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Leadership on Project Implementation in Mining Industry of Rwanda: A Case of Exploration of Gemstones Project in Rwanda

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Abstract

Despite advancements in the project management profession, research studies have revealed that many projects fail, emphasizing the significance of the project manager's role as manager. This study looked at the role of leadership in project implementation in Rwanda's mining industry, using the exploration of gemstones project as an example. The study specifically looked at the effects of leadership skills, leadership experience, and leadership style on the implementation of a gemstone exploration project in Rwanda. The study was founded on leadership trait theory, change theory, and stakeholder theory. To collect data from the sample population, the researcher used both quantitative and qualitative approaches, as well as a descriptive design. The study's population of interest was 52 employees from the Exploration of Gemstones project in Rwanda, so a census sampling technique was used. Data was gathered using a questionnaire and the drop-and-pick-later technique. The collected data were analyzed using SPSS, followed by descriptive and inferential statistics. The correlation coefficient was also used by the researcher to determine the relationship between variables while The multiple regression equation demonstrates that regardless of the presence of other factors, project implementation in Rwanda will always be dependent on a constant factor of.088. The other variables explain that every unit increase in leadership style increases project implementation by a factor of.665, unit change by a factor of.665, and leadership experience by a factor of.340. This indicates that proper leadership style practice in the project will improve the most during project implementation. According to the survey results, there is a very strong correlation between leadership experience and project implementation in the Exploration of Gemstones Project. This means that, when other factors influencing project implementation in Rwanda are taken into account, only leadership experience has a statistically significant effect on project implementation in the Exploration of Gemstones Project.

Keywords: *Leadership, Leadership Skills, Leadership Experience, Leadership Style Project Implementation*

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1.0 Introduction

Leaders should decide when and how to implement change. Leaders risk creating resistance to change if the nature of the change is not explained (Nyaywera, Kahithia & Gakenia, 2018). Most leadership development programs assume that improvements in individual leaders will lead to improvements in organizational performance. Historically, leadership development programs focus on promoting individual traits and capacities with no link to organizational performance. Leadership skill development should be based on a global business plan of action that determines the desired type of presence, the number of jobs, job types, and task forces, as well as other job interactions. Leadership development skills should begin with an analysis of the environment's dynamics and core competencies, progressing to the identification of resource profiles, and concluding with the identification of necessary competencies for specific jobs/functions (Effiong, 2015). Leaders have to give necessary expertise and skills to the organization while consciously establishing and strengthening supportive strategies, competencies, and driven capabilities, as well as work effort organization. Employee leadership ability is now regarded as critical to project implementation (Adedeji & Ahmed, 2015). Leadership skills have also been identified as critical components of project success by contemporary writers. When designing the palpable section of the project manager's curriculum vitae, background knowledge, technological savvy, and project experience may be accredited as hard skills.

1.2 Research Objectives

i. To examine leadership skills on implementation of exploration of Gemstones project in Rwanda.
ii. To assess leadership experience on implementation of exploration of Gemstones project in Rwanda;
iii. To determine leadership style on implementation of exploration of Gemstones project in Rwanda.

1.4 Research Hypotheses

$H_0$1: There is no statistically significant relationship between leadership skills and implementation of exploration of Gemstones project in Rwanda

$H_0$2: There is no statistically significant relationship between leadership experience and implementation of exploration of Gemstones project in Rwanda?

$H_0$3: There is no statistically significant relationship between leadership style and implementation of exploration of Gemstones project in Rwanda?

2.1 Empirical Literature

2.1.1 Leadership Skills and Project Implementation

The study conducted by Nyaywera, Kahithia and Gakenia (2018) studied the impact of Project Manager's Soft Leadership Skills on Project Success in Malaysia. The purpose of the study was to scrutinize the consequences of the project manager's soft leadership skills (communication, team building, coordination, interpersonal delegation, obstacle finding, analysis and resolution) on the success of the project. This study used the method of investigation type, study settings, analysis unit, techniques of sampling (non-probability convenient sampling technique), questionnaires (data collection), analysis data (linear regression, correlation, descriptive statistics,), and Instrument development (project success and teamwork). This study indicates that a statistically

significant positive relationship exists between each of the identified soft leadership skills. The study extravagantly highlights the significance of project managers' strategy skills and problem-finding, analyzing and resolution skills. It is anticipated that the outcomes of the study will give establishments and individuals related to projects, the key skills mainly soft leadership skills to focus and successfully perform the project. While conducting the study, the project size was not put into consideration.

