper into the soft skill practices of the participants based on the categories of soft skills identified in the literature review by Kumar et al. (2022). Participants were requested to express their level of agreement with statements in the questionnaire. They were asked to indicate how frequently they employ these soft skills in their projects, using a five-point scale to describe the frequency of use:

1. Never used
2. Rarely used
3. Sometimes used
4. Frequently used
5. Always used

The result of this analysis, as presented in the table below, showcases the diverse range of soft skills utilized by the participants. The majority of the respondents consistently use soft skills such as communication, teamwork, problem-solving, time management, self-motivation, and work ethic. Additionally, most of the respondents frequently apply teamwork, adaptability, and creativity. A significant number of the respondents also occasionally utilize leadership skills, further demonstrating the breadth of soft skills application.

Table 4-6 Respondents' view on the use of identified soft skills

Frequency of use	Comm. Skills	Teamwork and Collaboration	Leadership	Problem-Solving	Adaptability /Flexibility	Time Management	Self-Motivation	Work Ethic	Creativity	Others
Always	31.6% 18	28.1% 16	12.3% 7	28.1% 16	28.1% 16	31.6% 18	31.6% 18	26.3% 1	17.5% 10	0.0% -
Frequently	24.6% 14	28.1% 16	24.6% 14	26.3% 15	29.8% 17	29.8% 17	22.8% 13	22.8% 1	29.8% 17	0.0% -
Sometimes	17.5% 10	10.5% 6	33.3% 19	15.8% 9	14% 8	14% 8	19.3% 11	21.1% 1	15.8% 9	8.8% 5
Rarely	14% 8	15.8% 9	14% 8	15.8% 9	15.8% 9	14% 8	12.3% 7	15.8% 9	19.3% 11	7% 4
Never	12.3% 7	17.5% 10	15.8% 9	14% 8	12.3% 7	10.5% 6	14% 8	14% 8	17.5% 10	0.0% -
Mean	3.49	3.33	3.04	3.39	3.46	3.58	3.46	3.32	3.11	2.56
SD	1.390	1.480	1.239	1.411	1.377	1.349	1.415	1.391	1.385	0.527

Source: (Personal survey, 2024)

As established in the table above, the respondents identified four soft skills most utilized in Setaweet projects: Communication, adaptability/flexibility, time management, and self-motivation.

4.4.2 Project success

Another important aspect the research tried to investigate is the definition of project success. In that regard, the respondents were asked how the organization defines project success. The results showed that (19) or 33.3% of the respondents defined project success as meeting project objectives within budget and timeframe and impacting the community. While (14), or 24.6% of them, defined it as stakeholder satisfaction, the remaining other (5), or 8.8%, mentioned criteria such as scope and quality can also be used to measure project success.

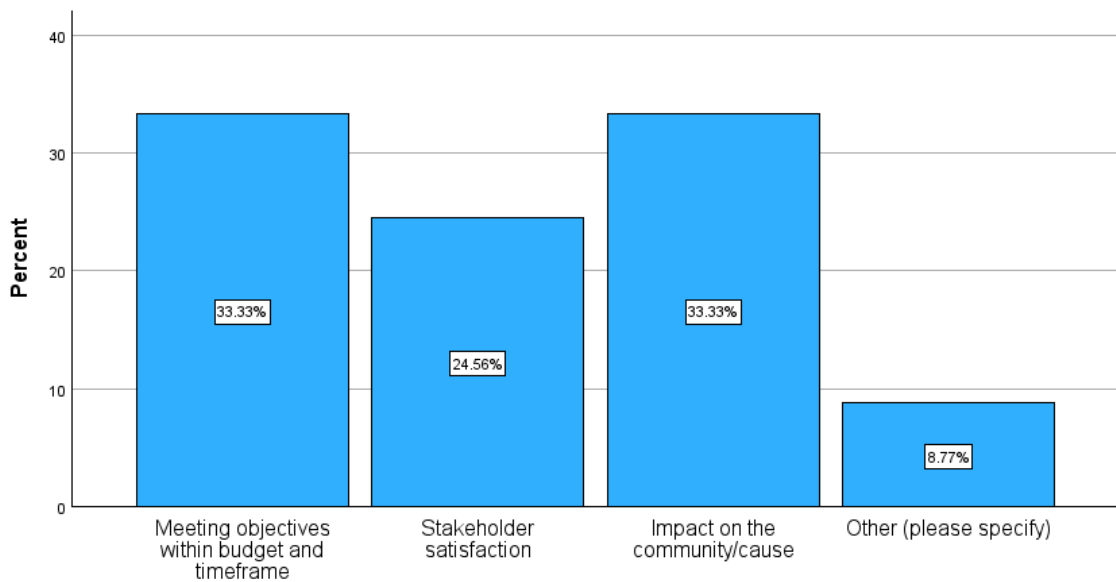


Figure 4-2 Respondents' view of project success

Source: (Personal survey, 2024)

4.4.3 Importance of Soft Skills

The respondents were next asked how important they perceive soft skills to be about project success. They evaluated these skills using a four-point scale mentioned below.

1. Not sure 2. Not Important 3. Somewhat Important 4. Very Important

As demonstrated in the figure below (17), or 29.8% of the participants suggested they were not sure how necessary these soft skills are, (10) or 17.5% of them said they are not important, (14) or 24.6 % of them said these skills are somewhat important and (16) or 28.1% of them agree that these skills are very important. This data shows a lack of awareness of how soft skills can contribute to project success.

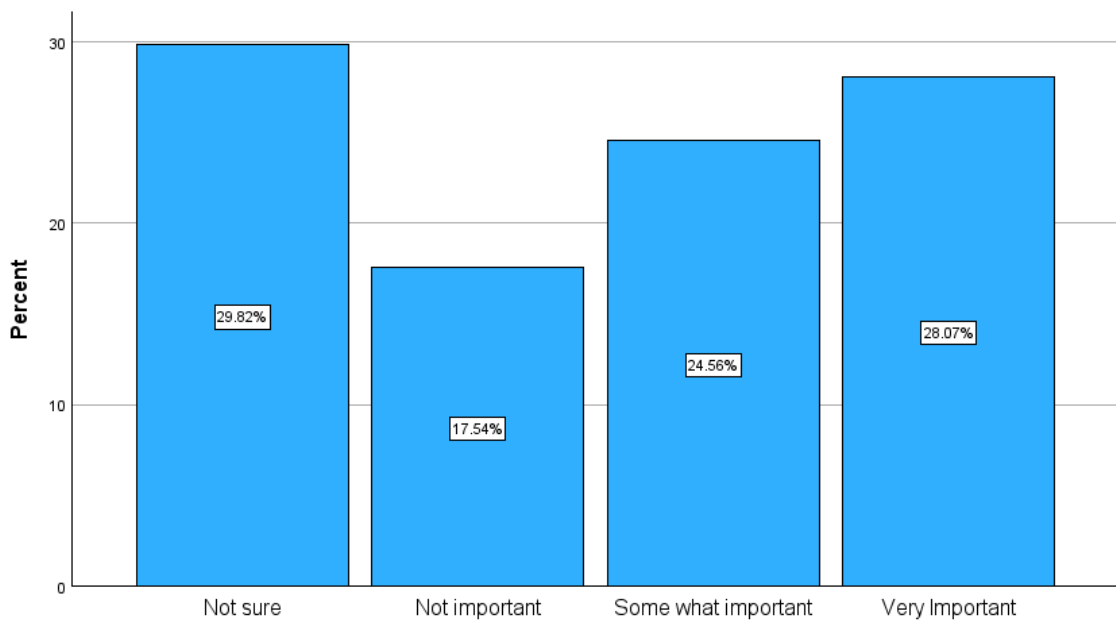


Figure 4-3 Survey result on the importance of soft skills for project success

Source: (Personal survey, 2024)

The respondents were asked to assess the importance of these sets of soft skills using the following scale from the previously identified list of soft skills.

