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Relationship between competence levels and leadership effectiveness within the built environment sector in RSA

Karabo Mathebula

1617714

A research article submitted to the Faculty of Commerce, Law and Management, University of the Witwatersrand, in partial fulfilment of the requirements for the degree of Master of Business Administration

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DECLARATION

I, Karabo M. Mathebula, declare that this research article is my own work except as indicated in the references and acknowledgements. It is submitted in partial fulfilment of the requirements for the degree of Master of Business Administration in the Graduate School of Business Administration, University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in this or any other university.

(Karabo M. Mathebula - 1617714)

Signed at …Parktown……

On the ……30th…… day of …June…2023…..

DEDICATION

I would like to dedicate this research to myself “gape ke dilkwile yong” and my family. Without their support, unconditional love, patience and encouragement, this research would not have been completed with much ease. They have made a number of sacrifices throughout my life to help me to get where l am today, thank you for everything and l love them dearly.

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My editor for excellent soft skills who assisted me in making sure that this research report is looking at its best, for being available anytime regardless of her hectic work schedule, to assist without any words of complaints. I am truly grateful for that.

I cannot thank my friends and family enough for believing in my dreams and for understanding that everyone's journey is unique. Furthermore, my grateful heart encompasses my partner for the love (Nu), support and care over the years.

My syndicate group for the insights you shared with me during the late night calls we had during the constructing and writing of this report. Your input and encouragement too was invaluable.

My sister (Charity), thank you for a constant reminder of who Alpha and Omega is!

I truly am and will be forever grateful to you all.

ABSTRACT

A study was undertaken to examine the current situation with managerial skills and their impact on leadership in the built environment. Study objectives include exploring the relationship between leadership and management skills in the built environment.

Several studies have investigated the skills and expertise required by practitioners in the field of management. A variety of managerial skills, including leadership and project management, are required by most practitioners, according to the data collected. Among the skills identified by previous researchers as of national significance are management skills. Hence, the researcher conducted a literature review based on the above. Several scholars have suggested that leadership skills are affected by a leader's behaviour. Literature revealed that education plays an important role in leadership, as contractors with high academic achievements should emphasize technical aspects of project management. An analysis of the construction industry revealed leadership skills as essential to safety

A qualitative data analysis was conducted in order to identify and analyze the necessary information in order to determine the relationship between competence levels and leadership effectiveness within the built environment sector in RSA. Qualitative research was intended to provide solutions to complex problems that are not easily solved.

Overall, the data shows that the construction industry does not yet match the performance of pre-1994 contractors in previously disadvantaged communities. The possibility of practitioners / emerging contractors entering the industry on political lines (race) rather than merit poses a problem for some emerging contractors. When it comes to awarding projects, policies must be set up governing minimum entry requirements and adhered to. It would seem more appropriate to provide incentives for enhanced performance, rather than for enhancement of performance, as participants referred to incentives provided to enhance performance. The power structure should acknowledge practitioners / contractors for improving their grading and staff skills as they do so, i.e. they should be

encouraged to improve their staff skills and knowledge. There should be strict controls in place to prevent projects from being arbitrarily awarded to contractors who lack the necessary skills. Participants may find this useful in limiting the corruption they currently complain about. Future studies should consider performing benchmark assessments to gauge the struggles of practitioners / contractors compared with the more successful established practitioners' / contractors. Research on management and leadership skills within the built environment is needed to further our understanding.

Keywords: Management skills, leadership effectiveness, leadership skills, built environment, practitioners, training.

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CHAPTER 1: INTRODUCTION

1.1 Purpose of the study

The study tries to explore the current situation with managerial skills and its impact on leadership within the built environment. It will focus mainly in the managerial area on topics such as business practices (planning, estimating, costing, organizing, controlling and monitoring), knowledge of legal issues affecting contractors, concern for and knowledge about safety and knowledge of building code regulations. Furthermore, stimulate new ideas and methods to close the gap between the established and emerging practitioners by presenting areas to be included in an assessment tool or guide.

1.2 Context of the study

In the construction industry the new government has encouraged the development of small contractors for the previously disadvantaged group which they are developing into what they are called emerging contractors. *"An emerging contractor is a previously disadvantaged person (mainly black) who strives towards the establishment of an economically sustainable enterprise that can compete with the well-established contractor*". (Nel 2000)

The government has a procurement strategy that sees the unbundling of large contracts into smaller ones within the management scope of the emerging contractors. A points system used by government in tender adjudication allows a premium on the tender price for companies owned by the previously disadvantaged.

The construction industry is one of the industries in South Africa that contributes to the creation of opportunities for development to the previously disadvantaged group (emerging contractors). However, in order to participate well in the industry, knowledge is required. Knowledge can be divided into categories namely technical and managerial. This study will be looking at the lack of managerial knowledge and leadership skills within the emerging contractors or practitioners. Mohammed

(2003) cited Katz (1974) who defined skill as "a capability resulting from physical development that is embodied in performance, and not merely a potential, a means to transform knowledge into action",

1.3 Statement of the problem

1.3.1 Main problem

Thwala and Phaladi (2009) have conducted an exploratory study of problems facing emerging contractors in the North west province of South Africa and indicated that emerging contractors are failing due to lack of adequate capacity to handle the uniqueness, complexity and risks in contracting, lack of effective management during their early stage, lack of business management, poor record keeping and inadequate technical, financial and contract managerial skills. This is attributed by incompetency. If this is not attended will constrain the economy since the contribution of emerging contractors is one of the promoters of growth.

The problem statement to be addressed by this study is to explore the relationship between management and leadership skills in the built environment.

1.3.2 Sub-problems

- Explore the relationship between managerial skills and leadership effectiveness.
- Explore training and effective leadership.

1.4 Significance of the study

The construction industry forms one of the major activities in the country's economic growth. It is one of the sectors that contribute extensively in socio economic aspects such as job creation and therefore the development of emerging contractors will further assist in increasing job creation by alleviating poverty. The study will assist

the South African (SA) government in improving policies and identifying new approaches which can be applied in solving inadequacies related to emerging contractors' development.

There are many developments in the construction industry that require high levels of managerial skills to tackle the jobs. The study will further assist in providing tools and innovative approaches which will close the identified gap within the development of emerging contractors.

1.5 Limitations and delimitations of the study

- The study will focus on aspects such as leadership, projects, business, personnel, commercial, research and development, operations, training and techniques.
- The study will not fill the gap between the emerging contractor and the established contractor but establish area of knowledge lacking within the practitioners.
- The study will not deal with the development of the emerging contractors / practitioners.
- The study will be carried upon the perception of the professionals in the construction industry.

1.6 Definition of terms

- Competence levels

Competence levels refer to the knowledge, skills, and abilities that individuals possess, while leadership effectiveness refers to the ability of leaders to achieve goals, motivate others, and make effective decisions. In the built environment sector, which includes fields such as architecture, engineering, and construction, leadership effectiveness is critical to the success of projects and organizations.

- Emerging contractor

In order to determine the size and calibre of the business enterprise selected for development, it is crucial that an emerging contractor (EC) is clearly understood for the purposes of this study. A company that adheres to statutory labour practices and is a continuing and independent enterprise with a commercial function and registered with the South African Revenue Service is an EC. Additionally; at least two-thirds of the company shares are owned by one or more formerly disadvantaged individuals, defined as people of colour and black who include white women, as well as under the control of one or more PDI's who are effectively the owners.

- Leadership effectiveness

According to Madanchian, M., Hussein, N., Noordin, F., & Taherdoost, H. (2016)., Leadership effectiveness refers to the ability to influence the behaviour of an individual or group so that a goal can be achieved. Historically, a leader was thought to be a born leader or one who was just a leader, but this definition has evolved into a more multifaceted consideration of how power is applied.

- Practitioner

An individual who is actively involved in a particular profession, art, or discipline.

1.7 Assumptions

The underlying circumstances and assumptions under which this study was conducted are discussed. The research would determine be good element of assessment to include in an assessment tool or guide. Very careful thought was given to ensure that the input provided is true and presented without bias or subjectivity so as to conclude with objective outcomes.

Enough knowledge and experience is held by the participants of the study so that a comprehensive list of all factors was taken into account in the analysing of key success factors. Confidentiality was maintained so as not to expose or devalue anyone.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

Zuhair and Roozbeh (1994) conducted a study on a framework for developing a policy and guidelines for equal-business-opportunity programs in the construction industry. Zuhair and Roozbeh (1994) in conducting their study, interviewed established contractors and the interviews revealed that emerging contractors suffer from a lack of managerial skills needed to successfully run a construction company, both in the office and on site. The researcher in this current study is using such an outdated literature by Zuhair and Roozbeh in attempt to try to determine whether emerging contractors are still lacking knowledge in the same areas as before and therefore suggests methods of covering these areas of knowledge lacking. The study by Zuhair and Roozbeh (1994) concluded that the major factor that appeared to have largely contributed to the lack of managerial skills within emerging contractors is related to inappropriate education received by individuals and their culture and formation of the company

2.2 Definition of topic or background discussion

2.2.1 Leadership

According to Matjie, T. (2018). Who cited Fiedler (1967), a leader's leadership behaviour can be described as the way he directs and coordinates the work of his group members. In the context of competition and conflict, leadership is the reciprocal mobilization of resources of different kinds, by persons with different values and motivations, in order to reach independent or mutual goals. In his definition of leadership, Bennis (1989) cited by defined it as "the capacity of creating a compelling vision, translating its implications into action, and sustaining its outcomes".

The principles of leadership include influencing tasks objectives and strategies, influencing commitment and compliance on task behaviour in order to achieve

objectives, influencing the maintenance and identification of group members, and influencing the culture throughout an organization.

Literature has indicated that leadership is a key determinant of success or failure of a construction project. In most definitions of leadership, it is associated with leading others through the power of intentional influence, structuring exercises, and encouraging connections in a group or organization, Al Kazaz, M., & Shibani, A. (2016). According to this method, leadership is the capability of influencing, motivating, and empowering others to contribute to the success of their organization.

2.2.2 Comparison between Management and Leadership

According Al Kazaz, M., & Shibani, A., leadership and management are compared and contrasted as per Figure 1 where, management focuses on getting things done; it's moderately short-term, task-based, does not directly participate in the team; instead, it oversees the team, provides structure, and is a support system for the innovative plans of the team.

Unlike management, the capabilities of leadership are different since it involves visioning, moving, taking a more expansive view, invigorating, building connections, managing systems, promoting vulnerability, and offering advice on changes and vulnerabilities. Leadership aims to motivate, impact, and influence the team by having greater access to them. Al Kazaz, M., & Shibani, (2016) further indicated that It is more of a mental contract between leaders and adherents, since leadership consists of meeting the needs of both. Despite its fragility, this relationship is always changing. Depending solely on the personal aptitudes of the pioneers and the force, or on formal authority given from above, it cannot succeed Al Kazaz, M., & Shibani, (2016).



Figure 1 Comparison between Management and Leadership. Al Kazaz, M., & Shibani, A. (2016),

Figure 1, Comparison between Management and Leadership. Al Kazaz, M., & Shibani, A. (2016),

2.3 Relationship between managerial skills and leadership

2.3.1 What are the required managerial and leadership skills within the built environment?

Dudman, A., & Wearne, S. H. (2003). conducted a survey on what managerial skills and expertise are needed for contractors. As a result of the data obtained, most contractors require competence and expertise in a wide range of managerial skills, particularly in two areas: leadership and project management. Management skills

are of national significance, according to the survey. In an effort to learn more about the skills and expertise of contractors in areas such as planning, budgets, marketing, relationships with organizations, contracts, and law, a survey was conducted by Dudman, A., & Wearne, S. H. (2003). The study concluded that managerial skills and expertise required in running a construction company are leadership, projects, business, personnel, commercial, research and development, operations and training.

Hillary, R. (Ed.). (2017) indicated that a leader's behaviour is an important variable in leadership skills. Contractors should be able to plan and conduct formal meetings and make formal presentation. Leadership also requires education as contractors with high academic knowledge are expected to emphasize the technical aspects of project management. Contractors should be able to supervise and motivate labours. Baxendale, T., & Jones, O. (2000), outlined that leadership skills are very essential in keeping the construction industry in a safe environment. Baxendale, T., & Jones, O. (2000) further warned emerging contractors "not to let frontline supervisors become the weak link in safety chain, leaving open accidents, injuries, fines and worst of all fatalities" easily open to occurrence.

