

**THE EFFECT OF PROJECT MANAGERS' LEADERSHIP STYLE ON PROJECT  
SUCCESS: GHANA (ACCRA): A CASE STUDY OF CHURCH OF PENTECOST**

By

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A Dissertation submitted to the Department of Construction Technology and Management,  
College of Art and Built Environment in partial fulfilment of the requirement for the degree

of

**MASTER OF SCIENCE IN PROJECT MANAGEMENT**

NOVEMBER, 2019

## DECLARATION

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person nor material which to a substantial extent has been accepted for the award of any other degree or diploma at Kwame Nkrumah University of Science and Technology, Kumasi or any other educational institution, except where due acknowledgment is made in the thesis.

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## **ABSTRACT**

This has been a study to investigate the effect of project managers' leadership style on project success and the study being a case study, dwelt on the Church of Pentecost. This study in order to collect data that are accurate and valid, employed the purposive sampling technique which ensured that only project managers and project team members with the relevant experience, information and deeper insights into the COP's projects were contacted. In all, a total of thirty project managers and project team members of the COP participated in the study. In relation to the first objective, it was found that project leaders are highly effective in articulating project visions and objectives, that team members of the COP's projects always feel proud to be associated with the project leaders and that project leaders let team members know what they need to do in order to be rewarded. In relation to the second objective of identifying the influence of leadership styles on project success at the COP, this study revealed that overall, because project managers of the COP largely adopt and execute a transformational leadership style, it has enabled project leaders to provide inspirational leadership which among others, has led to COP's projects being delivered within schedule, within budget and to specification. Based on the findings and conclusions of the study, the recommendations proffered include sponsoring project leaders on a regular bases to attend training courses on leadership and that top management of the COP must readily approve training budgets for project managers and must desist from holding onto the view that project managers know it all and therefore do not need further training.

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## **LIST OF ABBREVIATION**

COP	Church of Pentecost
PMI	Project Management Institute

## **ACKNOWLEDGEMENT**

First of all am very grateful to God Almighty for the grace and favour given me to complete the MSC programme successfully.

I acknowledge the wonderful support and contributions of my ingenious supervisor, Mr. Ayirebi Dansoh.

I am also extremely grateful to Apostle David Tettey Tekper and Apostle Joseph Kwame Assabil of the Church of Pentecost for their help and support and encouragement.

.

## **DEDICATION**

I dedicate this work to my wife and my children's, Mrs Salomey Ayihi, Mark Afedi Ayihi, Rhodaline Dede Ayihi, Nathaniel Tetteh Ayihi, Emmanuel O.N. Ayihi and Nigel Aseda Asare Ayihi for their immense support.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 BACKGROUND OF THE STUDY**

Projects are simply sequencing of distinctive, unique, complex and linked activities and processes which possess a singular goal or objective that must be accomplished within a certain specific time frame, within a certain budget and according to specifications (Wysocki and McGray, 2003). Projects since time immemorial have been executed to protect nations from enemies, to improve food security, to develop their infrastructure which serves as a pivot for socio-economic development among other reasons (Yang, Huang and Wu, 2011). Projects irrespective of their sizes are highly important for businesses, organizations, associations and even nations (Prabhakar, 2006).

Again, firms and organization continue to rely on different projects to ensure that their organizational objectives are realized and therefore (Turner and Muller, 2005). This clearly shows that projects are fundamental to the overall organizational strategy of creating customer value, maximizing shareholders investments and gaining competitive advantage (Yang et al. 2011). However, for projects to be successfully, they must be an experienced leader who anchors and steers the affairs of the project (Ahmed and Abdullahi, 2017). The role of the project leader and the leadership styles that the project leaders operate w makes all the difference when it comes to project success (Wang, Oh, Courtright and Colbert, 2011; Heifer et al. 2009).

Also, in today's competitive and dynamic project environment where project organizations, project managers and indeed project team members are hard-pressed for time and faced with budget constraints and demanding requirements from salient stakeholders, project leaders are seen as channels of making meaning out of chaotic situations (Nixon, Harrington, Parker, 2012; Northouse, 2007). Project leaders are expected to provide that assurance to all project stakeholders that projects will be delivered to specifications, within budgets and within stipulated timeframes and that anything short of these should be regarded as failures (Nixon et al. 2012). This therefore puts pressure on project organizations to identify experienced and tried and tested project leaders to ensure that much needed project outcomes are realized (Yang et al. 2011).

According to authors such as Dulewicz and Higgs (2005), Ghafoor et al. (2016) and Tuner and Muller (2005), the leadership style of the project leader is one of the main critical success factors that must be focused on by project organizations. This is because the tried and tested project leader is able to inspire, guide, direct and correct his team to achieve desired project outcomes.

Ghafoor et al. (2016) and Mishra et al. (2011) have found that project leaders are indispensable to project success and that project leaders who appreciate the significance of their leadership styles guarantee project success more than those who do not appreciate the importance of leadership styles. It has been pointed out by Muzio et al. (2007) and Herbert (2002) that the leadership styles of project leaders is one of the requirements for selecting project leaders especially when about 90% of a typical project manager's time is spent on resolving and addressing mundane and soft issues such as team members' motivation, communications within the project team, managing resources and offering support. This in effect implies that the typical

project leader spends only about ten percent of his time on issues such as project scope, budget, specifications and time schedules (Ahmed and Abdullahi, 2017; Blaskovics, 2014; Thite, 1999).

On the basis of the foregoing about the significance of project leaders, it has become important to investigate the extent to which project leaders influence project at the Pentecost Church of Ghana which always embarks on different projects across the length and breadth of the country and which run into millions of Ghana cedis.

## **1.1 BRIEF BACKGROUND OF THE CHURCH OF PENTECOST**

The Church of Pentecost like most great institutions started in a small way. The Church's beginning are linked to the ministry of Pastor James McKeown (1900 – 1987), an Irish missionary sent by the Apostolic Church, Bradford UK to the then Gold Coast (now Ghana) in 1937 to help a group of believers of the Apostolic Faith led by Peter Newman Anim (who later became the founder of Christ Apostolic Church) in a town called Asamankese. Due to doctrinal differences based on divine healing, the group split in 1939 into the Christ Apostolic Church and the Apostolic Church, Gold Coast. They later saw great expansion under Pastor James McKeown. In 1953 a constitutional crisis led to the founding of the Gold Coast Apostolic Church led by Pastor James McKeown. On the attainment of independence by the country in 1957 and following the changes of its name to Ghana.

The Gold Coast Apostolic Church was renamed the Ghana Apostolic Church. The split in 1953 did not end the crisis. New conflicts compelled the then President of the Republic of Ghana, His Excellency Dr. Kwame Nkrumah, to advise the leadership of the Ghana Apostolic Church to adopt a new name in order to foster peace and harmony on the Pentecostal front. Therefore, on



August 1, 1962 the new name The Church of Pentecost legally replaced the Ghana Apostolic Church, (The Church of Pentecost, 2019).

## **1.2 STATEMENT OF THE PROBLEM**

The above on-going discussions on the influence of project leaders' leadership styles on project success underscore the need to begin projects with the requisite leaders with the necessary project leadership backgrounds. It was therefore unfortunate to find that the case study organization does not realize the need to invest in project leaders with the requisite backgrounds. The church of Pentecost has been in the country for over a century and it is one of the leading traditional churches that seek to steer people towards the righteous path and also, improve the general conditions of its members. This therefore means that the church often embarks on different projects such as building schools, churches, residential accommodations, farming projects and other socially beneficial projects.

What pertains at the church is that projects are usually handed to Pastors and church leaders and elders. This category of people are put at the helm of affairs of expensive projects with the belief that they are God-fearing, righteous and can therefore facilitate the successful completion of these projects. Unfortunately, this is far from the truth. The reality is that these church elders and leaders do not possess any project management skills and experience and the type of leadership style brought to bear on projects of the Church are not effective. This situation in fact often results in projects of the church being delayed, abandoned and also resulting in huge cost overruns. Realizing that this situation could not continue, the Church of Pentecost in 2014

commenced the process of employing project leaders and managers who are well-experienced in projects.

The issues therefore were: Has the employment of qualified projects resulted in project success at the Church of Pentecost? Are project leaders able to facilitate the completion of projects within time? Within budget? And to the specification of management? What are the challenges of using external project leaders as against internal church members? What are the lessons that can be learnt? It is therefore in seeking answers to these questions that necessitated the execution of this study.

### **1.3 AIMS AND OBJECTIVES OF THE STUDY**

#### **1.3.1 Objectives of the Study**

The main objective of this study was to assess the effects of project managers' leadership styles on Christian organizations and with the Church of Pentecost (COP) as the organization of interest.

#### **1.3.2 Specific Objectives**

Specifically, this study sought to:

1. Determine the type of leadership styles employed by project managers; and
2. Identify the influence of leadership styles on project success for Christian organisations

#### **1.4 SIGNIFICANCE OF THE STUDY**

This study is significant to different stakeholders. From the perspective of the Church of Pentecost, the findings of this study will throw more light on the linkage between project leadership styles and project success and this will inform policy making and strategy with respect to how project leaders are selected at the Church. In other words, the findings of this study will inure to the benefit of the Church in terms of making scientific changes and taking measures that will ensure that project leaders at the Church have the right temperament, experience, qualifications and knowledge. This it is the conviction of the study will facilitate the completion of projects within time, within budget and to specification (all things being equal). This study will also be significant to other Ghanaian organizations especially when there is paucity of the linkage between project leadership styles and project success. Other organizations can draw valuable lessons from this study and by so doing, enhancing the relation of desired project outcomes. From an academic point of view, the findings of this study can serve as a platform on which future studies can be executed considering the huge deficit or dearth of academic and empirical studies on the subject matter of the study. In the same light, students and academicians can use this study as a source of reference.

