

The Effect of Project Managerial and Leadership Competencies on Project Success:

An Empirical Study on Jordanian Cellular Telecommunication Companies

أثر كفاءات إدارة المشاريع والكفاءات القيادية في نجاح المشروع: دراسة ميدانية في شركات الاتصالات الخلوية الأردنية

Prepared by:

Hadeel J. Abu-Dari

401220004

Supervised by:

Dr. Nidal A. AL-Salhi

THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR MASTER DEGREE IN BUSINESS ADMINISTRATION

Management Department - Business Faculty
Middle East University
Amman - Jordan
DEC. - 2015

Authorization

I hereby grant Middle East University the authorization and the right to provide copies of my thesis and/or distribute it worldwide, in whole or in part, and/or my abstract, in whole or in part, to Libraries, Institutions and other entities requesting it.

Name : Hadeel J. Abu-Dari

Signature:

Date : /12/2015

Discussion Committee's Decision

This dissertation was discussed under title:

The Effect of Project Managerial and Leadership Competencies on Project Success: An Empirical Study on Jordanian Cellular Telecommunication Companies

It was approved on Dec. 2015

Date:

28/12/2015

Committee Members:

Name	Title	Signature
Dr. Abdel-Aziz Sharabti	Head of the Committee	(U) EM 2.7 / Pus
Dr. Bahjat Al- Jawazneh	External Examiner	
Dr. Nidal Al-Salhi	Internal Examiner and Supervisor	2

قرار لجنة المناقشة

تم مناقشة أطروحة الماجستير للطالبة هديل جلال أبو داري وعنوانها "أثر كفاءات إدارة المشاريع والكفاءات القيادية في نجاح المشروع: دراسة ميدانية في شركات الاتصالات الخلوية الأردنية" وقد أجيزت بتاريخ 2015/12/28.

أعضاء لجنة المناقشة:

التوقيع	الثجنة	- الاسم
White de	رئيساً	الدكتور عبد العزيز الشرباتي
	ممتحنأ خارجيا	الدكتور بهجت الجوازنة
0	عضوأ ومشرفأ	الدكتور نضال الصالحي

Acknowledgement

I humbly thank Allah the most Merciful, who gave me health, power and great cooperative people to enable me to achieve my goal.

Special thanks to my respected supervisor Dr. Nidal Al-Salhi. I would like to express my whole hearted and sincere gratitude for his guidance, time, and patience, for supporting me and this thesis during every stage of its development.

I would like to extend my deepest gratitude and appreciation to Dr. Abdel-Aziz Sharabati for his guidance, time and patience, and to the members of my thesis committee for all their efforts and time spent on reviewing and evaluating my work. Lastly, I would like to express my heartfelt gratitude toward people I respect that has assisted me in so many ways during my study.

Dedication

To my precious family, who helped me in each and every way it was needed and believed in me for their endless support throughout my life to reach this stage.

To My loving father Jalal & My wonderful mother Mona

Thank you for your unconditional support with my studies. I am honored and blessed to have you as my parents, thank you for giving me a chance to prove and improve myself. Love you

To My sisters Dima and Taleen & My brothers Mohammad and Ibrahim

I am really grateful to have strong and supportive brothers and sisters, no words can express my gratitude and love for each and every one of you.

Table of Contents

Contents	Page
Authorization	II
Discussion Committee Decision	III
قرار لجنة المناقشة	IV
Acknowledgement	V
Dedication	VI
Table of Contents	VII
List of Tables	XI
List of Figures	XII
List of Appendices	XIII
Abstract (English)	XIV
Abstract (Arabic)	XV
Chapter One	1
Introduction	1
(1-1): Background	2
(1-2): Study Problem Statement	4
(1-3): Study Purpose and Objectives	4
(1-4): Study Significance and Importance	5
(1-5): Study Questions	6
(1-6): Study Hypotheses	6
(1-7): Study Model	7

Table of Contents

Contents	Page
(1-8): Study Limitations	8
(1-9): Study Delimitations	8
(1-10): Study Terminologies and Operational Definitions	9
Chapter Two	10
Theoretical Framework and Previous Studies	10
(2-1): Introduction	11
(2-2): Theoretical Framework	12
(2-2-1): Project Managerial Competencies	12
(2-2-2): Leadership Competencies	16
(2-2-3): Project Success	19
(2-3): Previous Studies	21
(2-4): Expected Contribution of the Current Study	29
Chapter Three	31
Study Methodology: Methods and Procedures	31
(3-1): Introduction	32
(3-2): Study Design	32
(3-3): Study Population	33
(3-4): Study Sample	33
(3-5): Unit of Analysis	33
(3-6): Respondents' Demographic Description	34
(3-7): Data Collection Method (Tools)	36

Table of Contents

Contents	Page
(3-8): Study Variables	38
(3-9): Statistical Treatment	38
(3-10): Normal Distribution of the Study Variables	39
(3-11): Validity and Reliability	40
Chapter Four Analysis and Results	42
(4-1): Introduction	43
(4-2): Study Variables Analysis (Descriptive Analysis)	43
(4-3): Analysis Adequacy of the Data to Test the Study Hypotheses	52
(4-4): Testing Study Hypotheses	53
Chapter Five Results' Discussion, Conclusion and Recommendations	60
(5-1): Results' Discussion	61
(5-2): Conclusion	62
(5-3): Recommendations	63
References	65
Appendices	71

List of Tables

No.	Contents	Page
(3-1)	Company's names and the number of questionnaires distributed,	
	Retrieved, and good for analysis	34
(3-2)	Demographic Analysis	35
(3-3)	Project Managerial Competencies Items	37
(3-4)	Leadership Competencies Items	37
(3-5)	Normal Distribution of the Study Variables	40
(3-6)	Reliability of the Questionnaire Dimensions	41
(4-1)	Mean, SD, t-value, ranking and importance of dependent and	
	Independent variables	43
(4-2)	Mean, SD, t-value, ranking and importance of the Emotional	
	Intelligence Competency	45
(4-3)	Mean, SD, t-value, ranking and importance of the Cognitive	
	Intelligence Competency	46
(4-4)	Mean, SD, t-value, ranking and importance of the Social	
	Intelligence Competency	47
(4-5)	Mean, SD, t-value, ranking and importance of the Business	
	Acumen Competency	48
(4-6)	Mean, SD, t-value, ranking and importance of the Result	
	Driven Competency	49
(4-7)	Mean, SD, t-value, ranking and importance of the Building	
	Coalitions Competency	50

List of Tables

No.	Contents	Page
(4-8)	Mean, SD, t-value, ranking and importance of the Project	
	Success	. 51
(4-9)	Results of Variance Inflation Factor, Tolerance and Durbin Watson	. 52
(4-10)	Results of Multiple Regression analysis (ANOVA) of	
	Project Managerial Competencies	. 53
(4-11)	Multiple Regression Analysis to ensure the Effect of the Project	
	Managerial Competencies on Project Success in Jordanian Cellular	
	Telecommunication Companies	54
(4-12)	Results of Multiple Regression analysis (ANOVA) of	
	Leadership Competencies	56
(4-13)	Multiple Regression Analysis to ensure the Effect of the Leadership	
	Competencies on Project Success in Jordanian Cellular	
	Telecommunication Companies	56
(4-14)	Simple Regression Analysis test results for the Effect of Project	
	Managerial Competencies and Leadership Competencies on Project	
	Success in Jordanian Cellular Telecommunication Companies	58

List of Figures

No.	Contents	Page
(1-1)	Study Model	7

List of Appendices

No.	Contents	Page
1	Names of Arbitrators	72
2	Panel of Referees Committee letter	73
3	Participants Letter	74
4	Questionnaire	75

Abstract

The Effect of Project Managerial and Leadership Competencies on Project Success: An Empirical Study on Jordanian Cellular Telecommunication Companies

Prepared by:

Hadeel J. Abu-Dari

Supervised by:

Dr. Nidal A. AL-Salhi

The current study aimed to investigate the effect of Project Managerial Competencies and Leadership Competencies on Project Success in Jordanian Cellular Telecommunications Companies. The study population consisted of three Jordanian Cellular Telecommunications Companies (Zain, Orange and Umniah). The study sample consisted of 180 employees from different departments who took a role in projects or currently a member in a project. To reach the purpose of this study, data were collected from 164 out of 180 employees by means of the questionnaire. The questionnaire was developed and refined by literature review and panel of referees committee. Statistical techniques such as descriptive statistics, canonical analysis, and multiple regressions were used to test the study hypotheses.

The current study results show that there is a high implementation for both project managerial and leadership competencies in Jordanian Cellular Telecommunication Companies, which indicates that there is a high agreement on the high presence of these variables. In addition, the study results show that all the project managerial competencies have an effect on the project success in Jordanian Cellular Telecommunication Companies except cognitive intelligence. Moreover, the study results show that all the leadership competencies have an effect on the project success in Jordanian Cellular Telecommunication Companies. Finally, the study results of statistically combining project managerial and leadership competencies through canonical analysis show that all the project managerial and leadership competencies items, when combined together, have an effect on project success at Jordanian Cellular Telecommunication Companies.

Keywords: Project Managerial Competencies, Leadership Competencies, Project Success, Jordanian Cellular Telecommunication Companies.

الملخص

أثر كفاءات إدارة المشاريع والكفاءات القيادية في نجاح المشروع: دراسة ميدانية في شركات الاتصالات الخلوية الأردنية

إعداد:

هديل أبو داري

إشراف:

الدكتور نضال الصالحي

هدفت هذه الدراسة إلى قياس أثر كفاءات إدارة المشاريع والكفاءات القيادية على نجاح المشاريع في شركات الاتصالات الخلوية الأردنية والتي عددها 3 (زين، الاتصالات الخلوية الأردنية والتي عددها 3 (زين، أورنج وأمنية). كانت وحدة المعاينة الموظفين العاملين في مختلف الأقسام اللذين شاركوا في المشاريع وعددهم 180 موظف. ولغايات الدراسة تم استخدام االاستبانة التي تم وضعها وتطويرها من خلال مراجعة الدراسات السابقة ولجنة التحكيم حيث تم جمع 164 استبانه. استخدمت الدراسة عددا من الأساليب الإحصائية مثل الإحصاء الوصفي التحليلي، تحليل الارتباط وتحليل الانحدار المتعدد لفحص الفرضيات.

أظهرت النتائج أن هناك اتفاقاً على تطبيق متغيرات كفاءات إدارة المشاريع والكفاءات القيادية، مما يدل على أن هناك اتفاقاً على وجود هذه المتغيرات في شركات الاتصالات الخلوية الأردنية. وأخيراً أظهرت النتائج أن جميع متغيرات كفاءات إدارة المشاريع والكفاءات القيادية لها تأثير على نجاح المشاريع في شركات الاتصالات الخلوية الأردنية باستثناء الذكاء الإدراكي.

الكلمات المفتاحية: كفاءات إدارة المشاريع، الكفاءات القيادية، نجاح المشروع، شركات الاتصالات الخلوية الأردنية.

Chapter One: Introduction

- (1-1): Background
- (1-2): Study Problem Statement
- (1-3): Study Purpose and Objectives
- (1-4): Study Significance and Importance
- (1-5): Study Questions
- (1-6): Study Hypotheses
- (1-7): Study Model
- (1-8): Study Limitations
- (1-9): Study Delimitations
- (1-10): Study Terminologies and Operational Definitions

Chapter One: Introduction

(1-1): Background

"Project management has been practiced for thousands of years since building the great pyramid of Giza in 2570 B.C." Haughey (2010).

Project management was formally introduced in 1950's since then organizations started to apply project management tools and techniques such as Work Breakdown Structures, Gantt charts and PERT charts, in order to measure and track their projects performance. Projects are complex, tied to strict objectives, limited by its resources, time and budget referred to as the triple constraints of a project. Therefore, before any project starts it must be carefully planned in order to be executed successfully and achieve the desired outcomes. But yet time and budgets are still estimations because they are calculated at a time when least is known about the project and this is one of the main challenges that will face any project manager. Of course, it's not the only one, project managers are constantly facing new challenges from setting the project constraints till the end of the project and they have to deal with all the challenges with limited resources, time and budget. Projects have an element of risk due to the fact that projects operate in environments composed with uncertainty, project managers should be able to face and deal with the risks that will face their projects effectively. Projects are goal oriented, have a beginning and an end, conducted by a team of people that were selected from various departments in order to achieve its goal or purpose. Since projects are basically conducted by people a project manager should also have the right competencies in order to be able to influence, motivate, communicate and coordinate with others on his team to conduct the work more effectively.

When a project manager lacks the necessary competencies which as to bring people together, take the right decisions and deal with the risks associated with the project that will lead the project to failure. OASIG study (1995) done in the UK, cited similar reasons for project failure: lack of attention to the human and organizational aspects of IT; poor project management; poor articulation of user requirements. Mochal (2005) mentioned

some reasons for project failure: poor planning, weak project management, inadequate resources allocated to the project, and people problems. A common threat over time appears to be the human aspect of project management. Moreover, Barber and Warn (2005) stated that project managers do need to be very effective at the technical aspects of their jobs as well as leading teams to accomplish results.

Different authors defined competencies from different views, such as Gruban (2003) defined competencies as the ability to use knowledge and other capabilities necessary for the successful and efficient accomplishment of an appointed task, transaction of work, goal realization, or performance of a certain role in the business process. Svetlik (2005) stated that a competency, in general, can be understood as the ability of an individual to activate, use and connect the acquired knowledge in the complex, diverse and unpredictable situations. Pagon, et. al. (2008) defined competency as an encompass of knowledge, expertise, skills, personal and behavioral characteristics, beliefs, motives, values, etc. also mentioned that they are behavioral records of the roles, which people perform in the work processes.

"Project manager, as the leader, plays a central role in the development of the project" (Pinto, 2013:147). A true leadership of the project manager as always an important issue that will never change since the project management has been viewed as one of the most leader intensive undertakings within an organization. Therefore, if someone has the ability to influence, inspire, support, and create confidence among others this will help to achieve the organizational goals more effectively. Leadership is one of the most important and essential factors in good project management.

Leadership can be seen as the art of influencing others to achieve desired results. Leaders guide behaviors by setting the vision, direction, and the key processes; in other words, leadership has a large influence on the whole project process, including the actions of others.

Both the project managerial competencies and the leadership competencies contribute in a direct way in achieving a successful project or in its failure. Therefore, it seems that it is

worthwhile to combine both in one study and investigate their effect on the Jordanian cellular telecommunications companies' performance.

(1-2): Study Problem Statement

Some studies of projects' outcomes indicated that project success is significantly influenced by project managerial competencies and leadership competencies. In previous studies of projects have been traditionally described as their personal disposition (i.e., personality or style), but recently it is noted by a situational theory that leadership can vary depending on certain external variables or situations in which leadership should be demonstrated. Note that sufficiently competent project managers have a positive impact on project success (Lee, et. al. 2013). Robertson and Williams (2006) stated that despite the advances in project management methodologies many projects continue to fail for a number of reasons. Berg and Karlsen (2007) and many other authors explained further that one of the main causes of failure is the lack of effective leadership and/or the style of leadership applied by project managers.

Therefore, this research aims to investigate the effect of the project managerial competencies and the leadership competencies on the Jordanian Cellular Telecommunication Companies performance.

