Developing an Entrepreneurial Project Management Model for Social Enterprise Organisations

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Declaration of Originality

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Abstract

Project management has emerged as a theoretical construct in guiding managerial decision-making, whilst transforming from its traditional dominance in the fields of construction and engineering into sectors such as social enterprise organisations. The assumptions and priorities underpinning extant models of project management necessarily reflect the external environmental forces, competitive dynamics and organisational needs prevalent at the time of their development. There has been recognition that these assumptions and priorities (i.e. their inherent bias towards standards, policies and adherence to guidelines etc.) serve to undermine the role of project management in supporting proactiveness, innovation and creativity needed by organisations to compete in contemporary dynamic markets. To this end, corporate entrepreneurship (CE) literature has provided a strong theoretical basis for incorporating entrepreneurial actions, orientations and decisions into 'traditional' project management processes. As such, this thesis aims to advance understanding for the bases and processes of developing an Entrepreneurial Project Management (EPM) model through the lens of social enterprise organisations in a developing country context. Specifically, this thesis aims to address the following research question: *In what ways can project management incorporate elements of CE to construct an EPM Model through the lens of social enterprise organisations in a developing country context?*

This study employed a multiple-embedded case study approach and relied upon qualitative data gathering and analysis techniques to construct an EPM Model. This qualitative study used a mixed method approach in the form of documentary analysis and semi-structured interviews with twenty-eight key informants. The selection of key

informants was based on the managerial experience and their role in project management in social enterprise organisations.

This research has found that an EPM Model comprises six important components: (a) entrepreneurial initiation, (b) entrepreneurial planning, (c) entrepreneurial execution, (d) entrepreneurial monitoring and controlling, (e) perform integrated change control, and (f) entrepreneurial closing processes, each of which complements the other to complete the project life-cycle. Overall, this study has identified that a theoretical model linking project management and corporate entrepreneurship theories provides a more influential examination of the developmental journey of project managers when making complex and critical decision choices in a developing economy context, whilst simultaneously incorporating the entrepreneurial notions of *inter alia*, risk-taking, innovativeness, proactivity, creativity and competitiveness. Managing contemporary projects potentially demands the possession of corporate entrepreneurial capabilities for identifying and understanding opportunities and discovering creative approaches in coordinating project activities. This study therefore, argues that the more dynamic and complex the project environment, the stronger the appetite towards adopting an EPM Model. Complex interrelationships between project management and CE have been established for social enterprise organisations, which can serve as a baseline for future strategic management research.

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List of Abbreviations

AfDB	African Development Bank
APM	Association for Project Management
CDO	Community Development Officer
CE	Corporate Entrepreneurship
EPM	Entrepreneurial Project Management
HR	Human Resource
M&E	Monitoring and Evaluation
MEAL	Monitoring, Evaluation, Adaptive and Learning
MSPM	Master of Social Sector Planning and Management
NGO	Non-Government Organisation
OECD	Organisation for Economic Co-operation and Development
PMBOK	Project Management Body of Knowledge
PMCD	Project Manager Competency Development
PMI	Project Management Institute
PMP	Project Management Professional
PROLINNOVA	Promoting Local Innovation in Ecologically Oriented Agriculture and Natural Resource Management
SACCO	Saving and Credit Cooperative Organisation
UNDP	United Nations Development Programme
USAID	United States Agency for International Development
A2N-org	Case study 1 (one)
SOC-org	Case study 2 (two)
KUL-org	Case study 3 (three)
VED-org	Case study 4 (four)
CRS-org	Case study 5 (five)
CID-org	Case study 6 (six)

<p style="text-align:center">Chapter One</p>

<p style="text-align:center">Rationale and Introduction to the Thesis</p>

1.0 Introduction

The focus of this chapter is to introduce this thesis. The chapter objectives are four-fold. Firstly, the chapter explains the rationale for this thesis. Secondly, the broad research opportunity is identified and discussed. Thirdly, the chapter presents and explains the significance and contribution of the thesis. Lastly, the chapter concludes with the structure of the thesis.

1.1 Rationale for the Thesis

Project management burgeoned as a theoretical construct in guiding managerial decision-making and organisational development since the onset of the industrial revolution in the late 19th Century (Cook 1997; Kloppenborg, Opfer & Bycio 2000). The project management concept (and the process models that have been since developed in this regard) represent a combination of a range of theories relating to managerial planning, organising, leadership and controlling (Gauthier & Ika 2012; Johnston & Brennan 1996; Thomas, Cicmil & George 2012). The assumptions and priorities underpinning extant models of project management necessarily reflect the external environmental forces, competitive dynamics and organisational needs prevalent at the time of their development (Bygstad & Lanestedt 2009; Koskela & Howell 2002). Recently, there has been recognition that these assumptions and priorities (i.e. their inherent bias towards standards, policies and adherence to guidelines etc.) serve to undermine the role of project management in supporting proactiveness, innovation and creativity needed by organisations to compete in

contemporary dynamic markets (see Atkinson, Crawford & Ward 2006; Gorog 2016; Hodgson 2002; Klein, Biesenthal & Dehlin 2015). For example, Nguyen, Killen, Kock and Gemünden (2018) explicitly state that the changes in the logic that supports project management processes have been extensive in the past two decades, yet have barely been considered in the relevant literature. Kuura, Blackburn and Lundin (2014), Huff (2016) and Martens, Machado, Martens and de Freitas (2018) are representative of a movement calling for the inclusion of entrepreneurial concepts into the project management literature to better represent its operations in unpredictable environmental settings. Similarly, Di Muro and Turner (2018) identified the need to incorporate the notion of 'opportunity' into project management process models (in what they termed as an 'opportunity project' mindset) through the combination of the current segregated communities of project management and entrepreneurship. To this end, the corporate entrepreneurship (CE) literature has emerged to provide academic and practitioners alike with a fundamental basis for incorporating entrepreneurial actions, orientations and decisions into 'traditional' organisational and managerial processes (Anderson, Coffey & Dixon-Fowler 2014; Brettel, Mauer, Engelen & Küpper 2012; Buttice, Colombo & Wright 2017). The incorporation of CE elements into extant project management processes is deemed an appropriate mechanism by which to transform traditional project management into an entrepreneurial project management process (see Antoncic & Hisrich 2004; Bridge & O'Neill 2013; Burgelman 1983; Covin & Miles 1999; Frederiksen & Davies 2008).

There have been similar calls in the practitioner literature for the development of an Entrepreneurial Project Management model (hereafter EPM Model); these calls have emphasised the need for traditional project management concepts, methods and

applications to be more effective in fostering innovation, proactivity and creativity in the implementation of projects (Kuura 2012; Trokic 2016; Cooke-Davies, Cicmil, Crawford & Richardson 2007). Gedzun (2016, p. 1), for example, calls for an exploration of how the project management process can be augmented to assist organisations "... to manage, mitigate and minimise risks... [and] to improve business effectiveness and streamline the project life-cycle" to increase their innovative capacity. Given that entrepreneurial project managers empirically outperform their peers in terms of delivering innovative outcomes (despite representing only thirty per cent of the project managers in a typical organisation), there is a need to incorporate the judgment, stakeholder partnership and learning agility inherent to the entrepreneurial mind-set into project management process (Cook 2017; McWha 2017). The development of an EPM framework serves to provide a strong basis for the systematic management of projects, programs, and portfolios and at the same time be inclusive of the entrepreneurial principles of *inter alia*, flexibility, proactivity, risk-taking and innovation, etc. (Macheridis 2009; Trokic 2016).

1.2 Broad Research Opportunity

One specific organisational context that would benefit from the development of an EPM Model in this regard is that of 'social enterprise organisations' (Anderson, Coffey & Dixon-Fowler 2014; Gurbuz & Aykol 2009), and particularly those operating in developing country contexts (Ika 2012, 2014; Langdon & Burkett 2004; Panum & Hansen 2014). A social enterprise organisation is generally defined as an establishment whose mission and vision are to create social value in the not-for-profit or government sectors (Austin, Stevenson & Wei-Skillern 2012). As such, social enterprise organisations tend to engage in not-for-profit operations in order to generate positive

social outcomes (Kerlin 2012), and commonly take the form of charities, associations, co-operatives, foundations, and volunteer organisations (Bridge & O'Neill 2013; Evers & Laville 2004; Panum & Hansen 2014). Social enterprise organisations rely on innovative project management principles and practices to solve contentious, fast-changing, complex or wicked problems that cannot be successfully addressed with traditional project management approaches (Allinson et al., 2012; Edmondson 2016; Guimaraes et al., 2018). Since there is no definitive solution to such complicated problems, social enterprise organisations have to develop entrepreneurial measures to create innovative solutions that involve a range of both coordinated and emergent responses to manage societal problems (Rivera-Santos, Holt, Littlewood & Kolk 2015). The outcomes from such responses are particularly important, yet difficult to achieve in developing country contexts, where social problems are exacerbated by environmental issues/disasters, poor infrastructure, lack of government/institutional support, inadequate human capital, massive poverty, and dwindling international aid budgets (Deen 2015; Fister 2012; Ika 2014). The adoption of relevant CE elements into project management approaches would provide entrepreneurial project managers in social enterprise organisations with a framework to develop the capabilities needed to deliver solutions to complex social problems in challenging environmental contexts (Kuura 2012; Macheridis 2009; Thomas & Mengel 2008). Normatively, the development of an EPM Model would assist social enterprise organisations operating in developing countries context (and generally) to address these complicated problems more effectively and efficiently (McWha 2017; Wikström, Artto, Kujala & Söderlund 2010).

1.3 Significance and Contribution of the Thesis

This thesis contributes to both CE theory and project management theory. A theoretical EPM Model has the capacity to provide a wide range of advantages to organisational development. Firstly, an EPM would provide guidance for practicing managers seeking to adopt entrepreneurial concepts more effectively into their project management practices; it would provide a theoretical link between strategic planning and execution of organisational projects, whilst simultaneously incorporating corporate entrepreneurial notions of, *inter alia*, risk, flexibility, innovation and competitiveness. Secondly, an EPM would provide a basis for the recognition and definition of dynamic capabilities which underpin best practices in entrepreneurial project management in a range of industries and organisational contexts. Thirdly, and perhaps most importantly, an EPM would serve as the basis for an ongoing research agenda that can unite the two domains of project management and entrepreneurship. For the project management domain, it would offer a framework to expand the conceptual basis upon which the notions of innovation and differentiation can be incorporated into project management processes whilst for the entrepreneurship domain, it would offer an opportunity to demonstrate how entrepreneurship tenets are compatible with strategic management principles within the project management ecosystem in a range of different economic contexts.

1.4 Structure of the Thesis

This thesis proceeds in five chapters. Following this introductory Chapter, the literature review (Chapter Two), which incorporates current research, will provide an overview of the 'project management' and 'corporate entrepreneurship' literatures to construct a theoretical EPM Model, and serves as the basis for the interview questions posed to the

informants, and the basis upon which the research question will be analysed. Chapter Two also culminates into the generation of the specific Research Question to be addressed in this thesis. Chapter Three details the methodological principles and procedures that were engaged to gather and analyse the necessary data required to answer the research question posed at the end of Chapter Two. Chapter Four provides an analysis of the case data in terms of the contextual factors and the development and progress towards implementation of the EPM framework presented in Chapter Two. Drawing on the data and using the computer software package QSR NVivo (version 11), the common themes emerging from the semi-structured interviews were identified and triangulated between informants and secondary data documentation. Chapter Five, provides a discussion of the key findings of the thesis. Based on the analysis of the case data, theory building is used to propose an adjusted theoretical EPM Model within the lens of social enterprise organisations operating in a development country context. This model is accompanied by a discussion of its implications for both practitioners and researchers. Chapter Five also concludes with an acknowledgement of the limitations of this study and future research opportunities.

<center>**Chapter Two**</center>

<center>**Literature Review**</center>

2.0 Introduction

The objectives of this chapter are five-fold. Firstly, this chapter provides a review of the project management process. Secondly, the chapter provides an array of corporate entrepreneurship principles and practices pertinent to theoretical development of an entrepreneurial project management process. Thirdly, the chapter builds on project management and corporate entrepreneurship theory which underpins the construction and/or development of a theoretical EPM Model presented for further investigation. Fourthly, the chapter provides background to the nature of social enterprise organisations in the developing countries context. Lastly, the chapter presents the specific research question to be addressed in this thesis.

2.1 The Project Management Process

Project management is a subfield of management and organisational studies based on a set of models and techniques used for the planning and control of complex undertakings in similarly complex environments (Azarov, Yaroshenko & Bushuyev 2012; Cooke-Davies 2001; Gauthier & Ika 2012; Söderlund 2011). Similarly, project management takes on non-complex projects in less complex environments (Ika, Diallo & Thuillier 2010). This study focuses on the former project management context, not the latter. The Association for Project Management defines project management as "…the process by which projects are defined, planned, monitored, controlled, and delivered such that the agreed benefits are realised" (APM 2012, p. 2). The Project Management Institute (PMI 2017, p. 10) defines project management as the "…application of knowledge, skills, tools, and techniques to project activities to meet the project requirements". The

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foundational elements underpinning this definition of project management include: (a) project entry-phase (b) project exit-phase, and (c) project life-cycle (see Figure 2.1). Each of the foundational elements are discussed in the sections below.

2.1.1 Project Entry-Phase

The project entry-phase requires the project initiator to take charge of work processes including *inter alia*, conceptual development, feasibility study, design, prototype, and concept testing (Pasian, Sankaran & Boydell 2012). According to the PMI (2017), the project entry-phase is handled externally to the project boundaries and is characterised by three important components: (a) the project's business case, (b) project agreements, and (c) the project's statement of work. These issues are described in the sections below.

2.1.1.1 Project's Business Case

A project's business case developed prior to initiating a project, serves to define the problem or opportunity in detail and identifies strategic recommendations for implementation (Westland 2006). Similarly, the business case is an economic feasibility study used by the project initiator in making project investment decisions (PMI 2017). The project's business case document is used to establish the validity of the project and lists its objectives (Meredith & Mantel 2011). The project's business case often results from carrying out a needs assessment to understand the business goals and objectives, opportunities and provides for recommendations to their implementation (Kerzner 2017). The project's business case document further provides the basis for project managers to ensure that the project effectively and efficiently fulfils predetermined criteria (Kerzner 2017).

2.1.1.2 Project Agreements

Project agreements are mutually binding provisions used by project authorities to define the project's initial intentions (Salacuse 2000). Project agreements often take the form of contracts, memorandums of understanding between project sponsors and implementors, letters of intent, and email communications etc. signed between responsible parties (Gatti 2012; Thompson, Cox & Anderson 1998). Often, agreements and/or contracts are the preferred choice of establishing assurance by the organisations when executing work for external customers; representing a legal relationship that is subject to remedy in the courts (PMI 2017; Sailer & Morciniec 2001). Project agreements deal with highly complex, technical and financial matters and involve huge financial resources that require all parties involved to seek contractual stability (Kloppenborg, Tesch, Manolis & Heitkamp 2006). Salacuse (2000), argued that project sponsors and implementors use agreements to safeguard their contractual obligations; both knowing that many unforeseen political, economic, regulatory and technical circumstances may lead to drastic project changes. The major components in a project agreement document can vary, and may include *inter alia*, pricing and payment terms, quality and acceptance criteria, incentives and penalties, and dispute resolution mechanisms (Kloppenborg, Tesch, Manolis & Heitkamp 2006; PMI 2017).

2.1.1.3 Project's Statement of Work

The project's statement of work is a written description of a project that clearly describes the attainable project deliverables or the planned outcomes of the project and sets forth the specific tasks that need to be completed (Innes, Hemmelgarn & Gargiulo 2004; Pratt 2006). The project sponsor or initiator provide the project's statement of work, detailing the business needs or service requirements for internal projects (Martin

2010; PMI 2013). In addition, the project's statement of work must reference the business need, scope description, etc. and seeks to ensure that each project contributes to the overall objectives of the performing organisation (Kerzner 2017). The PMI (2013), deduced that for external projects, the statement of work may be received from customers as part of the bid documents or as a component of the contract. The statement of work defines the project scope and often the absence of a defined scope leads to poor project delivery (Meredith & Mantel 2011). According to Indelicato (2011), the statement of work is used to convey the level of detail necessary for project implementors to deliver the product, service or results. Project managers use the statement of work to define a new project that may potentially be segregated into measurable work packages (Fleming & Koppelman 2006). Evidence from the PMI (2013), suggests that the project's statement of work comprises three important components: (a) business need, (b) product scope description, and (c) strategic plan. Within the business need element, projects emerge to fill gaps between the current state of business and its goals, and based on several factors (e.g. market demand, technological advancement, legal requirement, and environmental considerations etc.) (Rad 2003). However, the product scope description documents the characteristics of the product, service, or results that the project will be implemented to create (Rad 2003). In the same regard, the strategic plan documents the organisation's strategic vision, goals and objectives and may contain a strategic mission statement (Kerzner 2017). Extant literature suggest that projects have to be aligned to the organisation's strategic plan whilst ensuring that they contribute to the overall objectives of the organisation (Milosevic & Srivannaboon 2006).

2.1.2 Project Exit-Phase

According to Meredith and Mantel (2011), the iterative nature of project phases suggests that project deliverables evolve from concept through delivery, growth, maturity and to exit. The project exit-phase seeks to ensure that project deliverables are passed on to the end users, and that project records (e.g. policies, knowledge bases, procedures etc.) are appropriately managed (Tereso et al., 2018). In addition, the exit-phase aims to recognise three important activities (i.e. documented approvals, completed documents, and completed deliverables) that culminates into organisation substantiality (Fangel 2018; PMI 2017).

2.1.3 The Project Life-Cycle

The project life-cycle represents the type of development undertaken from the project's entry phase through to its exit phase (Westland 2006); it is generally associated with the actions relating to project initiation, project organisation and preparation, project work execution, and phaseout (Cooke-Davies 2001; Meredith & Mantel 2011). Project phases are time bound, logically related activities that culminates in the completion of one or more project deliverables, and may be sequential, iterative, or interdependent (Bredillet 2004; Williams 2005). Westland (2006) argued that the generic project life-cycle comprises various development life-cycles (e.g., predictive, iterative, incremental, adaptive, or hybrid). In addition, project managers are responsible for determining the most appropriate life-cycle for each project to deal with the associated environmental complexities (Larman & Basili 2003; PMI 2017). The life-cycle typologies are presented in turn below:

- *Predictive project life cycle* (also referred to as the 'waterfall' model): the project is well-defined from its initiation with the bulk of planning occurring during the

project's early stage, which provides for the sequential development of project deliverables (Fangel 2018). The requirements must be clear before going to the next phase of design and changes in the project's scope are either not considered at all or managed carefully (Balaji & Murugaiyan 2012; PMI 2017).

- *Iterative project life-cycle*: the project major constraints (e.g. time and costs) are routinely modified through a series of repeated iterations as the project team's understanding of the product increases (Westland 2006).

- *Incremental project life-cycle*: the project results, service or product evolve based on a series of small-incremental decisions in which project managers repeatedly evaluate changing project risks to manage unstable stakeholder requirements; the final project deliverable can only be completed after the final iteration (Larman & Basili 2003; PMI 2017).

- *Adaptive project life-cycle*: this approach is based on application of agile tactics and approaches as product development follows a complex, continuous, iterative, and repetitive process. The life-cycle is a combination of iterative and incremental approaches to enable projects deliver frequently in an environment disrupted by exponential advances in technology and systems (Larman & Basili 2003).

- *Hybrid project life-cycle*: the life-cycle is a combination of predictive/water fall and iterative life-cycle approaches. For known project requirements, managers follow a predictive approach whilst for the evolving project elements, project managers may adapt the agile approach to enable effective project delivery (PMI 2017; Westland 2006).

Figure 2.1 Project Management Foundational Elements
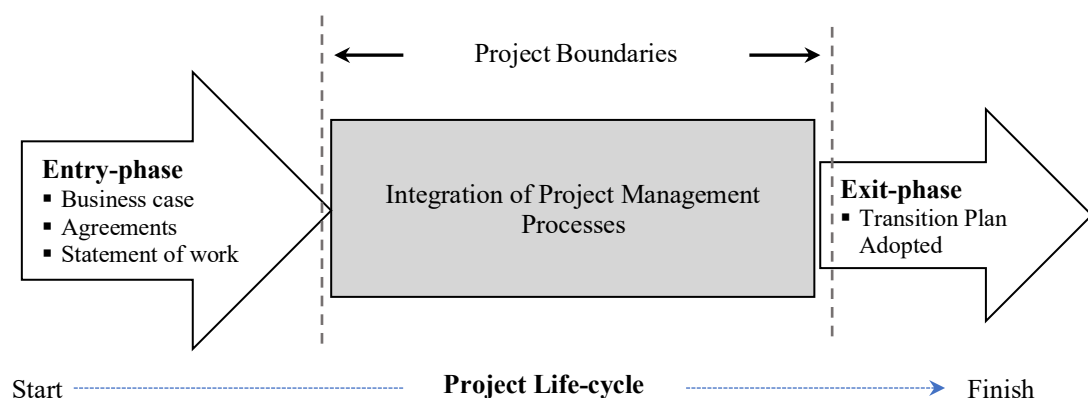
Given that projects operate in unique and complex environments that can either have a favourable or unfavourable impact on project outcomes (Morris, Pinto & Söderlund 2012; Shenhar & Dvir 2007b; Thamhain 2004), it is obligatory on project managers to be aware of the environmental factors that can potentially enhance or constrain project management options (Meredith & Mantel 2011). Within this context, project managers must, therefore, be concerned and attuned to the cultural, organisational, and physical environmental conditions influencing the project (Engwall 2003; Wideman 2001). The project's environmental influences are discussed in the section below.

2.2 The Project's Environmental Influences

Project environmental circumstances influence how each project management process is implemented (Engwall 2003). According to Wideman (2001), the project's environmental influences can vary widely in type and nature; influencing the project outcomes either negatively or positively (Cicmil 2000; Fangel 2018). Projects take place in various environments exclusively characterised with complex societal structures, values, and systems (Engwall 2003; Thomas & Mengel 2008). As such, understanding and gathering information concerning the environment is critical in order to identify promising opportunities for project success (Howell & Sheab 2001). Azarov, Yaroshenko and Bushuyev (2012) identified a list of events that influence projects including economic, political, seasonal, environmental, unhealthy competition, venture capital, force majeure, and management factors. Extant literature differentiates project environmental influences into two broad categories: (a) internal environmental factors, and (b) external environmental factors (see Arogyaswamy & Byles 1987; Engwall 2003; PMI 2017). These categories are discussed in the sections below.

2.2.1 Internal Environmental Factors

Internal environmental factors are conditions within the project's environment under the control of the project team (e.g. plans, processes, policies, procedures, and organisational knowledge bases) that nonetheless influence, constrain, and direct the project outcomes (PMI 2017; Wideman 2001). The internal environmental conditions are specific to and used by the performing organisation; often arising from the organisation itself and play a significant role in the life-cycle of a project (Westland 2006). For example, the organisational knowledge bases, lessons learned from previous projects, and historical information can influence and/or direct future projects operations (Ajmal & Koskinen 2008). Similar internal organisational influences (e.g. organisational culture and governance, resource availability, and employee capability) are also associated with project failure and/or success (Cicmil 2000; Fangel 2018). Projects are influenced by organisational cultural norms, leadership style, and ethics surrounding the project environment (Thompson & Richardson 1996; Wideman 2001). Similarly, the physical infrastructure (e.g. available project facilities, equipment and information technology hardware) also have an influence on how projects are implemented (Ives 2005). Bresnen et al., (2003) suggest that the human resource expertise and their level of competence may potentially influence or even constrain project outcomes. The organisation's internal environmental dynamics (e.g. organisational structure, management elements, and governance frameworks) may impact on the power, competencies, and political capabilities of project managers and team members to act within the organisational systems (Ashton 2004; PMI 2017). For example, the organisation's human resource capabilities, and delegation capabilities can enhance or constrain project implementation processes (Cicmil 2000). In addition, management elements may either positively or negatively influence project outcomes

(e.g. unity of command where one individual orders for any action, division of work using specialised skills, and authority given to perform work etc.) (Ives 2005).

2.2.2 External Environmental Factors

External environmental factors are conditions, not under the control of the project team, that nonetheless influence, constrain, or direct the project (PMI 2017; Wideman 2001). Bresnen et al., (2003) describe external environmental influences to originate from the environment outside of the project and often outside of the performing organisation. The external environmental factors that have an influence on the project's life-cycle include *inter alia*, physical environmental conditions, marketplace conditions, legal restrictions, academic research, and government or industry standards (Cicmil 2000; PMI 2017). In terms of physical environmental conditions, project teams rather perform effectively and efficiently under conducive environments with favourable working conditions, weather, and limited work constraints (Hetling & Botein 2010). In terms of marketplace conditions, organisations often consider their marketplace competitors to tailor their project approaches. Marketplace financial considerations (e.g. currency exchange rates, inflation rates, bank interest rates etc.) direct the organisation's cost of capital, which can positively or negatively influence project outcomes (Bresnen et al., 2003). Hetling and Botein (2010) critiques that projects are heavily influenced by funding sources, whilst noting the greater tendency of project design and goal displacement in projects funded by external grants from government funders or donors. In terms of legal restrictions, projects are influenced by the prevailing country or local laws and regulations, which could be related to various factors (e.g. security, data protection, business conduct employment regulations etc.) (Cicmil 2000; Ives 2005). Within project management literature, the associated project influences can include

industry studies, and publications; often with contradicting results that can negatively or positively influence project operations (Berg & Wright 1981). In terms of government of industry standards, examples of project influencing factors may include regulatory agency regulations and standards related to products quality, and workmanship considerations (Grimsey & Lewis 2002). The project's environmental influences are demonstrated in Figure 2.2 below.

Figure 2.2 Project's Environmental Influences
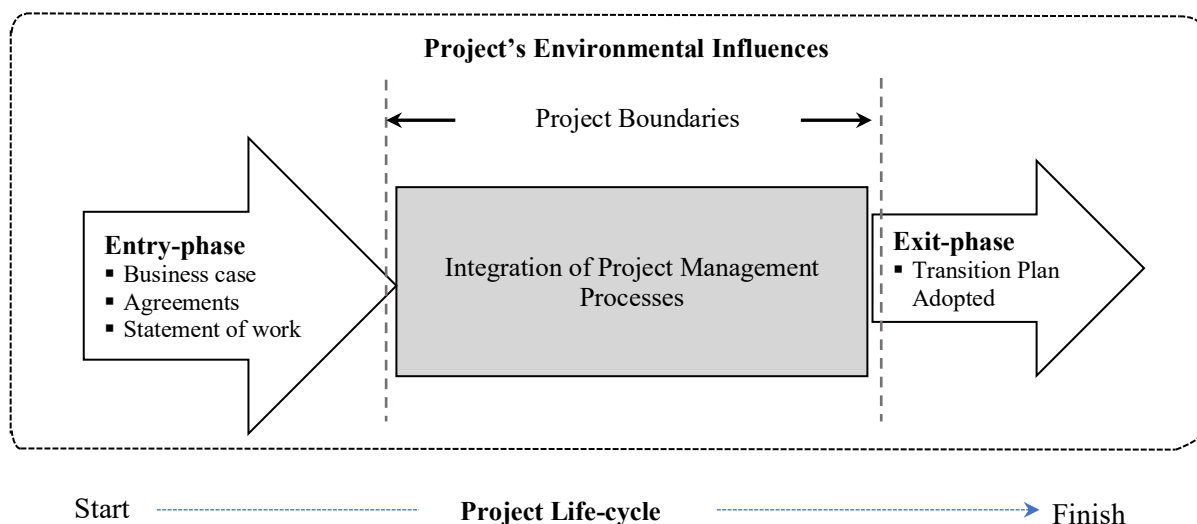
Project management outcomes are accomplished through the appropriate application and integration of the project management processes (i.e. initiation, planning, execution, monitoring and controlling and closing) (Ibbs & Kwak 2000; PMI 2017). The integration of project management processes where they interact, is a critical skill required of project managers as they are responsible for guiding project teams to focus the project (Meredith & Mantel 2011). Similarly, project managers are responsible for integrating elements of the environment that influence achieving project success (Ives

2005). The integration of the project management processes is discussed in the section below.

2.3 Integration of Project Management Processes

The integration of project management processes comprises the unification, consolidation, communication, and interrelating the processes (i.e. initiation, planning, execution, monitoring and controlling, and closing) through coordinated activities (e.g. develop the project charter, develop project management plans, etc.) (Howes 2001; PMI 2017; Tereso et al., 2018). These project management integration processes are concerned about describing and organising project work for effective project delivery as demonstrated in Figure 2.3. These processes are discussed in the sections below.

2.3.1 Initiation Process

The project initiation process is performed to either define a new project or a new phase of the existing project through obtaining authorisation from the project initiating entity (e.g. project sponsor, customers, performing organisation etc.) (Lientz & Rea 2016; Meredith & Mantel 2011). The initiation process involves making decisions concerning how a project will deliver results and reconciling these with the customer's budget (Ursula 2010). Effective and efficient project initiation is centred around experienced and professional project managers being more fully involved in shaping the project initiation process as well as managing the increasingly complex people plus technology projects (Walker et al., 2008). The initiation process is also important in the alignment of stakeholders' expectations and the project's purpose (PMI 2017; Söderlund 2002). Within the initiation process, the project's initial scope is defined with initial financial resources commitments. The project manager(s) are formally appointed in addition to

the identification of stakeholders who will influence the project outcomes (Grant & Pennypacker 2006; Westland 2006). Once the project charter is approved, the project managers are authorised to allocate organisational resources to project activities (Suikki, Tromstedt & Haapasalo 2006; Westland 2006). Extant literature identifies (a) project charter development, and (b) stakeholder identification as important components that comprise the project initiation process (Kerzner 2017; PMI 2017). These processes are discussed in turn below.

2.3.1.1 Project Charter Development

The 'project charter' represents a statement of objectives that details project goals, roles and responsibilities; identifies the main stakeholders, and the level of authority of project managers (Kappelman, McKeeman & Zhang 2006). The project charter can operate as a strategic summary of the project's key success factors (Macheridis 2009; Shenhar 2001). The project charter development detail the project major objectives, scope boundaries and reciprocal agreements between the project's implementation team and key stakeholders (Hayes 2000; Tereso et al., 2018). The Project Management Institute (2017, p. 563) denote project charter as a "…document that formally authorises the existence of a project and provides the project manager with the authority to apply organisational resources to project activities". Given that projects compete for limited resources, Jaafari (2006) argued that the presence of a formal authorisation makes it easier for project managers to define and obtain the required resources. The project charter provides a direct link between the project and the organisation's strategic objectives (PMI 2017; Tereso et al., 2018). The project charter is significant to the success of projects as it transforms agreements and facts into a documented project management approach (Hayes 2000; Westland 2006).

2.3.1.2 Stakeholder Identification

Stakeholder identification refers to the process of identifying on regular basis project stakeholders, including analyses and documenting appropriate information concerning their interests, involvement, interdependencies, influence and potential impact on project success (Davis 2014; PMI 2017). Project stakeholders are "…individuals or groups who have an interest or some aspect of rights or ownership in the project, and can contribute to, or be impacted by, either the work or the outcomes of the project" (Walker et al., 2008, p. 2). Effective stakeholder identification enables project teams to effectively engage each stakeholder or stakeholder cohorts (Tang, Tang & Katz 2014; Vos & Achterkamp 2006). The stakeholder identification process enables project managers and team members to understand the categories of stakeholders and the level of management responsiveness to stakeholder demands and needs (Buttice, Colombo & Wright 2017; Mitchell, Agle & Wood 1997). Davis (2014) and Shenhar and Dvir (2007b) noted that owing to the divergent views' stakeholders hold in their definition of project success, many projects have been characterised as a failure when they do not sufficiently meet stakeholder expectations. Stakeholders have legitimate interests in procedural and/or substantive aspects of the project, as such responsibility rests on the project managers to ensure that stakeholders interests are met (Davis 2014). Importantly, organisations have their own legitimate interests that they must fulfil in order to prosper, thus project managers may need to balance the conflicting stakeholder and organisation's interests (Eskerod, Huemann & Sevage 2015). According to the PMI (2017), the process of stakeholder identification should commence as soon as the project charter has been approved in order to increase the chances of project success.

2.3.2 Planning Process

The planning process establishes the project's specific course of action to accomplish predetermined objectives stipulated in the project charter (Badiru 1991). Planning starts by considering the information needed to satisfy the project requirements (Denker, Steward & Browing 2001). Similarly, Hayes (2000) and Srivannaboon (2009) argued that the planning processes establish the total scope of the project, define and refine the project objectives, as well as develop the project course of action to deliver results. Pre-planning performed at the project initial stages also provides a foundation for more detailed future planning activities (Hayes 2000). According to Signore (1985) and Burke (2014), project planning provides the project's framework and an opportunity for project documentation process; maximises the chance to develop customer tailored projects within budget and schedule. Project planning is an iterative, progressively elaborated, and ongoing process that culminates into a project management plan (Denker, Steward & Browing 2001; Hayes 2000). Project managers are required to involve all relevant stakeholders whilst developing the project management plan (Globerson & Zwikael 2002; Tereso et al., 2018). Project management planning represents the process of defining, preparing, and coordinating all plan components (i.e. scope management plan, schedule management plan, cost management plan, and stakeholder management plan etc.) (Srivannaboon 2009). It also includes consolidating them into a comprehensive document that defines the basis of all project work and how project work will be performed (Globerson & Zwikael 2002). Srivannaboon (2009) argued that project management planning is not an open-ended process but rather performed once or at predefined points in the project.

2.3.3 Execution Process

The execution process is where the project tasks are completed and relies on effective leadership abilities (Ursula 2010). The execution process administers the work defined in the project management plan to satisfy the project requirements (Taylor 2008). The project manager and team members are involved in coordinating resources, managing stakeholder relationships, and integrating and performing the activities defined in the project management plan (Meredith & Mantel 2011). In addition, deviations from the project management plan may be dictated by factors not previously identified by the project team. This may require making plan adjustments, change requests and approvals, and a lot of administrative tasks including seeking additional resources (Tatikonda & Rosenthal 2000; Westland 2006). Project execution is assumed to be completed when all deliverables have been achieved and the customer has accepted the final product, service or results (Westland 2006). Extant literature identifies (a) direct and manage project work, and (b) manage project knowledge as important components that comprise the project execution process (Kerzner 2017; PMI 2017).

2.3.3.1 Direct and Manage Project Work

Direct and manage project work demonstrate the process of leading and performing project work as prescribed in the project management plan (Kerzner 2017). The execution process also allows the performance of change and/or configuration management processes to achieve the project objectives (Badiru 1991; Ika, Diallo & Thuillier 2010; Kerzner 2017). The planned project activities are executed to achieve complete project deliverables and also to accomplish established objectives (PMI 2017). Cooke-Davies (2001) and Sauer, Liu and Johnston (2001) opined that project managers together with team members directs the performance of planned project activities as

part of their responsibility to managing the various technical and organisational interfaces that exist in the project.

2.3.3.2 Managing Project Knowledge

According to the PMI (2017), managing project knowledge seeks to ensure that the accumulated skills, experience, and expertise of the project team are used throughout ongoing projects as well as on future projects. Organisations are required to create an atmosphere of trust so that team members are motivated to share their knowledge and experiences (Desouza & Evaristo 2004). Extant literature recognises the importance of 'managing project knowledge' that is implicitly embedded within the various social networks in a given project (Barnes 2002; Bresnen et al., 2003). Whilst tacit knowledge includes organisational beliefs, insights, and experiences, explicit knowledge refers to documented knowledge that can be readily codified using words, pictures and numbers (Bresnen et al., 2003). Managing project knowledge involves the process of leveraging existing project information and deriving new knowledge to achieve the project's objectives (Barnes 2002; Gasik 2011). Managing project knowledge is performed throughout the project life-cycle and involves active knowledge sharing and integration of the various knowledge domains (e.g. contextual knowledge, and project management knowledge) for project sustainability purposes (PMI 2017). The dearth of project knowledge management is one of the major causes of project failure (Desouza & Evaristo 2004; Thomas & Mengel 2008); and new knowledge created by project teams can be used to support organisation operations and future projects (Bresnen et al., 2003).

2.3.4 Monitoring and Controlling Process

Monitoring and controlling project work processes are concerned with tracking, reviewing, and reporting the overall project work progress to meet performance targets prescribed in the project management plan (PMI 2017; Westland 2006). The monitoring and controlling process enables stakeholders to keep track and understand the current state of the project (Kerzner 2017). The monitoring and controlling process also helps project sponsors to recognise and appreciate the actions taken by the performing organisations to address performance requirements, as well as have visibility into future project costs and schedule forecasts (Tereso et al., 2018). The monitoring process is a continuous process and provides the project management team insight into the project's effectiveness and efficiency (Kerzner 2017). Specifically, Taylor (2008) suggests that the monitoring process seeks to ensure that projects are successfully completed on time and on budget. The controlling processes, therefore, seek to establish a guidance system for work performance that redirects the planned work to stay within the project scope and budget (Ursula 2010). The controlling processes include corrective or preventive actions to determine whether the actions taken resolved the project performance issue (Rozenes, Vitner & Spragget 2006). Normatively, project control systems indicate the variation in preliminary planning compared with actual performance (Meredith & Mantel 2011). The monitoring and controlling process is performed throughout the project life-cycle to control project risks (Kerzner 2017) and comprises one other important component (i.e. perform integrated change control) as discussed below.

2.3.4.1 Performing Integrated Change Control

Performing integrated change control relates to the execution of configuration management processes with the aim of aligning project performance with the

management plan (Burke 2014; Ursula 2010). The process involves reviewing all change requests to project plan, approving the changes and managing changes to project deliverables, and communicating the decisions to key stakeholders (Burke 2014). Project managers and team members must conduct a review of all requests for changes to project documents including changes to the project management plan or project deliverables and determines the resolution of the change requests (PMI 2017; Ursula 2010). Changes to project documents and plans may be requested by any salient stakeholder who is involved with, or affected by the project (Ursula 2010). In addition, Burke (2014) and PMI (2017) noted that a formal integrated change control process is always required whenever a change request is likely to affect the project baselines or strategic plans.

2.3.5 Closing Process

The closing process is performed once or at predefined points in the project involving the analysis of future projects (Ursula 2010; Westland 2006). The process finalises all activities for the project, project phase and/or contract (PMI 2017). Project closing processes ensure the effective archiving of project or phase information and that planned work is completed (Westland 2006). The closing process requires the project managers to, communicate the closure of the project to all stakeholders, release project resources to pursue new endeavours, and document reasons for premature project termination (Meredith & Mantel 2011; Westland 2006). During project closure, the project managers review the project management plan to ensure that all work is completed and meets the stakeholder expectations (Ursula 2010). The project administrative activities performed at the closure phase may include closing project accounts, confirming formal deliverable acceptance by the customer, audit project

success and/or failure, and measuring stakeholder satisfaction (Collyer & Warren 2009). The project closing process includes one other important component (i.e. final project deliverable).

2.3.5.1 Final Project Deliverable

The project's final deliverable (i.e. a product, service or a document) refers to specific output(s) the project was authorised and/or intended to produce (PMI 2017; Rad 2003). This includes the approved product specifications, delivery receipts, work performance documents including partial delivery output(s) of cancelled projects, and the final project report (Williams 2005). A project's final product, service or document may undergo a transition process whereby the project team ensures they are passed on to another project or ongoing organisation function (Westland 2006). The final project report presents a summary of the project performance including *inter alia*, a summary level description of the project, evidence for project scope and cost performance, and compliance to expected quality (Bengtson, Havila & Aberg 2018; Westland 2006). Project managers are responsible for ensuring a successful project closure (Meredith & Mantel 2011), which only occurs when all planned project closure activities are complete (see Meredith & Mantel 2011; Westland 2006). The project management processes evident in the extant literature propose the conventional project management model processes presented in Figure 2.3 below.

Figure 2.3 The Conventional Project Management Model Processes

Project's Environmental Influences

Project Boundaries

Monitoring and Controlling Process
- Integrated change control process

Planning Process
- Project management plan development

Entry-Phase
- Business case
- Agreements
- Statement of work

Initiation Process
- Project charter development
- Stakeholders identification

Execution Process
- Direct and manage project work
- Managing project knowledge

Closing Process
- Final product, service or document

Exit-Phase
- Transition plan adopted

Key:
Direct influence ———
Indirect influence ------

Internal Environmental Factors

External Environmental Factors

Start ------------------------------------- **Project Life-cycle** ------------------------------------> Finish

2.4 Corporate Entrepreneurship

In developing the project management process described above into an entrepreneurial project management process, the study draws relevant concepts from extant Corporate Entrepreneurship (CE) literature. As noted, the CE literature has been applied in business and management domain to effectively incorporate entrepreneurial elements within established/traditional organisational operations (Bridge & O'Neill 2013; Burns 2016; Dibben & Dibben 2018; Larson & Larson 2015). In relation to project delivery and organisational development, the value of CE is premised on its ability to identify new opportunities, and foster creativity and innovativeness within the organisational setting (see Kuratko, Hornsby & Bishop 2005; Morris, Kuratko & Covin 2011; Shepherd, Covin & Kuratko 2009). Phan, Wright, Ucbasaran and Tan (2009) argued that CE enables the development of an enterprising mindset which allows organisational members self-advancement as well as company growth. Within the emerging CE literature, Romano (2014) characterises CE as an approach related to performing new tasks independent of traditional bureaucratic organisational procedures. Antoncic and Hisrich (2003) noted that CE is related to the entrepreneurial spirit within existing organisations, and/or the act of innovativeness within organisations (Sharma & Chrisman 2007). CE corresponds with intrapreneurship (i.e. implementation of innovative systems and practices by teams within organisations (Larson & Larson 2015); and entrepreneurial strategy which describes the entrepreneurial posture and orientation within organisations (Covin & Slevin 1991; Li, Zhang & Chan 2005). Whilst CE fosters the development of new business ventures (Ireland, Covin & Kuratko 2009), it is further underpinned by other important factors (e.g. risks taking, self-energising, innovation, pro-active decision-making, and aggressive competitiveness etc.) (Antoncic & Hisrich 2004; Zahra & Covin 1995). At a general level, managerial

support coupled with flexible organisational boundaries constitutes important organisational elements that promote corporate entrepreneurial traits within organisations (Hayton 2005). A review of the CE literature highlights four important elements relevant to the development of project management process: (a) entrepreneurial orientation (Burns 2016), (b) entrepreneurial management (Bradley, Wiklund & Shepherd 2011), (c) corporate venturing (Miles & Covin 2002), and (d) corporate entrepreneurship strategy (Ireland, Covin & Kuratko 2009). These are discussed in the sections below.

