

**FACTORS INFLUENCING THE EFFECTIVE IMPLEMENTATION OF
NON GOVERMENTAL ORGANIZATION DONOR FUNDED PROJECTS
AT THE INTERNATIONAL LIVESTOCK RESEARCH INSTITUTE
(KENYA)**

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DECLARATION


This research project is my original work and has not been submitted for a degree course in this, or any other university.

Signed  Date 16th NOVEMBER 2012

Rachael Muringo Mwangi

L50/60565/2010

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

Signed  Date 19/11/2012

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DEDICATION

This work is dedicated to my son, parents, brothers and friends who have constantly been a source of encouragement.

ACKNOWLEDGMENTS

I owe my gratitude to many people whose dedicated effort has seen this project to completion.

Special thanks to Dr. Harriet Kidombo for her guidance, support, patience and constructive critiques that enabled me to complete the Masters of Arts in Project Planning and Management Degree. The staff at International Livestock Research Institute for all support accorded to me. Special thanks to my family and friends whose support was overwhelming.

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ABBREVIATIONS AND ACRONYMS

ILRI-International Livestock Research Institute

NGO's-Nongovernmental organizations

PMOBOK-Project management body of knowledge

WBS-Work breakdown structure

ABSTRACT

The study investigated the factors influencing the effective implementation of non-governmental organization donor funded projects, the case of ILRI. High quality projects are defined as those that deliver the required product service or result within scope, time, budget, good business strategy and good leadership. NGO'S use projects to achieve their objectives. Organizations are operating under high levels of uncertainties due to internal and external factors. Among the variables investigated to establish factors that influence effective implementation of projects included clarity in scope, communication, competence of project managers and management of project resources. Past studies have addressed organizations in general and few have focused on the NGO'S. The NGO'S manage big budgets and influence the economy of a country. The study used qualitative approach to enable better interpretation of results. The target populations were the staffs who work in the research projects at ILRI. Questionnaires were used to collect data. It had both open and closed ended questions. Hard copies were issued to the target population. The data was analyzed using descriptive statistics. Data statistical package for social sciences 19.4 version for windows was used to analyze the data. Percentages, mean, standard deviation and regression were attained. All the respondents indicated that clarity in scope to members of staff and communication influenced implementation of projects at ILRI. The results also indicated that project managers' competencies and management of project resources also influenced implementation of projects at ILRI. The study recommends that for ILRI to effectively implement their donor projects effectively the scope must be clear to employees, communication should be effective, project managers should have hard and soft skills and should have policies for managing resources. Areas for further studies are also recommended.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Organizations are continually involved in developing and attempting to implement new projects. Most nongovernmental organizations are project based. It is therefore important to understand the various factors during project implementation that determine a project success or failure in nongovernmental organizations.

A project has a defined beginning and end. It also has a specified budget and often involves personnel from various departments on a temporary basis (Nutt 1983, Tuman 1983). The project management institute (2004) and Kerzner (2001) defined high quality projects as those that deliver the required product, service or result within scope, on time and budget. Morris (2003), critiquing these definitions as focusing too strongly on implementation tool and processes argued for an expanded definition of project management that emphasizes the importance of a broader business context and strategy as well as a leadership of the people. For the purpose of this study we will embrace the broader definition of project management as put forth by Morris (2003) and others (Blackburn 2002, Cleland 1995, Crawford 2004).

The use and management of projects has risen to a new prominence, with projects seen as critical to economic growth and development in both the private and public sectors. The NGO use projects to achieve their objectives. The reason behind the expansion of project-based work typically arise due to the new challenging environment and opportunities brought about by technological developments, the shifting boundaries of knowledge, dynamic market conditions, changes in environmental regulations, the drive towards shorter product life cycles, increased customer involvement and the increased scope and complexity of inter organizational relationships (Bredillet, 2005).

Business today is operating under high level of uncertainty, projects implementation are open to all sorts of external influence, unexpected events, ever growing requirements, changing constraints and fluctuating resource flows. This clearly shows that if projects are applied and steps are not taken in order to manage them effectively and efficiently, the chance of failure is high.

There are various factors that are critical to project implementation success. Researchers in project management field have generated various lists of critical factors in an attempt to understand project implementation success (Locke 1984, Cleland 1976, Sayles and Chadler 1971). They all have underlying similarities. These factors are: - clearly defined project goals, sufficient resource allocation, top management support, project plans and schedules, competent project managers, adequate communication, feedback capabilities and finally responsiveness to clients.

According to Turner (1993), scope management is main reason of project management. He defines the purpose of scope management as an adequate or sufficient amount of work is done; unnecessary work is not done and the work that is done delivers the stated business purpose. The scope is defined through the work breakdown structure (WBS)

The PMBOK Guide divides project management processes into initiating, planning, execution, controlling and closing processes. A central idea is that these processes form a closed loop: the planning processes provide a plan that is realized by the executing processes, and variances from the baseline or requests for change lead to corrections in execution or changes in further plans. The project can be closed either upon completion or when project objectives become unattainable.

1.1.1 An overview of ILRI

The International Livestock Research Institute (ILRI) is a non-profit-making and non-governmental organization with headquarters in Nairobi, Kenya, and has a second principal campus in Addis Ababa, Ethiopia. It works at the crossroads of livestock and poverty, bringing high-quality science and capacity-building to bear on poverty reduction and sustainable development. ILRI works in Africa, South and Southeast Asia, and China.

ILRI is funded by more than 90 private, public and government organizations of the North and South. Some donors support ILRI with core and program funds whereas others finance

individual research projects. In-kind support from national partners, particularly Kenya and Ethiopia as well as that from international collaborators is substantial and vital. This mix of generic, specific and in-kind resources is essential for the partnership they conduct.

ILRI has various projects in Kenya and various parts of the world. Some of the projects are: - Diagnostic and control tools and strategies for various animal diseases Better policy and management options for pastoral lands: Assessing trade-offs between poverty alleviation and wildlife conservation, Securing women's access to livestock assets and income in Kenya and Mozambique, Increasing benefits from livestock and livestock markets for women in Kenya and Uganda, Improved pig production and health in western Kenya amidst others. It achieves its objective of bringing high quality science and capacity building to reduce poverty through projects.

1.2 Statement of the Problem

A lot of research has partially addressed the factors that contribute to project failure in general. Much of the research has mainly focused on what causes delays on project implementation and cost overruns and fixed completion time. There has also been some studies Mohring (1983), investigated how costs of resources can be minimized and projects be completed within the budgeted time. Bryson and Bromiley (1993) studied the critical factors affecting the planning and implementation of major projects. All these studies investigated project implementation in areas other than the non-governmental organization.

In addition, major donors and international financial institutions are increasingly basing their aid and loans on the condition that reforms that ensure good governance are undertaken. Governance means; the process of decision-making and the process by which decisions are implemented or not implemented. Donors are thus funding NGO's who are able to deliver on their milestones based on past experience or reference. ILRI was therefore a good representation of NGO firms. Research was carried out at ILRI to find out the factors that influence the effective implementation of non-governmental organizations donor funded projects. Findings of this study could be useful to similar organizations.

It is therefore against this background that this study sought to determine what factors influence the effective implementation of NGO donor funded projects at ILRI.

1.3 Specific Objectives of the Study

1. To establish the influence of clarity in scope of project on effective implementation of donor funded projects by ILRI.
2. To establish the influence communication on effective implementation of donor funded projects, by ILRI.
3. To establish the influence of competencies of project managers on effective implementation of donor funded projects by ILRI.
4. To establish the influence of management of resources on effective implementation of donor funded projects, by ILRI.

1.4 Research Questions

1. To what extent does clarity in scope influence effective implementation of projects by ILRI?
2. To what extent do communications channels influence effective implementation of projects by ILRI?
3. To what extent does competency of project managers influence effective implementation of projects by ILRI?
4. How does management of resources influence effective implementation of projects by ILRI?

