

Leadership Behaviour of Project Management Practitioners in Nigerian Construction Industry

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Abstract

Despite the use of established project management methods and techniques, many projects still fail due to inadequate leadership behavior, which is crucial for achieving successful outcomes. Leadership behavior is identified as a key factor that could address numerous challenges faced by project management practitioners and organizations within the construction industry. This study aims to enhance the current understanding of project management leadership by investigating the behavioral factors contributing to project success, identifying the role of leadership competencies, exploring factors affecting leadership behavior in project management, and assessing the leadership skills utilized in this field. To achieve these objectives, data were gathered through structured questionnaires administered via random sampling techniques. The collected data were analyzed using Statistical Packages for Social Science (SPSS) version 17. For data measured on a nominal scale, descriptive statistics including mean item scores, charts, frequencies, and percentages were employed. The study's findings indicate that leaders who demonstrate effective leadership behavior tend to achieve better project results and contribute positively to team development. Based on these results, it is recommended that leadership behavior be continuously maintained and improved. Additionally, incorporating leadership training into future research is advised to further enhance leadership effectiveness in project management.

Keywords: Leadership, Project Management, Project Success, Behavior

INTRODUCTION

Leadership, as defined by Hogan, Curphy, and Hogan (1994), involves persuading others to temporarily set aside their individual concerns in favor of pursuing a common goal that benefits the group's welfare and responsibilities. Leadership in this context is not merely about overseeing tasks; it involves influencing the activities of an organized group to achieve specific targets, motivating group members to exert greater effort, and even changing their behavior when necessary. Effective leadership involves coordinating the efforts of the group, planning resource utilization, setting goals, determining the means of achieving them, considering potential consequences, and minimizing conflicts within the group. An effective leader also fosters an environment of trust, respect, and mutual understanding.

Leadership is a multifaceted concept, but its core purpose is to ensure the achievement of group objectives. A leader is typically the most influential person in an organization, guiding and directing group activities towards the attainment of set goals. In the realm of project management, leadership has been extensively studied, with researchers like Schmid and Adams (2008) emphasizing its crucial role in project success. Their research suggests that in increasingly

demanding market conditions, a stronger focus on leadership, knowledge, and appropriate skills and behaviors is essential for successful project outcomes. They argue that organizational and human aspects of project management need more attention for projects to succeed.

Despite the vast amount of research available, project management practitioners continue to face numerous challenges related to leadership, such as dealing with stress, uncertainty, motivation, teamwork, and learning. Ogbeide and Emovon (2008) highlighted that project success is more influenced by human factors, including project leadership and team dynamics, than by technical aspects. As projects become more complex, risky, and innovative, the importance of these human factors grows. The critical role of a project manager's leadership abilities directly correlates with the outcomes of the project.

The Standish Group's Chaos reports (2009) further emphasize that problems with successful project outcomes often stem from leadership issues and the practices adopted by project management practitioners. A study by Cambridge University's School of Business and Economics revealed that poor leadership is a

primary reason for the failure of 80% of projects. This poor leadership often manifests as a lack of teamwork, inadequate communication, and an inability to resolve conflicts, among other inefficiencies.

Tornatzky and Fleischer (1990) identified three main factors contributing to project failure: organizational background, external environment, and technological framework. Failures related to organizational background are often due to ineffective leadership, a lack of corporate culture, insufficient project knowledge, and inadequate top-level support. External factors include competitors, suppliers, customers, and government regulations. Technological framework failures can involve issues with hardware, software, telecommunications, or a combination of these areas. Kumar's (2000) study on reengineering projects found that failures were primarily linked to organizational factors, including a lack of leadership, poor organizational culture, inadequate integration, and lack of senior management commitment.

