
# ST. MARY'S UNIVERSITY

## SCHOOL OF GRADUATE STUDIES

## FACULITY OF BUSINESS

# EFFECT OF SOFT SKILLS ON SUCCESS OF INFORMATION TECHNOLOGY PROJECT MANAGEMENT: A CASE STUDY AT AWASH BANK SC.

**BY: ABEY SHIMELIS**

**ID: SGS/0441/2015A**

**MAY, 2024**
**ADDIS ABABA,**
**ETHIOPIA**

# ST. MARY'S UNIVERSITY

# SCHOOL OF GRADUATE STUDIES

# FACULITY OF BUSINESS

## EFFECT OF SOFT SKILLS ON SUCCESS OF INFORMATION TECHNOLOGY PROJECT MANAGEMENT: A CASE STUDY AT AWASH BANK SC.

**BY: ABEY SHIMELIS**

**APPROVED BY BOARD OF EXAMINERS**

| | |
|---|---|
| _____ | _____ |
| Dean, Graduate studies | Signature |
| _____ | _____ |
| Advisor | Signature |
| _____ | _____ |
| External Examiner | Signature |
| _____ | _____ |
| Internal Examiner | Signature |

## ACKNOWLEDGEMENT

First and foremost, I want to thank God for his guidance and assistance in helping me finish this thesis successfully. I am sincerely thankful to numerous individuals who have contributed in various ways to the accomplishment of this research. Above all, I am indebted to my advisor, Hailemelekot Taye (Asst. Professor), for his unwavering support, dedication, and valuable feedback from the initial stage to the final completion of my work. I would also like to acknowledge and express my deepest appreciation to my best friends Behailu Kemaw (PhD candidate), Bikila Jaleta and my family, whose unwavering support and financial sponsorship have been instrumental in my academic journey. Furthermore, I extend my heartfelt gratitude to all the participants and respondents who took part in this study, as their valuable contributions were crucial in shaping the outcomes. Lastly, I extend my thanks to all those who have directly or indirectly assisted me in the successful completion of my research.

**Table of Contents**

## List of Tables

## List of Figure

## Acronyms

**ABSC:**…….....Awash Bank Share Company

**AI:**……Artificial Intelligence

**EQ:**……..Emotional Quotient

**HO:**…….....Head Office

**HQ:**……..Head Quarter

**IT:**…….....Information Technology

**IQ:**……Intelligence Quotient

**ISMD:**……..Information Security Management Directorate

**ITSID:**…….…….....Information Technology Strategy & Innovation Directorate

**PMOD:**…….....Program Management Office Directorate

**PM:**……..Project Management

**PMBOK:**…….....Project Management Body of Knowledge

**SPSS:** …….....Statistical Package for Social Science

**SMCR:**…….Sender Message Channel and Receiver

## ABSTRACT

Effective IT project management is crucial for driving innovation and achieving strategic goals within financial institutions. However, technical expertise alone is insufficient for ensuring project success. This study assesses the effect of two soft skills, communication and teamwork, on the success of IT project management at Awash Bank Share Company. The research is motivated by the observation that while many IT projects at the bank are successfully completed within predefined time scopes and objectives, some still fail to meet their deadlines and goals. This study investigates whether soft skills contribute to the mixed outcomes observed in IT project management at the bank. To achieve the research objectives, a quantitative approach was adopted within a case study design, combining descriptive, correlational, and explanatory methodologies. The study population consisted of 30 respondents from Awash Bank SC, and data was collected through a census survey, achieving a 100% response rate. The general objective is to assess the effect of soft skills on the success of IT project management at Awash Bank SC. And specific objectives are: comparing the relative contributions of communication and teamwork skills to project success, assessing the influence of communication skills, and evaluating the contribution of teamwork skills to IT project management success at Awash Bank SC. The findings highlight the crucial role of communication and teamwork skills in ensuring successful IT project management outcomes. Communication skills are essential for aligning team members, clarifying project goals, and facilitating effective updates and changes. Teamwork skills promote a collaborative environment where team members support each other and work cohesively towards common objectives. Both communication and teamwork skills significantly contribute to the successful completion of IT projects at Awash Bank SC.In conclusion, this research underscores the importance of integrating soft skills, particularly communication and teamwork, into IT project management practices at Awash Bank SC. These skills enhance the efficiency and effectiveness of project execution and contribute to achieving strategic objectives in a dynamic technological landscape. The study recommends continuous development and training in soft skills for IT project managers and teams to improve project success rates and maintain a competitive edge in the financial sector.



*Key: Information Technology, soft skills, Communication skill, teamwork skill, project management success*

# CHAPTER ONE

# INTRODUCTION

## 1.1 Background of the Study

In today's world, where every industry is changing at a fast pace, project management techniques continue to evolve and adapt to changing industry needs and global best practices. Besides the changes, it is clear that well-defined project management techniques and processes are directly linked to organizational success (Iseni, 2022). In past, project management education mostly focused on hard or technical skills but now there is more focus on the inclusion of soft skills in the project manager's education. Generally, the hard skills related to the project management include planning, evaluation, monitoring, scheduling, and risk management. On the other hand, now the soft skills are gaining popularity and include ability to work with different type of people, personality traits, handling stress, leadership, conflict management, and communication (Tahir, 2020).

One of the key business sectors in the world that is driving the current global economy is the banking sector. This industry is running a lot of projects like, branch expansion, new product or service launches, and IT infrastructure upgrades to hit its objectives. Among those projects, IT projects are one of the corner stones of this industry and heavily reliant on modern information and telecommunications technologies to support its core operations, from customer transactions and financial record-keeping to risk management, protecting the banks cyber security and regulatory compliance.

On the other side (Zeleke, 2016) suggest that in order to provide efficient and effective services, Banks currently uses latest technology, financial resource and human resources to achieve its predetermined goals and objectives. Among those resources, technology is one of a competitive advantage for the banking industry to ease delivery of the intended service, to make timely decision, exploit resources user friendly, achieve the objectives of the organization as planned and contribute for the enhancement of the overall development .In rapidly changing and highly competitive environment success in the banking industry especially depends on having use of the appropriate technology along with retention of well trained and motivated employees who have the capacity to exploit the Bank's existing technology as well as look for better advancement (Zeleke, 2016).

And again this industry was on the cusp of the Digital Age 25 years ago. The promise of the Internet was beginning to become apparent, and a significant shift in banking practices was anticipated by most bankers. Similar feelings of wonder now fill us when we consider the possibilities of Information Technology generally AI, particularly when it is fueled by the cloud and quickly advancing data capabilities (Abbott, 2024). As a result, effective Information Technology project management is crucial for banks to succeed in today's competitive landscape (Ja-Chul Gu, 2009).

Technology has significantly changed the landscape for providing financial services. When it comes to Ethiopian financial sector, it is at infancy in terms of providing technology-based products and services to customers. Technology contributes towards efficient financial system which in turn is among the factors facilitating inflow of foreign direct investment. It is not only possible, but necessary to take advantage of new developments and innovation in technology, infrastructure and distribution networks to deliver financial services cost-effectively and easily accessible to the public (NBE, 2015).

The case study organization, Awash Bank S.C, Ethiopia's pioneering private bank, was established on November 10, 1994 after the downfall of the socialist regime. The bank was established by 486 founding shareholders with a paid-up capital of Birr 24.2 million and started banking operations on Feb. 13, 1995. Since embarking operation, the bank has registered remarkable growth. Notwithstanding global and domestic challenges, Awash Bank has exhibited superior operational and financial performances among private banks operating in Ethiopia. Awash Bank is currently working towards strengthening its capital base, technological capabilities, human resources and customer base (Awash Bank, 2024).

As the oldest and top private bank in the country, the bank is dedicated to defining the standard for the use of financial technology in Ethiopia. In fact, the bank has made significant investments in emerging technology and digital solutions. This is in line with the bank's pledge to create value for its esteemed customers through a wide range of innovative products and services (Awash Bank, 2021).

The bank has a vision to become one of the top ten East African commercial banks by the year 2025, and thus undertaking different projects to ensure the realization of its vision. According to its recent report, information technology enabled the bank to integrate new technologies for specializing its core business activities such as mobile banking, internet banking, card banking, bill payment, core banking, digital footprint platform, and enterprise service (Awash Bank, 2021).

IT projects by their nature are very complex and fraught with challenges, with a high rate of failure. While technical expertise is crucial, project managers need to have skills to carry out complex responsibilities that affect project success. Skills relate to knowing how to do something or the ability to use knowledge productively (Piers, 2005).

This study was initiated with the aim to investigate how soft skills influence the success of IT project management at Awash Bank SC. By examining the bank's specific context and experiences, the study shed light on the importance of developing and nurturing soft skills within IT project management domain and teams for achieving optimal project outcomes.

### 1.2 Statement of the Problem

The success of IT projects within the banking sector relies heavily on effective project management. While technical expertise plays a crucial role, some studies highlight the increasing importance of soft skills in achieving project goals. According to Kirsch (2000), successful project management requires both hard and soft skills. In addition, Thite (1999) has emphasized that both technical and transformational leadership skills are required of IT managers. These insights suggest that a balanced approach incorporating both technical and soft skills is essential for achieving successful project outcomes.

Awash Bank SC, like many financial institutions in Ethiopia, operates in a dynamic technological landscape. Frequent IT project implementations are crucial for maintaining a competitive edge and enhancing customer service in this digital era. However, despite significant investments in technology and talent, the outcomes of these projects have been inconsistent. This inconsistency in project success raises questions about the factors contributing to successful IT project management beyond technical expertise. The disparity between successful and unsuccessful projects indicates potential gaps in the application of soft skills within the project management framework.

In today's competitive financial landscape, successful Information Technology (IT) project management is crucial for Awash Bank SC to achieve its strategic goals. Although many IT projects are successfully accomplished within predefined time scope and objectives, a significant number of projects fail to meet their deadlines and objectives. This gap indicates that technical skills alone may not suffice to ensure

the success of IT projects. Soft skills such as communication, teamwork, leadership, and adaptability are increasingly recognized as vital components in the project management process.

This study is, therefore, initiated to investigate whether or not soft skills contribute to the mixed outcomes observed in managing IT projects at Awash Bank SC. By focusing on communication and teamwork skills, this research aims to determine the extent to which these soft skills effect the success of IT project management. The study will also explore how these skills can be developed and leveraged to improve project outcomes.

Understanding the role of soft skills in IT project management is essential for developing a more holistic approach to project success. It will help Awash Bank SC and other financial institutions to not only enhance their project management strategies but also to foster a work environment where both technical and soft skills are valued and cultivated. This, in turn, could lead to more consistent project success, better utilization of resources, and improved overall performance in the competitive financial sector.

In conclusion, while technical proficiency is undeniably important in IT project management, the integration of soft skills is equally critical. Effective communication ensures clear understanding of project goals, fosters collaboration, and resolves conflicts. Teamwork promotes a cohesive working environment where diverse skills and perspectives are harnessed towards common objectives. Therefore, this study aims to shed light on the effect of soft skills on IT project success at Awash Bank SC, offering insights that could enhance project management practices and contribute to more successful project outcomes in the banking sector.

## 1.3 Objectives of the Study

### 1.3.1 General Objective

The general objective of this study was to assess the effect of soft skills on the success of IT project management at Awash Bank SC.

### 1.3.2 Specific Objectives

The study was directed toward achieving the following specific objective.

- Assessing to what extent Awash bank SC. IT projects are aligned with soft skills.
- Assessing the influence of communication skills to the success of IT project management at Awash Bank's SC.
- Assessing the contribution of teamwork skills to the success of IT project management at Awash Bank's SC.

