



HARAMBE UNIVERSITY FACULTY OF BUSINESS & ECONOMICS
DEPARTMENT OF PROJECT MANAGEMENT

**THE IMPACT OF PROJECT MANAGERS' COMPETENCE ON PROJECT SUCCESS:-
THE CASE OF KATAR FOOD COMPLEX, ASELLA, ETHIOPIAN.**

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**A THESIS SUBMITTED TO HARAMBE UNIVERSITY, FACULTY OF BUSINESS &
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FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTERS OF
ART IN PROJECT MANAGEMENT**

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Statement of Declaration

I, Beharu Husen, hereby declare that the thesis proposal entitled “**The Impact Of Project Managers’ Competence On Project Success: The Case Of Katar Food Complex, Asella, Ethiopia**” is carried by myself with the close guidance and support of my advisor Mr. Biruk Million. I have followed all ethical standards while conducting the research and have duly and properly acknowledged all references and sources. The study is original and has not been used as a requirement for partial fulfillment for any sort of educational qualification at this university or any other..

Name: Beharu Husen

: _____

Signature

Date

Statement of Certification

This is to certify that Beharu Husen has agreed out his research project work on the topic entitled “*The Impact of Project Managers’ Competence on Project Success*”, evidence from selected *Katar Food Complex, Asella, Ethiopia*. submitted in partial fulfillment of the requirements for the degree of Master of Arts in Project Management complies with the regulations of the university and meets the accepted standards with respect to originality and quality

Name and signafure of Members of the Examining Board

Name	Title	Signature	Date
Mr. Biruk Million	Advisor	_____	_____
1	Examiner	_____	_____
2	Examiner	_____	_____

Abstract

The purpose of this study was to assess the effect of project managers' competencies on project success in the case of Katar Food Complex Factory. The study used both primary and secondary data to achieve the intended research objectives. A quantitative and qualitative research approach of the data collection was used. Data for the assessment were obtained from 212 selected respondents from three different sections through a five point Likert scale-based questionnaire. The data were analyzed using JASP and interpreted in percentage. Analyses were done based on three competency variables knowledge, skill, and attitude. Results revealed that Pearson correlation among project managers' competencies are moderate to high, correlation among project's success elements are also moderate to high, and correlation between project managers' competencies and project success are also high to very high. Regression analysis results also showed that all the three project manager competency variables have strong effect on project success, Knowledge has the highest impact followed by Skill and finally attitude having significant impact. There was 87.6 % change in project success attributed to the combined effect of the independent variables in the model (Knowledge, Skill and Attitude). Overall, project manager competency has strong effect on project success, which means that high project manager competency is likely to bring about higher level of project success. Though the research findings are valuable, limitations in terms of a case of one company only and the use of just some variables may increase risk of respondent bias. Future studies, in order to avoid these limitations, can extend their scope to include a number and range of organizations and more competency variables.

Key words: Katar Food Complex, project manager, project manager competence, project success, competency variable, skill, knowledge, attitude.

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Acronyms

PM: Project Manager/Management

PMBOK: Project Management Body of knowledge

PMI: Project Management Institutions

PMCD: Project Management Competency Development

PMO: Project Management Office

PRINCE2: Project In a Controlled Environment

CHAPTER ONE:-INTRODUCTION

1.1. Background of the Study

Specifically project is an activity to be get focal which carried out and consumes time, human resource and money after all and has a beginning and end. Project management is one of the oldest and most respected accomplishments of mankind. This is highlighted by the achievement of the builders of pyramids, the architects of ancient cities, the mason and craftsmen of Great Wall of China and other wonders of the World (Peter, 2001). The accomplishment of project through the application and integration of the project management process of initiation, planning, executing, monitoring, controlling and closing is known as project management.

The project manager is the person who drives the project and sets the expectations of the stakeholders involved in the project. It is the prerogative of the project manager to set the standards of cost, time and quality for a project (Ireland, 1992). Each project manager adopts a unique management and working style. However, the management and working style of the project manager also depend on the industry in which the project manager is operating (Ireland, 1992).

To be success in the sustainability of project, Project management is playing vital role in changing business plat form. The purpose of project management is to bring about structure in the execution of a project. A project is used to create a unique service, product or result (Snyder, 2014). The project as a whole has its own objectives, measurable criteria and a defined cost and time. Due to the limited timeframe for a project, the scope and resources available are also limited. The time required to complete a project also becomes important. The more time the project takes to complete, the more complex it becomes, raising the risk of failure (Snyder, 2014). There is a vast increase in the application of project management in organizations from 2002 to 2011(Fortune et al. 2011).

The complex nature of projects in a competitive work environment needs efficient competencies of project managers. The whole project management team must have a wide variety of knowledge, skills, and abilities to deal with the day-to-day management challenges of changes.

Competencies are often studied by individual attributes like skills, knowledge and attitudes, that perform tasks (Rainsbury et al., 2002). The individual attributes can broadly be classified as cognitive and behavioral attributes. The cognitive attributes include technical skills that usually includes technical knowledge and expertise. Behavioral attributes include not only personal characteristics that describe how one handles a situation, but also interpersonal skills that describe how relationships are handled, and organizational skills that describe how to secure organizational outcomes through organizational networks (Rainsbury et al., 2002). Skills are hence considered one of the important attributes of competencies.

Project managers seek challenging projects. Higher complexity in projects and fixed price contracts increase awareness and importance of success factors. Project managers should not be assigned to projects that are below their management capabilities. Project managers with greater experience emphasize the importance of the most influential success criterion, team satisfaction. That should be considered when assigning project managers to business-critical projects (Ralf & Rodney, 2007).

Project manager's knowledge areas play a vital role in the successes or failure of projects and an experienced Project Manager will possess particular uniqueness that will enhance the team performance and his planning based on his project management skills (Ehsan et al., 2010). Studies about PMs' competencies have found that there is a significant relationship between Emotional Intelligence and a range of important behavioral skills, such as leadership, teamwork, workgroup effectiveness, and managing conflicts (Sunindijo et al., 2007). The overall success of project and reaching the set goals depend on cooperation of a whole project team and the leadership of its project manager (Cech & Chadt, 2015).

Business competence refers to the set of business and interpersonal knowledge and skills possessed by professional that enables him or her to understand the business domain, speak the language of business, and interact with their business partners (Zainuddin et al., 2007).

Competencies often help in project performance, but competencies are seldom used as leading indicators to track the project performance (Fayek & Omar, 2016). Project performance has been usually evaluated using numerous metrics like cost performance, quality performance and

schedule performance (Yun et al., 2016). Therefore, this study was attempt to focus on the assessments of Project Managers' Competencies effect on Project's success (Skill, knowledge and attitude).

1.2. Statement of the Problem

There are several reasons for the success or failure of a project according to project manager performance (Idako, 2008). Factory Industry plays a major role in Ethiopia and also in other developing countries but there is poor level of project managers performance of the industry, improving the performance of the industry needs to be a priority action (Yimam, 2011). In this regard, project manager's competency is a critical stage for the success or failure of a project.

Most of vendor related projects engage project managers from both sides. In these scenarios also, it is easy to observe competency gap between the respective project managers. From the project management point of view, these issues/gaps will have implications for the success of projects. According to the project manager competency development framework revised edition published by PMI (2002), project success requires project manager competence. It is believed that the results of the study will benefit the organization in aligning project management capacity building with all other business strategic goals.

Provision of the organizational support for project success must be examined for comprehensiveness; i.e. in terms of equipping project managers both with technical and management skills required for a holistic approach for project success. Also, it is necessary to measure competency of project managers scientifically instead of using traditional ways.

Since there are very huge increases in the number of projects; then the need for more research that investigates the effect of the project competencies on the project success is highly needed. Thus, the purpose of this research is to assess the effect of project manager competency on project success based on the selected competency variable in Katar Food Complex.

1.3. Research Question

Based on the above discussion this study was attempt to answer the following basic research questions.

1. To what extent do the project manager's skills competency affect the project's success?
2. To what extent do the project manager's knowledge competency affect the project success?
3. To what extent do the project manager's attitude competency affect the project success?

1.4. Research Objective

1.4.1. General Objective

The main objective of this study was be to Examine the impact of project manager's competency on project success of katar food Complex.

1.4.2. Specific Objective

The specific objectives of the study will be:

- ✚ To investigate the impact of project manager skill on the project success.
- ✚ To Study the impact of Project Manager Knowledge on the project success.
- ✚ To assess the impact of project manager attitude on the project success.

1.5. Significance of the Study

This research focused on assessing the relationship between the project manager competencies and project success, in an attempt to develop and use the competencies that are seen to be related the most to efficiency in project management practices. That can be used to enhance and improve the performance of both the project manager and his managerial ways in executing the project. This research contributes to comprehending the significance that project managers and their work styles and personal characteristics play on the success or failure of projects. It also seeks to

analyze the project manager competencies that have the effect on the project success relationship between the project managers and the project management.

After assessing and examining the actual competencies of project managers of the selected area of study through identifying the gaps, the study will help the organization to develop project managers' competence and possible recommendation will be given for solutions. Also, it will motivate the company to develop its own project managers' competence development framework.

Moreover, the study narrows the literature gap in project manager's competency on project success of katar food Complex. Finally, it was serving as a reference for further studies in the related area. Therefore the importance of this study comes from the following scientific and practical considerations:

- 1- This research contributes to comprehending the significance that project managers and their work styles and personal characteristics play on the success or failure of projects.
- 2- This study seeks to analyze the project manager competencies that have the most impact on the project success relationship between the project managers and the project management office into testable matrices
- 3- Highlight on the importance project manager competencies and its applications on the Katar Food Complex project structure Organizations and its importance in achieving high performance levels that contributes to the achievement the project success.
- 4- Help other researches to analyze the project manager competencies, and its importance either on the same industry or for other industries.
- 5- Help the decision makers and who are working for a project organization to gain the benefits of improving the project competencies, and give recommendation of using the most effective way of thinking toward it.

1.6. Scope of the Study

Since competency is a wide term, most people define and see from different perspectives. Cartwright &Yinger (2007) described competency as it is a cluster of related knowledge,

attitude, skills and other personal characteristics that affect a major part of one's job and correlates with performance and can be measured against well-accepted standards.

Conceptual scope of the study is delimited to assess the effect of project manager's competency on the project success in the case of Katar Food Complex. This is to identify the major project manager's competency in achieving projects within time schedule, within budget and fulfill standard quality requirement. Yimam (2011) approved that for a project to be considered successful, it must be completed within the parameters of its performance goals with acceptable quality standard, within its slated budget and on schedule. Therefore, this study also considered this three project success dimensions (time, cost and quality).

