The Effect of Leading Behavior and Style of Project Manager on the Retention of Skillful ICT Project Workers

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Abstract

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Talent turnover is a threat to different industries, and ICT industry is one industry sector that suffers the highest turnover rate of its skillful ICT project workers. Even though practitioners and researchers from strategic human resource management has taken the issue into great deal of concerns, yet the turnover rate in the industry is still high. Due to that, many ICT project failures was related to such high turnover rate that the industry inherited.

This study attempted to address the question of how to better retain skillful ICT project workers, and explored how leading behavior (i.e. task-oriented behaviors, relation-oriented behavior and change-oriented) and leading style (i.e. autocratic, democratic, and laissez-faire) of project managers affect turnover intention of project workers, while considering the two most significant tendencies to turnover intentions; motivation and job satisfaction.

Explorative qualitative research method was used, and due to the nature of the study, inductive and deductive reasoning was adopted. Both primary and secondary data was collected. Primary data was collected from 10 skillful ICT project workers, through skype-based interview and web-based qualitative survey. Through this exploratory research, the study found that not only leadership of project managers plays major role in retention of skillful ICT project workers through right leading behavior and style at the right situation, but also certain leading behavior and styles can contribute to turnover intention of skillful ICT project workers.

More specifically, the study found that low relation with low task concern leading behavior, and high task with low relation concern behavior results in project workers demotivation and job dissatisfaction, and ultimately lead to their turnover intention. Furthermore, autocratic leadership style is found to contribute to demotivation and job dissatisfaction of high competent and high committed project workers, where ineffective application of laissez-faire, and democratic leadership style also results in demotivation and work dissatisfaction of project workers, and ultimately lead to turnover intentions. On the contrary, some skillful project workers perceived mix leading styles, such as delegative, participative and supportive fit in their needs, and expressed their desire to stay with the organization if they work under project manager with such blending leading style.

Keywords: Leadership, retention, turnover project manager, project workers, project management, ICT industry, Indonesia, motivation, job satisfaction.

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Popular Science Summary

ICT industry is among the industries that inherited high turnover of skillful employees. Particularly, ICT organizations in Indonesia face challenges in attracting and retaining skillful ICT project workers. In Indonesia, turnover rate of ICT project workers was reported to reach 20.35%, and involuntary turnover about 0.52%, compared to other global and fast-growing economy countries that have voluntary turnover rate of 8.24% and involuntary turnover of 12.39% respectively. Therefore, skillful employee retention is very interesting and important topic to draw attention to, and in fact is one of the most critical workforce management challenges in the Indonesian ICT organizations context.

Retention become part of business strategies of organizations, since turnover costs both direct and indirect costs, for instance, hiring new employees, training, socialization, and disruption, as well as indirect costs, such as employee morale and organization image. Furthermore, attracting and retaining skillful employees become even more important, in a tight labor market where the success of firms depends on how they attract and retain talents. ICT organizations are among such organizations that are highly depend on knowledge workers.

Although industry practitioners and researchers developed strategies to tackle the turnover issues, most of which assume leadership to be one aspect of talent retention processes, focusing on which leadership style affect retention and which increase rate of retention. This study offers an insight into role of leadership in retention of skillful project workers, exploring how leading style and leading behavior of project managers in project organizations can affect project workers retention. The study focuses turnover intention and its determinants, such as motivation and job satisfaction, and looking at through what factors leading behavior and leading style affect project workers motivation and job satisfaction and how. Furthermore, the study explored factors related to leading behavior and style of project managers that increase motivation and job satisfaction, and lead to their retention. This means, the study not only explored what caused turnover intention among project workers that are related to leadership of project managers, but also the study investigated what could retain project workers that are related to leadership of project management.

The study was conducted using explorative qualitative research strategy in an inductive and deductive reasoning, where phenomena of interest was first observed, and theoretical frameworks was developed that later subjected to empirical scrutiny. Empirical data was collected using Skype-based interview and qualitative survey, from 10 Indonesian project workers who work in ICT project organizations.
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This thesis is dedicated to

My family, specially my father and my mother who gave me all the inspiration I need to become who I am. Moreover, my lovely wife who extended me support and motivation to complete this thesis. And lastly but not the least my son who was born right before I started writing this thesis. I would like to say all, Thank you for everything.

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My mother (in heaven) and my father, my wife, my son and daughters. All my colleagues in Ericsson and Telecommunication Professional Association in Indonesia.

Abdul Rahman Ismail
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Abbreviations

ICT          Information and Communication Technology.
IT           Information Technology.
PW(s)        Project workers.
PM           Project manager.
R            Respondents.
RQ           Research Question.
D            Developmental stage of employees.
S            Situational leading style.
1. Introduction

This chapter presents the current status of ICT project organizations in terms of retaining skillful employees and role of project management leadership and its contribution to the efforts to retain skillful employees. Emphasizing efforts done by researchers on talent retention and extend the leadership was considered to be part of addressing the turnover problems that the industry suffered during past few decades. The discussions will revolve around the importance and need of effective leadership exercised by project management level, more specifically the focus will be on project managers who lead and manage skillful ICT project workers in project-based organizations.

The development of effective leading behavior and leading style that will positively affect retention of skillful project workers will set the grounds for the research. After brief background, problematization, research questions, objective of study, scope of study and research structure will be formulated and explained.

1.1. Background

Across industries, the relationship between employee and employers is interdependent, where one needs another. This means employee works for the company, so that the company take care of the employee needs through careful considerations. The relationship therefore is mutual when both the parties (employee and employer) equally and fairly benefit from the relationship. Lack of satisfaction of one party with the outcomes and expectations surrounding the relationship often results that the suffered party to escape out of the relationship and leave the association. But In the context of employee and employer, when employer is not satisfied with performance and outcomes of employee efforts and start to see the employee as liability, employer often substitute that employee, and this results in what is known as involuntary turnover. When employee become dissatisfied with employer’s treatment and start to see unfair relative of his or her needs and expectation which is not being met, employee decides to leave from the company, and this will result in what is known as voluntary turnover. In business and organizations context, voluntary turnover or simply turnover is a problematic and most critical challenge that employers are facing, as turnover costs to organizations both direct and indirect costs.

Regardless of industry type, all industries face turnover challenges but in different rates. ICT industry leads up to 24% in talent turnover, and nearest industry when it comes turnover rate is retail and consumer industry with rate of 13% (Petrone, 2018). The literature emphasizes that retention become more vital as more and more skillful employees was seen to leave from their jobs. Kaur (2017) stated employee retention as a process by which organizations attempt to retain their valuable employees as maximum period or until they done tasks assigned in projects. Skillful project workers even become more important and center of focus for many project-based organizations (Wang et al., 2009).

Employee retention itself was never being an easy task, as it has its own challenges. Challenges of retaining skillful employees become imminent and almost common problem among industries at the end of 1990s, where business executives find difficult to retain talents in their organizations (Algotsson, Johansson, and Lindskog, 2016). In more recent studies, ICT industry was identified to be an industry which suffers from the highest employee turnover rate among other industries. Where employee retention become one of the most critical workforce management challenges (Sinha and Sinha, 2012).
Part of reasons to why retention not being easy tasks is said to be lack of clear understanding to why employees leave from organizations in the first place. Where several studies offered different explanations to what are the main needs and expectations of employees that was not met, that triggered their turnover. For instance, during 1990s, researchers in the strategic human resource management offered assumptions such as; talents leave due to their intention was only to gain expertise and they had no long run plan to stay with these companies (Algotsson, Johansson, and Lindskog, 2016). Other assumptions was also made, which focuses more on extrinsic incentives such as financial incentive, and resulted in retention strategies with less effectiveness. For instance, Jamrog and Overholt (2005) pointed out how retention practices based on high pay strategy does not always work and keep employees, emphasizing low pay strategy surely result in dissatisfaction but high pay itself will not always good option to retain employees.

However, more accurate reasons to why talents leave from organizations were discovered in early 2000s, most of which are related to leadership (see Cappelli, 2000; and Latukha, 2011). Among these studies are some studies which emphasized importance of some leadership qualities of managers to tackle the turnover intention among employees. For instance, Caldwel et al. (2012) stated in order to reduce turnover intention among employees, leaders have to treat their subordinates with respect and dignity. On turnover intention, Chitra (2013) stated that leaders should build supportive culture, inclusive environment where employees feel valued and encouraged. Other more recent studies focused on effect of particular leadership style on employee turnover intention, looking at which leading style affect turnover intention positively and which will affect negatively, aiming to identify best leading style in term of employee retention (see Asghar & Oino, 2018; Ali, Sidow & Guleid, 2013; Molero, Moniono and Shaver, 2013; Azanza et al., 2017). These streamline of literature put the spot on role of leadership in talent retention, where earlier studies considered leadership only as an aspect in the retention strategy.

1.2. Problematization

Managing talented ICT project workers became more and more challenging, as the industry faces talent turnover problem in past few decades (Petrone, 2018). Whitney and Daniels (2013) states that IT projects regularly fail, and authors cited a study published by the Standish group, in which over 50,000 IT projects in between the years 1992 and 2004, only 29% were classified as success. Nearly in the past three decades, skillful labor has had the high turnover rate, ranging from 20% in 1980s, to 30% in late 1990s and up to 24% in the 2000s (Coombs, 2009). Many researchers related IT projects failures to such high turnover that the industry inherited, and suggested attracting, developing and retaining IT talents to be one of the top five executive management concerns (Luftman et al., 2006).

As turnover of ICT project workers increases high, this made professional project workers scarce, and one of major competitive advantage for ICT project-based organization globally. ICT organizations are getting more desperate to keep their talented employees, and seek solutions that contribute to higher retention. This is because, retaining skillful project workers not only critical to success of projects, but also less costly then to hire new ones.

As we discussed in the background (sec 1.1), there are some studies that aimed to understand effect of leadership on retention, studying what type of leadership style can affect turnover intention positively and what type affects negatively. Most of which largely ignored effect of leadership behavior and styles, such as autocratic, democratic and laissez-faire leadership styles, but rather
overwhelmingly focused on transformation, transactional, ethical and authentic leadership styles in the context of retention. For instance, Khalid, Pahi, and Ahmed (2016) conducted research asking if leadership can retain employees and found that strong and positive relationship between leadership style and employee retention, focusing on transformational and transactional leadership styles. Oh and Oh (2017) conducted a study in which they preferred the transformational leadership style over transactional leadership in the effectiveness of talent retention. Similarly, Azanza et al. (2015) investigated ways to increase the chances of employees stay at their work and suggested authentic leadership could contribute to the increased retention of employees by employee work engagement.

Although these previous studies investigated the role of leadership in talent retention, but not sufficiently investigated effect of leadership behavior of managers over their subordinates in the context of turnover intention, and more importantly in the ICT industry where the turnover is the highest. Almost none of the previous studies investigated effect of both leading behavior and style of a project managers over turnover intention of project workers. And more importantly, how leadership style and behavior of project managers effect positively or negatively the turnover intention of project workers in ICT industry and how that ultimately lead to their retention or turnover. In other words, there is a need to closely study how leadership of project management could be vital part in human resource management (HRM) policies and practices towards retaining ICT project workers. To do that, the study will give role of project manager to be the center part to human capital management both for the project as well as the organization. This is important as it can be a contribution to the body of knowledge and be a practical solution for many ICT project organizations that still seek solution for this issue.

1.3. Research Questions

As discussed in the problematization section, there is an opportunity that exists with the literature of leadership and talent retention to further deepen the understanding around how leading style and leading behavior of project manager effects project workers retention. Moreover, since the existing literature suggests that there is lack of focus in this area, it is crucial to understand how leading behavior (task, and relation-oriented behavior) of project managers affects turnover intention of project workers. Similarly, to understand how behavioral leadership styles, such as autocratic, democratic and laissez-faire affect turnover intention is equally important. This study will combinedly study both leading behavior and leading style of project managers and how these affect turnover intention of project workers.

Therefore, the study will raise one main research question and two sub-questions within the main research question, as following:

RQ: How leading behavior and style of project managers impacts the retention of ICT project workers?

a) How leadership behavior and style of project manager affect motivation and job satisfaction of ICT of project workers?

b) How effect of leading behavior and style of project managers on motivation and job satisfaction can either lead turnover intention or increased retention?
1.4. Objective of the Research

This study will explore role of leadership of project management in retaining ICT project workers. More specifically the study will empirically examine how leadership style and behavior of project managers influence intentions of project workers to change their jobs or stay with their organization. To do so, the study choice to examine how leading behavior such as relation and task oriented behaviors affects positively or negatively turnover intentions of ICT project worker. Similarly, the study will examine how different behavioral leadership styles such as autocratic, democratic and hands-off styles contributed to the ICT project workers turnover behavior. The study will consider two main determinants of turnover intentions, namely motivation and job satisfaction, and look how above stated dimensions of leadership of project managers affect these factors. As such, motivation and job satisfaction will be conceptualized to be positive effect on turnover intention, where the demotivation and job dissatisfaction will be conceptualized to be negative effects on turnover intention. In another words, effects of leading behavior and style of project manager will be studies through motivation and satisfaction.

1.5. Scope and Limitation of the Study

This study explores how leadership style & behavior of project managers affect project workers’ intention to stay or quit from their work. This is to seeks effective leadership style and behavior that could reduce turnover intentions, as reduction of turnover intention results in higher retention. The scope of the study will be limited to leadership aspects in retaining professional project workers, besides many other factors which are related to turnover intention of employees. The study examines the leadership through project leadership, rather than organizational leadership. The study devote attention to ICT industry, where ICT project managers and ICT project workers will be studied. More specifically, several ICT sectors will be studies, such as telecommunication, ICT network and transmission, ERP, Fintech, software and web development project organizations. The study will be limited to geographical boundary, where ICT project managers and project workers from Indonesia working at ICT companies in Indonesia will be studies. It is also worth to mention that target participants of the study work for organizations that consist of small, medium and large sized organizations. These participants consist of professional engineers, system analyst, technical field engineers, system integrators, programmers, developers, who all work under the leadership of a project manager.

1.6. Structure of the Study

This study consists of eight chapters. First chapter introduces overall background of the study, and further consists of background, problem statement, research objective and research questions, finally the scope and limitation of the study. Second chapter will introduce to the readers key concepts and definitions. Third chapter will present theory and theoretical framework, where the chapter first introduce theoretical frame of references and then theoretical framework. Chapter 4 methodology, where the study discusses theoretical and practical method . Chapter 5 will discuss on empirical data and presenting primary. Chapter 6, where the study will analysis the empirical data by re-visiting theoretical framework and frame of references laid down in chapter 3. Chapter 7 will be explicit for conclusions, discussions and chapter 8 for implications of the research.
Figure 1.6-1 Structure and Flow of the study
2. Key Concepts and Definitions

In this Chapter, the study will provide definitions and explanation of key concepts revolving around the thesis. This is to provide an overview to some key concepts and make it clear operational definitions used in this study.

2.1. Project, Project Manager and Project Workers

According to PMBOK (2013, p.29), Project is “A temporary endeavor undertaken to create a unique product, service, or result”. Tonnquist (2016) defined project as structured work form aimed to achieve business goal with strong focus on results. Project size and duration can vary, as PMBOK (2004, p.5) states, “Projects can be large or small and take a short or long time to complete”. Lindahl and Palm (2015) stated that Project has unique features, and temporary organizational structure that distinguishes from permanent organizational structures.

According to Tonnquist (2016), project manager is the one who is responsible to organize and manage work and lead people, as people are supposed to execute the work. Tonnquist (2016) further states that project manager is the CEO of the project. This means project manager holds great responsibility to ensure project to be successfully executed by project workers and objectives are met (Tonnquist, 2016). Project manager is an individual who has the responsibility in leading project team in a performing organization and achieve project’s pre-defined results (PMBOK, 2013).

Project workers or project staff are part of the project team, and are project team members (PMBOK, 2013). Project workers are the building block of the project organization (Verma, 1996). Their (project workers) main function is to carry out work that has been assigned by project manager in such a manner that fulfils the objective and goal of the project. Unlike other organizations, in most of the cases, project workers in projectized organizations fully dedicate their efforts to the project work, and in most cases, they are expected to be loyal to their project manager and project organization (PMBOK, 2013).

