

**PROJECT MANAGER COMPETENCIES AND IMPLEMENTATION OF COUNTER-
EXTREMISM PROGRAMS: A CASE OF SOMALI YOUTH LIVELIHOODS PROGRAM IN
MOGADISHU, SOMALIA.**

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**A PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS IN PROJECT PLANNING
AND MANAGEMENT OF UNIVERSITY OF NAIROBI**

2022

DECLARATION

This report is my original work and has not been presented in any degree in any other university.

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DEDICATION

I owe this accomplishment to my cherished mother, Faduma Osman, who has gone through so much for me; to my companions George Adams and Bashir Ahmed Abshir, who encouraged me through this project; to my wife, Fahia Jelani Hussain, for her unwavering assistance; and to all my siblings for their benevolent backing while I was studying.

ACKNOWLEDGEMENT

My sincere appreciation to Allah for bestowing upon me the gift of existence and enabling me to reap the benefits of His generosity. I owe a debt of appreciation to my teacher, Professor Raphael Nyonje, for his forbearance, counsel, and assistance. To my lecturers Prof. Christopher Gakuu, Prof. David Macharia, Prof. Rambo Charles Mallans, Dr. Mary Mwenda, Dr Lydiah Wambugu and Dr. Stephen Wanyonyi Luketero, you were key in sharing your insights in classroom. Special thanks go to the program workers and directors of the Somali youth livelihood Program for the insights they shared.

LIST OF ABBREVIATIONS AND ACRONYMS

CAPM	Certified Associate in Project Management
FGS	Federal Government of Somalia
FMS	Federal Member States
ICT	Information and Communication Technology
LDQ	Leadership Dimensions Questionnaire
NGO	Non-Governmental Organization
PCVE	Preventing and Countering Violent Extremism
PMI	Project Management Institute
PMP	Project Management Professional
PSQ	Project Success Questionnaire
SYLP	Somali Youth Livelihoods Program
UK	United Kingdom
USA	United States of America
USAID	United States Aid for International Development

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ABSTRACT

Terrorism is perceived as the backyard of violent extremism and radicalization, especially of young men and women. Various initiatives and projects have been created and implemented to identify the fundamental causes of violent extremism through reintegration, rehabilitation, and the establishment of educational curricula. Others have concentrated on religious school monitoring and developing strategic communication methods to avoid recruiting and radicalization. Project managers are continuously pushed to deal with various issues to achieve unique outcomes while working with limited resources and meeting tight deadlines. Even though the public view of good people managers has changed away from the belief that they need managerial abilities, critical cross-functional team management skills are still being ignored, and little is being done to develop them. This study investigated the effect of the project manager's abilities on the implementation of anti-radicalization projects in Mogadishu, Somalia. In particular, it sought to determine the effect of leadership skill, specialized knowledge, qualified status and behavioural skill on the successful deployment of the aforementioned initiative. The theory of leadership guided the study. Descriptive research design was used in this research and a target of 110 program managers, program coordinators, program team leaders, and program assistants were involved from Somalia's youth livelihoods program in Mogadishu, Somalia. Due to the limited population, census was used. Consequently, 110 people in total took part in the study. The targeted individuals were asked to complete a semi-structured, self-administered questionnaire in order to gather primary data. Secondary information was gathered through project management reports, the project management operating manual of the implementing organizations, and reports created by the institutions and organizations that fund and assist the Somalia counter-extremism programs in Mogadishu. Descriptive statistical analysis and inferential statistical analysis were conducted. It was found that leadership competencies, technical competencies, professional certification, and behavioural competencies had the most significant influence on implementing the counter-extremism program. The general regression exhibited a noteworthy beneficial association between the capacities of the project manager and the execution of counter-extremism activities ($R^2= 63.2\%$, $F=38.197$, and $P\text{-Value}= 0.000$). From the research recommendations, the government and other organizations operating counter-extremism initiatives in Mogadishu, Somalia, should provide staff with soft skill training to equip them with the knowledge and abilities required to carry out successful counter-extremism programs.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Policy interventions of counter-extremism are perceived as a means to abate violence and enhance the well-being of the community. Lemon and Thibault (2018) state that counter-extremism is a productive way of achieving social welfare and community development. Busher et al. (2017) claim that modern counter-terrorism now takes place in departments of government that are primarily concerned with issues of public interest, such education and healthcare. Barrelle, Harris-Hogan, and Zammit (2016) noted that counter-violent extremism is the strategy that aims to prevent and discharge problematic extremist activity. Collaboration with community civil society actors is critical to achieving counter-extremism plans (Griffith, Dickson & Robert, 2014). However, the successful implementation of these programs depends on project staff competencies and knowledge. Any project that wishes to be implemented effectively must regard the project manager as an essential asset. Because each project and team is unique, a detailed examination of how the project leader may efficiently connect with a team to generate desired outcomes is required. The project manager and the abilities they bring to the table mainly determine the project's performance. The ability, efficacy, adequacy, or success is referred to as competence (Ahmed, 2018). Competency is an inherent trait of a personality that is linked to successful or outstanding work productivity. Capabilities are actions a person must exhibit to do a job in various organizational contexts. Competencies are defined as minimal criteria of technical competencies for tasks in a specific occupation.

Focusing on IT projects in the US, Stevenson, and Starkweather (2010) stated that certification is a standard used by project management organizations to assess project management competence. Three competency dimensions are defined by the Project Management Institute: personal, performance, and knowledge. Project management has numerous certifications, including PMP and CAPM. Project directors now need to be proficient in guiding and motivating, as well as being able to oversee activities for successful outcomes. Additionally, they must be able to set objectives and assess progress to ensure the project is delivered on time, within budget and to the specified quality standards by the International Project Management Association (IPMA) and the Project Management Institute (PMI).

Ahmed (2017) proclaimed that management's adeptness stimulates the prosperity of the endeavor. Proficiencies such as capabilities, erudition, and dispositions that fulfill missions are oftentimes scrutinized when analyzing capabilities (Burchell et al., 2002). The characteristics of a person can be divided into two categories: cognitive and behavioural. Technical abilities, which usually involve technical knowledge and expertise, are among the mental qualities. Personal traits, such as how one manages a situation, are included in behavioural attributes and interpersonal and organizational skills (Chandra, 2017). As a result, one of the essential qualities of competencies is skills.

Yaverbaum and Sherman (2008) pointed out that cognitive leadership, which is a clear, unequivocal, quantifiable, and pliable form of direction, offers precise backing for a successful undertaking or program execution. Leadership proficiencies, such as leadership abilities and behavioural contributions, have been argued to increase the likelihood of successful project and program implementation. Tabassi et al. (2016), through a research in Malaysia, established that authority aptitudes have a direct effect on the accomplishment and endurance of construction activities. Riaz (2017) maintained that leadership competency is expected to attain better performance results with positive program outcomes. For instance, project managers can gain from cognitive leadership skills corresponding with managerial leadership and emotional proficiencies to achieve productive results in intricate projects. Furthermore, project managers would make certain project completion on time, help the project team preserve track of project limitations (scope, time, and cost); and yield the required project deliverable.

A competent project manager's proficiency domains are essential to the accomplishment or collapse of activities. The manager will possess an excellent attribute which will enhance the productivity of the squad and his scheduling reliant on his project management capabilities. According to studies on project management proficiency, management skill and project success are significantly correlated. Nigatu (2019) focused on the Ethiopian Airlines Group when researching the impact of project managers' abilities on project success in Ethiopia. The study's results showed that project manager competency has a significant impact on project success, therefore projects with highly competent project managers are more likely to succeed. More experienced project managers emphasize the value of team satisfaction as the most important success criterion. Similar to this, Kiggundu (2014) came to the conclusion that in Uganda, the project management profession is given a single point of responsibility for initiating, planning, carrying out, overseeing, and regulating projects in order to satisfy the demands and expectations of stakeholders.

In Kenya, paying particular attention to projects in Kiharu Constituency, Muranga County, Wambui (2016) maintained that the expertise of the project management committee members impacts the selection of projects under consideration and the accounting systems utilized to guarantee the successful accomplishment of the project. According to Hakim (2017), project managers' skills are favorably connected with the success of agricultural projects. The execution of the project must be done well for it to succeed. Project efficiency and effectiveness depend on how well they are carried out. These abilities, such as leadership traits and behaviors, help increase the likelihood that a project will succeed in a company (Muriuki & Severina, 2021).

Somalia has experienced its fair share of terror incidents, specifically within Mogadishu. The Somali Youth Livelihoods Program (SYLP), also known as Shaqodoon (Job Seeker) in Somalia (USAID, 2013), began operations in 2008 as a component of a more significant effort to combat violent extremism. Throughout Somaliland, Puntland, and Central Somalia, the program has trained approximately 10,900 youth over four years. Its offices, partners, and trainees are dispersed over the nation in Hargeisa, Bosaso, Las Anood, Garoowe, Gaalkayo, and Mogadishu (USAID, 2013). In addition, the initiative has focused on developing a diverse base of vocational and technical skillset such as plumbing, carpentry, tailoring, market analysis, water filtration assembly, and media/journalism. The Shaqodoon program also emphasizes job placements for trained youths through internships, apprenticeships, and micro-business development support. As a result, 78% of the program beneficiaries have successfully secured jobs in different economic sectors (USAID, 2013).

