

ADDIS ABABA UNIVERSITY SCHOOL OF COMMERCE



ASSESSMENT OF PROJECT MANAGERS COMPETENCY at Bole Arabsa Condominium housing Project

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A Project Work Submitted to Addis Ababa University School of Graduate
Studies in Partial Fulfillment of the Requirements for Award of MA Degree in
Project Management

Addis Ababa, Ethiopia

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Advisor: Dr Solomon Markos (PHD)

Addis Ababa, Ethiopia

November, 2018

Statement of Declaration

I, Ruth Yared Gebreyes, hereby declare that this thesis entitled "ASSESSMEN OF PROJECT MANAGERS COMPETENCY AT BOLE ARABSA CONDOMINIUM HOUSING PROJECT" submitted by me for the award of the degree of Master of Project Management, Addis Ababa University at Addis Ababa, Ethiopia, is my original work and it has never been presented in any university. All sources and materials used for this thesis have been duly acknowledged.

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Statement of Certification

This is to certify that Ruth Yared has carried out this research work on the topic entitled “Assessment of Project Managers competency at Bole Arabsa condominium housing project” under my supervision. This work is original in nature and it is sufficient for submission for the partial fulfillment for the award of Degree of Masters of Art in Project Management.

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Acronyms/Abbreviations

AA- Addis Ababa

AACHPO- Addis Ababa Housing Construction Project Office

AAHDA- Addis Ababa Housing Development Agency

CPM-Construction Project Management

HRM- Human Resource Management

IPMA- International Project Management Association

ISO- International Organizations Standardization

IT- Information Technology

PM- Project Manager

PMBOK-Project Management Body of Knowledge

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ABSTRACT

The purpose of this research is to assess the management competency of project managers in the case of condominium housing project. The research purposefully takes the population which only found in projects in Bole Arabsa project Addis Ababa. Both primary and secondary data were collected to achieve the intended research questions and objectives. Data collected using both quantitative and qualitative methods. Specifically, questionnaires and semi-structured interviews to key informants were employed as instruments of data collection. The respondents were all project managers and site engineers who are involved managing the project. 20 Questionnaires were distributed to project site engineers. The interviews were conducted with 5 project managers of the different sub project groups in the same site. The findings of this study revealed that: project managers of the site are more in to the technical skills competency rather than the behavioral. The combination of both soft and hard skills was lacking in the project. The project managers have good knowledge and understanding about what is the overall management competency and goal of the housing project but couldn't apply their knowledge due to different reasons. The research findings show that there is no time centered training for its employees and no induction training for new employees. If any, company mostly focuses on technical skill trainings. The findings also support among different types of project competency the project manages under Bole Arabsa Condominium Housing project has shown less function on Self-development, Personal Integrity and systemic integration compared to the other competency. Consequently, implementing strong accountability, strengthen auditing and controlling system, improving working procedure, giving deep training on project management core competency and timely assessment and evaluation of project managers on their performance etc. are recommended as remedy to solve the problem in housing projects.

Keywords: Condominium Housing, project manager's competency, technical skill, human skill and project competency

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

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

A project competency comprises a documented work process and the functions and associated capabilities needed to execute the work process. Every project requires the project team to execute a number of different project competencies in a seamless manner. (Blackburn, 2002; Crawford, 2004) A core project competency is the work process that provides competitive advantage to the owner and is, or may become, critical to project success because of the inability of the market to maintain or execute the work process in an effective and reliable way. Competitive advantage can be measured in terms of capital cost, schedule, operational performance, or life cycle costs of capital projects.

Project management continues to evolve to meet 21st century demands. It takes expertise in Complex Project Management (CPM) for an organization to thrive, indeed to survive, in today's environment which is filled with uncertainty. But project failures worldwide are still significantly high, despite attempts by project management societies to provide project managers with frameworks, standards, techniques and methodologies to assist them in their activities (Smith, Bruyns, & Evans, 2011). Marnewick & Labuschagne (2009) suggest that many organizations invest resources in project management, believing that it can be used to complete all new initiatives successfully. However, several surveys have shown that many projects still fail to deliver expected results. The Standish Group (2013) highlighted the most important reasons for failures are inappropriate project scope definition; inappropriate project communication; and lack of appropriate project management competencies. Therefore, according to Dainty, Cheng, & Moore, (2005), Project success is dependent upon the leadership qualities of project managers and their ability to bring the best out in their team and as Lindbergh, (2009), Limited research has examined the project manager competence effect on project performance outcomes. As a matter of fact, in contemporary human resource management (HRM) practice, establishing competency of an individual is considered as a resourceful and robust tool (Collin, 1997). On this account, apart from technical competences, behavioral competences are also a vital prerequisite. A project manager needs strong communicative and interpersonal skills. To some extent, the

deficiency of some behavioral competences is considered to be a significant obstacle for project success.

1.2. Background of the Organization

Recently, the government implemented a new 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).

Policy and legal frameworks related to housing since 1991 Ethiopia has had a decentralized regulatory structure with considerable autonomy devolved to regional states regarding the management of their internal affairs. All land is property of the national government and is leased, not sold, for development. In 2005, the Council of Ministers of the Federal Democratic Republic of Ethiopia formulated and approved a consolidated Urban Development Policy to link together the small-scale efforts made by regional governments and cities since 2000. They also created the national Ministry of Works and Urban Development (MWUD) to guide the overall development of the country's urban areas and conducting studies on its urbanization patterns (UN Habitat, 2011 IHDP).

Under Bole sub city there are 12 major condominium projects among those projects Bole Arabsa is one of the largest site(in terms of area coverage) which has around 7 Sub projects under it, this study focus on the development project plan of Yeka subcity house development project branch office in Bole Arabsa 3&5 housing project site. It started since January 2007 EC (2014 GC) with estimated finish time of September 2009 EC(2017 GC). The project has 200 professional workers, there are 85 blocks with 5364 households. The project has delay in its delivery time as it needs to be finished in September 2009 EC (2017 GC). But the project has postponed to September 2011 EC (2019 GC), the study aim to assess the project management competency of this housing construction project with its level of project success.

1.3. Statement of the Problem

According to the Project manager competency development framework revised edition published by PMI (2004), project success requires project manager competence. Studies Showed that projects are becoming more challenging due to complex integrated business processes; complex organizational structures; alliances and partnerships; and political and global considerations. Thus, understanding how to improve project management capability becomes

even more important for an organization to remain viable and to achieve its strategic objectives. The efforts of keeping projects within scope, on schedule and within budget needs to be the main task of project managers. Although many researches are conducted on the subject of project manager's competency in different parts of the world, 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. However, Since there are very huge increase in the number of projects then the need for more research that investigate the role and impact of project competences on the project success in highly needed.

This project study is interested to investigate the gap and try to contribute something useful on the field. Getachew A.(2016) Most construction projects in Ethiopia had the problem to complete with the scheduled time frame, estimated budget, expected quality etc. Those problems are a combination of technical (managing skill), and human skill factors influence the proposed projects throughout its life cycle. But from those mentioned problems these theses concern the project manager's competency on their given projects. This responsibility needs effective use of their project management skills and ability to do or hold their responsibility to perform their responsibility/authority to execute the proposed project. In our country most of professional's lack of wide knowledge and experience gaps due to lack of foundation on the project management science.

1.4. Research Question

Based on the identified problem, the research questions are formulated as follows and the study tries to provide answers for the following major questions:

- What are the basic project management competencies at Bole Arabsa condominium housing project site?
- What is the project success level (based on Cost quality and Time) at Bole Arabsa Condominium housing project?
- What are the core project management competencies needed at Bole Arabsa Condominium housing project?
- What is the level of relationship a project success has with management competencies at Bole Arabsa Condominium housing project?

1.5. Objective of the Study

General Objective

The main objective of this study is to assess the project management competency and its relationship with project success at Bole Arabsa Condominium housing project.

Specific Objectives

- To identify project management competencies at Bole Arabsa Condominium housing project.
- To assess project success level (based on Cost quality and Time) at Bole Arabsa Condominium housing project.
- To assess the project management competencies needed at Bole Arabsa Condominium housing project.
- To determine the relationship between project management competencies and project success.

1.6. Significance of the Study

Even if there are few documents about the housing project with regard to Condominium Housing project, there are no previously well documented studies on project management competency on the success factor of the delivery of condominium housing projects. This research was thus intending to fill the literature gap related to project management competencies and the factors that affect the project success of housing project .Only limited numbers of studies were undertaken up to now in relation to project success. Those studies also mainly focus on others project success factors like project management tools, technologies, process and procedures. This study will contribute to the knowledge on project management competencies and project success in Condominium housing project. The study findings will also be relevant input to the management of Condominium housing project in identifying the existing strength or weakness of project management competencies and project success.

1.7. Limitation of the study

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

- It only focus and try to assess the management competency of the project managers in the construction project of the condominium house which will have three major stake holders the consultant the contractor and the owner. But the project focus on the contractor project managers.
- Lack of organized data and information, inadequate resource of documented data in the area,

- Due to time and financial resource the research has faced a limitation of covering wide are and range of different external and internal factors that affect the project managers competency at condominium housing projects in Addis Ababa.

1.8. Scope of the study

The result obtained from this study provide overview information about the competencies of project managers at Bole Arabsa Condominium housing project. It also provides an overview on how competencies and roles of project managers contribute to the success of Condominium housing projects. Therefore the result can be applicable to get information about the current status of project management concerning competencies, and the project managers performance under critical project manager's competency at Bole Arabsa Condominium housing project. The research consider the Intellectual managerial emotional (behavioral) and Technical competency of the project managers.

1.9. Organization of the Study

The introduction part of the study is chapter one. Background information, problem statement, research questions, objective of the study, significance and limitation of the study will discuss in this chapter. In the next chapter, chapter two, existing literatures related to project management competencies and project success will be assessed. The Addis Ababa condominium housing projects specifically on bole Arabsa condominium housing project brief background information with existing studies related to project management competencies and project success developed. The third chapter explains the methodology of the research. The research design and research methods explained in this chapter starting from how the data collection instrument is prepared to how the collected data is analyzed. The following chapter, chapter four, discusses the empirical findings and analysis of the study with interpretations. And the last chapter, chapter five, will present conclusion based on the analysis result and recommendations provided by the researcher.

1.10. Terms and definitions

Definitions of terms slightly may vary based on the emphasis given.

Accordingly, in this research the meaning of:

“Project” is a unique, transient Endeavour undertaken to achieve a desired outcome.

“Condominium” means a building for residential or other purpose with five or more separately owned units and common elements, in a high-rise building or in a row of houses, and includes the land holding of the building, (Condominium Proclamation No. 370/2003).

