

**EFFECT OF CRITICAL SUCCESS FACTORS ON PROJECT DELIVERY IN
PROJECT-BASED ORGANIZATIONS, NAIROBI COUNTY**

By

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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DECLARATION

I declare that this dissertation is my original work and has not been previously published or submitted elsewhere for award of a degree. I also declare that this contains no material written or published by other people except where due reference is made and author duly acknowledged.

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Signature.....

Date.....

I do hereby confirm that I have examined the master’s dissertation of

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And have approved it for examination.

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ABSTRACT

The project delivery process is complex, usually requiring simultaneous attention to a wide variety of human, budgetary, and technical variables. As a result, the organizational project manager is faced with a difficult job characterized by role overload, frenetic activity, fragmentation, and superficiality. The objective of the study is to evaluate the effect of critical success factors on project delivery in project-based organizations. The study categorizes the critical success factors as competence, resource mobilization, organizational culture and change leadership which form the specific objectives. The study population was the project based organizations in Nairobi County. A total of 11 project based organizations in Kenya were used and were differentiated by respective industry. The unit of observation was 66 top managers and project supervisors in the 11 project based organizations. Primary data was obtained using questionnaires. The data was analyzed using descriptive and inferential statistics. The study conducted normality test, multicollinearity and heteroscedasticity. A regression model was used to test the relationship between the critical success factors on project delivery. The results indicated that competence, resource mobilization, organizational culture and change leadership explain 88.1% of the variations on project delivery in project-based organizations. The results showed that competence and project delivery is positively and significantly related. The results further indicated that resource mobilization and project delivery are positively and significantly related. Organizational culture and project delivery is positive and significant. Lastly, results showed that change leadership and project delivery is positive and significant. The test for hypotheses at a significance level of 0.05 led to rejection of the entire null hypotheses that competence, resource mobilization, organizational culture and change leadership have no significant effect on project delivery. The study recommends and emphasizes the development of competencies of all project managers by involving them in training and development programs in order to develop both their soft and hard skills. The study recommends that organizations should have clear outlined vision and objectives which prioritize on mobilizing resources for all the projects. The project structure should be tailored towards the resource dimensions and capacity of the organization with substantial focus on successful completion. The study recommends that the leadership should strengthen the project operating culture by identifying well-defined mission and vision statements and sharing them with the project staff, clients, and relevant stakeholders.

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DEDICATION

To my family who always believed in me and encouraged me to soar to the highest levels.

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ABBREVIATIONS AND ACRONYMS

CSF Critical Success Factors

KENPRO Kenya Projects Organization

PBO Project-Based Organizations

PMI Project Management Institute

RM Resource Mobilization

SCM Social Change Model

OPERATIONAL DEFINITION OF TERMS

Competence: Competence is the ability to mobilize, integrate and transfer knowledge, skills and resources to reach or surpass the configured performance in work assignments, adding economic and social value to the organization and the individual (Takey & Carvalho, 2015)

Change leadership: Change leadership process involves tools and techniques to lead the people side of change to achieve the required business outcome (Cameron & Green, 2019).

Organizational culture: Organizational culture is the way tasks are realized, goals are set and in how people are guided toward the achievement of goals (Nachbagauer, 2019).

Resource mobilization: Resource mobilization is acquiring resources in an organization and increasing the amounts of organization resources by using the available ones in a better way (Junquera-Varela, 2017).

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The process of successful project delivery, involving the successful development and introduction of projects in the organization, presents an ongoing challenge for managers. Project delivery process is complex, usually requiring simultaneous attention to a wide variety of human, budgetary, and technical variables. As a result, the organizational project manager is faced with a difficult job characterized by role overload, frenetic activity, fragmentation, and superficiality. Often, the typical project manager has responsibility for successful project outcomes without sufficient power, budget, or people to handle all of the elements essential for project success. (Takey & Carvalho, 2015).

In addition, projects are often initiated in the context of a turbulent, unpredictable, and dynamic environment. Consequently, the project manager would be well served by more information about those ' specific factors critical to project success. The project manager requires the necessary tools to help him or her focus attention on important areas and set differential priorities across different project elements (Petter & Randolph, 2019).

Globally, project delivery in developed economies are fairly successful and delivery is likely on the projected timelines (Kelly & Ilozor, 2020). In the United States, two thirds of large projects in are usually successful and the success rate of large projects is highest North America, where over 70% of the projects were meet expectations (Statista Index, 2021). In Europe, project completion and delivery is highly monitored by the individual countries and the European

commission to ensure harmonized long-term economic, social and environmental improvements (Fischer, Ashcraft, Reed & Khanzode, 2017).

Project completion and delivery in many African countries continues to be fractured in its structure and approach, thereby triggering high degrees of failure, abandonment, or collapse of most government and private organization projects (Gbahabo & Ajuwon, 2017). The resultant effect of this has been a colossal wastage of scarce resources, as well as deficiencies in the overall developmental needs within such countries. The Project Management Institute, PMI (2020) asserts that most of the failures were recorded as a result of lack of skills, poor planning and absence of project management training. The project deliverables fail due to lack of adequate competency in project management and also because of poor policy planning on delivery and their complex contexts (Mainga, 2017). Odusami, Iyagba, and Omirin (2018) claimed that project delivery and are still in their infancy stage and critical success factors awareness is needed to ensure successful completion of projects.

1.1.1 Critical Success Factors

Critical Success Factors (CSFs) is known as a tool for measuring performance in an organisation to achieve their mission (Laslo & Goldberg, 2018). The critical success factors are vital in decision-making support for project based organizations. Critical success factors in a project are a gauge by which project managers can evaluate their projects as they allow the company to implement standard organizational management skills to improve the company and project performance (Vasiljeva & Berezkina (2018). According to Project Management Institute, Kenya (2020), understanding the critical success factors in the operation of the project delivery can strengthen management strategy. Failure to understand and manage project risks can result in important losses, project failure, and subsequently affect the achievement of an organization's

business objectives. This study categorizes the critical success factors as competence, resource mobilization, organizational culture and change leadership.

Competence is the ability to mobilize, integrate and transfer knowledge, skills and resources to reach or surpass the configured performance in work assignments, adding economic and social value to the organization and the individual (Takey & Carvalho, 2015). Bredillet *et al.* (2015) extensively evaluated the competency dimensions and assert that there are three key dimensions: skills, knowledge and core personality characteristics. Competencies have a wide range of uses that includes training and development, selection of candidates, performance management, motivation and rewarding (Mulder, 2017). The performance and the job roles are clearly defined based on the competency of an individual, thus allowing the human resource to function more efficiently (Wesselink *et al.*, 2015). Project management competency continuously emerges as a key factor influencing project success (Joseph, Erasmus & Marnewick 2014).

Resource mobilization involves acquiring resources in an organization and increasing the amounts of organization resources by using the available ones in a better way (Junquera-Varela, 2017). Batti (2014) reveals that resource mobilization is a component of great value for making an organization stronger. Although some organizations have been considered to be fortunate due to their ability to outsource new and additional resources to run their current operations, their future funding still faces uncertainty. Resources can either make or break a project; they therefore have to be used efficiently and effectively as they are hard to obtain, expensive or even at times both (Ko & Kim, 2019). Resource mobilization can have a major influence on project sustainability. There is ever increasing competition on the environment on which the resources are mobilized. This occurs mainly due to the rise of development actors, coupled with scarcity of resources resulting from the recent global economic crisis (Vasiljeva & Berezkina, 2018).

Organizational culture reflects the way tasks are realized, goals are set and in how people are guided toward the achievement of goals (Nachbagauer, 2019). Culture affects decision-making, thinking, feeling and the response to opportunities and threats. It also affects how people are chosen for a particular task, which affects performances and decision making. Culture is rooted in people and subconsciously influences their behaviour and affects their performance (Oyewobi, Abiola-Falemu & Ibronke, 2016). In the project management office, culture remains one of the most influential factors of successful project delivery in enterprises and is part of the overall organizational culture (Darling & Whitty, 2016). Project culture is the general attitude to projects within the business. Most projects do not operate in isolation; they have to operate within a business environment that should be complementary to the requirements of good project management (Nachbagauer, 2019).

Change leadership process involves tools and techniques to lead the people side of change to achieve the required business outcome (Cameron & Green, 2019). Change leadership incorporates the organizational tools that can be utilized to help individuals make successful personal transitions resulting in the adoption and realization of change. Change leadership means defining and adopting corporate strategies, structures, procedures, and technologies to deal with change stemming from internal and external conditions (Rosenbaum, More & Steane, 2018). Changes in its external and internal environment constantly affect every business's activities. These changes can happen either at individual levels or at the organizational level (Doppelt, 2017).

1.1.2 Project Delivery

Project Management Institute (PMI) describes a project as a temporary endeavor undertaken to create a unique product, service or result (PMI, 2020). A project is a temporary activity in which

resources are organized in a novel way, to undertake a unique scope of work, of given specification, within constraints of cost and time, to achieve an outcome defined by quantitative and qualitative objectives. Projects are executed to achieve different organizational strategic objectives driven either by a combination of market demand, organizational need, customer need, technological advancement, and legal/statutory requirement.

According to Gupta and Sharma (2018), project success is measured against the overall objectives of the project, whereas project management success is measured against the widespread and traditional measures of performance against cost, time, and quality. Albert, Balve and Spang (2017) argue that project success is a matter of perception and that a project will most likely be perceived to be an overall success in different ways. According to Liaw (2019), a project is perceived as successful if the project meets the technical performance specifications and/or mission to be performed and if there is a high level of satisfaction concerning the project outcome.

Successful projects should not be accidental but rather should be a predictable and repeatable event, not a hit-and-miss occurrence (Bredillet, Tywoniak, & Dwivedula, 2015). To consistently deliver successful projects, the project management team needs to capitalize on major contributors to project success and avoid leading causes of project failure these are; utilizing requirements management processes, a formal project management methodology and standardized tools and infrastructure to implement project management and ensure executive management support and sustained executive commitment (Kuprenas, 2018).

1.1.3 Project-Based Organizations in Kenya

The project-based organizations (PBOs) are the organizational forms that are necessary in the making temporary systems for the project's performance (Shani, Awino, Ogutu & Iraki, 2019). They conduct the project's activities and provides the functional approaches of the project which

entails project-based organizations, matrix organizations and other forms of organizations that have a project approach when it comes to conducting different activities (Löwstedt, Räsänen & Leiringer, 2018). Project-Based Organisations (PBO) are fast emerging as a popular trend, although many organizations still do not understand how to structure themselves to effectively create a strategic advantage from projects.

Project-Based Organizations in Kenya are organized under the Kenya Projects Organization (KENPRO). KENPRO mandate as the umbrella hub is to strengthen human and institutional capacities through best practices in project management, research and IT solutions, with a component of training (KENPRO, 2021). The organization runs programs which support community's greater good. The major area of engagement is livelihood activities which entail empowering the youth through life skills training for self-sustenance.

The number and importance of projects are increasing steadily. Projects are being used to deliver innovative products and services, to perform change and transformation and get things done in organisations (Deloitte Kenya, 2019). That has a severe impact on the organisational structure, processes and culture. Most of the organisations are still organised based on the principle of dividing the work in functional activities and thus organising in specialized functional departments. Furthermore, the power is distributed from the top to the bottom of the organisation, resulting in a hierarchical pyramid based on command and control. Organisations and their activities are managed to perform tasks in the most efficient way. Projects are performed in such an organisational set-up, however the effectiveness of project work is impaired. Projects are stress, to the people engaged in projects, to the line functions being disturbed by the project and the leaders being distracted by disharmony a project may cause (Mainga, 2017).

1.2 Statement of the Problem

Statistics from Delloite Kenya (2019) indicated that approximately 48 per cent of projects in Kenya report a cost overrun and 87% of projects have a time overrun. The number of major projects that are over budget, late or both, in Kenya is significantly rising. Further, the Project Management Institute, Kenya (2020) raised concerns over the number of private and public projects that have been delayed and have led to cost overruns. This has resulted to project abandonment and project failure. In addition, there are limited studies that have comprehensively explored the important critical success factors from the perspective of project management and in the developing world context. Thus, comprehensive studies on this problem are necessary. Hence, this study identified the CSFs that affect the level of project performance through a project management practice and rank those CSFs that will enable the project management companies to evaluate the project outcome.

