



Addis Ababa University
College of Business and Economics
School of Commerce

Master of Arts in Project Management

**The Effect of Leadership Competencies on Project
Performance: The Case of Compassion International Ethiopia
Assisted Holistic Child Development Projects**

By:

Urjii Tamiru Fufa

**A Project Work Submitted to Addis Ababa University School of Graduate
Studies in partial fulfillment of the requirements for the award of Master of
Arts Degree in Project Management**

Advisor:

Solomon Markos (PhD)

June 2022

Addis Ababa, Ethiopia

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Declaration

I, Urjii Tamiru, do hereby declare that this work entitled, “**Assessment of the effect of leadership competencies on project performance in the case of Compassion International Ethiopia assisted Holistic Child Development Projects**” is the outcome of my own effort and study, and that all sources of materials used for the study have been duly acknowledged. I have produced it independently except for the guidance and suggestion of my Research Advisor. This study has not been submitted for any degree in this University or any other University. It is offered for the partial fulfillment of the degree of Master of Arts in Project Management.

Declared by:

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Date: June 2022

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ENDORSEMENT

This Project Work has been submitted to Addis Ababa University, School of Commercegraduate Studies for examination with my approval as aUniversity Advisor.

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Advisor Signature Date

Statement of Certification

This is to certify that the project work prepared by Urjii Tamiru, entitled: “ **The effect of leadership competencies on project performance in the case of Compassion International Ethiopia assisted Holistic Child Development Projects**” was carried out under the supervision of Solomon Markos (PhD) and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Project Management complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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Abbreviations and Acronyms

CCL	Center for Creative Leadership
CDPR	Child Development Progress Report
CIE	Compassion International Ethiopia
HCD	Holistic Child Development
NGO	Non-Governmental Organization
PM	Project Manager
PMAT	Partnership Maturity Assessment Tool
SPSS	Statistical Package for Social Sciences
ANOVA	Analysis of Variances

Abstract

The main objective of this project work is to assess the effect of leadership competencies on project performance on Compassion International Ethiopia Assisted Holistic Child Development Projects. The explanatory research design methodology was used to achieve the objective. Using a proportionate stratified simple random sampling, 80 project managers were selected that have been leading the CIET HCD projects. The primary source of data has been collected using the mixed approach, with the help of a survey instrument. The secondary source of information has been done through the review of previously established literature for achieving the research objectives. Descriptive and inferential analysis techniques were used to examine and present the data using statistical tools. Among the listed 60 competencies, the descriptive analysis presented the three most important skills and attributes namely 'Setting Vision and strategies', 'Displaying drive and purpose', and 'Demonstrating ethics and integrity. According to the correlation analysis, "leading the organization" and "leading others" have a positive relationship with project performance and have the most effect on the project performance also 'leading others' is the prevailing one. However, no statistically significant relationship was found between 'leading the self' and project performance. The regression analysis presented a statistically substantial association between leadership competencies and project performance, it can be concluded that leadership competencies have a positive effect on the project performance of CIET HCD projects. This shows that leadership competencies have a significant effect on a CIET HCD project's performance. The researcher suggested based on the findings of the study for the adoption and application of effective leadership competency practices in the CIET HCD projects and for the project managers to acquire a mix of skills and attributes competencies. Great emphasis should be given to leadership competencies as it is a very important contributor to the good performance of a project.

Key words: - Leadership, Leadership competencies, Project performance

Chapter One

Introduction

This chapter deals with the background of the study; statement of the problem; objectives of the study; the significance of the study; scope of the study; limitations of the study; operational definition of key terms, and organization of the study.

1.1. Background of the study

Leadership is an ongoing process that involves influencing others within a context of a group to attain a goal (Yukl, 2006). Leaders try to influence the behavior of the people around them to accomplish their objectives and contribute to higher performance which requires acquiring leadership competencies. Encompassing a set of defined behaviors that act as a guide in identifying, developing, and evaluating employees, the term “competence” was first introduced by R.W. White in 1959 as a concept for performance motivation (Dawson, 2014). (Hollenbeck, McCall Jr, & Silzer, 2006) defined leadership competencies as behaviors that are identified and measured incorporating knowledge, skill, and attributes which lead to a better performance.

It is understood that in a project environment, the project manager must take the lead to ensure efficient planning, coordination, and control of project operations by putting the right project management expertise and systems to use. A project failure or success depends on the project managers who are committed to the success of the project. The management must ensure that the team members' task is completed properly and efficiently if they are to lead the project to success. It necessitates having a distinct vision, reasoned clarity, realistic scheduling, and the capacity to assemble a competent and effective team. A project manager's ability to make prudent decisions is greatly influenced by the level of leadership competencies. Thus, the role of project managers leadership competence in enhancing project performance is crucial.

Project performance comprises the actual output or results of a project as measured against its intended outputs, goals and objectives.

The ability of the project manager to deliver in terms of scope, time, cost, and quality has long been linked to success in project management. At the same time, the essential responsibility of creating and upholding fair tradeoffs among the components of the iron triangle has traditionally

been described as the project manager's core competencies, which are a collection of cross-cutting talents. In accordance with the "iron triangle," a project is considered a success when the estimated schedule is met, the cost is very close to the initial planned budget, and all deliverables meet their requirements of project stakeholders (Beresenaty and Montareo, 2015).

Hence, leadership competencies and project performance have been inseparable as they complement each other towards a project's success. Alongside the growing use of leadership competencies within organizations, effectiveness and the extent to which they relate to improving performance at either an individual or organizational level need further study.

The relationship between project managers' competencies and project performance was studied by (Ahmed & Anantatmu, 2017) and found out that people-related factors of leadership competence are positively and significantly associated with project performance, indicating that a project manager focusing on people-related leadership significantly improves project performance like schedule, cost, quality and stakeholders satisfaction.

An empirical study (Pichlak, 2019) showed that the project manager's leadership competencies, as well as their emotional and managerial skills influences the project's success. Furthermore, the analysis of the results also pointed out that, depending on the type of the project, its success is influenced by other competencies.

There are many competencies like adaptability and change, communication, collaboration and teamwork, continuous learning, creativity, innovation etc. and many organizations have adopted a competency models to categorize and incorporate that best fits the organization's context. A competency model is an organizing framework that lists competencies required for effective performance in a specific job and organization. The model is organized into layers of competencies and includes descriptions of the activities and behaviors associated with each competency (Chouhan & Srivastava, 2014). These lists are frequently used by organizations to ascertain the competency of the staff need to have. CCL competency model (McCauley, 2006) is one of the models of leadership competencies, which delineates twenty competencies that support leader effectiveness. The model presented the competencies categorizing 'leading yourself', 'leading others' and 'leading the organization'.

However, projects fail due to ineffective leadership challenges still now. Extensive studies in the areas of project management and studies of leadership were done but the extent to which leadership influences *project* success has not been fully explored nor have the styles of effective leadership in project environments (Lopez R. G., 2011).

Also, the culture of organizations differs, and the priorities given to competencies in light to effective project performance varies. The study focused on project leaders' competencies related to NGO projects, specifically CIE HCD projects. The study assessed which project managers skills and attributes are factors to influence the CIE HCD project's performance. The study also, identified the extent to which leadership skills contribute to project performance.

1.2. Background of the organization

Non-Governmental Organizations (NGOs) are organizations known to support and act on various causes which their mission and vision, alongside their reasons for operating differs. Among many NGOs working in child sponsorship programs, Compassion International is one of them working in 26 countries in overall the world dedicated to releasing children from poverty and developing them holistically. Compassion's ministry in Ethiopia began in 1993. Today, more than 128,172 children are served by more than 545 Compassion assisted Holistic Child Development (HCD) projects throughout the country. According to the organization demographic data, there are five regions in which the HCD projects are distributed in Ethiopia which are, North, East, South, South-West, and central region.

The HCD projects are governed under evangelical churches in Ethiopia and the projects are led by the church nominated 5 to 7 volunteers, named the child development committee. The project managers in the HCD projects are professionals who work full time and report to the child development committee. Thus, the leadership of the HCD projects are comprised of the church leaders, the committee and the project manager. Also, each project incorporates a few child development workers to meet the demands of the holistic child and youth development program.

1.3. Statement of the problem

Project leadership and project performance continued to be an interesting theme of various studies in which much research was done regarding leadership and project success. A study by

(khan, 2014) stated that despite of various literature on project success the importance of leadership competencies in the project management is still a topic to explore (Khan, 2014).

Performance measurement, according to (Poister, 2014) is a method of controlling, identifying, and utilizing divergent objectives measures of organizational performance and its programs on constant bases. Project performance does not only solve a particular issue, but it also determines organizational success and growth.

Project performance is affected due to various reasons and among these reasons, leadership is one of them. Project managers must integrate multiple disciplines and diverse skills to successfully accomplish a project's objective. Leading a project towards success requires the manager to get the work done by the team members efficiently and effectively. A study by (Alqahtani, Chinyio, Mushatat, & Oloky, 2006) show that some influencing aspects of the project manager identified are competencies and skills, capability, self-sufficiency, and leadership style. Even though the study was based on construction projects that are focused on generating profits, non- profit (charitable) project performances are also impacted by leadership. A data from National center on charitable statistics revealed that approximately 30 % of nonprofits fail to exist after 10 years, and according to Forbes, over half of all non-profits are destined to fail due to leadership issues (Ebarb, 2019).

Compassion assisted projects, supported by donors from different countries, focus on developing children and use holistic approach to simultaneously address the physical, emotional, relational, intellectual, and spiritual aspects of a child's life. A project's performance is assessed through the maturity level of the partner church using a tool called partnership maturity assessment tool (PMAT), child development progress report (CDPR), operational metrics, financial reports, audit reports etc.

Leadership is a process of influencing one or more people in a positive way so that the tasks determined by the goals and objectives of an organization are accomplished (Hart, 1980) .

Leadership is not a position that one is selected to or that someone is born with, it is a skill that can be developed by cultivating it continually. Leadership competencies are skills and attributes that can be gained. Communication, integrity, problem solving skill, conflict management skill,

teamwork, creativity, motivate others are some of leadership competencies that enable leaders to perform.

Among the problems in the CIET HCD projects, failure to achieve an objective and poor performances are observed. CIET's vision is to see thriving children and youth throughout the country. Project activities are proceeding as usual, projects appear to be performing well, but beneficiaries' poverty is still prevalent. Due to project managers inability to fulfill deadlines and budgets, projects fail to achieve the performance criteria. Some of the projects go above their allocated budgets and are not finished on schedule. This is largely due to the project leaders' insufficient awareness of how to use the leadership traits of skill, experience, control, and style to affect the performance of their projects. Leaders should be setting the vision to move toward the organization's goals. Also, creating a motivating environment for the staff and the beneficiaries is very important to see a significant change in the lives of the beneficiaries. Furthermore, when organizational change initiatives take place, leaders should use effective strategies to facilitate the change for successful adoption and usage of change. But resistance to change, not allowing the staff to understand the change, and lack of commitment is highly observed by the leaders of the HCD projects. This and other leadership gaps are observed throughout the HCD projects.

Another gap is the difference of profitable and non-profit organizational cultures. Construction projects organizational culture is a bit different from child development projects. Organizational culture outlines how people work together in pursuit of common goals. It is what the organization values, expected goals, expected attitudes and daily practices that are exhibited by all the team. Deadlines, completing tasks as swiftly as feasible for clients, and observing various KPIs (key performance indicators) are all priorities in profit-making enterprises. A study of (Tsai, 2011) showed that organizational cultures were significantly (positively) correlated with leadership behavior. Thus, the leadership competencies might vary due to difference of working context and organizational cultures. This is largely due to the project leaders' insufficient awareness of how to use the leadership traits of skill, experience, control, and style to affect the performance of their projects.

Last but not least, it is significant to assess leadership competencies in relation to project performance in compassion international Ethiopia assisted HCD projects. However, there are

insufficient research studies done on the topic. Past studies refer to the importance and style of leadership for achieving projects success. Also, many studies were conducted regarding businesses, construction organization, governmental organizations etc., lacking to address the non-profitable organizations. (Leong, Zakuan, Saman, Ariff, & Tan, 2014) a research on construction project, (Yaşar, Unal, & Zaim, 2013) a study on service industries, (Kolibáčová, 2014) a research on profitable organization and some others are examples of researches that favor other profitable industries. Despite the availability of considerable number of conceptual and empirical studies globally, the researcher was unable to find any research reports in assessing leadership competencies and project performance in the case of Compassion International Ethiopia assisted HCD projects. Therefore, this research attempts to fulfill the gap of empirical evidence, through identification of the relationship between leadership competencies of the project manager and project performance.

1.4. Research questions

The research questions used in this study were:

- What are the existing leadership competencies in Compassion International Ethiopia Holistic Child Development (CIE HCD) projects?
- What is the level of project performances of CIE HCD projects?
- What is the relationship between leadership competencies and project performance in the CIE HCD projects?
- What is the effect of leadership competencies and project performance in the CIE HCD projects?

1.5. Objectives of the study

The general and specific objectives of the study are presented as below.

1.5.1 General Objective

The general objective of the study was to identify the effect of leadership competencies on a project performance in Compassion International Ethiopia assisted HCD projects.

1.5.2 Specific Objectives

The specific objectives of the study were

- To assess the existing leadership competencies in Compassion International Ethiopia Holistic Child Development (CIE HCD) projects.
- To describe the level of project performances of CIE HCD projects.
- To identify the relationship between leadership competencies and project performance in the CIE HCD projects.
- To examine the effect of leadership competencies and project performance in the CIE HCD.

