IMPACTS OF PROJECT MANAGERS' LEADERSHIP COMPETENCIES ON CONSTRUCTION PROJECT SUCCESS IN VIETNAM

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Abstract - We clarify the degree to which project managers' leadership competencies impact the success of construction projects in Vietnam. All data are collected from in-depth interviews with 12 experts who are scientists and professional construction project managers, case study results of 3 construction projects in Vietnam, and survey results of 405 project managers who are directors/heads of construction project management departments in Vietnam. The data analysis shows the impacts of 10 leadership competencies of project managers on the success of construction investment projects in Vietnam in descending order starting with critical analysis and judgement, managing resources, achieving, conscientiousness, engaging communication, empowering, motivation, influencing, sensitivity, and developing. In addition, we point out differences in project managers' leadership competencies and construction project success based on characteristics of project managers such as age, level of education and years of experience, and characteristics of construction projects including total investment, implementation time and number of engaging contractors. Based on the study results, some recommendations are provided to improve the leadership competencies of project managers to contribute to the success of construction projects in Vietnam in terms of efficiency, saving resources, and promoting economic development of Vietnam in general.

Keywords - Competency, leadership, Success, Construction project, Vietnam

I. INTRODUCTION

In the context of the changing business environment, organizations are increasingly using projects to achieve their goals or increase their competitive advantage in the market, therefore, it is necessary to have concrete solutions for more successful projects. Vietnam is a developing country with the construction industry playing an important role in the economy. According to GSO Vietnam (2019) data, the construction industry has about 5,893 construction investment projects, contributing about 5.4 % to Vietnam's GDP and creating jobs for over 3.4 million workers. According to the Ministry of Construction of Vietnam (2018), about 74% of construction investment projects face many difficulties, go over budget, or fall behind schedule, of which 28% have failed notably resulted from problems in the management of large-scale projects such as poor quality, schedule delays, cost overruns.

One of the reasons for this situation is that the leadership competencies of project managers have not yet caught up with the rapidly growing needs of the construction industry in Vietnam, which has a huge impact on the socio-economic development of Vietnam in general.Pinto and Trailer (1998) highly value the role of project managers engaging in the entire project implementation process including project preparation, planning, implementation and delivery phases, greatly contributing to project success. Project success is the foundation for current project management and control, and the basis for future project planning and direction. Toor and Ofori (2012) argue that effective leadership is one of the primary answers to the problems of the construction industry such as wasted costs, slow progress, failure to satisfy customers and stakeholders..., which is particularly important for developing countries where such issues in construction project management are evident.Each project is situation- and context-specific, with no one-size-fits-all solution to the characteristics of the construction investment environment in Vietnam, a diversely developing country, such as management qualifications, culture, and State management policies, therefore, the determination of the degree to which project managers' leadership competencies impact the project success is increasingly necessary to contribute to the success of construction projects in Vietnam.

II. PROCEDURE FOR PAPER SUBMISSION

A. Leadership competencies of project managers

The schools of leadership developed chronologically over the past 80 years have been synthesized by Martin (2007) including: qualities (Kirkpatrick and Locke, 1991), behaviors (Blake and Mouton, 1978), situations (Fiedler, 1967; House, 1974), vision or charisma (Bass, 1990), emotional intelligence (Goleman et al., 2002) and leadership competencies (Dulewicz and Higgs, 2003) in which the school of leadership emerged in the 2000s, formed on a combination of all previous schools and leadership competencies is defined as knowledge, skills, and

personal traits that lead to outstanding results (Crawford, 2000). Boyatzis (1982) was the first author of this school. He has radically changed the perspectives on organizations and society. Hogan and Hogan (2001) affirm personal qualities and behaviors as leadership competencies. Leadership competencies represent a combined set of knowledge, skills, and personal qualities, each of which is specific to a different leadership context (Boyatzis, 1982, and Crawford, 2003).

Turner & Müller (2006), based on the previous schools of leadership, identified 15 leadership competencies including intellectual, emotional and managerial competencies. Leadership competencies of project managers PMI defined "personal competencies" as behaviors, motives, traits, attitudes, and self concepts that enable a person to successfully manage a project. Dulewicz and Higgs (2003) identified four types of leadership competencies with personal characteristics:

cognitive, behavioral, emotional and motivational competencies. Leadership is a combination of personal characteristics such as sensitivity, intuition, skills and knowledge (Geoghegan and Dulewicz, 2008). Pinto and Trailer (1998) introduced the characteristics of an effective project leader: creative problem solving, credibility, critical analysis and judgement, flexibility, effective communication, and essential skills such as technical, administrative (planning, budgeting, personnel, etc.), and leadership skills (vision, example setting, program).

Hauschildt et al. (2000) categorized successful project managers into five clusters including project star, promising newcomer, focused creative expert, uncreative decision-maker, or thick-skinned pragmatist, and at the same time, offered the project managers' leadership competencies that suit each leadership group. Crawford (2007) argued that project managers' leadership competencies is a combination of knowledge including qualification, ability to do a task, and core personality characteristics (motives, traits, self concepts) that lead to superior results. Dulewicz and Higgs (2005) identified fifteen leadership competencies, clustered under three dimensions including intellectual competencies, emotional competencies, and managerial competencies.

