



ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
SCHOOL OF COMMERCE
DEPARTMENT OF PROJECT MANAGEMENT

**FACTORS AFFECTING PROJECT PLANNING IN THE CASE
OF EDU-POWER UNDERPRIVILEGED PROJECT**

By: Kaleab Mulu

June, 2017

Addis Ababa, Ethiopia



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By: Kaleab Mulu

Advisor: Wubishet Bekalu (PhD)

A RESEARCH PROJECT WORK SUBMITTED TO ADDIS ABABA
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KALEAB MULU

Approval Board Committee:

Advisor

Signature

Examiner

Signature

Examiner

Signature

DECLARATION

I, the undersigned, declare that this research project work entitled “*Factors Affecting Project Planning In The Case Of Edu-Power Underprivileged Project*”, is the results of my research and is my original work except for the literature which sources have clearly been stated and duly acknowledged. I have conducted the study independently with the guidance and comments of my research advisor. This study has not been presented for any degree in this university or any other..

Kaleab Mulu

Date

LETTER OF CERTIFICATION

This is to certify that Kaleab Mulu has carried out this research work on the topic entitled “*Factors Affecting Project Planning In The Case Of Edu-Power Underprivileged Project*” under my supervision. This work is original in nature and suitable for submission in partial fulfillment of the requirement for the award of Master of Arts Degree in Project Management and the student has my permission to present it for assessment.

Wubishet Bekalu (PhD)

Date

Table of Contents

ACKNOWLEDGEMENTS.....	vi
LIST OF FIGURES.....	vii
LIST OF TABLES.....	viii
ACRONYMS	ix
ABSTRACT.....	x
Chapter I.....	1
Introduction	1
1.1. Background of the Study.....	1
1.1.1. Background of the Organization	2
1.2. Statement of the Problem	5
1.3. Research Questions	6
1.4. Objectives of the Research	6
1.4.1. General Objective	6
1.4.2. Specific Objectives	6
1.5. Significance of the Study.....	6
1.6. Scope/Delimitation of the Research.....	6
1.7. Limitations.....	7
1.8. Organization of the Research.....	7
Chapter II.....	8
Review of Related Literature	8
2.1. Introduction	8
2.2. Project Planning	8
2.3. Importance of Planning.....	9
2.4. Assumptions and Constraints in Project Planning	10
2.5. Critical Factors affecting Project Planning	11
2.6. Role of Context and Process factors on Planning Process	13
2.7. Project Planning and Management In NGOs	14
2.8. Conceptual Framework.....	15
Figure 2. 1: Conceptual Framework.....	15
Chapter III.....	16
Research Design and Methodology	16

3.1. Introduction	16
3.2. Research Design	16
3.3. Target Population.....	17
3.4. Data type and Source.....	17
3.5. Data Collection Methods	17
3.6. Method of Data Analysis.....	17
3.7. Validity and Reliability.....	18
Chapter IV	19
Data Presentation, Analysis and Interpretation	19
4.1. Introduction	19
4.2. Respondents Profile	19
4.3. Characteristics of the Respondents	19
4.4. Context factors affecting Project Planning	20
4.5. Process factors affecting Project Planning.....	26
4.6. Discussion on Findings of Factors affecting Project Planning in Edu-Power Underprivileged	29
Chapter V	31
Summary of Major Findings, Conclusion and Recommendation.....	31
5.1. Summary of Major Findings.....	31
5.2. Conclusion.....	32
5.3. Recommendations	32
Reference	33
APPENDIX A: Questionnaire.....	xxxvi
APPENDIX B: - LIST OF INTERVIEW QUESTIONS.....	xxxix

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LIST OF FIGURES

Figure 1.1: AIESEC Network in Ethiopia.....	3
Figure 2.1: Conceptual Framework for the Research.....	15

LIST OF TABLES

Table 4.1: Characteristics of the respondents	20
Table 4.2: Context factors affecting project planning	21
Table 4.3: Process factors affecting project planning	27

ACRONYMS

AAU – Addis Ababa University

LCP - Local Committee President

NGO – Non-Governmental Organizations

NVP - National Vice President

PMBOK - Project Management Body of Knowledge

PMI - Project Management Institute

ABSTRACT

Among the many problems in projects, poor planning is one of the prominent problems which has been broadly published in different literature related to projects. In order to solve this problem one should identify the factors that cause affect project planning. Thus, this study is to identify the major factors for poor project planning in AIESEC with particular focus on Edu-Power Underprivileged Project. Based on a comprehensive literature review, 25 factors linked to project planning were acknowledged for analysis. The research used a mixed approach as both qualitative and quantitative data were collected and analyzed. Both primary and secondary source of data were used. Both close ended and open ended questions were included on the questionnaire while the interview was unstructured, these two were used as a primary source of data. For the purpose of gathering data the population size of 8 planning team members were selected to participate in survey questionnaires and interviews. The data obtained through questionnaire has been analyzed quantitatively using descriptive statistics namely frequency and percentages through SPSS version 20. In addition, the data obtained using interviews has been analyzed qualitatively. The data gathered were analyzed and brought to a discussion where major factors affecting the project planning were identified as lack of skills, lack of experience, lack of support from functional departments high rate of personnel turnover and absence of clients in planning stage. As a result, some recommendations have been delivered under this study on what actions should be taken to tackle the factors affecting the project planning.

Key words: *Project planning, Context factors, Process Factors*

Chapter I

Introduction

This chapter covers background of the study, background of the organization, problem statement, research questions, and objectives of the research, scope of the research, limitations of the research and organization of the research.

1.1. Background of the Study

Project management is the application of knowledge, skills, tools and techniques to project activities to achieve project requirements. Project management is accomplished through the application and integration of the project management processes of initiating, planning, executing, monitoring and controlling, and closing (PMBOK, 2004)

For every project that is that is being run, the most important step is to conduct a proper project plan. Experience shows that getting it right at the Planning stage is critical for project success and the sustainability of the project outcomes. Any ad-hoc planning may lead to the consequences of not meeting deadlines and thereby increasing cost, which in turn affects the quality of the project (F. Ofori, 2013). Planning should also involve all project stakeholders so as to guarantee that there will be understanding of scope and specifications of the project. Involving all the stakeholders will also allow the gathering of support for the project. One of the objectives of project planning is to completely define all work required (possibly through the development of a documented project plan) so that it will be readily identifiable to each project participant (Krezner, 2009).

Most organizations these days are project oriented and attribute their success to how well they conduct a project. To achieve this, there needs to be an excellent use of project management methodologies and especially an excellent use of Project planning practices. Although the development of a good project plan does not automatically guarantee project success, it is one step towards good project management.

In our country, there are a number of NGOs which are running projects to provide development in different areas. However, these organizations face different problems in the execution of projects that arise from the project plan. Therefore, the purpose of this research is to assess the project planning practices in such NGOs by considering a project being implemented by AIESEC.

1.1.1. Background of the Organization

AIESEC is a global youth-led organization striving to achieve peace and fulfillment of humankind's potential by activating leadership qualities in youth through learning from practical experiences in challenging environments. The organization facilitates a network of cross-cultural exchanges in the form of volunteering experiences and professional internships. Its network includes approximately 70,000 members in 127 countries and territories.

