

MAKERERE UNIVERSITY

MAKERERE UNIVERSITY BUSINESS SCHOOL

Project Manager Competence, Community Involvement,

Coordination and Effective Project Implementation;

(A STUDY OF SELECTED NON GOVERNMENTAL ORGANIZATIONS IN NORTHERN UGANDA)

A Research Report Submitted to the School of Graduate Studies in Partial

Fulfillment for the Award of Masters Degree of Business Administration

(Project Mgt. Option) Of Makerere University

PLAN A

May 2014

Declaration

I, Oguta James, declare to the best of my knowledge that this Dissertation titled “Manager competence, community involvement, coordination and effective project implementation” is my own original work and has not been published and/or presented for any other award to any other university or higher institution of learning before. Where it is indebted to the work of others, due acknowledgement has been given.

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2011/HD10/3521U

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Approval

This is to certify that this dissertation has been submitted for examination with my approval as a university supervisor.

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Date

Dr. James Kagaari

Sign

Date

Dedication

To my lovely Parents Emar Sarafino and Akullo Sylvia. I also dedicate it to my wife Cheromoi Doreen Oguta, my children, my sisters, relatives and all those who treasure education. May the Almighty bless them all.

Acknowledgement

All Glory belongs to the Most High who has not only kept me alive and active to see this work develop from scratch, but also given me the wisdom to get through challenging situations in life with much ease. I forever remain indebted to those individuals who have labored to see me leave a better life including but not limited to my mother and Cheromoi Doreen Oguta who substantially financed this study.

In a distinguished manner, I would like to acknowledge the professional guidance that I received from my supervisors; Prof. J.C Munene and Dr. James Kagaari. I pray that the Almighty rewards them abundantly.

I also wish to acknowledge the life changing guidance I received from all my class lectures especially Prof. J.C Munene for his practical experiences that transformed my attitude, and Prof. Balunywa. My discussion group members; Gumisiriza Bonny, Anyango Lillian and Cherop Luke deserve Special thanks for their cohesive abilities that eased my study. Finally, I thank my class mates for the unity and friendship they displayed. Outstanding among them included Katalamwa Richard, Katumba Lawrence, Muwaga Fred, Ameny Benard to mention but a few.

List of Abbreviations and Acronyms

ABEK-	Alternative Basic Education for Karamoja
CPCs-	Child Protection Committees
EVI-	Extremely Vulnerable Individuals
GoU-	Government of Uganda
HSM-	Holy Spirit Movement
ICRC-	International Committee of the Red Cross
IDP-	Internally Displaced Persons
KM-	Kilometers
LRA-	Lords' Resistance Army
NGO-	Non Governmental Organisation
NORAD-	Norwegian Development Agency
NRC-	Norwegian Refugee Council
ORS-	Oral rehydration salts
PMBOK-	Project Management Body of Knowledge
PWAs-	People With AIDS
PWD-	Persons With Disability
SPSS-	Statistical Package for Social Scientists
UK-	United Kingdom
UPDA-	Uganda Peoples Democratic Army
UPDF-	Uganda Peoples' Defence Forces
UWASNET-	Uganda water and Sanitation Network
VSLA-	Village Savings and Loans Associations

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Abstract

The purpose of this study was to establish the relationship between Project manager competences, Community involvement, Coordination and Effective Project Implementation of NGO projects in selected districts of Northern Uganda. It was inspired by the fact that expenditure on Non Governmental Organisations' projects in Uganda has moved up the budget list as a priority vote despite the continuous poverty as a result of poor performance of these projects. The study adopted a cross sectional design. Since the study intended to test rather than generate theory, it adopted a quantitative approach. It involved descriptive and analytical research designs. The study targeted (135) Non Governmental projects in Northern Uganda. Simple random sampling was used. The data collected was edited for incompleteness and inconsistency to ensure correctness of the information given by the respondents, through pretesting and adjustments by the two research supervisors. Variables were coded and Statistical package for social scientists (SPSS) was used for data entry and analysis. Findings showed that there were significant positive relationships between Project Manager Competence, Community involvement, coordination and effective project implementation ($r = 0.70, p \leq 0.01, r = 0.41, p \leq 0.01$ & $r = 0.57, p \leq 0.01$) respectively. It was concluded that manager competencies, community involvement and coordination are pre-requisites for effective implementation of NGO projects in Northern Uganda and that manager competence is a better predictor of effective implementation of NGO projects than community involvement, and coordination. It was recommended that for NGOs to improve implementation of their projects, manager competence, community involvement, and coordination needs to be enhanced through training of managers and effective involvement of the communities. This in turn will enhance coordination and acceptance from the community which will lead to effective project implementation.

CHAPTER ONE

Background to the study

There has been a rapid rise of both indigenous and international NGOs in Uganda since 1986 (Kwesiga and Ratter, 1993). NGO projects are those that aim at improving the living conditions of people in the various communities where they operate by providing religious, educational, literary, agricultural, social or charitable support. Despite these numerous support projects, the results from the National Household Survey (2005/2006) show that the Northern Uganda Region still has the highest share of its population living in poverty estimated at 61 per cent compared to the National Poverty Headcount of 31 per cent. According to Lawson et. al. (2004), almost one-third of chronically poor households in Uganda reside in the North (2 in every 5 households are chronically poor). The persistence of poverty in Northern Uganda is to some extent attributed to the failure to implement projects aimed at reducing poverty, (Freeman et.al. 2010).

Effectively implemented projects according to Pinto and Slevin (1987), includes those projects that are implemented as per the schedule, implemented within budget estimates, and achieves basically all the goals originally set for it and is accepted and used by the clients for whom the project is intended. Shenhar et al (2001), also allude to this statement by saying projects are expected to be completed according to agreed budget, on time, to perform as expected and satisfy the customers' needs. Ofori et al. (2007), however, maintain that organizations have failed to implement projects to the satisfaction of the society. The ineffective implementation of the NGOs projects could be attributed to poor manager competencies leading to delays in project implementation. For example, the implementation of USAID-Support project in Apac district for the year 2008/9 was poor.

The reason for the ineffective implementation of this project as per the End-of-Project Evaluation of the Capacity Project report prepared for USAID by Freeman et.al. (2010), was partly due to manager incompetence. This resulted to poor allocation of drugs where there would be more drugs in some centers, while in others scarcity existed. Ineffective implementation of NGO projects can also be attributed to lack of community involvement leading to low commitment thus poor performance of NGO projects. In the case of USAID-Supported projects in Apac, the communities disowned the projects by not providing the necessary resources.

Ineffective implementation of the USAID- supported project in Apac was also attributed to poor coordination of project activities for example, differences in strategic orientation and working approaches existed, also other treatment centers had excess supply of drugs while in others scarcity of drugs was a common phenomenon and this affected the services provided in those centers. The following according to Hassoin, L. (2009), are the results of poor project coordination; Vision and goal not well defined, customers and end-users are not engaged during the project, lack of accountability, insufficient team skills, failure to manage risk, scope changes, communication deficit and unrealistic deadlines. Lyer & Jha (2005), also allude to this statement by stating that poor coordination adversely affects implementation of projects.

Statement of the problem

Despite the quest for effective implementation of projects, many Non-Governmental organizations' projects in Northern Uganda have continuously experienced time overrun, budget overrun, unmet end product specifications, unmet customer needs and requirements and unmet management objectives (Auditor general's report, 2008). The high failure rate in Non-Governmental Organisations' projects could be due to poor manager competencies (Scott-Young & Samson, 2004), lack of community involvement and poor coordination of the various activities.

Purpose of the study

This study established the relationships between project manager competencies, community involvement, Coordination and effective project implementation amongst Non-governmental Organizations.

Objectives of the study

- To examine the relationship between project manager competencies and effective project implementation.
- To examine the relationship between community involvement and effective project implementation.
- To examine the relationship between coordination and effective project implementation.

Research Hypothesis

H01 There is a relationship between project manager competencies and effective project implementation.

H02 There is a relationship between community involvement and effective project implementation.

H03 There is a significant relationship between coordination and effective project implementation.

Significance of the study

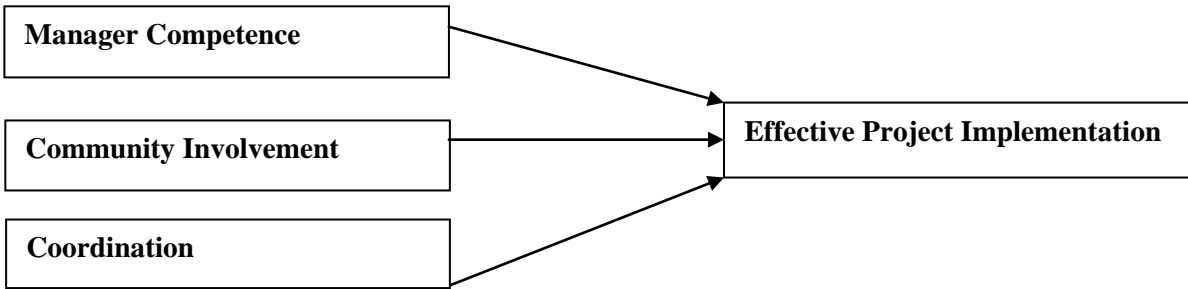
- The study will make practitioners find new ways to increase effectiveness of Non Governmental Organisations.
- Researchers and students in this field will find new models of understanding how manager competences, community involvement and coordination influence implementation of Non-Governmental Organizations globally and especially in Northern Uganda, thereby contributing to the body of knowledge and existing literature for further researchers with interest in Non-governmental Organizations.
- Advance generation of more information on the other aspects of project manager competence, community involvement and coordination and identify which specific elements of these variables actually influence implementation so that specific policy, strategic and tactical actions are put in place by Non-Governmental Organizations, researchers and practitioners to enhance implementation of Non-Governmental projects.
- Benefit managers and practitioners of Non-governmental Organizations in being able to design appropriate policies, strategies and operational tactics.

Scope of the study

Theoretical scope: The study focused on project manager competencies, community involvement and coordination, as the independent variables and effective project implementation as a dependent variable.

Geographical scope: The study focused on Non Governmental organizations located in Northern Uganda.

Conceptual framework



Source: Literature (Beardwell & Holden's (2001), and CHAN Wai Kuen (2007)).

Description of the Conceptual framework

From the above conceptual framework, it can be argued that the three independent variables (project manager competence, community involvement and coordination) correlate directly with effective implementation of NGO projects. This is so because competences in form of knowledge, skills, experience, behaviours and attitude enables individuals to meet implementation expectations. This is congruent with Schmid & Adams (2008), acknowledgment that the success of a project hinges on the ability of the project manager to ensure timely delivery, adherence to budget constraints, managing scope, quality specifications and meeting of stakeholder expectations. As evidenced by Brett (2005), community involvement contributes to project success during all phases of the project, especially the planning and design phases. To him community involvement in the project would impart ownership of the project to the community by ensuring the availability of the needed resources for the project implementation.

According to Akrani (2011), coordination leads to unity of action and is the essence of management because it affects all functions of management namely, organizing, planning, staffing, controlling, communication and leading, which at the end results to effective implementation of given projects. It can therefore be concluded that, other factors notwithstanding, effective project implementation is dependent on project manager competence, community involvement and coordination.

Profile of NGOs - Northern Uganda:

The Northern Uganda region comprises the West Nile in the North West; Acholi and Lango in North Central; and Karamoja, Teso and Elgon areas in the North East. Barr et, al. (2005) maintains that the region is underdeveloped, with poorly developed social and economic infrastructure and poor development indicators compared to the south. Under-development in Northern Uganda has been attributed to the policies of both the colonial and successive post-colonial administrations. In addition to economic marginalization, there are cultural, linguistic, and ethnic differences between Northern and Southern Uganda (Norad 2009). Northern Uganda has been riddled with conflicts. The conflicts are at various levels and are composed of interlocking struggles. There are the regional North-South conflicts, ethnic conflicts, as well as intra-ethnic tensions. The regional North-South disparity, together with politicization and militarization of ethnicity underpins the conflicts that have bedeviled the region in the last two decades (Norad 2009).

The most significant conflict is the one in the North Central sub-region. This conflict is linked to the failure to achieve national integration (Norad, 2009). It has manifested itself in the conflict between the Government of Uganda (GoU) and successive rebel groups including the Uganda Peoples Democratic Army (UPDA), Holy Spirit Movement (HSM), and the Lord's Resistance Army (LRA). The latter has been the most prominent. For more than 22 years now, the Acholi community has been affected by conflict and humanitarian crises with spill-over effects in the neighboring communities of Lango, West Nile, and Teso. Karamoja, which lies in the North East sub-region, has also been afflicted by conflicts and lack of effective state presence to deal with them (Norad 2009). These conflicts are cattle rustling and competition for scarce resources such as water and pasture.

Insecurity in Karamoja has been exacerbated by the proliferation of small arms and light weapons and cross border raids by pastoral communities from Sudan and Kenya. Evaluation Report (3/2009), for Evaluation Department of Norwegian Agency for Development Cooperation states that the conflict in the North Central sub-region has been marked by abduction and recruitment of children, sexual and gender based violence, mutilation, torture, violent rituals, and forcible involvement in killing, which all have been used as means of waging

war. The conflict and government's policy of forced relocation of the population into camps has defined the context of interventions by international actors and their partners.

