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ADDIS ABABA UNIVERSITY SCHOOL OF COMMERCE  
PROJECT MANAGEMENT

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Impact of Soft Project Management Skills on Deliverables of Project  
Team: Case Study of Projects of Kifiya Financial Technology



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**A Research Project Submitted in Partial Fulfillment of the Requirements for the  
Degree of Master of Art in Project Management**

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**ADDIS ABABA UNIVERSITY  
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MASTER OF ARTS DEGREE IN PROJECT MANAGEMENT**

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## **Declaration**

I hereby declare that the study which is being presented in this thesis entitled “**Impact of Soft Project Management Skills on Deliverables of Project Team Case Study of Projects of Kifiya Financial Technology**”. It is conducted by Yared Seyoum for the partial fulfillment of the requirements for the award of Master of Art degree in **Project Management**. To the best of my knowledge it is original work carried by him, it had not been presented for a partial fulfillment for any educational qualification at this university or any other and in any projects by any means.

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**Sefu Mamo**

**Advisor**

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**Date**

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First of all, I would like to my gratitude to God who was there in my life unconditionally not just in this study or research, Then I would like to express my gratitude to my supervisor Mr. Sefu Mamo for the useful comments, remarks, and engagement through the entire process of this study. Furthermore, I like to thank the participants at Kifiya Financial Technology P.L.C in my study, who have willingly shared their precious time during the process of facilitation and filling questionnaire. I would like to thank beloved wife, son, father and mother; they have been supporting me throughout entire process, both by keeping me motivated and helping me putting pieces together.

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## **Abstract**

This study has three primary objectives of this study is to find evidence that there is relationship between soft skills and project team deliverables, examine the existence of relationship between soft project management skills and project team deliverables, and identify which of the soft skills impacting most project teams' deliverables. To answer these questions a questionnaire was developed and disseminated among project employees of Kifiya Financial Technology.

As per response obtained from project team members it was able to fit bivariate ordinal regression model and correlation analysis to see if there was relationship between soft project management skills and project team deliverables. It resulted in positive relationship but to answer the other questions multivariate regression model was used and found the coefficients to be 0.973, 2.147, 1.554, and 2.307 for leadership, conflict management, communication and team building respectively. These coefficients mean, one unit increase in the predictor result the response variable level on log-odds scale to change by its respective regression coefficient while holding other variables constant. From this model we have found that team building to have influence the most on project deliverability and leadership skill has the least influence.

This study has concluded that soft project management skills have significant effect in deliverability of project team accordingly, focus should be given to in enhancing soft skills of project management and further study regarding soft project management skills incorporating additional attributes in IT industry or other should be conducted to uncover more unanswered questions.

**Key Words:** Leadership, Conflict Management, Communication, Team Building, Project Team Deliverability

## **Chapter One: Introduction**

### **1.1. Background of the Study**

As project managers encourage all the possibilities to increase chances of success in their projects, then there is a need to focus on improving technical skills while maintaining the vitality of soft skills which are usually overlooked by many organizations (Peter & Randolph, 2009, p. 45). On the other hand, while research pays minimum attention on the topic of soft skills in comparison to hard skills, this study tries to fill in the gap as covered in published literature on this topic. In order to do this, this study discusses soft skills as it relates to project management discipline by incorporating soft skills into the fundamental concept of the project management cycle.

In spite of the belief that soft skills are identified as an art (Belzer, 2004), and critical for a project's success, employees fail to engage to the required level leading to increased failure rate. This study focused on analyzing and interpreting data collected from Kifiya Financial Technology towards the impact soft project management skills have in project deliverables.

The ultimate objective of this study is to introduce a different point of view of how to highlight the importance of soft project management and integrate into the project management discipline.

Belzer (2004) identified the missing link between soft skills and project life cycle as; not many projects fail because of hard skill such as project scheduling, Gantt charts/PERT/CPM as they are not adequate but cause of managers inability to practice the appropriate soft skill such as effective communication, work within organizations' culture, team motivation, stakeholders' management and understanding business objectives. This would make soft kills crucial for successful project management. Also, Sukhoo et al (2005) realized as IT projects have a high failure rate, it is important to integrate soft and hard skills in order to improve project management disciplines through its methodologies. Furthermore, activation of certain soft skills must happen at the right time. For example, communication skills are extremely important at executing, controlling, and closing phases while they are less important in the initiating and planning phases. Another example is how flexibility and creativity skills are important at initiating, planning, and execution phases

while they are less important at controlling and closing phases. Sukhoo et al (2005) were able to map ten main soft skills factors over a project's life cycle.

## **1.2. Background of the Company**

Kifiya Financial Technology Plc. (Kifiya) was established in February 2010 by the founders of a company with more than two decades of experience in Information Communication Technology (ICT) in Ethiopia.

Kifiya Plc., leveraging innovative technology and distribution channels, is a company dedicated to making financial and non-financial services simple, affordable and within reach in Ethiopia and beyond.

The Kifiya solution combines our extensive first-hand technology expertise with international best practices in access to financial services gained through consulting leading experts in the field and extensive stays within successful initiatives in three continents.

Further from acquiring application Kifiya acquires source code of application that enable innovation and transfer to technology locally. Kifiya has three platforms, each designed to enable services independently from the other with synergistic relationship between services when they are applied together which is the leveraging power Kifiya possesses.

Vision: “to make a contribution to improving the lives of people by making transactions simple, affordable, and within reach.”

Mission: “to create an integrated, scalable service that enables access to financial and non-financial services by building sustainable technology and distribution infrastructure.”

Core Values:

What Kifiya does:

- Distribution network development and management
- Product & Service development

- Network operation center
- Customer care center

Kifiya's Technology platforms: Single window service delivery, Digital Financial Services, Mobile Value-added services (m-VAS)

### **Single window service delivery platform**

The single window delivery platform enables any service to be delivered through a single point and facilitates Government to Citizen (G2C) and Business to Consumer (B2C) services.

Lehulu Electronic payment services, a Government to Citizen(G2C) service delivery that has amalgamated services for all residents providing one stop services for citizens to pay government utility bills.

### **Digital Financial Services Platform**

Our Digital Financial Services Platform has the dual capability to enable Branchless Banking and Mobile Money services by managing complexity of mobile ecosystem. It has switching, reconciliation and settlement functions.

Kifiya has partners ranging from International Organizations, Utilities, government organizations, MFI (Microfinance Institutions), Private organizations

### **Mobile Value-Added Service (mVAS) platform**

Provides value added services on SMS (Short Message Service) and IVR (Interactive Voice Response); and voucher solution. The platform enables issuance of both physical and electronic voucher including unique security features.

### **1.3. Statement of the Problem**

A soft skill can be used to differentiate between the adequate and the ideal candidates. As far as competitive markets are concerned, recruiters look for the people who are efficient to become leader and leadership quality depends on the soft skills. For this study, technical ability and knowledge is not area of focus or discussion. It is the interpersonal people skills, social skills, communication skills, attitudes, social intelligence and emotional intelligence quotients is what matters over here, because these skills help people to work and perform well in a suitable environment.

The main arguments presented in this paper are that very little focus has been placed on the need for the need of soft project management skills and competencies. Very few researches conducted to generally discuss soft project management skills. Byrd and Turner (2009) identified requirement of both hard and soft skills as key aspects for success of project management. However, their interdependence has mostly been without being seen in real sense. Klaus (2010) and John (2009) have found new trend indicating that hard skills contribute only 15% to one's success, whereas 85% of success is due to soft skills.

In most cases, due to inherent limitation to measure the effect of soft skill, they are often unnoticed, or may not granted appropriate focus as it should be (Mayo). It is probably due to this reason that studies to measure the impact of a project manager's skills, especially soft skill on project success are meager (Piyush et al, 2011); and even little focus has been granted to towards this aspect.

