Managerial strategies and entrepreneurial thinking within Non-Government Organizations

A model for local NGOs capacity development in developing self-sustain projects in East Africa

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English title:
Managerial strategies and entrepreneurial thinking within Non-Government Organizations: A model for local NGOs capacity development in developing self-sustain projects in East Africa

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Advisor:
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Publication type:
Master’s thesis in Business Administration
Strategy and Management in International Organizations
Advanced level, 30 credits
Spring semester 2018
ISRN Number: LIU-IEI-FIL-A--18/02848--SE

Linköping University
Department of Management and Engineering (IEI)
www.liu.se
ABSTRACT

In several countries, the contributions of Non-Government Organizations (NGOs) in promoting the livelihood of the communities can clearly be identified. As a matter of fact, international development agencies increase their trust to NGOs in running development projects because they have proven capable of running these projects at a lower cost while reaching the huge number of poor communities. However, several factors have influenced the development of NGOs had little participation, contribution, and impact in undertaking the more structurally-entrenched causes and indicators of poverty. In addition, in most of the countries in Africa, local NGOs are weak with regards to the implementation of development projects.

Consequently, there are ongoing questions towards these challenges faced by NGOs, especially at the local level. Most of the research focus on the external factors such as corruption, political instability, climatic unreliability, inadequate resources as the main reasons for less performance of the projects. Additionally, other researchers pinpoint the issue of upward accountability from sponsors and donors, but still they do not tell us the full story, therefore, realizing the gap of internal factors that have been overlooked by many researchers in the successful implementation of projects in Africa. This research seeks to explore the concept of leadership within local NGOs that conduct Economic Empowerment Projects, in East Africa.

Through the qualitative study, our research findings would be analyzed to provide an insight to management team on how managerial and entrepreneurial thinking may influence the performance of the community development projects. In this study, the capacity development model will be identified and proposed as a guideline for organizational leaders in the capacity building interventions. This would support development practitioners of NGO sector in tackling the ongoing practical challenges in developing countries.
ACKNOWLEDGEMENTS

We would like to extend our sincere and heartfelt towards all the personages who have helped us during the two years’ study of MSc of Business Administration at Linkoping University. Without their active guidance, help and cooperation, we would not have made it this far.

To accomplish this thesis, we are ineffably indebted to our supervisor PD Dr. Heiko Gebauer for conscientious guidance and encouragement.

We also acknowledge with a deep sense of reverence, towards Hakizetu, Wonder Workshop, AVC and CARE organizations for the valuable information they provided us with, that contributed to our research project.

Lastly appreciation goes to the Swedish Institute (SI) for the offered scholarship throughout the program, and all our friends who directly or indirectly helped us with feedback and critical reviews which helped us on improving our research.

Any omission in this brief acknowledgement does not mean lack of gratitude.

Linkoping, Spring 2018

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Hatibu Shabani Jumbe                      Ampong Isaac
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<td>CSFs</td>
<td>Critical Success Factors</td>
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<td>EEP</td>
<td>Economic Empowerment Project</td>
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“Management is doing things right; leadership is doing the right things”

Peter Drucker¹

“Ultimately, leadership is not about glorious crowning acts. It’s about keeping your team focused on a goal and motivated to do their best to achieve it, especially when the stakes are high, and the consequences really matter. It is about laying the groundwork for others' success, and then standing back and letting them shine”

Chris Hadfield²

“Great things in business are never done by one person. They’re done by a team of people”.

Steve Jobs³
STRUCTURE OF THE THESIS

Chapter 1
The first chapter of this master thesis report begins by offering the reader with the background of the research, the problem statement, next is the research gap. The research purpose and research question are presented afterwards.

Chapter 2
The second chapter of this thesis report presents the literature review. Describing the subjects of project success and organizational capabilities, then a detailed explanation of the complementary sets of capabilities which are categorized in two groups; managerial and entrepreneurial capabilities, followed by the concept of social business in building an entrepreneurial mindset. Finally, leadership style in the field of project management.

Chapter 3
The third chapter covers the methodological framework of this thesis that offers the reader our research approach, research design, and literature research. Next, we present the data collection, followed by interview design and analysis, table of interview respondents and lastly, validity and reliability.

Chapter 4
The fourth chapter covers the findings and analysis from the empirical data, started by presenting the case study of the respective organizations. Thereafter a description of our research objectives. Objective one explains the meaning of project success and a comparison of the organizations based on the meaning of project success. While objective two gives a comparison of the organizations based on critical success factors discovered in this study, followed by a developed capability development model. Finally, a sub-chapter that covers the comparative analysis of the findings is presented.

Chapter 5
The fifth chapter of this thesis report covers a general discussion of the data and reflections, with the aid of the theoretical background in answering our research question. We also present our theoretical and practical contributions of the researched project. Followed by the limitation of the study and lastly, we present a critical review and future research.

Chapter 6
The sixth chapter of the thesis report presents the conclusion of the research study. Again, we offer the reader an answer to the research question while summarizing every aspect of the study.
CHAPTER 1: INTRODUCTION

1.1 Background of the research

Non-Governmental Organizations (NGOs) are one of the key actors of development which mainly focus on delivering services to people in need for social transformation (Levis, 2010). NGOs became prominent actors to play their roles as an agent of development since the end of the Cold War in 1989. Through the “New Policy Agenda” persuaded by bilateral and multilateral donor agencies, NGOs have been involved in poverty reduction, human rights activities, conflict resolution, social wellbeing, policy analysis and many other areas of the civil society (Banks et al., 2015; Levis, 2010; Robinson, 1993). Again, they are involved in the operation of development infrastructures, provision of technical assistance, supporting innovation and pilot projects (William, 1991).

Based on the level of operation, NGOs are categorized into three different types. Firstly, Community-based Organizations (CBOs) such as women’s organizations, religious and educational organizations (William, 1991). These CBOs are also referred to as Grassroots Support Organizations (Lewis, 2010). Secondly, Citywide Organizations, such as chambers of commerce, educational groups, and associations of community organizations (William, 1991). While the third category, National NGOs, involves organizations such as the Red Cross and professional organizations which used to collaborate with local NGOs, and International NGOs (INGOs). These INGOs operate as worldwide agencies such as Save the Children, CARE, and OXFAM. The major role of these organization is to provide services and support the marginalized communities (ibid).

By considering the types based on the size of operation, some NGOs are small sized and used to conduct small projects with the aid of volunteers in Africa, Latin America and Asia. Others are medium sized in most cases have more staff with more structured projects which are financed by institutional sources including private donors. Lastly, large sized NGOs which usually have hundreds of employees with the investment capital of hundreds of millions in their project budgets (Matei and Apostu, 2014).

In recent years, NGOs have increased their capacity in the expansion of their operation in tackling social problems of low-income populations (Miraftab, 1997). Most of the African countries, specifically in the sub-Saharan region face numerous development problems including hunger and extreme poverty. Despite the recent development, the sub-Saharan region still faces a serious sustainable development challenge (WESS, 2013). As a result, The United Nations’ General Assembly adopted the Sustainable Development Goals (SDGs), with the targets to achieve the global efforts towards a sustainable and poverty-free world by the year 2030. However, at the early stage, some of the SDGs seem to have failed. Development stakeholders such as NGOs, government, civil society, and researchers seem to have weak collaboration in implementing sustainable development goals
(Schwab, 2015). As per Cernea (1988), international development agencies increase their trust to NGOs in running development projects because they have proven capable of running these projects at a lower cost while reaching the huge number of poor communities. Additionally, Kadzamira (2002) describes that donors have identified that, NGOs have a better chance to articulate the needs of the communities, which makes them an essential component in the policy formulation process.

Nevertheless, many NGOs in developing countries seem to fail in managing their projects while serving the poor communities. For instance, more than 700 projects in Africa invested by World Bank for more than US$5 billion over the past 20 years, has failed for over 50% (Dugger, 2007; Ika, 2012). Government control system and regulations, including political matters, are the main sources for the failure of many NGOs projects that intended to support underserved communities (Banks, Hulme and Edwards, 2015; Houtzager, 2005). The hierarchy structure applied by some governments also limit NGOs operation to reach large number of beneficiaries in need at the base of the pyramid (Matei and Apostu, 2014). Additionally, Moyo (2009) and Ika (2012) argue that most of the research describe that international development projects face serious problems such as political, economic, physical/geographic, sociocultural, historical, demographic, and environmental which might be the reasons that may explain the poor side of these projects in Africa, but still they do not tell the full story (Ika, 2012; Moyo, 2009). Again, many people have created the assumption that, the failure of most of the projects to deliver the long-term purpose like water infrastructure projects may be lack of spare parts, financing (donors support), maintenance problems or climatic change and so forth. Even though, these reasons make sense, but they don’t tell us the whole story (IDA, 2016).

1.2 Research problem

Non-Government Organizations (NGOs) play their role in capacity development to help the government to be in a leading role and building its capacities in terms of social ownership of the development process which is the primary objective. This gives them the chance to act as accountable as well as a development agency which strengthens the government capacity (Ulleberg, 2009a; 2009b). Moreover, the accountability to the donors and ongoing evaluation of projects influence NGOs to rising concern on professionalism, instead of focussing their full commitment to the social transformation. This has enticed them to move away from idealism and voluntarism as in the previous decades, to start and act as a corporatism, like contractors or consultancy company (Miraftab, 1997). For instance, in Tanzania, there was a strategic shift amongst national conservation NGOs because of the need to align on the priorities of the donors (Banks, Hulme and Edwards, 2015). Even though, NGOs and non-profit organizations needed to be accountable to their multiple actors such as private and institutional donors; local communities, governments, program beneficiaries, volunteers, agencies
as well as to themselves for their organizational mission and values (Edwards and Hulme, 1996; Marenakos, 2011), “upward accountability to donors has skewed NGO activities towards donor-driven agendas for development rather than to indigenous priorities” (Ahmad, 2006, p.632).

Besides the other reasons, often NGOs lack the capacity to adapt to the new innovative strategies and act efficiently in capacity development (Ulleberg, 2009a; 2009b).

“It is essential for NGOs to discover new social business models that will enable the development project to be self-sufficient after execution. A few of the development projects have been self-sustained after execution while most of them have failed to meet their long-term purpose proposed for when donors withdraw after the end of project phase”. Said, Country director of CARE Tanzania.

The lack of human capacity in the management level is seen as a limiting factor for NGOs in running their operations, for instance in Malawi UNICEF (as a donor) limited NGO to engage in the school construction project due to their low capacity (Kadzamira and Kunje, 2002; Ulleberg, 2009a).

1.3 Research gap

Cleland (1999) and Rajablue et al. (2014) describe the concept of project success with regards to the engagement of the stakeholders in the project management practices. And further, they emphasize on how project manager’s capacity is crucial in meeting stakeholders’ satisfaction from the start to the close-up of the project. Indeed, many researchers have focused on the external factors that affect NGOs project success (Ika, 2012; Moyo, 2009), rather than internal factors such as underutilization of basic managerial and organizational abilities (Hailey, 2000; Hailey and James, 2002).

In previous decades, most of the academic work (e.g. Slevin, 1988) in the notation of the factors for project success, did not consider the project manager’s leadership competence or fit to the project as a fundamental factor for project success (Muller and Turner, 2010). In this conception, our research study was conducted to fill the gap by exploring the concept of project success in the bottom of the pyramid countries and how local NGOs leaders can build capacity of their team to influence the long-term success while promoting effective solutions to the global poverty problems. According to Gebauer and Saul (2014) capacity building is an ability of strengthening the competencies and skills of the organizations to create successful business models and business model innovation (ibid). Most of the traditional NGOs do not have enough capacity and knowledge to act innovatively in running their project (Ulleberg, 2009a). Management theories also proved that the lack of capacity of NGOs in learning and adapting to the new changes are the main reasons for over depending on donations. This leads to lowering their ability in supporting long-term sustainability for social and institutional changes (Ahmad, 2006).
1.4 Research purposes

The purpose of this study is to provide an in-depth knowledge for the researchers on how local NGOs leaders can contribute to attaining self-sustaining projects. Additionally, this research study provides a greater understanding for scholars and contribute to their future research on the area of NGOs with regards to strategies for developing self-sustaining projects in the bottom of the pyramids countries. Hence, we aim to contribute to other practitioners of development such as private and institutional donors, local communities, governments, program beneficiaries, volunteers, agencies and other development actors.

In the last decade, scholars and practitioners involved in development practices have increased their interest in NGOs operation. They identify that NGOs are effective and efficient actors in providing services to underserved communities (Miraftab, 1997). Moreover, “they are also praised for promoting community self-reliance and empowerment through supporting community-based groups, and relying on participatory processes” (ibid, p.361). While in recent years, the major social sector organizations often seem to be ineffective, inefficient, and unresponsive (Dees, 1998).

1.5 Research questions

In words of Crawford (2005) the demand of project managers has increased nowadays to support organizations activities, as a result, there is a need for more research on the competence of project managers. Additionally, he emphasizes the need for more empirical research to create different models for project managers’ competencies due to the low capacity of Project management standards in developing and accessing project managers (ibid). This motivated us to come up with the following research question: *How does local NGOs leaders build their team capacity to collaborate with key stakeholders in developing self-sufficient projects in East Africa?*

We have developed two sub-questions from the main researched question to guide our research findings into objective One and Two respectively.

1. How do project leaders define project success?
2. How capable are project leaders in engaging and communicating with key project stakeholders in sustaining project success?
CHAPTER 2: LITERATURE REVIEW

This chapter reviews the literature on the study of project success and critical success factors in the field of project management. It describes important theoretical concepts that have been investigated in this field based on our empirical observation from this study. The concepts demonstrated in this chapter are project success, organizational capability regarding managerial and entrepreneurial thinking, finally followed by transformation leadership style.