(1-3): Study Purpose and Objectives

This study objective is to identify the effect of project managerial competencies and leadership competencies on project success in Jordanian Cellular Telecommunications Companies through the following:

- 1. Investigate the effect of project managerial competencies on project success in Jordanian Cellular Telecommunications Companies.
- 2. Investigate the effect of leadership competencies on project success in Jordanian Cellular Telecommunications Companies.
 - 3. Investigate the effect of project managerial competencies and leadership competencies

combined on project success in Jordanian Cellular Telecommunications Companies.

In addition, the current study objective is to provide sound recommendations to Jordanian cellular telecommunication companies, as well as, to other industries and decision makers regarding the effect of both project managerial competencies and leadership competencies on the companies' business performance.

(1-4): Study Significance and Importance

The current study might be considered as an initiative that presents both the effect of project managerial and leadership competencies on Jordanian Cellular Telecommunication Companies. In addition, the current study content may be of an interest to academic studies related to the reporting and decision making concerning Project managerial competencies and Leadership Competencies and their effect on projects success.

Therefore, the importance of this study derives from the importance of the variables that is dealing with and the following scientific and practical considerations:

- 1. Provide a comprehensive survey of the study variables concepts and dimensions that can be relied upon to measure the study variables, so that it can benefit researchers and practitioners as a starting point for their future research.
- 2. Provide a systematic basis in the field of measuring both the project managerial competencies and leadership competencies that may help to rely on measures that have a high degree of reliability and validity.
- 3. Highlighting the nature and importance of the project managerial competencies and leadership competencies for the benefit of the future project strategies that Jordanian Cellular Telecommunications Companies formulated and support their competitive position, as well as, to assist decision-makers in Jordanian Cellular Telecommunications Companies to determine the nature of ultimate objective of the efforts to provide services.
- 4. Contribute to the development of the Jordanian Cellular Telecommunication Companies which may lead to maintain these companies work effectively that help on the public benefit.

(1-5): Study Questions

The study problem can be perceived by having detailed and scientific answers to the following main questions:

Question One: Is there a significant effect of project managerial competencies (emotional intelligence; cognitive intelligence and social intelligence) on project success in Jordanian Cellular Telecommunications Companies?

Question Two: Is there a significant effect of leadership competencies (business acumen; result driven and building coalitions) on project success in Jordanian Cellular Telecommunications Companies?

Question Three: Is there a significant effect of project managerial competencies and leadership competencies combined (emotional intelligence; cognitive intelligence; social intelligence; business acumen; result driven and building coalitions) on project success in Jordanian Cellular Telecommunications Companies?

(1-6): Study Hypotheses

Based on the study problem statement, questions, and according to the study model, the following main hypotheses were formulated:

 H_{0_1} : There is no significant effect of project managerial competencies (emotional intelligence, cognitive intelligence and social intelligence) on project success in Jordanian Cellular Telecommunications Companies, at ($\alpha \leq 0.05$).

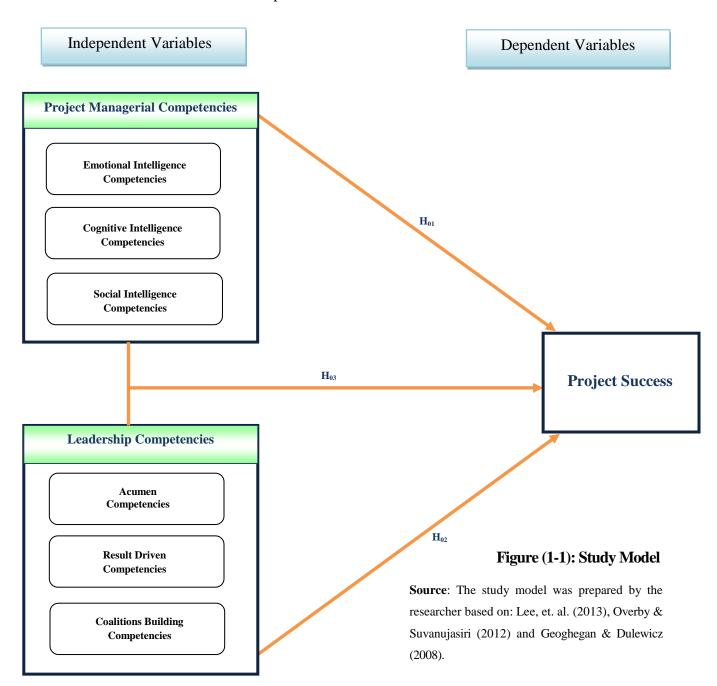
 H_{02} : There is no significant effect of leadership competencies (business acumen, result driven and building coalitions) on project success in Jordanian Cellular Telecommunications Companies, at ($\alpha \le 0.05$).

 H_{03} : There is no significant effect of project managerial competencies (emotional intelligence, cognitive intelligence and social intelligence) and leadership competencies (business acumen, result driven and building coalitions) on project success in Jordanian

Cellular Telecommunications Companies, at ($\alpha \le 0.05$).

(1-7): Study Model

Figure (1-1) shows the study model that includes the independent variables and the dependent variable.



(1-8): Study Limitations

Human Limitations: The study was carried out on the employees from various departments, who were members in a project during the previous time period of 10 years, or currently working on a project in Jordanian Cellular Telecommunications Companies.

Place Limitations: This study was carried on the Cellular Telecommunications Companies located in Amman-Jordan.

Time Limitations: The study was carried out during the period between the 1st semester and summer semester of the academic year 2015.

Scientific Limitations: In measuring project managerial competencies the researcher depended on (Lee, et. al. 2013:1-11). As well as, in measuring leadership competencies the researcher depended on (Overby and Suvanujasiri, 2012:1073-1084). Finally, the researcher depended on (Geoghegan and Dulewicz, 2008:58 - 67) to measure project success.

(1-9): Study Delimitations

The use of one industry limits its generalizability to other industries. The study was carried out in Jordan; therefore, generalizing results of one industry and/or Jordanian setting to other industries and/or countries may be questionable. Extending the analysis to other industries and countries represent future research opportunities, which can be done by further testing with larger samples within the same industry, and including other industries will help mitigate the issue of generalizing conclusions on other organizations and industries. Moreover, further empirical researches involving data collection over diverse countries especially Arab countries are needed.

Limitations to data access refer to the fact that data gathering through the questionnaires is controlled to the period of these questionnaires, which may limit the quality and quantity of the data collected and lack of similar studies in Jordan and other Arab countries.

(1-10): Study Terminologies and Operational Definitions

Project Managerial Competencies: Crawford (2007) combination of knowledge (qualification), skills (ability to do a task), and core personality characteristics (motives + traits + self-concepts) that lead to superior results.

It will be measured through:

Emotional Intelligence: Managers ability to identify, assess and influence ones' owns feelings and those of others.

Cognitive Intelligence: Managers intellectual abilities to analyze and prioritizing the problems that facing achievement of objectives.

Social Intelligence: Managers ability to get along well with others, effectively manage complex social relationships and to get others to cooperate.

Leadership Competencies: Brownwell (2006) leadership skills and behaviors that contribute to superior performance.

It will be measured through:

Business Acumen: The leader's ability to keenness and quickness in understanding and dealing with a business situation in a manner that is likely to lead to a good outcome.

Result driven: The leader's ability to concentrates on meeting objectives, delivering to the required time, cost and quality, and holds performance to be more important than procedures.

Building Coalitions: Is the leader's ability to unite a group of people and join them together for a common cause solving.

Project Success: A project that meets business requirements, delivered and maintained on schedule, budget, deliver the expected business value, meets the customer's requirements and open to the community needs.

Chapter Two: Theoretical Framework and Previous Studies

- (2-1): Introduction
- (2-2): Theoretical Framework
 - (2-2-1): Project Managerial Competencies
 - (2-2-2): Leadership Competencies
 - (2-2-3): Project Success
- (2-3): Previous Studies
- (2-4): Expected Contributions of the Current Study

Chapter Two:

Theoretical Framework and Previous Studies

(2-1): Introduction

Many authors have different views for project managerial competencies, leadership competencies, and project success there is no agreement upon their elements as well, each author has a different opinion in the way of measuring these variables. As there is a big agreement on the fact that the project managerial and the leadership competencies play an essential role in project's performance it would be more logical to study how it affects the project's performance and outcomes.

In general, managerial and leadership competencies help organizations to respond quickly to changes in its business environment the true resource of value can be configured through the management of competencies and skills toward competencies working to strengthen individual actions in order to quickly adapt to rapid environmental opportunities.

A good definition of competence is presented by Berglund (1999): "Competence is used to accomplish something. It includes knowledge in all their shapes, but it also includes personality traits and abilities, such as social competence, persistence, stress tolerance and so on.". Moreover, Miranda and Ghimire (2007: 18-19) views competence from three perspectives:

1. Attribute based

Competencies may be seen as a number of personal attributes such as skills, knowledge, attitude and personal characteristics. If a person possesses the desired attributes for dealing with a specific situation or for exercising a certain profession one is deemed to be competent. Usually, tests are used to measure the level of such attribute of a person.

2. Performance based

This perspective observes competence in a practical situation, such as in the workplace. It focuses more on results achieved by the competencies possessed or, in other words, performance.

3. Combined

The combined perspective aims at minimizing the weaknesses of attribute and performance perspectives views. It preaches that a combination of both attribute-based and performance-based approach to competencies should be used in order to establish a complete understanding.

(2-2): Theoretical Framework

(2-2-1): Project Managerial Competencies

Few studies have identified competencies relevant to project manager. Rees, et. al. (1996) identified six traits of effective project managers and asserted that effective managers are usually of above-average intelligence and have a good problem-solving ability. Such traits are similar to intellectual competencies that Dulewicz and Higgs (2005) referred to as part of project manager's competencies.

Other traits identified by Rees, et. al. (1996) as behavioral or motivational skills, for example: energy, skills-based traits, and communication. However, they do not provide evidence that these traits contribute directly to increased project success. Andersen, Grude, and Haug (1987) recognized the importance of the project manager's personal characteristics, such as initiative, when selecting a project manager. This view is similar to Hogan (2002), who saw the personality of the manager as being a determinant of effectiveness. However, they do not directly show the significant contribution of personality characteristics to project success.

Pinto and Trailer (1998) recognized the characteristics of an effective project manager: credibility, creative problem solving, and tolerance for ambiguity, flexible management style, and effective communication. They also identified the skills needed for project managers: technical, administrative (planning, budgeting, etc.).

Crawford (2007) defined project manager competencies as a combination of

knowledge (qualification), skills (ability to do a task), and core personality characteristics (motives + traits + self-concepts) that lead to superior results. Crawford stated that project success and competence of project management personnel are closely interrelated, and the competence of the project manager is in itself a factor in the successful delivery of projects. Projects are more tightly related to business success than ever before (Brandel, 2006). In construction projects, for example, where a single project has a significant impact in a company's overall turnover, project failure can lead to organizational failure (Edum-Fotwe and McCaffer, 2000). The importance of competent project managers in such a scenario becomes ever more apparent. Moreover, Koong and Liu (2006) highlight how important the project manager is; as these authors relate project failure with poor project management. Crawford (2005) also relates project performance and even organizational performance with competent project management personnel. Furthermore, a research done by Crawford (2000) demonstrated that the competence of a project manager clearly contributes to project success. A competent project manager, as opposed to an incompetent one, has a higher chance of completing the project successfully. The model that there is a linear relationship between the project management competency and the project performance that can lead to the belief that project management competency is the only aspect contributing to project performance. A more dynamic and complete model, which also relates competencies to project success, is presented by Kendra and Taplin (2004) their open system cultural model for project success takes into consideration cultural factors and is based on four key aspects: Project Manager Competences, Performance Measurement Systems, Business Process, and Organization Designs. Kendra and Taplin's (2004) model is based on four dimensions, the micro- and macro-organizational design elements; each having both technical and social considerations, identified the Project Managers' Competencies in three Competencies as follows:

1. Emotional Intelligence

Emotional intelligence deals with the ability to master one's own emotions, sense, recognize and diagnose emotions displayed by others, and manage them effectively. Moreover, Salovey and Mayer (1990) defined Emotional Intelligence as the subset of social

intelligence that involves the ability to monitor one's own and other's feelings and emotions, to differentiate among them and to use this information to guide one's thinking and actions. Goleman (1998) also defined emotional Intelligence as the ability to recognize and understand our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and our relationships. Emotional Intelligence concept is used in the academic world in an intensive way, it is noticed that there is some argument concerning the actual conceptualization of emotional intelligence (Giorgi, 2013). This debate divides definition of emotional intelligence into two deviating theories (Silong, et. al. 2012) as follows:

Emotional intelligence as a mixed model - In which emotional intelligence combines mental abilities with other personal characteristics, describes it as a "non-cognitive intelligence". This conceptualization is essentially supported by academics.

Emotional intelligence as an ability based model - Identifying emotional intelligence as standard intelligence is much alike to cognitive intelligence (i.e. IQ) and backed up by academics.

Emotional intelligence abilities have been demonstrated to correlate positively with important workplace outcomes in research from fields as disparate as academic, organizational development, psychology, sales, military leadership, and human relations (Mayer, et. al. 2008).

According to Carmeli (2003) who noted that senior managers with a high level of emotional intelligence perform better on their jobs compared to their contemporaries with lower emotional intelligence. Dulewicz and Higgs (2000) supported this assertion by mentioning that the IQ test has failed to add adequate variance in success criteria both in the educational and in the organizational environments. The emotional attributes of resilience and optimism have also been described as personal characteristics that help buffer the impact of work and job demands and decrease emotional exhaustion (Jackson, et. al. 2007). More recently, the research has started to explore the place of political skill and self-monitoring in mitigating the propensity of persons to involve in rude behaviors in the

workplace (Kisamore, et. al. 2010).

In summary, emotional intelligence can be defined as an ability to mastering one's own feeling and that will lead to more effective work outcome and better performance by the project manager and that will lead to a successful implementation, communication and motivation between the project manager and the project team and this will lead to getting the work done more effectively.

2. Cognitive Intelligence

Cognitive Intelligence serves as an umbrella concept that includes dozens of related groups of mental abilities (Mayer, et. al. 1999). Cognitive Intelligence involves the ability to learn, to acquire stores of knowledge and make skilled decisions based on that knowledge (Embretson and Schmidt Mccollam, 2000). In addition, it involves problem-solving in novel situations where previously acquired knowledge is not necessarily available (Deary, 2001). Furthermore, inductive and deductive reasoning (Hunt, 2005), and mental manipulation of information (Stankov, 2003) are also required. Cognitive Intelligence also can be regarded as one's ability to adapt to the environment. Adaptability includes a number of subcomponents such as learning from experience, problem-solving when faced with novel situations and controlling one's internal and external environments by molding them when necessary. It involves capitalizing on strengths whilst at the same time compensating for weaknesses (Sternberg, 2009).

In summary, cognitive intelligence can be viewed as one's intellectual ability to think logically away from emotions. Project managers with cognitive intelligence will be able to solve problems and take the right decisions in any situation they will face even under pressure or in a risky situation.