2.4.1 Entrepreneurial Orientation

Organisations engaging in CE exhibit specific entrepreneurial principles, practices, and behaviour related to their decision-making processes (Burns 2016; Lumpkin & Dess 2001). Rauch, Wiklund, Lumpkin and Frese (2009) and Lumpkin and Dess (2001), identified four dimensions for evaluating the degree of an organisation's entrepreneurial orientation: (a) innovativeness, (b) risk-taking, (c) proactiveness, and (d) autonomy. 'Innovativeness' represents the willingness to support creativity and experimentation by introducing new business ideas (Li, Huang & Tsai 2009). 'Risk-taking' describes how project managers may choose to take bold actions such as venturing into unknown new markets to achieve a competitive advantage (Kuratko, Hornsby & Bishop 2005). 'Proactiveness' refers to a forward-looking perspective on how organisations relate to new opportunities by seizing initiative in the marketplace (Fangel 2018). Finally, 'autonomy' supports individuals or project teams' independent actions aimed at bringing forth a business concept and pursuing it through to completion (Li, Huang & Tsai 2009). Autonomy enables organisational members to develop and pursue entrepreneurial initiatives, and is enhanced with the support from

senior management (Lumpkin, Cogliser & Schneider 2009; Phan, Wright, Ucbasaran & Tan 2009).

2.4.2 Entrepreneurial Management

Entrepreneurial management describes a set of management principles and practices that enable organisations to operate with an entrepreneurial spirit (Stevenson & Jarillo 2007). Extant research has identified three dimensions of entrepreneurial management applicable to the project management process: (a) strategic orientation, (b) management structure, and (c) an entrepreneurial culture (Bradley, Wiklund & Shepherd 2011; Brown, Davidsson & Wiklund 2001). 'Strategic orientation' refers to an organisation's capability to recognise opportunities related to changes in the environment and act upon those opportunities for its own growth (Bradley, Wiklund & Shepherd 2011). Entrepreneurial 'management structure' is associated with organisations developing organic management functions with greater flexibility to allow project teams seek for new opportunities (Burns 2016). An organic management structure is characterised by flat hierarchy, uses limited formal means of communication (e.g. verbal communication, emails, social media, etc.) and managers often cooperate through internal and external organisational networks (Bradley, Wiklund & Shepherd 2011). 'Organisation entrepreneurial culture' refers to a set of behaviours, values, beliefs, assumptions, and symbols that define the way in which an organisation conducts business (Ireland, Covin & Kuratko 2009). For example, opportunity seeking and grasping, solving problems creatively, and managing autonomously forms part of the entrepreneurial behaviours of organisations (Bridge & O'Neill 2013).

2.4.3 Corporate Venturing

Corporate venturing underpins entrepreneurial organisation's strategic renewal by the creation of new business ventures (Sharma & Chrisman 2007). Burns (2016) identified two contexts under which corporate venturing can be used to achieve organisational strategic transformation: (a) internal corporate venturing, and (b) external corporate venturing. Internal corporate venturing is concerned with entrepreneurial organisational structures (Drucker 2014), whilst external corporate venturing is centred on making strategic investments and acquisitions. Burgelman and Välikangas (2005) argued that internal corporate venturing allows organisations to encourage the internal development of new businesses and aligning them with ongoing organisational activities. Though making strategic investments and acquisitions remains central, external corporate venturing also involves the formation of strategic alliances, partnerships, and joint ventures to enable entrepreneurial organisations develop a competitive advantage (Chesbrough 2002).

2.4.4 Corporate Entrepreneurship Strategy

Corporate entrepreneurship strategy relates to '…a vision-directed, organisation-wide reliance on entrepreneurial behaviour that continuously rejuvenates the organisation and shapes the scope of its operations through the recognition and exploitation of entrepreneurial opportunity' (Ireland, Covin & Kuratko 2009, p. 21). The implementation of corporate entrepreneurship strategy within the organisational processes enables senior managers to promote entrepreneurial behaviour amongst team members (Eisenhardt, Brown & Neck 2000). Importantly, Ireland, Covin and Kuratko (2009), argued that corporate entrepreneurial strategy facilitates organisations to develop a competitive capability in order to exploit entrepreneurial opportunities. The

corporate entrepreneurial strategy requires senior managers to design measures through which entrepreneurial initiatives may flourish within organisations (e.g. recognising and rewarding effective project teams) (Covin & Slevin 2017).

2.5 Linking Project Management Processes with CE Principles and Practices

According to Trokic (2016), Kuura (2012) and Geraldi, Maylor and Williams (2011), the integration of CE literature into project management processes provides a sound theoretical foundation for the construction of an EPM Model (see Figure 2.4). The CE assumptions of flexibility in decision making, risk-taking, innovativeness etc. support the advancement of project management processes in social enterprise organisations (Asquin, Condor & Schmitt 2011; Cook 2017; Dibben & Dibben 2018; Maylor & Turner 2017). Whilst strategy has always mattered in international development project management, strategic alignment and complexity thinking with its related idea of flexibility or adaptation speaks to the fertile cross-fertilisation between project management and organisational development (Cooke-Davies, Cicmil, Crawford & Richardson 2007; Ika & Hodgson 2014). Macheridis (2009) argued that entrepreneurship and project management are mutually related, particularly based on agile methodologies in the creation of entrepreneurial projects. Bridge and O'Neill (2013) and Larson and Larson (2015) support this assumption by arguing that entrepreneurial skills can be useful in managing complex projects, whilst citing the effectiveness of intrapreneurship and independent business functions development. There is a wide-ranging consensus that the challenges to effective project delivery are associated with the absence of managerial entrepreneurial orientation at a time when, there is increasing complexity of contemporary projects and the dynamic environments in which projects operate (Cooke-Davies, Cicmil, Crawford & Richardson 2007; Kiridena & Sense 2016). Both CE and project management have a direct linkage with

innovation (Bryde 2003; Kuura 2012) and necessitate organisations to transform their project management capability to deliver in a highly competitive business environment (Crawford 2012; Frederiksen & Davies 2008; Ika & Hodgson 2014). The integration of the project management processes with CE principles and practices is discussed in the sections below.

2.5.1 Entrepreneurial Initiation Process

The entrepreneurial initiation process highlights the creative and innovative approach employed to define a new project or a new phase of the existing project through obtaining authorisation from the project initiating entity (e.g. project sponsor, customers, performing organisation etc.) (Reiss 2013). High-risk projects are usually initiated out of a business need, and are quickly translated into project plans (Frederiksen & Davies 2008). Reginato and Ibbs (2006) argue that where organisations strive to acquire a competitive advantage, project managers must initiate projects that can provide adequate returns on investment. The ability to entrepreneurially initiate projects is a critical business attribute for success as organisations strategically respond to a rapid pace of change (Comninos & Frigenti 2006; Ren & Guo 2011). Given that projects must be aligned to the overall strategic goals and desired business performance (see Crawford 2012; Ika 2018), and the uncertainty involved in pursuing an opportunity, organisations should focus their energies on initiating highly innovative projects involving greater technical complexity and requiring greater diversity of skills critical for organisational survival (Frederiksen & Davies 2008; Thomas & Mengel 2008). In developing an entrepreneurial initiation process, organisations must consider creative and innovative issues that support the entrepreneurial organisational strategy in order to enhance project management processes (Asquin, Condor & Schmitt 2011). In

addition to stakeholder identification discussed above, issues such as (a) consultative project charter, and (b) entrepreneurial project managers underpin entrepreneurial initiation process (Comninos & Frigenti 2006; Cook 2017). These issues are discussed in turn below.

2.5.1.1 Consultative Project Charter

A consultative project charter documents the project major objectives, scope boundaries and reciprocal agreements between project sponsors and key stakeholders (Tereso et al., 2018). Conducting stakeholder consultations during the project charter development demonstrates a participatory project management approach that enables flexibility and innovativeness in decision-making (Comninos & Frigenti 2006; Crawford, Langston & Bajracharya 2013; Macheridis 2009). The goal of the consultative project charter system is to make collaborative project activities flexible and easier to manage (Ruecker & Radzikowska 2008). In addition to interpersonal management strategies, several technical and managerial solutions for project management have been developed and adapted out of a consultative project charter process to interdisciplinary research management (Wynne et al., 2007; Zhang et al., 2007). The consultative project charter development process is premised on the need to explicitly collaborate and discuss contextual issues amongst stakeholders' networks at the start of the project and to have a common agreement to refer to if necessary, during project implementation (Dinsmore & Treneman 2000; Ruecker & Radzikowska 2008). Hara, Solomon, Kim and Sonnenwald (2003) argued that formal collaborative networks are appropriate for the development of project contracts when applied in the context of entrepreneurial process. Zimmerman (2003) suggested that conducting effective consultations during project initiation allows for creative and positive project outcomes

to occur. Consultations with colleagues during project strategy formulation and initiation is a balancing act between respecting the needs of network members and supporting the goals of the project (Ruecker & Radzikowska 2008). Cuneo (2003) recommended enlisting the help of outside consultants as adjudicators for the effective project pre-planning processes.

2.5.1.2 Entrepreneurial Project Manager

Entrepreneurial project managers are defined as people that proactively seek out business opportunities and solutions to project-based problems (Cook 2017; Fangel 2018). Entrepreneurial project managers, must stay abreast of project impacts to make their projects thrive and are responsible for the process of creating new value (Bruyat & Julien 2001). Kuratko, Ireland, Covin and Hornsby (2005), suggested that entrepreneurial managers use organisational resources along with their aggressive attitudes towards problems to create a 'vibrant business atmosphere'. A transition to strategic and innovative project management requires, therefore, that project managers have extensive business acumen and experience (El-Sabaa 2001). Entrepreneurial project managers are described as being highly-motivated individuals who enable organisations to realise extraordinary results (Morris, Kuratko & Covin 2011). Kuratko, Hornsby and Bishop (2005) stated that managers at all levels of management (i.e. operational, tactical and strategic) are responsible for their organisation's entrepreneurial actions and must promote entrepreneurial behaviour (e.g. including the championing of innovative ideas and providing the required resources to take entrepreneurial actions), and this has a positive impact on the organisation's entrepreneurial outcomes. It has been noted that innovation, competitiveness and uncertainty underpin the work of entrepreneurial project managers and consistently

measures the extent of entrepreneurial project success (Macheridis 2009). The literature suggests, therefore, that traditional project initiation is developed into an entrepreneurial process through the incorporation of two CE salient elements: (a) consultative project charter, and (b) entrepreneurial project managers. Whilst the consultative project charter development process strengthens decision making through relying on diverse ideas from stakeholder networks, the assignment of entrepreneurial project managers establishes a proactive project management process within entrepreneurial organisations.

2.5.2 Entrepreneurial Planning Process

Entrepreneurial planning is highly beneficial to project success in conditions of uncertainty (Gruber 2007); it also facilitates faster decision-making by identifying missing information and action steps to achieve broader goals in a timely manner (Delmar & Shane 2003). In highly dynamic and chaotic project environments, entrepreneurial project managers achieve greatest value from planning when they focus on critical planning activities, whilst applying speed and creativity in the planning task (Shane & Delmar 2004; Thomas & Mengel 2008). According to Delmar and Shane (2003), entrepreneurial planning enables the pursuit of project goals in a systematic manner, which supports the development of realistic and action-oriented steps. Transforming traditional project planning into entrepreneurial planning process, requires project managers to adopt CE strategies that support entrepreneurial project success (Burke 2014; Jugdev & Thomas 2002). In addition to the project management plan development discussed above, issues such as (a) organic management structure, (b) innovativeness, (c) autonomy, and (d) risk taking (see Burns 2016; Kuratko,

Hornsby & Bishop 2005; Li, Huang & Tsai 2009; Lumpkin & Dess 2001) underpin entrepreneurial planning process. These issues are discussed in turn below.

2.5.2.1 Organic Management Structure

Organic management structures are relatively flexible in nature and capable of adapting to changes in the external environment more readily (Burns 2016). Organic management structures are characterised by informality, network-type relationships, low levels of authority, decision-making related to knowledge/expertise rather than to position in a hierarchy, and have a wide span of control (Burns & Stalker 2009). The idea of an organic management structure in entrepreneurial projects is to grant significant level of authority and flexibility to project managers and team members in decision-making (Atkinson, Crawford & Ward 2006; Brady & Davies 2014; Burns & Stalker 2009). Saleh and Wang (1993) argued that an organic management structure offers adequate planning conditions that reinforce creativity and entrepreneurship within organisational processes. An organic management structure nurtures innovation through its flexible planning approaches and ability to respond to fast-changing and turbulent project environments (Bradley, Wiklund & Shepherd 2011; Goffee 1985). The value of an organic management structure is in its flexibility to plan and meet project internal and external influences (Bradley, Wiklund & Shepherd 2011; Covin & Slevin 2017). Inevitably, the processes of learning and sharing project knowledge are often organic and fluid and not mechanistic and rigid (Jugdev 2012).

2.5.2.2 Innovativeness

Innovativeness refers to the extent to which project managers are able to engage in and support the development of new business ideas, experimentations, and creativity in the

planning processes (Li, Huang & Tsai 2009; Moos, Beimborn, Wagner & Weitzel 2013; Thomas, Cicmil & George 2012). Gurbuz and Aykol (2009) argued that innovation is a key ingredient for organisations that employ entrepreneurial approaches in their projects. Innovativeness underpins entrepreneurial processes and is critical for undertaking complex projects (Azarov, Yaroshenko & Bushuyev 2012). To promote innovativeness within organisations, requires the support of senior management since they are individuals who often advocate for an entrepreneurial organisational strategy (Crawford 2012). Bruyat and Julien (2001) acknowledged the importance of innovativeness in project planning whilst relating it to operational skills, and engagements to drive the project management process. The creation of an innovative environment is an essential attribute for projects striving to achieve competitiveness (Azarov, Yaroshenko & Bushuyev 2012). Organisational innovativeness is important in the success and competitive advantage of organisations faced with the dynamic environment characterised by technological advances and globalisation (Tastan & Davoudi 2017; Thomas, Cicmil & George 2012). Innovativeness is an important organisational capability for competitive advantage sustainability particularly in the dynamic environment of emerging economies (Yu et al., 2013).

2.5.2.3 Autonomy

Autonomy represents the ability by which project managers are able to develop effective work plans and compensate for their knowledge gaps with limited direct supervision (Browning & Ramasesh 2015; Macheridis 2009). In an entrepreneurial organisation, the project managers' autonomy is not only limited by a contract and/or project charter, but extends to include the project ramifications (e.g. requirements from project stakeholders) (Macheridis 2009). Autonomous project managers have the

capacity and flexibility to develop fast and adaptive approaches towards decision-making during the planning process and to apply agility in an entrepreneurial project (Augustine, Payne, Sencindiver & Woodcock 2005). In an entrepreneurial project management context, autonomy allows project managers to be proactive and responsive to uncertainty (Sherehiy, Karwowski & Layer 2007). It also gives them the opportunity to assemble their own project members and partners, this may help in the creation of an entrepreneurial team for project success (Browning & Ramasesh 2015).

2.5.2.4 Risk Taking

Within management and business literature, risk taking is closely linked with innovation, opportunity and entrepreneurship (Fangel 2018). March and Shapira (1987, p. 1404), argued that '…risk is most commonly conceived as reflecting variation in the distribution of possible outcomes, their likelihoods, and subjective values'. Stakeholders have constantly been changing demands, thus the need for organisations to accept and recognise risk taking as a cost of opportunity (Coles, Daniel & Naveen 2006). Risk taking involves investing significant managerial time in projects with significant possibility of failure (Garcia-Granero, Llopis, Fernandez-Mesa & Alegre 2015). The literature suggests that successful project managers have a low aversion to risk (Macheridis 2009; Trokic 2016). Risk taking is a planning component which requires project managers to make large and risky resource commitments in ventures with uncertain outcomes (Antoncic & Hisrich 2004). According to Gurbuz and Aykol (2009), the dimensions of risk taking and entrepreneurial behaviour of project managers are sometimes considered synonymous. Entrepreneurial project managers plan for project uncertainty through risk taking, which is an important process not only to manage the project process, but also as an important condition for proactiveness

(Meredith & Mantel 2011). The literature suggests, therefore, that entrepreneurial planning necessitates the adoption of specific CE practices (i.e. project management plans, organic management structure principles, innovativeness, autonomy and risk taking) all of which are applicable in an entrepreneurial organisation context. Depending on the basis of project assessment, entrepreneurial project managers have to decide which of the CE practices to use in order to reduce uncertainty and complexity (Little 2005). The CE principles and practices give guidance to effective entrepreneurial project planning (Delmar & Shane 2003).

2.5.3 Entrepreneurial Execution Process

Entrepreneurial project execution is dependent on the application of a set of core entrepreneurial competencies (e.g. organic management style, innovativeness, creativity, etc.) (Burns & Stalker 2009; Lampel 2001). In changing project environments (see Fangel 2018), entrepreneurial project managers achieve greatest value from execution processes when they focus on project critical path activities, whilst applying innovativeness in the execution of the activities (Shane & Delmar 2004). The development of traditional project execution process into entrepreneurial execution process, requires project managers to adopt CE strategies that support entrepreneurial project management (Kuura 2012; Trokic 2016). In addition to the two processes (i.e. direct and manage work and managing project knowledge) discussed above, issues such as: (a) opportunity recognition and exploration, and (b) proactive project management (see Dinsmore & Treneman 2000; Fangel 2018) underpin the entrepreneurial execution process. These issues are discussed in turn below.

2.5.3.1 Opportunity Recognition and Exploration

Entrepreneurial project managers must have the ability to recognise and explore opportunities in order to add value to their operations, by systematically implementing new projects across the organisation (Dinsmore & Treneman 2000; Trokic 2016). Dinsmore and Treneman (2000) highlight that as organisations become more project-based, project managers must seek for opportunities of consolidating information and identify the right tools and techniques to guarantee business functionality. Such tools and techniques may include relying on expert judgement and benchmarking organisational processes (Kerzner 2017; PMI 2017). Entrepreneurial organisations must excel at exploring new opportunities to foster more radical and incremental innovation that support their strategic intent (Andriopoulos & Lewis 2009). In addition, opportunity recognition and exploration remain a shared responsibility, not only for the senior management, but across all management levels (Miles & Covin 2002). Entrepreneurial organisations generally develop new knowledge and strategies through exploiting innovative measures such as benchmarking similar organisations in order to survive in a dynamic environment (Gupta, Smith & Shalley 2006).

2.5.3.2 Proactive Project Management

Proactive project management necessitates the conscious shifting of time spent on reactive project management towards a more proactive approach in all the project phases (Fangel 2018). Proactive management supports the active involvement of senior executives and key stakeholders in the initial phases of the project and an early clarification of the 'project sponsor role' in the project processes (Burns & Stalker 2009). Proactive project management requires that project managers focus on problems as they occur and move away from the traditional and reactive management approaches

in solving problems. This includes, for example, putting in place a communication plan stating when, with whom, and what subject communication should take place (Bushuyev & Jaroshenko 2013). Proactive project management practices include *inter alia*, presenting project time schedules as independent project activities, and separating project management documents from execution documents (Fangel 2018). Proactive project management facilitates and promotes the involvement of team members in handling management and execution tasks (Bushuyev & Jaroshenko 2013). Azarov, Yaroshenko and Bushuyev (2012) asserts that successful proactive project management requires project managers to focus on value creation, and demonstrate creative leadership in decision making under uncertainty and have the capabilities to manage stakeholder expectations. The process of proactive project management necessitates the periodical restructuring of the organisational functions and structures, management styles, and quality requirements (Azarov, Yaroshenko & Bushuyev 2012). It can be concluded, therefore, that entrepreneurial execution necessitates the adoption of specific CE practices (i.e. opportunity recognition and exploration and proactive project management), all of which are applicable in an entrepreneurial organisation context. Whilst opportunity recognition and exploration maintain the regular improvements in the execution processes, proactive project management optimises the potential of the successful implementation of strategic plans.

2.5.4 Entrepreneurial Monitoring and Controlling Process

Entrepreneurial monitoring and controlling process support the successful execution of complex projects (Macheridis 2009). Whilst traditional monitoring and controlling practices remain extremely difficult to achieve successful project outcomes, entrepreneurial monitoring and controlling process supports the timely completion of

complex projects to their full scope, and within budget (Browning 2019). Traditional monitoring is constrained by project managers not critically examining a project's 'known – unknown' influences (e.g. shortage of resources and unexpected changes in stakeholder needs) and 'unknown – unknown' influences (e.g. new process implementation) (Flyvbjerg 2014; Ramasesh & Browning 2014), which entrepreneurial monitoring and controlling seeks to explore through its proactive approach (Browning & Ramasesh 2015). Entrepreneurial monitoring and controlling approach is beneficial to project managers when constrained with not knowing exactly what to do during the project; for instance, when the path to a project's set goals is complex, novel, dynamic, uncertain, and ambiguous (Browning 2019). To overcome such constraints, therefore, the study adopts specific CE principles and practices to develop an entrepreneurial monitoring and controlling process including: (a) creating room for errors, (b) self-managed teams, and (c) soft skills maximisation (see Azim 2010; DeMarie 2004; Raftery 2003). These issues are discussed in turn below.

2.5.4.1 Creating Room for Errors

Creating room for errors is a deliberate strategy that provides a framework for project managers to better account for the different types of uncertainties that impact investment decisions (Avadikyan & Llerena 2010). It also helps to minimise and/or avoid project failure, whilst capturing potential opportunities (Jahanshahi & Brem 2017). Creating room for errors on a project is a rational strategy employed by project managers to cope with project uncertainty (Jahanshahi & Brem 2017; Raftery 2003). The project management literature highlights the need to create room for errors based on a set of chronological assumptions; these include: managerial state of uncertainty, the impact on project outcomes and the nature of responsiveness to such uncertainty

(Love, Edwards, Irani & Walker 2009; Priem, Love & Shaffer 2002). Aubry (2015) and Liu and Deng (2015) argue that in uncertain environments, the performance of a project is the primary concern of project managers who must balance between process errors and major project constraints (e.g. budgets, time and quality) to meet acceptable performance.

2.5.4.2 Self-managed Teams

Self-managed teams may take the form of virtual teams that allow project team members to account for their individual actions (DeMarie 2004; Dyba & Dingsoyr 2015; Vanaelst et al., 2006). Self-managed teams are characterised as having 'self-tailored' solutions to problems rather than following a reliable blueprint or project plan in their project operations (Alderman & Ivory 2011). Entrepreneurial organisations must, therefore, adopt entrepreneurial management models that account for less formal, and largely open-minded project management capabilities (Vanaelst et al., 2006). Self-managed project teams have the ability to assess the likely motivations and barriers to project success (Thomas & Mengel 2008; Whitley 2006). Self-managed teams also have the potential to provide extensive range of information provided by individual freelancers who are embedded in collaborative relationships (Ferriani, Cattani & Baden-Fuller 2009), and increase the development of new investment opportunities (DeMarie 2004). Entrepreneurial managers must readily embrace the underlying principles of self-managed teams and/or virtual teams, which enables their organisations to become agile and compete more robustly in the global marketplace (Bergiel, Bergiel & Balsmeier 2008).

2.5.4.3 Soft Skills Maximisation

Soft skills are interpersonal qualities and personal attributes that project managers possess to effectively manage work relationships including *inter alia*, communication, courtesy, flexibility, integrity, and work ethic (Robles 2012). Entrepreneurial monitoring and controlling heavily relies on the project managers' ability to maximise the use of soft or people-oriented skills, such as interpersonal communication for the achievement of project outcomes and negotiation for scarce resources (Azim 2010; Sampson 2007). The foundation for mastering soft skills lies in understanding and harnessing the power of human relations and social networking (Sampson 2007). Strategic communication skills enable project managers to share project monitoring and evaluation information and give appropriate feedback to project team members (Zielinski 2005). Employing entrepreneurial practices in project monitoring and control is a balance of organisational skills and people skills, whilst citing constructive communication, emotional intelligence, and negotiation to be the most important competencies required of an entrepreneurial manager (Larson & Larson 2015; Van Ingen 2007). Gillard (2009) suggested that monitoring of a project's scope, resources, and schedule requires essential soft skills (e.g. constructive problem solving, negotiation, team empowerment, regular communication and persuasion). The potential for project failure may be contributed by the lack of people skills which is important for project monitoring and control (Gillard 2009). The literature suggests, therefore, that entrepreneurial monitoring and controlling necessitates the adoption of specific CE practices (i.e. create room for errors, establish self-managed teams, and soft skills maximisation), each of which are applicable in an entrepreneurial organisation context. Effective monitoring and control process cannot be attained with only technical skill set, it also requires interpersonal or soft skills.

2.5.5 Perform Integrated Change Control Process

The process of performing integrated change control (see section 2.3.4.1 above) is concerned with ensuring that proposed changes to the project performance baselines (i.e. quality, costs, schedule etc.) are effectively and efficiently managed (PMI 2017; Ursula 2010). The process requires project managers to critically review and follow the necessary change management procedures and guidelines before making approvals to change requests (Ursula 2010). Performing integrated change control has the potential to influence projects' success or failure as it directs the management of change requests (Burke 2014). The CE literature highlights three important elements relevant for the performance of integrated change control process: (a) alignment of project management with organisational strategy, (b) managing organisational politics, and (c) parallel decision making (see Jaafari 2006; Jain & Ansari 2018; Ward & Chapman 2003). These issues are discussed in turn below.

2.5.5.1 Adaptation of Project Management with Organisational Strategy

Adaptation of project management with organisational strategy is the process of enabling flexible management style to capture the complexities and uncertainties in achieving organisational strategic goals (Fangel 2018; Ika & Donnelly 2017; Milosevic & Srivannaboon 2006). Adaptation of project management is used to ensure that organisational activities are focused on project outcomes (Crawford, Hobbs & Turner 2006; Milosevic & Srivannaboon 2006). Project management adaptation helps ensure that resources are channelled into core project activities with the opportunity to directly impact on organisations' overall performance, thereby reducing inefficiencies in resource utilisation and also help improve project success rate (Jaafari 2006). Adaptation of project management and strategies allows project managers select the

best alternative course of action in decision making (Milosevic & Srivannaboon 2006). The adaptation of project management with organisational strategy influences project managers to engage in entrepreneurial behaviours and strategies. These entrepreneurial behaviours and strategies support managerial flexibility and teamwork as well as provide synergistic benefits in dealing with increased project complexity and uncertainty (Ireland, Covin & Kuratko 2009). Project complexity and uncertainty has been driven by the increasingly globalised interdependence project management environment (Ashmos, Duchon & McDaniel 2000). Thus, managerial flexibility (e.g. organic management style) potentially helps to accommodate and respond to more complex and turbulent project environmental issues (Kerzner 2017). The adaptation of project management with organisational strategy creates opportunities for project managers to demonstrate creativity and innovativeness in the implementation of projects (Jugdev & Thomas 2002; Shenhar & Dvir 2007a). Creativity and innovativeness also help project managers to deal with project risks and ambiguity (Arend & Chen 2012; Crawford 2005). Project managers are required to consult key stakeholders to ascertain why a project was undertaken and why it fits into the current strategy (Jaafari 2006). To adapt project management with organisational strategy more effectively, entrepreneurial project managers have to terminate some projects and/or project components when such projects no longer have the same priority in the organisation (Kerzner 2017).

2.5.5.2 Managing Organisational Politics

Organisational politics refers to the informal, unofficial, and often 'behind the scenes' efforts to sell ideas, influence an organisation, increase power or achieve specific objectives by a group and/or individual perpetrator (Brandon & Seldman 2004).

Political behaviours and influential tactics often arise when project team members' interests are fundamentally incongruent (Jain & Ansari 2018). Though aspects of organisational politics have potential destructive impact on organisational success, it can be a healthy way to get things done within organisations (Opoku & Arthur 2018). Like any organisation, a project is a political phenomenon where issues of power, influence, authority, competition for the limited resource amongst key stakeholders ensue (Saint-Macary & Ika 2015). It is important for project managers to be aware of the potential destructive aspect of organisational politics on employee job satisfaction, commitment and job performance (Donald, Bertha & Lucia 2016; Lencioni 2006). In order to minimise dysfunctional political behaviour, entrepreneurial managers can provide equitable access to information, model collaborative behaviour, and demonstrate the intolerance or lack of recognition of political manoeuvring (Donald, Bertha & Lucia 2016). In addition, senior management should encourage project managers to provide responsive and timely feedback to project team members about their performance. Responsive and timely feedback reduces the perception of dysfunctional organisational politics and improve employee morale and work performance (Rosen, Levy & Hall 2006). It is important for entrepreneurial organisations to come up with appropriate measures to minimise the negative effects of organisational politics – engaging project team members frequently (Opoku & Arthur 2018).

2.5.5.3 Parallel Decision-Making

Parallel decision-making is a central strategic approach and a contingent exchange between complementary decision choices that assume a variety of forms (Ward & Chapman 2003). Parallel decision-making promotes active stakeholder involvement

and participation by supporting consultative and consensus decision-making styles (Belton & Stewart 2002; Crawford, Langston & Bajracharya 2013). This decision-making approach allows project managers to seek for input and advice from key stakeholders, which is essential for minimising potential project risks (Belton & Stewart 2002). Parallel decision-making facilitates the availability of rationalised decision choices for project managers to resolve complex project changes (Kirytopoulos, Voulgaridou & Voulgaridou 2010; Ward & Chapman 2003). Parallel decision-making is a balanced strategic approach for opportunity seeking and creates better resonance of ideas and synthesis of divergent view-points, provided by alternative decision choices, which are regularly subjected through dialogue and discussion (Bonner 2004; Ward & Chapman 2003). The literature suggests, therefore, that effective integrated change control process requires the adoption of specific CE practices (i.e. alignment of project management with organisational strategy, managing organisational politics, and parallel decision-making), each of which are requisite skills for project managers to manage the project change process.

2.5.6 Entrepreneurial Closing Process

The entrepreneurial closing stage of a project is the flexible and comprehensive process of finalising all activities for the project or contract (Bengtson, Havila & Aberg 2018). The entrepreneurial project closure involves releasing the final project deliverables to the customers, handing over project documents to the business, closing out supplier contracts, releasing project resources and communicating the closure to all stakeholders (Westland 2006; Wideman 2001). The entrepreneurial closing process requires a post-implementation review to quantify the level of project success and identify lessons and implications for future projects. This must be conducted formally so that the benefits

delivered by the project are fully realised by the beneficiaries (Bengtson, Havila & Aberg 2018; Westland 2006). Transforming traditional project closing into entrepreneurial closing process, requires project managers to adopt CE strategies that support entrepreneurial project success (Burke 2014; Jugdev & Thomas 2002). These CE strategies include the development and execution of project: (a) completion or exit criteria, (b) inclusive project audit, and (c) project impacts update (see Engwall 2003; Westland 2006; Wideman 2007). These issues are discussed in turn below.

2.5.6.1 Completion or Exit Criteria

Entrepreneurial completion or exit criteria involves detailing the extent to which the project deliverables (i.e. a product, service, or a document) are to be transferred to the care, custody and control of the relevant stakeholders (Meredith & Mantel 2011). Entrepreneurial organisations are required to set aside resources to perform a careful and appropriate dissemination of project deliverables, conduct trainings about maintaining deliverables, and offer support for project sustainability (Wideman 2007). The exit criteria represent the formal acceptance procedures of the project and how project closing processes will be brought to an orderly conclusion (Kwak & Ibbs 2002). It involves the active participation of team members in ensuring that contracts are appropriately terminated, project lessons and knowledge are documented, and administrative closure processes are carefully accomplished (Wideman 2007). The project completion also documents contingency plans associated with the project success for future reference (Westland 2006).

2.5.6.2 Inclusive Project Audit

An inclusive project audit is the final activity within an entrepreneurial project closing process performed by the project team to review project success and/or failure (often with the guidance of an independent assessor – e.g. an external auditor) (Fangel 2018; Wideman 2007). An inclusive project audit is an efficient and effective way of transferring valuable project knowledge through sharing information about the elements of specific project processes that went according to plan, and some processes that could be improved upon based on recommendations for corrective action in current and future projects (Jugdev 2012). An inclusive project audit necessitates project managers to demonstrate flexibility and consultative tactics whilst motivating project team members to actively share and use knowledge (Van Ingen 2007). An inclusive project audit measures project success in terms of performance against the defined objectives and conformance to the management processes, and standards outlined in the project planning phase (Rad 2003). Pich, Loch and Meyer (2002) suggest that an inclusive project audit must determine how well the project conformed to predetermined standards prescribed in the quality plan. The final project review must be done at the end of the project and often after a series of iterative phase reviews (also referred to as phase exit or phase gate) (PMI 2017). An inclusive project or phase review also includes the identification of key project achievements and lessons documented within a post-implementation review and presented to the customer and/or project sponsor for approval (Westland 2006).

2.5.6.3 Project Impacts Update

Project impacts update outlines the successes (positive impacts) and failures (negative impacts) of projects to their beneficiaries or stakeholders (Fangel 2018). Project

impacts originate from the environment in which projects operate (Engwall 2003). Project impacts resulting from change are inevitable (Ibbs 1997). Much as project management continues to experience a boom, gloom and doom performances often impact projects (Morris 2013; Shenhar & Dvir 2007b). Project impacts arise from contentious, fast-changing, complex or wicked challenges and there is much lessons to be learned from the interface between project management and environmental complexities which requires project management processes updates (Ika 2018). Project impacts requires continuous update including *inter alia*, organisational policies, lessons learned from previous projects, operational plans, historical information, marketplace financial considerations, prevailing laws and regulations etc. (Hetling & Botein 2010; PMI 2017). Meredith and Mantel (2011) argued that project managers should have the creative and innovative ability to update the impacts of projects throughout the project life-cycle. Critical project impacts criteria must be established by an entity outside the project team such as the senior executive by following the appropriate organisational guidelines specifying project impacts updates (Ives 2005). In addition, project impacts (e.g. information on performance metrics and defects) must be continuously updated throughout the entrepreneurial project life-cycle (Collyer & Warren 2009). The literature suggests, therefore, that effective entrepreneurial project closure process necessitates the adoption of specific CE practices (i.e. completion or exit criteria, conducting an inclusive final project audit, and keeping an update of project impacts), each of which are applicable in an entrepreneurial organisation context.

2.6 The Nature of Social Enterprise Organisations in the Developing Economies Context

Often the terms; social enterprise organisations, social enterprises and social organisations are used synonymously (Jones & Donmoyer 2015). Social enterprise organisations are establishments that operate in the borderline between for-profit and not-for-profit spheres (Panum & Hansen 2014). Social enterprise organisations combine the social orientation and objectives of NGOs with the market-driven practices of businesses (Dees & Anderson 2006). Although the concept of social enterprise organisations is relatively fuzzy in developing countries, it is increasingly being used to stress the entrepreneurial approach to organisational management in the third sector or social economy (Bridge & O'Neill 2013). Extant literature suggests that social enterprise organisations form a significant part of the economic and social development in the developing countries (Rivera-Santos, Holt, Littlewood & Kolk 2015). Social enterprise organisations include, *inter alia*: charities, associations, co-operatives, foundations, trade unions, and voluntary organisations (Bridge & O'Neill 2013; Evers & Laville 2004). Social enterprise organisations are set up to nurture for example local development, environmental activities, provision of social services, ethical finance, fair trade, cultural creation, and international development (Littlewood & Holt 2015). Previous studies reported that over fifty per cent of social enterprise organisations owners in the developing countries are more concerned about attracting resources and sustaining their organisations than they are about sustaining and improving their social impact (see Bresnen et al., 2003; Dees 2003; Ika, Diallo & Thuillier 2010; Kuura, Blackburn & Lundin 2014). Often individuals who establish social enterprise organisations in the developing economies assume totally or partly the risk inherent in the initiative (Allinson et al., 2012). In addition, the organisations financial viability

depends on the efforts of their members and workers to secure adequate resources (Jones & Donmoyer 2015). Social enterprise organisations in the developing countries employ a combination of paid workers and voluntary labor (Doherty, Haugh & Lyon 2014). Volunteers are deemed an asset, although they are less flexible and require management and supervision support as well as induction and training (Allinson et al., 2012). Comparatively, social enterprise organisations in the developing countries predominantly rely on donations unlike those in the developed countries which are directly involved in the production of goods and/or providing services to people on a continuous basis (Rivera-Santos, Holt, Littlewood & Kolk 2015). According to the OECD (2003) report, the influx of NGOs in most developing economies has increased the social entrepreneurship space through a process of internal innovation and organisational change. Besides, fair trade businesses, cooperatives and inclusive business ventures such as, community shops make up the social enterprise organisations landscape in the developing countries (Muñoz 2010). Extant literature suggests availability of diversity in existing social enterprise organisations within developing countries (see Defourny & Nyssens 2008, 2010; Doherty, Haugh & Lyon 2014; Meyskens et al., 2010). The social enterprise organisations typologies are presented in turn below:

- *Traditional businesses:* these aim to maximise profits but may engage in advanced forms of corporate social responsibility activities.
- *Non-profit maximising ventures*: these employ fair trade and inclusive business approaches for instance the integration of the poor into business processes.
- *For-profit social enterprise organisations*: these are hybrid mission centered organisations allowing private shareholders to share part of profits generated for example cooperatives.
- *Not-for-profit social enterprise organisations*: they reinvest all surpluses for social purpose with not any single private profit.

- *Trading NGOs or proto-social enterprise organisations*: these embraces both social mission and non-social mission related trading purposes. They trade at a low level of 15-20% with majority operating costs coming from donations and volunteer labor.

The agrarian nature of developing economies and the fact that rural areas are impoverished with limited access to social services necessitates social enterprise organisations to embrace agribusiness enterprises and the application of innovative green technologies (Kamoche 2000). Other common aims of starting social enterprise organisations in developing economies include: founder's improvement of both self and social outcomes, improvement of community outcomes, making a difference or feel positive for social change, and to earn money for a living (Fister 2012; Galvin & Iannotti 2015). Social enterprise organisations in developing countries are characterised by a mixed income regime (Fister 2012), with donations/grants representing the most significant source of income; as with other organisational forms, social enterprise organisations must be able to generate income and compete effectively in order to remain viable (Allinson et al., 2012). For instance, in sub-Saharan Africa, social enterprise organisations have been forced to take measures to attract foreign aid amidst declining global aid funding (Deen 2015; OECD 2015). Funds are also generated through proceeds with organisations selling locally made products often targeting tourists (Thompson & Doherty 2006). Social enterprise organisations in developing countries operate in an environment branded by massive government failures, often associated with post-independence dynamics of incompetent service delivery (Bräutigam & Knack 2004). For instance, social enterprise organisations in Africa work in an environment compounded by serving marginalized and vulnerable groups, and low-income segments living in extreme poverty (Kolk & Lenfant 2015). Recognising that there is a need to attract foreign aid from a dwindling pool of resources, many

social enterprise organisations in developing countries have turned their attention to improving their project management outcomes, whilst simultaneously trying to remain creative and innovative in their approach to solving social problems (see Bresnen et al., 2003; Ika, Diallo & Thuillier 2010; Kharas 2007; Mats 2015). Certainly, projects are relevant for developing countries with weak institutional capacity (Ika 2012; Ika, Diallo & Thuillier 2010). The thesis therefore, identifies and organises a substantial number of generally acceptable CE and project management practices within the developing country social enterprise organisations. Specifically, the study aims to develop a theoretical EPM model that facilitates social enterprise organisations effectiveness in the developing countries context.

2.7 Research Question

The project management and CE strands of literature provide important theoretical support to advance EPM within the domain of social enterprise organisations. Drawing from the emerging project management and CE literature, the conceptualisation of the EPM model (see Figure 2.4) depicts a process through which organisations can incorporate CE principles and practices in their project management operations. Given the broad research opportunity for the integration of project management and CE literature in the context of social enterprise organisations as presented in Chapter One, the specific research question to be addressed in this thesis is:

In what ways can project management incorporate elements of CE to construct an EPM Model through the lens of social enterprise organisations in a developing country context?

2.8 Chapter Summary

This chapter began with an introduction to conventional project management theory and provided a brief discussion of the associated assumptions of project management literature applicable within an organisation context. This culminated into the development and presentation of the conventional project management model (see Figure 2.3). The chapter then outlined CE literature pertinent to the theoretical development of the entrepreneurial project management process. Given the weakness of the conventional project management theory (Ika 2012; Koskela & Howell 2002), this thesis integrated elements of CE theory and project management literature that sought to resolve the extant project management failure paradox within social enterprise organisations. The chapter therefore, builds on project management and CE theory to support the development of a competency EPM Model (see Figure 2.4) presented for further investigation within the context of a developing country in sub-Saharan Africa, an under-represented research setting. Therefore, the research question posed in this chapter seeks to examine the extent to which project management incorporates elements of CE literature to enhance social enterprise sustainability in a developing country context. The next chapter outlines the methodology used to conduct the study.

Figure 2.4 Entrepreneurial Project Management Model (EPM Model)

Flexible Project Management Environment

Project Boundaries

Entrepreneurial Monitoring and Controlling Process
- Creating room for errors
- Self-managed teams
- Soft skills maximisation

Entrepreneurial Planning Process
- Project management plan development
- Organic management structure
- Innovativeness
- Autonomy
- Risk taking

Entrepreneurial Initiation Process
- Consultative project charter development
- Entrepreneurial project manager
- Stakeholders identification

Entry-Phase
- Business case
- Agreements
- Statement of work

Entrepreneurial Execution Process
- Direct and manage project work
- Managing project knowledge
- Opportunity recognition and exploration
- Proactive project management

Entrepreneurial Closing Process
- Final project deliverable
- Completion or exit criteria
- Inclusive project audit
- Project impacts updates

Exit-Phase
- Transition plan adopted and respected

Perform Integrated Change Control
- Adaptation of project management with organisational strategy
- Manage organisational politics
- Parallel decision making

Key:
Direct influence ——————
Indirect influence - - - - - - -

Internal Environmental Factors

External Environmental Factors

Start - **Project Life-cycle** -→ Finish

<center>**Chapter Three**</center>

<center>**Research Design and Methodology**</center>

3.0 Introduction

The objective of this chapter is to describe the research methodology adopted in this thesis. This chapter explains the rationale and process of the embedded multiple case study design and details the methodological principles and procedures that were engaged to investigate the research question. Consistent with the research aim, this thesis is grounded on an inductive research philosophy, which accommodates and supports theory building based upon project managers' knowledge, experiences, and perceptions of managing projects in a developing economy context yet remaining sensitive to any patterns or phenomena that may emerge. The chapter is organised as follows:

3.1 Research Philosophy

Research philosophy is considered as the researcher's will to develop knowledge in a particular field (see Saunders, Lewis & Thornhill 2009). The philosophical foundation of a research method relates to the assumptions and views, which explains how individuals perceive the world around them (Saunders, Lewis & Thornhill 2009). Research philosophy is classified into different paradigms: ontology, epistemology and axiology (Mkansi & Acheampong 2012). Ontology relates to the nature of reality that separates objectivism from subjectivism. Whereas objectivism portrays the position that social objects persist in reality external to social actors, subjectivity is concerned about the social actors' perceptions regarding the existence of a social phenomenon

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(Crossan 2003). Ontology depicts project managers' knowledge, experiences, and perceptions of the complex environment in which social enterprise organisations works are essential factors of social reality, which this research is designed to explore (Gauthier & Ika 2012). Epistemology is linked to the nature of knowledge and how it is acquired (Ritchie, Lewis, Nicholls & Ormston 2013); it is depicted by three stances: positivism, interpretivism and realism. Positivism holds that it is possible to conduct an independent, objective and value free social research through the application of natural science methods (Ritchie, Lewis, Nicholls & Ormston 2013). On the one hand, interpretivism asserts that social science researchers are able to explore and understand the social world through the study participants as well as the researcher's own perspectives grounded on qualitative research methods (see Guba 1991; Ritchie, Lewis, Nicholls & Ormston 2013; Will, Westphal & MacIntyre 1997). Realism relates to scientific enquiry in order to disclose the truth of reality and existence of the objects prevalent in the researcher's mind (Saunders, Lewis & Thornhill 2009). Epistemology as an approach allows the researcher through detailed face-to-face interviews to generate knowledge by asking questions, observing, experiencing, and listening to participants express their opinions and experiences in relation to the complex nature of social enterprise environment. The researcher's axiological skills are also executed to make ethical judgements about an EPM Model content and its operationalisation (Ritchie, Lewis, Nicholls & Ormston 2013).

