



ADDIS ABABA UNIVERSITY

SCHOOL OF COMMERCE

DEPARTMENT OF PROJECT MANAGEMENT

**ASSESSMENT OF THE IMPORTANCE OF PROJECT MANAGEMENT
SOFT SKILL IN PROJECT SUCCESS**

BY: AZEB DEMEKE

ADVISOR: MENGISTU BOGALE (PHD)

ADDIS ABABA, ETHIOPI

ADDIS ABABA UNIVERSITY
SCHOOL OF COMMERCE
DEPARTMENT OF PROJECT MANAGEMENT

**ASSESSMENT OF THE IMPORTANCE OF PROJECT MANAGEMENT
SOFT SKILL IN PROJECT SUCCESS**

BY: AZEB DEMEKE

**A PROJECT WORK SUBMITTED TO ADDISABABA UNIVERSITY
SCHOOL OF COMMERCE IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF MASTER OF ARTS DEGREE
IN PROJECT MANAGEMENT**

ADVISOR: MENGISTU BOGALE (PHD)

ADDIS ABABA, ETHIOPIA

ADDIS ABABA UNIVERSITY
SCHOOL OF COMMERCE
DEPARTMENT OF PROJECT MANAGEMENT

**ASSESSMENT OF THE IMPORTANCE OF PROJECT MANAGEMENT
SOFT SKILL IN PROJECT SUCCESS**

BY: AZEB DEMEKE (GSD/0631/07)

Approved Board Committee:

Examiner

Signature

Examiner

Signature

Advisor

Signature

Statement of declaration

I, Azeb Demeke, declare that this research entitled “Assessment of the importance of project management soft skill in the project success “is the outcome of my own effort and study. I have conducted the study independently with the guidance and comments of the research advisor.

This study has not been presented for a degree in any university. It is conducted for the partial fulfillment of the Master of Arts Degree in Project Management.

Azeb Demeke

Signature: _____

Date: _____

Advisor: Mengistu Bogale (PHD)

Signature: _____

Date: _____

Acknowledgement

First and foremost, I would like to thank the Almighty God who has provided me guidance in all my life endeavors.

I would like to express my deepest gratitude to my advisor Mengistu Bogale (PHD) for his suggestion and comment throughout the process.

Finally I would like to thank the project manager and team members of the projects for dedicating their time in answering the questions presented regarding the topic of the study which is the foremost reason that enabled me to finalize the study.

Table of Content

| | |
|---|-----|
| Statement of declaration | iii |
| Acknowledgement | iv |
| List of Tables | v |
| Abstract | vii |
| Chapter One: Introduction | 1 |
| 1.1 Background of the study | 1 |
| 1.2 Statement of the problem | 2 |
| 1.3 Research Question | 3 |
| 1.4 Objective of the study | 3 |
| 1.5 Significance of the Study | 3 |
| 1.6 Scope of the study | 4 |
| 1.7 Organization of the study | 4 |
| 1.8 Limitation of the study | 4 |
| 1.9 Operational Definitions of Key Words | 4 |
| Chapter Two: Literature Review | 6 |
| 2.1. Meaning of Project | 6 |
| 2.2. Project Management | 7 |
| 2.3 Soft Skills | 7 |
| 2.4 Soft Skills versus Hard Skills | 8 |
| 2.5 Importance of Soft Skills | 9 |
| 2.6. Communication | 9 |
| 2.6.1 Communication in Project | 11 |
| 2.6.2 Communication system | 11 |
| 2.6.3 Communication plan | 12 |
| 2.6.4 Internal and external communication | 12 |
| 2.6.5 Formal and informal communication | 13 |
| 2.6.6 Barriers of communication | 14 |
| 2.6.7 Cost of Poor Communications in Project Management | 15 |
| 2.7 Leadership | 16 |
| 2.7.1 Project Leadership Skills | 17 |
| 2.7.2 Leadership attributes | 18 |
| 2.7.3 Stages and levels of leadership | 18 |
| 2.7.4 Leadership Styles and Techniques | 19 |
| 2.7.5 Transformational versus Transactual Leadership | 20 |
| 2.7.6 Delegation in leadership | 21 |
| 2.8 Conflict Management | 22 |
| 2.8.1 Understanding Conflict | 22 |
| 2.8.2 Sources of Conflict | 23 |
| 2.8.3 Conflict in Organisations | 24 |
| 2.8.4 Conflict as a process | 25 |
| 2.8.5 Effects of conflicts | 25 |
| 2.8.6 Elements of a conflict | 27 |

| | |
|---|----|
| 2.8.7 Theory of conflict management | 27 |
| 2.8.8 Response styles | 28 |
| 2.8.9 Ways to resolve conflict..... | 29 |
| 2.8.10 Conflict Management and Styles | 30 |
| 2.9 Decision Making | 30 |
| 2.9.1 Steps in the decision-making | 31 |
| 2.9.2 Strategies of Decision Making..... | 32 |
| 2.9.3 Bad Decision Making | 33 |
| 2.10 Negotiation..... | 34 |
| 2.10.1 Negotiation styles..... | 34 |
| 2.11 Conceptual Framework..... | 36 |
| Chapter Three: Research Methodology | 37 |
| 3. Introduction..... | 37 |
| 3.1 Research Design..... | 37 |
| 3.2 Target population | 37 |
| 3.3 Sampling Strategy | 37 |
| 3.4 Data Sources and Data Collection Tools | 38 |
| 3.5 Validity and Reliability..... | 38 |
| 3.6 Data Analysis Methods | 39 |
| 3.7 Ethical considerations | 39 |
| Chapter Four: Data Analysis and presentation | 40 |
| 4.1 Introduction..... | 40 |
| 4.2 Response Rate..... | 40 |
| 4.3 General information of the respondents..... | 40 |
| 4.4 Project success | 41 |
| 4.5 Appropriate project soft skills..... | 42 |
| 4.6 Communication..... | 44 |
| 4.7 Association of communication with project success | 45 |
| 4.8 Information in timely fashion | 45 |
| 4.9 Accurate information | 46 |
| 4.10 Communication factor | 46 |
| 4.11 Effective Leadership | 47 |
| 4.12 Leadership relation with project success | 48 |
| 4.13 Role of delegation in project success..... | 48 |
| 4.14 Appropriate leadership style | 49 |
| 4.15 The importance of conflict..... | 50 |
| 4.16 Significance of conflict management..... | 51 |
| 4.17 Conflict relate with project success | 51 |
| 4.18 Kind of Conflict | 52 |
| 4.19 Conflict management style | 52 |
| 4.20 Effective decision making..... | 55 |
| 4.21 Decision making relate with project success | 55 |
| 4.22 Decision making style..... | 56 |
| 4.23 Effective negotiation..... | 58 |
| 4.24 Negotiation relate with project success..... | 58 |
| 4.25 Negotiation style | 59 |

| | |
|--|----|
| 4.26 Soft skills versus hard skills..... | 61 |
| 4.27 Effective communication mechanism..... | 62 |
| 4.28 Effective leadership mechanism | 62 |
| 4.29 Effective Negotiation mechanism..... | 63 |
| 4.30 Effective Decision making mechanism | 64 |
| 4.31 Effective conflict management mechanism | 64 |
| Chapter Five: Finding, Conclusion and Recommendation | 66 |
| 5.1 Introduction..... | 66 |
| 5.2 Summary of the findings..... | 66 |
| 5.3 Conclusion | 67 |
| 5.4 Recommendation | 68 |

List of Tables

| | |
|---|----|
| Table 4.1 Respondent general information..... | 41 |
| Table 4.2 Project success in the project environment..... | 41 |
| Table 4.3 Communication skills to enhance project success..... | 42 |
| Table 4.4 Leadership skills to enhance project success..... | 42 |
| Table 4.5 Decision Making skills to enhance project success..... | 43 |
| Table 4.6 Negotiation skills to enhance project success..... | 43 |
| Table 4.7 Conflict Management skills to enhance project success..... | 44 |
| Table 4.8 Clear communication..... | 44 |
| Table 4.9 Communication with project success..... | 45 |
| Table 4.10 Gaining information in timely fashion..... | 45 |
| Table 4.11 Acquiring accurate information..... | 46 |
| Table 4.12 Factors that affect communication..... | 46 |
| Table 4.13 Effective leadership..... | 47 |
| Table 4.14 Leadership with project success..... | 48 |
| Table 4.15 Role of delegation in project success..... | 48 |
| Table 4.16 Participative leadership style in project success..... | 49 |
| Table 4.17 Authoritarian leadership style in project success..... | 49 |
| Table 4.18 Democratic leadership style in project success..... | 50 |
| Table 4.19 The importance of conflict for project success..... | 50 |
| Table 4.20 Significance of conflict management for project success..... | 51 |
| Table 4.21 The relationship between Conflict and project success..... | 51 |
| Table 4.22 Kind of conflict in project..... | 52 |
| Table 4.23 Collaborating (Win – Win) conflict management style..... | 52 |
| Table 4.24 Competing (Win – Lose) conflict management style..... | 53 |

| | |
|--|----|
| Table 4.25 Compromise (Lose – Lose) conflict management style | 53 |
| Table 4.26 Avoidance conflict management style | 54 |
| Table 4.27 Accommodation conflict management style..... | 54 |
| Table 4.28 Effective decision making | 55 |
| Table 4.29 Decision making and project success | 55 |
| Table 4.30 Directive decision making | 56 |
| Table 4.31 Analytical decision making | 56 |
| Table 4.32 Conceptual decision making..... | 57 |
| Table 4.33 Behavioral decision making..... | 57 |
| Table 4.34 Effective negotiation..... | 58 |
| Table 4.35 Negotiation with project success | 58 |
| Table 4.36 Competing negotiation style | 59 |
| Table 4.37 Accommodating negotiation style | 59 |
| Table 4.38 Collaborating negotiation style..... | 60 |
| Table 4.39 Avoiding negotiation style..... | 60 |
| Table 4.40 Compromising negotiation style..... | 61 |
| Table 4.41 The importance of soft skills versus hard skills..... | 61 |
| Table 4.42 Mechanism used to maximize effective communication..... | 62 |
| Table 4.43 Mechanism used to maximize effective leadership | 62 |
| Table 4.44 Mechanism used to maximize effective negotiation..... | 63 |
| Table 4.45 Mechanism used to maximize effective decision making | 64 |
| Table 4.46 Mechanism used to maximize effective conflict management..... | 64 |

Abstract

The main objective of the study is to assess the importance of project management soft skills in project success in the case of construction industry. The researcher used descriptive research method. The data collection tools were interview and questionnaires. A response rate was 94% and a questionnaire with an item of 33 was distributed to the team members and individuals who are involved with the projects. Leadership, communication, decision making, conflict management and negotiation were incorporated as project management soft skills in this study. The result of the study revealed that there is a relationship between project management soft skills and project success. Similarly, soft skill is equally important as hard skills in the project success. Based on the study result, the most appropriate project management soft skill to enhance the project success in construction industries was identified as Leadership. The finding also indicated that communication, decision making and conflict management are important to improve the project success. In addition to this, the most significant and suitable mechanism to maximize effective leadership, communication, decision making, conflict management and negotiation were also identified. Finally, further study is recommended by the researcher.

Key words: *Project, Project management, soft skills, project success*

Chapter One: Introduction

1.1 Background of the study

The construction industry is considered one of the oldest industries organized on a project basis (Chitkara, 2012; Roberts & Wallace, 2004). The construction industry has important contributions to the Ethiopian Economy and makes significant contributions to the socio-economic development process of a country (Economy Volume VI 2006/07). The business world has come to recognize the importance of project management for the future as well as the present (Kerzner, 2000). A project is defined as a temporary endeavour undertaken to create a unique product or service (PMBOK, 2008). Project management is the application of knowledge, skills, tools and techniques to project activities to achieve project requirements (Lewis, 2007).

According to Andersen et. al. (2006) approved that for a project to be considered successful, it must be completed within the parameters of its performance goals, within its slated budget and on schedule. In the rapid technological change and increasing project complexity, organizations are motivated for developing quality human capital. Soft Skills can provide the path towards this goal. According to Hewitt (2008) soft skills are "non-technical, intangible, personality specific skills" which determines an individual's strength as "a leader, listener and negotiator, or as a conflict mediator".

Soft skills are the traits and abilities of attitude and behaviour rather than of knowledge or technical aptitude (Tobin, 2006). Soft skills refer to personalities, attributes, qualities and personal behaviour of individuals. Soft skills include certain abilities such as communication, problem-solving, self-motivation, decision-making, and time management skills.

Many authors have reported definitions of hard skills and soft skills and terms between them. Hard skills are associated with specific technical abilities or solid factual knowledge required to do a job. These skills can be termed as "what you know" (Hunt, 2007). Hard skills are the technical skills including programming languages, operating system skills, networks and communications (Snyder et. al. 2006). On the other hand, soft skills can be termed as "how you use it" (Hunt, 2007). Soft skills can be defined as interpersonal, human, people or behavioural

skills necessary for applying technical skills and knowledge in the workplace (Rainsbury et.al, 2002). James (2004) suggests that soft skills are a new way to describe a set of abilities or talents that an individual can bring to the workplace.

This study will focus on the importance of Project management soft skills in the project success and identifies which soft skills are more relevant to achieve success in construction companies. The study was addressed soft skills such as Communication, leadership, Conflict resolution, negotiation and decision making. The relative importance of each skill is associated with its profession. In Construction industry, communication, Negotiation, Conflict management, leadership and decision-making skills and team skills may be considered crucial and complex to understand.

1.2 Statement of the problem

Soft skills are centrally important for human capital development and project success. It is important to identify if there is a correlation between project management soft skills and project success. This relationship significantly translates to failure or success of the project. According to Rayford (2013) Projects are becoming more challenging due to complex integrated business processes; complex organizational structures; alliances and partnerships; and political and global considerations. Thus, understanding the significance of Project Management Soft Skill in the project Success is important for Project to remain viable and to achieve its strategic objectives.

There are very huge increases in the number of construction projects in Addis Ababa. Then the need for more research that investigates the role and impact of the project management soft skills on the project success is highly required now a day. There is not a clear consensus about which soft skills are most critical for project success. The aim of this study is to determine the importance of the Project Management of soft skills in the Construction industry and to determine the extent to which project management Soft skills relevant for the project success in the industry. The study investigated the relationship between project management soft skills on project's success in Construction Industry to highlight the most important soft skills should be improved or focused.

1.3 Research Question

The aim of the study is to assess the important of Project management soft skill in the project success in the construction industry. The focus of the study is to answer the following question:

- Which Project management soft skills are more appropriate to enhance and ensure project success?
- What are the factors that hinder the project management soft skills?
- What are the practise and strategies used to maximize the project management soft skills in the industry?
- What are the relationship between Project Management Soft skills and project Success?

1.4 Objective of the study

This study will have the following general and specific objectives.

General objective:-

The general objective of this study is to assess the importance of project management soft skills in the project success of construction industry

Specific objective:-

1. To assess the issue that influence Project management soft skill benefit
2. To assess how soft skill helps the project in achieving the desired result.
3. To assess the appropriate soft skill in the construction industry
4. To assess the relationship between Project management soft skill and project success

1.5 Significance of the Study

This study will particularly help in describing the importance of Project management soft skill in the construction industry to enhance and ensure the project success. Moreover, would also able to find out the relationship between soft skill and project success. The paper will have much significance in providing insight for the appropriate Project management soft skill needed in the construction industry for successfully influencing the project outcome. It will also contribute to the project management knowledge areas as students and other researchers can refer it for further research.