1.6. Significance of the study

The results of the study will help project management policy makers to design policies that improve project leadership. Also, the findings of the study will contribute significantly in making an informed decision in the hiring, developing and promoting of project managers with the competencies needed that will lead to a better performance of the project. It contributes to developing the existing leaders to enhance their capacity to be effective in their leadership roles and processes.

The research findings from this study have the potential to generate empirical data that will facilitate practical application and theoretical discussion about leadership competencies and project performance in CIE HCD projects as well as other similar projects. As far as the knowledge of the researcher is concerned, no study has been conducted on the leadership competency effect on project performance in CIET HCD projects. Hence, conducting research on the topic might add some important insights on the existing literatures in project management.

This study might initiate other researchers to conduct further research on leadership competency related topics in the project management.

1.7. Delimitation/ Scope of the study

The scope of the study described how deeply the research area will be investigated and establishes the limitations that the investigation will operate in a geographical, thematic, methodological and timeline scope.

The study was carried out in Ethiopia, according to the study's geographic scope. As per the CIE's demographic statistics, all of the regions—North, East, South, South-West, and Central—were sampled proportionally. The study did not include all of the project managers in Ethiopia due to resource limitations.

The study's thematic focus is to assess the effect of leadership competencies (leading self, leading organization and leading others) on the success of CIET HCD projects performance (time, budget, quality and satisfaction.). The study is therefore restricted once more to the CCL model of leadership competencies.

Methodologically, the study used descriptive and explanatory approach to state the relationship and the effect of leadership competency on project performance. The study conducted a proportionate stratified simple random sampling, drawing 80 sample from the 545 population, due to the time limitation. Each CIET assisted children development projects require volunteers who would work/serve the children by leading a project within a term set by the church. Also, each project incorporates a few child development workers to meet the demands of the holistic child and youth development program. Due to time constraints, the study mainly focuses on project managers, even though it would have been excellent if the employees and church leaders had participated.

1.8. Limitation of the study

Some of the approached respondents were hesitant to provide information because of concern that it would be used to intimidate them or publish a bad review on them. Some of the respondents were unable to reply because the time was not appropriate as they had a busy schedule. Some of the respondents encountered difficulties using the internet since the questionnaires were created using Microsoft forms. For all respondents, the researcher assured that their information would only be used for academic purposes under the opening letter.

1.9. Organization of the study

The chapters of the study will be as follows: The first chapter is the general introduction of the study containing the background of the study, statement of the problem, general and specific objectives, research questions, significance of the study, delimitation, and organization of the study. The second chapter will contain literature review that will deal with theoretical and

empirical reviews plus a conceptual framework of the study. The third chapter covers the research methodology incorporating research design, sample size, data sources, data collection method and data analysis. Chapter four presents the results of the study summarizing, interpreting the data and discusses the findings. Lastly, chapter five presents the summary, conclusion, recommendations of the study.

1.10 Definition of key terms

Leadership: Leadership is a process by which a person influences other to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. Leaders carry out this process by applying their leadership attributes, such as – beliefs, values, ethics, character, knowledge, and skills. Respected leaders concentrate on what they are [be] (such as – beliefs and character), what they know (such as – job, tasks, and human nature), and what they do (such as – implementing, motivating and provide direction) (Truptimaye, n.d.).

Leadership Competencies: Leadership competencies are leadership skills and behaviors that contribute to superior performance. By using a competency-based approach to leadership, organizations can better identify and develop their next generation of leaders. A focus on leadership competencies and skill development promotes better leadership. However, skills needed for a particular position may change depending on the specific leadership level in the organization. By using a competency approach, organizations can determine what positions at which levels require specific competencies (SHRM, 2008).

Project Performance: comprises the actual output or results of a project as measured against its intended outputs, goals and objectives.

Chapter Two

Literature Review

This chapter provides literature reviews to demonstrate the effect of leadership competencies on project's performance focusing on CIET HCD projects. It covers the theoretical review, empirical review, research gaps and conceptual framework.

2.1. Theoretical Review

2.1.1 Concepts and definitions of Leadership

Many authors and experts have defined leadership according to their insights and perspectives. **C.I. Bernard** (Barnard, 1938) **defined leadership as**, “the quality of behavior of the individuals whereby they guide people or their activities in organized efforts.” **Keith Davis defined leadership as a** process of encouraging and helping others to work enthusiastically toward objectives and Warren Bennis's definition is a function of knowing oneself, having a vision that is well communicated, building trust among colleagues, and taking effective action to realize one's leadership potential." Leadership is the art of influencing people to accomplish a goal. Leadership is vital because it helps organizations predict and manage change more effectively and tackle complex problems better than their competitors. In addition, it helps businesses win the trust of their employees and stakeholders (Kaikhosroshvili, 2022).

2.1.2 Leadership competencies

One of the earliest definitions of competencies (Boyatzis R. , 1982) defines it as ‘the underlying characteristics of a person that lead to or cause effective and outstanding performance’. A competency is defined as a capability or ability. According to (Hoffmann, 1999), the term Competency has two main meanings that are identified depending on the purpose for which it is used. One refers to outputs which means a competent performance and the other refers to the inputs or the underlying attributes which is required of a person to achieve competent performance.

Leadership competencies are the behaviors or skills that define an effective leader. Skills are learned competencies whereas attributes are personal qualities. Leadership competencies embody

a combined set of knowledge, skills, and abilities (KSA) that constitute effective leadership within an organization (Hollenbeck, McCall Jr, & Silzer, 2006). According to (Kaur, 2015), leadership competencies can be used to effectively select, develop, and promote the leadership of an organization. Planning for creating a leadership competencies list enables organizations to identify and develop present and future leaders.

Competency-based approaches have been applied to a wide range of human resources practices, including recruitment and selection, training, and performance management (Brownell, 2006). It can help organizations assess performance, reward top performers, and retain talent by identifying competencies in employees who have shown exceptional performance, also it can be a base for hiring decisions across industries and companies and set a standard for outstanding performance (Kaikhosroshvili, 2022).

Leadership competency models were inspired by McClelland's work in the 1960s based on what establishes an effective manager or as a critical differentiator of effective performance. The concept was further improved by the American Management Association in the 1980s to distinguish between effective management and ineffective management in terms of behavior and performance (Towler, 2020). The growing fascination among researchers and the efforts to identify core competencies for an effective leader led to the establishment of competency approaches. Particular interest was expressed in the role and importance of individual competencies and developing the competency-based approach stems in part from the growing interest in organizations as to how to attract talent and how best to identify and recruit a new generation of leaders. (Apostu, 2013)

One of the earliest leadership competency models was developed by (Boyatzis R. , 1982) for employees' selection, assessment, and development activities which focused on behavior and performance. This model listed 19 competencies categorized under 5 clusters. Goal and action management; Leadership; Human resource management; Focus on others and Directing subordinates.

According to (Ruben, 2019), leadership competencies are categorized into 5 major categories each with seven sub-themes. The first is Analytic competency which is important to leadership effectiveness and relates to the knowledge and skill necessary for being thoughtful. The second

is Personal competency, which focuses on an individual's attributes. Organizational competency takes third place and includes vision setting, strategy development and execution, collaboration, knowledge management, coaching, crisis management, and administrative capabilities. The fourth is Positional competency, related to subject matter knowledge and skills. The fifth is communication competencies, associated with effective interaction in interpersonal, group, organizational, and public settings.

Another competency model was presented by (Citaku, 2020), categorizing the leadership competencies under 5 domains namely social responsibility, Innovation, Self- management, task management, and justice orientation. Under these domains, there are 25 sub- competencies. According to (Citaku, 2020), the competency model /Drenica model/ is considered to be the most important in leadership science as it has defined and provided evidence for the leadership competencies well-thought-out.

2.1.3 Leadership competency in NGOs

Assessment of leadership competencies in NGOs should be emphasized due to three reasons. The first one is that most of the research done on leadership competency is regarding politics and business. Adequate attention was not given to the social development leaders in the non-governmental sectors, especially in the developing countries relatively unexplored and poorly understood (Kyalimpa, Netswera, & Rankhumise, 2017).

The second reason is that leaders of NGOs often face challenges that are demanding and different from those faced by other organizations. Among these challenges, the shortage of talented and competent leaders is one. As a result, there is some urgency to develop a new generation of leaders and to provide relevant support to existing and future leaders (Apostu, 2013). Another reason for assessing leadership competency in NGOs is the impact of cultural differences and state regulation on the prioritization of certain competencies and the applicability of those competencies (Tabish, 2016).

According to (Goodman, 2020), effective leadership skills needed for success in a nonprofit organization are the ability to motivate team members, accountability, and provide a greater sense of mission. Thus, planning, sharing vision, enlisting help, relationship building, financial

acumen, time management, motivating others, self-care and crisis management are listed as the top 9 competencies that lead an NGO to effectiveness.

(Tabish, 2016) identified key competencies that were valued through focus groups and surveys in NGOs found in Lebanon. These are technical competencies incorporating Languages, Using/Writing Emails, Moderating Meetings, and Proposal Writing. Soft Skill competencies include Team Management, Communication, Problem Solving, Leadership, and Decision Making. Organizational & Strategic competency that incorporates, Project Planning and Management, Strategic Planning, and Stakeholder Management.

2.1.4 The CCL's Competency Model

According to (McCauley, 2006), the Center for Creative Leadership has identified twenty essential leadership competencies that support leader effectiveness and that are consistent among organizations. This model is used to list the knowledge, skills, and abilities that are useful to individuals when they are in leadership roles and take on leadership responsibilities. The overall structure was divided into competencies for leading the organization, leading the self, and leading others in the organization.

2.1.5 Leading the organization

- **Managing change**

Change is an inevitable process. It can happen in the organization, culture, leadership, and technology. A definition by (Wanner, 2013) placed change management as “an organized, systematic application of the knowledge, tools, and resources of change that provides organizations with a key process to achieve their business strategy." Managing change is having a method for reducing and managing resistance to change in the implementation process. A leader should use effective strategies to facilitate organizational change initiatives and should recognize the emotional impact of change. Furthermore, leaders should be good communicators, advocates, collaborators, coaches, and that inspire others. The expected outcome from employees through change management are willingness, readiness, and change in attitude and behavior. A well-managed change can get competitive advantages to the organization through employees' good performance by adopting change and maintaining its change management.(Hassan, 2022)

- **Problem solving and Decision making**

Leaders with problem-solving and decision-making abilities can effectively manage and run a successful organization. Problem-solving is a competency of an individual to use the cognitive skills for understanding the problematic situations and their solutions. (Dostál, 2014). Leaders should be practical problem solvers who can apply thought and insight to make sense of the situation and state a solution that works.

Decision-making is a necessary part of life and in organizations, decisions are taken at every step. Thus, decision-making is a mental process, selecting the best alternative from the detailed study of available alternatives aiming in achieving the organizational goals.

A leader with problem-solving and decision-making skill should be able to summarize and organizes large amounts of information, pays attention to weak signals, make a timely decision that is not too quick or too slow based on adequate information, and understands the short- and long-term implications of various decision options. (McCauley, 2006)

- **Managing politics and influencing others**

CCL defined a political skill as “the ability to maximize and leverage relationships to achieve organizational, team, and individual goals.” Political skill helps leaders to work with, understand, influence, and motivate others- to define a clear direction and vision, align and gather resources to get work done and build employee commitment and engagement.

According to (Ferris, et al., 2007), four important aspects are included in the conceptualization of the political skill construct. These are social astuteness meaning understanding social interactions well and accurately interoperate their and others' behavior; Interpersonal influence, which is exerting a powerful influence on others; Networking ability is developing a friendship or building strong beneficial alliances and coalitions, and sincerity, a leader’s ability to be forthright, open, honest, and genuine with others.

- **Taking risks and innovating**

Taking risk is an activity in which individuals undertake it deliberately and by choice with the knowledge of uncertainty about its outcome, and/ or its possible benefits or costs for the physical, economic or psycho-social well-being of oneself or others. A degree of reflexivity when a risk is taken and a degree of control that provides the individual with an understanding of being in a decision-making situation are the two dimensions of risk-taking (Zinn, 2019).

Leadership requires courageous and bold thinking. Creative leaders are more likely to take risks that lead to innovation. Not every innovation works out, but failure to innovate creates stagnation, which leads to reduced performance.

To take risks and to be innovative, leaders should be willing to take a stand when others disagree or to go against the status quo. Leaders should generate new ideas and innovative solutions and also find and seize new opportunities.

According to (Lewis, 2019), skills that matter the most for innovation are curiosity, creativity, risk-taking, and collaboration.

- **Setting vision and strategy**

Setting vision and strategy is actively communicating the organization's future goals so that people would rather work for a cause or a purpose. This helps followers in creating a common vision, and a positive vision of the future for the company. Also, it helps in developing action plans to align the work with the goals of the organization and creates a path for others to follow. The findings of a study (Jonyo, Ouma, & Zachary , 2018) showed that there is a positive impact of an organization's mission and vision on organizational performance hence employees need to get oriented for them to work towards their awareness. A leader should clearly articulate a vision and strategy, inspire others to support it, and communicate a vision of where the organization needs to be in the future. Also, a leader should influence employees in new directions, offers employees a new way of doing things, and motivates them to do things in a new way. (McCauley, 2006) pointed out that a leader's skill in setting vision and strategy is creating a common vision in complex situations and translating vision and long-term objectives into realistic business strategy.

