

**INFLUENCE OF CONSTITUTION AND REFORM EDUCATION CONSORTIUM
MANAGEMENT ON SUCCESSFUL IMPLEMENTATION OF PROJECTS IN NAIROBI
COUNTY**

BY

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2013

DECLARATION

Student's Declaration

This research project is my original work and has not been submitted for any award in any other University.

.....

Date

Justina Kalondu Kithuka

L50/65323/2010

This research project has been submitted for examination with my approval as the university supervisor.

.....

Date.....

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DEDICATION

I dedicate this work to my family. Erastus Makau, my husband and my children. Evelyn, Judy and baby Victor who had to do without a mother from a tender age of six months. Thank you for your understanding and support during the study period.

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ABSTRACT

Project management is a growing subject in the modern organization calling for the evolution of this managerial role. This new role is supposed to be pivotal in planning and controlling complex project landscapes more effectively and more efficiently, in implementing project portfolio management practices as a management innovation, and in coping with traditional conflicts between line and project managers in matrix organizations. This study investigates the influence of management on successful project completion with key emphasis on four variables that is: Identification, Planning, Implementation, and project monitoring. The study adopted a descriptive research design approach as this method provided descriptions of the variables in order to answer the research questions in the study. The study targeted the management of constitution and reform education consortium a non-governmental organization involved in project implementation through its members. The study used a questionnaire to data while descriptive statistics and content analysis were used to analyze data collected. Data was presented in the form of tables for interpretation. The findings of the study were management commitment in terms of resources and time is essential in enhancing project success. Communication is also essential for successful project implementation and should occur at all levels in the organization. Likewise communication should be a two way process in order to ensure effective communication is realized during project implementation. The study recommends the need to enhance the level of management skills in the organization as this will help in strategy implementation thus enhancing the performance. Managerial skills promote shared vision, integrity and promote innovations.

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LIST OF ABBREVIATIONS AND ACRONYMS

CBO: Community Based Organization

CRECO: Constitution and Reform Education Consortium

CSF's: Critical Success Factors

CSO'S: Civil Society Organizations

GDP: Gross Domestic Product

NCEP: National Civil Education Program

NGO's: Non-Governmental Organizations

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Top management plays multiple roles in project completion. They are the party responsible for the success or failure of the project. They set expectations and manage them while resolving conflicts between parties since management objectives cause the disparities. They also prevent other company projects from interference with the implementation playing the role of cheer leader keeping the teams focused on the goal and working towards its success. Constitution and Reform Education Consortium (CRECO) is a coalition of civil society organizations (CSO'S) fostering democracy, governance, legal and human rights issues. It was founded in 1989 by legal and rights NGO's and registered as a charitable trust. The coalition currently has CSO's working in different sectors but with a common goal of promoting constitutionalism and governance in Kenya. As at December 2010, CRECO had a total of 25 CSO's.

CRECO's membership is drawn from both urban and rural based NGO's working in the 8 provinces of Kenya. The composition of the membership is multi-sectoral with organizations that deal with such sectors as social as well as governance sector. The management team of CRECO consists of the Executive secretary, deputy secretary, administrative officer and the finance officer elected by the CRECO secretariat.

CRECO began its work with country wide civic education targeted at citizen's participation in the process of reviewing Kenyans constitution which was carried out through its member's country wide. The climax of this was in the design and implementation of the National Civic Education Program (NCEP1) in the period 2000-2002. NCEP1 served as a platform for creating a new cadre of leadership in Kenya. The "Moi must go" campaign, an initiative of the program was a success, In the years 2006-2007, CRECO was involved in NCEP2, a follow on program of NCEP1. The purpose of the program was to champion comprehensive governance reforms ahead of the 2007 elections.

With the approval of the new constitution in august 4, 2010 referendum was a key milestone in CRECOs quest for constitutionalism and good governance in Kenya. CRECO envisions "a just society". In its current strategy (2011-2015), CRECO has shifted its focus and resources to promote implementation of the new constitution through advocacy, civic engagement, institutional strengthening and partnerships development. The strategic drivers identified in the strategy are public sector management and human right. From these the organization has developed three programmes: civic engagement, Human rights and Institutional capacity development

CRECOs management is entirely responsible for the success and or failure of their projects being implemented. An organization that does not understand that responsibility should not implement a project, since it has little chance to succeed. An organization

must know that management is the group that the entire company expects to steer the organization to success.

A project is an organization of people dedicated to a specific purpose or objective (Al-Mashari, 2003). A project can be characterized by a few elements such as objectivity as it is definable with result, output or product, complexity with normally interrelated activities and large number of different tasks, unique where it is usually a “one-off” assignment, uncertainty as it has element of risk, temporary with its well defined beginning and end and lastly operate in a life cycle as emphasis and resource needs change during the life of the project. Kerzner (2006) defines a project as a series of multi-functional activities and tasks that have a specific objective to be completed within certain specifications, defined start and end dates, funding limits, and consume human and non-human resources. Project success is typically assessed based on several dimensions and is driven by success factors (Baccarini, 1999; Collins and Baccarini, 2004; Cooke- Davies, 2002; Mueller and Turner, 2007)

In contrary, project management is defined as the process of controlling the achievement of the project objectives, using the existing organizational structures and resources and manage the project by applying a collection of tools and techniques without interrupting the routine operation of a company (Munns & Bjeirmi, 1996). Some of the functions of project management are defining the work requirement, allocating resource needs, planning the execution of work required, monitoring the progress of the work and taking action to unexpected events that took place (Munns & Bjerimi, 1996). Clarke (1999)

however stressed that project management is only a tool to help the process of change and when used timely can leads to problem solving of critical issues for an organization.

The essential measure of a successful project is that it has delivered a successful outcome to the business. Closely related to this is project management success which entails delivering a project to the agreed scope, time, cost and quality while maintaining a customer relationship and not burning out the project team (Holland et al, 2004). Implementation of a project is the step where all the proper planned activities are put into action. Usually project implementation process involves preparing, deployment, maintaining and use of the final product of the project. Project managers and sometimes project team members are committed to controlling and monitoring project implementation process. Project team helps run project evaluation process which precedes project implementation process (Pinto, 2006).

1.2 Statement of the Problem

To be successful, managers have to employ techniques and other project approaches to ensure success. According to Monis, (1983) project implementation process is an important stage, complex, and usually requiring simultaneous attention to a wide variety of human, budgetary, and technical variables. As a result, the organizational project manager is faced with a difficult job characterized by role overload, frenetic activity, fragmentation, and superficiality. Often the typical project manager has responsibility for successful project outcomes without sufficient power, budget, or people to handle all of

the elements essential for project success. In addition, projects are often initiated in the context of a turbulent, unpredictable, and dynamic environment. Having the relevant Management skills (communication, financial, leadership, IT, risk management skills among others), commitment, will enhance successful completion of a given project.

Many studies have attempted to explore the success of project implementation (Mugenda and Mugenda 2001, Osborne, 2000, Sumner, 1999). However, most of these studies have focused on the factors that contribute to failure or success of projects in general. For example, Belassi and Tukel (1996) distinguish factors related to the project (size and value of a project, uniqueness of project activities, and the urgency of a project outcome), to the project manager and the team members (project manager's and team members' skills), to the organization (top management support), and to the external environment (political, economic, and social factors). Similarly, Cooke- Davies (2002) differentiates factors leading to the success of project management (traditionally measured against adherence to planning) and factors leading to the success of a project as a whole (measured against the overall objectives of the project including the benefits the stakeholders expected to achieve with the project). Also Baccarini (1999), Nelson (2005), and Thomas and Fernandez, (2008) distinguish between project management success and project success.

