THE INFLUENCE OF MANAGERIAL COMMUNICATION SKILLS ON PROJECT RISK MANAGEMENT PRACTICES IN THE LIBYAN OIL AND GAS INDUSTRY

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Abstract. With the world's population continuing to grow, global energy needs are growing. Hydrocarbons are the key contributors to meet these energy demands, according to the latest possible estimates. However, the oil and gas sector faces considerable risks since they are massive, complicated and technologically challenging, including many stakeholders. The article demonstrates that many oil & gas companies' projects collapse due to inadequate risk control practices. Project risk assessment is an operative tool for development and controlling cost, time, and attaining the technical performance of the oil and gas project. Oil and gas industry is also faced with several challenges, threatening to overrun projects, expense and low-quality delivery. As a result, oil and gas projects must be completed on schedule, budget and at the highest quality; therefore, risk assessment activities are an integral aspect of the oil & gas decision-making mechanism in assessing progress or loss of oil & gas projects. In line with this need, this study objective is to recognise managerial skills in Libya's oil & gas projects and a methodological structure for applying risk management concepts in oil & gas projects to enhance their efficiency. The paper attempted to conserve, characterise and analyse evidence for this research through a systemic literature review. This system will support project stakeholders in the planning process and help produce high-quality projects, in which time and costs are closely monitored.

Keywords: Oil & Gas project, Libyan Oil & Gas Industry, Communication Skills, and Risk Management.

1.   Introduction

The oil and gas industry has been argued to be one of the most important industries because of its major impact on other companies' facets (Akinremi, Anderson, Olomolaiye, & Adigun, 2015). As suppliers or consumers of oil and gas or both, all countries are impacted by the industry in any way. The industry is also of strategic economic significance to the global economy, since it affects the country's economic growth and other industries' growth and services (Karami, Samimi, & Ja'fari, 2020). Also, Dayanandan & Donker, (2011) argued that high-demand oil and gas are essential commodities, and their impact on domestic and foreign financial markets should not be ignored. Their shortcomings are important due to the importance of oil and gas projects to the economy and various industries.

Therefore, the oil and gas connectivity project is the lifeblood of projects and entities, and the project manager plays a vital role in communications management (Drinkwater, Pritchett, & Behm, 2007). According to Drinkwater, Pritchett, & Behm, (2007), the difficulties associated with handling project communications are the ongoing monitoring of the coordination process to circulate project information from external and internal stakeholders through project reporting that persists throughout the life of the oil and gas project. Karami, Samimi, & Jafari, (2020) believes that partners and the project team will be left uncertain where things happen, and what decisions have been taken, without a consistent communication process. The literature on project management communications is limited, acknowledging the critical role of project communications in terms of partners and project team members becoming mindful of what is occurring within the oil and gas project (Howes, Dalrymple, Nelson, & Solomon, 2017). This may be partially attributed to the present and historical model of project performance in the oil and gas industry, which is specifically focused on time and expense principles (Lambrechts & Blomquist, 2017). Therefore, this study goes beyond the fiscal, productivity (time and budget) components for project performance and suggests that project management's soft skills, i.e. managers and partnership management through project communication, may also play a significant role in the success of oil and gas projects (AlHinai, Abusharkh, Al-Shamli, & Summad, 2020).

Most project leaders concentrated on "hard" considerations in project management and neglected soft skills and competencies (Marando, 2012; Millhollan, 2015; Pant & Baroudi, 2008). Furthermore, Bourne & Walker, (2008) suggests that the focus of research to enhance project management practice has been on developing 'hard' skills. In comparison, in the literature and indeed in the project management sector, the creation of methods, strategies and processes to build soft critical skills such as stakeholder and partnership management has been widely overlooked for some (Pieterse & Van Eekelen, 2016).

Zuo, Zhao, Nguyen, Ma, & Gao, (2018) includes the soft skills communication of Project Management to encourage the use of hard skills when individuals accomplish the project goals and not tactics or hardware. Besides, Soderlund et al., (2002) states that research into project management has historically concentrated on project management, particularly the

project manager's soft skills. Soderlund et al., (2002) however, successful communications through a well-developed interaction strategy are crucial and are sustaining partnerships in the oil and gas project process, and are necessary to ensure the cooperation and engagement of all key project actors (Musembi, Guyo, Kyalo, & Mbuthia, 2018b).

