EFFECTS OF MANAGER'S SOFT SKILLS ON PROJECT PERFORMANCE:

A CASE STUDY OF LINDI JUMBO ORE RESERVE AND MINERAL

RESOURCE PROJECT

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: "effects of manager's soft skills on project performance; a case   study of lindi jumbo ore reserve and mineral resource project'' in partial fulfillment of the requirements of the degree of Masters of Project Management (MPM) of the Open University of Tanzania.

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Dr. Chacha Matoka

(Supervisor)

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Date

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DECLARATION

I, **Gibson Hosea Mwakagomele,** declare that, the work presented in this dissertation is original. It has never been presented to any other university or institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the Degree of Master of Project Management (MPM).

………………………………

Signature

……………..……………

Date

DEDICATION

This work is dedicated to my family, my father Hoseah Janah Mwaigomole, my mother Anna Mbagi (RIP), my sons Reegi Gibson Mwaigomole, Geschenky Gibson Mwaigomole, Gealan Gibson Mwaigomole.

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ABSTRACT

The study examined the effect of manager's soft skills on project performance of Jumbo mining project in Lindi Tanzania. Four specific objectives guided this study; to determine the Effect of manager's work ethics on project performance, to determine the effects of c manager's communication skills on project performance, to determine the effect of manager's Leadership skills on project performance and to determine the effect of manager's problem solving skills on project performance. The study used quantitative approach and a case study design. Questionnaires were used to collect data from 118 respondents. Descriptive statistics, Pearson correlation and linear regression analysis were used to analyse data. The study found that manger's ethic has a positive, significantly related to project performance, the study concluded that manager's communication skills are significantly and positively affect project performance, the study concluded manager's leadership skills have a significant positive effect on project performance and lastly it was that found that manager's problem solving skills have significant positive effect on project performance. The study recommends that mangers should maintain high ethics and integrity. Improve good communication skills, practice good leadership skills and becomes proactive in problem solving.

Keywords: Soft skills, Ethics, communication skills, leadership skills, problem solving skills and project performance

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LIST OF ABBREVIATIONS

APM	Association of Project Management
CL	Communication Skills
CLR	Comprehensive Literature Review
CVI	Content Validity Index
ETH	Ethics
LS	Leadership Skills
MPM	Masters in Project Management
PMBOK	Project Management Body of Knowledge
PP	Project Performance
PSK	Problem Solving Skills
SEM	Structural Equation Modelling
SPIU	Single Project Implementation Unit
SPSS	Statistical Package for Social Sciences

CHAPTER ONE

INTRODUCTION

1.1   Chapter Overview

This Chapter provides information on the subject, the problem statement, the research objective, the research questions and the importance of the study and its organization.

1.2   Background of the Study

Any organization's goal is to improve performance in order to not only survive, but also to thrive. In order to fulfill the demands of increasingly competitive marketplaces, businesses must constantly enhance their performance (Arslan & Staub, 2013). Many businesses have learned that adopting projects is the most effective approach to achieve this. A project is defined as a temporary activity performed to develop a one-of-a-kind product, service, or outcome, according to the PMBOK, 5th Edition. One of the most essential success elements for project managers is the development of soft skills (Troukens, 2013). Troukens also discusses how soft skills act as the glue that ties the project team together and fosters a healthy working atmosphere. Even with the best technologies, systems, procedures, and mechanisms in place, mining operations like Jumbo Lind still require the soft talents of a project manager to succeed.

In mining projects and most field areas, both soft and hard talents are essential to perform good project management jobs. According to the literature, the required percentage of soft and hard talents vary, but both types of abilities must be present. Zachary's (1984) work emphasizes the link between technical talents and the

leadership skills required to run a project. The overarching purpose of project managers, according to him, should be to foster team dynamics and professional relationships so that everyone is willing to work and the project is completed effectively (Zachary, 1984).

Many businesses used to think of project management as the practice of overseeing projects through the use of technical means. However, more companies are recognizing that successful project managers have a diverse set of leadership qualities. Furthermore, project managers are ideal prospects for executive positions because of their combination of technical and soft abilities, as well as their continual growth of leadership traits (Hildebrand, 2016).

According to Decker (2014), it is vital that businesses have the skills they need to complete successful initiatives. Decker's work emphasizes the value of time and care. Mining has put a lot of effort into interviewing and employing project managers that have a good technical background, a lot of experience, and, more lately, soft skills.

According to Silva (2018), the list of other abilities and attributes that contribute to project success is seemingly endless. She also lists a variety of personal and interpersonal soft skills, such as delegating and flexibility, as well as an understanding of employee motivation and team behavior. Soft skills are important, according to the Association of Project Management (APM) (2006), and include the following factors: Among the themes covered are communication, teamwork, leadership, conflict resolution, negotiation, human resource management, behavioral characteristics, learning and development, and professionalism and ethics. The author was clearly

interested in the qualities that project managers use when engaging with others, as evidenced by the accompanying list.

Every project in Tanzania, like every other country, is designed to fulfill one or more objectives, and its success is therefore crucial for developing countries. Continuous performance is the emphasis through which projects can grow and progress, and as a result, they must always look for acceptable ways to analyze their performance. Tanzania has begun the process of forming single project implementation units (SPIU) across line ministries and public agencies in order to establish an effective institutional framework that will guide the process of designing and implementing projects that are earmarked to accelerate the realization of development strategies envisioned in various sector strategic plans (Subbarao, et al, 2012). . This permits all of the different project implementation units to be grouped together under a single umbrella. This isn't a quick win, though, because they require project managers that can handle both hard and soft projects.

1.3 Statement of the Problem

Project Managers have a direct impact on project results due to their obligations during each phase of the project. Project managers, according to various studies, have a substantial impact on project success (Hai, Yusof, Ismail, & Wei, 2012; Wateridge 1997). Mining companies that specialize in project and/or product development organize and allocate their resources based on the project's complexity, the level of experience required, and the availability of their employees. "As the field of project management study expands, it is becoming obvious that project manager success cannot be achieved just through a technical skill set," Silva (2018) argues (2018).

Furthermore, outstanding interpersonal, or soft skills, are critical requisites for success, according to Guillart (2009). These two approaches to resource allocation have prompted a debate over the importance of project management soft skills in project success.

Because "soft" skills are rarely highlighted, project managers' more traditional technical abilities have been questioned (Zhang, et. al., 2013). When mining companies assign project managers only on the basis of hard skills, prior experience, and technical expertise, they overlook the people skills required to lead and inspire a project team to completion. In order to develop and maintain a more productive team environment, project managers can grow and improve their skills. Although there is almost no public research on the project manager's soft skills and their potential impact on project outcome during the process of selecting and assigning team members to a project, there is almost no public research on the project manager's soft skills and their potential impact on project outcome during the process of selecting and assigning team members to a project. According to Azim et al. (2010), hard project management competencies enable to organize, plan, manage, and track changes throughout the project. Understanding project complexity and its contributing factors, on the other hand, assists practitioners in comprehending dynamic, social, and complex project contexts, highlighting the importance of soft skills.

As a topic of lifelong learning, soft skills have gained in popularity. Personal development, learner engagement, and work success are all goals of soft skills development. As a result, soft skill assessment is widely employed, although there is little research or evidence on how well it is done.

Ignoring the direct impact of soft skills on project success when allocating project management resources could result in organizations investing more time and resources in projects, affecting team dynamics, and/or missing deadlines. Although a project manager with necessary expertise may be able to successfully understand project priorities, project success may be threatened if project managers lack the soft skills required to inspire and motivate the project team assigned to them.

Finally, the ability of the project team to collaborate when guided by the project manager determines the project's success (Cech & Chadt, 2015). Work ethics, communication skills, leadership skills, and problem-solving abilities are the four key soft skills that a project manager must possess in order to deliver a successful project.

1.4   General Objective

The general Objective of this study is to examine the effects of manager's soft skills on project performance; the case study of Lindi Jumbo ore reserve and mineral resource project

1.5   Specific Objectives

(i)   To determine the Effect of manager's work ethics on project performance.

(ii)   To determine the effects of c manager's communication skills on project performance.

(iii)   To determine the effect of manager's Leadership skills on project performance.

(iv)   To determine the effect of manager's problem solving skills on project performance.

1.6   Hypotheses

(i)   There is a positive relationship effect between the manager's work ethics and

project performance.

(ii)   There is a positive relationship effect between the manager's communication

skills and project performance.

(iii)   There is a positive relationship effect between the manager's leadership skills

and project performance.

(iv)   There is a positive relationship effect between the manager's problem solving

skills and project performance.

1.7   Significance of the Study

The findings of this study provided detailed information on soft leadership qualities

and how they affect project success. Furthermore, the study was able to determine the

moderating influence of teamwork in the relationship between project manager's soft

leadership qualities and project success in Tanzanian circumstances. This, in turn,

aided project managers not only in developing the necessary abilities for successfully

influencing project outcomes, but also in comprehending the impact of teamwork on

the relationship between soft leadership qualities and project success.

1.8   Organization of the Study

There are five chapters in this study. The "impact of managers' soft skills on project

performance" is the subject of this research. The research report begins with Chapter

1, which provides background information about the study, including the issue

statement, research objectives, research concerns, the study's importance, and the

study's organization. The second chapter looks at the literature review by looking at

what other scholars have written about the case. The third chapter discusses research methodology, covering the field of investigation, research procedures, design, data collection, and data analysis methods. The fourth chapter presents data, interprets it, and discusses it, while the fifth chapter summarizes, closes, and recommends the thesis. The study's final section is made up of references and appendices.

CHAPTER TWO

LITERATURE REVIEW

2.1   Overview

The second chapter contains a definition of key topics, as well as theoretical and review material. The research gap will be explained in greater detail. The conceptual framework, which is the foundation of this research, will be the final step.

2.2   Definition of Concepts

2.2.1   Soft Skills

According to Heckman and Kautz (2012). Soft skills are a set of personality traits, actions, and social attitudes that enable people to effectively interact, collaborate, and resolve conflict. People with good soft skills have strong situational awareness and emotional intelligence, which allows them to navigate difficult work situations while still obtaining positive outcomes. This is especially important in leadership jobs, as good leadership is more about managing people and directing their efforts toward a common goal than it is about bringing specialist technical skills to bear.

2.2.1.1 Work Ethics

Thank you for your time, Geren (2011) Even if you have a manager, bear in mind that companies don't want to micromanage their employees. They expect you to be responsible and do the job for which you were employed, which include being on time, meeting deadlines, and producing error-free work. Going the extra mile indicates your commitment to performing a good job.

2.2.1.2 Communication Skills

Effective communication consists of five elements. Verbal communication refers to your ability to speak effectively and concisely. Nonverbal communication includes the ability to use positive body language and facial emotions.

According to Salmon and Young (2011), written communication relates to your capacity to produce text messages, reports, and other types of documents. Visual communication refers to your capacity to communicate information using pictures and other visual aids. Active listening should be regarded a crucial communication soft skill because it allows you to listen to and actually understand what others are saying. A listerner must be able to listen in order to understand how to communicate effectively with someone. If you don't have adequate listening skills, any communication efforts will be one-way and unsuccessful.

2.2.1.3 Leadership Skills

Companies seek personnel that can oversee and direct other workers, according to Mumford, Zaccaro, Connelly, and Marks (2000). Employees that can create relationships at all levels of the company are in high demand. Leaders must assess, motivate, encourage, and discipline personnel, as well as develop teams, deal with challenges, and establish the company's intended culture. Understanding how to influence others and meet their needs is a crucial aspect of leadership. When someone with the most technical expertise is placed in a position of power, far too many firms disregard this. Leadership development frequently includes the development of soft skills.

2.2.1.4 Problem-Solving Skills

Many applicants strive to minimize problems because they are unaware that companies hire people to address problems. Glitches, potholes, and stumbling blocks are all part of the job, and they all present learning opportunities. The ability to apply your knowledge to solve problems and develop feasible solutions, according to Athanasou (2012), proves that you can handle – and excel at – your profession. Making mistakes and learning from them is an important part of building a soft skills CV.

2.2.2   Soft Skills in the Project Management

The evolving role of project management experts and how they are expected to execute duties outside the traditional scope of project management have been established by existing studies on the construction sector. Construction management experts, according to Edum-Fotwe and McCaffer (2000), should learn a broad variety of knowledge and skill aspects.

These skills can be divided into two types: specific and generic. Leading, communicating, negotiating, and problem solving are just a few of the general talents that can help you improve project management skills. Specific abilities are knowledge-based and connect directly to construction projects. Ahadzie et al. (2008) stated, on the other hand, that behavioural measures can help construction project management experts contribute more successfully to projects. Task performance behaviors and contextual performance behaviors are the two basic forms of behavioral skills. While the former is job-specific and adds to technical duties, the latter refers to job-related activities that aid in organizational success.

2.2.4   Project Performance

Takim and Akintoye (2002) define project performance measurement as "knowing how things are progressing so that we may have early warning of difficulties that may get in the way of accomplishing project objectives and managing expectations. Project performance management is the process of designing, implementing, and managing projects that contribute to an organization's performance and strategy.

The big picture is more important to project performance management than job execution. It focuses on three areas to ensure that every project generates a profit and that your initiatives are in line with your plan. Take the effort to define the project's unique benefits before you begin. Everything that follows will be built on this basis. Many initiatives may be linked to your strategy by default; some, on the other hand, may be executive pet projects that will not benefit the company. These are the types of efforts should stay away from. It's critical to recognize that some projects will almost certainly exceed the scope of your strategy.