Children and women represented 80 percent of IDP. The massive displacement and overcrowding in the camps added to the insecurity, created a humanitarian crisis in Northern Uganda with large sections of the population unable to access basic health care, safe water, primary education, protection and shelter. Abia (2010) argues that, Northern Uganda has also been pervaded by the problems of weak or collapsed governmental authority and social and economic infrastructure. Poverty is widespread, with an estimated 66 per cent of the population living below the poverty line, compared to a national average of 38 per cent. Malnutrition, under-nourishment, the threats of infectious diseases are endemic; and mortality rate is well above emergency thresholds (Peace Recovery and Development Plan for Northern Uganda, September 2007).

The context is defined by failure of the government to provide protection to the population and that does not tolerate any criticism of its failure to do so. While improvement in the security situation following progressive negotiations between the government of Uganda and the Lord's Resistance Army rebels have seen a gradual return of camp-based communities to original homesteads, one of the biggest problems in the return sites is lack of utilities and resettlement inputs in addition to fear of unexploded ordinances (Norad 2009). This situation has made some people to remain within the main camps. Likewise, the socio-political context in the North East sub-region of Karamoja is defined by insecurity, lack of effective state presence, nomadic pastoralism, cattle rustling, and drought (Gariyo 2002). In Karamoja, low-intensity conflict associated with cattle raiding has been an enduring aspect of life. However, access to small arms and light weapons from Moroto military barracks after the fall of the government of the late Idi Amin in 1979, transformed the dynamics of cattle rustling and pastoral conflicts, making them more deadly and devastating. The context has also been defined by failed disarmament exercises and gross violations of human rights particularly in parts of Kotido, Kaabong and Abim districts, which continue to witness, armed confrontations between the UPDF and Karimojong warriors Norad (2009).

In response to the poor socio-economic indicators and the humanitarian crisis in Northern Uganda, a number of NGOs have been attracted to contribute to improvement of life in the region. These include among others the following; Caritas, CARE, Médecins Sans Frontières, Save the Children Norway, Norwegian Red Cross, Norwegian Refugee Council, Children of the Nation Uganda, Saving Grace In Uganda, Art for Children Uganda, Zion Faith International, Devine Waters, ADINA Foundation, Fredish Rehabilitation Center, Concerned Parents Association, Obaya Community, World In Need and others.

Theoretical Framework of NGOs

Gariyo (2002) put forward the public goods theory which states that NGOs exist to satisfy the residual unsatisfied demand for public goods in society as the state tends to provide public goods only at the level that satisfies the average voter. Where a significant minority wants a kind or a level of public goods for which the majority support is lacking, the government cannot help, and NGOs step in to fill the gap. Where some parts of the population may want more public goods than the government is willing to provide, they then organise themselves, demanding more social services for their particular group, organising their own community schools, or mobilizing local people for a collective campaign of some sort.

The World Bank (2000) similarly observed that a comprehensive strategy of development is simply too demanding for any one level or area of government or for a single donor to adequately address and hence the NGOs come in as an important constituent of the civil society sector. World Bank (2000) describes NGO's as organisations which aim to promote social and economic change. Non-governmental organisations are referred to as third sector organizations which exist to fulfill a number of functions in areas which tend to be neglected by the public sectors. Declining in public sector or governmental provision of services in some countries influenced the establishment of NGO's to play an increasingly influential role in a variety of activities which impact upon the lives of many people. Gariyo (2002), alludes to the fact that NGO activity extends to lobbying private and public sector organisations which includes governments and other regulators. The role of NGOs in relation to development theories are the impact of these organisations in social and economic context.

NGO activities in Northern Uganda:

Literature has indicated that there are a number of activities done by international NGOs in Uganda depending on their classifications. The term NGO is very broad and encompasses many different types of organizations. In the field of development, NGOs range from large, Northern-based charities such as CARE, Oxfam and World Vision to community-based self-help groups. They also include research institutes, churches, professional associations and lobby groups. The typology the World Bank uses divides them into Operational and Advocacy (Gariyo 2002). The activities carried out by the NGOs in Uganda include among others the following;

Water and Sanitation

According to the report by UWASNET secretariat (2008/2009) a total of 105,900 boreholes were constructed in Northern Uganda. NGOs concerned with this sought to improve sanitation and hygiene of the populace through increased access to safe water, basic sanitation and hygiene. This is done through undertaking activities such as drilling new boreholes and repairing existing water facilities in selected locations, supporting construction of latrines and refuse pits as well as conducting hygiene-awareness sessions to change community attitudes and behaviours on hygiene practices.

Education

Education comprised three key components namely; basic education, youth education and teacher education and training. NGOs concerned with education provide children and youth with access to quality education, provide teachers and school personnel with training on sound pedagogy with a focus on child centred approaches supporting the psychosocial development of children, respond rapidly to emergency education needs in terms of material, training, infrastructure, life-saving messages, and advocacy, they ensure that learning environments are safe and secure through the rehabilitation/construction of school structures, encourage and support parental/community involvement in education, they advocate and support inclusive and specialized education for disabled, vulnerable and at-risk children and youth. The basic education component targeted all children in the 6 – 14 age groups who are currently not going to, or falling out of school, including those with special needs. The youth education component targeted formerly abducted children and others in the age group 14 – 24, with special

consideration made for child mothers. The teacher education and training component targeted all teachers. They also provided support to vulnerable individuals and provided school infrastructure as its two core components.

Food security and Livelihoods

This has agriculture, environmental conservation and income generation activities as its key components. The intention is to improve household food security and livelihoods of persons affected by displacement. For the case of Norwegian relief programme, it targeted a total of 7000 households with a shift in targeting from extremely vulnerable individuals to needs based approach.

The Child Protection

The NGOs concerned with this aimed to promote care and protection of children affected by armed conflict (especially in Pader district and Lango). Similarly, the target beneficiaries of activities under this intervention were children, while other beneficiaries include duty bearers at the various levels such as the police, community service departments and family/children's courts.

Economic Activities

Kwesiga and Ratter (1993), urges that NGOs either international or national are involved in various activities to assist communities with improving their economic status. Some of these economic benefits are direct, and others are indirect. Direct benefits evolve around employments at the NGOs administrations; others are in terms of small loan schemes. Community members, especially women, are sensitized on possible income generating ventures, provided with information on costing and savings, and then given small loans. NGOs are promoting venture involvement in handicrafts, poultry and livestock farming and running of retail shops. Some women have been involved in planting and selling agricultural products including timber after receiving loans from NGOs. Indirect economic benefits have also come about because of NGOs activities. For instance, youths earn a living by transporting people to and from the health unit (boda boda cyclists) when a health care is put in place.

Agricultural/environmental Activities

Some NGOs are involved in environmental protection activities, especially tree planting of fast growing trees such as eucalyptus. The timber is subsequently sold and the proceeds shared or used by members in the construction of their own homes.

Infrastructure Development

Several NGOs have been involved in the construction of schools and health units, as is the case of Action AID. These NGOs provide some construction materials (especially corrugated iron sheets, cement and transport for materials), while the communities provide sand and labor. In some situations, the community also provides the land on which the buildings are erected.

General Health Services

Report by UNOCHA (2004) on Uganda Humanitarian Update indicates a total of 1,407,976 people had benefited from the health services provided by the different NGOs in Northern Uganda by the year 2004. In Northern Uganda, NGOs have responded to the humanitarian situation through provision of emergency health care services (Norad 2009). Most activities of NGOs are geared towards supporting communities affected by armed conflict, sudden epidemics as well as natural and man-made disasters. For example MSF Norway supported disadvantaged communities that were in one way or another deemed to be inaccessible to main health care services in the sub-region (UNOCHA 2004). Their main project objectives were: Improved health status of IDPs by access to free preventive and curative health care in IDP camps, reduction of morbidity and mortality related to malaria, reduction of morbidity and mortality related to tuberculosis and HIV/AIDS, improved nutritional status of malnourished children in IDP camps, improved mental health status of the IDP population, improved quantity and quality of water per person and improved access to sanitation services, reduction of morbidity and mortality related to emergencies (outbreaks of cholera, measles, meningitis, etc). Some NGOs have further enhanced physical access through the construction of NGO health units and stocking these with drugs (Norad 2009). Literature reviewed highlights a number of health related activities done by NGOs which includes:-

Maternal and Child Health Services

At these units, family planning services are provided and high-risk patients are screened for referral. Also provided are immunization and health education services, education on nutrition

for mothers and their children, personal and domestic hygiene, water and sanitation activities and control of diarrheal diseases through the preparation of oral rehydration salts (ORS).

AIDS Activities

NGOs are involved in various AIDS activities, including preventive education on HIV transmission, provision of condoms, care of People With AIDS (PWAs) (treatment, counseling and home visits) as well as support to AIDS orphans.

Achievements of NGOs in Northern Uganda

Notwithstanding the rather difficult situation in which NGOs in Northern Uganda are operating, the interventions of NGOs brought about a number of short and medium-term changes at individual or target group (micro) level and at community (meso) level. National Household survey (2006), stated that micro level, interventions related to agriculture, food security and livelihoods contributed through training, provision of agricultural inputs and technical support to: enhancing the self-esteem and confidence of group members; improving food security in the households; and improving quality of livestock. For example, the introduction of energy saving stoves contributed significantly to easing the burden of collecting firewood by women and girls in Nebbi district and Amuru district (Norad 2009).

Through infrastructure development and training of teachers, education interventions contributed to: increasing enrolment rates, and retention of children, especially girls in schools, and in the case of Karamoja within the Alternative Basic Education for Karamoja (ABEK) catchments areas: creation of a child-friendly learning environment; and improved retention of teachers in schools.

Village Savings and Loans Associations (VSLA) programme activities in Gulu, Amuru, and Pader districts also contributed to enhancing members' self esteem and confidence (Norad 2009). According to (Norad 2009), a total of 57,119 people in the three districts of Gulu, Amuru and Pader had benefited from the village saving scheme. Members have also made savings, which has contributed to the ability to meet education requirements for their children, attainment of a reasonably balanced diet and accessibility to health care services, hence an improvement in their quality of life. It is however presumptive to surmise that these outcomes could outlive the current arrangements camp: the proximity and confluence of people within the camp is an opportunity

which might not be replicated in the return areas, especially in people's original homes where homesteads are far from each other (Norad 2009).

Child Protection activities contributed to increasing the levels of awareness by children in terms of demanding for their rights; increasing children's participation in decision-making and increasing children's level of confidence in terms of advocating for issues affecting their welfare. The child protection interventions have also contributed to improving the relationship between children and their parents, teachers and the general community. The potentials of these structures to remain effective beyond direct support from the NGOs is great if local governments increase funding and supervisory support to such structures as the Child Protection Committees (CPCs).

It is also important to point out that community and organisational (meso) level outcomes have been registered by the NGOs in Northern Uganda and include: a reduction in stigma against persons who are HIV/AIDS positive, where, unlike before, HIV/AIDS positive persons are now increasingly accepted and supported in the communities, and they are also coming out in the open to participate in awareness raising campaigns.

The attitude of the community towards Extremely Vulnerable Individuals (EVIs) such as the very elderly and Persons With Disability (PWD) has been changed as a result of a host of interventions such as the Norwegian Refugee Council (NRC) Shelter Project, with more community members now participating in ensuring the welfare of EVIs.

Literature reviewed also showed that the involvement of women in NGO activities has empowered them on both economic and social fronts (National Household survey 2006). Women as a group have had significant improvements in their economic status through proper utilization of grants for IGAs. Women who are able to earn a living from such IGAs are not only able to improve the standard of living in their families, but they have also become less economically dependent on their husbands. Economic empowerment also improves the awareness and assertiveness of women who end up earning an income. By targeting marginalized groups, especially women, NGOs give them a greater opportunity and role to participate in development activities. There are also increased opportunities for capacity building and skills development.

Case of Abeja - Lira

I am a customarily married 39-year-old woman, who dropped out of education in primary 5. I got married at 18 years and I have 9 children. My husband and I were farmers, and we used to do both garden work and taking care of animals, we had about 9 cows and 21 goats at that time and it is through these activities that we were able to take care of our children and also send them to school.

After 32 years of happiness, my life changed due to the war. My son was captured and I have never seen him to date. My husband developed mental problems due to the torture by the rebels. We lived in Obim camp as (it was) the safest place. I did nothing for a living and survived from World Food Programme aid. I returned to an empty home in 2006 due to the unbearable camp life and the relative peace in the village. We engaged in farming and invested the savings in brewing. The war has changed everything in my life. I used not to brew alcohol and had never thought of such but I had no alternative. I am the husband and wife of this home. Look, my husband is like a baby, he does nothing because he cannot even think for himself. I have just joined a women's group. I have also been attending training conducted by the Church of Uganda on modern farming methods. Other women have got loans for their businesses but I am unable to acquire a loan because I have to remain at home caring for my mentally-disturbed husband. I have a heavy burden of catering for the children, especially their education and my husband's mental condition.

Challenges facing NGO Activities

A massive corruption scandal in the Office of the Prime Minister - responsible for the PRDP - resulted in the suspension of direct aid to the Ugandan government by major donors, including the UK and Ireland (Tino 2008). Experts say this will impact some programmes in the region. Tino (2012), argues that many of the early recovery projects are targeting areas that were not affected by the 20-year war between the government and the LRA. According to Tino (2008), most of the early recovery programmes developed for northern Uganda have been the best transformative tools produced, but they are flawed because of skewed implementation and its extension to cover areas outside northern Uganda, beyond the conflict-affected places like Mbale, Masindi District. Norad (2009), cited problems like land conflicts among resettled communities - particularly those displaced in camps for long periods - as well as poor roads, inadequate health services and schools, and the failure to provide the rural population with

required agricultural and livelihood support as major obstacles to recovery. The devastations are still very visible on the faces of the population because the real problem that affects their well-being is not being addressed (Tino 2008).