2.2. Project Organization

According to Engwall et al. (2014, p.45), the term “organization got two meaning; unit association, and the term structure indicates a formal organization as differentiated from informal group of people”. Engwall et al. (2014) further states that organizational structure should possess four characteristics; association of group of people, people within the association perform different tasks, the work and tasks are coordinated, and the association is established a common goal to fulfil.

Mainly, there are three organizational structures, namely; functional organizational structure, project organizational structure and matrix organizational structure (PMI, 2013; and Schwalbe, 2016). Table 2.2-1 summarizes these three organizational structures and how it influences project manager’s leadership role, authority and the project itself.
Table 2.2-1 Organizational Structure and Its Influence on Project

One of these three organizational structures is projectized organizational structure, Gemünden, Lehner and Kock (2017) stated that project-based organization (PBO) consist of three segments: value, structure and people. Kodama (2007, p.14) defined project-based organization (PBO) as “an organization that possess all internal and external resources, as well as individual functions such as development, production and sales, and established to execute business as individual projects”. Following figure 2.2-1 depicts a project based organizational structure:

2.3. ICT Industry

In this study, the term “Industry” is used to refer a sector of economy as Engwall et al. (2014, p.18) also referred to. ICT is an abbreviation for Information and communication Technology and has broad definition. Zuppo (2012) for instance, defined ICT as a working hierarchy with four classification; development, economic sectors, education and IT. Saleem et al. (2013) defined ICT as a convergence
of information and telecommunication technology encompassing software and hardware. Several other researchers defined ICT according to its facets, for instance Setiawati and Rohayati (2014) defined as combination of digital information system and Enterprise Resource Planning, Maresova and Klimova (2015) added Setiawati and Rohayati to cloud computing, and Xu, He and Li (2014), and Pradhan, Mallik and Bagchi (2018), included IT Infrastructure, telecommunication network, and user devices such as computer and smartphone respectively. This study targets majorly in telecommunication, IT infrastructure, ERP, fintech and software development project organizations in Indonesia.

2.4. Leadership and Management in Project

Throughout the literature, leadership has been defined in different ways and according to different schools of theories. Yukl (2013, p.20) collected list of leadership definitions consists of eight definitions from half a century leadership literature. Among the list, the study will operationalize leadership definition offered by House et al. (1999, p.184), that states leadership is “the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization”.

On the other hand, management, according to Bohoris & Vorria (2007), is a process that organizations use to achieve its goals, and managers are the ones who are responsible for these objectives done properly by people whom he or she leads. Although the literature acknowledges that leading is not the same as managing but each can involve elements of the other (Mintzberg, 1973, as cited in Yukl, 2013).

![Figure 2.4-1 Relationship Between Management & Leadership](image)

Furthermore, in the path to determine the critical success factors of ICT projects, researchers are now realizing the non-technical factors, such as leadership, management, organization and cultural issues play vital role in success of ICT projects (Thite, 2000). IT/IS and engineering projects often lead by technical or scientific employees, who lack leadership skills to effectively manage project workers (Thite, 2000).

In this study, management and leadership are assumed to be coexisting where project managers have both the duty of management and leadership in projects. This is because, in projectized organizations, project manager has the highest rank in the organization (temporary organization) and had to do the roles such as leading and managing at the same time. For instance, Bull (2010, p.10) argues "project managers role is to manage the project, deal with tasks, run meetings and collect data as well as get the project done on time, on budget, and within scope. But more importantly, to encourage, inspire teams around them to be part of the process and participate them actively". Similarly, Taylor (2006)
stated among the skills needed the project manager to possess are; leadership skills and communication skills. leadership skills such as the project manager must be role model to project team members, demonstrate positive attitude, and able to delegate, where project manager equally needed to possess communication skills, such as listening and persuading teams (Xiong, 2008). And Ahmed (2013) stated list of qualities that project manager need to possess and tied these qualities to the success of the project, among these qualities are; self-awareness, trust-builder, team builder, people oriented, honest & integrity and tolerance. Similarly, Schwalbe (2016) emphasized the importance of leadership of project manager and tied to the success of the project. Therefore, in this study, project managers are also the project leaders.

2.5. Core Competence of Leadership

Effective communication is essential for success of projects. According to PMBOK (2013, pp.313-314), Communication can be internal (within the project) or external (with customers, suppliers, other projects, organizations, the public, so forth). And among essential communication skills that the project manager needs to possess includes:

- Questioning and probing the idea and situations to ensure better understanding.
- Listening actively and effectively.
- Fact-finding to identify or confirming information.
- Setting and managing expectations.
- Persuading individual, a team, or an organization to perform an action.
- Motivating to provide encouragement or reassurance.
- Coaching to improve performance and achieve desired results.
- Negotiating to achieve mutually acceptable agreements between parties.
- Resolving conflict to prevent disruptive impacts.

Coaching and mentoring are another important interpersonal skill that project manager as a leader need to possess. Holton, Dent and Rabetts (2009) stated that coaching and mentoring let project workers develop and grow. Coaching and mentoring are often perceived as act of support in career development. And project manager as a leader need to play a role in coaching and mentoring project workers (Dubrin, 2010, as cited in Grisales and Lopez, 2011).

Among other skills and competences, leadership skills seem to be the most important skills that project manager need to possess. Tonnquist (2016, p.277) underlines four core leadership competencies that project manager as a leader need to possess in order to be effectively adopt different styles of leaderships, and these are:

- Diagnosing: to understand the situation in which project workers in and how they could be influenced.
- Adapting: to adjust behavior in response to the contingencies of the situation.
- Communicating: interact with others in a manner they can understand and accept.
- Advancing: manage the movement and behaving correctly.

2.6. Effective Leadership in the Project Worker Retention Context

According to (Engwall et al., 2014, p.42), effectiveness is “doing the right thing”. In leadership context, effective leader is said to be one which applies and exercises suitable leadership style that
corresponds to the situations. Situational leadership school emphasizes effective leadership style, in such a way that leaders adopt different leadership styles in accordance to the situations. Situation can be reflected upon the needs and demands of the organization, organizational structure, nature of the project and project work, and project workers level of development (Tonnquist, 2016). In this study, effective leadership will be used to refer to application of proper leadership styles and behavior by the project managers in order to motivate project workers at their work, which in turn will affect project workers satisfaction with their job and ultimate to their retention in the organization. In order to lead projects effectively, project manager need to focus on how in best way to satisfy different needs (Tornquist, 2016). These needs consist of; task needs, team needs, and individual needs (PMBOK, 2013). Some of the interpersonal skills that project manager need to possess in order to lead effectively includes; leadership, motivation, communication, influencing, trust building, conflict management, coaching and others (PMBOK, 2013).

Therefore, effective project manager is one who is not only manage project work but also lead project team, by been a passionate and involved enough to inspire the entire project team, and more specifically project workers to get behind the endeavor and work towards successful conclusion (Bull, 2010). Effective leadership style and behavior may lead to employee retention through motivation and job satisfaction. Below is a framework which is built upon literature review and will act as a base framework for effective leadership in this study.

![Figure 2.6-1. Effective Leadership Style Effect to Employee Retention Through Motivation and Job Satisfaction](image)

2.7. Project Workers Developmental Stages and Leadership

Level of development of project workers depends on result of combination of their competence and commitment. Competence of project workers which can be measured by level of their expertise, years of relevant experience, their educational level related to a specified task or project work. Whereas project worker’s commitment depends on degree that they enthusiastically welling to learn the task and level of their confidence in their ability to learn and perform the task, in other words their motivational level and confidence that they can do it or need to learn.

Esther (2011) citing Blanchard (2008), stated that effective leadership style is one in which the project leader reflects on project worker's level of competence and commitment. Esther (2011) further elaborated low competence and high commitment level stage, as when project worker has no prior knowledge of the task and at the same time not confident to perform the task well, but enthusiastically
willing to learn, for instance freshly recruited staff with no past experience on the task but excited about the job and willing to learn. And Esther (2011) which is citing Blanchard (2008) underlined that directive leadership style, such as autocratic leadership is more suited these groups. Similarly, when project worker has some competence but in low commitment, for instance project worker has little experience on the task but due to unmet expectations she or he lost interest in the job or demotivated, in that case coaching style (high directive but also high support) could be most suited this her or his situation (Esther, 2011; and Blanchard et al., 2008). Next two other cases of stages of project workers development at workplace are; when they possess moderate to high competence with variable commitment and when they possess high competence and high commitment. The project manager as leader has to exercise supportive style which consists of low directing and high supporting behavior in the case of moderate to high competence with variable commitment, where project manager need to exercise delegating leading style in the case where project workers possess high competence in their tasks and are highly committed to be effectively adopt leadership style that most likely make them content and engaged with their work (Esther, 2011; Blanchard et al., 2008).

2.8. Project Workers Motivation & Job Satisfaction

In Oxford dictionary, motivation simply means enthusiasm and willingness to do something. This is important, because it tells importance of willingness to do something or work with enthusiasm. In organization and business study, motivation is very important concept, and according to PMBOK (2013), project success depends on project workers’ commitment, and commitment is directly related to their level of motivation. Motivation commonly comes with two facets; intrinsic and extrinsic. This study will further discuss these facets and how they play role in understanding project workers’ intentions to leave or stay in chapter 2 (literature review & theoretical framework).

Employee motivation is a function of human resource management. Motivation is a word that originated from “motive”, which implies that needs, desires, wants are what drives individual. Motivation is a process of stimulating individuals to take an action in order to achieve a goal, and it is psychological phenomenon which means needs and expectation of the individual can be met by framing an incentive plan. Human capital is an asset to organizations and related to organizational performance, therefore, organizations who desire higher level of performance put emphasizes on and build effective working incentive plan to motivate their human capital. In the context of professional ICT project workers, they possess certain distinctive personality, and work-related characteristics that they differ from other project workers. Thite (2000) states some of these characteristics, such as high need for autonomy, achievement oriented, they are loyal to their profession before their organization, mobility, and sensitivity to their work.

On the other hand, job satisfaction can be defined the extent project workers feels self-motivated, content and satisfied with their job. And this happens when project workers feel they have job which they can grow and develop their skills, job they feel safe and comfortable work life balance, and most importantly job they feel satisfied with both psychologically and physiologically. O’Connor (2018) stated that job satisfaction has long been recognized as an important determinant of various organizational behaviors, and one of these factors is turnover intention of employees. O’Connor emphasized job satisfaction affected by work related factors, such as work environment, type of supervision, the nature of work among other factors.
2.9. Turnover and Turnover Intention

Turnover is term refer to a state which employee is no longer part or working for an organization (Henha, 2017). It is also said that turnover can be noticed at the entrance of new employee and departure of existing one from the organization (Henha, 2017). Turnover comes different facets, for instance, when employee voluntary left his or her work, which is called voluntary turnover, and when the employee forced to leave by the organization, and this is known as involuntary turnover (Thomas, 2009). Whatever the case is, it is an inevitable change in the employee population of an organization (Thomas, 2009).

Turnover intention as a concept reflects employee attitude towards his or her work and organization, and the term is used to synonymize intention to quit or leave from the job (Henha, 2017). Turnover intention is said to be a cognitive decision-making process that lead to actual voluntary turnover (see Kim et al., 2017). Arfian and Anindita (2017) defined turnover intention as consequences from stress and can be measured by examining burnout and job satisfaction of employees. This study will operationalize almost all these definitions together, as most of these definitions point out that the fact turnover intention is a cognitive decision-making process that indicates job dissatisfaction due to the consequence of burnout or stress.

2.10. Employee Retention

Alias et al., (2017) defined retention as is a strategy put by an organization to create best practice that not only attract talent but also to keep them in the organization. As turnover rate is the highest at ICT industry, due to the dynamics of labor market, it became a competitive advantage for firms to have strong and effective Retention strategy (Alias et al., 2017). Hinkin and Tracey (2000) indicated that retention is a strategy which organizations need to develop regardless of how jobs require high or low skills, because this will ultimately touch on their performance.

Retention is a concept that emerged in 1970s and early 1980s as period to this, employees often use to remain working in one organization for long term. Later when job mobility and voluntary job changes started to dramatically increased, organizations experienced consequences of turnover, therefore as an effort to retain competent employees they started considering what is called retention strategies as part of human resource management (Wakabi, 2016). Employee retention is a function of human resource management (HRM), as it deals with how in best way to retain skillful human capital. It is a multi-faceted process by which organizations attempt to retain skillful knowledge workers, in such way that looking for aspects that could encourage them remain working for the organization for a maximum period of time or until they complete specific tasks in a project (Das and Baruah, 2013). Different facets that Retention strategy consist will be discussed in chapter 3 (literature review & theoretical framework) in details.

Retention became a center of focus in many organizations, this is because employees are in fact those who carry the skills & knowledge required organization’s optimal functioning (Kyndt et al., 2009, as cited by Dhanpat et al., 2018). According to Bogdanowicz and Bailey (2002), retention activities could be any sum of activities which are targeted to increase organizational commitment towards its employees, and this could be from giving employees overall ambitious and myriad of opportunities to grow and met their needs.
3. Theory and Framework

This theory chapter was formulated both from literature review and from the empirical data and consists of three main sections. Regarding the theories that has being developed due to literature review, the study covers in Section 3.1 an overview of theories in the field of leadership, and review on main predictors of turnover intention in the context of leadership. Where reviewing previous studies of leadership theories make it possible to lay down leadership behavior theory as most suited leadership theory for this study and reviewing determinants of turnover intention make it possible to figure out two main turnover intention predicting factors; motivation and job satisfaction.

Sections 3.1 leads us develop section 3.2, which introduces the reader to the core and fundamental theories that act as base for the study. These core theories consist of; theories of leadership behavioral and leadership styles, and motivational theories. Later when data was collected, and attempted to code the texts, there emerged need to develop further theories, merely expanding motivational theories into Maslow’s hierarchical needs theory, Herzberg’s two factor theories, Equity theory, and Job characteristic theories, and these theories understood to perfectly link up leadership behavior and style to organizational outcomes such as work satisfaction and work motivation. And finally, section 3.3 which laid down theoretical framework aimed to address and the research questions. where these theories are fundamental to understand the break between leadership style and retention. Figure 2.2-1 depicts the structure and approach to theories in this study.
3.1. Theoretical Frame of Reference

This section will cover, previous studies on leadership theories, and determinants of turnover intention.

3.1.1. Previous Studies on Leadership Theories

Trait theory of leadership is one of earliest developed leadership theory (Bass, 1990; Yukl, 2002). This approach of leadership theory uses physical and psychological characteristics of individual leader to examine and study leadership style (Hoy & Miskel, 1996). Trait school firmly based on the idea that leaders are born not made (Linstead & Fulop, 2009). For instance, Stogdill (1948, 1974), stated there are number of traits that differentiate leader from non-leader, and relevant traits are intelligence, alertness to the needs of others, understanding of the task, initiative and tenacity in dealing with problems, self-confidence as well as the desire to accept responsibility and occupy a position of dominance and control. Trait theories is said to have its limitations, and some of its limitations are:

- There is such a universal trait that can be used to predict leadership in all situations.
- It is hard to establish cause and effect relationship between leadership and the trait.
- It is hard to predict and distinguish between effective and ineffective leaders.

Therefore, results from disputes between researchers on how to identify successful leader by testing for trait, as there is no common shared trait that could identify all leaders, give the birth of behavioral approach (Linstead & Fulop, 2009, p.481). This revolves around how to identify a leader by what he or she did and how, to determine desired leadership behavior (Linstead & Fulop, 2009). Behavioral approach differs from trait approach by focusing on how leaders behave rather what quality and personality she or he possess (Linstead & Fulop, 2009). According to Linstead & Fulop (2009) Between the years 1930 and 1978, there were few influential bodies of researches that revolved around leadership styles, the earliest was a study conducted by Iowa University that identified three types of behavioral leadership style, these leadership styles are; Autocratic (directive), Democratic (consultative or participative), and Laissez-faire.

Behavior leadership theory assumes that leaders can be developed, where the individuals can learn through observations and experiences to become the great leaders (Khan and Nawaz, 2016). The theory was developed to identify effective leaders from ineffective leaders, in such a way that, based on how they behave and act accordingly to the situations will determine their effectiveness. And categorizes the leaders in two magnitudes regarding the tasks and the individuals involved to achieve them (Khan and Nawaz, 2016). Researchers recognized two major behavior or personas within behavioral leadership; considerations and initiating structure (Khan and Nawaz, 2016). Considerations consists of behaviors such as relation concern behavior for people, while initiation structure comprises task concern behavior, and leaders need to balance between their two dimensions in order to be effectively lead teams (Khan and Nawaz, 2016).

