



The Impact of Project Management Professional (PMP) Skills on Career Growth in Rwanda: Case Study of PMI Rwanda Chapter

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Abstract: The general objective of this research was to assess the effect of project management professional skills on career growth in Rwanda. The researcher used both descriptive and correlational research design. The target population consists of 112 PMP holders in Rwanda, as recorded by the PMI Rwanda Chapter. Since the population is small the researcher used census method approach rather than sampling. A mixed-method approach was used, combining quantitative and qualitative data collection techniques. The Statistical Package for the Social Sciences (SPSS) was used for data analysis. The coefficient for technical skills ($B = 0.153, p = 0.05$) is statistically significant, indicating that technical skills have a positive and significant effect on career growth. As such, H_{01} (There is no significant effect of technical skills on career growth) is rejected. The coefficient for leadership skills is the strongest ($B = 0.698, p < 0.05$), with a high standardized Beta value of 0.650, indicating a dominant role in predicting career growth; thus, H_{02} is also rejected. Interpersonal skills also significantly influence career growth ($B = 0.186, p < 0.05$), with a Beta value of 0.229, meaning that H_{03} is rejected as well. All predictors are statistically significant at the 0.05 level. Inferential analysis confirmed that each skill set has a positive and statistically significant effect on career growth. PMI Rwanda Chapter should develop a standardized curriculum for technical skills such as project planning, control techniques, and risk management.

Keywords: Project Management Professional Skills, Technical Skills, Leadership Skills, Interpersonal Skills, PMI Rwanda

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1. Introduction

In East Africa, countries such as Kenya, Uganda, and Tanzania are prioritizing project management skills to improve efficiency and service delivery in both the public and private sectors. In Kenya, PMP-certified professionals have played a pivotal role in driving efficiency in the telecommunications and technology industries, enabling companies to meet tight deadlines and improve service quality (Kenya ICT Sector Report, 2023). Similarly, in Uganda, PMP certification has been instrumental in the successful implementation of agricultural and healthcare projects, ensuring optimized resource utilization and better project outcomes (Uganda

development review, 2022). These trends underscore the growing recognition of PMP skills as a valuable asset for career growth and national development within the region.

In Rwanda, project management skills have gained increasing importance, particularly as the country pursues its Vision 2035 and Vision 2050 development agendas, which aim to transition Rwanda into a knowledge-based, middle-income economy (Republic of Rwanda, 2020). Despite these aspirations, project implementation remains a challenge, with 64% of development projects failing to meet their intended objectives due to inefficiencies in project lifecycle management (Rwanda Management Institute, 2020). The

shortage of skilled project managers has been identified as a significant contributing factor, emphasizing the need for increased investment in PMP training (World Bank, 2024).

Rwanda's pursuit of its Vision 2035 and Vision 2050 goals faces significant challenges due to inadequate project management capabilities across various sectors. Reports from the Auditor General (2022, 2023) highlight substantial financial losses and project delays, exemplified by high profile cases such as the Kigali Convention Centre's seven-year delay and stalled WASAC infrastructure projects. These challenges emphasize the urgent need to enhance project management skills to improve project delivery and reduce inefficiencies.

Project management professionals in Rwanda face a dual challenge: the need for internationally recognized credentials to advance their careers and the substantial financial investment required for PMP certification. With the cost of PMP certification set at \$2,495, affordability becomes a significant barrier for many professionals, making it essential to understand the return on investment in terms of career growth and opportunities (PMI, 2023). However, there is limited empirical evidence on how PMP skills impact career advancement in Rwanda's context. This knowledge gap affects multiple stakeholders. Professionals lack data to make informed decisions about pursuing PMP training, organizations struggle to justify training investments, and policymakers lack empirical evidence to develop effective capacity building initiatives. Addressing this gap is critical to ensuring that investments in professional development yield appropriate returns in career growth, job promotions, salary increments, and leadership opportunities as well as project success.

This research sought to bridge the gap in understanding the impact of PMP skills on career growth in Rwanda, a topic that remains underexplored despite the global recognition of project management expertise. By combining quantitative career progression data with qualitative insights from professionals and employers, the study provides a comprehensive evaluation of PMP certification's role in Rwanda's evolving job market. The findings highlight the need for greater investment in project management training to equip professionals with essential competencies for career advancement. Additionally, the study emphasizes the broader benefits of PMP skills for organizational success and national development, reinforcing its importance in achieving Rwanda's Vision 2050 workforce goals.