Security remains a challenge, creating a state of uncertainty among both the international humanitarian/development actors and the communities. For instance, the international actors are faced with a question whether to go ahead and plan for the long-term development interventions or continue considering the situation as an “emergency” (Norad 2009). Thus, while the government is talking about “recovery and development,” the line between the current situation on the ground and “emergency situation” remains thin and there are no clear answers yet as to how this should be approached. Accordingly, this continues to pose serious challenges to development planning in the region.

Serious lack of government services in some of the communities where the NGOs were operational was another challenge presented by the implementation context (Freeman et, al., 2010). Overall, it can be said that the context of interventions by the NGOs in Northern Uganda has been a mixed one, involving challenges and opportunities. Despite the reduction in hostilities between the government forces and the LRA rebels, uncertainties remain due to the continued failure by LRA to sign a comprehensive peace agreement with the Government of Uganda and the recent offensive against the rebels in the Democratic Republic of the Congo. Moreover, the local governments in the intervention area exhibits a myriad of institutional weaknesses and are poorly resourced to deliver on their official mandates.

This raises problems of sustainability of the interventions (Norad 2009). Often NGOs do not fully involve the communities in planning, implementation and monitoring of activities. This leads to lack of ownership of the NGO activities by the community since the community and NGO's plans do not tally. The community is not fully assimilated in some of these projects. People are hesitant and fear that these NGOs are self-seeking and have their own agenda and objectives. NGO's plans often overrule the community needs, even before community request for something or even need it; they find when the NGOs have already given it to them.

Inadequate Funding of NGO Activities and Dependence on External Donor Funding; Some of the NGO activities are not carried out as expected due to inadequate funding. This arises from delayed funds, less than expected release of funds from donors, or the absence of alternative donor sources (Freeman et al., 2010). These financial problems arise from poor planning of activities and, therefore, inadequate support from both the communities and other agencies in the region. Despite the Humanitarian agencies and the civil society in Uganda having the will to engage the state and the perpetrators of the conflict in the north; the weakness of the civil society in particular is one limitation which constrains the effectiveness of NGOs (Freeman et. al., 2010).

In the IDPs, access to land for agricultural cultivation was limited to a radius of 3 to 5 Kilometers (KMs) from the camps. Even general food distribution was adversely affected by insecurity. NRC food had to depend on military escorts to deliver food to camps. This restricted access to some camps and increased the cost of operation (Freeman et. al., 2010).

There were also raids by LRA rebels on camps, which deprived beneficiaries of food. Likewise, ABEK programme of SCN/SCIUG in Karamoja has also been constrained by insecurity especially inter-clan raids. This disrupted some evening classes and affected attendance.

Weak or collapsed governmental authority at the local level has also constrained implementation of many programmes (Norad 2009). The ineffectiveness of local Government structures has constrained camp management activities, especially in Kitgum district, at a time when NRC is expected to hand over camp management to the district local government (Norad 2009). Weak capacity at the local government level has also undermined ICRC support to Kitgum government hospital. For instance, ICRC constructed a pharmacy in the hospital, but this pharmacy was not in operation when the evaluation team visited the district.

Sensitivity of the government to engagement by NGOs in protection activities especially criticism of its failure to provide protection to the population, has led NGOs to limit the scope of their interventions to basic humanitarian assistance. There is lack of adequate staff, equipment and supplies to run the NGO activities. This reportedly results in creating little or no impact on the intended beneficiaries

CHAPTER TWO

Literature Review

Introduction

This chapter presents a review of the existing scholarly literature on Project manager competencies, community involvement, coordination and their relationship with effective project implementation. While acknowledging the works of earlier researchers, the review brings out gaps that require redress.

Project Manager Competences and effective project implementation.

Competence refers to effective performance within a domain/context at different levels of proficiency (Cheetam and Chivers, 2005). Turner and Müller (2005), argue that the project manager competence should be taken into account when assigning a project manager to a project. The fact that manager competence is crucial for project success has been echoed by scholars like Dvir et al. (2006), who agrees with the above fact by indicating that manager competence is important in the project implementation. In a research carried out by Müller and Turner (2010), it was found that; manager competences correlate directly with project success measures especially, competences in managing project resources.

Khang and Moe (2008), found that the critical success factor for project implementation is the project manager competence in the planning of the project activities and how resources will be utilized. This is in line with Kearns (2007), who examined the impact of project planning on projects. He found out that planning is vital for the successful implementation of projects. In a study by Hyvari (2006), it was found out that there is a positive correlation between manager competence and performance. They aver that manager skills, knowledge and abilities are important competences that are needed for successful implementation of projects.

On the question of what managerial competences are perceived to be important for effective project implementation?, a study by Hyvari (2006), revealed that effective communication competence ranked highest while competences related to technical and conceptual skills ranked lowest. Studies of successful project managers identified success factors, as the ability to manage people, stress, and communications (Sumner, et al., 2006). The applicability of the transformational leadership model developed by Bass & Avolio (1997), was tested by Thite

(1999), and his findings revealed that the more successful project managers exhibited greater degree of leadership behavior than did less successful project managers. The application of leadership as a critical success factor assumes added significance because the nature of project teams is typified by role conflict and role ambiguity. These factors make the challenge of managing project teams rather substantial (Sumner, et al. 2006).

Successful project outcomes result from a project manager delivering quality outputs in time through the efficient utilization of allocated resources for a project (Besner, & Hobbs, 2006). The success of a project hinges on the ability of the project manager to ensure timely delivery, adhere to budget constraints, manage scope and quality specifications (Schmid & Adams, 2008), and meet stakeholder expectations (Project Management Institute, 2008). The project manager must display the requisite leadership skills that are essential for the implementation of a successful project, in addition to having the requisite skills to guide a project team through the various phases and project cycles (Gehring, 2007). The project manager's ability to successfully lead a team and achieve goals is and will always be critical to the success of a project (Hyvari, 2006). Project managers use management skills such as defining problems, planning work, allocating resources, and controlling tasks.

However, these skills are inadequate for building the human relations skills of, encouraging innovation, and empowering the project team to perform creatively and effectively throughout the project (Schmid & Adams, 2008). Hyvari (2006), found out that there was an agreement among researchers that the most important cause of project success or good performance was managerial competence. Cleland (2004), cited the following as reasons for effective project implementation; effective planning, appropriate organizational design, well defined and delegated authority and responsibility, efficient systems for monitoring, evaluating and controlling the use of resources on the project and effective contingency planning all of which are attributed to project manager competence.

According to Müller & Tunner (2005), project managers should not be given tasks of which they are not competent at, but instead they should be given further training and development in those areas where they show incompetence so as to gain sufficient practical experience prior to another assignment. Müller & Tunner (2005), also recommended that, where staffs are not yet competent

when undertaking project work, they should be supervised by a currently competent person. The supervisor should control the activities undertaken, check that the activity has either been carried out correctly or ensure that any necessary corrective action is taken, and take overall responsibility for the work.

Thompson et al., (2000) assert that project manager competences is reflected in his ability to negotiate, advocate, explain, connect, prove and convince the different stakeholders and assure them of the added value of trying something new. The effective project manager will never stick to one version of her 'truth'. Truth is contextual and can be sold in different ways to different stakeholders. Particularly when the project manager already has access to resources that would support his specification of alternatives, windows of opportunity may more readily be opened.

A project's success is, in part, contingent on effectively managing the constraints of time, costs, and performance expectations. In order to achieve this it is essential that the project manager possess and display appropriate leadership skills (Cleland, 2004; & Sumner, et al., 2006) as sited in Hyvari, (2006). By applying the appropriate leadership attributes such as balance, proficiency, persistence, sound decision making, imagination, vision, values, integrity, trust, and sincerity a project manager could direct projects effectively and efficiently (Schmid & Adams, 2008).

Schmid & Adams (2008) indicated that an effective project manager motivates the project team towards achieving the desired outcome of a project. Schmid & Adams (2008) purported that a project manager should be recognized as a leader not only by the project team but also by everyone involved in the process, inclusive of clients and the organization. In striving for this recognition, the project manager is required to keep the spotlight on the vision, inspire the team, promote teamwork and collaboration, champion the project, and remove obstacles to progress (Schmid & Adams, 2008). Thite (1999), suggested that the project manager as a leader needs to fulfill the following requirements: determination of the organization's purpose or vision, the exploitation or maintenance of core competencies, development of human capital, sustaining an effective organizational culture, emphasize ethical practices, establish balanced organizational controls, and provide mechanism to transfer knowledge across all parts in the project. A basic ingredient of project management skills is the degree of influence and leadership that the project manager has over the project team (Cheetham 2005). The available literature suggests that project management competences are broad and multifarious.

Schmid & Adams (2008) identified some of the requisite project leadership skills as building relationships and communication, adaptability to change initiative, resolving conflict, leading the project team, managing corporate culture, credibility and responsibility, motivating, and commitment to project objectives. In contrast (Gehring 2007), categorized the required skills of project managers as communication, organization, team building, leadership, coping, and technological skills. Cheetham (2005), asserted that the categories embodied a wide range of abilities linked to the inherent characteristics of the project management role, such as working under defined time and resource constraints and achieving unique outcomes. In summary, the role of a project manager is one of prioritizing and ensuring that diversions from the established objectives are avoided (Gehring, 2007). A project's success is, in part, contingent on effectively managing the constraints of time, costs, and performance expectations. In order to achieve this it is essential that the project manager possess and display appropriate leadership skills (Hyvari 2006). By applying the appropriate leadership attributes such as balance, proficiency, persistence, sound decision making, imagination, vision, values, integrity, trust, and sincerity a project manager could direct projects effectively and efficiently (Gehring 2007).

Project managers are accustomed to organized, predictable, logical, well-structured, detailed, and standardized environment governed by objective rules and controllable variables (Cheetham 2005). In contrast, projects tend to be characterized by crisis, uncertainty, and suspense, which combine to test the ability and performance of the project managers in coordinating and controlling a diverse selection of functional specialists, over which they may have little direct authority (Gehring 2007). These contrasting positions could make effective leadership one of the most challenging areas to apply in project management (Cheetham, 2005).

Project performance is often less a matter of understanding the constraints of the project and more a function of the personal skills and capabilities of the potential leaders available, (Lyer et al., 2005). The project management literature has often ignored the importance of leadership, while ascribing importance to project management software tools, management processes and assorted "best practices" (Sumner, et al., 2006). In addition project managers have traditionally emphasized technical knowledge and skills as the key ingredients in managing projects (Gehring, 2007). The growing importance of the organizational and human factors of project management, however, makes the requirement of leadership skills essential for the effective management of projects (Sumner, et al., 2006).

Staffing and assigning appropriately skilled project resources present some of the most challenging areas within which to employ effective project management techniques (Cheetham, 2005). Real estate project managers, for example, have to combine technical knowledge and expertise with behaviors that engender effective multi-organizational teamwork and communication if successful outcomes are to be achieved (Turner & Muller, 2003). Cheetham (2005) supports this position by pointing out that projects require process leaders, as projects are primarily an exercise in dealing with other people using the key skills that are best portrayed through leadership, organization, and communications.

The Project Management Institute (2008) identified development and management of the project team as core aspects of the human resource management competency in project management. Project teams consist of individuals from previously loosely coupled areas in an organization brought together to perform complex or specialized tasks of a multidisciplinary nature (Khang, 2008). The short-term interaction of projects presents one of the greatest challenges to individuals managing performance within it (Turner & Muller, 2003).

Projects involve undertaking a range of work activities for a finite period with one or more defined objectives (Turner and Muller 2003). Added to this is a project setting characterized by groups of individuals working together for short periods of time before being disbanded and redeployed elsewhere within the organization (Irja, 2006). Irja, (2006), pointed out that many projects are experiencing limited abilities in meeting the demands of capital programs due to the limited skills of their human resources, he also makes mention of the fact that resources level in project management is more acute than most other disciplines. The allocation of human resources in the execution of projects is usually made according to the experience and intuition of project managers. Successful negotiation for project staff assignments is oftentimes dependent on the leadership qualities of project managers and their ability to ensure that the project receives appropriately competent staff in the required time frame (Khang, 2008).

Lyer et al. (2005), suggest that as the contents of the projects become more complex and the required abilities to carry them out more diversified, there is an increasing need for logical support systems to assist decision makers when seeking the best possible deployment of the human resources. Lyer et al., (2005), recommends a predictive tool designed on a competencies approach that will help to identify selection techniques or psychometrics that are likely to result

in useful evidence for the job role being undertaken. To Tino, et al. (2008), the roles of project management tools are not only to help the project execute as planned but also to support learning by providing a mechanism for planning, communicating expectations, and recognizing the deviations or successes of a project. According to Tino et al. (2008), planning tools provide the original baseline from which actual results are compared. The planning tools facilitate learning-by-doing, by providing the explicit definition of the goals and expectations or understanding of the project.