1. Not Important 2. Somewhat Important 3. Neutral 4. Important 5. Very Important

Table 4-7 Five-point Importance level of soft skills for project success

Soft skill types	Five-point importance scale										Mean	Std. Deviation
	1- Not Important		2-Somewhat Important		3-Neutral		4-Important		5-Very important			
Communication Skills	14%	8	12.3%	7	15.8%	9	19.3%	11	38.6%	22	3.56	1.464
Teamwork and Collaboration	15.8%	9	26.3%	15	17.5%	10	19.3%	11	21.1%	12	3.04	1.401
Leadership	19.3%	11	15.8%	9	19.3%	11	24.6%	14	21.1%	12	3.12	1.428
Problem-Solving	19.3%	11	15.8%	9	21.1%	12	17.5%	10	26.3%	15	3.16	1.473
Adaptability/Flexibility	17.5%	10	10.5%	6	12.3%	7	19.3%	11	40.4%	23	3.54	1.536
Time Management	15.8%	9	10.5%	6	17.5%	10	22.8%	13	33.3%	19	3.47	1.453
Self-Motivation	14%	8	17.5%	10	26.3%	15	24.6%	14	17.5%	10	3.14	1.302
Work Ethic	22.8%	13	17.5%	10	15.8%	9	19.3%	11	24.6%	14	3.05	1.517
Creativity	19.3%	11	12.3%	7	22.8%	13	26.3%	15	19.3%	11	3.12	1.390
Other:	0.0%	-	7%	4	5.3%	3	0.0%	-	0.0%	-	2.43	.535

Source: (Personal survey, 2024)

As shown in the table above, the respondents identified the three most crucial soft skills for project success in Setaweet: Communication, flexibility/adaptability, and time management. Table 4-6, presented previously, showed that these three soft skills were also the most utilized in the context of Setaweet. This shows a relation between most practices' soft skills and their relevance to project success.

4.4.4 Soft skill development through training and support

The research also **tried** to investigate whether there are any methods in place focused on developing and improving these soft skills. First, it analyzed how many of the respondents have these practices in Setaweet. (31), or 54.4% of the respondents confirmed that the organization provides training and support for the development of soft skills; (17), or 29.8% of them, said the organization did not provide training, and the remaining (9), or 15.8% were not sure.

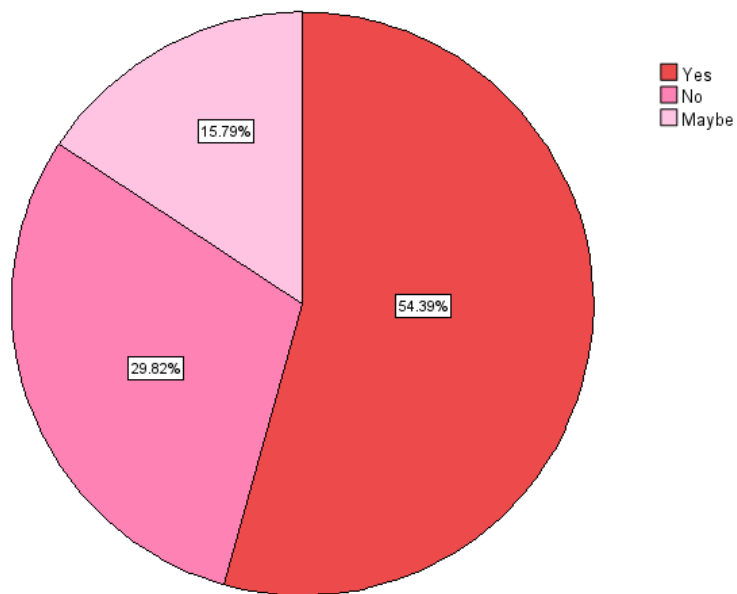


Figure 4-4 The practice of training for enhancing soft skills development

Source: (Personal survey, 2024)

In addition to the question above, the respondents were also asked to identify the type of training and support programs they are exercising or the ones they believe should be exercised in the organization in the future. (24) or 42.1% of the respondents specified that this training is given to them through workshops and seminars, (15) or 26.3 % indicated that it was through coaching and mentoring and also through online courses, while the remaining (3) or 5.3% said other methods such as team learning practices can be another way to developing these skills.

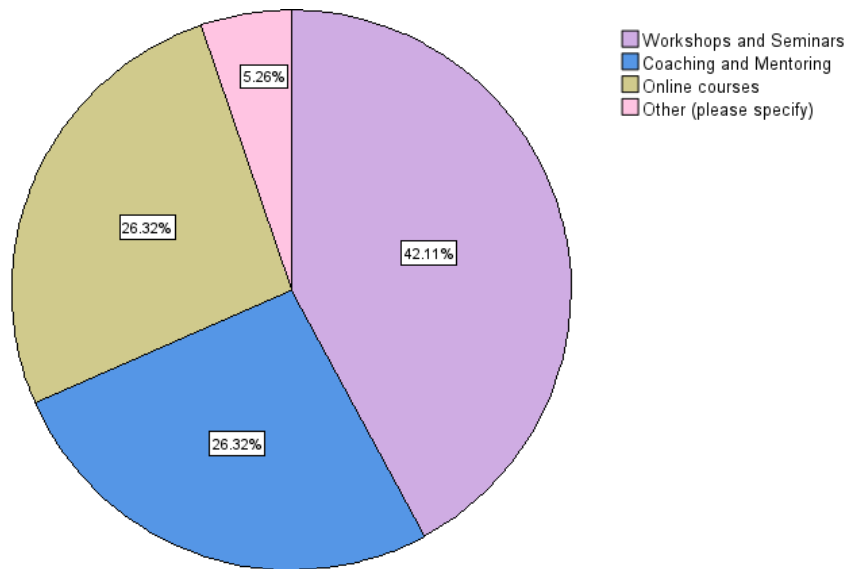


Figure 4-5 Types of training and support the organization uses for soft skills development.

Source: (Personal survey, 2024)

As shown in Figure 4-6, more than 66% of the respondents perceive these training and support practices are effective/very effective in helping them develop their soft skills, while the remaining 44% perceived that these programs are moderately or not at all effective in developing their soft skills. As demonstrated in Figure 4-8, the need for more awareness of how soft skills can contribute to project success can be one of the reasons that led to the perception that developing these training programs might not be effective.