1.6 Scope of the study

There are various reasons that affect the Project success in the construction industry. The scope of this study is to assess the importance of Project management soft skill in the project success in the case of construction industry in Ethiopia. Because of time and resource constraint, data was collected from construction Company that registered as Construction Private Limited Company(PLC) in Yeka Sub city and categorized under General construction (GC) level one by ministry of construction and the result of the study can equally significant to all construction company

1.7 Organization of the study

The study has five chapters. The first chapter deals with the introduction part of the study, statement of the problem, research problem, objective of the study, significance of the study, scope and limitation of the study. The second chapter discusses relevant literatures review related to Project management soft skills, its advantage and disadvantage in the project success. The third chapter presents the research design and methodology that will apply in the study. It covers research design, sample and sampling techniques, source and tools of data collection.

Fourth Chapter presents results and findings of the study and interprets the findings. The last chapter is all about the summary of the findings, conclusions and recommendations.

1.8 Limitation of the study

This study focuses only on the project management soft skills. The study aims on the national level but to utilize the available time and resource constraints, only concentrate construction Company in Yeka Sub city and categorized under General construction level one by Ministry of construction in 2010 Ethiopian budget year. There was a lack of some secondary materials.

1.9 Operational Definitions of Key Words

Project: is a temporary endeavour designed to produce a unique product, service or result with a defined beginning and end undertaken to meet unique goals and objectives.

Project management: is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements. It is the practice of initiating, planning, executing,

controlling, and closing the work of a team to achieve specific goals and meet specific success criteria at the specified time.

Soft Skills: are a combination of people skills, social skills, communication skills, character traits, attitudes, career attributes, social intelligence and emotional intelligence quotients among others that enable people to navigate their environment, work well with others, perform well, and achieve their goals with complementing hard skills.

Project success is effectively and efficiently achieving all project objectives in scope, on time and within budget.

Chapter Two: Literature Review

2.1. Meaning of Project

According to Kerzner (2009), a project can be considered to be any series of activities and tasks that have a specific objective to be completed within certain specifications, have defined start and end dates, have funding limits (if applicable), consume human and nonhuman resources (i.e., money, people, equipment), are multifunctional (i.e., cut across several functional lines).

The other one is a definition from PMI (2013), a project is a temporary endeavor undertaken to create a unique product, service, or result. According to Tayntor (2010), a project is a unique, finite set of multiple activities intended to accomplish a specific goal. On the other hand, Wysocki (2014), a project is a sequence of unique, complex, and connected activities that have one goal or purpose and that must be completed by a specific time, within budget, and according to specification. Program, project, task, and work assignment are often confused. A project is defined as having the following characteristics: Complex and numerous activities, unique-a one-time set of events, finite-with a begin and end date, limited resources and budget, many people involved (usually across several functional areas in the organizations), sequenced activities, goal-oriented, end product or service must result (Weiss and Wysocki 1992).

Projects are a certain work with a strong focus of goals. Projects needs to be bounded in a specific resource, specific time limit and unique work organization, so that the goal has to be clearly accomplished accordingly (Tonnquist, 2008,). PMI (2013) states that the temporary nature of projects indicates that a project has a definite beginning and end. Temporary does not necessarily mean the duration of the project is short. It refers to the project's engagement and its longevity. Similarly, Tayntor (2010), states that a project by definition has a beginning and a scheduled end. According PMI (2013), although repetitive elements may be present in some project deliverables and activities, this repetition does not change the fundamental, unique characteristics of the project work. Similarly, although there may have been other similar efforts, a true project is unique in at least one aspect (Tayntor, 2010). A project is generally a one-off activity that is never repeated exactly (Roberts and Wallace, 2004).

2.2. Project Management

Project management is a rapidly growing discipline within most businesses and organizations, it also concern the entire organization whether it is private or public authority (Tonnquist, 2008).

Since, there are many researchers and scholars defined “project management” it is quite difficult to define the term in a general term (Katalin et al., 2011). Project management has been defined as a “structured and formalized way of managing change in a rigorous way” (Payne et al., 2011). Project management is “the applications of skills, knowledge, tools, and techniques to project activities to meet project requirements” (Schleier, 2010). Maylor (1996,) define project management in the aspects of four important success factors; goal oriented (the final end point of the project), constraints (resources & time), measurability of the output and change of the project According to Kerzner (2009), project management is the planning, organizing, directing, and controlling of company resources for a relatively short-term objective that has been established to complete specific goals and objectives. Furthermore, project management utilizes the systems approach to management by having functional personnel (the vertical hierarchy) assigned to a specific project (the horizontal hierarchy) (Kerzner, 2009).

Robert (2014) explained project management from the point of client involvement, sponsors and delivering business value. Project management is an organized common-sense approach that utilizes the appropriate client involvement in order to meet sponsor needs and deliver expected incremental business value (Wysocki, 2014).

According to Ibbs and Reginato (2002), project management is about people and the systems, processes, tools, and methodologies they use. In order to manage any kind of project there should be some kind of system with group of people who can run the established system. There are also different tools and methodologies that help to manage a project.

Project management is concerned with several objectives at once. The objectives typically fall under the headings of time, cost and quality (Roberts and Wallace, 2004). There is constraints when managing a project. These constraints are time, cost and quality.

2.3 Soft Skills

According to Hewitt (2008) soft skills are "non-technical, intangible, personality specific skills" which determines an individual's strength as "a leader, listener and negotiator, or as a conflict mediator". Soft skills are the traits and abilities of attitude and behaviour rather than of knowledge or technical aptitude (Tobin, 2006). The Centre for Career Opportunities at Purdue University defines soft skills as "the cluster of personality traits, social graces, facility with language, personal habits, friendliness, and optimism that mark each of us to varying degrees."

Their list of soft skills includes work ethic, courtesy, teamwork, self-discipline, self-confidence, conformity to prevailing norms, and language proficiency.

Soft skills are different and distinct from Hard Skills. Soft skills are those skills that add more value to the hard skills adorned by an individual. Martin (2008) comments that hard skills are more "along the lines of what might appear on your resume" whereas soft skills are "cluster of personality traits, social graces, personal habits, friendliness and optimism." Soft skills are not a substitute for hard or technical skills, but they act as harmonizing skills that serve up to unlock the prospective for highly effective performance in people even with good hard skills. PMBoK Guide (2004) identifies soft skills as interpersonal skills. It lists interpersonal skills as Effective Communication, Influencing the Organization, Leadership, Motivation, Negotiation & Conflict Management, and Problem Solving.

2.4 Soft Skills versus Hard Skills

Hard skills are specific, can be taught. Hard skills are the minimum skills necessary to perform a job. It is seen that most people with the same level of education and experience should have roughly the same level of hard skills. Hard skills would include knowledge, machine operation, computer procedures, safety standards, financial systems, technical analysis, and sales administration. Unlike soft skills, hard skills are typically easy to observe, quantify, and measure. Soft skills are often intangible and are not easily taught. A soft skill is related to a collection of personal, positive attributes and competencies that enhance your relationships, job performance, and value to the market. Soft skills include ability to listen well, communicate effectively, be positive, handle conflict, accept responsibility, show respect, build trust, work well with others, manage time effectively, accept criticism, work under pressure, be likable, and demonstrate good manners. They tend to be more of a function of personality characteristics such as communication, motivation, sociability and work ethic. Some soft skills include leadership, creativity, ambition, accountability, ability to teach, interpersonal abilities and reliability.

2.5 Importance of Soft Skills

Soft skills are very important to be successful in industries. Various soft skills have been deemed important in various industries, as having only technical skills are not enough to survive in today's world (Takey & Carvalho, 2015). Soft skills are considered as time management,

communication skills, interaction skills, interpersonal skills, the ability to work, the co-operation, the feeling of sympathy and belongingness with others, and so on. A more complex definition of soft skills is a range of abilities including work ethics, courtesy, teamwork, self-discipline and self-confidence, professional presence, language proficiency, cultural sensitivity, communication skills, ability to accept and learn from criticism, ability to handle client relationships, networking, creativity, ability to motivate yourself and lead others, time management, leadership and interpersonal skills.

The relative importance of each skill is associated with its profession. In the IT Services industry, communication skills (particularly listening skills), business communication skills, problem solving skills and team skills are considered crucial and complex to understand. In organized retail, the main required skills are communication skills, selling skills, advertising and distribution skills, customer service skills. This holds true for the financial services sector too.

2.6. Communication

Communication can be defined as the exchange of an information, thought and emotion between individuals of groups, in other words, communication plays a fundamental role in balancing individual and organizational objectives (Boyaci,1996).Communication can be defined as the process of transmitting information and common understanding from one person to another (Keyton, 2011). The word communication is derived from the Latin word, communis, which means common. Communication is widely perceived as a form of exchanging information/data and thoughts through mediums such as, verbal, written, visual, or a type of behavior. Communication can also be defined as the sharing of self-feelings with other people and the sharing of ideas with others. Communication involves two or more people as a sender and receiver is essential for this process to take place. Communication is also about the transferring of information that helps a person to understand the purpose of the message. Communications occur in both one-way and two-way. Two-way communication is about two parties transmitting information.

Figure 1 reflects the definition and identifies the important elements of the communication process (Cheney, 2011)

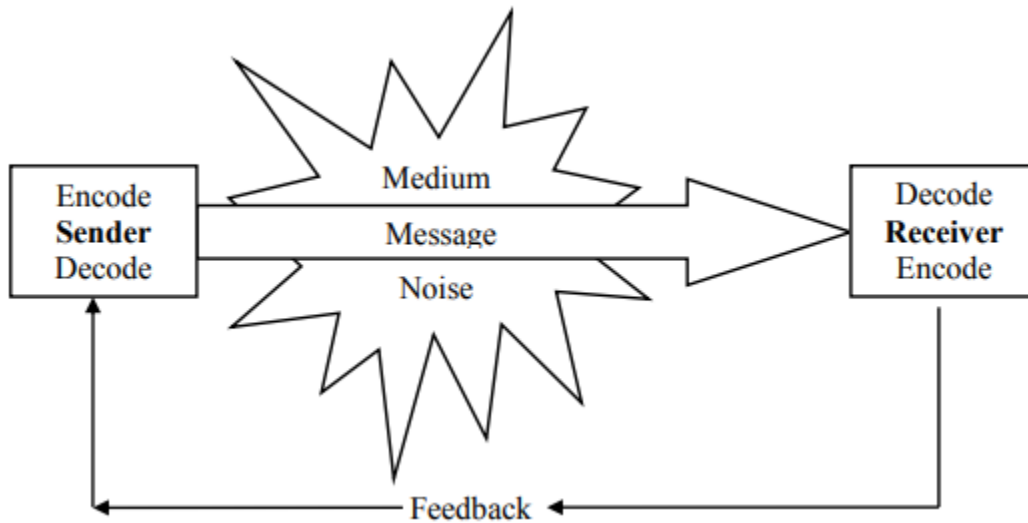


Figure 1. The communication process

Two common elements in every communication exchange are the sender and the receiver. The sender initiates the communication. The sender is a person who has a need or desire to convey an idea or concept to others. The receiver is the individual to whom the message is sent. The sender encodes the idea by selecting words, symbols, or gestures with which to compose a message. The message is the outcome of the encoding, which takes the form of verbal, nonverbal, or written language. The message is sent through a medium or channel, which is the carrier of the communication. The medium can be a face-to-face conversation, telephone call, e-mail, or written report. The receiver decodes the received message into meaningful information. Noise is anything that distorts the message. Different perceptions of the message, language barriers, interruptions, emotions, and attitudes are examples of noise. Finally, feedback occurs when the receiver responds to the sender's message and returns the message to the sender. Feedback allows the sender to determine whether the message has been received and understood.

The elements in the communication process determine the quality of communication. A problem in any one of these elements can reduce communication effectiveness (Keyton, 2011). Individuals are more likely to perceive information favorably when it conforms to their own beliefs, values, and needs (Keyton, 2010).

2.6.1 Communication in Project

Communication plays an important role in for the success of any projects. In any successful project where project management appeared to be done, the capabilities of communication are the main factor for the project success (Müller & Turner, 2010,). Communication in projects is very important for success, mainly for big projects. The more the larger and complex are, the more communication is significant for the final outcome (Olsson & Johansson, 2011,). The communication processes of projects are characterized by: performance report, requested changes, forecasts, organizational process and updates (Olsson & Johansson, 2011,). One fundamental process of communication is to exchange of information so, that it will socialize the employees by socialization, coordination and mutual understanding in the projects, since communication is the nervous system of any organized group and the glue that hold organization together (Olsson & Johansson, 2011,).

Communication goals are defined according to the interest of shareholders. During the execution of the project, the project managers' ability to communicate is crucial to the success of the project. One of the important tasks for the project managers is to communicate with the stakeholders (Tonnquist, 2008,). Successful communication may not be always successful persuasion (Tonnquist, 2008,) it is very important the basics of communication in order to exchange the right information. In the current dynamic environment, communication is still constant desirable for managing projects (Henderson, 2008,). The research study in this area by (Locovou et al., 2009,) demonstrate that quality communication comes from high project officials which can be credible, complete, accurate and timely information for the input of the project.

2.6.2 Communication system

Internal and external communication is very important for the success of projects. External communication is related with managing the flow of information or managing communication to satisfy the demands of external stakeholders (Johannessen, 2012,). When the complexity of projects is limited, the interpretation of communication is serviceable, internal and external communication increases when the rate of exchange is great. According to Johansson, 2012, discussed the main reason why project fails; he highlighted that inadequate leadership (coordination, planning, and technical solutions), oppositions from important, insufficient

resource and changing objectives. The communication on projects stated that, project complexity and rate changes when the social needs of related with project will change. The importance of project communication will escalate, as the project size increases and more complex (Johannessen, 2012,). Larger projects need more coordination mechanisms to cope up with systematic dependence. The fundamental communication process is developing mutual understanding, exchange information, coordination activities, influencing and socialization. Transforming the communication process in to communication capabilities will be very important for the success of the projects. Communication is considered as “ the nervous system of any organized groups that holds organization as a glue” communication capabilities can be defined as the system of communication that combines economic communication, technical communication, social communication, cultural communication (Johannessen, 2012,). Communication capabilities are unique competence that distinguishes the project or organization from other organization. In the study made by (Johannessen,2012) mentioned that, the greater the new technology reduces the significance of communication capabilities in a project success.

2.6.3 Communication plan

Establishing communication infrastructure is very important in any projects. Effective communication plan preset specific type of information (Klein, 1996). The aim of communication plan is to create the right information in the right time and place in an appropriate way for the audience (Hartley, 1997) highlights the importance of planning for reducing risks and mistakes. The communication plans also shows the flow of information intended to perform by the project manager, the plan usually contains information that needs to be collected and information that needs to be distributed (Tonnquist, 2008,). The following table shows how the communication plan of projects should be applied in the project organization.

2.6.4 Internal and external communication

Internal communication is a function of effective interaction among participants within the organization, whereas external communication is an exchange of information with groups, other institutions outside the formal structure (Mazzei, 2010,). In a normal day-to-day operation of firms, internal communication is vital for the proper functioning of the company (David, 2011).

The communication that is made internally can be in the form of meetings, reports and different coordination activities as discussed by (Cromity, 2011) firms also use modern technologies like SharePoint and wikis to integrate internal communication and to fill the gaps of communication. According of the definition of (Mazzei, 2010) Internal communication is the general communication flow among people within a certain boundary of an organization. Effective internal communication leads to effective image of the company.

An organization has to communicate its employees with updated information before they get access of information from other media. The timing of the information is very important for managing the communication process. (Mazzei, 2010,) also argue about the importance of integration between internal and external communication; it is impossible to isolate the flow of internal communication from external communication. Internal communication aims to information exchange, targeting messages, delivering communication, targeting messages and educating the workers to share information about their companies (Mazzei, 2010,).