Linstead & Fulop (2009), stated that contingency approach to leadership is another widely accepted leadership school that was emerged in late 1970s, and among the pioneers who wrote about this approach is Blake & Mouton in 1978. Thereafter, Blake & McCanse (1991) refined Blake & Mouton (1978) model, and the new model became familiar with “leadership grid approach”, that states productivity and satisfaction could be manually optimized (Linstead & Fulop, 2009). This model
consists of five leadership styles; Impoverished management, authority compliance, middle of the road management, team management, and country-club management.

![Figure 3.1-1 Task Centric and Relation Centric, Built Upon Blake & Mouton (1978)](image)

Rationally speaking, contingency approach does not differ from behavior approach, but rather both the schools are similar, in a sense that leadership cannot be effective in all situations, which means one leading style or behavior can be effective in certain situation but not in another situation (Khan and Nawaz, 2016).

Although contingency leadership emphasizes much on leaders, however it gives prominence to team dynamics. Contingency leadership theory firmly based upon leadership effectiveness is situational and depends on behavior and diverse situational factors (Khan and Nawaz, 2016). This study will, therefore, adopt behavior leadership theories, which consists of leading behavior and leading styles. Furthermore, leading behaviors consists of relational or people concern behaviors and task or production concern behavior, and views effective leadership to be one that corresponds to situation, and leaders need to adopt according to the situation.

3.1.2. Determinants of Turnover Intention

Turnover intention results from different factors, most of which are related to stress or burnout, job dissatisfaction, and lack of motivation. With job satisfaction been mostly researched factor, where studies mostly studies related turnover intention lack of job satisfaction. For instance, Kuotsai (1998) stated that job satisfaction is a major determinant of turnover intention, similarly, Ucho et. al. (2012) emphasized that lack of job satisfaction is a major reason to why employee leave their work. Also, Jahangir (2006) listed three main determinants of turnover intention, where employee job satisfaction emphasized as major determinant.

Lindahl and Palm (2015) stated that project work is expected to have negative impact and underlined one of the common alarming themes “a poor working environment” affect project workers. Lindahl and Palm (2015) further stated that due to a tight schedule, constraints such as budget, shortage in human power, lack of project workers control, and lack of enough feedback, project work is associated aspects like de-motivation, stress, lack of work-life-balance, and job dissatisfaction.
In the case where project workers work under several project managers, or under project manager and line manager, it is obvious that work assignment conflicts occur (Lindahl and Palm, 2015), this is due to duality nature of their work (Jones and Deckro, 1993, as cited in Lindahl and Palm, 2015). Such work environment most often induces stress and burnout to project workers. Danna and Griffin (1999) stated that stress at workplace arise from several factors, among these factors are role of project workers in the organization, the relationship at work, career path, and structure and culture of the organization. Danna and Griffin (1999) further stated that ambiguity in role and responsibility and role conflicts make workers experience psychological stress.

Dais (2011, pp.235-236) in a book titled “Beginning Management of Human Resources”, stated that reasons why employees intend to leave, underlining several factors including; employees see no growth in his or her career or the company itself, conflicts with co-workers, feel managers not deserve to be his or her role model or feel they lack managing and leading competences, high workload and lack of clarity in roles and responsibilities, issues related to pay and equity among other factors. Lack of job enrichment is another indirect factor that links to turnover intention through employee satisfaction (see Yang and lee, 2009). Lisa and Maria (2007) stated seven reasons to why employees leave from organizations, and among these reasons are; disappointment with workplace, mismatch between the worker and the job, less coaching and feedback, lack of significant growth and advancement, lack of recognition and valuation, stresses induced by overwork and lack of balanced work-life, and loss of trust and confidence in the leader.

According to Das and Baruah (2013), lack of workers satisfaction with their job is considered one of the main reasons that lead workers intend to leave from their work, and there are several factors that decrease workers job satisfaction, there are lack of compensation, lack of recognition of achievement, lack of participation in decision making, lack of work-life balance, lack of development and growth, work environment, job security, and improper leading style. Other aspects that affect job satisfaction of project workers are the extend that project team are cohesive (Fung, 2013), and job enrichment (Orpen, 1979).

Figure 3.1-2 Factors that Affect Workers’ Job Satisfaction and Lead to Workers Turnover Intention
(Extracted from a model by Das and Baruah, 2013)
3.2. Core Theories

In this section, the study will introduce leading behaviors, such as task and relation-oriented behavior. But also, the study will demonstrate leading styles, such as autocratic, democratic and laissez-faire styles. Motivational theories will also be discussed, which further consist of Maslow’s hierarchical needs theory, Herzberg two factor theory, Equity theory, and Job characteristic theories, and link up to organizational outcomes such as work satisfaction and work motivation.

3.2.1. Leading Behaviors

In the context of behavioral approach, most behavioral theories and researches attempted to study effects of task and relation behaviors (Yukl, 2013). Task-oriented behavior is “concerned with accomplishing tasks in an efficient and reliable way, where relation oriented is concerned with increasing mutual trust, cooperation, job satisfaction, and identification with the team or organization” (Yukl, 2013, p.68). Yukl (2013, p.66), provided examples of these two behaviors, and said “task-oriented behavior concerns task clarity and monitoring progress, for example, assigning and setting task goals, and explaining policies. Where relation-oriented behavior concerns people who does the tasks, their needs, extending supports and personal favors”. Similarly, observing how work is performed, tracking sales record, holding meeting aimed to discuss progress and to review, are all task-oriented behaviors (Yukl, 2013, p.66). Relation oriented behavior on the other hand, is about consideration, participation, consultation and support (Yukl, 2013). Satisfied, motivated and committed project workers are very essential for project organizations’ outcomes. And this can be achieved partially, through relation-oriented project manager who does consult project workers, but also task oriented by effectively using available personal resources (Yukl, 2013). Yukl (2013) also talked about effective project manager as one who carefully combine task, relation and change oriented behavior, and said consulting and participating project workers can be considered human relation, directing effectively to use these resources can bring task efficiency. Similarly, coaching and mentoring project workers results in improved productivity which can be considered task efficiency but also human relation as training will increase skills relevant for career advancement, and above all this will lead to better implementation of innovative new program, which is adaptive change.

3.2.2. Leading Styles

This section will examine of what has been briefly mentioned in section 3.1.1. regarding the three main leadership styles namely Autocratic, Democratic and Laissez-faire leadership style.

3.2.2.1. Autocratic Leadership Style

Other synonym of autocratic leadership is directive or authoritarian leadership. And it is autocratic leadership style in which project manager revealed as powerful entity, primary decision maker and authoritative (Gordon, 2003). Autocratic project leaders strive to direct and control their project workers, where project workers have to follow orders (Ali et al., 2011). Autocratic or directive project leaders use rewards and or punishments that are highly structured to motivate project workers (Nwokocha and Iheriohanma, 2015). They (project managers) lead project workers in more directive style, monitor achievements closely, and even demand project workers to put themselves in management position (Nwokocha and Iheriohanma, 2015). Organizations in which project managers exercise autocratic leadership style is associated with higher absenteeism and turnover, this is because
project workers perceive that project manager does not trust them and does not consider their input or valued (Nwokocha and Iheriohanma, 2015).

Khan et al (2015) stated that autocratic leadership style is classic, highly task-oriented and not fit for Gen X. Khan et al. (2015) further emphasized that Autocratic leadership cannot be use in cases where project workers are highly experience in their fields, expect their opinion to be valued, or motivate and retain talents. This is because, as Gordon (2003) stated autocratic leaders are not good at to lead ICT talents project workers, this is because they negatively effect on their moral. And in many cases, such a talented project worker when confronted with autocratic leader they tend to disagree, become more passive and aggressive, and often leave or intend to leave from the organization.

3.2.2.2. Democratic Leadership Style

Democratic leadership or participative leadership style is inclusive leadership that include subordinates in decision making process (Ping, 2015). Project managers who practice this leadership style in their day-to-day activities in project work are said good at identifying project workers’ needs, value and their esteem (Ping, 2015). Ronald (20122) states that democratic project leaders use effective communications to understand project workers and their actions reflects trust, integrity, equality, honest, open mind set and mutual respect among to them. Ping (2015) added that democratic or participative leaders encourage their subordinates to share their thoughts, sit down with them and make decision to change things that are often affect them, and they do this often on timely basis. Ping (2015) further said that this empowers project workers to maximize capability their and desire. Democratic project leaders often target and concentrate much on making relations with their project team. Regarding relation aspect of participative leadership style, the project manager sits with project team to discuss with how to improve their benefits. Participative leadership has also task objective and change objectives, where project manager discusses project workers for instance plan and work procedure, and identification of innovative ways to approach particular problem (Yukl, 2013, p69).

Participative or democratic project managers are familiar in their development of plans that help project team evaluate their own performance, encourage to grow on the job and be promoted, recognition of their input and encouraging their achievements (Khan et al., 2015).

3.2.2.3. Laissez-faire Leadership Style

Laissez-faire leadership style or delegative leadership style is “hands-off” style “(Khan et al., 2015). Project managers who often practice this style is seen to provide little or no direction to project workers, and project workers feel that they have absolute freedom to choose and determine how they achieve target goals in the project. Authority and power are given to project coordinator or the project team to determine how they achieve the goal, resolve problems and even make decisions sometimes (Khan et al., 2015).

Delegative leadership style, according to Khan et al. (2015) is more suited to use when project workers are professional and highly skillful, have pride in their work, motivated to achieve the work successfully, and were trusted in their technical skills and experience. Laissez-faire project leader can be identified in her of his behavior such as her or his isolation, passiveness, lack of involvement and withdrawal, careless, in-active and abdicating behavior (Kavanagh, 2009).

This means project managers who practice this style excessively apply delegative approach which make laissez-faire ineffective leadership style. For instance, Tonnquist (2016) argues that excessive
use of delegation could result in lack of motivate of project workers, this is because delegation can mean punishment tool, and project manager should situationally apply it. Fresh and inexperienced project workers often need supportive and less delegative of tasks, and more experienced project workers perceive delegation as source of learning new things and welcome such a challenge, but when project manager always delegate at the same time support less or not this will lead dissatisfaction even among skillful project workers (Tonnquist, 2016).

3.2.3. Theories of Motivation

Motivation theories have been used by researchers to explain the turnover intention and to formulate retention strategy for example, Patriota and Pahlberg (2009) identified motivational factors on employee retention, which found that challenging work and opportunity for career development are the main factors for retaining employees, while less motivation perceived by employees has become main factor of the higher turnover rates. Another study by Sengupta and Gupta (2012) found that if employees are motivated, they will have cohesiveness and sense of belonging to their job then they will stay longer with the organization.

Employee motivation as result of leadership was explained by Sougui et al. in their study of Malaysian telecommunication sector which found that “all leadership styles have a significant (positive or negative) on the employees' motivation, satisfaction and performance” (Sougui et al., 2016, p.66). Similarly, employee who accept the particular the leadership style will motivate, inspire and influence them has been inferred by Naile and Selesho (2014) in their study of the role of leadership in employee motivation.

Motivation theories can be classified into two categories i.e. content theory of motivation and process theory of motivation. The content theory of motivation is related to the needs theory which is identifying “what” the employee needs are, in accordance with the motivation in order to satisfying

![Figure 3.2-1 The Motivation Theories (Sinding and Waldstrom, 2014)](image-url)
the needs while the process theory of motivation is studying of “how” motivation develops and what kind of processes which is affecting the employee motivation (Soos and Takacs, 2013). The content and process theories of motivation can be used to explain the factors and reasons that motivate ICT project workers. The content theories underline the objectives and goals that ICT project workers are anxious and devote on the factors of every individual worker which govern, empowering, or halt the behavior. Whereas content theories emphasize what motivates people, process theories attempt to explain the actual process of motivation. The process theories examining the actual ways in which employees can be motivated. It puts attention in how motivation emerges. It also concerned with “how” employee behavior is influenced by the factors that can encourage, govern, nurture and halt it (Soos and Takacs, 2013; Sinding and Waldstrom, 2014).

Among all the motivation theories this study will take a look into two content theories departing from Maslow’s hierarchical of needs theory and Herzberg’s two factor theories. These two motivation theories are relevant to this study and will be important to understand and analyze empirical data collected from project workers. And the fact that the study explores what demotivated project workers related their workplace, these two theories seems perfectly suited as lenses for the empirical results. In addition, process theories of motivation, such as equity theory and job characteristics theories will be used, because the study deals with turnover intentions and retention of project workers, equity theory will be perfectly suitable to laid down as foundational theory to analyze turnover intentions of project workers.

3.2.3.1. Maslow’s Hierarchical of Needs

Organizations aim to motivate employees mainly two reasons; to harness fully their potential in order to ensure quality output which ultimately affect organization's performance and to retain them as long as possible (Chowdhury, 2014). Motivating employees is strategic human resource management, as organizations found that employee motivation is deciding factor in work performance, success or failure of organizations (Samuel and Chipunza, as cited in Chowdhury, 2014, p.18). Pinder (1998) defined work motivation as set of forces that initiate both from within as well as beyond ounces being that enthusiastically influence to do work-related behavior. This definition reflects upon Maslow's hierarchical needs.

Early on during scientific management era, work motivational theories merely focused on how to increase the efficiency of workers through job design, training them, and rewarding based on their work performance, these studies closely confirmed what later recognized as content-based motivational theories (Bredillet and Dwivedula, 2010, p. 7). Next comes Max Weber, Benedix and others who focused on role of work team dynamics and the importance to understand workers as complex beings that possess multidimensional motivational influences (Steers, Mowday and Shapiro, 2004, as cited in Bredillet and Dwivedula, 2010, p.7). In 1940s, pioneers such as Abraham Maslow developed hierarchical needs theory, which consisted of physiological needs, job security, affiliation needs, esteem needs, and self-actualization (Bredillet and Dwivedula, 2010).

Maslow's hierarchical need model is applicable in almost every workplace were employees carry out tasks assigned by a manager or leader. But if we attempt to exemplify the model with projectized organizations, we could see that project workers demand fundamental needs in order to perform project work and achieved assigned target goal. For instance, project workers need to get access to resources which are fundamental to the success of their work, it could be equipment and tooling,
budget, or even need for extra project worker in case of drawbacks and unprecedented situations, in order to complete their work successfully and without frustration and stress. Project manager as a leader should not only to identify these needs but also to address them satisfactorily (Tonnquist, 2016). Transactional project leaders are effective at addressing and satisfying this level of need, as they only focus satisfaction of this level of needs (James & Ogbonna, 2013).

Next level of the pyramid is called safety related needs, and Maslow conceptualize this need as safety and stability related needs. In project work environment where there is high uncertainty, as project work might have related to radical product development, it is often not easy that project manager as a leader to scope and satisfy such complex demands. This is where the leadership style that favors change-oriented comes into play. Transformational project leaders are said to have such quality and characteristics in dealing transforming work environment, where transactional project leaders show their ineffectiveness (James & Ogbonna, 2013).

Next to this comes belongingness and love needs, and Maslow stated that this need reflects project worker’s desire for conformity, affection, quality time with family and friends (Demetriou, 2016). Project managers with relation-oriented behavior is said can accomplish this sort of project workers need, as they could keep close to them, sit with, and openly discuss their personal needs. One of characteristic and behavior of transformational project leaders (supportive) is sitting with project workers, openly discussing their needs and even letting them ask personal favors (Yukl, 2013). In practical project setting, project manager often encounters this demand as form of business objective demand, this is because the project has to align with business purpose, and interdependent with other projects, if project manager fails to satisfy this need the project will never reach its deliver actualization.

Need for achievement, adequacy, recognition and valued, appreciation and mastery are all lie within esteem need a category of Maslow’s hierarchical needs. Project manager has to balance between desire of achievement of project workers and his need for achievement, as there is always a conflict of interest around this area. One of transformational project leader's difficult to classify behavior states that he or she able to sacrifice his or her need over project workers’ needs (Yukl, 2013). According to Tonnquist (2016) project manager has to equally satisfy the project needs also, and in project work
context, this means he or she must plan and the execute the project well, be novel and challenging as well.