### 1.4 Research Questions

The study sought answers to the following questions.

- What is the effect of communication skills on the success of IT project management at Awash Bank SC?
- What is the effect of teamwork skills on the success of IT project management at Awash Bank SC?
- What is the relative contribution of communication and teamwork skills to the success of IT projects at Awash Bank SC?

### 1.5 Significance of the Study

The effective management of IT projects is crucial for Awash Bank SC's success in today's dynamic financial landscape. Timely implementation of projects allows the bank to stay competitive, enhance customer service, and adapt to evolving technological advancements. IT project success or failure could be attributed to soft skills that project managers possess and apply in project management process. Determining this through empirical investigation, definitely, would benefit the case study organization in terms of enriching its knowledge base and apply that knowledge to fill gaps, if any.

As a new addition to existing literature, the study report could serve as reference source possibly triggering further research in the area.

### 1.6 Scope

The core emphasis of this study on effect of soft skills specifically communication and team work on the success of IT project management. Spatially, the study took place at head office of the case study organization located in Ethiopia’s capital, Addis Ababa.

The study mainly relied on primary quantitative data generated through administering a structured census survey questionnaire asking respondents (IT team leaders) to express their opinion and perception on IT projects recently implemented at the case study organization.

### 1.7 Limitation

As the study aims to shed light on the role that soft skills play in managing IT projects at Awash Bank SC, it's necessary to acknowledge its potential limitation that may affect its comprehensiveness and the generalizability and interpretability of its study findings as presented below.

**Single case study:** Although Awash Bank provides a rich context; the findings may not be directly applicable to other banks. As a result, generalizing the results beyond Awash Bank's specific environment is not possible.

**Limited time frame:** For focusing on a specific timeframe of IT projects implemented at the case study organization, it is hardly possible for this study to capture and present the long-term impact of soft skills on project management success.

**Limited internal and external factors:** Success or failure in IT projects could be associated with both internal and external environmental factors (including hard/ technical skills). Due to time and budget constraints, however, the researcher was forced to ignore most of these, and as indicated above focus was made only on two important soft skills, namely, communication and teamwork skills.

By acknowledging and addressing such limitations, the study presents its findings by interpreting results more cautiously and responsibly. Future research can build upon this study by considering wider survey, longitudinal investigations, and diverse organizational contexts to further validate and solidify the understanding of the vital role soft skills play in IT project management success.

### 1.8 Organization of the Study

The organization of the study, divided into five main chapters. Chapter one includes the background of the study, statement of the problem, objectives of the research, research questions, significance of the study, and scope and limitations of the study. This chapter sets the foundation for the research, explaining why the study is necessary and what it aims to achieve. Chapter two presents the literature review, encompassing both theoretical and empirical reviews. This chapter analyzes existing research related to the topic, providing a basis for the current study by highlighting gaps or areas for further investigation. Chapter three details the research design and methodology, explaining the approach and methods used to conduct the research, including data collection and analysis techniques. This chapter ensures that the research process is transparent and reproducible. Chapter four discusses the results and provides a discussion of the findings. It interprets the data collected, relating it back to the research questions and objectives outlined in Chapter One, making it crucial for understanding the outcomes of the study. Chapter five concludes the research and offers recommendations, summarizing key findings, drawing conclusions based on the results, and suggesting practical implications or future research directions.

# CHAPTER TWO

# LITERATURE RIVIEW

## 2.1 Theoretical Review

### 2.1.1 An overview of Managerial Skills

According to McPheat (2010), managerial leadership skills include the tools, behaviors and capabilities that leaders should have in promoting well-being of the employees and leading to up-gradation of the organizations.

Studies conducted by Gutterman (2023) investigated important managerial skills, and by examining the skills which executives exhibited to carry out their jobs effectively, he suggested four basic developable skills, namely, technical, human, conceptual and the forth one design skills. He defined technical skill as the "specialized knowledge, analytical ability within that specialty, and facility in the use of the tools and techniques of the specific discipline"; human skill as "the ability to work effectively as a group member and to build cooperative effort within the team"; design skill focus on how a manager or administrator helps the organization cope with its environment by identifying and solving problems in ways that will benefit the organization".

### 2.1.2 Soft Skills

According to Verma (2009), soft skills are people skills supported by our emotional intelligence that enable us to act in a way that is socially acceptable and modify our behavior in a social setting so that others feel at ease in our presence and vice versa. She also goes on to conclude her case with the following equation: IQ + EQ=Soft skill.

Cornelius (2012) indicated that persuasive skills are the art of persuading and influencing stakeholders to obtain the support required to fulfill the project's objectives. He defined encouraging and incentive abilities as using unique techniques to inspire team members to achieve the project's goals and objectives.

Additionally, studies by Stanford Research Institute and the Carnegie Mellon Foundation among Fortune 500 CEOs established that 75% of long term job success resulted from soft skills mastery and only 25% from technical skill. Researchers at Boston University, University of Michigan's Ross School

of Business found that workers with soft skills training are 12% more productive than those without them (Saepudin, 2023).

According to Sean (2008), soft skills are "non-technical, intangible, personality specific skills" which determine an individual's strength as "a leader, listener and negotiator, or as a conflict mediator". Soft skills are the traits and abilities of attitude and behavior rather than of knowledge or technical aptitude. In other words, soft skills refer to a cluster of personal qualities, habits, attitudes and social graces that make someone a good employee and compatible to work. In Collins English Dictionary (1979) the term "soft skills" is defined as "desirable qualities for certain forms of employment that do not depend on acquired knowledge; they include common sense, the ability to deal with people, and a positive flexible attitude." Furthermore, soft skills are described as a combination of people skills, social skills, communication skills, character or personality traits, attitudes, career attributes, social and emotional intelligence, intelligence quotients, that enable people to navigate their environment, work well with others, perform well, and achieve their goals with complementing hard skills (Kim, 2011).

As stated by Anupama & Swasti (2015) soft skills as reflecting an individual's interpersonal abilities and character attributes in relation to other individuals. It focuses more on who people are, rather than what they know. It makes the work environment too flexible and easier to manage through subtle behaviors and communication. It includes attributes like adaptability, flexibility, problem solving, creative thinking, conflict resolution, teamwork spirit, time management and self-motivation.

On the other hand, Zachary & Krone (1984) suggested that a balance between technical and leadership aspects of project management and stated that project manager's goals are to build team morale and foster good working relations so everyone is eager to work toward a common goal of project completion. Moreover, Ingen (2007) notes that effective project management is a balance of organizational skills and people skills.

Additionally, Troukens (2013) suggested that one of the key success factors for project managers is the development of soft skills and he also elaborates on how soft skills represent the glue that makes the project teamwork together and creates a favorable work environment.

### 2.1.3 Categories of Soft skills

As indicated above, soft skills are personal qualities that allow us to relate well with others. These talents improve our personal interactions and lead to better job performance and fulfillment. Applying these abilities helps us produce higher-quality work, collaborate more effectively, and improve our professional prospects. Soft skills can include, or relate to communication, critical thinking, conflict resolution, problem solving, negotiation, emotional intelligence, handling difficult people, delivering constructive criticism, working under pressure, team work, managing people, adaptability, resilience, perseverance, influence, networking, time management, organizational skills (Anon, 2019). In the work of Chaudhari (2022) a total of eight components of soft skills documented with detailed descriptions as shown on Table 2.1 below.

**Table 2.1: Soft Skills Components**.

| | **Soft Skills Components** | **Description** |
|---|---|---|
| a | *Communication skill* | The key element which comes beneath soft skill range is communication skill. Communication skill is way one interacts with each other. |
| b | *Teamwork skill* | Team work is decisive. Team can be formal or easy-going. even the family members are considered like team. people must have skill of negotiation and convection then only team work is possible. |
| c | *Time management skill* | Life span of individual is between birth and death which is demonstrated by the term time. Time is something which never can come back hence it has a great influence in our life. The aptitude to perform various task in life along with living the life is core purpose of time management. |
| d | *Leadership skill* | Leadership skill is what one makes people to lead others to a particular task. There are various things which contribute towards leadership. Leadership skills differentiate individual from others. |
| e | *Conversation skill* | Conversation skill makes people chat with others, speaking and listening skills are tangled in it. Conversations can be on mobiles, at social gathering etc. Also dialogue is habitually prepared in written. There are various formats in which written conversation has to be done. |
| f | *Personal presentation skill* | Personal presentation is about dressing, conducting himself or herself in the society etc. The dress presentation varies from time to time, job to job and forms function to function. Self-presentation reflects the confidence of individual. |
| g | *Confidence skill* | This skill originates when an individual master all the above mentioned skill. The confidence in an individual makes him comfortable. |
| h | *Behavior skill* | Behavior is share of communication skill which is correlated to way one behaves. Individual's behavior is the way one conducts himself or herself. The other aspects which are considered in behavior are self-esteem, etiquette and culture. |

### 2.1.4 Berlo's SMCR model of Communication

The simplest representation of the communication process can be found in David Berlo's SMCR Model of Communication. Berlo developed the SMCR paradigm of communication in 1960 by building upon a linear communication paradigm. The several elements that make up the fundamental communication process are delineated in Berlo's SMC Model of Communication. This communication tool can be utilized for more effective communication because it also emphasizes the coding and decoding of message. Four parts make up Berlo's SMCR Model of Communication, Sender, Message, Channel, and Receiver describing the communication process which affected by various factors.

The person who composes and delivers the message to the recipient is known as the sender. The person who encrypts the message is the source, who initiates the communication process. A receiver may be impacted by the same factors that affect the sender. Think about how the message is understood. For instance, the following elements are identified by Berlo's SMCR Model of Communication as having an impact on the source: communication skills, attitude, knowledge, social system, and culture. The message is the package of information or meaning that is sent from sender to receiver. The message can be sent in various forms, such as audio, speech, text, video or other media. The sender of the messages always wants the receiver to interpret the message in a certain way. The source's intention is, therefore, translated into a coded message. The receiver should understand the message with reasonable accuracy. The message is influenced by content, elements, treatment, structure and code. The channel is the medium used to send the message. The medium must be able to be picked up by the sensory system of the receiver and may therefore involve vision, sound, smell, taste or touch. Humans have the various senses, i.e. hearing, seeing, touching, smelling and tasting. Similarly, the receiver is the person who receives and subsequently decodes the coded message. In a linear communication process, the receiver is always located at the end. In order to make communication as effective and smooth as possible, Berlo's SMCR Model of Communication assumes the receiver's thinking pattern must be in accordance with that of the sender. The same factors as senders therefore influence this component in Berlo's SMCR Model of Communication. In the end, the recipient interprets the message for themselves by giving it their own meaning through or decoding it (Ibid).

### 2.1.5 Communication as a Critical Success Factor

The term "critical success factors" refers to aspects or variables of project management that, if improperly managed, negatively affect project (Zarina A., 2014). Such factors may significantly affect

a project's performance and success. Organizations utilize projects for more than just putting business plans into action and finishing tasks (Katz, 1982) but there is expectancy for growth and investment return on these projects. Therefore, organizations need to understand what critical factors can hinder expected gains from projects, and how to best manage these. One of the critical success factors given emphasis in existing literature is communication.

Mary & Jeffrey (1987) established a significant foundation and made a significant contribution to the early 1980s project success development. Other researchers over the years have contributed to a substantial amount of factors that are critical to the success or failure of a project (Nyandongo, 2017).