2.1 Project success

The success of the project is not a fixed target. In the 1980s, the success of a project mainly relied on the use of adequate tools and techniques (Muller and Turner, 2010). While in the late 1980s the measure of project success was viewed by considering the management capacity in attaining the set goals. These measures focused on the value of what project stakeholders and beneficiaries perceive on the outcome of the project (Mir and Pinnington, 2014). Therefore, the project should create value for stakeholders. However, the benefits that the stakeholders acquire is a driver for the project while their achievement toward the set goals is a driver for the success of the project (Rajablu et al., 2014).

As per Belassi and Tukel (1996), to identify the critical success or failure factors of the projects, the factors were grouped in accordance with; those associated with the project managers and team members, those associated with project itself, those associated to the external environment and those associated to the organization (Mir and Pinnington, 2014). There are various factors associated with the competence of project managers and project success. Nonetheless, Pinto and Slevin (1988) identified in their classic and still widely quoted paper, the ten most significant factors for project success, irrespective of what type of project. In previous decades, most of the academic work, (e.g. Slevin, 1988) in the notation of the factors for project success, did not consider the project manager’s competence or fit to the project as a fundamental factor for project success (Muller and Turner, 2010).

Furthermore, it is very clear that success of the project should also be observed and investigated from various perspectives such as considering the project stakeholders and benefits acquired by clients (Mir and Pinnington, 2014). From the stakeholders’ perspective, Beringer et al. (2013) emphasize that the behavior of project stakeholders and ways of managing them is the most significant factor to project success. Additionally, research conducted on a development project on a large public sector by Toor and Ogunlana (2010) indicated that the perception of stakeholders and satisfaction is a significant factor to the project success which goes beyond the “traditional iron triangle” as noted by Atkinson (1999).

Furthermore, Eskerod, Jepsen (2013) and Rajablu et al. (2014) argue that the success of the project is enhanced if stakeholders are well motivated and contribute to the project. However, project
success highly lies in stakeholder engagement and management process (ibid). Therefore, an efficient management and engagement of stakeholders depend on the capacity of project managers to detect the expectations of the stakeholders from the start to the close-up of the project (Cleland, 1999). This may ensure the success of the project, with given constraints of time frame, scope, desired quality, efficient use of resources, planned budget, and satisfaction of the project stakeholders (Atkinson, 1999; Hutson, 1997; Muller and Turner, 2007).

2.2 Organizational capability

The organizational capability enables the firm to gain competitive advantage through integrating knowledge of many individual specialists. In other words, organizational capability increases the firm’s ability to integrate individual competencies within the organization (Gebauer et al., 2016; Grant, 1996). These capabilities are essential for the organization to achieve their strategic goals since they ensure an efficient execution of business model (Gebauer and Saul, 2014). An organization’s project is said to be successful when completed on time, within a specific budget and meets performance requirements. This can be done efficiently when a toolkit of techniques, methodologies, and tools for controlling are used (Prabhakar, 2008).

Project is an open system since it occurs in an open environment with dynamic situations that require a high level of adaptability (ibid). As a result, Project-oriented Organizations are inclined to use project management as the managerial plan to run their projects in the agile environments and their day to day activities, to adapt to the complex business climate (Gareis, 1991). Indeed, the organization needs to have competent management that will continuously develop and maintain the competencies of the team and individuals to attain the intended goals (Berio and Harzallah, 2005). In this perspective, organizations need to develop necessary capabilities to increase competence in collaborating with highly diverse teams while achieving their goals (Kleef and Roome, 2007).

The key capabilities discovered from various literature, that project leaders need to develop for organizational competence while collaborating with the highly diverse team are divided into two groups. Firstly, managerial capabilities which include building and maintaining trust (Kleef and Roome, 2007; Ling et al., 2009), capability in sharing knowledge (Grant, 1996; Kleef and Roome, 2007), team development (Heinecke et al., 2014; Kleef and Roome, 2007), and building collaborative network (Kleef and Roome, 2007; Mandell and Keast,2009). Secondly, entrepreneurship capabilities which include building entrepreneurial mindset (Heinecke et al., 2014; Myrko, 2012). Hence, the two key capabilities, which are managerial and entrepreneurial capabilities are described below:
2.3 Managerial capabilities

This is one of the key capabilities that a leader must possess and develop for the organization to succeed. The following components are the building blocks to the managerial capabilities.

2.3.1 Building and maintaining trust

Trust is essential in both projects and organizations as it enhances strong relationship needed for maintaining cooperation, and the day to day routines (Karlsen et al., 2008; Misztal, 1996). The capability to build trust is important to the team with diverse interests who are willing to commit to a common vision by sharing knowledge through exchange of information (Kleef and Roome, 2007). Indeed, it is never hard to destroy trust but easier to maintain than to build (Ajmal, 2015; Baier, 1986). Trust is said to be an important component in increasing relationship within an organization (Wood et al., 2002). A high-level trust can enable an organization to improve the success of their projects (Kadefors, 2004; Karlsen et al., 2008). Therefore, trust plays a fundamental role in reducing/preventing conflicts, influence coordination (Krishnan, Martin, and Noorderhaven, 2006), as well as building and maintaining relationship within the organization and amongst the trading partners (Narayandas and Rangan, 2004; Kleef and Roome, 2007; Wood et al., 2002) and facilitates cooperation (Ajmal, 2015).

Trust plays an important role in building cooperation behavior as well as promoting the adaptation of the organizational forms which is fundamental in conflict resolution, and serves as an effective way of tackling the crisis. (Karlsen et al., 2008; Rousseau et al., 1998).

Furthermore, an organization needs to promote informal conversations and relation in building enough trust since it helps to enhance honest opinions from the right people (Berkun, 2005). Indeed, good communication is seen to be fundamentally important in trust building mechanism (Lander et al., 2004; Karlsen et al., 2008). Peters and Austin (1985) recognize informal communication as “management by walking around”. In most cases project managers, are not preferred to use “management by walking around” approach, however, it is essential for them to focus on building strong relationships, communication and interpersonal skills among their team members (Berkun, 2005; Karlsen et al., 2008).

Additionally, leaders, need to be aware that, trust is usually earned over a long time by making sure that they walk their talk to attract stakeholders interest. Trust should be considered as an essential asset for an organization since it helps to create loyalty in the situation where management needs to be understood and believed (Beslin and Reddin, 2004). It is important for leaders to design explicit learning to improve a team’s capacity in solving their common challenge. The leader should make sure that there is a conducive environment for team members to encourage learning in action (Edmondson, Bohmer and, Pisano, 2001; Kleef and Roome, 2007). Trust seems to be essential in problem solving since it can influence the group members to exchange information willingly and to accept other
decisions and actions. (Carnevale and Wechsler, 1992). Therefore, mutual trust among the team members is very crucial since it encourages everyone’s views to be heard. In contrast, the lack of mutual trust may turn a diversity working team into a liability rather than an asset (Ajmal, 2015). Thus, project managers should value the stakeholders’ contribution to maintain trust and make sure that they do not impose a rigid detailed control. This will help them to build a constructive working relationship among the parties involved (Karlsen et al., 2008).

2.3.2 Knowledge sharing

Knowledge sharing is fundamental to organization’s operation. It promotes innovation and collaboration between working team internally to stay focused. Domestically, it can enable local partners to share desirable ideas and solutions in strategic implementation. While internationally, it can encourage new innovative ways of solving the challenge that can inspire the act of change and development (Janus, 2017). Knowledge is said to be a resource of strategic important since it has a characteristic of being scarce, relevant, imitable and sometimes cumbersome to be transferred particularly tacit knowledge (Grant, 1996). Butler et al. (2004) and Romer (1986) refers to knowledge as a factor of production which has implication in the law of increasing returns, and further explains that the effective application of knowledge units can maximize an organization’s marginal returns to yield a better outcome. The transfer of knowledge within an organization may be very effective when experts are employed and engaged in face to face talk with one another.

Davenport (1998) and Grant (1996) also emphasize that it is crucial for an organization that transfers and shares various kinds of knowledge to be more innovative. In fact, knowledge can be divided into two groups which are tacit and explicit knowledge (Nonaka et al., 2000). An explicit kind of knowledge created within an organization can be saved and integrated. However, tacit knowledge stays with the persons who bears it, and cannot be taken away from them or easily transferred (Grant, 1996). Therefore, the means of transferring tacit knowledge need a continuous process of engaging and communicating between two parties i.e. sender and receiver. Knowledge creation through conversion of tacit and explicit knowledge requires a common space. This usually occurs when the team is working together in a more of socialized environment settings where the team learns by doing (Kogut and Zander, 1992; Nonaka et al., 2000).

Organizational learning seems to be very crucial for the sharing of knowledge since it increases collaboration of members through conversation and collective thinking which can result in a coordinated set of actions. The act of learning is said to be part of an organization setting when there is a recognized and very effective pathway that changes team’s actions to routine and in a standardized means while solving prevailing challenges (DuBrin, 2005; Steffen Janus, 2017). Learning from the
experience in projects seems to be important for the ongoing process of improving project management practices since it facilitates learning environment of the team members while encouraging a combination of both of tacit and explicit knowledge (Mir and Pinnington, 2014). In accordance to Agyris (1991) success depends on a lot of learning where continuous learning helps the organization to obtain efficient results.

In this conception, it is very crucial for institutions to take a critical consideration in the managing and exploitation of their various knowledge capital to benefit from the globalization (Butler et al., 2004). Furthermore, Davenport (1994), Cohen and Levinthal (1990) generally, refer to knowledge management as a means or strategy by which an organization innovatively pays its attention in creating, transmitting and effectively use the knowledge resources. Indeed, O’Dell and Grayson (1998) insist that this strategy should be promoted within the organization to make sure that the required knowledge gets to the right people at the needed time for the improvement of the organization’s daily operations.

2.3.3 Team development

Skills management serves as a direction for the management of working team. It displays plans for, learning, career path, task description, skills development, how to manage resource and staff reallocation. Well-structured skills management procedure promotes a high level of coordination, discipline, employees planning, risk analysis and assessment, professional training and development programs, as well as resource allocation. The process of managing workers’ skills, for instance, know-how, team building, institutional knowledge, project management, marketing, and leadership should begin from the future and to the present (Shakespeare, 2000). According to Aguinis and Kraiger (2000), training could have an influence on the teams, organizations, individuals and the society they exist in. Nonetheless, training effort may not provide projected set goals if the skills, knowledge, and attitudes obtained from the training are not effectively and practically transferred to the related work tasks. Therefore, the process of transferring training should be considered.

Additionally, success depends on continuous learning, so organizations should encourage learning culture to achieve perfect outcomes (Agyris, 1991). It is crucial for organizations to create a socialized environment (common space) where knowledge can be easily shared and transferred within a team (Nonaka, 2000). Therefore, the transferring climate and the work environment are the enabling factors for transfer training. Again, other factors that may affect transferring climate such as training accountability, supervisory and peer support, ability to practice, the capacity to use new knowledge and skills, and imposed rewards system for using acquired knowledge should be considered (Kontogiorghes, 2004).
Moreover, the project is a temporary organization, and therefore communication setting plays a very crucial role in both human community and projects in diverse teams (Packendorff, 1995). Formal communication (traditional development) focuses on adequate planning, scripted status report to project managers and centralized decisions making. While informal communication (agile development) is characterized by doorway talking, chatting, talking in front of the screen, and many more. Through informal communication, visions, ideas and contributions are distributed more effectively among employees than in the formal type (Gladstein, 1984; Lindsjørn et al, 2016). To promote and encourage collaborative culture within the organization, various skills must be realized and practiced as professional development plans for the employees. This could encourage, improve and fulfill the needs analysis in the less performed situation. Therefore, it is important for organization management to carry out a needs analysis to show the current collaborative skills that each of their workforces possesses and what is needed to be improved for the success of their future operation (Kelly, 2014).

2.3.4 Building collaborative network

Networks need a strong leadership capability since they have an influence in engaging and recruiting members and partners into their activities (Davies and Lee, 2007). For leaders to sustain strong networks, they need to understand different barriers that may rise when engaging and linking with other teams, to identify the best strategies to overcome those barriers. (West-Slevin and Green, 2013). There are major different types of networks that have been identified in the category of horizontal integration relationships. These types of networks include; coordination, cooperation and collaboration, hence they are also identified as “3 C’s” in the range from loose and informal connections to strong connections and formal relations (Brown & Keast, 2003; Brown & Mandell, 2007; Mandell and Keast, 2009). According to Michael Schrage (1990) and Denise (1999) collaboration refers to a process which involves a shared creation amongst more than one party who have complementary skills and knowledge in building a shared vision or understanding that does not come from one party. In this conception, the shared meaning is the creation of something that was not there before. While it differs with coordination, cooperation and communication since these elements are encouraged by simple connectivity.

Moreover, the collaborative network is initiated when there are problems or a complex problem that are/is needed to be solved with common effort and they can’t be solved by the individual participant (Mandell and Keast, 2009). Thus, to be more sustainable and economically self-sufficient, organizations leaders should engage in collaborative actions with their team members as well as other stakeholders outside such as international organizations and governments. (Lozano, 2008). An
organization with well collaborative environment generally incorporate workers and teams in its daily activities at every level and division (Kelly, 2014). For leaders to build and maintain networking they need to possess different knowledge sets arising both inside and outside of an organization. The knowledge and skills such as communication and spanning are essential in supporting networking through linking different communities (Kleef and Roome, 2007). These skills include communication, knowledge management, decision making, team building, strategic planning, fundraising, and conflict management (Davies and Lee, 2007; West-Slevin and Green, 2013). This may give them the capacity to communicate and coordinate into a common language which is created by different bodies of knowledge (Nooteboom, 2000; Roome, 2001). In fact, effective communication seems to be an essential component of managing resources, risk, and stakeholders (Bourne, 2006).