Although there are many organizations that have somewhat similar goals and operate by making use of volunteers, what makes AIESEC unique is their use of collaborative network, international environment, democracy, turnover, ethical leadership, dynamic spirit, youth-driven, experiential & practical learning and activating leadership through exchange.

AIESEC provides a platform for young people in different universities and colleges, by going on an international internship and/or by joining various local chapters. These young individuals can develop their leadership potential by working and leading international teams. Associate membership opportunities allow young people to work with various NGO partners of AIESEC, and represent their countries as a part of campus ambassador program.

Each member in AIESEC Is part of a team, the team formulates a plan with achievable goals based on the portfolio/department/project.

AIESEC in Ethiopia started up activities in the year 2008 thanks to the cooperation between AIESEC in Italy and KPMG Italy (The support of GiZ and various AIESEC Alumni from AIESEC International Network in Ethiopia). In the consequent years up to 2011, various recruiting and events have been run to promote AIESEC in Ethiopia.

By March 2011 AIESEC in Ethiopia was registered as an Ethiopian Society under the Ministry of Justice, Agency of charities and society. This legal standing did not last long as in August 9, 2012 AIESEC in Ethiopia changed its legal registration to an Ethiopian Resident Society but still under the Agency of Charities and Societies Supervision.

In the same year 2012, AIESEC in Ethiopia expanded from two universities, Unity University and Addis Ababa University to 4 Ethiopian Universities including Mekelle University and Haramaya University. In the year 2013 it expanded to Ethiopian Institute of Architecture, Building construction and City Development (EiABC), Hawassa University and Addis Ababa School of commerce.

Within the AAU, AIESEC has gathered many volunteer students and has started a number of projects one of which is the case study for this study. This project is called Edu-power underprivileged project

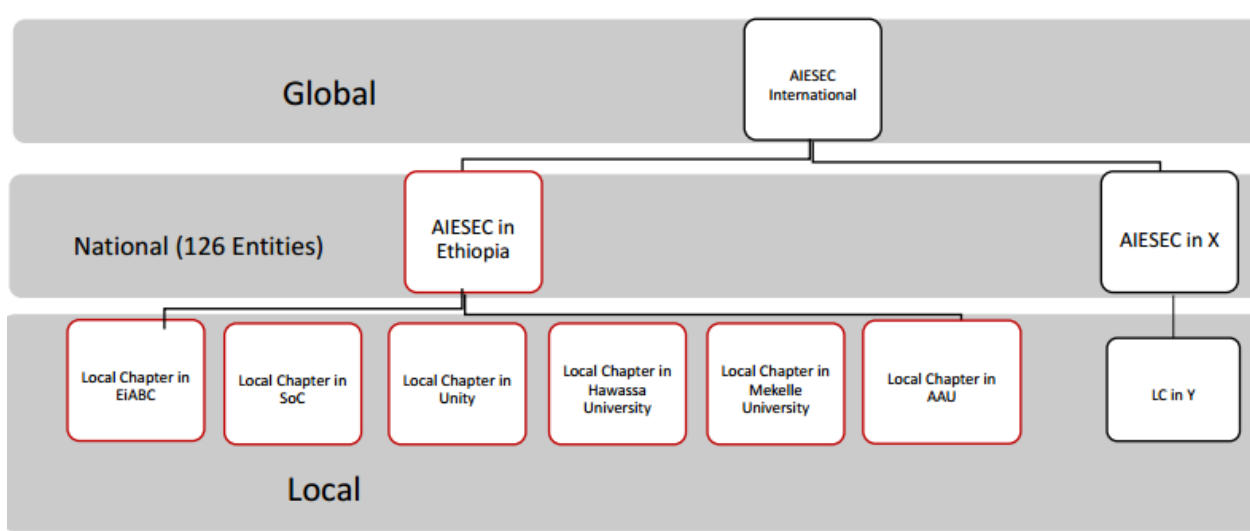


Figure 1.1: AIESEC Network in Ethiopia

Source: AIESEC in Ethiopia - 5 year past report

The Edu-Power project was designed to be the way in which AIESECers play their own role in making the millennium Development goals a reality.

In compliance with AIESEC's mission the Edu-Power Project aims at producing an indirect impact in society, offering young people the possibility to explore and develop their potential by providing them with the tools and Knowledge necessary to positively impact their communities.

The Edu-power project is targeted towards charity schools and NGOs working with children in Ethiopia. There were three organizations that were targeted in the Edu-power Underprivileged project; they were:

- I. EMPA
- II. Tesfa Birhan
- III. Kidanemeherte Orphanage

With this project, our volunteers taught English and other subjects based on the schedule they were assigned to in discussion with the director based on their interests.

1.2. Statement of the Problem

Project in nature is dynamic and require accurate planning effort for effective completion. However, many projects face serious problem on the implementation due to planning problem. In theory when projects are created, they are needed to be completed within a certain timeframe, budgeted cost and required quality. Sadly, this is not the case when it comes to practice as most project tend to require more time and demand additional costs to be completed. The inability to complete projects on schedule or to cost projections has sometimes led to total project abandonment. This is attributed to the fact that one of the main reasons of project failure is lack of effective planning processes.

Whenever any project is planned it is absolutely vital to have a project plan and although initially it will take a little time to create, a good project plan will ultimately save you a good deal of trouble later on. Most often than not, it is observed that individuals try to bring a project in to being without taking the proper time to develop a proper project plan.

The objective of AIESEC in Ethiopia is to provide sustainable growth to the country by trying to address the issues that are plaguing the country. It accomplishes this by creating opportunities for students in certain universities in Ethiopia to volunteer to plan and execute projects such as the case project for this research. This is done in the hopes of giving the volunteers experience and good leadership qualities.

Based on a preliminary interview conducted with a member of the project planning team, the researcher was able to identify that the project plan was conducted for 20 volunteer students to come from abroad to provide education to targeted institutions and the project cost and schedule were prepared for the 20 volunteers. However, only 7 volunteers actually came from abroad. Moreover, it is also found that from all of the targeted institutions that were planned to be included in the project, there was a 30% dropout from the project. In addition the project was not started as planned schedule. These issues indicate that during the project planning phase these was a lack of understanding about the different factors that affect the project plan. This study tries to identify factors that affect project planning in Edu-Power underprivileged project.

1.3. Research Questions

- 1) What factors are most negatively influential in the planning process?
- 2) How does the organization conduct Project Planning?
- 3) What should be the best planning practices in the organization?

1.4. Objectives of the Research

1.4.1. General Objective

The general objective of this research project is to assess the factors related to project planning: in case of AIESEC.

1.4.2. Specific Objectives

- To identify the factors that affect project planning
- To identify different stakeholders that involve in project planning
- To provide the best planning practices.

1.5. Significance of the Study

The findings of the study will help AIESEC in Ethiopia understand the shortcomings that are present in their development of a project plan which will enable the organization to check and evaluate its project planning methodologies. The other significance is that the research will help to relate the theoretical concepts related with project planning with the practical practices. The findings, conclusions and recommendations of the study will help AIESEC in Ethiopia to alleviate its shortcomings in Project Planning by addressing the problems that were seen.

