

**YANGON UNIVERSITY OF ECONOMICS
DEPARTMENT OF MANAGEMENT STUDIES
MBA PROGRAMME**

**THE EFFECT OF MANAGERIAL COMPETENCIES AND
LEADERSHIP COMPETENCIES ON PROJECT SUCCESS
OF CROWN ADVANCED CONSTRUCTION COMPANY
IN YANGON**

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EMBA II – 38

EMBA 17th BATCH

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ACADEMIC YEAR (2018-2022)

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A Thesis submitted to the Board of Examiners in partial fulfillment of the requirements for the degree of Master of Business Administration (MBA)

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ACCEPTANCE

This is to certify that the thesis proposal entitled “**The Effect of managerial Competencies and Leadership Competencies on Project Success on Crown Advanced Construction Company in Yangon**” has been accepted by the Examination Board for awarding Master of Business Administration (MBA) degree.

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March, 2022

ABSTRACT

This study aims to examine the effect of personal factors on managerial competencies and leadership competencies and to analyze the effect of managerial and leadership competencies on the project success of Crown Advanced Construction Company in Yangon. Descriptive and analytical research methods are used in this study. Both primary and secondary data are gathered to achieve the objectives. For primary data, 120 employees out of 170 employees whose position are managers, engineers and supervisors, are selected by using simple random sampling method and collected by using structured questionnaires. The study found that among the personal factors, personality traits, cognitive abilities and experience are significant effect on managerial competencies and personality traits and experience and knowledge are significant effect on leadership competencies. Social intelligence competencies, business acumen and result driven are significant effect on project success Therefore, the company should emphasize the development of leadership competencies and managerial competencies for managers, engineers and supervisors by involving them human resource development program in order to develop their thinking skills and analytical skills.

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LIST OF ABBREVIATION

EI	Emotional Intelligence
IQ	Intelligence Quotient
CANOE	Conscientiousness, Agreeableness, Neuroticism, Extraversion
OCEAN	Conscientiousness, Agreeableness, Neuroticism, Extraversion
IQ	Intelligence Quotient
US	United States
OPM	Office of Personnel Management
LEF	Leadership Effectiveness Framework
PRDC	Personnel Resources and Development Center
ECQs	Executive Core Qualifications
PM	Project Manager
SME	Small and Medium-sized Enterprises
KASOs	Knowledge, Abilities, Skills and Other Characteristics
B.P	Bore Pile

CHAPTER (1)

INTRODUCTION

Many organizations in competitive environments have priorities, goals, and mission as processes of strategic planning. The firms are willing to go the extra mile at their industry to receive excellence and success. Especially project-based organizations need to focus on power of human resource. Subsequently, the firm is more concerned with the flexible components of human assets found in the skills, knowledge, and capabilities of the employees to accomplish any tasks in pursuit of the organizational goals (Zakaria, S, 2011). Human capital means an intangible facet of human assets, critical to succeed in an organization. One initial step of human resource management is acquiring process that finds human assets for company. Therefore, human resource functions include employee selection process which is important for a firm competes with other companies.

The firms compete with their rival by using strategies base on their human resource that includes committed and motivated employees who can go above and beyond the call of their duties. With conceptual contract, the best efforts for employee to bring out the most likeable effectiveness to the team resulting in the project success including the achievement of organizational goals. In addition, the firms need to be able to choose suitable individual characteristics as well as the right personal factors for related positions of the organizational structure (Barrick, M. R., and Mount, M. K. ,1993).

Many different literatures explain that personal factors are background of an individual's life and living, and they comprise the features of individuals that are not part of a health condition or health state. Whereas there are individual differences in capacities that are heterogeneous across people (Lubinski, D,2000). Since every project manager has a variety of personal factors, their competencies change according to them. In addition, project manager utilizes managerial competencies that operate in a variety of work performances such as constructing, preparing, installing, supervision, controlling, and monitoring projects.

Managerial Competencies include cognitive intelligence competencies, emotional intelligence competencies, and social intelligence competencies which are supported to perform the project (Boyatzis, R. E,2011).

Leadership competencies of project managers are important for performing their responsibilities for project success. A Project manager can create organizational achievements with one's several perceptions as financial, business prospects, and collaboration of stakeholders. Therefore, the project manager's acumen competencies, result-driven competencies, and coalition building competencies incorporate with leadership competencies contribute to achieving project success (Overby, J., and Suvanujasiri, A,2012).

Project success is one that meets or exceeds the expectations of the stakeholders, on time, under budget which is related to how the project manager manages limited resources to meet the goals while building the projects (Agarwal, N., & U Rathod, 2006). The project manager sets project goals and uses expertise to inspire sense of shared purpose within the project team. Project managers perform project at the leading role of specific responsibility. Today's economy is very competitive, especially for service sector where adaption the competencies of manager plays a vital for the best possible outcome for organizational achievement. To be getting to perform effectively, the companies should necessarily focus on foundation of competencies of individual employee may have impact on their performance outcome.

1.1 Rationale of the Study

Myanmar becomes a developing country with the growth of authority bodies, rules and regulations, and policies. For years, the government develops housing projects, high-rise buildings, and the commercial zone which encourages the private sector to take part in the development of infrastructure in Yangon. The firms of construction sector that construct the building try to reach the project target within the limited resources: budget funds, time limitation, human skills, and technology with scheduling and assigning appropriate resources to perform the required activities. According to the feature of construction industry, human resource management functions and practices relate stakeholders of organization to perform the organizational goal attainment.

Likewise, most of the organizations in the construction industry are essential in taking part in being project-based strategy. The success of an organization further depends on successful project implementation and using effective project management (Pinto, J. K., and Covin, J. G,1989).

A project is a temporary function to carry out an activity, to produce a unique product, and to perform a service with a start point and endpoint of the period. It is comprised of predetermined resources of manpower, financial budget fund, time-constrained, and technology, which all are undertaken to meet unique goals and objectives. Project management is the business management function, at which the project manager takes sole responsibility to manage the project effectively (Sauer, C., Liu, L., and Johnston, K,2001). The project manager performs at the leading role of the project management team and implements the project management tools by using their personal competencies. The complex and modern projects essential need to have the vital individual factors of project success. When a project manager lacks the necessary competencies to control complex projects, the organization encounters risks, and problems associated with organizational failure.

The rationale behind choosing the construction project because the construction project offers recurring challenges and uncertainty that test the competence of project managers and supervisors. Every project is unique in many dimensions and constrained by varying requirements which are often changed throughout the project life cycle. Construction industry is along with naturally fragmented and has long supply chain. Within one project, numerous stakeholders such as client, consultants, contractors, government officials, community and project team members, may influence the project or its outcome (Ogunlana, S. O,2009). Therefore, project managers and supervisors have to get things done through a large and diverse set of people despite having little direct control over many of them.

Among this complex and unpredictable environment, project managers and supervisors have an important role to be the hub that integrates all project components and propels them towards successful delivery of the project. Having an efficient employee selection for managerial positions focusing on their competencies in organizations is what leads to its success in the project (Martina, K., Hana, U., and Jiri, F,2012).

Therefore, top management of the organization should know what skills are important for project managers and supervisors to become managerial competence and leadership competence in order to implement project success. This study examines how individual differences in personal factors affect managerial competencies and leadership competencies while performing successfully at Crown Advanced Construction Company in Myanmar.

1.2 Objectives of the Study

In this study, there are two main objectives. These are;

- (1) To examine the effect of personal factors on managerial competencies and leadership competencies of Crown Advanced Construction Company.
- (2) To analyze the effects of managerial competencies and leadership competencies on project success of Crown Advanced Construction Company.

1.3 Scope and Method of the Study

This study is to find out the effects of managerial competencies and leadership competencies on the project success of Crown Advanced Construction Company in Yangon. The primary data is collected from project managers, engineers, and supervisors, using structured questionnaire. Most of the questions in the questionnaire are 5-point Likert scale. The study is conducted by descriptive and regression analysis. The sample size is 120 employees out of 170 employees chosen by simple random sampling method and calculated with Yamane's Formula with 95 percent confidence level. Secondary data is collected from internet websites, journal articles, relevant textbooks, previous research papers and reports of Crown Advanced Construction Company.

1.4 Organization of the Study

The study and its results are organized in five chapters. Specifically, chapter one starts with the introduction where an overall view of the key concepts, rationale of the study, objectives of the study, methodology and sources of data, scope and method of the study, and organization of the study.

Chapter two composes of theoretical background relating to concept of individual differences, theoretical background of personal factors, managerial competencies, leadership competencies, and project success. It provides previous studies and the conceptual framework of the study. Chapter three includes profile and projects of Crown Advanced Construction Company and profiles of respondents. Analysis on effect of personal factors on managerial and leadership competencies and effect of managerial and leadership competencies on project success are presented in chapter four. Finally, in chapter five, it was concluded with the research findings, suggestions, recommendation and need for further studies.

CHAPTER (2)

LITERATURE REVIEW

Chapter 2 states background theory, concept of individual differences, theoretical background of personal factors, managerial competencies, leadership competencies, and project success. It starts with a concept of individual differences, followed by the concept of personal factors, managerial competencies, leadership competencies and project success. In addition, this chapter presents previous studies of the relationship between personal factors and competencies, the relationship between competencies and project success. The final section is the conceptual framework of the study.

2.1 Background Theories

Leadership literature reveals that theories have been refined and modified with passage of time and none of the theory is completely irrelevant. As mentioned earlier, relevance depends on the context in that it is applied. The type of leadership applied in functions entailing very high degree of precision, confidence level, sensitivity, care and technical expertise may be different than in simple management-oriented portfolios, as one that does not fit all heads (Dess, and Picken, 2000). It means that situations, contexts, culture, working environment, new laws and regulations, information overload, organizational complexities and psycho-socio developments remarkably impact the leadership concept thereby, making it commensurate to the changing organizational dynamics (Amabile, et al., 2004).

2.1.1 Traits Theory of Leadership

The early theorists opined that born leaders were endowed with certain physical traits and personality characteristics which distinguished them from non-leaders. Trait theories ignored assumptions about whether leadership traits were genetic or acquired.

Jenkins identified two traits; emergent traits (those which are heavily dependent upon heredity) as height, intelligence, attractiveness, and self-confidence and effectiveness traits (based on experience or learning), including charisma, as fundamental component of leadership (Ekvall and Arvonen, 1991).

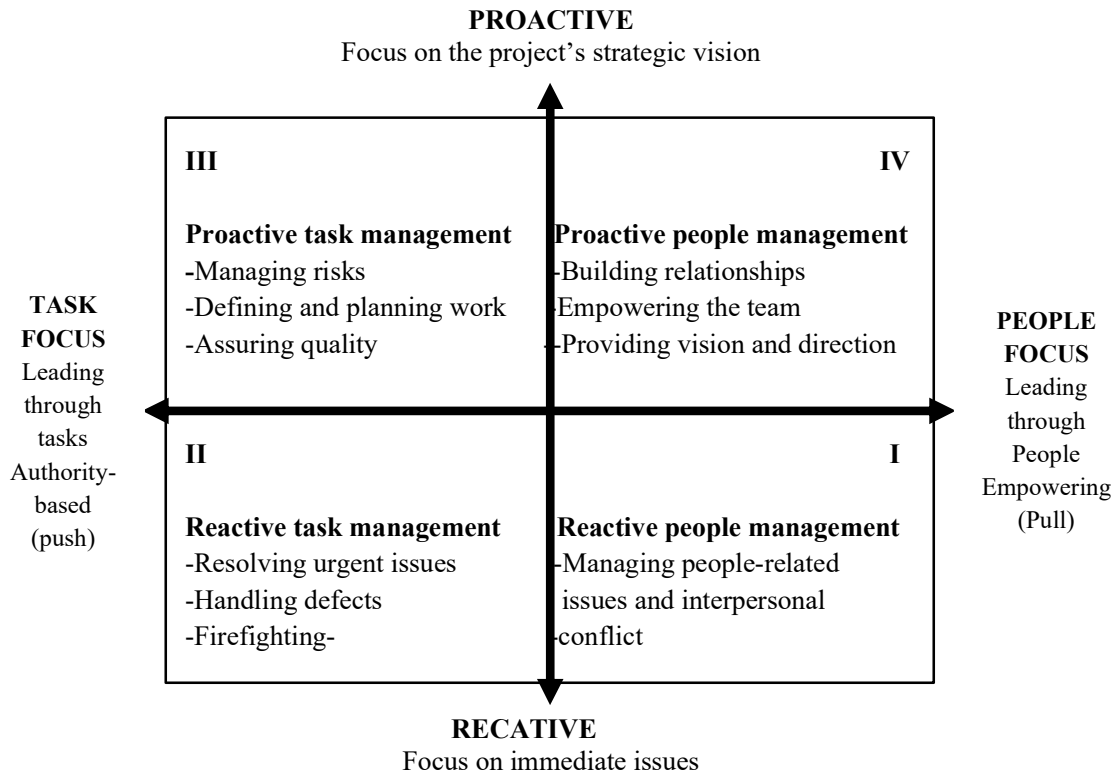
Max Weber termed charisma as “the greatest revolutionary force, capable of producing a completely new orientation through followers and complete personal devotion to leaders they perceived as endowed with almost magical supernatural, superhuman qualities and powers”. This initial focus on intellectual, physical and personality traits that distinguished non-leaders from leaders portended research that maintained that only minor variances exist between followers and leaders (Burns, J. M. 2003). The failure in detecting the traits which every single effective leader had in common, resulted in development of trait theory, as an inaccessible component, falling into disfavor. In the late 1940s, scholars studied the traits of military and non-military leaders respectively and exposed the significance of certain traits developing at certain times.

2.1.2 The Project Leadership Matrix

Susanne introduced Project Leadership Matrix, which is a fantastic tool to help keep focus on ideal leadership approach. The leadership matrix breaks down leadership into four quadrants: reactive people-leadership, reactive task management, proactive people-leadership, proactive task management.

The right side is where those with a people-management focus land. These are leaders who inspire and engage their teams and provide them with a great deal of autonomy. On the left side, there’s leadership through task management, a more authoritative, directive method. The top of the matrix represents the proactive leader who focuses on the project’s strategic mission. The bottom half of the matrix represents people who are more reactive and deal with the immediate issues as they arise in a project (Madsen, S, 2012).

Figure 2.1. The Project Leadership Matrix

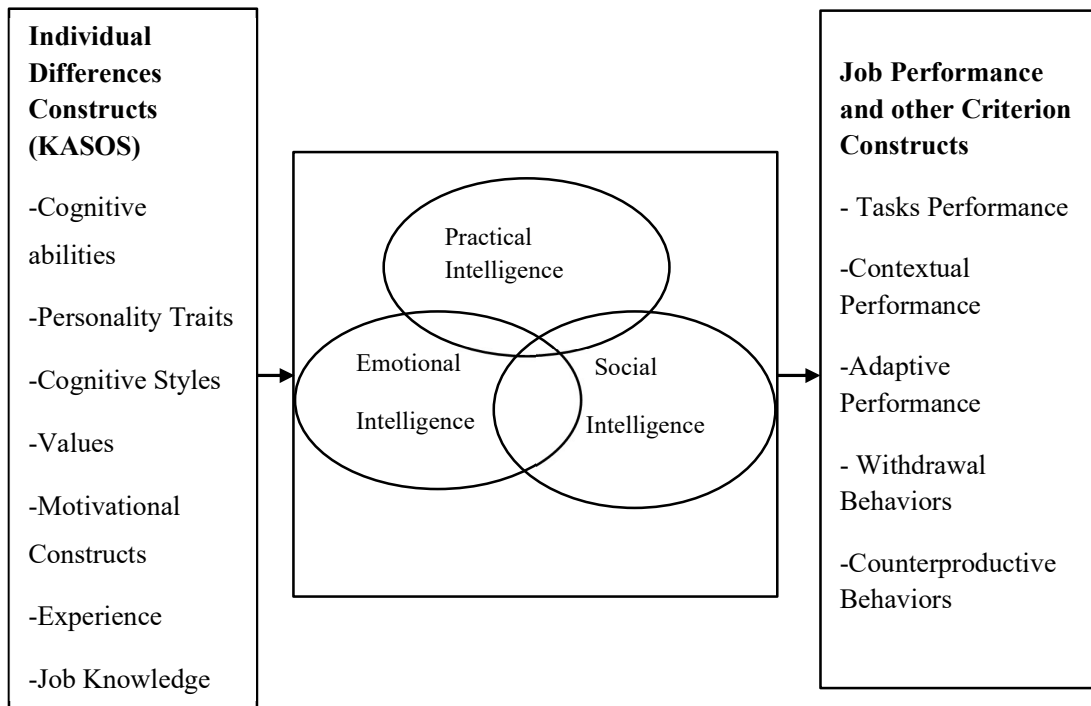


Source: Madsen, S. (2012).

2.2 Previous Studies

This study focuses on the three previous research papers, related to the title. To construct of the conceptual framework for this study following related papers have been observed. The first observation that hand book of employee selection presented the relationship between individual differences or KASOs (knowledge, abilities, skills and other characteristics) and three competencies.

Figure (2.2) Conceptual Framework of Lievens, et al.,



Source; Lievens, et al., (2017)

The researchers aimed to examine for successful personal selection and to identify individual differences and intelligences constructs relations. Many authors have received significantly attention in both academic and practitioner literatures about practical, emotional and social intelligences. They aimed to review and clarify the three intelligences and examine the individual differences constructs relate critical constructs. The application to employee selection in which individual difference constructs (KASOs) have also fueled controversies and criticisms for personal factors.

