Ca' Foscari University of Venice

PROJECT MANAGER'S COMPETENCIES AND LEADERSHIP STYLES

IN PROJECT MANAGEMENT IN VIETNAM AND GERMANY

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Final Thesis in the Field of International Management

for the Degree of Master of Economia e Gestione delle Aziende

Ca' Foscari University

November 2019

Abstract

Project manager's competencies and leadership styles are very important in project management as they are relevant to the failure or success of a project. This study aims to find out the different competencies of project managers working in Vietnam and Germany, the key competencies that determine the effectiveness of them and the current leadership styles of project team management in each country. The target population included 150 participants from different organizations headquartered in big cities of Vietnam and Germany who used to work or are working in project teams. Fifteen competencies according to Dulewicz and Higgs (2005) and four types of leadership styles (autocratic, bureaucratic, democratic and laissez-faire) were the conceptual framework for this study. Data collection including review of archival organizational documents and results of the survey from 150 respondents were gathered, organized and coded. A quantitative methodology was carried out to deal with numerical data and apply mathematical methods to analyze these data. Three themes emerged from the data analysis: differences in project managers' competencies in two countries, key competencies that determine the effectiveness of project managers, and their current leadership styles in Vietnam and Germany. The implication of this study is to create a reference or guidance for German organizations that have been operating in Vietnam as well as for Vietnamese employees who have been working in the German context to gain business efficiency.

Keywords: project manager, competencies, leadership style, project success

Acknowledgments

I would like to express my special thanks of gratitude to Professor. Andrea Pontiggia, who gave me great support, detailed guidance and valuable feedbacks throughout my work on this study. My thesis cannot be finished on time without his fast and clear suggestions.

I would also like to thank the participants who were involved in the survey for this research project. Thanks to their participation and precious opinions, the reliable and valid data have been successful collected. I considered this one of the most important success factors in my research.

Finally, I must express my profound gratitude to my parents and my sister who always supported me in finalizing this thesis within the limited time frame. Last but not least, I would like to thank my boyfriend for providing me with continuous encouragement throughout my master program and through the process of writing my thesis. This accomplishment could not be possible without their great support.

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Chapter I.

1   Introduction

1.1   Background

In today's competitive and chaotic global economy, organizations are more focusing on project management to ensure the consistency of business results delivery (Szopik-Depczynska, K., Lanfranchi, G., 2016, p. 83). It is undeniable that more companies are getting benefits from investing their resources in building the project management strategies to mitigate risk, define budgets and scope more effectively, keep tracking of the project's progress and eventually gain competitive advantage (Project Management Institute, 2016). A report from the Economist Intelligence Unit stated that 80 percent of survey respondents which are global executives believe that having project management as a core competency has helped them remain competitive during the recession (Economist Intelligence Unit, 2009).

Additionally, to achieve project management efficiency, leadership is considered especially crucial as it influences the performance of the project through various patterns, like the collaboration of teamwork, management of resources, communication with both followers and clients (Jiang, 2014, p. 54). Some researches proved that leadership competencies and leadership styles of the project manager are success factors for projects (Turner & Müller, 2005, p. 49). Therefore, it becomes essential to know the vital aspects of leadership including leadership competencies and leadership styles in project management to ensure the project's quality and projects' success.

Moreover, during the past few years, the number of German companies in Vietnam is increased significantly. According to a survey conducted by the Network of German Chambers of Commerce Abroad (AHKs), more than half of German businesses wish to expand their business in Vietnam over the next 12 months (Vietnam Insider, 2019). On the other hand, roughly 176,000 Vietnamese and Germans of Vietnamese background live in

Germany (BAMF, 2016, p. 162). Hence, understanding the difference in project management in Vietnam and Germany is beneficial for the companies and employees in both countries in harmonizing cultural issues and improving the business results.

This thesis researches the status quo of project manager's competencies and leadership styles in project management in Vietnam and Germany through an empirical study, then analyzing the vital and essential competencies and leadership styles for the best results.

1.2   Statement of the problem

In the context of globalization, project management plays a very important role among other functionalities as it enables the organizations to lead across sectors and geographic borders to control spending and improve project results (Project Management Institute, 2016). It is not surprising that German and Vietnamese companies started to take advantage of project management to accomplish various business goals. There are some previous studies analyzing leadership competencies and leadership styles in project management; however, they were conducted in general and not for the purpose of comparing among countries, especially in terms of cultural differences. It is considered interesting to recognize and compare the output of the management science to see which competencies determine the effectiveness of project managers in Vietnam and Germany and the leadership styles used in each country. It could be seen as a good hint for project management tasks in German companies that are operating in Vietnam as well as for Vietnamese employees who are working for German organizations.

1.3   Objectives of the study

The primary objective of this thesis is to find out the project managers' competencies for each project type and leadership styles of project managers in Vietnam and Germany based on the analysis results and then compare them with the existing literature review and the conceptual framework.

1.4   Research questions

In order to achieve the objective of this study, the following questions have been posted:

RQ1: What competency discrepancies occur between project managers working in Vietnam and Germany?

RQ2: What are the key competencies that determine the effectiveness of project managers in Vietnam and Germany?

RQ3: What are the current leadership styles of project team management in Vietnam and Germany?

1.5   Significant of the study

The results of this research can firstly contribute to the research field of project management in general and leaderships' proficiency in particular. To be specific, it could be used as a reference or guidance for German organizations that have been operating in Vietnam as well as for Vietnamese employees who have been working in the German context to gain business efficiency.

1.6   Scope of the study

The research mainly focuses on two types of projects which are internal and external projects in four different main areas including Engineer and construction, Information and telecommunication technology, Business and finance, Organizational change in Vietnam and Germany.

1.7 Organization of the study

In order to give the readers a clear structure, the thesis is divided into four chapters. In the second chapter, the theoretical framework is mentioned including the project managers' competencies, different leadership styles, and Hofstede's cultural dimensions in Vietnam and Germany. In chapter 3, the research methodology is firstly explained with some theories and later with real practices of the author. Next, chapter 4 provides the results of data analysis and describes the findings. The conclusion is then given according to the findings in the previous part. This section also shows the limitations when implementing this study as well as recommendations for future research.

Chapter II.

2   Literature Review

The literature review is conducted to summarize the results of previous research for a foundation of the current research and identifying the possible gaps that might be worthy to deep dive in (Walliman, 2016, p. 33). To provide a complete and comprehensive summary of current literature relevant to the research question, this paper follows a systematic literature review method to identify, appraise and synthesize the relevant studies (Petticrew & Roberts, 2006, p. 125).

In order to be able to sort out the right literature, several search terms were applied in different search engines that showed the outcomes found by titles, abstract and keywords. When entering the search terms, the suggested or alternative search terms were also defined in the results which can create significantly more various results. The search terms and the suggested search terms were selected based on the level of relevance, number of hits and quality of the outcomes. The followings search terms were used in the databases: (a) project management, (b) leadership competencies, (c) leadership style, (d) project managers, (e) Vietnam, (f) Germany.

After defining the search terms, the detailed procedure to reduce the results was conducted. In order to collect the most recent results, the filter was narrow down by the title and the year of publication set between 2005-2018. Among the founded results shown in Table 1, the relevant literature for the research was evaluated by title, keywords, and abstracts, then the number was reduced to books, journal articles, and conference papers. To avoid wrong interpretations, the selected documents had to be written in English, German or Vietnamese. After the evaluation, around 110 literature reviews have been selected that considered relevant and supportive of the research paper. The primary sources included full-text peer-review journals are from online database such as Google scholar, IEEE, Elsevier, Springer Link, Online library Hochschule Heilbronn, Database search tool BOSS.

Table 1 - Systematic literature review process (own elaboration)

Criteria	Filters	Documents
Key words	Project management, leadership competencies, leadership style	21,000
Restriction	Topic (title, abstract, author keywords)	231
Document type	Books, articles and conference proceedings	150
Language	English, German and Vietnamese	110

The premise of this research included the literature reviewed and divided into related studies and three themes: (a) project overview, (b) project management, (c) leadership competencies and (d) leadership styles.

2.1   Project overview

Regarding the definition, a project is defined as direct work that is aimed to achieve goals within a defined budget and schedule (Lientz & Rea, 2011, p. 3). A project can also be understood as a set of inputs and outputs required to achieve the goal of creating intangible or tangible service or product (Too & Weaver, 2014, p. 1382). People plan, execute and monitor projects to gain business efficiency (Watson, 2009, p. 181). Projects are time-bounded, budget-driven, and goal-oriented (Clarke, 2012, p. 128). Projects are unique and temporary and different from normal work as they carry risks and unsure outcomes, but they have defined the beginning and ending (Köster, 2010, pp. 3-4).

In terms of functions, according to industry reports such as The Economist (2009)[1] and German Project management Association (2010)[2], project is a structured way to implement business effectively and ensure the consistency of business results delivery, an opinion also shared by academics such as Kerznen (2009)[3] and Serra & Kunc (2013)[4]. Projects are the tools for managers to foresee and control the changes, implement strategic

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[1] (Economist Intelligence Unit, 2009)
[2] (German Project Management Association, 2010)
[3] (Kerzner, 2009)
[4] (Serra & Kunc, 2015)

plans, and develop and innovate competitive advantages (Project Management Institute, 2016). A project strategy is the projects with goals and management methods that carefully matched with the situation at hand and the context to achieve the desired position in its competitive stakeholder environment (Serra & Kunc, 2015, p. 5). Therefore, project strategy is a direction in a project that contributes to the success of the project in its environment (Artto, Kujala, Dietrich, & Martinsuo, 2008).

Projects can be classified in several different points such as size, organization functioning, timeframe and so on, which depend on the projects' purpose and characteristics. For instance, in terms of size, projects can differ from the small size which might involve two people and large size such as large cross-national mega-projects. Besides that, regarding the organization's functioning, different types of projects could be named as internal and external projects or long-term and short-term projects according to a timeframe. Although there are quite a lot of different types of projects, there are still common characteristics among them, which are "projects are limited, unique and risky" (Köster, 2010, p. 3).

2.2   Project management

Project management has played a more and more important role in organizations' management in various areas (Miterev, Jerbrant, & Engwall, 2016). In the past, project management was comprehended to apply only in construction sectors; however, nowadays it is used in almost all fields of human activities ranging from agriculture and natural resource; finance and business; health and human services to educational service (Watt, 2014, p. 1). Furthermore, the importance of project management was acknowledged a long time ago. Since mid-1940, project management has been considered one of the key activities for business success in modern organizations and projects have achieved tremendous attention from researchers as combined project frames for the organization's future (Riaz, Tahir, & Noor, 2013, p. 100).

Project management is basically used as a higher-level term that covers all the planning, monitoring, coordinating and controls when organizations develop processes or

in problem-solving (Artto, Kujala, Dietrich, & Martinsuo, 2008, p. 9). To many organizations, project management is the core competency, a useful tool that leaders can take benefit from to achieve their goals and thrive among competitors, especially during a crisis. There are a lot of academics sharing the same opinion that project management is a combination of human art and technical science (Shenhar A. , 2012, p. 512).

Project management involves the use of various principles, techniques, procedures, and policies that are created to guide a project from its conception stage all the way along until its completion (Shenhar A. , 2012, p. 1). Project management practices are different according to each type of project; however, in general, there are six most common categories that are used as project management methods, tools and techniques as follows: (a) project management methods, such as Agile for projects that are iterative and incremental, Lean or Six Sigma; (b) decision-making techniques, such as cost-benefit analyses and decision tree; (c) risk assessment tools, such as probability analysis; (d) computer models/databases, indexes, such as lessons learned files, and expert systems; (e) computer simulations, such as Monte Carlo analysis; and (f) project management tools, such as product breakdown structure (PBS), work breakdown structures (WBS) and PERT Chart (Pathak, 2015, p. 231).

In many definitions of project management success, time, budget and quality are usually mentioned as indispensable and irreplaceable factors for any type of project (Nixon, Harrington, & Parker, 2012, p. 204). Another researcher named Shenhar published a similar investigation but broader in research scope that project success also means client satisfaction and customer welfare. He explains that there are two types of projects which are operationally managed projects and strategically managed projects. The first one targets getting the job done in time and in the budget while the other one focuses on business success and market share acquiring (Shenhar, Dvir, Levy, & Maltz, 2001, p. 700). Apart from that, there are opinions assuming that the quality of project management processes, leadership performance, and satisfaction of project stakeholders can also be considered as dimensions of project success (Baccarini, 1999, p. 142). In the following chapter, leadership would be analyzed in detail to support and explain this point of view.

A project manager is a person who is responsible for the successful initiation, planning, design, execution, monitoring, controlling and closure of a project (Devi, 2013, p. 27). That is the reason why project managers are also seen as process designers (Kuster, et al., 2015). Project manager plays a crucial role in every project. Gido and Clements have excellently captured the role of project managers as following: "If the project team would be an athletic team, the project manager would be the coach". In particular, he or she acts as a coordinator between the team members and make sure that the tasks are executed by the right person and in the right time frame (Gido & Clements, 1999, p. 84).

2.3   Leadership styles

As mentioned above, understanding leadership is necessary to have a better approach to the theoretical and conceptual framework of this research. According to Lussier and Achual (2013, p.5)[5], there is no universal leadership definition as leadership is complicated and can be viewed through multiple angles and concepts and it depends on the way that leadership is required. Before defining leadership, leaders were first comprehended as the "individuals who establish a direction for a working group of individuals and who gain commitment from this group of members to establish directions and who then motivate members to achieve the direction's outcomes" (Conger, 1992, p. 18). And based on that, leadership is defined as a set of features owned by the leader or implied the relationship of the leader with the working group (Conger, 1992, p. 18).

This concept has brought a controversial topic about the definition of leadership. There are a lot of debates about whether the leadership is from the special personal qualities of the leader or if the leader makes followership thought what he or she believes in (Malakyan, 2014, S. 6). In the field of project management, leadership contains various techniques that enable project managers to get along with any situation (Galvin, Gibbs, Sullivan, & Williams, 2014, p. 35) and it is defined as the influencing process between leaders and followers to achieve organizational goals through changes (Lussier & Achua, 2011, S. 5). Defining leadership as a process means that it is not a trait or characteristic that

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[5] (Lussier & Achua, 2011)

reside in the leader, but it is rather a transactional event that occurs between the leader and the followers and it implies that the leader affects and is affected by the followers (Northouse, 2015, S. 602).

Project leadership involves establishing direction, aligning people, motivating and inspiring followers toward a common goal (Ahmed & Abdullahi, 2017, S. 5). It also involves preparation, controlling, management and organization of business activities (Ahmed & Abdullahi, 2017, S. 5). Therefore, leadership is an effective tool that project managers can use to influence project outcome; otherwise, lacking leadership skills is a big factor leading to the projects' failure (Nixon, Harrington, & Parker, 2012, p. 204)

In project management, leadership includes three components which are leadership style, leadership behaviors and leadership traits (Northouse, 2015). Leadership styles are not only used for identifying different types of leader behaviors but also seen as the way leaders treat the followers or the project members (Northouse, 2015). Leadership styles are viewed as a combination of different characteristics, traits and behaviors that leaders use for interacting with their subordinates (Mitonga-Monga, Coetzee, & Cilliers, 2012, p. 5391). There are several researchers investigating the relationship between leadership styles and project success.

One of the early ones was taken by Turner and Müller (2005) to find out if the project manager's leadership style is a success factor on projects based on the literature review. Surprisingly, the project success literature has ignored the project manager's leadership styles as a project success factor. They explained that many of the previously cited authors asked project managers for their opinions, and perhaps many project managers do not recognize themselves or their leadership style as a contributor to project success. However, there are some positive findings such as project manager's leadership style that has created an effective working environment for the project team (Turner and Müller, 2005, p.57). Being not satisfied with the results of the research based on literature reviews, Turner and Müller decided to have further research on this topic. In 2017, they presented their paper about finding the interaction of the project manager's leadership style with the project type, and their combined impact on project success. From both qualitative

study and quantitative studies, they concluded that the project manager's leadership style influences project success (Turner and Müller, 2007, p.30).

