

**LEADERSHIP STYLES AND PROJECT SUCCESS IN THE NOT FOR PROFIT
HEALTH SECTOR ORGANISATIONS: A CASE STUDY OF SELECTED DONOR
FUNDED HEALTH PROJECTS IN UGANDA.**

BY

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DECLARATION

I declare that this dissertation has not been presented for any academic award at any university or institution of higher learning. I affirm that this is my original work.

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APPROVAL

This is to certify that this dissertation has been submitted for examination with our approval as supervisors.

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DEDICATION

This dissertation is dedicated to my parents; Mr and Mrs Musekura, my husband; Paul Kwizera Bucyana and children Dennise, Daniel, Daniela and Debria.

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ABSTRACT

Considerable resources are devoted to health projects in Uganda and like on the international scene several projects continue to fail to meet their objectives however little is known about the relationship between leadership styles and project success. This study investigated the relationship of leadership styles to project success of health projects in Uganda. The research objectives were; to determine the relationship between the autocratic leadership style and project success; relationship of the democratic leadership style leadership and project success; the relationship of the Laissez faire leadership style on project success of health projects in Uganda. This was a cross sectional study which utilised both Qualitative and Quantitative study approaches. The results of the study revealed that a strong positive relationship exists between the democratic leadership style and project success while the autocratic style had a moderate relationship. There was a weak positive relationship between the Laissez faire style and project success. The study therefore concludes that application of democratic principles of leadership leads to an increase in project success; an increase in autocratic leadership styles leads to increase in project success. However any increase or decrease in the Laissez faire style does not affect project success. The researcher therefore recommends that leaders within health projects should use the democratic style and in some instances the autocratic style in order to attain project success. Though findings reveal that there is no relationship between Laissez faire leadership style and project success, the researcher recommends that this style should be used when the leader is dealing with a team that has acquired a high level of expertise and ability to act independently, most likely towards project closure.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This study investigated the relationship between leadership styles and project success of selected not for profit health projects in Uganda. The study examined if leadership style is a success factor on projects. Project management research in the 1960s and 1990s concentrated on the elements of planning and scheduling (Kloppenbord and Opfer, 2002). Research into building high performance teams and leadership emerged in the 1990s (Johnson, 1999). Due to more emphasis on project management and less on Leadership, projects continue to fail due to lack of appropriate leadership competencies (Cleland, 1964, Finch 2003), yet there is limited research that explores the relationship between leadership and successful project outcomes (Turner & Muller 2005).

This chapter contains the introduction, background to the study, problem statement, purpose, objectives, research questions and hypothesis, conceptual framework, significance and justification of the study and the scope.

1.2 Background to the study

1.2.1. Historical background

Project management is not a practice of recent times. The vast structures built by the Egyptians, the architectural structures of the Greeks, the engineering works of the Romans, the Great Wall of China are examples of situations when project management was utilized(Healy, 1997). Within the defence sector, renowned battles that had a decisive impact on world history engaged some form of project management (Healy, 1997). One side's project ended in success while the other ended

in failure by losing a battle. Suffice to say that a rudimentary form of project management was used over centuries in the creation of artefacts and cultural enhancements within various societies across the world.

In ancient history one time projects requiring complicated management systems include ancient wonders such as the great Egyptian pyramids of Giza (2550 BC) and the Great Wall of China (221BC – 206 BC) (Cleland, 2004). These projects involved exceptional planning, coordination, allocation of resources to achieve an objective and had characteristics of organized and motivated teams. These projects never used any optimal scheduling so they were constantly faced with challenges of time over runs. The Great Wall of China, though a significant project was also considered a failure since it was built over 2,000 years, consumed several resources and never achieved its intended objective of providing protection against foreign invaders (Cleland, 2004).

As a discipline project management developed from different fields of application including defence, construction and the manufacturing sector (Cleland and King 2006). Although there was some form of project management in early civilisation, project management in its modern sense began in the 1950s. Prior to the 1950s projects were managed on *ad hoc* basis using mostly Gantt Charts or with informal techniques and tools. Henry Gantt (1861- 1919) the fore father of project management popularly known for planning and control introduced the Gantt chart which helped keep track of project schedules.

In the 1950's concepts and processes about project management were documented. Beyond 1950 the Critical Path Method came on the scene and allowed the selection of a path that would

minimize the time to the end of the project. This allowed project managers, for the first time, to optimize the sequence of scheduling project tasks. On the other hand the concept of leadership is as old as the concept of organised activity. The Great Wall of China was accomplished because leaders from the past were able to plan this bold and massive project with several millions of people. The Egyptian pyramids could not have been finalised without a form of effective project management. These examples depict the fact that the contribution of leadership in the success of projects was recognised ages ago. It is not a development of recent times. The form of leadership then may have been rudimentary compared to recent times but it played a key role in progressing projects towards success or failure.

An understanding of project success began to develop in the early 1970s. In contrast leadership theories and discussion of leadership styles dates back to the ancient Greeks (Cawthon, 1996). Ancient Greeks assumed that leaders had traits such as knowledge, wisdom, competence, talent and ability and such traits are by nature a circumstance of birth (Cawthon, 1996). The leadership styles used in ancient Greece centred on authoritarian styles with little regard for subordinates. Leaders began to understand the value subordinates had in enhancing situations and improving production when managed properly (Bass, 1990).

Emphasis on project management became more visible with the formation of professional associations like the Project Management Institute (PMI) in North America in 1969. The PMI whose membership has grown to more than 260,000 members in over 171 countries mainly advocates for the project management profession and sets professional standards among other roles. Although project management has taken over 5,000 years to evolve to what it is today, there

are still improvements that can be incorporated and this research comes in to fill some of the existing gaps in relation to project leadership and success.

1.2.2 Theoretical back ground

Over the last 70 years there has been 6 main schools of leadership theories (Dulewicz & Higgs 2003) and over 65 classifications of leadership (Northouse, 2004). Five of these theories suggest that different leadership styles are appropriate in different circumstances (Turner and Muller, 2005). These theories are suggestions or speculation about why leaders behave the way they do. Turner and Muller (2008) shares six schools of leadership styles including the trait school, the behavioural school, the visionary school, the contingency school, the emotional intelligence school and lastly competency theory. This study was guided by Fielder's Contingency theory and House's Path Goal theory.

Fielder's Contingency Theory: Contingency theorists focus on variables related to the environment that might determine what particular style of leadership is appropriate for a particular situation. Success is dependant on the style the leader utilises, qualities of the team and the situation at hand (Wagner, 2009). The theory identifies two types of leaders: those who accomplish the task by developing good relations with the group (Democratic leadership style) and those who focus on carrying out the task at hand (Authoritarian leadership style). According to Fielder there is no ideal leader, both types of leadership styles can be effective. This theory helped the researcher understand situations under which one style can work.

Path Goal theory (House, 1971) is a contingency theory that stipulates that a leader must help the team find the path to their goals and help them in the process by clarifying the path, removing any

obstacles that may hinder progress and then increase rewards. This however depends on the situation as well as the capability and motivation, the nature of the job and context. The decision to use a particular leadership style is very critical to organisational success because a leadership style can break or make an organisation (Executive coaching studio.com). Due to the unpredictable nature of projects, leaders need to adapt to different leadership styles (Kippenberger 2002)

The contingency theory guided this research since the project context is a complex environment with different stages of the project cycle that require a leader to vary their style and approach according to the existing situation in order to realise positive outcomes. Aspects of House's Path Goal theory were also adapted to form the basis of this study.

1.2.3 Conceptual background

The key concepts in this study are leadership styles as the independent variable and project success as the dependent variable. Though there are several definitions of leadership, this study took leadership to mean a process that involves setting a purpose and direction which inspires people to combine and work towards an aim willingly; paying attention to the means, pace and quality of progress towards the aim; and upholding group unity and individual effectiveness throughout (Schouller,2011).

Leadership styles were perceived as the various patterns of behavior adapted by leaders during the process of directing and influencing workers (Stoner, 2000).The autocratic, democratic and Laissez faire styles of leadership identified by Lewin, 1939 were the three dimensions examined under leadership styles, the independent variable in this study. Leaders with the autocratic or authoritarian style were viewed as those who spell out the goals, deadlines and methods while making decisions without any or much consultation (Lewin, 1999). Leaders with the democratic

or participative leadership style were on the other hand perceived as those who engage in an interactive process with subordinates during goal setting and decision making. They participate in team activities and accommodate feedback and suggestions from the team though they make the final decision. Delegative or Laissez style leaders were viewed as those with a hands off approach who leave the team to take charge of responsibility for results. Under this style the team is left to set goals, decide how to achieve these goals and which member is responsible for what as well as the timing for accomplishing these goals.

Project management success has been interpreted as the successful accomplishment of cost, time and quality objectives as well as the manner in which the process was conducted. On the other hand, product success deals with the effects of the project's final product. The traditional definition of project success means meeting the time (duration) cost (budget) and quality (specification and performance) (Nguyen et al. 2004). Though the traditional definition of project success has been criticized as looking at project success in a narrow perspective the researcher interpreted project success to mean achieving cost, time and quality objectives (Buxbaum, Vriesendorp, and Ellis; 2005). For a project to achieve successful outcomes there is need for a combination of technical and leadership competencies (Belassi & Tukel, 1996). An effective project leader was therefore regarded as one who adapts an appropriate style that facilitates the process of meeting the cost, time and quality objectives.

1.2.4 Contextual background

The project failure trends at the international scene are a reflection of what happens on the local scene though there are no studies that depict failure rates of Ugandan projects. Much of the work in the area of project success has its origins in the realms of practice not in an academic discipline.

Much of the writing is by individuals associated with development assistance or technical cooperation agencies and relatively little literature is available from the academia.

This study therefore examined the relationship between project success and leadership style within selected projects in Uganda. In a World Bank independent evaluation of 10,000 of its projects since 1960s Europe, East Asia and central Asia had 80% project success. Latin America and the Caribbean, Middle East and North Africa and South Asia all had close to 75 % project success rate. Africa on the other hand lagged behind with just above 60% project success. (AID data, 2011) among others. According to International Finance Corporation (IFC), the private arm of the World Bank, only half of its African projects succeed (Associated Press, 2012). Some of the projects cited as having failed include the Roll Back Malaria Project established in 1998 across Africa with funding from multiple agencies and the Chad – Cameroon USD 4.2Mn World Bank oil pipe line to the Atlantic Ocean. Failure of the Chad project was attributed to poor leadership of the country at the time the project was being implemented.

The Strengthening TB and HIV&AIDS Responses in East Central Uganda (STAR-EC) program which is one of the projects that will provide subjects for the study is a five-year district-based initiative aimed at increasing access to, coverage of, and utilization of quality comprehensive HIV& AIDS and TB prevention, care and treatment services within district health facilities and their respective communities in the nine districts of East Central Uganda was be one of the organizations examined under this study. STAR-EC is implemented by a consortium of five partners that include JSI Research & Training Institute, Inc. (JSI) as the prime partner; World Education's Bantwana Initiative; Communication for Development Foundation Uganda (CDFU); mothers2mothers (m2m); and Uganda Cares all as sub-partners responsible for various technical

aspects of the program. STAR-EC has four pre-qualified grantees as local implementing partners and these are Family Life Education Program (FLEP), the National Community of Women Living with HIV&AIDS in Uganda (NACWOLA), the Uganda Reproductive Health Bureau (URHB) and Youth Alive Uganda. STAR-EC is covering nine districts including Bugiri, Buyende, Iganga, Kaliro, Kamuli, Luuka, Mayuge, Namutumba and Namayingo districts through which project activities are being implemented.

STAR EC's mission is to support the empowerment of families, communities and institutions in East Central Uganda to improve access to and utilization of quality TB and HIV&AIDS services through multi-level partnerships. Their vision is a Healthy and well-informed community in East Central Uganda that has access to quality comprehensive TB and HIV&AIDS services.

The Health Communication Partnership is a five year USAID funded project which provides communication support to the Ministry of Health (MOH), USAID supported health and HIV AIDS and reproductive health programmes in Uganda. Its international partners include Media for Development International while country partners are Uganda AIDs Commission (UAC), Communication for Development Foundation Uganda, (CDFU) Mango Tree, AIDS information Centre and Makerere University School of Public Health.

1.3 Statement of the problem

Poor project performance has been a persistent issue for both local and international projects. The number of projects that fail is estimated to be between 66% and 99 % (Berner & Hobbbs, 2006; Zhang and Farman, 2007, Standish Group 2004, 2006, 2009). Many projects continue to fail even though they apply appropriate project methods and techniques because project managers in these

organizations usually lack what it takes to be an effective leader. (Finch ,2003;Matta and Ashkenas,2003;Chabursky,2005).Most of these projects lay more emphasis on technical and managerial expertise forgetting that it takes an effective leader to realize successful project outcomes (MSH, 2008). Though there are some studies on project leadership, the extent to which project leadership influences project success is not clear, nor is the style of leadership (Turner and Muller, 2005). The existing body of knowledge lays more emphasis on leadership and performance in general management and at an organization level rather than projects. Lack of information on the relationship between leadership styles and project success creates a big knowledge gap and remains regrettable as it is the kind of information that policy makers on project management need.

Projects that receive funding from international donors are increasingly under scrutiny to show value for donor funds through successful project outcomes otherwise the primes on their projects lose out on additional funding for existing projects or alternative funding in case of new contracts. This study was intended to fill the void of empirical evidence by examining the association between leadership styles and project performance in order to provide project leadership a reference point as they strive to attain project success.

1.4 Purpose of the study

The purpose of this study was to investigate the relationship between leadership styles and project success within not for profit organisations with a focus on health projects in Uganda.

1.5 Specific objectives of the study

The following objectives guided the study:-

1. Determine the relationship between the autocratic style of leadership and project success of selected health projects in Uganda.
2. Assess the relationship between the democratic style of leadership and project success of selected health projects in Uganda.
3. Establish the relationship between the laissez faire style of leadership and project success of selected health projects in Uganda.

1.6 Research Questions

The following questions were answered during the study:

1. What is the relationship between the Autocratic style of leadership and project success of selected health projects in Uganda?
2. To what extent does the democratic style of leadership influence project success of selected health projects in Uganda?
3. What is the relationship of the Laissez faire style of leadership with project success of selected health projects in Uganda?