1.2 Problem Statement

Terrorism has been linked to, among other factors, violent extremism at the international and regional levels. As a result, various observers, security analysts, and scholars have termed Somalia a "hotbed" of terrorism and terror activities. It has been cited as the backyard of violent extremism and radicalization, especially among young men and women. Various counter-extremism programs were implemented to address this situation. The Somali Youth Livelihoods Program (SYLP) was established as an initiative to combat violent extremism. The program supports youth at risk to access employment opportunities by providing internships and job placements. However, effective program implementation faced several challenges, including a lack of a trained workforce, bad field experience, and a lack of competency in managing CVE programs. According to Abdi and Johnson (2014), a lack of competent staff is one of the

main barriers facing NGOs implementing programs in Somalia. The absence of in-house human resources and insufficient field experience in managing a counter-extremism program causes program delays (Letsch, 2018).

The expanding body of research examining the link between the aptitudes of the project head and the execution of counter-extremism projects has become a worldwide issue of importance. The role of essential stakeholders in implementing the program was evaluated in Ali's (2020) study evaluating violent extremism prevention and countermeasure initiatives in Somalia. However, it was silent on project managers' skills and how they affected the rollout of anti-extremism initiatives. Ahmed (2017) examined how managerial capability impacted the performance of a non-governmental organization's humanitarian aid project in Mogadishu, Somalia. None of these studies, however, specifically addressed the impact of the project manager's competence on the execution of the anti-extremism program. This present research looked into the effect of the aptitudes of project directors on executing the counter-extremism program in Mogadishu, Somalia, to plug these voids.

1.3 Purpose of the Study

The primary intent of the inquiry was to identify the effect of project director capabilities on the execution of counter-extremism programs in Mogadishu, Somalia.

1.4 Objectives of the Study

The study guided the following objectives:

1. To determine the influence of leadership competency on the implementation counter-extremism program in Mogadishu, Somalia.
2. To examine the influence of technical competency on implementing counter-extremism program in Mogadishu, Somalia.
3. To investigate professional certification's influence on implementing the counter-extremism program in Mogadishu, Somalia.
4. To investigate the influence of behavioral competency on implementing a counter-extremism program in Mogadishu, Somalia.

1.5 Research Questions

The study sought to answer the following questions

1. How does leadership competency influence on the implementation of the counter-extremism program in Mogadishu, Somalia?
2. How does technical competency influence on the implementation counter-extremism programs in Mogadishu, Somalia?
3. How does professional certification influence on the implementation of counter-extremism programs in Mogadishu, Somalia?
4. What is the impact of behavioral competency on the implementation of counter-extremism program in Mogadishu, Somalia?

1.6 Significance of the study

Project managers were understood how leadership as a competence influences the implementation of projects and programs in the security and development sectors. This was provided them with adequate information during the selection of project managers; to select the individuals with the right competencies to lead the project and program implementation processes. Project managers' niche abilities will be evaluated to discover knowledge gaps in project management. This allowed organizations to create their competency development framework for project managers.

The study findings were assisted policymakers working on programs to counter violent extremism to design policies that was improved project implementation. The proponents of the programs in Mogadishu were able to utilize the study's results and recommendations to develop more effective strategies for implementing projects in the context of counter-extremism programs. Similar gain may be realized by other programs and projects not only in Somalia but also in other regions in Africa that are faced with the challenge of violent extremism. The study were highlighted challenges for effective project management in programs that address violent extremism.

These inquiries were beneficial to scholars and academicians as it will supply a basis for potential investigations. Furthermore, it could be utilized as a reference point for those in the scholarly community tackling comparable matters. The conclusions were built on the existing pool of understanding while at the same time furnishing up-to-date information.

1.7 Assumptions of the Study

The research supposes that the participants were delivered truthful and significant data about the application of the project leader's abilities. During the data collection process, external elements like

security concerns were not anticipated by the research.

1.8 Delimitations of the Study

This investigation is restricted to initiatives involving the opposing of radicalism in Somalia. The study was confined to programs implemented in Mogadishu. Of key focus would be the Somali Youth Livelihoods Program which initiated its activities in 2008. Specifically, the study focused on how leadership competencies, technical competencies, professional certification, and behavioural competencies influence the implementation of a counter-extremism program. The study targeted beneficiaries and program personnel of the Somali Youth Livelihoods Program.

1.9 Limitations of the Study

Obtaining information about previous managers' competencies was challenging for the researcher. This is due to a lack of contact once the managers leave or exit the programs. However, the researcher requested information from the existing project teams relating to the prior project managers. This prevented instances of incomplete documentation in data acquisition.

1.10 Definition of key terms

Implementation of the counter-extremism program includes access to employment opportunities, developing youth skills, and reducing insecurity.

Leadership competencies the expression is utilized to incorporate cognitive, affective, and managerial aptitude.

Technical competencies involve time management, project scope management, and integration management.

Professional certification includes several certified project managers, delivery of duties, and quality management of the program.

Behavioral competencies cover conflict management, teamwork, and communication management that help the project manager terminate the SYLP program successfully.

1.11 Organization of the Study

The scientific inquiry is divided into an introductory chapter and four other sections. The first part consists of the research's background, problem statement, purpose, objectives, and queries. Furthermore, the chapter outlines the importance of the study, suppositions, restrictions, demarcations, and definitions of key words. Chapter two reviews program implementation, leadership competencies, behavioral

competencies, technical competencies and professional certification regarding the performance of the counter-extremism program. This chapter goes over the theoretical basis, knowledge gap, and summary of the literature, prior to delving into chapter three, which covers an introduction, the research design, the group under study, the sample size, the way of selection, the instrument for data acquisition, the techniques for collecting data, the techniques for analyzing it, and the ethical considerations of the project. The fourth chapter contains results and a breakdown of the data, all directed towards the purpose of the study. The fifth chapter then wraps up with a brief synopsis of the outcomes, a final determination, guidelines, and possible topics for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The present chapter offers a scrutiny of the writing concerning research into the capability of project administrators. Segments explored in this chapter include; the analytical review, observational examinations of project control competences, intellectual structure, and literature overview.

2.2 Implementation of Counter Extremism Program

Countering violent extremism is an initiative to end extreme poverty, improve the welfare of vulnerable people and enhance the security of society. Youth empowerment, social and economic inclusion, alternative message, local governance, enhancing knowledge and skills, community connection and action, trauma healing, and social cohesion are the main areas of concentration for CVE efforts (USAID, 2019). Globally, NOGs, law enforcement organizations, and governments have implemented counter-violent extremism programs to prevent extremism and radicalization activities. For instance, the UK government implemented a counter-extremism program called to avoid so. The program aimed to protect vulnerable people, prevent radicalization and extremism, and reduce the threat to the UK. Brandon and Vidino (2012) assert that prevention is the foundational strategy to stop violent extremism. Community engagement and public participation significantly aided the fight against extremist beliefs and attitudes. According to Bartlett (2011), the Prevent program highlighted the importance of artistic intervention, faith groups, education, and community involvement in determining and preventing radicalization.

One of the gravest security risks to Africa is still violent extremism. Thus, countering violent extremism (CVE) has arisen as a series of grassroots activities with international funding to confront the issue of extremist violence in a proactive manner (Luengo & Pauwels, 2016). According to Botha and Graham (2021), in order to have a more complete awareness of capabilities and the best ways to address them, African states should examine their individual and collective responses to terrorism. For instance, Moroccan Global North powers implement anti-violent extremism initiatives in North Africa through local and international NGOs and international organizations (NGOs). The program targets Moroccan youth by providing them with internship opportunities, vocational training, recreational activities, and

tutoring. According to a USAID report (2016), the program aims to encourage youth by connecting them to educational and economic opportunities and helping them prevent extremist activities.

Also, a number of CVE initiatives increasingly emphasize the Horn of Africa's role in preventing violent extremism. These programs have primarily been run and funded by donor governments, such as the UK, Denmark, and the US, or by international organizations, such as the UN, EU, IGAD, or the East African Community (EAC). For instance, USAID supported the NIWETU counter-extremism initiative in Kenya. The NIWETU program's objectives included increasing public understanding of institutions of government and mobilizing and empowering at-risk communities to combat VE. NIWETU's work in counties in Kenya focuses on fostering enduring partnerships between different CVE stakeholders, including national and county government officials, community members, and CSOs. In Kenya, NiWajibu Wetu (NIWETU) made significant progress in improving countering violent extremism (CVE) capabilities to identify and respond to violent extremism (VE) threats in Kenya (USAID, 2021).