Later, Geoghegan and Dulewicz (2008) found out that there is a significant relationship between project manager's leadership dimensions and project success, and leadership style also has a strong impact on increasing the chance of success (Geoghegan & Dulewicz, 2008, p. 58). Jiang (2014) investigated in the leadership style and its relationship with project success. He found out that project manager is a project success factor and leadership styles contribute significantly to project success by collaboration in teamwork, management of source and communication with followers and clients (Jiang, 2014, p. 55).

Recently, Subha et al. (2016) explored the relationships among leadership styles, leader's effectiveness, and well-being. They used collective efficacy as a source of information shared by the perception of a group to achieve their research objectives. Subha et al. gathered data from 90 employees who participated in the study and they were administered by the Multifactor Leadership Questionnaire. The results revealed that there are linkages among leadership styles, collective efficacy and leaders' effectiveness and transactional styles have the strongest influence on leaders' effectiveness (Sudha, Shahnawaz, & Farhat, 2016, p. 111).

Moreover, research on the relationship between leadership styles and project success had been taken further to figure out the relevant leadership styles that can be applied and suit the project in general and the changes of situation or circumstances in specific. In the research of Turner and Müller (2007) about matching the project manager's leadership style to project type, they proved that "different leadership styles are more likely to lead to a successful outcome on different types of projects" (Turner and Müller, 2007, p.21). There are four types of leadership styles used in the research: laissez-faire, democratic, autocratic and bureaucratic which are proved to be relevant in different stages and different team types of the project (Table 2).

Table 2 - Leadership styles, project team types and the project life cycle (Turner & Müller, 2007)

Leadership style	Stage	Team Type	Team Nature
Laissez-faire	Feasibility	Egoless	Experts with spread responsibilities
Democratic	Design	Matrix	Mixed discipline working on several tasks
Autocratic	Execution	Task	Single discipline working on separate tasks
Bureaucratic	Close-out	Surgical	Mixed working on a single task

2.3.1 Autocratic leadership style

Provided the fact that autocratic is one of the most extreme leadership styles which focused mainly on individualized power, it still plays important role in many organizational environments such as highly structured, hierarchical chain-of-command where error-free outcomes are required (Gill, 2016). Autocratic derives from the words *auto* which means self in Greek and *cratic* which implies rule. Therefore, the autocratic leadership style describes a leader who dictated work methods, make decisions by himself/herself with little or no inputs from the participants (Robbins & Coulter, 2016, p. 525).

In general, autocratic leaders determine the policies, rules, and goals in a very well-defined and controlled disciplinary process, especially emphasizing rewards and punishments which depend on the level of compliance (Goodnight, 2011, p. 821). The leader is the self-directed decision maker and there is little interaction or communication among subordinates or associations (Amanchukwu, Stanley, & Ololube, 2015, p. 10). The reason for that could be explained as those leaders believe in their highly efficient style and they think that employees need close supervision and direction to assure the expected outcome (Goodnight, 2011, p. 821).

The autocratic leadership style can have both advantages and disadvantages. The most prominent benefit is that it is incredibly efficient as decisions are made very fast and

the work can be implemented immediately (Amanchukwu, Stanley, & Ololube, 2015, p. 10). Moreover, when the subordinates work well with clear directions and knowing the importance of their roles, stagnant project or deadlines missing could be avoided (Gill, 2016). That is why this style of leadership is especially effective in some institutions, such as the military, manufacturing, restaurants and aerospace environment where mistakes are not acceptable or tolerate (Gill, 2016).

Nevertheless, the drawback of autocratic leadership style is that it is not effective in some types of organizations that highly depend on flexibility or innovation (Goodnight, 2011, p. 821). He explained that it results in minimal or no innovation as it discourages the team's creativity, and limited personal or organizational change, growth, and development. Besides that, it can face the employee's resentment in some cases and lead to a decrease in cooperation and commitment between employees and leaders (Gill, 2016).

In short, autocratic is not considered one of the best methods of leadership, especially when we are moving to the era of delegation and a better-educated workforce. However, no one can deny that it is very highly efficient in some institutions mentioned above such as the military, manufacturing, and restaurants (Goodnight, 2011, p. 821).

2.3.2 Bureaucratic leadership style

As it might be understood from the name, bureaucratic leaders create and depend on the policy to achieve the goals as they believe that it is policy to drive execution, strategy, objectives, and outcomes (Ojokuku, Odetayo, & Sajuyigbe, 2012, p. 204). The leaders follow rules precisely and ensure the subordinates follow the procedures strictly by sending them very direct messages about the directions stated in the policy (Amanchukwu, Stanley, & Ololube, 2015, p. 10). This leadership style focused more on procedures and processes instead of employees and usually occurred in a top-down hierarchy organization (Schaefer, 2005, p. 115).

Bureaucratic leadership works effectively in the environment that involves serious safety risks such as working with dangerous substances or special machinery or working under a highly repetitive structure (Schaefer, 2005, p. 116). Managers can easily control

and manage the performance of employees, especially in large-scale corporations (Schaefer, 2005, p. 115). It is also appropriate when mistakes can cause serious harmful results such as in hospitals, government or banks (Ojokuku, Odetayo, & Sajuyigbe, 2012, p. 204).

On the other hand, one of the disadvantages of bureaucratic leadership to the organization is that it creates a narrow perspective and permit concealment of mistakes (Schaefer, 2005, p. 115). Furthermore, the greatest benefits of the leadership including motivating and developing employees are ignored or omitted, which can discourage their loyalty to the organization. Besides that, this rigid and inflexible environment diminishes the creative thinking of subordinates as they are not expected to make decisions out-of-the-box (Ojokuku, Odetayo, & Sajuyigbe, 2012, p. 205).

To conclude, despite the fact that bureaucratic leadership is inappropriate in teams or organizations requiring high creativity or flexibility, it is somewhat fundamental in a large business where proper framework should be set, and efficient structure should be provided for a business to function (Schaefer, 2005, p. 115).

2.3.3   Democratic leadership style

Among countless different definitions of democratic leadership style until now, one of the clearest is from John Gastil who did the research about "A Definition and Illustration of Democratic Leadership" on Human Relorions journal. He defined democratic leadership as "Distributing responsibility among the membership, empowering group members, and aiding the group's decision-making process" (Gastil, 1994, p. 958). Democratic leadership is also called as participate leadership as it focuses on the collaboration between leaders and subordinates (Gill, 2014).

Democratic leadership is totally different from autocratic or bureaucratic leadership as it is subordinate-oriented. The leaders' actions are built from reliability, honesty, fairness, openness and mutual respect (Goodnight, 2011, p. 821). Although leaders make the final decision, subordinates' participation is listened to and considered in the decision-making process. Moreover, they foster communication and collaboration among

employees at all levels. (Amanchukwu, Stanley, & Ololube, 2015, p. 10). Good democratic leadership honors two principles which are legitimacy and capability to possess knowledge, skill, and characteristic needed for the job (Kane & Patapan, 2014). They place a high emphasis on rewards rather than punishment (Goodnight, 2011, p. 821).

The benefit of this leadership style is that it creates a highly positive, motivation-oriented environment which can satisfy the employees and help them empower their capability. It plays a vital role in teamwork as it can develop the synergy among the group (Goodnight, 2011, p. 821). Democratic leadership works very effectively in organizations that have numerous experts or experienced players who can execute their jobs with responsibility and minimal supervision such as R&D divisions, housing construction sites or information technology firms. It is also suitable for enterprises that concentrate on growth, research and talent acquisition (Gill, 2014).

Nevertheless, there are some drawbacks to this style. In theory, democratic leadership style seems like the most effective; however, in reality, it is not applicable when some criteria such as speed and efficiency are essential. It is time-consuming when an agreement could not be reached. Furthermore, it could be a potential danger to rely on input or consensus from people without expertise or being misinformed or lack of accurate data (Amanchukwu, Stanley, & Ololube, 2015).

Despite some disadvantages of this leadership style, it becomes more and more common in leadership framework as it aims for people-oriented, creating strong teams and fostering a creative environment. The key to adopt this style is productivity, which means in order to succeed, the democratic leaders need productive teams that can reach their expectations (Gill, 2014).

2.3.4   Laissez-faire leadership style

Originally from French, laissez-faire means "let-it-be" or "leave it alone". Like other types of leadership, there are many different definitions from researchers for laissez-

faire. Robbin (2007)[6] and Luthans (2005)[7] defined it as delegative leadership that the leaders abdicate responsibilities and avoid making decisions. Or the leaders who belong to this group let the team members make all decisions (Mondy & Premeaux, 1995, p. 347). Therefore, in this type of leadership, a leader always hands-off and let the group decide how to accomplish the mission and achieve the goals from what they believe is the best way (Robbins & Coulter, 2016, p. 525). Sometimes the leaders can provide important material for subordinates and they just involve the answer and question; however, they avoid feedback (Chaudhry & Javed, 2012).

Regarding the authority, laissez-faire leaders are completely contrasted to autocratic leaders as it carries the least authority and more delegative the responsibilities to team members. On the other hand, democratic leaders have more authority than laissez-faire leaders as in democratic leadership style, although the final decision is made by leaders, the subordinates are encouraged to participate in the group (Amanchukwu, Stanley, & Ololube, 2015, p. 10). The comparison is demonstrated in Figure 1.
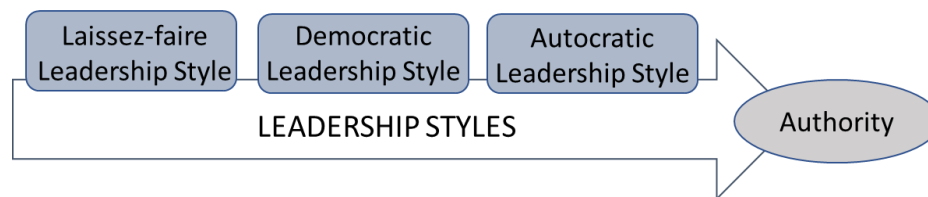
Figure 1 - Leadership styles according to the level of authority (own elaboration)

In fact, laissez-faire leadership style is effective when the subordinates are experience, high skill, self-motivated and able to work independently with very little guidance from the leaders (Chaudhry & Javed, 2012, p. 259). The advantages could be seen as allowing experts to work effectively and challenge them to be responsible for their success and failure; motivating people to perform optimally and therefore, leading to higher retention of experts who look for a creative and challenging environment (Gill, 2016). This style of leadership works best near the top of organizational hierarchies where the team members are experts and they have full autonomy to run their departments or in immensely

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[6] (Robbins & Judge, Organizational Behavior, 2007, p. 475)
[7] (Luthans, 2005, p. 562)

creative and innovative environments such as start-up firms, social media companies, advertising agencies, R&D departments, etc. (Gill, 2016).

Nevertheless, laissez-faire leadership style has its limitations during certain circumstances in organizations, projects or settings as it lacks enforcement. It would be inappropriate to use if the team members or subordinates lack experience, expertise or motivation to accomplish the job given (Chaudhry & Javed, 2012, p. 259). In that case, the employees need more consults or instructions from the leaders; whereas the leaders tend to let them work on their own. In consequence, it leads to negative outcomes including poor job performance, low leader effectiveness, and less group satisfaction and another pitfall that the leaders may make an excuse on employees when they did not reach the expectations of the leaders (Amanchukwu, Stanley, & Ololube, 2015, p. 10).

Therefore, the laissez-faire leadership may become the best or the worst of leadership styles, which depends on the characteristics of the subordinates and the type of work they involve in (Goodnight, 2011, p. 820).

2.4   Project manager's competencies

In terms of definition, competency is a quality or state of ability, effectiveness, sufficiency, or success (Elliot, Dweck, & Yeager, 2017, p. 9). Other researchers such as Galvin and his colleagues define competency as a capability to accomplish the tasks with good results and skills, knowledge and personal characteristic that create outstanding outcomes (Galvin, Gibbs, Sullivan, & Williams, 2014, p. 36). A lot of research has been conducted to prove that competencies of project managers are one of project success factors such as Turner and Müller (2010) and Gallagher, Mazur, & Ashkanasy (2015)[8]. Competencies of project managers can increase the productivity of project performance including planning, coordinating and controlling complex and diverse activities (Cobb, 2012, p. 16).

Competencies can be divided into different categories. The most basic one includes soft skills and hard skills. The term soft skills was first known in 1972; however, it is not

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[8] (Gallagher, Mazur, & Ashkanasy, 2015)

widely used until the 1990s (Remedios, 2012, p. 1286). According to Remedios, soft skills are the collection of skills and abilities needed to perform the tasks rather than formal or technical knowledge. Soft skills include communication skills, interpersonal skills, time management skills, negotiation skills, motivation skills, writing skills, problem-solving skills and decision-making skills. On the other side, hard skills are measurable technical skills that can be taught through formal education and training programs (Ingols & Shapiro, 2014, p. 413).

Furthermore, based on an extensive review of existing theories and their assessment tools, Dulewicz and Higgs (2005) came up with the conclusion that leadership competencies can be classified into three main categories including intellectual competencies, managerial competencies, and emotional competencies. This is one of the most popular definitions of managers' competencies which was wildly used by several researchers such as Turner and Muller (2010) in their paper about leadership competency profiles of successful project managers.

2.4.1   Intellectual competencies

Intellectual competencies related to intelligence and capability to understand, analyze and develop the data, logical thinking and pattern recognizing (Ahmed R. , 2018, p. 124). There are three intellectual components of leadership competence:

(a)   Critical analysis and judgment: It refers to gathering appropriate data from various sources, inspecting the facts and analyzing the pros and cons, building assessment, making decisions and understanding the impact of assumptions made.

(b)   Vision and imagination: This relates to the project manager's imagination and innovation. He or she owns the ability to build the vision for the future, foresee the risks and changes which can impact the business and adjust their vision accordingly.

(c)   Strategic perspective: It refers to the project manager's awareness of broader issues and implications. He or she is able to balance the long-term and short-term strategies, discover opportunities and threats and figure out the impacts of external factors.

2.4.2 Managerial competencies

Managerial competencies are very important for project managers as these required the project manager to own the ability to motivate the team, guiding the subordinators to increase their performance and at the end, to improve the productivity and efficiency (Müller & Turner, Leadership competency profiles of successful managers, 2010, p. 447). Managerial competencies have five dimensions as followings:

(d)   Resource management: This involves resource organizing and coordinating between the project manager and subordinates in an effective and efficient manner. Besides that, it also relates to establishing clear objectives and transforming long-term goals into action plans, managing and evaluating staffs' progress effectively and giving feedback properly.

(e)   Engaging communication: It requires the project manager the ability to engage subordinates by good communication skills and gain supports from them. The clear communication of instructions and vision are tailored for each audience's interest and characteristics. It is obvious that he or she is always easily approachable and accessible to inspire and connect the audience.

(f)   Empowering: This means the project manager gives the staff autonomy and encourage them to take on the challenges, demanding tasks and responsibilities. This can also help them to improve their problem-solving skills, encourage innovation and proposals as well as develop their broader visions.

(g)   Developing: It requires the project manager to trust on their staffs' ability and potential to assign more demanding tasks, roles, and responsibilities. Based on that, he or she can develop their competencies, spending time and effort in training them so they can contribute more to the business performance. Project manager believes that critical feedback and demanding tasks are essential to develop staff in the right direction as well as ensure to provide relevant supports.

(h)   Achieving: It refers to the project manager's unwaving determination to pursue the objectives and makes decisions, which are considered highly impact on the success of any project or organization.

2.4.3 Emotional competencies

Emotional competencies refer to the ability of project managers to identify, understand and manage his or her feelings. It requires a certain level of emotional intelligence to obtain these competencies (Ahmed R. , 2018, p. 126). According to the literature, seven dimensions of emotional competencies are listed below:

(i)   Self-awareness: It is about the capability of project managers to recognize and control the feelings and activities to efficiently perform in the working environment.

(j)   Emotional resilience: It requires the project manager to maintain consistent performance in a range of situations under pressure and adjust behaviors properly. He or she concentrates on the course of actions or the needs and build strategies to cope with personal challenges or criticism to gain certain results.

(k)   Intuitiveness: This is the capability of the project manager to make clear decisions and drive the implementation even when the information is incomplete or ambiguous by using both rational and emotional perceptions.

