



**COLLEGE OF BUSINESS AND ECONOMICS**  
**SCHOOL OF COMMERCE**  
**DEPARTMENT OF PROJECT MANAGEMENT**

**The Link between Project Managers Leadership Attributes and Organizational  
Citizenship Behavior in the Construction Projects of Adama Town  
(A Project Work)**

**By**  
**Dejene Deme Megersa**

**June 2020**  
**Addis Ababa, Ethiopia**



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A Project Work Submitted to Department of Project Management of Addis Ababa University School of Commerce in Partial fulfillment of the Requirements for the Master of Arts Degree in Project Management.

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## DECLARATION

I, the under signed, affirm that this project work is my original work and has not been submitted for a degree in any other University, and that all the consulted materials for the paper have been duly acknowledged.

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## **ABBREVIATIONS AND ACRONYMS**

ANOVA: Analysis of variance

ASTU: Adama Science and Technology University

GTP: Growth and Transformational Plan

OCB: Organizational Citizenship Behavior

PMBOK: Project Management Body of Knowledge

PMI: Project Management Institute

RVU: Rift Valley University

SD: Standard Deviation

## ABSTRACT

*The purpose of this project work was to assess the link between project managers' leadership attributes and organizational citizenship behavior (OCB) of construction projects in Adama town via the lens of project staff members. To examine the issue under consideration the study was guided by quantitative approach. Specifically, an exploratory descriptive survey research design was employed. Two construction project sites (ASTU and RVU) functioning at Adama city administration were randomly selected. Census survey was utilized to include 38 project staff members. To measure the leadership attributes the Leader Attributes Inventory/Observer-Rating Form was employed; whereas, to assess OCB the adapted version of OCB-scale were utilized. The data were analyzed with descriptive statistics (mean scores, correlation, and ranking methods) and finally examined using pertinent literature. The study ascertained: (1) the extent to which project managers leadership attributes are related to OCB; and (2) the dominant leadership attributes exhibited by project managers as perceived by project staff members. The study found that there is a significant positive linear relationship between projects managers' leadership attributes with OCB. Besides, the study identified the top and the least exhibited project managers leadership attributes. In conclusion, the results of this study uncovered the moderate amount of linkages between leadership attributes and OCB. In light of the findings a great deal is expected of construction project managers to promote employees OCB. Hence, developing project managers' leadership attributes revealing drive, trust, tolerance, interpersonal and organizational skills could count for employees OCB. In addition, since the nature and behavior of project leaders vary across different contexts, so that may affect construction project employees OCB differently, further study needs to be undertaken in a larger scale.*

**Keywords:** Leadership attributes, organizational citizenship behavior, Adama, Ethiopia

## **CHAPTER ONE: INTRODUCTION**

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

Project managers leadership attributes have a profound impact on organizational citizenship behavior of their followers. The academics in the field are also in consensus to uncover the positive relationship between project managers' leadership attributes and organizational citizenship behaviors (OCB) of their respective employees (Atatsi, Stoffers, & Kil, 2019). One of the founders of the notion OCB, Organ (1988), defined the concept organizational citizenship behavior, "as an individual's behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization" (Organ, 1988, p.4). Besides, Organ (1988) described the five dimensions of OCB: a) Altruism: being helpful, accommodating, and cooperative; b) Courtesy: being polite, well-mannered, and avoid conflicts; c) Conscientiousness: doing extra than just the requirement and carefulness; d) Civic virtue: showing involvement within the organization and giving importance; and e) Sportsmanship: tolerating less than ideal working conditions and accepting.

Over the past few years bulks of high-quality research confirmed that great organizations do not exist apart from distinguished project managers who cultivate employees OCB. For example, Usher (2014) noted that project manager with good leadership attributes can retain high quality staff who can work beyond the call of the duty. The question is which leadership attributes makes project manager competent? What sort of association has been observed between project managers' leadership attributes and organizational citizenship behavior (OCB)? Hence, wishing to understand the leadership attributes of project managers in relation to the contribution to employees organizational citizenship behavior, the study was undertaken to ascertain the

leadership attributes most valued by employees and to find out its link with employees OCB as practiced in the construction project of Adama town.

A preponderance of evidence has documented that a competent project manager appears endowed with recognized attributes of leadership. This is repeatedly echoed by researchers focused on leadership and construction projects. A good project manager supports high levels of success in the construction industry. A project manager can impact the lives of anywhere from a few hundred to a few employees during a year for instance (Usher, G. 2014). Most importantly, in improving organizations the value of employees and project managers working together surpassed over the separate endeavor. Yet, the direct and indirect effects of leadership on construction industry account for about a quarter of total organization effects. This evidence supports the present widespread interest in Ethiopia in improving leadership as a key to the successful implementation of large scale reform. To this end, project management has been the most important condition affecting employees OCB (Atatsi, Stoffers, & Kil, 2019; Usher, 2014; Wang, 2016).

Likewise, construction project managers are found crucial in making or breaking employees' job appetite this in turn affects their OCB. In today's climate of heightened expectations, project managers are in the hot seat to improve the success rate of construction projects. This challenging job requires ability, energy, and commitment, and government officials or the private sector of the construction industry are often looking for people who can walk on water. Although there has always been the sense that leadership matters, the actual behaviors and priorities of effective leaders are in clearer focus now than they have ever been. Equally important, the new understanding of the project managers' impact on the output of the projects they have been running might motivates everyone who shares a common aspiration. Yet, the point is to what

extent do employees' citizenship behavior is developed and which leadership attributes are impacted the issue is the point to be addressed. Moreover, the following five assumptions underlined the starting point of this research.

First, in the field of project management, as in many institutional contexts, in recent year's leadership has taken an increased importance (Friedman, 2011). Likewise, Bass (1990) explained that leadership is an indispensable element in the success or failure of institutions. Lam, (2004) added that organizations to respond competitively to the changing environment the existence of commendable managers is crucial. Specifically, the importance of leadership as predictor of OCB has been meticulously discussed in the Western part of the world (Lian & Tui, 2012; Wang, 2016).

Hence, this paper appears to investigate the issue in Ethiopian context. Meaning there is a contextual gap in studying project managers' leadership attributes and OCB. Second, according to social cognitive theory (Bandura, 2001), leaders are viewed as proactive and self-regulating rather than as reactive organisms propelled by environmental forces or motivated by invisible inner impulses. Third, the human functioning is the product of a dynamic interplay of personal, behavioral, and environmental dimensions that create interactions that result in triadic reciprocity. Fourth, leadership attributes and OCB is the human behavior which is required to be studied in the context of organizations (Nawaz & Gomes, 2018). Organizations could not persist or flourish without staff members behaving as good citizens by involving in almost all sorts of exemplary organizational behaviors.

Due to the need to have good citizenship behaviors projects such as construction projects, recognizing OCB pays off. "While there can be a definite ratio of input to output when it comes to other inanimate factors of production, in the case of human beings there cannot be any such fixed ratio. This human element if, handled properly by the leader, two plus two can equal five"

(Sharma & Jain, 2014, p.60). Fifth, despite significant contributions made by project managers towards construction in organizations, there have been few studies that explore employees' perceptions about their managers' leadership attributes underpinning their successes and achievements (Retna, 2011). Therefore, investigating the currently existing link between leadership attributes of the construction project and OCB appears timely and imperative, and has been the central focus of this study.

## **1.2 Statement of the Problem**

Over the last two and half decades, the Ethiopian construction industry has experienced plenteous changes. Utmost among these are the expansion of construction projects and, more currently, a definite swing from the simple provision of construction projects and an emphasis on supply, to a refocusing on the success story of construction projects. As in many other parts of the world, the quality issues has been among the key agendas compelled by the public and policy makers that are relevant to the holistic development of the country. In line with these concerns, a broad range of construction policies have been instituted (GTP I & II). One of the crucial policy moves targeted the importance of project leaders, particularly in relation to OCB.

Virtually every nation currently facing major construction reform has openly accepted the important role played by project managers in producing successful change (Cheong, 2000). Some leading states are also recognizing the crucial role of project managers and are beginning to understand their power to influence who leads their project organizations (Cheney & Davis, 2011). In today's competitive and demanding construction life, the construction masterpiece and the key element is the project manager (Bartoletti, & Connelly, 2013). Without well-qualified, motivated leaders in every project organization, reform succeeds sporadically and the goal of having all

employees in every project organization who are able to meet high standards could be threatened (Arar & Nasra, 2019; Atta & Khan, 2015; Tirozzi, 2001).

In Ethiopian construction landscape project managers have emerged as a major force in project organization reform. Much of the current literature suggests that the manager is perhaps the most significant single factor in establishing an effective project organization. Apparently project managers play the key role in making project organization leadership as effective as possible. For project organizations to be successful, project managers must become leaders who exhibit leadership attributes such as, inspire, motivate, innovate in advance, and collaborate to get extraordinary things done. Competent project managers bridge the gap between visions with an accurate picture of reality (Retna, 2011). A highly effective managers is not called to the job per se, but more importantly to the opportunity to make a difference in the project organization (Arar & Nasra, 2019).

. This could mean a change in the construction landscape, heal an ailing project organization, or work for the concepts of greater accountability, equity and excellence (Koskela & Howell, 2002; Usher, 2014). Outstanding project managers are sense makers of project organizations that help create a sustainable organizational climate that would enhance employees' productivity. Hence, it would make sense as it is attached to OCB.

The leadership attributes of construction project managers to support their faculty appear to be linked to employees OCB (Nawaz & Gomes, 2018). In an attempt to explain the requirements of a competent managers Brown and Russell (2008) explained the skills and capacities which project managers are expected to possess. In this regard, project managers' competencies can be measured from various dimensions; from the perceptions of employees, sponsors, clients, and their employers. Research has also demonstrated that employee perceptions of their project managers'



capabilities and their working conditions would determine the OCB of the project organization. During the past few decades increased interest in project managers' leadership competence has meant that it has become an important component of the project organization effectiveness, which, in turn, revolves around understanding and promoting changes in project organizations (Retna, 2011).

Studies in America, Hong Kong, and China, conducted in 1995, 2000, and 2007 respectively found that majority of the project managers were rated as ineffective by their employees (Cheong, 2000). This reflects that there is a big discrepancy between what project managers have been displaying and how they have been perceived by their employees. When it comes to Ethiopia in general and in the construction industry in particular, keeping in mind the importance of project managers as a leader within the construction projects, it is imperative to examine the leadership attributes of project managers. This is particularly so because of the fact that project organizations in this country serve for the large section of national development. Across the board, a number of leadership perspectives have been applied in an attempt to better understand the characteristics of project managers' leadership effectiveness from the point of construction (Cheong, 2000). Project managers' leadership attributes has a pronounced relationship with OCB which is extremely essential for project organization improvement and its positive outcomes.

Despite the fact that leadership is highly valued in human society and its study has progressed from a focus on "leader traits" to a focus on "leader behavior" it appears as essentially a missing ingredient in construction industry (Claye, 1962). A sporadic attention is conferred to the professional literature (Schyns & Sczesny, 2010). In the same vein, (Moss, Jerome, Liang, Tsanglang, 1990) noted that in the area of project management studies on leadership attributes are

a scarce commodity. For example, let alone the case of the construction projects of Adama town, as far as my reading is concerned no study has been conducted in the area of leadership attributes and OCB in the construction project organizations in Ethiopia and elsewhere. Instead many studies have been done in the area of challenges of project organizations. Given the complexity of the task leadership and the fact that leaders are constantly confronted with new tasks, other variables such as leadership attributes and OCB seem relevant to discuss here. The implication is, the study of leadership attributes of construction project managers is still a scarce commodity (Koskela & Howell, 2002; Usher, 2014).

What is more, though, the concepts of organizational citizenship behavior have been discussed in many studies of organizations, and studies on OCB in connection with project managers have been scanty. For instance, according to Oplatka (2006) as cited in Yilmaz and Taşdan (2009) worldwide the number of research papers on organizational citizenship behavior in project organizations is quite few. When it comes to Ethiopia, it is non-existent.

Therefore, this paper is the first of its kind to investigate the issue in Ethiopian context and could possibly shed light on the prevailing contextual gap. Most studies in this country have also focused on the engineering or the “hardware” side of the project, rather than focusing on the so called “software” side or the social dimension like the project management. Meaning, examining OCB in construction project in terms of project managers’ leadership attributes fill the knowledge gap between the natural and the social science streams. Consequently, in order to ensure project organizations efficiency, project organizations need employees cooperation, benevolence, self-sacrifice and, at times, extra effort. Thus, voluntary work by employees is important for project organizations. In this sense, OCB attached more and more importance and are frequently used in studies to understand or interpret organizational behavior. In this context, examining the

relationships between organizational citizenship behaviors and many variables such as project managers' leadership attributes motivates the researcher to embark on the issue (Yılmaz & Taşdan, 2009).

On the other hand, over the years, project managers of construction project organizations in Adama town have been accused of various lapses and offences. This is one of the key triggering factors of this project work. They are said to be inefficient and accused of failing to provide direction and adequate leadership for their project organizations. Thus, this attributed to the falling standard of construction projects which is highly related to the inefficiency of the project managers (Arikewuyo, 2009). The study therefore intends to fill this gap by investigating the perception of employees on the leadership attributes of their project managers in terms of OCB.

The objectives of this study were to analyze the linkages between leadership attributes and OCB and to scan policy interventions and management strategies that may be helpful in ensuring successful project organization leadership. To achieve the objectives of the study, using Moss and Johansen (1994) Leadership Attributes Questionnaire, and to measure employees OCB the adapted version of OCB-scale developed by Lee and Allen (2002), Motowidlo and Van Scotter (1994), Podsakoff et al. (1990), and Podsakoff & MacKenzie (1994) was employed.

### **1.3 Basic Questions**

The investigator sought to address the following three basic questions:

1. What are the dominant leadership attributes exhibited by project managers as perceived by construction project employees found in Adama town?
2. To what extent do project managers leadership attributes are related to employees' organizational citizenship behavior in the construction project found in Adama town?

3. What are the possible intervention mechanisms used to mitigate the challenges of the current construction project managers' to improve their coworkers' organizational citizenship behavior?

