



*Addis Ababa University*  
*College of Business and Economics*  
*School of Commerce*

**EFFECT OF PROJECT MANAGERS COMPETENCIES  
ON PROJECT SUCCESS AT CONDOMINIUM 40/60  
HOUSING PROJECT IN ADDIS ABABA.**

**By: Abebe Ayele**

**Supervisor: Wasihun (PhD.)**

**A Thesis Submitted to School of Commerce, Addis Ababa  
University, in partial fulfillment of the requirements for the  
award of the Master of Arts Degree in Project Management.**

**June, 2022  
Addis Ababa, Ethiopia**

**Addis Ababa University**  
**College of Business and Economics**  
**School of Commerce**

**EFFECT OF PROJECT MANAGERS COMPETENCIES  
ON PROJECT SUCCESS AT CONDOMINIUM 40/60  
HOUSING PROJECT IN ADDIS ABABA.**

**By: Abebe Ayele**

**Supervisor: Wassihun (PhD.)**

**A Thesis submitted to the School of Commerce, Addis Ababa  
University, in Partial Fulfillment of the Requirements for the  
Award of the Master of Arts Degree in Project Management.**

**June, 2022**  
**Addis Ababa, Ethiopia**

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
SCHOOL OF COMMERCE**

**A THESIS SUBMITTED TO GRADUATE STUDIES OF THE  
SCHOOL OF COMMERCE ADDIS ABABA UNIVERSITY IN  
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE  
AWARD OF THE MASTER OF ARTS DEGREE  
IN PROJECT MANAGEMENT**

**APPROVED BY BOARD OF EXAMINERS**

**Chairman, Graduate Studies**

**Signature**

\_\_\_\_\_

\_\_\_\_\_

**Research Advisor**

\_\_\_\_\_

\_\_\_\_\_

**Internal Examiner**

\_\_\_\_\_

\_\_\_\_\_

**External Examiner**

\_\_\_\_\_

\_\_\_\_\_

# Table of Contents

Table of Contents .....	iv
DECLARATION .....	vi
ENDORSEMENT .....	vii
ACKNOWLEDGEMENTS .....	viii
LIST OF TABLES .....	ix
LIST OF FIGURES .....	x
LIST OF ACRONYMS.....	xi
<i>ABSTRACT</i> .....	xii
CHAPTER ONE: INTRODUCTION .....	1
<b>1.1 Background of the Study</b> .....	1
<b>1.2 Statement of the Problem</b> .....	4
<b>1.3 Research questions</b> .....	6
<b>1.4 Objectives of the study</b> .....	6
<b>1.4.1. General Objectives</b> .....	6
<b>1.4.2. Specific Objectives</b> .....	6
<b>1.5 Significance of the Study</b> .....	7
<b>1.6 Scope of the Study</b> .....	7
<b>1.7 Definition of Terms</b> .....	7
<b>1.8 Limitation of the Study</b> .....	8
<b>1.9 Organization of the Study</b> .....	8
CHAPTER TWO: LITERATURE REVIEW .....	9
<b>2.1.1. Introduction</b> .....	9
<b>2.1.2. Characterization of the Job of Manager</b> .....	9
<b>2.1.3. Competency and Project Management</b> .....	10
<b>2.1.4. Activities and Roles of Manager</b> .....	11
<b>2.1.5. Dimensions of Skill Competency</b> .....	12
<b>2.1.6. Henry Mintzberg 'S Theory on Manager 'S Roles</b> .....	13
<b>2.1.7. Management Outlook</b> .....	18
<b>2.1.8. Relationship Skills Techniques</b> .....	19
<b>2.1.9. Manager Skills</b> .....	20
<b>2.1.10. Looking For Managerial Skills</b> .....	21
<b>2.1.11. Attempts to Codify Skills Managerial</b> .....	23

2.2. Conceptual Framework .....	28
CHAPTER THREE: RESEARCH METHODOLOGY.....	29
<b>3.1. Research Design .....</b>	<b>29</b>
<b>3.2. Research method .....</b>	<b>29</b>
<b>3.3. Population and Sample .....</b>	<b>29</b>
<b>3.4. Method of Data Collection and Tool .....</b>	<b>31</b>
<b>3.5. Data Analysis .....</b>	<b>31</b>
<b>3.6. Reliability of Measurement .....</b>	<b>32</b>
<b>3.7. Ethical Consideration .....</b>	<b>34</b>
<b>4.1. Demographic Characteristics of the Respondents .....</b>	<b>35</b>
<b>4.2. Project Manager Skills Presented at Project Activities.....</b>	<b>37</b>
<b>4.3. Relational Skills.....</b>	<b>40</b>
<b>4.4. Project Success Level .....</b>	<b>43</b>
<b>4.5. Correlation between project Skills and Project Success.....</b>	<b>46</b>
REFERENCE.....	54
Annex .....	i
Annex 1: QUESTIONNAIR .....	ii
<b>Annex 2: Interviewed response .....</b>	<b>vi</b>

## **DECLARATION**

I, the under signed, declare that this 'Thesis' entitled with “Effect of Project Managers Competencies on Project Success on Condominium 40/60 Scheme Housing Project in Addis Ababa”, submitted by me for the award of the degree of Masters of Arts in Project Management, Addis Ababa University at Addis Ababa, Ethiopia, is my original work, prepared under the supervision of my Advisor Wasihun (PhD.) All essential sources of materials used for the preparation of this 'thesis' have been properly acknowledged. Additionally, I want to confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose of earning any degree.

---

Name

---

Signature & Date

## **ENDORSEMENT**

This is to certify that this Thesis paper work, entitled “Effect of Project Managers Competencies on Project Success at Condominium 40/60 Scheme Housing Project in Addis Ababa”, which is undertaken by Abebe Ayele for the partial fulfillment for the requirements of the degree of Masters in Project Management at Addis Ababa University School of Graduate Studies, School of Commerce, is an original work and not submitted earlier for any degree either at this University or any other University.

---

Research Advisor

---

Signature & Date

## **ACKNOWLEDGEMENTS**

At the beginning, I would like to thank **God** for giving me strength to start and finish what I dared as one of educational careers.

My warmest appreciation goes to my research advisor Dr.Wassihun Mohammed for his demonstrative professional guidance, helpful reviews and comments as well as constructive clarification throughout this process of the research.

Next, I am grateful to my fiend Fikreab Markos for his encouragement and motivation he has providing me to complete my study; thank you.

I thank everyone who assessed or filled out the questionnaire; the participation and the valued input are highly appreciated.

I am indebted to all my instructors of SOC (school of commerce), who have been sharing their knowledge throughout the program.

Finally, I would like to thank my loved ones, who have supported me throughout the entire process and all my well-wishers who have been giving me appreciation and moral support throughout the study.

## **LIST OF TABLES**

Table 1. Interpersonal Skills .....	26
Table 2 Population, Sample Frame and Sample Size .....	30
Table 3. Correlation Coefficient .....	32
Table 4. Case Processing Summary and Reliability Statistics for Pilot-Test - for identification of project manager’s skill within the project area. ....	33
Table 5. Case Processing Summary and Reliability Statistics for Pilot-Test for identification of Project Success Level within the project area.....	33
Table 6. Case Processing Summary and Reliability Statistics for Pilot-Test for identification of relational skills within the project area. ....	34
Table 7. Demographic Characteristics of the Respondents .....	35
Table 8. Response on Project Mangers’ Skill.....	37
Table 9. The Relational Skills With Regard to Project Managers and Team Members...	40
Table 10. Response on Project Success Level.....	43
Table 11. Correlation Analysis .....	46

## **LIST OF FIGURES**

Figure 1. Conceptual Framework .....	28
--------------------------------------	----

## **LIST OF ACRONYMS**

AAHCPO - Addis Ababa Housing Construction Project Office

AAHDA      Addis Ababa Housing Development Agency

PMCD      Project Management Competency Development

PMBOK      Project Management Body of Knowledge

## **ABSTRACT**

*In today's competitive and challenging construction project management environment, the project manager skill is very crucial for the success of the project. This study intends to assess the project manager's competency and its association with project success at Condominium 40/60 Housing Project in Addis Ababa. The study focused on Koyefiche, Gerji, Hayat Tsebel, Arabssa and Woreda 24 Condominium Housing Project sites. To achieve the objectives of the research, data were collected using qualitative methods from concerned project management personnel's and experts in the project environment. The data were collected with a response rate of 75% from the distributed eighty (80) questionnaires and analyzed using statistical package for the social sciences (SPSS) version 20. Descriptive statistics focusing on the mean, standard deviation and percentages, as well as the inferential statistics focusing on correlation of variables were used to describe the findings and to show the correlation between the project manager's skill sets and project success respectively. For analyzing the qualitative data content analysis were conducted and it is triangulated with the quantitative data to summarize the findings, conclusion and recommendations. The validity of the instrument was checked and internal consistency of the instrument was measured using Cronbach's Alpha and the result was greater than 70%, which can indicate that reliability of data were good. Results of the findings were presented both in qualitative and quantitative manner. The finding of the study reveals that project goals are properly prioritized by the project managers and they exhibit good project management knowledge. However, project managers have deficiency in problem solving and negotiation abilities. Moreover, the study findings indicated that there is poor performance on budget utilization, milestones achievements and identification of customer satisfaction. Project manager skills in communication, leadership and goal prioritizing have higher correlation with project success. The study recommends that project management needs to improve project budget utilization and need to work on time realization of major project milestones. Furthermore, the study recommends future researchers to look at other competency demonstrable skills and relational skills that have an impact on project performance in relation to the one described in this study.*

*Key Words: Condominium Hosing, Project Manager, Skill Practice, Project, competency*

# **CHAPTER ONE: INTRODUCTION**

This chapter introduces the nature of the proposed research and the overall planned approach to deal with the stated research problem. It consists of the background of the study, statement of the problem, objectives of the study, significance of the study, scope and limitation of the study.

## **1.1 Background of the Study**

In today's complex and uncertain business environment, projects are the cornerstone of any strategic, economic or managerial. However, the performance of the projects depends on a very demanding of the actors, generally very qualified, whatever the form of organization and the management procedures in place (Garel, Giard and Midler, 2005).

Project is a specific activity to be carried out and which consumes resources and has a beginning and an end. Managing project is one of the oldest and most respected accomplishments of mankind. This is highlighted by the achievement of the builders of pyramids, the architects of ancient cities, the mason and craftsmen of Great Wall of China and other wonders of the World (Peter 2001).

The accomplishment of project through the application and integration of the project management process of initiation, planning, executing, monitoring, controlling and closing is known as project management. Project management integrates these functions progressively through the project life cycle with the aim of satisfying the stakeholders and constituents according to the project's established requirements.

Project management is playing an important role in changing business landscapes. The purpose of project management is to bring about structure in the execution of a project. A project is used to create a unique service, product or result (Snyder, 2014). The project as a whole has its own objectives, measurable criteria and a defined cost and time. Due to the limited timeframe for a project, the scope and resources available are also limited. The time required to complete a project also becomes important. The more time the project takes to complete, the more complex it becomes, raising the risk of failure (Snyder, 2014).

In other words, the business performance depends on the success of projects, success which is itself dependent skills of project managers and/or project teams. Therefore, the problem project management skills is becoming an important issue for both businesses than for research (Loufrani-Fedida, 2008).

The construction industry is considered one of the oldest industries organized on a project basis. The construction industry has important contributions to the Ethiopian Economy and makes significant contributions to the socio-economic development process of a country (Economy Volume VI 2006/07). The business world has come to recognize the importance of project management for the future as well as the present (Kerzner, 2000). A project is defined as a temporary endeavor undertaken to create a unique product or service (PMBOK, 2008). Project management is the application of knowledge, skills, tools and techniques to project activities to achieve project requirements (Lewis, 2007).

Recently the Ethiopian Government has launched an Integrated Housing Development program throughout the country aiming to increase housing supply for the low-income population and recognize existing urban slum areas and mitigate their expansion in the future. There is massive demand for affordable housing. The government proclaimed on housing proclamation No. 370/2003 which is regulated under the ministry of urban planning to address and solve the current demand of the housing construction in Addis Ababa. The key players in housing construction in Addis Ababa are the Hosing development agency, the Addis Ababa city Municipality, the contractors and the public.

The construction industry comprises four main sectors: building and residential development sector, civil engineering sector, professional services, and informal self-building sector. Construction companies are classified according to size, expertise, and financial capability.

The government of Ethiopia has implemented these housing project in Addis Ababa which is divided into four different groups based on payment modalities: 10/90, 20/80, 40/60 and housing association. The payment modality for the last one necessitates hundred percent upfront settlements, while the others incorporate 10, 20 and 40 percent down payment mixed with a long-term mortgage plan. Majority of the people demanding houses focused on the former three alternatives. Registrations for 20/80 and 10/90

schemes took place from June 10 to June 28, 2013 followed by the 40/60 and individual housing construction associations (Ebisa, 2014).

Project management no longer focuses solely on the technical skills needed to manage a project well, but now looks at the articulation of the project with the organization. Project managers and members of project teams, like managers, are therefore involved in many interactions with different stakeholders (members of the project team, customers, etc.) and must therefore have a great relational capacity. The focus of this research work is to identify the project manager's skill sets and the project success level under the housing scheme 40/60.

According to Andersen et al. (2006) it was approved that for a project to be considered successful, it must be completed within the parameters of its performance goals, within its slated budget and on schedule. The more traditional "hard" technical skills of project managers have drawn much attention; little light has been shed on the "soft" skills, especially social competencies in the construction context (Zhang, 2013).

Through the literature, it has been concluded that many companies have succeeded to consider professional skills as one of the minimum requirements for a project manager. Therefore, it becomes more evident that the success of the project team cannot be achieved with professional skills alone. The need many relational skills are essential as conditions for success. This finding was endorsed by the project managers and team members interviewed. It would be interested, even if the sample is small, to see, in an exploratory way if the leaders and project team members see the importance of skills in the same way relational.

But here in Ethiopia only few studies has been conducted in the area of project management competencies in a condominium housing projects, According to the current status report of Addis Ababa housing development agency (2016) there is no solid assessments made in the construction of condominium housing project in Addis Ababa. Since there is very huge increase in the number of projects then the need for more research that investigates the role and impact of project competences on the project success is highly needed.