The atrocious acts of Al-Shabaab militants on June 15th and October 28th, 2017, at the Nasa-Hablod hotel and City Centre in Mogadishu resulted in 31 fatalities. On December 11th, 2016, a suicide bomber drove a truck into the main harbour of Somalia's capital and set off his explosives, taking the lives of 29 people. These events highlight the impact of terrorism in Mogadishu (Counter Extremism Project, 2021). Following a political agreement between the federal and state governments on security reforms, Somalia's National Security Council adopted the "Somalia National Security Architecture" on May 8th, 2017. The event was the climax of a series of meetings with 42 other foreign partners in London. The FGS and the stakeholders signed a Security Pact that included the concepts of Somalia's National Strategy and Action Plan for Preventing and Countering Violent Extremism (Counter Extremism Project, 2021).

The Security Agreement achieved beneficial results for the P/CVE, such as the implementation of significant laws and rules by the Somali government (like a counter-terrorism law and a amnesty law), the progression of a mutually accepted P/CVE organization, and the training of P/CVE operators at the state and national level. P/CVE applied approaches to pinpoint the core grounds of violent extremism through incorporation, restorative services, educational program design, religious institution accountability, and the performance of strategic coordination to reduce the recruitment and religious radicalism (Counter Extremism Project, 2021).

2.3 Leadership Competency and Implementation of Counter Extremism Program

In today's business climate, project managers' duties have changed from steering or administering to influencing. The relevance of a project manager's leadership qualities has been highlighted in research on project management. Scholars have identified a suite of competencies that befit the management of a project. Literature suggests that there are three fundamental leadership abilities. Intellectual competence includes intelligence, problem-solving skills, and cognitive processes like linking and applying key concepts. Reasoning, reasoning, and problem-solving are among them.

Project managers' abilities are critical in projects. They necessitate a project leader's ability to successfully inspire their teams and motivate hard work to provide high-quality results while simultaneously searching for ways to boost productivity and standards. Emotional competencies are defined as the capacity to detect, recognize, comprehend, and control the emotions of others as well as one's own emotions. Compared to their peers in a project or program scenario, project managers show higher levels of emotional intelligence. Emotional intelligence is a talent that many project managers consider to be important (Clarke, 2010).

The leadership aptitudes of potential project managers ought to be analyzed when they are recruited, and their effect on ventures at the business, division, and national dimensions should be researched. The authority approaches of project chiefs motivate the utilization of data innovation and information trade, which affects undertakings and projects. Moreover, project team members and transformative project leaders have a significant relationship. Different projects may require different leadership styles at the lower levels, medium, and senior. Leaders may inspire team members to cooperate, network, and invent by being open and transparent (Anantatmula, 2010).

Brill, Bishop, and Walker (2006) from USA studied the soft critical skills a team leader has to succeed on the job. This approach used two rounds of research to establish 78 soft talents that project managers can learn. The researcher identified problem-solving competence, leadership ability, emotional intelligence, reasoning ability, intellectual knowledge, expert knowledge, communication skill, project management skill, and tools expertise as the primary soft skills. In another research, Yang et al. (2011) concluded that effective leadership is viewed as a set of behaviors, qualities, styles, and abilities related

to the leader's personality and the situation in which he must perform. According to a study undertaken by the School of Business and Economics at Cambridge University, 80 percent of projects fail due to a lack of proper Leadership (Zhang and Faerman, 2007). According to the research, poor leadership abilities were also linked to a lack of or unwillingness to work as a team, an inability to settle disagreements, other human-related inefficiencies, and poor communication.

In their 2016 study, Carvalho and Marzago focused on six sigma projects in Brazil, Chile, and Colombia to examine the impact of the behavioral competences of project leaders on performance. It has been verified that the success of the project is reliant on the managerial talents, plan, and inventiveness. Similar research was conducted in Pakistan by Ahmed and Anantatmla (2017) on the connection between project performance and the leadership skills of the project manager. We used both confirmatory and exploratory factor analysis to look at how the abilities interacted with one another. The investigation comprised 289 project managers who worked on initiatives for the public sector. It was discovered that there is a strong correlation between the project manager's leadership skills and the achievement of project performance goals for quality, cost, schedule, and stakeholder satisfaction.

In South Africa, Makunga (2019) argued that project manager leadership competencies in implementing projects increase the chances of success and prevent project delays. Also, the study showed that problem-solving, communication and decision-making competencies are essential for project managers to achieve their goals and objectives successfully. Abebaw (2016) discovered that particular project management abilities had a favorable connection with specific project outcomes. Project needs and objectives, supply chain decisions, and information technology were among the technical capabilities; cognitive skills included governance, power and authority, and partner analysis and management.

Similarly, Daniel and Paul (2019) from Nigeria studied leadership competency for road construction project completion.

The results showed that having significant leadership qualities is greatly influential in the successfulness on highway building projects. Researching into the correct expertise, background, and capabilities of project leaders increases the prospect that the undertaking would be effectively conducted and implemented. The success criteria for sustainable construction are directly influenced by the project leadership competencies. Task-oriented abilities significantly improve project performance in construction projects in managing project directors.

The enthusiasm for project management capability is rooted in the rational and generally accepted premise that if those responsible for and involved in projects have the necessary expertise, they will render effective results and contribute to successful projects and businesses. The management must be involved in the initial planning processes and the efficiency of the management system, organizational culture, and control system. Githenya and Ngugi (2014) examined the determinants of implementing housing projects in Kenya. The factors covered included stakeholder management, communication, and leadership skills. It was shown that project manager competency greatly influences housing project implementation in Kenya. To effectively ensure project success, project managers should develop suitable control mechanisms over every project component that needs attention during the execution phase. Implementing housing projects successfully depends on strong top management competence, impartial support, and stakeholder management.

2.4 Technical Competency and Implementation of Counter Extremism Program

Examining the influence of a manager's capability on the success of a project, Ehsan et al. (2010) determined that the knowledge level held by the project manager was the essential element in deciding the triumph or adversity of the initiative. According to the researchers, an experienced project manager will have a discrete set of skills that will improve planning based on his project management skills and team performance which comprise scope, integration, cost, time, human resource management, quality, procurement management, risk management, and communication management. All of these factors promote the project's achievement in a clear and significant way.

Meredith and Mantel (2011) identified the nine critical project hard skills as overall management of integrative factors, scale and timeline, quality, budget, human control, information, risk, and compliance as technical abilities in the PMBOK framework. Chin and Hamid (2015) equally identified two essential skills in this study: cost and time management. They highlighted the relevance and evidence of these factors to the success of any program. To manage time, management practitioners used eight different tools. Time management has been highlighted as a critical technical competence for project managers. Another essential technical skill specified in the PMBOK is scope management, which is described as actions that manage the scale of a whole project or program (Khan, 2006). Project initiation, scope planning, definition, verification, and change control are the five components of a project's scope management. Risk management, an equally crucial technical skill from PMBOK, has been researched by

Zwikael and Ahn (2011). The relevance of risk management for project management is further emphasized owing to the limited amount of instruments available and the high complexity and intricacy of managing risk. Briere, Proulx, Navaro Flores, and Laporte (2015) listed the numerous skills of project managers in international NGOs. A total of 19 competencies were employed in their research as technical capabilities. The significant competencies include managing the organization's budget, time, finance, procurement, and risk.

Due to the complexity of projects and the competitive nature of the workplace, project managers need to have practical skills. The complete project management team needs a diverse set of knowledge, abilities, and skills to manage changes on a daily basis. Wiangnak and Lekcharoen (2014) researched and investigated the causal bond model for program directors in Thailand. They realized that the managers' knowledge, technical skills, and personal competencies were good influencers of management efficiency in ICT organizations. As a result, project management capabilities were positively associated with and impacted project success efficiency.

In Nigeria, Okoya, Ngwu, and Ugochukwu (2015) examined managerial challenges facing construction projects, especially time, cost, quality, and safety management. They identified that technical competencies are necessary skills for mitigating the challenges of managing construction projects in Nigeria. Similarly, in Kenya, Wachira and Ngari (2019) studied factors influencing road construction projects' performance. A total of 174 KeNHA project management employees were the focus of the investigation. The investigation showed that the aptitude of the venture team was of major importance to the success of road-building projects. Furthermore, it underlined that the successful performance of the task was the consequence of deciding on persons with the required expertise.

2.5 Professional Certification and Implementation of Counter Extremism Program

Professional organizations have created recommendations to aid in the development of its managers, such the Project Management Institute (PMI) and the International Project Management Association (IPMA) (Bredillet et al., 2014). The principles or frameworks that support the associated training, skills, and professional growth are based on "best practice" as defined by the profession (Bredillet et al., 2014). Stevenson and Starkweather (2010) underscore the burgeoning of expert certifications in project management. They elucidate the positive aspects these certifications can bring to project management experts and companies. The market is full of diverse certification standards and reflects the individual's capacity to lead a

project. For example, the PMI offers two accreditations and provides project managers from all over the world with worldwide standards, training, and certifications to accomplish business growth and advance the project management profession (Guide, 2004). One of PMI's primary responsibilities is to establish a platform that is characterized by consensus and affirmed by a recognizable unit to ensure that project management plans and structures are current and represent the burgeoning area of research widely recognized as the Project Management Body of Knowledge (PMBOK) (PMI, 2015e).

