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Examining the Career Progression of Construction Project Managers in Ghana

By

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In partial fulfilment of the requirement for the degree of

MASTER OF SCIENCE

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DECLARATION

I hereby declare that the submission of is my own work towards the Master of Science Degree in Project Management and that, to the best of my knowledge it contains no material previously published by another person, nor material which has been accepted for the award of any other degree of the University, except where duly acknowledgement has been made in the text

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ABSTRACT

The intricacy of today's project environs has generated an inordinate need to ensure that construction organisations have operative and effective career progression and development programmes to fill project management roles with the right people for successful delivery. However, these needs are not being met since organisations have not supplemented time-honoured programmes with impartial methods to profiling employee characteristics and career progression paths. This study was conducted to examine the career progression of construction project managers in Ghana. To achieve this aim, the study sought to determine the extent to which construction project managers pursued their career paths in Ghana, identify the drivers for career progression and identify the barriers to the career progression of construction project managers. A questionnaire survey was conducted among 80 project managers who work with class D1 building construction firms in Kumasi and Accra. The project managers were selected using the snowball sampling approach. The respondents were asked to answer questions in relation to the specific objectives of the study. Data obtained from the survey was analysed using Statistical Package for Social Sciences Version 21. With respect to the extent to which the respondents pursued their career progressions, the respondents agreed that 'establishing a schedule and plan', 'changing industries at times', 'fostering the development of team members', and 'maximizing their resources' were very important factors they considered. It was also revealed that 'the ability to create identity', 'membership of set', and 'mobility and attitude' were key factors that drive the career progression of construction project managers in Ghana. Finally, the issue of 'culture', 'difference in language', and 'inadequate managerial skills' were identified to be potential barriers to the career progression of construction project managers in Ghana. The study recommends that awareness be given to project managers on the identified barriers that hinder their career progressions in the construction industry.

KEY WORDS: *Construction, project managers, career progression, project management.*

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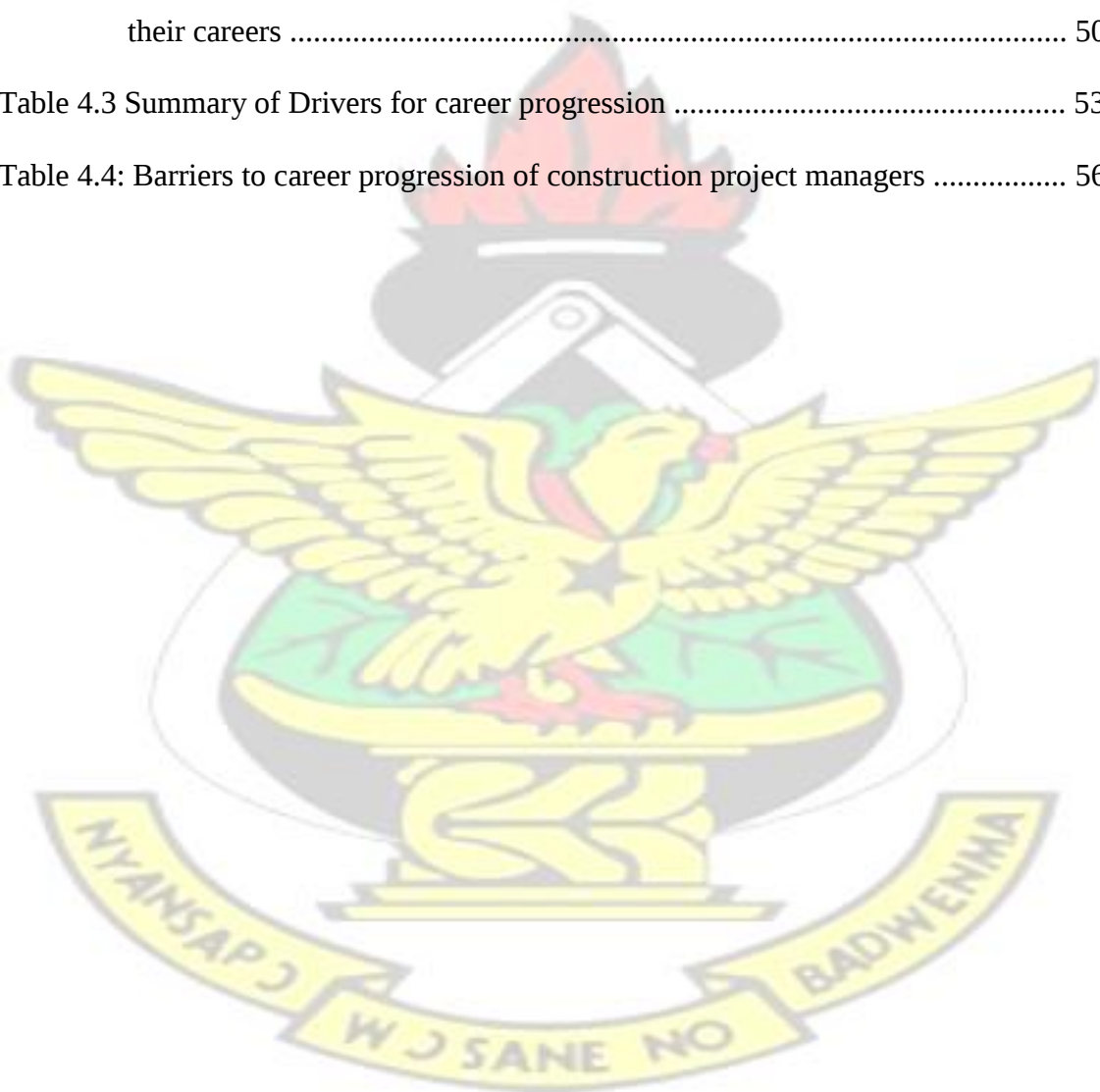
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DEDICATION

This study is dedicated to my Supervisor Dr. Kofi Agyekum, my parents Mr. and Mrs. Amegatsey, my Siblings and my Wife Victoria Natasha Krakue for their encouragement, prayers and dedication have been unfailing.

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CHAPTER ONE

INTRODUCTION

1.0 BACKGROUND

The awareness in project management is meaningfully growing in the construction industry and surfacing around project management training (Mengel et al., 2010).

However, the association of professionals' implementation over the years has unveiled little or no proof that experienced and proficient project managers are no further fruitful than "inadvertent" project manager's in this current multifaceted era (Richardson, 2015).

Hereto, Holzle¹ (2010) affirmed that, provided the desires of the individual project managers are appreciated as well as assimilated within global organisational incentive systems, a sustainable and successful project management can therefore be realized.

According to Holzle (2010), the organisational perspective of project management can be extended through the integration of the project manager's individual perceptions on the profession. This was because career is the key element and factor habitually associated with career opportunities which in turn provide teams with the required enthusiasm to accomplish their career progression goals and serves as the motive to retain project managers (Mengel et al., 2010).

A study conducted by Holzle (2010) revealed the nature of transient project's and indicated the need for memberships of the project team to be upbeat in handling and emerging their individual career's as well as dreams rather than solely counting on other parties. Subsequently, discrete project managers should be flawless on their occupation progression and expectations, the capabilities and the expertise they need to gain or not (Hodgson et al, 2011). Hodgson et al. (2011) postulated to the assertion that the capacities of project management occupation attests to be rarely substantial in practice and thus worth further cautious examination and consideration. According to Bower et al. (2011),

construction projects are highly and mostly allied with high risks and their capacity to cause an extensive organizational downfall intensified with upsurges in globalization, technology and complexity. These risks can best be managed when an extensive transformation in the organization's tactic to career progression of practitioners functioning aside the traditional pyramid and the direction for enlightening workforce understanding afar some limits of antique performance are imperious (Marion, 2014).

Hodgson et al. (2011) in his writing "The Accidental Profession," begun by asking how the members of the Project Management Institute are primed for the profession. The author additionally questioned, "How many people can hire freshly-graduated persons in portfolios concerning relating to the project, progress, and operations in the management of project systems" (Hodgson et al., 2011)? This question has further been asked by Richardson and Earnhardt (2014) and other renowned authors who have written about the accidental profession of project management. According to Richardson et al. (2015), as an accidental profession, management chooses project managers based on their potential expertise as technical specialist and project managers and hence, infrequently are project managers employed for their roles. Darrell et al. (2010) added that the training and grounding of some project manager's get for their profession, contributes to the perception of project management as an accidental profession. Albeit study had explored the role of the fortuitous vocation, there is still work to be done. The contingent project manager is pertinent currently necessitating more exploration and understanding in a diversity of industry's and organisations (Darrell et al., 2010).

1.2 PROBLEM STATEMENT

The basic building blocks to development are projects. Hodgson, (2011) asserted that, the absence of efficacious project documentation, training and execution, growth plans and career progression paths are no further than aspirations and emerging countries would stay motionless and retrogress.

The intricacy of today's project environs had generated an inordinate necessity to guarantee that construction groups had operative and active professional progression and growth sequencers to fill project management roles with the exact persons for fruitful delivery. However, these needs are not being met since organisations have not supplemented time-honoured programmes with unbiased approaches to outlining worker features and career progression paths (Matter, 2012). Presently, the absence of these tactics are an expedient to mutually reflect the organisational deviations sustained through management by projects and the core philosophies of workplace capability. Thorpe (2016) affirmed that, career progression can be natural if individual project managers grow in their knowledge, competency and demonstrate the right attitude to progressing their career. Conversely, project managers frequently lack such careers and progressive perceptions, partially owing to the intrinsic temporary coordination of project work and hence the profession cannot be defined as a well described job nor a well defined career path (Marion et al., 2014; Holzle, 2010).

Nonetheless, though “project management” has advanced into a renowned career, the routes into the occupation and progression within the profession has petite renowned structure. To a number of scholars, project management has been and continues to be the ‘accidental profession’ (Richardson et al., 2015). Seldom does careers of project managers begins with a profession, as the typical profession tails a consequence of alternative

profession within the industry (Marion et al., 2014). Many studies have focused on career development and career paths in project management in general, however, there still remains a research gap when it comes to the career progression aspect of project management, especially in the construction industry. Currently in Ghana, many construction professionals are enrolling into Master's Degree programmes in Project Management, with others seriously sitting for the Project Management Certification from the Project Management Institute. The question is “do these professionals really know why they are enrolling onto such programmes?” Are they really aware of the project management career paths within the construction industry? What factors drive them into pursuing the project management career path? Are they aware of the possible barriers associated with the project management career progression? These and many other questions have motivated this study to be conducted to critically examine the career progression of construction project managers.

1.3 AIM

The purpose of the study was to examine the career progression of construction project managers in Ghana.

1.4 OBJECTIVES

1. To establish the factors that determine the extent to which construction project managers in Ghana pursue their careers.
2. To identify the drivers for career progression of construction project managers in Ghana.
3. To identify the barriers to career progression of construction project managers in Ghana.

1.5 RESEARCH QUESTIONS

- i. What factors determine the extent to which construction project managers in Ghana pursue their careers?
- ii. What are the drivers for career progression of construction project managers in Ghana?
- iii. What are the barriers to the career progression of construction project managers in Ghana?