Leaders should promote effective communication to enhance a strong collaboration. To attain the success and set goals of the organization, a well-defined strategy should be drawn to show how the employers can work collaboratively (Kelly, 2014). Therefore, it is vital for an organization to establish collaboration with external stakeholders, since it helps to improve production, expand revenue as well as reduce social and environmental challenges (Lozano, 2008). The purpose of collaborating with different stakeholders is to obtain essential content or value from different parties (Denise, 1999). As a matter of fact, all organization members must be on the same page, and this can be successful if the top leaders are not the only ones who have the opportunity and power to develop communication skills. Indeed, engaging leadership should be promoted. Collaboration must be a part of the organizational culture and must be promoted by both leaders and individual contributors (Kelly, 2014).

2.4 Entrepreneurial capabilities

Just like managerial capabilities, a leader must also possess and develop entrepreneurial capabilities for the sake of the success of the organization. The building component of the entrepreneurial capabilities is the entrepreneurial mindset which is explained as follows.

2.4.1 Building entrepreneurial mindset

The concept of entrepreneurial mindset is related to the ability to be innovative in searching and exploiting of opportunities (Senges, 2007). In other words, it is a person’s natural tendency to discover and exploit the realized opportunities. The habit of entrepreneurial mindset should be built before the establishment of business both within an organization and to independent ventures. It is essential for entrepreneurs to use entrepreneurial way of thinking in their daily routine to become their habit (McGrath and MacMillan, 2000). Entrepreneurial thinking is different with managerial thinking because entrepreneurs believe that the future achievement can be controlled with human actions rather than relying on predictions (Sarasvathy, 2005). Indeed, an entrepreneur should possess characteristics.
such as creativity, risk tolerance, opportunity recognition, value creation, market awareness and product development (Zappe and colleagues, 2013).

Moreover, there are two typologies of entrepreneurship, which are conventional and social entrepreneurship (Austin et al., 2006). Social entrepreneurship which is our focus in this paper is defined as “a process involving the innovative use and combination of resources to pursue opportunities to catalyse social change and/or address social needs” (Mair and Marti, 2006 p. 36 and 37). In this conception, social business appears to be a subset of social entrepreneurial which includes both profit and not-for-profit activities through highly giving priority to social wealth creation. In contrast, conventional entrepreneurship is a type of entrepreneurship that highly gives priority to economic wealth creation (Mair and Marti, 2006; Yunus et al., 2010).

Furthermore, Covin and Slevin (1991) consider that organizations that possess entrepreneurial mindset habit must establish initiative activities. However, Davidsson (1989) describes this concept as 'continued entrepreneurship' by considering that this is a tendency where by individuals and organization may survive by continuously pursuing novel business opportunities. In this conception, (Kleef and Roome, 2007) emphasize that for organizations to collaborate with a diverse team and achieve their intended goals, they should have capabilities of developing different business models and methods which are more dynamic in the existing environment while enabling “radical or systemic innovation”.

2.4.2 Social business

In this theoretical framework, the four components of the social business model developed by Yunus et al. (2010) are used as an example.

Value proposition: this component describes a company that offers value of products or services to all targeted stakeholders.

Value constellation: in a value constellation, a company designs the way in delivering products and services through engaging all stakeholders. In this component, the company delivers its products or services to the communities by engaging both internal and external stakeholders in value chains such as suppliers and other partners.

Social profit equation: involves the profit generated from value proposition and the way in which value capture by the intended stakeholders.

Economic profit equation: This equation does not focus on maximizing economic profit rather, it displays the structure of the cost of capital incurred during value constellation (ibid).
Figure 1: Four components of Social business model (Yunus et al., 2010, p.319)

2.5 Leadership style

The leadership style of the project leaders is essential for project success, as it contributes to the management team for better allocation of resources (Muller and Turner, 2010). Engaging style is usually based on empowerment and involvement in the highly transformational context, while focusing on producing radical change through engagement and commitment. In contrast, involving style is used for transitional organizations which face important, but not essentially a radical change of their business model (Dulewicz and Higgs, 2003; 2005). Therefore, the project managers must define the most suitable leadership style for their respective projects (Parry, 1998; Rost, 1991; Yukl, 1994).

Furthermore, transactional and transformational leadership styles are encouraged to be used within the organizations, since they may influence project managers’ ability in terms of managerial and leadership competencies. Transformational leadership is mostly used by leaders who possess entrepreneurial ability (Heinecke et al., 2014). In the word of Peter Drucker, “the entrepreneur always searches for change, responds to it, and exploits it as an opportunity.” (Dees et al., 1998). In this perspective, Muller and Turner (2010) argue that transformational leadership style seemed to be dominant and applicable in all types of organization projects.
2.6 Theoretical framework

The figure below presents a summary of the theoretical framework that developed through deductive approach of this research study.

![Diagram showing the theoretical framework with nodes labeled Project success, Organizational capability, Managerial capabilities, Entrepreneurial capabilities, Leadership style, Trust building, Knowledge sharing, Team development, and Collaborative Network.]

Figure 2: (Created by authors)
CHAPTER 3: METHODOLOGY

This chapter covers the methodological framework, which begins with the research approach, the research design, literature research, the data collection, followed by interview design and analysis, table of interview respondents, and lastly validity and reliability of the study.

3.1 Research approach

The purpose of this study is to provide an understanding for how local NGOs leaders can develop capabilities while engaging with stakeholders in developing a self-sufficient project. In this case study, a qualitative research method was chosen. Moreover, it was chosen since this methodology allows the collection of data from face to face conversation which is essential for stimulating detailed responses. Yin (2003; 2009), stress that it is essential to use a qualitative research in data collection when the phenomenon cannot be easily measured in a quantitative manner.

Furthermore, this process includes case studies. In accordance to Baxter (2010), a case study is important since it enables the researcher to observe the phenomenon in detail while providing an academic contribution (ibid). Indeed, this is mostly suitable in the situation where the researcher has little control over the variables, has “how” and “why” questions, and when the phenomenon relies on real life context (Yin, 2009). Again, Van de Ven (2007) states, a process model is needed when the researchers have “how” question. He further emphasizes that; the process model describes how something develops and alters over time while leading to a particular outcome. However, the research question of this thesis is “how” questions which fit well with this methodology. The logic behind the “how” question is that, researchers collect data for an event that has already occurred, and for which variables lack control. Therefore, the relevance of these case studies in this thesis is that the research question focuses on investigating and understanding the phenomenon through obtaining more detailed data from the project leaders who have been involved in Economic Empowerment Projects (EEP).

Moreover, inductive and deductive are two typologies of research. The deductive approach considers the usage of theory in the formulation of analysis together with a gathered qualitative data. In contrast, in the inductive approach the researcher relies on the primary data collected to develop a theoretical framework (Yin, 2003). In this research study both deductive and inductive approach where used. Deductive approach used to formulate research gap and questions in order to conduct field work. While the inductive approach strategy becomes more relevant into our study because it starts with specific observation of the case studies, in the form of the guided interview questions to test our hypothesis, then primary data is collected to develop a theoretical framework.
3.2 Research design

The research design of this study is based on a comparative case study of three local NGOs operating in East Africa, Tanzania to be precise. In this study, the organizations selected are small in size where the Project managers have high authorities in coordinating the projects. Therefore, a homogeneous sample was used during the interviews. The research study considered a comparative case study on EEP. We realized that it would be essential that the interviews were semi-structured to observe a natural conversation with the organizations involve enhancing an interactive and dynamic as possible.

Additionally, the motive behind conducting a semi-structured interview was to give the interviewees the space to give an in-depth description. According to Bernard (1988) and Gillham (2005), semi-structured interviews may offer trustworthy information regarding qualitative data collected. The structure of this interview being balanced with flexibility which enabled the interviewer to acquire in-depth answers and follow up questions.

3.3 Literature research

The choice of the literature is one of the essential processes in our research study. Our choice was based on the concept of leadership practices in the process of developing capabilities to improve and uplift the organizational competence while collaborating with the diverse project team to achieve project vision and purposes. After defining the research purpose, and formulating the research question, we have conducted an extensive theory search with a great focus on finding relevant theories from academic articles and journals to borrow ideas from different scholars. However, our priority was given to the sources that provided more relevant information based on the research topic.

Through an extensive search for relevant theories, a previous research models of capacity development for local NGOs in developing self-sustain projects in East Africa, Tanzania was not found. However, we have managed to identify theories that gave a description of the key success factors for project success, researched by various scholars. These include building and maintaining trust (Ling et al., 2009; Tsai and Ghoshal, 1998), knowledge management (Grant, 1996; Nonaka et al., 2000; Spender, 1996), team development (Harris and Harris, 1996; Scarnati, 2001), collaborative network building (Camarinha-Matos et al., 2006; Mandell and Keast, 2009), and the process of building entrepreneurial mindset (Myrko, 2012; Yunus et al., 2010).

Behind the theory search, researchers such as Kleef and Roome (2007) and Heinecke et al. (2014) mentioned some of these as managerial and entrepreneurial sets of capabilities respectively. According to Heinecke et al. (2014), most entrepreneurial organizations fail to develop and grow due to the ability of the leaders to balance managerial role and entrepreneurial thinking (ibid). However,
these previous research studies did not focus on the complementary of these sets of developed capabilities founded in our theory search. Therefore, this makes our theoretical framework more relevant for our study, since the constructed model of capacity development proves to have both, managerial and entrepreneurial capabilities as observed in our empirical work.

3.4 Data collection
The data collection of our thesis was based on a case study of different local NGOs. In accordance with Malhotra (2010), the two types of data collection methods are primary and secondary. Therefore, these methods were used in this study. Primary data was collected through interviews with project managers in each local NGOs. Secondary data was also used in this study to increase the quality of the interviews and the main sources were annual reports and websites of the respective organizations. Malhotra (2010) and Kotler et al. (2001) argues that secondary data can be either internal or external and provides details on a specific issue. However, some information from secondary data, required us to seek more clarification from the authorized participating organizations. This becomes crucial for the use of both primary and secondary methods for data collection in our research study.

3.5 Interviews design and analysis
Before the interview guide was designed, the prospective interviewees were contacted to ensure that the scheduled time was appropriate a face-to-face (skype) interviews were considered in collecting our primary data. The process began with an introduction of the interviewer’s aim and objective of the research study. The guideline for the questions asked during the interviews were framed based on the research purpose. This enabled the researcher to gain enough concentration on the research purpose to grasp the needed information from the respondents (Yin, 2003). The first questions were general to all interviewees, followed by the questions specific to the respondents, based on their role in the respective organizations.

To prevent the possibility of uncertainties in case of bad sound quality or computer shutdown, a mobile phone was set aside as a backup device. Moreover, notes were taken for the same reason. In this perspective, we managed to have quality recorded interviews which were transcribed. To make sure that our information gathered was very precise and not misinterpreted, the written transcriptions were revised several times. Also, the transcript was sent to respondents for scrutiny and review. Next, the transcripts sent to the respondents were collected, coded and arranged into specific categories. This approach was adapted to obtain efficient analysis and discussion of the empirical gatherings with the theoretical gatherings, and to enhance a maximum level of transparency with regards to the
comparisons between the data generated and the theory. To ensure the quality of our interviews study, the processes of preparing the interview guide questions, gathering empirical data, transcribing them into the paper, and analyses were conducted objectively.

### 3.6 Interview respondents

The table below demonstrates the position of each respondent with their respective organization, and the time taken to conduct interviews.

Table 1

<table>
<thead>
<tr>
<th>Position</th>
<th>Organization</th>
<th>Interview Type</th>
<th>Time(Mins)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Manager</td>
<td>Hakizetu Tanzania</td>
<td>Face to face conversions</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skype</td>
<td>25</td>
</tr>
<tr>
<td>Project Manager</td>
<td>AVC Tanzania</td>
<td>Face to face conversions</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skype</td>
<td>30</td>
</tr>
<tr>
<td>Project Manager</td>
<td>Wonder Workshop</td>
<td>Skype</td>
<td>45</td>
</tr>
<tr>
<td>Logistic Manager</td>
<td>Wonder Workshop</td>
<td>Skype</td>
<td>20</td>
</tr>
<tr>
<td>Program Manager &amp; Country</td>
<td>CARE Tanzania</td>
<td>Face to face conversations</td>
<td>30</td>
</tr>
<tr>
<td>Director</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3.7 Validity and reliability

Validity considers the credibility of a research conclusion. It assists in evaluating the connection between theory and method (Bryman and Bell, 2003; 2007; 2011). To ensure a high level of validity in our research study, multiple-case design enables us to compare our findings. In this perspective, we tried to be more objective by focusing on the interview guideline questions of the respective organizations used in this case study. Additionally, the process of formulating this guideline involved interviewees in the researched community. It is essential to be objective since personal opinions could affect the researched data Yin (2009). Furthermore, the data gathered was compared with the various report of the respective organizations, while feedback from peer and especially, our adviser who has an in-depth knowledge in this process was also considered.