3. Social Intelligence:

A specific intelligence that has emerged is social intelligence (SI) (Mayer, 2001). It has been defined as "the ability to understand men and women, boys and girls to act wisely in human relations...the ability to perceive one's own and others' internal states, motives, and

behaviors, and to act toward them optimally on the basis of that information" (Salovey and Mayer, 1990: 187). Kaukiainen, et. al. (1999) also defined social intelligence as the ability to accomplish interpersonal tasks. However, some researchers believe that the social facets of intelligence may be as important, if not more important, than the cognitive aspects (Sternberg and Grigorenko, 2006). In addition, Marlowe (1986: 52) define Social intelligence as the ability to understand the feelings, thoughts, and behaviors of persons including oneself, in interpersonal situations and to act appropriately upon that understanding.

Silvera and colleagues (2001) discussed three components of social intelligence, including social information processing, social skills, and social awareness. Law (2002) defined social intelligence as two personal bits of intelligence, divided into interpersonal and intrapersonal intelligence that include knowledge about oneself and others. Others discuss social intelligence as having knowledge of social rules and social life, accurately reading nonverbal cues, decoding social situations, being flexible in different social situations, and being sensitive in complex situations (Fredakova and Jelenova, 2004). From these definitions, it is evident that key components of social intelligence include both interpersonal and intrapersonal aspects.

In summary, social intelligence is about the ones ability to lead, influence and inspire other people. The project manager should rise and be able to answer one question through any risky times the project might go through: what effect I am having on others. Social intelligence is considered as a must have the competency for every project manager because it help to communicate, influence, inspire and motivate the team members and that will contribute to a better outcome.

(2-2-2): Leadership Competencies

The competency perspective states there are certain traits or qualities that all great leaders possess (McShane and Von Glinow, 2010: 361). On the other hand, Brownwell (2006:312) stated that Leadership competencies are leadership skills and behaviors that contribute to superior performance. By using a competency-based approach to leadership, organizations can better identify and develop their next generation of leaders. Essential

leadership competencies and global competencies have been defined by researchers. However, future business trends and strategy should drive the development of new leadership competencies. While some leadership competencies are essential to all firms, an organization should also define what leadership attributes are distinctive to the particular organization to create competitive advantage. According to Thach, et. al. (2007) there are a few leadership competencies that have been proven time and again as mandatory for effective leadership. These include the competency clusters of vision and goal-setting, interpersonal skills, self-knowledge and technical competence regarding the specifics of the business in which the leader works. Pernick (2001) identified three ways in which organizations determine critical leadership competencies:

- (1) Use generic leadership competencies found in theory.
- (2) Build their competencies.
- (3) Derive competencies from the organization's mission statement and core values.

Stuart and Lindsay (1997) define Leadership competencies are integrated sets of manager behaviors and attributes which can be directed towards successful goal achievement within competence domains in one's job, agreed on work standards, and that can be improved via training and development. However, according to Barner (2000) leadership competencies can be defined as the ability to adapt, effective interpersonal communication, and good decision making. Leadership competencies are considered important for several reasons, including the fact that they guide direction, they are measurable, and competencies can be learned (Intagliata et. al. 2000). Moreover, Barber and Tietje (2004: 506) considered the identification of competencies and defined Leadership competencies as "a cluster of related knowledge, skills, and attitudes that affect a major part of one's job (a role or responsibility), that correlates with performance on the job, that can be measured against well-accepted standards, and that can be improved via training and development". Mumford, et. al. (2007:156) noted that a focus on leadership competencies and skill development promotes better leadership. In addition, Marquardt and Berger (2000: 17-18) have defined the following eight competencies for the twenty-first century global

leader: global mindset and competencies; teacher, coach, mentor and model learner; servant and steward; system thinker and polychromic coordination; spirituality and concern for ethics; technologist; innovator and risk taker; visionary and vision-builder.

Buckingham (2001) argues that leadership competencies encourage conformity rather than diversity at an individual level. Drawing on the experience of the Gallup organization he argues that, no matter how well-intentioned, the competency approach is founded on three flawed assumptions: (1) that those who excel in the same role display the same behaviors; (2) that these behaviors can be learnt; and (3) that improving on your weaknesses leads to success. While, Chung-Herrera, et. al. (2003) found eight types of competency factors of leaders in the lodging industry. In their study they used 99 statements to assess the following eight leadership competency factors:

- (1) Self-management, which comprises ethics and integrity, time management, flexibility and adaptability, and self-development dimensions.
- (2) Strategic positioning, which comprises awareness of customer needs, commitment to quality, managing stakeholders management, and concern for community dimensions.
- (3) Implementation, which includes the dimensions of planning, directing others and reengineering.
- (4) Critical thinking, which includes strategic orientation, decision making, analysis, and risk taking and innovation dimensions.
- (5) Communication, which includes the dimensions of speaking with impact, facilitating open communication, active listening, and written communication.
- (6) Interpersonal, which comprises the dimensions of building networks, managing conflict, and embracing diversity.
- (7) Leadership, which comprises the dimensions of teamwork orientation, fostering motivation, fortitude, developing others, embracing change and leadership versatility.

(8) Industry knowledge, which is the business and industry expertise dimension.

O'Brien and Robertson (2009) concluded that changing business landscapes require a different set of leadership competencies. The authors identify fifteen core leadership competencies. These fifteen competencies are authenticity, agility, resilience, foresight, self-mastery, "localism", intuition, presence, and creativity.

(2-2-3): Project Success

Until recently the definition of project success remains ambiguous. The traditional success criteria as time, cost, and quality do not provide any practical information of achieving project objectives efficiently. Identification of main drivers of project success gains great importance for companies in the light of highly competitive environment (Didenko and Konovets, 2008: iii). Project success is not a fixed target, Jugdev and Muller (2005) reviewed our changing understanding of what constitutes project success. In the 1980s, there was a heavy focus on the use of the correct tools and techniques. In addition, Pinto and Slevin (1988) listed what they found as the ten most important factors for project success, regardless of project type. In accordance with the understanding of project management by that time, the list did not include the project manager's competence or fit to the project. Whereas, Wateridge (1995) did suggest that in deciding how to manage their projects, project managers should first identify the important success criteria for their projects, and then identify success factors that will help them deliver those criteria, and then choose tools and techniques associated with those factors. Cooke-Davies (2002: 185) described success criteria as "the measures by which the success or failure of a project or business will be judged". However, Lim and Mohammed (1999: 243) defined success criteria as "the set of principles or standards by which judgment is made and are considered to be the rule of the game". Freeman and Beale (1992) proposed that project success is evaluated through different perspectives or expectations. These expectations can include the achievement of a predetermined technical performance within time and on budget, the level of internal or external satisfaction with the project, or the commercial benefit generated from it. In addition, Shenhar, et. al. (1997) identified four dimensions for assessing project success: time. specification, customer requirements fulfillment, and business performance/future opportunities. While as, Baccarini (1999) proposed a Logical Framework Method for defining project success. He identified four levels of project objectives: goal, purpose, output, and input. According to Baccarini, project success consists of two principal components. First, Baccarini argued that a successful project is managed well by assessing inputs and outputs as well as focusing on cost, budget, and quality. The second component of project considers the final product. On the other hand, Westerveld (2003) developed a Project Excellence Model (EFQM-model) to link project success criteria with project success factors using extant research. The model consists of six results areas covering project success criteria, six organizational areas covering project success factors, and five project types. Each of the areas in Westerveld's (2003) model is detailed below:

- Results areas: Project results (budget, schedule, and quality), appreciation by the client, appreciation by project personnel, appreciation by users, appreciation by contracting partners, and appreciation by stakeholders.
- Organizational areas: emphasis on leadership and team, appropriate policy and strategy, stakeholder management, resources, contracting, and competent project management (i.e., effective scheduling, budget, organization, quality, information, and risks).
- Project types: product orientation, tool orientation, system orientation, strategy orientation, and total project management.

One of the most significant pieces of work from the current decade was developed by Cooke-Davies (2002) who differentiated between project success and project management success, with the former relating to the achievement of planned business results using the project's outcome (typically a new product or service) and the latter to the achievement of time, cost, quality or other goals set for the management of the project. However, the factors identified through the study did not include the project manager's competence, focusing instead on risk management, program and portfolio management and benefits management, and again the one list was offered as being appropriate for all projects. However, Turner (2004) identifies on time, within budget and to specification especially for information technology projects as the standard for judging success. Erling, et. al. (2006) stated that

overall project success deals with the wider and longer-term impact of the project, which means both project management success and project product success. Salleh (2009) also stated that a project is successful if it achieves the triple objective outcome of within time, scope, and quality.

Morris (1988), Morris and Hough (1987) structured a seven forces model that contain a "people force", representing the people on the project and their management, leadership, teamwork, and industrial relations. He recognized the need for leadership as a part of the project strategy or approach, which in turn leads to successful project implementation. In contrast, Cooke-Davies (2001) stated that despite well-known research results and decades of individual and collective experience of managing projects, project results continue to disappoint stakeholders. Cooke-Davies focused on cost, time, and quality when studying project success and identified related success factors, but he did not mention the people side of project management or mention overtly the project managers' competence and leadership ability when defining the success factors.

The above literature points to Steinfort (2011:3) conclusion that "success needs to be investigated from the perspective of active project team stakeholders as well as from that of their client/benefits recipients and in the theoretical and empirical/practical review of critical success criteria and factors on any project".

(2-3): Previous Studies

Due to limited space, the researcher will take only a snapshot from selected previous studies. The section will focus on interrelationships among project managerial competencies, leadership competencies and their effect on project performance and outcome:

Geoghegan and Dulewicz (2008) study titled: "Do Project Managers' Leadership Competencies Contribute to Project Success?", aimed at exploring the following hypothesis: There is a statistically significant relationship between a project manager's leadership competencies and project success. The study collected the data through proven questionnaires, the leadership dimensions questionnaire (LDQ) and the project success questionnaire (PSQ), the data were gathered from 52 project managers and project sponsors

from a financial services company in the United Kingdom. The results showed that the leadership dimensions; managing resources, empowering, developing, and motivation each has highly significant correlation with the "solve problem" success variable. However, the results also showed a significant correlation exist between the leadership dimensions; managing resources, empowering and the on budget success variable. In addition, the results also showed that management and social-emotional competencies have the greatest impact on successful projects.

Battilana, et. al. (2010) study titled: "Leadership competencies for implementing planned organizational change", aimed to explore the relationship between managers' leadership competencies; their effectiveness at person-oriented and task-oriented behaviors, and the likelihood that they will emphasize the different activities involved in planned organizational change implementation; communicating the need for change, mobilizing others to support the change, and evaluating the change implementation. Data were collected from 89 clinical managers at the United Kingdom National Health Service (NHS) who implemented change projects between 2003 and 2004. The study showed that there is a positive and significant relationship between managers' likelihood to focus on both the mobilizing and evaluating activities associated with planned organizational change implementation and the national or regional leadership role variable. This is a consequence of these managers being aware of the challenges of implementing change in the NHS and able to leverage all available resources both within and outside their organizations to implement change.

Asree, et. al. (2010) study titled: "Influence of leadership competency and organizational culture on responsiveness and performance of firms", aimed to investigate the operations strategy of service firms (hotels) in order to determine whether the infrastructural aspects of their operational practices. Leadership competency and organizational culture, would affect their responsiveness (as a cumulative capability) to their employees and customers and eventually their performance (increase in revenue). The approach takes the form of an empirical analysis of data (using structural equation modeling) obtained via a questionnaire survey involving 88 hotels of various ratings in

Malaysia. The findings indicate that leadership competency and organizational culture have positive relationships with responsiveness. In addition, responsiveness has a positive relationship with hotel revenue. These findings imply that leadership competency and organizational culture are important factors for hotels to be responsive to their customers and, in turn, responsiveness to customers would improve hotel revenue.

Tanoe (2010) study titled: "Determining the effects of attrition on leadership competency and organizational effectiveness: A quantitative study", the study purpose was to examine the extent of the relationships among senior leaders' attrition, senior leaders' competencies, and organizational effectiveness. Also, the study further investigated the relationship between senior leaders' attrition and demographic characteristics (gender and level of pay) as these leaders enter the preretirement phase of employment. A demographic survey was supplemented to elucidate the effect of (if any) gender and level pay in the sampling population. Using a random sampling, 367 participants from the Federal Managers Association was surveyed. The findings indicated no significant relationship between leadership competencies and attrition rate. The results also revealed no significant relationship between attrition and organizational effectiveness. These results seemed to point to an inverse relationship between attrition rates and organizational effectiveness; that is, the closer to retirement the more effective a leader.

Mullera and Turner, (2010) study titled: "Leadership competency profiles of successful project managers", aimed to examine the leadership competency profiles of successful project managers in different types of projects. Four hundred responses to the Leadership Development Questionnaire (LDQ) were used to profile the intellectual, managerial and emotional competencies (IQ, MQ, and EQ, respectively) of project managers of successful projects. Differences by project type were accounted for through categorization of projects by their application type (engineering & construction, information & telecommunication technology, organizational change), complexity, importance and contract type. Results indicate high expressions of one IQ sub-dimension and three EQ sub-dimensions in successful managers in all types of projects. Other sub-dimensions varied by

project type. The comparison was made to existing profiles for goal oriented, involving and engaging leadership styles.

Das, et. al. (2011) study titled: "The role of leadership competencies for implementing TQM: An empirical study in Thai manufacturing industry", aimed to identify the specific leadership competencies required for implementing Total Quality Management (TQM); to examine the influence of leadership competencies for implementing individual TQM principles, and to examine the relationship of the TQM implementation principles with TQM outcomes among the Thai manufacturing companies with different levels of leadership competencies. Data have been collected from 265 ISO 9000-certified companies in the Thai manufacturing industry to examine the validity and reliability of the leadership competencies construct nine TQM implementation constructs, top management commitment, supplier quality management, continuous improvement, product innovation, benchmarking, employee involvement, reward and recognition, education and training, and customer focus, and one outcome construct (product quality). The study findings confirm the necessity for top management to perform as leaders for implementing TQM. Companies with high leadership competencies execute each of the nine TQM principles more effectively and are able to produce higher quality products.

Muller and Jugdev (2012) study titled: "Critical success factors in projects Pinto, Slevin, and Prescott - the elucidation of project success", aimed to discuss the reasons for the impact of these seminal contributions and how the topic of project success continues to evolve. This paper analyzes the popularity of Pinto and his colleagues' contributions to project success and reviews the development of this field of research since then. The findings stated that project success remains a vibrant school of thought as do the earlier definitions, measurement scales and dimensions, and assessment techniques that Pinto and his colleagues developed. The authors view success more broadly and think of it strategically because they consider longer-term business objectives.

Al-Zoubi (2012) study titled: "Leadership Competencies and Competitive Advantage: Empirical Study on Jordan Telecommunications", aimed to examine the impact of leadership competencies on competitive advantage in the Jordanian telecommunications

industry. The population of the study consisted of all working companies in the Jordanian telecommunications industry. A simple random sampling technique was used to select (2) working companies out of (3). The unit of analysis who had been surveyed for this study was the middle line departments' managers, supervisors and team leaders, a total of 120 questionnaires were administered to respondents. The study revealed that leadership competencies had a significant impact on competitive advantage by the Jordanian telecommunication companies in the Jordanian market, as well an existence relationship between leadership competencies and competitive advantage. Also, The study found that leadership in the Jordanian Telecom industry is strongly aligned with the international standards and adopting the competencies which are honored by the American Management Association such as: strategy development, communication skills, fostering innovation and creativity, developing leaders, and hiring talent.