1.1 Objectives of the Study

1.2 The general objective of this research was to assess the effect of project management professional skills on career growth in Rwanda.

The specific objectives of this study are outlined as follows:

1. To analyze the effect of technical skills on career growth through PMI Rwanda Chapter
2. To assess the effect of leadership skills on career growth through PMI Rwanda Chapter
3. To examine the effect of interpersonal skills on career growth through PMI Rwanda Chapter

1.2 Research Hypotheses

The following hypotheses guided this study:

H₀₁: There is no significant effect of technical skills on career growth through PMI Rwanda Chapter

H₀₂: There is no significant effect of leadership skills on career growth through PMI Rwanda Chapter

H₀₃: There is no significant effect of interpersonal skills on career growth through PMI Rwanda Chapter

2. Literature Review

2.1 Theoretical framework

Project management theoretical frameworks provide foundational concepts and principles that underpin various methodologies and practices in the field. They offer various perspectives on how to approach, understand, and optimize project management processes.

2.1.1 Critical Success Factor (CSF) theory

The Critical Success Factor (CSF) Theory, first introduced by D. Ronald Daniel in 1961, provides a relevant theoretical foundation for this study. The theory emphasizes identifying and focusing on key factors that contribute to success in a given profession or industry. In the context of this research, PMP skills represent a critical success factor for career growth, as they equip professionals with standardized competencies essential for effective project execution, leadership, and job market competitiveness (Daniel, 1961).

The structured methodologies and best practices embedded in PMP training align with the core success factors for professional growth, ensuring that certified individuals are better positioned to navigate dynamic job markets and secure international opportunities. This theoretical framework strengthens the study's argument

that PMP skills significantly impact career growth in Rwanda, reinforcing the need for organizations and professionals to prioritize project management training (Turner, 2020).

In the context of project management, technical skills such as planning, risk assessment, and the use of software tools are CSFs that determine project and career success. For project managers within PMI Rwanda Chapter, mastering technical skills increases their competence and credibility, which are critical for career progression. Therefore, analyzing technical skills as CSFs helps to establish a direct relationship between core capabilities and career advancement. This linkage supports the notion that technical proficiency is not optional but foundational for career mobility in project management.

2.1.2 Contingency theory

The Contingency Theory, introduced by Fred Fiedler in 1993, further supports this study by highlighting how leadership effectiveness depends on situational factors, including internal and external conditions that shape decision-making and performance outcomes. In the context of PMP certification, this theory underscores the importance of adapting project management approaches to specific challenges rather than applying a universal methodology. Project success is not solely dependent on a fixed set of tools and techniques; instead, PMP-certified professionals must tailor their skills and strategies to align with the complexity and requirements of each unique project environment (Fiedler, 1993).

By recognizing that one-size-fits-all approaches lead to project failures and delays, the theory reinforces the role of PMP training in equipping professionals with the adaptability and strategic thinking necessary for career growth and project success. This linkage highlights the relevance of PMP certification in reducing inefficiencies, increasing leadership effectiveness, and enhancing project outcomes, ultimately supporting career advancement in Rwanda's evolving professional landscape (PMI, 2021).

In the PMI Rwanda context, leadership skills such as adaptability, motivation, and ethical influence are seen as enablers of strategic project outcomes. Career growth is contingent upon how well a project manager can apply appropriate leadership styles to varying environments. For instance, leading a cross-functional team in a fast-paced Rwandan infrastructure project may require transformational leadership, while a small IT implementation may need a more transactional approach. This theory highlights the value of leadership agility, reinforcing that career success hinges on one's ability to adjust leadership strategies to suit contextual demands.