1.6 SIGNIFICANCE OF THE STUDY

Having a knowledge of project management and how to implement it into your specific career was a significant advantage in business. Project management can open doors to a whole array of opportunities that may not have been there before. Careers in project management are highly sought after and the demand will continue to rise over the coming years.

Selecting project management as a profession is the first exciting step in career path. There was a constantly rising demand of market for project management expertise, for numerous motives organizations are considering to improve their project realisation rate's. More so, the study would help to examine the factors that determine extent to which construction project managers pursue careers and consequently identifying the drivers for career progression of construction project managers. The study would also help project professionals and other individuals to determine the substantial indicators in an efficacious construction project management career progression, which would be a great step of achieving success.

1.7 RESEARCH METHODOLOGY

The sole aim of the study was to examine the career progression of construction project managers in the Ghanaian construction industry by using a quantitative research

approach. This type of approach allows for the use of structured questionnaire surveys, enabling researchers to generalise their findings from a sample of a population (Creswell, 2014; Hallowell, 2010; Kheni et al. 2010) cite in (Agyekum, n.d.). In the questionnaire, the factors that determine the extent to which construction project managers in Ghana pursue their careers, the drivers as well as the barriers that adversely influence the career progression of construction project managers was rated. A quantitative research approach supports the use of interval Likert type scales to measure data (Agyekum et al, n.d.). Quantitative research also allows for the use of descriptive statistics to analyse data (Brown, 2011). Several data analysis strategies are available, but for this study the mean scores of interval data were used to calculate what the central tendency in the data is and to determine the composite (average) score of the Likert type scale constructs (Nahm, 2016).

1.8 SCOPE OF THE STUDY

The study focused primarily on the stated topic under consideration and the specific objectives which were; to examine the factors that determine the extent to which construction project managers pursue careers, to identify the drivers for career progression of construction project managers, to identify the barriers to career progression of construction project managers.

1.9 STRUCTURE OF THE STUDY

The research was structured into five (5) main chapters.

Chapter One:

The first chapter gives general background information on the research work. This chapter was divided into seven (8) different representative areas namely the introduction; problem statement; aim and objectives; significance of the study; scope of the study; Research Methodology; organization of the study and background of the study area.

Chapter Two:

The second chapter was the literature review where past works carried out on the topic by other researchers in the field of study was reviewed. The chapter further discuss issues pertaining to the career progression of construction project managers. Through this, the drivers and barriers for career progression of construction project managers which forms the theoretical background of the study were identified.

Chapter Three

The research design, population and sampling methods, type of data to be collected, validity and reliability of instrument to be used and the statistical method for analysis of data employed was described in the research methodology and that comprise chapter three of this research.

Chapter Four

This chapter was presented and discussed the results obtained from the data collected in Chapter 3.

Chapter five

This final chapter summarizes the findings of the research and make recommendations for future researchers on the topic and also conclude on the subject.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The chapter encompasses the review of literature from various sources and specifically relating to the project objectives. The chapter also presents the theoretical background of the study on the career progression of construction project managers.

2.2 PROJECT MANAGEMENT IN THE CONSTRUCTION INDUSTRY

One of the most essential decisions most people make is choosing a career. For several individuals, it used to be a direct decision, thus individuals have in mind their dream jobs to start with, or hunted for the careers that their level of education can grow them at the time.

A construction project managers are the foundation of a key construction projects. Gallacher, (2014) avowed that, a construction project manager is one of the greatest highranking personnel on the team, and distinguishes the supreme details of their projects. According to the author, nothing escapes the eyes of a construction project manager for details and yearning to get work done to meet the triple constraints of clients which are work completed within time, budget, quality and safety standards (UK Commission for Employment and Skills, UKCES, 2014). Nothing gets past construction project managers. According to Gallacher, (2014), project manager within the construction industry develops composite strategies for key construction projects, setting-out schedules, cost and resources. The author further added that they then take duty for the implementation of the strategy, setting-up and supervision project teams, negotiating with providers for resources and amenities and deciphering complex complications as when it occurs. Barnes, (2011) avowed that Project managers are also the point of contact for clients, reporting directly on progress to them on a regular basis (Barnes, 2011). Likewise, Hale et al. (2010) hypothesised that, project managers are

responsible for the day-to-day management of a building site, including critical factors such as health and safety.

There are a range of routes into project management. Working as a construction project manager will normally need a foundation degree, HND or degree in a relevant subject, such as construction engineering and construction management (Hale et al., 2010). However, Thomas and Mengel (2010) added that qualified and experienced project managers from other industries can also use this as their career progression path to move into the construction sector. Learners may also be able to get into this career with several years' employment experience, for example from working as an estimator, building technician or surveyor.

Not unexpectedly, this is a career that ensembles those who surpass in both demanding organisational rudiments and multi-tasking, as well as those who are 'people people's' (Miller, 2018). According to Hale et al. (2010), the construction project manager would need to bridge with subcontractors, workforces, agencies, architects and clientele on a systematic basis. The author further added that there is also an imperative commercial aspect, with an obligation for formulating cost estimates for bids, managing financial expenditure, monitoring and controlling contractor payments. It's a whole-time role, and as deadlines approach hours may ramp up, but generally this career fits around a regular working week.

UK Commission for Employment and Skills, UKCES (2014) asserted that although it is a very rewarding career, it is one of the careers that necessitates tolerance to begin with. However, it must be accepted by project managers that they should build up their skills and competencies on smaller projects first, before graduating to larger ones, hence, opening doors to bigger career paths. Barnes (2011) added that there are good paths for

progression and hence, larger projects are handled and managed by Senior project managers and may manage several projects simultaneously and often supervising a team of junior project managers. With experience, one could progress into general project management, construction management or consultancy, or even become a company director.

2.3 THE PROJECT MANAGER

A project manager is a professional who is accountable for the implementation of the project and hence, project management would not be in existence without the project manager. Blackburn (2010) established that ‘adding a project manager to a project (not exceptional: establishments do not know how early they should initiate a project, and the project manager is often brought in late) is like presenting a sheep dog to a field full of peripatetic sheep’. Blackburn (2010) further opined that the project manager is the communication pivot for most reports, requests and grievances. Bestowing to Nicholas (2012), a fruitful project manager is able to permeate team spirit and sureness and hence gears the team toward excellence and as well as when the project becomes demanding and frustrating. Nicholas (2012) further signposted that the project manager is ultimately responsible whether the project thrives or flops.

Certain knowledge, skills and personal attributes are required for a project manager to be effective in the delivery of a successful project. By this, Blackburn (2010) was referring to the project manager’s competence and career advancement. The competence and career progression/path is evidently a paramount factor in the success of projects, yet it remains a quality that is difficult to quantify (Crawford, 2013). The authority of the individual project manager depends on the status of the particular project and their reputation and influencing careers and skills. The role of the project manager is changing

from being in an administrative position into a much more managerial one. Holzle (2010) reputed that aptitudes and know-hows are vital for project managers. As advocated by El-Sabaa (2012), human skills are principally concerned with working with people. By evolving high level human or interpersonal skills, the project manager will be adequately sensitive to the needs and inspirations of others in their project when communicating through behavioural models what has to be accomplished in certain settings. El-Sabaa (2012) established that the human skills of project managers have the greatest influence on project management practices rather than technical skills.

Knowledge, skills and personal attributes of project managers are the factors that contribute to completion of successful projects (Crawford, 2013). Competent project managers are those who steadily deliver, on time and within budget, projects that meet or exceed stakeholders' expectations. Understanding of leadership principles and careers are even more important to good project management. Muller et al. (2012) determined that developing the project managers' leadership styles so that these target profiles are achieved will contribute to better project results and the personal success of individuals. Thus career paths and leadership competence must be taken into consideration when assigning project managers to projects. More so, Dolfi et al. (2014) ratified that the significant contributor to an organization's ability to achieve its strategic goals is directly hinged on the careers of the project manager, the skills and competencies of the project manager. The author further outlined that triumph in project management is reliant on many variables, the most important being leadership interpersonal skills and career path. To this extent, Muller et al. (2015) averred that aptitude can be segregated into a number of classifications, such as leadership being a managerial competency infused with personal characteristics, features and careers. The authors finished on a note that, successful project managers must have emotional intelligence such as self-awareness,

emotional resilience, motivation, sensitivity, influence, perceptiveness and thoroughness rather than being a pure negotiator. Knowledge of project management tools and techniques are built upon and enhanced by the managerial skills, personal skills and learning skills to boom careers (Blackburn, 2010).

According to Pant et al. (2008), the focus of most project management training has been on the technical skills (time, cost and quality) deemed essential to achieve project success because technical skills are easier to deal with when compared to the more difficult areas of soft skills. They concluded that project management practices need to emphasize training and relevant education for up and coming professionals. Regarding the career path, the project manager needs to be clear about expectations of competencies and know how to acquire them (El-Sabaa, 2012). The personality of the project manager strongly influences the decision concerning which career path to choose (Tremblay et al., 2002) and how to succeed in a project management work environment.

Holzle (2010) established that the qualification of the project manager has to be aligned according to the chosen career path levels. Project managers who are able to pursue their careers, develop the appropriate knowledge and skills described in this view would position themselves for future career successes. Holzle (2010) further suggested the needs of providing the continuity development to project managers by their organizational recognition and the needs of supporting project organization by project managers. The PMP qualification is used here as an example for illustration. PMI established a professional certification exam in 1984 that led to Project Management Professional (PMP) certification. However, PMI became the first organization in its field to attain International Organization for Standardization (ISO) recognition in 1999.

To be eligible for the Project Management Professional (PMP) credential, professionals must meet specific project management knowledge and work experience requirements in order to pursue their careers. The value of project management certifications is hotly debated in terms of whether: firstly, certifications make better project managers to pursue and progress in their desired careers; and secondly, projects staffed by certified project managers are more successful than projects without PMPs. Starkweather and Stevenson (2011) clinched that PMP certification is a necessary, but not sufficient factor affecting project management success. Certification should be viewed as more than a paper chase; a more relevant curriculum and experiential knowledge base must be developed to foster more effective career progress of the professionals.

To this extent, Owira and Ogollah (2014) upheld that project management certification does not mean that projects will be executed well. The project manager, who has a track record of good projects plus a certification, strongly indicates a high performing professional and hence the careers of such professionals are always progressively elaborated.

2.4 FACTORS THAT DETERMINE THE EXTENT TO WHICH CONSTRUCTION PROJECT MANAGERS PURSUE THEIR CAREERS.

Construction project management combines the responsibilities of traditional project managers with the skills and expertise of the construction industry (Dziekońsk, 2017). Because construction projects are always changing, a successful construction project manager needs a wide range of skills and abilities to manage diverse teams and projects as they progress in their career. Younger (2017) defined project management as the application of processes, methods, knowledge, skills and experience to achieve the objectives of a project.

Pursuing a career in project management could be quite lucrative and interesting as well as paving ways to get to work on innumerable projects which brings in a diversity in the job profile of the project manager (Miller, 2018). It gives the project manager a prospect to prove him/herself and get noticed as they would be solely held responsible for their actions as project managers. Pursuing a career in project management also gives the chances of high level recognition if a project manager is able to successfully manage a project within a stipulated time period.