#### **1.5 SCOPE AND LIMITATION OF THE STUDY**

This study focuses only on project leadership styles and how it affects project success at the church of Pentecost. This study focuses solely on the church of Pentecost because of easy access to information and key informants. This study also focuses on employees and officials of the church based in the Greater Accra Metropolis and the reason is that the Accra Head Office of the

church houses most of the key decision makers and project managers. This therefore facilitated better execution of the thesis work especially in terms of data collection. The limitation of focusing only on the church of Pentecost is that the findings may be difficult to extrapolate and generalize since conditions and circumstances of each project organization are unique and different. In spite of this setback, it can be said that the findings of this study will shed more light on the subject matter especially coming from an area that has seen less empirical studies in the country.

## **1.6 STRUCTURE OF THE STUDY**

This study was made up of five distinct chapters where chapter one covers the background of the study, the problem statement, the objectives and research questions, the significance, the scope, limitation and the structure. Chapter two reviews the literature on the major constructs of the study as well as develops the conceptual framework for the study. Chapter three presents the methodological approaches employed in operationalizing the study's objectives such as the research design, the target population, sources of data, sampling techniques and size, data collection instrument and data collection procedure and data analysis. Chapter four presents the analysis and discussions of the data collected while chapter five summarizes concludes and make recommendations for the study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 INTRODUCTION**

This chapter focused on presenting the literature review here the major constructs of the study such as leadership styles, the theory of leadership, the various types of leadership styles, project management and project success are reviewed. This chapter also develops a conceptual framework which serves as the theoretical foundation with the objective of facilitating the operationalization of the study's objectives.

#### **2.1 INTRODUCING THE MAJOR CONCEPTS AND THEORIES OF THE STUDY**

This section of the study introduces, defines and explains the major concepts and theories of the study. The major concepts and theories defined and explained in this section are project management, project success, leadership and different leadership theories.

##### **2.1.1 Definition of Project**

Even though projects have been defined in various ways by different authors and institutions, there is a common theme that runs through all these definitions (Koster, 2010). This common theme is that projects have definite start and end times. This therefore means that projects are temporary in nature and must achieve certain specific objectives and goals. For instance, a project is seen as being different from programmes in the sense that a project has objectives such as creating, developing and introducing new products, services other processes that are quite

new. This therefore distinguishes projects from other daily activities such as procedures and programmes which can operate in perpetuity (Bell, 2013).

Projects have been defined as any temporary endeavor or venture executed with the objective of developing new and unique products, offerings and or achieving new results (Project Management Institute, 2004). This definition emphasizes on projects being short-term, having specific objectives and coordinating all resources to ensure that these objectives are realized within the shortest possible time. This definition also points to the fact that projects are precise in terms of what is to be achieved, who to facilitate the achievement of these objectives and how resources will be harnessed to achieve stated objectives.

A project has also been described as activities undertaken with the sole purpose of achieving objectives within certain budget constraints and time frames (Lientz & Rea, 2003). In the same vein, a project has also been defined as a chain or series of sophisticated, unique and strongly linked activities that have the singular objective of being accomplished within some stated specific timelines, to the expectations of stakeholders and within budget (Wysocki & McGary, 2003).

These definitions recognize that projects can be unique in terms of what is to be developed, produced or created and that projects due to the assembling of different groups of people may bring forth some complex and challenging operational elements. These definitions further introduce the fact that projects must be executed and delivered to the specification and expectation of different stakeholder groups, that projects must not exceed the time frame established and that projects must not incur cost overruns.

### **2.1.2 Project Management**

Project management is the process and steps project organizations and project managers take to control the accomplishment of stated project objectives while accepting that projects can only be effectively executed, delivered and controlled when management principles are utilized (Ahmed & Abdullahi, 2017). Project management is also the effective application of skills, knowledge, tools and techniques to project activities so as to effectively meet the requirements of projects (Bell, 2013). This definition suggests that projects in order to be completed on time, within budgets and to specifications must be executed effectively and doing this requires adopting management philosophies and principles. This again means that project leaders must have the requisite skills, knowledge, experience and the requisite skills to lead their teams to project success.

Project management as the name suggest involves bringing together all the major elements of management such as leading, directing, planning, organizing, coordinating, monitoring and evaluation to ensure that projects are executed and delivered on time, within budget and to specifications (Kuster, Huber & Lippman, 2011). Using the elements of management in projects is crucial because projects usually has diverse stakeholders with different needs, interests and concerns that must be uniquely addressed. It is only when stakeholders' needs and expectations are met that project organizations can forge ahead with project execution.

Again, projects can be very expensive and complex (Kuster et al. 2011) and it is very important that management principles are adopted to guide the execution of projects. Chase et al. (2001)

have described project management as a process that entails planning, directing and controlling scarce resources so as to facilitate effective project execution and delivery.

According to Kerzner (2010), project management entails going through five distinct processes and these are project initiation, planning, execution, monitoring and controlling and closing the project. The five types of project processes effectively indicate that projects have commencement periods and that they also have ending periods where the project hands over to owners of the project (Koster, 2011).

Based on these definitions, it can be surmised that project management is a process which ensures that all the necessary steps are taken and followed to ensure effective project execution and delivery (PMI, 2013). These definitions also imply that project leaders are responsible for planning and anticipating all unforeseen contingencies and making provision for all these contingencies before actual execution of projects. This is because any disruption during project execution phase may be detrimental to the organization in terms of high cost, time overruns and not delivering projects to expectations.

### **2.1.3 Project Success**

Every project has its stated objectives and in order for projects not to deviate from their set objectives, there is the need to measure the extent to which projects have been successful (Kerzner, 2010). This means that there is a criterion for assessing project success (Jetu & Reidl, 2012). The issue however has to do with determining what project success is. As pointed by Siguroarsan (2009) and Cook and Davies (2002), project success is rather an elusive and complex concept and it is still difficult to measure. There is no universally accepted definition of



project success and this has led to different authors and institutions using different measuring criteria (Muller & Turner, 2010).

In spite of this apparent confusion, it has still been accepted in some quarters that project success can be measured using time, cost and quality (Narayanaswamy, Grover & Henry, 2013; Baker et al. 1988; Pinto & Slevin, 1989; Atkinson, 1999; Siguroarsan, 2009). These three dimensions of project success are referred to as the “Iron Triangle”. It has however been pointed out by Pinto and Slevin (1989) and Atkinson (1999) that using only these three dimensions to assess project success is inadequate. This is because the concept of project success is constantly evolving, and new measurement criteria are always being added based on changing project management conditions and environments (Awan et al. 2015).

One major reason why the Iron Triangle is insufficient to measure project success has to do with the high rate of technological advancement and the integration of project management techniques employed project execution and delivery (Shenhar et al. 2001). Project success is said to be the ability to execute and deliver projects on time, within budget and the short-term success of the project organization (Shenhar et al. 2001). This definition of project success looks at three main criteria – namely – time, budget and time horizon with respect to the total sustainability of the firm.

On the other hand, Kerzner (2009) and Ahmed and Abdullahi (2017) purely look at project success from the perspective of the client or customer. This perspective of project success says that project success is whatever the client or customer says. This perspective of project success

therefore understands and appreciates the fact that projects are not end products in themselves but are means to achieving certain ends and it is only the final consumer of client who determines whether the project was effectively executed and delivered. This perspective therefore points to project organizations and project managers trying to have deeper insights and understanding of what clients wants and then delivery to the complete expectations of these clients.

In fact, Ahmed and Abdullahi's Kerzner (2009) of project success is a confirmation and support of what Kerzner (2009) advocated that project organizations need to expand the success criteria of projects and add customer acceptance. Also, Thomsett (2002) has recommended adding both meeting functional requirements and giving professional learning to the three project success dimensions of cost, budget and quality.

Again, Westhuizen and Fitzgerald (2005) have also called for adding stakeholders' satisfaction and the quality of project management success in order to ensure a better evaluation of project success. Interesting however, it has been admonished and advocated by Turner (2002) that the best means of assessing project success is through the perspective and viewpoint of project team members. This view of project success means that team members' needs, and expectations must be identified and met because in the final analysis, it is project team members that implement projects. According to Nubuor et al. (2014) the iron triangle is inadequate because it sometimes fails to address the expectations and concerns of salient stakeholders.

#### **2.1.4 Project Leadership**

The definition of leadership as a concept is a difficult one and this stems from different institutions, authors and researchers defining the concept to suit their unique needs and perspectives (Lussier & Achual, 2013). According to McCleskey (2014), leadership is the practice of certain individuals who have certain characteristics and traits and who leverage on these qualities to inspire and motivate their followers to realize certain stated goals, objectives and tasks. This definition looks at leadership from the perspective of traits theory which holds that there are certain innate traits that people have that makes them natural leaders. This definition again therefore suggests that without having these traits and features, people cannot lead. This definition also implies that leaders are born and not made.

In the same vein, Daft (007) and Lussier and Achal (2013) have defined leadership as the strong, unambiguous and trustworthy relationship that exists between a leader and his/her followers with the main focus of pushing for change and achieving results that mutually meets the needs and expectations of all parties.

Leadership has been defined by Gido and Clements (1995) the ability to achieve results or get things done through people. This definition of leadership is results oriented and it looks at how people can inspire, motivate, direct and lead their followers and subordinates to accomplished tasks, objectives and goals that are mutually beneficial to the entire team or group. This definition is particularly suited to the field of project management because project success among others consist of project managers leading their teams to execute and deliver projects on time, to the satisfaction of clients and within specification (Jetu & Reidl, 2012). This definition

requires that leaders are knowledgeable, skillful and have the communications skills to inspire and motivate people to focus on tasks assigned in order to realize stated objectives. This definition also implies that those selected to lead people to realize certain objectives cannot be called leaders when they fail to lead and direct their teams to achieve expected results.

According to Muller and Turner (2010), any individual with followers can be called a leader. This definition of leadership appears vague and unclear. However, what can be derived from this brief definition is that to qualify as a leader, people must have dedicated and committed followers. This definition also points to the fact that to be a leader, a person ought to have presented some ideas and would have convinced some people to buy into this idea and objective and hence, these followers agreeing to follow the leader. This simply definition therefore suggest that being a leader means having the ability to communicate one vision for people to understand, having the ability to convince and persuade people to follow you and also having the ability to inspire trust and confidence in followers (Koster et al. 2011).

