

**LEADERSHIP STYLES AND PROJECT SUCCESS AMONG NON-GOVERNMENTAL
ORGANIZATIONS; A CASE STUDY OF WORLD
VISION, SOMALIA**

BY

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OCTOBER, 2024

DECLARATION

I, **AHMED ALI ABIKAR** hereby declare that this dissertation is my own original work and that it has not been presented and has never been presented to any institution or university for a similar award.

Signature.....




Date.....

10 / 10 / 2024

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APPROVAL

This is to certify that this dissertation is compiled under my supervision. It is now ready for submission to the University Board of Examiners for review.

Signature.....  Date..... 16/10/2024
PROF.KABIR BELLO

DEDICATION

I dedicate the success of this study and book to my dear parents my mother Sahara Cumar Qaasim and my Dad Ali Abiika Cusmaan who have been behind in the entire academic struggle and have contributed tremendously towards completion of this study.

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LIST OF ABBREVIATION

AMA	:	Africa Muslims Agency
COPS	:	Chiefs of Party
DCOPS	:	Deputy Chiefs of Party
NGOs	:	Non-Government Organization
PMI	:	Project Management Institute
SIMAD	:	Somali institute of Management and Administration Development
UNDP	:	United Nations Development Program

ABSTRACT

The study examined the contribution of leadership styles and project success among non-governmental organizations of World Vision, Somalia. The objectives of the study were to determine the contribution of autocratic style of leadership on project success to investigate the impact of democratic style of leadership on project success and to examine the influence of laissez faire style of leadership on project success in. The study adopted a cross sectional designs with an application of both quantitative and qualitative approaches. From the study Krejcie and Morgan Table of (1970) was used to determine an adjusted sample size of 130 from the target population under study. Stratified sampling techniques and purposive sampling were used to select the respondents and data was analyzed using IBM, SPSS, 24 and presented using descriptive and inferential statistical results. The study found out that World Vision Somalia effectively organizes work activities, organization accepts accountability for actions taken and this, understands the value of team work and the leader listens to the views of the team before final decisions are made, in addition the leader encourages employee discussions. The study concluded that there was a positive relationship between the autocratic style of leadership and project success. Respondents contend and 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 and very strong positive relationship between the democratic style of leadership and project success of non-governmental organization of World Vision Somalia. The study recommended that leaders should continue to employ democratic principles of leadership within a setting in order to realize successful project out comes. The researcher therefore recommends that project leaders should use a mix of styles depending on the situation at hand. The researcher recommended that projects should have the best leadership elements in order to perform better.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter deals with introduction to the study, background to the study, problem statement, purpose of the study and the research objectives. It also gives the research questions, hypothesis, study of scope and significance of the study. This study investigated the impact of project leadership and success of project in non-governmental organization in World Vision Somalia. In this project leadership style will be considered as an independent variable and success of project as an independent variable because the two are interlinked.

1.1 Background to the study

The background of the study is classified into four perspectives namely; Historical, theoretical, conceptual, contextual

1.1.1 Historical perspective

Globally, 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.

Still on the global scale, 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).

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).

In sub-Saharan Africa, Project management is not a practice of recent times, vast structures built by the Egyptians, 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.

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. 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).

In Somalia, several organisations team up with the movement to deliver humanitarian services. For example, humanitarian Aid from the European Commission focused on nutrition, water and sanitation, livestock, food security, shelter and assistance to initially displaced populations and assistance to Somali refugees in Kenya. Additionally, since 2006 the European Commission has allocated €13 million to assist Somali refugees in Kenya (Somalia, fact sheet; EU, 2009). Projects in the past have focused mainly on three sectors: i) Governance and security, including support

to institutional building, reconciliation, rule of law, human rights and capacity building for Somali Non State Actors; ii) Social sectors, including support to primary and secondary education, adult literacy, teacher and vocational training, health systems strengthening and maternal health care and improved access to safe water in urban and rural areas; iii) Agriculture, livestock, food security and early warning.

UNDP works with government partners, non-governmental organizations, and civil society to design projects that contribute to real, measurable improvements in the lives of the Somali people. Through support to local government, UNDP helps local councils to deliver much needed services, such as access to water supplies and health care. With communities, UNDP is engaged in building or rehabilitating access roads, markets and irrigation systems. UNDP is also increasing awareness on and advocating for the Millennium Development Goals and human development in Somalia (UNDP, 2016).

Despite the monies that have been poured in Somalia over the years, the lives of the inhabitants seem not to change fundamentally. Many local non-for-profit organizations existing in the country, especially the capital city Mogadishu, are run by unqualified people who do not have the necessary knowledge, skills, and abilities to succeed in projects. Although, there is a growing number of studies as those cited above regarding, project management, we know little about managerial competencies and project success in Mogadishu, Somalia. In fact, less research supports the link between those factors mentioned earlier, hence a gap, which this study sought to fill.

1.1.2 Theoretical perspective

This study was guided by Fielder's Contingency theory and House's Path Goal theory in Wagner, (2009). 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 dependent on the style the leader utilizes 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 5 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. 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 realize positive outcomes. Aspects of House's Path Goal theory was also adapted to form the basis of this study.

1.1.2 Conceptual perspective

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 (Skipper, & Bell, 2006).

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. Delegation or Laissez style leaders were viewed as those with 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 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. 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.

1.1.4 Contextual perspective

World Vision Somalia is a prominent humanitarian organization that has been actively involved in Somalia since the early 1990s. Somalia, located in the Horn of Africa, has faced complex challenges, including political instability, armed conflict, and natural disasters, which have had a severe impact on its population.

The organization's presence in Somalia is driven by a commitment to addressing the critical needs of vulnerable children and communities affected by poverty, violence, and displacement. World Vision Somalia operates through an integrated approach that combines emergency response, development programs, and advocacy efforts to bring about sustainable change.

Somalia has experienced a prolonged period of conflict and political turmoil, resulting in the displacement of millions of people within the country and to neighboring countries. This has led to significant challenges in the areas of education, healthcare, food security, and access to clean water and sanitation. World Vision Somalia recognizes the urgent need to address these issues and provides life-saving assistance to those affected by emergencies, including provision of food, water, shelter, and healthcare services.

In addition to emergency response, World Vision Somalia implements long-term development programs aimed at improving livelihoods, strengthening community resilience, and empowering children, families, and communities. These programs encompass various sectors, such as education, health and nutrition, water and sanitation, economic development, and child protection. They are designed to address the root causes of poverty and vulnerability, promoting sustainable development and lasting change.

World Vision Somalia also plays an essential role in advocacy and policy engagement, working with local and national governments, as well as international partners, to address systemic issues and promote the rights and well-being of children. By advocating for child protection, access to quality education, healthcare, and basic services, World Vision Somalia strives to create an enabling environment for children's growth, development, and overall well-being.

Over the years, World Vision Somalia has made significant contributions to the lives of countless individuals and communities across the country. By working closely with local communities and partners, the organization continues to make a positive impact, helping to rebuild lives, restore hope, and create a better future for the children and families of Somalia.

In addition, effective leadership style went on to improve employees' morality and their performance across Somalia. To get high employees' performance mainly depends on the kind of leadership styles whether democratic, autocratic or transformational that exists in the organization (Greenberg, & Baron, 2003). The success of any university is directly affected by the performance of the employees within the organization, whether or not those employees are dealing directly with customers or other stakeholders. And also, employee performance directly impacts on services delivery, higher employee performance improves image and quality of the organization (Greenberg, & Baron, 2003). In SIMAD, employee performance is poor because there is turnover as high as 47%. Their commitment is low, there is also low employee morale and their input is low (Dahir, 2008). Therefore, there is need to examine the relationship that exists between leadership style and employees' performance in SIMAD University.

With the aim of promoting leadership skills across Somalia, the emergence of Non-Governmental Organizations also played a very big role according to Abdilahi, (1995), the history of NGOs in Somalia goes back to the 1980s when international aid agencies came in to assist following a huge influx of Ethiopian refugees into Somalia following the Ogaden war in the late 1970s. However, a quick increase of NGOs operating in Somalia occurred in the 1990s in response of the collapse of the government, public services and structures following the plunge into civil war in 1991. With time, local Somali NGOs also sprung up to compliment work done by International NGOs. For a long time, NGOs in Somalia were operating without any institutional support or legal framework to foster growth and regulate their operations.

Nevertheless, NGOs in Somalia play a crucial role in the rehabilitation and welfare of Somali citizens (Abdilahi 1995). Even though the structures of the local NGOs tend to mirror those of

their international counterparts, the local NGOs are severely limited by their dependence on external funding and by their staff who may not have the requisite voluntary ethos or ideological commitment (Abdilaahi, 1995). Abdilaahi further states that NGOs in Somalia have ever since a myriad of challenges. The biggest challenge is insecurity and terrorism where most of the NGOs have declared enemies by religious extremists because of their relationship with donors. Attacks, killings and kidnappings of NGO staff by armed militia are common.

The socio economic and political context that has resulted from the civil war has also led to the destruction of the economy, infrastructure and both civil and government institutions creating a difficult and chaotic environment in which to operate. Another challenge is the lack of a proper institutional framework (Hammond & Vaughan-Lee, 2012). In addition, NGOs in Somalia have poor relations with the administration, local communities and international organizations. Relations with the government are viewed misunderstanding and mistrust. This is made worse by a perception that some of the NGOs control more resources than the government. In addition, the local communities view some NGOs as middlemen benefitting their local clansmen breeding envy and resentment (ibid).

The continuing war on terror as well as efforts of state building have brought about a very volatile political environment, resulting in some warlords perceiving humanitarian assistance and other NGO work to be partisan and biased. Since most NGOs are identified with the western world, they are seen to have a sinister political motive (Hammond & Vaughan-Lee, 2012). In addition, NGOs in Somalia go through similar problems such as management of the organisation, staff management, answerability and inadequate funding with the most common challenges being donor dependency, poor leadership and gender bias (Abdi & Johnson, 2014).

1.2 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 % (Standish Group 2017, 2019, 2020). 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 & 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. 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, 2020).

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 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.

1.3 Purpose of the study

The purpose of the study was to examine the contribution of leadership styles and project success among non-governmental organizations using a case study of world vision, Somalia.

1.4 Specific objectives

- (i) To determine the contribution of autocratic style of leadership on project success in World Vision Somalia
- (ii) To investigate the impact of democratic style of leadership on project success in World Vision Somalia
- (iii) To examine the influence of laissez faire style of leadership on project success in World Vision Somalia

1.5 Research questions

- (i) What are the contributions of autocratic style of leadership on project success in World Vision Somalia?
- (ii) What are the impacts of democratic style of leadership on project success in World Vision Somalia?
- (ii) What are the influences of laissez faire style of leadership on project success in World Vision Somalia?