Past studies in leadership have noted that communication of enriched task information to the team results in high group effectiveness (Mark et al, 2000). An effective communication between among project manager and project team members will ease intermediary problems that can have a negative effect on project accomplishment (Turaga, 2003). While studies have indicated the project manager's communication skill impact on project teams' work (Shi and Chen, 2006), Impact of project manager's skills on project accomplishment has not been ascertained conclusively (Yang et al, 2010). In general, there is a consensus that an unbalanced focus on hard factors may underestimate the human factors that can significantly affect the hard skills though which project accomplishment is typically establish (Jetu and Riedl, 2012).

As a result, there is a notable call for more vigorous research into the soft project management skills (Henrie and Sousa-Poza, 2005).

Teamwork has been considered as a vital pillar in most organizations (Deepa and Seth, 2013). Over a period of time it has been felt that project manager's leadership skills are not only of great value in running the organization's day to day business but is importance in today's focused and well-organized organizations where small teams, often in temporary workgroups or subunits are working to successfully execute the assigned projects (Deepa and Seth 2013).

It may be possible to conclude that there is a need to undertake a study, which a quantified approach can make an assessment of the association between soft project management skills and project accomplishment while concurrently assessing the moderating effect of teamwork on association between project management soft skills and project accomplishment (Piyush et al, 2011).

This research attempts to fill the gap of empirical evidence, through identification of the relationship between soft project management skills of the project and organizational leadership and project team deliverables. This is intended to be done by measuring the responses of respondents on a set of question that will help us measure the score on project management soft skills against project deliverability. Project deliverability will be measured in terms of efficiency, effectiveness and customer satisfaction.

#### **1.4. Basic Research Question**

This study is intended to address whether there is relationship between soft project management skills and project team deliverables. Once if relationship is identified between soft project management skills and project team deliverables, then how these skills are affecting project teams' deliverables? Which of these skills are contributing significantly?

#### **1.5. Objective of the Study**

##### **1.5.1. General Objective**

The objective of this study is to uncover how soft project management skills are impacting project team deliverables

### **1.5.2. Specific Objective**

- Provide evidence that there is relationship between soft skills and project team deliverables.
- To examine the existence of relationship between soft project management skills and project team deliverables;
- To identify which of the soft skills impacting most project teams' deliverables.

### **1.6. Significance of the Study**

The findings from this study are hoped to be useful in ways to enhance projects and organizational leadership enhance their soft management skills by integrating it the formal project discipline. Findings could be helpful for organization and project management in obtaining better deliverables.

As the study will attempt to identify factors that are related to project management soft skills and their contribution to the project deliverables and organization and project management that could take the necessary measure and set appropriate plans to improve the current project deliverables. Moreover, this study will also be able to ascertain in Kifiya Financial Technology's soft project management skills and project teams deliverability. This in turn will assist the project managers not only in exercising appropriate skill needed for successfully influencing the project outcome, but will also help them in understanding the team works' influence in impacting relationship between soft leadership skill and project teams deliverability.

### **1.7. Scope of the Study**

The scope of this study is focused on three projects, namely stadium ticketing, cross regional transit and Mela digital payment.

- This research study would be limited to assess the soft project management skills (leadership, conflict management, communication and team building) in the above-mentioned projects;
- Any findings, conclusions and recommendations are only limited to Kifiya Financial technology.

## 1.8. Limitation of the Study

This study tries to identify some potential relationship between soft project management skills and project team deliverables in the process. The researcher faced some of the following bottlenecks as the research progress;

- As mentioned the study is solely focused on single organization, had it been time a constraint it could have incorporated a wide range of technology-based companies;
- Lack of cooperation from respondents to complete the questionnaire on time.
- It is time constraint that takes the lion share of the limitation. The allowed time is so short which makes difficult conducting the study.

To overcome the mentioned limitations, all conclusions and discussions are only disclosed on Kifiya Financial Technology. To reduce lack of cooperation from respondents, the aim and objective of the study has been explained to them but despite all of this still it is possible such cooperation may lack for this purpose it has been tried to incorporate all team members for this study.

## 1.9. Definition of Terms

- **Leadership** is an essential characteristic of project manager. PMBoK Guide (2013) defines leadership as ‘the ability to get things done through others’. In such a good way actually; by inspiring people to do the work and making people wanting to do the work. This is typically done by conveying the vision of the project and the value that team members will be creating by successfully completing the project.
- According to definition on Wikipedia, **conflict management** is the process of limiting the negative aspects of conflict.
- Webster dictionary defines **communication** a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior; *also*: exchange of information.
- **Team building** is the process of helping a group of individuals, bound by a common purpose, to work with each other, the leader, external stakeholders, and the organization PMBoK Guide (2013).

- A **deliverable** is any unique and verifiable product, result or capability to perform a service that is required to be produced to complete a process, phase, or project. Deliverables are typically tangible components completed to meet the project objectives and can include elements of the project management plan PMBoK Guide (2013).
- **Project management** is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements PMBoK Guide (2013).

### **1.10. Organization of the Study**

This study is organized into five chapters. The first chapter is introductory part of the study which contains background of for the study and the company that is involved in this study, statement of the problem, basic research questions, significance of the study limitation of the study and definition of terms. The second chapter is about discussion of review of related literature review about soft project management skills and project deliverables. The third chapter discusses about the methodology of this study. The fourth chapter is about the data presentation, analysis and interpretation. The final chapter discusses findings, conclusion and recommendation of the study.

## **Chapter Two: Literature Review**

### **2.1. Introduction**

Although the truth is that soft skills are important for projects, there is little effort made in literatures to deal with it in a systematic approach. Many project management educational materials the deals with this subject matter very briefly. In usual manner the majority of the studies tend to be focused in the hard skills. Even though many studies are limited but are there related to the subject matter project management soft skills. An example for this can be found in leadership, culture, communication, and negotiation. This gap in the literature might suggest the topic of soft skills has not yet been understood. No consensus exists on its definition or its meaning.

### **2.2. Leadership**

In general, there exist confusion on the term leadership and management as some scholars differentiate them and others use them interchangeably (McKenna, 2006). As there is no consensus of definition exists for these terms then it makes it difficult to line these terms differences. Also, it is easier to argue that at the start of a project, the project manager should decide if she/he is a project manager, project leader, or if she/he is a combination of both. This knowledge would depend on her/his perspective of these two terms.

This knowledge would depend on his/her perspective of these two terms. In order to view the value of leadership skills for project managers, it is necessary to explore relevant theories and models. Linking this to the project manager authority, power, and accountability will shed the light on the area of his/her soft-skilled role. Accordingly, if such a skill can be improved upon added value will occur.

#### *Great Man Theory*

According to this theory a leader is born, not made, arguing that leadership traits are a part of a leader's genetic makeup. Organ (1996) defends this theory, "To suggest that leaders do not come to the world with an extraordinary endowment is to imply that people enter the world with equal abilities, with equal talent." This argument has some validity to it with its concept that some are born with a natural ability to be a great leader. For this study, we are not emphasizing project

managers need to be leaders by their nature, but if they sense they have a bequest of leadership then they should search for ways to capitalize on it.

### *Trait Theory*

This theory assumes that the traits of a leader are inherited. As trait relies on biological factors like that of Great Man Theory as genes determinants of greatness. Schafer (2010) identified twelve personal traits and habits that are most effective in a leadership capacity, namely, and in descending order from most to least efficient as;

- i. Honesty and integrity
- ii. Caring for needs of employees
- iii. Strong communication skills
- iv. Strong work ethic
- v. Approachable and willing to listen
- vi. Taking responsibility
- vii. Making sound decisions
- viii. Fairness
- ix. Competence to perform duties
- x. Flexibility and innovation
- xi. Knowledge of work environment
- xii. Ability to delegate

On the other hand, these same findings identified personal traits and habits that are inefficient for leadership as, namely, and in descending order from most to least inefficient as:

- i. Ineffective communication
- ii. Neglects needs of workers
- iii. Questionable ethics and integrity
- iv. Poor work ethic
- v. Inability to delegate
- vi. Failure to act
- vii. Unwillingness to change
- viii. Belief they know everything
- ix. Poor comprehension of job
- x. Unwillingness to compromise
- xi. Inability to accept criticism
- xii. Lack of focus

Other researchers, Belasen & Frank (2008), linked leadership traits to the Competing Values Framework which is basically a framework to identify an organization's effectiveness and how leadership traits affected these results.