2.2.1 Personal Factors

Human resources, or employees, are perhaps the most critical resources a firm possesses because human capital underlies any organizational capability in the sense that organizations do not make decisions or allocate resources; people do (D. Ulrich and D. Lake.1990).

Human resource management is the tactical way to get the effective management of employees in a company for extent they work their business effectively that can present competitive advantage for organization.

Human Resource Management process includes employee selection, recruitment procedures, employee skills development training, appraisals of employees, compensation and reward programs, security and safety in consent with the direction of relevant rules and regulations.

Employee selection is one major process of human resource management that employers utilize to decide correctly choose from individual characteristics of employees for specific positions of a firm (Ekuma, K. J,2012). Every organization, human resource or people play a key role and their performance outcome determine the success or failure of firms. Moreover, different people have distinct personal factors that change according to their lifestyles.

Individual differences are positive affection on behaviors (Lamb, M. E,1987). People with different abilities, skills, attitudes, and perception lead to differently behave. Continuously, people with different personalities, that they are working at different career life. Some people want to learn new tasks or some are motive or some are more stable emotion. In workplace different individual characteristics change their outcomes as working behaviors. For example, a manger lacks the knowledge how to motive which diverse work group's productivity.

As a project manager with a leading role in organization, should have abilities seeing overview of the working environment and skills in technical, communication, motivation, creativity and better decision making. Consequently, personal factors or individual differences of a manager refer to essential parts of their intelligence competencies.

The psychologists thought that individual differences are influenced by people's genetic inheritance. "Individual differences are found in all psychological characteristics physical mental abilities, knowledge, habit, personality and character traits" (Bhawna, 2019). Ability, aptitude, achievement, knowledge, and skill have all been appealed and dimensioned about individual differences within the cognitive domain.

According to previous research studies and online studies, individual differences consist of numerous types such as physical differences, differences in intelligence, differences in attitude, differences in achievements, differences in motor ability, differences in the account of gender, differences in races, differences due to nationality, differences due to economic status, differences of interest, emotional differences and personality differences (Hunter, J. E,1986).

This study addresses personal factors or individual differences as cognitive abilities, personality traits, cognitive styles, values, motivational constructs, experience, and job knowledge.

The definition of a person is a being that has certain capacities or attributes which are reason, morality, consciousness, or self-consciousness, and being a part of a culturally established form of social relations such as kinship, ownership of property, or legal responsibility. All the individuals have different personal factors which include such variables as age and lifecycle stage, occupation, economic circumstances, lifestyle (activities, interests, opinions, and demographics), personality, and self-concept (Pinki Rani,2014).

Personal factors in which associated information that personal factors have two types of characteristics as biographic and learned characteristic. Biographic characteristics are physical characteristics (height, skin, complexion, vision, shape, and size of the nose, weight, etc.) age, gender, religion, marital status, experiences, intelligence, abilities (intellectual ability, physical ability). Learned characteristics are personality, perception, and value. Biographic characteristics of a person are impossible to change but learned characteristics can be modified to develop. Another fact that personal factors also influence on individual behavior (yourarticlelibrary.com).

(a) Cognitive Abilities

Cognitive ability may be defined as a “mental capability that ... involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience” (Gottfredson, L. S,1997).

General intelligence (g) is derived from a single common factor underlying all cognitive abilities. Fluid cognitive abilities (Gf) identify that reasoning or thinking, processing speeds, and one's ability to solve problems in different situations, independent of acquired knowledge. Crystallized cognitive abilities (Gc) identify that "acquired knowledge," which includes the accumulation of lifetime intellectual knowledge and achievements.

People have not only different individual constructs but also different cognitive abilities. Furthermore, differences in age can change cognitive abilities variables such as verbal ability, numerical ability, spatial ability, and clerical ability.

Cognitive ability can be regarded as capacity to learn, solve problems, and adapt to environments. Cognitive abilities are exceptionally important individual factors for personal performance. Hunter (1986) identified a strong relationship between general cognitive ability and job knowledge and between job knowledge and performance. In industry, individual cognitive abilities test procedures are the beginning stage for personal selection of employee recruitment.

To understand each employee who is middle management level of personal selections, abilities such as learning, creating & innovating, analytical reasoning, knowing how to reason logically, communicative effectively and skills evaluating complex situation need to be questioned first.

(b) Personality Traits

Personality traits reflect people's characteristic patterns of thoughts, feelings, and behaviors. According to the industrial psychology field, the researchers predicted the relationship between personality factors and job-related factors such as job performance. Some researches indicated that personality traits have a close relationship with job performances (Jamshidi et al., 2009).

One of the popular concepts is Big Five model describes five factors of personality traits that are openness, conscientiousness, extraversion, agreeableness, and neuroticism. People who are high in the trait of openness have the characters of very creative, open to trying new things, and low in traits of openness they have the characters of dislike change and resistance to new ideas.

Achieving high level of conscientiousness person who enjoys having a set schedule and spends time preparing. Unlikely lower conscientiousness person who fails to complete necessary or assigned tasks and procrastinate important tasks.

There are two types of personal characteristics as extroverted (high extroversion) and introverted (low extroversion). A person who extrovert has characteristics of enjoy meeting new people and likes to go outside to gain a wide social circle of friends. High agreeableness traits having a person has a great deal of interest in other people and assists others who are helpless. Low agreeableness traits having a person doesn't care about how other people feel.

The last one that is neuroticism trait is not alike others traits because lower neuroticism trait having people tends to be more emotionally stable and deals well with stress (Jang KL et al., 1996). Consequently, different personality traits refer to different individual characteristics which having more positive personality traits lead to result in better performance.

(c) Cognitive Styles

Messick (1976) defined cognitive styles as stable attitudes, preferences, or habitual strategies that determine individuals' modes of perceiving, remembering, thinking, and problem-solving. The characterized cognitive styles as individual differences in the way people perceive, think, solve problems, learn, and relate to others (Van den Broeck, H., et al.,2003).

Miller (1987,1991) created a hierarchical "model of individual differences in cognitive processing" to represent three different stages of cognitive processing, such as perception (pattern recognition and attention), memory (representation, organization, and retrieval), and thought.

In psychology and cognitive neuroscience, the perception process concerns with how we interpret and experience information from our sense of organ. In cognitive psychology and neurology subject, the memory process has three main abilities to representation, organization, and retrieval. The thought process is one of the hierarchical cognitive processes and consists of mental activities such as reasoning, remembering, imagining, problem-solving, and making judgments. From observing each stage of the process, one can study various cognitive styles dimensions.

People have distinctive styles of cognition which are problem-solving style, decision-making style, learning style, knowing style, planning style, creating style, and another personal thinking style of their life events. The researchers have investigated cognitive styles in relation to four distinct approaches which are, ability, cognitive strategy, and personality and affect (Armstrong, 2000). As a Consequence, Cognitive styles relate to an individual's characteristic mood by processing information that comes from many areas of actions. If a person who have stable cognitive styles, the person can make better decisions across a large variety of task situations or contexts.

(d) Values

In psychological research Rokeach's conceptual definition of values, which refers to individual's "enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence" (Rokeach, M, 1973). Rokeach (1973) made two useful distinctions as the structure of values. The first distinction is between instrumental values and terminal values. The instrumental values refer to subjective desirability about actions such as being honest, independent, intellectual, and logical. The terminal values mention the end-state of existence and subjective desirability of life outcomes such as family security, freedom, and equality. The second distinction is between values about the well-being of the self and values about the well-being of others.

The value theory describes the concept of a value that specifies six main features as values are beliefs, values refer to desirable goals, values transcend specific actions and situations, values serve as standards or criteria, values are ordered by importance, the relative importance of multiple values guides to action that are existed ideas on the stream of other theorists (Schwartz, S. H,2012).

Values are attitudes and beliefs which are important points different from norms and characteristics. Values are main components of individual personality different from attitudes, beliefs, norms, and traits. Values are important motivation factors for behavior and attitude. Many researchers have defined different ways of values that describe as values are individual's stable belief which evaluated by specific things, including people, behaviors, activities, and issues. Every individual makes important decisions in their related field, these decisions they create with the consideration of their values and belief.

(e) Motivational Constructs

The motivational constructs of trait goal orientation originated from Dweck and her colleagues. There are two motivational constructs of trait goal-oriented are learning goal and performance goal. Individuals who have the trait of learning goal orientation, are motivated person to learn new ideologies or pieces of knowledge for their competencies to increase. Individuals with trait of high in performance goal orientation, they are motivated person be able to evaluate the favorable or unfavorable situation for their performance (Dweck, C. S,1998).

The most well-known construct of achievement motivation theory explained a person's need for achievement (McClelland, D.A.V.I.D, 2005). Individuals are a spirit with a high need for achievement lead to a strong desire for significant accomplishments. For instance, achievement-driven employees thrive in companies that undergo regular performance reviews and if they do well by giving positive or negative feedback on past behavior, they will be motivated and satisfied.

In the perceptive of Human Resource Management, selecting of motivated person to employ in the organization is important for the recruitment process. Employees who have a self-motivated attitude are more likely to achieve their goals and satisfy with their success at work and enjoy working in a career that interests them. In this way, an individual's motivational constructs traits are important for one person.

Spencer and Spencer (1993) pioneered the five main characteristics of competency: knowledge and skills are referred to surface competencies and motives, traits and self-concept are related with core personality characteristics of competency.

(f) Experience

In the field of the applied psychology subject, some researchers suggested that experience is the job relevant knowledge gained over time (Befort, N., and Hattrup, K, 2003) in their kinds of literature. Experience and job knowledge are related factors nevertheless they are different. For instance, attending a lecture of specific fields to raise of individual's academic knowledge.

Experience is the combination of daily tasks solutions of a person who faces and solves them. An individual works more likely tasks frequently it provides the better performance. In the Construction industry, complex tasks and construction management steps are difficult to perform. However, project team members perform by their related work experience. Work experience is occupational and industry-specific rather than firm-specific and leads to improvements in employees' job-related outcomes (Neal, D,1995). As follow, experience is one factor to study of individual difference to perform as skillful employees. Heywood et al. (1992) defined experience as the element of the competence, while some authors consider it as a measure of competence (Dolfi and Andrews, 2006).

(g) Job Knowledge

Knowledge: "Knowing something with the familiarity gained through experience, education, observation, or investigation, it is understanding a process, practice, or technique, or how to use a tool." (Project Management Institute, 2007, p. 74).

The professional intelligence model (Quinn et al.1966) research study describes those four different levels of professional intelligence such as cognitive knowledge (know what), advanced skills (know how), systems understanding (know-why), and self-motivated creativity (care-why). Further study for knowledge, Zack (1999) codified knowledge into three categories as declarative knowledge (knowledge about), procedural knowledge (knowledge how) and casual knowledge (knowledge why).

Tacit knowledge refers to what we know from our experiences and can be defined as "subjective insights, intuitions and hunches"; it is not easily formalized, shared or communicated (Nonaka et al., 2000). Tacit knowledge (knowing how) is very personal because of it come from embedded human mind by combination memory from experiences and job performances. Tacit knowledge is difficult to get from formal learning nonetheless it comes from experimental learning. In excess of it is hard to share and professional experience through practice and observation from related field.

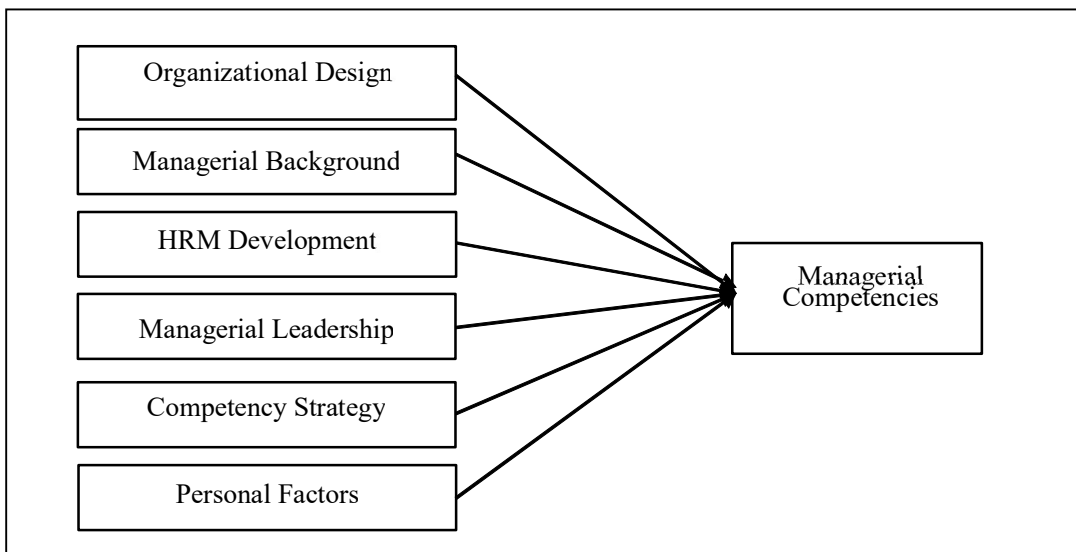
Explicit knowledge (knowing-that) is knowledge codified and digitized in reports, documents, working sheets, memos, etc. Explicit knowledge is easy to share and teach (Al-Hawamdeh, S,2003) . Explicit knowledge is formally structured through scientific work and findings, whereas tacit knowledge is gained informally from personal experiences through observations and practice (Nonaka et al., 2000).

Understanding the previous research studies, if a person who have complete knowledge of related field, he/she has also professional intelligence for his/him career life.

2.2.2 Managerial Competencies

This study largely predicated on the three previous research papers which are related to the title. To construct of the conceptual framework for this study following related papers have been observed. The second previous paper is "The Influencing Factors of Managerial Competencies among SMEs in Selangor, Malaysia" written by Yahiya and Khaled (2012). This study is aimed at identifying the most influential factor among the organization design, managerial background, Human Resource Management development factor, the managerial leadership, management strategies and personal factors. This paper concluded that, the Human Resource Management development and managerial background are the most influential factors of increasing managerial competencies in the SMEs in Selangor Malaysia.

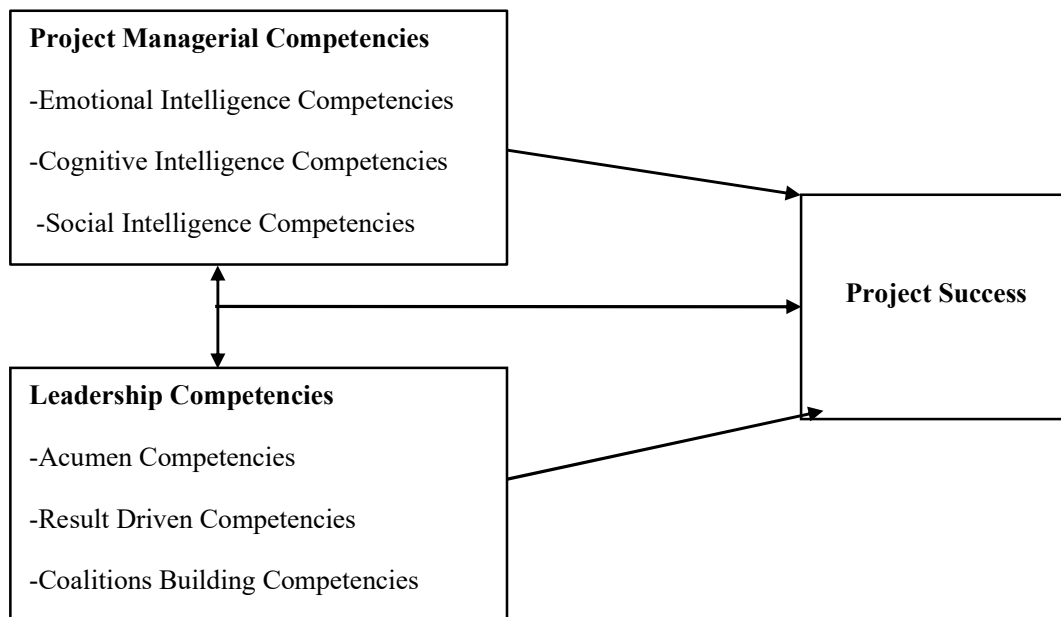
Figure 2.3. Conceptual Framework of Yahiya and Khaled



Source Yahiya & Khaled (2012)

The third reviewed paper is Abu-Dari, H. J., and AL-Salhi, N. A, (2015). They examined one study that the investigation of both project managerial competencies and leadership competencies and their effect on project success of Jordanian cellular telecommunications companies' performance.

Figure (2.4) Conceptual Framework of Abu-Dari, H. J., and AL-Salhi, N. A.



Source; Abu-Dari, H. J., and AL-Salhi, N. A. (2015).

The results provided that there is significant degree implementation for both project managerial competencies and leadership competencies in Jordanian Cellular Telecommunication Companies indicates that high agreement on project success. The research results also mentioned that all aspects of project managerial competencies are effective on project success of the Jordan Cellular Telecommunications Company even so it excluded cognitive intelligence.

Moreover, the study found that all facets of leadership competencies have an effect on project success of the Jordan Cellular Telecommunications Company. Furthermore, the investigation results described that all features of project managerial competencies and leadership competencies when combining together, they are significant effect on pro project success of the Jordan Cellular Telecommunications Company.