1.5 Purpose of the study

The purpose of this study was to establish the various factors influencing the effective implementation of nongovernmental organization donor funded projects in International livestock Research Institute. The variables of interest were project scope clarity, influence of communication on projects, competencies of project managers and management of project resources.

1.6 Significance of the study

The findings of this study will enable academicians and researchers in broadening their knowledge base with respect to the factors influencing effective implementation of donor funded projects within the Kenyan environment.

The results of the study will also inform the management of the NGO sector and particularly ILRI management on the factors influencing effective implementation of donor funded projects.

It will also help the various donors understand the various challenges influencing effective implementation of projects in the Kenyan environment. The donors using the report will be able to know the various areas that they should address during the monitoring and evaluation of the project.

1.7 Delimitation of the study

The study was carried out at ILRI and yet there are many other Nongovernmental organizations whose projects are funded by donors. The report was generalized to other nongovernmental organizations, this may not be absolutely correct as these companies operate under different environments circumstances.

Thorough reviews of other studies in factors influencing project management under different environments were studied and a generalization made. A proper budget of the available resources was utilized and costs was minimized without effecting the quality and scope of the study.

1.8 Assumptions of the study

The following are researcher's assumptions:-

1. That the time scheduled and budget would cover the proposed study.
2. That factors affecting project implementation by NGO applies to all other NGO's in Kenya.
3. That the population will be honest while answering questions.

1.9 Summary

This chapter has introduced the study, and has listed the various factors that influence project implementation. It has also discussed the statement of the problem and noted the objectives of the study. The research questions are also included. This chapter has also discussed the significance of the study, limitation, delimitations and assumptions of the study.

1.10 Organization of the study

This research project proposal is organized in five chapters. Chapter one covers the introduction of the study. It also illustrates the background of the study, the statement of the problem, objectives of the study and research questions.

Chapter two contains literature review. It is divided into two sections. The empirical review and the conceptual framework. The empirical review is composed of past studies relating to project management while the conceptual framework contains the four variables and their relationship to effective project management.

Chapter three contains the research methodology. The chapter outlines the research design, target population, sampling procedures, and data collection instruments. The chapter also explains how data was analyzed. The operationalization of variables chart is also presented.

Chapter four contains data presentation, analysis and interpretation while chapter five contains summary of the Findings, Discussions, Conclusions and Recommendations. The references mostly contain the journals reviewed and other sources such as books and websites. There are four Appendixes; letter of transmittal and Questionnaires.

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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The purpose of the chapter is to explore the past research studies on challenges in effective project management. It provides an overview of some of the scholarly contributions on the field of project management and factors affecting the implementation. The information has been gathered from journals articles and various text books. The specific areas covered here are project scope, project communication, competencies of project managers and project resource management. The conceptual framework detailing the independent variables, indicators for the independent variables, extraneous, intervening, moderating and dependent variables is also presented.

2.2 Overview of Project Management

Project management as a formal discipline is relatively new; having evolved within the last sixty years from a military use during the cold war defense programs (Verzuh, 2005). However human beings have managed projects as long as they have been present on earth (PMBOK guide)

It is possible to identify a number of projects that have been completed in earlier times without the explicit use of modern project management techniques. The pyramids, the Great Wall of China, irrigation systems created by early civilization all serve as an example of projects. In our daily lives we are all constantly managing small projects such as personal vacations, school assignments, organizing dinners and parties. All these can be example of projects.

According to Crawford (2005) the use of project management to achieve business goals is becoming more popular in organizations. Verzuh (2005) explains that as repetitive tasks are replaced by automation and the need to constantly change becomes more evident, the need for efficient project management grows. Soderlund (2005) notes that for many firms project management is at the core of their competitive advantage.

In today's business world, organizations often engage in work through multidisciplinary project teams rather than through individual effort. Effective project management is a critical competency for anyone participating in such teamwork (Gentry, 1994; Greer, 1992; Kerzner, 2001; Richey, Fields, & Foxon, 2001).Goncalves (2004,) has split project management to four

different stages which are definition, planning, execution, delivery. He also defined different levels of effort in project management life cycle.

2.3 Clarity in project scope During Projects Implementation

Before any person or organization considers investment in a new project or before taking responsibility for project management, the project requirements must be clearly established, documented and understood. The project must be defined as accurately and fully as possible before it is allowed to start. The manager of the project cannot be expected to carry out successfully if the requirements are not adequately defined in a project charter or specification (Greer, 1992; Kerzner, 2001; Richey, Fields, & Foxon, 2001).

Mullay 2003 identified the lack of clarity in scope as one of the key reasons why projects fail to achieve the expected results within time, cost and the required quality. Following the argument that with a proper defined scope one has a better chance of succeeding because they know what they are aiming at, one avoids unnecessary work and no project overlaps and gaps.

Goals should not be set up as an activity, since it is as a result of the activity that is important. The goal should have desired result and not the activity (Pollack, J. (2007). Gardiner, P. (2005), discussed that a goal should be presented in such a way that one can easily answer whether a goal has been achieved or not. It should be easy to identify whether a goal has been achieved or not. Pollack, (2007) has also discussed that project goals are hierachial. Goals ta lower levels are defined more precisely and elaborate than the goals of the levels above. The main goals show the main areas to be addressed by the project.

Gardiner, (2005), Mullay 2003 discussed the mission breakdown structure as a tool that helps clarify the purpose of the project. It exhibits what the project might do for the organization.

2.4 Communication During Projects Implementation

For companies, communication has become over the last twenty years so crucial that it is now a critical success factor in most of the businesses. That is why the communication has from now on to be managed strategically (Dortok, 2006).

Communication must mainly deal with the information of employees, the management of changes and the motivation of employees (Dolphin, 2005). Basically, the effectiveness and the commitment of employees depend largely on their knowledge and their understanding of the strategic issues of the company (Tucker, Meyer & Westerman, 1996). Therefore, a good communication should enable a better understanding of the strategy, a better commitment and a lower resistance to change which eventually leads to a better implementation of the project.

The internal communication can also have an important strategic impact on the external communication. By external communication we mean the communication with the stakeholders who are not working in the company such as the supplier, the customers or the general public. Indeed, the perception of these stakeholders in some way depends on the perception employees have from their own company. Through the internal communication it is thus also the "corporate reputation" which is at stake. It puts the internal communication in the front line in order to get competitive advantage and to find solutions to strategic problems (Dortok, 2006).

Communication provides a means for the exchange of the information amidst team members (Pinto and Pinto, 1990). The quality of communication can be described by the frequency, formalization, structure, and openness of the information exchange. Communication that requires a large amount of time preparing and planning before it can occur, example status meeting, scheduled meeting; is considered more formal, whereas spontaneously initiated contacts, example quick phone calls, short emails constitute informal communication. It is this informal spontaneous communication that has been shown to be crucial to project team members because ideas and contributions can be shared, discussed and evaluated with other team members more quickly and efficiently (Katz 1982, Pinto and Pinto 1990). In addition project team members should be able to communicate directly without an intermediary. This is because the exchange of information through mediators is time consuming, and a possible cause of faulty transmission. Apart from frequency, formalization and structure, it is critical that members share their information openly with each other (Gladstein 1984, Pinto and Pinto 1990). A lack of openness hinders project team members from sharing knowledge and experience on their tasks.

It is widely agreed upon in the literature that the flow of communication within project teams influence the success of projects (Griffin and Hauser 1992). Research by Katz and Allen (1988),

involving fifty research and development teams, demonstrates a strong positive impact of within team communication on project success. More recent study confirms this fundamental finding. Hauptman and Hirji (1996) in their investigation of fifty cross-functional project teams, show that frequent two way communication within team exerts a positive influence on team performance. In addition, a large scale empirical study in Germany on the success factors of project management finds communication and information flow to be a direct prerequisite of project success (Gemuenden and Lechler 1997)

Hierarchical organization is designed to thrive upon the division of labor and unity of command. That is, in order to increase efficiency and control, employees work in functional units or departments (Thompson 1997); each employee specializes in a few tasks for his or her department and reports to a single superior (Galbraith 1996). Strictly held, the division of labor into functionally specialized units and unity of command constrain communication linkages to specified vertical connections within the chain of command (Galbraith 1996).