1.6 Scope of the study

1.6.1 Geographical scope

The study was carried out in World Vision has been operational in Somalia since 1993, responding to the over three decades-long protracted humanitarian crisis, working with communities to overcome conflict and climate-induced challenges, strengthen resilience, improve people's livelihoods as well as address development challenges. We do this by implementing community-based and multi-sectoral emergency and resilience-focused programmes across different parts of Somalia. Our programmes are especially focused on food security and livelihoods, water and sanitation, health and nutrition, protection and education. By 2025, World Vision plans to protect and improve the wellbeing of 2 million children by building the resilience of their families and communities. Working hand-in-hand with local partners and government, we seek to achieve this goal through multi-sectoral and sequenced programming that addresses the root causes of vulnerability at households, communities, and institutional levels.

1.6.2 Content scope

The study focused on the contribution of autocratic style of leadership on project success, on investigating the impact of democratic style of leadership on project success in World Vision Somalia and on examines the influence of laissez faire style of leadership on project success in World Vision Somalia.

1.6.3 Time scope

The study focus was between 2016 to 2022 on looking at World Vision Somalia as an organization, this is because within this period there has been a drastic fall in the performance of the organization and the researcher believes this could be as a result of laxity in leadership and hence a study on autocratic of leadership styles, democratic style of leadership and laissez faire style of leadership. The actual study was from March, 2022 to August, 2023 looking at the different leadership styles World Vision Somalia is using and how it is contributing to the success of project in Mogadishu Somalia.

1.7 Significance of the study

This study will be useful for the following ways:

Whereas there are several studies that have explored the relationship between styles of leadership and project success in organisations within the study will therefore add to the body of knowledge

on leadership in project success in organizations. 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 managers and other 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.

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. Most studies on project success have concentrated in the construction industry and therefore a study within projects in the health sector will be handy.

1.8 Operational definition key terms

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 overall, 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.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the related literature which was a partial summary of the previous work related to the hypothesis of the study that explored and cited as well as existing knowledge related leadership styles and project success among non-governmental organizations in World Vision, Somalia and elsewhere in the world in correlation to the research specific objectives.

2.1 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 happened. 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 adapts to a great extent contributes towards the success of a project. Therefore, it is important to review the under lying 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), (Welchrich, 2005). 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) 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 favorableness. 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 favorable or extremely unfavorable. Extremely favorable 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 undefined 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, and 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 need 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.

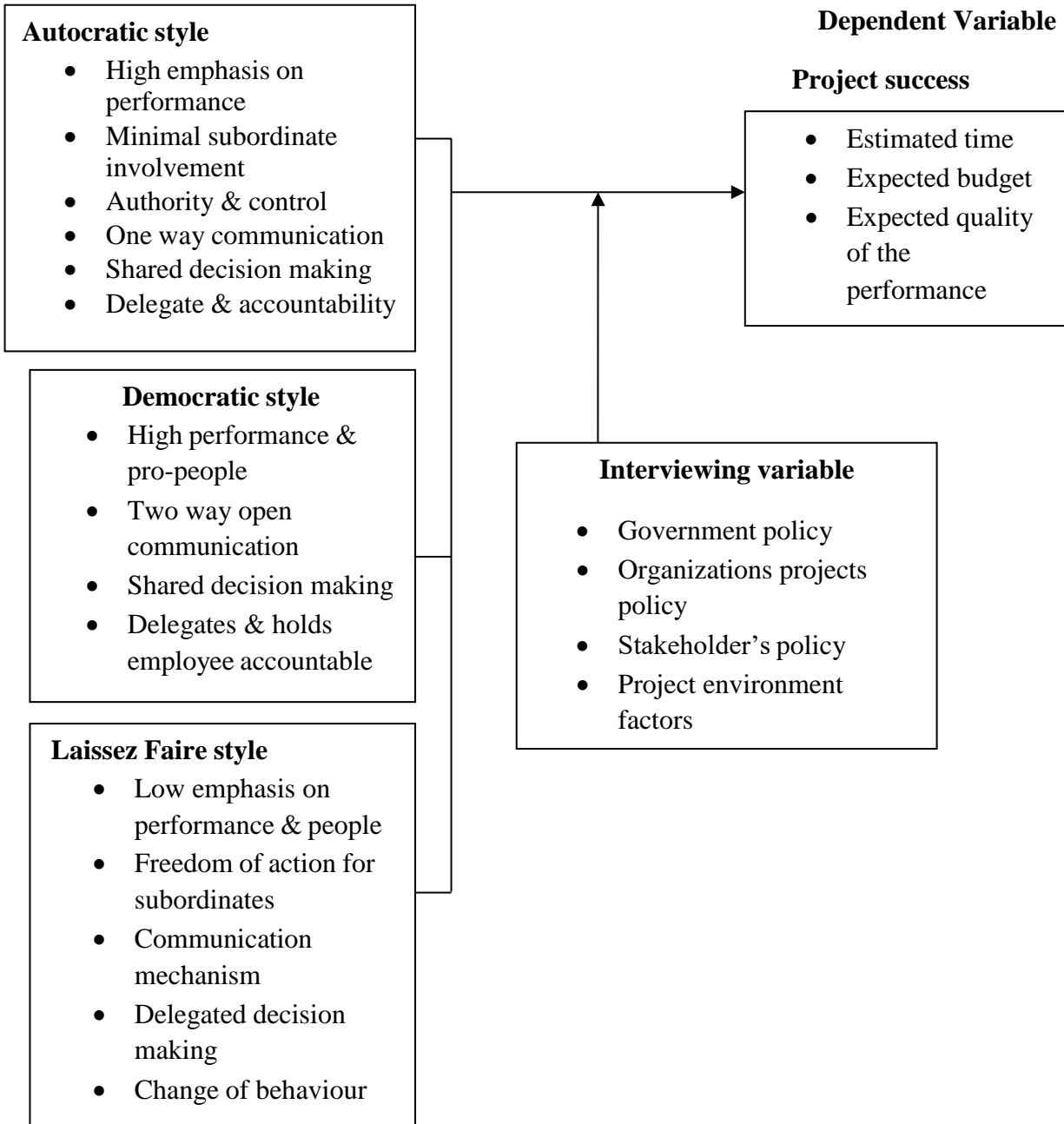
Northouse (2010), asserts that the path goal theory has three key positive attributes. It offers a theoretical frame work that is useful in understanding how directive, supportive, participative and achievement-oriented types of leadership styles affect the performance of an organization. The Path Goal 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.

2.2 Conceptual Review

Figure; 2.1: Conceptual Framework showing the relationship between independent variable and dependent variable.

Independent Variable

Leadership styles



Source; Mullins J.L (2007) Management and Organization behaviour and conceptualized by the researcher, (2023)

From the conceptual frame work above the relationship between variables will be established that is; independent variable which will be divided into; Autocratic style with attributes of High emphasis on performance, Minimal subordinate involvement, Authority & control, one way communication, Shared decision making and Delegate & accountability. Secondly is Democratic style, High performance & pro-people, two-way open communication, Shared decision making and Delegates & holds employee accountable. Lastly is Laissez Faire style, Low emphasis on performance & people, Freedom of action for subordinates, Communication mechanism and Delegated decision making. A combination of all attributes determines the dependent variable which is the project success with attributes of estimated time, expected budget and expected quality of the performance. Whereas these will be controlled by government policy, organizations projects policy, stakeholder's policy and project environment factors.

2.3 Review of the concepts

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 et al., (2001; 1998), 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 has 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). However, despite the extensive research on leadership styles and their impact on organizational outcomes, there remains a gap in the literature regarding the specific application and effectiveness of different leadership styles in the context of humanitarian and development organizations, such as World Vision Somalia. While Warrick (1981) suggests that a participative or democratic leadership style is effective for achieving both profit and concern for employees, it is essential to explore how these leadership styles translate into the unique challenges and goals of organizations dedicated to poverty alleviation and advocacy. Additionally, the specific dynamics of shared decision making, authority and control, communication, delegation, and balancing performance and employee well-being within the context of humanitarian work require further investigation. Therefore, this study aims to address this gap by examining the leadership styles employed within World Vision Somalia and their implications for organizational effectiveness, employee engagement, and the achievement of social impact goals. By gaining insights into the leadership practices that align with the mission and objectives of humanitarian organizations, this research seeks to contribute to the development of evidence-based leadership strategies tailored to the specific needs of this sector

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 have 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 indicated gap in the research lies in the limited understanding among leaders regarding the significance of their leadership style and its impact on performance. While leadership style has been recognized as a crucial factor influencing individual and group performance, there is a lack of comprehensive knowledge regarding the specific effects of leadership style on organizational performance as a whole (Warrick, 1999). This knowledge gap highlights the need for leaders to be aware of the behaviors they exhibit, as these behaviors can determine the success or failure of projects.

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. A gap in the research is the lack of comprehensive understanding regarding the relationship between democratic, autocratic, and Laissez-faire leadership styles and project success. While some studies have explored the impact of leadership styles on project outcomes, there is a need for further investigation into the specific effects of these leadership styles within the context of different stages of the project life cycle (Frame, 1987). Understanding which leadership style is most suitable for specific project stages can provide valuable insights for project managers to effectively lead their teams towards success.

2.5 Contribution of autocratic style of leadership on project success

In today's global economy, organizations seek leaders who bring out the best in their subordinates. Professionals can display a range of leadership behaviors including autocratic leadership, whereby management control organizational practices and procedures. As a professional, it is important to be aware of the positives and negatives of autocratic leadership because it can have an impact on individual and team performance and morale (De Hoogh, Greer & Den Hartog, 2015). When a manager utilizes an autocratic leadership style, the manager drives decision-making. A recent definition of autocratic leadership is that it is "characterized by the centralization of decision-making and directive power in a single dominant leader." (de Hoogh et al., 2015).

2.5.1 Autocratic leadership impacts team performance

Autocratic leadership can have both beneficial and negative outcomes on team performance. It is important for professionals to consider when it is appropriate to use this style of leadership. When team members accept the hierarchy imposed by autocratic leadership, autocratic leadership can increase team performance through increasing team psychological safety (de Hoogh et al., 2015). However, when the hierarchy is challenged by team members, then autocratic leadership has a negative impact on team performance (de Hoogh et al., 2015).

2.5.2 Autocratic leadership impacts subordinate work stress

When professionals are pressed for time, they will adopt a more autocratic approach with their subordinates. This can lead to subordinates experiencing work stress and lower well-being (Briker, Walter & Cole, 2020). It is important for professionals to identify when they are pushed for time, because this can result in engaging in autocratic leadership behaviors that aren't conducive to team effectiveness.

2.5.3 Subordinates who lack confidence are attracted to autocratic leaders

When employees are unsure about their abilities, they are more likely to be attracted to autocratic leaders (Rast, Hogg & Giessner, 2013). When employees are confident about their role in the organization and have a high sense of identity, they are more supportive of a non-autocratic leader (Rast et al., 2013). Within group functioning, employees who lack self-certainty, appear to expect this type of autocratic behavior from their group leader (Rast et al., 2013). Managers should be judicious when choosing to engage in autocratic leadership behaviors because it has the potential to decrease employee's well-being. However, there are times when an autocratic leadership style becomes an option in times of uncertainty and when employees are unsure of themselves (Schoel, Bluemke, Mueller & Stahlberg, 2011).