As indicated on the table below (Table 2.2) communication is unanimously identified as a critical success factor (CSF)

**Table 2.2: Critical Success factors**

| | Pinto & Slevin (1988a) | Belassi & Tukkel (1996) | White & Fortune (2002) | Fortune & White (2006) | Sudhakar (2012) | Ramos & Mota (2014) | Alias et al. (2014) | Ihuah (2014) |
|---|---|---|---|---|---|---|---|---|
| Top Management Support | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| Client Consultation | ✓ | ✓ | | | | | | |
| Clear goals and objectives | | ✓ | ✓ | ✓ | | | | |
| Communication | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Schedule | ✓ | ✓ | | | | ✓ | | |
| Resources | | ✓ | ✓ | ✓ | | | | ✓ |
| Project Mission | ✓ | | | | | | | ✓ |
| Technology | ✓ | | | | | | | |
| Client acceptance | ✓ | | | | | | | |
| Trouble-shooting expertise | ✓ | | | | ✓ | | ✓ | |
| Planning and Control | | ✓ | | | | | | ✓ |
| Monitoring and feedback | | ✓ | | | | | | ✓ |
| Risk Management | | | ✓ | | | ✓ | | ✓ |
| Efficient Planning | | | | ✓ | | ✓ | | ✓ |
| Performance monitoring | | | | ✓ | | | | |
| Teamwork | | | | | | ✓ | | |
| Cost | | | | | ✓ | ✓ | | ✓ |
| Scope | | | | | | ✓ | | |
| Client Involvement | | | | | ✓ | ✓ | | ✓ |
| Technical Skills | | | | | ✓ | | | |
| Realistic expectations | | | | | ✓ | | | |
| Time | | | | | | | | ✓ |
| Skilled Managers and Designers | | | | | | | ✓ | ✓ |

Sudhakar (2012) created a conceptual model of CSF for IT projects software development, which categorizes CSF's into seven categories. Communication is listed as one of the seven CSF categories, and it includes factors such as leadership roles, relationship between users and information systems staff, reduced ambiguity and maximized stability. Looking at the characteristics of communication listed, not only does it take into account communication itself but looks at the various roles that influence the type of communication to be used, the communications relationships between various stakeholders within the project as well as the context within which communication is being used (Sudhakar, 2012).

**Table2.3: Critical Success factors of software development projects**



| Sl. no. | CSF category | Success factor identified |
|---|---|---|
| 1. | Communication factors | Communication in project |
| 2. | | Leadership |
| 3. | | Relationship between users and IS staff |
| 4. | | Reduce ambiguity |
| 5. | | Maximize stability |
| 6. | Technical factors | Technical tasks |
| 7. | | Trouble shooting |
| 8. | | Technical uncertainty |
| 9. | | Technical implementation problems |
| 10. | | Integration of the system |
| 11. | Organizational factors | Top management support |
| 12. | | Realistic expectations |
| 13. | | Organizational politics |
| 14. | | Financial support |
| 15. | | Power |
| 16. | Environmental factors | User involvement |
| 17. | | Customer involvement |
| 18. | | Vendor partnership |
| 19. | | External environment events |
| 20. | | Client acceptance |
| 21. | Product factors | Accuracy of output |
| 22. | | Reliability of output |
| 23. | | Timeliness of output |
| 24. | | Quality control |
| 25. | | Documentation of systems and procedures |
| 26. | Team factors | Team capability/competence |
| 27. | | Teamwork |
| 28. | | Select right project team |
| 29. | | Project team coordination |
| 30. | | Task orientation |
| 31. | Project management factors | Project planning |
| 32. | | Project control mechanisms |
| 33. | | Project schedule |
| 34. | | Project manager's competence |
| 35. | | Clear project goal |

**Table IX.**
Critical success factors of software development projects

**Source:** Author



From a research and development (R&D) perspective, various authors have made substantial contributions to this area. Pinto & Jeffrey (1990) discovered that the increased use of informal methods for communication and the reasons for communicating differs substantially between high-cooperation and low-cooperation project teams. Equally substantial, Katz's (1982) seminal study found that poor communications greatly impact team performance. According to Griffin (1992), successful project teams who quickly adapt their way of communication are able to overcome various problems associated with organizational structures. Moreover, Hirji (1996) established that two-way communication and the inclination between project members to share vast amounts of information have a positive impact on project teams operating across national boundaries. According to Cervone (2014), project managers should tack the duty of guaranteeing efficient communication in the team in order to accomplish project

success.

From this perspective, the evidences are quite conclusive; communication among project team members is a valid and vital predictor of project outcomes. Communication is more than just an exchange of information between project stakeholders, but it is a way for project managers to generate the groundwork for a project. It is therefore a skill required to ensure a project performs effectively (Ibid).

### 2.1.6 Teamwork and Project Management Success

Project leaders can play a significant role to influence the project success positively with and through their team members that are called project teamwork but surprisingly prior literature shows the myopic view and ignored the role of project team members toward project success.

As stated by Sheard & Kakabadse (2002) a project leader should also consider importance of project teamwork for success of any project. However, few re-searchers have investigated this relationship between project success and project teamwork. Meredith and Mantel (2011) argued that inappropriate teams can lead a project towards failure. Therefore, the importance and impact of project teams on project success or failure cannot be ignored. On the other side, Verburg, Bosch and Vartiainen (2013) argued that good project teamwork is vital for project success and project leader will be effective only in case of proper, operative and competent project team members Thamhain (2004)**.**

The term project teamwork means the discussion about the team members that are working in a project under some leadership. Good project teamwork is based on the \teamwork processes that are required components for an effective team. Dionne et al (2004) recommended that team communication and cohesion as component of teamwork processes and asserted that there are many teamwork factors that can be considered in teamwork processes. According to Yang, Huang, and Wu (2011) project teamwork process is based on three-dimensional construct like project team communication, cohesiveness and collaboration among team members.

Project teamwork has been considered as a causal variable to improve the project success and it is based on teamwork processes that are required components for an effective team. Similarly, Yang, Wu, and Huang (2013) investigated the project team's communication, cohesiveness and collaboration as project teamwork component. Verburg. B & Vartiainen (2013) argued that good project teamwork is vital for success and project leader will be effective only in case of proper, operative and competent project team members. Therefore, the importance and impact of project teams on project success or failure cannot be

ignored.

Dong (2004) asserted that there are many teamwork factors that can be considered in teamwork processes. According to Yang, Huang, and Wu (2011), the project teamwork processes are based on three-dimensional construct like project team communication, cohesiveness and collaboration among team members. The researchers posed that project teamwork may have a positive and significant contribution towards success of any project.

Similarly, Unger-Aviram (2013) in its work showed that the degree to which project team members have finished the project within the allocated budget and time frame may be used to determine the efficiency of the project. He claimed that a smaller deviation in the project's expected time and cost would arise from increased team efficiency. The four levels of project efforts: project team communication, collaboration, cohesion, and technical skill have been used to discuss project teamwork.

Kotlarsky & Oshri (2005) justified that team cohesiveness is also essential factor for better project performance. Levine & Moreland (1990) concluded that stronger the team cohesiveness will better the performance of the project. Moreover, Yang et al. (2011) argued that team cohesiveness is one of the important factors for project success. Team collaboration is another important factor in teamwork which means working together in a united way (Thamhain, 2004). Collaboration between team members strengthens the relationship at work (Nelson, 1996). Additionally, Gladstein (1984) asserted that team collaboration is a significant factor in performance of a team. Similarly, Robert & Daryle (1970) specified that effective team performance may be the result of successful collaboration among team members.

Moreover, Shenhar (1996) argued that team members' technical qualification is also highly demanded factor for the project success. Likewise, Zwikael (2010) asserted that skillful project teams are necessary for the accomplishment of the desired success.

### 2.1.7 Time Management Skills

Incorporating time management skills into IT project management is essential for the success of projects within the banking industry. Effective time management ensures that project tasks are completed within the allocated timeframe, which is critical in a fast-paced and competitive financial environment.

According to Barcaui et al. (2022) time management is one of the key soft skills that significantly impact the success of IT projects. Their study highlights that project managers who are adept at managing their time effectively can better handle the various demands and pressures of their role, leading to improved project outcomes.

Another study by the International Academic Journal of Information Sciences and Project Management (2020) emphasizes that time management skills are vital for maintaining project schedules and ensuring timely delivery of project milestones. This is particularly important in the banking sector, where delays can lead to significant financial losses and a reduction in customer satisfaction.

On the other side, Vennila (2018)suggested various ways of managing time effectively by highlighting many techniques that can be borrowed by top management. Project team members should arrange their schedule according to project priorities as per the WBS or CPA, which means that they should look at the important dates of project activities, and then write them down on a calendar as a reminder note. This will make project team see the whole project a lot easier and simpler. Project team including stakeholders should get over any bad feelings that the project might face during project life cycle, and move beyond them by having proper risk mitigation plan. Communication should be integrated in the organizational culture; this will reduce the project team conflict. Getting Organized project team waste about five weeks a year looking for lost items." Therefore, there is no reservation that getting organized saves a lot of time. Nonetheless, getting organized means having your desk cleared, your papers filed, your tasks listed, and your events scheduled.

Additional Project scheduling is an art of planning and designing project activities so that the project can achieve its desired goals and priorities within the constrain of time and cost. In Project time management scheduling problem includes the scheduling of project tasks and activities subject to the precedence or resource constraints (Herroelen, 2005).

### 2.1.8 Leadership Skills

One important factor that pointed to the servant leadership style was the empirical study conducted by Yang, Huang, and Wu (2011). The study examined how teamwork and the project manager's leadership style relate to project success in large organizations. The results showed that project leadership enhanced the relationships among team members, while teamwork impacted project performance. This relationship characteristic between the leaders and the team aligned with the servant leadership style as proposed by Yukl (2013).

Extant literature suggests that one of the most critical issues contributing to the cause of project failures is the inability of executives to support organizational changes due to poor leadership competencies (Gartzia, 2018).

Moreover, each project typically involves a different set of stakeholders with varying expectations that often introduce conflicting or costly changes to the original scope of the project (Davis, 2014).
Project success is further impacted by numerous critical internal and external environmental factors (e.g., organizational structure, organizational culture, political environment, governmental regulations, etc.) (Belout, 2004).

As a result, project leaders need a varying set of leadership competencies to navigate such complexities in order to reach successful project completion. The problem is that project leaders might lack specific sets of leadership skills to navigate the complexities noted above in order to reach successful project completion.

### 2.1.9 Conversation Skills

Conversational skills are one of the element of soft skills and essential and necessary to become a competent speaker of a language. The underlying rules of conversation require that participants share a joint focus of attention, alternate their turns in a pattern of talking and listening, offer relevant contributions that are also informative, sincere and clear (Grice's maxims). In the course of development, a team acquire conversational skills that allow them to participate in conversations and to communicate effectively with others (Veneziano, 2014).

On the other side, Padget (2023) argue that Conversational skills becomes evident that successful projects making individuals claiming ownership of their respective tasks, establishing realistic timelines, and committing to their responsibilities before the entire team. These up-close and personal conversations break down silos, foster cross-functional collaboration, and ensure that projects remain a priority for all involved.

Additionally, a study by Cripe and Burleigh (2022) argued that emphasizes the importance of conversation skills for IT project managers, particularly when managing virtual teams. Their findings suggest that building personal relationships and maintaining cohesive team relationships through effective communication are crucial for achieving project success. This involves various conversation

strategies, such as coaching, mentoring, and recognizing team accomplishments, which are integral to fostering trust and collaboration within the team.

