
THE COMPETENCIES OF THE PROJECT MANAGERS AND THE SUCCESS OF THE PROJECTS

Toni Soklevski

Business academy Smilevski-Skopje, RM, sokle2000@yahoo.com

Abstract: The basis of this scientific paper is the influence of the competences of the project managers on the success of the projects in the Republic of Macedonia.

The research has been carried out over the last five years in organizations of all types of activities. This paper explores the different definitions and the use of competence, comparing the three dominant approaches in the United States, the United Kingdom, France, Germany and Austria, which developed more or less independently, and, comparing them, seeks to clarify the concept by incorporating knowledge, skills, competence and competencies within the typology of holistic competence. The multi-dimensional holistic approach to competence is becoming more and more widespread and offers the opportunity to better align educational and work-based work, as well as to exploit synergies between formal education and experiential learning to develop professional competence.

Based on the experience, the direct monitoring of the job positions of the project managers, the interviews with all project implementers were evaluated the necessary characteristics in the scope of work and the requirements that are set in the work of the project management.

The results confirmed that project managers with a higher degree of competence are more efficient, timely and more qualitative in implementing projects.

The basic competences that the project managers should possess are the ability to analyze, the ability to convey ideas, the ability to organize, the ability to plan, the ability to inspire others, the ambition to accomplish, the emotional balance, the familiarity with the economy, social awareness and understanding, ability to recognize individual strengths and weaknesses, sense of responsibility, loyalty, to encourage sinful, ability to teach others, a sense of loyalty to employees and organization ability to collect and interpret information, technical ability, ability to solve problems and make decisions, the ability to influence others, individually and in groups.

The project position implies the need for the various competencies, skills and roles needed to successfully perform the tasks of the project manager. It must be able to inspire, motivate and direct the work of others. Also, the successful project manager should have technical capability in his specific area of the project's topic.

The paper provides a list of the necessary competencies of project managers and recommendations that organizations should respect in the process of recruiting project managers.

Keywords: competencies, project managers, projects.

INTRODUCTION

The concept of core (joint) competencies was developed in the field of management. Gary Hamel and C.K.Prahalad wrote that the core of competence is: "the field of specialized expertise that is the result of harmonizing the complexity of technology and workflows." As an example they gave Honda the expertise in the engines. Honda was able to use this core of competence, to develop a variety of quality products from lawn mowers and snow cleansers to trucks and cars. Let's take another example from the automotive industry: It was claimed that the core of Volvo's competence is security. This, however, is perhaps the end result of their competence in terms of customer benefit. Their main competence is in fact their ability to first create and design high protection components either to explore and respond to market security requirements. This stems from the concept of core competencies that resources that are standardized or easily accessible do not allow the business to achieve a competitive edge over rivals.

Competence development can improve the attention of key business goals and values, such as improving customer service. It can also help build more flexible working conditions. Applying on-the-job competencies has helped managers become more creative in meeting work requirements and allow them to adapt rapidly to changes in work. Finally, competencies encourage teamwork by promoting collaboration and sharing experiences, knowledge, skills and abilities.

Holistic typology is useful in understanding the combination of knowledge, skills and social competencies that are needed for certain professions. Required competencies for a profession include conceptual (cognitive, knowledge and understanding) and operational (functional, psycho-motor and applied skills) competencies. Competences that are more related to individual effectiveness are also conceptual (meta-competence, including learning to learn) and operational (social competence, including behaviors and attitudes).

1. THEORIES OF COMPETENCE

Different cultural contexts influence understanding of competence (Cseh, 2003) and this is particularly important in relation to the extent to which competence is defined by cultural literacy involving group identities such as race, gender, age, and class (prescribing), which is contrary to visible behavior (achievement). As Jerries and Johnson point out, the difference is confused by the role of prescribing in providing access to education and career opportunities that make it possible to achieve: "As behavior-based and performance-based assessments of skills indicate that they are" neutral and objective", the asymptotic elements remain present and problematic for today's different jobs "(2004: 1104). There have been several attempts (Boon & van der Klink, 2002 in the United States, Eraut, 1994 in the UK) to place competence over socio-cultural practices, which, as Jerries and Johnson point out: is disturbing in the light of strong links between identifying competencies and linking them to practical standards. These standards, once developed, find their way into practice through the certification of people and processes, through accredited agencies (public and private) for all types of educational programs, and through qualification examinations and licensing. Commodification of competence in tough competences privileges the views of KSA (knowledge, skills and attitudes), and recalls what Boone and Van der Klink (2002) found to be a small flexible concept in a solid sorting mechanism that could have severe consequences for marginalized groups. (Jeris & Johnson 2004: 1108)