Reliability is perceived when the same findings are obtained from a repetition of a particular research by different researchers (Bryman and Bell, 2003; Silverman, 1997; Stenbacka, 2001). Therefore, the reliability of the findings is strengthened, when there is a concrete clarification and easy

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*This Interview was conducted to gain great insights in the formulation of research problem.*
understanding of the theoretical framework. Thus, realizing reliability, the written transcript was revised several times individually and independently on the respective studied cases before the ideas was combined to enhance transparency and not to jeopardise the results. Maxwell (2005) considers this various learning contributions for the researcher, since this concept aid in identifying their own limitations, such as bias and misunderstanding.
CHAPTER 4: THE FINDINGS AND ANALYSIS

4.1 Introduction
This chapter demonstrates the findings of the empirical study based on project success and critical success factors (CSFs) in the field of project management. The findings are presented in two objectives based on our main research question. Firstly, the “Objective One” provides an insight on how project managers of the studied local organizations define project success, while “Objective Two” explores how the project leaders of the respective organizations engaged their key project stakeholders in developing self-sufficient projects. Again, the various key points described in this chapter are: A case study of Economic Empowerment Project (EEP) conducted in East Africa, the comparison approach of the cases study based on project success, critical success factors, and a summary of the identified capabilities. Finally, the study explores a comparative analysis of the findings regarding theoretical foundation.

4.2 Case study
The data collected for this research was obtained from the following organizations. All the three organizations are located in Tanzania, East Africa.

4.2.1 Wonder Workshop Organization
Wonder Workshop is a registered Tanzanian, non-government and charity organization, founded by social entrepreneurial, Paul J Hicks from the United Kingdom (www.pauljhicks.com). The EEP commenced in the year 2005, with the motive of empowering economically disabled people, to promote environmental conservation practices by recycling waste materials, such as scrap metal, papers, and plastics to make products and to help solve the high financial challenges faced by the adult victims of polio, residing in Dar es salaam (Wonderworkshop, 2018a; 2018b).

Wonder Workshop is currently made up of a group of 30 enthusiastic men and women with a disability producing a wide variety of unique, handmade and high-quality art pieces through recycled materials. Nonetheless, due to the competence of the management, they have been able to widen their market base both locally and internationally. For instance, products made at the production center are sold in the local market, their on-site shop, and the main tourist destinations in Tanzania. While abroad, the products are sold in countries such as UK and USA. The project employs local beneficiaries on a full-time basis with a good salary to support themselves and their families. Moreover, the EEP of the Wonder Workshop organization has been self-sufficient for over 12 years (ibid).

4.2.2 Hakizetu Tanzania Organization
Hakizetu Tanzania is a Non-Governmental Organization registered in Tanzania with the Certificate of Incorporation No.83767 of 2011. Hakizetu is a Swahili word, which literally means ‘Our rights’ in English. Hakizetu was founded by 5 persons, 2 men and 3 women who felt compelled to commence and implement an objective under the core values of the organization on a positive action,
to enhance the youth, young women and girls’ voices to access their universal human rights to equity, equality, justice, and safety. Along with being given equal opportunities for growth and development, Hakizetu sees it is essential to engage the community in constructive and productive activities that encourage tolerance and respect for the rights of all. Hakizetu undertakes various projects such as supporting child domestic workers, reproductive health and rights, and EEP.

The EEP of Hakizetu commenced in the year 2013 and provides entrepreneurship training and skills to girls and women who are victims of child labor or forced marriage. The EEP engages several young women in garment making and designing skills as well as providing innovative skills for production of handmade goods which takes place at the “Women Tailoring training and Production Center” under EEP project. However, the project was started without support from donors and sponsors but later managed to attract some donors. Considering the vision of Hakizetu, the EEP successfully went through the projected 3 years thus the first phase. The project is in its 5th year now. Hakizetu’s EEP project still runs on it is own without financial support from donors (Hakizetu, 2018).

4.2.3 AVC Tanzania Organization

Afri-Tanzania Volunteers for Change (AVC) is a youth-led volunteer organization formed in the year 2013 by a group of entrepreneurial youth in Dar es Salaam. AVC is a non-profit, non-governmental, non-political charitable organization established under, and subject to, the exclusive jurisdiction of the laws of Tanzania. AVC is a registered volunteer organization with the registration number 00 NGO/00007623 in Tanzania, East Africa. AVC’s prime motive has been to encourage and promote community development. Additionally, AVC aims at uplifting and empowering the youth from unemployment and poverty as well as making a positive impact through a volunteer work within the communities in Tanzania. The organization undertakes several projects namely, economic empowerment project, investing in child project and after-school project. However, AVC commenced their economic empowerment project (EEP) in the year 2013 in Dar es salaam, Tanzania with little support from donors internationally, but could attract some support from local donors and volunteers.

The EEP provides entrepreneurship and financial education through well-designed workshops, training, and seminars with various formal and informal entrepreneurial groups. The project intends to empower them with training on how to start and develop their small businesses, and a formal registration of their business in the government authorities. The financial education aims to help them with the knowledge on how to access small loans from micro-finance institutions as a start-up capital. The EEP enacted by AVC succeeded through the first phase of the 3 years projected plan. Nonetheless, the project could function for just 3.5 years and failed to proceed on its own in the year 2016. Considering the vision of AVC the project was less successful (AVC, 2018).
4.3 OBJECTIVE ONE
4.3.1 Meaning of project success

Interviews were conducted with Project Managers from both Organizations to identify how they define project success based on the similar projects (EEP). Interviews were conducted with the project leaders of the respective Organizations to identify how they define project success based on the similar projects (EEP). Muller and Turner (2010), highlights that, in managing the project, project managers should first recognize the essential success criteria and then identify the project success factors that can enable them to deliver those success criteria through the best use of related tools and techniques. In our empirical findings, Project Managers described their success criteria and the success factors that are essential to be developed to increase their organizational competence or capacity to achieve those success criteria (Table 3). These critical success factors (CSFs) or capabilities associated with these achievements are detailed narratively in Table 4 & Table “5a” and “5b” below.

4.3.2 Comparing organizations based on the meaning of project success

<table>
<thead>
<tr>
<th>Project Organization</th>
<th>Economic Empowerment Project</th>
<th>Wonder Workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hakizetu Tanzania</td>
<td>AVC Tanzania</td>
<td></td>
</tr>
<tr>
<td>Meaning of project success</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hakizetu’s project measures their project as satisfying the community and the self-sustaining project without depending solely on donors support locally and internationally. They intend to reach more disadvantaged groups in their community. Training a lot of people in the communities who can initiate their own endeavors. Again, with regards to the self-sustaining of the project, they have initiated an income generating activity which has become the pivot of the organization development project financially. As per the project leader, “It’s about satisfying the community with what we do for them.”</td>
<td>AVC’s project success factor has been satisfying the beneficiaries and other stakeholders. They expected to see, an increase in the number of Women Entrepreneurs Groups in their community. A reduced rate of women involvement in poor lifestyles such as drug abuse, increased access to small loans for women Entrepreneurs in Micro-finance institutions in the region, and most important the reduced level of unemployment, poverty, dependency of poor women and widows within the community, while improving their livelihood. “It is not easy to identify the Project outcomes in a short period of time; thus, we need to have financial ability to survive for more than 3 years”. Said project manager.</td>
<td>Wonder workshop organization measures their project success based on self-sufficient of the organization while undertaking projects. They are also considering the satisfaction of the beneficiaries toward the project goals and objectives. The organization’s primary motive is to provide a sustainable source of income for, those with the effects of polio while providing employment for more disabled people in the community. The organization had the intention of producing high-quality handmade products so as to widen market base locally and abroad to be financially stable.</td>
</tr>
</tbody>
</table>
The results of our findings on how project managers of the respective organizations define project success are presented below.

Based on our objective one for the first sub-question, Project managers of the respective organizations have demonstrated their common views on the meaning of project success as presented below in table 3. However, the respondents (project managers) shows less emphasize on project time due to their continuous ambition of meeting long-term objectives that can’t be fulfilled in the given short time frame.

Table 3

<table>
<thead>
<tr>
<th>Project success criteria for Economic Empowerment Project (EEP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Self-sufficient/self-sustaining</td>
</tr>
<tr>
<td>2. Project stakeholders’ satisfaction.</td>
</tr>
<tr>
<td>3. Meeting the project’s vision and purpose</td>
</tr>
<tr>
<td>4. Community or Beneficiaries satisfaction with the project results</td>
</tr>
<tr>
<td>5. Meeting long-term objectives through covering the project costs.</td>
</tr>
</tbody>
</table>

4.4 OBJECTIVE TWO.

4.4.1 Critical Success Factors (CSFs)

To achieve the highlighted success criteria in (Table 3) above. Our empirical study explores five key capabilities (CSFs) that should be developed by leaders of the respective local organizations presented below.

Table 4

<table>
<thead>
<tr>
<th>Critical Success Factors (CSFs) for successfully implementing EEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Trust building: - Transparent, effective communication, horizontal decision making</td>
</tr>
<tr>
<td>2. Knowledge sharing: - Socialization, effective communication, team working environment</td>
</tr>
<tr>
<td>3. Team development: - Learning and development, self-awareness, managing resource, empowering, communication, motivation</td>
</tr>
<tr>
<td>4. Collaboration building: - Effective communication, common vision, and purposes, partnering and coalition.</td>
</tr>
<tr>
<td>5. Building entrepreneurial mindset: - Income generating activities, effective communication, entrepreneurial Innovation, Donors, and sponsors trust.</td>
</tr>
</tbody>
</table>
4.4.2 Comparing organizations based on Critical Success Factors (CSFs)

Table 5a and 5b below describe key capabilities for self-sustaining Economic Empowerment Projects (EEP):

<table>
<thead>
<tr>
<th>Identified CSFs</th>
<th>Hakizetu Tanzania Organization</th>
<th>Afri-Tanzania Volunteers for Change (AVC)</th>
</tr>
</thead>
</table>
| **1. Trust Building and maintaining capabilities** | • The organization realizes in transparency by sharing all financial and activities report to the government, sponsors, and donors while engaging them in monitoring and evaluating the process.  
• They meet sponsorship requirement of donors due to past financial and activities reports.  
• They have been sponsored more than once by the same donors as African Women Fund.  
• Hakizetu establishes a selection committee to facilitate collaborative decision making which increases trust with local communities. | • AVC has less trust from internationals Organization.  
• Donors usually want to take a critical look at previous project reports at least 2 to 3 years before they agree to donate, AVC finds it challenging since they have not engaged in a lot of projects.  
• The organization managed to build trust with some local institutions, communities as well as volunteers by engaging them in few initiations. |
| **2. Knowledge sharing and transferring capabilities** | • They prepare various manuals and magazine which provide necessary information about the project and include lesson tips.  
• The organization also share all important reports with donors, sponsors, government and another stakeholder.  
• Hakizetu also provides practical training to project beneficiaries at the tailoring center.  
• “We will not be succeeding if we don’t share the right skills to the right people at the right time,” said Project manager. | • AVC management team coordinates with project beneficiaries through workshops and seminars before the initiation of every project.  
• The organization prepares pamphlets, manuals, posts as well as some monthly reports and share with all project stakeholders.  
• AVC engage, project members who are new to the EEP project, get a chance to go to the field with experienced staff as their practical training. |
| **3. Team development** | • Hakizetu management team have been receiving professional training from various international sponsors.  
• The management empowers their team through various professional training at their center, which enables them to be competent in managing project resources. | • An inadequate number of professional and experienced staff affect the level of skills development within the project members.  
• AVC Team has fewer opportunities for learning and developing due to their less involvement in collaborative projects.  
• Occasionally, organization team used to engage various volunteers in a various meeting and share skills essential for managing project resources. |
| **4. Building collaborative network** | • They have managed to build a good relationship amongst team members and other stakeholders which influence the performance of the protect. | • They do not have a solid coordination with local community based organization and entrepreneurial groups |
• In project implementation, they engage community members, community-based organizations, social entrepreneurial groups, sponsors, and donors.
• Project leader encourages collective decision making.
• They encourage effective communication with project stakeholders through workshops, seminars, and report sharing strengthening social ties.
• They are working in collaboration with African Women Fund, International Humanistic Alliance, Vocational Training Institute, community groups, companies and so forth.
• Hakizetu working in collaboration with local and international partners.
• “We have a good network with local communities that help us to identify the people in need” said by the project leader.

• AVC has an inadequate relationship with experienced organizations, especially at the international level.
• They have weak collaboration with government, donors, and other development actors. This has resulted in inefficient benefit.

5. Capabilities to building entrepreneurial mindset

<table>
<thead>
<tr>
<th>Identified Critical Success Factors</th>
<th>Wonder Workshop Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Trust building</td>
<td>Wonder workshop organization promotes transparency, by sharing all report concerning financial and/or other important activities to the sponsors, donors, and government</td>
</tr>
<tr>
<td></td>
<td>The organization was visited by Prince Charles from the UK, president George Bush and Barack Obama from the USA, and got some funds, this provided an exposure to wonder workshop and increased the level of trust for the organization.</td>
</tr>
<tr>
<td></td>
<td>The project leader collaboratively solves problems by encouraging different opinions from team members</td>
</tr>
<tr>
<td></td>
<td>The organization managed to build and maintain trust with local communities and institutions including volunteers base on their activities.</td>
</tr>
</tbody>
</table>
### 2. Knowledge sharing
- Wonder provides practical training to project beneficiaries by engaging various professional experts from within and outside the country through training. For instance, skills and ideas were impacted to the beneficiaries by local welding experts who taught how to weld using recycled scrap metal.
- The organization prepares and share pamphlets, manuals, with directives amongst the project stakeholders and other actors during workshops and meetings.
- “Our Organization’s primary aim is to impact the needed knowledge to disabled and the less privileged, in various arts and crafts while providing them with marketing opportunities as a sustainable source of income through the sale of the made products” said Project manager.