#### *Behavioral and Role Theories*

The assumption of this theory is that leaders are not born but can be made. According to this theory leadership behavior can be acquired through a learning process. People define their behaviors according to their perspectives. Role theory is part of behavioral theory.

Derue et al (2011) predicted, the effectiveness of leadership criteria exists through the integration of popular traits and behavioral perspective. One useful application of role theory concept is found in service encounter; here Solomon et al (1985) understood the importance of role theory to

develop general principles that can be practical in the service sector setting thereby eliminating the need of considering each service provider as unique experience.

*Leadership Grip*

Another theory of leadership was developed by Rober Blake and Jane Mouton in 1964. As per the founders of the theory, this grid can be used by project managers to solve different issues which may occur during any project. In fact, the grid suggests that leaders can move completely or partially from one cell in the grid to another. It is done according to their perspective of their role. Accordingly, it is not appropriate to judge which one is better. The suitable leadership approach depends on other interconnected factors such as culture and industry. Usually it is a project manager who will be responsible for managers, stakeholders and leaders, assembling this leadership grid a worthless instrument to figure required soft skills.

Concern of People	High	Country Club		Team
	Medium		Middle of the Road	
	Low			Authority
	Concern of Task			

*Table 1: Leadership grid. (Pheng & Lee, P. 389)*

Table 1 shows where the leader can be;

- A Country Club style leader who shows high concern about people and low concern about tasks;
- An Impoverished style leader who shows low concern about tasks and people;
- A Team style leader who shows high concern about tasks and people;
- An Authority style leader who shows low concern about people and high concern about tasks;

- A Middle of the Road style leader who shows medium concern about tasks and people.

### **2.3. Conflict Management**

Conflict usually involves words such as problem, attitude, disagreement and resolution. Even though it does not commonly happen in day to day life, conflict is inevitable in any organizational set up due to the inherent difference the attitude and perception of each individual (Al-Tabtabai & Thomas, 2004). Webster dictionary defined conflict as;

- i. A competitive opposing action of incompatibilities: antagonistic state of action (as of divergent ideas, interests, or persons).
- ii. A mental struggle resulting from incompatible or opposing needs drives wishes, or external internal demands.

According to McKenna (2006) stated the definition of conflict as “a process that materializes when an individual or group is frustrating or about to frustrate, the attempts of the former to attain a goal.” According to the BMBok (2004) it is described as Negotiation and Conflict Management at an interpersonal skill, “Conferring with others to come to terms with them or to reach an agreement. Other researchers’ research about conflict has no concise definition, leaving them with the conclusion that the term conclusion has no clear meaning. As a result of this, these researchers moved to study different aspects of conflicts; these being conflict types, sources of it, managing conflict, and the way to designing system to resolve it. In reality, designing a system with features to resolve conflict that will provide a stupendous effect on basis of interest and rights is the most influential scheme in this day and age when it comes to the conflict management topic, (Roche and Teague, 2012). As conflict is inevitably organizational part of life, many researchers agreed on the need of studying it (Barki and Hartwick, 2001). Dispute resolution system characteristics in organizations could have certain influence on individual’s behavior and output (Bendersky, 2007). Negative results are not necessarily the output of conflict. Others argue a positive and negative impact can be resulted due to conflict on the workplace, depending on how it is handled and the degree of satisfaction of the outcome (Verma, 1995). But it is a continued study that the extent of conflict and individual/group behavior are affected by each other. In the information systems development field, Barki and Hartwick (2001) believe that conflict has a positive effect on information system development while the negative effects of it on an interpersonal level are

not considered mitigated, i.e., the final outcome is perceived to be negative regardless of how it has been handled or resolved. In addition, four conflict dimensions have been mentioned; interdependence, disagreement, interference, and emotion.

- **First Dimension - Interdependence:** This kind of conflict exists when the objective of one party's attainment depends on some action or interest of the other party. On the other hand, interdependence is a necessary condition for conflict but not a sufficient one, as many interdependent relations exist between parties without conflict.
- **Second Dimension - Disagreement:** The perception about the conflict definition starts with the idea of how it can be assessed basically starts on this dimension.
- **Third Dimension – Interference:** It exists when one party tries to hinder the realization of an interest or goals of the other party. It works as an igniter of the conflict.
- **Fourth Dimension – Negative Emotions:** Negative emotion could be resulted as consequence of behaviors that produce conflict. These emotions cause to increase the intensity of the conflict, especially when parties take personal stands and lose rationale.

The negative emotion property looks like a result of conflict, although researchers considered it as part of a conflict's dimensions. By taking a closer look, one can argue, negative emotion work as a helping factor for conflict to emerge, if negative emotions were existed at the beginning of the affair. It is also possible for negative emotions to be carried from a previous experience onto the next. With this in mind, a project manager should take care to eliminate any negative emotions inherited from previous projects. If conflict has to occur, it should occur for the right reasons.

Going back to the definitions of conflict, researchers have combined the four dimensions in one statement, conflict defined as “a phenomenon that occurs between interdependent parties as they experience negative emotional reactions to perceived disagreements and interference with the attainment of their goals.”

## **2.4. Communication**

Poor communication is probably the most frequently cited source of inter personal conflict. Because individuals spent nearly 70 percent of their working hours communication- writing, reading, speaking, listening- it seems reasonable that one of the biggest inhibitors of group

performance is lack of effective communication skills are critical to career success. Polls of recruiters nearly always show communication skill among the most desired characteristics.

No individual, group, or organization can exist without sharing meaning among its members. It is only thus that we can convey information and ideas. Communicating, however, is more than merely imparting meaning; that meaning must also be understood. If one group speaks only French and the other do not know the language, the French speaker will not be fully and correctly understood. Therefore, communication must include both the transfer and the understanding of meaning.

A model of a communication process adopted from PMBoK Guide (2013), it has the following components;

- The sender; who encoded the message.
- The receiver; who decodes and perceives the message.
- Medium; indicates the means of conveying the message.
- Feedback-Message; indicates feedback from the receiver to the sender and is about the original message. Also, it might hold new information making the receiver making the receiver become a sender, not necessarily following the same medium of the original message. This cycle continues till the “noise” is eliminated or minimized.

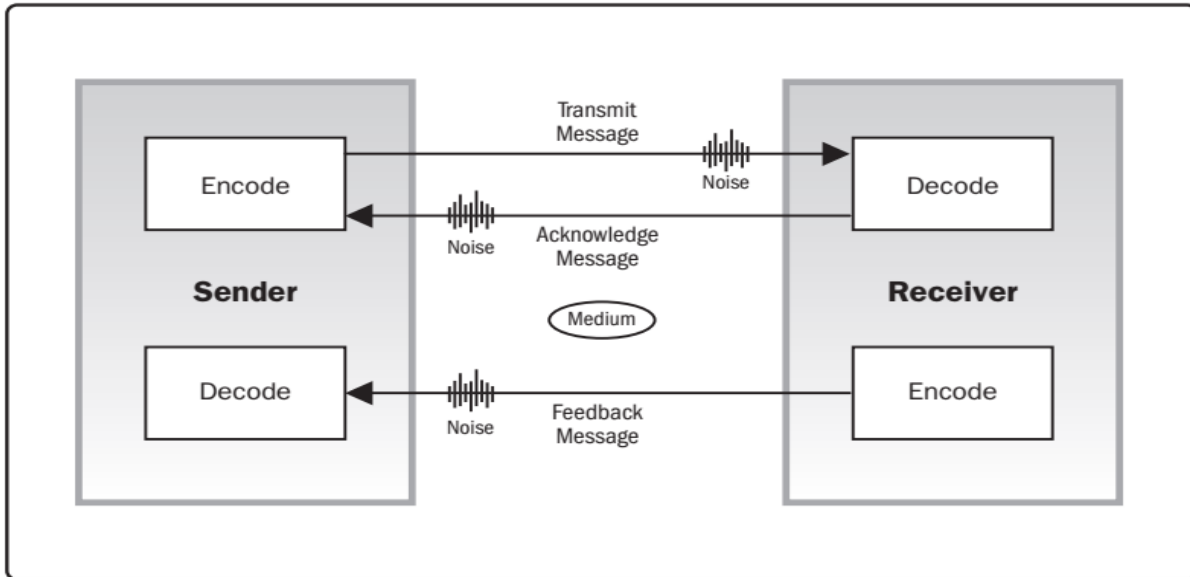


Figure 1: Communication Model. (PMBok Guide, 2013, P. 320)

## 2.5. Team Building

A project team is a group of people assembled to generate a specific product, deliver a specific service, or accomplish a specific outcome within a delimited timeframe (Ericksen & Dyer, 2004). Managers often deploy project teams when a small group of people can complete an entire stream of work, deadlines are critical and defined, and continuity of collaboration is not needed once the job is complete. For example, software developers are often organized in project teams to engineer and produce a piece of software by its intended ship date. Similarly, new product developers are frequently organized in project teams and charged with generating a specific product within a delimited timeframe. In each example, a given team owns most if not all of the development process and there are high costs associated with failing to complete the job on time.