### 2.1.10 Personal Presentation Skills

Personal presentation skills are vital for the success of IT projects as they directly impact the effectiveness of communication and the ability to convey important project information. Effective presentation skills enable project managers and team members to clearly communicate their ideas, objectives, and progress to stakeholders, which is essential for gaining support and ensuring project alignment with organizational goals.

One aspect of personal presentation skills is the ability to create engaging and persuasive presentations. This skill is instrumental in persuading stakeholders and decision-makers, securing new partnerships, and maintaining client relationships. A well-structured and compelling presentation can make proposals stand out and increase the chances of successful negotiations (Taylor, 2023).

Furthermore, presentation skills are crucial for influencing stakeholders and decision-makers. Presenting ideas and project progress clearly and concisely ensures that stakeholders understand and support the project's objectives, which is vital for gaining the necessary resources and approvals (ibid).

The ability to deliver powerful and effective presentations, especially in a digital era where virtual meetings are common, requires a combination of technical preparedness and understanding of visual design principles. Utilizing various visual formats and ensuring a clear, compelling message can significantly enhance the impact of presentations (Gandhi, 2021).

In summary, strong personal presentation skills contribute to the success of IT projects by ensuring effective communication, influencing stakeholders, and enhancing the overall presentation of project proposals and progress. For more detailed guidance on improving presentation skills, you can refer to resources from Harvard Business Publishing and The Knowledge Academy (ibid).

### 2.1.11 Confidence Skills

The importance of confidence skills in the success of IT projects, several recent studies provide valuable insights. According to a systematic literature review, confidence is a critical soft skill for IT project managers. This skill contributes to effective leadership, decision-making, and team motivation, which are essential for project success (Orè, 2017) .

Furthermore, a study by Muller, (2012) found that confident project managers are better at managing the complexities and uncertainties inherent in IT projects. Confidence helps in maintaining a positive attitude and inspiring trust among team members, which can lead to improved project outcomes.

Additionally, Skulmoski (2010)emphasize that confidence in IT project managers is linked to their ability to navigate different project phases effectively, thereby enhancing overall project performance. They argue that confidence, combined with other soft skills, creates a supportive environment that fosters collaboration and innovation.

### 2.1.12 Behavior skills

Castro, Marcela & Barcaui (2022) they explore the impact of project managers' emotional intelligence and trustworthiness on project success. It finds that these behavioral factors significantly influence job satisfaction and project outcomes, suggesting that organizations should consider these traits in recruiting and training project managers.

On the other side, Razvani et al(2018) they emphasize the importance of emotional intelligence in project managers. Their research demonstrates a strong link between emotional intelligence and project success, highlighting how emotional intelligence can enhance team cohesion and performance .

Additionally, Serrador, P., & Pinto, J. K. (2015). They suggested that, the role of leadership behaviors in project success. It underscores the importance of interpersonal skills, such as effective communication and conflict resolution, in managing project teams and ensuring project objectives are met.

Moreover, Marzena Podgórska, (2019)The study discusses the significance of soft skills, including emotional intelligence and leadership, in project management. It provides evidence that these skills are critical for managing team dynamics and achieving successful project outcomes.

## 2.2 Empirical Review

Krishna (1991) stated that to gain a complete understanding of soft skills which are necessary for project management, it is necessary to conduct a study that examines all aspects i.e. need, challenges, tools and issues of soft skills. Sukhoo et al. (2005) observed soft skills as an attributes of the software project manager that require high level of activation during the different phases, i.e., initiating, planning, executing, controlling and closing of a project, have to be defined and then considered at the right time.

Marando (2012) explored that the fundamental assumption required to be most effective project

managers they need to have balanced hard skills and soft skills. Adams (2016) found technical skills and soft skills have correlation among with each other in project management, only in combination of leadership skill (soft) and technical skill (hard) will the project manager have the best result.

Tahir (2020) indicated that among the soft skills, communication skills, team building skills, and problem-solving skills are the most important soft skills which have significant influence on project success in construction industry.

Rogo & Gumuruh (2020) confirmed the effect of transformational leadership and soft skills on project managers influencing project success factors. Their research has also found that transformational leadership and soft skills in project managers will be able to increase their contribution in achieving the project's vision, mission and goals.

Indra Graciela & Baroudi (2019) found that soft skills of the project manager have an impact on team management, team's performance and project success and they explored that communication, team management, negotiation, human resource management, professional and ethical, political and cultural awareness, conceptual, leadership, active listening, motivational, conflict management and people skills are the key soft skills required of a project manager to manage their team and lead them towards project success (Gulati et al., 2020).

Rajbanshi's study (2023) which was conducted in Kathmandu's banking sector show that soft skills play a critical role in the success rate of projects. A project manager with effective communication skills can clearly explain project goals, progress, and challenges to everyone involved, reducing misunderstandings and delays and leadership skills also motivating and inspiring a team is crucial for project success. Project managers with strong leadership skills can create a positive and productive work environment, fostering collaboration and ownership among team members.

Similary, the work by Awabdeh (2017) confirmed that project manager's soft skills are crucial for project success. It suggests that a project manager's ability to communicate, lead, motivate, and navigate interpersonal dynamics significantly impacts a project's chance of meeting its goals. While technical skills are necessary, soft skills act as the glue that holds a project team together and ensures effective execution.

### 2.3 Conceptual Framework of the Research

As shown on Figure 1 below, the conceptual framework for this study considers communication and teamwork skills having effect on IT project management success.

Due to the reason of many studies which is reviewed in the above literatures have consistently highlighted the pivotal role of communication and teamwork skills in the success of IT project management. Additionally, concentrating on two key soft skills allows the researcher for a more focused and manageable study. Moreover, by narrowing the scope, the researcher can provide a more in-depth analysis and derive clearer, actionable insights. This approach also ensures that the study remains feasible within the given time frame and resource constraints.

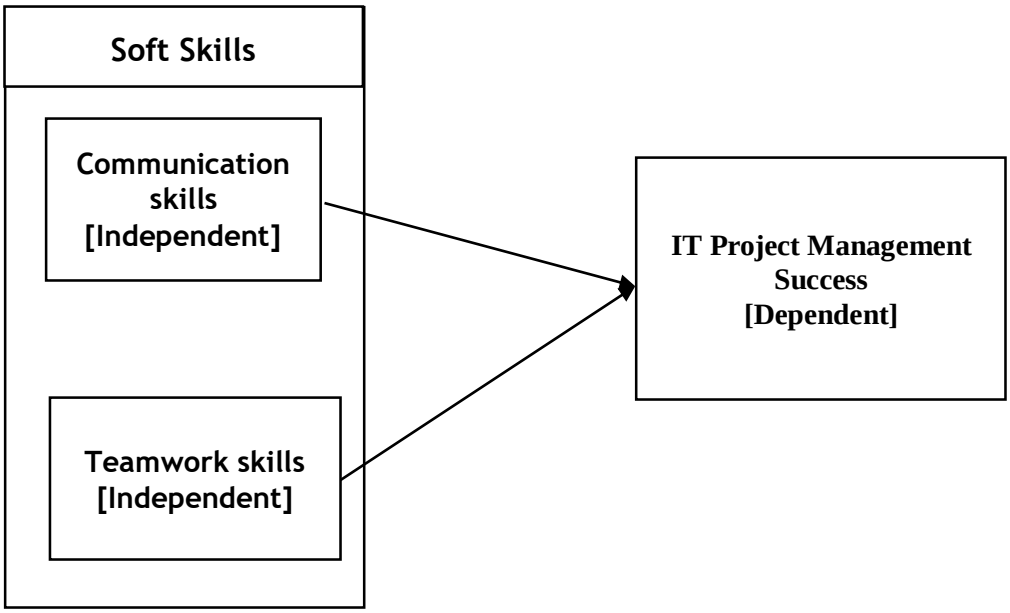


**Figure 1. The conceptual framework of the research**
**Source: From reviewed literatures on the above**

# CHAPTER THREE

# RESEARCH DESIGN AND METHODOLOGY

This chapter describes the steps taken in order to investigate the research problem and provides justification for the use of specific procedures or techniques in order to identify, select, process, and analyses information that is relevant to the problem.

## 3.1 Research Approach and Design

The goal of this study was to determine how soft skills effect the success of IT project management in Awash Bank SC. Accordingly, the quantitative approach was followed to generate quantitative data for analysis and interpretation. To this end, within the framework of a case study design a combination of descriptive and explanatory research been considered.

Descriptive research was considered to describe phenomena related to variables investigated in the study; whereas correlational and explanatory research were employed for the purpose of examining relationships between variables and the impact of independent variables on the dependent one. Data required for the purpose were collected through administering a structured questionnaire.

## 3.2 Population and Sampling Techniques

The target population for this research covered project management staffs from information security management directorate, program management office directorate and information technology strategy & innovation directorates at Awash Bank S.C. The targeted staffs include different post holders such as directors, managers, principals and senior as they have had direct involvement in issues related to Awash Bank's IT project management. Director, IT project management office (PMO): Provides overall governance and strategic direction for IT projects. Ensures alignment with awash bank business goals and IT strategy. Manages the PMO team and resources. Project manager: leads the day-to-day execution of the project. Manages the project team, budget, schedule, and scope. Ensures project deliverables are met on time and within budget and oversees a group of related IT projects, ensuring alignment and dependencies are managed effectively. Principal: they are a highly skilled individual with deep technical knowledge and experience in a specific IT domain. They may act as an advisor to the project, providing guidance and expertise on complex technical issues during the execution of the projects. Project lead (Senior): under the principal, but with a stronger focus on the technical aspects on the project. They might lead a sub-team within the project or manage a specific technical delivery. According to explain in the above the total population includes those managements and the size was thirty (30).

As the size of the study population was small and manageable, a census survey participating all elements of the study population were targeted as potential respondents to whom the structured questionnaire was distributed.

### 3.3 Instruments of Data Collection

#### 3.3.1 Primary Data Collection

Primary data collection was conducted by distributing the structured questionnaire to all elements of the study population described above.

#### 3.3.2 Secondary Data Collection

In addition to this, the study also collected and utilized secondary data needed to develop the content of literature review, forming the conceptual framework of the study and shaping the content of its data gathering instrument. Secondary sources consulted for the purpose included books, journal articles and company documents & records at the case study organization.

### 3.4 Validity and Reliability

When an indicator (or set of indicators) is designed to measure a concept, the question of validity concerns whether the indicator actually measures the idea. There are various methods for proving validity, including construct validity, predictive validity, convergent validity concurrent, and content validity (Bell, 2003) In order to ensure validity, the researcher utilized a tested and standardized instrument (questionnaire) by making minor modification.

Reliability refers to the consistency or dependability of data. It ensures that repeated measurements yield consistent results. To measure reliability, Cronbach's alpha test was conducted; the result presented in the below table (Table 3.1).

