

**MANAGERIAL COMPETENCE AND SUCCESS OF HUMANITARIAN-BASED NON-  
GOVERNMENTAL ORGANIZATIONS PROJECTS  
IN MOGADISHO, SOMALIA.**

**BY**

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PROJECT PLANNING AND MANAGEMENT**

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## DECLARATION

I declare that this thesis report is my original work and has not been submitted for any other award of a degree and published at any institution of higher learning.

Ahmed Mohamed Hussein

31 / 05 / 2017

Signed



Date



## DEDICATION

I dedicate this thesis report to my father Mohamed Hussein Issack, mother Habiba Mohamed Nor, Uncle, Abdirashid Hussein Issack, Uncle Mohaidin Hussein Isack and uncle Mohamed Sh Salad. I also wish to dedicate this thesis to my dear wife, Saida Mohamed Ali and my daughter Asma Ahmed Mohamed.

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## LIST OF ACRONYMS AND ABBREVIATIONS

PMI	Project Management Institute
CIA	Chief Intelligence Agency
EU	European Union
IAS	International Aid Services
GREDO	Gargaar Relief and Development Organization
IDP	Internally Displaced Persons
NGOs	Non-governmental organizations
SFH	Solution for Humanity
SOCPD	Somali Child development Network
SOYDEN	Somali Youth development Network
UN	United Nation
UNDP	United Nations Development Programme

## TABLE OF CONTENTS

DECLARATION .....	i
APPROVAL .....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENT .....	iv
LIST OF ACRONYMS AND ABBREVIATIONS .....	v
TABLE OF CONTENTS .....	vi
LIST OF TABLES .....	ix
ABSTRACT .....	x
CHAPTER ONE .....	1
INTRODUCTION.....	1
1.0 Introduction.....	1
1.1 Background of the Study .....	1
1.1.1 Historical Perspective .....	1
1.1.2 Theoretical Perspective.....	4
1.1.3 Conceptual Perspective.....	5
1.1.4 Contextual Perspective.....	6
1.2 Statement of the Problem.....	7
1.3 Purpose of the Study.....	8
1.4 Objectives of the Study.....	8
1.5 Research Questions .....	8
1.6 Hypotheses.....	8
1.7.1 Geographical Scope.....	9
1.7.2 Content Scope .....	9
1.8Significance of the Study .....	10
CHAPTER TWO .....	11
LITERATURE REVIEW .....	11
2.0 Introduction.....	11
2.1 Theoretical Review.....	11
2.1.1 Contingency theory.....	11
2.2 Conceptual Framework.....	13
2.3.1 How managerial knowledge affects the success of humanitarian based projects of NGOs in Mogadishu, Somalia.....	17

2.3.1.1 The effects of managerial skills on the success of humanitarian based projects in NGOs in Mogadishu, Somalia.....	18
2.3.1.2 The influence of the managerial abilities on the success of humanitarian based projects in NGOs in Mogadishu, Somalia.....	19
2.3.4 Research Gaps.....	21
CHAPTER THREE.....	22
RESEARCH METHODOLOGY.....	22
3.0 Introduction.....	22
3.1 Research design.....	22
3.2 Target Population.....	22
3.7 Validity and Reliability of the Instruments.....	25
3.8 Data Gathering Procedures.....	26
3.9 Data Analysis.....	26
3.10 Ethical Considerations.....	27
3.11 Limitations to the study.....	27
CHAPTER FOUR.....	28
DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS.....	28
4.0 Introduction.....	28
4.1 The summary of the distribution of the respondents.....	28
4.2 Demographic Characteristics of the Respondents.....	29
Table 4.2.6: Management Level.....	31
4.3 How managerial knowledge affects the success of humanitarian based projects of NGOs in Mogadishu, Somalia.....	32
Table 4.3.1: Managerial competences.....	33
4.4 Summary of Findings.....	41
CHAPTER FIVE.....	43
DISCUSSION OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS.....	43
5.0 Introduction.....	43
5.1 Discussion of Findings.....	43
5.1.1 The Effect of managerial knowledge on the success of humanitarian based projects of NGOs in Mogadishu, Somalia.....	43
5.1.2 The Effect of managerial skills on the success of humanitarian based projects of NGOs in Mogadishu, Somalia.....	45
5.1.3 The Effect of managerial abilities on the success of humanitarian based projects of NGOs in Mogadishu, Somalia.....	45

5.2 Conclusions.....	46
5.3 Recommendations .....	47
References .....	50

## LIST OF TABLES

<b>Table</b>		<b>Page</b>
3.1	The Sample Sizes	24
4.1	Summary of the distribution of respondents	28
4.2.1	Gender of the respondents	29
4.2.2	Age of the respondents	29
4.2.3	Marital Status	30
4.2.4	Education Level of the respondents	30
4.2.5	Work Experience	31
4.2.6	Management levels	31
4.3.1	Managerial Competencies	33
4.3.2	Success of Humanitarian based NGOs Projects	36
4.3.3	Regression table on how managerial knowledge affected project success.	39
4.3.4	Regression table on how managerial skills affected project success.	40
4.3.5	Regression table on how managerial abilities affected project success.	41

## **ABSTRACT**

Ultimately, the success of each project is evaluated by the level at which it attains its goals and objectives. Essential for this attainment are project leaders with key managerial competencies to understand, share, and communicate project mandates with others. The purpose in this descriptive research was to investigate the effects of managerial competencies on project success. This descriptive research was conducted in Mogadishu, Somalia among 5 humanitarian based Non-governmental organizations (NGOs). The sample included 115 respondents. A questionnaire was used to identify the characteristics and ideas. The regression tests demonstrated that project leaders' managerial competencies had a significant effect on the success of projects. Project leaders who have been well oriented in terms of managerial competencies due to their experience at work, will have the opportunity to ascend in the hierarchy in project management, and thereby be confronted with more challenging and interesting tasks and endowed with different responsibilities to oversee the success of humanitarian based projects in their NGOs. The research outcomes are important for informed managerial decision making that enables the minimization of project failure.

## CHAPTER ONE

### INTRODUCTION

#### 1.0 Introduction

This chapter covered the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, scope of the study, significance of the study.

#### 1.1 Background of the Study

This section covered the historical perspective, theoretical perspective, conceptual perspective and theoretical perspective.

##### 1.1.1 Historical Perspective

Project success has been acknowledged for thousands of years since the Egyptian era, however, it has been about half a century ago that organizations started applying systematic project management tools and techniques to complex projects (Gomes & Romão, 2016 ). It should be noted that, project success has become an important issue in this globalized world. Globally, project success predispositions are shaped by a host of factors. Empirical studies have revealed that there are numerous determinants of project success. For instance, Carvalho & Rabechini Jr, (2017) investigated the relation between project sustainability management and project success. Through a survey-based research, using structural equation modelling, they tested hypotheses based on a field study involving 222 projects distributed among eight industries and two countries. The results showed a low degree of commitment to social and environment aspects of the surveyed projects. There was a significant and positive relation between project sustainability management and project success and in reducing the social and environmental negative impact.

Aga, Noorderhaven and Vallejo, (2016) in Ethiopia, proposed the mediating role of team-building as a possible explanation of the relationship between transformational leadership and

project success. Based on a field survey of 200 development project managers in the Ethiopian Non-Governmental Organization (NGO) sector, the results of their study indicated that team-building partially mediated the effect of transformational leadership on project success. These studies concentrated project sustainability management, transformational leadership as determinants of project success by studying the relationships in between. They were more concerned with development project managers. This current study, concentrated on the core managerial competencies that all project leaders possess and their effects on project success.

In Africa, project management has long been practiced by many countries such as south Africa, Nigeria and Kenya. The South African Chapter of the PMI was established in 1982 but was replaced in 1992 by Project Management South Africa. In 2000 the Council for the Built Environment was promulgated by an act of parliament and this brought into existence the South African Council for Construction and Project Managers, a statutory body that any professional who intends acting as project manager, needs to register with. There are also several voluntary organizations in South Africa which represent the interests of the various project management disciplines Ryan (1995).

Project Managers found themselves in the position, where they were unprepared and underprepared to manage projects that happened to cross their desks. Despite the fact that Project Management is now a recognized "profession" many of the appointed Project Managers are not dedicated Project Managers, but were rather appointed to protect some or other interest and are often unprepared for the challenges of continually shaping internal and external context, and frequently lacking the creativity, awareness and sensitivity such a role demands (Robert & Pantaleo, 1999).

In Somalia, several organisations team up with the government to deliver humanitarian services. For example, humanitarian Aid from the European Commission focused on nutrition, water and sanitation, livestock, food security, shelter and assistance to internally displaced populations and assistance to Somali refugees in Kenya. Additionally, since 2006 the European Commission has allocated €13 million to assist Somali refugees in Kenya(Somalia, fact sheet; EU, 2009).Projects in the past have focused mainly on three sectors: i) Governance and security, including support to institutional building, reconciliation, rule of law, human rights and capacity building for Somali Non State Actors;ii) Social sectors, including support to primary and secondary education, adult literacy, teacher and vocational training, health systems strengthening and maternal health care and improved access to safe water in urban and rural areas;iii) Agriculture, livestock, food security and early warning.