Leadership significantly impacts corporate culture, project strategy, and the commitment of project teams. It also plays a crucial role in business process reengineering, system design and development, software selection, implementation, and maintenance. Without strong leadership, the risk of project failure increases. Although leadership has been identified as a critical success factor in projects, there has been insufficient research on how the behavior of project management practitioners influences project success. The success of projects largely depends on the project manager and the project team. The project manager is responsible for leading the team toward achieving the desired project outcomes. In this role, the project manager must combine human and technological resources within a dynamic, temporary organization structured to deliver results encompassing both social and technological aspects. Effective project leadership requires the integration and guidance of the project team, as project management is not an isolated activity but a collaborative effort that necessitates leadership.

In the project environment, merely possessing management skills is not enough to ensure success. Project managers need to have knowledge and experience in both management and leadership and understand how these relate to project success. In business, managers are typically focused on ensuring tasks are completed, whereas leaders are more attuned to the needs of their people, guiding them to become exceptional employees. Thite (2000) suggested that integrating leadership concepts allows project managers to apply logical and analytical skills to project activities and tactics, while also recognizing and working with team members as individuals with their own needs and career aspirations.

This study views leadership as the ability to make strategic decisions, communicate effectively, and use human resource skills such as interpersonal relationships, motivation, decision-making, and emotional maturity to mobilize project team members. Various leadership styles may be applicable depending on the challenges faced in project management. For instance, situational leadership, as proposed by Hersey and Blanchard (1988), suggests that the appropriate leadership style may vary depending on the situation. New wave leadership, which emphasizes team-based leadership, shifts the focus from top executives to distributing responsibility across the organization (Lapp, 1999). Transformational leadership, as described by Northouse (2004), inspires followers to focus on the organization's goals rather than individual interests. Transactional leadership, on the other hand, is based on social exchanges between the leader and the follower (Bass, 1990).

Participative leadership has been identified as a style that enhances the human resource skills necessary to mobilize project team members effectively. According to Leary-Joyce (2004), participative leadership involves including team members in decision-making processes, discussing ideas, helping people come on board, and celebrating successes. Leaders who adopt this style build the skills of their followers, remove obstacles, encourage innovation, and empower creative problem-solving.

Effective leadership behavior incorporates qualities such as active listening, empathy, awareness, persuasion, conceptualization, foresight, stewardship, and a commitment to the growth of people and community building. Examining leadership behavior in relation to project performance could provide project management practitioners with valuable insights to improve their leadership skills and project outcomes. This study aims to explore the leadership behavior of project management practitioners in Nigeria, with the belief that strong leadership is essential for successful project outcomes. Although there is limited empirical research linking leadership to project performance, it is widely believed that leadership behavior enhances the human resource skills necessary to mobilize project teams effectively.

Leadership is often defined as the ability to influence, motivate, and enable others to contribute to the effectiveness and success of the organizations they are part of. Regardless of the specific definition, leadership typically involves an element of vision—a vision that provides direction and helps guide a group toward achieving its goals. A well-known management saying captures the importance of leadership skills: “You are hired for your technical skills, fired for your lack of people skills, and promoted for your leadership and

management skills.” This paper seeks to address the critical importance of leadership skills in project management.

Leadership Development

Leadership development is a continuous journey that requires constant attention. Whether leaders are born or made has been a long-standing debate, but it is clear that today’s leaders must actively prepare the next generation of leaders. Leadership scholars advocate for a blend of leadership training and practical leadership opportunities to better equip future leaders.

Effective leadership behavior is crucial for transforming organizations to respond to dynamic market forces, which is essential for the sustained success of project management practitioners. Additionally, leaders must develop their interpersonal communication skills to motivate their internal workforce and effectively communicate with diverse project teams.

Hauschildt et al. (2000) concluded that the technical components of a project account for only 50% of the challenge in executing and completing a project. The other 50% involves organizational and human aspects, with a significant portion attributed to leadership behavior. Neuhauser (2007) emphasized that project managers have a dual responsibility: managing the technical aspects of the project (such as planning, scheduling, budgeting, and control) and managing the people involved in the project to motivate them to achieve project goals. Since the late 1990s, project management has shifted toward a stronger focus on the organizational and human aspects of project work, moving away from the earlier emphasis on technical aspects.