Al Kazaz, M., & Shibani, A. (2016), conducted a study that examined the influence of project managers' leadership skills on the performance of Dubai's construction projects. In the study, leadership skills were found to be an important determinant of whether or not a manager is an effective leader. Furthermore, the study suggested that developing effective leadership skills can compensate for any lack of technical skills.

2.3.2. Hypothesis 1 OR Proposition 1 OR Research Question 1

H1: Lack of managerial skills results in poor leadership

- In what way does the level of managerial skill impact on leadership effectiveness?

2.4 Relationship between training and effective leadership

2.4.1 Is there any formal training in order to become an emerging contractor?

Al-Madhoun, M. I., & Analoui, F. (2003) reported that the way to develop managerial competencies and effectiveness is to provide opportunities to attend management training programmes. Training has a positive impact on contractor's motivation.

Lazarus, S., Hauptfleisch, D., & Verster, B. (2006). developed a model for developing and assessing integrated skills for emerging contractors based on research indicating that emerging contractors remain weak and operate in a manner that will be difficult to maintain at current rates because available opportunities don't provide structured skills development opportunities. The report concluded that emerging contractors lack managerial skills because many strategies aimed at their development such as the Emerging Contractor Development Program (ECDP) run by the National Department of Public Works have failed to empower them since they are implemented without well-defined transfer frameworks.

Al-Madhoun, M. I., & Analoui, F. (2004) indicated that training programmes don't go well because there are problems such as a shortage of professional trainers and a lack of participation by emerging contractors. Al-Madhoun, M. I., & Analoui, F. (2004) also noted that a lack of practical components and a lack of systematic evaluation of training courses contribute to this.

Costing and Estimating

Akintoye, A. (2000). conducted a study that shows that emerging contractors lack estimating skills as a result of lack of practical experience in the construction process, lack of time, and poor understanding of tender documentation. Furthermore, subcontractors' prices are extremely volatile. Akintoye, A. (2000).) cited from Hegazy and Moselhi (1995) that emerging contractors have no supporting tool. The authors also stated that direct costs and project overheads are

estimated in a detailed manner by the contractors, but not the general overhead costs, which are subject to high levels of uncertainty and lack of decision support.

Estimation is a crucial element of the contractors' bid process, and provides them with a basis for submitting a bid sum. Fu, Drew and Lo (2003) as cited by Akintoye, A. (2000), revealed that established contractors are more competitive when it comes to bidding contracts than emerging contractors. Emerging contractors have no understanding of the characteristics of a particular project type and this leads to failures them to identify and manage the inherent project risk. According to studies lack of managing the inherent project risk prevent them from understanding the influences in their risk premium in determining their mark-up level, Akintoye, A. (2000), identified that factors affecting lack of accurate estimating within emerging contractor are classified as financial issues, bidding situations, project characteristics and the estimating process itself. According to the study, prior experience of the contractor on the type of project was the primary determinant of the accuracy of cost estimates regardless of the size of contractors.

Planning and scheduling.

Planning and scheduling has been described as an essential tool for management and studies have reported that emerging contractors lack this tool but not much has been said about it. Therefore, this chapter tries to elaborate the importance and essential of planning and scheduling, and questions surrounding whether emerging contractors practice this forms part of the research objectives of this study.

The planning and scheduling process is key to successful project management because it facilitates communication between parties and allows them to coordinate their efforts, Shash, A. A., & Ahcom, J. (2006). Planning and scheduling are useful for preventing problems from occurring. According to Shash, A. A., & Ahcom, J. (2006) project scheduling should begin with planning, and as changes occur additional planning is needed to accommodate them. Detecting changes and amending the schedule on time is the goal of good planning. An operational plan must be incorporated into scheduling and planning to ensure success. In addition

to describing the scope, budget, and schedule of your project, your plan must effectively connect the three elements. A contractor should prepare detailed work programs under the direction of the project manager and with their cooperation Shash, A. A., & Ahcom, J. (2006).

Shash, A. A., & Ahcom, J. (2006), suggested that the planner and scheduler, along with other specialists, such as engineers, purchasing agents, and construction managers, should be headed by a single person, called the project manager. Additionally, he explained that different specialists will be assigned the responsibilities of performing the work in their sphere, whereas it is the project manager's responsibility to coordinate these activities so that the overall objectives can be achieved within a set schedule and budget.

Shash (1993) recommended that contractors participate in professional activities related to cost/schedule and continuing education programs to maintain a high level of technical competence. It is the contractor's responsibility to assist with the development and documentation of historical scheduling information that can be used on future projects. According to Shash (1993), in order to maintain a better schedule, the contractor must develop quantity and labour expenditure rates for each activity. It is the contractor's responsibility to supervise deviations from the schedule, create alternative methods for corrective action, and update the schedule as directed by the project management, communicating schedule changes to everyone on the project team.

According to McCullough (1999), planning is an essential aspect of project management, and Thomas (1997) asserted that it is an essential function. Further, he outlined eight steps involved in the planning process, including: assessment of contract risks; development of a preliminary plan; designing the layout plans for the site; determining the sequences that are essential to success; developing detailed operational plans; developing proactive strategies to ensure input from construction; revising the draft; and communicating and enforcing the plan. In McCullough's (1999) definition of planning, owners are required to develop sufficient strategic information to address risks and determine whether to proceed

with capital projects. Moreover, planning is a critical process that must be maintained consistently for each capital project. It can positively impact capital project performance.

2.4.2 Hypothesis 2 OR Proposition 2 OR Research Question 2

H2: Lack of formal training results in poor leadership effectiveness

To what extend does the lack of formal training impact on leadership effectiveness?

2.5 Literature review conclusion

Emerging contractors lack managerial skills needed to successfully run a construction company, both on the office floor and on-site. Inequality training was shown to be a major factor contributing to the lack of managerial skills within emerging contractors.

H1: Lack of managerial skills results in poor leadership.

H2: Lack of formal training results in poor leadership effectiveness.

2.5.1 Research Question 1

Having undertaken the extensive but limited literature review, this research will identify and comment in what way does the level of managerial skill impact on leadership effectiveness?

2.5.2 Research Question 2

This research will also assess to what extend does the lack of formal training impact on leadership effectiveness?

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Research methodology

This chapter provides an overview of the methodology used in the study. An overview of the qualitative literature is reviewed in this study, followed by a discussion of the research design and the research instrument used. A discussion of the limitations, validity, and reliability of the study is provided after discussing the data collection and analysis aspects. The size of the sample and the population are also discussed in this chapter.

Methodologies define how data is gathered, analysed, and interpreted in detail. It is primarily important to identify which method should be used in the proposed study (Cresswel, 2018). For the purpose of this study, a qualitative research methodology was used in order provide an accurate presentation of information. Qualitative research involves the observation and interpretation of people's perception of different events, capturing a snapshot of people's perception in a natural environment, Oun, M. A., & Bach, C. (2014). The researcher was the main and only data collector in this study. According to Cresswel (2018), a problem is explored in terms of distinct methods based on the various avenues of inquiry when using qualitative research. Furthermore, by analysing words, presenting details of informants, and conducting the study in a natural environment, the researcher builds a complex, holistic picture Cresswel (2018).

3.1.1 Qualitative research

An analysis of qualitative data was conducted to identify and analyse the necessary information to determine the relationship between competence levels and leadership effectiveness within the built environment sector in RSA. Qualitative research was intended to provide solutions to complex problems that are not easily solved. A thorough analysis of the research questions was conducted, and conclusions and recommendations were drawn as appropriate.

Because the information provided by interviewees was primarily subjective, the study used an interpretive approach. Moreover, the qualitative research in this case provided an opportunity to gain insight into how the participants perceived their organisation's competence levels and leadership effectiveness.

3.2 Research design

A research design facilitates the collection of the necessary data and techniques, which results in the most efficient scaling of the various research operations Schindler (2019). According to Schindler (2019) a research design gives researchers the framework for answering research questions and testing hypotheses. This study utilised descriptive research design. As a result of such a design, the respondents were allowed to discuss their thoughts on a topic, namely strategy execution in their companies without being restricted by closed questions. Consequently, the respondents felt no pressure to respond in a particular way, allowing them to engage in honest discussion. Descriptive research design aims to gather information to systematically explain one or more phenomena, situations, or populations Schindler (2019). Schindler (2019) explained that descriptive design addresses the what, when, where, and how questions regarding the research problem as opposed to answering why.

However, this type of design has a number of weaknesses, including the possibility that the interviewer may have influenced respondents' answers, the subjectivity involved in interpreting the responses, and the lack of time available. As a result, managing directors and professionals from these emerging contractors were contacted only for this purpose.

3.3 Population and sample

3.3.1 Population

A population of all built environment practitioners, makes up the population. For the purpose of this study, fifteen people were targeted however twelve responded we

interviewed. The response rate was 80%. The reason for choosing practitioners was to obtain experiential evidence of areas lacking within emerging contractors, as emerging contractors may not give validity to findings. The researcher strived to archive a meaningful conclusion as primary source was used to obtain data. Practitioners are one of the key component which contribute in the formulation of policies, specifications, guidelines etc. and therefore their input will assist in coming up with applicable engineering solutions which will assist in closing the gaps identified in the development of emerging practitioners / contractors.

3.3.2 Sampling method

Practitioners identified within the Mpumalanga Province were selected based on their active positions in infrastructure implementation. The respondents were also chosen because of the impact and influence their respective organizations and potential careers had on their competence levels and leadership effectiveness.

Following identification of the appropriate sample, telephone and e-mail contacts were made with the candidates. It was not challenging for the researcher to set up appointments with the respondents, since he is in the in the built environment industry. There was a brief explanation of the study's purpose and its relevance to the entire industry.

3.4 The research instrument

The research instrument is tailored to address the sub research questions as described in Chapter 1. A semi-structured interview questionnaire was used to conduct this research. This semi-structure allowed the researcher to direct the interview according to the quality of the interviewee's response. As outlined by Oun & Bach (2014), a semi-structured interview allows for detailed discussions within the areas of the topic. The detailed instrument is provided in Appendix A. This instrument deemed to be appropriate because the study will be based on experiences and observations. The questions for the interview was open-ended to

allow for greater flexibility and descriptive choice of response, and ensuring high rate of response and allowing clarification of possible ambiguities.

As the interviews were conducted face-to-face, the interviewer and interviewee developed a trusting relationship, stimulating dialogue. The establishment of trust is a crucial component of these types of interviews, allowing respondents to give their honest opinions, views, and responses. The respondents were given freedom to go beyond the scope of the questions and were given nineteen questions to guide their conversation.

3.5 Procedure for data collection

As part of the research process, the researcher distributes a questionnaire and requests an appointment for discussion. Data was collected by face-to-face interviews, in which the researcher and respondent had a dialogue. A convenient location was chosen for both parties for the interviews. To further analyse the information collected from the interviews, a Dictaphone was used to record the responses, with prior consent from the respondents.

3.6 Data analysis and interpretation

The data obtained from interviews was categorised into groups as per literature review in order to try to make sense of what the data means. A constructivist phenomenology theory approach was used to transcribe and analyse the interview data. As means of integrating and developing conceptual thinking and theories, the analysed data of interviews was used along with the literature. It was imperative that a report be generated in an unbiased manner to ensure an objective conclusion.

The researcher sought the opinion of the colleagues in the field to determine whether they agree or disagree that the he has drawn a valid conclusion and that he has interpreted the data in a proper manner. The researcher studied the emerging contractors in depth and recorded details about context surrounding managerial skills and any historical information bearing on the situation.

3.7 Limitations of the study

In the study, there may have been poor and non-respondents, as well as dishonest answers from the targeted sample. The interviewees may not feel comfortable during the interview because the researcher is a manager of the client department within the industry, which may cause them to be cautious when responding to the interview because they feel that it may jeopardize the reputation of their company with regards to their managerial skills and leadership effectiveness. The credibility of the study depended on the interviews being honest and open.