According to Chong 2007 suggest that, the focus of external communication is like advertising and public relation activities aims to build the corporate image of the company, whereas internal communication gives attention to internal employees as a most important audience of the companies organizational communication and corporate image of the firm. A similar study made by (Williams, 1992) that demonstrates that, establishing effective communication system with both the internal and external environment that links with the organizational structure and individual of the company is the only choice of survival. Leaders of organizations start to understand the effectiveness of internal communication due to that they assert greater focus to improve communication system (Downs, 1988,).

2.6.5 Formal and informal communication

Both formal and informal communication is very important in a project success. Face-to face interaction will usually occur in meetings of various types of communication means. However, the amount of energy and time consumed by meeting are unknown (Gorse & Emmitt, 2009). On the other hand, informal discussion in the work place allow individuals to share knowledge and in a supportive work environment. Meetings are one of the basic mechanisms in a project for sharing information and facilitating decision making that can allow project members to discuss and come on decision. “ If the formal organization is the skeleton of the company, informal

communication is the nervous system that drives the process , thoughts and action in to business unit’’ as argued by (Fischbach & Gloor, 2009,). Knowledge is mostly exchanged by informal communication network that can be different in the way that circulates based on the type and structure of the organization. The structure of the company can have significant influence on the ability of work groups, employees and the whole project member on delivering performances based on the speed of information.

2.6.6 Barriers of communication

There are number of issues which may prohibit effective communication. According to Shrivastava (2012) identified nine categories of communication barriers; namely physical, perceptual, emotional, cultural, technological, language, gender, interpersonal, and noise.

Noise, Encoding, and Decoding events can cause a problem for communicating parties if these events are not at a level that does not cause interference when communication exists. Moreover, communication ineffectiveness might arise from sender, receiver, message, or with any medium, which too will cause interference in communication between parties

Noise: This can be a physical sound such as an excavation noise near a classroom. Sickness and extremes temperatures are also examples of physical noise. Noises based on sense, such as visual or hearing impairments can also affect communication. Moreover, noise can arise from within a person (Shrivastava, 2012); examples of this are psychological noise, such as beliefs, a set of principles, favoritism, and the need of belonging to a society.

Encoding/Decoding: These events are highly dependent on the sender and receivers’ capabilities and skills. Language, symbols, and words used might affect these events. When communicating parties belong to different cultures, difficulties in understanding the implicit or explicit meanings of the message can exist (Shrivastava, 2012). Also, analytical thinking skills might lead to informed decision making arising out of the dialogue.

Message: Too many or too little information in the message might cause a problem in the communication cycle. Jargon words, special symbols, and the subject context could affect the intended meaning of the message especially if they are not appropriate.

Medium: The communication medium might be direct where communicating parties exchange verbal and nonverbal messages such as body language. Also, it can be electronic and in the form

of emails, faxes, and texting where the network capability has a major effect. Furthermore, physical proximity matters (Berge, 2013).

Sender and Receiver: One's background, education, and analytical thinking skills can also determine the effectiveness of communication. For example, managers who can see the gray area might face a difficulty to convey the right message to their technical IT staff as the latter might only see in black and white. In addition, some people cannot put themselves in other people shoes and cannot determine from where they are coming in their argument.

2.6.7 Cost of Poor Communications in Project Management

Internal problems in an organization are always connected to internal communication management at some level. Most common reasons for poor internal communication are confusion and demotivation. Many times employees feel like that they are not informed well and they do not know the organization's objectives and purpose of their work. This obviously has major effect on the job motivation, which therefore leads to loss of productivity. Loss of work productivity instead has a direct connection to success of the business. Poor internal communication management has other critical aspects as well. Part of effective internal communication is clear roles and defined job descriptions in the organization. If the job tasks of every position are not defined, there is a potential risk of increased duplication of tasks, which naturally decreases employee job motivation and satisfaction. This arises confusion among the employees thus, the management cannot supervise the work effectively. Poor internal communication can lead to a failure of the entire project. Project Management Institute (PMI) did a research called 'Pulse of project communication' in May 2013. They found out that while business owners and executive sponsors report that communications about business benefits and alignment to strategy communicated effectively. The study also revealed that organizations have mainly difficulties in communication in clarity and detail. The PMI study reveals that actually the amount of projects failing due to the lack of internal communication is still nowadays quite high. This tells that many organizations still tend to ignore the importance of communications in projects.

Project management pioneer has suggested that poor communication in a project actually goes hand in hand with higher project costs throughout the project life cycle He suggest that when communication fails in the beginning, the opportunity to correct the situation later becomes more

difficult and costly. According to him, projects create momentum, and few people want to hold them up while ways are found to improve communication. Rectifying poor communication always takes time and most likely causes rework. In the worst scenario, the mistakes caused by poor communication are not found until the product or service is in production – which increases to costs and delay of the project.

2.7 Leadership

Leadership is one of the most important and essential factors in good project management. Leadership can be seen as the art of influencing others to achieve desired results. Leaders guide behaviors by setting the vision, direction and the key processes; in other words, leadership has a large influence on the whole project process, including the actions of others. Leadership is about influence, and influence comes through power, and power is the ability to influence. Maxwell (2004) states that power is usually recognized as an excellent short-term anti-depressant. Many people thrive in achieving power over others by influencing them positively or negatively.

Leadership comprises of various components, skills, styles and attributes. Although there are various leadership styles, it needs certain qualities in order to be effective. Rossiter (2004) state that leaders should be innovative, have respect for others, be courteous, sensitive, and go beyond their ability in order for any organization to be highly effective. Elloy (2008) also states that the goal of a leader in a project environment is to improve performance of team members by developing the team's own capabilities of displaying leadership and goal settings. Various skills and styles of work are dependent on the type of project that is managed, as well as the diverse personalities within a team in order to achieve maximum outputs.

According to Yudelowitz et al. (2002) agree and state that leadership is a skill that is different from other skills, which is more necessary in some situations than in others. There are certain leadership styles and characteristics identified as being critical for successful project delivery. Heldeman et al. (2005) also indicate that project managers should have certain skills that are required to ensure an effective organization: communication skills, planning skills, budgeting skills, conflict management skills, negotiation skills, leadership skills and motivating skills. The people management component is vitally important for project managers. Clarke (2009) states that leadership skills are not identified as part of project management, but are regarded as a soft skill. Westland (2006) states that project delivery within the stipulated time, given costs and

maintaining a certain quality of work, level of customer satisfaction achieved, as well as the level of staff satisfaction achieved, creates a successful project.

2.7.1 Project Leadership Skills

A leader is a person who sees something that needs to be done, knows that they can help make it happen, and gets started. Definitions of good leadership have varied;

Kevin (2007) identifies a number of characteristics that make a successful leader, as listed below:

- A leader sees opportunity and captures it.
- A leader sees a future that can be different and better, and helps others see that picture too.
- A leader knows they can't do it alone.
- A leader is a coach.
- A leader is an encourager.
- A leader views change as their ally.
- A leader is willing to take risks today for something better tomorrow.
- A leader is a learner.
- A leader is a communicator.
- A leader is a coordinator.
- A leader is a listener.
- A leader takes a long view - letting their vision keep their daily steps on track.
- A leader is passionate.
- A leader motivates and inspires.
- A leader values results.
- A leader cares about more than results though; she cares about those who are following her lead.
- A leader makes a difference in the lives of others.

A leader is all of these things and much more. (Eikenberry, 2007)

As stated by John F. Kennedy, in a speech in Dallas: "Leadership and learning are indispensable to each other." (Kennedy, 1963) This statement is particularly applicable in the field of project management. Most individuals are not born with all the skills needs to be successful leaders;

rather, leadership skills are learned and accumulated over time. Most frequently, there are three ways in which individuals can gain knowledge about leadership and develop leadership skills: from personal experience; examples and cases from others' experience; and books or related materials.

2.7.2 Leadership attributes

All human beings have certain attributes which make them unique. Acquiring and motivating personnel is one attribute that is required when employing any project manager in any organization, state Meredith et al. (1995). These factors include having:

- High quality technical skills;
- Political sensitivity;
- Strong foundation;
- Strong goal orientation; and
- High self esteem

High quality technical skills are factored as a leadership attribute for the following reasons. Firstly, project delivery varies from a micro and macro project management level within any organization. Secondly, in order to be successful in project delivery, being an expert in the technical aspects of the requirements is highly recommendable. However, it is not essential. But it is essential to understand the quality of skills required to deliver a project in order for project managers to select their project team effectively.

In any organization, awareness of diversity should be created when engaging with employees. A strong foundation and goal orientation are important leadership attributes. Firstly, a strong foundation is required to understand different cultures, religions, and personalities of the human race. Secondly, as a leadership trait, it is relevant to understand the context of the environment within an organization, as well as the skills, which are required to achieve an organization's objectives. Thirdly, being goal orientated is essential to be aligned with the organization's needs, and a factual mind-set in order to achieve successful delivery of what is required.

2.7.3 Stages and levels of leadership

According to Yudelowitz et al. (2002) state that there is a wheel of learner leadership, which involves four stages namely:

- Self-awareness;
- Learning;
- Judging; and
- Acting.

There are two aspects of self-awareness, namely humility and confidence. As a leader you do not have to be an expert in all spheres of an organization or in your personal life. There is a time to ask questions when there is uncertainty. Learning is a continuous process. Reflection on self and the job at hand is prevalent when one wants to improve unceasingly. Judging plays a key stage in leadership, as this allows a leader to take cognisance of his/her surroundings and acting, which could be defined as mobilising, consulting and influencing others, respectively.

2.7.4 Leadership Styles and Techniques

There are several different types of leadership styles. The most common styles are the Laissez-Faire, Authoritarian, and Democratic (Bass, 1990). It is the responsibility of the individual supervisor to find the most appropriate style or combination of styles that works best for them. Even though one may find comfort in a specific style, as a supervisor they must demonstrate the ability to change their approach based on the situation as well as display openness to utilizing various other techniques.

Laissez-faire leadership style places no emphasis on any of the bases of power and is often referred to as the “hands-off” style. This approach is one in which the supervisor rejects control and allows the employees to have authority over decision making and group processes with minimal direction (Bass, 1990). In some instances, the leader may remain available for problem solving or consultation. Even though this type of leadership style gives the leader more opportunities to perform other tasks, it gives employees an opportunity to use their own initiative and judgment, and helps to foster the development of employees.

The Authoritarian style of leadership, which is often considered to be the classical approach, places emphasis on legitimate word and coercive power. In this approach, the leader is usually highly efficient and exercises strong command and control over decision making (Kouzes & Pozner, 2007). In most circumstances this type of leader does not obtain input from employees when making decisions, and employees are expected to obey orders without receiving any explanations. The motivation environment is produced by creating a structured set of rewards

and punishments. Even though this method saves time, and often provides quick results, it may also result in a negative effect for individuals who require a high need for recognition (Brockbank & McGill, 2006).

Democratic leaders focus more on mentoring and coaching their followers instead of being in complete control of activities. This type of leader typically delegates responsibilities, seeks input from, and shares authority with followers. They generally attempt to avoid conflict, and are naturally concerned with creating an atmosphere that fosters warm, open, interpersonal relationships.

Frigenti and Comminos (2002) state that the ability to persuade should be auctioned rather than commanded as a skill within project management. With diversity in human personalities, project managers need to approach project team members objectively by utilising certain approaches whilst engaging. Boddy and Buchanan (1992) state that projects often need staff who are competent in an operational area and who possess skills and an attitude that are relevant to the project. Boddy et al. (1992) also state that to be successful, project managers should be able to use a wide range of methods, especially drawing on political and interpersonal skills (communicating, negotiating, team building and creating ownership). Cagle (2005) believes that there is a need for five skill sets to accomplish project leadership tasks of today's projects: Basic Skill Set, Advanced Skill Set, Expert Skill Set, Specialty Skill Set and Principal Skill Set.

2.7.5 Transformational versus Transactural Leadership

The purpose of transformational leadership is to encourage and motivate followers to share the values and vision of the leader. Transformational leadership encourages accomplishment of high collective principles through a sense of purpose and a universal mission and vision (Bass, 1990). Leaders have opportunities to engage with followers, but from higher levels of morality. Transformational leaders enhance the understanding of what is right, good, significant, and attractive to followers. They also help to uplift the followers' needs for achievement and self-actualization when they work to establish a higher moral maturity, and when they shift followers to go beyond their self-interests for the good of the organization.

Transformational leadership focuses on values such as integrity and fairness. This is manifested through the genuine concern leaders have for their followers, and the followers giving their trust in return. Leaders encourage followers to support their vision through the sharing of ideas,

imagination, talents, and labor to reach agreement and attain virtuous goals for the good of the leaders, followers, and the organization. The true transformational leader who is seeking the greatest good for the greatest number and is concerned about doing what is right and honest is likely to avoid stretching the truth, and genuinely cares about the desires, needs, and individual development of their followers. They observe and have authentic concern for the responsibility for their organization's development and impact on society. Transformational leaders acquire follower trust by maintaining their integrity and commitment, by being fair in their treatment of followers, and by representing their faith in followers by empowering them. When organizational participants are empowered to act as effective leaders and followers based on core values and a unifying purpose, the potential for unprecedented advances and exceptional outcomes are greatly enhanced. Transformational leaders emphasize higher motive development, and arouse followers' motivation and positive emotions by means of creating and representing an inspiring vision of the future (Bass, 1985).

Transactional leaders usually guide or motivate followers in the direction of their goals by clarifying role and task requirements (Robbins & De Cenzo, 2001). Transactional leadership, for the most part, is somewhat of a give and take process. It represents the exchanges in which the leader and the follower influence one another reciprocally so that each derives something of value. The core of transactional leadership lies within the belief that the leader who ultimately has power and control over his followers, provides specific benefits or incentives contingent upon the individual's ability to accomplish assigned tasks (Boje, 2000). Consequently, it is the notion that if employees perform as expected they will be rewarded, and if they don't either they will forfeit their reward or be punished. Bass (1990) points out the relationship between transactional and transformational leadership by suggesting that the best leadership is both transformational and transactional. Consequently, the best leaders in history, such as Roosevelt and Lenin, recognized that strong leadership does not come in a single form. Instead, each form complements the other and each situation might call for a different approach (Boje, 2000).

2.7.6 Delegation in leadership

The seal of good supervision is effective delegation. Delegation is when supervisors grant responsibility and authority to employees in an effort to complete assigned tasks Effective Delegation The seal of good supervision is effective delegation. Delegation is when supervisors

grant responsibility and authority to employees in an effort to complete assigned tasks (Pemberton, 2006). Successful delegation helps to shape people into individuals who are eventually more fulfilled and productive. Swinton (2010) suggests if a supervisor strives to achieve a balanced work life, it is important to have good skills in delegation. Managers become more fulfilled and productive as well as they learn to depend on their employees. Delegating tasks often gives supervisors more freedom to attend to more strategic issues (Pemberton, 2006). Some of the most effective supervisors are the ones that are clear about their limitations and have confidence in both their ability to delegate, as well as their followers. Some basic approaches to delegation become the backbone of effective supervision and development.

2.8 Conflict Management

2.8.1 Understanding Conflict

Conflict is defined by a variety of factors, such as individual differences in goals, expectations, and values. Pondy (1967) asserted that conflict could be as a result of an affective/ subjective state (for example, stress, tension, hostility or anxiety) or a cognitive/ objective state (that is, perception, or awareness of a conflicting situation). Other researchers suggested that conflict could be related to behaviours such as struggles, battles or clashes, goals, values or any entities (Liu, 1995; Kerzner, 1989; Reichers, 1986; Robbins, 1978; Litterer, 1966). An outstanding aspect of conflict is that it is practically intrinsic to individual life, groups and teams. conflict is inevitable in any organization due to the inherent differences in the perception of each individual (Al-Tabtabai & Thomas, 2004). In the Collins dictionary conflict is defined as:

1. A serious disagreement and argument about something important. If two people or groups are in conflict, they have had a serious disagreement or argument and have not yet reached agreement.
2. A state of mind in which you find it impossible to make a decision.
3. A serious difference between two or more beliefs, ideas, or interests. If two beliefs, ideas or interests are in conflict, they are very different.