**Table 3.1: Alpha coefficient for each variable section of the questionnaire**

| No | Individual variables | Item quantity | Alpha value |
|---|---|---|---|
| 1 | Communication skill | 7 | .943 |
| 2 | Teamwork skill | 6 | .955 |
| 3 | Project management success | 6 | .928 |

### 3.5 Methods of Data Analysis

The collected data were analyzed using tools such as SPSS and MS-Excel. Descriptive statistical functions such as mean, standard deviation and percent were conducted to describe phenomena related to variables investigated in the study. Additionally, inferential statistical functions such as correlation analysis and multiple regression analysis were employed to examine relationships between variables and the impact of independent variables on the dependent one

3.6 The Research Framework

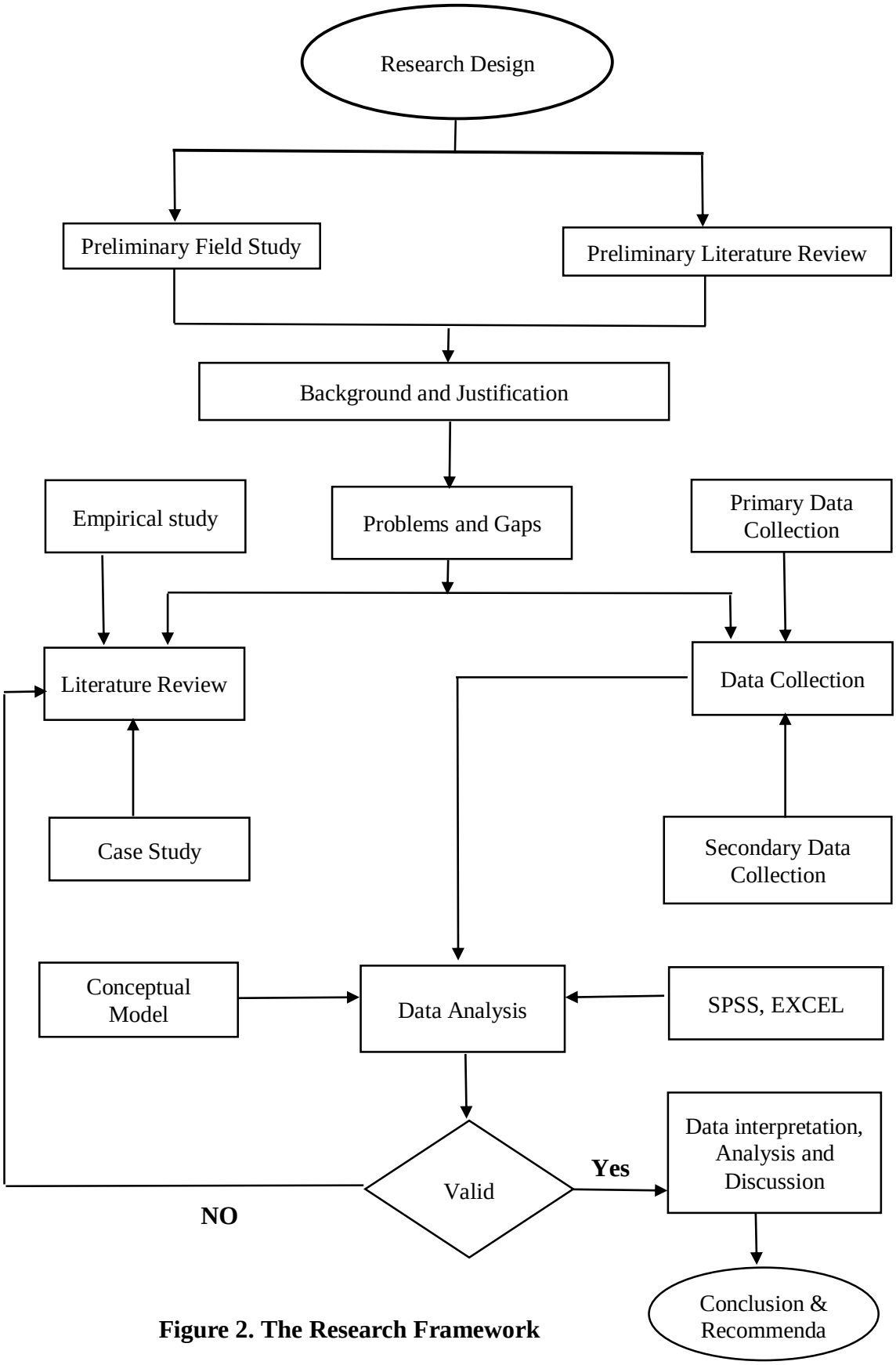


**Figure 2. The Research Framework**

# CHAPTER FOUR

# ANALYSIS AND DISCUSSION

## 4.1 Introduction

This chapter presents and analyses data collected through administering a structured questionnaire by participating staff members who worked on managing IT projects under the directorate of the ISMD, PMOD, and ITSID at Awash Bank Share Company. The analysis utilized a range of statistical tools and techniques to ascertain how soft skills are important or not to the success of IT project management. Specifically, the study used descriptive statistic to describe, show, and summarize the basic features of data set found in the study; correlation analysis to measure the degree of association between different variables under consideration; and, regression analysis to test the effect of independent variables on the dependent one. It is on the basis of these that the findings of the study are pinpointed and discussed.

## 4.2 Response Rate

The questionnaire distributed to thirty census survey participants was correctly completed and returned back to the researcher and the study enjoyed a 100% response rate as a result. This is mainly attributable to the close follow up made by the researcher and the close working relationship he has had (as a colleague) with all respondents at the case study organization.

## 4.3 Demographic Characteristics of Respondents

### 4.3.1 Gender composition

As shown on the Table 4.1 the gender composition of 30 respondents from three departments at Awash Bank SC: Information Security Management Directorate, Program Management Office Directorate, and Information Technology Strategy and Innovation Directorate. There are 24 males (80%) and 6 females (20%) who responded to the survey. It shows that, there is a significant gender imbalance among the respondents, with a much higher proportion of males than females. This result indicate that the participation of men workers is highly dominated in all three directorates.

**Table 4.1: Gender composition of respondents**

| Gender | Frequency | Percentage | Cumulative Percentage |
|---|---|---|---|
| Male | 24 | 80.0% | 80.0% |
| Female | 6 | 20.0% | 100.0% |
| **Total** | **30** | **100.00%** | |

**Source: SPSS v26 output of own survey, 2024**

### 4.3.2 Age profile of respondents

As shown on the Table 4.2 the age distribution of 30 respondents from three departments at Awash Bank SC: Information Security Management Department, Program Management Office Directorate, and IT Strategy and Innovation Directorate.

The majority of the respondents (50%, or 15 people) fall within the 25-35 age range and there are also a significant number of respondents in the 36-46 age range (43.33%, or 13 people) and also A smaller number of respondents fall within the 47-57 age range (6.67%, or 2 people), and none of the respondents are above 57. The implications of the researcher draw from this data is the data suggests that the workforce in these three departments at Awash Bank SC is relatively young. This could be due to a number of factors, such as the nature of the work (IT fields tend to attract younger workers), or the fact that the bank is targeting young graduates. and again, a young workforce can bring a number of benefits to an organization, such as creativity, innovation, and a willingness to learn new technologies. However, it can also lead to challenges, such as a lack of experience and institutional knowledge.

**Table 4.2: Age composition of respondents**

| Age | Frequency | Percentage | Cumulative Percent |
|---|---|---|---|
| 25-35 | 15 | 50.0% | 50.0% |
| 36-46 | 13 | 43.33% | 93.33% |
| 47-57 | 2 | 6.67% | 100.0% |
| 58> | 0 | 0 | 100.0% |
| **Total** | **30** | **100.00%** | |

**Source: SPSS v26 output of own survey, 2024**

### 4.3.3 Educational level of respondent

The table 4.3 shows the educational level of the respondents among the three departments which is explained in the above paragraph is equal numbers (15 or 50% each) have a Bachelor's Degree or a Master's Degree. This suggests a relatively high level of education among the respondents and none of the respondents hold a PhD. According to this gathered information's, the implications draw from this data is the fact that all the respondents have at least a Bachelor's Degree suggests that the positions in these departments require a high level of education. This is to be expected in IT fields, where a strong educational foundation is necessary and also an educated workforce can bring a number of benefits to an organization, such as strong analytical skills, problem-solving abilities, and the ability to learn new technologies quickly. Additionally, The lack of PhD holders may suggest a focus on practical skills and experience over theoretical knowledge in these departments. If it is needed.

**Table 4.3: Education level of respondents**

| Educational Level | Frequency | Percentage | Cumulative Percent |
|---|---|---|---|
| Bachelor's Degree | 15 | 50.0% | 50.0% |
| Master's Degree | 15 | 50.0% | 100.0% |
| PhD | 0 | 0.0% | 100.0% |
| **Total** | **30** | **100.00%** | |

**Source: SPSS v26 output of own survey, 2024**

### 4.3.4 Job position of respondents

The below table 4.4 shows the job position of the 30 respondents from the three departments at the bank Awash indicate that, the majority of the respondents (50%, or 15 people) hold senior positions and there are also a significant number of respondents in the manager category (20%, or 6 people). Fewer respondents hold director (10%, or 3 people) and principal (20%, or 6 people) positions. According to the gathered information's, the implications draw from the data is the fact that the majority of the respondents hold senior positions suggests that the survey was targeted at senior staff within these departments. This could be because the researcher is needs to getting feedback from Information project management staffs on key issues of what is there altitude on effect of soft skills on the success of information technology project in awash bank sc.

**Table 4.4: Job position of respondents**

| Job Position | Frequency | Percentage | Cumulative Percent |
|---|---|---|---|
| Director | 3 | 10% | 10.0% |
| Manager | 6 | 20% | 30.0% |
| Principal | 6 | 20% | 50.0% |
| Senior | 15 | 50% | 100.0% |
| **Total** | **30** | **100.00%** | |

**Source: SPSS v26 output of own survey, 2024**

### 4.3.5 Year of work experience of respondents

As far as the work experience of respondents is concerned, it ranges from less than five years to more than 20 years. The former constitute 3.3% of the respondents and the latter 6.7%. A huge proportion of the respondents (73.4%) have had a work experience ranging from five to fifteen years. This is followed by those having a work experience between sixteen and twenty years (Table 4.6). A significant number of respondents (36.7%, or 11 people) also have 11 to 15 years of experience. Fewer respondents have less than 5 years of experience (3.3%, or 1 person), 16 to 20 years of experience (16.7%, or 5 people), or more than 20 years of experience (6.7%, or 2 people). This there for, the implications draw from the data indicates that the data suggests that the workforce in these three departments at Awash Bank SC is relatively experienced. This could be due to a number of factors, such as the nature of the work (IT fields often require experience), or the fact that the bank may be looking for experienced staff to fill these roles. And an experienced workforce can bring a number of benefits to an organization, such as deep knowledge and expertise, strong problem-solving skills, and the ability to mentor junior staff. However, it can also lead to challenges, such as higher salaries and a resistance to change.

**Table 4.5: Work experience of respondents**

| Year Of Experience | Frequency | Percentage | Cumulative Percentage |
|---|---|---|---|
| <5 | 1 | 3.3% | 3.3% |
| 5-10 | 11 | 36.7% | 40.0% |
| 11-15 | 11 | 36.7% | 76.7% |

| | | | |
|---|---|---|---|
| 16-20 | 5 | 16.7% | 93.3% |
| >20 | 2 | 6.7% | 100.0% |
| **Total** | **30** | **100.00%** | |

**Source: SPSS v26 output of own survey, 2024.**

### 4.4 Descriptive Statics: Analysis of variables investigated

Descriptive statistics were conducted in the form of mean, standard deviation, frequency distribution and percentage for all independent and dependent variables (for detailed item analysis result see Annex B).

Before reaching to conclusion, the researcher verified the standard to measure and interpret the mean and standard deviation based on the mean range developed by Al-sayaad et al. (2006). Therefore, the researcher used the mean range value as a rule of thumb to describe the study variables.