Other researchers have mainly focused on what causes delays in project completion and cost overruns. For example, Osborne, 2000) focused on the time and cost overruns in the power of project implementation in Kenya. He attributed project failure to factors ranging

from delayed payments to clients delay in disbursement of funds by financiers to approval of the project by the technical people. Sumner 1999, studied project failure in the context of cost. He attributed it to poor communication among the client and the project team members, inadequate financial resources, lack of motivation, tendering methods and poor project definition poor project organization, environmental conditions, quality of project implementation, lack of proper project definition and infrastructure.

In particular, Constitution and Reform Education Consortium project success has been hampered by regular project failure as well as incomplete project presenting enormous challenges to donors as well as management. Thus this dilemma in Constitution and Reform Education Consortium is the key drive to the researcher in an effort to determine the influence of top managers on successful project implementation. There are no local studies best known to the researcher on the influence of project managers on successful project implementation. The main aim of this study will therefore be to establish the influence of top managers on successful project implementation the case of constitution and reform education consortium

1.3 Purpose of the Study

The main purpose of this study will be to determine the influence of CRECOS management on successful implementation of their projects and use the findings to recommend necessary measures to be employed to ensure successful completion of projects within Nairobi County

1.4 Objectives of the Study

The research study was guided by the following objectives;

1. To determine how communication systems adopted by CRECOS management on successful project implementation.
2. To determine the extent to which CRECOs management commitment influence successful implementation of projects
3. To establish the extent to which management skills adopted by CRECOs managers influence successful implementation of the projects.

1.5 Research Questions

This research study was guided by the following research questions;

How does communication system s influence successful project implementation?

To what extend does CRECOS Management commitment affect successful Project implementation?

To what extend does CRECOs Management skills affect successful implementation of projects?

1.6 Significance of the Study

This study contributes positively to constitution and reform education consortium Management among other organizations in Kenya since it may help them understand relevant issues related to influence of project management on project success.

The study is also significant to the government and other policy makers in the country for they may use the study findings on improving on the current policies related to project management.

The study provides a platform for further research in the area of project management and in particular the practices that would contribute to successful project implementation in Kenya.

The findings of the study can be useful to trainers in project management in that it will assist them in knowing the areas which should be given concentration when training managers on project implementation success and related topics in their organizations.

Finally, the study is also beneficial to future researchers and academicians as it may form a foundation of their study arguments.

1.7 Delimitation of the Study

This study was limited to the constitution and reform education consortium Management. The target population was therefore the various top managers in the various departments responsible of the various project implementations tasks.

1.8 Limitations of the Study

The researcher faced a number of challenges in reaching some of the respondent's e.g. top managers. The researcher also faced challenges in getting documented data on project

completion and as such other issues surrounding the implementation. Another challenge faced by the researcher was language and securing time for the respondents to fill the research tools. The researcher applied two research assistants who were required to guide the respondents in filling in the questionnaire.

1.9 Basic Assumptions of the Study

The study assumed that the information on the study interest was readily available and that the respondents would give valid information concerning the questions raised in relation to influence of top managers on successful project implementation

1.10 Definition of Significant Terms

Project: Defined as a temporary endeavour undertaken by people who work cooperatively together to create a unique product or service within an established period of time and within an established budget to produce identifiable deliverables.

Project Manager: A project manager is the individual with overall responsibility for managing the project, also responsible for guiding the project towards the achievement of the desired objectives (Project Management Institute, 2008).

Project Success: Project Success is being defined, for this purpose, as balancing the competing demands for project quality, scope, time and cost as well as meeting the varying concerns and expectations of the project stakeholders (Project Management Institute, 2008).

Project Team: The members of a project team are an interdependent collection of individuals who work together towards a common goal and who share responsibility for specific outcomes of the project (Project Management Institute, 2008). The dedicated resources assigned to a project, which include the project leader, functional team leaders, and functional team members, technical and consulting support. Usually they belong to different groups, functions within the organization and are assigned to activities for the same project.

Project Management: Project management is the disciplined use of processes, tools, and techniques that leads to the accomplishment of a specific objective or set of objectives, which are constrained by time and cost (Cleland, 1964, Project Management Institute, 2008). Project management is a process that spans the full life cycle of project from inception to completion (Johnson, 1999).

1.11 organization of the Study

The study is organized in five chapters which highlights how the Researcher carried out the research. Chapter One consists of the Introduction which looks at the background of the study. This looks into the statement of the problem and hence justifies the study to be carried out, where else chapter Two looks at the works of other Scholars on the study and what they up written on it. Research Methodology is discussed in chapter Three while Chapter Four and Five discusses Data Analysis, Presentation, Interpretation and Summary of findings, Discussions, Conclusions and Recommendations respectively.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature reviewed that is related to the study concepts on top managers' factors influencing successful project completion. The various sections presented here are; Project completion, empirical Review and the conceptual framework of the study.

2.2 Project Implementation

Implementation of a project is the step where all the proper planned activities are put into action. Usually project implementation process involves preparing, deployment, maintaining and use of the final product of the project. Project implementation process entails creation of a customizable framework that helps project managers to set up and manage project implementation stages.

Organizations focused on growth rely upon technology to achieve business goals (Kropf & Salji, 2008). For corporations to deliver goods and services quicker with higher quality, organizations rely on technology-based projects (Kropf & Salji, 2008). These projects speed the development of products incrementally faster than human labor (Kropf & Salji, 2008). Organizations capable of achieving a high rate of successfully

implemented information technology (IT) projects maintain a stronger competitive position in the marketplace (Neuhauser, 2007). Technology is the cornerstone for growth but when technology becomes a hindrance, it defeats the purpose of incorporating the various software applications and hardware platforms (Neuhaus, 2007). Technology development becomes a hindrance when IT project implementation is unsuccessful (Kropf & Salji, 2008). Effective project management practices and skills can save a considerable amount of money (Kropf & Salji, 2008). Effective project management incorporates better change management processes, attention to social factors, and continual engagement of stakeholders (Legris & Collette, 2006). Software tools that enable collection, analysis, and communication of project information are a necessity for project managers. The right people must receive information at the right time to execute the right actions or develop the right sound decisions. Two key elements define project success: within budget and on schedule (Martin, Pearson, & Furumo, 2007).

To a lesser degree, other elements can define project success in addition to cost and schedule. Examples of three such elements are delivery of project objectives, performance criteria, and quality (Hacker & Doolen, 2007). Lack of project team commitment can be a direct result of a project manager who does not establish a shared vision. Lack of commitment directly affects the project schedule as team members develop little interest in delivering work products by the agreed upon delivery dates (Hacker & Doolen, 2007). Team members who lack a shared vision give the project work a lower priority in relation to other projects that engage their interests and commitment (Hacker & Doolen, 2007). Communication is a primary factor in the creation of a shared

vision and motivation of the project team to deliver on the goals and objectives of the project (Spargo, 2004).