1.7 Hypothesis of the study

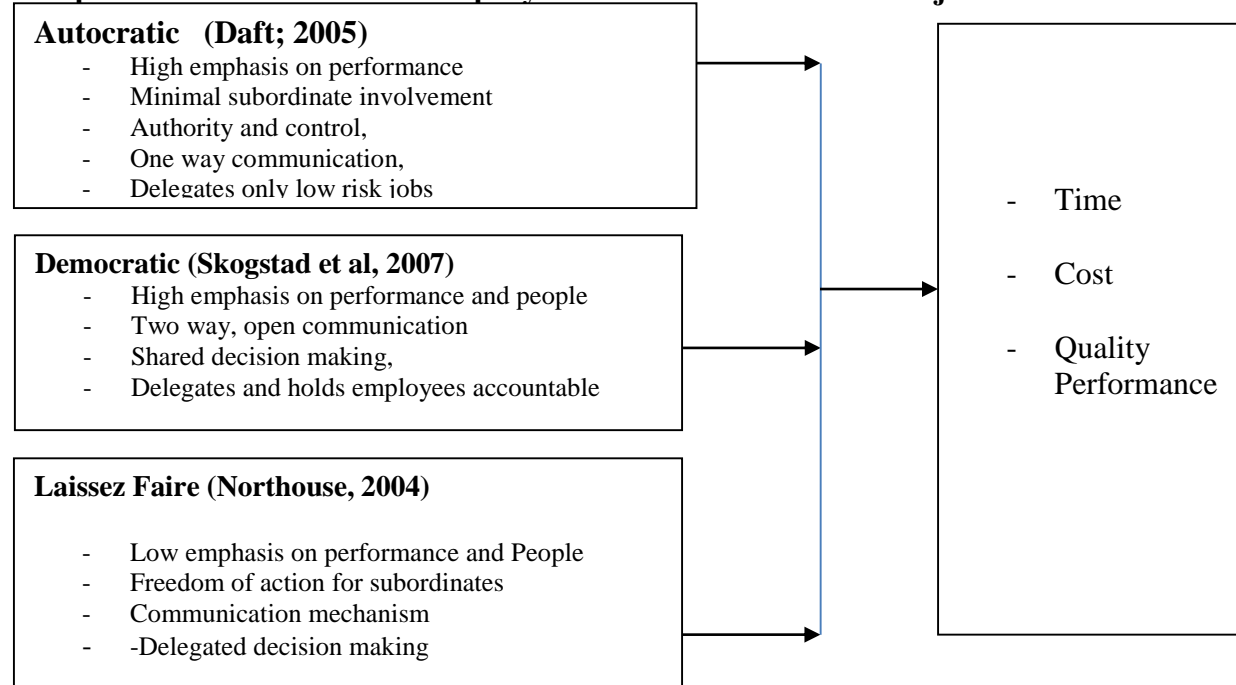
The following hypotheses were tested during the study:-

1. There is a significant relationship between the autocratic style of leadership and project success of selected health projects in Uganda.
2. The democratic style of leadership significantly influences project success of selected health projects in Uganda.

3. There is a relationship between the laissez Fair style of leadership and project success of selected health projects in Uganda.

1.8 Conceptual Frame work

Independent variable – Leadership styles



Source Mullins J.L (2007) Management and Organisation behaviour.

The above conceptual frame work shows the relationship between leadership styles and project success.

The independent variable is the leadership ship styles which were conceptualised as autocratic, democratic and autocratic styles of leaders within a project context. The Independent variable is project success which for purposes of this study was restricted to the traditional dimensions of time, performance and cost (Collins &Baccarini, 2000; Hughes, Tippet,& Thomas,2004; Rad 2003). From the above diagram we deduce that project success is influenced by the leadership style that leaders within a project exhibit.

1.9 Significance of the study

Whereas there are several studies that have explored the relationship between styles of leadership and performance of organisations within the public and private sector there seems to be few similar studies in the nongovernmental and not for profit organisations. Within health projects in Uganda, the literature is even more limited yet The President's Emergency Fund, one of the biggest donors to the health sector annually spends over US \$ 290 mn on health related projects in Uganda. The study will therefore add to the body of knowledge on leadership in project management. The researcher also hopes that findings will enhance leaders' understanding of leadership styles and how they impact on project success.

The results of this study could benefit project management practitioners by providing specific constructs that can be applied towards improving the current approaches to project management leadership. Any gaps identified that this study does not successfully fill will be the basis for further research. It is hoped that the findings will be used to develop leadership programmes that will enhance competences in project management and thus ensure project success.

1.10 Justification for the study

Effective leadership is believed to be critical to project success, in spite of a limited number of studies in this area. Existing leadership research has mainly focused on the role and character of leaders in the for profit sector and not the non profit sector (Adair 2002; Bennis and Nanus 2004, Kotter, 1996). Most of these studies are based in the industrialised countries. The little research that exists in not for profit organisations mainly quotes experiences from US based not for profits and it focuses on the work of boards rather than individual leaders. The current work on leadership in project management also relates to leadership as a subset of management (Gehring, 2007).

This research is intended to help project leaders understand the impact of their style on project success. The study investigated the relationship between leadership styles and project success. Chan and Chan (2004) contends that most studies on project success have concentrated in the construction industry and therefore a study within projects in the health sector will be handy.

1.11 Scope of the study

1.11.1 Geographical Scope

The researcher conducted the study in STAR EC a USAID funded health project based in Jinja and the Health Communication Partnership project based in Kampala. The study involved both supervisors who in some organisations are called Chiefs of Party and Deputy Chiefs of Party of health projects as key informants as well as other senior level managers. The study also engaged programme officers and project officers of these two projects.

1.11.2 Subject scope

The conceptual scope of the study was limited to the relationship of leadership styles to project success within STAR EC and Health Communication Partnership. The autocratic, Laissez Faire and democratic leadership styles were examined while project success was looked at in the context of achievement of time, cost and quality objectives.

1.12 Operational definitions

In the context of this study a leader was looked at as someone who sets direction in an effort and influences people to follow that direction. A leadership style is a classification or description of the main ways in which real-life leaders behave.

Leadership: is a process by which a person influences others to accomplish set objectives so as to achieve the overall goals of the organisation. A leader ensures that there is coherence and cohesion within the organisation.

Leadership style: The manner and approach of providing direction, implementing plans and motivating people towards achieving organisational goals. Leadership style was perceived as the manner in which a leader behaves towards members of his team.

Project – A temporary effort undertaken to create a unique product or service or result.

Project success – Balancing the competing demands for project quality, scope, time and cost as well as meeting the varying concerns and expectations of the project stakeholders

Theory – An over all, over arching term referring to the thinking and potentially scientific and academic analysis and explanation of how and why something works and thereby how to manage the processes, causes and effects involved.

Authoritarian leadership style: The leader concentrates authority and responsibility to him or herself, specifies whatever is assigned to the team. The relationship between the leader and the group tends to be confrontational.

Democratic leadership style: The leader shares authority with subordinates encourages the team to participate in decision making and planning. The relationship is normally warm because the emphasis is more on people than work.

Laissez – faire leadership style: The leader allows complete freedom to group decisions without participation and subordinates are free to do what they want. The role of the leader is to supply materials.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains a review of literature that will be helpful when exploring the relationship between leadership styles and the success of health projects in Uganda.

The review starts off with an analysis and examination of the characteristics of leadership. It then delves into a discussion of the theories of leadership including the traits, contingency and competency theories. This is closely followed with a discussion of major leadership styles and different author's perspectives on project success. The review closes with an analysis of leadership styles and their relationship with project success.

2.2 Theoretical review

Leadership theories are a helpful explanation of why something works and how to control and manage the processes, causes and effects involved. Mullins (2007) citing McGregor (2004) maintains that every action taken normally rests on assumptions, generalisations and hypothesis, implying theory. He asserts that assumptions are usually implicit or even unintentional but they determine that if one takes action A then B will be happen. In other words theory and practice are indivisible. To bring the above concept to day to day life, Mullins further asserts that when theory is applied it brings about change in real life behaviour and managers or leaders by consulting works of leading theorists can obtain ideas of how to behave. Much as there are other factors that influence project success, the behaviour a leader adopts to a great extent contributes towards the

success of a project. Therefore it is important to review the underlying theories that will guide this study.

Authorities in organizational leadership identify major theories of leadership as the traits, behavioural or leadership styles, contingency (or situational), (Warrick, 1999, Schermerhorn et al 2007 and Hoy and Miskel, 2001). Behavioural and situational or contingency theories are under the traditional leadership perspective while the visionary and competence theories are described as new leadership theories. Fielder's contingency theory and the Path Goal theory that were alluded to in Chapter one will guide this study.

Contingency Theory of leadership developed by Fiedler explores the relationship between leadership and the performance of an organisation. According to Fielder, different leadership styles are appropriate depending on the context in which they operate. The contingency or situational school of leadership thought popularized during the 1960's and 1970s (Fielder, 1967; House, 1971; Krech, Crutchfield, & Ballachey, 1962; Robbins, 1997) suggests that what makes an effective leader depends on the situation in which they operate. The leader's effectiveness is dependent on two forces; the leader's leadership style and situational favourableness. Fielder submits that there is no single ideal way of behaving as a leader, matching the leadership style to circumstances is important in effective leadership. According to Fielder there are two basic leadership styles; task oriented leaders who tend to focus on getting the job done without caring about bonding with team members and relationship oriented leaders who care more about emotional engagement with those they lead.

According to Fielder, task oriented leaders are more effective when facing a situation that is either extremely favourable or extremely unfavourable. Extremely favourable situations are those in which the task is clear, followers trust, have respect and confidence in their leader and accept his or her power without question. An extremely unfavourable situation is one in which there is lack of trust, the task at hand is vague and un defined and the atmosphere is anarchic or rebellious (Fielder, 1967). On the other hand relationship – oriented leaders are most effective in less extreme circumstances. Fielder advances that the style of a leader is a reflection of his or her personality. Since the individual's personality was believed not to change throughout a leader's life and career, Fielder's theory laid emphasis on matching leaders to situations.

In the context of this study projects present complex environments and due to their short term nature, flexibility of the leaders becomes paramount if the project objectives are to be met. A project environment requires a flexible and adaptable leader. When applied to the profession of project management the contingency school of thought suggests that different styles of leadership are appropriate at different stages in the project life cycle and at differing levels of project complexity.

Critiques of Fielder's contingency theory assert that since the contingency theory calls for matching leaders to situations, by implication this theory calls for replacement of leaders whose styles do not match situations. From a legal, practical and ethical point of view such replacements would be difficult to implement.

Path -Goal theory of leader effectiveness maintains that the main role of a leader is to motivate his followers by increasing or clarifying the group's personal benefits of striving for and reaching the

group's goal. The leader's role also involves clarifying and clearing the path to achieve the group's goals (House, 1971). House maintains that follower characteristics and workplace characteristics drive or influence the manner in which leaders lead. Follower characteristics include what they believe about their ability to perform a task, their belief about the level of control over their approach to the task and the chances of achieving the goal as well as their attitude to power and those in power. Work place characteristics involve the nature of the task; is it repetitive, interesting, creative, is the leader's authority well defined and whether group members feel a sense of unity.

The theory assumes that leaders have the capacity to vary their mind set and behaviour as needed. The theory also calls for switching leadership styles according to changing situations. The leaders needs to define the best available path towards the desired outcomes and to select the style of leadership for dealing with obstacles that may get in the way of the successful achievement of tasks and goals (Morden, 2003). This theory will therefore help the researcher identify under which circumstances a specific leadership style can work or fail.

Northouse (2010) asserts that the path goal theory has three key positive attributes. It offers a theoretical frame work that is useful in understanding how directive, supportive, participative and achievement oriented types of leadership styles affect the performance of an organization. The Path Goal theory underscores the supportive role a leader plays while striving to move the organisation towards success. It will help the researcher in identification of shared decision making which is one of the dimensions of the democratic leadership style.

2.3 Conceptual review

Project success was the dependent variable in this study while leadership styles were the independent variable. Project success has been defined differently by different authors (Pinto & Slevin, 1988). There are differences of opinion in terms of what constitutes project success with the only agreement being the disagreement on what constitutes project success (Murphy, Baker & Fisher; 1974; Pinto & Slevin 1988; Germuenden & Lechler, 1997). Prabhakar (2008) asserts that neither the practitioners nor the academicians agree on what constitutes project success. Though Chan et al., (2004) notes that each project is different from other projects and ‘one size does not fit all projects’. According to Shenhar (1998), Shenhar et al., (2001) projects normally vary in terms of technology, size, complexity, risk’ and other factors or variables. A general definition of what makes each project succeed becomes difficult. The researcher therefore opts to define project success using ‘simple metrics such as time cost, and quality otherwise referred to as traditional measures for project success because they are easy to use and are within the realm of the project organization (Atkinson, 1999). The time, cost and quality dimensions are referred to as project management success (Baccarini, 1999). Though measuring project success beyond these dimensions is desirable, it is sometimes not possible due to the temporary nature of the project team and the time gap between project delivery and accrual of business results (Wenell, 2000). The study will therefore focus on project management success and not product success since the former is normally within the immediate life span of a project.

The autocratic, democratic and Laissez faire leadership styles alluded to in Chapter one have been reviewed using the dimensions of shared decision making, authority and control, communication, delegation and the degree to which a leader emphasizes performance versus the people he leads.

After reviewing various leadership styles, Warrick (1981) reveals that a participative or democratic leadership style as opposed to authoritarian style is the most effective model to achieve both the goal of making profit and the goal of concern for employees. The participative system was conceived as one in which leaders involve their workers, where goals are agreed on collaboratively, where employees at all levels feel responsible for the company's goals and where there is communication and cooperative team work (Gordon training, 2003). Warrick's view notwithstanding, the researcher still intends to employ the contingency theory which stipulates that no single style is perfect; it depends on the situation and Fielder's views that perhaps different styles are appropriate at different stages. Laissez Fair; at the feasibility stage, Democratic style for the design phase and Autocratic at the execution stage.

Chiefs of Party (COPS) are the heads of the projects assisted by Deputy Chiefs of Party (DCOPS) and they are responsible for delivering project success to the Primes or organisations that manage the contract with the donor agency. Due to the limited human resource in projects, the reporting lines are such that programme officers report into either the COPS or the DCOPs or other senior project leaders. As per Path Goal's theory, the senior managers therefore clear the "path" and guide those they lead towards achieving the end goal of the project. Therefore the leadership style that these leaders employ in different situations is of prime importance in ensuring that the project's objectives of time, quality and cost are met to the expectations of the donor. When the project succeeds they are showered with accolades, when it fails they bear the brunt.

2.4 Leadership styles and project success.

Few leaders understand the significance of their leadership style and how it can impact on performance. The effects of leadership style on individual performance in turn has a cumulative

effect on group performance which in turn affects the performance of an organization as a whole (Warrick, 1999). It is therefore important for leaders to be wary of the behaviours they use since they determine whether a project succeeds or fails.

