



ADDIS ABABA UNIVERSITY SCHOOL OF COMMERCE

GRADUATE PROGRAM

MA IN PROJECT MANAGEMENT

**AN ASSESSMENT OF PROJECT MANAGERS' COMPETENCY IN TEKLEBRHAN AMBAYE
CONSTRUCTION PLC**

By: Rahel Abebe

**MA Thesis as impartial fulfillment of the requirements for the award of the degree of
Masters of Project Management**

Advisor:

Wubishet Bekalu (PhD)

June, 2017

Addis Ababa, Ethiopia



ADDIS ABABA UNIVERSITY SCHOOL OF COMMERCE

GRADUATE PROGRAM

MA IN PROJECT MANAGEMENT

**AN ASSESSMENT OF PROJECT MANAGERS' COMPETENCY IN TEKLEBRHAN AMBAYE
CONSTRUCTION PLC**

By: Rahel Abebe

**MA Thesis as impartial fulfillment of the requirements for the award of the degree of
Masters of Project Management**

Advisor:

Wubishet Bekalu (PhD)

June, 2017

Addis Ababa, Ethiopia

Statement of Declaration

I, Rahel Abeeb Birku, hereby declare that this thesis entitled “AN ASSESSMENT OF PROJECT MANAGERS’ COMPETENCY IN TEKLEBRHAN AMBAYE CONSTRUCTION PLC” submitted by me for the award of the degree of Master of Project Management, Addis Ababa University at Addis Ababa, Ethiopia, is my original work and it has never been presented in any university. All sources and materials used for this thesis have been duly acknowledged.

Name: Rahel Abebe Birku

Signature: _____

Date_____

Addis Ababa, Ethiopia

Statement of Certification

This is to certify that Rahel Abebe has carried out this research work on the topic entitled “An assessment of Project Managers competency in Tekeleberhan Ambaye Construction PLC” under my supervision. This work is original in nature and it is sufficient for submission for the partial fulfillment for the award of Degree of Masters of Art in Project and Management.

Wubshet Bekalu (PhD)

Signature _____

Date _____

Addis Ababa, Ethiopia



Addis Ababa University

College of Business and Economics Department of Project Management

MA Project Work

By

Rahel Abebe Birku

Approved By Board of Examiners

Approved Board Committee:

Wubishet Bekalu (Phd)

Advisor

Signature

Date

Examiner

Signature

Date

Examiner

Signature

Date

Acknowledgements

First and for most, I would like to give my praise to the Almighty God for his invaluable care and support throughout the course of my life.

Next, I am grateful to my sisters Meklit and Meron and my brother Amariew Abebe who had given a lot of encouragement and motivation to complete my study.

I would also like to express my sincere appreciation to my advisor Dr. Wubishet Bekalu for the guidance, assistance and constant support throughout this study.

I also want to acknowledge all Tekleberhan Ambaye Construction staffs who gave me data and materials. Last but not least, to those who had contributed assistance, either directly or indirectly, yet their names are not cited here, they deserve my greatest gratitude.

Acronyms/Abbreviations

CPM-construction project management

TACON- Tekleberhan Ambaye Construction

ISO- International Organizations Standardization

PM- Project Manager

PMBOK-Project Management Body of Knowledge

IPMA- International Project Management Association

IT- Information Technology

HRM- Human Resource Management

Table of Contents

Acknowledgment	V
List of Tables.....	VI
List of Figures.....	VI
Acronyms/Abbreviations.....	VII
ABSTRACT.....	1
CHAPTER ONE	2
INTRODUCTION	2
1.1 BACKGROUND OF THE STUDY	2
1.2 BACKGGROUND OF THE ORGANIZATION	3
1.3 STATEMENT OF THE PROBLEM.....	4
1.4 BASIC RESEARCH QUESTIONS.....	5
1.5 OBJECTIVE OF THE STUDY	6
1.5.1 General objective	6
1.5.2 Specific objective.....	6
1.6 SIGNIFICANCE OF THE STUDY.....	6
1.6 SIGNIFICANCE OF THE STUDY.....	6
1.7 SCOPE OF THE STUDY	6
1.8 ORGANIZATION OF THE RESEARCH REPORT	7
1.9 LIMITATION OF THE STUDY.....	7
CHAPTER TWO	8
LITERATURE REVIEW	8
2.1 PROJECT MANAGERS AND PROJECT MANAGEMENT	8
2.2 PROJECT MANAGEMENT APPROACH	9
2.3 DEFINITION OF COMPETENCY.....	9
2.4 COMPETENCY AND PROJECT MANAGEMENT	11
2.5 CONSIDERATION OF COMPETENCE	12
2.6 KEY ELEMENTS OF PROJECT MANAGEMENT	13
2.7 CORE PROJECT COMPETENCY	16
2.7.1 Soft competences	18
2.7.2 Hard Competences	19
2.8 BENEFITS OF COMPETENCIES.....	Error! Bookmark not defined.

CHAPTER THREE	24
RESEARCH METHODOLOGY	24
3.1 RESEARCH DESIGN	24
3.2 SAMPLE AND SAMPLING TECHNIQUES	24
3.3 SOURCE AND METHOD OF DATA COLLECTION	25
3.4 VALIDITY AND RELIABILITY	26
3.5 DATA ANALYSIS	26
3.6 ETHICAL CONSIDERATION	26
CHAPTER FOUR.....	27
RESULTS AND DISSCUTION.....	27
4.1 GENERAL INFORMATION ABOUT THE PARTICIPANTS	27
4.2 ANALYSIS OF SEMI-STRUCTURED INTERVIEW.....	29
4.2.1 Basic skills every project managers need possess.....	29
4.2.2 Project manager core competencies	31
4.2.3 Techniques to develop human skills	32
4.2.4 Techniques to develop Technical skill.....	33
4.3 PROJECT MANAGERS COMPETENCY AND THEIR ROLES	33
CHAPTER FIVE	44
CONCLUSSION AND RECOMMENDATION.....	44
5.1. CONCLUSION.....	44
5.2 RECOMMENDATION	Error! Bookmark not defined.
Bibliography	47
Annex.....	49
Sample interview and questioner questions.....	50

List of Figures

Figure 4.1: Respondent rate.....	27
Figure 4.3.1: Leadership	34
Figure 4.3.2: Self Development	36
Figure 4.3.3: Personal Integrity.....	37
Figure 4.3.5: Time Management.....	40
Figure 4.3.6: Systematic Integration	42

List of Tables

Table 4.1: Respondent Profile	28
Table 4.3.2: Leading Change	38
Table 4.3.2: Public Service Focus.....	41

ABSTRACT

The purpose of this research is to assess the competency of project managers in Tekleberhan Ambaye Construction. This study was conducted on Tekleberhan Ambaye Construction selected Addis Ababa sites. The research purposefully takes the whole population which only found in projects in Addis Ababa. Both primary and secondary data are collected to achieve the intended research objectives. Data collected using both quantitative and qualitative methods. Specifically questioners, semi-structured interviews to key informants and document analysis were employed as instruments of data collection. The respondents were all project managers and site engineers which have the capability to manage a project. Questionnaires were distributed to all project sites for 12 employees. The data were analyzed using SPSS and interpreted in percentage. The findings of this study revealed that: all project managers have a good competency skills and have the knowledge about what is the company expect from them. Also the organizations give different types of training for the development of human and technical skills. The research findings shows that there is no time centered training for its employees, no induction training for new employees as well as the company mostly focused on the technical skill trainings. The findings also support among different types of project competency aspects and under their roles the employees have a good competency skill and have great knowledge about it.

Key Words: project manager's competency, technical skill, human skill and project competency and the roles.

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Project Manager is a title that many people possess, but few seem to be able to describe wholly what a project manager does, or what they do well that makes them effective. Project Management is defined in the Guide to the Project Management Body of Knowledge (PMBOK) (1996) as “the application of skills, tools and techniques to project activities in order to meet or exceed stakeholder expectations from a project”.

A project competency comprises a documented work process and the functions and associated capabilities needed to execute the work process. Every project requires the project team to execute a number of different project competencies in a seamless manner. (Blackburn, 2002; Cleland, 1995; Crawford, 2004)

A core project competency is the work process that provides competitive advantage to the owner and is, or may become, critical to project success because of the inability of the market to maintain or execute the work process in an effective and reliable way. Competitive advantage can be measured in terms of capital cost, schedule, operational performance, or life cycle costs of capital projects. Regardless of their size, construction projects involve more than just the owner’s project organization. (Prahalad, C.K. and Hamel, Gary, (1990)

According to (Hyvari, I.A Key to Project Success (1997)) Construction management or construction project management (CPM) is the overall planning, coordination, and control of a project from beginning to completion. CPM is aimed at meeting a client’s requirement in order to produce a functionally and financially viable project. CPM is project management that applies to the construction sector. The construction industry is composed of five sectors: residential, commercial, and heavy civil, industrial, and environmental. A construction manager holds the same responsibilities and completes the same processes in each sector. All that separates a construction manager in one sector from one in another is the knowledge of the construction site

1.2 BACKGGROUND OF THE ORGANIZATION

According to (Addis Ababa City Administration Trade and Industrial Development Bureau, 2016)Tekleberhan Ambaye Construction PLC (TACON) is one of the most known construction companies undertaking various construction projects in different parts of Ethiopia. The Organization is currently registered as a Class I Building Contractor, with a capital exceeding Birr 1 Billion. (Addis Ababa City Administration Trade and Industrial Development Bureau, 2016)

TACON has a vision of becoming a cross-border, reputable construction company. It operates with a mission of quality service to the public and reasonable profit to the owner. Core values that govern the organization include client satisfaction, professionalism, integrity, quality and Social responsibility.

To assure this the Company has put into operation a Quality Management System and has passed the ISO 9001:2000 Certification audits by ZDH ZERT Company.

TACON has undertaken various projects in different parts of Ethiopia. To mention a few: In Oromia Region, the Oromia President's Office at Adama, Robe Stadium, Jimma Agricultural College, Jimma University, RTTI, and LimuGuenet Hospital projects were undertaken by TACON. In Addis Ababa the Forestry Gene Bank Building, the African Union upgrading works and TseTse Fly Eradication projects were carried out by TACON.

In Somali Region the Kebribeyah Customs Office, Gode Rural Technology Center and others, in the Southern Region agricultural project buildings, and in Benishangul Gumuz the Gilgel Beles Education Bureau, low cost houses and prison administration buildings were constructed by TACON.

In Amhara Region the Woreta Agriculture College and Gonder OPD, in Gambella Region TVET College, and in Tigray Region Air Force Staff Apartment projects were constructed by TACON.

Projects recently completed include the Market Complex (Phase I), Market Complex (Phase II) and Mekele University in Mekele and DebreMarkos UCBP Project Phase I & II in DebreMarkos and more.