Despite the different categorisations of research philosophies, two epistemological categories of 'deductive' and 'inductive' research paradigms dominate research in the field of social science (Saunders, Lewis & Thornhill 2009). Whilst the deductive

research paradigm focuses on generating propositions and hypotheses theoretically through a logically derived process, the inductive research paradigm is built on the underpinning assumption that patterns and associations are derived from the researcher's observations of the world around them (Guba & Lincoln 1994). Deductive reasoning takes on an approach of moving from more general to the specific and ultimately leading to hypothesis testing (Trochim 2006). Inductive reasoning on the other hand, is more open-ended and exploratory especially at the beginning of an inquiry moving from specific observation to broader generalisations and theories. It means collecting data and thereafter developing theory as a result of data analysis (Saunders, Lewis & Thornhill 2009). This study is viewed as adopting an inductive paradigm, because of its exploratory nature and utilisation of qualitative data collection and analysis techniques (Denzin & Lincoln 2000; Saunders, Lewis & Thornhill 2013).

3.2 Rationale for the Research Design

The broad aim of this thesis is to advance understanding for the bases and processes of an EPM in a developing economy context, where the drivers and outcomes of EPM are most evidently impactful (see Collyer & Warren 2009; Gedvilas 2012; Ika 2012; Kuratko, Ireland, Covin & Hornsby 2005; Kuura 2012). Specifically, this research explores the extent to which elements of the EPM Model (presented in Chapter Two) are evident in a developing economy context. The institutional and environmental complexities entrenched in project management in developing economies require a research design that is not only grounded in discovering the EPM practices, but also able to detect the rationale behind those practices, which include the managerial behaviours and environmental factors. This research, therefore, adopted an embedded

multiple case study design given its aim to explore and understand unquantifiable details whilst appreciating participants' lived experiences and insights of the EPM application and its operationalisation (Berg 2007).

The choice of an embedded multiple case study design was based on the fact that this study (a) involved more than one bounded case, (b) the main unit of analysis was subsumed to have sub-units of analysis (i.e. embedded not holistic), and (c) developed to understand an EPM as a nested or embedded organisational phenomena. As such, the study considered the factors in the proposed EPM Model as the primary unit of analysis that is assumed as embedded within the target organisations. Each factor was subsumed as a secondary unit of analysis that allows for study lateral replication (see Hersen & Barlow 1976; Yin 2009). An embedded design is an important device used by researchers to focus a case study inquiry (Yin 2009), based on its robust and compelling evidence (Herriott & Firestone 1983; Merriam 1998). The extant literature also suggests that multiple case study design is appropriate when investigators seek to provide description as well as generate and test theory (Eisenhardt 1989; Pinfield 1986). It is also appropriate when defining research topics broadly whilst relying on multiple and not singular sources of evidence (Yin 2003). The interest for the current study is in providing description of the EPM Model through multiple sources of evidence that includes documentary records, and face-to-face interviews. As such an, embedded multiple case study approach represents an ideal research method for this study.

3.3 The Embedded Multiple Case Study as a Research Method

Case study research method is suitable for answering the 'How?' and 'Why?' questions about a contemporary phenomenon over which the researcher has little or no control (Rowley 2002; Yin 2009). According to Eisenhardt (1989), an embedded multiple case study is appropriate in research contexts where limited research has been undertaken as it provides new insights or perspective towards theory development. Eisenhardt and Graebner (2007) argue that an embedded case study supports several forms of triangulation through the utilisation of multiple data sources and multiple levels of analysis to enrich the study findings. An embedded study design integrates a number of subunits, each of which is explored individually (Rowley 2002). The preference for a multiple case study is premised in the logic that, studying multiple cases of a research phenomenon might corroborate the findings and contribute to the generalisability of the study findings (Theiler 2012). Baxter and Jack (2008) examined the benefits of embedded case study design to facilitate the analysis of 'within case analysis (within the subunits separately)', 'between case analysis (between the different subunits)', and 'cross-case analysis (across all the subunits)'. In selecting a multiple embedded case study design for this study, multiple sources of evidence across all the cases were required to answer the research question. Consistent with Rowley (2002), the cases selected for this study were considered sufficient to achieve both literal and theoretical replication.

3.3.1 Criticisms of Using an Embedded Multiple Case Study Method

Notwithstanding the benefits of a multiple case study approach to the advancement of social inquiry (Hyett, Kenny & Dickson-Swift 2014; Thomas 2011), the approach has

been criticised as lacking rigour and objectivity. The major criticisms of case study research design are grounded on three domains of contention: (a) sub-standard research design (Hamel, Dufour & Fortin 1993), (b) difficulty in measuring validity and reliability (Stake 1995), and (c) wordy reporting (Rowley 2002). Firstly, the absence of a routinised and definitive design to conduct case study research has led to the accusation of case studies to be lacking rigour (Hamel, Dufour & Fortin 1993). It is inherently possible for case study investigators to take a skewed approach and allow biased views to influence the direction of the findings and interpretations (Yin 1984). Case studies are criticised to be '*ad hoc* research methods' that can lack inter-research comparability (Gustafsson 2017). Therefore, case studies should adhere to a set of formulary design inasmuch as using *ex ante* formulations to elicit socially constructed research data (Hamel, Dufour & Fortin 1993). In other words, researchers must separate the holistic nature of the case study method from applied data collection techniques (see Patton 2002). In addition, researchers' freedom to choose the method of inquiry should not be considered an impediment, but rather a strength that makes case studies to be amongst the most appropriate research designs (Hakim 1987).

Secondly, case studies are criticised for using unreliable measures to determine 'validity' and 'reliability', which refers to measures used to establish the quality of empirical social research data (Stake 1995; Thomas 2011; Yin 2009). Validity is the degree to which the findings accurately reflect the specifics the researcher is attempting to measure (Yin 2003) whereas, reliability relates to how accurately a measure yields similar results repeatedly (Yin 2003). Rowley (2002) illustrates four validity and reliability tests widely used in social research. These include: (a) construct validity,

which establishes the exact operational measures for the concepts being studied, (b) internal validity that establishes causal relationships, separate from spurious relationships, (c) external validity, which determines the domain to which the study findings can be generalised, and (d) reliability, which establishes repeatability of findings under similar conditions. Case study method scholars have suggested, two approaches to be adopted to ensure data reliability and validity. Firstly, that case study research uses multiple sources of evidence to undertake pattern matching during data collection phase to enable the researcher to gain the respective construct and internal validity for a case study (see Eisenhardt 1989; Eisenhardt & Graebner 2007; Hancock & Algozzine 2016; Yin 2003). The use of lateral replication logic and relying on a predetermined case study protocol during data collection often ensures external validity (Rowley 2002; Yin 2009). Secondly, that case study researchers develop a case study database through documentation of procedures and appropriate record keeping to ensure reliability, however, this is vulnerable to researcher biases during the entire research process (Gomm, Hammersley & Foster 2000). The inability to use proven research tools and techniques to replicate the study findings, means that reliability as a measure of data quality is difficult to achieve (Bresnen 1988) and demands redesigning appropriate tools necessary for the measurement of data reliability (Rowley 2002).

Finally, case study research has been criticised for delivering reports which are in one way wordy, unwieldy or unfocussed (Baxter & Jack 2008; Rowley 2002). As case studies draw on multiple sources of evidence for data gathering, results in huge data (see Eisenhardt 1989; Yin 1984). Notwithstanding, investigators are warned to pay attention to the necessary process of description required by case studies (Miles &

Huberman 1994). Extant literature suggests that, case studies should create reality by describing it parsimoniously, thereby making the implicit, explicit, intuitive self-evident and the abstract concrete (Walker 1983). Therefore, researchers should be well skilled in written communication, and better placed to reconstruct complex issues inherent in case study design, in a careful and concise manner for the reader (Miles, Huberman & Saldana 2014; Yin 2003). In this study, the researcher had to incorporate several specific measures (e.g. relying on multiple data sources) to ensure reliability and validity of the data gathering and analysis process.

3.4 Suitability of an Embedded Multiple Case Study Method in this Inquiry

The suitability of an embedded multiple case study method in this inquiry was based on the outcome of the literature review, and the aim to discover if there is evidence for the presence of the EPM processes within the social enterprise organisations domain in a developing country context. The literature review suggested that social enterprise organisations form a significant part of the economic and social development in both advanced and developing countries (Rivera-Santos, Holt, Littlewood & Kolk 2015). Comparatively, contemporary project management is a bureaucratic precision; it can fundamentally impede the innovation or risk-taking process in an entrepreneurial setting (Hodgson 2002). Indeed, if applied to managing large, timely and complex projects, traditional project management principles may be counterproductive (Koskela & Howell 2002). In this regard, theories relating to the intersection of project management and entrepreneurship have a comparable theoretical significance in both academia and practitioner literature (Kuura, Blackburn & Lundin 2014; Trokic 2016). Since this study requires a research methodology that accounts for both institutional

and environmental interactions, to identify and organise a substantial number of generally acceptable entrepreneurship and project management practices, a flexible approach that is receptive to emerging themes, unexpected relationships and new issues is necessary.

In addition, the descriptive, explanatory, and exploratory aims of this research are significantly interrelated (Eisenhardt 1989; Yin 2009). The EPM theory building process is realised by giving detailed descriptions that present the issues and intricacies of the case through the provision of contextual data that meets the exploratory needs of this thesis (Corbin, Strauss & Strauss 2015). The detailed descriptions of the EPM also contribute to the explanatory purpose of this thesis by allowing causal linkages to be identified (Yin 2003). The exploratory purpose of this thesis aims to explore the EPM concept from extant data, and not to generate grounded theory where the researcher's views are omitted during results interpretations. Using multiple sources of evidence in the analysis and the adoption of an open coding system enables the refinement of existing theoretical concepts as well as modification of previously unidentified contextual issues (Yin 2003).

3.4.1 The Criteria for Selection of Cases

This thesis is based on fieldwork conducted in six social enterprise organisations in Uganda. The six case organisations' main activities include dissemination of agricultural knowledge and supporting the application of indigenous innovations. The selection of case organisations was based on three factors: (a) their demonstrated ability to implement donor funded projects, (b) their espoused entrepreneurial business

management values, and (c) their status as social enterprise organisations, which were ascertained by reviewing individual organisation's profiles. The case organisations were also selected according to their capacity to attract foreign aid, were locally based (and not part of an international operation) and produced the minimum documentary records needed for data triangulation and verification purposes. Finally, the case selection was further influenced by the number of organisations that responded positively to an invitation to participate, and the time frame allowed by the research funding. Table 3.1 provides details of the selected case organisations.

Table 3.1 Characteristics of Case Organisations

Organisation**	A2N-org	SOC-org	KUL-org	VED-org	CRS-org	CID-org
Year of establish:	1990	1981	1981	1986	1965	1996
Sector:	Social enterprise	Social enterprise	Social enterprise	Social enterprise	Social enterprise	Social enterprise
Core activities:	Agriculture, nutrition, research	Agriculture, water and sanitation	Agriculture, education, agribusiness	Agriculture, research, advocacy	Agriculture, health, education	Agriculture, health, governance
Headquarters:	Kampala	Soroti	Kampala	Kampala	Kampala	Kampala
Nature of Organisation:	NGO	NGO	NGO	NGO	NGO	NGO
Registration status:	Limited by guarantee, no share capital	Catholic Church founded	Charitable trust	Limited by guarantee, no share capital	Catholic Church founded	Limited by guarantee

** Organisation names have been coded to retain anonymity, NGO – Non-Government Organisation.
Notes: Other information sources include organisations' websites, program manuals, and annual reports.
Source: Fieldwork 2017

3.4.2 The Criteria for Selection of Key Informants

The selection of informants for the study was based on the managerial experience possessed by the informants, and their role in the organisation as it related to the management of their projects. Further, the researcher wanted to draw from all three

levels of management to provide a holistic view of the EPM Model processes and its application in a developing country context. The informants were categorised into three dimensions namely; top management, middle management and lower management. Informants from the top management level usually focus on corporate and strategic decisions, whereas, middle level managers generally focus on tactical decisions and low-level managers undertake the implementation of corporate strategies (Collings, Morley & Gunnigle 2008). Therefore, drawing evidence from these three managerial levels of informants provided the opportunity for the researcher to obtain diverse perspectives, facilitate crosschecking (data triangulation) of information and recognise pertinent issues relevant to the management of projects in a more challenging environment (McDonnell, Connell, Hannif & Burgess 2014). The managers were selected on the basis of convenience and purposeful sampling; a valid process given each level of management is directly involved in the project design and implementation. Purposive sampling was preferred to enable the identification of the most appropriate informants and by extension allows the selection of theoretically significant units to inform this particular research (Brewer & Hunter 2006; Neuman 2014). Purposive sampling also supports the researcher's subjective judgement in selecting cases with relevant information potential (Ayentimi, Burgess & Brown 2018). For the purposes of controlling the content and scope of the interviews, an interview guide was prepared. This was based on the 'elements for investigation', 'data requirements', and 'critical incidents' that emerged from the preliminary documentary data gathering process.

3.4.3 Documentary Records

In recent years, different studies have reported the use of third-party literature in the form of documentary evidence as an important data source in qualitative case study research (see Bowen 2009; Townsend, Wilkinson & Burgess 2013). As with other qualitative data sources, document analysis requires data to be examined and interpreted with the aim to elicit meaning, gain understanding and develop empirical knowledge (Corbin, Strauss & Strauss 2015). As such, the case study researcher should demonstrate the capacity to identify pertinent information in order to separate it from that which is not pertinent (Corbin & Strauss 2008). Documents may be any kind of print or electronic material that contain text and images that have been recorded without a researcher's intervention (Bowen 2009). Documents are also referred to as 'social facts' that are produced, shared and used in socially organised ways (Atkinson & Coffey 2004, p. 47). In the present study, both print and online media provided a representation of public opinion about the EPM concept (Deephouse 2000). Documentary sources also, sought to provide additional information about the managerial behaviour towards the EPM practices and served as a point of triangulation for data collected via the face-to face interview process.

3.5 Data Collection Procedures and Instruments

The design of this research inquiry is based on Eisenhardt (1989) method of building theories from case study research. The data collection procedures, instruments and the content of this investigation were modified to enable the study's exploratory importance and accommodate an embedded multiple case study method. This qualitative study employed mixed or multiple data gathering processes in the form of

semi-structured interviews and documentation analysis. The use of multiple data collection sources provides an opportunity for data triangulation, which strengthens and enhances the generalisability and validity of the study findings (Denzin & Lincoln 2000). Face-to-face interviews signify the direct observations of involved parties, contrary to documentary analysis that represents the observations of third parties (Taket 2001). Data gathered through face-to-face interviews was aided by use of a semi-structured interview guide that was developed to explore the six EPM processes established from the Literature review (i.e., initiation, planning, execution, monitoring and controlling, perform integrated change control and closing the project). Semi-structured interviews were used in this research to establish opinion, expectation, belief and professional intention through the iterative stories of managers involved in the project management aspects of the various firms (Yin 2016). Semi-structured interviews undertake an interpretive approach of data gathering and analysis (Denzin & Lincoln 2000), and allowed respondents to account for their own experiences, expectations, beliefs, and values towards augmenting project management with entrepreneurship principles (Ezzy 2001; Glaser 1992). In addition, semi-structured interviews allowed the interviewer to probe the informants for detailed information in order to gain an understanding of the EPM phenomena. The semi-structured interviews also allowed for the interpretation and follow-up on non-verbal cues whilst building a trusting interviewee-interviewer relationship (Denzin & Lincoln 2000).

3.5.1 The Design of the Case Study Protocol

The case study protocol is a tool used by researchers to enhance the reliability of embedded multiple case study (Tellis 1997). The case study protocol documents the

procedures the investigator undertakes during the data collection and analysis process (Tellis 1997) based on prior extensive literature search about the topic to develop the draft questions. The case study protocol describes the rules that the researcher adhered to when conducting the study, stipulating the study rationale and embedding the researcher in the method used. Yin (2003) suggests that a case study protocol should include four sections: (a) an overview of the case study project (i.e., project objectives, case study issues and topic under study), (b) field procedures (i.e., reminders about procedures, credentials for access to data sources and location of those sources), (c) case study questions to enable data collection, and (d) a structural guide for the case study report. For this thesis, the case study protocol was prepared prior to the study interviews. The procedure for data collection and the structure of the thesis, were pre-determined by the case study protocol (see Appendix A).

3.5.2 Preparation for Key Informant Interviews

Contact details for the case organisations and informants were accessed via online search. To maintain confidentiality, accessed websites and databases will not be identified in this thesis. Individual informants were then contacted by email requesting permission to contact managers at the different levels engaged in the project design and implementation (see Appendix B for the email template). This was followed by a telephone conversation to discuss the details of the interview process and an invitation to participate in the research. During the telephone conversation, the researcher provided an explanation of the research program. The briefing included the motivation for undertaking the research, the broad research questions, interview timing and facilitation. After permission was obtained, the managers were contacted directly to

explain the study purpose and request their participation in the study. Informants were introduced to the project through the provision of information sheets and a consent form (see Appendix B). Participation was entirely voluntary, and this was explained to all informants prior to interviewing, and approval to take electronic recordings of the interviews was obtained from the informants. For confidentiality, informants were notified of the researcher's arrangement to securely store interview recordings on a password-protected laptop, and to the University of Tasmania's secure N-Drive facility. Within the six organisations, twenty-eight (28) informants were identified to participate in the study. Ten of the informants were senior managers; ten were middle-level managers, and eight were at the lower management level (see Table 3.2 for informants' details). To ensure anonymity and confidentiality, and as a condition of ethics approval, both informants and case organisations names will not be identified in this thesis.

Table 3.2 Characteristics of key Informants

Management level	Number of interviews	Organisation**	Position description
Senior/strategic	10	A2N-org	Executive Director, Programs Manager
		SOC-org	Head of programs, Senior Programs Manager
		KUL-org	Executive Director, Head of Finance & HR
		VED-org	Programs Director
		CRS-org	Country Project Director, Capacity Strengthening Lead
		CID-org	Senior Programs Officer
Middle/tactical	10	A2N-org	Project Coordinator, Operations Manager
		SOC-org	Operations Manager, Project Manager
		KUL-org	Partnership Networking and Trainings Lead, Centre Manager

		VED-org	Project Coordinator, Grants Manager
		CRS-org	Programs Manager
		CID-org	Project M&E Officer
Lower/operational	8	A2N-org	Project Managers (central and eastern regions)
		SOC-org	Community Development Officers (CDOs)
		KUL-org	Project Managers (west and central regions)
		VED-org	Project Manager
		CRS-org	Project Manager

** Organisation names have been coded to retain anonymity.
Notes: Other information sources include organisations' websites, program manuals, annual reports and newsletters, textbooks and magazines.
Source: Fieldwork, 2017

3.5.3 Conducting the Semi-Structured Interviews

The semi-structured interview questions posed to the key informants were predetermined to ensure that all subjects were asked similar core questions, thus fortifying the reliability of the interview process (Babbie 2016). The questions were explorative in nature and drawn from literature review underpinning the EPM model. To further understand issues or topics raised by respondents, follow-up exploratory questions were asked where necessary. With the intention to cover all the necessary issues, questions were framed in an open-ended manner to provide interviewees sufficient latitude for introspection whilst allowing the researcher to cross-examine the evidence gathered from alternate sources (Clandinin & Connelly 1994). The use of open-ended questions ensured that diverse topics of interest were covered, and allowed for cross-variable comparisons during the analysis stage (Bell, Bryman & Harley 2018). Exploration of the EPM model was achieved by posing 'what' and 'when' questions (e.g.: What kinds of ideas, values and principles drive your project planning process? What do you consider to be the most important issues in the closing stages of a project?),

as they are suitable for theory building (Eisenhardt 1989). Explanation of the EPM phenomena was realised by posing 'how' and 'why' questions (e.g.: How are projects initiated in your organisation? Why do you do it that way?), allowing discovering linkages within a specific case context (Eisenhardt 1989). This explorative and explanative approach allows for greater depth and expanse of response to address the research questions (Boyce & Neale 2006). The validity of the questions was tested by conducting a pilot interview with three managers from a similar organisation to the ones interviewed (Mugenda & Mugenda 2003; Neuman 2014). One manager from each managerial level was asked to take part in the pilot study to determine the relevance of questions to the study. Adjustments to the wording of questions were made where appropriate based on the feedback (e.g.: The term 'project charter" was substituted with 'project contract' and the formal nature of asking questions was replaced with a more accommodative and conversational tone). The face-to-face interviews were conducted from the 21st of September to the 15th of November 2017 and they were of varying lengths, with the shortest being 23 minutes duration and the longest 180 minutes duration. The interviews were all conducted in English and audio-recorded.

3.5.4 Collection of Documentary Records

This inquiry considered extant documents as an important part of the data collection process (Collings, Morley & Gunnigle 2008). The need for document analysis in this study started when the researcher obtained relevant documents addressing the EPM concept. As such, the study relied on the content, relevancy and usefulness of the documents. The use of relevant documents in a qualitative embedded multiple case study provide an objective dataset compared to other data sources (Raptis 2010). In

addition, relevant documents also provided an opportunity to the researcher to validate and authenticate data gathered from other information sources during the face-to-face interview processes (Olson 2010). In this study, detailed document analysis of all the case organisations was undertaken to generate the organisational background information, which enabled data triangulations (see Table 3.3 for the documents gathered and reviewed) as part of the data collection and analysis process.

Table 3.3 Documents Collected from Case Organisations

Organisation**	Documents reviewed
A2N-org	Organisation website, food production magazines, newsletters and annual reports.
SOC-org	Organisation website, newsletters, annual reports, and press release papers.
KUL-org	Organisation website, newsletters, published books and annual reports.
VED-org	Organisation website, newsletters, brochures, annual reports, and a policy manual.
CRS-org	Organisation website, and newsletters.
CID-org	Organisation website.
Other documents:	Newspaper archives (i.e., The Daily monitor, The New Vision, The Independent and The East African newspapers).

** Organisation names have been coded to retain anonymity.

Source: Fieldwork, 2017

3.5.5 Time Horizons

The time frame for which a particular research is conducted has consistently attracted attention from several researchers as it directly impacts on the reliability and integrity of the study findings (Gomm, Hammersley & Foster 2000; Noor 2008). A research study is classified as being either cross-sectional or longitudinal studies based on the research questions and the amount of time spent in conducting the study (Ayentimi, Burgess & Brown 2018). Whilst longitudinal studies involve observing change and development over a long-time horizon, cross-sectional studies portray a snapshot

process for a particular time frame (Saunders, Lewis & Thornhill 2009). Cross-sectional studies are generally associated with academic research in the social science domain due to time and cost constraints (Mugenda & Mugenda 2003). This research examined a detailed cross-section of the social enterprise organisations in Uganda, covering a wide range of EPM processes and practices.

3.5.6 The Unit of Analysis

The EPM process is a unique unit of analysis in terms of its novelty and relevance to the developing economy context. EPM advocates for the use of project management concepts, methods and applications for fostering organisational innovation and creativity (see Dinsmore & Treneman 2000; Ershad 2012; Gedvilas 2012; Shepherd, Covin & Kuratko 2009). Arguing through the lenses of contingency theories of organisational management, EPM is conceived as a unique management approach whereby project and environmental complexity is absorbed by relying on complex behaviour, processes, structure, practices and governance, as opposed to the traditional project management style (Taket 2001; Trokic 2016). EPM mirrors an organisation's strategy and provides a high-level perspective and regulation on critical resources that directly impact an organisation's move towards entrepreneurial success (Gedvilas 2012). The EPM Model takes an organisational-wide view of project management by focusing on the needs of project stakeholders, whilst integrating closely with the managerial level requisite (i.e. strategic, tactical, operational) and the project management environment (Grant & Pennypacker 2006). The EPM approach provides a strategic advantage in a competitive environment (Dowling 2015). Therefore, the management of projects in the complex, volatile and uncertain sub-Saharan African

environment requires creative and innovative approaches, which translates the EPM model process into a unique case study.

3.6 Data Analysis Process and Techniques

Case study data analysis serves the purpose of summarising the observations with the intention to yield answers to the main research questions (Yin 2003). It involves reviewing, synthesising and interpreting the data to describe and explain the research phenomena in a way that generates new meaning (Stake 2013). This research therefore, adopted a continuous data analysis approach as data evolved from the documents and interviews. The data analysis sequence is presented below.

3.6.1 Editing the Data

Data was edited for accuracy, consistency, completeness, uniformity and arranged to facilitate coding and tabulation (Saunders, Lewis & Thornhill 2013). Data collected through semi-structured interviews was coded to assure participants' confidentially. The actions, conversations and behaviour of the participants were described and noted down in a fieldwork journal completely anonymous with the use of pseudonyms. As it is considered best practice to transcribe data immediately after interview recordings (see Denzin & Lincoln 2000), the researcher had the data transcribed into an MS Word® document format immediately after the interview recordings. Whilst urgency in data transcription is an important practice given the intrinsic issues related to the translation process (Denzin & Lincoln 2000), delayed transcription can lead to data misinterpretations, mistakes and inaccuracies. Following transcription, completed transcripts were submitted to corresponding informants for accuracy verification.

Thereafter, the transcripts were thoroughly revised and analysed so that major themes and issues could be identified. This was done by highlighting and noting common responses to interview questions. Both the reviewed transcripts and documents gathered, were coded with QSR NVivo (version 11) computer software. The software is preferred for data organisation as it allows for the categorisation of narrative data whilst supporting an inductive method of data analysis. Document analysis supported the triangulation of the primary data findings.

3.6.2 Thematic Analysis

This study employed a thematic analysis technique for identifying, and reporting themes or patterns in the data (Braun & Clarke 2006). Thematic analysis refers to the "…systematic approach to the analyses of qualitative data that involves identifying themes or patterns of cultural meaning; coding and classifying data, usually textual, according to themes; and interpreting the resulting thematic structures by seeking commonalities, relationships, overarching patterns, theoretical constructs, or explanatory principles" (Lapadat 2010, p. 3). As such, thematic analysis provides an opportunity for the researchers to immerse themselves in the fieldwork data, which enables the interpretation of the data within its context. The main themes were developed from the preliminary EPM theoretical framework whilst the resultant sub-themes evolved out of the researcher's interpretation of each interview data in respect to the research question underpinning this study. This was done by reviewing each of the audio recordings, and constantly reading and rereading its corresponding transcript until an overall sense of the data became apparent (Griffee 2005).

3.6.3 Data Categorisation and Coding

Data categorisation organises the various dimensions of data by grouping together attributes that relate to the concepts being examined (Qu & Dumay 2011). The study devised mutually exclusive and exhaustive data categories, clustered together to facilitate the interpretive process (Denzin & Lincoln 2000). Data coding refers to the assignment of titles to salient elements in the data, in order to facilitate the interpretive process (Schwandt 1997). Consistent with Miles, Huberman and Saldana (2014), data codes were used to identify pertinent issues requiring further investigation and reporting. This study adopted a two-stage data coding approach as follows:

(a) First stage coding

In the first stage coding process, interview transcripts were scrutinised to remove any inconsistencies and/or errors within the data. Data was manipulated into appropriate descriptive categories (i.e. tree nodes and/or free nodes) in line with the initial emergent themes as reported by the informants. By pattern matching themes from the data, recurring patterns were noted to consolidate individual facets of the data (Miles, Huberman & Saldana 2014) into coherent themes. Initial parent node categories were based on the broad unit of analysis comprising the elements that constitute the EPM Model processes that emerged from the literature review. Therefore, the first stage (parent) nodes denoted the iterative EPM processes of initiation, planning, execution, monitoring and controlling, perform integrated change control and closing. The secondary units of analysis (child nodes) represented the case variables related to how the literature predicted the EPM processes would be operationalised at the different

managerial levels and within organisations. Table 3.3 provides details of the main themes, sub-themes and coding rules that were applied in the first stage coding process.

Table 3.3 Summary of coding nodes used in the first stage

EPM parent theme	EPM sub-theme	Coding rules
Entrepreneurial initiation	• Consultative project charter development	*This node captures any data related to the process of developing a document that formally authorises the existence of a project.*
	• Entrepreneurial project manager	*This node captures any data related to how project leaders/managers lead their teams.*
	• Stakeholder identification	*This node captures any data related to stakeholder competencies, interaction, and how they influence the overall outcome of the project.*
Entrepreneurial planning	• Project management plan development	*This node captures any data related to the process of defining, preparing, and coordinating all plan components and consolidating them into an integrated project management plan.*
	• Organic management structure	*This node captures any data related to how power structures influences decision-making processes in organisations.*
	• Innovativeness	*This node captures any data that supports creativity, novelty, self-energising and business venturing inside performing organisations project management process.*
	• Autonomy	*This node captures any data related to the independent actions by project managers and/or teams in their work discretion.*
	• Risk taking	*This node captures any data that shows how organisations and individual take bold actions towards undertaking risky project procedures with uncertain outcomes.*
Entrepreneurial execution	• Opportunity recognition and exploration	*This node captures any data related to how project teams take advantage of new opportunities to improve project work processes.*
	• Proactive project management	*This node captures any data related to the active role played by the project team in dealing with work situations rather than just responding to it after it has happened.*
	• Manage project knowledge	*This node captures any data related to the process of documentation and using of existing knowledge; creating new knowledge to achieve the project objectives and contribute to organisational learning.*
Entrepreneurial monitoring and controlling	• Create room for errors	*This node captures any data related to the approaches taken by project teams to deal with errors by either accepting or owning failure or by avoiding errors in the project work processes.*

	• Self-managed teams	*This node captures any data related to the unbiased open interactive exchange between project teams to provide free flow of desired data, information, expertise and appropriate sharing of organisation corporate facilities.*
	• Soft skills maximisation	*This node captures any data about the essential soft skills for success as a project leader.*
Perform integrated change control	• Alignment of project management with organisational strategy	*This node captures any data related to the process of aligning or modifying the project management style based on the enterprise environmental factors.*
	• Management of organisational politics	*This node captures any data related to how managers overcome inertia and resistance in respect to change or configuration management.*
	• Parallel decision-making system	*This node captures any data that relates to the process of making counter-intuitive decisions based on different possession of information, or insight of events or opportunities at hand*
Entrepreneurial closure	• Completion and exit criteria	*This node captures any data related to the unique project exit approaches based on the project environmental complexities.*
	• Inclusive project audit	*This node captures any data related to project management processes synchronisation with the established project objectives.*
	• Project influences updates	*This node captures any data related to the organisation's project management artefacts (e.g., processes, inputs, tools and techniques) practice, or knowledge, lesson learned and historical information that influence the management of the project.*

(a) Second stage coding

The second stage coding involved re-organising interview data through a process of pattern matching into ordered forms of new child nodes as themes became apparent. Interview data was cross-examined to identify any themes that related to primary data codes. A journal was set up within NVivo to record the insights and ideas that emerged while coding the data (Bazeley & Jackson 2019); enabling transparency in the coding process and helping to develop an audit trail, thus enhancing the credibility of the research (Bringer, Johnston & Brackenridge 2004). This iterative nature of the coding process resulted in a gradual reduction in the volume of data to be analysed giving a more focused, organised and relevant data set from which clear theme-categories and commonalities emerged. Richards (2014) argued that refilling parent nodes with

missing data enables the researcher to revisit the data until patterns and explanations are understood (see Appendix C for the complete coding system).

3.6.4 Data Interpretation

Data interpretation is the process of giving meaning to the thematic analysis of the data, and is based on the application of wide-range use of interpretive skill to distil emerging patterns and themes (Yin 2016). Data must be interpreted for its completeness, fairness, empirical accuracy, value addition, plausibility and credibility (Miles & Huberman 1994). As such, for any study undertaking, researchers must disclose to the readers how data was interpreted regardless of the methodological approach implemented (Bachor 2002). The data interpretation procedures advanced by Miles and Huberman (1994), were adopted in the present research. Table 3.4 illustrates the logical summaries of these procedures including their execution, arranged from the descriptive to explanatory perspectives, but with overlaps in their application to the data, as they are not mutually exclusive.

Table 3.4 Processes of Data Interpretation

Tactic	Procedure
Noting patterns and themes:	It is not uncommon for researchers to perceive events in their entirety rather than their constituent parts when observing a phenomenon. Therefore, through progressive data interrogation, recurring patterns and themes were noted in order to merge individual facets of the information.
Seeing plausibility:	Inferences drawn during data analysis subsumes plausibility reinforced by intuition to be valuable for this research to discover conclusions that 'make good sense and fit' (Miles & Huberman 1994, p. 278).
Clustering:	Developing appropriate data clusters is associated to effective data conceptualisation by organising objects that have similar patterns or characteristics together, but not mutually exclusive and may overlap (Miles & Huberman 1994). In this research, data clustering was part of the coding process, accomplished by grouping similar elements during analysis.

Subsuming particulars into the general:	Data comparison allowed instances of similar phenomena in the data set to be categorised together. This approach was essential to category improvement in the analytic and theory building process of this thesis.
Factoring (Factor analysis):	In this research, factor analysis process contributed to data variability reductions by merging similar variables that fit together and appear to measure identical phenomena involving 'making patterns of patterns'(Miles & Huberman 1994, p. 286).
Noting relationships between variables:	Data cross-examination enabled the identification interrelationship between variables in a data set. Therefore, by determining the nature of the relationship between variables allowed this study to ascertain whether certain variables change directly, change inversely, or there was no relationship across variables.
Finding intervening variables:	Intervening variables are hypothetical variables often used to explain casual links between data variables yet cannot be observed. In this inquiry, variables that seemed to be related but lacked satisfactory explanation, the data was searched for presence of emerging intervening variables.
Building a logical chain of evidence:	Related factors in the data set were sequentially established to enable alignment of logically related responses to subsequent analysis.
Making conceptual or theoretical coherence:	After assembling evidence of converging data patterns and identifying the nature of relationships, the EPM theory was generated from that evidence.

This table is adapted from the recommendations in Miles and Huberman (1994).

3.6.5 Verification of Conclusions

The process of verifying the conclusions of this study provides redress for the concerns regarding the notion of reliability and validity. Whilst reliability is related to the potential of the data collection methods and analysis techniques to produce consistent findings, validity is associated with the research design and method employed in the study (Ward & Street 2010). Although, Altheide and Johnson (1994) argue that methods for establishing confidence in qualitative research are poorly defined, Miles and Huberman (1994) examines a number of tactics which can be used to verify the outcomes of qualitative research. Table 3.5 illustrates the logical summaries of these tactics, which were progressively elaborated and applied during the data interpretation process to enhance the rigor of both the methodology used and findings obtained.

Table 3.5 Processes of Verifying Conclusions

Tactic	Procedure
Checking for representativeness	Throughout the interpretive process, data from non-representative sources was carefully examined; non-representative episodes or activities were removed from analysis, and no inferences were drawn from such data.
Checking for researcher effects	Qualitative data analysis process often has to be guarded from potential researcher contamination (Denzin & Lincoln 2000). In this inquiry, the potential sources of contamination ranged from: (a) 'holistic fallacy', whereby extreme evidence is ignored so data are interpreted as complete, more patterned or even having greater congruence than they actually did (Miles & Huberman 1994, p. 307); (b) 'going native' whereby the researcher's fear of study informants boycotting a researcher who is seen variously as spy, prevents them seeking further investigation (Miles & Huberman 1994, p. 296); and (c) over-reliance on explicitly well-informed informants. Such influences were minimised by adopting multiple data sources to inform the study process.
Triangulation	The researcher employed multiple data collection techniques (data triangulation) in the gathering of the case study data to include semi-structured interviews and documentation analysis (Ward and Street 2010). The different data collection methods enabled the researcher to gather different facets of data, and their combined effects augmented on each other to compose a more three-dimensional perspective of the EPM phenomenon.
Weighting the evidence	The researcher applied different weightings to the data to address the fact that some data were weaker and more dubious that others. Weightings applied were determined based on the suggestions by Miles and Huberman (1994) to include (a) informants characteristics and (b) conditions under which data were gathered.
Checking for the meaning of outliers	By looking at exception patterns in the data enabled the researcher to guard against self-selecting biases in order to build a better explanation of study findings.
Looking for negative evidence	Due to researcher pattern-making proclivities, conclusions were interrogated for evidence that might disprove an established result (Miles & Huberman 1994; Yin 2003). This study inquiry remained open to contradicting findings.
Ruling out spurious relationships	A spurious relationship means that the researcher is connecting things together incorrectly and/or findings are falsely attributed. Therefore, to minimise such errors, explanatory conclusions were based on inferences drawn that suggested that one factor is related to the other. Judd and Kidder (1986) recommend that researchers discriminate each apparent relationship to ascertain other casual processes that have not formed the inferred relationship.
Replicating a finding	Validity of conclusions is enhanced when results are confirmed by more than one data collection instrument measuring the same thing. In this inquiry inter-rater coding reliability was conducted by asking a colleague to perform a 'rapid replicability check' to cross examine the study findings (Miles & Huberman 1994, p. 308).
Checking out rival explanations	Rival explanations that account for the EPM phenomena were carefully and masterfully unravelled before and during the data analysis process. Not all explanations were accepted in this inquiry until all possibilities had been explored for more compelling meaning based on the weighting of varying sources of evidence, or stronger evidence.
Getting feedback from participants	Completed data transcripts were sent to corresponding informants for seeking clarity with the intention to increase data precision and focus. Study informants were involved in reviewing drafts of the case reports. According to, soliciting feedback from informants enables corroborating the essential facts and evidence presented in the case reports, which enriches the study's construct validity.

| Comparing and contrasting variables | Comparisons and contrasts between informants, cases, and managerial roles were made in order to enhance the verification process (Sowden & Keeves 1988). |

This table is adapted from the recommendations in Miles and Huberman (1994).

In addition, analyses for percentage agreement and kappa coefficient values were used to test for the inter-rater reliability and validity in the data coding process. A coding comparison check was performed using NVivo software, to test for variation or to compare for coding strength amongst the two users (i.e. researcher and colleague). This was done for five interview sources tested across six main node themes (i.e., project initiation, entrepreneurial planning, entrepreneurial execution, monitoring and controlling, perform integrated change control and project closure). According to McHugh (2012), percentage agreement is calculated by the number of units of agreement divided by the total units of measures in the data source, whilst the kappa value or coefficient depicts the level of agreement that could be expected to occur by chance, which is a good measure for validity check in a given qualitative data set. The study results indicate an overall unweighted kappa value of 0.85, which shows that there is a high degree of reliability amongst data sources coded by the two users (McHugh 2012). Consistently, a kappa value of <0.40 is considered to be poor agreement in data coding, 0.40-0.75 is fair to good agreement while >0.75 is interpreted as excellent agreement (McHugh 2012 - see Appendix C for the coding comparison results for inter-rater data reliability and validity tests). In order to maintain and guarantee external validity, English as a common language to both the researcher and informants was used so there was no need for any translations or back translations which extant literature has indicated as one of the challenges in qualitative research (Saunders, Lewis & Thornhill 2009).

3.7 Ethical Considerations

Research ethics is considered as an important theme in contemporary business and management research due to its implications and the necessity to maintain research standards throughout the study (deRoche & deRoche 2010). The two major ethics dimensions considered in this inquiry included (a) procedural ethics, which involved the researcher seeking approval from the Human Research Ethics Committee (at the University of Tasmania) to undertake the research since it involved humans (see Appendix D for the approved ethics form); and (b) ethics in practice which involved taking care of the everyday ethical issues that arise whilst doing research (Guillemin & Gillam 2004). Issues regarding the notion of anonymity and confidentiality were emphasised, and appropriate pseudonyms were used where participant data was identifiable to address any loss of privacy. For instance, informants' organisations are referred to as: A2N-org, SOC-org, KUL-org, VED-org, CRS-org and CID-org in this study. Arguably, case study research is more susceptible to issues of anonymity and confidentiality due to the detailed empirical evidence required from researchers when building or testing theories (Wallace 2010). As such, informants were fully involved in the transcription checking process in order to remove any form of error that might have been present. Also, informants' consent and information disclosure forms were provided prior to each interview (see appendix B).

3.8 Developing Research Outcomes

In accordance to the stated research purpose, the data analysis led to descriptive, exploratory, and explanatory outcomes. These were achieved in a manner sequentially discussed.

3.8.1 The Descriptive Outcome

The strength of descriptions in qualitative research extends beyond mere narration of the phenomena in the case (Ritchie, Lewis, Nicholls & Ormston 2013). But rather, pertinent issues and themes that emerge from the analysis process are presented either through the illustration of the particular themes and demonstration of a combination of the issues core to the analysis (Denzin & Lincoln 2000). Since this inquiry involved the input of 28 informants directly involved in the project management aspects of social enterprise organisations operating in a developing economic context, the issues and themes in this research were contextually bound. The prerequisite was in understanding the origins of issues and themes before the inherent purpose and meaning could be captured. The environmental complexity through which project managers operate within the sub-Saharan Africa context could only be understood by producing thick or dense descriptions of the contextual elements (Lincoln & Guba 1986; Polit & Beck 2010). The researcher was able to produce an account of the external environmental influences on the EPM Model thorough descriptive information concerning the study setting, informants' experiences and observed transactions. From such descriptions, analytical judgements concerning the research question were made, working propositions generated, and relationships identified.

3.8.2 The Exploratory Outcome

Given the nature of this inductive inquiry, the theoretical EPM concept had to emerge from the case data generated from organisations, and not superimposed upon it (Denzin & Lincoln 2000). Therefore, the inductive attribute about this research relates to the creative, and revelatory latitude for generating new concepts and ideas about the EPM

phenomena. Through the application of systematic conceptual and analytical strictness in the interpretation of data, the plausibility of the empirical and theoretical conclusions was optimised (Gioia, Corley & Hamilton 2013). Inductive theory building does yield valuable research outcomes that are less ridged than hypothesis testing (Mitchell & James 2001). In this study, therefore, theory was systematically generated from case evidence through category (node) development using NVivo software, linking the categories together, testing for emerging relationships, and connecting with existing theory.