Most leadership theories identify two basic dimensions to leadership; the employee centred and production centred resulting into four basic leadership styles which according to Turner (1999) are the Autocratic leader (High Emphasis on performance and low emphasis on people) Laissez Faire leader (Low emphasis on performance and people), Human relations leader (low emphasis on performance and high emphasis on people, Democratic leader (high emphasis on performance and people. The other parameter that defines leadership styles is the involvement of the team in decision making and decision taking as well as flexibility versus application of rules. Tuner summarizes the dimension to these leadership styles as; Laissez – Faire (high decision making and taking and low flexibility), Democratic (high decision making and low decision taking, with high flexibility) Autocratic low decision making and taking and high flexibility) and lastly bureaucratic leadership style with low decision taking, low decision making and low flexibility. Frame (1987) suggests that different leadership styles are suitable at different stages of the project life cycle. Turner and Muller (2003) equated the project manager to the chief executive of the temporary organization (the project) signifying that he or she needs to adopt cognitive and behavioural characteristics in order to lead a team to success.

The following review therefore focuses on the relationship of each of the democratic, autocratic and Laissez faire styles on project success.

2.4. 1 The relationship between the Authoritarian or Autocratic style and project success.

The Autocratic leader has high emphasis on performance and low emphasis on people(Blake and Mouton, 2003). Goleman (2000) describes such a leader as a visionary who is committed to the

organisation's goals and strategy. The leader exercises decision making and authority for determining policy, procedures for achieving goals, work tasks and relationships, control of rewards and punishments (Mullins, 2007). Blake & Mouton maintain that under this style the leader reserves the right to exercise the final decision on policy and procedural issues. The leader rarely gets involved in the team's work. As a result a leader's role is assumed to involve planning, organizing and controlling the efforts of others (Ignite 2007). When compared with democratic leaders, autocratic leaders tend to be more self centred and they keep a close tab on subordinate's activities (Muczyk & Reinmann 1987 cited in Van de Villet 2006).

2.4.1.1 Authority, Control and project success.

One of the distinguishing dimensions for the autocratic style is the level of authority and control. Mullins (2002) and Gleeman (1992) refer to autocratic leadership as a style of management where all powers are vested with the leader. The leader has a say in determining policies, assigning tasks without making any consultations with those who are led.

Management authors present two concepts useful in explaining the extent to which the authoritarian leadership style influences performance. Locus of control is a personality trait referring to the extent to which leaders or individuals believe events are within their control. Worth noting that some situations limit the leader's level of control making task oriented leadership unnecessary.

The other concept is the span of control which refers to the number of subordinates who report directly to a specific project manager / leader. Too wide a span of control makes it difficult for a leader to effectively supervise subordinates and guide them towards organisational objectives. As a result informal groups and subgroups come into place and these may sabotage project objectives

(Mullins, 2007). Too narrow a span of control on the other hand inhibits initiative and creativity as a result of too close a level of supervision. Though control helps in ensuring conformity to organisational objectives and in turn achievement of required performance, critiques of the autocratic style claim that leaders who use this style are less likely to make creative decisions. Leaders can be over controlling and dictatorial. This style is sometimes viewed as over controlling and dictatorial (Lewin, 1939).

Garret (1996) admits that this kind of style is appropriate for situations that demand fast decisions such as military organisations. It is effective in situations where there is conflict, tension, or in terms of crisis because such situations requires that a leader employs full authority and control in terms of which direction and decisions to take without necessarily consulting the team. In a project context such situations could include unanticipated donor funding cuts and its implications.

2.4.1.2 Communication and project success.

Within an organisational setting, a leader's relationship with those he or she leads should ideally be a two way relationship. According to Jiang, Klein and Chen (2001) leadership, communication and networking skills are key competencies for project managers. In the same study, project manager performance is found to have a direct relationship with project out comes, confirming the key role of project manager's leadership on project outcomes. Communication both informal and formal facilitates exchange of ideas, clarification of roles and misconceptions. The leader has downward responsibility to ensure that those he is leading are aware and understand what is expected of them. Like the Path goal theory asserts, he has to lead them towards achieving the goals and objectives they are set out to accomplish. This can only happen through two way communication. Morrison (1994) maintains that the more a team interacts with their leader the less ambiguity and conflict there is in an organisation. People management which involves meaningful

communication and by implication leadership, drives project success more than technical issues do (Scott – Young & Samson 2004). Verma (1995, 1996) maintains that leadership, communication, team work are vital components of effective management of project human resources and are critical in accomplishing project objectives successfully. In a study involving 57 responses, Belassi and Tukel (1996) note that when time is used as a measure of project success then a project manager's skills and communication with the team members becomes very key.

Whereas some studies conclude that the autocratic style has a negative impact on the performance of a team and in turn the performance of an organisation, study findings revealed the contrary as discussed in Chapter 4 & 5.

2.4.2 Relationship between the democratic style and project success

Under the participative also referred to as democratic style, the leader expresses his or her priorities and values in setting goals and making decisions but also participates in the group's work and accommodates ideas and suggestions from the team (Ezenne, 2003). This style encourages creative problem solving and innovation compared to the autocratic style and it is appropriate in competitive, non emergency situations. Koopman & Wierdsman (1998) cited in Somech (2005) defines participative leadership as joint decision making or sharing influence in decision making by the leader/ manager and the team. Gilmore (2006) believes this style is the best in getting buy in and can result in high performance.

A democratic (accommodating) leader is said to go above and beyond to ensure that the needs and desires of his employees are met. These leaders are believed to assume that their teams will yield maximum results since they are likely to be self motivated when such an environment is created.

2.4.2.1 Shared decision making and project success

Participation and involvement in decision making within an organisation has for long been believed to be a motivating factor. A Project Management Institute member needs assessment survey of 2000 cites three top capabilities that were found to be most important to people in the profession as leadership skills (vision and motivating others), people skills (getting along with others) and management skills (directing and managing others) (PMI 2001).

Limited forms of worker participation include work planning and quarterly review sessions. Participation encourages responsibility and commitment. It also provides an opportunity to iron out any differences that might arise within an organisation. According to Sharan (2009), involvement of teams in decision making contributes to organisational performance. A leader's vision is not enough to contribute to an organisation's success. Leaders need to involve the team in creating a shared vision by seeking their views, knowing their interests. This results in an atmosphere of mutual confidence where the team feels their ideas are respected (Ousmane, 2007).

David (2005) cited in Sharan (2009) agreed with Ousmane when he asserts that in a competitive environment, success comes to those who involve their teams to generate creative ways of outsmarting competition and succeeding. Smith (2009) contends that management is not all about planning organising and controlling, it is about providing a vision to the team and ensuring that they are involved through two way communication. Drummond (2000) contends that team involvement in administrative and management routine functions is critical to organisational goal and objective attainment. As a result, a team is able to employ their creative minds to generate new ideas that result in decision making. McKee (2002) agrees that leaders who incorporate shared

decision making with the teams they lead attain great performance standards at an individual level and organisational level.

2.4.2.2 Delegation and project success.

The team is allowed greater autonomy to take decisions and act because they are believed to have competence and confidence to accomplish what is assigned. Mullins (2007) defines delegation as the act of entrusting authority and responsibility to others throughout different levels of the organisation. It involves handing over authority to undertake certain activities which some one more senior would have accomplished. Delegation is believed to lead to motivation, optimum use of resources and improved performance at an individual and organisational level.

Proponents of the democratic style believe that it results into high employee productivity, satisfaction, cooperation and commitment which in turn results in better performance of the organisation. This style is said to result in a competent team which is willing to give their best, communicate openly and seek responsibility (Warrick 1998) and project success.

2.4.3 Relationship between Laissez faire style and project success.

Laissez Faire leaders are said to place low emphasis on performance and low emphasis on people. The leader is believed to use his power minimally and as a result provides a high degree of independence and power to the team (Welchrich et al. 2005). The Leader hands over responsibility for results to the group (Lewin, 2010). She or he lets them set goals, decide on how to accomplish the goals and define individual's roles and make decisions on the pace of work. The leader only consents in a way of giving the team relevant information before final output is made (Welchrich et al 2005). The Laissez faire style is very much a hands off approach. Under this style people are presumed to be unpredictable and trying to understand them is said to be a waste of time. As a result a leader is assumed to keep a low profile, be obedient and don't make waves. MacDonald

(2007) contends that this style is appropriate in a work environment where the team and leaders share the same intent and direction and the leader has trust for all team members. It is appropriate for high performing teams with sufficient self drive without the leader's intervention.

Mullins (2002) refers to genuine Laissez leaders as those who tend to stand aside and let their team make decisions on their own. He maintains that such leaders are ever willing to intervene whenever a need arises. He creates an impression that a laissez – faire leader does not abdicate responsibility as some authors have asserted. He merely stands aside and lets his team make decisions on their own.

This style of leadership has however been associated with high levels of absenteeism at work which leads to low productivity. Kreithner (1999) reasons that the Laissez Faire style of leadership is not applicable in a dynamic society because leaders need to constantly organise, plan coordinate activities which is contrary to the approach of leaving responsibilities un attended to. The downside of the Laissez faire style is that if individual members of the team become dissatisfied with their role or the group's roles they may get demotivated resulting in the lowest employee productivity and satisfaction (Warrick, 1998).

This style of leadership is said to result into the lowest levels of performance at both an individual and organisation level (Warrick 2008). Under the indifferent style of leadership which is also referred to as passive leadership, leaders do not intervene until problems are brought to their attention or get out of control (Bass, 1990). Leaders involved in this style of leadership avoid decision making and any responsibilities associated with their position (Bass, 1990; Bass, 1997).

Under this style of leadership, employees become apathetic, disinterested and resentful of the organisation and leaders (Warrick, 2008).

Passive leadership is generally considered to be ineffective for example Howell and Avolio (1993) noted that passive leadership / management by exception is negatively related to business unit performance and that it is the least effective style. Howell and Avolio (1993) maintain that passive leadership correlates negatively with organisational outcomes for instance performance, commitment and motivation.

Where as from the scholarly writings it is evident that Laissez Faire style has a negative effect on organisational performance, most of the studies allude to general management and not the project context. At the time of this review it was not clear whether the Laissez faire style affects success of projects in the health sector and thus the reason for undertaking this research.

2.5 Summary of the literature review.

The objective of this study was to establish if there is a relationship between a project manager's leadership style and the success of a project. A review of literature revealed that researchers have to a great extent ignored the impact of a project manager/ leader's style on project success. Leadership style and competence are rarely cited as critical success factors on projects. This is in direct contrast to general management literature which considers effective leadership as a critical success factor in organizations and their performance

The other gap identified in the literature is that most studies that examine the relationship between project success and leadership styles are concentrated in the construction industries and

manufacturing and Information Technology projects leaving scanty information on the relationship of project leadership to the success of health projects in Uganda. The studies that delve further to examine the impact of the different dimensions under each leadership style on success do so in the context of general management rather than the project context. The available literature places more emphasis on technical aspects as the key measure for efficiency and project performance rather than a combination of both managerial and or leadership based aspects and technical qualities. It is for this reason that this study becomes relevant to project management since it is expected to fill identified information gaps in relation to whether project leadership contributes to project success.

Though some circles maintain that the democratic style is best suited to deliver success and the Laissez style the least, one of the key lessons from the literature is that perhaps there is no ideal style of leadership. The style a leader adopts should be dependant on the situation at hand, the manager's attributes and attitude as well as follower's beliefs.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This section presents the methodology that was adopted in the investigation of the study problem. It presents the research design, study population, the sample size and selection, data collection methods, data collection instruments, procedure of testing reliability of the research instruments, procedures of data collection and measurement of variables.

3.2 Study design

The study adopted both cross sectional design and case studies to allow for in depth analysis and contextual understanding of the research problem (Saunders and Thornhil, 2001). Cross sectional study design was chosen because particular data had to be collected within a specified period in time to answer research objectives and questions. The researcher also used a triangulation approach which involved utilising a combination of both quantitative and qualitative techniques in data collection and data analysis to provide throughout and broader findings (Kothari, 2003).

3.3 Study population

Target population was one from which a sample size was drawn to generalise the findings. This study was conducted in STAR EC and the Health Communication partnership (HCP) which are both health projects. The study targeted heads of projects who in some organisations are called Chiefs of Party, their deputies and these were taken as the leaders. The study also targeted programme officers and project officers who are the direct implementers of project activities and normally report to either Chiefs of Party, their deputies or other senior project staff. Responses from programme officers and project officers were deemed to be good measures of leadership behaviour based on the assumption that have frequent contact and over all knowledge of their leaders.

3.4 Sample Size and Selection

Table 1: Sample Size and Sampling strategy

Category of respondents	Population	Sample Size	Sampling Technique
Supervisors or heads of projects and deputies	6	6	Purposive sampling
Programme officers and project officers	45	40	Simple random sampling
Total	51	46	

Source: Primary Data.

Table 1 above shows the sample population and the sampling strategies that were used. The total sample comprised of 46 respondents. The sample was stratified into two categories comprising of the supervisors or the leaders who in most cases are Chiefs of Party, and Deputy Chiefs of Party while the second category comprised of Programme officers and Project officers of the two health projects.

A sample size of 33 respondents was used for the quantitative study yielding a response rate of 82.5% which is generally acceptable for sampling purposes (Saunders, 2000).

For the Qualitative Study, six heads of projects and supervisors were interviewed as key informants while 33 programme officers out of the planned 40 were interviewed.

In order to obtain a good response rate, the researcher visited the two projects and conducted the interviews herself. Several telephone call follow ups were made to ensure availability and participation of the respondents.

3.5 Sampling techniques and procedure

Amin (2005) asserts that a sample needs to be carefully selected if there is to be confidence that the findings from the sample are representative of those found in the rest of the category under investigation. Bearing these facts in mind, sampling was done carefully so as to get good representation from the research.

The researcher utilised both probabilistic and non probabilistic sampling techniques to sample for both qualitative and quantitative data. For qualitative data, purposive sampling was used to select supervisors who included head of projects, their deputies and supervisors in the support functions. Purposive sampling was used to enable the researcher access respondents who were more informed about the subject under study.

3.5.1 Purposive sampling

Purposive sampling technique was used to sample from 3 (three) heads of projects and deputies of health projects. Key respondents were chosen based on their knowledge, expertise and experience in the project management field (Kothari, 2002). This method was utilised because it gave the researcher room for interaction and detailed discussion about the subject of the study.

3.5.2 Simple random sampling

Simple random sampling is a subset of individuals chosen from a larger population (Daren, 2008). The researcher used the Simple Random Sampling approach in selecting programme officers and project officers who were subjects of the study. This selection technique was opted for because all elements had equal chances of being selected (Sekarani, 2003).

3.6 Data collection methods

Primary and secondary methods of data collection were used in this study. Primary data was first hand data collected from the field. The researcher used structured questionnaires that were administered directly to the respondents and an interview guide that was used for oral interviews with key informants. The two data collection methods were a means of triangulation to bolster confidence in the final conclusions reached from interpreting the data (Morgan, 2007).

Secondary data was on the other hand collected through an on site exploratory review of project protocols and other project specific documents for instance quarterly reports and annual reports.