Projects currently at hand:

- Ambo University College
- Tigray Stadium Complex
- DebreMarkos University (Phase 2B & 3A and infrastructure)
- Amhara Mass Media Agency Building
- Drug Quality Control Laboratory & Office Building completed
- Africa Insurance Mixed Use Building
- MiskayeHazunanMedhanealem Orthodox Church Educational and Commercial Building
- Commercial Bank of Ethiopia Megenagna Branch Office Building Project
- National Data Repository Building
- Ecclesiastical Museum in Axum

1.3 STATEMENT OF THE PROBLEM

According to the Project manager competency development framework revised edition published by PMI (2002), project success requires project manager competence.

According to Rayford (2013) Projects are becoming more challenging due to complex integrated business processes; complex organizational structures; alliances and partnerships; and political and global considerations. Thus, understanding how to improve project management capability becomes even more important for an organization to remain viable and to achieve its strategic objectives. The efforts of keeping projects within scope, on schedule and within budget to satisfy customers are increasing. Although many researches are conducted on the subject of project managers ‘competency in different parts of the world, but in Ethiopia there was almost no such kind of research on the subject even many projects are implemented. The researcher was interested to fill this gap and try to contribute something useful on the field.

Teklebirhan Ambaye Construction is one of the competitive private construction companies in Ethiopia construction sector, and the company is in a continuous path to be one of the leading construction companies in our country and to achieve The Company’s top priority for the satisfaction of its customers and various stakeholders

Most construction projects in Ethiopia had the problem to complete with the scheduled time frame, estimated budget, expected quality etc. Those problems are a combination of technical

(managing skill), and human skill factors influence the proposed projects throughout its life cycle. But from those mentioned problems these theses concern the project managers' competency on their given projects. This responsibility needs effective use of their project management skills and ability to do or hold their responsibility to perform their responsibility/authority to execute the proposed project. In our country most of professionals lack of wide knowledge and experience gaps due to lack of foundation on the project management science.

1.4 BASIC RESEARCH QUESTIONS

One of the most critical success factors of project is linked to performance, experience and competence of project managers who manage these projects.

The major problem addressed in this study was to understand the project management competencies needed for successful project implementation of a project in both technical and human skills.

Research question

The central question about this thesis is

1. What are the core project manager's competencies (both hard and soft skill)?
2. What techniques does the organization or a project manager use to develop their human skill
3. What techniques does the organization or a project manager use to develop their and technical skill?
4. What are the main competency gaps the project managers have that affect the project success in Teklebirhan Ambaye Construction?

1.5 OBJECTIVE OF THE STUDY

This study sets the following general and specific objectives

1.5.1 General objective

The general objective of this project work is to assess the project manager's competency in Teklebirhan Ambaye Construction.

1.5.2 Specific objective

1. To identify the core competency components both the hard and soft skill of the project managers.
2. To identify different human skill techniques used for the development of project manager's competency in Teklebirhan Ambaye Construction.
3. To identify different technical skill techniques used for the development of project manager's competency in Teklebirhan Ambaye Construction.
4. To identify Teklebirhan Ambaye Construction project manager's competency gaps.

1.6 SIGNIFICANCE OF THE STUDY

By assessing and examining the actual competencies of project managers in Teklebirhan Ambaye Construction Company, helping the organization in identifying the gaps, the techniques for the development of their current skill as well as core project managers skill related to project managers 'competency and recommending for possible solutions to develop project managers at their best and to reach at desirable organizational project management maturity for achieving the ultimate strategic objective of the company and also it can motivate the company to develop its own project managers competency development framework. It may equally important for future researchers as input if they are interested to do researches in this subject.

1.7 SCOPE OF THE STUDY

The result obtained from this research will provide overview information about the competencies of project managers in Teklebirhan Ambaye Construction Co. It also provides an overview on how competencies and roles of project managers contribute to the success of construction projects. Therefore the result can be applicable to get information about the current status of project management concerning competencies, and the project managers roles performed under critical project manager's competency in Teklebirhan Ambaye Construction.

1.8 ORGANIZATION OF THE RESEARCH REPORT

This paper comprised five chapters in which the first part illustrates the study backgrounds, statements of the problem, basic research questions, objectives, significance, scope and limitation of the study and the second chapter deals with review of related literature and the third chapter describes research design and methodology of the study and the analysis used, results and discussion would be discussed in the fourth chapter, finally the last chapter will be dealing with the research summary, conclusion and recommendations

1.9 LIMITATION OF THE STUDY

A limitation of a research study identifies potential gaps or problems in the research.

- Due to project managers busy schedules it was hard to collect the questioners and to have a proper interview.
- Access to important competency related documents and working manuals and approval by authorities was also difficult to find.
- Some respondents were hesitant to tell the truth, about their competency skills.

CHAPTER TWO

LITRETURE REVIEW

Projects are used as a means to achieve an organization's strategic goals. It is obvious that global spending on projects is in the order of many billions of dollars annually; however, in spite of advances in the project management (PM) discipline, the common experience suggests that many projects fail (williams, 2014) Consequently, many current research efforts are focused on improving project success.

The term *project success* is considered different from *project management success*. Project success is measured against the overall objectives of the project whereas project management success is measured against the traditional gauges of performance such as completing project within time, cost, and meeting scope and quality (Cooke-Davies, 2002); however, whenever the term *success* is referred to in any study, it encompasses both the above definitions and is in line with Jugdev and Müller's (2005) notation of project success. Jugdev and Müller, based on extensive research, found that the definition of project success transitioned over a period of time from a narrow focus of completing a project within time, cost, and scope to expanding the focus by including stakeholder requirements.

2.1 PROJECT MANAGERS AND PROJECT MANAGEMENT

The profession of Project Management has many industry bodies internationally and spans across many sectors. Project Manager is a title that many people possess, but few seem to be able to describe wholly what a project manager does, or what they do well that makes them effective. Project Management is defined in the Guide to the Project Management Body of Knowledge (PMBOK, 1996) as "the application of skills, tools and techniques to project activities in order to meet or exceed stakeholder expectations from a project". Further to this a project is defined by (Duncan, 1996) as "a temporary endeavor undertaken to create a unique product or service".

2.2 PROJECT MANAGEMENT APPROACH

Bodies of knowledge have come about over the evolution of project management. The 1950's is when project management is considered to have emerged as a profession (Crawford L. H., 2005) from the underlying theory of project management was born the 'project management approach'. This has been added to and modified by the Project Management Institute (of America) over the years and compiled in a document known as the 'Project Management Body of Knowledge'. (Jugdev, 2002) This PM approach is said to have varying strengths and weaknesses when used in different fields but has been defined as the underlying set of skills that shape the role no matter what field you are in (Crawford & Blackburn, 1996). Later in this research paper we will look at whether this approach as defined by the Project Management Institute in PMBOK applies to the Auckland commercial construction market and also look to what degree the different areas of project management defined within this document contribute toward project success.

2.3 DEFINITION OF COMPETENCY

International Project Management Association (IPMA) defined competence as knowledge + experience + personal attitude. Knowledge and experience relate to function and attitude relates to behavior (IPMA, 2002).

Project management professionals working in projects where technical issues are important must have the competency to deal with them. Project Managers must be able to recognize the issue and be confident that appropriate action has been taken to deal with them. Technical issues can cause a project to fail and often have done.

Project management competencies are achieved by the combination of education and the knowledge acquired during training, the skills developed through experience, and application of such acquired knowledge and experience.

(Hornby, 1989) Define competency as the knowledge, skills and qualities of effective managers, and point to the ability to perform effectively the functions associated with management in the work situation. (Hogg, 1993) States those competencies are the characteristics of a manager, which lead to the demonstration of skills and abilities, which result in effective performance

within an occupational area. Competency is linked with individual behavior and job performance. Regarding the effective performance in a job, (Boyatzis, 1982)states that: "effective performance of a job is the attainment of specific results (i.e. outcomes) required by the job through specific actions while maintaining or being consistent with policies, procedures and conditions of the organizational environment". In short, competencies are specific knowledge, skills, abilities, characteristics, and behaviors that enhance job performance. It is the underlying characteristics of a person that enables that person to demonstrate superior performance in a job.

Some scholars see "competence" as a combination of practical and theoretical knowledge, cognitive skills, behavior and values used to improve performance; or as the state or quality of being adequately or well qualified, having the ability to perform a specific role. For instance, management competency might include systems thinking and emotional intelligence, and skills in influence and negotiation.

The subject of competency has been at forefront of discussions among researchers for over two decades. Different definitions and theories have been proposed by various academic and industrial research groups purporting to explain —competency. (Woodruffe, 1992), Defines competency as a person-related concept that refers to the dimensions of behavior underlying competent performance. According to (Woodruffe, 1992) competency refers to a cluster of related knowledge, attitudes, and skills that affects a major part of one's job; that correlates with performance on the job; that can be measured against well-accepted standards; and that can be improved via training and development. The term "competency" has also been defined in the literature as the "underlying characteristics of an individual causally related to criterion-referenced effective and/or superior performance in a job or situation", and the —clusters of skills, knowledge, abilities, and behaviors required for success. In this study, we have taken a broad view of competency, as have others: skills, attitudes, knowledge, and personal characteristics that can be improved with experience, education and training.

2.4 COMPETENCY AND PROJECT MANAGEMENT

The project management competency is the capability to manage project professionally, by applying best practices regarding the design of the project management process, and the application of project management methods. Project management competencies require knowledge and experience in the subject, which enables the project to meet its deadlines and objectives (Huemann G. R., 1998).

Professional competency in project management has been addressed by a number of research studies which are primarily based on the opinions of project management practitioners. Some studies have highlighted the significance of PM skills and characteristics in project success, while others have assessed PM competencies across cultures and industries.

Several of the studies conducted on project managers' competencies have focused more specifically on the importance of human skills. In the early 1980s, (Boyatzis, 1982) applied the concept of competency to managers and defined competency as "an underlying characteristic of a person, including motives, traits, and skills, aspects of one's self-image or social role, or a body of knowledge which he or she uses".

(Huemann G. R., 1998) Indicated that successful project managers should recognize the importance of managing people in projects by applying good interpersonal skills. (Crawford L. H., 2005) categorized project managers' competencies into three main categories, namely: input competencies (referring to a person's job-related knowledge and skills), personal competencies (referring to a person's core attributes and capabilities) and output competencies (referring to a person's demonstrable performance).

One of the early attempts to link project managers' skills and characteristics to project success was conducted by (Crawford L. H., 2005) this study showed that a well-trained project manager can create an effective team—a key factor in the success of a project.

2.5 CONSIDERATION OF COMPETENCE

“Competence” is a simple word and almost everyone would say that they understand what it means but defining the term is extremely difficult. Different standpoints and centers of focus lead to different definitions and depths of specification.

For many reasons competence in construction is often regarded primarily from a health and safety perspective but it should be remembered that, to be fully competent, a person requires a wide range of job- and task-related knowledge and skills in addition to health and safety skills and knowledge. Human factors, too, are wider than those needed to keep a person safe and healthy – and encompass, for example, work-ethics, communications skills, etc.