“Management competency”: - the ability to meet organizational objective using available resources efficiently by meeting high level of employee’s performance and professionalize with providing excellent service to customers.

“Project Success”:- an achievement of project objective with in schedule and within budget to satisfy the stakeholder and learn from experience.

CHAPTER TWO

LITERATURE REVIEW

Projects are used as a means to achieve an organization's strategic goals. It is obvious that global spending on projects is in the order of many billions of dollars annually; however, in spite of advances in the project management (PM) discipline, the common experience suggests that many projects fail (Williams, 2014). Consequently, many current research efforts are focused on improving project success. The term project success is considered different from project management success. Project success is measured against the overall objectives of the project whereas project management success is measured against the traditional gauges of performance such as completing project within time, cost, and meeting scope and quality (Cooke-Davies, 2002); however, whenever the term success is referred to in any study, it encompasses both the above definitions and is in line with Jugdev and Müller's (2005) notation of project success. Jugdev and Müller, based on extensive research, found that the definition of project success transitioned over a period of time from a narrow focus of completing a project within time, cost, and scope to expanding the focus by including stakeholder requirements.

2.1 Project Managers and Project Management

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

2.2 Project Management Approach

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

2.3 Definition of Competency

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

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

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

(Hornby, 1989) Define competency as the knowledge, skills and qualities of effective managers, and point to the ability to perform effectively the functions associated with management in the work situation. (Hogg, 1993) States those competencies are the characteristics of a manager, which lead to the demonstration of skills and abilities, which result in effective performance within an occupational area. Competency is linked with individual behavior and job performance. Regarding the effective performance in a job, (Boyatzis, 1982)states that: "effective performance of a job is the attainment of specific results (i.e. outcomes) required by the job through specific actions while maintaining or being consistent with policies, procedures and conditions of the organizational environment". In short, competencies are specific knowledge, skills, abilities, characteristics, and behaviors that enhance job performance. It is the underlying characteristics of a person that enables that person to demonstrate superior performance in a job.

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

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

knowledge, abilities, and behaviors required for success. In this study, we have taken a broad view of competency, as have others: skills, attitudes, knowledge, and personal characteristics that can be improved with experience, education and training.

2.4 Competency and Project Management

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

Professional competency in project management has been addressed by a number of research studies which are primarily based on the opinions of project management practitioners. Some studies have highlighted the significance of PM skills and characteristics in project success, while others have assessed PM competencies across cultures and industries. Several of the studies conducted on project managers' competencies have focused more specifically on the importance of human skills. In the early 1980s, (Boyatzis, 1982) applied the concept of competency to managers and defined competency as "an underlying characteristic of a person, including motives, traits, and skills, aspects of one's self-image or social role, or a body of knowledge which he or she uses".

(Huemann G. R., 1998) Indicated that successful project managers should recognize the importance of managing people in projects by applying good interpersonal skills. (Crawford L. H., 2005) categorized project managers competencies into three main categories, namely: input competencies (referring to a person's job-related knowledge and skills), personal competencies (referring to a person 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) this study showed that a well-trained project manager can create an effective team—a key factor in the success of a project.

2.5 Consideration of Competence

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

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

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

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

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

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

The most competent of individuals may work ineffectively, and even appear to work incompetently, under certain circumstances which are controlled by their superiors. Poor managerial communication, inappropriate equipment and facilities, badly designed workflows, inadequate policies and systems, poor communications, work stress, and insufficient understanding and control of the environment in which the work is taking place can all lead to the appearance of individual incompetence.

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

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

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

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

2.6 Key Elements of Project Management

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

art". This study has identified and categorized the key elements of project management competency.

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

Professional competency in project management is attained by the combination of knowledge acquired during training, and skills developed through experience. Other researchers gain shared experience gained in planning and implementing a competency development program designed for project managers in global R&D projects. The results revealed that the experience obtained through managing projects cannot be acquired through any other means. Work experience contributes significantly to the development of skills and expertise of a project management team. The efficacy of project management practices will vary depending on the experience of project management team member. (Fox, 2006) Investigated the effects of management experience in handling change orders, and showed that the more experience a project manager has in the field of the project, the more that PM is able to reduce inefficiency due to change orders.

2.6.1 Level of Education

Education complements the experience of project management practitioners in the workplace. Berggren and (32. Söderlund, 2011) demonstrated the need to create a training environment fusing the knowledge of practitioners with academics. Project management encompasses a wide range of roles and responsibilities, as reflected in educational programs. Many colleges and universities offer courses in engineering alongside business administration programs covering techniques and concepts of project management. Increasingly, degrees are offered at the master's or doctoral levels. There are also a number of institutions providing project management training courses and professional certificates. Founded in 1965, the International Project Management Association (IPMA), representing a federation of more than fifty national project management associations, provides various certification programs for the work of project management professionals. The other significant institution is the Project Management Institute (PMI), one of the largest not-for-profit associations, with credential holders in more than 185 countries. Research about project management education underlines the need for training focused on the development of project management soft skills along with the required technical knowledge. Pant and (Bourne L, 2004) proposed a new way of thinking to broaden existing approaches in project management education by incorporating greater human skills into educational programs. Recent studies have also investigated the improvement of project management training and education using real life components. Researchers believe academic and training programs at universities and professional institutions need to assist trainees studying project management in the context of its application. Notably, (Bourne L, 2004) identified three main areas that should be considered by educational institutions in training project managers:

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

2.6.2 Skills and Characteristics

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

2.6.2.1 Technical Skills

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

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

2.6.2.2 Human-related Skills and Characteristics

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

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

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

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

2.7 Core Project Competency

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

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

(Dulaimi, 1999) Investigated the behavioral competencies of project managers in the construction industry, identifying an appropriate leadership profile for project managers. ElSabaa (2001) revealed that the human skills of project managers have the greatest influence on project management practices. Characteristics included in this category of skills were communication, mobilization, coping with situations, delegation, political sensitivity, high-self-esteem and enthusiasm. Similarly, a recent study conducted by Stevenson and Starkweather(2010) investigated the human characteristics necessary to achieve project success across US industries. The results identified six critical core competences: leadership, verbal and written skills, the ability to communicate at multiple levels, attitude, and the ability to deal with ambiguity and change that were indicative of important skills and characteristics of successful project managers. Dulaimi and Langford (1999) investigated the behavioral competencies of project managers in the construction industry, identifying an appropriate leadership profile for project managers.

In addition to academic research, project management competency has also been explored by various professional associations and institutes. Main publications include the National Competency Standards for Project Management, the IPMA Competence Baseline, the Project Manager Competency Development Framework, and the Project Management body of Knowledge Guide (PMBOK® Guide). These standards have been widely used to certify project managers' competence. IPMA's competency model classifies project competency (describing the functional elements), behavioral competency (describing the personal elements), and contextual competency (describing the elements related to the context of project). These competency standards which are generic in nature assist in improving the management qualifications of

experienced a Competencies of project managers According to Pray (1998) cited by PMI (2002), competency is a cluster of related knowledge, attitudes, skills, and other personal characteristics that can affect a major part of one's job (i.e., one or more key roles or responsibilities), Correlates with performance on the job, Can be measured against well-accepted standards, can be improved via training and development and can be broken down into dimensions of competence.

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

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

2.7.1 Soft competences

(1) *Communication* – Sentences that clearly stated communication as well as things such as building or managing relationships, third parties or stakeholders, dealing with information, presentations, reporting, documentation, and language skills, for example, were all coded under communication. Bruce & Landgdon (2000)

(2) *Leadership* –The sentences that were dealt under leadership included sentences that clearly mentioned the word leadership as well as the ones that included things such as mobilization, influencing people, acting strategically, direction (roadmaps), coaching and mentoring. Dobbins & Pettman (1997)

(3) *Problem solving* – Sentences that clearly mentioned both parts of this competence problem identification and decision making were dealt in this category. – Coole R. (2004)

(4) *Team working* – For team working a distinction was made between being part of a team and managing a team. When the advertisement mentioned managing a team it was classified as human resource management competence, but when it talked about working in and being part of a team it was dealt under this category. Lussier (1990)

(5) *Organizing* – This category was limited to sentences or words that mentioned the competence of being organized or organizing. Organizing competence includes phrases like be responsible for organizing; must possess excellent organizational skills; organized; organization ability; strong organizational skills and project managers who are organized. Belzer (2004)

(6) *Flexibility & alertness* – For this category sentences that mentioned a fast paced and dynamic environment were included under flexibility. Competences which can be coded under flexibility & alertness includes fast-paced environment; experience in a multiple project environment preferred; manage multiple project plans concurrently and prioritize tasks appropriately under changing conditions; very flexible and able to work under pressure; your core task and responsibility is to manage different projects and an eye for detail. Santrock, (2000)

(7) *Creativity & innovation* – This category included both the competence to act creatively and innovatively as the competence to foster such behavior within the participants of the project. It included sentences that either mentioned the word creativity and innovation or called for forward thinking and the ability to identify opportunities. Santrock(2000)

(8) *Human resource management (HRM)* – For this competence all the sentences that referred to the more formal human resource management procedures were included such as selecting, training and motivating staff. Gray & Larsort (2000)

(9) *Negotiation and conflict management* – All the sentences like manage issue resolution; Conflict resolution; good negotiation skills; act as the catalyst for any resolution; issues management; a born negotiator are mentioned under this heading. Newstorm & Davis (2001)

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

2.7.2 Hard Competences

(1) *Project integration management* – This category is a broad category by nature. It includes general sentences about PM and words such as PM methods, processes and vague terms about PM. Also sentences that mention dependencies, the whole life-cycle of the project, monitoring and controlling progress and the adherence to deliverables and objectives were classified under this heading. . Rocha B & Hippert M (2014)

(2) *Project scope management* – The category of scope management included all the sentences that specifically mentioned scope management, required planning competence, talked about defining or understanding requirements and the ones that mentioned changes. Newton R. (2010)

(3) *Project time management* –Sentences that mentioned time, tracking milestones, prioritize and creating as well as monitoring schedule all were coded under this classification. The phrases dealt as project time management incorporates key work packages to be delivered on time; prepare project schedule; monitor the project's progress in terms of planned versus actual schedule; outstanding time management skills; Monitoring of project milestones and delivers the project within agreed time Lock D. (2007)

(4) *Project cost management* – PMBOK® Guide(1996) All sentences that mentioned words such as budget, finance, tracking expenditure were included under project cost management. Depending on the way the sentence was formulated mentions of resource management was also included into cost

(5) *Project quality management* – PMBOK® Guide(1996) This category included all mentions of words such as quality, improvements, compliance with quality procedures or regarding the quality of the end result and its usefulness to the client.

