



# **SCHOOL OF COMMERCE MA IN PROJECT MANAGEMENT**

## **AN ASSESSMENT OF PROJECT MANAGERS' COMPETENCY IN AFRO-TSION CONSTRUCTION PLC**

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An Assessment of Project Managers' Competency in Afro-Tsion  
Construction PLC

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# Statement of Declaration

I, Andualem Abay, have carried out independently a research project on the topic entitled “An Assessment of Project Managers Competency in Afro-Tsion Construction Plc.” in partial fulfillment of the requirement for the Degree of Masters of art in Project Management with the guidance and support of the research advisor Abdurazak M. (Dr.)

This study is my own work that has not been submitted for any Degree or Master program in this or any other institutions.

Andualem Abay

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Addis Ababa, Ethiopia

## Statement of Certification

This is to certify that Andualem Abay has carried out this research project on the topic entitled “An Assessment of Project Managers Competency in Afro-Tsion Construction Plc” under my supervision. This work is original in nature and it is sufficient for submission for the partial fulfillment for the award of Degree of Masters of Art in Project Management.

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# Abbreviation and Acronym

IPMA: International Project Manager Association

PMBOK®: Project Management Body of Knowledge

PMI: Project Management Institution

PMO: Project Management Office

PM: Project management/ manager

SPSS: Statistical Package for the Social Sciences

## **Abstract**

*In this dynamic and complex business environment, project managers are expected to make business decisions as well as project decisions for achieving project success. Aware of this fact, Afro-Tsion Construction plc has assigned many project managers for the sake of achieving project excellence. The purpose of this research is to assess the competency of project managers in Afro-Tsion Construction plc. This study was conducted on Afro-Tsion Construction plc projects which were found at Addis Ababa currently. The design is descriptive one with purposive sampling technique. Data is collected using both structured questionnaire and interview as a primary source. The respondents were project managers who have the capability to manage a project. Finally the analysis is using descriptive statistics; percentage and mean. The findings of this study revealed those different types of project manager's competency aspects and their roles; i.e., leadership, self-development, systemic, integration, leading change & personal integrity, the employees have a good competency skill. The findings also supported the organization has been given different types of training for the development of competency skills basically technical skill trainings not human skill training. Hence it is recommended for project manager's to have training on human skill and to exercise team management and public service focused competencies for the success of the project.*

***Key Words: project manager's competency, technical skill, and human skill***

# **CHAPTER ONE: Introduction**

## **1.1. Background of the study**

Projects are undertaken because they are part of the plans to take organizations to new levels of performance and to meet business needs, (Van Wayngaag, & Pretorius, 2011). Project management is planning, organizing, coordinating, leading and controlling resources to accomplish the project objective. The successful accomplishment of the project objective could be constrained by many factors, including scope, quality, schedule, budget, resources; risks, customer satisfaction, and stakeholder support, (Gido & Clements,2015).

Project management is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements. The project manager is the person assigned by the performing organization to lead the team that is responsible for achieving of the project objectives, (Project management institute, 2013).Project managers must focus on three dimensions of success completing all project deliverables on time, within budget and to the level of quality that is acceptable to sponsors and stakeholders, (Greer, 2008).

Project management has spread in recent years from its traditional dominance of the fields of construction and engineering into sectors as diverse as education, IT, media, health care, and surgery, (Hodgson, 2002). As the data proves, most projects fail to meet their goals. They do not meet time and budget goals, do not meet their business objectives, or both, (Shenhar & Dvir, 2007).

The emphasis and project goals may differ from project to project, but the total responsibility for overall project success rests on the shoulders of the project manager, the one who is running the project day-to-day, (Shenhar & Dvir, (2007).

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

A core project competency is the work process that provides competitive advantage to the owner and is, or may become, critical to project success because of the inability of the market to maintain or execute the work process in an effective and reliable way. Competitive advantage can be measured in terms of capital cost, schedule, operational performance, or life cycle costs of capital projects,(Project management institute,2002).

## **1.2. Statement of the Problem**

According to Rayford (2013) Projects are becoming more challenging due to complex integrated business processes; complex organizational structures; alliances and partnerships; and political and global considerations. Thus, understanding how to improve project management capability becomes even more important for an organization to remain viable and to achieve its strategic objectives. The efforts of keeping projects within scope, on schedule and within budget to satisfy customers are increasing.

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

History shows a pattern of project underperformance, with most projects not meeting one or more of these expectations,(Thompson, 2012). Delay and cost overrun are an inherent part of most projects, (Ambituuni, 2011). Although researches were conducted on the subject of project managers competency in different parts of the world, but in Ethiopia there was almost no such kind of research on the subject even many projects are implemented. The researcher was interested to fill this gap and try to contribute something useful on the field.

Most construction projects in Ethiopia had the problem to complete with the scheduled time frame, estimated budget, expected quality, Werku Koshe, K. N. Jha (2016). Those problems are a combination of technical (managing skill), and human skill factors which influence the proposed projects throughout its life cycle. A requirement therefore arises to assess the project manager's competence in Afro-Tsion Construction plc.

According to Addis Ababa City Administration Trade and Industrial Development Bureau, (2016) Afro tsion Construction PLC is one of the most known construction companies undertaking various construction projects in different parts of Ethiopia.