However, the majority of your project portfolio should connect directly with your purpose, such as a project that focuses on attaining a mandated safety accreditation (DeCotiis, & Dyer, 1979). Tracking the progress of your projects over time is another crucial part of project performance (Anantatmula, 2010). Projects are completed through a series of actions that span departments and organizational levels. It's crucial to keep track of not only the traditional parameters of time, scope, and budget, but also if project activities are producing the expected results. Many businesses use strategy software to keep track of their progress toward their objectives and, lastly, to evaluate and improve project completion rates. It's vital to evaluate whether the

project's objectives were fulfilled, as well as which tasks went well and which could be improved, once it's completed.

2.3   Review of Theories

For one important reason, soft skills have been a focus of growing attention in lifelong learning. Two concerns are intertwined with soft skills. The "intra- and inter-personal abilities necessary for personal development, social participation, and workplace success" (Kechagias, 2011).

In the field of soft skills, the presence of a social dimension to learning, as well as social inputs and outputs, is unavoidable. Soft skill is invariably social, and it is critical because it is the foundation of involvement, communication, and cooperation, all of which are linked to learning and skillful performance development. Soft skills develop over time and in the various learning situations that a person may encounter. As a learner, they can either improve their sociability or so achieve personal integration into meaningful communities, or they can suffer the consequences of not being friendly enough to integrate. This social base of soft skill assessment must be acknowledged and documented in a soft skill theory and what soft skill assessment entails. It's not just about finishing a program or attending a training event; it's also about integrating into learning and work environments.

There are three theories, according to Kluger and DeNis (1996) Control theory, goal theory, and attribution theory all appear to exist and may be used to guide and enrich research and thought about the cognitive, emotional, and social aspects of soft skills. One by one, these will be described and discussed.

2.3.1   Control Theory

Control theory is the first theory that comes to mind when considering soft skills assessment (Carver & Scheier, 1982). Ramaprasad (1983) defined control theory as a theory that characterizes and explains behavior in terms of systems and control loops, as well as the self-regulation required for these to function properly. The key to a successful self-regulation process is feedback loops. In this approach, feedback is defined as information concerning the difference between the reference and actual levels of a system parameter.

The theory's strength is that, in accordance with it, the key to effective soft assessment is to explicitly identify the system parameters, or, in other words, to specify in great detail what soft talents are. The flaw is that identifying soft skills in great detail and providing learners with highly comprehensive feedback on them may not inspire or even discourage learners from engaging in soft skill development.

2.3.2   Goal Setting Theory

The second theory that is applicable to soft skill assessment is the goal setting theory. Goal setting theory defines and explains the cognitive, emotional, and social dimensions of behavior, including soft skill performances, in terms of targets and their characteristics (Locke & Latham, 1990, 2006). Good goals should be both specific and challenging in order to be both challenging and reachable. If these characteristics of goals are present, it is possible to provide feedback on their achievement (McCarthy & Garavan, 2006). The social dimension is clear and important in this example, as there is a recognition that either parties or stakeholders should be included in goal-setting or taken into consideration (Whitmore, 2005). While others

may be the source of some of an individual's goals, the individual should be involved in selecting which goals they will be expected to meet. Self-regulation must be introduced into a system that otherwise ignores or removes it, which is the polar opposite of control theory.

When people choose their own goals, the theory's strength is that it can bring three interacting aspects of motivation into play. The first is the instrumental motive, which is a dedication to attaining the goal or performing well because it is one's own. The second internal psychological motive is to enhance or defend one's sense of self and ego after making a personal commitment to the goal. Finally, there is the social motive to control or improve key people's impressions (Ashford, Blatt, & Van de Walle, 2003).

Goal theory predicts that when learners and assessors choose and use objectives that are not adequately constructed and do not conform to the ideal type, challenges in soft skill evaluation would develop. There will also be issues where an imbalance exists between produced superficially excellent goals and developed superficially good goals that contribute to psychological self-validation rather than self-improvement.

2.2.3 Attribution Theory

The attribution theory is final theories that can help you understand the challenges of soft talent evaluation (Eberely, Holley, Johnson, & Mitchell, 2011). Attribution theory investigates and explains cognitive, emotional, and social aspects of behavior using internal and external attributions of causality. An internal attribution of causality is an attribution to self. An external attribution of causality is when someone or something

else is blamed for something. Internally attributed positive outcomes and outcomes are more common than externally attributed negative outcomes and outcomes. As a result, success is frequently regarded as self-validating, whereas failure is more frequently attributed to external sources. Unlike control theory, which focuses solely on the self, and goal theory, which focuses solely on the social context, attribution theory considers both the self and the social context. Understanding and regulating the attributions that individuals can make in social situations while receiving positive and negative feedback, or a mix of positive and negative feedback, is at the heart of attribution theory.

I When students are confronted with evidence of poor performance, attribution theory has the ability to explain why there are elements of both self and society engaged, as well as why tactics other than behavior change are used (Jordan & Audia, 2012). People will continue to explain things in a way that protects their own self-esteem if self-validation reigns supreme, rather than acknowledging that something needs to change. Self-validation may lead a learner to employ strategies such as changing the definition and level of acceptable performance in order to negate rather than accept apparent performance deficiencies.

2.2.4   The Standard Problem Solving Theory and Problem Solving

Newell, Shaw, and Simon proposed the theory for the first time in 1958. Its main focus is on how people react when they are faced with new tasks. The "problem space hypothesis" is used in issue solving, according to this notion. The means-ends analysis idea is used by problem solvers who use this approach. This entails finding differences between the predicted and actual circumstances, selecting operators to

reduce the differences, and then connecting the operators to the current state. This theory is relevant to this research because it provides an organized, logical approach to addressing problems and improving performance (Connelly, 2015).

2.2.5   Contingency Theories and Leadership

Fiedler was the one who came up with the concept of contingency theories (1958). The success of a leader is defined by the interaction between his or her traits, conduct, and the situation in which he or she is operating, according to contingency theories (Charkrabarti, 2014). A group's performance is determined by the leader's leadership style and the situation's favorableness, according to the Fieldler (1958) contingency model. In different situations, different leadership styles are more effective. Task-oriented leaders, for example, excel in both extraordinarily favorable and extremely negative situations, whereas association-oriented leaders thrive in the middle. Effective leadership is determined by a leader's style and influence over the situation, according to Fiedler's contingency theory. Solid relationships between project leaders and project staff, as well as activities with clear processes and goals, and the competence of the leader to apply rewards and punishments, are all essential, according to the theory. A lack of these three in the right combination and backdrop causes leadership failure. This theory is pertinent to this study since it discusses the importance of leadership style, which is one of the factors under investigation.

2.4   Empirical Review

Zuo, Zhao, Nguyen, and Gao conducted a study on soft skills of construction project management experts and project success variables (2018). In the Vietnamese construction business, a survey of 108 project management specialists was conducted.

Partial least square structural equation modeling was utilized to examine the data. The four-dimensional structure of project success variables was established in this study. Project managers' soft skills were also found to play a significant effect in project success factors and, as a result, project success. According to the survey, project management professionals must have soft skills in order to apply their skills effectively. As a result, the project's success is enhanced.

Al Saadi and Zakuan (2020) looked into the impact of project managers' soft skills on construction project performance as a mediator role of conceptual project risk management in Oman. The study used a qualitative analysis of theoretical and empirical data to develop a conceptual methodology. Project managers from Oman's local construction firms are among those who responded. As a result, according to the key thesis, the total population for this study is 1187 project managers. According to a study of the literature and discussions from previous studies, project management soft skills are linked to project risk management and project performance. Project success, according to the research, is defined by a combination of soft and hard talents.

The impact of transformational leadership and soft skills on project managers in terms of project success aspects was investigated by Rogo, Rarasati and Gumuruh (2020). The study relied on a quantitative survey of construction professionals in Indonesia who held at least a supervisory position and had at least three years of experience in the industry. The data was handled and analyzed using structural equation modeling (SEM). The study discovered that project managers' ability to influence project success variables was influenced by transformational leadership and soft skills. Project managers with transformational leadership and soft skills were also found to

be able to contribute more to the project's vision, mission, and goals, according to the study.

In Kenya's public energy industry, Musembi, Guyo, Kyalo, and Mbuthia (2018) evaluated the impact of employees' soft skills on project performance. A pragmatic paradigm was used to help with the design of a mixed method study. In particular, a cross-sectional and correlation design were used in the study. A targeted sample strategy was used to select the projects for evaluation. The population comprised all project supervisors that managed project teams in ongoing energy sector projects that ended between January 2016 and December 2018. There are a total of 85 current projects that have been chosen. In the pilot trial, nine of these were used. As a result, 76 projects were chosen for the research. A questionnaire containing closed and open-ended research questions in the form of a five-point Likert-type interval scale was used to collect primary data from project supervisors. Regression analysis was used to examine the data. The investigation also revealed that the employees' combined soft skills have a positive effect on project performance in Kenya's energy sector. The study focuses on the important components of employees' soft skills that could aid their project performance.

The impact of project manager soft skills on project sustainability was investigated by Xue, Rasool, Gillani, and Khan (2020) in Malaysia. The study's purpose is to hypothesize a project manager's lack of sustainability expertise and offer recommendations for closing the research gap. The focus of the supplied work is on the project supervisor's soft capabilities as they relate to project sustainability as mediated through innovation. The decision was made to employ a deductive approach.

A total of 242 people participated in the survey, which gathered data from software companies. The obtained data was examined using structural equation modeling in PLS-SEM to evaluate the associations. The findings suggest that project manager soft skills have a positive impact on project sustainability, and that innovation mediates the relationship between project manager soft skills and project sustainability.

Karurang and Mulyungi evaluated the impact of soft skills on project performance in Rwanda—a case study of the Rwanda Red Cross Society (2018). A descriptive research design was used in this study. A questionnaire with closed-ended questions was used to collect the data. For this study, the researcher randomly selected 35 participants from various groups of RRCS employees, and they completed all of the questions.

The Pearson correlation coefficient was used to determine the relationship between the study's independent and dependent variables. The data was statistically analyzed using the Statistical Package for Social Scientists (SPSS). There is a strong correlation between leadership soft skills and project success, according to the research. Furthermore, the research found a high correlation between communication skills and project success.

Finally, the study showed a robust correlation between team building skills and project performance. As a result, the study reveals that focusing simply on hard skills is not the best way to improve project performance. A deliberate effort should be made by all members of the project management team to enhance soft skills. There are a range of creative ways to learn about the importance of soft skills in project management and performance.

In Pakistan's construction business, Tahir (2019) looked into the impact of project managers' soft skills on project success. The study was both cross-sectional and quantitative in nature. To collect data, the convenience non-random sampling approach is utilized. The data was analyzed using regression analysis. Communication skills, team building skills, and issue solving abilities are among the highly impactful qualities of project managers on project success, according to the findings.

Furthermore, there was no evidence to establish the link between interpersonal and coordination abilities. According to the findings, firms should focus on a project manager's soft skills. Gulati, Reaiche, Baroudi, and Gunawan (2020) studied project managers' soft skills and the value of these qualities to project success. To perform an in-depth review, the authors employed a Meta framework of Comprehensive Literature Review (CLR) technique. The three steps of CLR are exploration, interpretation, and communication.

According to the findings of this review, the identified soft skills include active listening, communication, conceptual skills, conflict management, human resource management, team management, human skills, leadership skills, motivation skills, negotiation skills, people skills, political and cultural awareness, professionalism, and ethics. These skills are necessary for project success; nevertheless, it has been discovered that soft and hard talents work in tandem to create success.

This research adds to the body of knowledge by emphasizing the need of project managers having soft skills in order to effectively and efficiently manage teams, hence boosting their performance and raising the chances of project success.

In Kenya's public energy industry, Kavita-Musembi (2019) evaluated the impact of project personnel's soft skills on project performance. A pragmatic paradigm was used to help with the design of a mixed method study. In particular, a cross-sectional and correlation design were used in the study. A targeted sample strategy was used to select the projects for evaluation. The study's unit was the Kenyan public energy sector projects. The population consisted of 94 ongoing energy projects that ended between January 2016 and December 2018, with the project supervisors serving as the units of observation. There were two questionnaires created. A questionnaire containing closed and open-ended research questions in the form of five-point Likert-type interval scales was used to collect primary data from project supervisors. A second questionnaire was designed for the project managers, which required information on the projects.

Using the statistical Package for Social Sciences (SPSS) program version 23, the findings of regression analysis were used to identify coefficients of multiple regression models, test hypotheses, evaluate the reliability of predicted correlations, and develop a sample regression model. According to the study, employee leadership talents have a positive impact on project success in Kenya's energy sector. Communication skills were also found to have a positive impact on project success in Kenya's energy industry, according to the study.

The study also revealed that the ability of those personnel to manage stakeholder relationships had a positive impact on project performance in Kenya's energy sector. Personnel problem-solving talents have a significant impact on the success of Kenya's energy sector projects. The study also discovered that the organizational climate had

no detectable moderating effect on the link between employees' soft skills and project performance in Kenya's energy business.

The study concludes that project managers should coach and mentor project team members, as well as empower and inspire them, based on these findings. It also supports for information shared to be heavily influenced by the preferences of the communities served by the project, as well as for public access to information about project activities. Stakeholder interaction should be encouraged at all stages of the project life cycle, according to the findings.

It also supports the sharing of information that is highly influenced by the preferences of the project's target groups, as well as public access to project-related information. According to the findings, stakeholder involvement should be encouraged at all stages of the project life cycle. It also suggests that a conducive environment be created for stakeholders to communicate and support one another through the sharing of resources and intellectual property. Furthermore, the study reveals that in order to handle project issues, a problem-solving strategy and problem-solving tools are required. The study underlines the necessity of a good internal and external environment for initiatives to thrive in terms of the organizational environment.