## **1.4 Objectives of the Study**

### **1.4.1 General objective**

The general objective of this project work was to assess the link between project managers' leadership attributes and employees' organizational citizenship behavior in construction projects of Adama town. In view of the main research question, the specific objectives of the study are stated as follows:

### **1.4.2 Specific objectives**

In view of the main research question, the specific objectives of the study are stated as follows:

- a) To identify the dominant leadership attributes exhibited by project managers as perceived by construction project employees in the construction projects found in Adama town.
- b) To examine the extent to which project managers leadership attributes are related to employees' organizational citizenship behavior in the construction projects found in Adama town.
- c) To suggest the possible intervention mechanisms used to mitigate the challenges of the current construction project managers' in order to improve their coworkers' organizational citizenship behavior?

## **1.5 Significance of the Study**

The study is significant for the private and government construction project leaders, the stakeholders, the project management literature, the researcher, and for further research in addressing the concerns and aspirations of the project management with special reference to employees OCB (Gay, Mills & Airasian, 2009).

*For the private and government construction project leaders:* Hence, in this section it is expected that the findings of this study may help project managers to ascertain the competitiveness of their organizations.

*For the stakeholders:* Furthermore, it may heightens the understandings of high level officials of the country on the necessities' of project managers in private and government institutions. The result of this study could also help project managers to strengthen their commitment aiming at attaining the objectives of their respective organizations.

*For the project management literature:* as it was stated in the introductory section of the study only limited research have been conducted on the possible relationship between project managers leadership attributes and employees OCB. However, as far as the knowledge of the researcher is concerned, no study has been conducted on the issue of concern. Hence, conducting research on the topic that had not been analyzed previously might add some important insights on the existing literatures in project management.

*Researcher:* study to be made on the selected topic and the obtained result from the investigation may enable the researcher to be an expert in the area and most importantly in the upcoming years, it enables him to provide consultancy service for policy makers, practitioners, and evaluators in the field.

*Further research:* the researcher may initiate other researchers to conduct further research in the locality as well as in the country, Ethiopia. Because continued study on the topic could support generalizability, and help increase its consistency. Above all, it may help develop and or amend policies and strategies of the construction industry.

### **1.6 Delimitations of the Study**

The larger the sample size of a given study, the greater the generalizability of its findings (Gay, Mills & Airasian, 2009). From this description it is clear that this project work could be more generalizable if it has included a sufficient amount of private and government construction projects found in Adama city. However, two of them have been selected due to data accessibility, manageability, and practical reasons. Hence, from the government project the construction project of Adama Science and Technology University; and from the private sector the Rift Valley University construction project were selected purposefully.

In addition, the link between project managers leadership attributes and employees organizational citizenship behavior under consideration can be analyzed from various angles of leadership attributes such as drive, trust, tolerance, organization skills, and interpersonal along the five OCB domains: (a) altruism; (b) conscientiousness; (c) courtesy; (d) sportsmanship and; (e) civic virtue. In brief, because of time and budget constraints other than the aforementioned issues the study couldn't address other concerns related to either construction projects, project managers or employees.

### **1.7 Limitations of the Study**

Several limitations of the study may limit the generalizability of the findings and conclusion presented in this paper. A primary limitation lies in the sample use of the study. Due to the current occurrence of the Corona Virus COVID-19 Pandemic here in Ethiopia the response rate of the questionnaire might be below the standard and it could affect the quality of the findings. In light of this limitation the study should be considered as an exploratory first step in understanding the project managers' leadership attributes in relation to employees OCB.

Nonetheless, these findings have some important implications for further study about project management in Ethiopia in general and construction projects in particular.

### **1.8 Definition of Key Terms**

- **Leadership attributes:** Leadership attributes are a relatively stable and coherent integrations of personal characteristics that foster a consistent pattern of leadership performance across a variety of group and situations. These characteristics reflect a range of stable individual differences, including personality, temperament, motives, cognitive abilities, skills, and expertise (Wilkes, Cross, Jackson & Daly, 2015).
- **Organizational citizenship behavior:** Organizational citizenship behavior discretionary behavior directed at individuals or at the organization as a whole, which goes beyond existing role expectations and benefits or is intended to benefit the organization (Organ, 1988).
- **Project manager:** Project manager person responsible for accomplishing project objectives. Manage the project staff by creating an environment conducive to the delivery of the new application in the most cost-effective manner.

### **1.9 Organization of the Study**

In view of the main objectives and coverage, this study is divided into five major chapters. The first chapter deals with the problems and its approach. The review of the related literature is presented in chapter two. The third chapter deals with research methodology. Chapter four contains presentation and analysis of the data. Finally, chapter five deals with summary of the major findings, conclusion and recommendations.

## **CHAPTER TWO: REVIEW OF THE RELATED LITERATURE**

### **2.1 Introduction**

In this section, the theoretical and conceptual frame work of the study has been framed on the links between project managers' leadership attributes and employees' organizational citizenship behavior. First, the theoretical frame work of the study was developed from the relevant empirical studies which discussed about the concepts and importance of leadership, leadership attributes and issues related organizational citizenship behavior. Second, the conceptual framework of the study has been made on the basis of the reviewed literature.

### **2.2 Overview of Project Management**

The changing landscape of today's global economy of the 21<sup>st</sup> century, lends itself to competition, challenging and fraught with competitive opportunities and threats in organizations. To cope with the growing international demand and brought about change, in the 1980s project management scholars has shifted 'the conventional project management' to 'strategic, agile, or modern project management: Then project management is increasingly becoming the main focus for business and academics alike and is the key issue in contemporary organizations like construction projects (Yukl, 2014).

Ever since the mid-1980's project management has won the attention of management researchers in the growing body of the literature. As opposed to other styles of management it emphasized on how top managers or CEOs undertake decisions in the short term without affecting the long-term viability of the sector. It presupposes visionary leadership on the part of those with a fervor to take risks. Besides, it presumes managerial leadership on the part of those with a lucid way of looking at the world. It assumes that both managerial leadership and visionary leadership



can coexist and strategic project management synergistically combines the two (Pazireh, Akhlagh, & Akbari, 2014; Serfontein, 2010).

During its first consecutive two decades the field of project management has experienced both metamorphosis and rejuvenation (Pazireh et al., 2014). Hence, in line with this, the essence of strategic project management involves the capacity to learn and to change, as well as under what conditions, how and when strategic project management matters (Pazireh et al., 2014). Recently management and or leadership scholars began to emphasize on top executives who can influence their organizations strategically. The concept “strategic project management” materialized from work on strategic management. It involves the leadership components such as strategic direction, exploring and maintaining core competencies, the development of human capital, perpetuating an effective organizational culture, focusing on ethical practices, and developing balanced organizational culture. From this perspective, the principal aim of these elements of strategic project management focus on actual strategy formulation and implementation.(Sosik, Jung, Berson, Dionne, & Jaussi, 2005).

### **2.3 Project Management: Theoretical Perspectives**

This section attempted to make a point about the major theoretical perspectives of project management with special reference to the current state of the underlying theory of the field. The paper describes the larger theoretical stance and scholars debates over the doctrine of project management including the theoretical foundation of project, management, and project management. On a positive note, the fundamental practice-oriented Guide, the Project Management Body of Knowledge (PMBOK, 2008) and studies conducted to examine the practical

and theoretical spheres of the discipline has been thoroughly analyzed by different authors (e.g., Koskela & Howell, 2002; Usher, 2014; Project Management Institute, 2012).

As a result, the authors' blunt argument depicted that in light of the current global demand, advancement, and unpredictable changes the knowledge base or the theoretical foundation of project management is not yet found in a good shape (Koskela & Howell, 2002; Usher, 2014). This in turn shackles the proper development of the profession and lends itself to exhibit inefficiency and in competency. Thus, the moral behind the authors seem to warn the silence towards improving the outdated theories and a call to have a robust theory which fits with the current era of technology. In doing so, the prior focus of project management which is limited to the routines of project operation such as tools and techniques would be up lifted to think and act strategically by linking strategy with project business strategies.

Besides, the piece has grounded that the present doctrine of project management suffers from serious deficiencies in its theoretical base. Particularly, it underscored the triple challenges of project and project management. First, let alone the strategic goal of project management, its operational goals are not yet sufficiently addressed due to lack of clarity and conceptual ambiguity. Second, due to mixed nature of theories and poorly established professionalism mainly being short-term orientation and narrowly crafted scope and the provision of a high emphasis to the functions of management such as planning, organizing, controlling and execution hampered project managers and intellectuals to remain in the bounded mundane issues designed solely to practice orders by accepting a one-size-fits all approach unquestionably. Nevertheless, the Koskela and Howell (2002) strongly advised that to arrive at a competitive edge and achieve a long-term and breakthrough accomplishment the development of a new theory which brought about a paradigmatic transformation of the discipline is not a choice.

The interpretive analysis based on the Guide to the Project Management Body of Knowledge and the result of studies clearly indicated the low key given to the theoretical development of project management as it stands today. Specifically, the authors strongly claim that the grand overarching theory of project management is out-of-date. The following quote by Koskela and Howell (2002, p.11) likely demonstrate the key thesis of the issue:

*It is no exaggeration to claim that project management as a discipline is in crisis, and that a paradigm change, long overdue, has to be realized. The thrust of this paper is not in presenting a new theory of project management. However, the novel theories, found to be more powerful than the implicit underlying theories or complementary to them, provide pointers to a new theoretical foundation, and they can be used for the renewal of the project management methodology. Progress may be achieved through two routes. Firstly, based on new theories on operations management, new project management methods may be developed and tried out. Secondly, advanced practice (which deviates from the present doctrine) may be consolidated and explained theoretically, which leads to new understanding and possibly to further refinement of that practice (Koskela and Howell, 2002, p.11).*

Likewise, the authors advised that the conventional theory of project management which is most likely based on the rule of the thumb approach of management functions, which they call it, “the closed loop of managerial processes in project management (planning processes, controlling processes, and execution processes)” (Koskela & Howell, 2002) needs to be replaced or linked with modern theories like strategic, transformational or change management.

Put differently, to improve the observed shortcomings such as frequent project failures, lack of commitment towards project management methods and the low status given to the

profession needs to be improved by the development of explicit and adequate theory of project management. Briefly, the authors' firm stand suggested that to improve the anomalies of the field a dependable theory and practice needs to be developed through a series of debates by the professional and academic communities.

In spite of the considerable contributions made by the article to the field the endeavor to review the article exposed me to crystalize the trend, dilemmas, and the future hope of project management pertaining to its doctrine. Despite the significant increase in the importance and propagation of projects, the conceptual base of theories and methodologies for project management has remained fairly static in the past and has long been dominated by a traditional management viewpoint and received substantial criticism for its shortcomings in theory and practice (e.g., poor track record of project performances).

Specifically, though it is the youngest discipline the poor attention provided to develop, strengthen, and or link with the present contemporary theories appear the major challenge of the field which calls for extensive revisions and enhancement. I also understand as the field is established on a shallower knowledge or theoretical base mainly dependent on a single Guide the PMBOK with a due emphasis encouraging the *modus operandi* project management. In short, I have learned that currently project management is in crisis and at the same time observed its way out such as the need to have an extensive revision of the Guide PMBOK and the importance of further research to fill the yawning gap created in its theoretical and practical approaches. I believe, in so doing the theoretical obsolescence would be mitigated so that possible to put the field at the competitive edge.

As a result, to comply with need of modern-day construction projects the traditionally accepted underlying theories of project management called the production management theories

of project management are likely be substituted with the client-side construction project management or the strategic management body of the theory. Thinking traditionally project management is as subset of production management and operations management. The approach have been cemented as to be valid and works well in stable environments where workflow is repetitive and linear (Koskela, 1999). However, the client-side construction project management or the agile project management is a discipline that operates in todays sophisticated, complex and fluid environments (Usher, 2014, Frame, 2002). As a result of this turbulence, construction project managers are likely advised to commonly employ ‘soft paradigms’ or the human dimension skills and somehow the general management skills which are not supported by the outdated perspectives of production management that are subject to uncertainty and variability (Morris & Jamieson, 2005). To this effect, Brown and Russell (2008) proceedings entitled *Getting Your Projects to Meet Strategic Goals* described that:

*Project managers can and should play a strong role in executing organizational strategy. They also should provide critical information to the executives who set organizational strategy. Unfortunately, many project managers still do not see how their work aligns with strategic goals and cannot demonstrate that alignment to others. In the past a project that was on time and on budget was considered a success. With rapidly changing and evolving organizational goals, it is more important than ever for project managers and senior managers to understand how to connect strategy to projects. Companies can form a tight partnership between strategy and projects by using strategic planning, project portfolio management, project charters, and metrics (Brown & Russell, 2008, p.1).*

## **2.4 Project Managers**

Project managers play a paramount importance in the success or failure stories of a project. Project managers' leadership attributes, personalities, skills, and behaviors play a key role in project success. As regards to this a good number of scholars developed different categories of attributes, aptitudes, skill, and behaviors to be developed by project managers which are likely appropriate for certain project industries as construction or IT. For example, according to Meredith et al. (1989) the following aptitudes are highly demanded by an effective project manager. These includes leadership, organizational, communication, team building, technological skills, and coping skills. Katz (1991) suggested a more common managerial skills such as conceptual, human, and technical skills to be developed by project managers.

This study is focused on the project managers' leadership attributes. It goes beyond managerial styles and attempted to identify some leadership attributes that could affect the relationship between employees OCB. This is because as it is stated bluntly the project managers' leadership behavior is directly connected with some behavior and personal attributes developed by the project managers. For the project managers to have a sound interaction with the project team members or to make an informed decisions their professional competency is likely grounded on their personality attributes and mental strength (Montequina, Ortégaa, & Villanuevaa, 2015). Hence, the most successful project managers often demonstrate soft skills or leadership attributes such as drive, trust, tolerance, organization skills, and interpersonal skills.