2.1.2 Leadership Experience and Project Implementation

Mary (2018), in Kenya studied the effect of project management leadership on the performance of compassion international projects in Kitui County, Kenya. The research study recognized four aspects of leadership and explored their effect on project performance. The specific objectives of the study were to determine the effects of leadership control, leadership skills, and leadership style, leadership experience, on the performance of Kitui County Compassion International projects. A descriptive research design was acquired for the execution study. The study focused on a population of 160 respondents who were part of the application of Compassion International projects in Kitui County and a sample size of 113 respondents was considered. Stratified random sampling was implemented to sample and choose respondents. Quantitative data collected was studied by the use of descriptive statics such as mean, standard deviations, frequencies and percentages. In addition, a multiple regression analysis study was conducted to demonstrate the relationship between independent and dependent inconsistencies. Qualitative data was carried out through content analysis. From the results, there was a positive relationship between leadership styles and an overall positive correlation with the performance of projects. The study concluded that there was a significant relationship between project management controls and the greatest effect on the performance of CI projects. The findings of the study are of great importance to policymakers in designing policies to improve project leadership. However, the findings of the study could not be generalized.

2.1.3 Leadership Styles and Project Implementation

Nziva, (2018) in Kenya did a study on leadership styles on the performance of public secondary schools in national examinations in Tana River Country, Kenya. Primarily this study was conducted to examine the principle's leadership styles impact on the productivity of students in public secondary schools in K.C.S.E. An evaluative approach hinged on descriptive analysis design was employed. Sample size of 49 respondents was selected for the study and primary data was collected from the teachers and principal using self-administered questionnaires. Both inferential and descriptive statics were used to analyze the data. The finding of this study strongly indicated a positive relationship between the principals' leadership styles and the student's performance which relates to the researcher's observation that leadership styles affect the implementation of projects. Autocratic leadership style was found to have a significant effect on the students' performance in national examinations. The study endorses the principals to shift focus on to transformative attitudes of leadership to amplify good accomplishments at national level. This study was only conducted in Tana River County and not in other counties. In addition, it lacked parents' opinions on the study.

2.2 Theoretical Framework

This section reviews the theory related to the study. This study is based on the theory of leadership skills and implementation of projects. The key theory namely; trait theory of leadership. The trait theory is briefly discussed in the following subsection.

2.2.1 Traits Theory of Leadership

Thomas Carlyle & Francis Galton (mid-1800) suggested that some people were natural-born leaders. They stated that it is a distinctive ability, characterized by certain remarkable individuals, whose opinions and resolve are capable of realizing radical change. In addition, they stated that the special attributes are part of their genotype; therefore, leadership is congenital. According to Nyaga (2014), 57 leadership characteristics could be sequestered and individuals with such traits could then be conscripted, selected, and instated into positions of leadership. He also identified the clusters of traits as character, technical and professional expertise, problem-solving and analytical ability, innovation, self-development, focus on results, setting goals, taking personal responsibility for outcomes, effective communication, inspiring and motivating others, trust and interpersonal effectiveness, concern for others, development, ability to champion change and ability to relate well to outside stakeholders.

Nziva (2018) concluded that leaders possessed certain qualities or attributes. These are physical vibrancy and resilience; brilliant and pragmatic; judgement; eagerness to accept accountability; task proficiency; empathy of followers and their needs; people skills; ambition; inspiring or motivating people; resolution and courage; trustworthy, decisive; assertiveness self-confidence; and project leaders at Rwanda's Exploration of Gemstones project should use trait theory to spearhead the project to fruition. Although the results of the various trait studies were consistent, some traits did appear more frequently than others, such as technical and professional skills, problem-solving skills, communication and interpersonal skills. However, the trait theory has some limitations (Saddler, 2015). Leadership traits in one situation do not predict leadership in another. The theory also promotes the importance of leaders having a leadership style in monitoring the progress of project activities and project completion in Rwanda.