These organizations are engaged in developing and supervising technical training materials, upgrading capacity, and issuing related certifications that demonstrate an individual or institution's expertise in the field (APM, 2015a; IPMA, 2015c; PMI, 2015b). The Project Management Professional (PMP) certification, designed for seasoned program directors in charge of team management and program delivery, was first presented by PMI in 1984. Two Institute certifications that are also ISO 9001-accredited are the Certified Associate in Project Management (CAPM) and Program Management Professional (PgMPSM) Certifications (PMI, 2015d). Internationally recognized as demonstrating a high level of project management expertise are PMI certifications (Valledor & de la Fuente, 2010).

In their study "A Multidimensional Analysis of Project Manager Competencies," Chipulu et al. (2013) investigated the essential skills that employers look for in project managers across several business sectors. He created a 2306-content internet job posting for project management in Canada, the UK, the United States, Malaysia, Hong Kong, Singapore, and India. The study identified six components of competency: experience with project management methods, managerial abilities, industry-specific and general talents, and professional credentials. According to the results of this study, project managers should have professional credentials from accredited institutions.

In the United States, a qualitative study on qualified women project managers and the usefulness of the PMP certification was conducted by Bozylinski (2017). The study concentrated on project management jobs, project manager responsibilities, and communication as a tactic. Six project managers from the nearby mid-Atlantic were recruited for structured interviews to gather data. The result showed that professional certification had a direct, positive impact on job attainment and enabled the employees to manage projects professionally.

Natchayangkun (2014) studied the influence of PMP certification on IT project success rates. An exploratory cross-sectional qualitative design was used. A total of 12 certified project managers in the IT

industry were interviewed to assess their views on the role of PMP certification in the success of the project. The inquiry noted that certification of project managers was an important strategy to enhance project success rates and give organizations the ability to stay competitive in the industry. Also, the result showed that having certified project managers contributes to the success of the project and leads to better performance of the project.

In Kenya, with a focus on infrastructural projects in Kilifi County, Abdirahman (2017) investigated determinants influencing the implementation of county government projects. It has been demonstrated that certification is one important factor that affects how projects are implemented. Licensed project supervisors with extensive expertise have victorious execution tactics that guarantee venture success, providing them a superior standpoint to implement projects than uncertified project directors without analogous expertise

2.6 Behavioral Competency and Implementation of Counter Extremism Program

When project managers interact with people, communicate effectively with the parties involved, encourage other pertinent stakeholders, and act with integrity, they are more productive (Fisher, 2011). Additionally, they must uphold honesty and integrity in order to build long-lasting relationships and win the trust of project stakeholders. The project manager should be astute enough to discern the talents and deficiencies of the project members, delegate the right jobs to them, and foster their potential (Fisher, 2011).

Program managers, according to Rosenau and Githens (2011), must be cordial and direct in achieving project objectives. It is also presumed that supervisors must possess the aptitude to converse with their personnel. The writer indicates that possessing interpersonal talents is essential for a project manager in order to meet the predicaments they are presented with. Moreover, it appears that these interpersonal abilities are regarded with more esteem than intricate proficiencies (Rosenau and Githens, 2011). The relationship of trust between project team members and stakeholders is another important factor supporting project effectiveness. Trust and valuing each stakeholder's contribution to the project are necessary for successful partnership initiatives (Kadefors, 2004).

To evaluate the proficiencies of foreign advancement venture directors and their utilization in activities, Briere et al. (2015) surveyed 28 administrators. Eleven proficiencies were established to be essential in

the management of projects, including flexibility, understanding (general, international development, culture), communication, social skills, direction, morals, local and knowledge systems, capacity building, and change in management. Consequently, human proficiencies and ethics were perceived to be pivotal in project management. Similarly, Chech and Chadt (2015) deliberated the associated skillset created by project leaders via a selection of applicable concepts, encounters, views, and intuitions. Managers communicate themselves by completing a task. The findings showed that highly skilled project leaders were better prepared to manage their projects.

Gruden and Stare (2018) looked at the impact of behavioral competences on project performance in Slovenia. Through the use of a web-based survey, information was gathered from respondents who assessed the level of behavioral competences, provided information on how projects were carried out inside their organizations, and expressed opinions regarding the significance of the competencies. The findings indicated that behavioral abilities had a significant and favorable impact on project success. The relationship between behavioral competences and project success was investigated by Sampaio, Cormican, and Varajo (2021). The study concentrated specifically on how the project manager's behavioral competencies affected the effective completion of information technology projects. The investigation used a comprehensive review of the literature (2009–2019) that included 179 competences and 27 pertinent researches. 121 qualified information systems project managers provided the information that was gathered. The study demonstrates that behavioral qualities, such as motivation, leadership, communication, result orientation, emotional intelligence, and ethics, are significantly and favorably associated to the success of IS projects. Moreover, the findings suggest that the most essential behavioral aptitudes for the success of IS ventures are emotional intelligence (sturdiness, tension handling, and self-regulation), ingenuity (inventiveness, imaginative reasoning, and visualization), and values (clarity, veracity, and soundness).

Semple (2011) investigated the behavioral skills needed for aspiring project managers in South Africa. A survey questionnaire was utilized in the study to gather information from the participants. The questionnaire survey investigated members' opinions about how the value placed on the defined behavioral attributes has changed inside a South African project management organization. The findings suggested that efficiency, leadership, innovation, openness, engagement, and motivation would become more crucial traits for project managers in the future. The investigator put forward that the demeanour capabilities of the project manager must be taken into account to accomplish the objectives of the

organization. Directing their attention to social project managers in Agadir, Morocco, Abou-Hafs and Smaili (2019) conducted a survey to recognize and arrange the essential competencies of project managers. Utilizing a quantitative technique, the study targeted 120 managers of social projects in cooperatives in Agadir (Morocco). Project manager capability is classified into behavioural aptitudes and technical capabilities. The results of the research exposed that the behavioural capabilities segment is more essential to attaining the success of the project.

Musembi et al. (2018) sought to explore the impact of personnel's soft skills on the success of public energy sector projects in Kenya, with a purposive sample method used to determine the projects studied. 85 active projects were chosen for the investigation, 9 of them put to use in the pilot study, and 76 projects ultimately selected for the research. It was discovered that project performance in Kenya's energy sector was favourably impacted by employees' soft skills (behavioral competencies).

2.7 Theoretical Review

The Theory of Leadership guided the study. The proponents of the theory were Blake and Mouton (1964). According to the notion, leadership may be developed rather than born (Douglas, 1975). Douglas emphasized that leadership results from character and affects project management success and decision-making capabilities. On the groundwork of the conduct of leaders, Tannenbanum and Schmidt (2008) classified four fundamental types of leadership that have been largely agreed upon and extensively used. These leadership approaches are democratic, authoritative, dictatorial, and laissez-faire, all of which are predicated on McGregor's Concept of X and Y. Kurt Lewin (1930) developed a model based on a leader's behavior, asserting that three types of leaders are present: authoritarian, democratic, and laissez-faire. In the authoritative style, personnel are not permitted to express their opinions as the organization looks to their command as the final word. Decisions are made at the firm's topmost level and then implemented by the personnel at the suitable levels with the aid of existing organizational practices. Employee inspiration is either minimal or nonexistent, and the techniques utilized to motivate them are coercion and incentives, like bonuses and allowances.

Leadership that is democratic has also been defined as participatory styles that strive to engage workers in decision-making and management in the organization. In this sort of command, the supervisor acknowledges the skill of the staff in their selection-making approaches and thus appreciates the contributions of others. Employees, on the other hand, feel delighted and respected. Including employee

knowledge in management decision-making processes promotes better conceptualization of skills and realizing outcomes in job settings. Therefore, staff can advance to higher positions in the firm owing to better outputs (Tannenbaum & Schmidt, 2008). As a result, only competent and well-versed employees are engaged, as they cause the firm the least amount of loss.

The last type of Leadership is Laissez-Faire, which is described as a lack of interest and is appropriate because the manager in this situation has almost been cut off from organizational and staff management problems. Employees are allowed greater freedom to make decisions to meet their goals and administrative deadlines (Hofstede, 2007). The manager rarely supervises or follows up on employees' progress and instead relies on internal organizational procedures. This approach should be applied if the organization has qualified employees who are self-motivated and can work without supervision. The theory has received a lot of criticism since it is hard to say whether one leadership style was more essential than another in allowing one group to operate more efficiently (Wright, 1996). The researchers did not consider the context or environment in which the style was used.

Project managers should use a management style that promotes good performance by fostering strong working relationships through effective communication. They should also assess the situation and use the right combination of talents and personalities to succeed. As related to the research, this concept will be used to define ethical and managerial leadership skills related to this scholarly scientific inquiry.