In view of the lack of research and literature on information related to oil and gas management projects soft skill, this study was described as the need to research project managers' understanding and attitudes towards project communication and soft project management skills. The importance of this research emphasis will provide both the project managers and professionals in the field of project management, oil and gas, and project relations that discuss the soft skills of project managers with greater awareness and understanding. The researcher's current role as a project manager and the curiosity to address what drives a good project would also provide further motivation for this study. Thus, this research went beyond the financial, expense, and productivity elements (time and budget) for the project's performance and suggests that project management's soft skills should also play a key role in project success.

2.   Methodology

2.1   Literature search

One potential method of implementing systematic review to text data is illustrated by the methodology presented in this manuscript. Numerous distinct phases are defined in the planning and exploring soft skills communication of project management. A review was carried out first of all. The literature scanning allowed the authors to determine the analytical structures used to process and analyse the data. The research sources used for the search were Taylor and Francis, Emerald, Springer, and Elsevier. Simultaneously, the predominant keywords were Oil & Gas project, Libyan Oil & Gas Industry, Communication Skills, and Risk Management.

This study proposed and validated the methodological concept produced by academic and literary contributions. In one scenario, the characteristics of the interest parameters are to be determined by descriptive analysis. This study shows what changes will benefit sustainable supply chain management to enhance the efficiency of the soft skills communication of project management in the oil and gas industry, increase competitiveness, recognise potential technologies, recognise business risk and encourage investments in technology.

To achieve this study's aims, a systematic review has been carried out to present synthesis results. Lu & Liu (2014) has previously operationalised the overall structural research approach suggested. The study problems must be dealt with unambiguously at the start of the systematic analysis, as a specified procedure in Stage 1, which appears to be the classification of a topic or analytic problems (Khan, Kunz, Kleijnen, & Antes, 2003). To meet the demands of the review, the keywords of the research had to be established. Many keyword patterns in the sample are essential for the review area of science to be assured. Step 2 requires detailed and exact analyses of the respective publications and archives according to data sources (Khan et al., 2003; Moshood, Adeleke, Nawanir, Ajibike, & Shittu, 2020).

An appropriate field of research should also be known and chosen to access various related sources and information. Step 3 involves using keywords in descriptions, scopes, and keywords for research of a given area. This analysis's keyword is encoded and included in the known and then picked from publishers and journals lists. Research should be valid, without language constraint, and open to modifications from research questions if required. Ke, Wang, Chan, & Cheung, (2009) and Lu & Liu, (2014) proposed using a minimum parameter analysis to maintain compatibility.

Step 4 also requires the quality evaluation of the analysis to guarantee accuracy in methodology. The paper received for analyses and refinements must also be limited to the preference of attributes for an accurate assessment. The conditions of some records from the previous search query must be cleaned up. Naturally, the previous step 3 search would offer a wide variety of mainstream questions and articles. Therefore, a detailed review of the article's contents is required (Moshood, Nawanir, Sorooshian, Mahmud, & Adeleke, 2020). The compilation of the evidence is used in Step 5. The systematic review will be pursued here, based on articles mostly related to areas of concern, to describe and integrate the strong polished publications. Consequently, a field and meaning or form are supplied to extract the material (Lu & Liu, 2014). The reports are usually analysed and summed up by the analysis's parameters, existence, and conclusions.

3.   Project Management

In today's organisations, project management is a critical component, especially in the areas of complex product systems and oil and gas projects (Pegram, Falcone, & Kolios, 2020). Systems complex products are classified as high-tech products, where each product uses several components and where the product value is enormous. Oil and gas projects also involve a significant number of employees, and a certain team has a different portion (Sosa, Eppinger, & Rowles, 2004). The creation of these complex products involves a blend of diverse expertise and experience, making the oil & gas project an incredibly appropriate organisational type. The balance and communication of the resources would have been almost impossible to achieve (Musembi et al., 2018b).

The inception is one unique aspect that is critically significant for the success and outcome of the project (Crosby, 2017; Smith, Wyatt, & Love, 2008). Doskočil, Škapa, & Olšová, (2016) has considered risk control and coordination to be two components of project preparation that, when improperly handled, appear to cause project failure. Risk management is commonly viewed as a crucial element in the performance of the project (Ryu, Lim, & Suh, 2016) and the use of such risk management techniques or established procedures enables managers to gain essential details on the risks that can potentially increase the outcome of the oil and gas project. Although risk management is frequently synonymous with risk declaration, risk management in the oil and gas project is critical to be continuously controlled (Cagliano, Grimaldi, & Rafele, 2015). Contact is also found to be a vital consideration for project performance in the same manner as to risk assessment (Molena & Rovai, 2016; Söderlund, 2011). While the value of coordination is understood to most project managers, it is frequently ignored or even taken for granted. Therefore, for project progress, a well-established strategy for what communication methods to use and how and when to use them is essential.