2.2.2 The Theory of Change

This theory of Change was advanced by Huey, Chen, Peter Rossi, and Michael Quinn Patton & Carol Weiss in 1195. The main emphasis of the theory is to identify how change is brought about and the people responsible for the change. The theory is currently represented by the logical models and presents how overall logic, is used in the intervention. Being in the body of theory of change, it is applied to development evaluation domain. The theory of change is a long-term evaluation framework that describes the flow of inputs and activities of a project into outputs, outcomes and consequently impact. The theory of change does not involve in data collection exercise as an assessment criterion but creates a result framework like that of logical framework (Nwachukwu, 2013).

Shapiro (2005) continues that monitoring and evaluation specialists use the theory of change in anticipating, promoting and sustaining the changes, they would want the project to bring to the society. The theory of change thus is M&E tool that is used by the project to anticipate the changes the project will bring to the community. Pomfret, (2013) puts a difference between the theory of change and logical modals by highlighting that the theory of change is drawn on a wider research and expresses the relationship of outcomes at different levels and interventions, coupled with explanations while logical models set briefs about changes held by practitioners. The theory of change can thus be applied to a project by reading project documentaries, talking to stakeholders and using M & E data in order to improve the design and implementation of an ongoing project. Robles, (2012) continues that the theory of change can be used at initiation stage, planning, implementation and even after the lifetime of an initiative depending on the expected use. This

will prompt more project managers in engaging project management leadership that change is the fact life as well changes in the project implementation has to occur and be accepted. This Theory further cultivates the requirement for leader to have leadership skills in controlling the progress of the project activities and projects accomplishment in Rwanda.

2.2.3 Stakeholder Theory

The accomplice theory was advanced by Freeman (1994) and holds that the inspiration driving any business is to overhaul the value of the affiliation and advance motivator for all of the accomplices. The Stakeholder Theory exhaustively covers the various accomplices drown in with the program executions like benefactors, researchers, customers/beneficiaries, suppliers and the chiefs and shockingly an authoritative customer of the program, (Donaldson& Preston, 2010). This speculation holds that the coordination between the distinctive program accomplices both internal and external can be instrumental in empowering connection in the undertaking, which will incite satisfaction of the normal targets inside such a course of action of association (Miles, 2012).

Notwithstanding, these inadequacies of this speculation may profit from outside input by seeing the accessory slanted to be influenced by the choice of the alliance and after region attempt to fulfill them. Realize what will be the response of the associates after the choice is taken by the alliance and plan to oversee them. Association should try to perceive achievement rules of the tremendous number of accessories. Affiliations need to develop a help culture with their assistants, (Winston & Fields, 2015). Based on the theory of stakeholders, the ideas shaping shareholders originate from the work of Adam Smith's Wealth of Nations (Pfarrer, 2010). Milton Friedman later expanded this in 1970 when he stated, "The social responsibility of business is to increase its profits". As a rule, investor hypothesis incorporates and exhibits that the fundamental motivation behind project arranging by the administrators and approaches to forestall hazards to stakeholder's targets and objectives. This generally helps the project managers and stakeholders to achieve their goals through profits and increase shareholders' wealth.

The theory presupposes that the responsibility of offering solutions by the stakeholder to project managers, leads to better performance of the project. Yasin and Shamim (2013) therefore explains that cooperation among project departments directed towards project performance and that shareholder wealth are not wasted. The shareholders' resources constitute the progress of the project from the operational field to management. According to Pfarrer, (2010), two schools of thought (the agency theory and transactional cost economic) form the shareholder theory. This study focused on stakeholder theory because management of school feeding programs need to understand and address stakeholder needs in development of programs in order to ensure sustainability. Instrument perspectives view stakeholders as an end in itself and the organization is argued to consider the stakeholders as this leads to success in the end. The theory also delineates how community involvement in the lifecycle stage influences the performance of program, Akanbi (2013). This will prompt more clients engaging in the program execution as workers and increment their feeling of proprietorship, which is essential in achieving the program objectives. This Theory further cultivates the requirement for effect of stakeholders' participation in execution of nourishment projects as a critical device of encouraging activities and projects accomplishment in Rwanda.

2.3 Conceptual Framework

The conceptual framework presents the independent and dependent variables as shown in Figure 1.