Successful project delivery greatly depends on how the project has been managed and controlled. If it can be demonstrated that a set of factors under the project manager's control can have a significant impact on project delivery success, the project manager will be better able to effectively deal with the many demands created by the job, channelling energy more efficiently in attempting to successfully implement the project under development.

In addition, previous studies present research gaps; Martinsuo and Geraldi (2020) study on project resources to projects and services in dynamic project environments presents a conceptual gap as it focused on resources while the current study will expound to competence, resource mobilization, organizational culture and change leadership. Studies such as Chipulu, *et. al.* (2013) were conducted in developed economies and their findings may not match of a developing company thus necessitating carrying out this study. Ingelgård and Zika-Viktorsson

(2016) study finds that project-based firms generally allocate resources from a resource pool to accomplish parallel projects and non-project activities. The study does not elaborate the consequences of allocation of resources to parallel projects. Lemańska-Majdzik and Okręglika (2019) on organizational culture finds that project organizational culture is exemplified by the position of the project manager in the company and the attitude of employees to the project. However, this may differ based on the orientation of various companies. Therefore, this study sought determine the effect of critical success factors on project delivery in project-based organizations.

1.3 Study Objectives

The general objective of the study was to determine the effect of critical success factors on project delivery in project-based organizations in Nairobi County.

1.3.1 Specific Objectives

The study was guided by the following research questions;

- i) To determine the effect of competence on project delivery in project-based organizations in Nairobi County
- ii) To analyze the role of resource mobilization on project delivery in project-based organizations in Nairobi County
- iii) To determine the effect of organizational culture on project delivery in project-based organizations in Nairobi County
- iv) To analyze the effect of change leadership on project delivery in project-based organizations in Nairobi County

1.4 Research Hypotheses

The study tested the following research hypotheses;

H₀₁: Competence has no significant effect on project delivery in project-based organizations in Nairobi County

H₀₂: Resource mobilization has no significant effect on project delivery in project-based organizations in Nairobi County

H₀₃: Organizational culture has no significant effect on project delivery in project-based organizations in Nairobi County

H₀₄: Change leadership has no significant effect on project delivery in project-based organizations in Nairobi County

1.5 Justification of the Study

The results are pertinent to project managers, practitioners, and researchers in the field of project management for the purpose of improving and strengthening their practices and policies in this area.

1.5.1 Managers/Practitioners in Project Based Organizations

The findings establish the effects of critical success factors on per project delivery in project-based organizations. Therefore, the results are significant to the management of the Project Based Organizations in providing them with insights into the various approaches towards successful projects delivery, how to effectively handle the issues of resources and organizational culture and incorporation competence.

1.5.2 Policy Makers

To regulators and policy makers, the research will provide the basis for control policy framework in project environment with the project based offices in Kenya. The insights provided by the study will be instrumental in the development and implementation of key critical success factors necessary for the organizations in the projects sector as well as other related sectors. The study would therefore assist the Government of Kenya in assessing the various aspects of project implementation and delivery in the public sector and give optimal directions for their effective use.

1.5.3 Researchers, Academicians and Scholars

The study will also form a good literature base upon which further studies and references will be drawn. The study would provide academicians with knowledge regarding the effect of project success factors on in project based organizations. The findings of the study would also help identify existing gap in the area of project success factors and suggest further areas of study. Academicians, scholars and researchers will, thus, benefit from the findings of this study as it will add to the body of existing knowledge in project successes factors.

The finding of this research will assist enthusiasts to gain access to extensive and organized information in order to recognize and understand project, project management concepts and factors are related to both success and failure of the projects for the purpose of making effective decisions and taking proactive actions before the risks manifest themselves into problems that damage the project.

1.6 Scope of the Study

The objective scope entailed the critical success factors that are outlined as competence, resource mobilization, organizational culture and change leadership and summed up as the independent variables. The dependent variable was successful delivery in project-based organizations. On methodology scope, the study adopted a descriptive survey design. The study used selected project based organizations in Nairobi County and they were differentiated by industry/sector. The unit of observation was the top managers and project supervisors in the project based organizations. Primary data was obtained using questionnaires. The study was conducted in between July 2021 and October 2021.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature review outlines the theoretical and empirical literature. The theoretical framework introduces and describes the path-goal theory which informs the basis of our study on project delivery. The empirical literature reviews studies related to the study objectives that is competence, resource mobilization, organizational culture, change leadership and their relationship with project delivery.

2.2 Theoretical Review

This section discusses the theories on which this study is anchored. Theories are used by scholars when performing research studies to form a foundation for the parameters, or boundaries of a study (Eden & Ackermann, 2018). This study is anchored on path goal Theory. Other theories include, resource based theory and Social Change Model of Leadership.

2.2.1 Path-goal theory

The groundwork of path-goal theory originally by House (1971) focused on studying effect of leaders' behaviors such as supportive, directive, achievement-oriented, and participative behavior on subordinates' motivation and performance at work. It is a system of management and leadership that emphasizes the setting and achieving of goals. Path-goal theory proposes that every project leader's behavior has different influence on subordinates' motivation. The effectiveness of leader's motivation towards their subordinates is dependent on subordinates as well as task characteristics (Polston-Murdoch, 2013). In this study, the interaction between the project leaders, subordinates,

and institutional culture are deemed essential to improve subordinates' skills and working knowledge while aiming at project delivery (Famakin & Abisuga, 2016).

The theory holds that a leader supports his employees and help bridge their shortcomings. The task-oriented components of the Path-Goal Theory correspond with situational leadership. In this Path-Goal Theory of Leadership, productive leaders offer their employees clear steps for them to follow in order to achieve their goals (Gordon, 2018). In addition, these kinds of support help reduce the chances of failure and pitfalls. The Path-Goal Theory provides routes for leaders to motivate and support their employees in achieving all their objectives.

Therefore, the project leaders must clarify the paths to goals and remove obstacles to performance for employees. They also must provide the information, support, and other resources, like training, so employees can complete the tasks, projects, and work needed to achieve their goals (Rana, K'aol & Kirubi, 2019). Leaders use a path-goal approach because it's designed to increase employee motivation, empower team members with key resources and boost successful implementation of projects.

The application of this theory is that achievement-oriented leadership as an approach that can be used by project leaders' in the case of challenging subordinate activity in goal achievement and project implementation. Project leaders who want to achieve their challenging goals usually have high expectations and set high standards for subordinates. Project leaders will motivate subordinates by sharing responsibility, removing obstacles, availing resources and pushing for achievement in the project management office. Based on the theory, clear path to goals of subordinate working task will be achieved through highly structured institution with role and clarity of task. Lastly, the project leaders should be interested in good working culture with subordinates while supporting their working morale (Olowoselu & Mohamad, 2019).

2.2.2 Resource Based View

Penrose (1995) draws attention to the organization's internal environment as a driver for competitive advantage. The theory proposes that if an organization is to achieve a strategic competitive advantage and improve its performance it must acquire and control valuable, rare, inimitable and non-substitutable resources and capabilities and not readily accessible in factor markets to create competitive advantage second, and resources determine organization performance (Thompson, 2011). Researchers subscribing to the RBV argue that only strategically important and useful resources lead to organization performance (Davis, 2017).

RBV underscores the very strong part played by peculiar heterogeneous bundles of resources, competencies and capabilities in gaining strategic competitive advantage and performance. The resources may either be tangible or intangible. The tangible resources can be acquired through external transactions, whereas intangible ones tend to accumulate over a time and, therefore, are a more durable source of competitive advantage (Peteraf, Di Stefan & Verona, 2013).

The Resource Based View (RBV) analyzes and interprets internal resources of the organizations and emphasizes resources and capabilities in formulating strategy to achieve sustainable competitive advantages. Resources may be considered as inputs that enable firms to carry out their activities. Internal resources and capabilities determine strategic choices made by firms while competing in their external business environment. Firm's abilities also allow some firms to add value in customer value chain, develop new products or expand in new marketplace. The RBV draws upon the resources and capabilities that reside within the organization in order to develop sustainable competitive advantages. According to RBV, not all the resources of firm will

be strategic and hence, sources of competitive advantage. Competitive advantage occurs only when there is a situation of resource heterogeneity and resource immobility.

RBV is an ideal theory in resource mobilization in projects as it emphasizes on use of resource to facilitate delivery of projects. These become strategic assets that are difficult to trade and imitate scarce, appropriable and specialized resources and capabilities that bestow the firm's competitive advantage.

2.2.3 Social Change Model of Leadership

Social Change Model (SCM) of leadership development was introduced in 1994. The model approaches leadership as a purposeful, collaborative, values-based process that results in positive social change. The SCM views leadership as a purposeful, collaborative, values-driven process, instead of a title or position. Leaders commit to improving the groups or communities of which they are part. In this approach to leadership, a leader is anyone who wants to work with others to make a difference. This collaborative process means that groups must have trust and requires that group members act in ways that are consistent with their own beliefs and values as well as the group's goals (Komives & Wagner, 2016).

The social change model of leadership is based on seven dimensions, or values, called the Seven Cs: consciousness of self, congruence, commitment, common purpose, controversy with civility, collaboration, and citizenship (Dixon, Wales, Pennington & Calega, 2019). The ability to adapt to environments and situations that are constantly evolving, while maintaining the core functions of the group. Change is the value hub which gives meaning to the 7 C's and is the goal of the creative process of leadership to make a better world and a better society for self and others (Skendall & Ostick, 2017).

The social change model of leadership is applicable in introducing leadership in projects. Where change is required in manner which projects are delivered, the leaders requires key change leadership skills to enforce the change. Change leadership is the ability to influence and inspire action in others, and respond with vision and agility during periods of growth, disruption or uncertainty to bring about this needed change.

2.3 Empirical Review

This section focuses on establishing the existing empirical studies on critical success factors on project delivery. The key sub-sections highlighted include competence, resource mobilization, organizational culture and change leadership.

2.3.1 Effect of Competence on Project Delivery

Competencies have a wide range of uses that includes training and development, selection of candidates, performance management, motivation and rewarding (Mulder, 2017). The performance and the job roles are clearly defined based on the competency of an individual, so that the human resource can function more efficiently (Wesselink *et al.*, 2015). Project management competency continuously emerges as a key factor influencing project success (Joseph, Erasmus & Marnewick 2014).

According to Jerbrant (2014), management of project-based organizations (PBO) is complex and thus organizations need to focus on controlling and organizing different operations such as activity planning, resource allocations to ensure that the PBO meets the objectives of the senior management team. It is therefore important that the organizations senior management team competency in terms of knowledge, skills and abilities are up to the required level (Bücker &

Poutsma, 2010). According to Ko and Kim (2019), project portfolio management maturity (PPMM) is highly impacted by people as they are the most critical factor while structuring PBOs.

Bücker and Poutsma (2010) outline the importance of global leadership competency and state that in order for organizations to operate effectively in international business, it is crucial to measure global leadership competencies. In relation to senior management competency, Jerbrant (2014) points out that the managers of project-based organizations need to have extensive experience in the project management discipline in order to provide a mission and vision, be able to communicate effectively both top-down and bottom-up, be able to share information and knowledge, be able to balance structural requirements with situational leadership traits and be effective in uncertainty management (Jerbrant, 2014). Interface coordination is crucial in the management of project-based organizations and thus alignment to an organization structure is key (Jerbrant, 2014; Meredith & Mantel, 2012). To this end, the role played by the manager of the PBO or the project sponsor is key as it could play a role in the success of projects.

Aminu (2018) study examined the effect of training employees on performance of organizations. The study established that one of the roles of the management of the organization is providing adequate room for employee training. It was also found out that employee acknowledge and supported the techniques adopted by the management of the organization in training employees and they also recognized the role of training in improving performance of employees. Furthermore, the study also found out that most employees in the organization acknowledge the relationship between performance and motivation (job satisfaction) and that employee training influences the level of effective performance in the organization. Employee needs for training should be forecasted a head of time to reduce the problem of sudden and rush planning which have adverse effect on organizational performance.

Ehsan (2017) studied the effects of project manager's competency on project success and expressed project manager's knowledge areas play a vital role in the successes or failure of projects and an experienced project manager will possess particular uniqueness that will enhance the team performance and his planning based on his project management skills that include integration, scope, time, cost, quality, human resource, communication management, risk and procurement management. All these areas contribute positively and significantly in project success.