Finally, the ultimate need is self-actualization need, and in project setting this could mean delivery actualization, such as need to deliver the project as planned and agreed upon, within the constraints (budget, time and quality). But it also could mean that project workers need to meet their desire to actualize their potential, as they possess unique skills that deserve to be expressed uniquely. And Regarding project workers motivation, their key motivational factors for project management can arise from how exciting the assignment or task is, how well collaboration between the project team are, resources, empowerment and personal development (Dwivedula and Bredillet, 2010, as cited in Lindahl & Palm, 2015).

3.2.3.2. Herzberg’s Motivator-Hygiene Theory

According to Herzberg (2003), there are some factors that promote job satisfaction and there are also other factors that are causing a situation on which there is no satisfaction. There are intrinsic factors which are related to job satisfaction such as “achievement, recognition, the work itself, responsibility, advancement, and growth” (Kreitner and Kinicki, 2007, p. 111). There are also Extrinsic factors which are related to job dissatisfaction such as “company policy and administration, supervision, interpersonal relations, and working conditions” (Kreitner and Kinicki, 2007, p. 111).

According to Herzberg (2003), the factors that bring about to job satisfaction were motivators which are different and apart from the hygiene factors which are causing job dissatisfaction. Job satisfaction and job dissatisfaction is not opposite each other according to Herzberg (2003). It means that a project manager who want to get rid of factors that cause job dissatisfaction in the project can create good and comfortable workplace, but it will only to make project workers not encounter with job dissatisfaction but not make them be more motivated (Kreitner and Kinicki, 2007)

![Figure 3.2-3 Contrasting Views of Satisfaction and Dissatisfaction (Kreitner and Kinicki, 2007)](image)

3.2.3.3. Equity Theory

Equity theory was proposed by Adams (1965) on his study based on social exchange theory. Adam’s equity theory proposes a concept of “motivation as a function of fairness in social exchange or give-and-take relationships” (Sinding and Waldstrom, 2014, p.225). In the cognitive dissonance theory as
the base of equity theory, it is explained that the consistency of cognitive believe and behavior is kept by people. They are motivated to maintain this consistency because any inconsistencies that is perceived by them will create cognitive dissonance which will motivate them to correct this inconsistency. For example, if an employee is paid under standard and he or she feel it is not fair in the social exchange, then he or she tend to adjust their work and effort below the standard, otherwise the overpaid employee tends to devote more their effort to compensate his or her benefit.

Equity theory is based on benchmarking of one employee to other employees. The employee compares all his or her inputs to the organization or company such as qualification, skills and competences, education, experiences as well as what has he or she get as the outcome such as salary, bonuses, challenge on the assignment or job, working condition, recognition etc. This benchmarking is used by the employee to compare if he or she is treated fairly. In the motivation theory, equity theory is useful to examine what employees are motivated to do to reduce the inequality when they find it in his job. Manager or leader should understand the equity situation of his or her employees in order to keep employees always be motivated and not demotivated just because of inequality which in turn possible to distract the working environment.

3.2.3.4. Job Characteristics Theories

Job characteristics theory mention that the key factor of employee motivation is the job, task or assignment itself. One of the most important aspects in theory of motivation is about feeling and emotion, which propose that work motivation is a function of feelings and emotions in accordance with stakeholder interest and individual goals (Kreitner and Kinicki, 2007).

![Figure 3.2-4 Job Characteristic Model](source: J.R. Hackman and G.R. Oldham (Kreitner and Kinicki, 2007))

According to job characteristic model developed by and Oldham, it is mentioned that in order to intrinsically (from internal feeling) motivate employees work can be structured in certain way so that
it can generate the motivation from employees themselves (Kreitner and Kinicki, 2007). One of important outcome from the model is the low absenteeism and low turnover beside high job satisfaction, high quality performance and high internal work motivation. The moderator of this model is individual need for growth which consist of the need of knowledge and skill development, strong growth need, and context satisfaction (Kreitner and Kinicki, 2007).

3.3. Theoretical Framework

In this section, the study will systematically review and introduce theories that address the main research question of how leading behavior and style of project managers impacts retention of ICT project workers. This is by reviewing effects of leadership on motivation and job satisfaction, where these two factors are main determinants of turnover intention. Next the study will review the link between motivation, job satisfaction and turnover intention, then the study will summarize the finding to frameworks that address the raised research questions.

3.3.1. Effect of Leadership on Motivation & Job Satisfaction

Lussier (2010) stated that ability to motivate employee is among crucial duties within leadership competencies. Campo and Fedirko (2018) argues that there are different factors that affect employee’s motivation, and not all employees react to these factors the same. Among these factors are; rewards, career development and promotion, personal support, and work condition (Campo and Fedirko, 2018, p.16). Block (2004) cited in Campo and Fedirko (2018), investigated effect of job satisfaction on employee motivation and turnover intention, and Bloch found that there are several factors that influence employee motivation, such as physical condition of workplace, nature of task, rewards, reinforcement, supervisory support and coaching, and social and culture of the organization. Campo and Fedirko (2018) further states that desire to grow is need which can be motivation if satisfied, for instance training newly hired project workers, and when they gain competence to keep challenging by assigning exciting and challenging task can lead to satisfaction of their job. This means motivation can be based on growth demand and need.

Management and style of leading of projects manager can have an effect on project workers commitment, moral, loyalty and attachment, as it can be source of demotivation (Morgan and Zeffranne, 2003). Yukl (2013) stated that leadership behavior of project managers affects subordinate’s satisfaction and their performance. Yukl (2013) argued that there is a relationship between leading behavior of a manager and subordinate satisfaction. For instance, workers satisfaction is seen high when their manager exercises moderate task-oriented behavior. Yukl (2013) underlines effective project managers are the ones who balance task and relation-oriented behavior, by looking into the situations and exercise relevantly. Situations include type of the team or organization, nature of the task, and characteristic of project workers (e.g. experience, level of commitment, and so on).

Furthermore, managers who exercise autocratic leadership style affect workers motivation as it tends to establish atmosphere of mistrust between the manager and his or her subordinates, subordinates will feel that they are not in control over their roles, and they feel they are easily replaceable and not asset to the company as they only perform the job as per laid down by the manager. Another issue is team cohesion and team performance, which determines the extent the project team members or project workers are inspired and motivated. This predicts their cohesiveness and performance, which is important for organizations to achieve results (Stashevsky and Koslowsky, 2006). As Odetayo and Sajuyigbe (2012) stated that autocratic leadership style lacks shared vision and often cause
demotivation among subordinates. Autocratic or directive leaders do not need to motivate their subordinates, because they assume subordinates are motivated enough to perform the work. This style of leadership is effective only when subordinates lack expertise for assigned tasks, so the leader has to make sure subordinate perform the task by the book (Zylfijaj, Rexhepi, and Grubi, 2014).

Autocratic leadership also known as authoritarian leadership style is considered to be similar to transactional leadership style. Both the leadership styles subordinates follow what leaders command them in order to receive reward and compensation. In addition to that, transactional leadership style has management-by-exception component which is closely linked to authoritarian style (Northhouse, 2012, as cited in Zylfijaj, Rexhepi, and Grubi, 2014). And according to Brahmin, Redic and Jukic (2015), transactional leadership does not offer much in term of inspiration, motivation beyond the basic. Brahmin, Redic and Jukic (2015) further stated that as subordinates always strive to meet target goal to avoid penalties, and their effort depends on satisfaction of their leader the expected causal chain where leadership style positively affect subordinate's motivation does not seem to be appreciated and applicable to transactional leadership style.

On the other hand, democratic leadership style is said to motivate employees, in such a way that leaders who exercise such leadership styles inspire employees to become capable of changing their altitudes and motivate to achieve goals. Transformational leaders through individualized considerations appreciate employees’ contributions, coach, mentor, foster challenging yet an atmosphere where subordinates feel sense of belongings to the organization, and this stimulates motivation and responsibility to attain target goal (Dyczkowska and Dyczkowski, 2018).

Laissez-faire leadership style or hands-off style of leading is associated with subordinates dissatisfaction and demotivation, as such leaders perceived to be careless, ignore to respond urgent needs, overlook quality of output, take no action even when the problem becoming chronic, conflicts, and inefficiency (Mengesha, 2015), and that is when the leader is more passive. however, if the leader who exercise laissez-faire leadership style in proactive, he or she is said can motivate employees, and this is by engaging them in decision making, through seeking continuous feedback, and responding when there is urgency of needs (Alghazo and Al-anazi, 2016).

3.3.2. Motivation, Job Satisfaction and Turnover Intentions

Motivation can be intrinsic and extrinsic, and both the dimensions can affect turnover intentions. For instance, Govindaraju and Kumar (2014) stated that rewards, compensations, workload, location of the company, and leadership style of manager can affect the motivation of employees extrinsically to stay with their work and organization. Similarly, Effendia and Etikarienab (2017) stated that job satisfaction depends on the project workers perception of organizational support and type of supervision. And the support they receive from their manager can intrinsically motivate them to either quit or stay with the organization. Sajjad, Ghazanfar and Ramzan (2013) in a study they conduction on impact of motivation on employee turnover in telecom sector found that motivation is a significant predictor for the decrease of employee intentions to quit from their work via job satisfaction. In this study, the mechanism that turnover intention of project workers was assumed and based on demotivation which leads to job dissatisfaction, where job dissatisfaction lead turnover intention. This means job dissatisfaction results in demotivation, and job dissatisfaction will lead to turnover intention.
3.3.3. Summary of Frameworks to Research Questions

In section 3.3.1, the study reviewed the effect of leadership on motivation and satisfaction, this is to address RQ(a) which states how leadership behavior and style of project manager affect motivation and job satisfaction of ICT of project workers? The literature revealed that leadership style and leading behavior of project manager effects project workers’ motivation and satisfaction, in such a way that autocratic project managers establish atmosphere of mistrust, make skillful project workers feel less autonomous, less valued and downgraded. On the other hand, democratic or participative project managers does opposite to autocratic project managers, as they involve and participate project workers, inspires project workers to become capable of changing their altitudes and motivate them to achieve goals. Whereas Laisses-fare project managers are associated with project workers demotivation and dissatisfaction, as they perceived to be careless and ignore to respond urgent needs, often take no actions, and create conflicts within the project team due to unclear roles and responsibilities. The study also reviewed effects of leading behavior such as task and relation-oriented behavior of project managers on project workers motivation and satisfaction. Where the study discussed relation and task-oriented behavior and how these behaviors can induce project workers motivation/demotivation and satisfaction/dissatisfaction at workplace.

Regarding RQ (b), which states how effect of leading behavior and style of project managers on motivation and job satisfaction can either lead turnover intention or increased retention?

Through literature review the study able to address RQ (b) by reviewing link between motivation, job satisfaction to turnover intention and retention. In another words, the literature discussed relationship between demotivation, job dissatisfaction and turnover intention, highlighting factors that affects project workers motivation and job satisfaction and that these factors lead to turnover intention. Following are the frameworks (see figure 3.3-1 and figure 3.3-2) corresponding to research questions RQ (a) and RQ(b).

Figure 3.3-1 Theories Corresponding to RQ(a)
(Built by the Researchers of this study Based on Literature Review)
The Absence of
- Reward and Compensation.
- Proper Work Environment.
- Participation
- Development and Growth.
- Job Security.
- Work-life Balance.

Demotivation and Dissatisfaction of Project Workers.

Lead to

Turnover Intention of Project Workers

Figure 3.3-2 Theories Corresponding to RQ(b)
4. Methodology

This chapter consists of two parts; first part deals with theoretical methods, and second part introduces the practical methods. Section 4.1-4.3, the study will discuss theoretical method, addressing research philosophy, such as preconceptions, ontology and epistemology of the study. Section 4.4-4.8 the study will deal with practical methods, such as data collecting methods, population and sampling techniques, methods of data collection, measures of transparency and trustworthiness, data presentation, data analysis methods, ethical considerations and limitation of the study.

4.1. Preconceptions

The choice of the subject area of study is influenced by both our academically background as well as experiences. This is because, in this thesis, leadership in project management is our main field of study, in which we considered to be one of the main courses that we have studied during Master program in Industrial management and innovation. But also, the thesis deals with some other areas of study, such as human resource management, more specifically talent management, through the lenses of workplace and conflicts between leaders and followers, which we encountered in some point in our professional experiences. This is perhaps beneficial looking at the contextual understanding that will help in exploring the phenomena of interest, but also play a part when considering the problematic consequence of the phenomena. However, it is important to make sure these preconceptions not to influence and create bias perspective, therefore, to assess them (see Bryman & Bell, 2011). Although it is hard to assess role of our (as researchers) experiences and academical background in decisions and interpretations, but then we have taken some measures to reduce our influence, we discussed these under transparency and trustworthiness section.

4.2. Ontology

Bryman and Bell (2011) discusses ontology, and states that researchers view of the world can influence their interpretations, and this can be one of two standpoints; constructionism or objectivism. Constructionism suggests that views are continuously changing with time and often build upon social actors and their understanding and interpretations (Bryman and Bell, 2011). Where objectivism focus on fixed values in an organizations, or structure where individuals act and behave according to the fixed structure, this means objectivism is independent of the social actors inside the structure and have pre-arranged form that will form the social across in the structure (Bryman and Bell, 2012, pp.32-33). This thesis study uses constructionism approach, this is because the study attempts to understand leading behavior and style of project managers through perception of project workers. Examining project managers leading behavior and style based on project workers requires no fixed structured, but rather interpretations, and ever-changing conditions, behaviors and feelings that could influence views of project workers in their assessments. The thesis focuses on to understand in depth, how leading behavior and style of project managers effect project workers motivation and job satisfaction, and through what factors project workers become demotivated, and dissatisfied with their work, in which they intended to leave from their work. But also, the study investigates what leading behavior and style positively influence project workers behavior (turnover intention), seeking motivational factors that lead to job satisfaction.
4.3. Epistemology

Bryman and Bell (2011, pp.15-19) states that epistemology aims to explain what considered to be as knowledge and acceptable knowledge in specific area. Bryman and Bell (2011) further categorizes epistemology into three distinctive themes, namely, realism, interpretivist and positivism. Realism is a view that based on external reality and assessing its structure. It is also possible to observe the structure through practical or theoretical stance (Bryman and Bell, 2011). Interpretivism Involves researchers to interpret elements of the study, this means interpretivism integrates human interest into the study, where researchers assume that access to reality can be possible only through social constructions, such as, language, consciousness, shared meaning and so forth (Bryman and Bell, 2011). Regarding what is to be acceptable knowledge, positivism suggests that only phenomenon confirmed by our sense can be regarded as acceptable knowledge. The phenomenon therefore must be objective and should aim to generate hypothesize. In this thesis, the study will use interpretivism approach, since the study seeks to understand several different phenomena, exploring these different phenomenon through complex environment and different options.

4.4. Research Design and Strategy

The purpose of this study is to explore how leading behavior and styles of project managers influenced turnover intentions of ICT project workers. This is first by examining the extend that project managers exercise task and relation-oriented behavior, but also types of leading styles they adopt in their day-to-day activities in leading and managing projects. Once the extend that project managers exercise leading behaviors (i.e. task and or relation concern behavior) is assessed through project workers perception. The study will attempt to investigate factors associated with leading behavior and style of project managers that led demotivation and job dissatisfaction of project workers and resulted in their turnover intention, but the study will also investigate what factors associated with leading behavior and style of project managers can motivate and create work satisfaction among project workers and in turn led their retention. This is important, because as the theme of this thesis indicates, the study will not only explore related to leadership what caused turnover intention among project workers, but also related to leadership what can retain project workers.

In the ontology and epistemology section, we discussed that the study will use constructionism approach, and interpretivism approach, this means, we use qualitative method (see Bryman and Bell, 2011). Furthermore, qualitative method was chosen, because the study attempts to explore the phenomena of interest through perceptions of participants, and this requires to deeply engage participants with interview and interpreting their responds qualitatively. And since the study has nothing to do with quantifying the responses, qualitative method stands very valid (see Bryman and Bell, 2011). The study used Inductive reasoning due to two main reasons. Firsts, theory was developed and refined through empirical findings, some of the theories that was developed due to the empirical findings are; equity theory, job characteristics theory, and Herzberg two factor theory, which all are expansion of motivational theory. This means these theories was not part of literature review that was done during formulating theoretical chapter of this thesis, rather these theories were developed during coding and theming process, with realization that these theories are very relevant for the analysis. Secondly, inductive reasoning was used as the study aims to draw generalizable inferences out of the observations done by empirical examinations. In another words, the study is explorative where phenomena of interest will be fully explained when empirical data is examined and analyzed. This
means new knowledge will be generated through empirical examinations (see Bryman and Bell, 2011).