Communication may minimise or even remove the likelihood of delays, duplicate work and misunderstandings when appropriately planned (Mikhieieva & Waidmann, 2017; Samáková, Babčanová, Hrablikchovanová, Mesárošová, & Šujanová, 2017).

Cooper, Edgett, & Kleinschmidt, (2004) listed the beginning of a project as one of the most troublesome stages and therefore deserved careful attention. More importantly, procedures and management practices have been described as significant obstacles for new product creation initiatives. As newly named project managers have little aid in deciding between the myriad of models, they are left with little expertise and expertise of their own (Salomo, Weise, & Gemünden, 2007). Risk assessment is an example of what a project manager is supposed to do during the preparation process and where specific different approaches or models are applicable (Cagliano et al., 2015). Besides, Arrow et al., (2008) acknowledges how risk evaluation and risk analysis, which are most often considered to be analogous to risk management, are simply components of effective risk management. The definition of risk sophistication is explored in (Cagliano et al., 2015), where most companies carry out risk management, but only the most mature firms perform risk analysis and regulation.

For a project manager and company to acquire as much awareness as possible of the risk scene, Kafol, (2015) emphasises the importance of understanding all risk management stages. Another important task for project managers to be able to do is to define instruments and methods for communicating (Samáková et al., 2017). For a project to succeed, knowledge must be communicated appropriately around the whole project team, which is the project manager's responsibility. Also, Sosa et al., (2004) present how it is essential to handle multiple interfaces for complex product modules with communications between the responsible teams. While each feature is always its own project or sub-project, they may have to be combined at some stage, which is a problem for most complex projects (Crosby, 2017).

More precisely, project managers find that there is no support in terms of guidance and suggestions on how to deal with such methods in project management. Based on the literature analysis, this research pointed to difficulties at the outset of the project. In the dilemma analysis for this research, it was observed that enhancing organisational learning would help to set standards for other initiatives to pursue (Samáková et al., 2017). Two problem areas within project management, namely risk management and intra-project coordination, were further identified in the problem study. Firstly, by defining and communicating it as a critically critical process, the project management office has lately attended to project risk management. Still, project managers also fail to carry out the risk management process efficiently. Risks can be accurately defined and analysed here, but the element of continuous risk assessment is lacking. Secondly, another challenge was the ability to transmit data in projects and coordination and alignment between sub-projects in larger complex projects. The issue analysis for this paper agreed that the implementation of participant learning from prior initiatives could also reinforce these two activities (Musembi, Guyo, Kyalo, & Mbuthia, 2018a).

4.   Project Risk Management

Problematic sample for this study has found that projects are unable to handle risks continuously during the process, relating to risk management and regulation. Therefore, this

segment will provide more deeply covered literature on the risk assessment process with the monitoring period, but before that, a risk maturity model will be provided that affects whether or not an entity is able to track risks continuously (Wenu & Tan, 2019). The risk culture is one essential component of risk sophistication, which will also be addressed.

4.1 The risk management process

Firmenich, (2017) presents a project risk management model consisting of multiple steps that have been outlined in Figure 1. (1) Risk identification means the process of defining the different threats along with reasons, (2) risk assessment identifies occurrence probability and possible effects, (3) risk classification takes precedence the different risks, and (4) risk mitigation establishes strategies for when risks arise (Firmenich, 2017; Kafol, 2015). The final stage is (5) risk control/monitoring, which relates to the ongoing risk management phase of new risk assessment and risk monitoring and response (Cagliano et al., 2015; Firmenich, 2017). Arrow et al., (2008) describes risk monitoring as the most daunting stage for organisations to handle, as projects need to constantly redo the process of risk assessment, not simply do it once and let it go. Besides, Cagliano et al., (2015) define risk management as an activity that can be managed by only organisations and ventures that are able to reach a certain degree of risk maturity, so the definition of risk maturity will be discussed next to shed light on how to achieve successful risk monitoring.

Figure 1: Phases of Risk Management, Inspired by Firmenich, (2017)

4.2 Risk maturity

Cagliano et al., (2015) suggest a framework for risk maturity. It is proposed that a business's ability to handle project uncertainties depends on what degree of risk maturity the project and entity have. The corporate culture influences the risk sophistication with its risk mind-set and the organisation's size and type, along with the context of knowledge (Cagliano et al., 2015). According to a model by Hillson, (1997), four stages of risk maturity are naive, novice, normalised and natural; (1) innocent are those businesses who do not conduct risk management, (2) novice applies to organisations that are aware of the need for risk management but do not have a specific risk management framework, (3) normalised are companies who have formalities for risk management but do not tend to c According to a hypothesis by, (Cagliano et al., 2015), risk maturity is linked to the risk control phases in Figure 1. There is generally no risk analysis, risk assessment or risk management for novice organisations, while normalised businesses prefer to do well in risk analysis and often also in risk reduction. For an enterprise

to completely master risk management and monitoring, natural sophistication must be required (Cagliano et al., 2015).