### 3. Team development
- As if it’s not enough, aside from those skills gained with local expertise, Wonder Workshop project team gets professional training supports from different international personalities. i.e. professional artist from Scotland comes to help develop the skills and potentials of welders in the finer art of metal sculpture.
- The projects team are empowered through various professional training at their Center, which enables them to be competent in managing project resources.
- The organization has managed to develop high technical skills which made them produce, high-quality products to sale even in the international markets, however professional skills regarding marketing products to raise more revenue observed to be a challenge.
- “The organization promoted me to the logistic position, together with the role of finding markets for our products, even though I don’t have any professional background in this field. I’m just an expert in wooden art”. Said Logistic Manager.

### 4. Collaboration building
- Wonder workshop organization have managed to build a strong relationship amongst project team, community-based organizations, entrepreneurial groups, sponsors and donors such as, Blue Mango Photography, Dar es Salaam Charity Goat Races and great support from big companies in Dar who donates scrap metal, to establish their welding workshop.
- The organization as well encourage effective communication with project stakeholders through workshops, seminars, and during project implementation, every stakeholder has been involved.
- Wonder organization collaborates with various international organizations which enable them to attend some UN meetings and various training abroad.
- The organization gets their product sold through various stores, exhibitions, own on-site shop, main tourist destinations in Tanzania locally and internationally available in the UK through The Africa House Ltd with the aid of a well-established network.

### 5. Building entrepreneurial mindset
- Wonder workshop organization engage their concern stakeholders in the production process of their made products such as wooden toys and household items from cut-off pieces of hardwood, paper products, soaps and jewelry made from glass beads using bottles and old window panes.
- The organization established an innovative way of generating income to support financially as an alternative business method through the sale of the made products.
- “We sell our produced product to sustain the project to be self-sufficient in running our operation expenses,” said Project Manager.
4.4.3 Concluding summary for Critical Success Factors (CSFs)

In our empirical comparison between AVC, Hakizetu, and Wonder Workshop Organizations, Hakizetu and Wonder Workshop organizations seem to have enhanced much higher success in sustaining their Economic Empowerment Project, while AVC Tanzania seems to have lower performance success. In table 6 below, gives details of a summarised result of competence level of the respective organizations in sustaining project success in the EEP.

Table 6

<table>
<thead>
<tr>
<th>Critical Success Factors</th>
<th>Hakizetu Tanzania Organization</th>
<th>AVC Tanzania Organization</th>
<th>Wonder workshop Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Trust building</td>
<td>High level of trust through increased openness and transparency.</td>
<td>Managed to engage with local communities than external project partners, less trust.</td>
<td>Maximum engagement and involvement of all project stakeholders, locally and internationally.</td>
</tr>
<tr>
<td>2 Knowledge sharing</td>
<td>Trust help to maximize the process of transfer organizational knowledge to the teams.</td>
<td>Medium level of trust with different expertise partners weaken their knowledge base.</td>
<td>Efficiency and effective environment due to high trust influence knowledge sharing.</td>
</tr>
<tr>
<td>3 Team development</td>
<td>Increased effort on sharing skills and management through learning and innovation facilitate team growth.</td>
<td>They have few opportunities for learning and acquire new knowledge which lowers their level of skills development.</td>
<td>Create a conducive climate for learning and innovation. Team with high skills and knowledge on product development. While less market knowledge to win foreign market</td>
</tr>
<tr>
<td>4 Collaborative network</td>
<td>They managed to share vision and purpose collectively.</td>
<td>Weak ties within the team reduce organization networking ability.</td>
<td>High ability in collaborating with the diverse network.</td>
</tr>
<tr>
<td>5 Building entrepreneurial mindset</td>
<td>They are strongly searching for opportunities</td>
<td>Disengaging in collaborative activities, lower level of initiatives and search for opportunities.</td>
<td>The effective collaboration resulted to build an entrepreneurial mindset to project beneficiaries in the communities.</td>
</tr>
</tbody>
</table>
Empirically, these developed sets of capabilities above demonstrate a chronological order of relationship as described below:

By considering trust building to knowledge sharing relationship, the high level of trust that Wonder workshop and Hakizetu organizations obtained with their project team and stakeholders encouraged the process of transferring knowledge. However, AVC organization managed to gain trust among the team but could not manage to gain enough trust with other project stakeholders. This affected the sharing of knowledge between AVC and other project partners.

![Figure 3: Trust building Vs knowledge sharing (Created by authors)](image)

Moreover, focusing on knowledge to team development relationship, the effective and high level of knowledge sharing within Wonder workshop and Hakizetu organizations attributed to a high level of team development. In the other hands, AVC’s team development was affected due to inadequate capacity of sharing knowledge. Hence the low level of building trust as well as knowledge sharing with the project team and stakeholders limited the process of developing teamwork (See table 6).

![Figure 4: Knowledge sharing Vs team development (Created by authors)](image)

Furthermore, team development was more efficient within Hakizetu and Wonder Workshop Organizations, as much as team members developed, a collaborative network was enhanced amongst team members and even with other project stakeholders. Therefore, these respective organizations attained a high level of building a collaborative network with project stakeholders due to their ability to develop teamwork. Nonetheless, AVC organization low level of developing team affected the collaborative network that AVC could have created. Additionally, the low level of building and maintaining trust, knowledge sharing, and team development, limited the process of developing a collaborative network.
Consequently, team development seems to have a strong impact on building a collaborative network. Wonder Workshop and Hakizetu organizations managed to build both formal and informal networks with various stakeholders, such as the local community, companies, sponsors, and donors. This enabled the respective organizations to be more innovative, thus bringing their entrepreneurial mindset ambitions to reality. Again, their respective success in building entrepreneurial mindset was driven by their effort of building and maintaining enough trust, knowledge sharing, team development, and strong collaboration from the beginning of the EEP project (see table 6). In the other hand, because AVC did not manage to build a strong collaboration and other highlighted competencies with stakeholders. The possibility of the organization in building an entrepreneurial mindset was very challenging.

Finally, our empirical findings indicate that the project managers of the respective organizations play both managerial and entrepreneurial role in their organizations. Furthermore, they seem to possess different levels of competencies. The Economic Empowerment Project (EEP) under Hakizetu and Wonder Workshop organizations, succeeded due to the leadership competence level of the respective project managers in building trust among the teams and stakeholders, as well as their ability to facilitate knowledge sharing, developing teamwork capacity, and building a strong collaboration with different partners. Considering our empirical study, Wonder Workshop and Hakizetu organizations have proved that, these set of capabilities are essential and should be developed to enhance an entrepreneurial mindset. In contrast, AVC organization Project Manager failed to achieve the organizational goals due to the low leadership capacity in developing these highlighted set of capabilities.
4.4.4 Practical framework

Through our empirical work, the practical framework for Economic Empowerment Project (EEP) is illustrated below;

![Practical Framework for EEP (Created by authors)](image)

Figure 7: Practical Framework for EEP (Created by authors)

4.5 COMPARATIVE ANALYSIS OF THE FINDINGS

The purpose of this subsection of the findings is to analyze the empirical data together with the existing theory. However, there are already existing literature which describe these critical success factors (capabilities), in a similar way founded in our empirical work. Eisenhardt (2002) argues that it is essential for researchers to connect their empirical findings with the relevant theory. This can provide a useful contribution in the intended knowledge, and aid various researchers to validate their findings with regards to a theoretical framework which increase the research quality.

4.5.1 Building and maintaining trust

In the literature study, Ajmal (2015) describes trust as a concept of confidence or belief that rely on credibility, honesty, integrity, truthful faith that enable a party to meet obligations and the expectation of the other party and act according to their beliefs (Ajmal, 2015). While in our findings, the concept of building trust was observed when the Project Manager of Hakizetu stated that;

“We are transparent in our activities this helps us to receive more support from different donors and community as well. We have built a strong relationship with local stakeholders as well as international donors. The trust we build encourage them to sponsor us more than once in different phases of our EEP project”.

In dead, trust seems to be an important component, in building a relationship with different project stakeholders (Karlsen et al., 2008). Based on the empirical observation Hakizetu Organizations recognize the importance of beneficiaries having “skin on the game” thus engaging them in the project implementation from beginning to the end. Additionally, the importance of trust increases, since in the
new relationship the parties involved in the project implementation, do not have much prior knowledge among themselves and there is no enough time to learn from each other to develop from shared experiences (Brewer and Strahorn, 2012). As observed from the management of Wonder Workshop organization, the trust built within the communities and international sphere attracted the interest of great leaders such as the US, President George Bush, and Barack Obama to visit at their center in their diplomatic visitations in Tanzania while donating in their initiatives.

Therefore, Project leaders should be more competent and lead their team by example to build and maintain a high level of trust even when it may need more time. Indeed, the high-level of trust can enable an organization to improve the success of their projects (Burke et al., 2007; Karlsen et al., 2008). Hakizetu and Wonder Workshop Project managers proved to have a high level of trust within their team members, local communities and international supporters which enable them to have high success in the Economic Empowerment Project (EEP).

In the other hand, our empirical findings proved that collaborative leadership is essential for building trust and solving problems. Base on the interview with the AVC Project Manager, the organization managed to solve their problem collaboratively within their team.

“It’s a bit hard to manage different people working together on a project, everyone wishes to do things in their own way, thus everyone sees their way as the best option and suitable. I always encourage opinions from my team and helps them to combine effort and put into practice because I realize that, not all ideas are good, however sometimes other ideas could be an opportunity for the organization. This is essential in building a strong relationship with the project team and makes everyone feel part and sees the project as their own”.

In this conception researchers such as, Ganesan and Hess (1997) describes the concept of benevolence which shows more emphasis on the intentions, qualities, and merits regarding to the partner, which is also noted by Burke et al. (2007) as the quality of behaviours possessed by leaders to care for their leading team and create more concern in relationships. This behavior was shown by AVC project Manager as highlighted above. Additionally, the theorists argue that openness, respect, face to face conversation, honest, empathy, consistency, genuine listening to team members are an important component for trust building (Hakanen, Häkkinen, and Soudunsarai, 2015). Indeed, it is essential to encourage the divergent ideas of individuals. They may sometimes seem out of the organization's strategies. In most cases, these ideas are worth for organization (March and Weil, 2005).

Furthermore, even though AVC managed to build trust within the project team but the process of building a strong trust with other project stakeholders became a challenge for the organization since they did not have more prior report of the projects, as donors usually want to take a critical look at previous project reports at least 2 to 3 years before they agree to donate. This affected AVC’s financial
status in sustaining the success of EEP project. Marenakos (2011) emphasize that non-profit organizations need to think and strategize on suitable savvy ways of winning back the trust of the public and donors. Because of the low trust level AVC manage to sustain the success of their project but had a less success (see table 6).

Moreover, Beslin, Reddin (2004) and Karlsen et al. (2008) emphasizes that leaders should be aware that, trust is usually earned over a long time by making sure that they walk their talk to attract stakeholders interest. Therefore, trust is an essential asset for an organization since it helps to create loyalty in the situation where management needs to be understood and believed(ibid). A high-level trust may enable an organization to improve the success of their project (Karlsen et al., 2008; Burke et al., 2007). When project managers perform their responsibilities accurately and act trustfully, it has an influence on increasing trust to their team to perform their tasks honestly (Kanter, 2005).

4.5.2 Knowledge sharing capabilities

In the existing literature, Cohen, Levinthal (1990) and Davenport (1994) describe knowledge management as a process whereby an organization innovatively pay its attention in creating, transmitting and effective use of knowledge resources. Indeed, knowledge management as a strategy must be promoted within an organization to make sure that the required knowledge gets to the right people at the needed time for the improvement of the organization’s daily operations (ibid). We found similar evidence in our empirical studies, Hakizetu and Wonder workshop organizations managed to create a conducive environment where both project team and other stakeholders could share knowledge effectively.

Theoretically, it is proven that face to face interaction is essential for transferring tacit knowledge. Tacit knowledge stays with the persons who bear it and cannot be taken away from them. Therefore, the mechanism of transferring and sharing tacit knowledge needs a continuous process of communicating. Moreover, explicit kind of knowledge created within an organization can be saved and integrated as well (Grant, 1996; Nonaka, 2000). Empirically, we observed that the process of sharing tacit and explicit knowledge was essential within both organizations in their center, they trained project beneficiaries practically and prepared and shared various manuals and magazine which provided the necessary information about the project and lesson tips.

Therefore, it is essential for an organization to facilitate a learning environment, to acquire enough knowledge and experience when coordinating with a diverse team. Organizational learning is essential for knowledge sharing as the interaction of members through dialogue and collective thinking increase collaborations which can generate a coordinated set of actions. (DuBrin, 2005). In the other hand, Wonder Workshop organizations seem to have a high level in managing organizational
knowledge which is essential for team development as noted by Winter (1987) it is very crucial for institutions to take a critical consideration in the managing and exploitation of their various knowledge. Additionally, Grant (1996), Kogut and Zander (1992) describe that it is crucial for an organization to be innovative in transferring and sharing various kinds of knowledge to increase and combine its learning capability. Kogut and Zander (1992) also refer to this idea as a concept of “combination capability”. This implies that leaders should consider the mechanism of combining followers’ skills and competencies into action.

Even though AVC organization managed to promote the process of sharing knowledge within the organization, but still, could not manage to facilitate knowledge sharing with other project stakeholders due to their level of trust compared to the other organizations. Ardichvili et al. (2005) and Hendriks (1999) argues that irrespective of how motivated the teams are, they will never share knowledge with those they do not trust. Empirically, the project leader emphasized that AVC as a newly established organization could have gained a lot of skills with regards to the development project if they had won the trust of other stakeholders to obtain more opportunities for learning from outside of the organization rather than only focusing on sharing knowledge internally. McEvily et al. (2003) explain that knowledge sharing is affected by the level of trust within the teams. Consequently, its crucial for AVC project manager, to build and maintain strong trust with stakeholders to share knowledge as well as creating a conducive environment for the team learning, as noted by Nonaka (2000) and Kogut and Zander (1992) the importance of socialised environment (common space) in knowledge creation through conversion of tacit and explicit knowledge.