2.1.3 Expectancy theory

The Expectancy Theory, developed by Victor Vroom in 1964, is also relevant to this study as it explains how motivation is driven by an individual's belief that effort leads to performance, performance leads to outcomes, and value is placed on those outcomes. In the context of PMP certification, this theory suggests that aspiring project managers invest in obtaining PMP credentials with the expectation that the acquired skills will enhance their project effectiveness and career prospects. This study sought to examine whether the expectations of PMP holders in Rwanda are met by assessing their career progression, job market competitiveness, and leadership opportunities after certification. By applying Expectancy Theory, the research evaluated if PMP skills deliver the anticipated career benefits, reinforcing its significance in professional development and workforce competitiveness (Vroom, 1964).

For members of the PMI Rwanda Chapter, strong interpersonal skills increase visibility, stakeholder trust, and influence within their organizations. According to the theory, when project managers believe that developing interpersonal skills will result in better performance and subsequent promotions or new roles, they are more likely to invest effort into those skills. Thus, expectancy theory supports the study's assumption that interpersonal skills play a motivational and strategic role in achieving career growth.

2.1.4 The Systems Approach

The Systems Approach Theory, introduced by Chester Barnard in 1930, views organizations as interconnected systems where success depends on the alignment of people, processes, and structures. This theory is relevant to this study as it emphasizes that career growth is not solely dependent on PMP certification but also on continuous learning, teamwork, adaptability, and alignment with organizational goals. By applying the Systems Approach Theory, this study examines how PMP certified professionals navigate dynamic work environments, integrate project management principles with real-world challenges, and leverage collaborative efforts to enhance career progression. This perspective reinforced the idea that while PMP skills are valuable assets, long-term career growth requires a holistic approach that considers multiple success factors (Barnard, 1930).

Career growth through project management skills is not an isolated process but one influenced by feedback loops, professional networks of PMI Rwanda, industry expectations, and continual learning. Each skill technical, leadership, and interpersonal interacts with others and contributes to the whole system of professional development. Using the systems approach allows the study to treat career growth as a multi-faceted

outcome shaped by several interrelated factors. This theoretical lens supports the research design by recognizing the complexity of career progression and the need to assess each skill dimension within the broader professional ecosystem.

2.2 Empirical review

An empirical review critically examined existing studies based on observed and measured phenomena to synthesize findings, identify patterns, and highlight gaps in the research. This process is essential for understanding the current state of knowledge on a topic and guiding future research directions.

2.2.1 The effect of technical project management skills on career growth

Martinez, Viles and Olaizola (2022) examined how adopting Agile data science methodologies among 237 team members affects perceived career readiness. They used a structured survey to quantify technical PM skills and regression analysis grounded in human capital theory. The results revealed a significant predictive relationship between methodology use and career readiness ($\beta = 0.32, p < .01$). Their study noted that structured technical processes increase individuals' confidence in their skill sets. This translated into reported career progression benefits such as promotions and expanded responsibilities. They concluded that formal methodology adoption strengthens professional standing. The authors recommend that organizations and PMI chapters provide training and certification pathways to normalize Agile PM practices.

Castro, Serrador and Podgórska (2022) surveyed 101 project managers to assess the impact of emotional intelligence and trustworthiness on project success, including the moderating effect of technical competence. Utilizing correlational analysis and moderated regression anchored in social exchange theory, they found that EI correlated strongly with project success ($r = .45, p < .001$). Trustworthiness also correlated significantly ($r = .41, p < .001$). Crucially, technical competence enhanced these relationships, acting as a key moderating variable. This indicates that technical PM proficiency is essential not just for execution but for leveraging soft skills effectively. They concluded that technical skills amplify the career impact of behavioral competencies. They recommend comprehensive technical-and-soft-skills training and that performance metrics reflect both dimensions.

Kim and Kang (2024) implemented a 16-week project-based learning program with 97 early-career youth, focusing on technical problem-solving and career adaptability. Grounded in experiential learning theory, they evaluated participants using hierarchical linear modeling (HLM). Results showed a significant increase

in problem-solving capabilities ($\Delta = +1.2$ points; $p < .01$). This improvement predicted better employability scores ($\beta = 0.29, p < .05$). The study highlights that immersive, real-world technical training positively correlates with career outcomes. They conclude that technical project-based experience not only enhances skills but also builds professional confidence. Their recommendation urges PMI and academic institutions to develop extended technical PM workshops to boost career readiness.