1.6. Scope/Delimitation of the Research

Although the AIESEC covers multiple projects in Ethiopia, this research project will cover only the factors influencing project planning in Edu-Power Underprivileged project. It focuses on how the planning process was conducted in the project and it identifies which factors were responsible in the development of the project plan by uses of quantitative descriptive analysis.

1.7. Limitations

The limitations expected in this research include:

- Unwillingness of project planning team to give information in fear of giving a bad name to AIESEC
- Unavailability of .certain individuals since some have left the project and some are abroad.
- Unavailability of documents and data since most team members are volunteers.

1.8. Organization of the Research

This research has five chapters. The first chapter is an introductory chapter which consists of problem statements, objectives (General and Specific), scope and limitations of study, and significance of the study.

The second chapter is the literature review. Based on the reference gathered, this chapter will discuss about Project plan, Project planning processes, tools and techniques of planning processes and Project Management Plan.

The Third chapter is about the Research design and methodology. In this chapter, it discussed the methodologies that were used to gather the data required to support the development and analysis of the study.

The fourth chapter is the data presentation, analysis and Interpretation section of the research. It discusses the results of the survey questionnaire, interview and document review.

The last chapter presents the summary of the findings, conclusions drawn from the findings, and recommendations given by the researcher.

Chapter II

Review of Related Literature

2.1. Introduction

This chapter will briefly the theoretical and empirical literature review that are currently presented on other works regarding the subject of project planning. The specific areas to be covered are Project planning, Importance of project planning, assumptions & constraints that are present on project planning, empirical literature review on critical factors that affect the planning of a project and a conceptual framework of the factors to project planning.

2.2. Project Planning

Many authors and references have defined project planning in different ways emphasizing its different aspects.

Krezner (2009) defined planning in project environment as establishing a predetermined course of action within a forecasted environment.

Hore (1977) defines project planning as the systematic arrangement of project resources in the best way to achieve project objective.

Lewis (2007) defines planning by stating that planning is what we get when we answer questions such as what, how, who and when.

PMI (2008) has a similar definition for the planning. “The Planning Process consists of those processes performed to establish the total scope of the effort, define and refine the objectives, and develop the course of action required to attain those objectives.”

Dvir et al. (2003) states that at the project management level, project planning should be centered on analysing the activities and processes that are necessary to let the technical work of the project proceed effectively. Similarly, Hartman and Ashrafi (2003) insist that “good planning is foundation on which project success is built.” While this may be true the natural uniqueness of projects makes it nearly impossible to accurately see all activities required to complete a project during the planning phase.

As it is seen from the above literature, there are differing theories on project planning; however, it can be agreed upon that at least a minimum degree of planning is required, though it may not be sufficient to predict the success of the project (Dvir et al. 2003).

2.3. Importance of Planning

There are different causes for project failure or to fall short of realizing its full potential. This is the most common problem faced by many projects and is seen throughout different phases of the project. Different authors such as Metzger (1983) and Annie, I. Anton (2003) have identified a number of factors for failure of projects one of which is poor planning.

Planning is a good way to achieve a project's desired goal. Without planning, it is difficult to have a specific path to follow and any efforts made to conduct the project can lead us towards undesired objectives or results. Without having an adequate project plan, it will be difficult to understand what the requirements are for completing a project successfully. Planning is used to put the project back on track if it ever deviates from what it was envisioned. Also it is used to control a project by creating a baseline which will be used to see the project progress.

Dvir, D., Tazb, T., and Shenhare, A.J (2003) have shown the importance of project planning on projects and its influence on project success. The main findings from their research are that no effort should be spared in the initial stage of a project. This task cannot be achieved without the client or end-user involvement in the process. End user involvement should start at the first stage of the project and continue until its successful end.

Pinto and Prescott (1988) found that a schedule or plan had a correlation of 0.47 with project success, while detailed technical tasks had a correlation of 0.57 and mission definition a correlation of 0.70. Again while conducting their research again; they determined that planning factors dominate throughout the project lifecycle.

The study conducted by Hamilton and Gibson (1996) on 62 projects have shown the importance of project planning on projects and its influence on project success. From their findings they have documented that having a higher level of project planning effort the risks to projects are reduced while the cost performance and schedule performance of a project have shown an improvement by as much as 20% and 40% respectively. Planning allows the project

team to address different factors such as quality, cost, schedule, performance and supportability that determine project success or failure (Akinsola, 1997).

Therefore proper planning is a key project driver for success. The success of any organization's project implementation depends on thoughtful planning. Tomlinson (2001) states that without such planning, a project implementation can easily run over budget and still not provide any measurable benefits to the organization.

2.4. Assumptions and Constraints in Project Planning

All projects have assumptions and constraints. It is very necessary to understand these assumptions and constraints to complete your project successfully. As such, a project manager should always keep track of the project's assumptions and constraints as they can impact the project across a number of variables, including the project requirements and your resulting solution (Fahad Usmani, 2013). In the project plan, the assumptions and constraints provide the opportunity to identify limiting or restricting factors that may affect a project.

An assumption is a belief of what is assumed to be true in the future. Assumptions are made based on knowledge, experience or the information that is available at the moment. These are anticipated events or circumstances that are expected to happen during a project's life cycle. Assumptions are necessary because some degree of uncertainty is present in the planning stages of every project (Dinsmore, 1993). This uncertainty can be due to several factors such as insufficient planning, knowledge deficiency, or information that is incomplete, unclear, or unstable (Laufer, 1991).

Major assumptions are documented because they can have a significant impact on estimating and planning. The inclusion of assumptions in the project charter serves multiple purposes. First, agreement on the assumptions can be validated before a project plan is created (Lewis, 1995). Additionally, the creation of the list of assumptions facilitates further consideration of issues associated with project execution by the project team and provides evidence of the understanding of the assumptions involved in project planning to the project owner (Weiss & Wysocki, 1992). This documentation will also serve as an important reference for the project manager to use as a basis for plan revision when assumptions change (Dinsmore, 1993).

Assumptions are supposed to be true, but do not necessarily end up being true. Sometimes it may turn out to be false. This can affect the project significantly. They add risks to the project because they may or may not be true (Fahad Usmani, 2013) and planning for risk is a fundamental part of project and task management.

Assumptions are external factors that have the potential to determine the success of a project, but lie outside the direct control of project managers. Assumptions play an important role in developing the risk management plan. Therefore, a project manager must collect as many assumptions they can since it will assist in the development of an effective risk management plan. An assumption is a way of dealing with an uncertain future when there are a number of possible options. Simply put assumption is a decision to proceed on the basis that one option will turn out to be correct and the others will not happen. An assumption is anything taken for granted; it is a supposition or a presumption. It is important to document assumptions because a wrong assumption could very quickly turn into a risk.

Constraints are limitations imposed on the project, such as the limitation of cost, schedule, or resources, and you have to work within the boundaries restricted by these constraints. All projects have constraints, which are defined at the beginning of the project (Fahad Usmani, 2013). Constraints are outside of the project manager's control and are usually imposed upon by the client, organization, or by any government regulations.