Dolphin (2005) and Dortok (2006) have divided internal communication can into two main information flows. A top-down flow that goes from the top management to the employees and a bottom-up flow that goes from the employees who are on the field to the top management. They in addition noted they are the link between the creation and the implementation of the projects.

The literature is pretty rich concerning the top-down flows. Authors insist a lot on how to get employees involved or how to be sure that the strategy is well understood by employees. A particular attention is given to the relationship between the employees and their company because this relationship becomes more and more strategic and crucial in term of benefit and competitive advantage. That is why employees want now to get early information about the business, in order to play a role in the decisions making process (Dortok, 2006). This is the sign that they are ready to commit themselves to the company. It is moreover interesting to notice that the main goal of the top-down communication flow often means getting people involved. That is why the top-down communication is so important, and so difficult to carry out. It is a big challenge for top management to communicate the project objectives in a way that it sounds relevant because it is rooted in the heart of the business (Dolphin , 2005).

The bottom-up flow is very often initiated by the top management. The top-down communication has to be undertaken in a way that employees feel the motivation to imply themselves in the company and adopt a value adding attitude. It is the role of the top management to ensure that the information flow works in both ways (Dortok, 2006)

The main objectives of internal communication are informing, carrying out change and motivating. In the matter of pure information, sharing the information is the best way to provoke an answer and to get information on the other hand. There is also here the opportunity to create a company spirit. Concerning changes, developing a bottom-up communication can reduce the reluctance to change. If people are early informed and can thus give feedback because they have the time to give feedback, it can be very beneficial for the business, especially because through a bottom-up flow you get direct information from the field. About motivation, we can say that it is the opportunity to create interaction and exchange between people. And thus it enables to create or to strengthen the communication flow in the both ways (Dolphin, 2005).

2.4.1 Communication Channels During Projects Implementation

When working in projects there are many means of communication to choose between. Some of them are e-mail, phone, videoconference, and face-to-face (Grosse, 2002, Chinowsky & Rojas, 2003).

According to Goose, 2002, the email has several advantages as a communication channel, mainly due to its asynchronous nature. People get more time to process the message and to think of how to formulate the answer as clear as possible, which can be even more useful when members of a team have different language backgrounds. Then there will for example be enough time to use a dictionary in order to increase the understanding. Van, 1992 noted that People also tend to be less reluctant to ask for clarification when communicating with e-mail compared to more direct communication such as conversing over the phone or face-to face. Dolphin 1992 discussed how email could be of special interest to project managers when communicating more complex and important things, especially when there are members on the team with limited language skills in the used language.

The use of the phone and email in project management has been discussed and the email was preferred due to the advantages accrued in using email despite the phone can be used as a more personal and direct way of communication (Grosse, (2002), Dolphin (2005).

(Grosse, (2002), Dolphin (2005). Using videoconferences to communicate can be effective when a large group of people have to talk. Compared to using the phone it is easier to know who is saying what. Something that can be a challenge though is that the quality can be low, which can make the medium less useful and potentially frustrating (Grosse, (2002), Dolphin (2005). Videoconference can be essential for complex tasks such as product development, compared to only communicating with audio (Tavčar, et al. 2005).

Face-to-face can be the most powerful mean of communication since it adds personal chemistry and it is easier to observe all the nuances of what is being communicated. It can also be a way to create stronger personal relationships. A drawback can be that it takes a lot of time and money to travel. (Grosse, 2002)

We can consider two main kinds of communication, the oral communication and the written communication. One of the first and main means of communication is of course the face-to face conversation. This kind of communication may occur in a formal meeting or in an informal way, when the two or more interlocutors get together. Another way to communicate verbally is the phone. More recently and thanks to the development of the technology, new media have appeared. For instance, it is now possible to have a video conference where you can speak by word of mouth and see your interlocutor. Concerning the other ways of communication, through written expression, there is of course the possibility to send letters or faxes. But the apparition of the email has revolutionized the way to communicate within companies. The email has become ubiquitous and has now been commonly adopted by the major part of the companies. It has almost become difficult for a company to communicate without email (B. van den Hooff, J. Groot & S. de Jonge, 2005). We can also add the more and more common use of intranet or databases which communicate information to a large amount of people within the company.

What do the users look for in each communication means? Van den Hoof et al (2005) highlight four main criteria that could explain on which basis the choice of media is done, the possibility to get a feedback immediately, the possibility offers by the mean of communication to express different element of communication such as body language, facial expressions, tone of voice, etc The possibility to express subtlety and nuances and finally the possibility offer by the media to focus on a particular person. The environment can influence the use of a certain media. For Example, if all your colleagues and co-workers use emails, you are almost obliged to use Emails too. Each communication means has of course its advantages and its drawbacks.

2.5 Competencies of project manager during project implementation

Project manager (PM) is the one who is responsible for execution of project tasks and activities. A project manager has a specific role to achieve business objectives and within the time and to budget with resources signed to project. The project manager controls day-to-day management of the project activities. Project managers should have methodology where they can demonstrate their skills, knowledge, and experiences from different types of industries. Different projects will require different levels of skills and it will require for different levels of project management as well (Maylor, 2005).

The project managers take a major interest in organizations and NGO'S are not excluded. Due to these important roles the interest in which competencies are necessary to successfully manage project grows. This growth of interest has led to growth of standards and certification programs that describe the disciplines practices, offers definition of main terms and processes, explain the main techniques and serves as the basis for assessing project manager competences (Crawford, 2004) The main project management standards and certification programs are provided by the Project Management Institute, International Project Management Association ,Australian Institute of Project Management and the Association for Project Management. These standards are generic and not industry specific.

The need for project managers to possess various qualities is stressed by Schmitt and Kozar (1978). According to the authors, poor project management was at that time the most common reason why projects fail to reach their goals. Mullaly's (2003) identified the lack of formal

training as a key reason why projects fail to realize their expected results and continue to be completed late and over or under budget. Following this argument without formal training project managers are not able to acquire the necessary competencies to accomplish their job. Technical experience is emphasized during selection but they do not possess project management competencies which are necessary for dealing with projects. With the arguments the project manager need to possess a set of project management competencies to achieve project success. But which competencies are needed?

The project management standards present their essential competencies required for project managers. focus has been on the 'hard' technical skills, like the ability to create a work break down structure, a project budget, Gantt charts neglecting the soft interpersonal skills Crawford (2004). Recently more attention has been given to the 'soft' interpersonal competencies necessary to manage projects (Cowie, (2003), Muzio et al. (2007) Pollack, (2007). The soft skills include things like: interpersonal communication, commitment to success, negotiation, decision making, problem solving, leadership, motivation, team working, flexibility and alertness, human resource management, negotiation and conflict management, positive attitude and ability to influence people. The 'hard' skills are the mechanical or technical skills of planning, estimating, scheduling and controlling a project (Gardiner, 2005). These hard skills are project integration management, project scope, time, cost, risk and quality management, and finally project procurement management.

Pollack 2007 noted that much of the project managers' time will be spent in coordination steering and integrating the activities of some departments and relying on others for information or supporting services. The project managers should thus not be placed in or organizationally inferior positions to the departmental managers. In addition Crawford, 2004 noted that the project managers should display competence, make clear decisions, give precise achievable instructions, delegate well, listen to and accept sound advice, is enthusiastic and confident and thus generally commands respect by example and qualities of leadership.