Katz and Kahn (1986) clustered three competencies and then research expanded into four areas such as technical functional competencies, managerial competencies, human competencies, and conceptual competencies. In similar manner to Sternberg (1996), Boyatzis (2007) also analyzed intelligence, it not only consists of cognitive intelligence, and additional recommendation of emotional and social intelligence to cognitive intelligence are three equally important areas of intelligence.

Further study of Sternberg (1996), who indicated behavioral approach to understanding intelligence, Boyatzis (2007) investigated intelligence as dimension of an individual's competencies, and described that the development of emotional, social and cognitive intelligences at an educational level which provides increasing managerial competencies and effectiveness at an organizational level. In this context, Boyatzis (2007) sighted the three intelligences as clusters of competencies that are the existence of which imply increased performance.

(a) Emotional Intelligences

Ability models developed a thought Emotional Intelligences in the same way to cognitive intelligence (i.e., Intelligence Quotient). These models suggested that EI should develop over time, be correlated with measures of IQ, and be measurable with a test based on performance (Ciarrochi et al., 2000). The ability model explained EI that four types of abilities such as perceiving emotions, using emotions, understanding emotions, and managing emotions to regulate emotions to promote personal growth. Therefore, higher emotional intelligent person can control emotions, even negative ones, and organize them to attain a goal or their achievement.

In psychology, trait theory is a method of studying human personality. The big five personality traits model is the most widely accepted EI theory by modern psychologists. The theory described that five personality factors, known as the acronym CANOE or OCEAN (conscientiousness, agreeableness, neuroticism, extraversion). Different from other theories that divide individuals into two categories (introvert or extrovert), the Big Five Model submit that each personality trait is a spectrum (Hashim, A., Mustapha et al., 2017). Therefore, individuals are ranked on a scale between two extreme ends

Further study of EI is a mixed model introduced by Daniel Goleman (Goleman, D, 2001) who addressed EI as a large variety of competencies and skills that guide to leadership performance. Mixed model framed with five main EI constructs as self-awareness, self-regulation, social skill, empathy, and motivation and demonstrated that there are clear correlations between EI, leadership styles, and organizational performance. In contrast, mixed models of EI incorporate both noncognitive models (e.g., Bar-On, 2000) and competency-based models (e.g., Goleman, 1995).

(b) Cognitive Intelligence

Many theorists have studied that competencies can be investigated to be a behavioral approach to emotional, social, and cognitive intelligence. According to distinct perceptions, cognitive intelligence is the skills related to intellectual skill and problem-solving skill. A project manager as a leader of specific field who must have a keen mind to motivate people and the important thing is to bring about productivity changes and create better decision. Cognitive intelligence also includes aptitudes, for example, to deal with conceptual abstract and complicated problem solving.

Boyatzis (2009) emerged with the experimental framework for cognitive intelligence. In an effort to understand an event, people think that cognitive framework has to be experienced several times. A leader who has high cognitive intelligence can able to make an excellent decision and make the team successful. According to cognitive intelligence focus, decision making can be collected all relevant data, it can be determined through logical reasoning and analysis and best practice plans. Thusly, cognitive intelligence competency related to the leader's thinking style.

There are five cognitive factors which are openness to experience, farsightedness and conceptual thinking, knowledge of the business group, task and creativity, and insight into people and situation (ROHANA, S., and Abdullah, C. Z, 2017. Among all suggestion, the researcher aimed to determined related intelligence factors for managerial and leadership competencies that influence to better performance.

(c) Social Intelligence

Many researchers examined emotional and social intelligences exposed effective role and characteristic as essential competencies for a project manager. According to previous research, emotional and social intelligence are the most effective competency in various professions, frequently with an emphasis on executives, leaders, and managers (Spencer L and Spencer S,1993).

Boyatzis and Bailey (2006) reported that on the basis of competency research some authors have reclassified the ranking order of competencies and groups into two distinct aspects (Seal, C. R, et al., 2006). It explained two different features that interpersonal group and intrapersonal group.

Goleman, Boyatzis and Mckee (2002) expressed eighteen competencies of four groups in updated ESI model for emotional intelligence and social intelligence. The interpersonal group is labeled as social intelligence (SI) consists of social- awareness (empathy, organizational awareness, service orientation) and relationship-management (developing others, inspirational leadership, influence, change catalyst, conflict management, teamwork &collaboration). The same thing that the intrapersonal group is categorized as emotional intelligence (EI) includes self-awareness (emotional self-awareness, accurate self-assessment, self-confidence) and self-management (emotional self-control, transparency, adaptability, achievement orientation, initiative, optimism).

Effective leadership, communication, the ability to operate under pressure and in complex environment are established as important skills for project managers (Larson, E. W, et al., 2011). Project management is the place of leadership. As a leader, who needs to work with the team and practice social skills as much as possible to balance among team members. Soft skill is the key to helping project manager build a team spirit and the characteristics that can mobilize employees and manage conflicts. Therefore, possession of social intelligence competency sets a marvelous manager can significantly positively affect the success of a project.

2.2.3 Leadership Competencies

Leadership competency examined different view of predictors. In this study, leadership competency concept based on the United States office of personnel management (OPM)'s competency studies which began first government-wide competency model in 1990 and then leadership effectiveness framework (LEF) was presented in 1992. As noted by Rodriguez et al., (2002), the US Office of Personnel Management examined traditional job analysis with competency modeling with the goal of creating a model that related to efficient cover extensive range of employment.

This method considered the contemporary competency-based efforts to align individual behavior and organizational outcomes that extend over job-specific criteria (Getha-Taylor, H, 2010). The organization US office of personnel management's personnel resources and development center (PRDC) research updated and produced the 1998 Leadership Competency Model. As a result, the 1998 model involved twenty-seven competencies, grouped (using factor analysis) under five meta-competencies such as leading change, leading people, results driven, business acumen, and building coalitions/communication. The meta-competencies are basic foundations of the executive core qualifications (ECQs) are developed after extensive research on the attributes of successful executives in both the private and public sectors (Getha-Taylor, Heather, 2010).

(a) Business Acumen Competencies

The organization US office of personnel management's personnel resources and development center (PRDC)'s 1998 leadership competency model provides that business acumen group consists three areas as financial management, human resource management, and technology management (Getha-Taylor, Heather, 2010).

Project manager understands the financial processes of organization that brings excellent result about benefits of the company. Effective project manager should be able to prepare, justify, and judgement the project's budget (Crawford, L, 2000). They also manage oversees procurement, contracting, and logistics management to achieve desired results. In conjunction with, project manager checks project's expenditures and uses cost-benefit thinking to set priorities.

Human Capital Management means to build and manage the manpower based on organizational goals, budget considerations, and staffing needs. Project manager manages for getting right person in right place which employee recruitment by specific qualification and take-action to resolve employee performance issues.

Project manager collects the business information and make decisions for utilizing internal and external resources to be performed for operational functions and organization finance (Poon, P and Wagner, C, 2001). Project manager makes decisions every day, having more strategic decision making relevant to better results for organization. Moreover, project manager understands the business value, can make much more effective decisions about effective performance.

(b) Result Driven Competencies

The organization US office of personnel management's personnel resources and development center PRDC's leadership competency model states that result driven competencies group includes six competencies as accountability, customer service, decisiveness, entrepreneurship, problem solving, and technical credibility (Getha-Taylor, Heather, 2010).

Result Driven competency is also one core competency of behavioral management competencies which play about achieving higher results. It is the success motivated, and it is the driving force for achieving higher and achieving such results. Despite difficulties, if project manager has result driven competency, looks forward to responsibilities and complete tasks. The ability to achieve outstanding results project manager demonstrates a firm commitment to service and improve service performance.

(c) Coalition Building Competency

The organization US office of personnel management's personnel resources and development center PRDC's leadership competency model also describes that coalition building competencies group includes six competencies as influencing or negotiating, interpersonal skills, oral communication, partnering, political savvy and written communication (Getha-Taylor, Heather, 2010).

A simply definition of coalition is a group with combing common interest people who agree to implement together for achieving common goal. A project manager always meets stakeholders by partnering concept in which develop networks, build alliances, collaborates across team groups to build strategic relationship (Svendsen, A,1998). Networking is an opportunity to work with large range between individual and others to achieve common goal. Therefore, Communication skills of a project manager is essential competency for negotiation process of project management functions. Political Savvy is identified that the internal and external politics that impact the work of the organization.

Beneficial relationships and partnerships are founded with trust, respect, and communication behavior of both sides. The better communication behavior consists of great listening skills, communication system, write clearly, and excellent speaking skills. Moreover, A successful coalition based on well-defined communication channels operating among all the members to meet the goal.

2.2.4 Project Success

A successful project can grant organizational goals, customer satisfactions, and best performances which can be defined by various factors such as7 under budget, timely schedule, and standard quality while utilizing resources effectively. Studies and reports have highlighted critical issues such as time delay, below-average performance, cost overrun, and poor quality to extent that failures to the construction industry seem customary with low profitability of successful implementation (Wan Maimun et al., 2010).

Project leader should manage the project completion within project estimation cost and project schedule due to construction project approximation and performs practice for qualify project. Sunindijo (2015) analyzed the relationship of two facts that project manager skills and performance. In this study determined PM's skills of conceptual, human, political and technical skills and performance predicted as scheduling, budgeting, quality performance, document and contract administration, risk management and procurement management.

Awan et al. (2015) identified the relationship between soft leadership skills of project manager and project success. It focused on the impact of soft leadership skills of project manager as communication, interpersonal coordination, team building and delegation, problem finding, analyzing and solving skills.

The analyst found that a significant positive relationship between soft leadership skills and project success. According to the construction industry, most of companies implement project-based strategy. Therefore, project success is directly affected on organizational success. The project success related factors provide basic guide lines that project planning, monitoring, project organization, common goal of project participants, effective collaboration and problem solving (Elattar, 2009).

Many previous researchers examined the effect of project manager's skills or construction manager's skills over project performances and project success. Moreover, some researchers analyzed the impact of project manager's competencies on project success in the several fields and various industries. Concurrently, Chan, A. P. (2004) examined about project success in many studies and most of them in which were determined on the basis of time, cost and quality around 1980s and 1990s on this topic. Pinto and Slevin identified the project manager's role is more than a moderator on project success and their theories come out designing the "right project manager" (Dyett, 2011).

This topic aims to develop basic concepts based on the competencies of the project manager in the field of project management. The project manager's competencies support critically to the success of the project. The management skills of the project manager that also led to the success of the project. In addition to the project manager performs successful projects by having the resources needed to control each other's knowledge and behavioral attributes. Therefore, project manager's competencies are one important criterion for project success.

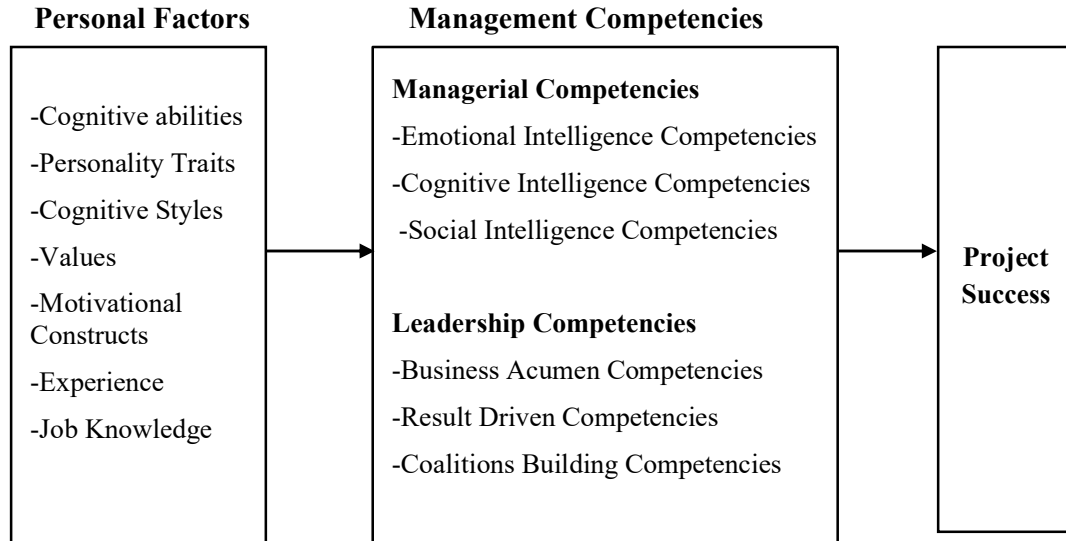
Richard E. Boyatzis, (2011) also described the development of competencies for effective managers and leaders. The research paper provided emotional, social and cognitive intelligence competencies that are predicted effectiveness of professional management and leadership roles in related sectors.

2.3 Conceptual Framework of the Study

This study examines the effect of managerial competencies and leadership competencies on project success of Crown Advanced Construction Company. The first one is to examine the effect of personal factors on managerial competencies and leadership competencies of project managers, engineers, supervisors in Crown Advanced Construction Company.

The second analysis is to analyze the effects of managerial competencies and leadership competencies of project managers, engineers, supervisors on project success of Crown Advanced Construction Company.

Figure 2.5 Conceptual Framework of The Study



Source; Own Compilation based on previous studies

A framework is developed based on previous research papers. The success of the project depends on managerial and leadership competency of project managers. Managers have different abilities, personality traits, styles, values, motivational constructs, experience and job knowledge. To achieve the project success, this study wants to analyze which personal factors affect the managerial and leadership competencies of project managers.

To analyze first objective, this study uses personal factors (individual differences) as independent variables and two competencies such as managerial competencies (emotional intelligence competencies, cognitive intelligence competencies, social intelligence competencies) and leadership competencies (business acumen competencies, result driven competencies, coalitions building competencies) as dependent variables. Two competencies are used as independent variables and project success is used as dependent variables to analyze second objectives.

CHAPTER (3)

PROFILE AND PROJECT MANAGER'S QUALIFICATION OF CROWN ADVANCED CONSTRUCTION COMPANY

This chapter contains the background history and profile and organizational structure of Crown Advanced Construction company. Continuously, it also describes about the profile of project manager/ engineer/ supervisor of Crown Advanced Construction Company.

3.1 Profile of Crown Advanced Construction Company

Crown Advanced Construction Company is a private company registered at the Directorate of Investment and Company Administration, Ministry of National Planning and Economic Development, Union of Myanmar since 2009. Crown Advanced Construction Company established as construction specialized company with the intention of satisfying the needs of booming construction industry as well as modern lifestyle of customers and providing serves as one stop construction service company. Crown Advanced Construction Company holds the win-win situation policy with its faithful partners work together the projects. Crown Advanced Construction Company takes specialize in all construction works such as architectural, civil, structure, mechanical, electrical, and decoration works. The headquarter of Crown Advanced Construction Company is situated at Office Tower Building of Time City Complex in Kamayut Township, Yangon, Myanmar.

Main business functions of Crown Advanced Construction Company include condominium projects, commercial & residential complex projects, office tower projects, construction & fabrication of bridge projects, and road projects around Myanmar.

Myaung Ta Gar Steel Mill Factory and Yangon Crown Wire & Cable Factory are other brunch functions of Crown Advanced Construction Company. Crown Advanced Construction Company provided that following projects are descried as Table 3.1.

The vision of the company is to be a leading provider of innovative and great quality construction to a wide range of customers in the local especially and also international markets through harmonized one to one service.

The mission of the company is to be a productive team, supporting the great quality construction service. The company perspective is very simple to guarantee that both our people and government will satisfy. It is all about to fulfill meet up the customer's criteria.

3.2 Project Lists of Crown Advanced Construction Company

The following Table displays the project lists of Crown Advanced Construction Company. There are 34 projects implemented by the company. Among them, 29 projects are completed projects.

Table (3.1) Project Lists of Crown Advanced Construction Company

Sr.No	Name of Project	Start Period	End Period
1.	People Park (Yangon)	2011	2014
2.	MyaungTaGar Steel Mill Factory	2010	2012
3.	Yangon Crown Wire & Cable Factory	2007	2009
4.	Times City Project	2013	In Progress
5.	MinYeKyawSwar Condominium	2015	2020
6.	Times Link Condominium	2014	2019
7.	Sky Condominium	2016	In Progress
8.	Sanchaung Garden Residence	2015	2020
9.	68 Residence	2016	In Progress
10.	Manawhari Office Tower	2017	In Progress
11.	AyeYarWun-YaDaNar Housing B.P	2012	In Progress
12.	SeikTaYaMaHi Condominium	2015	2019
13.	Ayarwaddy Bridge (Pakokku) B.P	2009	2011
14.	Ayarwaddy Bridge (Nyaung Don)B.P.	2010	2011
15.	KyaeKyanYeKYaw Bridge B.P	2011	2012
16.	BayitNaung-Bridge-No.(2) Bole.Pile+Substructure	2013	2014
17.	NgaMoeYeik Bridge (Thuwanna)	2018	2019

Sr.No	Name of Project	Start Period	End Period
18.	8 Miles Fly Over Bridge	2015	2016
19.	DonByike Bridge	2016	2017
20.	InnLann Bridge	2016	2017
21.	PaThein-ThaLatKhwar Road	2009	2012
22.	MaAuPin-YeLaeKaLay Road	2009	2012
23.	PaThein-MohWa Road Portion (1)	2009	2012
24.	PaThein-MohWa Road Portion(2)	2012	2014
25.	NayPyiTaw-TaungNyo-MyoThit-KanPyar(MaGway) Road	2012	2016
26.	SeikKyi-KhaNaungDo Suspension Bridge Approach Road	2017	2018
27.	PaKoKKu Diversion Road	2017	2018
28.	Yangon-SiTway Road (MinBu-Ann-TatTaung Portion)	2017	2019
29.	HinTharTa-SoneGone-MyanAung Road	2017	2019
30.	ShweBo-MyitKyiNar Road	2018	2020
31.	MeikHtiLa-TaunGyi-NantSan Road	2018	2020
32.	PaDan-NgaPhae-SayTotTaYa-LongShay-HteeLin-KantKaw Road	2017	2020
33.	Ministry of Electrical Power No.(2) Staff Apartment (PaThein) 1	2019	2020
34.	Ministry of Electrical Power No.(2) Staff Apartment (TaungGyi)	2019	2020

Source: Crown Advanced Company Data (2021)

People's Park project is 130 acres of land where is bounded by the Shwedagon Pagoda and Pyithu Hluttaw. It is also one open square includes many plants, shady trees, fragrant flowers, culture shop houses, snack shop, fashion shop and resting area.

