MAKERERE UNIVERSITY

MAKERERE UNIVERSITY BUSINESS SCHOOL

MANAGEMENT PRACTICES, MANAGERIAL COMPETENCIES, AND PROJECT SUCCESS: A CASE OF CONSTRUCTION PROJECTS IN THE DIOCESE OF KAMPALA

AKWECH CHRYSOSTOM

2013/HD10/2543U

A DISSERTATION SUBMITTED TO MAKERERE UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF BUSINESS ADMINISTRATION OF MAKERERE UNIVERSITY

SEPTEMBER, 2023

DECLARATION

I Akwech Chrysostom declare to the best of my knowledge that, this research dissertation is my original work which has never been published and/or submitted for any award in any University.

Signature..... **Date**.5th Sept 2023.....

Akwech Chrysostom

2013/HD10/2543U

Approval

This is to certify that this dissertation has been submitted for examination with our approval as University supervisors.

Sign..... **Date**.....

Prof. Vincent Bagire

Sign..... **Date**.....

Dr. Hojops Odoch

DEDICATION

To my wife Mrs. Stella Brenda Kampame Akwech and our children Chrystabel, Chrystella and Chrystiana for their continuous support, encouragement and love.

ACKNOWLEDGEMENT

I thank the almighty God for the gift and wisdom. I am also grateful to course mates. I cannot fail to mention Mr. Bob Ssekiziyivu for your guidance and encouragement to ensure that this research is completed. I also acknowledge the enormous help rendered to me by my supervisors Prof. Vincent Bagire and Dr. Hojops Odoch. Your overwhelming guidance has been of great help.

I thank my father, the Late James Hannington Akwech and my mother Veronica Akite Akwech for the investment and encouragement they gave me in my academic life. May God Bless you all

TABLE OF CONTENTS

DECLARATION i
APPROVAL.. ii
DEDICATION.. iii
ACKNOWLEDGEMENT.. iv
TABLE OF CONTENTS v
LIST OF TABLES AND FIGURES vii
ABSTRACT viii
LIST OF APPENDICES.. ix
CHAPTER ONE: INTRODUCTION 1
1.1 Introduction 1
1.2 Background to the Study 1
1.3 The Problem Statement 3
1.4 Purpose of the study 3
1.5 Specific Objectives 4
1.6 Research Questions 4
1.7 Conceptual Framework 4
CHAPTER TWO: LITERATURE REVIEW 6
2.1 Introduction 6
2.2 Theoretical review 6
2.3 Management Practices.. 7
2.4 Managerial Competencies 7
2.5 Project Success.. 8
2.6 Management Practices and Project Success 9
2.7 Managerial Competencies and Project Success 10
CHAPTER THREE: METHODOLOGY 13
3.1 Introduction 13
3.2 Research Design 13
3.3 Study Population 13
3.4 Sample Size, Sampling technique and Procedure 13
3.5 Data Collections Methods and instruments 14
3.6 Measurement of Variables 14
3.7 Validity and Reliability 14
3.8 Data Collection Procedures 15
3.9 Data Analysis 16
3.10 Ethical Consideration 16
CHAPTER FOUR:DATA ANALYSIS AND INTERPRETATION 17
4.1 Introduction 17
4.2 Demographic characteristics of the respondents 17
4.3 Correlation analysis of the study variables 21
4.3.1 Relationship between management practices and project success 21
4.3.2 Relationship between managerial competencies and project success 21
4.4 Regression Analysis 22
CHAPTER FIVE: DISCUSSION CONCLUSION AND RECOMMENDATION 24
5.1 Introduction 24

5.2 Discussion of the findings 24
5.2.1 Relationship between Management Practices and Project Success.. 24
5.2.2 Relationship between Managerial Competencies and Project Success 25
5.2.3 Joint effect of Management Practices and Managerial competencies on project success...26
5.3 Conclusion.. 27
5.4 Recommendations... 27
5.5 Areas for further research.. 28
REFERENCES.....29

LIST OF TABLES

TABLE 1: RELIABILITY AND VALIDITY ……...15

TABLE 2: RESPONDENTS' POSITION IN THE CHURCH …….……....17

TABLE 3: RESPONDENTS' GENDER …….…….……....18

TABLE 4: RESPONDENTS' AGE …….…….……....18

TABLE 5: RESPONDENTS' DURATION IN THE PROJECT …….…….……....19

TABLE 6: EXISTENCE IN THE PROJECTS ..…….…….....…….…….……..... 19

TABLE 7: PEARSON CORRELATION RESULTS FOR THE STUDY VARIABLES……..21

TABLE 8: REGRESSION ANALYSIS RESULTS……...23

LIST OF FIGURES

1.7 Conceptual Framework…..……6

ABSTRACT

Construction projects in the Church of Uganda are experiencing widespread delays in terms of timely delivery, on budget delivery and attainment of project goals. The purpose of the study was to examine the relationship between management practices, managerial competencies, and project success of construction projects in the Diocese of Kampala. The study followed a cross-sectional quantitative research design. The study took a census of 32 construction projects in the Diocese of Kampala. The unit of analysis were the church construction projects while the unit of inquiry was the church leader. Primary data were collected from 160 respondents using a self-administered questionnaire that was ranked at a 5-point Likert scale. The researcher used Statistical Packages for Social Scientists (SPSS) version 20 for data analysis. Findings from correlation analysis showed that there was a positive and significant relationship between management practices and project success. Results also indicate that there was a positive a significant relationship between management practices, managerial competencies, and project success. Also, management practices and managerial competencies combined together predict up to 53.8% of project success.

The study recommends that managers of the construction project should have proper project structures, improve interpersonal relationships and carry out continuous training to enhance project success. The limitation of this study was that it concentrated only on the church projects of the Church of Uganda in the diocese of Kampala, so it cannot be generalized. The study proposes that future studies should focus on the influence of funding and environmental factors influencing project success. Also, future studies should take mixed methods to understand deeply project success. Finally, further studies should be carried out using longitudinal design to get an elaborated picture of church construction projects over time.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents the background to the study, the problem statement, the objectives of the study, research questions, conceptual framework, the scope of the study, the significance and justification of the study.

1.2 Background to the Study

Building construction projects in the Church of Uganda are experiencing widespread delays. Church House as a commercial real estate enterprise was a project that was first drawn up by the Provincial Assembly in 1966 but stalled for various reasons for the next 45 years (Church of Uganda Website, 2018). Throughout the Church, many projects have not been successful. According to Serdar, Hai & Kam, (2018), project success, refers to a completion of a project within stipulated time, estimated cost and required quality.