**Table 4.6: Mean range table (Rule of thumb)**

| No | Mean Range | Response option |
|---|---|---|
| 1. | [1.00 -1.80] | **Strongly Disagree** |
| 2. | [1.90 -2.60] | **Disagree** |
| 3. | [2.70 -3.40] | **Neutral** |
| 4. | [3.50 -4.20] | **Agree** |
| 5. | [4.30 -5.00] | **Strongly Agree** |

**Source: (Al- sayaad et al. 2006)**

As shown on Table 4.7 below, the average mean calculated for all variables investigated is greater than or equal to 4.30 which indicates that respondents strongly agree with statements presented as items under each variable (See Annex B for details). This means that the IT project management process at the case study organization was characterized by extensive communication and teamwork; and, those involved in the process as management have had the required skills in the areas.

**Table 4.7: Comparison of mean and standard deviation amongst variables**

| Variable Factor | Mean | Std. Deviation |
|---|---|---|
| Communication skills | 4.40 | 3.71 |
| Teamwork skills | 4.45 | 4.07 |
| Project management success | 4.30 | 3.79 |

**Source: SPSS v26 output of own survey, 2024**

As shown on the below Table 4.8, frequency distribution and percentage for all variables (dependent and independent) analyzed and interpreted. The table 4.8 displays the frequency distribution and percentage of communication skill scores among respondents. Overall, the majority of respondents (30.0%) scored 35, followed by 23.3% scoring 28, and 16.7% scoring 32. Lower scores were less frequent, each constituting a smaller portion of the total responses. This distribution indicates that a significant portion of the respondents rated their communication skills highly.

**Table 4.8: Frequency distribution and percentage of communication skills**

| | | Frequency | Valid Percent |
|---|---|---|---|
| **Valid** | 22.00 | 1 | 3.3 |
| | 25.00 | 1 | 3.3 |
| | 26.00 | 1 | 3.3 |
| | 27.00 | 2 | 6.7 |
| | 28.00 | 7 | 23.3 |
| | 30.00 | 1 | 3.3 |
| | 31.00 | 1 | 3.3 |
| | 32.00 | 5 | 16.7 |
| | 33.00 | 1 | 3.3 |
| | 34.00 | 1 | 3.3 |
| | 35.00 | 9 | 30.0 |
| | Total | 30 | 100.0 |

And also table 4.9 displays the frequency distribution and percentage of teamwork skill scores among respondents. The table provides a distribution of teamwork skill scores among 30 individuals. It shows how many people (frequency) scored at each level and the corresponding percentage of the total sample.

Most individuals (40%) scored the highest teamwork skill level of 30.A smaller percentage of individuals scored at various other levels, with the lowest scores being 16, 18, 19, and 21, each representing 3.3% of the total sample. Scores between 23 and 29 are also represented, with frequencies ranging from 2 to 3 individuals per score. The data indicates that while there is some variation in teamwork skill scores, a significant proportion of the individuals exhibit very high teamwork skills.

**Table 4.9: Frequency distribution and percentage of teamwork skills**

| | | Frequency | Valid Percent |
|---|---|---|---|
| **Valid** | 16.00 | 1 | 3.3 |
| | 18.00 | 1 | 3.3 |
| | 19.00 | 1 | 3.3 |
| | 21.00 | 1 | 3.3 |
| | 23.00 | 2 | 6.7 |
| | 24.00 | 2 | 6.7 |
| | 25.00 | 2 | 6.7 |
| | 26.00 | 2 | 6.7 |
| | 28.00 | 3 | 10.0 |
| | 29.00 | 3 | 10.0 |
| | 30.00 | 12 | 40.0 |
| | Total | 30 | 100.0 |

The Table 4.10: Frequency distribution and percentage of project management success provides the frequency and valid percent of different project management success scores among 30 individuals.

The scores range from 18.00 to 30.00. The lowest scores (18.00 and 20.00) each have a frequency of 1, corresponding to 3.3% of the total. The highest score, 30.00, has the highest frequency of 10, corresponding to 33.3% of the total. The total number of observations is 30, with all percentages summing up to 100%. This data suggests that while there is a range of project management success scores, a significant proportion of the individuals (33.3%) achieved the highest score of 30.00, indicating a high level of project management success among this group.

**Table 4.10: Frequency distribution and percentage of project management success**

| | | Frequency | Valid Percent |
|---|---|---|---|
| **Valid** | 18.00 | 1 | 3.3 |
| | 20.00 | 1 | 3.3 |
| | 21.00 | 3 | 10.0 |
| | 22.00 | 2 | 6.7 |
| | 23.00 | 3 | 10.0 |
| | 24.00 | 3 | 10.0 |
| | 25.00 | 1 | 3.3 |
| | 27.00 | 4 | 13.3 |
| | 28.00 | 2 | 6.7 |
| | 30.00 | 10 | 33.3 |
| | Total | 30 | 100.0 |

### 4.5. Correlation analysis

Correlation analysis helps to discover if there is a relationship between two variables/data sets, and how strong that relationship may be. As statistical assessment, it is used to study the strength of a relationship between two, numerically measured, continuous variables; and is useful when a researcher wants to establish if there are possible connections between variables.

For this study, correlation analysis was performed in order to examine the relationship between the dependent variable, project management success and two independent variables, namely, communication skill and teamwork skill. Pearson's Product-Moment Correlation Coefficient (r) measures the strength and direction of a linear relationship between two variables. Values of Pearson's Correlation Coefficient are always between -1 and +1. The sign shows whether there is a positive correlation (as one variable increase, the other also increase) or negative correlation (as one variable increase, the other decrease). A positive correlation indicates a direct positive relationship between two variables. Higher correlation value indicates stronger relationship between both sets of data (Coetzee, 2003). A negative correlation, on the other hand, indicates an inverse, negative relationship between two variables (Ruud et. al., 2012). The details are presented below (Table 4.8).

**Table 4.11: Measures of associations and descriptive adjectives**

| Measure of association | Descriptive adjective |
|---|---|
| > 0.00 to 0.20 ; < -0.00 to – 0.20 | Very weak or very low |
| > 0.20 to 0.40; < -0.20 to – 0.40 | Weak or low |
| > 0.40 to 0.60; < -0.40 to – 0.60 | Moderate |
| > 0.60 to 0.80; < -0.60 to – 0.80 | Strong or high |
| > 0.80 to 1.0; < -0.80 to – 1.0 | Very high or very strong |

**Source: (MacEachron, 1982)**

The correlation analysis result presented below (Table 4.10) shows that teamwork skill has a very strong positive relationship with project management success (r=.890, p<0.01), which is significant at 89%. This implies that teamwork skills and its application can influence success in IT project management in the study organization. Similarly, communication skill found to have a very strong positive relationship with project management success (r=.987, p<0.01), which is significant at 98%. This indicates that communication in IT project management process can influence the success of projects in the area. This demands the management of the bank to give more attention to such factors contributing to the success of IT projects.

**Table 4.12: Correlation matrix of dependent and independent variables investigated**

| Correlations | | | | |
|---|---|---|---|---|
| | | Communication skills | Teamwork skills | Project management success |
| Communication skills | Pearson Correlation | 1 | | |
| | Sig. (2-tailed) | | | |
| Teamwork skills | Pearson Correlation | .863** | 1 | |
| | Sig. (2-tailed) | .000 | | |
| Project management | Pearson Correlation | .987** | .890** | 1 |
| | Sig. (2-tailed) | .000 | .000 | |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | | |

### 4.6 Regression Analysis

While there are many types of regression analysis, at their core they all examine the influence and impact of one or more independent variables on a dependent variable. Accordingly, in this study regression analysis was conducted to examine the effect of two independent variables; namely, communication skill and teamwork skill on the dependent variable, project management success. The researcher has conducted basic assumption tests before running the regression model. These are normality of the distribution, linearity of the relationship between the independent and dependent variables and multi collinearity tests. The test results found acceptable (for details see Annex D).

As shown on the table (Table 4.15.a under the Annex C) the impact of communication skills is found to be positive and significant at 99% confidence level. The coefficient with 0.878 of communication skills shows that increase in communication will cause increase in success rate of project management. The impact of teamwork skills is also found to be positive and significant at 89% confidence level with the coefficient of 0.138 the increase in level of teamwork skill increases the level of project management success rate as well. The result of correlational and regression model also showed that communication skills (0. 987 and 0.878) is more influential than teamwork skills (0.890 and 0.138) consecutively (Table 4.9 and Table 4.15.b).

The result indicated that both soft skills communication skills and teamwork skills are very influential factors on IT project management success at the case study organization.

**Table 4.13: Model Summary**

| Model Summary | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | Change Statistics | | | | |
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .988[a] | .976 | .975 | .60411 | .976 | 559.407 | 2 | 27 | .000 |
| a. Predictors: (Constant), Teamwork skills, Project management | | | | | | | | | |

The multiple regression model summary indicates a very strong positive relationship between the predictors (Teamwork skills, Project management) and the dependent variable, with an R value of 0.988 and an $R^2$ of 0.976, meaning 97.6% of the variance is explained by the model. The adjusted $R^2$ is 0.975, and the standard error of the estimate is 0.60411, indicating high precision. The change statistics show an $R^2$ change of 0.976 and an F value of 559.407, both statistically significant with a p-value of 0.000. Overall, the model is highly significant and the predictors contribute substantially to the explanation of the variance in the dependent variable.

**Table 4.14: ANOVA**

| ANOVA[a] | | | | | | |
|---|---|---|---|---|---|---|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 408.313 | 2 | 204.156 | 559.407 | .000[b] |
| | Residual | 9.854 | 27 | .365 | | |
| | Total | 418.167 | 29 | | | |

a. Dependent Variable: Project management

b. Predictors: (Constant), Teamwork skills, Communication skills

The ANOVA table4.14 shows a significant regression model ($p < 0.05$) with teamwork skills and communication skills as predictors of project management performance. The model explains a substantial portion of the variance in project management ($F = 559.407$, Sig= 0.000), with the regression sum of squares (408.313) indicating the explained variation and a low residual sum of squares (9.854) indicating minimal unexplained variation. As a whole the regression analysis showed that both communication and teamwork skills have positive and significant impact on IT project management success.

### 4.7 Discussion

Results obtained from data analysis for communication skills and teamwork skills showed that both have a positive and statistically significant relationship with project management success at Awash Bank SC. The two skills found to have impact on success of IT project management.

The results of this study support Hirji's (1996) finding that two-way communication and the inclination between project members to share vast amounts of information have a positive impact on project teams' performance. Similarly, the result of this study is consistent with Jena's (2012) work which observed soft skills i.e. communication, teamwork, leadership as critical traits for one's career growth which helps a project manager to have strategic vision, self-confidence, courage, execution and drive for results as his core competencies that ensures success in project management.

Additionally, the result of the study is consistent with the work of Sheard & Kakabadse (2002) that emphasizes the importance of teamwork as one of the factors determining the success of projects. Meredith and Mantel (2011) argued that inappropriate teams can lead a project towards failure. Therefore, the importance and impact of project teams on project success or failure cannot be ignored.

Verburg, Bosch Sijtsema and Vartiainen (2013) argued that good project teamwork is vital for project success and project leader will be effective only in case of proper, operative and competent project team members Thamhain, (2004)**.**

What has been reported by Azim et al (2010) supported by this study which states that soft skills are important in managing complex projects successfully, and it also go with Gulati's output (2021) which explored that communication, team management, negotiation, human resource management, professional and ethical, political and cultural awareness, conceptual, leadership, active listening, motivational, conflict management and people skills are key soft skills required of a project manager to manage their team and lead them towards project success.

Additionally, the result of the study by Rajbanshi Z. (2023) is consistent with this work highlighting the importance of soft skills in project success. Clear communication reduces misunderstandings and delays, while strong leadership fosters collaboration and motivates the team, leading to a positive work environment. Therefore, honing soft skills, particularly communication and leadership, is essential for project managers to achieve success.