Lee, et. al. (2013) study titled: "Role of leadership competencies and Team Social Capital in IT Service", aimed to investigate the role of leadership competencies and Team Social Capital in IT Service. The research model of this study includes emotional, cognitive, and social intelligence competencies of project managers (PM) as they lead to the project performance while team social capital is posited as a mediator between these leadership competencies and team project performance. An analysis of 285 data points collected via a validated questionnaire revealed the followings: (1) emotional intelligence competencies of PM directly influence the project performance, (2) social intelligence competencies of PM indirectly influence project performance only via team social capital, and (3) cognitive intelligence competencies of PM maintains direct influence on project performance in shorter term projects, but indirect influence only via the accumulated team social capital in longer term projects.

Chipulu, et. al. (2013) study titled: "A Multidimensional Analysis of Project Manager Competencies", aimed at exploring the key competencies employers require from Project Managers across multiple industry sectors. The researcher code the contents of 2306 online project management job advertisements in the U.K., the U.S., Canada, China, India, Hong Kong, Malaysia, and Singapore for frequently occurring keywords. Using three-way

multidimensional scaling (MDS), the researcher extract six dimensions of competence present in the coded keywords: (1) industry-specific and generic skills over project management knowledge/expertise; (2) project management knowledge/expertise over industry-specific and generic skills; (3) (senior) managerial skills; (4) (positive) personal traits; (5) project management methodology experience and professional qualifications; and (6) risk management over a project life cycle.

Hamzah, et. al. (2013) study titled: "Moderating effects of Organizational Culture on the Link between Leadership Competencies and Job Role Performance", aimed to examine the validity of the leadership competency construct and how organizational culture moderates the effects of the leadership competencies and employees' job performance. Data were gathered from 530 respondents from academicians in major Malaysian public universities. The researcher found that each organizational culture dimension has a moderating influence on the relationship between the leadership competencies and employees' job performance.

Alban-Metcalfe and Alimo-Metcalfe, (2013) study titled: "Reliability and validity of the "leadership competencies and engaging leadership scale", aimed to present evidence of the reliability and validity of the "Local Government 360 (LG360)", a diagnostic tool for assessing both competent and engaging leadership behavior among managers and professionals in local government. The assessment of both leadership competencies (the "what") and engaging leadership behaviors (the "how") is essential for a valid diagnosis of individuals' strengths and developmental needs. The finding evidence is presented of the internal consistency (reliability) and the criterion and discriminant validity of the tool, among an opportunity sample comprising 288 local government staff.

Sambedna, (2014) study titled: "Improving managerial performance: a study on entrepreneurial and leadership competencies", aimed to ascertain predictors for superior managerial performance with special emphasis on leadership and entrepreneurial competencies required in manufacturing units. The entrepreneurial and leadership competencies have been obtained from the existing literature to predict their impact on managerial performance. Data were also collected from the respondents (executives) of

two manufacturing units via questionnaire. In total, 410 responses were obtained and analyzed. The study showed that; business knowledge, spirit of competitiveness and dimensions of leadership were significant predictors of superior managerial performance.

Mirkamali and Salajeghe, (2014) study titled: "The Relationship between Intellectual Capital and Project Managers competencies by using Structural Equation: CFA", aimed at developing a method for measuring the relationship between intellectual capital and project manager competencies. Intellectual capital consists of human capital, structural capital and relational capital. Project manager competencies have been evaluated based on IPMA Competence Baseline (ICB) and Project Manager Competency Development Framework personality, (PMCDF) includes knowledge, skill, and industry/organization competencies. The research followed a survey design where the structured and unstructured exams were used to evaluate the competencies of project managers. Also, it followed a survey design in which has been used structured and unstructured questionnaires to evaluate the dimensions' characteristics of intellectual capital. The research population consisted of all seven energy research institutes operating in Iran. The findings of the survey indicated that the relationship between intellectual capital and project manager competencies was weak.

Galvin, et. al. (2014) study titled: "Leadership Competencies of Project Managers: An Empirical Study of Emotional, Intellectual, and Managerial Dimensions", aimed to define attributes of effective Project Managers and explore and further iterate the different leadership styles found in modern day managers as well as their dependent competencies. A total of 38 individuals were randomly selected as respondents. However, an industry question was asked to see if there was a variance in responses. The study results explored the importance of leadership competencies, management techniques, and leadership styles that effective project managers use to manage individuals and teams to produce high-performance project outcomes and positive business results.

Trivellas and Reklitis, (2014) study titled: "Leadership Competencies Profiles and Managerial Effectiveness in Greece", aimed to investigate the association of leadership roles' competencies as well as managerial effectiveness profiles with gender and job

outcomes (job satisfaction and performance). Drawing upon a sample of 132 male and female managers in Greek firms, a structured questionnaire was developed adopting the Competing Values Framework (CVF) in order to measure both leadership roles' competencies and managerial effectiveness. The results revealed that managers characterized by high levels of job performance excel in practicing all leadership competencies while gender does not exert a significant impact. Moreover, leadership competencies associated with the innovator, director, and mentor roles found to contribute most to managerial effectiveness.

Briere, et. al. (2015) study titled: "Competencies of project managers in international NGOs: Perceptions of practitioners", aimed at identifying competencies of international development project managers and how these competencies are used in projects. In this study, 28 project managers were interviewed. The study results identified 11 competencies, of which ten are related to human aspects; adaptability, set of knowledge (general, international development, intercultural), communication, personal qualities, interpersonal skills, leadership, ethics, local network and knowledge, capacity building, and change management. The study also pointed the importance of human skills and behavioral competencies in project management.

AL-Mazrouei and Zacca, (2015) study titled: "Expatriate leadership competencies and performance: a qualitative study", aimed to investigate leadership competencies of expatriate managers working within the UAE and identify if these competencies are unique from those needed in their home country. Additionally, the paper aims to identify how new competencies expatriate leaders have developed while in their current position and how this enhances their ability to better manage staff in the UAE. Personal interviews and stratified sampling were used to examine the qualities and skills relating to expatriate managers' success in leading UAE organizations. Factors such as communication ability, team building qualities and ability to handle local nationals were found to have a significant effect on expatriate adjustment and success in managing UAE organizations.

From the literature review above, it can be concluded that project managers play an essential role in the project performance based on this if the project manager didn't have the

necessary competencies the project will most likely fail due to the shortened product life cycle, narrow product launch windows, emergence of global markets, and many other economic and non- economic challenges a manager should be able to deal with all of those risks that might face a project externally. Moreover, the project manager should be able to deal with all the problems and situations that might arise internally. Therefore, a manager should have the project manager competencies and the right leadership competencies in order to contribute to superior performance. Some previous studies showed a positive relation between project managerial competencies and the project performance, and between leadership competencies, and the project performance. But, still both competencies weren't joined together to study their effect on the project success. Therefore, the current study explored the effect of the project managerial competencies and the leadership competencies united on the Jordanian cellular telecommunication Companies' performance.

(2-4): Study Contribution to Knowledge

To clarify what distinguishes the current study from previous studies, some comparisons have been made, which are presented as follows:

- Project managerial and leadership competencies concepts: The current study expects that it will increase awareness about the role of project managerial competencies and leadership competencies on the companies' performance.
- Environment: All studies have been mainly conducted in American, European and Asian countries. In contrast, the current study was carried in an Arab country, namely Jordanian Cellular Telecommunications Companies.
- Industry: Most of the previous studies have been mainly focusing on service industry areas while this one is all about a Cellular Telecommunications Companies in Jordan environment.
- Purpose: Most of the previous research works were conducted to measure either project managerial competencies or leadership competencies. Few studies were carried

out to study both project managerial competencies and leadership competencies and their effect on the project success in Jordan's' cellular telecommunication companies.

- Comparison: The researcher will compare the results of the study work with the results of previous studies mentioned earlier to highlight similarities and differences that might be there.
- Variables: The current study rearranged the project managerial competencies and leadership competencies and viewed them in a new order.

Chapter Three: Study Methodology (Methods and Procedures)

- (3-1): Introduction
- (3-2): Study Design
- (3-3): Study Population
- (3-4): Study Sample
- (3-5): Unit of Analysis
- (3-6): Respondents' Demographic Description
- (3-7): Data Collection Methods (Tools)
- (3-8): Study Variables
- (3-9): Statistical Treatment
- (3-10): Normal Distribution of Study Variables
- (3-11): Validity and Reliability

Chapter Three: Study Methodology (Methods and Procedures)

(3-1): Introduction

This chapter describes in detail the methodology used in this study, and the study population and its sample. Next, the study unit of analysis, personal and occupational characteristics, the study tools, the way of data collections and the study variables were described. Afterwards, discuss the statistical treatments that were used in the analysis of the collected data. Then, explained the test for the normality of the study variables. In the final section, the validation of the questionnaire and the reliability analysis that were applied were clearly stated.

(3-2): Study Design

This study is exploratory, quantitative in nature, aims to develop a better understanding of the project managerial competencies and leadership competencies and their effect on Jordanian Cellular Telecommunications Companies' performance. More specifically, the study intended to empirically investigate the effect of project managerial competencies and leadership competencies combined on project success in Jordanian Cellular Telecommunications Companies. Neuma (2003) Investigation research was deemed the most suitable technique of measuring the quantitative data. Leedy and Ormrod (2005) defined Investigation research as research include the gathering of information about the subject of the object to be measured from the members of the study sample and analyzing their responses to a set of predetermined questions. It started with a literature review that explored the independent variable of the study and their effect on project success. Then, a panel of judges was conducted to confirm the items included in the questionnaire that was carried out. Empirical data were collected and analyzed through a quantitative investigative approach. This approach was chosen because the current study was concerned with testing the validity and discerning the suitability of the constructed evaluation model. Finally, the survey was carried out and the data were collected from all the employees who are currently members of a project or were members in a project, in three Jordanian Cellular Telecommunications Companies, then the data were treated through Statistical Package for Social Sciences (SPSS V.21) and Statistica V.10 focusing on the correlation among project managerial competencies and leadership competencies variables and their effect on Jordanian Cellular Telecommunications Companies' performance. Finally, the results were compared with previous researchers work.

(3-3): Study Population

The study population consisted of three Jordanian Cellular Telecommunications Companies:

- 1. Zain
- 2. Orange
- 3. Umniah

(3-4): Study Sample

The study sample consisted of 180 employees from different departments who took a role in projects before or currently members in a project in Jordanian Cellular Telecommunication Companies.

(3-5): Unit of Analysis

The survey unit of analysis composed of employees who took a role in a project before or currently a member in a project, during the previous period of 10 years, working at the Jordanian Cellular Telecommunications Companies (Zain, Umniah, and Orange). All employees were targeted to be included in the study, depending on who will be available at the time of distributing the questionnaires and who will fill it.

After distributing (180) questionnaires evenly on employees working in three Jordanian Cellular Telecommunications Companies (Zain, Orange, and Umniah) as shown in Table (3-1). A total of (164) from (180) answered questionnaires were retrieved, of which (36) were invalid, Therefore, (128) answered questionnaires from study unit of analysis were valid for study.

Table (3-1): Company's names and the number of questionnaires distributed, retrieved, and good for analysis

No.	Company's names	- Ouestionnaires Ouestionnaires		No. of Questionnaires Good for analysis	
1	Zain	60	52	41	
2	Umniah	60	56	43	
3	Orange	60	56	44	
	Total	180	164	128	

(3-6): Respondents' Demographic Description

Table (3-2) below shows the general characteristics of the respondents in terms of gender, age, education, job title, department, and years of experience:

- 1. Gender: Most of the respondents are females with 79 (62%) while males rated 49 (38%). This indicates that most of the employees that worked in projects are females.
- 2. Age: The highest percentage of the respondents' ages were above 30-39 (45%), then above 20-29 (30%), then ages above 40-49 (19%), and ages above 50 were (6%). This indicates that the average of ages of the employees worked in projects are above 30-39.
- 3. Educational level: Most of the respondents were holding BSc degree 101 (79%), the master or high diploma degree 21 (17%), and then both diploma and Ph.D. were 3 (2%).
- 4. Job title: Most of the respondents' job titles were administrative officers (40%), then technician (30%), then supervisor (18%), finally head of the section (12%)
- 5. Department: Most of the respondents' work in administrative / customer care department (42%), then (32%) of the respondents work in Technical department, while (17%) of the respondents work in Engineering department, finally (9%) of the respondents work in the financial department.
- 6. Experience: The majority of the respondents' experiences ranged between 5-10 years 54 (42%), then ranged between 10-15 years of experience 39 (30%), followed by those less than 5 years of experience 23 (18%), finally 15 years of experience or greater 12 (10%).

Table (3-2): Demographic Analysis

Dimension		Frequency	Percent
C 1	Male	49	38%
Gender	Female	79	62%
	Total	128	100%
	From 20 - 29 Years	38	30%
A = -	From 30 - 39 Years	57	45%
Age	From 40 - 49 Years	25	19%
	50 Years or greater	8	6%
	Total	128	100%
	High School or Diploma	3	2%
Educational	BSc	101	79%
Level	Master or High Diploma	21	17%
	PhD	3	2%
	Total	128	100%
	Head of section	16	12 %
Job title	Supervisor	23	18%
Job uue	Technician	38	30%
	Administrative Officer	51	40%
	Total	128	100%
	Administrative / Customer Care	54	42%
Department	Financial	11	9%
1	Technical	41	32%
	Engineering	22	17%
	Total	128	100%
	Less than 5 Years	23	18%
Experience	From 5 - Less than 10 Years	54	42%
Елрепенсе	From 10 - Less than 15 Years	39	30%
	15 Years or greater	12	10%
	Total	128	100%

(3-7): Data Collection Methods (Tools)

The current study is twofold, theoretical and practical. In the theoretical part, the

researcher relied on the scientific studies that are related to the current study. Whereas in the

practical side, the researcher relied on descriptive and analytical methods using the

practical manner to collect, analyze data and test hypotheses.

The data collection, manners of analysis and programs used in the current study were

based on two sources:

1. Secondary sources: books, journals, theses to write the theoretical framework of the

study.

2. Primary source: questionnaires that were designed to reflect the study objectives and

questions.

Tool for collecting primary data: The proper tool was chosen and tested to suit the

current study and to match the study hypothesis and research model. Basically, the original

questionnaire items were developed after conducting a thorough review of the literature

pertaining to study variables and relying on the following three studies' questionnaires:

• Lee, et. al. (2013) in measuring the variables of project managerial

competencies

• Overby and Suvanujasiri (2012) in measuring the variables of the leadership

competencies.

Geoghegan and Dulewicz (2008) in measuring project success.

Then, the questionnaire was revised, adjusted and validated by an academic panel of judges

and references.

The questionnaire variables are as follow:

Section One: Demographic Characteristics. The Personal and Occupational

Characteristics information were collected with closed-ended questions, through (6) Characteristics (gender; age; educational level; job title; department; and experience).

Section Two: Independent variable (*Project Managerial Competencies*). This section measured the Project Managerial Competencies through (3) dimensions (Emotional Intelligence; Cognitive Intelligence and Social Intelligence); (15) items as shown in table (3-3).