3.8.3 The Explanatory Outcome

Contrary to quantitative research, where casual relationships are determined by the statistical analyses of explanatory and response variables, explanations of cause and effect relationships in qualitative research are dependent on the researcher's observations from the case description (Denzin & Lincoln 2000). The complexities of interrelationships, and inaccurate measures inherent in the interpretive approach, mean that the explanatory process is vested in organising and integrating ideas about how the elements of the EPM phenomena are interrelated. Yin (2003) recommends an iterative process that the final explanation of a case analysis should follow (e.g., making initial theoretical statement, comparing initial case findings, revising the statement for more than one time, and repeating the whole process as many times possible) whilst seeking plausibility and conclusive evidence about the phenomena. Therefore, explanatory research can lead to alternate conclusions about the same results, which allowed this study to elucidate the explanatory outcome by consolidating some findings whilst disregarding others.

3.9 Chapter Summary

This chapter provided the methodological context of this research. Given the need for a cross-sectional qualitative study approach to the research question, an embedded multiple case study method was used to address the descriptive, exploratory, and explanatory purposes of the inquiry. The development of a case study protocol guided the study inquiry and further assisted in the consideration of the cases (see Appendix A). Data were collected via face-to-face interviews and collecting documentary records; verification of conclusions was progressively elaborated throughout the inquiry. The procedural elements were predominantly influenced by Eisenhardt (1989), Denzin and Lincoln (2000), Miles and Huberman (1994), and (Yin 2009, 2014). The processes of data categorisation, coding and analysis were undertaken using the QSR NVivo (version 11) software package, details of which are included in appendix C. The proceeding chapter presents the study results and discussion in accordance with the organisation of the thesis presented in Chapter One.

Chapter Four

Research Findings

4.0 Introduction

This chapter presents the findings of the data analysis described in Chapter Three of the thesis. The results are structured around each of the EPM Model specific elements presented in Chapter Two (and depicted in Figure 2.4). The findings drawn from the thematic analysis of the semi-structured interviews and the content analysis of document evidence are presented as per the elements of the EPM Model.

4.1 Entrepreneurial Initiation Processes

The data analysis provided support for the 'project entrepreneurial initiation processes' which is consistent with the EPM model. The results of the data analysis indicated that the EPM is underpinned by the 'project initiation processes' and comprises each of the three important factors identified in the literature review (i.e. 'consultative project charter development process', 'entrepreneurial project manager', and 'stakeholder identification') as well as one additional emergent factor (i.e. 'possession of a competitive posture'). These factors are discussed in the sections below.

4.1.1 Consultative Project Charter Development

The data analysis provided support for the 'consultative project charter development' process as an element of the EPM initiation processes. The process of developing a document that formally authorises the existence of a project (i.e. the Project Charter) was reported by informants at all levels of management. The informants consistently

reported engaging in preliminary consultations with sponsors to generate information which served as the basis for the 'project charter development' process:

> The donors come down, they consult us, pretty much what I was talking to you about … they consult, then together we formulate project charters, which they use to draw from the funding basket. They may say alright, for Sub-Saharan Africa we are going to inject maybe USD 200 million for whatever project it is, and it will go … Uganda will get this much, Kenya will get this much, and so on… [Programs Manager, CRS-org].

> It's like for the past five years our sponsors have learned consulting us before they write contracts, after that they get the funding and make it available, but in order for you to access this fund as a civil society organisation working in Uganda, or as an NGO, you have to bid. You also send in your proposal against the project charter framework, which they have already drawn up [Head of Finance & HR, KUL-org].

> What I understand…here we have signed project charters and contracts with the donors. But what I know our Executive director has been involved in back and forth consultations with the donors for scoping most of the projects. So, I think the project charter is so much influenced by the donors' wishes, but their wishes must be aligned to our mission and vision [Project Manager, A2N-org].

The informants further indicated that the 'consultative project charter development process' comprises four important components: (a) top management commitment, (b) stakeholder engagement, (c) contract negotiation, and (d) conducting a needs assessment. These issues are discussed in turn below.

4.1.1.1 Top management commitment

The data analysis provided support for 'top management commitment' as an element of the EPM initiation processes. Informants at all levels of management confirmed the need for the senior managers' commitment to engage project sponsors in a manner that is consultative in the formulation of the project charter scope:

> What influences the project charter process is commitment… top management commitment may have influence for delivering what is stipulated in the project charter, but also the rules of the organisation which is going to implement. I believe this is back and forth consultative process between the executive and project sponsors [Project Manager, A2N-org].

> As a manager, commitment to the project charter or contract is key. Yes. To me as a person once I'm given a piece of work, then I accept that I'm going to do this work I have to put all my mind and time into that project because I accepted. So that is the commitment I'm talking about [Project Manager, KUL-org].

> By and large.…we are an organic agriculture promoter…we have not applied for funding from anyone who doesn't believe in organic farming. Likewise, we've not had any sponsor coming to us to deliver a project charter without our prior knowledge, they must consult us first. Therefore, as management – we are committed to that bigger picture of organic farming and this must be well spelt out in the project charter even in the contracts we sign, it is one of the things that you would have struggles about if you didn't consult us before [Head of Finance &HR, KUL-org].

The data suggests, therefore, that EPM allows for the top management commitment whilst developing the project charter by relying on policy guidelines and ensuring a realistic project scope.

4.1.1.2 Stakeholder engagement

Documentary evidence from the PROLINNOVA newsletter indicated that stakeholder engagement is required in the project charter development processes:

> Through our joint innovation, we engage all stakeholders and those beyond the group for instance, in Nakitoma and Nabiswera sub-counties for building confidence of project beneficiaries whilst allowing them to take charge of designing and developing projects that can improve on their situations (Ndagire & Zake 2015, p. 2).

Indeed, informants were in support of the need for constructive stakeholder engagements to allow role and responsibility delineation as it directly influences and focuses the project charter development process:

> What I know is that good projects emerge from prior stakeholder meetings and engagements. Because…[well] in that case the donors usually consult stakeholders before they advertise, or they make a call for proposals, they reach out to organisations that have some expertise in particular thematic areas, and they ask how are things, how should it be? What best practices can you share with us? We give some information that can be used to build the project charter. Then they come up with high-level project requirements or standard documents [Programs Manager, CRS-org].

In the same regard, informants indicated the important role of stakeholder engagement during project inception providing the opportunity to grassroot beneficiaries participation and involvement in the initial project idea generation:

> Many times, we impose projects on these guys and they look at you and many times we think they don't understand, but they understand everything. You do your mistakes; you do your things for them they are watching. They leave your project there! Sometimes they have their own ways of doing things and they have reasons why they are doing it so [Programs Director, VED-org].

> When we are initiating the project, we try to identify roles of each actor, so we invite all the actors and then we say ok this is what you have presented as roles that you will play in this project? And we continuously track that and say ok this is what you promised even when you're… we tell them ok according to the project, you are supposed to play this role and so we are inviting you to do this and this [Project Coordinator, VED-org].

Informants also indicated that their engagement with stakeholders during project conception enabled them avoid poor project execution:

> Projects emerge or get initiated by entities external to this organisation based on consultations they make on ground and the whole process is well thought after and has key forecast areas based on preliminary engagements we have [Executive Director of A2N-org].

> Consultations will give us direction, so we don't just conceive projects from anywhere. There is the involvement of the community right from the beginning but also the other stakeholders i.e. the local government who will contribute ideas towards the development of this project [Head of Programs, SOC-org].

> Because in any case where projects go wrong is when organisations impose own ideas on people but here we are saying we are engaging the community, so I don't see where I can really say I will go outside the high-level project requirements because these are the best principles that make you answerable to the beneficiaries so that beneficiaries can be responsible [Country Project Director, CRS-org].

The data suggests, therefore, that EPM enables organisations to consistently monitor, engage and manage the stakeholders. This involves the careful and selective decision-making process to avert project initiation mistakes through consultative engagements with key stakeholders.

4.1.1.3 Contract negotiation

The data analysis provided support for 'contract negotiation' as an element of the EPM initiation processes. Informants at all levels of management preferred the use of contracts as a formal way to establish agreements with the project sponsors. The data analysis further indicated that chartering projects was at the discretion of the project sponsor with limited flexibility for negotiation with performing organisations:

> Unfortunately, or fortunately, the development of the project charter is largely a preserve of the donor. They determine much more of what is contained within the contract. And on just a few cases of the contract, they may consult you to express your opinions if any. But by and large, you may not change much of what has been designed, and presented to you [Senior Programs Officer, CID-org].

> Usually, like I mentioned …. I mentioned that there had to be lots of negotiations. You have to go back to the donor and say, you know what my dear, things like this are not working; however, we've come up with the following solutions or suggestions… do you have any objection? Do you think we should go ahead with it, or do you think it's

worth the risk? Those ones had to be done, and once the negotiation comes through, you follow it with what we call realignment [Programs Manager, CRS-org].

The data analysis further indicated that, in instances where project contracts were the preferred choice to establishing agreements, senior managers engaged in negotiation terms for such contracts. As such, informants generally reported on the value accrued in negotiating better contract deals, especially with former project funders, and also relying on a wider support network through partnership referrals:

When we get these contracts, we always read through and understand everything. So, by the time the Executive Director signs, I have to also look at it, then we approve that we shall handle the work. In case we read through and we feel that there is somewhere, it's not clear, we take it to notify the contract and get clarification from the sponsor before we sign and start doing the work. It is not a must that when they give a contract you just sign and start doing work, you have to first read through and understand where it's not clear, you enquire or advise them to change the content, we always advise them, and they respond accordingly [Operations Manager, A2N-org].

The project contract was developed by the USAID, but as I told you in the beginning, that our friends will come from out there, with this thinking, because they have and use data. They do a lot of data. So, this data is used to inform decision making and we found out that it's from this data that they often want to dictate telling us that… this is what we think can work. That's why we say this time this project is very complicated, we must be involved in negotiations and not just telling us what to do! In the past it has been the case but now no because it is a standalone project [Capacity Strengthening Lead, CRS-org].

The data suggests, therefore, that EPM enables organisations to skill their project management teams with effective negotiation skills to influence project contracts that allow for flexible and innovative resource allocation.

4.1.1.4 Needs assessment

The data analysis provided support for 'needs assessment' as an element of the EPM initiation processes. Informants at all levels of management indicated the need for a

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consultative need assessment process when chartering projects, which requires project managers to ensure their alignment with the organisation's strategy as well as the various stakeholders' expectations:

> When we've assessed that there is a need, that is when we are kept busy (Laughs) … we cannot intervene when there is no need [Project Coordinator, A2N-org].

> Initiation of projects in our organisation is based on needs assessment, we work closely with our communities to establish where the very issues are, and you know this organisation has been around since 1996, we have been in Soroti for over a period of 10 years. We have been changing with the paradigm shift to the development needs.…[we] we get the communities involved in identifying what they think the priority issues are, and that's where our advocacy engagements lay most. However, we have our thematic areas that we put emphasis on [Project M&E Officer, CID-org].

> The needs assessment influences our project charter development. For instance, the school project came in as a result of a needs assessment, some pupils in some particular schools were not being well fed, we saw that as a gap and yet we saw it as an opportunity we could intervene through training the pupils and the teachers to grow vegetables like cabbage, spinach, which they could use to supplement the feeding of pupils while improving on their health [Centre Manager, KUL-org].

The data analysis also indicated that new projects may emerge at the 'end of phase' based on the continued need for further intervention out of a revolving community need:

> At other times, we may be building onto an already existing project. You might try to address certain problems which were identified first. But as we go on, or the phase ends we may find that there are other associated problems that are affecting communities and if they are not addressed even the earlier support given to communities will not benefit them fully [Partnership, Networking and Training Lead at KUL-org].

The data further indicated that the decision choice on the area of new project intervention is also based on national statistical data and surveys done by partner organisations:

> We look at the statistics we get from different sources like the Uganda Bureau of Statistics to understand pertinent issues that are happening in our country" to

determine which communities best need our intervention [Head of Finance & HR Manager at KUL-org].

Because you know by the time, we do surveys or needs assessments, of course projects don't solve farmer's problems one hundred percent. A project will come in to solve one component or it could be attempts so, you can't say you will go and solve everything. You have to go in and say what your project is going to do. If somebody says well this is good. You move on [Country Project Director, CRS-org].

The data analysis, therefore, affirms the need for organisations to conduct a needs assessment as part of the EPM initiation processes to ensure project resources are carefully directed to solving the planned and emergent needs. Equally, the use of statistical and survey data that is either internally or externally generated through partnerships is important for the EPM decision making context.

4.1.2 Entrepreneurial Project Manager

The data analysis provided support for the assignment of an 'entrepreneurial project manager' as an element of the EPM initiation processes. In terms of managing with an entrepreneurial approach, informants at all levels of management reported the importance of entrepreneurial traits (i.e. risk taking, innovativeness, creativity and flexibility etc.) were critical to their operations when initiating projects:

Before this current project I was the project manager for creative capacity building. We were skilling the communities with creative and innovative technologies because the use of modern technology is very expensive. However, when you direct and train them to be creative and innovative can help them to save time and save costs [Project Manager, KUL-org].

Well I'm … I don't know what to say here, because I am not this robotic kind of manager. You know these ones who believe that if it is this, it must be exactly that. No, I am flexible, and I believe in building teams as an individual, I am a risk taker and I believe in a strong team [Programs Manager, CRS-org].

> I don't know how to rate it, but my management approach is flexible. The flexibility comes out because at the time when we get the money all of us have an idea of the project. So, it's not like you are taking on the initiative by storm, or like he doesn't know what the project is all about. Staff have an idea of what the project is, even the finance person knows [Executive Director, KUL-org].

Documentary evidence also supported the notion that the greater the project manager's entrepreneurial behaviour the more effective was the project execution and subordinate satisfaction:

> It is of utmost importance to reduce bottlenecks that still constrain demand for project managers by promoting entrepreneurship for people to obtain skills needed to execute development projects (AfDB, OECD & UNDP 2016, p. 42 Report).

The informants further indicated that an 'entrepreneurial project manager' assignment comprises three important components: (a) leadership skills, (b) entrepreneurship skills, and (c) technical project management skills. These issues are discussed in turn below.

4.1.2.1 Leadership skills

The data analysis provided support for 'leadership skills' as an element of the EPM initiation processes. Informants at all levels of management reported that the application of their leadership abilities was critical to them whilst working with their respective stakeholders, including the project staff when initiating projects:

> The issue is about leadership capacity for us to initiate projects properly. Here, for sub-Sahara to change, this leadership must change. There must be crazy people who are going to act crazy and think through critical projects (Country Project Director, CRS-org).

> Our leadership model is very good. Recently I went with my Chief of Party, and he was shocked. The district chairperson was telling him, go and teach this DAC (Direction, Alignment, Commitment) leadership model to the church. The churches are confused. So, they know it, so they call it DAC ...or district stool, replicating the three stands of a stool ...so the district must have all the three legs of DAC. If they

encounter a problem, how ready can they address it? They have a smart time action plan. Who should be informed? Who is accountable? Who will follow? Clearly spelled out [Capacity Strengthening Lead, CRS-org].

Why I have a servant leadership style, is because I don't only manage you as a staff, but I also go beyond and be your friend. Even with these government people. I work with them but I'm also their friend. They can feel free to call me. When they have lost a person. They have a family celebration. Even when they have a family issue, they can confide in me and share with me [Capacity Strengthening Lead, CRS-org].

In addition to the technical project management abilities, the data analysis indicated that 'dealing with people' is one of the project manager's core functions. This evidence is consistent with the Project Manager Competency Development (PMCD) Framework conceptualised by the Project Management Institute:

While technical project management skills are core to program and project management, they are not enough in today's increasingly complicated and competitive global marketplace (Project Management Body of Knowledge PMI 2017, p. 57).

This big thinking that you and me, we implement, but after five years, we leave - but yet we want the sustainability that the people will carry on. The point I'm delivering home is we must consider dealing with people in the effort to ensure project success. There is a belief that we always talk with people, but we don't know what they think of us [Capacity Strengthening Lead, CRS-org].

Communication skills were also among the critical leadership attributes that informants at all levels of management found to be useful in the EPM initiation context. According to the standard for project management from the Project Management Institute, top project managers spent a majority of their time on a project while communicating to project stakeholders:

Research shows that top project managers spend about ninety per cent of their time on a project in communicating (Standard for Project Management PMI 2017, p. 61).

A project manager must have good communication skills and must be good at planning. Also good at leadership, directing, controlling, of staff and resources, for instance,

budgets have to be controlled or else people will over or under spend. Then you must also be able to act as a liaison officer between the community, the district local government and the organisation. So, we look at all of those [Programs Manager, A2N-org].

I consider open communication, and trustworthiness of project staff to be important on my projects. Also, the ability to manage time and commitment to wok. Communication and commitment to your work is key. Yes. To me as a person once I'm given a piece of work, then I accept that I'm going to do this work I have to put all my energy, my mind and time into that project because I accepted the project that I'll be able to do it. So that is the commitment I'm talking about [Project Manager, A2N-org].

The data analysis, therefore, affirms that effective leadership was a common denominator in the EPM initiation processes. Entrepreneurial project managers were required to apply leadership skills and qualities when working with all project stakeholders. In addition, communication skills were important for the effective execution of the EPM processes.

4.1.2.2 Entrepreneurship skills

Informants at all levels of management reported the importance of their innovative leadership abilities:

We don't have a lot of bureaucracy as per se in our project initiation and general execution approaches, we really don't have. May be unless it's about some donors, some of them come with restrictions don't do this, don't do the other but for us we somewhat employ innovative abilities to curb that [we]… but we… we are flexible and that's why we want to involve the beneficiaries as much as possible, make them the implementers [Grants Manager, VED-org].

We promote what we call creativity and innovation and we believe in flexibility because we don't consider what could have been done in 1980 to be something which is appropriate to the current context. So, we give our projects a bit of agility and flexibility, that we need to tailor them to the challenges that are affecting the community, especially the solutions and we need to work together with the local

people, especially the direct beneficiaries, as we try to craft solutions to addressing their problems [Project Manager, SOC-org].

Our authorisation processes are.... is quite flexible to me, yes because we have structures in this organisation for example, there might be this supervisor who is the programs manager and must sign a requisition, endorse it, before it goes to accounts for the finance manager to approve. But alongside this ridged system because that is how the policy put it, one is able to make follow ups on such a requisition and even have informal discussions with the responsible people to fast track the process [Community Development Officer, SOC-org].

The data suggests, therefore, that EPM enables organisations to negotiate action, enhance strategic project alignment and nurture innovation. For example, project managers have the opportunity to exhibit creative leadership skills to maintain a well-designed project initiation process.

4.1.2.3 Technical project management skills

The data analysis provided support for the 'technical project management skills' as an element of the EPM initiation processes. The data demonstrated that informants at all levels of management possessed technical project management skills (such as understanding the project management life-cycle processes) from initiation to project closure processes:

Project management is a technical job, leaders must have the technical know-how in understanding how a project is initiated, implemented, monitored, evaluated, and do the reporting. You got to be that leader who can know the different steps of the project so that you don't miss out any step. You have to be that leader who can stimulate team action.... cause action among others... You should be that person who will be able to communicate to others [Partnership, Networking and Training Lead, KUL-org].

As a leader you need to understand the technical project aspects. I need to understand the objectives of the project. I need to understand what the donor will like us to get out of it. I need to link this project to KUL-org objectives as an organisation, KUL-org's goal, vision, mission, and strategic plans. That has to come out very clearly. That

takes precedence to me because then that will help me to redirect the staff in case of anything because that project is supposed to contribute to the organisational success as much as possible [Executive Director, KUL-org].

Academic and professional qualifications were also identified by the informants to have equipped them with the necessary entrepreneurial attributes to manage project elements:

Most of my subordinates are in big jobs at the moment – most of those I worked with in previous projects, others now work for the donors. I would say that I was advantaged … I achieved certain levels of education at a very young age, so when I went out to work in the North … of course I had a master's degree but plus other trainings, and part of the things I kept doing was to, lecture in Universities part time. Even my team members, I had to give them lots of training in technical project management skills… this is how you write a report, this is how you do a project proposal, this is how you interact with the community, this is how … if you want to do participatory methodologies, this is how you do it [Programs Manager, CRS-org].

I talked of information, and you need to have information regarding the project implementation and what is happening in the world; you need to have the technical information and skills, you need to have fast information because of you being a leader, you need to keep even the project staff abreast of information and you need to update the beneficiaries. The work environment is changing rapidly, and you need to be abreast [Project Manager, SOC-org].

At least I'm happy that no report has been rejected because maybe it's badly written and all that, because I try to think a lot and involve a lot expert judgement. So, I want also the people I supervise to be able to do that the way I do it. That's on reporting. But with finances, I really want to be seen doing well with the money the way I'm supposed to do. I don't want to over spend neither do I want to under spend. I just want to spend correctly. I am very keen on budgets if I'm managing a project, I look at the budget thoroughly, and I want the project to achieve its intended objectives [Executive Director, KUL-org].

The data suggests, therefore, that EPM enables organisations to assign qualified and professional project managers which improves team morale, satisfaction and confidence for effective project execution.

4.1.3 Identification of Stakeholders

The data analysis provided support for 'identification of stakeholders' as an element of the EPM initiation processes. The data demonstrated that stakeholder identification was periodically performed throughout the project as demanded and required the identification of individual stakeholder competencies, interaction, and how these influenced the outcome of the project:

> For project initiation we involve individuals who participated in project design. We also, consult all those who wrote the proposal such that we implement what the project is intended to achieve. We try to understand and involve all stakeholders concerned for project intervention [Project Manager, A2N-org].

> Stakeholder identification and analysis is done initially at the formulation stage when we are formulating a project because you need to know as you implement the project who has a stake in it? Who is affected? Who is interested? Who is going to take part? Who will criticise us? Who will make our lives difficult? [Partnership, Networking and Training, KUL-org].

> When we are developing the strategic plan, we do stakeholder identification. So, we get to know who is doing what and what stake they have in the project. For instance, in eastern and northern Uganda, where the poverty levels are high, and farmers are almost entirely depending on farming for livelihood. So those are our target primary stakeholders. So, we know that's where we want to work [Executive Director, A2N-org].

The instances where organisations were found to initiate and implement projects through tailored partnership models, project work execution was carried out in collaboration with local and international partners. The informants further indicated that the 'stakeholder identification' process comprises three important components: (a) organisation support networks, (b) stakeholder knowledge, and (c) stakeholder mapping. These issues are discussed in turn below.

4.1.3.1 Organisation support networks

The data analysis provided support for the importance of seeking 'support networks' as an element of the EPM initiation processes:

> Social enterprises, like other enterprises, need access to financial support networks to start, develop and grow through various ways including grants (Bridge & O'Neill 2013, p. 166).

> Actual implementation of the CRS model is more through our support organisations, like partners. During of course the initial stages you identify who the partners are. We have a selection criterion and a wider support base of organisations. It's like our support network.… depending on the kind of partners. We carry out sub-recipient assessments where you have a project team, operations team going to meet the local organisations. So, we have a network of support to implement projects [Project Manager, CRS-org].

> When it comes to stakeholders we network, some people link us to some donors but also, we google search and find out are there calls for proposals then we start from there. But also, our previous donors, we keep going back to them in case of anything. We have a list of those we have worked with before and we keep going back to them. But also, we keep looking for new ones. But also, at the same time, there are those ones who come looking for us [Programs Director, VED-org].

In the same regard, informants at all levels of management acknowledged that their projects were funded through donor support networks. Due to the diminishing pool of donor support, informants reported the significance of their innovative capacity to broadening their funding base:

> Most projects are initiated through … we apply, we respond to calls made by international organisations whose desire, or what they're built for, is to continue to support the disadvantaged third world countries. So occasionally they make available a certain amount of money against a framework and say those who are interested, legal entities do apply. So, when you apply, you bid like any other organisation, you compete for the grant, and that's basically how we raise our funding [Programs Manager, CRS-org].

> This particular project, it was basically through a response to calls for proposals made by donor institutions, in particular USAID, sometimes we get support like from these big donors worldwide. But in as far as I know, there are certain organisations that really get their monies out of profit that they do realise from doing social business for instance one of our partners called KULIKA-Uganda alongside donor money, they do the sale of honey, handmade clothes and crafts, as they continue building their portfolios [Project Manager, CRS-org].

The data analysis also indicated that the process of identifying stakeholders required managers to rely on a number of techniques when identifying and building their support networks including *inter alia*, referrals, partnerships and conducting online searches for access to information about new project opportunities and sponsorship:

> For external stakeholders we normally base on online search and referrals, sometimes donors also reach out to us …sponsors come to organisations such as this, then ask …can we partner with you, we have this work we want to do with you? [Programs Manager, CRS-org].

> For our donors usually is matter of responding to calls sometimes we write applications, proposals, and once they are accepted, we begin the relationship with the donors. Traditionally we have been linked to most of our partners by the funders at the inceptions. Usually, sometimes we look for them from the net, the previous partners were got through recommendations and then we interest them donating to us [Project Manager, KUL-org].

Informants reported that managing government as a key stakeholder was an important element of the EPM initiation processes. They reported that projects not fully supported by the government experienced resistance at the time of their initiation:

> At the point of project inception, you know government is the authority, before you initiate any project, or before you start dealing with people, you really need to get clearance and support from government in one way or the other [Capacity Strengthening Lead, CRS-org].

> To me having stakeholder support and involvement are very important factors to a project… the stakeholders and usually in most of our projects the government is a key stakeholder actually the stakeholder number one. Why am saying stakeholder number

one? Usually we are doing what government should have been doing. But probably because they are not able, they are constrained we fill that gap, we supplement. Now if you don't have government support then you will be doing disservice for your effort [Head of Programs, SOC-org].

The data suggests, therefore, that EPM enables organisations to carefully identify and exploit the potential support from all project stakeholders toward the effective and efficient project initiation processes.

4.1.3.2 Knowledge of Stakeholders

The data analysis provided support for 'knowledge of stakeholders' as an element of the EPM initiation processes. Informants indicated that during staff recruitments, potential applicants' education qualifications and experience in managing projects was emphasised, and their experience was considered the most important selection criterion:

> Oh yeah…we look at education and experience, but we consider somebody's experience more than education. Sometimes we've sat in panels, interviewing, you read somebody's CV you get impressed, but when you face them for the practical bit of it, I'm like, really! (Laughs) [Capacity Strengthening Lead, CRS-org].

> Qualified managers are more beneficial for executing projects compared to those who don't have management or project management skills, but they must have great experience? I mean if you are going to entrust them with substantial amount of resources you will want somebody who will manage them efficiently and those who are effective at decision making [Executive Director, A2N-org].

> Education alone is not enough, it's a combination of one's experience and knowledge accumulated over time to play an expert judgement role which is needed for proper project initiation and execution [Project Manager, CRS-org].

The data analysis also indicated that informants at all levels of management demonstrated interest and effort to develop their line staff with specialised project management skills through the use of local and international training institutions.

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Indeed, education was associated with project staff performance improvement in respect to project execution processes and idea generation:

> As a manager you should be a professional with some education levels to effectively handle people and work task or else you will be gambling here and there. Certainly, I have a very big influence because of school. I have a very big influence. I have read what works for others as well, and sometimes in order for me to be competitive enough, I should at least look at yes, I can do what any other person can do elsewhere. But you know there is the other part … the bit that requires common sense, it requires your own ability to make sound judgement, ability to be innovative, in order to make things move, and those are things you don't find in a text book [Programs Manager, CRS-org].

> When we are assigning people to implement projects, they should be knowledgeable. For example, if it is a nutrition project, we always prefer…we always attach a Nutritionist on the project [Centre Manager, KUL-org].

> Interesting enough, people from vocational training are much more adaptable than ones from universities with degrees and whatever. So, the ability to create positive work relationship with the farmers because that is key. If you are going to disrespect them, if you are going to abuse them, bark at them, thinking they are nobodies, then for us, you'll not qualify for the job [Executive Director, A2N-org].

The data analysis, therefore, affirms that organisations generally consider the knowledge and qualification of project managers for role delineation in the EPM context. The data suggests, therefore, that EPM enables organisations to ensure project managers possess the required skills in advance of the project initiation. The data further highlights the need to facilitate stakeholder participation in project design to reflect the evolving nature of the EPM processes.

4.1.3.3 Stakeholders mapping

The data analysis provided support for the 'stakeholders mapping' as an element of the EPM initiation processes. The data supported the need for mapping stakeholder

representation to enable role delineation and to develop appropriate management strategies for effectively engaging stakeholders in project decisions and execution of the work of the project:

> We do carry out a stakeholder analysis, we go out and mark out who are the key stakeholders within the area and that of course is able to give us, [we] we look at … of course we have to look at who can be supportive, who can influence us, who could be identified … so we do a stakeholder mapping and that helps us. This is done whenever a new project comes in because service should be directed to the right people. We have target districts, we get to those districts to map out the key stakeholders [Head of Programs, SOC-org].

> Stakeholder identification involves! … like we do a stakeholder mapping based on what the intended project deliverables are and the key players and then you agree on… on the likely contribution or participation of each of these stakeholders, how they influence the success of the project, how the project influences their involvement. Even for donor projects, it is our responsibility to identify the primary beneficiaries since we know better as the performing entity [Senior Programs Officer, CID-org].

Informants at all levels of management further indicated that, they engaged partner organisations to map out for stakeholders which enabled the broader distribution of services as well as overcoming services duplication. Moreover, evidence from the Project Management Body of Knowledge (*PMBOK guide*) indicated that the process of stakeholder mapping and representation should commence as soon as the project initiation stage is rolled out:

> To increase the chances of success, the process of stakeholder identification and engagement should commence as soon as possible after the project charter has been approved, the project manager has been assigned and the team begins to form (PMI 2017, p. 504).

> We do critical mapping out of the relevant authority and in as much as we deal with issues of agriculture, there are those relevant departments at the district or within other development partners that we consider very important. Those are people we rally in the extension service delivery. So, with our engagements and interactions with them, we are able to see how each and every one of the authorities can input it to our

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objective realisation. So, it is that basis. It is from the engagement reports and findings that inform the kind of management plan we derive [Project M&E Officer, CRS-org].

Sometimes the potential donor will say look, yes, I know you are doing some work say in TESO region, but we will like you do some work in a more needy and remote Karamoja region, can we partner, are you able to move to Karamoja as well? So, then you do have to do a stakeholder mapping there. These days most of the approaches are based on the value chain model. Funder comes and says look I want to support the production of a certain value chain say ground nuts initiative [Executive Director, A2N-org].

The data suggests, therefore, that EPM enables organisations to capitalise on the use of information from partner organisations to scope a project intervention and must continuously use such information throughout project execution.

4.1.4 Possession of a Competitive Posture

In addition to the factors evident in the extant literature, the data analysis provided support for the 'possession of a competitive posture' as an element of the EPM initiation processes. Informants at all levels of management indicated that as their organisations continued to compete for the donor funds, they also had to generate an economic profit from their business activities. Informants further indicated concern about the economic viability and often sought to institutionalise entrepreneurial behaviours among their teams:

Since we don't get any funding from government, we have to solicit for external funding by competing with sister organisations for the same donors. However, we have also adopted a new model of running social businesses for organisation sustainability purpose. Therefore, because you are going in to address specific problems, you must work on a good strategy. And as a project manager, you have to recruit qualified staff to do the work, you are monitoring, you are being evaluated and you are evaluating yourself [Partnership, Networking and Training Lead, KUL-org].

> We look for money because sometimes there are some donors who are just exploitative. And as VED-org, we are now set to compete with the informal sector as our social enterprise projects need to make any profit. Because we are here for instance, we have to pay rent, pay salaries etc. At the moment we don't make any profit on these projects. So, the donors contribute towards that? [Programs Director, VED-org].

The informants further indicated that the possession of a 'competitive posture' comprises three important components: (a) respect for culture diversity, (b) relationship management, and (c) strategic fit. These issues are discussed in turn below.

4.1.4.1 Respect for cultural diversity

The data analysis provided support for 'respect for cultural diversity' as an element of the EPM initiation processes. Informants at all levels of management demonstrated behaviours that recognised and respected societal values and norms:

> To me an understanding first of all the culture dynamics influencing our thematic areas is an attribute, because in certain places culture has a lot of influence. Like now if you go to Karamoja there is a structure of the clan leaders or elders that you must work with, because if they so no, you can't penetrate the system to initiate projects. You know your work should respect culture … there is a culture, even if it's a government project … when a clan leader says you cannot, you cannot do much [Programs Manager, CRS-org].

> It's not that our projects will continue failing, not at all! It's just understanding ourselves and our cultural values. We are good team players; we are good in managing a lot of things but that is it. Sometimes we might even find that really the problem is not within our approaches and attitude towards work. Maybe pressure is from the donor. Then you find yourself because you're in for the money, you cannot tell the donor this is this, so you fail [Operations Manager, SOC-org].

Informants also indicated that there are subtle practices and cultures within their organisations which are not written or seen in policy documents but were found to influence the project initiation processes. For example, unethical practices (e.g. bribery

and corruption) potentially influenced the project initiation and execution processes, and staff were admonished from engaging in such acts:

> Without … individuals or certain authorities, I will tell you that. For example, … because this is information that can help you. Most projects we write, for you to get a project of say worth five hundred million? However good your proposal may be, you have to part with probably five percent of that project money back to the one who is influencing that it should be yours [Senior Programs Officer, CID-org].

> Now I can share with you. Like the project we are running now, that was a call for proposals, but that is the theory. Now what is the practice? You sit and write project charter guidelines. … because we sat to develop it, identified the people who are going to unpack it, these were the technical people CRS-org hires or consults to sit down and tease it off. And in most cases such people have classified information and are well connected! So that is the CRS-org culture [Capacity Strengthening Lead, CRS-org].

The data analysis also indicated that project team members were required to work within a similar organisational language even though members originate from diverse backgrounds with differing experiences and must communicate in multiple languages. Informants noted that their organisations needed to respect diverse cultural values and belief systems. This required teams and donors to respect the culture and values of performing organisations to improve trust and agreement among team members to initiate projects in a manner filled with morale and limited conflict:

> What actually informs our work is also the history and culture of some of the communities, that also guides us in designing projects, then also the reports that we get from the district official, the different districts. There will be district reports regarding some of the hazardous situations and like that, that also informs us, and we protect and respect them [Project Manager, SOC-org].

> However much our projects are donor funded, execution should be locally tailored. Work should be based on Ugandan values and cultures. So, in reality I don't see how the donors should start telling you to do things following own procedures as is done in their home countries because the cultures are different. In that case even if it happens, for example like when we were implementing farmer to farmer project, they

were saying no. we don't need to pay transport for volunteers to move which we told them they are not going to be based in Kampala [Country Project Director, CRS-org].

The data suggests, therefore, that EPM enables organisation to take advantage of the 'cultural diversity' because, a lot of information and knowledge can be adopted from different cultural orientations to improve on EPM execution processes.

4.1.4.2 Relationship management

The data analysis provided support for 'relationship management' as an element of the EPM initiation processes. Informants at all levels of management unanimously asserted that project 'relationship management' underpinned their activities, particularly building strong partnerships with donor agencies and key stakeholders. Informants also acknowledge the value accrued when working in constructive partnerships, by establishing synergies and mergers where appropriate with partner organisations:

> Normally when we go to an area, we do stakeholder analysis. We look at who is working in this area? How can we build synergy with existing development partners and now with development work, it is evident you can't work in isolation? And it is evident you can't address all farmers' needs alone. So, what we are doing we do stakeholder analysis. We identify who is there? What are we coming in to do? How can we support each other? Because gone are the days where we were completely independent, so that one is really dying out. Because we are all funded by same organisations, we are all having the same beneficiaries, so you can't say you own this community, no. So, it is a question of how you can work together to help this community, it is more of combined effort [Country Project Director, CRS-org].

> We also work with the other partners; we don't work in isolation. We work with other community development sector players. We're members to different consortiums, we're members to different umbrella organisations. So, they also come up with general interventions that we participate in as an organisation. So, we then work alongside what we identified then we develop a project as an organisation alongside those others [Head of Finance & HR, KUL-org].

Documentary evidence suggested that mutual relationships amongst partnering organisations add value and supplements on the effective execution of projects through idea sharing:

> Establishing constructive partnerships enables the maintenance of mutual objectives, gain and pain sharing, trust, no-blame culture, joint working, problem solving, risk allocation and continuous improvement of project management processes (Nakandi & Mukasa 2016, p. 4).

Informants also acknowledged the significant benefits gained by establishing good working relationships with key stakeholders:

> Our relationship with the government has improved. It has contributed significantly. We had a very bad relationship before. For instance, we cannot believe that Mr Mondo the commissioner, in his position, comes to CRS for meetings … but it was because of that model. We discovered who we can influence, how we influence, how do we communicate? It helps you turn around. You can search it all over [Capacity Strengthening Lead, CRS-org].

> As I said you need a positive work relationship with these farmers. If you fail to establish this relationship, you can as well leave community development work. Because community development work requires a lot of patience. It takes time and you have to understand people. You have to respect people. You have to value them [Executive Director, A2N-org].

The data analysis, therefore, affirms that managing project relationships and relating in constructive partnerships are important elements of the EPM model processes, as they enable the iterative and continuous improvement of the project execution processes. An EPM also enables organisations to solicit for project resources through effective partnership relationships.

4.1.4.3 Strategic fit

Informants at all levels of management noted that their organisation's 'strategic fit' with the proposed project has a significant bearing on the project initiation processes:

> The best thing is for us to identify our problem as us… as African managers. When we have identified players, who are working in that region, then we know how best who we should involve… we should go back to... put systems in place and say, this is it. This is the way to go. They are simple. It depends whom you're working with. What do they need? What is the basic they need? How can we improve as we grow? Because as they grow, we improve [Capacity Strengthening Lead, CRS-org].

> We initiate projects according to the top management decisions and plans, because we deal with operations, we get directives from project coordinators. If also the issue is beyond them, they will also refer it to the top management [Project Manager, A2N-org].

The data analysis also indicated that the organisations' strategic approaches were reflected in the informants' desire to change from donor-funded projects to self-sustaining projects by progressively adopting social businesses. As an element of the EPM initiation processes, organisations were found to possess a 'competitive posture' with the strategic potential to position their products in the competitive market place:

> We are really not saying we are going to continue depending on external need. That explains why we are saying that we need to do career path. We've started. As an organisation we are saying let's go into entrepreneurship and encourage the church to bring it up. We encourage the church to bring this to the pulpit. Because funding itself is getting narrower and narrower. Sometimes you're explaining something, and someone says no, it's not necessary. Looking for money itself has become expensive [Operations Manager, SOC-org].

> We should go back to... put systems in place and say, let's think of channelling our energies on self-sustaining projects rather than waiting on the donors. This is the way to go. Simple! It depends whom you're working with. What do they need? What is the basic they need? How can we improve as we grow? Because as they grow, will improve [Capacity Strengthening Lead, CRS-org].

> What directs project works here is actually our strategic framework, but also, the history of some of the communities, that also guides us in designing projects, then also the reports that we get from the district officials across the different districts. There will be district reports regarding some of the hazardous situations and like that, that also informs us [Project Manager, SOC-org].

The data suggests, therefore, that EPM enables project managers to incorporate sustainability principles in their long-term strategic goals in the project initiation process. In addition, EPM enables project managers to develop operational strategies to minimise the negative impact of unforeseen factors that could potentially undermine the project's planned outcomes.

4.2 Entrepreneurial Planning Processes

The data analysis provided support for the 'entrepreneurial project planning processes' which is consistent with the EPM model. The data indicated that the EPM model is underpinned by the 'entrepreneurial planning' processes and comprises each of the five important factors identified in the literature review (i.e. 'project management plan development process', 'organic management structure', 'innovativeness', 'autonomy' and 'risk taking'). These factors are discussed in the sections below.

4.2.1 Project Management Plan Development

The data analysis provided support for 'project management plan development' process as an element of the EPM 'entrepreneurial planning' processes. The process of defining, preparing, and coordinating all plan components and consolidating them into a comprehensive document that defines the basis of all project work and how work will be performed (i.e. develop project management plan) was reported by informants at all levels of management. The informants consistently highlighted their engagement in

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consultative and opportunistic planning activities as the antidote to effective business growth and success:

> Usually our planning process is consultative… the senior management identifies areas where we should intervene then we task the people who are specialised in those areas to look at the ideas more critically. Thereafter, are supposed to share with the project assigned committee on where we can start, yes, that is the starting point and how we can go about solving the needs, yeah, it's always like that [Project Manager, KUL-org].

> We get into planning often, we do plan we have an overall plan for three years, but we also have our usual work plans, we have quarterly work plans, and activity plans for implementation. Yes, this project has been for three years it is now that it is coming to an end. We forecast as we plan for projects. And this requires technical and professional planning knowledge because not everybody can do good planning. I think one difficult thing is to come up with strategic plans. It's a skill you got to develop over a period of time [Community Development Officer, SOC-org].

> Nowadays, we do our planning yearly, we look at the strategic plan and the annual activity plan, from which we extract our working project management plan. But again, that is not cast on stone each of the staff is equipped to be very dynamic, to develop their own workable plan in the sub-counties and be in charge [Project M&E Officer, CID-org].

The informants further indicated that the 'project management plan development process' comprises three important components: (a) progressive elaboration, (b) comprehensive information gathering, and (c) participatory planning. These issues are discussed in detail below.

4.2.1.1 Progressive elaboration

The data analysis provided support for the notion of 'progressive elaboration' as an element of the EPM 'entrepreneurial planning' processes. The informants at all levels of management indicated that their planning for project work consistently commenced

at a high level and became progressively more detailed as more information about the project scope was known:

> Planning is an ongoing on and off process and partly influenced by our evaluation reports and based on the progress itself, the ways people are doing the work. Also, you have to know what you want to achieve and when. Then you try to put down who is going to do this? When is this one going to be done? Which resources are required? So, it depends on which project activities you need to do first. I mean you have to ask yourself what activities more urgent, which resources are required, in terms of money, the people, and materials [Project Manager, KUL-org].

> We do plan at the beginning of every period, if it's at the beginning of the year and you're doing an annual planning, you have a project annual performance monitoring plan that you put in place. You know the bigger picture is that you plan at certain stages of the project cycle and it is iterative. We have planning phases, like… that is where you hatch most of your operational plans. But putting in place the major planning infrastructure that should continuously run the program is done at the planning phase [Programs Manager, CRS-org].

> We have yearly work plans, but we also have quarterly work plans, then we have monthly work plans. So, we progressively track work implementation and what has not been implemented, and then we also have a technical working group that comes to meet on a quarterly basis. So, we come together to discuss any proposed changes to project implementation. If you have not implemented what was a challenge? Can it be addressed, how it went wrong? How are we going to address it? [Capacity Strengthening Lead, CRS-org].