Additionally, time constraints may prevent others from providing honest responses due to biases. It is also possible that time limitations may cause them to feel pressed for time during interviews.

Furthermore, it was only possible to carry out this process with a limited number of respondents.

3.8 Validity and reliability

Cooper & Schindler, 1998, p. 166 define validity as "the extent to which the test measures what our ultimate objective is" (Cooper & Schindler, 1998). In order to achieve the objectives of the study, it is critical that the information gathered, is relevant and reflects these objectives throughout the duration of the study. The study allows for external validity, as it was conducted in Mpumalanga, however it may be used to generalise South Africa.

Cooper & Schindler (1998) define reliability as "the degree to which the measurement procedure will be accurate and precise" (p. 166). It is important to maintain consistency with regard to this study so that the results would not be significantly different should it be conducted again in the same field. The reliability of data to be ensured by having a one on one interview and sending a questionnaire to an individual privately to avoid possible influence to participants. The researcher to further conduct a respondent validation, where he will take back his conclusions

to the participants to comment whether they agree or not with the conclusions drawn.

3.8.1 External validity

As a means to obtain external validity, interviews were conducted with respondents, listed in Table 1, who work in the built environment and have an impact and influence within their organizations and on their potential careers. The results were also strengthened by the inclusion of other independent professional consultants.

3.8.2 Internal validity

Using the literature review as a guide, internal validity is how closely reality (research findings) matches the literature review's theories. The findings seem to be in accordance with reality. Interview questions were written to provide an answer to the question of how managerial skill impacts leadership effectiveness in order to increase internal validity.

3.8.3 Reliability

The interviews were conducted using a systematic approach in which the views of the respondents were linked with the theory or framework in question, so that a central conclusion could be reached. The questions were asked consistently and the time for responses was approximately equal, so bias was eliminated from the interview process.

CHAPTER 4: PRESENTATION OF RESULTS

4.1 Introduction

This chapter presents the results obtained from the data collection process outlined previously. The method used was a face-to-face and online interviews, which was recorded. The data analysis was designed to accommodate the respondents' responses to the research questions. An overview of the results is discussed in the Chapter 5, analysing the results presented here, the literature review, the data collection method and the research methodology.

Table 4.1 below provides the response rate of the interview participants in relation to the target sample.

Table 1 Response rate for interviews

Targeted Number of Participants	Actual Interview Participants	Percentage Response Rate
15	12	80%

4.2 Results of qualitative interviews

Content and frequency analyses were conducted on data obtained from the discussions that emanated from the semi-structured questionnaire. Common themes that emerged from the interviews were analysed to ascertain any underlying messages. Content and frequency analyses were conducted on data obtained from the discussions that emanated from the semi-structured questionnaire. Common themes that emerged from the interviews were analysed to ascertain any underlying messages.

The data is presented in five sections. Section A provides an overview of the demographic characteristics of the interview participants, Section B presents the participant's personal views of what leadership entails, Section C highlights interviewee's perception of the core leadership skills required for a career as a contractor, while Section D showcases the impact of leadership skills and Section

E presents the data on the participants' perceptions regarding effectiveness of training.

SECTION A: DEMOGRAPHIC CHARACTERISTICS

4.3 Demographics

The breakdown of the study's respondents provides a picture of the individuals that participated in the study and can be used as a determinant of the relevance of responses given. In this section, the study's participants are classified according to their age, educational background, and years of experience within the construction industry as well as in an executive role. The respondents were identified by their seniority and speciality in their organisation. A sampling methodology that achieved a sample size of 12 respondents was identified.

4.3.1 Respondents' age

The study focused on emerging companies managed by either an older group (+40 years) or individuals who have obtained their education in the last decade. The participants fairly represented the target population:

Table 2 Respondents' age

Age Range (Years)	Frequency	Percentage (%)
30-39	4	33.33 %
40-49	7	58.33 %
50-59	1	8.33 %

Table 2 indicates that these emerging contractors have middle age managers with most of them falling in the age group of 40 to 49 years.

4.3.2 Respondents' qualifications

As the study was heavily invested in analysing how the industry has changed over the last ten years where previously it had players who were incompetent, participants were asked to provide their highest educational qualifications. The responses are presented in Table 3 below.

Table 3 Respondents' qualifications

Qualification	Number of Participants
Diploma	1
Undergraduate Degree	4
Postgraduate (Honours and Master's) Degree	7

Table 3 indicates that all the respondents who participated in this study have a level of tertiary qualification with the majority (7) having postgraduate degree qualification. The data collected regarding the educational qualifications of participants in Table 3 above automatically covers the question of whether or not participants had received any formal training by an institution of higher learning.

4.3.3 Respondents' years in the industry

The years of experience that the participants had presented a solid grounding within the industry. The participants were asked two separate questions relating to their work experience. The first question was in reference to their experience in the construction industry and the second asked how many years they had in a senior or managerial position. The two responses are presented in Figure 2 below.

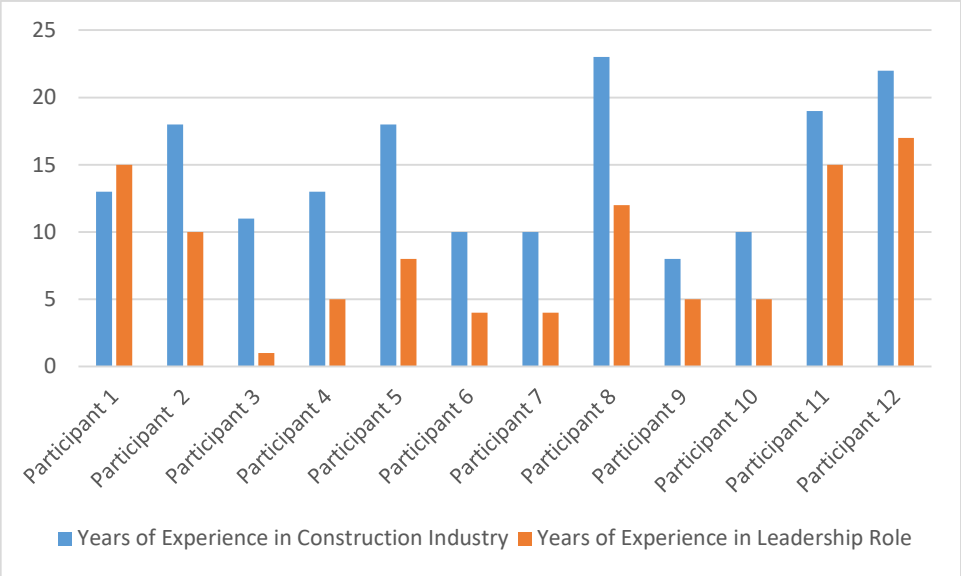


Figure 2 Participants' number of years in construction industry compared to years in executive role.

Table 4 Respondents' number of years in the industry

Years of experience	Number of Participants
5-9	1
10-15	6
16-20	3
20+	2

4.3.4 Role in organisation

All participants had major roles in the organisations they work in, with the participants' years in a leadership or senior role ranging from a minimum of four to a maximum of seventeen. The breakdown of the participants' job titles, tabulated below, is evidence of the relative seniority of their posts:

Table 5 Respondents' role in organisation

Role	Number of participants
Construction Manager	1
Quantity Surveyor	5
Projects Manager/ Specialist	1
Civil Engineer	1
Planner	2
Project Architect	1
Senior Advisor – Contracts Management	1

The descriptions of their duties and responsibilities was more or less at par with their title and qualifications, indicating that they were adequately employed and suitable for their job responsibilities-:

> *Senior Advisor in Contracts Management: I offer advisory services for national contracts, supervising the process from the time that the new contracts need to be established … until the contract is in place... Running of the contract, ensuring that everybody gets their needs met if there any disputes, we assist. If there any cost price adjustment, any form of contractual challenge we assist them... We do modifications when necessary to ensure that the business needs are made through. My department is ensuring that we've got contracts in place on time and to meet the demands of our clients. (Participant 3)*

> *Quantity Surveyor in the company: manage all the finances related to all the projects that we have. I do have subordinates that are assisting me to do this work since its quite a lot of work. And I'm in a position where I coordinate about 10 candidates under me. (Participant 4)*

> *Project Architect on the Implementation and Project Delivery Programme within the organisation: This involves doing bi-weekly site inspections and*

well as attending technical meetings as I represent the end-user department/ client. (Participant 5)

Uh, Mr. Mathebula, my role is Director: Infrastructure Planning: I'm responsible for planning of new projects, develop and manage strategies, policies, systems, norms, standards, planning, monitoring and evaluation related to their health infrastructure program. (Participant 8)

My role is a Planner, planning for the provision of Infrastructure to public schools. (Participant 9)

4.4 Definition of leadership

The question was posed as an icebreaker to assess whether the participants' understanding of leadership tallied with the researcher's own understanding. The responses requested for this question where from the personal perspective of the participants thus responses are an honest reflection of the participant's views.

Participants had varying definitions of what leadership embodies though all indicated that the target of a leader is to ensure that the organisation may achieve its goals and prosper.

All participants were able to provide their individual working definition of what leadership entails. The characteristics of leadership that participants provided were categorized into themes as follows:

- Exemplary (3)
- Team player (4)
- Visionary (9)
- Resource manager (3)
- Charismatic (5)
- Problem- solver (2)

4.5 Participants views of themselves as leaders

This question was posed to get an idea of what sort of leader the participants believe themselves to be. An overarching theme coming from the participants in the description of their leadership skills has been the need to empower those surrounding them through motivating them into developing more and better skills. The notion that a leader needs to be aware of their surroundings and in so doing, be a leader who is exemplary in team work as well as accountability was expressed not only in describing their individual skills but also in the previous description of what being a leader entails. Some striking verbatim descriptions are below:

> *I think I believe in developing people: as a leader I've been privileged to be surrounded by people who believe in developing others. I'm somebody who believes in setting goals and achieving them and inspiring people to set goals and to achieve any ultimate those are some of the things that I value I value and knowledge continuous development whether it's formally or informally. (Participant 1)*

> *Well in line with the description, I regard myself as a team player so working in a team which is the basis of leadership. (Participant 2)*

> *I would say I am that one person that likes to always bring an impact, right? So if I step into a place and that problems, I'm one person that will not be able to keep quiet about it, and if I see opportunities that are there or strength that we're not taking advantage of, our one person that will highlight it. Also, if the areas of strength weaknesses that needs to be corrected or worked on a developed and one person that would like to ensure that we - we attend to that. I'm not. I'm not a spectator. I'm not a person that keeps quiet about stuff that we should be speaking about … (Participant 3)*

> *I tend to be motivational to those around me. If they perform well that mean the whole team performs well but also encourages great communication between team members. (Participant 5)*

Myself as a leader, to describe myself. I hope I wouldn't sound like I'm blowing my own trumpet, but I think it has to do with a consciousness, if I may say. And to explain that or if we all agree that consciousness is, it's being aware of your, immediate surroundings. So immediate situation so that you are able to naturally apply yourself because the difference between these and management will be in management. You use strategy to get around or get somewhere that's in management because you've got tools in place. (Participant 6)

I am more of the support leader. I listen to the team. I think I'm more of the leader that leads from the back as opposed from leading. (Participant 7)

Define myself as a leader. I am someone who is leading with integrity. I lead by examples. I have values and am loyal. (Participant 8)

Wow. I will say I am a leader who's following a leadership style that makes the employees to be open. Employees to be comfortable. I'm a leader who is open to communication. I allow two-way flow of communication between me and my subordinate, so they are free to talk to me as a leader at any given moment. (Participant 9)

I would describe myself as the type of leader who leads from the front. I would describe myself as someone who leads by example. I intend to always. I intentionally am, intend to always motivate and inspire those that I lead and seek to lead. And I'm very hands on leader I would say I would always demonstrate how something needs to be done and provide support throughout the process. (Participant 10)

All participants are employed in leadership capacities and described themselves as leaders in of different ways, indicating that views of what constitutes a leader is broad and varied…just as we find leaders in different spaces and capacities within general society.