Yeo & Ren, (2009) suggest a model close to that of Hillson, (1997). Their model is still explicitly developed for systems complex products, and there are five stages of maturity in their model, including (Ad hoc, Initial, Defined, Managed and Optimising). 1). Ad hoc are those organisations that claim that no formal risk management strategy is required, that no attempt is taken to recognise project risks or try to minimise them (Yeo & Ren, 2009). In general, this strategy is unpredictable since all acts are reactive and unanticipated incidents appear to cause complications. Simultaneously, systems complex products are rarely associated with such a dysfunctional risk control mechanism in particular (Yeo & Ren, 2009). 2). Besides, the initial stage is described by Yeo & Ren, (2009) as to where they need for project risk management is understood. Still, no attempt is made to create an organisational risk management mechanism. 3). A defined risk maturity is where programs apply a structured risk management framework. Risk is assessed using chance, effect and magnitude, and the company offers training and instruction to improve overall understanding and risk tolerance (Yeo & Ren, 2009).

For organisations developed as a matrix focused on projects, this is a possible scenario (Yeo & Ren, 2009). With the phases of naïve, beginner and normalised, these three phases conform well to the paradigm suggested by Hillson, (1997). The fourth stage, which is also the last stage, is normal and applies to organisations that are continuously benefiting from nearperfect risk control systems in each project (Hillson, 1997). 4). Fourth step description is more comprehensive (Yeo & Ren 2009). All facets of the risks are evaluated and assessed. All internal and external stakeholders are actively engaged in the mechanism of risk assessment, and a culture of risk perception is built in the enterprise. This involves risk monitoring by measuring and analysing the reduction and review of risk. While Hillson, (1997) sees this process as completely mature, in the (5) optimisation phase, Yeo & Ren (2009) takes it one step further. Project participants and managers use multiple networks internally and externally to achieve creativity and thereby improve the method of risk assessment and project success (Yeo & Ren, 2009).

4.3   Risk culture

An organisation's risk culture can be described as the overall risk mentality, most notably among top management. Business founders mostly develop the risk culture and typically very minimally over the years, owing to managers' willingness to choose and employ successors with common views, principles, and a similar attitude to risk (Pan, Siegel, & Wang, 2016). Roeschmann, (2014) explains how all risk actions are undertaken are defined by the actual culture, even if everything else is specified in a structured risk management procedure. A risk culture needs to sustain a company to create a completely operational risk management mechanism. Creating a risk culture is something that only senior management can do (Yeo & Ren, 2009). Top management will reinforce the risk culture to communicate risk management's value and express that priority should be given to risk management (Roeschmann, 2014).

Roeschmann, (2014) further discusses the culture of risk and how it can still be done by learning, knowing what is or is not working, and managing rewards. The risk culture relies on three factors: objects, beliefs and underlying principles. First of all, it gets down to structured

management procedures, including objects, when workers are encouraged to use certain processes or structures. Secondly, since these objects are set, there can also be some misunderstanding over how these systems can be practically executed, so it is normal for organisations to issue declarations or ideologies that reflect the artefacts' meaning, which is the principles espoused (Roeschmann, 2014).

Thirdly, universal assumptions are probably the most critical aspect, which is what individuals and groups have learned to be successful and the right way to solve problems (Roeschmann, 2014). Roeschmann, (2014) suggests that the risk management process (artefacts) affects the conveyed approach (espoused values), which in turn affects the independently interpreted risk management approach (artefacts) (basic assumptions). Similarly, Bozeman & Kingsley, (1998) suggest a series of influences that influence organisational risk culture. Bozeman & Kingsley, (1998) found that top management's perceived confidence is the most positive influence in risk culture, along with a task that is transparent to all staff, while policies and regulations that hinder performance are found to have a detrimental impact on risk culture.