Deductive reasoning was also used. This is because, phenomena of interest were identified from reviewing literature, and then building theories before conducting any observations, based on identified phenomena of interest. This resulted in to lay down theories that were generally revolving around the topic, such as, theories of leadership, talent retention theory, management and leadership, project organization, motivational theories and so forth. With these general theories in hand, we conducted first observation which qualitative survey was, and then semi-structured interview to follow up and get more insight into the phenomena of interest based on raised research questions. Another aspect in which deductive reasoning was used in this study is that, in the theoretical framework, several frameworks was put in place with help of literature review, and these frameworks was then later tested and scrutinized using the empirical results (see Bryman and Bell, 2011). These frameworks were developed because based of research questions it was necessary to establish relationship between several important factors, such as:

- Leading behavior and style verses motivation and job satisfaction related to RQ(a): this is to understand how leading behavior and style of project managers impacts motivation and job satisfaction of project workers.
- Motivation and job satisfaction verse turnover intention and retention related to RQ(b): this is to understand through what factors turnover intention and retention can be led by motivation and job satisfaction.

![Figure 4.4-1 Research Design Structure and Flow](image-url)
The study used qualitative survey for several reasons tied to research questions and aim/objective of the study. Among these reasons are:

- To identify participants with intention to leave from their job with reasons related to leadership of project managers. Which means qualitative survey helped as tool that act as criteria for selection of right participants for the study.
- To collect preliminary data that lead the follow up interview questions.
- To collect diversity data important for analysis and effectiveness of leadership of project managers
- To increase credibility and confidence on results by collection reasons of turnover intention from more than one method, as these two methods was conducted in two different occasions and forms, participants was stressed why they want to leave and how that is related to leadership of project manager.

Interview is one of the main methods in collecting data (Bryman and Bell,2011). In this study, interview with semi-open questions was conducted, this is to deeply engage with subject of interest and gather as much information as possible (see, Bryman and Bell,2011). The main use for interview was to follow up the preliminarily discovered areas from the qualitative survey.

4.4.1. Qualitative Survey as Data Collection Method

Survey is a term most often associated with quantitative studies, where the primary aim is to describe numerical distribution of variables, for instance, prevalence rates in the population (Jansen, 2010). Jansen (2010) further claims that there is qualitative way of conducting survey, and the difference between quantitative survey and qualitative is ways researcher investigate the variation in population, where one aimed to establish frequencies, means and other parameters and other aimed to determine the diversity of some topic of interest.

There are several reasons to why qualitative survey was used. first, since the research questions seek to understand how retention is affected by leading behavior and style, stating how leading behavior and style can lead to turnover intention or increased retention, RQ(a) and RQ(b). To fulfil this, researchers’ discourse was to identify ICT project workers with intentions to leave, but also their reason to leave has to do with the leadership of their project managers. And this made inevitable to conduct qualitative survey in which participants was assessed based on above criteria, this is because in the qualitative survey questions was specifically designed to classify target population based on their turnover intention which is associated with leadership of project managers. Secondly, qualitative survey was also important because it is designed to act as preliminary tool to investigate reasons of the turnover intention of project workers, and to ensure if project workers’ reasons for turnover intention is related with leadership of project managers. Thirdly, using more than one method to collect data will increase the credibility and validity of the results, this is due to triangulation method (see Bryman and Bell,2011). For instance, in the qualitative survey, participants were asked to state their reasons to turnover intentions, and they commented on explaining their reasons, this led to identify patterns that was later followed up with the interview questions, and most of the cases we found that we have common pattern from survey and interview. Therefore, this make ease to cross-check the findings from the two methods (see Bryman and Bell, 2011). Lastly but not the least, due to qualitative survey, we were able to collect diversity set of data, such as demographics, and data about the nature of projects that participants work in. This is important, because part of assessment of
effectiveness of leading styles was to get access to information, such as project workers level of competence and commitment, and nature of work and project.

The online qualitative survey with Google forms platform is used in this study. this is because, first, participants were located in different places, and not possibly to hand them the survey in paper-based form. Secondly, online survey was convenient for them, as they could fill the online survey when it is convenient for them. And thirdly, respondents have the chance to comments on questions and complete by their own beside some questions has multiple choice answer such as gender, age, year of experience and so on.

The semi-open questions in the survey was developed based and based on the research questions, as the questions in the survey aim to understand and tap the experience of project workers in how they perceive the leadership of their project managers, this will strongly confirm that leadership is the main motivation for their intentions to leave, which is base for the follow up interview questions to further dig deeper how and through what factors leadership cause such motivation among project workers. The survey consisted only 6 questions, this is because, Bryman and & Bell (2011) states that the fewer the questionnaire in the survey the increase and the higher response rate be. And this is important, as we aim to understand the turnover intention and its link with leadership as much as we can. Following are aim and structure of the survey:

<table>
<thead>
<tr>
<th>Survey questionnaire</th>
<th>Aim and Structure of the Qualitative Survey Questionnaire</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To collect demographic and basic information</td>
<td>To collect basic information about</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Gender</td>
<td>Education</td>
<td>Profession</td>
</tr>
<tr>
<td>Q1/a, Q1/b, and Q1/c</td>
<td>Q1/e &amp; Q2</td>
<td>Q1/f</td>
<td>Q3 &amp; Q4</td>
</tr>
</tbody>
</table>

Table 4.4-1 Qualitative Survey Questionnaire, Aim & Structure.

4.4.2. Follow up Interview as Data Collection Method

Another consideration that the survey information is not enough according to Bryman and Bell (2011), is because the problem may occur during conducting a survey that is, very easy to miss important information that cannot be uttered or expressed by the respondents therefore it is important to follow up self-completion surveys with interviews. Since interview is one of main techniques to collect data (Cooper and Schindler, 2014). Corresponding to the main research questions, the aim of the interview was to collect and retrieve factors related to leading behavior and style of project managers that triggered project workers’ decision to leave from their work, and what factors can lead them to stay with their work that can be associated with leading behavior and style. In the semi structured interview, it is started with a few specific questions and following up with more detail question for clarification, digging deeper into more specific area by letting participants reveal more aspects of regarding areas of interest. All the interview was conducted by online through the Skype, and responses was recorded for analysis.

The concept of the questions developed in this study was based on the research questions and the theoretical frameworks. These 16 interview questions were developed through brainstorming of how to best assess leading behaviors and styles exercised by project managers, how assessed leading behavior and style can affected motivation and job satisfaction, RQ(a), but also looking what factors
caused motivation/demotivation and job satisfaction/dissatisfaction, RQ(b), as these can lead to turnover intention and increased retention.

Following table categorizes interview questions and clarifies the aim of interview questions corresponding to research questions, followed by the interview questions:

<table>
<thead>
<tr>
<th>Interview Questions</th>
<th>Aim and Structure of Interview Questions</th>
<th>To assess link b/w Leading style &amp; motivation</th>
<th>To assess leading behavior of PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1 &amp; Q4</td>
<td>Q1, Q2, Q5, Q7 &amp; Q8</td>
<td>Q6, Q11, Q12, Q13, Q14 &amp; Q15</td>
<td>Q9</td>
</tr>
<tr>
<td>Q2, Q5, Q7 &amp; Q8</td>
<td>Q10</td>
<td>Q16</td>
<td></td>
</tr>
<tr>
<td>Q9</td>
<td>Q1, Q10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q1</td>
<td>Q2 &amp; Q7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q2, Q7</td>
<td>Q3, Q4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q3</td>
<td>Q4, Q6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.4-2 Structure and the Objective of Interview Questions

4.5. Population and Sampling

The study targeted ICT project workers in Indonesia. This is because, the initial idea of this study was to address the ICT skillful turnover in Indonesia. The sample technique that is used in this study is nonprobability sampling. In this nonprobability sampling the random selection concept is used. As explained by Cooper and Schindler (2014), purposive sampling is the most relevant of non-probability sampling techniques. This is because, this technique is more than sufficient to meet the sampling requirement. According to Cooper and Schindler (2014), the purposive sampling is a technique sampling where the respondents arbitrarily chosen based on their unique characteristics, experiences, behavior, and perceptions. This is relevant for this study, because participants were selected according to their unique characteristics such behavior (turnover intention). Beside that the convenience sampling that is any readily and available respondents (Cooper and Schindler, 2014) are also selected because of the convenient accessibility and proximity to the researcher of this study.

The selected sample of this study was taken from various ICT projects in several ICT companies in Indonesia. The study decided to take 10 interviewees which are the 10 best participants who fits in the aim of the research, among 17 participants who participated in the survey. 10 participants were seen to be enough; this is because Morse (1994) suggests at least six respondents are sufficient. The interviewee candidates were identified from their LinkedIn profiles. We contacted the interviewee candidates and asked if they could participate in the study, sending invitation letters. In order to cover Indonesia geography, the interviewee candidates are also those who work in the ICT projects in several provinces of the Indonesia. This means, the sample was taken based on various ICT projects and project location (province) in order to represent the population of ICT project workers in Indonesia.

More specifically, data source of this study is Indonesian project workers who currently work in Indonesia ICT project organizations. The study explored main reasons that led project workers intend to change their work, and more importantly how leadership of project manager play role in their decision. The project workers as the respondents on this study are the ICT engineers who has the important role in the ICT projects such as telecommunication engineers, software engineers and developers, SAP engineers, subject matter expert in radio access network (SME - RAN), radio network optimization engineers, transmission engineers, network engineers, etc. the two tables below are depicting the qualitative survey respondent and selected respondents as interviewees, as result of qualitative survey.
### Table 4.5-1 Qualitative Survey Respondent and the Distribution of Their Role and ICT Project Type

<table>
<thead>
<tr>
<th>No</th>
<th>Respondents</th>
<th>ICT Projects</th>
<th>Project Workers Role</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>IT and Telecommunication Network / Transmission</td>
<td>ICT Network Engineer</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>B</td>
<td>IT and Telecommunication Network / Transmission</td>
<td>ICT Transmission Engineer</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>2G/3G/4G Radio Network Optimization</td>
<td>Radio Network Optimization Engineer</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>2G/3G/4G Radio Network Optimization</td>
<td>Radio Network Optimization Engineer</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>E</td>
<td>2G/3G/4G Radio Network Optimization</td>
<td>Radio Network Optimization Engineer</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>2G/3G/4G Radio Network Optimization</td>
<td>Radio Network Optimization Engineer</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>G</td>
<td>Telecommunication</td>
<td>QA tester</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>H</td>
<td>Fintech Project</td>
<td>Product and Service Engineer</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>I</td>
<td>Fintech Project</td>
<td>Product and Service Engineer</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>J</td>
<td>Enterprise Resource Planning (ERP)</td>
<td>SAP Engineer</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>K</td>
<td>Enterprise Resource Planning (ERP)</td>
<td>Software Developer</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>L</td>
<td>Software Development</td>
<td>Software Developer</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>M</td>
<td>Software Development</td>
<td>Software Developer</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>N</td>
<td>Software Development</td>
<td>Software Developer</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

### Table 4.5-2 Interviewees' Role, Interview Time and Duration

<table>
<thead>
<tr>
<th>No</th>
<th>Respondents</th>
<th>Profession</th>
<th>Time interview</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>R1</td>
<td>Transmission Engineer</td>
<td>12 March 2019</td>
<td>43 Minutes</td>
</tr>
<tr>
<td>2</td>
<td>R2</td>
<td>Transmission Engineer</td>
<td>19 March 2019</td>
<td>53 Minutes</td>
</tr>
<tr>
<td>3</td>
<td>R3</td>
<td>Radio Network Optimization Engineer</td>
<td>13 March 2019</td>
<td>25 Minutes</td>
</tr>
<tr>
<td>4</td>
<td>R4</td>
<td>Radio Network Optimization Engineer</td>
<td>13 March 2019</td>
<td>40 Minutes</td>
</tr>
<tr>
<td>5</td>
<td>R5</td>
<td>ICT Network Engineer</td>
<td>17 March 2019</td>
<td>30 Minutes</td>
</tr>
<tr>
<td>6</td>
<td>R6</td>
<td>Radio Network Optimization Engineer</td>
<td>17 March 2019</td>
<td>28 Minutes</td>
</tr>
<tr>
<td>7</td>
<td>R7</td>
<td>Radio Network Optimization Engineer</td>
<td>16 March 2019</td>
<td>30 Minutes</td>
</tr>
<tr>
<td>8</td>
<td>R8</td>
<td>Software Developer</td>
<td>13 March 2019</td>
<td>26 Minutes</td>
</tr>
<tr>
<td>9</td>
<td>R9</td>
<td>Product and Service Engineer</td>
<td>17 March 2019</td>
<td>45 Minutes</td>
</tr>
<tr>
<td>10</td>
<td>R10</td>
<td>RAN integration SME</td>
<td>23 March 2019</td>
<td>50 Minutes</td>
</tr>
</tbody>
</table>
4.6. Data Presentation

In the next chapter, collected data will be presented. After brief introduction, first data from assessment will be presented, this will consist of both survey and interview. As the outcome of the qualitative survey is assessment, for instance, assessment of project workers competence and commitment, turnover intention and its related with leadership of project managers assessment. There were also assessments carried out during the interview sessions, such as leading behavior and style assessments of project managers. Results from these assessments will be first presented in the first section. Secondly, the study will present data from the follow up interview, which accounts most of the empirical data. Following is diagram that indicates the flow and structure of empirical data presentation in chapter 5.

4.7. Data Analysis

In the data analysis activity, the first thing to do is to convert the interview voice record to the transcribe format. The 30-50 minutes interview is resulting around 8-12 pages including the translation from Bahasa Indonesia to English. Therefore, in this study 2nd transcribing is conducted, to transcribe textual information into contextual information, also to transcribe expression or implicit information that is not directly said in the interview. The next step is conducting coding and data entry into spreadsheet. Coding is conducted by defining themes based on research questions, aim and objective of the study, literature review and theory. In the coding the structuring, categorizing and fitting data into different themes are the central activity performed in this study. The next step is to find and describe the relation between them. The categories and the connection are the result of the coding. Finally, interpretation and conclusion of data analysis is the base for final report of this study. Example of coding is in the Appendix 2 and appendix 6.
In the analysis chapter, first brief introduction will be provided, then data will be analyzed according to research questions raised. In such a way that the study will address sub-research questions (RQ(a) and RQ(b)), and then the main research question. During the analysis, the study will revisit theories laid down in chapter 6 and reflect on the findings. Following figure indicates disposition of data analysis chapter.

![Disposition of Empirical Data Analysis](image)

**Figure 4.7-1 Disposition of Empirical Data Analysis**

### 4.8. Transparency and Trustworthiness

According to Guba (1985) as cited in Shenton (2004), to ensure trustworthiness, quality and rigor of qualitative research studies, the positivist investigator have to demonstrate four principles and these principles are: credibility, transferability, dependability and conformability.

#### 4.8.1. Constructing Credibility

According to Bryman & Bell (2015), one way to construct credibility is to validate responses with the respondents by providing an account for what he or she said during the interview session. Another way to make sure the credibility is to rely on only the actual respondents as source of collecting the data. This study relies only to the project workers who were identified to be suitable as interviewee and as the main source of primary data. Another way to ensure credibility of the findings is to validate Participant’s feelings, attitudes, or ideas (Cooper & Schindler, 2014; Bryman & Bell, 2011, p.369). Another strategy that this study will deploy is to use triangulation, this means the study will not rely only one method to collect data, but also several methods, this will reduce the risk of constraints and increase credibility (Bryman & Bell, 2011, p.397).

#### 4.8.2. Constructing Transferability

Transferability is the interpretive equivalent of generalizability (Bitsch, 2005; Tobin & Begley, 2004). According to Anney (2014) Transferability refers to the degree to which the finding of a qualitative
study can be transferred to other settings. Bitsch (2005) Emphasized importance of use of “Thick description and purposeful sampling”, in order the researcher to facilitate the transferability judgment. According to Anney (2014) his means providing detailed description of the inquiry and purposeful selection of participants.