Researches shows competency should always be interpreted in its widest sense in order to ensure that overall competence frameworks do not omit vital factors; and that it should not be allowed to become static but be reviewed over time as other factors, for example, digital technology, new training solutions and work practices, change.

The main reason that companies require individuals to be fully competent (setting aside health and safety considerations for the moment) is to underpin the efficiency with which work is completed to an appropriately high standard. This, in turn, underpins customer satisfaction and repeat business. In order for this to happen individuals at all levels of a company are required to possess:

Appropriate and up-to-date skills (both technical and non-technical), knowledge which is more than sufficient for the job role, and certain behaviors and attributes which are more usually encompassed within the term “human factors”.

On top of these considerations competence can increase (and decrease) at different stages of an individual’s career. Experience is a significant aspect of the development of competence in an individual’s progression from novice to expert but it must be positive experience, fully learned and absorbed.

The most competent of individuals may work ineffectively, and even appear to work incompetently, under certain circumstances which are controlled by their superiors. Poor

managerial communication, inappropriate equipment and facilities, badly designed workflows, inadequate policies and systems, poor communications, work stress, and insufficient understanding and control of the environment in which the work is taking place can all lead to the appearance of individual incompetence.

Again, however, it must be recognized that managerial and organizational competence is not only about safety.

Skill: occupational with functional skills, plus wider skills such as specific health & safety skills;

Knowledge: wide and deep knowledge related to the occupational role and health and safety; and,

Human factors: behaviors and attributes associated with self-, situational-, and risk- awareness. These are supported and developed by a variety of mechanisms including education, training and experience.

2.6 KEY ELEMENTS OF PROJECT MANAGMENT

Managing a large-scale project is a complex task requiring several knowledge areas, a variety of technical and management skills and a combination of personal and behavioral competencies. A study performed by (Fox, 2006) summed up the challenges in managing projects: "Managing [a large complex project] is more than a science; it is a continually evolving art". This study has identified and categorized the key elements of project management competency.

This competency shows the three main categories: work experience, education level, and skills and characteristics.

Professional competency in project management is attained by the combination of knowledge acquired during training, and skills developed through experience. Other researchers gain shared experience gained in planning and implementing a competency development program designed for project managers in global R&D projects. The results revealed that the experience obtained through managing projects cannot be acquired through any other means. Work experience contributes significantly to the development of skills and expertise of a project management

team. The efficacy of project management practices will vary depending on the experience of project management team member. (Fox, 2006) Investigated the effects of management experience in handling change orders, and showed that the more experience a project manager has in the field of the project, the more that PM is able to reduce inefficiency due to change orders.

2.6.1 Level of Education

Education complements the experience of project management practitioners in the workplace. Berggren and (32. Söderlund, 2011)demonstrated the need to create a training environment fusing the knowledge of practitioners with academics. Project management encompasses a wide range of roles and responsibilities, as reflected in educational programs. Many colleges and universities offer courses in engineering alongside business administration programs covering techniques and concepts of project management. Increasingly, degrees are offered at the master's or doctoral levels. There are also a number of institutions providing project management training courses and professional certificates. Founded in 1965, the International Project Management Association (IPMA), representing a federation of more than fifty national project management associations, provides various certification programs for the work of project management professionals. The other significant institution is the Project Management Institute (PMI), one of the largest not-for-profit associations, with credential holders in more than 185 countries.

Research about project management education underlines the need for training focused on the development of project management soft skills along with the required technical knowledge. Pant and (Bourne L, 2004) proposed a new way of thinking to broaden existing approaches in project management education by incorporating greater human skills into educational programs. Recent studies have also investigated the improvement of project management training and education using real life components. Researchers believe academic and training programs at universities and professional institutions need to assist trainees studying project management in the context of its application. Notably, (Bourne L, 2004) identified three main areas that should be considered by educational institutions in training project managers:

- 1) Developing critical thinking to deal with complexity,
- 2) Developing softer parameters of managing projects, and
- 3) Preparing project managers to be engaged in real projects.

2.6.2 Skills and Characteristics

A mixture of skills and characteristics is required for a project management team to manage a project successfully. (Dainty, 2005) categorized the skills required for project managers into six areas: communication, organizational, team building, leadership, coping, and technological skills. In the current research, to evaluate the competency level of a project management team, the main skills and behavioral personalities of project managers have been divided into technical and human-related skills.

2.6.2.1 Technical Skills

Each member of a project management team must have competent technical skills in the relevant field of expertise to implement and integrate all aspects of the project, as well as an adequate knowledge and proficiency at using project management tools and techniques. Although project managers do not need to be experts in the technical areas of the project, basic technical knowledge is a great asset for project managers. The more technical expertise project managers have in the field of a project, the greater their effectiveness in managing the work.

Projects are becoming more complex, and project managers need to spend more time on management skills. The main skills essential to successful project management include planning and scheduling, budgeting and cost control, estimation, quality control, and construction management. These skills are necessary to assess project risks and to make trade-offs of cost, schedule, time, and quality.

2.6.2.2 Human-related Skills and Characteristics

The importance of human skills in managing projects has been emphasized in a number of studies. According to Borman and Motowidlo, behavioral competencies can be grouped into two main categories: task performance behaviors (contributing to the technical and managerial functions, such as planning, coordinating, delegating, and so forth) and contextual performance behaviors (contributing to the organizational, social and psychological environment, such as conscientiousness, commitment, initiative, or dedication).

Aitken and Crawford (2008) studied the personality characteristics and behavioral competencies of project managers working in fourteen countries. The study revealed a group of behavioral characteristics associated with successful project managers, including: deciding and initiating action, delivering results and meeting customer expectations, leading and supervising, and persuading and influencing.

The interpersonal and behavioral skills most critical for effective performance of a project manager include leadership, team building, communication, problem solving, negotiation, decision making, public speaking and delegation. These attributes signify the ability of a project manager to build a cooperative working environment in which all project participants interact.

Competency is also used as a more general description of the requirements of human beings in organizations and communities.

2.7 CORE PROJECT COMPETENCY

A number of studies have attempted to develop different competency models in various industries. The dominant works are those by Brière et al. (2014) identified competencies of international development project managers and how these competencies are used in projects. The findings of their study highlighted the importance given by managers to the competencies they must develop based on the environment where the projects are carried out.

The personal competencies required to manage organizational changes have been addressed by (Crawford L. H., 2005). The main change management competencies summarized by their study are: leadership, stakeholder management, team development, planning, communication, decision making, cultural awareness, and problem solving.

(Dulaimi, 1999) Investigated the behavioral competencies of project managers in the construction industry, identifying an appropriate leadership profile for project managers. El-Sabaa (2001) revealed that the human skills of project managers have the greatest influence on project management practices. Characteristics included in this category of skills were communication, mobilization, coping with situations, delegation, political sensitivity, high-self-esteem and enthusiasm. Similarly, a recent study conducted by Stevenson and

Starkweather(2010) investigated the human characteristics necessary to achieve project success across US industries. The results identified six critical core competences: leadership, verbal and written skills, the ability to communicate at multiple levels, attitude, and the ability to deal with ambiguity and change that were indicative of important skills and characteristics of successful project managers. Dulaimi and Langford (1999) investigated the behavioral competencies of project managers in the construction industry, identifying an appropriate leadership profile for project managers.

In addition to academic research, project management competency has also been explored by various professional associations and institutes. Main publications include the National Competency Standards for Project Management, the IPMA Competence Baseline, the Project Manager Competency Development Framework, and the Project Management body of Knowledge Guide (PMBOK® Guide). These standards have been widely used to certify project managers' competence. IPMA's competency model classifies project competency (describing the functional elements), behavioral competency (describing the personal elements), and contextual competency (describing the elements related to the context of project). These competency standards which are generic in nature assist in improving the management qualifications of experienced aCompetencies of project managers According to Pray (1998) cited by PMI (2002), competency is a cluster of related knowledge, attitudes, skills, and other personal characteristics that can affects a major part of one's job (i.e., one or more key roles or responsibilities), Correlates with performance on the job, Can be measured against well-accepted standards, can be improved via training and development and can be broken down into dimensions of competence.

Miranda and Ghimire (2008) as project managers take on a more important role in the business world the interest in which competences are necessary to successfully manage projects grows. This growth in interest has sparked the creation of standards and certification programs that describe the discipline's practices, offer definitions of the main terms and process, explain the main techniques and serves as the basis for assessing Project managers competences. Based on the research conducted by (Ghimire and Miranda 2008) on their intensive analysis of 50 online job advertisements in USA, Canada, UK, Germany and Australia posted for project managers positions they found the following sets of hard and soft competencies.

According to the authors the desired sets of soft competencies include; communication, leadership, problem solving, team building and working with others, organizing, flexibility and alertness, creativity and innovation, human resource management , negotiation and conflict management and positive work attitude whereas the desired hard competencies for project managers position involves project integration management, project scope management, project time management, project cost management, project quality management, project risk management, project procurement management and project management software competences. The authors also clearly stated the criteria used for both soft and hard competencies with detailed explanations of what was considered under each competence on the advertisement as follows.

2.7.1 Soft competences

(1) Communication – Sentences that clearly stated communication as well as things such as building or managing relationships, third parties or stakeholders, dealing with information, presentations, reporting, documentation, and language skills, for example, were all coded under communication.

(2) Leadership – The sentences that were dealt under leadership included sentences that clearly mentioned the word leadership as well as the ones that included things such as mobilization, influencing people, acting strategically, direction (roadmaps), coaching and mentoring.

(3) Problem solving – Sentences that clearly mentioned both parts of this competence problem identification and decision making were dealt in this category.

(4) Team working – For team working a distinction was made between being part of a team and managing a team. When the advertisement mentioned managing a team it was classified as human resource management competence, but when it talked about working in and being part of a team it was dealt under this category.

(5) Organizing – This category was limited to sentences or words that mentioned the competence of being organized or organizing. Organizing competence includes phrases like be responsible for organizing; must possess excellent organizational skills; organized; organization ability; strong organizational skills and project managers who are organized.

(6) Flexibility & alertness – For this category sentences that mentioned a fast paced and dynamic environment were included under flexibility. Competences which can be coded under flexibility & alertness includes fast-paced environment; experience in a multiple project environment preferred; manage multiple project plans concurrently and prioritize tasks appropriately under changing conditions; very flexible and able to work under pressure; your core task and responsibility is to manage different projects and an eye for detail.

(7) Creativity & innovation – This category included both the competence to act creatively and innovatively as the competence to foster such behavior within the participants of the project. It included sentences that either mentioned the word creativity and innovation or called for forward thinking and the ability to identify opportunities.

(8) Human resource management (HRM) – For this competence all the sentences that referred to the more formal human resource management procedures were included such as selecting, training and motivating staff.