UNDP works with government partners, non-governmental organizations, and civil society to design projects that contribute to real, measurable improvements in the lives of the Somali people. Through support to local government, UNDP helps local councils to deliver much needed services, such as access to water supplies and health care. With communities, UNDP is engaged in building or rehabilitating access roads, markets and irrigation systems. In order to restore security and basic government functions, UNDP supports the police, the rule of law, public finance management and key governance institutions. UNDP is also increasing awareness on and advocating for the Millennium Development Goals and human development in Somalia(UNDP, 2016).

Despite the monies that have been poured in Somalia over the years, the lives of the inhabitants seem not to change fundamentally. Many local non-for profit organizations existing in the country, especially the capital city Mogadishu, are run by unqualified people who do not

have the necessary knowledge, skills, and abilities to succeed in projects. Although, there is a growing number of studies as those cited above regarding, project management, we know little about managerial competencies and project success in Mogadishu, Somalia. In fact, less research supports the link between those factors mentioned earlier, hence a gap, which this study sought to fill.

### **1.1.2 Theoretical Perspective**

This study was guided by the contingency theory (Thompson, 1967, Shenhar, 1999). A contingency theory is an organizational theory that claims that there is no best way to organize a corporation, to lead a company, or to make decisions. Instead, the optimal course of action is contingent (dependent) upon the internal and external situation.

Four important ideas of Contingency Theory are: 1. there is no universal or one best way to manage 2. The design of an organization and its subsystems must 'fit' with the environment 3. Effective organizations not only have a proper 'fit' with the environment but also between its subsystems 4. The needs of an organization are better satisfied when it is properly designed and the management style is appropriate both, to the tasks undertaken and the nature of the work group. In this study, the theory was based on defining managerial competencies in terms of the leader's ability to handle a project and is based upon the project leader's competencies in that particular area that is pertinent to the success of the project.

Therefore, this study proposed that the success of a project is contingent upon the project leader's ability to handle a given project. The focus is on the leader and not on the project. Different types of projects demand different characteristics and behaviors because each type of project leader faces different projects.

### 1.1.3 Conceptual Perspective

The most important concepts that appear in this thesis are project leader's managerial competencies and project success. Based on Scott Parry's (1998) definition, a competency is a cluster of related knowledge, attitudes, skills, and other personal characteristics. Also the term "competency" refers to a combination of skills, attributes and behaviors that are directly related to successful performance on the job. Boyatzis (1982) in Chong (2013) defines managerial competencies as characteristics that are causally related to effective and/or superior job performance. In this study, managerial competencies are referred to as the capability to manage projects professionally, by applying best practices regarding the design of the project management process, and the application of project management methods. Managerial competencies include knowledge, skills and abilities of individuals. An individual's performance is assessed in terms of specific actions or behavioral indicators (Chong, 2013). Competencies can predict behavior in a wide variety of situations and job tasks. A person needs competencies, which are abilities to use knowledge and to make things happen (Liikamaa, 2015). They reveal what a person is capable of doing and why he/she acts in a certain way. Furthermore, competencies always include intent, in other words, motives, traits, self-concept, social roles and knowledge (Liikamaa, 2015).

The Project Management Institute (PMI) defines project success as balancing the competing demands for project quality, scope, time, and cost, as well as meeting the varying concerns and expectations of the project stakeholders (PMI, 2008, p. 9 in Aga, Noorderhaven, & Vallejo, 2016). A project is considered successful if it was completed within its budget estimate, within its initial scheduled time frame, and performed as it was designed to function (Sylvester & Abdul Rani, 2011). Project success is a strategic management concept where project efforts must

be aligned with both short and long-term goals of the company (Al-Tmeemy, Abdul-Rahman, & Harun, 2011). The factors to measure success are even unpredictable because of the unprecedented changes which project leaders face. In this study, project success was conceptualized as a level to which the project attains its objectives in terms of scope, time, cost and quality. The criteria of time, cost, and quality have long been used to evaluate the performance and success of construction projects (Chan et al., 2002). Atkinson (1999) has named these criteria “the iron triangle”. Although these basic criteria (i.e. cost, time and quality) are easy and timely to measure (Willard, 2005), they have been criticized for being inadequate for several reasons. Shenhar et al. (1997) said that the traditional criteria (i.e. cost, time and quality) were not really one homogeneous dimension. Shenhar et al. (1997) added that while meeting project resource constraints (time and cost) is one thing, meeting specifications (quality) is another.

#### **1.1.4 Contextual Perspective**

This study was carried out in Mogadishu, Somalia. Mogadishu known locally as Hamar, is the capital and most populous city of Somalia. Located in the coastal Banaadir region on the Indian Ocean, the city has served as an important port for millennia. According to the United Nations Development Programme the population in 2005 was 901,183 and according to the CIA factbook in 2015 it was estimated to be 2,138,000. According to Demographia as of April 2016, it has a population of 2,265,000 residents.

The city is administratively divided into the districts of Abdiiaziz, Bondhere, Daynile, Dharkenley, Hamar-Jajab, Hamar-Weyne, Heliwa, Hodan, Howl-Wadag, Karan, Shangani, Shibis, Waberi, Wadajir, Wardhigley and Yaqshid. To be precise, the study was carried out in the

district of Hodan. In Hodan, projects have been the major means through which various communities get assistance from government and nongovernmental agencies for development. Hodan is a district in the southeastern Banaadir region of Somalia. It is a neighborhood in the northwestern part of Mogadishu. The researcher preferred this area because it was easy to get data on project leaders from NGOs based in humanitarian projects whose head offices are located therein. Many Community projects facilitators and donors have initiated several community projects in the district as an intervention measure.

Therefore, it is against such a scenario that the study focused on managerial competencies and success of projects in Mogadishu. This study did not study on all the humanitarian based NGOs; it therefore concentrated on the following NGOs; Solution for Humanity (SFH); Somali Child development Network (SOCPD); Somali Youth development Network (SOYDEN); International Aid Services (IAS), and Gargaar Relief and Development Organization (GREDO).

## **1.2 Statement of the Problem**

Ultimately, the success of each project is evaluated by the level at which it attains its goals and objectives. Many projects in Mogadishu keep failing (Turner, 2011). The performance of humanitarian projects is often disappointing. They have experienced substantial cost overruns and delays in completion, and fail to deliver their objectives.

Despite great efforts in having projects that raise awareness of the prevalence and intervene on consequences of humanitarian crisis, Somalia is first ranked in the 2016 fragile States Index. According to the UN, out of 12 million inhabitants, five million are food insecure, and in need of humanitarian assistance (Echo fact sheet, 2016). Somalia remains the worst humanitarian crisis

in the world since 2011. This study proposed that the failure of humanitarian projects escalated the humanitarian crisis.

Although the outlook of project success has changed overtime and is determined by many factors, this thesis asserted that managerial competencies are a key factor in determining project success in humanitarian based NGOs.

This study therefore aimed to assess the effects of managerial competencies in terms of Knowledge, Skills, and abilities on the success of humanitarian based projects in NGOs in Mogadishu, Somalia.

### **1.3 Purpose of the Study**

In this current study, the purpose was to investigate the effects of managerial competencies on the success of projects in humanitarian based NGOs in Mogadishu, Somalia.

### **1.4 Objectives of the Study**

- i. To examine how managerial knowledge affects the success of humanitarian based projects of NGOs in Mogadishu, Somalia.
- ii. To analyze the effects of managerial skills on the success of humanitarian based projects in NGOs in Mogadishu, Somalia.
- iii. To find out the influence of the managerial abilities on the success of humanitarian based projects in NGOs in Mogadishu, Somalia.

### **1.5 Research Questions**

- i. How does managerial knowledge affect the success of humanitarian based projects in NGOs in Mogadishu, Somalia?
- ii. How does managerial skills affect the success of humanitarian based projects in NGOs in Mogadishu, Somalia?

- iii. What is the influence of managerial abilities on the success of humanitarian based projects in NGOs in Mogadishu, Somalia?

## **1.6 Hypotheses**

The following hypotheses underpinned the study:

- i. There is no effect of Managerial knowledge on the success of humanitarian based projects in NGOs in Mogadishu, Somalia.
- ii. There is no effect of Managerial Skills on the success of humanitarian based projects in NGOs in Mogadishu, Somalia.
- i. There is no effect of Managerial abilities on the success of humanitarian based projects in NGOs in Mogadishu, Somalia.

## **1.7 Scope of the Study**

### **1.7.1 Geographical Scope**

This study was carried out in Mogadishu, Somalia. Mogadishu, known locally as Hamar, is the largest and capital city of Somalia. Located in the coastal Banaadir region on the Indian Ocean, the city has served as an important port for millennia. As of 2015, it had a population of 2,120,000 residents. The researcher preferred this area because it was easy to get data of project leaders on humanitarian projects from NGOs whose head offices are located in Mogadishu.

### **1.7.2 Content Scope**

This study was limited to managerial competencies (independent variable) which was measured using knowledge, skills and abilities while the dependent variable (project success) was measured using scope, time, cost and quality. The study also delved into assessing the effects of

managerial competencies on success of humanitarian based projects in NGOs in Mogadishu, Somalia.