The objective pursued by the researcher of this study is twofold: Identify the most important technical and relational skills for project managers and analyzing the project

success level at Condominium 40/60 Housing Project in Addis Ababa focusing on Koyefiche, Gerji, Hayat Tsebel, Arabssa and Woreda 24 sites. To do this, questionnaires were distributed to project managers and project team members, who made it possible to paint a picture of the relative importance of these skills and their evaluation methods in the context of project.

This study focused on project managers, because projects are the engines of innovation and business development. The success or failure of a project largely hinges on the project manager (Ireland, 1992). Project managers are in direct contact with the members of a project team that they must work together in order to achieve the performance objectives set by management. So their technical and relational skills are strongly called upon in their management function, as well as in their working environment. To pursue the objective of this study, variables related with project management skills and relational skills were taken as independent variables.

## **1.2 Statement of the Problem**

Due to sophisticated integrated commercial processes, complicated organizational structures, alliances and partnerships, and political and global issues, projects are getting increasingly difficult. Construction industry plays a major role in Ethiopia and also in other developing countries but there is poor level of project managers performance of the industry, improving the performance of the industry needs to be a priority action (Yimam, 2011). In this regard, project manager's competency is a critical stage for the success or failure of a project. Based on the research conducted by Othman (2013), the project manager is one of the main parties in the role of the all industries, a common problem that effect group's performance comes from the project manager's leadership style.

Today, to follow standards and procedures, organizations develop their personnel and project managers to have skills needed to engage them in problem solving, decision making and allow them to come up with new ideas in working groups (Omidvar, Jaryani and Abdul 2011). It is beneficial for a project manager to be equipped with problem-solving (technical skill) and leadership skills (soft/management skill) for situations that would make him/her to think differently, in opportunities with curiosity increase, or feedbacks that bring challenges to learning and changes in behavior (Pereira and Rabechini 2013). The efficient leadership and project management abilities help in

developing the ability of the workforce to manage the diverse situations effectively (EL-Annan 2015).

A project manager's technical competencies are highly regarded; there is a need to go beyond these competencies, developing 'well rounded' project managers that will also fulfill the personal and contextual competencies (e.g. management competency, the soft skills). Failure to recognize these competencies will only hamper an individual's development and ultimately have a damaging effect on organizational competitiveness (Cian, 2014).

According to the project manager competency development framework revised edition published by PMI (2017), project success requires project manager competence. It is believed that the results of the study will benefit the organization in aligning project management capacity building with all other business strategic goals.

As a result, understanding how to develop project management competence is even more critical for an organization's survival and achievement of its strategic goals. The major objective of project managers should be to maintain projects within scope, on schedule, and under budget. Rayford (2013), Today's housing projects are becoming more and more technically complex and logistically challenging, which exposes construction operations to even more complex constraints.

The majority of construction building including condominium housing projects in Ethiopia struggled to meet their deadlines, budgets, and quality expectations. The suggested projects are influenced by a combination of technical (management skill) and human skill aspects throughout their life cycle, however, these studies are related to the project managers' competency on their assigned tasks. This obligation necessitates the successful use of their project management abilities as well as their ability to do or hold their jobs.

Currently the Condominium Housing Project in Addis Ababa construction industry is widely denounced for the low quality of delivery of construction projects both the finished product quality and for the processes used during the project design and construction stages. The focus group discussion conducted to study this research indicates that the performances of construction projects exhibited low accomplishment

rates and this impacted negatively on the completion time, cost overruns and strongly associated with quality related issues contributed to low performances.

This research study problem is to investigate the effect of the project manager's competencies on the project success for construction project fields. Therefore, the researcher is intending to identify the core competency components both the hard and soft skill of the project management team of construction sector particularly project manager's competencies at Condominium 40/60 Housing Project in Addis Ababa.

### **1.3 Research questions**

The research questions are developed as follows, based on the identified problem, the study will attempt to address the following major questions:

- i. What are the central project management skills of project managers at Condominium 40/60 Housing Project in Addis Ababa?
- ii. What are the most important relational skills with regard to project managers and team members?
- iii. What is the project success level of Condominium 40/60 Housing Project in Addis Ababa?

### **1.4 Objectives of the study**

#### **1.4.1. General Objectives**

The general objective of this study is to assess the project manager's competency and its association with project success at selected Condominium 40/60 Housing Project in Addis Ababa

#### **1.4.2. Specific Objectives**

- i. To assess the central project management skills in the selected construction projects of Condominium 40/60 Housing in Addis Ababa?
- ii. Identify the most important relational skills with regard to the project managers as members of project teams.
- iii. To know the project success level in the selected Condominium 40/60 Housing Project in Addis Ababa.

## **1.5 Significance of the Study**

The research finding will help Construction Companies in Addis Ababa and for a selected Condominium 40/60 Housing Project in Addis Ababa in identifying their gaps, the techniques for the development of their current skill as well as core project manager's skill related to project manager's competency. It aims to contribute to the development, on the basis of the skills identified, a tool for categorizing project managers, in order to better allocate human resources available.

This research will also provide insight into whether relationships exist between the project manager competencies and the success or failure of projects in the study area. This can also be used to develop and improve the project managers' performance as well as his managerial methods for completing the project. The research findings will also help to recommend possible solutions to develop project managers at their best and to reach at desirable project management maturity for achieving the ultimate strategic objective of the construction sector. It can also motivate construction companies to develop their own project manager's competency development framework. It may equally be important for future researchers to use it as an input if they are interested to do researches on this subject.

## **1.6 Scope of the Study**

Geographically, this research is delimited only to Condominium 40/60 Housing Project found at Koyefiche, Gerji, Hayat tsebel, Arabssa and Woreda 24 sites that are found in Addis Ababa. The researcher work is focused on the relationship between project success and project managers competency in the selected areas. This study is started in the month of March, 2022 and finalized in June 2022. The respondents for the research questions were taken from the project environment.

## **1.7 Definition of Terms**

**A project manager's competency:-** is defined by the Project Management Competency Development (PMCD) Framework as the process through which the project manager consistently uses his knowledge, skills, and personal behaviors with the goal of delivering projects that meet the needs of various stakeholders (PMI, 2007).

**Competency:** is an underlying personal trait that is causally linked to criterion-based effective and/or exceptional performance in a job or environment (Bauer, 2005).

**Project management capabilities:** There is widespread agreement that project managers should possess certain competencies in order to assure project success. Competence, according to studies, is a combination of abilities, knowledge, and personal traits (Crawford, 2003)

**Project Manager:** The project manager is one of the essential members of the project team who has a higher role in driving a project to completion, and may be the most crucial piece in the puzzle of successful project management (Cleland, et. al. 2006).

## **1.8 Limitation of the Study**

Although the present study could yield some preliminary findings, its design is not without flaws. Some limitations need to be noted regarding the present study. One of the main limitations is absence of organized data and information, and inadequate resource of documented data in condominium housing projects in Addis Ababa. These constraints may have occurred to affect the best performance and outcome of the study. Moreover, there were also some forms of lack of cooperation from employees, and respondents. However, despite the above limitation, the researcher exerted maximum effort to design the research as properly as possible and achieved the specified objectives by going deep, devoting passion and providing all the required details, as is expected to face the above limitations.

## **1.9 Organization of the Study**

The study is organized in five chapters including the present one. Chapter one introduces the study. It gives an overview idea on the need of the study and spells out the statement of the problem, the research questions, and objectives of the study, significance of the study, scope, and organization of the paper. Chapter two consists of the review of relevant literatures on empirical studies on structural adjustment and motivation as well as related topics. The methodology part together with research design, data collecting tools, research procedures and data analysis technique is presented in Chapter three. Chapter four will present the results of analysis done and discussions on the findings. Finally, Chapter five focused on drawing conclusions from the empirical findings and suggests recommendations.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1. Theoretical Review**

#### **2.1.1. Introduction**

The theoretical framework for the primary variables addressed in this research is described in this chapter, which covers the research's areas of concern; the impact of the emphasized project manager's competencies: On project success or failure based on the skills competency (self-awareness, emotional resilience, intuitiveness, interpersonal sensitivity, influence, motivation, and conscientiousness); knowledge competency (critical analysis and judgment, vision and imagination, and strategic perspective); and experience competency (resource management, engaging communication, empowering, developing, and achieving) (schedule, cost, and quality).

Human element contributions to project management have been increasingly important in recent years. For example, from 138 papers in 2014 to 256 articles in 2018, the annual publication about project managers' (PM) competencies about doubled in four years. Professional organizations such as the Association for Project Management (APM) and the Project Management Institute (PMI) both released frameworks articulating PM Key competencies within the same time period (PMI, 2017)

#### **2.1.2. Characterization of the Job of Manager**

Management encompasses multiple approaches, methods and strategies that are at the heart of management profession, and which mainly interact with its practices and skills in this domain. Today's manager's job is no longer based on the five key functions defined by Henry Fayol in his book "*Major Industrial and General Administration*": plan, organize command coordinate and control, it is the center of interest of different schools and researchers, who compete to try to have a definition more comprehensive meeting its functions, roles and mission, and to describe good practices. This state of the art makes it essential that each organization builds its own repository; that is, to align management practices with its needs and its system valuable.

Multiple names are given by organizations and literature to characterize this actor: project manager, project director, prime contractor, program manager, etc. Moreover, from company to company the other, the same denomination can correspond to two different roles. Finally, the term "project manager" can have very different activities in the organization. Loufrani-Fedida, (June 2012) quoted that " *the evolution of organizational structures, marked by the passage from the functional and compartmentalized organization to the organization transversal, decompartmentalized and allowing the integration and synchronization of the different professions involved in the projects. Companies have developed policies to encourage so-called managerial careers to the detriment of technical careers. What highlights the position of project manager as the main actor in the organization is through the importance of his management, human relations and coordination activities. Loufrani-Fedida (2012) characterized in his article "The skills required of the chef of project", the job of project manager as being, at the same time:*

### **2.1.3. 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, 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, 1998) indicated that successful project managers should recognize the importance of managing people in projects by applying good interpersonal skills. (Crawford, 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 score 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) the study showed that a well-trained project manager can create an effective team—a key factor in the success of a project.

#### **2.1.4. Activities and Roles of Manager**

If you ask managers what they do, they will most likely tell you that they plan, organize, coordinate and control. Its activities are identified by Henri Fayol the French industrialist in 1916, who commissioned management vocabulary, then Gulick who, in the 1930s, identified new ones: planning, organization, personnel, direction, coordination, reporting, budget (hence the famous managerial acronym POPDCORB), indicate vague objectives that managers try to achieve them.

Mintzberg, (1973), in his work, perceives that the journals produced by the different schools of thought on the work of managers are not oriented enough towards the action of managers, from where he relies on his own studies in order to describe the content of the work of the Manager. In conclusion, Mintzberg observes that in all the activities of managers (supervisor or manager), there are similarities and that he classifies them into six categories:

*i. The quantity and sustained pace of work:*

The author characterizes the work of a manager with a relentless rhythm. In his study of fifty-six fore-men Americans, Mintzberg, (1998, 2004) demonstrated that the latter made, approximately, 583 activities per working day. Another study by this author with senior managers showed that one percent of their time is reserved for inspection visits, as well as during the working day every verbal contact they receive are related to current activities, otherwise they are linked to a general planning theme. With all its justifications of Mintzberg, managers are under time pressure over batches of activities carried out.

*ii. The structure of activities:*

The manager "the conductor" is often found in situation of suspending or leaving a meeting to speak to one of his subordinates or even to move on to another activity, which allows us to characterize the manager's work content by the brevity and fragmentation of

its activities that are also unstructured.

*iii. The relationship between action and reflection:*

The pressure imposed on managers by the direction, as well as the complexity of the environment does not favor reflection, but rather the action, with the efficient processing of information flows, and the time to response to specific situations.

*iv. The use of different means of communication :*

(Mintzberg, (1973) observes that senior managers spend virtually their entire working day managing a steady stream of calls and emails, these means of communication, with meetings and encounters with subordinates are inevitably among the sources used by the manager depending on the type of information he wishes to convey.

*v. Relationships with other people*

His role linked to information, the manager found in the hinge between its network of contacts (suppliers, customers, and subordinates), his team and his hierarchical superiors. Most of the time with senior managers showed that one percent of their time is reserved for inspection visits, as well as during the working day every verbal contact they receive are related to current activities, otherwise they are linked to a general planning theme. With all its justifications of Mintzberg, managers are under time pressure over batches of activities carried out.

### **2.1.5. Dimensions of Skill Competency**

A project manager's competency is defined by the Project Management Competency Development (PMCD) Framework as the process through which the project manager consistently uses his knowledge, skills, and personal behaviors with the goal of delivering projects that meet the needs of various stakeholders (PMI, 2007). Skills Competency Dimensions Competency: An underlying characteristic of an individual. The first dimension of skills competency is concerned with managers' social and emotional competencies in managing themselves and their relationships with their subordinates, and can be assessed by evaluating seven leadership constructs: self-awareness, emotional resilience, intuitiveness, interpersonal sensitivity, influence, motivation, and conscientiousness (Geoghegan and Dulewiz, 2008).

**Self-awareness:** The manager is aware of his own sentiments and how to deal with them, and he believes in his ability to control his emotions and the impact they have on the workplace (Gibson and Nesbit, 2006).

**Emotional Resilience:** The ability to consistently perform well under pressure in a variety of situations and adapt his behavior accordingly, balance the task and situation's needs with the concerns of the individuals involved, and maintain a focus on the required results when personally challenged or criticized (Torpman, 2004).

**Intuitiveness:** The ability to make clear decisions and put them into action even when faced with ambiguous facts, based on both cognitive and emotional understanding of crucial implications (Farooqui, et. al, 2008).

**Interpersonal Sensitivity:** Being aware of the needs and perceptions of others concerned while suggesting solutions to problems and taking it into consideration when making judgments. To be open to new prospective solutions, consider other people's input while solving difficulties, and persuade others to commit to judgments made based on their needs (Neuhauser, 2007)

**Motivation:** Having the energy and drive to achieve outcomes, seek to make an effect, balances short-term and long-term goals, and persists in pursuing difficult goals even when they are difficult.