3.7 Data collection Instruments

3.7.1 Questionnaires

Kothari (2004) defines a questionnaire as a set of questions on a particular theme of the study. The researcher used a structured pre coded questionnaire. The Questionnaire was administered to programme officers and project officers in two health focused projects. The questionnaires were pretested prior to actual data collection to ensure internal consistency of responses. They were pretested among programme officers and project officers working with health projects. Feed back from the pretest was used to revise the questionnaire prior to the actual survey. The Questionnaire was divided into section A and B. Section A was designed to capture data on demographic

characteristics while section B bore questions on the research variables. The 5 point Likert scale with continuums of strongly agree, agree, not sure, strongly disagree and disagree with codes 5 – 1 was used to test discrete respondent's opinions of the variables. The questionnaire method was adapted because it is cheaper and provides respondents with ample time to think through their responses (Kothari, 2004)

3.7.2 Interview schedules

The researcher conducted face to face in-depth interviews with 6 heads of projects and their deputies who were purposively selected. Oral interviews each lasting about one hour were conducted using a structured interview guide. Arksey and Knight (1999) maintain that using an interview guide helps the researcher keep the interview focused so as to avoid situations where informants divulge a lot of information that might be unrelated to the objectives of the study.

On the other hand, semi structured qualitative interviews made it possible to compare answers on the same questions for complementary and / or competing answers to literature derived questions.

3.8 Measurement of variables

According to Amin (2005) measurement of variables involves assigning numbers to objects, events or characteristics. Nominal and ordinal scales were used in the questionnaires as a way of assigning numbers to define the variables. The researcher used the nominal scale as labels to categorise demographic features consisting of age, gender, educational background, duration spent working for projects. Mugenda & Mugenda (1999) maintains that nominal scales are only useful in the process of identification but do not allow comparison of variables.

The 5 point Likert Scale was used to collect data on discrete opinions from respondents on leadership styles and project success using scales of “5= Strongly Agree, 4 = Agree, 3 = Not sure,

2 = Disagree and 1 = Strongly disagree.” The 5 point Likert scale was used since it is easy to construct and is considered a reliable instrument for collecting discrete data from respondents.

3.9 Validity and reliability of instruments

The questionnaire was initially pretested on respondents who were not part of the main research but had experience working with donor funded projects. The respondents were requested to critique the questionnaires and their input was incorporated into the questionnaire.

3.9.1 Validity

Experts in the field of study were consulted about the content of the questionnaire to establish and remove ambiguous and irrelevant questions. There after the questions were subjected to a content validity test which was computed using the following formula;

$$CVI = \frac{K}{N}$$

N

Where CVI = Content Validity Index

K = Total Number of items rated as relevant

N = Total Number of Items in the questionnaire

Using the above formula the content validity index for the questionnaire was calculated as follows;

The total number of items rated relevant was 52 and the number of items in the questionnaire was 60. Hence the content validity index was calculated as below;

$$CVI = \frac{52}{60} = 0.87$$

Therefore the items in the questionnaire were taken to be valid since the content validity index calculated (0.87) was within the accepted range of $>0.5 < 1$

3.9.2 Reliability

Table 2: Showing reliability analysis scale

Reliability Table

Variable	Alpha	No of items
Democratic leadership style	.626	19
Autocratic leadership style	.852	19
Laissez Faire leadership style	.592	13
Project Success	.727	9
Total	2.797	

Source: Primary data

Reliability $(2.797/5) = 0.69925$ approximately 7.0 thus $(7.0 * 100) = 70\%$

Reliability refers to the consistency and degree of the research instruments to provide the same results consistently after repeated measures (Bell, 2000) Questionnaires were pilot tested on a group different from the final respondents and results were subjected to Cronbach's Alpha reliability test using SPSS soft ware tool to measure internal consistency of responses. Results obtained were above .05 which is recommended by Kent (2001) as reliable for data collection.. Cronbach's Alpha Coefficient was used to measure reliability of the instruments with the results indicating an alpha of 0.69925. According to Amin, (2005), an alpha of 0.5 or higher is sufficient to show reliability. The closer the alpha is to one, the higher the internal consistency reliability (Sekaran,2003).

3.10 Procedure for data collection

After successful defence of the proposal the researcher made the required corrections and shared the revised version with the UMI supervisors for approval. The researcher there after obtained a letter of introduction from the School of Management Sciences to enable the researcher easily access information. The questionnaires were pretested with a selected target population to ensure validity and reliability of the research instruments. Following the pretest, the questionnaires were revised to incorporate feedback from the pretest. Questionnaires were administered to programme officers and their supervisors in the two selected health projects for a period of two weeks.

3.11 Data analysis

Data analysis involves making meaning out of masses of data (Mugenda and Mugenda, 1999). After field research, data was collected, edited, coded and later grouped into quantitative and qualitative data.

3.11. 1 Quantitative data analysis

In preparation for data analysis, raw data from the questionnaires was checked to ensure it was complete and accurate. The data was edited, coded and entered into Statistical Package for Social Scientists (SPSS) system. It was verified for accuracy. Using a tabular form, responses to questions were tallied and thereafter the researcher made cross tabulations for responses to questions on the dependent and independent variables. The SPSS package acted as a guide in the analysis to describe, compare and summarise the data. Using SPSS the researcher established frequency of responses, percentages, cross tabulations and correlations of findings.

Pearson correlation coefficient analysis using statistical package for social scientists (SPSS) version 16.0 was used to determine the relationship between leadership styles and project success.

According to Sekeran (2003), Pearson Product Moment Correlation indicates the degree to which two variables are related to one another.

The sign of correlation coefficient (+ or -) indicates the direction of the relationship between -1.00 and + 1.00. Variables may be positively or negatively correlated. A positive correlation indicates a direct, positive relationship between two variables while a negative correlation indicates a negative relationship between two variables (Sekaran, 2003). For purposes of this study, Pearson Product Moment Correlation was used to determine the

1. Relationship between the Autocratic leadership style and project Success
2. Relationship between the Democratic style of leadership and project success
3. Relationship between the Laissez faire style and project success.

Regression analysis was used to establish the strength and direction of the association. Further, the researcher tested which of the independent variables makes a significant contribution towards project success.

The researcher used frequency tables and percentages to represent respondent's views on the variables under study. Descriptive statistics using mean and standard deviation were used to measure the characteristics of data so as to describe and interpret data.

3.11.2 Qualitative data analysis

Responses from interview schedules and document reviews were organised and prepared for data analysis by scanning and sorting the notes from each of the interviews. The notes were thereafter organised into themes per source to allow for easy interpretation. The recurrent themes which emerged in relation to each guiding question were analysed and presented in a narrative form. Each stage of the process involved critiquing and analysing key informant responses in order to derive

meaning and lessons relevant to the objectives of the study. The information obtained was used to supplement quantitative data obtained from questionnaires.

3.12 Ethical issues

The researcher maintained high levels of confidentiality through out the study. Care was taken to ensure that all those who accepted to participate in the study did so voluntarily and provided informed consent where necessary. The study was approved by the department of higher degrees of the Uganda Management Institute. Approval to conduct the study was sought from the heads of the two projects.

3.13 Summary

This chapter presented the methodology that was adopted during the study. It describes and discusses the research design, sample size and selection, the data collection methods used and data collection instruments and the measures taken to ensure validity and reliability during the study. The findings of the study are presented in the next chapter.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter presents and discusses the analysis and interpretation of the findings. The study investigated the relationship between leadership styles and project success within health projects in the not for profit sector in Uganda. The chapter comprises of key background information about respondents followed by findings based on the study objectives.

4.2 Response rate

The sample size comprised of 46 respondents. Of these 40 respondents were issued with questionnaires and 6 respondents were interviewed as key informants.

Table 3: Questionnaires completed and Interviews conducted

Instruments Used	Planned	Actual	Response rate
Interviews conducted	6	6	100%
Questionnaires issued	40	33	82.5%
Total	46	39	

Source: Primary Data

Of the 40 questionnaires distributed, 33 were completed and returned constituting a response rate of **82.5%** ($33/40 \times 100\%$.) On the other hand, interviews yielded a 100% ($6/6 \times 100$) response rate. This response rate is good considering the busy nature of the respondents. According to De vos et al (2002) a 60% response rate is good, while a response above 70% is excellent. In order to ensure a high response rate the researcher made regularly 1 followed up on research participants. The

researcher administered the questionnaires for programme officers and project officers and interviewed each of the key informants.

4.3 Background characteristics of respondents

The first section of the questionnaire required that the respondents provide information about themselves. Information on age, gender, highest education qualification, designation and experience working with projects was collected. A combination of figures and frequencies were used as presented and discussed below:

4.3.1 Education of respondents

The researcher requested the respondents to indicate their education level with the aim of finding out whether they were literate or not. This was intended to establish whether the respondents had the capacity to conceptualise issues of leadership styles and project success. Responses regarding education levels are tabulated in Table 4.3 below.

Table 4: Education of Respondents

Education	Frequency	Percent
Masters	13	39.4
Bachelors	13	39.4
Certificate	1	3.0
Post Graduate	5	15.2
Others	1	3.0
Total	33	100.0

Source: Primary Data

Table 5 above shows the respondent's level of education. Results show that majority of the respondents' 13(39.4%) had obtained masters degree, 13 (39.4%) had obtained bachelors degree. 5 (15.2%) had obtained postgraduate, 3.0% (n=1) had either a certificate or other qualification.

These results reveal that the majority of respondents who participated in the study were highly educated. These findings tie in with the views of a key informant who indicated that projects endeavour to tap good talent in terms of education and experience in order to reduce the duration of the learning curve and have a team of “self starters who conceptualise issues fast.” Another key informant noted that leaders within projects have no qualms with team members who are interested in advancing their education beyond graduate level since such moves increase their competencies. One of the characteristic of democratic leaders is their interest in the development of their teams.

4.3.2 Period spent working with Projects.

The study established the period respondents had spent working within a project context. The results are presented in **Table 4.4**

Table 5: Number of years spent working in a Project environment

Age range	Frequency	Percent
< less than 2 years	2	6.1
2 - 4 years	8	24.2
5 - 7 years	10	30.3
8 - 10 years	11	33.3
> 10 years	2	6.1
Total	33	100.0

Source: Primary data

Table 6 above shows the duration respondents had spent working in a project environment at the time of the study. Results reveal that a big number of respondents (n=21) ha spent between five and ten years while 10 (30.3%) had spent 4 years and below while 2(6.1%) had spent ten years and above. These findings imply that the majority of respondents at 66.6% had spent a considerable period of time in projects and therefore their input into the study was based on extensive experience

working in a project related environment. During recruitment of employees, one of the key criteria is past experience working in a project context. This explains why most of the respondents had extensive experience working in the project context.

4.3.3 Position held in Organisation

The researcher requested respondents to indicate the position they held in the organisation. This was intended to ensure that those interviewed fell within the categories the study intended to focus and that is mainly programme officers and project officers.

Table 6: Position in the Organization

Position	Frequency	Percent
Programme Officer	23	69.7
Project Officer	10	30.30
Other	0	0
Total	33	100.0

Source: Primary data

Table 8 above shows the range of respondents, frequency and percent. Findings reveal that majority of the respondents 27(69.7)were programme officers, while 30.30 % were project officers and no respondents below these two levels participated. These findings confirm that the study focused on the right subjects. The study intended to seek the opinions of these two categories of respondents since they are directly involved in day to day implementation of project activities. Since they closely interact with their leaders it was presumed that they are best placed to provide opinions regarding their leader's styles.

4.4 Autocratic leadership style and project success

This subsection presents respondent's views on the effect of autocratic leadership styles on project success as presented in Table 4.7 below

Table 7: Statistical statements on Autocratic Leadership

Statements on Autocratic leadership style	Percentage Responses (%)					Mean	StdDev
	SA	A	N	D	SD		
Effectively organizes work activities	33% (11)	36% (12)	3% (1)	28% (9)	0% (0)	3.76	1.200
Accepts accountability for actions taken	30% (10)	58% (19)	0% (0)	9% (3)	3% (1)	4.03	.984
Understands the value of team work	52% (17)	45% (15)	0% (0)	0% (0)	3% (1)	4.42	.792
Schedules work in a manner which ensures productivity	39% (13)	39% (13)	3% (1)	19% (6)	0% (0)	4.00	1.090
Makes sure staff are aware of all company policies and procedures	36% (12)	46% (15)	9% (3)	6% (2)	3% (1)	4.06	.998
Demonstrates each task involved in doing the job	12% (4)	30% (10)	12% (4)	12% (4)	34% (11)	2.76	1.501
Checks on staff's work on a regular basis to assess their progress	27% (9)	18% (6)	15% (5)	18% (6)	21% (7)	3.12	1.536
Tries to assign work in small easily controlled units	15% (5)	24% (8)	6% (2)	24% (8)	30% (10)	2.70	1.510
Sets down performance standards from each aspect of my staff's job	21% (7)	24% (8)	13% (4)	18% (6)	24% (8)	3.00	1.521
Gets staff report back to him after completing each step of their work	15% (5)	27% (9)	9% (3)	27% (9)	21% (7)	2.88	1.431
Utilizes chain of command	12% (4)	36% (12)	12% (4)	24% (8)	15% (5)	3.06	1.321
Sets clear codes of acceptable conduct and take actions against breaches of them	27% (9)	33% (11)	12% (4)	12% (4)	15% (5)	3.45	1.416
Ensures that information is fed directly to staff	18% (6)	58% (19)	9% (3)	9% (3)	6% (2)	3.73	1.069
Uses influence to encourage two way communication at all levels in the organization	24% (8)	30% (10)	12% (4)	30% (10)	3% (1)	3.42	1.251
Encourages personal contact rather than written mechanical alternatives	24% (8)	64% (21)	3% (1)	6% (2)	3% (1)	4.00	.901
Encourages variety of opinions and constructive criticism	24% (8)	61% (20)	15% (5)	0% (0)	0% (0)	4.09	.631
Inspires excitement with his communication style	15% (5)	67% (22)	15% (5)	% (1)	0% (0)	3.94	.659
Understands that every member has a different set of motivational stimuli	15% (5)	61% (20)	15% (5)	9% (3)	0% (0)	3.82	.808

Celebrates and rewards individual and team achievements	18% (6)	57% (19)	6% (2)	9% (3)	9% (3)	3.67	1.164
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Source: Primary Data

Key: 5=SA=Strongly Agreed 4=A=Agreed 3=UD=Undecided 2=D=Disagreed 1=SD=Strongly Disagreed Stddev=Standard deviation

Table 9 above shows statements, percentages, mean and standard deviation scores on the autocratic leadership style.