Community involvement and effective project implementation

From a systems perspective, a community is similar to a living creature, comprising different parts that represent specialized functions, activities, or interests, each operating within specific boundaries to meet community needs. For the community to function well, each part has to effectively carry out its role in relation to the whole organism. A healthy community has well-connected, interdependent sectors that share responsibility for recognizing and resolving problems and enhancing its well-being. Individuals have their own sense of community membership that is beyond the definitions of community applied by researchers and engagement leaders. Individual sense of membership can change over time and may affect their participation in community activities (Minkler et al, 2004).

Miller& Shinn (2005), defines community involvement as the process of working collaboratively with and through groups of people affiliated by geographic proximity, special interest, or similar situations to address issues affecting the well-being of those people. It often involves partnerships and coalitions that help mobilize resources and influence systems, change relationships among partners, and serve as catalysts for changing policies, programs, and practices. Brett (2005), asserts that the main factor contributing to project success is community involvement during all phases of the project, especially the planning and design phases. To him community involvement in the project would impart ownership of the project to the community by ensuring the availability of the needed resources for the project implementation. According to Nangoli (2010), it was found out that, when the societies within which Non-governmental organizations operates are in support of its projects, the organization incurs lower cost on implementation of such projects.

This could be in terms of the locals availing some free labour during implementation. It could be in form of having locals actively pass on the information to other locals at no cost. In Northern Uganda, the successful implementation of Action Aid projects was partly attributed to community involvement. The community participated in these projects by provision of resources such as; land, bricks, sand, hardcore and labour (Action Aid Report on performance, 2010). Ntayi et. al. (2010), argues that collaborations (that are characteristic of social networks) improve performance through enabled resource acquisition. This implies that Project teams can cheaply source new and vital information through collaborations with the community (Rosenthal, 2007). Brett (2005), however, contends that failure to adequately involve the community can cause considerable delays as a result of community reluctance or outright opposition to the project. Chavez et. al. (2007), argues that limited success of many projects is due to the communication gap between the local communities and the project planners. To Chavez et. al. (2007), community involvement should include a complete and total transfer of information from all of the parties involved to ensure that tradeoffs are adequately explained and decisions can be made based on the fullest possible set of data available at the time.

Culture shapes the process of community involvement, and effective involvement requires an understanding of culture (Blumenthal et al, 2004; Dévieux et al, 2005; Silka et al, 2008). To achieve successful collaboration with a community, all parties involved need to strive to understand the point of view of “insiders,” whether they are members of a neighborhood, religious institution, health practice, community organization, or public health agency. Key to developing such understanding is recognizing one’s own culture and how it shapes one’s beliefs and understanding (Airhihenbuwa, 2007; Hahn, 1999; Harrell et al, 2006; Kleinman, 1980; Minkler, 2004).

For example, community-engaged programs and research often involve people from universities or health institutions working with community groups in areas labeled “low income” or “at risk.” Acknowledging diversity in background, experience, culture, income, and education and examining how society produces privilege, racism, and inequalities in power should be central to the process of community engagement. Such an approach can help partners better understand and address the roots of issues and guard against reproducing repressive patterns within their

partnerships (Chávez et al, 2008; Chavez et al, 2007; Jones et al, 2000; Krieger et al, 1999; Yonas et al, 2006).

Community engagement requires participation of community members in projects that address their issues. Meaningful community participation extends beyond physical involvement to include generation of ideas, contributions to decision making, and sharing of responsibility. Among the factors that motivate people to participate want to play an active role in bettering their own lives, fulfilling social or religious obligations, feeling a need for a sense of community, and wanting cash or in-kind rewards. Whatever people's motivations, obtaining meaningful community participation and having a successful, sustained initiative require that engagement leaders respect, listen to, and learn from community members. Presence of mutual respect and co-learning can result in effective use of time, trust, effectiveness and efficiency in resource use within the organization (Henry, 2011; Miller et al , 2005; Minkler et al, 2009). Gleitsmann (2005), argues that success of many projects is due to effective communication between the local communities and the project planners. To Gleitsmann, community involvement should include a complete and total transfer of information from all of the parties involved to ensure that tradeoffs are adequately explained and decisions can be made based on the fullest possible set of data available at the time. Culture shapes, identities and fosters notions of community, and it shapes how individuals and groups relate to each other, how meaning is created, and how power is defined. Furthermore, culture shapes ideas about partnership, trust, and negotiation. Therefore, culture shapes the process of community involvement, and effective involvement requires an understanding of culture (Blumenthal et al, 2004; Dévieux et al, 2005; Silka et al , 2008).

In particular, researchers and practitioners need to understand the cultural dynamics of specific groups and institutions in order to build relationships identify ways to effectively collaborate, and build respect and trust. This is an ongoing effort for all involved in the community involvement process (Harrell et al, 2006; Minkler et al, 2004; Shoultz et al, 2006; Sullivan et al, 2001). Communities are not homogeneous entities; they are made up of diverse groups with different histories, social structures, value systems, and cultural understandings of the world. There is no question that culture and health are intimately connected. Anthropologists have demonstrated that culture is dynamic and complex, and cultural competence is more than identifying how a group is thought to differ from prevailing standards or norms of behavior and

belief (Carpenter-Song et al, 2007). Focusing on the meanings that individuals share and on the explanatory models they use to discuss their health problems provides a richer understanding of these individuals and can yield a cultural understanding that is rooted in their real lives rather than in stereotypes.

This meaning-centered approach can also help reveal how community conditions are determined by social, economic, and political forces rather than simply by individual choices (Carpenter-Song et al, 2007; 2006; Kumagai et al, 2009; Silka et al, 2008). The social exchange perspective provides insight into motivations for participation, it uses the framework of benefits and costs to help explain who participates and why. From this perspective, organizations and individuals are involved in an exchange system and voluntarily share resources to meet their goals (Levine et al, 1961). Community members and organizations will participate if they perceive that the benefits of participation outweigh the effort required (Kumagai et al, 2009).

The potential benefits of participation for community members, include opportunities for networking, access to information and resources, personal recognition, learning, a sense of helping to solve community problems, improved relationships among stakeholders, increased capacity for problem solving, and contact with hard-to-reach populations (Guggenheim, Scott. 2006). Costs include the time and energy required to build relationships and other infrastructure and the lessening of control over initiatives (Silka, 2008).

The theoretical roots of “empowerment” as a critical element of community engagement can be traced back to Brazilian educator Barron (Barron, Patrick, Rachael Diprose, and Michael Woolcock. 2006.). As articulated by Silka (2008), empowerment is a group-based participatory, developmental process through which marginalized or oppressed individuals and groups gain greater control over their lives and environment, acquire valued resources and basic rights, and achieve important life goals and reduced societal marginalization. Ideally, empowerment is both a process and an outcome of community involvement.

Empowerment takes place at three levels: the individual, the organization or group, and the community. Empowerment at one level can influence empowerment at the other levels. Furthermore, empowerment is multidimensional, taking place in sociological, psychological,

economic, political, and other dimensions (Silka, 2008). Empowerment theory stresses that no external entity should assume that it can bestow on a community the power to act in its own self-interest. Rather, those working to engage the community should, when appropriate, offer tools and resources to help the community act in its own interest. This could include helping to channel existing sources of community power in new ways to act on the determinants of the project. Guggenheim & Scott (2006), noted that communities are usually assessed in terms of their problems, but they point out that this demeans and dis-empowers the community, relegating its members to the roles of dependents and recipients of services. They advocate for assessing communities in terms of their own assets, resources, and resourcefulness (Guggenheim & Scott, 2006).

Community engagement often involves building coalitions, defined by Narayan et, al., (2002) as a union of people and organizations working to influence outcomes on a specific problem. The goals of a coalition might range from sharing information and resources to advocating for specific policy changes (Jha, et., al 2005). Increasingly, funders have supported the building of coalitions for improving community health (Guggenheim, Scott. 2006). Coalitions can help the engagement process in a number of ways, including maximizing the influence of individuals and organizations, creating new collective resources, and reducing the duplication of efforts. The effectiveness of coalitions has been evaluated on two distinct bases: how well the members work together, and what kinds of community-level changes they bring about.

While noting that the research literature is inadequate for determining which factors are associated with the effectiveness of coalitions, Narayan et, al., (2002) suggest six possibilities: formalization of rules/procedures, leadership style, participation of members, diversity of membership, collaboration, and group cohesion. Based on their review of the literature on coalitions, Jha, et, al., (2005) developed community coalition action theory, which provides 23 practice-based propositions that address processes ranging from the formation of coalitions through the institutionalization of long-lasting coalitions.

Coordination and effective project implementation

Since there are many individuals, groups and departments in organizations, coordination becomes a very important means of integrating the various activities in order to achieve the objectives of the organisation (Lyer & Jha 2005). According to Akrani (2011), coordination leads to unity of action and is the essence of management because it affects all functions of management namely, organizing, planning, staffing, controlling, communication and leading, which at the end results to effective implementation of given projects.

Coordination facilitates social interactions where multiple actors work towards achieving a common goal. Coordination is both at intra- and inter-organization level. Kapucu (2005), defines inter-organizational coordination as managing capability of inter-organizational collaborations and relationships, which can be in many forms including inter-organizational teams, partnerships, alliances and networks. Intra-organizational coordination, on the other hand, is the mutual influence of working processes of two or more actors who work within the same organization in order to attain a certain objective (Liaquat & Uddin, 2012).

Kapucu, (2005), argue that, in a complex and dynamic environment, it is difficult for a single organization or actor to neither have sole responsibility of all responds nor be able to meet all demands immediately. Also, actors may spread over vast regions which may prove to be inappropriate for a single organization or actor to respond due to a lack of general coverage. According to (Akrani, 2011), coordination improves goodwill of the organisation by helping an organisation to sell high quality goods and services at lower prices. The study by Kubicki et al (2007), states that coordination is a vital activity during the project implementation process. In this context, coordination and cooperation among members are a prerequisite to build up effective and efficient processes of implementation.

Kubicki et al. (2007), claim that the success of project implementation is characterized by relations between participants. Pocock et. al., (1997), have the same opinion that a sufficient level of interaction between the community members and project officers brings success to the overall project performance. Hence, coordination is more needed for such environment to build up teamwork and integration working environment, and it is fundamentally necessary for ensuring the success of a project. Lyer & Jha (2005) agree that coordination between project

participants is the most significant factor with the greatest impact on cost performance. Accordingly, lack of coordination may cause duplicity of work and thus results in wasteful expenditures.

In organizations, team members consist of varying function roles and other interlinked roles. Thus, it requires a high level of cooperation and coordination among project team throughout the implementation processes (Adedeji, 2008), so that a higher degree of operational efficiency can be achieved for a project (Hassoin, 2009). Adedeji (2008), concur that a high level of coordination is a prerequisite among all the project teams, from office to the implementation site until the project is completed. According to Chris (2009), implementation of projects involves myriads of interrelated activities, tasks and work packages. One project may possibly make up to thousand of activities (Saram et al, 2009), from substructure work to the external work. Every single activity requires the input of participants who have different and sole roles as well as technical expertise. With these complexities, project implementation has repeatedly distinguished the process of working and involving numerous and heterogeneous participants (Kubicki et al, 2006).

Adedeji (2008), identified the following as results of effective coordination of projects; there is an ease in getting the right number of personnel in various positions with the right skills that ensures right men on the jobs, presence of a competitive bidding environment meaning that a parent company gets the best contractor for the jobs, effective coordination structure will also promote creativity, and effective utilization of time.

All these results of effective coordination according to Adedeji (2008), leads to effective project implementation of project activities. With proper coordination, people would have proper sight of their roles within the total organisation and are not tempted to pursue their own departmental interests at the expense of organizational goals. It is necessary therefore, that the understanding of coordination as a factor in project implementation is enhanced through extending the boundary of research in this area of study. Katz, R. and Tushman, M. (1979), claims that coordination plays a significant role in managerial activity, his study also pointed out that coordination provides the best cooperation among team members, thereby improving the communication, integration and team working.

The initial findings by Gittell, J.H. (2009), have attracted many scholars and researchers to thoroughly investigate the concepts of coordination. The concepts may be different from each other depending on how coordination is perceived by research scholars in their empirical studies. The study by Gittell, J.H. (2009), defines coordination as a mode of control, which has been fundamentally underpinned by organizational design principles. In this context, coordination must exist in any organization structure and it plays crucial roles in managing the interfaces in an organization. Malone (1994) argues that coordination theories are the focus on studying the interdependence between activities. Chang and Shen (2009), have the same opinion and define coordination as an approach of managing business by cooperating the interdependence in more than one task, people or organizational unit.

Both studies are explicitly recognizing the significance of coordination in managing dependent linking. In complex interdependence, close coordination is critical in ensuring project performance, especially finish-to-start linking. For instances, successive activity depends on predecessor activity, and obstruction of predecessor activity directly affects the start date of successive activity. Some researchers have studied the coordination as an induction of excellent relationships in the working environment.

The study by Weiss, L. (2004), has stated that coordination is the mode of linking together different parts of an organization to perform a set of collective tasks. Thornhill (2006) has the same opinion that coordination between organizations is the operation of their relationships. These studies typically describe that relationship of personnel and activities can also be improved through the coordination. This claim is supported by Heckscher, C. and Adler, P. (2007), who observe coordination as the process of building programs by gluing together active pieces.