Without appropriate project management leadership abilities, projects are destined to fail (Julian, 2008). Project managers are very close to the project work but projects must be flexible to the changing needs of the business. Organizations compete in a constantly changing environment (Julian, 2008). Projects that align to strategy business goals need continual re-examination against those goals for continued alignment (Julian, 2008). Project managers typically do not focus on this alignment (Julian, 2008). Their focus is on delivering the project objectives on time and within budget. A PMO can perform the alignment monitoring and maintain a big picture view of all on-going projects to ensure that alignment (Julian, 2008). Senior management must give authority to the PMO to instill governance over project work to initiate and terminate projects (Welman, 2007). This governance authority is necessary to monitor project work alignment to corporate goals (Welman, 2007).

Many project managers are not versed in the art of persuasion with top management (Spargo, 2004). Leveraging the political atmosphere within the organization is becoming increasingly necessary for project managers as they attempt to overcome unsupportive project sponsors (Hacker & Doolen, 2007). Politically savvy project managers are more effective in delivering successful projects (Hacker & Doolen, 2007). Project Managers who can negotiate and persuade, thus successfully navigating the political climate, can obtain easily key resources and strong commitments (Hacker & Doolen, 2007).

Customization of project implementation process framework lets leverage the use of management standards, policies and procedures and ensures that management expectations and plans for project implementation stages are properly outlined and applied. When project implementation process is structured, customized and organized into consistent project implementation steps, all conditions required for creation of a responsive project management environment are met, and project manager can start implementing a project (Spargo, 2004). If there are several projects to be implemented, project implementation steps should be adjusted with all projects involved to start common project implementation process.

According to Julian, (2008), project implementation process entails creation of a customizable framework that helps project managers to set up and manage project implementation stages. Customization of project implementation process framework lets leverage the use of management standards, policies and procedures and ensures that management expectations and plans for project implementation stages are properly outlined and applied. When project implementation process is structured, customized and organized into consistent project implementation steps, all conditions required for creation of a responsive project management environment are met, and project manager can start implementing a project (Martin *et al* 2007). If there are several projects to be implemented, project implementation steps should be adjusted with all projects involved to start common project implementation process.

According to Cleland et al (1988), a project is termed successful if it passes four success test criteria for instance, the time criterion completed on time; the cost or budget criterion completed within budget; the effectiveness criterion completed in accordance with the original set performance and quality standards; and client's satisfaction criterion accepted by the intended users or clients whether the client is internal or from outside the organization. The above success criteria call for successful project implementation by the utilization of proven management techniques of planning, organizing, directing and control. The issues on life cycle management, time management, conflict resolution and management, networking, contracts management, project choice and project quality are the key factors that contribute to project success. Effective project choice, for example, which results in a good project selection, greatly improves the probability of project success especially when the project is executed in accordance with project management implementation guidelines.

According to Baker (2002) perceived success is more adequately defined as meeting the project's technical specification or mission while at the same time attaining a high level of satisfaction on the part of the organization, clients, users or clientele and the project team. The end product must perform satisfactorily in service. This means that parties associated with and affected by a project should be satisfied at the same time that the good cost and schedule performances are realized. Effective project success therefore requires a judicious trade-off amongst the four tests or success factors of timeliness, completion within the budget, satisfactory technical performance, and client or customer acceptance.

2.3 Role of Top Managers on Project Implementation Process

Project managers makes use of the life cycle concept as a valuable tool for better understanding of the stages of a project and likely resources required for its successful implementation. The life cycle is used to pictorially explain the rise and demise of organizational phases in building of structures, production line and sales life cycle of a product. It is also one of the instruments that help managers conceptualize the work and budgetary requirements of the project. Project managers are responsible for the overall management of the project from inception to commissioning (Baker, 2002). A project manager may be appointed by the client to oversee the overall implementation process. The project manager manages the interfaces between project subsystems. Another important aspect of this subsystem is the utilization of project management techniques (critical path method, project evaluation and review techniques, bar chart, etc.) for planning and execution of the projects.

2.4 CRECOs Management Commitment and Successful Project Implementation

Top management support and commitment is viewed by many researchers such as Al.Mashri, Frey, and Nemec, (1999). Finney and Corbett (2007) as the most important critical success factor for project implementation. According to Al-Mashari et al. (1999) Top managements role in the implementation of project is highly important for the project as they “ensure an even change management and system rollout”. They are also responsible for setting the vision and business plan and to make sure to harness employees’ creativity and energy (Al-Mashari, et al., 1999). Furthermore, Al-Mashari et

al. (1999) suggests that exploiting technological capabilities and making sure that the business performs in accordance to the plan is also key task of top management. Project management is unlikely to succeed unless there is any visible support and commitment by executive management. This support and commitment can be described in two subtopics; project sponsorship and life-cycle management. The role of the top management is to manage besides continuously reminding project team that only performances at the highest standards of excellence are acceptable. It is important that company goals, objectives and values be well understood by all members of the project team throughout the life-cycle of the project. Ongoing and positive executive involvement, in a leadership capacity will reflect executive management's commitment to project management.

The process of project implementation presents an ongoing challenge for managers. The project implementation process is complex, usually requiring simultaneous attention to a wide variety of human, budgetary, and technical variables. As a result, the organizational project manager is faced with a difficult job characterized by role overload, frenetic activity, fragmentation, and superficiality. Often the typical project manager has responsibility for successful project outcomes without sufficient power, budget, or people to handle all of the elements essential for project success (Dezdar and Sulaiman, 2009). In addition, projects are often initiated in the context of a turbulent, unpredictable, and dynamic environment.

Consequently, the project manager would be well served by more information about those specific factors critical to project success. The project manager requires the necessary tools to help him or her focus attention on important areas and set differential priorities across different project elements. If it can be demonstrated that a set of factors under the project manager's control can have a significant impact on project implementation success, the project manager will be better able to effectively deal with the many demands created by his job, channeling his energy more efficiently in attempting to successfully implement the project under development.

The second factor discerned was that of Top Management Support. As noted by Schultz and Slevin (2003), management support for projects, or indeed for any implementation, has long been considered of great importance in distinguishing between their ultimate success or failure. Beck sees project management as not only dependent on top management for authority, direction, and support, but as ultimately the conduit for implementing top management's plans, or goals, for the organization. Further, Manley, (2002) shows that the degree of management support for a project will lead to significant variations in the clients' degree of ultimate acceptance or resistance to that project or product. For the purposes Top Management Support refers to both the nature and amount of support the project manager can expect from management both for himself as leader and for the project. Management's support of the project may involve aspects such as allocation of sufficient resources (financial, manpower, time) as well as the project manager's confidence in their support in the event of crises.

The sequence of a project implementation is an important consideration for any project manager. Not only are there a prescribed set of steps to be taken in the project implementation process, but because of the order of the steps to be taken, the manager is provided with a checklist for determining the status of the project at any given stage. This monitoring capacity enables the manager to determine where the project is in terms of its life cycle and how rapidly it is moving forward. Further, the manager has the ability to determine the chances for successful implementation given attention has been paid to the proper sequencing of steps and consideration of relevant critical success factors in the implementation process (Al-Mashari, et al., 1999).