Empirical studies on project management indicates that project managers are paying much attention to ensure that there are no variations in planned timelines, budget overruns and that those projects attain the set quality standards (De Carvalho, 2013). There is inadequate research that has focused specifically on management practices that can sustain efficiency and effectiveness in African organizations (Bagire & Namada, 2015). Quality management includes soft practices like supervision, inspiration, spirituality leadership and counselling while hard practices include those with physical evidence like communication, structuring and managing facilities (Usha, Damodar, & Pratap, 2010). Other examples of management practices include

quality management (Cole, 1998), market orientation (Kohli, Jaworski, & Kumar, 1993) and strategic management (Grant, 2003).

In this research, we focused on Structure, Communication, and Management Style. Managerial competencies also play a key role in smoothening the running of organisations and project success. Boyatzis (1982) defines these managerial competencies as the "underlying characteristics of a person which results in effective and/or superior performance in a job". Managerial competencies have been developed in the last thirty years (Boyatzis, 1982; Harvey & Novicevic, 2005; Lobel, 1990; Spencer & Spencer, 1993). These competencies do not work in isolation but it requires applying international standard and best practices that contribute to a better position of the business thus leading to project success. Recently a new model of managerial competencies based on the Emotional and Social Intelligence framework was developed (Boyatzis & Goleman, 2006).

The Diocese of Kampala (DOK) has many churches that have embarked on constructing new places of worship as there has been growth in numbers in the congregation. Some have been successful while others have been struggling to successfully complete their projects (Diocese of Kampala Strategic Plan, 2016). Churches like St. Kakumba Chapel, St. Francis Chapel Makerere University, St. Peter's Naguru and St. Luke's Church Ntinda have successfully completed their new church buildings. While All Saints Cathedral Nakasero, St. Andrew's Bukoto, St. Janan Luwum among others have their construction ongoing. This could be attributed to gaps and inadequacy in management practices and managerial competencies, as recent studies suggest that the project management practices that make a difference may not be the most frequently used

(Papke-Shields *et al.,* 2010). Therefore, it is upon that background that the researcher intends to examine the relationship between management practices, managerial competencies and project success in the chapel construction projects in the Diocese of Kampala.

1.3 The Problem Statement

Success of the project means that the project has been done within the planned duration, on budget and attainment of the project goals. The Diocese of Kampala (DOK) has many churches that have embarked on constructing new places of worship as there has been growth in numbers in the congregation (Diocese of Kampala Strategic Plan, 2016). Churches like St. Kakumba Chapel, St. Francis Chapel Makerere University, St. Peter's Naguru and St. Luke's Church Ntinda have successfully completed their new church buildings. However, All Saints Cathedral Nakasero, St. James Chapel Makerere University Business School, St. Janan Luwum among others have their construction lagging. Many questions are asked why some projects are being completed while others are not. Could there be gaps and inadequacy in management practices and managerial competencies since recent studies suggest that the project management practices that make a difference may not be the most frequently used (Papke-Shields e*t al.,* 2010). Therefore, this research is intended to examine the role that management practices and managerial competencies play in project success.

1.4 Purpose of the study

The purpose of the study was to establish the relationship between management practices, managerial competencies and project success of churches' construction in the Diocese of Kampala.

1.5 Specific Objectives

i. To establish the relationship between Management Practices and Project Success of churches' construction in the Diocese of Kampala.

ii. To find out the relationship between Managerial competencies and Project Success of churches' construction in the Diocese of Kampala.

iii. To examine the joint effect of Management Practices and Managerial competencies on project success of churches' construction in the Diocese of Kampala.

1.6 Research Questions

i. What is the relationship between Management Practices and Project Success of churches' construction in the Diocese of Kampala?

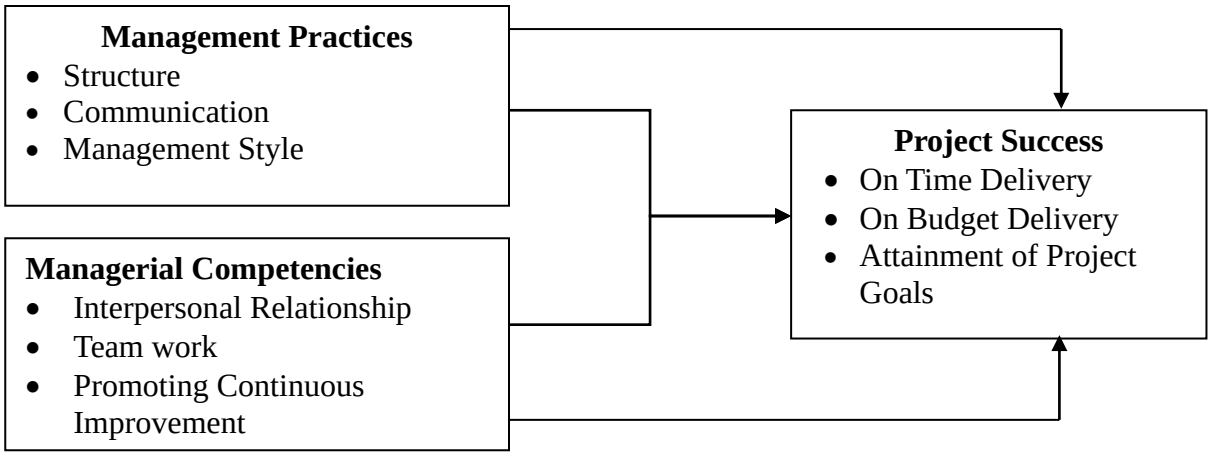
ii. What is the relationship between Managerial competencies and Project Success of churches' construction in the Diocese of Kampala?

iii. What is the joint effect of Management Practices and Managerial competencies on project success of churches' construction in the Diocese of Kampala?

1.7 Conceptual Framework

This model indicates the relationship between Management Practices, Managerial Competencies and Project Success. Management practices examine structure, communication and management styles (Kakooza *et al.*, 2015). Managerial Competencies examine interpersonal relationship, team work and promoting continuous improvement (Trivellas & Drimoussis, 2013). The relationship between Management practices and Managerial Competencies that lead to Project Success were analysed.

Figure 1: Conceptual Framework



Source: *Developed from Literature Review (Kakooza, Tusiime, Odoch & Bagire, 2015;* Trivellas & Drimoussis, 2013; Nazzaro, 2009).

From the conceptual framework, Management practices and managerial competencies are the independent variables. Project Success is the dependent variable. This framework shows that management practices and managerial competencies directly influence project success. Management practices are defined by structure, communication and management styles (Kakooza *et al*., 2015). Managerial competencies are defined by interpersonal relationships, team work and promoting continuous improvement (Trivellas & Drimoussis, 2013). Lastly project success the dependent variable is defined by the constructs of time, budget and attainment of project goals (Nazzaro, 2009).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed the literature on management practices, managerial competencies and project success as well as theoretical review. The literature related to the study was reviewed objective by objective.