This research focused on the effect of Project manager's competency related to knowledge, Skill and attitude for the overall project success. It also provides an overview on how competencies and roles of project managers contribute to the success of construction projects.

1.7. Limitation of the study

As defined by Creswell (2005), a limitation is weakness in the research that could potentially be caused by any element that may hinder data collection within the study. During the work on this thesis, many difficulties were faced by the researcher and were dealt with in different ways, the most difficult ones from the researcher's point of view are:

1. Difficulties in convincing: companies to participate in this research since most of them have privacy concerns. Project managers were very hard to reach as they were busy most of their times while some had problems with their team members evaluating their work. On the other hand, project coordinators sometimes seemed to be hesitant to honestly evaluate their managers.

2. Time Limitation: This study was carried within the period of the Second semester of academic year 2021/2022. Since the survey instrument was only available for a specific period of time, not all project managers or project sponsors will be able to respond.

3. Study Delimitation: The use of few industries limits its generalize ability to other industries. The study will be carried out in Assela; therefore, generalizing results of one industry may be questionable. Extending the analyses to other industries and countries represent future research opportunities, which can be done by further testing with larger samples within same industry, and including other industries will help mitigate the issue of generalizing conclusions on other organizations and industries.

4. Data access Limitations: refer to the fact that data gathering through the questionnaires and annual reports is controlled to the period of these questionnaires, which may limit the quality and quantity of the data collected. In addition, lack of similar studies in Assela.

1.8. Conceptual and Operational Definitions of Key Words:

Project: A temporary endeavor undertaken to create a unique product, service, or result

Project manager (PM): is a person who has the overall responsibility for the successful initiation, planning, design, execution, and monitoring, controlling and successful conclusion of a project. PM must work well under pressure and be comfortable with change and complexity in dynamic environments. PM must resolve complex tasks and problems and see projects to success.

Project Manager Competencies: are a cluster of related knowledge, attitudes, skills, and other personal characteristics that affects a major part of one's job such as: Ability to control processes and activities in a result-oriented manner, Ensures project progress, and Stress tolerance

Skills Competencies: are the skills that a person uses to properly interact with other people. These are skills such as effective communication, assertive communication, anger management, conflict resolution and/or teamwork.

Knowledge: the identified professional practice gap of the learner can be based on a range of needs. One such need includes knowledge that is the range of one's- "information or understanding, the sum of what is known.

Attitude competency: This means that you use information from a variety of sources including personal attitude and your own observations to identify options and solve problems. They refer to using specialized knowledge and attitude related to project management.

Project success: effectively and efficiently achieving all project objectives in scope, on time and within budget.

Project failure: not achieving all project objectives in scope, on time and within budget in an effective and efficient manner.

1.9.Organization of the study

The rest of the paper is organized as follows: The next section will deal with the theoretical and empirical literature related to the impact of project manager's competency on project success of katar food Complex. Chapter Three presented Data, Methodology and method frame work. Chapter Four presents the result and discussion of outcomes of estimation. Finally, the last chapter presents conclusion and recommendation of the paper.

CHAPTER TWO:-REVIEW OF RELATED LITERATURE

2.1.Project and Project Management

Projects serve as catalysts for new strategy development, in doing so they drive competitive advantage and business success (Koh & Crawford, 2013). But projects themselves may not be the final goal; they are instrumental in moving organizations toward their goals.

Among the phase of projects, project initiation is the one which will be done as a first task. Once a project is initiated, it moves through the lifecycle of the project progressing at a pace established by the project manager operating within the constraints of available resources and environmental factors towards the objectives established for the project. Project manager selection procedure is critical success factor for projects (Parker & Skitmore, 2005). Therefore, the process of selecting a project manager is integral to successful completion of all other project processes from planning through closure. The reality is that only a small percentage of project managers, or those technical specialists available to assume the project management role are capable of handling the larger more complex projects that are critical to the enterprise (Hauschildt et al., 2000). As per the definition on PMBOK (2006), Project Management as the application of skills, tools and techniques to project activities in order to meet or exceed stakeholder expectations from a project. With the use of the right tools and techniques, it will be able to achieve the requirements of the project, and this is where the competency concept emerges.

Thus, organizations are wise to put those star project managers with strongest set of project manager competences on most strategic projects. However, most individuals inherently have some levels of project management competency and that competency is increased through training and experience over time (PMI, 2007). Therefore, it is necessary for the organizations to understand the level of their staff's skills and match them to projects that they can handle. This will develop project management competencies by learning through experience as a continuous skill. Depending on the project scenario and interpersonal dynamics of the project team, often the manner and personality of the person being assigned as a project manager is more important than their specific project management skills (Muller & Turner, 2009).

As per Cooke-Davies (2002), for the larger more complex projects a key skill required for the project manager is the ability to anticipate, recognize, assess, and address risk areas that arise throughout the project cycle, particularly those inherited from the initiation phase. Manner and personality of the person being assigned as a project manager is more important than their specific project management skills (Muller & Turner, 2009).

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2.2. Project Managers competency

PMI (2004) defined a project manager as the person responsible for accomplishing the project objectives and managing a project which includes: Identifying requirements, establishing clear and achievable objectives, balancing the competing demands for quality, scope, time and cost and finally Adapting the specifications, plans, and approach to the different concerns and expectations of the various stakeholders.

Depending on the type of projects and type of organization, project managers will be either full time or functional managers. If project managers are full-time in their role, they are likely well vested in the discipline of project management. However, not all individuals who are called upon to manage projects are full-time professional project managers. Functional managers or technical experts are often placed in the role with varying degrees of effectiveness depending on the project scope, environment, and resource availability (Turner et al., 2009).

However, they need to rely on others to get the scope of work complete, and if it is a large complex project, they rely on others to complete parts of the project management activity as well. The project manager is considered responsible for project completion, but final decision-making is in the hands of the project executives and sponsors. Furthermore, the project manager has to direct and control the performing organization, which in a more functional based organization or with external performers can affect the ability of the project manager to drive task completion (Feeny & Willcocks, 1998).

Alexander and Robertson (2004) further explains that, regardless of the project structure an organization adopts, the stakeholder's group is often not within the project manager's range of contacts, although those stakeholders will still be in place after the project completes, where the project manager will most likely to be assigned to another project.

Competencies is defined as the ability to mobilize, integrate and transfer knowledge, skills and resources to reach or surpass the configured performance in work assignments, adding economic and social value to the organization and the individual (Takey&Carvalho, 2015). Also, Bredillet et al. (2015) extensively evaluated the competency dimensions and assert that there are three key dimensions: skills, knowledge and core personality characteristics.

Competencies have a wide range of uses that includes training and development, selection of candidates, performance management, motivation and rewarding (Mulder, 2001). The performance and the job roles are clearly defined based on the competency of an individual, so that the human resource can function more efficiently (Wesselink et al., 2005). Project management competency continuously emerges as a key factor influencing project success (Joseph, et al., 2014).

2.3.Components of Project Manager's Competencies

A. Knowledge Competency

According to Mnkandla and Marnewick (2011) there are two forms of knowledge, namely, explicit and tacit knowledge. Education is the primary means for acquiring explicit knowledge. This knowledge focuses on hard skills that are teachable abilities or skill sets that are easy to quantify the technical information.

Alternatively, there is knowledge pertaining to the organization, industry and project type, such as engineering, information systems and finance (Bredillet *et al.*, 2013). Industry, organizational and project type knowledge is both explicit and tacit as both knowledge types inform the various

phases and processes during a project (Holzmann 2013). It could be argued that explicit knowledge is similar to technical skills whilst tacit is to soft skills. Specific project and industry knowledge are required to apply the various skills accordingly (Holzmann 2013).

Based on the review of Hussin & Hamid (2006), the role or responsibilities that every project manager should have during his career life are shown below:

- **Critical Analysis and Judgment:** To investigate facts, pinpoint the flaws of proposals, and identify the positives and negatives of ideas. To also make decisions and judgments based on facts and rational assumptions while being aware of the influence of such assumptions. (Gibson and Nesbit, 2006).
- **Vision and Imagination:** To be innovative in all work aspects, have the proper priorities for the upcoming tasks and a clear vision for the organization's future direction along with the ability to foresee how changes might affect that vision (Raiden, et. al., 2004).
- **Strategic Perspective:** To be able to see the broader implications of events, explore a variety of relationships, balance considerations on the short and long run, sensitive to the impact of decisions taken across the organization, able to identify opportunities and threats around the organization, sensitive to the needs of stakeholders and the influence of external factors on the actions and decisions taken (Raiden, et. al., 2004).

B. Skill Competency

According to, El-Sabaa (2001) showed that these skills are primarily developed through training and experience. Conversely, soft skills include, amongst others, decision making, delegation and teamwork (Stevenson & Starkweather 2010). This coincides with the notion that organizations are focusing more on soft skills when hiring project managers rather than technical skills (Stevenson & Starkweather 2010). Soft skills primarily focus on communication and people management, which is comparable to the research of (Fisher 2011).

Technical Skills: - According to Fox (2006), 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. The more technical expertise project managers have in the field of a project, the greater their effectiveness in managing the work.

Human-related Skills: - The importance of human skills in managing projects has been emphasized in a number of studies. According to Fox (2006), 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).

Soft competences

(1) Communication – Sentences that clearly stated communication as well as things such as building or managing relationships, third parties or stakeholders, dealing with information, presentations, reporting, documentation, and language skills, for example, were all coded under communication (Fox, 2006).

(2) Leadership – The sentences that were dealt under leadership included sentences that clearly mentioned the word leadership as well as the ones that included things such as mobilization, influencing people, acting strategically, direction, coaching and mentoring (Fox, 2006).

(3) Problem solving – Sentences that clearly mentioned both parts of this competence problem identification and decision making were dealt in this category (Fox, 2006).

(4) Team working – For team working a distinction was made between being part of a team and managing a team. When the advertisement mentioned managing a team it was classified as human resource management competence, but when it talked about working in and being part of a team it was dealt under this category (Fox, 2006).

(5) Organizing – This category was limited to sentences or words that mentioned the competence of being organized or organizing. Organizing competence includes phrases like be responsible for organizing; must possess excellent organizational skills; organized; organization ability; strong organizational skills and project managers who are organized (Fox, 2006).

(6) Flexibility & alertness – For this category sentences that mentioned a fast paced and dynamic environment were included under flexibility. Competences which can be coded under flexibility & alertness includes fast-paced environment (Fox, 2006).