4.4   Risk monitoring

As Cagliano et al., (2015) state, risk monitoring and control is the stage of risk management that demands the highest level of maturity. Muriana & Vizzini, (2017) also found that risk monitoring is one aspect that many organisations fail to incorporate successfully. Kaliprasad, (2006) describes how businesses more frequently ignore this risk assessment process because they think they can be saved indefinitely by their risk action lists. Still, the risk environment shifts in practice and, therefore, affects the work undertaken in risk analysis. Besides, Kaliprasad, (2006) recommends three separate risk management areas: predicted damages, risk avoidance analysis, and mitigated risk impact review.

Second, the risk action plan's efficacy can be shown by measuring the anticipated losses, as the expected losses can decrease in time if the action plan operates successfully. Second, the method of assessing the threats that have been effectively eliminated will determine if the preventive strategy is accurate (Kaliprasad, 2006). Finally, Kaliprasad, (2006) advises businesses to monitor mitigated impacts for threats that have already arisen regularly. This can show how well the risk reduction strategy performs. Instead of focusing on what was said and done during the planning period, this evaluation process is a successful way for organisations and programs to understand and develop the risk assessment process as the project continues (Kaliprasad, 2006).

Zou, Wang, & Fang, (2008) suggest another model for the method of risk monitoring, where it is proposed that improvements in the risk environment be reviewed continuously during the project. If any defined threats have changed in terms of likelihood or magnitude, one adjustment should be made, and if that is the case, the required risk strategy has to be revised accordingly. Another shift is when new risks have arisen that can now be evaluated according to the risk analysis framework set for (Zou et al., 2008). The value of using knowledgeable team participants to define threats is also addressed by Zou et al., (2008) since they also have a lot of familiarity with the technologies involved. Besides, projects need to periodically rework much the same procedure that was conducted during risk analysis, risk evaluation and risk

classification, keeping the risk control process working and thereby preventing unintended risks impacting projects (Arrow et al., 2008).

5. Intra-Project Communication

The concept of intra-project communication will be discussed in the following segment. The problematic research design for this study has identified hurdles in disseminating information, i.e. how the project manager distributes information to project participants and coordinates sub-projects, i.e. how communicating between sub-projects is carried out. The literature on these fields and one segment on the value of communication planning will be discussed. First, however, few introductory communication studies will be addressed. For the project to succeed, collaboration, which is characterised as exchanging related information between project participants, must occur in projects (Ceric, 2014).

A double meaning of communication is addressed by (Ziek & Anderson, 2015); first, it is an essential ability for any project manager to have and second, it is a vital element impacting the progress and failure of the project. Shannon & Weaver, (1949) recommend a contact model consisting of one source of information with a transmitter and one endpoint with a recipient. The transmitter encodes the message, and the receiver decodes it. The distinction between the message sent and the message received is called noise, and further contact noise can lead to more misunderstandings. There are many resources available to promote project coordination, including face-to-face conversations, dashboards, telephone calls, e-mails and interactive design processes. Researchers' common opinion is that further communication is equal to a greater likelihood of project completion (Ziek & Anderson, 2015).

Samáková et al., (2017) differentiate between synchronous and asynchronous communication and further separate synchronous communication into straight and virtual, as seen in Figure 2. Synchronous communication offers an ability to alternate the course of communication, whereas asynchronous communication only allows one-way communication. Straight synchronous communication ensures minimal to no delay in response time, and a certain amount of uncertainty comes with virtual synchronous communication (Samáková et al., 2017).
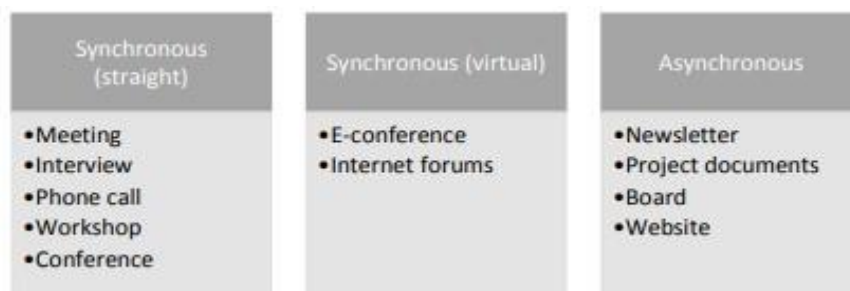

Synchronous (straight)	Synchronous (virtual)	Asynchronous
• Meeting	• E-conference	• Newsletter
• Interview	• Internet forums	• Project documents
• Phone call		• Board
• Workshop		• Website
• Conference		

Figure 2: Tools for Communication Categorized, Inspired by Samáková et al., (2017)

5.1 Information distribution

Zhang, Basadur, & Schmidt, (2014) discovered in their research that bad choices are taken by project teams when the information is unequally distributed. The project team prefers to use only shared data and maintain individual expertise that further leads to an unequal distribution of information in construction programs (Zhang et al., 2014). Extensive information has to be handled during projects, but all information is not sufficient or even required all the time, so it is advised to concentrate only on one fragment of the data at any given stage (Pucihar, Kljun, Mariani, & Dix, 2016). Meetings are regarded as one of the most efficient ways of transmitting information to all project participants. Still, the right people need to be part of the meeting in order for the meeting to be effective, which means that the intent of the meeting needs to be reflected by adequate knowledge (Yap, Abdul-Rahman, & Chen, 2017).