### **1.8 Significance of the Study**

The findings of this study are expected to enlighten project managers on the influence of critical success factors especially managerial competencies in determining the success of their projects in Somalia. It is also expected that the findings of this study should expose methods of managing and resolving the problem of delayed or failed projects.

In addition, the study is likely to inform project donors in Somalia of the need for rapid revision process of projects, and offer support services where necessary. Further, the findings of the study should draw attention to governmental and non-governmental organizations involved in providing of humanitarian services so that they may intensify their activities in Somalia.

The future researchers will also utilize the findings of this study to embark on a related study.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter reviewed literature regarding the objectives of the study from different scholars and authors. The chapter was further divided into three sections: theoretical review, conceptual framework and review of related literature.

#### 2.1 Theoretical Review

##### 2.1.1 Contingency theory

This study was guided by the contingency theory (Thompson, 1967 and Shenhar, 1999). A contingency theory is an organizational theory that claims that there is no best way to organize a corporation, to lead a company, or to make decisions. Instead, the optimal course of action is contingent (dependent) upon the internal and external situation.

Four important ideas of Contingency Theory are: 1. there is no universal or one best way to manage 2. The design of an organization and its subsystems must 'fit' with the environment 3. Effective organizations not only have a proper 'fit' with the environment but also between its subsystems 4. The needs of an organization are better satisfied when it is properly designed and the management style is appropriate both to the tasks undertaken and the nature of the work group. In this study, the theory was based on defining managerial competencies in terms of the leader's ability to handle a project and is based upon the project leader's competencies in that particular area that is pertinent to the success of the project.

It must be understood that it would require the leaders to change their behaviour in order to fit the changed situation, if necessary, rather than having to change the situation to suit the leadership behaviour. This means that the leaders must remain flexible and sensitive to the

changing needs of the given groups. While this approach emphasizes that external pressures and situational characteristics and not the personal traits or personality characteristics determine the emergence of successful leaders in performing a given role, it is probably a combination of both types of characteristics that sustains a leader over a long period of time. A leader is more successful when his personal traits complement the situational characteristics.

A project can be viewed as a “temporary organization within an organization,” and hence the researcher proposed that the fit between a project and its leader would have a significant impact on project outcomes. The notion of fit is also consistent with practical intelligence (Sternberg & Hedlund, 2002), utilized by individuals to harness their skills to the work environment, and is essentially tacit in nature. For the analysis, the model analyzes the impact of the managerial competencies on the projects. Because projects as well as its leaders vary in their characteristics, it was imperative to assert that managerial competencies affected project success in Humanitarian based NGOs, in Mogadishu, Somalia. Herein below, is a theoretical framework adopted for this study.

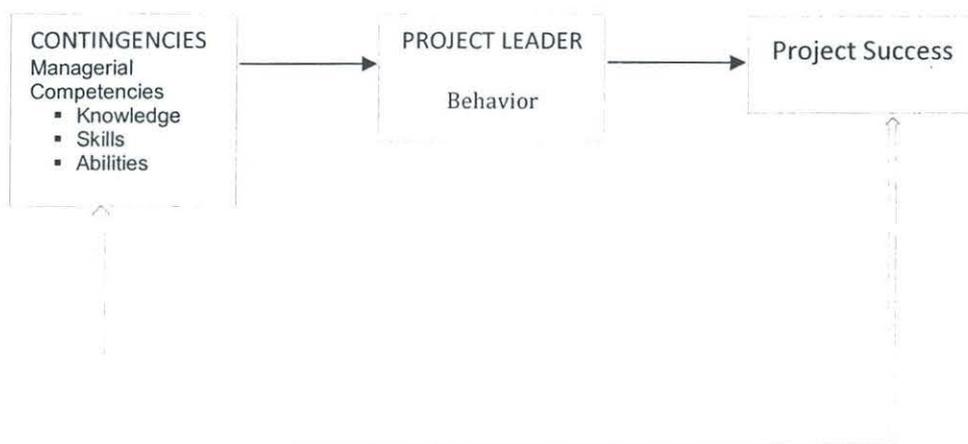


Figure 1.1 Theoretical framework adapted from Contingency Theory by Weill, Peter; Olson, Marorethe H. (1989).

## 2.2 Conceptual Framework

Figure 1.2 showing a diagrammatical representation of how managerial competencies affects project success.

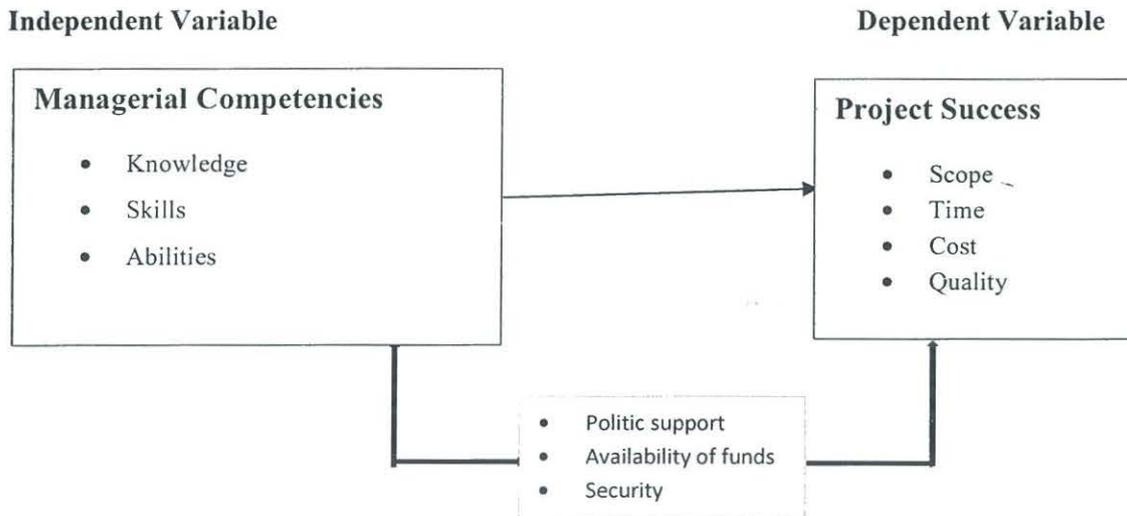


Figure 1.2 Conceptual framework adapted from Contingency Theory by Weill, Peter; Olson, Marorethe H. (1989).

This study was limited to managerial competencies (independent variable) which was measured using knowledge, skills and abilities while the dependent variable (project success) was measured using scope, time, cost and quality. The study also delved into assessing the effects of managerial competencies on success of humanitarian based projects in NGOs in Mogadishu, Somalia.

### 2.2.1 Project Managerial Competencies and Project success

Bergenhengouwen (1996) combines the American and British competency approaches, arguing that managers must possess a range of personal competencies as well as task-specific competences for effective job performance. Cheng, Dainty, and Moore (2005) propose that, in addition to competencies and competences, managerial performance also requires the enactment of a role which emerges through social interaction with others at work. Competency is

demonstrated in the ability to effectively manage the varying perceptions and expectations of others. In this study the term “competencies” is used interchangeably to refer to specific behaviors that project leaders should possess. Individuals' characteristics, job tasks and roles that are required for normal and superior performance determine managerial competency profiles. These performance-based competencies are assessed through observed behaviors, such as knowledge, skills, and abilities. In keeping with this practice, this study examined the effects of managerial competencies on project success.

Project leaders are required to have certain competencies in order to get the project success. As indicated in the above figure, this study looked at three main areas of project managerial competencies that may affect project success.

1. **Knowledge**-The first dimension of competence in this study is knowledge. What individual project managers are able to demonstrate in their ability to successfully manage the project or complete project-related activities is called knowledge. (i.e., what they are able to do or accomplish while applying their project management knowledge)
2. **Skills**- What individual project managers are able to demonstrate in their ability to successfully manage the Project or complete project-related activities? This dimension is called *Project Management skills*(i.e., what they are able to do or accomplish while applying their project management knowledge)
3. **Abilities**- The core personality characteristics underlying a person's capability to do a project or project activity (Crawford 1997). This dimension is called **ability competency**; it is generally accepted that, to be recognized as fully competent, an individual would need to be evaluated successfully against each of these dimensions. It would be

impossible for project leader to be judged competent if they did not possess the “right” combination of knowledge, skills, and abilities competence (Crawford, 2005).

This conceptual model illustrated in Figure 1.2 above shows how the three dimensions of competencies come together to help the project leader accomplish the objectives of a given project.

Although defining project success in some projects where timeframes for completion are long and the size of the projects are substantial – remains a challenging issue, project management scholars generally agree on two components that define project success: success criteria and critical success factors (Müller and Jugdev, 2012; Turner and Zolin, 2012). Success criteria focus on objective measures, such as completion timeliness, quality, and cost (Sylvester & Abdul Rani, 2011). Such objective criteria, however, have been criticized, especially in the context of defining complex project success. This is because they tend to draw on overly simplistic constructs which do not mirror the experience in large, complex projects. Moreover, such criteria fails to address broader factors that can be considered as success indicators, such as behavioral skills or strategic management objective criteria.