All projects have constraints, and these need to be defined at the very beginning. If the project leader understands the limitations under which a project must be conducted, including the project environment or parameters (time limits, funding, project member skill levels, availability of resources, etc.), it is likely that they will be able to develop a sound and effective project plan.

2.5. Critical Factors affecting Project Planning

Reviewing previous studies on critical factors affecting project planning provides the theoretical foundation for this research. The summary of related studies is presented in this part. The critical factors will be broadly classified in to two as context factors and process factors. For this research context factors are those project characteristics external to the process of project planning and implementation and outcomes. From previous research and provided to

planners to identify a large set of context factors a total of 8 factors were identified by Bryson and Bromile (1993). These factors are as follows:

The first factor, which previous researches labelled as Involvement, reflected the relation of the project to the groups affected. This included their awareness of the project, how concerned they were about it, how much it conflicted with their values, and the priority they assigned to it, how well participants thought they understood the causation of the problem and how well they actually understood what caused the problem. The second factor which was labeled Planning Staff is associated strongly with the experience, skill, and adequacy of numbers of planning staff. The third factor which is labeled as Technology related the technical sophistication of the change (perceived and actual levels of sophistication of the technology needed to solve the problem, and how much the needed technology differed from current technology). The fourth factor labeled as Time Available the adequacy of staff time available, calendar time available and money available to address the problem. The fifth labeled as Impact was somewhat difficult to label. It associates positively with the potential impact on the organizational structures of affected groups whether the lead organization was required to undertake the project, and the level of conflict over values, and associating negatively with the stability of the political environment. The sixth factor labeled Stability reflected strongly economic and political environmental stability and somewhat past success of the organization in conducting similar projects. Factor seven which was labeled as Prior Coalitions reflected the existence and stability of coalitions among affected organizations prior to the change effort. Finally, factor eight is associated with the power of the lead organization, and the adequacy of the money available, and with the potential impact on resources.

From the same research conducted by Bryson and Bromile (1993), processes are defined as a set of generic activities occurring across an entire problem-solving sequence, and over which the lead organization has substantial control.. The first process factor which the research labeled as Communication associated strongly with internal and external communication, the extent of search for solutions, and the number of groups involved in searching for solutions. The second factor which is referred to as conflict resolution associates with strategies that the organization/project team employed to resolve conflicts that arose during

the planning phase. The third factor is associated to the personnel turnover that occurred in the project during the planning phase. The fourth factor is related to the extent of effort involved in identifying problems and solutions and fraction of affected groups involved in identifying problems and solutions.

2.6. Role of Context and Process factors on Planning Process

As mentioned previously, the context factors have 8 variables which include involvement, planning staff, technology use, time available, impact, stability, coalition and power. Each of these variables play an important role in the planning process of a project.

According to the finding of Verner et al. (1999) Over half of the unsuccessful projects encounter problems with the project manager, such as no experience, insufficient time spent on project planning and the lack of an integrated project plan. But in successful projects, the respondents did not often comment on the project manager. Nguyen M. (2003) also found the relationship between a capable project manager and potential project success.

Concerning the role of team members, Krishnan (1998) found that a project team with more capable staff exhibits a significantly lower number of errors in the planning processes. According to Chatzoglou and Macaulay (1996 – 1998), the project team members can affect the resource allocation for project. The project team members are assessed by their experience in planning processes. Barry et al. (2002) also considered project team skills as a variable that can influence the project planning effort measured by time units to complete the project requirements. The skills of the project team and the effort that the project team spends to complete project requirements could be considered as two different dimensions that influence project results.

Participation of the clients has been discussed in many previous studies. According to the study of Overmyer and McCain (1999) the problems with customers and users affected nearly 50% of the failed projects. One of these problems is the insufficient involvement of the user community in planning processes. According to Yeo (2002), the lack of user involvement and their inputs from the beginning are key factors related to project failure. The study of Dvir,

Raz and Shenhar (2003) also found that end-user representative's involvement is the most important factor in the planning.

According to Whittaker (1999) the lack of management involvement and support was a cause for project failures. Verner, Overmyer and McCain (1999) also indicated that almost all of the failed projects were affected by the lack of higher level of management support. Without the support from the organization, projects are bound to fail.

Clearly defining the project mission, goal and scope are very important to project success. This action should be undertaken at the very start of the planning process. Abdel-Hamid et al. (1999) found that different in project goals affects planning and resource allocation. This significantly influences project performance. The results of Yeo (2002) also indicated that a weak definition of requirements and project scope is one of the biggest failure factors in a project.

The availability of resources related to allocation in the project planning influences project results. Resources usually mean people, time and money. In research conducted by Chatzoglou & Macaulay (1997) found that spending less than 15% of the total time and 15% of total cost in the planning process was insufficient for the successful completion of the process. The availability of sufficient resources is a constraint for planning. Resources such as qualified personnel or infrastructure will be advantageous for planning.

2.7. Project Planning and Management In NGOs

Development activities in NGOs are most often realized through projects whose objectives may be to alleviate poverty, improve living standards, ensure human rights, protect the environment, assist victims of natural or man-made disasters, or to develop health and education infrastructures. These organizations are often required to improve performance with fewer resources (Evans, Hills & Orme, 2012). The organisations are required to be productive and efficient, and to respond to an ever-changing environment. For this reason, project management becomes an important function of NGOs.

De Beer (2013) explains that a ‘project’ in social welfare sectors such as in NGOs refers to “a temporary and one-time endeavour undertaken to create a unique outcome or service, which brings about beneficial change or added value”. The success of such projects is measured in terms of socioeconomic progress and the levels of desired outcomes that resulted from the project. In turn, this translates into effectiveness of the donor funds. Such results are not always tangible in nature and may not be straightforward to measure (Maja Ferle, 2012).

2.8. Conceptual Framework

Based on the literature analysis/reviews/, a conceptual framework for identifying factors that influence the project planning in Edu-power Underprivileged is constructed. The framework considers the relationships between the two categories of factors namely the context factors and process factors. These factors are developed based on the study of Bryson and Bromile (1993) which builds on the synthesis of previous studies on critical factors for project success.