In the Merriam-Webster dictionary it is defined as:

1. A competitive opposing action of incompatibilities: antagonistic state of action (as of divergent ideas, interests, or persons).

2. A mental struggle resulting from incompatible or opposing needs drives wishes, or external or internal demands.

Conflicts are an everyday phenomenon in each organization. Conflicts are impossible to avoid, but it is possible to manage them in a way that we recognize the conflict symptoms in time. Park and Burgess (1921) and Simmel (1955), cited in Colser (1964) argue that every interaction among men is a sociation, so is conflict. Conflict is a means to solve and avert complete fission, thereby preserve some kind of unity. Similarly, Bohannon (1967) characterizes conflict to be as basic as culture is in society, which possibly controlled and utilized profitably for better cultural development and maintenance of social order. Schellenberg (1996) states that conflict is neither bad nor good, but one of the essentials in human social life. Gluckman (1956), Gulliver (1963) and Nanda (1994) agree with the view that conflict is a part of social life and society is impossible without it. Further, Marxian view conflict not only as built into the social system but also as the primary stimulus for social change (Seymour-Smith, 1986). Robbins (2005) has defined as —a process that begins where one party perceives that another party has negatively affected, or is about to negatively affects something that the first party cares about. This is a very apt definition emphasising that conflict is about perception not necessarily real hard facts. It points to the emotional nature of conflict, by referring to a word like —care. It states that more than one party is involved and that there may be future component attached to it.

According to Kerzner(2002) conflict arises among people by anything. Allen C Amason (1996) indicates in his study that conflict can be functional or dysfunctional, functional conflict, which is cognitive conflict type, centered on variation in judgment to create common understanding of the attainment of the goal. On the other hand dysfunctional conflict, affective conflict type, is emotional of which it is occurred due to individual disagreement. Constructive conflicts can clarify the issues and improve problem-solving capacity. On the other hand, in the dysfunctional conflict, individuals think " win-lose" situation which contains personal attack, divert the strength from the group, polarize individuals and generate distrust.

Conflict can be encouraged to some extent since brainstorming positively can lead to promote innovation by generating new ideas and to strengthen collaboration. According to M.Afzular (2001) conflicts to some extent are important to productivity and solve different problems to attain organizational objectives. According to S.P.Robbins et al (2009) indicate that motivating functional conflicts bring positive results, this can be done by encouraging debates on the task

and activities of work in the organization. However, if conflicts go beyond their maximum, they are very dangerous to the success of the enterprises.

2.8.2 Sources of Conflict

Organizational conflict appears in a variety of forms and has varying causes. These can generally be separated into several categories. D. Katz(1960) identifies three sources of conflict.

These are:

- (1) Structural conflict (conflict arising out of the need to manage the interdependence between different organizational sub-units),
- (2) Role conflict (conflict arising from sets of prescribed behaviour) and
- (3) Resources conflict (conflict stemming from interest groups competing for organizational resources).

Robbins (1974) identifies three sources of organizational conflict and indicates that an understanding of the source of a conflict improves the probability of effective conflict management. The main factors which serve as sources of conflict are identified as (1) communicational (conflicts arising from misunderstandings etc.), (2) structural (conflicts related to organizational roles), and (3) personal (conflicts stemming from individual differences). Methods of conflict management which are appropriate in one case may not necessarily be appropriate when applied to a conflict generated from another source.

Conflict in any organization can occur at several levels. First interpersonal conflicts occur due to: 1) differing work roles and work load, 2) individual differences on values, goals and needs, and 3) individuals competing for resources, such as, promotions or work assignment. Second intragroup conflicts may occur due to disagreement or differences among group members or sub-groups regarding the goals, functions or activities of the group Lastly there may be inter-group conflicts which tend to develop when there is 'us against them' for example, departments or levels of decision making. Hence, groups see each other as enemies and tend to become hostile; in-turn, positive relationship decrease (Ramani & Zhimin, 2010).

2.8.3 Conflict in Organisations

Organisational conflict has often been defined as an overt struggle or interference between two or more groups in an organization, between two or more organizations (Katz and Kahn, 1978).

Responses to conflict, such as avoidance behaviour, the development of cultural norms, and emotional behaviour represent much of the reality of conflict in everyday organizational life (Kolb and Putnam, 1992). Among the earlier theories on organizational conflict, one finds the work of Marx, who looked at organizational conflict based on social contradiction, class struggles, and control (Marx and Engels, 1996). Other classical and foundational views on conflict as an organizational phenomenon (Thomas, 1976) suggest that conflict falls into two models, the Process Model and the Structural Model.

The Process model views conflict in terms of internal dynamics such as frustration, communication, personal variables, interaction and outcomes and the Structural model identifies the parameters that shape conflict episodes such as behavioural disposition, social pressure, incentive structure and rules and procedures (Robbins, 1989; Schweiger et al., 1986). Pondy (1967) also developed a model to analysis conflict processes and conflict outcomes by treating them as elements of “conflict episodes”. Conflict episode was theorized as having five distinct stages (1) antecedent conditions; (2) latent conflicts; (3) perceived conflicts; (4) manifest conflicts; and (5) conflict aftermath. The primary antecedent conditions in organizations according to Pondy, involved competition over scarce resources, individual or subunit effort to achieve independent, and differences among goals held by different individuals and/ or different subunits.. In view of this, there is thus the need to understand the dynamics of conflicts in organizations considering the complexities of each defined organization such as the construction industry.

2.8.4 Conflict as a process

Conflict is a dynamic process. In any organization a modest amount of conflict can be useful in increasing organizational effectiveness. Tosi, Rizzo and Carroll (1986) consider the stages involved in the conflict process, from inception to end, as sequential in nature, namely:

- The conflict situation
- Awareness of the situation
- Realization
- Manifestation of conflict
- Resolution or Suppression of Conflict and
- After-effect of a conflict situation

2.8.5 Effects of conflicts

Conflict situations should be either resolved or used beneficially. Conflicts can have positive or negative effects for the organization, depending upon the environment created by the manager and regulates the conflict situation.

Positive effects of conflicts

Some of the positive effects of conflict situations are (Filley, 1975):

- Diffusion of more serious conflict-. Games can be used to moderate the attitudes of people by providing a competitive situation which can liberate tension in the conflicting parties, as well as having some entertainment value. In organizations where members participate in decision making, disputes are usually minor and not acute as the closeness of members moderates belligerent and assertive behaviour into minor disagreements, which minimizes the likelihood of major fights.
- Stimulation of a search for new facts or resolutions-When two parties who respect each other face a conflict situation, the conflict resolution process may help in clarifying the facts and stimulating a search for mutually acceptable solutions.
- Increase in group cohesion and performance- When two or more parties are in conflict, the performance and cohesion of each party is likely to improve. In a conflict situation, an opponent's position is evaluated negatively, and group allegiance is strongly reinforced, leading to increased group effort and cohesion.
- Assessment of power or ability- In a conflict situation, the relative ability or power of the parties involved can be identified and measured.

Negative effects of conflicts

Destructive effects of conflicts include:

- Impediments to smooth working
- Diminishing to output
- Obstructions in the decision making process and
- Formation of competing affiliation within the organization

The overall result of such negative effects is to reduce employees' commitment to organizational goals and organizational efficiency (Kirchoff and Adams, 1982).

2.8.6 Elements of a conflict

Organizational conflicts usually involve three elements, which have to be appropriately matched through necessary organizational arrangements in order to resolve the conflict (Turner and Weed, 1983).

- Power is the capacities and means that people have at their disposal to get work done. Power includes budgetary discretion, personal influence, information, time, space, staff size and dependence on others. If used efficiently, power creates an atmosphere of cooperation, but can generate conflicts when misused, withheld or amassed.
- Organizational demands are the people's expectations regarding a person's job performance. Usually such expectations are high, and making them rather unrealistic. When these expectations are not fulfilled, people feel disheartened, angry, let down or cheated. Consequently, conflict situations can arise.
- Worth refers to a person's self-esteem. People want to prove their worth in the organization. Superiors control employees' pay, performance rating, performance and appraisal, etc. How much of these are received by a person reflects their worth. An individual may also feel loss of worth if some basic needs are not fulfilled. Generally, conflicts arise from mismatches between power, organizational demands and feelings of personal worth.

2.8.7 Theory of conflict management

Conflict is defined as disagreement between individuals. It can vary from a mild disagreement to a win-or-lose, emotion-packed, confrontation (Kirchoff and Adams, 1982). There are two theories of conflict management.

- The traditional theory is based on the assumption that conflicts are bad, are caused by trouble makers, and should be subdued.
- Contemporary theory recognizes that conflicts between human beings are unavoidable. They emerge as a natural result of change and can be beneficial to the organization, if managed efficiently. Current theory (Kirchoff and Adams, 1982) considers innovation as a mechanism for bringing together various ideas and viewpoints into a new and different fusion. An

atmosphere of tension, and hence conflict, is thus essential in any organization committed to developing or working with new ideas.

2.8.8 Response styles

People may appreciate the same situation in different ways, and so respond differently. It is therefore necessary to understand the response styles of the people involved so as to manage conflicts properly. According to Turner and Weed (1983), responses can be classified as follows:

-Addressers are the people who are willing to take initiatives and risk to resolve conflicts by getting their opponents to agree with them on some issues. Addressers can either be first-steppers or confronters:

- First-steppers are those who believe that some trust has to be established to settle conflicts. They offer to make a gesture of affability, agreeableness or sympathy with the other person's views in exchange for a similar response.

- Confronters think that things are so bad that they have nothing to lose by a confrontation. They might be confronting because they have authority and a safe position, which reduces their vulnerability to any loss.

- Concealers take no risk and so say nothing. They conceal their views and feelings. Concealers can be of three kinds:

- Feeling-swallowers swallow their feelings. They smile even if the situation is causing them pain and distress. They behave thus because they consider the approval of other people important and feel that it would be dangerous to affront them by revealing their true feelings.

- Subject-changers find the real issue too difficult to handle. They change the topic by finding something on which there can be some agreement with the conflicting party. This response style usually does not solve the problem. Instead, it can create problems for the people who use this and for the organization in which such people are working.

- Avoiders often go out of their way to avoid conflicts.

-Attackers cannot keep their feelings to themselves. They are angry for one or another reason, even though it may not be anyone's fault. They express their feelings by attacking whatever they can even, though that may not be the cause of their distress. Attackers may be up-front or behind-the-back:

- Up-front attackers are the angry people who attack openly, they make work more pleasant for the person who is the target, since their attack usually generates sympathy, support and agreement for the target.

- Behind-the-back attackers are difficult to handle because the target person is not sure of the source of any criticism, nor even always sure that there is criticism.

2.8.9 Ways to resolve conflict

When two groups or individuals face a conflict situation, they can react in four ways (De Bono, 1985). They can:

- Fight, which is not a beneficial, sound or gratifying approach to dealing with a conflict situation, as it involves 'tactics, strategies, offensive and defensive positions, losing and winning grounds, and exposure of weak points.' Fighting as a way of resolving a conflict can only be useful in courtroom situations, where winning and losing becomes a by-product of the judicial process.
- Negotiate, towards a settlement with the other party. Negotiations take place within the prevailing situation and do not involve problem solving or designing. Third-party roles are very important in bringing the conflicting parties together on some common ground for negotiations.
- Problem solve, which involves identifying and removing the cause of the conflict so as to make the situation normal again. However, this may not be easy. It is also possible that the situation may not become normal even after removing the identified cause, because of its influence on the situation.
- Design, which is an attempt towards creativity in making the conflict situation normal. It considers conflicts as situations rather than problems. Designing is not confined to what is already there, but attempts to reach what might be created given a proper understanding of the views and situations of the conflicting parties. The proposed idea

should be appropriate and acceptable to the parties in conflict. A third party participates actively in the design process rather than being just an umpire.

2.8.10 Conflict Management and Styles

Peter and Niklas (2005) argue "conflict management should imply a change, from destructive to constructive, in the mode of interaction". According to Robbins, et al(2009,) conflict management as " the use of resolution and stimulation techniques to achieve the desired level of conflict" Conflict management is the practice of being able to identify and handle conflicts sensibly, fairly, and efficiently. Since conflicts in a business are a natural part of the workplace, it is important that there are people who understand conflicts and know how to resolve them. This is important in today's market/project more than ever. Everyone is striving to show how valuable they are to the company they work for and at times, this can lead to disputes with other members of the team. There are five types of conflict handling behaviour/styles (Thomas and Kilman, 1976). They are:

- Competition is a win-or-lose style of handling conflicts. It is asserting one's one viewpoint at the potential expense of another. Competing or forcing has high concern for personal goals and low concern for relationships. It is appropriate in dealing with conflicts which have no disagreements. It is also useful when unpopular but necessary decisions are to be made.
- Collaboration aims at finding some solution that can satisfy the conflicting parties. It is based on a willingness to accept as valid the interests of the other party whilst protecting one's own interests. Disagreement is addressed openly and alternatives are discussed to arrive at the best solution. This method therefore involves high cooperation and low confrontation. Collaboration is applicable when both parties desire to solve the problem and are willing to work together toward a mutually acceptable solution. Collaboration is the best method of handling conflicts, as it strives to satisfy the needs of both parties. It is integrative and has high concern for personal goals as well as relationship.
- Compromise is a common way of dealing with conflicts, particularly when the conflicting parties have relatively equal power and mutually independent goals. It is based on the belief that a middle route should be found to resolve the conflict situation, with concern for personal goals as well as relationships. In the process of compromise, there are gains and losses for each conflicting party.

- Avoidance is based on the belief that conflict is evil, unwanted or boorish. It should be delayed or ignored. Avoidance strategy has low cooperation and low confrontation. It is useful either when conflicts are insignificant or when the other party is unyielding because of rigid attitudes. By avoiding direct confrontation, parties in conflict get time to cool down.
- Accommodation involves high cooperation and low confrontation. It plays down differences and stresses commonalities. Accommodating can be a good strategy when one party accepts that it is wrong and has a lot to lose and little to gain. Consequently, they are willing to accommodate the wishes of the other party.

2.9 Decision Making

According to Eleanor Roosevelt Decision Making could be defined as the study of identifying and choosing from alternatives, the best option that suits a purpose. Decision making is a process that reduces uncertainty to a considerable level. In most decisions, uncertainty is reduced rather than being eliminated. Decision-making is a process of making a choice from a number of alternatives to achieve a desired result (Eisenfuhr, 2011). This definition has three key elements. First, decision-making involves making a choice from a number of options—Second, decision making is a process that involves more than simply a final choice from among alternatives. Finally, the "desired result" mentioned in the definition involves a purpose or target resulting from the mental activity that the decision maker engages in to reach a final decision.

2.9.1 Steps in the decision-making

Decision making process can be divided into the preparation phase and the phase of making a decision. Most authors say that the decision-making process consists of five stages (phases) (Jurina,2011).

1. Problem identification,
2. Diagnosing problems (problem formulation),
3. Generalization of alternatives (variants),
4. Selection of alternatives (variants),
5. Making decision on the best alternatives (variants).

Some authors cite different numbers of stages in decision-making process. A complete decision-making process can be parsed at eight phases. (Bahtijarević- Šiber; 2008.). ! The first phase in decision-making process is to identify problems that need to be solved. The first stage of the decision making process is crucial for all other phases. Defining the tasks is the second stage of decision-making process that follows when we know what needs to be solved. The third stage in decision-making process is to record and analyze current situation. It can be determinate which resources (human, material, financial) managers can use to solve problems. Searching various problem solutions as the fourth stage in decision-making process is actually the first “real” phases in decision-making process, and all the previous stages are preconditions for deciding. At this stage, the process of developing ideas is carried out as possible solutions for problems. The fifth stage of the decision making process is the evaluation of different versions for solving problems. After assessment, versions are accepted or rejected. After five steps that can be considered as a preparation for making decision, follows the sixth phase of the decision making process or the selection phase of the best versions.