Martinez et al. (2022) reported that only 25% of data science teams used formal methodologies. However, those who did recorded significantly higher career satisfaction ($M = 4.1$ vs. 3.3 on a 5-point scale; $t = 5.2, p < .001$). Based on expectancy theory, they interpret that individuals trust formal processes to yield career benefits. This satisfaction correlated with professional self-efficacy and retention. They concluded requiring adopted methodologies leads to higher morale and upward mobility. Consequently, they recommend institutional mandates requiring PM methodology adoption in career roadmaps.

2.2.2 The Effect of Leadership Skills on Career Growth

Liu and Ibrahim (2024) conducted a study on 380 R&D professionals in China's high-tech sector to examine how leadership styles influence career development and turnover intention. Using Partial Least Squares Structural Equation Modeling (PLS-SEM), they found that both transformational leadership ($\beta = -0.31, p < .01$) and transactional leadership ($\beta = -0.26, p < .05$) significantly reduced turnover intention. Furthermore, perceived career development opportunities mediated the relationship between leadership style and turnover ($R^2 = 0.485$). The study was framed within the Leader-Member Exchange Theory, showing that leaders who foster trust and engagement are more likely to influence subordinates' career outlooks. They concluded that effective leadership styles enhance employee retention and career satisfaction. These findings support the idea that leadership training is a key career growth driver. The authors recommended organizational leadership development programs focused on situational leadership and employee growth.

Rehan, Thorpe and Heravi (2024) conducted a systematic literature review on leadership behaviors of project managers and their effects on career self-efficacy and growth. The study analyzed 30 peer-reviewed articles from 2021 to 2024, focusing on adaptive and empowering leadership approaches. Over 60% of the reviewed studies reported a statistically significant positive impact of leadership on career promotion or self-efficacy (average $r = .42$). The review was grounded in Transformational Leadership Theory and emphasized that modern project managers are expected to lead beyond task execution. They concluded that leadership

skills such as vision-sharing, mentoring, and flexibility substantially increase the likelihood of career advancement.

Rodrigues and Dias (2024) investigated the relationship between leadership, performance appraisal, and career growth among 262 Portuguese professionals. Using Structural Equation Modeling and based on Goal-Setting Theory, the study found that leadership's effect on career growth was fully mediated by performance appraisal systems (indirect effect = .268, $p < .01$). This indicates that even highly capable leaders may not advance unless recognized by formal performance systems. Their model explained 26.8% of the variance in career progression, suggesting leadership alone is insufficient without institutional validation. The authors concluded that organizational systems must acknowledge and reward leadership to drive promotions. They recommend the development of structured evaluation systems that explicitly assess leadership as a career advancement metric.

2.2.3 The Effect of Interpersonal Skills on Career Growth

Naseem and Abbas (2022) conducted a study involving 119 IT project managers in Pakistan to examine how interpersonal skills influence project success and indirectly affect career growth. Using Structural Equation Modeling (SEM) grounded in Social Capital Theory, they found that interpersonal competence strongly predicted project outcomes, with significant correlations to cost ($r = .54$) and schedule performance ($r = .48$), both at $p < .001$. Their findings suggest that interpersonal abilities such as active listening, conflict resolution, and stakeholder engagement enhance performance metrics, which in turn increase professional visibility and promotion chances. The study concluded that strong interpersonal skills not only improve team collaboration but also boost a manager's reputation within an organization. These results underscore the career-related benefits of soft skill mastery, especially in client-facing roles. Naseem and Abbas recommend targeted workshops and coaching programs focused on developing communication and relationship-building competencies. They argue that institutions like PMI Rwanda should standardize soft skills certification as a benchmark for professional advancement.

Lathifah et al. (2024) conducted a quantitative study with 119 Brazilian project managers to assess how interpersonal skills affect project success and individual professional reputation. Using SEM and grounded in Behavioral Competency Theory, they reported that interpersonal skills had one of the strongest predictive weights in their model ($\lambda = .78$, $p < .01$), outperforming technical and organizational competencies. Skills such as clear communication, emotional regulation, and responsiveness were consistently associated with stakeholder satisfaction and team motivation. These

outcomes contributed directly to enhanced project results and indirectly to accelerated career development. They concluded that interpersonal capabilities are not auxiliary but essential components of managerial success. The study recommended integrating interpersonal training modules into PM certification curricula and career development plans.