However, meetings are seen as a forced communication process, meaning that the information is forced on the receivers whether or not they want it. Some people react adversely to forced communication and find it difficult to ingest the information (Nielsen & Jensen, 2009). In comparison, e-mails and web sites are called voluntary knowledge and can best serve certain persons, while all approaches have their respective positive and negative ones. Nielsen & Jensen, (2009) also states that a mixture of compulsory and voluntary input is preferred for most initiatives, as this would lead to more persons being able to consume the information. Status meetings are prescribed once a week under regular circumstances when no specific issue is currently apparent. However, more frequent meetings could be necessary during difficult periods, but extreme caution is needed for an elevated meeting frequency as the project's expense would escalate dramatically (Nielsen & Jensen, 2009).

The use of a success dashboard is another powerful approach to knowledge delivery. The dashboard will contain metrics such as time schedule and upcoming goals, economics such as expenditure and income, and a graph showing staffing over time, consisting of multiple gauges of improvement (Nielsen & Jensen, 2009). Including metrics applicable to the project in question is the most critical element in effectively capitalising from a dashboard, metrics found crucial to this project's progress. Kawamoto & Mathers, (2007) consider that dashboard growth is key to long-term improvement. The board needs to adapt to suit the newest requirements, which is often recognised in organisations as a common challenge. One of the main goals of providing a project dashboard is for the project team and other stakeholders to quickly understand development, barriers and objectives, (Kawamoto & Mathers, 2007) points out.

5.2 Sub-project integration

Large, complicated design projects are typically split into multiple sub-projects, one sub-project is often responsible for one component, and all components are eventually integrated into the finished product (Sosa et al., 2004). The notion of interfaces is explained by Sosa et al., (2004), where two elements are expected to communicate with each other and thus draw on each other's architecture. For components to develop compatibility, two interfaces would require a communication route with all sub-projects responsible for the components concerned (Sosa et al., 2004). Zhang, Basadur, & Schmidt, (2014) reinforce how administrators

and project managers must establish systems and frameworks that provide contact channels between project participants that facilitate engagement and incorporation.

A joint document between two interfaces may be one method of communication, suggesting specifications that all project teams regularly refresh the document with their solutions, resulting in greater coordination of the components involved (Sosa et al., 2004). As shown in Figure 3 below, (Dietrich, 2006) observed 15 pathways for project integration arranged into five groups. Projects can rely on multiple integration processes under normal circumstances, depending on only a handful will have a detrimental effect on the project's outcomes. While informal group integration and formal personal integration are more critical in high ambiguity circumstances, standard, impersonal integration, and informal, unique integration become less crucial (Dietrich, 2006). Besides, the importance of structured and informal community processes is significantly enhanced for dynamic projects, decisionmaking bodies, documentation and formal documents and less prioritised informal personal collaboration and for a mix of highly creative and deeply interdependent projects (Dietrich, 2006).
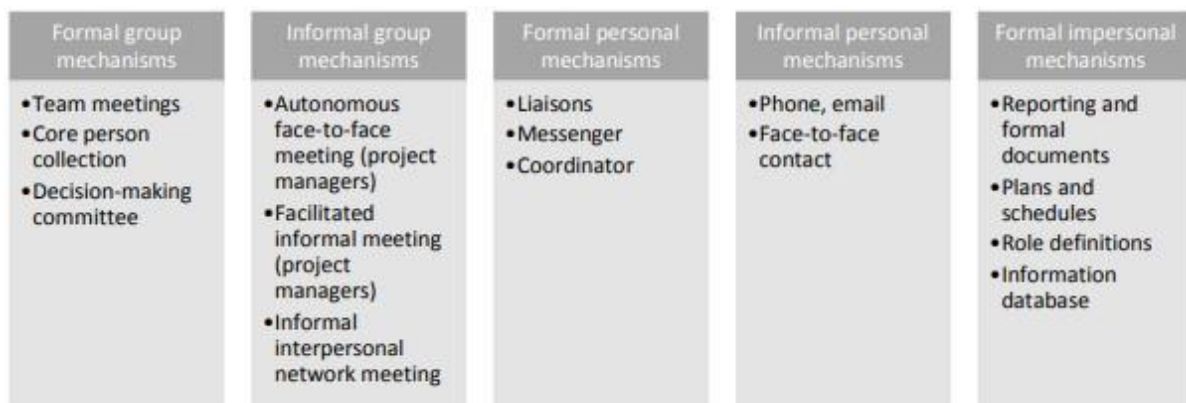