2.1.6 Leading the self

Self-leadership is the critical success factor for individual and organizational success. (Neuhaus, 2020) defined self-leadership as “the practice of understanding who you are, identifying your desired experiences, and intentionally guiding yourself toward them.” Self-leadership is the bedrock of leadership development. It helps in understanding self, one's ability, and the ability to influence others and reach one's goal. It is also positively related to effective work relationships, enhanced communication, quality management, less work stress, and greater perceived wellness. A study conducted by (Yadav & Mishara, 2019) showed that self-leadership helps to succeed

and motivates the team to improve themselves. It also helps in increasing the productivity of a team and helps to explore how an individual comes out of stress and maintains a proper work balance.

- **Demonstrating ethics and integrity**

Work ethics is a soft skill that is an inherent attitude that an individual has. It allows one to make decisions and perform one's duties with positive moral values that include elements like integrity, responsibility, discipline, humility, and teamwork. Ethics is defined by (Resnik, 2020) as “norms for conduct that distinguish between acceptable and unacceptable behavior.” Work ethic is how an employee behaves in his workplace concerning his employer, colleagues, or corporate guests and it has a direct and significant influence on the task performance. (Wahyudi, Haryono, Riani, & Harsono, 2013)

Integrity is a consistency of the actions, values, methods, organizational principles, expectations, and results, and it is not something we are born with rather we learn and strengthen over time.

Integrity helps to gain the trust of colleagues and team members help in becoming role models for others to follow. The absence of integrity can cause long-term harm to an organization as a lack of trust can lead to underperformance or failure. A study by (Rahim, Omar, & Kamaruddin , 2020) presented that integrity has a positive relationship with employee job performance meaning employees with high integrity will perform better compared to employees who lack integrity.

According to (McCauley, 2006), a leader should demonstrate ethics and integrity by presenting the below actions.

- ✓ Be honest; This involves being trustworthy, loyal, fair, and sincere.
- ✓ Align words and actions.
- ✓ Consistently take responsibility for own action

- **Displaying drive and purpose**

Drive means increased encouragement and motivation to reach a particular goal. Drive and motivation are similar, almost interchangeable. Motivation is an internal or external desire of a person to achieve a goal. It is a feeling that pushes a person towards his/her purpose in life. Drive

starts inside, it's constant and purpose centric. Motivation without drive will decrease eventually after a few days of excitement. Drive without motivation will create a feeling of frustration.

Discovering one's purpose, helping others to find their purpose, and connecting the personal and organizational purpose are the basics of purpose-driven leadership. Through purpose-driven leadership, leaders can reinforce their leadership influence and make it more inspirational and effective by combining purpose-driven leadership with a compelling vision, and service, or adapting the leadership style to a different context. (Cardona, Rey, & Craig, 2019)

A leader with drive and purpose should have goal-directed and driven to achieve an objective. Also, a leader should be self-disciplined, and willing to make sacrifices to contribute to the success of the organization. (McCauley, 2006)

- **Develop self**

The best kinds of leaders are excited to learn new things and feed their brains with new experiences, thoughts, and ideas from time to time. Leaders with self-development experience will have increased confidence, greater ability to solve difficult problems, improved decision-making capacity, expansion of specialized skills, and increased leader effectiveness. (Melinda, Halpin, & Brunner, 2012).

A study by (Boyce, 2004) presented that self-development has a positive association with positive performance outcomes, despite the unclear result of practical implications for high propensity leaders. An example of this illustration is the non-linear result of self-development with a leader's effectiveness.

According to (McCauley, 2006), a person with the capacity to learn will display the below actions.

- ✓ Seeks out and reflects on the new experience
- ✓ Learns from mistake
- ✓ Learns by seeking other points of view
- ✓ Explores with curiosity and a sense of playfulness.

- **Manage self**

Managing self is the ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. It allows one to thoroughly manage time, work, and manage oneself at the

workplace to be more efficient without depending on anyone. Understanding and managing oneself has a high inclination to influencing work performance thus it offers individuals the opportunity to carry out their duties and fulfill their work requirements more purposefully (Wheeler, Carr, Cady, & Schumacher, 2019).

A study by (Ghali, Miri, & Hamzah, 2018) explained that self-management plays a positive and significant role in achieving organizational success. The study also suggested that self-management can be a promising way to achieve organizational excellence by conducting training and ongoing development programs to have an improved attitude towards positive work behavior.

Self-management is important for successful performance and a leader with self-management skills will have the below-listed competencies. (McCauley, 2006)

- ✓ Time management- is part of self-management as it gives the ability to use one's time wisely. Planning and scheduling daily tasks will help to do much within a day without procrastinating which will increase productivity, and motivation to do the next task.
- ✓ Setting personal goal: Goals are a great way to hold oneself accountable and setting goals help in defining what we want and prioritize.
- ✓ Handles stressful experiences with energy and resilience-Stressful experiences and stress take a toll on productivity and health. Resilience is the ability to cope with the ups and downs and bounce back from challenges. It requires flexibility, the ability to adapt to new and different situations, learn from experience, and be optimistic.
- ✓ Professionalism- It is the ability to focus on the work without emotions getting in the way.
- ✓ Balances work priorities and personal priorities

- **Self-awareness**

"Self-awareness is the ability to focus on yourself and how your actions, thoughts, or emotions do or don't align with your internal standards. If you're highly self-aware, you can objectively evaluate yourself, manage your emotions, align your behavior with your values, and understand correctly how others perceive you." (Duval & Wicklund, 1972). A person with high self-awareness can interpret one's actions, feeling, and thoughts accurately.

Research done by (Duval & Wicklund, 1972) presented that self-awareness interferes with task performance by decreasing the proportion of attention paid to the task. But then again, a study was done in the Nigerian banking sector (Okpara, 2015) showed that the more self-aware the managers of an organization are the more the organization will improve its performance and that self-awareness competencies will improve the organization's net profit. The researcher recommended that organizations should create more awareness about the importance of self-awareness to their leaders.

According to (Goleman, 1998), self-awareness competencies comprise emotional self-awareness, accurate self-awareness, and self-confidence. Emotional self-awareness recognizes one's feelings and how it affects one's performance. Accurate self-awareness is knowing one's inner resources, abilities, limits, strengths, and weaknesses of one's own. Self-confidence involves one's worth and capabilities.

- **Developing adaptability**

Adaptability as defined by (Ployhart & Bliese, 2006) is “an individual's ability, skill, disposition, willingness, and/or motivation to change or fit the different task, social, or environmental features”. Adaptability is a very important leadership competency which is the ability to change or be changed to fit new circumstances.

According to the study (Khattak, Iqbal, & Khattak, 2013) adaptability to new change can improve performance which ultimately contributes to improving organizational performance.

Adaptability is a must in leadership as change is constant and inevitable whereas leaders must be flexible and able to adapt to the change to be successful. Adaptability is about having ready access to a range of behaviors that enable leaders to shift and experiment as things change.

Charles Darwin, (a famous naturalist, geologist, and biologist (1809-1882) quoted “The most important factor in survival is neither intelligence nor strength but adaptability.”

The most important traits for adaptable leaders according to (Keating, 2021) are

- ✓ Flexible thinking includes questioning thoughts, examining emotional flexibility, and relaxing the mind
- ✓ Planning ahead

- ✓ Curiosity means asking questions, listening and observing; being inquisitive; thinking creatively

2.1.7 Leading others

- **Communicating effectively**

Effective communication is a process of exchanging ideas, thoughts, knowledge, and information such that the purpose is fulfilled in the best possible way. It is the presentation of views by the sender in a way best understood by the receiver.

The purpose of leadership communication in a corporate setting is to support the serious obligations of positive business growth, positive external reputation, and positive workplace culture. (Harrison & Muhlberg, 2014)

Without good communication, work in any organization or place will be hindered. There are two flows of communication in a workplace: vertical and horizontal. Vertical communication is carried out from superiors to subordinates or vice versa. This communication is mostly orders, tasks, suggestions, opinions, and complements. Horizontal communication is carried out with colleagues or equivalent like sharing feelings, cooperation, etc. Communication influences employee performance because good communication gives employees a sense of satisfaction. (Agustriyana, Saudi, & Sinaga, 2021)

Effective leadership communication should integrate the following skills. (McCauley, 2006)

- ✓ Expressing ideas clearly and concisely
- ✓ Communicating by inspiring enthusiasm
- ✓ Disseminating information about decisions, plans, and activities
- ✓ Listening carefully and being open to the input of others

- **Developing others**

Developing others means supporting, coaching, and giving recognition to enhance employee performance. Based on the study conducted by the Toyota company, (Soliman, 2016) stated in his article about developing people that people are more important than a process as people are the ones that build, operate, modify and improve the process. It means that companies that put processes before the employee will not earn the sustainable result. Therefore, developing people

should be given a priority to be successful in every way. (McCauley, 2006), suggested the below leadership competencies for the effective development of others.

- ✓ Provides effective feedback, coaching, and support for the development of others.
- ✓ Selects talented and committed employees.
- ✓ Effectively delegates responsibilities.
- ✓ Recognizes and rewards the contributions of others.
- ✓ Acts decisively and with fairness in dealing with employees' problems.

- **Valuing diversity and difference**

Diversity is variety. It is a difference in ethnicity, religion, political beliefs, backgrounds, opinions, etc. Diversity in the workplace is when an organization deliberately hires employees encompassing gender, religion, race, age, ethnicity, education, etc. Incorporating diversity and differences in an organization play its part in an organization's success. A report (Fyle, Dolan, Hunt, & Prince , 2020) stated that diverse companies perform better, especially if an organization's leadership is diverse. Diversity plays an important role in a company's productivity and in better decision-making. Diverse groups consider a broader range of ideas and produce more possible solutions.

Yet again, a study conducted by (Ahmad & Rahman , 2019) explored different aspects of diversity in the context of Pakistan. Out of the explored diversities, age, gender, and ethnic diversity harm the employees' performance while experience has a positive impact on employees' performance. The study further explored that employees' performance can be improved by valuing their difference and recognizing their efforts.

Thus, leaders should value diversity and difference and give ample emphasis on the subject for better performance. A leader should take the below measures for effectiveness.

- ✓ Values and leverages perspectives from different people and cultures.
- ✓ Work effectively with people who differ in race, gender, culture, age, or background.
- ✓ Adapts behavior to fit cultural expectations.

- **Building and maintaining relationships**

Workplace relationships are relationships between people who work together. Relationship management is the ability to build and maintain healthy relationships. It is working to build

ethical relationships to achieve common goals and build a shared vision. Building and maintaining relationship improves collaboration, productivity, health, and creativity.

As per (McCauley, 2006), the below points are actions expected from a leader to build and maintain relationships.

- ✓ Develops cooperative and positive relationships.
- ✓ Manages conflict effectively.
- ✓ Shows genuine interest in and empathy towards others.

- **Managing effective teams**

Team effectiveness is a team's ability to achieve its goals and objectives which leads to the achievement of goals and objectives and improved outcomes for the team members as well as outcomes produced or influenced by the team (Cooke & Margaret, 2015). Effective teamwork depends on synergy existing between all team members creating an environment where they are all willing to contribute and participate to promote and nurture a positive, effective team environment. (Tarricone & Luca, 2002)

As investigated by (Cooke & Margaret, 2015) a strong body of research conducted has demonstrated that team processes are related to team effectiveness. Actions and interventions that foster positive team processes targeting team composition, team professional development, and team leadership offer the most promising route to enhance team effectiveness.

According to (Tarricone & Luca, 2002), the key attributes that an effective team should include are:

- ✓ Commitment to team success and shared goals
- ✓ Interdependence
- ✓ Interpersonal Skills
- ✓ Open Communication and positive feedback
- ✓ Appropriate team composition and,
- ✓ Commitment to team processes, leadership & accountability

2.1.8 Project Performance

Project performance has many explanations depending on the author's perspectives and there is no consensus among different authors on the standard measures of project performance. These variations in the definition of project performance led to variations in the measurement of project success. Project success variables are said to have an impact on project performance in order to raise the likelihood of a successful outcome (Müller & Turner, 2007). According to Muller and Turner, a project's success depends on two factors. The first is the success criterion, which refers to the dependent variables by which we will assess the project's performance. The second success factor is one that will be influenced by the independent variables in terms of how well the success criteria are met.

For projects to be successful, the success criteria that are agreed within the organization should be met. Early project performance was measured by traditionally defining and evaluating the number of resources required for the completion of the project. Recent study by (Ahmad & Rahman , 2019) emphasized that success factors vary across various projects and according to their study, project is considered a success when the estimated schedule is met, the cost is close to the planned budget and all deliverables met the requirements of project stakeholders. Their findings revealed project planning and control, project personnel and involvement of client as critical factors influencing project success.

Thus, time, cost, and quality, over the last 50 years have become inseparably linked with measuring the performance and success of a project (Rani, Abdullah, & Mohtar, 2013). Moreover, the performance of a project is effective if satisfaction is achieved among the stakeholders such as end-users, project team members, parent organization manager, donors, etc. (Afaq, 2013)

Nevertheless, some researchers argue that project performance can not only be measured by the iron triangle. (Baker , Murphy , & Fisher, 2008) concluded that meeting cost, time, and performance requirements alone does not define a project's success. The size, complexity, duration, project phases, nature, and requirements of the stakeholders should all be taken into consideration when applying specific criteria, even though they may be significant in gauging the success of the majority of projects.