2.6 Resource management

A project resource is any person, object, tool, machine or sum of money needed for work on a project. The resources can be exhaustible, replenish able and reusable. Exhaustive resources once

used are not available use on a project. Replenishment is impossible. Time is the most important exhaustive resource. Replenish able resources are materials and components obtained through purchasing. Though they can be exhausted the can be obtained through purchasing. They are controlled using stock taking and purchasing controls. Reusable resources are assets required for the project but which remain available for reuse after the task has been performed, example people, machinery and plants, office space (Cowie, 2003, Muzito et all (2007)

Gardiner, P. 2005, defined a project as a set of activities that must be completed in a prearranged sequence. Projects are often performed under high levels of uncertainty related to such factors as resource availability, unproven technology, team competence, and the commitment of upper management. Sometimes, even the project goal is not well defined when the work begins. For most projects, though, a schedule specifying the implementation details must be developed before uncertainties are resolved. Without any historical data or past experience, expert opinion and rough estimates might be the only way to quantify activity costs and durations in the initial planning stages. What results is an initial schedule designed to optimize some objective within the limits of uncertainty. As the project unfolds, differences between planned and actual costs, activity durations, and resource requirements begin to emerge. When the deviations become noticeable, we say that the project schedule is disrupted. For small deviations, the initial schedule may still be followed with little or no need for adjustment. In more serious cases, the initial schedule may no longer be optimal with respect to the original objective, and may not even be feasible (Kerzner, H. (2001)

2.6.1 Cash resource During Projects Implementation

Financial planning is a vital component of project management since it determines profitability of projects. In order to survive in a competitive environment, project contractors must negotiate payment terms that maximize cash flow. Research in project management has long recognized the net present value criterion as highly relevant in the management and control of projects (Bey, Doersch, and Patterson JH (1981).

The net present value criterion can be evaluated by considering the amount and timing of cash flows that occur over the duration of the project. Negative cash flows represent expenses and positive cash flows represent progress payments for completed work. Project schedules are

significantly affected by these cash flows, which in turn, affect the net present value criterion of the project (Bey, Doersch, and Patterson (1981).

However, when bids are submitted for projects, the amount and timing of payments are important variables that can be negotiated to improve financial performance. As rightly pointed out by Elmaghraby 1990, the use of network models as aids in the preparation of project bids has received little research attention, even though cost estimation and bidding have been popular topics with practitioners for a fairly long time.

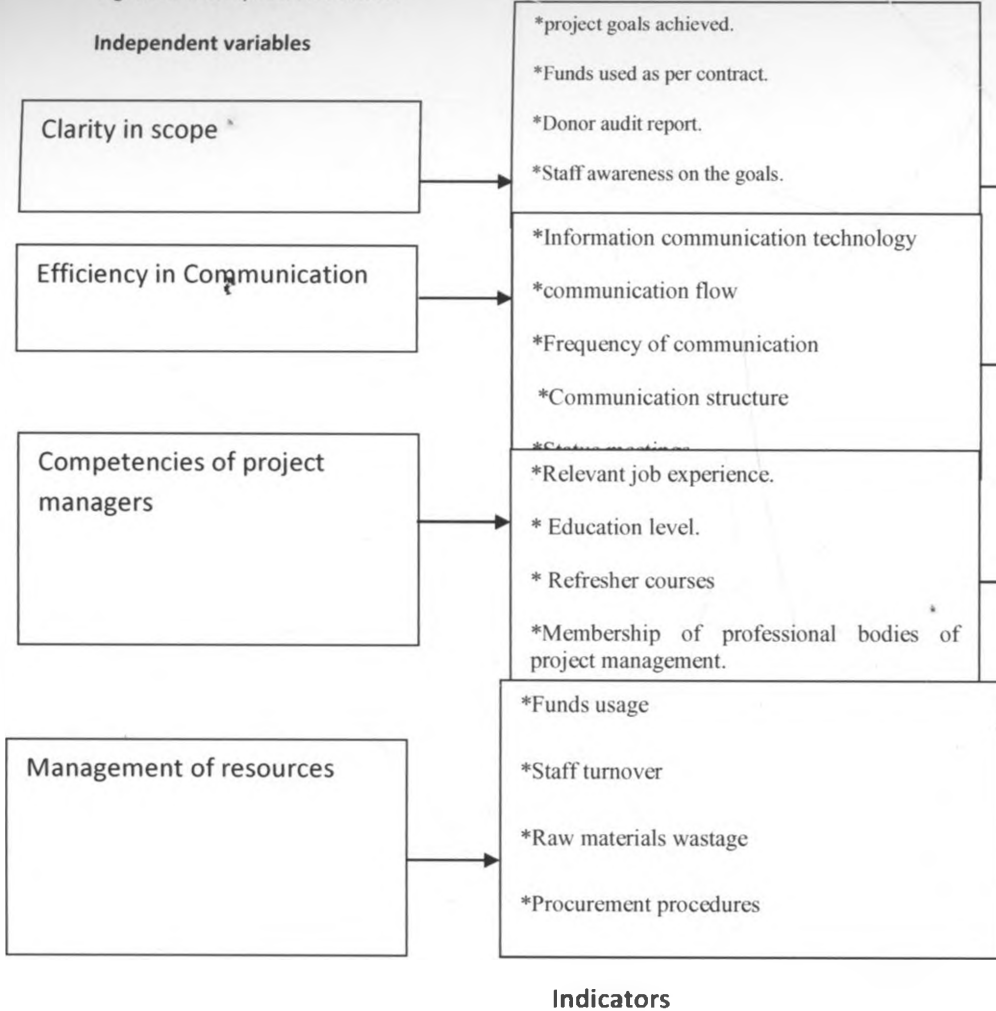
2.6.2 Time resource During Projects Implementation

Projects have a defined start and end dates Crawford, (2004). According to Crawford time is one of the major factors that leads to project not been completed timely and also poor quality. The project managers sometimes use more resources in order to ensure that projects are completed timely. The network analysis has been used to manage time (Gardiner, 2005).

2.7 Conceptual Framework

This section will discuss the four independent variables which are the basis of this study. The variables are; clarity in scope, efficiency in communication, competencies of project managers and management of project resources. The indicators of the variables will also be listed alongside the independent variables. The intervening, extraneous, moderating and dependent variables that influence project implementations will also be listed.

Figure 1: Conceptual Framework



Extraneous variable

Donor funding trends

Dependent variable

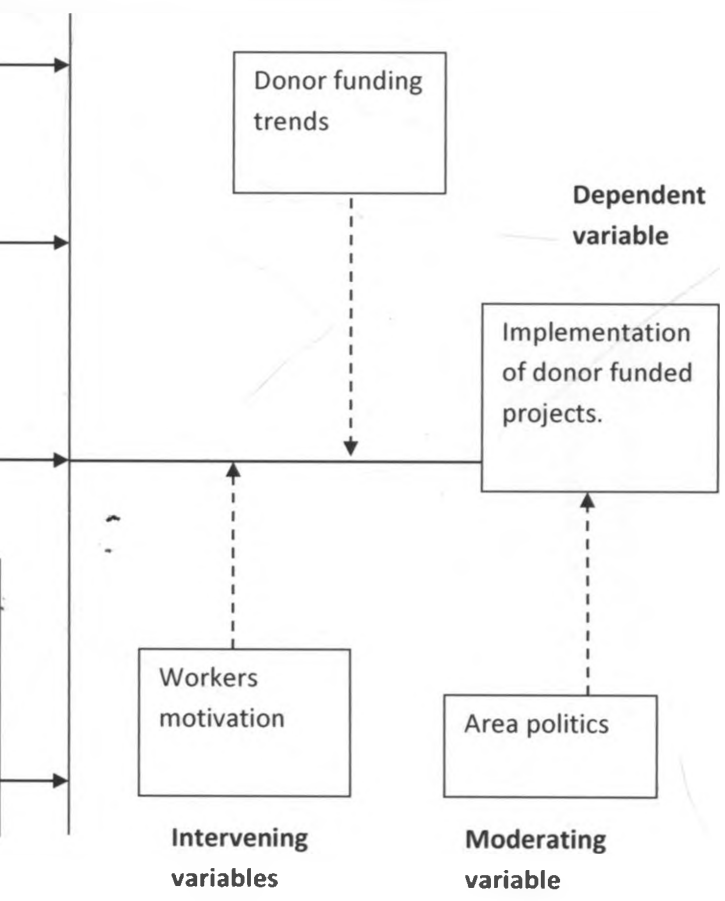
Implementation of donor funded projects.