2.2 Theoretical review

Based on the above explained the study was guided by Top Echelons Theory and the Systems Theory. The Upper Echelons Theory asserts that organisations are a reflection of their top managers (Hambrick & Manson, 1984). The theory states that organizational outcomes, strategic choices and performance levels are partially predicted by managerial background characteristics. Propositions and methodological suggestions are included. This theory alone cannot be used in isolation to explain the influence of management practices and managerial competences in project success.

The Systems theory presupposes that organizations are built from many parts that must be coordinated to achieve (Laszlo & Krippner, 1998). This theory is based on the idea that everything is part of a larger, interdependent arrangement. In other words, it is centred on clarifying the organisation as a whole, its parts, and the relations between them (Von Bertalanffy, 1972). It does not provide a means for solving all problems but useful for viewing the relationships between interdependent parts of the organisation in terms of how these relationships affect the performance of the overall system (Kast & Freemont 1985).

2.3 Management Practices

Management Practice is one of the universal terms in management literature that relates to sets of general practices used by firms to achieve better results. It is a framework of practices through which an organization can fulfil all tasks required to achieve its objectives. Management practices comprise into processes and procedures. These include structure, communication, management style, decision making, accountability and framework of resource allocation. Other examples include quality management (Cole, 1998), market orientation (Kohli, Jaworski, & Kumar, 1993) and strategic management (Grant, 2003). Usha, Damodar & Pratap (2010) suggested that quality management may include what they call soft practices like supervision, inspiration, spirituality leadership and counselling while hard practices include those with physical evidence like communication, structuring and managing facilities. When an organization applies these practices, the process is not a straight forward re-enactment of existing knowledge but rather it involves adaption, new learning and novelty (Jacobides & Winter, 2012). Implementation of management practices are influenced by context but not a simple process. A classic example is American organization's effort to implement Japanese production techniques in the 1980's (Adam *et al.,* 1997; Cole, 1998; Hayes & Wheelwright, 1984). Management practices are usually top management driven in search for better results, and they usually interact with other resources or input flows.

2.4 Managerial Competencies

When competencies possessed by successful managers are discussed, the term "managerial competencies" is frequently used (Abraham *et al.,* 2001; Moore *et al.,* 2002; Childs & Gibson 2010; Xuejun Qiao, Wang 2009; Koenigsfeld *et al.,* 2012). The term "competencies" refers to the characteristics such as "knowledge, skills, aspects of self-image, social motives, feeling and

acting" which is demonstrated by an individual to achieve the desired performance goal within an organization (Dubois *et al.*, 2004). Most authors point out similar elements that build competencies: knowledge, skills, personality predispositions, attitudes and patterns of behaviour.

Cameron and Quinn (1999) developed an instrument to assess individual effectiveness based on the four Competing Values Framework models and consolidated a list of successful leadership skills into a set of 12 managerial competency categories. The four competing Values Framework are Human Relations, Open Systems, Rational Goal and Internal Process Model. The 12 managerial competency categories include Interpersonal Relationships, Team Work, Personal Development (Human Relations Model); Managing the future, Promoting continuous improvement, Fostering Innovation (Open Systems Model); Competitiveness, Energising, Customer service (Rational Goal Model); and acculturation, controlling the system and coordination (Internal Process Model). In the recent research study considering managerial competencies, Trivellas & Drimoussis (2013) noted asserts that Promoting Continuous Improvement, Interpersonal relationships and Team work were ranked high by project managers in successful projects whereas Managing competitiveness, Energising employees and Controlling the system were proved to be the least performed. In this study, we also considered Promoting Continuous Improvement, Interpersonal relationships and Team work.

2.5 Project Success

A Project is defined as an organization of people with specific purpose and objectives to achieve (Prabhakar, 2009). According to PMBOK (Project Management Body of Knowledge) 3rd Edition 2014, a project is temporal in that it has a defined beginning and end time, and defined scope and resources. While much literature provides different perspectives regarding project success, in

practice things sometimes get even more complicated, project success being often vaguely defined. Turner & Zolin (2012) define project success as the completion of the project in fulfilment of the cost, time and quality objectives.

Project success was recognized to be a complex, multi-dimensional concept encompassing many attributes (Mir & Pinnington, 2014). The reason is that there is no standard mechanism for defining project success is that projects are unique (Müller & Turner, 2007). Since project success might be perceived differently by stakeholders, there is a need for comprehensive criteria that reflect their interests and views (Dvir *et al.*, 1998). Recent studies have introduced the concept of Key Performance Indicators to the framework of success criteria by dividing the indicators into two; that is Subjective and Objective Indicators (Chan, Scot & Chan, 2004). Subjective measures involve soliciting opinions and personal judgement of stakeholders while Objective measures necessitate computing actual percent profit, percent schedule overrun, amount of time given, communication between team members, budget achievement and change in working hours. In this study, On Time Delivery, On Budget Delivery and Attainment of Project Goals will be considered as indicators for Project Success (Nazzaro, 2009).

2.6 Management Practices and Project Success

Project management practices are designed to help achieving a desired project outcome (Braun & Avital, 2007). Management practices like communication, structure and management style are critical for project success and overall organization value. Braun & Avital (2007) submit that good project management and communication practices foster a socially accountable project team environment that yields more than just favourable project outcomes. Management practices are key in setting priorities for development and implementation (Besner & Hobbs (2006). This

done by both individual organizations and practitioners through identifying ways to develop and enhance their project management practices by examining the tools identified in this study as most valuable, as having the most potential for increased contribution to project performance.

Applying Project Management practice has become important issue in many developed countries due to its successful application in various industries and its proven effectiveness and flexibility in attaining project goals and objectives (Haron *et al.,* 2017). The use of Management standards, methods, methodologies, tools and techniques that widely applied in this industry, serve as eye openers to the contractors and other decision maker to better plan their effort toward the efficient application of Management practices. And if properly utilized, Management practices would result in concrete benefits in all aspects of project implementation thus leading to project success.

2.7 Managerial Competencies and Project Success

A competency profile of the 21st manager includes competencies closely relate to the cognitive functioning (For example; the ability to analyse, synthesise, and solve problems) to the competencies related to the functioning in the community (interpersonal skills, communication skills, the ability to motivate others). According to the research conducted by Copp (2011), innovative managers associate competencies with: interpersonal competencies, interpersonal intelligence, interpersonal skills (motivating), experience, openness, communication skills and leadership skills. With such competencies, managers should be able to analyse the market trends and give recommendations to the organization (Szczepańska-Woszczyna & Dacko-Pikiewicz, 2014).