## 2.5 Leadership Defined?

- *“Leadership is like beauty, it’s hard to define, but you know it when you see it” (Bennis, 1989).*
- *“Leadership is one of the most observed and least understood phenomena on Earth” (Burns, 1978, p. 2)*

A good number of scholars (e.g., Mannix, et al., 2013; Williams, 2003) indicated a plethora of leadership definitions. As a concept it lacks a standard definition and is poorly understood. McDonnell (2013) corroborated that leadership is a topic that most people hear and talk about, but least understood what it is about? (p.15). In the same vein, Duursema (2013) paraphrased the concept as one of the most observed and least understood phenomena’s on earth (p.7). This is likely some of them associate with nature (trait theories) and others attach it with nurture (behavior) and still others argue for both and or a different perspectives. Nonetheless, whatever stances has been observed, among a number of explanations forwarded to describe the concept the subsequent definitions may suffice to meet the purpose of this study.

Despite the fact that the concept of leadership seems ambiguous authorities clarified from different angles and consumed differently. Hence, the following definitions may help conceptualize what it is: (a) leadership is the ability to enlist, mobilize, and motivate others to apply their abilities and resources to a given cause; (b) leadership is a function of the whole situation (Zaccaro, Kemp, & Bader, 2003). Meaning, studies (e.g., Fiedler, 1964; Jenkins, 1947; Mann, 1959, & Stogdill, 1948 cited in Zaccaro, Kemp, & Bader, 2003) unanimously concluded that persons who are leaders in one situation may not necessarily be leaders in other situations; (c) leadership is the ability of a person in motivating others to collaborate and implement activities willingly to achieve their organizational objectives; (d) it is the process of influencing the group

under appropriate situation (Wirach Sanguanwongwan, 2003); (e) John Gardner in his book, *On Leadership*, defines leadership as “the process of persuasion or example by which an individual or team induces a group to act.” (Baker, 2014, p.356).

Ingenuously, leadership can also be defined in terms of extra-role behaviors (OCB). Some authors maintain that leadership does not occur when a superior cannot motivate subordinates to perform voluntarily above the minimum requirements of their work roles (Krishnan & Arora, 2008, p.36). Majority of the aforementioned definitions of leadership resides on what leaders think and demonstrate. Leaders must be skilled at the process of crafting a shared vision and making others visualize it, otherwise, as it has been said it remains a hallucination (Baker, 2014). The most successful leaders also blend the core leadership attributes such as drive, trust, tolerance, interpersonal relations, and skills of organization, gratitude, humility, and caring. Meaning, they care about others, first, for who they are and, second, for what they can do. In brief, in other words, exemplary leaders regard others first as “human beings”, rather than as “human doings” (Baker, 2014, p. 357). Generally speaking, Kirkpatrick and Locke (1991) concluded that:

*Whether leaders are born or made or a combination of both, it is unequivocally vivid that leaders are not like other people. Leaders do not have to be great people by being intellectual geniuses or omniscient prophets to succeed, but they do need to have the "right stuff" and this stuff is not equally present in all people. Leadership is a demanding, unrelenting job with enormous pressures and grave responsibilities. It would be a profound disservice to leaders to suggest that they are ordinary people who happened to be in the right place at the right time. Maybe the place matters, but it takes a special kind of person to master the challenges of opportunity. Meaning, in the realm of leadership (and in every other realm), the individual does matter (Kirkpatrick & Locke 1991, p.59).*



In its practical sense leadership plays an invaluable role in creating and strengthening OCB of construction projects. Various researchers (e.g., Kellett et al., 2002) have also linked the organizational effectiveness with the leadership. In the absence of leadership, goal accomplishment and organizational effectiveness is never guaranteed. Hence, for the construction projects change and effectiveness, the role of project leaders appears indispensable. Yet, there is a small but growing body of conceptual work suggesting that our perception of someone as a leader is affected by his/her leadership attributes (Kellett et al., 2002).

## **2.6 Leadership Attributes**

The term *attribute* has been the source of considerable ambiguity and confusion in the literature, referring sometimes and variously to personality, temperaments, dispositions, and abilities, as well as to any enduring qualities of the individual, including physical and demographic attributes (Zaccaro, Kemp, & Bader, 2003). The wide-ranging revitalization of leader attribute perspectives dominated the literature as of 1980s (Zaccaro, Kemp, & Bader, 2003). For the purposes of this paper, the researcher define *leader attributes* as relatively stable and coherent integrations of personal characteristics that foster a consistent pattern of leadership performance across a variety of group and organization project situations. These characteristics reflect a range of stable individual differences, including personality, temperament, motives, cognitive abilities, skills, and expertise. Leadership attributes are varied and include passion, vision, courage, integrity, credibility, adaptability, perseverance, creativity, good communication skills, open mindedness, inspiration and commitment (Wilkes, Cross, Jackson & Daly, 2015).

Effective and successful leaders do have qualities and attributes that are not generally possessed by non-leaders. This is not to argue that the situation has no bearing on leader behavior, it is strongly suggested otherwise. Some individuals can be successful as leaders in some situations but not in others. As leadership situations become more complex and varied, personal attributes play a more substantial role in predicting success. Paradoxically, there are no traits that could guarantee successful leadership in all situations. Yet, Bird (1940) listed 79 leader qualities. Bass (1990) also placed Stogdill's 32 attributes into six categories: physical characteristics, social background, intelligence and ability, personality, task-related characteristics, and social characteristics (Zaccaro, Kemp, & Bader, 2003). Likewise, Cardno (2014) also noted that interpersonal interactions are among the most important attributes for project leadership. These includes, being considerate, treating staff fairly, being trustworthy and having personal integrity, acting as a role model/having credibility, and providing feedback on performance appears as the most important attributes for leadership. One of the contemporary literature reviews carried out on attributes of effective leadership outlined 13 leadership behaviors associated with leadership effectiveness. These features can be classified into two broad categories called organizational interactions and interpersonal interactions (Cardno, 2014).

On the other hand, Stogdill's (1948) oft-cited quotation, "a person does not become a leader by virtue of the possession of some combination of traits" (p. 64). Stogdill puts a novice leadership researcher in a state of anomaly. The study of leadership attributes has a long and contentious history. While research displays that the possession of some attributes alone does not warrant leadership success, there is evidence that successful leaders are different from other people in certain fundamental respects. Basic leader attributes include: self-confidence (which is associated with emotional stability); drive (a broad term which includes motivation, achievement, ambition,

initiative, energy, and tenacity); cognitive ability: and knowledge of the business; honesty and integrity; leadership motivation (the desire to lead but not to seek power as an end in itself). The key leader attributes help the leader formulate an organizational vision and an effective plan for pursuing it (Kirkpatrick & Locke, 1991). The implication is the knowledge of leadership attributes might grant inconsistent output.

Therefore, understanding leader attributes and attributes would require a deeper conceptualization of how such attributes influence different leadership outcomes. Meaning, as per Zaccaro, Kemp, and Bader (2003) a leader's personality, motives, cognitive capacities, and values are necessary but not sufficient conditions to influence growth and utilization of skills and expertise of its followers. A leader's expertise, social skills, problem-solving competencies, and tacit knowledge are necessary but not sufficient to influence the parade and quality of particular leadership processes. Thus, from this analysis one can easy grasp that leadership attributes are situation-oriented; the "one size fits all" mentality could not serve the purpose of this paper. Finally, for the sake of conceptualization and to frame the study the subsequent table portrayed some leadership attributes including Jensrud's (1995) model used for the study. In general, the following Table 1 offers an additional insights on leadership attributes.

**Table 1: Leadership attributes**

<b>Justification</b>	<b>Attributes</b>	
The average person who occupies a position of leadership exceeds the average member of his group in the following respects:	<i>Evidence from 15 or more studies</i> <ul style="list-style-type: none"> <li>• intelligence,</li> <li>• scholarship,</li> <li>• dependability in exercising responsibility</li> <li>• activity and social participation, and</li> <li>• socioeconomic status.</li> </ul>	<i>Evidence from 10 or more studies</i> <ul style="list-style-type: none"> <li>• sociability</li> <li>• initiative</li> <li>• persistence</li> <li>• knowing how to get things done</li> <li>• self-confidence</li> <li>• alertness to</li> <li>• insight into, situations</li> <li>• cooperativeness</li> <li>• popularity</li> <li>• adaptability</li> <li>• verbal facility.</li> </ul>
The top five cited aggregated attributes, ranked in descending order (Stogdill, 1948, p. 63)	<ol style="list-style-type: none"> <li>1. vision,</li> <li>2. influencing others to act,</li> <li>3. teamwork/collaboration,</li> <li>4. problem-solving capacity,</li> <li>5. creating positive change.</li> </ol>	
Holosko (2009) specified five categories of leader attributes	(a) cognitive abilities, (b) personality, (c) motivation, (d) social appraisal and interpersonal skills, and (e) leader expertise and tacit knowledge.	
Zaccaro (2001) specified the key leader attributes	Cognitive ability, self-confidence, socialized power motives, risk propensity, social skills, and nurturance.	
Jensrud (1995) clustered the 37 attributes into five domains.	The domains are labeled as drive, trust, tolerance, organization, and interpersonal.	

*Source: Adapted from Stogdill (1948) and Zaccaro, Kemp, and Bader (2003)*

## 2.7 Organizational Citizenship Behavior

Organizational Citizenship Behavior (OCB) refers to discretionary behavior that increases organizational effectiveness by helping coworkers, supervisors, and the organization. Assisting newcomers, aiding co-workers, and avoiding frequent faultfinding are examples of OCB (Krishnan & Arora, 2008). These extra-role (non-mandatory) behaviors are not a part of the individual's traditional job description and cannot be enforced. The individual does not receive any compensation or training for OCB (Krishnan & Arora, 2008). OCB can be directed either towards other individuals or towards the organization (Krishnan & Arora, 2008). OCB is a multidimensional concept and there are five common dimensions of OCB: (a) altruism; (b)

generalized compliance or conscientiousness; (c) courtesy; (d) sportsmanship and; (e) civic virtue.

The following Table 2 summarizes the details of their authoritative definitions.

**Table 2: Fundamental notions of Organizational Citizenship Behavior (OCB)**

OCB Dimensions (Organ, 1988)	Fundamental notions
<i>Altruism</i>	<ul style="list-style-type: none"> <li>□ Providing help to others (Krishnan &amp; Arora, 2008, p.35)</li> <li>□ Willingly giving up one's time to help others and always being there to lend a helping hand (Krishnan &amp; Arora, 2008, p.40)</li> <li>□ Helping other members of the organization in their tasks (e.g. voluntarily helping less skilled or new employees, and assisting co-workers who are overloaded (Dimitriades, 2007, p. 473)</li> <li>□ Helping colleagues in need (Kim, 2013, p.401).</li> <li>□ The willingness of an employee to help a coworker also is referred to and explained as the selflessness of an employee towards organization. (Bukhari, 2008)</li> <li>□ The selflessness of an employee towards the organization (Bukhari, 2008)</li> <li>□ The willingness of an employee to help a coworker, the selflessness of an employee towards organization.</li> <li>□ Concerned with going beyond job requirements to help others with whom the individual comes into contact. (Bukhari, 2008)</li> </ul>
<i>Conscientiousness</i>	<ul style="list-style-type: none"> <li>□ Faithful adherence to rules and regulations and work conduct (Krishnan &amp; Arora, 2008, p.35)</li> <li>□ The extent to which someone is punctual, high in attendance, and goes beyond normal requirements or expectations (Diefendorff, Brown, Kamin, and Lord, 2002, p. 96).</li> <li>□ Dedication to the job and desire to exceed formal requirements in aspects such as punctuality or conservation of resources (e.g. working long days, voluntarily doing things besides duties, keeping the organization's rules and never wasting work time (Dimitriades, 2007, p. 473)</li> <li>□ Conform to the organization's rules and procedures (Kim, 2013, p.404)</li> <li>□ Being in compliance with organizational rules and instructions, such as not taking unnecessary breaks and reporting to work on time (Kim, 2013, p.401).</li> <li>□ Help to make the environment of the organization better and calm and it can help to make affable relationship with peers. (Bukhari, 2008)</li> </ul>
	<ul style="list-style-type: none"> <li>□ Gestures that help prevent problems to others (Krishnan &amp; Arora, 2008, p.35)</li> </ul>

<i>Courtesy</i>	<ul style="list-style-type: none"> <li>□ Behavior that prevents problems from occurring for others by doing things such as giving advance notice and passing along information (Diefendorff, Brown, Kamin, and Lord, 2002, p. 96)</li> <li>□ Preventing problems deriving from the work relationship (e.g. encouraging other co-workers when they are discouraged about their professional development) (Dimitriades, 2007, p. 473)</li> <li>□ Avoid practices that make other employees' work more difficult (Kim, 2013, p.404)</li> <li>□ Actions that can prevent problems, such as avoiding practices that make other people's work harder and giving employees enough notice so that they can manage an increased workload (Kim, 2013, p.401)</li> </ul>
<i>Sportsmanship</i>	<ul style="list-style-type: none"> <li>□ The willingness to forbear minor impositions without fuss or protest (Krishnan &amp; Arora, 2008, p.35)</li> <li>□ The extent to which someone does not complain unnecessarily or make a big deal out of small issues (Diefendorff, Brown, Kamin, and Lord, 2002, p. 96)</li> <li>□ Accepting less than ideal circumstances (e.g. petty grievances, real or imagined slights) (Dimitriades, 2007, p. 473)</li> <li>□ Tolerant of the organization's problems (Kim, 2013, p.404)</li> <li>□ Being tolerant of the organization's problems (Kim, 2013, p.401)</li> <li>□ A professional's ability to endure the frustrations of a less than perfect situation without complaining (Ryan, 2001, p.241)</li> <li>□ Behavior focuses on solutions rather than complaining about problems. (Ryan, 2001, p.241)</li> </ul>
<i>Civic virtue</i>	<ul style="list-style-type: none"> <li>□ Responsible or constructive involvement in the governance issues of the organization (Krishnan &amp; Arora, 2008, p.35)</li> <li>□ Reference to the extent to which one contributes to political issues in organizations in a responsible manner (Diefendorff, Brown, Kamin, and Lord, 2002, p. 96).</li> <li>□ Present positive ideas for organizational development (Kim, 2013, p.404)</li> <li>□ Active involvement in addressing organizational issues and problems, such as offering innovative ideas to enhance organizational growth and development</li> <li>□ A matter of loyalty to the organization (Ryan, 2001, p.241)</li> <li>□ A behavior exposed by taking part in the unofficial activities of the organization, which are not mandatory and obligatory, but result in the social cohesiveness within the organization (Bukhari, 2008)</li> </ul>

