



**ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
SCHOOL OF COMMERCE**

**THE EFFECT OF MANAGERIAL COMPETENCIES ON
ORGANIZATIONAL EFFECTIVENESS: THE CASE OF ADDIS
ABABA HOUSING DEVELOPMENT PROJECT OFFICE**

By Biniyam Kebede Eshetu

*A Thesis Submitted to Addis Ababa University School of Commerce in Partial Fulfillment of
the Requirements for the Award of a Master's Degree in Human Resource Management*

Advisor: Mr. Bentie Workie

Addis Ababa, Ethiopia

September, 2018

**ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
SCHOOL OF COMMERCE**

**THE EFFECT OF MANAGERIAL COMPETENCIES ON
ORGANIZATIONAL EFFECTIVENESS: THE CASE OF ADDIS
ABABA HOUSING DEVELOPMENT PROJECT OFFICE**

APPROVALS

Approved by Board of Examiners

<u>Mr. Bentie Workie</u>	_____	_____
Advisor	Signature	Date
<u>Dr. Worku Mekonnen</u>	_____	_____
Internal Examiner	Signature	Date
<u>Dr. Workneh Tessema</u>	_____	_____
External Examiner	Signature	Date

DECLARATION

I, Biniyam Kebede, the undersigned, declare that this thesis with the research topic entitled The Effect of Managerial Competencies on Organizational Effectiveness: The Case of Addis Ababa Housing Development Project Office is my original works that done under the guidance of my advisor Mr. Bentie Workie. It has not been submitted either in part or in full for any other universities for the purpose of earning any award of degree or diploma. All sources of materials used in the thesis have been duly acknowledged.

Name: Biniyam Kebede Signature: _____ Date: _____

LETTER OF CERTIFICATION

This is to certify that Biniyam Kebede has worked this research study on the topic entitled “The Effect of Managerial Competencies on Organizational Effectiveness: The Case of Addis Ababa Housing Development Project Office” under my supervision. This work is original and qualifies for submission for the partial fulfillment for the award of Degree of Masters of Art in Human Resource Management.

Mr. Bentie Workie (Advisor)

Signature _____

Date _____

ACKNOWLEDGEMENT

First and foremost, I would like to express special thank and sincere gratitude to my advisor, Mr. Bentie Workie, for his indispensable guidance and helpful comments.

I would like to extend my sincere thanks to Addis Ababa Housing Development Project Office Planning Officers for their kind supports throughout the process of questionnaire distribution and gathering.

My sincere thanks also go to the respondent participants who gave me their time to fill the questionnaire and to answer the interview questions.

My special thanks go to my beloved family: my husband – Sara Abera and my little daughter – Eleni Biniyam for their tremendous encouragement, understanding, and continuous love during my journey in achieving this master's degree.

LIST OF ABBREVIATIONS AND ACRONYMS

AAAOSSPO:	Addis Ababa Administration Organizational Structure Study Project Office
AAHDPO:	Addis Ababa Housing Development Project Office
GTP:	Growth and Transformation Plan
IHDP:	Integrated Housing Development Program
PMI:	Project Management Institute
SPSS:	Statistical Package for Social Science
UN-HABITAT:	United Nations Agency for Human Settlement and Sustainable Urban Development
VIF:	Variance Inflation Factor

TABLE OF CONTENTS

<u>Content</u>	<u>Page No</u>
APPROVALS	i
DECLARATION	ii
LETTER OF CERTIFICATION	iii
ACKNOWLEDGEMENT.....	iv
LIST OF ABBREVIATIONS AND ACRONYMS	v
LIST OF FIGURE, CHART AND GRAPH	ix
ABSTRACT	xi
CHAPTER ONE.....	12
1. INTRODUCTION.....	12
1.1 Background of the Study.....	12
1.2 Statement of the Problem.....	14
1.3 Research Question	17
1.4 Research Objectives.....	17
1.4.1 General Objective.....	17
1.4.2 Specific Objectives.....	17
1.5 Significance of the Study	18
1.6 Scope of the Study	18
1.7 Limitation of the Study	18
1.8 Definition of Terms	19
1.9 Organization of the Study	20
CHAPTER TWO	21
2. REVIEW OF RELATED LITERATURE.....	21
2.1 The Concept of Competency.....	21
2.2 Theories of Competency	22
2.3 Components and Classifications of Competency	23
2.4 Models of Competencies.....	25
2.5 Managerial Competencies.....	27
2.6 Project Management	29
2.7 The Project Managers and Their Competencies.....	29

2.7.1 The Project Managers.....	29
2.7.2 The Project Managers’ Competencies.....	31
2.7.3 The Project Manager’s Core Competencies	32
2.7.4 The Project Manager’s Roles.....	32
2.8 Projects Success Factors	33
2.9 Organizational Effectiveness.....	34
2.10 Conceptual Frame Work and Hypothesis Development.....	35
CHAPTER THREE.....	38
3. RESEARCH METHODOLOGY	38
3.1 Description of the Study Area	38
3.2 Research Approach.....	38
3.3 Research Design	38
3.3.1 Target Population	39
3.3.2 Sample Frame	39
3.3.3 Sampling Unit	39
3.3.4 Unit of Analysis	39
3.3.5 Sample Size Determination	39
3.3.6 Sampling Technique.....	40
3.4 Data Sources and Types	41
3.5 Data Collection Procedures.....	41
3.6 Data Collection Instruments.....	42
3.7 Data Analysis	42
3.8 Validity and Reliability	43
3.8.1 Validity	43
3.8.2 Reliability	43
3.9 Ethical Consideration.....	44
CHAPTER FOUR.....	45
4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION	45
4.1 Response Rate	45
4.2 Profile of respondents	45
4.2.1 Respondents’ Gender.....	45

4.2.2 Respondents' Age	45
4.2.3 Education Level of the Respondents	46
4.2.4 Experience of Respondents in the Project Office	47
4.2.5 Position of Respondents in the Project Office	47
4.3 Data Analysis & Interpretations	48
4.3.1 Descriptive Analysis of Study Variables.....	49
4.3.1.1 Descriptive Statistics of Professional Competencies	49
4.3.1.2 Descriptive Statistics of Social Competency	55
4.3.1.3 Descriptive Statistics of Personal Competency.....	57
4.3.1.4 Descriptive Statistics of Project Effectiveness.....	60
4.3.2 The Mean Value Analysis of Managerial Competencies	62
4.3.2.1 The Mean Value of Responses on the Competencies of Managers	63
4.3.2.2 The Mean Value of Responses on the Project Effectiveness.....	64
4.4 Test of Assumptions	65
4.4.1 Correlation Analysis.....	65
4.4.2 Regression Analysis	68
4.4.2.1 Regression analysis of Managers Competencies on project Effectiveness	68
4.4.2.2 Multicollinearity Test	69
4.4.3 Hypothesis Testing Results.....	70
CHAPTER FIVE	71
5. SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION	71
5.1 Summary of Major Findings	71
5.2 Conclusion.....	72
5.3 Recommendations.....	74
REFERENCES	76
APPENDICES	83
Appendix -1.....	83
Appendix -2.....	84
Appendix -3.....	85

LIST OF TABLES

<u>Content</u>	<u>Page No</u>
Table 1: Sample Frame	39
Table 2: List of Sample Size.....	41
Table 3: Reliability Statistics.....	43
Table 4: Education Level of the Respondents	46
Table 5: Respondents Work Experience	47
Table 6: Position of Respondents in the Project Office	47
Table 7: Descriptive Statistics of Professional Competencies (Items 1-3)	49
Table 8: Descriptive Statistics of Professional Competencies (Items 4-6)	50
Table 9: Descriptive Statistics of Professional Competencies (Items 7-9)	52
Table 10: Descriptive Statistics of Professional Competencies (Items 10-11)	53
Table 11: Descriptive Statistics of Social Competency (Item 1-3)	55
Table 12: Descriptive Statistics of Social Competency (Item 4-5)	56
Table 13: Descriptive Statistics of Personal Competency (Item 1-3).....	57
Table 14: Descriptive Statistics of Personal Competency (Item 4-5).....	58
Table 15: Descriptive Statistics of Project Effectiveness.....	60
Table 16: Project Managerial Competency Items.....	62
Table 17: The Mean Value of Responses on the Competencies of Managers	63
Table 18: Project effectiveness Assessment Items	64
Table 19: The Mean Value of Responses on the Project Effectiveness.....	64
Table 20: Pair Wise Correlation between Professional Competencies, Social Competencies, Personal Competencies and Organizational Effectiveness	66
Table 21: Results of Regression Analysis of Managers Competencies on Project Effectiveness.....	68
Table 22: Multicollinearity Test Result	69
Table 23: Hypothesis Testing Results.....	70

LIST OF FIGURE, CHART AND GRAPH

Figure 1: Conceptual framework	26
Chart 1: Gender of Respondents	34
Graph 1: Age of Respondents.....	35

ABSTRACT

Managerial competencies are the driving force behind the success of any project. The main objective of this research was to examine the effect of managerial competencies on housing project effectiveness in Addis Ababa Housing Development Project Office. The study adopted quantitative and qualitative methods with the help of primary and secondary data. Primary data was collected using self-administered questionnaires on 82 respondents and key informant interviews. Secondary data was collected through reviewing of documents. Analysis of the quantitative data was made using SPSS version 23. In this study, stratified random sampling techniques were used in order to achieve the desired representation from the various subgroups in the population. To draw inferences about the population from sample data and to arrive at reliable findings the researcher used both descriptive and inferential research design. To accomplish the objective some hypothesis and research questions were set. In this research descriptive data analysis, correlation analysis and multicollinearity test were used. The study found that there was a significant relationship between managerial competencies and project effectiveness. The findings identified that the Addis Ababa Housing Development Project has encountered problems with regards time of accomplishing, cost and constructing quality of houses. The results showed that professional, social and personal competencies of managers were the major determinant factors for the housing project success at the Addis Ababa Housing Development Project Office. In order to increase the effectiveness of the project the study suggested that the current project managers' appointment practice should be improved by employing competent managers based on their educational qualification and work experience instead of political commitment alone.

Key words: competency, project manager, managerial competencies, project effectiveness, housing project

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

A project is a unique, lasting for a short time enterprise, involving research or design that is carefully planned to achieve defined objectives, outputs, outcomes or benefits and it is usually considered to be a success if it achieves the objectives according to their acceptance criteria, within an agreed timescale and budget (Bangor University, 2017). The project management, on the other hand, focuses on planning, organizing, directing, and controlling of company resources for a relatively short-term objective that has been established to complete specific goals and objectives. Furthermore, project management utilizes the systems approach to management by having functional personnel assigned to a specific project (Abbaszadeh, Eyni & Rabiei, 2012).

The effectiveness of project management can be described in terms of different aspects such as: the characteristic of an effective project manager, organizational structure, technical competency, and leadership ability; however, it mainly refers to the success of projects (Barmayehvar, 2013). Related to this, the project manager is responsible for coordinating and integrating activities such as integrating the activities necessary to develop a project plan; integrating the activities necessary to execute the plan; integrating the activities necessary to make changes to the plan. These integrative responsibilities are those the project manager must convert the inputs into outputs of products, services, and ultimately profits. In order to do this, the project manager needs managerial competencies like strong communicative and interpersonal skills, must become familiar with the operations of each line organization, and must have knowledge of the technology being used (Abbaszadeh, Eyni & Rabiei, 2012).

Managerial competencies refer to knowledge, abilities, skills and behaviors required for effective job performance in managerial occupations. In addition to executing each function effectively, each level of manager should demonstrate managerial skills with regard to performing job-related tasks and responsibilities because management skills developed order and consistency through management functions (Bateman & Snell, 2002 cited in Velu & Manxhari, 2017).

The Addis Ababa Housing Development Project Office (AAHDPO) is a grand government owned and financed condominium housing construction project. The project was launched in 2004 (1996 in the Ethiopian calendar) by the city administration of Addis Ababa. The project office has been established to improve the living standard of low and middle income residents through the provision of decent and affordable houses and creation of employment opportunities. Based on the Addis Ababa City Government Housing Development Project Office Establishment Proclamation No. 15/2004 article 6 the duties & responsibilities of the Project Office are to engage in the construction of standardized houses in the urban and expansion area, using cost saving technologies to alleviate the scarcity of houses and strengthen the construction industry; to enhance the capacity of micro and small scale enterprises by making them participant in the development of project and to propose the necessary design for the construction of houses in conformity with the city plan (Tsedale, 2008).

The AAHDPO had initially planned to construct 40,000 housing units annually (IHDP, 2007). However, according to the 2016/17 project office annual report, from its starting time to date, the project office has built and transferred only 182,388 multi-storied housing units for households of the city for the last 14 years. Currently, 94,114 condominium housing units are under constructing. In 2012 more than 860,000 of Addis Ababa's dwellers have registered in the 10/90 and 20/80 housing schemes of the project office (Addis Ababa Housing Administration Agency, 2016). Even if the project office is mandated to reduce slum areas in the city, many of the condominium housing units have been constructed in the expansion areas of the city (UN-HABITAT, 2011).

According to the Addis Ababa Administration Organizational Structure Study Project Office (AAAOSSPO, 2017), the project office is working its massive housing constructions in a situations of many weaknesses and gaps. Some of the main weaknesses and gaps of the project office are summarized as follows:

- High competency problems in all level of managerial staffs in order to lead and implement tasks properly;
- Wide ethical problems observed in the managerial staffs and other officers;
- Absence of accountabilities in the case of unethical and illegal practices;

- Rule and regulation gaps that lead the managerial and officer staffs to involve in unethical practices;
- Problem of organizational structure that hinder the achievement of the office objectives properly;
- Lack of sufficient financial and material provisions in order to do based on the schedule and the need of the office plan (AAAOSSPO, 2017).

The success of any project including the AAHDPO is determined by many factors, among these, the project manager's competency is one of the most important factors. In addition, the success of the project can be also measured mainly through delivery of quality condominium houses for the low and middle income groups of the city. This can be achieved through designing of well formulated plans and schedules; allocation of sufficient finance and materials and recruitment and retention of committed and competent officers and managers. Therefore, the researcher initiated to study the effect of managerial competencies on project effectiveness in the context of accepted practices and theoretical principles.

1.2 Statement of the Problem

In light of huge need for housing and the inability of the market situation to provide affordable housing to the majority of the urban population, the Ethiopian government launched an Integrated Housing Development Program (IHDP) mainly targeted lower and middle income urban households as of 2004 (MWUD, 2008). Based on this program, the Addis Ababa City Administration is attempting to tackle housing and related problems by its massive integrated housing development program through the AAHDPO. The major objective of the project office is to access condominium housing for the low and middle income groups of the city. Additionally, it aims to replace slums and deteriorated public rental houses; to reduce urban unemployment and poverty; and to enhance and build the capacity of the domestic construction industry. According to the 2018 unpublished document of the project office, about 182,388 new housing units have been transferred to the beneficiaries in between 2005 and 2016 and 94,114 housing units have been under constructed (AAHDPO, 2018). The office was also planned to build 250,000 housing units in the second Growth and Transformation Plan (GTP) years i.e.

from 2015/16-2019/20. However, in the years of GTP 2, the number of houses constructed has been less than 100,000.

In order to achieve its objectives, the AAHDPO has recruited different individuals in different job positions at the head office and at the branch offices. However, the recruitment situation of the project managers both at the head office and at the branch offices level was mainly based on their political commitment and being membership of the governing party instead of their experience and educational background (AAAOSSPO, 2017). For instance, among 18 branch project managers 16 of them graduated in non-engineering or non-construction fields. Similarly, among the 1 head manager and the 3 vice managers of the head office, 3 of them graduated in non-engineering or non-construction fields. In addition, all the 18 vice branch managers graduated in non-engineering or non-construction fields.

In organizations, the most important principle for reaching effective purposes is management. If efficient, competent, skilled, experienced and completely aware managers existed in organizations, the success of organizations will be guaranteed in reaching their objectives (Abbaszadeh, Eyni & Rabiei, 2012). Literatures indicated that the right person at the right job is the key factor for success of any organization. The right person indicates an individual with right combination of knowledge, skills and attitude i.e. competency (Nair, 2017). It is declared that one shouldn't accept the managers without having competencies and necessary competencies performing extraordinary works and creativity (Abbaszadeh, Eyni & Rabiei, 2012).