A study conducted by Breese, *et al.*, (2020) states that there is growing evidence showing that individuals in the role of project sponsor often do not have the appropriate skills and understanding required to be effective in the role and that most organizations fill this role based off seniority rather than technical experience. Relating this to the research performed by Jerbrant (2014), for organizations to move through the maturation model stages, senior management competency is key as it has a direct impact on the project-based organization (Breese, *et al.*, 2020; Jerbrant, 2014).

Muller and Turner (2010) on their study on leadership competency profiles of successful project managers indicated there was a positive correlation between project success and leadership competence of a project manager. These competences focus on how the project manager guides, inspires and motivates team members and other project stakeholders to manage and overcome issues to effectively achieve project objectives.

Mnkandla and Marnewick (2011) presents two forms of knowledge, namely, explicit and tacit knowledge. Training is the primary means for acquiring explicit knowledge. This knowledge focuses on hard skills that are teachable abilities or skill sets that are easy to quantify the technical information. Explicit knowledge can be articulated as words and numbers making it easier to communicate and share. Tacit knowledge is the kind of knowledge that is difficult to transfer to

another person by means of writing it down or verbalizing it but is primarily attained through experience (Nonaka & Toyama, 2015). This knowledge is extremely difficult to communicate and share as it is imbedded in a person's experience, revolving around beliefs, perceptions and values. Thus, in project based organizations, explicit and tacit knowledge can be applied to achieve key results when collectively adopted.

Alternatively, there is knowledge pertaining to the organization, industry and project type, such as engineering, information systems and finance (Bredillet *et al.* 2013). Industry, organizational and project type knowledge is both explicit and tacit as both knowledge types inform the various phases and processes during a project (Holzmann, 2013). It could be argued that explicit knowledge is similar to technical skills whilst tacit is to soft skills. Specific project and industry knowledge are required to apply the various skills accordingly. According to Petter and Randolph (2019), project management skills are often classified as technical or soft skills. Technical skills refer to the abilities and knowledge needed to perform specific tasks to understand and apply various tools and techniques pertaining to projects in general as well as specific projects such as information systems projects.

Chipulu, *et al.* (2013) conducted a study on the multidimensional analysis of project manager competencies aimed at exploring the key competencies employers require from Project Managers across multiple industry sectors. The researcher code the contents of 2306 online project management job advertisements in the U.K., the U.S., Canada, China, India, Hong Kong, Malaysia, and Singapore for frequently occurring keywords. Using three-way multidimensional scaling (MDS), the researcher extracted six dimensions of competence that is industry specific and generic skills over project management expertise, project management knowledge over industry

specific and generic skills, managerial skills, personal traits, project management methodology experience and professional qualifications and finally risk management over a project life cycle.

2.3.2 Effect of Resource Mobilization on Project Delivery

Resource mobilization (RM) involves all that has to be done in order to get in possession of recently discovered resources in an organization and also increasing the amounts of organization resources by using the available ones in a better way. Batti (2014) reveals that RM is a component of great value for making an organization stronger. Although some organizations have been considered to be fortunate due to their ability to outsource new and additional resources to run their current operations, their future funding still faces uncertainty.

Resources can either make or break a project; they therefore have to be used efficiently and effectively as they are hard to obtain, expensive or even at times both. RM can have a major influence on project sustainability. There is ever increasing competition on the environment on which the resources are mobilized. This occurs mainly due to the rise of development actors, coupled with scarcity of resources resulting from the recent global economic crisis. RM therefore demands a mix of knowledge and also skills since it has become an exercise with lots of challenges. RM is a fundamental component to project or programme delivery and impact.

According to Bamberger and Cheema (2018), several streams of project financing can improve its flexibility and also independence on executing, controlling and managing organizations projects thereby reducing the reliance on foreign funding. Due to ever increasing competition for the few available resources, coming up with and creating alternative ways of funding can help an organization have an easy time in managing its projects thereby making its projects sustainable. Generating resources from the business activities in an organization can lead

to increased financial resources within the organization. Insufficient financing to implement project prevents it from being sustainable.

A descriptive model presented by Jerbrant (2014) explains the way in which project-based organizations evolve between structuring administration and managing uncertainties while emphasizing the importance of active individual actions and situated management actions that need to be undertaken in order to coordinate, synchronize and communicate required knowledge and skills (Jerbrant, 2014). The model reveals that although standardized project models are used and resources are spent on ensuring effective project portfolio management, the manner in which information and communication are dealt with is important in the management of project-based organizations.

According to Zika-Viktorsson and Ingelgård (2016), project-based firms generally allocate resources from a resource pool to accomplish parallel projects and non-project activities. One of the main difficulties in assigning resources to project and non-project activities is the potential for resource conflict between the project management unit and other functional units such as service units. Integrating projects with services represents a change to the traditional viewpoint on projects, extending their life cycle beyond the delivery phase (Davies & Brady, 2016). However, resourcing projects and services in parallel increases the complexity of resource allocation and adds non-project activities as an alternate use of the resource pool. The simultaneous existence of multiple different delivery logics can pose problems for various units of the organization, such as service units that view their core activities from a specific functional perspective (Davies *et al.*, 2014).

Abrantes and Figueiredo (2015) proposed a four-layer resource allocation framework for new product development portfolio, including tasks for the portfolio manager, for the project or

program manager, for the team resource manager and for team members. In this elaborated framework, the project manager and the resource manager are responsible for developing project and resource plans and assigning them to the project teams. In another study on resource allocation in multiple projects, Ballesteros-Pérez, et al., (2012) provided a quantitative process that enables project managers to assign staff to different work groups or projects. A study by Silva and Costa (2013) on resource allocation in information systems projects also envisions a project environment where the project manager controls the management of human resources.

According to Elonen and Artto (2013), resource constraints and the improper allocation of resources are key problems facing multi-project organizations. Project scheduling failures and over-commitment of resources are key mechanisms influencing resource demand, while deficient management accounting systems and opportunistic managers are mechanisms that have a negative influence on resource supply. Different projects in the project-based firm may have a different degree of access to resources and thereby, a different degree of resource autonomy, depending on their position in the parent organization and in the broader stakeholder network (Martinsuo & Lehtonen, 2019).

Laslo and Goldberg (2018) established that multi-project management usually focuses on competition for resources between several projects in an organization. Challenges for resource allocation include estimating resources for each project, dealing with changes to resource needs during the life cycle of a project, setting priorities among different projects and the number of interfaces between the projects and their surrounding environments. Engwall and Jerbrant (2013) describe the issue of resource allocation as a syndrome in multi-project management. Their qualitative case study examining two engineering companies reveals that resource allocation is the

primary issue in organizations that manage most of their operations as simultaneous or successive projects.

Dai and Wells (2014) finds that project management offices may support or take responsibility for resource allocation to projects such as staffing assistance or may act as resource pools from which resources can be allocated among projects. The study finds that prior research has focused more on competition between projects, resource planning and resource allocation responsibilities in multi-project organizations, with a specific focus on interactions between projects. However, the challenge of resource allocation in project-based firms is not limited to projects alone, but also includes other types of activities competing for the same resources.

Lundin and Söderholm (2015) asserts that one of the main challenges occurring at the interface of temporary and permanent organizations is allocating resources to projects. Project teams depend on the context of permanent organizations and face different degrees of autonomy and control in relation to the parent organization. This implies that most of the personnel needed for a project must be borrowed from functional departments, which requires negotiation between project managers and functional department managers, as well as among the personnel themselves. Collaboration between different departments requires suitable communication skills that differ from those needed to communicate within units. The relationship among individuals and between the team and the environment, are to be managed through building commitment between individuals and legitimate relationships between the team and its environment (Jacobsson, Lundin & Söderholm, 2015).

According to Vasiljeva and Berezkina (2018), unanticipated changes may result in re-shuffling resources in a firm and may prompt project managers to go beyond their plans to use resources in new ways. Studies by Danilovic and Sandkull (2015), Arashpour et al., (2017) and

Laine, *et al.*, (2016) have seen the availability of resources and sharing resources between different projects and functional departments as a major challenge for resource allocation. Uncertainty management issues of resource allocation include adequate accuracy of resource estimates, estimating resources required, defining responsibilities, defining contractual terms and conditions and selecting capable participants.

Martinsuo and Geraldi (2020) recognizes organizational or structural complexity as the main cause of resourcing uncertainties and challenges. Managers usually use planned responses to deal with structural complexities. Therefore, it has been a common argument that firms that have good systems for allocating resources efficiently, among other required systems are more successful in managing risk and uncertainty (Kardes et al., 2013). However, different risks and uncertainties can change the effectiveness of the control mode in project-based firms (Liu, 2015). Organizations face also various emergent complexities that include uncertainties and dynamics in the project environment and need more flexible responses (Maylor & Turner, 2017). Jerbrant and Gustavsson's (2013) research on managing project portfolios showed that the constant change of plans and constant shifts between projects and activities in the project-based firm forced project managers not to plan ahead but also to improvise when situations change.

2.3.3 Effect of Organizational Culture on Project Delivery

Organizational culture is one of the most influential dimensions of the work climate and consecutively the main driving force of a business (Nusari & Isaac, 2018). It is reflected in the way tasks are realized, goals are set and in how people are guided toward the achievement of goals. Culture affects decision-making, thinking, feeling and the response to opportunities and threats. It also affects how people are chosen for a particular task, which affects performances and decision

making. Culture is rooted in people and subconsciously influences their behaviour and affects their performance (Oyewobi, Abiola-Falemu & Ibronke, 2016).

In the project management office, culture remains one of the most influential factors of successful project implementation in enterprises and is part of the overall organizational culture (Darling & Whitty, 2016). Project culture is the general attitude to projects within the business. Most projects do not operate in isolation; they have to operate within a business environment that should be complementary to the requirements of good project management (Nachbagauer, 2019). The culture affects strategic planning and implementation, project management as well as all other aspects of the organizations operations.

Nguyen, Watanabe and Le (2016) reveals four ways organizational culture can affect project management. First, it affects how departments are expected to interact and support each other in the pursuit of project goals. Second, the culture influences the level of employee commitment to the goals of the project in the context of balancing them with other, potentially competing goals. Third, the organizational culture influences project planning processes such as the way work is estimated or how resources are assigned to projects. Finally, the culture affects how managers evaluate the performance of project teams and how they view projects' outcomes.

According to Okręglicka and Lemańska-Majdzik (2019), project organizational culture is best exemplified by the position of the project manager in the company and the attitude of employees to the project. The project manager's authority should depend on the level of the project; the manager of a project with a high priority should have similar competencies as line managers and should be paid as a manager. However, the informal role of a project manager could be even more important. Hartnell, *et al.*, (2011) noted that business managers use an effective organizational culture to shape employee attitudes, to improve operational effectiveness, and to

increase financial performance in the organization. Operational effectiveness contains information on how management uses an effective organizational culture to introduce and innovate new products and to improve process and service.

The study by Roldán and Leal (2014) on the influence of organizational culture on the project implementation programmes, showed consistency with the resources-based view complementary resources and suggest that, rather than merely adopting or imitating less advanced cultures for instance detection culture, organizations should focus their efforts on generating a more advanced culture such as creative culture. Therefore, a strong culture shapes an organization's decision patterns, guides actions, and drives individual behaviour of all members. However, a strong culture can also erect barriers to getting the results needed to remain competitive. Since culture is potent, it can block a project strategy or catalyse it.

Agyei-Mensah (2017) studied the effects of innovative capabilities on performance in the banking industry. The specific objectives were to examine innovation capabilities of UT Bank, to assess customers' perception of UT Bank's innovative capabilities and to examine the relationship between innovative capability and performance of UT Bank Ghana. The research design adopted was descriptive. The population comprised of staff, management and clients of UT bank. The sample used was 395. Convenience sampling was used to select 150 staff and 245 clients from the bank. The study found that that the bank has performed well on some innovative capability dimensions. Dimensions on which UT Bank performed creditably included product innovation, marketing innovation, organizational innovation and process innovation. The study found that product innovation, marketing innovation and process innovation had a moderate relationship with organizational performance. However, organizational innovation and

collaborations had a weak relationship with organizational performance. It is therefore posited that banks become more proactive in developing products and services that create value for customers.