However, Miller (2018) postulated that the career prospect of project managers is quite challenging and takes out their latent talents too, and thus if any. One could be a planner, a delegator, an analyst, a risk taker, a job allocator, an evaluator, an organizer, a team leader, someone controlling and managing a project completely, a report track keeper and a performance analyst or someone who can foresee the future. A career in project management demands that, one should be very efficient, motivated, a leader, diplomatic and strong minded enough to be able to make decisions by him/herself. Once all these characteristics matches their expertise, nature, and qualifications, a career in project management is the perfect choice to cling to.

To this extent, Cook and Plato (2018) identified five (5) key reasons why people pursue their career in project management to include change in industries, developing existing skills, making an impact, fostering the development of team members and lucrative salaries.

Moreso, Oien, (n.d.) also added five key motives why a construction project manager pursues his/her career. According to the author, such motives include “good pay, rewarding work, exciting work, broad skills, bridging office and field work”. In a comparable article, Wade, (n.d.) also avowed that the extent to which construction project managers pursue their careers are based on pressing and demanding factors such as higher

salary, broad knowledge, excellent execution skills, enhanced communication skills, good and better navigation skills, attentive to details and job prospecting.

More people are looking to work in a field that offers stability and growth. Project management provides many different benefits and is a necessary position for various types of industries. Cook and Plato (2018), further opined that, when you're considering advancing and changing your profession, there are a few reasons to pursue a career in project management. The following sub-sections elaborate on some of the reasons why people pursue their careers in project management.

2.4.1 Change Industries

Project managers can enjoy having an exciting career by changing industries if they want to continue learning. Some of the top industries to work in for the position include construction, manufacturing, finance and insurance, business services, oil and gas, and utilities. Healthcare also needs more project managers due to regulations that are continuously changing and more competition that continues to emerge in the industry.

2.4.2 Lucrative Salaries

Project management positions offer high salaries that are lucrative. The national average salary is \$92,000, which is primarily determined by the location of the job and the industry. Cook and Plato (2018) opined that, whether one works as a construction project manager or Internet project manager they can earn a competitive salary that offers longterm solidity. Both medium and large industries require project managers to grow and succeed. Different establishments necessitate for the professionals also makes it easy to have a job that is important to the steadiness of the business and can safeguard you from job loss when the business is suffering (Cook and Plato, 2018).

Wade, (n.d.) therefore asserted that the first thing and most important thing that comes to mind when considering changing career into project management is the bigger and lucrative salary as well as allowances. The author postulated that this is mostly notable when one takes a junior position and compares it to his previous jobs. Wade, (n.d.) concluded that employers of various firms and organisations are willing and ready to spend more on professionals who are vision driven and are ready to be responsible for results and as well as getting enough knowledge to make the teams work in accordance with firms expectations.

2.4.3 Make an Impact

According to Cook and Plato (2018), a number of individuals are yearning to have a position that is eloquent and worthy to certify that they can contribute meaningfully to an origination or industry. The authors further added that, one can work with varied team members and still sense challenged by complications that requires to be resolved with a job that won't leave them uninterested. As a project manager, you will feel satisfied and rewarded when the budget is met, keep the programme on track, and co-operate with coworkers to guarantee that the organisation runs proficiently.

More so, project managers are recognized to aid their firm save money and improve efficiency to increase the firm as a whole. Although one will have a long list of accountabilities, project managers can make a constructive impact on those around them (Cacciattolo, 2015). It is soothing to remain stimulated in the position because they would need to produce new approaches and tactics that will oblige them to attempt different procedures to meet their stakeholder's requirements.

2.4.4 Progress in Existing Skills

The knowledge of project management is at times and mostly not enough for one to become a great project manager. Cote (2018) linked that being a good communicator and an open leadership alone is not enough to advance in the project management career. The author therefor avowed that confronting daily project management challenges also requires accountability, adaptability, analytical and strategic thinking, certainty, a stressresistant personality, and even a bit of love for risk-taking (Cote, 2018).

Project managers can improve their confidence and become more well-rounded as individuals by strengthening skills that has been achieved already (Ukil, 2016). Working as a project manager will necessitate quick adaptation to change and must remain easygoing in the workplace. The project manager must implement different strategies and become proactive about planning and must also implement different tactics and techniques to meet their goals and the goals of the organisation. Project managers develop critical success factors, manage conflict, and increase their stakeholder management and engagement abilities (Esa, 2014).

2.4.5 Foster the Development of Team Members

In today's ultra-competitive business world, teamwork has become a very crucial element of overall project strategy (Bisk, no date a). The author continued that an increased emphasis on teamwork drives the need for managers who know how to communicate effectively with various groups of people across organizations and departments. He concluded that likely enough, project management provides the necessary tools to help improve communication strategies and increase productivity (Bisk, n.d.).

Working as a project manager will allow you to help your peers become more professional and grow as individuals. The stout leadership abilities demonstrated by

project managers can help each employee attain success and become more developed in their career and skillset, which would have a direct bearing on the company's growth. They can therefore feel rewarded by making a positive influence on those around them. Cook and Plato (2018), added that when you want to pursue a career that will allow you to feel contented, working as project manager will attest to enhance their professional life. One can feel challenged and enthused in a position where they can change industries and benefit those around them with the unique skills that they develop. Table 2.1 provides a description of the various factors that determine the extent to which a career is pursued.

Table 2.1: Summary of factors that determine the extent to which CPM's Pursue their Career

ITEM CODE	FACTORS	DESCRIPTION
E01	Change in Industries	Change in present career path to explore other avenues or challenging roles as result of adding up to existing knowledge
E02	Develop Existing Skills	To improve on their confidence and become more wellrounded as an individual by strengthening skills.
E03	Make an Impact	
E04	Foster the Development of Team Members	To assist peers to become more professional and grow as a team
E05	Lucrative Salaries	The quest to receive high offers and high salaries that are lucrative as result of change in career or taking up a new role
E06	Establish a schedule and plan	To create a project management schedule and plans that will help in establishing the policies, procedures, and documentation for planning
E07	Enforce and encourage teamwork	Creating incentives to work and relying on the strengths of each person on the team to advance in career.
E08	Maximize resources	Adopting a strategic approach to effectively by using key performance indicators to properly maximize resources, reduce capital and operating costs, and increase return on investment of the organisation.
E09	Manage Integration	A collection of processes required to ensure that the various elements of the projects are properly coordinated

E10	Controls cost	identifying and reducing management expenses to surge the organisations profits
E11	Manages change	incorporates the organizational tools that can be utilized to help individuals make successful personal transitions resulting in the adoption and realization of change
E12	Quality management	overseeing all activities and tasks needed to maintain a desired level of excellence.
E13	Retain and use knowledge	Retention of key personnel as a result of being equipped and impacted with knowledge
E14	Learn from failure	The advancement of new technologies and management techniques erases the past the mistakes committed by team members and thereby advancing on newly developed skills to improve their career.

Source: (Field Survey, 2018)

2.5 DRIVERS FOR CAREER PROGRESSION OF CONSTRUCTION PROJECT MANAGERS

According to Adekola (2011), career progression particularized a systematized, dignified and planned effort to attain a balanced work force requirement of an organisation. The researcher also distinct career progression as a lifelong process that involve attitudes and behaviours which take place in an individual 's work life to achieve career goals. More so, setting career goals includes detecting career goals and career planning, as it is a key factor to the career progression process (Linge, et al., 2012). Bestowing to Lun et al. (2012), the identification of career planning and career goals are primarily the attainment of information and evidence about career prospects because individuals progress themselves from the information on career progression opportunity. Good quality career information is essential for good quality career progress (Watts, 2010). To this far, Kumar and Meisel (2006) postulated that to have a better career progression prospect, employees in the organization must take their own ingenuities and responsibilities in planning and barriers to the career progression of construction project managers own goals. However, aside entities, establishments do play a major part in providing more satisfactory career

prospects as personnel will aim to stay longer and put up better performance if there are more opportunities given (Jaladdin, 2009).

Patton and McMahon (2006) discussed the meaning of career as the different occupations of a person throughout his or her life. The authors also added that career progression means the ability to continually choose among occupations that are available. Career ambitions are predisposed by factors such as gender, socioeconomic status, race, occupation, education level and parental expectations (Domenico and Jones, 2010). Gaining insight into career ambitions and career interests may be useful in expanding career options available to young and growing managers (Mordi et al., 2011). The authors further resisted that project managers with relatively low career aspirations might not be unrelated to the actual barriers to their career advancement.

To this extent Grobler et al. (2010) formerly postulates that career drivers are those abilities and aptitudes that helps an individual or a group of persons to relish a successful career progression path. However, career drivers can inversely be defined as persons' expediency skills, such as their real-world or creative skills, self-management and association skills, in other words those abilities that may help individuals to craft their fruitful career (Ferreira, no date). The author further added that once an individual develops the abilities and knowledge to withstand the feeling of satisfaction and contentment, there is therefore the necessity to progress responsive intellect to complement their career.

In addition, Rajesh and Ekambaram, (2013) clinched on the concepts and definitions of career drivers and added that career drivers are the aids that support entities or individuals to be more prosperous in their professions. The authors added that career enablers integrate skills such as applying theoretic constructs in a manner that is more

genuine and creative in order to focus attention on state-of-the-art ways of doing things. Hence, these factors provide the necessary sustenance to an employee in the workplace and contributes positively to their professional progression (Rajesh and Ekambaram, 2013).

Patwardhan et al. (2016) identified fourteen solid drivers to career progression to include: the ability to create identity; attitude; coaching and mentoring support; good communication skills; job knowledge; good leadership skills; good managerial skills; mobility; networking opportunities; personality; political savvy; pro-activeness; good working environment; and adequate support systems at work. The authors concluded on the said drivers and avowed that these are the necessary requirements and drivers for any manager regardless of gender to advance in career (Patwardhan et al., 2016). In a follow up study by Straw (2017), other drivers were identified to include: gaining a formal qualification; moving between institutions; mentoring and coaching others; taking on additional managerial responsibilities; undertaking courses; supporting collaborating colleagues; creating opportunities to engage with research; gaining experience in industry; and membership of set. Some of these drivers are further elaborated on in the sub-sections that follow.

2.5.1 Ability to Create Identity

An identity according Azadehdel et. al, (2013) is the assortment of elements, effects and signs that does differentiates one person from another including political, historical, cultural, social, personal and religious.

An individual's work identity according to Walsh & Gordon, (2008) denotes to a workbased self-concept, which constitutes an amalgamation of organizational,

occupational, and other identities that shapes the roles a person adopts and the corresponding ways they behave when performing their work. Identities, in wide-ranging, refers to “who the individual thinks he is and who is proclaimed to the world in word and action” (Walsh and Gordon, 2008). The biographers further hypothesised that identities are crucial because identities “suggest what to do, think and even feel” and therefore what corresponding roles individuals assume (Walsh and Gordon, 2008).

In other words and concepts, (Bothma, Lloyd and Khapova, 2015) conjugated that the term identity is used in different contexts: Firstly, the term identity refers to the existence of something that displays one or more characteristics. For instance, organisational identity is a reference to all the traits an organisation could hold where the characteristics and traits can include the morals, goals, actions and descriptions of the organisation or its members. Secondly, identity is used as a reference to the self, the answer to the question “Who am I?”. Lastly, identity is used with reference to a social category that contributes to social identity, this answers the question “Who are we?” (Bothma, Lloyd and Khapova, 2015).