## **1.3. Basic Research Questions**

- What are the main competencies of a project manager in Afro tsion construction plc?
- What are methods of developing competencies of project manager in Afro tsion construction plc?
- What are the main competency gaps of project managers in Afro-Tsion construction plc?

## **1.4. Objective of the Study**

### **1.4.1.General objective**

- The general objective of this project work is to assess the project manager's competency in Afro-Tsion Construction PLC.

### **1.4.2. Specific objective**

- To identify main competencies of project manager in Afro tsion construction plc.
- To identify methods of developing competencies of project manager in Afro tsion construction plc; and
- To identify main competency gaps of project managers in Afro-tSION construction.

## **1.5. Significance of the Study**

By assessing and examining the actual competencies of project managers in Afro-Tsion construction plc, helping the organization in identifying the gaps, techniques for the development of their current skill as well as core project managers skill related to project managers competency. Recommending for possible solutions to develop project managers maturity for achieving the ultimate goal of the company and also it can motivate the company to develop its own project manager's competency development framework. It may equally important for future researchers as input if they are interested to do researches in this subject.

## **1.6. Scope of the Study**

The content wise delimitation of the paper was to assess project managers' competency in Afro-Tsion construction plc. In the managers' competency assessment the main competencies, methods of developing competencies and main competency gaps of project managers that affect project success in Afro-Tsion construction plc were identified. On the other hand the geographic scope was confined only to that of Afro-Tsion Construction plc projects located in Addis Ababa which are under construction currently. The method of the study was descriptive following both quantitative and qualitative approach.

## **1.7. Limitation of the Study**

- Lack of organized competency related documents and working manuals; and
- Small sample size; were impacted the quality of this research.

## **1.8. Organization of the Research Report**

This paper was organized into five chapters. The first chapter presented the introductory part of paper that includes background of the study, problem statement, study objectives, research questions, significance and scope of the study. Second chapter follows and consists of the most relevant literatures under the category of theoretical and empirical literature review. Methodology was the third chapter of this paper. Data was analyzed in fourth chapter. Conclusion and recommendations presented in the fifth chapter of the paper.

# **CHAPTER TWO: Literature Review**

## **2.1. Theoretical Review**

### **2.1.1. Project and Project Management**

#### **2.1.1.1. Definition of Project**

According to PMI (2013), a project is a temporary endeavor undertaken to create a unique product, service, or result. According to Tayntor (2010), a project is a unique, finite set of multiple activities intended to accomplish a specific goal. On the other hand Wysocki (2014), a project is a sequence of unique, complex, and connected activities that have one goal or purpose and that must be completed by a specific time, within budget, and according to specifications.

Project can be considered to be any series of activities and tasks that have a specific objective to be completed within certain specifications, have define start and end dates, have funding limits (if applicable), consume human and non-human resources (i.e. money, people, equipment), are multifunctional (i.e. cut across several functional lines), (Kerzner, 2009).

All of the above definitions have basic similarities, i.e. a project is temporary and unique activity and has clear goal or objective and specifications. To elaborate each point more, a temporary activity does not mean something accomplished within short period of time rather it means every project has a starting and ending period. To support this, PMI (2013) states that the temporary nature of projects indicates that a project has a defined beginning and end. Temporary does not necessarily mean the duration of the project is short. It refers to the project's engagement and its longevity. Similarly, Tayntor (2010), states that a project by definition has a beginning and a scheduled end.



### **2.1.1.2. Definition of Project Manager**

The project manager is the person assigned by the performing organization to lead the team that is responsible for achieving the project objectives (PMI, 2013). From project management definition there is a point about system, methodology and people. So one of the ingredients in managing a project is having all the required human resource and the project manager is the most important one. According to Roberts and Wallace (2004), the project manager owns the project and has sole responsibility for its outcome. Therefore, the project manager is responsible to organize, motivate and lead the project team to achieve the objective of a project. According to Tayntor (2010), they lead the rest of the time; they make key decisions; they are involved in the day-to-day activities; they set the tone for the whole project. In other words, they are the linchpins of the project.

A project manager is similar to a chief executive or managing director. Indeed, it has become relatively common for large organizations to use project management assignments as a means of developing future general managers,(Roberts and Wallace,2004). Sometimes a single project manager is assigned for more than one project and this is common in small and medium sized projects. Where small to medium-sized projects are concerned, the project manager is often responsible for managing several projects concurrently,(Roberts and Wallace, 2004).

### **2.1.1.3. Definition of Project Management**

Project Management is defined in the Guide to the Project Management Body of Knowledge (PMBOK, 1996) as the application of skills, tools and techniques to project activities in order to meet or exceed stakeholder expectations from a project. Further to this a project is defined by Duncan, (1996) as a temporary endeavor undertaken to create a unique product or service.

Bodies of knowledge have come about over the evolution of project management. The 1950's is when project management is considered to have emerged as a profession Crawford L. H., (2005) from the underlying theory of project management was born the project management approach'.

This has been added to and modified by the Project Management Institute (of America) over the years and compiled in a document known as the Project Management Body of Knowledge,(Jugdev,2002).This PM approach is said to have varying strengths and weaknesses when used in different fields but has been defined as the underlying set of skills that shape the role no matter what field you are in,(Crawford & Blackburn, 1996).