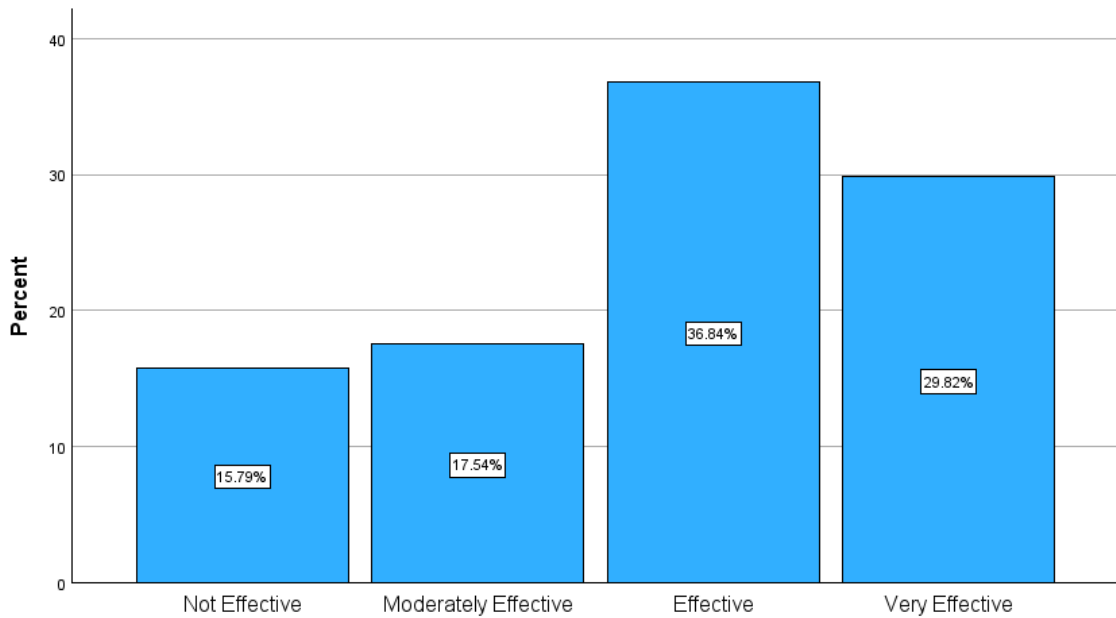


Figure 4-6 Evaluation of the effectiveness of training methods used.

Source: (Personal survey, 2024)

The participants were also asked to describe Setaweet's organizational culture and the importance of soft skills. (14) or 24.6% of them suggested that the company culture does not value the importance of soft skills, (24) or 42.1% of them said it is moderately valued, and (19) or 33.3% of them replied that it is highly valued. This shows that most employees understand the importance of soft skills, but not all do.

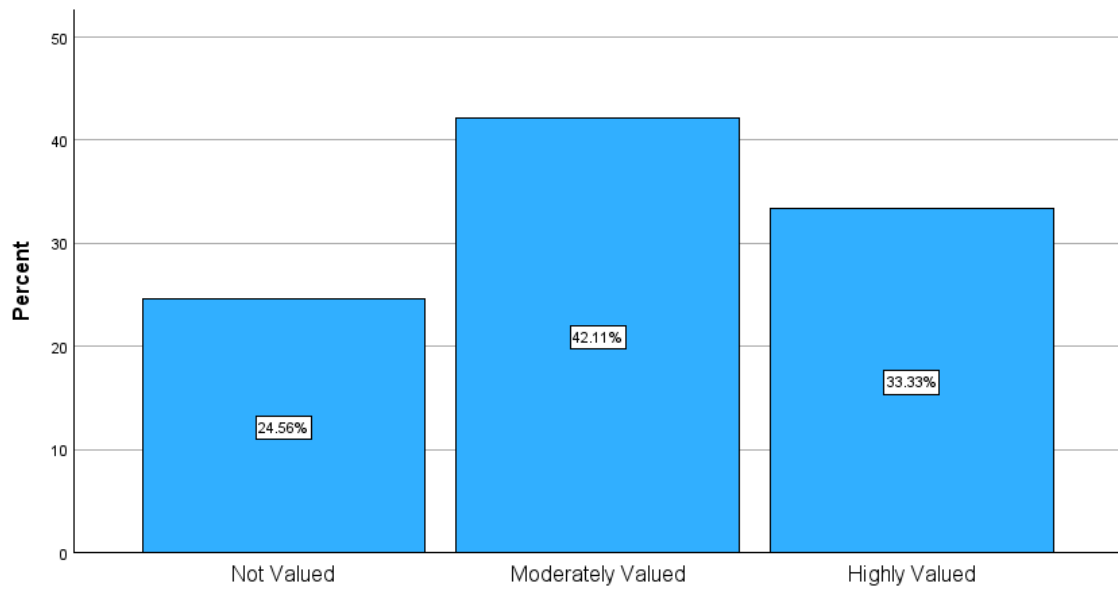


Figure 4-7 Organizational culture

Source: (Personal survey, 2024)

The participants were also inquired on what they think are the challenges when it comes to integrating/ utilizing these soft skills in their projects. As the figure below shows, a majority of them (23), or 40.4 % of them, said the biggest challenge is lack of awareness or recognition of the importance of soft skills. This analysis is also supported by the findings illustrated in Figures 4-6 and 4-7. (18) or 31.6 % of them said having limited resources for training and development can also present as a challenge, (10) or 17.5% of them replied that it's resistance to change, and (6) or 10.5 % of them mentioned that challenges such as lack of specialized soft skill training (such as empathy), too much emphasis on technical skills can be some of the other factors that can be considered as challenges.

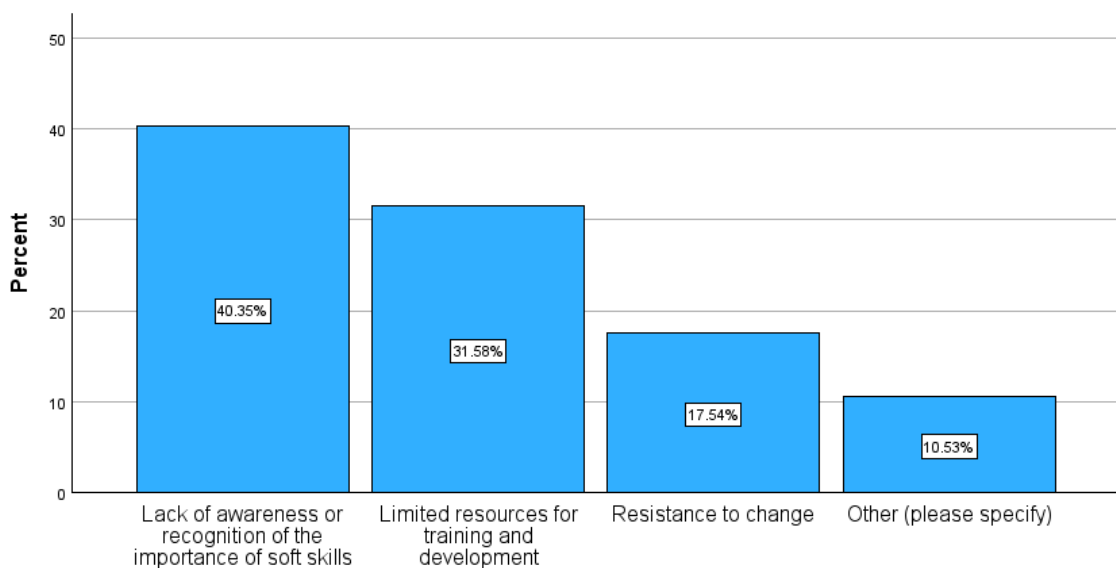


Figure 4-8 Effectiveness of training methods

Source: (Personal survey, 2024)

The respondents were finally asked to indicate their level of agreement with the statements provided on the questionnaire. On the scale represented as follows

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Most participants agreed with the statements mentioned in all the questions. These statements tie all the previously asked questions together to lead to the understanding of how critical soft skills are in overall project success.