(7) Creativity & innovation – This category included both the competence to act creatively and innovatively as the competence to foster such behavior within the participants of the project. It included sentences that either mentioned the word creativity and innovation or called for forward thinking and the ability to identify opportunities (Fox, 2006).

Hard Competences

(1) Project integration management – This category is a broad category by nature. It includes general sentences about PM and words such as PM methods, processes and vague terms about PM. Also sentences that mention dependencies, the whole life-cycle of the project, monitoring and controlling progress (Boyatzi, 1982).

(2) Project scope management – The category of scope management included all the sentences that specifically mentioned scope management, required planning competence, talked about defining or understanding requirements and the ones that mentioned changes (Boyatzi, 1982).

(3) Project time management – Sentences that mentioned time, tracking milestones, prioritize and creating as well as monitoring schedule all were coded under this classification. The phrases dealt as project time management incorporates key work packages to be delivered on time; prepare project schedule; monitor the project's progress in terms of planned versus actual schedule; outstanding time management skills; Monitoring of project milestones and delivers the project within agreed time (Boyatzi, 1982).

(4) Project cost management – All sentences that mentioned words such as budget, finance, tracking expenditure were included under project cost management (Boyatzi, 1982).

(5) 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 (Boyatzi, 1982).

(6) 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 (Boyatzi, 1982).

(7) Project procurement management – This category included all words that related to obtaining quotes, bids or offers from suppliers, developing resource requirements and managing contracts

from suppliers. Everything that was related to what would be procured and when fell under this category (Boyatzi, 1982).

(8) PM software competence – The last hard competence that was analyzed dealt with PM related software. General software such windows or Microsoft office were disregarded. The same with industry specific software competence such as specific applications related to programming (Boyatzi, 1982).

C. Attitude Competency

Boyatzis (1982) described attitude as, a capacity that exists in a person that leads to behavior that meets the job demands within parameters of organizational environment, and that, in turn brings about desired results.

The personal characteristics of project managers play a more pivotal role in project management than previously believed (Bakhsheshi&Nejad 2011). The attitude of a project manager directly impacts their ability to manage a project effectively and efficiently. Furthermore, their personal characteristics are fundamentally linked to their personality. The main skills and behavioral personalities of project managers have been divided into technical and human-related skills (Fox, 2006).

As per the study by Boyatzis (1982) on the relationship between project types and project manager's Attitude, Projects were classified as: urgent, complex, novel and normal. Honesty and being reliable is prevalent in all project types for effective attitude development.

The tri component attitude model

As the name suggest, the tri component attitude model states that attitudes are composed of three components, viz., a knowledge (cognitive) component, feeling and emotional (affect) component and the action (conative) component.

- The knowledge or the cognitive component comprises the cognitive processes that lead to the formation of attitudes. In terms of marketing, the knowledge or cognitive component of the tri component model consists of consumers' knowledge about the products/service offering and the marketing mix. Consumer attitudes are formed on the basis of experiences as well as information received from personal (WOM, family, friends, peers etc.) as well as impersonal (marketer's sources) sources of information that are retained in one's memory.
- The feeling or the affect component comprises the emotional component of attitudes. In fact, this is understood to be the attitude itself, as it depicts emotional states that are positive, neutral or negative. In marketing terms, it refers to a consumer's feelings about a product/service offering and the marketing mix. These emotions could relate to an attribute or the overall object. It is evaluative in nature and would vary on a continuum

as like or dislike, favorableness or un favorableness. It manifests itself through feelings and resultant expressions like happiness, sadness, anger, surprise etc., and is indicative of consumer reaction towards the offering and the mix, which subsequently affects the purchase decision making as well as the purchase process. Such reactions and resultant states also get stored in our memory. Their retrieval, recall and recollection also impacts future decision making.

- The behavioral or the conative component of attitudes depicts the outcome of an attitude. As attitudes are formed out of psychographic components, they cannot be seen. The first two components, knowledge and feeling are not expressive or illustrative of attitudes. It is only this third component through which attitudes can be inferred. The conative component, is indicative of the individual's tendency to behave [act or not to act (to buy or not to buy)] in a particular manner with respect to the attitude object (product/service offering, brand etc.).

2.4. Project Success

The success of Industry was initially defined whether the final output of the project functioned or not. It then evolved into the triple constraint of time, cost and quality. PMBOK (PMI, 2013) instructs that success criteria should be established at the very beginning of the project or before starting a new phase of the project. Doing so can improve deliverable acceptance, customer and stakeholder satisfaction (PMI, 2013).

Projects will use as a means to achieve business objectives that has increased over the past decades (Papke-Shields et al., 2010; Todorovic et al., 2015).

In an extensive review of literature on project success Müller and Jugdev (2012) concludes that no clear definition exists and stresses the need for measurable constructs of project success.

The Iron Triangle was originally conceived as a framework to enable project managers to evaluate and balance the competing demands of Cost, Time and Quality within their projects (Atkinson, 1999). Subsequently it has become the de-facto method to define and measure project success, with the general perception amongst project managers that a successful project is based upon these three criteria alone (Shenhar&Dvir, 2007). Any attempt to deviate from, or supplement the three criteria that make up the Iron Triangle is often considered a problem that

must be either corrected or prevented in the first place (Shenhar&Dvir, 2007; Turner&Bredillet, 2009).

Furthermore, Garrett (2008) quoting Shenhar at a PMI meeting, suggests that the three traditional time, cost, quality factors are strictly efficiency based, whereas the focus should be shifted to more business-oriented results and customer satisfaction. This opens for the question whether sustainability can be seen as a new concept to consider in connection with the Iron Triangle as a planning tool since with project management comes changes. Research suggests that current standards for project management fail to seriously address the sustainability issues, or equip project managers with the tools necessary for them to integrate sustainability principles into the project planning, and operation (Silvius &Schipper 2011).

Time

All projects are constrained to a time frame during which they are to be completed. No projects are intended to continue forever. Thus, one of the basic requirements that control project management and determine its success is whether it is completed on established schedule (Pinto, 2013).

Cost

All projects are constrained to a limited budget; no company has unlimited resources to spend on projects. Projects also compete for resources between each other. In order to use resources efficiently projects must adhere to approved budget. Thus, the second requirement that control project management is whether it is completed within budget guidelines or not (Pinto, 2013).

Quality

All projects are produced to meet some form of technical specification determined at project initiation. Thus, measuring success equals determining to what extent the project fulfills the specification (Pinto, 2013).

2.5. Relationship between Project Manager Competencies and Project Success

Ionata (2006) have studied the relationship between personality, leadership style, and social power bases on the career success of project managers. While Alfi (2002) studied the relationship between project managers' tenure, education, training, experience, and project managers' success. Moreover, of related studies; Coleman (2014) studied the relationship between project managers' competence and education on career success, and **Brown et al. (2007)** investigated the relationship between human capital and time performance in project management and finally of the sample historical related studies, there is **Dvir et al. (2006)** studied the relationship between project managers' personality, project types, and project success.

2.6. Empirical Review

The 'History of Understanding critical competencies in project-based organizations followed by sections on 'Project Failure and Success' and 'Project Manager competencies' and an attempt to help the reader gain a basic understanding of the background of the project success factor for project-based organization. Therefore, this section focused on relationships among project managers' competencies on project success both from local and international studies:

Abebeaw (2016) with a study titled "**Assessment of the Roles and Competencies of the Project Managers as Success Factors in Development Projects of Addis Ababa/Ethiopia**" showed Some of the project manager's competencies demonstrate a positively significant relationship with certain project success variables in the context of Ethiopian development projects. Project requirement and objective, decision making in procurement and Information and communication among the technical competencies; leadership and communication among behavioral competencies and stakeholder analysis and management and power and authority among contextual competencies appeared as significant predictor of success.

Abebe (2017) with a study titled "**An Assessment of Project Managers competency in Tekeleberhan Ambaye Construction PLC**" expressed among factors contributing to project success, one of the most important is the effectiveness of the project manager. The investigation discussed in this paper reveals that a static list of project manager skills and competencies may

not most effectively reflect the skills and competencies that will be most important for them on projects. This is particularly relevant because projects have differing characteristics and are delivered in a changing business environment, and different combinations of skills and competencies may be most important.

Briere, et. al. (2015) study titled: **“Competencies of project managers in international NGOs: Perceptions of practitioners”**, aimed at identifying competencies of international development project managers and how these competencies are used in projects. In this study, 28 project managers were interviewed. The study results identified 11 competencies, of which ten are related to human aspects; adaptability, set of knowledge (general, international development, intercultural), communication, personal qualities, interpersonal skills, leadership, ethics, local 22 network and knowledge, capacity building, and change management. The study also pointed the importance of human skills and behavioral competencies in project management

Ehsan. Et. al. (2010) with a study titled “Effects of Project Manager’s Competency on Project Success” expressed project manager’s knowledge areas play a vital role in the successes or failure of projects and an experienced Project Manager will possess particular uniqueness that will enhance the team performance and his planning based on his project management skills that include integration, scope, time, cost, quality, human resource, communication management, risk and procurement management. All these areas contribute positively and significantly in project success.

Joslin and Muller (2016) study titled: **“The relationship between project governance and project success”** looked at the relationship between project governance and project success from an agency theory and stewardship theory 36 perspective. A cross-sectional, worldwide online survey yielded 254 usable responses. Factor and regression analyses indicated that project success correlates with increasing stakeholder orientation of the parent organization, while the types of control mechanisms do not correlate with project success. Results support the importance of stewardship approaches in the context of successful projects.

Lei and Skitmore (2004) study titles: **“project management competencies: a survey of perspectives from project managers in south east queens land”** found was designed to capture the ‘real world’ experiences and skills of current practicing project managers, and investigate the most important project management skills that a project manager must possess, and obtain any additional skills and/or issues that a project manager should possess and be aware of in the twenty-first century.

From the literatures reviewed above, it can be concluded that project managers play crucial role in the project success and based on this if the project manager didn't have necessary competencies the project will most likely fail.

Moreover, the project manager should be able to deal with all the problems and situations that might arise internally. Therefore, a project manager should have the necessary competencies in order to contribute to superior performance. Some previous studies showed a positive relation between project managerial competencies and the project success. But, still there are different competencies weren't joined together to study their effect on the project success. Therefore, this study will explore and increase awareness on the effect of the project managers’ competencies (Knowledge, skill and attitude) on project success on three selected project management offices on Katar Food Complex.