Making a decision is choosing the most appropriate version, respecting the present circumstances. The seventh phase of decision-making process is the reason why the whole process of decision making and decision implementation even starts. By monitoring the flow of implementation, we ensure proper implementation of the decision. In addition, at the end of the decision making process (last eighth stage) follows the control of implemented decisions. Control enables verification through all decision-making process.

2.9.2 Strategies of Decision Making

There are many strategies used in choosing the best choice or alternative. The most commonly used strategies include:

- **Optimizing:** This is the strategy of choosing the best option among the identified alternatives. The effectiveness of this strategy relies on importance of the problem, time limit, availability of resources, cost of other alternatives and the psychology of the decision maker. Often, there is a better decision than the decision made. It is better to place limitations to alternatives as it might not be possible to sample all alternatives for a case with large sample space.

- **Satisficing:** This strategy considers the first satisfactory alternative rather than the best. The word satisficing was derived from two words Satisfy and sufficient. Once, these two conditions are in place, then it is considered as the best option. This is mostly used in many small and quick decisions like where to park, what to where and what to eat.
- **Maximax:** This is maximising the maximums. In this strategy, evaluation is done and the alternative with the maximum profit is chosen as the best option. This is usually referred to as decision of the optimist, as favourable outcome is expected and high potentials are the area of concern. This is usually used when risk is most acceptable and failure can be tolerated.
- **Maximin:** Also known as the maximise the minimum. This strategy is considered to be that of a pessimist as it considers the worst possible outcome of all alternatives and the one with the highest minimum is chosen. This type of strategy is used when failure is expensive and cannot be tolerated.

2.9.3 Bad Decision Making

Various mechanisms or reasons can lead to bad decision making. These include:

- **Not having sufficient number of alternatives:** The more limited alternatives are, the more likely a bad decision is made. Alternatives should be make open and be sure to include all alternatives.
- **Lack of information:** Lack of information has led to many bad decisions has decision were only based on some known facts.
- **No enough time to decide:** Decision making under pressure could be very disastrous, as it only solve an immediate problem but could lead to a bigger problem.
- **Ignorance of evaluation techniques:** Most people assume they are good decision makers and this over confidence has led to negligence in some steps in decision-making.
- **Inaccurate forecasting of the effects of specific actions:** A good example of this could be seen in construction of a new road to solve the congestion in an old road, not taking into consideration that everyone tend to take the new road and leading to initial problem.
- **Inaccurate forecasting of external influences:** Some external factors tend to have great influence on the decision. Factors like government policy have a great influence and could lead to change of decision.

- Uncritical acceptance of others' judgments: This usually happen in a group decision where you tend to accept majority's opinion without looking critically at the opinion of the minority.
- Uncritical acceptance of subjective needs and feelings: While making a decision, being objective and focus is as important as the decision itself. Many people has compromised a good decision for selfish interest, people's feeling and this has led to negative eventualities.

2.10 Negotiation

Negotiation is a discussion or dealing in order to reach an agreement. Books also use the following definition: "a process through which parties move from their initially divergent positions to a point where agreement may be reached." (Steele and Beasor 1999,) People negotiate in everyday life to achieve their goals, for example at work, in family, in business etc. The word negotiation is derived from the Latin word negotiatus which means to carry on business, and the process of negotiating is mainly connected with business and commerce more than with other fields. Practically every business cooperation should be managed via negotiation. Effective negotiation is the main concern of all executives, leaders and managers in the business world. At all times their negotiation skills should be improving. Negotiating is not an ability that an individual is born with but the ability that can be learned and developed during the life. The only key to become a successful business negotiator is the learning of negotiation skills and continuously improving them.

2.10.1 Negotiation styles

In the business world, there are five negotiation styles or so-called approaches which are used in the process of negotiating. Despite this fact, most of business negotiators use only one or two negotiation styles. Nevertheless, a successful experienced negotiator knows all of these negotiation approaches and can choose to apply the most appropriate one that would comply with the type of negotiation. It is an effective skill to adapt the style to the elements of negotiation. The most common division of negotiation styles is competing, accommodating, collaborating, avoiding and compromising. (Volkema 1999, and Lum 2010)

The Competing Style

The competing style is used when negotiators need to get quick results. This style is based on the expected result I win – You lose. Lum (2010,) states that “a person showing a competing tendency is focused on the substantive outcome of a negotiation more than the relationship. A competitor would assert his/her own interests and offer options that are more favorable for him/her.” The competing style is distinguished by the effort to deceive and persuade the other party and by the usage of power to find out and exploit the other party’s weakness. (Volkema 1999,) The disadvantage of this style is the possibility of meeting two high competing approaches. In this case, the negotiation often ends in deadlock.

The Accommodating Style

The accommodating style is the opposite of competing style. It means that it is based on the preservation of relationships between two parties or individuals. This style presupposes the result I lose – You win. The accommodating style usually symbolizes enduring harmonic relationships, but there are also several weak points. If the accommodating style is used against high competing style, it will result in the domination of the high compete negotiator who will see the other side’s generosity as a sign of weakness. Volkema (1999,) points out that the accommodating style involves some tendency to help the other party even if it means giving up your own needs and also to focus on issues that both sides agree on rather than those of disagreement.

The Collaborating Style

Collaboration involves exploring individual and mutual interests in an effort to satisfy everyone’s needs. (Volkema 1999,) This negotiation style usually results in I win – You win. It is based on meeting of all needs and on the creation of mutual value. The collaborating style is the basic style which should be used to achieve the goals in business negotiation. There are also some assumptions that must be met to be an effective collaborative negotiator. These are an effort to build trust and to satisfy the needs of both parties, searching for creative solutions that make both parties winners, listening to the other person’s ideas etc. (Volkema 1999) Collaboration is very often the best choice but it should not be used with a competitive negotiator. Another disadvantage of the style is the condition that the negotiators must be aware that they share information at the same level. If not, one side can be exploited and the other side can be advantageous.

The Avoiding Style

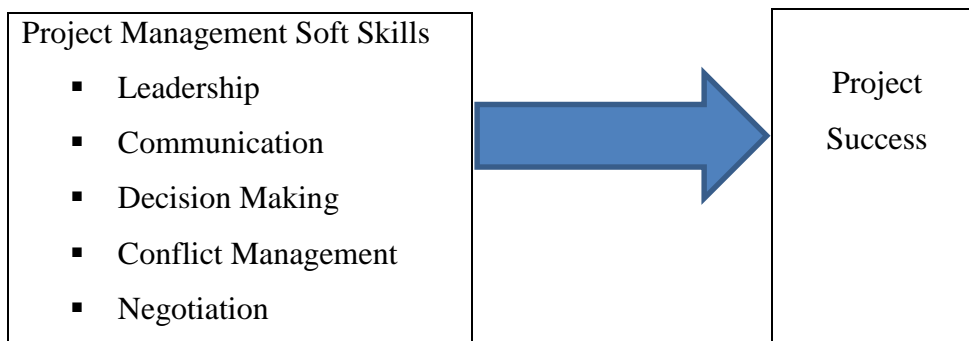
Volkema (1999,) explains that the avoiding style is avoiding not only issues or the other party but negotiation itself. It presupposes the loss of both parties, so the result is I lose – You lose. The avoiding is used in the situations when the issue of negotiation is irrelevant for both sides of negotiation. It is usually applied as an effective defence against the competing style. It is quite difficult negotiation style because the aim of this style is to avoid conflict but more often the avoiders get themselves into conflict.

The Compromising Style

Compromising is a partial-win, partial-lose proposition, where you get something what you want but not everything, and likewise for the other party,(Volkema 1999,) According to Lum (2010,), the compromise is based on fairness, mutually sufficient solutions and rationality. The compromising negotiation style is usually confused with the definition of negotiation but in fact, compromising is just bargaining. This style is applied mostly in the situations when business negotiators are dealing with someone who they know and trust. The most important fact in the compromising is to realize that the negotiator wins something but also loses something. It is difficult to be aware that he lost what he intended. According to the negotiation instructors, the compromising style requires the best quality of negotiation training.

2.11 Conceptual Framework

Based on the above theoretical literature reviewed, the below indicated conceptual framework was developed for the purpose of the research.



Source: Developed by researcher

Chapter Three: Research Methodology

3.1 Introduction

This chapter presented the research design and methodological process that has been used. It outlined how the research was conducted based on the objective of the study. It included research design, Target population, sampling strategy, data collection tools and techniques.

3.1 Research Design & Approach

The study used both the qualitative and quantitative methods. The research adopted descriptive type of design to answer the objective of the research. According to Kothari (1990), descriptive research studies are those studies that are concerned with describing the characteristics of a particular individual, or of a group. This design enables the researcher to assess and describe the importance of project management soft skills in the context of project success in the case of Construction Company. Creswell (2009), there is more insight to be gained from the combination of both qualitative and quantitative research than either form by itself. Their combined use provides an expanded understanding of research problems. Therefore, it is reasonable to use this design for describing the situation in detail in the case of the construction industry.

3.2 Target population

The participants were Construction Company staff within the selected companies under Yeka Sub City for this case study. Those construction companies include different department and number of projects. The sample comprises 200 respondents from the selected construction company and staffs mainly involved in the project work. The sampling techniques is purposive sampling which is categorized under non – probability sampling.

3.3 Sampling Strategy

The research was a case study undertaken at Yeka Sub City, Addis Ababa. The participants were staff of Constructions Company employee. A questionnaire has been distributed to employees and owners. The participants were selected using purposive sampling technique. To be able to accomplish this purpose employee and owners is needed who:

- Are willing to fill the questions

- Are considered to be responsible to answer truthfully

3.4 Data Sources and Data Collection Tools

Primary and secondary data sources used to collect data for the research. Questionnaires and direct interview were used as primary data sources. Both were applied to assess the importance of project management soft skills in the project success and making analysis of Project management soft skill benefit. The secondary data sources, specifically literature reviews and online resources used to study general relevance. Publications, research findings, articles, reports and other related publications on project management Soft Skills were also used as secondary data source.

For data process and procedures, the study adopted three types of questions: multiple-choice, rating and open-ended questions to get a descriptive opinion of the participant and for triangulation purpose. During the interviews, a set of complied questions with brief background for conducting the research study has presented to the respondents. Not all respondents were expected to have technical skills relevant to project management soft skills. The participants were expected to express their belief and experiences.

3.5 Validity and Reliability

Validity and reliability issue were used for checking quality of instrument. To ensure the quality of research and make it credible for the scientific community, the researcher gave due care to both validity and reliability issues of the data, the research process in general as well as the research output. Validity of the questionnaire has checked through consultations with my advisor. This is to establish any built-in errors in the measurement of the questionnaire. Pilot test was made to check the tendency of the instrument obtains the same result if the measurement is repeated by using the same subject under the same conditions. The participants used for pretesting has not part of the main study. The researcher used different source of data such as literature, interview, and questioner to triangulate the data. The need for triangulation arises from the ethical need to confirm the validity of the processes involved. Triangulation increases the reliability of the data and the process of gathering it.

3.6 Data Analysis Methods

On the analysis section, the data gathered from different sources was analysed and interpreted. This is the process of collecting, modelling and transforming data in order to highlight useful information, suggesting conclusions and supporting decision-making (Sharma, 2005). Data was analysed using Descriptive analysis and MICROSOFT Excel computer software.

The analysis and discussions were made on the research findings both qualitatively and quantitatively. The findings of the quantitative data were presented in tables. Summarizations were prepared based on results of the findings.

3.7 Ethical considerations

Ethical considerations are expected to be involved in any kind of research study. Ethics are standards of behaviour that guide the moral choices about our behaviour and our relationship with others. All parties in research should observe ethical behaviour. The study was conducted ethically and morally acceptable process throughout the research. The research ethics has put into consideration when developing and administering data collection tools and techniques, analysis and report of the findings to avoid any form of destruction or violation. The data has collected with the full consent of participates.

Chapter Four: Data Analysis and Presentation

4.1 Introduction

This chapter deals with presentation, analysis and interpretation of the data obtained through questionnaire and interview. The results are presented in the table and percentages followed by discussion using descriptive statistical procedures Microsoft excel computer software. The analysis of questionnaires administered to general construction (GC) level one project staffs and the analysis of interview with project managers.

4.2 Response Rate

The primary data was collected through questionnaire and interview. The questionnaire has contained of 33 close ended items which has been distributed to 200 participants purposively drawn from the project to represent who are part of the project team. And also, an interview was held with the project manager. The response rate among the total distributed of 200 participants of the projects, 188 questionnaires were properly completed and returned. Analysis and interpretation has presented below.

4.3 General information of the respondents

On the general questions about sex, level of education, work experience, position project. The responses of the respondents and the implication are presented here under

Table 4.1 Respondent general information

| | Description | Frequency | Percent |
|--------------------------|-------------------------------|-----------|---------|
| Sex | Female | 59 | 31 |
| | Male | 129 | 69 |
| Total | | 188 | 100 |
| Level of education | Diploma | 24 | 13 |
| | Degree | 121 | 64 |
| | Masters | 43 | 23 |
| Total | | 188 | 100 |
| Years of work experience | Below 2 | 44 | 23 |
| | 3-5 | 64 | 34 |
| | 6-10 | 64 | 34 |
| | 11-15 | 16 | 9 |
| Total | | 188 | 100 |
| Position in the project | Project Manager | 15 | 8 |
| | Project Team Leader | 18 | 10 |
| | Project technical expert/team | 155 | 82 |
| Total | | 188 | 100 |

As presented in table above table, among 188 respondents, 31% (59) were female and 69 % (129) were male. This same table indicates that educational level of respondents that 13 % (24) were diploma holders, 64% (121) of the respondents were first degree holders and the remaining 23% (43) were second degree holders. This shows that the majority of the respondents are a degree holder which implies that the respondents have educational knowledge enough to thoroughly respond to the area of the study.

Related to year of experience, 23% (44) of the respondents have below two years of work experience, 34% (64) of them have 3 to 5 years of experience, 34% (64) of them have 6 to 10 years work experience, and 9% (16) have an experience between 11 to 15 years. Similarly, as reflected in the above table, 8% (15) of the respondents were project manager, 10 % (18) were project team leader and the remaining 82 % (155) were project technical expert/team. This result implies that all the respondents have are working in the project.

4.4 Project success

Table 4.2 Project success in the project environment

| | Frequency | Percent |
|--|-----------|---------|
| Complete the project within budget | 9 | 5 |
| Complete the project within scheduled time | 6 | 3 |
| Complete the project within specified quality | 8 | 4 |
| Complete the project within budget, scheduled time and specified quality | 165 | 88 |
| Total | 188 | 100 |

As shown on the above table, 5 % (9) of the respondents replied that project success is measured when complete the project within the allocated budget/cost, 3. % (6) of the respondents replied that project success is complete the project within scheduled time and the other 4. % (8) of the participants responded that project success is described as complete the project within specified quality. On the other hand, the majority of the respondent 88% (165) indicates that project success is measured when complete the project within budget/cost, scheduled time and specified quality. Similarly, the project managers described that project success is complete the project within budget/cost, scheduled time and specified quality during the interview conducted with them.