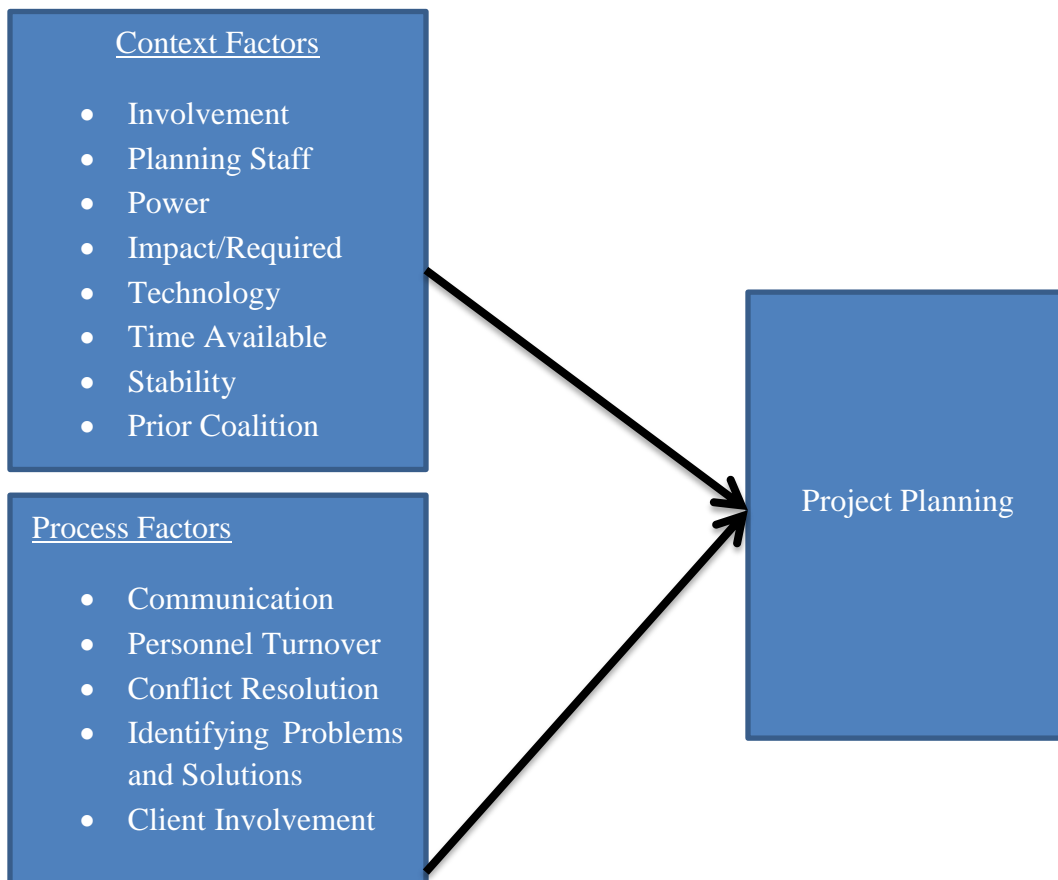


Figure 2. 1: Conceptual Framework

Chapter III

Research Design and Methodology

3.1. Introduction

This research has been based on the information compiled from the different bodies associated with the Planning of the Edu-power underprivileged project in AIESEC. The methods rely on documents and published material from the internet and key informants, while simultaneously conducted interviews and questionnaires from the data collection help fortify the findings in this research.

In developing a research, it is important to identify which method is best suited for gathering which type of data. This is done by first identifying the different methods of data collection and gathering and collection mechanisms. These mechanisms are selected based on the problem statement found within the research and the type of the research question needed answering. The researcher analyses each research question in detail and find the source for the data, where one proposes the best suitable data collection methodology by studying the different methodologies applied throughout the research.

The methodology selected should also correspond to the objectives of the study and the problem itself. For this research, the researcher practiced descriptive type of research by using some quantitative and majority of qualitative data and methods.

3.2. Research Design

The research objective is to identify the factors that affect project planning. To conduct this research the researcher used both quantitative and qualitative approach. Appropriate and efficient researches design to achieve the objective of this study; were used primary, secondary, and quantitative data were approached and collect for this descriptive research.

3.3. Target Population

The population of this study comprised of Edu-Power Underprivileged Project undertaken by AIESEC and 8 respondents involved in the planning of the project. This study employed census survey because the target population was manageable.

3.4. Data type and Source

Involves general information collection, including both first-hand and second-hand data, in order to identify major themes from the literature researchers or practitioners. At AIESEC the impressions of project managers and project team members on the subject including the factors of project planning.

3.5. Data Collection Methods

The research data was collected through the use of primary and secondary data collection instruments. Secondary data use in the study comprised of project schedules and proposal documents.

Primary data was collected through administration of questionnaires and unstructured interview to project managers and project team members that were involved in Project Planning phase. Project manager's questionnaire was captured project manager assessment of his/her planning effort. For the questionnaire, there will be an introduction letter explaining the purpose of the study and assuring the respondent about confidentiality of data will collect only for the purpose of this study.

The survey questions contain several questions requiring types of answers including;

- Open-ended questions
- Likert Scales

3.6. Method of Data Analysis

Since this study is descriptive type of research, the collected data was analyzed by using percentage of the respondents.

Data triangulation is also a technique that was used for data analysis in this research. This is a technique where the researcher uses data gathered from different sources (interviews, questionnaires and Document reviews) to validate the same finding.

As Greener (2008) stated that in most types of research studies, the process of data analysis involves the following three steps: first preparing the data for analysis, then analyzing the data and finally, interpreting the data. The analysis was based on the statement of the problem, research objective and research questions. This study was qualitative in nature; therefore the collected quantitative and qualitative data were coded, analyzed and interpreted. The data from these questions were coded and entered to SPSS version 20 so as to analyze and summarize the data. The open ended questions from both the interview and questionnaire were categorized by hand by the researcher in a generalizable format. Finally, all the data has been presented to the reader in the form of tables, frequencies and discussions. After which conclusion was made about the particular case and recommendation were delivered by the researcher.

3.7. Validity and Reliability

Reliability refers to the stability, consistency or dependability of an instrument. An instrument which is reliable measures accurately and reflects the true score of the attributes under investigation. Validity refers to the degree to which an instrument measures what it is supposed to measure, and therefore an unreliable instrument cannot be valid (Polit & Hungler, 1999).

The reliability of the Likert scale questionnaire items was checked by the Cronbach-Alpha test using SPSS software, which scored at 0.825. Thus, the score supports the presence of good internal consistency among the items and promise the reliability and acceptability of the study items. To ensure the validity, the researcher made use of different literature for both the questionnaire and the interview questions. In addition, the questionnaire was subjected to a pilot survey to ensure clarity of the survey instruments. Results of the expert evaluation and pilot survey were used to update the study instruments. A similar approach was used by other research such as Kibuchi (2012).

Chapter IV

Data Presentation, Analysis and Interpretation

4.1. Introduction

This chapter presents the result of the data obtained from the respondents using questionnaire and interview. To analyze the collected data SPSS Statistics version 20.00 was used.

4.2. Respondents Profile

The questionnaire was developed using Linkert scale; where 1 represents Strongly Disagree, 2 Disagree, 3 Neutral , 4 Agree and 5 Strongly Agree. Among the 8 (100%) questionnaires that were distributed to the project team members 8 (100%) questionnaires were filled and collected. Descriptive statistics was used to analyze the questionnaires that were collected. The collected questionnaires were inserted in to SPSS version 20.00 in order to make a descriptive analysis of the data, which enabled to present using frequency and percentage. For further understanding of the subject matter unstructured interview was conducted with past and present project members.

4.3. Characteristics of the Respondents

Respondent's characteristics include their educational level, overall work experience, and gender. The responses of the respondents and the implications are illustrated hereunder.

Table 4.1. Characteristics of the respondents (Source: Survey Results)

Items		Count	Column N %
Gender	Male	5	62.5%
	Female	3	37.5%
Level Of Education	First Degree	8	100.0%
	Second Degree	0	0.0%
	Masters	0	0.0%
	PhD	0	0.0%
	Other	0	0.0%
Relevant Work Experience	1	7	87.5%
	<1 Yrs	0	0.0%
	1-3 Yrs	0	0.0%
	3	1	12.5%
	3-5 Yrs	0	0.0%
	5-10	0	0.0%

Among the 8 respondents that are part of the project, 5(62.5%) were male and the rest 3 (37.5%) were female. When we look at their educational qualification, all of them have their first Degree.