#### **2.1.1.4. Definition of Competency**

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

Project Managers must be able to recognize the issue and be confident that appropriate action has been taken to deal with them. Technical issues can cause a project to fail and often have done. Project management competencies are achieved by the combination of education and the knowledge acquired during training, the skills developed through experience, and application of such acquired knowledge and experience. Hornby, (1989) define competency as the knowledge, skills and qualities of effective managers, and point to the ability to perform effectively the functions associated with management in the work situation. Hogg, (1993) states those competencies are the characteristics of a manager, which lead to the demonstration of skills and abilities, which result in effective performance within an occupational area.

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

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

The subject of competency has been at forefront of discussions among researchers for over two decades. Different definitions and theories have been proposed by various academic and industrial research groups purporting to explain competency. Woodruffe, (1992), defines competency as a person-related concept that refers to the dimensions of behavior underlying competent performance.

According to Woodruffe, (1992) , competency refers to a cluster of related knowledge, attitudes, and skills that affects a major part of one's job; that correlates with performance on the job; that can be measured against well-accepted standards; and that can be improved via training and development. The term "competency" has also been defined in the literature as the "underlying characteristics of an individual causally related to criterionreferenced effective and/or superior performance in a job or situation", and the clusters of skills, knowledge, abilities, and behaviors required for success. In this study, we have taken a broad view of competency, as have others: skills, attitudes, knowledge, and personal characteristics that can be improved with experience, education and training.

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

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

## **Soft competences**

**Leadership:** The sentences that were dealt under leadership included sentences that clearly mentioned the word leadership as well as the ones that included things such as mobilization, influencing people, acting strategically, direction (roadmaps), coaching and mentoring. Acting strategically was included under leadership because leaders are able to see the complete picture and establish a vision and direction; therefore, they need to have a strategic mind frame. Some

leadership competences comprise of phrases like establish roadmaps; demonstrated the ability to lead and manage project teams; demonstrated tactical and strategic focus is preferred; “driver” mentality; champion and enforce best practice to the entire team and ability to influence.

**Communication:** Sentences that clearly stated communication as well as things such as building or managing relationships, third parties or stakeholders, dealing with information, presentations, reporting, documentation, and language skills, for example, were all coded under communication. The reason to have relationship related ideas under this category is because it is believed that a good relationship is only achieved through good communication between the parties. A communication skill comprises sets of ability to communicate effectively across all levels of organization, including executive management; excellent Speaking and writing skills; ability to write reports, business correspondence, and procedure manuals; fluent with multiple languages particularly helpful; maintain a good professional relationship with the client, acting as first point of contact for any issue or query and keeping senior stakeholders in the picture with presentations on how the projects are tracking.

**Problem solving:** Sentences that clearly mentioned both parts of this competence problem identification and decision making were dealt in this category. Analytical skills were also included under problem solving. Problem solving comprises phrases like make decisions on problem resolutions; possess excellent analytical skills; must be able to solve practical problems and deal with variables in situations where only limited standardization exists; selecting and implementing application solutions; trouble-shooting mentality and proactively identify potential problems.

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

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

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

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

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

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

**Positive work attitude:** This category included all the sentences that referred to general competences related to positive working attitude. Words such as result oriented, performance oriented, self-starter, positive and proactive and sentences that mentioned an overall willingness

to respond to additional duties as they appeared were classified under this competence. Some Positive work attitude is a professional conduct that can be characterized by a self-starting, results oriented, positive and proactive; ability to work autonomously; result-driven and hands on working style; undertake ad-hoc activities within the scope of these responsibilities, which are requested by management from time to time.

## Hard Competences

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

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

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

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

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

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

**Project procurement management:** This category included all words that related to obtaining quotes, bids or offers from suppliers, developing resource requirements and managing contracts from suppliers.

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



## **2.2. Empirical Review**

### **2.2.1. Project Management and Competency**

The project management competency is the capability to manage project professionally, by applying best practices regarding the design of the project management process, and the application of project management methods.

Project management competencies require knowledge and experience in the subject, which enables the project to meet its deadlines and objectives, (Huemann G. R., 1998). Professional competency in project management has been addressed by a number of research studies which are primarily based on the opinions of project management practitioners. Some studies have highlighted the significance of PM skills and characteristics in project success, while others have assessed PM competencies across cultures and industries.

In the early 1980s, Boyatzis, (1982) applied the concept of competency to managers and defined competency as "an underlying characteristic of a person, including motives, traits, and skills, aspects of one's self-image or social role, or a body of knowledge which he or she uses".

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

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

### **2.2.2.Key Elements of Project Management**

Professional competency in project management is attained by the combination of knowledge acquired during training, and skills developed through experience.

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

#### **Work Experience**

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

#### **Level of Education**

Education complements the experience of project management practitioners in the workplace. Berggren and Söderlund, (2011) demonstrated the need to create a training environment fusing the

knowledge of practitioners with academics. Project management encompasses a wide range of roles and responsibilities, as reflected in educational programs.

The International Project Management Association (IPMA), Founded in 1965 representing a federation of more than fifty national project management associations, provides various certification programs for the work of project management professionals. The other significant institution is the Project Management Institute (PMI), one of the largest not-for-profit associations, with credential holders in more than 185 countries.

Research about project management education underlines the need for training focused on the development of project management soft skills along with the required technical knowledge. Pant and Bourne L, (2004) proposed a new way of thinking to broaden existing approaches in project management education by incorporating greater human skills into educational programs.