(l)   Interpersonal sensitivity: It refers to the project manager's awareness of others to make decisions and propose solutions regarding problems or challenges. In order to obtain that, the project manager should be aware of other achievements and commitments to actions or decisions.

(m)   Influence: This requires the project manager to be able to listen and understand other's points of view and based on that persuade them to change when needed by providing a rationale for change.

(n)   Motivation: Motivation competency relates to having drive and energy to achieve clear results and impact on others in a significantly effective way.

(o)   Conscientiousness: It involves to project manager's personal commitments and solutions to business issues. He or she encourages the staff to support the chosen directions and commit to a course of action to manage challenges and difficulties.

2.5   The cultural difference between Vietnam and Germany

Cultural values are among the most prevalent and influential factors in all aspects of human life (Hofstede & Bond, 1984, p. 417). Several studies have been conducted to

find the relationship between cultural values and project success. Jetu and Riel (2013) used a multivariate model to analyze the data collected from experts working on business process reengineering and information technology projects in Ethiopia. They figured out that cultural values have a strong relationship with two out of three dimensions of project success including project team learning and development and project team working spirit (Jetu & Riedl, 2013, p. 425).

Similarly, Chipulu and his colleagues analyzed the data from interviewing 40 project practitioners based in different countries and they found out that cultural values measured based on Hofstede's individualism, masculinity, power distance, and uncertainty avoidance dimensions have high impact on project success/failure factors (PSFFs) (Chipulu, et al., 2014, p. 364). Therefore, understanding the cultural difference between Vietnam and Germany is necessary to explain the discrepancy between the project manager's competencies and leadership styles in project management between the two countries.

Within management and organization studies, perhaps the most influential cultural perspective has been the one conducted by Hofstede (1984). By collecting and analyzing the data from a very large sample of IBM employees, Hofstede initially mentioned four dimensions that are used to measure a "national culture" including power distance, individualism/collectivism, masculinity/femininity, and uncertainty avoidance/preference. Later, in 1988, he added the fifth one named long-term/short-term orientation and in 2010, the sixth dimension indulgence/restraint was added to the study (Chipulu, et al., 2014, p. 367).

In general, based on Hofstede cultural dimensions, the scores for each dimension in the two countries are shown in Figure 2.

Power distance

Power distance is defined as "the extent to which the members of an organization or community expect and accept that the power is unequally distributed" (Hofstede & Bond, 1984). It reflects the hierarchy and structure of society and organizations.

According to Hofstede Insights, Vietnam has a high score on this dimension (score of 70) which means that Vietnamese accept hierarchy. People assume that everyone has a place in the hierarchy and that needs no other justification. It can affect leadership since centralization in high power distance country is very common, subordinates supposed to be guided what to do and the boss is the most powerful person to decide everything (Hofstede Insights, 2019), (Hofstede, Hofstede, & Minkov, 2010, p. 73).

By contrast, Germany is one of the lower power distance countries (score of 35), which means Germany is a highly decentralized society (Hofstede Insights, 2019). Subordinates can participate in the decision-making process, control is not preferable and leadership is challenged to show expertise and capability (Hofstede, Hofstede, & Minkov, 2010, p. 73).
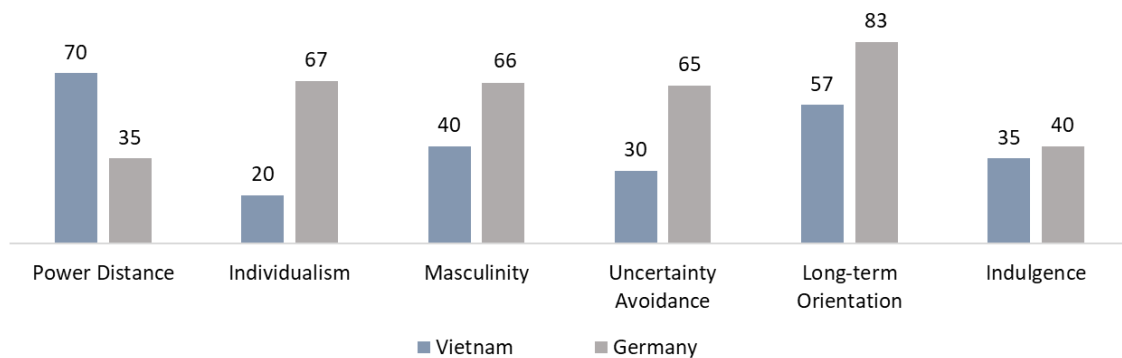
Figure 2 - Hofstede cultural dimensions score in Vietnam and Germany *(Hofstede Insights, 2019)*

Individualism and collectivism

This index measures the degree that people prefer to act as individuals or are more dependent on a strong group. Vietnam is a collective society with a score of 20. This shows a long-term commitment of members to the strong, cohesive group, which throughout people's lifetime continue to protect them in exchange for unquestioning loyalty. That is why this collectivistic society encourages relationships even in business. The relationship between employer and employee is acknowledged as a moral term (like the family link) (Hofstede Insights, 2019).

On the other hand, Germany is an individualist country. Employees are supposed to act based on their own interests, and the work should be balanced between self-interest

and the employer's interest (Hofstede, Hofstede, & Minkov, 2010, p. 119). Loyalty comes from personal preferences for people, sense of duty and accountability which can be understood from the labour contract. Communication is executed in the most direct and informative way without taking relationship factor into account (Hofstede Insights, 2019).

Masculinity and femininity

This dimension focuses on the motivation of members in a culture: striving to be successful (Masculine) or cherishing well-being (Feminine). Vietnam is considered a feminine society with a score of 40. People believe in "work in order to live", managers are expected to be supportive, like-mindedness and they strive for consensus in making decisions. There is a preference for resolving conflicts through compromise and negotiation (Hofstede, Hofstede, & Minkov, 2010, p. 166).

On the contrary, with a score of 66, Germany is categorized into the masculine group. In this society, the ethos tends to be "live in order to work", results are highly emphasized, and rewards are perceived according to performance. Managers are expected to be decisive and assertive (Hofstede Insights, 2019).

Uncertainty avoidance

Uncertainty avoidance refers to the attitude and solutions to uncertain and ambiguous situations and the creation of beliefs and institutions to avoid them (Hofstede & Bond, 1984, p. 419). It shows how they handle to try to control the future, for instance, if they have detailed plans for the future or if they just live in the moment and just let life take its course naturally (Varner & Beamer, 2011, p. 115).

With a score of 30, Vietnam is considered as having a low preference for avoiding uncertainty. To Vietnamese society, a more relaxing attitude is preferred, in which rules are not as important as practice and experience, and behaviors which diverge from the standards are easily accepted. That can explain the fact that schedules are flexible, accurate and punctuality are not strictly required, and innovations are more accepted (Hofstede Insights, 2019).

On the other hand, Germany has a high preference for uncertainty avoidance with a score of 65. To German society, deductive is preferable than inductive approaches, and it should be detailed, accurate and informative in thinking, explaining and implementing. This can also be reflected in the German law system with high requirements on details and accuracy. In business, Germans have strong belief in expertise on the work floor and their organizations contain more specialists to compensate for their higher uncertainty (Hofstede Insights, 2019)

Long-term orientation

This dimension reflects how every society maintain some connections with the past when coping with the difficulties and challenges at the present and in the future. With the score of 57 and 83 respectively, Vietnam and Germany are pragmatic cultures; however, German culture is much more pragmatic than Vietnamese culture because the score of Germany is near the extreme, while the score of Vietnam is only slightly higher than the average.

Both countries believe that truth mainly depends on time, situation and context. They show the fast adaption to changed conditions when necessary and they have a strong tendency to save and invest. The most significant practice is to encourage thriftiness and endeavor in education to prepare for the future. On the other side, lifetime employment is still encouraged, and loyalty is highly respected. In decision making, cooperation, engagement and trust leading are thriven to get to consensus (Hofstede Insights, 2019).

Indulgence and restraint

This dimension refers to how people get freedom in enjoying life and expressing themselves. Indulgence reflects "tendency to allow relatively free gratification of basic and natural human desires related to enjoying life and having fun" (Hofstede, Hofstede, & Minkov, 2010, p. 281). In contrast, restraint means that such pleasure needs to be restrained and regulated by strict social norms (Hofstede Insights, 2019).

Both Vietnam and Germany have low scores on this dimension, which are 35 and 40 respectively, which indicates that both are restrained society. People in restrained

countries tend to be cynical and pessimistic. They do not focus on free time and curb the gratification of their desires (Hofstede Insights, 2019).

2.6   Literature review summary

This chapter focused on five main areas including project overview, project management, leadership styles, project manager's competencies and cultural differences between Vietnam and Germany. In terms of leadership styles, although there are several different types categorized by various criteria, the author focused on four leadership styles including autocratic, bureaucratic, democratic and laissez-faire according to the study of Turner and Müller (2007). Related to the competencies of the project manager, fifteen competencies followed by Dulewicz and Higgs (2005) will be concentrated and used for the next chapter.

Regarding the related previous studies, there are a lot of studies about the relationship between leadership styles, project manager's competencies and project success, which can prove the importance of those two factors in project management. One of the most famous studies belongs to Turner and Müller (2005) which is about "Matching the project manager's leadership style to project type and the leadership styles" are built on leadership competencies. However, there is no previous research on country perspectives such as Vietnam or Germany, especially when comparing the two countries in terms of Hofstede's cultural dimensions. Therefore, researching the project manager's competencies and leadership styles in project management in Vietnam and Germany is essential.

Chapter III.

3   Research Methodology

3.1   Introduction

In this quantitative single case study, the author figured out the discrepancies between the project manager's competencies and the leadership styles in Vietnam and Germany. Project managers' proficiency and styles can enhance project success regardless of the industry, budget, culture, or geography (DuBois, Hanlon, Koch, Nyatuga, & Kerr, 2015, p. 31). The specific finding by analyzing data collected from 150 participants have shown the differences between the two countries in terms of project leadership. Management level might take reference from this research to have a deep understanding of the competencies as well as leadership styles that should be obtained by project manager sand should be expected by employees in the two countries. To be broader, this study might contribute partly to the social benefit by increasing the performance of organizations, which directly impact on the unemployment rate and economic stability.

3.2   Research method and design

3.2.1   Role of researcher and participants

Before explaining the research method and design, it is essential to understand the role of the researcher and participants in the research. Researchers are responsible for getting participants, explaining the research, collecting data and response to any participants' queries and concerns (Lang, et al., 2013, pp. 1-3). More importantly, in the study, researchers are seen as the instrument in data collecting (Lang, et al., 2013, p. 2). Comparably, the author was acting as a data collection instrument in this research. The process includes the first period, which is creating research method, research design and then planning the appropriate approach. The second period relates to collecting, constructing, analyzing and interpreting data.

Besides that, the author has a special relationship with the research topic thanks to her working experience lasting three years as project management for a Vietnamese firm

and eight months in project management team for a German firm. Different cultures in the organization affect the effectiveness and efficiency of leadership; therefore, providing a suitable leadership style by recognizing cultures existing in the work scope is crucial (Taleghani, Salmani, & Taatian, 2010, p. 109).

Regarding the participants, Müller and Turner (2010)[9] conducted a survey with professionals in project management worldwide including members of different Project Management organizations and master students on project management programs. In this study, the author selected the participants who are members of project teams from different organizations in Vietnam and Germany. To increase the effectiveness of the survey, the author followed the four steps: (a) made a list of participants, (b) ask for consensus form them, (c) send the survey, (d) follow-up by email if any questions arise.

3.2.2 Research method

The author used the quantitative research method which is useful in dealing with numerical data and applying mathematical methods to analyze these data to explain a phenomenon and their relationships (Creswell, 2012, p. 140). There are several advantages of quantitative research approaches.

Firstly, the use of statically data can reduce the time and resources that require results describing (Bryman, 2001, p. 20). For instance, using computer software like a statistical package for social science (SPSS) to calculate the data can save significant time and energy for researchers (Daniel, 2016, p. 94); (Gorard, 2001, p. 3).

Secondly, quantitative research has become the "general approach" that researchers choose in order to run a research project, which can reflect the society broader regarding samples, contents and patterns (Leedy & Ormrod, 2016); (Cohen, Manion, & Morrison, 2007, p. 243).

Thirdly, compared to qualitative research, quantitative research is less bias as a large amount of data is gathered and then analyzed statistically. The researcher also has

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[9] (Müller & Turner, 2010)

more control over how the data is gathered and is not in direct contact with the participants, thus, biasing could be eliminated (Lichtman, 2006, p. 8).

There are many types of quantitative research; however, the most common method used in quantitative research is survey (Apuke, 2017, p. 43).

Survey is a data collection tool to gather information about characteristics, actions, or opinions from a sample of individuals through their responses to questions (Check & Schutt, 2012, p. 160). The advantages of surveys are the high representativeness thanks to data collected from a large sample of the population, convenient data gathering by email or fax and good statistical significance with precise results.

Recently, research survey has changed to a more detailed and structured method, with a scientifically tested strategy to increase the effectiveness of research outcomes. The method includes: (a) who are the participants (representative sample), (b) what and how to conduct the survey (survey method), (c) when to start the survey and do the follow-up step (Ponto J. , 2015, p. 169). Nevertheless, there are also some common types of error that might occur in survey research, which are summarized in Table 3.

Table 3 **-** Sources or errors in survey research and strategies to reduce error (Ponto J. , 2015, p. 169)

Type of error	Source of error	Strategies to reduce
Coverage error	Unknown or zero chance of individuals in the population is included	Multimode design
Sampling	Individuals included in the sample do not represent the characteristics of the population	Clearly identified the population of the internet; diverse participant recruitment strategies; a large, random sample
Measurement error	Questions/instruments do not accurately reflect the topic of interest; questionnaires/interviews do not evoke truthful answers	Valid, reliable instruments; pretest questions; user-friendly graphics, visual characteristics
Nonresponse error	Lack of response from all individuals in the sample	User-friendly survey design; follow-up procedures for nonresponders

Questionnaires and interviews are the most common instrument for collecting data in survey research (Ponto J. , 2015, p. 170). Questionnaire is defined as a set of standardized questions under an established scheme to gather data individually regarding one or more particular themes (Lavrakas, 2008). There are some misunderstandings between questionnaires and interviews. As a matter of fact, questionnaires relate to a specific type of interview; however, the conversation is in written form and followed to the order of questions (Lavrakas, 2008).

The author decided to use questionnaires as it is possible to be administered by one-self or individually or in a group (Ponto J. , 2015, p. 170). Moreover, questionnaires allow the author to add demographic questions besides valid and reliable research instruments, which is necessary for analyzing the diverse cultures in this study (Ponto, Ellington, Mellon, & Beck, 2010, p. 357). Lastly, it is useful for the readers to interpret and evaluate the potential for errors of validity and reliability based on the solid data collected from questionnaires (Fruhling & Lee, 2005, p. 2395).

3.2.3   Population and sampling

Population is generally a large collection of individuals or objects that has certain features that match a study's requirements. A sample is a subset of the population that can statistically relate to and represent the population (Giorgi, 2017, p. 1569). Therefore, it is important to choose the right sample with the same characteristics of the population that can highly represent the larger group.

Firstly, the target population should be chosen correctly. In this study, the population includes team members and project managers who used to work or are working in project teams in Vietnam and Germany. The target research participants are team members and project managers from organizations headquartered in big cities of Vietnam and Germany, where a large number of companies in different fields are located.

After identifying the target population, the suitable sampling method was determined. There are two main sampling groups: (a) probability and (b) nonprobability

(Houser, 2018, p. 171). In probability sampling method, a sample from a larger population is chosen using a method based on the theory of probability. There are five main types of probability sampling method including (a) simple random, (b) systematic random, (c) stratified random, (d) cluster, and (e) multistage (Houser, 2018, p. 172). In contrast, the nonprobability sampling method is a sampling technique in which the researcher chooses samples according to the subjective judgment rather than random selection. There are also five main types of nonprobability sampling methods including (a) convenience sampling, (b) consecutive sampling, (c) quota sampling, (d) purposive sampling, and (e) snow sampling (Lavrakas, 2008).