Time City compound builds modern, convenient, safe remarkable living area which located at the corner of Kyuntaw Street and Hantharwaddy road in Yangon. Time City Project includes grand hotel, jewelry mall, office tower and residences and one of the largest projects which is a joint venture partnership between Crown Advanced Construction and Y.C.D.C. Moreover, condominium construction projects are developed by Crown Advanced Construction Project as the urban overcrowding in Yangon.

Road and bridges projects are constructed and delivered to Ministry of Construction as taking the successful Crown Advanced Construction Company's Projects. Pakokku Bridge is largest bridge in Myanmar including both railway and car lane across the Myawaddy River. Steel Mill is located in Myaungtagar Industrial Zone, Yangon. Steel mill area is totally 20.478 acres and manufactures various sizes of steel which is used for construction industry.

Yangon Crown wire and cable factory is located at Shwepyithar Industrial Zone, Yangon. It is four storeyed Steel structure building office and factory is 2.989 acres and produces PVC/PVC insulated power cable wire, optical cable, communication cable, control cable, flexible wire, copper wire and microphone wire.

According to the many projects have been constructed and utilized that the machine assets of company that are excavator (large 18.nos), excavator (small 9.nos), bitumen sprayer (2.nos), dozer (1.no), grader (3.nos), loader (9.nos), concrete pump (12.nos), service crane (1.no), tower crane (17.nos), bored piling rig (5.nos), sheep foot roller (9. nos), roller (4.nos), dump truck (Large.5.nos), concrete AG truck (59.nos), jack-in pile machine(2.nos), and cars (27.nos).

Human resource is major asset for performing the projects are constructed by manpower count in total number of 448nos. Position of Crown Advanced Construction Company that are civil engineers, architects, quality control engineer, quantity surveyor, mechanical and electrical engineer, safety supervisors and welding technicians. Moreover, sub-contractors, temporary labor groups and other relevant experts also incorporate for performing successful projects.

3.3 Project Manager's Qualification of Crown Advanced Construction Company

Project Manager of Crown Advanced Construction Company requires certain qualifications to be able to maintain a certain level of performance. Job Description for project manager of Crown Advanced Construction Company are in sort of duties such as to be able to collaborate with engineers, architects etc. to determine the specifications of the project, to negotiate contracts with external vendors to reach profitable agreements, to obtain permits and licenses from appropriate authorities, to determine needed resources (manpower, equipment and materials) from start to finish with attention to budgetary limitations, to plan all construction operations and schedule intermediate phases to ensure deadlines will be met, to acquire equipment and material and monitor stocks to timely handle inadequacies, to hire contractors and other staff and allocate responsibilities, to supervise the work of laborers, mechanics etc. and offer them guidance when needed to evaluate progress and prepare detailed reports, and to ensure adherence to all health and safety standards and report issues.

Applying a position for Crown Advanced Construction have specific requirements and skills such as to be a proven experience as construction project manager, to have in-depth understanding of construction procedures and material and project management principles, familiarity with quality and health and safety standards, familiarity with construction/ project management software, outstanding communication and negotiation skills, excellent organizational and time-management skills and being a team player with leadership abilities.

3.4 Profile of the Respondents

The personal profile of the respondents in this study is indicated in Table (3.2). This Table illustrates the profile of respondents including gender, age, position of respondents, and work experience of respondents.

Table (3.2) Profile of the Respondents

No.	Particular	Respondents	Percentage
	Total	120	100.0
1.	Gender: Male	54	45.0
	Female	66	55.0
2.	Age: Under 30 years	55	45.8
	31-40 years	50	41.7
	41-50 years	12	10.0
	Over 50 years	3	2.5
3.	Position of Respondents		
	Supervisor	34	28.3
	Project Engineer	53	44.2
	Project Manager	33	27.5
4.	Work Experience of Respondents		
	Under 3 Years	18	15.0
	3-5 Years	27	22.5
	Above 5 Years	75	62.5

Source: Survey Data (2021)

According to Table (3.3), among 120 respondents, the majority of the respondents are female. Most respondents are under 30 years old, followed by people who are between 31 and 40 years old. It is found out that most of the respondents are holding project engineer positions while some respondents hold supervisor positions or project manager positions. Regarding the work experience of the participant, most respondents are above 5 years and the rest of the respondents have between 3 and 5 or under 3 years.

3.5 Reliability Analysis

In this research the validity and reliability test are measured. A dependable investigate instrument may not be fundamentally substantial. In this research study, the questionnaire is developed by referring to the previous research papers. The items with Likert type scale are tested for reliability by calculating the Cronbach's Alpha values.

Table (3.3) Reliability Test

No.	Items	N	Cronbach's Alpha
1.	Cognitive Abilities	5	0.779
2.	Personality Traits	5	0.710
3.	Cognitive Styles	5	0.735
4.	Values	5	0.720
5.	Motivational Constructs	5	0.759
6.	Experience	5	0.818.
7.	Job Knowledge	5	0.792
8.	Emotional Intelligence Competencies	5	0.715
9.	Cognitive Intelligence Competencies	5	0.756
10.	Social Intelligence Competencies	5	0.745
11.	Business Acumen Competencies	5	0.769
12.	Result Driven Competencies	5	0.732
13.	Coalition Building Competencies	5	0.727
14.	Cost	4	0.796
15.	Quality	4	0.761
16.	Time	4	0.866

Source: Survey Data,2021

The Cronbach's Alpha coefficients were calculated in SPSS 23. The Cronbach's Alpha values for cognitive abilities, personality traits, cognitive styles, values, motivational constructs, experience, job knowledge, emotional intelligence competencies, cognitive intelligence competencies, social intelligence competencies, business acumen competencies, result driven competencies, coalition building competencies, cost, quality and time are greater than 0.7. Thus, the reliability test of data for independent and dependent variables are within acceptable limit. The reliability coefficient of .70 or higher is considered "acceptable" in most social science research situations (Cohen & Swerdlick, 2010).

CHAPTER 4

ANALYSIS ON MANAGERIAL COMPETENCIES, LEADERSHIP COMPETENCIES AND PROJECT SUCCESS

This chapter is composed of two parts. In the first part, personal factors, managerial competencies, leadership competencies and project success of Crown Advanced Construction Company are mentioned. In the second section, the relationship between dependent and independent variables are described. In this study, all these factors are important for company Hence it is analyzed by surveying 120 respondents and structured questionnaires designed with five points Likert-Scales. According to Best (1977), the responses are interpreted as follows: Structured questionnaires with 5-point Likert scales, Strongly Disagree = 1.00 – 1.80, Disagree = 1.81 – 2.61, Neutral = 2.62 – 3.41, Agree = 3.42 – 4.21, Strongly Agree = 4.22 – 5.00 is used.

4.1 Personal Factors of Respondents

The personal factors are cognitive abilities, personality traits, cognitive styles, values, motivational constructs, knowledge and experience.

4.1.1 Cognitive Abilities

The cognitive abilities are very essential to do the project successfully. There are five statements to assess the cognitive abilities. The findings are put on view in Table (4.1).

Table (4.1) Cognitive Abilities of Respondents

Sr. No	Cognitive Abilities	Mean Score
1.	Having verbal, numerical, spatial, and general reasoning abilities in problem-solving in daily working tasks	3.96
2.	Having creative and innovative ideas for Project design	3.90
3.	Having communication skills effectively to connect with stakeholders	3.94
4.	Capable to work with specific technical guidelines under the control of quality management.	3.80
5.	Capable to work to get real progress of work items as per schedule.	3.83
	Overall Mean	3.89

Source: Survey data, 2021

Table (4.1) shows that the majority of the respondents have verbal, numerical, spatial, and general reasoning abilities in problem-solving in daily working tasks. In addition, they have excellent communication skills to make connections with stakeholders. For project design, they have creative and innovative ideas. They also have the ability to work with specific technical guidelines under quality management control. Not only the ability to work with specific technical guidelines, but they are also able to work to build up real progress of work items as per schedule. The average mean score is 3.89 which can be assumed that respondents have cognitive abilities on personal factors.

4.1.2 Personality Traits

The personality traits are very critical to do the activities in the project. These are respondents' characteristic patterns of behaviors and attitudes. The findings are exhibited in Table (4.2).

Table (4.2) Personality Traits of Respondents

Sr. No	Personality Traits	Mean Score
1.	Keen on achieving my tasks on time	3.78
2.	Value to cooperate over competition	2.96
3.	Managing many things at the same time	3.38
4.	Taking care in achieving the work accurately	3.93
5.	Looking for better ways to do things	4.08
	Overall Mean	3.63

Source: Survey data, 2021

As reported by Table (4.2), the largest mean indicated that the majority of the respondents are always looking for better ways to do things. Mostly, they take care to have their work done accurately. Along with, they are keen on achieving their tasks on time. It is also found that respondents can manage many things at the same time too. The lowest mean indicated the value of respondents on cooperation over competition. The average mean score is 3.63 which can be assumed that respondents have positive personality traits on personal factors.

4.1.3 Cognitive Styles

The cognitive style is very essential in the project. The creative style, planning style, and knowing style are considered as cognitive styles. The findings are exposed in Table (4.3).

Table (4.3) Cognitive Styles of Respondents

Sr. No	Cognitive Styles	Mean Score
1.	Studying each problem based on the underlying logic	3.77
2.	Importance of developing a clear plan	4.07
3.	Preferring well-prepared meetings with a clear agenda and strict time management	4.07
4.	Attracting more new ideas than existing solutions	3.66
5.	Keeping to a regular routine in the work	3.46
	Overall Mean	3.81

Source: Survey data, 2021

As stated in Table (4.3), the highest mean score indicated that it is important for the respondents developing a clear plan as well as that they prefer well-prepared meetings with a clear agenda and strict time management. In addition, they study each problem until they understand the underlying logic. Moreover, they are attracted by new ideas more than existing solutions. Furthermore, the lowest mean described that they try to keep to a regular routine in their work. The average mean score is 3.81 which can be assumed that respondents have great cognitive styles on personal factors.

4.1.4 Values

Personal values are subjective in nature and different people has different values. Values influence the decisions related to project activities the respondents engage in. Table (4.4) arranges the mean score of values.

Table (4.4) Values of Respondents

Sr. No	Values	Mean Score
1.	Importance to take responsibility for the performing work	4.50
2.	Immaterial of receiving bonuses related to performance	3.13
3.	Importance of having an inspiring vision, mission, or philosophy by the company	3.83
4.	Importance to use the skills, which were obtained by education and experience	4.40
5.	Importance to mobilize all efforts trying to achieve performance	4.23
	Overall Mean	4.02

Source: Survey data, 2021

Based on Table (4.4), the largest mean represented that taking responsibility in the work is important for the majority of the respondents. In addition to taking responsibility, the practice of the skills obtained by education and experience is important for them. It is also important for them to mobilize all efforts trying to achieve performance. Then, most respondents indicated that the vision, mission, or philosophy of the organization is important to them. Not only the mission and vision in the organization, but also receiving bonuses in accordance with their performance are important for them as well. The average mean score is 4.02 which can be assumed that respondents have acceptable values on personal factors.

4.1.5 Motivational Constructs

The motivational constructs are associated with intrinsic goal orientation, task values, and control of learning belief. According to Table (4.5), regarding the motivational constructs, the majority of the respondents identified that working in a job that allows them to use their skills and talents is important. Most of them do not want to work for a company that missions and goals are not compatible with theirs. Moreover, the recognition of others to them is important when they have done a job.

Table (4.5) Motivational Constructs of Respondents

Sr. No	Motivational Constructs	Mean Score
1.	Recognizing the contributions of finishing a job	3.48
2.	Awarding the financial rewards and financial benefits	2.80
3.	Allowing to use the skills and talents	4.23
4.	Doing work that challenges and giving a sense of personal achievement	3.33
5.	Achieving very difficult work for a company	3.79
	Overall Mean	3.53

Source: Survey data, 2021

Additionally, they like to do work that is challenging and commit them a sense of personal achievement. The respondents also identified that financial rewards and associated financial benefits are the best aspects of any job. The average mean score is 3.53 which can be assumed that respondents have satisfactory motivational construct on personal factors.

4.1.6 Knowledge of Respondents

The essential knowledge related to the project is important for project success. Knowledge about engineering technology, project management tools and techniques, and writing proposals are included in knowledge on personal factors.

Table (4.6) Knowledge on Personal Factors

Sr. No	Knowledge	Mean Score
1.	Making judgments based on reasonable assumptions, and aware of the impact of such assumptions	3.90
2.	Having a clear vision and imagination for the future direction of the organization	3.75
3.	Having a knowledge of engineering technology and terms to work in the construction industry	3.95
4.	Having a knowledge of project management tools and techniques	3.94
5.	Having a knowledge of writing proposals and reports for working conditions	3.66
	Overall Mean	3.84

Source: Survey data, 2021

As the results of Table (4.6), the majority of the respondents have a knowledge of engineering technology and terms to work in the construction industry. Apart from, they have knowledge of Project Management tools and techniques. More importantly, the respondents make judgments based on reasonable assumptions and are aware of the impact of such assumptions. With the exception of, they have a clear vision and imagination for the future direction of the organization. The average mean score is 3.84 which can be assumed that respondents have excellent knowledge on personal factors.

4.1.7 Experience

Experiences of clarifying responsibilities, establishing the key dates for delivery of information, obtaining and monitoring the cost report, and organizing the resources are considered as experiences of respondents in this study

Table (4.7) Experience of Respondents

Sr. No	Experience	Mean Score
1.	Having experience clarifying responsibilities between the design team and specialist contractors or manufacturers who may contribute to the design	3.81
2.	Having experience establishing key dates for the delivery of information for cost checking, client approval, and tender preparation purposes	3.68
3.	Having experience obtaining regular cost reports, monitoring the cost plan, and securing client approvals at agreed stages	3.67
4.	Knowing the team members' strengths and weaknesses and encouraging them to take on challenging tasks	3.97
5.	Organizing all resources and coordinate them effectively and efficiently	3.98
	Overall Mean	3.82

Source: Survey data, 2021

As per Table (4.7), the largest mean indicated the experience of the respondents that they could organize all resources and coordinate them effectively and effectively. Then, they know well the strengths and weaknesses of their teams and are encouraged to take on challenging tasks. Apart from, most respondents have experience clarifying responsibilities between the design team and specialist contractors or manufacturers who may contribute to the design.

The respondents described that they have experience in establishing key dates for the delivery of information for cost checking, client approval, and tender preparation purposes. Furthermore, they have experience in obtaining regular cost reports, monitoring the cost plan, and securing client approvals at agreed stages. The average mean score is 3.82 which can be assumed that respondents have exceptional experience on personal factors.

4.2 Managerial Competencies of Respondents

Managerial competencies can contribute the project success. Emotional intelligence competency, cognitive intelligence competency, and social intelligence competency are used to assess the managerial competencies of respondents.

4.2.1 Emotional Intelligence Competencies

Emotional intelligence consists of awareness of own emotion, and management of own emotion, and management of other emotions in this study. The ability to understand, manage and handle emotions are improving positive ways to communicate effectively, overcome frustrations, and empathize with other project team members.

Table (4.8) Emotional Intelligence of Respondents

Sr. No	Emotional Intelligence	Mean Score
1.	Talking to other members of the team about my experienced emotions	3.61
2.	Respecting the opinion of team members	3.67
3.	Overcoming frustration	3.35
4.	Reading fellow team members' true feelings, even if they try to hide them.	3.23
5.	Sharing my keenness for a project.	4.05
	Overall mean	3.58

Source: Survey data, 2021

Conforming to Table (4.8), the largest mean indicated that the majority of the respondents can get fellow team members to share their keenness for a project. Mostly, they respect the opinion of team members, even if they think their team members are wrong. Therewithal, they have the ability to talk to other members of the team about the emotion they experienced.

It is also found that respondents can manage to overcome their frustration when they are frustrated with fellow team members. The lowest mean indicated they have the ability to read fellow team members' true feelings, even if they try to hide them. The average mean score is 3.58 which can be assumed that respondents have emotional intelligence on managerial competencies factor.