2.5   Research Gap

According to previous study (Byrd & Turner, 2001), project managers need both hard and soft abilities to be successful. Their interdependence, on the other hand, has been largely disregarded in practice. New tendencies have been discovered by recent studies (Klaus, 2010). According to a study, hard talents account for only 15% of a

person's success, whereas soft skills account for 85% of success (Watts & Watts, 2008, as cited in John, 2009). Soft talents are frequently ignored or given less weight than they deserve due to the inherent difficulties in judging their influence.

It is likely for this reason that studies examining the direct impact of a project manager's skills, particularly soft skills, on project success are scarce (Piyush, Dangayach, & Mittal, 2011; Turner & Muller, 2005); and even where attention has been paid to this aspect, the researchers' focus has been on investigating leader behavior and exploring the impact of the project manager's leadership style, rather than project manager's soft skills (Cunningham, Salomone & Wielgus, 2015). The effects of managers' soft skills on project performance are the focus of this research. Lindi, this is the type of study where projects are mushrooming.

2.6   Conceptual Framework

Independent Variable   **Dependent Variables**
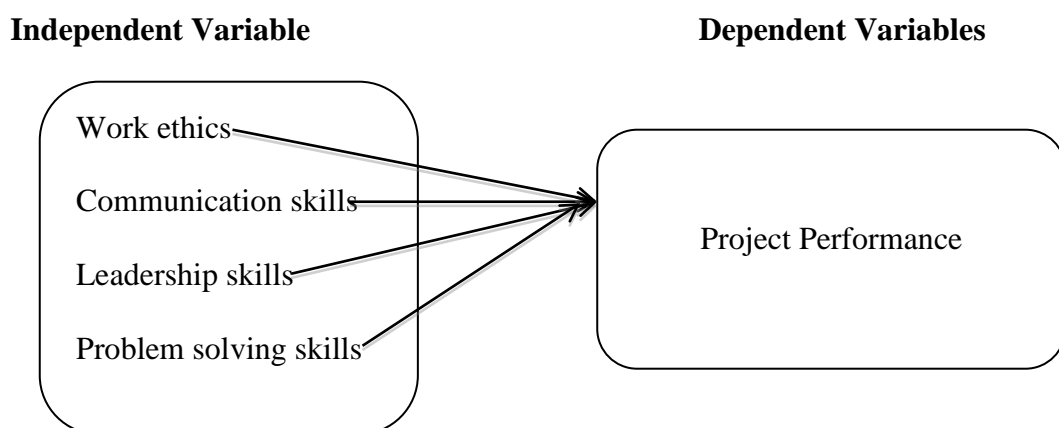
Figure 2.1: Conceptual Framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

The scope of the study, data collection methods, study population, sample size, study area, data analysis, validity and reliability of research instruments, research ethics, and study limitation are all covered in this chapter.

3.2 Research Philosophy

The research followed a positivist research philosophy. The arguments in this part reflect the fact that the quantifiable effects of soft skills on projects are studied. Soft skills can be viewed via the prism of individual behavior, with managers' reactions to various events influencing their perspective based on their level of soft skills. Similarly, the data that will be collected will show object perspectives on the soft skills application. The study is restricted to a method of data gathering and analysis that is objective. Quantitative statistical analysis, such as regression analysis, was also noticed in the data (Tubey, Rotich, & Bengat, 2015).

3.3 Research Approach

The study took a deductive approach, with data being collected based on pre-determined research objectives and questions, all of which were guided by a theoretical framework. According to Arghode (2012), the quantitative technique is employed because it fosters better validity, provides a more complete and thorough picture of the study phenomena, and may be used to offset deficiencies, generate stronger inferences, and address various research questions.

3.4 Research Design and Strategy

The research is based on a single quantitative and cross-sectional case study. Yin asserts that (2009). A case study is a suitable research design when you want to obtain solid, contextual, in-depth knowledge about a specific real-world subject. It helps you to look into the case's most important characteristics, meanings, and implications. It is based on the fact that it is relatively more advantageous in terms of cost reduction and in-depth reading of the subject with maximum control of the research process to ensure that the research process produces representative and credible findings of the general population when compared to other strategies. To avoid bias and sampling error, representatives will be chosen using trustworthy sampling techniques and methods on sample surveys. In addition, the design will make it easier to collect more quantitative data for faster data analysis, as well as test a proposed regression model.

3.4.1 Area of the Study

As a case study, the Lindi jumbo ore reserve and mineral resource project was chosen. The project contains 5.5 million tonnes of reserves valued at 17.9 TGC. It also boasts the greatest graphite resource grade among Africa's graphite development projects. Furthermore, it has a life of mine production prediction of 40,000tpa and a mine life of 24 years. The project is expected to be one of the highest margin projects in the world due to the high reserve grade of the Lindi Jumbo ore body, which will result in lower operational costs, access to existing infrastructure, and a higher basket price per ton of graphite concentrate.

Minor projects have been added into the project, making it possible to examine. Improve portions of the district access road where necessary to assist the transit of

heavy freight goods and equipment to the mining site, for example. Develop a road infrastructure within the mining lease area to aid project construction and mining and production operations after the project is completed. The graphite processing and packaging facility's engineering design, purchase of all graphite processing plant equipment, and construction earthworks for graphite plants, Graphite plant earthworks roads, Construction of ROM pad and retaining wall, Roads built by a graphite mill ROM pad and retaining wall construction Civil works for a graphite plant Construction of an 840-tonne-per-day processing, drying, screening, and packing facility.

The related Tailings Storage Facility is being built. Infrastructure and administration offices are being built. Construction of a mining contractor's office and maintenance facilities, as well as an accommodation camp Construction of a storage facility for explosives, Construction of a diesel storage facility and development of a drill field for water extraction for processing and potable water.

3.4.2   Population of the Study

The population of the study was 167 who constitutes 132 ordinary staffs and 35 management staffs of Lindi jumbo ore reserve and mineral resource project.

Table 3.1: Study Population

Respondents	Population
Management of Lindi jumbo ore reserve and mineral resource project	35
Ordinary Staffs	132
Total	167

Source: Field Data, (2021)

3.4.3   Sample Size and Sampling Procedures

Sampling is the process of choosing a subset of a population to participate in a study; it is the process of choosing a group of people for a study in such a way that the people chosen represent the wider group from which they were selected (Ogula, 2005). A sampling technique is a way for selecting a group of people or items from a population so that the selected group contains aspects that are representative of the entire group's characteristics. Kothari (1996) points out that sample is a fictional character who appears in the film Kothari (2007). Sample size is calculated using a variety of formulas. As an alternative to Cochran's method, Yamane (1967) provided a simplified formula for estimating sample size from a population. According to him, the sample size should be 0.5 with a 95% confidence level.

Where by

n = Sample size

N = Population

e = Level of Precisions (Level of tolerance 5% = 0.05)

1 = Constant

$$n = \frac{167}{1+167(0.05)\,(0.05)}$$

$$n = \frac{167}{1.41}$$

$$n = 118 \text{ respondents}$$

The study's intended sample size is 118 people out of a total population of 167. A sample, according to Saunders et al. (2009), is an accurate representation of a specific

population that serves as the foundation for generalizing data acquired using a stratified sample based on statistical likelihood. As a result, 118 samples were used, as Pallant proposed (2010). Given the time and budget constraints, this sample size was reasonable because it is large enough to provide a genuine picture of the situation (Kalpana, 2011).

Table 3.2: Sample Size of the Respondents

Respondents	Sample Size	Population	Sampling design	Data Collection Tools
Staff Management	30	35	Purposive Sampling	Questionnaire
Ordinary Staff	88	132	Purposive Sampling	Questionnaire
Total	**118**	**167**		

Source: Field Data, (2020)

3.5 Data Collection

3.5.1 Primary Data

Primary data was collected via self-administered questionnaires. The respondent is given a questionnaire to fill out at his or her leisure in a drop and collect procedure. According to Bernard (2006), this technique allows a researcher to gather data from a larger sample at a lower cost. Furthermore, the drop and collect technique allows enough space, privacy, and time for the questionnaires to be completed.

3.5.3 Questionnaire as a Tool used to Collect Data

A questionnaire is a written or printed structured research instrument that consists of a formal collection of questions or other forms of prompts designed to collect data from one or more respondents (Cone & Foster, 2006). As a data collection tool, the researcher gave some respondents questionnaires. The questionnaires were distributed

to Lindi Jumbo ore project management and other project personnel. This strategy allowed respondents to freely express their thoughts while also using closed-ended questions to elicit particular responses. In comparison to interviewing and observing, the researcher employed questionnaire methods. The method is less expensive, free of interviewer bias, and puts less pressure on the respondent, making them feel more at ease. Here is a link to the questionnaire.

3.6   Data Analysis

Descriptive statistics such as frequency, arithmetic mean, and standard deviation were used to evaluate the primarily quantitative data collected. The data was presented in an SPSS table. Regression analysis was utilized to study the relationship between independent factors and their impact on dependent variables.

3.7   Variables and Measurement Procedures

3.7.1   Variables and Measurement

Five points will be used to measure the variable. 5=strongly agree, 4=agree, 3=neutral, 2=disagree, and 1=strongly disagree on the Likert scale. The information gathered will be based on career development practices in the areas of managerial career counseling, employee career planning, and organizational succession planning. The ordinal nominal scale will be employed for the demographic data in this situation.

3.8   Regression Assumptions

Ordinary Least Square (OLS) regression assumptions are generally included in a basic regression equation. The critical assumptions for the data to qualify for analysis were reviewed in order to meet the regression analysis objectives. There are five

assumptions in the Ordinary Least Square that were examined (Green, 2008; Park, 2011). Linearity, normalcy, outlier, homoskedasticity, and Multicollinearity are the terms used to describe these properties.

3.8.1 Linearity Assumption

The relationship between the independent variables must be linear in order to do regression. For each increment of the predictor, the mean value of the outcome variables follows a straight line. P- P graphs on how they lie along the diagonal line are used to test this assumption.

3.8.2 Normality Assumption

The residuals of regression (errors between observed and predicted values) are assumed to be normally distributed in linear regression. The histogram is used to determine whether or not something is normal. It should display a bell-shaped distribution of residuals with a mean close to 0 and SD close to 1, indicating that the residuals are distributed normally.

3.8.3 Outlier Assumption

Outliers are considered outliers in regression if their residual values are outside the range of 3 in the histogram. This is backed up by Tabachnick and Fidell (2007), who claim that any number outside of the $|3|$ cutoff is an oddity. Outliers frequently lead parameter estimations, such as the mean, to be skewed. Outliers can also skew the sum squares to appear to be an outlier. The standard error is commonly calculated using sum squares. As a result, if the sum square is skewed, the standard error is likely to be skewed as well. As a result, the confidence interval is based. Once the case value has been recognized, the only way to fix it is to delete it.

3.8.4   Homoskedasticity Assumption

The variance of the error term is considered to be similar across the independent

variable values in the regression. A scatter plot of standardized residuals vs projected

values must show if points are distributed rectangularly in a similar manner across all

independent variable values. The data is homoskedasticity if the scatter plots exhibit a

cone-shaped pattern.

3.8.5   Multicollinearity Assumption

Multiple regressions presume that the data does not have multicollinearity and that the

independent variables are not highly linked. Multicollinearity was tested using

Variance Inflation Factor (VIF) values. If Multicollinearity is a concern, one method

is to identify the variables that are generating it and then remove them using the VIF

mean cuff threshold of 5, (Craney & Surles, 2002).

3.9   Measurement Model

$$Y_1 = b_0 + b_1 ETH + b_2 CL + b_3 LS + b_4 PSK + e$$

Where: Y_1 = Dependent variable PP – Project Performance

b_0 = Y intercept

$\beta_1 - \beta_4$ = Slope of the Line defined as ratio rise or change in X

ETH = Work Ethics

CL = Communication Skills

LS = Leadership Skills

PSK = Problem solving Skills

ε = Error term

3.10 Validity

The term "validity" refers to how well the data collected in the study accurately represents the variables. To put it another way, how accurate and useful are the data in relation to the outcomes? External validity of the research instrument (questionnaire) will be maintained through pre-testing of the research instruments. Before moving on to the actual field activity, a pilot test will be conducted on the same research equipment with a separate but homogeneous sample of 15 respondents. Content, structural, and scale validity comments will be generated by the pretest and included into data collection instruments. To ensure that data validity is maintained, the Content Validity Index (CVI) will be employed.

3.11 Reliability

Reliability refers to the degree to which a measurement of a phenomenon generates a stable and consistent outcome (Taherdoost, 2016). In addition, repeatability is a crucial part of reliability. For example, if a scale or test delivers the same result after repeated measurements under the same conditions, it is deemed dependable; therefore testing for reliability is important because it pertains to the consistency of a measuring instrument's parts. Cronbach's alpha was used to measure scale reliability in this study. Cronbach's alpha is a reliability coefficient that assesses data generalizability objectively. It was determined that a cutting off value of.7 cut off.

Table 3.3: Reliability Test Results

S/N	Variable	No of Items	Cronbarch's Alpha
1.	ETH	10	.87
2.	CL	12	.75
3.	LS	18	.79
4.	PSK	14	82
5.	PP	19	71

Note: ETH = Ethics, CL = Communication Skills, LS = Leadership Skills, PSK = Problem Solving Skills and PP = Project performance

3.12   Ethical Consideration

The study was guided by the institution's ethics and procedures, and the university provided ethical clearance. The survey participants were given the option of freely consenting (or refusing) to participate. Participants were free to withdraw or stop taking the survey at any moment if they felt uncomfortable, with no repercussions. During and after the survey, the researcher secured confidentiality and protected the identities of participants. Furthermore, the researcher discussed the benefits and importance of answering questions honestly throughout the distribution of the questionnaire. This research was conducted just for the purpose of study, and all information gathered will be kept private and will not be shared with any third parties.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1   Overview

The findings on the influence of a manager's soft skills on project performance are presented and discussed in this chapter, which includes a case study of the Lindi Jumbo Ore Reserve and Mineral Resource Project. The following four specific objectives were pursued: I to determine the impact of a manager's work ethics on project performance, (ii) to determine the impact of a manager's communication skills on project performance, (iii) to determine the impact of a manager's leadership skills on project performance, and (iv) to determine the impact of a manager's problem-solving skills on project performance.