2.7. Conceptual Framework of the study

The study is designed to research the effect of Project Manager’s competencies on project success. “The Katar Food Complex project manager competencies that impact project success—A qualitative research”. The definition of competence has been the object of continuing debate and remains a contentious topic in the organizational literature (Crawford 2005). The technical competencies refer to competencies related to project management itself, for example, project planning, time management, etc. Behavioral competencies are to do with the personal abilities and skills of the project manager such as leadership, creativity and commitment. The contextual competencies range involves the competencies related strictly to the context of a specific project,

such as development and programming skills, business knowledge, knowledge of legal issues, and others (Capin et al. 2006).

Therefore, this study was consider Attitude, knowledge and skill as independent variable where personal characteristics is included as a part of attitude. In addition, project success is considered as a dependent variable (based on the aspects of iron triangle).

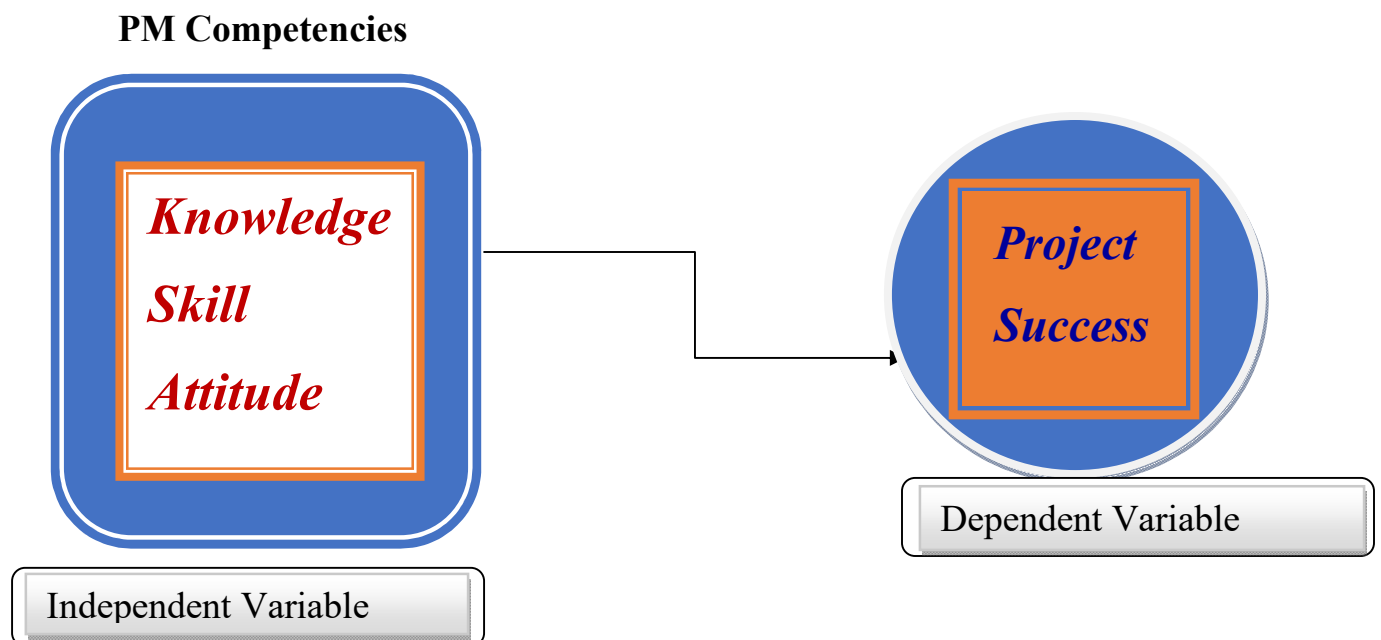


Figure 2.1 Conceptual framework of the study

Source: Derived from Cristina, C. and Drebes, C. (2015)

CHAPTER THREE:-RESEARCH METHODOLOGY

3.1. Introduction

As Crawford (2005) stated research methodology is all about obtaining, organizing and analyzing data. This chapter describes the methods through which the objectives of the study can be answered. Accordingly, it states about the research design used, population and sampling procedures, data gathering methods and instruments, ethical consideration, validity and reliability of the study, and finally procedures/models of data presentation.

3.2. Description of the Study Area

Asella town, is a capital city of Arsi Zone established in 1945. It is Located 175 Km South east of Addis Ababa. It Lies West of Mounten Chilalo on a high Plateau Overlooking Lake Ziway. In the Great Rift Valley. The Town is an important trading center for the surrounding Livestock and lumbering Region. One of that Trading Center Katar Food Complex is a Private owned Factory is a prominent in the Flour Industry is Located in the Asela Town on the main Road in the front of Kaanenus Garment.(From the Katar Food Complex Profile)

3.3. Research Approach and design

3.3.1 Research Approach

In this research, assess the Impact of Project managers' competence on Project success in the case of Katar Food Complex, the data was collected using questionnaire adopted from Suhaib (2017) on his study "The Impact of Project Managers' Competencies on Project's success". The objectives of the study and the availability of relevant information of this study used quantitative and qualitative research approach. Saunders (2009) described quantitative research is a formal, systematic process that describes the relationships among variables. Quantitative methods emphasize objective measurements and the statistical, mathematical or numerical analysis of data collected through survey (Creswell, 2009). Quantitative research is a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be

measured, typically on instruments, so that numbered data can be analyzed using statistical procedures (Creswell, 2009).

3.3.2 Research Design

Since the main objective of this research is to study the impact of Project Manager’s Competencies on the success of a project, explanatory research design is appropriate. As a result, to analyze this relationship quantitative type of research design was employed. It also estimates the frequency or proportion and association of variables or it makes some specific predictions (Babbie, 2011). As a result, this design enables to assess and explain the impact of Project Manager’s Competencies On the success of a project Katar Food Complex.

3.4. Sampling Techniques

The sample size was be determined by using single population proportion formula to estimate basic indicators in each project managers of the company, where “P”, is the percentage of any variable related with project competency in the study, with 95% Confidence level and 5% marginal error for the survey. The sample size calculated by using single population proportion formula will be as follows.

$$n = \frac{N}{1 + N(e^2)} = \frac{500}{1 + 500(0.05 * 0.05)} = 222.22$$

Therefore the sample size is approximately ≈ 222

Where, n=Sample size

N=Target Population

e=Margi of Error

Thus, to study the impact of project manager’s competency on project success of katar food Complex, all workers of the company was considered as target population and sample size will be determined from target population using systematic probability sampling techniques.

3.4.1 Sampling Technique and Procedures

A Stratified sampling technique was employed for selecting the study units will be assessed. The sample size for each strata (five project managers) is proportionally determined in accordance with their respective population size. Sample units from each strata will be selected with systematic random sampling using their lists (sampling frame) taken from human resource management of Kater food Complex (from each project Manager).

Table 3.1: Population and sample size of sectors of the study

Sectors	Total number of each strata	Determined Sample Size
Production Department	290	129
Quality Department	20	9
Chemical Department	40	18
Machinery Department	120	53
Transportation Department	30	13
Total	500	222

Source own Survey 2022

3.5. Sources of Data

The study used primary data to obtain relevant data and information. In order to realize the target, the study used questionnaire survey as best instrument to gather primary data from the selected population. In addition, some reports related to project management, project management working manual of the company and other relevant documents like journals and published and unpublished materials that will help and strengthen the title.

3.6. Data Collection Procedures

Primary sources of data will be employed. Primary data will be collected from workers of the company through questioner method and secondary data were collected through literature review from different books, journals, internet, etc. to reviewing the research that discussed the effect of project manager competency on project success in katar food complex. (theoretical background),

for concept development and for the preparation of the questionnaires and it also be used to limit questions that will be raised in the study and finally used to recommend better strategies for managing change. To fulfill the purpose of the current research 222 questionnaires were distributed, and only 212 were returned, leading to 95.5% response rate. After checking the filled questionnaires, all of them found suitable and coded Using JASP for further analysis.

3.7. Ethical Consideration

This research followed ethically and morally acceptable processes throughout the research process. The data was collected with the full consent of the participants. In this regard, the names of the respondents were not disclosed, and Information was not available to anyone who was not directly involved in the study. In order to safeguard the rights of the participants, the benefits of the study were also explained to the participant.

In addition, the study used proper citation, follow truthful collection and analysis of data, maintain data confidentiality, obtain the consent of the case organization and staffs and keep the identity of respondents unanimous based on their consent to meet the ethical obligations of the research.

3. 8. Methods of Data Analysis

The major tasks that was be used to achieve the objective of the study was be **described by** descriptive Statistics. Moreover, to see the relationship between variables (dependent and independent variables) **an explanatory** Multiple Linear regression was be employed. Finally, the major findings of the study will be reported and feasible recommendations will be forwarded. In Inferential statistical analysis, correlation and multiple linear regression methods were utilized using JASP Statistical package to meet the objective of the study. The use of these statistical tools and methods of presentation are described below.

a) Correlation

Correlation (r) is used to describe the strength and direction of relationship between two variables. Since all variables are measured as an interval level, Pearson product moment correlation was used. Correlation “ r ” output always lies between -1.0 and +1.0 and if “ r ” is positive, there exists a positive relationship between the variables. If it's negative, the relationship between the variables is negative. While computing a correlation, the significance

level shall be set at 95% with alpha value of 0.05 or a chance of occurrence of odd correlation is 5 out of 100 observations.

b) Multiple Regression Analysis

Multiple regression analysis is a major statistical tool for predicting the unknown value of a variable from the known value of variables. And regression analysis selected because it is the best alternative to examine the impact analysis between a dependent variable and a set of independent variables.

3.9. Validity and Reliability

3.9.1 Validity

Zikmund (2003,) has defined validity as "The ability of scale or measuring instrument to measure what it is intended to measure". Different procedures have been taken to guarantee the validity of this research. The study was done only in Katar Food Complex

Different procedures have been taken to guarantee the validity of this research. First, literature review was used to assure content validity. Second, questionnaire was adjusted and the validity was verified based on the context of the company. In addition, it was assessed and examined by the research advisor and senior project managers prior to the data collection to examine the instrument for the content validity and ethicality. Also, all reference materials are acknowledged with proper citation.

3.9.2 Reliability

According to Zikmund (2003) the definition of reliability is "The degree to which measures are free from errors and therefore yield consistent results". Cronbach's alpha is a coefficient that is used to measure reliability or internal consistency of items; it indicates how closely the items are

related to each other, and how free they are from bias (Sekaran and Bougie, 2009). If Cronbach's alpha value is more than 60% for all variables then reliability is assumed. Table (3.1) shows that Cronbach's Alpha coefficients for all variables are more than 70%, therefore reliability is assumed. (Tavakol & Dennick, 2011). This study used survey questionnaires which are already tested and applied on an international research level. 10 pilot tests were distributed for the selected stuffs subject matter experts to ensure the internal consistency of items which is the level of homogeneity of a scale was measured to be checked by using Cronbach's alpha coefficient on JASP.