As in case with this study, Awabdeh's (2017) work confirmed project manager's soft skills are crucial for project success. It suggests that a project manager's ability to communicate, lead, motivate, and navigate interpersonal dynamics significantly impacts a project's chance of meeting its goals. While technical skills are necessary, soft skills act as the glue that holds a project team together and ensures effective execution.

# CHAPTER FIVE

# CONCLUSION AND RECOMMENDATION

## 5.1 Summary

The purpose of this study was to investigate the effect of soft skills for IT project management success in Awash Bank Share Company. Accordingly, two soft skills, namely, communication and teamwork were considered as independent variables and their impact was analyzed on IT project management success. The required primary data for the study were collected through administering a census survey questionnaire (N=30) that enjoyed a 100% response rate. Descriptive statistic, correlational and regression analysis were employed in analyzing the data. The major findings of the study include the following:

- The relationship between communication skills and project management success found to be very strongly positive and significant at 99% confidence level ($r=0.987$, $p<0.01$). This means that communication skills relateto IT project management success in a positive way.
- Similarly, a very strong positive relationship found between teamwork skills and IT projectmanagement success which is significant at 89% confidence level ($r=0.890$, $p<0.01$). This shows that teamwork skills also relate to IT project management success in a positive way.
- The impact of communication skills found to be positive and significant at 99 % confidence level ($r=0.878$; $p<0.01$). This shows that increase incommunication will cause increase in success rate of IT project management.
- The impact of teamwork skills found to be positive and significant at 89 %confidence level ($r=0.138$; $p<0.01$). This shows that increase teamwork skill will cause increase in success rate of IT project management.
- The result of correlational and regression model also showed that communication skills (0.987and 0.878) is more influential than teamwork skills (0.890 and 0.138).

## 5.2 Conclusions

This study examined the effect of soft skills on IT project management success at Awash Bank SC, focusing on communication and teamwork skills and has come to a conclusion that communication skills are the most important and impactful soft skill for successful IT project management, followed by teamwork skills.

These results underscore the critical role of both communication and teamwork in ensuring successful IT project management at the case study organization. Effective communication fosters clear expectations, efficient problem-solving, and informed decision-making throughout the project lifecycle. Strong teamwork skills promote collaboration, knowledge sharing, and a shared sense of ownership for project goals.

The positive correlation between communication, teamwork skills, and successful IT project management at Awash Bank SC has significant implications for the bank's future endeavors. By prioritizing the development and implementation of targeted soft skills training, integrating communication and teamwork strategies into project management practices, and fostering a culture that recognizes and rewards these skills, Awash Bank SC can establish a strong foundation for continued success in its IT projects. This will not only improve project outcomes but also contribute to a more collaborative and efficient work environment for project teams.

Finally, it is important to acknowledge limitations like this: findings of this study may not be directly applicable to other banks. As a result, generalizing the results beyond Awash Bank's specific environment is ignored. Future research could explore the effect of additional soft skills or delve deeper into specific communication and teamwork practices that contribute to success within the unique context of Awash Bank SC.

## 5.3 Recommendations

Based this study and its findings the following recommendations are suggested:

- Soft skill knowledge as a requirement: Traditionally, technical skills have dominated the hiring process for IT roles. However, based on this study results successful IT project management at the case study organization found dependent on soft skills. Therefore, the bank should tack a consideration when evaluating the knowledge of soft skills on recruitment process stage of new staff. This helps the successfulness of the IT project management in the future.

- Mentorship and knowledge sharing: the bank should be encouraging mentorship programs where experienced IT project managers with strong communication and teamwork skills can guide and support newer team members and also facilitate knowledge sharing sessions or workshops where successful project teams can share best practices and lessons learned regarding communication and teamwork strategies.
- Further research in the area is essential. To have a comprehensive assessment, it is advisable to consider other soft skills possibly determining success in IT project management at Awash Bank SC (or otherwise).

By implementing these recommendations, Awash Bank SC can create an environment that fosters strong communication and teamwork skills within its IT project management teams. This, in turn, can lead to increased project success rates, improved team morale, and a more efficient and productive IT project management process.

## Reference


AL awabdeh, J. Y. (2017). The Role of Project Management Soft Skills in Increasing Project Success. Dubai.

Alias, B. &. (2014 ;1996;2006 ;2014 ;2012;2002). Determining Critical Success Factors of Project Management Practice: A Conceptual Framework. Procedia—Social and Behavioral Sciences,, 61-69.

Allan Bryman, E. B. (2003). business research methods.

Anon. (2019, 08). List of soft skills. Retrieved from https://www.esoftskills.com/wp-content/uploads/2019/08/List-of-Soft-Skills-PDF.pdf

Anupama Jena, S. S. (2017). Importance of Soft Skills in Project Management. 6173-6180.

Araújo, C. &. (2016). The Importance of Soft Skills and it Project Managers' Personality Type. nternational Journal of Professional Business Review, 40-49.

Awash Bank. (2021). Annual Report For Finanace Year Ended. Addis Ababa: Awash Bank SC.

Awash Bank. (2024, 02 14). Awash Bank official Website. (Awash Bank SC.) Retrieved 02 14, 2024, from Awash Bank official Website: https://awashbank.com

Balancing Project Management hard skills and soft Massachusetts, USA: Braindeis University. (2012).

Barcaui, A. (2022). Impacts of the Project Manager's Emotional Intelligence, Trustworthiness, and Job Satisfaction on Project Success.

Belout, A. &. (2004). Factors influencing project success: The impact of human resource management. International Journal of Project Management,.

Belzer, K. (2004). Project management: Still more art than science.

Berlo, D. K. (1960). Communication as process: Review and commentary. Annals ofthe International Communication Association, 11-27.

Buleigh, C. a. (2022). Examining leadership skills, behaviors, and effective communication for virtual IT project managers.

Burgelman, J.-C. (2001). How social dynamics Influence Information Society Technology: Lessons for innovation policyIn OECD, Social Sciences and Innovation, Information Society. pp. 215-224.

Carmines, E. a. (1979). Reliability and Validity Assessment. SAGE Publications, Inc. Retrieved from https://methods.sagepub.com/book/reliability-and-validity-assessment

Castagna, R. (2021, August). TechTarget. Retrieved from TechTarget: https://www.techtarget.com/searchdatacenter/definition/IT

Cavus, N. &. (2016). Information technology in the banking sector: Review of mobile banking. Global Journal of Information Technology., 62-70. doi:10.18844/gjit.v5i2.196

Chaudhari, T. (2022). Soft Skills: Types, Characteristics and Importance. Journal of Commerce & Trade. Xvi. 9-12. 10.26703/JCT.v16i2-2. .

Cooper, H. M. (1998). Synthesizing Research:A Guide for Literature Reviews. SAGE Publications.

Davis, K. (2014). Different stakeholder groups and their perceptions of project success. International

Doyle, A. (2020, january). Retrieved january 4, 2024, from https://www.thebalancecareers.com/what-are-soft-skills-2060852

Drossel. (1980). Organizing a project team. IEEE Transactions on Professional Communication.

Feng Zhang, J. Z. (2013). Identification and evaluation of the key social competencies for Chinese construction project managers. International journal of project managment .

Frank Cervone, H. (2014). Effective communication for project success. OCLC Systems and Services:. International digital library perspectives, 74-77.

Gandhi, M. (2021, September 22). Harvard Business Publishing. Retrieved from Powerful and Effective Presentation Skills: More in Demand Now Than Ever:

Gartzia, L. P. (2018). Leadership in project failure: Transforming employee negative emotions into performance. Academy of Management Annual Meeting Proceedings,.

Gillard, S. (2009). Soft Skills and Technical Expertise of Effective Project Managers. Issues in Informing Science and Information Technology.

Gulati et al., G. (2020). The Contribution of Project Managers' Soft Skills to their Project Success. ANZAM (Australia and New Zealand Academy of Management )At: Adelaide.

Gutterman, A. S. (2023). Management Skills.

Ingen, S. (2007). Leadership of project teams. Chemical Engineering. Chemical Engineering,, 55-58.

Iseni, A. (2022, 08 17). The Impact of Project Management on Organizational Success. Retrieved 02 13, 2024, from PECB: https://pecb.com/article/the-impact-of-project-management-on-organizational-success

John, J. (2009). Study on the Nature of Impact of Soft Skills Training Programme on the Soft Skills Development of Management Students.

Katz. (1982). The Effects of Group Longevity on Project Communication and Performance. Administrative Science Quarterly,, 81–104. Retrieved from https://doi.org/10.2307/2392547

Kendra, K. T. (2004). Project success: a cultural framework ,Project Management Journal 35 (1), 30–.

Kim, J. (. (2011). Training soft skills via e-learning international chain hotel. International Journal of Contemporary Hospitality Management, 739-763.

Kirsch, L. J. (2000). Software Project Management: An Integrated Perspective for an Emerging Paradigm.

Kotlarsky, J. &. (2004). Social ties, knowledge sharing and successful collaboration in globally distributed system development projects. European Journal of Information Systems.

Mahasneh, J. K. (2016). A Theoretical Framework for Implementing Soft Skills in Construction Education Utilizing Design for Six Sigma.

Malykhin, O. A. (2021). Developing Soft Skills among Potential Employees: A Theoretical Review on Best International Practices.

Management, I. A. (2020). EFFECTIVE PROJECT TIME MANAGEMENT.

Mary Beth Pinto, J. K. (1990). Project team communication and cross-functional cooperation in new program development. Journal of Product Innovation Management, 200-212.

Müller, R. &. (2012). Relationships Between Leadership and Success in Different Types of Project Complexities. IEEE Transactions on Engineering Management.

NBE. (2015). Birritu Annual Magazine- 119. Addis ababa: National Bank Of Ethiopia(NBE).

Nelson, K. m. (1996). The contribution of shared knowledge to is group performance. MIS Quarterly, 409-432.

Nikoloski, K. (2012). The Role of Information Technology in the Business Sector.

Nyandongo. (2017). The impact of communication on project performance : an empirical study. Applied Information Systems. Johannesburg,: University of Johannesburg. Retrieved from https://hdl.handle.net/10210/260353

Orè, C. I. (2017). Soft Skills for IT Project Success: A Systematic Literature Review.

Padget, C. (2023). The Power of Conversations in Project Success: An Introduction to The Leadership Dialogue.

Paladugu, V. K. (1991). SOFT SKILLS OF PROJECT MANAGEMENT.

Patterns of Communication among Marketing, Engineering, and Manufacturing—A Comparison between Two Product Teams. (1992). Management Science, 360-373.

Patton, M. Q. (2002). Qualitative Research & Evaluation Methods. 3rd edition.

Petter, S. &.-5. (2009). Developing soft skills to manage user expectations in IT projects: Knowledge reuse among IT project managers.

PMBOK. (2021). PMBOK guide. Project Management Institute.

Rahim, M. A., Antonioni, D., & Psenicka, C. (2001). A structural equations model of leader power, subordinates' styles of handling conflict, and job performance. International Journal of Conflict Management; Bowling Green.

Rajbanshi, Z. S. (2023). IMPACT OF SOFT SKILLS FOR PROJECT MANAGEMENT SUCCESS RATE IN BANKING SITUATED IN KATHMANDU. Kathmandu.

Ravindranath, S. (2007). Get with the project. PROFESSIONAL ENGINEERING .

Robels, M. (2012). Executive Perceptions of the Top 10 Soft Skills Needed in Today's Workplace. .

Robert V. Krejcie, D. W. (1970). Determining sample size for research activities. . Educational and Psychological Measurement, 607-610.