Thus, studies on project success demonstrate that it is impossible to create an all-inclusive list of project success criteria. Success criteria will vary from project to project depending on the number of participants, the extent of the services, the scale of the project, the owner's knowledge with regard to facility design, the implications of technology, and a number of other aspects. Hence, four key variables have been identified to assess the performance of the projects and these are; beneficiaries' satisfaction, time performance, budget performance, and quality performance.

2.2. Empirical Review

This section sightsees the empirical literature from local and foreign countries that demonstrated the effect of leadership competencies on project performance. As indicated before, leadership competencies comprise leadership skills and attributes that contribute to superior performance.

The success of projects is specified by the performance of the project and the performance of a project can be determined by leadership competencies. A study by (Ahmad & Rahman , 2019) suggested that improving the understanding of competencies that must be utilized in a project context is very important to improve a project performance.

The empirical research by (Kolibáčová, 2014) that was held on a large company proved that performance rate increases as employee's competency rate increases also there will not be any doubts in investing time and finances in employees' competencies as they will contribute to higher performance. But the research was not definite as there are other variables that may influence for a higher project performance.

A research by (Yaşar, Unal, & Zaim, 2013) that was held in the services industries in Turkey revealed that leadership competencies have a positive impact on organizational performance. The researchers were astonished as they revealed managerial competencies to be the most significant factor in an organization's performance. Yet again, the research was done in Turkey which was not comprehensive enough to include all service sectors. It was limited to banking, cargo, communication, food and catering, finance, publishing, retail, IT, and tourism companies. Thus, the results cannot be generalized to NGO and non-profitable organizations.

A research conducted by (Samson, 2020) showed that the five aspects of leadership competencies i.e. leadership styles, skills, traits, control and experience have a positive and

significant effect on project success. According to the research, leadership skills had the greatest impact on project success, whereas leadership experiences had the least impact. The research variables were limited to project employee's leadership competencies and projects success at selected Ethiopian defense construction enterprise projects in Addis Ababa.

Again, leadership competencies were researched by (Mwithi, Were, & Muturi, 2017) on state corporations in Kenya. Results revealed that all the leadership competencies are positively and significantly correlated with the financial performance of state corporations in Kenya. However, the magnitude of the influence was different for the specific leadership competencies. Social awareness leadership competency had the largest effect followed by self-awareness leadership competency then social skills leadership competency and finally the self-management leadership competency.

Another research was conducted on leadership competencies of Polish project managers by (Podgórska & Pichlak, 2019). The purpose of the study was to examine the relationship between three leadership dimensions and the impact on project success. The study revealed that depending of the type of the project, the success of a project can be influenced by leadership competencies and emotional and managerial skills. The study was not inclusive of the influence of other variables on the project success as well as operationalization methods of leadership and project success were not exhaustive.

The impact of leadership skills on project performance was investigated by (Al Kazaz & shibani, 2016). The research was done on construction projects in Dubai revealing that there is a lack of research on leadership skills and the most important leadership skills that a good leader must have according to the research was good communication skills and social skills. The researchers also suggested that being aware of the organizational culture and managing the team is a great skill that makes a leader effective. The research gap here is that it focused on only one variable, the leadership skills. There are other aspects that were found to have an effect on the project performance. Also, the study was subject to construction projects in Dubai and the findings cannot be generalized to other sectors.

A study by (Awan, Ahmed, & Zulqarnain, 2015) thoroughly pointed out the significance of project managers' coordination skills and problem finding, analyzing, and solving skills after

conducting research in organizations related to projects. The result of the study provided organizations and individuals related to projects with key skills, especially soft leadership skills to focus and successfully execute the projects. The study was conducted in Pakistan certain public sectors and conclusion drawn was relevant to a particular part of the country.

A study conducted by (Taddese, 2017) identified that to successfully accomplish projects, a project manager must possess leadership attributes. This study revealed that project success is affected by the leadership attributes like technical skills, soft skills, personality traits, and emotional intelligence and that these all have a positive correlation with project success. According to the study, there are other different determinants that have been not been included in the research which can influence the success of the project.

According to a study conducted in the Ethiopian electric power by (Birara, 2021), seven leadership attribute variables were tested to reveal that there is a strong relationship between leadership attributes and project success. According to the study, the addressed attributes were personal traits, emotional intelligence, technical and soft skills, leadership style, and ethical values. The study focused on Ethiopian Electric power staff only.

2.3. Conceptual Framework

A conceptual framework is a research tool that assists in the visual representation of an expected relationship between variables. It enhances awareness and understanding of the research study. The independent variables in this study are leading the organization, leading others, and leading the self, whereas the dependent variable is project performance. Figure 2.1 depicts the conceptual framework of dependent and independent variables of the research study.

Independent Variable

Dependent Variable

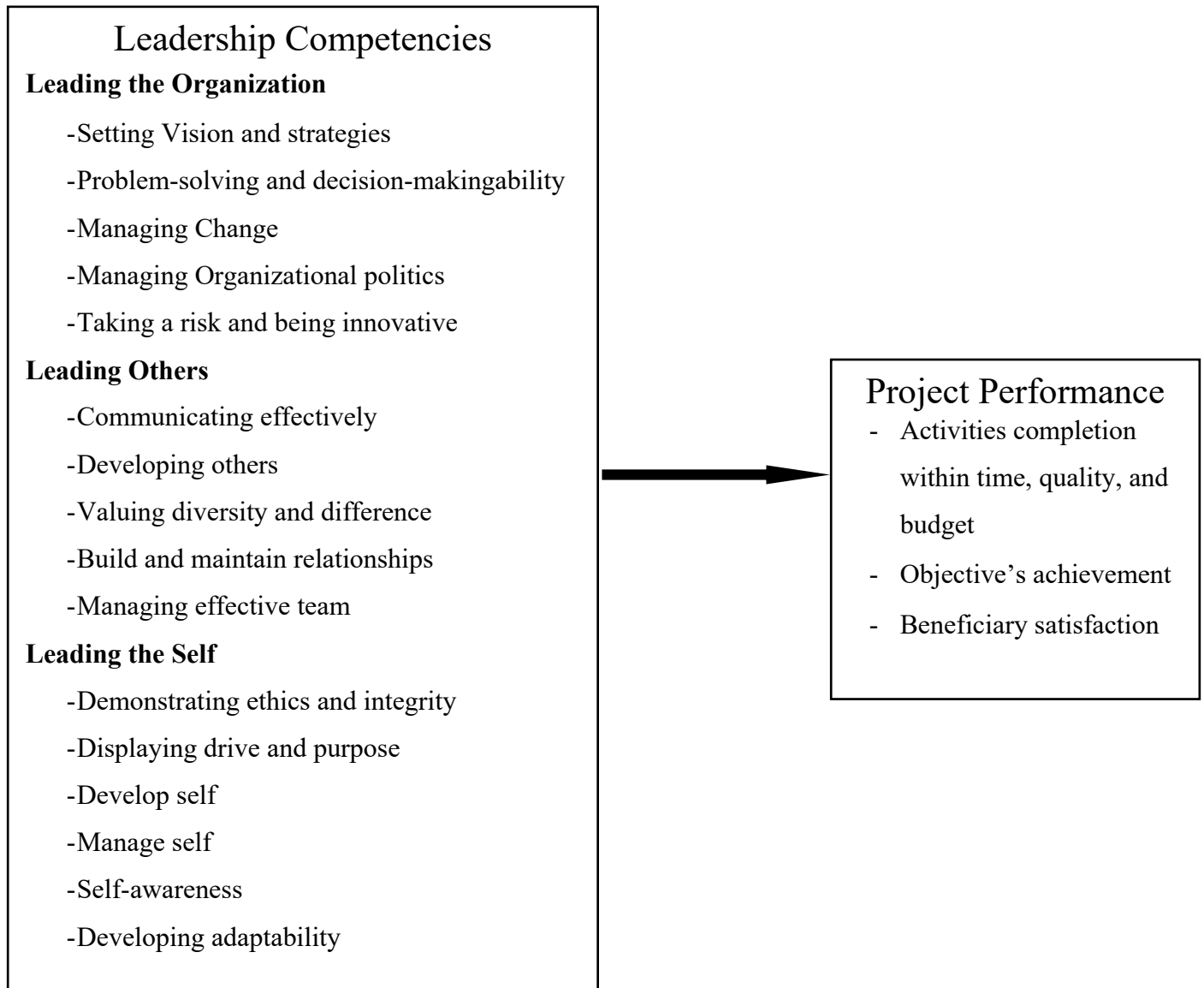


Figure 2.1: A conceptual framework developed from (McCauley, 2006)

Chapter Three

Research Methodology

This unit focuses on the methodology used in the study, which includes the methods of the research, source of the data, sampling technique, data gathering instruments, procedure of data collection, and method of data analysis.

3.1. Research Design and Approach

A research design is general is a strategy for linking conceptual research problems to relevant and practical empirical research providing a specific direction for procedures which is adopted by a researcher before data collection and analysis process proceeds (Asenahabi, 2019). As mentioned earlier, the purpose of the study was to know the effect of leadership competencies on project performance in CIE HCD projects. From the research approaches, the researcher used mixed incorporation both qualitative and quantitative approaches. This approach provided a more complete understanding of the research problems and also it drew on a potential strength allowing the researcher to explore diverse perspectives.

A descriptive research design aims to obtain information to systematically describe a phenomenon, situation or population and the data may be collected qualitatively but it is often analyzed quantitatively using frequencies, percentages, averages, or other statistical analysis. (Nassaji, 2019) Given that the study's descriptive design makes use of correlation, linear regression analysis, and multiple regressions, a descriptive tool was chosen to address the research problem.

Also, explanatory research was adopted which is a research method that identifies the causal relationships between variables and focuses on studying a situation or a problem to explain the relationship between variables. Explanatory design involves quantitative data being used as the basis on which to build and explain qualitative data which means the quantitative data informs the qualitative data selection process (Asenahabi, 2019). Thus, the research applied an explanatory research design so that it helps the researcher to investigate the effect of leadership competencies on project performance.

3.2.Sources of the data

Data collection captures quality evidence that translates to affluent data analysis and allows the building of convincing and credible responses. Accurate data collection is essential to maintain the integrity of research. (Kabir, 2016)

The data in this research was gathered from primary as well as secondary sources to have credible evidence as well as show the study relates to existing research. The primary data was prepared using an online Microsoft forms survey tool questionnaire which was distributed through an email where 80 project managers participated. It was developed from the CCL model (McCauley, 2006) of leadership competencies which incorporated most of the competencies by categorizing them into three groups, leading the self, leading the others, and leading the organization. The leadership competency part of the questionnaire was also used by other researchers like (Haile, 2019), (Pichlak, 2019), (Metcalf & Metcalf, 2011) and the project performance of the questionnaire was adopted from (Mary, 2012) and (Haile, 2019).

The questionnaire contains three main sections with mainly closed-ended questions and some open-ended questions. The first section of the questionnaire focuses on the respondents' general information. The second part is associated with the three leadership competencies (leading the self, leading others, and leading the organization) with subcategories under each theme. The last part of the questionnaire addressed the questions related to the project performance measurements of respondents' respective projects.

The second and the third part of the questionnaire used the Likert-type scale method used a range of responses: Not at all, 'To a little extent', 'Indifferent', 'To a great extent', and 'To a very great extent', with a numeric value of 1-5, respectively. The use of this specific scaling technique made sure that the research study demonstrated the ability to evaluate the replies and measure the responses quantitatively in order to establish a pattern and evaluate research ideas.

As for the secondary data, readily available data for the study was gathered and reviewed from books, journals, articles, web pages and CIET documents.

3.3. Target population

The target population is the specific, conceptually bounded group of potential participants to whom the researcher may have access that represents the nature of the population of interest (Casteel & Bridier, 2021). The target population of this study are the project managers of CIET assisted HCD projects. According to CIET report, there are 545 project managers in Ethiopia that make up the study's entire sample and the project managers are distributed in the five regions of Ethiopia (North, East, South, South-West and Central) which was categorized by the organization. There are 90 PMs in the north, 99 PMs in the east, 120 PMs in the south, 117 PMs in the south-west, and 119 PMs in the central region comprising 545 PMs in overall Ethiopia.

3.4. Sample size

The sample size was resolute using the (Carvalho, 1984) sample size determination method. Compared to the other methods of drawing sample sizes, this method is advantageous in terms of cost and time. Therefore, the medium sample size from the range of population size 501-1200 was selected. The research was conducted on 80 project managers as per the sample size distribution showed on table 3.1.

Table 3. 1: *Sample Size of the PMs*

Population size	Small	Medium	Large
51-90	5	13	20
91-150	8	20	32
151-280	13	32	50
281-500	20	50	80
501-1200	32	80	125
1201-3200	50	125	200
3201-10,000	80	200	315
10,001-35,000	125	315	500
35,001-150,000	200	500	800

Source; (Carvalho, 1984)

3.5.Sampling technique

The researcher divided the population into a homogenous sub-group (strata) and took a random sample from each stratum, N1, N2, N3, N4, and N5. To produce a sample population that most accurately reflects the whole population under study and to guarantee that each subgroup is represented, the researcher utilized the proportionate stratified random sampling technique as shown in the table 3.2 below.