Table (3-3): Project Managerial Competencies items

Project Managerial competencies	Emotional Intelligence	Cognitive Intelligence	Social Intelligence	
No. of items	5	5	5	
Items Arrangement	1-5	6-10	11-15	

Section Three: Independent variable (*Leadership Competencies*). This section measured the Leadership Competencies through (3) dimensions (Business Acumen; Result driven and Building Coalitions); (15) items as shown in table (3-4).

Table (3-4): Leadership Competencies items

Leadership Competencies	Business Acumen	Result Driven	Building Coalitions
No. of items	5	5	5
Items Arrangement	16-20	21 - 25	26 - 30

Section Four: Dependent variable (*Project Success*). This section measured the Project Success through (8) items, from (31 to 38). All items of the questionnaire were measured on a 5 Likert-type scale as shown below:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

(3-8): Study Variables

The researcher identified and measured the first independent Variable (Project Managerial Competencies) through literature review based on Lee, et. al. (2013). As well as, the researcher identified and measured the second independent Variable (Leadership Competences) through literature review based on Overby and Suvanujasiri (2012). Finally, the researcher identified and measured the dependent Variable (Project Success) through literature review based on Geoghegan and Dulewicz (2008).

All variables were measured by five-point Likert-type scale to tap into the respondent's perceptions, ranging from value 1 (strongly disagree) to value 5 (strongly agree) used throughout the questionnaire.

(3-9): Statistical Treatment

The data collected from the responders of the study questionnaire were analyzed through Statistical Package for Social Sciences "SPSS Ver.21" & Statistica V.10. Finally, the suitable statistical methods used are as follow:

(3-9-1): Descriptive Statistics Methods

- *Percentage and Frequency.*
- Arithmetic Mean to identify the level of response of study sample individuals to the study variables.
- Standard Deviation to Measure the responses spacing degree about arithmetic mean.
- Relative importance, assigned based on:

Class Interval = Maximum Class - Minimum Class

Number of levels

Class Interval =
$$5 - 1$$
 = 4 = 1.33

The Low degree from 1- less than 2.33

The Medium degree from 2.33 - 3.66

The High degree from 3.67 and above.

(3-9-2): Inference Statistics Methods

- Kolmogorov-Smirnov Normality Test to verify the normal distribution of the variables.
- Cronbach's Alpha reliability (α) to measure the strength of the correlation and coherence between the questionnaire items.
- Variance Inflation Factor, Tolerance, and Durbin-Watson to ensure that there is no multi-collinearity between independent variables.
- Multiple Regression analysis to Measure the effect of independent variables "Project Managerial Competencies and Leadership Competences" on dependent variable "Project Success".
- Canonical Analysis to measure the combined effect of Project Managerial Competencies and Leadership Competencies on Project Success in Jordanian Cellular Telecommunications Companies.

(3-10): Normal Distribution of Study Variables

In order of verifying the study results, the researcher carried out the Kolmogorov - Smirnov Test, to verify the absence study data from the statistical problems that may adversely affect the results of the test study hypotheses as shown in the table (3-5). If the significance level for each variable is more than (0.05) then normality will be assumed. Since the significance of KS for all variables rated more than (0.05), as shown in table (3-5), then normality assumption is not violated.

Table (3-5): Normal Distribution of Study Variables

No.	Variables	Kolmogorov – Smirnov	Sig.*
1	Project Managerial Competencies	1.196	0.115
1-1	Emotional Intelligence	1.095	0.182
1-2	Cognitive Intelligence	1.263	0.082
1-3	Social Intelligence	1.295	0.070
2	Leadership Competencies	0.980	0.292
2-1	Business Acumen	0.964	0.311
2-2	Result driven	0.946	0.333
2-3	Building Coalitions	0.859	0.451
3	Project Success	1.201	0.112

^{*}Distribution is normal when the significance level ($\alpha \le 0.05$).

(3-11): Validity and Reliability

(3-11-1): Validation

Two methods were used to test the questionnaire for clarity and to provide a coherent research questionnaire; first, multiple sources of data such as (journals, researches, theses, worldwide web, and articles) were used to set and refine the model and the measures. Second, a macro review that covers all the research constructs was thoroughly performed by academic reviewers from Middle East University and other universities specialized faculty and practitioners in business administration, and marketing. Some items were added while others were dropped based on their valuable recommendations. As other items were reformulated to become more accurate to enhance and modify the research instrument. The academic reviewers were (10) and the overall percentage of respond was (100%), (see appendix "1").

(3-11-2): Reliability test

Cronbach's alpha was used to determine the internal consistency reliability of the

elements comprising the four constructs as suggested by Gregory (2004) reliability should be (0.60) or higher to indicate adequate convergence or internal consistency (Sekaran & Bougie, 2010: 184). The results are shown in Table (3-6) are acceptable levels as suggested by (Sekaran & Bougie, 2010: 184).

Table (3-6): Reliability of Questionnaires Dimensions

No.	Variable	Dimensions	No. of items	Cronbach's alpha Value
1	Project M	anagerial Competencies	15	0.897
	(1-1)	Emotional Intelligence	5	0.800
	(1-2)	Cognitive Intelligence	5	0.803
	(1-3)	Social Intelligence	5	0.847
2	Leade	rship Competencies	15	0.885
	(2-1)	Business Acumen	5	0.799
	(2-2)	Result driven	5	0.810
(2-3) Building Coalitions		Building Coalitions	5	0.898
3	1	Project Success	8	0.888

Chapter Four: Analysis and Results

- (4-1): Introduction
- (4-2): Descriptive analysis of study variables
- (4-3): Analysis adequacy of the data to test the study hypotheses
- (4-4): Study Hypotheses Test

Chapter Four: Analysis and Results

(4-1): Introduction

According to the purpose of the research and the research framework presented in the previous chapter, this chapter describes the results of the statistical analysis for the data collected according to the research questions and research hypotheses. The data analysis includes a description of the Means, Standard Deviations for the questions of the study; Multiple Regression analysis and path analysis.

(4-2): Descriptive Analysis of Study Variables

Table (4-1): Mean, S.D., t-value, ranking and importance of independent variables and dependent variable

No.	Item	Mean	St.D.	t-value	Ranking	Importance
				Calculated	0	•
1	Emotional Intelligence	4.269	0.471	30.465	1	High
2	Cognitive Intelligence	4.228	0.528	26.340	2	High
3	Social Intelligence	4.095	0.560	22.126	3	High
4	Project Managerial Competences (Independent Variable)	4.197	0.439	30.882	•	High
5	Business Acumen	4.302	0.484	30.420	2	High
6	Result Driven	4.423	0.439	36.644	1	High
7	Building Coalitions	3.961	0.688	15.806	3	High
8	Leadership Competencies (Independent Variable)	4.229	0.427	32.575	-	High
9	Project Success (Dependent Variable)	4.229	0.548	25.380	•	High

Table (4-1) shows the independent variables and dependent variable mean, standard deviation and t-value. The results for the first independent variable: project managerial competencies variables showed that the average means of the respondents' perception about the degree of implementing project managerial variables are ranging from 4.095 to 4.269, with a standard deviation that ranges from 0.471 to 0.560. Such results indicate that there is an agreement on high applying of project managerial competencies. The mean of the total project managerial competencies items is 4.197 with a standard deviation 0.439, which indicates that there is an agreement on high implanting of these variables. Finally, the overall result indicates that there is a significant degree of implanting of the project managerial competencies in Jordanian Cellular Telecommunication Companies, where (t=30.882>1.656). This indicates that the employees working at Jordanian Cellular Telecommunication Companies realize the importance of the implementation of the project managerial competencies.

Table (4-1) shows also the average means of the respondents' perception about the degree of implementing the second independent variable leadership competencies are ranging from 3.961 to 4.423 with a standard deviation that ranges from 0.439 to 0.688. Such results indicate that there is an agreement on high applying of leadership competencies in the Jordanian Cellular Telecommunication Companies. The mean of the total leadership competencies items is 4.229 with standard deviation 0.427, which indicates that there is an agreement on high implanting of these variables. Finally, the overall result indicates that there is a significant degree of implanting of the leadership competencies in Jordanian Cellular Telecommunication Companies, where (t=32.575>1.656). This indicates that the employees working at Jordanian Cellular Telecommunication Companies realize the importance of the implementation of the leadership competencies. Moreover, table (4-1) show the total project success mean is 4.229 with a standard deviation 0.548, which indicates that there is an agreement on high implanting of this variable in the Jordanian Cellular Telecommunication Companies. However, the overall result indicates that there is a significant degree of implanting project success variable in Jordanian Cellular Telecommunication Companies, where (t=25.380>1.656). This indicates that the employees at the Jordanian Cellular Telecommunication companies are aware of the importance and the effect of this variable.

(4-2-1): Project Managerial Competencies

This part analyzes the variables of the first independent variable from a statistical point view using the mean, standard deviation, t-value, ranking and importance as shown in Table (4-2), (4-3) and (4-4).

Table (4-2): Mean, S.D., t-value, ranking and importance of Emotional Intelligence Competency

	competency							
No.	Emotional Intelligence	Mean	St. D.	t- value Calculated	Sig*	Ranking	Importance	
1	The company's project manager is efficiency-oriented	4.078	0.671	18.172	0.000	5	High	
2	The company's project manager promotes work in a planned manner	4.414	0.621	25.742	0.000	1	High	
3	The company's project manager promotes work with the initiative	4.171	0.641	20.676	0.000	4	High	
4	The company's project manager is good at self-control	4.375	0.601	25.848	0.000	2	High	
5	The company's project manager is flexible	4.304	0.621	23.735	0.000	3	High	
Ge	General mean and standard deviation		0.471	30.465	0.000	-	High	

t- Value Tabulate at level (α≤0.05) (1.656)

Table (4-2) shows that the average means of the respondents' perception about the degree of implementing the emotional intelligence competency are ranging from 4.078 to 4.414, with a standard deviation that ranges from 0.601 to 0.671. Such result indicates that there is an agreement on high applying of emotional intelligence competency. The mean of the total emotional intelligence variable items is 4.268 with a standard deviation 0.471 which indicates that there is an agreement on high implanting of this variable. Finally, the overall result indicates that there is a significant degree of implantation of the emotional intelligence competency in Jordanian Cellular Telecommunication Companies, where

(t=30.465>1.656). This indicates that the project managers and the team members know the importance of this variable and its effect on the project success. In general, it appears that the importance level of emotional intelligence competency in Jordanian Cellular Telecommunications Companies from the respondents' perception was high.

Table (4-3): Mean, S.D., t-value, ranking and importance of Cognitive Intelligence Competency

t- value No. **Cognitive Intelligence** St.D. Sig* Ranking **Importance** Mean Calculated The company's project 6 0.000 5 manager is fully aware of 4.000 0.793 14.255 High project-related concepts The company's project 7 manager is fully aware of 4.351 0.670 22,789 0.000 1 High project-related technologies The company's project 8 manager takes into account 4.093 0.778 15.905 0.000 4 High all project-related things The company's project manager makes use of work 9 4.343 0.669 22.718 0.000 3 High patterns appearing while at work The company's project 10 manager is good at written 4.351 0.596 25.637 0.000 1 High communication General mean and standard 4.228 0.527 0.000 26.340 High deviation

t- Value Tabulate at level (α≤0.05) (1.656)

Table (4-3) shows that the average means of the respondents' perception about the degree of implementing the cognitive intelligence are ranging from 4.000 to 4.351, with a standard deviation that ranges from 0.596 to 0.793. Such results indicate that there is an agreement on high applying of cognitive intelligence competency. The total mean of the total cognitive intelligence variables items is 4.228 with a standard deviation 0.527 which indicates that there is an agreement on high implanting of this variable. Finally,

the overall result indicates that there is a significant degree of implantation of the cognitive intelligence variable in Jordanian Cellular Telecommunication Companies, where (t=26.340>1.656). This indicates that the project managers and team members know the importance of this variable and its effect on the project success. In general, it appears that the Importance level of cognitive intelligence competency in Jordanian Cellular Telecommunications Companies from the respondents' perception was high.

Table (4-4): Mean, S.D., t-value, ranking and importance of Social Intelligence Competency

No.	Social Intelligence	Mean	St. D.	t-value Calculated	Sig*	Ranking	Importance
11	The company's project manager is good at networking with project members	4.109	0.712	17.616	0.000	3	High
12	The company's project manager is good at managing the project team	4.023	0.747	15.494	0.000	4	High
13	The company's project manager is good at negotiating with project members	4.226	0.630	22.022	0.000	2	High
14	The company's project manager have ability to develop project team members	4.242	0.695	20.197	0.000	1	High
15	The company's project manager is good at oral communication	3.875	0.763	12.969	0.000	5	High
Ge	eneral mean and standard deviation	4.095	0.560	22.126	0.000	•	High

t- Value Tabulate at level (α≤0.05) (1.656)

Finally, table (4-4) shows that the average means of the respondents' perception about the degree of implementing the social intelligence competency are ranging from 3.875 to 4.242, with a standard deviation that ranges from 0.630 to 0.763. Such results indicate that there is an agreement on high applying of social intelligence competency. The mean of the total social intelligence variable items is 4.095 with a standard deviation 0.560 which indicates that there is an agreement on high implanting of this variable. Finally, the overall result indicates that there is a significant degree of implantation of the social intelligence

variable in Jordanian Cellular Telecommunication Companies, where (t=22.126> 1.656). This indicates that the employees know the importance of this variable and its effect on the project success. In general, it appears that the importance level of social intelligence competency in Jordanian Cellular Telecommunications Companies from the respondents' perception was high.

(4-2-2): Leadership Competencies

This part analyzes the variables of the second independent variable from a statistical point view using the mean, standard deviation, t-value, ranking and importance as shown in Table (4-5), (4-6) and (4-7).

Table (4-5): Mean, S.D., t-value, ranking and importance of Business Acumen Competency

No.	Business Acumen	Mean	St. D.	t- value Calculated	Sig*	Ranking	Importance
16	The company's project leader emphasize the company's employee's work seriously with bright future	4.428	0.610	26.486	0.000	2	High
17	The company's project leader is interested in expanding the perceptions of employees via finding appropriate solutions to the problems they face	4.460	0.587	28.144	0.000	1	High
18	The company's project leader is trying to build a comprehensive conception of the events related to the company work	4.179	0.680	19.604	0.000	4	High
19	The company's project leader careful study inclusive of all aspects before taking any decision of related to company	4.078	0.799	15.253	0.000	5	High
20	The company's project leader own a high level of wisdom to control my actions	4.359	0.543	28.315	0.000	3	High
	General mean and standard deviation	4.301	0.484	30.420	0.000	-	High

t- Value Tabulate at level (α≤0.05) (1.656)

Table (4-5) shows that the average means of the respondents' perception about the

degree of implementing the business acumen competency are ranging from 4.078 to 4.460, with a standard deviation that ranges from 0.543 to 0.799. Such results indicate that there is an agreement inn high applying of business acumen competency. The mean of the total business acumen variable items is 4.301 with a standard deviation 0.484, which indicates that there is an agreement on high implanting of this variable. Finally, the overall result indicates that there is a significant degree of implantation of the business acumen variable in Jordanian Cellular Telecommunication Companies, where (t=30.420>1.656). This indicates that the employees know the importance of this variable and its effect on the project success. In general, it appears that the importance level of business acumen intelligence competency in Jordanian Cellular Telecommunications Companies from the respondents' perception was high.