4.5.3 Team development capabilities

According to Shakespeare (2000), skills management serves as a direction for the management of employees. It displays plans for, learning, career path, task description, skills development, how to manage resource and staff allocation. This concept was proven empirically when Hakizetu Project Manager stated that;

“We have a long-term strategy of managing and developing the skills of our project team. This enables as to manage their skills and to contribute in the future project phases. We make sure all beneficiaries acquire necessary skills which will be useful in the long run as well as making a huge difference within the communities”.

Additionally, both Wonder Workshop and Hakizetu management teams used to be getting professional training from various international sponsors, this enabled their team to have the necessary skills to run programs on a long-term basis. Furthermore, the project managers of these respective organizations engaged in different leadership programs to enhance their capabilities. Kelly (2014) stress the important for organization management to carry out a needs analysis to show the current
collaborative skills that each of their workforces possess. Hence the needed measures must be adapted to strengthen any aspect they fall short of the needs analysis. Moreover, Lindsjørn et al. (2016) and Gradstein, (1984) argue that in agile teamwork, communication is less formal with no strong leadership, this encourages interaction among team members as well as collaborative decision making. Empirically we realized the same evidence with Wonder workshop and Hakizetu organizations in encouraging informal communication through open feedback sessions in their organizations. Consequently, the various professional training organized by Wonder workshop and Hakizetu management at their centers, empower employees and influence the level of team development and has led to a higher success in their organizations.

Furthermore, Shakespeare (2000) describes that a well-structured skills management procedure promotes a high level of coordination, discipline, employees planning, risk analysis and assessment, professional training, development programs, and resource allocation. By considering Wonder workshop in team skills perspective, the organization managed to develop project team with relevant knowledge and skills, however, they did not put much emphasis on professional development particularly in marketing and promotion in order to increase their sales and maximise income which resulted to less performance at the end of 2017, due to their inability to cover the operation expenses. As said by Wonder Workshop Logistic Manager;

“The organization promoted me to the logistic position, together with the responsibilities of finding markets for our products, even though I don't have any professional background in this field. I'm just an expert in wooden art”.

In the other hands, in our empirical studies, we found that training programs and continuous learning are building blocks for team development as noted by Agyris (1991) that success always depends on a lot of learning. Moreover, Kontoghiorghes (2004) describe that training process could have an influence on the workforce, organizations, individuals and the society they exist. Nonetheless, training effort may not provide effective results if the skills, knowledge, and attitude derived from the training are not effectively practiced within the prospective task. An inadequate number of professional training and experienced staff do affect the level of skills, growth, and teamwork amongst the project members performance within AVC organization. This affected the organization in meeting their long-term objectives of the project. Therefore, teamwork is a significant factor in project success which can be developed by encouraging efficiency and effective interactions and cohesiveness among the project team members (Yang et al., 2011).
4.5.4 Building collaborative network

According to Mandell and Keast (2009), the collaborative network is initiated when there are problems or complex problem that are/is needed to be solved with common effort and they can’t be solved by the individual participant. In our empirical study, we found that the respective organizations encountered a lot of community problems that could not be solved on their own. This rise the need for them to collaborate with their communities and other stakeholders. Denise (1999) and Schrage (1990) defines collaboration as a process which involves a shared creation amongst more than one party who have complementary skills and knowledge in building a shared vision or understanding that does not come from one party. In this conception, the shared meaning is the creation of something that was not there before(ibid). Empirically we found that Wonder workshop and Hakizetu organizations have managed to build a strong relationship amongst team members and project stakeholders which contributed to their performance. As observed during the interviews, Hakizetu Project Manager stated that;

“Before we implement our community project we engage all stakeholders to make sure we are solving the same problem with a shared purpose”.

Moreover, Wonder Workshop organization’s project manager also stated that;

“We have a strong collaboration with both project beneficiaries, local communities, companies, and international institutions which facilitate our organizational performance”

In this conception, Kelly (2014) explains that an organization with well collaborative environment generally incorporate workers and team and other actors in its activities at every level and divisions. This was evidenced empirically by Wonder Workshop and Hakizetu organizations. Their coordination which starts from the implementation process sees to engage community members, community-based organizations, social entrepreneurial groups, sponsors, and donors. The respective organizations are transparent and have well-established communication with project stakeholders through workshops, this strengthens social ties and the capacity for organizing, managing, and collective decisions making. Therefore, the capacity to share information, jointly developed proposals, with well planned joint workshops and seminars among diverse parties promote strong collaboration (Andersson et al., 2005).

Furthermore, Ford et al. (2003) and Karlsen et al. (2008) describes that the uniqueness of every relationship depends on the conditions that surround the parties involved, Therefore, organizational leaders need to build and maintain a working relationship to influence the project performance of the organization. Consequently, Hakizetu and Wonder Workshop organizations have managed to build a collaborative network which promotes collective efforts in the planning and implementation of project.
and managing resources. This facilitates the high performance of their Economic Empowerment Projects.

On the other hand, Karlsten et al. (2008) declare that to build a networking relationship, it is necessary for different actors to know how they engage and relate to each other in the process of building their relationship. Realizing this concept empirically, AVC organization failed to build a strong relationship with various actors. The organization faced a huge challenge in establishing a strong network with various stakeholders such as local entities, international institutions, sponsors, and donors. As quoted from AVC project manager;

“It’s been very hard for AVC to build a strong relationship and maintaining long term coordination since we lack ongoing program, it is hard to have a shared vision and purposes”

Kelly (2014) explains that all organization member must be on the same page, and this can be successful if the top leaders take over the control in developing communication skills. Again, collaboration must be part of the organizational culture which is promoted by both leaders and individual contributors within and outside the firm (ibid). Empirically we noticed that AVC has a collaboration with local stakeholders. However, this collaboration has a short-term focus, since they have not managed to engage in various projects that might widen their relationship with various development stakeholders.

Additionally, AVC organization has a weak collaboration with experienced organizations in project management, this lowers their performance in the Economic Empowerment Project and a failure in sustaining their project success. Lozano (2008) argues that to be more sustainable and economically self-sufficient, organizations leaders should engage in collaborative actions with their team members as well as other stakeholders outside, such as international organizations and governments. Strong collaboration is reached when all stakeholders trust each other and share common vision and purpose. While Kelly (2014) highlights that, effective collaboration is characterized by enough trust, good communication, and a shared vision. Even though AVC established a link with the local authorities and few community-based groups, they were not enough to promote a collective effort in implementing projects objectives.

4.5.5 Building entrepreneurial mindsets

With regards to our empirical findings, the project managers of Hakizetu and Wonder workshop organizations strived to search for innovative ways of running EEP in their communities. They initiated a collectively social business while engaging various project stakeholders in their communities. This novel way enabled them to generate their own income and reinvested back the profits to serve the various needs of people in their communities. Therefore, these leaders of the
respective organizations possess entrepreneurial ability noted by Zappe and colleagues (2013), as the ability to search and create opportunities, risk tolerance, opportunity recognition, value creation, market awareness, and product development.

Additionally, Scheepers (2018) describes that an entrepreneurial mindset is a person’s natural tendency and the urge to act, realize, and exploit chances. McGrath and MacMillan (2000) explain in their books that the capacity to act and discover opportunities is a habit of an entrepreneurial mindset. In this conception, the action of these respective organizations to engage in social business helped them to develop and sustain the success of their (EEP). Social business as a subset of social entrepreneurship which comprise of both profit and not-for-profit motives and, it can be differentiated with conventional entrepreneurship through giving high priority to social wealth creation than economic wealth creation Yunus et al. (2010). Again, Mair and Marti (2006) define social entrepreneurship as “a process involving the innovative use and combination of resources to pursue opportunities to catalyze social change and/or address social needs” (Mair and Marti, 2006 p. 36 & 37).

4.5.6 Social business innovation

With regards to Mair and Marti (2006) definition of social entrepreneurship, Hakizetu and Wonder workshop organizations have efficiently managed their project resources in addressing their social problems. The operation of “Tailoring Training Center” and “Welding Workshop Center” within these organizations, seems to correlate with the social business model developed by Yunus et al. (2010). There are four components of the social business model as distinguished by Yunus which seems to be applicable for Wonder workshop and Hakizetu Tanzania Organizations’ project. First, a value proposition: this component includes the company offered value of product or service to all targeted stakeholders (Yunus et al., 2010). Second, a value constellation: in a value constellation, a company designs the way in delivering product and service through engaging all stakeholders. In this component, the company delivers its product or services to the communities by engaging both internal and external stakeholders in value chains such as suppliers and other partners (ibid). As per Karlsen et al. (2008) it is essential to build a strong relationship with project stakeholders to increase project performance. Third, social profit equation: It involves the profit generated from value proposition and the way in which value is captured by the intended stakeholders (Yunus et al., 2010). Lastly, economic profit equation: This equation does not focus on maximizing economic profit rather, it displays the structure of the cost of capital incurred during value constellation (ibid).
### Table 7

<table>
<thead>
<tr>
<th>Social business by Yunus (2010)</th>
<th><strong>Economic Empowerment Project (EEP) as a Social business</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wonder Workshop</strong></td>
<td><strong>Hakizetu Tanzania</strong></td>
</tr>
<tr>
<td><strong>1. Value proposition</strong></td>
<td>The organization produced handmade high-quality products made by using waste materials, such as scrap metal, papers, and plastics to make products.</td>
</tr>
<tr>
<td><strong>2. Value constellation</strong></td>
<td>The organization involves various stakeholders in the supply chain in distributing their products through various stores, exhibitions, own on-site shop, locally and internationally.</td>
</tr>
<tr>
<td><strong>3. Social Profit Equation.</strong></td>
<td>The project employed disabled people who stragglng in the employment markets. These project beneficiaries employed on a full-time basis with a good salary to support themselves and their families. While the profit generated from sales reinvested back to project as well and reach more people.</td>
</tr>
<tr>
<td><strong>4. Economic profit equation</strong></td>
<td>The project became self-sustaining by selling goods produced at the training center to repay its investments cost, including the operations costs such as raw materials, labor powers, distribution of the products and so forth.</td>
</tr>
</tbody>
</table>

On the other hand, the process of building entrepreneurial mindset within AVC Organization become a challenge. Therefore, AVC organization failed to initiate income generating activities to ensure long term sustainability in running their project. With regards to the demands from local communities and the organizations prime motive, AVC seems to have not been able to satisfy these beneficiaries yet.
CHAPTER 5: DISCUSSION OF THE FINDINGS

5.1 Theoretical contributions of the research project

The importance of this subchapter is to demonstrate the theoretical contributions of the research study. It describes in detail on how the study contributes to the replication of the existing theory, the contradictions, followed by an advancement of the existing theory. The key point in this discussion is the proposed model of capacity development.

5.1.1 Replication of the existing theory

In the confirmation of the existing theory, the proposed capacity development model presented in chronological order. This model describes the concept, key capabilities that are essential for NGO leaders in building their competence while collaborating with highly diverse teams in achieving their intended vision and purposes.

5.1.1.1 Analysis of a proposed model for capacity development

The importance of the chronological relationship of these sets of capabilities of the proposed model are described below;

- Importance of trust building in knowledge sharing context

  Our empirical findings confirm the existing theory that describes the relationship between trust building and knowledge sharing. Empirically, our study evidenced that the high level of trust that Wonder Workshop and Hakizetu organizations obtained from both project team and stakeholders encouraged the transfer of knowledge amongst the project team within the organization and with other partners. This contributes to the success of their projects. In the theoretical perspective, Tsai and Ghoshal, (1998) describe trust as an important element that enables an establishment of a solid knowledge base among work teams and promote an overall knowledge exchange. Ling et al. (2009) refer to trust as an essential facilitator and determinant within knowledge sharing culture. Again, McEvily et al. (2003) emphasize that knowledge sharing is affected by the level of trust within the teams. While, Ardichvili et al. (2005) and Hendriks (1999) argues that irrespective of how motivated the teams are, they will never share knowledge with those they do not trust. Furthermore, Ling et al. (2009) concurred that the culture of trust is very crucial to inspire the development and application of knowledge within an organization. Consequently, trust within the context of culture encourages the overall process of sharing knowledge within organizations (Ling et al., 2009).

  Robertson et al. (2013) emphasize the importance of trust in knowledge sharing and then describes knowledge sharing as an important dimension of team performance. In this conception, trust building is an important facilitator in knowledge management, and the process of sharing knowledge is very crucial for team performance. This is also confirmed by our empirical findings (see table 6).
• **Importance of knowledge sharing in team development context**

As highlighted in the previous section, there is existing literature that describes how knowledge sharing is essential for team building and development, we found similar evidence in our empirical studies. The study proves that the effective and high level of knowledge sharing amongst Wonder Workshop and Hakizetu organizations’ project teams and stakeholders attributed to a high level of team development. This was facilitated by the horizontal way of making decisions. Similarly, Tarricone and Luca (2002) pinpoint that teamwork is characterized by a group of people who work together in a mutual environment to attain the groups set goal through the share of knowledge and skills. Thus, knowledge sharing is essential for teamwork. Moreover, Hutchins (1993) describes that people accumulate expertise when they go through the prescribed knowledge settings of their respective team or group as a result, it promotes team working efficiency. In this conception, teamwork becomes very efficient in the case where the knowledge of team members is similar and overlaps (Sapsed et al., 2002). Therefore, knowledge is fundamental for teamwork and development (Huang et al., 2014). Our study confirms that for team development, the organization needs to establish a strong knowledge base to facilitate skills management for personal growth. This is essential for organization long-term performance.