Fiedler's contingency theory suggests that individual and team success is not always a function of a particular leadership style such as transformational leadership or shared leadership. It also depends on the situation (Schoel et al., 2011). Most employees view autocratic leaders as distasteful and prefer a democratic leader who asks followers for ideas (Schoel et al., 2011). However, previous research shows that although teams who have a democratic leader display a high level of morale and satisfaction, they are not necessarily more productive. An autocratic manager who is unpopular might lead a highly productive team because of their direct style (Schoel et al., 2011). Subordinates' individual differences play a role in determining the effectiveness of autocratic leadership. School and colleagues found that when there was uncertainty about roles, employees who had low self-esteem preferred an autocratic leader and were more successful whereas those with high self-esteem preferred a democratic leader and this contingency also led to success.

2.5.4 Autocratic leadership leads to quick decision-making

Because autocratic leaders are driven by time urgency, they are more likely to make quick decisions and this can lessen the impact of procrastination (Briker et al., 2020). Moreover, because autocratic leaders do not seek ideas from their followers, they make solo decisions leading to faster outcomes. Newcomers benefit from autocratic leaders When new employees start a new job, they are often unsure of their role and need direction. This is particularly true if it is an employee's first job such as a recent college graduate. In these types of uncertain situations and if the employee is struggling with low self-esteem, an autocratic leader can be effective through giving direction (Schoel et al., 2011)

2.5.5 During stressful periods, autocratic leaders can be effective

When efficiency is needed and there is little time for meaningful organizational and workplace communication, autocratic leadership can be effective (Harms, Wood, Landay, Lester & Vogelgesang, 2018). Research has shown that during harsh economic times, such as the current crisis due to the Pandemic, autocratic leadership is more effective than transformational leaders for firm effectiveness (Huang et al., 2015).

2.5.6 Autocratic leaders increase employee turnover

There is research to show that even when teams are performing well, individuals will quit these teams if they are led by an autocratic leader. One reason for this is that autocratic leaders increase negative effect in subordinates, including fear and anger (Harms et al., 2018). Moreover, because autocratic leaders are less likely to value creative ideas from subordinates, employees might feel less valued and this has the potential to increase employee turnover.

2.5.7 Autocratic leaders can create a toxic culture

Research has shown that when senior executives engage in autocratic leadership, then middle management will mimic these behaviors (Li & Sun, 2015). This modeling can result in autocratic leadership being accepted throughout the organization at lower and upper levels. This increase in hierarchy can lead to an ineffective culture, undermine innovation and it also makes it difficult for organizations to change from an autocratic culture to a more democratic environment.

2.6 Impact of democratic style of leadership on 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. Somech, (2005) defines participative leadership as joint decision making or sharing influence in decision making by the leader/ manager and the team.

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.

2.6.1 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. These 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. Sharan, (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.

2.6.2 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 and project success.

2.7 Influence of laissez faire style of leadership on 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 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 (Wings, 2003).

This style of leadership is said to result into the lowest levels of performance at both an individual and organisation level (Wings, 2003). 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.

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 organizational outcomes for instance performance, commitment and motivation. Whereas from the scholarly writings it is evident that Laissez Faire style has a negative effect on organizational 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. A gap in the research lies in the limited understanding of the specific impact of the Laissez-faire leadership style on project success in the health sector. While scholarly writings suggest that the Laissez-faire style has a negative effect on organizational performance, most studies have focused on general management contexts rather than the project context (Howell & Avolio, 1993). As a result, there is a lack of comprehensive research exploring the implications

of the Laissez-faire leadership style specifically in the context of project management within the health sector.

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.

2.8 Literature review gap

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 dependent on the situation at hand, the manager's attributes and attitude as well as follower's beliefs.

CHAPTER THREE

METHODOLOGY

3.0. Introduction

This chapter describes the research methodology that was used in the research study. This included research design, target population, sampling techniques, sample size determination, source of data, data collection methods, research instruments and data quality and control, ethical considerations, analysis of data and limitations of the study.

3.1. Research Design

The research adopted a cross sectional research designs. A cross-sectional study is a type of observational study that analyzes data from a population, or a representative subset (Cooper, 2014). A cross sectional survey was used because it allowed large amount of data to be collected over a short period of time and descriptive survey because data was collected without changing the environment amidst describing the relationship in the variables (Cope, 2014). The study compared and tested these factors through questionnaires and interviews. Description of data in both qualitative and quantitative helped to establish the views and opinions, feelings and attitude of respondents about the contribution of leadership styles and project success among non-governmental organizations in World vision, Somalia. The qualitative approach was used to understand the deeper meaning of the responses and the quantitative approach enabled the researcher gather large scale data, in a relatively shorter time frame.

3.2. Study Population

The study has (two hundred and ten) 210 people as the sampling population which includes World Vision officers, World Vision staff, beneficiaries, (World Vision Data, Resource Somalia, 2023). This study population was relevant because the entire leadership styles concerns all the departments and directorates of the World Vision organization. Sekaran (2003), observes that collecting data from the entire population would be practically impossible and it would be very difficult to examine every element in the population, therefore, a study of a sample is more likely to produce more reliable and quick results because fewer errors may result during the data collection exercise, supervisors, World Vision staff, beneficiaries.

Table 3.1; Population Size**Table 3.2: Population of the study**

S/N	Category	Population
1	World Vision project officers (managers)	4
2	Supervisors	5
3	World Vision staff	5
5	Beneficiaries	194
Total		210

Source; *World Vision Data, Resource Somalia, (2023)*

3.3. Sample Size and Selection Strategy

The sample size was calculated using the Krejcie and Morgan table, (1970) for determining sample size as this ensured that a practical ratio was used for a sample of the whole population under study. Basing on the table, a sample of 136 was used for the whole population of 210. The assumptions are that the sample of the bigger populations was insufficient for a valid conclusion, thus the need to adjust for a more definitive level of response. The adjusted sample was viable in the context of funds available for the research study; systematic bias was controlled in a better way.

Table 3.3: Sample Size and Sampling Procedure

S/N	Category of respondent	Target Population	Sample size	Sampling Technique
1	World Vision project officers (managers)	4	4	Purposive sampling
2	Supervisors	5	3	Purposive sampling
3	World Vision staff	5	3	Purposive sampling
5	Beneficiaries	194	126	Availability sampling
Total		210	136	

Source: *World Vision Data, Resource Somalia, (2023) and Krejcie and Morgan table, (1970) table*

3.4. Sampling Techniques

Sampling technique is a method of drawing samples from a population usually in such a manner that the sample facilitated determination of some hypothesis concerning the population (Kothari, 2011; Privitera, 2017). The researcher used both probability and non-probability sampling techniques so as to be exhaustive in the research findings. The study employed stratified sampling and purposive sampling techniques in selecting the sample.

The study employed purposive sampling to select key informants among World Vision project officers (managers, supervisors, World Vision staff for interviews, to obtain in-depth accurate information required for the study since these are expected to have a comprehensive understanding of the study about the study variables (leadership styles). Stratified sampling is a probability sampling technique wherein the researcher divides the entire population into different subgroups or strata, then randomly selects the final subjects proportionally from the different strata. The employees were divided into categories according to their departments and the researcher then randomly selected respondents from each category/stratum. It was used because it was often desirable to have estimates of population parameters for groups within the population.

3.5. Sources of Data

Data sources included both primary and secondary sources (Amin, 2005). The researcher used both primary and secondary data sources.

3.5.1. Primary Data

The researcher gathered both qualitative and quantitative data on the study variables from the field through questionnaires, interviews from the various respondents selected from employees of World Vision based offices in Mogadishu Somalia to comprehensively collect the opinions of the respondents. According to Kothari, (2011), Primary data refers to information in its original form as obtained from the actual authors or that which has not been altered in any way. Primary data enhanced reliability since it's conducted by the investigator conducting the research.

3.5.2. Secondary Data

The researcher collected secondary data about the variables under study from printed materials such as books, reports, journals, articles, newspapers and internet sources from reliable sources which were used to supplement as well as further justify and confirm data gathered from the field. According to Creswell, (2014), Secondary data sources are those which have already been

collected elsewhere for some other purpose but was used or adapted for the current study purpose, that is, document review.

3.6. Data Collection Methods

The researcher used various methods of data collection to obtain both primary and secondary data as explained here below;

3.6.1. Survey

Survey was used to collect data from the employees of World Vision based offices in Mogadishu Somalia. The choice of the survey method was on the basis that respondents who can read and write and this enabled responding to the study questions without influence on the presence of the respondent. Patton (2015) affirms that survey method covers big area over a short period of time. It allowed respondents to respond boldly and frankly to questions. Survey method also enabled collection of vast amounts of data in a short time and is less expensive (Cooper, & Schindler, 2011).

3.6.2. Interview

This was purposeful discussion between the researcher and the respondent (Englander, 2012). This approach was guided by the consideration that interview method of gathering information that can be used to solicit the opinions and suggestions of the respondents. It was used as a means of probing of some interesting and unexpected behavior (Fujii, 2017). These were used to collect primary data from employees of World Vision based offices in Mogadishu Somalia. The list of set questions in English was provided to every respondent at least a week before the interview is planned. This offered the respondents ample time to prepare themselves for the interview.

The list of questions were both be semi-structured open-ended. The list of questions was used to lead the interview and to make sure that the main topics are covered, but interviewees gave extra input which lead to additional questions and discussions. Interviewees had the possibility to give their own input and suggestions (Saunders et al., 2015). The choice of semi-structured interviews leads to qualitative data that were reliable and comparable, especially because the same interviewer conducted all of the interviews (Newing, 2011).

3.7. Data Collection Instruments

For this study, the researcher collected primary data using questionnaires and interview guides as they are the most appropriate tools for data collection.

3.7.1. Questionnaire

A questionnaire is a well thought-out tool designed to elicit information that can be obtained through written responses from the study subjects (Englander, 2012). A structured questionnaire was used to obtain information from respondents. The questionnaire is an efficient data collection method which has advantages of high complete responses within a short period (Kankiriho, 2014). It was used because it was simple to administer and could easily be filled at the respondent's convenience, it also allowed the respondents ample time to reflect on answers to avoid hasty responses and thus enhanced the validity (accuracy) of the responses (Saunders et al., 2007). A 5-point rating scale were used when developing the questionnaires (a 5-point Likert scale of 1 - Strongly Disagree (SD), 2- Disagree (D), 3- Neutral (N), 4- Agree (A) and 5 Strongly Agree (SA) because the scale has a robust characteristic. This tool also helped to reduce on the cost and time implications, besides enabling greater responses.