Despite the increased focus on leadership, the high number of projects that fail to achieve successful outcomes is alarming. This indicates that previous research has not fully identified leadership as a factor influencing project outcomes. Many project managers employ various leadership approaches that may not be effective due to the lack of formal leadership training. The successful achievement of organizational goals and objectives largely depends on the quality of the relationship between leaders and followers within the organization. While leaders are often at the forefront of directing activities, their success heavily relies on the support they receive from their followers. In transformational leadership, the leader’s focus is on the organization, inspiring followers to commit to organizational objectives through empowerment. Transactional leaders, on the other hand, focus on exchange relationships with followers, while transformational leaders inspire followers to achieve

higher levels of performance for the organization’s benefit.

The focus of transformational leadership is on achieving organizational objectives, with the development and empowerment of followers being secondary to this goal. In contrast, leadership behavior that focuses on followers emphasizes concern for the well-being of individuals within the organization. This approach values the people who make up the organization, rather than prioritizing the abstract concept of the organization itself.

Statement of the Research Problem

Despite advances in project management methodologies, many projects continue to fail, and one of the primary reasons is the lack of effective leadership or the inappropriate application of leadership styles by project management practitioners. While some research has been conducted on project management leadership, the extent to which leadership influences project success and the specific leadership styles that contribute to success remain unclear. This study seeks to address the leadership inefficiencies among project management practitioners. The problem is that projects continue to fail due to ineffective leadership. Empirical evidence suggests that effective leadership behavior could help overcome many of the leadership challenges faced by project management practitioners.

Research Questions

This study aims to answer the following research questions:

- i. What are the behavioral factors that contribute to successful project outcomes?
- ii. What role do leadership competencies play in project management?
- iii. Which leadership skills are employed in project management?
- iv. What factors affect project management leadership behavior?

Aim and Objectives of the Study

This study aims to explore the leadership behavior of project management practitioners within Nigeria. The objectives of the research are:

- To examine the behavioral factors that contribute to achieving successful project outcomes.
- To determine the role of leadership competencies in the field of project management.
- To identify factors that influence leadership behavior in project management.
- To assess the leadership skills utilized in project management practices.

Significance of the Study

The study seeks to evaluate the impact of leadership behavior on project outcomes and its value to project beneficiaries. By analyzing effective leadership practices, the study may reveal that successful projects often exhibit strong leadership behaviors. The findings could provide project management practitioners with actionable insights to enhance current leadership strategies, contributing to a broader understanding of leadership within project management.

Emphasizing leadership behavior within the Nigerian construction industry could foster a cultural shift, improving the effectiveness of project management (Ogbeide, 2010). The results might help identify specific risks that could impact the entire project lifecycle, leading to increased productivity, better budget management, enhanced communication among stakeholders, and more effective milestone tracking. Additionally, this study could aid in national decision-making, support academic research in leadership development, and improve service delivery by project managers.

Leadership and Project Success: A Comprehensive Review

Project management research underscores that effective leadership is crucial for successful project outcomes, and the mere use of project management tools is not sufficient. Leadership, particularly humanistic approaches, plays a significant role in enhancing project success. This review explores leadership characteristics, theories, styles, and their relationship to project outcomes, with a focus on the construction industry and Nigerian context.

Leadership: Definitions and Characteristics

Leadership definitions vary widely. Generally, they revolve around guiding a group toward achieving goals. Bass (1990) defined leadership as the ability to influence others towards goal attainment, while Pierce & Newstrom (2006) described it as exercising authority to guide actions toward mutual goals. Thus, leadership can be seen as the process of influencing group efforts towards achieving goals.