Müller and Turner (2009), who broadly studied on projects, applied for organizational change projects, engineering and construction, information and telecommunication technology projects offered the leadership competencies of successful project managers for different types of projects. Leadership competencies of construction project managers In the construction industry, Toor and Ofori (2008) identified the need to change from a project management function to a project leadership function.The construction industry is in a reform period of a challenging socio-economic, cultural, political and business environment, emphasizing the urgency for a new perspective of underground leadership dynamics, appropriate leadership behaviors for construction projects, actual outcomes to be achieved, and managers' leadership role influencing project outcomes and long-term organizational outcomes (Toor and Ofori, 2008).

Therefore, project managers need to develop into leaders with specific activities that impact the project success in an increasingly complex work environment, fostering cultural development and developing leaders possessing positive values and working according to high ethical standards. Authentic construction project leaders are not only good managers of projects, but they are also leaders of people and visionaries of the future by demonstrating commitment, devotion and dedication they become the role models who are confident, hopeful, optimistic, resilient, transparent, ethical and future oriented (Toor & Ofori, 2008).

Yong et al. (2012) identified fifteen important factors for construction project success in Malaysia through the assessment of customers, project managers, consultants and contractors. The results show the strong consensus in awareness of human factors such as competency, commitment, communication and cooperation for construction project success. Dainty et al.. (2004) developed a project manager's leadership competency model that ensures construction project performance including achieving; creativity; information analysis and assessment; focus on client's needs; impact and influence; team leadership; self-management and control; and flexibility.

Authors	Leadership competencies
Geoghegan and Dulewicz (2008) Mu¨ller and Turner (2007, 2009, 2010) Dulewicz and Higgs (2003, 2005) Kloppenborg et al. (2003)	Strategic perspective; Vision and Imagination; Critical analysis and judgment; Managing resources; Achieving; Empowering; Developing; Engaging communication; Self-awareness; Emotional resilience; Intuitiveness; Sensitivity; Influencing; Motivation; Conscientiousness.
Brill et al. (2006)	Problem solving expertise; Leadership expertise; Context knowledge;; Analytical expertise; People expertise; Communication expertise; Organizational expertise; Professional and technical knowledge.
Limsila and Ogunlana (2008)	Achieving; Influencing; Motivation; Managerial skills, Responsibility; Communication and coordination;
Dainty et al. (2004)	Achieving; Creativity; Information analysis and assessment; Focus on

	client's needs; Impact and influence; Team leadership; Self-management and control; Flexibility.
Hauschildt et al. (2000)	Critical analysis and judgement; Time management; Empowering; Conflict management; Experience, mastery of process; Personal motivation; Cost management, Inquisitiveness; Self-awareness; Team management; Creativity; Cooperation competency; Motivation; Cost management; Decision making; Comprehensive thinking; Leadership experience.
Anantatmula et al. (2017); Anantatmula (2010)	Embracing roles and responsibilities; Communication; Creativity; Trust; Convincing employees; Target management; Conscientiousness.

Table 1. Summary of project managers' leadership competencies

B. Construction project success

The view of project success is divided into two schools: success factors and success criteria (Jugdev et al., 2005; Turner et al, 2012). The success factors are influencing factors that increase the chances of project success, while the success criteria are considered measures by which the successful outcome of a project is measured (Muller & Turner, 2007; Turner et al, 2012).

Project success is a multidimensional concept (Atkinson, 1999, Al-Tmeemy et al., 2011). In management, project success is strategic, in which the project objectives must be directly linked to the long-term and short-term goals of the organization (Al-Tmeemy et al., 2011). Shenhar et al. (2001) identified four major dimensions of success: project efficiency, impact on customers, business, and organizational success.

The success of a project is traditionally measured by time, budget, and required criteria. Most studies conducted in the 1980s and 1990s on project success defined it on a time, cost and quality basis (Chan and Chan, 2004) and (Turner, 1999). Pariff and Sanvido (1993) defined project success as vague perceptions that change with managerial expectations, human and project phases.

Nguyen et al. (2004) believed that project success is an accumulation of factors such as on-time completion, within budget, compliance with specifications, and customer satisfaction. On the other hand, at the project level, project success is defined as time, monetary cost and performance (Bellasi & Tukel, 1996; Atkinson, 1999). In the most recent study, the definition and measurement of success have resulted in a discussion of performance and efficiency at the organizational, team and individual levels (Müller & Jugdev, 2012).

Shenhar et al. (2001) shifted from the traditional view of project success criteria to the broader spectrum to accommodate the complexities of today's project management environment, and identified four major dimensions of success: project efficiency, impact on customers, direct business, organizational success, and preparation for the future.

Sources	Success criteria
Sanvido et al. (1992)	Cost, schedule, quality, functionality, safety, satisfaction of investors' expectations
Baccarini (1999)	Cost, schedule, quality, achieving, customer satisfaction
Shenhar et al. (2001)	Cost, schedule, functionality, achieving, customer satisfaction, investor benefits, satisfaction of specifications, profitability, increase in market share
Chan et al. (2002)	Cost, schedule, functionality, safety, customer satisfaction, satisfaction of specifications, profitability, development, appreciation of State and society
Chan and Chan (2004)	Cost, time, quality, functionality, safety, scope, satisfaction of specifications, achieving, satisfaction
Al-Tmeemy et al. (2011)	Cost, time, quality, functionality, safety, scope, satisfaction of specifications, achieving, stakeholder satisfaction, profitability, benefits, reputation, brand enhancement, organizational development.