### **2.1.5 Leadership Theories**

There are several leadership theories that have been put forth over the years and each of these theories are believed to be the one that ought to be adopted and used by all leaders (Bass, 2008). This situation therefore underscores and emphasizes the confusion that exists in the field of leadership since each school of thought holds on dearly to their perspectives on leadership (Bass, 2008; Wang et al. 2015). This section of the chapter reviews some of the more popular leadership theories.

*The Great Man Theory:* This theory essentially points and directs people to take a critical look at historical leaders such as Jesus, Moses, Mohammed, Ghandi, Mandela, Nkrumah and it will be realized that all these people were never trained to be leaders. These popular leaders rose to the occasion when leaders were needed, and they made their mark in terms of leading their people to realize certain objectives. This theory therefore holds that leaders are born possessing certain leadership traits and qualities that make them assume leadership positions naturally (Bass, 2008).

*The Trait Theory of Leadership:* This theory is actually an offshoot of the great man theory of leadership in the sense that it posits that to be a leader an individual must have certain traits, features, attributes and peculiarities that clearly-stands out and recognized by followers (Zaccaro, 2007). According to Bass (2008), some of these highly desired and expected leadership traits include being charismatic, persuasive, likeable, intelligent, having strong communications skills and having social skills that are able to draw people to the leader. It must however be pointed out that this leadership theory has been argued against because the traits needed to qualify an individual as a leader are not enough and that this theory also has no empirical backing (Bass, 2008).

*Behavioral Theory of Leadership:* This theory holds that leaders are easily identified based on the behaviours they exhibit instead of the traits that they have as individuals (Phungsoonthorn & Charoensukmongkol, 2018). This theory works well by gathering many patterns and trends of different leadership styles and then grouping them in different categories to indicate the nature of leadership (Zaccaro, 2007).

*Situational and Contingency Theory of Leadership:* This theory holds that people actually become leaders sometimes based on adverse situations, unforeseen and unanticipated circumstances and major events (Zaccaro, 2007). Based on the situational and contingency theory of leadership, there are not generally acceptable theories of leadership and that leaders evolve and arise to address certain issues. This in effect means that leadership is highly situational and evolving circumstances determines the type of leaders that emerge.

*Transformational Leadership Theory:* This theory and style of leadership holds that leaders must constantly develop and grow their followers through encouragement, motivation, praise, recognition and behavioral modeling (Hogue, 2015; Bass & Riggio, 2006). Transformational leadership is also a process where leaders try to raise their followers to levels that borders on morality, motivation and inspiration (Keegan & Den Hartog, 2004; Simola et al. 2012). This theory of leadership focuses on leaders leading their followers to achieve specified goals in such a way that it transforms, develops, motivates and enhances the behaviours and ethical aspirations of those who follow (Geib & Swenson, 2013).

This theory of leadership therefore implies that leaders are more interested in improving the skills set and knowledge of followers to ensure that they become better at implementing strategies and tactics that facilitates the achievement of stated goals and objectives. Transformational leaders in other words have the skills to develop, transform, influence, drive, motivate and inspire all team members to collectively contribute towards the achievement of project goals (Wang et al. 2011). Under transformational leadership therefore, no team member

is deemed as a misfit because leaders are skilled at mentoring, coaching and shaping the attitudes and behaviours of all team members. Transformational leaders therefore are good at inspiring, directing and leading their team members to achieve goals that even appear unassailable at first (Avolio & Bass, 2004; Hogue, 2015; Rubin et al. 2005; George, 2008).

According to Kaulio (2008), Bass (2008) and Strider (2002), transformational leaders are those who possess the following qualities:

1. Are good role models in terms of fairness, just and integrity;
2. Have the ability to set clear goals and objectives;
3. Expect better results and excellence from team members;
4. Do not hesitate in providing unflinching support to team members;
5. Use words and phrases that inspire, stirs up emotions and pump team members to attain higher heights;
6. Encourages their team members and
7. Mentor, coach and develop their team members.

*Transactional Leadership Theory:* This theory of leadership is where leaders are mainly interested in the realization of stated objectives, tasks and goals (Yang et al. 2011). Transactional leaders are mainly focused on establishing law and order, requires thing to be organized, structured and that team members must follow laid-down rules at all times (Bass, 2008). Under

this leadership style, team members are expected to be supervised, instructed, directed, controlled, organized and led to ensure that stated targets and metrics are not missed. This theory again operates a carrot and stick method where team members are rewarded when they achieve targets and accomplish certain objectives (Yang et al. 2011).

Again, those team members that fail to accomplish stated targets and metrics are penalized and sanctioned to deter others (Bono & Judge, 2004). In contrast to transformational leadership where the focus is on developing and transforming team members to achieve results, transactional leaders achieve results through rewards, incentives and sanctions (Grove & LaRocca, 2011). In effect, transactional leaders will not hesitate in meting out exact punishment to team members culpable of delaying projects, making projects go beyond budget and those whose recklessness led to projects not been executed and delivered to expectations (Barbuto, 2005; Liu et al. 2011).

## **2.2 THE ROLES OF PROJECT LEADERS**

The first main theme is that leaders at all cost must have followers who need to implement and actualize exactly what the group seeks to achieve. This in effect means that leaders need followers to execute certain actions and exhibit certain attitudes and behaviours towards the realization of stated objectives. In the same vein, followers need leaders who will inspire, direct, motivate and develop them to facilitate the realization of objectives and goals (Lussier & Achal, 2013).



Another theme worthy of note is that leadership has to do with the realization of goals and objectives (Northouse, 2007). Leaders based on their skills, qualities and behaviours are able to paint a picture of the groups' vision to the understanding of team members. They are also able to develop and grow team members to levels that they are able to take certain initiatives towards the realization of common objectives. In effect, leaders provide inspiration, motivation and mentoring which ultimately leads to the achievement of stated team objectives (Phungsoonthorn & Charoensukmongkol, 2018).

Another theme that can be surmised based on the above definitions is that leadership is a process and continuously evolving. This means that leaders must try to adapt to changing environments and situations so that they are able to effectively lead their followers. Being static, not being flexible and failing to anticipate change may make leaders anachronistic and by so doing, making their leadership ineffective (Bass & Bass, 2008). This situation, leaders must guard against lest they have their positions threatened and undermined (Hogue, 2015). Finally, it can be said that leadership is more of using one's position to influence decisions that inures to the benefit of all group members (Wang et al. 2015; Phungsoonthorn & Charoensukmongkol, 2018).

According to Wang et al. (2011), today's project environment is a highly complex one and to effectively execute and deliver projects, there is the need for project organizations to invest in selecting highly experienced and knowledgeable project leaders. One of the major roles of project leaders is the gathering, distributing and communicating project objectives to all project stakeholders. Every project has different and powerful stakeholders who also have different interest and needs (Turner & Muller, 2005). Thus, it requires leaders who understand how to

manage and deal with diverse stakeholder expectations in order to effectively execute and deliver projects.

Another role of project leader is that they need to constantly ensure that project resources are optimally used and also ensure that project sites are more efficient and not wasteful (Nixon et al. 2011). Project leaders also are mandated and indeed, expected to provide genuine and effective leadership to their team members, monitor and control all project site activities to prevent travelling beyond project scope (Wang et al. 2011).

Project leaders also serve as the liaisons between their teams and that of the external environment such as the communities that these projects are executed (Nixon et al. 2011). Effective interaction with external publics and communities inures to the benefit of project organizations since it identifies and resolve all potential conflicts even before projects commence. In other words, project leaders are relied on to use their communications skills, their influence, deeper insights into issues and their authority to amicably resolve conflicts because failing to do this may lead to project delays and cost overruns when actual implementation starts (Kaulio, 2008).

Muller et al. (2010) have opined that effective project leaders must have the capacity and skill to anticipate project environments and circumstances to implement decisions that are relevant, timely and inuring to the benefit of all stakeholders. Project leaders are equally expected to have the capacity to identify and communicate project objectives, priorities and expectations to team members so that every team member works effectively towards meeting project objectives (Siguroarson, 2009).

## **2.3 SKILLS PROJECT LEADERS MUST POSSESS**

Project leaders drive and influence their team members to ensure that projects are delivered on time, within budget and to expectations. To achieve project objectives and to make projects successful requires that project leaders have certain skills that can be leveraged on. According to Muller et al. (2010), the five main soft and human skills that project leaders must possess are as follows:

### **2.3.1 Effective Coordination Skills**

Projects are complex undertakings and usually, it requires project leaders to bring together different team members usually drawn from different sectors, departments and units to achieve project objectives. Thus, how project leaders go about coordinating resources and team members to achieve stated project objectives requires effective coordination skills on the part of project leaders (Awan et al. 2015). Coordination skills involves project leaders being able to develop warm and positive relationships with stakeholders (Brenton & Levin, 2012).

### **2.3.2 Interpersonal Skills**

Projects are primarily an assemblage of different team members and different stakeholders and all these different team members have their individual idiosyncrasies, skills set, beliefs and different levels of experience (Awan et al. 2015). This therefore requires that project leaders must have the right interpersonal skills that make it possible to relate and interact with individual team members in such a manner that there is a cordial relationship with project team members (Cornelius, 2012). The ability to bond and gel with team members is one of the hallmarks of

effective project leaders because not having strong bonds and relationship with team members may result in poor project execution.

### **2.3.3 Excellent Communications Skills**

Communications skills are highly prized in projects because leaders are required to communicate frequently to team members and stakeholders on project objectives, scope, budget, timelines, expectations and even how the project will be executed (De Mascia, 2012). The project leader is therefore required to possess excellent communications skills that will facilitate timely and accurate dissemination of project information to all stakeholders. Effective communications skills mean that project leaders are able to send information to project stakeholders in manners and forms that they can understand and based on the information sent, project team members are able to make effective decisions towards the realization of project objectives (Shi & Chen, 2006). Communications during projects can be oral or written and it is the project leader to determine the type of communication to use at each moment (De Mascia, 2012).