Tuan, Nhan, Giang and Ngoc (2017) explored the impacts of innovation on the different aspect of innovation performance, then their effects to firm performance production, market, and financial performance. The questionnaire survey was administered to directors, CEO of those firms. The result demonstrated there are positive effects of process, marketing, and organizational innovations on firm performance in supporting firms. More specifically, the higher the level of innovation activities is, the greater the innovative performance is, which means the larger level of process, organization and marketing innovation activities are, the higher level of innovative performance are likely to be. Secondly, the higher level of process, organization and marketing innovative performance, the better level of firm performances is likely to be. In order to improve the innovative and firm performance, those firms in supporting industry should highly concentrate on process, marketing, and organizational innovation activities, rather than product innovation activities.

Hashi and Stojčić (2019) eased the impact of innovation activities on firm performance using a multi-stage model. A four-equation model was used to link the innovation decision of firms to their performance through the impact of innovation input on innovation output and the innovation output on productivity and better performance. The findings confirm the positive relationship between innovation activities and productivity at the firm level and provide further evidence on the relationship between size and innovation activities. The findings from existing studies differ in many respects which suggests that there is the need for further research. In this paper we employ firm level data from the fourth community innovation survey (CIS4), covering some 90,000 firms in 16 West and East European countries in order to assess the drivers of the

innovation process in two different institutional settings, a number of mature market economies of Western Europe and a number of advanced transition economies from Central and Eastern Europe.

Maktoba *et al.* (2017) investigated the innovation capabilities using Chinese enterprises. The motive was to understand innovation capabilities and to find how they might relate to promoting innovativeness. Data for this research was obtained from a survey of enterprises in the Chinese provinces Liaoning and Henan which were analyzed using multiple regression to ascertain how facets of innovation capabilities might enhance the likelihood of innovation success. Analysis is conducted for innovation defined as incremental, radical and the total of both. The study found that focusing on customers tends to reduce innovation for Chinese companies, whilst competitor orientation, knowledge enhancement and management capability are associated with enhanced innovative ability.

2.3.4 Effect of Change Leadership on Project Delivery

The study by Longe (2014) revealed that transactional leadership style has a positive impact on the project performance. The transactional leadership trait assists in producing as well as supporting the context in which human and organizational abilities are taken full advantage of as it ensures that the workers are constantly able to attain the tangible and intangible benefits. This leadership style particularly helps in creating an environment that is optimal for performance and also articulates the compelling vision that enhances the overall project performance (Longe, 2014). According to the research conducted by Sofi and Devanadhen (2015), transactional leadership was not found to have a direct impact on the performance of the organization. This leadership train does not promote innovation and creativity among the followers and for this reason, the followers do not perform to the expected levels of the organization. Guardia (2017) found that transactional

leadership is the elementary factor to organizational success at both team and individual level and that transactional leadership behaviour has vital relation with the group and individual performance factors.

The study by Elenkov (2012) indicated that the democratic leadership has a positive impact on project performance. The democratic leadership allows the employees to make decisions along with sharing them with the group and the manager. In this type of leadership style, praises and criticism are given objectively and a sense of responsibility is also developed among the employees. Yaseen (2016) also analyzed the impact of democratic leadership on project performance. As per their findings, democratic leadership positively affects the performance of the organization as it provides opportunities to the employees to express and implement their creative ideas and take part in the decision- making process. This leadership style also prepares future leaders and helps the organization in the long run. Choi (2017) also stated that a democratic leader is the one who focuses on the group discussion and group participation and as a result it positively influences the performance of the followers.

Hickman (2017) argues that within organizations, leaders generate vision and purpose and a culture that develops followers commitment resulting in purpose shared. Transformational leadership is linked to a number of results which include organizational commitment, job satisfaction and satisfaction with a leader. It has also been linked to organizational outcomes such as extra effort, organization, and citizen behavior, among others. As indicated by Trice and Beyer (2018), leadership can change and maintain the way of life of the organization by creating new or strengthening set up sets of convictions, shared values, practices, and standards inside organizations.

According to Lowe, Galen Kroeck and Sivasubramaniam (2016), there is very strong relationship amongst transformational leadership and positive work relations which are outcome related and that have a very key bias towards performance and satisfaction at work. Transformational leadership as well has been related to the enablement of the followers in a study by Kark (2017). Additionally, transformational leadership presents a great addition to this theory considering the philosophies of inspiring motivation, ideal influence, personalized consideration and intellectual incentive. From articulation of Burns (2018), transformational leadership comes from the assessment of leaders' past performance rather than follower's attribution. They tend to transform weak or declining institutions through impacting them on the followers to see the compelling vision, change status quo and see the organization for what it can be rather than for what it is.

The laissez-faire leadership style, also referred to as the hands-off style, is one in which the manager offers little or no direction as well as gives staff members as much liberty as feasible. All authority or power is offered to the staff members and also they should determine objectives, choose, and settle troubles by themselves (Wong & Giessner, 2018). Unfortunately, it can also refer to situations where managers are not exerting sufficient control. The disinterest of the management and leadership causes the employees to become less interested in their job and their dissatisfaction increases (Skogstad, Aasland, Nielsen, Hetland, Matthiesen & Einarsen, 2015).

According to Kantabutra (2020), a good vision that facilitates growth in an organization will make sense to the organizational members and expand their minds in terms of possibilities while at the same time remaining feasible. This kind of vision creates cohesion among members of the organization. Once the vision has been set, the organizational members can take up the role by designing and executing strategies to accomplish that vision. As feedback goes back to the top

management, they gain the insight necessary to review the organizational vision and revise it for legitimacy and authenticity. In private universities, the top management will be focused on leveraging their human and financial capital while achieving stellar academic outcomes and excelling in co-curricular activities for the success of the institution (Kantabutra, 2020).

Kantabutra (2020) study in educational leadership research whose aim proposes a research model for examining relationships between vision components and performance of higher education institutions, as measured by financial stability, client satisfaction and growth, process improvement, and learning and faculty satisfaction. The model proposes that vision attributes of brevity, clarity, abstractness, challenge, future orientation, stability, and desirability, and vision content relating to financial stability, client satisfaction and growth, process improvement, and learning and faculty satisfaction can affect performance through four vision realization variables. The study proposes that the model with future empirical support, will help companies' administrators to effectively improve their institutional performance. It further proposes that once effective vision components are known, higher education institution administrators can apply them to develop their visions to maximize their overall faculty performance via financial stability, client satisfaction and growth, process improvement, and learning and faculty member satisfaction.

Jonyo and Ouma (2018) studied the effect of mission and vision on organizational performance within Private Universities in Kenya. This was a correlational study which adopted a positivist philosophy. The study population comprised of all the 17 private universities in Kenya accredited by Commission of University Education. The study found that, mission and vision explained a significant proportion of variance in organizational performance. The significance value in testing the reliability of the model for the relationship between Mission and Vision on organizational performance was $F(1, 122) = 208.929, p < 0.05$. Therefore, the model was found

to be statistically significant in predicting the relationship between the study variables. The study found that for every unit change in mission and vision, organizational performance increases by 0.867 hence implying a positive impact of mission and vision on organizational performance. Based on the findings, the study found that there was a significant relationship between all the independent variables and organizational performance the dependent variable. The study also found that that policy and regulation positively moderated the relationship between mission and vision and organizational performance.

Bradach (2019) established that a clear vision determines very critical functions such as enhancing decision making which facilitates people to determine what is important or trivial, appealing to followers on the fundamental needs, linking and rationalizing ways of doing things, proving meaning to work and establishing a standard of excellence. As Jabbar and Hussein (2017) affirmed that it is critical to note that a firm institution statement reflect the values and aspirations that are intended to capture employees' heart and mind and hopefully the stakeholder as well. This therefore denotes that the strategic leadership job is to ensure that the vision and mission of the organization are effectively communicated and adapted by all employees. Hitt, Sirmon and Xu, (2020) affirms that strategic leaders are people located in different areas and levels of the firm using strategic management process to select strategic actions that help the firm to achieve its vision and fulfill its mission.

Fontanella and Chandra (2017) examined the effect of vision and mission statement on performance of accounting program of state polytechnics in Indonesia. The study also tested the relationship between vision and mission statement of the study program with performance of the institution. The research involved 30 accounting programs, including diploma 3 and diploma 4 of state polytechnics in Indonesia. The information content in vision and mission is analyzed through

3 aspects; stakeholders, components, and objectives mentioned. Accreditation of the program is used as a performance measurement. The result indicated stakeholders as the most mentioned aspect in vision and mission statement. While the most mentioned component is academic objectives. This study did not find any relationship between vision and mission statement with performance of the program. Nonetheless, partial analysis shows that there is a positive relationship between the amount of component stated in vision and mission statement with performance of the program.

Darbi (2019) explored the impact of mission and vision statements and their potential impact on employee behavior and attitudes. The paper reported the perspectives of employees of a unique public but profit-oriented tertiary institution with a renewed corporate mandate in a developing country. Based on a survey of 120 employees, this paper explored employees' state of awareness of mission and vision statements, perceptions about their level of ownership and whether the institution's mission and vision statements impact/can impact on their behavior and attitudes. The results indicated that most employees have firsthand knowledge of the mission and vision statements though they do not frequently come across them; as well as the level of knowledge of the components/contents and perceptions about ownership are low. Employees see ownership as a prerequisite for the statements to impact on their behaviors and attitudes.

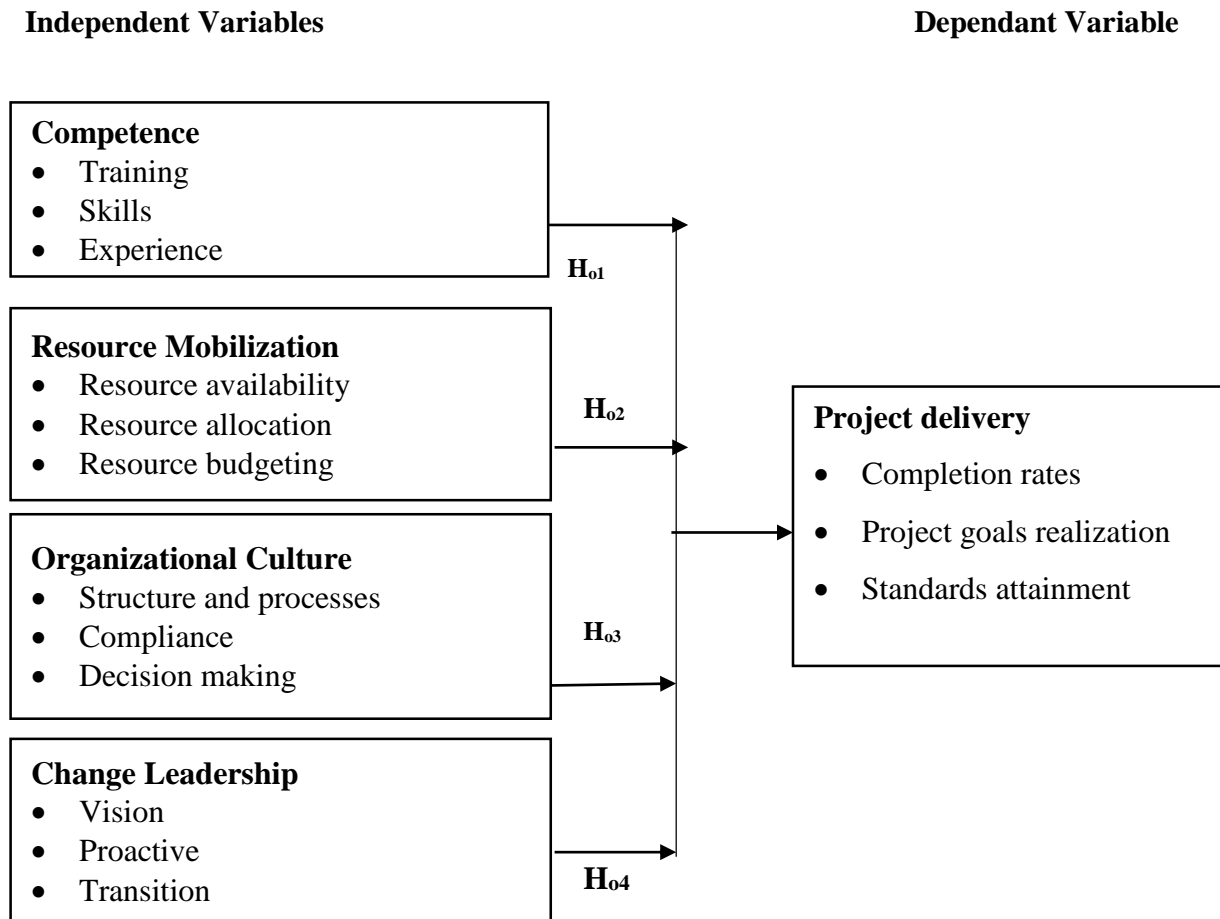
Brown and Yoshioka (2018), mission statement has a significant and fundamental role in the management and leadership of organizations. The employees of the organizations perceive the mission and how these perceptions relate to other organizational attitudes, such as satisfaction and behaviors. Their study suggests that mission and vision statements have a positive impact on profitability of the organizations and can increase shareholder equity. They also reported that almost 40 per cent of employees do not know or understand their company's mission and vision.