Source: Adopted from review of related literature

## 2.8 Construction Projects

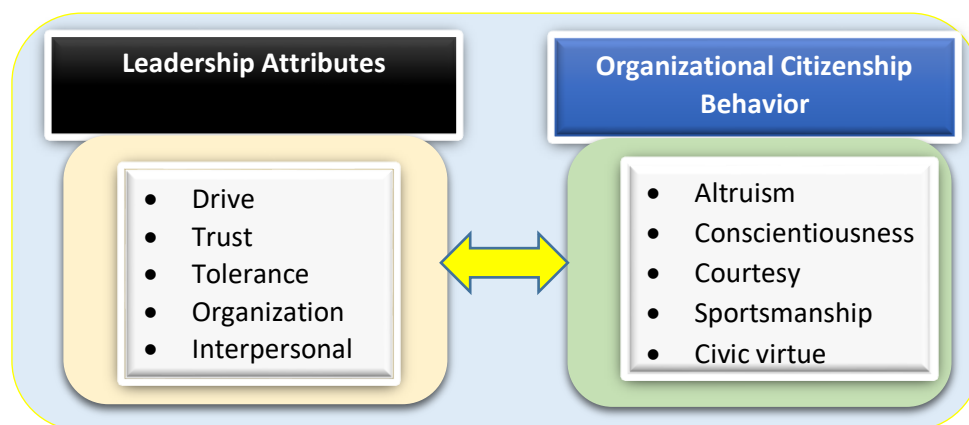
Across the board, the growth of construction industry is one of the key indicators of economic, social, political, environmental, and technological development of a given country. Construction projects come to the fore both at the international and local levels due to their proliferations and the crucial roles they have been playing in boosting social changes towards viable development in a global setting. With respect to this the proper operation of the industry calls for the knowledgeable, skillful, and determined people who are involved in the project undertakings. To realize this endeavor the United Nations Earth Summit Agenda 21, in Chapter 7, stipulates the promotion of sustainable human development (Tabassi, Ramli, & Bakar, 2012). The statement upholds that in the construction projects the need to have a knowledgeable, skilled, and committed professionals who can make a difference is of paramount importance.

This is because for every project the success or failure of a project is largely dependent up on the key project constraints or what we call the “iron triangle” including scope, quality, cost, time, resources, and risk management skills (Wysocki, 2014). Meaning, the project management and the project staff could play an indispensable role in creating a balance by withstanding the obscures of the enterprises. Simply put, among other things the interplay between project managers and the project staff likely determine the fate of construction projects. In this regard, it can be said that project managers and/or construction managers of projects may improve performance by influencing the project staff and other stakeholders (Tabassi, Ramli, & Bakar, 2012). Therefore, the development of human capital in the field of construction projects seem a broad question probably needs to be investigated if success resides on the how well individuals execute a given job for example.

On the other hand, recent study in sustainable development in the industry has focused mainly on design concepts rather than concerns related to leaders and employees (Tsai & Chang, 2012). Whereas, quite a few research has been undertaken into project managers' competencies and quality practices of the construction leaders in improvement of construction projects. This lacuna motivated this study that has been designed to build a model to study the most effective project managers' competence in the construction industry in order to respond the succeeding key question: Does the leadership attributes of project manager affect employees OCB in the success of construction projects? As a result, a key significance contribution of the study that also distinguishes it from other studies in construction projects is, the focus on project management competences of those project managers engaged in construction projects.

The leadership attributes of project managers and the extent to which subordinates are led could simplify or complicate the well-functioning of the construction projects. For instance, considering the construction industry in developing countries like Ethiopia, strength in terms of sustainability, has not yet reached an adequate level. In this county, challenges of construction projects and its development is not yet sufficiently dealt with. In brief, the subsequent conceptual framework of the study (Figure 1) summarizes the whole story of this chapter.

**Figure 1. Conceptual Framework of the Study**



**Source: Researcher's own construction June 2020.**



## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter describes the research methodology. Research design, data sources, sample size and sampling techniques, instruments of data collection and procedures, methods of data analysis, procedures of data collection, and ethical considerations are discussed.

### **3.2 Research Design**

The purpose of this study is to examine the relationship between project managers' leadership attributes and construction workers organizational citizenship behavior of Adama town. Accordingly, an exploratory descriptive survey design was employed to quantify the opinion, perceptions, and or attitudes of the sampled individuals. Based on the findings of the study it also enabled the researcher to claim for generalizations. Adding, the nature of the study coincides with the philosophical position of leadership researchers (e.g., Yukl, 2014). The design excludes the understanding of the causal link between leadership attributes and OCB (Malik et al., 2016). Two construction projects operating at Adama town took part in the survey. The survey was conducted on census sampling basis i.e. questionnaires were distributed to all permanent employees of the project sites without discrimination.

Descriptive statistical methods were carried out to analyze the data. Data obtained through questionnaire were analyzed as follows: at the onset, the questionnaires were coded and entered into the statistical Software Package for Social Sciences (SPSS version 20.0). Descriptive statistics like percentage, mean, and standard deviations were used to compare the results. Besides, the Pearson correlation coefficient ( $r$ ) were used to analyze the relationship between the project managers' leadership attributes and OCB. The data were described with tables and figures.

The study is aimed at examining the association between project managers leadership attributes employees OCB. Accordingly, the nature of the study is guided by a positivist paradigm. This is also in agreement with the philosophical stance of management researchers (e.g., Yukl, 2014). To come up with possible solution to the problem the pragmatic worldview (Guba & Lincoln, 1994) is utilized. Specifically, the employed quantitative method is cross-sectional survey method. This is because; the method seem appropriate as it may enable the researcher to describe the issue under consideration as it exists and helps to test the basic research questions.

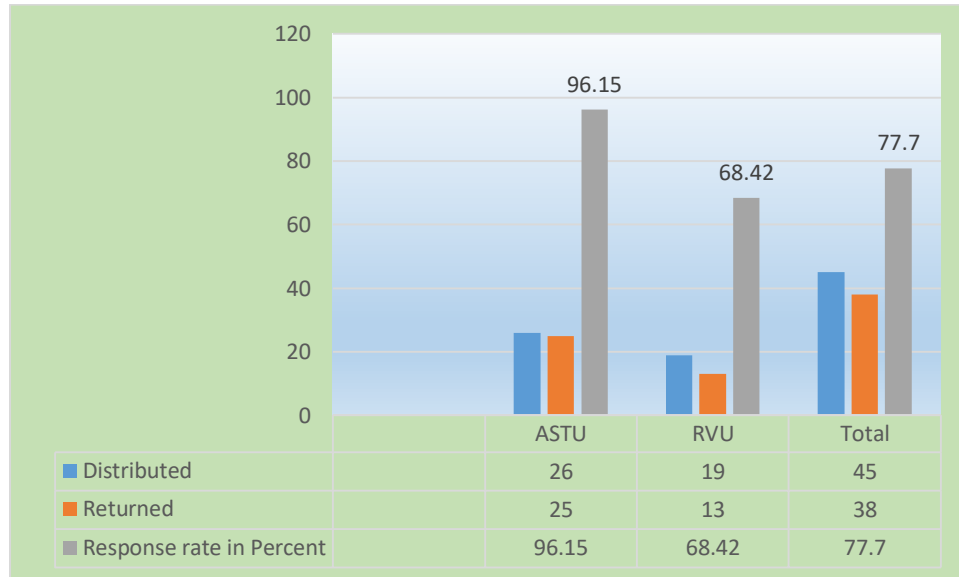
### **3.3 Data Sources**

In the context of research, the term population refers to the entire set of units for which the data are to be used to make inferences, (Gay et al., 2009; Patten, 2005). Hence, the target population of this research comprises the following primary sources. These are Private and Government University construction project permanent employees. In addition, policy documents, discussion papers, proceedings, abstracts and reports were used as secondary sources of data. Moreover, two university construction projects such as Rift Valley University and Adama Science and Technology University are purposively selected. Data accessibility and manageability as well as ownership (being private and government) at least for the sake of comparison is considered.

### **3.4 Study Population**

The quantitative data was collected via census survey from population of the study. Due to manageability and practical reasons two accredited project sites are chosen (ASTU and TVU). Besides, for a correlation study of this sort a minimum sample size of 30 is acceptable (Gay et al., 2009). To increase representation, the total population or [45 (100%)] of them were planned to be included to corroborate sample representation of the study (Gay et al., 2009). Yet, 38 (77.7%) were realized (see Figure 2 below).

**Figure 2: Questionnaire response rate**



### 3.5 Instruments of Data Collection and Procedures

To measure the leadership attributes of project managers (a toll free Leader Attributes Inventory/Observer-Rating Form) developed by Moss, Jensrud, Johansen, and Preskill (1996) which consists of 37 items with Likert scale format, with answer ranging from 1 to 6 (1= Very Undescriptive and 6=Very Descriptive) were adapted. The instrument would enable to measure the five key components of the leadership attributes: drive, trust, tolerance, interpersonal, and organizational skills. To gauge these attributes the *Leader Attributes Inventory* (LAI) Observer-Rating Form developed by Moss and Johansen (1994) were utilized. The instrument was designed to assess the characteristics, skills, knowledge, and values of an individual that predisposes leadership performance in organizations.

Jensrud (1995) clustered the 37 attributes into five domains. The domains are labeled as drive, trust, tolerance, organization, and interpersonal. The five clusters used in this study helps in order to show results with a manageable amount of data which leads to easier understanding by the

reader. Each of the 37 attributes on the instrument fall under one of the five aforementioned clusters. The 37 items and five clusters on the LAI are explained in the following statements. *Drive* is represented by six attributes on the survey. Those six attributes are: energetic with stamina, visionary, insightful, achievement-oriented, willing to accept responsibility, initiates, courageous, risk-taker, persistent, enthusiastic, and optimistic (items 2.1-2.9 on the survey). An example of drive is “My leader is courageous, risk-taker” (Moss, 1994 p. 69). *Trust* is characterized by five attributes. These five attributes that make up trust are confident, ethical, committed to the common good, personal integrity, accountable (items 1.1-1.5). An example of trust is “My leader is ethical” (Moss, 1994 p. 69). *Tolerance* is represented by six attributes. Those six attributes are intelligent with practical judgment; adaptable, open to change; dependable, reliable; tolerant of ambiguity and complexity; and tolerant of frustration (items 4.1-4.6) (Jensrud, 1995). An example of tolerance is “My leader is adaptable, open to change” (Moss, 1994, p. 69). *Organization* is also represented by seven attributes on the 37-item survey. The attributes representing organization are planning, organizing, team builder, delegator, networking, time management, information manager, decision-making, problem-solving (items 5.1-5.9). An example of organization is “My leader is a good team builder” (Moss, 1994 p. 70). *Interpersonal* is conveyed by eight attributes. The interpersonal items on the survey are communication, appropriate leadership styles, sensitivity, respect; even disposition (fairness), motivate others, coaching, conflict management, and ideological beliefs are appropriate to the group (items 3.1-3.8). An example of interpersonal is “My leader is good enough in conflict management” (Moss, 1994, p. 70).

To measure employees OCB the adapted version of the organizational citizenship behavior scale (OCB-scale) developed by Lee and Allen (2002), Motowidlo and Van Scotter (1994), Podsakoff et al. (1990), and Podsakoff & MacKenzie (1994), which includes 24 items organized

in Likert scale (ranging from 1=Strongly Disagree to 5=Strongly Agree) is used to determine employees perceptions regarding organizational citizenship behaviors. Items were summed and averaged to produce five OCB scores: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue.

*Altruism* is represented by five items (items A1-5 on the survey). An example of altruism is “helps other workers who have been absent.” (Dipaola& Mendes da Costa Neves, 2009, pp. 498-501). *Conscientiousness* is characterized by five items (items B1-5). An example of conscientiousness is “staff member’s attendance at work is above the norm.” (Dipaola& Mendes da Costa Neves, 2009, pp. 498-501). *Sportsmanship* is represented by five items (items C1-5). An example of sportsmanship is “staff member consumes a lot of time complaining about trivial matters” (Dipaola& Mendes da Costa Neves, 2009, pp. 498-501). *Courtesy* is also represented by four items (items D1-4). Courtesy is illustrated as, “staff member takes steps to try to prevent problems with other workers.” (Dipaola& Mendes da Costa Neves, 2009, pp. 498-501). *Civic virtue* is conveyed by five items (items E1-5). An example of civic virtue is “staff member keeps abreast of changes in the project site.” (Dipaola& Mendes da Costa Neves, 2009, pp. 498-501).

The total of 45 questionnaires were distributed to the sampled project sites. Finally, a total of 38 or 77.7% of the questionnaires were filled out and responded on time. Before the administration of the questionnaire both the adopted and the adapted questionnaires were tested to ascertain its reliability and validity. Hence, the measurement of reliability has been conducted by a pilot test on 9 employees in the same vicinity were deliberately excluded from the data source of the study. Likewise, to check the reliability of the instrument the test of Cronbach’s alpha were undertaken for the consistency of the instrument (Hair, Anderson, Tatham, & Black, 1998: 118) as cited in (Jooste & Fourie, 2009:58). The validity of the questions were ascertained by expert reviews.

### 3.5.1 Questionnaire

Questionnaire, the major data gathering instrument was used to collect quantitative data. The purpose of using a questionnaire is that it enabled the researcher to gather information from large group of people at once and it gives the participants a freedom to respond (Gay *et al.*, 2009). Besides, it helps the investigator to make data comparable and to obtain standardized results (Patten, 2005). To strengthen the validity of the questionnaire, the content validity (the extent to which different items in the tool are relevant to the measurement of the intended content area or *item validity*), how well the test samples area being tested-*sampling validity*, and the degree to which a test appears to measure what it claims to measure-*face validity* were worked out (Gay *et al.*, 2009). The validity of the instrument were tested by selecting experts who have adequate knowledge on the issue under study to comment on the items.