In this study, convenience sampling is used to collect data as it is fast, inexpensive, easy and the subjects are readily available. This technique is especially useful in the pilot study as it allows the author to get basic data and trends related to the research without the complexity of using a randomized sample. Moreover, this sampling technique allows the author to use her network to spread the questionnaire. Nevertheless, this represents a limitation of the study, because the network is often composed of people who share the same interests or values, thus it does not represent the overall population. Regarding the sample size, the author conducted the survey with 150 participants including 75 in Vietnam and 75 in Germany.

3.3 Data collection

3.3.1 Data collection instruments

There are two types of data, which are primary and secondary (Kumar, 2011, p. 24). Primary data is collected from different sources such as interviews, survey or observation for a particular research problem (Hox & Boeije, 2005, p. 593). Once primary data is collected, the huge current store of social knowledge is added with new data. As mentioned above, in this study, the author used the survey method to collect the data.

Secondary data are the existing data that researchers gather from previous studies (Kumar, 2011, p. 25). Researchers are able to find this type of data in the literature and published data sources and use them in their studies as secondary data.

In some cases, the same data can be both primary and secondary. For instance, the data that is found and published by an organization or an individual as the primary source could be considered as a secondary source when some other people use it in their studies (Levine, Krehbiel, & Berenson, 2013, p. 534). On the other hand, using different sources of verification allows the testing of validity more effectively. The author used questionnaires and review of archival organizational documents to validate the results. In this case, the author was the primary data collection instrument.

3.3.2   Data collection techniques

The overarching research question for this study was as follows: What are the project manager's competencies and leadership styles in project management in Vietnam and Germany? The purpose of the overarching research question was to provide guidance to explore which styles of project team management are considered desirable in the two countries, which are beneficial for German companies that are operating in Vietnam as well as for Vietnamese employees who are working for German organizations.

Regarding the data collection technique, questionnaires may be delivered to participants in different ways. The most traditional one is delivering by paper form and mailing to participants. Recently, with the explosion of the internet, a more common method is applied by using electronic format via email or other Internet-based programs such as Google form or SurveyMonkey. It is also possible to use a combination of two methods, which allows the participant to choose the preferred method (Ponto J. , 2015, p. 170).

In this research, the author chose both methods of survey administration above to guarantee a high sample coverage ratio, which also leads to reduce coverage error (Dillman, Smyth, & Melani, 2014, p. 58). Moreover, the cost for self-administered mailed and Internet-based questionnaires are not high, and they are especially practical for a large sample.

As a matter of fact, there is a higher probability that the respondents commit to answering a questionnaire if they find it interesting, short, clear and well structured.

However, they might give up if they see it difficult to finish. Therefore, in the preparation period, it is important to have the opinions of some potential participants regarding the content before sending it broadly (Mathers, Fox, & Hunn, 2009, p. 9). Another possible solution is running a pilot survey on a small sample of the subjects first. The purpose is to detect any errors in the questioning and correct these prior to the main survey. The pivot survey is useful to maximize the response rate and minimize the error rate on answers.

Recently, as survey demand has significantly increased, different methods to incentivize participants have been applied such as lottery, special prize or money and so on (Brtnikova, et al., 2018, p. 2). There are some studies that showed that among those methods, the more effective one is using monetary incentives to increase the response rate (Cho, Johnson, & Vangeest, 2013, p. 382). Therefore, the author offered two gift-away Amazon vouchers with a value of 5 Euros per voucher for two random participants in this survey.

In the main survey carrying out period, firstly, it is essential to identify respondents and keep track of the status. The author used the computer databases to follow the data regarding the time that questionnaires were sent out and to which the participants. After that, it was updated with the information of follow-up contact as well as dates of reminders. Secondly, each questionnaire must be numbered uniquely by the system, which allows the author to check queries back to each respondent if necessary. Lastly, a detailed phan for delivering questionnaires should be implemented and administered in terms of sending time, deadlines for respondents, reminding time or follow up callings (Mathers, Fox, & Hunn, 2009, p. 9).

3.4   Data analysis

Data analysis plays an important role in the research process, as it enables researchers to go further and dig deeper into the problems, to explore the meaning of data by relevant analysis, and to generate the conclusions or final findings. The process of data analysis includes five steps: (a) review analysis plan, (b) prepare and check data files, (c) calculate response rates, (d) calculate summary statistics, (e) visualize the results (Pazzaglia, Stafford, & Rodriguez, 2016, p. 3).

The purpose of the analysis plan is to ensure that the survey analysis will focus on the topics of interest by reviewing and updating it when necessary. Preparing and checking the survey data files related to storing data in electronic files, merging data files, checking errors and coding data. The author used the function of automatic data collection from Google form for online survey to check the data. On the other hand, the author also used specialized statistical software such as IBM SPSS Statistics and Microsoft excel to record all the data. The next step which is calculating response rates is also done automatically by google form.

The most important steps are calculating summary statistics and visualizing the results. With SPSS, the summary statistics can be produced easily. To understand the meaning of the results, the basic used statistic tools were frequency, percentage, minimum and maximum, median, mean, standard deviation and standard error. Besides that, statistic methods including logistic regression and linear regression were mainly applied to analyze the data in research questions 1 and 2. In the end, the results were shown in tables and figures, which can interpret the findings and their implications effectively (Pazzaglia, Stafford, & Rodriguez, 2016, p. 12). This method is called graphical method of analysis, which uses a graphical representation of the answers and looks for differences in response patterns with respect to personal criteria. Based on that, relevant explanations that connect to the literature review should also be mentioned.

3.5   Reliability and validity

3.5.1   Reliability

Reliability is related to the consistency of the measurement (Heale & Twycross, 2015, p. 66). To be more specific, it is the degree to which the results of an instrument are the same if it is repeated with a similar subject under a similar condition. That is why reliability also refers to repeatability. In the survey, reliability is understood as the degree to which questions used in the survey generate the same data each time they are applied under the unchanged condition (Heale & Twycross, 2015, p. 66). Testing for reliability is important as it relates to the consistency in all parts of the instrument which are used for

measuring (Taherdoost, 2016, p. 33). Two ways that reliability can be estimated are test/retest and internal consistency.

Internal consistency

In most of cases, reliability refers to internal consistency which means the degree different questions or statements measure the same characteristic. The common method for this is Cronbach's Alpha coefficient as it is seen as the most appropriate measure of reliability when making use of Likert scales (Taherdoost, 2016, p. 33).

Test/Retest

The author used the Test/retest reliability method applied to 5-10% of the questionnaire-takers for checking the reliability of research question 3. Test/retest reliability is administering the same measure to the same group of respondents under the same conditions on two different occasions (Deniz & Alsaffar, 2013, p. 499). After retesting, Pearson's correlation was used to compare the results between the first and the second testing. The value for a Pearson's coefficient can vary between 0.00 (no correlation) and 1.00 (perfect correlation).

The difference between test/retest method and internal consistency estimates of reliability is that internal consistency requires only one administration of the measurement instrument, whereas test/retest involves two. It depends on the purpose of the research to choose the relevant one.

3.5.2   Validity

Validity refers to the accuracy of the measurement, or validity answers for the question of how well the data which had been collected can cover the actual area of research. In the survey, validity can be impacted by the survey design as it based on the types of questions that measure what the surveyor aimed to get the data. Four main types of validity are face validity, content validity, construct validity, criterion validity.

Face validity

In the questionnaire, the most common validity form is face validity which refers to researchers' subjective assessments of the presentation and the suitability of the measurement method. To be more specific, face validity involves the expert's opinion on the items in the questionnaire and confirm that the test is a valid measure of the topic which is being measured just on the face of it (Bolarinwa, 2015, p. 196).

In this study, face validity is used by the author and the author's supervisor. In fact, face validity is still a controversial method and it is considered the weakest method of validity. Therefore, the author also needed to strive for other types of validity survey.

Content validity

Content validity is defined as the degree to which a research instrument adequately covers all the content of a construct (Heale & Twycross, 2015, p. 66). In the survey, content validity looks at whether the created questions reflect the topics and the research problem and assure that the key topics are not omitted. In general, content validity can be examined by evaluating a new survey instrument such as using literature reviews and then follow-ups with the evaluation by experts' judges (Taherdoost, 2016, p. 33).

In this study, the content validity was examined by one German project manager who has twenty years of working experience as a project manager in Allianz Technology SE and one Vietnamese project manager who is the representative of Cushman&Workfield – the project management company in Vietnam.

Construct validity

Construct validity is defined as the extent to which a measuring instrument is relevant and aims to the intended construct (Heale & Twycross, 2015, p. 33). From the author's point of view, construct validity is the most difficult form to examine as it refers to how well researchers transform the idea or concept to an operating reality. If the researcher can draw inferences about test results referred to the topic being studied, then constructed validity is confirmed.

Criterion validity

Criterion validity referred to the extent to the relationship between a measuring instrument and other instruments that measure the same variables. In this study, the researcher aimed to synthesize the data to find the differences between the group of respondents and find the trend or meaning of provided input based on the frequency of the statements. In logistic regression, validity can be tested by p-value of Chi square and p-values of the independent variables. In linear regression, it can be assessed by checking the significance level (α error) of the F-Test.

As a matter of fact, although validity and reliability are closely related, they are not always aligned. In some cases, the result could be high reliability but low validity. In questionnaires, it can happen when the questions are not well-designed, but they were asked several times and generate consistent bad information or data. In contrast, the results can be valid but not reliable if the results have a very large variation. Therefore, a good quality research study requires both validity and reliability of the tools or instruments utilized in the study.

3.6   Summary and transition

The purpose of this quantitative study was to explore the discrepancies in terms of competencies between project managers working in Vietnam and Germany and the leadership styles that are relevant for each country. In Chapter III, the author discussed the research design and methodology to conduct high-quality research.

There are three focusing areas that required deep understanding and careful preparation from the beginning. Those are the role of researcher and participants; specific research method which is a questionnaire in this study; population and sampling. Once the research method is chosen, data collection instruments and techniques are defined to specify the source of data. The author collected data from a primary source which are the data from questionnaire and secondary source which are the literature and published data sources. Data collection instruments and techniques are helpful to ensure the possibility of getting a high response rate in survey. Collected data are not possible to use unless it is

reliable and valid. That is the reason why the last part of the research methodology showed the different ways to estimate the reliability and validity of data, particularly in survey method.

In the next chapter, the author will discuss the presentation of the findings, applications to professional practice, recommendations for action, and recommendations for further research. Chapter IV will be concluded by the limitation and conclusion of the study.

Chapter IV.

4   Research Findings

4.1   Introduction

This chapter includes an overview of results from data collection and analyses. The purpose of this quantitative research is to figure out the differences in project managers' competencies, the key competencies that determine the effectiveness of project managers and the leadership styles in Vietnam and Germany. The author used the secondary data source from literature reviews, published data sources, and data analysis based on the data collected from 150 participants in Vietnam and Germany. The following chapter includes the findings in detail.

4.2   Presentation of the findings

The author conducted a survey of 150 participants who used to work and are working in projects in Vietnam and Germany. The survey was created in two languages which are Vietnamese and English (see Appendix A) to deliver to participants, and then the responding data was collected and analyzed to support answering the overarching research questions: What competency discrepancies occur between project managers working in Vietnam and Germany, their key competencies and what are the current leadership styles of project team management in Vietnam and Germany? The author used Google form to send the survey to participants. After that, the results were collected automatically to Google form and the author recorded the information on SPSS and Microsoft Excel.

As the result of the analysis of participant's responses and literature reviews and published data sources, the author uncovered three themes regarding three research questions: (a) the differences regarding the competencies of project managers in Vietnam and Germany, (b) the key competencies that determine the effectiveness of project managers in Vietnam and Germany, (c) the current leadership styles of project team management in Vietnam and Germany. Before taking a closer view of the above three

themes, the background of participants in the survey is mentioned first to provide a better understanding of the characteristics of collected data.

4.2.1 Background of the participants

There are five questions relate to the background of participants including the gender, age, current working position, project types, and project areas.

Gender

Regarding the data collected in Vietnam, 41.33% of the participants are female and 58.67% of them are male. Similarly, in Germany, the percentage of female respondents is 45.33% and the percentage of male respondents is 54.67%. There is no result in "Other group" in both countries.

Age

In terms of age, the author divided into four different groups, ranging from 18-24, 25-30, 30-40 and above 40 in terms of age. The result shows that in Vietnam, the majority of participants are in the age group from 25-40; whereas, in Germany, most of the respondents are in the age group from 25-30 and above 40. In Figure 3, the age range of participants is overviewed.
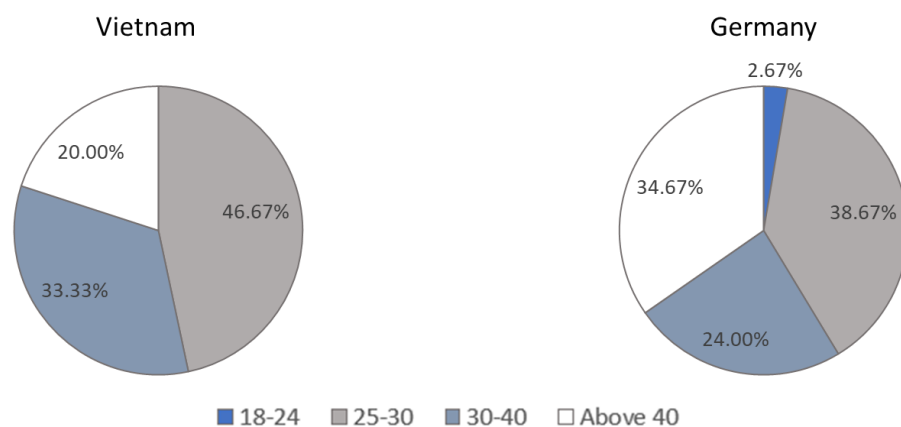

Figure 3 - The age range of participants (own elaboration)

Current working position

The current working position is categorized into five different groups corresponding to the age group. They are intern/working student, entry-level, junior level, senior/manager level and other. It can be seen that in both Vietnam and Germany, the majority of respondents are in senior/manager group, which account for 60% and 73.77% respectively. This is also the purpose of the author to collect quality data from people who have experience in the project management field. The details of the participants' current working positions are displayed in Figure 4.
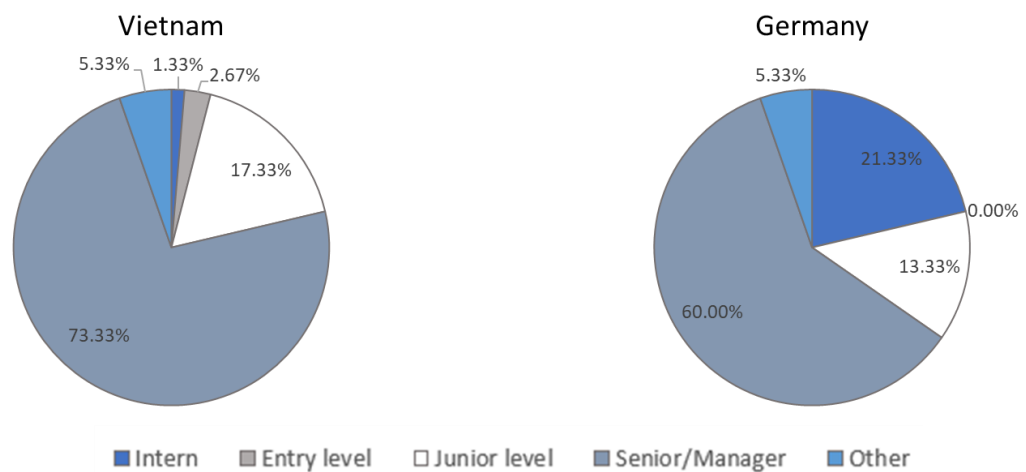
Figure 4 - Current working position of participants (own elaboration)

It is noticeable that although most of the respondents are in senior/manager group, there is a large difference in the age range as mentioned above. The explanation is that according to World population review, Vietnam has a quite young population. The median age of Vietnamese is much lower than Germans, which are 30.5 years old and 46.8 years old respectively (Wolrd Population Review, 2018).

