

EFFECT OF MANAGERS' COMPETENCIES ON SUCCESS OF AGRICULTURE PROJECTS IN RWANDA. PROJECT FOR RURAL INCOME THROUGH EXPORTS (PRICE).

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ABSTRACT

Projects remain the instruments of choice for policy makers in international development. Yet, paradoxically, the poor success of projects seems to have become the rule and not the exception in contemporary reality. The general objective of this research was to assess the effects of managers' competencies on success of agriculture projects in Rwanda; Specific Objectives were to analyze the effects of risk management competencies on the success of the agriculture project; to evaluate the influence of communications competencies in the success of agriculture project ;to analyze influence of managers planning competencies on the success of agriculture project; and to establish the relationship between competencies managers and success of agriculture project in Rwanda. This study may be significant to the different users; such as researcher, owners of the project, University and other research in the field under study. This study adopted descriptive design to get results expected from this study. The total target population was 126 people. The data collection instruments in this research were questionnaires and interview. The statistical analysis were used, descriptive statistic to analyze responses were frequency and percentage for respondent's profile and other general information related to the research objectives while inferential statistics , both Pearson correlation and linear regression analysis was used to determine the effect of independent to the dependent variable. The study used SPSS and found that the regression analysis equation is success of agriculture projects = 1.005 + 3.114* communication skills, this implies that slope equals to 3.114, and this means if effectiveness of communication skills increased by one per cent, the success of the project also increased by 3.114. The study also used Pearson correlation coefficient and found that the coefficient r equals to 0.906. This leads to confirm that there is significant relationship between competencies of managers and success of agriculture projects. The study concluded that the difference between the success and failure of the project is often the difference between a project manager who is highly organized in planning and one who is not. The Study recommended that competencies of managers must not be coerced but rather, sensitized to the employees on the benefits of competencies of managers

Key words: competencies on success, agriculture projects, risk management competencies

1. Introduction

All-over the world, project success requires effective risk management, where risk management identifies risks, measuring their potential for harm, and creating plans to deal with the threats. Although very few project managers have the competencies to manage them within their initiatives, effective managers must marshal resources to help their teams overcome risk (Taylor, 2013). According to Koehler (2013) in United State of America (USA) project managers are responsible for collecting all risks from the functional teams and leading the team in a risk analysis exercise to determine which of the risks are project-level risks. Since the late 1960s in United Kingdom, project management researchers has been trying to discover which factors lead to project success and have reached conclusions that have been widely reflected in literature written for project management practitioners (Cooke-Davies, 2000).

Communication competencies literature is generally silent on the topic of project success, different kinds of projects undertaken by members of the knowledge networks illustrate clearly that both direct and indirect links exist between project success and effective communication (Kerzner, 2000). The subject of project success in China was at the heart of project management. Planning factors impact the degree of project success. Project success is therefore among the top priorities of project managers. The project managers need to be adept at planning for results.

After independence the African countries became more directly involved in promoting project management. The thinking this time was to focus on projects and mobilize needed domestic resources for investment in some preferred sectors (Albert, David & Ada, 2004). One of the responses to the challenges of development in the developing countries was the encouragement of entrepreneurial development scheme. Nigeria had even taken more robust steps by including entrepreneurial studies in the academic curriculum of the educational system at all levels. The belief of policy makers is that such decision will inculcate entrepreneurial spirit in the minds of the people so as to prepare them for wealth creation through project success (Fasua, 2006).

Competency is rooted in knowledge but encompasses the understanding of clinical, technical, and communication competencies. It also refers to solving problems through the use of clinical judgment. Competency is also described as having knowledge, competencies, personal qualities and experience (Amalraj, 2007). Competencies are used to create unique standards within disciplines and specialties. This encompasses educators, learners, and practitioners. Competencies create an environment that fosters empowerment, accountability, and success evaluation and the acquisition of competencies can be through talent, experience, or training (Saifur, Choi & Syed, 2014). Project success indicators specify the measurable evidence necessary to prove that a planned effort has achieved the desired result (Aki, Harri & Maila, 2011).