#### 3.5.1.1 Pilot Testing

Pilot testing is the next step following validity test that helps to discover any problems or flows in the questionnaire, such as ambiguities questions and to take corrective measure before the final study made (Patten, 2005). Besides, it is used to check the reliability of the instrument in general and to ensure the appropriateness of all the valid items (Gay *et al.*, 2009). In this regard, Harambe University College is randomly selected for the pilot test. Finally, the complete version of the questionnaire is administered to 20% of the final sample size who posses' identical characteristics with that of respondents in the final study. In this regard, Baker (2014) noted that a sample size of 10-20% of the sample size for the actual study is reasonable number of participants in a pilot. Hence, the respondents of the pilot study of this research comprised 9 respondents. Then the reliability analysis (see Table 3 below) was employed using the coefficient of Cronbach's

Alpha and the value  $\geq 0.7$  accepted as reliable (Hair, Anderson, Tatham, & Black, 1998: 118 as cited in Jooste & Fourie, 2009:58).

**Table 3: Internal Consistency Reliability of Each Construct**

Construct	No. of Items	Cronbach's Alpha
Trust	5	.863
Drive	6	.934
Interpersonal Attributes	8	.918
Tolerance	6	.894
Organizational Skills	7	.950
Altruism	5	.922
Consciousness	5	.798
Sportsmanship	5	.888
Courtesy	4	.783
Civic Virtue	5	.670

*Source: Researcher's survey data May 2020.*

Therefore, based on the above principles, the data of the pre-test was collected, analyzed, and the instruments were refined by avoiding ambiguous, repeated questions and making necessary corrections and improvements. Finally, based on the information from the pilot test that is the reliability test, and the expert comments from the validity test the main data were collected following the procedures below.

### **3.6 Procedures of Data Collection**

Before, starting the data collection, first, two co-data collectors (one from each project site) who have a minimum qualification of a first degree as well as language proficiency (in English, Amharic, and Afan Oromo) were recruited. Second, a one hour training on how to contact informants ethically, collect and manage data were offered. Both quantitative and qualitative data were gathered concurrently to compare the two databases to determine if there is convergence, differences or same combinations. Three days before the collection of data, informants were

contacted and informed about the general goal of the study, and were asked for support. Then, on the basis of the respondents willingness questionnaires were distributed by the researcher and the two assistants. Finally, after three days the data was collected by the researcher and the data collectors.

### **3.7 Methods of Data Analysis**

The methods of data analysis depend on the nature of the basic questions and the type of data collected. In this study, the methods of data analysis comprised both the quantitative and qualitative approaches. Accordingly, descriptive statistical methods of data analysis were utilized. Data obtained through questionnaire were analyzed as follows: at the onset, the questionnaires were coded and entered cautiously into the statistical Software Package for Social Sciences (SPSS version 20.0). Descriptive statistics like percentage, frequencies, rank order, mean, standard deviation, and Pearson momentum correlation coefficient were employed.

Therefore, the questionnaires were analyzed using frequencies, rank order, mean, weighted mean, and standard deviation. Besides, to see the relationship between items and in order to determine the correlation between variables: the five variable of leadership attributes and the five factors of OCB a Pearson correlation coefficients were used. Finally, to suit for analysis, data were described with tables and figures.

### **3.8 Ethical Considerations**

Experiences and research findings depict that the need for ethical consideration in a research activity is of paramount importance. According to Hatch, (2002) a research ethics is the moral commitment that scientists are required to make the search for truth and knowledge



imperative. Particularly, in social science research, ethical issues are needed to minimize the potential harms of the informants while maximizing the quality of the research. According to Gay et al. (2009) the ethical considerations includes informed consent, voluntary participation, respect for privacy, safeguarding anonymity and confidentiality, and accuracy of the reports and results.

In this regard, informants were not forced to participate in the study and had a right to remain anonymous. Besides, the researcher gave adequate information for all informants taking part in the processes of data gathering. The purpose of the study was explained for informants on the questionnaires. Furthermore, care were taken not to include sensitive questions that could cause embarrass participants. Confidentiality with regard to responses and the reporting of results explained and that participant identification were kept confidential. For high response rate the researcher made at two contacts with potential respondents. Finally, after collecting the necessary data along with the assistant data collectors, the researcher assumed the responsibility when reporting data and results that he perceives as the most accurate, and report problems and weaknesses experienced in the study as well as the positive aspects of the study.

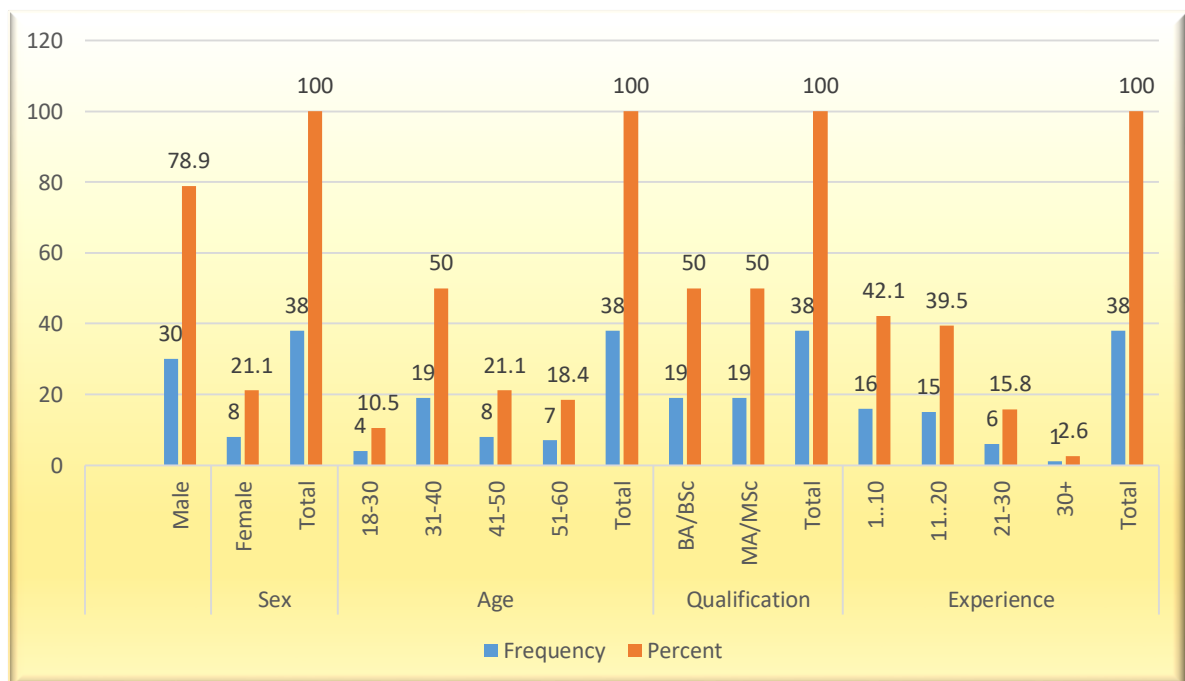
## CHAPTER FOUR: FINDINGS OF THE STUDY

The following section delves deeper to reflect respondents' perceptions and beliefs on the project manager's leadership attributes in relation to OCB. That is, the discussion expounds the extent to which project manager leadership attributes has been manifested and its repercussions on OCB. Thereby, variables that indicate the magnitude of leadership attributes and OCB has been treated with descriptive statistical tools such as percentage, mean, correlation, and rankings. Finally, the chapter is surmised with discussions emanated from findings of the study.

### 4.1. Demographic Characteristics of Respondents

This part describes the demographic characteristics of the respondents. It includes sex, age, qualification, and experience.

**Figure 3: Demographic variables of respondents**



As shown in Figure 3 above, there were 38 participant staff members for the study. The gender distribution of respondents was 78.9% (30) males and 21.1% (8) female. The vast majority or half (50%) of the respondents age fall between 31-40 years old, and nearly 10.5% (4) of them were below the age of 31. This implies that the project staff is overwhelmed by the matured young staff members. Most respondents (about 42.1 %) have an experience of less than 11 years. Again, this implies the existence of an opportunity to realize a performance above the expected bar. With regards to educational qualification of participants, half of them were BA/BSc graduates and the remaining 50% are also graduated with either an MA or MSC degree. Meaning, these days' projects are filled with professionals who met at least the minimum standards of qualification in all fields of the project department, which is one of the positive ingredients to have an effective projects.

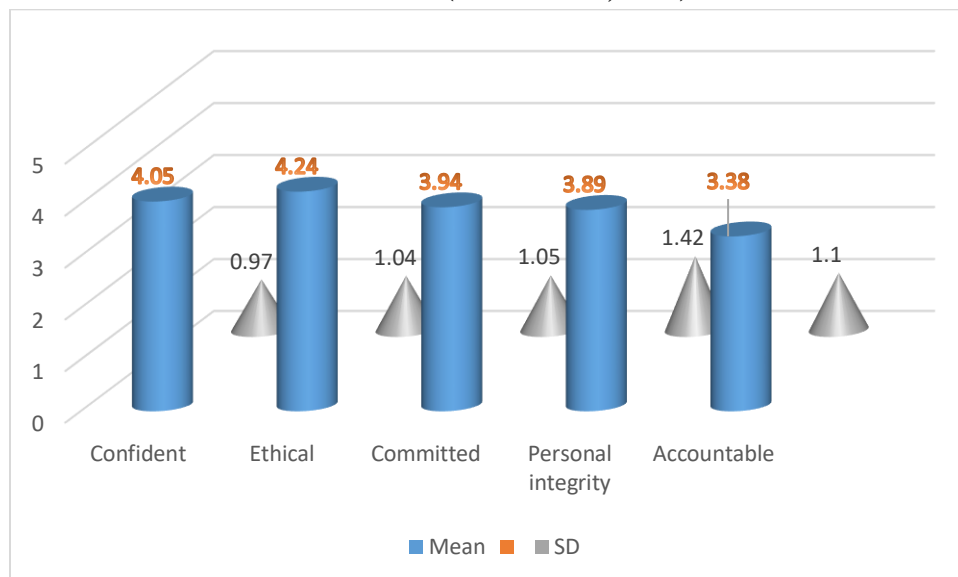
#### **4.2 Leadership attributes of project managers**

The instrument asked the respondent to simply mark what best describes the extent to which the attributes currently describe their project manager. Each attribute was listed along with a description of the attribute. A 6-point Likert scale was used to rate each attribute as follows: 1=Very undescriptive, 2=Undescriptive, 3= Somewhat undescriptive, 4=Somewhat descriptive, 5=Descriptive, and 6=Very descriptive. For this study, the average, or mean, of the ratings from 1 to 1.4 is very undescriptive. A mean of 1.5 to 2.4 is undescriptive, while a mean of 2.5 to 3.4 is somewhat undescriptive. A mean of 3.5 to 4.4 is deemed somewhat descriptive, while a mean of 4.5 to 5.4 is descriptive. Lastly, a mean of 5.5 to 6.0 is rated as very descriptive.

To measure staff members OCB the adapted version of the “organizational citizenship behavior scale (OCB-scale)” developed by Lee and Allen (2002), Motowidlo and Van Scotter (1994), Podsakoff et al. (1990), and Podsakoff & MacKenzie (1994), which includes 24 items organized in Likert scale (ranging from 1=Strongly Disagree to 5=Strongly Agree) was used to determine the project staff members’ perceptions regarding organizational citizenship behaviors. The items are summed and averaged to produce five OCB scores: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. The entire items (1-24 are annexed). For the purpose of analysis, the obtained mean results were interpreted as: 1.00-1.49-Very Low, 1.50-3.00=Low, 3.00-4.00=Medium, 4.01-4.49=High, and above 4.5= Very High.

#### 4.3 Mean Scores of Project Managers Leadership Attributes

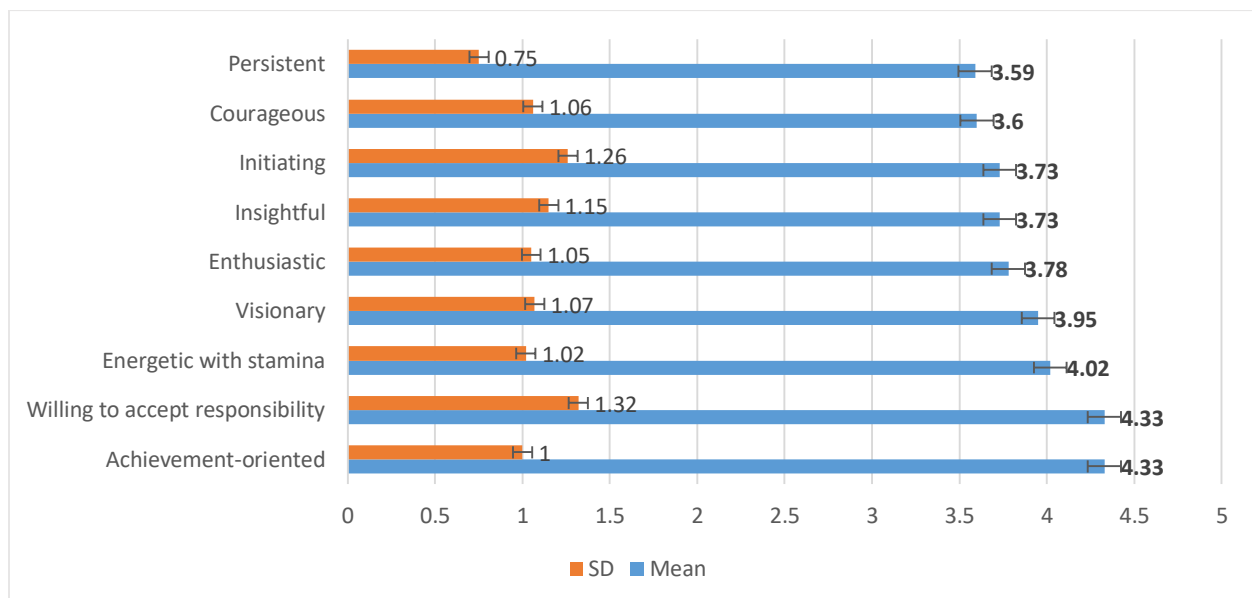
**Figure 4: Mean scores of Trust cluster (Mean=3.95, 0.81)**



The data revealed that respondents ranked the leadership attribute *Trust* cluster with a mean score of 3.95 and SD .81 as the highest clustered attribute, as shown in Figure 4. For the *Trust* cluster the six attributes were ranked very closely together. The top ranked attribute is *ethical* with mean score of 4.24 and a standard deviation of 1.04. While the sixth and the last ranked attribute

is *accountable*, with a mean score of 3.83 and a SD of 1.10 (Figure 4). With a different mean scores the rank of trust cluster and the highest score observed by ethical attributes is concurred with a study conducted by White (2011). Yet, as opposed to this finding, White (2011) disclosed *confident, accepting of self* as the least attribute.