Type of projects

The author categorized the types of projects into three different groups: external, internal and both. Internal projects imply the projects that have been done for the project teams' companies and the external ones imply the projects for other companies. The result displayed in Figure 5 showed that the ratios of the two countries are quite comparable.
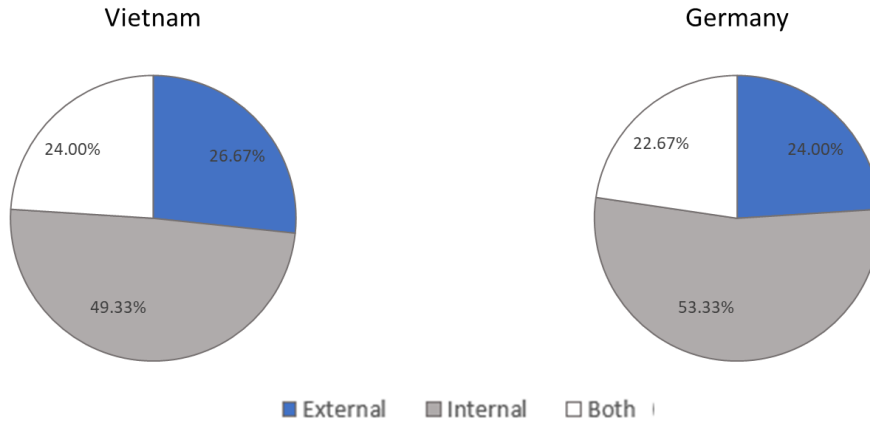
Figure 5 - Type of projects of participants (own elaboration)

Area of projects

Five different areas of projects are divided into this research: Engineer and construction, Information and telecommunication technology, Business and finance, Organizational change and Other. The majority of participants in Vietnam are working in Engineer and construction and Business and finance areas, which account for 30.67% and 29.33% respectively; whereas in Germany, most of them are working in Information and telecommunication technology and Business and finance areas, which account for 41.33% and 38.67% respectively. The detailed figures are shown in Figure 6 below.
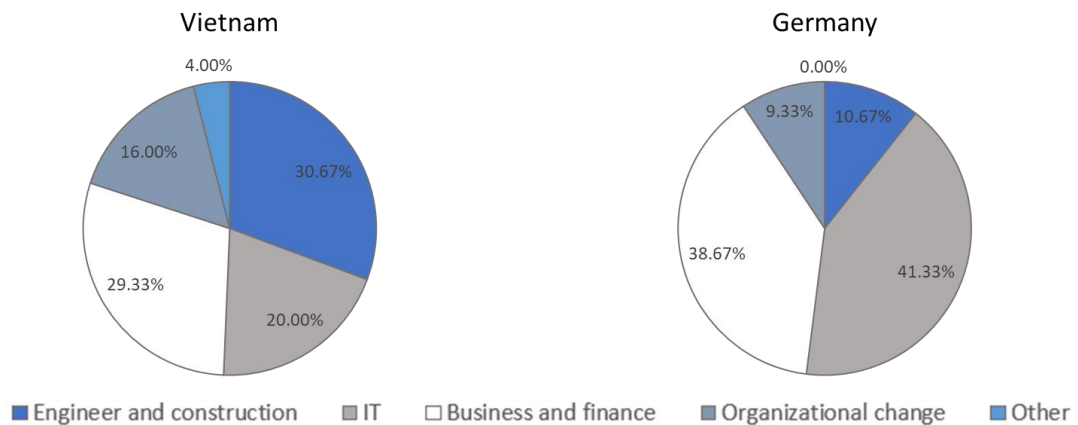
Figure 6 - Project areas of participants (own elaboration)

4.2.2 Research question 1

In order to collect the data for answering RQ1, the survey question is: "Which of the following competencies characterize the Project Manager in your project?". The answers are 15 competencies according to Dulewicz and Higgs (2005) which are also listed in theoretical concepts. The participants can choose the answer based on a five-point scale, where 5 indicated that the project managers definitely have the particular competency, 4 – they rather have it, 3 – I cannot say, 2 – they rather do not have it, and 1 – they definitely do not have it. To differentiate between internal and external projects, the participants can choose the relevant question based on the type of projects. It is also easier for the data collecting process.

4.2.2.1 Both internal and external projects

By comparing the mean values of manager competency assessments between organizations in Vietnam and Germany, the classified differences are displayed in Figure 7 below.
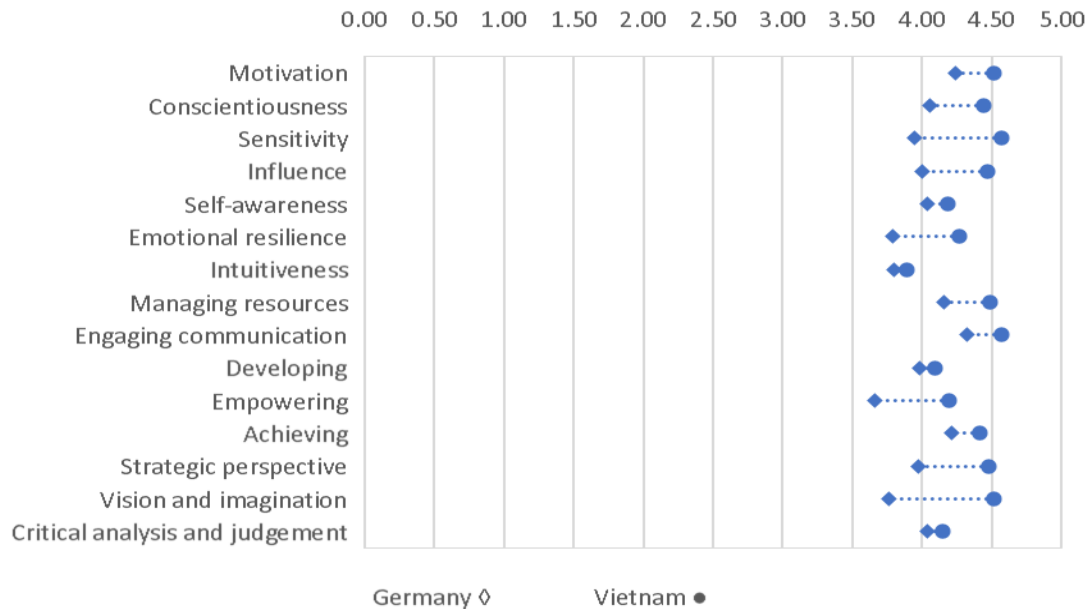
Figure 7 - Different competencies of project managers in both external and internal projects (own elaboration)

Based on the reverse elimination method and logistic regression, three variables with the highest difference in mean values should be adopted for this model. Those are vision and imagination (V), empowering (E), and sensitivity (S). One can see that they belong to three different competency groups. Vision and imagination are in intellectual competencies; empowering is categorized in managerial competencies; sensitivity belongs to the group of emotional competencies. The purpose of the statistical model is to find out if the independent variables significantly affect the dependent variables. Independent variables are vision and imagination, empowering, and sensitivity of project managers. Dependent variables are Germany and Vietnam which are coded 1 and 0 respectively. The formula of the adopted statistical model is below:

$$\text{Prob (country} = 1) = \frac{1}{1+e^{-(b0+b1V+b2E+b3S)}}$$

Where:

Prob: Probability that the independent variables express the competencies of project managers in Germany

b0, b1, b2, b3: coefficient of regression

The initial assessment was to prove the statistical significance of the model by testing whether the suggested model was significantly different from the model with a constant only. Two hypotheses were proposed:

H_0: The intercept and all the coefficients equal to 0. There are no differences in the competencies between 2 countries

H_1: At least one coefficient is different from 0. There are differences in the competencies between 2 countries

Table 4 - Chi-square statistic and its significance level (own elaboration)

	Chi-square	df	Sig.
Model	76.970	1	0.000

The statistical significance of this model is proved by the values of Chi-square and Sig. Chi-square statistic is used to test if the intercept and all coefficients are zero. The value given in the Sig. column is the probability of Chi-square. In this research, as Table 4, H_0 is rejected as the value of Chi-square is 76.97 and its p-value is .000 (less than the critical p-value of 0.05). Thus, the model has statistical significance and at least some variables substantially explain the differences between two countries.

Regarding the reliability of the data, Cronbach's alpha test was run. The result shows that Cronbach's alpha is 0.872 which is very good, and the values of Correlated item-total correlation are all higher than 0.3. Thus, the reliability of this model is proved.

Table 5 - Variables of the adopted model (own elaboration)

Competence	Coef	S.E	Wald	Sig.
Constant	4.451	1.663	7.168	0.007
S	-1.389	0.374	13.824	0.000
E	1.736	0.356	23.815	0.000
V	-1.299	0.313	17.208	0.000

The next step is to find out the significance of each variable which is shown in Table 5. One can see that the results of Wald statistics and the corresponding p-values of the independent variables are lower than 0.05 (reliability is 95%), which proves that the three independent variables are statistically significant.

The estimated coefficients show the relationship between the countries and the project managers' competencies to be interpreted. Sensitivity and vision and imagination have negative coefficients, which means that the higher the assessment of the two competencies, the higher the probability that the project manager is working for organizations in Vietnam. In contrast, empowering has a positive coefficient, thus the project manager is more likely to work for an organization in Germany if the assessment of empowering is higher. Further investigation for each competency is taken regarding the more detailed data.

Vision and imagination

This competency relates to vision, imagination, and innovation of the project managers to define the vision for the organization, predict the risks and changes that can impact the business and adjust the vision accordingly. The figures between the two countries are displayed in Figure 8.
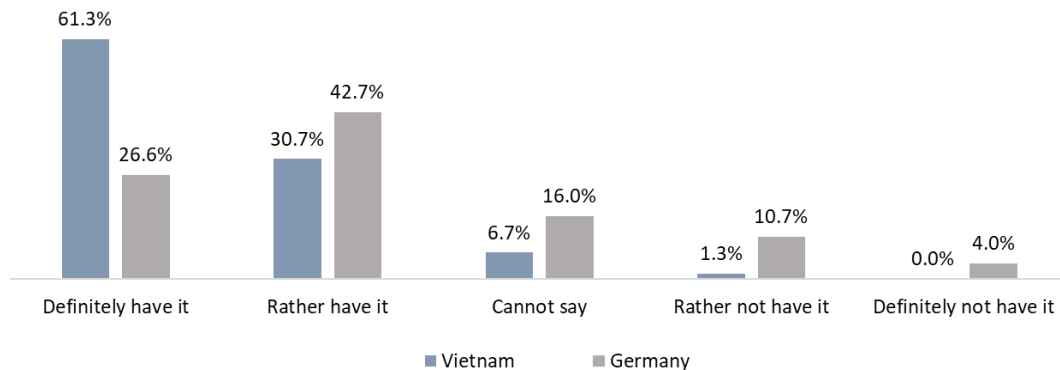
Figure 8 - The five-point scale of Vision and imagination (own elaboration)

In Vietnam, 61.3% of the respondents think that the project managers should definitely have vision and imagination and 30.7% believe that they rather have it. Similarly, the numbers in Germany are 26.6% and 42.7% respectively. Only 6.7% of Vietnamese participants do not have opinions about this competency, whereas the figure is 16% in Germany. Moreover, 10.7% of German participants believe that the project managers rather do not have it and 4% think that they definitely should not have it.

As a matter of fact, according to Hofstede's cultural dimensions, both countries are considered long-term orientation. This means people in the two countries tend to prepare for the future by their fast adaption to changed conditions when necessary. The figure in Vietnam is much higher than in Germany as currently, Vietnam is a developing country with economic growth of 6-7% (International Monetary Fund, 2019). The rapid development requires continuous changes and innovations. Therefore, it is crucial for the project managers to foresee the changes in the market and adjust the vision appropriately. On the other hand, in Germany, the economy is very strong and stable. That is the reason why the role vision, imagination, and innovation is not as vital as in Vietnam.

Empowering

Empowering means the project managers give the staff autonomy and encourage them to take on the challenges, demanding tasks and responsibilities. In general, the mean value in Germany is 0.4 higher than in Vietnam. The detailed differences could be seen in Figure 9 as below.
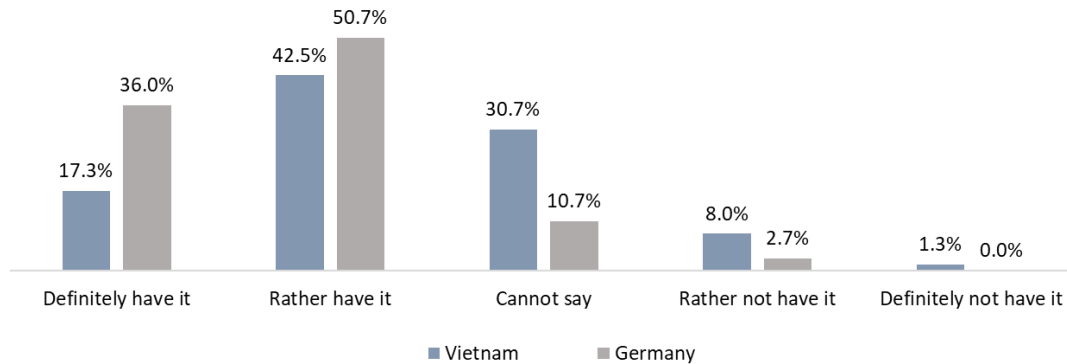
Figure 9 - The five-point scale of Empowering (own elaboration)

There are more than 80% of participants in Germany agree that empowering is also a competency that project managers should have, whereas the corresponding number is 60% in Vietnam and more than 30% of Vietnamese respondents do not any opinions about empowering. In fact, this competency relates to the power distance dimension of Hofstede. Vietnam has a high score on this dimension which reflects that centralization is still very common. In contrast, Germany is one of the lower power distance countries. Therefore, empowering is considered an important competency of project managers in Germany.

Sensitivity

This competency has the second highest mean value difference between the two countries, which is only lower than vision and imagination. Sensitivity is defined as the project manager's awareness of others to make decisions and propose relevant solutions regarding problems or challenges. This competency is more related to soft skills. For Vietnamese participants, all of them believe that sensitivity is necessary for project managers and among them, 61.3% strongly think that the project managers should definitely have it. In contrast, only 22.7% of German respondents agree that project managers should definitely have sensitivity. Moreover, 5 participants which equal to 6.7%

do not recommend this competency for project managers. The detailed figures are shown in Figure 10.
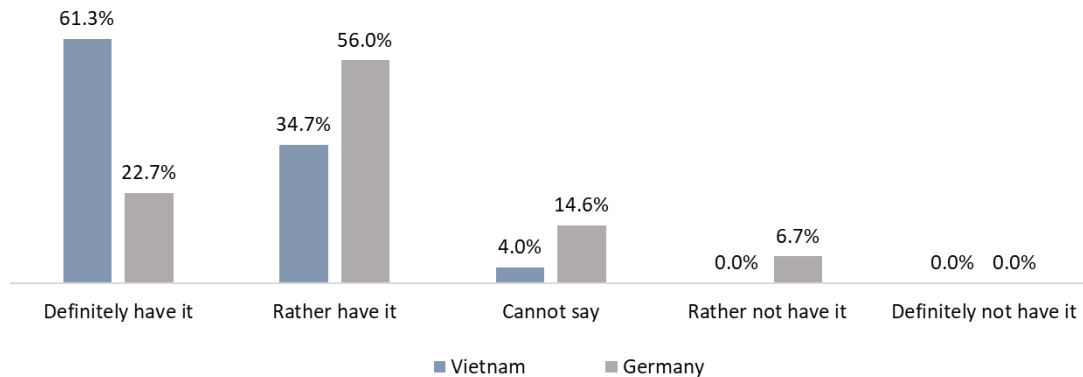
Figure 10 - The five-point scale of Sensitivity (own elaboration)

According to Hofstede Insight (2019), Germany has a high preference for uncertainty avoidance with a score of 65. This reflects the mindset of detailed, accurate and informative in thinking, explaining and implementing. This is why Germany project managers do not highly trust in something mainly depends on emotions and predictions. On the other hand, in Vietnam, with a quite low preference for avoiding uncertainty, a more relaxing attitude is preferred, and less accuracy is required. Therefore, emotional competencies are considered important in Vietnamese culture.