Table 2. Summary of construction project success criteria

C. Leadership competencies and construction project success

The relationship between project managers' leadership competencies and project success has been studied by many scholars in general but not in construction projects. Based on the leadership competency theory in the 2000s, Muller et al. (2007) showed the correlation between leadership competencies and project success in different types of projects.

Ahmed and Anantatmula (2017) studied task-oriented leadership competencies of project managers that positively affect project performance in public sector projects. Müller et al. (2012) pointed out a positive correlation existing between leadership competencies including emotional competencies, intellectual competencies, and managerial competencies, and specific project success with the presence of project complexity lowering the significance of this relationship. Dulewicz and Higgs (2003, 2005) provided a leadership competency assessment and development framework in public and private

organizations, but the degree to which commitment of subordinates and stakeholders affect the leadership performance is still vague. Geoghegan and Dulewicz (2008) pointed out the link between the leadership competency factors and the success of projects in the banking and finance sector. Müller and Turner (2010) studied leadership competencies and attitudes that directly affect project success, in which management competency, vision, and strategy are particularly important to the success of projects, however, the differences between different project types, industries and geographic areas have not yet been mentioned. Limsila and Ogunlana (2008) argued that project leadership results have a significant positive relationship with personal competencies of project managers, regardless of leadership style. Anantatmula and Ahmed (2017) developed a project manager's leadership competency model and claimed that there is a direct relationship between different leadership competencies such as awareness of project stakeholder roles and responsibilities, effective communication, consistent workflow, trust, communication of project vision and success in terms of cost, quality, schedule and satisfaction.

III. RESEARCH METHODOLOGY

A. Context and research sample

After more than 30 years, Vietnam has transformed its economic model from a subsidized economy to a socialist-oriented market economy. This is the period when the construction industry of Vietnam has been growing continuously until now. According to the General Statistics Office (GSO), in 2019, the gross domestic product (GDP) achieved impressive results with a growth rate of 7.02%, of which the industry and construction sector increased by 8.90%, contributing 50.4% to GDP. In 2020, the Government sets a target for the production value of the whole construction industry to increase by 9-10% compared to 2019; the urbanization rate will reach about 40%.

Years	No. of projects	Total investment (USD)	Estimated investment from funding by the State (USD)
2017	6,219	92,441,833,203.97	20,147,500,086.24
2018	5,396	74,745,427,296.25	9,102,970,590.77
2019	5,893	64,742,105,347.13	9,520,460,069.00

Table 3. Number of construction investment projects from 2017-2019
Source: Vietnam GSO (2019)

In Vietnam, construction is a conditional business line. Construction activities are under the management of the Government through legal documents overseen by State management authorities in the cities, provinces and localities. Construction investment projects have many distinct characteristics that are different from those of products of other manufacturing industries such as large capital sources, long implementation period, stretching in many regions of the country, multiple engaging stakeholders, multiple beneficiaries, complex technology, technology-specific characteristics, risks, safety, impact by the environment such as weather, climate, land, water, etc. The characteristics of construction investment projects have a dominant impact on construction activities, and have a great influence on the mode of construction organization and economic and financial management of the projects. In recent years, the quality of construction works in Vietnam has basically been assured. Large-scale key projects have been strictly controlled, met technical and design requirements, and put into operation safely and effectively. However, the situation in which construction investment projects are prolonged, have cost overruns and violations in implementation management against regulations still persists, affecting investment efficiency. Through the assessment report on the quality of human resources in the construction industry of Vietnam, it is said that the human resources have not met the needs of the construction market. Many projects still depend on foreign human resources, including designers, supervisors, and advanced equipment operators.The objective of the study is to determine the degree to which project managers' leadership competencies impact the success of construction projects in Vietnam, therefore, the level of the study is individual project managers affecting project work results leading to successful construction investment projects in Vietnam. We surveyed 600 project managers who are project managers/heads of project management departments assigned to lead the performance of project management tasks of particular construction investment projects by the Directors of specialized or regional project management units or by the legal representatives of project management consultancy organizations, and have construction expertise consistent with project requirements and obtain project management certificates issued by competent authorities or organizations. The survey was conducted within 6 months and received 503 questionnaires answered, after being cleaned, 405 questionnaires were analyzed.

B. Research model

The fundamental theories used in the study include (i) Person-Organization (P-O) fit theory, referring to the compatibility between individual and organizational characteristics and expectations. This theory assumes that project managers are selected to manage successful projects if their characteristics and competencies match. This is reflected in the relationships between the projects' characteristics, the project managers' characteristics and project success (Cables & Judges, 1994; Chatman, 1989; Judge & Bretz, 1992; Kristof, 1996); (ii) Path-goal theory of leadership by House (1974) under which specific leadership behavior is the project manager's leadership competency related to the leadership outcomes that are measured by project success and affected by the project environment.