3.7.2. Interview Guide

The researcher prepared and used a semi structured interview guide to conduct interviews with the World Vision project officers (managers), supervisors, World Vision staff to capture in-depth qualitative data and the interviews were used because they ensure probing for more information, clarification and capturing facial expression of the Interviewee (Fujii, 2018). This tool was chosen because it provided in-depth information about a research issue or question. Still, the interview guide was chosen because it made it easy to fully understand someone's impression or experiences, or learn more about their answers as compared to questionnaires. Interviews have the advantage of generating more information through probing and allow for clarification and capturing facial expressions of the interviewees (Kankiriho, 2014).

3.8. Data Quality Control

3.8.1. Reliability

Reliability is the degree to which an assessment tool produces stable and consistent results (Silverman, 2016). Cope (2014), state that the research instrument was used to collect data from the respondents should be valid and able to yield similar results at all time. To ensure the reliability

of the instrument, the researcher used the test and re-test method to establish the Cronbach's alpha coefficient, with threshold of 0.7. Questionnaires were given to 10 (ten) respondents with the same characteristics and after two weeks, the same questionnaires were given to the same people after which their responses were reanalyzed for reliability using SPSS software to establish Cronbach's alpha, which was an index of the true score of the underlying construct. Reliability is a measure of the degree to which a research instrument yields or gives consistent results or data after repeated trials (Hese-Biber, 2016). The higher the score, the more reliable the generated scale is.

3.8.2. Validity

Validity of an assessment is the degree to which it measures what it is supposed to measure (Faux, 2010). To ensure validity of the research instruments, the research requested a panel of five experts: three academic doctors (PhD) and two senior lecturers to validate the instrument. The experts looked at the relevance, semantics and clarity of the questions in the instrument in view of the problem, objectives, research questions, hypotheses and literature (which were duly provided). The experts were then request to rate validity relevance of each item/question using the following codes;

VR = very relevant; R = Relevant; I = Irrelevant; VI = very irrelevant.

After the researcher collecting the questionnaires, he established a Content Validity Index (CVI) of 0.753 was used as a basis of reasonable use of the instrument as recommended by Amin (2005).

A formula for Law was used to measure the validity of research instruments, as indicated below:

CVI = $\frac{\text{No of items declared valid}}{\text{Total no of items}} \times 100$

$$CVI = \frac{\text{Number of items considered valid}}{\text{Number of items on the draft questionnaire}} = \frac{62}{70} = 0.886$$

This made a CVI of 0.886 which complied with the recommended minimum CVI of 0.7 as in accordance with Amin (2005). All questions deemed not valid were edited or dropped accordingly per the recommendation of the experts. Consequently, 8 (eight) questions that were deemed invalid were dropped.

3.10. Ethical Considerations

In order to observe good ethical practices: all the necessary permission were acquired from the relevant sources, that was, from the Kampala International University and the World Vision offices in Mogadishu Somalia. The respondents were requested to sign a sign-off sheet to prove that they have fully accepted to take part in this study with their consent. In the sign-off sheet, the researcher provided his contacts for participants to request for any further information that they may need regarding this study. Tolerance was ensured to observe ethical principles to ensure that bias was eliminated to maximize meaning of information provided. Respect for all intellectual property where all primary sources were properly documented, referenced and Authors acknowledged. The assistant researcher recognized the rights of individuals to privacy, personal data protection and freedom of movement while the “Do no harm” principle was followed during research. Additionally, any risks were clearly communicated to subjects involved. Finally, all the data collected was destroyed after capturing and analysis.

3.11. Procedures of Data Collection

After the researcher’s university supervisory panel approving the proposal, the introductory letter was sought from the University’s college of humanities and be presented to the World Vision offices in Mogadishu Somalia to get an acceptance letter for data collection. Data collection tools were attached to ease the collection of data from the selected respondents. During the research study, data was gathered from both primary and secondary sources. With primary source, first-hand information was obtained from the field while secondary sources were obtained from related literature, records with information related to the subject matter.

3.12. Data Processing and Analysis

After collecting data from the field, it was coded, edited and analysed using descriptive analysis options of SPSS Statistics Version. 23.0. The data was then sorted, coded and fed into the SPSS data analysis software to generate various results. Descriptive statistics were run to get results on the respondent’s demographics characteristics like; sex, age, marital status, and education levels. The data was analysed for descriptive statistics, to analysis whether there was a statistical difference of the study variables.

For the qualitative data, a mixture of thematic content analysis and narrative analysis was adopted (Marshall & Rossman, 2011). This was through getting familiar with the data through reading and

re-reading after previewing the recordings with the written interviews per selected interviewees, this was followed by Coding (labeling) the whole text, then themes with broader patterns of similar connotation were identified, reviewing themes to make sure they fit the data, then designating these subjects to provide for a comprehensible description that comprises quotations from the respondents. There were comparisons in stories which lead to creating stories out of those told by the respondents depending on the consistence of these stories. Qualitative method assisted the researcher to adopt a qualitative perspective in understanding individual perception of the problem in question.

Table 3.3: Mean Range Interpretation Table

Mean Range	Response Mode	Interpretation
3.26-4.00	Strongly agree	Very high
2.51-3.25	Agree	High
1.76-2.50	Disagree	Low
1.00-1.75	Strongly disagree	Very low

3.13. Limitations of the Study

The following limitations were encountered during this study

- i. Some respondents tried to withhold some information, however, this was overcome by the researcher who convinced them that the information exchanged was confidential and only was used for academic purposes and the researcher further engage some respondents in interviews.
- ii. Sensitivity of information; some respondents might felt that the information required was sensitive for their working environment if revealed. The researcher however made efforts to convince the respondents that the information exchanged was confidential and only used for academic purposes.
- iii. Self-assessment tools. The study was limited by the effects of self- assessment. Some respondents were biased when they come to comment about themselves. This however was managed by using research assistants who continuously explain the questionnaire to the respondents.

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 contribution of leadership styles on project success among non-governmental organizations of World Vision, Somalia. 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 136 respondents. Of these 126 respondents were issued with questionnaires and 10 respondents were interviewed as key informants.

Table 4.1: Questionnaires completed and Interviews conducted

Source: Primary Data, (2023)

Instruments Used	Planned	Actual	Response rate
Interviews conducted	10	10	100%
Questionnaires issued	126	120	88.2%
Total	136	130	

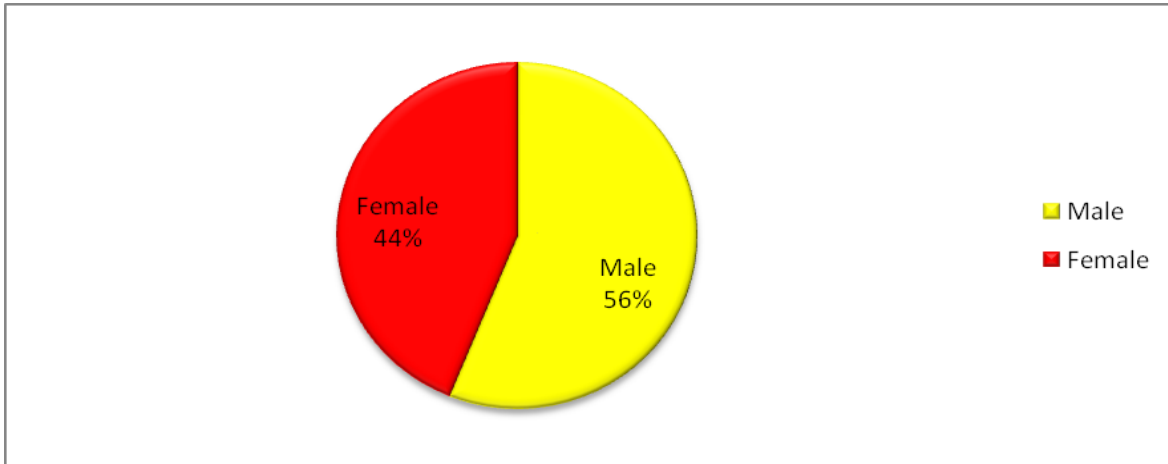
Of the 126 questionnaires distributed, 120 were completed and returned constituting a response rate of 88.2% ($120/136 \times 100\%$) On the other hand, interviews yielded a 100% ($10/10 \times 100\%$) response rate. This response rate is good considering the busy nature of the respondents. According 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 at the World Vision, Somalia.

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 World Vision, Somalia projects was collected. A combination of figures and frequencies were used as presented and discussed below:

4.3.1 : Classification of respondents by gender

The figure 4.1 below illustrates the summary statistics on the gender of the respondents

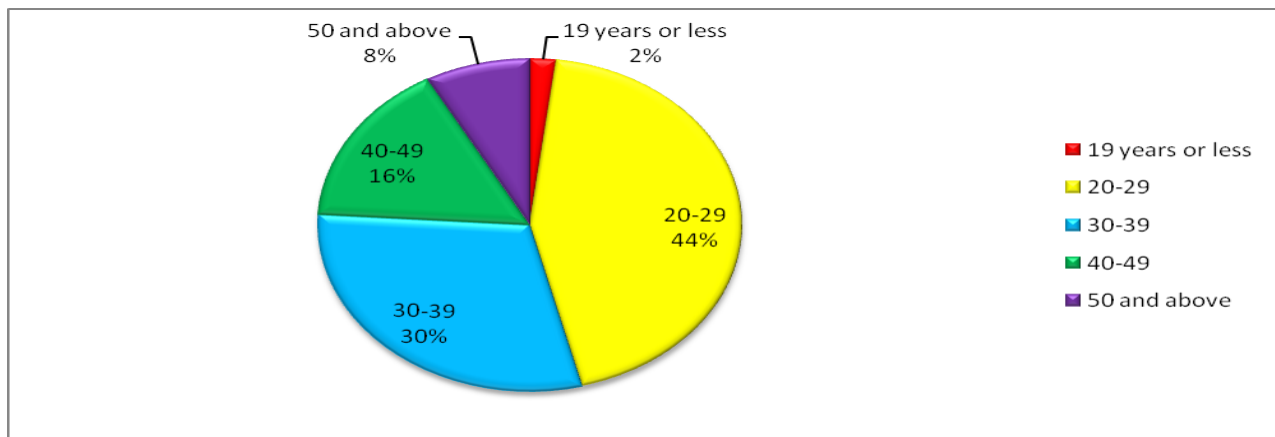


Source; Primary data (2023)

The above findings show that; males greatly participated in the study as represented by 56% whereas 44% of the respondents were females; implying that the male respondents actively participated in the study and had good views since they take control of their families with a lot of concerns in as far as leadership styles and project success among World Vision Somalia are concerned. It further shows non-governmental organization like World Vision are keen on matters of gender balance. This was important in this study where the aspect of gender was respected by World Vision where both male and female were involved through these studies.

4.3.2 : Classification of respondents by age

The figure 4.2 below displays the summary of statistics on age of respondents.



Source; Primary data (2023)

From the figure above; the biggest percentage of the respondents represented by 44% was found to be 20-29 years these were followed by 30% of the respondents who were in the age bracket of 30-39 years, then 16% of the respondents were between 40-49 years and lastly but not the least were 2% of respondents who were 19 years or less and lastly were 8% of respondents who were 50 years and above. The age group (20-29) comprises of the biggest percentage which reflect a high number of youth who intend to benefit from World Vision projects in the Mogadishu Somalia. This finding further compares well with the national youth unemployment rates of the country where the majority of the youth completes their studies but cannot get employment.