Team building can be said a process of helping a group of individuals, bound by a common purpose, to work with each other, the leader, external stakeholders, and the organization. The result of good leadership and good team building is teamwork (PMBok Guide, 2013, P. 540). Researchers have for years grounded theory on team development, the path the members of a team together travel over the course of team life in project teams. With their clearly defined start and end points, project teams are useful entities for thinking about and empirically researching team

development. In the early years of team development theory and research, scholars (e.g., Tuckman, 1965) sought to describe the normative path traveled by most teams; that is, central tendency, or how a typical team developed, drove conceptual and empirical efforts. As the literature itself developed, however, scholars sought to identify consequences for team effectiveness both positive and negative of departing

## **2.6. Project Deliverables**

Dividing a big project in manageable chunks makes the complex task of managing projects easier, these chunks in a sequential form can be termed as project phases which can further be divided into sub-phases and a collection of these phases makes what is called as a project life cycle. Each project phase is marked by completion of one or more deliverables. A project is a temporary endeavor undertaken to create a unique product or service (PMBOK, 2013). According to this definition a project is unique; it might generate different experiences for anyone who is involved in them. As a result of this, different stakeholders see from different angles of interest which in its turn generate different points of view. Aaron et al (2001) found out that who developed a multidimensional framework for assessing deliverables in projects; they showed how different dimensions means different things to different stakeholders at different times and for different projects.

It is common to note that some practitioners in the project management discipline see deliverables in projects limited to time, cost, scope and quality. There are researches about project deliverables which are focused on different perspective. For instance, McLeod et al (2012) concluded from an analysis of a case study that different stakeholders put together their evaluation of project deliverables based on the expectation of the project. In addition, the context through which deliverables are measured is basically consists of time, place and organizational role and requirements shape the stakeholders' expectations. Researchers in general tend to differentiate between project management success and project success. Success in managing projects as one of the critical success factors for project success (Sudhakar, 2012). Moreover, eight success factors for project deliverables success factors grouped into seven categories. As these factors can be customized into any industry. In the meantime, universal factor cannot exist for all projects as the researcher pointed out. As most literature shows that the project deliverables success topic is vast

and varies between subjectivity and objectivity. Who is measuring success matters as does considering the context, industry, and environmental variables that have been considered in evaluating the project deliverables success? It is encouraging to pull together all of these evaluations under one generic approach.

Bannerman (2008) provides, an alternative approach to the problem of defining project deliverables success is a framework that enables success to be determined at key milestones at different times after project closeout and from different stakeholder perspectives. Key milestones in this spectrum relate to the project itself (the processes used and their effectiveness in delivery the project within the major design constraints), the *product* or main deliverable produced by the project (its fit to specifications and purpose as well as acceptance and use), and the *organizational benefits* returned from the investment (achievement of business objectives and the generation of strategic value). These milestones represent five levels at which project-related performance can be formally or informally assessed. Levels 2 to 4 reflect criteria commonly found in the literature.

Lechler and Dvir (2010) defined success in terms of efficiency, effectiveness, customer satisfaction, and business result (the average of the other three). Other than the project coordinator type, which scored the least success among all clusters, the clusters perform differently.

<b>Deliverable</b>	<b>Means of Project team deliverables success</b>			
	<b>Efficiency</b>	<b>Effectiveness</b>	<b>Customer Satisfaction</b>	<b>Business Result</b>
Deliverables1				
Deliverable 2				
Deliverable 3				

*Table 2: Success means of measurement (Lechler and Dvir, 2010)*

## **Chapter Three: Research Methodology**

### **3.1. Introduction**

The methodology part aims at discussing the methodological process that is used in this study, it highlights how the study was done based on the objective of the study. It is organized in a manner of research design, target population, sample and sampling techniques, method of data collection and data analysis used in the study.

### **3.2. Research Design**

Questionnaire was used to collect project team members' feedback on how they were influenced by soft project management skills in delivering their deliverables. In doing so reliability and validity are very important for any research or study so precaution was taken by measuring responses on Cronbach's Alpha.

In this study both quantitative and qualitative design would be employed as Tashakkori and Teddlie (2013), argue that using both methods results in better opportunities to answer research questions and trusted inferences made from them allow a better evaluation of the research question. Accordingly, in this study both quantitative and qualitative approaches were used in measuring the score on project management soft skills and project team deliverables.

### **3.3. Target Population**

The participants that would be selected for this study are all employees who are involved in the projects of Kifiya Financial Technology. Specifically, Stadium Ticketing, Cross Regional Transit, City Transit and Digital Payment. With the aim of including all the population to the study, the research conducted using questionnaire distribution and data collection about how soft project management skills are affecting deliverables of project team.

### **3.4. Sample and Sampling Technique**

Kifiya Financial Technology has more than one hundred employees working on various projects. Power analysis for a multiple regression with four predictors was conducted in G-POWER to determine a sufficient sample size using an alpha of 0.05, a power of 0.80, and a medium effect

size ( $f = 0.15$ ) (Faul et al., 2008). Based on the aforementioned assumptions, the desired sample size is 85. It was aimed at including all team members to participate in responding to the questions on the questionnaire. For this reason one hundred and twenty three questionnaire were disseminated among all team members.

### **3.5. Source and Method of Data Collection**

As mentioned earlier all project team members will be involved in the study and primary data generated from the questionnaire would be used for presentation and analysis of results. These primary data were gathered from project team members of Kifiya Financial Technology that involved 85 of them. In doing so, the questionnaire was designed in such a way to include the demographic data and subject matter issues. Subject matter is to mean that each respondent will score how they are influenced by soft project management skills which in turn will be converted into scale so that it will be used to in depth analysis.

### **3.6. Method of Data Analysis**

The response variable project deliverability is derived from the three parameters; efficiency, effectiveness and customer satisfaction feedback and turn into a five stage ordinal data that will be used to measure the effect of soft project management skills. Yet again all scores from each categories of soft skill are summarized to give picture of what each of the soft skills look like on scale format.

In order to consider the research to be legitimate, its findings must be both reliable and valid. Efforts were made to ensure the content validity of the data collection instrument so as to assure that the survey question represent topics that were being measured and were accurate (Gerhardt, 2004). The study has addressed the content validity of the survey instrument by using previous literature, by defining each competency in specific terms to increase understanding of terminology used in the survey and pretesting of the questions in the instrument.

Reliability pertains to whether the same results can be obtained constantly in repeated studies. It describes how well a research finding can be applied to the population from which a sample is drawn (Culler, 2009). One of the most common ways to do this is through the use of the

Cronbach's Alpha statistic (Ratray & Jones, 2007). Cronbach's Alpha is a measure based on the correlations between different items on the same test and, hence, it measures the extent to which the items in the construct produce similar scores. Cronbach's Alpha will generally increase when the correlations between the items increase. An alpha of 0.6 – 0.7 indicates acceptable internal validity and 0.8 or higher is indicative of good reliability (Bryde, 2008).