Traditionally, project success was assessed on the triple measure set of cost, time, and performance. A project is considered successful if it was completed within its budget estimate, within its initial scheduled time frame, and performed as it was designed to function. The recognition that project success is multi-dimensional raises the question of whether different input factors may have different effects on different project outcomes (Sylvester & Abdul Rani, 2011). However, competent a project leader is, does not guarantee project success. Focusing solely on project manager competence, regardless of other organizational factors is too simplistic (Crawford, 2005). There are many other organizational factors and contingencies that

influence the outcome of the project as well. In fact, it is possible to have a “competent” project leader working within an “immature” organization, which could result in a successful project, or vice versa. This concept is illustrated in Figure 1.2. It shows how project manager competency and other organizational factors are required to consistently obtain project success, and how both of these can be influenced by various contingency or moderating variables.

According to Baccarini (1999) project success consists of two separate components, namely project management success and project product success. He distinguishes between them as follows: Project management success focuses on the project management process and in particular on the successful accomplishment of the project with regards to cost, time and quality. These three dimensions indicate the degree of the ‘efficiency of project execution’ (Pinkerton 2003, p. 337). The three dimensions of time, budget and specifications feature in many definitions of project management success. However, time, budget and specifications are not sufficient to measure project management success as dimensions such as the quality of the project management process and the satisfaction of the project stakeholder’s expectations also need to be considered (Baccarini, 1999; Schwalbe 2004). Project product success focuses on the effects of the project’s end-product. Although project product success is distinguishable from project management success, the successful outcomes both of them are inseparably linked. ‘If the venture is not a success, neither is the project’ (Pinkerton 2003, p. 344). Thus, following Baccarini (1999), in simplistic terms project success can be summarized as: Project success = project management success + project product success.

The investigation of the factors affecting the success of a construction project has attracted the interest of many researchers and practitioners (Yu & Kwon, 2011). In previous studies, attempts were made to determine the critical success factors for various types of construction projects such as mass house building projects (Ahadzie et al., 2008 in Yu & Kwon, 2011), design and build projects BOT projects ,public-private partnership in infrastructure development and to validate their relevance. It should be noted, that study dwelt on urban regeneration projects, this study concentrated on managerial competencies having an effect on project success.

### **2.3 Review of Related Literature**

#### **2.3.1 How managerial knowledge affects the success of humanitarian based projects of NGOs in Mogadishu, Somalia.**

Several recent studies have been conducted to introduce assess how managerial knowledge affects the success of projects. For example, Mišić and Radujković (2015) reviewed researches done so far to examine whether megaprojects success can be well quantified through success or failure factors. The literature reviewed was compiled of the data obtained through a comprehensive search across research center databases, mainly in Europe. In parallel the selected data from practice and known research centers for major projects were compared. The findings from both, literature reviewed and practiced, showed the selected drivers for improving megaproject success and efficiency, included managerial knowledge. They suggested that as more organizations adopt project management approaches and the demand for project managers grows, there is increasing interest in the competence of project managers and in standards for development and assessment of project management competence, a gap which this study sought to fill.

Top management involvement (Kandelousi et al., 2011), a project manager's leadership style, communication, collaboration and the cohesiveness of a project team (Yang et al., 2011) are related to project success, especially in the case of high complexity projects in the areas of manufacturing, building, industry and infrastructure.

Androniceanua, Ristea, and Udaa (2015) studied leadership competencies for project based school management success. Their results showed that school managers should focus on managerial competencies. With a group average score of 4.02, the managerial competencies including managing resources, empowering and accountability development for every employee, developing competencies were considered mandatory for school managers in the educational system. They commented that absence of these competencies may be justified by the decision making process characteristics before the decentralization, when the manager's role was limited to some formal actions related to school organization and less to develop other employee competencies or critically analyze opportunities and threats. Nevertheless, a project leader ought to have managerial knowledge to enable him or her make decisions effectively.

Management of projects requires knowledge of modern management as well as an understanding of the design and construction process of projects (Al-Tmeemy, Abdul-Rahman, & Harun, 2011). Specifically, project management encompasses a set of objectives which may be accomplished by implementing a series of operations subject to resource constraints.

#### **2.3.1.1 The effects of managerial skills on the success of humanitarian based projects in NGOs in Mogadishu, Somalia.**

According to Bourne and Walker (2004) in most organizations, project managers are accountable for the successful delivery of complete projects. Increasingly, this success depends on project managers' processing and utilizing skills and competencies that may initially appear

contradictory. A successful project manager must demonstrate flexibility and competency in many areas, hard and soft skills, introverted and reflective, extroverted and social behavior. Many of the initiatives for improving the practice and profession of project management have been focused on enhancing techniques and methods associated with skills that included effective management of time, cost and scope.

The project management skill competence is the ability to perform Project Management activities to the levels of performance expected. The demonstrable performance of the individual in executing Project Management tasks and provides the technical skills for project performance in terms of scope, time, cost and quality.

With regards to project management, this managerial skill is used in the conveying of project information to others and must be done so with efficiency given the highly technical, detailed nature of the work. Studies suggest that project leaders deal with complex ideas and vast amounts of information. In addition, they must engage in constant coordination among multiple organizations and stakeholders, and all while working within the restrictions created by the conflicting relationship of complete project responsibility and little formal authority.

### **2.3.1.2 The influence of the managerial abilities on the success of humanitarian based projects in NGOs in Mogadishu, Somalia.**

Chen, Podolski, and Veeraraghavan (2015) examined whether managerial ability facilitated corporate innovative success. First, they showed that managerial ability is positively associated with innovative output. Second, they showed that the positive association between managerial ability and innovative output was weaker for older CEOs and managers who stayed in the same job for longer, suggesting a preference for a 'quiet life' by long serving CEOs. Third, they found that the equity market values patents generated by more able managers more positively, suggesting that equity holders deem better skilled managers more effective at converting innovative ideas

into valuable new products. Overall, their results suggested that managerial ability was an essential component of corporate innovative success. In project management, a project leader needs to be innovative enough to manage a project. The managerial ability is key to project success.

This view is similarly supported by Isik, Arditi, Birgonul and Dikmen(2009) who also found that abilities of the project leaders led to success. They asserted that managerial ability in form of leadership is important. This suggested that the Project Manager's leadership style will influence the project outcome. Project management can be regarded as a creative activity if one adopts a perspective that project leaders are overseers and coordinators of activities, rather than functional specialists. This view would place far more emphasis on the project leader's managerial ability.

Marzagão and Carvalho (2016) analysed the relationship between critical success factors for Six Sigma programs and its projects performance by considering Six Sigma projects. Their study explored those relationships through PLS (Partial Least Squares) method, by using a sample of 149 respondents in Brazil and Argentina. The results showed that not all the claimed critical success factors were relevant for program or project performance. It should be noted that Marzagão & Carvalho (2016) concluded that project managerial competencies were one of the latent variables that stood out because it impacts not only project performance but also reinforce the Six Sigma Method and Project Management. Moreover, their study confirmed the contingency theory by identifying the significant effect of project type on project performance.

It should be noted managerial competencies are a critical success factor in a project. Because it provides direction, guides goals, and ensures motivational support and assistance in resolving interpersonal and organizational issues that lead to project success.

### 2.3.4 Research Gaps

A review of literature revealed that a lot of research on analysis of managerial competencies and project success has been undertaken in developed countries context and their applicability in the developing countries such as Somalia is yet to be explored. Developing countries in Asian continent have carried some studies on effective implementation while in Somalia the literature is still scanty and cannot offer reasons for project failures. Moreover studies such as Al-Tmeemy, Abdul-Rahman, and Hārūn, (2011) Chen, Podolski, and Veeraraghavan , (2015) Liikamaa, (2015) Aga, Noorderhaven, and Vallejo, (2016) Carvalho and Rabechini Jr, (2017) have concentrated on project success, none have really explored the managerial competencies in terms of knowledge, skills and abilities and their effects on project success, a gap which this study sought to fill. In addition, most studies cited in this review such as Carvalho and Rabechini Jr (2017) focused on a methodological approach which involved a longitudinal field survey in 3 countries (Argentina, Brazil, and Chile) with business units from 10 different industries over a 3-year period, and data from a total of 1387 projects were analyzed. This study was unique, in that it did not analyze any project, but assessed the effects of managerial competencies of project leaders on project success by using descriptive methodology which used statistical analyses to accrue conclusions.

Most of the studies generally adopted research approaches such as first extracting sets of project success factors based on the reviews of relevant literatures and the project characteristics, and then validating them quantitatively or qualitatively through questionnaire surveys. This study sought firsthand information from the project leaders themselves.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter provides information on data collection and the methods of data analysis. It also presents statistically information on the study, nature of the data used and the problems that are likely to be encountered in the study.

#### **3.1 Research design**

This study took a quantitative approach, in that it was based on variables measured with numbers and analyzed with statistical procedures (Creswell, 2003). Specifically, the study sought a descriptivesurvey design. According to Aggarwal (2008) descriptive research is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. It therefore employed applications of scientific method by critically analyzing and examining the source materials, analyzing and interpreting data. It was a survey, because it involved a relatively large sample, and thereafter tested the hypothesis and developed generalizations and predictions.