4.2.2.2 External projects

External projects are defined as projects that implemented for external needs and require strictly project-oriented teams or groups (Grzesik & Piwowar-Sulej, 2018, p. 49). Some areas that commonly apply external projects are engineering and construction, consulting or IT. The difference between the mean values of manager competency assessments in organizations in Vietnam and Germany are displayed in Figure 11.

It is worth noticing that the competencies with the highest mean values difference are sensitivity, vision and imagination, empowering and influence. Apart from the explanation in 4.2.2.1 Both internal and external projects, further analysis is conducted for particular external projects.
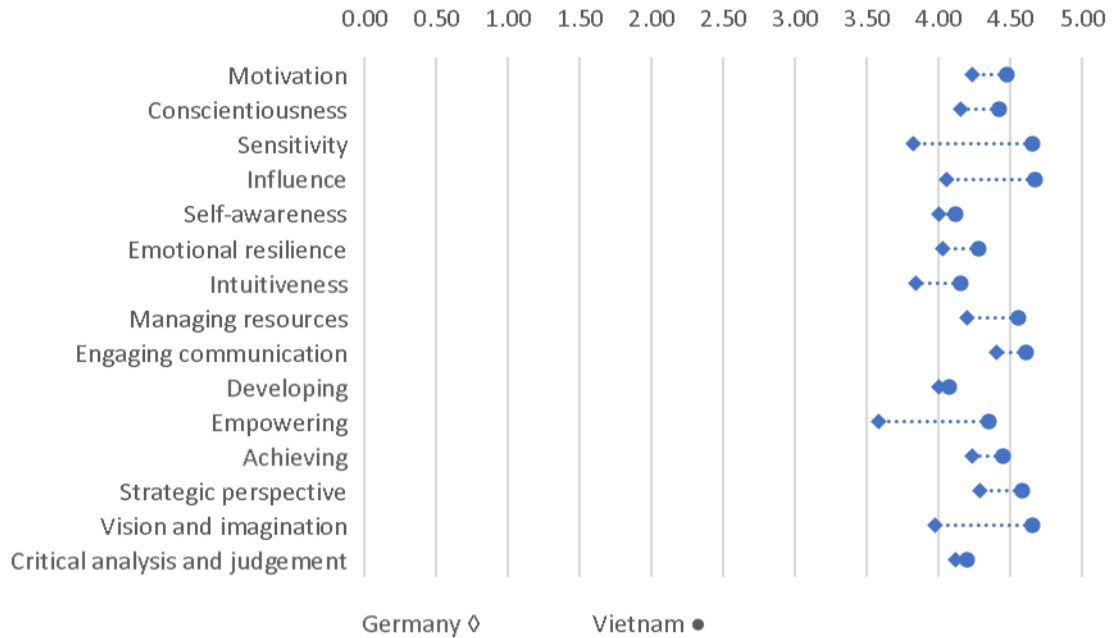
Figure 11 - Different competencies of project managers in external projects (own elaboration)

Among those four competencies, sensitivity has the highest mean value difference which is 0.83. 72.22% of participants in Vietnam believe that the project manager should definitely have it, whereas the figure in Germany is only 20.4%. From the comments of participants in Vietnam, most of the external projects are in engineering and construction and IT sectors. The chosen companies to do those external projects are selected during the tendering process. That is why sensitivity and influence are especially important for project managers to understand others' intentions and decisions and propose relevant solutions to win the projects.

4.2.2.3 Internal projects

Internal projects are projects that are implemented primarily for internal needs (Grzesik & Piwowar-Sulej, 2018, p. 49). Internal projects are commonly used in organizational change, business and finance, and mass production. Apart from the competencies which are necessary for both internal and external projects like vision and imagination, there are also three competencies differentiate project managers' characters

in Vietnam and Germany including emotional resilience, conscientiousness, and strategic perspective. The list of different competencies is displayed in Figure 12 below.
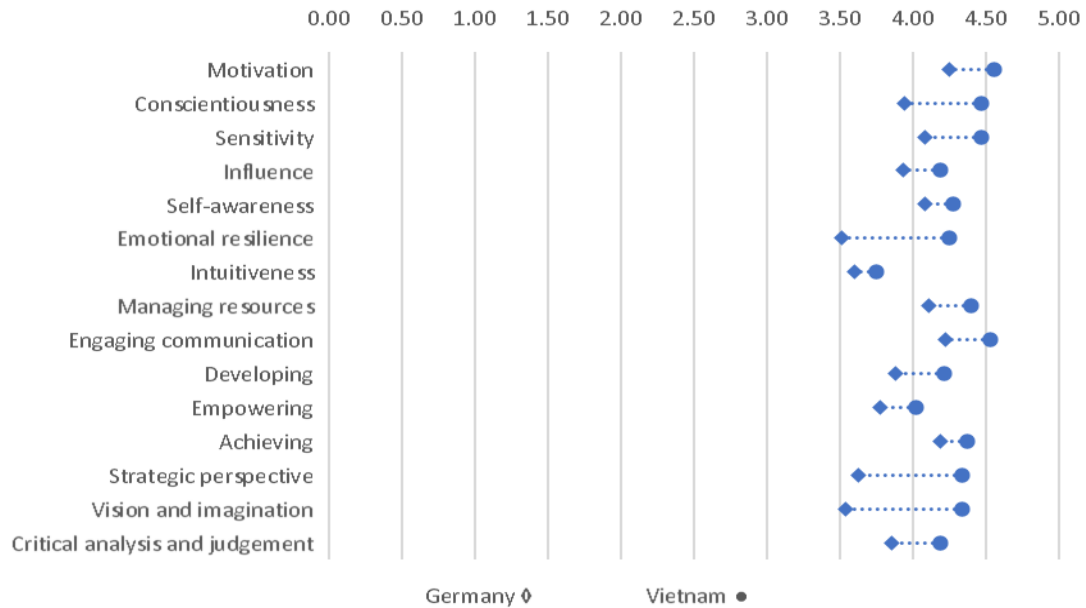
Figure 12 - Different competencies of project managers in internal projects (own elaboration)

In general, one can see that emotional resilience and conscientiousness belong to a group of emotional managerial. According to Hofstede Insights (2019), Vietnam is a collectivist country, whereas Germany is an individualist one. For a collective society, the relationship is very crucial and is encouraged in business, especially for internal projects. Emotional resilience requires the project manager to maintain consistent performance in a range of situations under pressure and adjust their behaviors properly. Being good at it, he or she can build strategies to cope with personal challenges or criticism to gain certain results. Conscientiousness relates to the project managers' support and caring for subordinates to manage challenges and difficulties. That might be explained by the fact that conscientiousness and emotional resilience are important to strengthen the relationship between project managers and subordinates, which considered important in Vietnamese culture.

It is quite interesting that regarding the strategic perspective, the mean value of German participants' answers is lower than in Vietnam although this is an intellectual

managerial. The explanation from Vietnamese participants is that due to the fluctuation of Vietnam's economy, it is crucial for the project managers to foresee the changes in the market to implement relevant projects for internal purposes.

To conclude, there are some different competencies of project managers in Vietnam and Germany for both external and internal projects. The findings for research question 1 aligned with the existing literature review and the conceptual framework of this study. For both internal and external projects, there are three main competencies differentiating the project managers in Vietnam and Germany belong to three categories of competencies. Vision and imagination are in intellectual competencies; empowering is categorized in managerial competencies; sensitivity belongs to the group of emotional competencies.

Regarding external projects, the highlighted different competencies are sensitivity, vision and imagination, empowering and influence. For internal projects, besides the competencies which are different in both internal and external projects like vision and imagination, there are also three other competencies including emotional resilience, conscientiousness, and strategic perspective.

The summary of the final result is illustrated in Figure 13 as follows.
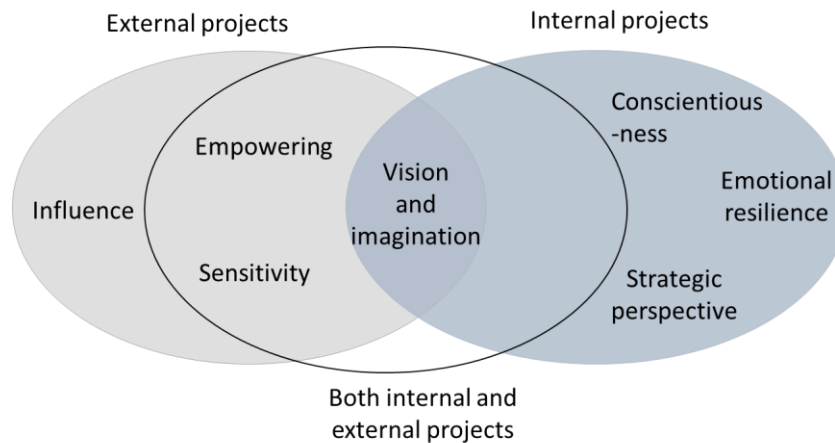
Figure 13 - Summary of the results of Research question 1 (own elaboration)

4.2.3   Research question 2

In order to collect the data for answering RQ2, the data from RQ1 is used together with one additional survey question which is: "How effective was/is the project manager in your project?". The participants can choose the answer based on a five-point scale, where 5 indicated extremely effective, 4 – very effective, 3 – moderate effective, 2 – slightly effective, and 1 – not at all effective. The purpose of RQ2 is to find out which are the key competencies that determine the effectiveness of project managers

Linear regression analysis is used to evaluate the relevance of the model. In both countries, the same model is applied at the beginning, in which the effectiveness of the project manager is the dependent variable and 15 competencies according to Dulewicz and Higgs (2005) are independent variables. Firstly, based on the model summary table, the values R square in Vietnam and Germany are 96.1% and 91.7% respectively. This means 96.1% of the variance of the effectiveness variable in Vietnam and 91.7% in Germany are explained by the regression line and thus the 15 independent variables.

Table 6 - Summary model (own elaboration)

Country	R	R Square	Adjusted R Square	Std. Error of the Estimate
Vietnam	0.961	0.924	0.905	0.185
Germany	0.917	0.840	0.796	0.319

Secondly, the explanatory power of the model is tested by assessing two hypotheses:

H_0: All the coefficients equal to 0. The model has no explanatory power.

H_1: At least one coefficient is different from 0. The model has explanatory power.

The significance level (α error) of the F-Test in Table 17 of both countries are very small and lower than 0.05, which means that H_0 is rejected. Therefore, the model has explanatory power.

Table 7 - ANOVA (own elaboration)

Country	Sum of Squares	df	Mean Square	F	Sig.
Vietnam	24.578	15	1.639	48.132	.000
Germany	28.806	15	1.920	18.923	.000

Thirdly, in order to check the significance of all variables, Coefficient table was used to assess the significant levels of t-Test. If the significant levels are higher 0.05, the independent variables do not have impact on the dependent variables and should be eliminated one by one until the model is suitable. After eliminating the insignificant variables, the new models for project managers' effectiveness in Vietnam and Germany were built with Coefficient table below. The significant levels of T-test for all the variables of the two countries are less than 0.05, thus all the variables are statistically significant, and the built models are relevant.

Table 8 - Coefficient table - Vietnam (own elaboration)

Variables	Beta	t	Sig.	VIF
Motivation (M)	0.171	3.498	0.001	1.837
Sensitivity (S)	0.154	3.479	0.001	1.499
Influence (I)	0.127	2.911	0.005	1.471
Intuitiveness (IT)	0.090	2.015	0.048	1.527
Managing resources (MR)	0.483	10.224	0.000	1.711
Engaging communication (EC)	0.323	7.415	0.000	1.457
Developing (D)	0.140	2.947	0.004	1.737
Vision and imagination (VI)	0.267	5.504	0.000	1.805

Table 9 - Coefficient table - Germany (own elaboration)

Variables	Beta	t	Sig.	VIF
Motivation (M)	0.333	5.586	0.000	1.327
Self-awareness (SA)	0.150	2.067	0.043	1.967
Managing resources (MR)	0.216	2.787	0.007	2.243
Engaging communication (EC)	0.145	2.136	0.036	1.722
Empowering (E)	0.183	3.136	0.003	1.269
Critical analysis & judgement (CJ)	0.545	7.105	0.000	2.203

Fourthly, multiple collinearity was tested to avoid the correlation among the independent variables. If the VIF values are less than 5, the multi-collinearity of independent variables is not significant. From Tables 8 and 9, one can see that all the VIF values are less than 2.5, which means that there is no multicollinearity among the independent variables that can affect the research's result.

Therefore, the build model is suitable, reliable and statistically significant. The relationship between the dependent variable and independent variables can be presented in standardized regression equations following.

Model 1: Effectiveness (VN) = 0.171xM + 0.154xS + 0.127xI +0.09xIT + 0.483xMR
+ 0.32xEC + 0.14xD + 0.267xVI

Model 2: Effectiveness (GE) = 0.333xM + 0.15xSA + 0.216xMR +0.145x EC
+ 0.183xE +0.545xCR

On the other hand, Beta values measure how strongly each independent variable influences the dependent variable. Thus, the higher the Beta value, the greater the impact of the independent variable on the dependent variable. To conclude, key competencies that determine the effectiveness of Vietnamese project managers are managing resources, engaging communication, vision and imagination and sensitivity as they have the highest beta. Similarly, for German project managers, four key competencies are critical analysis and judgement, motivation, managing resources, and empowering. Further explanations were carried on for each country.
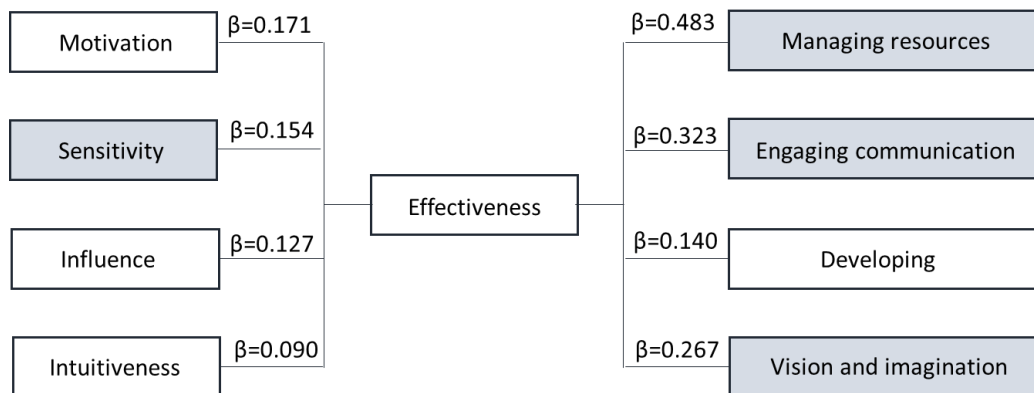
In Vietnam

Figure 14 - Model 1 (own elaboration)

According to Müller and Turner (2010), for most of the successful projects that have medium complexity, the project managers will have the following competencies belong to the three groups: critical thinking in intellectual competencies; managing resources, empowering and developing in managerial competencies; self-awareness, sensitivity, influence, and conscientiousness in group of emotional competencies. The results collected from the survey are relatively aligned with the literature review.

Among four key factors, beta value of managing resources is the highest ($\beta=0.483$), which means that this competency has the largest impact on the effectiveness of Vietnamese project managers. In fact, most projects result in cost overruns and schedule slippage due to poor resource management (Pinha & Ahluwalia, 2019, p. 119). That is the reason why both Vietnamese and German project managers should have managing resources competency to take advantage of resource allocation and minimize total project duration.

Another research conducted by Grzesik and Piwowoa-Sulej (2018) showed that teamwork and cooperation are considered the competency that determines the effectiveness of project manager in Business and finance area. Teamwork and cooperation refer to the ability to cooperate with subordinates and to make sure that all the team members will not work separately or competitively. This is quite similar to engaging communication, which is the second-highest competency that strongly impacts the project managers' effectiveness.

Furthermore, based on the areas of projects in Vietnam, 30.67% of the participants worked in Engineering and construction and 29.33% of them are in Business and finance. Müller and Turner (2010) also emphasized that vision and imagination is one of the important competencies needed for the success of engineering projects.