The data analysis, therefore, affirms that 'progressive elaboration' is required in the project management plan development process as an important component to the EPM 'entrepreneurial planning' processes that ensure the detailed and comprehensive project plan, which enables effective work execution.

4.2.1.2 Comprehensive information gathering

The data analysis provided support for 'comprehensive information gathering' as an element of the EPM 'entrepreneurial planning' processes. Informants at all levels of

management reported using techniques (e.g. meetings, interviews and brainstorming) for identifying work performance data to meet stakeholder expectations:

> What directs our planning processes is the passion to see that the project stakeholders really get what is expected from us; get a solution to their needs with much satisfaction. We often gather their requirements. We have planning meetings to agree on which issues are required and should take priority. We also have review meetings or weekly meetings where we do comprehensive reviews of the work plans to determine how we are meeting stakeholder needs but also scoring our performance in relation to set objectives [Project Manager, KUL-org].

> The farmers have visions and dire needs. If they don't, they are encouraged to develop visions. So, what we need to do as A2N-org is to identify and determine the desirable situation where the farmers will like to be, or we collect information about their needs based on set guidelines. Then we develop the commitment to get resources to address the documented needs which definitely requires a lot of planning [Executive Director, A2N-org].

In the same regard, informants at all levels of management reported that in order to achieve project success, stakeholder priorities took precedence when developing the project management plan for new project interventions:

> Unless the organisation's priorities overlap farmers' needs, you are going to put up what people call a white elephant. Yes, if we want success for our projects then priorities of the farmers must take precedence, because at the beginning and at the end of the day, the farmers are the key stakeholders. So, if you have your priorities that do not rhyme with those of the farmer then whom are you going to help? [Executive Director, A2N-org].

> Now how do we formulate those plans? We look at the ABC…I mean, what are the stakeholders priority needs or what are their expectations and what activities are going to be involved, we should have this, this, this… for example we should have to be able to identify them, we should have to introduce ourselves to local leadership in the area, then we have to look at the group structure, do we have any inventory of the groups in this area? [Programs Manager, A2N-org].

> What I would say is, for example if we are developing the project management plan, that means we have to generate several sub-plans such as resource management plan,

time management, procurement, risk, stakeholder management plans. The project manager usually initiates the process and plans early enough to invite key stakeholders to participate in the planning activity. At this stage we collect all necessary requirements that are required for the successful implementation of the project… we again meet after three months – quarterly to look at what we've implemented [Senior Programs Manager, SOC-org].

The data suggests, therefore, that EPM enables organisations to determine, measure and document stakeholder requirements as the basis for developing effective project management plans and describe how individual requirements meet the business needs for the project. This also provided the basis for defining the project scope as gathered information become the foundation of all work performance standards.

4.2.1.3 Participatory planning

The data analysis provided support for 'participatory planning' as an element of the EPM 'entrepreneurial planning' processes. Informants preferred the use of 'participatory planning' approaches as the most effective way to establish agreement with project teams during the 'project management plan development' process. The data also indicated that the development of a project management plan was not done in isolation with project stakeholders. It relied on the breadth of information from the diverse experiences of the different stakeholders:

As a project team you need to plan together, it should encourage the consolidation of divergent ideas. The planning is actually participatory… it should come back to you the manager to promote this approach among your team. It should fit in, like you have deliverables and targets for the life of project. So participatory planning should really fit in to achieve those targets [Project Manager, CRS-org].

Most important is ensuring that there is participatory planning; there are participatory planning systems that start at the grass root to the apex. In that way, work flows. I talked about team work and I also talked about the refresher training for the frontline implementer, that's why we have periodic reviews to check for deviations from the

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plans but also plan for configuration and change management where necessary [Project M&E Officer, CID-org].

It was also noted that in instances where 'participatory planning' could not be reinforced, informants opted for a consultative planning process. Informants generally reported the associated benefits of consulting key stakeholders during the planning stages. As such, getting direct feedback from stakeholders enabled them to avert contradictions and disparities in decision making:

> Our approach to project planning is what I may consider consultative planning. The senior management identifies areas where we should intervene then we task a planning committee with experienced people who are specialised in those areas to look at the ideas more critically by consulting all those they may consider having valuable information about project success, yes, like where we can start, and how we can go about solving the needs [Project Manager, KUL-org].

> So, we cannot come up with a plan without involving the key persons otherwise it will look like superimposing a plan you picked from somewhere and just dumped. The important issue is that consulting stakeholders is key in our planning process. Project managers come out with project plans which will be shared in the program heads meeting. We have what we call planning and review meetings where everyone is involved [Head of Programs, SOC-org].

The data analysis also indicated that organisations allowed entrepreneurial attributes such as flexibility and innovation exhibited by the project team members to influence their planning processes:

> Planning as I said depends on the nature of the project. To some projects there's enough room for people to innovate, bring on board different ideas. To other projects we have room for flexibility... Yeah, we encourage as much as we can especially when we are at the planning stage we normally encourage the stakeholders to come and we share ideas and it so happens that at the end of the day we get so many ideas that perhaps we can't even incorporate all [Head of Finance & HR, KUL-org].

> Once the project has been approved and initiated, the project team will sit down to develop a project work plan. And by the way this is a flexible process. They will of

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course develop the work plan and the very many activities plans like the plan for costs or the budget, schedule plan, procurement plan and others…you know those ones. And then allocate staff who will be in charge …responsible persons. That is at organisational level. At individual level, each staff has to also customise that plan into his area of operation [Senior Programs Manager, SOC-org].

The data suggests, therefore, that EPM may precondition project managers to incorporate entrepreneurial principles in their project planning processes. The data also suggests that the adoption of 'participatory planning' approaches enables organisations to achieve high quality outcomes. In addition, the data demonstrated that EPM enables project managers to make consultations with stakeholders during the project planning phase to minimise the negative impact of unforeseen factors that could potentially undermine project success.

4.2.2 The Organic Management Structure

The data analysis provided support for the 'organic management structure' as an element of the EPM 'entrepreneurial planning' processes. The data indicated elements of the 'organic management structure' with flexible organisations where project teams were free to create and look for opportunities and resources external to their organisations. In the same regard, informants at all levels of management indicated that they were using less-formal means of communication:

Much as there is that hierarchy or structure, the interaction is very plain. Actually, we behave like family, there is no distance between me and the Executive Director except the salary defined for her is higher than mine, and maybe some meetings she represents us in high profile meetings but most of the time we share ideas at equal level. The management structure is not so stratified, for example an implementing person can freely talk to the Executive Director, except maybe not to the board. But those of us here, we'll discuss regardless of those levels [Project Manager, KUL-org].

I wouldn't say our management structure is that much principled but rather flexible. It is that kind of a hybrid management structure. Its lean like I mentioned before. Some of the good values we have learnt over time include simplicity. KUL-org does not have a lot of bureaucracies. The bureaucracy you see in many organisations, we are a lean organisation and there's always that personal interaction much as it is official it becomes easy to relate to every other person be it at same level, be at lower level [Head of Finance & HR, KUL-org].

Our project managers also have powers to make decisions communicate freely make decisions and that relates well with other organisation's principle of subsidiarity. I trust my teams to do the right job and I give them room to learn from their mistakes. That alone allows for flexibility but also overtime, we have realised that there's always need for flexibility for people to work effectively otherwise if you are over strict, then might kill innovation and creativity, so we always allow innovations [Head of Programs, SOC-org].

The informants further indicated that the 'organic management structure' comprises of two important components: (a) flexible decision making, and (b) information access. These issues are discussed in turn below.

4.2.2.1 Flexible decision making

Informants at all levels of management reported that 'flexible decision making' was critical to their operations as it enabled critical thinking among project teams whilst developing project management plans:

Yes, we have guidelines that we follow when taking decisions. These guidelines are bendable, they are not rigid. Like for instance, every month, we conduct management meetings where we get views, we exchange views, it's like we are the bridge between the senior management and the lower staff, we apply critical thinking to make corrections to plans and as we approve any required changes to work scope [Project Coordinator, A2N-org].

You forget about the line managers, the senior managers, you forget about the junior, you forget about positions and titles. You work all together as a team, so you find that you are seated with your superior like with Programs Director where you have been.

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We allow flexibility as we deliberate on project work. You know! but maybe we look at who is more competent in the area of concern? From there we are like…okay HR can you please handle that? Do you have audited accounts? What was your finance budget? Finance can you handle that? So, there is nothing about superior or line manager. We work jointly [Grants Manager, VED-org].

We are a lean organisation, and it isn't a one man's rule but of course they respect my technical insights and even leadership insights. I don't know whether you had the opportunity to look at our organogram? We don't have that bureaucratic…you know very thick or very long chain of command. So, from the field officers we have project officers and then the managers. So, it is that lean meaning that decisions are faster and flexible. so, it becomes easy to propose course of action [Country Project Director, CRS-org].

The data analysis, therefore, affirms that EPM enables organisations to recognise flexible decision makers who are focused on speed and adaptability when there is uncertainty about the project direction. EPM necessitate the opportunity for changing the course of action as project managers over time receive more information for strategic decision making. Also, the EPM enables skilled project managers to methodically use the intellectual capital resources available to them in gathering the information required to make comprehensive project management plans with the aim of achieving successful outcomes.

4.2.2.2 Information access

The data analysis provided support for the importance of 'information access' as an element of the EPM 'entrepreneurial planning' processes. Informants at all levels of management were integrating data and information accessed from organisational strategic documents. The information accessed from these strategic documents were used to evaluate the extent to which high-level strategic objectives were being fulfilled:

We normally take the staff through the project strategic documents for them to have a deeper understanding of how the project is supposed to be implemented and how they are expected to contribute to the fulfilment of designed project objectives [Project Manager, SOC-org].

Supportive project management office standardises the project related governance processes and facilitates the sharing of information, resources, tools and techniques but also serves as a project repository for project managers to access critical project management information (Project management body of knowledge PMI 2017, p. 87).

Informants indicated that in addition to relying on strategic documents, they were also accessing project management information through their frequent interactions with skilled team members:

Now this tells you that there are some unique qualities of some of our managers endowed with technical project management information and that which may be deficient in others. My strategy is to encourage interactive team learning. You pair this weak one together with the strong one. They go for the same work. In this case the less informed staff will be learning from the other informed manager [Senior Programs Officer, CID-org].

The system here encourages information sharing and learning from one another. That one is there, we promote knowledge sharing and there is also trustworthiness, there is honesty, if you don't know something say it and those who know will help out. We encourage people to be as honest as possible because if you are honest, it also gives you opportunities to grow [Programs Manager, A2N-org].

The data suggests, therefore, that EPM enables project managers to have unlimited access to documentary information to ensure the effective definition, preparation, and coordination of all plan components that explain how project work will be performed. Equally, EPM enables organisations to promote synergetic skills acquisition through constructive interactions which, facilitates effective project plan development.

4.2.3 Innovativeness

The data analysis provided support for 'innovativeness' as an element of EPM 'entrepreneurial planning' processes. Informants at all levels of management reported the willingness to foster creativity and experimentation by introducing new processes and novelty in developing innovations (i.e. innovativeness). The informants consistently reported that their organisations provided support for innovative project planning and management approaches by the project teams:

> We also encourage our staff to read, keep reading to discover new trends because there are new innovations which are coming out and the approaches…We advise them to make use of the internet and the resource centre for reading and then to do research on certain things we might not know which can also help the organisation improve on work performance. They need to discover new innovations and then share with the organisation so that we can see how we are going to implement them [Project Manager, A2N-org].

> The innovation I'm talking about is reflected in cases where we operate on very tight budgets but then you have to make use of local materials to do the work. We make use of indigenous knowledge and of course, when you are always working in scarcity the innovations and the creativity comes out of need. Since we are in a challenging environment, then we end up being more innovative because the situation we are working in is not the best. So, as a manager you have to think beyond the box and that is what we do here, and we have been recording success on most projects [Project Manager, KUL-org].

> Innovation is normally limited by the framework, which the project provides. If flexibility lacks out on a project, it gives you no room for play – that's how I normally call it … if you are not allowed to experiment, if you're not allowed to burn your fingers. If you go to a community where you are implementing your project and you come across some new ideas that you think could improve the quality of your project and you cannot use those ideas, you know because your organisation's framework does not allow you to …. definitely you won't go far. I always encourage my people not to miss out such opportunities [Programs Manager, CRS-org].

The informants further indicated that enabling 'innovativeness' in the 'entrepreneurial planning' processes comprises four important components: (a) business venturing, (b) creativity and novelty, (c) competitive posture, and (d) knowledge base. These issues are presented in turn below.

4.2.3.1 Business venturing

Informants at all levels of management reported that they were venturing in new business arenas to circumvent the profitability caps inherent to their products and services. Informants unanimously expressed that due to limited donor funding sources, they were compelled to demonstrate innovative capabilities to generate funding and other resources as an alternative approach to ensure the sustainability of their organisations:

> We have a fruit processing factory where we generate revenue to sustain the organisation because of recent we have lost three of our big donors. So, the money we get from the factory sales could partly sustain some of the staff who are attached to the factory. The factory was also planned to provide market for farmers' produce. The farmers who were engaged in fruits production [Project Manager, A2N-org].

> We are now selling honey and processed ground nuts. For the honey, it's really to help start-up the enterprise, for now much of the money is re-invested back in the business, but still there is a certain percentage as a profit spared for people who are disabled, or you could also call them in and then they participate, and they also earning a living [Project Manager, KUL-org].

> What happens now is most NGO's have started to develop a social business arm…most of them. Previously we were not supposed to do business as an NGO be it social business or otherwise. So, you then had to register as an NGO. But the coming on board with this new act there's now flexibility and you can have a social business; you can run business so long as it fits…to address your other objectives of charity of giving. We are also coming on board; we've already come on board. [Head of Finance & HR, KUL-org].

The data analysis also indicated that the renewal of key ideas on which organisations were built was an important element of the EPM planning processes. For example, organisations were training staff with entrepreneurship skills focussed on business start-up processes. The data also revealed that innovation was an important component of the proposals submitted for donor funding:

> We now started packaging our in-house trainings with entrepreneurial activities like learning how to do business. For me entrepreneurship is by and large earning an income out of a business start-up. I will give an example, if I want to earn an income, I have to convert much of our free services to fetch a small profit for the organisations. So, we are still figuring out how this can be done best without cheating the farmers [Project Manager, VED-org].

> We have been selling the project innovation component to our donors, you see with innovation in this kind of work brings about many benefits to both us as an organisation and the beneficiaries. Remember as I said it's becoming more difficult getting donor funds so meaning that whichever donor accepts to fund a project will want to look at a project that is not very expensive. So, the innovative ideas are always there, and they require a lot of adjustments [Head of Finance & HR, KUL-org].

The data analysis, therefore, affirms that EPM enables organisations to embrace innovation for their long-term economic viability by venturing into new business areas as a safety net for project sustainability purposes. The data also suggests that business venturing should be incorporated into the entrepreneurial planning processes to enable organisations make a profit from such operations.

4.2.3.2 Creativity and novelty

The data analysis indicated that 'creativity and novelty' are important elements of the EPM 'entrepreneurial planning' processes. The data supported the need for 'creativity

and novelty, in idea generation by management as part of the steps towards effective execution of the entrepreneurial planning processes:

> You know management is a continuous process that you keep planning and it also requires you to be creative, be innovative and accept the changes as they come in a positive manner. I would explain my style of management as a continuous planning process and truth be said, I am not doing so badly. I am somewhere capable to create change and impact beneficiaries [Project Manager, KUL-org].

> In mobilising for resources that is where you exercise your highest level of creativity and innovativeness. This is very evident in my approach because every donor comes with their unique requirements which, necessitates you to be very creative. You are not going to be rigid, that saying of this is the way I do things has to be dropped. You really have to do research; you really have to bring in a new approach on how you're going to handle the unique requirements. So, your planning approach has to be unique [Grants Manager, VED-org].

> I often emphasise innovation and creativity when interacting with my staff. Just imagine if I give you a motorcycle to got to the field, I will also be expecting results. As I said field conditions keep changing, they are so dynamic. So, you should be able to: (a) make decisions quick enough, (b) come up with strategies that would help you to be more efficient and effective, you know, don't fail to make decisions. Take the responsibility and say look this was the situation, I made this decision, and here are results good or bad is what I expect from staff here at A2N-org. That's important for me [Executive Director, A2N-org].

The data analysis also demonstrated that organisations were designing models tailored to promoting creative abilities among project teams. Indeed, creativity was associated with collaboration, learning and adapting effective project planning approaches:

> Creativity is mirrored as CLA: Collaboration, Learning and Adapting. And this is something that is really being promoted so much to our partner organisations. So that is the gist about innovation. Because with innovation, you can innovate by sometimes travelling, seeing and talking to other people. You are able to get to know that what is happening, what is working, and what is not working. In that way when you collaborate, when I'm working with you, I can see what you are doing. I learn from it and see what I can adapt. That in a way brings in innovation so that is what we are

using now in terms of creativity in our project management approach [Country Project Director, CRS-org].

Yeah innovation and creativity are handy in our project operations. Especially nowadays when things are getting more complex, you know our friends also have problems in their homes. You come from Australia, the other time I was in Melbourne and I saw homeless people on the streets. So, because you know if you are not able to do everything, you think creatively because you imagine handling the technical project work, logistics, operations, you certainly bring in different expertise to do monitoring, evaluation, adaptive and learning (MEAL) system [Capacity Strengthening Lead, CRS-org].

The data suggests, therefore, that EPM enables organisations to encourage creativity, and generate new approaches for the effective project planning processes. The data also indicated that project managers were engaged in spiral and iterative collaboration, learning and adaptive approaches to improve on EPM planning processes.

4.2.3.3 Competitive posture

The data analysis provided support for 'competitive posture' as an element of 'innovativeness' as an element of the EPM 'entrepreneurial planning' processes. Informants at all levels of management unanimously asserted that they were responding to competitive trends in the marketplace to better position their products and services and remain competitive. Informants also reported that they were using strategies and approaches different from their competitor organisations. This approach corresponds with the differentiation strategy applied in mainstream business operations:

Because there are many organisations that are in the communities and doing almost similar things, we have come up with our own strategies of doing work better in a unique way not the usual way for example we have organisations like Vedco and they are doing some bit of what we do. So, we want to say that our methods and approaches have an edge over theirs because, we are now more innovative, and we keep upskilling ourselves [Project Manager, KUL-org].

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I know it is quite difficult for some organisations to do what we do. What really happens is that we have a big team and the approach we use are different, we use volunteers that not many organisations are using, we use structures in the community that always give us information, so the structures we put in the communities help us to go through complex circumstances which, is very different with other organisations that some of them don't have direct implementation in the communities, they simply have projects that operate at high level. So, it may not be possible for them to access the kind of information we get [Project Coordinator, VED-org].

CRS-org has one of the best monitoring, evaluation, adaptive and learning (MEAL) systems in this NGO world, so you see that because you are being assigned at where you know best, the results is for you to innovate. You look into doing things differently. So, such specialisation brings in innovativeness [Country Project Director, CRS-org].

The data analysis, therefore, affirms that EPM enables organisations to assume an effective 'competitive posture' characterised by a market forecasting attitude to which the competitors must respond. The data also suggests that, EMP enables organisations to source for opportunities and anticipate for changes that encourage the development of a proactive behaviour of managers and project team members. It also supports project managers to search for the best practice project planning approaches.

4.2.3.4 Knowledge base

The data analysis indicated that the informants were accessing different sources of information to aid in their planning and decision-making processes:

Human beings… are not static. You cannot live a static life, no, and because of the challenges ahead of me and the demands of my work I undertake initiatives, personal initiatives to do personal reading, research and to orient myself with the demands of my tasks at hand. There are quite a lot of things I've known because I've read, and I have mastered out of the practice and out of the anxiety to deliver [Senior Programs Officer, CID-org].

I have team members including farmers who grab information very quickly and put it to use. Usually those ones help me to communicate to fellow colleagues and for the

case of farmers, they invite them to their centres of residency to train further. But we also monitor what they are doing. So that's one stage of work quality management. Then you have committees at various levels to do the oversight monitoring role, they also do monitor for the field extension workers [Executive Director, A2N-org].

Informants reported on the value accrued in the application of indigenous knowledge in making decisions. Indeed, informants acknowledged that their organisations had established departmental units responsible for the promotion and improvement of indigenous knowledge as another 'knowledge base':

> Our planning processes are also grounded on indigenous knowledge, we are more innovative because you know there is always too much information in the communities which is yet untapped. And remember we are in a challenging environment, then creativity and innovation come out of need because the situation we are working in is not the best. So, you have to think beyond the box [Project Manager, KUL-org].

> We value local knowledge and skills and true we consider indigenous cultural practices in our management processes for instance, when we're looking at language a project staff should be able to communicate in the local language. And by the way, we have a unit which is embedded in the entrepreneurial department and it is mainly responsible for resource mobilisation and promoting indigenous knowledge utilisation [Programs Director, VED-org].

The data suggests, therefore, that EPM enables organisations to capitalise on the utilisation of indigenous knowledge from different sources whilst putting in place appropriate infrastructure to promote indigenous knowledge base among stakeholders. Many of the organisations demonstrated the application of indigenous knowledge as a tool to facilitate their project planning activities.

4.2.4 Autonomy

The data analysis provided support for 'autonomy' as an element of the EPM 'entrepreneurial planning' processes. The data analysis indicated that the independent actions by project managers and teams aimed at bringing forth a business concept or idea and pursuing it through to completion (i.e. autonomy) was important to the EPM process. Informants at all levels of management reported that they were responsible for individual actions and decisions required of their role description which served as the basis for the 'entrepreneurial planning' processes:

> Autonomy in terms of decision-making yes, but also depending on which decisions you want to take. For certain issues you don't need to consult nobody. We have full autonomy when it comes to operational decisions, like if you were in the field you can make your own decisions regarding which activities are going to be addressed, because for every beginning of financial year we plan ahead for activities to be done. So, yes, at operational level the degree of autonomy is high [Project Manager, KUL-org].

> To a big extent the team is autonomous… You know sometimes it might be interpreted that, all right, a manager who does not micro manage staff isn't a strong leader, that isn't the case. For instance, I work a lot with the systems; if there is a system for me to take disciplinary measures there, I go. I don't believe in issuing warning letters to staff. I can however suspend based on the system requirements. But I believe in the team empowerment, and therefore I give staff the room to do what they have to. I also allow them to make mistakes and learn [Programs Manager, CRS-org].

> I take most of the decisions unless the decision is at policy level, it has big policy implications I take them without consulting the board. I also talk to my board chair almost fortnightly; we interact about work progress like, this is how work is moving if I have a challenge. For my project team I would say seventy percent autonomous. Not a hundred percent. People here make decisions, because what we do on a regular basis is planning, so you have a written plan which has what the region is going to do and then you go and execute [Executive Director, A2N-org].

The 'autonomy' demonstrated by project managers and team members in the 'entrepreneurial planning' process comprises two important components: (a) self-energising and renewal, and (b) freedom of expression. These issues are discussed in turn below.

4.2.4.1 Self-energising and renewal

The data analysis provided support for 'self-energising and renewal' as an element of EPM 'entrepreneurial planning' processes. This was demonstrated by project managers' autonomy to make decisions. The data confirmed the continued need for the renewal of key ideas on which organisations are built because of the changing demands of stakeholders and the complexification of project management processes that required the pursuit for new opportunities to improve on the project planning and execution processes:

> My belief is that any … any institution and individuals that can potentially create change in the systems should be allowed to hatch their own ideas because they understand what really works, they understand what does not work. As a team we've always self-energised ourselves because if an approach doesn't work, we shouldn't allow it to be pushed to us because eventually if you allow it, we'll then get problems. You know you are the one who is going to implement. How will you carry on with implementing something that you know will not yield results [Operations Manager, SOC-org].

> We are very accommodative and self-energising. The system here gives any staff, and especially new staff, a benefit of doubt or create a very conducive environment for him or her to really express him or herself in a manner that enables us to learn new ideas. I play a concerning role to my staff and I expose them for whatever I'm doing, I know tomorrow another manager probably will be taking over after I have left. Now, if you don't work to your best, improve the ability and the potential that you have as a leader, then you'd be making a disservice for yourself [Project Manager, SOC-org].

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> There's high level personal growth and empowerment for our project staff, it's not that all the power lies at high level. Project managers come up with their own ideas and plans which they're supposed to manage. People just need to be given the opportunity to renew their knowledge, because if they are not allowed then ideas will be suppressed [Capacity Strengthening Lead, CRS-org].

The data analysis, therefore, affirms that EPM enables organisations to consider differences in opinion as a 'self-energising' element that drives energy, creativity and renewed reforms that underpin the 'entrepreneurial planning processes'. As such, EPM implies that the traditional modes of planning, project knowledge and learning are not as effective, and this required renewal of such planning processes in order to achieve successful project results.

4.2.4.2 Freedom of expression

The data analysis provided support for 'freedom of expression' as an element of EPM 'entrepreneurial planning' processes. Informants at all levels of management asserted that individuals and project teams have significant flexibility to express their voice and ideas, and particularly building consensus during the decision-making phase. Informants also acknowledge the value of belongingness and cohesion accrued when involved in constructive project planning processes:

> We think alike, and we advocate for the freedom of expression, we speak the same voice. So, I think we are one. Of course, critical decisions are not taken by everyone, however, we propose to the team leader when consulted. We usually express our agreements and disagreements, only that ours is not very stratified because the people I work with often rely of individual effort and experience to promote the project, of course they seek clarifications from other team members, they seek to know what normally is required [Project Manager, KUL-org].

> Yeah, we have freedom of speech, which is highly a good thing for soliciting divergent views only that it necessitates taking precaution, you know junior staff cannot fail to have challenges, they go through challenges, we hear of their challenges and then we

respond accordingly. But generally, as far as I am concerned, they are doing their work freely. None of us should be in an environment and you see that I'm being oppressed, and you still continue. Your voice must also be heard. It's more of partnership which, helps us a lot [Operations Manager, A2N-org].

We value the aspects of full participation of everybody in decision making. It shouldn't be one individual to own every idea. Everybody should fully participate in the process. You should also look at aspects to do with non-discrimination and freedom of expression where we are saying if me, I'm lame or with a Diploma certificate and for you a master's degree, all of us should be given that fair chance to air out our concerns and the lines of communication must be left open [Operations Manager, SOC-org].

The data further indicated that 'freedom of expression' was complemented by respect to individual contribution and suggestions of ideas for the effective execution of project processes:

I do not have that really direct touch or contact with the farmers who are the key beneficiaries, but my junior staff are. So, I consider their suggestions and decisions very important, and we always have a two-way kind of idea sharing about how to proceed with work implementation. Respect to peoples' ideas is very important to eliminate any discomfort in project work [Project Manager, SOC-org].

At least I know the project managers are autonomous, we always say they should be given room to do their best, and I encourage and support them. I generally take on an oversight role and not supervising, you know in supervising, you have to give instructions, however in my case I often guide the team and the good thing most of them are quick at learning and have good levels of education and that also helps me have trust in them. So, that is how things should go so that we see how to guide each other and respect everybody's contribution [Head of Programs, SOC-org].

The data suggests, therefore, that EPM enables organisations to embrace the individual and team concerns as well as their autonomy to initiate project actions. The freedom and flexibility to develop and enact 'entrepreneurial planning' initiatives and processes was demonstrated by organisation members.

4.2.5 Risk Taking

The data analysis provided support for 'risk taking' as an element of EPM 'entrepreneurial planning' processes. Informants at all levels of management reported that they prioritised 'risk taking' considerations particularly when venturing into new markets where their organisations had limited information and understanding of the market. They further asserted that it was appropriate to consider the risk of committing a large amount of resources into ventures with uncertain outcomes. The informants also consistently reported possessing the ability to take on project risks:

> I'm a person who likes to take risks. This sounds like theory but when it comes to the practice then you may judge me right. I respond to risks according to what type of risk and how it has come about. You judge the situation accordingly but like we are doing a lot of theory. Practically, and I wish you were to work with me then you could tell whether I am a risk taker or not. I'm a risk taker. I allow and accept my responsibility that if this is this, if it makes it, if it's bad I should be the one to take up the blame bigger share, but we share it all. [Project Manager, KUL-org].

> Sometimes I like taking risks… I actually take a lot of risks. I am a risk taker, and I normally try not to go beyond what would be the average… not beyond 50 per cent. There are sometimes when you really have to take decisions, you know yes, there's a likelihood I will lose this money, maybe we will lose time, but in as far as I see it, in as far as I understand, in as far as I have consulted, there is a chance that we would succeed. Sometimes I'll take that risk. I tend to oscillate between the average, like I say, a certain level of risk taking [Programs Manager, CRS-org].

> Sometimes I take risks but not so much. So, I am either a risk taker or risk neutral, I don't know! But let me share a scenario. There's one of our projects I have gotten feedback from people who are implementing. They are telling me, that one team member is not doing well. So, right now he is a risk to this project. I learnt about this two months ago. I talked to him. I thought he was going to change. But I have a planned already. I'm terminating his contract come December. And I decided that in September. So, I wanted us to first conclude very well on the matter, yet it was a risk we took for the project. So, sometimes I really take risk here [Capacity Strengthening Lead, CRS-org].

The informants further indicated that the act of 'risk taking' consideration on project processes comprises two important components: (a) risk strategy and (b) risk appetite and control. These issues are discussed in turn below.

4.2.5.1 Risk strategy

The data analysis provided support for 'risk strategy' as an element of the EPM 'entrepreneurial planning' processes. Informants at all levels of management reported that the risk management strategy was critical to their operations to overcome the unforeseen factors that may undermine the project planning processes, including the reliance on a risk response plan:

> We have a risk management system or template which provides guidelines on how to handle particular risks. I think it called a risk management plan. When you're doing a project, you need also to do a risk assessment and then you put some strategies how to mitigate risks is important so that you don't always think this is risky… risks are always there, and you cannot avoid and then you need to take on calculated risks. Risks should be in a project depending on what you are doing [Community Development Officer, SOC-org].

> We always analyse the risks associated with individual projects. Mitigation measures are also sought after. This is done at the planning stage so that you are prepared. If the risk requires that you ask for extra money to address it, you include that in the budget and in the timelines. We have a risk analysis and management template although I'm not directly involved but I know it is there. Because I also sit on the board. So, I was given a risk management something/document. The idea was that it's better to plan for those risks before they come, yeah [Partnership, Networking & Training Lead, KUL-org].

> We have been proposing for a risk management strategy in our management meetings? But we have a response plan. Every project has that component. There is normally a person in charge of every risk, the person responds to it. There is always like a staff that is responsible. Yes, so that you know for instance, financial risks, who signs? How much do you get out at any one time? What is the maximum? Who checks that you

have brought the money? And who keeps the keys for the safe? Do you keep records on how money is expended? [Country Project Director, CRS-org].

The data suggests, therefore, that an effective risk strategy with operational efficiency measures (through the mitigation of negative project risks) is an important component of the EPM model.

4.2.5.2 Risk appetite and control

The data analysis provided support for 'risk appetite and control' as an element of the EPM 'entrepreneurial planning' processes. The data indicated that the organisations each possessed a culture that allowed project managers and teams to take calculated risks in their work. They were also allowed to come up with risk control measures, policies, practices and actions that aimed to modify foreseeable risks. In addition, project managers were engaged in behaviours that had some potential negative influence on the projects but also provided an opportunity for project success:

> I take risks. I do take risks a lot. But not always. However, at the beginning of the year, we develop a risk register with details of likely project risks (if you don't mind, I can show it to you), has the area where the risk comes from, identify the risk area, the source of the risk, and then we turn to rate it. We, grade risks high, medium, low and then actions to be undertaken to mitigate the risk and who will spearhead that and then the timeframe. Now this register we review it quarterly, however for my case I don't pay much of my time on this, I handle risks as they come along otherwise you may waste time because of worrying about risks [Project Coordinator, VED-org].

> We have a risk response plan in place, but personally I respond to risks with a fire fighting approach apart from critical incidents like staff health. The organisation offers us a health insurance, and some assets like cars are insured probably to save money or it's a principle. Personally, I have a feel that insurance companies are just another exploiting machine. They eat free money, for instance I have never walked to their buildings ever since I got insured and I don't think I support organisations spending the limited resources on insurance covers [Centre Manager, KUL-org].

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My risk appetite is very high but, there are quite a number of things we look at when it comes to risk management. Often, we concentrate on financial risks but also, we encounter risks under programming. For instance, if you have a project, which is addressing farmer needs, there are some risks there. I told you we manage risks in a proactive way. So, we engage preventive measures to manage the risk if the risk was ranked high [Executive Director, KUL-org].

The data, therefore, affirms that EPM enables organisations to put in place measures that define how effectively the risk management controls are managing the identified project risks. In addition, EPM enables project managers to assess and measure how effective risk controls may exert the intended or assumed modifying effect to overcome negative events that may affect project outcomes.

4.3 Entrepreneurial Execution Processes

The data analysis provided support for the 'entrepreneurial execution processes' which is consistent with the EPM Model. The data indicated that the EPM Model is underpinned by the 'entrepreneurial execution processes' and comprises each of the three important factors identified in the literature review (i.e. 'opportunity recognition and exploration', 'proactive project management', and 'manage project knowledge'). These factors are discussed in the sections below.

4.3.1 Opportunity Recognition and Exploration

The data analysis provided support for the 'opportunity recognition and exploration' process as an element of the EPM 'direct and manage work' processes. The process regarding how project managers and teams take advantage of new opportunities to improve project work processes (i.e. 'opportunity recognition and exploration') was reported by informants at all levels of management. The informants consistently

reported approaching work execution processes with an entrepreneurial mindset whilst looking for new and improved ways of addressing work challenges as the corrective and preventive measure to project failure:

> We are open to learning all the time, once there is something new, what we never expected, we learn a lesson and we always seek for better ways of overcoming challenges because this is a learning organisation, we tap into available learning programmes, yeah because we cannot be very effective if you are not open to learning and taking advantage of emerging opportunities out there [Project Manager, KUL-org].

> It is one thing to have working objectives but it's also another thing to work hard to attract and seek for opportunities, you have to know your weakness to attract new opportunities that you may capitalise on for system growth and to have capacity enhancement to mitigate project threats [Project M&E Officer, CID-org].

> We need to work within a very evidence-based environment and you may not be able to find a lot of evidence unless you are open to opportunities. You know… evidence meaning something which is in writing or a result of expert judgement; there should be numbers you can count, or studies previously published … you know that is one thing that you may not be able to find easily in our environment, unless if purposely you choose and say let me go and interact with what we would call the opinion leaders, experts or the professionals whatever you want to call it! [Programs Manager, CRS-org].

The informants further indicated that the 'opportunity recognition' and 'exploration process' comprises of three important components: (a) resource exploration, (b) volunteer knowledge, and (c) top leadership support. These issues are discussed in turn below.

4.3.1.1 Resource exploration

The data analysis provided support for 'resource exploration' as an element of the EPM 'direct and manage work' processes. This was demonstrated by project managers' effort

to utilise scarce resources to deliver project results. Informants at all levels of management asserted that resource scarcity required them to explore available alternatives whilst remaining focused on project results:

> CRS-org doesn't just wait for a call on a paper today. We normally have that background search. Because you know money issues … you don't just wait until a call is made. By the time they call, there are people who are ready exploring all possible alternatives to get this money and so we also have our own organisation system we employ to ensure we succeed in getting this funding… usually the time given for application is very short [Capacity Strengthening Lead, CRS-org].

> Yes, we might be driven by the targets but also, we can't ignore opportunities which exist. we must explore and exploit resources out there to our advantage. Especially now on the business side, we thoroughly explore the market opportunities as much as possible. We do not tire ourselves and say ok we said we're going to sell 500 kilograms of honey this month and we've achieved that by 25th so we can relax no! we further explore our potential, and this has also shaped our approach towards other charity project works [Head of Finance & HR, KUL-org].

> For most of the projects we really do our best to explore available opportunities to access required resources or else we can no longer continue relying on donors alone. For example, you might be running a project where you are not implementing any SLA–saving, lending activities. But this is an opportunity for your farmers where they have challenges in procuring inputs, and money related challenges for financing their agricultural business. So, here we link them to SACCOs – Savings and Credit Cooperative Organisations. We also train them in agricultural entrepreneurship so, they can also go out there and explore their potential. [Project Coordinator, VED-org].

The data suggests, therefore, that EPM enables organisations to embrace resource diversity, diversification and variety exploration. In addition, EPM enables organisations to focus on their project results by exploiting variance reduction processes in their project operations.

4.3.1.2 Volunteer knowledge

The data analysis provided support for 'volunteer knowledge' as an element of the EPM 'direct and manage work' processes. Informants at all levels of management asserted that they were responding to competitive trends within donor funding in addition to the decline in resource availability by exploring untapped volunteer knowledge resources for project work execution:

> The system we employ here is like most of our projects operations are supported by the country program with about 30 volunteers who are recruited globally. These are not like really volunteers in the sense of what you know. These are people providing consultancy… they come in as consultants for a two-week period. They go to the field. So, we basically have to support that whole process [Project Manager, CRS-org].

> I keep saying… this is a necessary evil to have common sense in project operations especially when working in such an environment. So, if you know you are venturing into something you are not sure of, the only way you can do it better is consulting colleagues and knowledge experts. We encourage our staff to borrow each other if they are going to venture into something not sure of, they can borrow others' experience and people often volunteer their time to help out [Programs Manager, A2N-org].

> I mentioned that we are member to different umbrella organisations or consortiums, so they normally organise such trainings for their members we always try to participate because they bring in global experts who volunteer to come and teach us working trends and practices. We are open to learning all the time, once there are such trainings we often send our staff to attend since this if free knowledge we are taking advantage of and at least we learn something new, what we never expected, we learn a lesson yeah because we cannot be very effective if you are not open to learning [Head of Finance, KUL-org].

The data suggests, therefore, that EPM enables organisations to explore and leverage 'volunteer knowledge' potential to address organisation resource constraints. Importantly, the application of 'volunteer knowledge' facilitates the effective execution of project works amidst scarcity and complexity in project operations.

4.3.1.3 Top leadership support

The data analysis provided support for 'top leadership support' as an element of the EPM 'direct and manage work' processes. The data analysis highlighted the need for the top management to focus on the project horizon by seeking for new opportunities and innovative approaches that will help project teams execute work effectively and towards delivering better results:

> It is one thing to have the set objectives but it's also another for top leaders to support and work hard with the project team to attract other opportunities that see the project realise its intended objectives, you have to know your weakness to attract and to have capacity enhancement to also mitigate the threats [Project M&E Officer, CID-org].

> One thing I normally share with my staff is that …. it's only when we people pretending to be in big offices and positions come down to support our juniors to manage the project time and resources effectively, that we can be able to achieve the project intended goals [Project Manager, SOC-org].

The data analysis also indicated that organisations' top management support was significant in fostering and stimulating project team members interest and morale. This approach also helped to develop a positive work attitude among project team members. Project managers were also found to meet regularly with team members to set project objectives that utilised their extant capabilities whilst simultaneously developing their skills:

> What project managers need to realise is the capacity that is imbedded in the people around them. That is very important, understanding that people around you have different capacities and talents. Once managers realise that then they will stop being self-centred. There is a need for organisations to open up and utilise the capabilities for example, managers can develop new project proposals based on information got from people around them [Project Coordinator, VED-org].

> Now, when opportunities linked to project growth are realised, it is a must for top management to call for a meeting to explore such opportunities. You will realise that

management is present and some…few members of the board. So, they will deliberate about seizing such opportunities for the benefit of the organisation for example they might say, I think if this is an opportunity that exists, we need to explore on this kind of area. That is our approach with some of these projects, yeah [Senior Programs Officer, SOC-org].

The main drivers of the quality of our work are based on our leadership competence to support and recognise serious farmers to deliver what we agree on. So, we make sure that field workers are trained to deliver programs that impact the farmers. Even at farmer level, we have established leadership committees, so the individual farmers monitor and encourage each other to perform better [Executive Director, A2N-org].

The data, therefore, affirms that EPM enables organisations to develop and invest in strong leadership, which is an important requirement for project success. In addition, EPM enables project managers to assess and work with a forward-thinking and innovative ability whilst providing tools to mentor project teams members.

4.3.2 Proactive Project Management

The data analysis provided support for 'proactive project management' as an element of the EPM 'direct and manage work' processes. The informants at all levels of management reported engaging in preliminary project planning before implementation, primarily to identify potential risks and to focus on the whole rather than single parts in the project:

My management style is proactive. I want to involve my team for diverse idea gathering. I consider my approach on the basis that, if you involve the whole staff, they develop trust in you, they can't hide information because everything will be transparent, and honestly my team does appreciate because we share a lot. And in that process, we're able to fore see challenges and adjust accordingly to reduce on risk impact [Project Manager, A2N-org].

If you want change in the system, the change should start with you. It's very difficult to talk of you people telling them what is expected out of them. I'm not saying I'm the best manager. No, but I do what I'm supposed to do. I am a person of integrity and

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very proactive in my approach to work. There are certain things which really are obvious like being exemplary [Project Manager, KUL-org].

I am driven more by reputation. From the time I graduated, I have always learned to be competitive … and therefore the quality of my work must speak for itself. I am proactive in my style. Sometimes it's not even about the money they pay me here, or it's not about the level of authority, but if it is about writing a report … can I write a report that stands out, that everyone else there would be asking, hey who wrote this report [Programs Manager, CRS-org].

The informants indicated that enabling the 'proactive management' approach in the 'direct and manage work' processes comprises two important components: (a) managerial foresight and (b) scope creep management. These issues are discussed in turn below.

4.3.2.1 Managerial foresight

The data analysis provided support for 'managerial foresight' as an element of the EPM 'direct and manage work' processes. The data analysis confirmed the need for the 'managerial foresight' to make effective projections about the viability of a project. The informants indicated that the application of 'managerial foresight' helped to stimulate the morale of project team members towards the effective execution of project work:

I think I have the experience to predict the project direction for the likely outcomes. I have dealt with different people from different background and attitude, you know attitude is also another important factor in project management, people are not the same, people have different attitudes for instance, it's possible for a team member to carry on a problem he has at home to work, but you can study his behaviour pattern and you see how you will approach him. But of course, experience is the best teacher [Project Coordinator, A2N-org].

I'm very proactive in the sense that I can even foresee project outcomes. For example, I have told you that we have different groups… at the moment, our beneficiaries are organising what we call primary cooperatives. But we have noted that some of these

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cooperatives are doing well than others. Now those that are not performing well, we have been able to identify the likely causes we have noted for example, leadership at these co-operatives is a critical challenge. And as we go forward, we need to incorporate activities that address leadership skills [Senior Programs Officer, CID-org].

You have to put on lenses that enables you to foresee the project future direction. Because if you plan to do something and the farmers are not in support, you have wasted your time. So, for example, we do most of the capacity building training during the dry season. Because then farmers are relatively free, they're at home drying their produce. However, we do on-farm trainings during the rainy season, because you want to take them through practical agronomy training during the growing season [Executive Director, A2N-org].