2.5.2 Coaching and Mentoring

Mentoring is one of the top stratagems for career development and progression within an organisation. It is also a dire support for people making career changes and transitions (“The Role of Mentoring in Career Development -,” n.d.).

In other words, mentoring aids to kindle mutual learning to challenge and stimulate employees at all levels within the organization which intense aids to advance in their careers (Merrick, n.d.). The author further accentuates that mentoring is extremely an influential tool for individuals who want to learn and propagate in their career within an

organization. Whether moving or preparing to move into a new role, enchanting on new duties, building confidence to progress further career paths, or working in a new environment all seem much easier with the support of a mentor.

In other terms, It's a lifelong process a person undergoes when they explore occupations and ultimately decide what career to pursue. It could be a step up in the firm, a lateral move, or a step in a new direction all together. Career development is what will take an entry level position to an executive position. This is possible through mentoring; Having a skilled professional guide you through the ranks ('Enhancing Career Development Through Mentoring', no date). ICAEW, (2018.) added that mentors provide a friendly experienced ear, an impartial viewpoint and a wealth of experience an employee can tap into. Having a mentor can help a construction project manager to; grow their knowledge and acquire from their experiences, find answers to glitches or work issues, maximize their potentials, recognise their strengths and weaknesses and progress positively in their career, identify developmental needs and how to meet them and finally to plan their career path ("ICAEW ," 2018).

2.5.3 Communication skills

The Oxford Dictionary, (2015) defines communication as the conveying or exchanging of information by speaking, writing, or using some other medium.

According to ("Megginson," n.d.) said, "Communication is the process of transmitting meanings, ideas and understanding of a person or a group to another person or a group."

According to Management, (2016) said, "Communication is the transfer of information form one person to another. It is a way of reaching others by conveying ideas, feelings, thoughts, facts and values."

In business, it is a key function of management an organization cannot operate without communication between levels, departments and employees (*BusinessDictionary*, no date). Hence, Losee & Hill, (2009) further added that communication occurs only when there are two associated information producing processes and the output from one process is the functional inverse of the other process's output.

In today's fast paced world, the art of communicating with other people plays an effective role in order to achieve these things. Good communication skills play a pivotal role in the career advancement of project managers. However, as being knowledgeable is not enough, it is equally important to be able to communicate that knowledge and skill set to other people (Welfare, 2013). The author further asserted that good communication skill is an added advantage and helps to promote. In order to convert performance into success in today's world it is vital to be expressive and possess that effective communicative skill. A good employee is the one who is confident enough to express his knowledge and skill to other persons in organization and able to gain their trust regarding same. A good communication is the key to successful career progression in any profession as when they possess the skills to be able to understand and deliver what is required from them.

Effective communication skills does not only help enhance ones' morale but also arouse them to work better and come out with their best in the progression of their individual careers ("Chron.com," n.d.).

Studies around the world shows that the most important skill to crack and attain a dream job is the ability to communicate and interconnect effectively and efficiently.

According to ("Charanjit," n.d.) a good communicative skill does not only help to articulate all an employee know and the skills they have to their senior management and organisation but also provides authority to their profession and provides advancement to

their career. The author continued that, being able to possess a good communicative skill set helps to build a good cordial relationship with top management to acknowledge talent and accomplish career goals. Hence, a person with poor skill set and inability to communicate not only provides them a setback in their careers but also building interpersonal skill at work. Welfare, (2013) postulated that in order to be successful in ones' career advancement, there is the need to be able to efficiently work with a team, discuss individual/organizational problems, help problem solving with adequate communication skills.

In conclusion, professional communication is vital in all business aspects, career development and also enables managers to communicate at higher intellectual levels. Without professional communication career progress would be insufficient and sluggish and hence detort the grounds for effective and efficient career development (Scoop, no date).

2.5.4 Leadership skills

A simple definition of leadership is the ability and willingness to take ownership of the organization, combined with an inherent drive to do what is best for the organization (Charanjit, 2017). However, the author added that for leadership to be effective and to enhance the career progression of prospects, it must be built on a solid basis consisting of a flawless vision, a mission for the future, an explicit approach and a favourable culture to success. New leaders need to understand that these concepts are essential for effectiveness and personal career growth.

An efficacious career progression without a sound and vibrant leadership skills is irrelevant and constitutes a barrier to the performing organisation. Prosperous leaders at all levels retain an important and adequate level of leadership skills ('SkillsYouNeed',

no date). In addition, Oracle & Paper, (2012) signposted that , it therefore clearly necessary for professional expertise and knowledge of the organization in order to engender trust and admiration to endorse constructive and clear career path for individuals. (CIMA, 2001) proposed that, there are personal barriers (individuals have entrenched modes of thought and sensation which prevent them from having the necessary skill set and becoming good leader in order to hit their career targets) and organisational barriers (where feeble organisational culture dribbles through to individual levels). Therefore, leaders must have the competence and knowledge to mutually progress an idea and communicate the idea to the organisation in order to hit individual career goals. Training, education, workshops and team building is especially imperative in order to empower all followers of an organisation to contribute to the goal in a meaningful manner of career development (Rounds, no date).

According to Oracle & Paper, (2012) contended that firms face some major encounters in finding and developing leaders to improve in their careers. The authors added that to drive away this challenges or encounters, firms must ascertain skilled entrants to fill upto-date and imminent leadership roles, and they need to develop an inclusive leadership program to nurture, promote and develop the leaders of tomorrow.

2.5.5 Managerial skills

According to Pal, (n.d.), a skill is simply defined as an entity's or individuals' aptitude to decipher knowledge into actions. Therefore, an individual's performance can be manifested in his or her skillset. The skills in managing one's own career is not the only thing that allows an individual to have a successful career (Neary and Dodd, 2016). A skill is not inevitably innate and can therefore be advanced through training and linking learning to one's own personal know-how and background. Hence, to be able to

effectively discharge ones' roles as a manager, he must possess the conceptual, human relations, technical skills which are the three major skills required for a manager to operate. (Pal, no date). Neary and Dodd, (2016).authors added that the societal, cultural and managerial context within which an individual works impacts how their career unfolds. Conversely, as they manoeuvre within these organizational restraints, individuals are able to work out fluctuating amounts of agency over the development of their careers (Rounds, no date) The implementation of an agency is a skilful process whereby the individual contemplates the inter-relationship of their skills, ambitions and duties with exiting potentials that exist for them within and around them. This capability to use agency and to impact the growth of one's own career is what is termed as career management.

Sultana (2011) therefore added and indicated that term career management skills are often used to designate the aptitude, the attitudes and the abilities and hence not only managerial skills. The author concluded that these distinctions between managerial skills, capacities and attitudes are imperfect. Khan et al., (2016) claimed that the enabler to any organisation cannot do without it managerial skills and postulated that, these are competencies which aids individuals to ascertain their prevailing skills, progress career learning objectives and take action to enhance their careers within or outside an organisation.

2.5.6 Networking opportunities

Instituting an operative working association and connexion with each employee takes time, determination and effort. The best managers make certain each employee feels connected and valued. Networking is one of the most essential career development and job search tools that is often overlooked by most individuals and organisations.

Networking encompasses emerging and retaining acquaintances with individuals and work groups, then equally benefitting from this established relationship (Manual, no date). In relation to career progression, a well-built and maintained network offers a support system of individuals who can provide meaningful assistance to one's career or organisational exploration, connections to other individuals and learning about potential opportunities (Manual, no date).

Competent managers adapt their efforts to communicate with teams, recognize members' strengths, and support their career progress. According to Welfare, (2013) in the book, *Break All the Rules*, "...helping an employee excel lies in the details: the details of his particular recognition needs, of his relationship needs, of his goals, and of his talents/nontalents."

According to Daewon," (n.d.) concluded that networking fundamentally means to connect and make contacts by conducting communication at different platforms, levels and within organisation. Networking is knowingly vital in professional life as isolation will never promote not let one become a part of an office or workplace ("Daewon," n.d.). Table 2.2 provides a vivid description of the various factors that drive career progression.

Table 2.2: Summary of Drivers for Career Progression

ITEM CODE	DRIVERS FOR CAREER PROGRESSION	DESCRIPTION
D01	Ability to create identity	A work-based self-concept, which constitutes an amalgamation of organizational, occupational, and other identities that shapes the roles a person adopts and the corresponding ways they behave when performing their work (Azadehdel et al., 2013).
D02	Attitude	the perspective from which an individual, group, or organization approaches career development
D03	Coaching & Mentoring support	To improve the individual's and teams performance on the job in order to enhance current skills or acquiring new skills (Merrick, n.d.).
D04	Communication skills	Helps employees or individuals to express their knowledge and skill to other persons in organization and able to gain their trust regarding same. provides authority to their profession and provides advancement to their career (Welfare, 2013).
D05	Job knowledge	Helps employees to grasp relevant knowledge and essential skills, such as work practices, policies, procedures, resources, laws, and technical information, as well as the relationship of work to the organization's mission.
D06	Leadership skills	The vital components in positioning executives to make thoughtful decisions about their organization's mission and goals, and properly allocating resources to achieve those directives. As well as valuable leadership skills to delegate, inspire and communicate effectively (Charanjit, 2017).
D07	Managerial skills	The capacity to run an organisation productively while managing the overall performance of the firm (Neary and Dodd, 2016).
D08	Mobility	Ability of top management and team members to be freely movable in and out of the organisation to advance their career to impact the organisation positively.
D09	Networking opportunities	emerging and retaining acquaintances with individuals and work groups, then equally benefitting from this established relationship (Manual, no date).
D10	Personality	A complete way in which an individual reacts and interacts with others as well as the inner psychological characteristics that both determine and reflect how a person responds to the organisation
D11	Political savvy	influence beyond top management title or official duties

D12	Proactiveness	An organisational behaviour that is anticipatory, change-oriented, and self-initiated behaviour in management and in situations.
D13	Support systems at work	characteristic that impacts the positive nature of an organisational culture
D14	Gaining a formal qualification	Advancement in career development as a result in depth trainings and exposure to other educative opportunities
D15	Moving between institutions	
D16	Taking on additional managerial responsibilities	Willingness and eagerness for individuals to take extracurricular activities that will boost the organisation's performance and have a positive touch on their career advancement.
D17	Undertaking courses	Equipping oneself and attaining the knowledge through training and education to gain the expected skills required by an organisation
D18	Support collaborating colleagues	Collaborating with other professionals in and around the industry towards achieving a common goal by sharing their ideas and skills and thereby making employees to feel more responsible.
D19	Opportunities to engage with research	Exposure to numerous new opportunities and technologies that empowers individuals to undertake an in-depth research to add up to their existing knowledge
D20	Experience in industry	Exposure to more challenging career opportunities that adds on the existing skills of team members
D21	Membership of set	The collective involvement of team members in decision making and organisation development

Source: (Field Survey, 2018)

2.6 BARRIERS TO CAREER PROGRESSION OF CONSTRUCTION PROJECT MANAGERS.

Adhikary (2016) defined a barrier as an element, influence, event or a factor that avoids and controls access to individuals from making progress, and it may be substantial or unsubstantial, definite or apparent by the beneficiary. Moorosi, (2010) characterized the barriers to career progression as internal and external, or as glass ceiling and glass wall and as an individual, societal or even organizational.