4.3.3 : Classification of respondents by marital Status

The table 4.2 below presents the summary statistics of the respondent’s marital status.

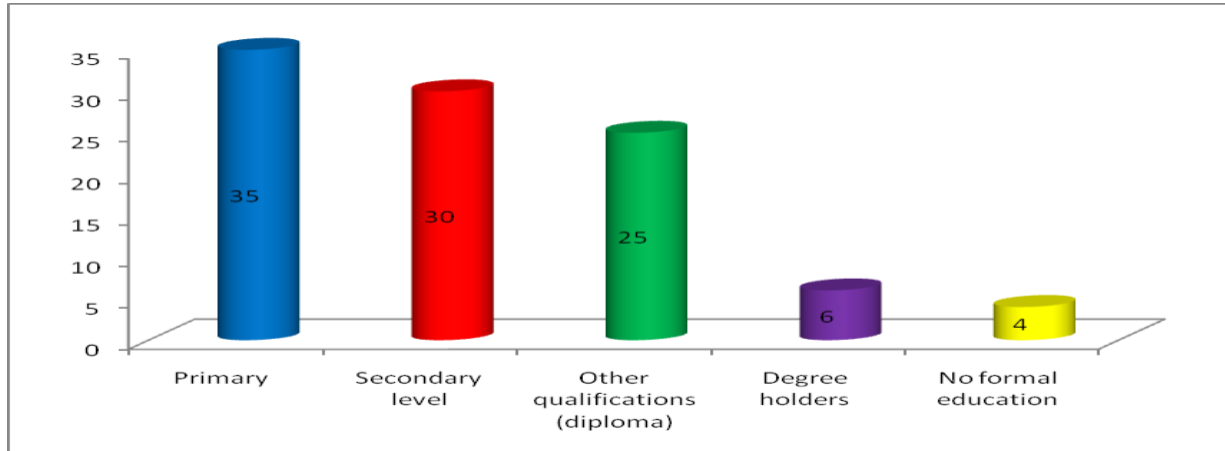
Marital status	Frequency	Percentage (%)
Single	50	38.4
Married	60	46.1
Separated	12	9.2
Widow	8	6.3
Total	130	100

Source; Primary data (2023)

An assessment of the respondents’ marital status was as follows; the biggest percentage of the respondents were found to be married as shown by 46.1% where as 38.4 % of the interviewees were found to be single, 9.2% of them were separated lastly 6.3% of the respondents were widowed implying that majority being married, they were responsible people with families and children to look after and hence needed support from World Vision projects which are well governed by good leadership styles.

4.3.4: Respondents level of education

Figure 4.3 below illustrates summary statistics on respondent's level of education

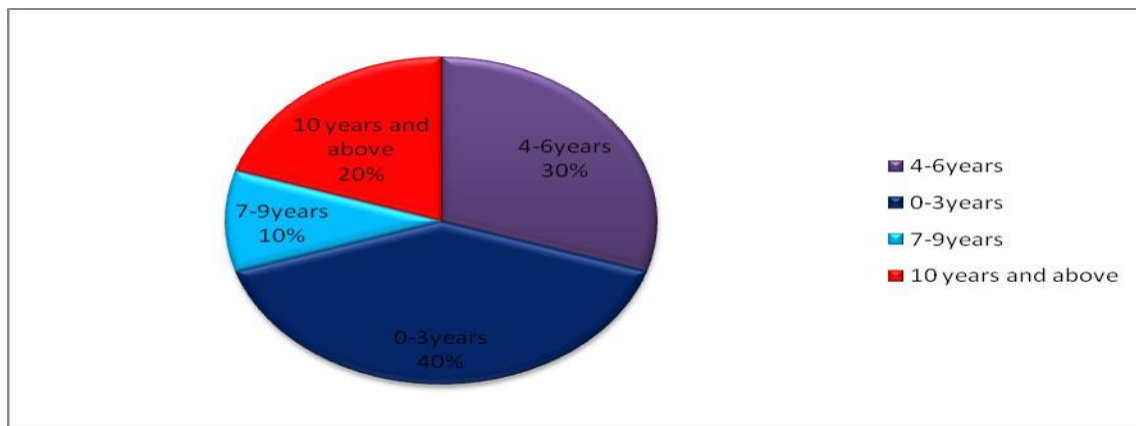


Source; Primary data (2023)

In the figure above, the biggest percentage of respondents were primary school levers as it was revealed by 35% of the respondents, then 30% of the respondents had secondary level whereas 25% of the interviewees had attained their qualifications in other different fields which included diplomas, certificates professional awards, 6% of the respondents were degree holders and lastly 4% of respondents had no formal education; implying that majority being in primary and secondary levels of education, they could first and foremost read and write and second, they had adequate knowledge to understand and interpret the questions which were posed to them.

4.3.6: Respondents Period of stay in Mogadishu Somalia/or working in this area

Figure 4.4 below illustrates summary statistics of respondents stay or working in Mogadishu Somalia



Source; Primary data (2023)

Numerous responses were put forward when respondents were asked of the period they had stayed in Mogadishu Somalia/or working in this area and their responses were as follows; majority of the respondents represented by 40% said 0-3 years whereas 30% of the respondents said 4-6 years and 20% of the respondents revealed that they had stayed in Mogadishu Somalia /or working in this area for the period of 10 years and lastly 10% of the respondents said had stayed in Mogadishu Somalia/or working in this area for 7-9 years.

Descriptive analysis of the study findings.

To interpret the means in table 6, the following mean ranges and their descriptions were used;

Definition Of Scales

Mean range	Response range	Status
1.00 - 1.75	Strongly disagree	Very Low
1.76 - 2.99	Disagree	Low
4.45- 500	Natural	median
3.0 - 3.45	Agree	High
3.46 - 4.00	Strongly agree	Very High

Adopted from Renis Likert (1932)

4.4 Descriptive analysis of the contribution of autocratic style of leadership on project success in World Vision Somalia

In this objective, the researcher sought to determine the contribution of autocratic style of leadership on project success in World Vision Somalia. These questions were based on a five point Likert scale, in which respondents were asked to rate the level of contribution of autocratic style of leadership on project success in World Vision Somalia by indicating whether they strongly agree, agree, neutral, disagree and strongly disagree with each question in the questionnaire instrument.

Table 4.3: Descriptive statistics of the contribution of autocratic style of leadership on project success in World Vision Somalia

	Contribution of autocratic style of leadership on project success in World Vision Somalia	Mean	Std deviation	Response Mode	Interpretation
B1	Effectively organizes work activities	3.50	1.45556	Strongly agree	Very high
B2	Accepts accountability for actions taken	3.48	1.44377	Strongly agree	Very high
B3	Understands the value of team work	3.48	1.44377	Strongly agree	Very high
B4	Schedules and coordinates work in a manner which ensures productivity	3.48	1.44377	Strongly agree	Very high
B5	Makes sure staff are aware of all company policies and procedures	3.45	1.38301	Strongly agree	Very high
B6	Demonstrates each task involved in doing the job	3.45	1.45468	Strongly agree	Very high
B7	Checks on staff's work on a regular basis to assess their progress	3.45	1.46629	Strongly agree	Very high
B8	Gets staff to report back to him after completing each step of their work	3.41	1.46475	Strongly agree	Very high
	Average mean	3.46		Strongly agree	Very high

Source: Primary Data, (2023)

Results in table 4.3 indicates that World Vision Somalia effectively organizes work activities this was represented with mean of 3.50, with a Std deviation and a response mode of strongly agree which was interpreted as very high. This implies that World Vision is a relief, development and advocacy organization dedicated to working with children, families and communities to overcome poverty and injustice, promote development and resilience. As one of the project managers had this to say;

“We endeavour to strengthen and diversify livelihoods, promote access to markets and financial services, increase access to basic services in health, nutrition, water, protection and education as well as enhance community governance and self-help mechanisms. We also enhance the capacity of civil society and government to lead development, as well as advocate for policies that support sustainable development, inclusive governance and access to services and protection for women and children” (Project Manager World Vision, 2023).

Findings in table 4.3 shows descriptive statistics on how World Vision organization accepts accountability for actions taken and this was represented with mean was 3.48, standard deviation 1.44377 and a response mode of strongly agree which was interpreted as very high. This implies that World Vision strives to meet the most urgent survival needs for those who are most distressed, World Vision endeavours to lift poor households out from a vicious cycle of dependence and vulnerability by supporting them to build a productive, sustainable livelihood, increase access to basic goods and services, improve literacy and life-skills, promote gender equality, strengthen community mechanisms and support vulnerable members at the household level.

“World Vision supports vulnerable communities through a comprehensive and integrated approach covering projects in food security, health and nutrition, education and life skills, protection, resilience and livelihood recovery and Water, Sanitation and Hygiene (WASH) in order to ensure that children receive sustainable quality services. We work with communities and partners in the design and implementation of these projects” (Project Manager World Vision, 2023).

From the findings, it was revealed that World Vision understands the value of team work and this was represented with mean of 3.48, standard deviation of 1.44377 with a response mode of strongly agree which interpreted as very high. This implies that World Vision through its projects and activities, the organization facilitates the development, during its team members of their interpersonal and communication skills, necessary in the work field. Moreover, it provides its volunteers with a solid and relevant experience in various areas of management and other related domains.

Also results from the field revealed that World Vision organization in Mogadishu Somalia schedules and coordinates work in a manner which ensures productivity as represented with mean

of 3.48, standard deviation of 1.44377 with a response mode of strongly agree which was interpreted as very high. This implies that World Vision Somalia coordinate their activities with each other and with external actors, such as Federal Government of Somalia and other partners internationally.

“Coordination is the systematic utilization of policy instruments to deliver humanitarian assistance in a cohesive and effective manner. Such instruments include: (1) strategic planning; (2) gathering data and managing information; (3) mobilizing resources and assuring accountability; (4) orchestrating a functional division of labour in the field; (5) negotiating and maintaining a serviceable framework with host political authorities; and (6) providing leadership. Sensibly and sensitively employed, such instruments inject an element of discipline without unduly constraining action” (World Vision, project manager, 2023).

Further results from the field revealed that World Vision organization in Mogadishu Somalia makes sure staff are aware of all company policies and procedures was represented with mean of 3.48, standard deviation of 1.44377 with a response mode of strongly agree which was interpreted as very high. This implies that World Vision are committed to creating an environment where potential risks are identified, considered and minimized and there are clear responsibilities and easily accessible processes and procedures to ensure this in all areas of our work. As one of the supervisors at world vision had this to say;

“The Safeguarding Policies and procedures at World Visions details the standards that operates by raising awareness, to prevent, report and respond to harm or abuse suspected or known of all beneficiaries and associates. This document details how we operate in these areas, information on safeguarding in our programming, and includes relevant definitions and information for each area of safeguarding” (World Vision Project supervisor, 2023)

Results also reveals that World Vision organization in Mogadishu Somalia demonstrates each task involved in doing the job as represented with mean of 3.45, standard deviation of 1.45468 with a response mode of strongly agree and interpreted as very high. This result implies that World Vision’s development approach focuses on children, and seeks to enable their families, local communities and partners address the underlying causes of poverty.