Table 4-8 Five-point Likert scale Evaluation of the importance of soft skills

	1Strongly Disagree	2Disagree	%Disagree (%SD+%D)	3Neutral	4Agree	5Strongly Agree	%Agree (%A +%SA)
1. Soft skills contribute the same as technical skills to project success.	12.3%	19.3%	31.6%	8.7%	31.6%	28.1%	59.7%
2. Lack of soft skills in project managers and project teams can lead to project failure.	8.8%	17.5%	26.3%	12.3%	35.1%	26.3%	61.4%
3. Soft skill training and development leads to better project success.	19.3%	12.3%	31.6%	19.3%	33.3%	15.8%	49.1%
4. Project success relies heavily on using different soft skills.	21.1%	10.5%	31.6%	14%	33.3%	21.1%	54.4%

Source: (Personal survey, 2024)

The participants strongly agreed with the first statement more than any of the others, which states that soft skills contribute the same as technical skills to project success. In the rest of the statements, most respondents agreed that the lack of soft skills in project managers and team members can lead to project failure; soft skill training and development leads to better project success, and project success relies heavily on the proper use of different soft skills.

4.5 Correlation analysis

As mentioned above, this study's variables are Communication skills, Teamwork, Leadership, Problem-solving, Adaptability/Flexibility, Time Management, Self-Motivation, Work Ethic, and Creativity. Tables 4-8 below demonstrate the correlation between these soft skills and project success.

The relationship between two variables is analyzed using Pearson correlation. The correlation coefficient ranges from -1 to +1, indicating the strength and direction of the relationship. A positive correlation (0-1) suggests that higher values of one variable correspond to higher values of another, while a negative correlation (-1-0) indicates that higher values of one variable are associated with lower values of another. In general guidelines for interpreting the correlation values, it is recommended that the range of values can be understood as follows:

In general guidelines for interpreting the correlation values, it is recommended that the range of values can be understood as follows:

0.5 - 0.7 _ Moderately correlated

0.7 – 0.9 _ Highly correlated

The Pearson correlation matrix table below shows that the identified soft skill variables demonstrate a moderate to strong significant correlation with project success. This analysis is crucial as it highlights the specific soft skills that most effectively contribute to successful project outcomes within the organization.

The soft skill variables Adaptability/Flexibility and Communication Skills exhibit a particularly strong correlation with project success. Adaptability/Flexibility, which encompasses the ability to adjust to new conditions and embrace change, proves essential in dynamic project environments. Projects often face unforeseen challenges and shifts in scope, and team members who can adapt swiftly and effectively are better equipped to maintain progress and achieve project goals. This strong correlation underscores the importance of fostering a culture that encourages flexibility and the ability to pivot when necessary.

Similarly, Communication Skills show a strong positive correlation with project success. Effective communication is fundamental to project management, as it ensures that all team members are aligned, informed, and motivated. Good communication skills facilitate clear articulation of ideas, active listening, and constructive feedback, all of which are critical for collaboration and coordination within a project team. The ability to communicate effectively helps to prevent misunderstandings, resolve conflicts, and maintain a cohesive team effort, thereby significantly contributing to the success of the project.

On the other hand, Problem Solving and Self-Motivation do not show a significant correlation with project success in this particular study. While these skills are generally considered important, their impact on project success may be less direct or context-dependent in the specific environment of this case study. Problem Solving, the ability to find solutions to complex issues, is undoubtedly valuable, but it may not have emerged as a significant factor here due to the nature of the projects or the support structures already in place. Similarly, Self-Motivation, which drives individuals to take initiative and persist towards their goals, might not show a significant correlation if external motivators and team dynamics play a larger role in driving project success in this context.

Table 4-9 Pearson correlation between variables

Variable	N	Mean	SD	1	2	3	4	5	6	7	8	9	10
1. Project success	57	5.4	1.2	1.00									
2. Teamwork & Collaboration	57	5.8	1.3	0.65*	1.00								
3. Leadership	57	6.1	1.1	0.60*	0.55	1.00							
4. Problem-Solving	57	5.9	1.2	0.40	0.50*	0.65*	1.00						
5. Adaptability/ Flexibility	57	5.5	1.4	0.70*	0.45	0.50	0.65	1.00					
6. Time Management	57	6.0	1.3	0.65*	0.50*	0.50	0.55	0.60*	1.00				
7. Self-Motivation	57	5.7	1.2	0.40	0.55*	0.60*	0.50	0.50	0.60*	1.00			
8. Work Ethic	57	5.8	1.1	0.55*	0.40	0.50	0.50	0.50	0.40	0.55*	1.00		
9. Creativity	57	6.2	1.2	0.50*	0.40	0.50	0.40	0.50	0.65*	0.70*	0.55	1.00	
10. Comm. skills	57	5.6	1.3	0.70*	0.50	0.40	0.50	0.65*	0.65*	0.55	0.65	0.70*	1.00

*. Correlation is significant at the 0.05 level (2-tailed).
 **. Correlation is significant at the 0.01 level (2-tailed).

Source: (Personal survey, 2024)

4.6 Thematic analysis

The data collected from interviews with Setaweet key informants such as project managers, administration, and other project teams was analyzed using several steps. Semi-structured interviews were conducted with six key informants. The participants are current Setaweet employees with several years of experience in the case study organization.

These interviewees were systematically chosen because they are the leading figures in the multiple departments found in Setaweet. The data was collected through in-person interviews and recorded using phones. The analysis was done using Nivivo 14 to identify categories and patterns.

Braun and Clarke (2006) outlined a thematic analysis approach for analyzing qualitative data, consisting of the following steps:

- Becoming familiar with the data
- Developing preliminary codes
- Recognizing themes
- Assessing themes
- Defining and labeling themes
- Writing up report

Table 4-10 Key Informant information

Key Informant(P)	P1	P2	P3	P4	P5	P6
Sex	F	F	F	F	F	M
Age	46	30	35	32	27	33
Educational background	PhD	Masters	Masters	Masters	Degree	Degree/ obtaining masters
Role in the Organization	Top management (project manager)	Finance / Admin manager	Senior project manager	Human resource/ movement building	Junior project manager	IT project manager
Years of work experience	24	5	8	5	3	4
Relevant years in the organization	10	5	6	3	3	4

Source: (Personal survey, 2024)

4.6.1. Becoming familiar with the data

First, the data gathered from interviews was transcribed and organized. Repetitive reading of the transcripts was necessary to avoid prior knowledge and experience of the researcher. While reading the transcript, interesting and relevant information was highlighted.

Table 4-11 Presented research questions

Questions	
1	In your opinion, what are soft skills, and how do you define them in the context of project management?
2	How can soft skills impact project success? Please share an example of a project and how soft skills were crucial in attaining project success.
3	What Critical soft skills do you find to be missing in the soft skills categories previously identified by the researcher?
4	What are the primary challenges you encounter when integrating soft skills into project work?
5	What soft skills are most important to you during the hiring process? How do you recognize them?
6	Would you like to share anything else about the significance of soft skills for accomplishing project success?

Source: (Personal survey, 2024)

4.6.2 Developing Preliminary Codes

In this phase, the initial categories were developed by examining the data for patterns and repeated ideas. Based on the questions listed on Tables 4-9, the key informants were asked open-ended questions so they would have the freedom to elaborate on their ideas.