Hariani and Sigita (2023) explored the combined effects of interpersonal skills and leadership on employee effectiveness in the Indonesian service sector using multiple regression analysis. The study surveyed 78 employees and found that the combination of interpersonal skills and leadership predicted 67% of the variance in employee effectiveness ($F = 24.5$, $p < .001$). Grounded in Trait Theory, the authors argued that employees with strong interpersonal traits were more effective in teams, which in turn led to promotions and broader responsibilities. The analysis showed that skills like persuasion, tact, and emotional sensitivity led to better peer evaluations and client feedback, both of which are commonly tied to career advancement in service industries. They concluded that developing interpersonal skills not only improves current performance but also serves as a foundation for career growth. Their recommendation to PMI Rwanda was to establish soft skills mentorship and continuous feedback loops within PM professional groups. This would ensure ongoing development and visibility of interpersonal competencies throughout a project manager's career journey.

3. Methodology

The purpose of this section is to offer the research strategy that used in the proposed study and to analyze the research technique and procedures that were employed underneath it.

3.1 Research Design

This study utilized a mixed-methods approach, combining both quantitative and qualitative research methods to gain a comprehensive understanding of the impacts across various sectors and professional environments as it captured statistical trends and personal experiences. In this study, the researcher used both descriptive and correlational research design. Both descriptive survey research method was used to seek information on all the issues as well as the correlational research method to examine the relationship between the identified variables.

3.2 Study population and Sample size

In this research, the target population consists of 112 PMP holders in Rwanda, as recorded by the PMI Rwanda Chapter. This group represents certified professionals whose experiences and career trajectories provide critical

insights into the impact of PMP skills on career growth in Rwanda. Since the population is small the researcher used census method approach rather than sampling. The method ensured that data is collected from every single unit or person in the sampled population for effectiveness of the results.

3.3 Research Instruments

In order to comprehensively assess the impact of PMP skills on career growth in Rwanda, a mixed-method approach was used, combining quantitative and qualitative data collection techniques. The questionnaire consisted of closed-ended questions, allowing respondents to express their opinions using options like enhanced/not enhanced. This format facilitated structured responses, making it easier to analyze the data systematically.

3.4 Data analysis

The researcher illustrated the findings in numerical as well as statistical analyses to make the reader have a clue with what the study has found. The Statistical Package for Social Sciences (SPSS) version 25 was used in conducting this research. Pearson correlation coefficient quantified just how one variable changes with another, without that change necessarily being expressed in a straight line. It should be observed that when one of the variables increases, while the other decreases, the rank correlation coefficient is negative.

3.5 Ethical Consideration

The researcher approached all respondents with respect and without any form of discrimination based on religion, gender, race, or other factors. Throughout the research process, confidentiality and anonymity were strictly maintained to protect the information provided by participants. Ethical guidelines were diligently followed, ensuring that all collected data was handled with integrity and care. Respondents were assured that the study was conducted solely for academic purposes and would not be used for any other intentions. Additionally, the University of Kigali's Graduate School issued an introduction letter, which was presented to participants before distributing the surveys. Personal information was treated with the highest level of confidentiality and respect, reflecting the researcher's commitment to ethical research practices and academic integrity.

4. Results and Discussion

This section presents the findings from the data analysis on the impact of PMP skills on career growth in Rwanda. The study focused on Project Management professionals registered under the PMI Rwanda Chapter.

4.1 Response Rate

Assessing the response rate is essential in determining the level of participation in the study. A high response rate enhances the reliability of the findings, while a low response rate may limit the generalizability of the results. The analysis considers the number of questionnaires distributed, those returned, and those unreturned.

Table 1: Response rate

Questionnaires	Frequency	Percent
Returned	91	81.25
Unreturned	21	18.75
Total	112	100.00

Source: Research Findings, 2025

Table 1 presents the response rate. The findings indicate that out of 159 distributed questionnaires, 91 were returned, representing 81.25%, while 21 were not returned, accounting for 18.75%. The high response rate demonstrates significant participation, ensuring that the collected data is representative of the target population. The minimal percentage of unreturned questionnaires suggests effective follow-up and respondent willingness to engage in the study.