(9) Negotiation and conflict management – All the sentences like manage issue resolution; Conflict resolution; good negotiation skills; act as the catalyst for any resolution; issues management; a born negotiator are mentioned under this heading.

(10) Positive work attitude – This category included all the sentences that referred to general competences related to positive working attitude.

2.7.2 Hard Competences

(1) Project integration management – This category is a broad category by nature. It includes general sentences about PM and words such as PM methods, processes and vague terms about PM. Also sentences that mention dependencies, the whole life-cycle of the project, monitoring and controlling progress and the adherence to deliverables and objectives were classified under this heading.

(2) Project scope management – The category of scope management included all the sentences that specifically mentioned scope management, required planning competence, talked about defining or understanding requirements and the ones that mentioned changes.

(3) Project time management –Sentences that mentioned time, tracking milestones, prioritize and creating as well as monitoring schedule all were coded under this classification. The phrases dealt as project time management incorporates key work packages to be delivered on time; prepare project schedule; monitor the project's progress in terms of planned versus actual schedule; outstanding time management skills; Monitoring of project milestones and delivers the project within agreed time;

(4) Project cost management –All sentences that mentioned words such as budget, finance, tracking expenditure were included under project cost management. Depending on the way the sentence was formulated mentions of resource management was also included into cost

(5) Project quality management – This category included all mentions of words such as quality, improvements, compliance with quality procedures or regarding the quality of the end result and its usefulness to the client.

(6) Project risk management – The sentences classified under this competence include all sentences that mention things like risk, risk identification, risk mitigation, minimizing risk, creating contingency plan and so on.

(7) Project procurement management – This category included all words that related to obtaining quotes, bids or offers from suppliers, developing resource requirements and managing contracts from suppliers. Everything that was related to what would be procured and when fell under this category. Project procurement management includes phrases like develop project resource requirements; obtaining quotes from suppliers; develop and manage vendor contracts / agreements; including Procurement and Contract Management; responsible for advising on the validity of the quotation document information and evaluate, test, specify and procure novel process technologies.

(8) PM software competence – The last hard competence that was analyzed dealt with PM related software. General software such windows or Microsoft office were disregarded. The same with industry specific software competence such as specific applications related to programming, in the case of IT advertisements, or graphic designing for marketing positions.

Only PM related software was considered. Some examples of PM related software that appeared in the advertisements include MS Project, Visio and Sure track.

According to /Ohio das human resource division office learning and professional development/ project managers' competency is designed around seven core competency areas.

2.8 BENEFITS OF COMPETENCIES

According to (Alam, 2010)Competency models can help organizations align their initiatives to their overall business strategy. By aligning competencies to business strategies, organizations can better recruit and select employees for their organizations. Competencies have been become a precise way for employers to distinguish superior from average or below average performance. The reason for this is because competencies extend beyond measuring baseline characteristics and or skills used to define and assess job performance. In addition to recruitment and selection, a well sound Competency Model will help with performance management, succession planning and career development.

Selection: The use of behavioral interviewing and testing where appropriate, to screen job candidates based on whether they possess the key necessary job competency profile:

- Provides a complete picture of the job requirements
- Increases the likelihood of selecting and interviewing only individuals who are likely to succeed on the job
- Minimizes the investment (both time and money) in people who may not meet the company's expectations
- Enables a more systematic and valid interview and selection process
- Helps distinguish between competencies that are trainable after hiring and those are more difficult to develop

Training & Development: Development of individual learning plans for individual or groups of employees based on the measurable "gaps" between job competencies or competency proficiency levels required for their jobs and the competency portfolio processed by the incumbent.

- Focuses training and development plans to address missing competencies or raise level of proficiency
- Enables people to focus on the skills, knowledge and characteristics that have the most impact on job effectiveness
- Ensures that training and development opportunities are aligned with organizational needs
- Makes the most effective use of training and development time and dollars
- Provides a competency framework for ongoing coaching and feedback, both development and remedial

Performance Management: Provides regular measurement of targeted behaviors and performance outcomes linked to job competency profile critical factors.

- Provides a shared understanding of what will be monitored, measured, and rewarded
- Focuses and facilitates the performance appraisal discussion appropriately on performance and development
- Provides focus for gaining information about a person's behavior on the job
- Facilitates effectiveness goal-setting around required development efforts and performance outcomes

Career Paths: Development of stepping stones necessary for promotion and long term career-growth

- Clarifies the skills, knowledge, and characteristics required for the job or role in question and for the follow-on jobs
- Identifies necessary levels of proficiency for follow-on jobs
- Allows for the identification of clear, valid, legally defensible and achievable benchmarks for employees to progress upward
- Takes the guesswork out of career progression discussions

Succession Planning: Careful, methodical preparation focused on retaining and growing the competency portfolios critical for the organization to survive and prosper

- Provides a method to assess candidates' readiness for the role
- Focuses training and development plans to address missing competencies or gaps in competency proficiency levels
- Allows an organization to measure its "bench strength"—the number of high-potential performers and what they need to acquire to step up to the next level
- Provides a competency framework for the transfer of critical knowledge, skills, and experience prior to succession – and for preparing candidates for this transfer via training, coaching and mentoring
- Informs curriculum development for leadership development programs, a necessary component for management succession planning
- Types of Competencies
- Organizational competencies:

The mission, vision, values, culture and core competencies of the organization that sets the tone and/or context in which the work of the organization is carried out (e.g. customer-driven, risk taking and cutting edge). How we treat the patient is part of the patient's treatment.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 RESEARCH DESIGN

Mixed research Method used in this study; because, it involves the use of both approaches in tandem so that the overall strength of a study is greater than either qualitative or quantitative research (Creswell, 2003). Therefore it is reasonable to use this design for describing the current situation in detail regarding project managers ‘competencies in Teklebrhan Ambaye Construction.

3.2 RESEARCH METHODOLOGY

3.3 SAMPLE AND SAMPLING TECHNIQUES

In this study the researcher uses a non-probability sampling technique. Because according to (Saunders M. L., 2009); non probability sampling provides a range of alternative techniques to select samples based on your subjective judgment. From non-probability sampling techniques the researcher used both Convenience and purposive Sampling in which elements have been selected from the target population on the basis of their accessibility or convenience to the researcher. According to this sampling technique the researcher choose to work on Teklebrhan Ambaye Construction project managers that only found in Addis Ababa, Even though the researcher use project managers found only in Addis Ababa according to the manual of Tekleberhan Ambaye Construction all project managers have been selected and recruit with the same qualification, therefore this idea in mind choosing convenience sampling technique not only reduce the cost but it also save time.

The population of the study consisted of Seven (7) project managers and Seven (7) site engineers which is mostly delegated to take over the responsibility of a project manager when the PM is not on the project site, and the candidates to be a project manager through experience. Therefore the researcher refers them as a project manager for the rest of the study. Thus; the total number of population of this study will be fourteen (14).

3.4 SOURCE AND METHOD OF DATA COLLECTION

To generate data for addressing the research objectives, both primary and secondary data have been used.

Primary Data Sources: Primary data was gathered using personal interview and structured questionnaire for project managers in Tekeleberhan Ambaye Construction. The structured questionnaire was primarily prepared based on the main publications include the National Competency Standards for Project Management, the IPMA Competence Baseline, the Project Manager Competency Development Framework, and the Project Management body of Knowledge Guide (PMBOK® Guide). These standards have been widely used to certify project managers' competence. IPMA's competency model classifies project competency (describing the functional elements), behavioral competency (describing the personal elements), and contextual competency (describing the elements related to the context of project). These competency standards which are generic in nature assist in improving the management qualifications of experienced and new professionals. The questionnaire and interview help us to know the project managers competencies, effect of the input factors that affects the project managers competency gaps.

A total of fourteen survey questionnaires were distributed to all Tekebehan Ambaye Construction Addis Ababa project sites. Out of which 80% questionnaires were appropriately filled and 80% interview question appropriately answered and which gives 80% return rate which is assumed to be suitable for further analysis.

Secondary Data Sources: was collected from publications including articles, journals, and various materials that have relevance to this study and the sources were used only for literature purpose.

3.5 VALIDITY AND RELIABILITY

To ensure the quality of research and make it credible for the scientific community, the researcher gave due care to both validity and reliability issues of the data, the research process in general as well as the research output. The researcher used different source of data form literature, interview, site observation and document review to triangulate the data. The need for triangulation arises from the ethical need to confirm the validity of the processes involved. Triangulation increases the reliability of the data and the process of gathering it.

3.6 DATA ANALYSIS

In order to successfully process any type of data, a clear distinction between quantitative and qualitative data collection must be presented so as to clarify the basis of knowledge, the type of collection methods, and the type of analysis that needs to be done (Saunders et al. 2009, p.482). On the one hand, the basis for quantitative data analysis is generally numbers, collected either by numerical or statistical approaches, and analyzed through a use of diagrams and/or statistics (Saunders et al. 2009, p.482). On the other hand, qualitative data is based on meanings expressed through words, gathered through non standardized collection methods, and analyzed through conceptualization techniques (Saunders et al. 2009, p.482).

3.7 ETHICAL CONSIDERATION

The researcher ensures that ensure the quality and reliability of this study. The respondents give approval for the participation in the questionnaire with full awareness of what it is. The confidentiality and secrecy of the voluntary respondents was also guaranteed. This independent and impartial study considered not to cause harm to respondents in what so ever way. Accordingly, the researcher optimally considers all the ethical perspectives.

CHAPTER FOUR

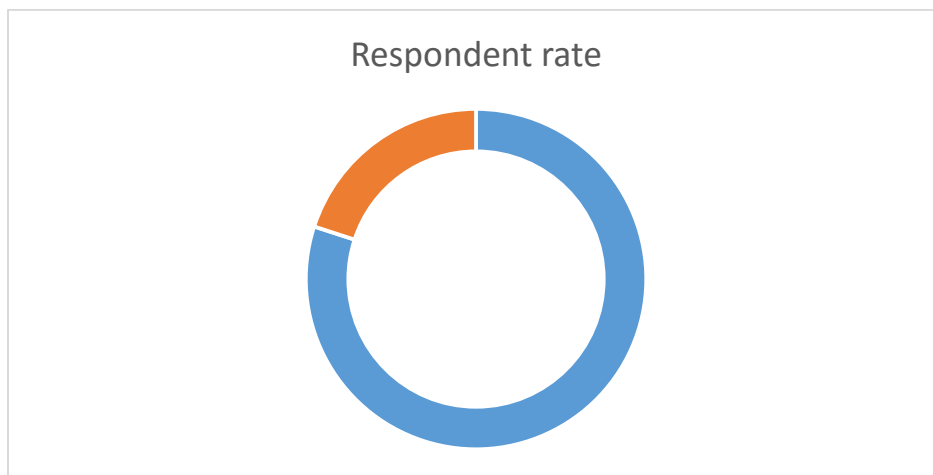
RESULTS AND DISSCUTION

4.1 GENERAL INFORMATION ABOUT THE PARTICIPANTS

Fourteen questionnaires were distributed to Tekleberhan Ambaye Construction a project manager, which is found in Addis Ababa. The total of fourteen project managers that has answered and returned the survey questionnaire form was twelve.