The sample characteristics are described in Section 4.2, and the study variables are described in Section 4.3, which is based on indicators. The descriptive statistics, reliability, and correlation among study constructs are shown in Section 4.4. In Section 4.5, the regression findings are presented, followed by a discussion in Section 4.6.

4.2   Sample Description

Four demographic variables were involved, namely age, gender, education level and experience (Table 4.1). Respondents under 30 were smallest group who constituted less than 10%. Those who are 40s were about ¼ of all respondents.   Respondents aged 50s and 60s each group were about 1/3 of all respondents. In general majority of respondents were middle aged.

Table 4.1: Sample Description

S/N		Frequency	%	Mean	Std. Dev.
	Age			**2.97**	**.947**
1.	18 – 30	9	7.6		
	31 – 40	26	22.0		
	41- 50	43	36.4		
	51- 60	39	33.1		
	60 and Above				
2.	**Gender**				
	Male	94	79.7		
	Female	24	20.3		
3.	**Education Level**			**1.99**	**1.008**
	Certificate	36	30.5		
	Diploma	66	55.9		
	Bachelor	2	1.7		
	Masters	9	7.6		
	PhD	5	4.2		
4.	**Experience**			**3.10**	**1.22**
	1-5	12	10.2		
	6-10	23	19.5		
	11-15	47	39.8		
	16-20	13	11.0		
	20 and Above	23	19.5		

Source: Field Data 2021

4.3   Descriptive Statistics Results for the Variables

The study determined the effects of manager's soft skills on project performance. Four independent variables were analyzed. Namely effects of manager's ethics, effects of manager's communication skills, effects of manager's leadership skills and effects of manager's problem solving skills. The dependent variable was project performance.

4.3.1   Descriptive Statistics Results for Work Ethics Variable

Descriptive statistics (mean, standard deviation, minimum, and maximum scores) were computed for the effect of manager's ethics scale (Table 4.2). The results show that I am always honest when sharing information with others scored highest (M =

4.15, S.D. = .76) followed by I do   respect the diversity within your organization (M = 4.12, SD = 1.20). The least way through which manager's ethics were described is I always balance organizational and personal needs (M = 2.81, SD = .58) followed by I am always able to avoid conflicts of interest (M = 3.31, SD = .94).

Table 4.2: Descriptive Statistics Results for Work Ethics Variable

	N	Minimum	Maximum	Mean	Std. Deviation
I do you maintain appropriate confidentiality	118	1	5	3.99	.947
I do you say "no" to inappropriate requests	118	1	5	3.66	1.403
I am always honest when sharing information with others	118	2	5	4.15	.758
I always balance organizational and personal needs	118	2	5	2.81	.584
I am always able to avoid conflicts of interest	118	1	5	3.31	.940
I do respect the diversity within your organization	118	2	5	4.12	1.199
I always utilize your authority properly	118	1	5	3.53	.940
I always do challenge myself to "do the right thing	118	1	5	3.59	.889
Favoritism is never enter into my decision making	118	1	5	3.57	.882
I always do follow orders regardless if they appear unethical	118	2	5	4.01	.842

N = 118

Source: Data Analysis 2021

4.3.2   Descriptive Statistics Results for Communication Skills Variable

For the influence of the manager's ethics scale, descriptive statistics (mean, standard deviation, minimum, and maximum scores) were generated (Table 4.3). The findings reveal that we have always maintained timely communications with external and internal stakeholders (M = 3.38, S.D. = 1.02), and that we have a communication policy that drives our interactions (M = 3.38, S.D. = 1.02). The public has access to information about our project's activities. (M = 3.33, SD = 1.06; M = 3.33, SD = 1.06;

M = 3.33, SD = 1. We discuss costs, completion time, budget, and quality of work with our superiors (M = 2.84, SD =.92), followed by I feel that communication influences team members' conduct and is communicate project outcomes to stakeholders on time (M = 2.97, SD =.93 and.96 respectively).

Table 4.3: Descriptive Statistics Results for Communication Skills Variable

	N	Minimum	Maximum	Mean	Std. Deviation
We have a policy on communication that guides our interactions. Information concerning our project activities is widely availed to the public.	118	1	5	3.33	1.055
We have a policy on communication that guides our interactions. Information concerning our project activities is widely availed to the public.	118	1	5	3.25	1.159
Our information is largely shaped by preferences of the 159 communities we serve.	118	1	5	3.25	1.021
We always use the language that our stakeholders understand well when communicating with them.	118	1	5	3.29	1.047
The media we use when communicating with stakeholders are those they like	118	1	5	3.12	.971
Without hesitation we act on the feedback that we receive from our stakeholders	118	1	5	3.30	1.040
Our external stakeholders are reliably informed of the progress of our projects	118	1	5	3.25	1.095
We have always maintained timely communications with external and Internal stakeholders	118	1	5	3.38	1.020
Am satisfied with the amount of information I receive from my supervisor	118	1	5	3.16	1.147
I believe that Communication influences behavior of the team members	118	1	5	2.97	.929
We communicate project results to stakeholders on time	118	1	5	2.97	.956
We discuss costs, completion time, budget and quality of work with our superiors.	118	1	5	2.84	.915

N = 118

Source: Data Analysis 2021

4.3.3 Descriptive Statistics Results for Leadership Skills Variable

Descriptive statistics (mean, standard deviation, minimum, and maximum scores) were computed for the effect of manager's ethics scale (Table 4.4). The results show

that we do our work without interference from our superiors scored highest (M = 3.72, S.D. = 1.09) followed by we have a positive attitude towards our work (M = 3.53, SD = 1.12). The least way through which effect leadership skills were described any positive outcomes of our work are recognized and rewarded (M = 2.73, SD = .99) followed by We correct any deviations that occur in the course of the project. (M = 2.89, SD = 1.23).

Table 4.4: Descriptive Statistics Results for Leadership Skills Variable

	N	Minimum	Maximum	Mean	Std. Deviation
Any positive outcomes of our work are recognized and rewarded	118	1	5	2.73	.98
Undesirable behaviour within the project is penalized.	118	1	5	2.94	1.056
We follow laid down procedures in the course of our work.	118	1	5	3.27	.958
We correct any deviations that occur in the course of the project.	118	1	5	2.89	1.232
We do our work without interference from our superiors.	118	1	5	3.72	1.085
Our superiors only intervene in case of any errors	118	1	5	2.84	1.074
We are empowered to develop to our fullest potential	118	1	5	3.13	1.202
we get support and inspiration from our leaders	118	1	5	3.52	1.100
We have a positive attitude towards our work	118	1.00	5.00	3.53	1.12229
We receive individualized attention from our superiors.	118	1.00	5.00	3.43	1.15084
I agree that the roles and processes within the project are clearly defined	118	1.00	5.00	3.16	1.00401
I agree that the project mission is clearly defined and broken into measurable outcomes	118	1.00	5.00	3.23	1.06547
We are motivated to bring in new ideas	118	1.00	5.00	3.23	1.13894
I feel valuable and important to the project.	118	1.00	5.00	3.44	1.09811
I agree that there is teamwork in what we do	118	1.00	5.00	3.36	1.17324
I agree that we get enriched job information from my superiors	118	1.00	5.00	3.42	1.15711
I agree that we receive communication promptly and regularly	118	1.00	5.00	3.24	1.04332
I agree that our suggestions and feedback are appreciated by our supervisors	118	1.00	5.00	2.92	.97101

Source: Data Analysis 2021

4.3.4 Descriptive Statistics Results for Problem Solving Skills Variable

Descriptive statistics (mean, standard deviation, minimum, and maximum scores) were computed for the effect of manager's ethics scale (Table 4.5). The results show that we research on issues in order to understand them scored highest (M = 3.60, S.D. = 1.18) followed by we collaborate with both internal and external stakeholders when solving issues. (M = 3.47, SD = 1.11). The least way through which effect problem solving skills were described we usually identify the problem first (M = 2.97, SD = 1.07) followed by we tackle problems early so that they don't get out of control (M = 3.00, SD = 1.02).

Table 4.5: Descriptive Statistics Results for Problem Solving Skills Variable

	N	Minimum	Maximum	Mean	Std. Deviation
We tackle problems early so that they don't get out of control	118	1.00	5.00	2.9915	1.02529
Conflict resolution helps to form strong relationships within the project team.	118	1.00	5.00	3.2034	1.13649
We usually identify the problem first.	118	1.00	5.00	2.9746	1.06588
We establish the root cause of the problem	118	1.00	5.00	3.2119	1.18287
When issues arise we are allowed to give our views	118	1.00	5.00	3.4068	1.09574
We constantly communicate with each other on issues affecting us	118	1.00	5.00	3.3559	1.14373
We make plans on how to solve the issues that arise.	118	1.00	5.00	3.1356	1.16146
We solve problems as they arise to ensure that they do not become bigger	118	1.00	5.00	3.3305	1.10982
We research on issues in order to understand them	118	1.00	5.00	3.6017	1.17771
We prioritize the issues at hand to ensure order	118	2.00	5.00	3.3814	1.06954
We are creative when generating ideas to ensure that we come up with original and useful ideas	118	1.00	5.00	3.2712	1.08337
We implement the solutions obtained and assess results	118	1.00	5.00	3.3220	1.05313
We collaborate with both internal and external stakeholders when solving issues.	118	1.00	5.00	3.4661	1.11464
We are trained on how to resolve issues	118	1.00	5.00	3.3305	1.16248

Source: Data Analysis 2021

4.3.5 Descriptive Statistics Results for Project Performance Variable

Descriptive statistics (mean, standard deviation, minimum, and maximum scores) were computed for the project performance scale (Table 4.6). The results Programs implementation reflect the business strategy scored highest (M = 3.47, S.D. = 1.21) followed by Top managers are satisfied with company's adaptability to environmental conditions (M = 3.32, SD = 1.22). The least way through which project performance were described was Projects meet their technical performance goals (M = 2.94, SD = 1.06) followed by Company's outputs embody application of new knowledge (M = 2.94, SD = 1.12).

Table 4.6: Descriptive Statistics Results for Project Performance Variable

	N	Minimum	Maximum	Mean	Std. Deviation
Programs implementation reflect the business strategy	118	1.00	5.00	3.4746	1.21044
Programs impact exceeds stakeholders expectations	118	1.00	5.00	3.3136	1.11477
Company's outputs embody application of new knowledge	118	1.00	5.00	2.9492	1.12354
Programs achieve cost-benefits objectives	118	1.00	5.00	3.1017	1.14272
The production process implies the use of high-technologies	118	1.00	5.00	3.3136	1.11477
Projects meet their operational performance goals	118	1.00	5.00	3.0169	1.12457
Projects meet their technical performance goals	118	1.00	5.00	2.9407	1.05646
Projects meet their schedule objectives	118	1.00	5.00	3.1186	1.11071
Projects stay within budget limits	118	1.00	5.00	3.2966	1.17894
Project results meet stakeholders expectations	118	1.00	5.00	3.1695	1.06462
Stakeholders are satisfied with project results	118	1.00	5.00	3.1186	1.03914
Company has the right number of projects for the resources available	118	1.00	5.00	3.0763	.99706
Company's portfolio has an excellent balance of projects	118	1.00	5.00	3.0000	1.02114
The budget allocation between projects in the portfolio reflects the business strategy	118	1.00	5.00	2.9746	1.14326
Top managers are satisfied with company's sales in comparison with other companies in the industry	118	1.00	5.00	3.2119	1.16833
Top managers are satisfied with company's sales growth in comparison with the strongest competitors	118	1.00	5.00	3.2881	1.17015
Top managers are satisfied with company's market share in comparison with other companies in the industry	118	1.00	5.00	3.2966	1.19335
Top managers are satisfied with company's adaptability to environmental conditions	118	1.00	5.00	3.3220	1.21867

Source: Data Analysis 2021

4.4   Variable Descriptive Statistics, Reliability and Correlation Analysis Results

Descriptive statistics were computed for the Independent variables, all scored moderate effect. Manager's ethics variable using the cut-off points suggested in Albdour & Altaraweh (2014), adjusted to 7-point rating levels. Results (Table 4.7) indicate that the managers ethics overall was moderate (M = 3.68, S.D = .64). Manager's effect of communication skills was as well moderate (M = 3.18, SD = .53), leadership skills effect was found moderate (M = 3.23, SD = .42), and manager's problem solving skills also was found to be moderate (M 3.28, SD = .59).   Manager's ethics and problem solving skills scored highest mean as compared to communication skills and leadership skills variables. The dependent variable project performance was found to have moderate mean scores (M = 3.17, SD = .52).

Using (Cohen, 1988) cut off for correlation, the correlations between pairs of individual dimensions of the independent variables were between .002 and .125 indicating a low and significant correlation. Manager's Ethics was significantly positively correlated with the project performance (r = .125**, p < .01). Manager's communication skills was found to be significant and positively correlated to project performance (r = .014***, p < .001). Leadership skills was also found to be significant positively correlated to project performance (r = .085**, p = .01) and manager's problem solving skills was found to be significant effect and positively correlated with project performance (r = .025*, p = .05).