According to Kusters (2000) failing to plan is planning to fail, this perhaps one of the most popular saying among project management (PM) practitioners and it is hard not to concur with this management philosophy, for that matter, project planning remains a key factor of project success. According to Zwikael & Ahn (2011) they are many challenges which makes planning project failed like: A lack of project management competencies, project not linked to organizational goals, Loss of control due to lack of detail in project plan, Conflict among project team members due to non-effective communication.

Rwandan exporters also did not have the necessary quality awareness of consumer industry requirements and had limited knowledge of the factors that contributed to quality. Thus, the quantity and the quality of the agriculture products produced in Rwanda continued to remain low, as the farmers and managers did not have

neither the incentive nor the competencies to boost quantity and quality needed on the market. The project for rural income through exports (PRICE) placed emphasis on increasing communication with farmers and managers, improving extension services, expanding improved seedlings through encouraging privately managed nurseries, distributing fertilizers under new policies (Ministry of Agriculture and Animal Resources, 2015). From the above background, the researcher have been motivated to carry out a study on managers 'competencies and success of the project in Rwanda.

2. Statement of the problem

The study of Roque and Marly (2013) demonstrated that the success of the project in Brazil depended on risk management practices and risk management practices has a significant positive impact on project success. Henderson (2008) indicated that project managers' competencies in decoding and encoding communication significantly contribute to the success of the project due to the team member satisfaction and productivity. Victor, Sohmen, Christina & Dimitriou, (2015) said that projects in USA often require strategic visioning and planning competencies to align overall program goals and benefits with the long-term goals of the projects . The study of Choi Saif, and Syed (2014) also found that management competency has positive impact on the project success which was previously neglected due to some unknown reasons. Although different studies suggested different reasons that should cause the success of the projects in foreign countries, some projects are still failing, where agriculture projects failure rate at the World Bank was over 50% in Africa until 2012 (Lavagnon, Amadou & Denis, 2012). Moreover, the above authors indicated different techniques and main competencies to manage and help to ensure project success, however, may not be suitable for all types of projects and should cause some types of projects to fail. Hence, this study needs to bridge this gap by analyzing whether planning competencies, communication competencies and risk management competencies are among the factors that should influence the success of agriculture project in Rwanda.

3. Research objectives

a. General Objective

The general objective of this research was to assess the effects of managers' competencies on success of agriculture projects in Rwanda

b. Specific Objectives

- i.** To ascertain the role of managers planning competencies on the success of agriculture project ;
- ii.** To measure the contribution of communication competencies in the success of agriculture project
- iii.** To analyze the effects of risk management competencies on the success of the agriculture project
- iv.** To establish the relationship between competencies managers and success of agriculture project in Rwanda.

4. Research Questions

- i.** What is the role of managers 'planning competencies on the success of agriculture project?
- ii.** What is the contribution of communication competencies on the success of the agriculture project?
- iii.** What is the effects of risk management competencies in the success of agriculture project?
- iv.** Is there any relationship between competencies managers and success of agriculture project in Rwanda?

5. Research Design

This study adopted case study design to get results expected from this study. Thus, the research design mainly focused on qualitative approach, but also quantitative approach was used to establish relationship between variables using inferential statistics. The researcher has chosen this design, because he has intention to establish, analyze and interpret the effects of managers' competencies on success of agriculture projects.

6. Target population

A population is the totality of persons or objects with which a study is concerned. And then, a population is the mass of units of analysis about which, the researcher has measured his or her variables. For the purpose of this work, the researcher targeted 126 managers (Ministry of Agriculture and Animal Resources, 2014).

7. Sample size and sampling procedure

The level of precision or sampling error was 5% and 95% confidence level, total population (N) is 126, the sample size is selected using the Yamane formula $= \frac{N}{1+N(e)^2} = \frac{126}{1+126(0.05)^2} = 96$, and then, n= 96 managers. The sample size of the study was 96 managers.