A number of studies have been conducted about managerial competencies and organizational effectiveness like Choosing Appropriate Project Managers (Turner & Müller 2006), Being an Effective Project Manager (Barmayehvar, 2013), Competencies of an Effective Project Manager (Ballesteros & Chavarria, 2015), Managerial Competencies and Organizations Performance (Hawi, Alkhodary & Hashem, 2015) and The Impact of Managerial Competencies on Business Performance (Veliu, 2017). However there were no studies conducted on politically assigned housing project managers' with non-engineering or non-construction fields. Additionally, the function of housing project managers and their competencies were not clearly recognized in the AAHDPO.

As the studies indicated that the quality, the cost and time of accomplishment of the condominium housing was not based on the pre stated standards and time schedules (AAAOSSPO, 2017). Projects were ending with extended time and with less quality. Many of the managers were non-professional for the construction sector. The success of the project is mainly depending up on the managers' effort. The status of the managers' effort to the condominium housing project office was not studied in the context of managerial competencies in the AAHDPO. Therefore, the impact of politically assigned managers of condominium housing projects and their competencies should be researched.

According to the PMI (2004), the effectiveness of any organization largely depends on the competency of the workforce. Any organization whether it is large or small or it is product oriented or service provider, should employ qualified individuals to achieve its objectives. The key responsibility of the project manager is to successfully accomplish the project objectives by balancing the competing demands for quality, scope, time, and cost. Fundamentally, the project manager must direct the project from its inputs, through its nucleus, to delivery of its outputs.

The project managers are the key catalyst to stimulate effective communication and coordination between design, procurement and construction activities. They must have experience in the project management knowledge areas like project integration, scope, time, cost, quality, human resources, communications, risk, and procurement management (PMI, 2004). Studies confirm that the current and acquired skills of the most project managers of the AAHDPO managers' competencies were not compatible with the position demands. Therefore study was needed to investigate the extent to which about managerial competencies and hence to address the effect of managerial competencies on organizational effectiveness at AAHDPO.

Additionally, this study and its findings considered important to provide insight into the various management style needed to successfully perform in the AAHDPO. In terms of theoretical significance, this study proposed to fill the gap in the body of knowledge in the practices of management style in Ababa Housing Development Project Office by addressing this issue of the present study intended to investigate the role of project managers associated with project performance. From practical perspective, the findings of this study will be used to the

management of the project office to design their management style at the head office or branch office level in order to improve the effectiveness of the project. In addition from project perspective, this study will be useful in order to provide better insights for project management as a whole.

1.3 Research Question

To investigate the effect of managerial competencies on project effectiveness, the study primarily focuses on answering the following basic questions:

1. What is the level of project managers' competencies in AAHDPO?
2. What is the level of project effectiveness in AAHDPO?
3. What is the relationship between managerial competencies and project effectiveness in AAHDPO?
4. How managerial competencies do affect project effectiveness in AAHDPO?

1.4 Research Objectives

1.4.1 General Objective

The general objective of the study was to examine the effect of managerial competencies on organizational effectiveness in AAHDPO.

1.4.2 Specific Objectives

Based on the general objective above, the research tried to examine the following specific objectives:

1. To identify the level of project managers' competencies in AAHDPO.
2. To identify the level of project effectiveness in AAHDPO.
3. To examine whether managerial competencies have an effect on housing project effectiveness.
4. To assess the relationship between managerial competencies and project effectiveness in AAHDPO.
5. To identify the mechanisms to be carried out to fill competency gaps of project managers

1.5 Significance of the Study

The study looked at the effect of managerial competencies on organizational effectiveness of the AAHDPO. The finding of the research will advance knowledge and understanding of how managerial competencies which may affect organizational effectiveness in housing projects in Addis Ababa. It will have a particular effect on studies in the area of managerial competencies. In addition, the findings will be helpful for the Ministry of Urban Development and Housing, for the Addis Ababa City Administration, for the Addis Ababa Housing Development and Administration Bureau and for the AAHDPO to manage managerial problems. Based on the information in the study, the above mentioned stakeholders can develop strategies for the better recruitment of project managers. Furthermore, different researchers can pursue further studies in the area and address the untreated gaps. Generally, by exploring and assessing the actual managerial competencies of the project office, to undertake a mechanism so as to obtain some possible solutions from the existing problems was the purpose of the research.

1.6 Scope of the Study

The AAHDPO has 18 branch project offices and one Agro Stone producing factory located in different sites of the city. The head and all the branch offices of the project have their own head and vice managers. Among the eighteen branches, only two condominium housing development project branches have been headed by civil engineers or professional managers.

The problems of the AAHDPO were many and very complex. Studying all the project issues was not feasible due to time and financial constraints. Hence the study delimited only looked at the major effects of managerial competencies at the 16 branch Project offices only. The research covered the views of management and non-management staffs of the project office, contractors and consultants that met the engineering and construction fields only.

1.7 Limitation of the Study

It is accepted that research papers encounter limitations starting from its initiation to completion phases. Accordingly, as a result of time and cost limitations, the scope of this study was designed to study only the competencies of managers working in the Addis Ababa Housing Development Project Branch Offices. The study focused only on the three major managerial competencies i.e.

professional, social and personal. Thus other competencies and variables those not included in this study might have potential impacts. The other limitation in this research was that respondents were not able to return all the questionnaire in due time and it was a difficult task to wait until all return as intended. Hence, these limitations made some negative impacts on the quality of the subject study. Additionally, findings were not a reflection of the whole management and non-management employees due to failed to incorporate all kinds of employees. Furthermore, due to the time given was really short; to collect and analyze the data was very difficult. In addition it was difficult to get organized data on each project offices that encountered the researcher to finalize this study.

1.8 Definition of Terms

Competency: - is the capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform "critical work functions" or tasks in a defined work setting. Competencies often serve as the basis for skill standards that specify the level of knowledge, skills, and abilities required for success in the workplace as well as potential measurement criteria for assessing competency attainment (Krathwohl, Bloom, and Masia, 2010).

Managerial competencies: - refer to knowledge, abilities, skills and behaviors required for effective job performance in managerial occupations. In addition to executing each function effectively, each level of manager should demonstrate managerial skills with regard to performing job-related tasks and responsibilities (Velu & Manxhari, 2017).

Effectiveness: - generally refers to the extent to which an organization is able to achieve its goals (Oghojafor, Muo, and Aduloju, 2012). On the other hand it refers to doing the right things, i.e. selecting and focusing on producing an output that there is a demand for (Sundqvist, Backlund & Chronéer, 2014). Similarly, Effectiveness is the degree to which the organization achieves a stated goal (Daft, 2010).

Organizational Effectiveness:- is a combination of the ability to set collective, realistic, and achievable goals; the ability to make detailed plans, organize and manage resources and coordinate actions in pursuit of those goals; a degree of consistency in the extent to which goals

are achieved; the ability to make appropriate changes to plans and actions in the light of changes in the environment; and the ability to identify and respond appropriately to opportunities and risks in the environment (Finn, 2013).

Project: - is a temporary endeavor undertaken to create a unique product or service or obtain a desired result. It is a temporary organization with dedicated resources which develops its own patterns of action and communication to function as a means of organizational change, resource and risk management. It is a sequence of unique, complex, and connected activities having one goal or purpose and that must be completed by a specific time, within budget, and according to specification (UCDAVIS, 2013).

Project management: - is the process of the application of knowledge, skills, tools, and techniques to project activities to meet project requirements ⁶. That is, project management is an interrelated group of processes that enables the project team to achieve a successful project. These processes manage inputs to and produce outputs from specific activities; the progression from input to output is the nucleus of project management and requires integration and iteration (PMI, 2004).

Project Manager:-A person responsible for coordinating the activities of several departments on a full-time basis for the completion of a specific project; a manager responsible for a temporary work project that involves the participation of other people from various functions and levels of the organization (Daft, 2010).

1.9 Organization of the Study

The thesis paper in general organized into five chapters. The first chapter included background of the study, problem statement, research questions, research objectives, significance of the study, and scope of the study, limitation of the study, definition of terms and organization of the study. Chapter two explored the literature review mainly focused on the theoretical and conceptual studies of managerial competencies and organizational effectiveness. The third chapter deals on the research methodology. Chapter four has contained analysis, interpretation and discussion of results. The last chapter presented summary of major findings, conclusion, and recommendation of the study.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 The Concept of Competency

Competency is a commonly used term for expressing people's working potential in real activities. There are many definitions of this term. According to Martina, Hana, & Jiri, (2012), there are two main meanings on which individual definitions of competencies are generally based. The first characterizes competencies as a power and a scope of authority associated with a certain person or body. The second meaning of competencies refers to the capacity, i.e. abilities to perform a certain activity, to have certain general and specific characteristics and skills, to be qualified in the given area.

On the other hand, Boyatzis (1982), cited in Arditi, Gluch, & Holmdahl (2013), defines competency as 'the underlying characteristic of the person that leads to or cause effective and superior performance'. In the same cite, Dubois' definition is more detailed: Competency is any characteristic or trait that an individual uses for successful or exemplary performance of any type. These 'performance tools' include an individual's knowledge, skills, thought patterns, mindsets, social roles, and aspects of self-esteem or self-efficacy.

In addition Jovaisa (1993) cited in Vaishya, Jha, & Srivastava (2016) explained competency as "an essential characteristic of an individual related with higher-quality performance in specific job or situation highlighting the versatility of competencies, ensuring sustainability of personality and making preconditions for forecasting behavior of a person in various situations of performance (Vaishya, Jha, & Srivastava, 2016).

In the most general terms, Competencies, are "things" that an individual must demonstrate to be effective in a job, role, function, task, or duty. These "things" include job-relevant behavior (what a person says or does that results in good or poor performance), motivation (how a person feels about a job, organization, or geographic location), and technical knowledge/skills (what a person knows/demonstrates regarding facts, technologies, a profession, procedures, a job, an organization, etc.) (Harvard Competency Dictionary, n.d).

Similarly, Khana, Masrekb, & Nadzarc (2015) stated that competency is conceptualized as employees' cognitive, emotional and motivational characteristics to perform effectively. It is the interplay of knowledge, skills and attitude where knowledge is a person's understanding resulting from job-related information, experience etc.; skill is person's ability derived from practices to a level of expertise; while attitude encompasses job-related thoughts, feelings and motivation. In the context of this study, competency has two categories; namely current competencies (skills acquired and used by workers) and needed competencies (skills required by workers that are beyond their current level) (Khana, Masrekb, & Nadzarc, 2015).

Generally, competency encompasses knowledge, expertise, skills, personal and behavioral characteristics, beliefs, motives, values, etc. it is behavioral records of the roles, which people perform in the work processes (Pagon, Banutai & Bizjak, 2008). It is also the ability to apply knowledge and skills to produce a required outcome. It is the ability to perform activities within an occupation; to function as expected for employment; and the ability to do a job under a variety of conditions, including the ability to cope with contingencies (Trinder, 2008).

2.2 Theories of Competency

The term competency was introduced by David McClelland in 1973, and was later elaborated by Boyatzis as the theory of competency and job performance in 1982 (Khan, Masrek & Nadzar 2015). There is no generally accepted definition of competency yet, but Spencer, McClelland and Spencer (1994)'s definition is accepted by many researchers: Competency can be measured by an effective method, and the competency can classify as excellent ones and ordinary ones, it includes motivation, attitude, self-concept, values, knowledge, and perceptible skill training and individual trait (Xu & Ye, 2014).

Epistemologically, competency signifies suitability (Simpson, 2012). Spencer and Spencer interpreted competency as personal ability linked to the work (Spencer and Spencer 1993, cited in Martina, Hana, & Jiri, 2012). The theory of great eight is one of the theories in competency. According to this theory, there are eight competencies: Leading and deciding, supporting and cooperating, interacting and presenting, analyzing and interpreting, creating and conceptualizing, organizing and executing, adapting and coping, enterprising and performing (Bartram, 2005).

Researchers are also trying to develop competency modeling for organizations (Khoshouei, Oreyzi & Noori, 2013). A competency model is a collection of competencies that together define successful performance in a particular work setting. The existence of competency models to facilitate the work of recruiting in the design of training and development activities. It becomes the basis for the evaluation of job performance and direction in career planning (Caganova & Čambál, 2017)

Competencies are behaviors that encompass the knowledge, skills, and attributes required for successful performance (Silva et al, 2014). In addition to intelligence and aptitude, the underlying characteristics of a person, such as traits, habits, motives, social roles, and self-image, as well as the environment around them, enable a person to deliver superior performance in a given job, role, or situation (Hayat et al, 2010, cited in Silva et al, 2014). The competency theory specified core competency elements for each key behaviors of performance. Multivariate analysis was used to predict career success to continuously validate the theory (Silva et al, 2014).

The Silva's Management Competency Theory discusses certain key competencies in management and proves them interdependent while observing patterns formed. In order to provide high standard work for clients, it is essential to have the right skills and knowledge of the fundamentals of the task at hand. It includes having the practical, technical and professional skills in the workplace, as well as keeping up with the latest trends. Furthermore, with the knowledge and skills, one should come with the integrity and commitment and the sense of responsibility. It is a must that within the group there should be a display of accountability and optimism while also bringing in a sense of commitment and business awareness. In fact, people who have the adequate know-how and experience feel more personally responsible for giving a high end product. While this hold true to the latter, much can also be said to people with a higher educational attainment and satisfaction. These people tend to emphasize the need for proper job skills and experience as well as producing the best product (Silva et al, 2014).

2.3 Components and Classifications of Competency

The concept of competency is viewable from several perspectives. For example, competency is quantifiable as predictive competency (i.e., testing the characteristics and aptitudes that are likely

to differentiate superior performers), organizational core competencies (i.e., aggregates of capabilities, where synergy is created that has sustainable value and broad applicability for an organization), proven competency (i.e., a real and demonstrated ability to successfully carry out some activity which is totally identified), as well as adaptive competency (i.e., the ability to read a new situation and adapt/apply appropriate competencies) (Sanda, Sackey & Falholm, 2011).

Competency is based on three key factors: knowing how to act, which involves combining and bringing together relevant resources (knowledge, skills and networks); the willingness to act, which refers to the subject's personal motivation and engagement; and the power to act, which refers to the context, organization of work and social conditions that make it possible and legitimate for an individual to take responsibility and take chances (Le Boterf 2006, cited in Brahimi, 2011).

According to Neagu, Lazăr & Macarie (2014), competencies are components of a job, which are reflected in behavior that are observable in a workplace. The common elements most frequently observed are knowledge, skills, abilities, aptitudes, personal suitability, behavior and impact on performance at work. Champion et al. (2011) cited in Neagu, Lazar & Macarie (2014) pointed out that competencies are more than a simply list of knowledge, skills, abilities and other characteristics. Some competencies include also pro-social behaviors, such as organizational citizenship behaviors contributing to organizational performance (Neagu, Lazar & Macarie, 2014).

Schroder (1989) cited in Martina, Hana, & Jiri (2012) classified competencies in to basic competencies and high performance competencies. Basic competencies are defined as knowledge and skills essential for the performance of a manager's job. They relate to specific tasks and guarantee manager's personal efficiency. High performance competencies are relatively stable manifestations of behavior thanks to which the entire teams led by the manager accomplish excellent above standard results. High performance competencies are further subdivided into cognitive, motivational, directional and performance competencies (Martina, Hana & Jiri, 2012).

On the other hand, Katz (1955) cited in Vaishya, Jha, & Srivastava (2016), divided competencies into three types: technical, human and conceptual. The technical skill dealt with physical equipment and processes, human skills concerns people, and conceptual-skill have relation to ideas. The three-skill approach of Katz suggested that the importance of certain leadership skills varies depending on where leaders are in a management hierarchy. Mertens (1974) cited in the same book, classified competencies under the following four categories: basic competencies (personal abilities of the highest level: logical, critical, contextual thinking, creativeness), horizontal competencies (related with information search, its processing and use), wide elements (special professional competencies), and vintage factors (knowledge that has not been changing in the course of history, e.g. theory of relativity).