**Influence:** The ability to persuade others to change their thoughts about anything based on an understanding of their viewpoints, persuade them to examine this viewpoint, and offer them with an explanation for the change (Neuhauser, 2007)

### **2.1.6. Henry Mintzberg 'S Theory on Manager 'S Roles**

According to Henry Fayol, (1916): planning, organization, coordination and control, and that the piloting and application of these functions of adequately, will probably lead the company to reach levels of satisfactory performance. The question that arises from this angle is that managers do they actually fulfill the basic management function? The nature of the work of manager, as described in the classical literature, is fundamentally thoughtful, while studies show that managers are generally oriented towards action and tend to stray from reflective work. According to Henry Mintzberg, the planning, organization, coordination and control functions are not those of managers, but simply

"the objectives that managers have when they work". Thus in his research with managers, Mintzberg (1973) realized a theory on the role of the manager in the organization. He defines the role as "*a set organized behaviors belonging to an identifiable workstation or position. Individual personality can influence how the role is performed, but cannot prevent the role from being played*".

Looking at the work of the manager from a different angle, Mintzberg defines the following roles who divided them into three categories: interpersonal roles; related roles have information and decision-making roles:

**i. Interpersonal roles:**

Result directly from his function as conductor which necessarily entrusts him with the notion of formal authority, and the consequence is the development of relations interpersonal:

The first role in this category is "*the figurehead*", which the author Mintzberg (1998, 2004) found in their study of senior managers that they spend percent of their ceremony time, percent of their mail boxes, which contains either thanks or solicitations related to his position. The role of a figure head consists of informing employees and subordinates, such as shareholders, of the mission of the organization and what it seeks to achieve.

Thus (Mintzberg, 1973) affirms that the importance of these roles in the profession of manager can sometimes turned to daily tasks, with a low level of information and no major decision making. They are nevertheless necessary for the good smooth functioning of an organization and they could not be ignored by the manager. The second role is the "*Leader*", which is among the most important roles and which is in all the responsibilities of the manager, taking as an example, in the recruitment, the training and motivating his team to help them reach their full potential. In this context, any manager must be able to adjust the needs of the members of his team to the objectives of the organization, that is, he must have a great power of influence with his formal authority that he possesses to succeed in his role as leader. Finally, as a "*Liaison Agent*", a manager's mission is to connect and coordinate the activities of people and groups both inside and outside the company.

MINTZBERG(1998,2004) observed in his study of managerial work that the managers' working time is spent more with their peers and other people external to

their organization than with their own subordinates, and it is even surprising to realize that they still spend much less time with their superiors, with the aim of improving and enriching their relationship with the external environment and collecting all that is like information that can contribute to building their own external network from the manager-informal, private and verbal, yet very effective.

**ii. Information roles:**

As a leader, and with the authority they possess, managers have formal access to each of their subordinates. In addition, their contacts as a liaison officer make it easier for them to have access to external information which their subordinates cannot often pretend. In this sense, MINTZBERG (1998, 2004) observes that managers try to develop a solid database of information. The proof that in the result of his investigation into senior managers, he found that they “(...) *spent 40 percent of their time contacts exclusively oriented towards the transmission of information and 70 percent of the mail they received was of an informative nature (as opposed to that relating to action requests). Because, most of his work focuses on communication.*

Three roles describe the information-related aspects of managerial work according to MINTZBERG (1998, 2004): In his role *as an active observer*, the manager tries to build his database information by examining its organizational environment. Thus, in this role he is developing his portfolio of contacts by interviewing his subordinates and acquiring also useful information that he did not ask for, and which may be partially effective. This information is usually verbal in nature, often as gossip, gossip or speculation. Thanks to his role as an active observer, the manager can both improve your personal contact network and collect as much information as possible informally on behalf of his company.

In their role as *broadcasters*, managers ensure that the information collected from various internal and external sources are distributed to their subordinates in the period they see fit. Moreover, when their subordinates do not have easy contacts between managers are sometimes forced to circulate information from one to the other. The point of collecting this information is so that your team can benefit from it directly. This informational role therefore allows the members of the team on a certain part of the project to have all the relevant information in order to avoid any delay possible resulting from a lack of information.

As a leader of a team of any size or any role within the organization, the manager is the representative of this team when it comes to meetings, announcements, etc. The role of *spokesperson* is the final informational role of the list, as it is important because perception is often a big part of reality. Even if your team does excellent work, it might not be reflected as such to other makers of the organization if you are not a good spokesperson. Moreover, as an integral part of this role of spokesperson, the manager is responsible for informing and satisfying the requests of the influential people who run his organization.

### **iii. Decision-making roles:**

For Mintzberg (March-April 1990), “*Information is not, of course, an end in itself; it is basic input to decision-making.* » The manager is the main nucleus in the process decision-making in his organization. With the formal authority he possesses, only the manager who can set new courses of action for his unit, as well as agent of liaison, it is the only one that has a database of up-to-date information and also complete as possible, in order to put in place all the decisions that will determine the strategy of his organization. Four roles describe the manager as a decision maker:

As an *Entrepreneur*, the manager always works from a perspective of strategic development of his organization; he is always looking for methods and concepts to improve the adaptation of its unit to any type of change in the conditions of its environment. In his study of leading managers,

MINTZBERG (1998, 2004), indicates that his managers seem to maintain a kind inventory of projects for which they manage the development themselves, the different stages achievement, those in the process of accomplishment and those tending towards failure. He also describes in his book the way managers control the progress of his different projects

*“Like the juggler, they always seem to have a number of projects hanging in the air, periodically, there would be those who fall back, they then give them a new push and they find themselves in their orbit. According to various intervals, they can integrate, in this flow, new projects or, on the contrary, eliminate old ones. »*

The entrepreneur roles as well as the information-related roles describe the manager as the source of will that initiates change. Its role as a *regulator* demonstrates that the manager must manage tension that is often unexpected and beyond his control: Crisis

economic, a potential customer who goes bankrupt, strike of the employees. In this context, Leonard R. Sayles has made a systematic approach to the managerial profession.

*The manager “(...) is like the conductor of an orchestra symphony which strives to obtain a performance melodious in which the contributions of the various instruments are coordinated, spaced out, harmonized and placed fit even though the instrumentalists have various personal problems, that apparatuses move the easels bearing the score, that the alternation of heat and cold poses problems for the instruments and the public and that the organization of the concert insists on imposing on the program of irrational changes. »*

Indeed, all managers must devote a large part of their time to responding to constraining disturbances. Predicting contingencies is generally difficult to provide by organizations. Thus the crisis situation appears not only because an incompetent manager ignores it until the situation gets out of hand, but so even a good manager would not be able to foresee all the consequences of actions he initiated.

In his role as resource dispatcher, the manager is responsible for allocating all forms of resources necessary for each link in the chain or the departments which are under his responsibility (e.g. financial resources, time, labor work, etc.). According to Henry Mintzberg in his study of executives, three activities main results from this role:

- Planning the framework of his own schedule;
- Developing the structure of the organization, and determining the how work should be divided and coordinated;
- The authorization of the action.

Being like a *negotiator* is the last of those decision-making roles, Henry Mintzberg affirms that all studies on the profession of manager show, at all levels, that most of their time is devoted to negotiations. Thus, in this statement, Leonard Sayles adds that negotiation is part of the “managing lifestyle” of the manager of high level. This role is almost indispensable in the work of a manager, and which can be sometimes considered a routine task. With the formal authority that the manager has, it is at the center of the information nervous system that can provide complete and effective data in large-scale negotiation situations.

Supporting the roles identified by Mintzberg, Quinn (1988), in his study on the subject, has tried to make the connection between theory and practice, by integrating the notion of paradoxes and contradictions inherent in the profession of manager.

Following a quantitative approach, he was able to pull out eight roles that explain the divergence of the relationships that the executive must manage with its middle. This typology of management roles is presented in the following lines:

- *The mentor*: is the one who sets an example and trains his subordinates.
- *The facilitator*: ensures the cohesion of his team, he encourages initiative and participation and, finally, it deals with conflict management.
- *The innovator*: is at the center of innovation activities and manages change.
- *The mediator*: negotiates agreements, allocates resources and manages power dynamics.
- *The producer*: oversees productivity and stimulates yield.
- *The director*: establishes achievable objectives and assigns responsibilities.
- *The coordinator*: organizes controls and plans.
- *The monitor*: receives information, processes, evaluates and organizes it.

### **2.1.7. Management Outlook**

The level of organizational instability continues to increase in many companies, and new complex situations appear, with the development technology, organizational relationships, communication and other factors that make the control of the project environment increasingly difficult. However, many project managers have a solid technical background and good experience (Edum-Fotwe and McCaffer, 2000) *this is where the challenge lies: technically focused project managers are faced with diverse teams, complex communications with stakeholders, planning, business and commercial issues and other relatively non-technical matters” IBID*

A study by Melcher and Kayser (1970), which examines the work of managers, shows that their success of the manager consists in developing the capacities of his team and in managing relationships with others who have an impact on the project. Strohmeier (1992) cited in his study on the project managers of a German aerospace company that interpersonal conflicts are dominant in their work. Also, other studies also review relational problems within the management profession. These studies conclude that the project manager is responsible for supervising and controlling the work, not for to do, ensuring the link between activities and the availability of relevant information. Therefore, they argue that the role requires extended effectiveness in relationships interpersonal.

## 2.1.8. Relationship Skills Techniques

### 2.1.7.1. The Concept of Competence

The concept of competence has inspired the professionals of organizations (Hamel & Prahalad, 1990), psychological (Bartram, 2005), and education professionals (Mulder, Gulikers, Biemans & Wesse link, 2009); to a large extent, and simultaneously it was the subject of harsh criticism. Defenders of the concept (Dubois, 1993; Spencer & Spencer, 1993) have reinforced its strong function in debates on the development of skills; reviews have highlighted negative properties like standardization and lack of measurement.

Although both parties have a point to make, there is no denying that the concept has a long and solid history (Mulder, 2007) and that it has acquired a solid position in the language common law, professional practices and institutional regulations. Mulder, M., T. Weigel & K. Collins (2006), in their studies on “ *The Development of Vocational Education and Training in Selected EU Member States* ”, identified the analysis of Biemans et al (2004) based on the personal experiences of the implementation of competence-based vocational education in the Netherlands, three main traditions in competence research since the middle of the last century (Norris, 1991, Eraut, 1994, Wesse link and others, 2005): the behaviorist, the generic and the cognitive:

*"Given the 'teritization' of most professions, a whole school, which has been called 'behaviorist', appeared in the United States in the 1970s, to try to better explain the characteristics of professional success. Mulder (2006) however, the authors agree that the study of the American approach to skills is carried out by the psychologist McClelland (1973), who brought out the concept of "competency". Its objective was to create recruitment tools allowing to measure human performance in order to reduce the use of traditional intelligence and aptitude tests. The perspective of this McClelland (1973) approach is to support the use of the concept of competence rather than the concept of intelligence in testing, and show how to identify skills through interviews behavioral events (McClelland, 1998). Skills in this regard are acquired through training and development (McClelland, 1998), so they are characterized by the portrait of the observable behavior of individuals. Characteristics endpoints of the behavioral approach are demonstration, observation and behavioral assessment. Skills are therefore "the characteristics of a person that are linked to superior performance in a job and may be common to all situations. (Delamare & Winterton, 2005, Spencer, 1993).*

#### **a) The generic approach:**

The generic approach aims to explain the evolution of performance by identifying the common abilities. First, select the best performing actors and their specific characteristics (Norris, 1991). Then, determine the characteristics main and generic of these actors so that they can be applied to various professional groups. Research on the five major dimensions of personality consisted first of all in explain variations in job performance.

#### **b) The cognitive approach:**

The definition of competence in the cognitive approach encompasses all there sources mental skills of individuals that are used to properly manage activities, develop knowledge and achieve a good level of performance (Weinert, 2001). it is often used, simultaneously, with intelligence or intellectual abilities. The approaches classical cognitive skills are centralized on general cognitive skills; they encompass psychometric models of human intelligence, models of information processing and the Piagetian model of cognitive development.

A more precise interpretation of this cognitive approach focuses on the skills specialized cognitive skills that refer to a set of cognitive prerequisites that are essential to succeed in a specific field. Chomsky (1980), he defined linguistic competence as "*an ability to acquire the mother tongue; it is rule-based language learning and the use of language that is necessary for linguistic performance. Currently, the concept of competence-performance has been categorically extended to encompass the "social" or "emotional" skills, in which "competence" has replaced the original term "intelligence"*".

### **2.1.9. Manager Skills**

In the research work on the concept of competence, McClelland (1973), has mentioned that skills are like traits and approaches that can influence on individual and organizational performance.

Mitchel more and Rowley (2010) showed that there are many definitions about skill. According to Gale (1975), "*Competence is a molar concept similar to intelligence concept. Both terms imply that they are composed of complexes important interrelated elements*" (P.20). Boyatzis (1982) presented competence as an "*underlying characteristic of an employee (for example, the motive, trait, skill, aspects of his self-*

*image, their social role or their body of knowledge* ” (P.20) has part of the work, individual and organizational performance.

Boyatzis (2007) also underlined that competence is " *a capacity or an aptitude* " (P.2) and " *a behavioral approach to emotional, social and cognitive* ” (P.3), consisting of skills, judgments, attitudes and values, Gale (1975) and which an individual needs to carry out his tasks and is concerned about whether a manager may be competent for his job. Woodruffe (1993). Additionally, Boyatzis (1982) pointed out that performance can be maximized while personal competence is in line with the organizational environment and the job requirements. Getha-Taylor, H. (2008) proposed a majority of competency models to identify specific competencies in the practical work. The first includes traits, motivations, confidence, knowledge and skills, which are possessed by individuals and which are useful and necessary for the betterment of the performance Boyatz (1982). The latter exists in the domain of the behavior of skills, including knowledge and skills. Woodruffe (1993).

Gallon, Stillman et al. (1995) assert that basic skills theory is insufficient and has not been used to its potential. They determine that better tools to quantify two types of skills, technical and relational, should be used to assess existing skills as well as those that will be essential. From the point of view of major projects, Lampel (2001) assert that the planning and realization of these projects are linked to the presence basic skills. More specifically, the author has identified four types of skills basic, in particular entrepreneurial, technical, evaluative and relational.