(6) *Project risk management* – PMBOK® Guide(1996) The sentences classified under this competence include all sentences that mention things like risk, risk identification, risk mitigation, minimizing risk, creating contingency plan and so on.

(7) *Project procurement management* –This category included all words that related to obtaining quotes, bids or offers from suppliers, developing resource requirements and managing contracts from suppliers. Everything that was related to what would be procured and when fell under this category. Project procurement management includes phrases like develop project resource requirements; obtaining quotes from suppliers; develop and manage vendor contracts / agreements; including Procurement and Contract Management; responsible for advising on the validity of the quotation document information and evaluate, test, specify and procure novel process technologies. Gray C. F & Larson E. W (2000)

(8) *PM software competence* – The last hard competence that was analyzed dealt with PM related software. General software such windows or Microsoft office were disregarded. The same with industry specific software competence such as specific applications related to programming, in the case of IT advertisements, or graphic designing for marketing positions. Phillips J (2002)

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

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

2.8 Benefits of Competencies

According to (Alam, 2010)Competency models can help organizations align their initiatives to their overall business strategy. By aligning competencies to business strategies, organizations can better recruit and select employees for their organizations. Competencies have been become

a precise way for employers to distinguish superior from average or below average performance. The reason for this is because competencies extend beyond measuring baseline characteristics and or skills used to define and assess job performance. In addition to recruitment and selection, a well sound Competency Model will help with performance management, succession planning and career development.

Selection: The use of behavioral interviewing and testing where appropriate, to screen job candidates based on whether they possess the key necessary job competency profile Kneeland J (2005)

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

Training & Development: Development of individual learning plans for individual or groups of employees based on the measurable gaps between job competencies or competency proficiency levels required for their jobs and the competency portfolio possessed by the incumbent. Patrick J. Montana & Bruce H. Charnov (2000)

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

Performance Management: Provides regular measurement of targeted behaviors and performance outcomes linked to job competency profile critical factors. Chang R Y and Morgan M.W (2000)

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

- Facilitates effectiveness goal-setting around required development efforts and performance outcomes

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

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

Succession Planning: Careful, methodical preparation focused on retaining and growing the competency portfolios critical for the organization to survive and prosper. McCall, Morgan W (1998)

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

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

2.9 Conceptual Frame work

Conceptual frameworks or a theoretical framework is defined as "a type of intermediate theory that attempt to connect to all aspects of inquiry e.g., problem definition, purpose, literature review, methodology, data collection and analysis .Botha (1999). Conceptual frameworks can act like maps that give coherence to empirical inquiry. Based on the views, concepts and practices described and assessed in the above literature review.

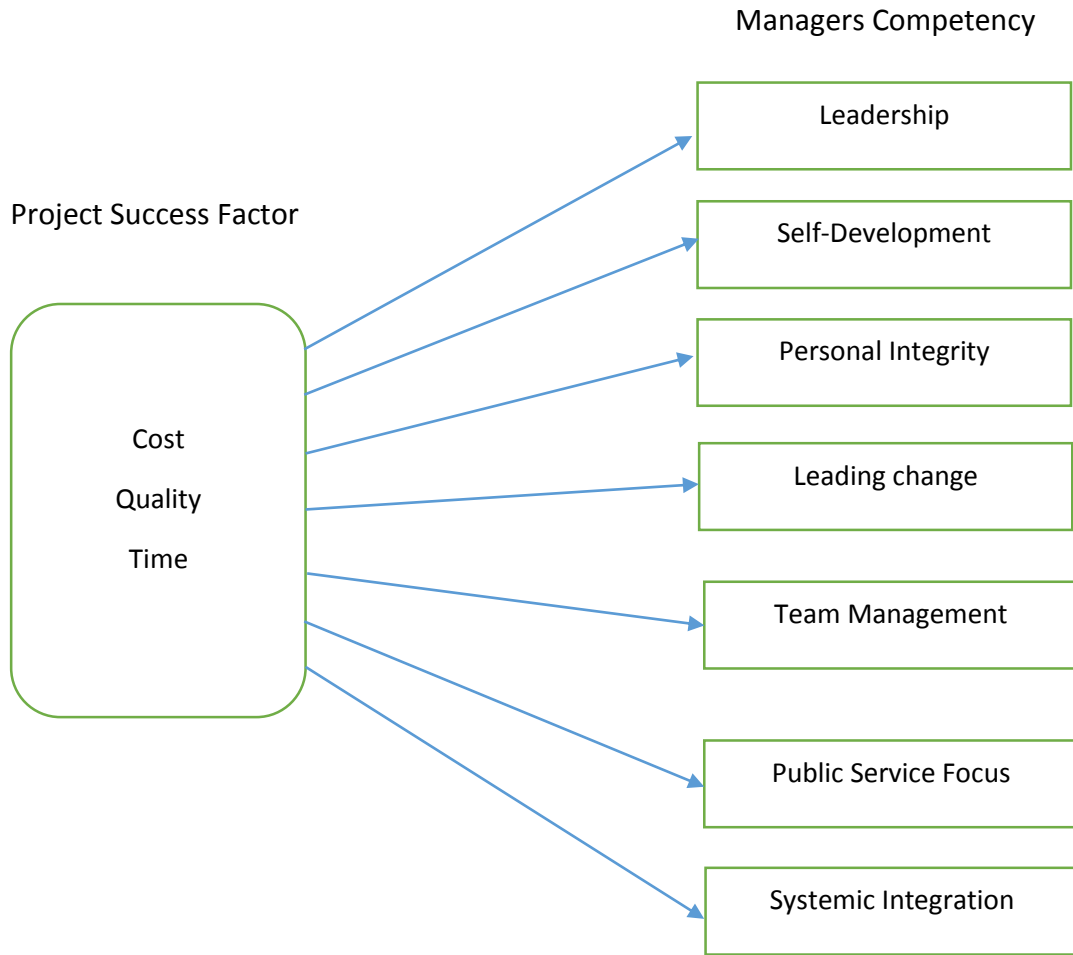


Fig 2.9 Conceptual Frame work

(Source: Own Source)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Research Design and Approach

To accomplish the study objective and to answer the stated research questions, the study used explanatory research design method; helps 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 in the condominium housing project.

3.2. Data Type, Source and Methods of data collection

In conducting the research, both primary and secondary data were used over all the project research process. Each source is clearly identified and used properly according to research method manuals. Primary data was gathered through questioner and semi-structured interview. Each questioner was designed in the standard questioner format best way to collect the needed information from each respondent and from the identified project stakeholders.

Secondary sources were used vastly from various sources. The sources used in the literature review are different literature reviews, conference proceedings, periodic project reports, surveys, field study reports, case studies, minutes and guidelines, journal on construction reports, current report on various housing projects and printed documents by the office was used as a base for secondary source. In order to acquire the intended result, selecting interviewees was conducted through purposive sampling method listed below to select a knowledgeable and experienced people to the matter. Purposive Sampling method was also used to identify which participants should fill the questioner.

The instruments used to gather the information also conducted through semi-structured interview by selecting individuals, which have special knowledge on the area. Questioners were distributed to different stakeholders of housing projects. Data Collection Procedure The researcher had designed a questionnaire for the targeted population based on the sample population. To collect the required information first the questioner was design in a clear and precise so that respondents clearly understand the issue. Beyond that those have lack clarity on the question will be given briefing by phone and physically orientation up on needed. In order to return all questioners timely and precisely, strong follow up and communication will be done.

3.3. Target Population and sample design

According to Sunders M.L (2009), non-probability sampling is a sampling technique where the samples are gathered in a process that does not give all the individuals in the population equal chances of being selected. In any form of research, true random sampling is always difficult to achieve. Most researchers are bounded by time, money and workforce and because of these limitations, it is almost impossible to randomly sample the entire population and it is often necessary to employ another sampling technique, i.e. the non-probability sampling technique.

In contrast with probability sampling, non-probability sample is not a product of a randomized selection processes. Subjects in a non-probability sample are usually selected based on their accessibility or by the purposive personal judgment of the researcher. Some of the advantages of non-probability sampling include the possibility to reflect the descriptive comments about the sample, it is cost-effectiveness and time-effectiveness compared to probability sampling, and it is very effective when it is unfeasible or impractical to conduct probability sampling. There are five techniques under non-probability sampling, out of which the sampling method that is use for the researcher used purposive sampling in which elements have been selected from the target population on the basis of their accessibility or convenience to the researcher.

According to Ashley Crossman (2017), purposive sampling is where the researcher chooses a sample based on their knowledge about the population and the study itself. The study participants are chosen based on the study's purpose. Purposive sampling saves time, money and effort. It is flexible and meets multiple needs and interests. It enables researchers to select a sample based on the purpose of the study and knowledge of a population. The researcher chooses to work on Bole Arabsa condominium housing project. There are around 10- 15 Projects in bole Arabsa Condominium housing project, the study focus on project under Bole Arabsa condominium which have around 5364 households and started in 2007 E.C. In this project there are two main sub projects project 3 and 5. There are about 200 non-professional and 50 professionals. The study focus on the professional employees which is the total population of 50 employees. For the propose of these study the research select only these two major projects which consist of 10 project managers and 40 project supervisors which also acts as a project manager. Based on the purposive sampling the study selects only Five (5) project managers and Twenty (20) Site supervisors form the selected two sub projects. The 20 site supervisors which work under the project managers considered to be the best sample population in describing the competency skills of the project managers therefore the total number of population in the study is twenty-five (25).

3.4. Data Analysis and presentation

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

3.5 Validity and Reliability

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

3.6 Ethical Consideration

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

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter deals with data presentation, analysis and interpretation collected through designed Interview and Questionnaires. This chapter presents an analysis on the assessment of Project Management Competency In the case of condominium Housing project in Addis Ababa. Twenty questionnaires were distributed to Bole Arabsa condominium project site supervisors in order to evaluate the project manager's competency, then 5 project managers were also interview as part of the data collection. Total of twenty respondent involved in the study. Rate of respondent to fill out the questioners and to give feedback on the interview is 100% success full.

4.2. Demographic Feature of the Respondents

This part of the study shows the demographic characteristics of the study population of the selected area. The demographic feature of the respondents includes, gender composition, educational level and year of experience in the condominium housing project.

4.2.1 Gender Composition

The number of respondents based on gender, most of the respondents are male. Men filled 60% of the questioners, while women constitute around 40% of respondent's total number. When we see the composition of employees in terms of sex, the number of women is significantly, less than number men. Most project manager position is hold by men.