The data suggests, therefore, that EPM enables organisations to analyse the present project contingencies and/or examine the desired future state of a project ahead of time. Still, 'managerial foresight' assisted project managers in the identification of contingency measures during project implementation process.

4.3.2.2 Scope creep management

The data analysis provided support for 'scope creep management' as an element of the EPM 'direct and manage work' processes. Informants at all levels of management indicated the need and relevance of executing a project within the scope plan to eliminate waste in resource utilisation. The informants noted that the execution of projects within the scope plan was necessitated by resource scarcity and the need to maintain tight controls over budgets and resources:

As a manager I also need to know what is happening in the field to ensure staff do not go over or under board. We have to work within the planned scope and budget. I trust my team, I know they do good work, they really give it their all, but it is my responsibility to ensure they work based on the scope. So, sometimes I really need to be there to give them the necessary support [Community Development Officer, SOC-org].

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Of course, with monitoring the intention is to support project teams avoid going against the planned scope because this will constrain project resources. It is very rigorous that you have to keep your eyes and ears to the ground to be sure that the work quality and quantity corresponds to the intended. Like I said, I have worked so hard that I try to strike away and get to know what works best in the frontline implementers and make it this way to the top management [Project M&E Officer, CID-org].

So, because we are from different disciplines, we are able to strike a compromise and say look, the budget estimate, if we did all that we want to do, with say four billion, but the money we have is say about one billion and what we are likely to get probably along the way is another two billion. So, then we have to scale down on what we planned to do. Well each member of the team is responsible, you see the finance and administrative manager, a project coordinator, the logistics officer, so everybody is involved, program manager, they are all involved in managing the risks and scope plan [Executive Director, A2N-org].

The data suggests, therefore, that EPM enables organisation to consider the detailed description of all the components of the project scope statement that are progressively elaborated throughout the project. It further enables project managers to explicitly describe the work that will be performed and the work that is excluded.

4.3.3 Manage Project Knowledge

The data analysis provided support for 'manage project knowledge' as an element of the EPM 'direct and manage work' processes. The process of using existing knowledge and creating new knowledge to achieve project objectives and contribute to organisational learning (i.e. manage project knowledge) was reported by informants at all levels of management. The informants reported their engagement in taking up learning opportunities to build their knowledge and skills gap for the successful implementation of project activities:

I'm happy about this organisation, they keep refreshing our skills internally through inhouse trainings, sometimes they send us to Uganda Management Institute. They ensure we are knowledgeable to implement project work. They organise seminar days at least once in a quarter and once the Human Resource identifies a skills gap in the team, she outsources for a facilitator who then take them through may be a week's training to equip them with project management knowledge [Community Development Officer, SOC-org].

The practice here is that for any new project a staff is given a project document or protocol and on top of that project document, you are given a copy of the strategic plan. So, whatever you do has to be in line with the project document and definitely the strategic plan. Some documents come from project sponsors and because these are on and off donors, some of the documents are considered classified to avoid duplication and information theft [Project Coordinator, A2N-org].

Staff do progress reports, we also have a an IMS – Information Management System where staff have templates, they make their monthly, quarterly and annual reports with recommendations. Those recommendations, we sit as a team during our planning to rank and analyse them to see what works best. There is room for sharing experiences and we unanimously agree on best alternatives including making adjustment in plans. So, that's how we do it [Project M&E Officer, CID-org].

The informants indicated that enabling the effective management of project knowledge in the 'direct and manage work processes' comprises three important components: (a) knowledge creation (b) knowledge utilisation and (c) knowledge storage. These issues are discussed in turn below.

4.3.3.1 Knowledge creation

The data analysis provided support for 'knowledge creation' as an element of the EPM 'direct and manage work' processes. Informants at all levels of management reported that they were involved in the formation of new project management concepts to generate new methods and techniques:

We form the strategies for example, I'm managing or working with five farmer groups per week and I teach two groups per day. Then after that week I make a report to the project coordinator. I put the challenges which I face in the field but also, the lessons learned in the reports are able to help you improve. You have done all these but then you have learned that the best way to possibly implement this activity or engage stakeholders is different so, we review all suggestions and that has helped us to improve [Project Manager A2N-org].

We document the facts related to project success and we usually share in the closed-door high-level meetings to be able to qualify the evidence as an organisation's process asset. Also, we emphasise the issue of learning, are we leaving with the project or the project is a remaining operational? That's one of the key things that we always emphasise. So, we tell our beneficiaries that you have been doing this, and therefore a handover is not to say the project has ended, it's supposed to continue [Project Coordinator, VED-org].

We have what we call 'Host capacity building development plan'. It is the plan that we developed with the stakeholders indicating how we are going to support the knowledge generation. So, it acts like a guideline. It is our working document. We call it a living document because at any given time, it can change, and you can add, or you can subtract information [Country Project Director, CRS-org].

Informants also indicated that in addition to the opportunities for knowledge creation, they were particularly valued existing indigenous knowledge which was important in facilitating their project management operations:

Indigenous knowledge is also growing as a very important source of knowledge and information base for our operations, but it is also important to benefit from science. You are fusing scientific ideas with indigenous knowledge to improve on individual understanding of effective systems and procedures. For example, an organisation like Africa Agriculture Technology Foundation requested us to come up with local methods of delivering learning material to farmers last year [Executive Director, A2N-org].

Even if you've got class knowledge, idea sharing amongst you and elder and experienced farmers is very important such that you can also learn the local ways of implementing project tasks, but we should also take it beyond that and face that community, involve that community and the methodologies and strategies resulting

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into effective project delivery should be between us, as the performing organisation and the community, we fine tune the approach together [Capacity Strengthening Lead, CRS-org].

The data suggests, therefore, that EPM enables organisations to leverage knowledge created by individuals to improve project outcomes, whilst strengthening project management contexts and connecting it to existing knowledge. In addition, EPM enables organisations to focus their project results by exploring indigenous knowledge in their project operations.

4.3.3.2 Knowledge utilisation

The data analysis provided support for 'knowledge utilisation' as an element of the EPM 'direct and manage work' processes. The informants highlighted the importance of the interconnection between 'knowledge utilisation' and business innovation processes which helped to inspire new methods of managing projects:

> We make use of the traditional knowledge and experience. But also, you cannot implement a project in isolation from other partners. We aim at exceeding stakeholder expectations as well as meeting ours. So, in case there are relevant documents or guidelines and not necessarily the common ones from our partners, then we adopt them [Partnership Networking & Training Lead, KUL-org].

> We have online material accessed on PROLINNOVA website but it's also on KUL-org website. We have uploaded important information for both external and internal usage. So, this is the innovation I'm talking about especially climate change adaptation and mitigation for Uganda policy and practice recommendations. We don't only stop at doing this with the farmers but we also advice or recommend policies to government entities [Executive Director, KUL-org].

> If I train you for a certain skill, I should also learn from your approach. I should also be taking home something, and you should also be taking home something from me. It's a two-way...... like kind of a win–win situation almost so that all of us marry that

knowledge together and say okay, this is the right approach, this can push us far [Operations Manager, SOC-org].

The data suggests, therefore, that EPM enables 'knowledge utilisation' by providing managers with instant availability of up-to-date information which is vital and pre-requisite for effective decision making towards the execution of project tasks.

4.3.3.3 Knowledge storage

The data analysis provided support for 'knowledge storage' as an element of the EPM 'direct and manage work' processes. The data supported the need for electronic and hardcopy retention of both individual and organisational knowledge that could be readily retrieved for project operations:

> When we know that change is going to help the project, we ensure that any change configuration is documented for future planning and use. We always leave that gap to be flexible and accept it for the good of the project. There is room to document in any change for the better running of the project, there is room for that flexibility and we have always documented this as a success story. We have always included unplanned changes in our reports. Like we have activity reports, we have monthly reports, we document on a daily basis [Project Coordinator, A2N-org].

> If you don't document it, it never happened. With managerial work in an organisation documentation is very important. In the event that you resign someone taking over from you should know how things were before you left. Yeah, that is book knowledge, but you will never know when the system outsmarts you. So, you don't leave anything for granted, like for me, I do document. I'm trying to do it right …. I wrote a book. Maybe I'll show you. [Project M&E Officer, CID-org].

> We have a database. We generated a database so that we store all project information online. It is genuine database. It's not an Excel sheet. In the past we had an Excel sheet, but we've upgraded. We no longer have that. We have the M&E guys who designed it for us. They are also based at the regional level. So, every data, which is got i.e. number of people saving, work approaches, detailed project reports – all this is stored

on the system, actually the lead person who built it is based in South Africa [Capacity Strengthening Lead, CRS-org].

The data suggests, therefore, that EPM enables organisations to store important project documents for the purpose of creating value and meeting the operational, tactical and strategic project requirements. An effective and efficient knowledge storage system assisted project managers to build on existing knowledge. It also supported efficient knowledge accessibility for effective decision-making during project execution.

4.4 Entrepreneurial Monitoring and Controlling Processes

The data analysis provided support for the 'entrepreneurial monitoring and controlling processes' which is consistent with the EPM model. The data indicated that the EPM model is underpinned by the 'entrepreneurial monitoring and controlling' processes and comprises each of the three important factors identified in the literature review (i.e. 'create room for errors', 'unrestrained project team', and 'soft skills maximisation'). These factors are discussed in the sections below.

4.4.1 Create Room for Errors

The data analysis provided support for 'create room for errors' as an element of the EPM 'monitoring and controlling' processes. The approaches taken by project managers and teams to deal with errors (i.e. either 'owning' failure, or by minimising errors in the project work processes) was reported by informants at all the levels of management. The informants consistently reported recognising and manoeuvring around project inadequacies by overcoming resistance to project errors to ensure the desired project outcomes are achieved:

To error in project work is a very big learning opportunity and its humanly to error, so you cannot know you are sleeping until you wake up. It is until project errors are corrected that we try to work towards devoid of recurrence. Punishment to one who errored is not the solution. You have to understand how the error came about. Sometimes it is beyond the staff. Punishment in CID-org is after three verbal warnings. You try to establish what the cause was, you talk to the staff, before issuing a written warning [Project M&E Officer, CID-org].

Benefit of no doubt to errors. Of course, we all know that it's not going to be perfect but should be near perfect. You can't say that everything about Grace must be correct but, of course we know that at least someone can make a mistake and how do we take collective action as a team? How do we then tell ourselves how to accept responsibility about what you've errored on? Can you triangulate it backwards and bring it to the normal system? [Operations Manager, SOC-org].

Allowing errors in project activities! There are certain issues to be looked at officially, others humanly and then at times you can look with religious lenses. Either way should be able to correct that person who errored. I don't believe in dismissal; it is not the answer because there is no one who is saintly. You can bring the one you think is perfect but will do the same mistakes because we are humans. So long as someone believes in correction, then that is good to go [Executive Director, KUL-org].

The informants further indicated that the 'creation of room for errors' in project operations comprise two important components: (a) owning failure and (b) minimising failure. These issues are discussed in turn below.

4.4.1.1 Owning failure

The data analysis provided support for 'owning failure' as an element of the EPM 'monitoring and controlling' processes. Informants at all levels of management reported the importance of 'owning failure' as an element of the EPM's 'monitoring and controlling processes'. Informants at all levels of management further reported that they were required to 'own failures' in their project operations and being open and honest about them:

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There is always room for revision or rethinking of what we can do best and always accepting that mistakes are committed by human beings so we involve staff and ask them if this has failed us so what can we do about it and who will take up the responsibility to see it come through to completion? We are aware that risks and challenges can come about, so when they come, there should be a solution, and somebody should be willing to own defects. We also document a lot most of the safeguards [Project Manager, KUL-org].

In case of errors and as a lead person, you first have to own the mistakes before you issue warnings to errored individuals. I usually give two - three verbal warnings before a written one. If errors continue then that is when I take the person to the disciplinary committee. The first one is an informal discussion; like this is what is happening, what can we do? it is more like an informal chat. like how do we improve on it as a team? Such an approach helps us maintain good teams, we should own failure together [Operations Manager, SOC-org].

It's difficult to operate in an error free environment, but again who should own such errors? I dialogue with you where errors have occurred, and I believe in configuration management more especially if you allow correction. I learnt that from my previous executive director. If you had done this wrongly how can we work together to correct the deviation! we always emphasise assessment of whether planned activities were properly executed. So, what did not go well due to errors, that would help us to plan better for the next activity [Project Coordinator, VED-org].

The data suggests, therefore, that EPM requires project managers and teams to 'own failure' and recognise that leaders are prone to make mistakes. In addition, EPM supports organisations to recognise and reward individuals who step forward and share their weaknesses and failures in front of their peers and commits to finding ways to address such weaknesses in order to make things better.

4.4.1.2 Minimising failure

The data analysis provided support for 'minimising failure' as an element of the EPM 'monitoring and controlling' processes. Informants at all levels of management demonstrated engagement in project assurance methodologies (e.g. effective change and configuration controls). In addition, informants reported engagement in more proactive approaches by encouraging their teams to stay positive whilst engaged in risk business activities with uncertain outcomes:

> For any successful project, errors that lead to project failure should be minimised. However, you cannot avoid errors completely, but carry out operations that enable you to minimise or mitigate the errors or to eliminate if possible. Our staff work to their level best so that they don't commit errors. We try to engage in more assuring approaches you know that if I don't do this… it will impact project outcomes negatively [Project Manager, KUL-org].

> As a manager, under looking errors on a project does not sound strange? It shouldn't be deliberate, but I have been doing so, you must not create room for errors for high risk magnitude. You cannot avoid errors and should be a component of your management plan. What we are working towards is to create ways and strategies on how to combat work errors and resultant project failure [Community Development Officer, SOC-org].

> It is okay to accept errors in some of the work activities because we often train staff and a lot of money is put into training as a preventive measure to risks and of course you know when you are employed, you're supposed to stage your best. Indeed, to error is human – one has no control over the error probably it is a systems error, however, we are certain that, during analysis we are able to identify the variance and will be able to correct it [Country Project Director, CRS-org].

The data suggests, therefore, that EPM requires organisations to 'minimise failure' through the demonstration of better project planning and proper control methods, which necessitates hard work, loyalty, persistence and learning from the failures in their project operations.

4.4.2 Self-managed Teams

The data analysis provided support for the 'unrestrained project teams' as an element of the EPM 'monitoring and controlling' processes. The approaches taken by organisations involved unbiased open interactive exchange between project teams. The informants at all levels of management consistently reported encouraging a range of ideas and knowledge sharing from team members to solve problems:

> To be honest we work in very free environment, we often work as a team. We agree on which activities and procedures to follow when doing our work and it really helps. We have been doing that every month. Every end of month we talk, we sit, we chat, we plan our way forward and we agree on what we do, we push and evaluate ourselves, what are we not performing as a team? [Operations Manager, SOC-org].

> We are almost entering the project final year and I have decided not taking on new hosts even if somebody demands, that is a decision I have taken, and I don't need to consult anybody because I've seen we have reached the target and of course that is also a decision my team members will buy-in since results are evident to all of us. So, in such a case we are free to resist external influence in our decision-making processes [Country Project Director, CRS-org].

> I'm not one of the strict managers, I give staff space to work out ideas. We review work together, what did we plan to do, what did we achieve, what didn't we achieve? Why didn't we achieve? We do 360° degrees assessment, supervisor assess the person he supervises and vice versa though it has to be managed with a lot of sensitivity. We do it every other six months depending on the times of the contract. It's that not really strict for staff and everybody participates in monitoring projects and we have volunteers as well [Executive Director, A2N-org].

The informants further indicated that establishing 'unrestrained project teams' in project operations comprise two important components: (a) data and information exchange, and (b) roles and responsibilities. These issues are discussed in turn below.

4.4.2.1 Data and information exchange

The data analysis provided support for 'data and information exchange' as an element of the EPM 'monitoring and controlling' processes. Informants at all levels of management asserted that they encouraged and supported an open exchange of data and information under their jurisdiction with colleagues for the effective management of projects:

> Very often we sit down as a team and discuss critical work issues more especially activities conceived to be falling along the critical path. You know they shouldn't be delayed at any given cost. Yeah. But it doesn't really have to be so divergent – there could be a few cases yes, and significant to project success … you should be able to, I don't know, call them assumptions or like, unforeseen circumstances and you kind of incorporate that into the configuration plan, yeah [Project Manager, CRS-org].

> In the past we were doing monitoring and evaluation with no learning and adaptive components. We now have these components cutting across and we exchange ideas and information amongst colleagues and departments. We do monitor, observe and also learn from what we have observed. And then adapt because we are working in a changing environment. And that again calls in for flexibility. We always have flexibility in our operations. If you learn, you screen through what is working out elsewhere you then adapt it to your situation [Country Project Director, CRS-org].

> The other issue that has been a challenge and has been sorted out is, the finance manager and development co-ordinator who are the signatories to the bank account used not to relate well and could not exchange information properly. Today even if the finance manager is not around, the executive director or the secretary or even the chairman to the board may sign for you. So, any of the two signatories can sign and the money will be there without any bottlenecks [Senior Programmes Manager, SOC-org].

The data suggests, therefore, that EPM enables organisations to monitor and control projects through facilitating effective communication and information exchange amongst project implementers. An effective and efficient 'data and information

exchange' system assisted project managers to plan and manage processes from the outset, by identifying who needs information for effective project delivery.

4.4.2.2 Roles and responsibilities

The data analysis provided support for 'roles and responsibilities' of project team members as an element of the EPM 'monitoring and controlling' processes. Informants at all levels of management reported taking a holistic view of their team's roles and responsibilities in order to plan, coordinate, and complete the project outcomes. In the same regard, informants reported reviewing the vision, mission, and objectives of their respective organisations to ensure alignment with their results:

> Whenever I want the team to know that they have to take control of their obligations. I can leave them to manage, and that's what I tell them – you can manage, take charge. Then they begin to ask me questions you know, but now how and I'm like manage it out. It's only when I see them going off road that I chip in, because I want them to have the experience of going through the process of managing the entire work chain. And I say at that point in time you are a leader, you are a manager, you are everything at your level so please manage [Executive Director, KUL-org].

> We are coming from different backgrounds and I have managed to get out and talk to people, like guys, this is it, I think the role I play so much is to ensure we deliver results, and I'm proud of it, but as we speak now, we have … I have achieved it. You know we used to be too independent, because we were coming from different backgrounds and people could not easily open up, but now we've come together as a family. I'm very proud of it. I'm excited [Capacity Strengthening Lead, CRS-org].

> If I'm doing monitoring it shouldn't be only me but all of us should be involved in the aspects of monitoring our work. If I see a gap, maybe one might have identified a different gap or that all of us have identified the same gap. So, we keep asking ourselves like now what do we do? we're involving ourselves in the process. So, apart from having an M&E framework, respective managers carry out monitoring to ensure that activities are carried out as expected [Operations Manager, SOC-org].

The data suggests, therefore, that EPM bestows project managers with the authority and responsibility required to run the project on a day-to-day basis. In addition, the EPM enables the project team (under the direction of the project manager) to carry out the work detailed in the project management plan.

4.4.3 Soft Skills Maximisation

The data analysis provided support for 'soft skills maximisation' as an element of the EPM 'monitoring and controlling' processes. Informants at all the levels of management, consistently acknowledged the importance of soft skills such as a strong work ethic, advanced problem-solving skills, communication skills, and teamwork skills during the project performance and monitoring activities:

> Soft skills are something that CRS-org consider seriously, we have these online courses on communications, speeches, you know many of these soft skills, presentation, you know all those things, we often have in-house trainings. For example, from Monday to yesterday I was attending a training organised by USAID on rules and regulations, at training costing over a thousand dollars, not a cheap one of course. So, that in a way makes us comply to the donor requirements and project deliverable quality [Country Project Director, CRS-org].

> What is important to note is that accountability rhymes with honesty, and truthfulness when monitoring and controlling project performance. You have to respect the people who gave you the mandate to do work. You have to respect the colleagues you are working with. You have to respect the beneficiaries you are working with. You ought to respect people's cultural values, when you respect people it is reflected in your results [Partnership, Networking & Training Lead, KUL-org].

> Staff who come onboard with less soft skills get trained. We send them for short trainings. We do sacrifice resources for such because managers and supervisors here often prefer taking on people good at interpersonal skills on their team. They have the opportunity to apply them, and usually what we do in our evaluation tool, we evaluate them on those skills and how they have used them. Sometimes you do a 360 assessment. So, we are able to get feedback from those we supervise [Executive Director, A2N-org].

The informants indicated that enabling 'soft skills maximisation' in the project 'monitoring and controlling processes' comprises of three important components: (a) communication skills (b) critical thinking skills, and (c) teamwork skills. These issues are discussed in turn below.

4.4.3.1 Communication skills

The data analysis provided support for 'communication skills' as an element of the EPM 'monitoring and controlling' processes. Informants at all levels of management indicated that the information needs of projects were met through the implementation of activities designed to achieve effective information exchange which required managers and project team members to be equipped with effective communication skills:

> Well, having worked with farmers for long, I put on local lenses when monitoring their work activities, I speak the local language which they understand because if you go there with English, they may misinterpret you to a bragging character. There are farmers who may require you to speak English because they are educated but I try to lower myself and stick to local language unless maybe when I'm going to a community where they speak English and that is how I'm able to get information and results [Project Manager, A2N-org].

> The magic bullet to effective project monitoring and controlling is the ability to have good communication skills and hardworking, are you trustworthy? They are very important. Also, as a project manager, you have to go extra mile… without going extra mile, it becomes very difficult to understand the exact missing links hindering project success. You have to own the project yourself. You have to own it…or falling in love with the project to enable you understand it better. Once you love something then you become committed. The interest comes automatically when you own something. [Project Manager, KUL-org].

> This is a CRS-org practice and it has helped – in this particular project, it totally influenced how we communicate. We even signed a declaration. You know we have a mixed race both whites and blacks. So, sometimes you can't avoid crossing those

lines. Today I can meet and talk to the ED in an informal casual way. Yes, we have a lot of informal/informal talks. When I'm faced with a challenge, we talk about it. We talk about it before I put it to writing. Even when I want to go for leave, I first talk about it informally before putting in a written leave form for my boss to be approved. [Capacity Strengthening Lead, CRS-org].

The data, therefore, affirms that EPM enables organisations to ensure timely and appropriate collection, distribution, storage, retrieval, management and disposition of project information. In addition, EPM fosters an efficient and effective information flow between the project team and stakeholders, which contributes to the improvement of project monitoring and controlling activities.

4.4.3.2 Critical thinking skills

The data analysis provided support for 'critical thinking skills' as an element of the EPM 'monitoring and controlling' processes. Informants at all levels of management indicated that observation, analysis, interpretation, reflection, inference, explanation, and problem-solving skills enabled them to think critically and make logical and informed decisions:

> Monitoring project activities requires you to respect people's time or else you will not be able to understand those pertinent issues affecting the project progress. So, if you need to understand the real issues… I mean if I need something, I cannot bypass farmers then to my immediate supervisor and go to his top boss. I mean it still comes back to farmers to tell you what the real issues are, and it doesn't look good. So, you really want to have a good working relationship with stakeholders and requires common sense, not book knowledge [Project Manager, CRS-org].

> Important to note in monitoring project activities is that accountability rhymes with honesty, and truthfulness. You have to respect the people who gave you the mandate to do work. You have to respect the colleagues you are working with. You have to respect the beneficiaries you are working with. You ought to respect people's ideas and knowledge and you should be able to screen out relevant information because not whatever is said is correct [Partnership, Networking & Training Lead, KUL-org].

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Understand the way we handle our fellows, the people we work with matter a lot in project implementation. I've worked with so many people. Human handling or human relations is very important. You really out to critically think through in the way you relate with people especially if you find yourself in a leadership position. How do you relate with the staff you are working with on a particular project? [Programmes Director, VED-org].

The data suggests, therefore, that EPM enables organisations to rationally build flexible knowledge management skills amongst project teams. This included the ability to analyse information concerning monitoring and controlling project activities through effective accountability, transparency, and clarity around project expectations.

4.4.3.3 Teamwork skills

The data analysis provided support for 'teamwork skills' as an element of the EPM 'monitoring and controlling' processes. Informants at all levels of management demonstrated willingness to cooperate, and frequently provided constructive feedback to each other, despite personal differences and disagreements with other team members during project executions:

You'll be irritable to your team if you are poor at people skills, if you are arrogant, you can never understand the project operational context, you can never understand the weakness therein [like!] because it's very difficult for you to work with people who don't love working with you… and then how are you able to carry out monitoring activities? I think it will be hard for people to work with you [Partnership, Networking & Training Lead, KUL-org].

Whenever you are weak in interpersonal skills, then you are headed nowhere in this project implementation work of ours. You know? Then who will share project critical information with you. I share with you that even when we're working these are areas that you need to try to improve on, you're not good at team playing, what is the problem, what is making you withdrawn, how do we improve? When you're not good at communication, what can we do about it.... Monitoring require effective communication skills! When you're with colleagues how do you relate? Yeah! [Operations Manager, SOC-org].

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What happens, I can send you an email and follow it up with a call so I'm able to read your voice. Sometimes I can even call you in my office and talk to you. I use both formal and informal communication means throughout my work. By the way I learnt this from both school and work experience, it yields results. Sometimes we even discuss business on phone. You are going to be doing this activity can you tell me how are you going to do it? What is the target? What is this? What is that? But also, if it comes to monitoring and activity reporting, you may tell me on phone what you have done but I will also need it formally [Programmes Director, VED-org].

The data suggests, therefore, that EPM enables organisations to foster a strong work ethic that values collaboration and knowledge sharing amongst project team members.

4.5 Perform Integrated Change Control Processes

The data analysis provided support for the 'perform integrated change control processes' which is consistent with the EPM Model. The data indicated that the EPM Model is underpinned by 'perform integrated change control' processes and comprises each of the three important factors identified in the literature review (i.e. 'alignment of project management with organisational strategy', 'managing organisational politics', and 'parallel decision-making system'). These factors are discussed in the sections below.

4.5.1 Adaptation of Project Management with Organisational Strategy

The data analysis provided support for 'adaptation of project management with organisational strategy' as an element of the EPM 'perform integrated change control' processes. The approaches taken by project managers to deal with project complexity and uncertainty (such as aligning or modifying the project management style based on the prevailing enterprise environmental factors, policies, and procedures) was reported by informants at all levels of management. The informants consistently reported

engaging in the re-designing, adaptation, and deployment of project management methods and strategies based on the changing characteristics of the project:

> We do experience circumstances when things don't work out according to plan and that is when we explore our creativity and innovativeness to overcome the challenges. We try to think and act outside the box. For example, we base on the little funds available to set up small businesses like selling honey to supplement on our labour costs but also managing other project conditions as far as failure is concerned [Operations Manager, A2N-org].

> Sometimes the work plan may shift a bit, may be because of…. Like there is a shortage in funds and this definitely impacts the project scope. We are somewhat flexible depending on the issue at hand. You surely have to figure it out no matter the situation, this is like survival of the fittest. Definitely some situations are more complicated that you need to seek authorisation from either the donors or senior managers before any change is put into effect [Partnership, Networking & Training Lead, KUL-org].

> Well external influences like…legal restrictions or the political climate also dictate on how we proceed with our operations. But like I said before. In the review meetings, we really look at a wide range in things and plan for assumptions management just in case a hazard strike. For example, each regional manager will have to tell us what is happening in his/her area. And should, come up with proposals and suggestions on how they can be addressed. So, we share experiences, maybe some managers have experienced that before. They may tell us how they dealt with the situation [Executive Director, A2N-org].

The informants further indicated that the process of 'fitting project management style with complexity and uncertainty' comprise one other important component: adaptation of organisational processes. This process is discussed in detail below.

4.5.1.1 Adaptation of organisational processes

The data analysis provided support for the 'adaptation of organisational processes' as an element of the EPM 'perform integrated change control' processes. Informants at all levels of management were involved in the execution of project plans and were required

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to carry out updates of the various internal organisational plans, processes, policies, procedures and knowledge bases. They further noted that the lessons learnt from previous and/or past projects influenced their decision-making process:

> This development era we operate in today only makes you to swing to the global changes to be able to achieve results. But of course, at CID-org we have our guiding principles and documents and we ensure all are up-to-date and embedded in the management plan. We have the strategic plan, we have annual work plans, we have implementation policies and the monitoring unit is very abreast making it hard to hide mistakes [Project M&E Officer, CID-org].

> What makes workers in most of the organisations in the sub-Sahara look stubborn is that we don't practise the systems. For us, we have systems in place, there is no stubbornness because we learnt from our past mistakes. So, we even go beyond system … that means there are working policies in place – job description, roles and responsibilities are clear, everything is clear, so if you chance to work here, that is what you will find in place? You get it! [Capacity Strengthening Lead, CRS-org].

> Although things have changed since we lost our key donor – CORDAID, I love so much to rely on their procedures and systems for conducting project work. We need to have stable work contracts of say, three years but nowadays it is not easy because we give three to six months contracts and I highly doubt whether staff are committed to carry out their roles effectively. We must have a fall-back position like procedural templates, communication guidelines, and even effective financial controls [Head of Programmes, SOC-org].

The data suggests, therefore, that EPM enables organisations to establish policies, processes, procedures, and guidelines that direct the conduct of project work but also keep an update of such policies and procedures as part of the project deliverables.

4.5.2 Management of Organisational Politics

The data analysis provided support for 'management of organisational politics' as an element of the EPM 'perform integrated change control' processes. The approaches taken by project managers to overcome inertia and resistance was reported by

informants at all levels of management. Informants consistently reported the need to prioritise the interests of the organisation over personal (or other) considerations:

> Yes, I have experienced the bitter sweetness of office politics! For example, like in this project I'm working on, the top manager decided to transfer me to this region although I didn't want, but I had no choice but to accept. However, I sat with project coordinator and we talked about it … it was related to language barrier because I didn't know how to speak the other language of ….so I was transferred to this region. It was a big challenge because it somewhat costed me [Project Manager, A2N-org].

> We had much politicking in the past leadership related to money matters. For example, you would have money on your project for activity implementation, but when you send in a requisition, only to know that money has been used for other project activity without your knowledge as the project authority. They would use this money expecting reimbursement, and there is also a similar scenario in this project although I will not disclose! But trust me they will not succeed because we now have strong safeguards in place [Project Manager, KUL-org].

> I think dealing with organisational politics is that skill you develop yourself. You have to be flexible. It is really dependent of the situation, yeah it is situational. It is something you have to be creative and careful about and handle with sensitivity. If the politics is constructive or the issue under contestation is a positive one, definitely you will see how to incorporate it in the organisation's procedures. If it is a negative one, you know it will affect the project implementation, you ought to use common sense to get rid of it. You got to rely on your intuition [Project Coordinator, A2N-org].

The informants further indicated that the process of managing organisational politics comprises two important components: (a) social support system, and (b) inclusive decision-making. These issues are discussed in turn below.

4.5.2.1 Social support system

The data analysis provided support for a 'social support system' as an element of the EPM 'perform integrated change control' processes. Informants at all levels of management emphasised experiencing personality conflict and/or divergence in work

ideology amongst project team members. Informants further indicated the necessity to understand the triggers of such conflicts:

> Sometimes the impact of office politics varies between personal preferences, team approaches and organisational practices. Surprisingly, the individuals you are supposed to report the politics to are the ones playing the politics. So, for me ignoring… and putting emphasis on doing what works and doing the documentation helps. Sincerely, the politics is truly there, and I have experienced it [Community Development Officer, SOC-org].

> I have been a victim of organisation politics, especially in the last two or three jobs I've had. I normally prefer to remain neutral, remain objective in a politically charged environment. I usually don't go to organisations because of the politics; I go there because of the work and because I want things done correctly. So, I remain neutral. In one of the jobs, it was politics of governance and I had to leave, the environment was unhealthy I couldn't stay in it. I tried mediation, at one point, yes…. I do a lot of mediation. [Programmes Manager, CRS-org].

> I imagine you are referring to things like in-fighting and while a lot of such happen here, I usually give a hearing ear to conflicting parties. I prefer buying time, so we discuss the issue. Of course, that means I'm getting a lot of documentation around the whole thing. I'm observing a lot of things around it. Then I have the answers to give you backed with evidence because I wouldn't like to get into it and I don't know what it is, but these things will definitely be there. I'm not sure they're about to stop in the near future, you know human beings! some behave strange! [Head of Programmes, SOC-org].

The data suggests, therefore, that EPM enables organisations to design appropriate approaches and techniques used to resolve conflict and personality clashes amongst project team members.

4.5.2.2 Inclusive decision-making

The data analysis provided support for 'inclusive decision making as an element of the EPM 'perform integrated change control' processes. Informants at all levels of management demonstrated applying techniques that enabled the disruption of

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conventional project management systems to allow for flexibility in project management decision-making:

> As managers, we usually work together to study the situation and know who is conflicting with who. And over the years we have tried to make sure we have systems in place to manage unforeseen circumstances that may lead to conflicts among team members. You may choose to ignore the conflict? Do you need to mediate? Do you need to mitigate? Do you also allow for differences in personalities? Whatever system works best is what we choose to solve conflicts irrespective of politics [Partnership, Networking &Training Lead, KUL-org].

> I think the twenty first century kind of manager needs to embrace organisational politics both from within and politics coming from outside the organisation. Now, the politics inside or internally may bring about a positive change. My belief has always been that changes are good. Changes are good because there's a lot that you can learn it's a matter of having proper systems in place and the right people on the project [Project Manager, SOC-org].

> Most of the boards for NGOs in the sub-Sahara Africa have no power, because of the founder's syndrome. However, for effective management even if you have formed an organisation, once there are functional systems… there will be no politics. Politics is because of favours. Just because you are the founder and you know me; I want a favour. You get that! If you look at it, they are just petty things that having systems, policies and procedures in place will deal with … but these policies and systems must be respected and adhered to … it must not be in passive [Capacity Strengthening Lead, CRS-org].

The data suggests, therefore, that EPM enables organisations to embrace change in their operations through the adoption of inclusive decision-making approaches that support what pragmatically works in uncertain project environments.

4.5.3 Parallel Decision-making System

The data analysis provided support for 'parallel decision-making system' as an element of the EPM 'perform integrated change control' processes. Informants at all levels of

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management demonstrated as a capacity to avoid decision-making that perpetuated the status quo; instead decision-making was based on the analysis of multi-stakeholder decision-choices to decide on what offered the best project outcome:

> In instances when you receive instructions from two project authorities, its upon you the manager to evaluate the two options for instance, a donor may request you to do something outside the original work plan, and at times you get parallel instructions both from donors and government. This has occurred several times not only to me but to other staff but in the end, at least we had to harmoniously respond more especially through dialogue [Project Manager, VED-org].

> Parallel decision making happens although not really common in our operations because of the culture of consulting. Unless if you are pushed to the extremes like working under duress you find yourself left with no choice but to play a fair role because work has to continue. Again, in an area where there is no internet, there is a communication barrier, you take the decision and inform the person concerned later on when connected, this could be contradictory but works instead of delaying work [Programmes Manager, A2N-org].

> Organisational decisions are taken at high-level by the country representative and also sometimes in consultation with the region office head and indeed at times they contradict each other but its good because they counter-check the other, for instance, I have a supervisor and if it's something I'm deciding that is outside what we had planned I still have to consult the country rep [Country Project Director, CRS-org].

The informants reported that the process of enabling 'parallel decision-making system' is supported by the application of an 'analogous decision-making' approach. This process is discussed in detail below.

4.5.3.1 Analogous decision-making

The data analysis provided support for the consideration of an 'analogous decision-making' as an element of the EPM 'perform integrated change control' processes. Informants at all levels of management reported engagement in corresponding

approaches to making complex decision choices including *inter alia*, consultation, group decision-making processes, inter-departmental information-sharing, due-consideration of alternative views etc.:

> I often consult with my seniors because sometimes decision making can be challenging and tasking…. you cannot do it alone. In such eventualities when not prepared is when you think of having in place alternatives to safeguard against your earlier decision choices. And of course, you need to involve somebody to help. Now in the donor world I don't think there is any where the donor can leave you free to utilise resources without consent especially when there are budget overruns [Programmes Manager, A2N-org].

> Department to department queries also occur. Yes, to a greatest extent because the program department work closely with finance department due to funding requirements. So, decision queries come in…because the program deliverance expect money now however the finance department isn't prepared to disburse the money so, the two then go in conflict and start issuing different orders which in the process confuses the implementation team. However, our Executive director is very tactical in handling such complications, she has her own unique approaches to conflict resolution…also depends on the departmental relationships [Head of Finance & HR, KUL-org].

> It is not that, only me to make decisions no, no! we have counter measures whereby the managers give convincing reasons as to why they prefer to take certain approaches. So, we are able to see what is going on and the associated challenges and we are able to adjust accordingly. So, if there's any conflicting issue that is affecting work progress, maybe staff through their representative not in agreement with the board, then its upon we in management to give that fair hearing to either party [Head of Programmes, SOC-org].

The data suggests, therefore, that EPM enables organisations to ensure that those who are directly affected by the decision and those who are responsible for its implementation are actively involved in the decision-making process to achieve the intended project outcomes.

4.6 Entrepreneurial Closing Processes

The data analysis provided support for the 'entrepreneurial project closing processes' which is consistent with the EPM model. The data indicated that the EPM model is underpinned by 'entrepreneurial project closing processes' and comprises each of the three important factors identified in the literature review (i.e. 'completion and exit criteria', 'inclusive project audit', and 'project influences updates'). These factors are discussed in the sections below.

4.6.1 Completion and Exit Criteria

The data analysis provided support for the 'completion and exit criteria' as an element of the EPM's 'entrepreneurial project closing' processes. The approaches and strategies implemented by project teams to finalise all the activities for a project phase and/or contract (e.g. complete planned work, archive project information, and release of resources) was reported by informants at all the levels of management. The informants further demonstrated executing project closure processes whilst ensuring achievement of the benefits the project was undertaken to address:

> When you start a project there are objectives and later you develop plans on how to achieve those objectives right! Then when closing, you need to reflect on whether the objectives have been achieved, or not achieved or to what extent they have been achieved. In case of project resources like assets, I need to deal with their disposal based on the contract. You need to make certain that all documents and deliverables are up-to-date, and work is complete. So, you look through all those things, are the accounts properly closed? Yeah, and then you put them where they are supposed to be according to the contract [Project Manager, KUL-org].

> Usually, any good project that will close well must have an exit strategy. How do you exit? There must be an exit strategy. That one is very important. It defines how you leave or and what you leave behind. Two, it is always important that you undertake a final or terminal evaluation of the project. Why? Before you leave you should have

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known that, I have delivered as far as the project objectives are concerned [Senior Programs Officer, CID-org].

You should share with the beneficiaries about your strategy of exit. You have to arrange for meetings to formally communicate about the closure preparations, so the strategy elaborates about sustainability issues. You need to have both formal and informal structures, build their capacity and then while you are gone who will be responsible for what, who will do what? Prepare for the handover process.... the handing over process is part of the exit criteria. We have actually been creative like not just to end in a traditional way, we have at times arranged for parties with beneficiaries for end project celebrations [Head of Programmes, SOC-org].

The informants further indicated that the 'completion and exit criteria' as part of the 'entrepreneurial closing processes' comprises three important components: (a) release of project resources (b) transition and sustainability, and (c) communicate project completion. These issues are discussed in turn below.

4.6.1.1 Release of project resources

The data analysis provided support for the 'release of project resources' as an element of the EPM's 'entrepreneurial project closing' processes. Informants at all levels of management reported their involvement in the disposal and relocation of project resources including the release and/or reassigning of personnel to pursue new endeavours as part of the project administrative closure processes:

Whenever I'm closing a project, I need to reflect on whether the objectives have been achieved, or not achieved or to what extent they have been achieved. Then in case there are some assets for the project I need to find out according to the concept or the contract. Where are we supposed to put them? Are we supposed to leave them with farmers or are we supposed to take them back to the donors? So, you look through all the resources you've been using for the project and then you put them where they are supposed to be put according to the contract and for staff including myself, we have to move on if there is no more work [Project Manager, KUL-org].

Prepare for the handover process.... of course, there are resources, like buildings, vehicles, water sources etc. you have to fully hand over to the beneficiaries. So, the handing over process is part of the exit criteria and all this is clearly explained in the strategic document. Whom do you hand over to? Who will manage what? And when do you get exit? We developed a comprehensive document that is explaining the guidelines to follow during our project closure stages. We also look into the beneficiary scheme. Who is supposed to get what? [Head of Programmes, SOC-org].

Whatever arrangement there is about releasing project resources like machinery, man, money etc. we would have to follow it to completion. Regarding staff and if we don't have money to deploy them… we part ways, we give them disengagement letters. And sometimes we appreciate them with certificates just to show that the project has ended. We open accounts to projects, specific accounts. So, when the project ends, we close those accounts. Sometimes you go and participate in the closure function… you preside over the ceremony [Executive Director, A2N-org].

The data suggests, therefore, that EPM enables organisations to finalise all project activities, ensuring that key project information is properly archived, the planned work is completed, and the organisational resources are relocated or disposed including the release of human resources to pursue new endeavours.

4.6.1.2 Transition and sustainability

The data analysis provided support for the 'transition and sustainability' process as an element of the EPM's 'entrepreneurial project closing' processes. Informants at all levels of management demonstrated their involvement in working toward project transition and sustainability through engagement in activities including *inter alia*, maintenance of effective networks, establishment of small businesses, empowerment of farmer groups to manage project deliverables:

The most important thing when closing a project for instance, you need to ask yourself like… Have you empowered the beneficiaries and in this case the farmers? Have you helped them to build support networks with other institutions? You need to ensure that the project has exceeded stakeholder satisfaction, and this can be achieved by posing

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and answering a set of questions for instance, have you achieved the project's vision or the project objectives? Have you delivered the outputs? Have you put in place a transition plan? Are the audits satisfactory…. we bring in external evaluators usually at project end [Project Manager, A2N-org].

The most important issue in the closing stage of the project especially in this sub-Saharan region is about sustainability for instance try to come up with some form of business to bring in money once donors re gone. My emphasis is before you close the project, you will at least require to establish a strategic leadership with the farmers you are dealing with, so after you close that project, and transit into another area, the project has to continue with or without you, that's the pattern we look for in most of our projects here at A2N-org [Operations Manager, A2N-org].

I so much love to see our past project efforts being duplicated and continues. So, to make that happen before a project closes, we always look for good partners to live on the ground. For instance, the school project that we did some time back, it is still able to go on because we made sure that the teachers were left empowered and informed to keep the fire burning. We always ask ourselves; how will these communities sustain themselves beyond us? [Centre Manager, KUL-org].

The data suggests, therefore, that EPM enables organisations to implement measures that lead to the adoption of 'transition and sustainability' approaches that support project continuity in uncertain project environments.