### **2.1.10. Looking For Managerial Skills**

Around 1990, several authors and management consultants attempted to identify the skills and characteristics that an effective manager should have (Cullen and Gadeken (1990), Gadeken (1991) and Pettersen (1991).

- *Management of objectives and actions;*
- *Leadership: self-confidence;*
- *HR management: use of socialized power;*
- *Direct subordinates: use of unilateral power; and*
- *Vigilance and adaptability.*

In addition, leadership and communication were considered as skills in which a project manager must have expertise Harrison, (1992). In Harrison's (1992) article, the authors listed five skills that the project manager should have, depending on the characteristics of the project, namely: “ *Leadership, power in a fluid situation, the motivation of individuals and groups, team development and teamwork, and conflict management* (Harrison, 1992, p. 251) ”.In addition, the author emphasized the importance of interpersonal skills that the project manager must have to improve the relations between the members teamwork and collaboration between them. Anderson (1992) divided the important attributes of a project manager in four parts: "*skills in human relations, skills in leadership, technical experience and administrative experience*" (Anderson, 1992, P.139). In addition, having knowledge of technological development and technical knowledge can increase the effectiveness of a manager's skills of project. (Anderson, 1992). In this context, Skulmoski (2001) consider that the main responsibility of the project manager is to manage the members of the project, which requires the manager project manager to be imperative, and has strong relationship management skills. In addition, communication and transformational leadership (Prabhakar (2005); Hyvari (2006)), are among the key skills of project management.

Toney (2001) mentioned in his book that the skills of the project manager possess three skill sets: “*character traits; professionalism consisting of leadership and management skills and methodologies and procedures structured*” (Toney, 2001, pp. 15-19).

The emergence of competence in the field of management today is made an important factor for the success of the company and the project. Crawford (1998) found that hiring a project manager with qualified skills can create a greater competitive advantage. To determine their skills specific, Golob (2002), through an empirical research, which led as a result that: “ *Top 10 project management skills based on score for hiring the project manager: reliability, project leadership, determining the project objectives, determine project deliverables, communication style, team building, setting and managing expectations.*”

Galvin, Gibbs et al. (2014) presented a series of skills, attributes and capacities of an effective manager, in particular: " *A solid technical training, a mature individual, someone who is currently available, someone on good terms with senior executives, someone who can keep a project happy, someone who worked in several different*

*departments, and a closer one, someone with a reader to accomplish tasks (P,6)*". Furthermore, Meredith and Mantel Jr (2011) proposed 4 cluster skills that a effect project manager should have:

- *Credibility*: An effective project manager must have credibility technical and administrative;
- *Sensitivity*: An effective project manager must be sensitive to the political climate, technology, emotion, etc. Also, an effective project manager should be a good negotiator, and "*persuade people to cooperate regardless of their personal feelings.* (P.119);
- *Leadership, ethics and management style*: These skills are essential to the leader project and must vary and improve with the environment; and *Ability to manage stress.*

It is noticed through the literature that managerial skills have evolved to through the years. Studies on managerial skills focus more on the importance of relational, communication and intelligence skills emotional, and she considers that the latter play a large part in the effectiveness of managers in their work as well as in the success of the company.

### **2.1.11. Attempts to Codify Skills Managerial**

Mangham (1988) suggests that the management repertoire is full of terms that aim to describe the skills of managers, for example, an "*enabling leadership style*"; "*Ability to motivate other*"; "*A strategic understanding*", but they are imprecise in meaning and are often different in their interpretations by those who use the same sentences. Mangham (1988) also suggests that "*these descriptors of management capacity are too vague to be operationalized and there is very little professional consensus on the characteristics of behavior by which they can be recognized.* ". In the meantime, Mangham insists on further research ethnography in the management process at the policy level of the organization for describe the behaviors involved.

#### **i. Technical/Professional Skills**

Management is a very evolving field, which aims to have an impact on the real world, from way that it requires functional knowledge and skills in applying a body of professional practice. According to Pedler, (2011) knowledge encompasses: "*the technology of products, techniques of marketing, engineering, accounting, knowledge of legislation relevant, knowledge of basic management principles and theories that have as their purpose of assisting the practitioner with planning, organization and control.*"

Although all levels of management require a technical base, one aspect unique management is relative to the hierarchical levels, the higher you go in the hierarchy, the more the direct use of technical knowledge is weakened, the more emphasis is placed on social, cognitive and political management skills. (Gillard, S. (2009), finds that technical skills are considered essential for the job of manager of project, and throughout the entire project process group (Startup, Planning, Execution, control and closure). Ballesteros-Sánchez, (2019). asserts, however, that, "... because the engineers who are rushed into the role of project manager often focus on issues techniques while giving less credibility to the management aspects, they are far from linking their game plans to the overall strategy of the organization"

Although it is generally accepted that the success or failure of a project depends on the capacities of the project manager, there remains a difference of opinion on the most valued skills and which will be the most important indicators of an effective manager. Some consider that the technical expertise of the project manager is of paramount importance for success; others suggest that skills interpersonal skills or "relationship skills" are the main determinant of hit; and still others feel that the technical knowledge and skills in leadership are necessary for successful projects.

## **ii. Political Skills**

According to Goolsby, J. R., & Hunt, S. D. (1992). "Senior managers are unable to claim that they are above the dirty business of politics. If they don't play the political game, they give up the field for others to hijack the system into their *own interests*". The organizational policy commits:

- a. Senior managers strengthening their departments by fighting for resources and additional authority;
- b. Senior managers engage in a discussion about the "meaning" of the strategic plan so that definitions favorable to their interests prevail. The political skills of managers imply other more specific qualities which may be considered necessary:
- c. *Diagnostic skills:* According to, best political operators seem to be effective in mapping the terrain Politics. They have a sense of the distribution of power within an organization, perspectives and cultures of different groups, which are the drivers of events, the agendas of the different actors and which must be won to building a winning coalition behind an initiative;

- d. *Tactical skills*: According to Sheard, G., Kakabadse, A. P., & Kakabadse, N. K. (2011). Managers with political skills seem to know how to switch between methods of influence. They know how to test the waters for a proposal while avoiding a commitment that is hard to break. They use formal authority with sparingly, because they know that the use of power does not demonstrate strength, but weakness;

### iii. The 'Relationship Skills' of Managers

The literature on "Soft skills", interpersonal and relational skills, tangible, intangible is developed and these words are frequently used to describe a skill set that most would agree are important in any work environment. In areas such as education for business, management, communication and even the library and science of information, articles list all sorts of "Relationship Skills" derived from formal and informal research methods. However, the definitions of term vary, and authors use it widely with little agreement on meaning.

Sharma, N., & Hussain, D. (2017) refers to this concept as an "umbrella", because it brings together wide variety skills such as communication, interpersonal skills, teamwork, negotiation, management, emotional intelligence, etc.... Skills relational skills are "*skills that refer to the ability to communicate and interact with other employees, include communication skills, interpersonal skills, time management, teamwork and cooperation, as well as the ability to motivate subordinates, conflict management and leadership.*

Relational skills are not a substitute for specific knowledge and technical skills. On the contrary, relational skills increase these capabilities, allowing all employees to optimize their specific knowledge and techniques. It's the difference between being an expert and being a reliable resource that can pass on this knowledge to others. *Their list includes "clear communication and meaningful feedback, conflict resolution and/or management and understanding human behavior in the groups.»*

The definitions found in the soft skills literature diverge and even contradict each other, there are some overlaps between these skill lists: sociability, self-management, communication skills, ethics, sensitivity to diversity, team work skills, problem solving or critical thinking skills, emotional intelligence and leadership skills, were all mentioned as of example.

**Table 1. Interpersonal Skills**

Categories	Details
Communication	<ul style="list-style-type: none"><li>• Active listening</li><li>• Oral communication</li><li>• Written communication</li><li>• Assertive communication</li><li>• Non-verbal communication</li></ul>
Relational building	<ul style="list-style-type: none"><li>• Cooperation and coordination</li><li>• Trust</li><li>• Intercultural sensitivity</li><li>• Service orientation</li><li>• Personal presentation</li><li>• Social influence</li><li>• Conflict resolution and negotiation</li></ul>

*Source: Cameron Klein, Renee E. DeRouin, and Eduardo Salas)*

Over the years research on interpersonal skills has become a focus of several HR experts and advisors. To be an effective manager, multiple interpersonal skills were found. For example, a study conducted by Stevenson and Stark weather (2010) identified six essential skills, such as leadership, communications, verbal and written skills, attitude and the ability to dealing with ambiguity and change. In another study by Smith, Bruyns et al. (2011), adds that optimism has been found to have a positive effect on the results of the project by facilitating better collaboration and problem solving.

*In general, according to Grugulis and Vincent (2009), the lists of "soft skills" are multiple; it is a combination of competences with other defined ambiguous concepts. In practice, organizations usually merge skills with other traits that they deem most important, based on their organizational values. The most conceptions of these skills describe traits and skills and they are defined almost interchangeably.*

Traditional management programs placed great emphasis on the development technical skills and minimized the role of relational skills in an effective management. However, "soft skills" play an essential role in the execution of management functions. As Ramesh and Ramesh (2010) have pointed out, *"soft skills are not merely icing on the cake, in modern management, but a critical component of the dough itself. " Relational skills*

*come for complement the technical skills of managers and improve their ability to perform management functions.*

### **2.1.11. Components of Project Success:**

Many authors have defined the successful completion of a project as achieving the project objectives within time, within cost, and at the desired scope, while utilizing resources effectively and at the desired level of quality. Despite the relative agreement of such a base definition, there can be many perspectives of whether a specific project is successful.

When they talked about success it is usually stated that it refers to doing things right, which means that regardless of what is being performed, it is being performed in the best way possible, taking into consideration the resources available (Sundqvist, et. al., 2014). Cost: To develop an approximation of a project cost depends on several variables including resources; work packages such as labor rates; and mitigating or controlling influencing factors that create cost variances. Tools used in cost are, 21 risk management, cost contingency, cost escalation, and indirect costs.

Based on the study Ramo (2009), time is an important aspect of the construction process. For analytical purposes, the time required to produce a deliverable is estimated using several techniques. One method is to identify tasks needed to produce the deliverables documented in a work breakdown structure or WBS. The work effort for each task is estimated and those estimates are rolled up into the final deliverable estimate (Stevenson, and Starkweather 2010). Scope/ Quality: Requirements specified to achieve the end result. The overall definition of what the project is supposed to accomplish, and a specific description of what the end result should be.

The amount of time put into individual tasks determines the overall quality of the project. Some tasks may require a given amount of time to complete adequately, but given more time could be completed exceptionally. Over the course of a large project, quality can have a significant impact on time and cost (or vice versa). (Joslin and Muller, 2016)

## 2.2. Conceptual Framework

For the purpose of conducting this study the following conceptual framework depicted on Figure 1 is developed to guide and use as a frame for the study. It is an abstract framework mapping the relationship among concepts, theories, assumptions and expectations discussed in the literature review.

This is a correlation cross-sectional study and designed as a flowchart like account of events connected to show how the independent variables affect project success.

### Independent variables

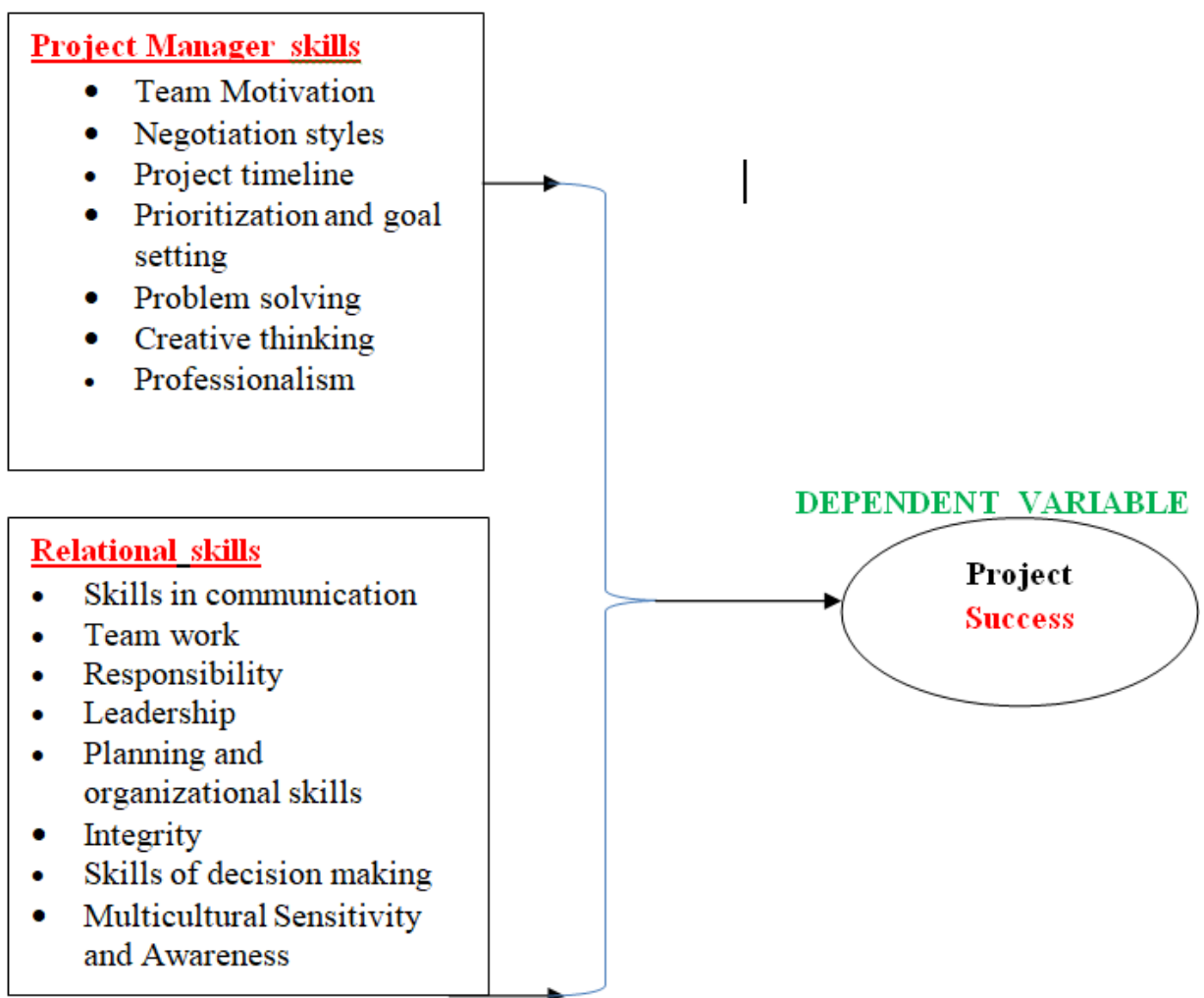


Figure 1. Conceptual Framework

Source: Designed by the researcher, 2022

## **CHAPTER THREE: RESEARCH METHODOLOGY**

According to (Kothari, 2004) the research methodology primarily comprises the research design and research process, sampling design, data collection and method of analysis. In this study, the research design and its approach, data type and data source, methods of data collection, population and the sample design, sampling techniques, instruments of data gathering, methods of data analysis, validity and reliability of data, and ethical considerations is included in this part. To accomplish the study objective and to answer the stated research questions, explanatory, qualitative, and cross-sectional research methodology is applied.