Shenhar, A. &. (1996). Toward a Typological Theory of Project Management. Research Policy., 607-632.

singh, Y. k. (2006). Fundamentals of Research Methodology and Statistics. New Age International Publishers., PP105.

Skulmoski, G. &. (2010). Information Systems Project Manager Soft Competencies: A Project-Phase Investigation. Project Management Journal.

Slavkovic, V. B. (2011). Soft and Hard Skills Development: A Current Situation in Serbian Companies.

Sudhakar. (2012). A model of critical success factors for software projects. Journal of enterprise information management : an international journal, 537-559.

Tahir, M. (2020). THE EFFECT OF PROJECT MANAGER'S SOFT SKILLS ON SUCCESS OF PROJECT IN THE CONSTRUCTION INDUSTRY. International Journal of Applied

Taylor, E. (2023, july 25). The knowledge academy . Retrieved from https://www.theknowledgeacademy.com/blog/importance-of-presentation-skills/

TechTarget. (2021, August). Retrieved from TechTarget: https://www.techtarget.com/searchdatacenter/definition/IT

Thamhain. (2004). Linkages of project environment to performance: Lessons for team leadership. s.

Yang et al. (2013). Validation of a model measuring the effect of a project manager's leadership style on project performance. KSCE Journal of Civil Engineering,, 271-280.

Yves-François, L. C. (2004). - Épistémologie et histoire de la science de l'information -Dans La science de l'information. pp. 57-86.

Zarina A. (2014). Determining Critical Success Factors of Project Management Practice: A Conceptual Framework. Procedia - Social and Behavioral Sciences,, 61-69.

Zeleke, A. (2016). Opportunity and challengs in the adaption on e-banking service :the case of dashin bank sc. Addis ababa.

Zwikael, O. (2010). HRM in project groups: The effect of project duration on team development effectiveness. International Journal of Project Management, 413-421.

**APPENDIX: A**

**Questionnaires**

**ST. MARY'S UNIVERSITY**

**SCHOOL OF GRADUATE STUDIES**

**MASTERS OF ARTS IN PROJECT MANAGEMENT**

**RESEARCH QUESTIONNAIRE DESIGNED TO COLLECT DATA NEEDED FOR ACADEMIC PURPOSE**

**Dear respondent,**

I am a St. Mary's University (SMU) Master of Arts in Project Management (MA) student. "effect of Soft skills on Success of Information Technology Project Management: A Case Study at Awash Bank SC." is the subject of my thesis, which I am now working on. The following survey questions will evaluate the effect of soft skills on the success of Information Technology project management inside the Awash Bank SC. This questionnaire is a crucial component of my research.

If you could take a moment to respond to this, I would be extremely grateful. Since the questionnaires are anonymous, the answers will also be kept confidential.

**Regards,**

**Abey Shimelis Delelegn**
**St. Mary's University (SMU).**

**Part 1: DEMOGRAPHIC COMPOSITION**
**Direction: Please select the best option that describes you.**

| | | | | | |
|---|---|---|---|---|---|
| Gender | ☐ Male | ☐ Female | | | |
| Age | ☐ less than 25 | ☐ 25-35 | ☐ 36-46 | ☐ 47-57 | ☐ 58 and above |
| Education level | ☐ High School | ☐ Bachelor's | ☐ Masters | ☐ PhD | |
| Job position | ☐ Director | ☐ Manager | ☐ Principal | ☐Senior | |
| Place of assignment (Division ) | _____ | | | | |
| Years of work experience in Awash Bank | ☐ less than 5 | ☐ 5-10 | ☐ 11-15 | ☐ 16-20 | ☐ Above 20 |

**PART 2: DEPENDENT AND INDEPENDENT VARIABLES RELATED INFORMATION**

Key:

Soft Skills are personal attributes that influence how you interact and work with others. They are sometimes referred to as interpersonal skills or people skills.
Hard Skills Specific, teachable abilities that are directly related to a particular job or task.

**Instruction**: Read the statements presented below one by one, and at the conclusion of each statement, please click the box to reflect how much you agree or disagree with the statement based on the following Likert's 5-point rating scale.

| **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|
| **Strongly Disagree** | **Disagree** | **Neither Disagree nor Agree** | **Agree** | **Strongly Agree** |

| S.No | Items | Responses | | | | |
|---|---|---|---|---|---|---|
| 1 | Communication skills | 1 | 2 | 3 | 4 | 5 |
| 1.1 | In managing our projects, there was frequent communication to understand the teams and the projects' state. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 1.2 | Project management requirements were clear and easily understood. | ☐ | ☐ | ☐ | ☐ | ☐ |

| | | | | | | |
|---|---|---|---|---|---|---|
| 1.3 | I believe that project managers ought to have excellent communication skills. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 1.4 | In my opinion, meetings are critical to bridging gaps in communication and raising performance standards. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 1.5 | I believe that improving communication minimizes risks and maximizes chance of success rate in project management. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 1.6 | Before starting projects, there was communication with our project stakeholders to negotiate and agree on specific deliverable. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 1.7 | I communicate with my teams to be aware of my clear and precise expectations on the projects I have been involved. | ☐ | ☐ | ☐ | ☐ | ☐ |

| S.No | Items | Responses | | | | |
|---|---|---|---|---|---|---|
| 2 | Teamwork skills | 1 | 2 | 3 | 4 | 5 |
| 2.1 | I am capable of working cooperatively with my team members. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2.2 | I believe on creating a clear sense of shared responsibility for project success among the project team. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2.3 | I often consider team members advice and feedback before making any decisions on my project. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2.4 | I am involved in helping team members to develop their strength. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2.5 | I have an ability to motivate team members. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2.6 | I believe on working together to find solutions when project team members faced challenges. | ☐ | ☐ | ☐ | ☐ | ☐ |

| S.No | Items | Responses | | | | |
|---|---|---|---|---|---|---|
| 3 | Project Management | 1 | 2 | 3 | 4 | 5 |
| 3.1 | Most of the projects managed by our project managers have been successful. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3.2 | Most of our projects serve the purpose intended for their end-users | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3.3 | Most of our projects achieved the Bank's business objectives and were beneficial to the company | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3.4 | Soft skills are the important factor for our project management success. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3.5 | I consider communication skills as important factor for project management. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3.6 | I consider teamwork skills as important factor for project management. | ☐ | ☐ | ☐ | ☐ | ☐ |

**Thank you for your cooperation and valuable time!**

**APPENDIX: B**

## Assessment of all dependent and independent variables result

**Table: 4.7a Assessment of communication skills on Project Management staff.**

| S.No | Statement | Rating | | | | | Total Respondents | Weight value | | Weighted mean |
|---|---|---|---|---|---|---|---|---|---|---|
| | | SD | DA | N | A | SA | | | | |
| **1.1** | In managing our projects, there was frequent communication to understand the teams and the projects' state. | 0 | 1 | 0 | 13 | 16 | 30 | 134 | | 4.46 |
| **1.2** | Project management requirements were clear and easily understood. | 0 | 0 | 1 | 18 | 11 | 30 | 130 | | 4.33 |
| **1.3** | I believe that project managers ought to have excellent communication skills. | 0 | 0 | 2 | 18 | 10 | 30 | 128 | | 4.26 |
| **1.4** | In my opinion, meetings are critical to bridging gaps in communication and raising performance standards. | 0 | 0 | 0 | 12 | 18 | 30 | 138 | | 4.6 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **1.5** | I believe that improving communication minimizes risks and maximizes chance of success rate in project management. | 0 | 3 | 2 | 16 | 9 | 30 | 121 | | 4.0 |
| **1.6** | Before starting projects, there was communication with our project stakeholders to negotiate and agree on specific deliverable. | 0 | 0 | 0 | 13 | 17 | 30 | 137 | | 4.56 |
| **1.7** | I communicate with my teams to be aware of my clear and precise expectations on the projects I have been involved. | 0 | 0 | 0 | 12 | 18 | 30 | 137 | | 4.56 |
| **Grand weighted mean** | | | | | | | | | | **4.39** |

**Table 4.7b Assessment of Teamwork skills on IT Project Management staff.**

| **S.No** | **Statement** | **Rating** | | | | | **Total Respondents** | **Weight value** | **Weighted mean** |
|---|---|---|---|---|---|---|---|---|---|
| | | **SD** | **DA** | **N** | **A** | **SA** | | | |
| **2.1** | I am capable of working cooperatively with my team members. | 0 | 0 | 2 | 10 | 18 | 30 | 136 | 4.53 |
| **2.2** | I believe on creating a clear | 0 | 0 | 4 | 14 | 12 | 30 | 128 | 4.26 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | sense of shared responsibility for project success among the project team. | | | | | | | | |
| **2.3** | I often consider team members advice and feedback before making any decisions on my project. | 0 | 2 | 2 | 8 | 18 | 30 | 132 | 4.4 |
| **2.4** | I am involved in helping team members to develop their strength. | 0 | 2 | 2 | 6 | 20 | 30 | 134 | 4.46 |
| **2.5** | I have an ability to motivate team members. | 0 | 0 | 4 | 4 | 22 | 30 | 116 | 3.86 |
| **2.6** | I believe on working together to find solutions when project team members faced challenges. | 0 | 0 | 2 | 13 | 15 | 30 | 133 | 4.43 |
| **Grand weighted mean** | | | | | | | | | **4.32** |

**Table 4.7c Assessment of soft skills on Project Management staff.**

| S.No | Statement | Rating | | | | | Total Respondents | Weight value | Weighted mean |
|---|---|---|---|---|---|---|---|---|---|
| | | SD | DA | N | A | SA | | | |
| **3.1** | Most of the projects managed by our project managers have been successful. | 0 | 7 | 3 | 10 | 10 | 30 | 113 | 3.76 |
| **3.2** | Most of our projects serve the purpose intended for their end-users | 0 | 0 | 0 | 20 | 10 | 30 | 130 | 4.33 |
| **3.3** | Most of our projects achieved the Bank's business objectives and were beneficial to the company | 0 | 2 | 3 | 13 | 12 | 30 | 125 | 4.16 |
| **3.4** | Soft skills are the important factor for our project management success. | 0 | 0 | 1 | 12 | 17 | 30 | 136 | 4.53 |
| **3.5** | I consider communication skills as important | 0 | 0 | 1 | 13 | 16 | 30 | 135 | 4.5 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | factor for project management. | | | | | | | | |
| **3.6** | I consider teamwork skills as important factor for project management. | 0 | 0 | 0 | 14 | 16 | 30 | 136 | 4.53 |
| **Grand weighted mean** | | | | | | | | | **4.3** |

**APPENDIX: C**

**Table of Multi collinearity, Normality and linearity of the relationship test of independent variable with dependent variable.**

**Table 4.15a Multi collinearity test**

| Coefficients[a] | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
| | | B | Std. Error | Beta | | | Tolerance | VIF |
| 1 | (Constant) | -4.977 | .886 | | -5.617 | .000 | | |
| | Communication skills | .878 | .056 | .859 | 15.742 | .000 | .255 | 3.918 |
| | Teamwork skills | .138 | .051 | .149 | 2.725 | .011 | .255 | 3.918 |
| a. Dependent Variable: Project management success | | | | | | | | |

**Table 4.15b Normality Test**

| Tests of Normality | | | | | | |
|---|---|---|---|---|---|---|
| | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Project management | .197 | 30 | .004 | .884 | 30 | .003 |
| a. Lilliefors Significance Correction | | | | | | |

**Table 4.15.c linearity of the relationship test of independent variable with dependent variable.**