In this context, coordination is a necessity in ensuring the improved relationships of project member, tasks, and activities in terms of cooperation, integration and collaboration working environments. In some cases, coordination is discussed in information exchange context. Heckscher, C. and Adler, P. (2007) claim that coordination is the involvement of information exchange among active agents. Malone (1988) also defines coordination as the additional information processing, which is performed when multiple and connected actors pursue goals, a single actor pursuing the same goals would not appear. It shows that coordination plays crucial

roles in information sharing in pursuing the participants are in one direction to prevent conflicts of information. Eventually, it improves the quality of information and reduces duplicate information exchange, which ultimately wastes time and money.

On the other hand, Wong (2004) observes coordination as different parts of an organization in supply chain to achieve mutual benefits. Adedeji (2008), have the same opinion that coordination functions to manage the different activities and intense supervision towards a common purpose. Lyer and Jha (2005) also agree that coordination aims at an effective harmonization of the planned efforts for accomplishing goals. This claim is also supported by Kubicki et al. (2007), who depicts that the integration and harmonious adjustment of individual work efforts towards the accomplishment of a larger goal is essential.

In these contexts, it is pointed out that the coordination will provide a win-win benefit among participants. When the participants are willing to cooperate, work together, share information and learn, their efforts will eventually enhance the performance. These discussions will describe the main concern and principle of coordination that focus on organization, interdependency linking, relationships, information exchange and common goals among team members in various industries.

Coordination between participants always faces challenges in projects (Kubicki et al, 2006). Hence, the ideal coordination environments have rarely existed in projects, yet, they have increased the frequency of litigation and disputes. The issues behind these problems have attracted some researchers to focus on studies of coordination in project implementation processes. The study by Kubicki et al (2007), states that coordination is a vital activity during the project implementation process. In this context, coordination and cooperation among members are a prerequisite to build up effective and efficient processes of implementation.

Kubicki et al. (2007), claim that the success of project implementation is characterized by relations between participants. Pocock et al (1996, 1997) have the same opinion that a sufficient level of interaction between the community members and project officers brings success to the overall project performance. Hence, coordination is more needed for such environment to build up teamwork and integration working environment, and it is fundamentally necessary for ensuring the success of a project. This claim is supported by Dutton, J.E. and Heaphy, E.D.

(2003), who identifies coordination as crucial functions which discuss the implementation process. In this context, coordination is essential to improve the separate working environment through interaction and integration of the implementation stages. At the same time, coordination reduces the error and discrepancy throughout the overall process, thereby mitigating the likely time delays and incurred cost of rework. Lyer and Jha (2005) agree that coordination between project participants is the most significant factor with the greatest impact on cost performance. Accordingly, lack of coordination may cause duplicity of work and thus results in wasteful expenditures.

Chris (2009), claims that the changing of the project workforces has brought the impact of less opportunity for them to develop long-term working relationships and team working; thereby increasing the barrier for them to efficiently function in a working process. Dutton, J.E. and Heaphy, E.D. (2003), has the same opinion and points out that the nature of the changing situations of implementation is a necessity in incorporating the coordination principles in the various departments. In these contexts, coordination may facilitate the information exchange, chain of command and communication in the implementation process, and therefore it improves the integration and interaction of construction's participants.

In organizations, team members consist of varying function roles and other interlinked roles. Thus, it requires a high level of cooperation and coordination among project team throughout the implementation processes (Adedeji, 2008), so that a higher degree of operational efficiency can be achieved for a project (Hassoin, 2009). Adedeji (2008) concur that a high level of coordination is a prerequisite among all the project teams, from office to the implementation site until the project is completed. Nevertheless, the level of coordination in project is found to be difficult to assess. Therefore, the study by Saram (2002) suggests that a formal understanding of how day-to-day coordination on a project is a need to provide a better understanding of level coordination in project. Jha and Misra (2007) notice that coordination contributes to the outcome of the project, and therefore it is a necessity and is empowered to get a better understanding of the overall importance of an activity.

According to Chris (2009), implementation of projects involves myriads of interrelated activities, tasks and work packages. One project may possibly make up to thousand of activities (Saram et

al, 2009), from substructure work to the external work. Every single activity requires the input of participants who have different and sole roles as well as technical expertise.

With these complexities, project implementation has repeatedly distinguished the process of working and involving numerous and heterogeneous participants (Kubicki et al, 2006). The fragmentation and non-integration of the implementation process increase the adversarial relationships among participants. They lack attention to explore other works, they are unwilling to cooperate, and they have been embedded with selfish objectives and blame culture of time delays of their tasks. Thereby, this key barrier is observed as one of the main causes of poor coordination problems in construction.

According to Adedeji (2008), implementation not only covers wide ranges of end products but varies from one project to another. These features have shown that working processes in manufacturing are tightly integrated and ordered. Adversely, project participants face a difficulty to define the routine and repetitive processes, as well as input and output in project implementation. In such varying processes, project personnel find it difficult to discern the long term relationships and objectives, which may emerge in previous cooperated project. They are trying to identify customers' and stakeholders' expectations (Saram et al, 2009) and cause the poor communication and fail to understand correctly, eventually leading to poor quality of implementation end products. This situation is further complicated by the fact that most project participants carry out their function roles in purpose only in low repetitive nature of the working process (Saram et al, 2009). The reluctance of learning the new skills led to no skills development, whilst they are found difficulty in every new project. Hence, more efforts of coordination should be urged to motivate and initiate the new learning curve for new personnel of a project. The temporary nature of the project requires new resources such as new participants, materials, technologies and working methods to achieve the new born project.

The complexity can make it extremely difficult for new project participants to coordinate disparate parties who may never have worked together before (Saram, 2002). According to Faraj, S. and Xiao, Y. (2006), project individuals and organizations have to be creative and ready in cooperating and coordinating through varying conditions. However, this ideal coordination has rarely existed among project participants. It is even worse that participants are reluctant to share information and their technical knowledge because they believe that the temporary time frame of

projects often impedes the establishment of trust (Cheng et al, 2010). Thus, it is observed that this key barrier with lack of commitment for sharing and communication has lead to a high level of poor coordination in terms of conflict and disputes.

In general, ideal relationship among participants is very rare in projects. According to Cheng et al., (2010), management of relationships is a core competency in projects, and furthermore, a quality of relationships that is a key element in the success of a project. Hence, effective and harmonious relationship must take place in functioning the cooperation and integration of participants in project implementation. Kubicki et al., (2006) state that project participants have different objectives to describe their approaches for work and relationships with other project participants, thereby leading to the conflict at the interface level in one respect. However, the creation of these problems can be traced back to the continuous use of traditional contracting strategy, commitment to which is awarded separately (Gehrig, 2009). In this arrangement, each participant has a certain and sole objective to accomplish the project as stated in the contract. According to Kubicki et al, (2006), the characteristics of the people involved and structure of their organizations are fundamentally crucial in ensuring the coordination during the project implementation process. Kubicki et al., (2006) claim that the organisation is inevitably stable as its size and culture will change over time.

In the temporary nature of the projects, participants have less opportunity to develop long-term working relationships. They are devilishly difficult to build strong communication networks and continually no room for improvement in their work (Dutton, J.E. and Heaphy, E.D. 2003). Therefore, it seems impossible to establish a formal coordination in temporary organisation due to shortage of time to communicate and integrate the information flow among different agencies. Due to the constant change of organisation, these problems have led to a difficulty in managing coordination processes in projects. Nevertheless, the Varsity of priorities and decision of each participant involved grades the problem in coordination, which eventually leads to duplicity of work, delay in work done and an increase in the project cost (Jha and Lyer, 2007). As a result, the project based organisation structure is observed as one of the key barriers of coordination in project. It is necessary therefore, that the understanding of coordination as a factor in project implementation is enhanced through extending the boundary of research in this area of study.

Conclusion

In line with the above theoretical review, it is clear that vast literature related to the study variables have been conducted. It has been observed however, that most of the established relationships have been conducted in a developed environment. It is pertinent that the pattern of their relationships is tested in a context of a developing country for more logical and worldwide conclusion as well as the application of these relationships.

CHAPTER THREE

Methodology

Introduction

This chapter entails the methodology that was used in conducting the research. It consists of the research design, the study population, the sampling procedure and sample size, the variables and their measurements, reliability and validity of research instruments, data collection methods, data processing and analysis procedures and techniques.

Research Design

The study adopted a cross sectional survey design because it is quick and appropriate for the completion of the project within the stipulated period of three month. Since the study was meant to test rather than generate theory, a quantitative approach which focuses on describing and drawing inferences from the findings on the relationships between Project manager competence, community involvement, coordination and effective Project implementation were used.

Study Population

The study population constituted 260 Projects of selected Non Governmental Organisations (NGOs) in selected districts of Northern Uganda. The sample was taken from this population as it is further clarified by Thornhill, T. and Zuckerman, J. (2000, who indicate that cases from which a sample is taken is referred to as population.

Sampling Method

The researcher used convenient sampling combined with stratified proportionate random sampling method based on identified Project managers and project officers when choosing the respondents to collect data.

Sample Size

A sample size of 152 NGOs projects was used. The sample size is appropriate and in line with Roscoe's rule of thumb, that a sample size larger than 30 and less than 500 is appropriate. Convenient sampling combined with stratified proportionate random sampling design was used to select the sample size of 152 NGO projects out of 260 NGO projects in selected districts of Northern Uganda. Project Managers and Officers formed the strata. And using convenience sampling approach, respondents were identified and selected. The respondents were 152 Project

Managers and 152 Project Officers which added up to 304 target respondents using Krejcie & Morgan (1970) to fill the questionnaires regarding the independent variables, which are Manager Competencies, Community Involvement and Coordination and the dependent variable being effective project implementation.

Table 1: Showing the study population and sample size

Title	Population	Sample Size
Project Managers	260	152
Project Officers	260	152
Total	520	304

(Adapted from Krejcie & Morgan (1970))

Table 2: Showing questionnaires administered and response rate

Status	Questionnaires Administered	Questionnaires Returned	Response Rate
Project Managers	152	149	98%
Project Officers	152	148	97%

Data Collection Procedures

The researcher distributed and retrieved the questionnaires from the respondents.

Data Collection Instrument

Self administered questionnaire on a 6 point scale was used to capture data. 6 point Likert scale to me is better because the neutral option which can be seen as an easy option to take when a respondent is unsure is eliminated.

Measurement of Variables

The researcher used a 6-point Likert scale to measure the study variables. Effective project implementation was measured using instrument adopted by Bushuyu (2006). For example, each respondent was asked to indicate his/her perception of project implementation on item such as “The project scope is effectively managed”.

Project manager competence was measured using competency frameworks and the modified Rep Grid method adapted by PILA consultants (2008). Respondents were asked to indicate the extent of their manager competences ranging from ‘this is exactly like him/her (6) to ‘this is not like him/her at all’ (1) on items like “Builds capacity of staff through training”.

Community involvement was measured using Epstein’s community involvement model adapted by Epstein (1995). Respondents were asked to indicate the extent of community involvement ranging from 6 representing ‘extremely very true’ to (1) representing ‘very untrue’ on items like “Community involvement is based on program objectives”.

Coordination was measured using an instrument adapted by Linda Richardson and Gill Price (2007). The responses were rated on a 6-point Likert scale ranging from 6 representing “Strongly Agree” to 1 representing “Strongly Disagree” on items such as “All persons I work with are aware of overall team and organizational goals”.

Validity and reliability of the instrument

The researcher sought approval of the data collection instrument from the two supervisors and thereafter a tool was pre-tested and validated using 10 project managers in NGOs that were not part of the final main study. In addition, the instruments were adopted from researchers as cited in the measurement section with established validation. Inappropriate questions were revised. The Cronbach’s Alpha value was used to measure reliability of the instrument in table 3. A Cronbach’s value of equal or greater than 0.70 if achieved means the instrument is reliable (Nunnally 1998).

Table 3: Showing Cronbach’s alpha values for study variables

Variable	N	Mean	Cronbach Alpha
Project manager competences	96	4.81	.93
Community involvement	60	4.03	.83
Coordination	42	4.50	.81
project implementation 1	12	4.57	.87
project implementation 2	12	4.41	.90

Source: Primary Data

The results indicate that the instruments were both valid and reliable since coefficients were above the acceptable minimum level of 0.70 in any case as suggested by DeVellis (2003). This indicates that the instrument used to collect data from respondents was valid and yielded excellent results. The results and conclusions of this study can be momentous for decision making. Other researchers intending to carry out studies in the same area can use the instrument for data collection.

Data Processing, Analysis and presentation

After collecting the data using a pre-coded questionnaire, it was edited for inconsistencies. Statistical package for social scientists (SPSS) version 19.0 was used for data entry and analysis. The Pearson coefficient correlation was used to establish the strength of linear relationships between project manager competencies, community involvement, coordination and effective project implementation. Multiple regression analysis was conducted to determine variance in the dependent variable that was explained by the independent variables.

Ethical Considerations

The researcher ensured the privacy rights of the respondents. The respondents were assured that they were free to participate or withdraw from the study at any time they felt to do so. The respondents were informed that their identity would be kept anonymous and information obtained confidential. They were informed that the study was for academic purposes only.

CHAPTER FOUR

Presentation and Interpretation of Findings

Introduction

This chapter contains the presentation and interpretation of the findings. Statistics were generated with the aim of generating responses for the research hypothesis. The chapter begins with the sample characteristics of the unit of analysis and unit of inquiry.

Descriptive statistics, correlations and regressions were used to generate the results for this chapter. The presentation was guided by the following research objectives;

- To examine the relationship between project manager competencies and effective project implementation.
- To examine the relationship between community involvement and effective project implementation.
- To examine the relationship between coordination and effective project implementation.