Scale test for reliability analysis was carried out to determine the internal consistency of the measurements scales. Cronbach's alphas (Table 4.7) in the diagonal show good internal consistency for all variables tested for reliability. Ethics Cronbach's alpha

was (.87), communication skills (.75), leadership skills (.79), problem solving skills
(.82) and for dependent variable project performance (.71) (George and Mallery,
2014).

Table 4.7: Variable Descriptive Statistics, Reliability and Correlation Analysis
Results

		MEAN	STD. DEV.	ETH	CL	LS	PSK	PP
ETH	Pearson Correlation	3.6754	.64104	**.87**				
CL	Pearson Correlation	3.1788	.52639	.041***	**.75**			
LS	Pearson Correlation	3.2255	.42173	.092*	.070*	**.79**		
PSK	Pearson Correlation	3.2845	.58604	.002*	.010***	.293*	**.82**	
PP	Pearson Correlation	3.1740	.52481	.125**	.014***	.085**	.025*	**.71**

*p < 0.05 (two – tailed), **p < 0.01 (two – tailed) ***p < 0.001 (two – tailed)

NOTES: ETH = Ethics, CL = Communication Skills, LS = Leadership Skills, PSK = Problem Solving
Skills and PP = Project performance   .

Source: Data Analysis 2021

4.5   Linear Regression Results

Four regression models computed: ETH, CL, LS and PSK on PP. Results (Table 4.8)
show   that, the total variance in ETH explained by PP was 16%, $F_{(1,118)} = 1.83$, $p <$
.01). PP was positively, and statistically significantly related to ETH (b = .10, p < .01).
The variance in CL explained by PP was 14%, $F_{(1, 118)} = .23$, $p < .05$). PP was
positively, and statistically significantly, related to CL (b = .14, p < .05). Variance in
LS explained by PP was 85%, $F_{(1,118)} = 84$, $p < .01$). PP was positively, and
statistically significantly, related to LS (b = 11, p < .05). Variance in PSK explained
by PP was 25%, $F_{(1,118)} = .73$, $p < .001$). PP was positively, and statistically
significantly, related to PSK (b = 3.10, p = .001).

Table 4.8: Linear Regression Results

Variables	ETH	CL	LS	PS
Constant	2.80***	3.22**	3.52***	3.10**
PP	.10**	.14*	.11*	.23***
Fstat	1.83**	.23*	.84**	.73***
R^2	16%	14%	85%	25%

$*p < 0.05$ (two – tailed), $**p < 0.01$ (two – tailed) $***p < 0.001$ (two – tailed)

ETH = Ethics, CL = Communication Skills, LS = Leadership Skills, PSK = Problem Solving Skills and PP = Project performance.

4.6.1 Outliers, Normality, Linearity and Homoskedasticity Regression Assumptions Testing Results for Ethics

The distribution of residuals is represented by a bell-shaped curve in the histogram (figure 4.1). (Mean is close to 0 and SD close to 1, evidencing of a normal distribution of residuals). In addition, residuals plot along the diagonal line, as seen in Figure 4.2. As a result, there isn't much departure from the usual. The histogram (Figure 4.1) reveals that some of the residual values are within the 3 cutoffs, indicating that there are no outliers. Any value outside the cutoff of |3|, according to Tabachnick and Fidell (2007), is an anomaly.

The diagonal dots in Figure 4.3 are speeded up along the diagonal line, indicating that the data is linear. The case residual dots are dispersed rectangularly about zero (0) in Figure 4.3, implying homoscedacististy (equality of variance). As a result, there is no reason to suspect heteroscedasticity (unequal variance in the data).
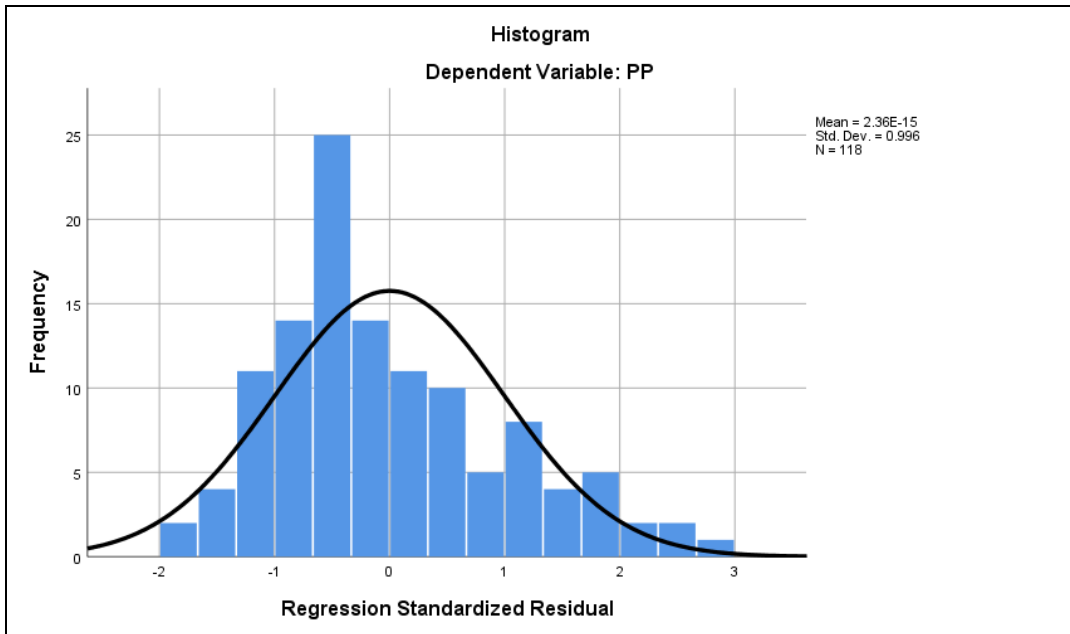
Figure 4.1: Histogram for Ethics Variable

Source: Data Analysis (2021)

Figure 4.2: Normal P-Plots for the Standardized Residual of Ethics Variable

Source: Data Analysis (2021)

Figure 4.3: Scatter Plot for the Standardized Residual for Ethics

Source: Data Analysis (2021)

4.6.2 Outliers, Normality, Linearity and Homoskedasticity Regression Assumptions Testing Results for Communication Skills

The distribution of residuals is represented by a bell-shaped curve in the histogram (figure 4.4). (mean is close to 0 and SD close to 1, evidencing of a normal distribution of residuals). Figure 4.5 also illustrates that the diagonal dots are speeded up along the diagonal line, implying that the data is linear. The histogram (Figure 4.4) reveals that some of the residual values are within the 3 cutoff, indicating that there are no outliers. Any value outside the cutoff of |3|, according to Tabachnick and Fidell (2007), is an anomaly.

The case residual dots in Figure 4.6 are dispersed rectangularly about zero (0), implying homoscedacististy (equality of variance). As a result, there is no reason to suspect heteroscedasticity (unequal variance in the data).

Figure 4.4: Histogram for Communication Skills Variable
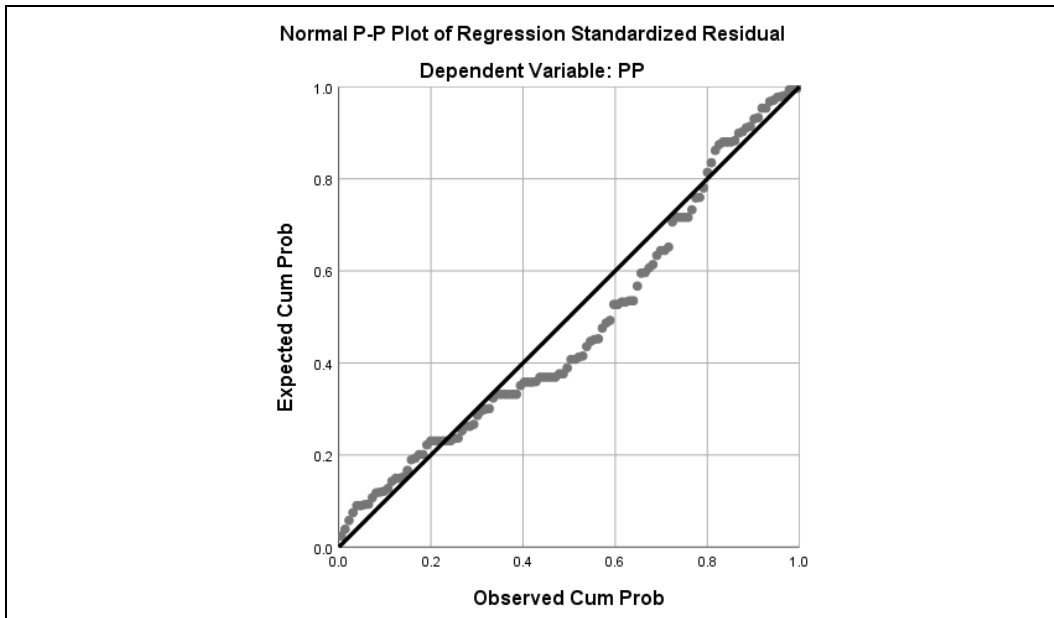
Source: Data Analysis (2021)

Figure 4.5: Normal P-Plots for the Standardized Residual of Communication Skills Variable
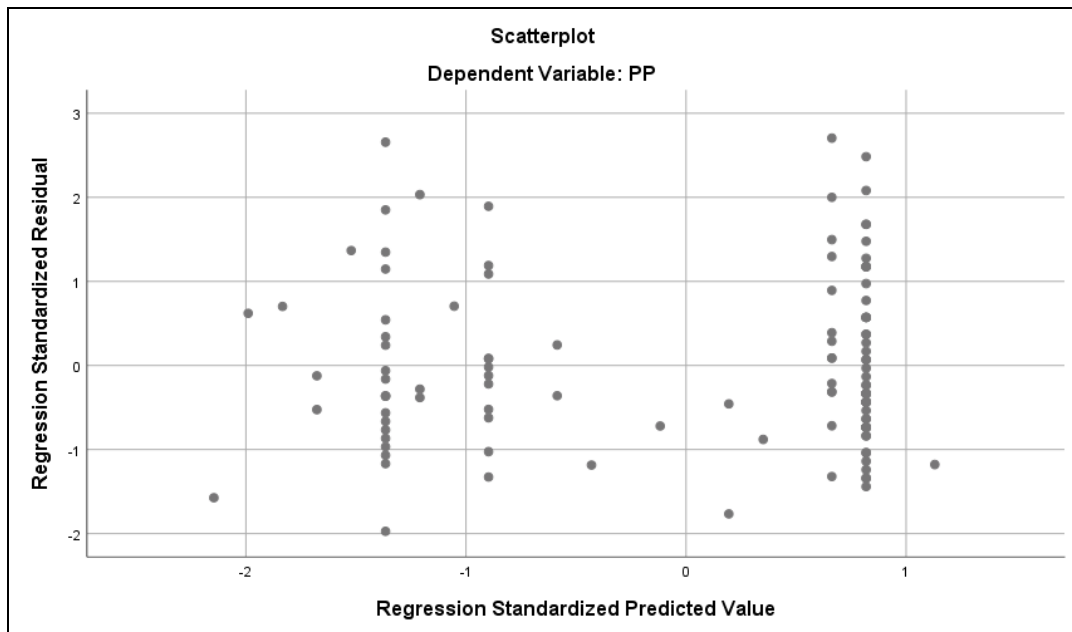
Source: Data Analysis (2021)

Figure 4.6: Scatter Plot for the Standardized Residual for Communication Skills Variable

Source: Data Analysis (2021)

4.6.3 Outliers, Normality, Linearity and Homoskedasticity Regression Assumptions Testing Results for Leadership Skills

The distribution of residuals is represented by a bell-shaped curve in the histogram (figure 4.7). (Mean is close to 0 and SD close to 1, evidencing of a normal distribution of residuals). Figure 4.8 also demonstrates that the diagonal dots are speeded up along the diagonal line, implying that the data is linear. The histogram (Figure 4.7) reveals that some of the residual values are within the 3 cutoff, indicating that there are no outliers. Any value outside the cutoff of |3|, according to Tabachnick and Fidell (2007), is an anomaly.