The Cardona and Garcia framework and Emotional and Social Intelligence competency models categorized conflict management, teamwork, self-control and organizational vision/awareness as managerial competencies. The Emotional and Social Intelligence competency model was developed by Boyatzis & Goleman (2006). The Cardona and Garcia framework was developed by Cardona & Garcia (2005). From this framework, Cardona and Garcia (CG) developed the following competency dimensions: External competencies are competencies oriented towards producing the greatest economic value to the company. These competencies are associated with the knowledge of the business and the use of resources that may affect the organization's profitability. Interpersonal competencies are competencies oriented towards building effective relationships in the organization. These competencies are associated with behaviours that develop employees' relational capacities and their performance at work. Personal competencies are competencies oriented towards developing self-leadership and manager's exemplarity and professionalism. These competencies are associated with the person's internal decision-making and learning processes. The most frequently mentioned managerial competencies include analytical skills, interpersonal skills, decision-making skills, process orientation, independence, loyalty, empathy, self-regulation, stress resistance and motivation (Königová, Urbancová & Fejfar, 2012).

Studies have revealed that managerial practices and managerial competencies are very important for project success. Management Practices like Communication, Structure and Management style are critical for project success and overall organization value. These practices also result in concrete benefits in all aspects of project implementation thus leading to Project Success. Whereas in the recent research studies of Managerial Competencies, Trivellas & Drimoussis

(2013) noted that Promoting Continuous Improvement, Interpersonal Relationships and Team Work were ranked high by project managers in successful projects. Therefore, with such managers are able to analyse the market trends and give recommendations to the organisation leading to project success.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This section presents the research methods which will be used to carry out the study. It covers research design, study population, sample size, sampling technique and procedure, data collection method and data collection instrument, measurement of the study variables, data validity and reliability, data entry and analysis and limitations.

3.2 Research Design

A cross-sectional design was adopted because it analyses data collected from a population, or a representative subset, at a specific point in time (Cummings, 2018). It involved descriptive and analytical research designs to establish whether the changes in the level of management practices, managerial competencies affect project success. This design was opted for because data about the variables was collected at the point in time and the results obtained as per that particular time. The study only used quantitative designs to ensure an in-depth coverage of construction projects in the Diocese of Kampala since 1995.

3.3 Study Population

The study was conducted in the 32 Construction projects in the 32 congregations in the Diocese of Kampala (Diocese of Kampala Strategic Plan, 2016), totalling 160 people.

3.4 Sample Size, Sampling technique and procedure

The study sample was 32 Construction projects from the 32 churches in the Diocese of Kampala. From the selected construction projects, one participant who was the clergyman was purposely

selected because he/she was presumed to have knowledge on the construction projects and was a key decision maker.

3.5 Data Collection Methods and instruments

The study used primary data sources. Primary data was obtained from targeted respondents to provide coherently and comprehensive responses from the questionnaire in a systematic way. The respondents comprised of Clergy (Vicars / Chaplains / Priest in Charge / Priests), Head of Laity (H.O.L), Honorary Treasurer, Church Administrators / Secretaries and Building Chairman / Investment Chair in the churches The questionnaire used 5-likert scale (Strongly Disagree, Disagree, Not Sure, Agree and Strongly Agree). The unit of analysis was the Church Construction Projects while the unit of inquiry was the church leader who was chosen to participate in the study because of his / her ability to have enough knowledge on the subject matter.

3.6 Measurement of Variables

Management Practices was measured using Communication, Structure and Management Style. Managerial competencies were studied in terms of Interpersonal skills, Teamwork and promoting continuous improvement (Trivellas & Drimoussis, 2013). Project Success was measured using time, budget and attainment of project goals (Nazzaro, 2009).

3.7 Validity and Reliability

3.7.1 Validity

Validity tests whether the instrument measures what it was intended measure (Field, 2005). The instrument used in the research was discussed with the supervisors and pretested in the field to

accurately determine the relevance of the variable under study. Based on their feedback, Content Validity Index (CVI) was computed - the proportion of items that was declared as valid to the total number of items (Amin, 2005 & Lawashe, 1975). As indicated in the table 1 below, all the variables were meeting the cut off of 0.7 as recommended (Neumann, 2014).

3.7.2 Reliability

Field (2009) defines reliability as the ability of a measure to produce consistent results when the same entities are measured under different conditions. In this study, the questionnaire was subjected to reliability test using the Cronbach alpha test for internal consistency (Cronbach, 1951). A cut off point of 0.7 and above was considered sufficient as recommended by Nunnally (Nunnally, 1978). Table 1 indicates reliability results.

Table 1: Reliability and validity analysis

Variable	Cronbach's Alpha	CVI	No. of items
Management Practices	0.873	0.866	11
Managerial Competencies	0.787	0.812	10
Project Success	0.794	0.824	10

Source: primary data

Results in the table 1 showed that there was reliability among all the variables under the study since the Cronbach's alpha statistic for all the variables were above the 0.70 threshold according to Nunnally (Nunnally, 1978).

3.8 Data Collection Procedures

The cover letter written by the researcher himself clearly explaining the purpose of the study and emphasising confidentiality of the information provided in order to avoid victimisation of the respondents. Since the researcher was a clergyman and his position as a clergy in the church was

clear, there was no need of introductory letters from the authorities. The well-set questionnaire was both emailed and directly delivered to the respective respondents.

3.9 Data Analysis

After the data was collected, it classified and coded in tables. The questionnaires were lodged for easy entry. Each questionnaire was assigned a unique number to enable easy tracing of records to the corresponding questionnaire. Quantitative methods of data analysis were used. The data was analysed using SPSS technique to ascertain the accuracy of the data. For demographic characteristics of the respondents, the categorical data was presented using frequency tables. To determine the relationships between management practices, managerial competencies and project success, correlation and multiple regression analysis were used to analyse the relationships between the variables and to also determine the strength of the relationship.

3.10 Ethical Consideration

Ethical consideration was catered for by seeking authorisation from the leaders in the churches. The questionnaire was structured in a way that it did not require the respondents to mention their names on the questionnaire during the filling of the questionnaires. This was done in order to avoid victimisation of the respondents and final statements as to restrict adherence to confidentiality with which date was to be kept as stated in the questionnaire. The researcher also briefed the respondents about the purpose of the study and their relevancy in the research process and their expectations from the research study.