#### **3.2 Target Population**

The target population included a total population of both men and women of 2,212 project leaders in Humanitarian Based NGOs in HodanMogadishu, Somalia (Somalia NGO Consortium, 2015). Due to a large target population, this study concentrated on the accessible 4 NGOs with a study population of 170 project leaders in Humanitarian based NGOs. These were at the Top level 48; Middle Management Level, 75; and Lower level 47. The study population included all the project leadersin the district of Hodan. These in particular constituted the project management team in the humanitarian based NGOs.All the above categories constituted the

target population because it is imperative that project leaders understand the value of a project attaining its desired goals and objectives.

### **3.3 Sample size and Sampling techniques**

The research used Convenience, simple random, and purposive sampling methods as statistical methods for sampling to select the required sample size. According to Krejcie and Morgan (1970) a sample size required to be representative of the opinions of 170 project leader's managerial competencies relative to project success is 118. In view of this, the study conveniently employed project leaders at the following levels of management; Top level 15; Middle Management Level, 54; and Lower level, 49. At the top level of management, the sample characterized respondents like chief executive officers, presidents, project directors and project sponsors. These were included in the study because they set objectives, plan and make decisions that affect the success of projects. At the middle level of management, the sample consisted of department heads, project managers and program officers. These were included because they develop and implement project activities. They also allocate project resources. At the lower level of management, the sample constituted the supervisory team, project leaders like field officers, team leaders and unit leaders. They were included because of their supervisory mandates, and coordination of day to day activities.

Thus, the sample sizes for the chosen categories are as shown in table 3.1 below.

Table 3.1: Sample sizes

NGO	Management Level	Sampled	Total
Solution for Humanity (SFH)	Top level	3	25
	Middle Management Level	12	
	Lower level	10	
Somali Child development Network (SOCPD)	Top level	04	30
	Middle Management Level	12	
	Lower level	14	
Somali Youth development Network (SOYDEN)	Top level	05	25
	Middle Management Level	12	
	Lower level	08	
International Aid Services(IAS)	Top level	03	23
	Middle Management Level	12	
	Lower level	08	
Gargaar Relief and Development Organization - GREDO	Top level	03	15
	Middle Management Level	08	
	Lower level	04	
<b>Total.</b>			<b>118</b>

Source: Researcher, 2016

### 3.4 Data collection methods

The study employed the following method of data collection

#### 3.4.0 Survey Method

The proposed study employed the survey method as a way of collecting data, which involved the use of self-administered questionnaires, SAQs. The method enabled the researcher to cover all the respondents quickly and at a reasonable cost. The survey method was used to gather data from 15 project leaders at the top level of management; 48 at the middle management level; and 40 at the lower level. The respondents will be conveniently selected from the four Humanitarian based NGOs as described in section 3. 3 above.

### 3.6 Data Collection tool

The study employed the following tool for data collection.

### **3.6.0 Questionnaire**

The data in this study was collected using a self-administered questionnaire specifically developed for the same. In addition to a main title and cover letter, the SAQ has three sections. The first section (Section A) is for the background variables namely; gender; marital status; highest level of education; work experience and managerial level. The second section (Section B) is on the independent variable (managerial competencies). The 30 items on this variable were designed to measure the knowledge, skills and abilities of project leaders. The third section (Section C) is on the dependent variable (project success). The 30 items on this variable were designed to measure the project scope, time, cost and quality. The researcher used a 4 point Likert scale to rate the responses.

### **3.7 Validity and Reliability of the Instruments**

A valid instrument should accurately measure what it is supposed to measure. The research instruments were pre-tested to five respondents within the study area. Reliability is the degree of consistency and precision in which the measuring of the instrument demonstrates under same circumstances. Same research respondents using the same instrument should generate the same results under identical conditions (Amin, 2005). In order to ascertain content validity of instrument, the questionnaires were presented to the supervisor to examine whether the items used were measured accordingly. To ensure face validity and reliability of the instrument used, the items on the questionnaire were drawn up and given to experts in research, department of humanities and social sciences for checking. Few errors were identified and corrections were made by the supervisor before it was distributed to the respondents.

### **3.8 Data Gathering Procedures**

#### **Before the administration of the questionnaires**

An introduction letter was obtained from the Directorate of Higher degrees for the researcher to solicit approval to conduct the study from the selected NGOs. When approved, the researcher secured a list of the targeted respondents from the selected NGOs and arrived at the minimum sample size. The respondents were briefed about the study and were requested to sign the Informed Consent Form (ICF). Selected research assistants assisted in the data collection; briefed and oriented respondents (target population) in order to be consistent in administration of the questionnaires.

#### **During the administration of the questionnaires**

The respondents were requested to answer completely and not to leave any part of the questionnaire unanswered. The researcher and assistants emphasized retrieval of the questionnaires within five days from the date of distribution. On retrieval, all returned questionnaires were checked to ascertain if all were duly answered.

### **3.9 Data Analysis**

The information gathered during the collection of data was produced and presented through appropriate charts and tabulation of frequencies and percentages. The analysis of the data was carried out using the Excel and Statistical Package of Social Science (SPSS).

At the first level of analysis, data was processed in form of graphs, charts depending on the convenience and requirements of the data collected and the conclusions were drawn. Data was analyzed using frequencies, means and standard deviations. At the second level of analysis,

Regression analysis was employed to determine the effect of managerial competencies on the success of humanitarian based projects in NGOs.

### **3.10 Ethical Considerations**

Ethical approval was sought from Kampala International University, College of humanities and social sciences, graduate school of research and ethics committee. Verbal consent was obtained from the respondents. They were in particular informed that they could withdraw from the study at any time. To ensure confidentiality of the information that was provided by the respondents, they were coded instead of revealing their names and identity and the researcher presented findings in a systematic and generalized manner without revealing the identity of the respondents.

### **3.11 Limitations to the study**

The researcher faced the following limitations to this study which made it slightly difficult than anticipated;

Unwillingness to fill questionnaires by the selected respondents; Being a type of study that was conducted at NGOs, the respondents were busy executing their duties, some of the respondents hesitated to fill the questionnaires, claiming not have time. Therefore the researcher will rendered to explain the purpose and usefulness of the study to the respondents that the research is strictly for academic purposes only to avoid any doubt thus enabling respondents to respond to the questions at ease.

The researcher took long trips to reach respondents from all the NGOs which cost him too much. Nevertheless, the researcher depended on other people, especially research assistants, to collect some questionnaires for him where it was possible.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

#### 4.0 Introduction

This chapter presents the analysis of the data gathered and interpretation thereof. It gives the demographic characteristics of the respondents and variables used.

#### 4.1 The summary of the distribution of the respondents

The researcher expected 118 respondents to participate in the study but only 115 participated, giving a participation rate of 97%. According to Amin (2005), any participation rate that is above 50% is considered relevant. As noted earlier the data was collected from project leaders of 5 NGOs in Mogadishu. These included: Solution for Humanity (SFH); Somali Child development Network (SOCPD); Somali Youth development Network (SOYDEN); International Aid Services (IAS); and Gargaar Relief and Development Organization (GREDO). Table 4.1 gives the summary of the distribution of the respondents. 15 respondents at the top level; 56 at the middle level and 44 from the lower level of management participated in the study.

**Table 4.1: The summary of the distribution of the respondents.**

NGO	Top level		Middle Management		Lower level		Total
Solution for Humanity (SFH)	CEO	01	Project Manager / Asst.	02	Supervisors	02	25
	Project Director	01	Project officers	04	Team leaders	04	
	Deputy Director	01	Heads of Department	06	Field officers	04	
Somali Child development Network (SOCPD)	CEO	01	Project Manager / Asst.	02	Supervisors	04	27
	Project Director	01	Project officers	03	Team leaders	05	
	Deputy Director	01	Heads of Department	05	Field officers	05	
Somali Youth development Network (SOYDEN)	CEO	01	Project Manager / Asst.	03	Supervisors	02	25
	Project Director	01	Project officers	04	Team leaders	04	
	Deputy Director	01	Heads of Department	07	Field officers	02	
International Aid Services (IAS)	CEO	01	Project Manager / Asst.	03	Supervisors	02	23
	Project Director	01	Project officers	04	Team leaders	04	
	Deputy Director	01	Heads of Department	05	Field officers	02	
Gargaar Relief and Development Organization - GREDO	CEO	01	Project Manager / Asst.	03	Supervisors	01	15
	Project Director	01	Project officers	02	Team leaders	01	
	Deputy Director	01	Heads of Department	03	Field officers	02	
<b>Total.</b>		<b>15</b>		<b>56</b>		<b>44</b>	<b>115</b>

Source: primary data, 2016

## 4.2 Demographic Characteristics of the Respondents

This section covered the demographic characteristics of the respondents in terms of gender, age, education, marital status, work experience, and managerial level. The tables below give the summary of the findings.

**Table 4.2.1: Gender of the respondents**

Gender	Frequency	Percent (%)
Male	71	62
Female	44	38
<b>Total</b>	<b>115</b>	<b>100.0</b>

*Source: primary data, 2016*

Table 4.2.1 revealed that majority, 62% of the respondents were males while the females were represented by 38%. The dominance of the male in the study was attributed to the fact that they are the ones that make up the high percentage of the work force in those NGOs in Mogadishu, Somalia.