This gives a response rate of 80%. Fig.4.1 shows the respondent response rate. Respondent experience has to be taken into account in analyzing the data as this information is the root source of the reliability of the data. The profile of the respondents' working experience in the construction industry is illustrated in table 4.1. From the data collected it was found that on the average the respondent has been working for more than 10 years and has been experience working for the project cost ranges 10 million to 262 million birr. Therefore the information regarding project manager's competency is reasonably reliable and falls within the scope of this research. Respondents profession were also been taken into account in analyzing the data. From the interview survey results all respondents are professionals in Civil Engineering.

Figure4.1: Respondent rate



Source: Own Survey 2017

All the respondents held as positions of project manager. The average work experience of respondents in the construction industry is 10 years. While respondents are working in their current companies on average is 4 years. All respondents had been involved with the administration of variation orders.

Table 4.1: Respondents profile

No	Respondents	average
1	Work experience in the construction industry (years)	10 years
2	Duration of employment at current company (years)	4 years
3	Number of projects held by each respondents	1

Source: Own Survey 2017

The objective of this section is to gather more information about the competency of each project manager that was handled by the respondents during their working experience in the construction industry. There are three (4) segments in this section; the first is the core project manager's competency which involves Skills and Characteristics every project managers must to have. Second core project manager's competency, and the third one is the techniques for the development of human and technical skill, the last but not the list the roles under different aspect project manager's competency.

4.2 ANALYSIS OF SEMI-STRUCTURED INTERVIEW

A total of 12 interviews were carried out. At the beginning of each interview, to conform to ethical guidelines (Deakin & Wakefield, 2014, p.610), the interviewees were informed of their rights to confidentiality and anonymity, as well as their freedom to abstain from answering any question. The participants were also informed that the interview would be recorded for later analysis. This short statement led to the attainment of a full informed consent from the interviewees.

The interviews proceeded without a problem. They lasted approximately 20 minutes and were conducted in a semi-formal way which gave the participants the opportunity to feel comfortable with sharing their views on the matter. The language used in the interviews was Amharic with a simple and clear to make sure that the questions were understood and there were no unknown terms. As the respondents gave their answers the researchers took notes to follow up on specific topics or ideas. This practice granted the researchers a better understanding of the interviewee's perceptions and a more accurate interpretation of the results.

Through the semi-structured interviews, the researchers were able to gather information about the respondents' view on the topic of interest that would help answer the research questions stated in chapter one.

The data collected was categorized and arranged for further interpretation following the themes established in the interview guide. The findings are presented under six categories aligned to the research topic that establish the frame for the subsequent analysis and discussion.

4.2.1 Basic skills every project managers need possess

The need to identify the competencies required for effective project managers to carry out successful projects has emerged from the growing project management practices among organizations who wish to gain a competitive advantage (Medina & Medina, 2014, p.1459, Anantatmula, 2010, p.13).

Since one of the objectives of this thesis is to see ways project management competencies are being developed, it was important to understand who is considered an effective project manager and what competencies he or she has.

The interviewees were asked to describe what the skills any project managers need to have are. Although it was considered “a tough question” by some of the respondents, the authors intended to trigger a reflexive process that would ground their subsequent answers. Whereas most of the interviewees shared their perspective directly on the effective project manager, only three of them made a distinction between the effective project manager and the ideal project manager, stating that the latter looks for the satisfaction of all stakeholders of the project and the project. As most of the interviewees agree, there is not one standard project manager; however, there are certain characteristics pertaining to the effective project manager like being a professional on the subject and having the necessary people skills. According to the respondent “an effective project manager is the one who reaches beyond the project goals with the least resources possible, including human resources and manages to lead the strategic goals of the company”. Among the other criteria used to determine the effectiveness of a project manager was the overall satisfaction of the stakeholders, including the clients, the company and the project team. “The project manager should pursue a value proposition that is good for the customer without forgetting the company that appointed him”, as well as “making sure that by the time the project finishes all stakeholders and team members are happy and healthy”.

The interviewees acknowledged the importance of human skills in selling the project and making sure that people follow the project manager to the final destination. Involving people from the beginning, engaging them in the decision making process, delegating work and giving team members the responsibility for progress and results were some of the behaviors recognized by as key in effective project managers. Additionally “an effective project manager should be able to listen and talk to people and have administrative skills to keep track of the project, and be able to determine the next steps or where to go”.

The characteristics or skills mentioned throughout the interviews were recognized as being important for the delivery of the project, and while each interviewee had their own view on the profile of an effective project manager, it was taken that a different combination of skillsets can be required from project managers depending on the type of project and the size of the team they are dealing with.

4.2.2 Project manager core competencies

The common answer shared by the respondents was that project managers must possess leadership skills. Understood as “the skills needed to drive processes and people”, “the ability to inspire others”, the faculty of “mobilizing people towards a common goal”, and “being capable of identifying what other people are good at so as to give them the correct tasks that would help them develop their own capabilities”, leadership is believed to be a core competency for project managers. Nonetheless, it was mentioned that leadership requires other human skills such as empathy and communication, as well as a visionary personality.

Communication, another important skill identified by the respondents as critical to project managers, was mostly related to listening which was in fact regarded as a core human competency. Whereas the respondent considers listening “as a way to create empathy” and understand the condition and state of team members so as to distribute the work in a more efficient way, and other respondent supported this belief by stating that listening is fundamental “to understand the people’s concerns”, allowing the project manager to have a clear vision of the project based on what the real situation is.

Furthermore, it was also brought up by one of the respondents that non-verbal communication is “even more important than verbal communication since 70% of what the person communicates is done non-verbally”. These skills had not been recognized within the proposed framework for analysis; however, they are considered to be important for project managers leading teams. Also in terms of communication it was said that “every project is an island it’s new and hard to complete it” and therefore it is helpful to be able to talk to stakeholders in the “same language”, or to have the ability to speak multiple languages when dealing with people from different backgrounds and cultures.

Among other skills recognized as important to project managers were decision making which requires courage, flexibility which involves “being able to come up with different plans and have the mind set to go with them”, and negotiating “in order to find short term solutions to problems”.

In addition to the skills previously mentioned, respondent indicate that “creativity is a key skill for new leaders facing the future”, and that “there is a need to stretch creative thinking skills to

apply them to all the other content and knowledge” that one already has. Moreover, characteristics such as imagination, curiosity, and charisma were recognized as important for project leaders to guide their team.

4.2.3 Techniques to develop human skills

Whereas some of the interviewees considered that people are born with certain human skills and the potential to develop them, they stated that “if you have them you can develop them, but either you have them or you don’t”. Along with this last answer the interviewee argued that the human skills are usually associated with personality traits that one is born with, including compassion, charisma, humility, and the confidence to talk to people. If people don’t have these, it is hard for them to develop soft skills. Nevertheless, it was agreed upon the interviewees that in order to develop human skills awareness is needed. According to Interviewee “awareness is the first step to seeking support mechanisms for developing human skills”. Moreover, it was added that if one is aware that a skill is important, the same awareness will set the body in motion. This topic was usually followed by that of practice, in the sense that being aware of the need to develop human skills is not enough, but that there needs to be an understanding of theory inevitably followed by practice. One of the respondents thinks that one can learn the theory and the techniques of certain skills, but that they need to be put into practice in concrete situations in order to develop them.

Among the popular techniques recognized by the respondents as helpful in the development of the human skills previously identified were activities that promote teamwork, as well as trainings that complement the technical aspect of the skills taught in schools. In the words of “training consists in giving certain exercises and creating certain environments for the people to use the skills in a safe way”. Furthermore, other techniques were suggested by the interviewees as being effective in the learning and development of soft skills. Adding some specific coaching or mentoring programs to support the learning of skills, participating in workshops, using case studies as an active learning process, and reflecting on one self’s behavior, were among the recommendations.

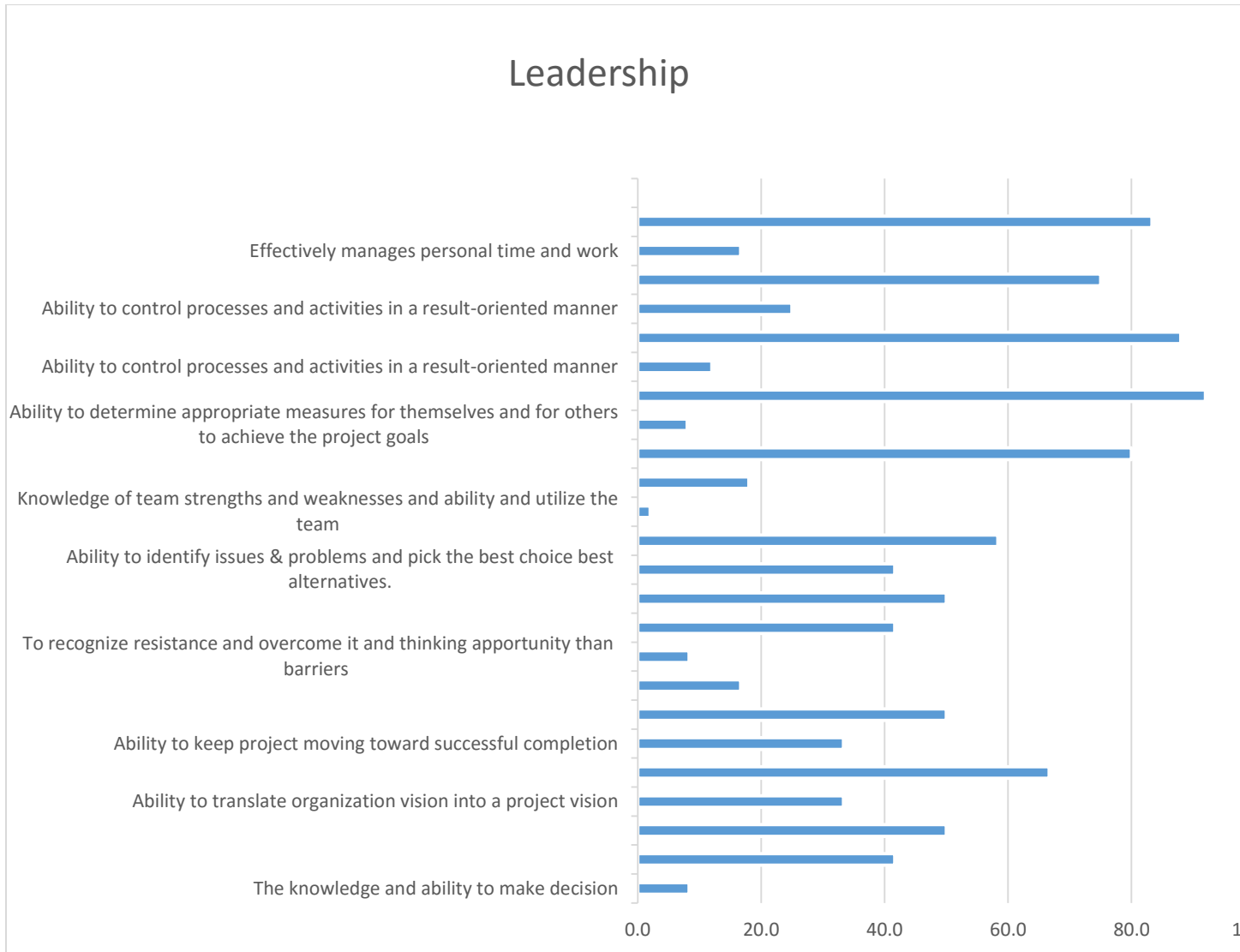
4.2.4 Techniques to develop Technical skill