When we look at their work experience, we can see that 7 (87.5%) of them have work experience less than one year while only 1 (12.5%) has relevant work experience of 3 to 5 years.

4.4. Context factors affecting Project Planning

This section of the analysis includes items that are included in the context factors that affect the planning phase of a project. As it has been indicated in the literature review, these factors are those project characteristics external to the process of project planning and implementation and outcomes.

Table 4.2. Context factors affecting project planning (Source: Survey Result)

Factors		Count	Column N %
Project manager was well experienced in planning processes	Strongly Disagree	1	12.5%
	Disagree	6	75.0%
	Neutral	1	12.5%
	Agree	0	0.0%
	Strongly Agree	0	0.0%
Team members were well experienced in planning process	Strongly Disagree	2	25.0%
	Disagree	6	75.0%
	Neutral	0	0.0%
	Agree	0	0.0%
	Strongly Agree	0	0.0%
Team members were well committed in planning stage	Strongly Disagree	0	0.0%
	Disagree	0	0.0%
	Neutral	1	12.5%
	Agree	3	37.5%
	Strongly Agree	4	50.0%
Team members were technically skilled	Strongly Disagree	2	25.0%
	Disagree	5	62.5%
	Neutral	1	12.5%
	Agree	0	0.0%
	Strongly Agree	0	0.0%
There were adequate number of people involved in the planning stage	Strongly Disagree	0	0.0%
	Disagree	0	0.0%
	Neutral	1	12.5%
	Agree	7	87.5%
	Strongly Agree	0	0.0%
Clients were involved in planning stage	Strongly Disagree	2	25.0%
	Disagree	1	50.0%
	Neutral	1	12.5%
	Agree	4	12.5%
	Strongly Agree	0	0.0%
Those involved in the project planning phase understood the purpose of the project	Strongly Disagree	0	0.0%
	Disagree	0	0.0%
	Neutral	0	0.0%
	Agree	6	75.0%
	Strongly Agree	2	25.0%
Functional departments of	Strongly Disagree	1	12.5%

the parent organization was involved in planning stage	Disagree	2	25.0%
	Neutral	1	12.5%
	Agree	4	50.0%
	Strongly Agree	0	0.0%
In the planning stage, delegates of the company functional Departments participated actively as project members	Strongly Disagree	2	25.0%
	Disagree	3	37.5%
	Neutral	1	12.5%
	Agree	2	25.0%
	Strongly Agree	0	0.0%
In the planning stage there were no conflicting objectives between the project team and the customer to describe the process of goal definition	Strongly Disagree	0	0.0%
	Disagree	1	12.5%
	Neutral	1	12.5%
	Agree	4	50.0%
	Strongly Agree	2	25.0%
The project scope was well defined in the planning phase	Strongly Disagree	0	0.0%
	Disagree	0	0.0%
	Neutral	0	0.0%
	Agree	5	62.5%
	Strongly Agree	3	37.5%
The organization has the required resources to undertake the project	Strongly Disagree	0	0.0%
	Disagree	0	0.0%
	Neutral	2	25.0%
	Agree	6	75.0%
	Strongly Agree	0	0.0%
The organization has conducted forecasting prior to the project planning	Strongly Disagree	0	0.0%
	Disagree	0	0.0%
	Neutral	6	75.0%
	Agree	2	25.0%
	Strongly Agree	0	0.0%
More effort was spent in planning stage compared to other stages	Strongly Disagree	0	0.0%
	Disagree	1	12.5%
	Neutral	4	50.0%
	Agree	2	25.0%
	Strongly Agree	1	12.5%
Technology use was adequate in the planning phase	Strongly Disagree	0	0.0%
	Disagree	2	25.0%
	Neutral	4	50.0%
	Agree	2	25.0%

	Strongly Agree	0	0.0%
Adequate time was given for planning the project	Strongly Disagree	0	0.0%
	Disagree	0	0.0%
	Neutral	0	0.0%
	Agree	6	75.0%
	Strongly Agree	2	25.0%
Clients had prior coalition with other NGOs	Strongly Disagree	0	0.0%
	Disagree	3	37.5%
	Neutral	3	37.5%
	Agree	2	25.0%
	Strongly Agree	0	0.0%
Economic environment was stable during project planning phase	Strongly Disagree	0	0.0%
	Disagree	0	0.0%
	Neutral	5	62.5%
	Agree	1	12.5%
	Strongly Agree	2	25.0%
Political environment was stable during project planning phase	Strongly Disagree	0	0.0%
	Disagree	0	0.0%
	Neutral	5	62.5%
	Agree	1	12.5%
	Strongly Agree	2	25.0%

The first question the respondents were asked was if the project manager was well experienced in project planning. From their response, 12.5% strongly disagree, 75% disagree and 12.5% were neutral about the issue. From interview, it was understood that the project manager as well as every project member were all volunteers with no prior experience in projects and project management. Therefore, it is not surprising that most of the respondents disagree with the issue.

Next, the team members were asked if the team members were experienced in project planning. Here, the responses were 25% strongly disagree and 75% Disagree. Again, these responses are in line with the responses which was gathered from the interviews which was that none of the members had any experience in projects and project management.

Third inquiry asked the respondents if the team members were well committed to the project during the planning phase. The responses were that 12.5% were neutral on the matter, 37.5% of them agreed and 50% of them strongly agreed. From interview and reviews of documents about

the project, it is understood that the project operates with the aid of volunteers meaning all the project members including the project members are volunteers. These volunteers are committed to the project.

The fourth question asked if the team members were technically skilled. The responses were 25% strongly disagree, 62.5% disagree and 12.5% neutral. Similarly as to the previous issues, the interview revealed that the team members were all volunteers and did not have any technical skills. Those skills were learned as the project progressed.

The fifth question asked if there were adequate number of people involved in the planning stage. The responses given were 12.5% neutral and 87.5% agree. The project was not a particularly large one and the number of planning team was adequate enough for the project. The problem was that these individuals were not experienced.

The sixth question asked if the clients were involved in the planning stage. Here the responses were 25% strongly disagree, 50% disagree, 12.5% neutral and 12.5% agree. From the interview, the results showed that the clients were in fact not invited to participate in the project planning phase. The first time the clients knew about the project was when the team members approached them with a proposal of the project after planning had already been completed.

The seventh question asked whether if those involved in the project planning phase understood the purpose of the project. The responses given to this inquiry was 75% agree while 25% of them strongly agreed. This is not surprising as from the interview conducted with some project members revealed that the planning team did indeed have a very clear understanding of what the project intends to do.

The next item which is if the functional departments of the organization were involved in the planning stage, 12.5% strongly disagreed, 25% disagreed and 50% agreed. The rest 12.5% were neutral about the issue. From interview conducted with the Local Committee President, it is revealed that the functional members were involved from the beginning of the project but only on the capacity of guidance to the other members. This caused problems for the project team as they were novices when it came to project planning.