“On-behalf of the World Vision Somalia leadership, its only the hard work, dedication, passion, creativity and commitment of staff and partners towards strengthening WV’s development approach through both sponsorship and grant- funded projects” (World Vision Project manager, 2023).

Also, according to table 4.3, it was revealed that World Vision organization checks on staff’s work on a regular basis to assess their progress as represented with mean of 3.45, standard deviation of 1.46629 with a response mode of strongly agree which was interpreted as very high. The findings implies that World Vision Somalia provide technical support to the cluster staff, beneficiaries and other stakeholders on program performance monitoring and evaluation according to program implementation plan, World Vision evaluation strategy and donor requirements.

“Good programme management (design, monitoring and evaluation) reduces the risk that a programme will not succeed. The programme’s manager is ultimately responsible for ensuring that accurate and credible information is the basis for programme management findings, recommendations and actions. Systematic, data-based inquiry seeks to produce accurate and credible evidence enabling partners to explore, understand, interpret and critique all aspects of the programme management process and products” (World Vision project supervisor, 2023).

Results also indicated that World Vision organization gets staff to report back after completing each step of their work had the mean of 3.41 with Std deviation of 1.46475 and a response mode of strongly agree which was interpreted as very high.

“World Vision works with parents in sponsorship communities to increase and diversify their income sources and enhance agricultural productivity in the wake of changing climatic conditions. We are accountable, first and foremost, to the girls, boys, families and communities we serve. We are accountable to child sponsors and donors who entrust their hard-earned funds to make this work possible. We are accountable to our valued partners, from local agencies and faith leaders, through to the UN system. As you will read in this report, we take pride in playing a leading role in the sector and upholding the very highest principles and standard” (World Vision project supervisor, 2023).

Previous research in the field of humanitarian and development organizations has consistently emphasized the importance of effective work organization and coordination for achieving desired outcomes (Smith et al., 2022). The findings from this study add to the existing body of knowledge by providing empirical evidence of World Vision Somalia's success in this aspect.

The positive response mode of 'strongly agree' further underscores the consensus among project managers and highlights their confidence in World Vision's ability to carry out its mission effectively. This aligns with the organization's overarching goal of working with children, families, and communities to overcome challenges and create sustainable change.

By effectively organizing work activities, World Vision Somalia is better equipped to address the complex and multifaceted issues related to poverty and injustice. This not only enhances their ability to deliver relief and development initiatives but also strengthens their advocacy efforts (Johnson et al., 2020; Smith & Brown, 2018).

4.5 Descriptive analysis of the impact of democratic style of leadership on project success in World Vision Somalia

In this objective, the researcher sought to investigate the impact of democratic style of leadership on project success in World Vision Somalia. The independent variable in this study was leadership styles which were measured with at least five questions. These questions were based on a five point Likert scale, in which respondents were asked to rate the level of democratic style of leadership on project success in World Vision Somalia by indicating whether they strongly agree, agree, neutral, disagree and strongly disagree with each question in the questionnaire instrument.

Table 4.4: Descriptive statistics of the impact of democratic style of leadership on project success in World Vision Somalia

	Impact of democratic style of leadership on project success in World Vision Somalia	Mean	Std deviation	Response mode	Interpretation
C1	World Vision team leader listens to the views of the team before final decisions are made.	3.48	1.44377	Strongly agree	Very high

C2	World Vision team leader encourages employee discussions.	3.48	1.44377	Strongly agree	Very high
C3	World Vision team leader freely interacts with the team.	3.48	1.44377	Strongly agree	Very high
C4	World Vision team leader encourages dialogue	3.40	1.46368	Strongly agree	Very high
C5	World Vision team leader encourages working in teams to ensure project success	3.40	1.46368	Strongly agree	Very high
C6	World Vision team leader takes time to connect with each team member	3.32	1.52373	Agree	High
C7	World Vision team leader takes pride in winning as a team.	3.32	1.52373	Agree	High
C8	World Vision team leader encourages communication to the team.	3.10	1.33099	Agree	High
	Average mean	3.37		Agree	High

Source: Primary Data, (2023)

Table 4.4 on whether World Vision team leader listens to the views of the team before final decisions are made was represented with mean was 3.48 standard deviation of 1.44377, with a response rate of strongly agree which was interpreted very high. This implies that when people perceive that management does not listen to complainers and leaders are not interested in listening, they are likely to withhold feedback, depriving the organization, including organization’s insights, of their insights.

“It all starts with leadership, and a leadership style that is consultative and compassionate is a key predictor of the quality of relationships at work. This means giving clear direction but seeking input from key team members about implementation. These leaders make an overall project aim clear (e.g. to provide shelter for a given population in an area) and then consult key people about how to do it. These leaders also know their team well and share in their challenges and circumstances. They take time to regularly acknowledge

others, which can instill a sense of pride and belonging, as well as trust” (World Vision staff, 2023).

Results revealed that World Vision team leader encourages employee discussions and this was evidenced with mean of 3.48, standard deviation of 1.44377 with a response mode of strongly agree interpreted as very high. This implies that It’s important for leaders to know that, when it comes to teams, just because the weekly team meetings are quiet or the suggestion box hasn’t seen a valid recommendation or criticism in a while, doesn’t mean no one has anything to say.

“Listening to your employees and their ideas is a powerful and important way to help your business grow and progress, so how can you get them to speak up Be a better listener. When your employees do speak up, let them clearly and completely deliver their message, and then double back to make sure you heard them correctly. Proceed from there. When your staff sees that you are an empathetic listener, they will more than likely speak up more often” (World Vision Supervisor, 2023).

Findings from the field revealed that World Vision team leader freely interacts with the team was represented with mean of 3.48 deviation of 1.44377 with a response mode of strongly agree interpreted as very high. This implies that at World Vision Somalia there was employee bond which made them enjoy their work hence high productivity. A World Vision project manager had this to say;

“Leaders encourage employees to speak up by showing vulnerability. They exhibit the behavior they desire to create by displaying authenticity in their words and actions. Have you, as a leader, told your team a story about your biggest failure? Have you shared with them your own personal fears? When a leader covers up their flaws and doesn't disclose their mistakes, it teaches their team to do the same” (Project Manager World Vision, 2023).

From the field results findings indicated that World Vision team leader encourages dialogue mean of 3.40, standard deviation of 1.46368 with a response mode strongly agree and interpreted as very high. The results imply that at World Vision organization in Somalia there is communication amongst members with team's vision, mission, and objectives, and how each team member's role

and responsibilities contribute to them. You also need to set clear and realistic expectations for collaboration and dialogue, such as how often, how long, and how to communicate with each other.

“Many managers believe that it’s a good thing to quickly cultivate a consensus within their team about the right course to take. To be sure, once a decision has been made and is being implemented, getting everyone on the same page is important. But the process of making that decision in the first place will benefit greatly from being influenced by a wide range of diverse views” (World Vision project manager, 2023).

On whether World Vision team leader encourages working in teams to ensure project success was represented with mean of 3.40, standard deviation of 1.46368 with a response mode of strongly agree which was interpreted as very high. Results imply that Leadership is essential to making teamwork into a reality. Negative leadership traits can ruin a team and destroy all sense of teamwork they possess. Adversely, positive leadership traits can encourage teams to work together seamlessly and achieve greater goals. In the professional setting it is team leaders, managers, business owners, executives, and other leaders who are responsible for the teamwork environment in their place of work.

“Teamwork can be defined in many different ways, but probably the most effective states that teamwork is a united sense of drive among close associates towards completing goals and meeting responsibilities. Not every team has teamwork as there are many teams where people are not enthusiastic to work, do not work well together, and cannot agree on nor accomplish the goals set” (World Vision Project manager, 2023).

On whether World Vision team leader takes pride in winning as a team was represented with mean of 3.32 standard deviation of 1.52373, with a response mode of agree interpreted as high. This implies that Instilling pride has a myriad of benefits quality of work and workmanship improves, creativity and innovation increases, collaboration is facilitated more easily, and people are willing to “go the extra mile” to do their best. A team or department instilled with a sense of pride will excel simply to prove to others that things can be accomplished that are otherwise thought impossible.

“At World Vision Somalia we have inspirational leaders who are able to get people to do extraordinary things. She is a pride builder: a leader who instills self-esteem in workers and builds unflinching support for remarkably tough assignments through her leadership. Drawing the very best out of people is accomplished by making the emotional bond every bit as important as the monetary one” (World Vision project supervisor, 2023).

On whether World Vision team leader takes pride in winning as a team was represented with mean of 3.32 with standard deviation of 1.52373 and response mode of agree and interpreted as high. This implies that winning people over is not about manipulating people to like you, it's about giving people reasons to respect you enough that they want to engage with you. As one of the managers at World Vision Somalia had this to say;

“Leaders need to take more time to become better acquainted with others and their needs. Establishing a relationship by doing it right from the start will save a lot of time, energy and stress. Yes, this commitment can be difficult but it's also becoming increasingly important not only for leaders to get to know those they serve, but equally to allow them to be transparent enough for others to get to know them” (World Vision project manager, 2023).

On whether World Vision team leader encourages communication to the team was represented with mean of 3.10 with standard deviation 1.33099, response mode of agree interpreted as high. This implies that leaders must be good communicators because they inspire and empower people around them, and without good communication skills, a leader would never be heard or understood by others. Therefore, effective communication is an important non-technical skill that every leader must possess. Below are some reasons why good communication skills are essential for effective leadership. From the qualitative views one of the World Vision staff had this to say;

“Effective leadership is measured by the time a team takes to complete a task without any friction, and good communication skills play an important role in that. It brings together the team members to achieve desired results by clearly defining goals and responsibilities. Meanwhile, a lack of communication makes it tough to achieve goals and decreases productivity. By clearly communicating goals, roles, responsibilities, important

information, and other things with their team, a manager develops a strong bond with the team, devoid of miscommunications and quarrels” (World Vision staff, 2023).

4.5. Descriptive analysis of the influence of laissez faire style of leadership on project success in World Vision Somalia

In this objective, the researcher sought to examine the influence of laissez faire style of leadership on project success in World Vision Somalia. These questions were based on a five point Likert scale, in which respondents were asked to rate the level of influence of laissez faire style of leadership on project success in World Vision Somalia by indicating whether they strongly agree, agree, neutral, disagree and strongly disagree with each question in the questionnaire instrument.