4.6 Motivation Aspects

In hindsight, due to the study being set in the built environment where the delivery of infrastructure is the final product, it should come as no surprise that the overriding factor that motivates the participants is the desire to achieve set targets and goals through the efforts of teamwork. Participants' responses reflect their acceptance of how crucial leadership is to project success in the built environment. They acknowledge that it is vital that they share the vision with their counterparts so that as they work towards the end-goal, all team members understand the timelines involved and the product expected of them. Following are some responses from a selection of the participants:

> *What motivates me is to meet targets, I think as a person it's always to challenge oneself through assignments that are given and the outcome to evaluate one's performance which is always true to see how you have met the target within its principles. (Participant 2)*

> *Umm, the bigger picture, right? A bigger picture, which would be making sure that people live life better. So even if I'm in a workplace, even if I'm at home… I look at the bigger picture. So for me, I always ask myself what's the bigger picture here? If we're going to solve a problem, what's the bigger picture? Who's …who's going to benefit from the project that we want to embark on? So working in construction, the bigger picture is always the end product, right? (Participant 3)*

> *OH quite a lot of stuff to see to see me transferring information that I have to the next person: to see the next person- my subordinates- grow… growing. That really motivates me to do more or to do better or to share more that they may grow to become leader. And just as I am or to be better than I. To yeah, so when I see people growing around me, then I feel motivated to actually do more that if people used to even grow better or beyond that is my highest motivation so far. (Participant 4)*

> *Service delivery and completion rate of projects completed on time and within budget. It's the need to get the team including consultants &*

contractors to deliver projects that we can all be proud of. It's a team effort at the end of the day. "if the contractor fails, it reflects bad on both the consultants and the client. (Participant 5)

People, seeing people understand the vision and run with the vision. I think seeing the people take ownership, people take responsibility and people taking responsibility and ownership and bringing whatever vision to life, seeing the best in people and seeing what they capable of. (Participant 7)

I want to submit to the community. I want to see things happening. I want to be part of People. So many things are happening in our country. I want to be among those who will bring change in our country. A positive change because there are so many things happening in this corruption that and then also to approve it to solve it to the community. (Participant 8)

What motivates me is when I see the people whom I'm leading are waking without being pushed. They are free even to give me advice, so that motivates me to go on and work with them. (Participant 9)

What motivates me as a leader is achieving a goal and achieving the milestones within the gold and the journey towards achieving the goal and the small victories that are achieved on the way to achieving a goal and when it's what inspires me, is seeing someone that I lead a take a step in the right direction, take a step up and I see a personal growth. My own professional growth. It's someone that I lead. And it inspires me to, to constantly touch others and Imagine an army of self-motivated people and what then we can achieve and it is the bigger picture that motivates me. It is the individual achievements within that big picture that motivate me; so it is the effect that I have on others that truly motivates me as a leader. (Participant 10)

OK, I think what motivates me is it's that I love what I do. And then I'm passionate about the kind of work that I do, and then I'm also passionate about making change. I think as a leader, I always want to. Impact even the people that I'm working with in a positive way like impact the knowledge that I have and the skills so I don't take too much to help. The fact that I'm their

leader, but I see myself as part of their team and a team player as well, so that that's what motivates me too. To have a functional team. And to have a team that is passionate about what they do. (Participant 11)

What motivates me, I would say being able to deliver projects and successfully. Being able to leave legacy. I'm fortunate enough to work in the built environment whereby what I work towards will remain there for generations to come, so that's that. That for me gives me the greatest pleasure. (Participant 12)

Participants are motivated by different aspects of their profession and responsibilities. However, most participants' motivations are altruistic.

4.7 Evaluation of leadership in the RSA construction environment

The RSA Construction environment leadership came under fire from many participants. The participants attributed the number of challenges that are in the industry to such leadership issues as:

- Incompetence
- Corruption
- Lack of accountability
- Lack of gatekeeping when it comes to allowing new players in the industry
- Uninspirational leaders

As this is a particularly key question for the purposes of this research, comprehensive responses are provided below:

Today I think it's multifaceted and I'll say that because if… looking at the contractors… having worked extensively with the contractors… I have realized that most of them are not resourced whether it's through formal education or whether it's through experience so most of them I find them more cheaply you know well in that aspect but when you look at the

consultants in the overall most of the consultants I find them to be fairly equipped and a lot of times these other people who end up carrying the contractors so we find ourselves as consultants doing sort of and now even to micro manage the contractors so hence I say it's multifaceted… (Participant 1)

It is lacking in in in most of the construction, umm happening around South Africa and the reason why I say it is because you'll find that there's quite a lot of companies or construction companies, big or small, that have been liquidated for the past two years, a thousands of them, that they're not functioning. Leadership within construction, in South Africa is still very low. It's something that needs to be improved. Something that needs to work it out. It's something that needs people's involvement. (Participant 1)

I think the leadership in the industry varies depending on the size of the firm. Also it depends on whether it's private or public sector work. Overall there are some great leaders and some not so great leaders. On the size of firm, the smaller firms tend to perform better due to the hands on approach from the main directors. But also so must be noted that too much hands on can be bad too, as the team members might not get the opportunity to lead. The larger firms have a way spreading responsibilities own the chain which allows the team members at the bottom to feel like there are important too. (Participant 5)

That's an interesting one, given the challenges that we keep facing in the construction industry. I mean, at this point in time, there's no project that does not go over duration, there's no project that does not go over its budget. So I think in terms of leadership, we currently running a little scheme on it. I mean, if- if projects are supposed to run within budget, within time and have quality and we are having very limited or limited projects running within budget, within time and with the best qualities, what does that speak of the people that play part of that particular project is there good leadership in that particular project? (Participant 7)

If we can look at our facilities or our buildings, they are dilapidating. It's like people are in this thing for business or to make their pocket to make for themselves. If you can check even the quality of our buildings, they're not the same like it's like people are in this thing for a business that in this construction for man to make money. They're not looking out to the needs of our people. They're not delivering. If I can see that when I say maybe 10%, there are those that are still want to see like or a building quality buildings or what? But most of our leaders are in construction just to make money, not to for service deliver. (Participant 8)

I would say, construction environment is one of the biggest industry, but I think when I look at it leadership, I would say it's not at the level where it's supposed to be, so I'd say it's not strong. But in some way- medium- because we still see a lot of construction activities happening, so…. so it it's more strong in the private industry than in government and other state owned entities. The shareholders for private companies: them, they just want to realize shares, whereas on the government side it's different. There isn't much more accountability so, so I would say yeah, the construction environment leadership is, is medium. It's somewhere in the medium level. (Participant 11)

I think that the leadership, in the industry is falling behind a bit. In that with it, it's a lot of people see it still as a… as a primitive industry. And I think there's not enough sort of gate keeping into the industry where people just join. A lot of times, people come into the environment after they have failed someplace else and these are people that usually give the construction industry that reputation because they don't understand the price. What do you call it? The principles that govern the industry and basically how things get carried out in the industry. (Participant 12)

One participant went further to attribute the dismal performance of leaders within the construction industry to the challenges brought about by application of penalties.

If I had to evaluate it, I would say. There's not much inspiration that is involved in…in that leadership. There's not much motivating, it…. it always takes a leader to push from behind. Instead of someone who is leading people and inspiring them to get up in the morning by themselves to achieve our goals, it would take someone with a whip to come and uh and enforce some leadership on people, I would say. And if I had to use the analogy of a carrot and a stick. Uh, if you want to move a donkey, you either hit use a stick or say carrot. So mostly the one that I would say works is the carrot. But what we're applying mostly here is a stick. There's a lot of punishment and penalties involved instead of incentives and motivating instead of. So I would say there's a delicate balance of course when you want to build an empire, you have to have hard and fast rules. But the challenge with the leadership I would say inside that, OK, is the lack of general motivation and management to get people to perform because of your management get up and follow a goal and maybe if you're not around or maybe you're just not able to motivate them but they give the people ability to motivate themselves. I think that's an element that's quite lacking in the South African construction industry. (Participant 10)

SECTION C: PERCEPTION OF LEADERSHIP SKILLS REQUIRED IN THE BUILT INDUSTRY

4.8 Attributes for a successful leader

The single participant to whom this question was posed responded that leading is a give and take relationship:

I know when to lead and when to let someone in the team lead. Thus the ability to let some else to take charge of the situation in they have a better understanding/ skill set for the situation at hand.

4.9 Challenges hindering participants from reaching their ideal as an effective leader

The participants acknowledged that, in as much as they are leaders within their employment, they are not as effective or as productive as they could be. Many of the challenges that prevent players in the construction industry from being effective leaders, as reflected by the responses of the study, tend to be beyond the ambit of what the participants can control. Against the backdrop of a highly political environment to work in, the challenges range from having to deal with internal issues such as management that is not fully conversant of the implications of some of the actions they take or fail to take, to ignorant contractors as well as the ever-challenging aspect of corruption in some entities.

> *…one of the challenges is the fact that we find ourselves with contractors who are clueless so as much as I knew exactly what to do as a leader and how to lead the project but I'm finding myself with as a contractor who is most of the time not as equipped so that is a crippling aspect of this also from the client side having said that most of our clients are government entities there is always a political win or a political mandate which often doesn't align with the technical mandate so I find those to be are very critical of making it very difficult for him to be effective. (Participant 1).*

> *So like I mentioned, corruption being one of our biggest challenges…. I can be the most talented leader that wants to apply the best management techniques or styles; and if I don't have seniors that think the same or that are not corrupt, I will not... I will not be able to execute what I want to execute. So I would say one of the challenges is lack of top management support, right? Because like I mentioned, I'm not at the highest level of management and you might find that I'm a great leader, but there's no top down support and reason being that if we do not apply or maybe execute the new management strategy that I'm coming up with. It will require a lot of leaders to be sober and be ethical and like majority of the people in the construction industry are not willing to be ethical. They're not willing to be so, but they're*

not willing to put that humanity, you know, at the front part of their minds. They are selfish. They want to not benefit as much as they can. (Participant 3).

I think for me it's the need to get the job done. So sometimes I would get frustrated if the consultants/ contractors aren't performing or they just send emails and wait. "time waits for no one", thus I have the mental that one should always be one step ahead. (Participant 5).

It depends on what you are leading. because now I don't want to sound political or tap into the political space, but we are living in an environment that is overruled or overshadowed by a capitalist mind-set or outlook. And you'd find that some people… to lead them sometimes you don't have to hold their hand to get them to where you want them to, but you find that at times certain things need a financial assistance. And the problem will be that once you employ that system, then people quickly fall into a trap of believing that money solves everything or money solves all the problems at times, or in most cases, or at all, if not if it is at all. It's not necessarily that money solve the problem, but it is a mind-set. (Participant 6).

… for me to be effective as a leader or effective leader, I need a strong team. People who are supportive, who are willing to work. And also uh, for me to be effective I need to involve even my team. Because without the team you can't achieve, you can't do anything. You need people who will support you, who will work with you for you to achieve more, for you to be effective. (Participant 8).

And the challenges that are there. It's sometimes to find it in an organization you don't have all the necessary resources that will make you and your support team, subordinates, to work in order to achieve the goal of the organization. If the resources are not enough, that can hinder progress within the built environment in that organization. (Participant 9).

The biggest challenge is at times having Leaders that do not understand this management role of an organization. And not being able to understand, if I

can put it this way, our industry. You have operations, Formation, you have a HSEO she you have quality you have the contract aspect and you have QC, sort of the monitors that and that administrative aspect of the business. And if you have not been exposed to any of this and you are not willing to learn. …it can be very frustrating if you don't have those things in place and leadership to not understand them. (Participant 12).

Some participants felt that the stumbling block in their quest to be good leaders is the economy.

I'll say, the challenge is that a boundary to become the leader that I want to be is definitely the economy that we in right now, which is uh very unstable, that it goes, you know, up and down. When the economy is not good it definitely affects us in terms of Projects because then there won't be any projects that are happening. There won't be spending that's happening that therefore there's no development. Therefore, there is no infrastructure that is happening currently. You know, so those are the issues. (Participant 4).