Leaders' Personal Characteristics

Historically, Stogdill's early research (1948) suggested that traits were not strongly associated with effective leadership. However, by 1974, he revised his stance, acknowledging that while traits alone don't predict leadership potential, they interact with other factors in leadership contexts. Effective leaders tend to exhibit traits such as adaptability, ambition, assertiveness, and self-confidence.

Studies such as Hogan et al. (1994) highlighted the importance of personality traits like cognitive ability,

conscientiousness, extraversion, and emotional stability in leadership effectiveness. Dvir et al. (2002) emphasized the need for trust and consistency from leaders. Hackman and Johnson (2000) argued that effective leaders balance various factors to unify purpose and mobilize resources. The ability to envision and address potential problems is also crucial (Gehring, 2007).

Mumford et al. (2000) noted that leaders succeed in roles that align with their personal characteristics. Kirkpatrick and Locke (1991) identified key leadership traits such as drive, desire to lead, honesty, and cognitive ability. Hautala (2006) found a relationship between personality and transformational leadership, noting that transformational leaders often display traits such as creativity, innovation, and self-confidence. Judge et al. (2002) and Bono and Judge (2004) found extroversion to be strongly correlated with transformational leadership.

Leadership Styles

i. Charismatic Leadership

Charismatic leadership encompasses various styles from laissez-faire to transformational, including:

ii. *Laissez-faire Style*: This non-interventionist approach involves minimal leader involvement in subordinates' tasks. It often leads to dissatisfaction and ineffectiveness.

iii. *Situational Leadership*: This style involves adjusting leadership behaviors based on the situation's demands. The model emphasizes adapting between supportive and directive behaviors depending on the readiness of followers.

iv. *Transactional Leadership*: This style focuses on exchanges between leaders and followers. Active transactional leaders offer rewards for achieving goals, while passive leaders intervene only when problems arise. Transactional leadership is often less effective than transformational leadership.

v. *Transformational Leadership*: Transformational leaders inspire and motivate followers to exceed their expectations. They build trust, articulate a compelling vision, and foster innovation. Transformational leadership positively impacts task performance, satisfaction, and creativity (Jung et al., 2003; Shin and Zhou, 2003).

Leadership and Project Outcomes

Effective leadership significantly impacts project success. Success is measured by meeting objectives such as timely delivery, budget adherence, and quality standards (Schmid and Adams, 2008). Leadership factors play a crucial role in managing people, stress, and communication (Bloom, 1996; Sumner et al., 2006). Leadership skills are essential for guiding project teams through various phases and ensuring successful outcomes (Hyvari, 2006).

Technical skills alone are insufficient. Effective project managers must balance technical expertise with leadership qualities that foster teamwork, innovation, and problem-solving (Schmid and Adams, 2008). Leadership effectiveness is linked to three main outcomes: effectiveness in achieving goals, satisfaction with the leader's behavior, and extra effort from subordinates (Bass and Avolio, 2004).

Project Leadership and Stakeholder Interests

Leadership also involves managing stakeholder interests and navigating ethical and sustainability challenges. Effective project leaders must possess cognitive and ethical skills to make sound decisions and balance competing interests (Besner and Hobbs, 2006). Emotional intelligence, including the ability to understand and regulate emotions, enhances interactions with stakeholders and contributes to effective leadership (Salovey & Mayer, 1990; Turner and Lloyd-Walker, 2008).

In project environments characterized by uncertainty and crises, leadership becomes even more challenging (El-Sabaa, 2001). The emphasis on technical skills often overshadows the need for leadership, though the latter is critical for managing complex projects and achieving success (Berg and Karlsen, 2007; Sumner et al., 2006).

METHODOLOGY

Population of the Study

The study focuses on project management practitioners within the Nigerian construction industry, specifically in Lagos. The targeted practitioners include project managers, engineers, estate surveyors, quantity surveyors, architects, builders, and construction managers. Lagos, being a major economic hub of Nigeria, has a high concentration of these professionals, making it an ideal location for this research.