• **The importance of team development in building a collaborative network**

Our empirical findings demonstrate the relationship between team development and collaboration building. Our empirical observation confirms the existing theory concerning teamwork in building strong collaboration for organizational achievement. By considering the achievement of the respective organizations, Wonder Workshop and Hakizetu attained a high level of building a collaborative network with project stakeholders, due to their ability to develop teamwork (see table 6). Nonetheless, AVC organization’s inadequate team development activities they conducted within the organization, affected the collaborative network that AVC could have created. In this notation, the act of developing teamwork is crucial in building a collaborative network. As evidenced by Harris and Harris (1996), teams are said to have a collective purpose and goal when team members can acquire and develop an effective relationship to attain a team’s set goal collaboratively. Focusing on the shared goal and purpose is very crucial for team development (Tarricone and Luca, 2002). Additionally, Kelly et al. (2014) argue that a shared purpose and vision is a building block for collaboration. Therefore, team working demands that individuals can effectively work together and that entails the individual oriented skills, like listening, effective communication, and motivating others (Cohen, 1995). Indeed, for a team to perform towards a common goal, it is crucial for the team to discourage individualism.
and competition in common goal, by increasing flexibility and adaptation in the work environment while encouraging social interdependence and collaboration (Tarricone and Luca, 2002).

- **Importance of strong collaboration in building an entrepreneurial mindset**
  In our empirical studies, we found that the process of developing a collective mind requires a team with strong ties. This highlights the need for a collaborative environment for teams which have shared vision and purposes. The observation in our finding indicates that organizational leaders should build collaborative relationships to strengthen entrepreneurial thinking with their subordinates. In accordance with our empirical case study, Wonder Workshop and Hakizetu organizations managed to build both formal and informal networks with various stakeholders, such as local communities, companies, sponsors, and donors. Hence the strong collaborative networks they managed to build amongst team members and other partners enabled the organization to be more innovative, thus bringing the entrepreneur mindset ambitions to reality. This conception is confirmed with various theorists in their study.

  According to Hoang and Antoncic (2003), the role of the network such as the collaborative type of network as noted by Mandell and Keast, (2009) is valid within the entire life cycle of the business, not just in a business formation (ibid). Therefore, it is recommended that leaders of any network should play a dynamic and entrepreneurial role, which demands resourcefulness and agility. When collaboration increase more significant resources become available, which increase demand for entrepreneurial thinking (Shuman, 2016). The innovative ways of managing risks while searching and exploiting opportunities are the main characteristics of entrepreneurs as noted by Scheepers (2018). This implies that in the process of building a collaborative network, developing a collective mind is role-played by entrepreneurial leaders (Sapsed et al., 2002; Weick and Roberts, 1993). While Foss (2006) emphasize on building an informal network as it is a very crucial form of the network in the entrepreneurship initiatives.

- **Effective communication within the capacity development model**
  The study of Chong (2007) on the factors that contribute to a teamwork and high performance, stresses the importance of trust, communication, and commitment to the team members’ development. In addition, Cohen (1995) explains interpersonal skills as an essential element for developing an effective team. He mentioned that these types of skills include effective communication, listening, and the ability to influence others. In this conception, various authors validate the importance of trust, communication, commitment, and listening skills as the capabilities necessary for developing high performing teams, which is evidenced in our empirical findings of the proposed model of capacity development.
The existing theory confirms that effective communication and the components/capabilities that form the model are converging capabilities. By considering trust building as the first component to build, Proctor and Doukakis (2003) describe that trust is an important aspect for communication as it motivates workforces to adapt in the new changes and strategies. Indeed, communication within the entrepreneurial team is an essential dimension for trust building (Lefebvre, 2015). It is argued that team members should encourage open communication since team members become suspicious of each other in the absence of trust (Isaksen and Lauer, 2002). In recent studies, it has been proven that the failure of effective communication may result to a low trust level within the team, which may lead to negative organizational results (Bastien, 1987; Malmelin, 2007). Therefore, effective communication in an open environment is essential in facilitating the process of trust building (Mishra and Mishra, 1994; 2005). From a knowledge sharing standpoint; the process of shared medium for communication is essential for a combination of knowledge base asset (Hedlund, 1999). Hence, managers of various organizations should influence communication practices to gain trust from their team while facilitating knowledge sharing (Mishra and Mishra, 1994).

Regarding team development, it is proven that effective communication encourages effective teamwork amongst employees. Thus, good communication, both formal and informal usually encourages team collaboration while increasing morale. This resulted to develop new strategies which is essential for team in preventing uncertain risks (O’Daniel and Rosenstein, 2008). It is crucial to encourage communication channels to facilitate workers’ spirit and raise awareness of the objectives changes within the organization (Kotter, 1995). Communication is essential for teams as it facilitates
the new way of using available information for better allocation of resources (Barnlund, 1959; Marquart, 1955).

In the process of building a collaborative network, Kelly et al. (2014) emphasize the importance of communication in collaboration while pinpointing as an integral part of effective collaboration. In contrast, O’Daniel, Rosenstein, (2008), and Krauss, Bricker (1966) stress that it is essential to avoid communication delay for the efficient team collaboration. Therefore, communication incorporates a wide range of strategies, while the formal and informal type of communication among the parties is essential for collaboration (Kripalani et al., 2007). Finally, by considering an entrepreneurial mindset concept; different communication strategies are necessary for entrepreneurs in their business partnership since it enables them to create, launch and finance a new endeavor (Redien-Collot and Lefebvre, 2015). Therefore, it is not enough to be innovative in terms of creating novel ideas without efficient communication within a team (Isaacson, 2014). From a communication perspective, entrepreneurs should engage in innovative interventions that may influence their competence and trustworthy to different business partners which may realizing their credibility and legitimacy on their new initiative (Lefebvre, 2015).

- **The power of trust in building a collaborative network**

  Our empirical findings evidence the importance of trust building and effective communication amongst the project team and stakeholders. All respective studied organizations consider the importance of transparency in their interventions and being accountable to project stakeholders. Transparency was the root cause of strong trust amongst the team members that engaged in the collaborative project. The process of sharing various quarterly project reports made the team and stakeholders be informed frequently. Theoretical foundations proved that trust building, communication, and shared vision are building materials for effective collaboration (Kelly, 2014). Furthermore, Lozano (2008) argues that to be more sustainable and economically self-sufficient, organizations leaders should engage in collaborative actions with their team members as well as other stakeholders outside, for instance, international organizations and governments. Strong collaboration is reached when all stakeholders trust each other and share common vision and purpose (ibid).

5.1.2 Contradiction in the existing theory

It was also observed that some theories contradict the chronological relationship discovered in our findings and rather prove the inverse relationship. According to Sapsed et al. (2002), team-working and knowledge sharing are converging capabilities. Whereby Nonaka and Takeuchi (1995) stress that teamwork is a fundamental component in the conversion of personal (tacit) to organizational
knowledge. In contrast, our empirical findings validate that knowledge sharing is an essential component in developing teamwork. The researchers such as Hakanen, Soudunsaari (2012), Katzenbach, and Smith (1993) stress building trust as a critical aspect of building effective teams. However, we found a contradiction in this conception since our research findings show that firstly, trust should be built to support knowledge sharing which is the fundamental element of team development. In the other hand, the study by Egea (2006) describes the concept of collaboration and communication as the fundamental characters for successful team-working. Whereby in our empirical study, the process of developing teamwork is seen as one of the building blocks for collaboration building. Therefore, even though the proposed capacity development model (see table 6) demonstrated chronologically, we have also realized that there are existing theories that contradict with our research findings but they confirm that these elements are converging capabilities.

5.1.3 Advancing the existing theory

- Importance of the proposed capacity development model

The relationship and connection of the five discovered sets of capabilities presented in the proposed model of capacity development were not yet researched in the existing literature. Even though there was theoretical evidence in the relationship of these components, but there were no theoretical and empirical observation that highlighted this combination yet. Therefore, based on our empirical findings, we envisage that this model may contribute to the capacity building interventions. We believe that this model will provide an insight to researchers in developing different models such as capability/capacity models, knowledge management models, social business models while considering the relationship of these five sets of capabilities demonstrated in our empirical study. As noted by Bergeron et al. (2017), there is a little research on capacity building involvement that includes academic foundations.

- The implication of proposed capacity model in the Yunus social business model

The Yunus social business model was developed to contribute in the Social Enterprises sectors, particularly in the Microcredit institutions in Bangladesh (Yunus et al., 2010). There is no found evidence of the use of this social business model for Not-for-profit organizations operating in Sub-Saharan countries, particularly in East Africa, where there is a growth of social entrepreneurship (Rivera-Santos et al., 2015). Indeed, the social entrepreneurship field seems to grow rapidly while increasing more attention to many sectors (Martin and Osberg, 2007). Our empirical findings confirm that it is possible for Not-for-profit organizations and NGOs to become self-sufficient in their projects if they would collaborate in the social entrepreneurship and social business interventions. Thus, our empirical findings (see chapter 4 section 4.5.6) proved the practical implication of the Yunus Social
business model for self-sufficient projects of local NGOs in the base of the pyramid countries. Nonetheless, the Yunus model researched much on the profit-oriented organizations, particularly in Bangladesh (Yunus et al., 2010).

For the Yunus social business model to work more efficient in Not-for-profit organizations, while still fulfilling the interest of donors and sponsors in the base of the pyramid countries, we propose for the users of the model to take into account the basic proposed steps in the capacity building interventions, while involving the diverse team. Crucially, our proposed capacity model demonstrates the basic steps in the capacity building which applying social entrepreneurship initiatives when an organization engages with a highly diverse team. Even though the study in the Yunus social business model demonstrates the importance of engaging various stakeholders in the value constellation, the model did not demonstrate clear procedures on how an organization can establish a strong foundation to engage or collaborate with a diverse team from the beginning of the project. Therefore, our empirical work has proven the necessary steps (see table 6) to be considered by community-based organizations while collaborating with a diverse team.

5.2 Practical contributions of the research project

This sub-section demonstrates the practical contributions of the study while providing a great insight on project design and implementation to the development practitioners, particularly at the base of the pyramid countries. Followed by the importance of leadership style in capacity development initiatives.

5.2.1 Project design and implementation

This thesis provides the guideline for the development practitioners in the sectors of Non-Government Organizations, not for profit organizations, and Social Enterprises in the capacity building practices particularly, when engaging with a diverse network. As a matter of concern, the proposed capacity development model in this study may be utilized with the community-based organizations, local NGOs, and other development organizations as a guide to support capacity building programs for strategic planning and implementation. Since there is a little research with theoretical foundations in capacity building interventions as noted by Bergeron et al. (2017). Therefore the proposed capacity development model in this study could act as a catalyst for development practitioners in the process of designing capacity building practices in supporting the poor population. Furthermore, this thesis supports development practitioners to be aware of a different scenario in using the relevant models in tackling the ongoing practical challenges faced by development organizations. Indeed, management and organizational theories proved that there is lack of capacity for NGOs in learning and adapting to the new changes (Ahmad, 2006).
5.2.3 Leadership style in the capacity building interventions

Our empirical findings highlighted the importance of engaging leadership style in the organization. Engaging style usually based on empowerment and involvement in the highly transformational context, while the focus on producing radical change through engagement and commitment (Dulewicz and Higgs, 2003; 2005). The Project managers of the respective organizations indicated how they engaged their project team and stakeholders in the overall process of the project implementation. For instance, Hakizetu and Wonder Workshop organizations recognized the importance of beneficiaries to have “skin on the game”. In this conception, management leaders from development organizations should be aware of the usage of different leadership style while considering the size and type of the projects they implement. This would enable them to use relevant capacity building models as a guideline in their practices for social transformations. Muller and Turner (2007) stress that the leadership style of the project leaders is essential for project success, as it contributes to the management team for better allocation of resources (ibid). Therefore, the project manager must define the most suitable leadership style for their respective project (Rost, 1991; Yukl, 1994; Parry, 1998).

According to Heinecke et al. (2014), transformational leadership is mostly used by leaders who possess the entrepreneurial ability. Dees et al. (1998) refers an entrepreneur as a person who continuously seeks for a change, reacts to it, and utilize it as an opportunity. These respective organizations, particularly Hakizetu and Wonder Workshop seems to use transformational leadership style considering their entrepreneurial ability. In this perspective, Muller and Turner (2007) argue that transformational leadership style seemed to be dominant and applicable in all types of organization projects. However, it is recommended to apply involving style for transitional organizations which face important, but not an essentially radical change in the business (Dulewicz and Higgs, 2003; 2005). Therefore, our empirical findings show the need for the leaders from both Social Organizations and NGOs to select the correct leadership style by considering the type and size of the projects, team and stakeholders requirements, and steps to consider in capacity building interventions.

5.3 Limitations of the study

The limitation of this study needs to be acknowledged first, the research was intended to be conducted on water project whereby the respective organizations gave us their assurance on when and what time the interview could be conducted. Unfortunately, months later they turned their back on us concerning their own reasons change of management, inadequate time and many more. In this perspective, the intended plans had to be changed to a new direction with few weeks to the due date. Therefore, the time factor really affected our study objectives. As a result, it was very challenging on
reaching more organizations conducting the Economic Empowerment Projects, since most of them were busy with their duties.

Lastly, we acknowledge that there are many relevance literature published every day that we may not have able to access and used in our research study, which we believe would have contributed in developing our research study.