4.6.1.3 Communicate project completion

The data analysis provided support for the need to 'communicate project completion' as an element of the EPM's 'entrepreneurial project closing' processes. Informants at all levels of management reported engagement in the regular exchange of information in the form of conversations, as well as emails, social media, project reports or project documentation with key stakeholders. Informants further reported the development of *ad hoc* reports, project presentations, and other forms of communication related to project closure processes:

When you're closing a project, communication is very key. Communicating to your project participants about the forthcoming project closure isn't as simple as it sounds. Yeah. It is a very sensitive process. For example, if your project is closing in a month, you don't want two weeks to the close and that's when you're telling people that you are actually closing. So, you need to plan ahead of time. You must have a detailed project closure plan; we have a template on us which we adjust for individual projects. Yeah, it's there, I will get it to you [Project Manager, CRS-org].

Before the phase out stage of a project, it's good for the program staff to notify the beneficiaries that this project is going to last for this remaining period of time. It's good information for the beneficiaries; but also, to bring different stakeholders on board. You will need to review with them, actually share the reports with key stakeholders. So, make sure that you put out a notice in advance to the partners and service providers that you are closing. You also got to formally inform the staff of course they may already be aware so, you close [Project Manager, SOC-org].

To us, the very pertinent issues at project closing include having clear documentation and filing, communicating in time to the stakeholders or the beneficiaries that we are closing, having that plan which you submitted, or you planned when you were starting …. that when we are closing, this is what we are going to do, to implement, bring to attention of your all key stakeholders when there's no extension approved. Prepare them. Sometimes you may be forced even to bring a counsellor, because it's about a job, it's about earning, about their families. It's not just them. Look at me and look at how many people benefit from my salary [Capacity Strengthening Lead, CRS-org].

The data suggests, therefore, that EPM enables project managers to effectively disseminate project closure information for example, confirming that the deliverables have been accepted, to validate that the exit criteria have been met, to formalise the completion of project contracts etc. with the project team and key stakeholders

4.6.2 Inclusive Project Audit

The data analysis provided support for 'inclusive project audit' as an element of the EPM's 'entrepreneurial project closing' processes. Informants at all levels of management reported engagement in broad inspection and review approaches to determine if project activities and deliverables conform to the documented standards, policies, procedures etc. This included consultation with key stakeholders to identify nonconformity, and engaging teams for best practice identification in project operations:

> You know when they talk of evidence-based planning, everything should be able to speak for itself. So, whether the audit is innovative or not, it still remains an audit, right? You still will go and crosscheck, yes, you said this, is it so? We agreed this, is it so? You did this, these are the results, you definitely will verify the program from the finance perspective, you can triangulate with the community … you know the stakeholders are now asking, is it true what they're claiming, you know? As long as things speak for themselves, and true we make our audit exercise more innovative, we bring people on board even the deepest farmer is consulted before we come to conclusion, yeah [Grants Manager, VED-org].

> We have project-based audits where the donors bring in experts to do a range of audits like financial, risk, process, procurement etc. Our internal auditors avail them all the necessary information. Sometimes we do what we call a program audit and usually once the project is near completion not financial. I like program audit. Most of the organisations don't have project or program auditors. That is something we do. Because whenever someone talks about audit, they look at figures. The financial people bring in technical people to do their audits; I also facilitate technical program audit, and this makes the audit process complete [Programs Director, VED-org].

> Our MEAL (monitoring, evaluating, adaptive and learning) manager is responsible for all the project audits. Our audits are comprehensive, we move beyond financial audits to all aspects of the project which requires inspection, walkthrough and review. We learnt this from a training we attended organised by our key partner based in the US. Every year you have to go through the MEAL audit. In fact, auditing requires us to physically verify results for instance, if we let's say our set target was to reach out to 10,000 farmers, then what is the evidence that we reached those farmers? Such evidence must be detailed like, we have all the beneficiary names [Country Project Director, CRS-org].

The informants further indicated that an 'inclusive project audit' process comprises two important components: (a) adaptive configuration audit, and (b) comprehensive audit report. These issues are discussed in turn below.

4.6.2.1 Adaptive configuration audit

The data analysis provided support for 'adaptive configuration audit' as an element of the EPM's 'entrepreneurial project closing' processes. Informants at all levels of management ensured that composition of the project's alignment was appropriately adapted and that it corresponded with documented changes during implementation. Adaptive configuration audit helped project teams to assess, track, and appropriately implement changes in line with project closure processes:

> I cannot tell you that there is this distinct plan that we developed and has worked for us all through to project completion no, no, no… it is not a straight-jacket approach, it involves making repetitive reviews to approaches taken, we have made plans that have failed, but we did learn a lot of lessons, we learnt a lot, we document the most significant changes in our engagements with some of the key stakeholders and therefore redirect our strategy [Project M&E Officer, CID-org].

> When there is evidence, you know I advocate for evidence-based accountability and evidence-based planning, processes should be clear, and this makes our audits elaborate. So, we do an exhaustive crosscheck to ensure all project processes are well aligned according to plan, yes, we do probe…. a five step 'why' probe is the principle we follow when querying issues? We agreed to this, is it so? If not why, why…and why five times and a decision is taken. Whenever things speak for themselves, however innovative you try to be, the audit will remain an audit, yeah [Programs Manager, CRS-org].

> The M&E team does the internal audits; however, of recent we adopted a new approach to project audit which is quite detailed. We now go into reviewing all process flows and we also look into change request both approved and unapproved. We look into program alignment to objectives; one officer might not want to bring out the facts just like Auditors doing external auditing in finance. There are some things that might

come out and it helps us so, end of project evaluation is very important [Programs Director, VED-org].

The data suggests, therefore, that EPM enables organisations to manage change requests, as well as communicate the decisions to the salient stakeholders. Project managers are thereby able to identify changes in project processes, document the changes, decide on the changes, track changes and communicate final results to the stakeholders.

4.6.2.2 Comprehensive audit report

The data analysis provided support for 'comprehensive audit report' as an element of the EPM's 'entrepreneurial project closing' processes. Informants at all levels of management reported elaborating audit reports regarding project success and failure, giving recommendations for corrective actions, as well as establishing procedures to investigate and document the reasons for premature project termination and/or closure:

> An audit report is one strong document that allows us to make proper recommendations based on evidence. We usually involve professional auditors to help us come up with a comprehensive and elaborate audit report. And in there we include reasons for our project success and failure and definitely recommendations to overcome the failures. The donors also base on the recommendations, to either get you an extension to accomplish what you haven't accomplished or approve funds for a new project… so, there comes in sustainability issues, yeah [Grants Manager, VED-org].

> Of course, innovation is reflected in our project auditing processes. For example, as the project director, when we promised this to the donor, what we were supposed to deliver using their money, we need to report back with of course a detailed project audit. And you know this is subjected to a benchmark with other organisations with similar projects, and get it from me, the work we do in this NGO world is similar. So, donors compare results and are thereby able to say CRS-org is crazy they were able to deliver such results with tight budgets? Again, providing realistic audits goes back to

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the principle of stewardship in regard to guarding the resources [Country Project Director, CRS-org].

Now at the end of the project normally, we commission a review team often comprising of staff and an external auditor or consultant, so they generate for us audit reports which we use to learn from. Like for this year, the programs and finance committee approved, a tool which we'll be using to document audit queries. They want us to report on what was planned, has it been achieved, what are the lessons, generally, how is the project going to be sustained [Executive Director, A2N-org].

The data suggests, therefore, that EPM enables organisations to implement project audit reporting that provides essential information and data to aid effective decision-making, which supports project continuity in uncertain project environments.

4.6.3 Project Influences Updates

The data analysis provided support for 'project influences updates' as an element of the EPM's 'entrepreneurial project closing' processes. Informants at all levels of management reported their engagement in keeping updated records regarding the factors that influenced their project operations including *inter alia*, organisational policies, physical environmental constraints, system influences like project team competencies etc.:

The real time to learn is at the closing of the project, because during implementation, you're trying out what policies and processes work well for you. So, as you go along, you may try to do it differently; but at the time you're closing, you have drawn definite conclusions… whether the project is healthy, whether certain strategies you planned at the beginning do work or not. It's a point when you have to make a detailed update of such approaches, processes and procedures, which influences the nature of results and learn so that when in future, you're going to do maybe a project of a similar nature, you can either innovate from what you have learnt [Programs Manager, CRS-org].

We are encouraged to make continuous updates for the approaches we use on our projects and more especially as we near termination because the lessons we gather are

transferred to future operations. We normally call them lessons learned or new innovations… so, we normally advise the programme implementation team to make quarterly updates in the systems approaches [Head of Finance &HR, KUL-org].

We are open to learning and we always pick lessons from the systems that work best. And picking of lessons is not enough but we make sure records are updated of such new developments. For instance, if a procedure or practice didn't work well, then why keep it, we pick a lot of lessons from farmers, because they actually do the farming, and they learn on a daily basis so, we keep updating our knowledge bases. And we usually incorporate them in the planning for the next phase. Here mainly, I keep soft copies because of space or whatever. I will send you some documents and you read [Executive Director, A2N-org].

The data analysis further indicated that the 'project influences updates' process comprise one other important component: knowledge repositories. This process is discussed in detail below.

4.6.3.1 Knowledge repositories

The data analysis provided support for 'knowledge repositories' as an element of the EPM's 'entrepreneurial project closing' processes. Informants at all levels of management ensured that the lessons learned during project implementation were stored in various formats (e.g. hardcopies and electronic format reports) and were securely kept for organisational future use:

Documents are well managed. We have a well facilitated resource centre with qualified personnel where we keep the organisational knowledge assets including policy documents and strategic plans, reports etc. Yeah if I'm like to do the handover, then it will include reports for all my previous projects and we are required to give a copy of such report to the librarian. So, you have to show them detailed documentation and this helps us to know where we are coming from to plan better for where we want to see the organisation [Project Manager, KUL-org].

Our biggest challenge is documentation. In the past a lot of useful information was lost due to lack of a solid information storage facility, which we applied for some

funds and lucky enough we managed to construct the library, yes, it is small but does serve the purpose. We write down what works for us, and it is safely stored. So, we defy the fallacy that Africa is a continent full of oral traditions … in other words we tend to store our knowledge by telling stories, you know that's how we pass it onto the younger generation, that kind of thing, (Laughs)! [Programs Manager, CRS-org].

You can find a lot of information concerning our work on our website. Every time we are taking records, first of all becoming aware that something has happened, taking pictures of it, writing about it in the report, and sometimes beyond the report in the publications. We record lessons learned. This helps when planning for the next phase. I mainly keep soft copies because of space but you can find much from the resource centre or even at the reception we have provided for a space we keep public documents but also a restricted place for sensitive documents [Executive Director, A2N-org].

The data suggests, therefore, that EPM enables organisations to store critical information for the daily functioning of the business and for long-term use. In addition, EPM allows organisations to provide project teams with readily available information to make more informed decisions.

4.7 Chapter Summary

This chapter provided an analysis of the results obtained from personal interviews and secondary data collected in this research. It did so by examining the case data through the lens of extant project management and CE theories depicted in the EPM Model processes and practices. The following chapter provides a discussion of the managerial and theoretical implications of an adjusted EPM Model and through which the research question posed in Chapter Two is addressed, as well as identifying future research opportunities that emanate.

Discussion and Conclusion

5.0 Introduction

The objectives of this chapter are three-fold. Firstly, the chapter provides a discussion of the theoretical contribution of the study in order to answer the specific research question posed in Chapter Two. This discussion is summarised in Figure 5.1, which is presented as a Competency Model of Entrepreneurial Project Management for social enterprise organisations operating in developing economies context. Secondly, the chapter provide some managerial and theoretical implications of Figure 5.1(the EMP Model). Lastly, the chapter presents the limitations and parameters of the research design along with recommendations for future research.

5.1 Entrepreneurial Initiation Process

The literature review identified and categorised three important factors that constitute the entrepreneurial initiation process. These include: 'consultative project charter', 'entrepreneurial project manager', and 'stakeholder identification', each of which were confirmed by the study findings. The study further identified one additional emergent factor: 'possession of a competitive posture' that potentially influenced the entrepreneurial initiation process. These factors are discussed in the sections below.

5.1.1 Consultative Project Charter Development

Consistent with the EPM Model, the findings of this study suggest that a consultative project charter development process is directly influenced by the project managers'

effective engagement with project sponsors and key stakeholders to have a common agreement during project implementation. The study findings suggest that 'top management commitment', 'stakeholder engagement', 'contract negotiation', and 'needs assessment' are important domains required for a consultative project charter development process. Top management commitment is associated with building trust amongst project sponsors and project team members to deliver what is stipulated in the project charter whilst maintaining the project scope boundaries. Prior strategic management literature significantly demonstrates the role of top management commitment in influencing the advancement of innovation behaviour in organisations (Michaelis, Stegmaier & Sonntag 2009). The evidence of top management commitment during consultative project charter development confirms the Hashim and Tan (2015) study that highlighted that top management commitment promotes cooperative organisational development and at the same time enhances stakeholders' likelihood of expressing long-term commitment that contributes to successful relational exchange. This research highlights the role of 'stakeholder engagement' and how it impacts the consultative project charter development process. Within the project initiation stages, project managers have a broad and general understanding of the project processes, which necessitates them to engage stakeholders to allow ideas and processes delineation as it directly focuses on the project charter development process (Meredith & Mantel 2011; Tereso et al., 2018). These results are also consistent with previous studies that identified stakeholder engagement as a mediating factor for project management success (Bal, Bryde, Fearon & Ochieng 2013; Sherman & Ford 2014). The consultative project charter development process is directly influenced by the project managers' 'contract negotiation' abilities. This is consistent with previous

studies in project management literature that tested the relationship between contract negotiation and project success and found that effective negotiations enable flexibility in decision-making and agreements (McLeod, Doolin & MacDonell 2012; Müller & Turner 2005). For instance, Müller and Turner (2005) demonstrates that project success in organisations is driven by effective negotiations between project managers and project sponsors who hold the business case, to ensure the project is properly aligned with the organisation's overall strategy. Consultative project charter development necessitates conducting a 'needs assessment' in order to focus on project goals for successful project outcomes. Importantly, project managers must ensure that the approved project charter is able to meet stakeholder needs, particularly project beneficiaries needs. This corresponds with the idea that stakeholders who are satisfied with project outputs generally demonstrate commitment to the organisation activities (Doloi 2012).

5.1.2 Entrepreneurial Project Manager

Consistent with the EPM Model, the findings of this study suggest that an entrepreneurial initiation process is nurtured when project managers possess the requisite entrepreneurial project management traits such as risk-taking, innovativeness and creativity, etc needed for effective and efficient decision-making. The findings of this study further suggest that entrepreneurial project managers need to have a balance of three important skills (i.e. leadership skills, entrepreneurial skills, and technical skills) to be most effective in their project management operations. Leadership skills are linked with the project managers' ability to guide, motivate and direct project teams. Therefore, entrepreneurial leadership is crucial in the project manager's role and also

to the success of projects in organisations as it involves setting clear goals, exploiting opportunities and inspiring employees to work hard towards the achievement of project outcomes (Crawford & Nahmias 2010; Renko, El Tarabishy, Carsrud & Brännback 2015). The value of 'entrepreneurial skills' or business management skills and its impact on project managers' work, particularly in developing the organisational strategy was recognised and acknowledged by this study findings. This evidence points to the fact that 'entrepreneurial skills' support project managers to maximise the business value of the project through developing new and innovative project management systems and techniques. The findings corroborate the work of El-Sabaa (2001) and Morris, Kuratko and Covin (2011) who argued that managers with entrepreneurial traits have the ability to identify environmental and market changes by swiftly implementing decisions and actions to maximise organisational value. Effective project implementation is also influenced by the project managers' 'technical skills' and capabilities. Technical project management skills such as knowledge and skills in information technology, mathematical and scientific tasks are important skills for entrepreneurial project managers to effectively apply project management knowledge to deliver the desired project outcomes (Cook 2017; Crawford 2012). Technical skills are required of top and middle-level project managers who are often engaged in developing strategic decisions or non-programmed decisions, particularly aspects of planning and controlling including making budgetary and schedule projections. In addition, due to the complex and dynamic nature of the project management environment, entrepreneurial project managers need to be proactive in their approach to decision-making, which requires them to frequently rely on expert judgement to perform their project management tasks (Fangel 2018). The use of expert judgement

underpins project managers to have strong technical skills and other complementary skills such as: diagnostic skills, analytical skills, and conceptual skills.

5.1.3 Stakeholder Identification

Consistent with the EPM Model, the findings of this study suggest that the entrepreneurial initiation process is directly influenced by 'stakeholder identification'. Stakeholder identification helps project managers identify individuals, groups or organisations that could impact or be impacted by the project. It also supports project managers to develop appropriate management strategies for effectively engaging stakeholders in project decisions and execution. The findings of this study suggest that stakeholder identification nurtures the establishment and development of effective organisational support networks, stakeholder knowledge, and stakeholder mapping. These processes support project managers and project team members to regularly analyse and document relevant information regarding stakeholder interests, involvement, interdependencies and their potential impact on project success and/or failure. Organisational support networks are associated with access to information about emergent project management opportunities and sponsorships. The evolving nature of project opportunities and sponsorships influence social enterprise organisations, particularly in developing countries to rely on strategic support networks such as project management knowledge experts and global collaborative networks during the decision-making processes. In addition, organisational support networks may potentially be extended to project management offices and partner organisations to enable project management knowledge sharing between organisations and project team members (Pemsel & Wiewiora 2013). This study highlights the importance of

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utilising stakeholder knowledge during the project initiation phase. The study found that utilising stakeholder knowledge benefits social enterprise organisations to enhance project strategy formulation and implementation. Stakeholder knowledge helps to align organisational strategy with stakeholder interest and supports proper goal setting within the projects' early stages (Hardy, Wickham & Gretzel 2013). Stakeholder identification is directly supported by stakeholder mapping which is in consonance with the EPM Model. In addition to the consultative project charter development, assignment of entrepreneurial project managers, and stakeholder identification confirmed by the EPM Model, the study further identified the 'possession of a competitive posture' as an important component which has the potential to influence the entrepreneurial initiation process. The 'possession of a competitive posture' is discussed in detail below.

5.1.4 Possession of a Competitive Posture

The evidence suggest that the entrepreneurial project initiation process is influenced by the project managers' 'possession of a competitive posture' to enable organisations maintain and sustain their competitiveness. The study found that 'respect for cultural diversity', 'relationship management', and 'strategic fit' directly impact the organisations' control of a competitive posture. Within the strategic management literature, successful organisations have demonstrated respect for cultural diversity, strategic fit and relationship management (building effective interpersonal relationships at all levels of the organisation and within project teams) as drivers of corporate success and competitive advantage (Bauer & Matzler 2014; Saba, Remur & Gerbaix 2014). These elements of competitive posture contributed to the organisations' competitive abilities in securing project funding and other important resources. The project

managers and team members' acknowledgement of diversity also points to how it promoted teamwork, nurtured trust and commitment which resulted in stimulating knowledge generation and knowledge sharing for effective project goal setting (Ajmal & Koskinen 2008; Deb, David & O'Brien 2017). Primarily, the emerging project management and CE literature highlight diversity management as an important driver for stimulating innovation and creativity among employees (Fangel 2018; Tastan & Davoudi 2017). The study provided evidence that respect for cultural differences is an important institutional factor, particularly in virtual project teams in the increasingly globalised project management sphere. For example, several studies found that culturally heterogeneous project teams (e.g. by culture, ethnicity, etc.) can perform substantially better than homogenous teams and may effectively respond not only to different work models, but also offering different project leadership styles (Zwikael & Ahn 2011; Zwikael, Shimizu & Globerson 2005). With the increasing potential for multicultural projects across the globe, project managers must have the ability to adapt to the diversity in the management of teams within the current business environment (Chipulu et al., 2014). The study highlights the importance of project relationship management, its impact on social enterprise organisations' control of a competitive posture and overall effect on project success. This confirms the notion from Bourne and Walker (2008) that project success is premised within an informed consent of its stakeholder community, thus managing the relationships between the stakeholder community and the project can increase the chances of project success. Similarly, maintaining a project 'strategic fit' does not only contribute to the project manager's control of a competitive posture, but also supports in achieving the overall organisation strategy. This is consistent with previous strategic and operations management research

on organisational growth that is able to demonstrate a link between strategic project selection and resource requirements (Kornfeld & Kara 2011; Romano 2014). This study therefore, highlights that entrepreneurial initiation process was enabled by four EPM elements: (a) consultative project charter development, (b) entrepreneurial project managers, (c) stakeholder identification, and (d) the possession of a competitive posture. These four interlinked salient processes are applicable and evident in an entrepreneurial organisation context.

5.2 Entrepreneurial Planning Process

The literature review identified and categorised five important factors that constitute the entrepreneurial project planning process. These include: 'project management plan development', 'organic management structure', 'innovativeness', 'autonomy', and 'risk-taking', each of which were confirmed by the study findings. These factors are discussed in the sections below.

5.2.1 Project Management Plan Development

Consistent with the EPM Model, the findings of this study suggest that the 'project management plan development' process should define and refine the project objectives in order to maximise the probability of developing customer-oriented projects within budget and time-constraints. A comprehensive project management plan comprises specific and detailed project management sub-plans including *inter alia*, scope management plan, schedule, costs, resources, quality, risks, procurement, and stakeholder management plans. The data analysis indicated that 'progressive elaboration', 'comprehensive information gathering', and 'participatory planning'

directly impact the project management plan development process. The study provided evidence to suggest that the project managers' responsibility is to effectively and efficiently define, prepare and coordinate all the requisite project management plan components. Progressive elaborations evident in this study required a continuous planning process that evolved as and when project actions become known to the project implementing team. The evidence of progressive elaboration practice during project management plan development process resonates with the work of Collyer, Warren, Hemsley and Stevens (2010) where they argue that incremental and iterative project planning approaches are used by ambitious project management practitioners to respond to the rapidly changing business environments. The development of project planning processes is iterative in nature and requires the use of progressive elaboration that start with a high-level framework plan and then fill in the required details and/or specifics as relevant information is made available (Collyer & Warren 2009). Project planning details in the sample social enterprise organisations were obtained through the use of testing, prototyping, pilots and parallel experiments. This study highlighted the importance of conducting comprehensive information gathering prior to and during project management plan development process. Information and data gathering in the sample social enterprise organisations supported effective planning processes and was characterised by employing different techniques including *inter alia*, benchmarking, brainstorming, interviews, etc. Information gathering techniques were used by project managers and team members to generate useful project planning information from subject matter experts and documentary records to develop project management plans that best fit upcoming projects. Project management plan development was further enriched by adopting participatory planning approaches in order to facilitate knowledge

sharing amongst stakeholders for successful project outcomes. Participatory planning explicitly contributed to the process of constituting the project consultative process through the creation of internal organisational avenues in which different stakeholders shared experiences and knowledge.

5.2.2 Organic Management Structure

Consistent with the EPM Model, the findings of this study suggest that the entrepreneurial planning process is directly impacted by an 'organic management structure'. The formalisation of an organic management structure within the sample social enterprise organisations granted project managers significant levels of authority and flexibility in their project planning processes. It also supported project managers to promote team learning by creating a flexible knowledge sharing environment amongst project team members and subject matter experts which was beneficial for effecting project planning. An organic management structure is formalised by 'flexible decision-making' approaches and adequate 'information access' in social enterprise organisations. The strategic management literature also points to the fact that successful organisations are characterised by high-levels of cognitive flexibility or the ability to match the type of cognitive processing with the type of problem at hand (Laureiro-Martinez & Brusoni 2018). The entrepreneurial project managers' inability to engage in adaptive decision-making techniques was found to be detrimental to successful project planning within the sample social enterprise organisations. In addition, the study highlights the importance of 'information access' for managing strategic change in organisations. When entrepreneurial project managers work together with their team members overtime, they often develop a set of shared values and beliefs, or dominant

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logic which nurtures continuous information sharing and information access. The study suggests, therefore, that entrepreneurial project planning thrives on the organic management structure by stimulating openness and timely exchange of information regarding appropriate resource availability, associated scheduling options and related project costs and benefits.

5.2.3 Innovativeness

Consistent with the EPM Model, the findings of this study suggest that entrepreneurial project planning is primarily driven by innovativeness to enable organisations maintain and sustain their competitive position. The study findings highlight that 'business venturing', 'creativity and novelty', 'competitiveness', and having a 'knowledge base' directly impact innovativeness within the project management processes. The act of business venturing identified in this study presented project managers with an opportunity to search and engage in new business areas and opportunities as a safety net for project sustainability purposes. Business venturing supported the development of new strategic investments that allowed the sample social enterprise organisations to maintain and sustain their competitiveness. The approach of promoting creativity and novelty in project planning was associated with project success in an increasingly competitive, globalised, and dynamic environment where innovation is the primary driver of organisational survival and growth (see Caughron & Mumford 2008; Dibben & Dibben 2018; Gemünden, Killen & Kock 2013; Thomas, Cicmil & George 2012). The mindset of innovativeness supported social enterprise organisations advance different strategies to secure funding, enhance strategy formulation and planning for project success. This is consistent with previous strategic management literature on

dynamic capabilities, entrepreneurial orientation and organisational innovation capacity by demonstrating that managerial flexibility and aggressiveness are prerequisite conditions for nurturing managerial innovativeness (Lamberg, Tikkanen, Nokelainen & Suur-Inkeroinen 2009). The study findings highlight that maintaining a wide project management knowledge base strategy supports the project team members' use of accumulated skills and experiences to implement project tasks. This is consistent with prior literature that identified the absence of a reliable knowledge-base (e.g. historical information and documentation of lessons learned) as one of the major conditions of project management failure (Desouza & Evaristo 2004; Gasik 2011).

5.2.4 Autonomy

Consistent with the EPM Model, the findings of this study suggest that the entrepreneurial planning process is strongly influenced by the project managers' level of autonomy in decision-making. The evidence in this study demonstrated that entrepreneurial project managers were able to deliver better outcomes when working in an environment of independence, limited direct supervision and span of control. Similarly, this study suggests that 'self-energising and renewal' and 'freedom of expression' are two important factors that demonstrate the project managers and team members' levels of autonomy. Promoting the project managers' self-energising and/or self-renewal towards the development of key ideas on which project outcomes are built signifies an autonomous organisational response to decision-making. It also offers project managers some sense of commitment to the organisation and towards goal achievement. This confirms previous studies which highlighted the existence of self-energising within the project managers' emotional and motivational processes and their

reaction to the entire project work system (Browning & Ramasesh 2015; von der Weth & Starker 2010). Freedom of expression is associated with the autonomy granted to project managers towards entrepreneurial decision making throughout the project life span. This is consistent with the assertion that entrepreneurial project managers thrive in challenging work settings, which demand some level of autonomy and flexibility to get project tasks done in a self-directed manner and pace (Martin 2005; Stacey 2002).

5.2.5 Risk-taking

Consistent with the EPM Model, the findings of this study suggest that an 'entrepreneurial planning process' is characterised by the project managers' proclivity towards 'risk-taking'. Within the sample social enterprise organisations, risk-taking was associated with opportunity seeking and innovation. The study indicated that the project managers' risk-taking propensity was influenced by two important factors: 'risk strategy' and 'risk appetite and tolerance'. The findings of this study provided evidence that a proactive risk strategy helps to deal with managerial uncertainties and its impact on project success. Similarly, to survive in a risky business environment, it is important for social enterprise organisations to have an effective risk management strategy in place to avoid systems and process failure. Fox (2012, p. 94) argues that risk appetite and tolerance 'helps protect organisations against solely pursuing single, narrow goals without considering potential consequences as they pursue rewards for an appropriate level of risk'. This study therefore, highlights that the entrepreneurial project planning process is enabled by five EPM elements: (a) project management plan development, (b) organic management structure, (c) innovativeness, (d) autonomy, and (e) risk-taking.

These five interlinked salient processes are applicable and evident in an entrepreneurial organisation context.

5.3 Entrepreneurial Execution Process

The literature review identified and categorised four important factors that constitute the entrepreneurial execution process. These included: 'direct and manage project work', 'managing project knowledge', 'opportunity recognition and exploration', and 'proactive project management', each of which were confirmed by the study1 findings. These factors are discussed in the sections below.

5.3.1 Direct and Manage Project Work

Consistent with the EPM Model, the findings of this study suggest that 'direct and manage project work' is a major component of the project execution process. The data analysis indicates that project managers must be cognisant of the complex and dynamic business environment, which requires the demonstration of work flexibility particularly in the application of project management methods, tools, and techniques. In addition to this, the data analysis suggests that the direct and manage project work process is centred on the project manager and team members' advanced and/or comprehensive pre-planning capabilities and the ability to execute the planned project activities to successful completion. Accordingly, project managers should take the leading role in performing the work defined in the project management plan to achieve the intended project outcomes. The direct and manage project work process also demands entrepreneurial project managers and team members to comprehensively review the impact of all project changes, and the implementation of approved changes by either

taking: (a) corrective action through realigning the performance of the project work with project management plan, (b) preventive action to ensure future performance of the project work is aligned with the project management plan, and (c) conducting defect repair to modify non-conforming product or product component. These three key elements in the implementation of approved changes are in consonance with prior project management literature (see Fangel 2018; Kerzner 2017; Meredith & Mantel 2011).

5.3.2 Managing Project Knowledge

Consistent with the EPM Model, the findings of the study suggest that an entrepreneurial execution process is supported by the project managers and team members' ability to effectively manage project knowledge. Social enterprise organisations engaging in EPM have to recognise and/or value knowledge management as a key resource for achieving sustainable competitiveness. In addition, they must implement various knowledge management initiatives to identify, share and exploit their knowledge assets. The data analysis also provided evidence that 'knowledge creation', 'knowledge utilisation', and 'knowledge storage' are important domains relevant for managing project knowledge within social enterprise organisations. Knowledge creation in the sampled social enterprise organisations was demonstrated in the form of developed knowledge databases, documented experiences and documented management best practices. Knowledge creation has been presented as a compelling strategy for social enterprise organisations to improve their business processes and gain competitiveness (Ajmal, Helo & Kekale 2010; Kalling 2003). Chua and Lam (2005) also argued that successful organisations strongly benefit from

documented knowledge and experiences. This study demonstrated that knowledge utilisation directly influenced managing project knowledge process which is consistent with the EPM Model. In addition, the findings of this study provided evidence to support knowledge utilisation by social enterprise organisations, as it draws from the systematic process of acquiring, organising, and communicating the knowledge of organisational members. This is consistent with previous studies that demonstrated that knowledge utilisation enables organisations to improve their business processes, make financial savings, generate greater revenue, enhance user acceptance, and/or increasing competitiveness (Ajmal, Helo & Kekale 2010; Gasik 2011). The findings of this study support knowledge storage when entrepreneurial organisations visualise transforming their project tacit knowledge into explicit knowledge and to understand that knowledge must be incorporated into their operational practices. This is consistent with prior literature that demonstrated that project managers must emphasise the importance of knowledge management, knowledge sharing and knowledge storage during the development of projects (de Nadae & de Carvalho 2017; Gladden 2009; Smith 2001).

5.3.3 Opportunity Recognition and Exploration

Consistent with the EPM Model, the findings of this study suggest that social enterprise organisations add value to their project operations through recognising and exploring opportunities for strengthening and consolidating appropriate tools and techniques that guarantee project success. The findings of this study provide support for the importance of benchmarking of successful organisations in terms of developing new knowledge and strategies to enable social enterprise organisations survive in challenging and complex business environments. The data analysis demonstrates that resource

exploitation, volunteer knowledge, and top leadership support directly enabled the sampled social enterprise organisations to recognise and exploit emerging opportunities. Entrepreneurial project managers should, therefore, demonstrate the application of proactive and innovative approaches to take advantage of opportunities in their project execution processes. Primarily, resource exploration is premised on the execution of new avenues of significant innovation whilst successfully exploiting emergent capabilities and opportunities, in order to meet strategic business goals (Gupta, Smith & Shalley 2006; Ika & Donnelly 2017; Raisch, Birkinshaw, Probst & Tushman 2009). Kang, Morris and Snell (2007) also conceptually demonstrated that effective organisational learning is characterised by an entrepreneurial pattern associated with exploratory learning configurations. This study findings are also consistent with the exploration and exploitation theories (e.g. 'organisational action and ambidexterity'), with their extension to human resource management and leadership, and argue that project human resource systems and practices must be varied to correspond with organisational context within which they are being applied (Medcof & Song 2013; Raisch, Birkinshaw, Probst & Tushman 2009). The evidence of engaging volunteer knowledge resource in project management work improves social enterprise resource utilisation (i.e. efficiency), goal attainment (i.e. effectiveness) and competitiveness amidst resource scarcity and complexities in project delivery. Also consistent with extant literature, strategic alliances represent voluntary arrangements between organisations to exchange and share knowledge resources with the intent of developing successful project outcomes (Hoang & Rothaermel 2005). The findings of this study highlight the importance of top management support towards opportunity recognition and exploration, focused on seeking for innovative approaches to managing fast-

changing stakeholder requirements and expectations. The strategic management literature suggests that entrepreneurial project managers may seek for senior executive support when venturing into new business domains (Gans, Stern & Wu 2019; Kerzner 2017). Senior executive support may help project managers to optimise organisational resources for successful outcomes (Thomas & Mengel 2008).

5.3.4 Proactive Project Management

Consistent with the EPM Model, the findings of this study suggest that the entrepreneurial execution process is directly impacted by the adoption of 'proactive project management' approaches. Proactive management was demonstrated by the project managers' responsiveness in solving operational challenges as they occurred instead of taking a reactive management approach, which puts forward standards and procedures to follow when dealing with problems. The results indicated that proactive project management promotes value creation in project management systems by nurturing and promoting project team members' creativity and innovative capabilities when handling project challenges which is consistent with findings from previous studies (see Burns & Stalker 2009; Bushuyev & Jaroshenko 2013; Fangel 2018). Importantly, project managers have to provide the right mix of structures, flexibility and learning whilst implementing project tasks (Ika & Donnelly 2017). In addition to this, the data analysis provided evidence to suggest that the approach of proactive project management is formalised by managerial foresight and scope creep management processes. Managerial foresight is reflected in the project manager's behaviour of analysing the present situation, projecting future desired situations whilst bringing forth the courses of action necessary to arrive at the future desired situation.

Prior literature has also demonstrated that managerial foresight is premised on the assumption that an organisation's future value can be foreseen by means of managerial expertise and therefore, social enterprise organisations must use expert-based foresight in order to draw on relevant foresight knowledge for successful project outcomes (see Amsteus 2014; Heiko, Vennemann & Darkow 2010). Whilst project managers' performance may be characterised by antecedents of judgement and decisions-making, managerial foresight offers valuable opportunities to enhance project decision-making processes. This also confirms previous findings that managerial foresight correlates positively with relatively objective measures of organisational performance (Amsteus 2012). Finally, the findings of this study provided evidence that supports the application of 'scope creep management' in project management operations. Scope creep represents unauthorised changes that may creep into project scope as a result of instructions that have been issued without realising the magnitude of change (Brown 2000; Khan 2006; PMI 2017). The data analysis indicated that entrepreneurial project managers must realise that scope change is an inevitable reality for any project and that managing scope change is essential because it can have undesirable impact on outcomes and may compel pre-mature project cancellation, which is consistent with previous research findings (see Khan 2006; PMI 2017; Tereso et al., 2018). The data analysis also suggested that entrepreneurial organisations must have an effective scope change control mechanism, by putting in place 'trigger points' (i.e. signalling points) in the scope planning phase. Tereso et al., (2018) reported similar results by arguing that private organisations must establish key performance indicators in their project processes to avoid deviation from the planned scope. In addition, entrepreneurial organisations must classify the various types of scope change requests and the business

case for such changes, which serves as a source of reference (Khan 2006; Meredith & Mantel 2011). This research therefore, highlights that the entrepreneurial project execution process could be underpinned by four interlinked outstanding processes: (a) direct and manage project work, (b) managing project knowledge, (c) opportunity recognition and exploration, and (d) proactive project management. These four interlinked processes are applicable and evident in an entrepreneurial organisation context.

5.4 Entrepreneurial Monitoring and Controlling Process

The literature review identified and categorised three important factors that constitute the entrepreneurial monitoring and controlling process. These include: 'create room for errors', 'self-managed teams', and 'soft skills maximisation', each of which were confirmed by the study findings. These factors are discussed in the sections below.

5.4.1 Create Room for Errors

Consistent with the EPM Model, the findings of this study suggest that the entrepreneurial monitoring and controlling process is supported by the ability of social enterprise organisations to accept room for errors in their project management operations. Social enterprise organisations engaging in EPM in this study developed strategies to deal with the volatility and uncertainties that may potentially impact project outcomes. The data analysis indicated that the sample social enterprise organisations accepted and attempted to learn from errors in their project management operations as a rational strategy used to cope with the managerial state of work uncertainties. The data analysis also provided evidence to suggest that 'owning failure'

and 'minimising failure' allowed entrepreneurial project managers to be able to develop contingency plans to address potential human errors and systems errors that can impact project outcomes. The action of owning failure by the sample social enterprise organisations was a proactive approach to successfully deal with potential challenges. This is consistent with prior literature that demonstrated that entrepreneurial organisations must proactively modify their non performing work systems and process errors to align with the organisational and/or business strategy (Crawford, Hobbs & Turner 2006; Nixon, Harrington & Parker 2012). The study suggests that the sample social enterprise organisations developed work processes to minimise failure in their project operations by continuously reviewing and reflecting on the management and operational processes to understand and identify any potential hindrances that may affect project tasks. The data analysis indicated that entrepreneurial managers avoided micromanagement as a strategy to minimise project failure in their operations by encouraging and promoting freedom of expression, questioning of management decisions, participation in defining goals etc., which is consistent with findings from previous studies (see Jahanshahi & Brem 2017; Robertson & Williams 2006).

5.4.2 Self-managed Teams

Consistent with the EPM Model, the findings of this study reveal that the entrepreneurial monitoring and controlling process is directly impacted by the formalisation and empowerment of self-managed teams. The data analysis suggests that the sample social enterprise organisations relied on self-managed teams comprised of members with high levels of specialised skills. The social enterprise organisations' reliance on self-managed teams promoted learning as team members frequently shared

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information. This study suggests that social enterprise organisations have often pursued a culture of constant learning and innovation through the utilisation of self-managed teams which creates flexibility and autonomous operational team structures. This is consistent with extant strategic management literature that found self-managed teams to have promoted a culture of constant learning and innovation (see Bergiel, Bergiel & Balsmeier 2008; Bunderson & Boumgarden 2010). This study identifies data and information exchange and setting clear roles and responsibilities as two important factors supporting self-managed teams to be successful in monitoring and controlling project activities. Information or data exchange promotes knowledge diffusion, encourages team learning and continuous improvement in monitoring and controlling processes. There is also empirical evidence to suggest that information exchange is essential in developing collaborative networks in self-managed teams to accomplish interdependent project tasks (see Burns & Stalker 2009; Ferriani, Cattani & Baden-Fuller 2009). Finally, the success of self-managed teams in social enterprise organisations was underpinned by the development of clear roles and responsibilities for project team members for improved work performance. Designing and clarifying roles and responsibilities is of great importance and also serves as a source of motivation in self-managed teams (Ferriani, Cattani & Baden-Fuller 2009). The elimination of role ambiguities among self-managed teams created an effective and collaborative work environment and made team members more responsive in addressing complexities, and uncertainties associated with project implementation (Augustine, Payne, Sencindiver & Woodcock 2005). This corresponds with the assertions that social enterprise organisations need to focus on providing role clarity to help reduce ambiguities in the roles and responsibilities of self-managed teams to

achieve successful project monitoring and controlling outcomes (Anantatmula 2010; Ferriani, Cattani & Baden-Fuller 2009).

5.4.3 Soft Skills Maximisation

Consistent with the EPM Model, the findings of the study suggest that the sample social enterprise organisations add value to their monitoring and controlling activities through exploiting their project team members' soft skills and abilities. Soft skills represent the interpersonal, or behavioural skills needed by managers in social enterprise organisations to effectively monitor and control the project activities (Weber, Finley, Crawford & Rivera Jr 2009). This study found that when project teams encounter uncertainties in their monitoring and controlling of project activities, they relied on intuition and judgement to take managerial decisions. Though the strategic management literature supports systematic or logical managerial decision-making approaches (i.e. decisions based on facts, logic and rationality) (Bauer & Matzler 2014), decision-making sometimes proceeds in a non-rational and even non-linear manner due to the influence of political forces, emotional intelligence, and personality (Carvalho & Rabechini Junior 2015; Thomas & Mengel 2008). For instance, project managers often relied on their intuition for rational decision-making whenever faced with unanticipated field work challenges in their project operations. This study demonstrated that the monitoring and controlling process is fortified by three important soft skills: communication skills, critical thinking skills, and teamwork skills. Engaging in strategic and constructive communication skills enabled entrepreneurial project managers to share project monitoring and controlling information and gave positive feedback to key stakeholders. Also consistent with extant literature, senior project

managers in this study spent the greater majority (about ninety per cent) of their time communicating with key stakeholders and ensuring successful project outcomes (Larson & Larson 2015; Meredith & Mantel 2011; PMI 2017). This study also highlights the importance of the project managers' application of critical thinking skills in project monitoring and controlling activities. Critical thinking skills enabled project managers to collaborate with stakeholders, and manage the associated emotional and relational factors. Accordingly, there is evidence that EPM is reliant upon project managers' critical thinking skills to illuminate the complexity and actuality of monitoring and controlling project performance. Finally, the study supported the development and nurturing of teamwork skills as the sample social enterprise organisations were able to build and maintain a specialised collective talent pool relevant for effective monitoring and controlling of project activities. Teamwork skills represent significant abilities individuals demonstrate in managing and working in a team and learning about working with people from different cultures (Ellis et al., 2005). This study therefore, highlights that entrepreneurial monitoring and controlling processes is enabled by three EPM elements: (a) create room for errors, (b) self-managed teams, and (c) soft skills maximisation. These three elements are applicable and evident in an entrepreneurial organisation context.

5.5 Perform Integrated Change Control

The literature review identified and categorised three important factors that constitute the 'perform integrated change control' process. These include: 'alignment of project management with organisational strategy', 'managing organisational politics' and

'parallel decision-making system', each of which were confirmed by the study findings. These factors are discussed in the sections below.

5.5.1 Adaptation of Project Management with Organisational Strategy

Consistent with the EPM Model, the findings of this study suggest that the 'perform integrated change control' process is underpinned by the adaptation of project management processes with the organisation's strategy. The data analysis indicated that the sample social enterprise organisations developed structures and systems to ensure that changes to project baselines corresponded with the organisational strategy. The evidence points to instances where social enterprise organisations occasionally rejected project changes that did not contribute to the organisation's goals or that were not in consonance with their business strategy. The adaptation of projects with their business strategy was to ensure that scarce resources are efficiently utilised on core projects activities. Hence, the data analysis provided evidence to suggest that the 'adaptation of organisational processes' with project goals underpinned projects with greater focus. Understanding the challenges involved in adapting organisational processes with project goals contributed to the effective management of complex project change requests from key stakeholders (Brady & Davies 2014; Mullaly & Thomas 2009). Prior strategic management literature also indicates that the adaptation of projects with organisation's strategy leads to improved project performance (Crawford, Hobbs & Turner 2006; Papke-Shields & Malhotra 2001). This study suggests, therefore, that the action of entrepreneurial project managers allocating resources to projects in line with the organisational strategy may lead to waste and cost reduction and, ultimately, improving project performance.