By the same token, Jovaisa and Shaw (1998) cited in Vaishya, Jha, & Srivastava (2016), defined eight categories of general competencies: basic skills, daily-life skills, employment abilities, social and community related abilities, broad abilities, management skills and business organization abilities. Similarly Abraham et al., (2001) offered ten categories of managerial competencies: good verbal/written communication skills, problem-solving skills, orientation to results, interpersonal skills, leadership skills, customer focus, and flexibility/adaptation ability, team player, reliable and striving for quality (Abraham et al., 2001).

2.4 Models of Competencies

A competency model is a collection of competencies that are relevant to the performance in a particular job, job family, or functional area (Redding, 2014). A competency model describes the combination of knowledge, skills and characteristics, needed to effectively perform a role in an organization and is used as a human resource tool for most of the HR functions like selection, training and development, performance appraisal, succession planning etc. Different companies have used different models, which have been mostly applicable to all levels. The idea behind such designs is, “Competency characteristic remain the same for different levels but the way it is demonstrated becomes different for different roles” (Vaishya, Jha & Srivastava, 2016).

One of the first models of competencies is called Cambell’s model, which was followed by models of many others such as McClellands, Burgoyne and Stuart or Boyatzis (Bucur, 2013 cited

in Kolibacova, 2014). The concept of competency is usually applied to define the whole of individual abilities, skills, behaviors and knowledge, oriented to effective performance in a particular working environment. By Armstrong (2002) cited in Kolibacova (2014) abilities describe the dimensions of behavior needed by companies to achieve a high performance. It is emphasized that the performance of an individual as well as the company performance and success depend on individual competencies (Savanevičienė et al., 2008 cited in Kolibacova, 2014).

According to MacCllland (1980) cited in Hawi, Alkhodary & Hashem, (2015), managerial competencies help organizations to be more unified and allow organizations to apply a coordinated approach in designing improvements to employees and organizational learning as well as career management in different sectors such as private and public sectors to a better coordination and integration, it as an integrated approach that is linked with a person's knowledge and behaviors to describe performance mechanism in the organization as well as it shows managers' 1- skills: which are related to employees job requirement , 2- knowledge: refers to what an employees' know about their work and 3- characteristics: reflects how employees behave at work (Hawi, Alkhodary & Hashem, 2015).

The model of job performance through competency management given by Boyatzis, (1982) cited in Vaishya, Jha & Srivastava (2016) suggests that there are three components namely, individual competencies, job demands and organizational demand ensures effective action. Therefore, performance will occur when all three of the critical components of the model are consistent or "fit" and missing any one or two might give ineffective behavior or inaction, but if they are consistent or congruent, then there is an increased likelihood that effective performance will occur. Boyatazis (1982) cited in Vaishya, Jha & Srivastava (2016) mentioned two dimensions on which a competency model should be described. Firstly, it should describe the types of competencies associated with various aspects of human behavior and job requirement and secondly, it should describe the levels of each competency (Vaishya, Jha & Srivastava, 2016).

Boyatzis (1982) cited in Vaishya, Jha & Srivastava (2016), developed the first model of managerial competencies. He found twelve competencies related to managerial effectiveness:

efficiency orientation, proactively, diagnostic use of concepts, concern with impact, self-confidence, use of oral presentations, conceptualization, use of socialized power, managing group process, perceptual objectivity, self-control, and stamina and adaptability. This list of competencies does encompass different facets of managers. However, it is not clear what these facets may be and whether the relationship is among them (Bosch, & Cardona, n.d)

2.5 Managerial Competencies

From the middle of eighty decade, the development of managerial competencies was considered by organizations (Abbaszadeh, Eyni & Rabiei, 2012). The important reason of this belief was that the development of managerial competencies has some benefits for organization and this belief is still existed (Ghaffarian, 2000). Since, today, the part of managers' productivity in organizations has become so important and that the managerial competencies can be an important factor in organizations' effectiveness (Abbaszadeh, Eyni & Rabiei, 2012).

One of the most important criteria for having effective managers is competency. Managers are required to ensure that organizations achieve their objectives (Velu & Manxhari, 2017). Managerial competencies are defined and explained by different scholars in different ways. According to Bateman & Snell, 2002, cited in Velu, & Manxhari, 2017), managerial competencies refer to knowledge, abilities, skills and behaviors required for effective job performance in managerial occupations. In addition to executing each function effectively, each level of manager should demonstrate managerial skills with regard to performing job-related tasks and responsibilities because management skills developed order and consistency through management functions (Bateman & Snell, 2002, cited in Velu, & Manxhari, 2017).

Likewise, Martina, Hana, & Jiri (2012) stated that managerial competencies are activities, knowledge, skills or attitudes and perhaps also personal characteristics necessary to improve management performance. According to Spencer and Spencer (1993) cited in Martina, Hana, & Jiri (2012), managerial competencies are a specialized subset of the competencies, expressing the intention to have certain specific effects. These specific intentions are particularly important for managers. Hogg (1993) adds that managerial competencies lead to the demonstration of skills and abilities, which result in effective performance within an occupational area.

Woodruff on the other hand, cited in Krajcovicova, Caganova, & Cambal, (2012), defined managerial competencies as "a set of employee behaviors that must be used for the position that the tasks arising from this position competently mastered." According to him, the competent manager must fulfill three basic conditions at the same time to fulfill their tasks. These are: 1. possess the knowledge, skills and abilities, which are needed to this behavior, 2. be motivated to this behavior and be willing to spend the necessary energy, 3. have the possibility use this behavior in business environments.

Chong (2013) cited in Neagu, Lazar & Macarie (2014), also found that managerial competencies associated with organizing, planning and motivating others are significant in the career-advancement and they are broadly similar in importance across cultural environments. Managerial competencies are activities, knowledge, skills or attitudes and also personal characteristics necessary to improve management performance (Neagu, Lazar & Macarie, 2014).

According to Boyatzis and Goleman (2007), there are blocks of various managerial competencies has been used and is recommended by several authors. They initially constructed on the basis of Boyatzis and Goleman 2007 work. They are Professional Competencies, Social Competencies and Personal Competencies. Professional Competencies are planning, problem solving, information gathering, analytical thinking, abstract thinking, strategic thinking, learning from one's own and others' experience, striving for results, initiative, business-like orientation, generation of ideas, diligence, resolution, global perspective, organizational skills, team-work, negotiation skills, leadership, conflict handling, communication, organizational awareness, systemic logics, written communication, creativeness and ability to implement innovations, modern knowledge, time management, risk assessment, risk-taking, defining the circle of personal interests. On the other hand, Social Competencies are communication and influencing others, verbal communication, convincing communication, effective relations, orientation to customer, goal-setting, delegation of authorities, change management, performance management, fairness, responsibility, flexibility, cultural awareness, qualification, group-building and development skills. And Personal Competencies are self-confidence, stress management, personal reliability, loyalty, self-control, self-management, listening skills, system of personal values, personal goals, continuous personal self-development, personal responsibility for taken

decisions, and awareness of ethics relevance in business (Vaishya, Jha, & Srivastava, 2016). In general, a managerial competency is more than just knowledge and skills. It involves the ability to meet complex demands (Krajcovicova, Caganova, & Cambal, 2012),

2.6 Project Management

Projects are used as a means to achieve an organization's strategic goals. A project can be considered to be the achievement of a specific objective, which involves a series of activities and tasks which consume resources. It has to be completed within a set specification, having definite start and end dates. In contrast, project management can be defined as the process of controlling the achievement of the project objectives (Munns & Bjeirmi, 1996).

According to the PMI (2004), project management is the process of the application of knowledge, skills, tools, and techniques to project activities to meet project requirements. That is, project management is an interrelated group of processes that enables the project team to achieve a successful project. These processes manage inputs to and produce outputs from specific activities; the progression from input to output is the nucleus of project management and requires integration and iteration. Project management is accomplished through the application and integration of project management processes comprising the 5 Process Groups: initiating, planning, executing, monitoring and controlling, and closing" (Heagney, 2012)

The function of project management includes defining the requirement of work, establishing the extent of work, allocating the resources required, planning the execution of the work, monitoring the progress of the work and adjusting deviations from the plan (Munns & Bjeirmi, 1996).

2.7 The Project Managers and Their Competencies

2.7.1 The Project Managers

The Project Managers are the individuals responsible for delivering the Project. The Project Managers lead and manage the project team, with authority and responsibility from the Project Board to run the Project on a day-to-day basis (Bangor University, 2017). Projects need effective and competent managers to be able to reach their objectives efficiently and effectively (Bangor University, 2017)

In all organizations, the most important principle for reaching effective purposes is management. If efficient, competent, skilled, experienced and completely aware managers are existed in organizations, the success of organizations will be guaranteed in reaching their purposes. Jamieson (1980) cited in Abbaszadeh, Eyni, & Rabiei (2012) declares that we shouldn't accept the managers without having competencies and necessary competencies performing extraordinary works and creativity (Abbaszadeh, Eyni, & Rabiei, 2012)

Project Manager Competency is based on a combination of the behaviors, technical knowledge, skills and experience required to effectively deliver the project. The project manager competency includes a comprehensive list of key Project Management skills, not all of which will be necessary for every project (Bangor University, 2017).

Concerning project managers, in the construction sector, project managers having knowledge of not only the construction process on site, but also the development of the industry, in particular the availability of new technology and materials. They could give suggestions to the client to utilize new technology and methods in the work, so as to build good client relationships. As a project manager, he or she must be more experienced than others. He or she must be aware of the development of the industry such as the availability of any new technology and advanced methods. Thus he or she is able to give the client good suggestions. The client would appreciate it very much if they get good suggestions from the contractor, and they would come back to him or her for new projects (Chen, Partington, & Wang, 2008).

In general, a good construction project manager needs to have technical knowledge of the construction work. Most project managers nowadays have got formal education from universities. They may start from working as an engineer or assistant project manager. They can understand every aspect of the construction work, and how different types and parts of the work interface and relate to each other. Thus, they can see the big picture, organize the work on site and coordinate relationships of all parties involved (Chen, Partington, & Wang, 2008).

2.7.2 The Project Managers' Competencies

The project manager is professional person who possess the competencies to perform the roles which lead the project in to success (Beata, Hans & Anandasivakumar, 2014). Furthermore project managers' success at managing his or her project is dependent on their competency; particularly their leadership style comprising emotional intelligence, management focus and intellect (Turner and Müller, 2006). However in the early days of traditional project management, emphasis was placed on technical skills. Over time however, behavior skills became equally important as technical skills (Liu et al., 2010).

Project manager's competencies are described in three different ranges. These are: contextual, behavioral, and technical competencies (Caupin et al., 1999). Each element is composed of a knowledge and experience component that can be evaluated to yield a competency assessment. In this context, Morris et al (2006) have highlighted the role of formal Bodies of Knowledge and their associated certification programs in the development of project management profession.

According to Krajcovicova, Caganova, & Cambal, (2012), if someone is playing a management role in the organization, or plan to be in a managerial position, it is important for him or her to learn about the 4 Pillars of Managerial Competencies. The 4 pillars don't stand independent of each other, but form a unified whole. They are: Knowing the Organization, Leading and Managing People, Managing Resources and Communicating Effectively. Knowing the Organization involves developing knowledge and understanding of current policies and operating procedures to ensure that unit activities are effective and aligned with the larger goals of the organization. This pillar includes competencies related to policies, procedures, vision, mission, goals, strategic plan, etc. Leading and Managing People entails developing skill in providing feedback and direction for staff, assuring the satisfaction of customers, and creating a collaborative environment that encourages initiative and problem-solving. Within this pillar are skills related to performance evaluation, staff development, team building, collaboration, customer relations, etc. Managing Resources concerns understanding the tools and processes for planning to meet specific goals and place efforts in the larger context of strategic initiatives. This pillar includes skills in planning, project & budget management, information management, change management, organizational performance assessment, etc. Communicating effectively

includes building skills to foster smooth and satisfying interactions among staff and with customers. The competencies include managing meetings, listening, constructive feedback, effective presentation, written communication. Therefore, a project manager should require such managerial competencies.

2.7.3 The Project Manager's Core Competencies

Core competencies are the primary competencies of the chosen pathway of the professional (Trinder, 2008). Researchers have proposed that core competencies include knowledge of disciplines, technologies, and specific phenomena; specific skills; and general organizational abilities in strategic thinking and innovation. Some researchers suggest that these bodies of expertise must be integrated by the competency and even that the competency must include some knowledge specific to particular customers (Edgar, 2008).

The dynamic of the core competency is that individuals within the company possess an understanding of general technologies. This enables their thorough understandings of some core phenomenon and its related disciplines, which then supports their familiarity with product or service technologies and more specific sub-technologies. This in turn leads to their understandings of product and service classes that form the basis for their acquisition of certain functional and technological skills, which are ultimately integrated into a combined skill. It should be noted as well that, once these integrated skills develop, their component skills and understandings can influence one another iteratively (Edgar, 2008).

2.7.4 The Project Manager's Roles

The key responsibility of the project manager is to successfully accomplish the project objectives by balancing the competing demands for quality, scope, time, and cost. Derivative responsibilities include identifying the project requirements; establishing clear and achievable objectives; and adapting the specifications, plans, and approach to the different concerns and expectations of the various stakeholders. Fundamentally, the project manager must direct the project from its inputs, through its nucleus, to delivery of its outputs. In order to accomplish these multifaceted responsibilities, the roles of the project manager include that of a leader,

administrator, entrepreneur, facilitator, arbitrator and mediator, liaison, and coordinator (PMI, 2004).

The project manager must lead teams to operate cross functionally towards a common objective while assuring cohesiveness and continuity as the project progresses through project processes and project phases. The project manager acts as the key catalyst to stimulate effective communication and coordination between design, procurement and construction activities. In order to effectively manage these responsibilities and assume these roles, a project manager must have experience in the following project management knowledge areas: project integration, scope, time, cost, quality, human resources, communications, risk, and procurement management (PMI, 2004).

2.8 Projects Success Factors

A project success is the delivery of the required product, service, or result on time and within budget. To meet these objectives is to deliver a quality project. The literature presents several ways and criteria to assess the development and success of projects; the most traditional is based on the so-called “iron triangle”, comprising the criteria of cost, time and quality (PMI, 2004). Thus, a project that would not overly move away from the initial budget, meet the timeline and fulfill the requirements established by stakeholders would be considered successful (Berssanetia, Carvalhob & Muscatc, 2010).

According to the PMI (2004), it illustrated project quality through the concept of the triple constraint: project scope, time and cost. Project quality is affected by balancing these three interrelated factors. “The relationship among these factors is such that if any one of the three factors changes, at least one other factor is likely to be affected (PMI, 2004).

Similarly, Pozin (n.d) stated that primary factors of success are within time, within cost, within quality and accepted by the customer. Generally, we measure the success of a project using four major project constraints, specifically: scope, cost, schedule (time) and customer satisfaction (quality and performance). Project scope has all the project requirements (i.e., deliverables) been completed? Project cost is the cost of the project close to the amount the customer has agreed to

pay? Schedule was the project completed on time? And customer satisfaction is the customer happy with the quality of the project? (Bakouros & Kelessidis, 2000).

Generally, according to Cleland (1986) suggestion, project success is meaningful only if considered from two advantage points that the degree to which the project's objectives attained on time and within budget and the contribution that the project made to the strategic mission of the enterprise (Cleland, 1986).

2.9 Organizational Effectiveness

Effectiveness is the relationship between the results with the goal, the greater the contribution that in doing achieving the goal, the more effective the organization (Mahmudi, 2005 cited in Rahmawati et al, 2016). Effectiveness generally refers to the extent to which an organization is able to achieve its goals. Bernard (1938) in Oghojafor, Muo & Aduloju, (2012), defines effectiveness as the accomplishment of recognized objectives of cooperative effort and adds for emphasis that the degree of accomplishment is the degree of effectiveness. But these goals are at times difficult to define and measure, inconsistent, seen differently by different organizational members or even used as camouflage for the hidden agenda of the powerful forces within the organizational (Oghojafor, Muo & Aduloju, 2012)

According to Sudarwan (2004) cited in Rahmawati et al, 2016), measures of effectiveness include; (1) the number of results issued; (2) the level of satisfaction derived; (3) the creation of conditions conducive to do with the world of work; and (4) the intensity to be achieved. Steers (1985) in the same cite states the measurement of organizational effectiveness can be done with, namely; (1) characteristics of the Organization; (2) the characteristics of the environment; (3) characteristics of workers; and (4) the characteristics of the management. The findings of previous researchers provide evidence that the leadership has a significant influence on the effectiveness of the organization. The belief in the leadership is an important part in improving organizational effectiveness (Dirks & Ferrin, 2002 cited in Rahmawati et al, 2016)). To be a good leader requires experience and understanding of situational, so that a good leader is able to provide feedback to the productivity, effectiveness, satisfaction and motivation which can then improve organizational effectiveness (Rahmawati et al, 2016).