Authors such as Jetu and Riedl (2012) and Kreger (2011) have revealed in their studies that communications skills of project leaders affect project execution and project delivery because team members are able to understand in clear terms exactly what is expected of them and also how to execute the projects. As pointed by Awan et al. (2015), effective communications avoids and eliminate doubts and ambiguities during projects and therefore facilitates better project execution.

#### **2.3.4 Team Building Skills**

The ability to build teams and ensure that project teams are well-coordinated is one important skill that every project leader must possess (Awan et al. 2015). All project team members are important and team cohesion, unity and understanding makes it more possible for projects to succeed and it therefore behooves project leaders to put together project teams that complement each other and where members are prepared to sacrifice for one another. According to Deepa and Seth (2013), project leaders must be adroit at maximizing the potential of team members and must equally have the skills of resolving all conflicts to sustain team cohesion.

#### **2.3.5 Problem Solving Skills**

Considering that typical projects entails bringing together people from all walks of life, culture, backgrounds and beliefs, conflicts are inevitable (Deepa & Seth, 2013). It is only skillful project leaders who can sense and identify potential sources of conflicts, analyze and find solutions that will succeed in a typical project environment.

### **2.4 EMPIRICAL STUDIES ON PROJECT LEADERS AND PROJECT SUCCESS**

Several empirical studies have been executed within the area of project leadership and project success. This section of the chapter therefore reviews some of these empirical studies. The literature was reviewed from different parts of the world.

Grzesik et al. (2018) sought to identify project leader's competencies and leadership styles in Poland by collecting data from 100 project organizations. It was revealed that project leaders ability to cooperate with all stakeholders, teamwork skills and their orientation to achieve are the

three most important competencies that guarantees project success in Poland. DuBois et al. (2015) sought to identify the leadership styles of successful project managers in the United States by focusing on the traits and techniques of these leaders. The authors used secondary and they concluded that certain leadership styles positively affect project success while other leadership styles are not as effective. The authors specifically found that the characteristics of the project organization, the emotional and managerial competencies of project leaders, their communications skills, ability to inspire trust and confidence and their enterprising nature all contribute towards project success.

Atencio (2013) investigated the degree to which leadership styles of project leaders actually impact on project success by using both qualitative and quantitative techniques. This study was executed in the USA and it was revealed that there are strong differences in project manager success, project management success and project success. This study established that leadership styles are strongly correlated with project success.

Marzagao and Carvalho (2016) examined the behavioral competences and characteristics of project leaders in Brazil, Columbia and Chile by collecting data from 191 project managers. The study established that projects that have competent leaders who are focused, innovative and can offer direction are more likely to succeed than those with the wrong leadership skills. Muller and Turner (2010) investigated the leadership styles of successful project managers. The authors collected data from 400 different project managers in Ireland, Australia, USA and Canada and it was revealed that there exist differences in the leadership styles of project leaders. It was also established by the authors that different project environments and circumstances require different leadership styles and therefore pointing out that no leadership style is superior over another.

The findings of Muller and Turner (2010) is in sync with what Feger and Thomas (2012) established that projects are unique and that because no two projects are the same, leaders need to be smart in determining the type of leadership style that is most suitable. Actually, this finding supports what Dulewicz and Higgs (2005) established that different projects require different leadership styles and competencies and that the complexity of projects largely determines the leadership style to adopt. It is therefore not surprising that Muller and Turner (2010) actually recommended that for projects that are less complex, transactional leadership competencies are to be employed while transformational leadership styles should be used for more complex projects.

Keegan and Dan Hartog (2004) investigated the linkage between transformational leadership styles of project managers by collecting data from 115 project managers. It was established that there is a strongly significant linkage between transformational leadership style and the commitment and motivation of project team members. Nixon et al. (2012) investigated the degree to which the performance of project leaders affects project success and it was found that different leadership competencies are required during the different phases of projects and this therefore implies that project organizations have to assess and determine how to use different project managers during different phases if they are to realize project success in the final analysis.

From South Africa, Bond-Barnard et al. (2018) investigated the importance of high levels of trust and collaboration on project management success in South Africa. Data was collected from 151 project management experts. It was revealed that project management success is realized when there is a high degree of trust and collaboration between project leaders and project team

members. It was specifically established by the authors that dimension of collaboration includes commitment, conflict, coordination and physical proximity.

In Ghana, Nubour et al. (2014) investigated the effect of transformational leadership style on strategic projects in Ghanaian banks by collecting data from 100 project managers of banks. The study established that there is a strong and positive linkage between transformational leadership styles and banking project success.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 INTRODUCTION**

This chapter focuses and presents the methodological approaches to be employed in operationalizing the stud's stated objectives. In particular, this chapter presents the research design, the target population, the sampling technique and sample size, data sources, research instrument, data gathering process and how the data gathered will be analyzed.

#### **3.1 STUDY DESIGN**

To ensure that studies fulfill their objectives, researches are executed having specific plans in mind and as pointed by Saunders et al. (2009), the research design is the foundation on which the whole study is built. It guides and directs the researcher to ensure that the research questions are effectively addressed. Therefore, by way of research design, this study used the case study approach to operationalize the objectives. The case study approach ensured that in-depth analysis and discussions on done on the subject matter of the study.

As pointed by Bryman (2008) and Yin (2009), there is no better approach of covering into detail the phenomenon being investigated than the case study approach. This study's focus in on assessing the influence of project managers' leadership styles on project and with the Church of Pentecost as the organization of interest. Thus, the study therefore specifically focused on conducting in-depth investigations on only the Church of Pentecost and by so doing, helping to establish the linkage between the study's variables.

However, and like all other methodological approaches, the case study has its limitations. The main limitation is that because it focuses on only the Church of Pentecost, it does not allow for easy extrapolation and generalization since the dynamics with respect to other firms are dissimilar (Babbie & Moutin, 2006). It must be added though that in spite of this limitation, the outcome of the study would still shed more light on the linkage between the variables (Yin, 2009).

### **3.2 TARGET POPULATION**

A study must necessarily have a target population especially when it is not prudent to contact people who have are not relevant to the study from the perspective of knowledge, information and contribution (Neuman, 2007). As pointed out by Saunders et al. (2009), a study's target population is the aggregation and total of elements from which the sample will be selected. The study's target population was the project managers and leaders and project team members of the Pentecost Church across the country. The target population was chosen because they are directly involved with the church's projects and could therefore relate and speak to the issues that were raised in this study.

### **3.3 SAMPLING TECHNIQUE AND SAMPLE SIZE**

The objective of research is to facilitate generalization from the sample to the general population and concluding that hypotheses with respect to behaviours and attitudes can be made and justified. Sampling in research has to do with the proportion of the target population that is called upon to provide answers to the research question or participate in the study (Creswell, 2009). In other words, sampling has do with the realization or acceptance that the study cannot use the

entire population out of logistics constraints or other varied reasons and must therefore out of necessity and prudence identify a certain percentage and work with (Yin, 2009).

The study used the purposive sampling technique to gather data from the target population. This sampling technique was used because it enabled the researcher to use his judgment to select elements of the target population deemed qualified to participate in the study. The purposive sampling therefore aided the study to select elements of the target population that are involved with projects in the church and who have been with the church for not less than a year. This ensured that only key and relevant project managers and teams are contacted in order to facilitate the drawing of valid conclusions.

### **3.3.1 Sample Size**

Based on the case study nature of the study as well as the nature of Pentecost's activities, this study collected data from 30 project managers and team members. The decision to use a sample size of 30 was based on discussions with Church Executives of Pentecost. Based on the discussion, it was decided that the study would focus on the Accra Metropolis.

## **3.4 SOURCES OF DATA**

Primary and secondary data sources were both be used in this study. Primary data is the main data used by a current study to achieve the study's objectives and it entails designing questionnaires or other data collection instruments (Allen, 2008). This study therefore designed and developed a research questionnaire which was used to gather data from the target population. Secondary data on the other hand is the data or information used in other studies and for which

the current study relied on to review the literature on the subject matter (Yin, 2009). For this study therefore, secondary data sources among other things included text books, articles, journals, internet sites etc.

### **3.5 DATA COLLECTION INSTRUMENT AND DATA COLLECTION APPROACH**

The study also developed a self-administered survey questionnaire which was administered to the target population. The questionnaire used the five-point Likert-scale where the respondents were required to pick appropriate answers from a given set of options. The questions asked were closed-ended to ensure easy analysis. With respect to the data collection, the study sought permission from the authorities of the Church, where the objective of the study was explained.

#### **3.5.1 Data Collection Approach**

Having obtained permission to administer the questionnaires, the researcher personally administered the questionnaire on the target population. The study further allowed the respondents to take the questionnaires away so that they could have enough time to provide accurate responses. Thus, the study gave the respondents a week to complete the questionnaire. To also ensure massive participation and a high rate of return, the study took the contacts of the respondents and periodically called the respondents to remind them about the questionnaire. It must be added that the study test-piloted the questionnaire to ensure that all issues such as the difficulty of the questions and the length of time needed to complete the questionnaire were within sorted out perfectly.

### **3.6 DATA ANALYSIS**

Having collected the questionnaires, the study then was quantitatively analyzed the descriptive statistics. The findings were presented using means, standard deviation, tables and graphs. The study used different statistical tools such as the RII (Relative Importance Index) and regression analysis to establish the correlation between the variables of interest.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION OF FINDINGS**

#### **4.0 INTRODUCTION**

In this chapter, the data gathered from the respondents were analyzed and presented. The analysis was presented in four sections where section presented the demographic background of the respondents such as their academic qualification, the number of years they have worked with the Church of Pentecost (COP), their positions and roles in Pentecost's projects. The second section analyses and determines the type of leadership styles employed by project managers while the second section focuses on determining the influence of leadership styles on project success.