Recent studies have also investigated the improvement of project management training and education using real life components. Researchers believe academic and training programs at universities and professional institutions will assist trainees studying project management in the context of its application. Notably, Bourne L, (2004) identified three main areas that should be considered by educational institutions in training project managers. Developing critical thinking to deal with complexity, developing softer parameters of managing projects, and preparing project managers to be engaged in real projects.

## **Skills and Characteristics**

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

## **Technical Skills**

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

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

## **Human-related Skills and Characteristics**

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

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

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

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

### **2.2.3.Core Project Competency**

The dominant works by Brière et al.(2014); identified competencies of international development project managers and how these competencies are used in projects. The findings of their study highlighted the importance given by managers to the competencies they must develop based on the environment where the projects are carried out.

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

ElSaba (2001); revealed that the human skills of project managers have the greatest influence on project management practices. Characteristics included in this category of skills were communication, mobilization, coping with situations, delegation, political sensitivity, high self-esteem and enthusiasm.

Dulaimi and Langford (1999); investigated the behavioral competencies of project managers in the construction industry, identifying an appropriate leadership profile for project managers. In addition to academic research, project management competency has also been explored by various professional associations and institutes. Main publications include the national competency standards for project management, the IPMA Competence Baseline, the project

manager competency development framework, and the project management body of knowledge guide (PMBOK® Guide). These standards have been widely used to certify project managers' competence. IPMA's competency model classifies project competency (describing the functional elements), behavioral competency (describing the personal elements), and contextual competency (describing the elements related to the context of project).

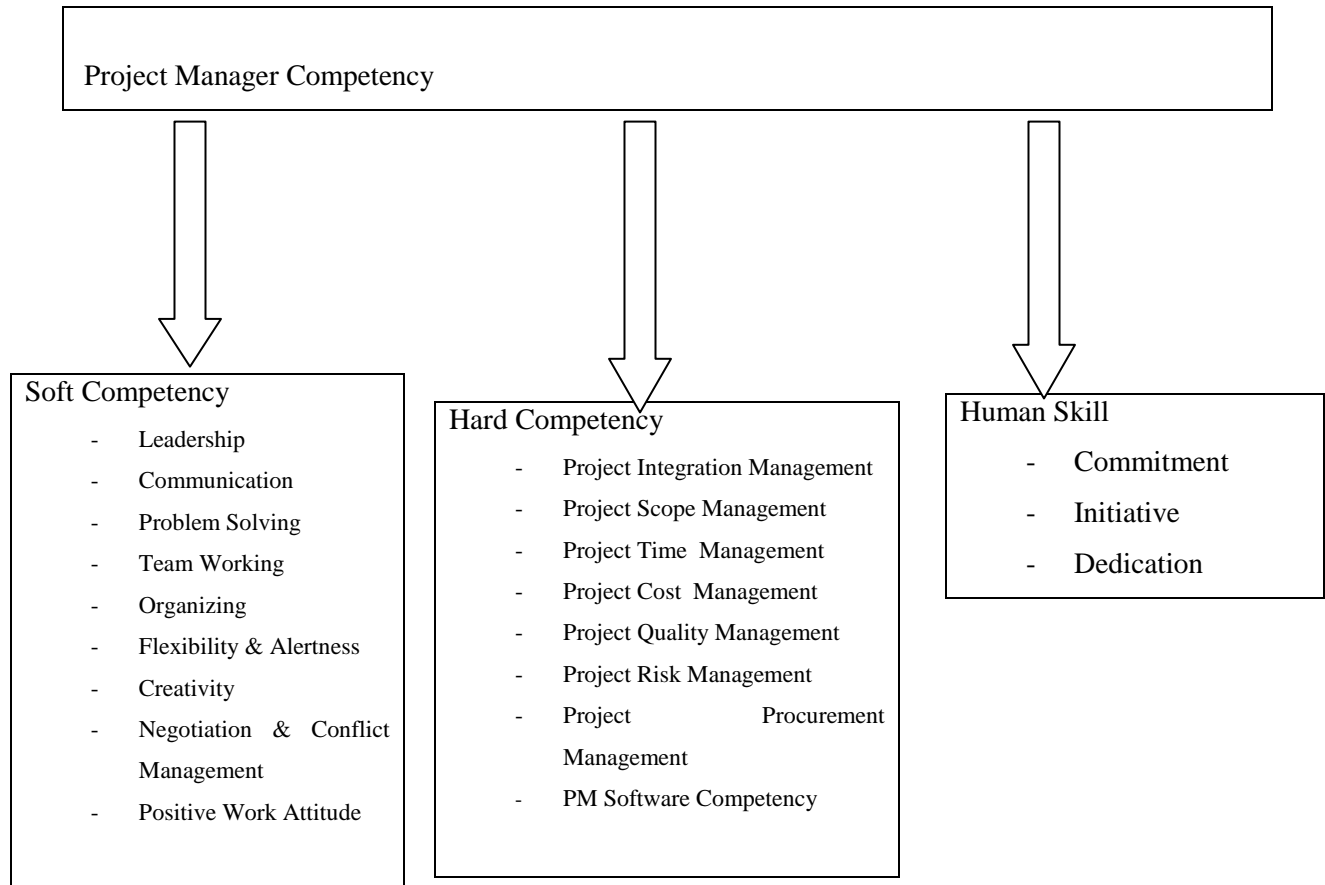
These competency standards which are generic in nature assist in improving the management qualifications of experienced a competencies of project managers According to Pray (1998) cited by PMI (2002), competency is a cluster of related knowledge, attitudes, skills, and other personal characteristics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

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

According to the authors the desired sets of soft competencies include; communication, leadership, problem solving, team building and working with others, organizing, flexibility and alertness, creativity and innovation, human resource management , negotiation and conflict management and positive work attitude whereas the desired hard competencies for project managers position involves project integration management, project scope management, project

time management, project cost management, project quality management, project risk management, project procurement management and project management software competences.