2.5 Communication and Successful Implementation of Projects

An important but often overlooked method to help the project leader manage the transition from strategy to tactics is to make efforts to continually communicate the changing status of the project to the other members of the project team. When defining the project manager's role, Kerzner (2006) emphasizes that strong communication and personal relation skills are required. There are several examples supporting the argument that communication in projects is essential for projects to succeed. As Lester (2007) puts it, "Information together with communication is the very life blood of project management." Baker (2007) states that 95 per cent of all project problems are caused by poor communication and that the importance of being able to manage the skills of communication when presenting facts, details, status, project requirements, etc. should be of high priority in project management. Communication re-emphasizes the importance of

a joint, team effort in implementing the project. Despite good project planning and scheduling, poor or absent communication with team members and stakeholders can bring a project undone. Project managers need excellent communication skills and a comprehensive scheme that encourages formal and informal discussion of expectations, innovation, progress and results (Al-Mashari, et al., 1999).

Further, it reinforces the status of the project relative to its life cycle (Ginzberg, 2000). The project team is kept aware of the specific stage in which the project resides as well as the degree of strategic versus tactical activities necessary to successfully sequence the project from its current stage to the next phase in its life cycle. The approved plan should be widely communicated and explained to project staff and partners. This communication process will mark the beginning of individual plans, and inspire educated regular performance monitoring and reporting (Lawther, Light and Gibson, 2000).

Finally, communication helps the project manager keep track of the various activities performed by his or her project team, making it easier to verify that strategic vision is not lost in the later phases of tactical Operationalization. The need for adequate communication channels is extremely important in creating an atmosphere for successful project implementation. Communication is not only essential within the project team itself, but between the team and the rest of the organization as well as with the client. As the factor communication has been developed for the model, it refers not only to feedback mechanisms, but the necessity of exchanging information with both clients and

the rest of the organization concerning project goals, changes in policies and procedures, status reports, among others, (Lawther, Light & Gibson, 2000).

2.6 Managerial Skills and Successful Implementation of Projects

Effective project teams are made by combining skills, experience, motivation, teamwork and sense of urgency into a clear project structure and set of accountabilities. Forming a project team should be a deliberate act where people are considered in terms of the skills and experience they bring and their motivation to participate and contribute to the project as an active member of the team. In addition, they must be committed to the project objectives and have a clear sense of urgency and accountability to get things done as and when needed (Lawther, Light & Gibson, 2000).

The work of Ibbs, Kwak, and Reginato (2000) over the last decade focused on recognizing the benefits of investment in project management competency through measures of maturity in an organization's practice of project management. If the project-based organization desire improvement on the effectiveness of their projects they should improve their project management competences. To improve, organizations need to first assess their current ability to deliver projects and then create a strategic path that clearly outlines the steps required for advancement on the road to excellence. Building the competency to manage projects is not like installing a new technological system or training on a new skill or process. Becoming competent at managing change requires a transformation in the way your organization and the individuals within the organization view and react to change. It targets the foundation of how the organization operates, and

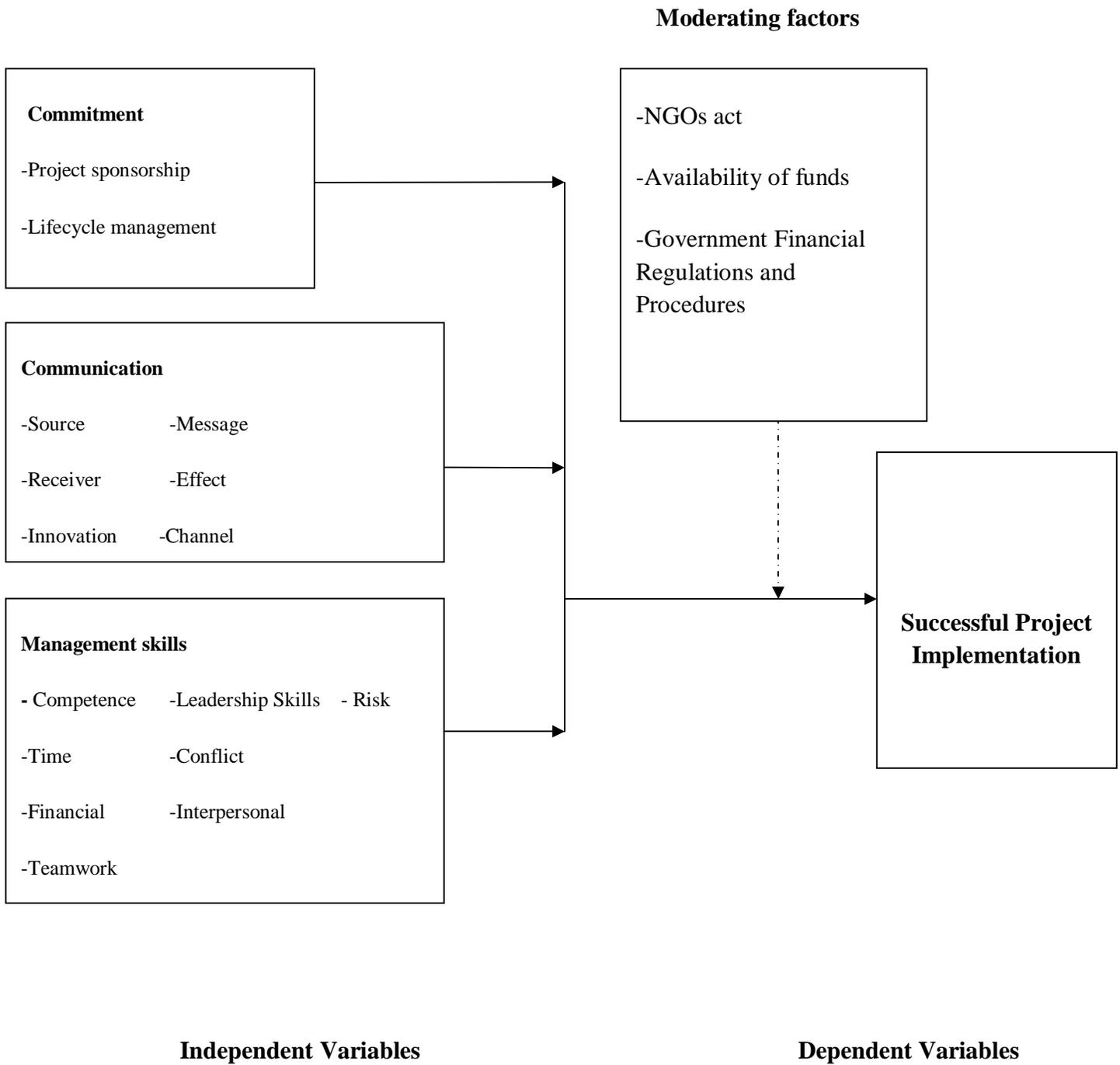
how those within the organization see themselves in relation to change. The goal of building the competency to manage change is to give individuals the perspective, authority and skills they need to support the many different changes project managers face. Project management is a complex process targeting multiple outcomes. Project management competency is just as complex, requiring the acquisition of a variety of knowledge and skill sets that often cross areas of expertise, including instructional technology, management, information technology, engineering, and manufacturing (Greer, 1992; Kerzner, 2001; Tinnirello, 2000).