A relative research on career progression among peers and other professionals documented a number of barriers to project managers' progression (Adhikary, 2016). In this study, Adhikary (2016) had also referred to various barriers identified by previous scholars. A few examples of barriers mentioned are change in roles and responsibilities, complexity in multi-sourcing contracting, delayed feedback, lack of experience in multisourcing projects (Khan et al., 2016).

Numerous researchers and literature have contended barriers to be job specific. The research of Mullan and Harrison (2008) cited in Adhikary (2016) on management career indicated that organizational compared to individual career barriers slow the career progression of project managers. More so, a review by Stanley (2008) in a comparable finding established that managerial structure and values increased barriers to potential and successful managers' progression up the career ladder. A comparable consequence is described in academic profession too. For instance, a study according to Moorosi (2010) found construction managers' experiences of their career route to the managerial careers are influenced by personal, organizational, and social factors. In addition to the aforementioned barriers, McMahon et al. (2006) tried to document project managers' replications on their careers over a period of ten-years. The authors however characterized the barriers impacting the career progression and advancement of project managers age, skills, personality, gender bias, departmental structure, organizational policy, and geographical locations.

Notwithstanding the above mentioned barriers, Khan et al. (2016) identified a number of barriers to the career progression of construction project managers as "change in roles and responsibilities, complex relationship between vendors, complexity in multisourcing contracting, delayed feedback, difference in language, culture, time and geographical

distance, hidden costs, lack of client and top management involvement, lack of communication and collaboration between stakeholders, lack of experience in multisourcing projects, lack of knowledge sharing, lack of standard project management practices and processes in multi-sourcing, lack of team spirit, lack of technical skills, lack of training, lack of trust, organizational politics, poor planning and estimation, security and privacy issues, volatile customers' requirements and weak monitoring and control (Khan et al., 2016). In addition, organisational, individual and societal barriers were identified as major career barrier progression affecting construction project managers (Adhikary, 2016).

Notwithstanding these barriers, lack of awareness, lack of top management commitment, perception of low economic return and poor demand forecasting were also identified as barriers that hinder the career progression of construction project managers (Peenstra and Silvius, 2017).

2.6.1 Lack of top management commitment

Keramati and Azadeh (2007) stated that top management commitment comprises activities such as communicating company's quality value, reinforcing quality messages, meeting with the work force, fostering positive path to career development and the customers giving formal and informal recognition, receiving training and training others. The authors added that top managers progress and facilitate the accomplishment of the missions and visions, develop the required values for long term success and implement these via appropriate actions and behaviours, and are personally involved in ensuring that the organizations management system is developed and implemented. The absence of these values hinders the career progression of project managers and their organisations at large. However, effective organizational commitment is always a result

of the core behaviour of the major employees along with their behavioural factors like turnover intention.

Wolgast (n.d.) clinched that managers create teams of qualified workforce in order to complete prearranged tasks or projects as a result of career advancement to the organisation and individuals. But when the manager cannot find the time to be involved and committed in the teams' implementation of its duties, the ability to create an atmosphere of effective teamwork is threatened (Wolgast, n.d).

2.6.2 Lack of Team Spirit

Effective teamwork can benefit a company with improved communication, broader collaboration and a greater sense of accountability to the group. But there are barriers to effective teamwork that managers need to be able to identify and eliminate. These include poor communication, unclear goals, lack of manager involvement, and big egos.

Assaf et al. (2014) distinguished that team spirit and teamwork are characteristics of the construction industry as construction projects are single handedly operated but are delivered by various professionals as a team. These professionals include architects, contractors, material suppliers, specialists and others like government planners and engineers

According to Juli (2010), expert leadership leads to project success through convincing people of the need to change and to motivate them to work together for accomplishing their career goals and project objectives in difficult work environments. To this extent Pratt (2010) and Camilleri (2011) signposted that it is comprehensible and matching workforces to their areas of expertise and career goals lead to project success and higher organisational performance. Notwithstanding aforementioned assertions, Gido and

Clements (2011) resolved that the features of active teams encompasses high degree of collaboration, trust, open, timely and effective communication and ethical behaviour.

These characteristics are important factors for project success and for building the career progression of individuals. Earlier researchers according to Kerzner and Saladis (2013) and Dalal (2011) in scope of teamwork commented that the success of a project is comprehensively reliant on the appropriate management of internal skirmishes, effective communication, setting and agreeing on understandable goals and career development goals, and establishing good trusting relationships within the team. To this extent Assaf et al. (2014) lamented that effective communication has been strongly linked with project success and career development paths Kerzner (2013) indicated that inadequate communication (feedback) is a major weakness and barrier to the development of good team spirit as it hinders the career advancement of the team and individuals, it also persuades low motivation levels, drops in team spirit; and contributes to ill stated targets and meagre project control, direction and flow of work (Assaf, Hassanain and Mughal, 2014).

2.6.3 Lack of Technical Skills

Lack of awareness according to Prezi (2013) is defined as the failure to be alert or cautious in the surrounding or on a job. Such incidents can lead to the failure to recognize the consequences of an action. Project managers from time to time necessitate skills that the project sponsors do not have (Bisk, no date b). However, the presence of effective and organised project management trainings can aid the project manager to ascertain the desirable skills, assess and recommend trainings for all available workers, and also help in outsourcing supplementary workforce (Bisk, no date b).

2.6.4 Organizational Politics

According to Gove (2011), an organisational politics is a behaviour that exploit self interest and conflict with the goal and interest of others. The author denotes to such politics as a “sinister web” and “the foe, which prowls below the surface of most workplaces” (Evans and Ahmed, 2007) cited in (Gove, 2011) . Therefore, such ‘political games’ can destroy employee morales and waste an organisation’s time and resources, thereby impacting negatively on productivity and performance and as a result affects the career prospect of the individuals and the organisation at large (Gove, 2011).

According to Cacciattolo, (2014) an organisational politics is distinct as the conduct that is intended at safeguarding the self-interest of an individual at the cost of another which often conflicts with the goals of the organisation. Thus, the political work environment is mostly negatively perceived individuals and may persuade a sense of injustice, denial and inequity at the work place (Gotsis and Kortezi, 2010). Subsequently, the organisational employees or workforce who remark their workplace or organisation as being politicized will intend withhold their useful information (Cacciattolo, 2015).

Cacciattolo (2015) distinguished that politics in an organisation will mute and twist the opinions and sentiments of people, proofs that spawn defence mechanisms and sustain indecision. Hence, within the political environments, these political threats tends to hinder the career progression of employees as they tend to feel threatened by the indecision, uncertainty and the self-interest actions that occur with individuals (Cacciattolo, 2015).

occur with individuals

2.6.5 Weak monitoring and Control

In the absence of effective monitoring and control, it would be challenging to know whether the envisioned results are being accomplished as planned, what corrective action may be desirable to ensure delivery of the envisioned results, and whether initiatives are making positive contributions towards human development (Kusek and Rist, n.d.) Wanjala (2016) postulated that providing support and strengthening of monitoring and control teams are a sign of good governance. The author continued that these will play a key role in ensuring that the monitoring and control teams improve value to the organizations operations. A strong, solid and motivated team usually achieves high performance, which implies that the more a team is reinforced, the better the performance and value additions to the organization and its career advancement (Naidoo, 2011).

In conclusion, monitoring is an excellent management tool which when properly implement and adopted, delivers continuous feedback on the project implementation as well assist in the documentation and identifications of probable accomplishments and constraints to facilitate timely decisions(Otieno, n.d.). The author ended that regrettably, in many projects, the role of this is hardly understood and therefore negatively and depressingly impacts on the projects (Otieno, n.d.).

The various barriers to career progression are described in Table 2.3.

Table 2.3: Summary Barriers to Career Progression

ITEM CODE	BARRIERS TO CAREER PROGRESSION	DESCRIPTION
B01	Change in Roles and Responsibilities	Ineffective management of change in roles and responsibility on a job a team provides an unstructured, inconsistent, and immeasurable change environment to be utilized across an organization (Khan et al., 2016).

B02	Complex Relationship Between peers	Complicated variety of important functions for the individuals involved in the relationship and for the organization in which the relationships exists.
B03	Complexity in Multisourcing contracting	Rigid and complicated approach in outsourcing of construction infrastructures and contracts to a number of vendors both internally and externally
B04	Delayed Feedback	Delay in the relay of vital information from top management to subordinates.
B05	Job knowledge	Low knowledge on exiting work
B06	Lack of Leadership skills	Absence of Motivation and inspiring team members to accomplish organisational goals
B07	Inadequate Managerial skills	As a result of creating negative environment, lack of recognition, instilling fear into employees and running bad meetings
B08	Difference in Language	High communication problems as a result of uncommon languages used by an organisation
B09	Culture	The social behavior and norms found in at the work place
B10	Time and Geographical Distance	A measure of the social, cultural and economic relatedness or connectivity between team members and the workplace.
B11	Lack of Client and Top Management Involvement	Low superior involvement execution of projects and planning
B12	Lack of Communication and Collaboration between Stakeholders	Nonexistence of proper language used by managers, mentors and team members
B13	Lack of Experience in Multi-sourcing Projects	Low level of experience and know-how as a result of inadequate training and education
B14	Lack of Knowledge Sharing	The absence of exchanging information or understanding between individuals, teams, communities or organizations.
B15	Lack of Standard Project Management Practices and Processes in Multi-sourcing	Absence of clear statement of project requirement to meet demanding procedures and practices
B16	Lack of Team Spirit	Divided opinions and the absence of feeling and loyalty that exists among the members of a team which hinders their career prospect (Assaf, Hassanain, & Mughal, 2014).
B17	Lack of Technical Skills	Failure to be alert or cautious in the surrounding or on a job

B18	Lack of Training	Absence of the basic training needed to shape the career path of employee
B19	Organizational Politics	Destroy employee morale and waste an organisation's time and resources, thereby impacting negatively on productivity and performance and as a result affects the career prospect of the individuals and the organisation at large (Cacciattolo, 2014)
B20	Poor planning and estimation	project managers committing to numbers that are too low, based on a lack of up-front planning and estimation
B21	Weak monitoring and Control	Shallow internal control and monitoring of processes, procedures and execution of project timelines. The absence of controlling a project being able to influence the course of a project by knowing where to go, knowing where you are now and knowing how to get to the final destination (Wanjala, 2016).
B22	Lack of awareness	Reduced awareness or complete lack of awareness of an individual's knowledge on organisational policies, statutes and laydown rules (Prezi, 2013).
B23	Lack of top management commitment	Low involvement of top management throughout the project life cycle impacting on the success and team spirit of the organisation (Keramati & Azadeh, 2007)
B24	Perception of low economic return	Insufficient distributions or payments awarded to the various suppliers and contractors
B25	Poor demand forecasting	low cross functional trust and cross organizational trust with distributors and suppliers and a result of poor forecasting (Peenstra & Silvius, 2017).