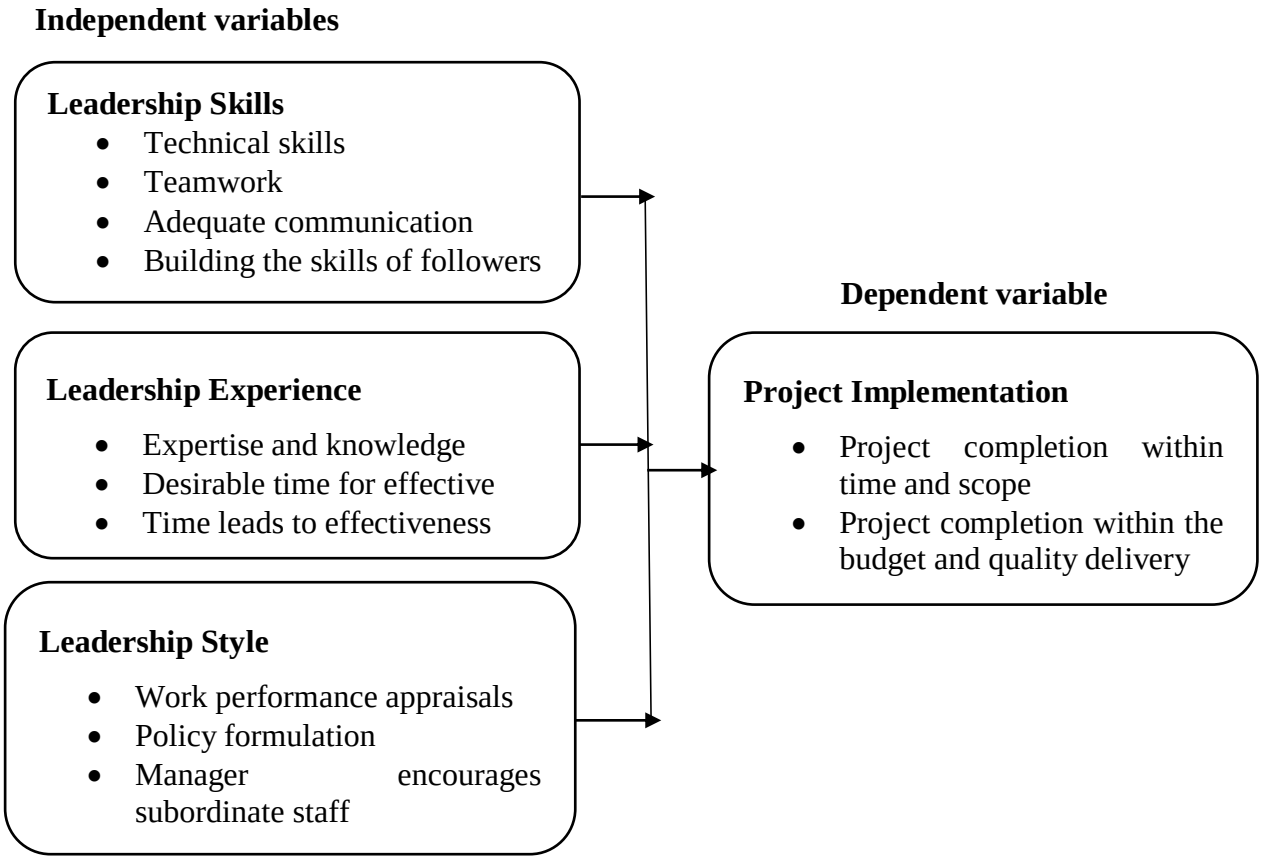

Figure1: Conceptual Framework

3.0 Research Methodology

A descriptive research design and a correlation research design were used in this study. This study's population of interest consisted of 52 employees from the Exploration of Gemstones project in Rwanda. The census sampling technique was used in this study. Data was collected using a questionnaire, and the content validity of the data collection instruments was checked with the help of an Expert (the Researcher's Supervisor) who edited the questionnaire. A pilot study was carried out to assess the consistency of instruments used in primary data collection. Responses were received from 16 respondents out of a possible 52, representing at least 30% of the sample and chosen at random.

4.0 Research Findings and discussion

4.1 Regression Analysis for Leadership Skills and Project Implementation

The regression results were presented in model summary, ANOVA, and regression coefficients. The results are shown in Tables 1, 2, and 3.