4.2.2 Cognitive Intelligence Competencies

Cognitive intelligence includes the capacity to solve problems, think abstractly, understand complex ideas, learn quickly and learn from experiences. This competency is essential for project adaption and survival.

Table (4.9) Cognitive Intelligence of Respondents

Sr. No	Cognitive Intelligence	Mean Score
1.	The ability to understand and to learn from experience on complex ideas of challenges	3.92
2.	The intelligence of proactive verbal and written communicator skills	3.72
3.	The ability to adapt efficiently to the environment, engage several reasoning, and overcome challenges	3.77
4.	The control function in the organization, collecting information on matters such as the scheduled date and quality targets are being met	3.92
5.	Awareness of project-related technologies	3.63
	Overall Mean	3.79

Source: Survey data, 2021

In accordance with Table (4.9), the largest mean signified that the majority of the respondents have the ability to understand and to learn from experience on complex ideas of challenges as well as have the control function in the organization, collecting information on matters such as the scheduled date and quality targets are being met. Moreover, they have the ability to adapt efficiently to the environment, engage in several reasoning, and overcome challenges. They also have the intelligence of proactive verbal and written communication skills, including, active listening skills. Not only those skills, but they also are fully aware of project-related technologies.

The average mean score is 3.79 which can be assumed that respondents have superior cognitive intelligence on managerial competencies factor.

4.2.3 Social Intelligence Competencies

The ability to understand and manage interpersonal relationship is considered the competency of social intelligence. The project manager's ability to comprehend, and act on the feelings and thoughts, and behaviors of other project team members are encompassed.

Table (4.10) Social Intelligence of Respondents

Sr. No	Social Intelligence	Mean Score
1.	networking with project team members	3.97
2.	Managing the project team very well	3.75
3.	negotiating with project team members	3.90
4.	Motivating and activation to project team members	3.97
5.	Speaking softly and politely to project team members	3.93
	Overall mean	3.90

Source: Survey data, 2021

Pursuant to Table (4.10), it is found in this research that the majority of the respondents are at networking with project members and giving motivation and activation to project members. Furthermore, they are at oral communication. Regarding negotiation skills, they can negotiate with project members effectively and efficiently. In the survey, it is also found that they are at managing the project team. The average mean score is 3.90 which can be assumed that respondents have satisfactory social intelligence on managerial competencies factor.

4.3 Leadership Competencies of Respondents

Leadership competencies are critical for project success. Leadership skills and behaviors contribute to superior performance of project. Acumen competency, result driven competency, and coalition building competency are represented as leadership competencies in this study.

4.3.1 Business Acumen Competencies

Business Acumen competencies related to the ability to quickly and accurately understand and deal with various project situations. The project manager possesses industry-specific knowledge and skills, strategic thinking tools and skills, and making the right business decisions.

Table (4.11) Business Acumen Competencies of Respondents

Sr. No	Business Acumen Competencies	Mean Score
1.	Having a very understanding extent and importance of business issues	3.41
2.	Having financial acumen, awareness, and knowledge	3.51
3.	Understanding the business operation within the organization and the industry competitive environment	3.83
4.	Inclusiveness of all aspects before making any decision related to the company	4.07
5.	Having a high level of wisdom to control actions	3.77
	Overall Mean	3.72

Source: Survey data, 2021

In consonance with Table (4.11), it is found that the majority of the respondents carefully studies inclusive of all aspects before making any decision related to the company. As well as, they understand the business operation within the organization and the industry competitive environment. Along with, they own a high level of wisdom to control their actions. Additionally, the respondents have financial acumen, awareness, and knowledge. They also have a very understanding extent and importance of business issues. The average mean score is 3.72 which can be assumed that respondents have great business acumen competencies on leadership competencies factor.

4.3.2 Result Driven Competencies

The ability to create momentum to appropriate the project done is focused on result driven competencies. Results- focused project managers are driven by their end goals. They concentrate on achievement of project.

Table (4.12) Result Driven Competencies of Respondents

Sr. No	Result Driven	Mean Score
1.	Capabilities of identifying high-level performances depending on the business results	3.63
2.	Contribution for the result of the work to improve existing services	4.04
3.	Attention continuously to maintain customer satisfaction with the company	4.07
4.	Monitoring the performance of workers to overcome the weakness	4.07
5.	Trying to achieve high level of satisfaction	3.95
	Overall Mean	3.95

Source: Survey data, 2021

Into the bargain, they positively contribute for the result of the work to improvements to existing services. It is also found that respondents are constantly trying to achieve high level of satisfaction. The lowest mean indicated they are capable of identifying high-level performances depending on the business results. The average mean score is 3.95 which can be assumed that respondents have positive result driven competencies on leadership competencies factor. According to Table (4.12), it is found in this research that the largest mean indicated that the majority of the respondents should care continuously to maintain customer satisfaction with the company and also should monitor the performance of workers to overcome the weakness.

4.4.3 Building Coalitions Competencies

Building coalition involves the ability to build coalitions internally and externally to achieve the results of the project. The project manager contacts with internal and external groups or networks to achieve the goals of the project.

Table (4.13) Building Coalitions Competencies of Respondents

Sr. No	Building Coalitions	Mean Score
1.	Trying to build coalitions with other groups that have similar interests within the company	3.47
2.	Knowing the importance of networking opportunity	4.10
3.	Using the coalitions as a system to affect workers	3.98
4.	A powerful force for positive change in a community	4.18
5.	Encouraging coalitions to promote competition among all employees	3.68
	Overall Mean	3.88

Source: Survey data, 2021

Table (4.13) reveals that the highest mean score is 4.18 and the lowest mean is 4.10. In addition, the majority of the respondents know that networking is an important opportunity. Regarding the coalition, they use it as a system to affect workers. Further that, they encourage coalitions to promote competition among all employees. In the finding, the lowest mean indicated that respondents are trying to build coalitions with other groups that have similar interests within the company. The average mean score is 3.88 which can be assumed that respondents have building coalitions on leadership competencies factor.

4.4 Project Success

Project success depends on three elements of cost, quality, and time. A project meets its objectives under budget and under schedule. Project success is a project that accomplishes its intended purposes.

4.4.1 Cost of the Project

Project cost is the total funds needed to complete the project. It consists of direct costs and indirect costs. Estimation and calculation of project costs are important for project manager. According to Table (4.14), it can be seen that the experience of project manager helped to eliminate unnecessary resources.

Table (4.14) Project Cost

Sr. No	Cost	Mean Score
1.	No major cost change requests during the project	3.02
2.	Eliminating unnecessary resources	3.59
3.	Finishing on or under budget	3.36
4.	Decreasing cost of some activities with no effect on quality	3.54
	Overall mean	3.37

Source: Survey data, 2021

In any case, the project decreased the cost of some activities with no effect on quality. More importantly, the project was finished on or under budget. In the survey, it is also found there were no major with-cost change requests during the average mean score is 3.88 which can be assumed that respondents have sense on cost of project success factor.

4.4.2 Quality of the Project

Project quality is critical to satisfying the clients. The activities, standards, tools and processes necessary to achieve quality in the delivery of a project are described as quality assurance. Effective quality management of a project also lowers the risk of project failure and unsatisfied clients.

Table (4.15) Project Quality

Sr. No	Quality	Mean Score
1.	Giving the company's overall standards	3.79
2.	Fulfilling the customer requirements	3.85
3.	To meet its project objectives	3.82
4.	Reducing the unexpected risks possibility by setting alternative plans	3.50
	Overall mean	3.74

Source: Survey data, 2021

In proportion to Table (4.15), regarding the quality, the largest mean signified that the project deliverables always fulfill the customer requirements. Moreover, the project meets its business objectives.

The project was handed upon the company's overall standards. Furthermore, setting alternative plans has reduced the possibility of unexpected risks. The average mean score is 3.74 which can be assumed that respondents have quality on project success factor

4.4.3 Time of the Project

Analyzing and developing a schedule and timeline for project completion are important for project success. The amount of time allocated to a project wisely in order to meet scheduled deliverables and concluding all work by or before the project completion date are required for project success.

Table (4.16) Project Timeline

Sr. No	Time	Mean Score
1.	To meet most of the scheduled milestones	3.51
2.	To finish on time	3.56
3.	To boost the employees' by helping to save time	3.74
4.	Without slipping the critical tasks and delivery dates	3.76
	Overall mean	3.64

Source: Survey data, 2021

In agreement with Table (4.16), the respondents perceive that the critical tasks and delivery dates were not slipping regarding the time. In addition, the projects boost the employees' by helping to save time. And then, the projects were finished on time and those met most of the scheduled milestones. The average mean score is 3.64 which can be assumed that respondents have certified project timeline on project success factor.

4.5 Effect of Personal Factors on Managerial and Leadership Competencies

The effect of personal factors on managerial and leadership competencies are analyzed in the following section. Table (4.17) and (4.18) produce the results of regression analysis.

4.5.1 Effect of Personal Factors on Managerial Competencies

The result illustrating the effect of personal factors on managerial competencies of project managers is appeared in Table (4.17). Dependent variable is managerial competencies and independent variables are cognitive abilities, personality traits, cognitive styles, values, motivational constructs, knowledge, and experience.

Table (4.17) Effect of Personal Factors on Managerial Competencies

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	27.896	3.931		7.097	.000
Cognitive Abilities	.315*	.166	.170	1.896	.061
Personality Traits	.585***	.166	.334	3.529	.001
Cognitive Styles	-.206	.227	-.084	-.908	.366
Values	.154	.181	.093	.856	.394
Motivational Constructs	-.068	.136	-.052	-.502	.616
Knowledge	-.046	.138	-.025	-.334	.739
Experience	.766***	.139	.432	5.519	.000
R Square	.509				
Adjusted R Square	.478				
F value	16.579***				

Source: Survey data, 2021

***Significant at 1% level, **Significant at 5% level, *Significant at 10% level.

In accord with Table (4.17), the specified model could explain to a certain extent about the variation of the managerial competencies of the respondents in Crown Advanced Company. This specified model can be able to state valid. Among the seven independent variables, only two variables: personality traits and experience are significant within 1 percent level while other variables are not significant at 1 percent level.

Personality traits variable has the expected positive sign and highly significant coefficient value at 1 percent level. The positive value evidences that the better in personality traits lead to more effect on the managerial competencies of the respondents. An increase in personality factor by 1 unit raises the effect on the managerial competencies of the respondents by 0.585 unit.

Experience variable has the predicted positive sign and highly significant coefficient value at 1 percent level. The positive value points out that the increase in experience leads to more effect on the managerial competencies of the respondents. An increase in experience by 1 unit raises the effect on the managerial competencies of the respondents by 0.766 unit.

Cognitive abilities variable has the calculated positive sign and highly significant coefficient value at 10 percent level. The positive value stipulates that the increase in experience leads to more effect on the managerial competencies of the respondents. An increase in experience by 1 unit raises the effect on the managerial competencies of the respondents by 0.315 unit.

The findings specify that personality traits, experience and cognitive abilities lead to more effective component towards managerial competencies. Achieving many tasks on time, cooperation over competition, manage many things at the same time, work accurately and better ways to do things can become effective managerial competencies. Moreover, ability to solve the problems, innovative ideas for project designs, effective communication skills with other people, able to work to collect real progress of work items as a schedule become managerial competencies. In addition, the necessary experience concerned with cost checking, client approval, regular cost report can increase managerial competencies.

4.5.2 Effect of Personal Factors on Leadership Competencies

The result proclaiming the effect of personal factors on leadership competencies of project managers is described in Table (4.18). Dependent variable is leadership competencies and independent variables are cognitive abilities, personality traits, cognitive styles, values, motivational constructs, knowledge, and experience. The results display in Table (4.18) below are statistical results (t value, Significance, value R², adjust R², F-value) of independent variables.

Table (4.18) Effect of Personal Factors on Leadership Competencies

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	19.703	4.500		4.379	.000
Cognitive Abilities	-.286	.190	-.132	-1.504	.135
Personality Traits	.553***	.190	.270	2.914	.004
Cognitive Styles	.255	.260	.089	.982	.328
Values	.122	.207	.063	.590	.557
Motivational Constructs	.238	.155	.157	1.537	.127
Knowledge	.398**	.158	.186	2.514	.013
Experience	.754***	.159	.364	4.747	.000
R Square	.529				
Adjusted R Square	.499				
F value	17.960***				

Source: Survey data, 2021

Notes: ***Significant at 1% level, **Significant at 5% level, *Significant at 10% level.

As stated in Table (4.18), the specified model could explain very well about the variation of the leadership competencies of the respondents in Crown Advanced Construction Company. This specified model can be affirmed valid. Among the seven independent variables, only two variables: personality traits and experience are significant within 1 percent level while other variables are not significant at 1 percent level.

Personality traits variable has the anticipated positive sign and is highly significant coefficient value at 1 percent level. The positive value mentions that the better personality traits lead to more effect on the leadership competencies of the respondents. An increase in personality traits factor by 1 unit raises the effect on the leadership competencies of the respondents by 0.553 unit.

Experience variable has the expected positive sign and highly significant coefficient value at 1 percent level. The positive value indicates that the increase in experience leads to more effect on the leadership competencies of the respondents. An increase in experience by 1 unit raises the effect on the managerial competencies of the respondents by 0.754 unit.

Knowledge variable has the calculated positive sign and highly significant coefficient value at 5 percent level. The positive value displays that the increase in experience leads to more effect on the leadership competencies of the respondents. An increase in experience by 1 unit raises the effect on the managerial competencies of the respondents by 0.398 units

The findings indicate that personality traits, experience and knowledge lead to more effective component towards leadership competencies. Achieving many tasks on time, cooperation over competition, manage many things at the same time, work accurately and better ways to do things can become effective leadership competencies. In addition, the necessary experience concerned with cost checking, client approval, regular cost report can increase managerial competencies. Moreover, making judgement based on reasonable assumptions, having future direction of the organization and knowledge such as engineering technology, terms, tools, techniques can increase leadership competencies.

4.6 Effect of Managerial and Leadership Competencies on Project Success

Table (4.19) and (4.20) put on view the effect of managerial and leadership competencies on project success. Dependent variable is project success and independent variables are managerial and leadership competencies.

4.6.1 Effect of Managerial Competencies on Project Success

The results presented in Table (4.19) below are statistical results (t value, Significance, value R2, adjust R2, F-value) of independent variables. Dependent variable is project success and independent variables are emotional intelligence, cognitive intelligence, and social intelligence.

Table (4.19) Effect of Managerial Competencies on Project Success

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	17.120	6.247		2.741	.007
Emotional Intelligence	.197	.229	.076	.861	.391
Cognitive Intelligence	-.372	.388	-.113	-.960	.339
Social Intelligence	1.509***	.351	.488	4.295	.000
R Square	.187				
Adjusted R Square	.166				
F value	8.882***				

Source: Survey data, 2021

***Significant at 1% level, **Significant at 5% level, *Significant at 10% level.

As reported by Table (4.19), the specified model could explain very well about the variation of the project success. This specified model can be said valid. Among the three independent variables, only 1 variable: social intelligence is significant within 1 percent level while other variables are not significant at 1 percent level.

Social Intelligence variable has the expected positive sign and is highly significant coefficient value at 1 percent level. The positive value demonstrates that the better social intelligence leads to more effect on the project success. An increase in social intelligence factor by 1 unit raises the effect on the project success 1.509 unit. The findings indicate that social intelligence led to more effective component towards project success. Networking with project members, management skills and negotiating skills, oral skills and ability to deliver motivation to project members can become project success.

4.6.2 Effect of Leadership Competencies on Project Success

Table (4.20) sets out statistical results (t value, Significance, value R2, adjust R2, F-value) of independent variables are obtained. Dependent variable is project success and independent variables are business acumen, result driven and building coalition competencies.

Table (4.20) Effect of Leadership Competencies on Project Success

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.598	5.079		.709	.480
Business Acumen	.473*	.243	.167	1.943	.054
Result Driven	1.855***	.406	.591	4.575	.000
Building Coalition	-.310	.273	-.134	-1.133	.259
R Square	.355				
Adjusted R Square	.338				
F value	21.274***				

Source: Survey data, 2021

***Significant at 1% level, **Significant at 5% level, *Significant at 10% level.

In line with Table (4.20), the specified model could explain very well about the variation of the project success. This specified model can be said valid. Among the three independent variables, only 1 variable: result driven is significant within 1 percent level while other variables are not significant at 1 percent level.

Result driven variable has predicted positive sign and is highly significant coefficient value at 1 percent level. The positive value indicates that the better result driven leads to more effect on the project success. An increase in result driven factor by 1 unit raises the effect on the project success 1.855 units

Business Acumen Competencies variable has the expected positive sign and is highly significant coefficient value at 10 percent level. The positive value indicates that the better business acumen competencies lead to more effect on the project success. An increase in business acumen competencies factor by 1 unit raises the effect on the project success 0.473 unit.

The findings evidence that result driven competencies and business acumen competencies lead to more effective component towards project success. Having a very understanding extent and importance of business issues and the business operation within the organization and the industry competitive environment high level of wisdom to control actions collect project success of the company.

Moreover, identifying high-level performances depending on the business results, contribution for the result of the work to improve existing services and trying to achieve high level of satisfaction can improve project success for the company.

CHAPTER (5)

CONCLUSION

This chapter presents the findings and discussions, suggestions and recommendations, and need for further research. It explores personal factors, managerial competencies and leadership competencies. Moreover, this study describes the project success of the company. It covers the relationship between dependent and independent variables. Based on the findings, this study suggests and makes recommendations in order to collect more success.