8. Data collection

8.1 Data collection instrument

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions and evaluate outcomes. The instruction not to indicate names enabled the respondents to provide credible information. The action of collecting copies of completed questionnaires from the respondents were done by the researcher. The researcher ensured that questionnaires are designed in a systematic way that can enable collection of sufficient data.

8.2 Validity of the instrument

Validity has to do with whether the instrument is measuring what it is intended to measure. While reliability is necessary, it alone is not sufficient. The validity of the data collection instruments will be done with the help of experts and University supervisor to correct the questionnaire. The validity of research instruments was tested through Spearman–Brown prediction formula, where Predicted validity, $\rho_{xx'}^*$, is estimated as:

$$\rho_{xx'}^* = \frac{N\rho_{xx'}}{1 + (N - 1)\rho_{xx'}}$$

Where N is the number of tests combined and $\rho_{xx'}$ is the validity of the current "test". The formula predicts the validity of a new test composed by replicating the current test N times.

The reliability was ensured by testing the instruments for the reliability of values (Alpha values) as recommended by Cronbach coefficient. Cronbach recommends analysis for Alpha values for each variable

under study. Alpha values for each variable under study should not be less than 0.7 for the statements in the Instruments to be deemed reliable. Pilot study was done in order to test reliability, where alpha value for variables under study was 94.8%.

8.3 Data analysis technique

Before analyzing the data, errors were first identified and eliminated as far as possible in order to enable the researcher to cross examine the relationship between the questions and the corresponding responses so as to ensure accuracy, consistency, and uniformity. This were done immediately after administering the questionnaires in order to guard against omission. Statistical Package for Social Sciences (SPSS) were used to analyze data after collecting them in this study. After collecting data, the researcher organized the questionnaire by numbering them for validation and checking purpose. Questions were coded and data were entered into computer system. Processed data were stored in form of tables and charts form which meaningful information were produced. Quantitative data were presented into table form and frequencies. For qualitative data, the researcher wrote them into paragraphs to explain the figures. Descriptive statistics and inferential statistics (linear regression analysis and Pearson correlation coefficient) were used to analyze responses made to each research question, where the frequency and percentage were used for respondent's profile and other general information related to the research objectives.

9. RESEARCH FINDINGS AND DISCUSSION

9.1 Demographic Characteristics of Respondents

In this section, the study presents the findings related to demographic characteristics of respondents which extracted from the data collection instruments which were age, gender and experience.

Table 6: Distribution of Respondents by Age

		Frequency	Percent	Mean	Sd
Valid	28 - 32 Year	35	39.3	3.9551	.98754
	33 -37 Years	33	37.1		
	38 - 42 Years	11	12.4		
	43 - 47 Years	10	11.2		
	Total	89	100.0		

Source: Field Data

Table 2 indicates age of respondents, out of 89 respondents 35 had between 28-32 years, 33 had between 33-37 years, 11 had between 38 - 42 years and 10 had between 43 - 47 years. Hence, because taking into consideration of different age the researcher realized that the contacted respondents were of reasonable age and in position to give careful and well analyzed information that could facilitate making of necessary and relevant conclusions.

Table 7: Distribution of Respondents by gender

	Frequency	Percent	Mean	Sd
Male	71	79.8		
Female	18	20.2	1.2022	.40395
Total	89	100.0		

Source: Field Data

Table 3 shows gender of respondents, out of 89 respondents 71 were male while 18 were female. Hence, the number of male is greater than the number of female.

Table 8: Distribution of Respondents by experience

	Frequency	Percent	Mean	Sd
1- 4 years	18	20.2		
4 - 6 years	51	57.3	2.0225	.65674
Above 6 years	20	22.5		
Total	89	100.0		

Source: Field Data

Table 4 presents respondents experience in project, out of 89 respondents 18 spent between 1-4 years, 51 spent between 4-6 years while 20 spent above 6 years. Experienced employees, not old employees, have a fair idea of work pressures, work cultures, and work ethics. Since they have been there and done that, working comes easier for them than the others. Their years of achievements, failures, trained judgment, and mature sense of responsibility can prove to be extremely advantageous to the given company. This helps in making the work streamlined, and reduces the effort of training.