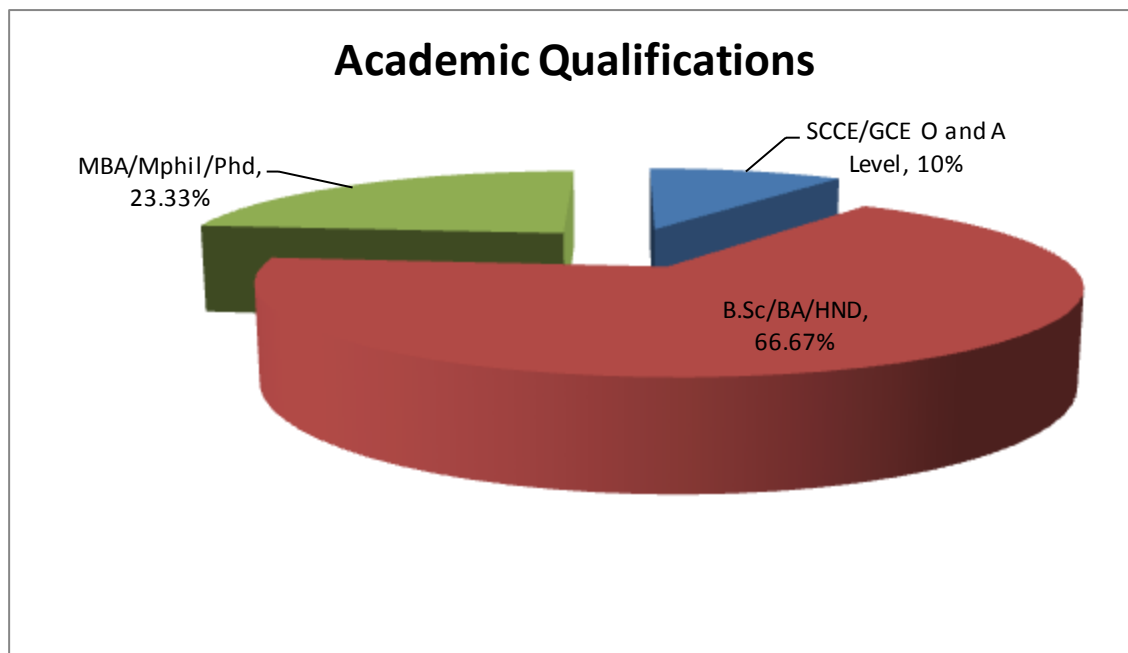
#### **4.1 THE DEMOGRAPHIC BACKGROUND OF THE RESPONDENTS**

This section presents the demographic background of the respondents such as their academic qualification, the number of years they have worked with the Church of Pentecost, their positions and roles in Pentecost's projects.

##### **4.1.1 Academic Qualification of the Respondents**

This study collected data from 30 project leaders and project team members of COP and it was established as illustrated in Figure 4.1 that as high as 66.7% of the respondents are B. Sc/BA/HND holders while 23.33% are MBA/Mphil/PhD certificate holders. Only 10% of the respondents have educational certificates below the first degree. This finding is very impressive and suggests that overall, the COP employs people of high educational backgrounds to lead and

manage the church's numerous projects nationwide. This finding is indeed impressive because being a church with numerous church members, the church could have decided to give these job positions to church members but the strong educational background of the respondents suggest that the Board and top management of the church appreciates the significance of educational and professional qualification on project success. Thus, the COP employs people with high educational backgrounds to ensure that projects are delivered within time and cost and to exact specifications.



**Figure 4.1 Academic Qualification of the Respondents**

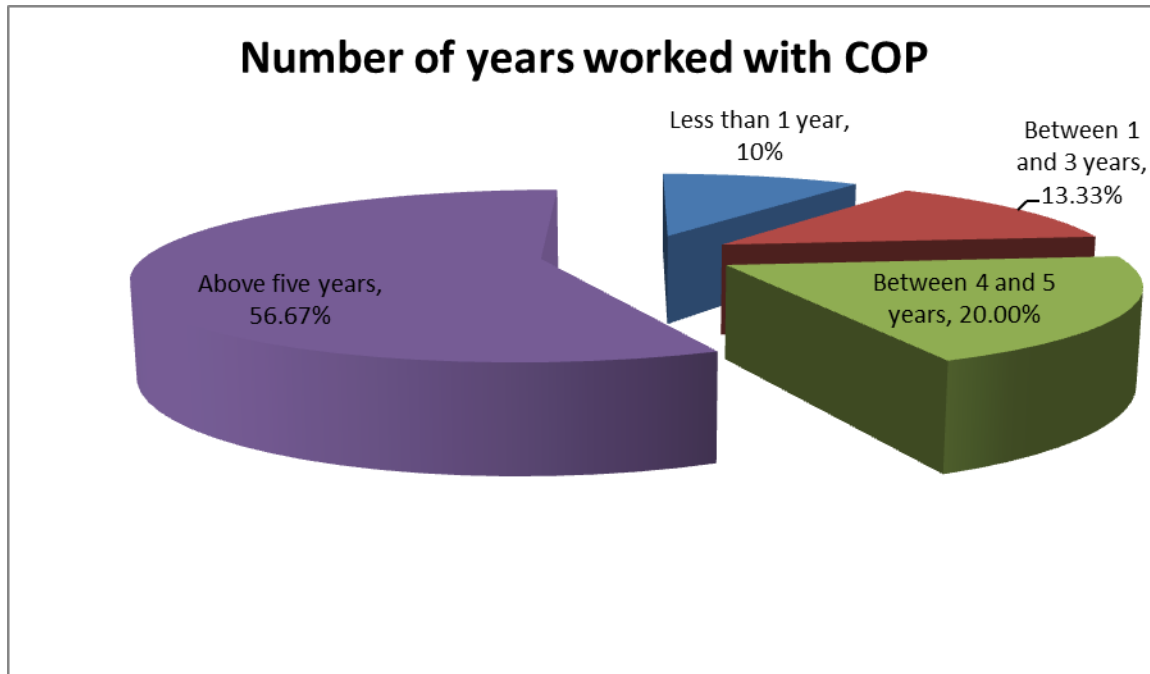
Source: Field Data (2019)

#### **4.1.2 Number of Years Respondents have worked with the COP**

In relation to the number of years the respondents have worked with the COP, it was established that as high as 56.7% have been with the COP for over five years while 20% have been working with the COP between 4 and 5 years. It was further found that only 13.3% and 10% have worked with the COP for between 1 and 3 years and less than a year respectively. This finding implies that most of the respondents have worked with the COP for a long period of time and this again implies that the COP takes care of its employees well and hence their long stay with the firm.

This finding again implies that the respondents possess detailed and accurate information about the COP's project management processes, strategies and issues because of their long association with the church. This finding further implies that the study contacted the right persons in terms of work-place experience and therefore collecting valid and accurate information much needed for drawing valid conclusions. See Figure 4.2 for clarifications.



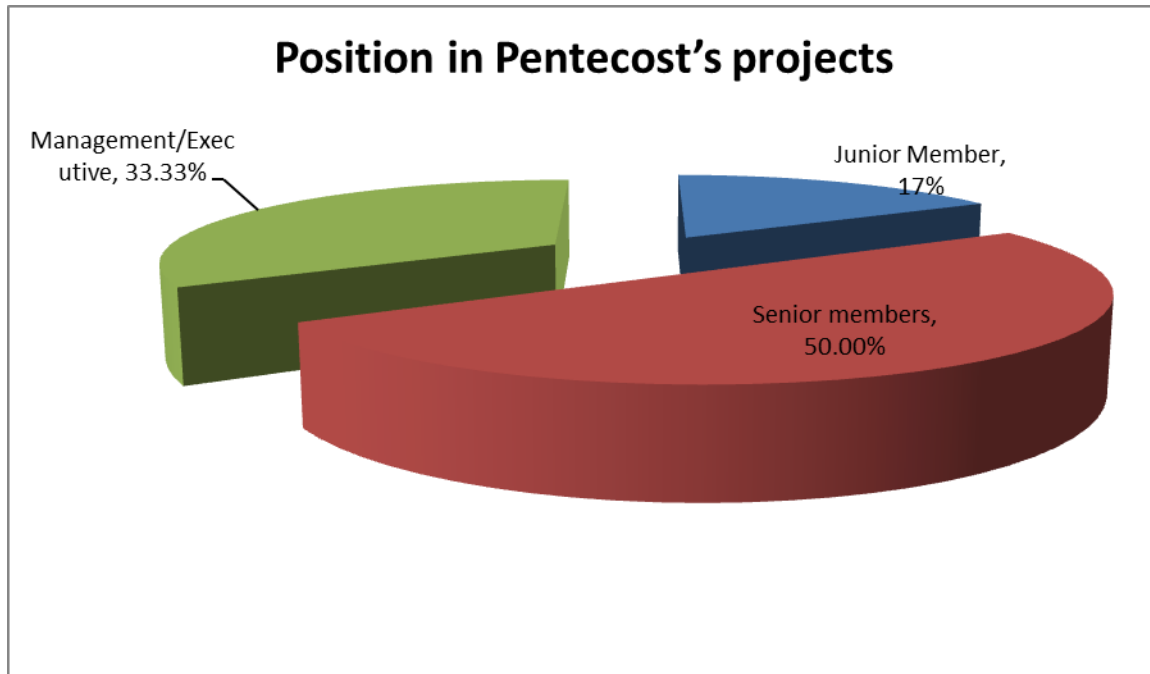


**Figure 4.2: Number of Years**

Source: Field Data (2019)

#### **4.1.3 Positions of the Respondents in Pentecost's Projects**

It was further established that as high as 50% of the respondents are senior staff employees while 33.3% are management members. Only 17% are junior members (Figure 4.3). This finding suggests that more senior and top management personnel of the COP participated in the study. This finding therefore implies that the study was able to contact key and relevant representatives of the COP who have detailed knowledge and understanding of project management operations in the church. By so doing, it can be surmised that the data collected came from high placed sources who have deeper insights into the dynamics of project management at the COP.