The application of the ordinal regression model is dependent, in large part, on the measurement scale of the variables and the underlying assumptions. Ordinal logistic regression model is a type of logistic regression model that are used to analyze ordinal dependent variables. For instance, if the dependent variable (outcome variable) is in ordinal scale (respondents opinion about TV advert as very bad, bad, neutral, good, and very good), the ordinal regression model is a preferred modeling tool which does not assume normality or constant variance but requires the assumption of parallel lines across all levels of the outcome variable (McCullagh and Nelder, 1989).

The ordinal logistic regression procedure empowers one to select the predictive model for ordered dependent variables. It describes the relationship between an ordered response variable (for this study it is project team deliverability) and a set of explanatory variables (soft project management skills) which may be continuous or discrete (or any type).

Ordinal regression model is embedded in the general framework of generalized linear models for analyzing ordinal response variables which is project team deliverability. Different models can be resulted from the use of different link functions. Among different link functions, *logit* and *cloglog* links are the two major link functions.

In this particular study, we would use *logit* link function. The *logit* link is generally suitable for analyzing the ordered categorical data when all categories are evenly distributed. The *cloglog* link may be used to analyze the ordered categorical data when higher categories are more probable (SPSS, Inc. 2002).

If the logit link is applied, the general form of ordinal regression model may be written as follows

$$f(\gamma_j(X)) = \log\left(\frac{f(\gamma_j(X))}{1 - f(\gamma_j(X))}\right) = \log\left(\frac{\text{pr}(Y \leq j \setminus X)}{\text{pr}(Y > j \setminus X)}\right) = \alpha_j + \beta X, j = 1, 2 \dots k - 1$$

$$\gamma_j(X) = \frac{e^{\alpha_j + \beta X}}{1 + e^{\alpha_j + \beta X}}$$

Where  $j$  indexes the cut-off points for all categories ( $k$ ) of the response variable, the function  $f(\gamma_j(X))$  is the link function that connects the systematic components (i.e.  $\alpha_j + \beta X$ ) of the linear model, the alpha  $\alpha_j$  represents a separate intercept or threshold for each cumulative probability and  $\beta$  represents the regression coefficient (McCullagh and Nelder, 1989).

If multiple explanatory variables are applied to the ordinal regression model,  $\beta X$  is replaced by the linear combination of  $(\alpha_j + \beta_1 X_{j1} + \beta_2 X_{j2} + \dots + \beta_p X_{jp})$ .

### 3.7. Ethical Consideration

The conclusions drawn through interpretation of the results of data analysis should be as objective as possible; that is, they should be based on the facts of the findings derived from actual data collected through the questionnaire developed, and not on our own subjective or emotional values. Consequently research ethics will put into consideration when developing and administering data collection tools and techniques, to avoid any form of destruction or violation. This would be done through obtaining consent before the research; ensuring confidentiality of data obtained and learning more about the organization's culture and project before the research and where necessary absolute sensitivity and caution would be exercised.

# Chapter Four: Results and Discussion

## 4.1. Introduction

This part of the study contains five parts in which the most out of the data collected will be used to uncover what lies beneath. The first part is about describing characteristics of the data in terms descriptive statistics that involve pie charts and tables. The second part involve reliability test of the respondents in each attributes of soft project management skills.

Then comes hypothesizes which this study is all about to test incorporated and stated. These hypothesizes' statistical significance will be tested in regard to correlation analysis and regression analysis.

## 4.2. Descriptive Statistics

For this study eighty-five employee of the Kifiya Financial Technology were involved. Of these eighty-five employees 17.6% (15) of them are female and the rest are male according to the Figure 2 and Table 3 below.

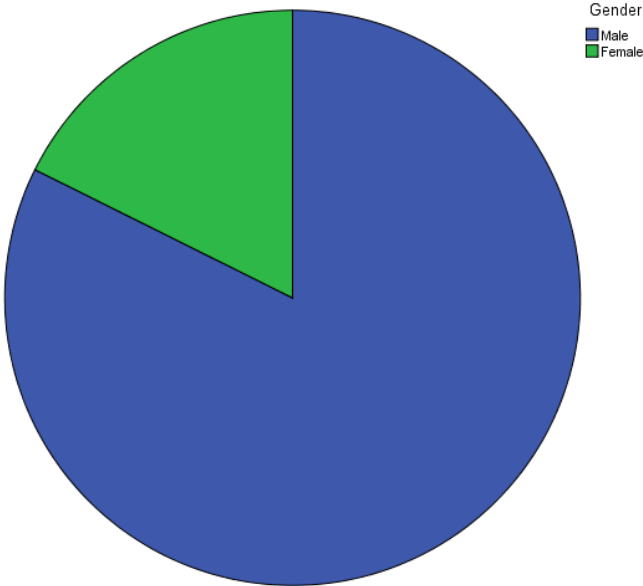


Figure 2: Female and Male composition

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	70	82.4	82.4	82.4
	Female	15	17.6	17.6	100.0
	Total	85	100.0	100.0	

Table 3: Number of Female and Male employees

Of these female and male employees 84.7% (72) are expert while 10.6% (9) of them are supervisors and 4.7% (4) of them are managers according to Figure 3 and Table 4.

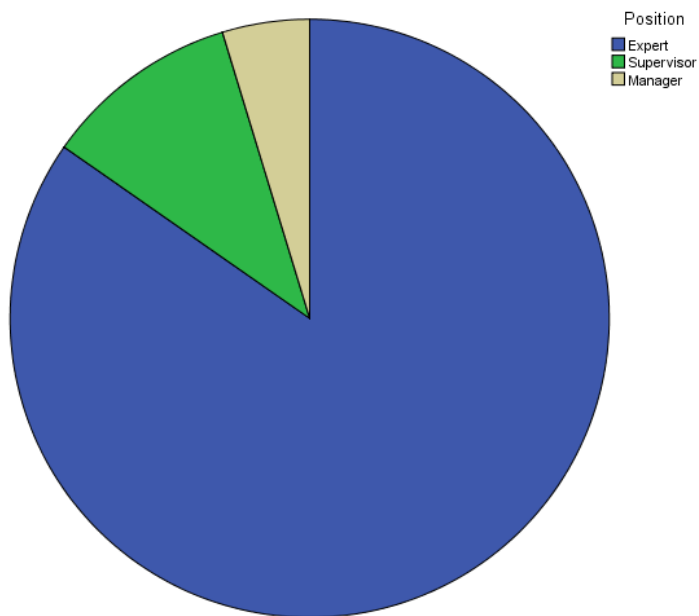


Figure 3: Positional allocation of employees

		Position			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Expert	72	84.7	84.7	84.7
	Supervisor	9	10.6	10.6	95.3
	Manager	4	4.7	4.7	100.0
	Total	85	100.0	100.0	

Table 4: How employees held organizational positions

If we look at the involved employees from education point of view, the majority of them have bachelor's degree i.e. 85.9% (73), at least master's degree holders contribute 10.6% (9) of the sample and only .53% (3) of the employees have diploma. We can have pictorially in Figure 4 and Table 5.