Sample Size

According to Fellows and Liu (2003), a sample is a representative subset of a population. For this study, 65 experienced professionals from consulting firms and both private and public sectors in Lagos were surveyed through interviews and questionnaires. Of these, 60 responses were collected, representing 92.3% of the sampled group.

Sampling and Sampling Techniques

A survey research design was utilized due to the impracticality of accessing the entire construction sector in Nigeria. As a result, non-probability sampling, specifically the snowball technique, was employed to select qualified projects and respondents. The respondents' ages ranged from 20 to over 50 years, and their experience varied from 1 to over 20 years.

Educational qualifications included national diplomas, bachelor's degrees, and master's degrees, with many holding memberships in professional bodies. The data were collected from a diverse range of construction projects in Lagos, including commercial, residential, institutional, industrial, and civil engineering projects. A cross-sectional design was used, with a structured questionnaire serving as the primary data collection instrument. The content validity of the questionnaire was evaluated by a research expert at the Department of Building, University of Lagos.

The questionnaire was divided into two sections: Section A gathered personal profile information, while Section B addressed the study's objectives. Section A aimed to provide context for interpreting responses in Section B, which focused on leadership behavior. Respondents rated the significance of various leadership behaviors on a five-point scale, ranging from "not at all" to "frequently."

Data Collection Instrument

Questionnaires were distributed to various construction and project management professionals in Lagos, including project managers, engineers, estate surveyors, quantity surveyors, architects, and builders. These questionnaires were delivered and retrieved through personal visits and phone calls.

The questionnaire measured:

- **Leader Personal Competencies:** Assessed using the PMCD Framework of PM1 (2002), focusing on behaviors, motives, traits, attitudes, and self-concepts.
- **Leadership Behaviors:** Evaluated using Bass and Avolio's (2004) MLQ Form 5X, which consists of 38 statements assessing leadership behaviors across four parameters on a five-point scale from "not at all" to "frequently."

Data Analysis

Data were analyzed using Statistical Packages for Social Science (SPSS) version 17. Descriptive statistics, including mean scores, charts, and percentages, were used to analyze nominal scale data. Given the subjective nature of opinions on leadership behavior, these statistical methods were chosen for their ability to handle non-normally distributed data and minimize the impact of extreme values.

Validity and Reliability

Validity and reliability are crucial for high-quality research. Validity ensures that the data and results are meaningful and appropriate for the population studied, while reliability assesses the consistency and stability of participant responses. Validity involves evaluating the appropriateness and usefulness of the evidence supporting interpretations, while reliability focuses on the degree to which test scores are free from

measurement errors. Ensuring validity in this survey involves validating the leadership competence conclusions against performance expectations for project leadership.

RESULTS/DISCUSSIONS

Data Presentation and Analysis

This chapter provides an in-depth analysis and interpretation of the data collected from 65 distributed questionnaires. Out of these, 60 completed questionnaires (92.3%) were retrieved from professionals in the construction industry and other relevant stakeholders. The analysis was carried out using Statistical Package for Social Science (SPSS) version 17, employing descriptive statistics such as mean scores (MS), standard deviation, charts, frequency, and percentages for nominal scale data.

Data Presentation and Analysis

To achieve the research objectives, empirical data on the leadership behavior of project management practitioners in the Nigerian construction industry were gathered. Sixty-five questionnaires were distributed to professionals in both the private and public sectors, with 60 responses retrieved, analyzed, discussed, and presented.

Characteristics of Respondents

The data analysis in this section covers the characteristics of respondents, who include various professionals in the construction industry (Ogbeide, 2007).