Table 3.2: Cronbach's Alpha coefficient

NO	Variable	No of item	Cronbach's Alpha
1	Skills	7	0.864
2.	Knowledge	7	0.757
3	Attitude	7	0.795
4	Competencies	3	0.806
5	Cost	4	0.665
6	Time	4	0.724
7	Quality	4	0.735
8	Project success	3	0.806

Source: Own Survey, 2022

CHAPTER FOUR: RESULT AND DISCUSSION

The results and discussion below is devised in four parts corresponding to the research questions and also the sections of the questionnaire. This section deals with the analysis and interpretation of data collected from the survey questionnaire. Of the 222 questionnaires distributed, 212 questionnaires were correctly filled and returned. Therefore, this indicates that response rate is 95%. According to Mugenda (2003) a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good for analysis and reporting and a response rate of 70% and over is excellent to analysis and reporting; therefore, this response rate is adequate for analysis and reporting. The questionnaire was developed using five scales ranking i.e. Linkert scale; where 1 represents strongly disagree, 2 Disagree, 3 Neutral, 4 Agree and 5 Strongly Agree. To analyze the collected data with that of the objective set for this research, Statistical procedures were carried out using JSP Statistics.

4.1. Respondents' Demographic Description

It include gender, age, educational level, work experience, work position and maximum size of the project lead distribution of the survey questionnaire respondents.

Gender: - It can be seen from the Table (4.1), majority of the respondents are male (n=110, %=51.9%) and 48.1% (n=102) are female. So, it indicates that employees working in the organization of Katar Food Complex most of them are male. It showed that gender inequality in organization is a phenomenon that can be seen in organization Katar Food Complex projects.

Table 4.1 Gender

Gender	Frequency	Percentage
Male	110	51.9
Female	102	48.1
Total	212	100

Source: Own Survey, 2022

Age:- Demographic analysis shows that the most frequent age group in the sample was the (25 – less than 29) age group with 55% frequency. The second most frequent age group was the (30 – less than 39) age group with 22% frequency, followed by the age group (50 years and older) with

2.5% frequency, leaving the least frequent age group (40 – 49) with a frequency of 20.5% as shown in table (4.2).

Table 4.2 Age

Age	Frequency	Percent
25 – 29	117	55
30 – 39	46	22
40 – 49	5	2.5
50 years and older	44	20.5
Total	212	100

Source: Own Survey, 2022

Education:- Most of the respondents were holding the Diploma 115 (54%), Bsc Degree 64 (30%), then Master Degree 31 (15%) and finally the PhD 2 (1%). This shows that majority of the respondents are educated to a level of Diploma. The Second respondents are Bachelor and None Of the respondents have Master Degree or any other qualifications. With regard to the respondents' educational background it shows that respondents are literate in order to understand and answer the research instruments correctly and respondents with different educational background are represented in the study.

Table 4.3 Respondents educational level

Educational Level	Frequency	Percent
Bachelor	64	30
Diploma	115	54
Master Degree	31	15
PHD	2	1
Total	212	100

Source: Own Survey, 2022

Over all work experience: - The other part of the demographics section listed below on table (4.4). Indicates the overall working experiences in any Complex Food companies. It shows 60 respondents with 5 years' work experience found (28%), 82 respondents having 5 to 9 years work experience found (39%). 55 Respondents between 10 to 14 years work experience found (26%). The rest 15 respondents Served More than 14 years work experience found (7%). The

results show that most of the respondent have more than Five year overall working experience. It shows that the participants well experienced. The experience possess by the respondents may help in providing a better understanding of this matter and in better position in giving much precise answer required to the questionnaires form.

Table 4.4 Respondents over all work experience (year)

Over all experience	Frequency	Percent
Less than 5 year	60	28
5 year – 9 years	82	39
10 years – 14 years	55	26
more than 14 years	15	7
Total	212	100

Source: Own Survey, 2022

Work experience in Katar Food Complex:- The data Table 4.5 showed that the majority of the respondents' 77 (36%) were having 5-9 years experiences in Katar Food Complex company then those 61 (29%) of respondent have 10- 14 years' experience in Katar Food Complex. 66(29%) of respondents have less than 5years experience in the Katar Food Complex company.28(4%)respondents have more than 14 years. Most of the respondent working in Katar Food Complex company more than 5 years so it indicate that the participants well know the organization. Also indicates that the respondents have sufficient work experiences ranging in the Complex Food sector. Hence they are deemed to be well familiarized to the organization and project managers working in Katar Food Complex.

Table 4.5 Respondents work experience in Katar Food Complex (year)

Over all experience	Frequency	Percent
Less than 5 year	66	31
5 year – 9 years	77	36
10 years – 14 years	61	29
more than 14 years	8	4
Total	212	100

Source: Own Survey, 2022

Position:- The data Table 4.6 showed that the questionnaire of this research were filled by 212 respondents; from the total respondents 7 of them were project managers (3%), while 20 of them are project Coordinators (9%) according to the samples. 160 respondents were Workers with (76%) and the rest 25 respondents were Sellers with (12%). Generally most of the respondents are Workers and the rest of them are Project managers, Sellers and coordinator. They have direct connection or collaborated with Workers by work in Complex Food in the organization

Table 4.6 Position

Over all experience	Frequency	Percent
Project managers	7	3
Project Coordinators	20	9
Workers of Company	160	76
Sellers	25	12
Total	212	100

Source: Own Survey, 2022

Project size:- The data Table 4.7 showed that Evaluation of projects based on their budgets or complexity misleads to unfair judgment, due to some projects that have a higher budget with low complexity, and vice versa. It was found that most of the responses about the projects they lead evaluated are the Intermediate constituting a percentage of 120(56.6%) of the total sample, followed by the Small respondents 46(21.7%) and large projects category 31(14.6%). Finally, the category of Very large projects covers 15(7.1%) of the data collected as presented in table 4.7 below. This means that a large portion of the projects evaluated are either Medium or large, which indicates that the results of this research were based mainly on projects where the practices of project management are usually more sophisticated.

Table 4.7 Project Size

Size of project	Frequency	Percent
Small	46	21.7
Intermediate	120	56.6
Large	31	14.6
Very Large	15	7.1
Total	212	100

Source: Own Survey, 2022

4.2. Descriptive Analysis of Project Managers' Competencies

Descriptive analysis includes mean, standard deviation, and rank. Table (4.8) shows that the means of the Project Managers' Competencies variables are ranged between 3.73 to 3.84 with standard deviation ranges between "0.975 to 1.055". It means that there is a semi agreement among respondent about medium importance of the Project Managers' Competencies variables. The average mean of Project Managers' Competencies variables is 3.73 with standard deviation 1.073, which also mean there is a medium importance for Project Managers' Competencies. From all variables, the maximum response for skill is Strongly Agree and the minimum response for attitude Disagree

Table (4. 8) Mean, Standard Deviation, of Project Manager's competencies Variables.

Variable	Mean	St. D	Sig.	Minimum	Maximum	Rank
Skills	3.77	1.055	0.001	3	5	2
Knowledge	3.84	1.041	0.003	3	5	3
Attitude	3.77	0.975	0.000	2	5	1
Project Manager Competencies	3.73	1.073	0.000			

Source: Own Survey, 2022

Skills: Table (4.9) shows that the means of the respondents' perception about the degree of the implementation of skills items are ranging from 3.17 to 3.86 with standard deviation that ranges from 0.899 to 1.225 such results indicate that there is semi-agreement on low to medium importance of skills items.

Table (4. 9) Mean, Standard Deviation, Importance and Ranking of the Skills Items

Items	Mean	St. D.	Sig.
The project manager communicates with their teams frequently.	3.17	1.225	0.124
Encourages creative ideas	3.74	1.018	0.143
Provides direction to inspire others.	3.86	0.899	0.002
Uses creative thinking process to solve problems.	3.54	1.104	0.000
Tracks his weaknesses and strengths	3.7	1.073	0.000

Performs consistently in a range of situations under pressure and adapts behavior appropriately	3.74	1.053	0.003
Shows personal commitment to pursuing an ethical solution to a difficult business issue or problem	3.52	1.148	0.001
. Skills	3.61	1.074	0.002

Source: Own Survey, 2022

The average mean of the total skills variable items is 3.61 with standard deviation 1.074, which indicates that there is semi agreement on medium importance of this variable. Though, they have to develop their problem solving ability with own personal commitment on their duty.

Knowledge:

Table (4.10) shows that the means of the respondents' perception about the degree of the implementation of knowledge items are ranging from 3.47 to 3.74 with standard deviation that ranges from 1.094 to 1.202 such results indicate that there is semi-agreement on low to medium importance of knowledge items. The average mean of the total knowledge variable items is 3.586 with standard deviation 1.146, As per the response, the study tries to indicate knowledge competency in relation to the effect of project success on Points Listed as Item in the table. which indicates that, project managers should agree on the points listed and apply their knowledge to fulfill the project with great success.

Table (4. 10) Mean, Standard Deviation and Importance of the Knowledge Items:

Items	Mean	St. D.	Sig.
The project manager Investigates facts	3.55	1.111	0.124
Makes judgments based on reasonable assumptions, and is aware of the impact of such assumptions	3.74	1.094	0.143
The project manager sets objectives based on the overall strategic plan	3.61	1.127	0.002
Identifies the positives and negatives of ideas .	3.64	1.135	0.000
Identifies opportunities and threats, and is sensitive to stakeholder's needs	3.61	1.186	0.000

Has sound priorities for future work while being able to expect the impact of external and internal changes on the vision	3.48	1.168	0.003
Has a clear vision and imagination for the future direction of the organization	3.47	1.202	0.001
.Knowledge	3.586	1.146	0.002

Source: Own Survey, 2022

Attitude:-

Table (4.11) shows the means of respondent' perception about the degree of implementation on Attitude items ranging from 3.35 to 3.6 with standard deviation ranges from 1.100 to 1.249. Such result indicates an agreement with high importance of attitude competency items. The average mean of the total attitude variable items is 3.508 with standard deviation 1.184 that indicates an agreement on high importance of this variable. The response shows that the respondents agreed on attitude competency with major points Listed as Item in the table. Which indicates that, project managers should agree on the points listed and apply their Attitude to fulfill the project with great success.