The globalization of business, the shift from production-based to a knowledge-based economy, the growth of information communications technology (ICT), the strive to become learning organizations and the emergence of the needs for knowledge workers have made knowledge management practice a must today across all types and levels of firms (Chong, 2005). Creating a realistic IT vision involves a complex set of activities, all of which must be based upon a deep understanding of the alignment among university will, existing resources, and how well IT is recognized as being rooted in institutional goals. This understanding may be fostered best through a good IT planning and management process in which influential leaders from across the institution are involved in the governance structure. Good feedback and communication channels maintained by the IT unit will provide further enhancement of processes.

2.7 Conceptual Framework

According to Bogdan and Biklen (2003) a conceptual Framework is a basic composition that consists of certain figurative blocks which represent the observational, the experiential and the analytical aspects of a process or system being conceived. The interconnection of these blocks completes the framework for certain expected outcomes. The conceptual framework below has been drawn in relation to the influence of top managers on successful project implementation

Figure 2.1 Conceptual Framework



2.8 Summary and Research Gaps

This study sought to determine the influence of CRECOS management on successful implementation of their projects the study reviewed literature on project implementation. This study focused on four variables namely; communication systems, management skills management commitment and how they influence successful implementation of projects.

A number of studies have been conducted with regard to project implementation for instance Al-Kharashi *et al.* (2009) found that lack of coordination between contractors and subcontractors lead to delay, for example in the situation that newly revised construction drawings of a project may be issued later by the contractors to the subcontractors. Whereas there are a number of past studies this study notes that few or not studies have been conducted with respect to factors affect successful project implementation.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methods applied in this study to collect and analyze data. It discusses the research design, the target population, sampling procedure, methods of data collection, validity and reliability and operational definitions of variables. Finally, the chapter consists of data analysis methods and their justification, and then a summary of the chapter.

3.2 Research Design

This study employed a descriptive survey to determine the influence of managers on successful project implementation. The main objective of this study was to assess the influence of management on successful implementation of CRECO projects.

The research thus focused on collecting primary data to help answer the research questions by embarking on a quantitative descriptive survey in which questionnaires were used to collect quantitative data.

3.3 Target Population

According to Ngechu, (2004) a population is a well defined or set of people, services, elements, events, group of things or households that are being investigated. Busha, (1980) states that "a population is any set of persons or objects that possesses at least one common characteristic." The study population comprised all the managers involved in the implementation of the project.

There are 10 CSOs who have their administrative offices in Nairobi. The researcher targeted the managers in these offices. The research targeted at least five people from each CSOs and the total number of targeted respondents was fifty (50). Mostly these are the ones involved in day to day activities in ensuring successful implementation of the various projects in their context. These were supplied with a research tool or interview schedule.

3.4 Sample Size and Sampling Procedures

A sample is a small portion of a target population. Sampling means selecting a given number of subjects from a defined population as representative of that population, (Orodho 2002). Cooper and Schindler (2003) observe that random sampling is the process of selecting a population sample where the researcher selects a population randomly from the randomly arranged list of the population of the study. Since only (10) ten out of 25 CSOs are based in Nairobi. The researcher selected the management staff of the ten CSOs that gave at least 5 members per CSO giving a total of 50 respondents.

3.5 Research Instruments

The researcher formulated a questionnaire which extracted information from various CSOs. This tool of data collection was used because each question was formulated in a manner that it addressed each objective under study. Closed ended questions were used for easy coding and analysis while open ended questions were used to elicit more information from the respondents to complete any missing links. The questionnaire was in the form of a constructed survey based on different Likert several -point scale.

The questionnaire was carefully prepared and the necessary questions properly set, with appropriate editing and assessment by the researcher's supervisor to ensure its validity and reliability. The questionnaires were issued directly to the respondents. They were self-completed and, where necessary, with the help of research assistants. Secondary data was also sought to complement the findings, clarify issues and for comparison purposes in the study.

3.6 Reliability of Research Instruments

The questionnaire was pretested to ensure reliability. The questionnaire must be reliable enough to measure the variables identified in the study (Sekaran 1992). A pilot study was carried out by administering the questionnaire to the respondents in one organization in order to validate the tool. An analysis of the findings was done. This clearly indicated where amendments need to be made. This was repeated after three weeks as a retest for the questionnaires using the test-retest approach (Mugenda & Mugenda, 2003 the

response from both the testing periods was correlated by following sufficient of reliability, an instrument that yields a reliability coefficient of 0.70 and above (70% and above) is reasonably consistent and therefore acceptable for data collection. The questionnaire attained this percentage.

3.7 Validity of Research Instruments

According to MacGivern (2006), the researcher should consider that the validity is an indicator of whether the research measures what it claims it measures. Johns (1999), explains that questionnaires have greater validity if they consider the ease of use, in terms of completing the questionnaire easily and ease of analysis. This study used content validity because it measured the degree to which the sample of the items represents the content that the test is designed to measure. An instrument is said to be valid to the degree that it measures what it claims to measure or the extent to which it will predict accurately such types of behavior as better service delivery (Best and Khan, 2004) validity is actually the degree to which a test or an instrument actually measures the variable it claims to measure from the selected target population.

3.8 Data Collection Procedure

According to Saunders (2003), questionnaire can be used for both descriptive and explanatory research. The researcher applied a structured questionnaire which was administered by the researcher (administered face to face with the respondent) to cushion the inability of the respondents to easily interpret some specialized questions (Mugenda

and Mugenda, 2003). The questionnaires comprised mainly closed and a few open-ended questions.

3.9 Data Analysis procedure

This study generated both qualitative (open-ended questions) and quantitative data (open-ended questions). Quantitative data was coded and entered into Statistical Packages for Social Scientists (SPSS Version 17.0) and analyzed using descriptive statistics. Qualitative data was analyzed based on the content matter of the responses as responses with common themes or patterns grouped together into coherent categories. Only the relevant non-redundant contents were presented. Descriptive statistics involves the use of absolute and relative (percentages) frequencies, measures of central tendency and dispersion (mean and standard deviation respectively). Quantitative data was presented in tables with relevant explanation. The qualitative data was presented in prose. The study applied inferential statistics to determine the influence of CRECO managers on successful project implementation.

3.10 Ethical Consideration

Ensuring that such a study meets ethical principles for bank-participatory research is important (Clacherty, & Donald (2007). The research shall adhere to a set of ethical guidelines as stipulated by Schenk and Williamson (2005). In particular, since the study involved working with project managers and relevant professionals. It is extremely important to ensure that the ethical principle of “least harm” is given high priority

(Boyden, & Ennew, 1997). Throughout the research process, the principle of anonymity and confidentiality were strictly applied.

3.11 Operational Definition of variables

The independent and dependent variables are defined by Table 3.1 which includes objective, variable, Indicator, measure, measuring scale and tool of analysis.