Descriptive findings of the sample

Information about the descriptive or demographic characteristics of the sample being studied is described in this section. The demographic characteristics of the respondents analyzed include; category of the respondents, qualifications of the respondents, sex of the respondents, number of workers in the organization, age of the respondents, how long the projects had been running, years worked, number of beneficiaries that the projects serve and the major source of funding for the project.

Table 4: Background information on the Unit of inquiry

		Count	Valid
Gender	Male	110	75.3
	Female	36	24.7
	Total	146	100
Age Group	21-30 Years	19	12.9
	31-40 years	87	58.8
	41-50 Years	25	17
	Over 50 Years	16	10.8
	Total	147	100

Highest level of Education	Diploma	5	3.4
	Degree	71	48.3
	Post Graduate	66	44.9
	Others	5	3.4
	Total	148	100
Number of years worked			
For the Organisation	less than 3 years	33	22.4
	4-6 years	45	30.6
	7-8 years	45	30.6
	More than 8 years	24	16.3
	Total	147	100

Source: Primary data

The results in table 4 revealed that most of the respondents were male (75.3%) and only (24.7%) were female which could imply that more males take up NGO projects activities than their female counterparts. The result also shows that 59.2% of the respondents were between 31-40 years, followed by 17.0% who are between 41-50 years. It was also found out that most respondents (48.3%) had degree while 44.9% had post graduate qualifications. Majority of the respondents (30.6%) had worked for a period of between 4-6 years and 7-8 years, 22.4% had worked for a period of less than 3 years.

Table 5: Background information on the Unit of Analysis

		Count	Valid
Length of the NGO projects	below 5 years	42	28.8
	5-10 years	70	47.9
	Over 10 years	34	23.3
	Total	148	100
Number of Employees	less than 10	41	27.7
	11-30	67	45.3
	Over 30	40	27.0
	Total	148	100
Number of Beneficiaries	less than 1000	20	13.6

	1001-3000	54	36.5
	Over 3000	73	49.3
	Total	148	100
Major sources of funding	Government	5	3.4
	Donor	128	87.1
	Other	14	9.5
	Total	148	100

Source: Primary data

The results from table 5 indicate that most projects (47.9%) had been running for a period of between 5 and 10 years, while 28.8% had been running for a period of below 5 years. The results also shows that most projects (45.3%) had between 11-30 workers, followed by 27.7% which had less than 10 workers. 49.7% of the NGO projects had over 3000 people benefiting from their activities while 36.7% had between 1001-3000 beneficiaries. It was also revealed that the majority of projects (87.1%) are funded by donors, while the government also funds 9.5% of the NGO projects.

Inferential Statistics

In the inferential statistics section, results of the study are provided in relation to the research hypothesis. The research hypotheses that were answered in the study are:

- Ho1 There is a relationship between project manager competencies and effective project implementation.
- Ho2 There is a relationship between community involvement and effective project implementation.
- Ho3 There is a significant relationship between coordination and effective project implementation.

Table 6: Bivariate correlation between project manager competences, community involvement, coordination and Effective Project Implementation

	Correlations			
	project manager competences	community involvement	Coordination	Effective Project implementation
Project manager Competences	1			
	135			
Community Involvement	.398**			
	135	135		
Coordination	.576**	.487**		
	135	135	135	
Effective Project Implementation	.696**	.409**	.571**	
	135	135	135	135

** . Correlation is significant at the 0.01 level (2-tailed), N= 135

Source: primary data

Findings on the relationship between project manager competence and effective project implementation

Findings reveal that there is a significant relationship between manager competence and effective project implementation ($r = .70, p \leq 0.01$). This therefore implies that there is a strong relationship between manager competence and project implementation. Therefore it can be argued that project managers must be competent so as to be perceived as performing well at the job. The findings are in support of hypothesis Ho1. The results reveal that where project managers are competent, they would be able to successfully lead a team and achieve goals which are always critical for the success of a project.

Findings on the relationship between community involvement and project implementation

The results from table 6 showed that there is a significant relationship between community involvement and project implementation ($r = 0.41, p \leq 0.01$). From the study, it implies that once

the projects involve communities in their activities, they are able to attract talents from the different communities in which they work, hence effective project implementation. However in the regression analysis, this relationship is though not significant.

Findings on the relationship between coordination and project implementation

The results from the table showed that there is a significant relationship between coordination and effective project implementation ($r = 0.57p \leq 0.01$). From the study, it implies that once the projects’ activities are properly coordinated, it would result to unity of actions, which at the end would lead to effective implementation of the project activities.

Table 7: Multiple regression analysis showing the relationship between project manager competence, community involvement, coordination and effective project implementation

Model		Coefficients ^a				T	Sig.	Rsq	Adjusted r	F	Sig	
		Unstandardized Coefficients		Standardized Coefficients	B							Std. Error
		B	Std. Error									
1	(Constant)	-.640	.662			-967	.335	.554	.540	40.360	.000	
	Project Manager Competences	.576	.094	.472		6.118	.000					
	Community Involvement	.277	.151	.128		1.833	.069					
	Coordination	.570	.160	.294		3.571	.000					
a. Dependent Variable: Effective Project implementation												

Source: primary data

The results in table 7 indicated that Project manager competence and coordination explain 54% of the variance in effective project implementation (Adjusted R Square = .540). The table further reveals that project manager competence is a better predictor of effective project implementation than all the rest of the variables (Beta = .472, Sig. <.01). The regression model was noted to be significant (sig. <.01).

CHAPTER FIVE

Discussion, Conclusion and Recommendations

Introduction

This research study was aimed at establishing the relationship between project manager competencies, community involvement, coordination and effective project implementation of NGO projects. This chapter is divided into three sections; the first section covers and discusses the results of the research study derived from both the demographic and inferential statistics of the previous chapter. It also presents the variables of the selected areas of the research study in relation to the study hypothesis and objectives. The second section provides the conclusions and recommendations while the last section suggests areas for further research.

Discussions

In the first part of this section, the results of the study are discussed based on the research study hypothesis in the first chapter.

Relationship between Project Manager Competencies and effective project implementation

Findings reveal that there is a significant relationship between Project Manager Competencies and effective project implementation and that project competencies alone could predict effective project implementation. From the findings in chapter four, in table 6, it can be argued that a project manager must be competent enough so as to run a successful organization. These findings are similar to the earlier findings of Khang and Moe (2008), who acknowledged that the critical success factor for project implementation is the project manager competence in the planning of the project activities and how resources will be utilized.

To validate the relationship between the variables more, Müller and Turner (2010), stress that there's a strong relationship between project manager competencies especially, competences in managing project resources and effective project implementation of NGO projects. It was revealed that a competent manager builds teams, properly accounts for the organization resources. This is in agreement with earlier studies by Schmidt (2001) who argued that an effective project manager motivates the project team towards achieving the desired outcome of a project.

Furthermore, the findings support the fact that competent project managers build capacity of workers, are visionary, have good reporting capacity, and they also act as role models for the work force to benchmark. The results are in agreement with Gehring (2007). The results also meant that efforts to promote competence of managers can be achieved through benchmarking and training. The results are in agreement with Müller & Tunner (2005), who argue that project managers should be given further training and development in those areas where they show incompetence so as to gain sufficient practical experience. The researcher therefore argued that competency of managers is of great importance to the implementation of projects.

The relationship between Community involvement and effective project implementation

Primary results have revealed that there is a significant relationship between community involvement and effective project implementation. As such, hypothesis H02, that there is a significant relationship between community involvement and effective project implementation was held. From the study, it implies that once the NGO projects involve communities in their activities, this would impart ownership of the project to the community by ensuring the availability of the needed resources for effective project implementation.

These findings are in agreement with theoretical findings of Nangoli (2010), who found out that, when the societies within which Non-governmental organizations operates are in support of its projects, the organization incurs lower cost on implementation of such projects. This could be in terms of the locals availing some free labour during implementation. It could be in form of having locals actively pass on the information to other locals at no cost.

Further findings also reveal that collective efforts from locals during project implementation is associated with commitment to the work of the organization, effective communication and proper monitoring of the project work. These findings are in line with earlier studies by (Butterfoss, 2006), which pointed towards the fact that participation for community members, brings about opportunities for networking, access to information and resources, a sense of helping to solve community problems, improved relationships among stakeholders and increased capacity for problem solving.

Gleitsmann (2005), emphasizes the relationship by citing that success of many projects is due to effective communication between the local communities and the project planners. To

Gleitsmann, community involvement should include a complete and total transfer of information from all of the parties involved to ensure that tradeoffs are adequately explained and decisions can be made based on the fullest possible set of data available at the time. Rosenthal (2007), adds on that, the primary function of community involvement in any project activity is to enhance performance through enabled resource acquisition. This implies that Project teams can cheaply source new and vital information through collaborations with the community. Cohen et al (2002) gives the relationship in detail by arguing that community involvement and effective project implementation largely rely on building coalitions whose goals might range from sharing information and resources to advocating for specific policy changes.

The relationship between Coordination and effective project implementation

The Results showed a significant positive relationship between Coordination and effective project implementation. Hypothesis Ho3 was thus held. This indicates that where project activities are properly coordinated, people would have proper sight of their roles within the total organisation and are not tempted to pursue their own departmental interests at the expense of organizational goals. It is necessary therefore, that the understanding of coordination as a factor in project implementation is enhanced through extending the boundary of research in this area of study. These findings are in agreement with those of Kubicki et al (2007), who stated that coordination is a vital activity during the project implementation process.

Furthermore, the findings support the fact that coordination leads to unity of action and is the essence of management because it affects all functions of management namely, organizing, planning, staffing, controlling, communication and leading, which at the end results to effective implementation of given projects. The results agree with earlier studies by Akrani (2011). The results also meant that effective coordination plays a significant role in managerial activity, provides the best cooperation among team members, thereby improving communication, integration and team working and strengthening of the relationships that exist amongst stakeholders. The results are in agreement with Adedeji (2008), who argued that coordination functions to manage the different activities and intense supervision towards a common purpose. Lyer and Jha (2005) also agree that coordination aims at an effective harmonization of the planned efforts for accomplishing goals. According to Adedeji (2008), organizations, team members consist of varying function roles and other interlinked roles. Thus, it requires a high

level of cooperation and coordination among project team throughout the implementation processes so that a higher degree of operational efficiency can be achieved for a project.

This could probably be to the fact that implementation of projects involves myriads of interrelated activities, tasks and work packages. One project may possibly make up to thousands of activities (Saram et al., 2009), from substructure work to the external work. Every single activity requires the input of participants who have different and sole roles as well as technical expertise.

Conclusion

The study was meant to establish the relationship between project manager competence and effective implementation of NGO projects. The findings showed a positive and significant relationship between Project Manager Competence and effective implementation of Non-Governmental Projects. The study also aimed at examining the relationship between community involvement and effective project implementation. The findings as in table 7 show that there is no significant relationship between community involvement and effective project implementation. The study was also meant to establish the relationship between coordination and effective implementation of NGO projects. The findings reveal that there is a positive and significant relationship between coordination and effective implementation of NGO projects.

It can therefore be concluded that Non-Governmental Projects require sufficient Manager Competences and coordination if their performance is to be felt. If project manager competencies and coordination are combined with other factors like it was established by the study findings, they would consequently boost Non-Governmental projects ability to improve the livelihood of the communities they work for thus effective implementation of Non-Governmental Projects.

Recommendations

In line with the findings, discussions and the conclusions of the study, the following recommendations were drawn;

In line with the finding that a strong positive relationship exists between project manager competence and effective project implementation, project managers and other individuals in Non Governmental projects who comprise the project stakeholders, needs to enhance their

competences. NGO project Managers should gain these competencies through training so that they are able to transform the livelihood of the people that benefit from their organisations.

The findings reveal that there is no positive relationship between community involvement and effective implementation of NGO projects. However the literature shows the significance of community involvement. Therefore, I recommend that project managers and officers should effectively involve the community in areas such as goal identification, project design and others so that projects of NGOs are effectively implemented.

Since the findings also revealed a significant positive relationship between coordination and effective project implementation, the Project managers in charge of Non Governmental projects ought to ensure effective coordination of various project activities. This result to easy access of information from other team members and team members also become fully aware of the tasks they are expected to accomplish.

Limitations and how the researcher overcame them during the study

- Finances were one of the limiting factors since the researcher has to travel to many districts of Northern Uganda in search for data.
- Some respondents were hesitant of answering the questions for fear of reappraisal.
- The limitation of distributing and collecting the data within 3 months as expected by the University.

Suggestion for further research

Following the above study, it was shown that Project manager competencies, Community involvement and coordination can influence implementation of NGO Projects. The following suggestions were made;

A comparative study on the same variables should be carried out in other districts to test validity.

A study of the same variables should be carried out over a long period of time to determine if other results could be obtained.

The study should be replicated for better results because of the low predictor power of the variables.