## 2.3. Conceptual Framework



Source: own; derived from literature.

# **CHAPTER THREE: Research Methodology**

## **3.1. Research Design and Approach**

The study adopted descriptive research techniques/ method that used primarily to discuss and interpret data that was gathered through structured questionnaire and interview. In order to get a complete picture and in depth information about the study, the researcher has followed both quantitative and qualitative approaches.

## **3.2. Sample and Sampling Techniques**

In this study the researcher used a non-probability sampling technique. Because according to Saunders M.L., (2009); non probability sampling provides a range of alternative techniques to select samples based on your subjective judgment. From non-probability sampling techniques the researcher used purposive sampling in which elements were selected from the target population on the basis of their accessibility to the researcher. According to this sampling technique the researcher chooses to work on Afro-Tsion Construction plc project managers who work currently in Addis Ababa projects.

The population of the study was consisted of seven project managers and seven site engineers; who are mostly delegated to take over the responsibility of a project manager when the PM is not on the project site, and the candidates to be a project manager through experience. Therefore, the researcher referred them as a project manager for the rest of the study. Thus; the total number of sample size of this study was fourteen.



### 3.3. Source and Method of Data Collection

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

**Primary Data Sources:** Primary data is gathered using interview and structured questionnaire for project manager's in Afro-Tsion Construction PLC. The structured questionnaire was prepared based on the main publications include the National competency standards for project management, the IPMA competence baseline, the project manager competency development framework, and the project management body of knowledge guide (PMBOK® Guide). This standard was widely used to certify project managers' competence. IPMA's competency model classifies project competency (describing the functional elements), behavioral competency (describing the personal elements), and contextual competency (describing the elements related to the context of project).

These competency standards which are generic in nature assist in improving the management qualifications of experienced and new professionals. The structured questionnaire and interview helped us to know the project managers competencies, effect of the input factors that affects the project manager's competency gaps.

**Secondary Data Sources:** were used HR manual.

### 3.4. Validity and Reliability

To ensure the quality of research and make it credible for the scientific community, the researcher gave due care to both validity and reliability issues of the data, on the research process in general as well as the research output. Threats to research reliability (participant's error, participant's bias, and research error and research bias) did not occur during the research. Findings from this study can also be generalized to other relevant settings, groups or case study.

### **3.5. Data Analysis**

After collecting and sorting all relevant data using the data collection tools, quantitative response was sorted using SPSS version23 and analyzed by descriptive statistics which involves mean, frequency, percentage and standard deviation. The analysis of data was followed by descriptive interpretation of findings. On the other hand, data that was collected through interview analyzed and present through descriptive report.

### **3.6. Ethical Consideration**

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

# **CHAPTER FOUR: Results and Discussions**

## **4.1. Introduction**

This chapter displayed the discussion of the final results and the process through which the results were obtained. In addition to this, background information of respondents has been presented. Finally, the statistical methods of analyses were discussed, which included descriptive analyses through Statistical Package for the Social Sciences (SPSS) version 23.

To facilitate the ease of conducting the empirical examination, the results of the descriptive analyses were presented. The first phase involved editing, coding and tabulation of data. This assisted in identifying any anomalies in the responses and the assignment of numerical values to the responses in order to continue with the analysis. The data was then checked for possible erroneous entries and corrections made appropriately. The statistical program used for the analysis and presentation of data in this study was SPSS version 23.

Through tables, summary statistics such as means and standard deviations were computed and analyzed for each major competency roles of project managers. The designed structured questionnaire was distributed by the researcher to Afro-Tsion Construction plc project managers, who have been working in projects that are located at Addis Ababa. Out of the total 14 questionnaires distributed, 12 respondents filled and returned. The analysis of this study was based on the number of questionnaires collected. Finally, interview questions which are qualitatively gathered data analyzed with descriptive report.

## 4.2. Quantitative Data Analysis and Interpretation

### 4.2.1. Demographic data analysis and interpretation

#### Experience of respondents

**Table 4.1:** Experience of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid less than 10 years	2	16.7	16.7	16.7
12 years	5	41.7	41.7	58.3
14 years	2	16.7	16.7	75.0
15 years and above	3	25.0	25.0	100.0
Total	12	100.0	100.0	

Source: Own Survey, 2019

The above table shows that 2 (16.7%) of respondents have working experience of less than 10 years. Those who have working experience of 12 years are 5 (41.7%) and. There is only 2 (16.7%) respondent has working experience 14 years. From this we can conclude that, at average the respondents are well experienced in working with Afro-Tsion Construction plc for number of years which help them to understand the whole questions and provide relevant answers to the questionnaires.