Muthaa (2019) investigated the effects of the strategic direction on performance in respect to enrolment and mission. The study used the cross-sectional descriptive survey research design. The study established that the strategic direction had significant influence on the performance of technical training institutions. The introduction of the government policy had a moderating variable improved the model on organizational direction.

2.4 Conceptual Framework

The conceptual framework is the relationship between critical success factors and its components; competence, resource mobilization, organizational culture and change leadership on project delivery.

Figure 1: Conceptual Framework



2.5 Measurement of Study Variables

The measurement of the independent and the dependent variables is as shown in the operationalization Table 1.

Table 1: Operationalization of Variables

Variables	Operational Indicators	Measure	Type of Scale
Competence	<ul style="list-style-type: none">• Training• Skills• Experience	5-point Likert Type Scale	Interval Scale
Resource Mobilization	<ul style="list-style-type: none">• Resource availability• Resource allocation• Resource budgeting	5-point Likert Type Scale	Interval Scale
Organizational Culture	<ul style="list-style-type: none">• Risk classification• Risk probability• Risk assessment• Risk prioritization	5-point Likert Type Scale	Interval Scale
Change Leadership	<ul style="list-style-type: none">• Vision• Proactive• Transition	5-point Likert Type Scale	Interval Scale
Project delivery	<ul style="list-style-type: none">• Completion rates• Project goals realization• Standards attainment	5-point Likert Type Scale	Interval scale

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section outlines the methodology that was used in carrying out the study. It comprises of research design, population, sample size and sampling procedure, data collection method and data analysis and presentation.

3.2 Research Design

Research design refers to a plan outlining how information is gathered in identifying the data collection methods, the instruments to be used, how the instruments were administered, and how the information was organized and analyzed (Kisilu *et al.* 2016). The study employed descriptive research design for it portrays an accurate profile of situations (Saunders *et al.* 2009). This study was designed to describe the characteristics of interest to the researcher. Descriptive research design is a scientific method which involves observing and describing the behavior of a subject without influencing it in any way (Cooper & Schindler, 2008). It was designed to gain more information about variables within a particular field of study. Its purpose is to provide a picture of a situation as it naturally happens. This descriptive research design was adopted because the study sought to describe one variable in a population at the project-based organizations. The objective was stated clearly and a clear definition of the population was given. The descriptive research design established the relationship between critical success factors on project delivery.

3.3 Target Population

Target population is the population which the researcher wants to generalize results (Lumley, 2004). The study used 11 project-based organizations in Kenya and they were differentiated by

industry/sector. The target population was the 11 project based organizations and the unit of observation was 66 top managers and project supervisors. This is as depicted in Table 2.

Table 2: Target population

No	Project Company	Top project Managers	Middle Managers/ Project Supervisors	Population
1	Safaricom Ltd (Telecommunication)	1	5	6
2	Bolloré Transport & Logistics (Transport)	1	5	6
3	Radisson Hotel Group (Hospitality)	1	5	6
4	Electrohub (Electronics)	1	5	6
5	General Motors (Automobiles)	1	5	6
6	Frigoken Limited (Agriculture)	1	5	6
7	Equity Bank (Finance)	1	5	6
8	Quickmart (Retail)	1	5	6
9	Phillips Healthcare (Healthcare)	1	5	6
10	Vivo (Energy)	1	5	6
11	Epcos Builders (Construction)	1	5	6
	Total	11	55	66

(Researcher, 2021)

3.4 Sample Size and Sampling Techniques

Sampling is appropriate when the population under study is large and variability between the population elements is small (Cooper & Schindler, 2017). This is due to several compelling reasons including cost effectiveness, greater accuracy of results, time saving and availability of population elements (Lewis, Saunders, & Thornhill, 2019). A good sample must have both accuracy, such as the degree to which bias is absent for the sample, and precision of the estimate, i.e., how closely the sample represents the population. Due to the low population, the study used a census approach where the entire population of 66 respondents was used.

3.5 Research Instrument

Primary data was collected by means of a structured questionnaire. The questionnaires were administered through the use of online questionnaires and drop and pick later method. The online and pick up later method are preferred due to convenience of the respondents. According to Blumberg, Cooper and Schindler (2014), the use of structured questions on the questionnaire allows for uniformity of responses to questions. The questionnaire was in 2 sections. Section A contained demographic information and section B questions to capture critical success factors. The key variables include the independent variables, which are competence, resource mobilization, organizational culture and change leadership. The use of questionnaire ensured collection of data from many respondents within a short time and respondents were free to give relevant information because they were assured of their anonymity as indicated by Dalati and Gómez (2018) and Rominger (2018).

Data collection refers to acquisition of subjects and collection of information needed for an investigation; techniques of collection varied depending on the research design, (Kothari, 2012). Primary data was used for this study and was collected by using a structured questionnaire. The study used online questionnaires, drop and pick method. Further, scheduled phone calls were used to follow-up on the questionnaires response progress from the respondents.

3.6 Pilot Study

The purpose of the pilot test is to refine the questionnaire so that respondents have no problems in answering the questions and thus eliminate problems in recording the data. In addition, it enables obtain assessment of the question's validity and reliability before engaging in the main data

collection. Preliminary analysis using the pilot test data can be undertaken to ensure that the data collected enables the investigative questions to be answered (Saunders, Lewis & Thornhill 2012). According to Mugenda and Mugenda (2003), a pretest sample ranges from 1% to 10% depending on the sample size. In this study, 10% of the sample size was used for the pilot test. Given the sample size is 66, 6 questionnaires which represents 10% of the sample size was piloted by issuing them to respondents who were not included in the final study sample. The pilot study was conducted related projects based organizations that is Africa Harvest Biotech Foundation International and World Vision in Nairobi County.

3.7 Validity and Reliability of Research Instrument

Saunders, Lewis and Thornhill (2012) states that validity is the accuracy and meaningfulness of inferences, which are based on the research results. This study used both construct validity and content validity. For construct validity, the study used Keyser Meyer Olkin (KMO) and Sphericity. To ensure content validity, the questionnaire was subjected to thorough examination on some randomly selected project supervisors. They was asked to evaluate the statements in the questionnaire for relevance.

Reliability is the consistency of a set of measurement items (Cronbach, 1951). Cronbach's alpha was used to test the reliability of the measures in the questionnaire (Cronbach, 1995). The study used a 10% of the sample size was used for the pilot test. Therefore, 6 questionnaires was piloted by issuing them to respondents who were not included in the final study sample. The questionnaire response was entered into statistical package for social sciences (SPSS) and Cronbach's alpha coefficient was generated to assess reliability. The closer Cronbach's alpha coefficient was to 1, the higher the internal consistency reliability (Sekaran, 2006). A coefficient of 0.7 was used as recommended by Cronbach (1951). The results are as shown in Table 3.

Table 3: Reliability Test

Variables	Items	Cronbach Alpha
Competence	7	0.816
Resource Mobilization	8	0.781
Organizational Culture	7	0.741
Change Leadership	8	0.822
Project Delivery	8	0.811

The results indicated that the statements under Competence (0.816), Resource Mobilization (0.781), Organizational Culture (0.741), Change Leadership (0.822), and Project Delivery (0.811) had a Cronbach alpha of above 0.7 and thus the statement were considered reliable.

3.8 Diagnostic Tests

The study conducted normality test, multicollinearity and heteroscedasticity. The diagnostics was conducted so as to avoid doing regression analysis with spurious results.

3.8.1 Multicollinearity

Multicollinearity refers to a situation in which more than two explanatory variables in a multiple regression model are highly linearly related. Multicollinearity was tested using variance inflation factor VIF. Multicollinearity was found present if VIF value is above 10. This is according to Bryman and Bell (2013) who indicated that where $VIF \geq 10$ indicate presence of Multi-collinearity. Where the values are above 10, multicollinearirty was corrected by removing the highly correlated independent variables.

3.8.2 Heteroscedasticity

According to Williams (2016), heteroscedasticity gives equal weight to all observations and causes the standard errors to be discriminated and consequently results in an incorrect conclusion when testing the hypothesis. Breusch-Pagan was used to check for existence of heteroscedasticity

in the data collected. The rule of the thumb is that the data is homoscedastic and was tested at 0.05 significance level. If the p-value is larger than the critical 0.05, then we conclude that the data does not suffer from heteroscedasticity.

3.8.3 Normality test

Test for normality determines if the data is well modeled and normally distributed (linear). To test the normality of the variables, Shapiro–Wilk test was used as it has the highest power among all tests for normality. The hypothesis was tested at a critical value at 0.05, where the rule is that reject H_0 if the probability (P) value is less than 0.05 or else do not reject. The dependent variable should be normally distributed because the study was analyzed using a multiple regression model where the condition of normality must be satisfied (Quataroli & Julia, 2012). The hypothesis was that;

H_1 : The data is normal.

3.9 Data Processing and Analysis

Data analysis according to Kothari (2012) involves a number of closely related operations which are performed with the purpose of summarizing the collected data and organizing them in such a manner that they answer the research questions. Before the actual analysis of data using SPSS, data was cleaned, edited, checked for accuracy and coded. Data was analyzed using descriptive and inferential statistics. Quantitative data collected using a questionnaire was analyzed by the use of descriptive statistics using the Statistical Package for Social Sciences (SPSS) and was presented through percentages, means, standard deviations and frequencies. A regression model was used to test the influence of critical success factors on project delivery. This will help to evaluate the relationships between the dependent and independent variables of the study. The regression was:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3+ \beta_4X_4+ \varepsilon$$

Where;

Y = Project Delivery

X_1 = Competence

X_2 = Resource Mobilization

X_3 = Organizational Culture

X_4 = Change Leadership

β_0 = Constant Term;

$\beta_1, \beta_2, \beta_3, \beta_4$ = Beta coefficients;

ε = Error Term.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the results and data analysis, with their discussion. Results on the demographic, descriptive and inferential analysis are presented in tables. The analysed data was arranged under themes that reflected the research objectives. The discussion of the results is also done with corroboration of the findings.

4.2 Response Rate

The response rate was analyzed to show the representative from the sample size. The study administered 66 questionnaires' to the respondents and the results are as shown in Table 4.

Table 4: Response Rate

Response	Frequency	Percent
Returned	52	78.78%
Unreturned	14	21.21%
Total	66	100%

According to Ebert, Huibers and Christensen (2018), a response rate of above 50% is adequate for a descriptive study. Blumenberg, Menezes and Barros (2019) also asserted that return rates of above 50% are acceptable, 60% is good and 70% is very good. Thus, the response rate of 78.78% under this study was very good.

4.3 Demographics Results

Demographics are characteristics of a population. The demographics characteristics included gender, level of education, age bracket and duration of working in the project management discipline. Each of the demographic characteristic are discussed in the subsequent sections.

4.3.1 Gender

The study conducted demographics on gender for the respondents to establish the gender diversity. The respondents were asked to indicate their gender. The results are as shown in Table 5.