2.8 Conceptual Framework

The bond between the abilities of the project manager and the activation of a counter-extremism program is portrayed in the theoretical framework of this study. The initiation of projects is the outcome variable. Leadership talents, technical capabilities, professional accreditation, and behavioral capabilities are the independent variables. This interrelationship is depicted in Figure 2.1.

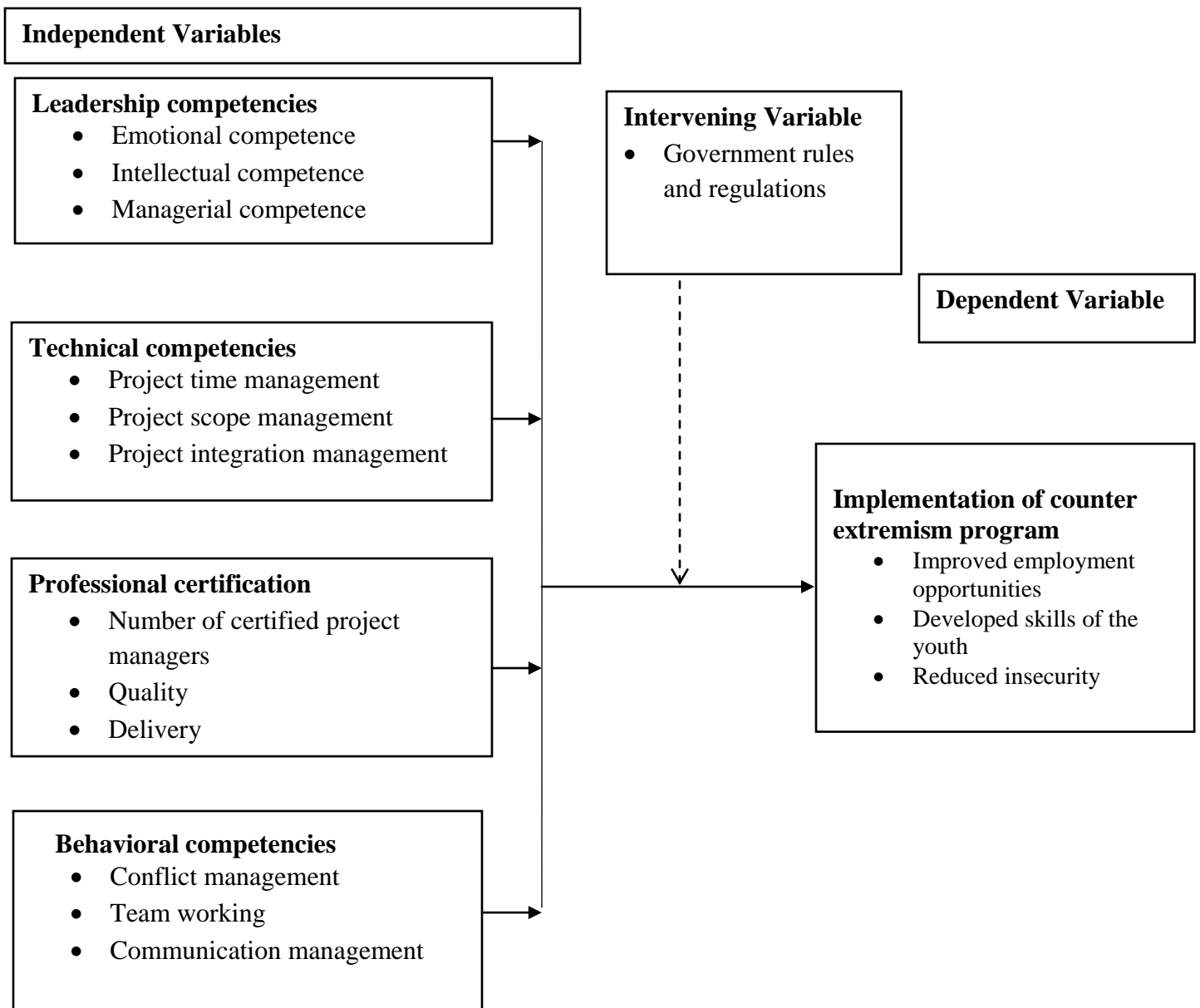


Figure 2.1: Conceptual Framework

2.9 Summary of Literature

A study conducted by Daniel and Paul (2019) assessed the directing competencies of project administrators and the conclusion of road construction initiatives. The outcome demonstrated that the success of road construction was significantly influenced by leadership abilities. The connection between behavioral competences and project success was also studied by Sampaio, Cormican, and Varajao in 2021. The results indicated that such behavioural abilities as enthusiasm, command, dialogue,

psychological intelligence, and a concentration on end results are significantly and beneficially correlated to the triumph of IS projects. Moreover, the inquiry highlights psychological intelligence (fortitude, strain handling, self-command), resourcefulness, and self-command. Based on the reviewed literature, there was missing information on the project manager's competencies concerning implementing the counter-extremism program. The table below lists the research gaps that have been identified in the literature review.

Table 2.1: Research Gap Matrix

Variable	Author & Year	Study	Finding	Gap	The focus of the present study
Leadership competence	Daniel and Paul (2019)	Project manager's Leadership competencies and completion of road construction projects	The outcome demonstrated that the success of road construction was significantly impacted by leadership abilities.	The study was focused on road construction projects in Nigeria	The current research focused on the counter-extremism program in Somalia
Technical competencies	Wachira and Ngari (2019)	Factors influencing the performance of road construction projects	The study highlighted that hiring highly qualified with technical competency helps the institution save huge costs and achieve on-time project completion.	The study used project performance as the dependent variable	The present study looked at program implementation as the dependent variable
Professional Certification	Bozylinski (2017)	Certified women project managers and perceived value of the PMP certification.	The result showed that professional certification directly impacted job attainment and enabled employees to manage projects in a professional setting.	The study was done in the United States	The current study was conducted in Somalia
Behavioural competencies	Sampaio, Cormican and Varaião (2021)	Relationship between behavioural competencies and project success.	The success of IS projects is strongly and favourably correlated with behavioural qualities (such as leadership, communication, result orientation, emotional intelligence, ethics, creativity, and motivation). Additionally, the results demonstrate that emotional intelligence, creativity, and resilience (together with stress management and self-control)	The study looked at the influence of behavioural competencies on information system projects	The current study looked at the effect of behavioural competencies on the implementation counter-extremism program

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section outlines the approach to this examination. It examines the research plan, the group of individuals being studied, the instruments of data gathering and the means of obtaining the data.

3.2 Research design

The descriptive survey design was employed in this investigation. This approach includes searching out different views on a topic by asking pertinent questions to weigh an occurrence in various scenarios (Saunders et al. 2009). It is known for being adaptable, one of its most helpful features since it may use new information to supplement the research. Descriptive study design aims to systematically explain a situation, problem, or service or offer information about a community's living conditions, for example. A descriptive study aims to figure out how often something happens or the relationship between variables (Moore & McCabe, 2006). The primary intent of this investigation was to evaluate the sway of project supervisor aptitudes on the implementation of a counter-extremism program.

3.3 Target population

In a study conducted by Yin (2017), the intended demographic was identified as the primary focus. For the purpose of this investigation, 110 supervisors, organizers, coordinators, and chiefs of the Somali Youth Livelihoods Program situated in Mogadishu, Somalia, in addition to 11 aides were targeted. Various types of research participants were taken into account as seen in Table 3.1.

Table 3.1: Target Population

Category	Sample Size
Program managers	45
Program coordinators	20
Program team leaders	30
Program Assistants	15
Total	110

3.4 Sample size and Sampling Procedure

The sampling approach selects specimens in terms of magnitude and type, which is utilized to determine which elements or persons to include in the examination..

3.4.1 Sample Size

As per Abutabenjeh and Jaradat (2018), a limited selection of the overall desired population is extracted and incorporated into the research, denominated as the sample size. In this regard, the study sample magnitude was 110 participants and a census was adopted.

3.4.2 Sampling Procedure

The sampling procedure is a method that makes it possible to include a variety of persons in the study. Since this study used a census, all 110 respondents were considered in this research. A census of the entire target population will be carried out because the target population was small.

3.5 Data Collection Instrument

Gathering data requires a systematized way of obtaining and evaluating details, which makes it possible to inquire significant questions and assess findings. The investigation used a partially structured poll to secure initial data. Supplementary information was obtained from accounts concerning venture management, functioning directives of the organizations implementing the program, and documents prepared by the institutions that finance and back up the anti-extremism campaigns in Mogadishu.

The questionnaire of this study had four sections. Section one captured the background information about the respondents and the programs/projects they are in charge of. The second section captured data on leadership competencies and program implementation. The third section enquired about technical competencies and program implementation. The fourth section enquired about professional certification and program implementation. The fifth section enquired about behavioral competencies and program implementation.

3.5.1 Pilot testing of the instruments

Tavakoli (2013) highlighted the utility of a pilot study as a means of evaluating the validity of the research and the instrument being used. The purpose of the pilot study was to assess the accuracy and

dependability of the instrument. The results of the piloting were not taken into consideration in the final report. Mugenda and Mugenda (2003) suggested that a modest number of participants, in this case 10%, would be sufficient for trialling the tools. Consequently, ten individuals from the Somali Youth Livelihoods Program (SYLP) were chosen for piloting purpose only.