Table (4-6): Mean, S.D., t-value, ranking and importance of Result driven Competency

No.	Result Driven	Mean	St.D.	t-value Calculated	Sig*	Ranking	Importance
21	The company's project leader have a capable to identifying high levels of performance, depending on the business results	4.375	0.575	27.051	0.000	4	High
22	The results of the work positively contribute to improvements to existing services	4.335	0.565	26.747	0.000	5	High
23	The company's project leader care continuously to maintain customer satisfaction with the company	4.460	0.559	29.524	0.000	2	High
24	The company's project leader is constantly trying to achieve high levels of satisfaction	4.507	0.601	28.347	0.000	1	High
25	The company's project leader monitor the performance of workers to overcome the weaknesses	4.437	0.611	26.593	0.000	3	High
	General mean and standard deviation	4.423	0.439	36.644	0.000	-	High

t- Value Tabulate at level (α≤0.05) (1.656)

Table (4-6) shows that the average means of the respondents' perception about the degree of implementing the result driven competency are ranging from 4.335 to 4.507,

with a standard deviation that ranges from 0.559 to 0.611. Such results indicate that there is an agreement on high applying of result driven competency. The mean of the total result driven variable items is 4.423 with a standard deviation 0.439, which indicates that there is an agreement on high implanting of this variable. Finally, the overall result indicates that there is a significant degree of implantation of the result driven variable in the Jordanian Cellular Telecommunication Companies, where (t=36.644>1.656). This indicates that the employees work at those companies know the importance and the effect of this variable for the project success.

Table (4-7): Mean, S.D., t-value, ranking and importance of Building Coalitions Competency

No.	Building Coalitions	Mean	St.D.	t- value Calculated	Sig*	Ranking	Importance
26	The company's project leader is trying to build coalitions with other groups have similar interests within the company	4.140	0.672	19.184	0.000	1	High
27	The company's project leader use the coalitions in make up the shortfall in the areas of the company work	3.937	0.867	12.231	0.000	3	High
28	The company's project leader use the coalitions as a system to effect on workers	3.898	0.840	12.096	0.000	4	High
29	The coalitions that company's project leader have built tend to settle	3.835	0.811	11.660	0.000	5	High
30	The company's project leader encourage coalition's to promote competition among all employees	3.992	0.873	12.845	0.000	2	High
G	eneral mean and standard deviation	3.960	0.687	15.806	0.000	-	High

t- Value Tabulate at level (α≤0.05) (1.656)

Finally, table (4-7) shows that the average means of the respondents' perception about the degree of implementing the coalition's building competency are ranging from 3.835 to 4.140, with a standard deviation ranging from 0.672 to 0.873. Such results indicate that there is an agreement on high applying of coalitions building competency. The mean of the total coalition building variable items is 3.960 with a standard deviation 0.687, which indicates that there is

an agreement on high implanting of this variable. Finally, the overall result indicates that there is a significant degree of implantation of the coalition's building variable in the Jordanian Cellular Telecommunication Companies, where (t=15.806> 1.656). This indicates that the project managers and the team members are aware of the importance of this variable and its effect on the project success. In short, it appears that the importance level of building coalitions competency from the respondents' perception was high.

(4-2-3): Project Success

This part analyzes and describes the dependent variable by using the mean, standard deviation, t-value, ranking and importance as shown in Table (4-8).

Table (4-8): Mean, S.D., t-value, ranking and importance of Project Success

No.	Project Success	Mean	St.D.	t- value Calculated	Sig*	Ranking	Importance
31	The company's projects are open to the work environment based on its response to the changing needs of the customers	4.273	0.760	18.947	0.000	4	High
32	Customer satisfaction is among the priorities of the company's projects	4.328	0.653	22.997	0.000	1	High
33	The company is following the Competitors movements and keep track of their projects strategies	4.156	0.827	15.817	0.000	6	High
34	The company's current competition strategies for the project based on leadership cost	4.226	0.666	20.818	0.000	5	High
35	The company's projects are open to community needs, which enhances the satisfaction of civil society organizations	4.328	0.699	21.468	0.000	1	High
36	The company evaluated partnerships with community organizations	4.117	0.789	16.001	0.000	7	High
37	The company's project outputs achieved within the time frame planned	4.281	0.720	20.127	0.000	3	High
38	Roles and Responsibilities of Project implementers are distributed clearly	4.109	0.723	17.349	0.000	8	High
(General mean and standard deviation	4.227	0.548	25.312	0.000	-	High

t- Value Tabulate at level (α≤0.05) (1.656)

Table (4-8) shows that the average means of the respondents' perception about the degree of implementing of the project success dimension are ranging from 4.109 to 4.328, with a

standard deviation that ranges from 0.653 to 0.827. Such results show that there is an agreement on high implementing of project success dimension. The mean of the total project success dimension is 4.227 with a standard deviation 0.548, which indicates that there is an agreement on high presence of this dimension. Finally, the overall result indicates that there is a significant degree of implementing of project success dimensions among Jordanian Cellular Telecommunication Companies, where (t=25.312> 1.656). This indicates that the employees work in Jordanian Cellular Telecommunication Companies; are aware of the importance of the implementation of the project success dimension.

(4-3): Analysis adequacy of the data to test the study hypotheses

Before testing the hypotheses of the study, some tests were conducted in order to ensure the adequacy of the data for the assumptions regression analysis, variables were tested for multicollinearity. The results confirm that there are no high correlations between the independent variables using the Variance Inflation Factor (VIF), Tolerance test for each variable and Durbin-Watson test to ensure the independence of errors. Taking into account the Variance Inflation Factor not to exceed the allowable value (10), Tolerance value greater than (0.05) and Durbin-Watson test value is about 2 the model does not violate this assumption. Table (4-9) shows the results of these tests.

Table (4-9): Results of Variance Inflation Factor, Tolerance and Durbin-Watson

No.	Independent Variables	Tolerance	VIF	Durbin-Watson	
1	Emotional Intelligence	0.523	1.912	2.118	
2	Cognitive Intelligence	0.616	1.622		
3	Social Intelligence	0.600	1.668		
4	Business Acumen	0.562	1.780		
5	Result Driven	0.558	1.793	1.897	
6	Building Coalitions	0.838	1.193		

Table (4-9) shows that Durbin-Watson value is (d=2.118) and (d=1.897), which is around two the residuals are not correlated with each other; therefore, the independence of errors is not violated. Table (4-9) result also shows that the VIF values are less than 10 and the tolerance values are more than 0.05. This indicates that there is no multi-collinearity

within the independent variables of the study.

(4-4): Study Hypotheses Tests

This section is divided into three main hypotheses, the first and second hypothesis were tested through multiple regression analysis. The third hypothesis was tested through canonical analysis.

 H_{0_1} : There is no significant effect of project managerial competencies (emotional intelligence, cognitive intelligence and social intelligence) on project success in Jordanian Cellular Telecommunications Companies, at ($\alpha \leq 0.05$).

To test this hypothesis, multiple regression analysis was used to ensure the effect of the project managerial competencies on project success in Jordanian Cellular Telecommunications Companies. As shown in the table (4-10) and (4-11).

Table (4-10) shows that when regressing the three independents variables of the project managerial competencies together against the dependent variable project success R^2 shows the fitness of the model for multiple regressions and explains the variance in the dependent variable that is caused by the independent variable. Since R^2 is 35.9% then the independent variable project managers' competencies can explain 35.9% of the variance on project success, since (R^2 =0.359, F=23.131, Sig.=0.000).

Table (4-10) Results of Multiple Regressing analysis (ANOVA): Regressing Project Managerial Competencies against Project Success.

Model	r	\mathbb{R}^2	Adjusted R ²	F	Sig.
1	0.599	0.359	0.343	23.131	0.000

Consequently, the null hypothesis is rejected and the alternative hypothesis is accepted, which states that the project managerial elements have a direct significant effect on Jordanian Cellular Telecommunication Companies project success, at $(\alpha=0.05)$ expect cognitive intelligence competency. Table (4-11) shows the significance effect of each independent variable on the dependent variable.

Table (4-11): Multiple regression analysis (Coefficients) to ensure the effect of the Project Managerial Competencies on Project Success in Jordanian Cellular Telecommunications

Companies

	Companies								
Model			dardized ïcients	Standardized Coefficients	t	Sig.			
		В	Std. Error	Beta					
	(Constant)	1.094	0.387		2.827	0.005			
	Emotional Intelligence	0.336	0.116	0.289	2.905	0.004			
1	Cognitive Intelligence	0.141	0.095	0.135	1.477	0.142			
	Social Intelligence	0.270	0.091	0.276	2.974	0.004			

^{*} The impact is significant at level (α≤0.05)

Sub-Hypothesis:

H_{01.1}: There is no significant effect of emotional intelligence on project success in Jordanian Cellular Telecommunication Companies, at ($\alpha \le 0.05$).

Table (4-11) shows that there is a positive direct effect of emotional intelligence on project success, since (Beta=0.289, t=2.905, Sig. =0.004, p<0.05). Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted, which indicates that the emotional intelligence has an effect on project success at ($\alpha \le 0.05$).

H_{01.2}: There is no significant effect of cognitive intelligence on project success in Jordanian Cellular Telecommunication Companies, at ($\alpha \le 0.05$).

Table (4-11) shows that there is a non-significant effect of cognitive intelligence on project success, since (Beta=0.135, t=1.477, Sig. =0.142, p>0.05). Therefore, the null hypothesis is accepted.

H_{01.3}: There is no significant effect of social intelligence on project success in Jordanian Cellular Telecommunication Companies, at ($\alpha \le 0.05$).

Table (4-11) shows that there is a positive direct effect of social intelligence on project success, since (Beta=0.276, t=2.974, Sig. =0.004, p<0.05). Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted, which indicates that the social intelligence has an effect on project success at ($\alpha \le 0.05$).

From the above table (4-11), it can be concluded that all the project managers' competencies have an effect on project success in Jordanian Cellular Telecommunication Companies except cognitive intelligence variable. The emotional intelligence was holding the highest effect (Beta=0.289, t=2.905, Sig. =0.004), followed by social intelligence (Beta=0.276, t=2.974, Sig. =0.004). In short, the results indicate that Project Managers' Competencies (Emotional Intelligence and Social Intelligence) actually have an effect on Project Success in Jordanian Cellular Telecommunications Companies with a coefficient of (0.289) for Emotional Intelligence and (0.276) for Social Intelligence. This further supported the first hypothesis.

There is a significant statistical effect of Project Managerial Competencies (Emotional Intelligence and Social Intelligence) on Project Success in Jordanian Cellular Telecommunications Companies, at ($\alpha \leq 0.05$).

 \mathbf{H}_{02} : There is no significant effect of leadership competencies (business acumen, result driven and building coalitions) on project success in Jordanian Cellular Telecommunications Companies, at ($\alpha \le 0.05$).

To test this hypothesis, multiple regression analysis was used to ensure the effect of the leadership competencies on project success in Jordanian Cellular Telecommunications Companies. As shown in the table (4-12) and table (4-13).

Table (4-12) shows that when regressing the three independent variables of leadership competencies together against the dependent variable project success. R^2 shows the fitness of the model for multiple regressions and explains the variance caused by the independent variable on the dependent variable. Since R^2 is 40.8% then the independent variable can explain 40.8% of the variance on the dependent variable, since (R^2 =0.408, R=28.502,

Sig.=0.000).

Table (4-12) Results of Multiple Regressing analysis (ANOVA): Regressing Leadership Competencies against Project Success.

Model	r	\mathbb{R}^2	Adjusted R ² F		Sig.	
1	0.639 ^a	0.408	0.394	28.502	0.000 ^b	

Accordingly, the null hypothesis is rejected and the alternative hypothesis is accepted, which states that the leadership competencies elements have a direct significant effect at the project success in Jordanian Cellular Telecommunication Companies, at ($\alpha \le 0.05$).

Table (4-13): Multiple regression analysis to ensure the effect of the Leadership Competencies on Project Success in Jordanian Cellular Telecommunications

Companies

Model			dardized Ficients	Standardized Coefficients	t	Sig.
		В	Std. Error	Beta		
	(Constant)	0.550	0.406		1.356	0.178
	Business Acumen	0.228	0.104	0.202	2.188	0.031
1	Result Driven	0.450	0.115	0.360	3.897	0.000
	Building Coalitions	0.179	0.060	0.225	2.978	0.003

^{*} The impact is significant at level ($\alpha \le 0.05$)

Sub-Hypothesis:

H_{02.1}: There is no significant effect of business acumen on project success in Jordanian Cellular Telecommunication Companies, at ($\alpha \le 0.05$).

Table (4-13) shows that there is a positive direct effect of business acumen on project success, since (Beta=0.202, t=2.188, Sig. =0.031, p<0.05). Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted, which indicates that business acumen has an effect on project success at ($\alpha \le 0.05$).

H_{02.2}: There is no significant effect of result driven on project success in Jordanian Cellular Telecommunication Companies, at ($\alpha \le 0.05$).

Table (4-13) shows that there is a positive direct effect of the result driven variable on project success, since (Beta=0.360, t=3.897, Sig.=0.000, p<0.05). Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted, which indicates that the result driven variable has an effect on project success at ($\alpha \le 0.05$).

H_{02.3}: There is no significant effect of coalition building on project success in Jordanian Cellular Telecommunication Companies, at ($\alpha \le 0.05$).

Table (4-13) shows that there is a positive direct effect of coalition building variable on project success, since (Beta=0.225, t=2.978, Sig. =0.003, p<0.05). Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted, which indicates that the coalition building variable has an effect on project success at ($\alpha \le 0.05$).

From the above table (4-13), it can be concluded that all the leadership variables have an effect on project success at Jordanian Cellular Telecommunication Companies. The result driven variables was holding the highest effect (Beta=0.360, t=3.897, Sig.=0.000), followed by coalition building (Beta=0.225, t=2.978, Sig.=0.003) and business acumen (Beta=0.202, t=2.188, Sig.=0.031). This further supported the second hypothesis.

There is a significant statistical effect of Leadership Competencies (Business Acumen, Result Driven and Building Coalitions) on Project Success in Jordanian Cellular Telecommunications Companies, at (α≤0.05).

 H_{03} : There is no significant effect of project managerial competencies (emotional intelligence, cognitive intelligence and social intelligence) and leadership competencies (business acumen, result driven and building coalitions) on project success in Jordanian Cellular Telecommunications Companies, at ($\alpha \le 0.05$).

To test this hypothesis, the canonical analysis was used to ensure the effect of project managerial competencies and leadership competencies on project success in Jordanian Cellular Telecommunications Companies, as shown in the table (4-14).