4.4.1 High emphasis on performance

When asked if leaders schedule and coordinate work in a manner which ensures productivity 26 (78%) agreed, 3% neither agreed nor disagreed and 6 (19%) disagreed. Majority of the respondents at 33(69%) (n=33) agreed that their team leader effectively organizes work activities, 9 (28%) disagreed and 1 (3%) were neutral. According to these findings, leaders within health projects are believed to be task oriented in order to achieve successful project out comes. Their task oriented nature is however as far as coordinating and organising tasks is concerned. These finding are further supplemented by one of the key informants who notes that

When there are tight deadlines to be met, donor reports to be submitted before the deadline an effective project leader cannot sit back, he or she has to adopt a directive approach especially when the team's pace is slow... Nobody wants the project they head to be labelled none complaint because of failure to meet deadlines.

When asked if leaders demonstrate each task involved in doing the job 46% disagreed while 42% agreed and 12% were unsure. In the same vein, slightly less than half of the respondents at 45% agreed that their leader checks on their work on a regular basis to assess their progress, (n=5) while

15% neither agreed nor disagreed and (n=13) and 39% disagreed. These findings mean that a slightly less number of leaders (42%) keep a close tab on their employees compared to those (46%) who give their employees some breathing space while implementing their activities.

The scores on another closely related statement regarding whether leaders set down performance standards for each aspect of the respondent's job also yielded mixed responses with 45% in agreement while 40% disagreed and 13% were not sure. Again 15 (45%) of the respondents agreed that their leaders assign work in small controlled units while 39% disagreed and 5 (15%) were neutral. These findings show that leaders in health projects are perhaps aware of the likely implications of being extremely autocratic when dealing with subordinates on matters related to accomplishing tasks. Although they emphasize high productivity, they seem to know over controlling their teams could result in hostile attitudes which in turn affects productivity. As a result, where as some leaders closely supervise their teams, there is an almost equal number of other leaders who let their teams work independently.

4.4.2 Authority and Control

The other distinguishing characteristic for autocratic leaders according to reviewed literature is the tendency to exercise authority and control over decisions and tasks with limited or no consultations with teams. Responses to statements intended to discern the degree to which leaders within health projects utilise these principles yielded interesting responses.

When asked if leaders in health projects exercise chain of command, 48% of the respondents agreed to the statement while 12% were undecided and 39% disagreed. This implies that less than 48% of respondents believe their leaders subscribe to hierarchical structures of authority, a

characteristic that is said to be predominant where autocratic leadership is exercised. On the other hand 39% who disagreed with the statement seem to indicate that such strict structures do not exist, you can consult with various leaders irrespective of whether you directly report to them without concerns from your team leader. Control is distributed among the leaders and employees.

The scores were slightly higher when respondents were asked if leaders set clear codes of acceptable conduct and take actions against breaches with 60% in agreement with the statement, 12% undecided while 27% disagreed and indicated that leaders in health projects seem to lay emphasise on observance of rules and procedures a characteristic of authoritarian leaders. In another related statement, 82% of respondents agreed that their leaders make sure staff are aware of all company policies and procedures, with 8% in disagreement while 9% were unsure.

In most projects there are stringent regulations from both donors and parent organisations. Project leaders usually have an obligation to ensure that staff understand and follow these regulations if their projects are to be successful. One of the key informants had this to say;

Though I prefer to use democratic principles when dealing with my staff, there are instances when I vary my preferred style with an autocratic style. This happens in situations when there is need to ensure that staff comply with donor regulations, in these instances there is no compromise. This is why I ensure that all staff are continuously updated about these policies.

Interestingly, majority of the respondents 20 (85%) agreed to the statement that their leaders encourage variety of opinions and constructive criticism while only 15% (n=15) were neutral.

These responses indicate that leaders within projects apply democratic principles when it comes to decision making. They are accommodative of ideas from their teams, Autocratic leaders on the other hand tend to make and approve all decisions apart from minor ones. The decisions made are without consultations with the teams they lead. They create the impression that they are the boss and they have a monopoly over decisions. From the findings presented, respondents do not think their leaders apply autocratic principles in terms of aspects regarding decision making.

4.4.3 Low emphasis on the team

32 (97%) agreed that their leaders understood the value of team work compared to only 3% (n=3) who disagreed respectively. Autocratic leaders do not normally value team work and there is minimal subordinate involvement. These responses perhaps show that leaders within health projects under study are less inclined towards some autocratic principles of leadership.

When respondents were asked whether leaders preferred personal contact rather than written mechanical alternatives 88% agreed while 9% disagreed and 3% were neutral again confirming that respondents seem to view their leaders as having less of the autocratic principles. Autocratic leaders tend to show little interest in their employees or their feelings

A considerable number of respondents (75%) agreed to the statement that leaders celebrate and reward individual and team achievements, followed by (18%) who disagreed and (6%) who were undecided. When asked if their leaders understood that every member had a different set of motivational stimuli, 76% agreed, 9% disagreed while 15% were unsure. Responses to these two statements are again less skewed towards autocratic principles of leadership where recognition is minimal and primarily focuses on obedience. Autocratic leaders reward their teams for being

obedient and punish them for making mistakes. Punishments normally take the form of withholding attention or making the team at fault guilty. Autocratic leaders mainly lay emphasis on pushing for performance and maintaining their authority with little or no emphasis on their teams. Findings from this study however seem to indicate that leaders within health projects do not practice autocratic principles when dealing with their teams. They instead recognise and value their teams as key contributors to the success of their projects.

4.4.4 Correlation Autocratic leadership style and Project success

The study adopted the correlation method, using Pearson correlation moment in order to describe the relationship between the variables; autocratic leadership style and project success. Results are tabulated in Table 4.8

Table 8: Correlation Results

		Autocratic leadership	Project success
Autocratic leadership	Pearson Correlation	1	.514**
	Sig. (2-tailed)		.000
	N	33	33
Project success	Pearson Correlation	.514**	1
	Sig. (2-tailed)	.000	
	N	33	33

** Correlation is significant at the 0.05 level (2-tailed).

Source: Primary data

The Table 10 above comprises of variables, significance and number of respondents who returned the questionnaires. Pearson correlation ($R=.514^{**}$), sig (=000) N (=33) . R value of .514** reveals a positive relationship between the variables meaning that increased authority and command, more

emphasis on performance, reduced subordinate involvement, one communication and one way communication were likely to contribute towards increased chance of attaining project success. Since significance is = .000 which is less than 0.05 this implies that the relationship is not statistically significant.

4.4.5 Regression results for autocratic leadership style and Project success

The research adopted a regression analysis specifically the model summary in order to establish whether autocratic leadership styles contributed to project success. The results that emerged are presented in the Table below.

Table 9: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.514 ^a	.265	.241	.33597

a. predictors: (constant), autocratic leadership style

Source: Primary Data

The model summary table above comprises of values; R, R squared, adjusted R square and standard error of the estimate; where R=.514, $R^2=.265$, adjusted $R^2=.241$ as and standard error=.33597 using the predictor; autocratic leadership style. The adjusted R^2 value of (.241) reveals that autocratic leadership style contributed up to 24.1% (.241*100%) variation had on project success the remaining percentage of 73.9% was attributed to other factors.

4.4.6 Hypothesis results for autocratic leadership style and project success

The Null was rejected and the alternate hypothesis that,

“There is a positive relationship between the autocratic style of leadership and project success of selected health projects in Uganda” was accepted.

4.5 Democratic leadership and Success of Health Projects

This sub section present descriptive statistics on the democratic style of leadership as summarised in Table 4.10 below.

Table 10: Descriptive views on democratic leadership style

Statements on Democratic leadership style	Percentage Responses (%)					Mean	StdDev
	SA	A	N	D	SD		
My team leader listens to views of the team before final decisions are made.	46% (15)	48% (16)	0% (0)	6% (0)	0% (0)	4.47	.513
My team leader encourages employee discussions	58% (19)	42% (14)	0% (0)	0% (0)	0% (0)	4.58	.507
My team leader freely interacts with the team	52% (17)	48% (16)	0% (0)	0% (0)	0% (0)	4.58	.507
I am happy with the level of participation during planning meetings	30% (10)	48% (16)	6% (2)	15% (5)	0% (0)	3.95	1.026
My team leader encourages working in teams to ensure project success	55% (18)	39% (13)	6% (2)	0% (0)	0% (0)	4.58	.692
My team leader takes time to connect with each team member	21% (7)	70% (23)	3% (1)	3% (1)	3% (1)	3.95	1.026
My team leader encourages communication to the team	55% (18)	45% (15)	0% (0)	0% (0)	0% (0)	4.68	.478
My team leader is fair with subordinates	33% (11)	55% (18)	12% (4)	0% (0)	0% (0)	4.37	.597
My team leader emphasizes the importance of quality but allows staff to establish the control standards	36% (12)	58% (19)	6% (2)	0% (0)	0% (0)	4.37	.684
My team leader provides staff with clear responsibilities and allows them to decide how to accomplish them	36% (12)	61% (20)	0% (0)	3% (1)	0% (0)	4.32	.749
My team leader sets clear goals allowing people to use their initiative	30% (10)	58% (19)	9% (3)	3% (1)	0% (0)	4.11	.737
My team leader meets with staff regularly to discuss their needs	24% (8)	61% (20)	12% (4)	3% (1)	0% (0)	4.11	.809
My team leader recognizes staff's achievements with encouragement and support	30% (10)	67% (22)	0% (0)	3% (1)	0% (0)	4.16	.688
My team leader holds periodic meetings to show support for company policy and mission	24% (8)	64% (21)	3% (1)	9% (3)	0% (0)	4.11	.937
My team leader recognizes when to delegate	27% (9)	64% (21)	6% (2)	3% (1)	1% (0)	4.16	.765
My team leader demonstrates trust in others to perform effectively	30% (10)	46% (15)	9% (3)	6% (2)	9% (3)	3.42	1.387
My team leader fosters development of common vision	30% (10)	61% (20)	6% (2)	0% (0)	3% (1)	4.16	.602
My team leader holds himself accountable without blaming others	24% (8)	73% (24)	3% (1)	0% (0)	0% (0)	3.53	1.121

Source: Primary Data

The key 5=SA=Strongly Agreement, 4=A=Agreed, 3=N=Neutral, 2=D=Disagreed, 1=SD=Strongly Disagreed.

4.5.1 Shared decision making

Table 12 above shows mean and standard deviation responses as were provided by respondents during the study. Many of the respondent 94% (n=31) agreed to the statement that their team leader listens to views of the team before final decisions are made compared to 6% (n=3) who disagreed with the statement. A mean score of 4.58 coupled with a standard deviation score of .507 are indicators that many of the respondents agreed that their team leaders encourage employee discussions.

Majority of the respondents 26 (79%) agreed to the statement that they were happy with the level of participation during planning meetings, 2(6 %) were not sure and 5(15%) (n=5). This shows that leaders within projects trust that their teams have a contribution to make and therefore consult them. They also seem to contribute towards project plans and decisions. From these findings it seems leaders emphasize team decision making. Democratic leaders are usually decisive decision makers who involve their teams while making decisions but also make some decision alone. Active participation of teams is bound to lead to project success as evidenced by an interview from one of the project leaders who maintained that “Though some people consider consultations with staff as time consuming, some times it pays to consult so that your team feels trusted and as a result they work with zeal and support the leader to strive towards achieving project objectives”.

4.5.2 High emphasis on performance and people

Statistics revealed that all respondents (100%) responded positively to the statement that their team leader freely interacts with the team meaning that project staff were free with their leaders.

Democratic leaders lay emphasis on performance as well as their teams. They believe their teams are honest, self motivated and like responsibility and as a result will work hard to accomplish meaningful goals and tackle challenging work. Such an atmosphere sometimes contributes to project success since staff feel free to walk into offices of their supervisors and consult. One of the respondents mentioned;

I maintain an open door policy so that any staff irrespective of their position in the project can quickly walk in when the need arises. My project is a five year project with tight deadlines to meet and I try to put in place systems that facilitate the speedy delivery of targets. I know what a bureaucratic system can do.

100% of the respondents agreed to the question that the team leader encourages working in teams. This score shows the importance leaders within projects attach to team work as critical to realising project success. It is not surprising that 30(91 %) of the respondents agreed that their team leader takes time to connect with each team member with only three percent (n=1) unsure and 2 (6%) percent (disagreeing. 28 (85%)) of respondents agreed that their team leader met with them regularly to discuss their needs while only 4 (12%) disagreed and 1(3%) were not sure. A leader who values team work will take time to understand and connect with each member of the team. This approach motivates the team to work towards contributing towards project success since they feel valued.

When 97% agree to the statement that their team leader recognizes staff's achievements with encouragement and support and only 3.0%disagreed. This could again be an indication that the leaders within projects show support for their teams as a means of motivating them to work towards project success.

The majority of respondents at 97% indicated that their team leader provides staff with clear responsibilities and allows them to decide how to accomplish them while only 3% disagreed implying that the majority of leaders provide direction but trust staff to use their judgement and devise the best ways of accomplishing these tasks. These findings indicate that leaders within health projects use a decentralised and flexible structure with clearly defined responsibilities and create an open and participative work environment in order to facilitate successful project outcomes.

When asked for views regarding whether their team leader emphasizes the importance of quality but allows staff to establish the control standards, 31(94%) agreed and only 2 (6%) disagreed. These responses imply that whereas the leaders in projects lay emphasis on quality and want their teams to deliver they have trust in the teams to perform. Though democratic leaders take interest in their people, they also expect a high level of performance in terms of both quality and quantity.

When asked if their team leaders set clear goals that allow people to use their initiative 29 (88%) of respondents agreed, 3 (9%) were neutral and a small percentage of 4(3%) disagreed. In order to empower their teams to perform, they clearly lay out objectives, define responsibilities and provide the necessary leadership in terms of planning, organising, motivation in order to attain high levels of productivity and satisfaction.

4.5.3 Open communication

All respondents 33(100%) agreed to the statement that their team leader encourages communication to the team. From the findings it seems leaders within health projects encourage open, two way and genuine communication in order to realise successful project outcomes. Two

way communication is personal in nature and it recognises that the recipient of information has a contribution to make. Earlier findings regarding shared decision making also point towards leaders who speak to their teams and seek feed back regarding decisions.

4.5.4 Delegation

In terms of delegation 30 (91 %) agreed to the statement that their team leader recognises when to delegate compared to 3 (9 %) that disagreed meaning that the team leaders within these health projects empower their teams through delegation. It seems leaders within health projects delegate considerable responsibility and hold employees accountable for results. These results reinforce earlier statements where the team leaders are seen to consult with the team before decisions are made. Trust in the capabilities of the team to perform encourages delegation and consultations whenever there are decisions to be made.