Technical skills are the very essential skills for all project managers. Most of the respondents noted that their organizations provide training and professional development in project management. And all the respondents answer those different technical skills first gained at the university level because to know the technical part of every project, any project manager should know the basic knowledge about project management and construction work. In addition to this basic technical knowledge answer the company prepare and give different kinds of training for the development their technical skills. Among those trainings that include in-house training, vendor-sponsored training, university training, web-based training, on-the-job mentoring, and on-the-job training for a new project managers and similarly, professional development and training programs were offered for experienced project managers, using the same training formats. Experienced project managers were slightly more likely to obtain training from university programs and slightly less likely to receive training from on-the-job mentoring, on-the-job training, in-house training, and web-based training and with the company help in mind some the respondents say they learn different types of courses to develop their technical skills.

4.3 PROJECT MANAGERS COMPETENCY AND THEIR ROLES

Questionnaires were employed to collect data concerning different project manager competencies (leadership, self-development, personal integrity, leading change, team management, public service focus and systematic integration) and the roles within it. Each of the items in the instrument was measured on five point Likert scale. Likert items are used to measure respondents' attitudes to a particular question or statement. Likert measurements usually coded as: 1 = Not important, 2 = somewhat important, 3 = moderately important, 4 = very important and 5 = extremely important. One must recall that Likert-type data is ordinal data, i.e. we can only say that one score is higher than another, not the distance between the points. Their for each competency and role variables which were structurally embedded in the questionnaire.

Figure 4.3.1: Leadership



Source: Own Survey 2017

Leadership is one of the most important competency that every project manager need to have. The positive association of manager’s leadership competencies and project success from the survey study also reported in United Kingdom financial service company (Pitsis et al., 2004). Brill et al... Similar to this study, continuity of project leadership, clear project goals and an office design to facilitate effective communication cross-functional project teams were also identified as main predictors of success factors in the capital projects of the process industries (Christina and Samsonb, 2008). In (2006) identified that leadership expertise as the second

highest factor behind problem solving expertise for the project management success in their context. According to the findings more than 50% of the respondent thinks the knowledge to make decision and ability to make decision is extremely important and very important and only 8.3% respondents think moderately important for leadership. Ability to translate organization vision into a project vision is 66.7 % answer it's extremely important and 33.3% think it's just very important. 50% of the participant answer it's very important to have an Ability to keep project moving toward successful completion and 33.3% respond it's moderately important while 16.7% think it's extremely important to have the Ability to keep project moving toward successful completion.

To recognize resistance and overcome it and thinking opportunity than barriers is also the leadership aspect which the finding show 50% of the whole participant thinks it's extremely important to have one and 41.7% and 8.3% very important and moderately important consecutively. Ability to identify issues & problems and pick the best choice best alternatives is 58.3% extremely important and 41.7% very important. 80% of the respondent answer it's extremely important to have knowledge about the team strengths and weaknesses and the ability to utilize the team 18% and 2% respond very important and moderately important consecutively. The ability to determine appropriate measures for themselves and for others to achieve the project goals is 92% respondent says extremely important for a project manager skill to have and 8% of them say it's very important. Ability to control processes and activities in a result-oriented manner is 88% extremely important and 12% very important. An ability to control processes and activities in a result-oriented manner and effectively manages personal time and work is shown extremely important 75% and 83.3% and 25% and 16.7% very important.

The study showed that the most important project manager skills and competencies change significantly when the project characteristics and the project environment change. Specifically, the top five most important skills and competencies for project managers are very different when a project has a particular characteristic, such as being very large or having a high level of risk. Because these changes to the key project characteristics of projects impact the skills and competencies associated with effective leadership, a list of elements for most effective project manager leadership cannot be static. Overall, these findings show that the ways in which project manager skills and competencies are presented in literature is limited. They further indicate that

to be the most effective leader, the project manager requires a changing mix of skills and competencies, depending on the project being delivered.

In respect of those findings Turner and Muller (2006) showed two correlation of the specific leadership dimension of the competency school with project success in different types of projects. The factors identified did not include the project manager’s competence, Muller and Turner (2007) identified positive correlation between success and leadership competences of project managers (Muller and Turner 2010).

Thomas and Mengel (2008) refer to recent research from which “shared leaderships ;social competence and emotional intelligence; communication; skills in organizational politics; and the importance of vision ,values and beliefs have emerged as competences that are required from project managers in complex environment.

Figure 4.3.2 Self Development

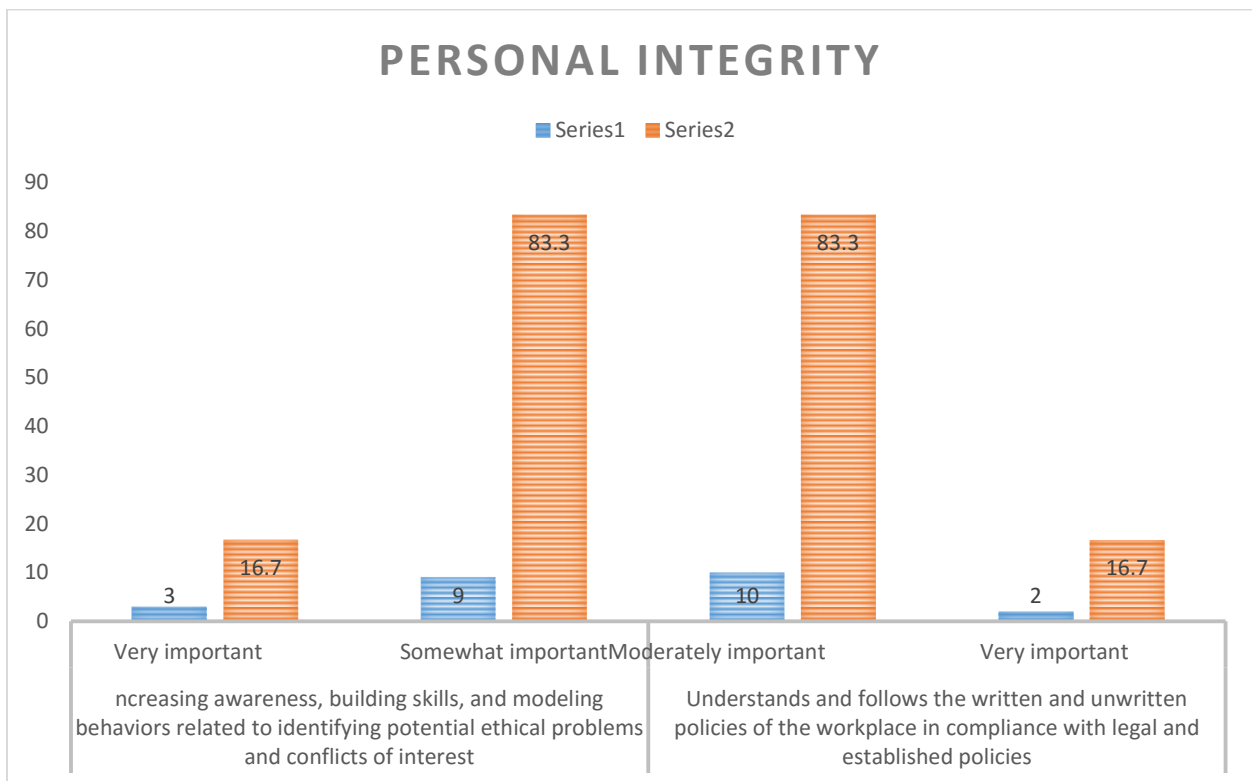


Source: Own Survey 2017

Personal development of any project manager is very essential for the growth of its personal self in respect of the company growth. The finding also support development is not only about the

project manager use it's also for the use of the teams too. To effectively manage once personal time and work is 83.3 % extremely important and 16.7% very important, this show the project managers are given high value for time management. 75% of the respondents agree it's extremely important to Identifies own strengths and weaknesses while the rest 25% agree it's very important. The last but not the list aspect of personal development is making the best of once strengths and seeking improvement on any weakness which is half of the respondents think it's extremely important and the rest half think it's very important.

Figure 4.3.3: Personal Integrity



Source: Own Survey 2017

When we say personal integrity it's a combination of increasing awareness, building skills, and modeling behaviors related to identifying potential ethical problems and conflicts of interest and Understands and follows the written and unwritten policies of the workplace in compliance with legal and established policies tough this ideas are very important for one project manager but the finding shows 83.3% somewhat important and moderately important for a project manager while the rest 16.7% of the respondent replay it's very important.

Once you find a project manager with integrity, hang onto them and support them. Doing so will bring measurable benefits to your organization. For example, project managers with integrity help your organization build client trust. Clients will quickly discover whether or not the project manager is representing project reality and sharing accurate information, even when it means that tough issues must be addressed. Another important benefit of having project managers with integrity is the retention and stability of good team members. People will stay on tough teams when they know that the project manager’s integrity will not be shaken when tough decision need to be made or when something goes wrong. This is especially important on complex projects with significant risk, where it is even more critical to keep the team stable.