9.2 Presentation of Findings

This parts focuses on the analysis of four research objectives, such as the influence of managers' planning competencies in the success of agriculture project; the effects of communication competencies on the success of the agriculture project; the role of risk management competencies on the success of agriculture project; and relationship between competencies of managers and success of agriculture project in Rwanda.

9.2.1 Role of Managers' Project Planning Competencies in Project Success

This section focuses on the influences of managers' project planning competencies in project success, the study analyzed competency of team commitment, competency of learning from experience, competency of being self-confident, competency of entrepreneurial nature, competency to influence others, competency to develop others, competency to lead others, competency related to market orientation, competency of objective analytical power, competency of practical creativity and competency to develop clarity of purpose.

Table 4: The influences of the competencies project managers needed for project success

	Frequency	Percent	Mean	Sd
Develop Clarity of Purpose	9	10.1		
Practical Creativity	8	9.0		
Objective Analytical Power	7	7.9		
Market Orientation	9	10.1		
Lead Others	9	10.1		
Develop Others	7	7.9	6.1124	3.37248
Influence others,	6	6.7		
Entrepreneurial Nature,	7	7.9		
Being self-confident	6	6.7		
Learning from experience	8	9.0		
Team Commitment	13	14.6		
Total	89	100.0		

Source: Field Data

Table 5 indicates the influences of the competencies project managers needed for project success, out of 89 respondents, 9 respondents selected competency to develop clarity of purpose, 8 respondents selected competency of practical creativity, 7 respondents selected competency of objective analytical power, 9 respondents selected competency related to market orientation, 9 respondents selected competency to lead others, 7 respondents selected competency to develop others, 6 respondents selected competency to influence others, 7 respondents selected competency of entrepreneurial nature, 6 respondents selected competency of being self-confident, 8 respondents selected competency of learning from experience, 13 respondents selected competency of team commitment. This implies that, effective project managers paint a picture of a better tomorrow and inspire confidence in their team's abilities to realize the objectives. They build credible relationships with key stakeholders to ensure alignment to the project's objectives and exude the confidence necessary to hold everyone participating in the project accountable. Without these competencies, managers may ignore these critical relationships, making project success highly unlikely.

Table 9: The main components of agriculture project success

	Frequency	Percent	Mean	Sd
Goal achievement	16	18.0		
Food availability	24	27.0		
Poverty reduction	25	28.1	2.7640	1.26151
Cost efficiency	13	14.6		
Project time scope	11	12.4		
Total	89	100.0		

Source: Field Data

Table 6 shows perceptions of respondents on the main components of agriculture project success, out of 89 respondents 16 ticked goal, 24 ticked food availability, 25 ticked poverty reduction, 13 ticked cost efficiency, 11 ticked project time scope. Therefore, the key success indicators in project management consist of various specific measurement tools for indicating how well teams are achieving specific goals. Project management are generally agreed upon early in the project. They reflect the organization's central concept of the project and solidify project responsibility across administrative divisions. While each team may have differing tasks to complete and roles to play, they all support the key success indicators in their own way.

9.2.2 Contribution of Communication Competencies on the Agriculture Project Success

This section focuses on the effect of communication competencies on the agriculture project success, the study analyzed the self-awareness cluster, the self-regulation cluster, the motivation cluster, the empathy cluster and the social competencies cluster. The study also analyzed teamwork, conflict management, communication, service orientation, optimism, initiative, commitment, achievement drive, innovation, adaptability, conscientiousness, trustworthiness, self-control, self-confidence, accurate self-assessment and emotional awareness as the benefits of effective communication.