### **3.1. Research Design**

This type of methodology helps to determine the best research design, data-collection method and selection of subjects. Therefore, it is reasonable to use this design for assessing the current situation regarding project manager's competencies and its effect on the success of at condominium 40/60 housing project in Addis Ababa.

### **3.2. Research method**

In this study a qualitative research approach was used. The qualitative approach helps the researcher to gain an understanding of underlying reasons, opinion and motivations by using participants' observation, in-depth interviews, document analysis, and focus groups discussions. The condominium 40/60 housing project in Addis Ababa was taken as a case study.

### **3.3. Population and Sample**

The population for this study was targeted from project managers and key professionals and team members of construction projects at condominium 40/60 housing project in Addis Ababa. The sample was taken from selected five construction sites, which were named as Koyefiche, Gerji, Hayat Tsebel, Arabssa and Woreda 24 sites in Addis Ababa. From each site 12 questionnaires were collected. Questionnaires were administered both online e-mail/telegram and physically contact with some key informants targeting a minimum of 60 respondents of project managers and key project personnel. These respondents include project managers, site supervisors, administration managers, fiancé manager and experts, contract management experts. The details are described on table 2.

**Table 2 Population, Sample Frame and Sample Size**

population		Population size		Sample Frame/size	Collected Sample size	Total sample size
<i>Koyefiche</i> 40/60 condominium construction site	Project managers Office	2	16	Project managers	1	12
	Site supervisors Office	2		Site supervisors,	2	
	Administration managers,	3		Administration managers,	2	
	Fiancé manager Office	3		Fiancé managers	2	
	Construction Experts,	3		Experts,	3	
	Contract management experts Office	3		Contract management experts	2	
<i>Gerji</i> ,40/60 condominium construction site	Project managers Office	2	16	Project managers,	1	12
	Site supervisors Office	2		Site supervisors,	3	
	Administration managers,	3		Administration managers,	2	
	Fiancé manager Office	3		Fiancé manager	2	
	Construction Experts,	3		Experts,	2	
	Contract management experts Office	3		Contract management experts	2	
<i>Arabssa</i> 40/60 condominium construction site	Project managers Office	2	16	Project managers,	1	12
	Site supervisors Office	2		Site supervisors,	2	
	Administration managers,	3		Administration managers,	2	
	Fiancé manager Office	3		Fiancé manager	2	
	Construction Experts,	3		Experts,	2	
	Contract management experts Office	3		Contract management experts	3	
<i>Woreda24</i> 40/60 condominium construction site	Project managers Office	2	16	Project managers,	1	12
	Site supervisors Office	2		Site supervisors,	2	
	Administration managers,	3		Administration managers,	2	
	Fiancé manager Office	3		Fiancé manager	2	
	Construction Experts,	3		Experts,	3	
	Contract management experts Office	3		Contract management experts	2	
<i>HayatSebel</i> 40/60 condominium construction site	Project managers Office	2	16	Project managers,	1	12
	Site supervisors Office	2		Site supervisors,	3	
	Administration managers,	3		Administration managers,	2	
	Fiancé manager Office	3		Fiancé manager	2	
	Construction Experts,	3		Experts,	2	
	Contract management experts Office	3		Contract management experts	2	
<b>Total Population</b>		<b>80</b>		<b>Total Sample</b>		<b>60</b>

### **3.4. Method of Data Collection and Tool**

In this research both primary and secondary data type are used to enrich the response required for answering the research questions. The primary data was collected online through e-mail and direct physical contact with the respondents in the form of self-administered semi structured questionnaire. The questionnaire was developed by referring different literatures and modifying according to the objectives of this study. The questionnaire had five parts which enabled to collect information on project manager skills and project success at condominium 40/60 housing project in Addis Ababa. The secondary data for this research depends on review of the project management documents of the selected construction projects. The participants were selected on purposive sampling techniques, as the researcher thought that the respondents have good knowledge in the study area. Furthermore, the analysis of the data to produce the results is carried out using the statistical processing software SPSS (Statistical Package for the Social Science) version 20.

The questionnaire is divided into three distinct parts:

- i. Identification of the most important skills with regard to project managers
- ii. Identification of the most important relational skills with regard to project managers and team members;
- iii. General information about the project success level.

### **3.5. Data Analysis**

Descriptive statistics is used to describe and summarize data. This includes measures of central tendency, dispersion and frequency analysis which were done using SPSS software. The distribution of the respondents across the target respondents and the average response rate to the questions was summarized.

During analysis time for convenience purpose the researcher employed the following scales on the response rating. Therefore, rating less than 1.5 becomes very poor performance, 1.5 to 2.5 becomes below average, 2.5 to 3.5 becomes an average, 3.5 to 4.5 becomes very good and above 4.5 becomes an outstanding performance.

Moreover, inferential statistical analysis tools such as Karl Pearson’s coefficient (shown on table 3) of correlation was used.

**Table 3. Correlation Coefficient**

<b>Correlation coefficient(r)</b>	<b>Strength of the correlation</b>
From 0.01 up to 0.09	Negligible association
From 0.10 up to 0.29	Low association
From 0.30 up to 0.49	Moderate association
From 0.50 upto 0.69	Substantial association
From 0.70 and above	Very strong association

**Source:** Joe W. Kotrlik, J. C. Atherton, A. Williams and M. KhataJabor.(2011)

### **3.6. Reliability of Measurement**

The reliability of the tools was checked using Cronbach’s alpha values. The descriptive statistics help to determine uni-dimensionality and construct validity of the measures, and the Cronbach’s alpha values of the factors is used to show the reliability of data that would explain the objectives of this study.

The Cronbach’s alpha measures the internal consistency of a group of items by measuring the homogeneity of the group of items. “It is an indication of how well the different items complement each other in their measurement of different aspects of the same variable or quality” (Paulsen, J., & Brcka Lorenz, A. (2017). ).

Cronbach’s alpha ranges in value between zero and one. Values closer to one indicate a higher internal consistency; values closer to zero indicate a lower internal consistency. Brcka Lorenz, A., Chiang, Y. C., & Nelson Laird, T. (2013) suggested that groups of items with an alpha below 0.70 should be used with caution.

The validity of the data gathering tools is checked by selecting ten experts, who have background and experience on the issue under the study. And then the reliability of the tools is checked using Cronbach’s alpha values.

**Table 4. Case Processing Summary and Reliability Statistics for Pilot-Test - for identification of project manager’s skill within the project area.**

Case Processing Summary			
		N	%
Case s	Valid	10	47.6
	Exclude da	11	52.4
	Total	21	100.0
a. Listwise deletion based on all variables in the procedure.			
Reliability Statistics			
Cronbach's Alpha		N of Items	
<b>.738</b>		7	

Source: SPSS Data Version 20, 2022

The Cornbrash’s alpha value for the test under Part II of the questionnaire, which focused on project managers critical skills identification is calculated and came out to be 0.738(as shown on table 4). This indicates that there is a substantial internal consistency among the data.

**Table 5. Case Processing Summary and Reliability Statistics for Pilot-Test for identification of Project Success Level within the project area.**

Case Processing Summary			
		N	%
Cases	Valid	10	47.6
	Excluded a	11	52.4
	Total	21	100.0
a. Listwise deletion based on all variables in the procedure.			
Reliability Statistics			
Cronbach's Alpha		N of Items	
<b>.846</b>		8	

Source: SPSS Data Version 20, 2022

The Cronbach’s alpha value for the test under Part III of the questionnaire, which focuses on project success, is calculated as 0.846(table 5). This indicates that there is a high internal consistency among the data.

**Table 6. Case Processing Summary and Reliability Statistics for Pilot-Test for identification of relational skills within the project area.**

<b>Case Processing Summary</b>			
		N	%
Cases	Valid	10	47.6
	Excluded <sup>a</sup>	11	52.4
	Total	21	100.0
a. Listwise deletion based on all variables in the procedure.			
<b>Reliability Statistics</b>			
Cronbach's Alpha		N of Items	
<b>.822</b>		<b>8</b>	

Source: SPSS Data Version 20, 2022

The Cronbach's alpha value for the test under Part IV of the questionnaire, which focuses on project manager's relational skills identification, is calculated as 0.822(table 6). This indicates that there is a high internal consistency among the data.

### **3.7. Ethical Consideration**

The study went in deep to ensure certain beliefs about the nature of the study and should not intentionally or unintentionally influence the outcome of the study in a way that favors the expected outcomes. The respondents were assured in written about the intention, objective & ethical considerations of the study. This would enable the outcomes of the study could not get biased through the insertion of researcher's assertions for expected outcomes. Therefore, the researcher made the participants of the study understand this aspect and gone deep to manage it so that his expectations should not guide the study findings.

## CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter is devoted to the presentation and analysis of the results. It is subdivided into four main sections: the first section presents the demographic data of the respondents, the second, third and fourth part is devoted to descriptive analysis of the data and the final section deals with the discussion of the results. During analysis time response rating is done on the following scales. Less than 1.5 very poor rating, 1.5 to 2.5 below average rating, 2.5 to 3.5 an average rating, 3.5 to 4.5 very good and above 4.5 an outstanding rating.

### 4.1. Demographic Characteristics of the Respondents

**Table 7. Demographic Characteristics of the Respondents**

S/N	Variables	Category	Frequency	Valid Percent
1	Sex	Male	45	75
		Female	15	25
2	Age	26-30	2	3.3
		31-35	18	30
		36-40	36	60
		41-45	4	6.7
3	Education Status	BSc	44	73.3
		MSc/MA	16	26.7
4	Service Year	0-5 years	12	20.0
		6-10 years	18	30
		11-15 years	30	50
5	Project Management Training	YES	46	76.7
		NO	14	23.3
6	Type of Training	Academic	36	60.0
		Professional	10	16.7
		mastery	14	23.3

*Source: Data collected by the researcher, 2022*

The examination of the socio-demographic profile of the project managers is done around six socio-demographic variables as presented in Tables 7. Analyzing the demographic data provides details regarding the overall characteristics of the participants.

From Table 7 it can be seen that male respondents are more numerous than those female: 75% male versus 25% female. This might show that men are interested to work in project area compared to female project managers. Respondents between the ages of 36 and 40 years are more numerous (60.0%), followed by those aged between 31 and 35 years (30.0%). From these, one can infer that most of the respondents are at their energetic ages to carry out their responsibilities in their respective project activities.

Regarding the level of education of the respondents, the observation is that all of the respondents have a university education 73.3% BSc and 26.7% MSc level. This confirmed that there are adequate numbers of intellectuals in the construction companies where they could have high contribution in overall project activities.

From the respondents, 30(50.0%) of them have a working experience in between 11-15 years. The work experience owned by the respondents might help in providing a better understanding in assessing project manager's competencies and project success based on the given questions.

Regarding training in project management, the results indicate that 28(80%) of the respondents have taken project related training. And among these 36(60.0%) of the respondents have taken through academic program. From this analysis it can be inferred that the participants are eligible to give accurate data in answering the research questions.

## 4.2. Project Manager Skills Presented at Project Activities.

**Table 8. Response on Project Mangers' Skill**

Item	Statement	Category	Strongly Disagree	Disagree	Average	Agree	Strongly Agree	Mean	Std.V
1	The project management <i>motivates</i> and <i>inspires</i> the team	Frequency	27	5	22	6		2.12	1.106
		Valid Percent	45.0	8.3	36.7	10.0			
2	Project managers choose to apply different <i>negotiation</i> styles	Frequency	26	11	19	4		2.02	1.014
		Valid Percent	43.3	18.3	31.7	6.7			
3	Project manager create a project <i>timeline</i>	Frequency	7	10	30	13		2.82	0.911
		Valid Percent	11.7	16.7	50.0	21.7			
4	<i>Goals</i> are properly <i>prioritized</i> by the project manager	Frequency	2	6	10	25	17	3.82	1.066
		Valid Percent	3.3	10.0	16.7	41.7	28.3		
5	Project manager <i>solve complex problems</i>	Frequency	28	16	7	9		1.95	1.019
		Valid Percent	46.7	26.7	11.7	15.0			
6	The project manager has good <i>conduct</i> and behavior	Frequency	18	16	19	7		2.25	1.019
		Valid Percent	30.0	26.7	31.7	11.7			
7	The project manager exhibits good project management <i>knowledge</i>	Frequency	2	8	7	33	10	3.68	1.017
		Valid Percent	3.3	13.3	11.7	55.0	16.7		

*Source: Data collected by the researcher, 2022*

From the Table 8 above, we see that about 32 (53.3%) of the respondents have disagreed and strongly disagreed that the project management *motivates and inspires* the team. The mean average value (2.12) also indicates that the motivation and inspiration level taken by the project management is not satisfactory (*below average*). The standard deviation (1.106) shows a high uniformity of data and there is homogeneity of data. From this result it can be inferred that the team members produce less and less work. The relationships among the project team are not conducive and their communication is poor. The less productive project team members who didn't get motivated could easily be distracted by non-work activities and they drag the rest of the team down.