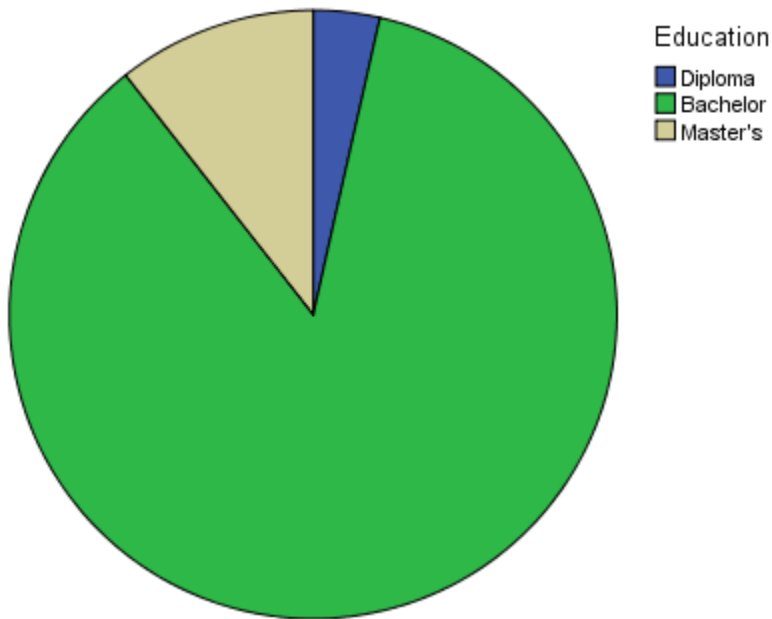
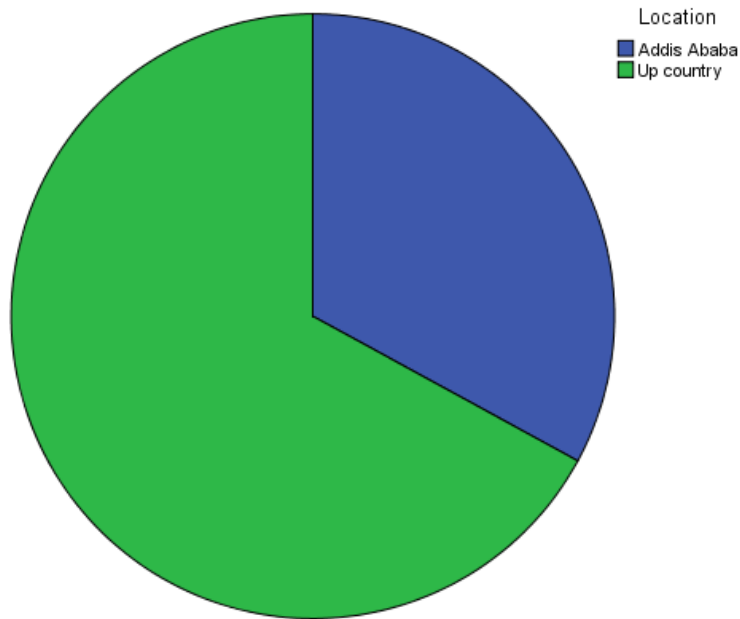


Figure 4: Educational composition of Employees.

		Education			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	3	3.5	3.5	3.5
	Bachelor	73	85.9	85.9	89.4
	Master's	9	10.6	10.6	100.0
	Total	85	100.0	100.0	

Table 5: Educational Background of Employees

Spatially 67.1% (57) of employees are located in up country on various projects sites whereas 32.9% (28) of them are working in Addis Ababa according Figure 5 and Table .



*Figure 5: Spatially how employees are distributed.*

Location				
	Frequency	Percent	Valid Percent	Cumulative Percent
Addis Ababa	28	32.9	32.9	32.9
Valid Up country	57	67.1	67.1	100.0
Total	85	100.0	100.0	

*Table 6: Spatially where employees are located.*

### 4.3. Reliability

The intervals shown in Table 3 represent the categories of acceptance in Cronbach's reliability test. These intervals vary from unacceptable; below 0.5 to perfectly acceptable; greater or equal to 0.9.

<b>Cronbach's Alpha</b>	<b>Internal Consistency</b>
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

*Table 7: Cronbach's alpha consistency table*

By producing Cronbach's Alpha for used factors, Table 4 the resulting statistics are found to be 0.774 – 0.883. All factors are in more than acceptable region. Results have shown that according to Cronbach's Alpha for all factors there are statistically sufficient findings to proceed.

*Cronbach's Alpha for all soft skill questions*

Cronbach's Alpha	N of Items
.883	18

*Table 8: Cronbach's alpha all soft skill items*

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
LD1	50.1294	98.209	.437	.879
LD2	50.0235	99.523	.336	.883
LD3	50.0471	99.164	.340	.883
LD4	50.0235	98.976	.385	.881
LD5	50.1059	100.643	.245	.888
CM1	49.8588	100.266	.409	.880
CM2	49.8941	97.477	.605	.875
CM3	49.9647	96.939	.542	.876
CM4	49.9882	95.440	.568	.875
CM5	50.1294	92.900	.629	.872
COM1	50.1882	95.559	.579	.874
COM2	50.1882	95.202	.647	.872
COM3	50.0824	91.219	.671	.870
TB1	49.8235	95.528	.640	.873
TB2	49.8353	96.044	.565	.875
TB3	49.8941	95.501	.589	.874
TB4	49.9412	98.889	.462	.878
TB5	49.6824	91.838	.626	.872

*Table 9: Cronbach's alpha if item deleted – for all soft skill item*

*Cronbach's Alpha for all leadership skill questions*

**Reliability Statistics**

Cronbach's Alpha	N of Items
.774	5

*Table 10: Cronbach's alpha for leadership skills*

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
LD1	11.5176	10.062	.554	.731
LD2	11.4118	9.483	.602	.714
LD3	11.4353	9.606	.552	.731
LD4	11.4118	10.007	.545	.734
LD5	11.4941	9.634	.490	.755

*Table 11: Cronbach's alpha if item deleted – leadership skill*

*Cronbach's Alpha for all Conflict Management skill questions*

**Reliability Statistics**

Cronbach's Alpha	N of Items
.803	5

*Table 12: Cronbach's alpha for Conflict Management skills*

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
CM1	11.7412	9.194	.485	.795
CM2	11.7765	9.057	.537	.782
CM3	11.8471	8.203	.609	.759
CM4	11.8706	7.447	.692	.730
CM5	12.0118	7.226	.635	.753

*Table 13: Cronbach's alpha if item deleted – Conflict Management skill*

*Cronbach's Alpha for all Communication skill questions*

**Reliability Statistics**

Cronbach's Alpha	N of Items
.819	3

*Table 14: Cronbach's alpha for Communication skills*

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
COM1	5.5882	3.650	.631	.791
COM2	5.5882	3.531	.754	.683
COM3	5.4824	2.943	.660	.782

*Table 15: Cronbach's alpha if item deleted – Communication skills*

*Cronbach's Alpha for all Team Building skill questions*

Cronbach's Alpha	N of Items
.843	5

*Table 16: Cronbach's alpha for Team Building skills*

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
TB1	12.3647	10.425	.630	.817
TB2	12.3765	9.928	.670	.806
TB3	12.4353	10.058	.634	.816
TB4	12.4824	10.634	.622	.820
TB5	12.2235	8.485	.716	.796

*Table 17: Cronbach's alpha if item deleted – Team Building skills*

Cronbach's Alpha for leadership soft skill was found to be 0.774 according to Table 6. This means that the item questions to measure respondents' leadership skills perception is in the region of acceptable internal consistency. The rest of the factors have better internal consistency as they have better Cronbach's Alpha.

#### 4.4. Hypothesis

This study is focused on understanding the impact of soft project management skills on deliverables of project team i.e. this study has attempted to answer the basic research questions by hypothesizing that there is no relationship between project team deliverables and soft project management skills i.e.

- **H<sub>0</sub>**: There is no relationship of statistically significant between soft project management skills and project team deliverables.
- **H<sub>1</sub>**: There is relationship of statistically significant between soft project management skills and project team deliverables.
- **H<sub>2</sub>**: There is a relationship of statistically significant between leadership skills and project team deliverables.
- **H<sub>3</sub>**: There is a relationship of statistically significant between conflict management skill and project team deliverables.
- **H<sub>4</sub>**: There is a relationship of statistically significant between communication skill and project team deliverables.
- **H<sub>5</sub>**: There is a relationship of statistically significant between team building skills and project team deliverables.

#### 4.5. Correlation Analysis

The Pearson correlation values between project team deliverability and soft project management skills shown in Table 18 as two tailed tests. Values denoted by double stars indicate the correlation is significant at 0.01 levels and single star means the correlation is significant at 0.05 levels. For instance, for the major correlation effects, the significant relationship between project team deliverability and leadership skills is equal to 38.6%. Another example shows the correlation value between conflict management and project team deliverability as 74.5%. For communication skills and project team deliverability also result 74.5% and the last correlation result which also significant is team building and project team deliverability is 76.3%.