- The participants explained what they perceived soft skills to be.

P1_ *“These are skills that we use in our projects to effectively communicate and manage our project teams, including all the other stakeholders of the projects.”*

P3_ *“I think they are skills that we use when communicating or adapting to the way of understanding of the communities, stakeholders, or donors, which are addressed within the context of the different projects we undertake.”*

P6_ *“They are essential parts of projects from the conception of an idea for a project throughout and until completion. “*

In the context of Setaweet, soft skills are understood to be behaviors that one exhibits in his/her interactions with different project members. They are integral to the day-to-day interactions that help them achieve the project objectives in addition to their technical expertise.

- They were also asked to explain if these soft skills are essential for project success and to share if they had any specific examples.

P3_ *“Yes, they contribute to project success. For the Alegnta project, for example, we developed a mobile application, and we also had to install software for the police stations so they can be able to collect sexual violence data and provide assistance. Developing this application was one part of the task, but we also had to convince the Addis Ababa police commission to implement and use this system. Since they were one of our stakeholders, their involvement and approval were essential to the project's success. So, the way we approached and communicated with them played a crucial role in making the project successful. On the other hand, the reason the app was developed in the first place was that when we were trying to understand why there is a gap in the sexual violence database, we learned that most cases are not even registered because most women are afraid to come to the police station when such attacks happen. So, we used our creative and problem-solving skills to come up with a solution, which was to develop the application. So, in both cases, in addition to the technical parts of the project, the soft skills we used played an essential role in making the project a success. “*

P5_ *“Yes, for example, like counseling. When we first engage the community in educating them about harassment and such things, they first show up to listen or share experiences they have heard about, but once we develop that understanding, trust, and empathy with them, they start to open up more. I think these kinds of soft skills are the ones that lead to project success. “*

P2_ *“Yes, it very much directly influences the success of our projects. We mentioned the presentation earlier; for example, any project starts with finding the necessary funding. If we cannot convince our donors to invest in our projects, just as simply as that, the project becomes unsuccessful. This is a good example of how essential these soft skills are in our projects.”*

The participants explained the relationship between project success and soft skills in projects executed by Setaweet's team, providing good examples of how they exercised these skills in their projects and how that directly led to project success.

- The participants were also asked to identify what Critical soft skills they found missing in the soft skills categories previously identified by the researcher.

P3_ *“Soft skills like empathy, emotional intelligence, and decision making.”*

P1_ *“Skills such as facilitation and training are some of the skills we use to engage with the communities, for example.”*

P5_ *“Communications in general, I think, covers many things. I think that it is one of the most important ones. I think presentation and negotiation skills also can be generalized under communication skills. Then emotional intelligence, such as empathy and decision-making, is also critical. We work on many projects in conflict areas like war zones, so we have to make effective decisions in handling these situations, especially those involving victims and survivors.”*

Besides the soft skills identified and investigated in the quantitative research, there are a few soft skills that were absent, according to the participants. Soft skills such as empathy, emotional intelligence, facilitation and training skills, negotiation, and decision-making skills were identified by the participants in the qualitative research. Furthermore, the significance of effective communication was mentioned by almost all interviewees, and the fact that it encompasses different skills, such as proposal writing and verbal communication and presentation skills, was also mentioned by participants.

- The participants were also asked about the challenges they encounter when using these soft skills in their projects.

P4_ *“We do not have many challenges, and when they happen, we address them as a team. However, sometimes, there might not be enough training as there should be, so maybe that can be considered as a gap.”*

P2_ *“Well, for example, if we work in a warzone area, we will need permission from the local authorities to implement our projects. So we need proper negotiation skills, not just for local governments but also for funders/donors.”*

The participants identified challenges involving external and internal factors. External factors are those beyond the control of the project teams but still affect the project process; these situations require the proper utilization of soft skills to be resolved effectively. Internal factors, on the other hand, can include the lack of resources for developing these skills.

- The participants were enquired about the hiring process of their organization and what type of soft skills are expected to be identified in that process.

P4_ *“Usually, it is to see if they have insight into the specific case and judge their creative and problem-solving skills. Since, in most organizations, soft skill training is a fairly new practice; project managers usually learn these skills on the go or through self-motivated efforts. So, we try to see if they have those qualities.”*

P6_ *“When we interview them, we use assessment. As I said earlier, we give them a scenario and tell them to develop a project proposal and analyze which soft skills and tools they employed. “*

From the perspective of the Setaweet organization, potential employees need to understand soft skills to a certain degree. This means that even before they are hired, they must demonstrate a good understanding of these soft skills.

- At the end, the participants were asked if they had any additional insights about soft skills or project success.

P3_ *“One thing is that soft skills such as empathy and emotional intelligence are not emphasized enough in organizations like ours, and I think they are essential. I have seen other companies providing communication training, but detailed and specific training needs to be developed and implemented more. “*

P1_ *“Like I said, in our country, proper emphasis is not given to the importance of soft skills. I think that should not be the case. These soft skills are mostly well developed through experience, and a few days of training might not make much of a difference (sufficient enough to fill the gap), but if enough time and energy are dedicated to understanding and properly exercising developing these skills in addition to the academic knowledge that graduate students for example gain from universities, it can make a huge*

difference in the success of the projects they undertake. So soft skills are very necessary for any project manager that hopes to achieve project success.”

Lastly, the participants emphasized the importance of soft skills and how proper training and development practices can contribute to the project's success.

4.6.3 Recognizing Themes

Based on the initial ideas, the researcher developed seven initial theme sets that were applied to categorize the data. These categories were then further divided into subsets of categories. The themes and their subcategories are presented below.