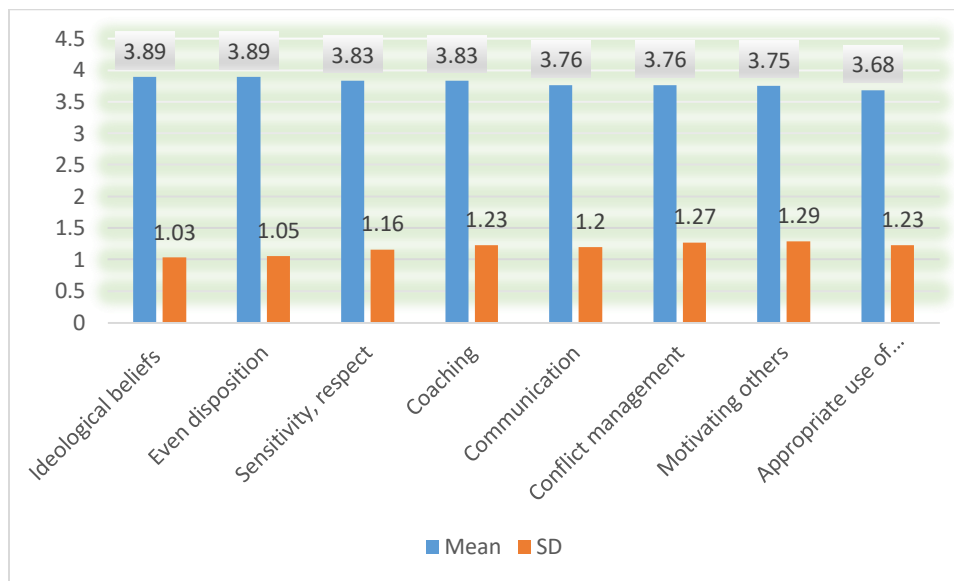
**Figure 5: Mean scores for leadership attributes - Drive cluster (Mean=3.90, SD=0.75)**



The third ranked leadership attribute *Drive* cluster had a mean score of 3.9, signifying that this cluster was descriptive of respondents (see Figure 5). For *Drive*, the top ranking attributes were *achievement oriented* and *willing to accept responsibility* with an equal amount of mean scores of 4.33 and a SD of 1.00 and 1.32 successively. The second ranked attribute was *energetic with stamina* with a mean score of 4.02 and a SD of 1.02. The last attribute is *persistent* with a mean score of 3.59 and a SD of 0.75 (Figure 3). Similarly, a study by White (2011) noted that drive is the thirdly perceived leadership attribute in its total mean score. Interestingly, in the same way, achievement oriented is rated higher to remain the top attribute from the list of the drive attribute (White, 2011). Meaning, as suggested by House, Spangler, and Woycke (1991) achievement oriented individuals are likely motivated by a need for personal accomplishment

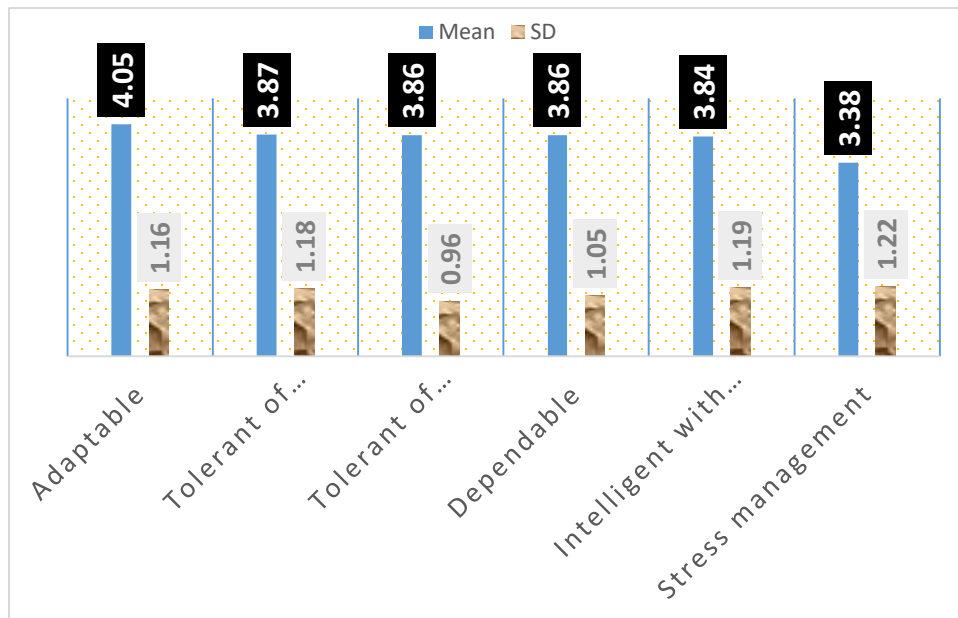
through their own efforts. In contrast, House, Spangler, and Woycke (1991) noted that, if it comes to charismatic leaders, they go for the good of the collective rather than their personal good.

**Figure 6: Mean scores for leadership attributes- Interpersonal attributes (Mean=.3.80, SD=0.89)**



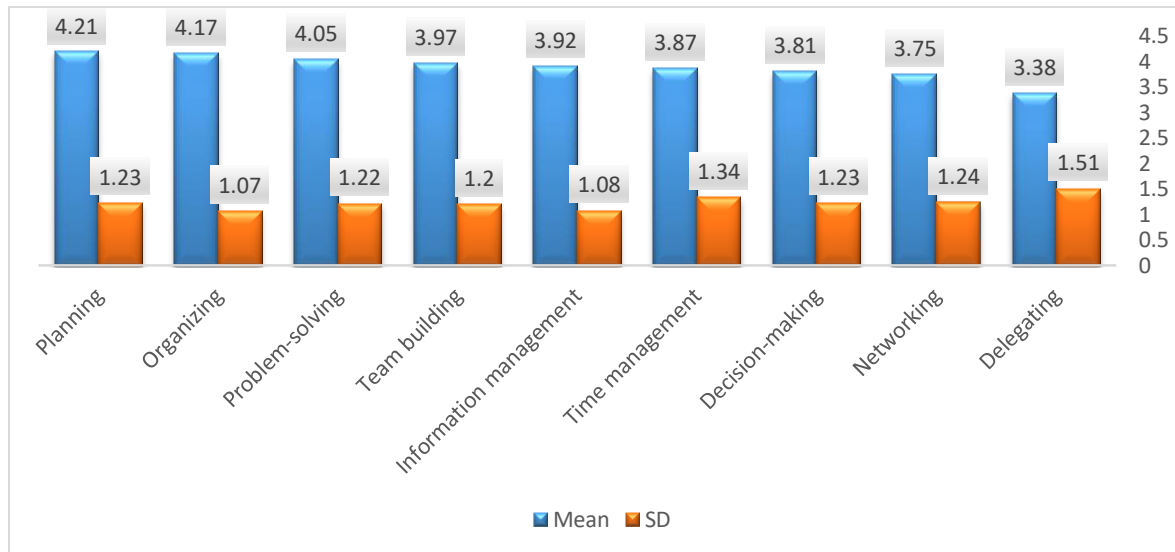
The fifth and lowest ranked cluster, *interpersonal*, had a mean score of 3.8 with a SD of .89. The *Interpersonal* cluster had the top ranking attribute *even disposition and ideological beliefs* with mean scores of 3.89 and a SD of .1.05 and 1.03 respectively. With a mean of 3.68 and a SD of 1.23, *appropriate use of leadership styles* ranked eighth or the last from the category (Table 2.5). As opposed to this study, White (2011) revealed communication as the top ranked attribute of the cluster. Compared to the observed least status of the interpersonal leadership attribute, in 2006, a study conducted by Young, Hernon, and Powell found out that “the majority of the most favorably scored attributes relate to communications and interpersonal skills . . .” (p.491).

**Figure 7: Mean scores for leadership attributes- Tolerance cluster (Mean=3.85, SD=0.86)**



The fourth leadership attribute cluster was *Tolerance* with a total mean score of 3.85 and a standard deviation of .86 as shown in Figure 7. The tolerance cluster has the top ranking attribute *adaptable, open to change* with a mean score of 4.05 and a SD of .1.16. *Stress management* is the least ranked attribute with a mean score of 3.38 and a SD of 1.22 (Figure 7). In contrast, a study by White (2011) found out *tolerance* as the least rated clustered leadership attribute.

**Figure 8: Mean scores for leadership attributes- Organization cluster (Mean=3.93. SD=0.80)**



*Organization* was the second highest rated leadership attribute cluster with an overall mean score of 3.93 and standard deviation of .80 (see Figure 8 above). For the *Organization* cluster, the top ranking attribute was: *planning* with a mean score of 4.21 and a SD of .1.23. *Organizing* ranked second with a mean score of 4.14 and a SD of 1.07. *Networking* is the eighth ranked attribute with a mean score of 3.75 of SD of 1.24. The ninth and final attribute is *delegating* with a mean score of 3.38 and a SD of 1.51 (Figure 8). In the same vein, White (2011) labeled organization as the second top leadership attributes but the top ranking attribute was: *dependable, reliable* whereas the attribute with smallest mean score was *information management*.

Attributes	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Drive	38	1.67	5.11	3.8959	.74746	.559
Trust	38	2.80	5.60	3.9492	.81357	.662
Tolerance	38	2.00	5.50	3.8519	.85829	.737
Organization	38	2.00	5.67	3.9312	.80382	.646
Interpersonal	38	2.00	5.38	3.7976	.88799	.789
Average	38	2.39	5.07	3.8852	.65443	.428



To summarize, Figure 3-8 and Table 4 indicates that the project managers leadership attributes, with less variations among the five domains of leadership attributes, the project managers possessed highest leadership attributes on trust attributes (Mean=3.95, SD=.81), followed by organization (Mean=3.93, SD=.8), drive (Mean =3.89 and SD= .75), tolerance (Mean =3.85, and SD= .86), and interpersonal (Mean =3.8, SD=.89). The attributes were all perceived by staff members in a descending order as somewhat descriptive. On the contrary, according to Cardno (2014, p, 354) the most important attributes for headship were interpersonal skill, vision, and communication skills respectively. Adding, in the early 1990s studies explored the leadership attributes of academic deans in top ranked USA universities found that the five most important leadership attributes in ascending order were: *people* (rewarding others), *motivation* (developing followers), *influence* (energy to action), *vision* (future orientation), and *values* (ethical behavior) (Baker, 2014, p.357).

The results indicated that the project managers behavior and acts were somewhat described by the attributes. In connection with this (Atwater, 1993; Bagobiri, Asimiran, & Basri, 2014; Clifford & Cohn, 1964; Gardner, 1989; Holosko, 2009; Kirkpatrick & Locke, 1991; Russell & Stone, 2002; Stogdill, 1974; Yukl, 2010; Zaccaro, Kemp, & Bader, 2003) witnessed that the amount of exhibited leadership attributes determines whether project managers are derailed or not. Gardner (1989) also noted that leadership attributes are situation specific. Meaning, as it holds true for every leader, the attributes demonstrated by project leaders vary depending on the situation. This in turn impacted the well-functioning of projects. Simply put, the leadership attributes such as drive, trust, tolerance, organization, and interpersonal skills of project managers of the study site are likely perceived positively.

Russell and Stone (2002, p.148) enumerated: integrity, dedication, magnanimity, humility, openness, and creativity as the best qualities of leaders. Russell and Stone conjectured that a failure to tap into these qualities explains shortage in leadership. In brief, the argument of Bennis and Nanus (1997, p.ix) “leadership is about attribute” cunningly summarizes the aforesaid story. In conclusion, one may generalize that the kind of leadership attributes which would be resulted in leadership effectiveness is inconclusive as it is context dependent.