**Table 4.2.2: Age of the Respondents**

Age	Frequency	Percent
25 years	14	12
25-35	23	20
35-45	48	42
45-55	22	19
Above 55	8	10
<b>Total</b>	<b>115</b>	<b>100.0</b>

*Source: primary data, 2016*

The age information obtained indicated that majority were in the age bracket of 35-45 represented by 42%, followed by those of 25-35 and 45-55 years represented by 20% and 19% respectively and finally those that had 25 years and above and above 55 years were 12% and

10% respectively. Hence all categories in the age bracket were sampled. The less dominance of the respondents within the age group of above 55 years mean that Somalia has a relatively younger workforce that needs attention.

**Table 4.2.3: Marital status of the respondents**

Marital status	Frequency	Percent (%)
Single	32	28
Married	61	53
Divorced	8	7
Widowed	14	12
<b>Total</b>	<b>115</b>	<b>100.0</b>

Source: *Primary Data 2016*

The study established that majority of the respondents were married (53%) followed by those who were single (28%) and then the divorced and widowed were 7% and 12% respectively. This means that most respondents were married which comes with responsibilities. Being married in the society is regarded as something remarkable, as compared to being divorced.

**Table 4.2.4: Educational status of the respondents**

Education status	Frequency	Percent (%)
Certificate	17	15
Diploma	29	25
Bachelors	47	41
Masters	22	19
<b>Total</b>	<b>115</b>	<b>100.0</b>

Source: *primary data, 2016*

Table 4.2.4 revealed that majority, 41% of the respondents had a bachelor's level of education, followed by 25% that had diploma and 19% at masters levels, while those with certificate level were 15%. The dominance of respondents who had a bachelor's level could be linked to the importance the government in Somalia has attached to education in the past decade. The data

obtained helped in the validation of the findings since majority of the respondents had a bachelor's level of education.

**Table 4.2.5: Work experience**

Work experience	Frequency	Percent (%)
Less than 1 year	14	12
One – four years	25	22
Over four years	76	66
<b>Total</b>	<b>115</b>	<b>100.0</b>

*Source: primary data, 2016*

The work experience information obtained indicated that almost all respondents (66.5%) have over four years' experience of working in the organizations sampled. Whilst 12% had been on the job for less than a year. By Somalian standards, this represents a substantial contribution to the labor market sector. The dominance of the experienced project leaders in this study is attributed to the fact that this study targeted those who were or had managed projects. Somalia being among the top five poorest countries in Africa and the third most insecure country to live in implies that there cannot be many job opportunities in such an environment (World Bank, 2014). Since the whole country is surrounded by violence, there is a high likelihood that due to lack of jobs and frustration, those who get them will hang in there and not resign. It makes them to be vulnerable and tend to relax hence contributing to project failure.

**Table 4.2.6: Management Level**

Management Level	Frequency	Percent
Top level	15	13
Middle level	56	49
Lower level	44	38
<b>Total</b>	<b>115</b>	<b>100</b>

*Source: Primary Data 2016*

The data also indicates that the majority of respondents were in the middle level of management which was represented by 49% and those at the lower level of management represented by 38%. At the top level they were 13%. This suggests that the most reliable sources of data were utilized. Respondents such as project managers, assistant project managers and heads of department were obtained. Together with their counterparts, the supervisors; team leaders and field officers, they outnumbered those at the top most level. This pattern shown herein indicates that these are the people required to have the necessary managerial competencies to elicit success of projects.

#### **4.3 How managerial knowledge affects the success of humanitarian based projects of NGOs in Mogadishu, Somalia**

The first objective of the study involved the examination of the effect that managerial knowledge has on the success of humanitarian based projects of NGOs in Mogadishu, Somalia.

**Table 4.3.1: Managerial competences**

<b>Knowledge</b>	<b>Mean</b>	<b>Interpretation</b>	<b>Rank</b>
You know the available resources (funds, equipment, people, and the like) needed for the project	3.28	Very high	1
You have the knowledge to clearly define what is expected of team members	3.22	High	2
Your always creative, even when the project does not call for it	3.18	High	3
You have enough technical knowledge needed to do the job required within your project	3.03	High	4
You have the knowledge to understand the decision-making process outside the organization (clients, vendors, other outside stakeholders)	2.70	High	5
<b>Average mean</b>	<b>3.08</b>	<b>High</b>	
<b>Skill</b>			
You have detailed technical skills of computer languages, software, and networks	3.26	Very high	1
You have the skills to use the project all tools and resources	3.12	High	2
you need more technical skills than you already possess	3.10	High	3
You have the skills to use project management methodologies (process analysis, systems design)	3.00	High	4
You have the necessary skills to perform innovative actions to improve performance of the project team	2.91	High	5
You have strong graphical communication skills	2.09	Low	6
<b>Average mean</b>	<b>3.02</b>	<b>High</b>	
<b>Ability</b>			
All times you do what you have been asked or ordered to do	3.58	Very high	1
You have the ability to determine the project plan development methodology.	3.28	High	2
Develop a stakeholder management plan.	3.27	High	3
You have always shown conformity in fulfilling official requirements	3.14	High	4
You have the ability to identify the interface points with other projects within the organization.	2.37	Low	5
<b>Average mean</b>	<b>3.13</b>	<b>High</b>	
<b>overall mean</b>	<b>3.07</b>	<b>High</b>	

Source: Primary Data, 2016

Results in table 4.3.1 above indicated that managerial competences of project leaders dealing in humanitarian based projects in Mogadishu Somalia was rated high and this was indicated by the overall mean of 3.07, implying that the managers in humanitarian based projects in Mogadishu Somalia are competent enough to carry out humanitarian NGO projects.

With respect to managerial knowledge, this variable was rated as high and this was indicated by the average mean of 3.08, still results showed that one item was rated very high; you know the available resources (funds, equipment, people, and the like) needed for the project (mean=3.28); the following items were rated high; you have the knowledge to clearly define what is expected of team members (mean=3.22); You are always creative, even when the project does not call for it (mean=3.18); you have enough technical knowledge needed to do the job required within your project (mean=3.03) and finally; you have the knowledge to understand the decision-making process outside the organization ; clients ; vendors; other outside stakeholders;(mean=2.70).

Concerning the managerial skills, this construct was rated high and this was indicated by the average mean of 3.02, results still showed that these staff have detailed technical skills of computer languages, software, and networks (mean=3.26), have the skills to use the project all tools and resources (mean=3.12), they need more technical skills than you already possess (mean=3.10), have the skills to use project management methodologies (process analysis, systems design) (mean=3.00), have the necessary skills to perform innovative actions to improve performance of the project team (mean=2.91), however they have no strong graphical communication skills (mean=2.09).

With respect to managerial abilities; this construct was rated as high (mean=3.13), and this implies that these staffs are always able to carry out projects' activities effectively. Still results indicated that all times these staff do what they have been asked or ordered to do (mean=3.58),

they have the ability to determine the project plan development methodology (mean=3.28), they always develop a stakeholder management plan (mean=3.27), they have always shown conformity in fulfilling official requirements (mean=3.14), but however have no ability to identify the interface points with other projects within the organization (mean=2.37).

**Table 4.3.2: Success of humanitarian based projects**

Scope	Mean	Interpretation	Rank
Do you always identify and evaluate criteria for classifying and integrating project scope changes.	3.26	Very high	1
Do you always determine how and when to properly refine or modify the scope statement	2.97	High	2
Do you always determine the appropriate project or subproject level in which scope statement is needed	2.81	High	3
Do you utilize a scope statement as the basis for future project decisions and for evaluating project tradeoffs	2.51	High	4
Have you defined the project scope statement which makes the project a success	2.28	Low	5
<b>Average mean</b>	<b>2.77</b>	<b>High</b>	
<b>Time</b>			
Do you have always created an activity list using decomposition of the lowest level of the WBS.	3.26	Very high	1
Do you always determine customer expectations with regards to timing of delivery, major milestones etc.	3.03	High	2
Do you always determine the need for a schedule change	2.97	High	3
Do you always develop activity duration estimates for project scheduling	2.80	High	4
Do you always review progress throughout the project life cycle	2.22	Low	5
<b>Average mean</b>	<b>2.83</b>	<b>High</b>	
<b>Cost</b>			
Do you always incur travel expenses for the workers	3.28	Very high	1
Do you always ensure project budget always includes specific materials, supplies etc.	3.09	High	2
Do you always ensure there is a portion of extra-salaries of upper managers and staff	2.95	High	3
Do you always ensure that salaries for team members are catered for	2.83	High	4
Do you always evaluate and further define the project cost statement	2.42	Low	5
<b>Average mean</b>	<b>2.91</b>	<b>High</b>	
<b>Quality</b>			
Do you have always developed project quality policies	3.38	Very high	1
Do you always ensure quality services for the projects that you undertake	3.26	Very high	2
Do you always ensure there is quality working relationship between the project team and the client	2.93		3
Do you always ensure projects are completed in accordance with the original set standards	2.82	High	4
Do you always ensure the project activities always benefit the society	2.67	High	5
Do you always perform project quality control testing and measurement	2.23	Low	6
<b>Average mean</b>	<b>2.88</b>	<b>High</b>	
<b>Overall mean</b>	<b>2.85</b>	<b>High</b>	

Source: Primary Data, 2016

Results in table 4.3.2 denoted that the project success in humanitarian based NGOs in Mogadishu Somalia is high and this was indicated by the overall mean of 2.85, implying that the humanitarian NGO staffs in Mogadishu Somalia effectively utilize the available resources which make them perform well and succeed.