Table 3.1 Operationalization

Objective	Variable	Indicator	Measure	Measuring scale	Tool of analysis
To determine how communication systems adopted by CRECOS management on successful project implementation	Communication systems	Channel of communication, levels, feedbacks on communication	Message Delivery	Ordinal scale	Mean & S. Deviation
To determine the extent to which CRECOS management commitment influence successful implementation of projects	Management commitment	Resources, time, Project sponsorship	Resources	Ordinal scale	Mean & S. Deviation
To establish the extent to which management skills adopted by CRECOS managers influence successful implementation of projects	Management skills	Team work, Conflict resolution skills, Time management, Competence	Experience	Ordinal scale	Mean & S. Deviation
Successful Project Implementation		Satisfied Staff, Completed Projects	Improved Living Standards	Ordinal scale	Mean & S. Deviation

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter includes the results (findings) from the study and analysis of those findings and their discussions in relation to the objective of the study and the research questions. The findings are presented in tables as shown below.

4.2 Questionnaire Return Rate

A total of fifty questionnaires were distributed to respondents however only thirty six (36) were filled and returned while four questionnaires were spoilt and ten were incomplete.

Table 4.1 Response Rate

Response	Frequency	Percentage
Filled in questionnaires	36	66.7%
Un returned questionnaires	14	33.3%
Total	50	100

Table 4.1 illustrates the response rate of the respondents that participated in the study. The study targeted 50 respondents (management staff) in CRECO managers involved in project implementation. However, out of 50 questionnaires distributed only 36

respondents completely filled in and returned the questionnaire contributing to 72%. This complied with Mugenda and Mugenda (2003) who suggested that for generalization a response rate of 50% is adequate for analysis and reporting, 60% is good and a response rate of 70% and over is excellent. This response rate can be attributed to the data collection procedure, where the researcher personally administered questionnaires and waited for respondents to fill, and picked the questionnaires once is fully filled. The 28.0% questionnaires that were not returned were due to reasons like, the respondent were not available to fill them in at that time and with persistence follow-ups there were no positive responses from them. The response rate demonstrates a willingness of the respondents' to participate in the survey that the study sought.

4.3 General Characteristics of Respondents

This section sought to determine the demographic characteristics of the respondents for instance Gender, age bracket, education level and marital status. The following results discuss the demographics of the respondents who participated in this study.

Table 4.2 Gender of the Respondents

Category	Frequency	Percent
Male	19	53.8
Female	17	47.2
Total	36	100.0

The findings indicate that the organization has a fair gender representation in employment with male and female employees representing 53.8 and 47.2 percent

respectively as per the table above. This corresponds well with the commitment to mainstream gender and the effort to make fundamental changes in opportunity and empowerment as well as the attainment of at least 30 percent representation in recruitment, promotion and appointment of women towards the Kenya Vision 2030 (GOK, 2007).

4.3. 2 Age of Respondents (Years)

The study sought to determine the age bracket of the respondents the ages were ranged from 18 years to over 55 years with intervals of ten years between categories the results were as follows;

Table 4.3 Age of Respondents (Years)

Category	Frequency	Percent
18 to 25 years	5	13.9
26 to 35 years	22	61.1
36 to 45 years	6	16.7
Over 55 years	3	8.3
Total	36	100.0

From the above figure it is evident that majority of respondents are in the age bracket 26-35 Years at 62% followed by those in the age bracket 36-45 years at 17% then those in the age bracket 18-25 years at 14% and finally over 55 years at 8%. This indicates that the organization is comprised of youthful employees.

4.3.3 Marital Status

The study sought to determine the marital status of the respondents this was aimed at determining whether respondents are married, single, widowed or divorced. The results were tabulated as follows;

Table 4.4 Marital Status

Category	Frequency	Percent
Married	21	58.3
Single	12	33.3
Divorced	3	8.3
Total	36	100.0

From the above figure it's evident that majority of respondents in this study are married represented by 59% of the respondents. On the other hand 33% of respondents are single while the rest 8% were divorced. From this revelation it can be deduced that majority of respondents in this study are married.

4.3.3 Highest Education Level

On the question of Highest Education Level of the respondents the study categorized education level into three levels namely; high school and lower, undergraduate and master's level the results were as follows;

Table 4.5 Highest Education Level

Category	Frequency	Percentage
High school & lower	4	11.1
Under-graduate	18	50.0
Masters	14	38.9
Total	36	100.0

A simple majority of employees at CREGO are graduate holders as the highest level of education followed by those with Masters degrees and higher schools and lower a distant third and fourth in that order as shown in Figure 4.4 above. This status with respect to the level of education implies that the organization has a majority of its employees are degree holders.

4. 3.4 Years of work experience

Years of experience among respondents were also determined in this study with the lowest class of experience being 3-5 years. The following results were obtained;

Table 4.6 Years of work experience

Category	Frequency	Percent
3-5 Years	12	33.3
6-10 Years	10	27.8
11-20 Years	11	30.6
Over 20 Years	3	8.3
Total	36	100.0

The study sought to determine the period of work experience of the respondents it was revealed that 33% of the respondents have 3-5 years of experience followed by those with 11-20 years of experience while 28% of the respondents have 6-10 years of experience and lastly those with over 20 years of experience were 8%. This indicates that most of the respondents who participated in this study have five or less than five years of experience.

4.3.5 Years of Experience in project management

The study sought to find out the level of experience in project management among respondents this was necessary in order to determine their understanding of factors affecting successful project management.

Table 4.7 Years of Experience in project management

Category	Frequency	Percent
0- 2 Years	13	36.1
3 - 5 Years	10	27.8
6 - 10 Years	5	13.9
11 - 20 Years	5	13.9
Over 20 Years	3	8.3
Total	36	100.0

To determine respondent's period of experience in project management this study revealed that a simple majority have 0-2 years followed by those with 3-5 years of experience while those with 6-10 years and 11-20 years tied with 14% and lastly those

with over 20 years of experience was presented by 8%. This indicates that more than half of the respondents have 0-5 years of experience.

Table 4.8 Unique experiences in project management

Category	Frequency	Percent
Yes	22	61.1
No	14	38.9
Total	36	100.0

On whether respondents had encountered any unique experiences in project management that may have affected project outcomes 61% of the respondents affirmed to the statement while 39% indicated that they had not experience such situations. Majority of respondents who affirmed having experienced unique situations in project management indicated that lack of finances and non-commitment by project managers as some of the key issues they have come across.

4. 3.6 Most dominant management style in the organization

Management style refers to the manner in which an organization is run ranging from laissez fair to autocratic management styles. This section sought to determine dominant management style experienced by respondents by looking into four management styles. The following results were obtained.

Table 4.9 Most dominant management style in the organization

Category	Frequency	Percent
Charismatic, creative, empowering, inspirational, visionary	19	52.8
Is a role model, accountable, sets high standards and expectations	7	19.4
Affirm and articulates values, represents the organization	5	13.9
Involves others in decision making, strives for unity, listen	5	13.9
Total	36	100.0

From the above table its evident that the most dominant management style in the organization respondents in this study have worked are charismatic, creative, empowering, inspirational, visionary leaders at 52.8%. 19.4% of respondents indicated that they have interacted with leaders who set high standards and can be emulated.

4.4 Management Commitment and project implementation

Management commitment entails the extent to which those in authority are committed towards achieving set organizational goals. The study sought to determine the level of management commitment in project management on a five point scale the following results were obtained.