Source: (Field Survey, 2018)

2.7 CONCLUSION

Base on the objectives of the study which are to examine the factors that determine the extent to which construction project managers in Ghana pursue their careers; to identify the drivers for career progression of construction project managers and to identify the barriers to career progression of construction project managers in Ghana, the following conclusion was drawn as a result of the information gathered from literature.

After identifying and coming up with the supporting and assertions of researchers views on the study objectives, the under tabulated were computed by a field survey showing the item codes and description to make it easier for respondents to easily identify and respond to the research questions.

However, Cook and Plato (2018), identified some key reasons why people pursue their career in project management as evidenced in Table 1.0 In a comparable study with Patwardhan et al., (2016) and (Straw, 2017), identified a number of drivers for the career progression of construction project managers. However, for the purposes of this study the drivers identified by these two authors were compared tabulated accordingly in Table 2.1. Lastly, Khan et al. (2016) identified a number of barriers to the career progression of construction project managers. As identified in the table below.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter presents the overall methodology that was used to carry out this research. The research design, the research strategy, the sources of data, the population of the study, the sample and sampling procedure, research instrument, analysis of data, among other things are described in detail.

3.2 RESEARCH DESIGN

The choice of research method, which forms the basis of data analysis in any scientific research is very essential and must be guided by scientific principles (Eldabi et al., 2002). The method adopted should therefore ensure proper data collection which will produce

credible and reliable analysis and results. Generally, a researcher may employ either qualitative or quantitative method. This research largely adopts quantitative design.

In order to examine the career progression of project managers in the Ghanaian construction industry, the research employed a pragmatic approach, i.e. the quantitative method. This helped in the acquisition and gathering of the required data. The quantitative technique encompasses the illustration of data in numerical forms for which statistical analysis provides a basis for conclusion to be drawn. This is therefore the act of clarifying phenomena by amassing numerical data that are analysed using mathematically based methods (Muijs, no date). The author further asserted that this method is suitable for a research that seeks to measure quantities or amounts of some variables either to determine an existing position and to additionally foresee a future development or pattern. Quantitative research has an advantage of easy extraction and analysis of a large amount of quantifiable data. Because results are quantifiable, it is easier to compare and simplify future developments. Quantitative data also incorporates control measures that warrant for validity of data (Lili-Anne, 2011). This study seeks to provide a more unbiased outcome and thus preferred quantitative design over qualitative which often prefers generalized results.

3.3 RESEARCH STRATEGY

Wedawatta et al. (2011) distinct research strategy as “the general plan of how the researcher will go about answering the research questions”. The authors continued and identified research strategy as “a general orientation to the conduct of research”. According to Remenyi et al. (2003), research strategy offers the overall direction of the research including the process by which the research is conducted. Saunders et al. (2009) cited that appropriate research strategy has to be selected based on research questions and

objectives, the extent of existing knowledge on the subject area to be researched, the amount of time and resources available, and the philosophical underpinnings of the researcher.

Saunders and Thornhill (2003) explicitly distinguished between eight research strategies, that is: experimentations, surveys, case studies, grounded theory, ethnography, action research, cross-sectional studies and exploratory studies. Nonetheless, Robson (2002) concluded that the three main strategies out of the eight solid research strategies used by most scholars are the experiments, surveys and case studies because of the countless benefits linked with using them. Therefore, for the purposes of this research, the later strategies would be employed and that is survey as the strategy to gather information from the target respondents

3.4 SOURCES OF DATA

In conducting this study both primary and secondary data were used. The method used in collecting primary data is mainly questionnaire. Secondary data was sourced from publications or journals, books from library, the internet, reports, newspapers, magazines and the likes. This helped the researcher to identify how others defined and measured key concepts in relation to the career progression of construction project managers.

3.5 POPULATION OF THE STUDY

A research population can be defined as the totality of a well-defined collection of individuals or objects that have a common, binding characteristics or traits (Polit *et al.*, 2006). Burns et al. (1993) added that a population is defined as all elements (individuals, objects and events) that meet the sample criteria for inclusion in a study. Thus a population can be said to be the group from which information can be obtained and to which the results of the study are intended to apply. The definition of the population can

thus be clearly done by defining the properties to be analysed by using the operational definitions. For this study the population was made up of project management practitioners in the construction industry, mainly because the study concerned them. Based on this, a total of 80 construction project managers who work with class D1 building construction firms were selected from both Kumasi and Accra.

3.6 SAMPLE SIZE AND SAMPLING TECHNIQUE

Sampling is a process of selecting a portion of the population to represent the entire population and the findings from the sample represents the rest of the group (Burns *et al.*, 2006). The advantage of selecting a sample is that it is less costly and time saving than collecting information from a large group of respondents. The selected sample should therefore, have similar characteristics to the population under study to allow for generalized results to represent the population (Polit *et al.*, 2006). Burns *et al.* (2006) in addition signposted that there are two major types of sampling and these are probability and non-probability sampling.

For the purposes of this study, the researcher adopts the snowball sampling under the non-probability sampling technique which is a procedure that involves the selection of persons who represent the desired population. Polit and Hungler (2009) avows that, snowball sampling technique involves the conscious selection of certain subjects to be included in the study where the actual population is unknown, snowball sampling is used because a specific information is needed from a particular group of people due to their specialty in the area of study. Considering the population target, it was difficult to sample to get the required sample size for the project management practitioners within the construction industry so the snowball sampling technique was adopted to arrive at a total of 80 respondents.

3.7 DATA COLLECTION INSTRUMENT

Data for this study was collected with a questionnaire. The questionnaire consisted of four major sections. The first section sought the demographic information of the respondents, the second section sought information on the extent to which the respondents pursued their careers in project management. Section 3 required the respondents to indicate the drivers of career progression for construction project managers, and the final section sought to determine the barriers to the career progression of construction project managers. In sections 2 to 4, the respondents were asked to score the various factors on a Likert scale of 1 to 5, where 1=highly insignificant, 2=insignificant, 3=neither significant nor insignificant, 4=significant, and 5=highly significant.

3.8 DATA ANALYSIS TECHNIQUES

Data obtained from the survey was analysed by percentages, frequencies, and mean scores. The Statistical Package for Social Science, SPSS, Version 21 was used to conduct the analysis. The respondents' profile was analysed by percentages. For the analysis of the concepts career drivers, the percentages, frequencies, mean, mode and standard deviation of responses were generated with the discussion centred around the mean scores.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 INTRODUCTION

This chapter presents and discusses the results from the data analysed. The presentation and discussion have been done based on the specific objectives which the study sought to achieve.

4.1 DEMOGRAPHY OF RESPONDENTS AND FIRMS

Table 4.1 below presents a summary of the demographic characteristics of the respondents and their firms. The issue of gender is very important when it comes to career progression of professionals in the construction industry. From Table 4.1, 74% of the respondents were males and 26% were females. For those who responded to the questions, majority were within the age groups of 25 to 44 years (making a percentage of 74), only 1% were below 25 years, with 25% constituting those within the age groups of 45 to 60 years. Seventy-six percent (76%) of the respondents either had Bachelors' degrees or Higher National Diploma Certificates in field relating to construction.

Nineteen percent had their Master's degrees, with 5% also having their Doctorates in related disciplines. These respondents were given various titles in relation to the project management roles they played in their various companies. The names ranged from Project Manager (34%), Operations Manager (19%), Project Director (19%), Functional Manager (6%), Programme Manager (15%), Project Coordinator (6%) and Project Expeditor (1%). About 92% of the respondents had between 1 to 15 years of working experiences, with the remaining 8% having above 15 years of working experiences. Sixty percent (60%) of the respondents were engaged in building construction works, 15% engaged in highways, and the remaining 25% engaged in general consultancy works.

These implies that a significant number of respondent in the construction industry are academically inclined while majority others have significant years of experience industry.

Table 4.1: Demographic characteristics of respondents

<i>Demographic details</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Respondents basic info</i>		
<i>Gender</i>		
Male	59	74%
Female	21	26%
<i>Respondents age</i>		
18-24	1	1%
25-34	34	43%
35-44	25	31%
45-54	16	20%
55-60	4	5%
<i>Highest level of education</i>		
Doctorate	4	5%
Masters	15	19%
Bachelor's	37	46%
HND	24	30%
<i>Professional Title</i>		
Project Manager	27	34%
Operational Manager	15	19%
Project Director	15	19%
Functional Manager	5	6%
Program Manager	12	15%
Project Coordinator	5	6%
Project Expeditor	1	1%
<i>Number of years worked in the construction industry</i>		
1-5 years	23	28%
Between 6-10 years	33	41%
Between 11-15 years	18	23%
Above 15 years	7	8%
<i>Nature or Type Of Project You Undertake</i>		
Building and Construction	48	60%
Highway	12	15%

Consultancy	18	22%
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Source: (Field Survey, 2018)

4.2 FACTORS THAT DETERMINE THE EXTENT TO WHICH

CONSTRUCTION PROJECT MANAGERS PURSUE THEIR CAREERS

This part of the research sought to examine the factors that determine the extent to which construction project managers pursue their careers. Respondents had to rate the various factors on a 5-point Likert scale, where 1 = Highly insignificant, 2 = Insignificant, 3 = Neither significant nor insignificant, 4 = Significant, and 5 = Highly significant. The evaluation of the data for the factors that determine the extent to which construction project managers in Ghana pursue their careers obtained a Cronbach Alpha score of 0.85, which can be confirmed as highly reliable.

The results obtained are shown in Table 4.2. Table 4.2 shows the mean scores, modes and standard deviations of the various factors considered with respect to the extent to which the careers were pursued. The results revealed that the mean scores of all the thirteen factors considered are significantly greater than the mean value of 3.0. Thus, in the opinion of the respondents all the thirteen factors are considered to be significant to the extent to which the project managers pursue their careers in the construction industry. The findings further revealed that ‘establishing a schedule and plan’, ‘Changing Industries’, ‘fostering the development of team members’, ‘learning from failure’, ‘developing existing skills’ and ‘maximizing resources’ are the six key significant factors that determine the extent to which project managers pursue their careers in the construction industry. The other significant factors include ‘lucrative salaries’, ‘enforce and encourage teamwork’, ‘controls cost’, ‘manages change’, ‘manage integration’, ‘retain and use knowledge’, ‘make an impact’, and ‘quality management’ were all significant and somewhat considered as some of the factors that determine the extent to which construction project managers in Ghana pursue their careers.

According to Cook and Plato (2018), when one wants to pursue a career that will allow them to feel contented, working as a project manager will attest to enhancing their professional lives. These findings obtained confirm that indicated in the literature which indicated that the extent to which project managers can pursue and improve on their careers depend on factors such as strengthening their skills, changing their industry, and leaning from their failures (Ukil, 2016). This notwithstanding, Esa (2014) indicated that working as a project manager necessitates quick adaptation to change and must remain easy-going in the workplace as career pursuance goes on. Esa (2014) further indicated that Project managers must implement different strategies and must understand the reasons for which they pursue career and become proactive about planning, and must also implement different tactics and techniques to meet their goals and the goals of the organisation as well.