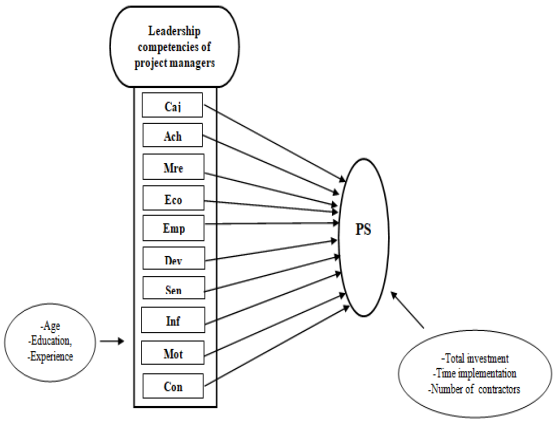


Figure 1: Research model

According to the research model, the variables in the model are described as follows:

- For project managers' leadership competency variables: Including competencies such as (1) critical analysis and judgement; (2) achieving; (3) managing resources, (4) engaging communication; (5) empowering; (6) developing; (7) sensitivity; (8) influencing, (9) motivation and (10) conscientiousness. In the context of construction project management, we select these 10 leadership competencies of project managers because: The object of the study is project activities so it is specific, case-by-case, procedural but non-repetitive and associated with specific context. Moreover, construction projects are characterized by long-term, complex, high-tech implementation, large capital sources, and dominated by many external environmental factors and many project stakeholders, many engaging groups such as contractors, management authorities, customers, localities, residential communities, society… For a project to be successful, the manager needs to have necessary core competencies such as knowledge, experience and skills. In addition, he needs to have necessary qualities, traits, and ability to interact with others, anticipates and controls well risks to improve project success. The scales of all these leadership competencies are synthesized, modified and adjusted from the original studies by Dulewicz and Higgs (2005), Geoghegan and Dulewicz (2008), and Müller and Turner (2010). For each leadership competency, we employ three or more observed variables and five-point Likert scale (1 = Never, 2 = Rarely, 3 = Occasionally, 4 = Frequently, 5 = Always) to measure the level of leadership competencies of construction investment project managers in Vietnam. - For project success variables: we review the success according to ultimate outcomes of projects. The scales used to measure project success are synthesized, developed and adjusted from original studies by researchers such as Shenhar et al. (2001), Chan et al. (2002), Chan and Chan (2004), Al-Tmeemy et al. (2011) including: cost, schedule, profitability, customer, State and organization satisfaction. Based on literature review, in-depth interviews and case studies, we design the following research hypotheses:

H1: Critical analysis and judgement (Caj) has a positively impact on project success.
H2: Achieving(Ach) has a positively impact on project success.
H3: Managing resources(Mre) has a positively impact on project success.
H4: Engaging communication (Eco) has a positively impact on project success.
H5: Empowering (Emp) has a positively impact on project success.
H6: Developing (Dev) has a positively impact on project success.
H7: Sensitivity (Sen) has a positively impact on project success.
H8: Influencing(Inf) has a positively impact on project success.
H9: Motivation (Mot) has a positively impact on project success.
H10: Conscientiousness (Con) has a positively impact on project success.

C. Techniques

In order to achieve the objective of the study, since project activities are procedural but specific, non-repetitive, unique, and situational, we employ a mixed research method combined between qualitative and quantitative research methods. The mixed research method will make clearer research content than qualitative method or quantitative method alone according to Creswell & Clark (2007). First, we conducted in-depth interviews with 12 experts from universities and professional project managers in order to perfect the model, clarify the concept of variables, evaluate the role of project managers' leadership competencies to project success, and adjust the scales to suit the Vietnamese context and culture. Then, we conducted case studies of 3 completed construction investment projects in Vietnam. On the basis of project context analysis, based on project documents, evaluation

reports on project outcomes, and interviews of project managers to check and find clear evidence, we clarified the research model and hypotheses, and adjusted the scales to be more suitable. Finally, we used the official quantitative research method to test research hypotheses through exploratory factor analysis (EFA), confirmatory factor analysis (CFA), and then verified research hypotheses with structural equation modeling (SEM). The above data analysis results will help us discuss the study results, and then make recommendations to improve the leadership competencies of construction investment project managers, contributing to project success.

IV. RESULTS AND DISCUSSION

A. Results of in-depth interviews

Experts affirm the role of leadership in project success. 12/12 experts affirm the difference between leadership and management from the perspective of construction investment project management. 12/12 experts all agree with 10 project managers' leadership competencies impacting the project success, and adjust the scale of leadership competencies and project success based on the original scale.

Experts all agree with the project success defined as the project output criteria compared to the investment approval decision and assessment based on the satisfaction of customers, investors, and the State.

B. Results of case studies

We surveyed 03 completed projects in the fields: School investment, urban area construction investment including low-rise housing and high-rise apartment buildings, and 4-star hotel projects.

The overall results achieved by the projects in terms of criteria such as cost, schedule, profitability, quality and satisfaction of customers, investors and the State are summarized in Table 4 below:

No.	Content	School project	Urban area project	Hotel project
1	Project objective	Investment in construction of an international-class school with modern facilities and equipment	Investment in urban area and quality housing project Phase1: Low-rise housing and HH1 apartment building	Investment in construction of 4-star hotel in Thanh Hoa
2	Project location	Hanoi, Vietnam	Hanoi, Vietnam	Thanh Hoa Province, Vietnam
3	Total investment approved	8,667,529.11 USD	About 215,610,176.80 USD	19,836,136.27 USD
4	Type of project	Group B	Group A	Group B
5	Type of construction works	Grade I	New urban area	Grade II
6	Implementation schedule approved	1 year and 6 months	30 months	24 months
7	Number of engaging contractors	21 contractors	10 contractors	1 general contractor and 10 other contractors

Table 4. Three construction projects in case studies

Note: Group A projects have total investment of more than 34.5 million USD, Group B projects have total investment of 5.18 million USD to 34.5 million USD, Group C projects have total investment of less than 5.18 million USD. We asked project managers of the three projects above to assess the impact of project managers' leadership competencies on project success (Table 5).