Table 4.11: Project Manager Attitude Competency

Items	Mean	St. D.	Sig.
Enthusiastic in communication, engages others and wins support	3.58	1.184	0.201
The project manager use mind mapping to map objectives and milestones.	3.60	1.175	0.000
Organizes all resources and coordinates them efficiently and effectively.	3.55	1.186	0.129
Communicates instructions clearly to staff with communications tailored to the audience's interests.	3.51	1.202	0.002
Willing to make decisions involving significant risk to gain a business advantage.	3.35	1.249	0.000
Knows his team members' strengths and weaknesses and encourages them to take on challenging tasks	3.45	1.190	0.002
Invests time in developing others' competencies, and invests time and effort in coaching them	3.52	1.100	0.000

.Attitude	3.508	1.184	0.003
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Source: Own Survey, 2022

To summarize the dimensions for competency, responses from respondent’s portrait moderately agree to the points raised in implying project manager competency which is necessary based on the mean comparison of the independent variables shown in table above. Skill ranks first with (3.61) followed by Knowledge with (3.586) and finally Attitude with (3.508) seen in the above mentioned table respectively. In accordance with the response given, most respondents agree on their opinions. This implies that the competency areas need improvements even if there is a gap.

4.3. Descriptive Analysis of Project Success

According to Table (4.12), the mean value of the Project Success variables is ranging between 3.6 to 3.68 and standard deviation ranging between “1.110 to 1.156”. The below result show that there is a moderate agreement among respondent about medium importance of the Project success variables. The average mean of Project success variables is 3.65 with standard deviation 1.134, which also mean there is a medium importance for Project success. On the other hand, some of the respondents disagreed on the statements which Projects under their division completed on the specific timeline with little cost modification and quality as expected.

Table 4.12: Project’s Success

Items	Minimum	Maximum	Mean	Std. Deviation	Rank
Cost	1	5	3.68	1.110	1
Time	1	5	3.67	1.136	2
Quality	1	5	3.60	1.156	3
Project success practices			3.650	1.134	

Source: Own Survey, 2022

Cost: Table (4.13) shows that the means of the respondents’ perception about the degree of the implementation of cost items are; there were no major with- cost change requests during the project mean is 3.64 with 1.070 standard deviation, Project manager’s experience helped to

eliminate unnecessary resources mean is 3.54 with 1.156 standard deviation, The project was finished on or under budget mean is 3.69 with 1.041 standard deviation and The Project decreased the cost of some activities with no effect on quality mean is 3.56 with 1.135 standard deviation. From the listed cost item the highest mean given from the respondent is, there were no major with- cost change requests during the project and the average mean of the total cost variable items is 3.606 with standard deviation 1.1005, which indicates that there is agreement of this variable.

Table 4. 13: Mean and Standard Deviation of the cost Items:

Cost Items	Mean	Std. Deviation	Sig.
There were no major with- cost change requests during the project	3.64	1.070	0.001
Project manager’s experience helped to eliminate unnecessary resources.	3.54	1.156	0.003
The project was finished on or under budget	3.69	1.041	0.073
The Project decreased the cost of some activities with no effect on quality.	3.56	1.135	0.000
Cost	3.606	1.1005	0.000

Source: Own Survey, 2022

Time: Table (4.14) shows that the means of the respondents’ perception about the degree of the implementation of time items are; the project met most of the scheduled milestones mean is 3.68 with 1.114 standard deviation, the project was finished on time mean is 3.79 with 1.065 standard deviation, The Project boosts the employees’ abilities by helping to save time mean is 3.85 with 1.007 standard deviation and the critical tasks and delivery dates were not slipping mean is 3.74 with 1.073 standard deviation. From the listed time item the highest mean given from the respondent is, The Project boosts the employees’ abilities by helping to save time and the average mean of the total time variable items is 3.767with standard deviation 1.065, which indicates that there is agreement on medium importance of this variable.

Table 4. 14: Mean and Standard Deviation of the time Items:

Time Items	Mean	Std. Deviation	Sig.
The project met most of the scheduled milestones	3.68	1.114	0.000
The project was finished on time	3.79	1.065	0.000
The Project boosts the employees' abilities by helping to save time.	3.85	1.007	0.115
The critical tasks and delivery dates were not slipping.	3.74	1.073	0.003
Time	3.767	1.065	0.000

Source: Own Survey, 2022

Quality: Table (4.15) shows that the means of the respondents' perception about the degree of the implementation of quality items are; the Project was handed upon the company's overall standards mean is 3.65 with 1.142 standard deviation, the project deliverables always fulfill the customer requirements mean is 3.82 with 0.992 standard deviation, the project meets its business objectives mean is 3.66 with 1.059 standard deviation and Setting alternative plans has reduced the unexpected risks possibility mean is 3.66 with 1.142 standard deviation. From the listed quality item the highest mean given from the respondent is, setting alternative plans has reduced the unexpected risks possibility and the average mean of the total quality variable items is 3.697 with standard deviation 1.084, which indicates that there is agreement of this variable

Table 4. 15: Mean and Standard Deviation of the Quality Items:

Quality Items	Mean	Std. Deviation	Sig.
The Project was handed upon the company's overall standards	3.65	1.142	0.000
The project deliverables always fulfill the customer requirements	3.82	0.992	0.000
The project meets its business objectives	3.66	1.059	0.004
Setting alternative plans has reduced the unexpected risks possibility.	3.66	1.142	0.003
Quality	3.697	1.084	0.177

Source: Own Survey, 2022

Based on the result Due-to cost saving strategy of the company and attitude of project managers working with different project, they will eliminate unnecessary resource wastage; in addition, working with different project develops their attitude well. As a result, this is the highest score among the requests. As per the result, working on different projects help project managers to develop skills in order to resolve project delays. But due-to the nature of projects respondents have neutral response in the project delivery and completion dates

In summarizing project success, higher scores related to Time of the work than project cost and Quality. This implies project success in the company majorly focuses on the Time of the deliverable and then followed by Quality of the project and finally the whole project Cost.

4.4. Relationship between Project Managers’ competencies and Project Success

One of the major objectives of the study is to assess the effect of Project Managers’ Competencies on Project success. For this purpose, Pearson correlation coefficient and regression analysis have been used, Pearson correlation coefficient was used to test the relationships between independent variables and dependent variables. The results are presented in the below sections

4.4.1. Pearson Correlation analysis

Bivariate Pearson correlation coefficient was used to test the relationships between independent variables, and between dependent dimensions and finally between independent variables and dependent variable. (Table 4.16) developed by Marczyk, Dematteo, and Festinger (2005) becomes handy. Accordingly, this guide has been used to interpret the results which are summarized in the coming sections.

Table 4.16: Correlation result interpretation guide

Correlation value in range	Interpretation
0.00 to 0.19	Weak/ very low correlation
0.20 to 0.39	Low correlation
0.40 to 0.59	Moderate correlation
0.60 to 0.79	High correlation

0.8 to 1.0	Very high correlation
------------	-----------------------

Source: Marczyk, DeMatteo, Festinger (2005)

Table (4.17) shows that the relationships between independent variables are High correlation, where r ranges between 0.754 and 0.852. The relationships between dependent dimensions are also strong to very strong, where r ranges between 0.714 and 0.990.

Table (4. 17) Bivariate Pearson’s Correlation (r) Among Independent Variables, Dependent variables, and between Independent and Dependent Variables.

No.		1	2	3	4	5	6	7	8
1	Skills								
2	Knowledge	0.778**							
3	Attitude	0.754**	0.825**						
4	PM Competencies	0.919**	0.836**	0.765**					
5	Cost	0.812**	0.734**	0.845**	0.725**				
6	Time	0.990**	0.675**	0.791**	0.742**	0.778**			
7	Quality	0.975**	0.764**	0.693**	0.834**	0.890**	0.714**		
8	Project Success	0.814**	0.830**	0.771**	0.848**	0.805**	0.821**	0.869**	

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

Source: Own Survey, 2021

Finally, the relationships between the total independent variables and dependent variable are very strong, where r equals 0.990.

4.4.2. Multiple Regression analysis

Multiple regression analysis is a major statistical tool for predicting the unknown value of a variable from the known value of variables (Saunders, 2009). The goal of multiple regressions is to enable a researcher to assess the relationship between a dependent (predicted) variable and several independent (predictor) variables.

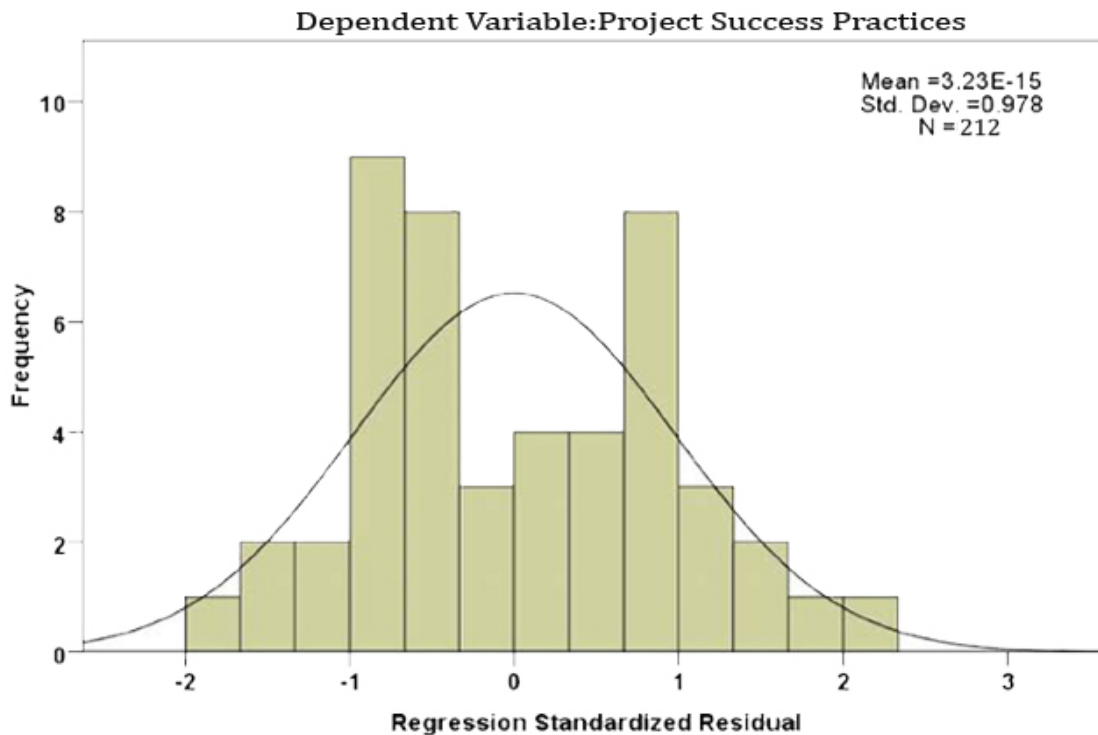
4.4.2.1 Tests of Regression Model

Before using multiple regression analysis, the researcher has conducted basic assumption tests for the model. These are normality of the distribution, linearity of the relationship between the independent and dependent variables and multi co linearity tests. Each test is explained below.