Umm, I think the challenges would be maybe the working space. The current economic climate of SA, like the way things are. It's a challenge in terms of getting all the necessary support that you might need from an organization. So the challenge is like that. You might find that you have to do so many things that you need me... In some cases, when you work for the people that don't, don't share the same vision as you, that might, that might be a challenge. But currently where I work for me, I think it's- it's a nice environment. So I think there are less challenges. I think it will just be just a matter of time and then there are also challenges on the ground. Like I said, we work for settlement. So we work more with people. So people change their minds all the time. So that might that makes it difficult and the other thing is when you work with stakeholders that are external to your organization and they hold key roles into your deliverables and then they affect your, they affect your goals which becomes a challenge and it challenges you, the way you see as a leader as well because you don't… there's so many things that are outside of your control. So I would say having

things that are still outside of my control, I think it may it, it makes it a challenge to do my job and to be a good leader as well. (Participant 11).

4.10 Leadership skills workshop / training organised for the organisation

While a few participants could not pinpoint having received or identified training offered by their organization, several concurred that the trainings prepared for them by their organisations assist in improvement of skills.

Yes, we happen to be part of Engineering Council of South Africa we also have managed to be part of ECSA and my employees, even myself included, continually every year we plan ahead and sort of choose a number of courses that various employees will be embarking on … really helpful in that regard because there's always courses that they offer… but in the overall employment, employees are also, more especially on the managerial levels - they are always encouraged to look out for other entities that offer training. (Participant 1).

We do quite a lot, you know, I'm… I don't know if you just say types, but I don't know… yeah, but we just call them, you know, leadership training. We have training in, in, in, in other you know resources or tools, chains of tools that we use within the company. We've got training in... yeah, in leadership, we've got different trainings. If- if I may say that, I mean I maybe I might not know the types or to you know - to categorize it into types - but yeah, we, give ourselves enough of -of training in different, yeah in the skills be Computer related, you know IT related. Be it. Yeah. (Participant 4).

One participant gave an interesting suggestion about the types of training that organisations should be promoting so that the industry becomes more efficient in its delivery.

I think most contractors need to do a course on the JBCC contract as the lack of understanding of contracts is one of the main reasons most projects fail. (Participant 5).

SECTION D: IMPACT OF LEADERSHIP SKILLS

4.11 Impact of management and leadership skills on project success in the built environment

Participants acknowledged that project success is driven by the quality of leadership that exists on a project and the way various areas are managed. The difficulties of working with amateurish industry players affects the entire project, regardless of how good other leaders across the project may be. Some detailed responses are below:

The impact is huge and it can never be ignored and as I've highlighted in our space of work we find ourselves being the principal agents or the project managers who are mainly now managing contractors who are mainly incapacitated some of the clients are not so capacitated or they are but now there's also a question of political interference or political mandates and on top of that we manage in communities who are also part of the projects that we are running so we as the professional team or project many of us we find ourselves having to make sure that all this aspect is all these challenges are continually overcome so if you are not a -a good manager there's no way you can, you can be able to- to survive if you don't have good management skills… (Participant 1).

Yes. I would like to look at a project manager as a project leader, right? If we have a poor manager, a project manager that has got poor management skills, one if there is scope creep or their issues that will increase the project cost or delay the completion of the project or compromise the quality of our project. If that person has got poor management skills the project is likely to be completed late with a lot of project cost overruns because of poor

management skills. So a good leader in that in that scenario a good project manager because of good management skills, a good leader is able to put systems in place that will help them to manage a progress on time to be able to identify indicators that the project is not doing well to be able to identify errors of weakness in the project. (Participant 3).

Definitely it does. Because you can have all these skills, but if you cannot know or how and when to say something or to introduce something or to lead the individuals that you're working with and you go nowhere. So I'll say leadership actually takes 80% of the project. It has an impact of around roughly 80% in it in each and every project that we have. And I would say #1. It caused them the projects to have direction. First of all, if we have someone who is a leader and leading us, you give us a direction… If you are a good leader, you will then put down a platform of communication where everybody would be able to communicate that really clearly and you know effectively because there is someone who's leading us there. … So within the team, if there's no leadership, then the entire team will fail. You know, when we run our project, it's not a one-man show. We have different expertise. We have good also a client that we need to satisfy. So if we fail to lead accordingly, we might end up not delivering what we were supposed to deliver. So if this leadership again it has impact in the quality of the project... It also has an impact under my expectation. It also had an impact on the financials management of the project. If we have a good leadership, we would be able to manage all these finances properly. It also encourages the involvement of all different stakeholders. You know if we lead people right, remember when we are working on a project, it's not just us building for the client but we need to consider all other stakeholders. The community area, so if you're a good leader, you would even know how best you can, engage with those people and to develop them to be better people where they are. Using the project that you are the call business here is it is for you to, you know, to build certain infrastructure development, but it can go as helping people around this good leadership. So it really touches different areas and I think I've touched view. So I think yeah that's it for now. (Participant 4).

Leadership is very critical to the success of any project / team. In most cases the project fails because the team leader is not performing his/her duties. The leader should be able to plan ahead and have the ability to see problem areas before the project gets to that point, thus solutions are made ahead of time. Project Management skills are also important for a contractor to succeed in the construction industry. (Participant 5).

Yes, there is: the success of the of the project really depends on good leadership. I can say, you know, we can have leadership and management running parallel and a leadership would provide a vision to all. The people that you are leading, for instance, if you are a contracts manager, a construction manager, you provide leadership to all your person here that are working under you, whether they are your site foreman, site agent, brick layers, plumbers and all of those, even, a tea lady or a messenger. You know those people. Because now some of these people do not have the clue of Senior people. But as a leader, you should be able to address them as a group and all of them Follow you and your vision. When you are a leader, you should be able to talk to these people. They must understand and be guided and want to follow your vision. That's on the leadership side. On the managerial side: you should be able to have, or rather you should be able to apply all the tools at your disposal accordingly so that when you are assessed, when you are measured, your performance- because your performance is now going to be measured on the metrics of tools that you have been provided with -so that you are able to manage and this will include things such as incentives packages. And where obviously you would have encouraged people to perform well. And then once they've done that, you show them that you see from your performance here are your benefits, this is the incentives that you are getting and you are going to employ things such as time management that when we are all on time at work, this helps us to attend to all the tasks set for us and thereby this it's able to buy us time so that come month end we are able to take a day or two extra to go and have longer weekends for those that are coming from afar so that they can perhaps go and see their families and stuff like that. So such tools and

systems that are there will be used and to judge you or to assist you. (Participant 6).

OH definitely. I think a project is successful based on their leaders. It takes a good leader to communicate a good brief, to coordinate everywhere. I think there's a lot of personnel, lot of professionals involved. It takes a good leader to communicate in between and coordinate between the different professions, it takes a good leader to know the resources they are working with and to maximize the resources that they are working with. It takes a good leader. It takes a person of integrity to ensure that that the project runs effectively runs within budget and runs with no complications in the sense of ethics. Am. Yeah. Those are the few things that I can mention in terms of skills that are required for a good leader to have for project success. (Participant 7).

For the project to be successful, we need leaders who will be able to make decisions, who will be able to Monitor and ensure that we achieve the project objectives. We need somebody will be able to communicate. A leader who will be able to make a decision. (Participant 8).

I will say the skills that are needed in order for the success of the project It's when the leader is able to bring all the employees in one space and allow them to an indicate all the necessary processes that need to unfold during this project and that's when the leader will emphasize the issue of monitoring and evaluation. Because a project can be put in place, but if employees are not hands on in terms of monitoring, that project might not be successful. So it's important that the leader is seen in that space to ensure that all the employees are hands on when it comes to monitoring and evaluation, so that's where they say a critical Success Factors are in monitoring and evaluation. (Participant 9).

OK. Yes, I'll, I would say that. Uh, in a construction industry in projects, it is a dynamic environment. Anything can happen between here and here, and you need someone who can make the kind of decision that you yourself as

a project manager can trust and you need someone who can be able to apply themselves and apply themselves quickly.... If you do not have an inspired team or one that is a goal orientated and inspired to get to your goal, then you have uhh… it disconnects and you have project delays and you have other things going on wrong on the side as a domino effect of initial lack of management or in the initial being. And what do you call this? An initial result of lack of management... I would say to summarize the kind of project kind of leadership qualities that you need are organizational, someone who is. A thoroughly organized and is dynamic. That means is able to change with the current and see what kind of skill, or rather, what kind of attitude is required when at any point on the project phase. So you need someone who is flexible, organizational. You need someone who inspires. Like I said, people to think out-of-the-box and in order to make a project very effective. You need people who understand that a project needs to be finished within a time, cost and quality, and you need the A-Team to apply themselves to that. And for that you need an inspired team. So I would say those are the three things. So to summarize that, a leader in the construction industry that is part of a management of projects and leading A-Team to do so would need, to discipline, focus, organizational skills. (Participant 10).

OK, I think projects success are dependent on speed of delivery and doing work within allowed budget and scope. So if people are not efficient like working for they don't do things in… in an efficient manner. I think lack of efficiency will then affect your delivery of projects in the built environment and then if also there is no teamwork, like teams that are not properly set up, and then there's no teamwork and then that will also affect your delivery in the project space. And then also the other thing will be that turn around, turnaround of team members. I think if- if now and then you've got people that are joining the team, some are designing because they don't like to work in an environment. And then that can also affect the delivery of projects in the built environment, and then the other thing will just be the issue of flexibility in terms of working hours and team leaders that are not. Let me start err… say… managers that are not leading by example. I think that can

also affect the efficiency of doing work and also the deliver outputs of doing projects and then f you also have misaligned goals, like all objectives between the team members, if they don't buy into the project goals and end up. The delivery of projects in the built environment as well lack of resources can also affect the delivery of projects in the built environment. If you don't have all the resources that you need. And like for instance, you can be MIT or other resources such as the human resources, all the support that you need, financial resources, and then one can also affect. The delivery now we've got external factors as well, things like. And community that we just came from, I think it has changed the way that people, the management style and the way people work, so that can also affect. The other thing is it will be when people are working on remotely and others are working on site. I think if there's no cohesion that can also affect your delivery as well. And then there are also the way the teams are set up, but then the project set up that the project team structure, then that can also affect if you got some members that are volunteered from functional teams and then they might not be there might not be goal driven towards the project goals, so that can affect you. (Participant 11).

As I've indicated the leadership set the vision, it sets and it is there to clear whatever obstacles that might be encountered. (Participant 12).

4.12 Leadership skills improvement programmes

The organisations that the participants are employed by, are for the most part, responsible for improving their leadership skills. Upgrading of skills has come for some by way of practical experience, while others have also been theoretically (formally) trained to deal with the various challenges that are encountered when it comes to managing and reigning in a team of varied skilled and professionally trained subordinates.

Figure 3 gives a graphical representation of the responses received by the participants. The majority (59% - 7) readily asserted that their skills had been

improved by the organisation while 8% (1) was not sure and the rest (33% - 4) were not asked.

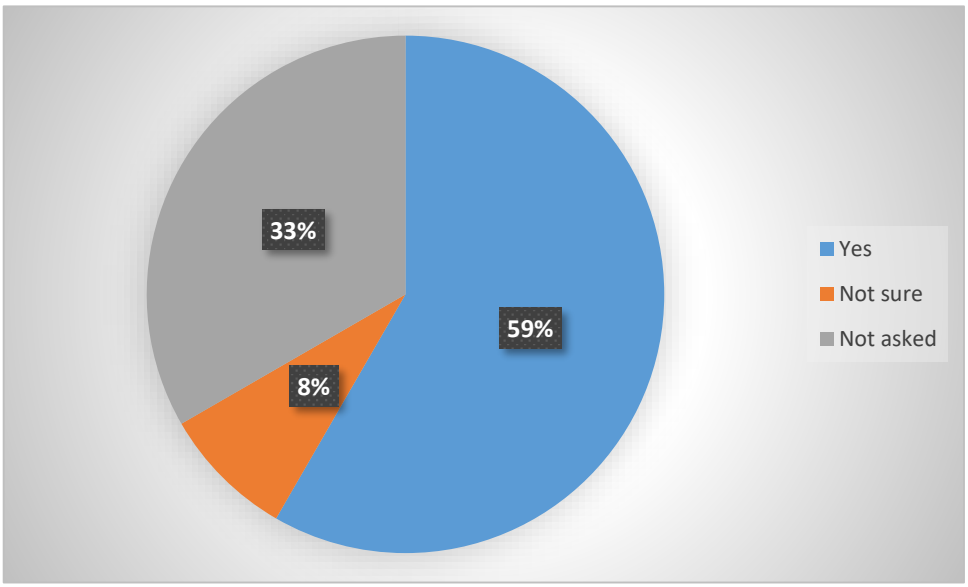


Figure 3 Improvement of leadership skills

Indeed, for me I think over the years my leadership skills kept on improving I've worked as a project manager or project engineer I've worked at the mine, manufacturing so it was through on the job training which I experienced so of course and management skills in that aspect or definitely meeting. (Participant 1).