No.	Contents	School Project	Urban Area Project	Hotel Project
1	General assessment	Cost saving, fastest progress	Meet the objectives and expectations of stakeholders	Meet the 4-star hotel requirements
2	Investment cost	In accordance with the total investment approved	Actual cost is approximate to total investment approved	Exceed the total investment approved from 19,836,136.27 USD to 27,641,224.67 USD
3	Investment schedule	Meet the 15-month schedule	Last more than 3 years	Meet the over-2-year schedule
4	Project profit	Meet the expectation	Meet the expectation	Not achieve profit
5	Work quality	Good quality	Quality assured	Satisfactory
6	Customer satisfaction	Very satisfied, revenue of over 4,312,203.54 USD/first year, increased 150% compared to expectation	Satisfied with the quality, synchronous facilities, beautiful scene	Very satisfied with the quality, price and convenience
7	Investor satisfaction	Very satisfied	Satisfied	Improve the Investor's position

Table 5. Impact of project managers' leadership competencies on the success of 3 projects

Next, we asked the aforementioned project managers to assess the degree to which project managers' leadership competencies impact project success as follows:

No.	Leadership competencies	School project	Urban area project	Hotel project
1	Caj	Strong	Strong	Strong
2	Ach	Strong	Strong	Strong
3	Mre	Strong	Strong	Strong
4	Eco	Strong	Strong	Strong
5	Emp	Average	Strong	Strong
6	Dev	Average	Average	Average
7	Mot	Average	Strong	Average
8	Inf	Average	Strong	Average
9	Sen	Average	Strong	Strong
10	Con	Strong	Strong	Strong

Table 6. Degree to which project managers' leadership competencies impact project success

C. Quantitative research results

The number of usable questionnaires is 405/503 (reaching 95.2%), of which the surveyed project managers are mainly men, accounting for 86.9%, 70.4% are aged 31- 45, 58% have an undergraduate or higher degree, 88.1% have more than 5 years of experience, 41% of projects surveyed fall in group B and 48% of projects fall in group C, and 45.2% of projects have completion period of less than 3 years, 48.9% of projects have the number of main contractors of more than 10.The minimum and maximum values of the research scales are in the range from 1 to 5, so there is no limit on the variation for the scales.

The average values of observed variables in the scales are in the range from 3.06 to 4.35, which shows that the leadership competencies of project managers are quite high and uniform, and project success is at high level.

Skewness and Kurtosis tests are within the permissible limit from -1 to 1, so the scales are well distributed, ensuring the requirements for performance of further tests and analyzes in the following sections.

Cronbach's Alpha coefficients of independent variables which are project managers' leadership competencies are all between 0.8 and 0.9 because:

(i) Internal consistent reliability and conceptual accuracy were tested to make sure they are correct, and the scales are based on original studies by Geoghegan and Dulewicz (2008), Mu¨ller and Turner (2007, 2012), Dulewicz and Higgs (2003, 2005) which have been widely verified in the world,

(ii) we also conducted in-depth interviews with experts to calibrate the scales and case studies for review of specific projects,

(iii) respondents are qualified and professional project managers who obtain a project management certificate according to the standards prescribed by the law of Vietnam.

No	Variable	N	Mean (Min-Max)	Standard Deviation (Min-Max)	Original number of dimension	Original number of dimension after factor analysis	Scale reliability (Alpha)
1	Caj	405	3.81-4.35	0.889-0.989	5	5	0.906
2	Ach	405	3.06-4.17	0.921-1.137	6	5	0.873
3	Mre	405	3.97-4.27	0.793-0.848	6	4	0.873
4	Eco	405	3.83-4.34	0.786-0.909	6	5	0.881
5	Emp	405	3.82-4.25	0.811-1.034	4	4	0.832
6	Dev	405	4.05-4.41	0.798-0.866	4	4	0.807
7	Mot	405	4.01-4.22	0.741-0.847	3	3	0.858
8	Inf	405	3.75-4.00	0.790-0.848	3	3	0.849
9	Sen	405	3.72-3.95	0.870-0.920	4	4	0.873
10	Con	405	4.14-4.22	0.757-0.884	4	4	0.902
11	PS	405	3.86-4.28	0.681-0.951	8	7	0.903

Table 7. Scale and reliability of research variables

By using SPSS software, and results of EFA analysis with a scale of 10 leadership variables and 1 project success variable, the KMO coefficient is 0.905>0.5, so factor analysis is appropriate for research data. Bartlett's test's Chi-Square statistic is 13983.759 with significance level Sig = 0.000, therefore, the observed variables which are correlated with each other on the overall scale or the data used for factor analysis are completely appropriate.

The total variance explained is 72.339% > 50% and shows the change of 72.399% of factors explained by observed variables. The component variables of these factors have factor load coefficients of more than 0.5, so they all meet the given requirements.