Table 5: Gender of Respondents

Gender	Frequency	Percentage
Male	27	51.9%
Female	25	48.1%
Total	52	100

The results show that majority of members were male represented by 51.9% and female at 48.1%. This indicated a gender balance in the project management representatives in the selected project based organizations. A study by McKinsey Global Institute (2017) found that shortage of gender range is connected with a greater likelihood of underperformance as well as when establishments commit themselves to varied leadership, they are a lot more successful. One the various other finger, organizations where gender range is being without, staff members gave reduced marks to their establishments for such factors as incentive, capacity, responsibility as well as technology.

4.3.2 Age

The respondents were asked to indicate their age brackets. The results are shown in Table 6.

Table 6: Age of Respondents

Age	Frequency	Percentage
Below 25 years	5	9.6%
25 - 34 years	13	25.0%
35 - 44 years	19	36.5%
45 - 54 years	15	28.8%
Total	52	100

The results indicated that majority of the project managers were at 35 - 44 years represented by 36.5% followed by 45 - 54 years at 28.8%. The project management members under the 25 - 34 years were at 25.0% with the least being below 25 years wat 9.6%. This shows that the respondents were dominated by the middle age category. The age of the respondents is an important characteristics in understanding their views about the particular problems; by and large, age indicates level of maturity of individuals in the sense that age becomes more important to examine the response.

4.3.5 Level of Educational

Education level is the academic credentials or degrees an individual has obtained. The respondents were asked to indicate their level of education. The results as shown in Table 7.

Table 7: Level of Education

Highest educational level	Frequency	Percentage
College Diploma	2	3.8%
Bachelor's degree	18	34.6%
Master's degree	25	48.1%
Doctoral degree	7	13.5%
Total	52	100

The results show that most of the respondents had a master's degree represented by 48.1% followed by bachelor's degree at 34.6%. Those with doctoral degree were at 13.5% with the least being college degree at 3.8%. According to Mesároš, *et al* (2017), the education process is a first step and presumption for better performance and results of every leader. The achievement of higher level of education increases the precondition for its successful results in the management and involvement of institutions. Knowledge and a high level of education is only one prerequisite for achieving successful results.

4.3.4 Duration

The respondents were asked to indicate their duration while working in project management. The results are shown in Table 8.

Table 8: Staff Duration

Duration	Frequency	Percentage
Below 5 years	5	9.6%
6 - 10 years	21	40.4%
11- 20 years	24	46.2%
21 - 30 years	2	3.8%
Total	52	100

The results showed that majority of the respondents have “been working in project management for 11- 20 years represented by 46.2% and followed by 6 - 10 years represented by 40.4%. Those with below 5 years were at 9.6% and the least was 21 - 30 years with 3.8%. This was also an indication that the staff had considerable experience to respond to the questionnaires.

4.4 Descriptive Statistics

This section presents the descriptive results on competence, resource mobilization, organizational culture, change leadership and project delivery. For purposes of presentation, the results for strongly agree (5) and agree (4) were combined as agree while strongly disagree (1) and disagree (2) were combined as disagree. According to Likert (1974), the combination presents a holistic view of people's opinions and a more accurate measure of their liberal or conservative opinions.

4.4.1 Descriptive Statistics on Competence in Project Based Organizations

The first objective of the study was to evaluate the effect of competence on project delivery. The study evaluated the respondents' level of agreement to the statements on the competence using a scale of 1 – 5. The findings are as illustrated in Table 9.

Table 9: Descriptive Results on Competence

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	S.D
Projects, programs, and portfolios are managed by a specialized competent units	13.5%	15.4%	7.7%	34.6%	28.8%	3.50	1.4
Project managers document lessons learned	7.8%	5.7%	13.5%	30.8%	42.3%	3.94	1.2
Project managers apply lessons learnt in previous projects	11.5%	7.7%	9.6%	50.0%	21.2%	3.62	1.2
There are regular trainings on projects implementation	15.4%	9.6%	9.6%	34.6%	30.8%	3.56	1.4
The skills of the project team is considered critical before allocation of roles	7.6%	17.4%	7.7%	34.6%	32.7%	3.67	1.3
The team members are matched with their project skills and competencies	11.5%	9.6%	13.5%	21.2%	44.2%	3.77	1.4
The company undertakes needs assessment with the aim of improving team project skills	3.8%	9.6%	9.6%	46.2%	30.8%	3.90	1.1
Average						3.71	1.3

Under the statements on competence, the data shows that the projects, programs, and portfolios are managed by specialized competent unit and the level of agreement was 63.4% while 28.9% disagreed to the statement. The data also indicates that project managers document lessons learned, 73.1% agreed while 13.5% disagreed to the statement. On whether the project managers apply lessons learnt in previous projects, 71.2% agreed while 19.2% disagreed. The level of agreement on whether there are regular trainings on projects implementation was 65.4% while 25.0% disagreed to the statement. Further, the data showed that the skills of the project team is

considered critical before allocation of roles and 67.3% while 25.0% of the respondents disagreed to the statement. On whether the team members are matched with their project skills and competencies, 65.4% agreed to the statement while 21.1% disagreed. Lastly, the data showed that the company undertakes needs assessment with the aim of improving team project skills and the level of agreement was 77.0% while 13.4% disagreed.

The overall mean was 3.71 that showed that majority agreed to the statements on competence with a standard deviation of 1.3. Despite a majority agreeing that competence plays a key role in the project delivery, there was a divergent view from a smaller section who disagreed as shown by the average dispersion values of 1.3. However, as per Joseph, Erasmus and Marnewick (2014), project management competency continuously emerges as a key factor influencing project success.

4.4.2 Descriptive Statistics on Resource Mobilization in Project Based Organizations

The second objective of the study was to investigate the effect of resource mobilization on project delivery. The study evaluated the respondents' level of agreement to the statements on the resource mobilization using a scale of 1 – 5. The findings are as illustrated in Table 10.

Table 10: Descriptive Results on Resource Mobilization

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	S.D
Company has the right number of projects for the resources available	9.6%	15.3%	9.7%	15.4%	50.0%	3.8	1.4
The budget allocation between projects in the portfolio reflects the business strategy	11.5%	9.6%	13.5%	38.5%	26.9%	3.6	1.3
Our project team is linked with finance for financial integration on projects	7.7%	19.3%	7.6%	36.5%	28.8%	3.6	1.3
Our projects have regular and stable methods for acquisition of financial resources	15.4%	5.8%	3.8%	40.4%	34.6%	3.7	1.4
Our project team conducts mapping of resources for its projects	13.5%	15.4%	11.5%	34.6%	25.0%	3.4	1.4
Our project resources are planned for in advance before commencing in a project	5.8%	9.6%	9.6%	48.1%	26.9%	3.8	1.1
The project resources are aligned with the project magnitude and expected outcome	11.5%	11.5%	17.2%	21.3%	38.5%	3.6	1.4
Our project team regularly evaluates the utilization of resources in the projects undertaken	1.9%	17.3%	11.5%	32.7%	36.5%	3.9	1.2
Average						3.7	1.3

Under the statements on resource mobilization, the data indicated that their company has the right number of projects for the resources available with agreement levels of 65.4% and disagreement at 24.9%. On whether their budget allocation between projects in the portfolio reflects the business strategy, 65.4% agreed while 21.1% disagreed to the statement. The level of agreement on whether project teams are linked with finance for financial integration on projects was at 65.3% while 27.0% disagreed. The respondents indicated that their projects have regular and stable methods for acquisition of financial resources and 75.0% agreed while 21.2% disagreed

with the statement. On whether the project team conducts mapping of resources for its projects, 59.6% agreed to the statement while 28.9% disagreed. The respondents agreed that their project resources are planned for in advance before commencing a project with agreement level of 75.0% while 15.4% disagreed with the statement. The level of agreement on whether the project resources are aligned with the project magnitude and expected outcome was at 59.8% while 23.0% disagreed. Lastly, they showed that their project team regularly evaluates the utilization of resources in the projects undertaken and 69.2% agreed to the statements while 19.2% disagreed.

The overall mean was 3.71 that showed that majority agreed to the statements on resource mobilization with a standard deviation of 1.3. This was an indication that resource mobilization was seen as a key pillar towards project delivery. Nonetheless, there was divergent on the view with a dispersion rate of 1.3 from the mean of 3.71. According to Bamberger and Cheema (2018), resources can either make or break a project; they therefore have to be used efficiently and effectively as they are hard to obtain, expensive or even at times both. RM can have a major influence on project sustainability.

4.4.3 Descriptive Statistics on Organizational Culture in Project Based Organizations

The third objective of the study was to assess the effect of organizational culture on project delivery. The study evaluated the respondents' level of agreement to the statements on the organizational culture using a scale of 1 – 5. The findings are as illustrated in Table 11.

Table 11: Descriptive Results on Organizational Culture

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	S.D
Organizational culture, structure and processes strongly influence the project management plan	9.6%	9.6%	7.7%	40.4%	32.7%	3.8	1.28
Project managers ensure compliance with company's policies and any regulatory requirements	11.5%	7.7%	13.5%	32.7%	34.6%	3.7	1.33
Project managers consider specific structure and processes of the company	7.7%	17.3%	5.8%	36.5%	32.7%	3.7	1.31
Project managers consider organizational culture in the company	5.8%	11.5%	11.5%	34.6%	36.5%	3.9	1.21
This company is very supportive of change	9.6%	17.3%	11.5%	28.8%	32.7%	3.6	1.36
Employees are encouraged to take initiative and make projects decisions on their own	15.4%	11.5%	9.6%	36.5%	26.9%	3.5	1.41
The project team gets full information on how to effectively implement projects strategic plan	9.6%	11.5%	9.6%	32.7%	36.5%	3.8	1.33
Average						3.7	1.32

Under the statements on organizational culture, the data indicated that organizational culture, structure and processes strongly influence the project management plan and the level of agreement was at 73.1% while disagreement was at 19.2%. When asked if project managers ensure compliance with company's policies and any regulatory requirements, 67.3% agreed while 19.2% disagreed to the statement. The level of agreement that project managers consider specific structure and processes of the company was at 69.2% while disagreement was at 25.0%. The respondents agreed that project managers consider organizational culture in the company at 71.1% while disagreement on the statement was at 17.3%. Those who agreed that their company is supportive

of change were at 61.5% while 26.9% disagreed. The data indicated that employees are encouraged to take initiative and make projects decisions on their own and 63.4% agreed while 26.9% disagreed. Lastly, the data showed that project team gets full information on how to effectively implement projects strategic plan and 69.2% agreed while 21.1% disagreed.

The overall mean was 3.7 that showed that majority agreed to the statements on organizational culture with a standard deviation of 1.32. The majority of the respondents therefore indicated that the grounding of projects in a strong organizational culture on dimensions such as compliance, structure processes, decision making and change improved the chances for project delivery. This is as indicated by Nusari and Isaac (2018) who posited that organizational culture is one of the most influential dimensions of the work climate and consecutively the main driving force of a business projects.

4.4.4 Descriptive Statistics on Change Leadership in Project Based Organizations

The third objective of the study was to assess the effect of change leadership on project delivery. The study evaluated the respondents' level of agreement to the statements on the organizational culture using a scale of 1 – 5. The findings are as illustrated in Table 12.

Table 12: Descriptive Results on Organizational Culture

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	S.D
The organizational vision are realistic in light of its project resources.	5.8%	9.6%	9.6%	48.1%	26.9%	3.81	1.12
The organizational vision are clear in the organization	11.5%	11.5%	17.3%	21.2%	38.5%	3.63	1.40
The organizational mission and vision of the project define the focus of the institution	1.9%	17.3%	11.5%	32.7%	36.5%	3.85	1.16
The organization mission is appealing to employees in working towards realizing it	9.6%	9.6%	7.7%	40.4%	32.7%	3.77	1.28
The organizational leaders programs, activities and services are consistent with its mission statement	11.5%	7.7%	13.5%	32.7%	34.6%	3.71	1.33
The organizational planning and budgetary priorities are consistent and supportive of the mission	7.7%	17.3%	5.8%	36.5%	32.7%	3.69	1.31
The organization vision are realistic in light of its project resources	5.8%	11.5%	11.5%	34.6%	36.5%	3.85	1.21
The organizational vision are clear in the project	9.6%	17.3%	11.5%	28.8%	32.7%	3.58	1.36
Average						3.74	1.27

Under organizational culture, the respondents were asked if the organizational vision are realistic in light of its project resources and 75.0% agreed while 15.4% disagreed with the statement. On whether the organizational vision are clear in the organization, 59.7% agreed while 23.0% disagreed with the statement. The respondents were asked if the organizational mission and vision of the project define the focus of the institution and 69.2% agreed while 19.2% disagreed with the statement. On whether, the organization mission is appealing to employees in working

towards realizing it, 73.1% agreed while 19.2% disagreed with the statement. The respondents were asked if the organizational leaders programs, activities and services are consistent with its mission statement and 67.3% agreed while 19.2% disagreed with the statement. The respondents were asked if the organizational planning and budgetary priorities are consistent and supportive of the mission and 69.2% agreed while 25.0% disagreed with the statement. On whether the organization vision are realistic in light of its project resources, 71.1% agreed while 17.3% disagreed with the statement. Lastly, the respondents were asked if the organizational vision are clear in the project and 61.5% agreed while 26.9% disagreed with the statement.