Table.10: communication clusters which affect success of the project

	Frequency	Percent	Mean	Sd
The self-awareness cluster	29	32.6		
The self-regulation cluster	20	22.5		
The motivation cluster	7	7.9	2.8090	1.68467
The empathy cluster	5	5.6		
The social competencies cluster	28	31.5		
Total	89	100.0		

Source: Field Data

Table 4.7 indicates perceptions of respondents on communication clusters which affect success of the project, out of 89 respondents 29 chose the self-awareness cluster, 20 respondents chose the self-regulation cluster, 7 respondents chose the motivation cluster, 5 respondents chose the empathy cluster, while 28 respondents chose the social competencies cluster. This implies that, as for employees, communication is vital for organizational action or, rather, is crucial for the formation and survival of the organization. Without communication, there is no success of the project. Communication emerged as the most important pillar of the organization is maintaining its management of any project should be noted that achieving goals at different levels is possible only when the relationship between department and levels to be effective manner.

Table 11: The benefits brought by managers' communication competencies

	Frequency	Percent	Mean	Std
Emotional Awareness	8	9.0		
Accurate Self-assessment	9	10.1		
Self-confidence	3	3.4		
Self-control	5	5.6		
Trustworthiness	5	5.6		
Conscientiousness	5	5.6	7.9438	4.55611
Adaptability	5	5.6		
Innovation	7	7.9		
Achievement Drive	5	5.6		
Commitment	6	6.7		
Optimism	10	11.2		
Service Orientation	6	6.7		
Communication	3	3.4		
Conflict Management	4	4.5		
Teamwork	4	4.5		
Initiative	4	4.5		
Total	89	100.0		

Source: Field Data

Table 8 indicates perceptions of respondents on the benefits brought by managers' communication competencies, out of 89 respondents 8 respondents ticked Emotional Awareness, 9 respondents ticked Accurate Self-assessment, 3 respondents ticked Self-confidence, 5 respondents ticked Self-control, 5 respondents ticked Trustworthiness, 5 respondents ticked Conscientiousness, 5 respondents ticked Adaptability, 7 respondents ticked Innovation, 5 respondents ticked Achievement drive, 6 respondents ticked Commitment, 10 respondents ticked Optimism, 6 respondents ticked Service Orientation, 6 respondents ticked Communication, 2 respondents ticked Conflict Management, 2 respondents ticked Teamwork, 5 respondents ticked initiative. Moreover, effective communication in the workplace helps employees and managers form highly efficient teams. Employees are able to trust each other and management. Effective communication reduces unnecessary competition within departments and helps employees work together harmoniously. The result of a team that works together is high productivity, integrity and responsibility. Employees know their roles on the team and know they are valued. Managers are able to correct employees' mistakes without creating a hostile work environment. Managers and employees must know how to effectively communicate with the company's international counterparts.

9.2.3 Effect of Risk management competencies on Agriculture Project Success

This sections focuses on the role of risk management competencies on agriculture project success. The study analyzed the determinant of risk management competencies, the factors related to risk management competencies that influence the success of the project, and financial competencies needed for effective and efficiency management of finance.

Table.12: The determinant of risk management competencies

	Frequency	Percent	Mean	Sd
Ability	25	28.1		
Managerial competencies	27	30.3		
Experience	23	25.8	2.2921	1.04666
Training	14	15.7		
Total	89	100.0		

Source: Field Data

Table 9 presents perceptions of respondents on the determinants of risk management competencies out of 89 respondents 25 respondents chose ability, 27 respondents chose managerial competencies, 23 respondents chose experience while 14 respondents chose training. Therefore, training presents a prime opportunity to expand the knowledge base of all employees, but many employers find the development opportunities expensive. Training and development provides both the project as a whole and the individual employees with benefits that make the cost and time a worthwhile investment. A training program allows managers to strengthen those competencies that each employee needs to improve.