After calibration of the MI value, the conformity assessment indicators of the model achieve specific results: CMIN/DF= 2.243 (<3), GFI= 0.906, AGFI = 0.915; TLI=0.953, CFI= 0.910; NFI =0.925 và RMSEA= 0.060(< 0.08). All GF values are guaranteed to be greater than the minimum threshold, so the calibrated model is compatible with the research data. The CR reliability is greater than 0.7, the convergent validity AVE> 0.5, and the discriminant validity:

MSV <AVE, the square root of AVE > the correlation between the two concepts of leadership competencies and project success, thus, there are 10 leadership

competency variables with 41 observations and 01 project success variable with 7 observations, in which the scales ensure reliability, convergence and discrimination.

Variable	CR	AVE	MSV	MaxR(H)	Mre	PS	Caj	Arch	Eco	Con	Mot	Emp	Dev	Sen	Inf
Mre	0.885	0.659	0.466	0.886	0.812										
PS	0.913	0.570	0.466	0.924	0.683	0.755									
Caj	0.898	0.647	0.188	0.964	0.420	0.341	0.904								
Ach	0.884	0.610	0.197	0.905	0.420	0.444	0.231	0.781							
Eco	0.890	0.617	0.309	0.892	0.545	0.556	0.402	0.326	0.786						
Con	0.909	0.715	0.297	0.914	0.545	0.493	0.331	0.315	0.464	0.846					
Mot	0.885	0.658	0.323	0.887	0.532	0.568	0.277	0.329	0.507	0.474	0.912				
Emp	0.850	0.588	0.308	0.861	0.501	0.555	0.434	0.324	0.528	0.493	0.485	0.915			
Dev	0.823	0.539	0.291	0.830	0.534	0.539	0.316	0.356	0.490	0.528	0.524	0.454	0.734		
Sen	0.867	0.686	0.247	0.868	0.448	0.453	0.203	0.266	0.466	0.365	0.480	0.421	0.382	0.828	
Inf	0.859	0.671	0.362	0.870	0.473	0.602	0.231	0.319	0.448	0.424	0.470	0.521	0.431	0.497	0.819

Table 8. Test of reliability, convergence and discrimination

Analysis results with linear structure model gave the results: CMIN/DF =0.2223 (<0.3); GFI = 0.906 (>0.9); NFI = 0.925 (>0.9); TLI = 0.935 (>0.9); CFI = 0.915 (>0.9) và RMSEA = 0.064 (<0.08). These results show that all indicators appropriate for the model are reached, so the model is concluded to be compatible with the research data.

The Regression weight table shows that 10 leadership competencies of project managers including: critical analysis and judgement; achieving; managing resources, engaging communication; empowering; developing; sensitivity; influencing, motivation and) conscientiousness all have a positive and favorable impact on project success and are statistically significant. The test of convergent validity through CR, AVE, MSV is specified in Table 9.

Relationships between variables	Unstandardized Coefficients (β)	S.E.	C.R.	P
PS<---Caj	0.435	0.036	7.128	***
PS<---Ach	0.399	0.048	3.923	***
PS<---Eco	0.267	0.037	7.139	***
PS<---Con	0.285	0.036	7.128	***
PS<---Mot	0.230	0.035	6.112	0.038
PS<---Emp	0.255	0.058	1.769	0.014
PS<---Dev	0.120	0.065	1.835	0.009
PS<---Mre	0.402	0.054	5.426	***
PS<---Inf	0.239	0.052	4.363	***
PS<---Sen	0.144	0.053	2.700	0.027

Table 9. Test of convergent validity through CR, AVE, MSV

All project managers' leadership competencies have a positive and favorable impact on project success, and are statistically significant. The project managers' leadership competencies explain 62.3% of variation in project success. Thus, leadership competencies contribute greatly to project success.

Relationships between variables	Standardized Coefficients (β)	Hypothesis	Ranking
PS<---Caj	0.414	Accept H1	1
PS<---Ach	0.336	Accept H2	3
PS<---Eco	0.23	Accept H3	5
PS<---Con	0.239	Accept H4	4
PS<---Mot	0.198	Accept H5	7
PS<---Emp	0.224	Accept H6	6
PS<---Dev	0.103	Accept H7	10
PS<---Mre	0.372	Accept H8	2
PS<---Inf	0.185	Accept H9	8
PS<---Sen	0.112	Accept H10	9

Table 10. Test results of research hypotheses

The results of regression coefficient estimates of the relationships in the model are presented in the above table. The results show that 10/10 relationships between leadership competencies and success of construction investment projects are statistically significant (P-valur <0.05). Therefore, all 10 hypotheses H1 - H10 are accepted as follows:

H1: Critical analysis and judgement (Caj) has a positively impact on project success Critical analysis and judgement has the strongest impact on project success, and the better this competency, the more successful the project (β = 0.414). Müller and Turner (2010), Dulewicz and Higgs (2003) claimed that critical analysis and judgement greatly contributes to the achievement of expected goal of a construction project because of specific characteristics such as high degree of complexity, large amount of capital required, long time, subject to many volatile environmental factors, limited time and resources, required consensus from many stakeholders, therefore, it is very necessary for project managers to have the ability to analyze and judge well, assess risks, identify the strengths and weaknesses of ideas/options, and make sound decisions based on reasonable assumptions.