Table 4.2, further reveal that ‘retaining and using knowledge’ ‘making an impact’ and quality management’ are ranked 12th, 13th, and 14th respectively. Though these are also considered as factors that determine the extent to which construction project manager pursue their careers in the construction industry, they were not given higher priorities. The composite score (average mean score) of 4.2 for the factors that determine the extent to which project managers pursue their careers in the construction industry, indicates that, on the mean evaluation scale, respondents “strongly agree” that these variables should be yardstick through which construction project managers can pursue their careers in the Ghanaian industry.

Table 4.2 Summary of Factors that determine the extent to which CPM’s pursue

their careers

Cronbach's alpha 0.85											
CODE	Factors	1= Highly Insig. 5= Highly Sig.						Descriptive statistics			Rank
		1	2	3	4	5	Un-sure	Mean	Mode	Std. dev	
E06	Establish a schedule and plan	0%	5%	0%	35%	60%	0%	4.50	5.00	0.75	1
E01	Change Industries	0%	2.5%	5%	32%	42%	0%	4.43	5.00	0.71	2
E04	Foster the Development of Team Members	0%	5%	3%	41%	51%	0%	4.39	5.00	0.77	3
E14	Learn from failure	0%	5%	5%	36%	54%	0%	4.39	5.00	0.80	4
E02	Develop Existing Skills	0%	0%	10%	45%	45%	0%	4.35	4.00	0.66	5
E08	Maximize resources	3%	6%	0%	41%	50%	0%	4.3	5.00	0.95	6
E05	Lucrative Salaries	0%	10%	5%	30%	55%	0%	4.3	5.00	0.96	7
E07	Enforce and encourage teamwork	3%	8%	0%	46%	43%	0%	4.21	4.00	0.96	8
E10	Controls cost	0%	3%	10%	56%	31%	0%	4.16	4.00	0.70	9
E11	Manages change	4%	4%	5%	50%	37%	0%	4.14	4.00	0.95	10
E09	Manage Integration	4%	8%	5%	44%	39%	0%	4.06	4.00	1.05	11
E13	Retain and use knowledge	1%	10%	18%	33%	39%	0%	3.98	5.00	1.04	12
E03	Make an Impact	6%	8%	14%	32%	40%	0%	3.93	5.00	1.19	13
E12	Quality management	4%	10%	30%	31%	25%	0%	3.64	4.00	1.08	14
	Average mean score (composite score)							4.20			

Source: (Field Survey, 2018)

4.3 DRIVERS FOR CAREER PROGRESSION OF CONSTRUCTION PROJECT MANAGERS

This part of the research also intended to determine the drivers for career progression of construction project managers in Ghana. Respondents had to rate the various drivers on a 5-point Likert scale, where 1 = Highly insignificant, 2 = Insignificant, 3 = Neutral, 4 = Significant, and 5 = Highly significant; The data for the drivers evaluated obtained a Cronbach Alpha score of 0.90, which can be confirmed as highly reliable.

The results as shown in Table 4.3 shows that the mean scores of all the 21 drivers evaluated by the respondents are significantly greater than the mean value of 3.0. Thus, in the opinion of the respondents, all the 21 drivers indicated in Table 4.3 positively help in the advancement of their careers. The findings further indicate that the six key drivers that positively influence the career progression of construction project managers are 'ability to create identity', 'taking on additional managerial responsibilities', 'membership of set', 'mobility', 'attitude', and 'undertaking courses'. The remaining drivers which include 'opportunities to engage with research', 'networking opportunities', 'personality', 'experience in industry', 'political savvy', 'coaching and mentoring support', 'managerial skills', 'gaining a formal qualification', 'communication skills', 'moving between institutions', 'Proactiveness', 'support collaborating colleagues', 'support systems at work', job knowledge and leadership skills', were also considered as major factors that positively drive the career progression of project managers in the construction industry.

In a study conducted by Patwardhan et al. (2016), fourteen drivers to career progression were identified to include: the ability to create identity; attitude; coaching and mentoring support; good communication skills; job knowledge; good leadership skills; good

managerial skills; mobility; networking opportunities; personality; political savvy; proactiveness; good working environment; and adequate support systems at work which is affirmed in the data obtained from respondents. This indicates that the findings obtained from this study solidly confirms that identified in literature. Rajesh and Ekambaram (2013) indicated that these drivers aid entities or individuals to be more prosperous in their various professions. Such career drivers are seen to integrate skills such as applying theoretic constructs in a manner (in this case ability to create identity) that is more genuine and creative in order to focus attention on state-of-the-art ways of doing things. Hence, these factors provide the necessary sustenance to an employee in the workplace and contributes positively to their professional progression (Rajesh and Ekambaram, 2013).

From Table 4.3, a composite score (average mean score) of 4.12 was obtained for the drivers for career progression of construction project managers in the construction industry, indicating that, on the mean evaluation scale, respondents generally “strongly agree” that these drivers provide the necessary sustenance to an employee in the workplace and contributes positively to their professional progression in the Ghanaian construction industry.

Table 4.3 Summary of Drivers for career progression

<i>Cronbach's alpha 0.90</i>											
CODE	Drivers	1= Strongly Disagree 5= Strongly Agree						Descriptive statistics			Rank
		1	2	3	4	5	Un-sure	Mean	Mode	Std. dev	
D01	Ability to create identity	0%	3%	5%	36%	56%	0%	4.46	5	0.71	1
D21	Membership of set	1%	5%	3%	36%	55%	0%	4.39	5	0.86	2
D16	Taking on additional managerial responsibilities	0%	4%	6%	40%	50%	0%	4.36	5	0.77	3

D08	Mobility	4%	11%	9%	1%	75%	0%	4.34	5	1.25	4
D02	Attitude	6%	8%	4%	11%	71%	0%	4.34	5	1.23	5
D17	Undertaking courses	0%	3%	11%	43%	44%	0%	4.28	5	0.76	6
D19	Opportunities to engage with research	0%	6%	5%	48%	41%	0%	4.24	4	0.82	7
D09	Networking opportunities	5%	8%	2%	5%	70%	0%	4.21	5	1.38	8
D10	Personality	9%	14%	0%	10%	67%	0%	4.14	5	1.42	9
D20	Experience in industry	0%	10%	13%	31%	46%	0%	4.14	5	0.99	10
D11	Political savvy	13%	9%	1%	9%	68%	0%	4.13	5	1.48	11
D03	Coaching & Mentoring support	9%	19%	0%	3%	69%	0%	4.05	5	1.50	12
D07	Managerial skills	9%	13%	11%	3%	65%	0%	4.03	5	1.44	13
D14	Gaining a formal qualification	8%	15%	4%	16%	58%	0%	4.01	5	1.38	14
D04	Communication skills	10%	16%	3%	5%	63%	0%	4.01	5	1.50	15
D15	Moving between institutions	5%	19%	6%	16%	54%	0%	3.95	5	1.35	16
D12	Proactiveness	11%	14%	4%	11%	60%	0%	3.95	5	1.49	17
D18	Support collaborating colleagues	6%	8%	14%	31%	41%	0%	3.94	5	1.19	18
D13	Support systems at work	8%	18%	3%	20%	53%	0%	3.93	5	1.39	19
D05	Job knowledge	14%	16%	9%	6%	60%	0%	3.83	5	1.59	20
D06	Leadership skills	15%	20%	3%	6%	56%	0%	3.69	5	1.64	21
	Average mean score (composite score)								4.12		

4.4 BARRIERS TO CAREER PROGRESSION OF CONSTRUCTION PROJECT MANAGERS.

This section of the study sought to identify the barriers to career progression of project managers in the Ghanaian construction industry. Respondents had to rate the various barriers on a 5-point Likert scale, where 1 = Strongly disagree, 2 = Disagree, 3 = Neither

agree nor Disagree, 4 = Agree, and 5 = Strongly agree. The data for the barriers evaluated obtained a Cronbach Alpha score of 0.93, and was therefore confirmed to be reliable.

The results as shown in Table 4.4 indicates that the mean scores of all the 25 barriers evaluated by the respondents are significantly greater than the mean value of 3.0. Thus, in the opinion of the respondents, all the 25 barriers negatively influence the career progression of project managers in the Ghanaian construction industry. The findings further revealed that the six key barriers to the career progression of construction project managers are 'Culture', 'Difference in Language', 'Inadequate Managerial skills', 'Lack of Team Spirit', 'Complex Relationship Between peers' and 'Time and Geographical Distance'. The remaining barriers which identified to be 'delayed feedback', 'lack of standard project management practices and processes in multi-sourcing', 'change in roles and responsibilities', 'lack of communication and collaboration between stakeholders', 'organizational politics', 'complexity in multi-sourcing contracting', 'job knowledge', 'lack of awareness', 'lack of technical skills', 'lack of training', 'poor planning and estimation', 'lack of client and top management involvement', 'weak monitoring and control', 'lack of top management commitment', 'perception of low economic return', 'lack of knowledge sharing', 'lack of experience in multi-sourcing projects', 'poor demand forecasting', and 'lack of leadership skills'. Most of these barriers as identified strongly confirms and at the same time contradicts that identified in literature.

For instance, Peenstra and Silvius (2017) conducted a study and found that lack of awareness, lack of top management commitment, perception of low economic return and poor demand forecasting were the barriers that hinder the career progression of project managers in the Ghanaian construction industry. In this study however, (Table 4.4), 'lack of awareness, lack of top management commitment, perception of low economic return

and poor demand forecasting’ were ranked 14th, 20th, 21st and 24th respectively. However, in a study conducted by (Khan and Khan, 2016) revealed that these barriers were similarly ranked lower as indicated by respondents in this study with ‘lack of top management commitment’ ranking 13th respectively. This indicates that though the construction organizations and professionals in Ghana see these factors as possible influencing barriers to the career progression of project managers, they were not that much of a threat.

According to Kerzner (2013), inadequate communication (feedback) is a major weakness and a strong barrier to the development of good team spirit as it hinders the career advancement of the teams and individuals, and also persuades low motivation levels, drops in team spirit; and contributes to ill stated targets and meagre project control, direction and flow of work (Assaf, Hassanain and Mughal, 2014).

In another study by Khan et al. (2016) a number of barriers to the career progression of construction project managers were identified to include “change in roles and responsibilities, complex relationship between vendors, complexity in multi-sourcing contracting, delayed feedback, difference in language, culture, time and geographical distance, hidden costs, lack of client and top management involvement, lack of communication and collaboration between stakeholders, lack of experience in multisourcing projects, lack of knowledge sharing, lack of standard project management practices and processes in multi-sourcing, lack of team spirit, lack of technical skills, lack of training, lack of trust, organizational politics, poor planning and estimation.