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5.5.2 Managing Organisational Politics

Consistent with the EPM Model, the findings of this study suggest that the process of performing integrated change control is supported by the project managers' ability to flexibly manage and control politically motivated project changes in their project implementation processes. The data analysis indicated that project managers experienced occasions when some of their project team members placed personal interests above those of their colleagues, managers, and the organisation. The evidence from the data analysis suggests that nurturing a 'social support system' and 'inclusive decision-making approach' are important domains relevant for managing organisational politics within social enterprise organisations operating in a developing county context. Social support systems in the sample social enterprise organisations took the form of managing divergence in work ideology resulting from variations in individual demographic characteristics. Project managers maintained and promoted an open-door policy to manage dissatisfied project team members. A social support system is presented as a persuasive strategy for social enterprise organisations to improve employee job satisfaction, commitment and job performance, which potentially moderates the negative impacts of organisational politics (Vigoda-Gadot & Talmud 2010). Schneider (2016) argued that organisations are capable of advancing social support systems through promoting and maintaining a collegial work climate that inspires project team members to develop a feeling of having control within the organisation. This study suggests, therefore, that promoting shared values within social enterprise organisations nurtures a collective sense of belonging across members and further creates a sense of security that advances project teams performance outcomes. In addition, involving project team members in decision-making was found to reduce

the effects of organisational politics within the sample social enterprise organisations. Involving project team members in decision-making enables the suppression of the controversial presence of political agendas (Eskerod, Huemann & Sevage 2015; Rose 2003). Importantly, organisational politics can trigger significant changes in the project implementation processes (Thomas & Mengel 2008), which requires social enterprise organisations to anticipate the unexpected by building some flexibility into their project operations to allow a recovery from the negative impacts of organisational politics. Project managers have to manoeuvre in an arena where conflicts, negotiations, and compromises among the interests of stakeholders are important to achieve project success (Saint-Macary & Ika 2015).

5.5.3 Parallel Decision-Making System

Consistent with the EPM Model, the findings of this study suggest that a parallel decision-making system is directly influenced by the project managers' ability to make rational decision choices to solve complex project challenges. The study findings also highlight the importance of adopting an 'analogous decision-making' approach for social enterprise organisations to control ambiguities within their project execution processes. For instance, project managers and their team members simultaneously made decisions that correspond with the overall organisational strategy to overcome complexities in project management operations. Analogical decision making allows project managers to transfer useful wisdom from a successful array of choices (Gavetti, Levinthal & Rivkin 2005). This study therefore, highlights that the process of performing integrated change control in project management is supported by three EPM elements: (a) alignment of project management with organisational strategy, (b)

managing organisational politics, and (c) parallel decision-making system. These three elements are applicable and evident in an entrepreneurial organisation context.

5.6 Entrepreneurial Closing Process

The literature review identified and categorised four important factors that constitute the 'entrepreneurial closing process'. These include: 'final deliverables', 'completion or exit criteria', 'inclusive project audit', and 'project impacts updates', each of which were confirmed by the study findings. These factors are discussed in the sections below.

5.6.1 Final Deliverables

Consistent with the EPM Model, the findings of this study suggest that project 'final deliverables' are a major component of the project closing process. The findings suggest that the process of finalising all activities for the project or contract culminates into delivering the final project outputs, which may be transferred to production and/or operations within the performing organisation. Final project outputs and/or deliverables may vary from one project to another and may include: final product, service, or results. Project deliverables may in some instances be a report or a document that provides a summary of the overall project performance or outcomes. This study found that project managers organised meetings prior to finalising closure of the project. This approach was necessary to formalise the deliverable acceptance process in the event that deliverables are handed over to the different groups or organisations that will operate, maintain and support the outputs throughout their expected life-cycle. Importantly, partial or interim project deliverables were generally handed over either as a result of

cancelled projects or if the project was terminated prior to completion as project resources were required to be expended.

5.6.2 Completion or Exit Criteria

Consistent with the EPM Model, the findings of this study suggest that the entrepreneurial closing process is directly impacted by administering a 'completion or exit criteria'. The sample social enterprise organisations often conducted close-out reporting meetings to confirm that the exit criteria have been met. The completion or exit criteria was also to formalise the completion of all project contracts, as well as evaluating the level of satisfaction of project stakeholders. Project managers were required to make reviews of project documentation to ensure that all project requirements are completed prior to finalising the closure of the project. This study also found that the (a) release of project resources, (b) transition and sustainability, and (c) communicating completion are three important domains relevant for the implementation of a completion or exit criteria. Project resources particularly, the project team members are released to pursue new endeavours or are reassigned to ongoing organisation projects. This corresponds with the assertion that entrepreneurial project managers need to prepare their project teams in situations when projects are nearing completion to avoid team ambiguities and lack of preparedness (Fangel 2018; Gil & Mataveli 2017). The development of appropriate guidelines in governing project completion or exit criteria support project transitions and the effective implementation of project sustainability plans. It also forms part of the innovative approaches in sustaining the long-term benefits of the project deliverables (Avelino 2009). In addition, the process of transitioning ongoing project work is presented as a set of guidelines for

entrepreneurial project managers to deploy in encouraging and supporting project teams to undertake new activities which may potentially lead to the development of innovative practices and processes (Kemp & Rotmans 2009). Finally, the study evidence suggested that project managers formally communicated project completion outcomes to all key stakeholders. The communication of project completion outcomes ensures that all the project team members and key stakeholders have better insight of the intermediate milestones, deliverables, and due dates that must be met upon project completion. On the contrary, in situations where projects are terminated prematurely, project managers are expected to document the process of the project termination by formalising procedures for the transfer of the finished and unfinished deliverables with resulting justification for terminated projects (PMI 2013; Söderlund 2011).

5.6.3 Inclusive Project Audit

Consistent with the EPM Model, the findings of this study suggest that an 'inclusive project audit' is directly impacted by the nature and extent of stakeholder engagement or involvement. The participatory and consultative approach of engaging all project team members and key stakeholders in the evaluation of project performance or project outcomes supports inclusive project audit. It also demonstrates active stakeholder engagement approach, which is built on participation, engagement and collaboration (Prafullchandra et al., 2013). The implementation of an 'adaptive configuration audit' and developing a 'comprehensive audit report' are two important elements relevant in supporting an objective and inclusive project audit. An adaptive configuration audit was demonstrated in the project managers and team members' collective involvement in evaluating and recommending changes for the realignment of project closure

processes to deliver successful project outcomes. The sample social enterprise organisations extensively adopted the active stakeholder engagement model to allow divergent ideas generation and also validate the application of appropriate project management processes and provide opportunities for project managers to implement recommendations or identity programmes for improvements. Sampled social enterprise organisations produced comprehensive audit reports that identified gaps in project management processes and also provided recommendations for corrective actions for future project development. A comprehensive audit report examines management controls and provides an objective and constructive assessment of the extent to which project resources are managed within the lenses of resource utilisation (efficiency) and goal attainment (effectiveness) whilst ensuring accountability relationships are practically served.

5.6.4 Project Impacts Updates

Consistent with the EPM Model, the findings of this study suggest that an 'entrepreneurial closing process' is supported by conducting an effective 'project impacts updates' as a result of project closure. Evidence from study findings suggests that social enterprise organisations seeking to engage in effective EPM processes generally recognise and value project impacts updates as a key strategic approach to determining future project performance outcomes. There are several considerations that may impact the project closure processes, which necessitates constant project impacts updates. These include *inter alia*, project closure guidelines or requirements (e.g., register of previous project experience which may include information regarding benefits management, risk management, etc.), and configuration management

knowledge base (e.g., project management baseline plans, official organisational standards, policies, and procedures etc.) (Collyer & Warren 2009; Engwall 2003; Meredith & Mantel 2011; PMI 2017). The sample social enterprise organisations had all project documents regularly updated and marked as final versions as part of their project closure procedures and guidelines. The implementation of project impacts updates was strengthened by the establishment of a published structured 'knowledge repository' for the protection of knowledge gained throughout the project life-cycle. This accumulated knowledge repository was recognised and identified as an important knowledge resource and reference for use in shaping future projects development and implementation. The establishment of strategic facilities such as libraries and strong rooms formed part of the sample social enterprise organisations' approach to ensure safety of their acquired knowledge. This is consistent with prior literature that explored the relative utility of the different information/knowledge sources and extraction methods (Deshpande et al., 2013; Dong et al., 2014). This study therefore, highlights that the entrepreneurial closing processes is enabled by four EPM elements: (a) final deliverables, (b) completion or exit criteria, (c) inclusive project audit, and (d) project impacts updates. These four elements are applicable and evident in an entrepreneurial organisation context. The EPM Model process evident in the sample social enterprise organisations is presented in Figure 5.1 below.

Figure 5.1 EPM Model for Social Enterprise Organisations Project Management Success

Flexible Project Management Environment

Project Boundaries

Entry-Phase
- Business case/benefits management plan
- Agreements
- Statement of work

Entrepreneurial Initiation Process
- Consultative project charter development
  – Top management commitment
  – Stakeholder engagement
  – Contract negotiation
  – Needs assessment
- Entrepreneurial project manager
  – Leadership skills
  – Entrepreneurship skills
  – Technical skills
- Stakeholders identification
  – Organisation support networks
  – Knowledge of Stakeholders
  – Stakeholder mapping
- Possession of a competitive posture
  – Respect for cultural diversity
  – Relationship management
  – Strategic fit

Entrepreneurial Planning Process
- Project management plan development
  – Progressive elaboration
  – Comprehensive information gathering
  – Participatory planning
- Organic management structure
  – Flexible decision making
  – Information access
- Innovativeness
  – Business venturing
  – Creativity and novelty
  – Competitiveness
  – Knowledge base
- Autonomy
  – Self-energising and renewal
  – Freedom of expression
- Risk taking
  – Risk strategy
  – Risk appetite and tolerance

Entrepreneurial Monitoring and Controlling Process
- Create room for errors
  – Owning failure
  – Minimising failure
- Self-managed teams
  – Data and information exchange
  – Roles and responsibilities
- Soft skills maximisation
  – Communication skills
  – Critical thinking skills
  – Teamwork skills

Entrepreneurial Closing Process
- Final deliverables
- Completion or exit criteria
  – Release of project resources
  – Transition and sustainability
  – Communication completion
- Inclusive project audit
  – Adaptive configuration audit
  – Comprehensive audit report
- Project impacts updates
  – Knowledge repository

Exit-Phase
- Transition plan adopted and respected

Entrepreneurial Execution Process
- Direct and manage project work
- Manage project knowledge
  – Knowledge creation
  – Knowledge utilisation
  – Knowledge storage
- Opportunity recognition and exploration
  – Resource exploration
  – Volunteer knowledge
  – Top leadership support
- Proactive project management
  – Managerial foresight
  – Scope creep management

Perform Integrated Change Control
- Adaptation of project management with organisational strategy
  – Adaptation of organisational processes
- Managing organisational politics
  – Social support system
  – Inclusive decision-making
- Parallel decision-making system
  – Analogous decision-making

Key:
Direct influence ——
Indirect influence -----

Internal Environmental Factors

External Environmental Factors

Start - - - - - - **Project life-cycle** - - - - - → Finish

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5.7 Managerial and Theoretical Implications

The EPM Model developed in this thesis (see Figure 5.1) provides a basis for the systematic management of projects, programs, and portfolios. Being inclusive of the entrepreneurial principles of proactivity, creativity, innovation and competitiveness etc., the model advances the following managerial and theoretical implications for both CE and project management fields going forward.

5.7.1 Managerial Implications

In terms of its managerial implications, the EPM Model provides a method by which management can imbue their project management processes with the necessary entrepreneurial elements required by their situation. This is useful because: (a) the model answers the call for incorporating entrepreneurship theory in the project management practitioner literature (see McWha 2017; Trokic 2016), and (b) the need for innovation capabilities to be a more commonplace in organisations (Gemünden, Killen & Kock 2013; Thomas, Cicmil & George 2012). The EPM Model further provides guidance for practicing managers seeking to adopt entrepreneurial concepts more effectively into their project management practices. For example, the model provides a sound theoretical link between strategic planning and execution of organisational projects, whilst simultaneously incorporating the entrepreneurial notions of proactivity, flexibility, creativity and competitiveness. This way, the model can be used as a benchmarking tool to improve project management approaches by applying the elements of entrepreneurship most appropriate to the given project environment and resources at hand. The creation of an innovative environment within organisations is an essential attribute for project managers striving to achieve competitiveness within the dynamic environment characterised by technological advances and globalisation. The EPM Model enables entrepreneurial project

managers to plan for project uncertainty through risk-taking, which is important for managing project processes and vital for proactiveness.

5.7.2 Theoretical Implications

In terms of the theoretical implications arising from this study, the EPM Model presented in this thesis establishes linkages between traditional project management and corporate entrepreneurship concepts which is of significance in the scholarly literature (see Cook 2017; Macheridis 2009). Given that traditional project management theory is insufficient and has often been regarded to be independent of corporate entrepreneurship, this study demonstrates the capacity for project management and CE literature to be amalgamated to form an EPM Model (albeit through the lens of social enterprise context). The CE orientation represents an important element of EPM and signifies the tactical posture of entrepreneurship in relation to innovation, risk-taking and the propensity to act proactively (Kuura 2012). Of precise significance to the project management literature, the model contends that project management and CE are not opposing frameworks, but rather, synergetic drivers for organisational success. Importantly, the complex interrelationships between the two fields have been established for social enterprise organisations which can serve as a baseline for future strategic management research. An EPM Model also provides basis for future theoretical and empirical work to gauge its usefulness (or needed adaptations) in a wide range of industry settings (e.g. finance, manufacturing, public sector etc.) and organisational contexts (e.g. for-profit firms, non-governmental and volunteer organisations, etc.). It also presents an opportunity to demonstrate how entrepreneurship theory tenets are compatible with strategic management principles within the project management ecosystem. The EPM Model presented in this study demonstrates how project management and CE concepts can inform each other, and each perspective addresses the accomplishment of unique and complex project tasks. Managing

contemporary projects potentially demands the possession of corporate entrepreneurial capabilities for identifying and understanding opportunities and discovering creative approaches in coordinating project activities. It has been acknowledged within the extant literature that factors underpinning the success of projects in social enterprise organisations extend beyond project management standards, guidelines and capabilities, and this has led to the advancement of interest in CE capabilities among project teams and project managers (Kuura 2012; Macheridis 2009). These corporate entrepreneurial capabilities are high-level competencies that determine the project manager's capacity to build, assimilate, and reconfigure resources to address project challenges in a rapidly changing project ecosystem (Anderson, Coffey & Dixon-Fowler 2014).

5.8 Limitations of the Study

The findings and implications of this study need to be considered in light of its inherent limitations. Firstly, whilst case studies are valid research methodologies for the development of contemporary theory building, there is an inherent inability to generalise qualitative case study findings to the wider context. This study employed a multiple-embedded case study approach and relied upon qualitative data gathering and analysis techniques to construct the EPM Model. The limitations of this approach include potential misrepresentation and poor interpretation of critical incidents in project management operations. This may be occasioned by informants' biases as the utilisation of semi-structured interviews carries the risk of distorting primary data validity due to potential interviewer bias and/or poor recall (Denzin & Lincoln 2018; Yin 2009). As noted in chapter three, however, several measures were adopted to increase the accuracy of secondary data account, including the prompting of informants to describe critical incidents not included in the original line of questioning. It is equally important to acknowledge that locating key informants was very critical in this study as they provided

access to credible information as well as granting access to documentary records. One major consideration for the choice of the informants interviewed in this study was the need to draw from diverse organisational groups' responses, thus, six informants were identified in each case study organisation. This study also employed face-to-face interviews, which offered informants some level of flexibility in reconstruction of the past, present and future as the interviewer can always repeat questions for more clarification (Barlow 2010).

Secondly, this study was confined to social enterprise organisations with bias to agricultural projects in a developing country context. It is likely that the EPM notion in other sectors (such as construction, public service, education and health management) and geographical locations and conditions (e.g. developed economies, multi-cultural societies, conflict free zones etc.), could demonstrate different performance outcomes. Thirdly, this study relied on a relatively small number of key informants. The access to a limited number of informants can result in potential interviewer bias (MacAulay 2010). Nonetheless, expert informant approach has been extensively used in strategic management research and is considered as a valid form of data analysis due to the expertise and experience of the limited number of informants involved (Sharfman 1998). Lastly, this study was conducted as a cross-sectional study in one country, at a single point in time. As such, the researcher cannot comment on the impact that changes in the external environment might have on the EPM processes noted in Figure 5.1 above. However, in spite of these limitations outlined, the combination of in-depth interviews and document analysis (data triangulation) aided reduced informant bias (Bryman 2016). Moreover, the involvement of key and strategically identified informants (i.e. senior, middle and lower level managers) from credible social enterprise organisations provided an opportunity to draw from diverse knowledge groups' responses unlike other studies that relied solely on executive and/or strategic level managers (Sharfman 1998; Thomas & McDaniel Jr 1990).

5.9 Directions for Future Research

Given the limitations noted above, three key areas of future research are identified. Firstly, the EPM Model introduced in this thesis would be well-served by further validation and/or adaptation by empirical studies in a wide range of industry settings and organisational contexts. The high-level interactions and interrelations of the EPM Model elements (such as top management commitment and the alignment of project management with organisational strategy) could also be researched to better understand their combined effects. Secondly, EPM is relatively new to the project management domain, therefore, there is a potential for its further development from a strategic management perspective. For instance, this study relied on a relatively abstract construction of certain EPM elements, which may have been misunderstood by the study informants, thus, a further effort must be made to develop a concise and comprehensive research tool. There is also the opportunity to explore the relevant resources and (dynamic) capabilities required to operate the EPM Model across a range of industries and organisational types over a longer time period, and a longitudinal study in this regard is warranted. The EPM Model can also be further developed by testing in different contexts and industries to gain the status of a legitimate research tool. Lastly, case study research methodology has gained important recognition in contemporary EPM research due to its contribution to both project management and entrepreneurship practice and theory development (Kuura, Blackburn & Lundin 2014). There are however, some inherent weaknesses and biases in case study research that can undermine the contribution of case study-based research to theory development. Therefore, the EPM notion stands to benefit significantly through examination based on mixed research methods to explore the strength of relationships between elements of the EPM Model presented in this thesis.

5.10 Conclusion

In answer to calls by both academics and practitioners alike to imbue traditional project management processes with corporate entrepreneurial concepts, this research developed a theoretical EPM framework presented in Chapter Two (see Figure 2.4). The specific research question that aided the development of this EMP framework was: *In what ways can project management incorporate elements of CE to construct an EPM Model through the lens of social enterprise organisations in a developing country context?* As such, this EPM framework has been tested within the lens of social enterprise organisations, to provide evidence for its applicability and validity towards successful project management delivery. Finally, the study emerged with an adjusted EPM Model tailored for the social enterprise organisations operating in the developing economies context and by extension to those that operate in the developed economies (see Figure 5.1). The adjusted EPM Model argues that the project managers' entrepreneurial capabilities around *inter alia*, opportunity identification; resource mobilisation; and continued renewal are important to maximise complementarities of CE and project management within social enterprise organisations. Thus, this study imputes that the more dynamic and complex the business environment, the stronger the proclivity towards adopting the EPM Model processes. Overall, this study has identified that a theoretical model linking project management theory and corporate entrepreneurship theory provides a more influential examination of the developmental journey of project managers when making complex and critical decision choices in a developing economy context. Importantly, future challenges exist for project management practitioners to incorporate entrepreneurial elements into their projects more effectively and efficiently, as well as provide greater support for future academic research to explore the model validity and its machinations across a range of industries and organisational contexts.

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<h1 style="text-align:center">Appendix A: Case Study Protocol</h1>

1. Proposed Title of the Research Project
Developing an Entrepreneurial Project Management Model for Social Enterprise Organisations.

2. Research Objectives
a) To identify and organise a substantial number of generally acceptable CE and project management practices within social enterprise organisations in a developing country context.
b) To develop a theoretical model of entrepreneurial project management model that facilitates optimal social enterprise organisation effectiveness in a developing country context, and by extension to those that operate in less challenging environments.

3. Significance of the Phenomena of Interest
A theoretical model of entrepreneurial project management (EPM) has the capacity to provide a wide range of advantages to social enterprise development more generally, most notably by:

a) Strengthening the link between strategic planning and execution, so the social enterprise organisation's project outcomes are predictable and reliable.
b) Developing research that converges the two domains would be mutually beneficial. For entrepreneurship it allows for the advancement of the academic field while for project management it presents potential practical growth in the use and application of the project management discipline in social enterprise organisations.
c) Identifying specific capabilities which makeup both entrepreneurship and Project management best practices, and the dependencies among these capabilities and social enterprise success.
d) Providing guidance and flexibility in applying the EPM model to each business unique set of needs.

4. Research Question
In what ways can project management incorporate elements of CE to construct an EPM Model through the lens of social enterprise organisations in a developing country context?

5. Selection of the Research Informants
Social enterprise organisations in Uganda, prioritised in terms of their capacity to attract foreign aid will be sought for recruitment; each will be contacted directly and invited to participate in an interview process. For each of the social enterprise organisations, interviews will be sought with any lower-, middle- or senior-managers that are involved in the project management aspects of their operations. The managers will be interviewed to gather their respective operational, tactical and strategic project management perspectives since they are directly involved in their organisations' project management structures. They are also a reliable source of information regarding how projects are managed in the challenging sub-Saharan African environment. A total of four firms that meet the study selection criteria will be selected for interviewing. Two respondents from each of the three management levels (lower–middle– senior) totalling to 24 respondents will be interviewed (i.e. 4 Firms x 3 managerial levels x 2 respondents from each managerial level).

6. Recruitment of the Research Informants
Potential informants will be invited to participate in the study via email contact, followed by a telephone conversation to discuss the details of the process. All informants will be introduced to the project through the provision of information sheets and a consent form (as per H0016094). Participation will be entirely voluntary and this will be explained to all informants. Respondents will be informed that the interviews will be recorded electronically and securely kept on a password-protected laptop, and to the University's N-Drive facility. Data will be destroyed no later than five-years from the publication of the PhD thesis via secure shredding for hard data and folder deletion for digital data.

7. Data collection and Management Techniques

Primary data will be gathered through semi-structured in-depth interviews with open-ended questions. Additional data will come from personal observations and relevant secondary documentation to triangulate the primary data analysis. Basic semi-structured interview questions will be drawn from literature review concerning the EPM process in the sub-Saharan African context. The approach being explorative and explanative in nature, semi-structured in-depth interview with open-ended questions will assist in the development of a detailed understanding of the research question. This technique is an interaction between the researcher and social enterprise senior managers; the interviewer has a general plan of inquiry but with no specific set of questions that must be asked with particular words and in a particular order. The use of semi-structured format ensures that key topics of interest are covered, and allows for cross-variable comparisons during the analysis stage. Data collected from managers through semi-structured interviews will be re-identifiable by using codes and this will be treated confidentially. The interviews will be audio recorded and participants' personal details removed. Data collected through observation method will be non-identifiable. No personal information will be asked or obtained, therefore there will be no personalised labels created. The actions, conversations and behaviour of respondents will be described and noted down in the fieldwork journal completely anonymous. The researcher in cases will use pseudonyms where the respondents' data can be identified.

8. Data Analysis Techniques

Primary data analysis – the primary data will be transcribed and codified into an NVIVO database where concepts pertinent to the research question (and their interrelationships) will be identified. The analysis will seek to detect the impact of the independent variables (i.e. the characteristics of LDCs social enterprise operate environment) against the dependent variables (i.e. elements that constitute the EPM process model). Secondary data analysis – the secondary data will be collected from online/hard-copy documentation concerning the project management practices evident in the social enterprise organisations' operations. The data will be codified into an NVIVO database, and its analysis will seek to triangulate the primary data findings/evidence.

Appendix B: Interview Documentation

Informant Email Template

Email Title: Participation in Research Exploring Project Management in Social Enterprise Organisations

Dear Sir/Madam,

My name is James Elvis Mbiru, a PhD (Management and Commerce) candidate at the Tasmanian School of Business and Economics, University of Tasmania, Australia. (http://www.utas.edu.au/profiles/staff/business-and-economics/james-mbiru).

I am currently working on my PhD research project, researching agricultural-based social enterprise organisations in sub-Saharan Africa. The research question addressed by this research is: In what ways can project management incorporate elements of corporate entrepreneurship to construct an entrepreneurial project management model through the lens of social enterprise organisations in a developing country context?

I would be most grateful if you could participate in a face-to-face semi-structured interview, which would last less than 60 minutes. The interviews would be conducted on a date and time of your choosing, between the 21st August and the 30th September 2017.

You have been identified for this study based on your current role as a senior-, middle-, or lower manager in a Ugandan based social enterprise organisation managing agricultural projects.

I would also be grateful for the opportunity to interview other members of your team if possible.

Looking forward to hearing from you.

Yours sincerely,

James

Telephone Preamble

Good morning/afternoon/evening. My name is James Mbiru, a PhD candidate at the Tasmanian School of Business and Economics, University of Tasmania, Australia.

I am currently working on my PhD research project titled "Developing an Entrepreneurial Project Management for Social Enterprise Organisations." The purpose is to develop an entrepreneurial project management model (EPM) for social enterprise organisations in the sub-Saharan Africa. The project aims to develop a theoretical model of entrepreneurial project management model that facilitates optimal social enterprise organisation effectiveness in a developing country context, and by extension to those that operate in less challenging environments.

I will be grateful if you could participate in a face-to-face semi-structured interview, which could last less than 60 minutes. You have been identified for this study basing on your current role as a lower-, middle- or senior-manager in a project based social enterprise organisation.

Reassurances – to be used if necessary
Please be assured that your participation in this interview is completely confidential and that your identity and that of your business will not be identified in relation to the results of the interview. If you wish to withdraw or change your interview data from this study, you can do so at any time before, during or after the interview session.
For more information you can contact my supervisors: Associate Professor Mark Dibben (Email: Mark.Dibben@utas.edu.au, Tel: +61 3 6226 2781); Dr. Mark Wickham (Email: Mark.Wickham@utas.edu.au, Tel: +61 3 62262159); Dr. Desmond Ayentimi (Email: Desmond.Ayentimi@utas.edu.au, Tel: +61 3 6226 2627), or Executive Officer of the HREC (Tasmania) Network at human.ethics@utas.edu.au, or on +61 3 6226 6254.

Informant Information Sheet

Project management for social enterprise agricultural organisations in sub-Saharan Africa

<u>For: Any lower-, middle-, or senior managers involved in project management aspects of social enterprise agricultural organisations in sub-Saharan Africa</u>

Undertaking a research study that contributes to social enterprise organisations in the developing economies contexts, through the pursuit of creative and innovative project management is of immense value. Recognising that there is a need to attract foreign aid from a dwindling pool of resources, many social enterprise organisations in the developing economies have turned their attention to improving their project management outcomes, whilst simultaneously trying to remain creative and innovative in their approach to solving social and economic problems. Project management as a corporatising influence in an entrepreneurial context is less well understood in the strategic management literature. The challenge is to incorporate project management into the entrepreneurship theory, whilst providing a mechanism by which these organisations can become more efficient without losing their entrepreneurial creativity.

The study is being conducted in partial fulfilment of a PhD in management and commerce for James Mbiru (Student investigator) under the supervision of Dr Mark Wickham (Chief investigator), Associate Professor Mark Dibben (Co-investigator), and Dr Desmond Ayentimi (Co-investigator) from the Tasmanian School of Business and Economics, University of Tasmania, Australia.

The study aims to develop an entrepreneurial project management model that facilitates the dynamic capabilities of social enterprise organisations operating within the sub-Saharan African environment.

You have been identified as a possible informant due to your current role as a lower-, middle- or senior-manager of an agricultural social enterprise organisation in the sub-Saharan Africa. We would like to invite you to participate in a face-to-face interview as an informant, so that we can get a more detailed picture of your perspectives on what issues impact your project management approaches in the Ugandan agriculturally based organisation context for the period between August 2017 and December 2018. Please be advised that your participation in this study is completely voluntary; should you wish to withdraw at any stage, or to withdraw any data you have supplied, you are of course free to do so.

As an informant you would be asked to:
- Provide appropriate responses to interview questions including providing other relevant information you might find useful for this study
- Allow for an interactive interview process while asking for clarification when not sure of the question/issues asked by the interviewer.
- Allow the interviewer to take audio recordings for the interview transcripts
- Take part in reviewing the interview transcripts for clarity and completeness at any stage before data analysis is complete.
- If you so wish, you may request that any data you have supplied be withdrawn from the research with immediate effect.

Once the report arising from this project has been completed, a brief summary of the findings will be available to you on application to the investigators, or from the Tasmanian School of Business and Economics.

The study might involve confidentiality and anonymity risks. We intend to protect your anonymity and the confidentiality of your responses to the fullest possible extent. In the final report, for example, your data will be referred to only by pseudonym; we will remove any references to personal information or context that might allow someone to guess your identity.

Whilst in Uganda for fieldwork, electronic recordings of the data will be immediately transferred to a password-protected computer, and by VPN connection to the University's secure N-Drive facility. The data will be deleted from the Dictaphone device immediately after the transferred data has been completed and checked by the student investigator. The data will be kept securely in the student investigator's office at the Tasmanian School of Business and Economics, University of Tasmania in a locked filling cabinet. Further, data collected will be destroyed no later than 5 years from the publication of the PhD thesis via secure shredding for hard data and folder deletion for digital data.

Data arising from this research will be published in a student thesis. Conference papers and journal articles will also be generated from this research. Both electronic data and hard copies of the thesis will be stored safely at the University of Tasmania library facilities (http://www.utas.edu.au/library). The thesis report will be publicly available upon request from the University of Tasmania library (Email: Research.Librarians@utas.edu.au).

Should you require further information, or have any concerns about the project, please do not hesitate to contact either of the investigators: Dr Mark Wickham (email: Mark.Wickham@utas.edu.au, telephone: +61 3 62262159), Associate Professor Mark Dibben (email: Mark.Dibben@utas.adu.au, telephone: +61 3 6226 2781) or Dr Desmond Ayentimi (email: Desmond.Ayentimi @utas.edu.au).

The Tasmanian Social Sciences Human Research Ethics Committee has approved this study. If you have concerns or complaints about the conduct of this study, please contact the Executive Officer of the HREC (Tasmania) Network on +61 3 6226 6254 or email human.ethics@utas.edu.au. The Executive Officer is the person nominated to receive complaints from research participants. Please quote ethics reference number H0016094.
This Information sheet is for you to keep and you may consent to be involved in the study by signing the attached consent form.

Very many thanks in advance.

Informant Consent Form

Project management for social enterprise organisations in sub-Saharan Africa

1. I freely give my consent to take part in the research study named above.
2. I have read and understood the Information Sheet for this study.
3. The nature and possible effects of the study have been explained to me.
4. I understand that the study involves a total time commitment estimated to 60 minutes.
5. I authorise the interviewer to take audio recordings during the interviews.
6. I understand that participation involves the risk(s) of anonymity. The researchers will take full responsibility to protect my anonymity.
7. I understand that all research data will be securely stored on premises of the Tasmanian School of Business and Economics, University of Tasmania for a period of five years from the publication of the study results, and will then be destroyed.
8. Any questions that I have asked have been answered to my satisfaction.
9. I understand that the researcher(s) will maintain confidentiality and that any information I supply to the researcher(s) will be used only for the purposes of the research.
10. I understand that the results of the study will be published so that I cannot be identified as a participant.
11. I understand that my participation is voluntary and that I may withdraw at any time without any effect.
12. If I so wish, I may request that any data I have supplied be withdrawn from the research with immediate effect.

Informant Name: _____

Informant Signature: _____

Date: _____

Statement by Investigator

I have explained the project and the implications of participation in this study to the named informant and that the consent is informed and that he/she understands the nature of their participation.
If the Investigator has not had an opportunity to talk to participants prior to them participating, the following must mention it here.

The informant has received the Information Sheet (where my details have been provided) so they have the opportunity to contact me to provide their consent.

Investigator Name: _____

Investigator Signature: _____

Date: _____

Interview Questionnaire

Research question

The broad research question raised to explain the goal of this research is: *How is the entrepreneurial project management theory evident in a developing country's context?*

Interview schedule

Preamble: Thank you for your time today – your perspective on what constitutes project management best-practices is vital for us to improve our theoretical understanding of how social enterprise organisations effectively manage projects in the challenging sub-Saharan African region.

Demographic information:

Contacts details...
Business Name: ....

Position of respondent in the organisation:

First line manager ☐

Middle manager ☐

Senior manager ☐

Project management processes:

1. **How are projects initiated in your organisation? Why do you do it that way?**
   - Project charter development process
   - Flexibility in project authorisation
   - Internal and external stakeholders' identification
   - Project leadership attributes

2. **What kinds of ideas, values and principles drive your project planning process?**
   - Project management plan(s) development
   - Innovativeness
   - Management structure attributes (organic vs. principled)
   - Project team autonomy levels
   - Risk response influencing factors

3. **How do you go about managing and directing project works?**
   - Drivers of project deliverables (opportunity focused or target oriented)
   - Managing project knowledge
   - Management style (Proactive vs. Passive)
   - Unplanned changes

4. **How are the monitoring and controlling activities implemented in your projects?**
   - Creating room for errors during configuration/change management
   - Self-managed teams in recommending corrective or preventive actions
   - Maximising soft skills to provide project team insights into health of organisation ongoing projects

5. How do you deal with organisational politics during integrated change control processes?

- Evidence of parallel decision making
- Dealing with external environmental challenges when reviewing proposed changes to project management plans

6. What do you consider to be the most important issues in the closing stages of a project?

- Completion or exit criteria
- Inclusive project audit for measuring success or failure
- Project impacts updates

END

# Appendix C: Data Coding

Summary of Complete Coding System

EPM parent theme	EPM sub-theme	Categories
Project initiation	• Consultative project charter development	• *Top management commitment* • *Stakeholder engagement* • *Contract negotiation* • *Needs assessment*
	• Entrepreneurial project manager	• *Leadership skills* • *Entrepreneurship skills* • *Technical skills*
	• Stakeholder identification	• *Organisation support networks* • *Stakeholder knowledge* • *Stakeholder mapping*
	Possession of a competitive posture	• *Respect for cultural diversity* • *Relationship management* • *Strategic fit*
Entrepreneurial project planning	• Project management plan development	• *Progressive elaboration* • *Comprehensive information gathering* • *Participatory planning*
	• Organic management structure	• *Flexible decision-making* • *Information access*
	• Innovativeness	• *Business venturing* • *Creativity and novelty* • *Competitiveness* • *Knowledge base*
	• Autonomy	• *Self-energising and renewal* • *Freedom of expression*
	• Risk taking	• *Risk strategy* • *Risk appetite and tolerance*
Entrepreneurial project execution	• Opportunity recognition and exploration	• *Resource exploration* • *Volunteer knowledge* • *Top leadership support*
	• Proactive project management	• *Management foresight* • *Scope creep management*
	• Manage project knowledge	• *Knowledge creation* • *Knowledge utilisation* • *Knowledge storage*
Entrepreneurial project monitoring and controlling	• Create room for errors	• *Owning failure* • *Minimising failure*
	• Unrestrained project team	• *Data and information exchange* • *Roles and responsibilities*
	• Soft skills maximisation	• *Communication* • *Critical thinking* • *Teamwork*
Perform integrated change control	• Adaptation of PM with organisational strategy • Managing organisational politics • Parallel decision making	• *Adaptation of organisational process* • *Social support system* • *Inclusive decision-making* • *Analogous decision-making*
Entrepreneurial project closure	• Creative completion or exit criteria	• *Release resources* • *Transition and sustainability* • *Communicate completion*
	• Inclusive project audit	• *Adaptive configuration* • *Comprehensive audit report*
	• Project impacts updates	• *Knowledge repositories*

QSR NVivo Node Tree

Name		Sources	References
▼ ◯ Initiation processes	🖼	28	103
▼ ◯ Consultative project charter development		27	95
◯ Management commitment		6	9
◯ Contract negotiation		8	8
◯ Stakeholder engagement		13	19
◯ Needs assessment		21	31
▼ ◯ Stakeholder identification		27	99
◯ Organisational support networks		21	42
◯ Stakeholder knowledge		21	34
◯ Stakeholder mapping		7	12
▼ ◯ Entrepreneurial project manager		27	83
◯ Leadership skills		22	35
◯ Entrepreneursip skills		12	15
◯ Techinical skills		19	29
◯ Untitled Intiation process		15	30
▼ ◯ Competitive posture		15	29
◯ Respect for culture diversity		6	7
◯ Relationship managememt		8	11
◯ Strategic fit		5	10
▼ ◯ Entrepreneurial planning processes	🖼	25	61
▼ ◯ Project management plan development		21	55
◯ Progressive elaboration		10	14
◯ Comprehensive information gathering		8	12
◯ Participatory planning		11	15
▼ ◯ Organic management structure		18	31
◯ Flexible decision-making		7	10
◯ Information access		7	7
▼ ◯ Innovativeness		21	49
◯ Business venturing		5	7
◯ Creativity and novelty		12	19
◯ Competitiveness		4	4
◯ Knowledge base		6	7
▼ ◯ Autonomy		24	52
◯ Self-energizing and renewal		10	13
◯ Freedom of expression		16	22
▼ ◯ Risk taking		20	35
◯ Risk strategy		14	21
◯ Risk appetite and tolerance		9	12

▼ ◯ Entrepreneurial execution	25	85
▼ ◯ Opportunity recognition and exploration	17	29
◯ Resource exploration	6	9
◯ Volunteer knowledge	5	5
◯ Top leadership support	10	11
▼ ◯ Proactive project management	25	62
◯ Managerial foresight	20	28
◯ Scope creep managemet	15	20
▼ ◯ Manage project knowledge	20	49
◯ Knowledge creation	14	18
◯ Knowledge utilisation	9	12
◯ Knowledge storage	10	16
◯ Untitled direct and manage work proces...	11	15
▼ ◯ Entrepreneurial monitoring and controlling...	22	48
▼ ◯ Creating room for errors	21	38
◯ Owning failure	11	15
◯ Minimising failure	8	13
▼ ◯ Unrestrained project teams	14	18
◯ Data and information exchange	7	7
◯ Roles and responsibilities	9	10
▼ ◯ Soft skills maximization	19	51
◯ Communication	17	34
◯ Critical thinking	6	7
◯ Teamwork	8	9
◯ Untitled monitoring and controlling proc...	8	9
▼ ◯ Perform intergrated change control proces...	20	27
▼ ◯ Alignment of PM with organisational stra...	18	33
◯ Alignment of organisational process	17	30
▼ ◯ Managing organisational politics	25	51
◯ Social support system	19	31
◯ Inclusive decision-making	13	21
▼ ◯ Parallel decision-making system	7	9
◯ Analogous decision-making	5	5
◯ Untitled integrated change control proc...	6	7
▼ ◯ Entrepreneurial closing processes	27	41
▼ ◯ Creative project completion or exit criteria	19	32
◯ Release resources	3	4
◯ Transition and sustainability	9	12
◯ Communicate completion	12	14
▼ ◯ Inclusive project audit	15	28
◯ Adaptive configuration audit	8	12
◯ comprehensive audit report	10	14
▼ ◯ Project impacts updates	16	24
◯ Knowledge repositories	14	15

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Data Validity and Reliability

Name	So...	Kappa	Agreement	A and B (%)	Not A and Not B (...	Disagreement	A and Not B (%)	B and not A (%)
▶ ◯ Perform intergrated change control processes		0.89	99.70	1.22	98.48	0.30	0.04	0.26
▶ ◯ Initiation processes		0.84	98.79	3.28	95.51	1.21	0.91	0.30
▶ ◯ Entrepreneurial planning processes		0.86	99.09	2.83	96.26	0.91	0.14	0.77
▶ ◯ Entrepreneurial monitoring and controlling processes		0.86	99.55	1.38	98.17	0.45	0.22	0.23
▶ ◯ Entrepreneurial execution		0.93	99.34	4.64	94.70	0.65	0.19	0.46
▶ ◯ Entrepreneurial closing processes		0.66	98.28	1.74	96.54	1.73	0.27	1.46

Appendix D: Ethics Form

HUMAN RESEARCH ETHICS COMMITTEE (TASMANIA) NETWORK

Re: MINIMAL RISK ETHICS APPLICATION APPROVAL
Ethics Ref: **H0016094 - Entrepreneurial Project Management for Social Enterprise Sustainability in Sub-Saharan Africa**

We are pleased to advise that acting on a mandate from the Tasmania Social Sciences HREC, the Chair of the committee considered and approved the above project on 12 October 2016.

This approval constitutes ethical clearance by the Tasmania Social Sciences Human Research Ethics Committee. The decision and authority to commence the associated research may be dependent on factors beyond the remit of the ethics review process. For example, your research may need ethics clearance from other organisations or review by your research governance coordinator or Head of Department. It is your responsibility to find out if the approval of other bodies or authorities is required. It is recommended that the proposed research should not commence until you have satisfied these requirements.

Please note that this approval is for four years and is conditional upon receipt of an annual Progress Report. Ethics approval for this project will lapse if a Progress Report is not submitted.

The following conditions apply to this approval. Failure to abide by these conditions may result in suspension or discontinuation of approval.

1. It is the responsibility of the Chief Investigator to ensure that all investigators are aware of the terms of approval, to ensure the project is conducted as approved by the Ethics Committee, and to notify the Committee if any investigators are added to, or cease involvement with, the project.
2. Complaints: If any complaints are received or ethical issues arise during the course of the project, investigators should advise the Executive Officer of the Ethics Committee on 03 6226 7479 or human.ethics@utas.edu.au.
3. Incidents or adverse effects: Investigators should notify the Ethics Committee immediately of any serious or unexpected adverse effects on participants or unforeseen events affecting the ethical acceptability of the project.
4. Amendments to Project: Modifications to the project must not proceed until approval is obtained from the Ethics Committee. Please submit an Amendment Form (available on our website) to notify the Ethics Committee of the proposed modifications.
5. Annual Report: Continued approval for this project is dependent on the submission of a Progress Report by the anniversary date of your approval. You will be sent a courtesy reminder closer to this date. **Failure to submit a Progress Report will mean that ethics approval for this project will lapse.**
6. Final Report: A Final Report and a copy of any published material arising from the project, either in full or abstract, must be provided at the end of the project.

Yours sincerely

Katherine Shaw
Executive Officer
Tasmania Social Sciences HREC

A PARTNERSHIP PROGRAM IN CONJUNCTION WITH THE DEPARTMENT OF HEALTH AND HUMAN SERVICES