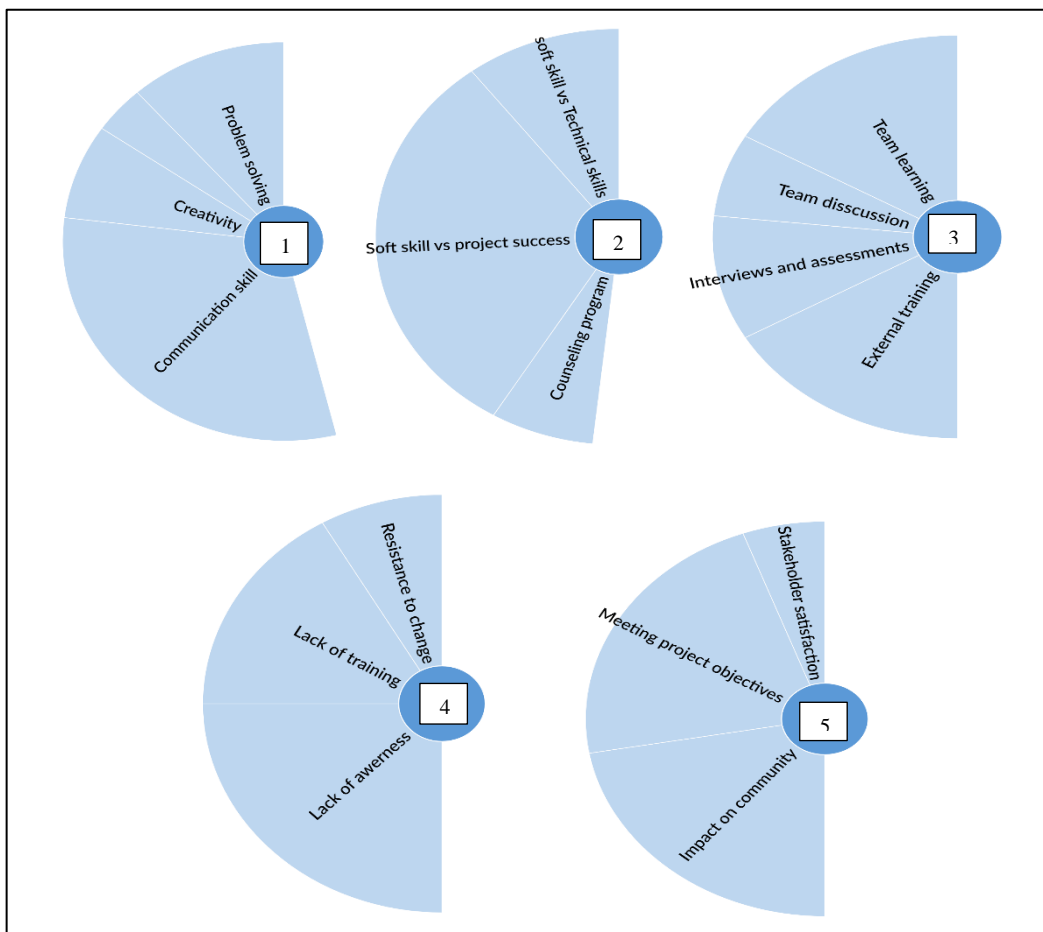


Figure 4-9 Initial subcategories proportion

Source: (Personal survey, 2024)

Table 4-12 Categories of Themes

1. Type of soft skills	<ul style="list-style-type: none"> ◆ Communication skill ◆ Creativity ◆ Leadership ◆ Problem-solving
2. Effect of soft skills on projects	<ul style="list-style-type: none"> ◆ Counselling program ◆ Soft skills vs project success ◆ Soft skills vs technical skills
3. Company culture	<ul style="list-style-type: none"> ◆ External training ◆ Interviews and assessments ◆ Team Discussion ◆ Team learning
4. Project challenges	<ul style="list-style-type: none"> ◆ Lack of awareness ◆ Lack of training ◆ Resistance to change
5. Measures of project success	<ul style="list-style-type: none"> ◆ Impact on community ◆ Meeting project objectives ◆ Stakeholder satisfaction
6. Soft skill development	

Source: (Personal survey, 2024)

As listed in Table 4-10 above, the most common themes were identified in relation to the research questions, and the responses from the interviewees were sub-categorized. These major categories are divided into six sections and have several subcategories.

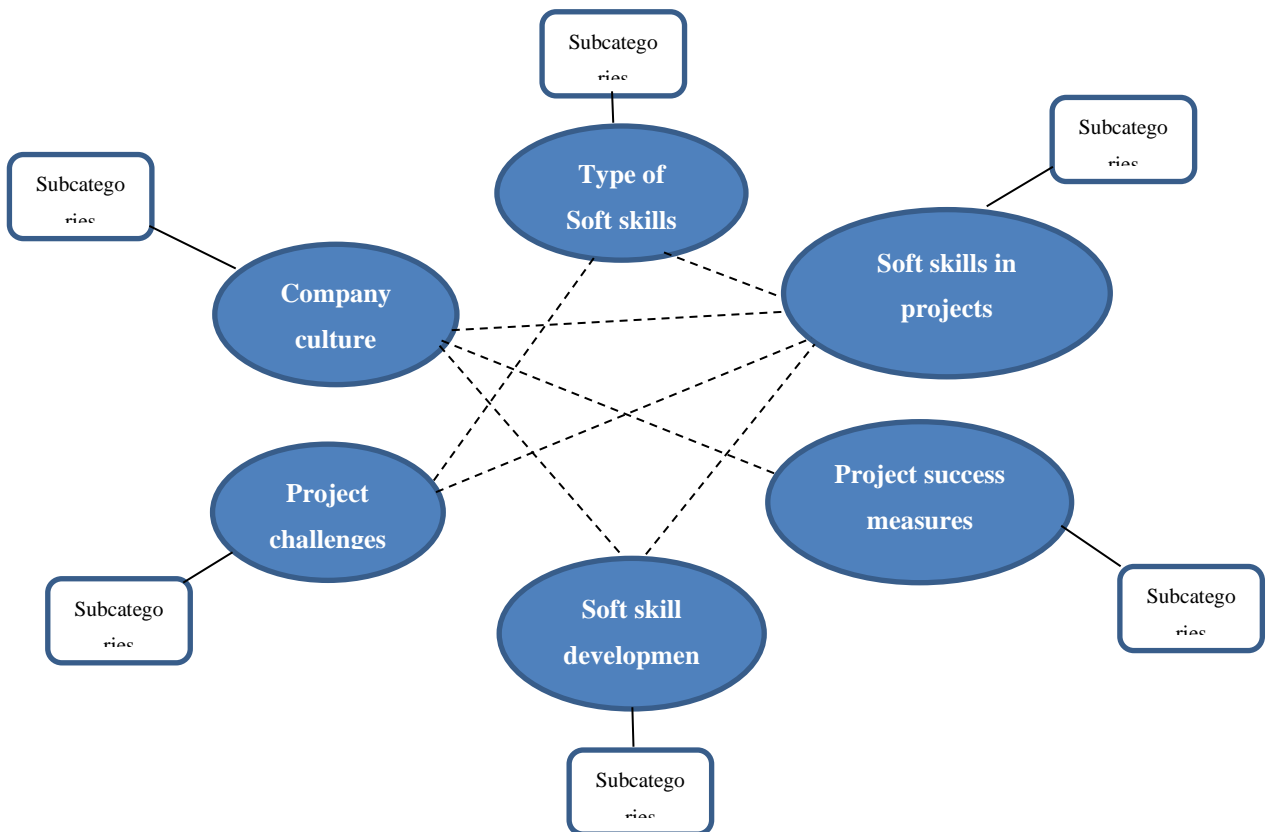


Figure 4-10 Initial thematic map

Source: (Own, 2024)

The soft skills mentioned in large portions of the interview were communication skills. The interviewees mentioned that different communication skills, like proposal writing and presentation skills, were critical when dealing with stakeholders like donors, communities, and governmental figures.

When it comes to the effect of soft skills on projects and project success, examples such as Alegnta, which is a hotline for sexual victims, were discussed. The soft skills of the counselors in showing empathy and adequately communicating with users affect the success of the projects because one of the significant measures of the project success for that particular project is the number of callers that received counseling. In the same project, another example of how the project managers' and project team's creative and problem-solving skills were utilized is, coming up with the application in the first place was the lack of a sexual violence database. It also required communication skills to convince the Addis Ababa police commission to implement and use this system. Since they were one of the project's stakeholders, their involvement and approval were essential to the project's success.

Regarding company culture, the exercise of the current soft skill practices includes external (training from mentors) and internal (team learning, discussions, and soft skill assessments during hiring). Team learning is where the project managers and project teams in Setaweet meet to share experiences and give each other feedback on things to improve. For example, if one project manager participates in a particular external training, he/she presents what he/she learned and shares his/her experience with the rest of the project management team. At the same time, he/she is also developing his/her presentation and public speaking skills.

The fact that these soft skill trainings and practices are focused on the project management team creates challenges such as a lack of awareness, training, and resistance to change in the other teams of Setaweet.