4.5 Appropriate project soft skills

Table 4.3 Communication skills to enhance project success

| | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Agree | 141 | 75 |
| Agree | 37 | 20 |
| Neutral | 8 | 4 |
| Strongly disagree | 2 | 1 |
| | 188 | 100 |

As illustrated on the table above, 75 % (141) of respondents strongly agree and 20% (37) agree that communication skill is more appropriate to enhance project success in the construction industry. Whereas, 4% (8) of respondents is neutral and the remaining 1 %(2) of the respondents are strongly disagree. This indicates that the majority of the respondents believe that communication is more appropriate to enhance the project success. In addition to the questionnaire, based on the interview that had been conducted with the projects manager it was stated that communication is very important in the project success in the construction industry.

Table 4.4 Leadership skills to enhance project success

| | Frequency | Percent |
|----------------|-----------|---------|
| Strongly Agree | 151 | 80 |
| Agree | 33 | 18 |
| Neutral | 2 | 1 |
| Disagree | 2 | 1 |
| | 188 | 100 |

As demonstrated on the table above, 80 % (151) of respondents strongly agree and 18% (33) agree that leadership skill is more appropriate to enhance project success in the construction industry. While, 1% (2) of respondents is neutral and the remaining 1 %(2) of the respondents are disagree. This shows that most of the respondents believe that leadership is more suitable to enhance the project success in the construction industry. Moreover, the project managers are also emphasized that leadership skill is very significant to the project success in the construction industry.

Table 4.5 Decision Making skills to enhance project success

| | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Agree | 134 | 71 |
| Agree | 48 | 26 |
| Disagree | 4 | 2 |
| Strongly Disagree | 2 | 1 |
| | 188 | 100 |

As showed on the table above, 71 % (134) of respondents strongly agree and 26 % (48) agree that Decision making skill is more appropriate to enhance project success in the construction industry. However, 2% (4) and 1% (2) of respondents is neutral and the remaining 1 %(2) of the respondents are disagree and strongly disagree respectively . As indicated, the majority of the respondents realize that decision making is more appropriate to enhance the project success. On top of this, the project managers highlighting that decision making is the key to enhance project success.

Table 4.6 Negotiation skills to enhance project success

| | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Agree | 79 | 42 |
| Agree | 80 | 43 |
| Neutral | 21 | 11 |
| Disagree | 6 | 3 |
| Strongly Disagree | 2 | 1 |
| | 188 | 100 |

As indicated on the table above, 42 % (79) and 43 % (80) of respondents strongly agree and agree that negotiation skill is important to enhance project success respectively. As presented, 11% (21) of the respondents are neutral. The rest of 3 %(6) and 1 %(2) of the respondents

replied disagree and strongly disagree respectively. As mentioned, most of the respondents believe that negotiation is needed to enhance the project success. On the other hand, the project managers underline that negotiation is less important to project success as compared with the other project soft skills described in this study.

Table 4.7 Conflict Management skills to enhance project success

| | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Agree | 95 | 50 |
| Agree | 67 | 36 |
| Neutral | 20 | 11 |
| Disagree | 2 | 1 |
| Strongly Disagree | 4 | 2 |
| | 188 | 100 |

As illustrated on the above table, 50 % (95) of respondents strongly agree and 36% (67) agree that conflict management skill is more appropriate to enhance project success in the construction industry. 11% (20) of participants responded as neutral. The remaining 1 % (2) and 2% (4) of the respondents are disagree and strongly disagree correspondingly . This describes that the majority of the respondents consider that conflict management is appropriate to enhance the project success. In the same way, the project managers indicated that conflict management is very important in the construction industry to enhance project success.

4.6 Communication

Table 4.8 Clear communication

| | Frequency | Percent |
|--------------------|-----------|---------|
| Strongly important | 157 | 84 |
| Important | 23 | 12 |
| Neutral | 8 | 4 |
| | 188 | 100 |

The above figure shows that 84 % (157) of the respondents believe that clear communication is strongly important for project success and 12% (23) of the respondents reacted that clear communication is important for project success. While 4 % (8) of the respondents were neutral related to this request. The result implies that the majority of the respondents agree that clear

communication is significant for project success. Similarly, the project managers emphasized that clear communication is a key for project success.

4.7 Association of communication with project success

Table 4.9 Communication with project success

| | Frequency | Percent |
|----------------|-----------|---------|
| Strongly Agree | 113 | 60 |
| Agree | 67 | 36 |
| Neutral | 8 | 4 |
| | 188 | 100 |

As illustrated on the table above, 60% (113) of respondents strongly agree and 36% (67) agree that communication relate with project. On the other hand, 4% (8) of respondents were neutral about this question. The result indicates that the majority of the respondents believe that communication associated with project success. Correspondingly, the project managers underlined that Communication related with project success.

4.8 Information in timely fashion

Table 4.10 Gaining information in timely fashion

| | Frequency | Percent |
|----------------|-----------|---------|
| Strongly Agree | 110 | 59 |
| Agree | 63 | 34 |
| Neutral | 13 | 7 |
| Disagree | 2 | 1 |
| | 188 | 100 |

As demonstrated on the table above, 59 % (110) of respondents strongly agree and 34% (63) agree that gaining information in timely fashion is important for project success. While, 7% (13) of respondents is neutral and the remaining 1 % (2) of the respondents are disagree. This shows that most of the respondents believe that gaining information in timely fashion is important for project success. Moreover, the project managers are also emphasized that gaining information in timely fashion is key for project success in the construction industry.

4.9 Accurate information

Table 4.11 Acquiring accurate information

| | Frequency | Percent |
|----------------|-----------|---------|
| Strongly Agree | 113 | 60 |
| Agree | 67 | 36 |
| Neutral | 8 | 4 |
| | 188 | 100 |

As showed on the table above, 64 % (121) of respondents strongly agree and 35 % (65) agree that acquiring accurate information is significant for project success. The remaining 1% (2) of respondents is neutral. As showed, the majority of the respondents realize that acquiring accurate information is significant for project success. On top of this, the project managers highlighting that acquiring accurate information is significant for project success.

4.10 Communication factor

Table 4.12 Factors that affect communication

| | Frequency | Percent |
|--|-----------|---------|
| Communication channel | 39 | 21 |
| Individual perception | 37 | 20 |
| Clarity of message | 23 | 12 |
| Lack of feedback | 45 | 24 |
| Communication channel, Individual perception, Clarity of message & Lack of feedback | 26 | 14 |
| Communication channel & Lack of feedback | 8 | 4 |
| Communication channel & Clarity of message | 4 | 2 |
| Individual perception & Lack of feedback | 2 | 1 |
| Communication channel, Individual perception, Clarity of message & Lack of feedback | 4 | 2 |
| | 188 | 100 |

As shown on the above table, 21% (39) of the respondents indicated that Communication channel only influences the communication and project success and 20% (37) of the respondents

believe that Individual perception merely affect the communication and project success. 12% (23) of the respondents replied that Clarity of message only has effects on communication and project success and 24% (45) of the respondents believe that Lack of feedback only affect the communication and project success. 14% (26) of the respondents indicated that Communication channel, Individual perception, Clarity of message & Lack of feedback influences the communication and project success. 4% (8) of the respondents believe that Communication channel & Lack of feedback affect the communication and project success. 2% (4) of the respondents indicated that Communication channel & Clarity of message only influences the communication and project success and 1% (2) of the respondents believes that Individual perception & Lack of feedback merely affect the communication and project success. The remaining 2% (4) of the respondents indicated that Communication channel, Individual perception, Clarity of message & Lack of feedback only influences the communication and project success .In addition to this, the project managers described those factors which has influence on communication and project success like Communication channel, Individual perception, Clarity of message & Lack of feedback.

4.11 Effective Leadership

Table 4.13 Effective leadership

| | Frequency | Percent |
|----------------|-----------|---------|
| Strongly Agree | 160 | 85 |
| Agree | 22 | 12 |
| Neutral | 6 | 3 |
| | 188 | 100 |

The above figure indicated that 85 % (160) of the respondents believe that effective leadership is strongly important for project success and 12 %(22) of the respondents replied that effective leadership is important for project success. While 3 %(6) of the respondents were neutral related to this question. The result denotes that the majority of the respondents agree that effective leadership is significant for project success. Similarly, the project managers emphasized that effective leadership is a key for project success.

4.12 Leadership relation with project success

Table 4.14 Leadership with project success

| | Frequency | Percent |
|----------------|-----------|---------|
| Strongly Agree | 125 | 66 |
| Agree | 59 | 31 |
| Neutral | 4 | 2 |
| | 188 | 100 |

As demonstrated on the table above, 66% (125) of respondents strongly agree and 31% (59) agree that leadership relate with project. On the other hand, 2% (4) of respondents remained neutral about this question. The result shows that the majority of the respondents be certain of that leadership associated with project success. On top of this, the project managers emphasized that as leadership related with project success.

4.13 Role of delegation in project success

Table 4.15 The role of delegation in project success.

| | Frequency | Percent |
|----------------|-----------|---------|
| Strongly Agree | 68 | 36 |
| Agree | 78 | 41 |
| Neutral | 36 | 19 |
| Disagree | 6 | 3 |
| | 188 | 100 |

As presented on the above table, 36% (68) of respondents strongly agree and 41% (78) agree that delegation play important role in the project success. 19% (36) of participates responded neutral about this point. The remaining 3 %(6)) of the respondents are disagree. The result describes that the majority of the respondents believe that delegation play important role in the project success. Similarly, the project managers' point out that the role of delegation is vital in the project success.

4.14 Appropriate leadership style

Table 4.16 Participative leadership style in project success.

| | Frequency | Percent |
|----------------|-----------|---------|
| Strongly Agree | 144 | 77 |
| Agree | 32 | 17 |
| Neutral | 12 | 6 |
| | 188 | 100 |

As shown on the table above, 77 % (144) of respondents strongly agree and 17 % (32) agree that participative leadership style is appropriate to the project success. The remaining 6 % (12) of respondents is neutral. As showed, the majority of the respondents realized that participative leadership is suitable for project success. On top of this, the project managers also highlighted that participative leadership is appropriate to the project in the construction industry.

Table 4.17 Authoritarian leadership style in project success

| | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Agree | 18 | 10 |
| Agree | 44 | 23 |
| Neutral | 55 | 29 |
| Disagree | 46 | 24 |
| Strongly Disagree | 25 | 13 |
| | 188 | 100 |

As illustrated on the table above, 10% (18) of respondents strongly agree and 23% (44) agree that Authoritarian leadership is appropriate to the project success. Whereas, 29% (55) of respondents is neutral and 24 % (46) of the respondents are disagree. 13 % (25) of the respondents are strongly disagree. The result shows that one third of the respondents agree that Authoritarian leadership style is appropriate for project success. On the Other hand, one third of the respondents believe that Authoritarian leadership style is inappropriate for project success. Correspondingly, the project managers underlined that Authoritarian leadership style is not suitable for project success.

Table 4.18 Democratic leadership style in project success.

| | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Agree | 81 | 43 |
| Agree | 63 | 34 |
| Neutral | 34 | 18 |
| Disagree | 6 | 3 |
| Strongly Disagree | 4 | 2 |
| | 188 | 100 |

As indicated on the table above, 43 % (81) of respondents strongly agree and 34% (63) agree that Democratic leadership is appropriate for the project success. 18% (34) of respondents is neutral. However, 3 % (6) of the respondents are disagree and 2 % (4) of the respondents are strongly disagree. This result shows that the majority of the respondents believe that Democratic leadership is appropriate for project success. On top of this, the project managers highlight that Democratic leadership style is appropriate for project success.

4.15 The importance of conflict

Table 4.19 Conflict for project success.

| | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Agree | 27 | 14 |
| Agree | 38 | 20 |
| Neutral | 40 | 21 |
| Disagree | 46 | 24 |
| Strongly Disagree | 37 | 20 |
| | 188 | 100 |

As shown on the table above, 14 % (27) of respondents strongly agree and 20% (38) agree that conflict is important for the project success. 21% (40) of respondents is neutral. Whereas, 24 % (46) of the respondents are disagree and 20 % (37) of the respondents are strongly disagree. This result shows that the majority of the respondents consider that conflict is important for project success. Similarly, the project managers' emphasis during in the interview that conflict is important for project success.

4.16 Significance of conflict management

Table 4.20 Significance of conflict management for project success.

| | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Agree | 111 | 59 |
| Agree | 57 | 30 |
| Neutral | 12 | 6 |
| Disagree | 2 | 1 |
| Strongly Disagree | 6 | 3 |
| | 188 | 100 |

As revealed on the table above, 59 % (111) and 30 % (57) of respondents strongly agree and agree that conflict management is significant for project success respectively. As presented, 6% (12) of the respondents are neutral. The rest of 1 % (2) and 3 % (6) of the respondents replied disagree and strongly disagree respectively. As mentioned, most of the respondents believe that conflict management is major for project success. Correspondingly, the project managers underline that conflict management is the key for project success.

4.17 Conflict relate with project success

Table 4.21 Relationship between Conflict and project success.

| | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Agree | 65 | 35 |
| Agree | 60 | 32 |
| Neutral | 43 | 23 |
| Disagree | 10 | 5 |
| Strongly Disagree | 10 | 5 |
| | 188 | 100 |

As presented on the above table, 35% (65) of respondents strongly agree and 32% (60) agree that as conflict relate with the project success. 23% (43) of participates responded neutral about this point. While, 5 % (10) of the respondents are disagree and 5 % (10) are strongly disagree. The result describes that the majority of the respondents believe that conflict has a relation with the project success. Similarly, the project managers' mentioned that project success has relation with conflict.

4.18 Kind of Conflict

Table 4.22 Kind of conflict in project

| | Frequency | Percent |
|-----------------------------|-----------|---------|
| Structure | 12 | 6 |
| Role | 10 | 5 |
| Resource | 25 | 13 |
| Structural, Role & Resource | 127 | 68 |
| None of the above | 14 | 7 |
| | 188 | 100 |

As shown on the above table, 6 % (12) of the respondents replied that conflict is happening in the project due to structure, 5 % (10) of the respondents replied that role is the cause of conflict in the project and the other 13% (25) of the participants responded that resource is the basis for conflict in the project. On the other hand, the majority of the respondent 68% (127) indicates that structure, role & resource are the main cause for conflict in the project. Similarly, the project managers described that structural, role & resource are the main reason for conflict in the project.

4.19 Conflict management style

Table 4.23 Collaborating (Win – Win) conflict management style

| | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Agree | 118 | 63 |
| Agree | 54 | 29 |
| Neutral | 10 | 5 |
| Strongly Disagree | 6 | 3 |
| | 188 | 100 |

As illustrated on the table above, 63 % (118) of respondents strongly agree and 29% (54) agree that collaborating (Win – Win) conflict management is more appropriate for project success in the construction industry. 5% (10) of respondents are neutral and 3 % (6) of the respondents are strongly disagree. This result indicates that the majority of the respondents agree that collaborating conflict management is more suitable in the project success. In addition to this project managers explained that collaborating conflict management is appropriate for project success in the construction industry.

Table 4.24 Competing (Win – Lose) conflict management style

| | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Agree | 32 | 17 |
| Agree | 47 | 25 |
| Neutral | 63 | 34 |
| Disagree | 35 | 19 |
| Strongly Disagree | 11 | 6 |
| | 188 | 100 |

As demonstrated on the table above, 17 % (32) of respondents strongly agree and 25% (47) agree that Competing (Win – Lose) conflict management is more appropriate for project success in the construction industry. 34% (63) of respondents are neutral about this. The rest of 19 % (35) of respondents disagree and 6% (11) strongly disagree. The result shows that the majority of the respondents agree that competing conflict management is appropriate in the project success. In addition to this project managers described that this conflict management is also appropriate next to collaborating for project success in the construction industry.