In like manner, organizational effectiveness in the construction industry is currently viewed and operationalized in relation to time and cost criteria. This is contrasted with work in the social sciences where different conceptualizations of the meaning of an organization have resulted in a variety of organizational effectiveness concepts and approaches, including: the goal-attainment approach; system resource approach; strategic constituencies approach; and competing values approach. From these, thirty criteria are identified, all purporting to measure organizational effectiveness. Few organizations, however, assess their effectiveness using multiple criteria, which suggests that, in practice, organizational effectiveness means different things to different people. To accommodate this, it is proposed that different organizational functions should be evaluated using different characteristics and the means by which such evaluations may be made are outlined (Love, 1996).

The construction value chain has two basic parts: the corporate level and the project level activities. Thus, the value is created at the project level with the supporting activities taking place at the corporate level. The “value” is primarily defined by the client and the objectives in each project tend to change with respect to the requirements of the client/customers. Consequently, the efficiency of the value chain depends on how the corporate level activities support the project value chain and how the corporate level objectives comply with the project success criteria. There are numerous parties involved in the construction value chain which are the client, partners, suppliers, subcontractors, consultants, etc. Thus, effectiveness depends on how the activities of all the parties are integrated to fulfill the project performance criteria (Kiziltas, Dikmen and Birgonul, 2003)

2.10 Conceptual Frame Work and Hypothesis Development

The aim of this research was to identify research gaps on the effect of managerial competencies on organizational effectiveness. A lot of research has been done however there were gaps which still needed to be researched on. The theoretical and conceptual studies provide reasonable support for the positive relationship between managerial competencies and organizational effectiveness. As it discussed in the theoretical overview above, managerial competencies play a great role for the success of the Project. However, it is not yet studied that the effect of

nonprofessional politically appointed managerial staffs on the success of the condominium housing constructions in the AAHDPO.

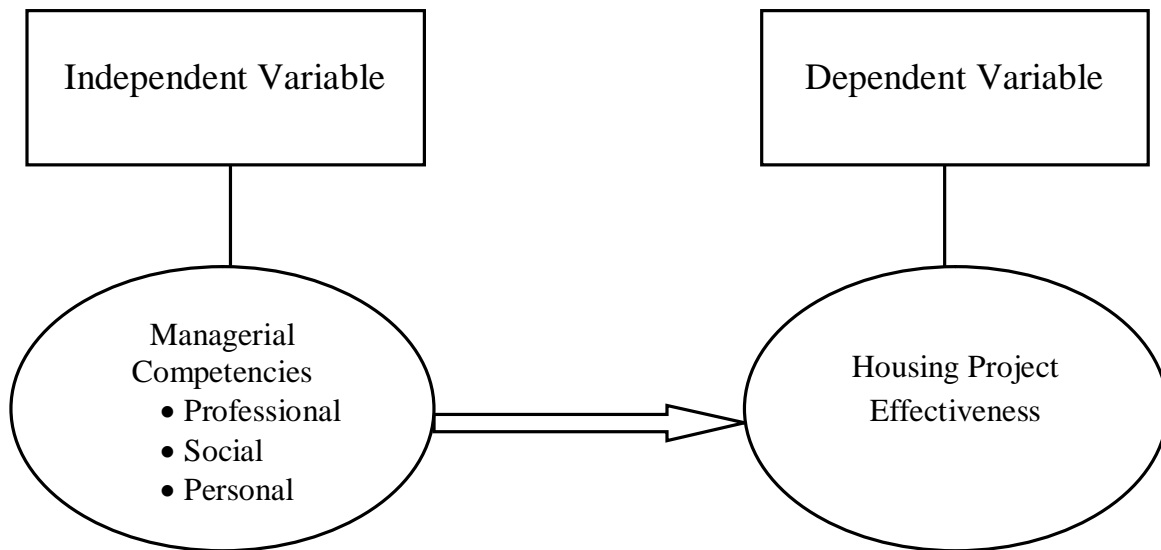
Therefore, this study proposed to fill the gap in the practices of managerial staff selection and recruitment in AAHDPO by addressing this issue of the present study intends to investigate the role of managers associated with the project effectiveness. From practical perspective, the findings of this study will be useful to the city administration to design their managerial staff recruitment way of the construction projects in order to improve the performance of the projects. In addition, from policy perspective, this study will be useful to provide better employment practice as a whole.

Competencies are that managers must demonstrate to be effective in a job, role, function, task, or duty. There are blocks or models of various managerial competencies that have been used and are recommended by several authors. However, most of them were initially constructed on the basis of Boyatzis and Goleman work. These are professional, social and personal competencies (Boyatzis, 1982). That is why the researcher used these professional, social and personal competencies as independent variables in the conceptual framework of the study.

Similarly, according to different researchers (Cleland, 1986), (Love, 1996), (Bakouros & Kelessidis, 2000) and (Berssanetia, Carvalhob & Muscatc, 2010), to measure the success of a project using three major project constraints, specifically: cost, time and quality were used as dependent variables. Therefore, the researcher used cost, time and quality as measures of organizational effectiveness in the study.

Based on the identified gaps, a conceptual framework is proposed as indicated in the following figure below. The framework shows Managerial competencies (Professional, Social and Personal competencies) as the independent variables used to explain housing project effectiveness as the dependent variable.

Figure 1: Conceptual framework



Source: Researcher

The hypotheses that have been tested in this study were developed on the basis of the conceptual framework. In addition, the research objectives and the research questions also serve as a basis for hypothesis development. The three hypotheses are presented as follows:

- H1: There is a positive relationship between manager's professional competencies and housing project effectiveness.
- H2: There is a positive relationship between manager's social competencies and housing project effectiveness.
- H3: There is a positive relationship between manager's personal competencies and housing project effectiveness.

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1 Description of the Study Area

The research was carried out in AAHDPO where the grand government owned condominium housing builder in Addis Ababa city. The head office of the project located at Kirkos Sub City of Wereda one near to Denbel City Center. The Project Office has 18 branch project offices and one Agro Stone factory. The branch offices mainly located at the expansion areas of Bole, Yeka, Akaki and Kolfe sub cities of Addis Ababa. All the branch offices found where the condominium housing construction undertaken. In all branches there were government employees, micro and small enterprises, contractors and consultants. The head office and the branch project offices were the study area of this research.

3.2 Research Approach

To deal with positive facts and observable phenomena, the study has followed both quantitative and qualitative research approaches. The quantitative approach focused on analyzing numerical data. Whereas, the qualitative approach focused on, describing the attitude, opinion and views of sample population on managerial competencies and organizational effectiveness. In order to check the results of a qualitative investigation against a quantitative study the researcher used triangulation design of quantitative and qualitative combination type. These approaches helped to achieve the objectives of the study through measurable evidence and empirical findings. It also enhanced the reliability and validity of data and research results.

3.3 Research Design

The objective of the study was to examine the effect of managerial competencies on organizational effectiveness in AAHDPO. Therefore, to identify the effect of managerial competencies on project effectiveness; to describe the characteristics or the phenomenon of the project office at present; to identify the role of managers on project performance; to identify and discuss the degree of correlation between the variables; to draw inferences about the population from sample data and to arrive at reliable findings, the researcher used both descriptive and inferential research design.

3.3.1 Target Population

The target population of the study included all the AAHDPO branch offices building department management staffs, building department officers, contractors and consultants that ensured the degree of uniformity in the sample where focused people they met the engineering and construction fields.

3.3.2 Sample Frame

The lists of all elements from which the samples actually drawn were the following:-

Table 1: Sample Frame

Study Population	Number	Remarks
Building Department Management Staffs	162	
Building Department Officers	220	
Contractors	1,108	
Consultants	25	
Total	1,515	

Source: Own Survey

3.3.3 Sampling Unit

The sampling unit of the study included building management staffs, building officers, contractors and consultants of the Addis Ababa Housing Development Project Branch Offices.

3.3.4 Unit of Analysis

The unit of analysis who had been surveyed for this study that compared in the analysis of this research was the 16 branch main managers of the AAHDPO.

3.3.5 Sample Size Determination

To increase reliability of the study, it was important to choose the sample that represented the population under investigation. The target population of the study included the branch office building department management and officer staffs, contractors and consultants. The data indicated that there were 162 building management staffs, 220 building department officers, 1,108 contractors and 25 consultants of total population (AAHDPO, 2017/18). Collection of data

from a population of 1,515 was relatively time consuming and costly, hence the researcher collected data from a sample. Therefore, the sample size was determined by as of the formula which is developed by Yamane 1967, as cited in Zinabu 2016:

$$n_0 = \frac{z^2 p (1-p) N}{z^2 p (1-p) + Ne^2}$$

Where: n_0 is sample size, z is confidence interval corresponding to a level of confidence; p is population proportion; N is population size and e is precision or error limit. Hence, by considering the value of (N) equals to 1515, $z=1.96$ (95% Confidence Interval), $p=0.5$ and level precision $e=10\%$,

$$\begin{aligned} n_0 &= \frac{1.96^2 \times 0.5(1-0.5) \times 1515}{1.96^2 \times 0.5(1-0.5) + 1515 \times 0.1^2} \\ &= \frac{3.8416 \times 0.25 \times 1515}{(3.8416 \times 0.25) + (1515 \times 0.01)} \\ &= \frac{1,455.006}{0.9604 + 15.15} \\ &= \underline{90.314} \end{aligned}$$

Therefore the researcher took 90 samples to represent the total population.

3.3.6 Sampling Technique

Regarding sampling technique, the researcher used stratified random sampling techniques in order to achieve the desired representation from the various subgroups in the population. The respondents were stratified on the basis of their positions. The target population of this research referred to the 1,515 people who are currently working at the branch project offices. The stratified sampling was applied in order to identify the number of sample employee selected from each branches. The subject was selected in such a way that the existing subgroups in the population were more or less reproduce in the sample. After sampling at each subgroup, simple random sampling proportional to size based on the relative number of employees in each department were under used.

As it is determined above, the sample size was 90. According to (Kothari, 1995) academic publication, Proportional sample determination formula from each stratum is:

$$\text{Sample size from strata} = \frac{\text{Sample size} \times (\text{strata})}{\text{Total number of strata}}$$

Based on this formula, the sample size for each stratum was summarized on the following table:

Table 2: List of Sample Size

Strata	Total population	Sample size proportion
Building Department Management Staffs	162	10
Building Department Officers	220	13
Contractors	1,108	65
Consultants	25	2
Total	1,515	90

Source: Own Survey

3.4 Data Sources and Types

The sources of data for this research were both primary and secondary. The primary data sources included management staffs, employees, contractors and consultants through questionnaire and from head office managers through interview. To measure the competencies of managers, a five-point Likert scale was used from '1' indicating 'very weak' to 5 indicating 'very good'. The secondary data collected from literatures, including books, legal documents, statistical evidences, published and unpublished reports, websites and other relevant materials. In the primary data collection, number of existing, management staffs, employees, contractors and consultants were included. Through the secondary data written documents of statistical data, official documents, reports and other relevant materials were incorporated.

3.5 Data Collection Procedures

To collect the primary data through questionnaire, the researcher administered by giving orientation and explanation for data collectors about the purpose of the study to give confidence and clarity for the respondents. The data collector made their effort that the questionnaires were to be simplified as much as possible so that all respondents have a clear meaning of each questions. In addition, the data collectors distributed all the questionnaires to all respondents. To

undertake the study, the researcher also employed an interview to collect primary data. In order to hold an interview with interviewees, the researcher used a pre informed and pre appointment procedures. In addition to these, the researcher also collected and used secondary data like reports and documents.

3.6 Data Collection Instruments

In the study structured questionnaire, interview questions and document analysis were used. The questions in the questionnaires were 24 close ended and 3 open ended. The close ended were rated using a 5 point Likert Scale of very good (5), good (4), average (3), weak (2) and very weak (1). The questionnaire was divided into three parts to address specifically every variable in the model. These included; personal information, housing project managers' competency assessment and housing projects effectiveness assessment. An interview was employed to the managers of the project office which helped to point out the managerial competencies and the project effectiveness relation that helped the researcher get further explanation in deep. All of the interview questions were constructed as open ended questions.

3.7 Data Analysis

In this research both descriptive and inferential techniques of data analysis were employed to understand the characteristics of the sample and also to identify and discuss the relationship between the independent and dependent variables. In order to analyze both quantitative and qualitative data, the researcher used transformative design mixed method where the quantitative data analysis followed by the qualitative data analysis and interpretation. The primary data were collected from officers, managerial staffs, contractors and consultants. The secondary data were collected from documents, literatures and reports. The data collected from the responders of the study questionnaire were analyzed through Statistical Package for Social Sciences "SPSS Version 23". The data were presented in the form of tables, figures, graphs and charts. Different statistical techniques like crosstab and correlation and regression. The regression analysis used for inferential statistics and as a method to test the outlined hypothesis. In addition, to present the data descriptive statistical techniques like frequencies, percentage and mean calculated and results were presented. The information from data analysis was also summarized, conclusions

and recommendations were made. Regression analysis was also used for inferential statistics and as a method to test the outlined hypothesis.

3.8 Validity and Reliability

3.8.1 Validity

To assure the validity of the instrument, the researcher used questionnaires that their validity were checked and modified according to literatures within the specific topic. Also an approval from advisor was applied in order to increase the content validity.

3.8.2 Reliability

In order to test the questionnaire reliability, the researcher used Cronbach's alpha coefficient. The questionnaire used in this study was divided into three parts. The first part was on the personal information of the respondents, the second part was on the housing project managers' competency assessment and the last part was in relation to the housing projects effectiveness assessment. The entire questionnaire items of housing project managers' competency assessment and the housing projects effectiveness assessment were tested for reliability using the Cronbach's Alpha test as shown in table 3 below. As the value of Cronbach's alpha has to be above 0.7 for the items to be acceptable for the research purposes, all items in this research scored above 0.7. This indicates a pass in reliability test because it is above the 0.7 acceptable reliability limits. And the data has high degree of internal consistency reliability.

Table 3: Reliability Statistics

Variables	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Professional Competency	.827	.827	11
Social Competency	.805	.805	5
Personal Competency	.889	.887	5
Project Effectiveness	.810	.814	3
Total			24

Source: Own Survey using SPSS version 23, 2018

3.9 Ethical Consideration

In conducting this research, the researcher followed certain ethical principles. Firstly, to avoid any harm on research participants, the researcher was careful abided by the general research ethics. Any confidential information of the organization or the employees was not disclosed. Secondly, the organizations code of ethics was taken in to account. Thirdly, the researcher used proper citation of the copy right holders. In general sound ethical principles were applied from the beginning to the end of the research project.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Response Rate

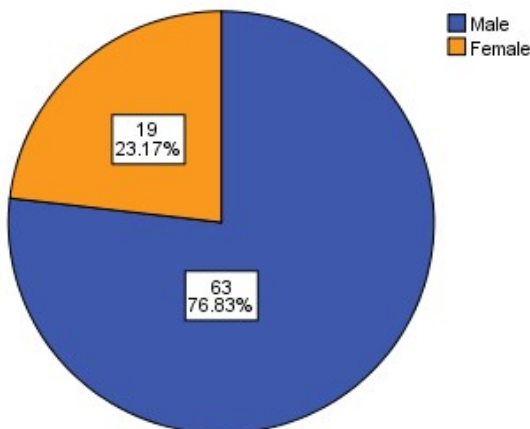
In this study, a total of 90 questionnaires were distributed to the selected sample building management staffs, building department staffs, contractors and consultants of the AAHDPO. Out of which, 82 questionnaires representing 91.1% were completed and returned successfully. An interview was also held with one head and one vice head project managers from the total of four managers found at the head office.