4.8.3. Constructing Dependability

Bryman & Bell (2011) related dependability with reliability, in such that these two terms parallel each other, and imply if findings from a research could be applied in another study or people with similar context or another context. Dependability is about “stability of data over time” Bitsch (2005, p.86). One of the strategies to ensure dependability of a findings is use of Stepwise replicability technique (Anney, 2014). And this could be done when two or more researchers take one research, in such a way that they split the data into portions, where each analyze the data and the come together to compare the data, and if the analyzes comparable this could be a sign for replicability of the finding. Since in this study undertaken by two researchers, the study will adopt Stepwise replicability technique to ensure dependability of the results.

It is nearly impossible to keep the findings fully reliable; this is due to many aspects of the study that endanger lack of reliability or dependability. For instance, the study claims to explore effect of leadership style of Project managers on tendency of turnover intention of Project workers, this could be hard to achieve without considering mediating aspects and factors. Which could be considered only if relationships between these factors hypothesized, and this is not possible as chosen research methodology is qualitative rather than quantitative.

Furthermore, the study trusts project workers to describe leadership characteristics of their project workers and how they perceive those characteristics. However, to ensure transparency, the study will use technique suggested by Lincoln & Guba (1985) which recommends to:

- To avoid loss of data, interviews will be recorded
- Responses from Respondents will be recorded electronically and made available to get accessed when required.
- Semi-structured questions will be used both in Interview and Survey, to ensure most of relevant subject areas addressed.
- Responses will be transcribed and recorded and presented if required.

4.8.4. Constructing Conformability

According to Baxter & Eyke (1997) conformability refers to degree to which findings from a study could be confirmed by other studies. Conformability is about keeping researcher’s reality away from the finding, and considering only participants reality (Anney, 2014). This is often difficult especially in qualitative researches, as researchers involved interpretations of responses, and it is strongly recommended that in order preserve the conformability, the researcher have to adopt techniques such as conformity audit, triangulation (across sources, methods, and researches), and or reflexive journal or research log. This study adopted data triangulation technique, in such a way that data was collected using qualitative survey and interview. This is to validate the data, since data validation is vital. The validity of the data was based on accuracy of the research methodology, sampling, data collection, analysis process and interpretation. Data validation and reliability check was performed in the survey data and interview data as the prerequisite of data analysis. The data validation in early step of data
collection is conducted by respondent validation i.e. the respondent’s answer of the survey is tested again by some related questions in the interview. The reliability of the data is checked by consistent result of the survey and interview from all respondents.

4.9. Ethical Considerations

This study strives to properly follow the ethical principles, and individual/group work guidelines that are in place in Swedish higher education. This study respects and values the dignity and worthiness of individuals involved in our study, keep their privacy, and avoid any thing that could induced harm both physically and mentally. Similarly, the study intends to inform participants of the study beforehand about the study, so they could decide whether or not to participate, this is according to ethical principles in Bryman and Bell (2011) literature. This study also takes reference and properly cite others’ work and acknowledge individuals who contributed to our work and avoid plagiarism in any form. This study will use data collected only for the aim of the research. And finally, the data interpretation in this study is performed in such a way that avoid misinterpretation of the analysis or fraudulent in all processes.

4.10. Limitations

The study is resulting on useful knowledge regarding the role of project manager’s leadership to deal with turnover intention of project workers in project organization however, this study is also limited by research limitations. This study is time limited around 5 months, which means we need to deal with very tight schedule particularly in collecting data by survey and interview. This time-limitation force us to discipline follows the timetable and reach the defined miles stones, therefore this study can be finished on time. The next limitation is that the ICT projects that the project workers in this study work in use traditional project management approach instead of Agile project management approach. This limitation is considered as the feasible project management approach to study because the role of project manager is existing both as manager or leader. While in project organization which use agile methodology, this study cannot be conducted because there is no project manager in the Agile project management. In accordance with the time limitation, the sample of this study is 10 ICT project workers who are chosen in such a way that represent the population of ICT project workers in Indonesia. This number of samples is enough according to Morse (1994). The last limitation that can be acknowledge is that geographic and language barrier is considered in this study, which some of the respondents are speaking English but also Indonesia language (Bahasa Indonesia) therefore the result of interview is transcribed and translated thoroughly as precise as possible without reducing the original meaning. The uses of Bahasa Indonesia instead of English is considered to capture more information from interviewees, so that the interviewees can express their feeling, share all their knowledge and information without barrier and difficulties. There are two respondents speaking English in the interview, but their expressions are limited and some the answers are to the point.
5. Empirical Data Presentation

In this chapter, the study will present empirical findings from the qualitative survey as well as interviews. In such a way that, in section 5.2 the study will first present results from the assessments done on turnover intention, competence and commitment assessments of project workers, and leading behavior and styles of project managers. Next, in section 5.3, the study will present effect of leading behavior and style on turnover intention, emphasizing on what factors related to leading style and behavior of project managers led project workers intend to leave and how. Where in section 5.4 the study will present what factors related to leading behavior and style can lead project workers increased retention. This way, section 5.2 will be addressed research question RQ(a), and section 5.3 will address research question RQ(b). And together will address the main research question.

5.1. Results of Survey and Interview Assessments

In section, the study will present several important assessment done during survey and interview data collection.

5.1.1. Demographic of Respondents Based on Turnover Intention Assessment

Number of targeted participants of the survey was 17 participants, as it has mentioned in chapter 4, out of which 16 participants responded that they have intentions to leave their job in the project. From this 16 participants the selection is made and disqualify those who have intention to resign but have no relation with the leadership aspects of project manager. This selection resulted in only qualified 10 participants to be proceeded for next level, which was followed up for an interview. Table 5.1-1 shows the basic information of the 10 participants who has been taken for this study.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Gender</th>
<th>Educational level</th>
<th>Years of experience</th>
<th>Profession</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1</td>
<td>Male</td>
<td>Bachelor's Degree</td>
<td>More than 5</td>
<td>Transmission Engineer</td>
</tr>
<tr>
<td>R2</td>
<td>Male</td>
<td>Vocational (3 Years)</td>
<td>More than 5</td>
<td>Transmission Engineer- Radio</td>
</tr>
<tr>
<td>R3</td>
<td>Male</td>
<td>Bachelor's Degree</td>
<td>More than 5</td>
<td>Radio Network Optimization Engineer</td>
</tr>
<tr>
<td>R4</td>
<td>Male</td>
<td>Bachelor's Degree</td>
<td>More than 5</td>
<td>Radio Network Optimization Engineer</td>
</tr>
<tr>
<td>R5</td>
<td>Male</td>
<td>Bachelor's Degree</td>
<td>More than 5</td>
<td>Network Engineer</td>
</tr>
<tr>
<td>R6</td>
<td>Male</td>
<td>Bachelor's Degree</td>
<td>More than 5</td>
<td>Radio Network Optimization Engineer</td>
</tr>
<tr>
<td>R7</td>
<td>Male</td>
<td>Bachelor's Degree</td>
<td>More than 5</td>
<td>Radio Network Optimization Engineer</td>
</tr>
<tr>
<td>R8</td>
<td>Male</td>
<td>Bachelor's Degree</td>
<td>More than 5</td>
<td>Software Developer</td>
</tr>
<tr>
<td>R9</td>
<td>Male</td>
<td>Master's Degree</td>
<td>Less than 5</td>
<td>Product and Service Engineer</td>
</tr>
<tr>
<td>R10</td>
<td>Male</td>
<td>Bachelor's Degree</td>
<td>More than 5</td>
<td>RAN integration SME</td>
</tr>
</tbody>
</table>

Table 5.1-1 Profile of the Respondents

The table indicates list of qualified participants for this study, which all of them are male, 8 of them hold bachelor different ICT degrees, 1 holds master’s degree and 1 is vocational level. The table also indicates 9 of respondents have more than 5 years of experience relevant to their current work, and only 1 possess less than 5 years of experience but also holds master’s degree in his field of work.
Looking at the educational level combined with relevant years of experience that the participants have for their job, their competence level was identified to be high.

Furthermore, participants level of enthusiasm and commitment to their work was assessed. Assessment was done looking at the degree of project workers enthusiasm and optimism to grow with their organizations. In such a way that respondents who respond less enthusiastic and motivated on the job, show no confidence to grow with their job, or with the organization was identified to be low committed, and verse the verse. For instance, respondent R4 was identified to be enthusiastic in his response, when he said:

“I’m very interested in this project since it fit with my expertise”

Where, respondent R2 was identified to be less enthusiastic and content with his job position, when he said:

“...I was a team leader, and now I am team member...”

This is important, because understanding participants level of competence for the job and their commitment will ease to understand their level of engagement and development. This will also ease to analyze effectiveness of how project managers applied and exercised different leadership styles in leading and managing the project. For more details on coding and assessment, see appendix 6.

![Competence and Commitment Level of Project Workers](image.png)

**Figure 5.1-1 Project Workers Competence and Commitment Level**

5.1.2. Leading Behavior Assessment

This section is explaining about the assessment of project managers leading behavior and to identify association between effects and type of leading behavior that project managers exercised. From the assessments of leading behavior of project managers, total 7 interview questions were asked each participant, these questions designed to assess three dimensions (task, relation and change oriented) of leading behaviors.

Table 5.1-2 summarizes the assessment results of several interview questions asked to the respondents aimed to assess based on project workers perception on the extend project managers exercise task, relation and change oriented behavior in their day to day leading and managing activities. When we analyzed the interview data from the seven interview questions that is being stated above, we found that 7 out of the 10 respondents perceived their project managers are highly task oriented, where 6 out
10 perceived their project managers to be low relation oriented in their day to day activity of leading. And overwhelming majority perceived their project managers to be low change oriented. For more details on the analysis see appendix 2.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Task concern</th>
<th>Relation concern</th>
<th>Change concern</th>
<th>Perceptions on PM’s Task and relation concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High task</td>
<td>High relation</td>
<td>High change</td>
<td>(Low task, low relation)</td>
</tr>
<tr>
<td></td>
<td>Low task</td>
<td>Low relation</td>
<td>Low change</td>
<td></td>
</tr>
<tr>
<td>R1</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>(Low task, low relation)</td>
</tr>
<tr>
<td>R2</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>(High task, low relation)</td>
</tr>
<tr>
<td>R3</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>(Low task, high relation)</td>
</tr>
<tr>
<td>R4</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>(Low task, high relation)</td>
</tr>
<tr>
<td>R5</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>(High task, low relation)</td>
</tr>
<tr>
<td>R6</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>(Low task, low relation)</td>
</tr>
<tr>
<td>R7</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>(High task, high relation)</td>
</tr>
<tr>
<td>R8</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>(High task, low relation)</td>
</tr>
<tr>
<td>R9</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>(High task, low relation)</td>
</tr>
<tr>
<td>R10</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>(Low task, low relation)</td>
</tr>
</tbody>
</table>

Table 5.1-2 Project Workers Perceptions on Leading Behavior of Project Manager

5.1.3. Leading Styles Assessment

During the interview session, leadership styles of project managers was assessed, using interview questions (Q1, Q2, Q3, Q4 and Q10). These questions aimed to assess leading behavior of project managers in their day to day activities, such as the extend they direct, coach, participate project workers in decisions, delegate tasks and support project workers. Based on data and information acquired from these questions and referring to operational definitions of autocratic leadership, democratic leadership and laissez-faire leadership in place (see chapter 3), the results revealed that 5 our 10 project workers assessed their project managers to be autocratic leaders, 1 out 10 of them being perceived their project manager to be democratic leader and 4 out 10 perceived their project managers to be laissez-faire leaders. This is because, 5 out of 10 respondents rated their project managers to be directive and less participative, these respondents are R2, R7, R8, R9, and R10. in a similar manner 4 out of 10 respondents rated their project managers to be laissez-faire leader, these respondents are R1,R3,R4, and R6, rating their project managers to be highly delegative, with no or less directions, little or no coaching, and highly participative in sense that they are the ones who solve every challenges (technical and non-technical). The project managers were seen as not involved in the process of tackling the challenges, instead, the only thing they (project managers) demanded was results. Similarly, respondents R5 rated his project manager to be democratic leader. None of project workers identified their project managers either to be transactional or transformational leaders.

Figure 5.1-2 Assessed Leading Style of Project Managers
5.2. Leading Behavior, Leading Style and Turnover Intention

Through the interview analysis, we found that seven main demotivational aspects that created project workers dissatisfaction with their job, and these demotivational aspects was able to relate to leading behavior and style of project managers. Following are the list of themes that is being generated through literature review and research:

![Diagram](image)

*Figure 5.2-1 7 Aspects which Led Project Workers’ Intention to Leave Their Work (Project)*

5.2.1. Lack of Concern for People

Some of the respondents explicitly stated that they are demotivation due to project manager being low concern in their needs, and not support their needs. At the same time, they said project manager does not care about their needs but rather focus more on their performance and output.

Among respondents who mention the lack of consideration of project manager is respondent R9, who said: "project manager has to support us not only expect us to perform the task only.......Project manager not concern our needs, not supportive enough, we need a project manager who facilitate our idea and support us”

5.2.2. Poor Working Environment

There are couple of respondents who stated the reason that they are demotivated and what demotivated them. Among their responses are project managers being highly directive, which for them created an atmosphere of pressure and stress. Some even said their project manager is coercive in sense they threat them to fire or replace with project worker which obeyes orders and takes less salary. They said they often work under urgency and meeting tight schedule.

An example of respondent who mention his project manager is highly pressure him and coercive is respondent R 9, who said: ”My project manager is directive and full of pressure when there is urgent work.... My project manager is coercive”

Another respondent reason his demotivation as project manager being directive and expect to finish the work with deadlines. Respondent R7, who said: “Project manager gets highly directive and expect work to be finish with deadlines”
5.2.3. Work not being Challenging

Among the themes we identified is work content being not challenging enough to some project workers, they feel their work is routine, and they hardly could advance with current project work. When project workers were asked why the reason is, some revealed that their project managers do not put effort to make job content rich, things are routine and constant, creativity and initiatives are no place at their workplace. Some even stated they desire to have work specific training and skill advancement, and their project manager does not coach and mentor their development. Among the respondents who expressed their development and growth is respondent R2. The respondent said the work is monotonic, and there are less room for initiatives from their side: “My job is monotone less initiative.... I feel my career stagnant”

5.2.4. High Directive Style

Autocratic project managers were perceived to be demotivating, as they are authoritative, and dictate on what to do and how to do the work. Project workers expressed their dislike on project managers behavior. Among the participants who responded that project manager is dictate and related that to the reason he disliked his job, is respondent R9, and he said: “Project manager always dictates, and often show anger”

5.2.5. High Delegative Style

Laissez-faire leadership style was associated with some demotivating aspects, such as project managers ignore to response urgent needs, they are less supportive, they assign tasks to project workers that is out of their scope of work, and even they are perceived to be careless managers who does not take action when needed. Respondents R1, R3 and R4 perceived their project managers to be careless and take no decision when needed the most. Respondents R1, R3, and R6 pointed out that their project managers often ignore their requests for support, and later on start blame on them. For instance, R3 said that:

“Project manager act as if he does not want to know, he ignores. I feel no longer comfortable here.....For example, we (workers) encounter issues at the site, some related to materials used for the project, but the project manager does not want to know that, he should take into account the site integration, and materials required, he should handle that, but not blame on others”

5.2.6. Lack of Effective Communication

Lack of effective communication was seen to affect the extend the project manager concern task, and because of not effectively communicating roles and responsibilities revolve around the project tasks to project workers make the project manager to be low task oriented. This was identified to be problematic, as it causes delays. Furthermore, the project manager pressure project workers to meet the deadlines, although the reason why the delays occurred was perceived to be due to his or her lack of effectively communicating with project workers about the scope and requirement of work, and constantly update changes in customer requirements.