3.5.2 Validity of the Instrument

The data collection tools were appraised for their legitimacy via content and structural validity. A panel of experts reviewed the draft copy of the research instruments. Content validity ensures that the instrument catches the many meanings of the researched ideas (Babbie, 2002). In contrast, construct validity ensures that the tool captures the concepts that comprise the study's foundation (Houser, 2011). Supervisors' thoughts, comments, and suggestions were incorporated into the questionnaire's refinement as needed.

3.5.3 Reliability of the Instrument

The assurance of a research tool is established by its integrity. Cronbach's alpha was utilized to ascertain the dependability of the survey based on its inside consistency. The urged Cronbach's alpha worth is 0.7 (Santos, 1999).

3.6 Data Collection Procedure

The researcher obtained a letter of consent from the University of Nairobi in advance of launching the data gathering. Additionally, a research permit was also attained from the Somalia Ministry of Education, Culture, and Higher Education. Given the ongoing Covid-19 pandemic and the current confinement regulations, the researcher will recruit four research aides. The helpers were coached on the study ambitions and ethical matters. They were mandated to obey the covid-19 rules during the information gathering.

3.7 Data Analysis and Technique

Using logic and statistical analysis to comprehend the data obtained is known as data analysis. The process began with data management, defined by the US Census Bureau (2010) as a sequence of human, automated, or electronic activities meant to prepare raw data before analysis. Data from surveys were cleaned, sorted, and duplicates and missing data were identified before use. Data retrieval,

transformation, categorization, analysis, and reporting are performed after these procedures. Inferential statistical analysis as well as descriptive statistical analysis, was carried out. The investigation exploited means and standard deviations as well as frequencies and proportions as the primary descriptive statistics. To conduct inferential analysis, regression was employed and the model is outlined as below:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where:

Y = implementation of counter extremism program

β_0 = constant

β_0, β_1 = beta coefficients

X1 = Leadership competencies

X2 = technical competencies

X3 = professional certification

X3 = Behavioral competencies

ε = Error term

The outcomes were shown through the utilization of tables.

3.8 Ethical Considerations

The investigator ensured that the individuals involved were aware of the investigation and its aims. They had the ability to choose to be a part of the study or not. The investigator ensured that the identities of the participants would stay undisclosed and confidential. This was done by not archiving the identities of those who took part or the companies they work for.

3.9 Operational Definition of Variables

The action of defining a variable in terms of its quantifiable metrics is referred to as operationalization. It also assists researchers in detailing the methods utilized to acquire the data, such as the measurement tools and data analysis processes, as demonstrated below.

Table 3.2: Operational Definition of Variables

Study Objectives	Variables	Indicators	Measurements	Tool for data analysis
To determine the influence of leadership competency on implementation of Somalia counter extremism program in Mogadishu, Somalia.	Independent Leadership competency Dependent Implementation of Somalia counter extremism program in Mogadishu, Somalia.	Emotional intelligence Team leadership skill Managerial skill	Ordinal	Frequencies and percentages Means and standard deviation Regression analysis
To examine the influence of technical competency on implementation of Somalia counter extremism program in Mogadishu, Somalia	Independent Technical competency Dependent Implementation of Somalia counter extremism program in Mogadishu, Somalia.	Project time management Project scope management Project integration management	Ordinal	Frequencies and percentages Means and standard deviation Regression analysis
To investigate the influence of professional certification on implementation of Somalia counter extremism program in Mogadishu, Somalia.	Independent Professional certification Dependent Implementation of Somalia counter extremism program in Mogadishu, Somalia.	Number of certified project managers Quality Delivery	Ordinal	Frequencies and percentages Means and standard deviation Regression analysis
To investigate the influence of behavioral competency on implementation of Somalia counter extremism program in Mogadishu, Somalia	Independent Behavioral competency Dependent Implementation of Somalia counter extremism program in Mogadishu, Somalia.	Conflict management Team working Communication management	Ordinal	Frequencies and percentages Means and standard deviation Regression analysis

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

This thesis section delved into the examination of data, apprehension, and presentation of the results. The goal of the inquiry was to assess the influence of leadership capacity, technical proficiency, expert attestation, and behavioral capacity on the implementation of a counter-extremism program in Mogadishu, Somalia. Conclusions were portrayed by means of frequency tables, proportions, and mean and standard deviation.

Response Rate

Of the 110 inquiries that were circulated, 94 were filled out and sent back. This resulted in a response rate of 85%. Lindsay (2019) asserted that a response rate of at least 50% is preferable for data inspection and display.

4.3 General Information

The primary data of the individuals was reviewed and compiled. The outcomes of the research were tabled below.

Table 4.1: General Information

General Information	Categories	Frequency	Percent (%)
Gender	Male	62	66
	Female	32	34
Total		94	100
Level of Education	Bachelor	51	54.3
	Postgraduate diploma	18	19.1
	Masters	25	26.6
Total	Total	94	100
Years of Experience	Less than 2 years	9	9.6
	2-5 years	18	19.1
	6-10 years	40	42.6
	10 years and above	27	28.7

Total	Total	94	100
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According to Table 4.1, males made up a majority of the respondents at 66%, while females comprised 34%. This affirms that males were more engaged in administering youth livelihood programs than females. In terms of educational background, 54.3% of the respondents had bachelor's degrees, 26.6% had masters, and 19.1% had postgraduate diplomas. Consequently, it is evident that the inquiry had the necessary proof.

The years of involvement indicated that almost half of the studied subjects had been employed from 6 to 10 years, just under a fifth had labored for 2 to 5 years, nearly a third had been engaged for more than 10 years, and around one tenth had toiled for less than two years. This is an indication that the respondents had extensive expertise as they had been with their organization for a considerable period.

4.4 Descriptive Statistics

4.4.1 Leadership Competency

This investigation endeavored to measure the degree of consent with respect to different statements concerning leadership adeptness. The results of the study were demonstrated below.

Table 4.2: Leadership Competency

	SA	A	N	D	SD	Mean	Std.Dev.
	(%)	(%)	(%)	(%)	(%)		
I encourage creative ideas	23.4	22.3	12.8	13.8	27.7	3.00	1.559
I use creative thought processing to tackle difficulties	19.1	30.9	11.7	8.5	29.8	3.01	1.542
I set realistic goals and provided support towards the achievement of the same	22.3	31.9	27.7	14.9	3.2	3.55	1.094
I manage teams emotions and demonstrated self-control	19.1	52.1	11.7	14.9	2.2	3.71	1.012
Mean						3.34	1.302

The analysis established that almost half of the individuals (45.7%) questioned indicated they had instigated imaginative thoughts. In addition, 50% identified that they used creative thought processing to

tackle difficulties. The inquiry noted that 54.2% of the participants shared that they had realistic goals and provided support towards the achievement of the same. As a consequence, 71.2% of participants stated that they managed the emotions of their team and demonstrated self-control. This aided program execution and contributed to achieving program goals and objectives.

4.4.2 Technical Competency

The inquiry attempted to determine the consensus on multiple declarations associated with technical aptitude, with the results depicted in the section below.

Table 4.3: Technical Competency

	SA (%)	A (%)	N (%)	D (%)	SD (%)	Mean	Std.Dev.
I often communicate with my team members to make sure that the program objective is clear	29.8	44.7	12.8	7.4	5.3	3.86	1.093
I deal with the conflict with a rational approach	36.2	31.9	11.7	16.0	4.3	3.79	1.214
I can create a good working relationship when working with people	19.1	43.6	14.9	9.6	12.8	3.47	1.267
Mean						3.71	1.191

The examination yielded that 74.5% of the participants concurred that they could incorporate the distinct task management methods such as kick starting, arranging, carrying out, supervising and managing, and concluding. This implies that the program's personnel had the capacity to direct the Somali Youth Livelihood program from start to finish. Out of the outcome, 68.1% of the respondents expressed that they were routinely able to observe the range of the endeavor to spot transformations. Furthermore, 62.7% of the respondents stated they could complete the project on schedule. This means most of the program activities were implemented on time and mitigated the delays.

4.4.3 Professional Certification

The investigation attempted to determine the consensus on a range of assertions linked to professional accreditation. The outcomes were reflected table below.

Table 4.4: Professional certification

	SA (%)	A (%)	N (%)	D (%)	SD (%)	Mean	Std.Dev.
There is an adequate number of certified project manager for the SYLP program	10.6	11.7	16.0	52.1	9.6	2.62	1.146
Certified project managers perform program quality management better than uncertified project managers	28.7	33.0	14.9	18.1	5.3	3.62	1.228
Professional certification facilitated me in delivering my duties more effectively	20.2	18.1	23.4	24.5	13.8	3.06	1.343
Mean						3.10	1.239

According to the results, 22.3% agreed there were an adequate number of certified project managers for the SYLP program. Additionally, a significant proportion (61.7%) of the respondents indicated that certified project managers are more proficient in realizing quality outcomes. This means that certification is an important factor contributing to program success and aids the organization in implementing interventions effectively. Also, 38.3% of the respondents emphasized that professional certification facilitated them in delivering their duties more effectively.