4.2 Profile of respondents

4.2.1 Respondents' Gender

The findings as presented in Chart 1 below showed that most of the respondents were male representing 76.83% and the female representing 23.17%. This implied that there was a greater male response rate representation of respondents in terms of gender compared to the female.

Chart 1: Gender of Respondents

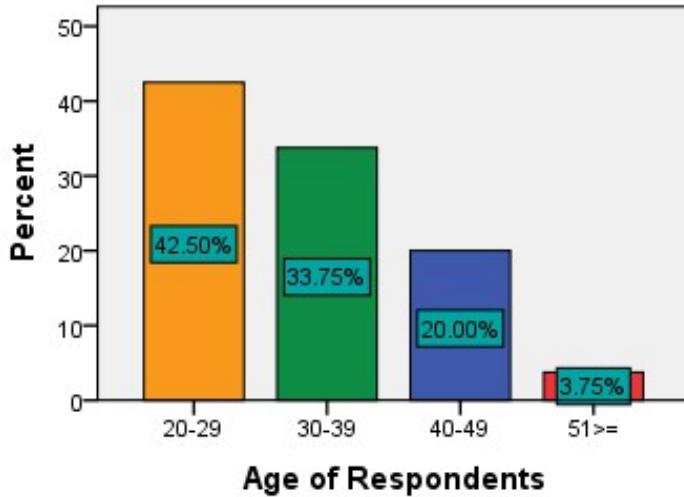


Source: Own Survey using SPSS version 23, 2018

4.2.2 Respondents' Age

As it is seen in Graph 1 below, it is notable that fewer respondents were aged 51 and above. The majority respondents were between 20-29 and 30-39 representing 42.50% and 33.75% respectively. This indicated that most of the project office participants were young.

Graph 1: Age of Respondents



Source: Own Survey using SPSS version 23, 2018

4.2.3 Education Level of the Respondents

Table 4 below revealed the results of the distribution of the education levels of the respondents. Most of the respondents' education levels across were bachelor's degree holders which were 68.3%. The other 26.8% of the respondents were diploma or TVET. The rest 3.7 % were masters' degree holders. Based on the data it's possible to say that most participants in AAHDPO were bachelor's degree holders. From this, it can be concluded that most of the respondents were well educated individuals.

Table 4: Education Level of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma /TVET	22	26.8	26.8	26.8
	Bachelor Degree	56	68.3	68.3	95.1
	Master's Degree	3	3.7	3.7	98.8
	Other	1	1.2	1.2	100.0
	Total	82	100.0	100.0	

Source: Own Survey using SPSS version 23, 2018

4.2.4 Experience of Respondents in the Project Office

With regard to work experience of respondents, as it is presented in table 5 below, out of the 82 respondents 37.8% have been experienced in the project office in between 3-5 years, whereas 30% have been less than 3 years' experience. The rest 23.2% have been extensively involved in the project office from 6-10 years. The remaining 8.5% worked for more than 10 years. This indicated that majority of the respondents were joined the project office in the last five years. The profile and experience of the respondents suggest sufficient exposure to make the information acquired reliable.

Table 5: Respondents Work Experience

Experience of Respondents in the Project Office		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<3	25	30.5	30.5	30.5
	3-5	31	37.8	37.8	68.3
	6-10	19	23.2	23.2	91.5
	>10	7	8.5	8.5	100.0
	Total	82	100.0	100.0	

Source: Own Survey using SPSS version 23, 2018

4.2.5 Position of Respondents in the Project Office

Table 6 below presented the positions of the respondents in the project office. The majority 72% of the respondents were contractors. 14.6% of the respondents were building department staff, 11% of respondents were management staff and the rest 2.4% of the respondents served as consultant.

Table 6: Position of Respondents in the Project Office

Position of respondents in the project office		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Management staff	9	11.0	11.0	11.0
	building department staff	12	14.6	14.6	25.6
	Contractor	59	72.0	72.0	97.6
	Consultant	2	2.4	2.4	100.0
	Total	82	100.0	100.0	

Source: Own Survey using SPSS version 23, 2018

4.3 Data Analysis & Interpretations

In this research, a total of twenty-one variables of managerial competencies and three variables of organizational effectiveness were identified. Based on this, the project managers were evaluated by asking the respondents on a five-point Likert scale ranging from value 1 (very weak) to value 5 (very good) how their competencies affect the performance of their project office. The questions were essential in identifying the effect of managerial competency in relation to project effectiveness. In this part response of respondents to the questions on the managerial competency and project effectiveness was summarized based on descriptive statistics.

4.3.1 Descriptive Analysis of Study Variables

4.3.1.1 Descriptive Statistics of Professional Competencies

Table 7: Descriptive Statistics of Professional Competencies (Items 1-3)

Items	Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Ability to promote works in a planned manner	Very Weak	12	14.6	14.6	14.6
	Weak	25	30.5	30.5	45.1
	Average	26	31.7	31.7	76.8
	Good	18	22.0	22.0	98.8
	Very Good	1	1.2	1.2	100.0
	Total	82	100.0	100.0	
Ability to monitoring and controlling the project status	Very Weak	5	6.1	6.1	6.1
	Weak	29	35.4	35.4	41.5
	Average	24	29.3	29.3	70.7
	Good	17	20.7	20.7	91.5
	Very Good	7	8.5	8.5	100.0
	Total	82	100.0	100.0	
Ability to identify and solve problems	Very Weak	7	8.5	8.5	8.5
	Weak	34	41.5	41.5	50.0
	Average	19	23.2	23.2	73.2
	Good	21	25.6	25.6	98.8
	Very Good	1	1.2	1.2	100.0
	Total	82	100.0	100.0	

Source: Own Survey using SPSS version 23, 2018

Professional competencies were part of the managerial competencies which support organizational effectiveness. These competencies are measured by the respondents in different variables as showed in the above table 7. The first variable was about manager's ability to promote works in a planned manner. Out of the total respondents 31.7% stated average. On the contrary, 45.1% of the respondents suggested managers were weak and very weak in planning respectively. Based on the majority implied, managers were weak in planning.

The second issue in the above table was about the ability of managers to monitor and control the project status. 41.5% suggested weak and very weak all together. However 29.3% ranked as an average and 29.2% suggested good and very good. This entailed that monitoring and controlling ability of managers were weak. As shown in the same table above, 50% suggested that managers' ability to identify and solve problems were weak and very weak. On the other hand, 25% believed as they were average and the rest 24.4 % responded as good and very good. This result indicated that manager's ability in identifying and solving problems were weak.

Table 8: Descriptive Statistics of Professional Competencies (Items 4-6)

Items	Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Ability to learn from one's own and others' experience	Very Weak	9	11.0	11.0	11.0
	Weak	26	31.7	31.7	42.7
	Average	21	25.6	25.6	68.3
	Good	20	24.4	24.4	92.7
	Very Good	6	7.3	7.3	100.0
	Total	82	100.0	100.0	
Ability to generate and implement new ideas	Very Weak	21	25.6	25.6	25.6
	Weak	26	31.7	31.7	57.3
	Average	19	23.2	23.2	80.5
	Good	12	14.6	14.6	95.1
	Very Good	4	4.9	4.9	100.0
	Total	82	100.0	100.0	
Ability to build and work with project team members	Very Weak	8	9.8	9.8	9.8
	Weak	24	29.3	29.3	39.0
	Average	23	28.0	28.0	67.1
	Good	20	24.4	24.4	91.5
	Total	82	100.0	100.0	

Source: Own Survey using SPSS version 23, 2018

The data obtained from the questionnaire, shown in table 8 above, revealed that 42.7% of the respondents suggested that managers' ability to learn from one's own and others' experience were weak and very weak. On the other hand, 25% of them suggested that managers were average and the rest 31.7% responded as good and very good. The data indicated that manager's ability to learn from one's own and others' experience were poor. It was evidenced from the table 8 above that manager's ability to generate and implement new ideas were weak and very weak as it scored a total of 57.3%.

Regarding abilities to build and work with project team members, the results in the table 8 above showed 39% of the respondents said weak and very weak, whereas 28.0% and 24.4% said average and good respectively. This in general indicated that managers had weak trends to build and work with project team members.

Table 9: Descriptive Statistics of Professional Competencies (Items 7-9)

Items	Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Ability to resolve conflicts	Very Weak	9	11.0	11.0	11.0
	Weak	24	29.3	29.3	40.2
	Average	22	26.8	26.8	67.1
	Good	24	29.3	29.3	96.3
	Very Good	3	3.7	3.7	100.0
	Total	82	100.0	100.0	
Ability to effective time management	Very Weak	16	19.5	19.5	19.5
	Weak	22	26.8	26.8	46.3
	Average	21	25.6	25.6	72.0
	Good	18	22.0	22.0	93.9
	Very Good	5	6.1	6.1	100.0
	Total	82	100.0	100.0	
Ability to take risks	Very Weak	12	14.6	14.6	14.6
	Weak	25	30.5	30.5	45.1
	Average	23	28.0	28.0	73.2
	Good	18	22.0	22.0	95.1
	Very Good	4	4.9	4.9	100.0
	Total	82	100.0	100.0	

Source: Own Survey using SPSS version 23, 2018

Table 9 above illustrated the results of the question that described about managers ability to resolve conflicts. Thus, a status of weak and very weak ability scores 40.2%. On the other hand, average scores 26.8 % and good and very good scores 33%. From this it can be concluded that managers were weak in conflict resolution.

As it can observed from table 9 above, time management ability of managers also evaluated by the respondents, accordingly, 46.3% respondents responded weak and very weak, 25.6% average. 28.1% scored good and very good. The data indicated that, time management ability of

managers was not good. As presented in the table above, 45.1% suggested that managers' ability to take risks were weak and very weak. On the other hand, 26.9% believed as they were good and very good and the rest 28% responded as an average. This result indicated that manager's ability to take risk was weak.

Table 10: Descriptive Statistics of Professional Competencies (Items 10-11)

Items	Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Ability to leading and motivating workers and other participants for improving performances	Very Weak	17	20.7	20.7	20.7
	Weak	24	29.3	29.3	50.0
	Average	19	23.2	23.2	73.2
	Good	17	20.7	20.7	93.9
	Very Good	5	6.1	6.1	100.0
	Total	82	100.0	100.0	
Awareness of construction-related concepts	Very Weak	15	18.3	18.3	18.3
	Weak	29	35.4	35.4	53.7
	Average	19	23.2	23.2	76.8
	Good	12	14.6	14.6	91.5
	Very Good	7	8.5	8.5	100.0

Source: Own Survey using SPSS version 23, 2018

As shown in the above table, respondents also asked to respond about the ability of managers to lead and motivate workers and other participants for improving performances. Accordingly, 50% suggested weak and very weak cumulatively, 26.8% felt good and very good. The rest 23.2% suggested average. From this it can be concluded that their leading and motivating competency was weak. The degree to which managers' awareness of construction-related concepts was ranked as 53.7% weak and very weak collectively, 23.2% average, 23.1% responded good and very good. As the majority respondents implied, managers lacked construction-related concepts.

As explained in the methodology part earlier, from the four managers of the head office two managers were selected to be interviewed. All of the interviewees had worked as head and vice

head manager for more than 3 and 7 years respectively, close to 5 years on average. In each interview, the interviewees talked about managerial competencies and project effectiveness.

The interviewees asked about their belief on the importance of project managers to be professionals on construction or engineering field. In response to this question, all of the interviewees agreed that managers who joined construction related fields were a key for project success. In addition, experienced professional engineers should assign as a project manager in all branch offices. However, they added that being engineer alone could not guaranty for the project effectiveness. Commitment and accountability should be parts of the criteria for the selection of managers.

4.3.1.2 Descriptive Statistics of Social Competency

Table 11: Descriptive Statistics of Social Competency (Item 1-3)

Items	Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Communication skill and influencing others	Very Weak	9	11.0	11.0	11.0
	Weak	25	30.5	30.5	41.5
	Average	23	28.0	28.0	69.5
	Good	22	26.8	26.8	96.3
	Very Good	3	3.7	3.7	100.0
	Total	82	100.0	100.0	
Orientation to customer	Very Weak	4	4.9	4.9	4.9
	Weak	20	24.4	24.4	29.3
	Average	28	34.1	34.1	63.4
	Good	26	31.7	31.7	95.1
	Very Good	4	4.9	4.9	100.0
	Total	82	100.0	100.0	
Demonstrating responsibility and accountability	Very Weak	9	11.0	11.0	11.0
	Weak	26	31.7	31.7	42.7
	Average	20	24.4	24.4	67.1
	Good	22	26.8	26.8	93.9
	Very Good	5	6.1	6.1	100.0
	Total	82	100.0	100.0	

Source: Own Survey using SPSS version 23, 2018

Respondents were asked about managers social competencies. The results of the survey are listed in table 11 and 12. It is evident from the table above that managers' communication skill and influencing others scored 41.5% for weak and for very weak together, 30.5% for good and very good and the rest 28% for average. As the result indicated many of the managers had weak communication skill. The responses in the same table above were collected on the managers' competency on the orientation to customers. The results clearly indicated that 36.6% of the

respondents revealed good and very good. 34.1% ranked average, and 29.3% suggested good. According to the majority of the respondents, managers gave attentions to their customers.

It was tried to find out whether managers demonstrated responsibility and accountability in the project office. Based on the responses above, 42.7 % respondents responded weak and very weak, 32.9% of entire sample revealed good and very good together, 24.4% ranked average. Majority of these indicated that managers were weak in a competency of demonstrating responsibility and accountability.

Table 12: Descriptive Statistics of Social Competency (Item 4-5)

Items	Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Maintains a close relationship with his employees and customers	Very Weak	9	11.0	11.0	11.0
	Weak	22	26.8	26.8	37.8
	Average	18	22.0	22.0	59.8
	Good	27	32.9	32.9	92.7
	Very Good	6	7.3	7.3	100.0
	Total	82	100.0	100.0	
Fairness or treating people equally	Very Weak	17	20.7	20.7	20.7
	Weak	19	23.2	23.2	43.9
	Average	17	20.7	20.7	64.6
	Good	24	29.3	29.3	93.9
	Very Good	5	6.1	6.1	100.0
	Total	82	100.0	100.0	

Source: Own Survey using SPSS version 23, 2018

When the respondents asked, whether managers had ability to maintain a close relationship with their employees and customers, as presented in table 12 above, 40.2% of the respondents believed that they were good and very good, 37.8% agreed weak and very weak together, 22.0% felt average, From this result one can understand that managers have better relationship with their employees and customers. As illustrated in the same table above, respondents were asked

about managers' competency of fairness or treating people equally. Accordingly, 43.9% admitted weak and very weak, 35.4% stated good and very good, and 20.7% agreed averages, from this response it can be concluded that managers were weak in treating people equally.

4.3.1.3 Descriptive Statistics of Personal Competency

Table 13: Descriptive Statistics of Personal Competency (Item 1-3)

Items	Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Ability to make sound decisions and execute them firmly	Very Weak	16	19.5	19.5	19.5
	Weak	22	26.8	26.8	46.3
	Average	22	26.8	26.8	73.2
	Good	21	25.6	25.6	98.8
	Very Good	1	1.2	1.2	100.0
	Total	82	100.0	100.0	
Adequate understanding and willingness to obey project rules and regulation	Very Weak	8	9.8	9.8	9.8
	Weak	17	20.7	20.7	30.5
	Average	27	32.9	32.9	63.4
	Good	24	29.3	29.3	92.7
	Very Good	6	7.3	7.3	100.0
	Total	82	100.0	100.0	
Demonstrating a personal commitment to quality service	Very Weak	10	12.2	12.2	12.2
	Weak	17	20.7	20.7	32.9
	Average	23	28.0	28.0	61.0
	Good	26	31.7	31.7	92.7
	Very Good	6	7.3	7.3	100.0
	Total	82	100.0	100.0	

Source: Own Survey using SPSS version 23, 2018

In this study, the respondents evaluated the personal competency of managers. As the response presented in table 13 above, 46.3% of them answered managers ability of sound decisions making and execute them firmly were weak and very weak. 26.8% of them also answered

average. The rest 26.8% felt good and very good. This indicated that managers decision making ability were weak. Related to managers' competency of understanding and willingness to obey project rules and regulation, 36.6% of the respondents stated good and very good. 32.9% marked an average and 30.5% revealed weak and very weak. In general, managers were good in competency of understanding and willingness to obey project rules and regulation.