Table 4.25 Compromise (Lose – Lose) conflict management style

| | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Agree | 10 | 5 |
| Agree | 36 | 19 |
| Neutral | 46 | 24 |
| Disagree | 57 | 30 |
| Strongly Disagree | 39 | 21 |
| | 188 | 100 |

As demonstrated on the table above, 5 % (10) of respondents strongly agree and 19% (36) agree that compromise (Lose - Lose) conflict management is more appropriate for project success in the construction industry. The other 24% (46) of respondents are neutral. 30% (57) of respondents disagree and 21% (39) strongly agree. The result indicates that the majority of the respondents believe that compromise conflict management is inappropriate in the project success. Similarly, project managers underline that compromise conflict management is not suitable for project success in the construction industry.

Table 4.26 Avoidance conflict management style

| | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Agree | 30 | 16 |
| Agree | 33 | 18 |
| Neutral | 41 | 22 |
| Disagree | 51 | 27 |
| Strongly Disagree | 33 | 18 |
| | 188 | 100 |

As showed on the table above, 16 % (30) of respondents strongly agree and 18% (33) agree that avoidance conflict management is more appropriate for project success. 22% (41) of respondents are neutral and 27 % (51) of the respondents are disagree. The rest 18 % (33) of participates are strongly disagree. The result shows that the majority of the respondents believe that avoidance conflict management style is not appropriate in the project success. In addition to this project managers highlight that avoidance conflict management style is not good for project success in the construction industry.

Table 4.27 Accommodation conflict management style

| | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Agree | 30 | 16 |
| Agree | 71 | 38 |
| Neutral | 49 | 26 |
| Disagree | 27 | 14 |
| Strongly Disagree | 11 | 6 |
| | 188 | 100 |

As revealed on the table above, 16 % (30) of respondents strongly agree and 38% (71) agree that accommodation conflict management is more appropriate for project success in the construction industry. 26% (49) of respondents are neutral about this. The rest of 14 % (27) of respondents disagree and 6% (11) strongly disagree. The result express that the majority of the respondents reflect that accommodation conflict management is suitable in the project success in construction industry. Similarly, the project managers describe that this conflict management style is also appropriate for project success in the construction industry.

4.20 Effective decision making

Table 4.28 Effective decision making

| | Frequency | Percent |
|----------------|-----------|---------|
| Strongly Agree | 152 | 81 |
| Agree | 30 | 16 |
| Neutral | 4 | 2 |
| Disagree | 2 | 1 |
| | 188 | 100 |

The above figure shows that 81 % (152) of the respondents strongly agree and 16 % (30) of the respondents agree that effective decision making is important for project success. While 2 % (4) of the respondents were neutral related to this request. The remaining 1 % (2) of respondents are disagree. The result implies that the majority of the respondents believe that effective decision making is important for project success. Similarly, the project managers emphasized that effective decision making is a key for project success.

4.21 Decision making relate with project success

Table 4.29 Decision making and project success

| | Frequency | Percent |
|----------------|-----------|---------|
| Strongly Agree | 121 | 64 |
| Agree | 53 | 28 |
| Neutral | 12 | 6 |
| Disagree | 2 | 1 |
| | 188 | 100 |

As illustrated on the table above, 64% (121) of respondents strongly agree and 28% (53) agree that decision making relate with project success. But 4% (8) of respondents are neutral about this question and 1% (2) of respondents are disagree. The result indicates that the majority of the respondents believe that decision making related with project success. Correspondingly, the project managers underlined that decision making has relation with project success.

4.22 Decision making style

Table 4.30 Directive decision making

| | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Agree | 32 | 17 |
| Agree | 79 | 42 |
| Neutral | 30 | 16 |
| Disagree | 38 | 20 |
| Strongly Disagree | 9 | 5 |
| | 188 | 100 |

As showed on the table above, 17 % (32) of respondents strongly agree and 42% (79) agree that directive which is use minimal information, few alternative and rapid decisions making is more appropriate for project success in the construction industry. 16% (30) of respondents are neutral, 20 % (38) of the respondents are disagree and the rest of 5 % (9) of respondents are strongly disagree. This result indicates that the majority of the respondents believe that directive decision making style is more suitable in the project success. In addition to this, project managers explained that this decision making style is good for project success in the construction industry

Table 4.31 Analytical decision making

| | Frequency | Percent |
|----------------|-----------|---------|
| Strongly Agree | 106 | 56 |
| Agree | 68 | 36 |
| Neutral | 10 | 5 |
| Disagree | 4 | 2 |
| | 188 | 100 |

As indicated on the table above, 56 % (106) of respondents strongly agree and 36 % (68) agree that Analytical meaning carefully analyses option, use innovative method decisions making is more appropriate for project success. 5% (10) of respondents are neutral and 2 % (4) of the respondents are disagree. The result shows that the majority of the respondents believe that analytical decision making style is more suitable in the project success. On top of that, project managers underline that this kind of decision making style is appropriate for project success in the construction industry.

Table 4.32 Conceptual decision making

| | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Agree | 107 | 57 |
| Agree | 61 | 32 |
| Neutral | 18 | 10 |
| Strongly Disagree | 2 | 1 |
| | 188 | 100 |

As presented on the table above, 57 % (107) of respondents strongly agree and 32 % (61) agree that conceptual decision making which includes use many alternative, creatively solve problem with new idea is more appropriate for project success. 10% (18) of respondents are neutral and 1 % (2) of the respondents are disagree. The result implies that the majority of the respondents believe that conceptual decision making style is more appropriate in the project success. Similarly, project managers highlight that this decision making style is relevant for project success in the construction industry.

Table 4.33 Behavioral decision making

| | Frequency | Percent |
|----------------|-----------|---------|
| Strongly Agree | 64 | 34 |
| Agree | 86 | 46 |
| Neutral | 24 | 13 |
| Disagree | 14 | 7 |
| | 188 | 100 |

As displayed on the table above, 34 % (64) of respondents strongly agree and 46 % (86) agree that behavioral decision making consist of avoid conflict situation and open to suggestion is more appropriate for project success. 13% (24) of respondents are neutral and 7 % (14) of the respondents are disagree. The result denotes that the majority of the respondents believe that behavioral decision making style is more appropriate in the project success. Correspondingly, project managers focus that this decision making style is applicable for project success in the construction industry.

4.23 Effective negotiation

Table 4.34 Effective negotiation

| | Frequency | Percent |
|----------------|-----------|---------|
| Strongly Agree | 99 | 53 |
| Agree | 76 | 40 |
| Neutral | 11 | 6 |
| Disagree | 2 | 1 |
| | 188 | 100 |

The above figure shows that 53 % (99) of the respondents strongly agree and 40 % (76) of the respondents agree that effective negotiation is important for project success. While 2 % (4) of the respondents are neutral and 1 % (2) of respondents are disagree. The result implies that the majority of the respondents believe that effective negotiation is important for project success. Also, the project managers highlighted that effective negotiation is a vital for project success.

4.24 Negotiation relate with project success

Table 4.35 Negotiation with project success

| | Frequency | Percent |
|----------------|-----------|---------|
| Strongly Agree | 77 | 41 |
| Agree | 80 | 43 |
| Neutral | 27 | 14 |
| Disagree | 4 | 2 |
| | 188 | 100 |

As illustrated on the table above, 41% (77) of respondents strongly agree and 43% (80) agree that negotiation relate with project success. While 14% (27) of respondents are neutral and 2% (4) of respondents are disagree. The result shows that the majority of the respondents believe that negotiation related with project success. Correspondingly, the project managers emphasized that negotiation relate with project success.

4.25 Negotiation style

Table 4.36 Competing negotiation style

| | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Agree | 63 | 34 |
| Agree | 62 | 33 |
| Neutral | 45 | 24 |
| Disagree | 14 | 7 |
| Strongly Disagree | 4 | 2 |
| | 188 | 100 |

As revealed on the table above, 34 % (63) of respondents strongly agree and 33% (62) agree that competing negotiation style is more appropriate for project success in the construction industry. 24% (45) of respondents are neutral about this. The rest of 7 % (14) of respondents disagree and 2% (4) strongly disagree. The result shows that the majority of the respondents agree that competing negotiation is appropriate in the project success. In addition to this, project managers described that this kind of negotiation is appropriate for project success in the construction industry.

Table 4.37 Accommodating negotiation style

| | Frequency | Percent |
|----------------|-----------|---------|
| Strongly Agree | 34 | 18 |
| Agree | 95 | 51 |
| Neutral | 46 | 24 |
| Disagree | 13 | 7 |
| | 188 | 100 |

As shown on the table above, 18 % (34) of respondents strongly agree and 51% (95) agree that accommodation negotiation is more appropriate for project success in the construction industry. 24% (46) of respondents are neutral about this and the rest of 7 % (13) of respondents disagree. The result express that the majority of the respondents reflect that accommodation negotiation is suitable in the project success in construction industry. Similarly, the project managers describe that this negotiation style is also appropriate for project success.

Table 4.38 Collaborating negotiation style

| | Frequency | Percent |
|----------------|-----------|---------|
| Strongly Agree | 83 | 44 |
| Agree | 59 | 31 |
| Neutral | 42 | 22 |
| Disagree | 4 | 2 |
| | 188 | 100 |

As showed on the table above, 44 % (83) of respondents strongly agree and 31% (59) agree that collaborating negotiation style is more appropriate for project success in the construction industry. 22 % (42) of respondents are neutral and 2 % (4) of the respondents are disagree. This result indicates that the majority of the respondents agree that collaborating negotiation style is more suitable in the project success. In addition to this project managers described that collaborating negotiation is appropriate for project success in the construction industry.

Table 4.39 Avoiding negotiation style

| | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Agree | 14 | 7 |
| Agree | 49 | 26 |
| Neutral | 40 | 21 |
| Disagree | 67 | 36 |
| Strongly Disagree | 18 | 10 |
| | 188 | 100 |

As indicated on the table above, 7% (14) of respondents strongly agree and 26% (49) agree that avoidance negotiation is more appropriate for project success. 21% (40) of respondents are neutral and 36 % (67) of the respondents are disagree. The rest 10 % (18) of participates are strongly disagree. The result shows that the majority of the respondents believe that avoidance negotiation style is not appropriate in the project success. And also, the project managers highlight that avoidance negotiation style is not good for project success in the construction industry.

Table 4.40 Compromising negotiation style

| | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Agree | 39 | 21 |
| Agree | 71 | 38 |
| Neutral | 54 | 29 |
| Disagree | 12 | 6 |
| Strongly Disagree | 12 | 6 |
| | 188 | 100 |

As demonstrated on the table above, 21% (39) of respondents strongly agree and 38% (71) agree that compromising negotiation is more appropriate for project success in the construction industry. 29% (54) of respondents are neutral. 6% (12) of respondents disagree and 6% (12) strongly agree. The result indicates that the majority of the respondents believe that compromise negotiation is appropriate in the project success. On the other hand, project managers underline that compromising negotiation is not suitable for project success in the construction industry.

4.26 Soft skills versus hard skills

Table 4.41 Importance of soft skills versus hard skills

| | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Agree | 68 | 36 |
| Agree | 63 | 34 |
| Neutral | 25 | 13 |
| Disagree | 28 | 15 |
| Strongly Disagree | 4 | 2 |
| | 188 | 100 |

As illustrated on the table above, 36 % (68) of respondents strongly agree and 34% (63) agree that soft skill is equally important as hard skill for project success in the construction industry. 13% (25) of respondents is neutral and 15 % (28) of the respondents are disagree. 2 % (4) of the remaining respondents are strongly disagree. The result implies that the majority of the respondents believe that soft skill is equally relevant as hard skill for project success. Moreover, the project managers highlight that the importance of soft skills as hard skill for project success in the construction industry.

4.27 Effective communication mechanism

Table 4.42 Mechanism used to maximize effective communication

| | Frequency | Percent |
|--------------------------------------|-----------|---------|
| Formal communication | 47 | 25 |
| Informal Communication | 4 | 2 |
| Both Formal & Informal communication | 137 | 73 |
| | 188 | 100 |

As illustrated on the table above, 25 % (47) of respondents believe that formal communication is the mechanism used to maximize effective communication for project success. While, 2 % (4) agree that informal communication is a tool that helps to maximize effective communication. On the other hand, 73 % (137) of respondents believe that both formal & informal communication is the mechanism used to maximize effective communication in project success. The result implies that the majority of the respondents agree that both formal & informal communication is the tool used to maximize effective communication in project success. Similarly, the project managers highlight that both formal & informal communication is very important to enhance effective communication for project success in the construction industry.

4.28 Effective leadership mechanism

Table 4.43 Mechanism used to maximize effective leadership

| | Frequency | Percent |
|----------------------|-----------|---------|
| Leadership Culture | 26 | 14 |
| Delegate & empower | 53 | 28 |
| Practice & Process | 48 | 26 |
| Coaching & mentoring | 61 | 32 |
| | 188 | 100 |

As demonstrated on the table above, 14 % (26) of respondents believe that leadership culture help to maximize effective leadership in project success and 28 % (53) of respondents believe that to delegate & empower help to maximize effective leadership in the project success. While, 26% (48) of respondents agree that practice and process is a tool to maximize effective leadership. On the other hand, 32 % (61) of respondents believe coaching and mentoring is a

mechanism used to maximize effective leadership in project success. The result implies that the majority of the respondents agree coaching & mentoring is a mechanism used to maximize effective leadership in project success. In addition to this, the project managers highlight that delegate & empower as well as coaching & mentoring are very relevant mechanism that used to maximize effective leadership project success in the construction industry.

4.29 Effective Negotiation mechanism

Table 4.44 Mechanism used to maximize effective negotiation

| | Frequency | Percent |
|---------------|-----------|---------|
| Competing | 32 | 17 |
| Accommodating | 30 | 16 |
| Collaborating | 91 | 48 |
| Avoiding | 11 | 6 |
| Compromising | 24 | 13 |
| | 188 | 100 |

As revealed on the table above, 17% (32) of respondents believe that competing style is serve to maximize effective negotiation in project success and 16 % (30) of respondents agree that Accommodating style help to exploit effective negotiation in the project success. However, 48% (91) of respondents agree that collaborating style is a tool to maximize effective negotiation. 6 % (11) & 13(24) of respondents believe avoiding and compromising style is a practice to maximize effective negotiation in project success respectively. The result implies that the majority of the respondents agree that collaborating style is a mechanism that uses to maximize effective negotiation in project success. Correspondingly, the project managers emphasize that collaborating negotiation style is an important and useful mechanism in the construction industry. In addition to this, Competing is the next preferable style in the industry for project success.

4.30 Effective Decision making mechanism

Table 4.45 Mechanism used to maximize effective decision making

| | Frequency | Percent |
|----------------------------|-----------|---------|
| Cost & benefit Analysis | 99 | 53 |
| Trial and Error | 6 | 3 |
| Pro/Cons | 8 | 4 |
| Multiple Criteria Analysis | 75 | 40 |
| | 188 | 100 |

As revealed on the table above, 53 % (99) of respondents believe that cost & benefit analysis is a mechanism to maximize effective decision making in project success and 3 % (6) of respondents consider that trial & error help to maximize effective decision making in the project success. While, 4% (8) of respondents agree that pros/cons is a tool to exploit effective decision making. The rest 40 % (75) of respondents believe multiple criteria analysis is a tool that use to maximize effective decision making in project success. The result implies that the majority of the respondents agree that cost & benefit analysis is a mechanism that serve to maximize effective decision making in project success. In addition to this, the project managers highlight that cost & benefit analysis as well as multiple criteria analysis are a good mechanism that use to maximize effective decision making project success in the construction industry.