Workers motivation

Area politics

Intervening variables

Moderating variable



2.7 Chapter Summary

The literature reviewed in this study explains the various challenges organizations face during project management. Clarity in scope, communication during project implementation, project manager competencies and resources management are the variables that have been discussed. In recent years project management has become more popular in organizations. In fact it has been noted that many firms project management is at core to their competitive advantage.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research methodology that was used to answer the research questions. The sample derivation and expected sample size are explained as well as the methods of data collection and analysis. The questionnaire design is discussed. Lastly, the operationalization of variables chart has also been presented.

3.2 Research design

A descriptive survey design was used in finding out the factors that influence the effective implementation of non-governmental organization donor funded projects at ILRI. The design was preferred because data was collected without manipulation of the variables (Kothari, 1990) this means that reporting of things was done the way they are (status quo)

3.3 Target population

The target population is a well-defined set of people, events, groups of things, households that are being investigated (Ngechu 2004). It can also be described as the sample to which the researcher wants to generalize the results. (Mugenda and Mugenda, 2003). For the purpose of the study the target population refers to the 80 staff who are currently working with projects at ILRI. Since the population is small a census was taken meaning all the 80 employees were respondents.

Target population

Table 3 1: Composition of Target population

Department	Number of Employees
Markets	15
Targeting	18
BecA	25
Biotech	22
Total	80

Source: ILRI Database

3.5 Methods of data collection

There are various tools for data collection but the main ones are interviews, observations and questionnaires as discussed by Mugenda and Mugenda (2003). According to Kumar(2005), a questionnaire is a written list of questions, the answers to which are recorded by respondents. In a questioner respondents read the questions, interpret what is expected and then write down the answers. A questionnaire was used for data collection. The questionnaire comprised both open and closed ended questions. A questionnaire was most preferred for anonymity. In addition, it used less time compared to interview. Drop and pick questionnaire was used thus the respondents working schedule was not interrupted. According to Mugenda and Mugenda (2003) a questionnaire is one of the best tools of collecting primary data. The research tool was developed by examining the research objectives.

3.6 Validity

Validity concerns the extent to which a measurement actually measures those feature the investigator wishes to measure, and provided information that is relevant to the question being asked. The measurements are accurate if they are relatively free from systematic errors. Validity was ensured by making sure the sampling techniques were free from bias by giving each subject an equal opportunity to score. Validity was also improved through operationalization of variables.

The questionnaires were comprehensive to cover all the variables being measured. Comparison was done between the conceptual frame work (own variables) and theoretical framework (what has been said by others) for validation.

3.7 Reliability

Reliability concerns the extent to which measurement is repeatable and consistent. That is free from random errors, Reliable measures, sometimes referred to as good measures, are those which measure a variable precisely and consistently (Baker 1992). This means that the same data was collected each time in repeated observation of the same phenomena. The reliability of the questionnaire was determined using a pilot study. Therefore twenty research employees at ILRI were used to test the questionnaire. Cronbach's coefficient alpha formula was used to estimate the internal consistency of the study tool (breakwell, 1995). The reliability coefficient of 0.7 and above is recommended. Reliability analysis through SPSS yielded a cronchbach alpha greater than 0.7 for the four research questions or objectives. This implies that the research instrument was reliable.

3.8 Data collection procedures

Permission was requested from the management of ILRI to gather data from the employees and past records. Hard copy questioners were aslo issued directly to respondents. The respondents were given one week to fill the questionnaire. Confidentiality was also assured.

3.9 Data analysis

Data analysis is the processing, editing and reducing the accumulated data to a manageable size, developing summaries, looking for patterns and applying the statistical techniques (Cooper and Schindler, 2007). The data collected wasanalyzed using descriptive statistics.Excel software was used to transform the variables into a format suitable for analysis. Data statistical package for social sciences (SPSS) 19.4 version for windows was be used to analyze the data.Percentages mean, standard deviation and, regression was attained. The information is presented in form of charts and tables for ease of interpretation, conclusion.

Figure 2: Operationalization of Variables chart.

OPERATIONALIZATION OF VARIABLES

Objective/ research Question	Variable	Indicator	Measurement	Level of measurement	Research design	Data collection method	Data Analysis
To establish how clarity in scope of project influences implementation of donor funded projects by ILRI.	Dependent Effective Implementation of donor funded projects.	<ul style="list-style-type: none"> *Project completion time. *Project objectives achieved. *Funds returned to donor. *Actual costs versus budgeted. *Formal lines of communication. 	<ul style="list-style-type: none"> *Number of projects completed on time. *Number Project objectives achieved. *Amount of funds returned to donors. *variance between actual and budgeted costs. *Number of staff that can access the formal lines of communication. 	<ul style="list-style-type: none"> *Ordinal *Interval 	*Descriptive survey	<ul style="list-style-type: none"> *Document review. *Questionnaire 	<ul style="list-style-type: none"> *Descriptive *Content Analysis *Correlation
	Clarity in goals	<ul style="list-style-type: none"> *project goals achieved. *Funds used as per contract. *Donor audit report. *Staff awareness on the goals. 	<ul style="list-style-type: none"> *Number of objectives achieved. *Number of accepted financial and technical reports by donors. *number of positive Donor audit reports. *Number of staffs that are aware of the project goals. 	<ul style="list-style-type: none"> *Ordinal *Interval 	*Descriptive survey	<ul style="list-style-type: none"> *Document review. *Questionnaire 	<ul style="list-style-type: none"> *Descriptive *Content Analysis *Correlation

<p>To establish how communication affects implementation of donor funded projects, by ILRI.</p>	<p>Independent: Communication</p>	<p>*Information communication technology *communication flow *Frequency of communication *Communication structure *Status meetings *</p>	<p>*No. of employees with access to internet and telephone. *method of communication used. *Number of times communicated. * Members able to communicate directly without intermediaries *Frequency of status meetings.</p>	<p>*Ordinal *Interval</p>	<p>* Descriptive survey</p>	<p>*Document review. *Questionnaire</p>	<p>*Descriptive *Content Analysis *Correlation</p>
<p>To establish how competencies of project managers affect implementation of donor funded projects by ILRI.</p>	<p>Independent: Project manager competency</p>	<p>*Relevant job experience. * Education level. * Refresher courses *Membership of professional bodies of project management. *Technical experience</p>	<p>*No. of years as project manager. *Academic qualification *No. of refresher courses taken * No. of project managers registered. *Kind of projects undertaken as a project manager</p>	<p>*Ordinal *Interval</p>	<p>* Descriptive survey</p>	<p>*Document review. *Questionnaire</p>	<p>*Descriptive *Content Analysis *Correlation</p>

<p>To determine how management of resources affects implementation of donor funded projects, by ILRI.</p>	<p>Independent: Management of resources</p>	<p>*Funds usage *Staff turnover *Raw materials wastage *Procurement procedures</p>	<p>* The rate of staff turnover *Variance of budget versus actual. *Value of balance of raw materials after project completion. *Number of major suppliers tendered.</p>	<p>*Ordinal *Interval</p>	<p>* Descriptive survey</p>	<p>*Document review. *Questionnaire</p>	<p>*Descriptive *Content Analysis *Correlation</p>
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3.11 Chapter summary

The chapter mainly deals with data collection and analysis. The main data collection tool was the questionnaire. Stratified purposive sampling was performed on each of the four strata. Qualitative data were analyzed using SPSS. Descriptive analysis was used for qualitative data. Mean, standard deviation and analytical regression model was used to summarize and facilitate comparison of variables.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATIONS AND INTERPRETATION

4.1 Introduction

The chapter deals with data analysis, presentation and interpretation of results. The data was collected through questionnaires as the main data collection instrument. The data was analyzed using both SPSS and excel worksheets after which meaningful results were derived from the percentages arrived at this process. The purpose of the data analysis was to determine the factors that influence the effective implementation of non-governmental organization donor funded projects at the international livestock research institute. The research questions were:- to what extent clarity in scope influences effective implementation of projects by ILRI, to what extent communications channels influence effective implementation of projects by ILRI, to what extent does competency of project managers influence effective implementation of projects by ILRI and how does management of resources influence effective implementation of projects by ILRI?