Regarding the cultural factor, as a matter of fact, Vietnam is a collectivist country with a quite low score of 20 and also a feminine society (Hofstede Insight, 2019). The characteristic of this culture is that relationship is important and encouraged and conflicts should be solved by negotiation and compromise. Therefore, it is no doubt that emotional competencies such as sensitivity are focused and engaging communication which can foster the relationship is highly recommended.

In Germany
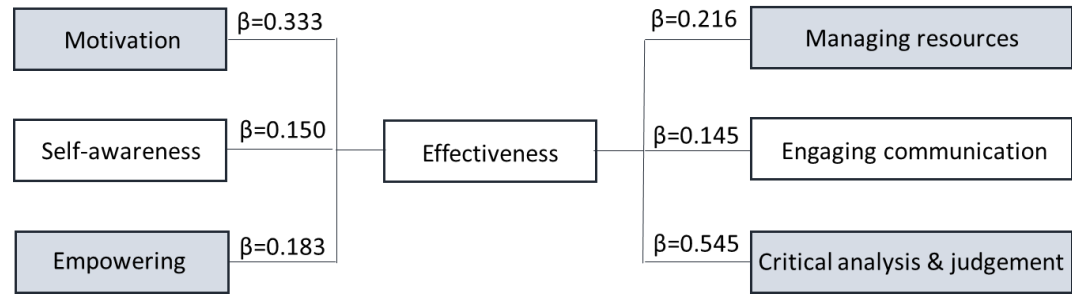
Figure 15 - Model 2 (own elaboration)

It can be seen that the competencies that determine the effectiveness of German project managers are managing resources, motivation, empowering and critical analysis and judgement. It is quite interesting that similar to Vietnam, those four competencies also belong to three different categories of competencies: critical analysis and judgement in intellectual competencies; empowering and managing resources in managerial competencies and motivation in the group of emotional competencies.

Critical analysis and judgement have the strongest impact on project managers' effectiveness with β=0.545. Taking cultural factor into consideration, in terms of uncertainty avoidance dimension, as being a country with a high preference for uncertainty avoidance, German always focus on details, accuracy and logical thinking. That is why critical analysis and judgement are highly emphasized when it comes to project managers' competencies.

On the other hand, based on the background of participants in terms of project areas, 42.33% of German participants are working in Information and telecommunication technology and 38.67% are in Business and finance area. According to Grzesik and Piwowoa-Sulej (2018), motivation, which relates to energy to achieve clear results and make an impact, is absolutely required for a successful project manager. In the same area, Müller and Turner (2010) believe that project managers also need EQ competencies to be successful.

Besides the fact that Germany is one of the lower power distance countries, thus empowering is preferable, according to Galvin et al. (2014), empowering is very useful to

encourage subordinates and broaden their limitations. It can also motivate them to be more innovative and creative. Moreover, soft skills such as motivation encourage positive emotions for team members and thus, it can create positive results (Berg & Karlsen, 2014, p. 449).

The findings from research question 2 aligned with the existing body of knowledge and the conceptual framework for this study. In short, regarding the key competencies that determine the effectiveness of project managers, managing resources is indicated as one of the most frequency chosen by project managers in both countries. In Vietnam, sensitivity, engaging communication and vision and imagination are also highly emphasized. On the other hand, German participants believe that motivation, critical analysis and judgement and empowering are important for a successful project manager.

4.2.4 Research question 3

In order to collect the data for answering RQ3, a list of statements that indicate the characteristics of four leadership styles namely autocratic, bureaucratic, democratic and laissez-faire leadership styles had been used for the questionnaire. The respondents can choose the answer based on a five-point scale, where 5 indicated that they strongly agree, 4 – they agree, 3 – neutral, 2 – they disagree and 1 – they strongly disagree. In total, there are 12 statements and each type of leadership style is described by 3 statements. To avoid bias, those statements are not displayed in order. The descriptive method is used with the mean values of each statement and displayed in Table 10 below.

The Test/retest reliability method was applied to 5 questionnaire-takers (6.6%) for checking the reliability of the data. The Pearson correlation coefficient shows the differences between the two tests is less than 20%, which is acceptable. The validity is tested by face validity and content validity as mentioned in Chapter III.

It is worth noticing that the sum of the mean value is highest in bureaucratic (11.77) and democratic (11.68) in Vietnam. On the other hand, the highest mean values are in democratic (12.46) and laissez-faire (11.29) in Germany. This means the majority of participants believe that the project manager's leadership styles in Vietnam are

bureaucratic and democratic, and in Germany are democratic and laissez-faire. A closer look into detailed data is taken in each type of leadership style to examine the data reveal.

Table 10 - Mean values of leadership style statements (own elaboration)

Description	VN	GE	Type of leadership
1. Subordinates need close supervision and direction to assure the expected outcome.	3.39	2.89	
5. Rewards or punishments should be used to motivate subordinates to achieve organizational objectives	4.08	2.97	Autocratic
9. PM makes decisions independently with little or no input from the rest of the group.	2.16	1.97	
2. Subordinates participate in the decision-making process, but PM makes the final one	4.08	3.72	
6. PM focuses on the collaboration and communication between leaders and subordinates, and among subordinates	3.80	4.37	Democratic
10. Most subordinates want frequent and supportive communication from their PM	3.80	4.36	
3. PM follows procedures precisely and ensures subordinates also follow them closely.	4.20	3.51	
7. Subordinates are promoted based on their ability to conform to the rules of the organization	3.39	3.04	Bureaucratic
11. PM creates procedures for the team as she/he believes that the goals can be surely achieved by doing so.	4.19	3.75	
4. PM offers very little guidance and subordinates are expected to solve problems on their own.	2.57	3.65	
8. Subordinates have complete freedom to make decisions.	2.89	3.27	Laissez-faire
12. PM hands over the power to subordinates, but he/she still takes responsibility for the team's decisions and actions.	4.36	4.37	

Autocratic leadership style

The general characteristics of autocratic leadership style are self-directed decision-maker, little interaction or communication among subordinates and emphasizing in rewards and punishments which depends on the level of compliance. The data collected from statement 1 which is "Subordinates need close supervision and direction to assure the expected outcome" is shown in Figure 16.
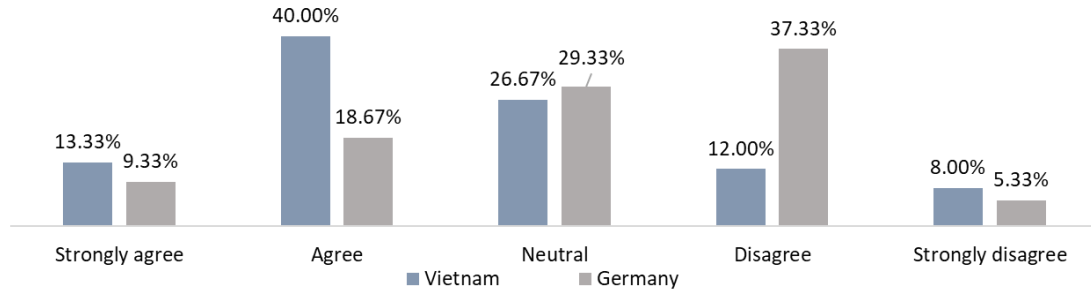
Figure 16 - Result of statement 1 (own elaboration)

One can see that 80% of Vietnamese participants support this opinion, whereas, only approximately 28% of German respondents agree and 37.33% of them disagree with it. Similarly, for statement 5 which is "Rewards or punishments should be used to motivate subordinates to achieve organizational objectives", only 21% of German participants agree. In contrast, more than 50% of Vietnamese respondents agree with it and only 4 people which equal to 5.41% disagree. The reason for German participants is that they would rather reward than punishments, that is why they disagree with it.

Nevertheless, when it comes to statement 9 which is "Project managers make decisions independently with little or no input from the rest of the group", the result from both countries are very similar. Figure 17 below illustrates this data. Regarding decision-making, most participants of both countries disagree if the project managers solely make decisions.

Figure 17 - Result of statement 9 (own elaboration)

In short, this is not a preferable leadership style in both countries; however, in terms of punishments and rewards, Vietnamese project managers agree to use them to motivate the employees. This is quite interesting since in Vietnam, a more relaxing attitude is

preferred, thus, rules and accuracy should not be strictly applied; however, in this case, it is good to know that punishments and rewards are effective in project management.

Bureaucratic leadership style

Project managers with bureaucratic leadership style follow rules precisely and ensure the subordinates to follow the procedures strictly. The data collected from statement 3 which is "Project managers follow procedures precisely and ensure subordinates also follow them closely" is shown in Table 11.
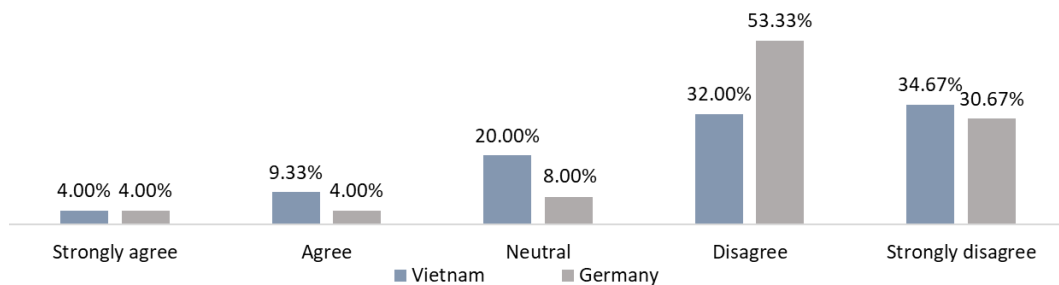
Table 11 - Result of statement 3 (own elaboration)

Country	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Vietnam	41.33%	37.33%	21.33%	0.00%	0.00%
Germany	26.67%	24.00%	22.67%	26.67%	0.00%

It is noticeable that in Vietnam, a very large proportion of participants which equals to 78.66% agree with this statement. However, in Germany, there are two contrary tendencies. Half of the respondents agree with it while the other half chose neutral and disagree.

The next statement numbered 7 which is "Subordinates are promoted based on their ability to conform to the rules of the organization" showed a similar result. Almost 50% of Vietnamese participant agrees and 33.33% of them keep a neutral opinion. On the other hand, 42.67% of German respondents agree, 46.67% of them chose neutral and disagree, and the rest which equals 10.67% strongly disagree.

However, both countries showed a similar result of statement 11 which is "Project managers create procedures for the team as she/he believes that the goals can be surely achieved by doing so". A large proportion of the two countries which is more than 50% agree with the statement. The data collected is illustrated in Figure 18.
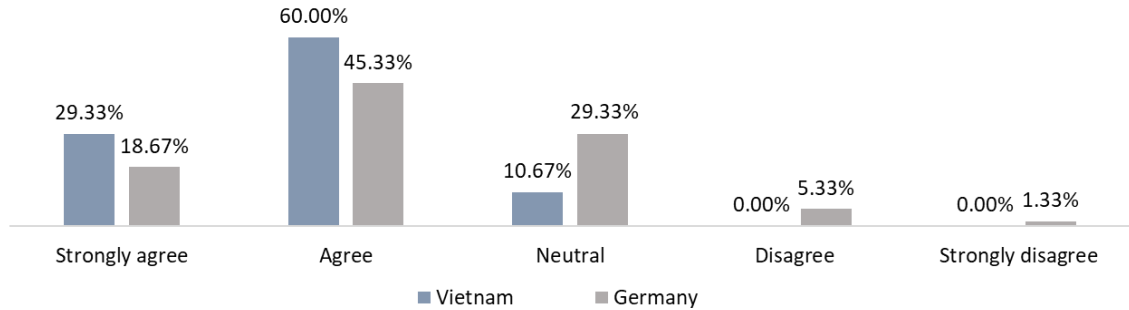
Figure 18 - Result of Statement 11 (own elaboration)

In conclusion, bureaucratic leadership style is more commonly used in Vietnam than in Germany. At first, it might be confusing as German people are more into rules and procedures than Vietnamese. However, taking power distance dimension into consideration, Vietnamese's hierarchy structure might create more rules and paperwork to get approval from centralized managers and it can also affect the mindset of project managers in organizations.

Democratic leadership style

The general characteristics of democratic leadership style are focusing on the collaboration between leaders and subordinates, empowering group members and let them participate in the decision-making process. The content of statement 2 is "Subordinates participate in the decision-making process, but PM makes the final one". For this opinion, the result is quite different between the two countries which is shown in Figure 19. It can be seen that although the percentages of people who agree with this statement are high in both countries, there are still approximately one-third of German participants keep neutral and disagree.
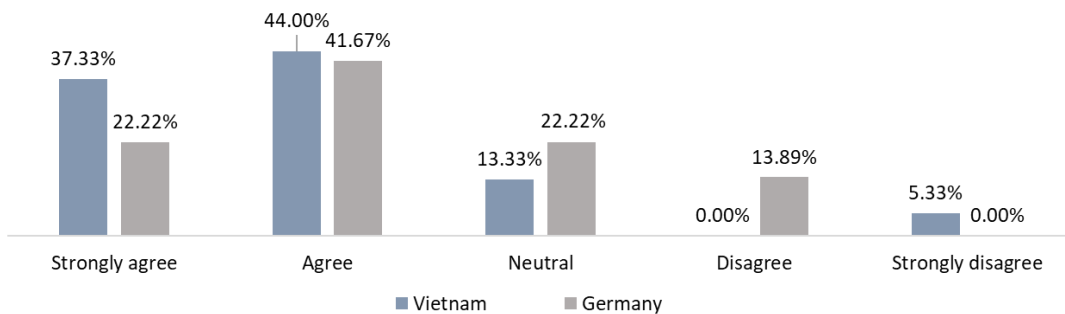
Figure 19 - Result of Statement 2 (own elaboration)

Nevertheless, for statement 6 and statement 10, it is very positive that majority of the participants in both countries agree that "Project managers focus on the collaboration and communication between leaders and subordinates, and among subordinates" and "Most subordinates want frequent and supportive communication from their project managers". Only 10% of Vietnamese participants showed disagreement in statement 6. The detailed collected data is displayed in Table 12.

Table 12 - Results of Statement 6 and 10 (own elaboration)

|	Country	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Statement 6	Vietnam	21.33%	48.00%	20.00%	10.67%	0.00%
	Germany	42.67%	53.33%	2.67%	1.33%	0.00%
Statement 10	Vietnam	9.33%	66.67%	20.00%	2.67%	1.33%
	Germany	42.67%	52.00%	4.00%	1.33%	0.00%

To sum up, democratic leadership style is commonly used in both countries as it is employees-focused and it can foster teamwork and collaboration, which is very necessary for project management. It also matches with the literature review that democratic leadership style has become the most common style in leadership framework.

Laissez-faire leadership style

Project managers with laissez-faire leadership style have the same common features such as letting the team members make all decisions or let the group decide how to accomplish the mission and achieve the goals from what they believe is the best way.

There is a significant difference between the opinions of Vietnamese and German participants in statement 4 which is "Project managers offer very little guidance and subordinates are expected to solve problems on their own". The result could be seen in Figure 20. 18.67% of German respondents strongly agree with the statement and 45.33% agree with it, whereas approximately half of the Vietnamese participants disagree with it.
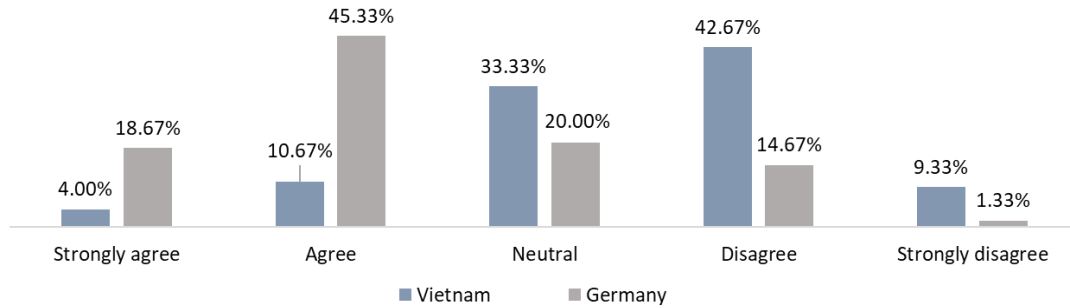
Figure 20 - Result of Statement 4 (own elaboration)

However, when it comes to statement 8 with the content "Subordinates have complete freedom to make decisions", participants in both countries showed two tendencies. In Germany, half of them agree with it while the other half keep neutral and disagree opinion. In Vietnam, only 25% of them show agreement and 64% show neutral and disagree opinion.