The Setaweet team measures project success based on various aspects of each project. One example is the Meqenet TV show, which addresses current social, economic, cultural, and other issues in our world. For example, this project will measure its success based on its outreach to communities around Ethiopia.

4.6.4 Assessing Themes

Coding and analysis often involve a blend of deductive and inductive approaches, rather than fitting neatly into one category (Braun and Clarke 2013, 2019, 2020). It is challenging to conduct a purely deductive analysis because understanding the interplay of various data elements is necessary to identify recurring patterns related to a predefined theory or conceptual framework. Similarly, conducting a solely inductive analysis is difficult because researchers need some criteria to determine whether a piece of information is relevant to addressing the research questions and thus worth coding. Braun and Clarke (2012) suggest that while one approach may dominate, the predominance of either deductive or inductive reasoning can indicate a preference for researcher/theory-based meaning or respondent/data-based meaning, respectively.

In our conceptual framework, we identified that the variables we consider for this project fall under either soft skills or project success. Hence, our pre-defined theoretical framework guides us in compressing the findings into two codes. This means anything related to soft skills identified in the initial thematic research can now be summarized under one code, while the categories related to project success can be summarized in another.

One theme covers the type of soft skills, their effect on projects, company culture, and soft skill development and its subcategories, while the second theme covers project challenges and measures of project success.

The data gathered from the interviews suggest that Setaweet has soft skill development practices, such as team learning, which is in-house training where the team members exchange ideas and develop their communication and presentation skills through feedback from each other. They also take training from other professionals outside of the company on specific soft skills they consider to be important.

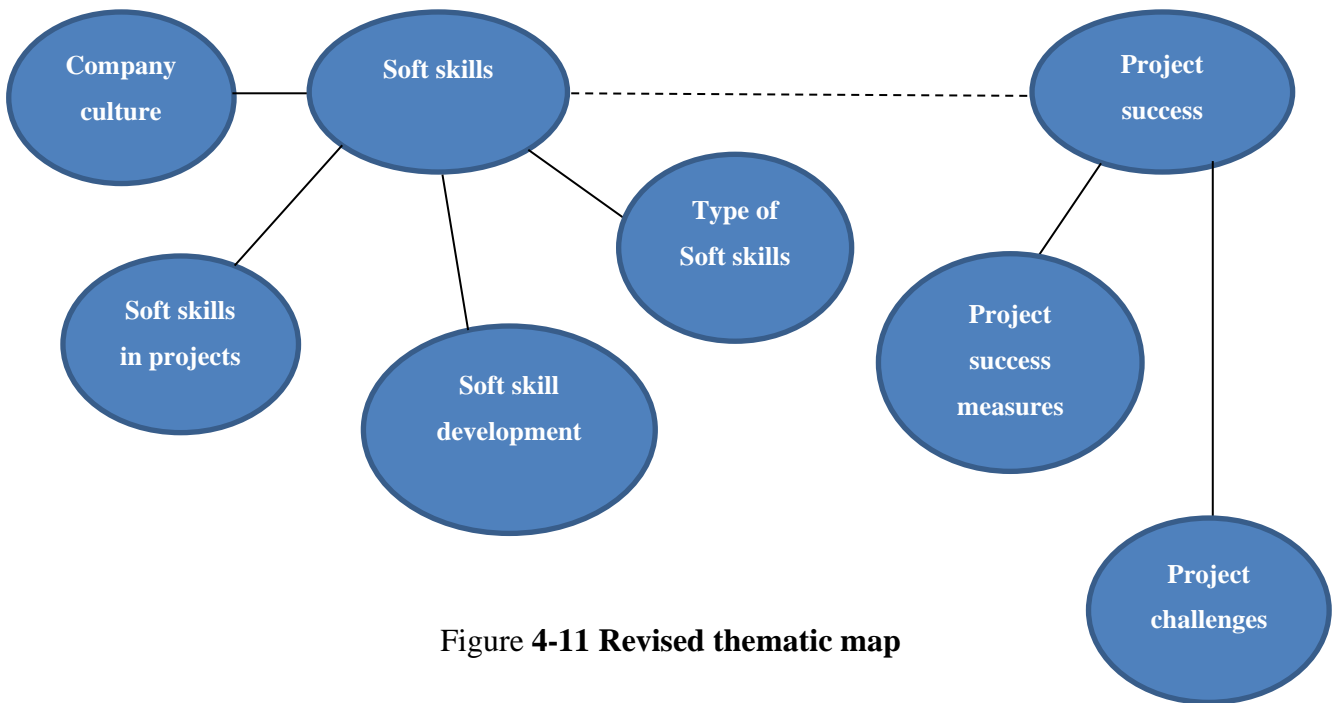


Figure 4-11 Revised thematic map

Source: (Own, 2024)

4.6.5 Defining and Labelling Themes

The two themes identified in the previous step capture the general essence of the project work. These two aspects are the main focuses of the whole of the research. The types of soft skills can be considered independent, while project success can be categorized as the dependent part of the variables. Nonetheless, all the categories and subcategories previously identified are now encompassed in these two final themes.

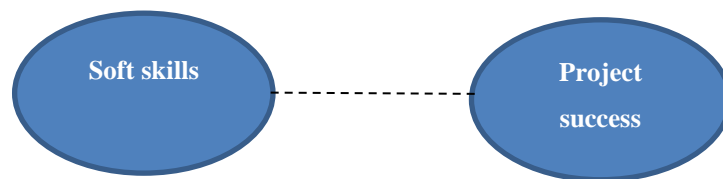


Figure 4-12 Final thematic map

Source: (Own, 2024)

4.6.6 Writing up report

In addition to the soft skills used in the quantitative part of this study, the qualitative research identified additional soft skills like empathy, emotional intelligence, conflict resolution, negotiation, and decision-making as relevant to project success in Setaweet. As the respondents mentioned several times, effective communication is a vital soft skill that is part of their day-to-day practice and a skill they use in every project. It incorporates

presentation skills(verbal), proposal writing skills, and active listening while engaging with different project personnel.

In summary, all the data collected from the interviews of the key personnel in Setaweet showed that most of the employees exercised and properly utilized soft skills. Even though a standardized format needs to be included for how these soft skills should be used there is a strong company culture that already exists. This culture has developed in recent years through trial and error but is nevertheless important because, as explained by the participants in the interview through examples, these soft skill practices help them achieve success in their respective projects. This is because of several reasons, like lack of resources and resistance to change on the part of the employees, and this is something the company can improve on in the future.

4.7 Discussions

This mixed research showed that there is a correlation between soft skills and project success in the case study organization, especially in certain soft skills like communication and adaptability.

As mentioned by (Tahir, 2019), several factors play a role in project success, and the project manager's soft skills are one of them. Communication skills are one of the core skills required by project managers for making projects successful.

This study also analyzed how the organization used different soft skill development practices to enhance its ability to succeed significantly in its projects. This is demonstrated in the data collected from the organization's respondents. These practices include training from mentors, team learning, discussions, and soft skill assessments during hiring. We cannot ignore the possibility that these soft skills and practices are limited to the study of the case organization only. While we do not think these restrictions have affected the study's main findings, subsequent research can incorporate more results.

CHAPTER 5 CONCLUSION AND RECOMMENDATION

5.1. Introduction

This final chapter's objectives are to provide a summary and conclusion based on the findings, make recommendations for the case company, and identify potential areas for further research.