Table 13: The factors related to risk management competencies that influence the success of the project

	Frequency	Percent	Mean	Sd
Managerial functions	17	19.1		
Managerial competencies	14	15.7		
Intellectual competencies	14	15.7		
Emotional competencies	8	9.0		
Government policy	9	10.1	3.7865	2.10773
Emergency activity	16	18.0		
Level of financial literacy	11	12.4		
Total	89	100.0		

Source: Field Data

Table 10 shows perception of respondents on the factors related to risk management competencies that influence the success of the project out of 89 respondents 17 respondents selected managerial functions, 14 respondents selected managerial competencies, 14 respondents selected intellectual competencies, 8 respondents selected emotional competencies, 9 respondents selected Government policy, 16 respondents selected emergency activity Level of literacy, 11 respondents selected level of financial literacy. This implies that, resolving workplace financial conflict requires risk management competencies. Employees who complain to their supervisors about workplace financial issues have the reasonable expectation that the supervisor shall provide support and guidance. Listening well enables financial managers to communicate with employees who are experiencing financial workplace problems.

Table 4. 14: Financial competencies needed for efficiency management of the project

	Frequency	Percent	Mean	Sd
Financial planning	25	28.1		
Financial organizing	8	9.0		
Financial controlling	14	15.7		
Financial directing	12	13.5		
Resources utilization	7	7.9	3.8315	2.62953
Resources allocation	6	6.7		
Forecasting	5	5.6		
financial decision making	4	4.5		
financial risk management	8	9.0		
Total	89	100.0		

Source: Field Data

Table 11 presents financial competencies needed for efficiency management of the project. Out of 89 respondents 25 respondents chose Financial planning, 8 respondents chose Financial organizing, 14 respondents chose Financial controlling, 12 respondents chose Financial directing, 7 respondents chose Resources utilization, 6 respondents chose Resources allocation, 4 respondents chose Forecasting financial decision making, 8 respondents selected financial risk management.

9.2.4 Relationship between Competencies of Managers and Success of Projects

In this part, the research focuses on relationship between competencies of managers and success of projects.

Table 15: Pearson Correlations Coefficient

		Competencies of managers	Success of Agriculture Projects
Competencies of managers	of Pearson Correlation	1	.906**
	Sig. (2-tailed)		.000
	N	89	89
Success of Agriculture Projects	Pearson Correlation	.906**	1
	Sig. (2-tailed)	.000	
	N	89	89

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

Source: Field Data

Table 12 shows the correlation between competencies of managers and success of agriculture projects. The study used Pearson correlation coefficient and found that the coefficient r equals to 0.906. The variation Pearson coefficient correlation is between -1 and 1. According to the research, the correlation of 0.906(90.6%) is located in interval 0.75- 1.0 categorized as positive and very high correlation. As the significant level is at 0.01(1%), the p-value of 0.000(i.e.0.0%) is less than 1%. This leads to confirm that there is significant relationship between Competencies of managers and success of agriculture projects.

Moreover, from the above findings and findings of previous researchers as indicated in empirical literature, project managers today are organized through a plethora of time-limited activities that translate organizational strategy into action. The projects require a visionary perspective to align projects' goals with the strategic objectives of the organization. While project managers lead the work on projects, their responsibility is to ensure alignment of the individual projects with the goals of the organization. Program managers thus see their responsibility as being strategic in nature, and play a role of managing the implementation of the strategic goals of the organization by ensuring that the overall mission is achieved through the successful completion of planned activities. Indeed, the execution of various projects helps to direct the strategic plan of the project and provide both flexibility and competencies. As indicated by this study, competency is rooted in knowledge but encompasses the understanding of clinical, technical, and communication competencies. It also refers to solving problems through the use of clinical judgment.

Table 12 indicates the effect of independent variables (risk management, competencies, planning competencies and communication competencies) on the dependent variable (success of agriculture the project).