In table 13, it is shown that 39% of the respondents rated managers' personal commitment to quality service were good and very good, 32.9% of them rated as weak and very weak. The rest 28% agreed an average. The findings implied that, managers had better competency in demonstrating personal commitment to quality service.

Table 14: Descriptive Statistics of Personal Competency (Item 4-5)

Items	Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Demonstrating self confidence	Very Weak	15	18.3	18.3	18.3
	Weak	18	22.0	22.0	40.2
	Average	19	23.2	23.2	63.4
	Good	22	26.8	26.8	90.2
	Very Good	8	9.8	9.8	100.0
	Total	82	100.0	100.0	
Self-motivated and committed to his work	Very Weak	7	8.5	8.5	8.5
	Weak	22	26.8	26.8	35.4
	Average	22	26.8	26.8	62.2
	Good	17	20.7	20.7	82.9
	Very Good	14	17.1	17.1	100.0
	Total	82	100.0	100.0	

Source: Own Survey using SPSS version 23, 2018

As the result presented in the above table, the researcher tried to ask the respondents regarding managers' competency of self-confidence. 40.2% the respondents rated weak and very weak,

36.6% rated good and very good. The rest 23.2% felt average. This result allowed the researcher to establish a conclusion that majority of the managers had not self-confidence.

Table 14 indicated that the response of respondents on competency of managers self-motivation and commitment to their work. They rated 37.8% for good and very good, 35.4% for weak and very weak. The rest 26.8% rated for average. The responses showed that, managers had good ability of self-motivation and commitment.

According to interviewees' responses, all respondents replied that the project managers were assigned particularly based on their political commitment and membership of the governing party instead of their educational qualification and work experience. Even if other factors contributed for the weak performance of the project, this kind of managers' recruitment contributed for the project weakness and ineffectiveness.

When answering the question about competencies of project managers, the respondents viewed that a project manager should have competencies like knowledge, abilities, skills and personal behaviors required for project success. According to them, managers initially assigned based on their political background and commitment. Except two branch managers all of the managers found in branch offices were a non-engineering or non-construction field graduate. As they responded about managers professional, social and personal competencies, even if there was differences from manager to manager, particularly in the aspects of project coordination, decision making and construction competency, most managers were poor. However, they were good in political mission accomplishment.

The interviewees also expressed about how the project evaluated the effectiveness of the managers and what actions were taken to improve managers' performance gaps. They stated that, project managers were measured mainly based on their commitment, and additionally based on time of accomplishment, quality of houses and cost of the project utilized. However, being the project had many backlogs contributed for its weak effectiveness; managers were not accountable for the project ineffectiveness due to time schedule, quality standard and over cost utilization problems. As they explained, in order to fill their competency gap, the project office

had undertaken a monthly evaluation session and a short term training program held once per annum.

4.3.1.4 Descriptive Statistics of Project Effectiveness

Table 15: Descriptive Statistics of Project Effectiveness

Items	Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Striving for build housing based on its time schedule	Very Weak	24	29.3	29.3	29.3
	Weak	30	36.6	36.6	65.9
	Average	16	19.5	19.5	85.4
	Good	11	13.4	13.4	98.8
	Very Good	1	1.2	1.2	100.0
	Total	82	100.0	100.0	
Striving for build housing based on its financial cost or budget allocated	Very Weak	12	14.6	14.6	14.6
	Weak	20	24.4	24.4	39.0
	Average	28	34.1	34.1	73.2
	Good	19	23.2	23.2	96.3
	Very Good	3	3.7	3.7	100.0
	Total	82	100.0	100.0	
Striving for build housing based on its quality standard	Very Weak	19	23.2	23.2	23.2
	Weak	25	30.5	30.5	53.7
	Average	18	22.0	22.0	75.6
	Good	14	17.1	17.1	92.7
	Very Good	6	7.3	7.3	100.0
	Total	82	100.0	100.0	

Source: Own Survey using SPSS version 23, 2018

Time schedule was one of the basic measurements in organizational effectiveness. In this study, time schedule of the project office has been measured by the respondents as presented in table 15 above. Out of the total 82 respondents, 65.9% of the respondents stated that the office had weak and very weak practices in building condominium houses based on its time schedule. On the

other hand, 19.5% suggested it's an average. And 14.6% ranked as good and very good. This in general entailed that the housing project effectiveness was poor in building houses based on its time schedule.

The second item in the above table is about financial effectiveness of the project office. 39.0% of the respondents felt that weak and very weak budget performance. On the other hand, 34.1% felt average, 26.9% said good and very good together. From the majority respondents' point of view, the project office was not effective in utilization of financial budget allocated.

Appendix 2 presented the financial budget that has been utilized throughout the years where the project was started. In the report, the financial costs of the government subsidies were not included. From the data point of view, when we divide the total budget to the total constructed houses, one house had a cost of Birr 184,030.95 on an average which excluding the type of houses, the government subsidies and the depreciation value of the money. From this observation, as per the finding, it can be concluded that the cost of housing were high compared with the budget it utilized.

Regarding the effectiveness of the project office related to its condominium housing quality, 53.7% of the respondents indicated that the quality of the houses were weak and very weak. Furthermore, 24.4% of the respondents rated good and very good. On the other hand, 22.0% implied the quality was average. In general, majority of the respondents indicated that the quality of the condominium houses was poor.

In relation to the project effectiveness, the interviewees implied completing houses particularly based on its time schedule and its quality was very weak. Many factors were suggested as reasons for its weakness in quality and time. As they mentioned, timely provision of finance and materials were slow on the parts of concerned bodies. Low capacity of contractors was also another factor for its poor effectiveness. Supplier off utilities like Ethiopian Electric Power and Addis Ababa Water and Sewerage Authority were not provided these infrastructures according to the demand of the project office.

In addition, the researcher interviewed the head and vice head managers of the project office about the project effectiveness. According to them, the office is successful particularly on job creation for micro and small scale enterprises; on enhancing and building the capacity of the domestic contractors and consultants; on changing slum and deteriorated areas to attractive neighborhoods and on introducing modern living styles. However, from the demand of the city dwellers point of view, the project lags much behind. In addition to these, the project was not successful on completing houses based on its time schedule and quality standard. Such results show that there was an agreement on low performance of the housing project.

They also explained the effect of managerial competencies on the project effectiveness. They agreed that the housing project was felt from three perspectives point of view. First, it was not finished based on the given time schedule. Regarding time schedule, as they said, G+ 4 condominium housing should be finished within 1 and ½ years. But now it took more than 4 years. Second, the quality of the housing was not based on the pre set standard. Thirdly, the cost of the condominium housings was not as the expected amount and it increased from time to time. This in general affected the beneficiaries of the condominium houses particularly the poor households.

4.3.2 The Mean Value Analysis of Managerial Competencies

As shown in table 16 below, this section measured the project managerial competencies through 3 dimensions of professional, social and personal competency in 21 items.

Table 16: Project Managerial Competency Items

Managerial competencies	Professional Competency	Social Competency	Personal Competency
No. of items	11	5	5
Items Arrangement	1-11	12-16	17-21

Source: Own Survey, 2018

4.3.2.1 The Mean Value of Responses on the Competencies of Managers

Table 17: The Mean Value of Responses on the Competencies of Managers

Descriptive Statistics			
	N	Mean	Std. Deviation
Professional	82	2.7195	.85247
Social	82	2.9000	.95284
Personal	82	2.9317	.97435
Valid N (list wise)	82		

Source: Own Survey using SPSS version 23, 2018

Table 17 above clearly depicted the corresponding arithmetic mean and standard deviation of professional, social and personal competencies of the AAHDPO managers. Thus, professional competencies has a mean of 2.7195 and a standard deviation of 0.85247, social competencies has a mean of 2.9000 and a standard deviation of 0.95284 and personal competencies has a mean of 2.9317 and a standard deviation of 0.97435. This data in general showed that managerial competencies of AAHDPO were the average cut-off point of three in scale of five. This analysis of mean of competencies implied that a mean value less than the average standard. Accordingly, it could be generalized that the competency gaps were observed in managers of AAHDPO. In general, the overall managerial competency result indicated that there was a significant degree of weakness in the part of the AAHDPO managers.

In relation to filling the gaps of managers, the researcher asked the interviewees how to improve the competencies of managers. All respondents agreed that in order to improve and increase the effectiveness of the project. First of all the system and the structure of the organization should be changed. A short and long term trainings that supported by information technology (IT) should be organized and applied. Managers who performed best should be awarded and those who registered poor performance should be accounted. Managers who did not showed commitment should be substituted by others. According to them, in order to increase the performance of the managers, the issue of leadership should be incorporated under the human resource plan of the project office. In addition, managers should gain experiences from well experienced foreign countries in the sector.

Table 18: Project effectiveness Assessment Items

Project Managerial competencies	build housing based on its time schedule	build housing based on its financial cost or budget allocated	build housing based on its quality standard
No. of items	1	1	1

Source: Own Survey, 2018

4.3.2.2 The Mean Value of Responses on the Project Effectiveness

Table 19: The Mean Value of Responses on the Project Effectiveness

Descriptive Statistics			
	N	Mean	Std. Deviation
Effectiveness	82	2.5081	.95614
Valid N (list wise)	82		

Source: Own Survey using SPSS version 23, 2018

Table 19 showed that, the average means and standard deviation of the respondents' perception towards the effectiveness of the project based on its time, cost and quality. Accordingly the effectiveness of the project has a mean of 2.5081 and a standard deviation of 0.95614. The descriptive statistics of mean and standard deviation showed that the effectiveness of the project has a mean value of less than the average standard. Considering this fact, it was therefore important to conclude that the project was not in a good position in performing its task based on the time schedule given, the budget allocated and the quality standard set.

Regarding its effectiveness, the researcher found documents that showed number of constructed houses and utilized budgets. As depicted in the appendix 1, the project office transferred 182,388 completed units of condominium houses for the last 14 years in 10/90 and 20/80 housing schisms. When the total completed and transferred houses divided into the total age of the project office (14), a total of 13,027 housing units were constructed and transferred for the beneficiaries yearly on average. From its initial objective of a 40, 000 housing units' annual plan of construction and transfer point of view, the project seemed failed. This indicated that, the office had not constructed many houses based on its initial plan. Currently, as in appendix 1 indicated, 94,114 housing units have been under construction.

4.4 Test of Assumptions

In order to provide answers to the study research questions, a set of hypotheses were postulated based on the literature review. The analyses, interpretation of the results of the hypotheses testing were presented. All research hypotheses have been supported from the empirical test. In addition, regression and the Pearson correlation coefficient were used to test for any statistical significance in the relationships proposed by the hypotheses.

In this research the managerial competencies were categorized on professional, social and personal competencies. Based on this category three hypotheses were used to test the managerial competencies and its relationship with project effectiveness:

H1: There is a positive relationship between manager's professional competencies and housing project effectiveness.

H2: There is a positive relationship between manager's social competencies and housing project effectiveness.

H3: There is a positive relationship between manager's personal competencies and housing project effectiveness.

4.4.1 Correlation Analysis

Correlation analysis measures the degree of relationship between two or more variables. It is used to measure the strength of association between two variables and ranges between -1 (perfect negative correlation) to 1 (perfect positive correlation). In this study correlation analysis was done to determine the relationship between each of the independent variables and the dependent variable. The study provided the correlation matrices among three managerial competencies (professional, social and personal) and between project effectiveness (dependent variable). A summary of Bivariate correlations between variables has shown in table 20 below.

Table 20: Pair Wise Correlation between Professional Competencies, Social Competencies, Personal Competencies and Organizational Effectiveness

Correlations

		Professional	Social	Personal	Effectiveness
Professional	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	82			
Social	Pearson Correlation	.877**	1		
	Sig. (2-tailed)	.000			
	N	82	82		
Personal	Pearson Correlation	.850**	.868**	1	
	Sig. (2-tailed)	.000	.000		
	N	82	82	82	
Effectiveness	Pearson Correlation	.646**	.616**	.745**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	82	82	82	82

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

The study considered the dependent variable as project effectiveness and three independent variables i.e., professional competencies, social competencies and personal competencies. To find out the relationship between the dependent variable and the independent variables was one of the objectives of the study also applying logic to understand the relationship between these variables. In order to ascertain if some relationship exists between the three dimensions of managerial competencies and the project effectiveness, a Bivariate correlation analysis was conducted using SPSS. The Pearson's correlation coefficient technique was applied and relationships were measured.

The Pearson's correlation coefficient ranges between -1 (perfect negative correlation) to +1 (perfect positive correlation) which shows that the relationship between the two variables may be positive or negative. In table 20 above, the Pearson correlation coefficient is +0.877, +0.868 and +0.745 which means that the managerial competencies positively affect organizational

effectiveness. As it is observed in the table, the relationship was closed to one, meaning that it was strong correlation. A further analysis was pivotal for the validation of the relationship. The p-value (sig) = 0.000 was less than 0.05 and implies that it was consistent with the result. It can therefore be concluded that there was statistically significant relationship between variables.

On the other hand, as the table clearly showed there was a high degree of positive correlation between professional competencies and social competencies ($r = 0.877$) and professional competencies and personal competencies ($r = 0.850$). The result also showed that there was a positive correlation between personal competencies and social competencies ($r = 0.868$). This study got the support of the following findings of the research that there was a positive relationship between professional competencies and project effectiveness ($r = 0.646$), social competencies and project effectiveness ($r = 0.616$) and personal competencies and project effectiveness ($r = 0.745$). From the table it was clearly observed that all the variables under study have high degree of positive correlation between them. Therefore the alternative hypotheses were accepted at $p < 0.05$. In other words:

- There is a positive relationship in between managers' professional, social and personal competencies.
- There is a positive relationship between managers' professional competencies and housing project effectiveness.
- There is a positive relationship between managers' social competencies and housing project effectiveness.
- There is a positive relationship between managers' personal competencies and housing project effectiveness

This in general implied that the existence of professional, social and personal competencies on the part of managers of the project office, the condominium housing construction resulted into effective. On the other hand, absence of managerial competencies resulted into failure of the project office.

4.4.2 Regression Analysis

4.4.2.1 Regression analysis of Managers Competencies on project Effectiveness

The purpose of this study was to establish correlation between data, without which regression analysis was of little significance. Regression testing was more precise and utilizes analytic techniques that examine predictive associations between the dependent and independent variables. Where the correlation analysis yielded relationships between competencies and project effectiveness the researcher performed regression analysis as a secondary step to evaluate the predictive quality of the relationship. In this study a regression analysis was used to establish how the combined effect of the independent variables that were professional, social and personal competencies affected the project effectiveness.

Table 21: Results of Regression Analysis of Managers Competencies on Project Effectiveness

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.751 ^a	.564	.548	.64315

a. Predictors: (Constant), Personal, Professional, Social

The above model summary of table included information about the quantity of variance that was explained by the study predictor variables. The first statistic, *R*, is the correlation coefficient between all of the predictor variables and the dependent variable. In this model, the value was 0.751, which indicated that there was a great deal of variance shared by the independent variables and the dependent variables. In the same table, the value of *R Square* described the goodness-of-fit or the amount of variance explained by predictor variables. In this study the value of *R Square* was 0.564 which indicated that 56.4% of the variance in the dependent variable was explained by the independent variables in the model. In other explanation, the *R Square* was evident that almost 56% of the variability in organizational effectiveness may be explained by the variability in professional, social and personal competencies of managers. Therefore, there was a statistically significant relationship between managers' competencies and project effectiveness.