I will … definitely confirm that has increased one's capacity. (Participant 2).

Definitely. It does, and I will say, yeah, in, in, in different ways with the challenges that we encounter almost every day, it improves it. (Participant 4).

The last organisation definitely improved my leadership skills and people skills too. The ability to manage tough situations between clients and consultants. Also the ability to work on multiple projects flawlessly. (Participant 5).

Yes, it has. And having been around here and there, you find that you are giving a limited responsibility and currently I am now my responsibility

extended to having to manage… subordinates, others would be students, others will be fellow colleagues, but with a lesser experience than yourself. Now, when you are given that responsibility, it would mean that you are entrusted with your leadership style or quality; whereby those that you are leading are able to listen to you. So yes, my leadership skills, so to speak- or management skills have been improved by having been given. (Participant 6).

I will say, yes, it did it through the courses that I've indicated and also workshops that are organized by other structures, but in relation to the built environment. So I gained a lot of skills in terms of leading within the organization in relation to (Participant 9).

I would say yes, it has definitely improved my managerial skills and in terms of the leadership skills, I would say that I am being someone who is highly self-motivated myself and I- I- I would say that I do not see Such a light Around me, but in terms of managerial skills indeed. (Participant 10).

4.13 Leadership skills that distinguish between successful and standard leaders

Participants had different views on the skills that separate successful leaders from average leaders. On the whole, apart from formal training skills, a successful leader is considered to have personal attributes that engage and inspire confidence from those subordinate to him or her. Themes of attributes that distinguish the two (successful and standard leaders) include:

- Interpersonal skills (4)
- Communication skills (3)
- Ability to influence (3)
- Decisiveness (2)

The participants went into detail regarding some of these attributes and some verbatim responses that resonated with the researcher are below:

Decisiveness, as a manager you have to be very decisive. (Participant 1).

I'm not sure if one will be enough, but one of them is good human relations. You need to be able to relate well with people. So a good leader can be identified by being able to relate well with people because you work with different characters, different personalities, different mind-sets, different backgrounds... you need to also have the technical school required for the specific project that you're working on. There's finance: you need to be able to understand the numbers and so forth and so forth, but I would say the highest one is understand that people you're working with understand the skill that's needed, good technical skills and understand the finance part. (Participant 3).

…for me, communication is definitely the number one skill that is good or successful. Leader needs to have transparency as well. You need to be someone who's transparent when you lead people. You don't just be, you know, going around hiding things and you know, not be transparent. Honesty also, you know. Those are the qualities that one would have for them to be in a good leader need to be someone who is approachable. You know, we human, so they need to be a human element in you, you know, to say, you know, the end of the day. I mean, you mean your approach me and we can work together that throughout this. (Participant 4).

People skills and project planning/ management skills. I also found that the ability to understand contract law is important. (Participant 5).

I would say is to have an influence on people. If you are able to influence people, if you are able to inspire People. Then that will go a long way to helping you. (Participant 6).

OK, the ability to influence. I would say that that is the most important skill, the ability to influence. (Participant 7).

It's communication. Because without communication, even if you know things, if you can communicate, you won't achieve. (Participant 8).

The most important one is proactiveness. Someone is proactive, is someone who is self-motivated. So, if you can link those two, I think that a is the most important one because if you are proactive and you are self-motivated, you are able to show as an example to your team that you know is sinking. Ship can still be saved and losing team is not really being not yet lost until the end of the game. And if you can be proactive and be so self-motivated, which you can inspire the other your team, then I think that is definitely the most important character characteristic of a leader. (Participant 10).

Uh communication. I think it distinguish; it distinguishes between a successful leader because leaders. Because uh, especially in built environment. For the project environment as well. Uh, most of the time is spent communicating 90% of the time. It's communicating, so if you're not a good communicator and you don't know what and when to communicate, and then that can also differentiate between your goals as well. And then the other thing is being if you're not a, if you're not a team member as well, if you don't function well in a team environment, that can also count as against your leadership skills as well. And then, yeah, I think the other thing is you need to be a motivator, a good listener, right? And then you need to be exemplary. Do you do things by example so that people can learn from you, and then you also need to be accessible and be at the level where people can approach you for advice. Yeah, but the key one for me is communication. (Participant 11).

Well. I think it's all about human resource and human and people management, as I said. You can have the best systems, best equipment, At the end of the day, people deliver projects. So your human and people management to me, Tops the list. (Participant 12).

SECTION E: IMPACT OF TRAINING ON LEADERSHIP EFFECTIVENESS

4.14 Relationship of formal training to improved level of management skills

Participants appreciate that formal training provides one with knowledge that will be used in an organisational environment. Figure 4.3 in the preceding pages highlights the formal qualifications that the participants hold. The minimum qualification held is a diploma and the highest a master's qualification. Asked to discuss whether they find their formal training to have equipped them into becoming better managers, an overwhelming majority (92% - 11 participants) as presented in Figure 3 below, indicated that indeed their formal training had better equipped them for their role. A single participant was not so sure claiming that experience is also a great teacher, regardless of formal training.

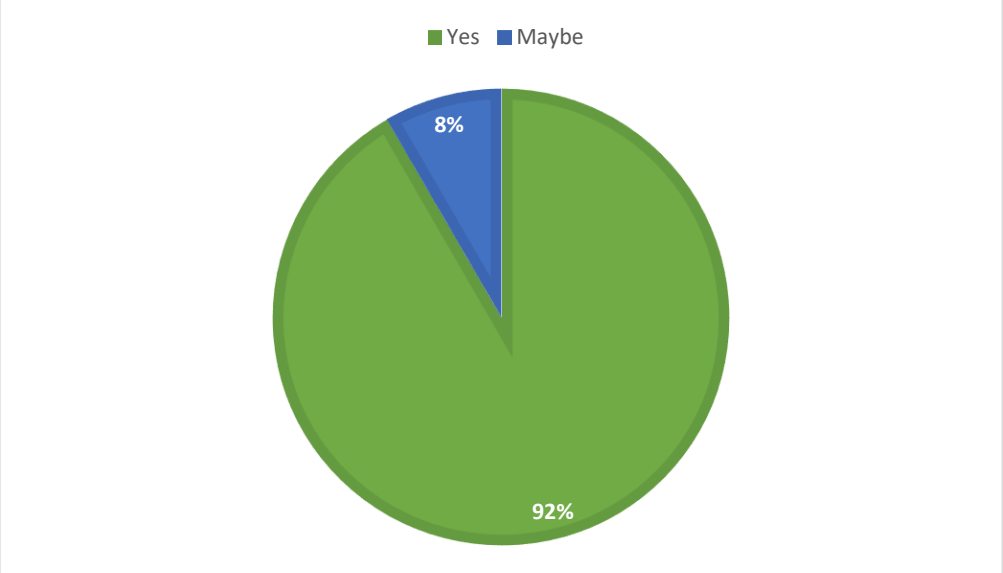


Figure 4 Perceived Usefulness of formal training

Yes. And in this instances we're talking of a formal training and this this helps with knowledge. This training, or the qualification that one has attained as like many other qualifications. It Increases one's knowledge about the subject matter or the course that one has registered for or has embarked on, or, you know, is seeking to be qualified in. So yes it helps. It's quite important for one to have the most basic Knowledge and understanding of the subject matter that one is dealing with. (Participant 6).

Umm, I think it's efficient. However, one should add on to what they currently have in terms of improving management. Yeah. In terms of improving management skill. (Participant 7).

Yeah, to be honest, it does because you have to know what your people are doing. Uh, it's a leader. You must not only be, like, have managerial skills, you must also know the work, what the people are doing so that we can be able to monitor because they can monitor something that you don't have. (Participant 8).

OH yes indeed I'm there. Are very lot of technical aspects and very practical aspects that I have learned and discovered in during my btech. I find it very relevant. (Participant 10).

Yes. It does because there are some skills that you learn from training because by experience there's some attribute that you would not just gain. I think things like communication. You can learn through a continuous training by going through the high-level programs. And then things like, uh, the programs that you need to do your work, like for instance in the built environment, you need certain programs to do your work and then you need to also know knowledge areas like in project management that can be acquired through learning in the higher institutions. And then there are some skills as well that you need to have things like Microsoft skills that you can also learn through going Some programs as well. So yeah, I would say it is key for one to empower themselves by going through higher learning programs. (Participant 11).

4.16 Relevance of training programmes

Participants had mixed views about the relevance of training programmes provided by the organisation in terms of leadership skills development. Some have received on-the-job training as knowledge has been transferred on a one-on-one basis but others have not received any training.

Yes, there are. In my organization, they've got like management programs for women. They've got management programs for management that are at a specific level. So they are such management programs for even both genders. But there's also a lot of management programs, leadership programs for black women even for just women in general, even if you're not black. So I would say there is a number of programs that are in place to make sure that they develop good leaders. (Participant 3).

Yeah, we definitely do have some. We've introduced a lot of, uh, leadership seminars that we do have specially to groom the youth that we have in our company at the moment because it's a company that believe in supporting fully or grooming the young generation. So we do have leadership seminars that we hold...we invite our guest speaker from different/other big organizations that we consider big or you know other big counsellors or other platform where leadership is being reproduced, so we do have quite a few seminars about the leadership we just call them leadership seminars or skills upgrading. (Participant 4).

Given the sense of our company., we have not developed such however being close very close to my senior, whom is the Founder of the company. He would indicate to me or share with me on how one should behave in the environment of in the environment where leadership skills or managerial skills are required and for instance. (Participant 6).

Yes, our organization do have a skills development programs. It depending on what specifically you want to do, so they have a programs identified more especially in the built environment. We have a programs like IDMS where employees are capacitated. (Participant 9).

Unfortunately, there are no such in my organization. (Participant 7).

And to be honest with you, since I joined the current department, we have not attended any workshop, any training, regarding for us to improve as leaders. (Participant 8).

Umm, I would say in my organization, not particularly in my organization. However, I have sought out leadership courses that do exist and seek to. An implement that was in my team. They are not particularly causes that I would say are effective that are being offered by management and. However, there are definitely courses out there that I've identified and things like team building that are not. And that is something that I always seek to push and I always something that I always seek to put across because a team building event could be the very thing that aligns your team with the end goal or the goal that you're trying to achieve within the organization and for your organization. (Participant 10).

4.15 Effectiveness of sector -based training in developing leadership skills

Participants are happy with the sector-based trainings that they are exposed to but bemoaned the fact that leaders who do not keep abreast of training opportunities for their staff let the industry down as they fail to advance employees development of leadership skills. It is perhaps appropriate to observe that participants seem to expect the organisation to be the one that keeps a lookout for training within the sector that might benefit their employees.

The trainings are fairly enough but I think one of the most important things your organization itself has to have the drive to go out and look for this training and because some of them it might be difficult to find and so adequacy really in this instance depends on the appetite of the organization in the overall if… if your leader is somebody who believes in continuous development and developing people then in this instance then you will actually be ok. Unfortunately, there are no such in my organization. (Participant 1).

And to be honest with you, since I joined the current department, we have not attended any workshop, any training, regarding for us to improve as leaders. (Participant 8).

They are trying. They are helping. Yeah, they are. Yeah. (Participant 4).

Yes, they are, just need to make them mandatory for all industry members. (Participant 5).