4.2.2 Education Level

From the total respondents 90% of them holds there first degree in engineering and 10% of the respondent holds second degree (master) education level.

4.2.3. Experience working in the Project

From the total no of respondents 80% has a 3 years' experience in the specific project. 10% respondents has a 4 years. While 10% of respondents fall 4 years of experience, on the specific project work. Shows that most of the respondent has a relevant year of experience on the project and can be able to give the best feedback in terms of the project management competency skills.

Table 4.2.3. No of Years of experience on the field

NO	Years	Percent
1	3 Years	80%
2	4 Year	10%
3	Above 4 Years	10%

Source (Own Survey 2018)

Respondent experience has to be taken into account in analyzing the data as this information is the root source of the reliability of the data. From the data collected it was found that on the average the respondent has been working for more than 10 years in the construction projects. Therefore the information regarding project manager’s competency is reasonably reliable and falls within the scope of this research. Respondents profession were also been taken into account in analyzing the data. From the interview survey results all respondents are professionals in Civil Engineering.

4.3 Project Managers Core Competency

To assess the project management competency questionnaires were employed to collect data concerning different project manager competencies (leadership, Self-Development. personal Integrity, leading change, team management, public service focus and systematic integration). Each of the items in the instrument was measured on five point Likert scale. Likert Scale is a series of questions or items that ask respondent to select a rating on a scale that ranges from one extreme to another. Likert measurement usually coded as 1= Strongly Disagree 2= Disagree 3 = Neutral 4= Agree 5= strongly agree.

4.3.1 Leadership Competency

Table 4.3.1 leadership competency

	N	Minimum	Maximum	Mean	Std. Deviation
The project managers are able to translate organization vision into a project vision.	20	1	5	2.3	1.41814
The project managers are able to keep project moving toward successful completion in face of aggressive schedules and discouraging developments.	20	1	5	2.3	1.1595
The project managers are able to recognize resistance and overcome it and to control project issues while avoiding power confrontations by thinking in opportunities instead of barriers.	20	1	5	2.1	1.19722

The project managers are able to identify key issues & problems and pick the best choice among alternatives and to make timely decisions and to take action reflective of business objectives	20	1	5	2.3	1.1595
The project managers are able to control processes and activities in a result-oriented manner	20	1	5	2.4	1.3499
Ability to work effectively to tight deadlines regardless of possible setbacks	20	1	4	2.1	1.1005
Over all	20			2.25	0.9852

Source (Own Survey 2018)

Regarding the project managers competency leadership, six interrelated questions were provided for respondents. The first issue is The project managers are able to translate organization vision into a project vision. It is with a mean score of 2.3. it shows that the respondent view on the project managers ability to translate the organization vision to the other project stake holders is below average. However the fact that the mean score and standard deviation which is 1.4 can show there are respondents who disagree and prefers to be neutral with this issue, The second question were The project managers are able to keep project moving toward successful completion in face of aggressive schedules and discouraging developments It has got 2.3 and 1.15 standard deviation. This shows that the project managers were able to keep the project to move forward to a success full completion. However there are still some respondents fell like the project managers do not have the leadership skill. The Third question was the project managers are able to recognize resistance and overcome it and to control project issues while avoiding power confrontations by thinking in opportunities instead of barriers. The mean value of 2.1 and standard deviation of 1.19 shows that the project manager have a relatively small skills on recognizing resistance and avoiding power confrontation , as well the respondent disagree on the strategic thinking of barriers as opportunity. The fourth item of this section was regarding The project managers are ability to identify key issues & problems and pick the best choice among alternatives and to make timely decisions and to take action reflective of business objectives. It is with a mean score of 2.3 and standard deviation of 1.15. This shows that the highest number of respondent strongly agrees and some disagree with the manager’s performance on identifying the key issues to make the timely decision and to take action to secure the business objective. The fifth question is about the project managers are able to control processes and activities in a result-oriented manner. It has a mean value of 2.4 and a 1.3 standard deviation. The respondent agrees on the project manager’s ability to control processes and to work on result oriented manner. But few were disagree and neutral. The last

question in leadership is ability to work effectively to tight deadlines regardless of possible setbacks. It has got a mean value of 2.1 and 1.1 standard deviation; the respondents agree to the idea of project manager’s ability to work effectively to tight deadlines.

Leadership is one of the most important competency that every project manager need to have. The positive association of manager’s leadership competencies and project success from the survey study also reported in United Kingdom financial service company (Pitsis et al., 2004). Continuity of project leadership, clear project goals and an office design to facilitate effective communication cross-functional project teams were also identified as main predictors of success factors in the capital projects of the process industries (Christina and Samsonb, 2008). In (2006) identified that leadership expertise as the second highest factor behind problem solving expertise for the project management success in their context. According to the finding more than 65 % of the respondent disagrees, which means most of the project managers lack the skill. About 20% of the respondent Neutral with the project management leadership ability. The rest 15% of the respondent agreed on the project managers strong leadership skills of making improvement in the project and using opportunities considering the objective of the project.

4.3.2 Self-Development Competency

Table 4.3.2 Self Development competency

Self Development

	N	Minimum	Maximum	Mean	Std. Deviation
The project managers are effectively manage personal time and work	20	1	5	2	1.41421
The project managers can Identifies own strengths and weaknesses and make the best of those strengths and seeking improvement on any weakness	20	1	3	1.3	0.67495
Over All	20			1.65	0.91439

Source (Own Survey 2018)

This section presents the project management competency of self-development. It was asked if the project managers are effectively managed personal time and work. it got 2 and 1.4 mean and standard deviation respectively In this portfolio of project it was found out that the project manager has good time and work management in the project, most of the respondent agree that the project manager has their time for work and for personal the second question is that The project managers can Identifies own strengths and weaknesses and make the best of those strengths and seeking improvement on any weakness. With the mean and standard deviation of 1.3 and 0.67 respectively the issue raised in the question was not shown in the project managers self-development skill overall the mean and standard deviation which is 1.65 and 0.9 present there self-development skill is very low in the project management.

Personal development of any project manager is very essential for the growth of its personal self in respect of the company growth. The finding also support development is not only about the project manager use it's also for the use of the teams too. To effectively manage once personal time and work is extremely important and this show the project managers are given high value for time management. 85% of the respondents Disagree that the project manager has effective time and work management ability. it's extremely important to Identifies own strengths and weaknesses while the rest 10% and 5% agree and neural respectively on the personal development of the project managers in the site. Over all it is mostly the flaw of the project managers to develop themselves in identifying their own strengths and weakness.

4.3.3 Personal Integrity Competency

Table 4.3.3 Personal Integrity competency

Personal Integrity

	N	Minimum	Maximum	Mean	Std. Deviation
The project manager increasing awareness, building skills, and modeling behaviors related to identifying potential ethical problems and conflicts of interest	20	1	4	1.9	1.1005
The project manager understands and follows the written and unwritten policies of the workplace in compliance with legal and established policies	20	1	3	1.7	0.67495
Overall	20			1.8	0.78811

Source (Own Survey 2018)

In the above table 4.3.3 the project management core competency Personal Integrity there are two basic question raised. The first one the project manager increasing awareness, building skills, and modeling behaviors related to identifying potential ethical problems and conflicts of interest with a mean value of 1.9 shows below average that the respondent disagree in the project managers performance on the issue and the 1.1 std. deviation shows that some of the respondent agree on the specific questions on the project managers performance.

The second question is the project manager understands and follows the written and unwritten policies of the workplace in compliance with legal and established policies. 1.7 mean and 0.6 standard deviation shows the respondent view toward this specific issue is strongly disagree which will lead to the overall mean 1.8 and standard deviation 0.7 shows the project manager's core competency in personal integrity is very low.

personal integrity it's a combination of increasing awareness, building skills, and modeling behaviors related to identifying potential ethical problems and conflicts of interest and

Understands and follows the written and unwritten policies of the workplace in compliance with legal and established policies though these ideas are very important for one project manager but the finding shows 80 % of the respondent disagrees that the project managers are working in increasing awareness and modeling behaviors. 15 % of respondent are neutral and 5 % agree with the project managers understanding the written and unwritten policies of the workplace.

4.3.4 Leading change Competency

Table 4.3.4 Leading Change competency

Leading Change					
	N	Minimum	Maximum	Mean	Std. Deviation
The project manager act as a change agent, exercises good judgment by making sound and well-informed decisions	20	1	3	1.8	0.78881
The project manager makes effective and timely decisions, even when data is limited or solutions produce unpleasant consequences	20	1	4	2.3	0.82327
The project manager perceives the impact and implications of decisions	20	1	4	2.2	0.91894
The project manager Influences, motivates and helps others adapt to change	20	1	3	1.9	0.8756
Overall	20			2.05	0.468449

Source (Own Survey 2018)

As indicated in the above table 4.3.4 the Project management core competency in leading change has evaluated as follows there are 4 main basic questions for the respondents. The first one is the project manager act as a change agent, exercises good judgment by making sound and well-informed decisions with the mean value of 1.8 which shows it is below average and 0.7 std. deviation shows that most of the respondents lies in the same response of disagreement. The second question is the project manager makes effective and timely decisions, even when data is limited or solutions produce unpleasant consequences with the mean value of 2.3 also below average with a standard deviation of 0.8 some respondent are neutral and disagree with the project management performance on the issue. The third question is the project manager perceives the impact and implications of decisions, with the mean value of 2.2 and 0.9 std. deviation shows that most of the resonant disagree and neutral with the project manager performance on the stated question. The fourth question The project manager Influences, motivates and helps others adapt to change with the mean value of 1.9 and std. deviation 0.8 shows that respondent are less than average which shows that the project managers are not influential and motivators of others to adapt to change. Over all mean and standard deviation is

2.05 and 0.4 which shows the project manager management competency in leading change is below average.

Project manager should act as a leading agent for a change in exercising good judgment, understanding the impact of decisions, making timely and effective decision with the motivation and influence of others to adapt the change finding shows that 28% of the respondent strongly disagree with the project managers performance in being a leading change and 45% also disagree that the project managers have these core competency the 23 % are neutral and 5% agrees on the project managers competency in being a leading a change.