Table 3. 2: Sample size distribution

No	Stratum	Total population of each stratum	Percentage	Sample size distribution
1	North (N1)	90	16.51 %	13
2	East (N2)	99	18.17 %	14
3	West (N3)	117	21.47 %	18
4	South-west (N4)	120	22.02 %	18
5	Central (N5)	119	21.83 %	17
	Total	545	100%	80

3.6.Reliability

Reliability is a consistency of a measure. If the findings of a study can be replicated using comparable methodology, the research instrument is considered reliable. For testing the internal consistency of the research tool used for this study, the most common measure used by researchers is Cronbach's alpha (α). Cronbach's alpha is a technique used to demonstrate whether the adopted or constructed questionnaire is fit for the purpose and to assess the reliability of the measurement of the components included in the questionnaire (Taber, 2018). The value of $\alpha \geq 0.80$ or greater, it indicates that there is a great internal consistency and a minimum of 0.70 is reliable (Price, Jhangiani, & Chian, 2022). The Cronbach's Alpha values for the measurement items of the questionnaires are shown in Table 4 and from this table the Cronbach's Alpha coefficients for independent variables leading the organization, leading others and leading the self were found to be 0.711, 0.929 and 0.721, respectively whereas for the dependent variable project success it was 0.970. Therefore, the questionnaire developed from the CCL model along with project performance that is used for this study has $\alpha = 0.834$ which indicates a reliable data collection tool.

Table 3. 3 : Reliability statistics

Measurement scale	Items	Cronbach's alpha (α)
Leading the organization	16	0.711
Leading others	20	0.929
Leading the self	24	0.721
Project performance	8	0.970
Overall Cronbach's alpha (α)		0.834

Source; (Own survey result, 2022)

3.7. Validity

Validity explains how well the collected data covers the actual area of investigation (Taherdoost, 2016). It is the degree to which a measure's scores accurately reflect the variable for which it was designed. Aside from the reliability test, content validity was ascertained as the assessment tool is was adopted by other researchers like (Haile, 2019), (Mary, 2012) and (Metcalfe & Metcalfe, 2011) it was valid. The content of the tool is affluent incorporating the competency questions which makes it a reliable and valid measuring instrument.

3.8. Data analysis and presentation

The data collected was analyzed and presented to allow the researcher to answer the research questions and meet the objective of the study from which conclusions and recommendations were drawn. The qualitative data received from the respondents were analyzed using content analysis whereas, the quantitative data collected from the respondents were analyzed quantitatively and presented in the form of tables and charts. Numerical data were collected from the questionnaires, which were coded, entered, and analyzed with the help of a statistical package for social scientists (SPSS 26) application.

The researcher used tables to show data gathered from primary sources, which were provided in the form of mean and Standard deviation. The data was investigated using descriptive statistics and inferential analysis such as correlation, linear, and multiple regression analysis to find out if leadership competencies have an effect on the project performance in CIET HCD projects. It

helped in suggesting an explanation for the situation and a conclusion was drawn based on the extrapolation.

3.9.Ethical considerations

The data collection instruments to be reacted by the respondents were managed with utmost thoughtfulness to ensure their rights and privacy. A survey with the research questions was prepared and the link was distributed for the sample size. The participants in the research study were free to choose whether they want to participate, and they can withdraw from the study anytime without any negative repercussions.

The purpose of the study was explained to increase the comfort of the respondents. Their replies were anonymized in personally identifiable data so that they can't be linked to other data.

Chapter Four

Data Analysis Presentation and Discussion

This chapter presents an analysis and discussion of the findings for the assessment of the effect of leadership competencies on project performance in CIET-assisted HCD projects. The chapter provides the output from the data gathered through questionnaire as data presentation, analytic results, and discussion of findings. The variables that indicate the project managers leadership competencies and project performance are provided in the form of a frequency distribution table, mean, standard deviation, correlation, and regression analysis.

4.1. Response rate of respondents

Table 4. 1: Respondents' response rate

<i>Questionnaires Distributed</i>	<i>Questionnaires Returned</i>	<i>Percentage</i>
80	63	78.8

Source: Own survey, 2022

As shown in table 4.1 above, about response rate, 80 questionnaires were distributed to respondents and 63 were appropriately filled and returned with the rate of 78%. According to Cooper and Schindler (2014), 50% response rate is adequate for analysis, while 60% is good and 70% and above is excellent response rate for analysis. Therefore, with this response rate, 63 (78.8%) is excellent to the next data analysis is undertaken.

4.2. Demographic data of the respondents

Table 4. 2: Demographic data of respondents

Demographic data		Frequency	Percent
Gender	Male	53	84.1
	Female	10	15.9
	Total	63	100.0
Age-range	20-30	6	9.5
	31-40	42	66.7
	41-50	15	23.8
	Total	63	100.0
Education level	Degree	47	74.6
	Post-graduate	15	23.8
	Above post-graduate	1	1.6
	Total	63	100.0
Region	North	6	9.5
	South	17	27.0
	East	7	11.1
	South-West	19	30.2
	Central	14	22.2
	Total	63	100.0
Experience	0-5	23	36.5
	6-10	22	34.9
	11-15	12	19.0
	16-20	6	9.5
	Total	63	100.0

Source (Own data survey, 2022)

As shown in table 4.2, gender distribution of the respondents 84% were male whereas 15.9% females. This demonstrates that men comprise the majority of the respondents in the study. According to the age of respondents, as shown in the table 4.2 above, the highest number 66.7% of respondents fell under the age group of 31-40; 23.8% of respondents were in the age range of 41-50 years; 9.5% were between 20 to 30 years. According to the respondents' age distribution, tricenarians made up the majority of the respondents.

By looking at the respondents' educational backgrounds, it is clear that the majority of them have first degrees (54.8%), followed by post-graduate degrees (45.2%) and higher (1.6%). This suggests that the respondents are qualified to read, comprehend, and react to the questions.

According to the geographic settings, the South-West region accounted for 30.2 %, followed by the South and Central regions with 27 % and 22.2 % of the total. East and North area respondents made up 11.1 % and 9.5 %, respectively. This shows that all the regions were represented by the respondents.

As per the respondent's experience, the majority of them (36.5%) have an experience in between 0-5 closely followed by 6-10 years of experience (34.9%). 19% of the respondents have experience between 11-15 years, 9.5 % have experience above 15 years. This illustrates that the respondents are well experienced in serving the children in the HCD projects.

4.3.Descriptive analysis of Leadership Competencies

In this section of the study, the researcher tried to show the outcomes of the descriptive analysis of leadership competencies. Here, the three conventional leadership competency dimensions were looked at. The first was leading the organization with five subcategories and 16 statements to evaluate, and the second was leading others with also with 5 subcategories and 20 statements to evaluate. The third leadership competency was leading the self with six subcategories and 24 statements to be examined. Thus, the analysis is presented as follows.

4.3.1 Analysis of skills and attributes of leading the organization

Leading the organization is the ability to set vision and strategy, solve problems, make decisions, manage changes, influence others, manage politics, innovate and take risks that contribute to a great project performance. The following statements were presented to the respondents to establish the extent to which they agree with the statements on the leading the organization affecting project performance, where 1= Not at All, 2= To a little extent, 3= Indifferent, 4:=To a great extent, 5=To a very great extent. The respondent's responses are analyzed and summarized below.

- **Setting Vision and Strategies**

Actively conveying the organization's future objectives through vision and strategy encourage staff to work toward a cause or a purpose. Under this sub-category, there are three items listed that clarify the setting vision and strategy competencies which are; Communicate a clear vision, and mission, and set values for stakeholders involved in the project center, motivate staff to act with passion and purpose and ensure everyone involved is working towards a common goal.

Table 4. 3.: Analysis of Setting Vision and strategies

<i>No</i>	<i>Items</i>	<i>Rating Scales</i>					<i>Mean</i>	<i>St. dev</i>
1	<i>Setting Vision and strategies</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>		
<i>I.1</i>	Communicate a clear vision, and mission, and set values for stakeholders involved in the project center.	0	1	2	36	24	4.32	0.62
<i>I.2</i>	Motivate staff to act with passion and purpose.	0	0	4	38	21	4.27	0.57
<i>I.3</i>	Ensure everyone involved is working towards a common goal.	0	1	4	33	25	4.25	0.67
	Total						4.30	0.02

Source; (Own survey result, 2022)

As table 4.3 shows, the mean score for overall perception of the PMs towards setting vision and strategies is 4.30 out of 5 with a standard deviation of 0.02. This indicates that setting vision and strategies in a leadership competency have a great effect on the project performance of the projects.

- **Problem-solving and decision-making ability**

A project manager with a problem solving and decision-making skillsolveissues using reasoning and insight to understand the situation, evaluate alternatives and present a workable solution. Again, the respondents were asked if problem-solving and decision making ability has an effect on the project performances of compassion assisted holistic HCD projects with three item, actively seeking and analyzing relevant information to help resolve problems; Making timely decisions based on information gathered; and understanding the short-term and long-term impacts of various decision options.

Table 4. 4.: Analysis of problem-solving and decision-making ability

<i>No</i>	<i>Items</i>	<i>Rating Scales</i>					<i>Mean</i>	<i>St. dev</i>
		1	2	3	4	5		
2	<i>Problem-solving and decision-making ability</i>	1	2	3	4	5		
2.1	Actively seeking and analyzing relevant information to help resolve problems.	1	0	6	42	14	4.03	0.69
2.2	Makes timely decisions based on information gathered.	0	0	10	33	20	4.05	0.73
2.3	Understanding the short-term and long-term impacts of various decision options.	1	1	16	34	11	3.78	0.79
	<i>Total</i>						3.95	0.15

Source; (Own survey result, 2022)

From the lists shown on table 4.4, the respondents perceive that “making timely decisions based on information gathered “ is crucial for a project’s success with a mean score of 4.05 closely followed by “actively seeking and analyzing relevant information to help resolve problems” with a mean score of 4.03. The least mean from the three is for “understanding the short-term and long-term impacts of various decision options” with 3.78 . Thus, the overall problem-solving and decision-making skill have 3.95 mean score out of 5 with SD 0.15 which indicates that the respondents feel that this competency is a contributing factor on a project performance.

- **Managing Change**

As indicated before, change is inevitable. A leader should be aware of the emotional effects of change and employ efficient techniques to support organizational change in the projects. To know the importance of this competency on the compassion assisted HCD projects, three items were listed as listed in the below table.

Table 4. 5 : Analysis of Managing Change

<i>No</i>	<i>Items</i>	<i>Rating Scales</i>					<i>Me an</i>	<i>St. dev</i>
		1	2	3	4	5		
3	<i>Managing Change</i>	1	2	3	4	5		
3.1	Use effective strategies to facilitate change initiatives.	0	14	26	22	1	3.16	0.79
3.2	Familiarize with changing conditions, strategies, processes, technology, or job requirements.	2	19	34	7	1	2.78	0.75
3.3	Communicates change as an opportunity for innovation and growth of the project center.	1	8	41	12	1	3.06	0.67

	Total	3.00	0.20
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Source; (Own survey result, 2022)

As shown on table 4.5 above, the overall mean score for managing change is 3.00 with a deviation of 0.20. This shows that the respondents perceive managing change is not as important as other competencies in the HCD project's performance and the contribution for project's success is low.

- **Managing organizational politics and influencing others**

Political skills enable leaders to collaborate with, comprehend, influence, and inspire others; to establish a clear direction and goal; to coordinate and gather resources to complete tasks; and to increase employee commitment and engagement. In this competency. There are four important aspects included which reflects the concept of managing organizational politics and influencing others. These are social astuteness, interpersonal influence, networking ability and sincerity.

Table 4. 6: Analysis of Leading the Organization

<i>No</i>	<i>Items</i>	<i>Rating Scales</i>					<i>Mean</i>	<i>St. dev</i>
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>		
4	<i>Managing organizational politics and influencing others</i>							
4.1	Understanding social interactions well and accurately interoperate their and others' behavior	0	0	14	31	18	4.06	0.72
4.2	Exerts powerful influence on others	0	1	23	26	13	3.81	0.78
4.3	Have a networking ability and develops friendship or build strong beneficial alliances.	0	1	11	34	17	4.06	0.72
4.4	Sincerity; ability to be forthright, open, honest, and genuine with others.	0	0	9	33	21	4.19	0.67
	Total						4.03	0.16

Source; (Own survey result, 2022)

Table 4.6 shows that, with a mean score of 4.19, sincerity leads influencing project performance followed by social astuteness and networking with an equal mean score of 4.06. The least perceived of all is exerting powerful influence on others. The overall mean score for managing organizational politics and influencing others resulted with a mean score of 4.03 and SD 0.16. This result displayed that it is important to manage organizational politics well by

networking with bodies with beneficial alliances, understanding social interactions and interpreting their behaviors, and being upright, open and honest.

- **Taking risk and be innovative**

Leaders should generate new ideas and innovative solutions and also find and seize new opportunities. The respondents were asked if taking risks and being innovative contributes to a project’s well performance by listing three items.

Table 4. 7 : Analysis of *Taking risk and be innovative*

<i>No</i>	<i>Items</i>	<i>Rating Scales</i>					<i>Mean</i>	<i>St. dev</i>
5	<i>Taking risk and be innovative</i>	1	2	3	4	5		
5.1	Lead and champion new ideas, initiatives, & develop new insights into situations.	0	6	23	29	5	3.52	0.78
5.2	Finds and takes hold of new opportunities that help the success of the project center.	0	4	33	25	1	3.37	0.63
5.3	Able to evaluate new approaches with an open mind by gathering relevant information.	0	6	25	29	3	3.46	0.74
Total							3.45	0.08

Source; (Own survey result, 2022)

According to the above table (4.7), all the three sub categories under taking risk and innovation scored under the expected mean score making the overall mean score 3.45 with a standard deviation of 0.08. Thus, this competency has less effect on the project’s project performance according to the respondents.