		<b>Correlations</b>				
		Project Del	Leadership	ConflictMgmt	Communication	TeamBldg
Project Del	Pearson Correlation	1	.386**	.745**	.745**	.763**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	85	85	85	85	85
Leadership	Pearson Correlation	.386**	1	.253*	.309**	.176
	Sig. (2-tailed)	.000		.020	.004	.108
	N	85	85	85	85	85
ConflictMgmt	Pearson Correlation	.745**	.253*	1	.592**	.635**
	Sig. (2-tailed)	.000	.020		.000	.000
	N	85	85	85	85	85
Communication	Pearson Correlation	.745**	.309**	.592**	1	.634**
	Sig. (2-tailed)	.000	.004	.000		.000
	N	85	85	85	85	85
TeamBldg	Pearson Correlation	.763**	.176	.635**	.634**	1
	Sig. (2-tailed)	.000	.108	.000	.000	
	N	85	85	85	85	85

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

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

*Table 18: Correlation between variables*

## 4.6. Regression Analysis

Before heading to complex multivariate regression, it is better to look into the bivariate regression model of proportional odds i.e. the designated soft skill in relation to project team deliverables. For each of the model the null hypothesis would be no effect of the designated soft project management skill.

### 4.6.1. Bivariate Regression

To begin, we will go through bivariate ordinal regression analysis for leadership versus project deliverables as per Table 19 and 20

Pseudo R-Square	
Cox and Snell	.166
Nagelkerke	.176
McFadden	.062

Link function: Logit.

Table 19: Pseudo R-Square – Leadership versus Project Team Deliverables.

Parameter Estimates								
		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Project_Deliv = 1.00]	.328	.822	.159	1	.690	-1.283	1.939
	[Project_Deliv = 2.00]	1.666	.795	4.393	1	.036	.108	3.225
	[Project_Deliv = 3.00]	3.364	.861	15.265	1	.000	1.676	5.051
	[Project_Deliv = 4.00]	5.307	.958	30.712	1	.000	3.430	7.184
Location	Leadership	1.121	.286	15.405	1	.000	.561	1.681

Link function: Logit.

Table 20: Parameter Estimate – Leadership versus Project Team Deliverables.

The pseudo R-Square in Table 19 is trying to indicate only 17.6% of the variation was explained due to leadership skills but the significance level for leadership coefficient in Table 20 rejects the null hypothesis that stated there was no statistically relationship as the P-value less than 5% significance level. Consequently, proceed to the interpretation of the estimated coefficient i.e.

standard interpretation of the ordered logit coefficient (1.121) is that for one-unit change in the predictor, the response variable level is expected to change by its respective regression coefficient in the ordered log-odds scale. In other words as the coefficient is positive then it means there is positive relationship between leadership and project team deliverables.

The next one comes bivariate ordinal logistic regression of conflict management versus project team deliverables.

Pseudo R-Square	
Cox and Snell	.537
Nagelkerke	.567
McFadden	.264

Link function: Logit.

Table 21: Pseudo R-Square – Conflict Management versus Project Team Deliverables.

		Parameter Estimates							
		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval		
								Lower Bound	Upper Bound
Threshold	[Project_Deliv = 1.00]	4.674	1.110	17.719	1	.000	2.498	6.850	
	[Project_Deliv = 2.00]	6.637	1.179	31.705	1	.000	4.327	8.948	
	[Project_Deliv = 3.00]	9.495	1.446	43.137	1	.000	6.661	12.328	
	[Project_Deliv = 4.00]	11.974	1.614	55.035	1	.000	8.810	15.137	
Location	ConflictMgmt	3.029	.454	44.457	1	.000	2.139	3.920	

Link function: Logit.

Table 22: Parameter Estimate – Conflict Management versus Project Team Deliverables.

The pseudo R-Square in Table 21 shows 56.7% of the variation is explained by change in Conflict Management. The parameter estimation in Table 22 also shows it rejects the null hypothesis that no effect for this parameter as P-value is less than 5% significance level. Consequently, the parameter estimate of the ordered logit coefficient becomes 3.029 which mean for one unit change in the predictor, the response variable level is expected to change by its respective regression coefficient in the ordered log-odds scale.

As in the case of communication Pseudo R-Square explains 57.4% of the variation is resulted due to communication parameter according to Table 23.

**Pseudo R-Square**

Cox and Snell	.543
Nagelkerke	.574
McFadden	.268

Link function: Logit.

*Table 23: Pseudo R-Square – Communication versus Project Team Deliverables.*

**Parameter Estimates**

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Project_Deliv = 1.00]	2.484	.801	9.621	1	.002	.914	4.053
	[Project_Deliv = 2.00]	4.383	.842	27.102	1	.000	2.733	6.033
	[Project_Deliv = 3.00]	7.117	1.054	45.625	1	.000	5.052	9.183
	[Project_Deliv = 4.00]	9.749	1.281	57.934	1	.000	7.239	12.260
Location	Communication	2.387	.350	46.570	1	.000	1.701	3.072

Link function: Logit.

*Table 24: Parameter Estimate – Conflict Management versus Project Team Deliverables.*

Parameter estimation in Table 24 gives parameter estimation for communication 2.387, from this it is expected that the response variable level is expected to change by communication coefficient in the ordered log-odds scale and at 5% significance level it rejects the null hypothesis claiming no effect for this parameter.

Pseudo R-Square for Team Building 61.0% is the highest of all parameter explaining the variation.

**Pseudo R-Square**

Cox and Snell	.577
Nagelkerke	.610
McFadden	.295

Link function: Logit.

*Table 25: Pseudo R-Square – Team Building versus Project Team Deliverables.*

According to Table 26 the parameter estimation resulted coefficient of 3.144, from this it is expected the response variable level is expected to change by one unit in team building coefficient in the ordered log-odds scale.

Parameter Estimates								
		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Project_Deliv = 1.00]	4.751	1.088	19.068	1	.000	2.619	6.883
	[Project_Deliv = 2.00]	7.224	1.257	33.034	1	.000	4.760	9.687
	[Project_Deliv = 3.00]	10.514	1.637	41.262	1	.000	7.306	13.722
	[Project_Deliv = 4.00]	12.843	1.750	53.873	1	.000	9.413	16.272
Location	TeamBldg	3.144	.474	44.052	1	.000	2.215	4.072

Link function: Logit.

Table 26: Parameter Estimate – Team Building versus Project Team Deliverables.

#### 4.6.2. Multivariate Regression

To have better explanation of the variability it is always better to put all the parameter together and estimate. Accordingly, the below tables give better visibility and interpretation to the ordered log-odds. As expected combination of all parameters gives increased Pseudo R-Square explaining 81.7% of the variability (Table 27) which is the highest of all.

Pseudo R-Square	
Cox and Snell	.773
Nagelkerke	.817
McFadden	.508

Link function: Logit.

Table 27: Pseudo R-Square – All Parameters versus Project Team Deliverables.

When we come to the parameter estimation (Table 28) all are significant and rejects the null hypothesis which claims no effect for multivariate combination of parameters at 5% significance level. Interpretation of the ordered logit coefficient is that for a one unit increase in the predictor, the response variable level expected to change by its respective regression coefficient in the ordered log-odds scale while the other variables in the model are held constant.

**Parameter Estimates**

		Estimate	Std. Error	Wald	Df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Project_Deliv = 1.00]	13.121	2.241	34.280	1	.000	8.729	17.513
	[Project_Deliv = 2.00]	16.595	2.526	43.150	1	.000	11.643	21.546
	[Project_Deliv = 3.00]	21.752	3.197	46.283	1	.000	15.486	28.019
	[Project_Deliv = 4.00]	25.577	3.582	51.000	1	.000	18.558	32.597
Location	Leadership	.973	.360	7.286	1	.007	.266	1.679
	ConflictMgmt	2.147	.570	14.182	1	.000	1.029	3.264
	Communication	1.554	.429	13.149	1	.000	.714	2.394
	TeamBldg	2.307	.553	17.392	1	.000	1.223	3.392

Link function: Logit.

*Table 28: Parameter Estimate – All Parameters versus Project Team Deliverables.*

To conclude the all the hypothesizes claiming that no effect for each one of the model is rejected at each of the parameter estimation tables. This is so as the P-value for each of these parameter estimations is less than 5% significance level.