4.4.4 Behavioral Competency

The participants were asked to give their opinions on various statements on behavioural competency. Findings were as shown in Table 4.5

Table 4.5: Behavioral competency

	SA (%)	A (%)	N (%)	D (%)	SD (%)	Mean	Std.Dev.
I often communicate with my team members to make sure that the program objective is clear	31.9	36.2	17.0	10.6	4.3	3.81	1.129
I deal with the conflict with a rational approach	28.7	23.4	14.9	21.3	11.7	3.36	1.398
I can create a good working relationship when working with people	35.1	29.8	24.5	9.6	1.1	3.88	1.035
Mean						3.68	1.187

As indicated by the data results above, a big part (68.1%) of those surveyed affirmed that they had consulted with their team members to guarantee that the program goal was comprehended. This signifies that strong communication among program team members helped them achieve program goals and successfully conduct activities. Furthermore, 52.1% of those polled agreed that they handled the conflict rationally. When dealing with others, 64.9% of participants said they were able to establish a strong working relationship.

4.4.4 Implementation of Counter Extremism Program

The investigation aimed to evaluate the consensus on a range of affirmations about carrying out the anti-extremism initiative. Data were detailed in Table 4.6.

Table 4.6: Implementation of Counter Extremism Program

	SA (%)	A (%)	N (%)	D (%)	SD (%)	Mean	Std.Dev.
SYLP has developed the skills of youth and increased their opportunities for self-employment	21.3	51.1	12.8	11.7	3.2	3.76	1.023
SYLP has reduced insecurity by putting Somali youth to work	25.5	36.2	21.3	10.6	6.4	3.64	1.163

SYLP has improved employment opportunities for at-risk youth	36.2	33.0	18.1	9.6	3.2	3.89	1.102
Mean						3.76	1.096

As per the research results, a substantial proportion (72.4%) of the individuals concurred that SYLP had fostered youth abilities and expanded their self-employment prospects. Additionally, it was recorded that 61.7% of the respondents agreed that SYLP had diminished uneasiness by giving Somali youth work. The result revealed that 69.2% of the respondents agreed that SYLP had improved employment opportunities for at-risk youth. This demonstrates that the SYLP program played a crucial role in counter-extremism by building young skills for self-employment, reducing insecurity by putting Somali youth to work, and boosting employment opportunities for at-risk youth.

4.5 Inferential Statistics

4.5.1 Model Summary

Subsequently, regression analysis was employed to illustrate the intensity of the association between project manager abilities as indicated and estimated by leadership competency, technical competency, professional accreditation, behavioral competency, and enactment of a counter-extremism program. The consequences of Table 4.7 demonstrate that the value of R-squared was 0.632, signifying that 63.2% fluctuation in customer fulfillment was the outcome of plans in the form of leadership competency, technical competency, professional accreditation, and behavioral competency at a 95% certainty level. This implies that a significant portion of the dependent variable (36.8%) is attributed to components not included in this investigation.

Table 4.7: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.795 ^a	.632	.615	.42591

Source: Research Data (2022)

4.5.2 Analysis of Variance

The researchers implemented an Analysis of Variance to gauge the appropriateness of the model to the gathered information. Conclusions from the study indicated that the p-value was lower than 0.05,

showing that the model was dependable in figuring out how leadership aptitude, technical proficiency, professional documentation, and behavioural capabilities influence the implementation of a counter-extremism program. This was supported by an F-calculated statistic (38.197) value which was higher than the F-critical (3.42). This indicates that the model was fit for determining the influence of project manager competencies on implementing a counter-extremism program. The results were as shown in Table 4.8

Table 4.8: Analysis of Variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	55.822	4	13.956	38.197	.000 ^b
	Residual	66.574	90	.181		
	Total	122.396	94			

Source: Research Data (2022)

4.5.3 Regression Coefficient

On the significance value, leadership competency, technical competency, professional certification, and behavioral competency attained significant values of less than 0.05, which were 0.028, 0.024, 0.037, and 0.000, respectively. Therefore, all variables of the study significantly influenced the implementation of the counter-extremism program.

According to the beta coefficients results, leadership competency, technical competency, professional certification, and behavioral competency had substantial impacts on implementing the counter-extremism program. They had beta coefficient values of 0.159, 0.256, 0.164, and 0.514, respectively. It was found that behavioral competency ($\beta=0.514$) had the most significant influence on the implementation of the counter-extremism program, followed by technical competency ($\beta=0.256$).

Table 4.9: Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	9.571	2.045		4.679	.000
	Leadership competency	.159	.071	.189	2.241	.028
	Technical competency	.256	.111	.238	2.299	.024
	Professional certification	.164	.078	.144	2.113	.037
	Behavioural competency	.514	.102	.445	5.046	.000

Source: Research Data (2022)

CHAPTER FIVE

SUMMARY OF THE FINDINGS, DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction

This thesis chapter presents a synopsis of the research's conclusions. By linking the results to pertinent literature, deliberations are also presented. Additionally, the chapter includes finales, suggestions, and potential regions of additional exploration.

5.2 Summary of the Findings

5.2.1 Leadership Competency and Implementation of Counter Extremism Program

The inquiry noted that 54.2% of the participants shared that they had realistic goals and provided support towards the achievement of the same. It was found that 67.1% of the respondents agreed that they had encouraged creative ideas. The analysis uncovered that 69.2% responses identified that they used innovative thought processing to tackle difficulties. In addition, 71.2% of participants stated that they managed the emotions of their team and demonstrated self-control. This aided program execution and contributed to achieving program goals and objectives.

5.2.2. Technical Competencies and Implementation of Counter Extremism Program

It was observed that over sixty percent of those questioned indicated they could fulfil the task punctually. Additionally, nearly three fourths of the participants consented that they were able to include project management systems like commencing, organizing, carrying out, observing and regulating, and finishing. This implies that the program's personnel were capable of managing the Somali Youth Livelihood program from conception to completion. From the results, 68.1% of the participants were often capable of keeping track of the scope of the project to ascertain variations. This means most of the program activities were implemented on time and mitigated the delays.

5.2.3 Professional Certification and Implementation of Counter Extremism Program

According to the findings, 38.3% of the respondents emphasized that professional certification facilitated them in delivering their duties more effectively. Approximately a quarter (22.3%) of the individuals surveyed concurred that the amount of qualified task directors for the SYLP program was sufficient. It was observed that a majority, amounting to 61.7%, of the people surveyed indicated that

project supervisors holding certifications are more proficient in delivering program excellence administration than those who lack such qualifications. This means that certification is an essential factor that contributes to program success and aids the organization in implementing interventions effectively.

5.2.4 Behavioral Competency and Implementation of Counter Extremism Program

From the study, 64.9% of participants said they could establish a strong working relationship when dealing with others. In addition, 68.1% of respondents agreed that they had spoken with their team members to ensure that the program objective was clear. This signifies that strong communication among program team members helped them achieve program goals and successfully conduct activities. Also, the result showed that 52.1% of those polled agreed that they handled the conflict rationally.

5.3 Discussion

The findings of the investigation exposed that job leaders' rational, command, and affective control capabilities notably affect the execution of the anti-radicalism scheme of the Somali Youth Livelihood Program. It was found that 45.7% of the respondents agreed that they had encouraged creative ideas. It was further established that 50% of the participants used creative thought processing to tackle difficulties. In addition, 71.2% of participants stated that they managed the emotions of their team and demonstrated self-control. Further, 54.2% of the participants shared that they had realistic goals and provided support towards the achievement of the same. These leadership competencies assisted program execution and contributed to achieving program goals and objectives. This finding is supported by Makunga (2019), who noted that project manager leadership competencies in implementing projects or programs increase the chances of success and prevent project delays.

The study's findings noted that scope management, time management, and integration of technical competencies of project managers have greatly impacted the implementation of the counter-extremism program. According to the results, 62.7% of the respondents stated they could complete the project on schedule. Approximately two-thirds of the participants reported that they generally had the ability to keep tabs on the reach of the project to uncover any modifications. It was revealed that the majority of those surveyed concurred that they were able to coordinate the various project administration processes such as inception, arranging, implementation, observation, and regulation and completion. This implies that the program's personnel were capable of managing the Somali Youth Livelihood program from conception to completion. This means most of the program activities were implemented on time and

mitigated the delays. This finding agrees with Okoya, Ngwu, and Ugochukwu (2015), who state that technical competencies are necessary for mitigating managerial challenges of projects such as time management.

Regarding professional certification, 38.3% of the respondents expressed that it enabled them to perform their responsibilities more proficiently. Furthermore, 22.3% of the respondents concurred that there a sufficient number of certified project managers for the SYLP program. The study noted that 61.7% of the respondents identified that certified project managers conduct program quality management better than uncertified project managers. This result is consonant with Abdirahman's (2017) statement that accreditation is a pivotal element that influences project implementation, and that knowledgeable certified project administrators have successful implementation techniques that would ensure venture accomplishment, thus positioning them favorably in terms of project implementation compared to uncertified management teams with analogous expertise.