4.3.2 Analysis of skills and attributes of leading others

Working effectively with others is essential for being a high-performing leader since a leader is someone who achieves goals through the efforts of others. Communicating effectively, developing others, valuing diversity and difference, build and maintain relationships and managing effective teams are the skills that are incorporated under leading others that can contribute highly to a superior performance. The following statements were presented to the respondents to establish the extent to which they agree with the statements on the leading the

organization affecting project performance, where 1= Not at All, 2= To a little extent, 3= Indifferent, 4:=To a great extent, 5=Toa very great extent. Below is an analysis and summary of the respondents' answers.

- **Communicating effectively**

Communication that is accurate and timely promotes mutual understanding and helps to accomplish an objective with a great collaboration. According to (McCauley, 2006), effective leadership communication should integrate the following skills; expressing ideas clearly and concisely, communicating by inspiring enthusiasm, disseminating information about decisions, plans, and activities, and listening carefully and being open to the input of others.

Table 4. 8 : Analysis of *Communicating effectively*

No	Items	Rating Scales					Mean	St. dev
		1	2	3	4	5		
1	<i>Communicating effectively</i>							
1.1	Express verbal and non-verbal ideas clearly and concisely	0	1	6	38	18	4.16	0.65
1.2	Listens carefully and is open to the inputs of others	0	0	9	37	17	4.13	0.63
1.3	Disseminates information about decisions, plans, and activities.	1	4	14	35	9	3.75	0.84
	Total						4.01	0.23

Source; (Own survey result, 2022)

As table 4.8 shows, effective communication is essential for performance as the overall mean score is 4.01 with a deviation of 0.23. In this subcategory, expressing verbal and non-verbal ideas clearly and concisely has the highest mean score of 4.16 followed by listening carefully and disseminating information having a mean score points of 4.13 and 3.75 respectively. Thus, the result indicates that communication is an important competency especially expressing ideas and listening carefully are substances to be successful in the CIE assisted HCD projects.

- **Developing others**

The task of developing others and producing the succeeding future leaders falls on the shoulders of the leaders in any organization. Giving feedback to the staff, delegating responsibilities,

supporting the staff to develop themselves, recognizing their efforts and put in efforts in coaching the staff are the skills and attributes that are incorporated in developing others.

Table 4. 9.: Analysis of *developing others*

<i>No</i>	<i>Items</i>	<i>Rating Scales</i>					<i>Mean</i>	<i>St. dev</i>
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>		
2	<i>Developing others</i>							
2.1	Provides regular and effective feedback for the staff.	0	17	30	14	2	3.02	0.79
2.2	Delegates responsibilities and matches employee attitude and ability with assignments.	0	15	29	19	0	3.06	0.74
2.3	Support the staff to own their development.	0	10	37	16	0	3.10	0,64
2.4	Recognizes the staff's work and fosters continuous learning.	1	20	26	16	0	2.90	0.80
2.5	Invest time and effort in coaching staff so they can contribute effectively and develop themselves.	0	18	32	12	1	2.94	0.74
	Total						3.00	0.08

Source; (Own survey result, 2022)

According to table 4.9, the overall mean score for developing others is 3.00 with a standard deviation of 0.08, and the mean score for each of the five lists of skills included in this subcategory is below 3.5. This result shows that the respondents believe developing others has little effect on the effectiveness of HCD projects.

- **Valuing diversity and difference**

When people's unique qualities, abilities, interests, and viewpoints are recognized and supported, they develop a stronger sense of identity and wellbeing and achieve better results in their academic and professional endeavors. In this subcategory, working effectively with people who differ, valuing other perspectives and adapting self- behavior to fit cultural perspectives These were examined to see whether they had any bearing on how well the HCD projects will function.

Table 4. 10.: Analysis of Valuing diversity and difference

No	Items	Rating Scales					Mean	St. dev
		1	2	3	4	5		
3	<i>Valuing diversity and difference</i>							
3.1	Works effectively with people who differ in race, gender, culture, age, or background.	0	1	28	23	11	3.70	0.78
3.2	Values the perspectives of different people and cultures.	0	8	37	12	6	3.25	0.80
3.3	Adapts self-behavior to fit cultural perspectives.	1	5	28	26	3	3.40	0.77
	Total						3.45	0.23

Source; (Own survey result, 2022)

The table 4.10 showed that valuing diversity and difference has an overall mean score of 3.45 with a standard deviation of 0.23 which is below the average mean score. This suggests that the respondents do not believe that the performance of HCD projects in CIET is significantly impacted by the competency of valuing diversity and difference.

- **Build and maintain relationships**

Build and maintain relationships helps to collaborate with and influence others in order to accomplish shared objectives and forge a common vision. As per (McCauley, 2006), developing cooperative and positive relationships, managing conflict effectively, showing genuine interest in and empathy towards others help to build and maintain relationships also help leaders to enact a meaningful change in their performances.

Table 4. 11 : Analysis of Build and maintain relationships

<i>No</i>	<i>Items</i>	<i>Rating Scales</i>					<i>Mean</i>	<i>St. dev</i>
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>		
4	<i>Build and maintain relationships</i>							
4.1	Establishes collaborative relationships with internal and external stakeholders to achieve objectives.	0	1	2	43	17	4.21	0.57
4.2	Respects and acknowledges the contribution of others.	0	1	9	32	21	4.16	0.72
4.3	Develops and maintains professional working relationships.	0	0	7	49	7	4.00	0.48
4.4	Creates a positive and safe environment for beneficiaries and the community.	0	1	10	43	9	3.95	0.61
4.5	Handling situations well and managing conflict effectively	0	0	8	41	14	4.10	0.59
	<i>Total</i>						4.08	0.11

Source; (Own survey result, 2022)

According to table 4.11, the most significant top three skills under building and maintaining relationships is establishing collaborative relationships with internal and external stakeholders followed by respects and acknowledges the contribution of others and handling situations well and managing conflict effectively with a mean score of 4.21, 4.16 and 4.10 respectively. The aggregate mean score for this subcategory is 4.08 with a standard deviation of 0.11. The outcome demonstrated that the respondents greatly value developing and sustaining relationships as they relate to the success of CIET HCD projects.

- **Managing effective team**

In order to guarantee self-development, effective communication, leadership capabilities, and the capacity to work with the highest level of productivity, it seeks to bring out the best in team members (Mehek & Baker, 2020). Communication with team members, creating effective team functioning environment, encouraging team/staff growth and inspiring team members are the competencies in this subcategory.

Table 4. 12 : Analysis of managing effective team

No	Items	Rating Scales					Mean	St. dev
		1	2	3	4	5		
5	<i>Managing effective team</i>							
5.1	Communicate with staff members, support, and uplift them so they can perform to the best of their abilities.	0	0	12	33	18	4.10	0.69
5.2	Creates an environment for effective team functioning.	0	1	15	35	12	3.92	0.70
5.3	Encourage and nurture your teams/staff growth	0	2	15	32	14	3.92	0.77
5.4	Drive your team/staff forward with passion, enthusiasm, inspiration, and motivation	0	2	9	30	22	4.14	0.78
	Total						4.02	0.12

Source; (Own survey result, 2022)

As per the table 4.12 above, drive staff members forward with passion, enthusiasm, inspiration, and motivation has the highest mean score followed by communicating with staff members with a mean score of 4.14 and 4.10 respectively. The least mean score goes to creating an environment for effective team functioning and encouraging and nurturing teams/staff growth with equal mean score of 3.92. The overall mean score for the competency of managing effective team as per the respondent's replies is 4.02 with a standard deviation of 0.12. This data demonstrates how important respondents believe managing an efficient team in achieving a better HCD project.

4.3.3 Analysis of skills and attributes of leading the self

Leading the self is the ability to demonstrate ethics and integrity, display drive and purpose, develop self, manage self, self-awareness and developing adaptability. The following statements

were presented to the respondents to establish the extent to which they agree with the statements on the leading the organization affecting project performance, where 1= Not at All, 2= To a little extent, 3= Indifferent, 4:=To a great extent, 5=To a very great extent. The respondent's responses are analyzed and summarized below.

- **Demonstrating ethics and integrity**

Ethics and integrity are the most character-defining attributes that a leader must acquire. According to (McCauley, 2006), a leader should demonstrate ethics and integrity by presenting honesty, align words and actions and consistently take responsibilities for own actions.

Table 4. 13: Analysis of demonstrating ethics and integrity

No	Items	Rating Scales					Mean	St. dev
		1	2	3	4	5		
1	<i>Demonstrating ethics and integrity</i>							
1.1	Acts in a respectful manner to others regardless of gender, age, race, ability, culture, or religious beliefs.	1	1	2	35	24	4.27	0.75
1.2	Aligns words and actions	0	3	13	35	14	3.92	0.79
1.3	Maintains professional standards of ethics and integrity	1	0	13	36	13	3.95	0.75
1.4	Respects the privacy and confidentiality of others	0	0	9	28	26	4.27	0.70
	Total						4.10	0.19

Source; (Own survey result, 2022)

As per the above table 4.13, the two attributes in this sub category; ‘acting in a respectful manner to others regardless of gender, age, race, ability, culture, or religious beliefs’ and ‘respects the privacy and confidentiality’ of others have a very high mean score of 4.27 compared to the other

attributes. Maintain words and action, and align words and actions are the attributes that have a moderate mean score of 3.92. With an overall mean score of 4.10 and a standard deviation of 0.19, the respondents reflected that the CIET HCD projects are highly affected by the competency demonstrating ethics and integrity.

- **Displaying drive and purpose**

Displaying drive and purpose is about demonstrating a great dedication to motivate employees and work together towards a goal, improving performance, and being determined to produce favorable results for the beneficiaries.

Table 4. 14: Analysis of displaying drive and purpose

<i>No</i>	<i>Items</i>	<i>Rating Scales</i>					<i>Mean</i>	<i>St. dev</i>
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>		
2	<i>Displaying drive and purpose</i>							
2.1	Exhibits self-discipline and is willing to make sacrifices to contribute to the success of the project.	0	0	10	33	20	4.16	0.68
2.2	Visualize the impact of the project on the beneficiaries	0	1	16	28	18	4.00	0.78
2.3	Goal directed and driven to achieve objectives.	0	1	8	29	25	4.24	0.73
2.4	Leading with purpose, especially in changes and uncertainties.	0	2	8	37	16	4.06	0.72
	Total						4.12	0.10

Source; (Own survey result, 2022)

Table 4.14 shows that the respondent perceived ‘goal directed and driven to achieve objectives’ is more contributing factor for a better project performance with a mean score of 4.24 followed by ‘Exhibits self-discipline’, ‘Leading with purpose’ and ‘Visualize the impact of the project on the beneficiaries’ with a mean score of 4.16, 4.06 and 4.00 respectively. All the attributes have a mean score above 4 which indicates that these attributes are the most important in the holistic child development projects. The mean and standard deviation as a whole are 4.12 and 0.10,

respectively, thus the respondents perceive displaying drive and purpose highly contributes to the project's success.

- **Develop self**

According to (Melinda, Halpin, & Brunner, 2012), leaders with experience in self-development will be more self-assured, better able to tackle complex issues, better able to make decisions, have a broader range of specialized abilities, and be more effective as leaders. Four questions were developed, as indicated in the table below, to determine whether developing oneself affects a project's performance.

Table 4. 15: Analysis of develop self

<i>No</i>	<i>Items</i>	<i>Rating Scales</i>					<i>Mean</i>	<i>St. dev</i>
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>		
3	<i>Develop self</i>							
3.1	Adapts and learns new skills and techniques and apply it.	1	0	20	34	8	3.76	0.73
3.2	Seeks out and reflects on new experiences.	1	1	14	44	3	3.75	0.65
3.3	Learns by seeking the support and encouragement of others.	1	1	21	30	10	3.75	0.80
3.4	Learns from mistakes	0	0	21	30	12	3.86	0.72
	Total						3.78	0.05

Source; (Own survey result, 2022)

As per the table 4.15, all the four items listed have a mean score less than 4.00. ‘Learning from mistake’ is favored among the lists with 3.86 mean score and ‘reflect new experience’ and ‘learning by seeking the support and encouragement of others’ is the least of all with a mean score of 3.75. The average mean score is 3.78 with a SD 0.05. The respondents feel that developing self have an indifferent effect on a project performance.

- **Managing self**

(McCauley, 2006) stated that successful performance depends on self-management, and a leader with such skills will possess competencies like setting personal goals, have long term vision, organizes time intelligently and effectively, proactively managing own career, handling stressful experiences with energy and resilience, and balances work priorities and personal priorities.

Thus, five questions were formulated to know the extent of the effect of managing self on project performance.

Table 4. 16: Analysis of managing self

<i>No</i>	<i>Items</i>	<i>Rating Scales</i>					<i>Mean</i>	<i>St. dev</i>
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>		
4	<i>Manage self</i>							
4.1	Sets personal goals, have long term vision.	0	1	6	36	20	4.19	0.67
4.2	Organizes time intelligently so that to use it more effectively	0	2	8	44	9	3.95	0.63
4.3	Proactively manages own career	1	0	11	36	15	4.02	0.75
4.4	Handle stressful experiences with energy and resilience.	0	1	8	44	10	4.00	0.60
4.5	Balances work priorities and personal priorities	0	1	8	35	19	4.14	0.69
	Total						4.06	0.10

Source; (Own survey result, 2022)

The table 4.16 shows that from the five listed skills, setting personal goals have the highest mean of 4.19 followed by ‘balancing work priorities and personal priorities’, ‘handle stressful experiences with energy and resilience’ and ‘proactively manages own career’ with a mean score of 4.14, 4.02 and 4.00 respectively.’ ‘Organizing time intelligently’ is the least perceived skill of the five lists. The aggregate mean score and SD of manage self is 4.06 and 0.10 respectively indicating that self-management plays an important role in the success of the HCD projects in CIET as per the perception of the respondents.