4.3.5 Team Management Competency

Table 4.3.5 Project managers core competency Team Management

Team Management					
	N	Minimum	Maximum	Mean	Std. Deviation
Motivate and inspires the team	20	1	4	2.2	1.31656
Leads by example	20	1	3	2.1	0.99443
Builds relationships within and outside the team	20	1	4	1.8	1.0328
Delegates appropriately	20	1	5	2.5	1.77951
The project manager communicates with their teams frequently.	20	1	4	2.2	1.13529
Demonstrates team organization and governance	20	1	4	2.1	1.19722
Influences, motivates and helps others adapt to change	20	1	5	2.3	1.56702
Overall	20			2.17	1.00068

Source (Own Survey 2018)

In the Table 4.3.5 the project manager’s core competency team management is evaluated in a seven major questions. The first question is project managers motivate and inspires the team with a mean value of 2.2 which shows most managers are scored below average but the std. deviation 1.3 shows that there is a few respondent which agree in the project manager’s performance. The second question is leading the team by example there have a mean value of 2.1 and std. deviation 0.99 shows that the respondent disagree with the project managers performance and the third question is building relationship within and outside the team with a mean value of 1.8 and std. devotion 1.0 shows that the respondent disagree with the project managers performance in building a relationship both with in and with outside stakeholders. The fourth question is delegation of task to appropriate staff with the mean value of 2.5 and std. deviation of 1.77 which shows that the respondent has a view of project managers performance in dedication of tasks to appropriate staff has relatively higher agreement the fifth questions project manager communicates with their teams frequently. 2.2 and 1.1 mean and std. deviation

respectively shows that most of the project managers is below average and some of the respondent agrees on the project manager performance regarding the issue. The sixth question is Demonstrates team organization and governance with the mean value of 2.1 and std. deviation 1.1 shows that the project managers has less than the average performance on team organization and governance. The last question was about Influences, motivates and helps others adapt to change with the mean value 2.3 and 1.5 std. deviation this shows that most of the respondent agree with the project managers performance in influencing and motivation others but some might disagree based on the standard deviation. The overall project management core competency in team management is 2.1 and 1.0 mean and std. deviation respectively.

Both management and leadership are necessary in dealing with project teams, in the contemporary approach to projects, the project manager works collaboratively with the project team to the extent possible while continually pushing to reach project goals. For successful project execution it's important to Builds and manages workforce based on organizational goals, budget considerations, and staffing needs. Ensures employees are appropriately recruited, selected, appraised, and rewarded; takes action to address performance problems. Manages a multi-sector workforce and a variety of work situations. The findings shows that 43% and 21% strongly disagree and disagree respectively which shows that more than 50% of the respondent senses like they haven't seen the project manager being active in team management by motivating and inspiring the team 17% are neutral and 13% and 6% agree and strongly agrees in the area of project managers activity in building relationships with the team and delegating appropriately tasks and on how to demonstrate team organization and govern the team.

4.3.6 Public Service Focus Competency

Table 4.3.6 Public Service Focus competency

Public Service Focus					
	N	Minimum	Maximum	Mean	Std. Deviation
Delivers superior to the public, internal, or external recipients' including the assessment of customer needs, Providing assistance and satisfying expectations	20	1	4	2.5	1.2693
Creates and sustains an organizational culture which encourages others to provide the quality of service essential to high performance	20	1	3	1.9	0.99443
Shows a commitment to public service and influences others toward a spirit of service and meaningful contributions to mission accomplishment	20	1	4	1.8	1.22927
Overall	20			2.06	1.028003

Source (Own Survey 2018)

As shown in table 4.3.6 the project managers core competency public service focus try to determine in 3 basic questions. The first question is Delivers superior to the public, internal, or external recipients' including the assessment of customer needs, Providing assistance and satisfying expectations with the mean value of 2.5 and std. deviation 1.2 shows that the respondent agree with the idea but some disagree and neutral. The second question is Creates and sustains an organizational culture which encourages others to provide the quality of service essential to high performance the mean value of 1.9 and std. deviation 0.9 shows that the respondent disagree and they are neutral about the project managers performance on the issue. The third question is project managers shows a commitment to public service and influences others toward a spirit of service and meaningful contributions to mission accomplishment with the mean value of 1.8 and std. deviation 1.2 shows that some of the respondent agree but most of them dis agree with the project manager competency of the specific question , overall the project managers core competency in public service focus has a mean value of 2.0 and std. deviation 1.0 which shows the respondent give their disagreement on the performance of the project managers.

Public service focus is all about giving a service that center the public while meet the organization business goal. The findings also prevails that Project managers delivers superior service to the public, internal, or external recipients, including the assessment of customer needs, providing assistance and satisfying expectations is very low 47% and 17% Strongly disagrees and disagrees with the idea. 20% of the respondents are neutral about the public service focus of the project manager. 17% agrees on the commitment of the project managers to public service and influences towards providing quality service meaningful contribution of their work to the public.

4.3.7 Systematic Integration Competency

Table 4.3.7 Systemic Integration competency

System Integration					
	N	Minimum	Maximum	Mean	Std. Deviation
Utilizes project management's best practices, fundamental principles, and standards, established by the Project Management Institute, to assist customers through the implementation of new processes	20	1	4	1.9	1.1005
Integrates theory with practical applied knowledge to devise and maintain a workable scheme to accomplish the objectives for which the project was undertaken	20	1	5	1.7	1.25167
Valid N (listwise)	20			1.8	1.085255

Source (Own Survey 2018)

In the above table 4.3.7 the project manager core competency in systemic integration has presented in two major questions the first question is Utilizes project management's best practices, fundamental principles, and standards, established by the Project Management Institute, to assist customers through the implementation of new processes. The mean is 1.9 and the standard deviation 1.1 shows that the project managers performance was below average and the respondent disagree on the project manager's skill in practicing the fundamental principles and standards in the project. The second question is Integrates theory with practical applied knowledge to devise and maintain a workable scheme to accomplish the objectives for which the project was undertaken with mean of 1.7 and 1.2 std. deviation shows that the resonant disagree with the concept that is raised to evaluate the project manager core competency in systemic integration, the overall mean 1.8 and std. deviation 1.0 shows that the resonant give there feedback below average which is morel disagreement of the project management performance on the systemic integration.

Utilizes project management's best practices, fundamental principles, and standards, established by the Project Management Institute, to assist customers through the implementation of new processes and Integrates theory with practical applied knowledge to devise and maintain a workable scheme to accomplish the objectives for which the project was undertaken is the main features of project manager's systematic integration competency Majority of the respondents 55% strongly disagree on the project management performance in utilizes project management best practices and standards established by the project management institute . 25% also disagree project managers are not fully integrates theory with practical applied knowledge to accomplish the objectives. 10% neutral and 5% and 5% agrees and strongly agrees on management systematic Integration competency's these shows that project managers do not have the resources to provide advanced project management training, there are simple tools, templates, and a framework that can be used to impact success.

4.4 Triple Constraints of Project Success.

Every Project Manager would like to run a project that finishes with success but only the minority do in reality. Every project has its own specific cost time and scope (quality) constraint. This section shows that project success rate based on cost time and quality.

Cost

The financial commitment of the project is dependent on several variables. There are the resources involved, from materials to people, which include labor costs. There are other outside forces that can impact a project, which must be considered in the cost of the work. There are also the fixed and variable costs inherent in any project, such as the economic cost of teams with varying skills and productivity, which must be calculated. This can seriously come into play with the use of contract workers or outsourcing. Cost processes include cost estimating to figure out the needed financial commitment for all resources necessary to complete the job. Cost budgeting creates a cost baseline. Cost control works to manage the fluctuation of costs throughout the

project. 51% of the respondent Strongly Dis agrees and 29% of the respondent disagrees that the project cost hasn't changed during the project and also project managers were always under budget, there was not techniques used to minimize cost. These shows that the project was cost overrun in the project and 20% of the respondent was neutral

Table 4.4.1 Respondent view towards cost of the project

Cost	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Q1	50%	20%	30%	0%	0%
Q2	40%	40%	20%	0%	0%
Q3	65%	15%	20%	0%	0%
Q4	50%	40%	10%	0%	0%
Total Average	51%	29%	20%	0%	0%

Source (Own Survey 2018)

Quality

As mentioned, project quality (scope) is one of the constraint which affects the project success level. It deals with the specific requirements or tasks necessary to complete the project. Quality is important to manage on any project, whether agile software projects or well-planned waterfall projects, because if you can't control the quality of the project, you're not likely to deliver it on time or under budget. Ensuring quality projects is essential in making sure your client is happy with their end product. In construction, a quality control plan looks at specific areas of a project that may affect the quality and then outlines how those areas will be controlled. These areas could include but are not limited to, personnel, subcontractors, materials, and procedures. For example, a lack of inspection procedures could lead to serious quality issues in a project. Implementing a quality control plan with specified inspection procedures ensures that these quality issues don't occur. 65% of the respondent strongly disagree that the project has been done with the standard, fulfilling the customer requirement and meeting its business objective. 18% disagree that the project was setting alternative plans to reduce unexpected risks. 10% are neutral and 8% of them agree that the project was qualified in quality, over all from the respondent feedback one can say that the project couldn't meet the required and planned project quality standard.

Table 4.4.2 Respondent view towards quality of the project

Quality	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Q1	70%	10%	10%	10%	0%
Q2	60%	20%	20%	0%	0%
Q3	65%	25%	0%	10%	0%
Q4	65%	15%	10%	10%	0%

Total Average	65%	18%	10%	8%	0%
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Source (Own Survey 2018)

Time

The Schedule for the project to reach completion. At its basic, the schedule is the estimated amount of time allowed to complete the project, or producing the deliverable. A work breakdown structure (WBS) is used to take the large project goal and break it down into a series of more manageable tasks. These tasks are then prioritized, dependencies are linked, and then placed on timeline. 71% of the respondent Disagree that the project was on schedule and it has a scheduled milestones which the project managers are eager to finish it by a specific time. 26% disagreed that the project is boosting the employees ability to help in saving time and to do not slip critical tasks and delivery dates. 3% are neutral.

Table 4.4.3 Respondent view towards time of the project

Time	Strongly Disagree	Disagree	Neutral	Agree	Strognly Agree
Q1	75%	25%	0%	0%	0%
Q2	75%	25%	0%	0%	0%
Q3	65%	35%	0%	0%	0%
Q4	70%	20%	10%	0%	0%
Total Average	71%	26%	3%	0%	0%

Source (Own Survey 2018)

4.5 Competency Needed in the Project

Projects can be hugely complex, comprised of thousands of cross functional activities to be executed under impossibly tight timeframes, with large budgets at stake. The scene is set for errors, delays, and cost overruns. A skilled project manager is critical to success. An experienced project manager knows how to lead the creation of an effective project strategy, build an airtight project plan, and drive daily activities while problem-solving along the way. So what additional competency should a project manager should have to see the project improvement over time.