Table 4.4: Barriers to career progression of construction project managers

<i>Cronbach's alpha 0.93</i>				
CODE	Barriers	1= Strongly Disagree 5= Strongly Agree	Descriptive statistics	Rank

		1	2	3	4	5	Un- sure	Mean	Mode	Std. dev	
B09	Culture	0%	0%	8%	33%	59%	0%	4.50	5	0.67	1
B08	Difference in Language	1%	5%	5%	38%	51%	0%	4.33	5	0.88	2
B07	Inadequate Managerial skills	0%	6%	6%	38%	50%	0%	4.31	5	0.85	3
B16	Lack of Team Spirit	6%	15%	6%	6%	67%	0%	4.25	5.00	1.55	4
B02	Complex Relationship Between peers	3%	8%	5%	36%	48%	0%	4.21	5.00	1.02	5
B10	Time and Geographical Distance	10%	13%	1%	2%	74%	0%	4.18	5	1.46	6
B04	Delayed Feedback	0%	2%	10%	58%	30%	0%	4.15	4.00	0.70	7
B15	Lack of Standard Project Management Practices and Processes in Multi-sourcing	4%	8%	21%	6%	61%	0%	4.14	5.00	1.21	8
B01	Change in Roles and Responsibilities	4%	9%	2%	41%	44%	0%	4.13	5.00	1.07	9
B12	Lack of Communication and Collaboration between Stakeholders	9%	14%	3%	5%	69%	0%	4.11	5.00	1.44	10
B19	Organizational Politics	12%	9%	2%	9%	68%	0%	4.10	5.00	1.48	11
B03	Complexity in Multi-sourcing contracting	4%	9%	6%	44%	37%	0%	4.03	4.00	1.07	12
B05	Job knowledge	6%	6%	5%	45%	38%	0%	4.01	4.00	1.12	13

Table 4.4: Barriers to career progression of construction project managers cont'd

B22	Lack of awareness	5%	19%	6%	11%	59%	0%	4.00	5.00	1.37	14
B17	Lack of Technical Skills	6%	20%	1%	13%	60%	0%	4.00	5.00	1.41	15

B18	Lack of Training	14%	13%	1%	6%	66%	0%	3.99	5.00	1.56	16
B20	Poor planning and estimation	6%	20%	5%	13%	56%	0%	3.93	5.00	1.41	17
B11	Lack of Client and Top Management Involvement	9%	22%	0%	5%	64%	0%	3.93	5.00	1.53	18
B21	Weak monitoring and Control	10%	15%	6%	11%	58%	0%	3.91	5.00	1.47	19
B23	Lack of top management commitment	5%	21%	6%	18%	50%	0%	3.86	5.00	1.37	20
B24	Perception of low economic return	5%	23%	3%	20%	49%	0%	3.85	5.00	1.37	21
B14	Lack of Knowledge Sharing	15%	19%	2%	5%	59%	0%	3.74	5.00	1.64	22
B13	Lack of Experience in Multi-sourcing Projects	18%	20%	2%	7%	53%	0%	3.57	5.00	1.67	23
B25	Poor demand forecasting	13%	21%	8%	14%	44%	0%	3.55	5.00	1.53	24
B06	Lack of Leadership skills	20%	14%	44%	25%	15%	0%	3.36	3.00	0.98	25
	Average mean score (composite score)							4.01			

A composite score (average mean score) of 4.01 was obtained for the barriers that affect the career progression of construction project managers in the construction industry. This score of 4.01 indicates that, on the mean evaluation scale, respondents generally “strongly agree” that these barriers can influence the career progression of project managers in the Ghanaian construction industry.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS 5.1

INTRODUCTION

This study aimed at examining the career progression of construction project managers in Ghana, and this chapter is dedicated to providing the summary of the findings, the conclusion and the recommendations.

5.2 SUMMARY OF FINDINGS

The summary of the findings is presented under the three specific objectives set to include the following:

5.2.1 Objective One: Identifying factors that determine the extent to which construction project managers pursue their careers

The first objective examined the factors that determine the extent to which construction project managers in Ghana pursue their careers. The findings revealed that the respondents considered establishing a schedule and plan, changing industries, fostering the development of team members, learning from failures, developing existing skills and maximizing resources were important things they considered in determining the extent to which they pursued their careers.

5.2.2 Objective Two: Identifying The Drivers for Career Progression of Construction Project Managers

The second objective sought to identify the drivers for the career progression of construction project managers in Ghana. The findings revealed that in per the views of the respondents all the factors were significant drivers. Key amongst the identified drivers

were the ability to create identity, membership of set, taking on additional managerial responsibilities, mobility and attitude.

5.2.3 Objective 3: Identifying the barriers to career progression of construction project managers.

The third and final objective of the study sought to identify the barriers to the career progression of construction project managers in Ghana. Out of the 25 factors identified in literature which respondents were asked to score, all the 25 factors were considered by the respondents to be potential barriers to the career progression of construction project managers in Ghana. The key barriers were identified as culture, difference in language, inadequate managerial skills, lack of team spirit and complex relationship between peers.

5.3 CONCLUSION

Unfolding career progression is dire to the continued efforts of emerging project management profession. This study contributes to the topic of career progression of construction project managers in the Ghanaian construction industry. Though, there have been pressing issues on the career progression of construction workers, few of such studies have actually focussed on an emerging career trend in the construction industry, i.e. Construction Project Management. In the absence of inadequate empirical studies to examine the career progression of project managers in the construction industry, this study was conducted to fill a necessary gap, that is, examining the career progression of project managers in the construction industry in Ghana. Achieving this aim means setting specific objectives, which in this case were: to examine the extent to which project managers pursue their careers; identifying the drivers of career progression of

construction project managers; and identifying the barriers to the career progression of construction project managers.

With respect to the extent to which the respondents pursued their career progressions, the respondents agreed that ‘establishing a schedule and plan’, ‘changing industries at times’, ‘fostering the development of team members’, ‘learning from their failures’, ‘developing their existing skills’, and ‘maximizing their resources’ were very important factors they considered. It was also revealed that ‘the ability to create identity’, ‘membership of set’, ‘taking on additional managerial responsibilities’, and ‘mobility and attitude’ were key factors that drive the career progression of construction project managers in Ghana. Finally, the issue of ‘culture’, ‘difference in language’, ‘inadequate managerial skills’, ‘lack of team spirit’ and ‘complex relationship between peers’ were identified to be potential barriers to the career progression of construction project managers in Ghana.

5.4 RECOMMENDATIONS

Based on the findings of this study, several recommendations have been made. In general, much needs to be done with regards to project managers’ awareness on their career progression and the solution to the identified barriers that hinder their career progressions in the construction industry.

5.5 LIMITATIONS OF THE RESEARCH

This research work was completed with limitation(s). Firstly, the research was limited due to time restraints. The study also focused on the use of questionnaires because of the time constraints rather than considering interviews and focus groups. Hence, further studies should include the use of interviews and site observations into the scope of work.

Again, the study concentrated on identifying the barrier to the career progression of project managers in the construction industry but did not explore the measures that should be adopted to overcome the said barriers. Future studies could be tailored towards identifying such measures that can improve on the barriers.

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APPENDIX

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

COLLEGE OF ARTS AND BUILT ENVIRONMENT

DEPARTMENT OF BUILDING TECHNOLOGY

QUESTIONNAIRES

TOPIC:

EXAMINING THE CAREER PROGRESSION OF CONSTRUCTION PROJECT MANAGERS IN GHANA.

The principal aim of the study is aim of this study is to examine the career progression of construction project managers.

Instruction:

Please indicate your answers by ticking (✓) from the options provided and provide your own answer(s) in the spaces provided as per required. Thank you.

RESEARCHER'S NAME: GIDEON SELORM AMEGATSEY

SUPERVISOR: DR. KOFI AGYEKUM

SECTION A:

Please specify your answer by placing a tick (✓) on the appropriate answers provided. The following preliminary questions will be used only in determining the sample demographics of the Thesis report.

A. DEMOGRAPHIC BACKGROUND

1. Gender:
 - a. Male [] b. Female []
2. Please indicate your age
 - a. 18 - 24 [] b. 25 - 34 [] c. 35 - 44 [] d. 45 -54 [] e. 55 - 60 []
3. Please indicate your highest level of education?
 - a. Doctorate [] b. Master's [] c. Bachelor's [] d. HND/Training []
 - e. High School []
4. Please indicate your professional title

- a. Project manager [] b. Operations Manager [] c. Project Director []
 d. Functional Manager [] e. Program Managers [] f. Project Coordinator []
 g. Project Expeditor [] h. Transition Managers []
5. How long have you worked in the mining sector?
- a. 1 - 5 years [] b. Between 6-10 years [] c. Between 11-15 years []
 d. 15 years and Above.
6. Please indicate the nature or type of project you undertake
- a. Building and Construction [] b. Highway [] c. Consultancy [] d.
 Railway []

SECTION B:

FACTORS THAT DETERMINE THE EXTENT TO WHICH CONSTRUCTION PROJECT MANAGERS PURSUE THEIR CAREERS

7. Based on your dispositions, please specify the most suitable opinion/response with the scale below.

Please indicate on a Likert scale of 1 – 5 your level of agreement on the factors that determine the extent to which construction project managers pursue their careers.

Strongly disagree	Disagree	Neither agree or Disagree	Agree	Strongly agree			
1	2	3	4	5			
FACTORS THAT DETERMINE THE EXTENT OF PURSUING CAREER			1	2	3	4	5
Change Industries							
Develop Existing Skills							
Make an Impact							
Foster the Development of Team Members							
Lucrative Salaries							
Establish a schedule and plan							

Enforce and encourage teamwork					
Maximize resources					
Manage Integration					
Controls cost					
Manages change					
Quality management					
Retain and use knowledge					
Learn from failure					

SECTION C:

DRIVERS FOR CAREER PROGRESSION OF CONSTRUCTION PROJECT MANAGERS

8. Based on your dispositions, please indicate the most appropriate opinion/response with the scale below.

Please indicate your level of agreement on the drivers for career progression of construction project managers

Strongly disagree	Disagree	Neither agree or Disagree	Agree	Strongly agree		
1	2	3	4	5		
DRIVERS FOR CAREER PROGRESSION		1	2	3	4	5
Ability to create identity						
Attitude						
Coaching & Mentoring support						
Communication skills						
Job knowledge						
Leadership skills						
Managerial skills						
Mobility						
Networking opportunities						

Personality					
Political savvy					
Proactiveness					
Support systems at work					
Gaining a formal qualification					
Moving between institutions					
Taking on additional managerial responsibilities					
Undertaking courses					
Support collaborating colleagues					
Opportunities to engage with research					
Experience in industry					
Membership of set					

SECTION D:

BARRIERS TO CAREER PROGRESSION OF CONSTRUCTION PROJECT MANAGERS.

9. Based on your dispositions, please indicate the most appropriate opinion/response with the scale below.

Please indicate your level of agreement on the barriers to career progression of construction project managers

Strongly disagree	Disagree	Neither agree or Disagree	Agree	Strongly agree			
1	2	3	4	5			
BARRIERS TO CAREER PROGRESSION			1	2	3	4	5
Change in Roles and Responsibilities							
Complex Relationship Between peers							
Complexity in Multi-sourcing contracting							
Delayed Feedback							
Job knowledge							
Lack of Leadership skills							
Inadequate Managerial skills							

Difference in Language					
Culture					
Time and Geographical Distance					
Lack of Client and Top Management Involvement					
Lack of Communication and Collaboration between Stakeholders					
Lack of Experience in Multi-sourcing Projects					
Lack of Knowledge Sharing					
Lack of Standard Project Management Practices and Processes in Multi-sourcing					
Lack of Team Spirit					
Lack of Technical Skills					
Lack of Training					
Organizational Politics					
Poor planning and estimation					
Weak monitoring and Control					
Lack of awareness					
Lack of top management commitment					
Perception of low economic return					
Poor demand forecasting					