H2: Achieving (Ach) has a positively impact on project success . Managers who are capable of accomplishing goals often strive constantly to achieve results, are proactive, more consistent, optimistic about change, and act on the desire to succeed (Goleman, 2001). According to the study results, β = 0.336, the third highest out of 10 competencies, therefore, this competency has a strong impact on project success since the success of a construction project is predetermined, including many criteria such as quality, schedule, profitability, satisfaction of investors, the State, local authorities and the community... Müller and Turner (2010) argued that this competency is at the fifth place, having lower impact than that of conscientiousness and sensitivity competencies of project managers.

H3: Managing resources (Mre) has a positively impact on project success. The degree of impact of managing resources on project success is ranked behind critical analysis and judgement with the coefficient β = 0.372. This is completely consistent with the characteristics of construction projects in Vietnam which are mainly financed from the State, with a large and scattered number of human resources, low-qualified personnel, inadequate resources, etc.
However, Müller and Turner (2010) argued that managing resources is required only at medium level because the challenge for project managers is to assess the correct situation before deciding on a specific resource management approach, taking into account the circumstances, objectives, resource constraints, depending on project characteristics and organizational policies.
H4: Engaging communication (Eco) has a positively impact on project success Turner and Muller (2006) argued that project managers' engaging communication competency is increasingly important, critical to project success. With β=0.230, when a construction project manager has good engaging communication, the likelihood of project success will increase because through communication, the project manager wins the support of the team or stakeholders, clearly conveys and coherently directs project objectives, has the ability to listen, and encourages others to share and communicate to suit each situation and interested audience. For construction projects, engaging communication is much needed because managers often have to work with many stakeholders such as contractors, customers, the State, investors, local authorities, especially project implementation teams in a large number, and personnel from many different organizations. All this work needs to be done simultaneously at the same time.

H5: Empowering (Emp) has a positively impact on project success Empowering increases job autonomy, enhances accountability, gives subordinates a sense of meaning in their jobs, and also affects perceived outcomes (Kirkman et al., 2004). Empowering contributes largely to outcomes such as customer satisfaction and process improvement (Kirkman et al., 2004). According to the theory of governance, empowering contributes significantly to management and leadership outcomes, especially for large-scale and complex projects. Müller and Turner (2010) argued that, in project management, over empowering can be detrimental to the project, if not controlled, it is easy to deviate from the project's objectives, reducing the likelihood of project success. Therefore, empowering is necessary but reporting, close control and engaging communication must be strengthened.
H6: Developing (Dev) has a positively impact on project success
Developing is greatly linked to employee motivation, increased job satisfaction, long-term commitment to the organization and greater responsibility, thus having a positive impact on project success (Müller and Turner, 2010). Due to the time constraints of projects, a project manager needs to proactively cooperate to develop employees in departments in line with the organization's development strategy (Müller and Turner, 2010). The study results show that developing has the coefficient β= 0.13, the lowest level among 10 competencies, but still affects the project success. Moreover, in the projects, tasks are divided in detail, specific to each employee, with specific requirements, therefore, it requires employees to perform well from the beginning and have experience.

H7: Sensitivity (Sen) has a positively impact on project success A manager who has sensitivity is someone who

understands and cares about others' wishes and thoughts when making decisions, proposing solutions to problems and challenges in order to gain others' commitments to decisions and actions, and is willing to think openly while actively listening, feeling, predicting, grasping the expressions, reactions or attitudes of others. A lack of interpersonal sensitivity often leads to hurtful interactions, which can cause bitterness, defensiveness and distance (Goleman, 1995). Witt et al. (2002) pointed out lack of interpersonal sensitivity, even within highly conscientious employees, may lead to ineffectiveness, particularly in roles that require interaction, agreement with, or consensus from, others. Müller and Turner (2010) showed a strong positive correlation between interpersonal sensitivity and outcomes of projects with a high degree of complexity such as projects requiring high-tech engineering or construction projects.

H8: Influencing (Inf) has a positively impact on project success

Influencing is the ability to shape the outcome of social interactions (Goleman, 2006). Influencing is based on the understanding of others' emotional behaviors or desires in each action to create influences to utilize the cooperation of individuals, groups, partners to participate effectively. Influencing is done through persuading and managing, understanding the feelings of others and responding to them towards a desired outcome. It is a fairly important competency, ranked at the sixth place (Müller and Turner, 2010). The influencing competency of project managers is associated with project success during project approval and implementation phases of the project cycle (Turner and Müller, 2006).

H9: Motivation (Mot) has a positively impact on project success

Motivation is the fundamental foundation of leadership management based on Abraham Maslow's hierarchy of needs (1943), and Frederick Herzberg's theory (1987).

Motivation increases the level of commitment and enhances the productivity of project stakeholders. Motivation in one's actions and the effect of motivation influences the outcomes and actions of others (Müller and Turner, 2010). Lack of motivation can affect not only the individual's actions, but also the overall performance of the team in a negative way (Müller and Turner, 2010). Motivation includes factors derived from assignment of employees to tasks, responsibilities in line with their capacities, enhancement of awareness to master meaningful tasks and jobs, the right to proactively perform tasks, rewards, feedback from shareholders, customers, partners, as well as pressure from colleagues or team performance criteria which are the driving force for the team/employees to complete their tasks.