The competence that was analyzed dealt with PM related software. General software such windows or Microsoft office were disregarded. The same with industry specific software competence such as specific applications related to programming, in the case of IT advertisements, or graphic designing for marketing positions. But also in a reporting system of complex projects like construction computerized reporting system is very important to the project managers. 55% of the respondents strongly agreed to use the computerized reposting systems, 20% agreed and 20% neutral about the system and 5% disagree that the project managers needs new reporting systems.

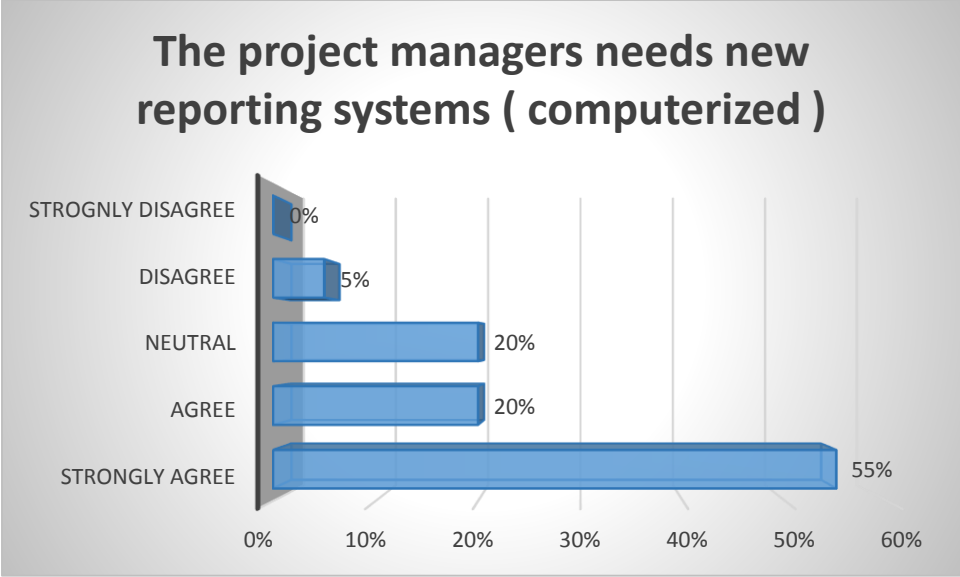


Fig 4.5.1 Respondent view towards Project manager’s competency of reporting system

Project procurement management includes phrases like develop project resource requirements; obtaining quotes from suppliers; develop and manage vendor contracts / agreements; including Procurement and Contract Management; responsible for advising on the validity of the quotation document information and evaluate, test, specify and procure novel process technologies. 50% of the respondent strongly agreed to the project manages needs to have a strong procurement management system since the procurement is very important phase of the construction project. 30% of the respondent also agree and 10 % neutral about the issue and 10% disagree in the needed skill.

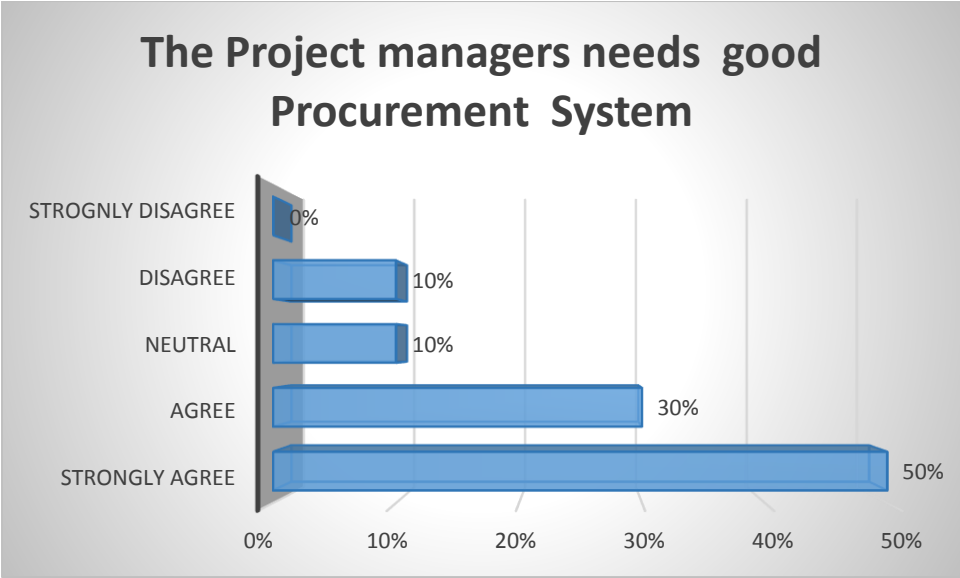


Fig 4.5.2 Respondent view towards Project manager’s competency of Procurement system

The competence to act creatively and innovatively as the competence to foster such behavior within the participants of the project. It included sentences that either mentioned the word creativity and innovation or called for forward thinking and the ability to identify opportunities. 60% of the respondent strongly agrees on the project manager’s ability in being creative and innovative 30% agrees about the project manager’s needs of creativity and ability to identify opportunities. 10 % are neutral about the subject.

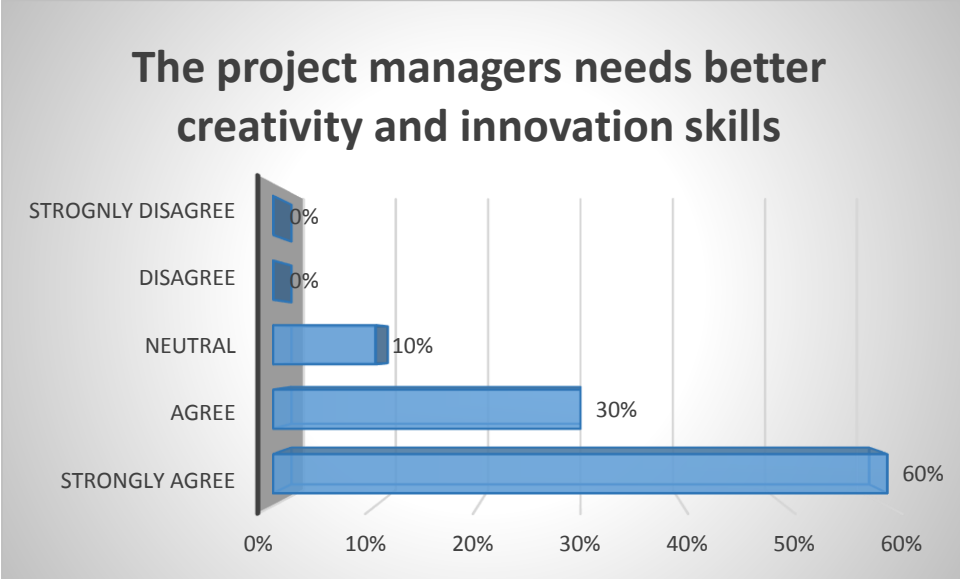


Fig 4.5.3 Respondent view towards Project manager’s competency of Creativity and innovation Skills

Team working can distinguished as being part of a team and managing a team. Managing a team it was classified as human resource management competence, but working in a team and being part of a team has its own skill. Organizing team to a common set of goal and having the same team spirit is critical in project management. 60% strongly agree in the organizing and ream working sprit 30% agrees as well.10% disagree with this subject. Over all it shows that team working sprit is a skill that most project managers need.



Fig 4.5.4 Respondent view towards Project manager’s competency of Organizing and Team working sprit

The scope management required planning competence, defining or understanding requirements. Scope Management techniques enable project managers and supervisors to allocate just the right amount of work necessary to successfully complete a project. 50% and 40% strongly agree and agree respectively on the project manager’s responsibilities is to ensure that only the required work (the scope) will be performed and that each of the deliverables can be completed in the allotted time and within budget.10% of the respondent disagree with the project managers needs to understand the project scope management.

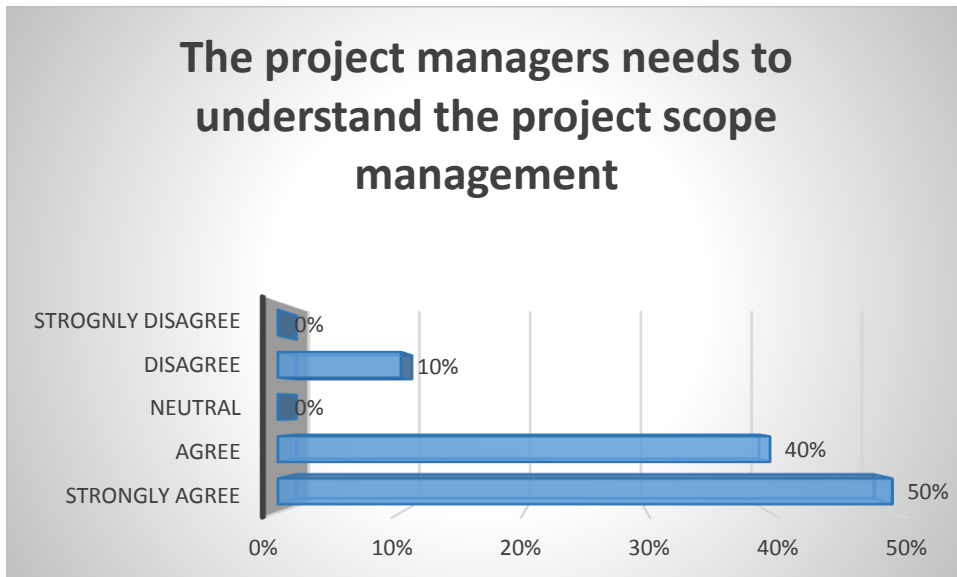


Fig 4.5.5 Respondent view towards Project manager’s competency of Project Scope management

Project risk management is the process of identifying, analyzing and then responding to any risk that arises over the life cycle of a project to help the project remain on track and meet its goal. Risk management isn't reactive only; it should be part of the planning process to figure out risk that might happen in the project and how to control that risk if it in fact occurs. 80% of the respondent strongly agrees on the project manager to have a risk management in the project 10% agree and 10% neutral



Fig 4.5.6 Respondent view towards Project manager's taking Risk Management in Projects

4.3 Analysis of Semi-Structured Interview

Based on the research objective the researcher has prepared list of semi-structured interviews to respondent. In identifying project management competency the researcher ask if among the technical behavioral and contextual competency which competency they would consider to have more impact on project success. To identify project success level of the project based on cost quality and time the respondent where asked the overall evaluation of the project success. What the project management competency needed in the project has been answered with the following questions what would the project manager have done to develop knowledge skills and personality? , what would be the competence that you would wish to have or further develop that would significantly improve your ability to manage projects?. In determining the relationship between project management competency and project success the respondent were given chance to give there feedback on the following questions. What is the project management competence that will determine the project success and if lacking could compromise project performance? , what measures should be taken to fill the gap of project management competency and project success. Here is the analysis of the semi structured interview

At the beginning of each interview, to conform to ethical guidelines (Deakin& Wakefield, 2014, p.610), the interviewees were informed of their rights to confidentiality and anonymity, as well

as their freedom to abstain from answering any question. The participants were also informed that the interview would be recorded for later analysis. This short statement led to the attainment of a full informed consent from the interviewees. The interviews proceeded without a problem. It lasted approximately 30 minutes and were conducted in a semi-formal way which gave the participants the opportunity to feel comfortable with sharing their views on the matter. The language used in the interviews was Amharic with a simple and clear to make sure that the questions were understood and there were no unknown terms. As the respondents gave their answers the researcher took notes to follow up on specific topics or ideas. This practice granted the researcher a better understanding of the interviewee's perceptions and a more accurate interpretation of the results. Through the semi-structured interviews, the researchers were able to gather information about the respondents' view on the topic of interest that would help answer the research questions stated in chapter one. The data collected was categorized and arranged for further interpretation following the themes established in the interview guide. The findings are presented with aligned to the research topic that establish the frame for the subsequent analysis and discussion.