From the results, the conflict management, teamwork, and behavioral communication competencies of project managers have a significant influence on the implementation of the counter-extremism program of the Somali Youth Livelihood Program. As a result, 64.9% of participants said they were able to establish a strong working relationship when dealing with others. Further, 68.1% of respondents agreed that they had spoken with their team members to ensure that the program objective was clear. Also, the result showed that 52.1% of those polled agreed that they handled the conflict rationally. These findings echo those of Sampaio, Cormican, and Varajão (2021), who claimed behavioral competencies are significantly and positively related to the project's success, and they must contribute to the successful implementation of the project.

5.4 Conclusion

Most participants identified that the SYLP program played a crucial role in counter-extremism by building young skills for self-employment, reducing insecurity by putting Somali youth to work, and boosting employment opportunities for at-risk youth. SYLP has improved employment opportunities for at-risk youth. SYLP developed the skills of youth and increased their chances for self-employment. SYLP reduced insecurity by putting Somali youth to work.

Based on the research findings, the study concludes that leadership competency had a positive significant influence on the implementation of the counter-extremism program. The program personnel managed the emotions of their team and demonstrated self-control, had realistic goals and provided support towards the achievement of the same. It was noted that creative ideas were encouraged and used to tackle difficulties.

The investigation led to the conclusion that technological know-how had a noteworthy advantageous effect on the execution of the anti-extremism plan. The inquiry revealed that most of the program operations were executed punctually, and the personnel of the program were regularly able to keep an eye on the project's range to spot modifications.

The investigation furthermore attests to a beneficial, substantial relationship between expert accreditation and the execution of the anti-radicalism program. Skilled project managers carry out program excellence maintenance more successfully than their untrained counterparts. Moreover, specialized accreditation facilitated the execution of the SYLP obligations more productively.

Lastly the research established a positive significant influence between behavioural competency and of the counter-extremism program. It was also found that conflicts were handled rationally and communication between the members of the SYLP was effective in ensuring that the program objective was clear.

5.5 Recommendations

In the light of the results, the following counsel is suggested:

- I. The government and other organizations operating counter-extremism initiatives in Mogadishu, Somalia, should provide staff with soft skill training to equip them with the knowledge and abilities required to carry out successful counter-extremism programs.
- II. The program management team of counter-extremism programs in Mogadishu, Somalia, should adopt project management certification as an essential necessity to strengthen their output and efficiently execute the counter-extremism programs.
- III. The program management team of counter-extremism programs in Mogadishu, Somalia, should consider technical competencies to achieve on-time project completion and save huge costs.

- IV. The program management team of counter-extremism programs in Mogadishu, Somalia, should concentrate on the leadership competencies so that CVE can be completed successfully.

5.6 Suggestions for Further Research

This investigation suggests additional investigations concerning the issue of;

1. Political aspects and the execution of an anti-extremism initiatives
2. Program performance is the dependent variable aside from implementation.
3. Socio-economic factors and implementation of counter-extremism program.

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APPENDICES

Appendix I: Questionnaire

Section A: Background information

1. What is your sex? Male { } Female { }
2. What is your highest level of education? Certificate { } Diploma { } Bachelors { } Post-graduate diploma { } Masters { }
3. Overall experience as a project/program managers/assistant
 - I. Less than 2 years { }
 - II. 2-5 years { }
 - III. 6-10 years { }
 - IV. 11-15 years { }
 - V. 16 years and above { }

Section B: Influence of leadership competency on implementation of counter extremism program in Mogadishu, Somalia

Demonstrate how much you agree or disagree with the idea that your part in the project is significant.

SA (strongly agree), A (agree), N (neutral), D (disagree), SD (strongly disagree)

Statements	SA	A	N	D	SD
Project managers leadership encourage creative ideas					
Leadership competences of the project managers use creative thought processing to tackle difficulties.					
SYLP leaders set realistic goals and provided support towards the achievement of the same					
Project leaders manage teams emotions and demonstrated self-control					

Section C: Influence of technical competency on implementation of counter extremism program in Mogadishu, Somalia

Signal how much you agree or disagree with the following statement regarding your part in the project.

SA (strongly agree), A (agree), N (neutral), D (disagree), SD (strongly disagree)

Statements	SA	A	N	D	SD
Technical competences of SYLP managers are able to integrate the different project management processes like initiation, planning, execution, monitoring and controlling and closing					
Project managers have the ability monitoring frequently to the scope of the project sites to identify changes					
The project managers are able to complete the project on schedule					

Section D: Influence of professional certification on implementation of counter extremism program in Mogadishu, Somalia.

What is your project management professional certification status? Certified { } Not certified { }

Name any additional certifications related to project management (if attained).

.....

Signify the degree of your agreement or opposition to the proclamation here pertaining to your contribution to the venture.

SA (strongly agree), A (agree), N (neutral), D (disagree), SD (strongly disagree)

Statements	SA	A	N	D	SD
There is an adequate number of certified project managers for SYLP program					
Certified project managers perform program quality management better than uncertified project managers					
Professional certification facilitated me in delivering my duties more effectively					

Section E: Influence of behavioral competency on implementation of counter extremism program in Mogadishu

Reveal to what degree you agree or disagree with the opinion concerning your involvement in the project.

SA (strongly agree), A (agree), N (neutral), D (disagree), SD (strongly disagree)

Statements	SA	A	N	D	SD
Project managers communicate with the team members to make sure that the program objective is clear					
SYLP managers deal with the conflict in a rational approach					
The project managers are able to create a good working relationship when working with people					

Express the degree to which you agree or disagree with the statement concerning your function in the undertaking.

SA (strongly agree), A (agree), N (neutral), D (disagree), SD (strongly disagree)

Section F: Project implementation

Statements	SA	A	N	D	SD
SYLP has developed the skills of youth and increased their opportunities for self-employment					
SYLP has reduced insecurity by putting Somali youth to work					
SYLP has improved employment opportunities for at-risk youth					

Appendix II: Research Permit

JAMHURIYADDA FEDERALKA SOOMAALIYA
Wasaaradda Waxbarashada, Hiddaha
iyo Tacliinta Sare



جمهورية الصومال الفيدرالية
وزارة التربية والثقافة والتعليم العالي
مكتب المدير العام

Xafiiska Agaasimaha Guud Somali Federal Republic
Ministry Of Education, Culture & Higher Education
Office of the Director General

Ref: WWYHTS/14340/7/2022

Date: 10/7/2022

To whom it may concern,

Subject: Permission Letter of Research

Dear Abdirahman Abdullahi Dirie

Following your application dated Sunday 9th July 2022 regarding the authority to carry research on:
**PROJECT MANAGER'S COMPETENCIES AND IMPLEMENTATION OF
COUNTER-EXTREMISM PROGRAMS: A CASE OF SOMALI YOUTH
LIVELIHOODS PROGRAM IN MOGADISHU, SOMALIA.**

The Ministry of Education Culture and Higher Education is very pleased to inform that you are fully authorized to carry out all research in the location of Mogadishu from the date signed this letter you can go ahead to carry out all your topic research activation on ethical manner in the Area mentioned above.

Your advised to report the above mentioned direction communication and direct education Officers before you start the work after have done ii. We really appreciate the good work that you have done during the course work.

Yours sincerely

Ahmed Hassan Yusuf
Director General

E-mail: ds@moe.gov.so / Website: www.moe.gov.so

Appendix III: Transmittal letter



UNIVERSITY OF NAIROBI
FACULTY OF BUSINESS AND MANAGEMENT SCIENCES
OFFICE OF THE DEAN

Telegrams: "Varsity",
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P.O. Box 30197-00100, G.P.O.
Nairobi, Kenya
Email: dean-business@uonbi.ac.ke
Website: business.uonbi.ac.ke

Our Ref: L50/32404//2019

July 19, 2022

TO WHOM IT MAY CONCERN

RE: INTRODUCTION LETTER: ABDIRAHMAN ABDULLAHI DIRIE

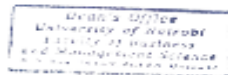
The above named is a registered Master of Arts in Project Planning Management candidate at the University of Nairobi, Faculty of Business and Management Sciences. He is conducting research on "*Project Manager Competencies and Implementation of Counter-Extremism Programs: A Case of Somali Youth Livelihoods Program in Mogadishu Somalia,*"

The purpose of this letter is to kindly request you to assist and facilitate the student with necessary data which forms an integral part of the Project.

The information and data required is needed for academic purposes only and will be treated in **Strict-Confidence**.

Your co-operation will be highly appreciated.

FOR



PROF. JAMES NJIHIA
FDEAN, FACULTY OF BUSINESS AND MANAGEMENT SCIENCES

JN/pgr

ISO 9001:2015 CERTIFIED