Yeah. Yes, I think I think the systems in our industry is adequate enough in that the construction industry in South Africa has number of years behind it and as a developing country You know our ways of doing things and behaving in the industry. You know they keep developing and all of that. One can say it's research in motion and we continually seek in to improve our ways and that can be seen through seminars that are being held. … (Participant 6).

Honestly, I cannot say that I have been exposed or I have brought myself to the awareness of what's available in terms of leadership and management out there particularly. However, I'm in terms of project management. I think that's a good training to take on this, particularly for construction in project management and anything else I have not exposed myself to. (Participant 7).

Yeah, they are effective in in developing people skills. The only challenge might be having people being enrolled for those programs, but the current programs that are there, I think they are effective enough. (Participant 11).

4.16 Value of planning and scheduling versus costing and estimating skills

While some participants concluded that costing and estimating skills are equally as important as planning and scheduling skills, the majority were of the belief that planning and scheduling skills are more valuable to a project's success than costing and estimating skills. A minority (two) selected costing and estimating as the more essential skill. Figure 4 below displays the rankings.

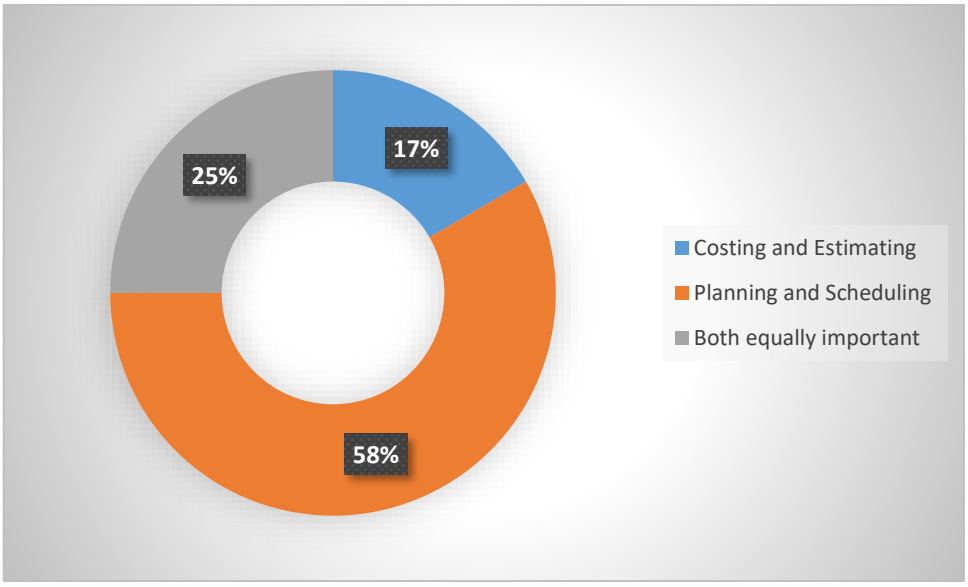


Figure 5 planning and scheduling versus costing and estimating skills

Participants were divided on whether there is need for one to undergo formal training to be able to perform the tasks of costing and estimating and the tasks of planning and scheduling efficiently. Responses received indicate that participants are biased when it comes to some aspects of built environment work:

4.17 Views on necessity of formal training in built environment leadership roles

Participants were divided on whether there is need for one to undergo formal training or not when it comes to leading effectively within the built environment/ construction. The majority believed that formal training is crucial to the success of a project as project members need to be able to understand the processes taking place while others were not convinced of the need for formal training.

> *I mean in the infrastructure [industry] you find several professions that all exist to execute the same project so if university is global we have recognized planning and also what we call build industries in economists then it shows that training is required. (Participant 2).*

> *For costing and estimating, yes. Although there are people that can do that without going to school, right? But I would say yes. And then for scheduling,*

scheduling is a skill that you can learn informally. You don't necessarily have to go to school for that, and it's the same with planning. It's a skill that you can learn informally. But costing and estimating does need formal training.. (Participant 3).

Training on planning definitely... (Participant 4).

Uh for proper planning? It would, but I don't think it would be an extensive training, but training would assist... (Participant 7

4.18 Conclusion

This Chapter (4) presented the data collected from the face-to -face interviews used to engage contractors for the purposes of this research. The major themes that emerged from the data were laid out for analysis. Issues surrounding the challenges faced by built environment practitioners within the Republic of South Africa, using the Mpumalanga- based practitioners were explored, as were challenges experienced at an individual level. From the data provided by the interview responses, one can see a pattern emerging that requires the industry to challenge the status quo if there is to be genuine and effective growth and development amongst industry players.

Chapter 5 will discuss the findings in depth and link them with findings from preceding studies.

CHAPTER 5: ANALYSIS OF RESULTS

5.1 Introduction

The results of the interviews that were conducted with respondents are outlined in this chapter. An analysis of each question is included, in relation to each of the respondents and their individual companies. Content analysis was used to identify key themes.

Prior to the interviews with the respondents, background research on the organisations that the respondents were representing was carried out. The researcher's insight into the industry proved useful when securing the interviews with the respondents. With the aim of trying to obtain a balanced view of the managerial and leadership, interviews with independent experts in the industry were conducted. These results were not included in this research; however, their opinions were expressed in certain instances in the report.

All the results outlined in this chapter are a direct interpretation of the interviews held as well as the responses given. Some are verbatim as the interviews were recorded on a digital recorder as required by the research methodology. Also noteworthy is the fact that the responses were subjective in nature as the views and opinions expressed were based on the respondents' personal knowledge of business within their respective companies.

The responses deal directly with the open-ended semi-structured questions, that each of the respondents answered. This was the core tool used to gather the information for the data analysis. The interviews were based on the questions in Section 5.2 to 5.3 and the results interpreted in relation to each question.

5.2 Research Question 1: In what way does the level of managerial skill impact on leadership effectiveness?

Majority of participants were adequately employed in terms of their roles versus their responsibilities, suggesting that emerging contractors are improving their employee profile. The concept of management, practically speaking, is considered to be at a lower level than leadership, yet those in management tend to have the final say. Participants were concerned that their leadership skills are at times undermined with the role that politics (both from the management space as well as the political arena) play in the progression and delivery of projects.

The level of managerial skill can have a significant impact on leadership effectiveness in the built environment. The built environment encompasses a wide range of industries and fields, such as architecture, engineering, construction, and real estate, where effective leadership is critical to achieving organizational goals and objectives. Leadership effectiveness in the built environment requires a combination of technical knowledge, industry experience, and managerial skills. Technical knowledge and industry experience are important for understanding the complexities of the built environment and making informed decisions that align with the organization's goals. However, managerial skills are equally important for effectively managing people, processes, and resources.

Effective managers in the built environment possess a range of skills, including communication, strategic planning, problem-solving, decision-making, and team management. They are able to communicate effectively with stakeholders, both internal and external, and build strong relationships based on trust and respect. They are also able to develop and implement strategic plans that align with the organization's goals, while also effectively managing risks and addressing challenges as they arise.

In contrast, managers who lack these skills may struggle to effectively lead teams and achieve organizational objectives. Poor communication, lack of strategic planning, and ineffective decision-making can lead to delays, cost overruns, and other project-related issues. This can ultimately impact the overall success of the

organization and lead to reduced productivity, profitability, and customer satisfaction.

The participants indicated that they have challenges with managers who are not appropriately skilled in built environment norms. They raised concern that no matter how good they (participants) may be as leaders, if their respective managers or supervisors have other goals other than the efficient finalisation of project, then their leadership skills become meaningless. The other goals mentioned include the bottom-line of making money without considering the quality of the end-product or bootlicking to curry favour within political circles.

Evidently, the level of managerial skill has a significant impact on leadership effectiveness in the built environment. Effective managers possess a range of skills that are critical for effectively managing people, processes, and resources in this complex industry. Managers who lack these skills will struggle to achieve organizational goals and objectives, ultimately impacting the overall success of each unit and therefore, the entire organization.

5.3 Research Question 2: To what extend does the lack of formal training impact on leadership effectiveness?

While there are trainings that some organisations as well as individuals subscribe to in order to enhance their leadership skills, there is an identified need to train emerging contractors in terms of their contractual obligations as well as their rights. Effective leadership within the construction industry is at times hampered by differing objectives with those in authority

The lack of formal training can impact leadership effectiveness in the built environment to some extent, but it is not the only factor that determines leadership effectiveness. Leadership effectiveness in the built environment is influenced by a variety of factors, including the leader's experience, skills, knowledge, communication abilities, and interpersonal skills. While formal training can provide leaders with foundational knowledge and skills, it is not always a prerequisite for effective leadership. Leaders in the built environment often come from diverse

educational backgrounds, such as architecture, engineering, construction management, or business, and they may have gained leadership skills through on-the-job experience, mentorship, or other forms of professional development.

However, formal training can provide leaders with specific technical knowledge and skills relevant to the built environment, such as construction methods, building codes, and project management techniques. Additionally, formal training can help leaders to stay current with the latest developments and innovations in the industry.

While some organisations offer training, others don't and it is up to the individual to seek out continuous professional development opportunities on their own in order to enhance their leadership skills. Some skills shortages within the industry that were identified by the participants include the need to train emerging contractors in terms of their contractual obligations as well as their rights.

Overall, while formal training can be beneficial for leaders in the built environment, it is not the only factor that determines their effectiveness. A combination of experience, skills, knowledge, interpersonal abilities and managers committed to service provision are essential for effective leadership in this field

5.4 Conclusion of summary of results

Overall, the data highlights that the construction industry as it pertains to previously disadvantaged communities is not yet at par with the pre-1994 contractors. Some practitioners are faced with difficulties due to the suggested possibility that they entered the industry based on political lines (race) rather than on merit. It is imperative that policies be set up that govern minimum entry into the industry and that these policies be adhered to when it comes to awarding of projects. While participants spoke of incentives being given to enhance performance, one would like to believe that incentives should instead be provided for enhanced performance. i.e. contractors should be encouraged to improve their grading and staff skills and knowledge and as they do so, there should be some form of acknowledgement from the powers that be. Strict controls should be in place to ensure that projects are not arbitrarily awarded to contractors who are not

qualified/capable of handling them. Perhaps this will limit the corruption currently bemoaned by the participants.

CHAPTER 6: CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

Throughout this chapter, the links between the literature review and the findings are summarized and concluded. A detailed discussion of the implications follows. Furthermore, the chapter highlights some areas for future research and makes recommendations to interested parties.

6.2 Implications for built environment practitioners

This research provides valuable insights for organizations in the built environment sector in RSA, helping them to develop and train leaders who possess the competencies necessary for effective leadership. Additionally, the findings could contribute to the broader literature on leadership and competence, providing new insights into the relationship between these factors and their impact on organizational success. For management and leadership skills to be integrated, organizations should provide opportunities for cross-functional collaboration. Practitioners can develop well-rounded skills and gain a deeper understanding of different perspectives by fostering teamwork and interdisciplinary cooperation.

6.3 Recommendations for future research

Future studies should consider performing benchmark assessments to gauge the struggles of practitioners / contractors compared with the more successful established practitioners' / contractors. Research on management and leadership skills within the built environment is needed to further our understanding. In addition, new approaches to improving management practice will be identified based on a deeper exploration of specific situations within the industry, an examination of the impact of different leadership styles, and a review of different management styles.

6.4 Conclusion of the research

The purpose of this research was to analyse relationship between management and leadership skills in the built environment. It is evident that the built environment strongly reflects the interdependence of management and leadership skills. In order to lead effectively, management principles must be applied, and in order for management to be effective, management techniques must be applied. It has been demonstrated that successful practitioners in the built environment possess both leadership and management abilities. It has been demonstrated that these skills are critical to achieving organizational goals and advancing projects.

Strong management and leadership skills are essential to successful project delivery, fostering collaboration between team members, and addressing complex issues in the built environment.

This study highlights the relationship between leadership and management skills in the built environment. Developing these skills will enable practitioners to navigate industry challenges effectively and achieve successful project outcomes. By implementing the below recommendations, a skilled workforce can be developed to meet the demands of a rapidly changing building environment.