4.31 Effective conflict management mechanism

Table 4.46 Mechanism used to maximize effective conflict management

| | Frequency | Percent |
|---------------|-----------|---------|
| Competing | 28 | 15 |
| Collaborating | 83 | 44 |
| Compromising | 42 | 22 |
| Avoidance | 13 | 7 |
| Accommodation | 22 | 12 |
| | 188 | 100 |

As shown on the table above, 15% (28) of respondents believe that competing style is serve to maximize effective conflict management in project success and 44 % (83) of respondents agree that collaborating style is help to exploit effective conflict management in the project success. Though, 22% (42) of respondents agree that compromising style is a tool to maximize effective conflict management. 7 % (13) & 12 (22) of respondents believe avoidance and accommodation

style is an exercise to maximize effective conflict management in project success respectively. The result implies that the majority of the respondents agree that collaborating style is a mechanism that uses to maximize effective conflict management in project success. Correspondingly, the project managers emphasize that collaborating conflict management style is an essential mechanism in the construction industry for project success.

Chapter Five: Findings, Conclusion and Recommendations

5.1 Introduction

This chapter presents the summaries of the findings, conclusions derived from the analysis and the recommendations that are suggested that will help to improve project management soft skills in the construction industry. This research aimed to assess the important of Project management soft skill in the context of project success in the construction industry, assesse the relationship between Project management soft skill and project success and to identify the appropriate soft skill in the construction industry

5.2 Summary of the findings

Based on the analysis of chapter four, the following findings were established and are outlined here under:

- The result shows that the majority of respondent believe that project success are measured when complete the project within budget/cost, allocated time and specified quality.
- The result shows that majority of the respondents believe that the most appropriate project management soft skill in the construction industry in order to enhance project success is leadership. As revealed in the finding, the second suitable soft skill to improve project success is communication. On the other hand, the third and the fourth important project soft skill so as to improve project success is decision making and conflict management respectively.
- The finding shows that clear communication is very important and has relation with project success. Similarly, obtaining information in timely fashion is significant for project success. As presented in the analysis, the majority of the respondents believe that lack of feedback only affect the communication and project success. In addition to this, the result indicates that Communication channel and Individual perception influence the communication and project success.
- The finding shows that effective leadership is important and has relation with project success. The result shows that delegation play key role in the project success. As presented in the analysis, the majority of the respondents agree that participative leadership style is appropriate for project success in the construction industry.

- The finding shows that conflict management is significant and has relation with project success. The result shows that the majority of respondents believe that the cause of conflict in the project is due to structure, role and resource. As revealed in the finding, the collaborating conflict management style is more appropriate for project success in the industry. Additionally, accommodation conflict management style is also good in the project as per the study result.
- The study shows that effective decision making is important and has relation with project success. As indicated in the analysis, the majority of the respondents agree that Analytical decision making style is more appropriate for project success which includes carefully analyses option and use innovative methods. Corresponding, Conceptual and behavioral decision making style is also suitable for project success in the industry. The conceptual style use many alternative, creatively solve problem with new idea. On the other hand, the behavioural style avoid conflict situation and open to suggestion.
- The result shows that majority of the respondents believe that effective negotiation is important and has impact in the project success. As indicated, collaborating negotiation style is the most appropriate style for project success in the industry. Secondly, Accommodating is also the next most appropriate style in the industry for project success.
- The study result shows that the majority of respondents believe that soft skills are equally important as hard skills for project success.
- The result shows that both formal and informal communications are the mechanism use to maximize effective communication. Coaching & mentoring as well as delegate and empower is the tool to exploit for effective leadership for project success. On the other hand, the majority of respondents believe that collaborating is a mechanism that helps to maximize effective negotiation and conflict management in the project success. Similarly, cost & benefit analysis as well as multiple criteria decision analysis are a tool to maximize effective decision making.

5.3 Conclusion

As the main objective of the study is that to assess the importance of project management soft skills in the project success of construction industry, the following conclusions are forwarded based on the findings mentioned above.

The project success is measured when complete the project within allocated budget, scheduled time and specified quality. The study findings have shown that there is a relationship between project management soft skills and project success. The project management soft skills indicate in the study are communication, leadership, decision making, negotiation and conflict management. Similarly, the result of the study showed that there is some issue that hinder the effectiveness of project management soft skills in the project success.

The study result has shown that the most appropriate project management soft skill in the construction industry to enhance project success is leadership. The finding also indicated that communication, decision making and conflict management are important to improve the project success in the industry.

The study findings have shown that project management soft skills are equally important as hard skills for project success.

As the study result indicate that different mechanism is used to maximize effectiveness and project success in the industry. As indicated, both formal and informal communications are useful for effective communication. Coaching & mentoring as well as delegate and empower is suitable for effective leadership. On the other hand, collaborating tool is helps to maximize effective negotiation and conflict management in the project success. Similarly, cost & benefit analysis as well as multiple criteria decision analysis are a tool to maximize effective decision making.

5.4 Recommendation

In order to enhance the project success and importance of project management soft skills in the construction industry, the following possible recommendation are provided by the researcher.

- It is true that soft skills are difficult to learn in the classical way but it is worthy to recommend that project management institutes should consider for soft skills in their knowledge database and companies in order to establish a program of developing soft skills that can affect project success.

- Aspect considered in this study was limited and does not cover all possible issues .Therefore further studies should occur in considering the levels of project success based on soft skills influences.
- This study was limited to general construction company categorized as level one. Therefore, it is recommended further study occur covering all the levels.

Reference

- Al-Tabtabai, H. M., & Thomas, V. P. (2004). Negotiation and resolution of conflict using AHP: an application to project management. *Engineering, Construction and Architectural Management*, 11(2), 90-100.
- Alexander Roberts and William Wallace, (2004). *Project Management*. Edinburgh Gate, UK.
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York, NY: Free Press
- Bass, B.M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18(3), 19-31.
- Berge, Z. L. (2013). Barriers to Communication in Distance Education. *Turkish Online Journal of Distance Education*, 14(1), 374-388.
- Clarke, P. (2009). Leadership, beyond project management. *Journal of Industrial and commercial thinking*, Vol. 41, no. 4, p. 187-194.
- Christine B. Tayntor, (2010). *Project Management Tools and Techniques for Success*. Taylor and Francis Group, LLC.
- David, G. (2011). Internal communication –Essential component of crises management. *Journal of Media Research*, 2(10), 72-81.
- De Bono, E. 1985. *Conflicts: A Better Way to Resolve Them*. London: Harrap.
- Eisenfuhr, F. (2011). *Decision making*. New York, NY: Springer.
- Filley, A.C. 1975. *Interpersonal Conflict Resolution*. Glenview IL: Scott, Foresman.
- Fischbach, K. Gloor, (2008). Analysis of informal communication network. *Journal of Business & Information Systems Engineering*, 2(2), 140-149.
- Gluckman, Max (1956). *Customs and Conflict in Africa*. Basil Blackwell publisher Limited
- Kerzner, H. (2009). *Project Management: A Systems Approach to Planning, Scheduling and Controlling*, (10th edition) John Wiley & Sons, Inc. New Jersey
- Kerzner, H.(2002). *Project Management system Approach to planning, scheduling, and controlling*, (2nd edition), S.K. Jain for CBS publishers and distributors, New Delhi.
- Hartley, P. (1997). *Group communication*. Routledge: London.
- Hewitt Sean(2008) "9 soft skills for success",www.askmen.com
- Keyton, J. (2010). *Case studies for organizational communication: Understanding communication processes*. New York, NY: Oxford University Press.

- Keyton, J. (2011). *Communication and organizational culture: A key to understanding work experience*. Thousand Oaks, CA: Sage.
- Kirchoff, N., & Adams, J.R. 1982. *Conflict Management for Project Managers*. Drexel Hill: Project Management Institute.
- Klien, S. (1996). A management communication strategy for change. *Journal of Organizational Change Management*, 28(1), 62-75.
- Lum, Grande. 2010. *The Negotiation Fieldbook: Simple Strategies to Help You Negotiate Everything*. 2nd ed. New York: The McGraw-Hill Companies, Inc.
- Maxwell, J. 2004. *The 4 Pillars of LEADERSHIP*. Cape Town: New Holland Publishing.
- Maylor, H. (1996). *Project management*. London: Pitman
- Mazzei, A. (2010). *Corporate communication: An international Journal*, 15(3), 221-234.
- Müller, R., & Turner, R. (2010). *Project oriented leadership*. England: Gower publishing limited
- Pitman. Turner, S., & Weed, F. 1983. *Conflict in Organizations*. Englewood Cliffs: Prentice-Hall.
- Pondy, L. (1967) *Organisational conflict: concepts and models*. *Administrative Science Quarterly*, Vol. 17, 296-320.
- PMI, (2013). *A Guide to the Project Management Body Of Knowledge. 5th edition*. *Project Management Institute, Inc.*
- PMI, (2004). *A Guide to the Project Management Body of Knowledge (PMBOK Guide) (3rd ed.)*. Newtown Square, PA.
- Ramani K and Zhimin, L. (2010). A survey on conflict resolution mechanisms in public secondary schools: A case of Nairobi province, Kenya. *Educational Research and Reviews* Vol. 5 (5), 242-256.
- Robert K. Wysocki, (2014). *Effective Project Management: Traditional, Agile, Extreme*, 7th edition. John Wiley and Sons, Inc. Indianapolis, Indiana.
- Robbins, S. P. (1978) *Conflict Management and Conflict Resolution are not Synonymous Terms*. *California Management Review*, 21 (2), 67-75.
- Rossiter, D. (2004). *Leadership Skills*. New York: Ferguson.
- Schellenberg, James A. (1996). *Conflict Resolution: Theory, Research and Practice*. New York: State University of New York Press.
- Schleier, T. (2010). *Mastering complexity and changes in projects, economy and society via project management second order*. *Project Management Journal*, 41(5), 4-20.

- S.P.Robbins ,Timothy A.Judge, Seema Sanghi.(2009).Organizational Behavior, 13th edition ,Dorling Kindersley(India) Pvt.Ltd, New Delhi
- Steele, Paul T., and Tom Beasor. 1999. Business Negotiation: A Practical Workbook. Hampshire: Gower Publishing Limited.
- Thomas, K.W. (1976) Conflict and conflict management. Cited in: M. Dumette, ed, Handbook of industrial and organisational psychology, Chicago, Rand McNally College Publishing Company.
- Tobin P(2006),Managing Ourselves-Leading Others”.ICEL2006,Inspiring Leadership: Experiential learning and leadership development.Vol.2,
- Tonnquist, B. (2008). Project management; A guide to the theory and practice, project, program and portifolio management and business change, Stokholm, Utbilding.

Appendix:
Questionnaires and Interview

Addis Ababa University
School of commerce
Graduate program
Department of Project Management

Questionnaire

Dear Sir/ Madam,

This questionnaire is designed to collect the necessary information for the research titled “Assess the Importance of Project Management Soft skills for Project Success” as a partial fulfilment of Master of Art Degree.

Operational Definition

Project management: is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements.

Soft skills: are a non-technical skills which determines an individual's strength as "a leader, listener and negotiator, or as a conflict mediator". It is identifies as interpersonal skills and traits /abilities rather than technical knowledge or aptitude. Some of the most common examples include Communication skills, Leadership Skills, Negotiation skills, Decision Making, Conflict management

Project Success: is achieving the project objective within Scope, time and budget.

The information you provide will be used only for academic purpose and will be kept strictly confidential. Please don't hesitate to provide important information to the best of your knowledge. You are not required to write your name.

Completing this questionnaire will take you few minutes.

Thank you in advance for spending your precious time to answer the questions.

Part I. General Question

1. Sex

Female Male

2. Level of Education:

Certificate

Diploma

Degree

Postgraduate

PHD

Others, please specify, _____

3. Years of work experience:

Below 2

3-5

6-10

11-15

Above 15

4. What is your position in the project /Company?

Project manager

Project Team leader

Project Technical expert/team

Support staff

Other (please specify _____)

Part II.

1. What is project success for your project environment?

- A. Complete the project within the allocated budget/cost
- B. Complete the project within scheduled time
- C. Complete the project within specified quality
- D. All of the above
- E. Other, please specify _____

2. Which skills are more appropriate to enhance project success in the construction industry?

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Communication | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Leadership | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Decision Making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Negotiation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Conflict Management | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | Strongly Important | Important | Neutral | Low Important | Strongly low Important |
|--|---------------------------|--------------------------|--------------------------|--------------------------|-------------------------------|
| 3. How clear communication is important for project Success. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 4. How do you agree communication relate with organization/ project success. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|-----------------------|--------------|----------------|-----------------|--------------------------|
|--|-----------------------|--------------|----------------|-----------------|--------------------------|

| | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 5. How gaining information in a timely fashion is important for project success? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|-----------------------|--------------|----------------|-----------------|--------------------------|
|--|-----------------------|--------------|----------------|-----------------|--------------------------|

| | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 6. How acquiring accurate information significant for project success? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

7. What is the factor that affecting communication in the company?

- A. Choice of Communication channel and Length of communication
- B. Individual perception
- C. Clarity of message
- D. Lack of feedback
- E. Other, please specify _____

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 8. How effective leadership is important for project Success? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |

| | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 9. How you agree leadership relate with organization/ project success? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |

| | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 10. How delegation play important role in the project success? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

11. Which leadership style appropriate to project success in the construction industry?

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Participative | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Authoritarian | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Democratic | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 12. How Conflict is important for project success? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 13. How Conflict management is significant for project success? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 14. How you agree that conflict relate with organization/ project success? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

15. What kind of conflict is happening in the company/project?

- A. Structural
- B. Role
- C. Resource
- D. All of the above
- E. None of the above

16. Which conflict management style more appropriate to project success in the construction industry/project?

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Collaborating (Win- Win) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Competing (Win-or loss) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Compromise (Lose- Lose) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Avoidance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Accommodation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 17.How effective decision-making is important for project success? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 18. How agree decision-making relate with organization/ project success? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

19. Which decision making style more appropriate to project success in the construction industry/Project?

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| A. Directive (Use minimal information and few alternative, Rapid) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B. Analytical (Carefully analyse option, Use innovative methods). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C. Conceptual (Use many alternative, Creatively solve problem with new idea) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D. Behavioural (Avoid conflict situation, Open to suggestion) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 20. How the effective negotiation is important for project success? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 21. How agree that negotiation relate with organization/ project success? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

22. Which negotiation style more appropriate to project success in the construction industry?

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Competing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Accommodating | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Collaborating | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Avoiding | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Compromising | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |

23. Is soft skills equally important as Hard Skills for project success?

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

24. What is the mechanism used to maximize effective communication to project success?

- A. Formal communication
- B. Informal communication
- C. Both formal and informal communication
- D. None of the above
- E Other, Please specify _____

25. What is the mechanism used to maximize effective leadership to project success?

- A. Leadership culture
- B. Delegate and empower
- C. Practise and process
- D. Coaching and mentoring
- E Other, Please specify _____

26. What is the mechanism used to maximize effective Negotiation to project success?

- A. Competing
- B. Accommodating
- C. Collaborating
- D. Avoiding
- E. Compromising

27. What is the mechanism used to maximize effective Decision making to project success?

- A. Cost and benefit analysis
- B. Trial and Error
- C. Pro/Cons
- D. Multiple Criteria Decision Analysis

E . Other, Please specify_____

28. What is the mechanism used to maximize effective conflict management to project success?

A. Competing

B. Collaborating

C. Compromise

D. Avoidance

E Accommodation

Thank you for your precious time and participation

Part III – Interview Question for Key informant

1. What is the relationship between soft skill and project success? How
2. How do you measure project Success?
3. What kind of soft skill important in the project success in construction industry? How?
4. What is the factor that affect the Project soft skill and project success? How?
5. How do you describe communication from project success perspective? What is the channel used frequently?
6. How do you describe leadership from project success perspective? What kind of leadership used?
7. How do you describe Decision making from project success perspective? How do you make decision-making?
8. How do you describe Negotiation from project success perspective? What kind of Negotiation style mostly used?
9. How do you describe conflict and confit management from project success perspective? What kind of conflict management style frequently used?
10. What is the strategy used to maximize the project management soft skill in company?