Perhaps the above scores show why the majority of respondents at 80% disagreed to the statement that they had little opportunity for achievement followed by three percent that neither agreed nor disagreed to the question and twelve percent that agreed. These results show that the leaders within health projects do not restrict their teams but allow them to exploit their potential. Experience shows that leaders within projects provide good working conditions and ensure that jobs are challenging and offer opportunities for growth, responsibility, achievement, recognition and advancement. Delegation is one of the approaches used to motivate the teams to perform and effectively contribute to project success.

Quiet interesting results were got from the data that was collected from the field during the study about the item that my team leader demonstrates trust in others to perform effectively. These

included: 76% that agreed, 9.0% neither agreed nor disagreed and 15% disagreed respectively. These findings when juxtaposed with the above findings on delegation show that project leaders delegate because they have trust in those they delegate to perform.

The biggest number of respondents at 88% (29) indicated positively that their team leader held periodic meetings to show support for company policy and mission while only three percent 3% (n=1) was neutral and 9% (n=3) disagreed respectively. Majority of the respondents 91% (n=30) agreed to the statement that team leaders fosters development of common vision, 6% (n=6) neither agreed nor disagreed and 3% (n=1) disagreed respectively.

97% of respondents agreed to the statement that their team leader holds himself accountable without blaming others while a small percentage, at 3% were in disagreement. These findings imply that leaders within health projects normally tackle problems and not people. Instead of engaging in a blame game that negatively affects productivity, they proactively find solutions to problems, and in most instances shoulder the blame to avoid any stalemate. These leaders foster development of a common vision (91%) and as a result creatively deal with situations which may derail the team away from achieving this vision.

From the above results it seems evident that leaders within health projects are believed to emphasize and use a democratic leadership style as a means to achieving project success. This is evident from the team's scores regarding shared decision making, team work, delegation, communication and support for a common vision.

4.5.5 Correlation democratic leadership style and Project success

Correlation and specifically Pearson Correlation moment was used to describe the relationship between the two variables; democratic leadership style and project success. Results are in Table 13 below.

Table 11: Correlation Results

	Democratic leadership	Project Success
Democratic leadership Pearson Correlation	1	.538**
Sig. (2-tailed)		.001
N	33	33
Project Success Pearson Correlation	.538**	1
Sig. (2-tailed)	.000	
N	33	33

**. Correlation is significant at the 0.05 level (2-tailed).

Source: Primary data

The Table above comprises of variables, significance and number of respondents who returned the questionnaires. Pearson correlation ($R=.538^{**}$), sig ($=.001$) $N (=33)$. R value of $.538^{**}$ reveals a positive relationship between the variables meaning that as high performance among people is emphasized, encouraging two way and open communication, shared decision making, increased delegation chances of project success increase.

4.5.6 Regression results for democratic leadership style and Project success

The research adopted a regression analysis specifically the model summary in order to establish whether democratic leadership style influences project success. The results that emerged are presented in the Table below.

Table 12: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.538 ^a	.290	.267	.33014

a. predictors: (constant), democratic leadership style

Source: Primary Data

The model summary table above comprises of values; R, R squared, adjusted R square and standard error of the estimate; where R=.538, $R^2=.290$, adjusted $R^2=.267$ as and standard error=.33014 using the predictor; democratic leadership style. The adjusted R^2 value of (.267) explains up to 26.7% (.267*100%) variation democratic leadership style had on project success the remaining percentage of 73.3% can be explained by other factors.

4.5.7 Hypothesis results for democratic leadership style and project success

The Null hypothesis was rejected and the alternate hypothesis that, “*democratic style of leadership influences project success of selected health projects in Uganda*” was accepted.

4.6 Laissez faire leadership style and Project success

This subsection presents descriptive statistics on the Laissez Faire leadership style and project success as presented in Table 4.13 below.

Table 13: Statistical statements on laissez leadership style

Statements on laissez leadership style	Percentage Responses (%)					Mean	StdDev
	SA	A	N	D	SD		
Provides little or no direction to employees	3% (1)	6% (2)	3% (1)	27% (9)	61% (20)	1.64	1.025

Gives employees as much freedom as possible to determine goals, make decisions and resolve problems	12% (4)	15% (5)	12% (4)	18% (6)	43% (14)	2.36	1.475
Spends most of his time outside the project premises	0% (0)	3% (1)	3% (1)	21% (7)	73% (24)	1.36	.699
Does not care what happens in the project	0% (0)	0% (0)	0% (0)	15% (5)	85% (28)	1.15	.364
Hardly takes any disciplinary action against any body	0% (0)	6% (2)	3% (1)	39% (13)	52% (17)	1.64	.822
Is absent from work when needed	3% (1)	0% (0)	0% (0)	30% (10)	67% (22)	1.42	.792
Gives us tasks and leaves us to accomplish them in the best way we wish	6% (2)	12% (4)	6% (2)	30% (10)	46% (15)	2.03	1.262
We achieve personal goals as a result of no or limited leader involvement in the company work	15% (5)	0% (0)	9% (3)	36% (12)	39% (13)	2.00	1.061
We relate well with each other	36% (12)	58% (19)	0% (0)	0% (0)	6% (2)	4.18	.950
We use the trust we are accorded properly and respond with excellent performance	30% (10)	70% (23)	0% (0)	0% (0)	0% (0)	4.30	.467
We are recognized for good work done	39% (13)	52% (17)	0% (0)	0% (0)	9% (3)	4.12	1.111
Our leader avoids getting involved when issues arise	3% (1)	9% (3)	3% (1)	30% (10)	55% (18)	1.76	1.091
Authority and control of resources is equally distributed among the team	27% (9)	46% (15)	12% (4)	9% (3)	6% (2)	3.76	1.139

Source: Primary Data

Key: 5=SA=Strongly Agreed 4=A=Agreed 3=UD=Undecided 2=D=Disagreed 1=SD=Strongly

Disagreed Stddev=Standard deviation

4.6.1 Freedom of action for subordinates

Table 15 above shows answers provided by respondents. Statistics reveal that majority of the respondents (88%) disagreed with the statement that leaders provide little or no direction to employees compared to (9%) that agreed and (3%) that were neutral. This means that the majority of project leaders are believed to provide direction to project staff as a means of ensuring project success. The leaders plan and establish objectives in order to help their staff contribute effectively to successful project outcomes. They set up structures that facilitate achievement of objectives.

4.6.2 Delegated decision making

61% of respondents disagreed to the statement that leaders give employees as much freedom as possible to determine goals, make decisions and resolve problems, twelve percent were not sure and 27% agreed. Leaders within health projects do not avoid making decisions. Projects have tight schedules and leaders cannot afford to have a hands off approach if successful project outcomes are to be attained. Leaders sometimes can afford to have a hands off approach especially when dealing with some team members who have a certain level of maturity and can perform independently thus the reason for the 27% who were in agreement with the statement.

4.6.3 Visibility of the leaders / involvement in team activities

94% of the respondents disagreed to the statement that leaders spent most of the time away from the project. None of the respondents strongly agreed to this statement, while 3% agreed and another 3% were not sure. In a closely related statement, all respondents (100%) disagreed with the statement that leaders do not care what happens within the project. The findings indicate that leaders in health projects are visible and this could mean that they are actively involved in project activities and perhaps have a keen interest in what happens within the projects they work for. This might be interpreted for a high level of commitment from leaders in order to attain project success. These results are augmented by responses regarding whether leaders are absent from work when needed. 97% (n=32) disagreed with the statement while 3% agreed meaning that project leaders are available when needed by staff.

Because leaders are available and keep a close tab on what takes place within a project as evidenced by the previous responses, 91% of respondents disagreed to the statement that they hardly took any disciplinary action against anybody while only 6% agreed and 3% were uncertain.

Majority of the respondents 76% disagreed that leaders gave them tasks and left them to accomplish them in the best way they wished, 18% agreed and 6% neither agreed nor disagreed to the statement. The results could imply that leaders do not leave staff to act independently but provide guidance in order to ensure delivery of quality outputs. The preceding responses are perhaps the reason why 75% of respondents disagreed to the statement that they achieve personal goals as a result of no or limited leader involvement. 15% disagreed to this statement while 9% were not sure. These responses are an indication that most respondents do not think their leaders have a hands off approach, they are present when needed and any achievements made are seen to be as a result of team effort.

It is not surprisingly that 85% of respondents disagreed to the statement that leaders avoid getting involved when issues arise with only 12% in agreement and only 3% per cent uncertain. These findings show that project leaders do not seem to practice Laissez faire style of leadership where leaders let employees do as they please. Project leaders do not ignore problems and mistakes when they arise. They openly confront problems and creatively find solutions. Project leaders know that such problems can create a statement that steers them away from attaining successful project outcomes. This approach is contrary to the Laissez faire style of leadership where leaders ignore problems, conflicts and mistakes and hope that by doing so these issues will disappear.

4.6.4 Teamwork

A big margin of respondents 94% agreed that they relate well with each other and only 6% disagreed implying that leaders might be fostering a cordial atmosphere in order to realise project success. When asked if they were recognised for good work done 91% were in agreement while only 9% disagreed. Again these findings show that project leaders do not practice Laissez faire

behaviours where leaders avoid rewarding and recognising good performance. They avoid appraisals which are supposed to assess employee performance or give minimal compliance to the required appraisal procedures.

The low percentages and mean score ratings for items under Laissez faire leadership style suggest that it is only a small proportion of respondents who feel that their leaders exhibit this kind of style. According to one of the key informants; “It would be a big mistake for a leader within a project to adopt this kind of style. Projects have tight schedules, tight deadlines. A leader needs to constantly coach and guide the team towards achieving set targets”.

Though another key informant had a contrary view;

The leadership style you adopt should be dependant on the phase of the project. In the initial stages of the project it is advisable to be democratic so as to encourage team formation. During the execution stage an autocratic style of leadership is appropriate in some situations. However a leader should be able to vary their style appropriately.

4.6.5 Correlation laissez faire leadership style and Project success

In order to find out the relationship between the laissez faire leadership style and project success, correlation analysis was applied.

Table 14: correlation results for the two variables

	laissez faire leadership	Project Success
laissez faire leadership Pearson Correlation	1	.090*
Sig. (2-tailed)		.617
N	33	33

Project Success	Pearson Correlation	.090*	1
	Sig. (2-tailed)	.617	
	N	33	33

**. Correlation is significant at the 0.05 level (2-tailed).

Source: Primary data

The Table above comprises of variables, significance and number of respondents who returned the questionnaires. Pearson correlation ($R=.090^*$), sig ($=0.617$) $N (=33)$. R value of $.090^*$ reveals a weak positive relationship between the variables meaning that low emphasis on performance and people, freedom of action for subordinates, communication mechanism and delegated decision making are likely to have very minimal impact on project success.

4.6.6 Regression results for Laissez faire leadership style and Project success

The research adopted a regression analysis specifically the model summary in order to establish whether laissez faire leadership styles influences project success. The results that emerged are presented in Table 4.15 below

Table 15: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.090 ^a	.008	-.024	.39015

Predictors: (constant), Laissezfaire leadership style

Source: Primary Data

The model summary table above comprises of values; R, R squared, adjusted R square and standard error of the estimate; where $R=.090$, $R^2=.008$, adjusted $R^2= -.204$ as and standard error=.51642 using the predictor; laissez faire leadership style. The adjusted R^2 value of (-.204) meant laissez faire leadership was found to have minimal influence on project success implying any effect or variations on project success was explained by other factors. This implies that increases in the use of Laissez faire principles which are predominantly characterised by a hands off approach has no effect on project success.

4.6.7 Hypothesis results for Laissez faire leadership style and project success

The Null was rejected and the alternate hypothesis that, “*There is a relationship between the laissez faire style of leadership and project success of selected health projects in Uganda*” was accepted.

4.6.8 Project Success

Table 16: Statistical statements on Project Success

Statements on Project Success	Percentage Responses (%)					Mean	StdDev
	SA	A	N	D	SD		
A project is successful when completed within time	52% (17)	42% (14)	3% (1)	0% (0)	3% (1)	4.39	.827
A project can be successful even when it takes longer than planned	15% (5)	15% (5)	6% (2)	30% (10)	34% (11)	2.48	1.482
Projects implemented under my supervisor's leadership are accomplished within time	18% (6)	76% (25)	0% (0)	6% (2)	0% (0)	4.06	.659

A project is successful when implemented within budget	33% (11)	55% (18)	3% (1)	6% (2)	3.0% (1)	4.09	.947
Projects can be successful even when they spend more than budgeted	9% (3)	12% (4)	18% (6)	30% (10)	30% (10)	2.39	1.298
A successful project is one that meets quality standards	52% (17)	33% (11)	6% (2)	6% (2)	3% (10)	4.24	1.032
A project can be successful even when it does not meet quality standards	9% (3)	3% (1)	0% (0)	33% (11)	55% (18)	1.79	1.219
My supervisor's leadership style contributes to project success	49% (16)	52% (17)	0% (0)	0% (0)	0% (0)	4.48	.508
My supervisor's leadership style helps the project achieve its time, cost and quality objectives.	60% (19)	40% (13)	0% (0)	0% (0)	0% (0)	4.41	.499

Source: Primary Data

Key: 5=SA=Strongly Agreed 4=A=Agreed 3=UD=Undecided 2=D=Disagreed 1=SD=Strongly

Disagreed Stddev=Standard deviation

Findings from the Table above show statements posed to respondents, percentages, frequencies, mean and standard deviation scores.

Results reveal that majority of the respondents 31(94%) agreed to the question that a project is successful when completed within time while 1(3%) neither agreed nor disagreed and 1(3%) disagreed meaning that delivering outputs on time is considered as important for project success. These results are reinforced by responses to the statement; projects project can be successful even when it takes longer than planned to which 64% disagreed while 30% were in agreement and 6% were uncertain. Though the majority are of the view that timeliness is an important element for a project to be considered successful there is a 30% that are of the view that there are other factors that determine project success.94% percentage of the respondents agreed to the statement that projects implemented under their supervisor's leadership are successful and accomplished on time while 6% disagreed with this statement.

Majority of the respondents (88%) agreed to the statement that a project is successful when implemented within budget while (9%) disagreed and only 3% were neutral implying time that meeting cost related targets is seen as critical to project success. When asked if projects can be successful even when they go over budget 60% disagreed with the statement while 21% were in agreement and 18% were unsure reinforcing the fact that being within required budgets is important.

85% of the respondents agreed to the statement that a successful project is one that meets quality standards while 6% were neutral and 3% disagreed respectively. Eighty80% of respondents (n=29) disagreed to the item posed that a project can be successful even when it does not meet quality standards and only twelve percent (n=4) disagreed. Responses to the two statements indicate that achieving the required quality standards is key to project success.

When asked if their leader's style contributes towards project success all respondents were in agreement. Again all respondents agreed to the statement that their supervisor's leadership style helps the project achieve its time, cost and quality objectives.