37(61.6%) of the respondents have asserted that the project managers do not choose to apply different *negotiation styles*, which helps to resolve conflict. This could indicate that there is a risk of a strained connection between the project team leader and the team members and also among team members, which could result in poor project outcomes. This finding (mean 2.02 which is below average) is also in line with one of the interviewed respondents, who said that,

“Project managers could hardly resolve dispute or a conflict, by not providing for each side's needs, and they are not adequately addressing their interests so that they could all be satisfied with the outcome.”  
(Respondents PMI, Degree, Male)

The mean average value (2.82) regarding to *creating a project timeline* indicates that there is an adequate level of planning undertaken by the project managers in creating a project time line. The standard deviation (0.911) shows a high uniformity of data and there is homogeneity of data. This detailed work on a project timeline provides many project elements, such as critical milestones, dependencies, precedence tasks, and delivery dates.

For Item 4, majority of the respondents 43(71.7%) have asserted that *project goals are properly prioritized* by the project manager to achieve the desired objectives (mean 3.82 very good). This could potentially help the project managers to give hierarchy to tasks based on their importance and how early you need to accomplish the tasks.

The majority of the respondents 44(73.4%) have disagreed and strongly disagreed the statement that describe project manager *solve complex problems*. The mean value (1.95)

also strongly indicates that project manager does not solve complex problems when they are facing with them.

These complex problems that the project manager faces difficulties may be due to unrealistic to project deadlines and high expectations from clients and stakeholders have from them.

For item 6, 34(56.7%) of the respondents have showed that they disagree and strongly disagree the statement that say project managers have *good conduct*. In addition, the mean value (2.25) explained that the project manager conduct and behavior is below satisfactory level in their project activities. This might indicate that the project managers impose ideas on the team members or the project manager may wrongly coach them to perform the project activities.

Regarding to project manager *knowledge* the mean value (3.68) asserted that the project manager exhibits a good level of project management knowledge. This might indicates that the project manager help for effectiveness in the project objectives and also it indicates that there is a need to improve their project management knowledge, hard skills such as quality management, project cost, project scheduling and other areas of the project management discipline.

Generally, the respondents of the study indicated that the project managers in the studied area have very good skill in goal setting prioritizing (3.82), exhibiting a project management knowledge (3.68), while it is indicated by the respondents that the project managers have an average skill on creating a project timeline (2.82). But the respondents agreed that the project managers have limited skills in motivating and inspiring the team, limited in negotiation ability, limited in solving complex problems and unsatisfactory conduct and behavior.

### 4.3. Relational Skills

**Table 9. The Relational Skills With Regard to Project Managers and Team Members.**

Item	Statement	Category	Strongly Disagree	Disagree	Average	Agree	Strongly Agree	MEAN	STDV
1	Have skills in <i>Communication</i> (listening, verbal and written)	Frequency		10	16	23	11	3.58	0.979
		Valid Percent		16.7	26.7	38.3	18.3		
2	Know how to work in a <i>team</i>	Frequency	4	25	17		14	2.92	1.2793
		Valid Percent	6.7	41.7	28.3		23.3		
3	Have a sense of <i>Responsibility</i>	Frequency			32	18	10	3.63	0.758
		Valid Percent			53.3	30.0	16.7		
4	Show <i>leadership</i>	Frequency	4	18	8	23	7	3.18	1.186
		Valid Percent	6.7	30.0	13.3	38.3	11.7		
5	Have <i>planning</i> and organizational skills	Frequency		25	17	18		2.88	0.846
		Valid Percent		41.7	28.3	30.0			
6	Demonstrate <i>integrity</i>	Frequency		16	9	20	15	3.57	1.140
		Valid Percent		26.7	15.0	33.3	25.0		
7	Project manager have skills of <i>decision making</i>	Frequency	3	27	16	14		2.68	0.892
		Valid Percent	5.0	45.0	26.7	23.3			
8	<i>Multicultural</i> Sensitivity and Awareness	Frequency			25	27	8	3.72	0.691
		Valid Percent			41.7	45.0	13.3		

*Source: Data collected by the researcher, 2022*

Table 9, shows that 39(65%) of the respondents have agreed and strongly agreed that project managers have skills in communication (listening, verbal and written) and the mean value (3.58) indicates that there is a satisfactory level of communication. This indicates project information is exchanged in a satisfactory level. This could facilitates coordination activities and minimize the risk error for project team members. The standard deviation (0.979) shows a high uniformity of data and there is homogeneity of data. This finding is also supported by one interview respondents, who has asserted that

“The way the team members communicate helps the project activities to work in a smooth manner and to achieve our objectives. (*Respondent PM3, MSc, Female*)”

The mean value (2.92) indicates that the project managers in the studied area have known how to *work in a team*. Working in a team inevitably helps to achieve a better problem solving in the project environments and helps to increases a potential for innovation. One of the interviewee has also asserted that,

“Working in team allows the combination of abilities and talents, and stimulate collective intelligence (promote synergy), while distributing possible workloads. (*Respondent PM1, Degree, Male*)

This team importance is also advocated by Deepa and Seth by saying that teams are an important tier in successful execution of the project. If a project manager is unaware of the complexities of team working with him, doesn't know about their abilities, then he is less likely to draw optimum advantage from their capabilities (Deepa & Seth, 2013; Shi & Chen, 2006).

For item 3, the result shows that 32(53.7%) of the respondents have asserted that *the sense of responsibility* taken by the project manager is found in an average level. Moreover, 28 (46.7%) interviewees have agreed and strongly agreed that managers have a very good sense of responsibility. The mean value (3.6) also dictates the same.

Overall, the result indicates that there is a very good level of sense of responsibilities from the project managers. The standard deviation (0.758) shows a high uniformity of data and there is homogeneity of data. The importance of responsibility was also stressed by Levin and Skulmoski (2000), who considered that the main responsibility of the

project manager is to manage the members of the project, which requires the project manager to be imperative, and has strong relationship management skills.

For item 4, the mean value (3.18) indicates that there is a provision of an adequate leadership by the project manager. This could help the project managers to get the most out of group support and effort.

For item 5, the mean value (2.88) shows that project managers have an average level of achievements regarding to planning and organizational skills. The standard deviation (0.846) shows a high uniformity of data and there is homogeneity of data. The mean value indicates that there is some sort of capabilities of goal setting, setting deadlines; establish priorities and identification of critical tasks in the overall project activities.

For item 6, the mean value (3.57) dictates us that the project managers have able to demonstrate their integrity in a very good manner. This might help them to avoid conflicts of interest and express their opinions effectively, appropriately and in a timely manner.

For item 7 almost half of the respondents 30 (50.0%) were disagreed and strongly disagreed that project manager have skills of decision making. That means they doubt on decision making abilities of the project manager.

For item 8, the mean value 3.72 shows that the project managers have a good level of multicultural sensitivity and awareness. The standard deviation 0.691 shows high uniformity of data and there is homogeneity of data.

In general, the result indicates that the project managers in the studied area have good communication capabilities, leadership and planning, have a sound integrity and they exhibited a well multicultural Sensitivity and awareness among the project team members. These have a positive impact on the achieved project success level.

#### 4.4. Project Success Level

**Table 10. Response on Project Success Level**

	Statement	Category	Strongly Disagree	Disagree	Average	Agree	Strongly Agree	MEAN	STDV
1	The project manager uses the <i>budget</i> to deliver the project outcomes.	Frequency	20	14	18	8		2.23	1.064
		Valid Percent	33.3	23.3	30.0	13.3			
2	The projects activities and major milestone is conducted within a the <i>timeline</i> ,	Frequency	21	23	16			1.92	0.787
		Valid Percent	35.0	38.3	26.7				
3	Project <i>scope</i> defines the goals, objectives and deliverables of a project.	Frequency			34	15	11	3.63	0.783
		Valid Percent			56.7	25.0	18.3		
4	<i>Resources</i> are effectively planned	Frequency		2	8	25	25	4.22	0.804
		Valid Percent		3.3	13.3	41.7	41.7		
5	Project team has the necessary <i>support</i> and supplies to meet the objectives	Frequency	21	23	16			1.92	0.787
		Valid Percent	35.0	38.3	26.7				
6	Project managers survey the team, clients or customers to measure their <i>satisfaction</i> with the outcomes	Frequency	27	18	7	8		1.93	1.056
		Valid Percent	45.0	30.0	11.7	13.3			
7	There is an application of relevant <i>quality</i> standards, and the implementation quality assurance in a project	Frequency	6	15	16	23		2.93	1.0238
		Valid Percent	10.0	25.0	26.7	38.3			
8	There is proper mechanism for the identification, analysis and response to <i>risks</i> that may affect the project.	Frequency	16	10	13	17	4	2.72	1.316
		Valid Percent	26.7	16.7	21.7	28.3	6.7		
9	Projects are <i>successful</i> from their objective perspectives	Frequency		2	45	8	5	3.27	0.666
		Valid Percent		3.3	75.0	13.3	8.3		

Source: Data collected by the researcher, 2022

On Table 10, it has been indicated that 30(56.6%) of the respondents have disagreed and strongly disagreed that the project manager uses the *budget* properly to deliver the project outcomes. It can also be inferred from the mean value (2.23) that budget utilization by the project manager is inefficient, which further affects the project success. This finding is strengthened by one of the interviewee, who said that

“There is an inaccurate or unreasonable assumption in the estimation of budget and as a result the budget utilization is sometimes getting below what is expected.” (*Respondent PM3, MSc, Female*)

44 (73.3%) respondents have disagreed and strongly disagreed that the projects activities and major milestones are conducted within the timeline. In similar manner, the mean value (1.92) is also dictate us that the time line is not kept in achieving major milestone in the project activities. This might show that the project could not be finalized timely. One project manager asserted that as project managers, we are always focused on getting the project started and completed according to the schedule but there is a lot of challenges in achieving project requirements as desired”

For Item 3, the mean value (3.63) indicates that project scope clearly defines the goals, objectives and deliverables of a project, which helps for an easy project success. The standard deviation (0.783) shows a high uniformity of data and there is homogeneity of data.

The result shows that 50(83.4%) of the respondents have asserted that the project managers have effectively planned their required resources. The mean value (4.22) for item 4 also dictates the same. In a similar manner, the collected response from the majority of interviewees showed that they have agreed that there is proper resource allocation for the success of the projects. More clearly one respondent noted that:

"There is good resource estimation strategy and thereby the allocation of the resource such as work man force and equipment are deployed timely basis within the project activities." (*Respondent PM1, Degree level, Male*)

For Item 5, 44(73.3%) of the respondents have disagreed and strongly disagreed the statement that project team has the necessary support and supplies to meet the objectives.

The mean value (1.92) also showed that there is poor provision of support and supplies from the management.

Regarding Item 6, the mean value (1.93) indicates that project managers are not satisfactorily survey the team, clients or customers to measure their satisfaction with the outcomes. This result is also supported by one interviewee, who explained that,

“There is no assessment taken in a regular and formalized manner to assess the need of the customers as well as the project workers, informally the project manager are collecting information in a random basis.”

*(Respondent PM2, Degree level, Male)*

It is observed that there is an application of relevant *quality* standards in their project environment and this quality assurance is adequately implemented in the project activities. The mean value (2.93) showed the same.

The mean value (2.72) shows that *risks* in project environment is adequately identified, analyzed and mitigated. In a similar way, more than half of the interviewed respondents have asserted that there is a practice in identification of risk in the project activities and the concept of risk identification is well known among the project management team and the entire work force. One interviewed respondent has said that:

"There is available procedure for describing risk management at project level, which is subjected to frequent revision"" *(Respondent PM3, MSc, Femal,)*

The mean value (3.27) for *project success* indicates that the project success level is found at an average level, which indicates many improvements need to be applied at the project environment. This might include provision of essential support for the project team such as necessary supplies, understanding clients and stakeholders' interest, proper utilization of project budget to deliver the project outcomes and implement quality assurance techniques in the overall project activities.

In general, the result indicated that the way how project managers defined the goals, objectives and deliverables of a project as well as their effective planning on the resource have their own great effect on the achieved project success.

#### 4.5. Correlation between project Skills and Project Success

**Table 11. Correlation Analysis**

		Correlations								
		Have skills in Communication (listening, verbal and written)	Have a sense of Responsibility	Show leadership	Have planning and organizational skills	Demonstrate integrity	Multicultural Sensitivity and Awareness	Goals are properly prioritized by the project manager	The project manager exhibits good project management knowledge	PROJECT SUCCESS
Have skills in <b>Communication</b> (listening, verbal and written)	Pearson Correlation	1	.875**	.440**	.233	.434**	.529**	.610**	.244	.697**
	Sig. (2-tailed)		.000	.000	.073	.001	.000	.000	.061	.000
	N	60	60	60	60	60	60	60	60	60
Have a sense of <b>Responsibility</b>	Pearson Correlation	.875**	1	.295*	.163	.317*	.414**	.460**	.135	.565**
	Sig. (2-tailed)	.000		.022	.215	.013	.001	.000	.303	.000
	N	60	60	60	60	60	60	60	60	60
Show <b>leadership</b>	Pearson Correlation	.440**	.295*	1	.330*	.460**	.389**	.461**	.490**	.637**
	Sig. (2-tailed)	.000	.022		.010	.000	.002	.000	.000	.000
	N	60	60	60	60	60	60	60	60	60
Have <b>planning</b> and organizational skills	Pearson Correlation	.233	.163	.330*	1	.380**	.334**	.229	.482**	.425**
	Sig. (2-tailed)	.073	.215	.010		.003	.009	.078	.000	.001
	N	60	60	60	60	60	60	60	60	60
Demonstrate <b>integrity</b>	Pearson Correlation	.434**	.317*	.460**	.380**	1	.326*	.345**	.274*	.515**
	Sig. (2-tailed)	.001	.013	.000	.003		.011	.007	.034	.000
	N	60	60	60	60	60	60	60	60	60
Multicultural Sensitivity and Awareness	Pearson Correlation	.529**	.414**	.389**	.334**	.326*	1	.899**	.141	.599**
	Sig. (2-tailed)	.000	.001	.002	.009	.011		.000	.283	.000
	N	60	60	60	60	60	60	60	60	60
<b>Goals</b> are properly prioritized by the project manager	Pearson Correlation	.610**	.460**	.461**	.229	.345**	.899**	1	.161	.629**
	Sig. (2-tailed)	.000	.000	.000	.078	.007	.000		.219	.000
	N	60	60	60	60	60	60	60	60	60
The project manager exhibits good project management <b>knowledge</b>	Pearson Correlation	.244	.135	.490**	.482**	.274*	.141	.161	1	.511**
	Sig. (2-tailed)	.061	.303	.000	.000	.034	.283	.219		.000
	N	60	60	60	60	60	60	60	60	60
<b>PROJECT SUCCESS</b>	Pearson Correlation	.697**	.565**	.637**	.425**	.515**	.599**	.629**	.511**	1
	Sig. (2-tailed)	.000	.000	.000	.001	.000	.000	.000	.000	
	N	60	60	60	60	60	60	60	60	60

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

*Source: Data collected by the researcher, 2022*

From table 3 on page 32 and the result on table 11, we can see that communication skill ( $r = .6975$ ,  $p < 0.05$ ) has substantial association and statistical significant. This means that the project manager's skills in communication (listening, verbal and written) can boost project performance and this will then have a positive effect on project success in a notable way. This shows that the condominium project managers have a strong communication plan in place, which is one of the most important aspects of a successful project. Effective communication can bring project team members and stakeholders together to agree on a project's strategy, objectives, and budget. It can also help everyone involved in the project understand their roles, increasing their likelihood of backing it up.