Table 4.5: Descriptive statistics of the influence of laissez faire style of leadership on project success in World Vision Somalia

	Influence of laissez faire style of leadership on project success in World Vision Somalia	Mean	Std. Deviation	Response mode	Interpretation
D1	World Vision Somalia provides direction to employees	3.27	1.808	Agree	High
D2	World Vision Somalia gives employees as much freedom as possible to determine goals, make decisions and resolve problems	3.21	1.792	Agree	High
D3	World Vision Somalia spends most of his time outside the project premises	3.82	1.679	Strongly agree	Very high
D4	World Vision Somalia does not care what happens in the project	2.18	1.476	Disagree	Low
D5	World Vision Somalia hardly takes any disciplinary action against any body	2.87	1.694	Disagree	Low
D6	There absent from work when necessary	3.10	1.761	Agree	High
D7	World Vision Somalia gives us tasks and leaves us to accomplish them in the best way we wish	2.99	1.54	Disagree	Low
D8	At World Vision Somalia we achieve	3.10	1.761	Agree	High

	personal goals as a result of no or limited leader involvement in the company work				
D9	At World Vision Somalia we use the trust we are accorded properly and respond with excellent performance	2.93	1.711	Disagree	Low
	Average mean	3.06	1.49	Agree	High

Source: Primary Data (2023)

From table 4.5 it was revealed that World Vision Somalia provides direction to employees as represented with mean of 3.27, Std deviation of 1.808 with a response mode of agree and interpreted as high. this implies that Ensuring plans are consistent with the objectives of the organization, Not losing sight of the vision in dealing with day-to-day pressures, breaking down ‘silo’ thinking and encouraging an organization-wide perspective. As one respondent from the key informant revealed;

“Leadership is the ability to make things happen by encouraging and channeling the contributions of your teams, taking a stand on and addressing important issues, and acting as a catalyst for change and continuous improvement” (World Vision staff, 2023).

Results further indicated World Vision Somalia gives employees as much freedom as possible to determine goals, make decisions and resolve problems was represented with (mean=3.21), Std deviation of 1.792 with a response mode of agree and interpreted as high.

“Freedom’s just another word for nothing left to lose.” Employers may not have much to lose when it comes to giving their employees some added freedom. Workers who feel they are free to make choices in the workplace and be held accountable for them are happier and more productive than employees who are more restricted” (World Vision project manager, 2023).

He further noted;

“We’re trying to see how leadership behaviors affect employee motivation, and if the same behaviors in different countries have the same effect,” Gagné said. “Sometimes, they do not. For example, in some cultures, bosses can’t ask the opinion of subordinates because it makes them appear weak. So, managers in these environments have to find other ways

to make people feel autonomous. There is no simple recipe” (World Vision project manager, 2023).

More so World Vision Somalia spends most of his time outside the project premises was ranked with the (mean=3.82), Std deviation of 1.679 a response of strongly agree and interpreted as very high. This implies that identifying your most time-consuming tasks and determining whether you are investing your time in the most important activities can help you to determine a course of action. Having a good sense of the time required for routine tasks can help you be more realistic in planning and estimating how much time is available for other activities. One of the supervisors at World Vision revealed.

“To do” list is an easy way to prioritize. Whether you need a daily, weekly, or monthly list depends on your lifestyle. Be careful to keep list-making from getting out of control. List manageable tasks rather than goals or multi-step plans. Rank the items on your “to do” list in order of priority (both important and urgent). You may choose to group items in categories such as high priority, medium priority, or low priority; number them in order of priority; or use a color-coding system” (World Vision project staff, 2023)

Results further indicated that World Vision Somalia does not care what happens in the project was represented with (mean=2.18), Std deviation of 1.476 and a response mode of disagree which was interpreted and low. This implies that World Vision Somalia was focused on giving aid and support for further development, regardless of the themes set out. However, some other NGOs currently face several problems to which they are not always prepared for.

“At World Vision Somalia, the goal doesn’t lie on accomplishing a project alone. After the success of a certain project, World Vision would want to maintain contact with their beneficiaries and make sure continuous progress is happening. Apart from that, World Vision would also want to be able to help more individuals and communities depending on their needs. To do so, World Vision need to constantly acquire funds. In some cases, World Vision become complacent and simply wait for donations or previous supporters to contact them” (World Vision project manager, 2023).

More so World Vision Somalia hardly takes any disciplinary action against any body was rated well as (mean=2.87), with a Std deviation of 1.694 and a response mode of disagree which was interpreted as low.

“Any NGO like World Vision Somalia has got a constitution gives the NGO National Committee the right to expel any member whose conduct is not felt to be in the best interests of the Organisation. The National Committee has set up a Disciplinary Sub-Committee to investigate allegations of such conduct and to make recommendations to the National Committee. In addition, Well-founded allegations of misconduct by members will be investigated as soon as is reasonably practicable by the NGO Disciplinary Sub-Committee which will determine” (World Vision project manager, 2023).

Results further indicated that absenteeism from work where necessary was rated good (mean=3.10), Std deviation of 1.761 response mode of agree which was interpreted and high. Employee absenteeism can have a severe impact on the workplace. Not only does it affect employee engagement and retention, but it also comes at a huge financial cost.

“Given this high cost, it’s vital for you as an employer to understand how to manage and minimize employee absenteeism. In this post, we will discuss what it is and what the most common causes of employee absenteeism are. We will also share a few strategies and tips to help you address absenteeism and enhance retention in your company” (World Vision project supervisor, 2023).

More so World Vision Somalia gives us tasks and leaves us to accomplish them in the best way we wish was rated good as (mean=2.99), Std of 1.54 and a response of disagree interpreted as low.

“As employees who are to handle various tasks, NGOs would invest in training seminars to help develop qualified and dedicated employees. These trainings would happen with reputable training agencies who have proven to be effective over many years. After the training sessions provided, they are able to produce competent employees who can do various tasks in different fields. The training employees experience is not limited to just one program as this is usually continual. This is something employees can bring with them wherever they may go in the future. These trainings will not only give them professional

development but personal growth as well which is not easily attainable in private companies” (World Vision project manager, 2023).

Results further indicated that at World Vision Somalia we achieve personal goals as a result of no or limited leader involvement in the company work was rated good (mean=3.10), Std of 1.761 with a response mode of agree and interpreted as high. This implies that it is very important, but remember that setting your goal is only one of the steps on the journey in order to achieve it. To set a goal you need to decide what it is that you want to accomplish and this is the important bit writes it down. It’s as simple as that. You have set your goal by writing it down. Goal setting is easy.

“Clearly define your mission, goals, and objectives; it’s important to differentiate between the three. Your nonprofit’s mission statement is your overall purpose for starting your organization and serves as a guide to continually refer back to. Out of the mission statement comes your goals or the specific aims you complete to achieve your purpose. These goals are measured and tracked by objectives to help manage your progress” (World Vision project manager, 2023).

Further to note;

“Developing and effectively communicating your nonprofit’s goals helps increase the number of donors, volunteers, and investors who become dedicated to your cause. This guide will explore how you can discover, create, and market your goals to help with your nonprofit’s continued success” (World Vision project manager, 2023).

More so at World Vision Somalia we use the trust we are accorded properly and respond with excellent performance was rated good as (mean=2.93), Std deviation 1.711 with a response mode of disagree which was interpreted as low. This implies that NGOs should adopt codes of conduct on two counts. Negatively, they can be a necessary defence against criticisms that NGOs are secretive, not transparent about sources of funds, have less than rigorous management procedures and practices and that there is a lack of democratic processes within some prominent NGOs. Positively, by establishing definite standards of ethical behaviour, corporate governance and financial transparency, codes would enable NGOs to build their support bases and give them greater credibility and authority in their activities.

“Organisations that normally prioritise advocacy for rights rapidly pivoted to provide essential supplies and services to needy communities, including food, healthcare, and cash support” (World Vision project staff, 2023).

4.8 Pearson Correlations

Pearson Correlations were derived by assessing the degree of variations in the independent variable (leadership styles) and the dependent variable (project success among non-governmental organizations) vary.

Table 4.6: Correlation Analysis between the leadership styles and project success among non-governmental organizations in World Vision Somalia

		1	2
Leadership styles	Pearson Correlation	1	.794 **
	Sig. (2-tailed)	.	.000
	N	130	130
Project success among non-governmental organizations	Pearson Correlation	.794 **	0.02
	Sig. (2-tailed)	.000	.
	N	130	130

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

Results in table 4.6 indicate that there was a significant positive relationship between leadership styles and project success among non-governmental organizations in World Vision Somalia ($r = .794 > 0.02$). This means that the more effective leadership styles, the better the performance of World Vision community development project in Somalia. By comparing the significance of the correlation ($p = .000$) to the recommended significance at 0.02. Given that the p value was less than 0.01, the null was rejected and the research hypothesis was accepted and it was concluded that there was a strong relationship between leadership styles and project success among non-governmental organizations in World Vision Somalia. The result implies that performance of World Vision community development projects in Somalia solely depend on the leadership styles applied in World Vision community development projects in Somalia.

4.9 Regression analysis results.

Table 4.10: Regression Analysis Model

Model	Unstandardised Coefficients		Standardized Coefficients	T	Sig.	Dependent Variable: project success among non-governmental organizations	
	B	Std. Error	Beta			R Square	0.463
(Constant)	1.630	.239	1.582	8.016	.000	Adjusted R Square	0.346
Autocratic leadership style	-.152	.044	-.144	-3.445	.003	Sig.	0.000
Democratic leadership style	.345	.044	.279	5.627	.000		
Laissez Faire leadership style	.421	.052	.295	6.211	.000		

Source: primary data, (2023)

Table 4.7; shows that the predictor variables explained at least 34.6% of the variance in project success among non-governmental organizations (Adjusted R Square=.346). The results further indicated that Laissez Faire leadership style (Beta = .295, Sig. = .000), was a better predictor followed by Democratic leadership style (Beta = .279, Sig. =.000), and Autocratic leadership style (Beta = -.144, Sig. =.003). This implied that for World Vision Somalia organization should invest in improving effectiveness of different leadership styles among employees and managers such Autocratic leadership style, Democratic leadership style and Laissez Faire leadership style if they was to achieve project success in its organizational programs.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter dealt with the discussion of findings, the conclusions and recommendations drawn from the study findings from the study objectives which were: to determine the contribution of autocratic style of leadership on project success in World Vision Somalia, to investigate the impact of democratic style of leadership on project success in World Vision Somalia and to examine the influence of laissez faire style of leadership on project success in World Vision Somalia.

5.1 Discussion of findings

5.1.1 Demographic characteristics of respondents

From the field it was found out that males greatly participated in the study as represented by 56% whereas 44% of the respondents were females. Also the biggest percentage of the respondents represented by 44% was found to be 20-29 years these were followed by 30% of the respondents who were in the age bracket of 30-39 years, then 16% of the respondents were between 40-49 years and lastly but not the least were 2% of respondents who were 19 years or less and lastly were 8% of respondents who were 50 years and above.