H10: Conscientiousness (Con) has a positively impact on project success

Outstanding performance in almost all roles can be traced back to conscientiousness (Goleman et al., 2002). Conscientiousness is essential for a variety of tasks, such as paying regular attention to project details and progress, establishing team morale, showing ethical behavior, caring about others, even when facing difficulties. Conscientious managers always understand the organizational values (Williamson et al., 2005), often give action words in accordance with ethical standards, are careful, disciplined, serious and responsible at work or in every action (Dulewicz and Higgs, 2004). Conscientious managers are those who focus all of their energies on the tasks, often recognized as the people who exemplify the success of the organization.Through analysis of variance (ANOVA) to test the differences in the mean values of research variables, it showed that project managers aged over 45 have higher level of leadership competencies and project success rate. Project managers with a master's degree or higher are more capable of critical analysis and judgement, managing resources included analysis situations, planning, and organizing project management, and have higher project success rate than those with a bachelor's degrees. Project managers with more than 10 years of experience will have higher level leadership competencies and project success rate. Projects in Group A require higher level of leadership competencies than those in groups B and C, however, the success rate of group C projects is higher than the other two groups A and B. Projects with implementation period of 6 years or more which require project managers with higher level of leadership competencies have lower project success rate. Projects with 16 or more engaging contractors which require higher level of leadership competencies have lower project success rate.

Type	Group of respondents	Leadership competencies	Project success
Project manager characteristics	>45 years old	Higher	Higher
	Master's degree	Higher capable of critical analysis and judgement, managing resources	Higher
	>10 years of experience	Higher	Higher
Project characteristics	Group A project	Higher	Lower
	Implementation period of 6 years or more	Higher	Lower
	16 or more engaging contractors	Higher	Lower

Table 11. Differences between project and project manager characteristics in terms of leadership competencies and project success

V. CONCLUSION

With the constant development of the current industry 4.0, the knowledge economy is growing, while technological, capital, and material factors are reducing their roles. Human knowledge factor increasingly plays an important role. Dynamic and creative human resources and intellectual activities become increasingly important. Human perspectives are born with a basic personality but can be developed, adapted, and enhanced. Organizations need to be aware of the types of projects they work on, develop project managers with appropriate competencies to manage their projects on the basis of recruiting people with appropriate and rational leadership competencies, then developing them to become better at managing and leading projects for long-term and stable development of the organizations, considering this as a competitive advantage or core competency in the development of the organizations. Larger and more complex projects are likely to require higher level of leadership competencies than simple projects in terms of experience, level of education, and age. Currently, many organizations and businesses choose the project form to implement production and business activities, especially construction investment projects. Based on the findings, we give some recommendations for enhancement of project managers' leadership competencies to contribute to improving the success of construction investment projects: Administrators may use the 10 leadership competencies and research scales in HR planning, employee recruitment, training and development, employee assessment, planning and appointment of project managers, which focuses on skills, knowledge and personal characteristics that impact construction project success. The project success is very important and meaningful to the investors, project management organizations, therefore, it is necessary to prepare a project success assessment dossier, which is considered as a Key Performance Indicator (KPI). This will help investors manage and control similar projects, as well as plan and orient future projects. In addition, it will serve as a basis for assessment of project managers for reasonable appointment or remuneration policy to achieve employee-organization alignment. For State management authorities, it is necessary to complete the criteria for granting project management practice certificates, focusing on 10 leadership competencies of project managers, contributing to improving project success; Including 10 leadership competencies of project managers in professional project management training programs; Promulgating a set of criteria for assessment of construction investment project success to serve as a basis for management assessment and control of the level of success of construction projects in the future.

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Appendix 1: Contents of 10 project managers' leadership competencies required for construction project success

No	Leadership competency	Contents of leadership competency
1	Critical analysis and judgment	Ability to gather relevant information from a wide range of sources, probe the facts, identify advantages and disadvantages of proposed options, make sound judgments and decisions, and be aware of the impact of any assumptions made.
2	Achieving	Show an unwavering determination to achieve objectives and implement decisions. Be willing to make informed, risky decisions to achieve benefits. The leader understands the core competencies of the organization that impact project success

3	Managing resources	Ability to organize resources and co-ordinates them efficiently and effectively, establish clear objectives in each project cycle and convert long term goals into action plans. Ability to supervise and assess the work regularly and direct timely and accurately
4	Engaging communication	Enthusiastic, approachable, open, persuasive, win the support of others. Clearly convey vision and work instructions to employees, listen, encourage others to share and communicate to suit each situation and audience.
5	Empowering	Be willing to give job autonomy to employees and encourage them to take on challenges, to solve problems and develop their own accountability.
6	Developing	Believe in employees' hidden competencies, assign employees to challenging tasks, invest time in coaching them in new tasks, and give timely critical feedback.
7	Sensitivity	Understand others' wishes and thoughts when making decisions, open-minded, listening, feeling, predicting, grasping the expressions, reactions or attitudes of others.
8	Influencing	Ability to persuade others to change a viewpoint based on the understanding of their position and the recognition of the need to listen to this perspective and provide a rationale for change.
9	Motivation	Have drive and energy to make an impact on others to achieve results, persistently pursue objectives even when facing doubts, difficulties or challenges.
10	Conscientiousness	Display clear commitment to a course of action in the face of challenge, encourage and motivate others to achieve their goals, and show personal commitment to pursuing an ethical solution to a difficult business issue or problem.

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