It is worth mention, that project worker does not stated anything that could be related to leading style of project manager that made demotivated. Rather the respondent identified project manager to be democratic or highly participative leader. But the respondent complaint project manager’s lack technical understanding of the scope of work as well, and underlines this is the reasons why the project
manager is highly participative. This is because, the project manager often seek solution, technical and non-technical, and require from project workers. The respondent said following statements. The respondent (R5), complaining lack of effective communication of the project manager said:

“Project manager need to communicate effectively what the work prerequisites are. Because we spend more effort...Project manager need to bridge between parties. Due to lack of effective communication work get delays, and more time and efforts are required from our side...We (project workers) have to work extra time, not because of technical issues to solve, but lack of communication with the customers and third parties”

5.2.7. Team Cohesion

Responses in this theme indicate that the respondents have conflicts with their coworkers, and most of their replies pointed out that project managers do not care to address the conflicts with the team. These respondents considered team cohesion very important, and lack of having a team with come interest in the success of the project can reduce performance, increase conflicts, and create stressful atmosphere at the workplace. Among respondents who valued team cohesiveness is respondent R3 who said: “project manager does not do anything about conflicts in the team, and I feel uncomfortable with the team”

5.3. Leading Behavior, Leading Style and Increased Retention

During the interview, in given leading styles and behaviors, respondents was asked to state what could motivate them about different leading styles and leading behaviors (Q6 and Q16) that will make them change their intention to leave and ultimately lead them stay with their work. And responses were collected and analyzed, where eight aspects related to leading style and behavior of project managers was identified, following are these aspects:

Figure 5.3-1 8 Aspects which can Lead Project Workers to Remain Stay at Their Work (Project)

5.3.1. High People-oriented Behavior

Project workers expressed their motivational factors, and half of them (R1,R3,R4, R6, and R9) stated they will be motivated if they have project managers who understand their need and satisfy their
needs, trust their ability to provide input but also perform the work autonomously, care and recognize their achievements. All these qualities that these project workers stated was themed to high people concern behaviors. Among the respondents who expressed what motivates him is respondent R1, who said: “Project manager who supports both fundamental and personal needs…. Project manager who can trust his/her project team members and direct them less”

5.3.2. Proper Work Environment

Among the respondents are some who expressed their concern on workload, working overtime, and pressure, and said they will be motivated if they have proper work environment with less pressure, less stress and pressure, and most importantly work that does not intervene their life. Among these respondents are respondent R3 who said: “Project manager need to pressure less, and careful plan beforehand”

5.3.3. Coaching for Job Development

Coaching project workers and providing job specific training was seen to be motivating, as some project workers perceived to develop their skills and get advancement through future promotions. These responses touch underline the importance of career development as well as personal developments for their motivation and work satisfaction. Among these respondents is respondent R2, who said: “I feel stuck because the work is monotone…project manager has to coach in term of career development”

5.3.4. Leadership and Technical Skills

A number of project workers stated the importance of project manager to possess both technical skills and leadership skills. Technical skills were perceived to be important, because project can only effectively communication what is scope and requirement of project with the workers, as well as effective communicate different stakeholders involved in the project. Lack of technical skill was perceived to cause delays, extra efforts paid by project workers to meet the deadlines due to delays, and double work, which all contributed to poor work environment. Where leadership skills also were seen important, because project manager then will be able to deal with customer fluctuating demands. Among respondents who stated technical and leadership skills as a source that can lead to motivation is respondent R5, who said: “Project manager must possess technical and leadership skills in order to deal with customers and make ease for us the work”

5.3.5. Reward and Recognition

Some project workers emphasized their need to be rewarded on achievement they done, valued their opinion, and to be shown there are important due to their skills and knowledge in their fields. These project workers perceived reward and recognition as an essential factor that can motivate their stay with the organization and be content with their job. Among these project workers is respondent R10, who stated: “Project manager who appreciate my efforts, and reward achievements as an incentive…. Project manager has to make sure we receive compensation for our extra efforts and deliver that on time”

5.3.6. Cohesive Team

Several project workers stated their concern for cohesive project team, they perceived this to be important. They emphasized the importance of project manager to build strong team, which
effectively collaborate in which ideas are equally valued and share, and project manager has to foster an atmosphere full of enthusiasms and energy. Some even stated lack of team cohesive is their main reason to why to intend to leave from the organization. Among respondents which stated the importance of effective team culture is respondent R9, who said: "Project manager expected to inspire the team, develop atmosphere with enthusiasm and energy"

5.3.7. Effective Communication

Although importance of communication was mentioned in several occasions, but some project workers explicitly stated effective communication as source motivation to stay with their organization. Underlining lack of information about the scope of work, task and activities make them stressed their work, and force them to spend more efforts then needed to meet the expectations. Among project workers who stated effective communication as source motivation that keep them stay and work under the current project manager is respondent R5, who said: "Project manager must able to communicate effectively the scope of the work"

5.3.8. Blending Leading Style

Several project workers emphasized the importance of having project manager that could adopt mix leading style and not stick with one leading style. These project workers stated their preference in leading styles, and how they could become content with their job and be motivated. They mention mix of participative leading, supportive leading, and delegative leading styles will suite them in their needs, and if they have a leader with these leading styles together, they will stay with the organization and satisfied with their jobs. Among these project workers is respondent R3, who said: "More blended leading styles, such as supportive, delegative and participative"
6. Data Analysis

In this chapter, the study will discuss the findings that has been presented in previous chapter, in such a way that the study will seek to address research questions that has been raised in chapter 1. This chapter will also attempt to re-introduce theories and concepts that has been presented in chapter 2 and seek its application to the findings.

In section 6.1, the study will mainly discuss effect of leading behavior and style on motivation and job satisfaction, which addresses research question RQ(a), and in section 6.2 the study will discusses effects of motivation and job satisfactions and turnover intention, which means during the discussing research question RQ(b) will be addressed. Finally, the study will discuss effect of leading leadership on retention to address the main theme question of this study.

6.1. Effect of Leading Behavior and Style on Motivation and Job Satisfaction

In this section, research question RQ(a), and how the empirical evidence response to the research question are discussed. From the empirical results, we see several aspects of leading behavior of project manager decreased the motivation and job satisfaction of project workers. We will first discuss aspects related to leading behavior of project manager that affected motivation and job satisfaction of project workers, then next look into how leadership styles such as autocratic, democratic and laissez-faire affected motivation and job satisfaction of project workers.

Respondents perceived their project managers to be low task oriented, others perceived their project managers to be low relation oriented. And due to low relation concern of these project managers they could not being satisfy project worker’s needs. For instance, need for support, need for participation, need for reward and recognition. In the consequence of lack of consideration of these needs, project workers become demotivated and dissatisfied with their work. This means, these unmet needs which has being revealed by project workers during the interview session, can be seen as factors that lead to their workplace demotivation and dissatisfaction.

Similarly, because of project managers being low task oriented, project workers complaint about unmet task related needs, such as need for career development due to lack of coaching, need for better working environment, and need for conformity in teams. In chapter 5, interview results were presented, where project workers stated these needs. Figure 6.1-1 depicts project workers unmet need due to low relation and low task concern behaviors of project managers.

In the literature, effect of leading behavior of project managers to subordinates was discussed, where relation-oriented behavior portrayed as what increases mutual trust, job satisfaction, and identification with team or organization (see Yukl, 2013). Campo and Fediriko (2018) stated, reward and recognition, career development, support, working condition are factors that affect the workers motivation.

In the theoretical framework laid down in chapter 3, Das and Baruah (2013) discussed factors that affect job satisfaction of workers, and stated that compensations, recognition, participation, work-life-balance, career advancement and growth, are all affect job satisfaction of workers. Similarly, Palm and Lindahl (2015) also discussed effect of poor working environment on project workers job
satisfaction, underlining the stresses, workload and pressure due to tight schedule can result in dissatisfaction at workplace.

![Figure 6.1-1 Project Worker's Unmet Needs due to Low Relation Concern of Project Managers](image)

Task oriented behavior is equally important, this is because some of the unmet needs could be related to law task concern behavior of project workers. For instance, need for career development can be met by project manager by coaching project workers, providing them task specific training that aims to increase skills of project worker, hence efficiency of work (see Yukl, 2013). And project workers perception of career developed will increase as they get training opportunity and could get promoted.

Similarly, most of issues with working environment that participants stated in their responses can be related to the result of low task concern of project managers. For instance, respondents stated that his project manager does not carefully plan beforehand and pressure the team to work overtime to meet the deadlines. This indicates that if project manager had carefully plan and schedule activities, project workers will not be being required to work overtime. As Yukl (2013) stated, task oriented is about focus on task accomplishment, where carefully planning in an efficient and reliable way is foundational.

To further understand how project workers demotivated, we may revisit and reflect theories of motivation, such as Maslow’s hierarchical need theory and Herzberg’s two factors theory. In Maslow’s heretical needs, project workers demotivated and dissatisfied due to absence of fundamental needs such as need for support in fundamentals, such as material supply, access to resource essential for the work to be performed and so forth. Due to lack of satisfying project managers these essential and fundamental needs and support, project workers motivation has been negatively affected. Similarly, there is lack of satisfying safety related needs, which according to Maslow’s hierarchical need is in the second category of needs, for instance, need for proper work environment. Project workers desire to have work without pressure, stress and burnout due to workload, and work-life-balance, and absence of these demands and needs can create demotivation and dissatisfaction at
workplace. Need for team conformity can be explained as need for belongingness and to be love, and according Maslow, this is among psychological related needs that touch project workers intrinsic motivation and satisfaction, absence of such important need can create turnover intention behavior among project workers. Within this category of need, there is also need for reward and recognition of achievement, and according to Maslow this is need for esteem, which its absence creates similar behavior as need for conformity.

Regarding the need for career development, most of respondents explicitly stated that their work is monotonous, things are routine, and no initiative. We could revisit back to Hackman and Oldham’s Job characteristic theory that we laid down in the theoretical framework. And reflect on how project workers demotivated and dissatisfied with their job. This can mainly be due to lack of skill variety, as the greater the skill variety within a job the greater the job satisfaction of project workers due to different set of skills he or she could learn, get expertise and perceived to develop with her or his work (see Kreitner and Kinicki, 2007).

![Factors that affect project workers motivation and job satisfaction:](image)
- Support
- Work environment
- Participation
- Team cohesiveness
- Reward and recognition
- Career development

**Figure 6.1-2 Factors Related to Leading Behavior that Affected Project Workers Motivation and Job Satisfaction (Built from Empirical Results)**

Regarding the leading styles, many project workers assessed their project managers to be autocratic leaders, others laissez-faire leaders, where few assessed project manager to be democratic leaders. Leadership styles of these project managers was seen contributed to demotivation and dissatisfaction of project workers.

In the literature, autocratic leadership was discussed to be a leading style which is associated with high directive leading behavior, where project managers reveal as powerful entity who dictate over decision making (see Gordon, 2003). According to Job characteristic theory, Autonomy is very important for skillful project workers, as they fully confident to perform their work, and desire to involve in the decision making.

The literature also emphasized that autocratic leadership style is not effective in every situation, for instance, project managers can not apply autocratic leading style in a situation where project workers are highly skillful and competent, who are highly committed and confident to carry out their work (see Ester, 2011). In another words, it will be ineffective to apply such a leadership style with such developmental stage of project workers. Knowing that all project workers in this study are highly
competence, this will indicate the ineffectiveness application of leadership style among these project managers.

In a similar manner, results from the interview shows that hands-off leading style is second leading style which is associated with the highest demotivational factors. Respondents complaint about project managers leading behaviors and style, such as they are not responding to urgent needs, they highly delegate project work such as they over assign tasks, they are also low at supporting project workers, and they were perceived to be careless. This is a leadership style in which demotivation factors is being identified to contain low task and low relation behaviors. Although these project managers seem to be somewhat situational leaders, as this leading style fits in the situation of the project workers (see Ester, 2011), but still project workers who identified their project managers as hand-off leader demand to have blended leading style, such as mix of supportive, participative and delegative styles together.

Although literature discussed democratic leadership style positively, such as leaders who exercise this leadership is known for their participative leading behavior, and use of effective communication to understand project workers, where their actions reflects trust, integrity, equality, honest, open mind set and mutual respect (see Ronald, 2012). But then project manager who was identified as democratic leader seem to be not fully exercising the leadership. As such, project worker complaint about lack of effective communication of project manager about the scope of work, and the fact that project worker expressed the uncertainty about his responsibility towards what is expected from him indicates the ineffectiveness in application of democratic leadership style. Although project managers are somewhat relation oriented, but it seems there is low or absence of task-oriented dimension. Task oriented behavior is essential, because, democratic or “participative leadership has task objective and change objectives, where project manager discusses project workers for instance plan and work procedures, and identification of innovative ways to approach particular problem” (see Yukl, 2013, p.69). Effective communication is very essential for project manager to efficiently communicate scope of task, requirements and responsibility of project worker towards the assigned task, and so forth. Lack of effective communication caused frustration of project worker on his job, sometimes force him to pay extra efforts and time on his job. Such a frustration was resulted due to low task-oriented behavior that has being associated with the democratic project manager.

6.2. Effects of Motivation and Job Satisfaction on Turnover Intention

From the literature, effects of motivation and job satisfaction on turnover intention was discussed. For instance, Govindaraju and Kumar (2014) stated that the leadership style of project manager can affect motivation of project workers and influence into their decisions to stay or leave, it depends how its perceived. This true, as results from survey questions (Q5 and Q6) about reasons for turnover intention of project workers, some of the reasons to what caused their intention to quite is due to high directive leading style or autocratic leading style, and hand-off style of project managers.

Furthermore, the literature also discussed that demotivation and turnover intention can be related, and motivation of project workers depends on how they perceived the support that the organizations offered and the type of supervision they are exposed at the workplace (see Effendia and Etikarienab, 2017). Motivation and job satisfaction are strong predictors of turnover intention, demotivation and job dissatisfaction will lead to turnover intention (see Sajjad, Ghazanfar and Ramzan, 2013).
Data collected from the interview reveals that following factors lead to demotivation and job dissatisfaction of project workers, which in turn cause their intention to quit from their job:

- Lack of support
- Lack of proper work environment
- Lack of participation
- Lack effective communication
- Lack of team cohesiveness
- Lack of reward and recognition
- Lack of career development and growth

The literature identified most of the factors to affect motivation and job satisfaction, for instance rewards, career development, support, and work condition (see Campo and Fedirko, 2018), team cohesion (see Stashevsky and Koslowsky, 2006), and lack of participation in decisions (see Das and Baruah, 2013).

To understand how project workers, get dissatisfied their work, we could revisit Herzberg’s two factors theory. Herzberg discussed how employees get dissatisfied their work, underlining motivators and hygiene factors, and putting much emphasizes on non-financial factors such as recognition of achievement, career development means and such. Herzberg states that motivators can bring much effect on motivation of employees at their work, where absence of hygiene factors can cause employee dissatisfaction at their work. For instance, achievement and recognition can be seen as intrinsic factor in which the absence of it can cause project workers to dissatisfy their job.

Furthermore, from the empirical data, there were several respondents who stated what they perceive unfair work condition and dissatisfied their work due to poor work environment. Among them was some respondents who stated that they experience high workload, working overtime without compensations, working extra hours, solving every challenges whether technical (which they perceived to be their only job frame) or non-technical, where employees with similar experience and expertise as they are get compensations for their work at the same time fair workload. We can reflect back to Social exchange theory by Adam in 1965, what is known as equity theory, that when employees see unfairness in the exchange they involve, such as the amount of work and effort they pay and what they gain as compensation and treatments will affect their motivation and satisfaction level with their work. As such fair and equal (compare with other organizations) treatment to project workers will have positive effect on their motivation and satisfaction with their work.

The literature also discussed the importance of team cohesion for project workers and organization’s performance, and if project team lacks cohesiveness in such conflicts become routine within the project team, this could induce turnover intention behavior among project team members (see Dias, 2011). Rewarding project team by recognition is another important tool to increase motivation of project workers, and if project workers did not receive such appreciation it could affect and contribute to their intentions to leave (see Govindaraju and Kumar, 2014).

Therefore, project workers who are identified to be demotivation and dissatisfied their work due to above listed reasons can likely intend to leave their job according to the literature. Figure 6.2-1 depicts these relationships.
6.3. Effects of Leadership on Retention Through Motivation and Job Satisfaction

So far, the empirical study provided evidences that leadership can demotivated project workers and in result project workers will be demotivated and dissatisfied their work and intend to leave from their work. This has been examined through investigating how leading behavior such as task, and relation-oriented behavior and leading styles such as autocratic, democratic and laissez-faire styles affect motivation and job satisfaction of project workers. By exploring leadership effects on these two main determinants of turnover intention, this study able to address research question RQ, RQ(a) and RQ(b).

From the empirics, we also examined factors related to leadership that motivate project workers and make them satisfied their work, and in consequence lead their retention. Here in this section we will discuss these motivational factors by re-visiting theoretical framework that has been laid down in chapter 3.