#### Educational background

**Table 4.2:** Education Background of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid first degree	12	100.0	100.0	100.0

Source:Own survey, 2019

As we can see from the table above, 12 (100%) of the respondents are first degree holders. Therefore, the finding verifies that the respondents are qualified to understand the questions. So, we can conclude that responses obtained from them are reliable and trust full that enables the researcher to move towards intended research finding.

### **4.2.2.Result of Descriptive Statistics Analysis**

Questionnaires were employed to collect data concerning different project manager competencies (leadership, self-development, personal integrity, leading change, team management, public service focus and systematic integration) and the roles with in it. Each of the items in the instrument was measured on five point Likert scale. Likert items are used to measure respondents' attitudes to a particular question or statement. Likert measurements usually coded as: 1 = Not important, 2 = somewhat important 3 = moderately important, 4 = very important and 5 = extremely important.

According to Chileshe and Kikwasi (2014), the mean values which are driven from the 5 point likert scale can be rated and categorized as follows.

- 1-  $0 \geq 1.80$  indicates very low extent or it is not important.
- 2-  $1.8 \geq 2.6$  indicated low extent or Somewhat important
- 3-  $2.6 \geq 3.4$  indicates average or moderate important
- 4-  $3.4 \geq 4.2$  indicates large extent or very important
- 5-  $4.2 \geq 5.0$  indicates very large extent or Extremely important

## Personal Integrity

**Table 4.3:** Descriptive statistics result of the Personal Integrity role for project manager's competency;

	N	Mean	Std. Deviation
Increasing awareness, building skills, and modeling behaviors related to identifying potential ethical problems and conflicts of interest	12	3.92	.515
Understands and follows the written and unwritten policies of the workplace in compliance with legal and established policies	12	4.08	.669
<b>Average</b>	12	4.00	

Source: Own Survey 2019

As indicated in the above table, the mean values of role of increasing awareness, building skills, and modeling behaviors related to identifying potential ethical problems and conflicts of interest were 3.92 and Understands and follows the written and unwritten policies of the workplace in compliance with legal and established policies was 4.08.

Therefore we can conclude that both roles of personal integrity were very important project manager competency and applied on the organization.

## Leadership

**Table 4.4:** Descriptive statistics result of the Leadership role for project manager's competency

Leadership role	N	Mean	Std. Deviation
knowledge to make decision and ability to make decision	12	4.92	.289
Ability to translate organization vision into a project vision	12	4.67	.492
Ability to keep project moving toward successful completion	12	4.42	.900
Recognize resistance and overcome it and thinking opportunity than barriers	12	4.08	.515
Ability to identify issues & problems and pick the best choice best alternatives	12	4.50	.674
knowledge about the team strengths and weaknesses and the ability to utilize the team	12	4.17	.718
The ability to determine appropriate measures for themselves and for others to achieve the project goals	12	4.00	.603
Ability to control processes and activities in a result-oriented manner	12	4.33	.492
Ability to work effectively to tight deadlines regarding of possible setbacks	12	4.42	.515
<b>Average</b>	12	4.39	

Source: Own Survey 2019

As indicated in the above table, the mean values of knowledge to make decision and ability to make decision was 4.92 which is the highest value this means knowledge to make decision and

ability to make decision roles of leadership were extremely important competency of project manager and applied by the organization. The mean values of Ability to translate organization vision into a project vision, Ability to keep project moving toward successful completion, Ability to identify issues & problems and pick the best choice best alternatives, Ability to control processes and activities in a result-oriented manner, Ability to work effectively to tight deadlines regarding of possible setbacks were 4.67, 4.42, 4.5., 4.33 & 4.42 respectively. This means all the above mentioned role of leadership were extremely important project manager competency roles that were applied on the organization.

Whereas the mean value of Recognize resistance and overcome it and thinking opportunity than barriers, knowledge about the team strengths and weaknesses and the ability to utilize the team, The ability to determine appropriate measures for themselves and for others to achieve the project goals were 4.08, 4.17 & 4.00 which were very important project manager competencies role..

Generally, when we look at the mean values of average leadership roles i.e. 4.39,were extremely important.We can conclude that it was exercised highly by Afro-Tsion Construction plc project managers.

## Self-Development

**Table4.5:** Descriptive statistics result of the Self-Developmentrolefor project manager’s competency

	N	Mean	Std. Deviation
Effectively manage once personal time and work	12	4.50	.522
Identifies own strengths and weaknesses	12	4.08	.515
Making the best of once strengths and seeking improvement on any weakness	12	4.33	.492
Average	12	4.303	

Source: Own Survey 2019



As indicated in the above table, the mean values of effectively manage once personal time and work, identifies own strengths and weaknesses and making the best of once strengths and seeking improvement on any weakness are above average. This means roles of identifies own strengths and weaknesses and making the best of once strengths and seeking improvement on any weakness were very important for project manager's competency. When we look at the mean value of effectively manage once personal time and work 4.50 which is higher than the rest. Therefore we can conclude that from the criteria's of self-development role, effectively manage once personal time and work were extremely important than other roles of project managers competencies and applied on the organization.