Table 4.1: Position/Status in Your Organization

Position	Frequency	Percent
Architect	3	5.0
Builder	5	8.3
Civil Engineer	8	13.3
Design Engineer	4	6.7
Estate Surveyor	1	1.7
Mechanical Engineer	6	10.0
Project Coordinator	3	5.0
Project Director	4	6.7
Project Engineer	4	6.7
Project Manager	7	11.7
Quantity Surveyor	2	3.3
Construction Manager	1	1.7
Site Engineer	3	5.0
Senior Design Engineer	2	3.3
Senior Manager	1	1.7
Senior Project Engineer	2	3.3
Structural Engineer	4	6.7
Total	60	100

Interpretation: The largest groups among respondents are Civil Engineers and Project Managers, with proportions of 13.3% and 11.7% respectively. Design Engineers, Project Directors, Project Engineers, and

Structural Engineers each constitute 6.7%. Architects and Site Engineers make up 5% each. The smallest groups are Estate Surveyor, Construction Manager, and Senior Manager, each at 1.7%.

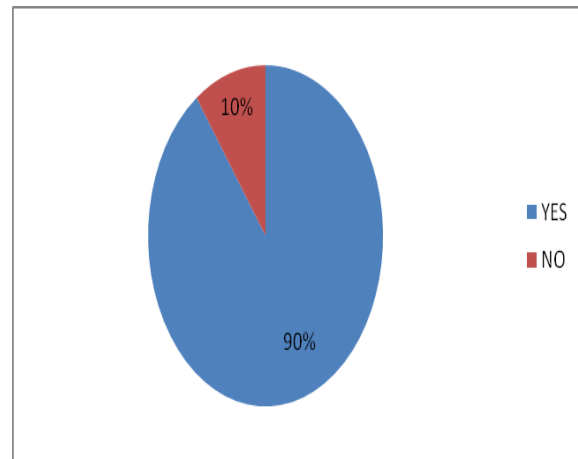


Figure 4.1: Respondents Once Appointed as Project Manager

Table 4.2: Respondents/Organization Characteristics

Characteristic	Frequency	Percentage
Years of Organization		
1-5 years	7	11.7
6-10 years	24	40.0
11-15 years	27	45.0
16-20 years	1	1.7
20 and above	1	1.7
Total	60	100
Respondents' Gender		
Male	44	73.3
Female	16	26.7
Total	60	100
Respondents' Age Group		
20 – 30 years	6	10.0
31 – 40 years	47	78.3
41 – 50 years	7	11.7
Total	60	100
Professional Background		
Architect	6	10.0
Builder	5	8.3
Engineer	39	65.0
Project Management	6	10.0
Quantity Surveyor	4	6.7
Total	60	100
Educational Qualification		
OND	1	1.7
HND	1	1.7
BSc	40	66.7
Master Degree	18	30.0
Total	60	100
Professional Body		

Characteristic	Frequency	Percentage
COREN	9	15.0
PMP	10	16.7
ASCE	1	1.7
ARCON	3	5.0
Others	8	13.3
Unspecified	29	48.3
Total	60	100

Average Years of Experience in Construction Industry

1-5 years	8	13.3
6-10 years	44	73.4
11-15 years	6	10.0
16-20 years	2	3.3
Total	60	100

Respondents' Years in the Organization

1-5 years	14	23.3
6-10 years	40	66.7
11-15 years	6	10.0
Total	60	100

Approximate Size of Project Team

Less than 5	6	10.0
5-10	13	21.7
11-20	35	58.3
21-50	5	8.3
51-100	1	1.7
Total	60	100

Interpretation:

- **Experience in Construction Industry:** The majority of respondents have 6-10 years of experience (73.4%).
- **Gender Distribution:** A higher proportion of male respondents (73.3%) compared to female (26.7%).
- **Age Distribution:** Most respondents are between 31-40 years old (78.3%).
- **Professional Background:** Engineers constitute the largest group (65%), while Quantity Surveyors are the smallest (6.7%).
- **Educational Qualification:** Most respondents hold a B.Sc. degree (66.7%).
- **Professional Bodies:** Many respondents did not specify their professional body (48.3%).
- **Average Years of Experience in Construction:** Most respondents have 6-10 years of experience.
- **Years in Organization:** Respondents mostly have been in their organizations for 6-10 years (66.7%).
- **Size of Project Team:** The majority have worked with teams of 11-20 members (58.3%).