The overall mean was 3.74 that showed that majority agreed to the statements on change leadership with a standard deviation of 1.27. The majority of the respondents therefore indicated that the grounding of projects in a strong leadership on dimensions such as vision, reactivity and transition improved the chances for project delivery. This is as indicated Hickman (2017) who argues that within organizations, leaders generate vision and purpose and a culture that develops followers commitment resulting in purpose shared.

4.5 Diagnostic Tests

The diagnostic tests conducted included Multicollinearity Test, Test for Heteroscedasticity and Normality Test.

4.5.1 Multicollinearity Test

Multicollinearity test was conducted to determine if two or more of the predictor (independent) variables in the regression model was highly correlated. Variance inflation factor (VIF) were used to test multicollinearity and VIF of below 10 indicated acceptable limits. If the

VIF value of exploratory variables are greater than 10, then variables were regarded as highly collinear.

Table 13: Multicollinearity Test Using Tolerance and VIF

	Collinearity Statistics	
	Tolerance	VIF
Competence	0.545	1.835
Resource Mobilization	0.496	2.018
Organizational Culture	0.398	2.511
Change Leadership	0.524	1.909

From the findings above all the variables had tolerance values >0.2 and VIF values <10 as shown in Table 13 and thus according to Myres (2015) who indicated that where $VIF \geq 10$ indicate presence of Multicollinearity, there was no multicollinearity among the independent variables.

4.5.2 Test for Heteroscedasticity

Heteroscedasticity is the circumstance in which the variability of a variable is unequal across the range of values of a second variable that predicts it. Running a regression model without accounting for heteroscedasticity would lead to unbiased parameter estimates. To test for heteroscedasticity, the Breusch-Pagan/Godfrey test was used. Heteroscedasticity test was run using Breusch-Pagan / Cook-Weisberg test in order to test whether the error terms are correlated across observations in the cross sectional of the data (Long & Ervin, 2000). The hypothesis was that; H_1 : The data is Homoscedastic. If the p-value is less than 0.05, the hypothesis is rejected. The Breusch-Pagan results are presented in Table 14.

Table 14: Heteroscedasticity Results

Breusch-Pagan / Cook-Weisberg test for heteroscedasticity		
Ho: Constant variance		
Variables: fitted values of Project Delivery		
chi2(1)	=	57.28
Prob > chi2	=	0.251

Results in Table 4.11 show that the p-value is greater than the 5%. Then the hypothesis was not rejected at a critical p value of 0.05 since the reported Chi2 (1) = 57.28 and p-value was 0.251 > 0.05 and thus the data did not suffer from heteroscedasticity.

4.5.3 Normality Test

Test for normality determines if the data is well modeled and normally distributed (linear). To test the normality of the variables, Shapiro–Wilk test was used as it has the highest power among all tests for normality. The hypothesis was tested at a critical value at 0.05, where the rule is that reject H_0 if the probability (P) value is less than 0.05 or else do not reject. The dependent variable should be normally distributed because the study was analyzed using a multiple regression model where the condition of normality must be satisfied (Quataroli & Julia, 2012). The hypothesis was that; H_1 : The data is normal. The results for normality are as shown in Table 15.

Table 15: Normality Outputs

	Shapiro-Wilk		
	Statistic	df	Sig.
Competence	0.898	52	0.074
Resource Mobilization	0.908	52	0.066
Organizational Culture	0.927	52	0.069
Change Leadership	0.926	52	0.055
Project Delivery	0.936	52	0.061

The results indicated that using the Shapiro-Wilk test of normality, the data is normal since the p-values are above 0.05 for all the variables and thus we did not reject the alternative hypothesis (H_1). Therefore, the variables on competence, resource mobilization, organizational culture, change leadership and project delivery are normal in distribution and hence subsequent analysis can be carried out.

4.6 Correlation Analysis

Pearson Correlation analysis was conducted to establish the relationship between the independent and dependent variables. The independent variables were competence, resource mobilization, organizational culture and change leadership while the dependent variable was project delivery. A Pearson Correlation value of above 0.7 indicates a high correlation between the variables. The correlation matrix is presented in Table 16.

Table 16: Correlation Matrix

	Project Delivery	Competence	Resource Mobilization	Organizational Culture	Change Leadership
Project Delivery	1.000				
Competence	.737** 0.000	1.000			
Resource Mobilization	.746** 0.000	.494** 0.000	1.000		
Organizational Culture	.773** 0.000	.649** 0.000	.667** 0.000	1.000	
Change Leadership	.749** 0.000	.546** 0.000	.604** 0.000	.620** 0.000	1.000

The results revealed that competence and project delivery in project-based organizations are positively and significantly related ($r= 0.737^{**}$, $p=0.000$). The results further indicated that resource mobilization and project delivery in project-based organizations are positively and significantly related ($r= 0.746^{**}$, $p=0.000$). Organizational culture and project delivery in project-based organizations are positively and significantly related ($r= 0.773^*$, $p=0.000$). Lastly, change leadership and project delivery in project-based organizations is positively and significantly related ($r= 0.749^*$, $p=0.000$). Competence, resource mobilization, organizational culture and change leadership indicated a strong correlation with the project delivery as the correlation values were above 0.7. In addition, the positive coefficient implied that an increase in competence, resource mobilization, organizational culture and change leadership leads to an increase on project delivery in project-based organizations.

4.7 Regression Analysis

Regression analysis was conducted to establish the statistical significance relationship between competence, resource mobilization, organizational culture, change leadership and project delivery in project-based organizations. According to Chatterjee and Hadi (2015), regression analysis is a statistical process of estimating the relationship among variables. It includes many techniques for modeling and analyzing several variables, when the focus is on the relationship between a dependent and one or more independent variables. More specifically, regression analysis helps one to understand how the typical value of the dependent variable changes when any one of the independent variable is varied, while the other independent variables are held fixed (Gunst, 2018). The results presented in Table 17 present the fitness of model used of the regression model in explaining the study phenomena.

Table 17: Model Fitness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.900a	0.811	0.795	0.271418

The variables competence, resource mobilization, organizational culture, change leadership were found to be satisfactory variables in explaining project delivery in project-based organizations. This is supported by coefficient of determination also known as the R square of 0.811. This means that competence, resource mobilization, organizational culture and change leadership explain 81.1% of the variations in the dependent variable, which is project delivery in project-based organizations. These results further means that the model applied to link the relationship of the variables was satisfactory. The Analysis of Variance (ANOVA) results are shown in Table 18.

Table 18: Analysis of Variance

	Sum of Squares	df	Mean Square	F	Sig.
Regression	14.846	4	3.711	50.38	.000b
Residual	3.462	47	0.074		
Total	18.308	51			

The findings further confirm that the regression model is significant and supported by $F= 50.38$, $p<0.000$) since p-values was 0.000 which is less than 0.05.

The study conducted a regression of coefficient analysis to establish the statistical significance relationship between the independents variables notably competence, resource mobilization, organizational culture, change leadership on the dependent variable that was project delivery and in project-based organizations. The regression of coefficient results are as shown in Table 19.

Table 19: Regression of Coefficients

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	2.116	0.142		14.885	0.000
Competence	0.149	0.042	0.308	3.587	0.001
Resource Mobilization	0.160	0.050	0.287	3.182	0.003
Organizational Culture	0.108	0.052	0.210	2.094	0.042
Change Leadership	0.137	0.043	0.276	3.154	0.003
Rsquared= 0.811					
F-statistic= 50.38					
Sig= 0.000					

The fitted model was;

$$Y = 2.116 + 0.149X_1 + 0.160X_2 + 0.108X_3 + 0.137X_4$$

Where:

Y = Project Delivery

X₁ = Competence

X₂ = Resource Mobilization

X₃ = Organizational Culture

X₄ = Change Leadership

β_{1...4}= Coefficients of the variables

The constant of 2.116 showed that when competence, resource mobilization, organizational culture and change leadership are held constant, project delivery would remain at 2.116 units. The regression of coefficients results shows that competence and project delivery is positively and significantly related (β=0.149, p=0.001). The results further indicated that resource mobilization and project delivery is positively and significantly related (β= 0.160, p=0.003).

Organizational culture and project delivery is positive and significant ($\beta = 0.108$, $p=0.042$). Lastly, change leadership and project delivery is positively and significantly related ($\beta= 0.137$, $p=0.003$).

4.8 Discussion of Findings

The objective of this study was to establish the effect of critical success factors on project delivery in project-based organizations in Nairobi County. The variables of interest were competence, resource mobilization, organizational culture, change leadership on project-based organizations in Nairobi County. Top managers and project supervisors were selected as they represented a holistic sample to shared experiences and provided various perspectives on the critical success factors in projects. The pre-estimation tests conducted on Multicollinearity Test, Heteroscedasticity and Normality Test indicated that the underlying assumptions were fit for regression analysis. Descriptive, correlational and regression analysis were conducted. The regression analysis was used to test the hypotheses at a significance level of 0.05.

4.8.1 Competence on Project Delivery

The first objective of the study was to evaluate the effect of competence on project delivery in project-based organizations. Correlation results revealed that competence and project delivery in project-based organizations are positively and significantly related ($r= 0.737^{**}$, $p=0.000$). The regression results indicated that competence and project delivery is positively and significantly related ($\beta=0.149$, $p=0.001$). This implies that a unitary increase in competence leads to project delivery in project-based organizations by 0.149 units holding other factors constant. The critical value was $0.001 < 0.05$ and the null hypothesis was therefore rejected that competence has no significant effect on project delivery. The findings are consistent with Muller and Turner (2010) whose study on leadership competency profiles of successful project managers established a positive correlation between project success and leadership competence of a project manager. The

findings are also in agreement with Ehsan (2010) who expressed that project manager's knowledge regions participate in a critical job in the results or even failure of projects. Experienced project supervisors will certainly have certain uniqueness that will boost the group performance and also his planning based upon his project management skill-sets that include combination, range, time, cost, premium, human resource, interaction management and purchase management.

4.8.2 Resource Mobilization on Project Delivery

The second objective of the study was to investigate the effect of resource mobilization on project delivery in project-based organizations. Correlation results revealed that indicated that resource mobilization and project delivery in project-based organizations are positively and significantly related ($r= 0.746^{**}$, $p=0.000$). The results further indicated that resource mobilization and project delivery is positively and significantly related ($\beta= 0.160$, $p=0.003$). This implies that a unitary increase in resource mobilization leads to project delivery in project-based organizations by 0.160 units holding other factors constant. The critical value was $0.003 < 0.05$, the null hypothesis was therefore rejected that resource mobilization has no significant effect on project delivery. The results are in tandem with Batti (2014) who evaluated that resource mobilization is a component of great value for making an organization stronger. Engwall and Jerbrant (2013) also found resource allocation as the primary issue in organizations that manage most of their operations as simultaneous or successive projects and thus vital in project implementation.