5.2. Conclusion

The results and analysis of this investigation confirmed that soft skills, specifically in the context of the case study organization, are being exercised. However, it is not at a sufficient level. The significance of soft skills in project management cannot be overstated. This research has shown that soft skills in project managers and project teams can play a substantial role and make a big difference between a project's success and failure in Setaweet. These soft skills practices benefit the project managers and can help other professionals/team members accomplish their specific project goals regardless of their organizational role. Soft skills, which include communication, teamwork, problem-solving, time management, self-motivation, and work ethic, are essential for promoting cooperation, establishing rapport with stakeholders, and managing the challenges of working on projects in Setaweet.

Organizations like Setaweet work in dynamic settings with scarce resources and complex problems. In these situations, the capacity to use soft skills successfully becomes essential to the project's success. Project managers and team members must cultivate soft skills to effectively engage with various stakeholders, resolve issues, and motivate team members. Investing in training/support practices such as workshops and seminars, coaching and mentoring, and team learning practices can effectively develop these soft skills in professional organizations similar to Setaweet.

Finally, this study's findings indicate that a lack of recognition regarding the significance of soft skills is a significant factor, alongside other key challenges like resource constraints and reluctance to embrace change.

5.3. Recommendation

Using the survey's overall results and the literature researched, the following suggestions are for both the case company and the general reader.

The first research objective was to determine the soft skills Setaweet's project managers and team members required. Flexibility/adaptability, communication, and time management were the respondents' critical soft skills, respectively. Accordingly, the researcher recommends that special attention should be given to developing these critical soft skills by the organization to increase the effectiveness of its project managers and project teams. Additionally, these soft skills are helpful to the organization's project managers and should also be exercised by every project team member.

The study's second goal was to investigate the soft skill practices currently in use in the Setaweet. The organization under study is currently practicing different soft skill practices, such as team learning, team discussions, workshops, and coaching/training. In this regard, the organization should develop a proper organizational format for practicing the soft skills it values most and create a standard for developing these soft skills in the employees.

The research's third objective is to examine the relationship between soft skills and organizational project success. The study discovered a correlation between the practice of soft skills and project success, with communication skills and adaptability showing particularly strong correlations. Therefore, enhancing these specific soft skills could prove beneficial for the organization.

Another objective was to comprehend how project success is measured in Setaweet. The study discovered that project success is mainly measured by meeting project objectives (time, quality, and budget) and impact on the community (benefits and risks). It also revealed that stakeholder satisfaction is no less important in measuring project success. Hence, these factors should be monitored using project management monitoring and registration tools.

Lastly, the research investigated how soft skill training contributes to project success. Even though different soft skills are utilized for different soft skills, the data collected from the case study organization revealed that internal and external soft skill development practices exist in the company culture. As stated by the participants, these practices help

them improve their soft skills. These training programs play a vital role, and the organization should consider developing a systematic organizational format for conducting and attaining them for the employees. This will help the organization to attain long-term benefits in the form of project success. In our country's general context, much focus is given to hard skills, and an understanding of the importance of soft skills is lacking. This could be for several reasons, like the ones investigated in this study. However, proper emphasis should be placed on developing soft skills through training programs to counter the knowledge gap.

5.4. Implications for future research

The data gathered from the Google form, in-person questionnaires, and interviews only provided a portion of the understanding of the problem because this research was conducted under tight time, human resources, and financial constraints. Future researchers and anyone interested in soft skills, project success, or similar organizations with similar contexts might find this study relevant to their context, and they can benefit from a more thorough, comprehensive study. This study examines soft skills based on a specific case, so the foresight might be limited, but this gives room for more research on related topics.

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ANNEXES

Annex I: Questionnaire

Section I: Introduction

Thank you for participating in this survey. Your input is invaluable to our research. Use the following definition to understand better the terms mentioned in the survey.

Soft Skills_ “Interpersonal skills include traits such as leadership, communication, negotiation, expectations management, influencing, problem-solving, and decision-making.” (Marando, 2012)

1. Age group

- 20 - 27
- 28 – 35
- 36 - 43
- 44 and above

2. Gender

- Male
- Female

3. Educational Qualification

- Diploma
- Degree
- Masters and above
- Others, please specify_____

4. Years of Experience in the organization

- 2 years and below
- 3- 5 years
- 6- 10 years
- 11 years and above

5. Position/Role in the Organization:

- Project manager
- Others Profession, please specify_____

6. How often do you employ soft skills in your project work?

- Rarely
- Occasionally
- Often
- Always

Soft skill types	Never used	Rarely used	Sometimes used	Frequently used	Always used
Communication Skills					
Teamwork and Collaboration					
Leadership					
Problem-Solving					
Adaptability/Flexibility					
Time Management					
Self-Motivation					
Work Ethic					
Creativity					
Other (please specify):					

7. How often do you utilize these soft skills in your projects? (Select one answer per row)

8. How does your organization define project success?

- Meeting objectives within budget and timeframe
- Stakeholder satisfaction
- Impact on the community/cause
- Others, please specify _____

9. In your opinion, how important are soft skills in achieving project success?

- Not sure
- Not important
- Somewhat important
- Very Important

10. Please rate the following soft skills based on their importance to project success. (Select one answer per row)

Soft skill types	Not important	Somewhat important	Neutral	Important	Very important
Communication Skills					
Teamwork and Collaboration					
Leadership					
Problem-Solving					
Adaptability/Flexibility					
Time Management					
Self-Motivation					
Work Ethic					
Creativity					
Other (please specify):					

11. Does Setaweet provide support or training in the area of soft skills development?

- Yes
- No
- Maybe

12. What type of training and support programs should be exercised in developing soft skills in project managers

- Workshops and Seminars
- Coaching and Mentoring
- Online courses
- Others, please specify_____

13. How effective do you perceive soft skill training/support programs to be?

- Not effective
- Moderately effective
- Effective
- Very effective

14. How would you describe the organizational culture regarding the importance of soft skills?

- Not Valued
- Moderately Valued
- Highly Valued

15. What are the primary challenges in integrating soft skills into project work within your organization?

- Lack of awareness or recognition of the importance of soft skills
- Limited resources for training and development
- Resistance to change
- Others, elaborate_____

16. Please select which of the following statements you agree with. regarding soft skills and project success:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Soft skills contribute the same as technical skills to project success					
Lack of soft skills of project managers and project teams can lead to project failure					
Soft skill training and development leads to better project success					
Project success relies heavily on the proper use of different soft skills					
Overall, soft skills are essential for project success					

17. What improvements or changes would you recommend to enhance the integration of soft skills into project work within your organization?

18. Please provide any additional comments or insights regarding the importance of soft skills in achieving project success.

Annex I I: Interview Questions

At the beginning of the interview, the researcher mentions a brief introduction about the purpose of the research and the previously identified soft skills to give the participants a reference point and create a clear understanding.

1. In your opinion, what are soft skills, and how do you define them in the context of project management?
2. How can soft skills impact project success? Please share an example of a project and how soft skills were crucial to project success.
3. What Critical soft skills are missing in the soft skills categories previously identified by the researcher?
4. What are your primary challenges when integrating soft skills into project work?
5. What soft skills are most important to you during the hiring process? How do you recognize them?
6. Would you like to share anything else about the significance of soft skills for accomplishing project success?

Thank you for your participation!