Table 4.3.2: Leading change

Questions	Response	Frequency	Percent
Acting as a change agent, exercises good judgment by making sound and well-informed decisions	Moderately important	6	50.0%
	Very important	2	16.7%
	Extremely important	4	33.3%
Perceives the impact and implications of decisions	Very important	4	33.3%
	Extremely important	8	66.7%
Makes effective and timely decisions, even when data is limited or solutions produce unpleasant consequences	Moderately important	7	58.3%
	Very important	5	41.7%
Influences, motivates and helps others adapt to change	Somewhat important	7	58.3%
	Very important	5	41.7%

Source: Own Survey 2017

Project manager should act as a leading agent for a change the finding also support this features. 50% of project manager think it’s moderately important to Act as a change agent, exercises good

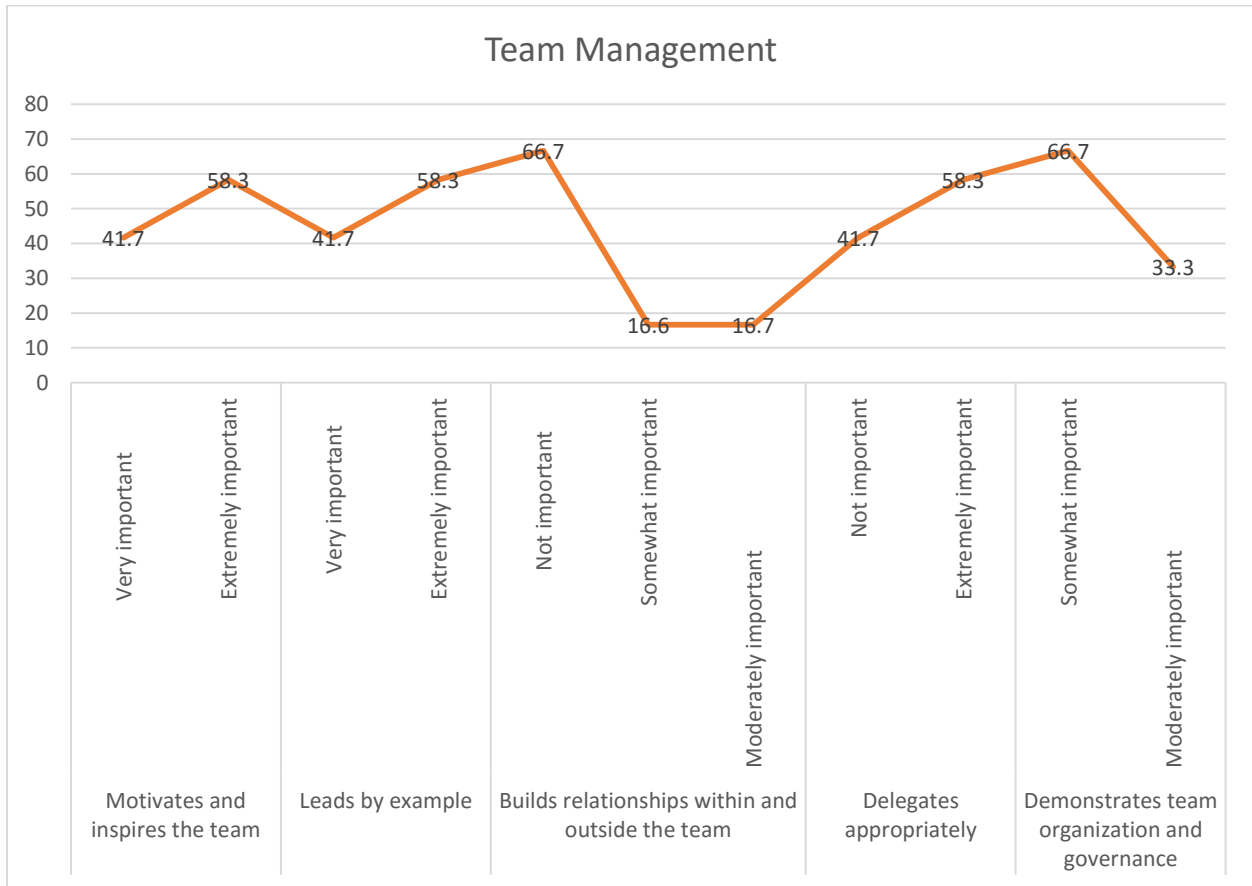
judgment by making sound and well-informed decisions and 16.7% of them answer it's very important and the rest 33.3% think it's extremely important. Perceiving any type of impacts and an implication of any decision is extremely important for the 66% of the respondent despite the fact it's very important for the 33.3% of respondent the Frequency distribution respondent's perceptions are presented in table 4.3.2.

Majority of the respondents 58.3% agree it's very important to make effective and timely decisions, and even when data is limited or solutions produce unpleasant the rest 5(41.7%) peoples think it's very important. Although Influences, motivates and helps others adapt to change is a major role of any project manager 58.3% of project managers respond somewhat important whereas the rest 41.7% respond very important.

Project management will continue to become an ever more integral aspect of every changing organization. As the pace and complexity of global change increases, the cost of unsuccessful projects becomes even more staggering. Project management must become more completely integrated into the organization in order for complex change to be successfully initiated and sustained. It must get beyond the science and the details of planning and implementation, and must weave in the strategic and transition dimensions more effectively.

If strategy is the "intellectual thinking" aspect of complex change in every successful organization, then change is the "physical doing" part of the process. If strategy is intention, then change is action. Without action, intention will never manifest itself in real life. In order for complex change to be successful, everyone must understand the intention (strategy) and be able to make direct links between that intention and all the actions (change) taking place around them.

Figure 4.3.5: Team Management



Source: Own Survey

Both management and leadership are necessary in dealing with project teams, in the contemporary approach to projects, the project manager works collaboratively with the project team to the extent possible while continually pushing to reach project goals.

For successful project execution it's important to Builds and manages workforce based on organizational goals, budget considerations, and staffing needs. Ensures employees are appropriately recruited, selected, appraised, and rewarded; takes action to address performance problems. Manages a multi-sector workforce and a variety of work situations.

Since it's crucial to motivate and inspire the team for the success of any project the finding also support 58.3% and 41.7% respondents answer its extremely important and very important to inspire and motivate team. Delegates any responsibility appropriately and lead the team through being an example shows a majority of the respondent answer 58.3% extremely important the other 41.7% response very important, and this finding clarifies project managers in Tekleberhan

Ambaye Construction believe every project manager should have the capability to lead the project by example and also to delegate responsibility properly. On the other hand most of the respondents have a negative aspect about building relationships within and outside with a team and 66.7% replay it’s not important whereas 16.6% and 16.7% answer moderately important and somewhat important consecutively.

Table4.3.2 Public Service Focus

Questions	Response	Frequency	Percent
Delivers superior service to the public, internal, or external recipients, including the assessment of customer needs, providing assistance and satisfying expectations	Very important	2	16.7%
	Extremely important	10	83.3%
Creates and sustains an organizational culture which encourages others to provide the quality of service essential to high performance	Somewhat important	7	58.3%
	Moderately important	4	33.3%
	Very important	1	8.3%
Shows a commitment to public service and influences others toward a spirit of service and meaningful contributions to mission accomplishment	Somewhat important	2	16.7%
	Moderately important	4	33.3%
	Very important	6	50.0%

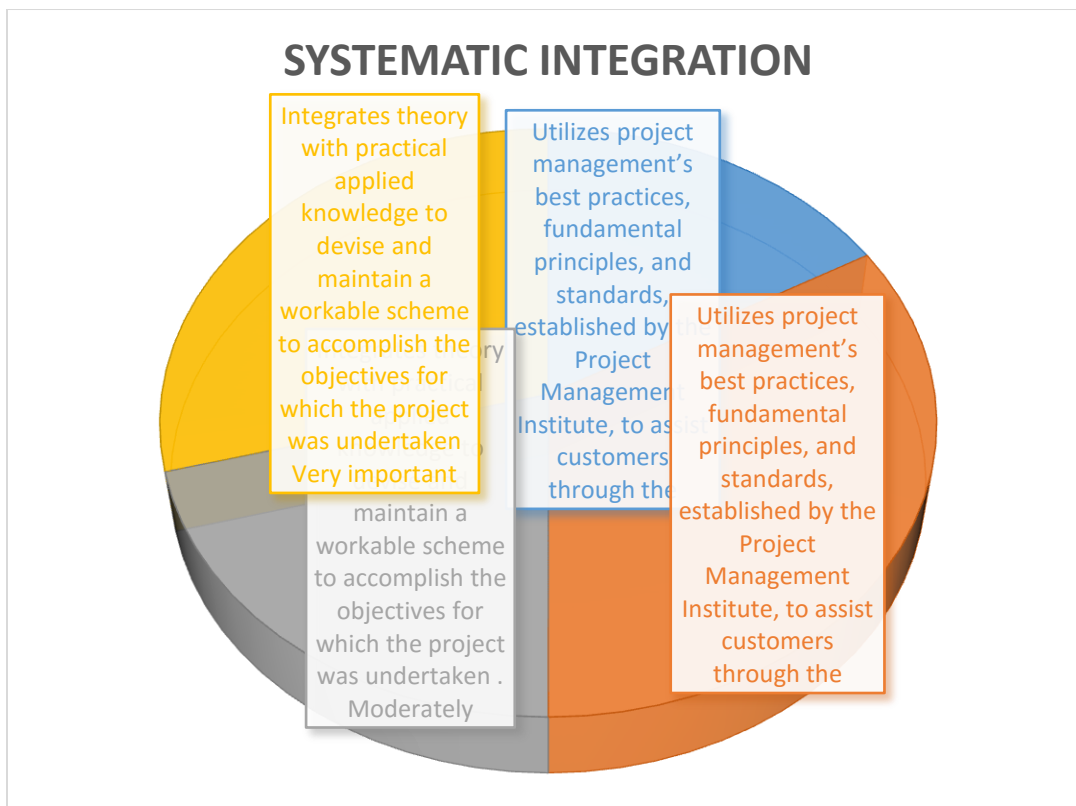
Resource: Own Survey 2017

Public service focus is all about giving a service that center the public while meet the organization business goal. The findings also prevails that Delivers superior service to the public, internal, or external recipients, including the assessment of customer needs, providing assistance and satisfying expectations is extremely important in 83.3% and the rest 16.7% states it’s very important. Despite the fact it’s extremely important to create and sustains an organizational culture which encourages others to provide the quality of service essential to high performance

but 58.3% of the respondent feel somewhat important and 33.3% and 8.3% moderately and very important. The belief that a project manager need to show a commitment to public service and influences others towards a spirit of service and meaningful contributions to mission accomplishment is very important for 50% of the respondent and 33.3% feel moderately important and 16.7% respond somewhat important.

From the above finding even though every project manager need to have the ability to give a 100% public focused service the finding indicate Delivers superior service to the public, internal, or external recipients, including the assessment of customer needs, providing assistance and satisfying expectations and Shows a commitment to public service and influences others toward a spirit of service and meaningful contributions to mission accomplishment are poorly demonstrated.

Figure 4.3.6 Systematic Integration



Resource: Own Survey 2017

Utilizes project management's best practices, fundamental principles, and standards, established by the Project Management Institute, to assist customers through the implementation of new processes and Integrates theory with practical applied knowledge to devise and maintain a workable scheme to accomplish the objectives for which the project was undertaken is the main features of project manager's systematic integration and Majority of the respondents has a perception that the two terms are very in 66.7% and 58.3% and 33.3% and 41.7% moderately important.