- **Self-awareness**

Self-awareness competencies comprise emotional self-awareness, accurate self-awareness, and self-confidence(Goleman, 1998). To know the level of the importance of self-awareness on

project performance, three questions were framed. These are awareness of one's feelings, awareness of one's strengths and weaknesses, and exhibiting self-belief to manage one's emotion.

Table 4. 17 : Analysis of Self-awareness

<i>No</i>	<i>Items</i>	<i>Rating Scales</i>					<i>Mean</i>	<i>St. dev</i>
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>		
5	<i>Self-awareness</i>							
5.1	Aware of one's feelings and capable to recognize and manage/control.	1	1	23	34	4	3.62	0.71
5.2	Aware of one's strengths and weaknesses which impact others and the work.	1	2	26	27	7	3.59	0.80
5.3	Exhibits a degree of self-belief to manage one's emotions and to control their impact in a work environment.	0	2	18	33	10	3.81	0.74
	<i>Total</i>						3.67	0.12

Source; (Own survey result, 2022)

According to table 4.17, 'exhibiting a degree of self-belief' has the highest mean score compared to the three lists under self-awareness with a mean score of 3.81 followed by 'awareness of one's feelings' and awareness of one's strengths and weaknesses 'with a mean of 3.62 and 3.59 respectively. The overall total mean for the self-awareness is 3.67 with a standard deviation 0.12 showing that this attribute is less important than the other listed skills and attributes. As perceived from the respondents, self-awareness's contribution to an effective project performance in the CIET HCD projects is not that significant.

- **Developing adaptability**

As indicated before, the most important traits for adaptable leaders according to (Keating, 2021) are flexible thinking includes questioning thoughts, examining emotional flexibility, and relaxing

the mind, planning ahead, curiosity means asking questions, listening and observing; being inquisitive; thinking creatively. Again, the respondents were presented with a question to know the level of developing adaptability's effect on a project performance.

Table 4. 18 :Analysis of developing adaptability

<i>No</i>	<i>Items</i>	<i>Rating Scales</i>					<i>Mean</i>	<i>St. dev</i>
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>		
6	<i>Developing adaptability</i>							
6.1	Adapts to change easily and adjust to new conditions.	0	4	27	30	2	3.48	0.67
6.2	Is open to the influence and perspectives of others.	0	8	30	23	2	3.30	0.73
6.3	Being able to rapidly learn new skills and behaviors in response to changing circumstances.	0	2	32	29	0	3.43	0.56
6.4	Being flexible and able to change to become successful.	0	3	27	26	7	3.59	0.75
	Total						3.45	0.12

Source (Own data survey, 2022)

As shown on table 4.18, most of the skills and attributes listed under developing adaptability have a mean score that is less than 3.5. The aggregate mean is 3.45 with SD 0.12 for the developing adaptability competency. The result illustrated that developing adaptability is not as important as other competencies listed above and it doesn't contribute much on the success of a project performance.

To summarize, the descriptive analysis assisted the study in assessing the level of skills and attributes of the project managers in CIET HCD projects. The highest mean score from all the 16 skills and attributes with a mean score of 4.00 and above are presented below.

1. Setting Vision and strategies from ‘leading the organization’ competency with a mean score of 4.30 and SD 0.02
2. Displaying drive and purpose from ‘leading the self’ competency with a mean score of 4.12 and SD 0.10
3. Demonstrating ethics and integrity from ‘leading the self’ competency with a mean score of 4.10 and SD 0.19
4. Build and maintain relationships from ‘leading others’ competency with a mean score of 4.08 and SD 0.11
5. Manage self from ‘leading the self’ competency with a mean score of 4.06 and SD 0.10.
6. Managing organizational politics and influencing others from ‘leading the organization’ competency with a mean score of 4.03 and SD 0.16.
7. Managing effective teams from ‘leading others’ with a mean score of 4.02 and SD 0.12
8. Communicating effectively from ‘leading others’ with a mean score of 4.01 and SD 0.23.

Therefore, the listed skills and attributes are the most perceived as per the respondents and acquiring these competencies will lead to a greater performance at the CIET HCD projects.

4.4. The existing leadership competencies in CIE HCD projects

As per the center for creative leadership (CCL) identification of leadership competency model, the overall competencies were categorized into leading the organization, leading the self, and leading others. The detail skills and attributes according to the respondent’s perception were discussed and presented above. The descriptive analysis below shows the aggregates of all the competencies of the three leadership competencies summarized are presented below.

Table 4. 19: Analysis of Leadership competencies

<i>No</i>	<i>Leadership Competencies</i>	N	Min.	Max.	<i>Mean</i>	<i>St. dev</i>
<i>1.1</i>	Leading the organization	63	3	5	3.75	0.52
<i>1.2</i>	Leading others	63	2	5	3.71	0.47
<i>1.3</i>	Leading the self	63	2	5	3.86	0.27

Source (Own data survey, 2022)

As the table 4.19 shows, the highest competency mean score is for leading the self with a mean point of 3.86 and SD 0.27 and it is followed by leading the organization with a mean score of 3.75 and SD 0.52 then leading others which has a 3.71 mean and 0.47 SD.

Therefore, the respondents perceive that the leadership competencies are important to the CIET HCD projects. All the three leadership categories which are the independent variables have a mean score above 3.5 which indicates respondents feel that leadership competencies are contributing factors to a project's well performance.

4.5. The level of project performances of CIE HCD projects

Project performance which is the dependent variable in this study and its measurements are computed as shown in table 4.20

Table 4. 20 : Analysis of project performance

<i>No</i>	<i>Project Performance</i>	<i>Rating Scales</i>					<i>Mean</i>	<i>St. dev</i>
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>		
<i>1</i>	Satisfaction	0	1	40	22	0	3.33	0.51
<i>2</i>	Quality	1	1	37	20	4	3.40	0.71
<i>3</i>	Time	0	1	23	30	9	3.75	0.72
<i>4</i>	Budget	0	3	30	23	7	3.54	0.76
<i>5</i>	Total project performance	1	3	30	21	8	3.51	0.84
Total							3.50	0.16

Source (Own data survey, 2022)

As the above table 4.20 shows, the overall project performance is rated to be the projects are performing well as per the mean score of 3.50. Time is the most achieved project performance measurement with a mean score of 3.75 followed by the budget of 3.54 mean. This shows that the projects mostly perform within the budget allocated and within the time frame. Quality and beneficiaries' satisfaction are the least means here at 3.30 and 3.40 respectively but still, the measurements are above the standard. The standard deviation (0.75) also shows that the responses are very close. Thus, the level of performance as per the respondents showed that the projects are proceeding quite well within time, and budget.

4.6. The relationship between leadership competencies and project performance in the CIE HCD projects

Table 4. 21: Analysis of Relationship (Correlation)

	Leading the org.	Leading others	Leading self	Project per.
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Leading the organization	Pearson Correlation	1	.107	.068	.222
	Sig. (2-tailed)		.403	.599	.080
	N	63	63	63	63
Leading others	Pearson Correlation	.107	1	.363**	.411**
	Sig. (2-tailed)	.403		.003	.001
	N	63	63	63	63
Leading self	Pearson Correlation	.068	.363**	1	.280*
	Sig. (2-tailed)	.599	.003		.026
	N	63	63	63	63
Project performance	Pearson Correlation	.222	.411**	.280*	1
	Sig. (2-tailed)	.080	.001	.026	
	N	63	63	63	63
**. Correlation is significant at the 0.01 level (2-tailed).					
*. Correlation is significant at the 0.05 level (2-tailed).					

Correlation analysis assists to measure the intensity of the linear relationship between two variables and compute their association. To observe the statistical relationship between leadership competencies and project performance, the Pearson correlation coefficient was engaged. The Pearson's correlation is given as; $-1 < r < +1$.

The Pearson's correlation is given as: $-1 < r < +1$; where 0 to 0.29 is considered weak positive correlation; 0.3 to 0.49 is moderately positive correlation; and 0.5 to 1 corresponds to strong positive correlation. On the contrary, 0 to -0.29 is considered weak negative correlation; -0.3 to -0.49 is moderately negative correlation; and -0.5 to -1 corresponds to strong negative correlation (Mary, 2012). Table 4.21 shows that the three independent variables ranged in a correlation where leading the organization ($r=0.222$, $P<0.01$), leading others ($r=0.411$, $p<0.01$), and leading the self ($r=0.280$, $p<0.01$). Accordingly, there is a moderate relationship between leading others and project performance whereas a weak positive relationship between leading organization and leading the self and project performance.

Subsequently, an increase or a decrease in the leadership competencies will cause a slight increase or decrease in the project performance of the projects at CIET as indicated on the sign of the positive correlations received from Pearson's coefficient test.

4.7.The effect of leadership competencies and project performance in the CIE HCD.

4.7.1 Tests of Assumptions for Regression Model

- **Linearity test**

The assumption of the multiple linear regression model presupposes the existence of a linear relationship between the independent variables and the dependent variable. The initial presumption of linear regression is that the independent variables of leadership competencies and project performance have a linear relationship. In order to verify linearity, this study used a standard P- Plot. The P-Plot (as shown in the appendix) displayed that there is some sort of linear relationship between the two variables as the plot's points lie along a single line.

- **Normality test**

This test was used to determine whether or not a data set is well-modeled by a normal distribution and to determine how likely it is that an underlying random variable is designated as having a normal distribution. The histogram displayed a bell-shaped pattern illustrating residuals are regularly distributed as shown in the appendix.

- **Auto collinearity test**

According to this presumption, the error terms or residuals must be unrelated to one another or independent. To determine whether there is a serial correlation among the residuals, the Durbin-Watson statistic was used. In the case where the Durbin-Watson statistic is roughly 2, the residuals are not connected. The Durbin-Watson test shows the autocorrelation in this regression model values below 2.0 means there is no autocorrelation.

- **Homoscedasticity test**

Homoscedasticity was tested to distinguish if the residuals are linearly and normally distributed. As per the assumption, for all possible combinations of the results of the independent variables, the variance in the errors term conditional on the independent variables shall be constant. The model tested as the residuals are normally distributed and homoscedastic as shown on the scatter plot and P-P plot (appendix).

- **Multicollinearity test**

Multicollinearity happens when independent variables in a regression model are correlated. The Variance Inflation Factor (VIF) measures the severity of multicollinearity among the independent variables in regression analysis. The decision rule is a variable whose VIF value is greater than 10 and whose TOL value is less than 0.1 shows the possible existence of a multicollinearity problem based on the criteria (Gujarati, 2004). Thus, table 4.22 shows that multicollinearity doesn't exist within the independent variables.

Table 4. 22: Multicollinearity test

Independent variable	Collinearity test	
	Tolerance	VIF
Leading the organization	0.761	1.314
Leading others	0.629	1.590
Leading the self	0.639	1.564
Dependent Variable; Project performance		

Source (Own data survey, 2022)

4.7.2 Regression result

Regression analysis is a reliable method of identifying the effect of one or more independent variables on the dependent variable. It is used to comprehend the relationship between variables and to predict the value of one variable based on others. Hence, the below linear regression model was formulated and analyzed to explain the relationship between project managers' leadership competencies and project performance.

$$PP = \beta_0 + \beta_1(LtO) + \beta_2(LO) + \beta_3(LS) + e_i$$

Where,

PP: - Project performance

LtO: - Leading the Organization

LO: - Leading Others

LS: - Leading the Self

e_i : The error term

while β_0 , β_1 , β_2 , and β_3 are coefficients of the variables.

Regression tests were carried out to assess the measurement model for multicollinearity. The result from the analysis suggests that the variables used in the research were reliable. R Square is a measure of the good fitness of the model and it indicates the extent of the variations in the dependent variable clarified by the independent variables in a regression model. As table 4.23 shows, 20.7% of the variance in project performance was predicted from the levels of leadership competencies. Generally,

Table 4. 23: Analysis of the relationship of the model and project performance

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.795 ^a	.632	.613	.472	1.575
a. Predictors: (Constant), LS, LtO, LO					
b. Dependent Variable: PP					

Source (Own data, 2022)

The multiple correlation coefficient R demonstrated the moderate relationship between the observed and model-predicted values of the dependent variable (R=0.795). The adjusted R square shows 61.3% of the dependent variable which is project performance is explained by the independent variable that is leading the organization, leading others, and leading the self.

The ANOVA test shows if there is a significant difference between the means of two or more levels of a variable. Table 4.24 shows the ANOVA for the study of leadership competencies and project performance.

Table 4. 24: Analysis of variance

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.598	3	7.533	33.802	.000 ^b
	Residual	13.148	59	.223		
	Total	35.746	62			
a. Dependent Variable: PP						
b. Predictors: (Constant), LS, LtO, LO						

Source (Own data, 2022)

The result of the ANOVA test shows that with a significance of 0.000 which is less than 0.05, there is a significant relationship between leading the organization, leading others, and leading the self and project performance of CIET HCD projects. The F is a static derived from normally distributed populations in order to compare variables. The F test shows the group of variables are jointly significant where F is 33.802 at a P-value < 0.05 of a significant level. This demonstrates that leadership competencies jointly have a significant effect on the project's success.