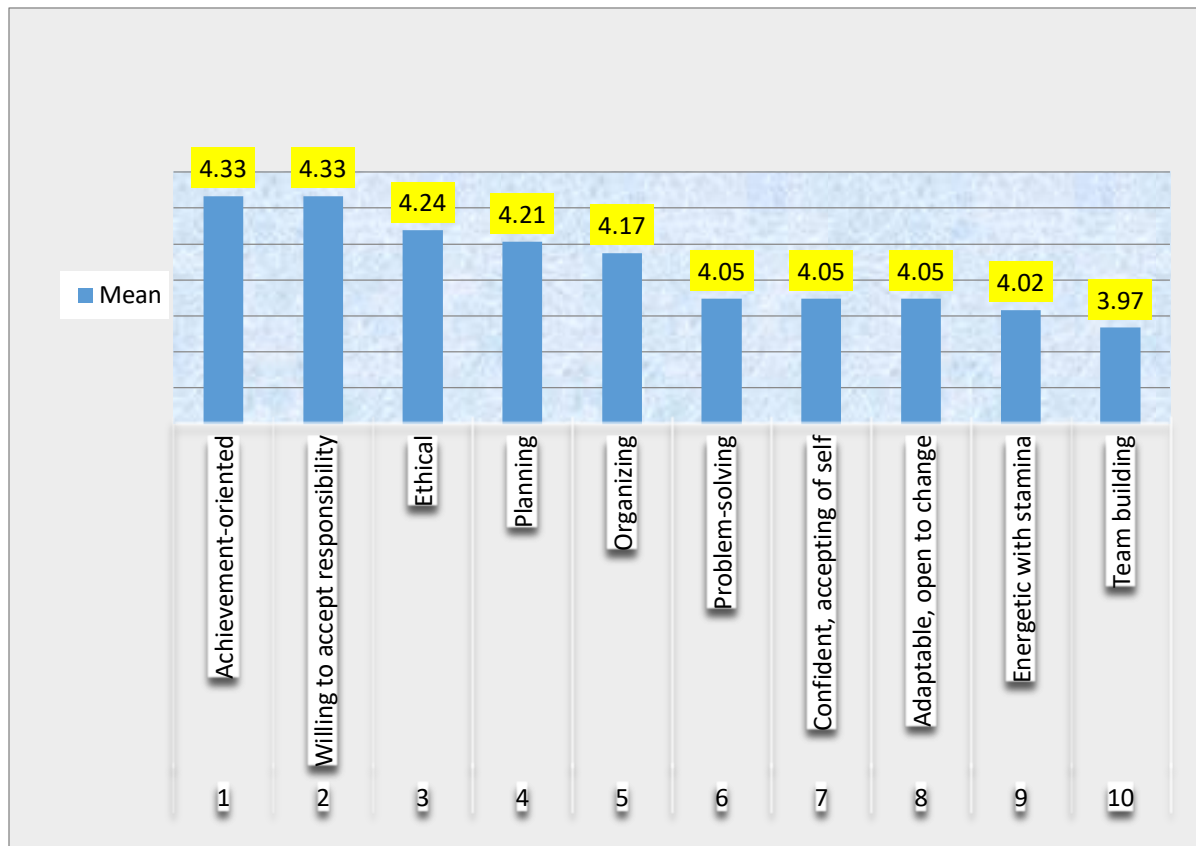
<b>Table 5: Mean scores distribution of OCB</b>						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Altruism	38	2.00	4.83	3.55	.73	.53
Conscientiousness	38	2.00	4.40	3.48	.62	.38
Sportsmanship	38	2.00	4.67	3.30	.70	.49
Courtesy	38	2.40	5.15	4.19	.58	.33
Civic virtue	38	2.00	4.80	3.67	.66	.44
Average	38	2.08	5.46	3.64	.60	.36

Overall, staff members judged their OCB at a mean score of  $M=3.64$  with  $SD=0.6$ . This cumulative score suggested that staff members exhibited organizational citizenship behavior at a moderate level. When compared to the answer scale, the mean corresponds to the answer “I agree”. Consequently, we may say that the project staff members’ perceptions about organizational citizenship were quite positive. Specifically, the component courtesy ( $M= 4.19$ ,  $SD= 0.58$ ) was rated higher; reflective of the project managers considerateness for staff members whereas the component sportsmanship was rated lower ( $M=3.3$ ,  $SD=0.7$ ). Nonetheless, the mean values of the remaining three components altruism, conscientiousness, and civic virtue ( $M=3.55$ ,  $3.48$ ,  $3.67$  &  $SD=0.73$ ,  $0.62$ ,  $0.66$  respectively) describes the existence of a moderate amount of OCB.

### **4.3 Leadership attributes in rank order**

The researcher found that the project managers of the projects were rated as somewhat descriptive on the 37 attributes. The top ten of thirty seven total attributes, as ranked by the respondents, are as follows: achievement oriented; willing to accept responsibility; ethical; planning; organizing; problem solving; confident, accepting of self; adaptable, open to change; energetic with stamina; and team building. The most favorably scored attributes are related to drive (1<sup>st</sup>, 2<sup>nd</sup>, & 9<sup>th</sup>), organization (4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, & 10<sup>th</sup>), trust (3<sup>rd</sup> & 7<sup>th</sup>), and tolerance attribute is represented by the 8<sup>th</sup> attribute. Surprisingly, none of the interpersonal attributes are included in the top ten rankings. This implies that the project managers exhibit an average or below average interpersonal relationships. In sharp contrast, Stogdill (1948) and Lian and Tui, (2012) put it the majority of the most favorably scored leadership attributes relate to interpersonal skills. Adding, (Stogdill, 1948, p. 44) noted that leadership cannot be maintained in an organization without an adequate system of intercommunication.

**Figure 9: The top 10 leadership attributes**



From the literature, in 2012, employing the same instrument, a study conducted by Frimpon about *Success Factors of College Leadership* in Ghana ranked the top 10 leadership attributes in ascending order: visionary; planning; achievement oriented; decision making; problem solving; committed to the common good; ethical; enthusiastic, optimistic; motivating others; and personal integrity . (Frimpon, 2012, p.167). Hence, the result indicates that with exception of the three attributes (achievement oriented, ethical, and planning) the remaining seven attributes mismatched with this finding. Besides, a study sampled 50 project leaders in England, in 2013 and identified 150 attributes disclosed the top most important attributes as: resilient; driven, determined and committed; passionate; focused, visionary and inspiring; clear and communicative; relentless and tenacious; reflective; courageous; and challenging, with high expectations (Matthews, Rea, Hill &

Gu, 2014, p.20). Astonishingly, the results of both the studies and particularly the latter have indicated no common elements. This implies that leadership attributes are marvelous and situation dependent.



Conversely, the above Figure 10 indicated the least ranked leadership attributes. As perceived by project staff members the bottom ranked attributes in an ascending order are as follows: persistent; courageous, risk takers, accountable; stress management; delegating; appropriate use of leadership styles; insightful; initiating; motivating others; and networking. However, in spite of using the same instrument a study conducted by Frimon (2012) and White

(2011) did say nothing about the least ranked leadership attributes. Nevertheless, (Stogdill, 1948, p.51) uncovered a correlation of 0.53 between leadership and persistence.

#### 4.4 Correlation Coefficients of Leadership Attributes and OCB

##### 4.4.1 Analysis and Interpretation of the Correlation coefficient

A correlation (Pearson's product moment correlation coefficient,  $r$ ) is based on the assumption that the association between two variables under investigation is found to be in a *linear relation* (Gay, Mills, & Arisan, 2009; Patten, 2005; Zikmund et al., 2009). Correlation analysis is most appropriate when both variables to be related are on *interval* or ratio scales (Patten, 2005; Zikmund et al., 2009). The value of ( $r$ ) indicates the direction and size of the correlation between the variables. The value ranges from (-1 to +1). The greater the value reveals the stronger the relationship. A coefficient of (+1) shows a perfect positive relationship, a coefficient of -1 shows a perfect negative relationship and (0) shows that there is no linear relationship between the variables (Zikmund et al., 2009). According to Gay, Mills, and Arisan (2009), the next Table 6 can be used to interpret the correlation coefficients:

**Table 6: The Decision Criterion of Karl Pearson's Correlation Coefficient**

Coefficient	Relation Between Variables
Between +0.35 and -0.35	Weak or none
Between +0.35 and +0.65 or between -0.35 and -0.65	Moderate
Between +0.65 and 1.00 or between -1.00 and -0.65	Strong

*Source: Adopted from Gay, Mills, and Arisan (2009, p.206)*

**Table 7: Correlation coefficients of leadership attributes and OCB**

Variables	1	2	3	4	5	6	7	8	9	10
1. Drive	1									
2. Trust	.617**	1								
3. Tolerance	.532**	.592**	1							
4. Organizational	.302*	.386**	.643**	1						
5. Interpersonal	.386**	.466**	.692**	.743**	1					
6. Altruism	.097	.025	.338**	.486**	.376**	1				
7. Conscientiousness	.321*	.410**	.529**	.673**	.665**	.471**	1			
8. Sportsmanship	-.205	-.172	.129	.304*	.117	.158	.343**	1		
9. Courtesy	.079	.134	.511**	.661**	.508**	.677**	.753**	.695**	1	
10. Civic virtue	.158	.310*	.595**	.589**	.567**	.560**	.563**	.111	.651**	1

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

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

c. List wise N=38

As can be shown in Table 7, a Pearson correlation coefficient was calculated to determine the strength of the relationship between leadership attributes and OCB. The interpretations of the correlation values are based on Cohen *et al.* (2013). A moderate positive correlations ( $r(38) = .3 < r < .7, p < .05$ ) were found between interpersonal leadership attribute and OCB factors except sportsmanship; between organizational leadership attribute and all the OCB factors; between tolerance leadership attribute and all the OCB components except sportsmanship; between trust and two of the OCB factors: Civic virtue and conscientiousness; between drive and conscientiousness. Except the correlation between organizational leadership attribute and sportsmanship, between trust and civic virtue; and between drive and conscientiousness that were only significant at .05 degree of freedom, all other correlations were significant at .01 levels. The results of this study showed that there was a statistically significant relationship between most of the leadership attributes of project managers and the factors of OCB.

Concomitantly, Stogdill (1948, p.52) reported a correlations of .42, .21, and .53 between conscientiousness and leadership. What is more, Stogdill disclosed a correlation of -.03 between courtesy and leadership (p.59). The implication is an increase in the use of project managers' leadership attributes could possibly increase the OCB. In line with this, Fook and Sidhu (2009) noted that effective leadership is widely accepted as being a key constituent in achieving project improvement. They added that a highly effective project manager is not called to the job per se, but more importantly to the opportunity to make a difference in the project. This could mean a change in the constructional landscape, heal an ailing project, or work for the concepts of greater accountability, equity and excellence.

Research findings from diverse countries and different project contexts have revealed the powerful impact of leadership in securing project development and change. Maccoby (1979) also contends that effective leadership is critical to organizations' ability to respond competitively to changing environment. Further, Ibrahim Lam (2004, p. 476) examined leadership succession and found that 45 percent of firms' performance is attributed to leadership. Another study (e.g., DiPaola Paula Maria Mendes da Costa Neves, 2009) found a significant correlation between OCB and trust (p.503). In conclusion, Kianfar et al. (2013, p.115) revealed that trust of employees in their superordinate has positive and significant relations with the level of OCB.

#### **4.5 Discussion**

The study identified a number of leadership attributes and the extent of its link to the analyzed factors of OCB. The dominant leadership attributes of project managers include achievement-oriented - shows commitment to achieving goals and strives to keep improving staff members performance; willing to accept responsibility- willingly assumes higher level duties and functions within the project; ethical- acts consistently with principles of fairness and right or good



conduct that can stand the test of close public scrutiny; planning- in collaboration with others, develops tactics and strategies for achieving organizational objectives; organizing- establishes effective and efficient procedures for getting work done in an orderly manner; problem-solving - effectively identifies, analyzes, and resolves difficulties and uncertainties at work; confident, accepting of self-appears secure about abilities and recognizes personal shortcomings; adaptable, open to change-encourages and accepts suggestions and constructive criticism from co-workers, and is willing to consider modifying plans; energetic with stamina- approaches tasks with great energy and works long hours when necessary; and team building-facilitates the development of cohesiveness and cooperation among the project and non-project staff at work. By way of summary, with the exception of interpersonal leadership attributes the most favorably perceived attributes are related to drive, organization, trust and tolerance in ascending order.

Regarding the link between these leadership attributes and OCB, results indicated that the project leaders who demonstrate most of the leadership attributes could influence staff members OCB for the better. For instance, the analysis of the study revealed a significant correlation between the leadership attributes; notably: tolerance, organization, and interpersonal skills and between four of the OCB factors-altruism, consciousness, courtesy, and civic virtue. Put it simply, there is a positive relationship between project manager's leadership attributes and OCB.

This finding is consistent with previous research. For instance, Mackenzie et al. (2001) investigated the impact of transformational and transactional leadership behaviors on OCB of salespeople. Their results validated that leadership has a strong direct and indirect relationship with OCB. Another study conducted in United Arab Emirates (UAE) titled: "Leadership and organizational citizenship behavior (OCB) in the financial service sector: The case of the UAE", revealed the expected positive link between leadership and employees' OCB (Abubakr Suliman

Hanan Al Obaidli, 2013)." Similarly, the result of Purvanova et al.'s (2006) study indicate a positive association between managers' leadership behaviors and followers' citizenship performance. Yet, regardless of the study site, the findings of the preset study is not conclusive as it lacks rigor and attempted in a narrow scope.

## CHAPTER FIVE: SUMMARY, CONCLUSION, AND RECOMMENDATIONS

### 5.1 Summary

The purpose of this project work was to assess the link between project managers' leadership attributes and employees' organizational citizenship behavior in construction projects of Adama town. Accordingly, the study was designed to answer to the following three basic questions:

1. What are the dominant leadership attributes exhibited by project managers as perceived by construction project employees found in Adama town?
2. To what extent do project managers leadership attributes are related to employees' organizational citizenship behavior in the construction project found in Adama town?
3. What are the possible intervention mechanisms used to mitigate the challenges of the current construction project managers' to improve their coworkers' organizational citizenship behavior?

#### 5.1.1 Leadership Attributes of Project Managers

The data revealed that respondents ranked the leadership attribute *Trust* cluster with a mean score of 3.95 and SD .81 as the highest clustered attribute, as shown in Figure 4. *Organization* was the second highest rated leadership attribute cluster with an overall mean score of 3.93 and standard deviation of .80 (see Figure 8). The third ranked leadership attribute *Drive* cluster had a mean score of 3.9, signifying that this cluster was descriptive of respondents (see Figure 5). The fourth leadership attribute cluster was *Tolerance* with a total mean score of 3.85 and a standard deviation of .86 as shown in Figure 7. The fifth and lowest ranked cluster, *interpersonal*, had a mean score of 3.8 with a SD of .89 (see Figure 6).

The leadership attributes in rank order is also described in Figure 9 and Figure 10. the top ten project managers leadership attributes as ranked by respondents of the study include: achievement oriented; willing to accept responsibility; ethical; planning; organizing; problem solving; confident, accepting of self; adaptable, open to change; energetic with stamina; and team building. The most favorably scored attributes are related to drive (1<sup>st</sup>, 2<sup>nd</sup>, & 9<sup>th</sup>), organization (4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, & 10<sup>th</sup>), trust (3<sup>rd</sup> & 7<sup>th</sup>), and tolerance attribute is represented by the 8<sup>th</sup> attribute. Surprisingly, none of the interpersonal attributes are included in the top ten rankings. This implies that the project managers exhibit an average or below average interpersonal relationships.

On the flip side, Figure 10 revealed the least ranked leadership attributes. As perceived by project staff members the bottom ranked attributes in an ascending order include: persistent; courageous, risk takers, accountable; stress management; delegating; appropriate use of leadership styles; insightful; initiating; motivating others; and networking.