The study targeted 80 respondents, 64 respondents filled in and returned the questionnaires. This represented overall successful rate of 80%. The unsuccessful response rate (20%) consisted of those questionnaires that were either not filled, poorly and partially filled. According to Mugenda and Mugenda(2003), a response rate of 50% is appropriate in guaranteeing accuracy and minimizing bias. Table 4.1 below represents the response rate.

Table 4 1: Response rate

Response	Frequency	Percentage
Responded	64	80.0
Not responded	16	20.0
TOTAL	80	100

4.2 Profile of respondents

This section provides results of respondent's profiles, gender and years worked.

Table 4.2 Gender of respondents

Response	Frequency	Percentage
Male	38	47.5
Female	42	52.5
TOTAL	80	100

From the findings 52.5% of the respondents of this study were female while 47.5% were male. This implies the composition guarantee the study wide response across the gender divide.

4.2.1: Years worked at ILRI

The study sought to find out the number of years worked at ILRI.

Table 4 2: Years worked at ILRI

No. of years	Frequency	Percentage %
Less than 3yrs	11	17.2
3-7 years	15	23.4
8-12 years	22	34.4
Above 12years	16	25.0
	64	100

Findings of this study indicates that 17.2% of the respondents had worked at ILRI for less than three years, 23.4% between 3-7 years, 34.4% between 8-12 years while 25% over 12 years.

4.3 Factors influencing the effective implementation of non-governmental organization donor funded projects

The study sought to find out the various factors that influence effective implementation of non-governmental organization donor funded projects. The results are presented according to the research questions of objectives of the study.

4.3.1 Clarity in scope to members of staff and effective project implementation.

The study attempted to establish how clarity in scope to members of staff affects project implementation.

Table 4.4: Clarity in scope to members of staff and effective project implementation.

Response	Frequency	Percentage %
Yes	64	100
No	0	0
Total	64	100

All the respondents 100% indicated that clarity in scope to members of staff affects effective project implementation by ILRI.

Table 4 3: Extent to which clarity in scope to members of staff influence effective project implementation at ILRI.

Response	Frequency	Percentage
Very great Extent	36	56.3
Great Extent	14	21.8
Medium	9	14.1
Low	5	7.8
Total	64	100.0

According to the Table 4.5 above, 56.3 % of the respondents indicated that to a very great extent the scope influences effective project implementation, 21.8% indicated to a great extent, 14.1% to a medium extent and only 7.8 % to a low extent.

Table 4 4: Agreement that clarity in scope to members of staff influence effective project implementation at ILRI.

Indicators	Mean	Std dev
Well-defined procedure that is known by all employees in your department of determining the scope of projects before implementation	3.85	1.41
Project objectives discussed before project implementation	3.80	1.4
Clarity in scope to members of staff in projects affect projects completion time	4.0	1.42
Clarity in scope to members of staff in projects affect the projects total costs to be incurred	4.1	1.43
Clarity in scope to members of staff in projects affects the quality of projects	3.6;1.38	
Technical and financial reports sent as per the donor requirements	3.7; 1.39	

From the Table 4.6 there was an agreement that there were well defined procedures in determining the scope of the projects before implementation as shown by a mean score of 3.85, projects objectives are discussed before project implementation as shown by a mean score of 3.8, clarity in scope to members of staff affect project completion time as shown by a mean score of 4.0, clarity of scope to members of staff affects projects total costs as shown by a mean score 4.1, clarity of scope to members of staff in projects affects the quality of projects as shown by a mean score of 3.6, agreement that reports are sent as per donor requirements as shown by a mean of 3.7

Respondents were also asked to state what would be done differently to ensure staff understand and implement the project scope as per donor agreement. The respondents noted that the employees need to be involved in the initial planning stages of the project. Most of them noted that they were not involved during the concept note development. In addition they also indicated that the timing of the milestones to be achieved should be discussed by the implementing team and not the top management only.

4.3.2 Communication and effective project management

The second objective of the study was to determine how communication influences effective implementation of projects by ILRI.

Table 4 5: Communication and effective project management

Response	Frequency	Percentage %
Yes	64	100
No	0	0
Total	64	100

All the respondents 100% indicated that communication affects effective project implementation by ILRI.

Table 4 6: Extent to which communication influences effective project implementation at ILRI.

Response	Frequency	Percentage
Very great Extent	32	50.0
Great Extent	12	18.74
Medium	10	15.63
Low	10	15.63

Total	64	100.0
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According to the Table 4.8 above, 50.0 % of the respondents indicated that to a very great extent communication influences effective project implementation, 18.74% indicated to a great extent, 15.63% to a medium extent and only 15.63 % to a low extent.

Table 4 7: Agreement that communication influence effective project implementation at ILRI.

Indicators	Mean score	s.d
Emails and internet aid in project implementation	4.1	1.39
There is a well-defined way of communicating projects been implemented in your theme	3.6	1.51
Information about the project progress timely communicated	3.2	1.34
Information and communication technology (ICT) help in communicating project Efficiency	3.80	1.40
Project status meeting are informative	3.0	1.10

Majority of the respondents indicated that emails and internet aid in project implementation as indicated by a mean score of 4.1, neutral to the reaction that status meeting are important as indicated by a mean of 3, neutral to the reaction that project progress timely communicated, agree that there is a well-defined way of communicating projects been implemented in the theme

and ICT help in communicating project efficiency as indicated by a mean of 3.6 and 3.8 respectively.

Respondents were asked to state the frequently used channel of communication during projects implementation; they indicated that telephone and email were used on day to day running of the project. They also indicated status meeting were also used to update the team on project progress. Weekly written reports on project progress were also done.

4.3.3 Project manager competencies and effective project implementation

The third objective of the study was to determine how project manager competencies influences effective project implementation by ILRI.

Table 4 8: Project manager competencies and effective project management

Response	Frequency	Percentage %
Yes	54	84.4
No	10	15.6
Total	64	100

According to Table 4.10, 84.4% of the respondents indicated that project manager competencies influence effective project implementation by ILRI while 15.6% of the respondents indicated that project manager competencies do not influence effective project implementation by ILRI .

Table 4 9: Extent to which project manager competencies influence effective project implementation at ILRI.

Response	Frequency	Percentage
Very great Extent	20	37.03
Great Extent	12	22.22

Medium	10	18.53
Low	12	22.22
Total	54	100.0

According to the Table 4.11, 37.03 % of the respondents indicated that to a very great extent project manager competencies influences effective project implementation, 22.22% indicated to a great extent, 18.53% to a medium extent and 22.22 % to a low extent.

Table 4 10: Agreement that project manager competencies influence effective project implementation at ILRI.

Indicators	Mean score	s.d
1. Project managers facilitate project implementation	3.2	1.57
2. Project managers' technical experiences are important in project management.	2.7	1.45
3. Academic qualifications of a project manager are important in project management.	2.8	1.49
4. The soft skills like: interpersonal communication, commitment to success, negotiation, decision making, problem solving, leadership, motivation, team working, flexibility and alertness, human resource management, negotiation and conflict management, positive attitude and ability to influence people influence project manager	4.5	1.98

effective implementation of projects?

From the Table 4.12 there was an agreement that to a great extent soft skills of a project manager influence effective implementation of projects as shown by a mean score of 3.85, projects objectives are discussed before project implementation as shown by a mean score of 4.5, there was also a neutral agreement that project manager facilitate project implementation as shown by a mean of 3.2, Project manager technical experiences shown by a mean of 2.7 and academic qualifications as shown by a mean of 2.8.