Table 4.3: Dominant Leadership Traits of Professionals

Trait	Frequency	Percent
Value driven	24	40.0
Desires to lead	10	16.7
Has knowledge of the project	7	11.7
Inspirational	5	8.3
Visionary	7	11.7
Self confidence	2	3.3
Value driven and desires to lead	1	1.7
Value driven, inspirational, and self-confidence	1	1.7
Value driven, inspirational, visionary, and honest	1	1.7
Inspirational, visionary, self-confidence, and honest	2	3.4
Total	60	100

Interpretation: The most dominant trait is being value-driven (40%), followed by the desire to lead (16.7%). Traits like being inspirational and visionary have similar representation (11.7% each). Traits involving multiple characteristics occur less frequently.

Table 4.4: Leadership Style that Achieved the Best Results in Construction Project Environment

Leadership Style Frequency Percent

Transformational	49	81.7
Situational	8	13.3
Democratic	24	40.0
Autocratic	8	13.3

Interpretation: Transformational leadership is favored by 81 (Transformational leadership style)

Summary of Findings

The construction industry presents a challenging work environment, and various leadership behaviors are prevalent among project management practitioners in this sector. Leadership was defined as the ability to make strategic decisions and effectively use communication along with human resource skills such as interpersonal relationships, motivation, decision-making, and emotional maturity, to mobilize project team members toward achieving successful project outcomes. Behavior was defined as the patterned characteristics of a person, encompassing both positive and negative actions.

Based on the findings from the literature review, questionnaires, and interview results, the summary of findings is presented in line with the study's objectives:

- **Leadership Behavior in the Construction Industry:** Project management practitioners in the construction industry exhibit various leadership behaviors, styles, and qualities that contribute to professional performance and aid in delivering projects on time and within budget. Leadership behaviors such as

communicating expectations, demonstrating commitment to goals, fostering a shared vision, and encouraging innovation and creativity align with the transformational leadership factors identified by Avolio and Bass (2002). These factors are shown to produce the best results and enhance project delivery.

- ii. **Leadership Traits:** The study examined leadership traits including being value-driven, inspirational, visionary, possessing project knowledge, self-confidence, and honesty. These traits were found to be crucial in achieving project goals.
- iii. **Professional Backgrounds:** The research also explored the backgrounds of professionals, including the types of clients they worked for, the size of project budgets, the size of project teams, and the types of projects involved (e.g., commercial buildings, residential buildings, institutional projects).
- iv. **Leadership Roles:** The leadership roles of professionals were analyzed, revealing that decision-making, directing, aligning people, motivating, inspiring, and communicating were critical for success. However, leaders who focus heavily on mentoring, teaching, and coaching were found to be less effective in achieving set objectives.

CONCLUSION

The study emphasizes that effective leadership behavior is essential for project managers to succeed in their roles. It finds that project managers who demonstrate good leadership can significantly contribute to project success. The research highlights that leadership behavior is especially important in managing project teams, which often face role conflicts and ambiguities. A leader's ability to create an environment where the team can perform well is crucial. The study concludes that project managers can enhance project outcomes by incorporating qualities such as active listening, empathy, honesty, motivation, vision, inspiration, and team-building into their leadership approach.

RECOMMENDATION

The study recommends prioritizing effective leadership behavior for successful project outcomes, as technical competence alone is insufficient. Project managers should adopt leadership behaviors that manage human elements, such as stress, communication, relationship-building, conflict resolution, and team motivation, as project management methods for these are limited. Additionally, the study suggests expanding the research with a larger sample and across different organizations and industries to validate the findings and explore the impact of leadership training.

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