Table (4-14): Simple Regression Analysis test results of the effect of Project Managerial Competencies and Leadership Competencies on Project Success in Jordanian Cellular Telecommunications Companies

Cential Teleconfindincations Companies								
Independent Variables		Loading Rates	Dependent Variables	r Canonical	R ² Canonical			
	Emotional Intelligence	0.536						
Project Managers' Competencies	Cognitive Intelligence	0.445			1			
	Social Intelligence	0.519	Project Success in Jordanian Cellular	0.661	0.438			
Loodowskin	Business Acumen	0.517	Telecommunication Companies					
Leadership Competencies	Result Driven	0.574						
	Building Coalitions	0.431						
Contrast ratio	50.5710/	Contrast ratio interpreter of	42.0150/	Chi ²	Sig*			
interpreter of the independent variables	58.571%	the dependent variable	43.815%	70.913	0.000			

The table (4-14) combined the effect of the project managerial competencies (emotional intelligence, cognitive intelligence and social intelligence) and leadership competencies (business acumen, result driven and building coalitions) on project success in Jordanian Cellular Telecommunications Companies.

The results showed no effect common with statistically significant of the project managerial competencies (emotional intelligence, cognitive intelligence and social intelligence) and leadership competencies (business acumen, result driven and building coalitions) on project success in Jordanian Cellular Telecommunications Companies. It shows that both the project managerial competencies and leadership competencies (independent variables) have been interpreted as a rate (58.571%) of the variance in the project success in Jordanian Cellular Telecommunications Companies. It turns out that the

proportion of variance unexplained of the dependent variable (Project Success) about the relationship between (independent variables) (43.815%). As well as, the loading rates for the independent variables ranged from (0.431) as a minimum and (0.574) as a maximum. Which indicates the complementary relationship between project managerial competencies (emotional intelligence, cognitive intelligence and social intelligence) and leadership competencies (business acumen, result driven and building coalitions) have reached Canonical correlation coefficient (Canonical r=0.661), as the coefficient of determination Canonical correlation coefficient (Canonical R²=0.438), and this means that the value of (0.438) of the changes in the project success in Jordanian Cellular Telecommunications Companies resulting from the change in the level of project managerial competencies (emotional intelligence, cognitive intelligence and social intelligence) and leadership competencies (business acumen, result driven and building coalitions).

The results also showed that there is a proportion of the variance unknown as well as project managerial competencies and leadership competencies for the prediction by the project success in Jordanian Cellular Telecommunications Companies, where the percentage of variation is information (25.663%). The results of the canonical analysis showed (Chi²=70.913), which is statistically significant at ($\alpha \le 0.05$). This confirms the validity of the main third hypothesis and the acceptance of the alternative hypothesis and rejection of the null hypothesis.

There is a significant statistical effect of Project Managerial Competencies (Emotional Intelligence, Cognitive Intelligence and Social Intelligence) and Leadership Competencies (Business Acumen, Result Driven and Building Coalitions) on Project Success in Jordanian Cellular Telecommunications Companies, at ($\alpha \leq 0.05$).

Chapter Five: Results' Discussion, Conclusion and Recommendations

(5-1): Results' Discussion

(5-2): Conclusion

(5-3): Recommendations

Chapter Five:

Results' Discussion, Conclusion and Recommendations

(5-1): Results' Discussion

Results of the current study show that there is a significant implementation of project managerial competencies elements among the Jordanian Cellular Telecommunication Companies. All variables of project managerial competencies have a direct significant effect at Jordanian Cellular Telecommunication Companies project success except cognitive intelligence, where the degree of implementation of project managerial competencies are ranging from 4.095 to 4.269 with a standard deviation that ranges from 0.471 to 0.560. Such results show that there is an agreement on high implementation of project managerial competencies. The mean of the total project managerial competencies variables is 4.197 with a standard deviation 0.439, which indicates that there is an agreement on high presence of these variables; this result is consistent with the result of the Galvin, et. al. (2014) study that explored the importance of leadership competencies, management techniques and leadership styles that effective project manager uses to manage individuals and teams to produce high-performance project outcomes and positive business results. As well as, it is consistent with the result of the Briere, et. al. study that pointed the importance of human skills and behavioral competencies in project management.

Results show that all the project managerial competencies have an effect on project success in Jordanian Cellular Telecommunication Companies except cognitive intelligence variable. The emotional intelligence was holding the highest effect (Beta=0.289, t=2.905, Sig.=0.004), followed by social intelligence (Beta=0.276, t=2.974, Sig.=0.004).

Results of the current study also show that there is a significant implementation of leadership competencies elements among the Jordanian Cellular Telecommunication Companies. All variables of leadership competencies have a direct significant effect at Jordanian Cellular Telecommunication Companies project success, where the degree of implementation of leadership competencies are ranging from 3.961 to 4.423 with a standard deviation that ranges from 0.439 to 0.688. Such results show that there is an agreement on high implementation of leadership competencies. The mean of the total leadership

competencies variables is 4.229 with a standard deviation 0.427, which indicates that there is an agreement on high presence of these variables; this result is consistent with the result of the Battilana, et. al. (2010) study that showed that there is a positive and significant relationship between managers' likelihood to focus on both the mobilizing and evaluating activities associated with planned organizational change implementation and the national or regional leadership role variable. As well as, it is consistent with the result of the Al-Zoubi (2012) study that revealed that leadership competencies had a significant impact on competitive advantage by the Jordanian telecommunication companies in the Jordanian market.

Results also show that all the leadership variables have an effect on project success at Jordanian Cellular Telecommunication Companies. The result driven variables were holding the highest effect (Beta=0.360, t=3.897, Sig.=0.000), followed by coalition building (Beta=0.225, t=2.978, Sig.=0.003) and business acumen (Beta=0.202, t=2.188, Sig.=0.031).

Results of the statistically combining project managerial and leadership competencies through canonical analysis show (Chi²=70.913), which is statistically significant at (α≤0.05), which indicates that all the project managerial competencies and leadership competencies have an effect on project success at Jordanian Cellular Telecommunication Companies. This result is consistent with the result of the Asree, et. al. (2010) study which implied, that the leadership competency and organizational culture are important factors for hotels to be responsive to their customers, and in turn responsiveness to customers would improve hotel revenue. As well as, it is consistent with the result of Galvin, et. al. (2014) study that explored the importance of leadership competencies, management techniques and leadership styles that effective project manager uses to manage individuals and teams to produce high-performance project outcomes and positive business results.

(5-2): Conclusion

The current study results show that there is a high implementation for both project managerial and leadership competencies in Jordanian Cellular Telecommunication Companies, which indicates that there is a high agreement on the high presence of these variables. Finally, the overall

result indicates that there is a significant degree of implanting of the project managerial and leadership competencies in Jordanian Cellular Telecommunication Companies, where (t=30.882>1.656) and (t=32.575>1.656). This indicates that the employees working at Jordanian Cellular Telecommunication Companies realize the importance of the implementation of the project managerial and leadership competencies.

All the project managerial competencies have an effect on the project success except cognitive intelligence. The emotional intelligence was holding the highest effect, followed by social intelligence. Moreover, all the leadership competencies have an effect on project success in Jordanian Cellular Telecommunication Companies. The result driven variables were holding the highest effect, followed by coalition building then business acumen.

Results of the statistically combining project managerial and leadership competencies through canonical analysis show (Chi²=70.913), which is statistically significant at ($\alpha \le 0.05$), which indicates that all the project managerial competencies and leadership competencies when combined together have an effect on project success at Jordanian Cellular Telecommunication Companies.

(5-3): Recommendations

In light of the study results the following recommendations can be drawn:

Recommendations for Jordanian Cellular Telecommunication Companies:

- 1. The current study recommends and emphasizes the development of leadership competencies for managers at Jordanian Cellular Telecommunication Companies by involving them in training and development programs in order to develop their thinking and analysis skills.
- 2. The need for manager's working in Jordanian Cellular Telecommunication Companies to understand the nature and the level of importance of project managerial competencies and leadership competencies that should characterize the officials to participate in the opportunities to deal with the demands of the future strategic perspective.

- 3. The managers working at the Jordanian Cellular Telecommunication Companies should be able to diagnose the competencies that must be owned by persons qualified for leadership positions related to company's orientation and their strategies.
- 4. Prepare and design training programs for managers working at Jordanian Cellular Telecommunication Companies that aims at providing them with the capabilities, personal skills and strategic vision at all organizational levels.
- 5. Emphasis on the Jordanian Cellular Telecommunication Companies to attract people with outstanding skills in an effort to build human capital versed in the development work.
- 6. Develop reflection sessions between managers at Jordanian Cellular Telecommunication Companies as a way to share and improve their managers' and leadership competencies.
- 7. Develop reflection sessions between managers and their teams at Jordanian Cellular Telecommunication Companies in order to review, identify, and improve the competencies of the employees such as their communication skills, thinking and analysis skills that will help improve the human capital.

Recommendations for Academics and Future Research:

- 10. This study was directed towards Jordanian Cellular Telecommunications Companies. Further empirical work is needed to test the degree to which the findings can be generalized to other industries.
- 11. This study was conducted on Jordanian Companies. Generalizing Jordanian results to other countries is questionable. Therefore, it is recommended to carry out such study in different countries especially Arab countries.

References:

- Ahadzie, D.K., Proverbs, D.G., Olomolaiye, P.O. & Ankrah, N.A. (2009). "Competencies required by project managers for housing construction in Ghana: Implications for CPD agenda". *Engineering, Construction and Architectural Management*, 16(4), 353-375
- Alban-Metcalfe, J. & Alimo-Metcalfe, B. (2013). "Reliability and validity of the leadership competencies and engaging leadership scale". *International Journal of Public Sector Management*, 26(1), 56-73.
- AL-Mazrouei, H. & Zacca, R. (2015). "Expatriate leadership competencies and performance: a qualitative study". *International Journal of Organizational Analysis*, 23(3), 404-424
- Al-Zoubi, M.R. (2012). "Leadership Competencies and Competitive Advantage: Empirical Study on Jordan Telecommunications". *European Journal of Business and Management*. 4(7), 234-247.
- Andersen, E.S., Grude, K.V., Haug, T. & Turner, J.R. (1987). "Goal directed project management". Kogan Page, Coopers and Lybrand, London, UK.
- Asree, S., Zain, M., Razalli, M.R. (2010). "Influence of leadership competency and organizational culture on responsiveness and performance of firms". *International Journal of Contemporary Hospitality Management*, 22(4), 500-516.
- Baccarini, D. (1999). "The logical framework method for defining project success". *Project Management Journal*, 30(4), 25-32.
- Barber, C.S. & Tietje, B.C. (2004). "Competency requirements for managerial development in manufacturing, assembly, and/or material processing functions". *Journal of Management Development*, 23(6), 596-607.
- Barber, E. & Warn, J. (2005). "Leadership in project management: firefighter to Firelighter". *Management Decision*, 43(7/8), 1032-1039.
- Barner, R. (2000). "Five steps to leadership competencies". *Training & Development*, 54(3). 47-51
- Battilana, J., Gilmartin, M., Sengul, M., Pache, A. & Alexander, J. (2010). "Leadership competencies for implementing planned organizational change". *The Leadership Quarterly*, 21(3), 422-438.
- Berg, M.E. & Karlsen, J.T. (2007). "Mental models in project management coaching". *Engineering Management Journal*, 19(3), 3-14.
- Brandel, M. (2006). "The New Project Manager: Being a project manager today is a lot different than it was just a few years ago". Computerworld. (Online), available: http://www.computerworld.com/action/article.do?command = view Article Basic & articled = 110268

- Briere, S., Proulx, D., Flores, O. & Laporte, M. (2015). "Competencies of project managers in international NGOs: Perceptions of practitioners". *International Journal of Project Management*, 33(1), 116-125.
- Brownwell, J. (2006). "Meeting the competency needs of global leaders: A partnership approach". *Human Resources Management*, 45(3), 309-336.
- Buckingham, M. (2001). "Don't Waste Time and Money". Gallup Management Journal, 3.
- Carmeli, A. (2003). "The relationship between emotional intelligence and work attitudes, behavior and outcomes: An examination among senior managers". *Journal of Managerial Psychology*, 18, 788-813.
- Chipulu, M., Neoh, J., Ojiako, U. & Williams, T. (2013). "A Multidimensional Analysis of Project Manager Competences". *Engineering Management, IEEE Transactions*, 60(3), 506-517
- Chung-Herrera, B.G., Enz, C.A. & Lankau, M.J. (2003). "Grooming future hospitality leaders: a competencies model". *Cornell Hotel and Restaurant Administration Quarterly*, 44(2), 17-25.
- Cooke-Davies, T. (2002). "The Real Project Success Factors". *International Journal of Project Management*, 20(3), 185-190.
- Crawford, L. (2000). "Profiling the Competent Project Manager". In: *Project Management Research at the Turn of the Millennium: Proceedings of PMI Research Conference*, 21-24 June, 2000, Paris, Finance, pp. 3-15. Sylva, NC: Project Management Institute. 76.
- Crawford, L. (2005). "Senior management perceptions of project management competence". *International Journal of Project Management*, 23(1), 7-16.
- Crawford, L.W. (2007). "Developing the project management competence of individuals". In Turner, J.R. (Ed.), *Gower handbook of project management*, (4), 678-694. Aldershot, UK: Gower Publishing.
- Das, A., Kumar, V. & Kumar, U. (2011). "The role of leadership competencies for implementing TQM: An empirical study in Thai manufacturing industry". *International Journal of Quality & Reliability Management*. 28(2), 195-219.
- Deary, I. (2001). "Intelligence: A very short introduction". New York, NY: Oxford University Press.
- Dulewicz, V. & Higgs, M. (2000). "Emotional intelligence a review and evaluation study". *Journal of Managerial Psychology*, 15(4), 341-372.
- Dulewicz, V., & Higgs, M. (2005). "Assessing leadership dimensions, styles and organizational context". *Journal of Managerial Psychology*, 20(2), 105-123.
- Edum-Fotwe, F. & McCaffer, R. (2000). "Developing Project management competency: perspectives from the construction industry". *International Journal of Project Management*, 18(2), 111-124.

- Embretson, S. & Schmidt McCollam, K. (2000). "Psychometric approaches to understanding and measuring intelligence". *In R. J. Sternberg (Ed.), Handbook of intelligence*, 423-444. New York, NY: Cambridge University Press.
- Erling, S., Andersen, D. B., Svein, A. J. & Money, A. H. (2006). "Exploring project success". *Baltic Journal of Management*, 1(2), 127-147.
- Freeman, M. & Beale, P. (1992). "Measuring project success". *Project Management Journal*, 23(1), 8-17.
- Galvin, T., Gibbs, M., Sullivan, J. & Williams, C. (2014). "Leadership Competencies of Project Managers: An Empirical Study of Emotional, Intellectual, and Managerial Dimensions". *Journal of Economic Development, Management, IT, Finance and Marketing*, 6(1), 35-60.
- Geoghegan, L. & Dulewicz, V. (2008). "Do Project Managers' Leadership Competencies Contribute to Project Success?". *Project Management Journal*, 39(4), 58-67.
- Giorgi, G. (2013). "Organizational emotional intelligence: Development of a model". *International Journal of Organizational Analysis*, 21, 4-18.
- Glader, A. (2001). "Learning and competence development The study of competence development in large Swedish organizations". *Master Thesis*, Umea School of Business and Economics.
- Goleman, D. (1998). "Working with emotional intelligence". New York: Bantam Double Day Dell Publishing Group, Inc.
- Gruban, B. (2003). "Competence: moda, ki traja ze stiri desetletja". Finance, 168/1596, str. 19.
- Hamzah, M.I., Othman, A.K., Hashim, N., Rashid, H.A. & Besir, M.S. (2013). "Moderating effects of Organizational Culture on the Link between Leadership Competencies and Job Role Performance". *Australian Journal of Basic and Applied Sciences*, 7(10), 270-285.
- Haughey, D. (2010). "A brief history of Project Management". Project management articles, London. (Online), available:
 - http://www.projectsmart.co.uk/brief-history-of-project management.php
- Hogan, R. (2002). "Leadership: What do we know?". Presentation for MDC, New Zealand.
- Intagliata, J., Ulrich, D. & Smallwood, N. (2000). "Leveraging leadership competencies to produce leadership brand: Creating distinctiveness by focusing on strategy and results". *Human Resource Planning*, 23(3), 12-23.
- Jugdev, K. & Muller, R. (2005). "A retrospective look at our evolving understanding of project success". *Project Management Journal*, 36(4), 19-31.
- Kaukiainen, A., Bjorkqvist, K., Lagerspetz, K; Osterman, K., Salmivalli, C., Forsblom, S. & Ahlbom, A. (1999). "The relationships between social intelligence, empathy, and three types of aggression". *Aggressive Behavior*, 25, 81-89.
- Kendra, K. & Taplin, L. (2004). "Project Success: A Cultural Framework". *Project Management Journal*, 35(1), 30-45.