In other words, the proportion of variance accounted for in the dependent variable (project effectiveness) by the independent variable (managerial competencies), the correlation coefficient

was 0.751, and the R-square is 0.564. Thus, the predictor variables of the project effectiveness have shown 56.4% of the variance in the dependent variable (project effectiveness). Therefore, The Adjusted R squared was coefficient of determination which told us the variation in the dependent variable due to changes in the independent variable, from the findings in the above table the value of adjusted R squared was 0.548, an indication that there was variation of 54.8% on managerial competencies due to changes in project effectiveness at 95% confidence level. Hence, 75.1 % of managerial competencies explained by project effectiveness.

4.4.2.2 Multicollinearity Test

Table 22: Multicollinearity Test Result

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.359	.243		1.477	.144		
1 Professional	.725	.096	.646	7.572	.000	.299	5.026
2 Social	.618	.088	.616	6.988	.000	.276	5.675
3 Personal	.731	.073	.745	10.000	.000	.213	4.699

a. Dependent Variable: Effectiveness

Since the study used independent variables, it was best to test for multicollinearity, in addition to the pair wise correlation test. To test the hypothesis that organizational effectiveness was a function of three managerial competency variables i.e. professional competencies, social competencies and personal competencies a hierarchical multiple regression analysis was performed. Tests for multicollinearity results confirmed that there were no high correlations between the independent variables using the Variance Inflation Factor (VIF = 5.026 for professional, 5.675 for social, and 4.699 for personal). According to Montgomery (2001) cited in Joshi (2012) if any of the VIF values exceeds 10, it implies that the associated regression coefficients are poorly estimated because of multicollinearity. The results in this study showed that, the problem of multicollinearity did not exist between variables in the model. Therefore it can be concluded that there is no problem of multicollinearity.

In this study tolerance was also utilized to compute each independent variable by regressing it on other independent variables. If tolerance scores above 0.2, assumptions could be met. As presented in the above table, tolerance test for each variable was 0.299 for professional, 0.276 for social, and 0.213 for personal competencies. Therefore, there were no high correlations between the independent variables and the problem of multicollinearity did not exist between variables.

In addition, table 22 showed that there is a positive direct effect of professional, social and personal competencies on project effectiveness, since (Beta=0.646, t=7.572, Sig. =0.000, p<0.05) for professional, (Beta=0.616, t=6.988, Sig. =0.000, p<0.05) for social and (Beta=0.745, t=10.000, Sig. =0.000, p<0.05) for personal. Therefore, the three competencies had a positive relationship and a significant effect on project effectiveness.

4.4.3 Hypothesis Testing Results

A total of three hypotheses were developed to assess the relationship between the independent and dependent variables. The results from the regression analysis indicated that, all variables had a positive and significant impact on the condominium housing effectiveness. In addition, there was no unexpectedly significant and negative relationship with project effectiveness. Based on this, table 23 summarized the results of the hypothesis testing that has been conducted in the study.

Table 23: Hypothesis Testing Results

No	Hypothesis Tested	Results
H1	There is a positive relationship between manager's professional competencies and housing project effectiveness.	Accepted
H2	There is a positive relationship between manager's social competencies and housing project effectiveness.	Accepted
H3	There is a positive relationship between manager's personal competencies and housing project effectiveness	Accepted

Source: Own Survey

CHAPTER FIVE

5. SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 Summary of Major Findings

The study aimed to examine the effect of managerial competencies on organizational effectiveness at the AAHDPO. As per the data gathered through questionnaire, interview and document analysis the summary of major findings are presented as follow.

The data gathered from the respondents analyzed by using SPSS software. A total of 82 respondents were participated in the study. A stratified random sampling was used to sample the respondents. The study used both qualitative and quantitative approaches. Based on the result of mean score data analysis, on the managers of AAHDPO showed different competency results. With regarding to professional competencies of managers, managers were weak in planning, monitoring and controlling projects, solving problems, build and work with project team members, in conflict resolution, time management, in risk taking, in leading and motivating the people and in construction-related concepts,

Managers' social competencies were also analyzed in this study. As the finding revealed, the good part of managers were, managers gave attentions to their customers and they had better relationship with their employees and customers. On the other hand, managers were weak in the competency of demonstrating responsibility and accountability, in communication skill and in treating people equally.

Related to personal competencies of managers, the AAHDPO managers were good in understanding and willingness to obey project rules and regulation, in demonstrating personal commitment to quality service and in ability of self-motivation and commitment. On the opposite, they were poor in decision making and in the ability of self-confidence.

The study also found that the housing project effectiveness was poor in building houses based on its time schedule, in financial budget utilization and in quality of standards. As the study depicted, the number of total transferred and the number of total under constructed condominium houses were 182,388 and 94,114 respectively. Hence, the office had not constructed a number of

houses based on its plan. The study revealed that the project managers assigned particularly based on their political commitment alone instead of educational qualification and work experience. And they were not accountable for the project ineffectiveness due to time schedule, quality standard and over cost utilization problems.

The correlation and regression analysis indicated that the managerial competencies had a significant effect on project effectiveness. All the variables under study had high degree of positive correlation between them. There was a high degree of positive correlation between professional competencies and social competencies ($r = 0.877$), professional competencies and personal competencies ($r = 0.850$). Professional competencies and project effectiveness ($r = 0.646$), social competencies and project effectiveness ($r = 0.616$) and personal competencies and project effectiveness ($r = 0.745$).

The hypothesized model was tested using the correlation and regression analyses method. As a result, the positive relationship between professional competencies and organizational effectiveness, social competencies and organizational effectiveness and personal competencies and organizational effectiveness were confirmed.

Tests for multicollinearity results confirmed that there were no multicollinearity problem between the independent variables using the Variance Inflation Factor (VIF = 5.026 for professional, 5.675 for social, and 4.699 for personal) and using tolerance test 0.299 for professional, 0.276 for social, and 0.213 for personal competencies..

5.2 Conclusion

As the increase of concentration on projects during these times, managers play a more important role in managing the project. Project managers are important persons for projects to plan, manage and control the overall project. In doing so, projects effectiveness would be developed and the satisfaction of the customer would be increased. It is clear that successful projects are mainly the result of competent and well qualified managers. If the managers are not well qualified and not well trained the projects will face a problem of goal achievement. From the findings, the Addis Ababa condominium housing development has been created an advantage for

many city middle and lower income households. However the project has encountered problems with regards time of accomplishing, cost and constructing quality of houses. This research looked at the effect of managerial competencies on organizational effectiveness of AAHDPO. As the study revealed managerial competencies was one of the major factors for the achievement of the project objectives. The main findings of the study highlighted that professional, social and personal competencies of managers were determinant factors of project success.

The results showed that there were competency gaps on the part of project managers. Some of the project manager's competencies like ability in giving attentions to their customers, in relationship with their employees and customers, in understanding and willingness to obey project rules and regulation, in demonstrating personal commitment to quality service and in ability of self-motivation and commitment. On the other hand, as the findings indicated that the project managers undergone in weak competencies like ability to promote works in a planned manner, ability to identify and solve problems, ability to generate and implement new ideas, ability to effective time management, ability to leading and motivating workers and other participants for improving performances, awareness of construction-related concepts, communication skill and influencing others, demonstrating responsibility and accountability, fairness or treating people equally, demonstrating a personal commitment to quality service and self-motivated and committed to the work.

Based on the findings, majority of the respondents has a perception that the project was not successful particularly in accomplishing condominium houses based on its time schedule and quality standard. Including other factors, the project management system and the managers' competencies were mentioned as determinant factors for the project weak performance. In general, results of the study about project managerial competencies indicated that all the project managerial competencies have an effect on project success at AAHDPO.

In this research, findings gathered by questionnaire, interview and document review. Structured questioner was used to collect data from management staffs, contractors, consultants and officers and an interview also used to collect data from project managers. To understand the characteristics of the sample and also to identify and discuss the relationship between the

independent and dependent variables, the researcher used descriptive and inferential data analysis techniques.

5.3 Recommendations

Based upon the results obtained from the findings the researcher made the following possible recommendations to overcome project weakness as a result of managerial competency gaps:-

- As revealed from the findings that, managers are considered as the first most important person in increasing project effectiveness. Therefore, it's fair to recommend that managers should be assigned based on their educational qualification and work experience instead of political commitment alone.
- The project should hire competent managers in the field that can manage projects effectively. In addition, competencies should be assessed during the selection processes of managers to ensure that those recruited managers have the potential to lead the housing project.
- Housing project managers should clearly understand and recognize managerial competencies like professional, social and personal as it was discussed in this study. Therefore, they should develop their competencies to increase the effectiveness of the housing project.
- The managers of the surveyed branch projects need immediate and appropriate short and long term managerial competency trainings to support them in developing the skills, knowledge and abilities of the sector. In addition, the training and development programs should be designed to support managers in developing their managerial competencies.
- The project office should develop experience sharing sessions between managers to share and improve their managerial competencies. Managers should also gain experiences from well experienced foreign countries of the sector.
- The project office should ensure efficient time management and supervision to avoid delay of the project and hence to avoid cost overrun due to delay.

- The project office should integrated performance management processes in order to reward best performer managers and to held accountability for weak performers.
- Even if this study is an important step in exploring the competency of managers in enhancing project effectiveness, it is not without limitations and does point to a need for further research. It is recommended further study on the same topic with wider sample size including all stakeholders to reflect a wide assessment of managerial competencies in the project office.

REFERENCES

- Abbaszadeh, Z, Eyni, A. and Rabiei, P. (2012). The Relationship Between Managers' Competencies and Employees' Productivity in Fars Chemical Industries Company, Shiraz, Iran World Applied Sciences Journal 19 (6): 811-817
- Abraham, S. E., Karns, L. A., Shaw, K., & Mena, M. A. (2001), "Managerial competencies and the managerial performance appraisal process" Journal of Management Development, Vol. 20, No.10, pp. 842-852.
- Abston, K.A. and Stout, V.J. Organizational Effectiveness: Exploring What It Means in Human Resource Development.
<https://files.eric.ed.gov/fulltext/ED492748.pdf> (Accessed on April 17, 2018)
- Addis Ababa Housing Administration Agency. (2016). Six month unpublished report.
- Addis Ababa Administration Organizational Structures Study Project Office (AAAOSSPO). (2017). Unpublished Document
- Addis Ababa Housing Development Project Office (AAHDPO) 2016/17, Annual Report, Unpublished Document
- Addis Ababa Housing Development Project Office (AAHDPO) 2017/18, Nine Month Report, Unpublished document
- Addis Ababa Housing Development Project Office (AAHDPO). (2018). Unpublished Document
- Anantatmula, V.S. (2010). Project Manager Leadership Role in Improving Project Performance. *Engineering Management Journal* Vol. 22 No.1.
- Arditi, D., Gluch, P. & Holmdahl, M. (2013). Construction Management and Economics: Managerial competencies of female and male managers in the Swedish construction industry
- Bakouros, Y. & Kelessidis, V. (2000). Project Management: Report Produced for the EC Funded Project
- Ballesteros, A.K & Chavarria, F. (2015). Competencies of an Effective Project Manager: The Role of the Professional Bodies of Knowledge and Formal Education Providers in the development of soft skills.
- Bangor University (2017). Project Management Framework
<https://www.bangor.ac.uk/cpb/documents/Project%20Management%20Framework%20v2%20March%202017.pdf> (Accessed on April 17, 2018)

- Barmayehvar, B. (2013). Being an Effective Project Manager: An Exploration within Project-Oriented Organizations
https://www.research.manchester.ac.uk/portal/files/54505137/FULL_TEXT.PDF
 (Accessed on May 26, 2018)
- Bartram, D. (2005). The Great Eight competencies: a criterion-centric approach to validation. *The Journal of applied psychology*, 90(6), 1185-1203
- Bartuševičienė, I. & Šakalytė, E. (2013). Organizational Assessment: Effectiveness vs. Efficiency. “Social Transformations in Contemporary Society”, ISSN 2345-0126
<http://stics.mruni.eu/wp-content/uploads/2013/06/45-53.pdf> (Accessed on May 26, 2018)
- Beata J., Hans P. K., & Anandasivakumar E.G., (2014). Key competences of public sector project managers, *Procedia - Social and Behavioral Sciences*, 247 – 256.
- Berssanetia, F. T., Carvalhob, M. M. & Muscatc, A. R. N. (2010). Impact of Reference Model for Project Management and Project Management Maturity Models on Performance: An Exploratory Study in Information Technology Projects
- Bosch, M. J. & Cardona, P. (n.d). Managerial Competencies and Profiles: An Exploratory Study in Seven Cultures and A Special Analysis of Latin America
- Boyatzis, R.E. (1982). *The competent manager: a model for effective performance*. New York: John Wiley and Sons.
- Brahimi, C. (2011). *The Competency-based Approach. A Lever for Changing Public Health Practices in Québec*
https://www.inspq.qc.ca/pdf/publications/1694_CompBasedApproach_LevelChangPublHealthPratQc.pdf (Accessed on April 13, 2018)
- Caganova, D. & Čambál, M. (2017). Key Managerial Competencies and Competency Models in Industrial Enterprises
- Caupin, G., Knoepfel, H., Koch, G., Pannenbacker, K., Perez-Polo, F., & Seabury, C. (2006). ICB IPMA Competence Baseline Version 3.0. Nijkerk: International Project Management Association.
- Chen, P., Partington, D., & Wang, J. N. (2008). Conceptual determinants of construction project management competence: A Chinese perspective. *International Journal of Project Management*, Volume 26, Issue 6, Pages 655-664

- Cleland, D.I. (1986). Measuring Success: The owner's viewpoint. Proceedings of the 18th Annual Seminar/Symposium (Montreal/Canada), 6-12. Upper Darby, PA: Project Management Institute.
- Daft, R. L. (2010). Management, *Vanderbilt University, ninth edition*
http://abiturient.bgu.ru/mag/files/inter/Richard_Daft_Management_Text_Book.pdf
 (Accessed on May 26, 2018)
- Dave, I. (2010). Taxonomy of Educational Objectives: Developing and Writing Behavioral Objectives;
<http://www.instruction.greenriver.edu/avery/faculty/pres/tesol04/comptetencies3.html>
 (Accessed on May 26, 2018)
- Deist, F. D. & Winterton, J. (2005). What Is Competence? Human Resource Development International, Vol. 8, No. 1, 27 – 46,
- Edgar, W. B. (2008). Developing Core Competence Related Theory Working Paper Series—08-06
http://openknowledge.nau.edu/1529/1/Edgar_WB_Etal_2008_FrankeWPS_08-06.pdf
 (Accessed on May 26, 2018)
- Finn, B. (2013). An Investigation into the Impact of Knowledge Management in Improving Organizational Effectiveness and Generating Sustained Competitive Advantage
https://esource.dbs.ie/bitstream/handle/10788/1684/mba_finn_b_2013.pdf?sequence=1&isAllowed=y (Accessed on March 31, 2018)
- Gholipur, R.A., Mahmoodi, S. M., Jandaghi, G. & Fardmanesh, H. (2012). Presentation Model of Managerial Competency Approach in Management Development. Interdisciplinary Journal of Contemporary Research in Business Vol 3, No 9
- Gorenak, M. & Ferjanthe, M. (2015).The Influence of Organizational Values on Competencies of Managers
https://dspace.tul.cz/bitstream/handle/15240/7166/EM_1_2015_6.pdf?sequence=1&isAllowed=y (Accessed on April 13, 2018)
- Harvard University Competency Dictionary. (n.d). Development Dimensions Int'l, Inc.
https://apps2.campuservices.harvard.edu/cas/empldocs/cs/harvard_competency_dictionary_complete.pdf (Accessed on April 11, 2018)