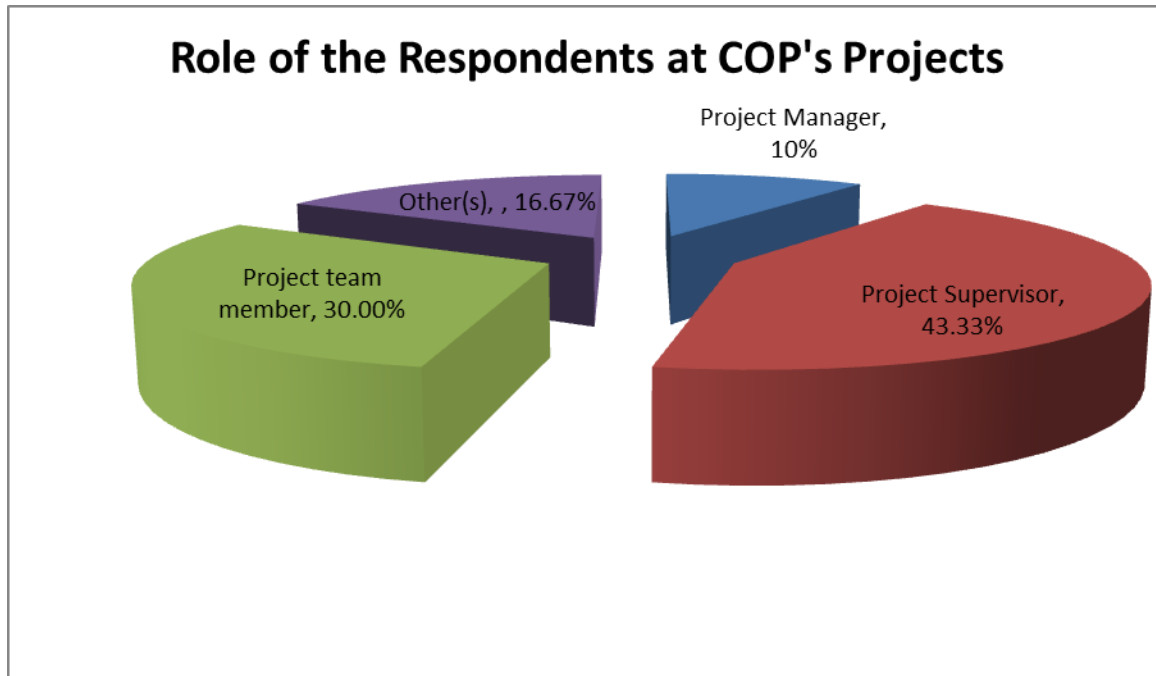


**Figure 4.3: Positions of the Respondents**

Source: Field Data (2019)

#### **4.1.4 Respondents Role at COP's Projects**

It was further established as indicated in Figure 4.4 that 43.3% of the respondents are project supervisors; 30% are project team members; 10% are project managers while the remaining 16% hold different positions. This finding also implies that the study contacted people who hold different positions and play different roles and which therefore mean that different perspectives and views were obtained. This therefore validated the findings because the information gathered was not skewed in favour a particular group.



**Figure 4.4: Respondents Role at COP's Projects**

Source: Field Data (2019)

## **4.2 THE TYPE OF LEADERSHIP STYLES EMPLOYED BY PROJECT MANAGERS**

This section of the chapter presented the findings in relation to the first objective of identifying and appreciating the types of leadership styles employed by project managers in the Pentecost Church. To effectively gauge the different types of leadership styles employed, the study used the Relative Importance Index (RII). The RII is highly effective in finding out and decisively concluding on specific factors that affect specific dependent variables of a study (Sambasivan & Soon, 2007). The RII has a value that falls between zero (0) and one (1) and this means that all

figures that lie close to 1 are more significant and carries weight more than those figures that lie close to zero.

In this study, all those figures that were established to be closer to 1 suggest that they project leaders either practice transformational or transactional leadership styles. To calculate the RII, this study used the formula:

$$RII = \frac{\sum W}{(A * N)}$$

Where:

RII is Relative Importance Index;

A is the highest weight which for this study was 5 and

N is the total number of respondents (sample size) which for this study was 30.

Using the RII therefore, the following are the results of the findings.

#### **4.2.1 Project Leaders Are Highly Effective In Articulating Project Visions and Objectives (RII = 0.820)**

This study found as shown in Table 4.1 that project leaders are highly effective in articulating project visions and objectives (RII = 0.820). This attribute was found to be the single most important factor and characteristic of project leaders at the COP. This finding implies that project managers at the COP do not just tell project team members what to do by simply instructing team members. This finding clearly shows that project leaders take their time to explain exactly why projects are being executed, when it should be completed, the budget involved, expectations of stakeholders that must be met and making sure that the projects are successful. This finding is

very important and also instructive. It brings out the leadership styles of project leaders at the church and based on this particular finding, it can be said that project leaders at the COP exhibit transformational leadership styles.

As pointed out by authors such as Hogue (2015) and Bass and Riggio (2006), transformational leaders are able to communicate effectively to their followers in such a manner that all confusions, doubts and ambiguities about projects are cleared. Moreover, this finding supports what De Mascia (2012) found to the effect that one of the major factors impacting on project success has to do with the communications skills of project leaders. In effect, it can be said that project leaders at the COP are experts in communications and are equally skilled in gaining the buy-in of followers. As found by Jetu and Riedl (2012) and Kreger (2011), the ability of project leaders to inspire trust and confidence as well gain followers buy-ins is assured when project leaders are good communicators and orators who can creatively carve sentences that spurs team members to work to their optimum levels.

#### **4.2.2 Project leaders at the church always encourage team members to be creative and find solutions for old challenges during projects (RII = 0.787)**

It was also found as shown in Table 4.1 that Project leaders at the COP always encourage team members to be creative and find solutions for old challenges during projects. The fact that this finding was ranked second with an RII figure of 0.787 suggests that project leaders of the COP possess transformational leadership styles. According to Bass and Bass (2008), transformational leaders are more interested in growing, developing and sharpening the skills and knowledge levels of their followers and that they often do not hesitate in using available opportunities to

encourage their followers to be more resourceful and try to find solutions to project related issues. As found by Simola, Barling and Turner (2012), project leaders who possess transformational leadership styles have been found to getting the best out of their team members because they are able to raise the thinking capacities and applications of team members to the extent that project related issues are not seen as obstacles but rather, challenges to be surmounted. The COP is a big church and it comprises members and leaders with different ideologies and beliefs and it therefore requires that the church's projects are led by trained and tested project management leaders who can rise above petty organizational bottlenecks to achieve expected project results.

Thus by being able to inspire and motivate team members to be creative and innovative, they provide invaluable services to the COP since all things being equal, projects are more likely to be realized within budget, time and to specification (Northouse, 2010). In fact, Geib and Sweenson (2013) have found that transformational leaders are more able to motivate their team members to be more creative and overcome challenges better than transactional leaders who are solely interested in the realization of project deliverables without developing the skills and capacity of team members.

#### **4.2.3 Team Members Feel Proud To Be Associated With the Project Leaders (RII = 0.793)**

It was actually not surprising to find that team members of the COP's projects always feel proud to be associated with the project leaders (RII = 0.793). This finding is really encouraging and actually implies that team members of the COP's projects are given exemplary leadership and

this therefore endears project leaders to team members. This finding implies also that project leaders are not dictatorial and authoritative and being transformational leaders, they are able to push their team members to excel not out of coercion but mainly out of effective communication, reverence on the part of team members and also due to the trust and confidence that team members have in their project leaders. This finding is actually not surprising because as found by Northouse (2010), project leaders who adopt and execute transformational leadership styles do not use power, force and coercion to achieve stated project goals. Instead, transformational leaders rely on their ability to teach, mentor and coach team members to achieve results.

As was found by Waldman, Carter and Hom (2015), team members tend to associate themselves with project leaders who have proven to be good teachers, exemplary coaches and leaders who are morally and ethically upright. Considering that COP is a religious organization, certain high standards are expected from all representatives and leaders and project leaders are expected to be morally strong and set good examples for team members to follow. This finding actually confirms what Avolio and Bass (2004) and Fu, Tsui, Liu and Li (2010) found to the effect that team members will only associate themselves with project leaders who they perceive as being trustworthy, charismatic and who serve as role models for team members. See table 4.1 for details.

#### 4.2.4 Managers Always Try To Clarify the Responsibility for Achieving Project Targets and Objectives (RII = 0.773)

This study further found that managers always try to clarify the responsibility for achieving project targets and objectives (RII = 0.773). This finding strongly implies that project managers

of the COP are astute in breaking down project tasks and responsibilities to the understanding of project team members. This finding implies that project leaders of the COP appreciate the fact that it is important to establish project ground rules, division of labour, who is responsible for which task and the timelines to accomplish tasks by team members. This finding again implies that project leaders of the church do not just assign tasks to team members without first making sure that individuals being delegated to have the capacity and expertise to effectively handle those tasks.

This finding further implies that project managers of the COP are well aware that different team members possess different educational backgrounds and different skills set and that it is important to explain to each team member the responsibility for achieving project targets and objectives. This finding in addition confirms that the COP's project leaders are transformational in their leadership styles. This is because transformational leaders have been found to be highly skilled at breaking down project tasks and responsibilities to individuals and that team members under the tutelage of transformational leaders tend to know their responsibilities, targets, metrics and how to accomplish assigned tasks within stated deliverable schedules (Fu et al. 2010, Avolio and Bass, 2004).

#### 4.2.5 Project Leaders Let Team Members Know What They Need To Do In Order To Be Rewarded (RII = 0.747)

As illustrated in Table 4.1, it can be seen that project leaders let team members know what they need to do in order to be rewarded (RII = 0.747). This finding implies that team members at the



COP are made aware right from the on-set of project execution that their rewards are depended on certain deliverables and metrics. This finding actually suggest a hint of transactional leadership because as pointed by Barbuto (2015), transactional leaders tend to be more interested in rewards and are not necessarily interested in developing team members. Transactional leaders are interested and fixated on the achievement of stated project objectives and they only reward when team members have exactly realized certain stated goals and metrics.