- Developing management and leadership skills through mentoring and coaching is beneficial for practitioners. In their quest for skill development, industry leaders can serve as mentors, guiding and supporting individuals.
- A vital aspect of professional development is encouraging professionals to engage in continuous learning. Keeping up to date with industry trends and best practices will ensure their success.
- Integrated training programs should be offered by organizations in the built environment to develop management and leadership skills.

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APPENDIX 1: RESEARCH INSTRUMENT

Interview Questions

No	Section	Questions
1	Personal information.	1) Could you briefly explain your role in the organisation? 2) How many years have you worked in the construction industry? 3) How many years do you have in managerial /senior position? 4) How many organisations have you worked in before? ** what's your age group 20-29 30-39 40-49 50-59 ** what's your highest qualification Diploma Undergraduate Degree Postgraduate Degree

2	Leadership from a personal perspective.	4) What is leadership from your perspective? 5) How would you describe yourself as a leader in a few words 6) What motivates you as a leader? 7) Could you evaluate leadership in RSA construction environment?
3	interviewee's perception of the core leadership skills required for a career as a contractor.	8) what makes you think your leadership skill is effective as a contractor? 9) what makes you a successful leader? 10) what would you say are the challenges in becoming an effective leader that you would want to be? 11)as a construction company, are there any leadership skills workshop / training organised for the organisation and what are those?
4	The impact of leadership skills	12) Could you summarise the impact of leadership skills on project success? 13) Did your organisation improve your leadership skills? 14) Could you name the most important leadership skills that distinguishes between a successful and a standard leader?

<table>
<tr>
<td>5.</td>
<td>The impact of training on leadership effectiveness</td>
<td>15) Have you received any formal training by an institution of higher training?

16) Do you find level of training being relevant / improved level of management skills?

17) what are the types of training that are currently offered within the organisation to develop contractors on effective leadership?

18) Would you say the current trainings that are done within the sector are effective enough to develop people in leadership skills?

*** rank aspect you value most

<table>
<tr><td>Costing and Estimating</td><td>4</td></tr>
<tr><td>Planning and scheduling.</td><td>3</td></tr>
</table>
</td>
</tr>
<tr>
<td>6</td>
<td>Personal experiences on successful leadership and competences associated with this</td>
<td>19) Could you state a personal task about success in leadership positions in RSA’s construction sector?</td>
</tr>
</table>

APPENDIX 2: PARTICIPANT – INFORMATION SHEET

Research project title: Relationship between competence levels and leadership effectiveness within the built environment sector in RSA

Dear Prospective Participant

My name is Karabo Mathebula am doing research under the supervision of Dr Grant Sieff in the Faculty of Commerce, Law and Management towards a Master of Business Administration (MBA) degree at the University of Witwatersrand. We are inviting you to participate in a study entitled Relationship between competence levels and leadership effectiveness within the built environment sector in RSA.

WHAT IS THE PURPOSE OF THE STUDY?

The purpose of the study is to get an understanding of the current situation with managerial skills and its impact on leadership with Emerging Contractors. it will attempt to identify and interpret areas of knowledge lacking within the emerging contractors i.e. identifying the gap between the emerging and the established contractors.

WHY AM I BEING INVITED TO PARTICIPATE?

Your invited on the basis that you are a specialist within the built environment professionals. You are one of the key component contributing in the formulation of policies, specifications, guidelines etc. and therefore their input will assist in coming up with applicable engineering solutions which will assist in closing the gaps identified in the development of emerging contractors Therefore the researcher will obtain a tangible evidence of areas lacking within emerging contractors, as emerging contractors may not give validity on findings and the researcher tried to archive a meaningful conclusion as primary source was used to obtain data.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

This study will primarily collect data through interviews conducted either virtually or physically, based on the participants' preferences. The interview will be 1 hour. The interview will be recorded and a transcript will be produced

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

You are under no obligation to participate in this study and are free to decline. This information sheet will be given to you to keep and a written consent form will be required if you wish to participate. You have the right to withdraw at any time, without explanation.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

The benefits of this study are that it will assist emerging contractors in identifying their continuous development needs / plans (increasing capacity of development) and the management thereof.

ARE THEIR ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

No harm or negative consequence identified in the study.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

• The interview will be recorded and a transcript will be produced

• You will be sent the transcript and given the opportunity to correct any factual errors

• Access to the interview transcript will be limited to the researcher, supervisor and course facilitators

• Any summary interview content, or direct quotations from the interview, that are made available through academic publication or other academic outlets will be

anonymized so that you cannot be identified, and care will be taken to ensure that other information in the interview that could identify yourself is not revealed

• The actual recording will be destroyed and only the transcript will be used as submission

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

The researcher will store hardcopies of your answers for a minimum of five years in a locked cabinet/filing cabinet at Nelspruit for future research uses, while electronic information will be stored on a password-protected computer. Research Ethics Review and approval will be required for any future use of the stored data.

• Any variation of the conditions above will only occur with your further explicit approval.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

There is no payment or reward offered for participating in this study.

HAS THE STUDY RECEIVED ETHICS APPROVAL?

The Research Ethics Review Committee of the University of Witwatersrand has approved this study. If you would like a copy, you may ask the researcher.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

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Should you require a copy of the findings, these will be provided upon request as they will not be officially published. If you have further enquiries, please contact any

one of the group members or the supervisor by email or telephone call and we will gladly further assist in any way possible.

Many thanks and kind regards

Karabo Mathebula Student number: 1617714 Email: 1617714@students.wits.ac.za Telephone: 073 342 7244	**Supervisor** **Dr Grant Sieff** Email: Grant.Sieff@wits.ac.za Telephone: 011 462 7902

APPENDIX 3: PERMISSION LETTER

Research project title: Relationship between competence levels and leadership effectiveness within the built environment sector in RSA

09 August 2022

Dear Sir / Madam

,

I, Karabo Mathebula am doing research under the supervision of Dr Grant Sieff in the Faculty of Commerce, Law and Management towards a Master of Business Administration (MBA) degree at the University of Witwatersrand. We are inviting you to participate in a study entitled Relationship between competence levels and leadership effectiveness within the built environment sector in RSA

The aim of the study is to get an understanding of the current situation with managerial skills and its impact on leadership with Emerging Contractors. it will attempt to identify and interpret areas of knowledge lacking within the emerging contractors i.e. identifying the gap between the emerging and the established contractors

Your company has been selected on the basis that it specialises with built environment professionals who are one of the key component contributing in the formulation of policies, specifications, guidelines etc. and therefore their input will assist in coming up with applicable engineering solutions which will assist in closing the gaps identified in the development of emerging contractors Therefore the researcher will obtain a tangible evidence of areas lacking within emerging contractors, as emerging contractors may not give validity on findings and the researcher tried to archive a meaningful conclusion as primary source was used to obtain data.

For the purpose of this study, a qualitative research methodology will be used in order provide an accurate presentation of information.

The benefits of this study are that it will assist emerging contractors in identifying their continuous development needs / plans (increasing capacity of development) and the management thereof.

There are no potential risks identified for this study.

The results of this envisaged study will be pooled for the research report project and individual results of this study will remain absolutely confidential and anonymous. Should this study be published, only pooled results will be documented. No costs will be incurred by your organisation or the individual participants.

Your approval to conduct this study will be greatly appreciated. We will follow up with a telephone call and would be happy to answer any questions or concerns that you may have at that time. You may contact us on the following information below.

Yours sincerely

Karabo Mathebula

Student number: 1617714

Email address: 1617714@students.wits.ac.za

Telephone: 073 342 7244

APPENDIX 4: CONSENT FORM

Research project title: Relationship between competence levels and leadership effectiveness within the built environment sector in RSA

Thank you for agreeing to be interviewed. The above research project would not be possible without your willingness to participate in an interview as part of the above research project. As part of WITS University's ethical procedures for academic research, interviewees must explicitly consent to being interviewed and how their interview information will be used. In order to ensure your understanding of the purpose of your participation in the compilation of the research, the researcher needs your consent.

The interview will take 1 hour. The researcher does not anticipate any risks associated with your participation, but you can discontinue the interview and withdraw from the study at any time.

The purpose of the interview is to get an understanding of the current situation with managerial skills and its impact on leadership with Emerging Contractors (EC) or Small Medium and Micro Enterprises (SMMEs). it will attempt to identify and interpret areas of knowledge lacking within the emerging contractors i.e. identifying the gap between the emerging and the established contractors

Upon signing the form, the interviewee approves of the following:

• The interview will be recorded and a transcript will be produced

• You will be sent the transcript and given the opportunity to correct any factual errors

• Access to the interview transcript will be limited to the research team member and course facilitators

• Any summary interview content, or direct quotations from the interview, that are made available through academic publication or other academic outlets will be

anonymized so that you cannot be identified, and care will be taken to ensure that other information in the interview that could identify yourself is not revealed

• The actual recording will be destroyed and only the transcript will be used as submission

• Any variation of the conditions above will only occur with your further explicit approval.

Agreement

- ✓ I confirm I have read and understand the information sheet for the study and have had opportunity to ask questions.
- ✓ I understand that my participation is voluntary.
- ✓ I also understand that my words may be quoted directly. With regards to being quoted, please initial next to any of the statements that you agree with: I wish to review the notes, transcripts, or other data collected during the research pertaining to my participation.
- ✓ I agree to be quoted directly.
- ✓ I agree to be quoted directly if my name is not published and a made-up name (pseudonym) is used.
- ✓ I agree that the researchers may publish documents that contain quotations by me and understand the data obtained is for the researchers honour degrees.
- ✓ I understand there are no costs involved in this research.
- ✓ I agree to take part in the interview.

Printed Name

_____ _____ _____

Participants **Signature** **Date**

Karabo Mathebula Student number: 1617714 Email: 1617714@students.wits.ac.za Telephone: 073 342 7244	**Supervisor** **Dr Grant Sieff** Email address: Grant. Sieff@wits.ac.za Telephone: 011 462 7902

CONSENT TO PARTICIPATE IN THIS STUDY

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

- I have read (or had explained to me) and understood the study as explained in the information sheet.
- This study has given me ample opportunity to ask questions and I'm willing to participate.
- I acknowledge that participation is voluntary, and that I may withdraw at any time without penalty (if applicable
- I am aware that the findings of this study will be processed into a research report, but that my participation will be kept confidential unless otherwise specified.
- I agree to the recording of the interview
- I have received a signed copy of the informed consent agreement.

Participant Name & Surname……

Participant Signature…… Date……

Researcher's Name & Surname……

Researcher's signature…… Date……

APPENDIX 5: CONSISTENCY MATRIX

Research problem stated here					
Sub-problem	**Literature Review**	**Hypotheses or Propositions or Research questions**	**Source of data**	**Type of data**	**Analysis**
Explore relationship between managerial skills and leadership effectiveness.	Thwala, W. D., & Phaladi, M. J. (2009). An exploratory study of problems facing small contractors in the North West province of South Africa. African Journal of Business Management, 3(10), 533-539.	H1: Lack of managerial skills results in poor leadership In what way does the level of managerial skill impact on leadership effectiveness?	Semi-structured interview to be used to conduct this research.	Nominal	A constructivist phenomenology theory approach will be used to transcribe and analyze the interview data. To integrate and develop conceptual thinking and theories, the analysed data of interviews will be used along with the literature.

Research problem stated here					
Sub-problem	**Literature Review**	**Hypotheses or Propositions or Research questions**	**Source of data**	**Type of data**	**Analysis**
Explore training and effective leadership.	Al-Madhoun, M. I., & Analoui, F. (2003). Managerial skills and SMEs' development in Palestine. Career Development International. Lazarus, S., Hauptfleisch, D., & Verster, B. (2006). The development and assessment of an integrated skills development model for emerging construction contractors. Acta Structilia: Journal for the Physical and Development Sciences, 13(2), 145-158.	H2: Lack of formal training results in poor leadership effectiveness To what extend does the lack of formal training impact on leadership effectiveness?	Semi-structured interview to be used to conduct this research.	Nominal	A constructivist phenomenology theory approach will be used to transcribe and analyze the interview data. To integrate and develop conceptual thinking and theories, the analysed data of interviews will be used along with the literature.

APPENDIX 6: INTERVIEWS TRANSPCRIPTS