CHAPTER FOUR

PRESENTATION, DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter contains statistical results that were generated from data analysis, as well as interpretation of the findings. The results in this chapter were guided by the research objectives implying that they were generated so as to appropriately address the research objectives and questions. This chapter entails information about the demographic characteristics of the respondents, factor analysis of the study variables, correlation analysis and regression analysis.

4.2 Demographic characteristics of the respondents.

This section presents information about the demographic characteristics of the respondents that include respondent's position held in church, gender, age bracket, duration in the project, start time of the project and planned end time of the project.

Table 2: Respondents' Position in the Church

Variable	**Frequency**	**Percentage**
Administrator	31	19
Building chairman	33	21
Head of Laity	32	20
Treasurer	30	19
Vicar / Chaplain / Priest in Charge / Priest	34	21
Total	**160**	**100**

Results in table 2 above indicate that majority of the respondents were building chairmen (21%), followed by Heads of laity (20%), Administrators (19%), Treasurers (19%), Vicars / Chaplains / Priests in charge / Priests are at 21%.

Table 3: Respondents' Gender

Female	27	17
Male	133	83
Total	**160**	**100**

Also, results in table 3 above indicate that majority of the respondents were males (83%) while only 17% were females. This is attributed to the fact that most of the church leaders are males.

Table 4: Respondents' Age

Less than 30yrs	0	0
31yrs – 40yrs	38	24
41yrs – 50yrs	75	47
Above 51yrs	47	29
Total	**160**	**100.0**

In the table 4 above, majority of the respondents were above 40 years of age (76%) while only 24% were 31yrs to 40yrs. None of the respondents were below 30 years as indicated in table 3 above.

Table 5: Respondents' Duration in the project

Less than 1yr	2	1
1yr – 3yrs	14	9
4yrs and above	143	90
Total	**159**	**100**

Results in table 5 above further indicate that majority of the respondents had spent 4 years and above in the church projects (90%) as compared to 9% and 1% who had spent 1yr to 3yrs and less than 1yr in the church projects respectively. This implies that most of the respondents were familiar with the church projects and hence were in proper position to respond to the study questions.

Table 6: Existence of the Projects

Variable	**Frequency**	**Percentage**
When did project start?		
Before 1995	10	6
1995	5	3
2001	5	3
2010	5	3
2011	65	41
2012	5	3
2014	5	3

2015	5	3
2016	5	3
2017	10	6
2018	25	16
2019	15	9
Total	**160**	**100**
Planned time to end the project		
2000	5	3
2011	5	3
2012	5	3
2014	10	7
2017	56	38
2018	5	3
2020	5	3
2021	5	3
2023	19	13
2024	15	10
2027	5	3
Open	12	8
Total	**147**	**100**

Source: primary data

Furthermore, majority of the respondents indicated that their church projects had started in 2011 (41%), followed by those that started in 2018 (16%) and 2019 (9%). On the other hand, majority of the respondents indicated that their church projects had been planned to end in 2017 (38%), followed by 2023 (13%) and 2024(10%) as seen in table 6 above.

4.3 Correlation analysis of the study variables

The objectives of the study were also based on the relationship between the different variables of the study. In order to achieve this, Pearson (r) correlation coefficient was used to determine the relationship between the study variables as shown in table 7 below:

Table 7: Pearson correlation results for the study variables

	1	2	3	4	5	6	7	8	9	10	11	12
Structure (1)	1											
Communication (2)	.799**	1										
Management Style (3)	.774**	.762**	1									
Managerial Practices (4)	.921**	.932**	.915**	1								
Interpersonal Relationship (5)	.357**	0.142	.417**	.323**	1							
Team Work (6)	-0.020	0.143	.307**	.162*	.222**	1						
Promoting Continuous Improvement (7)	.602**	.632**	.821**	.743**	.341**	.327**	1					
Managerial competence (8)	.519**	.507**	.782**	.652**	.666**	.598**	.876**	1				
On-Time (9)	.595**	.657**	.542**	.650**	-0.050	.280**	.522**	.404**	1			
On-Budget (10)	.634**	.732**	.575**	.704**	0.038	.211**	.637**	.491**	.769**	1		
Attainment of Project Goals (11)	.633**	.690**	.650**	.714**	-0.066	0.151	.664**	.451**	.795**	.849**	1	
Project Success (12)	.664**	.739**	.632**	**.738****	-0.033	.231**	.648**	**.477****	.925**	.924**	.946**	1

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

*. Correlation is significant at the 0.05 level (2-tailed).

4.3.1 Relationship between management practices and project success.

Results in Table 7 revealed a significant strong positive relationship between management practices and project success ($r = 0.738$, $p < 0.01$). This implies that an improvement in

managerial practices inform of structure, communication and management style leads this to an improvement in project success in from of on-time delivery, on-budget and attainment of project goals.

4.3.2 Relationship between managerial competencies and project success.

Results in table 7 revealed a significant moderate positive relationship between managerial competencies and project success ($r = 0.477$, $p < 0.01$). This implies that an improvement in the interpersonal relationships, teamwork and promoting continuous improvement of those in charge of the church construction projects leads to successful completion of the projects on time, on budget and attaining of the project goals.

4.4 Regression Analysis

The regression model was used to determine the degree to which management practices and managerial competencies predicted project success. Multiple regression results are indicated in table 8 below;

Table 8: Regression analysis results

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.738[a]	.544	.538	.51353	.544	93.655	2	157	.000

a. Predictors: (Constant), Managerial competence, Managerial Practices

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	1.082	.207		5.220	.927		
	Managerial practices	.857	.082	.742	10.432	.000	.574	1.741
	Managerial competence	.014	.149	.007	.092	.000	.574	1.741

a. Dependent Variable: Project success

Results in table 8 above show that the entire model is statistically significant (Prob>F = 0.000). Furthermore, the predictor variables can explain 53.8% of the variance in project success (adjusted R-square = 0.538). The remaining 46.2% can be explained by other factors not considered under this study. However, managerial practices appear to be a stronger predictor variable of project success (Beta = .742, sig. = .000) than managerial competence (Beta = .007, sig. = .000). This implies that managerial practices and managerial competencies are key in project success among construction projects in the diocese of Kampala. Since the Tolerance values are above 0.2 and Variance Inflation Factor (VIF) values are below 5, it indicates that there is no threat of multicollinearity that existed (Hair *et al.*, 2019).

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the findings in light of the key issues that emerged in the literature review and field observations. It is upon such a discussion, that conclusion, recommendations and areas for further research are suggested.