5.4 Future research

The results from the Studies in this research studies provide several directions for future research. The results provided some support for instance; the chronological relationship of the proposed model, the convergence of the components of the model with effective communication while enhancing organizational performance. Again, the research study was conducted base on an existing project team of the local NGOs conducting Economic Empowerment Projects in the base of the pyramid countries. We, therefore, suggest that future research may consider:

- Testing the proposed capacity development model to other types of projects.
- Testing the proposed model to the team that are not yet built.
- Testing the proposed model with the large size of organizations (INGOs), to determine if the same steps on developing organizational competence are applicable in the capacity building interventions with diverse teams.

Lastly, we also suggest for future researchers to develop further on our capacity model and research study by using more relevance and current literature that may be (will be) available and easily accessed in public domain.
CHAPTER 6: CONCLUSION

6.1 Concluding summary

In conclusion, the results obtained in this research have helped inform the chronological relationship of the model of capabilities, the relationship between the set of capabilities and effective communication, by exposing that these relationships are contingents in enhancing an effective team performance while sustaining project success. Again, it has created the awareness and the usage of leadership style required of management and leaders within development organizations while considering the size and type of the projects they implement.

Indeed, researchers such as Kleef and Roome (2007) pinpoint, managerial capabilities as the key for sustainable business success, while sooner Muller and Turner (2010), in their study, describes three categories of project managers’ leadership competence (i.e. professional, managerial and emotional) that are essential for project success, both study provide less insight in entrepreneurial thinking. Most recently, the rigorous research conducted by Heinecke et al. (2014) provide greater insights into entrepreneurial capabilities for managers in social organizations while pinpointing the less focus on the managerial thinking. Indeed, a managerial role highlighted to be integral for the growth of social organizations. Considering the theoretical standpoint, it is concluded that both sets of capabilities should be combined.

Furthermore, our research findings evidenced the need for Project leaders to balance both managerial and entrepreneurial thinking for the successful growth of their social organizations while fulfilling their intended goals and objectives in serving the poor population. Therefore, for development practitioners who wish to better understand the essentials of balancing managerial and entrepreneurial capacities in capacity building interventions, we believe that the proposed capacity development model in this research study may provide great insight and more relevance in solving ongoing leadership challenges of local NGOs in the field of project management. Hence, the sets of capabilities highlighted in the proposed capacity development model are internal in nature which fills the gap that our research is focused and purposed for.
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8: APPENDIXES
8.1 Appendix 1: Case study reports

A. Hakizetu Organization’s Annual Report 2016/17
Hakizetu is a Non-Governmental Organization established in 2011 with the vision; “Our vision is justice society where the voice of voiceless women and girls are empowered and raised to be heard and supported nationally and internationally”. The organization mission is to attain gender-equality in Tanzania and Africa while focusing their efforts on promoting social, political, educational, and economic empowerment of Tanzanian women and girls.
Activities

1. Supporting Child Domestic Workers

The organization collaborated with Tanzania Domestic Workers Coalition (TDWC) for the implementation of a project supporting Child Domestic Workers from exploitation and abuse in Tanzania.

*Hakizetu organization worked on;*
• Providing vocational skills (a short course of six months training) to 40 girls child domestic workers on Garment making and designing, catering skills to access income sources that can contribute to the eradication of poverty among those abused of their human rights, while achieving their full human potentials, stimulating self-employment and entrepreneurship spirit.

Project activities undertaken during the project:

a. Weekly follow-ups

• Weekly follow ups have been conducted at the center by Hakizetu VT Officer and other program officers to monitor attendance and performance status of the 10 trainees. The direct beneficiaries of the project.

b. Monthly meeting with Beneficiaries

• 3 meetings were held, 2 at the vocational center and one at Hakizetu Office to discuss challenges and achievements. Complex issues discipline matters were resolved jointly.

c. Self-confidence, body language and relationship literacy session.

• Two days’ literacy sessions were conducted to the beneficiaries at the NVT center where Volunteers from Iceland, Miss Clara and Tina facilitated the literacy sessions in collaboration with Hakizetu. The session aimed to strengthen the 10 CDWs capacities to abstain from forced and early marriage as well as unwanted teenage pregnancy.

Some of the remarkable comments from the beneficiaries:

• ‘I have gained literacy and numeracy skills after being associated with the vocational center. I have confidence and deepened skills to design numerous women dresses and can establish my own garment after completing my studies and train other interested girl’s child domestic workers’

• Lucy Shaaban, mentioned that, girls are human beings, who also needs to get married, but emphasized that the sessions on body language and relationships, has increased her self-confidence to say no to the dangerous relationships. playfully “We now understand our basic human rights and responsibilities. Personally, I have been empowered to speak up boldly in public” (Lucy Shaaban added).

• Considering the catering skills, the entire 5 girls’ beneficiaries stated that, they are now able to cook different kinds of food and bites such as, fish finger and Samosas,
Domestic workers, Beneficiaries of garment making and designing, some of Hakizetu and TDWC’S Officers and Employees during sewing machines distributing to CDWs, at October 2017
After 6 months of theory learning in Economic empowerment Project (EEP), 5 Girls (selected in the project) of garment making and designing were assigned at Small Industries Development Organization-SIDO Mwanza branch at Nyakato Mwanza for 4 weeks, were they were trained more on sewing maintains and management. After completing the 4 weeks training TDWC supported them with 5 sewing machines, one per each.

Lesson learned: Household poverty influences child domestic work and age of marriage, Prevention efforts could address this by increasing girls’ ability to generate income, helping families offset the norms of forcing children to involve in domestic work and other dangerous employment as only family income generation alternative. Girls attending vocational training are happy with deepened aspiration for change; they have changed physically and psychologically.

Table Banking to teenage mothers:
Increased ease of access of credit for women micro and small entrepreneurs and petty traders who normally lack qualification for credit benefits from formal financial institutions. Also, Hakizetu Tanzania, build the capacity on how beneficiaries can run their group as the best approach of giving them a sense of ownership.

2. As per the year 2017, Hakizetu reached 15 young women

• School dialogues

Hakizetu Tanzania conducted 6, in-school dialogues in 3 secondary schools of Ilemela and Nyamagana, Ibungilo, Lumala, Kiloleli, Baptist and Buswelu Secondary schools, the focus was to prevent child marriage, teenage pregnancy, and to equip teenage with skills that can support them to prevent violence to their peers and reporting violation cases and signs to the respected areas.

• Strategies adopted/used

➢ The established good work collaboration with the Districts education officers, and the Head teachers
➢ Voluntary preliminary discussions with the youth for the establishment of in-school youth clubs.
➢ Effective delivering of basic Safe Reproductive Health Rights (SRHR) to prevent early sexual behaviors to reduce drop out from schools.
➢ Follow up visits to the schools and holding discussions with the teachers.
3. Overall challenges
Lack of financial support, continue to affect Organization performance. Therefore, to overcome the challenge, the organization developed fundraising strategy to enable us to mobilize resources and not to depend on donors only. Again, the management team has collaboratively established income generation activities to reinvest and sustain the project.

B. AVC Organization’s Annual Report 2016/17
Organizational management and administration: AVC has 20 members and volunteer staffs. 7 full time volunteer staff recruited and maintained for the programs and volunteers 13 works as part time, also AVC offers part time volunteers and field work opportunities to add up working morale and deepen the ability to learn and perform. AVC’s vision is to help youth take a leadership role in addressing the most urgent cultural, social and economic problems facing their community.
AVC staff and other local development stakeholders at Kinondoni District (source: annual report)

Activities

1. Economic Empowerment Program

AVC established Women Economic Empowerment Project (WEEP) since 2013 with the motive of providing financial education and entrepreneurship training to women and girls in the underserved
communities of Kinondoni district in Dar es Salaam. AVC also planned to open Women Tailoring Center in Kinondoni District to equip the beneficiaries with tailoring training skills.

*Entrepreneurship training workshop in Mwenge office, Dar (source: annual report)*

2. Networking

AVC established networking interactions with the local community, and regional, organizations such as, UNA Tanzania, New life Orphans Home (NLOH) aiming to acquire exposure and innovative ideas to deliver to the community. They also tried our possible best collaborating internationally with; Helps
for Underserved Communities (HUC) in the USA, and International Peace Youth Group (IPYG) of South Korea.

KOICA representatives exchange ideas with AVC staff in one of their meeting (source: annual report)

3. Capacity building, Advocacy, media and learning materials

Workshops, training and seminars in Dar es salaam and another region: topic educating the young men and women on relevant social economic issues. At the end of each session conducted at schools, villages, learning materials were printed in booklets, posters to widened publicity and visibility of the project. AVC Printed T-Shirts, brochures leaflets and others with messages to support women and girls to enjoy their fundamental rights to equality, equity, and justice. People were observed demanding more copies and enjoyed reading and discussing seriously on their way back from the sessions. Moreover, One of the Dar es salaam TV stations (Tanzania Broadcast Cooperation- “TBC”) supported AVC to publicize their vision to inform the policy makers and entire community the strategic initiative for preventing the violation of children rights (Street Children), empowering women economically and enabling their voices to be heard and be supported accordingly.

Some of the remarkable comments from AVC Volunteers

- "Everyone is very genuine and helpful to the volunteers at AVC. I could not have asked for better team leaders and colleagues. They accommodated all my needs and provided me with exactly the type of volunteer experience I wanted. They were willing to customize my interests to what I wanted
to do and had the local links to the community”. Said Lisa Tan, Women Entrepreneurship Trainer from Canada

- "AVC’s volunteering program is a powerful, practical and a sustainable way to tackle poverty and assist the disabled in the community. It expresses human relationships and it gives the residents hope. Continue scheduling home visits, because it’s an outstanding way to visualize what’s happening in the community. Continue giving your volunteers a brief before entering the family’s home and continue to reach out to communities with the most severe situations". Said Paula Adams, Volunteer at Invest in One Child Project from the USA.

4. Achievement

- Reduced rate of youth in involvement in poor life styles like drug abuse, robbery, and prostitution
- Increase in entrepreneurs and environmental conservation Groups within the school’s communities.
- Provided food and clothes and other supports to more than 100 orphans and poor children at "New Hope Orphans Home and Umra Orphanage.
- Invest in One Child Project (IOCP). The project was successfully launched to focus on ameliorating the plight of homeless children in urban areas

5. Monitoring and evaluation program

- Indicators that were set for monitoring these programs include the Physical visit to the groups, interviews, reports, photos, qualitative and quantitative number of people reached.
- Follow ups to the communities and schools were done once per months.
- Meetings with teachers and leaders of school youth were scheduled at each month last Fridays.
- Activity reports and midyear reports were written and shared with various local based NGO’s’ particularly, UNA Tanzania and Swahili Dar Language School, that supported financially.

6. Challenges and the way forward way forward

AVC identifies the interventions that worked out effectively and adopted different strategies to deal with its challenges during the forthcoming year of operations. Some of the adopted strategies include;
• Sourcing more partners and linkages with various community based organizations to ensure resource mobilization. The need to deepened skills of the committed staff and other potential stakeholders to effectively manage the implementation of activities and other relevant office management issues.

• Financial difficulties have been one of the most very challenging issues to deal with, AVC wishes to reach more people within the community who are victims and less privileged is a vision to be achieved yet.

C. Wonder Workshop Organization’s Annual Report 2016/17

Wonder Welders are based in Dar-es-Salaam, Tanzania, and is the focus of a unique venture established in 2004, with the vision of “making the voices of underserved communities empowered and raised to be heard to the public and supported”. The organization primary aim is to train and
empower economically disabled Tanzanians, in various arts and crafts and providing marketing support to raise their income.

![Wonder Welders employees working at their Dar workshops (source: Wonder’s website)](image)

**Activities**

1. **Economic Empowerment Project.**
   - Providing professional training to beneficiaries in welding through foreign and local welding expert in the finer art of metal sculpture. using recycled scrap metal
   - A group of disabled men also were trained to make a wooden products which are environmental friendly.
Some of Wonder’s products made with Scrap metal at the training Center (source: Wonder’s website)
2. Achievements

- Wonder Workshop is today a group of 30 entrepreneurial disability who making a wide variety of handmade quality products using recycled materials.
- The organization has a very experienced team in making customized orders.
- Wonder managed sales activities in their own on-site shop, many of the items are sold in local markets as well as abroad.
- The organization reinvested income from the sale of the product to expand rapidly and cover the operation costs.

3. Future ambitions

- In the future, organization hope to continue to expand the training activities and have more disabled Tanzanians joining the team, to expand their market base, locally and globally while increasing income generating activities to stay self-sufficient in projects.
8.2 Appendix 2: Interviews guide

1. What is your position and could you describe to us what you do in your organization?
2. As project managers or coordinator, how many projects are you supervising at a time?
3. Could you please elaborate more on the (economic empowerment) project?
   • How long did your organization manage to run this project?
   • What are the size of the area (population of beneficiaries) did you cover?
   • Do you have any experience in running that kind of project?
4. Do you engage with other stakeholders during project implementation? if yes, how did you coordinate with them?
5. How do you prepare/empower your team toward the project?
   • How did you begin?
   • Have you had any difficulties in training them?
   • As a project leader, how do you open for feedback from your team?
6. How does your organization build a relationship with project stakeholders to ensure the project's set goals are attained?
7. How do you encourage communication within your team and with other project actors (i.e. donors, government and other partners)? What means of communication channel do you use to share your project objectives? (or in which ways do you share project objectives or information with them?)
8. What kind of success factors are essential for the project?
9. How do your organization manage to finance the project?
10. What kind of requirement do you need to show to get financial support from donors, sponsors or government?
11. What kind of activities have you planned in case the donor's or government budget fail
12. What do you believe, is important for your organization to develop to have a long-term impact on the community?
13. Describe a specific problem you solved for your organization during project implementation?
   • How did you approach the problem?
   • What role did others play?
   • What was the outcome?