## Leading Change

**Table 4.6:** Descriptive statistics result of the Leading Change role for project manager's competency

	N	Mean	Std. Deviation
Acting as a change agent, exercises good judgment by making sound and well-informed decisions	12	4.42	.515
Perceives the impact and implications of decisions	12	3.92	.515
Makes effective and timely decisions, even when data is limited or solutions produce unpleasant consequences	12	4.00	.739
Influences, motivates and helps others adapt to change	12	3.75	.622
Average	12	4.0225	

Source: Own Survey 2019

As indicated in the above table, the mean values of Acting as a change agent, exercises good judgment by making sound and well-informed decisions were 4.42 which is extreme value of others. This means leading change roles of acting as a change agent, exercises good judgment by making sound and well-informed decisions were extremely important for project manager's competency applied on the organization. Whereas all other role of leading change; Perceiving any type of impacts and an implication of any decision, make effective and timely decisions, and even when data is limited or solutions produce unpleasant and Influences, motivates and helps others adapt to change mean value was 3.92, 4.00 & 3.75 respectively which were very important role of leading change of project managers competencies applied on the organization.

### Team Management

**Table 4.7:** Descriptive statistics result of the Team Management role for project manager's competency

	N	Mean	Std. Deviation
Motivate and inspire the team	12	4.25	.754
lead the project by example	12	4.08	.669
Building relationships within and outside with a team	12	3.33	1.155
Delegates appropriately	12	4.25	.754
Demonstrate team organization and governance	12	3.75	1.055
Average	12	3.932	

Source: Own Survey 2019

As indicated in the above table, the mean values of motivate and inspire the team and delegates responsibility appropriately was 4.25 each which were extremely important project manager competencies that were applied on the organization and the mean value of lead the team through example and demonstrate team organization and governance was 4.08 & 3.75 respectively and

were very important team management role for competency of project managers. Whereas building relationship within outside with a team mean value was 3.33 which is lowest value of the rest this means building relationship within outside with a team has moderate important.

Generally, when we look at the mean values of building relationship outside with a team, we can conclude that team management role of building relationship outside with a team is not exercised that much in Afro-Tsion Construction plc relatively to other roles.

### Public Service Focus

**Table4.8:** Descriptive statistics result of the Public Service Focus role for project manager’s competency

	N	Mean	Std. Deviation
Delivers superior service to the public, internal, or external recipients, including the assessment of customer needs, providing assistance and satisfying expectations	12	3.58	.669
Create and sustains an organizational culture which encourages others to provide the quality of service essential to high performance	12	3.75	.622
Show a commitment to public service and influences others towards a spirit of service and meaningful contributions to mission accomplishment	12	3.92	.669
<b>Average</b>	12	3.75	

Source: Own Survey 2019

As indicated in the above table, the mean values of delivers superior service to the public, internal, or external recipients, including the assessment of customer needs, providing assistance and satisfying expectations was 3.58, create and sustains an organizational culture which encourages others to provide the quality of service essential to high performance was 3.75 and

show a commitment to public service and influences others towards a spirit of service and meaningful contributions to mission accomplishment was 3.92. This means all the above roles of public service focus were very important project manager's competencies exercised in the organization.

### Systemic Integration

**Table 4.9:** Descriptive statistics result of the Systemic Integration role for project manager's competency

	N	Mean	Std. Deviation
Utilizes project management's best practices, fundamental principles, and standards, established by the Project Management Institute, to assist customers through the implementation of new processes	12	4.17	.577
Integrates theory with practical applied knowledge to devise and maintain a workable scheme to accomplish the objectives for which the project was undertaken	12	4.08	.669
Average	12	4.125	

Source: Own Survey 2019

As indicated in the above table, the mean values of Utilizes project management's best practices, fundamental principles, and standards, established by the Project Management Institute, to assist customers through the implementation of new processes and Integrates theory with practical applied knowledge to devise and maintain a workable scheme to accomplish the objectives for which the project was undertaken was 4.17 & 4.08 respectively. This means both features of project manager's systematic integration role were very important project manager's competencies exercised in the organization.

### 4.3. Analysis of Interview Questions

This analysis section used to analyze interview questions asked to selected project managers and site engineers (six project manager and six site engineers in Afro-Tsion construction plc).

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

Communication, another important skill identified by the respondents as critical to project managers, was mostly related to listening which was in fact regarded as a core human competency. Whereas some of the respondent considers listening as a way to cre

ate empathy and understand the condition and state of team members so as to distribute the work in a more efficient way, and other respondent supported this belief by stating that listening is fundamental to understand the people's concern, allowing the project manager to have a clear vision of the project based on real situation.

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

In addition to the skills previously mentioned, respondent indicate that creativity is a key skill for new manager facing the future, and that there is a need to stretch creative thinking skills to apply them to all the other content and knowledge that one already has. Moreover, characteristics such as imagination, curiosity, and charisma were recognized as important for project managers to guide

their team.

Another interview question asked to the interviewee was related with methods of developing competencies of project managers. Accordingly some of the interviewees considered that people are born with certain human skills and the potential to develop them, they stated that if you have them you can develop them, but either you have them or you don't. Along with this last answer the interviewee suggested human skills are usually associated with personality traits that one is born with, including compassion, charisma, humility, and the confidence to talk to people. If people don't have these, it is hard for them to develop soft skills.

According to Interviewee awareness is the first step to seeking support mechanisms for developing human skills. Two of the respondents believe that one can learn the theory and the techniques of certain skills, but that they need to be put into practice in concrete situations in order to develop them.