From these responses it seems respondents are of the view that when a project meets its cost, time and quality objectives then a project is successful. Respondents also seem to agree that the leadership style of their leaders has an influence on project success. In this case the democratic and autocratic leadership styles seem to have an influence on project success. Though not strong, there are some responses that seem to indicate that meeting time, cost and quality objectives is not enough to show project success. Though valid, such responses call for a separate study that looks

at project success beyond the day to day operations of a project, otherwise referred to as product success.

4.6.9 The overall correlation and regression results

Table 17: Over All Correlations Results

		Project Success	Democratic leadership style	Autocratic leadership style	Laissez faire leadership style
Project Success	Pearson Correlation	1	.579**	.514**	.090
	Sig. (2-tailed)		.000	.002	.617
	N	33	33	33	33
Democratic leadership style	Pearson Correlation	.579**	1	.519**	.058
	Sig. (2-tailed)	.000		.002	.749
	N	33	33	33	33
Autocratic leadership style	Pearson Correlation	.514**	.519**	1	.311
	Sig. (2-tailed)	.002	.002		.078
	N	33	33	33	33
Laissez faire leadership style	Pearson Correlation	.090	.058	.311	1
	Sig. (2-tailed)	.617	.749	.078	
	N	33	33	33	33

** . Correlation is significant at the 0.01 level (2-tailed).

Table 19 above presents the overall correlation results for all the Independent variables; Laissez Faire leadership style, Democratic Leadership style with Dependent variable; project success. The analysis above shows a positive correlation between the Democratic leadership style, autocratic style and Laissez faire style and project success. It is however important to note that the strength of the correlation between each of these Independent variables and project success varies with the democratic leadership style have the strongest positive relationship, that autocratic style is with a moderate relationship while the Laissez faire style has the weakest relationship.

The above implies that any increase in the application of the principles of the democratic, autocratic and Laissez faire styles of leadership will lead to an increase in projects success. The

magnitude of the effect however varies with the democratic style having the greatest effect and the Laissez faire, the least effect.

Table 18: Over all regression (effect-variation)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.631 ^a	.399	.336	.31410

Predictors: (Constant), Laissez faire leadership style, Democratic leadership style, Autocratic leadership style

Table 20 above presents the overall regression results for the independent variable and the dependent variable. The model summary table above, reveals that correlation coefficient (R) using the predictors ‘democratic leadership style, Autocratic leadership style and Laissez faire style is. 631 and the *R square* is 0.399. This implies that only 39 % (.399*100%) variation in project success are explained by the three leadership styles while the remaining 60% of variations can be explained by other factors. Some of the factors that might explain the 60% include presence of competent project team members, clearly defined project goals and clear and adequate communication channels within the project (Stadish Group, 1994).

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, discussion, conclusions and recommendation of the research findings on the relationship of leadership styles with project success in the not for profit health projects. This section is organised into four sections; the first section presents the summary, the

second presents the discussion on findings according to objectives of the study while the third section has the conclusion. The recommendations to the study are featured in the fourth or last section.

5.2 Summary of results

The researcher set out to investigate the relationship of leadership styles to project success in the not for profit health projects. This summary of results is done in line with the research objectives. This section focuses on the summary findings for each of the three objectives of the study.

5.2.1 Relationship of the Democratic Leadership style and project success

Study findings reveal that most of the leaders within health projects predominantly use the democratic style of leadership. This is evidenced by the high percentage scores from respondents on most statements that point towards the democratic style of leadership as enumerated in the previous chapter. Findings from the study using Pearson Product Moment Correlation Coefficient indicate a strong positive relationship between the democratic leadership style and project success. The positive nature of the relationship ($\rho = .538$) indicates that the more democratic a leader becomes, the more chances of attaining project success. Regression analysis, interview findings and Questionnaire responses revealed that the use of democratic principles of leadership within health projects positively affects project success.

5.2.2 Relationship between autocratic leadership style and project success

Respondents' views indicate that leaders within health project apply autocratic principles in some situations. The autocratic style of leadership is however not as pronounced as the democratic style of leadership as evidenced by respondent's views on statements regarding autocratic principles of leadership.

Further analysis using the Pearson moment correlation reveals that a moderate positive relationship ($\rho=.514$) exists between the autocratic leadership style and project success. The positive nature of the relationship signifies that the application of autocratic principles in leadership leads to project success.

5.2.3 Relationship between Laissez faire leadership style and project success.

The study established that the Laissez faire leadership style was rarely used by leaders within the two health projects as attested by the low percentages and the mean scores in the previous chapter. When the relationship between the Laissez faire leadership style and project success using the Pearson Product Moment Correlation Coefficient was explored, there was a positive weak relationship of ($\rho =.090$) between the two variables. The positive nature of the relationship signifies that the use of laissez faire leadership style creates very minimal changes in project success. Findings from respondents coupled with interviews with key informants reveal that applications of Laissez faire principles which involve a hand off approach have no influence on project success. Regression analysis results indicate that the Laissez faire style has no significant relationship with project success.

5.3 Discussion of results

5.3.1 Relationship between democratic leadership style and project success

Responses from subjects of the study reveal high scores on most of the descriptive statements that describe democratic leadership principles for instance shared decision making, high emphasis on both tasks and the team, open communication and delegation.

5.3.2 Shared Decision making

Majority of respondents agreed that their leaders seek their views when making decisions about matters that affect them. Results from interviews show that respondents agreed that there was a high level of involvement in planning meetings. Several authors including Drummond (2000), Smith (2009), Sharan (2009) justify the findings from the study when they contend that participation of team members encourages commitment and motivation which in turn contributes to organisational performance. The study findings and perspectives from the various authors further supported by a key informant who asserts that in modern day leadership top down authoritarian principles of leadership no longer work. Project leaders tend to adopt a collaborative or shared decision making approach because they believe it contributes towards project success. Another key informant noted that shared decision making contributes to better decisions since diverse views are discussed, pros and cons explored since “two heads are better than one. Study findings, views from authors and key informant interviews seem to indicate that shared decision as practiced by democratic leaders contributes to project success. Based on these facts the researcher suggests that project leaders within health projects should continue to emphasize the principle of shared decision making but with caution. Shared decision making requires time to reach decisions if each group member is to get the opportunity to voice their opinion. It works well with small teams. Experience shows that project teams are usually small making this approach easy to implement otherwise delayed decision making can impact on the time dimension of project success. It therefore takes a tactical and decisive leader to use this approach effectively to the benefit of the project.

5.3.3 High emphasis on performance and people

Majority of respondents revealed that leaders value team work (100% of the responses) freely interact with them (100%), take time to connect with each team member (91%) and recognise the achievements (97%) and contributions to the success of the project. Respondents agreed that while their leaders value them, they also lay emphasis on quality performance though with controlled supervision since they trust the team to perform effectively. Warrick (1981) supports these behaviours by leaders when he contends that creating such organisational conditions promotes team work, high job performance and satisfaction. Projects usually emphasize a high performing culture though leaders also recognise that emphasis on performance alone without value for the people that make things happen can result in hostile attitudes and high turnover which in turn affects project success. Study findings and available literature indicates that leaders who are both task and people oriented contribute towards successful project outcomes. This however presumes that the teams are genuinely interested in organisational goals and that individual goals are fused with those of the project they work for. Again it takes an effective leader to create such a balance.

5.3.4 Open communication

All respondents agreed that their leaders encourage open communication and endeavour to create mechanisms through that encourage two way flow of information. Morrison (1994) maintains that people management which involves meaningful communication with teams drives project success more than technical issues. Morris maintains that the more a leader interacts with his team the less ambiguity and conflict there is in an organisation. Samson (2004), Vera (1995, 1996) recognises the importance of communication as an effective component of effective management of project human resources and a critical aspect if project objectives are to be accomplished successfully.

The Path goal theory views a leader's as having the role clarifying the path so that the team achieves the goals and objectives of the project. For the leader to leader to do so, two way communications is important. A project setting is a fast paced environment where communication plays a critical role in clarifying roles, tasks and reducing any ambiguities resulting from either lack of information or misinformation. From these findings and what the authors say it is evident that effective communication helps a project operate as a whole rather than a collection of parts which a key informant associated with the circulatory system of a healthy body. But there are often questions for both sides about when, how and what is appropriate to rise and with whom. So perhaps leaders need to make sure that communication always has the space it needs to grow.

5.3.5 Delegation

Majority of respondents agreed that their team leaders empower them through delegation. They also agreed that their leaders trust them to perform. As a result respondents agreed that they have opportunity for achievement implying that their leaders let them exploit their potential without restrictions. Mullins (2005) credits delegation as an effective way of motivating the team, ensuring optimal use of resources and improved performance at individual and organisation levels. Warrick (1998) also believes that delegation allows the team to perform to their best ability since they feel empowered. Though authors provide good backing and rationale for delegation with in health projects, one key informant from one of the health projects mentioned that delegation is sometimes difficult with in a project setting. Staffs are few and over loaded with several responsibilities and delegation increases their workload and results in stress. The researcher however suggests that project leaders should continue to delegate because of the advantages that accrues to project success from delegation. Sometimes it is a question of identifying the most capable employees for the task to be delegated. Delegation is sometimes abused by assigning the

wrong task to the wrong individuals or too much work at a go without the follow up from the person delegating.

5.4 Relationship of the Autocratic Leadership style and project success

The study established a positive moderate relationship between autocratic leadership style and project success. Scores from respondents on a few descriptive statements were in favour of the autocratic style of leadership implying that though leaders in health projects are predominantly democratic in nature as seen in the preceding discussion, there are instances when they practice autocratic principles. Such variation of styles depending is in line with the contingency theory which postulates that effective leaders change their behaviours depending on the situation at hand.

5.4.1 Authority and Control

Responses from respondents in terms of whether project leaders emphasize authority and control within health projects showed mixed reactions

Majority of the respondents agreed that their leaders encourage a variety of opinions and constructive criticism. These findings are contrary to views from Mullins (2002) and Gleeman (1992) who maintain that under the autocratic style of leadership all powers are vested with the leader who makes decisions without involving his team. Daft (2005) also postulates that autocratic leaders entertain minimal or no involvement from subordinates. Based on these findings it seems right to say that leaders within health projects are more democratic than autocratic. Since consultations with employees leads to greater efficiency and effectiveness in delivery of outputs thus project success, the researcher contends that health projects should continue to subscribe towards principles of inclusion.

On matters regarding rules and procedures, findings show that project leaders tend to employ autocratic principles. Most respondents agreed that leaders within health projects tend to emphasize rules and procedures, a distinguishing characteristic of authoritarian leaders. One of the key informants confirmed that on matters of enforcing rules and regulations there are no two ways. For projects to survive and attain project success, realise more funding for the parent organisations there is need to comply with donor rules and regulations as well as requirements of the parent organisation. One of the key informants noted that when it comes to enforcing rules and regulations, project leaders are bound to be more autocratic than democratic. The researcher therefore maintains that project leaders need to realise which situations require application of the autocratic principles and those that do not.

5.4.2 High emphasis on performance

Responses as to whether leaders in health projects are task oriented revealed a mixture of reactions. Majority of respondents agreed that their leaders coordinate and effectively organise their work in a manner that ensures productivity. These responses concur with Ignite (2007) view that a leader's role involves planning, organising and controlling efforts of others and Shell (2002) who notes that effective leaders should clearly outline and define key schedules of employees to avoid heavy work load and absenteeism and ensure quality output and performance.

Majority of respondents however did not agree that their leaders keep a close tab on employees. Though Muczyk & Reinmann 1987 cited in Van de Villet 2006) contends that autocratic leaders keep a close tab on activities of their teams in order to realise high performance these responses indicate that leaders in health projects seem to trust their staff to perform. These responses seem to indicate that leaders in health projects employ different styles depending on the characteristics of the individuals they are dealing with. This observation is in line with the Path Goal theory where

House advises that leaders should vary their style depending on their followers. The researcher observes that within projects leaders employ different styles depending on the situation.

5.4.3 Low emphasis on the team

Majority of respondents agreed that their leaders understood the value of team work and teams. Majority of respondents also agreed that their leaders preferred personal contact rather than written mechanical alternatives, approaches which are not characteristic with autocratic leaders.

Findings on the various characteristics that were explored during the study show mixed reactions from the respondents. These findings point towards leaders who vary their styles depending on the situation at hand. It seems right to say that project leaders seem not to subscribe to one particular style of leadership. It is the situation that dictates which behaviour to adopt so as to attain project success. The researcher agrees with this approach since that ability to be flexible is what distinguishes effective leaders from those that are not effective.

5.5 The relationship of Laissez Faire leadership style and project success.

Research findings indicate that there is a positive weak correlation between Laissez faire leadership style and project success. The weak correlation implies that use of Laissez faire leadership style has minimal or no effect on project success.

5.5.1 Hands off Approach and project success

Study findings reveal that there is very minimal or no use of the laissez faire leadership style in health projects. Respondents confirmed that their leaders are actively involved in project activities, they are available when needed and they take keen interest in employee performance and how it relates to the overall performance of the project, characteristics descriptive of democratic and

autocratic leaders and not Laissez Faire behaviour. Findings that show no correlation between Laissez faire leadership and project success are in agreement with (Higgs 2003) and Warrick (1998) who maintain that a laissez faire leadership style is usually associated with low levels of performance and output and a slow pace within the work setting. Kreithner (1999) also contends that this style of leadership is not applicable in a dynamic society because leaders are expected to organise, plan and coordinate organisational activities. They cannot afford to stand on the side and watch their teams do as they wish. Howell and Avolio refer to the Laissez Faire style as the least effective style. A key informant confirmed these author's perspectives when she confided that the Laissez faire style has no place in a project setting. She mentioned that project leaders cannot stand on the side lines and let things go wrong because projects last for short periods and there is usually not enough time to amend what has gone wrong. Much as the findings and the authors seem to suggest that the Laissez faire style has no place in a project setting if successful project outcomes are to be realised, there are authors like Mullins (2002) who suggests that genuine Laissez faire leaders do not necessarily abdicate responsibility but empower their teams to act and make decisions and they are willing to intervene when the need arises. MacDonald (2007) does not eliminate use of the style but maintains that it should be used in settings with high performing teams.

From this discussion there are two different perspectives to the use of the Laissez faire style of leadership. Much as the findings and some authors seem to suggest that the Laissez faire style is not appropriate for a project setting since it may not contribute to project success, the researcher suggests that perhaps this style can be practiced towards the close out of the project when the team is believed to be more experienced and skilled. In fact one of the key informants who heads a project agreed with this view point and indicated that using the Laissez faire style at the close out stage can be empowering for the team. At the close out, performance targets may not be as stringent

as the initial stages of the project and this stage the morale of the team is low since most individuals are thinking of how to secure their next job. The Laissez faire style would therefore be empowering for the teams.