5.2 Discussion of the findings

The study was set out to establish the relationship between management practices, managerial competencies and project success. The Management practices variable constituted; Structure, Communication and Management Style; whereas Managerial Competencies constituted Interpersonal Relationship, Team work, and Promoting Continuous Improvement. Project success was measured by On Time Delivery, On Budget Delivery and Attainment of Project Goals. To establish the relationship between the independent variables and dependent variable, three objectives were raised;

i. To establish the relationship between Management Practices and Project Success.
ii. To find out the relationship between Managerial competencies and Project Success.
iii. To examine the joint effect of Management Practices and Managerial competencies on project success.

5.2.1 Relationship between Management Practices and Project Success

The results showed that the management practices had a significant strong positive relationship

with project success. The findings confirm that the project structure, communication, and management style is likely to have a positive influence on the success of the project. This view is consistent with Haron *et al.,* (2017) that management practices that were applied in many countries due to its successful application proved effective and flexible in attaining project goals and objectives thus leading to project success.

Similarly, the finding agrees with the works of Avital (2007) who affirms that communication practices foster a socially accountable project team environment that yields more than just favourable project outcomes. Communicating project activities and regular meetings to assess project success was linked to project success.

5.2.2 Relationship between Managerial Competencies and Project Success

The findings indicated a significant moderate positive relationship between managerial competencies and project success. This is in agreement with Trivellas & Drimoussis (2013) who noted that promoting continuous improvement, interpersonal relationships and team work were ranked high by project managers in successful projects.

According to the findings, Innovative managers are associated with competencies such as interpersonal competencies, interpersonal intelligence, interpersonal skills (motivating), experience, openness, communication skills and leadership skills and this is with agreement with Copp (2011). Managerial competencies such as interpersonal relationships play a key role in influencing how projects are managed thus leading to project success. Team work that creates synergy and promoting continuous improvement according to the findings have positive effects

in influencing project success.

5.2.3 Joint effect of Management Practices and Managerial competencies on project success.

The findings of the study revealed a significant positive relationship between management practices, managerial competencies and project success. These confirmed their contribution towards project success if well executed. Managers who effectively utilise project structures, regularly communicate project activities and involve church members with relevant skills and experiences in project execution, these will lead to project success according to the findings in this study. This is in agreement with Avital (2007) that communication practices foster a socially accountable project team environment that yields more than just favourable project outcomes

According to this study, project managers need to have a combined effort of management practices and managerial competencies that will lead to project success. Although managerial competencies also play a key role in smoothing running of organizations and project success, these competencies do not work in isolation but it requires applying international standard and best practices that contribute to a better position of the business thus leading to project success. Interpersonal relationships include good communication, team building, negotiation skills, decision making and adaptability among others leading to project success. This is in agreement withed by Trivellas & Drimoussis (2013) who asserted that promoting of continuous improvement, interpersonal relationships and teamwork lead to project success.

5.3 Conclusion

From the major issues that emerged in this case study, it can be concluded that management practices as an independent variable have a direct influence on the project success. Management practices is the significant predictor for project success thus a positive improvement in project success. It revealed a significant strong positive relationship between management practices and project success. Management practices such as structure, communication and management styles greatly influence and are critical for project success and overall organization value. Project managers need to ensure that appropriate structures, proper communication channels and management styles such as ensuring church members with skills that are useful for project implementation are mobilised and empowered to offer these required skills and experiences. According to the study, managerial competencies that include interpersonal relations, team work and the promotion of continuous improvement led to project success. This is supported by Trivellas & Drimoussis (2013) who asserted that promoting of continuous improvement, interpersonal relationships and team work lead to project success.

5.4 Recommendations

In relation with the findings, the following are the recommendations:

I. Churches should prioritise management practices by ensuring that as the projects start, they should have proper project structures in place such as project teams, ensuring that project monitoring tools are put in place, ability to assess major changes in the scope of work, adequate site inspection, following payment procedures to ensure accountability, signing contracts with contractors and also ensuring construction materials quality are up

to standard.

II. There is need for promoting continuous improvement by training of project leaders with project skills that will be used on church projects. These trainings will enhance the project leader's skills and competencies on how to manage projects within the specified time and on budget. For instance, project leaders can be trained on how to mobilise resources which is the biggest challenge that delays projects.

III. Church leaders should encourage the use of interpersonal skills among project teams so as to enhance effective communication between project leaders and stakeholders. This will encourage smooth communication leading to the successful execution of projects.

5.5 Areas for further research

The current study examined the contribution of management practices, managerial competencies and project success using quantitative study. Further research is therefore suggested in the area of qualitative study to elicit the perception of project stakeholders. More studies should be carried on the Influence of funding in Project Success. In addition, further studies should be carried out to check the influence of the environmental factors in determining project success, especially among the church projects in Uganda. Finally, this study has used a cross-sectional research design to collect data. Therefore, future studies should focus on using longitudinal design to get an elaborate picture of church construction projects over time.

REFERENCES

Abraham, S. E.; Karns, L. A.; Shaw, K.; Mena, M. A. (2001). Managerial competencies and the managerial performance appraisal process, Journal of Management Development 20(10): 842–852.

Adam, E. E., Corbett, L. M., Flores, B. E., Harrison, N. J., Lee, T. S., Rho, B. H., Ribera, J., Samson, D., &Westbrook, R. (1997). An international study of quality improvement approach and firm performance. International Journal of Operations and Production Management, 17(9), 842-873.

Amin, M. E. (2005). Social Science Research: Conception, Methodology and Analysis. Kampala. Makerere University Printery.

Bagire, V., & Namada, J. (2015). Management theory, research and practice for sustainable development in Africa: a commentary from a practitioner's perspective. Africa Journal of Management, 1(1), 99-108.

Besner, C. & Hobbs, J. B. (2006). The perceived value and potential contribution of project management practices to project success: a critical engagement. Project Management Journal, 37(3), 37–48.

Boyatzis, R., & Goleman, D. (2006). Emotional and Social Competency Inventory. Boston.

Boyatzis, R. E. (1982). The Competent Manager: A Model for Effective Performance: Wiley.

Braun, F., & Avital, M. (2007). Good Project Management Practices Drive More Than Project Success: Learning, Knowledge Sharing and Job Satisfaction in IT Project Teams. *AMCIS*.

Cameron, K.S., & Quinn, R.E. (1999). Diagnosing and Changing Organizational Culture: Based on the Competing Values Framework, Reading, MA: Addison- Wesley.

Cardona, P., & Garcia, P. (2005). How to develop Leadership Competences: EUNSA Universidad de Navarra.

Chan, A. P., Scott, D., & Chan, A. P. (2004). Factors affecting the success of a construction project. Journal of Construction Engineering and Management, 130 (1), 153-155.