A. Normality Distribution (Histogram) Test

Multiple regressions require the independent variables to be normally distributed. If the underlying distribution of the data is normal, the points will fall along a straight line. Stragglers at either end of the normal probability plot indicate outliers. The histogram in the figure (2) shows that the data were normality distributed, since the residuals do not affect the normal distribution and errors are independent.

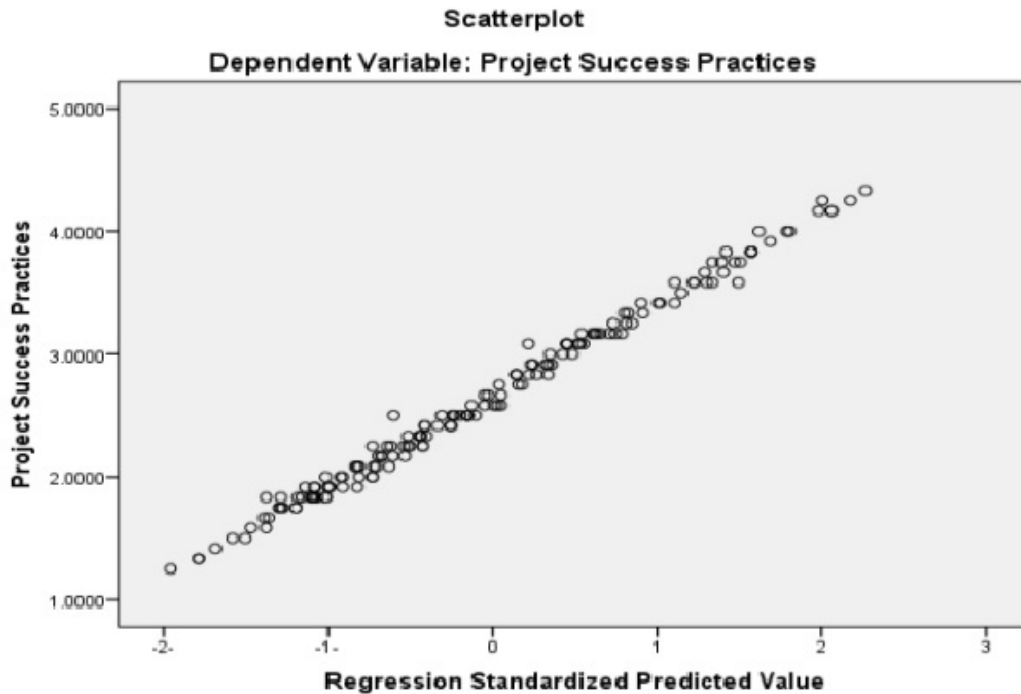
Figure (2) Normal Distribution (Histogram)



B. Linearity of the Relationship Test

The second assumption for computing multiple regressions is test of the linearity of the relationships between independent and dependent variables is linear relationship. The Scatter plot in Figure (3) shows that the relationship between independent and dependent variables is linear relationship.

Figure (3) Linearity Test chart



C. Multi-co linearity Test

Multi-co linearity refers to the situation in which the independent/predictor variables are highly correlated. In order to check if there is multi-co linearity among the variables, tolerance & variance inflation factor (VIF) values were examined. According to Pallant (2005), tolerance is an indicator of how much of the variability of the specified independent variable is not explained by another independent variable in the model and if its value is less than 0.01, it indicates that the multiple correlation with other variables is high, implying possibility of multi-collinearity. Whereas, VIF is the inverse of tolerance value (1 divided by tolerance). If VIF value is above 10, it signals chance of multi-collinearity.

Durbin-Watson test:-

Durbin-Watson test used to ensure independence of errors. If Durbin- Watson test value is about 2 the model does not violate this assumption. While, VIF (Variance Inflation Factor) and tolerance are used to test multi collinearity. If VIF is less than 10 and tolerance is more than 0.05, the multi collinearity model does not violate this assumption. Table (4.18) shows that Durbin Watson value is (d=1.806), which is around two which means that the residuals are not correlated with each other; therefore, the independence of errors is not violated. Accordingly, the result in table (4.18) shows that there is no possibility of multi-collinearity among the variables in the model since all the tolerance values are above 0.01 and the corresponding VIF values are below 10. Therefore, for the current data multi-collinearity is not an issue

Table 4.18: Multi collinearity test

Model		Collineratiy statistics		Durbin –Watson
		Tolerance	VIF	
1	(Constant)			1.806
	Skill	0.971	1.030	
	Knowledge	0.992	1.008	
	Attitude	0.973	1.027	

Dependent Variable:-Project Success

Source: Own Survey, 2022

The assumption of autocorrelation is that the covariance between the error terms over time is zero. It is assumed that the errors are uncorrelated with one another. To confirm either there is auto correlation or not the Durbin Watson test (DW) rule for autocorrelation was applied in this study and the null hypothesis being there is no autocorrelation. The regression result of DW as shown in table 4.18 above was 1.806 DW test result fall in the non-rejection region.

4.4.2.2 The Main Hypothesis:

Multiple Regressions:

On this study aimed to identify the effect of Project manager’s competencies (knowledge, skill and attitude) on a project success. Accordingly, on the correlation analysis section, it is identified that all the independent variables have significant positive correlation with project success. Based on this, multiple regressions has been conducted to know their impact on project success

H01: Project manager’s competencies do not affect project success, at ($\alpha \leq 0.05$)

Table (4.19) shows that the adjusted R square was 0.876 the model estimated shows that there was 87.6 % positive variation in project success as a result of changes in the project managers’ competence as explained by model. 12.4 % of the variation in project success was explained by other factors other than project managers’ competence. Table (4.19) shows that when regressing the three independent variables of project competencies together against dependent variable Project’s success. R2 shows the fitness of the model for multiple regressions and explains the variance of independent variable on dependent variable (Sekaran 2003). Since R2 is 0.876% then the independent variable can explain 87.6% of variance on dependent variable, where ($R^2=0.876$, $F=340.01$, $Sig.=0.001$, $P<0.001$). Therefore, the null hypothesis is rejected and the alternative is accepted which states “project manager’s competencies affect project success, at ($\alpha \leq 0.05$)”

Table 4.19: Results of Multiple Regressions Analysis Project manager’s competencies against project success.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig.F Change	
1	0.882	0.876	0.88	1.077	0.876	340.01	3	21	0.001	1.806

a. Predictors: (Constant), attitude, skill, knowledge

b. Dependent Variable: project success

Source: Own Survey, 2022

ANOVA

The regression model overall fit can be examined with the help of ANOVA. Accordingly, table 4.19 of this study shows that the value of R and R2 found from the model summary is

(F=340.01), (P<0.001). This indicates that over all, the regression model statistically significantly predicts the outcome variable

Table 4.20 ANOVA Model fit

Model		Sum of Square	Df	Mean Square	F	Sig
1	Regression	1.182	3	0.394	340.01	0.001
	Residual	25.638	21	1.221		
	Total	26.820	24			

a. Dependent Variable: project success

b. Predictors: (Constant), attitude, skill, knowledge

Source: Own Survey, 2022

Sub-Hypothesis:

Standard Beta Coefficient:- The standardized coefficients are the coefficients which can explain the relative importance of explanatory variables. These coefficients are obtained from regression analysis after all the explanatory variables are standardized

Table 4.21 Beta Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	Collinerativity Statistics			
		B	Std. Error	Beta	T	Sig.	Tolerance	VIF
1	(Constant)	0.194	0.234		0.596	0.508		
	Skill	0.016	0.070	0.361	2.34	0.001	0.971	1.030
	Knowledge	0.065	0.071	0.463	9.21	0.002	0.992	1.008
	Attitude	0.018	0.75	0.316	2.35	0.003	0.973	1.027

Source: Own Survey, 2022

From the above table (4.21), it can be concluded that all the project managers' competencies have an effect on project success in Katar Food Complex. In short, the results indicate that Project Managers' Competencies (Knowledge, Skill and Attitude) influence Project Success. Besides, the individual t-test significance values, which are all below 0.01, imply that the practices are positive significant predictors of project success. In short, the results indicate that Project Managers' Competencies (Knowledge, Skill and Attitude) influence Project Success. As per the output of the standard Beta coefficient, 46.3 % of the total variation of project success is

explained by Knowledge competency. This indicates that the Company is with high impact to the overall project success. According to the finding, the next highest determinant factor of project success is Skill. Table (4.21) shows that there is a positive direct effect of Skill competency on project success, since ($B=0.361$, $t=2.34$ and $\text{sig}.0.001$). Skill makes a contribution of 36.1% of the total variance project success.

Finally, Table (4.21) shows that there is a positive direct effect of attitude competency on project success, since ($B=0.316$, $t=2.35$ and $\text{sig}.0.003$). Attitude competency made a contribution of 31.6% of the total variance. The attitude of a project manager directly affects their ability to manage the project effectively and efficiently. Furthermore, their personal characteristics are fundamentally linked to their personality.

CHAPTER FIVE: SUMMARY, CONCLUSION & RECOMMENDATION

In previous chapter, data analysis and interpretation has been presented. In this chapter, major findings are summarized and the subsequent conclusions will be made. Based on the conclusion, recommendations are forwarded in relation to literatures reviewed to better enhance the organizations project success. .

5.1. Summary

Since the main objective of this research is to assess the effect of project managers' competencies on project successes of Katar Food Complex. The study targeted a total of 222 respondents. However, only 212 respondents responded and returned their questionnaires contributing to 95% response rate. Respondent from different age group, educational background, and year of experience both in the company and as a project manager are represented in the data collected.

The result of background of respondents shows that majority of the total respondents are male with total of n=110 (51.9%) while the remaining 102 (48.1%) are female. Regarding the age, most of respondents around 77% are below the age 39 which is an advantage for the company in a dynamic business environment since young workforce is believed to be easily adaptive to change and willing to face new business challenges since managing a project needs change and always there is new ideas and experiences as per the uniqueness property of every project.

Majority of the employee sample group were BA/BSC holders with total number of 64 which represents 30% from the total employee participant of this study and also Diploma Workers are 115 (54%). Also rest of respondents 15% have master's degree total of 15 as well as PHD Workers 2(1%). Regarding work experience less than 10 years cover 67% (142) of the total population. But in one way or another most of them will appoint to this position if they have a minimum of 3 years of experience in the company. Based on their experience project will be assigned for them since the complexity will increase for larger projects.