4.2 Inferential Statistics

Inferential statistics were applied to determine the relationship and predictive strength between the independent variables (technical skills, leadership skills, and interpersonal skills) and the dependent variable (career growth). This section includes correlation analysis to assess the degree of association and regression analysis to determine the effect of each independent variable on career growth. SPSS version 25 was used for all inferential statistical analysis.

Table 2: Correlations

		Technical skills	Leadership skills	Interpersonal skills	Career growth
Technical skills	Pearson Correlation	1	.692**	.568**	.739**
	Sig. (2-tailed)		.000	.000	.000
	N	91	91	91	91
Leadership skills	Pearson Correlation	.692**	1	.673**	.914**
	Sig. (2-tailed)	.000		.000	.000
	N	91	91	91	91
Interpersonal skills	Pearson Correlation	.568**	.673**	1	.757**
	Sig. (2-tailed)	.000	.000		.000
	N	91	91	91	91
Career growth	Pearson Correlation	.739**	.914**	.757**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	91	91	91	91

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

The results in Table 2 present the Pearson correlation coefficients, which indicate the strength and direction of the linear relationship between the independent variables (technical, leadership, and interpersonal skills) and the dependent variable (career growth). The findings show a strong positive correlation between technical skills and career growth ($r = 0.739$, $p < 0.05$), indicating that as technical skills improve, career growth also increases.

Similarly, leadership skills exhibit a very strong positive relationship with career growth ($r = 0.914$, $p < 0.05$), the highest among all correlations. Rodrigues and Dias (2024) found that leadership influences career growth only when mediated by formal performance appraisals (indirect effect = .268, $p < .01$). Their model, based on Goal-Setting Theory, showed that leadership alone doesn't guarantee progression without institutional recognition. They recommend performance systems that

explicitly evaluate leadership as part of career advancement criteria.

Interpersonal skills are also positively and strongly correlated with career growth ($r = 0.757$, $p < 0.05$), suggesting that strong interpersonal skills are associated with better career outcomes. Castro, Serrador, and Podgórska (2022) in their study mentioned emotional intelligence and trustworthiness strongly correlated with project success, and technical competence enhanced these effects. The study showed that technical PM skills amplify the value of soft skills in career outcomes. It recommends integrated training that combines technical and behavioral competencies. All relationships are statistically significant at the 0.05 level, confirming strong linear associations. These results highlight the importance of developing each of these project management skills to enhance career trajectories.

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.941 ^a	.886	.882	.14454	1.630

a. Predictors: (Constant), Interpersonal skills, Technical skills, Leadership skills

b. Dependent Variable: Career growth

The Model Summary in Table 3 illustrates the overall performance of the multiple regression model. The R value of 0.941 indicates a very high degree of correlation between the observed and predicted values of career growth. The R^2 value of 0.886 suggests that 88.6% of the variance in career growth can be explained by the combination of technical skills, leadership skills, and interpersonal skills. The adjusted R^2 value of 0.882 confirms the robustness of the model after adjusting for the number of predictors. The standard error of the estimate is relatively low (0.14454), indicating a good fit of the model to the data.

Lastly, the Durbin-Watson value of 1.630 falls within the acceptable range (1.5–2.5), indicating that there is no serious autocorrelation in the residuals of the regression. Kim and Kang (2024) stated that a project-based program significantly improved problem-solving skills (+1.2 points; $p < .01$), which in turn predicted better employability ($\beta = 0.29$, $p < .05$). Real-world technical training was shown to boost both capability and career confidence. The authors recommend immersive PM experiences to strengthen career adaptability.

Table 4: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.089	3	4.696	224.803	.000 ^b
	Residual	1.818	87	.021		
	Total	15.907	90			

a. Dependent Variable: Career growth

b. Predictors: (Constant), Interpersonal skills, Technical skills, Leadership skills

The ANOVA table (Table 4) tests the overall significance of the regression model. The F-statistic is 224.803 with a corresponding p-value of < 0.05 , which is far below the standard significance threshold of 0.05. This indicates that the regression model as a whole is statistically significant and that the independent variables (technical, leadership, and interpersonal skills) collectively explain a significant portion of the variation in career growth. Rehan, Thorpe and Heravi (2024)

found that adaptive and empowering leadership positively impacts career self-efficacy and advancement (average $r = .42$). Grounded in Transformational Leadership Theory, the review emphasized that project managers must go beyond task management to mentor and inspire. The high F-value and low p-value confirm that the predictive model is reliable. Therefore, the model provides a statistically sound basis for analyzing the effect of project management skills on career growth.