The question that should be analyzed discussed as follows: **Competence involves technical, behavioral and contextual. The participants requested which competences can be considered most important for a project manager and the reasons.** Concerning this point, which can be considered as most important from technical, behavioral and contextual competencies for project manager, participant believes that since the technical competency address more critical activities like risk management, requirement management, estimating the project budget and time, scope management and other activities which is directly related with the project lifecycle, a project manager better to have technical competency for effective project handling and implementation also they didn't discard the importance of the behavioral and contextual competency but the highest attention should be given to the technical competencies. Overall competencies are equally important to have for successful handling and implementation of the project.

Actions the project managers have done to develop knowledge, skills and personalities that may impact the project success and the reason discussed as below. All interview participant agreed on a project manager should develop his/her knowledge related with the project work, skills and personalities in order to go with dynamic business world. Woodruffe, C.(1992) Every project manager has to balance the three critical managerial inputs Knowledge, Skill and personalities in order to achieve the best result on managing a project.

Most of them strongly believed that project managers should get short-term certification or long-term education to get knowledge about tools and techniques of project management, contemporary issues about the project and project lifecycle then which leads to complete more of their projects on time, on budget and meeting original goals.

Regarding the competence that project managers wish to have or further develop and that would significantly improve ability to manage projects with internal capability. Most project managers would like to have the best capability to lead their project would like to improve their managerial ability's. Among the 5 participant three of them agreed on to develop a decision-making skill is more important to increase the ability of managing the projects. The reasons that they pointed out is decision making is a key to make the project move forward, in Ethiopian the working environment is very complex to be a decision maker and to take responsibilities of the outcomes of a decision that is why they saw lots of projects have been stopped and no one is taking any responsibility and action to move forward.

Also, one respondent pointed out competences relate to Communication is very important in project management because it has the basic structure and the building block of a project. Relationship with stakeholder and sponsor is very important because projects are not implemented in the vacuum, they are implemented in the open system which is characterized by many interactions and communication, and communication can be through documents reports and documentation. The remaining participants from participant one believed that having strong problem-solving skill with leadership skill can change the project level of success and makes the project manager more capable. The overall response of the interview was focused on the soft skill improvement of themselves and other team members in order to manage the project, as the large number of the project managers has a technical skills they lack on the behavioral and managerial skills.

The project management competence (core competencies) that if lacking could compromise project performance some project managers could lack a lots of competency in managing a project but there are some critical core competency that would compromise the project performance in the future the interviewees gave focus on soft competences. They said that projects are implemented by people and with people. If one can't manage the human side of the project the result is predicted earlier which is failure. But they also didn't ignore the importance of hard competences too.

Competency as a criteria used for recruiting project team and project management choice on the area of hard and soft competences

Regarding this question all participants have agreed on the company has a human resource policy to hire a potential project manager and in the process first the human resource department set a selection criteria which related with the knowledge required for the specific project for which they are looking a manager. These criteria included, educational background, project management experience and other abilities like working with others, team work and working under complex and stress situation. Therefore, based on the above requirements preliminary section completed and candidates who passed to interview identified. And the company believed that through interview the participant's competencies can be evaluated. One participants also pointed out, the selection process vulnerable for personal judgments. But all participants agree

that the hard and the soft competencies are equally relevant for the project manager and the company used education level as a criteria to select candidates passed to interview even though there are a question which can evaluate a hard competencies on the interview.

Regarding Measure should be taken to fill the gap of project team based on an assessment of their competences in typical related to project management activities

All participants agreed on the company should create an awareness why gap analysis is important because most of the time the employees consider it as their weakness and it may bring a backfire on their current position. After the gap assessment has been completed the company human resource development section should prioritize the gaps and include on their training and workshop plan based on their urgency also the company should arrange a knowledge transfer plan from successful project managers.

Regarding factors that affect the project failure and success; all participants in one or other word mentioned that the project success or failure factors are economic, social, technological and political factor. Especially all participants mentioned the level of corruption and the material requirement on the construction project has been a barrier in a success full completion of a project most of the time the planned and the actual cost of the raw materials varies from time to time these has a major impact on all of the project stake holders and lead to scope creep. One respondent also mentioned about the political factors that is involved in a condominium housing projects, site projects have been given to unqualified consultants and contractors. Based on the above explanation the external factors contribute a huge roll on the project success.

Generally all respondent agreed on the projects taken by the company are not as successful as expected. And the reasons mentioned by participant one and two focused on since most of the condominium housing projects are done by different sub stake holders and contractors to be sure in quality and budget is very difficult to control, The respondent pointed out the reasons as the project managers may have additional functional/operational duties on the project which may lead the project manager not to use his/her time and effort fully to the project only, and the government imposed its interest over the project purpose.

4.7 The relationship of project success and the management competency

Project success has been investigated with reference to finding out those factors which contributes more significantly to it and the role of project manager as leader. Despite of various literature on project success the importance of management competencies in the project management is still a topic to investigate. Considering this call, the present study is aimed to assess the Project management competency towards the project success. For these purpose data was collected through interviews and questioner it was concluded that project management competency has positive impact on the project success which was previously neglected due to some unknown reasons. Project management competency is a universal topic and has been an effective source for organizational success yet in project management it is evolving. Project

managers play a critical role in the project managers of the construction projects success in today's highly technical and fiercely competitive business environment, and their selection, assignment, and ongoing development is often the key to a project's ultimate success. Too often project managers are selected primarily based on their technical competence, but are lacking in management competency. In support of this claim, this study has come up with it is common for project managers to be promoted to the position based on technical ability, despite their lack of important management skills. The number one cause of project failure is poor project management. Within the construction industry, project managers are generally selected based on their technical expertise, which relates primarily to competency in the engineering or science disciplines. The problem is that while selection of project managers based on technical competence may lead to brilliant solutions to the customer's stated or written technical needs, a lack of management ability can lead to failed projects that over-run on cost, are late to critical path schedules, fail to fully utilize the diversity of talent available within the project team, neglect to address a customer's unspoken needs, or otherwise do not meet the expectations of key stakeholders. Over all the project managers' core competencies are the basic needs of the construction of the condominium house projects in Addis Ababa.

The study shows the importance of leadership competencies for project managers who are responsible for successful implementation of projects. Project managers possess knowledge and skills of project management but still the rate of project success has not significantly been improved. Most project managers try to work on their self-development but as the study shows that projects are not success full because of the manager's lack of the knowledge of self-strength and weakness. The personal integrity is one of the major competency discussed in the study. According to the interview the construction project managers mostly focused on the technical skills and the policies and the procedures stated by the project owners have been forgotten lead to the project unsuccessful completion or dalliance. Project managers are the leading in change which shows in the study that the project manager as relatively better competency on this skill. Team management towards project success has a very huge impact. The study showed that the project managers have good team management skills which can be encouraged and lead to project success. Public service focus has to be a major management competency in the construction project manager's day to day activity. In the study the project managers seems to have less competency on public service focus System Integration have been a new concept to the project managers and have only theoretical knowledge about it. The study shows that the project managers needs to work on their skills on the system integration. Overall the project success has direct relation with a project management competency when the project management competency is very low the rate of the project to become successful is very low. The same is true for the project management competency is high there is also high level of project successful completion.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary of Major Findings

The major objective of this research project is to assess the project management competency of project managers in a condominium housing project. From the research the major findings show that the project managers lack different project manager's competencies that are needed for a success full project management. Regarding to this there are many problems concerning to the project Management competencies such as lack of leadership, absence of self-development, good methods and systems in purchasing and finance and supply management, slow speed in decision making, poor in planning and leading and controlling the project activities, poor team management and public service focus , poor coordination and communication with stakeholders, the 3 constraints faced by the project, cost quality and time, and finally lack of sense of ownership and degradation of moral obligation.

With respect to the project managers competency the major problems indicated that there is lack of knowledge and experience in the project, poor management and difficulty in controlling teams, poor coordination and communication by the site engineer with the project stakeholders, slow response regarding to System integration and personal integration, lack of commitment to ensure the project work according to specification and design, another external factor which has been a challenge for the project timely completion is there is benefit relationship with contractors by affecting the project performance, underestimation of deadlines, complexities and costs for the project works.

Similarly on the soft skills the project managers key constraints described are lack of experience and technical profession in the contractor's organization, poor planning and scheduling and handling of the project, financial difficulties and delays in payments to subcontractors, insufficient coordination and communication with project stakeholders, lack of leadership quality in the contractor's organization, low commitment by team leaders and experts to achieve the proposed cost and time and quality of projects, wastage of resources around the project sites, construction mistakes and defective works during the project process.

Furthermore, in the assessment of project managers competency there are different reasons for unsuccessful project completion in the condominium housing project. The limitations that was mentioned by the participant of the research was based on factors affecting time and cost of condominium housing projects are; poor selection of competent consultants and reliable contractors, Lack of qualified profession and leadership in planning and leading and controlling the project activities by Government , inflexible government rules and regulations leads to slow decision making on the projects, poor in planning, scheduling and handling of the project by the

contractor, shortage and rising costs of materials and also delay in delivery to the project sites, lack of consultant's experience and profession on engineering and procurement and finance, slow response regarding to testing and inspection and progress payment to contractors, poor site management and supervision, inadequate information and communication technology by project participants, underestimation of costs and complexities of the projects, mistakes during the construction stage, unforeseen ground condition and incomplete project information.