Next issue was concerned with whether the delegates of the functional departments participated actively as project members. The responses given were 25% strongly disagreed, 37.5% disagreed and 25% of them agreed. The rest 12.5% were neutral. As mentioned in the previous issue, the functional managers of the organisation were not deeply involved in the project planning. The only thing they provided was general guidance to the project team.

Next, the respondents were asked if there were no conflicting objectives between the project team and the customer to describe the process of goal definition. In their responses, 12.5% of them disagreed, 12.5% were neutral, 50% agreed and the rest 25% strongly agreed with the issue. The interview with team members also provided the same result as it is revealed that there was no contact between the project team members and the customers during the planning stage and the clients took the project as it is when they were given the proposal to conduct the project in their institution.

The next issue was whether the project scope was well defined in the planning stage. The respondents answers were 62.5% agree and 37.5% strongly agreed. This is in line with the interview and document reviews of the project as both shown that the scope of the project was clearly defined. The problem here was that the scope definition was not completed before the planning started.

The next issue asked if the organization had the required resources to undertake the project. In the responses from the team members, it shows that 25% of them were neutral on the matter while 75% of them agreed with the issue. From the interview conducted with the Local committee respondent, it is revealed that the organization did in fact have the required resources the problem was in appropriately using these resources.

Next the respondents were asked whether the organization conducted forecasting prior to the project planning. Their responses show that 75% of them were neutral while the rest 25% agreed. The interviews reveal that there wasn't a substantial forecasting conducted prior to the project besides some assumptions. Even then, most of the assumptions were found to be incorrect.

In the next issue, the respondents were asked if more effort was spent in the planning stage. The responses were 12.5% disagree, 50% neutral, 25% agree and 12.5% strongly agreed. The

interviews reveal that the effort put in to the project planning was somewhat lacking as it did not take all the appropriate measures to ensure effective planning.

When asked if there was adequate technology use in the project planning, 50% of the respondents were neutral about the issue while 25% disagreed, and the rest 25% agreed. When conducting interviews, it is found that there was some technology use during the project planning as they did use certain softwares for the planning process. However, effective use of the technology was not adequate enough.

The next issue presented to the respondents was whether adequate time was given for planning the project. Their responses show that 75% of the respondents agreed with the issue while 25% of them strongly agreed with the issue. From the interview it is found that the planning team member was given enough time to conduct the project planning. That was because the organization believed that volunteer would need more time to familiarize themselves with the concept of projects.

Next, the respondents were asked if the clients had prior coalition with other NGOs. Their responses revealed that 37.5% of them disagreed, 37.5% of them were neutral about the issue and the rest 25% agreed. From the interview, it is also revealed that the client institutions did indeed have prior coalitions with other NGOs; however, it is unknown to the project team what kind of relationship they had or whether it was positive or negative.

The next two issues, which were economic environment stability and political environment stability had the same responses from the project team members where 62.5% were neutral to the issue, 12.5% were in agreement and 25% strongly agreed with the issue.

4.5. Process factors affecting Project Planning

This section of the analysis includes items that are included in the process factors that affect the planning phase of a project. As it has been indicated in the literature review, process are defined as a set of generic activities occurring across an entire problem-solving sequence, and over which the lead organization has substantial control.

Table 4.3. Process factors affecting project planning (Source: Survey Results)

Factors		Count	Column N %
Project managers and organizations were well communicated during planning phase	Strongly Disagree	0	0.0%
	Disagree	0	0.0%
	Neutral	0	0.0%
	Agree	6	75.0%
	Strongly Agree	2	25.0%
There was high frequency of communication among those involved in the planning phase	Strongly Disagree	0	0.0%
	Disagree	0	0.0%
	Neutral	0	0.0%
	Agree	7	87.5%
	Strongly Agree	1	12.5%
There was personnel turnover from the organization during the planning of the project	Strongly Disagree	0	0.0%
	Disagree	0	0.0%
	Neutral	1	12.5%
	Agree	5	62.5%
	Strongly Agree	2	25.0%
Great effort was involved in identifying problems and solutions in planning stage	Strongly Disagree	0	0.0%
	Disagree	0	0.0%
	Neutral	2	25.0%
	Agree	5	62.5%
	Strongly Agree	1	12.5%
There was conflict resolution strategy that was put in place in case disagreements arose among planning team members.	Strongly Disagree	0	0.0%
	Disagree	1	12.5%
	Neutral	3	37.5%
	Agree	4	50.0%
	Strongly Agree	0	0.0%
Clients were involved in solution identification effort	Strongly Disagree	3	37.5%
	Disagree	5	62.5%
	Neutral	0	0.0%
	Agree	0	0.0%
	Strongly Agree	0	0.0%

The first issue raised there is whether project managers and the organization (AIESEC) were well communicated during the planning phase. The responses to this issue were highly positive as 75% of them were in agreement and the rest 25% strongly agreed on the issue. Although the result of the questionnaire on this issue was positive, there was still a problem on the mode of

communication which, according to interviews, was the use of email and social media apps such as viber. This is an issue as matters communicated through these media cannot be properly archived and are in danger of being lost.

The second issue at hand was the whether there is high frequency of communication among those involved in the planning phase. The responses given were very optimistic as 87.5% of the respondents agreed that there was high frequency of communication while the remaining 12.5% strongly agreed with issue. The questionnaire results are again supported by the interview results as the interviewee revealed that all members were actively communicating with each other and group meetings were held almost every week. The communication was very frequent due to the use of social media and email.

Next, the respondents were asked if there was personal turnover from the organization during the planning phase. For this issue 12.5% of the respondents remained neutral, 62.5% were agreement with the issue while the remaining 25% strongly agreed with the issue. Information gathered from interview also shows the same result. Team members that were involved were often witnessed leaving the project during different phases of the project because of personal issues and difficulty of balancing volunteering for AIESEC and their other duties. This has caused a delay in the project planning.

The next issue concerns with the effort involved in identifying problem and solution in planning phase. In this issue, 25% of the respondents decided to remain neutral while 62.5% agreed with the issue and 12.5% strongly agreed with the issue. From the interview conducted with the Local committee president, the planning team did an acceptable job of identifying problems that would cause problems in the planning stage, mainly those problems that arose from false assumptions before the planning. The team also managed to provide solutions to the problems fast and efficiently. However, some identified problems such as personal turnover were problematic.

Next, the respondents were asked if a conflict resolution strategy was put in place in case disagreement arose among the planning team. 37.5% of the respondents were neutral to the issue while 12.5% disagreed. The remaining 50% were in agreement that there was indeed a conflict resolution strategy in place. However, the interviews revealed that although the conflict resolution strategy existed at the organization level, those in the project level were not

sufficiently aware of the strategy. This was due to that the team members provided solutions to their own conflicts.

The last issue was on whether clients were involved in the solution identification effort. The responses were clear in that the 37.5% of the respondents strongly disagreed with the issue and the rest 62.5% responded with disagree. This is in line with previous mention issues and interview results with project team members which have revealed that the clients involvement in the planning stage of the project was non-existent.