For the last statement which is "Project managers hand over the power to subordinates, but he/she still takes responsibility for the team's decisions and actions", the participants show the same opinions in both countries. Approximately 90% of respondents in each country agree with this statement and there is only 2.67% of German participants do not agree. The result is displayed in Figure 21 below.
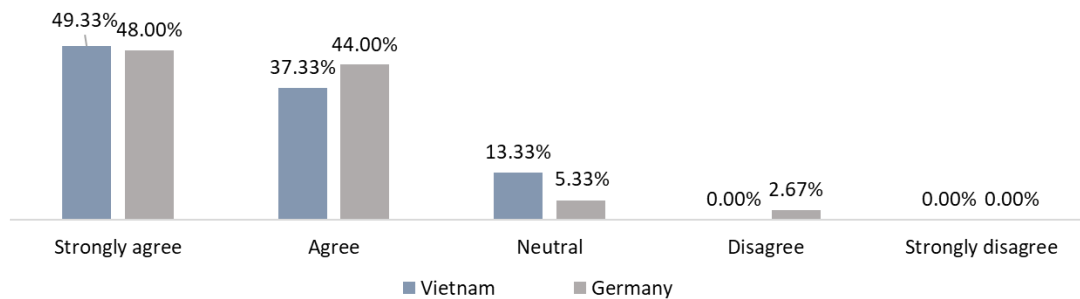
Figure 21 - Result of Statement 12 (own elaboration)

In short, laissez-faire leadership style is more preferred in Germany than in Vietnam. As a matter of fact, this style only works effectively if the quality of team members is good and the average quality of German staff is higher than in Vietnam. That might be the reason that Vietnamese project managers could not apply this style so far.

Conclusion

To conclude, first of all, there is not a specific most common leadership style in Vietnam and Germany. There is always a mixture of different styles applied in the same situation. In general, the most common mixture that project managers in Vietnam are using currently is the democratic and bureaucratic leadership style. Firstly, in terms of decision making, it is believed that subordinates can participate in the decision-making process, but the project manager makes the final one. Secondly, subordinates still prefer having frequent support from project managers and having a good relationship with them. Thirdly, regarding the procedures, subordinates are forced to follow the rules to ensure the outcome of projects. Besides that, there is one characteristic of autocratic leadership style which emphasizes the rewards and punishment to motivate subordinates to achieve organizational objectives.

On the other hand, the common leadership styles used in Germany are a mixture of democratic and laissez-faire leadership style. Firstly, as Germany is a low power distance country, the subordinates have the freedom to make decisions; however, project managers still take responsibility for the team's decisions and actions. Secondly, regarding the level of supervision, there are two different tendencies. The first one is which is similar to Vietnamese project managers that project managers give frequent support for subordinates. In contrast, the second tendency is that project managers offer very little guidance and subordinates will solve problems on their own. This is true for the situation that the team members are very high quality and skillful. Lastly, although the sum of mean values for bureaucratic is not high, there is still a high percentage of participants consider the importance of following procedures in the organization as it is essential for German employees to execute the work precisely and organizationally. However, it is less rigid than in Vietnam.

4.3   Application to professional practice

As a matter of fact, the global economy is roughly 40% project-based (Miterev, Engwall, & Jerbrant, 2017, p. 9). Nevertheless, up to 63% of all projects were not successful (Liu & Deng, 2015, p. 124). To achieve project management efficiency,

leadership is considered especially crucial as it influences the performance of the project through various patterns (Jiang, 2014, p. 54). However, the topic of leadership in project management has not caught enough attention as it deserves. The findings of this study included a specific project manager's competencies and leadership styles in Vietnam and Germany.

Senior management in Vietnam and Germany should focus on the differences between the competencies of project managers in two countries and the key competencies that determine the effectiveness of project managers to provide the relevant training and resources for the development of project managers. Increased leadership practices can enhance the influence of project managers on team members and improve project outcomes.

Moreover, understanding the needed leadership skills and competencies, as well as the leadership style can enable a positive outcome of project delivery and support managers in hiring and selecting the right project managers.

Lastly, the findings from this study can be considered a guideline that enables organizations to use knowledge management practices as a tool to document the project managers' competencies and leadership styles. On the other hand, project managers themselves can also develop relevant skills that are necessary for the success of projects.

4.4   Limitation and further research

This study has some limitations that need to be concerned in future research.

Firstly, the findings may be applicable only for projects in Vietnam and Germany with 2 types of project which are internal and external. Future research should consider expanding the research to more countries and different types of projects.

Secondly, the research sample is limited with 150 participants in both countries and the convenience sampling method was used, which means the participants are mostly from the author's network who share the same interests or value. Thus, this result does not represent well the entire project managers in Vietnam and Germany. Moreover, the survey was conducted in only two weeks due to the time constrains. The validity could be

increased if the survey time was longer and there were more participants. The two above-mentioned limitations might affect the generalizability of its findings. Therefore, further research needs to employ a broader and more representative sample.

Thirdly, this study included three groups of competencies which are managerial, emotional, and intellectual and four leadership styles which are autocratic, bureaucratic, democratic and laissez-faire leadership style. Further research should also consider other groups of competencies such as cognitive or personal effectiveness (Project Management Institute, 2002) and other leadership styles such as charisma or transactional leadership style to provide a broader view on this topic.

4.5   Conclusion

From this study, my conclusion is that there are some different competencies between project managers in Vietnam and Germany for both external and internal projects due to the different cultural dimensions. The findings also showed the key competencies that determine the effectiveness of project managers in both countries. Project managers can take this as a reference to develop their competencies properly to increase the project outcomes. As far as the leadership style, there is always a mixture of different styles applied in the same situation. Democratic leadership style is commonly used in both countries. Besides that, together with democratic leadership style, bureaucratic leadership style is also used in Vietnam and laissez-faire is applied in Germany. Nevertheless, effective project managers depend on their ability to change the styles to adapt to the situations and context. Therefore, the author suggests that project managers should adapt a leadership style according to the specific situation to achieve good results in project management.

Appendix

Part 1. Questionnaire

English version

Hello there!

My name is Dinh Ngoc Lien Hoa and currently, I am writing my thesis about "Project Manager's competencies and leadership styles in project management in Vietnam and Germany" with Ca' Foscari University - Italy.

Therefore, I am conducting a survey to collect and analyze data from people who used to work/ are working on projects in Vietnam and Germany.

The survey is taken in Vietnam and Germany. This version is applied to Germany.

This survey will take you approximately 5-7 minutes, and all the answers are anonymous.

Besides that, I also have a small gift which is a €5 Amazon voucher for two of the participants in this survey. The result will be announced at 17:00 on 30/08/2019. Please leave your email below if you would like to participate (to send the gift to the winner); otherwise, you can leave it blank.

Thank you again for your precious time.

1. Email address:

2. Basic information

2.1. What is your gender? *

☐ Female

☐ Male

☐ Other

2.2. What is your age? *

☐ 18 - 24

☐ 25 - 30

☐ 30 - 40

☐ Above 40

2.3. What is your current position? *

☐ Internship/ Working student

☐ Entry level

☐ Junior position

☐ Senior/Manager

☐ Other: ………..

2.4. What is the type of projects? *

☐ External (for other organizations)

☐ Internal (for your organization)

☐ Both

2.5. What is the area of projects? (Ex. IT, Engineering, etc.) *

☐ Engineering and Construction

☐ Information and Telecommunication Technology

☐ Business and Finance

☐ Organizational Change

☐ Other:…………

3. Project Manager's Competencies

If your project is EXTERNAL, go ahead with question 3.1

If your project is INTERNAL, go ahead with question 3.2

If your project is BOTH, answer both question 3.1 and 3.2

3.1. Which of the following competencies characterize the Project Manager in your project?

	They definitely have it	They rather have it	I cannot say	They rather not have it	They definitely not have it
Motivation					
Conscientiousness					
Sensitivity					
Influence					
Self-awareness					
Emotional resilience					
Intuitiveness					
Managing resources					
Engaging communication					
Developing					
Empowering					
Achieving					
Strategic perspective					
Vision and imagination					
Critical analysis and judgement					

3.2. Which of the following competencies characterize the Project Manager in your project?

	They definitely have it	They rather have it	I cannot say	They rather not have it	They definitely not have it
Motivation					
Conscientiousness					
Sensitivity					
Influence					
Self-awareness					
Emotional resilience					

Intuitiveness					
Managing resources					
Engaging communication					
Developing					
Empowering					
Achieving					
Strategic perspective					
Vision and imagination					
Critical analysis and judgement					

3.3. How effective was/is the project manager in your project? *

☐ Extremely effective

☐ Very effective

☐ Moderate effective

☐ Slightly effective

☐ Not at all effective

Leadership styles

4. For these statements below, please choose your opinion (PM: Project Manager) *

	Strongly agree	Agree	Neutral	Not agree	Strongly disagree
Subordinates need close supervision and direction to assure the expected outcome.					
Subordinates participate in decision-making process, but PM makes the final one					
PM follows procedures precisely and ensure subordinates also follow them closely.					

PM offers very little guidance and subordinates are expected to solve problems on their own.					
Rewards or punishments should be used to motivate subordinates to achieve organizational objectives					
PM focuses on the collaboration and communication between leaders and subordinates, and among subordinates					
Subordinates are promoted based on their ability to conform to the rules of the organization					
Subordinates have complete freedom to make decisions.					
PM makes decisions independently with little or no input from the rest of the group.					
Most subordinates want frequent and supportive communication from their PM					
PM creates procedures for the team as she/he believes that the goals can be surely achieved by doing so.					
PM hands over the power to subordinates, but he/she still takes responsibility for the team's decisions and actions.					

* Required

Vietnamese version

Xin chào bạn!

Tôi là Liên Hoa và hiện tại tôi đang làm luận văn thạc sĩ tại trường Ca' Foscari ở Ý về đề tài "Project Manager's competencies and leadership styles in project management in Vietnam and Germany" (Tố chất và phong cách lãnh đạo của quản lý dự án (PM) trong các dự án ở Việt Nam và Đức).

Tôi làm bảng câu hỏi khảo sát để thu thập dữ liệu và phân tích thông tin từ những người đã/đang làm dự án tại Việt Nam và Đức. Bạn sẽ mất khoảng 5 phút để hoàn thành bản khảo sát.

Ngoài ra, tôi có một món quà nhỏ là 1 phiếu mua hàng của Tiki trị giá 100.000VND cho một trong những người thực hiện khảo sát này nếu bạn để lại email ở bên dưới (để có thể gửi quà tặng). Nếu bạn không muốn tham gia, bạn có thể bỏ trống.

Kết quả trúng thưởng sẽ được thông báo lúc 19:00 ngày 05/09/2019 (Giờ Việt Nam)

Xin chân thành cảm ơn bạn!

1. Địa chỉ Email:

2. Thông tin cơ bản

2.1. Giới tính của bạn? *

☐ Nữ

☐ Nam

☐ Khác

2.2. Nhóm tuổi của bạn? *

☐ 18 - 24

☐ 25 - 30

☐ 30 - 40

☐ Above 40

2.3. Vị trí của bạn? *

☐ Thực tập sinh

☐ Mới đi làm (Entry level)

☐ Vị trí Junior

☐ Vị trí Senior/Manager

☐ Khác: ………..

2.4. Loại dự án của bạn? *

☐ External (Dự án cho công ty khác)

☐ Internal (Dự án cho công ty của bạn)

☐ Cả hai

2.5. Dự án của bạn thuộc nhóm? *

☐ Kiến trúc và xây dựng

☐ IT và viễn thông (Information and Telecommunication Technology)

☐ Kinh doanh và tài chính (Business and Finance)

☐ Thay đổi trong tổ chức doanh nghiệp (Organizational Change)

☐ Khác:…………

3. Tố chất của PM (Project Manager's competencies)

Nếu dự án của bạn là external (dự án cho công ty khác), mời bạn trả lời câu hỏi 3.1

Nếu dự án của bạn là internal (dự án cho công ty của bạn), mời bạn trả lời câu hỏi 3.2

Nếu dự án của bạn vừa cho internal và external, mời bạn trả lời cả hai câu hỏi

3.1. PM trong dự án của bạn có những tố chất nào sau đây? (Dự án external)

	Chắc chắn có	Nên có	Có thể có hoặc không	Nên không có	Chắc chắn không có
Tạo động lực (Motivation)					
Lương tâm (Conscientiousness)					
Sự nhạy bén (Sensitive)					
Sức ảnh hưởng (Influence)					
Hiểu rõ bản thân (Self-awareness)					
Điều khiển cảm xúc tốt (Emotional resilience)					
Trực cảm (Intuitiveness)					
Quản lý nguồn lực tốt (Managing resources)					
Giao tiếp hiệu quả (Engaging communication)					
Phát triển nhân viên (Developing)					
Trao quyền cho nhân viên (Empowering)					
Theo đuổi mục tiêu (Achieving)					
Tư duy chiến lược (Strategic perspective)					
Tầm nhìn (Vision and imagination)					
Nhận định và đánh giá mang tính phản biện					

3.2. PM trong dự án của bạn có những tố chất nào sau đây? (Dự án internal)

	Chắc chắn có	Nên có	Có thể có hoặc không	Nên không có	Chắc chắn không có
Tạo động lực (Motivation)					
Lương tâm (Conscientiousness)					
Sự nhạy bén (Sensitive)					
Sức ảnh hưởng (Influence)					
Hiểu rõ bản thân (Self-awareness)					
Điều khiển cảm xúc tốt (Emotional resilience)					
Trực cảm (Intuitiveness)					
Quản lý nguồn lực tốt (Managing resources)					
Giao tiếp hiệu quả (Engaging communication)					
Phát triển nhân viên (Developing)					
Trao quyền cho nhân viên (Empowering)					
Theo đuổi mục tiêu (Achieving)					
Tư duy chiến lược (Strategic perspective)					
Tầm nhìn (Vision and imagination)					
Nhận định và đánh giá mang tính phản biện					

3.3. Đánh giá mức độ hiệu quả của PM torng dự án của bạn *

☐ Cực kỳ hiệu quả

☐ Rất hiệu quả

☐ Khá hiệu quả

☐ Ít hiệu quả

☐ Hoàn toàn không hiệu quả

Phong cách lãnh đạo

4. Xin cho biết ý kiến của bạn về những nhận định sau: (PM: Project Manager) *

	Hoàn toàn đồng ý	Đồng ý	Trung lập	Không đồng ý	Hoàn toàn không đồng ý
Các thành viên trong dự án cần được PM hướng dẫn và giám sát sát sao					
Các thành viên trong dự án được tham gia vào quá trình ra quyết định, nhưng PM sẽ là người quyết định cuối cùng					
PM theo sát quy trình và đảm bảo các thành viên trong dự án làm đúng theo đúng quy trình					
PM hạn chế đưa ra hướng dẫn và kỳ vọng các thành viên trong dự án có khả năng tự giải quyết công việc					
Thưởng và phạt hợp lý là cần thiết để tạo động lực cho các thành viên trong nhóm đạt được mục tiêu của tổ chức					
PM tập trung vào thúc đẩy mối quan hệ và khả năng cộng tác giữa PM với thành viên dự án và giữa các thành viên dự án với nhau					
Thành viên trong dự án được thăng chức dựa vào khả năng tuân thủ và làm việc theo quy trình của tổ chức					

Thành viên trong dự án được tự đưa ra quyết định của mình.					
PM tự quyết định mọi việc mà không cần ý kiến đóng góp từ các thành viên dự án					
Hầu hết các thành viên trong dự án muốn được giao tiếp thường xuyên và nhận được hỗ trợ từ PM					
PM tạo ra quy trình cho nhóm để đảm bảo dự án có thể chắc chắn đạt được mục tiêu đề ra					
PM trao quyền cho nhân viên, nhưng PM vẫn là người chịu trách nhiệm về mọi quyết định và hành động của các thành viên trong dự án					

* Bắt buộc

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