Sound project management is always important, but it is especially critical when projects are complex, when there are various constraints surrounding them (e.g., legal, scheduling, and/ or budget in particular), and when activities need to be integrated and functional boundaries crossed.¹⁶ Project management principles can be useful for government employees charged with managing important projects within the challenging public sector environment. Even when governments do not have the resources to provide advanced project management training, there are simple tools, templates, and a framework that can be used to impact success.

CHAPTER FIVE

5.1 CONCLUSION AND RECOMMENDATION

5.1.1 Conclusion

As a profession has moved past the idea that the most competent project manager is the one with only with a greater technical ability. The efforts made by different researchers of the field to define the skills and characteristics of an effective project manager have been increased through time and this change The belief that beyond a project manager's technical skills, human skills have also have the most influence on project management

Alternatively, technical skills have been the most crucial project manager's skills. These skills help the project manager to be a competent and a useful figure for the project as well as company growth.

The development of both technical and human skill could bring the current project a healthier Improvement and progress, the techniques help out to identify project manager's strengths and weaknesses this also be of assistance to bring the best in them. The training aids the manager deliver fundamental principles of the organization, and standards, sustains an organizational culture and delivers superior service for public.

Many factors contribute to project success; one of the most important is the effectiveness of the project manager. The investigation discussed in this paper reveals that a static list of project manager skills and competencies may not most effectively reflect the skills and competencies that will be most important for them on projects. This is particularly relevant because projects have differing characteristics and are delivered in a changing business environment, and different combinations of skills and competencies may be most important.

Assessing project manager's competency and find their skill gaps can provide insight on how and where an individual can improve their project management knowledge and skills. This also develops a measurable baseline prior to the implementation of improvement initiatives.

Project manager's competency is not just about the hard and soft skills it's about the roles and the responsibility under these skills. This project managers roles show the project managers competency and its capacity for that specific skill.

The need to identify the competencies required for effective project managers to carry out successful projects has emerged from the growing project management practices among organizations who wish to gain competitive advantages. For this reason six of the focal project manager's competency clearly identified what project manager's roles must be.

The company lack to give enough responsibility for the managers to deal with Personal Integrity which is to understands and follows the written and unwritten policies of the workplace in compliance with legal and established policies and delegate the company 'some responsibility help the employees to feel as an owner and work as their own.

5.1.2 Recommendation

- The development of hard skills and soft skills is important, and training and professional development programs have a positive impact on improving these competencies. A training program designed to develop skills have not been significant for every project managers need.
- Professional development programs can also improve behavioral competencies, like leadership, motivation, self-control, and openness, negotiation, and results orientation changed after a program designed to develop these competencies.
- The company should work hard in the direction of imitating different technology from partners and being focused in technology transfer, knowledge creation and management at large to manage projects with internal capability in the near future.
- Refreshment trainings need to be given to all project managers because various tasks can be dull and the managers perform negligently and that particular work put the project in danger.
- The company lack to give enough responsibility for the managers to deal with Personal Integrity which is to understands and follows the written and unwritten policies of the workplace in compliance with legal and established policies and delegate the company ‘some responsibility help the employees to feel as an owner and work as their own.

Bibliography

- PMBOK. (1996). *Project Management Body of Knowledge (PMBOK) (1996)*. Project Management Body of Knowledge (PMBOK) (1996).
32. Söderlund, J. &.-2. (2011). Strategy and capabilities in the P-form corporation: Linking strategic direction with organizational capabilities. *Advances in Strategic Management*, v , Vol. 28, 235-263. .
- Alam, M. G. (2010). The importance of human skills in project management. *International Journal of Managing Projects in Business* , 495-516.
- Blomquist, T. H. (2010). Project-as-practice. *Project-as-practice* .
- Bourne L, W. D. (2004). Advancing project management in learning organizations. *Learn Organizat* .
- Boyatzis, R. (1982). *The Competent Manager: A Model for Effective Performance*. New York, NY.: John Wiley & sons.
- Burgoyne, J. (1993). The competence movement: issues, stakeholders and prospect. 6-13.
- Crawford, L. &. (1-1-2010). Competencies for managing change. *International Journal of Project Management* , 28(4), 405-412.
- Crawford, L. H. (2005). *Project Categorization Systems*. PA, USA.
- Creswell, J. W. (2003). Advanced mixed methods research designs. *Handbook of mixed methods in social and behavioral research* .
- Dainty, A. R. (2005). Competency-Based Model for Predicting Construction Project Managers' Performance.
- Daniel F. Ofori. (2013). Project Management Practices and Critical Success Factors—A. *Project Management Practices and Critical Success Factors—A* .
- Dubois, D. (1993). Competency-Based Performance. *Strategy for Organizational Chang* .
- Dulaimi, M. F. (1999). Job behavior of construction project managers: determinants. *E Journal of Construction Engineering and Management* .
- Duncan, W. R. (1996). *Project Management Body of Knowledge*. our Campus Boulevard Newtown Square, PA 19073-3299 USA.
- Edum –Fotwe, F. a. (2000). *Developing project management competency*.
- Fox, J. R. (2006). *Challenges in managing large projects*.

- Hogg, M. A. (1993). *A critical review and some directions* .
- Hornby, D. a. (1989). *Towards a better standard of management*. London .
- Huemann, G. R. (1998). *A process-oriented pm-approach*. Alberta, Canada.
- Huemann, M. G. (2011). What can project Management learn from considering sustainability principles? *Project Perspectives* .
- Jennifer M. Brill, M. J. (The Competencies and Characteristics Required of). The Competencies and Characteristics Required of. *The Competencies and Characteristics Required of* .
- Jugdev, K. &. (2002). Project management maturity models:. *he silver bullets of competitive advantage* .
- Kliem, R. a. (1992). *The people side of project management* . Thamhain Wiley Interscience USA.
- McCLELLAND, D. C. (January 1973). Testing for competence rather than for "intelligence".
- Ofori, D. F. (2013). PMI 2002 Project of the Year. *Saudi Aramco's Hawiyah gas plant* .
- Ottmann, R. (June 2002). *IPMA 2002*. Berlin: GPM, 2002.
- Saunders, M. L. (2009). *research method for business students* . person education ltd .
- Saunders, M. L. (2009). *Research Methods for Business Students*. Harlow: Prentice Hall.
- White, R. W. (1959). *Motivation reconsidered*. Psychological review.
- williams. (2014). *zdvjknknkgdas. jdfxdgfdzjzd* , 5.
- Woodruffe, C. (1992). *What is meant by competency?* New York: McGraw-Hil.

Annex

Addis Ababa University
School of Commerce
Regular Project management

Dear respondent,

This questionnaire is prepared by the researcher in the post graduate program of the Addis Ababa University, school of commerce on the topic: Assessment of project manager's competency in case of Tekleberhan Ambaye construction. This questionnaire is, therefore, designed to collect firsthand information/data on the topic under caption. Since, it is for academic research purpose all the responses will be treated in strict confidentiality. This is, therefore, to kindly request you to take a few minutes to fill out the questionnaire as genuinely and completely as possible.

I thank you very much for your time.

Part I: General information of the respondents.

1. Gender
A. Male B. Female
2. Academic qualification
A. Less than high school
B. High school
C. Diploma
D. First degree
E. Masters and above

Part II: Level of Education and experience

1. Your Profile:
A. Secondary school diploma / irrelevant university degree
B. University graduate degree (relevant)
C. Professional certificate/vocational
D. University graduate degree (relevant)
2. Working experience
A. Less than ten years C. Thirteen years
B. Eleven years D. Fourteen and above
3. How long have you been employed in Tekleberhan Ambaye construction?
A. Three years C. Five years
B. Four years D. Six and above

Part III: The following statements relate to the list of core project manager's competency which involves Skills and Characteristics every project managers need to have. Please

show the extent to which you believe project managers has the feature described in the following statement. Here, the researcher is interested in a number from 1 to 5 that shows your level of satisfaction on the credit service quality. Please put a “ √ ” mark in the appropriate space to indicate your answer.

1. Not important 2. Somewhat important. 3. Moderately important
 4. Very important 5. Extremely important

A. Leadership:

Statement criteria	1	2	3	4	5
1. The knowledge to make decision and ability to make decision					
2. Ability to translate organization vision into a project vision.					
3. Ability to keep project moving toward successful completion in face of aggressive schedules and discouraging developments.					
4. Ability to recognize resistance and overcome it. Ability to control project issues while avoiding power confrontations. Thinking in opportunities instead of barriers.					
5. Ability to identify key issues & problems and pick the best choice among alternatives. Ability to make timely decisions and to take action reflective of business objectives					
6. Knowledge of team strengths and weaknesses and ability and utilize the team					
7. Ability to determine appropriate measures for themselves and for others to achieve the project goals					
8. Ability to control processes and activities in a result-oriented manner					
9. Ability to work effectively to tight deadlines regardless of possible setbacks					

C. Self-Development

Statement criteria	1	2	3	4	5
1. Effectively manages personal time and work					
2. Identifies own strengths and weaknesses					
3. making the best of those strengths and seeking improvement on any weakness					

D. Personal Integrity

Statement criteria	1	2	3	4	5
1. Increasing awareness, building skills, and modeling behaviors related to identifying potential ethical problems and conflicts of interest					
2. Understands and follows the written and unwritten policies of the workplace in compliance with legal and established policies					

E. Leading Change

Statement criteria	1	2	3	4	5
1. Acting as a change agent, exercises good judgment by making sound and well-informed decisions					
2. Perceives the impact and implications of decisions					
3. Makes effective and timely decisions, even when data is limited or solutions produce unpleasant consequences					
4. Influences, motivates and helps others adapt to change					

F. Team Management

Statement criteria	1	2	3	4	5
1. Motivates and inspires the team					
2. Leads by example					
4. Builds relationships within and outside the team					
5. Delegates appropriately					
6. Demonstrates team organization and governance					

G. Public Service Focus

Statement criteria	1	2	3	4	5
1. Delivers superior service to the public, internal, or external recipients, including the assessment of customer needs, providing assistance and satisfying expectations					
2. Creates and sustains an organizational culture which encourages others to provide the quality of service essential to high performance					
3. Shows a commitment to public service and influences others toward a spirit of service and meaningful contributions to mission accomplishment					

H. Systemic Integration

Statement criteria	1	2	3	4	5
1. Utilizes project management's best practices, fundamental principles, and standards, established by the Project Management Institute, to assist customers through the implementation of new processes					
2. Integrates theory with practical applied knowledge to devise and maintain a workable scheme to accomplish the objectives for which the project was undertaken					

Interview questions for project managers

1. What are the basic skill every project managers need to have to be an effective manager?
2. What are project manager core competences (soft and hard skills)?
3. What techniques does your organization or you as a project manager use to develop your human skills?
4. What techniques does your organization or you as a project manager use to develop your Technical skill?
5. When we talk about project success the first thing that come in our mind is the three traditional aspects that finish the project with in its time, cost, scope and quality/which include stakeholders requirement/ how is this aspect related to project managers competency