What this finding therefore suggests is that project leaders at the COP do not use one particular type of leadership and that they use different leadership styles based on the exigencies of the situations they find themselves. This finding actually echoes what Dulewicz and Higgs (2005) established to the effect that project leaders use different leadership styles and that these are based on factors such as project complexity, budgets, schedules, caliber of team members and expectations of major stakeholders. This finding also supports what Turner (2010) found to the effect that project leaders tend to adopt transactional leadership styles when projects are less complex and when project deliverables are easily gauged and measured.

#### 4.2.6 Project Leaders Are Only Interested In Achieving Results

It was also instructive to find as show in Table 4.1 that the statement Project leaders are only interested in achieving results was ranked six and therefore implying that project leaders of the COP first and foremost are more interested in developing, growing and honing the skills set of team members before looking at how to achieve stated team goals. This finding therefore further supports that transformational leadership is the main approach at the COP even though they tend

to mix the leadership styles as and when needed. This finding therefore supports again what Hughes (2014) opined and concluded to the effect that at any phase in the execution of projects, project leaders have to adopt different leadership methods so as to get the best out of team members and so as to also meet stated project goals and targets.

**Table 4.1: The Type of Leadership Styles Employed by Project Managers**

The Type of Leadership Styles Employed By Project Managers	Number of Respondents						RII	Rank
	5	4	3	2	1	Total		
Project leaders are highly effective in articulating project visions and objectives	11	13	4	2	0	30	0.820	1 <sup>st</sup>
Project leaders at the church always encourage team members to be creative and find solutions for old challenges during projects	10	12	5	2	1	30	0.787	2 <sup>nd</sup>
Team members feel proud to be associated with the project leaders	9	13	7	0	1	30	0.793	3 <sup>rd</sup>
Managers always try to clarify the responsibility for achieving project targets and objectives	8	13	7	1	1	30	0.773	4 <sup>th</sup>
Project leaders let team members know what they need to do in order to be rewarded	9	10	7	2	2	30	0.747	5 <sup>th</sup>
Project leaders are only interested in achieving results	8	11	6	4	1	30	0.740	6 <sup>th</sup>
It feels good and exciting working with Project leaders of the Pentecost church	8	14	3	2	3	30	0.720	7 <sup>th</sup>
Team members are encouraged to take risky decisions by project leaders	2	5	13	4	6	30	0.553	8 <sup>th</sup>

Source: Field Data (2019)

### **4.3 THE INFLUENCE OF LEADERSHIP STYLES ON PROJECT SUCCESS**

This section of the chapter presented the findings in relation to the second objective of identifying the influence of leadership styles on project success at the COP.

#### **4.3.1 Leadership styles and project outcomes**

It was found as shown in Table 4.2 that as high as 53.3% and 13.3% of the respondents strongly agreed and agreed respectively that the type of leadership styles execute by project leaders affect project outcomes at the Church of Pentecost while only 10% and 6.7% strongly disagreed and disagreed respectively. This finding implies therefore that the respondents believe that project managers and their leadership styles affect project outcomes. This means that where project managers' leadership styles are appreciated by team members, project outcomes are influenced positively while the reverse also holds true.

This finding is therefore in support of what Grzesik et al. (2018) found to the effect that project leaders who adopt suitable leadership styles tend to relate better with all constituents of the projects and for that reason, ensuring that desired project outcomes are achieved.

#### **4.3.2 Team Coaching, Encouragement, Motivation and Team Members' Output**

It was found as illustrated in table 4.2 that 40% and 36.7% of the respondents agreed and strongly agreed respectively because team members are encouraged, coached and motivated, they are always prepared to work hard towards the attainment of project objectives while only 10% of the respondents disagreed. Another 13.3% stayed neutral. This finding supports what Hughes (2014) established to the effect transformational leadership styles brings about effective

coaching, direction, motivation and encouragement from leaders and this often translates to team member commitment and dedication to the realization of project objectives and metrics.

#### **4.3.3 Project Targets and Team Member Productivity**

It was found as depicted in Table 4.2 that 20% each of the respondents agreed and strongly agreed that because project leaders in the COP are only interested in targets and standards, they are always under pressure and this affects their productivity while 30% disagreed. Another 30% stayed neutral. This finding implies that during certain phases on COP's project execution, team members are brought under severe pressure because the focus is on realizing certain project targets. This finding is not surprising and actually supports what Muller and Turner (2010) opined that project sites are highly stressful because all team members are under pressure to achieve stated project milestones and targets. This finding again smacks of elements of transactional leadership which focuses exclusively on realizing stated targets.

#### **4.3.4 Relationship between Project Managers and Team Members**

This study found that there is rather a strong and positive relationship between project managers and team at the COP. As can be seen from Table 4.2, as high as 50% and 23.3% of the respondents strongly disagreed and disagreed respectively that relationship with project leaders are not the best because project leaders focus too much on sanctions and punishment. This finding is encouraging and stresses that project managers at the COP are able to forge and develop strong bonds and ties with their team members. This attitude of project managers of the COP is highly encouraging because team work and cooperation are the hallmark of successful project teams and as pointed by Avolio and Bass (2004), transformational leaders focus on

building teams that gel together because they know that it only when they create a project environment that is welcoming that they can get the best out of team members.

#### **4.3.5 Skills Development and Handling of Project Tasks**

It was found that project managers at the COP are always interested in developing and sharpening the skills and capacity of their team members and this often builds their confidence to tackle all tasks assigned to team members. As shown in Table 4.2, as high as 40% and 33.3% of the respondents respectively agreed and strongly agreed because their skills are developed by their project leaders, they feel confident handling all tasks assigned to them while only 6.7% of the respondents disagreed. This finding illustrates one of the characteristics is of transformational leaders who believe that team members can only be productive when they are continuously developed and trained. This finding therefore echoes what Johnson (2007) established that project team members are often able to handle different project tasks when they are led by transformational leaders and that transformational leaders are second to none when it comes to developing the talents of their team members. See table 4.6 for details.

**Table 4.2: The Influence of Leadership Styles on Project Success**

<b>The Influence of Leadership Styles on Project Success</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>Total (%)</b>
Leadership styles and project outcomes	3 (10.0%)	2 (6.7%)	5 (16.7%)	4 (13.3%)	16 (53.3%)	30 (100.0%)
Team coaching, encouragement, motivation and team members' output	0 (0.0%)	3 (10.0%)	4 (13.3%)	12 (40.0%)	11 (36.7%)	30 (100.0%)
Project Targets and Team Member Productivity	0 (0.0%)	9 (30.0%)	9 (30.0%)	6 (20.0%)	6 (20.0%)	30 (100.0%)
Relationship Between Project managers and Team Members	15 (50.0%)	7 (23.3%)	5 (16.7%)	0 (0.0%)	3 (10.0%)	30 (100.0%)
Skills Development and Handling of Project Tasks	0 (0.0%)	2 (6.7%)	6 (20.0%)	12 (40.0%)	10 (33.3%)	30 (100.0%)

Source: Field Data (2019)

#### **4.3.6 Feedback and Involvement of project team members in decision making**

It was found that overall, project team members are given feedback on their performance and this affects their productivity and that they are also involved in taking decisions with respect to their job schedules, their productivity is negatively affected. More specifically, it can be seen that 26.7% and 23.3% of the respondents strongly disagreed and disagreed respectively that Project members are never given feedback on their performance and this affects their productivity while another 26.7% were neutral (Table 4.3). It was in the same vein found as shown in Table 4.3 that

only 20% and 16.7% of the respondents agreed and strongly agreed respectively that because project team members are not involved in taking decisions with respect to their job schedules, their productivity is negatively affected. These findings however suggest that project leaders of the COP must do more in terms of providing feedback and involving team members in key decision making if their full buy-in and commitment is to be guaranteed at all times.

**Table 4.3: Feedback and Involvement of project team members in decision making**

The Influence of Leadership Styles on Project Success	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total (%)
Project members are never given feedback on their performance and this affects their productivity	8 (26.7%)	7 (23.3%)	8 (26.7%)	4 (13.3%)	3 (10.0%)	30 (100.0%)
Because project team members are not involved in taking decisions with respect to their job schedules, their productivity is negatively affected	4 (13.3%)	8 (26.7%)	7 (23.3%)	6 (20.0%)	5 (16.7%)	30 (100.0%)

Source Field Data (2019)

#### **4.3.7 Project Leader's Influence on Project Deliverables**

It was found as shown in Table 4.4 that most of the respondents either agreed or strongly agreed that leadership styles positively affect the completion of projects within schedule, within budget and to specification. For instance, 50% and 26.7% of the respondents agreed and strongly agreed respectively that overall, they believe the leadership styles of project leaders at the COP has led to the completion of projects within time while another 36. % and 26.7% agreed and strongly agreed respectively that they believe the leadership styles of project leaders at the church of Pentecost has led to the completion of projects within budget. It was therefore not surprising to

find that 30% and 43% of the respondents agreed and strongly agreed respectively that Overall; they can confidently say that projects of the church have been successful because of the type of leadership style employed. See table 4.4 for details.