Church of Uganda, (2018). Church House, the dream is coming true. June 1st, 2018. http://churchofuganda.org/news/church-house-the-dream-is-coming-true

Cole, R. E. (1998). Learning from the quality movement: what did and didn't happen and why? California Management Review, 41(1), 43-73.

Copp, T. (2011). Kompetencje menedżera w przedsiębiorstwie transnarodowym. Prace Naukowe Wyższej Szkoły Bankowej w Gdańsku, 12, 131-146.

Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. psychometrika, 16(3), 297-334.

Cummings, C. L. (2018). Cross-sectional design. The SAGE Encyclopedia of Communication Research Methods. Thousand Oaks: SAGE Publications Inc. Retrieved.

Dubois, D. D.; Rothwell, W. J.; Stern, D. J.; Kemp, L. K. (2004). Competency-based human resource management. 1st ed. Davies-Black Publishing, Palo Alto, CA

Field, A. (2009). Discovering statistics using SPSS (3rd ed.). London: Sage Publications.

Field, A. P. (2005). Discovering Statistics Using SPSS, Sage Publications Inc.

Grant, R. M. (2003). Strategic planning in a turbulent environment: evidence from the oil majors. Strategic Management Journal, 24(6), 491-517.

Hair Jr, J. F., Hult, G. T. M., Ringle, C. M., Sarstedt, M., Danks, N. P., & Ray, S. (2019). Partial least squares structural equation modeling (PLS-SEM) using R: A workbook (p. 197). Springer Nature.

Hambrick, D. C. & Mason, P. A. (1984). Upper echelons: The organization as a reflection of its top managers. Academy of Management Review, 9. (2). 193-206.

Haron, N. A., Devi, P., Hassim, S., Alias, A. H., Tahir, M. M., & Harun, A. N. (2017). Project management practice and its effects on project success in Malaysian construction industry. In IOP Conference Series: Materials Science and Engineering (Vol. 291, p. 012008). IOP Publishing.

Harvey, M., and Novicevic, M. (2005). The challenges associated with the capitalizations of managerial skills and competencies. International Journal of Human Resource Management (16:8), 1374-1398

Hayes, R. H., & Wheelwright, S. C. (1984). Restoring our competitive edge. New York: Wiley.

Jacobides, M. G., & Winter, S. G. (2012). Capabilities: structure, agency, and evolution. Organization Science, 23(5), 1365-1381.

Kakooza, J. B., Tusiime, I., Odoch, A., & Bagine, V. (2015). Management practices and performance of public hospitals in Uganda. International Journal of Management Science and Business Administration, 1(7), 22-29.

Kast, F. E., & Rosenzweig, J. E. (1985). Management: Systems and Contingency Approach.

Koenigsfeld, J. P.; Youn, H.; Perdue, J.; Woods, R. H. (2012). Revised competencies for private club managers, International Journal of Contemporary Hospitality Management 24(7): 1066–1087.

Kohli, A. K., Jaworski, B. J., & Kumar, A. (1993). Markor: a measure of market orientation. Journal of Marketing Research, 30(4), 467-477.

Königová Martina, Urbancová Hana & Fejfar Jiří (2012). Identification of Managerial Competencies in Knowledge-based Organizations. Journal of Competitiveness, Vol. 4, Issue 1, pp. 129-142

Laszlo, A., & S., Krippner (1998). Published in The Systems theories and A priori aspect of perception by J.S. Jordan (Ed). 1998, Elsevier Science, Amsterdam, pp 47 – 74.

Lobel, S. (1990). Global Leadership Competencies: Managing to a Different Drumbeat. Human Resource Management, 29(1), 39-47.

Mir, F. A., & Pinnington, A. H. (2014). Exploring the value of project management: linking project management performance and project success. International journal of project management, 32(2), 202-217.

Moore, D. R.; Cheng, M-I.; & Dainty, A. R. J. (2002). Competence, competency and competencies: performance assessment in organisations, Work Study 51(6): 314–319.

Müller, R., & Turner, J. R. (2007). Matching the project manager's leadership style to project type. International Journal of Project Management, 25(1), 21–32.

Müller, R., & Turner, R. (2007). The influence of project managers on project success criteria and project success by type of project. European management journal, 25(4), 298-309.

Nazzaro, V (2009). Management Functions and Practices in Organisation: A Practical Book for Managers. Dehli-India

Neuman, L.W. (2014). Social research methods: qualitative and quantitative approaches. Seventh Edition, Pearson Education Limited. Edinburgh Gate

Nunnally, J.C. (1978) Psychometric theory. 2nd Edition, McGraw-Hill, New York.

Prabhakar, G. P. (2009). Projects and their management: A Literature Review. International Journal of Business Management, 3 (8), 3-17.

Project Management Institute (2003) Organizational Project Management Maturity Model Knowledge Foundation (2003), Newtown Square, PA: Author

Spencer, L. M., & Spencer, S. M. (1993). Competence at Work: Models for Superior Performance: Wiley.

Szczepańska-Woszczyna, K., & Dacko-Pikiewicz, Z. (2014). Managerial competencies and innovations in the company–The case of enterprises in Poland. Business, Management and Education, 12(2), 266-282.

Trivellas, P., & Drimoussis, D. (2013). Investigating Leadership Styles, behavioural and Managerial Competency Profiles of Successful Project Managers in Greece. Procedia - Social and Behavioural Sciences 73, 692 – 700

Turner, R., & Zolin, R. (2012). Forecasting success on large projects: developing reliable scales to predict multiple perspectives by multiple stakeholders over multiple time frames. Project Management Journal, 43(5), 87-99.

Usha, L., Damodar, S., & Pratap, K.J.M. (2010). Soft and Hard Aspects of Quality Management Practices Influencing Service Quality and Customer Satisfaction in Manufacturing-oriented Services. Global Business Review 11, 79-101

Von Bertalanffy, L. (1972). The history and status of general systems theory. Academy of management journal, 15(4), 407-426.

Xuejun Qiao, J.; Wang, W. (2009). Managerial competencies for middle managers: some empirical findings from China, Journal of European Industrial Training 33(1): 69–81.

APPENDIX I: QUESTIONNAIRE

Dear respondent, I am Akwech Chrysostom, conducting an academic research under the topic "Management Practices, Managerial Competencies and Project Success among Construction Projects in the Diocese of Kampala". You are requested to participate in this study. This is academic research and your response will be treated with the utmost confidentiality it deserves.

SECTION A: DEMOGRAPHIC CHARACTERISTICS

1. Name of your Church ……..

……..