Finally, the assessment of project management competency at Bole Arabsa condominium site is in-depth through the work load of the project managers and the supply of raw materials and the lack of many skilled professional stake holders in the position. More over the problem that was identified by most respondents is that, about factors affecting quality cost and time in construction of condominium housing projects these are; poor selection of competent consultant and reliable contractors, lack of soft skill in management , less commitment to continual quality improvement, poor quality of workmanship of supply of labor and equipment and raw materials, less quality techniques and mechanisms are adopted, unavailability and delay in supply of materials as planned and specification, low consultants commitment to ensure construction according to specification and design, insufficient training and payment to labor, lack of strong coordination between designers and contractors, improper integration and coordination and inspection by the participant of the projects.

5.2. Conclusion

Most condominium housing construction projects are unsuccessful because of the poor management competency due to this fact most profession has moved past the idea that the most competent project manager is the one with a greater technical ability. The efforts made by different researchers of the field to define the skills and characteristics of an effective project manager have been increased through time and this change The belief that beyond a project manager's technical skills, human skills have also have the most influence on project management Alternatively, technical skills have been the most crucial project manager's skills. These skills help the project manager to be a competent and a useful figure for the project as well as company growth. The development of both technical and human skill could bring the current project a healthier Improvement and progress, the techniques help out to identify project manager's strengths and weaknesses this also be of assistance to bring the best in them. The training aids the manager deliver fundamental principles of the organization, and standards, sustains an organizational culture and delivers superior service for public. Many factors contribute to project success; one of the most important is the effectiveness of the project manager.

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

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

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

The need to identify the competencies required for effective project managers to carry out successful projects has emerged from the growing of condominium housing project is necessary in this current situation. For this reason the core management competency clearly identified what project manager's roles must be.

5.3 Recommendations

The discoveries of the study may lead to the identification and reduction in the inefficiencies in project management and performance. The findings from the study may contribute to positive social change as project managers and business leaders could use the knowledge to maximize the use of time and budget to provide condominium housing project to the community. To increase knowledge on project management, further research may lead to the path of improvement in practices and strategy, specific to the construction industry, and the following are the recommendations:

- The project managers should give more attention to appropriate project management competency of behavioral disciplines rather than technical and contextual activities of the construction of condominium housing projects.
- The project managers should pay special attention in reducing the competency gap between the supervisors and the civil engineers (acting Project Managers) by providing trainings and short-term workshops on the competency needed according to the study.
- The study showed that the occurrence of low management competency in the project managers activities affects the projects in their time, cost and quality; therefore, the study recommended that project manager should provide appropriate and flexible rules and regulations concerning the project management competency.
- The study recommended that project managers and other stake holders should strictly supervise construction of condominium housing projects to minimize time delay, cost overrun and poor quality of the project.
- project management competency it's important to check the overall stake holders in the project and their specific duties regarding to the project success. To manager risk that arise in the project clearly define the risk management system in the binging of the project.

- Professional development programs can also improve behavioral competencies, like leadership, motivation, self-control, and openness, negotiation, and results orientation changed after a program designed to develop these competencies.
- The development of hard skills and soft skills is important, and training and professional development programs have a positive impact on improving these competencies. A training program designed to develop skills have not been significant for every project manager need.
- From the study, it was evident that the study found out that there is lack of professions and leaderships of project managers, so the project owner should give special attention in selection and appointing qualified project managers.
- Other factors like Government policies and regulations should be considered in assigning the project managers align with the Consultants, contractors in order to perform their roles properly to improve the projects achievement timely with its budget and quality by employed skilled profession.
- The project managers should focus on selection of competent consultants and reliable contractors to carry out the work of project of condominium housing. It should also assure continuous coordination and relationships among project participants are required throughout the project life cycle for solving problems and development project success.
- The project managers should be committed to minimize all problems, lack of leadership and management, poor communication, lack of sense of ownership to complete the project according to its time, budget and quality, good team management, good stake holder's management and good planning and scheduling of task according to budget.
- Finally Since the construction of condominium housing projects are becoming more complex and difficulties, an introduction of a good motivation, training and development to the stakeholder's employees are very important to the success of the project. As discussed on the study there are 5 list of additional competencies needed to be practiced namely new computerized reporting systems, procurement management system, Creativity and innovation skills, organization and team working sprit, project scope and project risk management.

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Appendix

Addis Ababa University
School of Commerce
School of Graduate Studies
MA-Project Management

Questioner to be filled by:- _____

Introduction to the Respondent:

This questionnaire is designed by a postgraduate student of Project Management to collect the required primary data to undertake a research project entitled

“Assessment of project management competency in the case of condominium housing project”. Your responses will be kept confidential and have a great deal of importance in increasing the accuracy and reliability of the study so as to draw policy recommendations which may be used as a supportive input for improving the housing program. Although your response is of the utmost importance to me, your participation in this survey is entirely voluntary.

- Please do not write your name or contact details on the questionnaire. It remains anonymous. Information provided by you remains confidential and will be reported in summary format only.
- Should you have any doubt or comments regarding this survey, you are most welcome to contact me through my phone number at 0935352079

Thank you very much for your time,

Ruth Yared

Part I: General Information (Circle Your choice)

1. Gender

A. Male B. Female

2. Academic qualification

A. Less than high school

B. High school

C. Diploma

- D. First degree
- E. Masters and above

Part II: Level of Education and experience (Circle Your choice)

1. Your Profile:

- A. Secondary school diploma / irrelevant university degree
- B. University graduate degree (relevant)
- C. Professional certificate/vocational
- D. University graduate degree (relevant)

2. Working experience

- A. Less than ten years C. Thirteen years
- B. Eleven years D. Fourteen and above

3. How long have you been employed in the condominium housing project?

- A. Three years C. Five years
- B. Four years D. Six and above

Part III: The following statements relate to the list of core project manager’s competency which involves Skills Knowledge and Experience characteristics every project managers need to have. Please show the extent to which you Agree project managers has the feature described in the following statement. Here, the researcher is interested in a number from 1 to 5 that shows your level of agreement. Please put a “ V ” mark in the appropriate space to indicate your answer.

1. Strongly Disagree 2. Disagree. 3. Neutral 4. Agree 5. Strongly Agree

Leadership	1	2	3	4	5
The project managers are able to translate organization vision into a project vision.					
The project managers are able to keep project moving toward successful completion in face of aggressive schedules and discouraging developments.					
The project managers are able to recognize resistance and overcome it and to control project issues while avoiding power confrontations by thinking in opportunities instead of barriers.					

The project managers are able to identify key issues & problems and pick the best choice among alternatives and to make timely decisions and to take action reflective of business objectives					
The project managers are able to control processes and activities in a result-oriented manner					
Ability to work effectively to tight deadlines regardless of possible setbacks					
Self-Development					
The project managers are effectively manage personal time and work					
The project managers can Identifies own strengths and weaknesses and make the best of those strengths and seeking improvement on any weakness					
Personal Integrity					
The project manager increasing awareness, building skills, and modeling behaviors related to identifying potential ethical problems and conflicts of interest					
The project manager understands and follows the written and unwritten policies of the workplace in compliance with legal and established policies					
Leading Change					
The project manager act as a change agent, exercises good judgment by making sound and well-informed decisions					
The project manager perceives the impact and implications of decisions					
The project manager makes effective and timely decisions, even when data is limited or solutions produce unpleasant consequences					
The project manager Influences, motivates and helps others adapt to change					
Team Management					
Motivate and inspires the team					
Leads by example					

Builds relationships within and outside the team					
Influences, motivates and helps others adapt to change					
Delegates appropriately					
Demonstrates team organization and governance					
The project manager communicates with their teams frequently.					
Public Service Focus					
Delivers superior to the public, internal, or external recipients' including the assessment of customer needs, Providing assistance and satisfying expectations					
Creates and sustains an organizational culture which encourages others to provide the quality of service essential to high performance					
Shows a commitment to public service and influences others toward a spirit of service and meaningful contributions to mission accomplishment					
Systemic Integration					
Utilizes project management's best practices, fundamental principles, and standards, established by the Project Management Institute, to assist customers through the implementation of new processes					
Integrates theory with practical applied knowledge to devise and maintain a workable scheme to accomplish the objectives for which the project was undertaken					
Cost					
There were no major with - cost change requests during the project					
Project manager's experience helped to eliminate unnecessary resources.					
The project was finished on or under budget					
The Project decreased the cost of some activities with no effect on quality.					
Quality					

The Project was handed upon the company's overall standards.					
The project deliverables always fulfil the customer requirements					
The project meets its business objectives					
Setting alternative plans has reduced the unexpected risks possibility.					
Time					
The project met most of the scheduled milestones.					
The project was finished on time					
The Project boosts the employees' abilities by helping to save time.					
The critical tasks and delivery dates were not slipping.					
Skills Needed					
The project managers need new reporting systems (computerized)					
The Project managers needs good procurement management System					
The project managers needs better creativity and innovation skills					
The project managers needs better organizing and team working sprit					
The project managers needs to understand the project scope management					
The project managers needs to take a risk management in the projects					

Semi-Structured Interview

Introduction to the Respondent: (Project Manager)

This questionnaire is designed by a postgraduate student of Project Management to collect the required primary data to undertake a research project entitled

“Assessment of project management competency in the case of condominium housing project”. Your responses will be kept confidential and have a great deal of importance in increasing the accuracy and reliability of the study so as to draw policy recommendations which may be used as a supportive input for improving the housing program. Although your response is of the utmost importance to me, your participation in this survey is entirely voluntary.

- Please do not enter your name or contact details on the questionnaire. It remains anonymous. Information provided by you remains confidential and will be reported in summary format only.
- Should you have any doubt or comments regarding this survey, you are most welcome to contact me through my phone number at 0935352079.

Thank you very much for your time,

Ruth Yared

1. Competence involves technical, behavioral and contextual. Which competences can be Considered as most important for a project manager for project success and why?
2. What would the project manager have done to develop knowledge, skills and personalities? that may impact project success and why?
3. What would be the competence that you would wish to have or further develop, that would significantly improve your ability to manage projects with internal capability? Why?
4. What is the project management competence (core competencies) that if lacking could compromise project performance?
5. What are the sets of competencies used as criteria for recruiting someone to work on projects? What do you pay more attention to the hard or the soft competences?
6. What measure should be taken to fill the gap of project team based on an assessment of their competences in typical related to project management activities? Why?
7. What are other factors which contribute for project success /failure in the company?
8. Overall how you evaluate the company projects success level?