Table 4.10 Management Commitment

Statement	N	Mean	Std. Deviation
CRECO has a program to develop management skills for project management	36	3.83	0.655
Project managers' characteristics impact on project success	36	4.19	0.786
Management is committed to the growth of subordinates	36	3.86	0.639
CROCE Management is committed to serving others	36	4.50	0.697
CRECO Management seeks to make others whole and seek to heal relationships between them and others.	36	3.69	0.889
CRECO Seeks to convince others rather than coerce others to respond	36	4.33	0.478
CRECO Management is committed to listening to others	36	3.92	0.770
CRECO Management is forward thinking when addressing issues	36	4.11	0.667
CRECO Management is believes in creating a sense of community	36	4.00	0.586
Totals	36	4.05	0.685

The researcher sought to determine whether management commitment influences implementation of projects at CRECO. On a five point scale from strongly agree to strongly disagree respondents indicated that on average management at CRECO have a strong influence on project implementation and its success. With this regard the highest mean score was 4.5 which indicates that majority of respondents strongly agreed to the statement. The lowest score for this statement was a mean of 3.69 which is a moderate influence. On the other hand the researcher computed the standard deviation the results indicate that the deviation lies within 0.478 to 0.889. Therefore it can be deduced that management commitment towards project implementation is vital in project success.

4.5 Communication systems and Project Implementation

Communication systems are the available channels of transmitting information from one point to another. The study sought to determine whether communication systems influence project implementation the following results were obtained.

Table 4.11 Communication systems and Project Implementation

Statement	N	Mean	Std. Deviation
A top- down mode of communication is ideal for successful project implementation	36	3.00	1.171
Bottom-up form of communication is ideal for successful project implementation	36	3.83	1.000
Regular updates on project progress enhances successful project implementation	36	4.33	0.478
Total	36	3.72	0.883

The researcher sought to find out whether the mode of communication adopted influences successful project implementation at CRECO. This study established that regular updates on project progress enhances successful project implementation with the field results indicating that majority of respondents agreed that communication influences project implementation scoring a mean of 4.33 and a standard deviation of 0.478. A Bottom-up form of communication is ideal for successful project implementation in reference to this study since more than half of respondents moderately agreed with the statement obtaining a mean of 3.83 and a standard deviation of 1.00. On the other hand a top- down mode of communication influences successful project implementation to a lesser extent with a mean of 3.00 and a standard deviation of 1.171.

4.6 Management Skills influence in Project implementation

The study further sought to establish whether Management Skills of project implementer's influence in Project implementation the table below summarizes the results obtained.

Table 4.12 Management Skills influence in Project implementation

Statement	N	Mean	Std. Deviation
Conflict resolution skills among CRECO management enhances project implementation	36	4.57	0.736
CRECO management ability to manage stress enhances successful project implementation	36	4.44	0.877
CRECOs ability to lead by example enhances successful project implementation	36	3.61	0.903
CRECO manager's ability to promote team work enhances successful project implementation	36	4.67	0.756
CRECOs ability to build relationships enhances project implementation	36	3.89	0.747
CRECOs ability to guide & energize team members enhances project implementation	36	3.94	0.532
CRECOs strong sense of commitment enhances project implementation	36	4.53	1.158
Total	36	4.236	0.816

The study sought to find out whether management skills influences successful implementation of Projects at CRECO this study revealed that a number of skills among CRECO project managers enhance project implementation. Notably team work skills

scored higher compared to other skills as illustrated in the above table. While all other skills mentioned in the above table were found to influence project implementation positively conflict resolution also emerged as a major influence towards successful project implementation.

4.7 Other Roles Played by Project Managers

Managers play a number of roles in relation to project implementation thus it was constructive to determine other roles played by project managers which impact on successful project implementation the following results were obtained.

Table 4.14 Other Roles Played by Project Managers

Statement	N	Mean	Std. Deviation
CRECO participates in stakeholders meetings	36	1.33	0.756
CRECO is involved in the drawing of an implementation plan.	36	1.22	0.485
CRECO is involved in the preparation of work schedules and project budget	36	1.31	0.525
CRECO is involved in women group project members to ensure compliance with technical specifications and resource requirements.	36	1.44	0.735
CRECO is involved in the implementation reports and review procedures preparation.	36	1.19	0.525
CRECO is involved in the procurement of goods and services for the project	36	1.28	0.701
Total	36	1.295	0.621

Additionally the study sought to find out from the respondents some of the duties or responsibilities undertaken by project managers at CRECO. From this study majority of respondents agree that project managers participate in all the mentioned roles as shown in the above table. It is evident project managers play a number of roles in project implementation ranging from planning, implementation and even monitoring and evaluation.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter depicts the summary of the research findings on the role played by management in implementation projects and the effect of this in successful completion of the projects, the conclusions and recommendations are drawn there to. The chapter is therefore structured into summary of findings, conclusions, recommendations and area for further research.

5.2 Summary of the findings

This study found that a simple majority 36% of the respondents had 0-2 years work experience followed by those with 3-5 years of experience at 28% while those with 6-10 years and 11-20 years were 14% and lastly those with over 20 years of experience was presented by 8%. This indicates that more than half of the respondents have 0-5 years of experience.

Majority of respondents 61% agreed they had experienced unique scenarios in project management such as lack of finances and non-commitment by project managers were some of the key issues mentioned by the respondents as well as commitment of management as having influence on completion of projects

Communication systems and management skills are also key to project completion. Bottom-up form of communication was found to influence project implementation positively. On the other hand a top- down mode of communication influences successful project implementation to a lesser extent with a mean of 3.00 and a standard deviation of 1.171.

This indicates that communication systems highly influence project implementation to a greater extent thus organizations should ensure proper channels of communication are put in place during project implementation. The findings of this study revealed that competent project personnel are significant to direct project success

5.3 Discussion of the Findings

The study found that more than half of the respondents had 0-5 years of experience. 61% of the respondents indicated that unique experiences affected project outcomes in project management such as lack of finances and non-commitment by project managers were some of the key issues mentioned by the respondents.

5.3.1 Management Commitment

Top management support is normally in the form of providing sufficient resources for the success of projects, sharing responsibilities with project team, communicating with project team authorities and responsibilities and supporting the project team in times of crisis or at unexpected situations (Tukel's 1996). This study found that majority of respondents strongly agreed that management commitment influences implementation of projects. The lowest score for this statement was a mean of 3.69 which is a moderate influence. On the other hand the researcher computed the standard deviation the results indicate that the deviation lies within 0.478 to 0.889. Therefore it can be deduced that management commitment towards project implementation is vital in project success. Clarke, (1999) notes that commitment to early project planning, execution and control over projects strongly influences the success of a project.

5.3.2 Communication Systems

Regarding communication systems and its influence on project implementation this study established that regular updates on project progress enhance success in project

implementation with majority of respondents affirming that communication influences project implementation scoring a mean of 4.33 and a standard deviation of 0.478. A Bottom-up form of communication was found to influence project implementation positively. On the other hand a top- down mode of communication influences successful project implementation to a lesser extent with a mean of 3.00 and a standard deviation of 1.171. This indicates that communication systems highly influence project implementation to a greater extent thus organizations should ensure proper channels of communication are put in place during project implementation. Past studies have revealed that effective communication by itself is not related to project success. One of the reasons for this finding is attributed to the fact that this element is already embedded and weaved in the success factors in projects.