The case residual dots in Figure 4.9 are dispersed rectangularly about zero (0), implying homoscedacististy (equality of variance). As a result, there is no reason to suspect heteroscedasticity (unequal variance in the data).
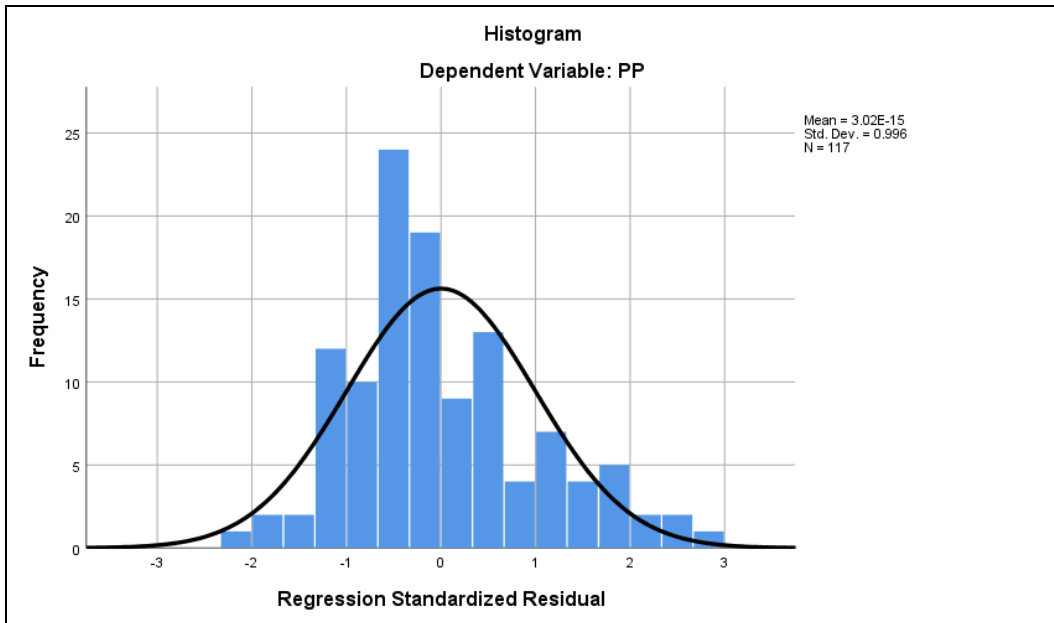
Figure 4.7: Histogram for Leadership Skill Variable

Source: Data Analysis (2021)

Figure 4.8: Normal P-Plots for the Standardized Residual for Leadership Skills

  Variable

Source: Data Analysis (2021)
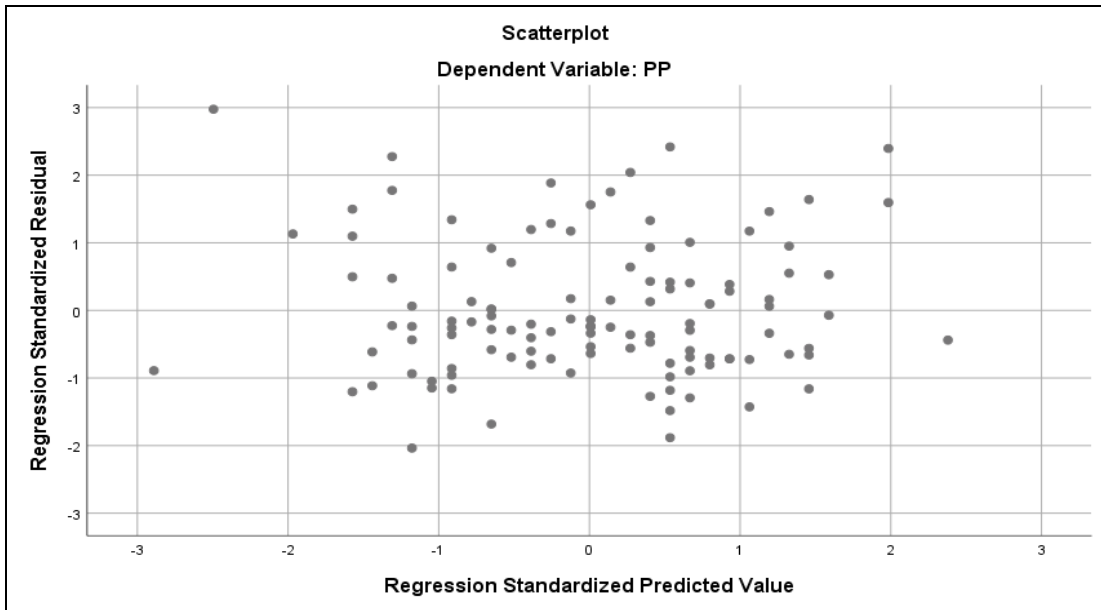
Figure 4.9: Scatter Plot for the Standardized Residual for Leadership Skills Variable

Source: Data Analysis (2021)

4.6.4 Outliers, Normality, Linearity and Homoskedasticity Regression Assumptions Testing Results for Problem Solving

The distribution of residuals is represented by a bell-shaped curve in the histogram (figure 4.10). (mean is close to 0 and SD close to 1, evidencing of a normal distribution of residuals). Figure 4.11 also illustrates that the diagonal dots are speeded up along the diagonal line, implying that the data is linear. The histogram (Figure 4.10) reveals that some of the residual values are within the 3 cutoff, indicating that there are no outliers. Any value outside the cutoff of |3|, according to Tabachnick and Fidell (2007), is an anomaly.

Case residual dots are dispersed rectangularly around zero (0) in Figure 4.12, implying homoscedacististy (equality of variance). As a result, there is no reason to suspect heteroscedasticity (unequal variance in the data).
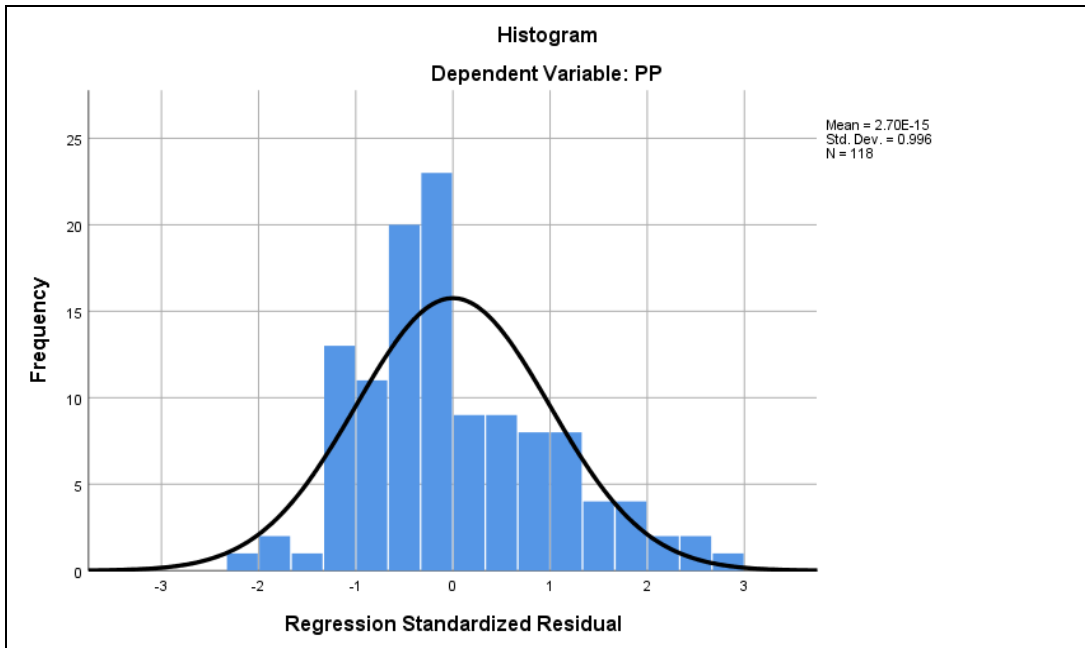
Figure 4.10: Histogram for Problem Solving Skills
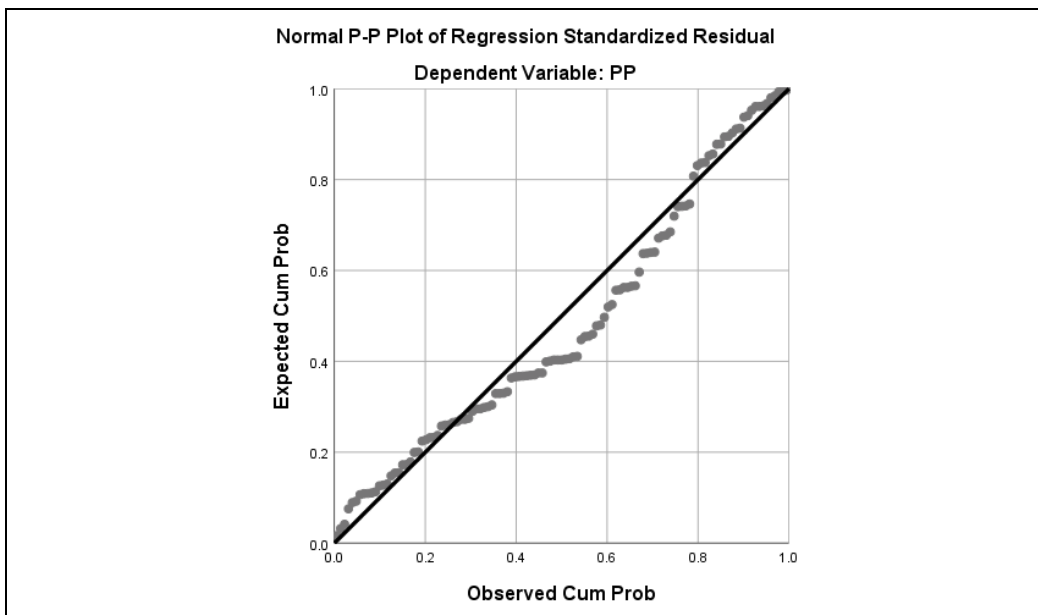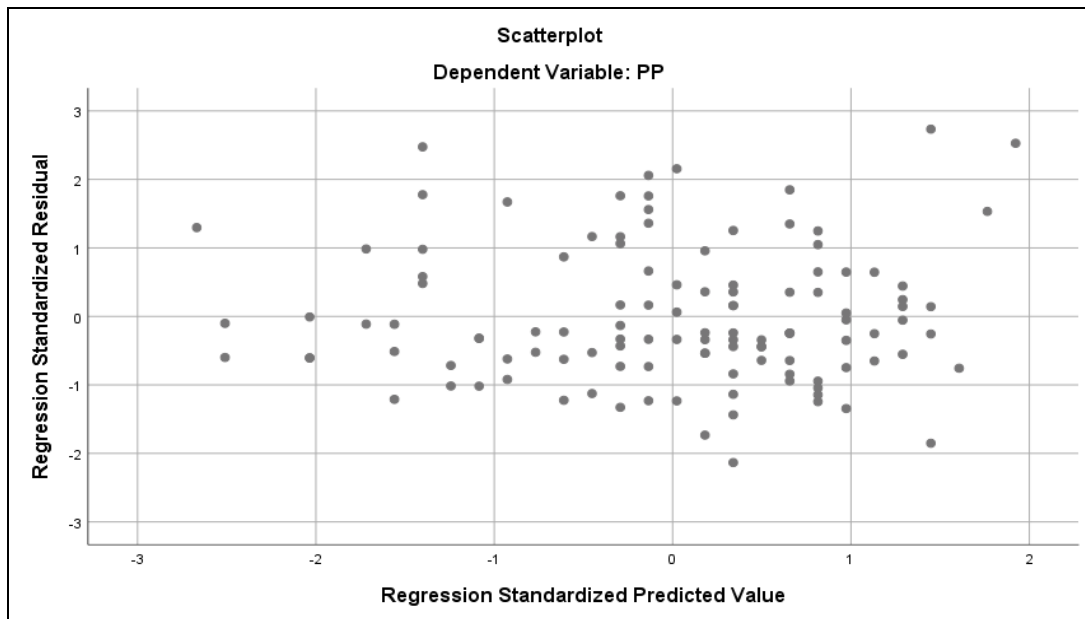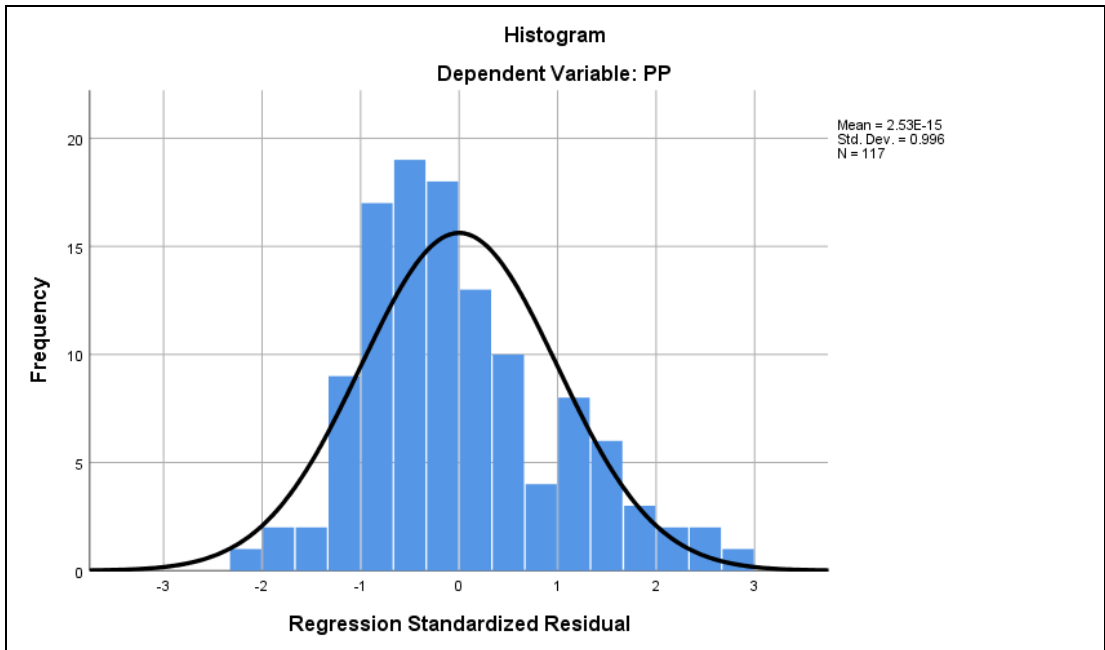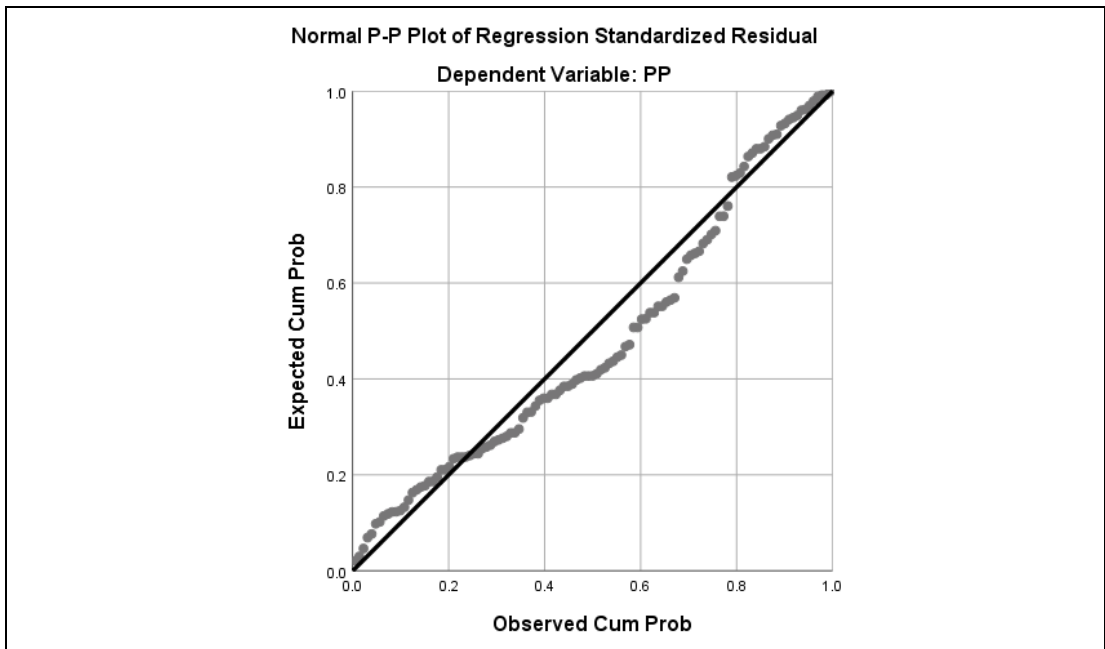
Source: Data Analysis (2021)
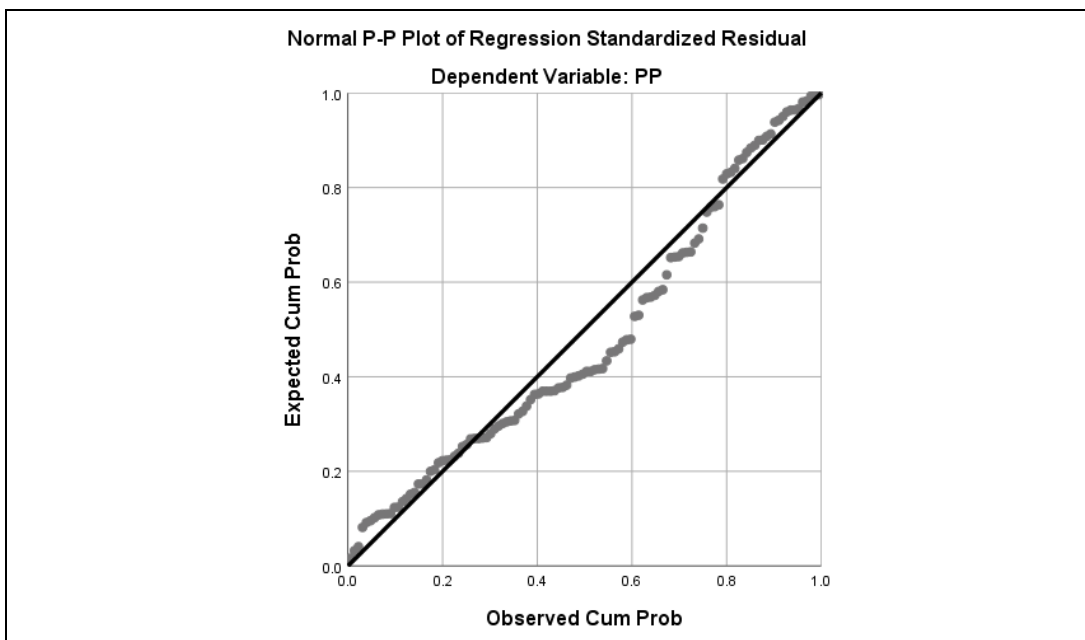
Figure 4.11: Normal P-Plots for the Standardized Residual for Problem Solving Skills