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List of NGOs and CBOs used in the study

No.	Name of the organization	Type of the organization
	Food security and Livelihoods NGOs/CBOs	
1	Action Aid	NGO
2	Africa 2000 network-Uganda	NGO
3	Concern World wide	NGO
4	Food for the Hunger	NGO
5	Hunger alert	NGO
6	Norwegian Refugee Council	NGO
7	Oxfam- food security project	NGO
8	Safe the children	NGO
9	Uganda child right NGO network	NGO
	Women NGOs/CBOs	
10	Action for development	NGO
11	Council for economic empowerment for women of Africa	NGO
12	Safe motherhood project	NGO
	Economic Activities NGOs/CBOs	
13	Action aid Uganda	NGO
14	Active vision youth foundation project (ACVIYOF)	NGO
15	Agency for rural development and community education	NGO
16	Agonya youth alliance	CBO
17	Agoro community development project	CBO
18	Alliance for community support organization	CBO
19	Can oromo lango development association	CBO
20	Integrated family development initiatives (IFDI)	NGO
21	Jamii ya kupatanisha (JYAK)	NGO
22	LICODA	CBO
23	Northern organic farming promoters association	CBO
24	Northern Uganda cash transfer pilot project livelihood and economic	NGO

	recovery for northern Uganda (LEARN)	
25	Northern Uganda effort for the needy (NUEN)	NGO
26	Obaya community association	NGO
27	Peoples' alliance for development (PAD)	NGO
28	Shares Uganda	NGO
29	Uganda joint Christian council	NGO
30	Upendo community training skills	CBO
31	World in need project	NGO
32	World vision	NGO
	The Child Protection NGOs/CBOs	
33	Adina foundation	NGO
34	Child development fund	NGO
35	Child restoration outreach	NGO
36	Christian children's fund	NGO
37	Community and child care project	CBO
38	Concerned children youth association (CCYA)	NGO
39	Concerned parents association	NGO
40	Fredish rehabilitation centre	NGO
41	Improving food security for orphans in female headed households	NGO
42	Nutrition and early childhood development project	NGO
43	Nutrition micro project	NGO
44	Saving grace in Uganda	NGO
45	Seed of Abraham ministries	NGO
	Aids Services NGOs	
46	Action line for development (ALFORD)	NGO
47	Agency for technical cooperation and development (ACTED)	NGO
48	Aids information centre	NGO
49	Care Norway	NGO
50	Lira district disabled association	CBO
51	Lira district forum of people living with HIV/AIDS network	CBO

	Water and Sanitation NGOs and CBOs	
52	Divine waters	NGO
53	Sustainable sanitation and water renewal project	NGO
54	Uganda water and sanitation network (UWASNET)	NGO
	Peace initiatives NGOs/CBOs	
55	Acholi youth peace and reconciliation initiative	NGO
56	Action for human rights and civil awareness (AHURICA)	NGO
57	African youth peace initiative	NGO
58	AFSAT	NGO
59	Agency for cooperation and research development	NGO
60	Anti mines network rwenzori	NGO
61	Arise now Uganda (ANU)	CBO
62	Battery operated systems for community outreach project	NGO
63	Beyond juba project	NGO
64	Caritas Uganda	NGO
65	Chaford Uganda	NGO
66	Christians in peace service	CBO
67	Civil society coalition for peace in northern Uganda	NGO
68	Conflict resolution by youth-uganda	NGO
69	Education for peace and prevention of violence	NGO
70	Facilitation for peace and development (FAPAD)	NGO
71	Give me a chance project	NGO
72	Great lake centre for conflict resolution	NGO
73	Gulu district NGO forum	NGO
74	Human rights and peace center	NGO
75	International rescue committee IRC	NGO
76	Inter-religious program	NGO
77	Invisible children Uganda	NGO
78	Life concern project (LICO)	NGO
79	Lira women peace initiative (LIWEPI)	NGO

80	War child Holland	NGO
81	War child Norway	NGO
82	Youth action for future (YAF)	NGO

APPENDICES

APENDIX 1: KREJCIE AND MORGAN (1970).

TABLE FOR DETERMNING SAMPLE SIZE FROM A GIVEN POPULATION

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	276	4500	351
35	32	150	108	360	181	1100	285	5000	357
40	36	160	113	380	186	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

APPENDIX 2: QUESTIONNAIRE

MAKERERE UNIVERSITY

Questionnaire for project Managers

Dear Respondent,

I am a MBA student from Makerere University Business School carrying out a study on “Project Manager Competences, Community Involvement, Coordination and effective Project Implementation” of NGO projects operating in Northern Uganda. You have been chosen as a respondent because the information you provide is very vital for the success and completion of this project. The information provided will be treated with utmost confidentiality. This information will be used for only academic purposes.

Thank you for your time and cooperation

James Oguta.

Institutional Characteristics

Name of the Project

(optional).....

How long has the project been running?

Below 5 Years	5-10 Years	Over 10 Years

How many employees does your project have?

Less than 10	11-30	Over 30

How many beneficiaries does your project serve?

Less than 1000	1001-3000	Over 3000

What is the major source of funding for the project?

Government	Donor	Others
1	2	3

Project Member Characteristics

Gender; Male Female

Age Group;

21- 30 years	31- 40 years	41- 50 years	Over 50 years
1	2	3	4

Highest Level of Education

Diploma	Degree	Post Graduate	Other (please Specify)
1	2	3	4

How long have you worked with the project?

Less than 3 years	4-6 Years	7-8 Years	More than 8 years
1	2	3	4

SECTION A. Project Manager Competences

Please benchmark the management of this organisation by circling the number that you think, best describes the level of management competence in comparison to best practice.

Benchmark;

This is very much like me	This is like me	This is somewhat like me	This is a little like me	This is not like me	This is not like me at all
6	5	4	3	2	1

Project Manager Competences

Staffing: Our Organisation

Staffing Capacity	Rating against competence
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1.	Hires enough staff that know a lot about field work	6	5	4	3	2	1
2.	Has good recruiting skills such as recruiting from a pool of applicants	6	5	4	3	2	1
3.	Good policy making skills; makes policies that make working easier	6	5	4	3	2	1

Training: Our Organisation

	Training capacity	Rating against competence					
4.	Trains staff on customer care and on running the CBO or NGO	6	5	4	3	2	1
5.	Builds capacity of staff through training them	6	5	4	3	2	1
6.	Takes priority in welfare of staff	6	5	4	3	2	1
7.	(Has) Good training skills by analyzing the needs of staff before carrying out training	6	5	4	3	2	1

Visioning/ Leading: Our Organisation

	Visioning, leading, and governance capacity	Rating against competence					
8.	Has a clear strategic direction for the CBO/NGO	6	5	4	3	2	1
9.	Follows the set objectives and policies	6	5	4	3	2	1
10.	Has a clear vision written and hanged in the Offices	6	5	4	3	2	1
11.	Designs the right programme for the right community	6	5	4	3	2	1
12.	Started with the right cause	6	5	4	3	2	1
13.	(Company)Management visits the locations where activities are carried out	6	5	4	3	2	1
14.	Ascertains what particular support is needed by particular service beneficiaries	6	5	4	3	2	1
15.	Involves the beneficiaries in identification of service or	6	5	4	3	2	1

	performance gaps to generate new ideas						
16.	Benchmarks with others by following what they do well such as reading through their reports	6	5	4	3	2	1
17.	Sets normal achievable targets	6	5	4	3	2	1
18.	Waits patiently for results	6	5	4	3	2	1
19.	Thinks of different ways to change society positively	6	5	4	3	2	1
20.	Selects Board members with a lot of experience in the NGO / Civil Society sector	6	5	4	3	2	1
21.	(Organisation's) Founder Members believe are equal, capable and avoid personalizing the organisation	6	5	4	3	2	1

Reporting: Our Organisation

	Reporting Capacity	Rating against competence					
22.	Writes good reports	6	5	4	3	2	1
23.	Gives donors reports on time	6	5	4	3	2	1
24.	Documents all activities	6	5	4	3	2	1

Accountability and fundraising: Our Organisation

	Accountability and fundraising capacity	Rating against competence					
25.	Accountable by reporting to donors for all the funds used	6	5	4	3	2	1
26.	Uses funds well by distributing funds for each activity	6	5	4	3	2	1
27.	Allocates resources well, ensures that all resources are properly distributed according to the needs of the communities	6	5	4	3	2	1
28.	Knows how to use local materials from the area	6	5	4	3	2	1
29.	Creates avenues for getting finances / good fund mobiliser	6	5	4	3	2	1
30.	Self-sustaining by moderate or little dependence on donors	6	5	4	3	2	1

31.	There is diversification; there is more than one project	6	5	4	3	2	1
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Role Modelling: Company Management.....

	Role Modelling capacity	Rating against competence					
32.	Comes to work early and is always the first in the office	6	5	4	3	2	1
33.	Positive minded when taking on hard tasks	6	5	4	3	2	1
34.	Multitasked by taking on different tasks at once	6	5	4	3	2	1
35.	Delegates duties to staff	6	5	4	3	2	1
36.	Flexible by easily changing course in hard time	6	5	4	3	2	1
37.	Welcomes new ideas and implements them; encourages staff to speak of any new ideas	6	5	4	3	2	1
38.	Good steward by taking good care of the CBO/NGO	6	5	4	3	2	1

Partnering: Company Management

	Partnering capacity	Rating against competence					
39.	Friendly to all people	6	5	4	3	2	1
40.	Cares for others	6	5	4	3	2	1
41.	Available and helpful to others	6	5	4	3	2	1
42.	Trusts some people; does not over trust people	6	5	4	3	2	1
43.	Gives information about the organisation to those concerned	6	5	4	3	2	1
44.	Discloses vital information to staff to perform their roles	6	5	4	3	2	1

Team Building & Team Work

	Team working and management capacity	Rating against competence					
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	Team working and management capacity	Rating against competence					
45.	Work is divided among all staff of the organisation and there is no work overload to one person	6	5	4	3	2	1
46.	Tolerant of each other and expect results from each other and always reach a consensus	6	5	4	3	2	1
47.	Takes advice from donors seriously	6	5	4	3	2	1
48.	Always able to assist each other and encourages staff to work together	6	5	4	3	2	1

SECTION B: COMMUNITY INVOLVEMENT

Please indicate whether the following statements are “True” or “Untrue” by ticking.

Extremely true	Very True	True	Somewhat True	Untrue	Very Untrue
6	5	4	3	2	1

Community involvement							
1	The community is committed to the work of the project	6	5	4	3	2	1
2	The community have a voice in what the project officers decides	6	5	4	3	2	1
3	The community members have a sense of pride in what the project accomplishes	6	5	4	3	2	1
4	The community really cares about the future of this project	6	5	4	3	2	1
5	The project officials provide the community with a lot of good information	6	5	4	3	2	1
6	The project manager intentionally seeks out and welcome views from the community members	6	5	4	3	2	1
7	The community members are provided with continuing education	6	5	4	3	2	1

	opportunities?						
8	The community members assist with project tasks	6	5	4	3	2	1
9	The project manager involves local people in meetings for establishing the project	6	5	4	3	2	1
10	The project manager involves the local people in designing alternative strategies to mitigate the problems likely to happen from the project	6	5	4	3	2	1
11	Resource allocation to affected people is effective	6	5	4	3	2	1
12	Establishing local people's interests is hindered by self seekers	6	5	4	3	2	1
13	Most local people are not skilled to manage project activities	6	5	4	3	2	1
14	Local cultures hinder people from getting involved in the project	6	5	4	3	2	1
14	The local people who are involved in the project steal project materials	6	5	4	3	2	1
16	Identifying local stakeholders is difficult	6	5	4	3	2	1
17	Local politicians want to be bribed for the project to proceed	6	5	4	3	2	1
18	Community involvement guidelines are put in place	6	5	4	3	2	1
19	Program activities includes local people	6	5	4	3	2	1
20	Program managers are responsible for streamlining the community involvement process	6	5	4	3	2	1
21	Project funds caters for community involvement	6	5	4	3	2	1
22	Community involvement is based on program objectives and activities	6	5	4	3	2	1
23	Capacity building programs are implemented before the community is involved	6	5	4	3	2	1
24	Activities of the local people involved in the project are monitored	6	5	4	3	2	1
25	The project provides sufficient resources and tools for community involvement	6	5	4	3	2	1
26	All stakeholders are aware of the involvement procedures and processes	6	5	4	3	2	1
27	The local community provide in-kind resources such as publicity,	6	5	4	3	2	1

	printing, equipment, facilities, etc.						
28	Involving the community in implementing project activities is a problem	6	5	4	3	2	1
29	Various skills and time of the community members are well-used	6	5	4	3	2	1
30	The local community members are satisfied with the project activities	6	5	4	3	2	

SECTION C: COORDINATION

In this section are statements concerning Coordination in your organisation. Please indicate the extent to which you 'Agree' or 'Disagree' with the following statements.