The same argument can be made in terms of neglecting the context of organizational culture and the workplace, because generic competences can not be transmitted across different domains of knowledge (Burgoyne, 1989; Canning, 1990; Kilcourse, 1994). A Dulewicz and Herbert (1992) study of work competencies demonstrated that managers' skills are sufficiently generic to allow generalization in the preferred occupation. Despite differences in managerial function in different contexts, Dulewicz (1989) found that special-specific competencies represent only 30 percent of the total competency basket, while the remaining 70 percent were common to a wide range of organizations.

However, Antonacopoulou and FitzGerald warn that "the fact that many organizations use the same terminology to describe a set of managerial features is not a strong argument to claim that it is possible to identify a set of universal management competences" (1996: 31). Such critics argue that rationalist approaches create an abstract, narrow and too simplified description of competencies that fail to adequately reflect the complexity of competence in doing the work (Attewell, 1990; Norris, 1991; Sandberg, 1994).

Because competencies are centered on the individual, they are perceived as independent of the social context and the context of specific tasks in which performance is performed, yet "the level of skill is a characteristic of not only one person but also a context. they have no competencies independent of the context. " (Fischer et al., 1993: 113). Constructivistic and interpretive approaches emerged from the competence of the phenomenological view as a function of the context in which it is applied, where "a worker and work form one subject through the surviving work experience" (Sandberg, 2000: 50). Competence is constituted by the importance that the worker has for the worker and in his experience. (Stoof et al, 2002; Velde, 1999).

Dreyfus and Dreyfus (1986), who used an interpretive approach to examine the competence between pilots and others, found that the attributes used in achieving work are tied to the working context, regardless of the level of competence achieved, and that in a working situation individuals are acquire situational or dependent knowledge and skills. Other interpretive studies, with nurses (Benner, 1984) and police officers (Fielding, 1988a, 1988b), equally showed that attributes gain dependence on the context through the work experience of individuals. One of the advantages of the interpretative approach is that he recognizes the tacit knowledge of workers and skills (Polanyi, 1967), which can be overlooked if competence is treated as context-free because the way people work in practice rarely coincides with formal job description.

The tacit competence, not just the professionals (Eraut, 2000), but also the so-called. "Unskilled workers (Kusterer, 1978) can have a decisive influence on the success of the enterprise (Flanagan et al., 1993). In terms of terminological and conceptual confusion over competences, the three dominant approaches started relatively independently, first in USA, then in the United Kingdom, and more recently in France and Germany. These approaches are in contrast to proposing a comprehensive holistic typology of competence. In Continental Europe, two other approaches are evident, the example with France and Germany, which have adopted competence in their approaches to human resource development more recently. Most other European countries followed British, French or German approaches (Winterton et al., 2005).

The competency movement in France began in the 1980s, and has become particularly influential since the 1990s. The emergence and development of competence has gone through several stages: after the first appearance of the idea within the organizations, the development of instruments and tools for managing human resources

development has come. The main development of competency based practice emerged in 1984, related to the need to develop new competencies and the role of enterprises in their development (Cannac and CEGOS, 1985). Gilbert (2003) follows the history of the competence of a la française's management that transmits the fossils of national culture (in the context of genuine vocational training and the important role of collective agreements), so the strong global impact of McClelland's approach is much less visible in France.

2. RESEARCH METHODOLOGY

2.1. Problem of the research

In the Republic of Macedonia there are no national standards for the competences of project managers. Frequent calls from international and national organizations for the selection of project managers do not contain clear requirements for the overall challenges awaited by the project donor.

The more precisely these requirements are defined, the better the project manager's choice and the success of the project.

2.1. Subject of research

Project managers have a number of competencies, which depends on the management of the project teams and the project as a whole. That list of competences is the subject of this research.

2.2. Research objectives

Objective 1. To determine the soup samples of managers in the research by gender and work experience of projects.

Objective 2. To determine the level of competence assessment necessary for the realization of the work tasks and activities and the fulfillment of requirements.

Objective 3. Determine differences in competences and the fulfillment of requirements between the determinate soup samples.

Objective 4. To determine the impact and the link between the competencies needed for the realization of the work tasks and activities by meeting the requirements individually at each level of project managers.