**Table 4.4: The Influence of Leadership Styles on Project Success**

<b>The Influence Of Leadership Styles On Project Success</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>Total (%)</b>
Overall, I believe the leadership styles of project leaders has led to the completion of projects within time	1 (3.3%)	1 (3.3%)	5 (16.7%)	15 (50.0%)	8 (26.7%)	30 (100.0%)
I believe the leadership styles of project leaders has led to the completion of projects within budget	1 (3.3%)	2 (6.7%)	7 (23.3%)	11 (36.7%)	8 (26.7%)	30 (100.0%)
I believe the leadership styles of project leaders has led to the completion of projects within specification	0 (0.0%)	2 (6.7%)	0 (0.0%)	20 (66.7%)	8 (26.7%)	30 (100.0%)
I believe the leadership styles of project leaders has led to the completion of projects within time	1 (3.3%)	2 (6.7%)	7 (23.3%)	16 (53.3%)	4 (13.3%)	30 (100.0%)
Overall, I can confidently say that projects of the church have been successful because of the type of leadership style employed	1 (3.3%)	2 (6.7%)	5 (16.7%)	9 (30.0%)	13 (43.3%)	30 (100.0%)

Source Field Data (2019)

To further enhance the analysis, the study ran a regression analysis to establish the direction of the linkage between project leadership styles and project success at the COP. Table 4.5 therefore illustrates the results of the regression analysis. Based on the results, it can be said that transformational and transactional leadership approaches are negatively correlated with project



success mainly due to the negative coefficients. In addition, the influence of both transformational and transactional leadership approaches is also reported significant at 5% level (0.005) given the probability values.

**Table 4.5: Coefficient Table**

Model	Unstandardized Coefficients		Unstandardized Coefficients	t	Sig
	B	Std. Error	Beta		
Constant	2.416	.282		8.570	.000
Transformational leadership style	-.262	0.78	-.495	-3.334	.001
Transactional leadership style	-.040	0.71	-.074	.560	.003

Source Field Data (2019)

These findings are therefore in agreement with what authors such as Grzesik et al. (2018), DuBois et al. (2015), Atencio (2013) and Marzagao and Carvalho (2016) found to the effect that when effectively executed, the leadership styles of project managers can make or break projects. As found by Bond-Barnard et al. (2018), project leaders are more successful and are able to achieve more when they treat team members as adults, recognize the strengths and weaknesses

of team's members and when project managers are prepared to involve team members and also provide them with honest feedback on their performance.

#### **4.4 CHAPTER SUMMARY**

This chapter presented and analyzed the findings of the data collected from the field. The analysis was presented in three sections and each section focused on discussion an objective of the study. The chapter further discussed the implications of the findings as well as compared it to the empirical literature to enrich the discussions.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 INTRODUCTION**

This chapter brings finality on the entire study by summarizing the major findings as established in the previous chapter. This chapter also draws conclusions based on the findings while it also proffers certain suggestions and recommendations to enhance leadership quality at the Cop.

#### **5.1 SUMMARY OF THE FINDINGS**

This has been a study to investigate the effect of project managers' leadership style on project success and the study being a case study, dwelt on the Church of Pentecost. This study in order to collect data that are accurate and valid, employed the purposive sampling technique which ensured that only project managers and project team members with the relevant experience, information and deeper insights into the COP's projects were contacted. In all, a total of thirty project managers and project team members of the COP participated in the study. In relation to the first objective of identifying and appreciating the types of leadership styles employed by project managers in the Pentecost Church, it was found that based on the RII calculation that project leaders are highly effective in articulating project visions and objectives (RII = 0.820) and that that Project leaders at the COP always encourage team members to be creative and find solutions for old challenges during projects. It was also established that team members of the COP's projects always feel proud to be associated with the project leaders (RII = 0.793) and that managers always try to clarify the responsibility for achieving project targets and objectives (RII

= 0.773). It was moreover revealed that project leaders let team members know what they need to do in order to be rewarded ( $R_{II} = 0.747$ ) and that project leaders of the COP are more interested in developing, growing and honing the skills set of team members before looking at how to achieve stated team goals.

In relation to the second objective of identifying the influence of leadership styles on project success at the COP, this study revealed that overall, because project managers of the COP largely adopt and execute a transformational leadership style, it has enabled project leaders to provide inspirational leadership which among others, has led to COP's projects being delivered within schedule, within budget and to specification. This in other words implies that project leadership style affects expected and desired project outcomes.

## **5.2 CONCLUSION OF THE STUDY**

Based on the findings of the study, the study has drawn the following conclusions:

In relation to the first objective of determining the type of leadership styles employed by project managers, the conclusion drawn is that project managers at the COP essentially practice transformational leadership styles even though they occasional interlace it with transactional leadership styles based on the needs of the project in question.

Another conclusion in relation to the first objective is that project leaders of the COP are very much aware of the need to adopt and use different leadership styles since each phase of projects require different leadership application of team members' capacity is to be optimally maximized.

With respect to the effect of leadership styles on project success at the COP, this study concludes that there is a positive relationship between leadership styles and project success and that when

effectively transformational leadership styles are adopted and executed, project management and execution will be more successful.

The final conclusion of the study is that it is incumbent on project managers to constantly revise and know the composition and characteristics of projects and team members so that they can adopt suitable leadership styles.

### **5.3 RECOMMENDATION OF THE STUDY**

Based on the findings and conclusions of the study, the following are the recommendations proffered that will further enhance the quality of project managers' leadership styles at the COP and with it, improve the realization of stated project outcomes.

It is recommended that even though project leaders are doing well and are able to spur their team members to realize stated project objectives, it is important that project leaders themselves are sponsored to regularly attend training courses on leadership. It is the conviction of the study that today's project environment is highly fluid, dynamic and complex and that it is only those leaders who keep abreast with current trends on project leadership that will succeed. This in other words means that top management of the church must appreciate the relevance and significance of refresher courses for project leaders since this will make them more effective – especially when it has been established that project leadership- styles affect project success at the church.

This study also recommends that top management of the COP must readily approve training budgets for project managers and must desist from holding onto the view that project managers know it all and therefore do not need further training. Thus, it is important that top management of the

church each year set aside adequate funds that will ensure that project managers are sufficiently trained. Ultimately, this move will inure to the benefit of the church in terms of meeting and exceeding project deliverables.

This study also recommends that because project managers are highly influential in realizing expected project outcomes, top management must not select project managers based on favoritism but selection of project leaders must be based solely on their track record, experience and qualification. This recommendation is important because the COP is constantly initiating projects which run into millions of Ghana cedis and to ensure value for money and also ensure that projects are completed with time, budget and to specification, top management must make it a policy to only employ people with the requisite project leadership qualities even if it means sometimes going out of the church to make such recruitments. Thus, it is strongly suggested that when selecting project leaders, the following should guide top management of the COP:

1. Project leaders are selected based on their proven track records
2. Project leaders are selected based on their areas of expertise
3. Ability to deliver projects within time, budget and to specifications
4. Project leaders are selected based on their qualifications and methodologies
5. Project leaders are selected based on their reassurance of work quality and guarantees
6. Project leaders are selected based on the type and size of projects they have delivered in the past

7. Project leaders are selected based on their details of projects services that are included, before, during and after project delivery
8. Based on project leaders' ability to communicate effectively to keep all stakeholders involved and informed
9. Project management skills such as detailed planning, resource management, allocation of tasks, relationship management and issues mitigation

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## APPENDIX A - RESEARCH QUESTIONNAIRE

Dear Respondent,

My name is Emmanuel Ayihi, a final year MSC Project Management student of the above-mentioned academic institution. As part of the requirements towards the award of an MSC degree in Project manager, I am conducting a study on *“the effect of project managers’ leadership styles on project and with the Church of Pentecost as the organization of interest”*. I will therefore be grateful if you can take a few minutes of your time to answers the questions contained in this questionnaire. Please be assured that all information collected from you will be treated with utmost confidentiality and will not be disclosed to third parties.

Please Tick Where Applicable

### SECTION 1: BIO DATA OF THE RESPONDENTS

Your academic qualification

SCCE/GCE O and A Level

b. B. Sc/BA/HND

c. MBA/MPhil/PhD

Number of years you have worked with the Church of Pentecost

Less than 1-year

b. Between 1- and 3-years

c. Between 4 and 5 years

d. Above five years

Your position in Pentecost's projects

Junior Member

b. Senior members

c. Management/Executive

Your role at Pentecost's current project

Project Manager

b. Project Supervisor

c. Project team member

d. Other(s),

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SECTION B: SECTION C: THE TYPE OF LEADERSHIP STYLES EMPLOYED BY PROJECT MANAGERS

Please indicate the extent to which you agree with the following statements as being the type of leadership styles employed by project managers in the Pentecost Church (1= strongly disagree; 2= disagree; 3= neutral; 4 = agree and 5= strongly agree)

S/N		1	2	3	4	5
	Project leaders are highly effective in articulating project visions and objectives					
	Project leaders at the church always encourage team members to be creative and find solutions for old challenges during projects					
	Team members feel proud to be associated with the project leaders					
	Managers always try to clarify the responsibility for achieving project targets and objectives					
	Project leaders let team members know what they need to do in order to be rewarded					
	Project leaders are only interested in achieving results					
	It feels good and exciting working with Project leaders of the Pentecost church					
	Team members are encouraged to take risky decisions by project leaders					

## SECTION C: THE INFLUENCE OF LEADERSHIP STYLES ON PROJECT SUCCESS

Please indicate the extent to which you agree with the following statements as being the influence of leadership styles on project success (1= strongly disagree; 2= disagree; 3= neutral; 4 = agree and 5= strongly agree)

S/N		1	2	3	4	5
	The type of leadership styles execute by project leaders affect project outcomes at the Church of Pentecost					
	Because team members are encouraged, coached and motivated, they are always prepared to work hard towards the attainment of project objectives					
	Because project leaders in the church are only interested in targets and standards, I am always under pressure and this affects my productivity					
	Relationship with project leaders are not the best because project leaders focus too much on sanctions and punishment					
	Because my skills are developed by my project leader, I feel confident handling all tasks assigned to me					
	Project members are never given feedback on their performance and this affects their productivity					
	Because project team members are not involved in taking decisions with respect to their job schedules, their productivity is negatively affected					
	Every day, I am excited to go to work because of my project leader					
	Overall, I believe the leadership styles of project leaders has led to the completion of projects within time					
	I believe the leadership styles of project leaders has led to the completion of projects within budget					
	I believe the leadership styles of project leaders has led to the completion of projects within specification					
	I believe the leadership styles of project leaders has led to the completion of projects within time					
	Overall, I can confidently say that projects of the church have been successful because of the type of leadership style employed					
	Other(s)					

THANK YOU FOR YOUR EFFORTS