- Hawi, R. O., Alkhodary, D., & Hashem, T. (2015). Managerial Competencies and Organizations Performance. *International Journal of Management Sciences* Vol. 5, No. 11,
- Heagney, J. (2012). *Fundamentals of Project Management*
- Hogg, B. (1993). European Managerial Competencies. *European Business Review*, 93 (2), 21-26.
<http://dx.doi.org/10.1108/EUM0000000001914> (Accessed on April 27, 2018)
- Integrated Housing Development Program. (2007). Unpublished Document
- Ileri, S.K (2010). A Comparative Study of Experiences, Competencies and Development Needs of Doctor Managers in Kenya and the United Kingdom
https://www.research.manchester.ac.uk/portal/files/54505137/FULL_TEXT.PDF
 (Accessed on April 17, 2018)
- Joshi, H. (2012). Multicollinearity Diagnostics in Statistical Modeling and Remedies to deal with it using SAS
- Kotheri, C.R. 1995. *Research Methodology: Methods and Techniques*. New Delhi, India
- Kerzner, H. (2009). *Project management: a systems approach to planning, scheduling, and controlling: 10th ed.*, John Wiley and sons, New York.
- Khana, A., Masrekb, M. N. & Nadzarc, F. M. (2015). Analysis of competencies, job satisfaction and organizational commitment as indicators of job performance: A conceptual framework
- Khoshouei, M. S., Oreyzi. H. R., & Noori, A. (2013). The Eight Managerial Competencies: Essential Competencies for Twenty First Century Managers
- Kiziltas, S., Dikmen, I. and Birgonul, M. T. (2003). Organizational effectiveness in construction: a conceptual framework. *In: Greenwood, D J (Ed.), 19th Annual ARCOM Conference, 3-5 September 2003, University of Brighton. Association of Researchers in Construction Management, Vol. 2, 523-32.*
- Kolibačova, G. (2014). The Relationship between Competency and Performance, *Acta Universitatis Agriculturae Et Silviculturae Mendelianae Brunensis*, Volume 62, No 6
https://acta.mendelu.cz/media/pdf/actaun_2014062061315.pdf (Accessed on ay 26, 2018)
- Krajcovicova, K., Caganova, D. & Cambal, M. (2012). Key Managerial Competencies and Competency Models in Industrial Enterprises. *International DAAAM Symposium, Volume 23, No.1,*
- Krathwohl, Bloom, and Masia, (2010). *Taxonomy of Educational Objectives.*

- <http://www.instruction.greenriver.edu/avery/faculty/pres/tesol04/comptetencies3.html>
- Kurschus, R. J. & Pilinkiene, V. (2012). The Conception and Models of Managerial Competence in Modern Theories of Management. *Journal of Management*
- Liu, J. Y. C., Chen, H. H. G., Jiang, J. J., & Klein, G. (2010). Task Completion Competency and Project Management Performance: The Influence of Control and User Contribution. *International Journal of Project Management*, 28(3), 220-227.
- Love, P. (1996). Approaches to Organisational Effectiveness and Their Application to Construction Organisations.
<https://eprints.qut.edu.au/4524/1/4524.pdf> (Accessed on May 26, 2018)
- Martina, K., Hana, U. & Jiri, F. (2012). Identification of Managerial Competencies in Knowledge-based Organizations *Journal of Competitiveness* Vol. 4, Issue 1, pp. 129-142,
- Martz, W.A. (2008) Evaluating Organizational Effectiveness. *Dissertations*. 793.
<http://scholarworks.wmich.edu/dissertations/793> (Accessed on April 13, 2018)
- Mihaiu, D. M., Opreana, A. & Cristescu, M. P. (2010). Efficiency, Effectiveness and Performance of the Public Sector. *Romanian Journal of Economic Forecasting – 4/2010*
- Morris, P. W. G., Crawford, L. H., Hodgson, D. E. & Thomas, J. (2006). Exploring the Role of Formal Bodies of Knowledge in Defining a Profession: The Case of Project Management. *International Journal of Project Management* 24(8):710
- Munns, A. K. & Bjeirmi, B. F. (1996). The Role of Project Management in Achieving Project Success. *International Journal of Project Management* Vol. 14, No. 2, pp. 81-87.
- MWUD. (2008). Integrated Housing Development Program of the Federal Democratic Republic of Ethiopia, Ministry of Works and Urban Development: African Ministerial Conference on Housing and Urban Development, AMCHUD II, Abuja, Nigeria
- Nair, P. (2017). A Study on Identifying Teaching Competencies and Factors Affecting Teaching Competencies with Special Reference to MBA Institutes in Gujarat
- Neagu, O., Lazar, T. A. & Macarie.S., (2014). A Comparative Analysis of Managerial Competencies Based on Evidence from Satu Mare County, Romania. *Economics Series* Vol 24 Issue 4/2014
- Oghojafor, B.E.A., Muo, F.I. and Aduloju, S.A. (2012). Organisational Effectiveness: Whom and What Do We Believe? *Advances in Management & Applied Economics*, vol.2, no.4, 81-108

- Pagon, M., Banutai, E. Bizjak, U. (2008). Leadership Competencies for Successful Change Management. A Preliminary Study Report
- Petersen, P. (2006). Top Management Competencies: - An investigation into the top 100 private and public companies in the Faroes.
www.industry.fo/Admin/Public/Download.aspx?file...04...Dissertation.pdf (Accessed on May 26, 2018)
- Pozin, I. (n.d). 6 Ways to Measure the Success of Any Project
- Project Management Institute (PMI). (2004). An Introduction to Project Management .A Guide to the Project Management Body of Knowledge
<https://www.usbr.gov/excellence/Finals/FinalIntroPM.pdf> (Accessed on April 18, 2018)
- Rahmawati, A., Haerani, S., Taba, M., & Hamid, N. (2016). Measures of Organizational Effectiveness: Public Sector Performance. *IRA-International Journal of Management & Social Sciences* (ISSN 2455-2267), 5(2), 203-214. doi:
- Redding, S. (2014). Personal Competency: A Framework for Building Students' Capacity to Learn
<https://www.hrpa.ca/Documents/Designations/Professional-Competency-Framework.pdf> (Accessed on April 13, 2018)
- Sanda, A., Sackey, J. & Fältholm, Y. (2011). Managerial Competence and Non-Performance of Small Firms in a Developing Economy. *International Journal of Contemporary Business Studies* Vol: 2, No: 3
<https://www.diva-portal.org/smash/get/diva2:975445/FULLTEXT01.pdf> (Accessed on April 11, 2018)
- Silva, et al (2014). Silva's Management Competency Theory: A Factor-Item Analytic Approach Utilizing Oblique Rotation Direct Obliming Method under Kaiser-Bartlett's Test of Sphericity
- Simpson, B. (2012). The knowledge needs of innovating organizations, *Singapore Management Review*
- Sundqvist, E., Backlund, F., Chronéer, D. (2014). What is project efficiency and effectiveness?
- Tsedale Mamo. (2008). Addis Ababa Housing Development Project Office.

- Tamrat, G. (2007). Employees' Opinion about Human Resources Development Practice of National Bank of Ethiopia, Master thesis, university of Addis Ababa, Addis Ababa. Unpublished MA Thesis.
- Trinder, J. C. (2008). Competency Standards - A Measure of the Quality of a Workforce: *The International Archives of the Photogrammetry, Remote Sensing and Spatial Information Sciences. Vol. XXXVII. Part B6a.*
- Turner, J.R. & Müller, R., (2006). Choosing Appropriate Project Managers: Matching Their Leadership Style to the Type of Project. Project Management Institute, Newton Square, PA, USA.
- UCDAVIS (2013). Introduction to Project Management: Principles, Techniques and Tools http://oe.ucdavis.edu/local_resources/docs/projectmanagementtraining.pdf (Accessed on April 18, 2018)
- UN-HABITAT. (2011). Condominium Housing in Ethiopia: The Integrated Housing Development Programme
- Vaishya, R., Jha, S. & Srivastava, D. K. (2016). Revisiting Managerial Competencies- Literature Review. *International Journal of Innovative Research & Development*, Vol 5, Issue 4.
- Veliu, L. & Manxhari, M. (2017). The Impact of Managerial Competencies on Business Performance: SME's in Kosovo. *Vadyba=Journal of Management*, Vol. 30, No. 1 2017, 59–65
- Xu, A. 1, Ye, L. (2014). Impacts of Teachers' Competency on Job Performance in Research Universities with Industry Characteristics: Taking Academic Atmosphere as Moderator

APPENDICES

Appendix -1

Number of Condominium Houses Constructed, Transferred and Under Construction from 2004-2018 (1996 to 2010 EC)

No	Years of Construction	Number of Sites	Number of Blocks	Types of Housing						Remark
				Shops	Studios	One Bed Room	Two Bed Rooms	Three Bed Rooms	Total Number of Houses	
1	From 1996 to 1998 EC	102	950	1725	6314	10740	11713	1750	32,242	Transferred
2	From 1999 to 2000 EC	12	958	2480	4890	11285	7160	2142	27,957	Transferred
3	From 2001 to 2002 EC	10	789	1439	2119	8842	4858	2847	20,105	Transferred
4	In 2003 EC	11	640	1031	2239	7153	4681	1681	16,785	Transferred
5	In 2004 EC	17	1766	3931	7744	19484	11531	7227	49,917	Transferred
6	In 2005 EC	7	1369	1016	25595	4690	2569	1512	35,382	Transferred
Total transferred									182,388	10/90 & 20/80 h/scheme
7	In 2006 /2007/ EC	9	1157	2690	1888	23851	12593	11671	52,693	Under Construction
8	In 2007/ 2008 EC	7	739	1866	0	19523	10025	10007	41,421	Under Construction
Total under construction									94,114	20/80 h/scheme
9	Total Sum	175	8368	16178	50789	105568	65130	38837	276,502	

Source: office document review

Appendix -2

Amount of Financial Budget Utilized for Condominium Housing Construction as of 1996 to 2010 EC (2004-2018)

No	Regular Budget			Budget for Condominiums in Birr		Remarks
	Budget Year in EC	Budget for Treasury in Birr	Budget for Infrastructures in Birr	Treasury	Bond (Credited From Bank)	
1	1996 EC	-	-	-	-	The regular budget that included up to 2000 EC was obtained from the head office only
2	1997 EC	16,967,770.85	11,911,713.78	230,030,449.38		
3	1998 EC	9,852,789.83	9,210,903.14	899,659,818.00		
4	1999 EC	9,466,246.43	38,737,611.59	384,121,908.77		
5	2000 EC	12,075,687.48	36,286,381.22	1,138,073,662.62		
6	2001 EC	58,451,468.51	201,808,643.63	994,393,996.41		
7	2002 EC	60,637,578.04	138,000,036.83		1,282,522,772.11	
8	2003 EC	92,343,538.79	442,354,277.41		1,146,703,314.18	
9	2004 EC	132,649,423.75	245,556,365.47		3,081,204,216.31	
10	2005 EC	235,095,326.18	433,613,663.81		5,050,116,313.98	
11	2006 EC	250,143,060.78	815,508,874.72		5,511,821,149.47	
12	2007 EC	276,732,810.71	713,074,070.42		6,465,279,622.58	
13	2008 EC	300,248,229.08	494,163,008.34		9,412,962,665.43	
14	2009 EC	392,278,760.00	521,382,539.00		5,306,251,861.00	
15	2010 EC	244,383,945.00	66,130,993.97		3,722,720,853.59	Only 10 Months
	Total	2,091,326,635.43	4,167,739,083.33	3,646,279,835.18	40,979,582,768.65	
	Total Sum	50,884,928,322.59				

Source: office document review

Appendix -3

Addis Ababa University
College of Business and Economics
School of Commerce

Graduate Program in Human Resource Management

A questionnaire to be filled by building department officers, building management staffs (process owners), contractors and consultants of Addis Ababa Housing Development Project Office

I am a master's student of Human Resource Management at Addis Ababa University School of Commerce and conducting a research on the title "The Effect of Managerial Competencies on Organizational Effectiveness: The Case of Addis Ababa Housing Development Project Office". The objective of the study is to examine the effect of managerial competencies on condominium housing project effectiveness in Addis Ababa Housing Development Project Office. This questionnaire is designed to gather information for my research purpose. I would appreciate very much if you would take some time to read and fulfill in the questionnaire. The information that you are going to provide to me will be used only for academic purpose and will be kept strictly confidential. Your willingness in providing genuine, honest and frank response to every item is valuable input for the quality and success of the research.

Thank you very much in advance for your cooperation!!

Biniyam Kebede

Email: binimass@gmail.com

General directions:

- Do not write your name on the questionnaire.
- Put "√" on a box that matches to your response.
- Write your opinion briefly to the open ended questions.
- Returning the questionnaire on time is appreciable and very help full

Part One: Personal Information

1. Gender

A. Male

B. Female

2. Age

A. 20-29

B. 30-39

C. 40-49

D. 50 years and above

3. Educational level

A. Diploma /TVET

B. Bachelor Degree

C. Master's Degree

D. PhD

E. Other, please specify _____

4. Years of experience in the project office

A. Less than 3 years

B. 3-5 years

C. 6-10 years

D. Greater than 10 years

5. Your department in the project office

A. Management staff

B. building department staff

C. Contractor

D. Consultant

E. Other, please specify _____

6. Your current job title in the project office (Please specify)

A.

Part Two: Housing project Managers Competency Assessment

The following table composed of statements that might explain the Addis Ababa Housing Development Project Office managers’ competencies. Therefore I kindly request you to put “√” in the box that describes your exact feeling by using the scale provided. 1= Very weak, 2= Weak 3= Average, 4= Good & 5= Very Good.

No	Item	1	2	3	4	5
		Very Weak	Weak	Average	Good	Very Good
Professional Competency Assessment						
1	Ability to promote works in a planned manner					
2	Ability to monitoring and controlling the project status					
3	Ability to identify and solve problems					
4	Ability to learn from one’s own and others’ experience					
5	Ability to generate and implement new ideas					
6	Ability to build and work with project team members					
7	Ability to resolve conflicts.					
8	Ability to effective time management					
9	Ability to take risks					
10	Ability to leading and motivating workers and other participants for improving performances					
11	Awareness of construction-related concepts					
Social Competency Assessment						
12	Communication skill and influencing others					
13	Orientation to customer					
14	Demonstrating responsibility and accountability					
15	Maintains a close relationship with his employees and customers					
16	Fairness or treating people equally					
Personal Competency Assessment						

No	Item	1	2	3	4	5
		Very Weak	Weak	Average	Good	Very Good
17	Ability to make sound decisions and execute them firmly					
18	Adequate understanding and willingness to obey project rules and regulation					
19	Demonstrating a personal commitment to quality service					
20	Demonstrating self confidence					
21	Self-motivated and committed to his work					

22. I kindly request you to list and briefly describe below other weaknesses or strengths of managers in Addis Ababa Housing Development Project Office. _____

Part Three: Housing Projects Effectiveness Assessment

No	Item	1	2	3	4	5
		Very weak	Weak	Average	Good	Very good
23	Striving for build housing based on its time schedule					
24	Striving for build housing based on its financial cost or budget allocated					
25	Striving for build housing based on its quality standard					

26. I kindly request you to list and briefly describe below other condominium housing effectiveness demonstrations _____

27. If you have additional comments, please indicate in the space provided below _____

Thank you very much Once Again for your time and co-operation!

Thank you!!

Appendix -4

Addis Ababa University
College of Business and Economics
School of Commerce

Graduate Program in Human Resource Management

An interview questions prepared for selected higher project managers of Addis Ababa Housing Development Project Office

I am a master's student of Human Resource Management at Addis Ababa University School of Commerce and I am conducting a research on the title "The Effect of Managerial Competencies on Organizational Effectiveness: The Case of Addis Ababa Housing Development Project Office". The objective of the study is to examine the effect of managerial competencies on condominium housing project effectiveness in Addis Ababa Housing Development Project Office. This interview is designed to gather information for my research purpose. I would appreciate very much if you would take some time to answer my interview. The information that you are going to provide to me will be used only for academic purpose and will keep strictly confidential. Your willingness in providing genuine, honest and frank response to every item is valuable input for the quality and success of the research.

Thank you very much in advance for your cooperation!!

1. How are project managers assigned in the project office?
2. How would you describe competencies of Project Managers?
3. Do you think that the Addis Ababa Housing Development Project Office managers have enough managerial competencies?
4. What are the gaps observed in the project managers?
5. How do you measure the effectiveness of the managers within the project office? What actions are taken to improve managerial performance?
6. How do you explain the effect of managerial competencies on organizational effectiveness of the project office?
7. Do you believe that it is important for a Project Manager to be professionals on construction? Why?

8. What are the recent results regarding with number of housing buildings?
9. How do you explain the effectiveness of the project with regarding its housing construction plan?
10. What do you suggest for improving managerial competency within the project?

Thank you very much Once Again for your time and co-operation!

Thank you!!