- Koong, K.S. & Liu, L.C. (2006). "A Study of Project Management Job Descriptions". *In: The Proceedings of ISECON 2006*, (23) Dallas: 31-23.
- Lee, H., Park, J. & Lee, J. (2013). "Role of leadership competencies and Team Social Capital in IT Service". *Journal of Computer Information Systems*, summer, 1-11.
- Leedy, P.D., and Ormrod, J.E. (2005). "*Practical research: Planning and design*". 8th edition, Upper Saddle River, NJ: Prentice Hall.
- Lim, C.S. & Mohamed, M.Z. (1999). "Criteria for project success: an exploratory reexamination". *International Journal of Project Management*, 17(4), 243-248.
- Marlowe, H.A. (1986). "Social intelligence: Evidence for multidimensionality and construct independence". *Journal of Educational Psychology*, 78(1), 52-58.
- Marquardt, M.J. & Berger, N.O. (2000). "Global leaders for the twenty first century". Albany, NY: State University of New York Press.
- Mayer, J.D., Salovey, P. & Caruso, D.R. (2008). "Emotional intelligence: New ability or eclectic traits?". *American Psychologist*, 63, 503-517.
- McShane, S.L. & Von Glinow, M.A. (2010). "*Organizational behavior*". 5th edition Boston, MA: McGraw-Hill, Irwin.
- Miranda, T. & Ghimire, B. (2007). "Desired Competences for Project Managers". *Master Thesis*.
- Mirkamali, K.S. & Salajeghe, S. (2014). "The Relationship between Intellectual Capital and Project Managers competencies by using Structural Equation: CFA". *International Journal of Social Sciences*, 4(4), 31-42.
- Mochal, T. (2005). Tec Republic, Pearson Prentice Hall, Upper Saddle River, NJ. (Online), available: http://articles.techrepublic.com.com/5100-10878_11-5760615.html
- Muller, R. & Jugdev, K. (2012). "Critical success factors in projects Pinto, Slevin, and Prescott
 the elucidation of project success". *International Journal of Managing Projects in Business*. 5(4), 757-775.
- Mullera, R. & Turner, R. (2010). "Leadership competency profiles of successful project managers". *International Journal of Project Management*, 28(5), 437-448.
- Mumford, T., Campion, M., & Morgeson, F. (2007). "The leadership skills strataplex: Leadership skill requirements across organizational levels". *The Leadership Quarterly*, 18, 154-166.
- Neuman, W.L. (2003). "Practical Research Methods". Boston: Pearson Education.
- O'Brien, E., & Robertson, P. (2009). "Future leadership competencies: from foresight to current practice". *Journal of European Industrial Training*, 33(4), 371-380.
- OASIG. (1995). "The OASIG Study". UK.
- Overby, J. & Suvanujasiri, A. (2012). "A Second Order Confirmatory Factor Analysis of a Leadership Competency Model: An Empirical Study Conducted In Thailand". *The Journal of Applied Business Research*, 28(5), 1073-1084.

- Pagon, M., Banutai, E. & Bizjak, U. (2008). "Leadership Competencies for Successful Change Management". University of Maribor, Slovenia.
- Pernick, R. (2001). "Creating a leadership development program: Nine essential tasks". *Public Personnel Management*, 30(4), 429-444.
- Peters, T. (1994). "Liberation Management: Necessary Disorganization for the Nanosecond Nineties". Fawcett Books, New York, USA.
- Pinto, J. (2013). "Project Management: Achieving Competitive Advantage". Pearson Education, England.
- Pinto, J.K., & Trailer, J.T. (1998). "Leadership skills for project managers". Newtown Square, PA: Project Management Institute.
- Pinto, J.K. & Slevin, D.P. (1988). "Project success: Definition and measurement techniques". *Project Management Journal*, 19, 67-71.
- Rees, D., Turner, R. & Tampoe, M. (1996). "*On being a manager and leader*". In Turner J.R.; Grude K. & Thurloway L. (Eds.). The project manager as change agent, 99-115. McGraw-Hill, Maidenhead, UK.
- Robertson, S. & Williams, T. (2006). "Understanding project failure: Using cognitive mapping in an insurance project". *Project Management Journal*, 37(4), 55-71.
- Salleh, R. (2009). "Critical success factors of project management for Brunei construction projects: Improving project performanace". *A thesis submitted in partial fulfilment of the requirement for the Doctor of Philosophy*, School Of urban Development, Faculty of Built Environment and Engineering, Queensland university of Technology, Australia.
- Sambedna, J. & Sahoo, C.K. (2014). "Improving managerial performance: a study on entrepreneurial and leadership competencies". *Industrial and Commercial Training*, 46(3), 143-149.
- Sekaran, U. & Bougie, R. (2010), "Research Methods for Business: A Skill Building Approach". 5th edition. John Wiley & Sons.
- Shenhar, A., Levy, O. & Dvir, D. (1997). "Mapping the dimensions of project success". *Project Management Journal*, 28(2), 5-13.
- Silong, A.D., Shahhossein, M., Ismaill, I.A. & Uli, J.N. (2012). "The Role of Emotional Intelligence on Job Performance". *International Journal of Business and Social Science*, 3(21), 241-246.
- Silvera, D.H., Martinussen, M. & Dahl T. (2001). "The Tromso Social Intelligence Scale, a self report measure of social intelligence". *Scand. J. Psychol.* 42, 313-319.
- Sternberg, R. & Grigorenko, E.L. (2006). "Cultural Intelligence and Successful Intelligence". In: *Group Organization Management*, 31, 27-39.
- Stuart, R & Lindsay, P. (1997). "Beyond The Frame of Management Competencies: Towards a Contextually Embedded Framework of Managerial Competence in Organizations". *Journal of European Industrial Training*, 21(1), 26-33.

- Tanoe, C.B. (2010). "Determining the effects of attrition on leadership competency and organizational effectiveness: A quantitative study". *PhD Dissertation*, University of Phoenix.
- Thach, E. & Thompson, K.J. (2007). "Trading places Examining leadership competencies between for-profit vs. Public and non-profit leaders". *Leadership & Organization Development Journal*, 28(4), 356-375.
- Trivellas, P. & Reklitis, P. (2014). "Leadership Competencies Profiles and Managerial Effectiveness in Greece". *Procedia Economics and Finance*, 9, 380-390.
- Turner, J. R., (2004). "Five necessary conditions for project success". *International Journal of Project management*, 22(5), 349-350.
- Wateridge, J. (1995). "IT projects: a basis for success". *International Journal of Project Management*, 13, 169-172.
- Westervald, E. (2003). "The Project Excellence Model: Linking success criteria and critical success factors". *International Journal of Project Management*, 21, 411-418.

Appendices

- (1): Names of Arbitrators
- (2): Panel of Referees Committee letter
- (3): Participants Letter
- (4): Questionnaire

Appendix (1) Names of Arbitrators

NO.	Name	Specialization	University	
1	Prof. Mohammad Al-Naimi	Data Analysis	MEU	
2	Prof. Musa Al-Louzi	Public Administration	Jordan	
3	Prof. Hasan Al-Zoubi	Business Administration	Applied Science	
4	Dr. Ahmad Ali Saleh	Business Administration	MEU	
5	Dr. Majed Al-Qurneh	Business Administration	MEU	
6	Dr. Ahmad Al-Zamel	Marketing	MEU	
7	Dr. Abdullah Abu Salma	Business Administration	MEU	
8	Dr. Amjad Tawiqat	Business Administration	MEU	
9	Dr. Suleiman Al-Barghouthi	Accounting	MEU	
10	Dr. Haitham Hejazi	Business Administration	MEU	

Appendix (2) Panel of Referees Committee Letter

The Effect of Project Managers Competencies and Leadership Competencies on Project Success: An Empirical Study on Jordanian Cellular Telecommunications Organizations

Dear Professor-Doctor:

You are invited to participate as one of the panel judge for the questionnaire to the study titled "The Effect of Project Managers' Competencies and Leadership Competencies on Project Success: An Empirical Study on Jordanian Cellular Telecommunication Companies".

Project managers' competencies and the leadership competencies are one of the main reasons behind any project's failure or success; therefore, in this study the researcher will investigate the effect of the project managers' competencies and the leadership competencies on the Jordanian Cellular Telecommunication Companies performance.

Please find the attached copy of the research variables model, hypothesis and questionnaire. Kindly evaluate the questionnaire any suggestions and recommendations stated below will be taken in to consideration as the researcher is willing to re-write the questionnaire based on your comments and suggestions.

Again, thank you for your participation and guidance, and if you have any questions or concerns please do not hesitate to contact 00962-799064664.

Thank you in advance for your help.

Researcher: Hadeel J.Abu-Dari

Supervised by: Dr. Nidal Al-Salhi

Appendix (3) Participants Letter

The Effect of Project Managers Competencies and Leadership Competencies on Project Success: An Empirical Study on Jordanian Cellular Telecommunications Organizations

Dear Participant:

You are invited to participate and complete this questionnaire regarding the effect of Project Managers' Competencies and Leadership Competencies on Project Success for your company. Your participation in this research is highly appreciated. The completion of this questionnaire is very important to the overall design of the study.

The questionnaire contains 38 questions that have been designed for your convenience. The questionnaire should take you no more than 30 minutes. Please write down your answers, adding any comments you feel of particular importance to your company or industry. Any answer you give will be confidential, and your company will not be identified to any third. While answering this questionnaire, please make sure that you take on the role as your firm's representative.

The results will be available to you, if you wish to follow up on this research. Again, thank you for your participation and if you have any questions or concerns please do not hesitate to contact 00962-799064664.

Thank you in advance for your Participation.

Researcher: Hadeel J.Abu-Dari Supervised by: Dr. Nidal Al-Salhi

Appendix (4) Questionnaire

Mr / M	Is	Greetings
--------	----	-----------

The Researcher aims to carry out a study titled "The Effect of Project Managers Competencies and Leadership Competencies on Project Success: an Empirical Study on Jordanian Cellular Telecommunications Companies". The study mainly aims to identify the effect of Project Managers' Competencies and Leadership Competencies on Project Success in Jordanian Cellular Telecommunications Companies.

Student Hadeel J. Abu Dari Supervisor Dr. Nidal AL-Salhi

Personal and Occupational characteristics of the study sample

(1) Gender		
Male	Female	
(2) Age		
From 20 – 29 Years	From 30 – 39 Years	
From 40 – 49 Years	50 Years or greater	
(3) Educational Level		
High School or Diploma	BSc	
Master or High Diploma	PhD	
(4) Job title		
Head of section	Supervisor	
Technician	Administrative Officer	
(5) Department		
Administrative / Customer Care	Financial	
Technical	Engineering	
(6) Experience		
Less than 5 Years	From 5 – Less than 10 Years	
From 10 – Less than 15 Years	15 Years or greater	

Please state your opinion on the following items to determine the extent of agreement on each of the *Project Managers' Competencies* items.

No.	Items Answer alternatives						
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
Emoti	onal Intelligence				<u>!</u>		
1	The company's project manager is efficiency-oriented						
2	The company's project manager promotes work in a planned manner						
3	The company's project manager promotes work with the initiative						
4	The company's project manager is good at self-control						
5	The company's project manager is flexible						
Cogni	tive Intelligence					<u> </u>	
6	The company's project manager is fully aware of project-related concepts						
7	The company's project manager is fully aware of project-related technologies						
8	The company's project manager takes into account all project-related things						
9	The company's project manager makes use of work patterns appearing while at work						
10	The company's project manager is good at written communication						
Social	Intelligence				1	<u> </u>	
11	The company's project manager is good at networking with project members						
12	The company's project manager is good at managing the project team						
13	The company's project manager is good at negotiating with project members						
14	The company's project manager have ability to develop project team members						
15	The company's project manager is good at oral communication						

Please state your opinion on the following items to determine the extent of agreement on each of the *Project Leadership Competencies* items.

	Items	ent of agreement on each of the <i>Project Leadership Competencies</i> items Answer alternatives					
No.		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
Busine	l ess Acumen		<u> </u>		<u>I</u>	<u>. I</u>	
16	The company's project leader emphasize the company's employee's work seriously with bright future						
17	The company's project leader is interested in expanding the perceptions of employees via finding appropriate solutions to the problems they face						
18	The company's project leader is trying to build a comprehensive conception of the events related to the company work						
19	The company's project leader careful study inclusive of all aspects before taking any decision related to the company						
20	The company's project leader own a high level of wisdom to control actions						
Result	Driven		<u> </u>		1	1	
21	The company's project leader is capable of identifying high levels of performance, depending on the business results						
22	The results of the work positively contribute to improvements to existing services						
23	The company's project leader care continuously to maintain customer satisfaction with the company						
24	The company's project leader is constantly trying to achieve high levels of satisfaction						
25	The company's project leader monitor the performance of workers to overcome the weaknesses						
Buildi	ng Coalitions		ļ.		<u> </u>		
26	The company's project leader is trying to build coalitions with other groups that have similar interests within the company						
27	The company's project leader use the coalitions to make up for the shortfalls in the areas of the company work						
28	The company's project leader use the coalitions as a system to effect on workers						
29	The coalitions that the company's project leader has built tend to settle						
30	The project leader encourage coalitions to promote competition among all employees						

Please state your opinion on the following items to determine the extent of agreement on each of the *Project success* items

	Items	Answer alternatives					
No.		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
31	The company's projects are open to the work environment based on its response to the changing needs of the customers						
32	Customer satisfaction is among the priorities of the company's projects						
33	The company is following the competitor's movements and keep track of their projects' strategies						
34	The company's current competition strategies for the project based on leadership cost						
35	The company's projects are open to the community needs, which enhances the satisfaction of civil society organizations						
35	The company evaluate partnerships with community organizations						
37	The company's project outputs achieved within the time frame planned						
38	Roles and Responsibilities of the project implementers are distributed clearly						