4.3.3 Management of resources and effective project implementation

The fourth objective of the study was to determine how management of resources influences effective project implementation by ILRI.

Table 4 11: Management of resources and effective project management

Response	Frequency	Percentage %
Yes	61	95.31
No	3	4.69
Total	64	100

According to Table 4.13, 95.31% of the respondents indicated that management of resources influence effective project implementation by ILRI while 4.69% of the respondents indicated that management of resources do not influence effective project implementation by ILR

Table 4 12: Extent to which management of resources influence effective project implementation at ILRI.

Response	Frequency	Percentage
Very great Extent	25	40.98
Great Extent	34	55.74
Medium	1	1.64
Low	1	1.64
Total	61	100.0

According to the Table 4.14, 40.98 % of the respondents indicated that to a very great extent management of project resources influences effective project implementation, 55.74% indicated to a great extent, 1.64% to a medium extent and 1.64 % to a low extent.

Table 4 13: Agreement that management of resources influence effective project implementation at ILRI.

Indicators	Mean score	s.d
1. Donor funds used as per the donor budgets	4.1	1.4
2. Materials for projects only used for the project	3.6	1.5
3. Procedure for procurement followed	3.9	1.39
4. Donor funds used as per the donor budgets?	3.80	1.41
5. Staffs are committed to ensure the projects are completed as per the donor agreement	3.9	1.4
6. Procedures in place for ensuring projects are completed within the right time	3.63	1.23

From table 4.15 there was agreement that procedures for procurement are followed as shown by a mean score of 3.9, Procedure for procurement followed as shown by a mean score of 3.8, Procedures in place for ensuring projects are completed within the right time as shown by mean of 3.63, Donor funds used as per the donor budgets as shown by mean of 4.1.

4.4 Multiple Regression Analysis

Multiple regression analysis was done to measure the strength of relationship between four studied variables.

Table 4 14: Coefficient of Multiple Determination (R^2)

MODEL	R	R square	Adjusted R square	Std error of the estimate
1	0.776	0.602	0.587	0.746

Predictors: (constant), clarity in scope of project to members of staff, efficiency in communication, competencies of project managers and management of resources.

Dependent variables: Implementation of donor funded projects.

Coefficient of determination explains the extent to which changes in the dependent variable can be explained by the change in the independent variables or the percentage of the variation in the dependent variable (Implementation of donor funded projects) is explained by all the four independent variables (clarity in scope of project to members of staff, efficiency in communication, competencies of project managers and management of resources.).

The four, independent variables that were studied, explains only 60.2% of Implementation of donor funded projects as represented by R^2 , this therefore means that independent variables contributes about 60.2% while other factors not studied in this study contribute 39.8% to the Implementation of donor funded projects.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of the chapter is to discuss and summarize the findings of the study and finally give conclusions and recommendations, for improvement or practice. It is also important to note that all this was done with justification from the data that was collected and analyzed. The chapter took into consideration the findings that were specific for the objectives stated in chapter one.

5.2 Summary of Findings

This section dealt on the summary of the findings generated from data analysis. The summary was done along with the objectives of the study.

All the respondents 100% indicated that clarity in scope to members of staff affects effective project implementation by ILRI. 56.3 % of the respondents indicated that to a very great extent the scope influences effective project implementation, 21.8% indicated to a great extent, 14.1% to a medium extent and only 7.8 % to a low extent. This is in agreement with the views of Mullay, (2003); who identified that lack of clarity in scope to employees as one of the key reasons why project to achieve the expected results.

There was an agreement that there were well defined procedures in determining the scope of the projects before implementation as shown by a mean score of 3.85, projects objectives are discussed before project implementation as shown by a mean score of 3.8, clarity in scope to members of staff affect project completion time as shown by a mean score of 4.0, clarity of scope to members of staff affects projects total costs as shown by a mean score 4.1, clarity of scope to members of staff in projects affects the quality of projects as shown by a mean score of 3.6, agreement that reports are sent as per donor requirements as shown by a mean of 3.7. The findings imply that the clarity in scope of projects to members of staff influences implementation of donor funded projects. These findings are in agreement with the views of Greer (1992); Kerzner (2001); that the manager of projects cannot be expected to carry out successfully his duties if the project requirements are not adequately defined in a project charter or specification. These objectives must also be understood by the project implementing team.

The second objective of the study was to determine how communication influences effective implementation of projects by ILRI. All the respondents 100% indicated that communication affects effective project implementation by ILRI. 50.0 % of the respondents indicated that to a very great extent communication influences effective project implementation, 18.74% indicated to a great extent, 15.63% to a medium extent and only 15.63 % to a low extent. These findings are in agreement with the study of Gemeundenand Lechler (1997), that communication and information flow is a direct prerequisite of project success.

Majority of the respondents indicated that emails and internet aid in project implementation as indicated by a mean score of 4.1. These findings are in agreement according to Goose, 2002; the email has several advantages as a communication channel mainly due to its spontaneous nature. In addition dolphin 1992, noted that email help in communicating complex projects. The respondents were neutral to the reaction that status meeting are important as indicated by a mean of 3, neutral to the reaction that project progress timely communicated, agree that there is a well-defined way of communicating projects been implemented in the theme and ICT help in communicating project efficiency as indicated by a mean of 3.6 and 3.8 respectively.

Respondents were asked to state the frequently used channel of communication during projects implementation; they indicated that telephone and email were used on day to day running of the project. They also indicated status meeting were also used to update the team on project progress. Weekly written reports on project progress were also done.

The third objective of the study was to determine how project manager competencies influences effective project implementation by ILRI.84.4% of the respondents indicated that project manager competencies influence effective project implementation by ILRI while 15.6% of the respondents indicated that project manager competencies do not influence effective project implementation by ILRI .37.03 % of the respondents indicated that to a very great extent project manager competencies influences effective project implementation, 22.22% indicated to a great extent, 18.53% to a medium extent and 22.22 % to a low extent.

There was an agreement that to a great extent soft skills of a project manager influence effective implementation of projects as shown by a mean score of 3.85, projects objectives are discussed before project implementation as shown by a mean score of 4.5, there was also a neutral

agreement that project manager facilitate project implementation as shown by a mean of 3.2, Project manager technical experiences shown by a mean of 2.7 and academic qualifications as shown by a mean of 2.8. This is in agreement with the findings of Mullays, (2003), who indicated that formal training, hard and soft skills of the project manager influence implementation of donor funded projects.

The fourth objective of the study was to determine how management of resources influences effective project implementation by ILRI. 95.31% of the respondents indicated that management of resources influence effective project implementation by ILRI while 4.69% of the respondents indicated that management of resources do not influence effective project implementation by ILRI. 40.98 % of the respondents indicated that to a very great extent management of project resources influences effective project implementation, 55.74% indicated to a great extent, 1.64% to a medium extent and 1.64 % to a low extent. There was agreement that procedures for procurement are followed as shown by a mean score of 3.9, Procedure for procurement followed as shown by a mean score of 3.8, Procedures in place for ensuring projects are completed within the right time as shown by mean of 3.63, Donor funds used as per the donor budgets as shown by mean of 4.1. This is in agreement with the findings of Cowie, (2003) that personnel, time, raw materials must be properly managed and policies put in place during project implementation to ensure project success.

5.3 Discussion of Findings

All the respondents 100% indicated that clarity in scope to members of staff affects effective project implementation by ILRI. These findings imply that clarity in scope to employees influence implementation of projects at ILRI. These findings agree with those of Mullay, (2003); who identified that lack of clarity in scope to employees as one of the key reasons why project to achieve the expected results.

The second objective of the study was to determine how communication influences effective implementation of projects by ILRI. All the respondents 100% indicated that communication affects effective project implementation by ILRI. The findings imply that communication at ILRI affect implementation of donor funded projects. These findings are consistent with those of of

Gemeundenand Lechler (1997), that communication and information flow is a direct prerequisite of project success.