5.1 Findings and Discussions

This study finds out by surveying 120 respondents of Crown Advanced Construction Company. The findings reveal that most of the respondents are females. They are under 30 years old and have middle positions in their related work field. The majority of the respondents have over 5 years of experience in their related work field.

In the matter of cognitive abilities, the respondents have numerical, spatial, and general reasoning abilities in problem-solving, and they can communicate with stakeholders effectively. The respondents stated that they have creative and innovative ideas for project design, and they can be able work with specific technical guidelines.

Concerning with personality traits, it is found that the participants have personality traits. The respondents defined that they are always looking for better ways to do things and they take care in achieving their work accurately. Likewise, they are keen on achieving their tasks on time and they can manage many things at the same time. The respondents value cooperation over competition in their workplace.

With reference to cognitive styles, it is found that the respondents have cognitive styles since they prefer well-prepared meetings with a clear agenda and they perceive that a clear plan is very important. Most respondents study each problem until they understand the underlying logic. They also stated that new ideas are more attractive to them than existing solutions.

The respondents have excellent values since it is important for them to take responsibility for the work performed and it is important for them to use the skills obtained by education and experience.

In addition, it is important for them to mobilize all efforts trying to achieve performance and to receive bonuses provided based on their performance. The respondents stated the inspiring vision, mission, or philosophy of the organization is important to them.

According to motivational constructs, the respondents indicated that it is important for them to work in a job where they were allowed to use their skills and talents. Additionally, it is important for them recognized by others for their contributions. If they do not agree with the company's missions and goals, they will find it difficult to work for that company. The respondents like to do work that is challenging and award them a sense of personal achievement. They also stated that financial rewards and associated financial benefits are the best aspects of any job.

The respondents have enough knowledge related to their work. The respondents have knowledge of engineering technology and terms to work in the construction industry. In addition, they have a knowledge of project management tools, and techniques and writing proposals and reports in connection with working conditions. Moreover, they make judgments based on reasonable assumptions and are aware of the impact of such assumptions. In addition, they have a clear vision and imagination for the future direction of the company.

Relating to experience, the majority of the respondents have well experience in their positions. They can organize all resources and coordinate them effectively and efficiently. Moreover, they know their team members' strengths and weaknesses and encourage them to take on challenging tasks. They have experience in clarifying responsibilities between the design team and specialist contractors or manufacturers. Furthermore, it is found that the respondents have experience in obtaining regular cost reports, monitoring the cost plan, and securing client approvals at agreed tasks. They also have experience in establishing key dates for the delivery of information for cost checking, client approval, and tender preparation purposes.

In connection with emotional intelligence, the respondents have a moderate level of emotional intelligence since they can collect fellow team members to share their keenness for a project and they respect the opinion of team members. They stated that they can talk to other team members about the emotion they experienced and also, they can read fellow team members' true feelings even they try to hide.

In the Context of cognitive intelligence, most respondents have the ability to understand and to learn from experience on complex ideas of challenges. They indicated that they should have the control function in the organization, collection information on matters such as the scheduled date and quality tar collects are being met. In addition, they have the ability to adapt efficiently to the environment, engage in several reasoning, and overcome challenges. And then, they have the intelligence of proactive verbal and written communication skills and active listening skills too.

Concerning with social intelligence, it is found that the respondents are at giving motivation and activation to project members and networking with project members. Additionally, they are at oral communication and negotiating with project team members. In addition, they are at managing the project team.

Relating to business acumen, the respondents indicated that they carefully study inclusive aspects before making any decision. They also stated that they should understand the business operation within the organization and the industry's competitive environment. Moreover, they own a high level of wisdom to control actions and they have a very understanding extent and importance of business issues.

Regarding to result-driven, it is found in this survey that the respondents should care continuously to maintain customer satisfaction with the company and monitor the performance of workers to overcome the weakness. Additionally, they positively contribute to the results of the work to make improvements to the existing services. In addition, it is found that the respondents are constantly trying to achieve a high level of satisfaction.

The respondents can build somewhat coalition in the workplace as they indicate that a coalition can be a powerful force for positive change in a community and they know that networking is an important opportunity. The respondents are trying to build coalitions with other groups within the company and they use the coalitions as a system.

In respect of the cost, the respondents indicated that the experience of the project manager helped to eliminated unnecessary resources. Moreover, the project decreased the cost of some activities without affecting quality. In addition, the project was finished on time and there were no major with cost change requests during the project.

Concerning with quality, it is found that the project deliverables always fulfill the customer requirements and the project meets its business objectives. It is also found that the project was handed upon the company's overall standards and setting alternative plans has reduced the possibility of unexpected risks.

In concern with time, the majority of respondents indicated that there was not any slip in the critical tasks and delivery dates. In addition, the projects were finished on time and met most of the scheduled milestones.

According to the regression result relating to managerial competencies, personality traits, cognitive abilities and experience have a significant positive relationship with managerial competencies. The increases in personality traits, cognitive abilities and experience factors have a positive effect on managerial competencies. It is found that the cognitive abilities, personality traits and experience factor most influences on managerial competencies of respondents.

On the subject of leadership competencies, personality traits and experience and knowledge have a significant positive relationship with leadership competencies. The increases in personality traits and experience factors have a positive effect on leadership competencies. It is found that the experience factors most influences on managerial competencies of respondents.

In relation to project success, only social intelligence has a significant positive relationship on project success. The increases in social intelligence have a positive effect on project success. It is found that the social intelligence factor most influences on project success of the respondents.

Finally, among three project factors, Business Acumen and result-driven is strongly significant with project success. Among those components, result-driven is the most influencing factor on the project success. Normally, the increases of the result-driven factor have positive effects on the project success of the respondents.

5.2 Suggestions and Recommendations

According to the descriptive analysis, the Crown Advanced Construction company should implement training programs for the employees to be able to work with specific guidelines under the control of quality management. After the training program, the company should often conduct evaluations to ensure that employees are working with specific guidelines or not.

The company should implement an open-plan office space and collaborative culture in the workplace and frequently communicate with employees to make them an awareness of the importance of collaboration than individualism in the organization. In addition, the company should create regular routine tasks for the employees and regularly check them if they are performing their tasks following the routine procedures.

Concerned with the values, the company should implement a systematic reward program collected with the financial department to offer bonuses or rewards to the employees according to their performances. To make the sense that one's contribution is recognized by others, the company often communicates that the success of the whole company is achieved by the collaborative efforts of an individual contribution; so even an individual contribution is important for the company. Additionally, the company should more challenging work to the employees and often praise their successes on that challenging work to collect the sense of their personal achievement.

Regarding emotional intelligence, the company should specific training concerned with psychological or organizational behavior subjects to leverage the emotional intelligence of the employees, for them to overcome frustration with their fellow members and to be able to read fellow members' true feelings even if they do not express those feelings. For the theory to become practice, the company should create situations for the employee to practice the theories that they have learned in the training program. Moreover, the company should closely monitor the activities of the competitors in the industry environment and make strategies compatible with the business operation to compete with those competitors.

Concerned with building the coalition, the company should encourage the employees to build a coalition in the workplace and often create coalition activities for the employees to gain mutual trust and to know the advantages of building a coalition in reality.

Before the project starts, the company should analyze and identify the definite major cost of the project to prevent the changes happening related to the cost during the project. In addition, the company should plan the schedules of the project systemically, and during the project, the company should closely monitor to finish the tasks as planned in the schedules and on time.

Congruent with the regression analysis, managers, engineers and supervisors of Crown Advanced Construction Company need to be diagnosed the managerial and leadership competencies that must be owned by personal factors concerned with personality traits, cognitive abilities, experience and knowledge for project success of the company.

Top management of the Crown Advanced Construction company need to emphasize the development of leadership competencies and managerial competencies for managers, engineers and supervisors by involving them human resource development program in order to develop their thinking skills and analytical skills. And then, the company should understand the level of importance project managerial and leadership competencies that should characterize the officials to participate in the opportunities to deals with the business nature and strategic industrial perspective. In addition, the company need to develop reflection section between managers, engineers and supervisors as a way to share and improve their managerial and leadership competencies in order to improve the project success

5.3 Needs for Further Research

This study focuses only the effect of managerial and leadership competencies on the project success of Crown Advanced Construction Company in Yangon by collecting survey from 120 respondents Consequently it is not covering the whole industry. If the research is countrywide, it could be superior. Consequently, further researches should study project management practices towards Government project and telecommunication projects and service sector projects in Myanmar. Therefore, future researchers are advised to conduct a thorough study of other construction company as possible. The further research should also encompass additional influencing factors in the analysis. Hence, it should search for new potential predictor variables that would specifically and strongly influence on project success of the company.

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APPENDIX A

Dear Participants,

I am a student of Yangon University of Economics, Department of Management Studies. This questionnaire is designed for the research which is studying on the “**The Effect of Managerial Competencies and Leadership Competencies on Project Success of Crown Advanced Construction Company**”. All the information the participants provide will be kept strictly confidential and used only for academic and research purpose.

Thank you for your time.

Sincerely,

Win Win Mar EMBA 17th Batch

For each statement, please indicate by ticking the appropriate rating that describes your opinion from your personal factors, managerial intelligences and leadership intelligences for the above building construction project in which fit the purpose of this questionnaire.

SECTION A: GENERAL INFORMATION

Please choose only one answer for each question listed below.

1. Gender

Male Female

2. Age (Years)

Under 30 31-40 years 41-50 years Over 50 years

3. What is the position/work title you hold in your firm?

Supervisor
 Project Engineer
 Project Manager

4. How many years of work experience do you have in the company.?

Under 3years 3-5 years above 5years

SECTION B: PERSONAL FACTORS

Please describe to what extent you agree (√) with each of the following statements regarding the influencing Factors on team effectiveness by using the scales where:

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

	Cognitive Abilities					
1.	The project manager/engineer/supervisor has verbal, numerical, spatial and general reasoning abilities in problem solving of daily working tasks.					
2.	The project manager/engineer/supervisor has creating and innovating ideas for project design.					
3	The project manager/engineer/supervisor has communication skill effectively to connect with stakeholders.					
4	The project manager/engineer/supervisor can able to work with specific technical guide line under the control of quality management.					
5	The project manager/engineer/supervisor can able to work to get real progress of work items as per schedule.					
	Personality Traits					
1.	The project manager/engineer/supervisor is keen on achieving my tasks on time.					
2.	The project manager/engineer/supervisor values co-operation over competition.					
3	The project manager/engineer/supervisor can manage many things at the same time.					
4	The project manager/engineer/supervisor takes care in achieving his/her work accurately.					
5	The project manager/engineer/supervisor is always looking for better ways to do things.					

	Cognitive Styles					
1.	The project manager/engineer/supervisor studies each problem until he/she understands the underlying logic. (knowing style)					
2.	Developing a clear plan is very important for project manager/engineer/supervisor. (planning style)					
3	The project manager/engineer/supervisor prefers well-prepared meetings with a clear agenda and strict time management. (planning style)					
4	New ideas attract the project manager/engineer/supervisor more than existing solutions. (creative style)					
5	The project manager/engineer/supervisor tries to keep to a regular routine in his/her work. (planning style)					
	Values					
1.	It is important to the project manager/engineer/supervisor to take responsibility for the work that is performed.					
2.	It is not important to the project manager/engineer/supervisor to receive bonuses that are provided according to one's performance.					
3	It is important to the project manager/engineer/supervisor that the organization has an inspiring vision, mission or philosophy.					
4	It is important to the project manager/engineer/supervisor to use the skills, which were obtained by education and experience.					
5	It is important to the project manager/engineer/supervisor to mobilize all efforts trying to achieve good performance.					

	Motivational Constructs					
1.	When the project manager/engineer/supervisor has done a good job, it is important to him/her that one's contribution is recognized by others.					
2.	The best aspects of any job are the financial rewards and associated financial benefits.					
3	It is important that the project manager/ engineer/ supervisor works in a job that allows him/her to use one's skills and talents.					
4	The project manager/ engineer/supervisor likes to do work that challenges and gives him/her a sense of personal achievement.					
5	The project manager/ engineer/supervisor would find it very difficult to work for a company if he/she didn't agree with its missions and goals.					
	Knowledge					
1.	The project manager/ engineer/supervisor makes judgments based on reasonable assumptions, and is aware of the impact of such assumptions.					
2.	The project manager/ engineer/supervisor has a clear vision and imagination for the future direction of the organization.					
3	The project manager/ engineer/supervisor has a knowledge of engineering technology and terms to work at construction industry.					
4	The project manager/ engineer/supervisor has a knowledge project management tools and techniques.					
5	The project manager/ engineer/supervisor has a knowledge writing proposal and report for working condition.					

	Experience					
1.	The project manager/ engineer/supervisor has experiences to clarify responsibilities between the design team and specialist contractors or manufacturers who may contribute to the design.					
2.	The project manager/ engineer/supervisor has experience to establish key dates for delivery of information for cost checking, client approval, and tender preparation purposes.					
3	The project manager/ engineer/supervisor has experience to obtain regular cost reports, monitor the cost plan and secure client approvals at agreed stages.					
4	The project manager/ engineer/supervisor knows his/her team members' strengths and weaknesses and encourages them to take on challenging tasks.					
5	The project manager/ engineer/supervisor can organize all resources and coordinates them effectively and effectively.					

SECTION C: MANAGERIAL COMPETENCIES

Please describe to what extent you agree (√) with each of the following statements regarding the influencing Factors on team effectiveness by using the scales where:

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

	Emotional Intelligence					
1.	The project manager/ engineer/supervisor can talk to other members of the team about emotion he/she experienced. (awareness of own emotion)					
2.	The project manager/ engineer/supervisor respects the opinion of team members, even if he/she thinks they are wrong. (management of own emotion)					
3	When the project manager/ engineer/supervisor frustrated with fellow team members, he/she can overcome my frustration. (management of own emotion)					
4	The project manager/ engineer/supervisor can read fellow team member's true feelings, even if they try to hide them. (awareness of other's emotion)					
5	The project manager/ engineer/supervisor can get fellow team members to share his/her keenness for a project. (management of other's emotion)					

Cognitive Intelligence						
1.	The project manager/engineer/supervisor has the ability to understand and to learn from experience on complex ideas of challenges.					
2.	The project manager/engineer/supervisor has the intelligence of proactive verbal and written communicator skills, including good, active listening skills.					
3	The project manager/engineer/supervisor has the ability to adapt efficiency to the environment, to engage several reasoning, and to overcome challenges.					
4	The project manager/engineer/supervisor should have the control function in the organization, collecting information on matters such as scheduled date and quality targets are being met.					
5	The company's project manager/engineer/supervisor is fully aware of project-related technologies.					
Social Intelligence						
1.	The company's project manager/engineer/supervisor is good at networking with project members.					
2.	The company's project manager/engineer/supervisor is good at managing the project team.					
3	The company's project manager/engineer/supervisor is good at negotiating with project members.					
4	The company's project manager/engineer/supervisor is to give motivation and activation to project members.					
5	The company's project manager/engineer/supervisor is good at oral communication.					

SECTION C: LEADERSHIP COMPETENCIES

Please describe to what extent you agree (√) with each of the following statements regarding the influencing Factors on team effectiveness by using the scales where:

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

	Business Acumen					
1	The project manager/engineer/supervisor has very good understanding extend and important of business issues.					
2	The project manager/engineer/supervisor has financial acumen, awareness and knowledge.					
3	The project manager/engineer/supervisor should understand the business operation within the organization and the industry competitive environment.					
4	The project manager/engineer/supervisor careful studies inclusive of all aspects before taking any decision related to the company.					
5	The project manager/engineer/supervisor owns a high level of wisdom to control actions.					

	Result Driven					
1	The project manager/engineer/supervisor is capable for identifying high level performances depending on the business results.					
2	The project manager/engineer/supervisor positively contributes for the result of the work to improvements to existing services.					
3	The project manager/engineer/supervisor should care continuously to maintain customer satisfaction with the company.					
4	The project manager/engineer/supervisor should monitor the performance of workers to overcome the weakness.					
5	The project manager/engineer/supervisor is constantly trying to achieve high level of satisfaction.					
	Building Coalitions					
1	The project manager/engineer/supervisor is trying to build coalitions with other groups that have similar interests within company.					
2	The project manager/engineer/supervisor knows the networking is an important opportunity.					
3	The project manager/engineer/supervisor uses the coalitions as a system to effect on workers.					
4	A coalition can be a powerful force for positive change in a community.					
5	The project manager/engineer/supervisor encourages coalitions to promote competition among all employees.					

SECTION D: PROJECT SUCCESS

Please describe to what extent you agree (√) with each of the following statements regarding the influencing Factors on team effectiveness by using the scales where:

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

Project Success

No.	Cost	Strongly agree	Disagree	Neither	Agree	Strongly agree
1.	There were no major with- cost change requests during the project.					
2	The project manager/ engineer/supervisor 's experience helped to eliminate unnecessary resources.					
3	The project was finished on or under budget.					
4	The Project decreased the cost of some activities with no effect on quality.					
	Quality					
5	The Project was handed upon the company's overall standards.					
6	The project deliverables always fulfil the customer requirements.					
7	The project meets its business objectives.					
8	Setting alternative plans has reduced the unexpected risks possibility.					