2.3. Design of the research

The design of the research and the creation of instruments is based on:

- Previous empirical research and already developed instruments by the most important researchers of the theory of competencies for managers in England and Wales. (Mansfield and Mitchell, 1996). The national vocational qualifications created in this framework are based on professional standards of competence, grounded in functional occupational analysis in different contexts.

- Observations, experiences, perceptions and findings of the author on the specifics of the research variables in the Macedonian context (national and organizational culture, economic conditions, economic trends, market conditions, social circumstances).

3. RESEARCH RESULTS

A total of 120 project managers were examined and monitored, out of which 24 were leading international projects, 46 who led national projects and 50 project managers who led organizational projects.

The research is based on the positivist approach and the scientific method in order to produce quantitative data and, if possible, to generalize conclusions. The hypothetical-deductive method that unites the inductive (creative) and the deductive (conclusive) approach is accepted as the basic scientific method.

By type, this research is an empirical research. The empirical data to be used in the research will be from primary sources. Primary empirical data will be obtained from the questionnaires distributed to the respondents and a checklist of the work of the project managers in their jobs.

From the inspection in Tables 1 and 2, and on the basis of the applied univariate analysis (ANOVA) to variance, a statistically significant difference of 0.05 between the three levels of project managers can be noted.

Table 1: Differences in competences between project managers from different levels

ANOVA			Sum of Squares	df	Mean Square	F	Sig.
a. komp.	project managers of international projects	Between Groups	2,528	2	1,264	62,430	,000
	project managers of national projects	Within Groups	4,475	118	,020		
	project managers at the organization level	Total	7,004	120			
b. komp.	project managers of international projects	Between Groups	6,749	2	3,375	80,572	,000
	project managers of national projects	Within Groups	9,256	118	,042		
	project managers at the organization level	Total	16,006	120			
v. komp.	project managers of international projects	Between Groups	,250	2	,125	5,552	,004
	project managers of national projects	Within Groups	4,970	118	,022		
	project managers at the organization level	Total	5,220	120			

Table 2: Differences in requirements between project managers from different levels

ANOVA			Sum of Squares	df	Mean Square	F	Sig.
a. KNOWLEDGE / EDUCATION	project managers of international projects	Between Groups	12,454	2	6,227	100,084	,000
	project managers of national projects	Within Groups	13,751	118	,062		
	project managers at the organization level	Total	26,205	120			
b. SKILLS	project managers of international projects	Between Groups	1,227	2	,614	10,715	,000
	project managers of national projects	Within Groups	12,657	118	,057		
	project managers at the organization level	Total	13,884	120			
v. SPECIAL FEATURES	project managers of international projects	Between Groups	,568	2	,284	4,257	,015
	project managers of national projects	Within Groups	14,754	118	,067		
	project managers at the organization level	Total	15,322	120			
g. WORKING STYLE	project managers of international projects	Between Groups	1,963	2	,982	23,230	,000
	project managers of national projects	Within Groups	9,338	118	,042		
	project managers at the organization level	Total	11,301	120			

List of the most important competences of project managers:

They manage and organize direct coordination of policies and strategic and project planning of enterprises and institutions, develop different types of plans and strategies for realizing the goals of projects and organization with full oversight of the CEO or CEO and advise with the directors of other organizational units enterprise or institution.

Their special competences are as follows:

- developing, implementing and monitoring strategic plans, programs, policies,
- processes, systems and procedures for achieving the objectives, business determinations and standards;
- developing, directing, managing and participating in policy research and analysis;
- coordination of the implementation of the policies and practices of the organization;
- establishment of liability measures;
- project planning management
- controlling costs and ensuring cost-effective use of material and financial assets;
- establishment and control of operational and administrative procedures;
- planning and managing daily tasks;
- supervising the selection, training and work of employees;
- presentation of project activities in all project phases;

The analysis of the results resulted in a lot of data that can be useful in the field of project management and they are given in the conclusion of this paper.

CONCLUSION

On the basis of the obtained results and analyzes, the following conclusions can be defined:

- According to the obtained results, the level of assessment of the competences necessary for realization of the work tasks and activities and fulfillment of the requirements at the three levels of the project managers is determined.

- According to the obtained results, statistically significant differences in the competencies and requirements among the sex-determining subjects were not determined.

- Statistically significant differences in the competencies and requirements among the interviewees determined by the work experience have been determined.

- According to the obtained results, there are statistically significant differences in the assessment of the competencies needed for the realization of the work tasks and activities between the three levels of project managers.

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