It is also indicated that skills related with responsibility ( $r = .565$ ,  $p < 0.05$ ) has substantial association and statistical significant. This means that the project managers have a sense of responsibility, which can increase project performance and this will then have a positive effect on project success in a prominent way.

From table 3 and the result on table 11, we can see that *leadership skills* ( $r = .637$ ,  $p < 0.05$ ) has substantial association and statistical significant. This means that the project manager's leadership skills can bring improvement on project performance and this will then have a positive effect on project success in a prominent manner. This suggests that the project's leadership assists the manager in completing the task of the team members efficiently and successfully. It necessitates a project manager with a clear vision, rational clarity, scheduling practicality, and the capacity to attract a competent and efficient workforce.

It is also shown that project manager's *planning and organizational skills* ( $r = .425$ ,  $p < 0.05$ ) has moderate association and statistical significant. This means that the project manager's skills related with planning and organizational competency has its own considerable effect on the project performance and this will then have a positive effect on the achieved project success in a considerable manner. As a result of this finding it can be deduced that the project manager's ability to organize and plan helps the project get done correctly, avoiding costly errors.

It is also indicated that skills related with *integrity* ( $r = .515$ ,  $p < 0.05$ ) has substantial association and statistical significant. This means that the project manager's integrity skills can raise project performance and this will then have a positive effect on project success in a prominent way. This can help the project managers of this housing project to

succeed and execute the project on time, on budget, and within the scope of the project to the project team.

Skills related with *multicultural sensitivity and awareness* in Table 11 indicates that it has ( $r = .599, p < 0.05$ ). This correlation has substantial association and statistical significant. This means that the project manager's multicultural sensitivity and awareness can improvement project performance and this will then have a positive effect on project success in a great way.

The correlation value for skill related to *prioritization of goals* by the project managers ( $r = .629, p < 0.05$ ) has substantial association and statistical significant. This means that the project managers skill related to prioritization of goals can improvement project performance. This indicates that project managers can be more efficient in their everyday project work activities while simultaneously focusing on their project objectives by prioritizing project goals. It allows project managers to strike the right balance between their personal and professional life.

The correlation value for skill related to project management by the project managers ( $r = .511, p < 0.05$ ) has substantial association and statistical significant. This means that the project manager's *knowledge* can advance project performance. From this it can be inferred that applying project management knowledge and techniques to project activities can result in improved communication and project integration, better decision-making, lower risks, and ongoing project performance improvement. Generally, communication skill, leadership skill and goal setting skills have significantly correlated to the achieved project success.

## **CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS**

In this section the summary, conclusions and recommendation were derived from the research findings. The main purpose of this study is to investigate the Effect of Project Managers Competencies on Project Successes 40/60 Condominium Housing Project at Addis Ababa.. The results of the questionnaire survey and discussion of the findings in line with the literature review were presented in section four of this paper.

### **5.1. SUMMARY**

The main purpose of this study is to investigate the Effect of Project Managers Competencies on Project Successes 40/60 Condominium Housing Project at Addis Ababa. The effect of Project manager's competence; that is manifested in terms of project manager's skills and his relational skills among his team members on project success is investigated and summarized as follows.

Regarding to *skills of the project managers* in the studied area, only two skills that project managers are found to be very good at are goal setting and prioritization and project management knowledge. They show average skill on creating a project timeline, limited skills in motivating and inspiring the team, in negotiation ability, in solving complex problems and unsatisfactory conduct and behavior.

*In terms of relational Skills*, Project managers in the researched area have demonstrated great communication skills, in order to achieve project goals. Project managers show very good sense of responsibility, demonstrate very good integrity, that means they are more dependable, polite, consistent, and helpful to the members of their project team. Furthermore, the data show that project managers have a high level of multicultural understanding and sensitivity among project team members. These skills have positive impact on the project's overall success.

According to the statements that show *Project Success Level*, Project managers are very good at scope definition and resource planning. Hence it can be deduced that the way how project managers defined the objectives and deliverables of a project as well as their

effective scheduling on the resource have their own great effect on the achieved project success. According to respondents, the project success level is found to be at an average level, which indicates many improvements need to be applied at the project environment. This might include provision of essential support for the project team such as necessary supplies, understanding clients and stakeholders' interest, proper utilization of project budget to deliver the project outcomes and implement quality assurance techniques in the overall project activities.

## **5.2. CONCLUSIONS**

Based on the results of the analysis and discussion of research results, the researcher conclude as follows:

### **Project Manger's Skills**

For achieving an effective project accomplishment, the project managers' competence is found at the heart of the overall task of a project in an organization and is therefore, knowing the competency of project manager is the key success factor in the condominium housing project. It has been found that goal prioritization is one of the best skills that the project managers have followed by their project management knowledge.

Project managers are also good at creation of project time line for the accomplishment of project on a timely basis. But in the contrast, the project managers demonstrate poor motivational scheme to their team and they have less ability in solving conflicts through negotiation. They also agree on the general importance of these skills for the success of their projects as well as for the development of their careers.

### **Relational Skills**

The results obtained have confirmed that relational skills are of great importance in the success of projects for the housing project and they bring added value in terms of career development for its project teams. Regarding to project managers relational skill the findings dictated that they have *very good* multicultural sensitivity, awareness and have a sense of responsibilities as well as skill in communication and integrity. They exhibit an adequate level of leadership, planning and organizational skills as well as skills of decision making.

The findings indicated that project management no longer focuses solely on skills techniques for managing a project well, but now take a look at the articulation of the project with the organization. Project managers and members of project teams, such as managers, are therefore involved in many interactions with different stakeholders (members of the project team, customers ...) and must therefore have great interpersonal skills.

## **Project Success Level**

Resource planning have the highest weight with more effect on the project success, this indicated that resources are effectively planned in the condominium project site and in the overall project process they are able to define the project goal, objectives and deliverables in a successful manner.

Regarding to risk identification and analysis they perform it in a satisfactory manner. On the other hand, their performance in terms of budget utilization, timeline performance, provision of necessary support and identifying customer satisfaction is found below good performance level.

The correlation result indicates that project manager skills in communication, leadership and goal prioritizing have higher correlation with the achieve project success compared to others factors. The planning and organizational competency is relatively lower effects on the achieved project success compared to the others correlated factors.

It may be inferred that the presence of effective communication may aid project management in better understanding project team members and situations. It aids project managers in overcoming obstacles, developing trust and respect, and encouraging the interchange of innovative ideas and problem-solving possibilities. The leadership's capacity to translate vision into reality, address unexpected disputes, and transform human resources into teams also contributed to the project's success.

Following that, abilities such as accountability, integrity, and multicultural sensitivity and awareness play a critical role in the project's success. This research leads to the conclusion that embracing cultural sensitivity and awareness can assist project managers comprehend how cultural variations can affect and influence people as they build their own distinctive identities.

It may also be deduced from the findings that project managers' skills in planning and organizational competency have a substantial impact on project performance. This may aid project managers in identifying desired goals, reducing risks, avoiding missed deadlines, and eventually delivering the agreed-upon product on time.

Projects, in general, are a style of functioning when pursuing a goal in an uncertain environment, and project planning is a key success component in general. However, project managers' project management knowledge and abilities were utilized ad hoc, and a more professional project plan and planning would have most likely assisted the team in anticipating and managing risks for the successful completion of the condominium 40/60 housing project in Addis Ababa.

### **5.3. RECOMMENDATIONS**

#### **For Condominium Project Owners**

This study suggests a set of soft and hard talents that, if used effectively by project managers, will result in project success, with the organization as the ultimate beneficiary. The practical implication for project-related businesses is to ensure that a framework is in place that emphasizes the development and application of soft project management skills in order to complete projects successfully.

Project managers of the condominium project will require a mix of hard and soft skills. Technical knowledge and training are hard skills, but personal characteristics like as leadership, communication, and time management are soft skills. In most professions, both types of abilities are required to succeed. Following the above-mentioned soft project management qualities will give the project managers crucial areas to focus on and improve/train project managers and team members in order to complete projects successfully. Moreover, this study recommends that the project managers need to demonstrate and improve motivational scheme to their team and they have to improve their ability in solving conflicts through negotiation.

The study also recommends that project management needs to improve project budget utilization and need to work on time realization of major project milestones. Along with this, the manager needs to employ assessment mechanisms to their competency level using a qualified competency measurement based on the given project management standard.

## **For Practitioners**

It is expected that the outcomes of this study would equip other construction companies project management teams and individuals participating in projects with important competencies, particularly soft leadership skills, allowing them to focus on and successfully execute projects.

Having a skillful project manager in charge of the condominium 40/60 housing project is an advantage that helps the project fulfill goals and adhere to the agreed project schedule and principles. Project technical skills like time management, problem solving, goal setting are very crucial in the project achievement. Moreover, relational skills like leadership, communication, and integrity are also equally important for project managers since they help to guide projects in a way that is productive for the firm and the project team. Improving project managers' abilities can assist the team in being more accountable, motivated, creative, inventive, and proud of their job.

## **For Future Researchers**

Future researchers can look at other competency areas and relational skills that have an impact on project performance in relation to the one described in this study. Furthermore, when doing this research, the scope of the project was not taken into account. Larger projects have additional challenges and may require a different set of soft skills than those described in this study, which can be studied while project size is taken into consideration.

## REFERENCE

- Anderson, S. D. (1992). Project quality and project managers. *International Journal of Project Management*, 10(3), 138-144.
- Ballesteros-Sánchez, L., Ortiz-Marcos, I., & Rodríguez-Rivero, R. (2019). The project managers' challenges in a projectification environment. *International Journal of Managing Projects in Business*.
- Brcka, A., Chiang, Y. C., & Nelson Laird, T. (2013). Internal consistency. Faculty Survey of Student Engagement.
- Bartram, D. (2005). The Great Eight competencies: a criterion-centric approach to validation. *Journal of applied psychology*, 90(6), 1185.
- Boyatzis, R. (1982). *The Competent Manager: A Model for Effective Performance*. New BrckaLorenz, A., Chiang, Y. C., & Nelson Laird, T. (2013). *Internal consistency*. Faculty Survey of Student Engagement.
- Boyatzis, R. E. (2008). Competencies in the 21st century. *Journal of management development*.
- Cameron Klein, Renee E. DeRouin, and Eduardo Salas,() “Uncovering Workplace Interpersonal Skills: A Review, Framework, and Research Agenda,” chap. 3 in
- Chomsky, N. (1980). Rules and representations. *Behavioral and brain sciences*, 3(1), 1-15.
- Cian, R. (2014). The importance of appropriate project competence, *Kemmy Business School. University of Limeric, Project Management Science and Principles - MN6001* pp: 12
- Crawford, L. (2005). Senior management perceptions of project management competence. *International Journal of Project Management*, 23(1), pp. 7-1
- Cullen, B. J., & Gadeken, O. C. (1990). A competency model of program managers in the DoD acquisition process. *Washington, DC: Defense Systems Management College*.
- Deepa, S. S., & Seth, M. (2013). Do Soft Skills Matter? – Implications for Educators Based on Recruiters' Perspective. *IUP Journal of Soft Skills*, 7(1), 7-20.
- Dubois, B., & Duquesne, P. (1993). The market for luxury goods: Income versus culture. *European Journal of marketing*.

- Ebisa Deribe (2014) *Impacts of the Grand Housing Program of the Government of Ethiopia on Private Banks*. Scholarly Journal of Business Administration, Vol. 4(1)
- Edum-Fotwe, F. T., & McCaffer, R. (2000). Developing project management competency: perspectives from the construction industry. *International journal of project management*, 18(2), 111-124.
- EL-Annan, S (2015). The Relationship between Project Manager Skills and Leadership Skills in the Workplace. *British Journal of Economics, Management and Trade*, pp. 8-18
- Farooqui, R. U., Ahmed, S. M., & Lodi, S. H. (2008). Assessment of Pakistani construction industry-current performance and the way forward. *J. Adv. Perform. Inf. Value*, 1(1), 51-72.
- Gadeken, D. O. C. (1991). Competencies of project managers in the MOD procurement executive. *Royal Military College Sci*.
- Gale, L. E., & Pol, G. (1975). Competence: A definition and conceptual scheme. *Educational Technology*, 15(6), 19-25.
- Gallon, M. R., Stillman, H. M., & Coates, D. (1995). Putting core competency thinking into practice. *Research-Technology Management*, 38(3), 20-28.
- Galvin, T., M. Gibbs, J. Sullivan and C. Williams (2014). "Leadership competencies of project managers: An empirical study of emotional, intellectual, and managerial dimensions. » *Journal of Economic Development, Management, IT, Finance, and Marketing* 6(1):
- Garel, Giard and Midler Christophe, *Doing Research in Management of projects*, Editions Vuibert, 2005;
- Geoghegan, L., & Dulewicz, V. (2008). Do project managers' leadership competencies contribute to project success?. *Project management journal*, 39(4), 58-67.
- Getha-Taylor, H. (2008). Identifying collaborative competencies. *Review of Public Personnel Administration*, 28(2), 103-119.
- Gibson, A., & Nesbit, T. (2006, July). Belbin team roles, organizational patterns and e-learning: A case study. In *Proceeding of the 19th Annual Conference of the National Advisory Committee on Computing Qualifications*.
- Gillard, S. (2009). Soft skills and technical expertise of effective project managers. *Issues in informing science & information technology*, 6.
- Golob, M. (2002). "Implementing project management competencies in the workplace. » Unpublished doctoral dissertation, Capella University, Minneapolis, MN.
- Goolsby, J. R., & Hunt, S. D. (1992). Cognitive moral development and marketing. *Journal of Marketing*, 56(1), 55-68.