Figure 3: Mechanism for Project Integration, Inspired by Dietrich, (2006)

5.3   Communication planning

For big, dynamic projects, it may help radiate respect and loyalty to partners by getting any communication element set down in a communication plan (Butt, Naaranoja, & Savolainen, 2016). Using scenario and stakeholder-appropriate contact as a project manager can differentiate between a botched or shut down the project and a good project (Fitzpatrick, 1997). In a project, (Nielsen & Jensen, 2009) sees contact as actually a deliverable or at least seen as one. Communication is something that every stakeholder feels is managed satisfactorily by the project manager, so it is essential to plan for it in advance. Communication must be concise and truthful, further building trust and developing a strong relationship with key stakeholders (Nielsen & Jensen, 2009).

Samáková et al., (2017) suggest that a collaboration strategy involving the communication environment, the contact channel, the cognitive connectivity and communication system should be used in project planning. The communication environment can make it easy for efficient communication to be feasible by identifying a communication

plan and organisational structure; communication channels provide communication strategies, tools, duration and support; cognitive-communication handles human factors such as cultural gaps and skills, and communication processes include input and infection systems.

Samáková et al., (2017) suggest three distinct identifications that need to be conducted during the preparation process, such as identifying partners, method identification, methods and coordination support and identification of information. Second, the project manager will have to define which partners, such as project participants or other internal or external groups, will have to interact with the project (Nielsen & Jensen, 2009; Samáková et al., 2017). First, the project manager would need to define the approaches and resources to be used to communicate with the different stakeholders, including direct synchronous, virtual synchronous and asynchronous correspondence. Finally, what would have to be conveyed has to be known (Nielsen & Jensen, 2009; Samáková et al., 2017).

6.   Managerial Communication Soft Skills

There are several characteristics in the personalities of managers that decide their leadership qualities. Managerial communication skills can also be characterised in some careers as advanced professional expertise that managers should have to fulfill their tasks and obligations by training. Individuals should be prepared with skills (Al- Madhoun & Analoui, 2002). Acquiring and learning skills are managerial skills. In other words, we may conclude that managerial skills are a collection of actions that contribute to productive job efficiency. Without them, there are no effects on the expertise of managers in certain instances.

Katz & Aakhus, (2002) described managerial skills as managers' capacity to turn experience and information into practice. The author classifies managers' necessary skills into two classes, personal and communication skills, in his study on "Most common skills of effective managers". Management skills have since been categorised into three groups: personal skills that include self-awareness growth, anger management, problem-solving skills and leadership skills that include communication skills, the power to control others, conflict management, motivational skills, and community skills that include empowerment, team building, and delegation of authority. The bulk of conversation can be spent on communicating and listening during a building project, and less time reading and writing. Communication practices such as chatting, hearing, reading and writing need to be effectively used by information managers (Zulch, 2014).

6.1   General communication skills

General management skills usually including delegation; leadership; transition manager; management meetings; leadership development; staffing; performance assessments; implementation of systems, policy and procedures; planning, coordination and control; strategy and operational know-how (Wysocki & Lewis, 2001). In other words, a group of behaviours that contribute to efficient job results are general communication skills. In certain instances, the managers' expertise has little impact without them. The managers' ability to translate data

and information into practice was described in Katz & Aakhus, (2002). The author classifies managers' basic skills in two classes, personal and communication capabilities, in his study on efficient managers' most common skills (Terziev & Nichev, 2017).

6.2   Interpersonal skills

Inter-personal capabilities include persuasion, conflict managing, team building, negotiation, power management, inspiration and problem solve (Wysocki & Lewis, 2001). Moreover, a project manager's most essential competencies are known as organisational competencies. Pinto & Kharbanda, (1995) also emphasise that project management is a human resources and partnership management problem. The project manager has little or no placement authority that makes communications skills essential to project management's effectiveness (Munder et al., 2019).