As per the results of this study, there is a significant implementation of project managers' competence elements in Katar Food Complex. All variables of project managers' competencies

have a direct significant effect on project success of the organization, where the degree of implementation of project managers' competencies are ranging from 3.73 to 3.84 with a standard deviation that ranges from 0.975 to 1.055. Such results show that there is an agreement on moderately high level of competency of project managers. The mean of the total project managerial competencies variables is 3.73 with a standard deviation 1.073, which indicates that there is an agreement on moderately high presence of these variables; this result is consistent with the result of the Galvin, et. al. (2014) study that explored the importance of competencies, management techniques and leadership styles that effective project manager uses to manage individuals and teams to produce high-performance project success and positive business results. As well as, it is consistent with the result of the Briere, et. al. study that pointed the importance of human skills and behavioral competencies in managing successful project.

Based on the regression analysis, the results of project managers' competence effect on project success ranked as:

1. Knowledge competency have highest weight and have more effect on project success based on the result of this study in having significant effect on project successes, making judgments based on reasonable assumptions is found to be well practiced in the project environment since project manager is responsible for any activity from start to end. Also, investigating fact is with high weight next to judgment since every project is unique and respondents majorly focus on this to have success and is perceived as effective in enhancing the organization's productivity. Points like identifying opportunity and treat, setting objectives, identifying ideas and aligning projects with future direction have positive feedback related to knowledge competency and have high importance.
2. Skill competency have highest weight and have more effect on project success based on the result of this study in having significant effect on project successes next to Knowledge.. Since communication is major and leading part on project management activities, respondents give more weight for this issue. Creative thinking, inspiring others to motivate, showing commitment for project activities in order to be consistent and to track the status are major points for success of any project. Working more on project competency will increase the effect of the success more.

3. Attitude competency follow knowledge and skill competency in having significant effect in having least weight on project success. Among the points responded by respondents' personal character is major factor when working on a project to have success. If project manager satisfies on his/her job, they will reflect result in committing themselves on their job. Also, they involve themselves on others job for their help and to develop others because they now their job well.

Regarding the project success, among the three variables project managers of the company majorly focus on the Time of the deliverable. The output of the project needs to be with standard as per the requirement and PMs' gives focus on this because there are different authorities who will check for this as a measure for an international company. In the meantime, due to the Quality Standard strategy, they highly engaged Quality Standard activity and quality variable is ranked next to Time. Finally, they put project Cost as a third ranked than the other variable. Therefore, project success was evaluated as average of the above three variables and somehow the result shows moderately agree on the overall project success. This means there are some failures or deviations on time, cost or quality of the deliverable.

From the above, results show that all the project managers' competencies have a positive effect on project success in Katar Food Complex. Therefore, all the variables of project managers' competencies have a direct significant effect on project success.

5.2. Conclusion

Based on the results of the analysis and discussion of research results, the researcher conclude as follows: From result of research indicate that variable of Knowledge, Skill and Attitude simultaneously influential positively significant to performance of project manager in Katar Food Complex projects success. The most dominant factor influencing the performance of project managers is knowledge competency, followed by Skill and attitude. Result also shows that the importance of Project Success is high, Time is most important followed by Quality and Cost. According to the results of multiple regression calculation determination coefficient R² (R Square) shows that all independent variables together influential. While the correlation coefficient shows strong relationship between the independent variable with the dependent

variable. Simultaneously and partially knowledge, skill and attitude have an effect of project manager's performance on project success in Katar Food Complex projects. From the above, results show that all the project managers' competencies have a positive effect on project success in Katar Food Complex Company Therefore, all the variables of project managers' competencies have a direct significant effect on project success.

5.3. Recommendations

The basic purpose of evaluating the effect of project managers' competence should be to accomplish the project success. If project managers' have well developed competency, it has strange impact to achieve the project goal and for project success. Therefore, based on the result and findings of the study, the following recommendations have been drawn

- When recruiting for a new project manager, Should put standard skill and attitude competency measurement on the criteria for selecting candidates.
- Since project manager competency development is an ongoing process throughout the project life cycle, the organization should have to regularly assess their competency level using a qualified competency measurement based on the standard.
- Project managers were hesitant to give their subordinates the power to be innovative and Should come up with new solutions to solve problems by themselves. in their Company
- Always measure the status of the project against the plan to know its success or failure.
- Prepare and design continuous programs for project managers aiming at providing them with the capabilities, personal skills and strategic vision at all organizational levels.
- Develop reflection sessions between project managers and their teams to review, identify, and improve the competencies of the employees majorly attitude since it is related to personality.

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APPENDIX I

HARAMBE UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF PROJECT MANAGEMENT

QUESTIONNAIRE

Dear respondent,

This questionnaire aims to collect data for the purpose of scientific research as part of the requirements for completing the Master's thesis. The study aims to assess the Impact of Project Managers Competencies on Project success in the case of Katar Food Complex. This questionnaire is prepared to gather project managers' perception regarding this relationship and your genuine response is of invaluable importance for the research success. Please complete this questionnaire as accurately as possible. Your answers will be used as a baseline data for the intended research. Your answers will be treated with complete confidentiality. The questionnaire should only take 5-7 minutes to complete - you are only required to mark the box with your answer. For further details or inquiries; please contact me at Email:-Kaanenus0356@gmail.com or Phone: +251931470356

Your assistance will be highly appreciated

The questionnaire consists of three sections:

1. Section One: records general information
2. Section Two: includes three parts that are supposed to evaluate the competencies of the project manager.
3. Section Three: measures the efficiency aspects of the project success. Best Regards

Thank you in advance, for your time.

Beharu Husen

The First Section A

General Questions (To be answered by Project Managers)

Please check in the box which you believe describes you well.

1	Respondent's Age	<input type="checkbox"/> 25 – 29 <input type="checkbox"/> 30 – 39 <input type="checkbox"/> 40 – 49 <input type="checkbox"/> 50 years and older
2	Respondent's Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female
3	Respondent's position	<input type="checkbox"/> Project Manager <input type="checkbox"/> Project coordinator <input type="checkbox"/> Workers <input type="checkbox"/> Sellers
4	Respondent's education level	<input type="checkbox"/> Bachelor <input type="checkbox"/> Postgraduate diploma <input type="checkbox"/> Master Degree <input type="checkbox"/> PHD
5	Size of the project on which you have worked with the PM (based on the project's budget) - Small = less than 50k\$ - Intermediate = 50k\$ - 150k\$ - Large = 150k\$ - 300k\$ - Very Large = more than 300k\$	<input type="checkbox"/> Small <input type="checkbox"/> Intermediate <input type="checkbox"/> Large <input type="checkbox"/> Very Large
6	Overall experience as a project manager	<input type="checkbox"/> Less than 5 year <input type="checkbox"/> 5 year – 9 years <input type="checkbox"/> 10 years – 14 years <input type="checkbox"/> more than 14 years

The Second Section (Project Managers competencies)

Please check in the box which you believe describes to which degree the following statements are reflective of your project management practices (reflecting the performance in the last or current project):

g*Scale: 1-Strongly disagree, 2- Disagree, 3- Neutral, 4 – Agree, 5- Strongly Agree

No.	Skills	1	2	3	4	5
1.	The project manager communicates with their teams frequently					
2.	Encourages creative ideas					
3.	Provides direction to inspire others.					
4.	Uses creative thinking process to solve problems.					
5.	Tracks his weaknesses and strengths					
6.	Performs consistently in a range of situations under pressure and adapts behavior appropriately.					
7.	Shows personal commitment to pursuing an ethical solution to a difficult business issue or problem.					
	Knowledge					
8.	The project manager Investigates facts					
9.	Makes judgments based on reasonable assumptions, and is aware of the impact of such assumptions					
10.	The project manager sets objectives based on the overall strategic plan.					
11.	Identifies the positives and negatives of ideas					
12.	Identifies opportunities and threats, and is sensitive to stakeholder's needs					
13.	Has sound priorities for future work while being able to expect the impact of external and internal changes on the vision					
14.	Has a clear vision and imagination for the future direction of the organization					
	Attitude					
15.	Enthusiastic in communication, engages others and wins support					
16.	The project manager use mind mapping to map objectives and milestones.					
17.	Organizes all resources and coordinates them efficiently and effectively.					
18.	Communicates instructions clearly to staff with communications tailored to the audience's interests.					
19.	Willing to make decisions involving significant risk to gain a business advantage.					
20.	Knows his team members' strengths and weaknesses and encourages them to take on challenging tasks					
21.	Invests time in developing others' competencies, and invests time and effort in coaching them					

Third Section
Project Success Practice

	Cost	1	2	3	4	5
22	There were no major with- cost change requests during the project					
23	Project manager's experience helped to eliminate unnecessary resources.					
24	The project was finished on or under budget					
25	The Project decreased the cost of some activities with no effect on quality.					
	Quality					
26	The Project was handed upon the company's overall standards					
27	The project deliverables always fulfill the customer requirements					
28	The project meets its business objectives					
29	Setting alternative plans has reduced the unexpected risks possibility.					
	Time					
30	The project met most of the scheduled milestones					
31	The project was finished on time					
32	The Project boosts the employees' abilities by helping to save time.					
33	The critical tasks and delivery dates were not slipping.					

Please write your contact information if you want to receive the result of the research

Thank you for taking the time to complete this questionnaire.

APPENDIX II

Correlation and regression results

Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	attitude, skill, knowledge ^b		Enter

a. Dependent Variable: project success

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	0.882	0.876	0.88	1.077	0.876	340.01	3	21	0.001	1.806

a. Predictors: (Constant), attitude, skill, knowledge

b. Dependent Variable: success

ANOVA

Model		Sum of Square	Df	Mean Square	F	Sig.
1	Regression	1.182	3	0.394	340.01	0.001
	Residual	25.638	21	1.221		
	Total	26.820	24			

a. Dependent Variable: project success

b. Predictors: (Constant), attitude, skill, knowledge

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	Collinearity Statistics			
		B	Std. Error	Beta	T	Sig.	Tolerance	VIF
1	(Constant)	0.194	0.234		0.596	0.508		
	Skill	0.016	0.070	0.361	2.34	0.001	0.971	1.030
	Knowledge	0.065	0.071	0.463	9.21	0.002	0.992	1.008
	Attitude	0.018	0.075	0.316	2.35	0.003	0.973	1.027

a. Dependent Variable: project success