4.7.3 Multiple Regression result

Regression analysis is computed as presented in the below table 4.25. This helps to determine the effect of leadership competencies on the project performance of the CIET HCD projects.

Table 4. 25 : Multiple Regression Analysis Parameter estimation results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	-.342	.413		-.829	.411
	Leading the Org.	.402	.111	.329	3.630	.001
	Leading Others	.377	.089	.422	4.237	.000
	Leading the Self	.241	.105	.227	2.302	.025

Starting from the significance or p-value, the table shows that leading the organization, leading others and leading the self have a p-value less than 0.05 which shows there is a statistically significant relationship with the dependent variables. Thus, the three leadership competencies have a significant effect on the CIET HCD projects.

For the beta coefficients, for 1 unit of change in 'leading the organization competency', there will be a 0.402 change in the project performance. Similarly, a 1 unit of change in 'leading

others' and 'leading the self' competencies, the project performance will have a change of 0.377 and 0.241 consecutively.

Chapter Five

Summary, Conclusion and Recommendation

This section incorporates the summary of the research findings, conclusion recommendations, and suggestions for further study.

5.1. Summary of major Findings

The study assessed the effect of leadership competency on project performance which was conducted on 63 project managers of CIET HCD projects. The research was based on leadership competencies that merged the skills and attributes comprising 60 items. These items were sub-categorized into 16 competencies that fitted into 3 main categories labeled leading the organization, leading others, and leading the self. Based on the respondents and the tests conducted, the study findings are summarized and presented hereunder.

As per the descriptive analysis, the level of skills and attributes of the project managers in CIET HCD projects was assessed. The highest mean score from all the 16 skills and attributes with a mean score of 4.00 and above are Setting Vision and strategies, Displaying drive and purpose, Demonstrating ethics and integrity, Build and maintaining relationships, Manage self , Managing organizational politics, and influencing others, Managing effective teams, and Communicating effectively.

As per the investigation on the overall leadership competencies, leading the self is highly perceived by the respondents compared from the three leadership competencies followed by leading the organization and then leading others. All the three leadership categories which are the independent variables have a mean score above 3.5 which indicated that respondents feel that leadership competencies are contributing factors to a project's well performance.

As per the study findings of this study, most of the CIET HCD projects have an average project performance. Time and budget are the most achieved from the project performance parameters as indicated in the study.

According to the correlation analysis of the study conducted on the variables, there is a moderate positive relationship between leading others and project performance whereas a slight positive relationship between leading organization and leading the self and project performance.

As per the strength of the two variables measured using Pearson's coefficient test, an increase or a decrease in the leadership competencies will cause a slight increase or decrease in the project performance of the projects at CIET as indicated on the sign of the result of the positive correlation.

Regression analysis of the study resulted in leading the organization, leading others, and leading the self to have a significant effect on project performance. Thus, the three leadership competencies are substances for greater performance of the CIET HCD projects.

5.2. Conclusion

As mentioned previously, the main objective of this study was to assess and identify the most important leadership competencies that contribute to successful project performance in Compassion International Ethiopia-assisted HCD projects. The methodology that was employed to meet the objective was explanatory research design. A mixed approach was used to perceive the correlation and regression results of the variables that were used to analyze the primary data. Data was collected using a questionnaire as a primary data collection source and secondary data sources such as data, books, journals, articles, web pages, and CIET documents.

To meet the first and the second specific research objectives, the study conducted descriptive analysis and found out that leadership skills and attributes were practiced in the CIET HCD projects. Among these skills and attributes, Setting Vision and strategies, displaying drive and purpose, Demonstrating ethics and integrity, Build and maintain relationships, Manage self, Managing organizational politics and influencing others, Managing effective teams, and Communicating effectively is the most perceived. Therefore, acquiring these competencies will lead to greater performance in the CIET HCD projects.

The correlation analysis helped in finding out the relationship between the three leadership competencies and the project performances of the CIET HCD projects. As per the result of the correlation analysis, it is concluded that leading the organization and leading others have a positive relationship with the dependent variable project performance whereas, leading the self has an insignificant relationship with project performance.

The regression analysis precisely found out that leading the organization, leading others, and leading the self has the most effect on the project performance also leading others is the overruling one. Also, the study presented a statistically substantial association between leadership competency and project performance, it can be concluded that leading the organization, leading others, and leading the self to have a positive effect on the project performance of CIET HCD projects.

Thus, project managers in CIET HCD projects must acquire the leadership competencies of leading the organization, leading others, and leading the self to lead a well-performing project as it is indicated in the study that the competencies significantly improve project performances which are satisfaction, quality, cost, and budget performances. The result provides critical insights into project management as a focus area for improving project performance.

5.3. Recommendation

As per the findings of the study, setting vision and strategy, displaying drive and purpose, demonstrating ethics and integrity, managing self, building and maintaining relationships, managing organizational politics and influencing others, and managing effective team and communication are the most perceived skills and attributes that contribute to a project's success

at CIET HCD projects. Therefore, the study recommends that project managers should acquire a mix of skills and attributes of the leadership competencies for successful project performance. These skills and attributes can be learned and practiced by the existing project managers so project managers should distinguish their areas for the needed development of competencies. Thus, the management should advance the leadership competency development of the project managers through coaching and mentoring, feedback, experiential learning, training, etc. As the study illustrated, project managers should focus on leading the organization and leading others to attain a high-performing project.

The study recommends the adoption and application of effective leadership competency practices in the CIET HCD projects. The project management must prioritize the development of the project manager's leadership competency. Also, the project leader should form a leadership competency development task force to recruit, develop and manage talents, and leadership development among the potential project staff. A competent project manager will take a project to higher performance. Therefore, Leadership competencies should be taken into consideration in the project management training institutions and organizations to develop a project manager's competencies.

Once again, project managers should distinguish their areas for the needed development of competencies. As the study shows, project managers should focus on leading the organization, leading others, and leading the self to attain a high-performing project.

Finally, the study recommends giving greater emphasis on leadership competencies is very important as it contributes to the success of a project and enhancing awareness of all the concerned bodies that contribute to a project's higher performance is highly recommended.

5.4. Suggestions for further research

Leadership in CIET HCD projects comprises other leadership bodies aside from the project manager, but the study was limited to only the project managers of the CIET HCD projects. It is recommended that this topic can be investigated from the leadership bodies and the project team's perspective.

In addition, more research should be done to determine the additional components that contribute to 38.7% of the performance of CIET HCD projects as determined by the regression model as the current study examined 60 competencies categorized into three main groups, leading the organization, leading others, and leading the self.

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Appendix - Questionnaire

Addis Ababa University
College of Business and Economics
School of Commerce

Dear Sir/ Madam,

Thank you for agreeing to fill this questionnaire. The questionnaire is prepared for an academic purpose for the fulfillment of MA degree in Project Management. The objective of the study is to assess and identify the most important leadership competencies that contribute for successful project performance in Compassion International Ethiopia assisted holistic children development projects. Hence, your genuine response is critical for the success of the research. Under no circumstances are you obliged to answer any of the questions, however in doing so, will greatly assist in completing the research. Kindly be informed that the information you provide in this survey questionnaire will not be used for the purpose other than furthering this research. Your individual responses to this and voluntary survey will be kept anonymous and be used solely for data analysis.

6.1. Questionnaire

Part I General Information

1. Gender

Male

Female

2. Age Range

20-30

31-40

41-50

>50

3. Level of Education

Diploma

Graduate/ Degree

Post-Graduate

Above Post-Graduate

4. Which region is the child development center you are working is located?

North

South

East

South-west

Central

5. For how many years have you worked in the child development center as project manager/director?

0- 5

6-10

11-15

16-20

>20

Part II. Leadership Competencies Practice

6. In your opinion, do leadership competencies affect the performance of Compassion assisted holistic child development projects?

Yes No

If yes, please explain?

.....

This part takes three sub-categories under leadership competency: leading the organization, leading others, and leading the self. Please indicate the extent to which you agree with the importance of the leadership competencies listed here for a project manager/director at compassion-assisted projects by putting a tick (√) in the appropriate response.

1: Not at All, 2: To A Little Extent, 3: Indifferent, 4: To A Great Extent, 5: To A Very Great Extent

	Leadership Competencies measurement items	1	2	3	4	5
	A. Leading the organization					
1	<i>Setting Vision and strategies</i>					
1.1	Communicate a clear vision, and mission, and set values for stakeholders involved in the project center.					
1.2	Motivate staff to act with passion and purpose.					
1.3	Ensure everyone involved is working towards a common goal.					
2	<i>Problem-solving and decision-making ability</i>					
2.1	Actively seeks and analyzes relevant information to help resolve problems.					
2.2	Makes timely decisions based on information gathered.					
2.3	Understands the short-term and long-term impacts of various decision options.					
3	<i>Managing Change</i>					
3.1	Uses effective strategies to facilitate change initiatives.					
3.2	Familiarize with changing conditions, strategies, processes, technology, or job requirements.					
3.3	Communicates change as an opportunity for innovation and growth of the project center.					
4	<i>Managing organizational politics and influencing others</i>					
4.1	Understanding social interactions well and accurately interoperate their and others' behavior					
4.2	Exerts powerful influence on others					
4.3	Have a networking ability and develops friendship or build strong beneficial alliances.					

4.4	Sincerity; ability to be forthright, open, honest, and genuine with others.					
5	<i>Taking risk and be innovative</i>					
5.1	Lead and champion new ideas, initiatives, & develop new insights into situations.					
5.2	Finds and takes hold of new opportunities that help the success of the project center.					
5.3	Able to evaluate new approaches with an open mind by gathering relevant information.					
	B. Leading others					
1	<i>Communicating effectively</i>					
1.1	Express verbal and non-verbal ideas clearly and concisely					
1.2	Listens carefully and is open to the inputs of others					
1.3	Disseminates information about decisions, plans, and activities.					
2	<i>Developing others</i>					
2.1	Provides regular and effective feedback for the staff.					
2.2	Delegates responsibilities and matches employee attitude and ability with assignments.					
2.3	Support the staff to own their development.					
2.4	Recognizes the staff's work and fosters continuous learning.					
2.5	Invest time and effort in coaching staff so they can contribute effectively and develop themselves.					
3	<i>Valuing diversity and difference</i>					
3.1	Works effectively with people who differ in race, gender, culture, age, or background.					
3.2	Values the perspectives of different people and cultures.					
3.3	Adapts self-behavior to fit cultural perspectives.					
4	<i>Build and maintain relationships</i>					
4.1	Establishes collaborative relationships with internal and external stakeholders to achieve objectives.					
4.2	Respects and acknowledges the contribution of others.					
4.3	Develops and maintains professional working relationships.					
4.4	Creates a positive and safe environment for beneficiaries and the community.					
4.5	Handling situations well and managing conflict effectively					
5	<i>Managing effective team</i>					
5.1	Communicate with staff members, support, and uplift them so they can perform to the best of their abilities.					
5.2	Creates an environment for effective team functioning.					
5.3	Encourage and nurture your teams/staff growth					
5.4	Drive your team/staff forward with passion, enthusiasm, inspiration, and motivation					

C. Leading the self							
1.	<i>Demonstrating ethics and integrity</i>						
1.1	Acts in a respectful manner to others regardless of gender, age, race, ability, culture, or religious beliefs.						
1.2	Aligns words and actions						
1.3	Maintains professional standards of ethics and integrity						
1.4	Respects the privacy and confidentiality of others						
2.	<i>Displaying drive and purpose</i>						
2.1	Exhibits self-discipline and is willing to make sacrifices to contribute to the success of the project.						
2.2	Visualize the impact of the project on the beneficiaries						
2.3	Goal directed and driven to achieve objectives.						
2.4	Leading with purpose, especially in changes and uncertainties.						
3.	<i>Develop self</i>						
3.1	Adapts and learns new skills and techniques and apply it.						
3.2	Seeks out and reflects on new experiences.						
3.3	Learns by seeking the support and encouragement of others.						
3.4	Learns from mistakes						
4.	<i>Manage self</i>						
4.1	Sets personal goals, have long term vision.						
4.2	Organizes time intelligently so that to use it more effectively						
4.3	Proactively manages own career						
4.4	Handle stressful experiences with energy and resilience.						
4.5	Balances work priorities and personal priorities						
5.	<i>Self-awareness</i>						
5.1	Aware of one's feelings and capable to recognize and manage/control.						
5.2	Aware of one's strengths and weaknesses which impact others and the work.						
5.3	Exhibits a degree of self-belief to manage one's emotions and to control their impact in a work environment.						
6.	<i>Developing adaptability</i>						
6.1	Adapts to change easily and adjust to new conditions.						
6.2	Is open to the influence and perspectives of others.						
6.3	Being able to rapidly learn new skills and behaviors in response to changing circumstances.						
6.4	Being flexible and able to change to become successful.						

Part III. Project performance measurement

1. How would you rate the performance of the project center that you are currently working in?

Poor Below average Average Excellent

2. Indicate to the extent to which you agree with the following statements relating to the performance of Compassion International Ethiopia assisted holistic child development Project /centers that you are involved in.

	Project performance measurement items	1	2	3	4	5
2.1	Stakeholders are actively involved in the project activities.					
2.2	Project beneficiaries are satisfied.					
2.3	The project objectives are achieved with quality.					
2.4	Project activities are completed within time.					
2.5	Project activities are completed within the budget.					

Thank you for your time!

6.2. Assumption Test

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: PP