	Time					
9	The project met most of the scheduled milestones.					
10	The projects were finished on time.					
11	The Projects boosts the employees' abilities by helping to save time.					
12	The critical tasks and delivery dates were not slipping.					

SECTION B: PERSONAL FACTORS

Please describe to what extent you agree (√) with each of the following statements

regarding the influencing Factors on team effectiveness by using the scales where:

အောက်ပါအချက်တစ်ခုချင်းစီသည်မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦး၏ပုဂ္ဂလိကအချက်အလက်များအပေါ် ဩဇာသက်ရောက်မှုအား သင်သည် မည်သည့်အတိုင်းအတာအထိ သဘောတူသည်ကို ကျေးဇူးပြု၍

(√) အမှန်ခြစ်ပြီး ဖော်ပြပါ။

1 = Strongly Disagree (လုံးဝ-သဘောမတူပါ) 2 = Disagree (သဘောမတူပါ) 3 = Neutral (ကြားနေ-)

4 = Agree (သဘောတူသည်) 5 = Strongly Agree(လုံးဝသဘောတူသည်)

	Cognitive Abilities (သိမှုသင်ယူနိုင်မှုစွမ်းရည်/တွေးခေါ်နိုင်မှုစွမ်းရည်/ ပြဿနာဖြေရှင်းနိုင်မှုစွမ်းရည်)	Strongly Dis-agree	Dis-agree	Neutral	Agree	Strongly Dis-agree
1	The project manager/engineer/supervisor has verbal, numerical, spatial and general reasoning abilities in problem solving of daily working tasks. မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် နှုတ်မူစွမ်းရည်/ကိန်းဂဏန်းဆိုင်ရာစွမ်းရည်/အမြင်ရှိခြင်း/ဆင်ခြင်သုံးသပ်နိုင်မှုစွမ်းရည် ရှိသည်။					
2	The project manager/engineer/supervisor has creating and innovating ideas for project design. မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် စီမံကိန်းဒီဇိုင်းအတွက် တီထွင်ဆန်းသစ်သော အတွေးအခေါ် ရှိသည်။					
3	The project manager/engineer/supervisor has communication skill effectively to connect with stakeholders. မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် လုပ်ဖော်ကိုင်ဖက်များနှင့် ထိရောက်စွာဆက်သွယ်နိုင်သော စွမ်းရည် ရှိသည်။					
4	The project manager/engineer/supervisor can able to work with specific technical guide line under the control of quality management. မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် စီမံကိန်းအရည်အသွေးဆိုင်ရာ စီမံခန့်ခွဲမှု၏ ထိန်းချုပ်မှုအောက်တွင် နည်းပညာဆိုင်ရာလမ်းညွှန်မှုများနှင့် အညီဆောင်ရွက်နိုင်သည်။					

5	<p>The project manager/engineer/supervisor can able to work to get real progress of work items as per schedule.</p> <p>မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် စီမံကိန်းအချိန်ဇယားအတိုင်းလုပ်ငန်းစဉ်များကိုလက်တွေ့ကျကျ တိုးတက်အောင်လုပ်ဆောင်နိုင်သည်။</p>					
	Personality Traits (ကိုယ်ရည်ကိုယ်သွေး/စရိုက်လက္ခဏာများ)					
1	<p>The project manager/engineer/supervisor is keen on achieving my tasks on time.</p> <p>မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် သူ၏တာဝန်များအချိန်မှန် ရရှိရန် စိတ်အားထက်သန်သူဖြစ်သည်။</p>					
2	<p>The project manager/engineer/supervisor values co-operation over competition.</p> <p>မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် ယှဉ်ပြိုင်မှုအပေါ်ပူးပေါင်းဆောင်ရွက်မှုအား အလေးထားသည်။</p>					
3	<p>The project manager/engineer/supervisor can manage many things at the same time.</p> <p>မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် တချိန်တည်းမှာဘဲ ကိစ္စရပ်များကို စီမံနိုင်သည်။</p>					
4	<p>The project manager/engineer/supervisor takes care in achieving his/her work accurately.</p> <p>မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် တိကျမှန်ကန်စွာဖြင့် အလုပ်ပြီးမြောက်ရန်ဂရုစိုက်သည်။</p>					
5	<p>The project manager/engineer/supervisor is always looking for better ways to do things.</p> <p>မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် သူ၏တာဝန်များကိုပိုမိုကောင်းမွန်သောနည်းလမ်းများဖြင့် ဆောင်ရွက်ရန် အမြဲတမ်းနည်းလမ်းရှာသည်။</p>					

	Cognitive Styles (စဉ်းစားတွေးခေါ်မှုပုံစံ၊ ပြဿနာဖြေရှင်းမှုပုံစံ၊ သင်ယူမှုပုံစံ)					
1.	The project manager/engineer/supervisor studies each problem until he/she understands the underlying logic. (knowing style) မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် ပြဿနာတိုင်းကို ယုတ္တိဗဒ အခြေခံကျကျနားလည်ပြီးသင်ယူသည်။					
2.	Developing a clear plan is very important for project manager/engineer/supervisor. (planning style) ရှင်းလင်းသောလုပ်ငန်းအစီအစဉ်တခုတည်ဆောက်ခြင်းရေးဆွဲခြင်းသည်မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးအတွက် အလွန်အရေးပါသည်။					
3	The project manager/engineer/supervisor prefers well-prepared meetings with a clear agenda and strict time management. (planning style) မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် ရှင်းလင်းသောအစီအစဉ်၊ တိကျသောအချိန်တိုင်းဖြင့်သေချာစွာ ပြင်ဆင်ထားသော အစည်းအဝေးများကို ပို၍နှစ်သက်သည်။					
4	New ideas attract the project manager/engineer/supervisor more than existing solutions. (creative style) ဆန်းသစ်သောအတွေးအခေါ်များသည် လက်ရှိပြဿနာဖြေရှင်းပုံများထက် မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးအား ပို၍ ဆွဲဆောင်နိုင်သည်။					
5	The project manager/engineer/supervisor tries to keep to a regular routine in his/her work. (planning style) မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည်သူ၏အလုပ်ကို ပုံမှန်လုပ်ရိုးလုပ်စဉ် အတိုင်းဆောင်ရွက်သည်။					

	Values (တန်ဖိုးထားရှိမှု)					
1.	It is important to the project manager/engineer/ supervisor to take responsibility for the work that is performed. မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးအတွက် မိမိဆောင်ရွက်နေသော အလုပ်အပေါ် တာဝန်သိမှုသည် အရေးကြီးသည်။					
2.	It is not important to the project manager/engineer/ supervisor to receive bonuses that are provided according to one's performance. မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦး အတွက် သူ့ရဲ့ ကြိုးပမ်းဆောင်ရွက်မှုကြောင့်ရရှိမည့်ဆုကြေးများသည်အရေးကြီးသည်။					
3	It is important to the project manager/engineer/ supervisor that the organization has an inspiring vision, mission or philosophy. အဖွဲ့အစည်း (သို့) ကုမ္ပဏီ၏ အနာဂတ်မျှော်မှန်းချက် အမြင်နှင့် အစီအမံ တခု သည်မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးအတွက် အရေးကြီးသည်။					
4	It is important to the project manager/engineer/ supervisor to use the skills, which were obtained by education and experience. မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် ပညာနှင့် လုပ်ငန်းအတွေ့အကြုံပိုင်ဆိုင်ခြင်းဖြင့် ကျွမ်းကျင်မှု ကို အသုံးပြုရန် အရေးကြီးသည်။					
5	It is important to the project manager/engineer/ supervisor to mobilize all efforts trying to achieve good performance. မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် ကောင်းမွန်သောလုပ်ငန်းဆောင်ရွက်မှုရရှိရန် အားလုံးသောကြိုးပမ်း အားထုတ်မှုများကို စုစည်းရန်အရေးကြီးသည်။					

	Motivational Constructs					
1.	<p>When the project manager/engineer/supervisor has done a good job, it is important to him/her that one's contribution is recognized by others.</p> <p>အလုပ်တစ်ခုကို ကောင်းမွန်စွာဆောင်ရွက်ပြီးသောမန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့) ကြီးကြပ်ရေးမှူးတစ်ဦးသည်သူ၏ဆောင်ရွက်မှုအားအခြားတယောက်မှအသိအမှတ် ပြုခံရခြင်းသည်အရေးကြီးသည်။</p>					
2.	<p>The best aspects of any job are the financial rewards and associated financial benefits.</p> <p>မည်သည့်အလုပ်မဆို၏အကောင်းဆုံးသောအချက်မှာ ဆုကြေး နှင့် ငွေကြေးနှင့် ဆက်စပ်သောအကျိုးခံစားခွင့်များပင်ဖြစ်သည်။</p>					
3	<p>It is important that the project manager/ engineer/ supervisor works in a job that allows him/her to use one's skills and talents.</p> <p>လုပ်ငန်းခွင်မှ မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးအတွက် သူ၏ ကျွမ်းကျင်မှုနှင့်စွမ်းဆောင်နိုင်မှုများကိုအသုံးပြုခွင့်ရရှိခြင်းသည်အရေးကြီးသည်။</p>					
4	<p>The project manager/ engineer/supervisor likes to do work that challenges and gives him/her a sense of personal achievement.</p> <p>မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည်လုပ်ငန်းဆောင်ရွက်ရာတွင် စိန်ခေါ်မှုများနှင့်ငှင်းအတွက်ပုဂ္ဂလိကအောင်မြင်မှုပေးနိုင်သော အလုပ်ကိုဆောင်ရွက် ရန် နှစ်သက်သည်။</p>					
5	<p>The project manager/ engineer/supervisor would find it very difficult to work for a company if he/she didn't agree with its missions and goals.</p> <p>မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည်ကုမ္ပဏီ၏ အစီအမံနှင့် ရည်မှန်းချက်များကို သဘောမတူပါက ကုမ္ပဏီအတွက် အလုပ်လုပ်ရန်အခက်အခဲ တွေ့လာနိုင်သည်။</p>					

	Knowledge				
1.	<p>The project manager/ engineer/supervisor makes judgments based on reasonable assumptions, and is aware of the impact of such assumptions.</p> <p>မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည်လုပ်ငန်းဆောင်ရွက်ရာတွင် ကျိုးကြောင်းဆီလျော်သောယူဆချက်နှင့် ၎င်းနှင့်ဆက်စပ်သော သက်ရောက်မှုများကို အခြေခံ၍ စိစစ်ဆောင်ရွက်သည်။</p>				
2.	<p>The project manager/ engineer/supervisor has a clear vision and imagination for the future direction of the organization.</p> <p>မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးတွင် အဖွဲ့အစည်း၏ အနာဂတ်ရည်မှန်းချက်အတွက် ရှင်းလင်းသော အမြင်နှင့်ပုံဖော်နိုင်မှုရှိသည်။</p>				
3	<p>The project manager/ engineer/supervisor has a knowledge of engineering technology and terms to work at construction industry.</p> <p>မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးတွင် ဆောက်လုပ်ရေးလုပ်ငန်းခွင်တွင် အလုပ်လုပ်ရန် အင်ဂျင်နီယာနည်းပညာနှင့်စံချိန်ညွှန်းများဆိုင်ရာ ဗဟုသုတရှိသည်။</p>				
4	<p>The project manager/ engineer/supervisor has a knowledge project management tools and techniques.</p> <p>မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးတွင် ပရောဂျက်စီမံခန့်ခွဲမှုနည်းလမ်းနှင့်အသုံးပြုမှုများဆိုင်ရာ ဗဟုသုတရှိသည်။</p>				
5	<p>The project manager/ engineer/supervisor has a knowledge writing proposal and report for working condition.</p> <p>မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးတွင် လုပ်ငန်းအဆိုပြုချက် နှင့် အစီရင်ခံစာ ရေးနည်းဆိုင်ရာဗဟုသုတရှိသည်။</p>				

	Experience					
1.	<p>The project manager/ engineer/supervisor has experiences to clarify responsibilities between the design team and specialist contractors or manufacturers who may contribute to the design.</p> <p>မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးတွင် လုပ်ငန်းပုံစံ ပြုအဖွဲ့နှင့်အထူးကန်ထရိုက်တာများ/ထုတ်လုပ်သူများအကြားပူးပေါင်းဆောင်ရွက်ရန် ရှင်းလင်းသောတာဝန်ယူမှု အတွေ့အကြုံရှိသည်။</p>					
2.	<p>The project manager/ engineer/supervisor has experience to establish key dates for delivery of information for cost checking, client approval, and tender preparation purposes.</p> <p>မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးတွင်ကုန်ကျစရိတ်စစ်ဆေးမှု/လုပ်ငန်းအပ်သူ၏ခွင့်ပြုချက်/တင်ဒါပြင်ဆင်မှုအချက်အလက်များအတွက် ပေးပို့ရမည့်ရက်စွဲသတ်မှတ်ရန် လုပ်ငန်းအတွေ့အကြုံရှိသည်။</p>					
3	<p>The project manager/ engineer/supervisor has experience to obtain regular cost reports, monitor the cost plan and secure client approvals at agreed stages.</p> <p>မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးတွင် လုပ်ငန်းအပ်သူနှင့်သဘောတူညီထားသောအဆင့်များအလိုက် ပုံမှန်ဆောင်ရွက်ရသော ကုန်ကျစရိတ်အစီရင်ခံစာ/ကုန်ကျစရိတ်ဆန်းစစ်မှုအစီအစဉ် အတွေ့အကြုံရှိသည်။</p>					
4	<p>The project manager/ engineer/supervisor knows his/her team members' strengths and weaknesses and encourages them to take on challenging tasks.</p> <p>မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် ၎င်း၏အဖွဲ့သားများ၏ အားသာချက်များ/အားနည်းချက်များနှင့် ခက်ခဲသောလုပ်ငန်းပြုသနာများကိုဆောင်ရွက်နိုင်ရန် အဖွဲ့သားများကိုအားပေးရသည် များကို သိသည်။</p>					
5	<p>The project manager/ engineer/supervisor can organize all resources and coordinates them effectively and efficient.</p> <p>မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် လုပ်ငန်းအတွက် ထိထိရောက်ရောက်ဆောင်ရွက်ခြင်းနှင့်အကျိုးဖြစ်ထွန်းအောင်ဆောင်ရွက်ရန်အတွက် အားလုံးသော အရင်းအမြစ်များနှင့် လုပ်ငန်းပူးပေါင်းပါဝင်သူများကို စီမံခန့်ခွဲနိုင်သည်။</p>					

SECTION C: MANAGERIAL COMPETENCIES

Please describe to what extent you agree (✓) with each of the following statements regarding the influencing Factors on team effectiveness by using the scales where:

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

Emotional Intelligence						
1.	The project manager/ engineer/supervisor can talk to other members of the team about emotion he/she experienced. (awareness of own emotion) မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည်အခြားသောအဖွဲ့သားများကို သူ/သူမ တွေ့ကြုံခဲ့သော ကိုယ်ပိုင်စိတ်ခံစားမှုအတွေ့အကြုံ ကိုပြောနိုင်သည်။					
2.	The project manager/ engineer/supervisor respects the opinion of team members, even if he/she thinks they are wrong. (management of own emotion) မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် အဖွဲ့သားများ၏အတွေးအမြင်ကမှားနေလျှင်တောင်မှအလေးအနက်ထားသည်။					
3	When the project manager/ engineer/supervisor frustrated with fellow team members, he/she can overcome my frustration. (management of own emotion) မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် နောက်လိုက်အဖွဲ့သားများ ကြောင့် အလုပ်မဖြစ်ခဲ့လျှင် သူ/သူမက ယင်းကဲ့သို့ အချည်းအနီးဖြစ်မှုကို ကျော်လွှားနိုင်သည်။					
4	The project manager/ engineer/supervisor can read fellow team member's true feelings, even if they try to hide them. (awareness of other's emotion) မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် နောက်လိုက်အဖွဲ့သားများ၏စိတ်ခံစားမှုအမှန်ကို သူတို့က ဖုန်းကွယ်ထားသော်တောင်မှ သိနိုင်သည်။					
5	The project manager/ engineer/supervisor can get fellow team members to share his/her keenness for a project. (management of other's emotion) မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် နောက်လိုက်အဖွဲ့သားများ ကိုပရောဂျက်အပေါ်သူ/သူမ၏ စိတ်အား ထက်သန်မှုကို မျှဝေနိုင်ရမည်။					