- Grugulis, I., & Vincent, S. (2009). Whose skill is it anyway? 'soft skills' and polarization. *Work, employment and society*, 23(4), 597-615.
- Hamel, G., & Prahalad, C. K. (1990). Strategic intent. *Mackinsey quarterly*, (1), 36-61.  
Psychological
- Harrison, A. W., & Rainer Jr, R. K. (1992). The influence of individual differences on skill in end-user computing. *Journal of Management Information Systems*, 9(1), 93-111.
- Henry Fayol, *Administracao Industrial e Geral* (Sao Paulo, Brasil: Editora Atlas SA, 1967), P. 12.
- Huemann, M. G. (2011). What can project Management learn from considering sustainability principles? *Project Perspectives*.
- Ireland, L. (2007). Project complexity: A brief exposure to difficult situations. *Published at the asapm website: [www.asapm.org](http://www.asapm.org)*.
- Joslin, R., & Müller, R. (2016). The relationship between project governance and project success. *International journal of project management*, 34(4), 613-626.
- Kerzner, H. (2017), *Project Management, A Systems Approach to Planning, Scheduling and Controlling* (12th ed.), John Wiley & Sons, Inc.
- Kothari, C. 2004. *Research Methodology: Methods & Techniques*, 2nd revised ed., New Age publication, New Delhi, India
- Lampel, J. (2001). The core competencies of effective project execution: the challenge of diversity. *International Journal of Project Management*, 19(8), 471-483.
- Leonard R Sayles, *managerial behavior* (New York; McGraw-Hill, 1964),
- Litwin, M. S., & Fink, A. (2003). *How to assess and interpret survey psychometrics* (Vol. 8). Sage.
- Loufrani-Fedida, S. (June 2012). "The skills required of the Economic and Social Review project manager. » Number 2
- Melcher, A. J., & Kayser, T. A. (1970). Leadership without formal authority: the Project Department. *California Management Review*, 13(2), 57-64.
- Meredith, JR and SJ Mantel Jr (2011). *Project management: a managerial approach*, John Wiley & Sons.
- MINTZBERG, H. (1998, 2004). *LE MANAGEMENT, Journey to the center of organizations*, Edition of organization.
- Mitchel more, S., & Rowley, J. (2010). Entrepreneurial competencies: a literature review and development agenda. *International journal of entrepreneurial Behavior & Research*.

- M. Mulder, TW, K. Collins (2006). "The concept of competence in the development of vocational education and training in selected EU member states – a critical analysis. *Journal of Vocational Education and Training*.
- Mulder, C. H. (2006). Population and housing: a two-sided relationship. *Demographic Research*, 15, 401-412.
- Mulder, M. (2011). The concept of competence: blessing or curse? I. Torniainen, S. Mahlamäku-Kultanen, P. Nokelainen & P. Ilsley (Eds). *Innovations for Competence Management*. Lahti: Lahti University of Applied Sciences,
- Mulder, M. (2007). « Special issue dedicated to competence – Introduction Competence – essence and use of this concept in initial and continuing vocational training. » *European Journal of Vocational Training* No 40.
- Mulder, M., Gulikers, J., Biemans, H., & Wesselink, R. (2009). The new competence concept in higher education: error or enrichment?. *Journal of European industrial training*
- Mulder, M., Weigel, T., & Collins, K. (2007). The concept of competence in the development of vocational education and training in selected EU member states: a critical analysis. *Journal of Vocational Education & Training*, 59(1), 67-88.
- Neuhauser, C. (2007). Project manager leadership behaviors and frequency of use by female project managers. *Project Management Journal*, 38(1), 21-31
- Norris, N. (1991). The trouble with competence. *Cambridge journal of education*, 21(3), 331-341.
- Omidvar, G., Jaryani, F. and Abdul, Z. (2011). E-portfolio role to enhance project managers' competencies. In *Proceedings of the 2011, 2nd International Conference on Construction and Project Management IPEDR*, pp. 200-204.
- Othman, A. A. E. (2013). "Challenges of mega construction projects in developing countries. *Organization Technology & Management in Construction: An International Journal*. 5 (1) 2013. pp 730-746.
- Pedler, M. (Ed.). (2011). *Action learning in practice*. Gower Publishing, Ltd..
- Pettersen, N. (1991). What do we know about the effective project manager?. *International Journal of Project Management*, 9(2), 99-104.
- Paulsen, J., & Brcka Lorenz, A. (2017). *Internal Consistency Statistics*. Faculty Survey of Student Engagement.
- Pereira, S., and Rabechini R. (2013). Skills development for project managers: a case study of information technology in Brazilian banking sector. *10th International Conference on Information Systems and Technology Management – CONTECSI*, Sao Paulo, Brazil.

- Peter, M. (2001). *Updating the Project Management Bodies of Knowledge*. Project Management Journal, 32(3), pp. 21-30
- PMI. (2007). Project manager competency development (PMCD) framework (2nd ed.). Newtown Square, PA: Project Management Institute. pp. 39, 74
- PMI, (2013). A Guide to the Project Management Body Of Knowledge. 5th edition. Project Management Institute, Inc.
- PMI. (2017), "Project manager competency development framework" [Internet]. 3<sup>rd</sup> ed., Newtown Square, PA: Project Management Institute; 2017. Available from: [https://www.pmi.org/pmbok-guide-standards/framework/pm-competency-development-3<sup>rd</sup>-edition](https://www.pmi.org/pmbok-guide-standards/framework/pm-competency-development-3rd-edition)
- Rameezdeen, R., & Gunarathna, N. (2003). Organizational culture in construction: an employee perspective. *Construction economics and building*, 3(1), 19-30.
- Ramo, L. G. (2009). How can we make sense of emotional and social competencies within organizational settings?. In *Emotions in Groups, Organizations and Cultures*. Emerald Group Publishing Limited.
- Ramesh, G. (2010). *The ace of soft skills: attitude, communication and etiquette for success*. Pearson Education India.
- Rayford, C. D. (2013). *Information technology employer oriented education* (Doctoral dissertation, St. Paul University Philippines (The Philippines)).
- Simonet, D. V., & Tett, R. P. (2013). Five perspectives on the leadership–management relationship: A competency-based evaluation and integration. *Journal of Leadership & Organizational Studies*, 20(2), 199-213.
- Sharma, N., & Hussain, D. (2017). Current status and future directions for cultural intelligence. *Journal of Intercultural Communication Research*, 46(1), 96-110.
- Sheard, G., Kakabadse, A. P., & Kakabadse, N. K. (2011). Organizational politics: reconciling leadership's rational- emotional paradox. *Leadership & Organization Development Journal*.
- Snyder, C. (2014). *A Guide to the Project Management Body of Knowledge: PMBOK (®) Guide*. Project Management Institute, Inc. 5<sup>th</sup> edn, USA
- Strohmeier, S. (1992). Development of interpersonal skills for senior project managers. *International Journal of Project Management*, 10(1), 45-48.
- Stevenson, D. H., & Starkweather, J. A. (2010). PM critical competency index: IT execs prefer soft skills. *International Journal of Project Management*, 28(7), 663-671.
- Skulmoski, G. (2001). Project maturity and competence interface. *COST ENGINEERING-ANN ARBOR THEN MORGANTOWN-*, 43(6), 11-24.

- Sundqvist, E., Backlund, F., & Chron er, D. (2014). What is project efficiency and effectiveness?. *Procedia-Social and Behavioral Sciences*, 119, 278-287.
- Toney, F. (2001). *The superior project manager: Global competency standards and best practices*. CRC Press.
- Torpman, J. (2004). The differentiating function of modern forms of leadership. *Management Decision*.
- Quinn, J. B., Mintzberg, H., & James, R. M. (1988). *The strategy process: concepts, contexts, and cases* (Vol. 1). Prentice Hall.
- Winterton, J., Delamare-Le Deist, F., & Stringfellow, E. (2006). *Typology of knowledge, skills and competences: clarification of the concept and prototype* (pp. 13-16). Luxembourg: Office for Official Publications of the European Communities.
- Weinert, F. E. (2001). Concept of competence: A conceptual clarification.
- Woodruffe, C. (1993). What is meant by a competency?. *Leadership & organization development journal*.
- Yimam, A. H. (2011). *Project Management Maturity in the Construction Industry of Developing Countries. The case of Ethiopian Contractors*.
- Zhang, F.; Zuo, J.; and Zillante, G. (2013). Identification and evaluation of the key social competencies for Chinese construction project managers. *International Journal of Project Management*, 31(5): 748-759.

# Annex

## Annex 1: QUESTIONNAIR

### QUESTIONNAIRE ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES DEPARTMENT OF PROJECT MANAGEMENT

**Dear Respondent:** This questionnaire is designed to collect information and to study the competency of project managers in construction projects in Addis Ababa. The study is intended solely for the fulfilment of the researcher's Degree of Master's of Art in Project Management. I kindly ask you in all regard to fill the questionnaire carefully at your best knowledge.

**Note:** Feel comfortable that your responses will be strictly confidential and will only be used for academic purposes.

Contact Address: Abebe Ayele -Mobile number +251916580773, e-mail – abebejw@gmail.com.

Thank you in advance for your cooperation and timely response!

Part One: **Demographical** Information – Please put 'X' in the box

1.2 Your Sex :

Male		Female	
------	--	--------	--

1.2 Your Age Group:

18-25	26-30	31-35	36-40	41-45	>46
-------	-------	-------	-------	-------	-----

1.3 Your Educational Status:

Grade 12 Complete		Diploma		Degree		MSc	
-------------------	--	---------	--	--------	--	-----	--

1.4 Your service year in the organization/ business you are working in?

0-5 Years		6-10Years		11-15Years		>15 Year	
-----------	--	-----------	--	------------	--	----------	--

1.5 Project Management

Yes		No	
-----	--	----	--

Training

1.6 Type of Training taken

Academic		Professional		mastery	
----------	--	--------------	--	---------	--

## **Part Two**

This part of the questionnaire is helpful to know the central project **manager skills** presented at project activities. Could you kindly, rate your response as follows: 1= Strongly Disagree, 2=Disagree, 3=Average 4=Agree, 5=Strongly Agree

item	Statement	1	2	3	4	5
1	The project management motivates and inspires the team					
2	project managers choose to apply different negotiation styles					
3	Project manager create a project timeline and maintain those deadlines throughout the project lifecycle.					
4	Goals are properly prioritized by the project manager					
5	Project manager solve complex problems for organizations while delivering results on time and within budget.					
6	The project manager has good conduct, behaviour and attitude in the project environment					
7	The project manager exhibits good project management knowledge					

## **Part three**

This part of the questionnaire is helpful to assess the **relational skills** with regard to project managers and team members. Could you kindly, rate your response as follows: 1= Strongly Disagree, 2=Disagree, 3=Average 4=Agree, 5=Strongly Agree

Item	Statement	1	2	3	4	5
1	Have skills in Communication (listening, verbal and written)					
2	Know how to work in a team (cooperative, gets along with others, pleasant, supportive, useful, collaborative)					
3	Have a sense of Responsibility (responsible, reliable, does the job, resourceful, self-disciplined, means well, conscientious.)					
4	Show leadership					
5	Have planning and organizational skills					
6	Demonstrate integrity (honest, ethical, high moral character, has values personal, do what is right)					
7	Project manager have skills of decision making					
8	Multicultural Sensitivity and Awareness					

## **Part Four**

This part of the questionnaire is helpful to know the **project success** level at your project. Could you kindly, rate your response as follows: 1= Strongly Disagree, 2=Disagree, 3=Average 4=Agree, 5=Strongly Agree

Item	Statement	1	2	3	4	5
1	The project manager uses the budget to deliver the project outcomes.					
2	The projects activities and major milestone is conducted within a the timeline,					
3	Project scope defines the goals, objectives and deliverables of a project.					
4	Resources are effectively planned					
5	Project team has the necessary support and supplies to meet the objectives					
6	Project managers survey the team, clients or customers to measure their satisfaction with the outcomes					
7	There is an application of relevant quality standards, and the implementation quality assurance in a project					
8	There is proper mechanism for the identification, analysis and response to risks that may affect the project.					
9	How do you rate the project success level of the condominium 40/60 housing project					

**Open ended and Interview Questions**

1. What are some of the central project management skills in construction projects?

---

---

---

2. Please tell us some of the project success level in construction projects in Addis Ababa ?  
(in terms of cost, quality, and time)?

---

---

---

3. Identify the most important relational skills with regard to the project managers as  
members of project teams. \_\_\_\_\_

## **Annex 2: Interviewee response**

“Project managers could hardly resolve dispute or a conflict, by not providing for each side’s needs, and they are not adequately addressing their interests so that they could all be satisfied with the outcome.” (*Respondents PM1, Degree level, Male*)

“Working in team allows the combination of abilities and talents, and stimulate collective intelligence (promote synergy), while distributing possible workloads. (*Respondents PM1, Degree level, Male*)

"There is good resource estimation strategy and thereby the allocation of the resource such as work man force and equipment are deployed timely basis within the project activities." (*Respondent PM1, Degree level, Male*)

“There is no assessment taken in a regular and formalized manner to assess the need of the customers as well as the project workers, informally the project manager are collecting information in a random basis.” (*Respondent PM2, Degree level, Male*)

“The way the team members communicate helps the project activities to work in a smooth manner and to achieve our objectives.” (*Respondents PM3, MSc, Female*)

“There is an inaccurate or unreasonable assumption in the estimation of budget and as a result the budget utilization is sometimes getting below what is expected.” (*Respondents PM3, MSc, Female*)

"There is available procedure for describing risk management at project level, which is subjected to frequent revision"" (*Respondent PM3, MSc, Female*)