Source: Data Analysis (2021)
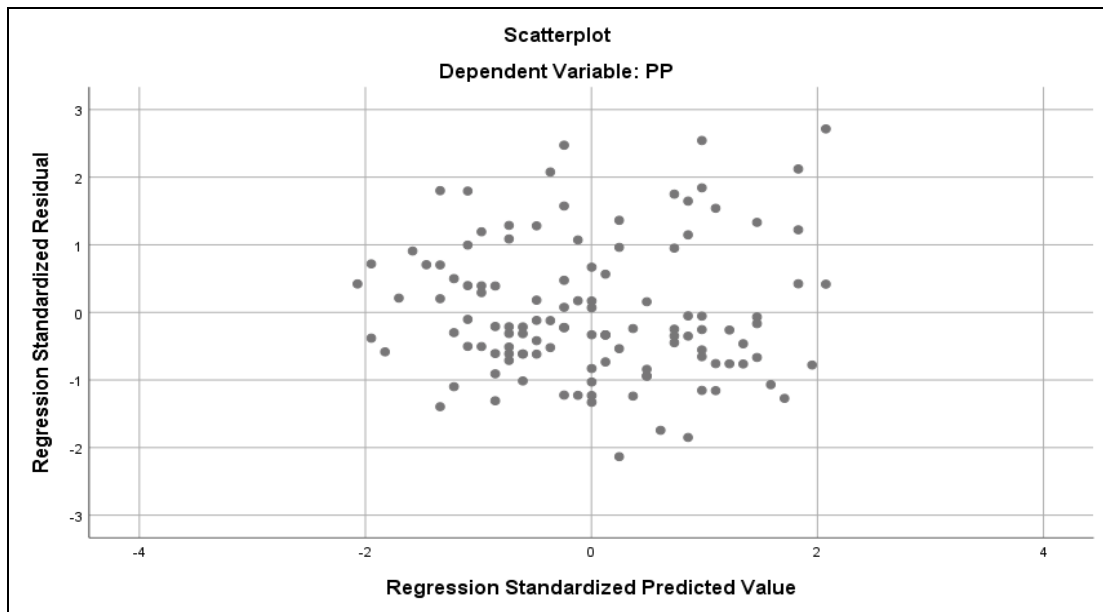
Figure 4.12: Scatter Plot for the Standardized Residual for Problem Solving Skills Variable

Source: Data Analysis (2021)

4.7   Discussion of the Findings

The goal of the study was to see how HR soft skills affected project performance. The hypothesis for analysis was tested using regression analysis. The discussion elaborates the findings information as created by data analysis and compares or contrasts the current findings with what has been discovered in prior relevant studies, all while focusing on the study objectives. Each finding's contribution is displayed. As a result, a comprehensive and in-depth understanding of the influence of managers' soft skills on project success can be gained.

4.7.1 To Determine the Effect of Manager's Work Ethics on Project Performance

Analyzing correlations Managerial ethics was revealed to be a considerable strong positive correlation with project performance in the study. In regression analysis, the study discovered that project performance was positively and statistically significant

and substantially related to the ethics of the project manager. The findings are consistent with the goal setting theory (Locke & Latham, 1990, 2006), which holds that goals and their qualities characterize and explain the cognitive, emotional, and social components of behavior, including soft skill performances.

Similar to Zuo, Zhao, Nguyen, and Gao (2018), who discovered that project managers' soft skills played a substantial role in project success factors and, as a result, project success. According to the report, project management professionals' soft skills are required for effective application of skills. This, in turn, contributes to the project's success. This is in contrast to Al Saadi and Zakuan's (2020) findings that project success is determined by a combination of soft and hard abilities. As a result, the concept of hard skills is introduced. This is most likely correct, as soft skills alone are insufficient to ensure project success.

4.7.2 To Determine the Effects of Manager's Communication Skills on Project Performance

Project success was found to be significantly, moderately, and positively connected with a manager's communication skills. When regression analysis was performed, it was discovered that communication abilities were favorably, statistically significantly, and somewhat connected to project performance. Musembi, Guyo, Kyalo, and Mbuthia (2018) investigated the impact of employees' soft skills on project performance in Kenya's public energy industry. Their research discovered that the combined soft skills of employees have a beneficial impact on project performance in Kenya's energy sector. The study focuses on the critical components of employees' soft skills, such as communication, ethics, and leadership that would guide effective

project performance. In addition, KarurangA and Mulyungi (2018) did research on the impact of soft skills on project performance in Rwanda—a case study of the Rwanda Red Cross Society.

According to the findings, there is a strong link between communication abilities and project success. Finally, the study discovered that team building skills and project performance had a strong link. As a result, the study suggests that in order to improve project performance, the focus should not be solely on hard skills. All members of the project management team should make a concerted effort to promote soft skills. There are a variety of inventive approaches to educate you with the relevance of soft skills in project management and performance.

4.7.3 To Determine the Effect of Manager's Leadership Skills on Project Performance

A significant, modestly positive indicator of project success was also revealed to be leadership ability. According to regression analysis, project success was favorably, marginally, and statistically significantly related to leadership capabilities. In a research on the influence of transformational leadership and soft skills on project managers for project success factors, Rogo, Rarasati, and Gumuruh (2020) discovered that the impact of transformational leadership and soft skills on project managers influencing project success elements. Project managers with transformational leadership and soft skills were also found to be able to contribute more to the project's vision, mission, and goals, according to the study. Karurang A and Mulyungi (2018) also conducted research on the impact of soft skills on project performance in Rwanda, using the Rwanda Red Cross Society as a case study. They discovered that

leadership soft skills and project success are inextricably linked. Xue, Rasool, Gillani, and Khan (2020) discovered a positive impact of project manager soft competences on project sustainability as well as a mediating impact of innovation in the relationship between project manager soft competences and project sustainability in their studies on the impact of project manager soft competences on project sustainability in Malaysia. As a result, there are hard talents like as ingenuity in addition to soft skills.

4.7.4 To Determine the Effect of Manager's Problem Solving Skills on Project Performance

Project managers' problem-solving talents were discovered to be considerable, strongly correlated, and positively related to project performance. When regression analysis was performed, it was shown that project success was positively, strongly, and statistically significant associated to problem solving skills. Tahir's (2019) study on the impact of project managers' soft skills on project success in Pakistan's construction industry is equivalent to this one. According to the data, project managers' communication skills, team-building ability, and problem-solving abilities are among the most important traits for project success. Furthermore, no indication of a relationship between interpersonal and coordination abilities was found.

As a result, companies must pay particular attention to the soft skills of project managers. Kavita-Musembi (2019) investigated the impact of project personnel's soft skills on project performance in Kenya's public energy sector. According to the study, employee leadership talents have a positive impact on project success in Kenya's energy sector. Communication skills were also found to have a positive impact on project success in Kenya's energy industry, according to the study. The study also

revealed that the ability of those personnel to manage stakeholder relationships had a positive impact on project performance in Kenya's energy sector. As a result, personnel problem-solving talents have a significant impact on the success of Kenya's energy sector activities. The study also discovered that the organizational climate had no detectable moderating effect on the link between employees' soft skills and project performance in Kenya's energy business.

The study concludes that project managers should coach and mentor project team members, as well as empower and inspire them, based on these findings. Gulati, Reaiche, Baroudi, and Gunawan (2020) investigated the soft skills of project managers and their impact on project success. Among the identified soft skills are active listening, communication, conceptual skills, conflict resolution, human resource management, team management, human skills, leadership skills, motivation skills, negotiation skills, people skills, political and cultural awareness, professionalism, and ethics.

As a result, a greater number of soft skills are required in combination. These skills are necessary for project success; nevertheless, it has been discovered that soft and hard talents work in tandem to create success. This research adds to the body of knowledge by emphasizing the need of project managers having soft skills in order to effectively and efficiently manage teams, hence boosting their performance and raising the chances of project success.

CHAPTER FIVE

SUMMARY, CONCLUSION, RECOOMENDATIONS

5.1   Overview

The chapter presents summary, implications, conclusion and recommendations. Further limitations and suggestions for further studies are suggested

5.2   Summary of the Main Findings

Four variables were assessed in determining the effect manager's soft skills on project performance

5.2.1   Managers Ethical Skills

The managers' ethic was the very specific objective to be determined. The tested hypothesis was the managers' ethics have a positive effect on project performance. The study found that manger's ethic has a positive, significantly related to project performance. Managers should maintain appropriate confidentiality serious maters appertaining to staff and project; also managers should give appropriate requests and orders to their subordinates. Further, managers should recognize and balance organizational and personal requests. Moreover, managers should respect the diversity within your organization, should avoid Favoritism when making decision and lastly managers should use their authority well and sensibly.

5.2.2   Manager Communication Skills

The purpose of the second study was to see if project managers' communication skills had a significant impact on project performance in Tanzania's Jumbo mine. The

hypothesis looked into was that a manager's capacity to communicate had a positive effect on project performance. The findings show that a manager's communication skills have a significant and positive impact on project performance.

According to the report, communication skills are also necessary in projects for decision-making, strategic communication of findings, and knowledge management. It also shown that project information should be shaped in large part by the desires of the people it serves, and that project operations should be made publicly available. Use language that project stakeholders understand when communicating with them, and double-check that the information provided by supervisors is correct. According to the study, communication has an impact on team member behavior, and timely contact with external stakeholders should be maintained throughout the project's duration. According to the paper, a communication policy should also direct interactions between project managers, personnel, and project stakeholders.

The study also found that having a clear communication plan with simple and collaborative channels, a proper feedback system, regular communication, two-way participatory communication, prompt feedback, timely communication, clear communication, open communication, and free access to information can all contribute to effective communication. According to the poll, the most preferred communication channels include emails, meetings, phone calls, letters and circulars, social media, and public media.