2. Position You Hold / Held ……...…….

3. Gender: ……..

3. Age Bracket:

Less than 30yrs ☐ 31-40yrs ☐ 41-50yrs ☐ Above 51yrs ☐

4. Duration in the Project:

Less than 1yr ☐ 1yr-3yrs ☐ 4yrs and above ☐

5. When did project start? ……...…….

6. When was the planned time to end the project? ……..

SECTION B: MANAGEMENT PRACTICES

This section has statements about Management Practices, Managerial Competencies and Project Success

KEY: 1=Strongly Agree (SA), 2= Agree (A), 3=Not Sure (NS), 4=Disgree (D), 5=Strongly Disagree (SD). Please Circle O appropriately.

	MANAGEMENT PRACTICES	**SA**	**A**	**NS**	**D**	**SD**
		1	**2**	**3**	**4**	**5**
S/n.	**Structure**					
1	There is a project team in place	**1**	**2**	**3**	**4**	**5**
2	The roles and duties of each team member of the project is clearly defined	**1**	**2**	**3**	**4**	**5**
3	Project Implementation and plan is followed accordingly	**1**	**2**	**3**	**4**	**5**
4	There are control measures for project implementation	**1**	**2**	**3**	**4**	**5**

5	Project monitoring tools are put in place	**1**	**2**	**3**	**4**	**5**
6	There is a monitoring and evaluation team in place	**1**	**2**	**3**	**4**	**5**
7	Project management motivates staff to complete activities on time	**1**	**2**	**3**	**4**	**5**
8	They assess /evaluate major changes in the scope of work	**1**	**2**	**3**	**4**	**5**
9	There is adequate site inspection	**1**	**2**	**3**	**4**	**5**
10	There are payment procedures followed	**1**	**2**	**3**	**4**	**5**
11	The design changes are reviewed and approved	**1**	**2**	**3**	**4**	**5**
12	There is an existing contract signed with the contractors	**1**	**2**	**3**	**4**	**5**
13	Quality of construction materials is check	**1**	**2**	**3**	**4**	**5**
	Communication					
1	There is a communication policy in place	**1**	**2**	**3**	**4**	**5**
2	There are regular meetings to assess the project progress	**1**	**2**	**3**	**4**	**5**
3	Project reports are prepared and shared with the congregation (stakeholders)	**1**	**2**	**3**	**4**	**5**
4	Project activities are communicated	**1**	**2**	**3**	**4**	**5**
5	There are mechanisms in place for timely feedback	**1**	**2**	**3**	**4**	**5**
6	Project staff are trained on communication	**1**	**2**	**3**	**4**	**5**
	Management Style					
1	Project team involves the stakeholders in decision making	**1**	**2**	**3**	**4**	**5**
2	Church members with skills and experience are mobilized to participate in the project implementation	**1**	**2**	**3**	**4**	**5**
3	Church members with skills and experience are mobilized to participate in the project implementation	**1**	**2**	**3**	**4**	**5**
4	The church has members with skills that are useful for project implementation	**1**	**2**	**3**	**4**	**5**
5	Church staff are briefed on every project phase of the	**1**	**2**	**3**	**4**	**5**

	construction project					
6	Staff with the necessary skills are given responsibility to oversee the project	**1**	**2**	**3**	**4**	**5**
7	Staff are motivated to take part in the project	**1**	**2**	**3**	**4**	**5**
	MANAGERIAL COMPETENCIES					
	Interpersonal Relationship					
1.	There are deliberate activities that enhance relationship between project leaders and other stakeholders	**1**	**2**	**3**	**4**	**5**
2.	Interpersonal relationships build team morale, motivate workers and manage conflict.	**1**	**2**	**3**	**4**	**5**
3.	Interpersonal relationships can easily be learned	**1**	**2**	**3**	**4**	**5**
4.	Interpersonal relationships significantly influence how efficiently and successfully projects are completed	**1**	**2**	**3**	**4**	**5**
5	Interpersonal relationships include good communication, team building, negotiation skills, decision making and adaptability among others	**1**	**2**	**3**	**4**	**5**
	Team Work					
1.	Team work creates human synergy in a work place	**1**	**2**	**3**	**4**	**5**
2.	There are several actions that foster team work	**1**	**2**	**3**	**4**	**5**
3.	Efficiency and effectiveness of teams lead to project success	**1**	**2**	**3**	**4**	**5**
4.	Leadership styles influence team work performance	**1**	**2**	**3**	**4**	**5**
5.	It is important for leaders to pay attention to concerns of teams	**1**	**2**	**3**	**4**	**5**
	Promoting Continuous Improvement					
1.	Changes in architectural drawings are improved	**1**	**2**	**3**	**4**	**5**
2.	All Stakeholders are involved during site visits	**1**	**2**	**3**	**4**	**5**

3.	Suppliers are considered after during price market survey	**1**	**2**	**3**	**4**	**5**
4.	There is evidence of continuous improvement	**1**	**2**	**3**	**4**	**5**
5.	Continuous improvement improves on the project success	**1**	**2**	**3**	**4**	**5**
	PROJECT SUCCESS					
	On-Time					
1	Each stipulated phase is completed in Time	**1**	**2**	**3**	**4**	**5**
2	The specified time for the project is set and achieved	**1**	**2**	**3**	**4**	**5**
3	The Project is completed on time	**1**	**2**	**3**	**4**	**5**
4	The Project time adjusted	**1**	**2**	**3**	**4**	**5**
5	Where the contractor delays s/he is fined	**1**	**2**	**3**	**4**	**5**
	On Budget					
1	The Church raises the money in time for the project	**1**	**2**	**3**	**4**	**5**
2	There is a budget in place for the project	**1**	**2**	**3**	**4**	**5**
3	The budget is flexible	**1**	**2**	**3**	**4**	**5**
4	Spending on the project is monitored	**1**	**2**	**3**	**4**	**5**
5	There is a comprehensive (detailed) budget	**1**	**2**	**3**	**4**	**5**
6	The project is finished within the budget estimates	**1**	**2**	**3**	**4**	**5**
7	The church releases the project money in time	**1**	**2**	**3**	**4**	**5**
8	Payment is per work scope or phase	**1**	**2**	**3**	**4**	**5**
	Attainment of Project Goals					
1	The architectural plan is designed followed	**1**	**2**	**3**	**4**	**5**
2	There are stipulated phases of the project	**1**	**2**	**3**	**4**	**5**
3	The stipulated phases are consistently implemented	**1**	**2**	**3**	**4**	**5**
4	Each phase is reviewed to ensure standards are met	**1**	**2**	**3**	**4**	**5**
5	The sitting capacity, parking and convenience of movement are achieved	**1**	**2**	**3**	**4**	**5**

6	Staff or contractor meet deadlines	**1**	**2**	**3**	**4**	**5**