Table 1: Shows Model Summary

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Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.863[a]	.745	.731	.51216

Table 1: demonstrates the value of R-square in this study is 0.745 (74.5%) means that the percentage of project implementation (dependent variable) is explained by the independent variables (Leadership Skills) at 74.5%. This stipulates that the model is very strong, as the independent variable highly explains the dependent variable. The adjusted R-square is used to compensate for additional variables in the model. In this case, the adjusted R-square is .731 (.73.1%) for project implementation in the exploration of the Gemstones project in Rwanda.

Table 2: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.829	1	13.829	52.719	.000[b]
	Residual	4.721	50	.262		
	Total	**18.550**	**51**			

From the ANOVA Table 2, the p-value is 0.000 which is less than 0.05, set as the standard significance level with a fit level of 52.719. This means that the null hypothesis stated that there is no influence of leadership skills on project implementation in Exploration of Gemstones Project, was rejected and goes by the alternative hypothesis, which states that the independent variable influences project implementation in Exploration of Gemstones Project.

Table 3: Coefficients

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	.856	.212		4.039	.001
	Leadership skills	.681	.094	.863	7.261	.000

The regression equation demonstrates that project implementation in the Exploration of Gemstones Project will always depend on a constant factor of .856 irrespective of the existence of other factors. The other variables explain that; any unit increase in leadership skills will increase project implementation by a factor of .681.

4.2 Regression Analysis for Leadership Experience and Project Implementation

Linear regression analysis was conducted to investigate the statistical role of leadership experience on project implementation in Rwanda using the model below:

Table 4. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.892[a]	.796	.784	.45882

Table 4. illustrates the value of R-square in this study is .796 (79.6%) signifies that the fraction of project implementation (dependent variable) is explained by the independent variables (leadership experience) at 79.6%. This demonstrates that the model is very high, as the independent variable strongly explained in dependent variable. The adjusted R-square is used for the extra variables in the model. In this case, the adjusted R-square is 78.4% for project implementation in the Exploration of Gemstones Project.

Table 5 ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.761	1	14.761	70.118	.000[b]
	Residual	3.789	50	.211		
	Total	18.550	51			

According to ANOVA Table 5, the p-value is 0.000 which is less than 0.05, set as standard significance levels with a level of fit equals 70.118. This signifies that reject the null hypothesis and accept the alternative hypothesis. Therefore, there is a statistically significant relationship between leadership experience and project implementation thus leadership experience in the Exploration of Gemstones Project by top management influences project implementation.

Table 6: Coefficients

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	.822	.189		4.354	.000
	Leadership Experience	.781	.093	.892	8.374	.000

The regression equation demonstrates that project implementation in the Exploration of Gemstones Project will always depend on a constant factor of .822 irrespective of the presence of other factors. The other variables explain that; any unit change in leadership experience will increase project implementation by a factor of .781.

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4.3 Regression Analysis for Leadership Style and Project Implementation

Linear regression analysis was conducted to investigate the statistical effect of leadership style on project implementation in Rwanda using the model below:

Table 7: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.894[a]	.799	.787	.45567

Table 7 illustrates the value of R-square in this study is .799 (79.9%) signifies that the part of the performance of project implementation (dependent variable) is explained by the independent variables (leadership style) at 79.9%. This signifies that the model is very high, as the independent variable strongly explains the dependent variable. The adjusted R-square is used for added variables in the model. In this case, the adjusted R-square is 78.7% for project implementation in the Exploration of Gemstones Project.

Table 8: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.813	1	14.813	71.339	.000[b]
	Residual	3.737	50	.208		
	Total	**18.550**	**51**			

In the ANOVA Table 8, the p-value is 0.000 which is less than 0.05, set as the standard significance level with a fit level of 71.339. This means that the null hypothesis states that there is no significant effect of leadership style on project implementation in the Exploration of Gemstones Project, was rejected and goes by the alternative hypothesis, which states that the independent variable influences project implementation in Exploration of Gemstones Project.

Table 9: Coefficients

		Unstandardized Coefficients		Standardized Coefficients		
Model		**B**	**Std. Error**	**Beta**	**t**	**Sig.**
1	(Constant)	-.042	.279		-.152	.881
	Leadership Style	1.069	.127	.894	8.446	.000

The regression equation shows that regardless of the presence of other factors, project implementation in the Exploration of Gemstones Project will always be dependent on a constant

factor of -.042. The other variables explain why any unit change in leadership experience increases project implementation by a factor of 1.069 in the Exploration of Gemstones Project. Because 1 = -.042, this would necessitate more effort.