Further findings revealed that the biggest percentage of the respondents were found to be married as shown by 46.1% where as 38.4 % of the interviewees were found to be single, 9.2% of them were separated lastly 6.3% of the respondents were widowed. Also to note, the biggest percentage of respondents were primary school levers as it was revealed by 35% of the respondents, then 30% of the respondents had secondary level whereas 25% of the interviewees had attained their qualifications in other different fields which included diplomas, certificates professional awards, 6% of the respondents were degree holders and lastly 4% of respondents had no formal education.

Further findings revealed that majority of the respondents represented by 40% said 0-3 years whereas 30% of the respondents said 4-6 years and 20% of the respondents revealed that they had stayed in Mogadishu Somalia /or working in this area for the period of 10 years and lastly 10% of the respondents said had stayed in Mogadishu Somalia/or working in this area for 7-9 years.

5.1.2 Contribution of autocratic style of leadership on project success in World Vision Somalia

From the field findings, it was found out that World Vision Somalia effectively organizes work activities. The findings were in line with De Hoogh, Greer & Den Hartog, (2015), that in today's global economy; organizations seek leaders who bring out the best in their subordinates. Professionals can display a range of leadership behaviors including autocratic leadership, whereby management control organizational practices and procedures. As a professional, it is important to be aware of the positives and negatives of autocratic leadership because it can have an impact on individual and team performance and morale. When a manager utilizes an autocratic leadership style, the manager drives decision-making. A recent definition of autocratic leadership is that it is "characterized by the centralization of decision-making and directive power in a single dominant leader."

Further findings revealed that World Vision organization accepts accountability for actions taken and this. Similarly, to note, de Hoogh et al., (2015) urged that Autocratic leadership can have both beneficial and negative outcomes on team performance. It is important for professionals to consider when it is appropriate to use this style of leadership. When team members accept the hierarchy imposed by autocratic leadership, autocratic leadership can increase team performance through increasing team psychological safety.

Findings also revealed that World Vision understands the value of team work. This was in agreement with Briker, Walter & Cole, (2020), when professionals are pressed for time, they will adopt a more autocratic approach with their subordinates. This can lead to subordinates experiencing work stress and lower well-being. It is important for professionals to identify when they are pushed for time, because this can result in engaging in autocratic leadership behaviors that aren't conducive to team effectiveness.

Results from the field also confirmed that World Vision organization in Mogadishu Somalia schedules and coordinates work in a manner which ensures productivity. This was in agreement with Rast, Hogg & Giessner, (2013) that when employees are unsure about their abilities, they are more likely to be attracted to autocratic leaders. When employees are confident about their role in the organization and have a high sense of identity, they are more supportive of a non-autocratic leader. Within group functioning, employees who lack self-certainty, appear to expect this type of

autocratic behavior from their group leader (Rast et al., 2013). Managers should be judicial when choosing to engage in autocratic leadership behaviors because it has the potential to decrease employee's well-being.

Results indicated that World Vision organization in Mogadishu Somalia makes sure staffs are aware of all company policies and procedures. Also, Li & Sun, (2015), research has shown that when senior executives engage in autocratic leadership, then middle management will mimic these behaviors. This modeling can result in autocratic leadership being accepted throughout the organization at lower and upper levels. This increase in hierarchy can lead to an ineffective culture, undermine innovation and it also makes it difficult for organizations to change from an autocratic culture to a more democratic environment.

5.1.3 Impact of democratic style of leadership on project success in World Vision Somalia

From the field findings, it was found out that World Vision team leader listens to the views of the team before final decisions are made. Similarly, to note, Ezenne, (2003), 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. This style encourages creative problem solving and innovation compared to the autocratic style and it is appropriate in competitive, non emergency situations.

In addition, results indicated that World Vision team leader encourages employee discussions. The findings were in line with Somech, (2005) who defines participative leadership as joint decision making or sharing influence in decision making by the leader/ manager and the team. 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.

Results from the fields also revealed that World Vision team leader freely interacts with the team. In contrary, PMI, (2001), stated that 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). 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 organization.

Further findings revealed that World Vision team leader encourages dialogue. In the same way according to Sharan, (2009), involvement of teams in decision making contributes to organizational performance. A leader's vision is not enough to contribute to an organization's success. Leaders need to involve the team in creating a shared vision by seeking their views, knowing their interests. These results in an atmosphere of mutual confidence where the team feels their ideas are respected

Findings also revealed that Vision team leader encourages working in teams to ensure project success. Mullins, (2007) defines delegation as the act of entrusting authority and responsibility to others throughout different levels of the organization. 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 and project success.

From the field it was revealed that World Vision team leader takes pride in winning as a team. In the same way, 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. Sharan, (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.

5.1.4 Influence of laissez faire style of leadership on project success in World Vision

Somalia

From the finding, it was revealed that World Vision Somalia provides direction to employees. Similarly, to note, Lewin, (2010), lamented that 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. The Leader hands over responsibility for results to the group (). 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.

In addition, field results indicated that World Vision Somalia gives employees as much freedom as possible to determine goals, make decisions and resolve problems. In the same way, 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.

From the field also it was revealed that World Vision Somalia spends most of his time outside the project premises. This was in agreement with, 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.

Further results from the field revealed that World Vision Somalia does not care what happens in the project. 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 organizational outcomes for instance performance, commitment and motivation. Whereas from the scholarly writings it is evident that Laissez Faire style has a negative effect on organizational 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.

5.2 Conclusion

From the findings it can be concluded that there was a positive relationship between the autocratic style of leadership and project success of Non-World Vision Somalia. 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.

From the findings it can be concluded a very strong positive relationship between the democratic style of leadership and project success of non-governmental organization of World Vision Somalia. 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.

From the findings it can be concluded there was a strong positive relationship between the laissez faire leadership style and project success of non-governmental organization World Vision Somalia. In this study the minimal use of the avoidance of leadership and hand offs 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.

5.3 Recommendations

The researcher therefore recommends that leaders should continue to employ democratic principles of leadership within a setting in order to realized successful project outcomes. 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.

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.

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 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

The researcher recommended that projects should have the best leadership elements in order to perform better. The researcher further recommends that the government of the republic of Rwanda should help Non- Government Organizations to know the benefits of leadership styles. Leaders in various projects should ensure that they manage project in the best ways that are able to lead to improved performance.

5. 4 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 generalized 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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APPENDIX I:

3. Highest level of education Qualification

**QUESTIONNAIRE FOR
EMPLOYEES AT THE WORLD
VISION RESPONDENTS IN
MOGADISHU SOMALIA**

I am **Ahmed Ali Abikar**, a student of Kampala International University and currently collecting data for compilation for my dissertation as a partial requirement. The research I am conducting relates *“to leadership styles and project success among non-governmental organizations; a case study of world vision, Somalia”*. The information is purely for academic purposes and all the answers will be handled with utmost confidentiality and you do not need to indicate your identity anywhere on the questionnaire. I therefore humbly request that you complete this questionnaire correctly in the spaces provided or options given.

SECTION A: DEMOGRAPHIC CHARACTERISTICS

Tick / fill in the most appropriate answer.

1. Gender:

a) Female b) Male

2. Age

a) Below 19 years b) 20 – 29 years
d) 40 – 49 years e) Above 50 years.



c) 30– 39 years

a) Certificate

b) Diploma

c) Degree

d) Masters

e) Others (specify)

3. Marital Status

- a) Single b) Married c) Divorced d) Widowed
 e) Separated

4. Duration working, with World Vision Mogadishu Somalia?

Less than 1 year	1-3years	4-6 years	Above 6 years
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Department

- Staff General Management Beneficiary

INSTRUCTIONS

Indicate the extent to which you agree and disagree with the statements on the items in each of the section by ticking (✓) the appropriate number listed in the tables.

Strongly Disagree(SD)	Disagree(D)	Not Sure(NS)	Agree(A)	Strongly Agree(SA)
1	2	3	4	5

SECTION B:

A	Impact of democratic style of leadership on project success in World Vision Somalia	SD	D	NS	A	SA
A1	My team leader listens to the views of the team before final decisions are made.					
A2	My team leader encourages employee discussions.					
A3	My team leader freely interacts with the team.					
A4	My team leader encourages dialogue					
A5	My team leader encourages working in teams to ensure project success					
A6	My team leader takes time to connect with each team member					
A7	My team leader takes pride in winning as a team.					
A8	My team leader stresses that everyone contributes to the success of the team they belong to					
A9	My team leader encourages communication to the team.					
A10	My team leader welcomes feedback					

SECTION C:

B	Contribution of autocratic style of leadership on project success in World Vision Somalia	SD	D	NS	A	SA
B1	Effectively organizes work activities					
B2	Accepts accountability for actions taken					
B3	Understands the value of team work					
B4	Schedules and coordinates work in a manner which ensures Productivity					
B5	Makes sure staff are aware of all company policies and Procedures					
B5	Demonstrates each task involved in doing the job					
B6	Checks on staff's work on a regular basis to assess them Progress					
B7	Effectively organizes work activities					
B8	Tries to assign work in small easily controlled units					
B9	Sets down performance standards from each aspect of my staff's job					
B10	Gets staff to report back to him after completing each step of their work					

SECTION D

No. C	Influence of laissez faire style of leadership on project success in World Vision Somalia	SD	D	NS	A	SA
C1	Provides no direction to employees					
C2	Gives employees as much freedom as possible to determine goals, make decisions and resolve problems					
C3	Spends most of his time outside the project premises					
C4	Does not care what happens in the project					
C5	Hardly takes any disciplinary action against any body					
C6	Is absent from work when needed					
C7	Gives us tasks and leaves us to accomplish them in the best way we wish					
C8	We achieve personal goals as a result of no or limited leader involvement in the company work					
C9	We relate well with each other					
C10	We use the trust we are accorded properly and respond with excellent performance					

APPENDIX II:

INTERVIEW GUIDE

1. As a leader how are decisions arrived at within your project? Please give details
2. How do you normally ensure that the needs of the project you head are met? Please provide details.
3. When a problem arises in this project how do you go about resolving it?
4. How often do you hold meetings in your department / project? Are you often able to attend these meetings or not? Give details.
5. How would you define a successful project?
6. How would you define an unsuccessful project?
7. In your opinion do you think projects you have been part of were successful?
8. What contributed towards the successful implementation of those projects? Explain
9. Were these projects implemented to your satisfaction in terms of time, cost and budget?
10. Do you think the style a leader adopts contributes towards the success of a project?
11. From the average score above indicate how your leadership style has contributed to the performance of the project you led or are leading?
12. In your view, what other factors contribute towards project success?
13. In you project, have there been any efforts undertaken to improve leadership among project leaders? Please provide details.

THANK YOU VERY MUCH FOR YOUR COOPERATION

APPENDIX III
WORK PLAN

Time resources required for the thesis report.

2023 -2023	April	May	June	July	August	Sep	Oct
Proposal							
Data Collection							
Data Compiling and Analysis							
Thesis Report Writing							

APPENDIX IV:
Sample size(s) required for the given population sizes (N)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	266	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	10000	384

SOURCE: Krejcie and Morgan (1970), Determining sample size for research activities, Educational and psychological measurement, 30,608, sage publications.