Strongly Agree	Agree	Agree Slightly	Disagree Slightly	Disagree	Strongly Disagree
6	5	4	3	2	1

COORDINATION MECHANISMS

Standardization							
1.	Team members know of their performance expectations.	6	5	4	3	2	1
2.	There is strict adherence to Organisational policies and guidelines in performance of our expected tasks.	6	5	4	3	2	1
3.	All persons I work with are aware of overall team and organizational goal.	6	5	4	3	2	1
4.	Training in professional courses such as CPA, ACCA, Records Management, etc is regularly conducted for staff.	6	5	4	3	2	1
5.	My team members are fully aware of the tasks to be accomplished/ done.	6	5	4	3	2	1
6.	Refresher courses are organized for workers from time to time.	6	5	4	3	2	1
7.	Employees in NGO pursue similar organizational goals.	6	5	4	3	2	1
8.	Schedules are clearly prepared and distributed, so I know when to get a	6	5	4	3	2	1

	task accomplished.						
9.	I often find myself duplicating work already done by my group members.	6	5	4	3	2	1
10.	People in this Organisation occupy jobs where they have expertise and knowledge.	6	5	4	3	2	1
Co-ordination by Plan							
11.	There are Technical Planning Committees in place.	6	5	4	3	2	1
12.	Work plans are generated before work is done.	6	5	4	3	2	1
13.	Tasks are assigned to individual group actors, so I am aware of what I am supposed to do.	6	5	4	3	2	1
14.	Each project has a designed plan.	6	5	4	3	2	1
15.	There are formal reporting systems in this NGO Project.	6	5	4	3	2	1
Direct Supervision							
16.	NGO projects are regularly monitored	6	5	4	3	2	1
17.	There are no disagreements in my team about who should be doing what task.	6	5	4	3	2	1
18.	Members of my team do their jobs without getting in each other's way.	6	5	4	3	2	1
Mutual Adjustment							
19.	I have no difficulty in accessing information from my team members when I need it.	6	5	4	3	2	1
20.	There is joint collaboration in the performance of NGO activities	6	5	4	3	2	1
21.	I receive required information from my colleagues in a group on time.	6	5	4	3	2	1

SECTION D: PROJECT IMPLEMENTATION

In this section are statements concerning project implementation in your organisation. Please indicate the extent to which you 'Agree' or 'Disagree' with the following statements.

Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree
6	5	4	3	2	1

Cost mitigation							
1	The project is completed within budget	6	5	4	3	2	1
2	Funds meant for the project are not lost	6	5	4	3	2	1
Scope							
3	The project scope is effectively managed	6	5	4	3	2	1
4	The project accomplished stakeholder's objectives	6	5	4	3	2	1
5	The project achieves basically all the goals originally set for it	6	5	4	3	2	1
Time management							
6	The project is completed on schedule	6	5	4	3	2	1
7	Workers report on duty in time	6	5	4	3	2	1
Quality of output							
8	Project end product/service met end user's requirements	6	5	4	3	2	1
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THANK YOU FOR PARTICIPATING IN THIS STUDY

Questionnaire for project officers

Dear Respondent,

I am a MBA student from Makerere University Business School carrying out a study on “Project Manager Competences, Community Involvement, Coordination and effective Project Implementation” of NGO project operating in Northern Uganda. You have been chosen as a respondent because the information you provide is very vital for the success and completion of this project. The information provided will be treated with utmost confidentiality. This information will be used for only academic purposes.

Thank you for your time and cooperation

James Oguta

Institutional Characteristics

Name of the Project

(optional).....

How long has the project been running?

Below 5 Years	5-10 Years	Over 10 Years

How many employees does your project have?

Less than 10	11-30	Over 30

How many beneficiaries does your project serve?

Less than 1000	1001-3000	Over 3000

What is the major source of funding for the project?

Government	Donor	Others
1	2	3

Project Member Characteristics

Gender; Male Female

Age Group;

21- 30 years	31- 40 years	41- 50 years	Over 50 years
1	2	3	4

Highest Level of Education

Diploma	Degree	Post Graduate	Other (please Specify)
1	2	3	4

How long have you worked with the project?

Less than 3 years	4-6 Years	7-8 Years	More than 8 years
1	2	3	4

SECTION A. Project Manager Competences

Please benchmark the manager of this organisation by circling the number that you think, best describes his/her level of competence in comparison to best practice.

Benchmark;

This is exactly like him/her	6
This is very much like him/her	5
This is like him/her	4
This is somehow like him/her	3
This is not like him/her	2
This is not like him/her at all	1

Project Manager Competences

Staffing: Our Organisation

	Staffing Capacity	Rating against competence					
1	Hires enough staff that know a lot about field work	6	5	4	3	2	1
2	Has good recruiting skills such as recruiting from a pool of applicants	6	5	4	3	2	1
3	Good policy making skills; makes policies that make working easier	6	5	4	3	2	1

Training: Our Organisation

	Training capacity	Rating against competence					
4	Trains staff on customer care and on running the CBO or NGO	6	5	4	3	2	1
5	Builds capacity of staff through training them	6	5	4	3	2	1
6	Takes priority in welfare of staff	6	5	4	3	2	1
7	(Has) Good training skills by analyzing the needs of staff before carrying out training	6	5	4	3	2	1

Visioning/ Leading: Our Organisation

	Visioning, leading, and governance capacity	Rating against competence					
9	Has a clear strategic direction for the CBO/NGO	6	5	4	3	2	1
10	Follows the set objectives and policies	6	5	4	3	2	1
11	Has a clear vision written and hanged in the Offices	6	5	4	3	2	1
12	Designs the right programme for the right community	6	5	4	3	2	1
13	Started with the right cause	6	5	4	3	2	1

14	(Company)Management visits the locations where activities are carried out	6	5	4	3	2	1
15	Ascertains what particular support is needed by particular service beneficiaries	6	5	4	3	2	1
16	Involves the beneficiaries in identification of service or performance gaps to generate new ideas	6	5	4	3	2	1
17	Benchmarks with others by following what they do well such as reading through their reports	6	5	4	3	2	1
18	Sets normal achievable targets	6	5	4	3	2	1
19	Waits patiently for results	6	5	4	3	2	1
20	Thinks of different ways to change society positively	6	5	4	3	2	1
21	Selects Board members with a lot of experience in the NGO / Civil Society sector	6	5	4	3	2	1
22	(Organisation's) Founder Members believe are equal, capable and avoid personalizing the organisation	6	5	4	3	2	1

Reporting: Our Organisation

23	Reporting Capacity	Rating against competence					
24	Writes good reports	6	5	4	3	2	1
25	Gives donors reports on time	6	5	4	3	2	1
26	Documents all activities	6	5	4	3	2	1

Accountability and fundraising: Our Organisation

27	Accountability and fundraising capacity	Rating against competence					
28	Accountable by reporting to donors for all the funds used	6	5	4	3	2	1
29	Uses funds well by distributing funds for each activity	6	5	4	3	2	1

30	Allocates resources well, ensures that all resources are properly distributed according to the needs of the communities	6	5	4	3	2	1
31	Knows how to use local materials from the area	6	5	4	3	2	1
32	Creates avenues for getting finances / good fund mobiliser	6	5	4	3	2	1
33	Self-sustaining by moderate or little dependence on donors	6	5	4	3	2	1
34	There is diversification; there is more than one project	6	5	4	3	2	1

Role Modelling: Company Management..

	Role Modelling capacity	Rating against competence					
35	Comes to work early and is always the first in the office	6	5	4	3	2	1
36	Positive minded when taking on hard tasks	6	5	4	3	2	1
37	Multitasked by taking on different tasks at once	6	5	4	3	2	1
38	Delegates duties to staff	6	5	4	3	2	1
39	Flexible by easily changing course in hard time	6	5	4	3	2	1
40	Welcomes new ideas and implements them; encourages staff to speak of any new ideas	6	5	4	3	2	1
41	Good steward by taking good care of the CBO/NGO	6	5	4	3	2	1

Partnering: Company Management

	Partnering capacity	Rating against competence					
42	Friendly to all people	6	5	4	3	2	1
43	Cares for others	6	5	4	3	2	1
44	Available and helpful to others	6	5	4	3	2	1
45	Trusts some people; does not over trust people	6	5	4	3	2	1
46	Gives information about the organisation to those concerned	6	5	4	3	2	1
47	Discloses vital information to staff to perform their roles	6	5	4	3	2	1

Team Building & Team Work

	Team working and management capacity	Rating against competence					
48	Work is divided among all staff of the organisation and there is no work overload to one person	6	5	4	3	2	1
49	Tolerant of each other and expect results from each other and always reach a consensus	6	5	4	3	2	1
50	Takes advice from donors seriously	6	5	4	3	2	1
51	Always able to assist each other and encourages staff to work together	6	5	4	3	2	1

SECTION B: COMMUNITY INVOLVEMENT

Please indicate whether the following statements are “True” or “Untrue” by ticking.

Extremely true	Very True	True	Somewhat True	Untrue	Very Untrue
6	5	4	3	2	1

Community involvement							
1	The community is committed to the work of the project	6	5	4	3	2	1
2	The community have a voice in what the project officers decides	6	5	4	3	2	1
3	The community members have a sense of pride in what the project accomplishes	6	5	4	3	2	1
4	The community really cares about the future of this project	6	5	4	3	2	1

5	The project officials provide the community with a lot of good information	6	5	4	3	2	1
6	The project manager intentionally seeks out and welcomes views from the community members	6	5	4	3	2	1
7	The community members are provided with continuing education opportunities?	6	5	4	3	2	1
8	The community members assist with project tasks	6	5	4	3	2	1
9	The project manager involves local people in meetings for establishing the project	6	5	4	3	2	1
10	The project manager involves the local people in designing alternative strategies to mitigate the problems likely to happen from the project	6	5	4	3	2	1
11	Resource allocation to affected people is effective	6	5	4	3	2	1
12	Establishing local people's interests is hindered by self seekers	6	5	4	3	2	1
13	Most local people are not skilled to manage project activities	6	5	4	3	2	1
14	Local cultures hinder people from getting involved in the project	6	5	4	3	2	1
15	The local people who are involved in the project steal project materials	6	5	4	3	2	1
16	Identifying local stakeholders is difficult	6	5	4	3	2	1
17	Local politicians want to be bribed for the project to proceed	6	5	4	3	2	1
18	Community involvement guidelines are put in place	6	5	4	3	2	1
19	Program activities includes local people	6	5	4	3	2	1
20	Program managers are responsible for streamlining the community involvement process	6	5	4	3	2	1
21	Project funds caters for community involvement	6	5	4	3	2	1
22	Community involvement is based on program objectives and activities	6	5	4	3	2	1
23	Capacity building programs are implemented before the community is involved	6	5	4	3	2	1
24	Activities of the local people involved in the project are monitored	6	5	4	3	2	1

25	The project provides sufficient resources and tools for community involvement	6	5	4	3	2	1
26	All stakeholders are aware of the involvement procedures and processes	6	5	4	3	2	1
27	The local community provide in-kind resources such as publicity, printing, equipment, facilities, etc.	6	5	4	3	2	1
28	Involving the community in implementing project activities is a problem	6	5	4	3	2	1
29	Various skills and time of the community members are well-used	6	5	4	3	2	1
30	The local community members are satisfied with the project activities	6	5	4	3	2	

SECTION C: COORDINATION

In this section are statements concerning Coordination in your organisation. Please indicate the extent to which you 'Agree' or 'Disagree' with the following statements.

Strongly Agree	Agree	Agree Slightly	Disagree Slightly	Disagree	Strongly Disagree
6	5	4	3	2	1

COORDINATION MECHANISMS

Standardization							
1	Team members know of their performance expectations.	6	5	4	3	2	1
2	There is strict adherence to Organisational policies and guidelines in performance of our expected tasks.	6	5	4	3	2	1
3	All persons I work with are aware of overall team and organizational goal.	6	5	4	3	2	1
4	Training in professional courses such as CPA, ACCA, Records	6	5	4	3	2	1

	Management, etc is regularly conducted for staff.						
5	My team members are fully aware of the tasks to be accomplished/ done.	6	5	4	3	2	1
6	Refresher courses are organized for workers from time to time.	6	5	4	3	2	1
7	Employees in NGO pursue similar organizational goals.	6	5	4	3	2	1
8	Schedules are clearly prepared and distributed, so I know when to get a task accomplished.	6	5	4	3	2	1
9	I often find myself duplicating work already done by my group members.	6	5	4	3	2	1
10	People in this Organisation occupy jobs where they have expertise and knowledge.	6	5	4	3	2	1
Co-ordination by Plan							
11	There are Technical Planning Committees in place.	6	5	4	3	2	1
12	Work plans are generated before work is done.	6	5	4	3	2	1
13	Tasks are assigned to individual group actors, so I am aware of what I am supposed to do.	6	5	4	3	2	1
14	Each project has a designed plan.	6	5	4	3	2	1
15	There are formal reporting systems in this NGO Project.	6	5	4	3	2	1
Direct Supervision							
16	NGO projects are regularly monitored	6	5	4	3	2	1
17	There are no disagreements in my team about who should be doing what task.	6	5	4	3	2	1
18	Members of my team do their jobs without getting in each other's way.	6	5	4	3	2	1
Mutual Adjustment							
19	I have no difficulty in accessing information from my team members when I need it.	6	5	4	3	2	1
20	There is joint collaboration in the performance of NGO activities	6	5	4	3	2	1
21	I receive required information from my colleagues in a group on time.	6	5	4	3	2	1

SECTION D: PROJECT IMPLEMENTATION

In this section are statements concerning project implementation in your organisation. Please indicate the extent to which you 'Agree' or 'Disagree' with the following statements.

Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree
6	5	4	3	2	1

Cost mitigation							
1	The project is completed within budget	6	5	4	3	2	1
2	Funds meant for the project are not lost	6	5	4	3	2	1
Scope							
3	The project scope is effectively managed	6	5	4	3	2	1
4	The project accomplished stakeholder's objectives	6	5	4	3	2	1
5	The project achieves basically all the goals originally set for it	6	5	4	3	2	1
Time management							
6	The project is completed on schedule	6	5	4	3	2	1
7	Workers report on duty in time	6	5	4	3	2	1
Quality of output							
8	Project end product/service met end user's requirements	6	5	4	3	2	1
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