	Cognitive Intelligence					
1.	<p>The project manager/engineer/supervisor has the ability to understand and to learn from experience on complex ideas of challenges.</p> <p>မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် ခက်ခဲသော စိန်ခေါ်မှု ၏ ရှုပ်ထွေးသောအိုင်ဒီယာများ ကို လုပ်ငန်းအတွေ့အကြုံ မှ သင်ယူရန် နှင့် နားလည်နိုင်သော စွမ်းရည်ရှိသည်။</p>					
2.	<p>The project manager/engineer/supervisor has the intelligence of proactive verbal and written communicator skills, including good, active listening skills.</p> <p>မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် အရေးအပြော ဆက်သွယ်မှု စွမ်းရည်/ ကောင်းမွန်စွာ နားထောင်နိုင်မှု စွမ်းရည် တို့တွင် ထူးချွန်သူဖြစ်သည်။</p>					
3	<p>The project manager/engineer/supervisor has the ability to adapt efficiency to the environment, to engage several reasoning, and to overcome challenges.</p> <p>မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် ပတ်ဝန်းကျင် တွင် အကျိုးဖြစ်ထွန်းအောင် လိုက်လျောညီထွေ နေတတ်သော စွမ်းရည်/ကဏ္ဍအသီးသီးတွင် စေ့စပ်ညှိနှိုင်းသောစွမ်းရည် နှင့် စိန်ခေါ်မှုများကို ကျော်လွှားနိုင်သောစွမ်းရည်များရှိသည်။</p>					
4	<p>The project manager/engineer/supervisor should have the control function in the organization, collecting information on matters such as scheduled date and quality targets are being met.</p> <p>မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးတွင်လုပ်ငန်းအပ်နှံရန် သတ်မှတ်ထားသောရက်နှင့် အရည်အသွေးဆိုင်ရာသတင်းအချက်များစုဆောင်းခြင်း/ အဖွဲ့အစည်းမှကြီးကြပ်မှုလုပ်ငန်းစဉ် ရှိသင့်သည်။</p>					
5	<p>The company's project manager/engineer/supervisor is fully aware of project-related technologies.</p> <p>မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် ပရောဂျက်နှင့်သက်ဆိုင်သော နည်းပညာများကို အပြည့်အဝသိမြင်သည်။</p>					

	Social Intelligence					
1.	The company's project manager/engineer/supervisor is good at networking with project members. မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် ပရောဂျက် အဖွဲ့သားများနှင့်ချိတ်ဆက် ဆောင်ရွက်မှု တွင် ကောင်းစွာ ဆောင်ရွက်သည် /တော်သည်။					
2.	The company's project manager/engineer/supervisor is good at managing the project team. မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် ပရောဂျက် အဖွဲ့အား စီမံဆောင်ရွက်မှုတွင် တော်သည်။					
3.	The company's project manager/engineer/supervisor is good at negotiating with project members. မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် ပရောဂျက် အဖွဲ့သားများနှင့် ညှိနှိုင်း ဆောင်ရွက်ရာတွင် တော်သည်။					
4.	The company's project manager/engineer/supervisor is to give motivation and activation to project members. မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် ပရောဂျက် အဖွဲ့သားများကိုစိတ်ဓာတ်ထက်သန်မှုနှင့် တက်ကြွမှုရှိစေရန်ဆောင်ရွက် ပေးသည်။					
5.	The company's project manager/engineer/supervisor is good at oral communication. မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် နှုတ်မှု ဆိုင်ရာဆက်သွယ်ရေးတွင် ကောင်းမွန်စွာဆောင်ရွက်သည်။					

SECTION C: LEADERSHIP COMPETENCIES

Please describe to what extent you agree (√) with each of the following statements regarding the influencing Factors on team effectiveness by using the scales where:

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

Business Acumen						
1	<p>The project manager/engineer/supervisor has very good understanding extend and important of business issues.</p> <p>မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် စီးပွားရေး အဖြစ်အပျက်၏အရေးပါပုံနှင့်စီးပွားရေးချဲ့ထွင်ပုံ တို့ကိုအလွန် ကောင်းစွာ နားလည်မှုရှိသည်။</p>					
2	<p>The project manager/engineer/supervisor has financial acumen, awareness and knowledge.</p> <p>မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် ဘဏ္ဍာရေး ဆိုင်ရာ အမြင်ထက်မြက်မှု၊ စိတ်အားထက်သန်မှု နှင့် ဗဟုသုတ ရှိသည်။</p>					
3	<p>The project manager/engineer/supervisor should understand the business operation within the organization and the industry competitive environment.</p> <p>မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည်အဖွဲ့အစည်း အတွင်း စီးပွားရေးဆောင်ရွက်ချက်များနှင့် လုပ်ငန်းယှဉ်ပြိုင်မှု ပတ်ဝန်းကျင် ကို နားလည်သင့်သည်။</p>					
4	<p>The project manager/engineer/supervisor careful studies inclusive of all aspects before taking any decision related to the company.</p> <p>မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် ကုမ္ပဏီနှင့် သက်ဆိုင်သော မည်သည့် ဆုံးဖြတ်ချက်မဆို ဆုံးဖြတ်ချက်မချခင် ပါဝင်သမျှသော အချက်များအားလုံးကို သေချာစွာဂရုတစိုက် လေ့လာသည်။</p>					
5						

	<p>The project manager/engineer/supervisor owns a high level of wisdom to control actions.</p> <p>မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် ဆောင်ရွက်မှုများကို ထိမ်းချုပ်နိုင်သော မြင့်မားသော ဉာဏ်ပညာရှိသည်။</p>					
	Result Driven					
1	<p>The project manager/engineer/supervisor is capable for identifying high level performances depending on the business results.</p> <p>မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် စီးပွားရေးရလဒ် အပေါ် ခိုင်မာစွာ ဆောင်ရွက်ချက်များကို ဖော်ထုတ်ခြင်းအတွက် ထိုးထွင်းဉာဏ်ကောင်းသည်/စွမ်းဆောင်နိုင်သည်။</p>					
2	<p>The project manager/engineer/supervisor positively contributes for the result of the work to improvements to existing services.</p> <p>မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် လက်ရှိလုပ်ငန်း တိုးတက်မှုရလဒ် အတွက်ခိုင်မာစွာ အတိတ်ကျ ပါဝင်ကူညီသည်။</p>					
3	<p>The project manager/engineer/supervisor should care continuously to maintain customer satisfaction with the company.</p> <p>မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် ဖောက်သည်/လုပ်ငန်းအပ်နှံသူ စိတ်ကျေနပ်မှုရရှိစေရန် စဉ်ဆက်မပြတ် ထိမ်းသိမ်းမှုကို ဂရုစိုက်သင့်သည်။</p>					
4	<p>The project manager/engineer/supervisor should monitor the performance of workers to overcome the weakness.</p> <p>မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် အလုပ်သမားများ၏ လုပ်ငန်းဆောင်ရွက်မှု အားနည်းချက်များကို ကျော်လွှားရန် စောင့်ကြည့်သင့်သည်။</p>					
5	<p>The project manager/engineer/supervisor is constantly trying to achieve high level of satisfaction.</p> <p>မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် မြင့်မားသည့် စိတ်ကျေနပ်မှု ရရှိစေရန် အစဉ်အမြဲ ကြိုးစားနေသည်။</p>					

	Building Coalitions					
1	<p>The project manager/engineer/supervisor is trying to build coalitions with other groups that have similar interests within company.</p> <p>မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် ကုမ္ပဏီအတွင်း စိတ်ထားတူသော အခြားအဖွဲ့များနှင့် ပူးပေါင်းဆောင်ရွက်မှု တည်ဆောက်ရန် ကြိုးစားနေသည်။</p>					
2	<p>The project manager/engineer/supervisor knows the networking is an important opportunity.</p> <p>မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် ချိတ်ဆက်ဆောင်ရွက်ခြင်း သည် အရေးကြီးသော အခွင့်အလမ်းတစ်ခုဖြစ်ကြောင်း သိသည်။</p>					
3	<p>The project manager/engineer/supervisor uses the coalitions as a system to effect on workers.</p> <p>မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် ပူးပေါင်းဆောင်ရွက်မှု ကို အလုပ်သမားများအပေါ် ထိရောက်သော စနစ်တစ်ခုကဲ့သို့ အသုံးပြုသည်။</p>					
4	<p>A coalition can be a powerful force for positive change in a community.</p> <p>ပူးပေါင်းဆောင်ရွက်မှုတစ်ခုသည် အဖွဲ့အသင်းတစ်ခုအတွင်း လုံးဝပြောင်းလဲရန်အတွက် အားကောင်းသော အင်အားတစ်ခု ဖြစ်နိုင်သည်။</p>					
5	<p>The project manager/engineer/supervisor encourages coalitions to promote competition among all employees.</p> <p>မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတစ်ဦးသည် ဝန်ထမ်းများအကြား ယှဉ်ပြိုင်မှုမြှင့်တင်စေရန် ပူးပေါင်းဆောင်ရွက်မှုများကို အားပေးသည်။</p>					

SECTION D: PROJECT SUCCESS

Please describe to what extent you agree (√) with each of the following statements regarding the influencing Factors on team effectiveness by using the scales where:

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

Project Success

No.	Cost				
1.	There were no major with- cost change requests during the project. ပရောဂျက်ဆောင်ရွက်နေစဉ်အတွင်းအဓိကကျသောကုန်ကျစရိတ်များ ပြောင်းလဲရန် မတောင်းဆိုပါ။				
2	The project manager/ engineer/supervisor 's experience helped to eliminate unnecessary resources. မန်နေဂျာ(သို့)အင်ဂျင်နီယာ(သို့)ကြီးကြပ်ရေးမှူးတဦး၏ လုပ်ငန်း အတွေ့အကြုံသည် အသုံးမဝင်သောအရင်းအမြစ်များကို ပယ်ရှားရန် ကူညီခဲ့သည်။				
3	The project was finished on or under budget. ပရောဂျက် သည် သတ်မှတ်ဘတ်ဂျက်ကို မကျော်ဘဲ ပြီးစီးခဲ့သည်။				
4	The Project decreased the cost of some activities with no effect on quality. ပရောဂျက် သည် လုပ်ငန်းအရည်အသွေးအပေါ် မသက်ရောက်သော အချို့လုပ်ငန်းများ၏ကုန်ကျစရိတ်ကို လျော့ချခဲ့သည်။				
	Quality				
5	The Project was handed upon the company's overall standards. ပရောဂျက် သည် ကုမ္ပဏီ၏ အလုံးစုံသောစံနှုန်းများအတိုင်း ဆောင်ရွက်သည်။				
6	The project deliverables always fulfil the customer requirements. ပရောဂျက်လွှဲပြောင်းခြင်းဟူသည် လုပ်ငန်းအပ်နှံသူလိုအပ်ချက်များကို အမြဲတမ်းဖြည့်ဆည်းသည်။				
7	The project meets its business objectives. ပရောဂျက် သည် ကုမ္ပဏီ၏စီးပွားရေးဦးတည်ချက်အတိုင်းဖြစ်သည်။				
8	Setting alternative plans has reduced the unexpected risks possibility. စီမံချက်များ တလှည့်စီချမှတ်ခြင်းသည် မမှန်းဆထားသော/မမျှော်လင့် သော အန္တရာယ်များကို လျော့ချ နိုင်ချေရှိသည်။				

		1	2	3	4	5
		Strongly Dis-agree	Dis-agree	Neutral	Agree	Strongly Dis-agree
No.	Time					
1	The project met most of the scheduled milestones. ပရောဂျက် သည် အစီအစဉ်တကျချမှတ်ထားသော/အချိန်ဇယား သမိုင်းမှတ်တိုင်များ အများစု အတိုင်းဖြစ်သည်။					
2	The projects were finished on time. ပရောဂျက် သည်သတ်မှတ်အချိန်အတွင်းပြီးစီးသည်။					
3	The Project boosts the employees' abilities by helping to save time. ပရောဂျက် သည် အချိန်ကုန်သက်သာစေရန် ကူညီခြင်းဖြင့် ဝန်ထမ်းများ၏ စွမ်းရည်ကိုမြှင့်တင်သည်။					
4	The critical tasks and delivery dates were not slipping. အရေးပါသောတာဝန်များနှင့် လုပ်ငန်းအပ်နှံရန်သတ်မှတ်ရက်များ သည် မလွဲချော်ခဲ့ပါ။					

APPENDIX B

Tables of Descriptive Statistics of the Study

Descriptive Statistics of Participants

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Gender of Participants	120	1	2	1.55	.500	.250
Age of Participants	120	1	4	1.69	.754	.568
Position of Participants	120	1	3	1.99	.750	.563
Working Experience of Participants	120	1	3	2.48	.744	.554
Valid N (listwise)	120					

Descriptive Statistics of Personal Factors

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Cognitive Abilities	120	14	25	19.43	2.289	5.238
Personality Traits	120	13	22	18.14	2.412	5.820
Cognitive Styles	120	16	23	19.03	1.732	2.999
Values	120	15	25	20.10	2.552	6.511
Motivational Constructs	120	9	25	17.63	3.251	10.570
Knowledge	120	13	25	19.20	2.307	5.321
Experience	120	13	25	19.11	2.390	5.711
Valid N (listwise)	120					

Descriptive Statistics of Managerial Competencies

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Emotional Intelligence	120	12	22	17.90	2.144	4.595
Cognitive Intelligence	120	14	25	18.95	1.695	2.871
Social Intelligence	120	16	25	19.51	1.801	3.244
Valid N (listwise)	120					

APPENDIX B

Tables of Descriptive Statistics of the Study

Descriptive Statistics of Leadership Competencies

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Business Acumen	120	12	22	18.58	1.964	3.859
Result Driven	120	16	24	19.76	1.773	3.143
Building Coalitions	120	15	24	19.42	2.400	5.758
Valid N (listwise)	120					

Descriptive Statistics of Project Success

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Cost	120	8	19	13.51	2.283	5.210
Quality	120	10	19	14.96	1.955	3.822
Time	120	9	19	14.57	2.684	7.206
Valid N (listwise)	120					

Total Descriptive Statistics of Personal Factors, Managerial Competencies, Leadership Competencies and Project Success

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Personal Factors	120	111	158	132.63	11.461	131.343
Managerial Competencies	120	49	69	56.36	4.232	17.913
Leadership Competencies	120	43	68	57.76	4.947	24.471
Project Success	120	30	57	43.03	5.567	30.990
Valid N (listwise)	120					

APPENDIX (B)

Regression Results for Effect of Managerial Competencies and Leadership Competencies of Project Success

Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.713 ^a	.509	.478	3.057

a. Predictors: (Constant), Experience, Knowledge, Motivational Constructs, Cognitive Abilities, Personality Traits, Cognitives Styles, Values

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1084.726	7	154.961	16.579	.000 ^b
	Residual	1046.866	112	9.347		
	Total	2131.592	119			

a. Dependent Variable: Managerial Competencies

b. Predictors: (Constant), Experience, Knowledge, Motivational Constructs, Cognitive Abilities, Personality Traits, Cognitives Styles, Values

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	27.896	3.931		7.097	.000
	Cognitive Abilities	.315	.166	.170	1.896	.061
	Personality Traits	.585	.166	.334	3.529	.001
	Cognitives Styles	-.206	.227	-.084	-.908	.366
	Values	.154	.181	.093	.856	.394
	Motivational Constructs	-.068	.136	-.052	-.502	.616
	Knowledge	-.046	.138	-.025	-.334	.739
	Experience	.766	.139	.432	5.519	.000

a. Dependent Variable: Managerial Competencies

APPENDIX (B)

Regression Results for Effect of Managerial Competencies and Leadership Competencies of Project Success

Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.727 ^a	.529	.499	3.500

a. Predictors: (Constant), Experience, Knowledge, Motivational Constructs, Cognitive Abilities, Personality Traits, Cognitives Styles, Values

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1540.018	7	220.003	17.960	.000 ^b
	Residual	1371.974	112	12.250		
	Total	2911.992	119			

a. Dependent Variable: Leadership Competencies

b. Predictors: (Constant), Experience, Knowledge, Motivational Constructs, Cognitive Abilities, Personality Traits, Cognitives Styles, Values

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19.703	4.500		4.379	.000
	Cognitive Abilities	-.286	.190	-.132	-1.504	.135
	Personality Traits	.553	.190	.270	2.914	.004
	Cognitives Styles	.255	.260	.089	.982	.328
	Values	.122	.207	.063	.590	.557
	Motivational Constructs	.238	.155	.157	1.537	.127
	Knowledge	.398	.158	.186	2.514	.013
	Experience	.754	.159	.364	4.747	.000

a. Dependent Variable: Leadership Competencies

APPENDIX (B)

Regression Results for Effect of Managerial Competencies and Leadership Competencies of Project Success

Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.432 ^a	.187	.166	5.085

a. Predictors: (Constant), Social Intelligence, Emotional Intelligence, Cognitive Intelligence

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	688.860	3	229.620	8.882	.000 ^b
	Residual	2999.007	116	25.854		
	Total	3687.867	119			

a. Dependent Variable: Project Success

b. Predictors: (Constant), Social Intelligence, Emotional Intelligence, Cognitive Intelligence

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.120	6.247		2.741	.007
	Emotional Intelligence	.197	.229	.076	.861	.391
	Cognitive Intelligence	-.372	.388	-.113	-.960	.339
	Social Intelligence	1.509	.351	.488	4.295	.000

a. Dependent Variable: Project Success

APPENDIX (B)

Regression Results for Effect of Managerial Competencies and Leadership Competencies of Project Success

Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.596 ^a	.355	.338	4.529

a. Predictors: (Constant), Building Coalitions, Business Acumen, Result Driven

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1308.876	3	436.292	21.274	.000 ^b
	Residual	2378.990	116	20.509		
	Total	3687.867	119			

a. Dependent Variable: Project Success

b. Predictors: (Constant), Building Coalitions, Business Acumen, Result Driven

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.598	5.079		.709	.480
	Business Acumen	.473	.243	.167	1.943	.054
	Result Driven	1.855	.406	.591	4.575	.000
	Building Coalitions	-.310	.273	-.134	-1.133	.259

a. Dependent Variable: Project Success