4.6. Discussion on Findings of Factors affecting Project Planning in Edu-Power Underprivileged

Project Planning, as it has been mentioned in the literature, is one of the most important factors that affect the success of a project. How well a plan is made for a project will determine how smoothly the project will be implemented as well as how effective the final product of the project will be. Consequently, any project planning also has a number of factors that affect it. How these factors vary will reflect on how well the project plan is developed.

Within the case of Edu-Power underprivileged project conducted by AIESEC, there have been problems in the project planning phase that affected the implementation. These problems are related to the factors affecting the project planning. From the questionnaire survey, interview and document reviews it was found that the project planning phase had issues concerning the factors.

The first thing to be noticed is that there is a serious lack of experience and knowledge about project planning and project management in general. From the interview it was gathered that none of the members of the project including the project manager had any experience in project. What's more, even though this issue is clearly identified by the top management of the organization, little was done to remedy it. As it has been mentioned in the literature review of the paper, previous researches have shown that those involved in the project, meaning the project manager, team members, functional managers and clients need to have the skills and knowledge to plan an effective project plan. This lack on the part of the project team has caused lags in the planning as well as created confusion among the team members.

Top management from the organization should give support to the project team during planning phase. This much has already been established from previous researches as mentioned in the

literature review. As per the surveys and interviews, it is found that top management support and involvement in the project was very low. This was done with the intention of giving the team members experience in running projects by themselves. However, this free reign had its drawbacks as the team members were often faced with challenges they were not equipped to handle.

Chapter V

Summary of Major Findings, Conclusion and Recommendation

This final chapter highlights the summary of finding, conclusion drawn and recommendation have been provided as per the findings of the study to improve the project planning process in future development project conducted by AIESEC.

5.1. Summary of Major Findings

The major purpose of the study was to identify which factors affecting project planning were responsible for causing problems in the project planning of Edu-Power Underprivileged project conducted by AIESEC. With this major objective in mind, the research made recommendations on areas that need improvement and correction.

In this study the analysis was done on factors affecting project planning revealed that majority of the respondents are in agreement with that the proper planning was not done. One factor for this was that the targeted institutions (Clients) were also not involved in the project planning phase. This also holds true to the functional managers who had minimum involvement in the project planning phase.

The project manager and the project team members were not experienced in project planning and project management in general and also lacked the technical skills required. Throughout the planning phase of the project very little was actually done to remedy this. However, it was discovered that the team members were actually very committed to the project but were still forced to leave the project due to personal reasons. Also, the number of team members assigned to the planning team was adequate considering the scope of the project. As a result of this, the time that was given for the project planning was adequate.

5.2. Conclusion

Based on the findings and data analysis of the research, the following conclusions were drawn on factors that caused problems in project planning in Edu-Power Underprivileged project.

The main findings of this study was that lacks many of the context factors that were not fulfilled for project planning. As indicated in the previous section, many of the factors which have been identified as important to project planning by previously conducted researches have shown to be lacking in this particular project. Moreover, it is seen that corrective actions to remedy the issues identified were lacking.

Of all the identified factors affecting project planning, lack of experience in projects from all team members including project manager, lack in technical skills in project team members, lack of support from the functional departments, absence of the targeted institutions (Clients) in the project planning phase and the high rate of personnel turnover from the project were identified as factors that negatively affected the project planning phase.

5.3. Recommendations

Based on the findings of this study, AIESC better involve different stakeholders in the project planning phase which include the project team members, the end users, top management and anyone who affects or who is affected by the project should be involved.

Functional department should involve in planning phase and support project managers and project team members. AIESC should involve experienced members while making project plan and plan incentive mechanism for project members.

The organization should provide specialized trainings on project planning to the project manager and its members that are planning the project.

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APPENDIX A: Questionnaire

ADDIS ABABA UNIVERSITY

College Of Business and Economics School of Commerce

MA in Project Management

Questionnaire for Research Thesis

TITLE OF THE THESIS “Factors affecting project planning in the case of Edu Power underprivileged project”

Dear Participants;

I would like to extend my deep appreciation to your organization and the staff for the willingness and cooperation in undertaking this valuable research. I ask for your kind cooperation in answering the questions as truthfully as possible and your response will be highly confidential.

Yours Sincerely

Thank you for your assistance

By: Kaleab Mulu

Mobile: - 0913598383

E-mail:- kaleabmulu@yahoo.com

Section A: General Organization Information

1. Name of organization you're part of _____

2. Gender

Male Female

3. Level of education

1st degree Masters others please specify _____

2nd degree PhD

4. Job title _____

5. Relevant working experience (Years):

<1 Yrs 3-5 Yrs

1-3 Yrs 5-10Yrs

Section B: Please answer the following question. For each of the questions, please tick[x] in the provided space the most suitable answer using the given scale as SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree and SD = Strongly Disagree Please also answer all the questions to enhance the objectivity of the research.

No	Description of Context factors that affect Project Planning	SD	D	N	A	SA
1	Project manager was well experienced in planning processes					
2	Team members were well experienced in planning process					
3	Team members were well committed in planning stage					
4	Team members were technically skilled					
5	There were adequate number of people involved in the planning stage					
6	Clients were involved in planning stage					
7	Those involved in the project planning phase understood the purpose of the project					
8	Functional departments of the parent organization was involved in planning stage					
9	In the planning stage, delegates of the company functional Departments participated actively as project members					
10	In the planning stage there were no conflicting objectives between the project team and the customer to describe the process of goal definition					
11	The project scope was well defined in the planning phase					

12	The organization has the required resources to undertake the project					
13	The organization has conducted forecasting prior to the project planning					
14	More effort was spent in planning stage compared to other stages					
15	Technology use was adequate in the planning phase					
16	Adequate time was given for planning the project					
17	Clients had prior coalition with other NGOs					
18	Economic environment was stable during project planning phase					
19	Political environment was stable during project planning phase					

No	Description of Process Factors that affect Project Planning	SD	D	N	A	SA
1	Project managers and organizations were well communicated during planning phase					
2	There was high frequency of communication among those involved in the planning phase					
3	There was personnel turnover from the organization during the planning of the project					
4	Great effort was involved in identifying problems and solutions in planning stage					
5	There was conflict resolution strategy that was put in place in case disagreements arose among planning team members.					
6	Clients were involved in solution identification effort					

Any other factors that may have contributed to the Project Planning Process please specify

Any comments regarding the project plan in general

APPENDIX B: - LIST OF INTERVIEW QUESTIONS

1. What is your name, position and role in the project?
2. Who were involved in the Project Planning?
3. What were the roles of the actors in the planning process?
4. How the planning was conducted?
5. Please describe in detail how the planning processes were conducted.
6. What were the deliverables of the Plan?
7. Was there a Project Management Plan document at the ends of the planning phase?
8. Was the PMP distributed among all stakeholders?
9. Was there drawback from the PMP Document not being distributed?
10. What were the contents of the PMP?
11. Were there any changes or modifications in actors and/or processes during the planning phase? If so, what were the changes and modifications? And What's the reason for the changes in actors/processes?
12. How was the project problem first identified?
13. What were the assumptions made before the project planning process?
14. Were any of the assumptions made incorrect?
15. How were adjustments made for the incorrect assumptions?.
16. How were the target institutions selected?