To some extend most of perceived motivational factors seems to be exactly the same as what caused the demotivation due to lack or absence in the leadership of project management. The only difference is that on motivational factors list we have blended leading style, which was not mentioned when we were assessing demotivational factors. Following are the list of perceived motivational factors associated with leadership of project management:

- High relation concern behavior
- Proper working environment
- Coaching for job development
- Project who possesses leadership and technical skills
- Reward and recognition
- Effective team building and team culture
- Effective communication
- Blended leading style

The literature discussed importance of these factors, emphasizing how project team members could be motivated through leadership style and behavior that addresses these factors. The literature also
discusses the presence of these motivational factors can retain talents. For instance, Dais (2011) discussed that talents leave if they see no growth on their job, see routine not addressed conflicts within the team, feel their manager lacks leading or technical competence to lead, work environment does induce them stresses due to workload and lack of clarity in roles, and other issues related to pay and equity. And the chance that project workers to stay with organization increase if all these above aspects of work are perceived positive, Dais (2011) seems to be addressed most of these aspects.

On the other hand, Ester (2011) and Tonnquist (2016) discussed the importance of project managers to adopt different leading styles situationally, by looking at different situational factors. Among these factors is the developmental stage of project workers. The empirical results from the survey revealed project workers developmental stage, namely their competence and commitment level. Where all project workers were found to be highly competent, and high number of them being high committed to their project work.

From the interview questions, we also found that some of project workers desired their project manager to apply mix leading style, such as supportive, participative and delegative. According to Ester (2011), in order project managers to effectively lead such project workers, they need to delegative, support but also participate them in decision process. And this is exactly what some of project workers seem emphasized during their response to what could motivate them about leadership of project management. As the study discussed in section 2.6, related to the concept of effective leadership style in retention context, this seems to hold that the consequences of ineffective application of leadership style, some of project workers get demotivation and dissatisfied their work and ultimate lead to their intention to quit.
7. Conclusions and Recommendations

Based on data analysis and discussion in chapter 6, the conclusion of this study will be presented in this chapter as well as some recommendations are proposed.

7.1. Conclusions

This study was based on assumption that leading behavior and style of project managers affects behavior (intention to leave) of project workers, this was examined by conducting qualitative survey and interviews. In a such a way that, interview was designed to be follow up to survey results. The empirical results revealed that low task-oriented behavior of project managers and lower concern to project workers needs negatively affect project workers’ motivation and work satisfaction. Similarly, high task-oriented behavior with low concern for project workers also will affect project workers motivation and work satisfaction negatively. The study also explored how leading styles, such as autocratic, democratic and laissez-faire styles affect project workers motivation and satisfaction at the workplace and found that autocratic and laissez-faire leadership style negatively affect project workers motivation and satisfaction at the workplace.

![Conceptual Framework of the Study (Study Inference)](image)

This study also investigated factors related to leadership that motivate project workers to satisfy their work and found that high relation-oriented behavior with moderate concern of task can satisfy the unmet needs that caused the turnover intention among project workers. Similarly, how project manager mix between leading behaviors is important, as some of the mix leading was perfectly fit with project workers. For instance, when project workers asked what leading styles could motivate them, significant number of respondents responded more blended leading style, stating mix of participative, supportive and delegative styles. This means the right mix of these behavioral leading styles can result in effective leadership style. This fact seems to confirm effective leadership is
situational leadership. This also means, ineffective application of leading style can result in
demotivation and work dissatisfaction, for instance, if we recall the case of democratic project leader,
the project worker seems satisfied with the leadership style but yet had a complaint about the low task
concern of the project manager. Because project manager does not effectively communicate the scope
of work with project worker, and this had its consequences on work condition. Figure 7.1-1 depicts a
conceptual framework of leadership and retention emerged from the empirical study.

7.2. Recommendations

The study proposes following recommendations on how to better retain skillful project workers:

- Low or absence of relation concern in leading behaviors of project managers, will resulted in
demotivation and work dissatisfaction of the highest number among project workers, and
hence lead to turnover intention.
- Lack of situational leadership, such as exercising autocratic leadership style for high
competent and committed project workers, will also lead to demotivation and work
dissatisfaction, and hence turnover intention behavior among project workers.
- High relation and moderate task leading behavior seem to solve both task and relation driven
needs of project workers, and combination of these two and in that level can be seen to be
effective among these ICT project workers. This is because, low or absence of task concern
seems to create demotivation effect on project workers workplace, but high task concern
without high relation concern also not being effective. Project manager should focus on
effective communication with project workers about scope of work and responsibilities go
along with, able to plan and schedule project activities beforehand to avoid a lot of
inconvenience that may cause workload. Project manager also need to offer workers
opportunities they could grow by providing professional work specific training, as this was
perceived highly important among project workers.
- Even though all project workers were identified to be highly competent, applying hand-off
leading style was not fit in their needs. This requires looking at the complexity and nature of
work, and project manager must extend support in where project workers inevitably need a
support for. This means application of certain leading style does not depend only
developmental stage of project workers but there are other situations to consider for.
- Delegating work and activities without delegating the power and authority along with these
tasks, in order project workers to get access to fundamental needs, can contribute to their de-
motivation through frustrations caused that heavy responsibility on their shoulder. Therefore,
delegation needs careful considerations and plan on how much responsibility to delegate to
project workers and how will project workers get access to fundamental needs they require to
perform the work. Too much delegation also can not only cause frustrations due to the
workload among workers but also cause negative perception, as they question ability and
competence of project manager to handle the project work.
- Project managers need to be ethical and authentic in their day to day leading project workers,
as there was high number of responses that pointed out dissatisfaction with unethical and
unauthentic behavior, such as project managers lie about progress of project work and or
blames project workers for his/her mistakes and so forth.
- Project managers need to possess leadership skills but also technical skills, this was seen
important, especially in highly technical and engineering projects, and where project workers
are highly experienced. Lack of technical knowledge of project managers can cause some project workers to see their work not as a source of knowledge where they could gain expertise, grow and learn. Lack of leadership or technical skills was also perceived to be part of reasons to why project managers were unable to hand conflicts at workplace properly and maintain effective communication with clients.
8. Implications

The result of this research is important for both theoretical and practical purposes. This is because there is no much research that has being conducted to explore effect of leading behavior and style of project managers on retention of skillful ICT projects. This study offers empirical driven results and discusses how leadership can affect motivation and job satisfaction of skillful ICT project workers. The study demonstrates effect of leading behavior such as task and relation-oriented behaviors on turnover intention through project workers motivation and job satisfaction, in such a way that skillful project workers preferences on leading behaviors was investigated. This is useful to understand how leadership effects talent retention. This is important, because the vast majority of the literature in talent management, take leadership as one dimension in the retention process, and in the contrary this study proved that leadership is not only one aspect of retention, but as major aspect in the human resource management, particularly in retention of talents.

Practical implication of this study is that in order to retain ICT project workers project managers need to possess not only managerial competence in managing project but also interpersonal competence to deal with managing people such as able to motivate, inspire, support, creating and fostering better work environment through mutual trust and respect but above all the project manager must be ethical and authentic. Project manager should able to identify and adopt right mix of leadership style and behavior looking at the situational of the project, project workers and team member and organizational structure. In addition, human resource management strategy should recognize the role of project management leadership as major aspects in talent retention strategy specially for skillful ICT project workers. In order to do that higher management should delegate more authority to project management to get access to means and tools to support project team such as reward, recognition, promotion, and any other possible incentives that could rise motivation and job satisfaction of project team.

It is also important to highlight that this study has ethical implications, and some of the ethical implications that we can draw from the conclusions is that, since the thesis focuses on how ICT organization could improve their talent retention through people oriented leadership and with careful consideration of set of behavioral leading styles, the study ignored to assess the contribution of organizational culture and role of organizational leadership on project managers, as project managers themselves surely encounter similar stressful working conditions as they has to deal with different stakeholders and report to higher management in the organizations. Furthermore, as organizations benefit from retaining their skillful talents due to reducing costs that could acquire in hiring new talents, but again they need to weight between the costs, i.e. cost of retaining talents and cost of replacing talents with new talents. This is because sometimes, it could be desirable to let some employees go in order to create cost efficient. This important, as this thesis does not involve in any cost calculations between these two options. Another limitation of this thesis comes from its consideration of ICT organizations and skillful workers only, rather addressing broad range of industry sectors and different levels of employee skills and conditions.

Another positive aspect of this thesis is that, the study aimed to create sustainable work environment for project workers, which in most of the cases seems to encounter stressfull and poor work environment, that leads in worst case scenario an anxiety due to that stressful working condition. This is study will be beneficial in sense that the leadership influence on employee stress at workplace is general interest, and there is nothing that could be compare to motivated and satisfied workforce,
because motivated and satisfied employees not only beneficial for organizations due to increased productivity and performance, but also in social context, this will lead to higher work quality life.
References


Xiong, R. (2008) Leadership in Project Management. Georgia Institute of Technology. Available at:
APPENDIX
Appendix 1 – Invitation Letter

Dear Mr./Mrs.

We invite you to participate our study under the theme “Exploratory study on how Leadership style and behavior of project managers affect retention of project workers in ICT Project in Indonesia”. This invitation letter will also act as confirmation and an agreement for your participation of semi-structured interview.

The interview will take place on Sunday/Saturday, through Skype or telephone. As discussed previously, we are currently undertaking final year Master program in Industrial management & Innovation thesis. Our field of study in related to both Human resource management (with interest in talent retention in ICT industry), as well as Project management leadership. Our thesis aimed to study relationship between project management leadership styles and behavior and talent turnover. The study will touch on important theories and models on both the fields of interests. As such your responses are important and will be used as ground empirical for finding section of this study, and ultimate be published as Master thesis.

The interview will last approximately (30-45 minutes) and your responses will be recorded (with your permission), analyzed and interpreted, but also you will receive copy of your responses before we used it as results and finding to confirm with you and to preserve and ensure the quality and trustworthiness of the findings.

Kindly note that your identity will be anonymize and will be regarded as confidential. After responses transcribed and processed into findings and results, your recorded voice will be destroyed and will no longer be kept with us. Please exercise your freedom and rights in any time to reject and refuse to answer interview questions if you feel not treated with dignity or in any possible form you feel reaching harm to you. By replying this email, you agree to participate on this study as respondent and interviewee.

For further inquiry and information, please do not hesitate to contact us on following contacts:

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Cell phone: +46760778846
### Appendix 2 – Example of Coded Response, R1

<table>
<thead>
<tr>
<th>Leading behaviour</th>
<th>Assessment</th>
<th>Coded text</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Task behavior</td>
<td>Does not coordinate tasks; care less maintaining standards; does not tracking performances</td>
<td>Low task oriented</td>
</tr>
<tr>
<td></td>
<td>Relation behaviour</td>
<td>Limited participation; addresses only job specific needs; shows confidence on team; no inspirational and mentoring.</td>
<td>Low relation oriented</td>
</tr>
<tr>
<td></td>
<td>Change behaviour</td>
<td>Challenges solved procedurally; does encourage rarely on thinking out of the box.</td>
<td>Low change oriented</td>
</tr>
<tr>
<td>Leading style</td>
<td>Directing</td>
<td>Does not direct what to do, only expects results</td>
<td>Low directive</td>
</tr>
<tr>
<td></td>
<td>Coaching</td>
<td>Very seldomly coach; believes team know the job</td>
<td>Low coaching</td>
</tr>
<tr>
<td></td>
<td>Supporting</td>
<td>Does not support; ignores when needed, does not care to know the problem and support</td>
<td>Low support</td>
</tr>
<tr>
<td></td>
<td>Participating</td>
<td>Does not include input from teams in decisions; often take decisions alone;</td>
<td>Low participative</td>
</tr>
<tr>
<td></td>
<td>Deligative</td>
<td>Often delegates; targets are all delegated</td>
<td>High delegative</td>
</tr>
<tr>
<td>Leadership, motivation and job dissatisfaction factors</td>
<td>Leading behavior</td>
<td>PM careless; PM does not support; PM ignores urgent needs;</td>
<td>Low relation oriented</td>
</tr>
<tr>
<td></td>
<td>Leading style</td>
<td>PM take no action; Uses hands-off leading style;</td>
<td>Laissez-faire leading style</td>
</tr>
<tr>
<td>Perceived motivation and job satisfaction</td>
<td>Leading behavior</td>
<td>PM who supports both fundamental task specific needs and personal needs</td>
<td>High relation-oriented behaviour</td>
</tr>
</tbody>
</table>
Appendix 3 – Qualitative Survey Questions

Q1: Please tell us about:
   a) Your Name
   b) Your gender
   c) Your educational level
   d) Your profession
   e) Your years of experience
   f) The project you are working in

Q2: How do you see yourself working with this organization?

Q3: will you be still working for this organization/project or leaving?

Q4: When are you planning to leave from this company?

Q5: What are the main reasons that let you decide to change your job?

Q6: To what extend that leadership style & behavior of the Project manager contributed to your decision to change this job?
Appendix 4 – Semi-open Interview Questions

Q1: To what extent is your PM dictate what and how to do about the task you are assigned for?

Q2: How often does your PM consider your needs, be friendly to talk with, and make you feel close to him/her?

Q3: How often does your PM consider your inputs (suggestion) as valuable, and are included in his/her decision?

Q4: How challenging do you perceive tasks assigned by PM to you?

Q5: To what extend PM show he or she has confident of your performance?

Q6: Which leading style is more likely to motivate you? and please elaborate how?
   a) Directive: leader who dictated over what you do and how you do it.
   b) Supportive leader, who support your needs and feel you close and friendly to you.
   c) Participate leader who respect your opinions and consider them in decision making.
   d) Delegative leader who delegate more task and make your task challenging enough at the same time trust your performance.

Q7: Would you please tell us if your project manager supports you when you face challenges and which way does, he or she support?

Q8: Speaking about your vision of the future, does your project manager inspire that? and how?

Q9: To what extent your Project manager motivate you to think out of the box when you see the assigned task challenge or face a problem? what could you tell us about his or her behavior at such situation?

Q10: How often do you get coaching and mentoring on your personal, career development and work from your project manager?

Q11: To what level does your project manager increased your motivation in your work environment?

Q12: How often does your project manager recognize your work and reward you for the achievement you done?

Q13: How do you perceive the competence of your Project manager as source of expertise?

Q14: How often does your project manager fulfil his or her promises and show commitment?

Q15: How do you see your project manager as a leader who deserve to be your role model? please tell us why he or she deserve to be your model or not?

Q16: What are the aspects related to his/her behavior and style that you disliked the most and what do you like to see changed?
### Appendix 4 – Competence and Commitment Level, Coded Text

<table>
<thead>
<tr>
<th>RESPONDENTS</th>
<th>RESPONSE / TEXT</th>
<th>CODE</th>
<th>THEME</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1</td>
<td>I consider this work to be the work of the team...</td>
<td>Less attachment to his/her work</td>
<td>Low committed</td>
</tr>
<tr>
<td>R2</td>
<td>...... I was team leader, but now I am team member</td>
<td>Not motivated to the position; believe deserve higher position.</td>
<td>Low committed</td>
</tr>
<tr>
<td>R3</td>
<td>I feel not be appreciated ...</td>
<td>demotivated and less enthusiastic</td>
<td>Low committed</td>
</tr>
<tr>
<td>R4</td>
<td>I'm very interested in this project ...</td>
<td>Very interested and enthusiastic</td>
<td>High committed</td>
</tr>
<tr>
<td>R5</td>
<td>To manage service cisco and juniper device......</td>
<td>Enthusiastic to grow with the organization</td>
<td>High committed</td>
</tr>
<tr>
<td>R6</td>
<td>I was given some portion of activity ... It is not big portion of the project......</td>
<td>Not motivated to the position and the task share;</td>
<td>Low committed</td>
</tr>
<tr>
<td>R7</td>
<td>.... With this company my career is stuck as optimization engineer....</td>
<td>Less enthusiastic to grow with the company</td>
<td>Low committed</td>
</tr>
<tr>
<td>R8</td>
<td>... not Challenging</td>
<td>Less enthusiastic to grow with the job</td>
<td>Low committed</td>
</tr>
<tr>
<td>R9</td>
<td>... it's time to move on to other projects to gain other experiences and learn new knowledge...</td>
<td>Less enthusiastic to grow with the job</td>
<td>Low committed</td>
</tr>
<tr>
<td>R10</td>
<td>...I see myself in this company play one of key person...</td>
<td>Enthusiastic to grow with the organization</td>
<td>High Committed</td>
</tr>
</tbody>
</table>