With respect to scope; results indicated that scope was rated as high and this was indicated by the average mean (mean=2.77), the staff always identify and evaluate criteria for classifying and integrating project scope changes (mean=3.26), they always determine how and when to properly refine or modify the scope statement (mean=2.97), they always determine the appropriate project or subproject level in which scope statement is needed (mean=2.81), they utilize a scope statement as the basis for future project decisions and for evaluating project tradeoffs (mean=2.51), but however they don't always evaluate and further define the project scope statement which can make the project a success.

With respect to time; results in table 4.3.2 indicated that five items were used to measure this construct and it was rated high and this was indicated by the average mean of 2.83, implying the humanitarian NGO projects in Mogadishu Somalia are always completed in time. The staffs have always created an activity list using decomposition of the lowest level of the WBS (mean=3.23), they identify customer expectations with regards to timing of delivery, major milestones, and any schedule and delivery constraints(mean=3.03), they always determine the need for a schedule change (mean=2.97), always develop activity duration estimates for project scheduling using various tools, such as analogous estimation techniques (mean=2.80), however they don't review progress throughout the project life cycle and implement agreed schedule changes to ensure

consistency with changing scope, objectives, and constraints related to time and resource availability (mean=2.22).

With respect to cost; results in table 4.3.2 connoted that the cost of the project success was also measured using five items (questions) and it was rated high (mean=2.91), implying that the directors of Humanitarian NGOs spend a lot of resources on projects. Always incur travel expenses for the workers when they are performing project's duties (mean=3.28), the project budget always includes specific materials, supplies and equipment (mean=3.09), always have a portion of extra-salaries of upper managers and staff who perform administrative duties (mean=2.95), and they always ensure that salaries for team members are catered for (mean=2.83), but they don't always evaluate and further define the project cost statement (mean=2.42).

Concerning the quality of the projects; results indicated that quality was rated as high and this was indicated by the average mean (mean=2.88), have always developed project quality policies (mean=3.38), they always ensure quality services for the projects that you undertake (mean=3.26), they always ensure quality working relationship between the project team and the client (mean=2.93), projects that they undertake are completed in accordance with the original set standards (mean=2.82), project activities undertaken always make benefit for the society (mean=2.67), but however they don't perform project quality control testing and measurement (mean=2.23).

**Table 4.3.3; Examining how managerial knowledge affects the success of humanitarian based projects of NGOs in Mogadishu Somalia, Somalia**

Variables regressed		R Squared	F-value	Sig.	Interpretation	Decision on H <sub>0</sub>
Project success VS Knowledge		.526	2.267	.004 <sup>a</sup>	Significant effect	Rejected
<b>Coefficients</b>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.503	.230		1.506	.135
	Knowledge	.412	.074	.140	10.880	.000
a. Dependent Variable: success of humanitarian based projects of NGOs						

**Source: Primary Data, 2016**

Regression analysis results in table 4.3.3 revealed that the managerial knowledge accounted for 52.6% on success of humanitarian based projects of NGOs in Mogadishu Somalia and this was indicated by r-squared of 0.526 implying that managerial knowledge significantly affects the success of humanitarian based projects of NGOs in Mogadishu Somalia. The coefficients table indicated that considering the standard error, managerial knowledge contributes 41.2% ( $\beta=0.412$ , Sig=0.000).

**Table 4.3.4; the effect of managerial skills on the success of humanitarian based projects in NGOs in Mogadishu, Somalia.**

Variables regressed		R Squared		F-value	Sig.	Interpretation	Decision on H <sub>0</sub>
Project success VS Skill		.704		18.273	.000a	Significant effect	Rejected
Coefficients							
Model		Unstandardized Coefficients		Standardized Coefficients		T	Sig.
		B	Std. Error	Beta			
1	(Constant)	5.158	.373			17.416	.000
	Skill	.654	.181	.724		5.717	.001
a. Dependent Variable: success of humanitarian based projects of NGOs							

**Source: Primary Data, 2016**

Regression analysis results in table 4.3.4 revealed that the managerial skills accounted for 70.4% on success of humanitarian based projects of NGOs in Mogadishu Somalia and this was indicated by r-squared of 0.704 implying that managerial skills significantly affected the success of humanitarian based projects of NGOs in Mogadishu Somalia. The coefficients table indicated that considering the standard error, managerial skills contributes 65.4% ( $\beta=0.654$ , Sig=0.001).

**Table 4.3.5; the influence of the managerial abilities on the success of humanitarian based projects in NGOs in Mogadishu, Somalia.**

Variables regressed		R Squared	F-value	Sig.	Interpretation	Decision on H <sub>0</sub>
Project success VS Ability		.641	14.591	.000a	Significant effect	Rejected
Coefficients						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.272	.152		14.923	.000
	Ability	.590	.050	.337	3.820	.000
a. Dependent Variable: success of humanitarian based projects of NGOs						

**Source: Primary Data, 2016**

Regression analysis results in table 4.3.5 revealed that the managerial abilities accounted for 64.1% on success of humanitarian based projects of NGOs in Mogadishu Somalia and this was indicated by r-squared of 0.641, hence implying that managerial ability significantly influences the success of humanitarian based projects of NGOs in Mogadishu Somalia. The coefficients table indicated that considering the standard error, managerial abilities contributes 59% ( $\beta=0.590$ , Sig=0.001).

#### **4.4 Summary of Findings**

The study was conducted and it had three main objectives. The first objective related to the effect of managerial knowledge on the success of humanitarian based projects of NGOs in Mogadishu Somalia. The findings revealed that it had a significant effect on the success of the projects. The

second objective involved the examination of the effect that managerial skills had on the success of humanitarian based projects of NGOs in Mogadishu Somalia. This was indicated by r-squared of 0.704 implying that managerial skills significantly affected the success of humanitarian based projects of NGOs in Mogadishu Somalia. The third objective analyzed the effect of managerial abilities on the success of humanitarian projects in Mogadishu, Somalia. Findings indicated that although the coefficients table indicated that to be low, but considering the standard error, managerial abilities contributed 59% ( $\beta=0.590$ , Sig=0.001). This indicated a significant effect on the same.

## CHAPTER FIVE

### DISCUSSION OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter offered an insight into the findings of the study, and related them with other researches especially those included within the related studies in the literature review section of this report. Conclusions and recommendations are then made before the researcher suggests areas for further research.

#### 5.1 Discussion of Findings

The purpose of this study was to investigate the effects of managerial competencies on project success in humanitarian based NGOs in Mogadishu, Somalia. It therefore assessed three main objectives. Combining literature from the scholarly works on project management, the research developed and empirically tested hypotheses that are discussed herein below:-

##### 5.1.1 The Effect of managerial knowledge on the success of humanitarian based projects of NGOs in Mogadishu, Somalia.

First of all, the results support the notion that managerial competencies are significantly affecting the success of projects. This result is consistent with a study by Al-Tmeemy, Abdul-Rahman, & Harun (2011) who suggested that it will be incompetent to judge a project success merely according to the objective criteria( ie. Cost, time and quality). It is true that, the idea of considering that a project is successful or a failure, depending exclusively on whether it meets or fails the criteria for time, cost and quality is outdated (Gomes & Romão, 2016 ). Infact, this study, managed to show that projectmanagement success would neither be a necessary, nor a satisfactory condition for project success (Gomes & Romão, 2016 ). It is therefore crucial to consider the managerial competence effect of the project leaders on the end product, which is

project success. Project leaders who have been well oriented in terms of managerial knowledge due to their experience at work, will have the opportunity to ascend in the hierarchy in project management, and thereby be confronted with more challenging and interesting tasks and endowed with different responsibilities to oversee the success of humanitarian based projects in their NGOs.

Similarly, Yu and Kwon (2011), suggested that managers paid more attention to increasing cooperativeness among stakeholders. This is managerial knowledge which was found to be significantly affecting the success of the projects. Given the presence of numerous humanitarian projects in Somalia, and especially Mogadishu, where this study was carried out, managerial competencies such as knowledge will be key in facilitating the acceleration of somali economy and relieve suffering and pain.

Considering the fact that the sample of this study, revealed that majority, 41% of the respondents had a bachelor's level of education, followed by 25% that had diploma and 19% at masters levels, while those with certificate level were 15%; the findings are also affirm the importance of education. Moreover, Nonaka's (1994) in Ekrot, Kock, & Gemünden (2016) theory of knowledge creation and Zollo and Winter's (2002) model of deliberate learning mechanisms, which propose that sharing experiences and knowledge realise knowledge, creation. Davis (2017) indicated that project success, falls on the shoulders of senior management, executive management, and top management. In his study, he emphasized the need of examining success at all levels from the project manager's view rather than that of other stakeholders. This implies that project leaders not only improve their typical managerial skills like planning and organizing, but also other competencies, which are in direct connection with their own behavior in their everyday tasks (Ekrot, Kock, & Gemünden, 2016).