5.3.3 Management Skills

On whether management skills influence on project implementation the study established that a number of skills among CRECO project managers influence project implementation. Notably team work skills scored higher compared to other skills. While all other skills mentioned in this study were found to influence project implementation positively. The findings of this study revealed that competent project personnel are significant to direct project success. A competent project team comprised a project leader with its members, who are specifically selected, trained and possessed the required skills, knowledge and experience to handle the demands of the project. When the project is completed and later being introduced to the clients or end users, the ability of the team

members to convince and sell the benefits of the project is important to ensure the project are readily accepted by the clients.

The results from this study is also in line with Cooke-Davies (2002) who pointed out that people are involved in every process and human dimensions exist in nearly all critical factors related to the project success including the duty to determine the adequacy of each process that has been carried out. Thus, the competency of project personnel contributes significantly to project success in manufacturing. This is also supported by the results obtained from an empirical research conducted by Belassi and Tukel (1996) where project managers' skills are the most critical factors in successful project implementation.

5.4 Conclusion of the Study

The ultimate goal of project management is to have a successful project. A successful project is one in which the customer ends up satisfied Alexandra Stephen and Kees Putman, (1988). Project success is seen as a strategic management concept where project efforts must be aligned with the strategic long term goals and objectives of the same organization that the product of the project is intended to serve. Therefore management commitment in terms of resources and time is essential in enhancing project success. Project managers should not be passive during project implementation however they should participate fully in the project implementation process.

Communication is essential for successful project implementation and should occur at all levels in the organization. Effective communication ensures constant interaction between

project implementers, it should also be a two way process in order to ensure effective communication is realized.

There are key skills that are essential in project implementation notably team work as well as conflict resolution skills as they enhance cohesion among players in project implementation. Such skills are not necessarily taught in any school but rather they can be gained through experience.

This study illustrates how success factors have indeed evolved according to the type of project and the environment that the project is operating. This is due to the dynamic business environment that organizations are operating in modern days. While success factors have evolved over time, the three factors identified two decades ago still play significant roles in ensuring project success. These three factors are top management commitment, clear project mission and competency of the project team.

5.5 Recommendations of the Study

During the implementation process stakeholders should meet, interact, and try to test solutions, analyze their relevance and effectiveness. Project managers should not be passive during project implementation however they should participate fully in the project implementation process. Project managers should thus dedicate themselves fully towards project implementation; however they should not over dominate the project implementation process but should give a chance to other participants to offer their ideas.

Communication should be a two way process in order to ensure effective communication is realized during project implementation. Project managers should also allow junior employees to offer ideas which may be useful towards project implementation. Communication should be constant to avoid any form of information breakdown.

The study recommends the need for enhanced the level of management skills in the organization as this will help in strategy implementation thus enhancing the performance. Managerial skills promote shared vision, integrity and promote innovations. It is important for those in charge of project implementation to have relevant experience in the same in order to ensure successful project implementation. Project managers should have all the skills and or experience in project management so as to ensure professionalism in project implementation.

5.6 Suggestions for Further study

This study focused on determining influence of CRECO Management on successful implementation of projects in Nairobi County. The researcher recommends further research to be conducted in areas such as the influence of management on successful completion of projects in other sectors other than the NGO sectors such as manufacturing among other sectors. Future research can also be directed towards finding out the effects of resource deficiency in project implementation.

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APPENDICES

Appendix I: Letter of Introduction

Dear Respondent,

REF: INTRODUCTORY LETTER

I am a postgraduate student at the University of Nairobi, undertaking Master of Arts in project planning and management; I am undertaking management research project entitled; “The influence of top managers on successful project implementation”

You have been selected by the study as you meet the study’s purposive criteria; that is, the influence of top managers on successful project implementation. Therefore, your responses are crucial to the study in ensuring that the afore-mentioned research aim is met.

This information is for academic purposes only. Respondents’ identities’ will remain strictly confidential; and the findings of this study shall, upon request be availed to you. Your cooperation is highly appreciated.

Thank you in anticipation

Justina Kithuka

Appendix II: Questionnaire for CRECO Staff

Section A: Personal Information

1. What is your Gender?

Male Female

2. What is your age?

18 to 25 years 26 to 35 years

36 to 45 years 46 to 55 years

Over 55 years

3. Marital Status:

Single Married Divorced

4. Please indicate your Education Level?

High school and lower Under-graduate

Graduate Masters

PhD degree

Others.....

5. How many total Years of work experience do you have

0- 2 Years

3 – 5 Years

6 – 10 Years

11 – 20 Years

Over 20 Years

6. How many Years project management experience do you have?

0- 2 Years

3 – 5 Years

6 – 10 Years

11 – 20 Years

Over 20 Years

7. Did you receive formal leadership training before assuming your present role?

Yes No

8. What are the most dominant management styles in the organization that you have worked? The leader who:

Is charismatic, creative, empowering, inspirational, visionary

Clarifies subordinate roles and task requirements in return for rewards

Makes decisions based on the situation

Is a role model, accountable, sets high standards and expectations

Establishes vision and sets direction

[] Affirm and articulates values, represents the organization

[] Involves others in decision making, strives for unity, listens and explains

Section B

Please evaluate the level of your agreement on the Influence of CRECO management in Successful Project Implementation: **Key: 1=Strongly disagree, 2=Disagree; 3=Neutral; 4= Agree; 5= Strongly Agree**

9. The extent to which managers commitment influences implementation of projects

Statement	1	2	3	4	5
CRECO has a program to develop management skills for project management					
Project managers' characteristics impact on project success					
Management is committed to the growth of subordinates					
CROCO Management is committed to serving others					
CRECO Management seeks to make others whole and seek to heal relationships between them and others.					
CRECO Seeks to convince others rather than coerce others to respond					
CRECO Management is committed to listening to others					
CRECO Management is forward thinking when addressing issues					
CRECO Management is believes in creating a sense of community					

10. The extent to which Communication systems adopted by managers influence successful implementation of projects

Statement	1	2	3	4	5
A top- down mode of communication is ideal for successful project implementation					
Bottom-up form of communication is ideal for successful project implementation					
Regular updates on project progress enhances successful project implementation					

11. Extent to which management skills adopted by managers influence successful implementation of Projects.

Statement	1	2	3	4	5
Conflict resolution skills among CRECO management enhances successful project implementation					
CRECO management ability to manage stress enhances successful project implementation					
CRECOs ability to lead by example enhances successful project implementation					
CRECO managers ability to promote team work enhances successful project implementation					
CRECOs ability to build relationships enhances successful project implementation					
CRECOs ability to guide & energize team members enhances successful project implementation					

CRECOs strong sense of commitment enhances successful project implementation					
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12. Fill in appropriately

	Agree	Disagree	Neither
CRECO participate in stakeholders meetings			
CRECO is involved /informed in/of the drawing of an implementation plan.			
CRECO is involved/informed in/of the preparation of work schedules and project budget			
CRECO involved/informed in/of the involvement of women group project members to ensure compliance with technical specifications and resource requirements.			
CRECO is involved/informed in/of the implementation reports and review procedures preparation.			
CRECO is involved/informed in/of the procurement of goods and services for the project			

13. In your experiences with projects are there any unique situations experienced that you think may have affected project outcomes.

Yes [] No []

14. If your answer to question 12 is yes could you state those scenarios?

.....
.....
.....

Thanks once more, your input is greatly appreciated.