## **Chapter Five: Discussion, Conclusion and Recommendation**

### **5.1. Discussion**

This section of the thesis tries to relate the findings with the research questions posed in the first section of the document.

According to the findings in this study, it was able to identify that there is a positive relationship between soft project management skills and project teams' deliverability. This means the more effort towards enhancing these skills put forward the more increased deliverability can be expected from project teams.

Having said that there was positive relationship between soft project management skills and project team deliverability, the multiple regression analysis has answered the question of all the skills studied in this paper it was team building skill that results in making the most influence in the deliverability of project teams.

### **5.2. Conclusion**

In the above analysis all variables are found to be significantly affecting project team deliverables which is a good thing more attention will be given to these soft project management skills to enhance productivity of the project teams at Kifiya Financial Technology.

In attempt to answer the research questions of this study, the analysis has uncovered that there is a definite relationship between soft project management skill and project team deliverables. The relationship between project team deliverables and the aforementioned soft project management skills is positive which means the more effort on these skills will result in helping project team deliver their deliverables in a more efficient, effectiveness and satisfying manner.

Even though the bivariate ordinal regression has put it clearly that each skill has their own contribution but it is the multivariate ordinal regression that give a sensing meaning to the level of the impact these skills have on project team deliverables. Accordingly, it is team building skill that found to be more influential in terms of project team deliverables whereas Leadership comes in the last one.

### 5.3. Recommendation

- A significant amount of the variation in response variable is explained by the mentioned soft project management skills. This suggests that attention should always be given in enhancing soft project management skills throughout the life of projects life.
- Project managers should try determining the best mixture of soft skills for each stage of the project. Furthermore, this idea can be extended to other breakdowns of the project; such as tasks, work packages, and milestones.
- Project managers should revisit the innate interpersonal skills and attributes that he/she thinks exist in his/her personality in order to optimize them.
- Project managers should consider developing new soft skills and tactics that can be exploited for project team deliverable, eventually project success.
- It might be true that soft skills are difficult to learn in the classical way, but it is worthy to recommend that project management institutes should consider adding a chapter for soft skills in their knowledge database in order to establish a program of developing soft skill that can affect overall project success.
- The least influential soft skill of all was found to be leadership, this shows how inadequately available the organization and project management are to project teams. Extra effort should be put into this skill enhancement so that it can be used in shaping the deliverability of project teams.
- Further study should be conducted that includes all additional soft project management skills so that it will be possible to have a complete picture.
- Either industry specific or in general all projects should also be included.

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**I. Annex: Questionnaire**

II. Introduction

Dear Project Team,

Good day! This questionnaire is to be filled for research purpose in partial fulfilment of Masters of Art in Project Management. Through this brief survey, your answers will be helpful in identifying the gaps and the real factors that underlie in soft project management skills affecting your deliverables towards the project. Your response will only be used for survey purposes and will not be disclosed under any circumstances to third party. In case you have any questions regarding the survey, please call Yared Seyoum on 0911 383 550. Thank you very much for your time and effort.

III. Questions

Directions: Please indicate your level of agreement or disagreement with each of these questions. Place an "X" mark in the box of your answer.

1. Age;

20 – 25   26–30   31–35   36–40   41–45   46–50    > 50

2. Gender;

Male   Female

3. Organizational Position;

Managerial   Supervisory   Expert

4. Education

Diploma   Degree   Masters and Above

5. Location;

Addis Ababa   Up country

## Leadership

Please answer the questions by indicating how your team and organization leaders would behave rather than how you think you and/or your team *should* behave. Please rate each statement on a scale of 1 to 5 (1 means very poor and 5 means very good).

6. Leaders communicate the firm's vision and strategies and help their team to better understand, how they contribute to the achievement of Company goals? \_\_\_\_\_
7. Leaders demonstrate executive presence and are comfortable working at all levels of an organization? You want leaders that have the poise and confidence to be effective in all circumstances. \_\_\_\_\_
8. The leader is an exceptional trust-builder? You want leaders of high integrity that you can be counted on. \_\_\_\_\_
9. Leaders routinely provide feedback and coaching to their team? You want leaders that are always working to make their team better. \_\_\_\_\_
10. The leader rewards outstanding performance and knows how to reward the "right" people? You want leaders that recognize talent and rewards people based on results, and, not on effort or out of favoritism. \_\_\_\_\_

## Conflict Management

Please answer the questions by indicating how you and/or your team would behave rather than how you think you and/or your team *should* behave. Each question provides a strategy for dealing with a conflict. Rate each statement on a scale of 1 to 5.

**1 = Rarely    2 = Sometimes    3 = Cannot say    4 = Often    5 = Always**

11. I/we explore issues with others to find solutions that meet everyone's needs. \_\_\_\_\_
12. I/we generally argue my/our case and insist on the merits of my/our point of view. \_\_\_\_\_
13. I try to see conflicts from both sides. What do I need? What does the other person need?  
What are the issues involved? \_\_\_\_\_
14. I/we prefer to compromise when solving problems and just move on. \_\_\_\_\_

15. I find conflicts challenging and exhilarating. I enjoy the battle of wits that usually follows. \_\_\_\_\_

### **Communication**

Please answer the questions by indicating how well you agree to questions. Each question provides a strategy for dealing with a communication. Please rate each statement on a scale of 1 to 5 (1 means very poor and 5 means very good).

16. Overall, how satisfied are you with communications in your company? \_\_\_\_\_

17. How do you feel about quality of the information you receive? \_\_\_\_\_

18. How well do you feel you know the company? \_\_\_\_\_

### **Team Leadership**

Please give your agreement level on the scale of 1 to 5 (1 means strongly disagree and 5 means strongly agree) to the following questions of team effectiveness assessment.

19. Our team has a meaningful, shared purpose. \_\_\_\_\_

20. Team members clearly understand their roles. \_\_\_\_\_

21. Team problem solving results in effective solutions. \_\_\_\_\_

22. Team members appreciate one another's unique capabilities. \_\_\_\_\_

23. Team members take personal responsibility for the effectiveness of our team \_\_\_\_\_

### **Deliverables**

Dividing a big project in manageable chunks makes the complex task of managing projects easier, these chunks in a sequential form can be termed as project phases which can further be divided into sub-phases and a collection of these phases makes what is called as a project life cycle. Each project phase is marked by completion of one or more *deliverables*.

24. Your deliverables, please rate on the scale of 1 - 5 your (1 means very poor and 5 means very good);

a. Efficiency \_\_\_\_\_

b. Effectiveness \_\_\_\_\_

c. Customer satisfaction \_\_\_\_\_

## I. Annex: Model Goodness of Fit

### A. Leadership Vs. Project Team Deliverability

**Test of Parallel Lines<sup>a</sup>**

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Null Hypothesis	110.446			
General	100.989	9.457	3	.024

The null hypothesis states that the location parameters (slope coefficients) are the same across response categories.

a. Link function: Logit.

### B. Conflict Management Vs. Project Team Deliverability

**Test of Parallel Lines<sup>a</sup>**

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Null Hypothesis	79.861			
General	77.241	2.621	3	.454

The null hypothesis states that the location parameters (slope coefficients) are the same across response categories.

a. Link function: Logit.

### C. Communication Vs. Project Deliverability

**Test of Parallel Lines<sup>a</sup>**

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Null Hypothesis	66.889			
General	66.127	.762	3	.858

The null hypothesis states that the location parameters (slope coefficients) are the same across response categories.

a. Link function: Logit.

#### D. Team Building Vs. Project Team Deliverability

**Test of Parallel Lines<sup>a</sup>**

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Null Hypothesis	75.363			
General	72.165	3.198	3	.362

The null hypothesis states that the location parameters (slope coefficients) are the same across response categories.

a. Link function: Logit.

#### E. Overall Soft Project Management Skills Vs Project Team Deliverability

**Test of Parallel Lines<sup>a</sup>**

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Null Hypothesis	119.302			
General	111.837	7.465	12	.825

The null hypothesis states that the location parameters (slope coefficients) are the same across response categories.

a. Link function: Logit.