The third objective of the study was to determine how project manager competencies influences effective project implementation by ILRI. 84.4% of the respondents indicated that project manager competencies influence effective project implementation by ILRI while 15.6% of the respondents indicated that project manager competencies do not influence effective project implementation by ILRI. This is in agreement with the findings of Mullays, (2003), who indicated that formal training, hard and soft skills of the project manager influence implementation of donor funded projects. In addition Crawford, (2004) noted that project managers should display competence, make clear decisions, give precise achievable instructions, delegate well, listen to and accept sound advice; this qualities influence how the project will be implemented.

The fourth objective of the study was to determine how management of resources influences effective project implementation by ILRI. 95.31% of the respondents indicated that management of resources influence effective project implementation by ILRI while 4.69% of the respondents indicated that management of resources do not influence effective project implementation by ILRI. This is in agreement with the findings of Cowie, (2003) that personnel, time, raw materials must be properly managed and policies put in place during project implementation to ensure project success.

5.4 Conclusions

It was possible to conclude the following based on the objectives and research questions of the study. Clarity in scope to members of staff influences effective implementation of donor funded projects. The study concludes that ILRI has well defined procedures of determining the project scope before implementation by staff. In addition project objectives are discussed before implementation and scope clarity to staff affect project completion time and quality of projects.

The study also concludes that communication influences effective implementation of donor funded projects. The study concludes that ILRI use email to communicate during project implementation. This ensures information to be timely communicated and be informative. Status meetings are also conducted.

The study also concludes that competencies of project managers influence effective implementation of donor funded projects. The study concludes that ILRI project manager competencies both soft and hard influence effective implementation of projects. It noted that project manager soft skills more influence the success of the project compared to the technical and academic qualifications.

It also concludes that management of resources influences effective implementation of donor funded projects. The study noted that ILRI uses donor funds as per donor requirements, materials are used for the project, procurement procedures are also followed. Scheduling of projects is also done to ensure completion of projects within the correct time.

5.5 Recommendations

The study recommends that for ILRI to implement its donor funded projects successfully, the scope must be clear to the employees and procedures should be in place to discuss the requirements of the project before starting to implement.

On communication, the study recommends that communication should flow freely both upward and downward. Emails, status meeting and verbal communication should be frequently used. In case of technical projects emails should be used in order to give the respondent time to think before replying.

The study also recommends that all projects should have project managers as they influence implementation of projects. It also recommends that besides technical and education background, the project manager must also have soft skills.

The study further recommends that ILRI should have policies for managing its resources. These are people, time, raw materials.

The study in particular recommends that ILRI should focus on the clarity of scope to employees, communication, project manager competencies and management of project resources.

5.6 Recommendations for Further Studies

The study focused on the factors influencing the effective implementation of donor funded projects at ILRI and established that clarity of scope to members of staff, communication,

competencies of the project manager and management of resources affect implementation of donor funded projects at ILRI. In the course of work, I found the following variables need further research.

1. Leadership and project management
2. Project Monitoring and evaluation.
3. Technology and effective project management.

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APPENDICES

Appendix 1: Cover letter

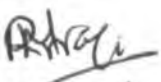
Dear Madam/ Sir,

You are invited to participate in a survey that constitutes a part of Masters of Arts Project Planning and management research at the University Of Nairobi (UoN). The survey is to investigate the factors that influence the effective implementation of Non-Governmental organization donor funded projects.

Attached is a brief questionnaire, which should only take less than fifteen minutes to complete. Your answers will be completely anonymous and confidential. No personal details will be reported in the thesis or any resulting publications. This research is completely voluntary and returning a completed questionnaire implies consent to participate in the survey.

I will be pleased to discuss any concerns you may have about the participation in this research. Each and every response is important and I appreciate your willingness to help. Thank you very much.

Yours sincerely,



Mwangi Rachael Muringo

Appendix II: Questionnaire

The information provided in this questionnaire will be treated with confidence, and shall be used only for academic purposes. Please fill the questionnaire as accurately as possible. Either tick in the appropriate box or answer in the space provided.

SECTION A: BACKGROUND INFORMATION

1a. What is your gender?

a) Male

b) Female

b. How long have you been working with ILRI?

a) less than 3 years

b) 3-7 Years

c) 8-12 Years

d) Over 12 years

SECTION B:

INFLUENCE OF CLARITY IN SCOPE TO MEMBERS OF STAFF ON EFFECTIVE PROJECT IMPLEMENTATION

1a. Does clarity in scope to members of staff influence effective project implementation at ILRI?

Yes

No

b. To what extent does clarity in scope to members of staff influence effective project implementation at ILRI?

Very great extent

Great extent

Moderate extent

Low extent

- c. What is your level of agreement with the following statements which relate to the impact of clarity of scope to members of staff affects effective implementation of donor funded projects. Using scale 1-5, where: 1=strongly disagree, 2= disagree, 3=neutral, 4= agree, 5=strongly agree.

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Is there a well-defined procedure that is known by all employees in your department of determining the scope of projects before implementation?					
Are project objectives discussed before project implementation?					
Does clarity in scope in projects affect projects completion time?					
Does clarity in scope in projects affect the projects total costs to be incurred?					
Does clarity in scope in projects affects the quality of projects?					
Are technical and financial reports sent as per the donor requirements?					

d. What would be done differently to ensure staff understand and implement the project scope as per donor agreement?

.....

INFLUENCE OF COMMUNICATION ONEFFECTIVEPROJECT IMPLEMENTATION

2a.Does communication influence effective project implementation at ILRI?

Yes

No

b. To what extent does communication influence effective project implementation at ILRI?

Very great extent

Great extent

Moderate extent

Low extent

c. What is your level of agreement with the following statements which relate to the impact of communication on effective implementation of donor funded projects. using scale 1-5, where:1=strongly disagree, 2= disagree, 3=neutral, 4= agree, 5=strongly agree.

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Emails and internet aid in project implementation					

There is a well-defined way of communicating projects been implemented in your theme,					
Information about the project progress timely communicated					
Do Information and communication technology (ICT) help in communicating project?					
Project status meeting are informative					

d. Which is the frequently used channel of communication during projects implementation?.....

INFLENCE OF PROJECT MANAGER COMPETENCIES ONEFFECTIVEPROJECT IMPLEMENTATION

3a. Doproject manager competencies influence effective project implementation at ILRI?

Yes

No

b. To what extent does a project manager competency influence effective project implementation at ILRI?

Very great extent

Great extent

Moderate extent

Low extent

c. What is your level of agreement with the following statements which relate to the impact of project manager competencies on effective implementation of donor funded projects? Using scale 1-5, where: 1=strongly disagree, 2= disagree, 3=neutral, 4= agree, 5=strongly agree.

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Do project managers facilitate project implementation?					
Are project managers' technical experiences important in project management?					
Are academic qualifications of a project manager important in project management?					
The soft skills like: interpersonal communication, commitment to success, negotiation, decision making, problem solving leadership, motivation, team working, flexibility and alertness, human resource management, negotiation and conflict management, positive attitude and ability to influence people influence project manager					

effective implementation of projects?					
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d. List three qualities all project managers should have.

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INFLUENCE ON MANAGEMENT OF RESOURCES ONEFFECTIVE PROJECT IMPLEMENTATION

4a. Does management of resources influences effective project implementation at ILRI?

Yes

No

b. To what extent does management of resources influence effective project implementation at ILRI?

Very great extent

Great extent

Moderate extent

Low extent

c. What is your level of agreement with the following statements which relate to the impact of resources management on effective implementation of donor funded projects? Using scale 1-5, where: 1=strongly disagree, 2= disagree, 3=neutral, 4= agree, 5=strongly agree.

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Are donor funds used as per the donor budgets?					
Are Materials for projects only used for the project?					
Is the procedure for procurement followed?					
Are donor funds used as per the donor budgets?					
Staffs are committed to ensure the projects are completed as per the donor agreement					
Are there procedures in place for ensuring projects are completed within the right time?					

28 .At the end of the contract period, how are unused funds treated in case of any?

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