Table 5: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.	Collinearity Statistics	
	B	Std. Error	Beta	t		Tolerance	VIF
1 (Constant)	-.138	.173		-.799	.427		
Technical skills	.153	.049	.159	3.110	.003	.502	1.991
Leadership skills	.698	.061	.650	11.428	.000	.406	2.465
Interpersonal skills	.186	.040	.229	4.596	.000	.527	1.896

a. Dependent Variable: Career growth

The Coefficients Table provides insight into the individual contribution of each independent variable to career growth, allowing us to test the study hypotheses. The coefficient for technical skills ($B = 0.153$, $p = 0.05$) is statistically significant, indicating that technical skills have a positive and significant effect on career growth. As such, H_{01} (There is no significant effect of technical skills on career growth) is rejected. Martinez *et al.* (2022) mentioned teams using formal PM methodologies reported higher career satisfaction ($M = 4.1$ vs. 3.3 ; $t = 5.2$, $p < .001$). The study concluded that methodology adoption promotes self-efficacy and upward mobility. They recommend mandatory use of structured PM methods to support long-term career growth. The coefficient for leadership skills is the strongest ($B = 0.698$, $p < 0.05$), with a high standardized Beta value of 0.650, indicating a dominant role in predicting career growth; thus, H_{02} is also rejected.

Interpersonal skills also significantly influence career growth ($B = 0.186$, $p < 0.05$), with a Beta value of 0.229, meaning that H_{03} is rejected as well. Hariani and Sigita (2023)

Surveyed 78 employees in Indonesia's service sector, the study found that interpersonal skills combined with leadership explained 67% of the variance in employee effectiveness ($F = 24.5$, $p < .001$). Traits like persuasion and emotional sensitivity were linked to better peer and client evaluations, contributing to promotions and broader responsibilities. All predictors are statistically

significant at the 0.05 level, and the Variance Inflation Factor (VIF) values are below 3, confirming that multicollinearity is not a concern in this model.

5. Conclusion and Recommendations

5.1 Conclusion

Technical project management skills significantly influence career growth for professionals affiliated with PMI Rwanda Chapter. Although variations exist in how training is perceived, the overall impact is strong. Thus, the null hypothesis (H_{01}) is rejected, confirming that technical skills positively contribute to career development.

Leadership skills developed through PMI Rwanda Chapter have a very strong and significant effect on career advancement. With the highest predictive strength, they are a critical enabler of professional success. Therefore, H_{02} is rejected, confirming that leadership training is vital to advancing one's career.

Interpersonal skills play a significant and positive role in shaping career growth, particularly in communication, conflict resolution, and stakeholder influence. Despite varied experiences, the contribution is statistically validated. Hence, H_{03} is rejected, affirming that interpersonal competencies meaningfully enhance career trajectories. All three types of project management

professional skills technical, leadership, and interpersonal were rated high to very high by participants. Inferential analysis confirmed that each skill set has a positive and statistically significant effect on career growth.

5.2 Recommendations

1. PMI Rwanda Chapter should develop a standardized curriculum for technical skills such as project planning, control techniques, and risk management. This would reduce disparities in participants' learning experiences.
2. PMI Rwanda should expand and decentralize access to strategic decision-making workshops across Rwanda. Leadership modules should include real-world case studies, simulation exercises, and mentorship from seasoned project managers.
3. PMI Rwanda Chapter is advised to tailor its interpersonal skills training to Rwanda's specific project contexts and multicultural dynamics. This can include modules on negotiation in public sector projects and conflict resolution in community-based initiatives.

5.3 Suggestion for further research

To further understand the impact of PMP skills on career growth, several areas warrant additional research. Future studies could explore the long-term career progression of PMP-certified professionals through longitudinal research, tracking their professional development over several years. Additionally, investigating gender disparities in PMP certification and career advancement could provide insights into potential differences in certification uptake and its impact on career trajectories.

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