5.6 Conclusion of study findings

5.6.1 Relationship of the democratic leadership style to project success

Findings showed a very strong positive relationship between the democratic style of leadership and project success. The use of democratic principles such as shared decision making, high emphasis on performance and people, delegation, two way communication therefore have a positive influence on project success. Responses from the interviews conducted were supportive of the responses from questionnaires. The researcher therefore concludes that to a great extent use of the democratic leadership styles positively affects project success.

5.6.2 Relationship between the autocratic style of leadership and project success.

Findings from the study revealed that there is a moderate and positive relationship between the autocratic style of leadership and project success. Respondents contend that application of autocratic style of leadership principles such as centralised decision making, emphasis on performance, can lead to project success. Therefore this study established that the democratic style of leadership has a positive effect on project success.

5.6.3 Relationship of the Laissez faire leadership style and project success

Findings from this study indicate a weak positive relationship between the laissez faire leadership style and project success. In this study the minimal use of the avoidance of leadership and hands off approach by the leader has minimal effects on project success. Therefore the researcher concludes that the laissez faire leadership style has no effect on project success. Because projects

are time bound and there is no room for mistakes, projects can go off track, deadlines can be missed if some staff do not get enough coaching, guidance and feedback from their leaders. Thus adopting this kind of style may not work for a project setting.

5.7 Recommendations

5.7.1 Democratic leadership style and project success

The democratic style of leadership was found to be commonly used with in health projects. Analysis reveals that this style has a positive influence on project success. The researcher therefore recommends that leaders should continue to employ democratic principles of leadership within a setting in order to realised successful project out comes. Projects have stringent performance targets and deadlines. Leaders cannot attain these targets single headedly; they need a motivated team from the very start. The democratic style of leadership should therefore be employed from the initiation stages of the project when teams are still going through the various stages of formation. Projects should invest in the development of leaders to enable them adapt to this style of leadership.

5.7.2 Autocratic leadership style project success

Though study findings reveal that the Democratic style of leadership was the commonly used style in projects there were indications that certain situations necessitate use of the autocratic principles of leadership. The researcher therefore recommends that project leaders should use a mix of styles depending on the situation at hand. A project goes through various phases which include initiation, execution and close out phase. During initiation of a project the researcher recommends that project leaders should use more of the democratic style to allow teams to form. However if during the initiation stage there are situations that warrant use of the autocratic style for instance issues

of compliance with rules and regulations, the leader can vary the democratic style with autocratic because there are no two ways where rules are concerned. However since the ability may not be as easy it sounds. It depends on the level of maturity and experience of a leader. It also depends on inborn traits of the leader. Projects should therefore invest in mentoring leaders to appreciate the different styles and the contribution they make to the success of the project.

5.7.3 Laissez faire Leadership style and project success

Though there is a weak positive relationship between the Laissez faire style of leadership and project success the researcher still suggests that this style can be employed at close out stage of the project if the leader discerns that the team has acquired sufficient skills and experience to implement their activities with no interference. This approach can be empowering for the some team members especially at the close out stage. During the initial stages of the project, leaders should endeavour to develop the skills of their team so at the have the skills and the confidence to perform their job well. At the close out of a project leaders can then employ a hand offs approach if the team is skilled and experienced at what they are doing

5.8 Limitations

The study had several limitations. First, the relatively small sample size couldn't give sufficient statistical power to examine the association between project success and the three leadership styles in much more detail together with the possibility of determining the parameter estimates with realistic confidence intervals. As a result the quantitative data was supplemented with qualitative information gathered from in depth interviews and participant observations so as to apply different lenses / or perspective to the problem and improve on the generalizability of the study findings.

Secondly due to the lack of consensus on the dimensions of project success, the researcher opted to zero down to the simplistic definition of project success or project management success. Having done so the study may have missed to examine other possible attributes of project success other wise called product success.

The third possible limitation is fact that the study is based on self reported project success and how it is influenced by the three leadership styles under examination. In some instances self reported success is sometimes biased as is noted by Sawhill et al., 2001. This could have led to over reporting of project success by some project staff due to social desirability.

Projects normally have a small establishment of employees which limits how big a sample one can draw and this may in turn affect how much the study findings can be generalise to other projects. Again the study looked out for programmes officers and heads of project since they are believed to have a better understanding of the concepts under study. The population of this category of staff is again small.

5.9 Contribution of the study

This study provides some insight into the relationship between leadership styles and project success. The researcher hopes that these findings will be utilised by project heads to develop on the job leadership training and development programmes tailored towards helping leaders adapt styles and behaviours that facilitate project success. Most studies on leadership and project success are mainly conducted on the international scene. Findings from this study have will therefore contribute to the body of knowledge on this subject on the local scene.

5. 10 Areas for further research

Future research should look at project success and leadership styles from the perspective of external stakeholders to a health project, referred to as product success.

The current research concentrated on only two health projects, future research should examine the effect of leadership styles across a cross section of health projects to establish if the findings of this study can be generalised to other health projects.

Since Leadership styles have been found not to significantly contribute towards project success, further research should explore other factors that explain why projects succeed.

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APPENDICES

Appendix i: Questionnaire for Programme Officers

Topic of the study: LEADERSHIP STYLES PROJECT SUCCESS IN NOT FOR PROFIT HEALTH PROJECTS IN UGANDA

I am a student of Uganda Management Institute carrying out research on leadership styles and project success. This is in partial fulfilment for the award of a Masters degree in Management studies (Project Planning and Management). I will be grateful if you spend a few minutes completing this questionnaire. Your insights and responses will assist in improving project performance. Please answer all questions honestly and for confidentiality you do not have to indicate your name. The information gathered is strictly for education purposes only.

Should you have any queries please do not hesitate to request for clarification.

SECTION A: BACK GROUND INFORMATION

Please circle to indicate your opinion on each of the statements

1) What is your gender?

- i) Male ii) Female

2) What is your highest level of education?

- i) Masters
ii) Bachelors
iii) Certificate
iv) Post Graduate
v) Others (specify)

3. How long have you been working with projects?

- i) Less than 2 years
ii) 2-4 years
iii) 5 – 7 years
iv) 8 – 10 years

v) Over 10 years.

4 Age bracket of respondent

1. 21 – 30 years
2. 31 – 40 years
3. 40 – 50 years
4. Over 50 years

5. Position in the organisation

1. Programme Officer
2. Project Officer
3. Other (Specify)

SECTION B: Leadership styles and project success

The statements below describe the behaviours that help assess leadership style inclinations. When you read the statement think of typical situations either in your current project and how your leader reacts. It is important that you provide sincere feedback. All individual responses are 100% confidential.

Your answers will range from 1 –Disagree to 5 Strongly Agree.

Strongly Agree– 1, Disagree 2, Not Sure3,Agree – 4, Almost Always =5.

Please mark or circle the number **that corresponds to your response.**

	Statement	SD	DA	NS	A	SA
	Democratic style	1	2	3	4	5
	My team leader listens to the views of the team before final decisions are made.	1	2	3	4	5
	My team leader encourages employee discussions.	1	2	3	4	5
	My team leader freely interacts with the team.	1	2	3	4	5
	My team leader encourages dialogue	1	2	3	4	5
	I am happy with the level of participation during planning meetings	1	2	3	4	5

My team leader encourages working in teams to ensure project success	1	2	3	4	5
My team leader takes time to connect with each team member	1	2	3	4	5
My team leader takes pride in winning as a team.	1	2	3	4	5
My team leader stresses that everyone contributes to the success of the team they belong to	1	2	3	4	5
My team leader encourages communication to the team.	1	2	3	4	5
My team leader encourages feedback.					
My team leader welcomes feedback.					
My team leader is fair with subordinates	1	2	3	4	5
My team leader is approachable	1	2	3	4	5
My team leader emphasizes the importance of quality but allows my staff to establish the control standards	1	2	3	4	5
My team leader provides staff with clear responsibilities and allows them to decide how to accomplish them	1	2	3	4	5
My team leader sets clear goals allowing people to use their initiative	1	2	3	4	5
My team leader meets with staff regularly to discuss their needs	1	2	3	4	5
My team leader recognizes staff's achievements with encouragement and support	1	2	3	4	5
My team leader holds periodic meetings to show support for company policy and mission	1	2	3	4	5
My team leader stays recognizes when to delegate	1	2	3	4	5
My team leader demonstrates trust in others to perform effectively	1	2	3	4	5
My team leader is over loaded because he has failed to delegate sufficiently	1	2	3	4	5
My team leader believes people generally respond well when given greater responsibility	1	2	3	4	5
I have little opportunity for achievement	1	2	3	4	5
My team leader fosters development of common vision	1	2	3	4	5
My team leader holds himself accountable without blaming others	1	2	3	4	5
Autocratic style	1	2	3	4	5
Effectively organizes work activities	1	2	3	4	5
Accepts accountability for actions taken	1	2	3	4	5
Understands the value of team work	1	2	3	4	5
Schedules and coordinates work in a manner which ensures productivity	1	2	3	4	5
Makes sure staff are aware of all company policies and procedures	1	2	3	4	5
Demonstrates each task involved in doing the job	1	2	3	4	5
Checks on staff's work on a regular basis to assess their progress	1	2	3	4	5

	Tries to assign work in small easily controlled units	1	2	3	4	5
	Sets down performance standards from each aspect of my staff's job	1	2	3	4	5
	Gets staff to report back to him after completing each step of their work	1	2	3	4	5
	Utilizes chain of command	1	2	3	4	5
	Sets clear codes of acceptable conduct and takes actions against breaches of them	1	2	3	4	5
	Ensures that information is fed directly to staff.	1	2	3	4	5
	Uses influence to encourage two way communication at all levels in the organization	1	2	3	4	5
	Encourages personal contact rather than written mechanical alternatives	1	2	3	4	5
	Encourages variety of opinion and constructive criticism	1	2	3	4	5
	Inspires excitement with his communication style	1	2	3	4	5
	Understands that every member has a different set of motivational stimuli	1	2	3	4	5
	Celebrates and rewards individual and team achievements	1	2	3	4	5
	Laissez Faire style	1	2	3	4	5
	Provides no direction to employees	1	2	3	4	5
	Gives employees as much freedom as possible to determine goals, make decisions and resolve problems	1	2	3	4	5
	Spends most of his time outside the project premises	1	2	3	4	5
	Does not care what happens in the project	1	2	3	4	5
	Hardly takes any disciplinary action against any body	1	2	3	4	5
	Is absent from work when needed	1	2	3	4	5
	Gives us tasks and leaves us to accomplish them in the best way we wish	1	2	3	4	5
	We achieve personal goals as a result of no or limited leader involvement in the company work	1	2	3	4	5
	We relate well with each other	1	2	3	4	5
	We use the trust we are accorded properly and respond with excellent performance	1	2	3	4	5
	We are recognized for good work done	1	2	3	4	5
	Our leader avoids getting involved when issues arise	1	2	3	4	5
	Authority and control of resources is equally distributed among the team	1	2	3	4	5

Section C: Success of projects

	Statement	SD	DA	NS	A	SA
	A project is successful when completed within time.	1	2	3	4	5
	A project can be successful even when it takes longer than planned	1	2	3	4	5

	Projects implemented under my leadership are accomplished within time.	1	2	3	4	5
	A project is successful when implemented within budgeted.	1	2	3	4	5
	Projects can be successful even when they spend more than budgeted.	1	2	3	4	5
	A successful project is one that meets quality standards	1	2	3	4	5
	A project can be successful even when it does not meet quality standards	1	2	3	4	5
	My supervisor's leadership style contributes to project success	1	2	3	4	5
	My supervisor's leadership style helps the project achieve its time, cost and quality objectives.	1	2	3	4	5

Appendix ii: Interview guide for selected heads of projects

TOPIC: LEADERSHIP STYLES AND PROJECT SUCCESS IN NOT FOR PROFIT HEALTH PROJECTS IN UGANDA.

1. Name (Optional)

2. Designation

3. How long have you worked with projects?

Less than 2 years

ii) 2-4 years

iii) 5 – 7 years

iv) 8 – 10 years

iv) Over 10 years.

2 Years of experience as a leader of the project team.

i) 2- 4 years ii) 5- 7 years iii) 8 – 10 years iv) Over ten years

A. Leadership style

4. As a leader how are decisions arrived at within your project? Please give details

5. How do you normally ensure that the needs of the project you head are met? Please provide details.

6. When a problem arises in this project how do you go about resolving it?

7. How often do you hold meetings in your department / project? Are you often able to attend these meetings or not? Give details.

B Project success

7. How would you define a successful project?

8. How would you define an unsuccessful project?

9. In your opinion do you think projects you have been part of were successful?

10. What contributed towards the successful implementation of those projects? Explain

11 Were these projects implemented to your satisfaction in terms of time, cost and budget?

12. Do you think the style a leader adopts contributes towards the success of a project?

13. From the average score above indicate how your leadership style has contributed to the performance of the project you led or are leading?

14 In your view, what other factors contribute towards project success?

15 In you project, have there been any efforts undertaken to improve leadership among project leaders? Please provide details.

Thanks a lot for your response.

Appendix iii

Procedure for calculating the content validity index (CVI) of the instruments

Two experts were consulted and asked to look at each of the items in the questionnaire and establish whether they are

1= Not relevant

2= Some what relevant

3 = Quite relevant or

4 = Very relevant

The researcher then put the items in two categories with 1 and 2 in one category, then 3& 4 in another category. The items were then placed in a table and then the researcher calculated the content validity index.

Questionnaire

RATERS	1 OR 2	3 OR 4	TOTAL 3 OR 4
Rater 1	10	24	24
Rater 2	13	20	20
Rater 3	23	44	44

Since Items rated 3 or 4 total 44 and number of items in the questionnaire were 50 then

$$CVI = \frac{44}{50}$$

$$50$$

$$CVI = 0.88$$

Therefore the items in the questionnaire were taken to be valid since the content validity index calculated (0.88) was within the acceptable range of $> 0.5 < 1$

Appendix iv

Calculation of the reliability of the Questionnaire using Cronbach Alpha correlation coefficient

Cronbach's Alpha Coefficient was used to measure reliability of the instruments with the results indicating an alpha of .6678. According to Amin (2005), an alpha of 0.5 or higher is sufficient to show reliability; the closer it is to 1, the higher the internal consistency reliability; (Sekaran, 2003).

This was calculated using the SPSS package version 18 which is a statistical package for social scientists.

Table showing reliability

Variable	No of Items	Cronbach's Alpha
Authoritarian	10	.682
Democratic	10	.536
Laissez – Faire	10	.642

Project success	20	.833
Total	50	Average 0.67

Reliability Table

Variable	Alpha	No of items
Democratic leadership style	.626	19
Autocratic leadership style	.852	19
Laissez Faire leadership style	.592	13
Project Success	.727	9
Total	2.797	

Source: Primary data

Reliability $(2.797/5)=0.69925$ approximately 7.0 thus $(7.0*100) = 70\%$