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-.248	.214		-1.161	.249
	Risk Management competencies	.808	.234	.188	3.451	.001
	Planning competencies	.939	.196	.292	4.787	.000
	Communication competencies	1.355	.239	.527	5.676	.000

a. Dependent Variable: Success of Agriculture Projects

Source: Field Data

Table 13 indicates the effect of managers competencies to the success of agriculture projects, the study used SPSS and found that the regression analysis equation is success of agriculture projects = $-0.248 + 0.808^*$ risk management competencies + 0.939^* planning competencies + 1.355^* communication competencies.

10. Conclusions And Recommendations

10.1 Conclusions

According to the first research question, the influences of managers' project planning competencies in project success, the study concluded that the difference between the success and failure of the project is often the difference between a project manager who is highly organized in planning and one who is not. If a project manager is spending more time trying to figure out where information is rather than productively managing their project, failure is eminent. Through planning, effective project managers paint a picture of a better tomorrow and inspire confidence in their team's abilities to realize the objectives of the project.

According to the second research question, the effect of communication competencies on the agriculture project success. The study concluded that project managers need to be able to communicate status changes, good news and bad news to all levels of staff across different departments, Being an outstanding communicator requires the project manager to consistently ensure they are clearly understood by all stakeholders; that all stakeholders understand what is expected of them throughout the project lifecycle; and that all stakeholders communicate effectively with one another as well as with the project manager. The study also concluded that excellent communication competencies are essential for good success management. They are important competencies used in the entire success management process, from planning and communicating work expectations to recognizing employees for their successful achievements. To communicate effectively with employees, success managers must establish strong working relationships with employees, promote easy access to information and feedback, promote employee involvement in planning and development activities, and recognize and praise top performers. It is possible that, when communications and communication's path is properly defined and clearly defined. Therefore, managers need to have effective communication competencies. Good communication competencies help to reduce the barriers erected because of language and cultural differences. Companies that provide communication training to employees reap the benefits of effective workplace communication. Effective communication causes productivity to increase, errors to decrease and operations to run smoother.

In relation to the third research question, the study concluded that employees who complain to their supervisors about workplace financial issues have the reasonable expectation that the supervisor shall provide support and guidance. Listening well enables financial managers to communicate with employees who are experiencing financial workplace problems. The study also concluded that risk management competencies indicate the efficient and effective management of money (funds) in such a manner as to accomplish the objectives of the project, because risk management is the specialized function directly associated with the top management and influence the planning, directing, monitoring, organizing, and controlling of the monetary resources of an organization.

According to the fourth research question, the study concluded that as competency described as having knowledge, competencies, personal qualities and experience. Competencies are also used to create unique standards within disciplines and specialties. Competencies create an environment that fosters empowerment, accountability, and success evaluation, and the acquisition of competencies can be through talent, experience, or training. This leads to confirm that competencies of managers is positively correlated to the success of agriculture projects in Rwanda.

10.2 Recommendations

The Study made the following recommendations based on the findings and conclusion of the study. The study recommended that competencies of managers must not be coerced but rather, sensitized to the employees on the benefits of competencies of managers. Government needs to promote the level of awareness of managers by encouraging grassroots self-help efforts in several ways, including funding direct operations, and training.

The competencies of managers in agriculture project should be thought of as an endogenous outcome of decisions that reflect the influence of beneficiaries. The competencies managers that emerge, whether concentrated or diffuse, ought to be influenced by the interests of beneficiaries, so that, as a result, there should be relation between variations in competencies managers and variations in project success. Therefore, from the research findings, this research recommended agriculture projects as follows; Agriculture projects, in order to attain sustainable success, should focuses on the managers who have competencies related to both agriculture production and project success as the main drivers that should influence the success.

10.3 Suggestions for Further Studies

The researcher suggested the following areas as necessary for future research in order to exhaust the area of competencies managers and success of projects. The researcher only tackled the issues related to the subject matter. However, areas for further research will identified and these include: Future researchers should embark on capacity building and goals achievement. Lastly but not last, researchers should think about managers competencies and success contract. They should also focus on competencies managers and employees retention, and then competencies managers and employees motivation.

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