4.8.3 Organizations Culture on Project Delivery

The third objective of the study was to assess the effect of organizational culture on project delivery in project-based organizations. Correlation results revealed that organizational culture and project delivery in project-based organizations are positively and significantly related ($r= 0.773^*$, $p=0.000$). Organizational culture and project delivery is positive and significant ($\beta =0.108$,

$p=0.042$). This implies that a unitary increase in organizational culture leads to project delivery in project-based organizations by 0.108 units holding other factors constant. The critical value was $0.042 < 0.05$, the null hypothesis was therefore rejected that organizational culture has no significant effect on project delivery. The findings are consistent with Roldán and Leal (2014) on their study on influence of organizational culture on the project implementation programmes which found that a sturdy culture shapes an institution's choice patterns, quick guides activities, and pushes specific behaviour of all participants. Having said that, a strong culture can easily likewise set up barriers to obtaining the outcomes needed to have to remain competitive. Since culture is powerful, it can easily block a project technique or catalyse it. This also in line with Hartnell, et al, (2011) who established that business managers utilize an efficient organizational culture to mould worker mind sets, to enhance working performance, and also to improve financial performance in the association.

4.8.3 Change Leadership on Project Delivery

The third objective of the study was to assess the effect of change leadership on project delivery in project-based organizations. Correlation results revealed that change leadership and project delivery in project-based organizations is positively and significantly related ($r= 0.749^*$, $p=0.000$). Regression results indicated that change leadership and project delivery is positively and significantly related ($\beta= 0.137$, $p=0.003$). This implies that a unitary increase in change leadership leads to project delivery in project-based organizations by 0.137 units holding other factors constant. The critical value was $0.003 < 0.05$, the null hypothesis was therefore rejected that organizational culture has no significant. The findings agree with Hickman (2017) who posited that within organizations, leaders generate vision and purpose and a culture that develops followers commitment resulting in purpose shared. Transformational leadership is linked to a number of

results which include organizational commitment, job satisfaction and satisfaction with a leader. It has also been linked to organizational outcomes such as extra effort, organization, and citizen behavior, among others. As indicated by Trice and Beyer (2018), leadership can change and maintain the way of life of the organization by creating new or strengthening set up sets of convictions, shared values, practices, and standards inside organizations.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the study findings, its conclusions and recommendations, presented in consideration to the study objective on effect of critical success factors on project delivery in project-based organizations in Nairobi County.

5.2 Summary of Findings

5.2.1 Competence on Project Delivery

The first objective of the study was to evaluate the effect of competence on project delivery in project-based organizations. Correlation results revealed that competence and project delivery and in project-based organizations are positively and significantly related regression results indicated that competence and project delivery is positively and significantly related. This implies that a unitary increase in competence leads to project delivery in project-based organizations by 0.149 units holding other factors constant. The critical value was $0.001 < 0.05$ and the null hypothesis was therefore rejected that competence has no significant effect on project delivery.

5.2.2 Resource Mobilization on Project Delivery

The second objective of the study was to investigate the effect of resource mobilization on project delivery in project-based organizations. Correlation results revealed that indicated that resource mobilization and project delivery in project-based organizations are positively and significantly related. The results further indicated that resource mobilization and project delivery is positively and significantly related. This implies that a unitary increase in resource mobilization leads to project delivery in project-based organizations by 0.160 units holding other factors constant.

5.2.3 Organizations Culture on Project Delivery

The third objective of the study was to assess the effect of organizational culture on project delivery in project-based organizations. Correlation results revealed that organizational culture and project delivery in project-based organizations are positively and significantly related. Organizational culture and project delivery is positive and significant. This implies that a unitary increase in organizational culture leads to project delivery in project-based organizations by 0.108 units holding other factors constant. The critical value was $0.042 < 0.05$, the null hypothesis was therefore rejected that organizational culture has no significant effect on project delivery.

5.2.3 Change Leadership on Project Delivery

The third objective of the study was to assess the effect of change leadership on project delivery in project-based organizations. Correlation results revealed that change leadership and project delivery in project-based organizations is positively and significantly related. Regression results indicated that change leadership and project delivery is positively and significantly related. This implies that a unitary increase in change leadership leads to project delivery in project-based organizations by 0.137 units holding other factors constant. The critical value was $0.003 < 0.05$, the null hypothesis was therefore rejected that organizational culture has no significant.

5.3 Conclusion

The objective of the study was to evaluate the effect of critical success factors on project delivery in project-based organizations. The variables of interest were competence, resource mobilization, organizational culture and change leadership on project delivery in project-based organizations. Descriptive statistics data of top managers and the project supervisors agreed that the critical

success factors; competence, resource mobilization and organizational culture were portrayed as a positive factor towards project delivery and successful project implementation.

The overall mean for competence was 3.71 that showed that majority agreed to the statements on competence. Resource mobilization had an overall mean of 3.71 that showed that majority agreed with the statements on resource mobilization. Organizational culture had a mean of 3.7 that showed that majority agreed with the statements. Lastly, the overall mean of change leadership was 3.74 that showed that majority agreed to the statements on change leadership. Correlation results indicated that competence, resource mobilization, organizational culture and change leadership indicated a strong correlation with the project delivery as the correlation values were above 0.7. In addition, the positive coefficient implied that an increase in competence, resource mobilization, organizational culture and change leadership leads to an increase in project delivery in project-based organizations. Regression analysis indicated that competence, resource mobilization and organizational culture explain 88.1% of the variations on project delivery and successful implementation in project-based organizations. The regression of coefficients results showed that competence, resource mobilization, organizational culture and change leadership are positively and significantly related with project delivery. The test for hypotheses at a significance level of 0.05 led to rejection of the entire null hypotheses (Section 1.3). The study findings were consistent with the historical and new literature, based on a critical analysis and synthesis of literature related.

5.4 Recommendations

The study recommends on the development of competencies of all project managers by involving them in training and knowledge development programs in order to develop both their soft and hard skills. Since project managers competency development is an ongoing process throughout the

project life cycle, the organization should have to regularly assess their competency level using a qualified competency measurement based on the standard. Further, the study recommends on project managers to prepare and design continuous programs for project managers aiming at providing them with the capabilities, personal skills and strategic vision at all organizational levels.

Resources mobilization is instrumental in project success. The study recommends that organizations should have clear outlined vision and objectives which prioritize on mobilizing resources for all the projects. The project structure should be tailored towards the resource dimensions and capacity of the organization with substantial focus on successful completion.

The study recommends that the leadership should strengthen the project operating culture by identifying well-defined mission and vision statements and sharing them with the project staff, clients, and relevant stakeholders. In addition, the leadership should establish core organizational values consistently throughout the organization. On change leadership, the project based organization leaders should have the required competency for improving project delivery. To achieve organizational goals, business leaders should possess leadership strategies for improving delivery of their projects. The leaders should acquire leadership skill sets required to improve delivery to attract and retain high-performing employees. Organizational leaders who lack leadership strategies for could contribute to the potential failure of the business. This can be mitigated by developing leadership strategies and qualities that enhance delivery.

5.5 Limitations of the Study

The study was confined to the project based organizations in Nairobi County and the findings may not apply wholesomely to other organizations in Kenya in general as some issues which were addressed are specific to the large manufacturing firms. However, it is believed that the findings

addresses issues of critical success factors in in project based organizations. The study was limited to four variables namely competence, resource mobilization, organizational culture and change leadership on project delivery. The fear on confidentiality was a limitation which was addressed by explaining to the respondents that their identity was held and responses will only be used for research purposes.

5.6 Areas for Further Research

The results of the regression analysis indicated that critical success factors explained 81.1% change in project delivery in project-based organizations in Nairobi County. This indicated that there are other factors besides the critical success factors which future studies can undertake and expound on. In addition, the scope can be expanded to other organizations which would make the findings more representative.

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APPENDICES

Appendix I: Introduction Letter

Dear Respondent,

I am a researcher from the KCA University undertaking a study to examine *EFFECT OF CRITICAL SUCCESS FACTORS ON PROJECT DELIVERY IN PROJECT-BASED ORGANIZATIONS, NAIROBI COUNTY* as a requirement to fulfil my master's degree. The study is purely for educational purposes and any responses you give will be treated confidentially. You will be required to respond to the questions from Section A Section to D. Your honest response will be highly appreciated.

Edgar Abayo

Reg No: 20/01805

Appendix II: Questionnaire

Section 1: Background Information

This section will seek to gathering information on the respondent's distinctive personal information.

i. Please indicate your gender

Male

Female

ii. Please select your age range

Below 25 years

25 - 34 years

35 - 44 years

45 - 54 years

55 years and above

iii. What is your level in management?

Top project Manager

Middle Managers/ Project Supervisors

iv. For how long have you worked in the project implementation office?

Below 5 years

6 - 10 years

11- 20 years

21 - 30 years

Over 30 years

v. What is your highest educational level attained?

College Diploma

Bachelor's degree

Master's degree

Doctoral degree

Other (Specify)

Section 2: Competence on Project Delivery

This section seeks to examine the Competence in your project-based organization. Kindly tick appropriately in the scale presented.

Statements	1=Strongly disagree	2=disagree	3=Neutral	4=Agree	5=Strongly Agree
Projects, programs, and portfolios are managed by a specialized competent units					
Project managers document lessons learned					
Project managers apply lessons learnt in previous projects					
There are regular trainings on projects implementation					
The skills of the project team is considered critical before allocation of roles					
The team members are matched with their project skills and competencies					
The company undertakes needs assessment with the aim of improving team project skills					

Section 3: Resource Mobilization on Project Delivery

This section seeks to examine the Resource Mobilization in your project-based organization.

Kindly tick appropriately in the scale presented.

Statements	1= e	2=	3=	4=	5=
Company has the right number of projects for the resources available					
The budget allocation between projects in the portfolio reflects the business strategy					
Our project team is linked with finance for financial integration on projects					
Our projects have regular and stable methods for acquisition of financial resources					
Our project team conducts mapping of resources for its projects					
Our project resources are planned for in advance before commencing in a project					
The project resources are aligned with the project magnitude and expected outcome					
Our project team regularly evaluates the utilization of resources in the projects undertaken					

Section 4: Organizational Culture on Project Delivery

This section seeks to examine the Organizational Culture in your project-based organization.

Kindly tick appropriately in the scale presented.

Statements	1=	2=	3=	4=	5=
Organizational culture, structure and processes strongly influence the project management plan					
Project managers ensure compliance with company's policies and any regulatory requirements					
Project managers consider specific structure and processes of the company					
Project managers consider organizational culture in the company					
This company is very supportive of change					
Employees are encouraged to take initiative and make projects decisions on their own.					
The project team gets full information on how to effectively implement projects strategic plan.					

Section 5: Change Leadership on Project Delivery

This section seeks to examine the Organizational Culture in your project-based organization.

Kindly tick appropriately in the scale presented.

Statements	1=	2=	3=	4=	5=
The organization vision are realistic in light of its project resources					
The organization vision are clear in the organization					
The organization mission and vision of the projects define the focus of the institution					
The organization mission is appealing to employees in working towards realizing it.					
The organization leaders programs, activities and services are consistent with its mission statement					
The organization leaders planning, and budgetary priorities are consistent with and supportive of the mission					
The organization vision are realistic in light of its projects resources					
The organization vision are clear in the projects					

Section 6: Project Delivery

This section seeks to examine the Project Delivery in your project-based organization. Kindly tick appropriately.

Statements	1=	2=	3=	4=	5=
The company projects are implemented within the expected timeframe					
The projects undertaken meet the intended objectives/goals as scheduled					
The concluded projects normally meet the required quality					
Programs implementation reflect the business strategy					
Our projects have been reliable, sustainable in the long term					
Project management processes are adapted to specific project features in terms of quality					
Projects meet their operational performance goals					
The company delivers projects for its business purposes					

Appendix III: Data Collection Letter



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SCHOOL OF GRADUATE STUDIES AND RESEARCH

KCA/SGS/Aug. 21/1

23rd August 2021

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: EDGAR ABAYO REG NO: 20/01805

It is my distinct pleasure to introduce to you Mr. Edgar Abayo who is a student in our institution pursuing a Master of Business Administration in Corporate Management at the College of Business.

Edgar is conducting a research on a topic titled: *"Impact of Critical Success Factors on Project Delivery in Project Based Organizations, Nairobi County"* which is part of the requirements of the program he is pursuing. The research as well as the data procured thereof shall be used for academic purposes only.

Any assistance accorded to him is highly appreciated.

In case of further inquiry, do not hesitate to contact the undersigned.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Nyaribo Misuko'.

Dr. Nyaribo Misuko
Dean, School of Graduate Studies & Research