6.3   Verbal Communication Skills

The single most significant role of a project manager is communication. Well-planned coordination determines each of the project's stakeholders' communication needs. Conflict resolution and negotiating skills provide the required leadership skills. To complete their positions in the project, all members of the team require some details. It is the responsibility of the project manager to ensure that each stakeholder has the data (Kord & Thornton III, 2020). Speaking is the most common channel of communication; it is straightforward, spontaneous, and immediate and used in a wide variety of circumstances. However, the most common misconception in verbal communication. The project manager spends the rest of his day talking to individuals. The manager of the project must be able to talk concisely. Why say seven words because four are going to do it? She doesn't want to know any detail when reporting to an executive about a project's progress. It can be much more irritating to chat in circles and never get to the point (Asih & Ellianawati, 2019).

6.4   Written Communication Skills

Written Communication: includes the use in an institution of documents, memos, bulletins, procedures/policy guides, notes and books to communicate information. The written correspondence of a project manager must be succinct. E-mails, reports, and many other means of written correspondence are obtained from co-workers (Shammas, 2019). Their eyes are apt to roll back as someone opens a 10-page e-mail. Equally remote is their chance of reading what you have written. Even a project manager should write explicitly. Of the highest significance is proper grammar. For someone to read and reread a sentence trying to find out what the author is trying to say is distracting and unproductive. Often, a good vocabulary is essential. Do not associate learning lengthy and confusing sentences with possessing a good vocabulary. For proper care, a strong vocabulary means having the right word (Moore & Morton, 2017). For the effectiveness of managers in project management, written communication skills are deemed to be essential. Tang, (2019) noted that it is essential for performance to write clearly and criticise, review, and synthesise content.

6.5   Project Communication Skills

Project communication skills are the backbone of projects and companies, and the project manager plays a vital role in communications management (Drinkwater et al., 2007). According to Drinkwater et al., (2007), project communications management's difficulties are the continuous management of the coordination mechanism to circulate project information from external and internal stakeholders through project documentation that continues throughout the project's life. Drinkwater et al., (2007) believes that partners and the project team will be left uncertain where things are, and what decisions have been taken, without a continuous contact mechanism (Sari, Prasetyo, & Wibowo, 2017). The literature on project management communications is minimal, acknowledging the critical role of project communications in terms of partners and project team members becoming mindful of what is occurring within the project. This may be partially attributed to the present and historical model of project performance in the project management industry, which is specifically focused on time and expense principles (Trisnowati & Firmadani, 2020).

7.   Discussion

It is now more understood that communication with soft skills and competencies are increasingly required for management, execution in the project environment and incorporation into the project manager's expertise. Previously, due to the dominant standard within the project management profession on schedule and budget as the indicator of a successful project, soft skills were ignored. A considerable literature review acknowledged the importance and indicated that successful projects and successful project managers implemented and controlled soft skills through collaboration, stakeholder, and partnership management.

However, it was indicated that screening and improving non-technical soft skills in project managers and other project workers is crucial to the project's progress (Muzio, Fisher, Thomas, & Peters, 2007). This study will allow students and professionals of project management to gain further understanding of the communication and soft skills in project management. A variety of forums (oil and gas industry and project management conferences) and project management bodies such as PMI will also collect core results from the study to educate project management practitioners better. This research does not aim to offer conclusive responses to project management's learning and advancement and produce results for dissemination and exchange through the oil and gas and project management industries. The literature indicated that project success IS more on schedule and budget than conventional, but success can be seen from another lens: through soft skill communication management. Five critical factors that direct and aid in the management of stakeholders and communications in a project were described in the literature: the pace and procedure of project communications, the stakeholder, the stakeholder's communications criteria, and the expertise and competence of the project manager.

Conclusion

The project analysed project managers' awareness and behaviours from the Libyan oil and gas project concerning standard standards and values surrounding soft project skills:

coordination and management among stakeholders. The research aimed to connect the project manager's expertise and understanding of the project's soft ability. A little research on the project manager's findings and points of view on soft skills communication from a theory and experience perspective was conducted at the latest. Nevertheless, it becomes apparent from the literature review that a wide variety of priorities and studies are starting to emerge, indicating a change to understanding the relevance and relevance of soft skill communication in oil & gas projects in the project management field.

The study described the context and description of the project management principles and then debated how the soft skill communication in the Libyan oil and gas projects appeared and was established. Also, a broad range of literature demonstrated a shift of perspective, emphasising understanding and recognising the role of the project's soft skills in achieving effective projects, shifting from the traditional time and budget topic. This research study established the concept of communication of soft project skills and created and described an organisational meaning of communication of soft skills as it directly relates to the main position of the project manager.

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