4.4 Leadership and Project Implementation

Multiple regression analysis was conducted to investigate the statistical effect of leadership and Project Implementation in Rwanda using the model below:

Table 10: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.949[a]	.900	.882	.34001

The value of R-square in this study is shown in Table 10. 900 (90.0%) indicates that the independent variables (leadership) explain 90.0% of the fraction of project implementation (dependent variable). This shows that the model is very strong, as the independent variable explains the dependent variable very well. The adjusted R-square is used to account for extra variables in the model. In this case, the adjusted R-square for project implementation in the Exploration of Gemstones Project is 88.2%.

Table 11: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.700	1	5.567	48.153	.000[b]
	Residual	1.850	50	.116		
	Total	**18.550**	**51**			

According to ANOVA Table 11, the p-value is 0.000, which is less than 0.05, and the fit level is 48.153. This means that the null hypothesis, which stated that there is no significant influence of leadership on project implementation in the Exploration of Gemstones Project, was rejected and the alternative hypothesis, which states that the independent variable influences project implementation in terms of project completion within time and scope, project completion within budget, and quality delivery in the Exploration of Gemstones Project, was accepted.

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Table 12: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.088	.228		.387	.704
	Leadership Skills	.340	.198	.431	1.718	.105
	Leadership Experience	.032	.259	.036	.122	.904
	Leadership Style	.665	.165	.555	4.023	.001

$Y_{PI} = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3$

Y= Project Implementation

α=Constant

$\varepsilon_{(1-3)}$ =Error

$\beta_{(1-3)}$ =Coefficient of the Disbursement

X_1 = Leadership Skills

X_2 = Leadership experience

X_3 = Leadership style

Y = .088 + .340 (Leadership Skills) + .032(Leadership Experience) + .665(Leadership Style) + 0.622

The multiple regression equation demonstrates that regardless of the presence of other factors, project implementation in Rwanda will always be dependent on a constant factor of.088. The other variables explain that every unit increase in leadership style increases project implementation by a factor of.665, unit change by a factor of.665, and leadership experience by a factor of.340. This indicates that project implementation will benefit the most from proper leadership style practice.

5.0 Conclusions

The project's leadership methods and approaches were key economic pillars for economic development as much as Rwanda Vision 2020 was concerned. Therefore, a healthy nation would provide a vibrant working environment for leadership in projects and so it's functioning on leadership skills, leadership experience and leadership style are key performance concerns of the projects. Considering this, the study sought to establish the role of leadership in the project implementation of the mining industry in Rwanda. The study thus concludes that putting proper project leadership in terms of leadership skills, leadership experience and lastly leadership style respectively would increase project implementation in terms of time, scope and quality in Rwanda. The study thus concluded that putting proper project leadership in terms of leadership skills would increase project completion within time and scope as well as project completion within budget and

quality delivery of mining industries in Rwanda. However, some respondents disagreed that leadership skills and leadership training don't reflect teamwork and adequate communication in the implementation of project management but this was insignificant in overall leadership skills towards project implementation. The research survey concluded signifies that there was a statistically significant effect of leadership experience on project completion within time and scope as well as leadership experience on project completion within budget and quality delivery of mining industries in Rwanda. However, the minority disagreed with the statements but this did affect the leadership experience which had a positive impact on project implementation. Eventually, the researchers concluded that leadership style increased project completion within time and scope and there was also a statistically significant effect of leadership style on project completion within budget and quality delivery of the mining industry in Rwanda. In general, leadership style improves project implementation according to research results.

6.0 Recommendations

The researcher suggested the following recommendations such as management of project should put more emphasis on leadership style towards project completion within time and scope of mining industry because leadership styles decreases project implementation in terms of time and scope. Project managers should get involved in policy formulation in the management of mining projects. This would help projects to operate smoothly and healthy. Management should implement leadership skills and leadership training to reflect teamwork and adequate communication in the implementation of project management. Researcher suggested the recommendations as management should put more emphasis on leadership experience as more desirable for effective performance of Exploration of Gemstones Project and management should as also put more strategies of project leadership in order to reduce boredom among employee's better implementation of project.

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