5.2.3 Manager Leadership Skills

The third study's purpose was to see how managers' leadership abilities affected project performance in the Jumbo mining operation. The hypothesis was that a

manager's leadership abilities had a favorable impact on project outcomes. According to the findings, a manager's leadership abilities have a considerable favorable impact on project outcomes. Project managers should coach and guide project team members, as well as empower and encourage them, according to the findings. According to the report, supervisors should provide individualized attention to their employees. The majority of respondents agreed that the project's responsibilities and processes needed to be stated clearly.

According to the comments, while I am on the team, employees should have a sense of belonging. According to the study, employees should be communicated with quickly and frequently, and the project's goal should be clearly defined and broken down into quantifiable goals. Employees should receive encouragement and motivation from their bosses, according to the respondents, as well as a positive attitude toward project work.

5.2.4   Problem Solving Skills

The purpose of the fourth study was to look into the impact of a manager's soft skills on project success in the Tanzanian mining industry. The hypothesis was that project performance and the manager's leadership skills have a positive relationship. The study discovered that a project manager's problem-solving skills are positively and significantly related to project success.

The outcomes of the study also show that in order to solve project issues, a problem-solving methodology and problem-solving tools are required. The project manager is also in charge of resolving any problems that develop over the course of the project.

The findings also revealed that project personnel should be allowed to communicate their concerns as they arise, and that problems should be handled early to avoid spiraling out of control. Employees on the project should first identify the problem and then brainstorm ideas in order to come up with unique and valuable solutions.

Furthermore, project team members should communicate with one another on a frequent basis about issues that concern them. Employees working on the project should also make plans on how to cope with any problems that arise and come up with alternative solutions. Employees on the project should also undertake research into issues to better understand them and to address them as they arise so that they do not escalate. Employees working on the project must also prioritize the issues they face in order to keep things running smoothly.

5.3   Implications of the Findings

This research helps project managers discover the skills they'll need to manage a project successfully, especially when it comes to soft skills. Maintaining a well-functioning project management system can assist managers in developing effective soft skills, responding to external and internal obstacles, and avoiding making the same mistakes. This research will aid in the presentation of crucial principles and references for achieving project success. This research can be used by project management candidates to promote their soft skills in their resumes.

This study makes a significant contribution to project competencies by describing and identifying the relationships between project manager soft skills competences, project sustainability, and project orientations. By filling in the gaps in the current literature,

this study adds new and valuable insights to the project. It also provides empirical evidence on the impact of project manager soft skills on project performance.

5.4 Conclusion

Because projects have such a high failure rate, it is critical to take the required procedures to increase the likelihood of a project's success. Because soft skills are so important at all stages of a project, it's critical to mix them with hard skills in project management ways to increase the discipline even more. The soft skills of the project manager have an impact on team management, team performance, and project success, according to the findings of this study. The crucial soft skills required by a project manager to manage and lead his or her team to project success were discovered to be ethics, communication skills, leadership skills, and problem-solving ability. These skills assist in managing the project's most important resource, the project team (people).

In order to meet the project's goals and objectives, a project manager who employs these skills can identify team members' strengths and weaknesses, as well as their attitudes, gain feedback, improve their ability to coordinate tasks, establish a sense of harmony, exercise leadership skills, motivate the project team, follow ethical practices, and keep the team energised. This study makes a substantial contribution to the project management domain by demonstrating the importance of soft skills in project managers, identifying a set of necessary soft skills, and demonstrating their impact on project success. In the future, a new project management competency framework that includes soft skills may be established.

5.6   Limitations of the Study

This research does have some limitations. To begin, this study is limited to the mining project due to time constraints; as a result, it may or may not be generalizable to other industries and projects, and it should be reproduced in other sectors to provide accurate results. The study's cross-sectional technique has another disadvantage: the analysis is limited to a specific point in time. Because of the small sample size, we were unable to use structural equation modeling; as a result, the hypothetical model is not fully explained.

Finally, other variables may have an impact on the dependent variable. This research focused solely on project manager soft skills. As a result, additional moderators or mediators should be included in the study, and the estimations should be re-measured, as supply chain sustainability is a concern. However, in Tanzania's mining project, this research is a key step toward project managers' soft skills in project sustainability.

5.5   Recommendations

Based on the findings, it is recommended that, project managers should make sure that they maintain professional ethics at all times when dealing with employees and project issues. By so doing they instill a sense motivation, integrity not among themselves but also to entire project work inclusive.

Further, it is recommended that project managers should make sure that their communication skill is clear, whether body language, the words they utter, behaviour, all should maintain respect and good professionalism towards all employees and fellow managers and external links.

Additionally, the study recommends managers to have good leadership skills. Here employees should be included in planning and executing all project plans. Managers should be democratic and participative leadership and not autocratic behaviors.

Lastly, managers should try as much as possible to be able to solve both work and individual employee's problems. By so doing it gives a mangers trust from employees. managers should be champions of conflict resolution and be engineers of conflict creations. It is also advised that it best if managers sport problems first before employees do so. When there is a problem or challenge managers should give employees opportunities for views.

Hard skills should not be the sole focus when it comes to improving project performance. All members of the project management team should make a concerted effort to promote soft skills. There are a variety of inventive approaches to educate people with the relevance of soft skills in project management and performance. Project managers must not only focus on the hard skills of project management; they must also raise awareness of the importance of soft skills. This explains why certain initiatives fail, despite the fact that diverse technical talents were highly recommended in the recruitment processes for associated staff.

5.7   Suggestions for Further Studies

Other elements affecting project effectiveness, other from soft skills, were identified during the research. Fitting projects into current budgets, inadequate scope planning, the quality of project team members, cases of project teams altering projects to remain afloat, faulty feasibility studies, bad finance, and political challenges are only a few of

them. According to the study, investigations should be conducted to determine their impact on project performance.

There is also a requirement to conduct extensive study on project management and performance in general, as well as all of the talents needed. This is due to the significant role that projects play in bringing about the many socioeconomic transitions that are required. As a result, any relevant study can assist in emphasizing some of the requirements for project success.

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APPENDICES

Appendix I: Questionnaires

Respondents Survey Questionnaire

Dear respondent, the purpose of this survey is to determine the effects of Soft skills on Project Performance. You are requested to describe your perception using soft skills indicators as stipulated in the boxes also the Project performance indicators. Data given will be secret and usefully for academic purpose in Open University of Tanzania. Kindly, you are requested to respond these questions below to facilitate valuable information, which will be usefully on this the study.

SECTION A: General Information (Put An Appropriate Answer)

Please put a tick ☑ to the right response in the space provided below each item

a)	Age	(1)18 – 30	(2) 31 - 40	(3) 41 – 50	(4) 51 – 60	(5) 61 and above
b)	Gender	(1)Male	(2)Female			
d)	Education level	1.Certificate	2.Diploma	3.Degree	4.Masters	5.PhD
e)	Experience in Project Works	(1)1 – 5 years	(2)6 –10 years	(3)11-15 years	(4)16-20 years	(5)Above 20 years

SECTION B: EFFECTS OF SOFT SKILLS ON PROJECT PERFORMANCE

On the following statements of knowledge transfer practices, please indicate your level of disagree or agreed based on the scale of **1-5 where 1 strongly disagree (SD), 2 disagree (DA), 3 neutral (N), 4 agree and 5 strongly agree (SA).**

A. Work Ethics

Code	Items. WORK ETHICS	SD	D	N	A	SA
ETH1	I do you maintain appropriate confidentiality	1	2	3	4	5
ETH2	I do you say "no" to inappropriate requests	1	2	3	4	5
ETH3	I am always honest when sharing information with others	1	2	3	4	5
ETH4	I always balance organizational and personal needs	1	2	3	4	5
ETH5	I am always able to avoid conflicts of interest	1	2	3	4	5
ETH6	I do respect the diversity within your organization	1	2	3	4	5
ETH7	I always utilize your authority properly	1	2	3	4	5
ETH8	I always do challenge myself to "do the right thing	1	2	3	4	5
ETH9	Favoritism is never enter into my decision making	1	2	3	4	5
ETH10	I always do follow orders regardless if they appear unethical	1	2	3	4	5

B. Communication Skills

CL	Communication Skills	SD	D	N	A	SA
CL1	We have a policy on communication that guides our interactions. Information concerning our project activities is widely availed to the public.	1	2	3	4	5
CL2	We have a policy on communication that guides our interactions. Information concerning our project activities is widely availed to the public.	1	2	3	4	5
CL3	Our information is largely shaped by preferences of the 159 communities we serve.	1	2	3	4	5

CL4	We always use the language that our stakeholders understand well when communicating with them.	1	2	3	4	5
CL5	The media we use when communicating with stakeholders are those they like	1	2	3	4	5
CL6	Without hesitation we act on the feedback that we receive from our stakeholders	1	2	3	4	5
CL7	Our external stakeholders are reliably informed of the progress of our projects	1	2	3	4	5
CL8	We have always maintained timely communications with external and Internal stakeholders	1	2	3	4	5
CL9	Am satisfied with the amount of information I receive from my supervisor	1	2	3	4	5
CL10	I believe that Communication influences behavior of the team members	1	2	3	4	5
CL11	We communicate project results to stakeholders on time	1	2	3	4	5
CL12	We discuss costs, completion time, budget and quality of work with our superiors.	1	2	3	4	5

C. Leadership Skills

LS	LEADERSHIP SKILLS	SD	D	N	A	SA
LS1	Any positive outcomes of our work are recognized and rewarded	1	2	3	4	5
LS2	Undesirable behaviour within the project is penalized.	1	2	3	4	5

LS3	We follow laid down procedures in the course of our work.	1	2	3	4	5
LS4	We correct any deviations that occur in the course of the project.	1	2	3	4	5
LS5	We do our work without interference from our superiors.	1	2	3	4	5
LS6	Our superiors only intervene in case of any errors	1	2	3	4	5
LS7	We are empowered to develop to our fullest potential	1	2	3	4	5
LS8	we get support and inspiration from our leaders	1	2	3	4	5
LS9	We have a positive attitude towards our work	1	2	3	4	5
LS10	We receive individualized attention from our superiors.	1	2	3	4	5
LS11	I agree that the roles and processes within the project are clearly defined	1	2	3	4	5
LS12	I agree that the project mission is clearly defined and broken into measurable outcomes	1	2	3	4	5
LS13	We are motivated to bring in new ideas	1	2	3	4	5
LS14	I feel valuable and important to the project.	1	2	3	4	5
LS15	I agree that there is teamwork in what we do	1	2	3	4	5
LS16	I agree that we get enriched job information from my superiors	1	2	3	4	5
LS17	I agree that we receive communication promptly and regularly	1	2	3	4	5
LS18	I agree that our suggestions and feedback are appreciated by our supervisors	1	2	3	4	5

D. Problem Solving Skills

PSK	PROBLEM SOLVING SKILLS	SD	D	N	A	SA
PSK1	We tackle problems early so that they don't get out of control	1	2	3	4	5
PSK2	Conflict resolution helps to form strong relationships within the project team.	1	2	3	4	5
PSK3	We usually identify the problem first.	1	2	3	4	5
PSK4	We establish the root cause of the problem	1	2	3	4	5
PSK5	When issues arise we are allowed to give our views	1	2	3	4	5
PSK6	We constantly communicate with each other on issues affecting us	1	2	3	4	5
PSK7	We make plans on how to solve the issues that arise.	1	2	3	4	5
PSK8	We solve problems as they arise to ensure that they do not become bigger	1	2	3	4	5
PSK9	We research on issues in order to understand them	1	2	3	4	5
PSK10	We prioritize the issues at hand to ensure order	1	2	3	4	5
PSK11	We are creative when generating ideas to ensure that we come up with original and useful ideas	1	2	3	4	5
PSK12	We implement the solutions obtained and assess results	1	2	3	4	5
PSK13	We collaborate with both internal and external stakeholders when solving issues.	1	2	3	4	5
PSK14	we are trained on how to resolve issues	1	2	3	4	5

E. PROJECT PERFORMANCE QUESTIONNAIRE

PSK	Project Performance	SD	D	N	A	SA
PP1	Programs implementation reflect the business strategy	1	2	3	4	5
PP2	Programs impact exceeds stakeholders expectations	1	2	3	4	5
PP3	Company's outputs embody application of new knowledge	1	2	3	4	5
PP4	Programs achieve cost-benefits objectives	1	2	3	4	5
PP5	The production process implies the use of high-technologies	1	2	3	4	5
PP6	Projects meet their operational performance goals	1	2	3	4	5
PP7	Projects meet their technical performance goals	1	2	3	4	5
PP8	Projects meet their schedule objectives	1	2	3	4	5
PP9	Projects stay within budget limits	1	2	3	4	5
PP10	Project results meet stakeholders expectations	1	2	3	4	5
PP11	Stakeholders are satisfied with project results	1	2	3	4	5
PP12	Company has the right number of projects for the resources available	1	2	3	4	5
PP13	Company's portfolio has an excellent balance of projects	1	2	3	4	5
PP14	The budget allocation between projects in the portfolio reflects the business strategy	1	2	3	4	5
PP15	Top managers are satisfied with company's sales in comparison with other companies in the industry	1	2	3	4	5

PP16	Top managers are satisfied with company's sales growth in comparison with the strongest competitors	1	2	3	4	5
PP17	Top managers are satisfied with company's market share in comparison with other companies in the industry	1	2	3	4	5
PP18	Top managers are satisfied with company's adaptability to environmental conditions	1	2	3	4	5
PP19	Top managers are satisfied with company's adaptability to customer needs	1	2	3	4	5