### **5.1.2 The Effect of managerial skills on the success of humanitarian based projects of NGOs in Mogadishu, Somalia.**

In addressing research objective two, it was necessary to identify key constructs which had an interest in managerial skills to determine which factors contribute to project success. The analysis of the literature and findings evidenced the project leader as the most highly cited critical personnel when measuring project success. This is what managerial skills are all about. Project leaders who excelled in the necessary skills of computing, innovation, project management, project methodology, communication, among others had the aptitude to improve performance of a project. In the study, findings revealed that project leaders appeared to communicate the goals and objectives of the project effectively, thereby utilizing and furthering their skills. This finding is in accordance with prior findings on competence retention by Smith, et. al. (2011) in Ekrot, Kock, and Gemünden (2016) as well as studies on the relationships of project success and management.

In addition, the results are consistent with Liikamaa (2015) who noted that successful projects are created by individuals who are able to motivate their own project team to work effectively despite any possible scheduling and resource challenges. It was noted that the more senior a role in an organization, the more competent.

### **5.1.3 The Effect of managerial abilities on the success of humanitarian based projects of NGOs in Mogadishu, Somalia.**

In answering research objective three, the analysis revealed that managerial abilities of project leaders had a significant effect on project success. These were the ability to determine the project plan, develop methodology and identify the interface points with other projects within the organization. It was found that, that these were more successful factors in project leaders. The

findings of this research confirmed what Ozguler (2016). He said, the new world structure has obligated the organizations to move them toward the achievement of its vision, mission, organizational strategy and objectives, and being a global player. The project manager's competence system in these organization involves strengthening indigenous decision-making and control over their organizations, building on people's skills, personal and collective contributions, and shared commitment to an organization's chosen project manager's competence processes, goals and identity.

In addition, concerning the managerial abilities, the research revealed that project leaders should focus and highly develop managerial abilities in this area of project management. This affirms what Androniceanua, Ristea, and Udaa (2015) found in their study on Leadership competencies for project based school management success. They asserted that for a project based school management they should empower and engage in developing other competencies and coaching. For every organization, empowering employees may promote innovativeness and personal involvement, improve performances, job satisfaction. This feature of a project leader should be a key objective on his agenda because it may improve employee's initiative, accountability and motivation (Androniceanua, Ristea, & Udaa, 2015). Most of the respondents agreed that it is also necessary for a project leader exhibit managerial abilities, at all levels of management.

## **5.2 Conclusions**

The study was guided by three objectives. The first objective was fulfilled where it was determined that managerial knowledge had a significant effect on project success. This meant that project failures or successes was as a result of the managerial competencies which are inadequate. In conclusion, it can be stated that the result of this research expresses a large group

of project leaders' wishes and views regarding the managerial competencies that are important for a project to succeed. The results can be utilized in decision making, recruitment, selection, education, and training of project leaders so as to gain declarative and procedural knowledge to execute successful projects.

The second objective was also fulfilled when managerial skills had a significant effect on the success of humanitarian based projects of NGOs in Mogadishu, Somalia. Managerial skills should have priority in the organization activities. As this showed, an understanding of project success goes beyond the time, scope, quality and other critical success factors.

The third objective related to the examination of the effect of managerial abilities had on the success of projects in humanitarian based NGOs. The effect on the other hand was found to be high and significant in influencing success in these NGOs. Project leaders did have the ability to identify the interface points with other project leaders within the organization. That's the power of personal ability to respond to commitment.

### **5.3 Recommendations**

The following are the researcher's recommendations regarding what needs to be done to ensure that no incompetence issues are raised in future and, that projects succeed. In general because managerial competencies can be improved organizations should determine the most important managerial competencies for their own projects; however, they should also take into consideration the results of this research. It is important that organizations encourage project leaders to improve their competencies and, in this way, add success and positive results to the projects and the whole organization. Nevertheless, this research recommends:-

1. On managerial knowledge having a significant effect on the success of humanitarian based projects of NGOs in Mogadishu, Somalia, this thesis recommends self-evaluation,

an effective tool because it is based on a person's subjective view of the world. The objectivity of the interpretation is influenced by a person's own intentions, motivations, experiences and personality. The successful project is created by individuals are knowledgeable enough to motivate their own project team to work effectively despite any possible scheduling and resource challenges.

2. On managerial skills, it is recommended that project leaders improve not only their technical skills through training, but also focus on tasks and standards of excellence set by relevant project stakeholders. In other words, even if an individual already possessed these competencies in practice, there was still a willingness to develop them even further. That, is true managerial skills, if you can practice what you know theoretically.
3. On managerial abilities, when managing projects towards successful outcomes, project leaders should be able to respond to the challenges emanating from the wider project life cycle, not only planning, execution and close-out. Project leaders should therefore be assigned at the earliest stages and lead their project up to the commissioning stage.

#### **5.4 Areas for further research**

It is proposed that future research be undertaken to replicate the study, to ensure that the ideas studies and methods employed are valid. The researcher suggests further clarification of project leaders at all levels of management and investigation into the perceived importance of managerial competencies placed on project success factors by different project leaders. It is proposed that project leaders for empirical work will be categorized, to be analyzed into three groups of senior management, project core team and project recipient. This thesis recommends future work to examine success factors in-

depth to develop appropriate data collection and analysis methods for measuring managerial perceptions of project success for empirical research.

### **5.5 Contribution of the Study**

Generally this study is expected to contribute in the field of project management discipline. It will help project managers to put more emphasis on the importance of competence and its contribution to project success. This study will also help humanitarian project sponsors or donars better know the level of managerial competencies in Mogadishu Somalia to ensure about their investments on humanitarian projects.

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## APPENDIX 1 A: Research Instrument

### SECTION A: Profile of respondents

#### 1. Gender

\_\_\_\_\_ (1) Male

\_\_\_\_\_ (2) Female

2. **Age:** (a) 25 years, (b) 25-35 years, (c) 35-45 years, (d) 45-55 (e) above 55

#### 3. Educational level

a) Certificate

b) Diploma

c) Bachelors degree

d) Master's degree

#### 4. Years spent in this organization

a. Below 1 year

b. 1-4 years

c. Over 4 years

## APPENDIX IVB: Research Questionnaire for Managerial Competencies and Project Success.

**Direction 1:** Please select the appropriate number in the following scale according to your suitable choice:

**1= strongly agree 2=Disagree 3= Agree 4= strongly Agree**

### Section A: Level of Managerial Competencies in terms of knowledge

No	Knowledge	1	2	3	4
1	You have enough technical knowledge needed to do the job required within your project				
2	Your always creative, even when the project does not call for it				
3	You have the knowledge to clearly define what is expected of team members				
4	You have the knowledge to understand the decision-making process outside the organization (clients, vendors, other outside stakeholders)				
5	You know the available resources (funds, equipment, people, and the like)				

**Section B: Skills**

Skills				
	1	2	3	4
You have detailed technical skills of computer languages, software, and networks				
You have strong graphical communication skills				
You have the skills to use project management methodologies (process analysis and systems design)				
You have the skills to use all project tools and resources				
You have the necessary skills to perform innovative actions to improve performance of the project team				
you need more technical skills than you already possess				

**Section C: Ability**

Items		scale			
S/n	Section C	1	2	3	4
1	You have the ability to determine the project plan development methodology.				
2	All times you do what you have been asked or ordered to do				
3	You have the ability to identify the interface points with other projects within the organization.				
4	Develop a stakeholder management plan.				
5	You have always shown conformity in fulfilling official requirements				

**Level of Success of humanitarian based projects**

Scope	1	2	3	4
Do you always identify and evaluate criteria for classifying and integrating project scope changes.				
Do you always determine how and when to properly refine or modify the scope statement				
Do you always determine the appropriate project or subproject level in which scope statement is needed				
Do you utilize a scope statement as the basis for future project decisions and for evaluating project tradeoffs				
Do you have defined the project scope statement which makes the project a success				
<b>Time</b>				
Do you have always created an activity list using decomposition of the lowest level of the WBS.				

customer expectations with regards to timing of delivery, major milestones etc.				
do you always determine the need for a schedule change				
do you always develop activity duration estimates for project scheduling				
do you review progress throughout the project life cycle				
<b>Cost</b>				
do you incur travel expenses for the workers				
do you project budget always includes specific materials, supplies etc.				
is there a portion of extra-salaries of upper managers and staff				
do you always ensure that salaries for team members are catered for				
do you always evaluate and further define the project cost statement				
<b>Quality</b>				
do you have always developed project quality policies				
do you ensure quality services for the projects that you undertake				
is there a quality working relationship between the project team and the client				
are projects completed in accordance with the original set standards				
do all project activities always benefit the society				
do you perform project quality control testing and measurement				
<b>Average mean</b>				
<b>Overall mean</b>				

## RESEARCHER'S CURRICULUM VITAE

To document the details of the researcher, his competency in writing a research and to recognize his efforts and qualifications, this part of the research report is thus meant.

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