Among the popular techniques recognized by the respondents as helpful in the development of the human skills previously identified were activities that promote teamwork, as well as trainings that complement the technical aspect of the skills taught in schools. Furthermore, other techniques were suggested by the interviewee's as being effective in the learning and development of soft skills. Adding some specific coaching or mentoring programs to support the learning of skills, participating in workshops, using case studies as an active learning process, and reflecting on one self's behavior, were among the recommendations.

Technical skills are the very essential skills for all project managers. Most of the respondents noted that their organizations provide training and professional development in project management and all the respondents answer those different technical skills first gained at the university level because to know the technical part of every project, any project manager should know the basic knowledge about project management and construction work. In addition to this basic technical knowledge, company prepares and gives different kinds of training for the development of their technical skills. Among those trainings that include in-house training, university training, web-based training, and

on-the job training for a new project managers and similarly, professional development and training programs were offered for experienced project managers.

The last interview question asked for the interviewee is related to main competency gaps of project managers that affect project success; accordingly, interviewees considered problem on team management, less chance of relationship with other team, not motivated for influencing others to change, less public service focus and awarenessfor new technologies were main gaps of project managers.

# **CHAPTER FIVE: Conclusion and Recommendation**

## **5.1. Conclusion**

Competencies of an effective project manager have been increased through time and change. The belief that beyond a project manager's technical skills, human skills have also have the most influence on project management.

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

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

Training aids to project manager to have new knowledge for technology and development of skills to deliver fundamental principles for the organization, and sustains an organizational culture and delivers superior service for public.

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

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



The company lacks;

- . To give enough responsibility for the managers to deal with public service focus,
- Team management which is to motivate, influence and help others to change and demonstrate team organization and governance.

## **5.2. Recommendation**

Trainings and Professional development programs can improve behavioral competencies, like leadership, motivation, self-control, and openness, negotiation, and results orientation changed after a program designed to develop these competencies.

The company should work hard in the direction of experience sharing by imitating different technology from partners and being focused in technology transfer, knowledge creation and management at large to manage projects with internal capability in the near future.

Refreshment trainings need to be given to all project managers because various tasks can be dull and the managers perform negligently and that particular work put the project in danger.

The company recommended giving enough responsibility for project managers to deal with public service focus, team management which is to motivate, influence and help others to change and demonstrate team organization and governance this help the manager to feel as an owner and work as their own.

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## Appendix

# APPENDIX

# Questionnaire

Addis Ababa University School of Commerce

MA in Project management

Dear respondent,

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

I thank you very much for your time.

**Part I:** General information of the respondents.

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

**Part II:** Level of Education and experience

1. Your Profile:
  - A. Secondary school diploma / irrelevant university degree

- B. University graduate degree(relevant)
  - C. Professional certificate/vocational
  - D. University graduate degree(relevant)
2. Working experience
- A. Less than ten years
  - B. Twelve years
  - C. Fourteen years
  - D. Fifteen and above
3. How long have you been employed in Afro-Tsion construction PLC?
- A. Three years
  - B. Four years
  - C. Five years
  - D. Six and above

**Part III:** The following statements relate to the list of core project manager’s competency which involves Skills and Characteristics every project managers need to have. Pleaseshow the extent to which you believe project managers have the feature described in the following statements. Here, the researcher is interested in a number from 1 to 5 that shows your level of agreement on the importance of each item. Please put a “√” mark in the appropriate space to indicate your answer.

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

Statement criteria		1	2	3	4	5
<b>A. Personal Integrity</b>						
1.	Increasing awareness, building skills, and modeling behaviors related to identifying potential ethical problems and conflicts of Interest					
2.	Understands and follows the written and unwritten policies of the workplace in compliance with legal and established policies					
<b>B. Leadership:</b>		1	2	3	4	5
1.	The knowledge to make decision and ability to make decision					
2.	Ability to translate organization vision into a project vision.					
3.	Ability to keep project moving toward successful completion in face of aggressive schedules and discouraging developments.					

4.	Ability to recognize resistance and overcome it. Ability to Control project issues while avoiding power confrontations. Thinking in opportunities instead of barriers.					
5.	Ability to identify key issues & problems and pick the best Choice among alternatives. Ability to make timely decisions and to take action reflective of business objectives					
6.	Knowledge of team strengths and weaknesses and ability and utilize the team					
7.	Ability to determine appropriate measures for themselves and for others to achieve the project goals					
8	Ability to control processes and activities in a result-oriented Manner					
9	Ability to work effectively to tight deadlines regardless of possible setbacks					

<b>C. Self-Development</b>		1	2	3	4	5
1.	Effectively manages personal time and work					
2.	Identifies own strengths and weaknesses					
3.	making the best of those strengths and seeking improvement on any weakness					

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

<b>E. Team Management</b>		1	2	3	4	5
1.	Motivates and inspires the team					
2.	Leads by example					
4.	Builds relationships within and outside the team					
5.	Delegates appropriately					
6.	Demonstrates team organization and governance					

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

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



## **Interview questions for project managers**

1. What are the main competencies of a project manager in in Afro tsion construction plc?
2. What are methods of developing competencies of project manager in Afro tsion construction plc?
3. What are the main competency gaps of project managers in Afro-Tsion construction plc?