### **5.1.2 Mean scores of staff members OCB**

Respondents of the study rated their staff members OCB at a mean score of  $M=3.64$  with  $SD=0.6$ . This cumulative score suggested that staff members exhibited organizational citizenship behavior at a moderate level. When compared to the answer scale, the mean corresponds to the answer “I agree”. Consequently, we may say that the project staff members’ perceptions about organizational citizenship were quite positive. Specifically, the component courtesy ( $M= 4.19$ ,  $SD= 0.58$ ) was rated higher; reflective of the project managers considerateness for staff members whereas the component sportsmanship was rated lower ( $M=3.3$ ,  $SD=0.7$ ). Nonetheless, the mean values of the remaining three components altruism, conscientiousness, and civic virtue ( $M=3.55$ ,

3.48, 3.67 & SD=0.73, 0.62, 0.66 respectively) describes the existence of a moderate amount of OCB.

### **5.1.3 The Relationship between Project Managers' Leadership Attributes and OCB**

The interpretations of the correlation values as per Gay, Mills, and Arisan (2009) indicated that a moderate level positive correlations ( $r(38) = .3 < r < .7, p < .05$ ) between interpersonal leadership attribute and OCB factors except sportsmanship; between organizational leadership attribute and all the OCB factors; between tolerance leadership attribute and all the OCB components except sportsmanship; between trust and two of the OCB factors: Civic virtue and conscientiousness; between drive and conscientiousness. Except the correlation between organizational leadership attribute and sportsmanship, between trust and civic virtue; and between drive and conscientiousness that were only significant at .05 degree of freedom, all other correlations were significant at .01 levels.

## **5.2 Conclusion**

Based on the major findings, the following conclusions were drawn. The results of this quantitative study add to the research findings on how staff members perceive their project managers' leadership attributes and its nexus with OCB. It provides evidences to understand the situations of Ethiopian project managers leadership attributes and its relationships with staff members OCB in general and the study site in particular. The findings offer valuable information based on the empirical study for both policy makers and implementers who are exerting more efforts in the development of construction in the country. Even though, the samples used in this investigation were too small to warrant any valid conclusions. The study provides initial hints at

the relationship between leadership attributes and OCB. However, based on the foregoing analysis and findings, the subsequent conclusions can be drawn.

Successful projects are likely led by competent project managers. Capable project managers who ‘can walk on the water’ could possess and exhibit leadership attributes which makes their immediate followers (staff members) unleash their potential beyond the job per se. The results of this study underscored that organizational citizenship behavior- a genuine, willy, and an additional followers effort, which go beyond the standard, with the intention to improve overarching goal of the project could be drawn from project managers leadership behavior- the leadership attributes.

Conversely, from the scores of the findings one can cunningly infer that the extent of the linkages between leadership attributes and OCB appears moderate. Meaning, the project managers demonstrated an average amount of leadership attributes in a host of its factors such as drive, trust, tolerance, interpersonal relationship, and in organizing abilities. Likewise, the project staff members OCB behavior in its all considered dimensions: altruism, consciousness, courtesy, sportsmanship, and civic virtue unveiled below the higher bar of the expected OCB standard.

Generally speaking, though, the small size of this study necessitates a cautious approach to draw conclusions, one can summarize that the project managers might have a sort of reservations not to exhibit their leadership attributes in adequate amount. Besides, they might have insufficient leadership attributes due to their incapability to lead such a complex enterprise-the project. In the same vein, perhaps, as a result of the project managers’ leadership nature or other factors, the project staff members extra commitment towards project performance- OCB is likely diminished. In sum, it is worth mentioning that to unleash staff member’s potentials to the extent of their capabilities projects leaders seems to play a demanding role.

The fact that there was moderate significant relationship between the leadership attributes and staff members OCB as perceived by staff members is likely a discouraging finding for the success of projects. Hence, project management researchers need to further explore why project leaders do not demonstrate the necessary and adequate leadership attributes so that harness staff members OCB. The cause of the problem could likely reside on the leadership capability of the project managers. Whatever the case, given the average level of interaction among and between project managers and employees OCB, effective supervision, capacity building, and merit based project managers appointment is suggested to keep the problem at a minimal level. Overall, the findings of the study imply the need to have responsible project managers who are skilled, knowledgeable, and devoted to inspire, develop, and boost staff members OCB in the process of organizational competitiveness of the enterprise.

### **5.3 Recommendations**

A great deal is expected of project managers in the country in general and in Adama town in particular. As shown above, the link between project managers leadership attributes and OCB in the selected projects was found to be moderate. The major obstacles seem lack of sufficient experience and training on project management on the project managers' side. The researcher has a strong belief that by addressing the aforementioned problems, it would be possible to improve staff members OCB. However, addressing these challenges is not an easy business and requires the commitment of the project managers themselves and other stakeholders, who are responsible to take part in leading the sector. Besides, the need for a motivated and engaged project work force is imperative for the coming decades. Therefore, it is believed that the following

recommendations can help the specified bodies to improve PMs' leadership attributes and staff members OCB.

- ☐ Given the average level of interaction among and between PMs and employees OCB, effective supervision, capacity building, and merit based PMs appointment is suggested to keep the problem at a minimal level.
- ☐ Attracting high quality staff members to the leadership positions
- ☐ Improving PM's self-evaluation
- ☐ Developing the PMs interpersonal and communication skills
- ☐ Developing behavior revealing friendship, respect, mutual trust, and warmth in the relationship between the PM and the members of his/her staff
- ☐ The gov't and the private sector should facilitate both the long-term and the short-term trainings for PMS
- ☐ Continuously capacitating the competencies and updating the skills and knowledge of PMs

### **5.3.1 Research implications**

The results of this study appear to have a number of implications for research endeavors. Future investigations may examine the relationship between project managers' leadership attributes and OCB in a larger scope. Future research activities may also continue to identify and refine the leadership attributes necessary to establish staff members OCB. The results of this research could be valuable for current project managers and others involved in the professional development of project administrators. Given that project managers' support of staff member is a significant predictor of staff members' OCB to their duties.



### **5.3.2 Implications for practice**

The results of this study have implications for practice in projects. The general findings of this study indicate that project staff members perceive their project managers to be within the average range of competence. Likewise, they have a moderate level perception towards their own OCB. Thus, an initial implication of the results suggests that project managers need to develop their leadership skills. The theoretical knowledge and the practical skills of project managers to lead their fellow workers (staff members) needs to be improved in a host of ways such as education and trainings.

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*Employees Questionnaire on Leadership Attributes and Organizational Citizenship Behavior*

**Dear Respondent,**

The purpose of this questionnaire is to gather data for the study entitled “*The Link between Project Managers Leadership Attributes and Organizational Citizenship Behavior of Construction Projects in Adama Town*”. The questionnaire is intended to solicit detailed data on project managers’ leadership attributes and employees Organizational Citizenship Behavior (OCB) for the requirement Master of Arts degree in Project Management. The questionnaire can be completed within about 25 minutes. For the successful completion of this study your frank and honest response is very important. Please be informed that the information obtained with this questionnaire, **WILL BE TREATED WITH ABSOLUTE CONFIDENTIALITY, AND WILL ONLY BE USED FOR RESEARCH PURPOSE.** Please respond either by putting a tick mark (✓) or circle against each box for the close-ended items or fill the appropriate response for open-ended items.

**Part I: Background Information**

- 1.1 Name of the project site \_\_\_\_\_
- 1.2 Your sex: Male \_\_\_\_\_ Female \_\_\_\_\_
- 1.3 Your age in years \_\_\_\_\_
- 1.3 Your qualification: MA/Msc \_\_\_\_\_ BA/Bsc \_\_\_\_\_ Diploma \_\_\_\_\_ Other \_\_\_\_\_
- 1.4 Your specialization: \_\_\_\_\_
- 1.5 Project work Experience in years \_\_\_\_\_

**Leadership Attributes Measurement Scale**

**Part II:** You have been asked to rate the leadership characteristics (attributes) of the project manager. Please respond to the following questions by ***circling*** the best fitting number. I urge you to reflect carefully about each statement then rate the person on each statement using the following scale:

- |                                                                               |                                                                        |                                                                                 |
|-------------------------------------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| <input type="checkbox"/> <input type="checkbox"/> <b>Very Undescriptive</b>   | <input type="checkbox"/> <input type="checkbox"/> <b>Undescriptive</b> | <input type="checkbox"/> <input type="checkbox"/> <b>Somewhat Undescriptive</b> |
| <input type="checkbox"/> <input type="checkbox"/> <b>Somewhat Descriptive</b> | <input type="checkbox"/> <input type="checkbox"/> <b>Descriptive</b>   | <input type="checkbox"/> <input type="checkbox"/> <b>Very Descriptive</b>       |

*Note: Please circle the number of your choice!*



Items	1	2	3	4	5	6
<b>1. Trust</b>						
1.1 My leader is confident	1	2	3	4	5	6
1.2 My leader is ethical	1	2	3	4	5	6
1.3 My leader is committed to the common good	1	2	3	4	5	6
1.4 My leader has personal integrity	1	2	3	4	5	6
1.5 My leader is accountable	1	2	3	4	5	6
<b>2. Drive</b>						
2.1 My leader is energetic with stamina	1	2	3	4	5	6
2.2 My leader is visionary	1	2	3	4	5	6
2.3 My leader is insightful	1	2	3	4	5	6
2.4 My leader is achievement-oriented	1	2	3	4	5	6
2.5 My leader is willing to accept responsibility	1	2	3	4	5	6
2.6 My leader initiates	1	2	3	4	5	6
2.7 My leader is courageous, risk-taker	1	2	3	4	5	6
2.8 My leader is persistent	1	2	3	4	5	6
2.9 My leader is enthusiastic, optimistic	1	2	3	4	5	6
<b>3. Interpersonal Attributes</b>						
3.1 My leader is good at communication (listening, oral, written)	1	2	3	4	5	6
3.2 My leader uses an appropriate leadership styles	1	2	3	4	5	6
3.3 My leader has good sensitivity, respect	1	2	3	4	5	6
3.4 My leader manifests an even disposition (fairness)	1	2	3	4	5	6
3.5 My leader motivate others	1	2	3	4	5	6
3.6 My leader does coaching	1	2	3	4	5	6
3.7 My leader is good enough in conflict management	1	2	3	4	5	6
3.8 My leader's ideological beliefs are appropriate to the group	1	2	3	4	5	6
<b>4. Tolerance</b>						
4.1 My leader is intelligent with practical judgment	1	2	3	4	5	6
4.2 My leader is adaptable, open to change	1	2	3	4	5	6
4.3 My leader is dependable, reliable	1	2	3	4	5	6
4.4 My leader is tolerant of ambiguity and complexity	1	2	3	4	5	6
4.5 My leader is tolerant of frustration	1	2	3	4	5	6
4.6 My leader is good at stress management	1	2	3	4	5	6
<b>5. Organization Skills</b>						
5.1 My leader is good at planning	1	2	3	4	5	6
5.2 My leader is good at organizing	1	2	3	4	5	6
5.3 My leader is a good team builder	1	2	3	4	5	6
5.4 My leader is good delegating	1	2	3	4	5	6
5.5 My leader is good at networking	1	2	3	4	5	6
5.6 My leader is good at time management	1	2	3	4	5	6
5.7 My leader is a good information manager	1	2	3	4	5	6
5.8 My leader is good at decision-making	1	2	3	4	5	6
5.9 My leader is good at problem-solving	1	2	3	4	5	6

## ORGANIZATIONAL CITIZENSHIP BEHAVIOR SCALE (OCBS)

**(Used to rate an employee or one of you staff members in the organization)**

**Instructions:** The statements below are concerned with current behaviors of **one of your staff members, coworker, or professional colleague** with whom you have been working right now might demonstrate in the workplace. Please use the given scale to indicate the extent to which you agree or disagree with each statement. Please respond to the following questions by ***circling*** the best fitting number.

1=Strongly Disagree 2=Disagree 3=Neither Disagree nor Agree 4=Agree 5= Strongly Agree

Items	1	2	3	4	5
<b>A. Altruism</b>					
1. My staff member helps other workers who have been absent.	1	2	3	4	5
2. My staff member helps others who have heavy workloads.	1	2	3	4	5
3. My staff member helps orient new workers even though it is not required.	1	2	3	4	5
4. My staff member willingly helps others who have work related problems.	1	2	3	4	5
5. My staff member is always ready to lend a helping hand to those around him/her.	1	2	3	4	5
<b>B. Conscientiousness</b>					
1. My staff member's attendance at work is above the norm.	1	2	3	4	5
2. My staff member does not take extra breaks.	1	2	3	4	5
3. My staff member obeys project site rules and regulations even when no one is watching.	1	2	3	4	5
4. My staff member is one of my most conscientious workers	1	2	3	4	5
5. My staff member believes in giving an honest day's work for an honest day's pay.	1	2	3	4	5
<b>C. Sportsmanship</b>					
1. My staff member consumes a lot of time complaining about trivial matters (R).	1	2	3	4	5
2. My staff member always focuses on what's wrong, rather than the positive side (R).	1	2	3	4	5
3. My staff member tends to make "mountains out of molehills" (R).	1	2	3	4	5
4. My staff member always finds fault with what the organization is doing (R).	1	2	3	4	5
5. My staff member is the classic "squeaky wheel" that always needs greasing (R).	1	2	3	4	5
<b>D. Courtesy</b>					
1. My staff member takes steps to try to prevent problems with other workers.	1	2	3	4	5
2. My staff member is mindful of how his/her behavior affects other people's jobs.	1	2	3	4	5
3. My staff member does not abuse the rights of others.	1	2	3	4	5
4. My staff member tries to avoid creating problems for colleagues.	1	2	3	4	5
<b>E. Civic Virtue</b>					
1. My staff member considers the impact of his/her actions on coworkers.	1	2	3	4	5
2. My staff member attends meetings that are not mandatory, but are considered important.	1	2	3	4	5
3. My staff member attends functions that are not required but help the project site image.	1	2	3	4	5
4. My staff member keeps abreast of changes in the project site.	1	2	3	4	5
5. My staff member reads and keeps up with project site announcements, memos, and so on.	1	2	3	4	5

**Thank you so much for your cooperation!**